

YEAR 7 HOME LEARNING RELIGIOUS EDUCATION WEEK BEG 18TH May and WEEK BEG 1ST JUNE

What is the learning objective for this fortnight?

Lesson 1: *To be able to explain non-religious beliefs about life after death.*

Lesson 2: *To gain knowledge and understanding of Jewish food laws.*

How long should I spend on work in RE this fortnight?

You should spend 40 minutes per week on your R.E. work. Each lesson should last 40 minutes. This can be split into four 20 minute sessions over the fortnight.

What should I do if I complete the work early?

There are some EXTENSION activities at the end of this document which you could complete once you've finished all of the work.

Where can I find the resources for this lesson?

Brine Leas Website; Portal; Click on either the Microsoft Logo or the Apple Mac one; Type in Username and Password; Click on remote desktop; Click on This PC Go to (x) students; **Read only** folder; **Home Learning** folder; **Year 7** folder; **Religious Education** folder; **18th May** folder and **1st June** folder.

Lesson Title: Non-Religious Reasons for Belief in Life After Death (to be completed week beg 18th May)

Put the date and title in your exercise book, on paper or typed into a Word document.

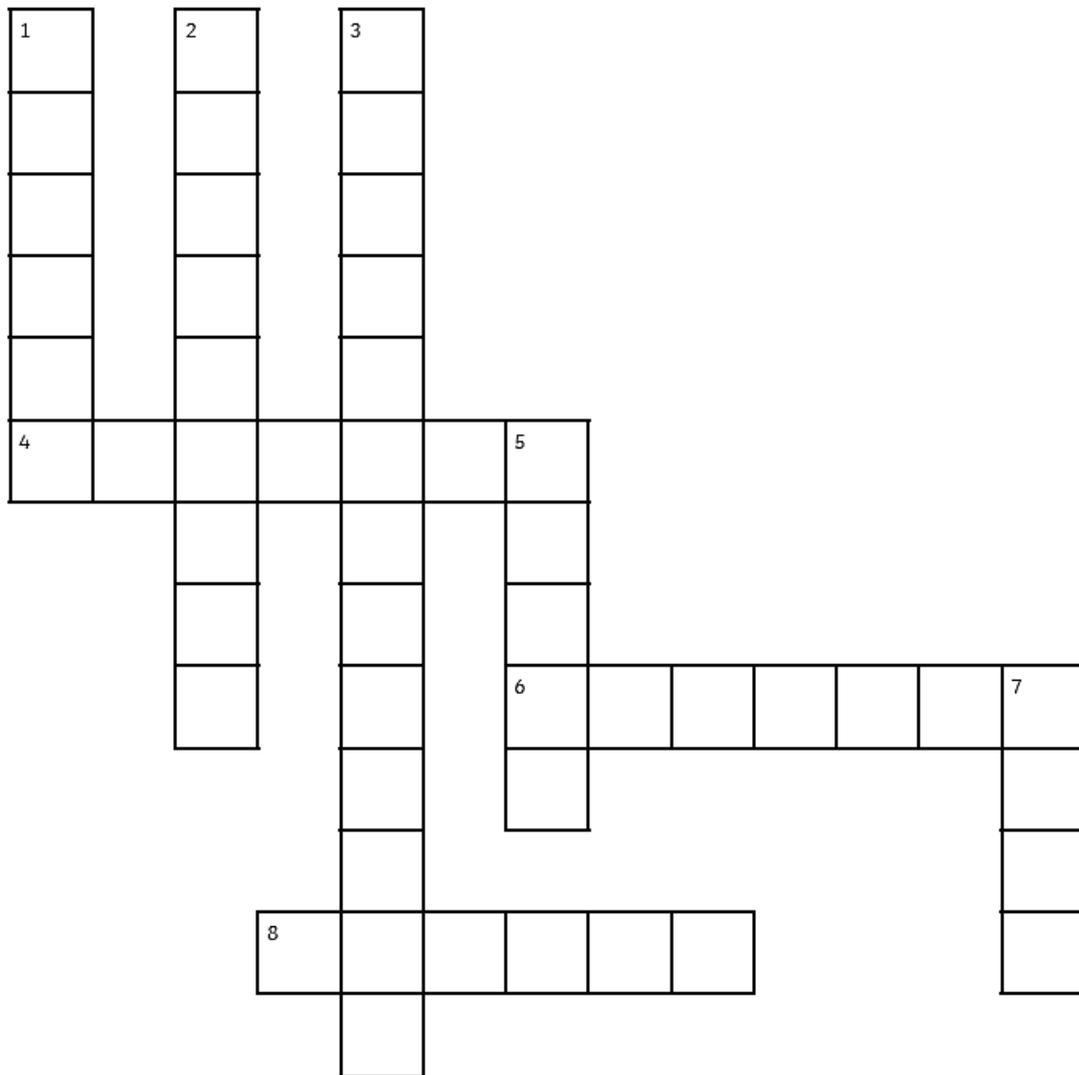
This lesson focusses on the reasons why some non-religious people believe in life after death.

Activity 1 – Crossword

Complete the crossword based on prior learning.

You may draw out the crossword grid – alternatively you can write down your answers to the clues in your book/on your paper/into your word document.

Use the feedback sheet to check and correct your answers.



Clues:

Across:

- 4. The cycle of rebirth.
- 6. The Muslim word for the afterlife.
- 8. The place Hindus believe we will go when we escape the cycle of rebirth.

Down:

- 1. In Islam, these beings have an important part in the afterlife.
- 2. Muslims believe this will happen to everyone at the end of the world.
- 3. The Hindu idea that people will be reborn in a new body.
- 5. The Hindu word for the soul.
- 7. If you have lived a bad life Muslims believe you will spend your afterlife here.

Activity 2 – The four examples of non-religious beliefs in life after death.

Using the information sheets (these can be found on the school website or the shared area) to complete the table below. You may draw out the table into your exercise book, onto paper or into a word document.

Past Lives	Ghosts
Mediums	Near-Death Experiences

Use the feedback sheet to check your work – this will give you an indication of the information you could include.

Extension Activity:

Choose one of the four reasons you have looked at this lesson; Past Lives, Ghosts, Mediums, or Near Death Experiences.

Copy and complete the following evaluation paragraph:

I think that (Past Lives/Ghosts/Mediums/Near Death Experiences) are believable because....

On the other hand (Past Lives/Ghosts/Mediums/Near Death Experiences) are not believable because...

Lesson 2: Title: Religion & Food: Judaism (to complete week beg 1st June

Over the next few weeks we will be looking at various religious dietary laws and how food is important within religion.

Put the date and title in your exercise book/on paper/in a word document.

Activity 1: Key Word Definitions

Copy out the following key words and give the correct definition for each.

Use the feedback sheet to check that you have matched each key word with the correct definition:

Key Word	Definition
<i>Mitzvot</i>	This is the word used to describe food that are considered to be 'neutral' – meaning that they can be eaten with dairy or meat.
<i>Kashrut</i>	The name given to the collection of 613 laws or commandments from God that Jews must follow.
<i>Kosher</i>	The name given to a person who is trained to slaughter animals in a kosher way.
<i>Treif</i>	The name given to the special laws in the Torah which tell Jews what food they are allowed to eat.

<i>Pikuach Nefesh</i>	This word means proper or allowed. It is used to describe foods that are permitted by the Jewish dietary laws.
<i>Parev</i>	This is used to describe anything that has not been cleaned or prepared according to the Jewish dietary laws and so is prohibited as unfit for Jewish use.
<i>Shechitah</i>	The concept that saving a human life is more important than any mitzvot. For Jews this means that they have a duty to save a person's life if they can, even if doing so means that another commandment will be broken.
<i>Shochet</i>	The name of the method used in Judaism for slaughtering animals for food.

Activity 2: Overview of Kosher Laws

Go to the following website:

<https://www.bbc.co.uk/bitesize/guides/zv626yc/revision/8>

Read through the information and answer the questions below.

You can write out the questions or give your answers in full sentences. Write your answers in your exercise book/on paper/in a word document.

Q1. In which books of the Torah would you find the mitzvot?

Q2. What does following the mitzvot show?

Q3. What is the rule about which meat (land animal) can be eaten?

Q4. Give one example of meat that can be eaten (Kosher) and one example of meat that cannot be eaten (Treif).

Q5. What are the rules about eating fish?

Q6. Give one example of fish that can be eaten (Kosher) and one example of fish that cannot be eaten (Treif).

Q7. What are the rules about eating birds?

Q8. Give one example of a bird that can be eaten (Kosher) and one example of a bird that cannot be eaten (Treif).

Q9. Read the following quote from the Torah: "do not boil a kid in its mother's milk." (Exodus 23:19). Explain what this quote means in relation to eating meat and dairy and

give one example of something that cannot be eaten based on this. (note, in this quote, 'kid' refers to a baby goat – not a human child!).

Q10. Explain what parev foods are and give an example.

Activity 3: Menu

Using the information you have gained regarding Jewish food laws, create a 3 course menu that can be eaten by a Jew.

You can write your menu in your book, or on paper or create it on the computer. Try to include images of the food on offer.

Extension Activity

BBC Bitesize daily lessons – RE is included in the BBC daily lessons – these are split into different Year groups – but all clips will be useful.

As an extension activity simply watch all the clips – you do not need to write anything.

For each clip, follow the link and go to the relevant time stamp:

Year 7

Clip 1: – start at **14:14 mins**:

<https://www.bbc.co.uk/iplayer/episode/p089rj1x/bitesize-1112-year-olds-week-1-4-maths-english-and-religious-studies>

Clip 2: – start at **16:10 mins**:

<https://www.bbc.co.uk/iplayer/episode/p08b04wv/bitesize-1112-year-olds-week-3-4-maths-english-and-re>

Year 8:

Clip 3: – start at **16:00 mins**: <https://www.bbc.co.uk/iplayer/episode/p089sg9j/bitesize-1213-year-olds-week-1-4-maths-english-and-religious-studies>

Clip 4: – start at **16:30 mins**:

<https://www.bbc.co.uk/iplayer/episode/p08bp74x/bitesize-1213-year-olds-week-3-4-maths-english-and-re>

Year 9:

Clip 5: – start at **16:15 mins:**

<https://www.bbc.co.uk/iplayer/episode/p089rfyz/bitesize-1314-year-olds-week-1-4-maths-english-and-religious-studies>

Clip 6: – start at **15:21 mins:**

<https://www.bbc.co.uk/iplayer/episode/p08b60j9/bitesize-1314-year-olds-week-3-4-maths-english-and-re>

- This list of clips will be updated when new episodes are available.

If you have any issues then please do get in touch: Christopher.Cooney@BrineLeas.co.uk