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| **Social** JCoSS students develop socially by learning about other faiths and the diversity of Jewish opinion within Anglo Jewry.Students learn the value of supporting others by focusing on texts such as “Justice, Justice, you shall pursue” (Deut16:20) and “Do not separate yourself from your community” (Pirkei Avot 1:2)Our faculty removal rota indicates our high expectations of behaviour and support for one another. Students are proactive in making informed choices/ obligations about their views towards the community and wider society |
| **Examples** * A full curriculum is included on World religions KS3
* Students investigate and work in groups on Philanthropy and charities in First Give Project (Year 8 Unit 6)
* Explore attitudes to wealth and poverty in society
* Feedback in groups
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| **Moral** Our students study dilemmas of leadership and the impact of decision making on others. They understand that often there is not one clear answer but a variety of options that can inform decision making.Our clear sanctions that are consistent across the department and enable students to conform to our code of conduct. |
| **Examples*** Students investigate moral dilemmas and the concept of Judenrat and choiceless choices (Year 9 Unit 4)
* Reflect on whether one man can make a difference (Janus Korzcak) – Year 7 Unit 6
* Reintegration and mediation meetings take place between students and subject teachers to enable students to make progress.
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| **Spiritual** JCoSS students are encouraged to reflect on their own beliefs and use those beliefs to inform their decision making. Faith not taught from an absolute point of view and the diversity of Judaism and belief is recognised and encouraged in the classroom. Students are encouraged to question the role of God in Jewish beliefs and are not afraid to ask and answer difficult questions about faith. |
| **Examples*** Year 7 Unit 1 RE – Holy Books
* Year 7 Unit 2 JE – The Jewish Home
* Year 11 JE Conflict and suffering
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| **Cultural** JCoSS students embrace Jewish culture and practice through case studies and kinaesthetic activities in the classroom.Students are able to evaluate the changes in Jewish thought and beliefs and how the local culture of the communities surrounding Jews have shaped actions and approaches to faith. |
| **Examples** * Ashkenazi and Sephardi Jews (Year 8 unit 3- Jewish history)
* Growth of the Reform Movement (Year 8 unit 3- Jewish history)
* Students investigate how social and religious change impact on Judaism (Year 8 Unit 3 – Enlightenment and Emancipation)
* Explore combination of faiths and culture in 21st century (year 10, unit 4)
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| **British Values** Our students recognise that being British and Jewish can involve a combination of these two identities. They realise that different Jews have different approaches to being British and being Jewish.Students also study different political systems and how Jewish thought and values can inform these organisations* Janus Korczak, UN Rights of the Child (Year 7 unit 6)
* British Jewry (Year 8 Unit 3)
* Attitudes to refugees and barriers (Daniel – Year 9 Unit 2)
* Life and Death – Ethics (Year 11 Unit 1)
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