
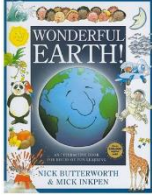




Theme Overview	Unit Outcomes
In this unit of Religious Education, children will develop their understanding of the religion of Judaism with a special focus on the celebration of Shabbat. They will explore some significant aspects through the eyes of a Jewish child and also be able to draw on previous learning to make links to other religions studied as well as in their own lives.	We are learning to empathise with Jewish children by understanding what they do during Shabbat and why this is important to them.

Skills Focus				
Main Skills Focus:	Key Religion	Key Question		
	<ul style="list-style-type: none"> <li>Explore key questions through enquiry based learning into Christianity whilst also drawing from at least one of Hinduism, Islam or Judaism, as well as non-religious world views as appropriate.</li> <li>Teachers should take the children's own background, experiences and questions into consideration.</li> <li>Learn about different beliefs about God and the world around them.</li> <li>Encounter and respond to a range of stories, artefacts and other religious materials.</li> <li>Learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary.</li> </ul>	Judaism	Is Shabbat important to Jewish children?	
		Sequence of Learning		
<b>Lesson 1</b> <b>LI: To explore reasons for having a special day in a week.</b>  <i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i>  Recall learning from previous units. Explore reasons for having a favourite day of the week / celebration. Introduce key question for the unit. Read 'Shabat is coming' by Tracy Newman		<b>Lesson 2</b> <b>LI: To explore the religion of Judaism.</b>  <i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i>  Recall previous RE learning. Recall the key question for this unit and children to discuss any information they have already learnt that they could use to start answering it. Children to explore a selection of objects that represent the Jewish faith and discuss what they	<b>Lesson 3</b> <b>LI: To explore how Jewish people prepare for Shabbat.</b>  <i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i>  Recall previous RE learning. Discuss the key question and any new information the children have to support answering it. Introduce the Kippah (Jewish cap). Children to discuss when and why Jewish people wear them. Children to discuss the link between Christian Sabbath and Jewish Shabbat.	

<ul style="list-style-type: none"> <li>• Begin to understand the importance and value of religion and belief, especially for other children and their families.</li> <li>• Ask relevant questions and develop a sense of wonder about the world using their imaginations.</li> <li>• Talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.</li> </ul> <p><b>RE at Bland's Infant School:</b></p> <ul style="list-style-type: none"> <li>• It is vital for all our children to learn from and about religion, so that they can understand the world around them.</li> <li>• RE promotes respect and open-mindedness towards others with different faiths and beliefs and encourages children to develop their sense of identity and belonging through self-awareness and reflection.</li> <li>• We encourage children to ask questions to promote enquiry-based learning.</li> </ul>		<p>believe the purpose of each is. Introduce the Torah along with the other objects. Create a class display using objects. Introduce the term Sabbath making links to previous learning of the Creation story in Genesis. Reference Wonderful Earth by Nick Butterworth from previous learning.</p>  <p>Explore the meaning of the Sabbath to Jewish people and make links to knowledge of Christianity.</p> <p><a href="#">What Is Judaism? - BBC Bitesize</a></p> <p>Explore how the Jewish people show they care for others and the environment.</p>	<p>Explore how a Jewish child prepares for Shabbat. Explore how a Jewish adult prepares for Shabbat.</p> <p><a href="#">(8) What is Shabbat?   Religious Studies - My Life, My Religion: Judaism - YouTube</a></p> <p>Review items in our Jewish display that might be used in the preparation of Shabbat. Discuss Synagogue as a place of worship for Jewish people. Explore how places of worship help people develop a sense of belonging. What other places of worship can the children recall from previous learning. Discuss what children do on a Friday evening and Saturday. How do they prepare for other special events?</p> <p><a href="#">How Jewish people show care – KS1 Religious Education – Primary Y2 - BBC Bitesize</a></p>
	<p><b>Lesson 4</b>  <b>LI: To explore the Shabbat meal.</b></p> <p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p>	<p><b>Lesson 5</b>  <b>LI: To prepare a Shabbat table.</b></p> <p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p>	<p><b>Lesson 6</b>  <b>LI: To explain who Shabbat is important to Jewish children.</b></p> <p><i>**Introduce the learning intention after your lesson recap. At the end use a thumbs up/down/middle for the children to self-evaluate their achievement. **</i></p>

Recall previous RE learning.  
Discuss the key question and any new information the children have to support answering it.  
Read the big book 'My Jewish Faith'.



Focus on the Shabbat meal the significance of the food, the blessing, the ceremony and family time.  
Discuss how this compares to other preparations children are familiar with.

Recall previous RE learning.  
Discuss the key question and any new information the children have to support answering it.  
Children consolidate learning by preparing a Shabbat table and discussing the events following up to it.  
Label each element of the table and write captions to explain the significance of each including the blessings.

Recall previous RE learning.  
Children to take the role of a Jewish child who has been invited to a party on a Friday night by a non-Jewish child.  
Consolidate knowledge gained through the unit to create a response to explain why they cannot attend this party.

**Glossary:**

**Challah:** egg-rich yeast-leavened bread that is usually braided or twisted before baking and is traditionally eaten by Jews on the Sabbath and holidays.

**Judaism:** religion of the Jewish people.

**Kiddush:** a ceremony of prayer and blessing over wine, performed by the head of a Jewish household at the meal ushering in the Sabbath (on a Friday night).

**Kippah:** a skullcap worn by Orthodox Jewish men.

**Sabbath:** a religious day that commemorates the day that God rested after creating the world celebrated by Christian people on a Sunday.

**Shabbat:** a religious day that commemorates the day that God rested after creating the world celebrated by Jewish people on a Saturday.

**Synagogue:** the building where a Jewish assembly or congregation meets for religious worship and instruction.

**Torah:** The Torah is the compilation of the first five books of the Hebrew Bible, namely the books of *Genesis*, *Exodus*, *Leviticus*, *Numbers* and *Deuteronomy*.