

# Topic Title: Other Faiths - Judaism

Year 1 Spring 1



## Enquiry Question:

What do Jewish people remember on Shabbat? How do they observe it?

## Disciplinary Focus:

Theology & Human/Social Sciences

## Background for Teachers:

R.E. Online:

<https://www.reonline.org.uk/knowledge/jewish-worldview-traditions/>  
<https://www.reonline.org.uk/knowledge/jewish-worldview-traditions/holy-days-and-celebrations/>

National Association of Teachers of Religious Education (NATRE):

<https://www.natre.org.uk/resources/termly-mailing/inspiring-re/jewish-people/why-do-many-jewish-people-celebrate-shabbat/>

The Jewish Museum:

<https://jewishmuseum.org.uk/schools/in-the-classroom/>

## Previously On ... (Links to Prior Learning):

Hide the different world religion symbols around the classroom and challenge the children to find all six – which of them do they recognise? Make links to the cross as the symbol for Christianity, the introduce the star as the symbol for Judaism.

## Big Questions:

Why do you think it is important to have a day to rest?

What would you do/not do on your day of rest? Why?

Who was given the Ten Commandments?

What are Jews remembering on Shabbat?

How do you think Jews feel on Shabbat?

Where are Jews allowed to go?

Why do you think it happens every week?

How does Shabbat give Jews a sense of belonging?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<p><b>LO:</b> to explore the idea of a special day, including the special day for Jews.</p>	<p><b>Introduction</b> – explain that this half term, we are going to be learning about another religion called Judaism. People all around the world believe in different things: some people believe in one God, some people believe in many Gods and some people believe in no Gods at all. They have different special books, special buildings, special foods and special stories.</p> <p><b>Q- What do you remember about Judaism?</b> Work collaboratively to complete ‘Previously On’ – see above.</p> <p><b>Starter</b> – recap the Jewish story of Creation by looking at the image and reading the text: <a href="https://www.chabad.org/library/article_cdo/aid/246605/jewish/Creation-of-the-World.htm">https://www.chabad.org/library/article_cdo/aid/246605/jewish/Creation-of-the-World.htm</a> Explain that Christians and Jews both believe in the stories of the Old Testament, which we learnt about earlier this year.</p> <p><b>Input</b> – introduce the enquiry question for this unit, <i>What do Jewish people remember on Shabbat and how do they observe it?</i> MTYT the word ‘Shabbat’ – whisper, silly voice etc. Explain that Shabbat is a very special day for Jews that happens every week and we will be finding out why and how they observe it.</p> <p>Before we explore why Shabbat is a special day for Jews, we are going to explore what makes a day special. <b>Q- What day is special to you? Why is it special? What do you do on this special day?</b> Build on the children’s ideas to explain that a special day might involve certain foods, people, traditions and actions.</p>	<p><b>Task:</b> Children to draw a picture to show what happens on their special day and write down what day it is.</p> <p>Further challenge: children to write a sentence about their special day.</p>	<p><b>Plenary:</b> Revisit enquiry question – although we cannot yet answer this, we do now know that Shabbat is a special day for Jews.</p>

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Lesson 2	<b>LO:</b> to learn why Jews have Shabbat.	<p><b>Starter:</b> Recap key learning points from last day – what was the children’s special day? What made the day special for them? What is the special day for Jews called?</p> <p><b>Input:</b> Return to the enquiry question for this unit, <i>What do Jewish people remember on Shabbat and how do they observe it?</i></p> <p>Recap how, similarly to Christians, Jews believe in one God, who created the world in six days and rested on the seventh day. This is why on a Saturday, many Jews rest and do not do any work. Christians think of Sunday as the day of rest.</p> <p>Watch the following film clip:  <a href="https://www.bbc.co.uk/programmes/p02mx9mx">https://www.bbc.co.uk/programmes/p02mx9mx</a>  Q- What do Jewish people remember on Shabbat?  Q- Why do they think it is important to have a day of rest?  Q- What do you think Jewish people would and wouldn’t do on their day of rest?</p> <p>Explain that Moses received the commandments on Mount Sinai related to the day of rest – and instructed the people of Israel about how they should work for six days each week and have a complete day of rest on the seventh. This should be a holy day dedicated to the Lord. You might want to watch a film clip of Moses on Mount Sinai to support this.</p>	<p><b>Task:</b> Children to draw a picture of Moses on Mount Sinai when he told the people of Israel that they should work for six days and have a day of rest on the seventh. Write five words around this picture to explain how Moses might have been feeling – provide a word bank for children to choose from.</p> <p>Further challenge: children to write a sentence to explain why Jews have a day of rest.</p>	<p><b>Plenary:</b>  Q- Why do Jews have a day of rest called Shabbat?  What do they remember?</p>

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Lessons 3 & 4	LO: to find out how Jews prepare for Shabbat.	<p><b>Starter:</b> Recap key learning points from last week about what Shabbat is and why Jews celebrate it each week.</p> <p><b>Input:</b> What can the children remember about what Jews can and cannot do during Shabbat? Work collaboratively to make two lists on the Working Wall.</p> <p>Explore the artefacts associated with Shabbat in more detail:  <a href="https://bje.org.au/knowledge-centre/explained-for-kids/shabbat/shabbat-symbols-objects-explained-for-kids/">https://bje.org.au/knowledge-centre/explained-for-kids/shabbat/shabbat-symbols-objects-explained-for-kids/</a></p> <p>Explain that before Shabbat begins, there is lots of preparation that needs doing – there are lots of things to get ready.  Q- What preparation would need doing if you were having a birthday party? What would you need to do to get ready?</p> <p>Watch the following film clip:  <a href="https://www.bbc.co.uk/bitesize/clips/zs2hyrd">https://www.bbc.co.uk/bitesize/clips/zs2hyrd</a>  Q- What preparation do Jewish people have to do before Shabbat? What do they need to get ready?</p> <p>The children's ideas might include: cooking all the meals for Saturday, cleaning the house, laying the table, polishing the candlesticks, getting out best clothes ...</p>	<p><b>Task:</b> Draw or write a list of all the things you need to do before Shabbat starts on Friday night.</p> <p>Different task ideas:</p> <ol style="list-style-type: none"> <li>1. Draw or write a list of the things that need preparing before Shabbat starts on Friday night.</li> <li>2. Make the artefacts out of clay and explain their use and symbolism.</li> <li>3. Draw pictures of two activities that Jews can do during Shabbat and two activities that they cannot do.</li> <li>4. Have a go at recreating a Shabbat meal.</li> </ol> <p>Further challenge: are there any activities that you are allowed to do on a Saturday that a Jewish child would not be allowed to do?</p>	<p><b>Plenary:</b>  What could the children do to help an adult at home prepare for a meal this week? Post on Class Dojo ...</p>

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Lesson 5	<p><b>LO:</b> to understand how the Friday night celebration gives Jews a sense of belonging.</p>	<p><b>Starter:</b> Show six covered up boxes either on the board or under the visualiser and explain that there is a picture on each one of something that Jewish people do on Friday night. Children to work in mixed-ability pairs – each pair to try to work out what six things might be in the boxes and either draw or write these on six Post-It notes. Uncover the boxes one at a time. Use this as an AfL opportunity – add any of the children’s additional ideas to support with the main activity.</p> <p><b>Input:</b> Begin with a discussion around belonging:  <b>Q- What helps us to feel we belong?</b>  <b>Q- How important is it to feel we belong?</b>            Build on the children’s ideas to reflect on things we all do and all know – we belong to our school – Learning for Life Behaviours, school uniform etc.  <b>Q- What do you do on a Friday evening?</b>  <b>Q- Which of these are particular things that help you to feel a sense of belonging to a group?</b>            Going to a youth club, always having a film night with family, always going to Grandma’s on a Friday – building on the sense of tradition, culture and belonging.  <b>Q- What might Christians do that gives them a sense of belonging?</b></p> <p>Show a Venn diagram – either using two overlapping circles on the board or two overlapping hoops on the carpet. Explain to the children that you are going to explore the similarities and differences between their life on a Friday night and the life of somebody Jewish on a Friday night – <b>linked to their faith</b>. Which of their ideas from the starter are just true of Jewish people? Are there any ideas that are true of the children’s lives as well? Work together to separate these into the ‘just Jews’ and ‘Jewish people and me’ sections of the Venn diagram on the board. Model adding something to ‘just me’ section of Venn diagram.</p>	<p><b>Task:</b> Children to work in mixed-ability table groups. Each group to have two overlapping hoops to represent a Venn diagram, the six boxes from the starter showing things that Jewish people do on a Friday night and some blank Post-It notes. Children to work together to add ideas on Post-It notes to the Venn diagram:</p> <ul style="list-style-type: none"> <li>• Things a Jewish child would do that I don’t</li> <li>• Things I do that a Jewish child wouldn’t</li> <li>• Things that a Jewish child and I both do</li> </ul> <p>Further challenge: children to choose one of the things that a Jewish child would do and explain why it is important to them – how does this give them a sense of belonging?</p>	<p><b>Plenary:</b> Invite each group to contribute an idea from each section of their Venn diagram to the whole-class Venn diagram, explaining why it is important and makes either them or would make a Jewish child feel like they belong – to their family and/or to their religious community – they are things that all Jewish people (who observe their faith) do – and things that people in other faiths or of no faith don’t do.</p>

## Celebration of knowledge and skills gained (opportunities for assessment):

- Children to write a blessing or a prayer that they think Jews might say on Shabbat. What could they say thank you for?

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Lesson 5	<b>LO:</b> to show what we now know about what Jewish people remember on Shabbat.	<p><b>Starter:</b> ‘Popcorn Share’ of ideas about what Jewish people remember on Shabbat – children to bounce up and down on the spot if they have an idea, share their idea, then bounce over to another child to invite them to share their idea – how many ideas can we share altogether? How long can we keep the popcorn bounce going?</p> <p><b>Input:</b> Explain to the children that today, their challenge is to write a blessing or a prayer that they think Jews might say on Shabbat. What could they say thank you for? Why might they choose to say thank you for this? Draw on the children’s ideas to model an example as a Shared Write.</p>	<p><b>Task:</b> Children to write a blessing or a prayer that they think Jews might say on Shabbat, including something that they might say thank you for. Sentence scaffolds to support as needed.</p>	<p><b>Plenary:</b> Choose children to share their blessing or prayer with the rest of the class – what have they chosen to say thank you for? Why might they have chosen to say thank you for this?</p>