

# Who is Jewish and what do they believe? Year 1/2

Key RE Concepts:

Key Elements:

Making Sense of beliefs

Core Concepts and beliefsMaking Connections

ideas to pupils' livesUnderstanding Impact

beliefs in action

Common core RE Concepts

Key Belonging Concepts

Key Questions

Key Skills I will learn/use

**Remember:** I will use my memory to remember what I have learnt about in other religions and the stories I have heard.

**Recall:** I will be able to recall facts and details about different religious ceremonies.

**Name:** I will be able to name different religious ceremonies including.....

**Observe:** – I will observe different religious ceremonies and traditions.

**Notice:** I will be able to notice how some teachings in different religions are very similar to some in the other religions I have learnt.

**Recognise:** I will be able to recognise some similarities and differences between what Christians believe and what other faiths believe.

**Understand:** I will be able to understand why people of faith find it important to belong to a religion.

**Retell:** I will be able to re tell some of the stories I have heard about belonging.

**Ask questions:** I will be able to ask appropriate questions to further my knowledge of what it means to belong.

**Give opinions:** I will be able to give respectful and well thought out opinions on what I have learnt about different faiths and what they believe.

**Collect, use and respond to ideas:** I will be able to use different research techniques to collect, use and respond to the ideas I have about belonging to different faiths and what they believe.

What I have already learnt

- I already know people have different beliefs.
- I already know a range of religious stories from the Christian Bible and some from the Islamic religion.
- I have already learnt how to handle religious artefacts and objects with respect.
- I have already learnt about different religious celebrations.
- I have already started to notice and respond to some of the similarities and differences between religions.
- I have already observed and recounted different ways of expressing identity and belonging.
- I have already learnt to ask and respond to questions about what individuals and communities do, and why.
- I have already learnt to recognise some of the symbols and actions that express a religious community's way of life.
- I have learnt about who and what we can belong to (our family, our friends, school, clubs).
- I have already learnt about why we celebrate special moments in life (baptism, marriage).

What I will have learnt by the end of this unit

- I will be able to explain that many people have objects in their home that are 'precious' to them and that these can be linked to religion
- I will be able to recognise objects that can be found in many Jewish homes
- I will be able to recognise some symbols of belonging for Judaism.
- I will be able to think about why symbols of belonging matter to believers.
- I will be able to talk about how Jewish people believe in one God
- I will be able to recognise what a mezuzah is and know what some of the words inside a mezuzah mean.
- I will be able to give an account of what happens at a traditional Jewish Shabbat dinner and suggest what the actions and symbols mean.
- I will be able to recall the story of Chanukah and how Jewish practices at Chanukah.
- I will be able to tell religious stories and make connections with my personal experiences.

What I will have learnt by the end of my Key Stage

- I will have learnt to recognise symbols of belonging from my own experience.
- I will have learnt to recognise symbols of belonging for Christianity.
- I will have learnt to recognise symbols of belonging for Islam.
- I will have learnt to recognise symbols of belonging for Judaism.
- I will have learnt about why symbols of belonging matter to believers.
- I will have learnt to give examples of ways in which believers express their identity and belonging within faith communities
- I will have learnt to respond sensitively to differences in the way believers express their identify and belonging.
- I will have learnt to identify some similarities and differences between the ceremonies studied

Key Knowledge


Judaism is a religion based on the belief that there is only one **God**. Jews promise to obey God's laws to say thank you to him for looking after them.

**The Torah (T)** is the first five books of the Hebrew Bible. The Torah has 613 **commandments** which are called **mitzvah**. They are the rules that Jews try to follow.

Jewish people have a number of objects in their home mezuzah, candlesticks, challah bread, table set up for Shabbat, seder plate, matzah cover, Star of David on a chain, prayer books, chanukiah.

**Shabbat**, or Sabbath, is an **ancient Jewish celebration**. It falls every Friday evening and lasts until nightfall the following day. Shabbat traditionally marks the end of a week's labour. Those observing Shabbat are encouraged to reflect spiritually and spend time with their families.

**Chanukah** is the Jewish eight-day, wintertime "festival of lights," celebrated with a nightly menorah lighting, special prayers and fried foods.

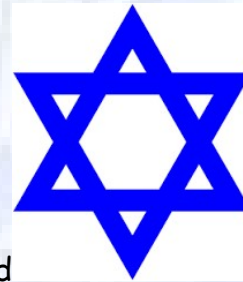




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## Key Vocabulary

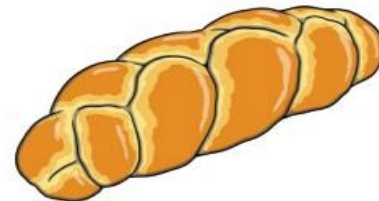
- **Community** - A group of people who have something in common that brings them together.
- **Religion** - A system of faith or worship linked to one or many gods.
- **Symbol** - a shape, design or idea used to represent something.
- **Shabbat** - The Jewish day of rest, taking place each Friday evening.
- **Chanukah** -
- **Torah**- the Torah is a compilation of the first five books of the Hebrew Bible
- **Mezuzah** - small parchment scroll upon which the Hebrew words of the Shema are handwritten by a scribe.
- **Challah** **loves**-are rich braided loaves of bread that Jewish people have on their table and eat during Shabbat
- **Star of David**- The Star of David is a generally recognized symbol of both Jewish identity and Judaism.
- **Seder Plate**- The Passover Seder Plate is a special plate which contains symbolic foods that are eaten or displayed at the Passover Seder, which is a Jewish holiday celebrated in the spring.
- **Kippah**- a skullcap worn by Orthodox Jewish men.
- **Chanukah/Hanukkah** is the Jewish festival of light festivities include singing Hanukkah songs, playing the game of dreidel and eating oil-based foods, such as latkes and sufganiyot, and dairy foods.



Star of David



Mezuzah



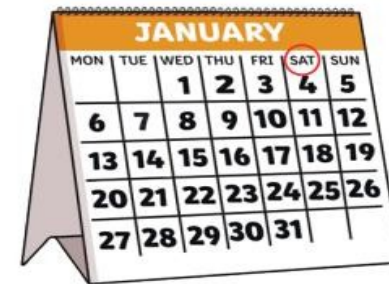
challah



kiddush cup



Judaism



Sabbath

Opportunities for teaching Diversity, Equality (Including protected characteristics) and expanding Cultural Capital

- **Judaism learner service** <https://www.judaismforschools.co.uk>
- **York Hebrew congregation** <https://jscn.org.uk/york-hebrew-congregation/>

## My Skills and Knowledge that I may use from other subjects

**Literacy:** I can use my literacy knowledge and skills to write detailed descriptions of objects, beliefs and experiences.

**Reading:** I can use my phonic knowledge and skills to segmenting and blending to decode unfamiliar words.

**Geography:** I can use my geographical knowledge to find out which country and continent different religions began and where there are most believers of that religion.

**Science:** I can use my knowledge of seasons to know when certain ceremonies and celebrations are held.

**Mathematics:** I can use my knowledge of time to know how long ceremonies last and at what time they start, such as Shabbat.

**Art:** I can use my art skills to practice the art of calligraphy when writing important names.

**D&T:** I can use my Design and Technology construction and joining skills to construct a models of religious buildings.

**History:** I can use the knowledge and skills I have gained in History to read timelines and know things happened before I was born.

