

	<p>TITLE:</p> <p>How do Jewish people show their beliefs in actions?</p> <p>YEAR GROUP:1/2</p>
	<p><i>Nottingham City and County City SACRE RE Syllabus: Non-statutory exemplification</i></p>

Nottingham City and County SACRE RE Syllabus: Non-statutory guidance

How do Jewish people show their beliefs in action?

YEAR GROUP: 1/2

About this unit:

This unit enables pupils to begin to understand how aspects of the Jewish way of life are influenced by their beliefs.

The focus is on the importance to the Jewish people, of God, the world, the family and stories from the Torah, showing how their beliefs are expressed in practice, through the connection between the creation story and the tradition of Shabbat, the Jewish Sabbath.

In learning from Judaism, pupils are encouraged to consider what is important to them and what can be learned from the Jewish way of life by referring simply to their own experiences, beliefs and values.

Where this unit fits in

Concepts of respect, community and diversity are investigated in this unit. It contributes to the continuity and progression by:-

- Reinforcing key Jewish stories already covered from Unit R1 What stories do Christians and Jews love to tell? And R4 Special days, signs, beliefs and people.
- The unit anticipates a further study of 1:4 What is the Torah? 1:6 Learning from Jewish Bible Stories and 1:10 The good Earth

Estimated teaching time for this unit: 7 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 7 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

KEY STRANDS ADDRESSED BY THIS UNIT

AT 1: Learning about Religion

- Beliefs, Values and Teaching
- Religious practices and ways of life

AT 2: Learning from Religion

- Questions of Identity, Diversity and Belonging

The core RE concepts that the unit develops are

Religious practices and ways of life

Questions of Identity, Diversity and Belonging

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly knowledgeable of others' and their own beliefs
- **Respect for all** by developing a willingness to learn from the Jewish way of life
- **Appreciation and wonder** by developing their capacity to respond to creation

The unit will provide these opportunities:

- Pupils have opportunities to consider the concept of religious practices and ways of life and their importance to the Jewish people
- Pupils will be able to think about their own experiences and views in relation to questions of belonging and identity.
- Experiences and opportunities provided by this unit include using their senses; thinking skills activities; re-enactments of aspects of Jewish life; dance, drama and rôle-play; creative art activities and use of ICT techniques and websites on IWB.

BACKGROUND INFORMATION FOR THE TEACHER:

In Jewish thinking there is one God, who created the world and everything and everyone in it. In practice these beliefs are particularly expressed through the Jewish families' celebration of Shabbat, the 'Jewish Sabbath'. This is a tradition linking the Jewish beliefs about God's rest day at the end of creation story to the Jewish people's rest day at Shabbat. The Exodus of the Israelites, the Jewish nation, from Egypt at the time of Moses and the provision of G d* in the wilderness is also celebrated at Shabbat.

*The Jewish people write God's name like this- G d.

Shabbat

It is the Jewish holy day. Jews looked forward to it; it's a rest day. (It is misunderstood to think of it as a day of restricting rules.) It's like welcoming a royal queen (Shabbat is thought of as female). Linked with creation (God rested on 7th day) & Exodus (Shabbat is a way of remembering God's mercy in delivering them out of Egypt)

- It lasts from sunset Friday to Saturday evening – traditionally when 3 stars are seen in the sky.
- During Shabbat no work is performed so preparations beforehand are done eg cleaning, tidying house, food preparations, table set, etc. Food in slow cooker. Jews have bath and put best clothes on. In stricter households switching lights on is seen as work so they are on a time switch.
- Men often visit synagogue on the way home from work.

Blessings :-

- Beforehand the women (mother) welcome Shabbat by 1) Lighting the candles (light them), 2) Moving both hands in circles as if spreading it out 3) Covering both eyes 4) Saying blessings asking for care of family & blessings of peace and light & joy over family.
- Shabbat meal starts;- Father pours and blesses the wine (in Kiddush cup), thanking God for holiness of day & thanking God for creation & freedom (Exodus). They all sit.
- Blessings over challah - bread [2 bread- to remind of time in wilderness when God sent 2 portions of manna on Friday, one to be used for Shabbat]. Share bread & dip in salt [Reminds of temple sacrifices which were dipped in salt]

They eat the Shabbat food – usually fish, soup, chicken, fruit.

Hebrew songs are sung between courses.

On Saturday morning many families visit the synagogue to hear the Torah read. They may play board games, go for a walk, read, sleep in afternoon.

Havdalah Ceremony

- Havdalah is a ceremony at the end of Shabbat. It means 'separation' – separating Shabbat from the first day of the week.

Blessings

- Over the spice box, containing sweet smelling spices (cinnamon, ginger, nutmeg, cloves) The spice box is passed round and smelt – the sweet smell reminds Jews of the joy of Shabbat & the hope of it spilling out into the rest of the week. Plaited Havdalah candle is lit .The candle is held up high by youngest member of family.
- Father says blessing over the goblet of wine, he drinks, candle is snuffed out in wine (in goblet or overflowed wine). Final division between Shabbat & working days.

Vocabulary + concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions: Judaism</p> <p>Shabbat Kiddish Cup Torah Synagogue Challah</p> <p>Peace Blessing Prayer Creation Rest</p>	<p>Teachers might use:</p> <ul style="list-style-type: none"> • Picturing Creation – CD Rom and seven A4 posters for each day of creation • Bk – Someone to Love :The Story of Creation by Marilyn Lashbrook and Stephanie McFetridge Britt • The Creation Wall chart – from ‘Daydream Education’ • Bk Wonderful Earth-Nick Butterworth & Mick Inkpen (Interactive; ISBN 1- 85608-005-60) • Bk Sammy Spider’s First Shabbat ▪ Shabbat artefacts: - table cloth, 2 candlestick holders & white candles, 2 challah (challot is one bread loaf), challah cover, Kiddush cup, Shabbat plate ▪ Spice box + spices ▪ Plaited Havdalah candle & candlestick ▪ Mystery Box containing plant and small plastic replicas of the sun, stars, fish, birds, animals, man ▪ Challah – bought to taste ▪ Bk Peace at Last by Gill Murphy or equivalent story. ▪ Snakes & ladders board – make cards – <ul style="list-style-type: none"> -blue cards for the bottom of ladder with comments such as best shoes are clean, etc -red cards for the top of snakes e.g. forgot to tidy bedroom, fought sister etc <p>Web:</p> <ul style="list-style-type: none"> ▪ The Nottingham City and County Local Authority supports this unit with some resources at www.rsresources.org.uk The Nottingham City and County LA extranet and VLE are also worth exploring. ▪ The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people. ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials. <p>Faith specific sources :</p> <ul style="list-style-type: none"> ▪ http://www.ou.org/about/judaism/index.htm ▪ http://www.sloughrscentre.org.uk/major_faiths/judaism/judaism.htm ▪ http://www.refuel.org.uk/curric/ks2_topics/judaism/shabbat_resources.php
<p>Contributions to spiritual, moral, social and cultural development of pupils</p> <ul style="list-style-type: none"> • Opportunities for spiritual development come from experiencing images of the world’s beauty and from considering the wonder of creation • Opportunities for social development come from considering having a day of the week as a rest day • Opportunities for cultural development come from understanding practices of the Jewish people, including some of their traditions and beliefs. 	

EXPECTATIONS: At the end of this unit		
Pupils working at level 1 will be able to: <ul style="list-style-type: none"> ▪ Recall that Jewish people believe in one God. ▪ Recall the Jewish story of God's creation of the world ▪ <i>Talk about what / who are important to them in their own lives.</i> 	Pupils working at level 2 will be able to: <ul style="list-style-type: none"> • Retell the Jewish story of God creating the world, resting on the 7th day • Use religious words and phrases to talk about Shabbat, sharing a meal and resting on the Saturday. • <i>Ask and respond sensitively to questions about Jewish experiences of Shabbat and their own family times.</i> • <i>Recognise that questions about creation cause people to wonder and are difficult to answer.</i> 	Pupils working at level 3 will be able to: <ul style="list-style-type: none"> • Use a developing religious vocabulary to describe key features of Shabbat and its importance to Jewish people. • Begin to realise the impact on Jewish lifestyles of their religion, through the experience of Shabbat. • <i>Identify what influences them, making links between their own and Jewish experiences e.g. peacefulness at the Havdalah ceremony.</i>
ASSESSMENT SUGGESTIONS <p>A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.</p> <p>The most likely form of assessment for this unit will be done verbally in discussion. In some circumstances, written work will be able to form part of an assessment, particularly when planning a meal for Shabbat.</p> <p>G&T: To extend this work, ask pupils to plan a Shabbat meal for their own families with specific reasons for choosing foods and drinks other than simply saying 'because I like it'. These items could be symbolic or metaphorical.</p>		

Key questions	LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	Points to note
What is most important to you and why?	To consider for themselves what/ who is important in their lives.	What really matters? <ul style="list-style-type: none"> Teacher to show/discuss someone or something that is important to them and why. Opportunity to link to story (e.g. Dogger by Shirley Hughes). Children to share who/ what they feel are most important in their lives and some children asked why. Teacher to steer discussion away from objects and towards significant people. Children to have a picture of a heart and to draw and label who are the most important to them. Choose one drawing on the heart and explain why. 	I can explain who is important in my life (AT2, L1).	<i>When thinking about significant people, keep in mind sensitivity of family issues</i> <i>Cross-curricular link to SEAL topic – Good to be Me and Literacy</i>
Why is God important to Jewish people?	To understand the Jewish belief in one God and begin to realise the importance of God to the Jewish people.	GOD: what does this word mean? <ul style="list-style-type: none"> Show a balloon to the children and blow it up. Talk about what is inside and that the air cannot be seen. Can the children think of other of things existing that can't be seen? (e.g. wind, electricity, love, magnetic force.) Recapping who was important to them, explain that some people believe that God is very important in their lives, even though they cannot see him. Link to previous ideas; e.g. Jews believe that the world would not function without God just as a balloon would not function without air. Discuss in response partners the question, 'Where is God?' Children to produce artwork showing where they think people can find God. 	<p>I can understand that Jews believe in one God (AT1, L 1).</p> <p>I can use religious words to show God is important to Jewish people. (AT1, L 2).</p>	<i>Cross-curricular links with Science and Art</i> <i>Make sure Muslim pupils know that their own religion does not permit drawings of Allah. They can draw a location, or symbol for 'everywhere'</i>
How do the Jewish people believe the world was created?	<p>To understand Jewish peoples' beliefs that God created the world.</p> <p>To know the Jewish story of creation.</p>	What can we learn from a story of creation? <ul style="list-style-type: none"> Use mystery box with a range of items related to creation such as the sun, stars, bottle of water, sand or mud in container, leafy plant, fish, bird and animal figures, figure of a man / woman etc. Children invited to feel and describe an object. Rest of class to guess what the object is before being removed. Re-cap idea that some people believe in God even though they cannot see him. Jews believe that God made the whole world and everything in it. Read story of creation. (Someone to Love: The Story of Creation by Marilyn Lashbrook and Stephanie McFetridge Britt) View images of inspiring landscapes on IWB or use Picturing Creation (DVD + posters from RE today) Drama or dance activity about one of the creation days (freeze framing or short role-play or dance). 	<p>I can recall the Jewish story of creation (AT 1, L 1)</p> <p>I can retell the Jewish story of creation (AT1, L 2).</p> <p>I can recognise that some questions cause people to wonder about creation (AT2 L2)</p>	<i>Cross-curricular link to Science.</i> <i>Using magnifying glasses, children look at plants and animals outside.</i> <i>Reflect on favourite 'find' eg leaf's veins, surface, edges etc</i> <i>Develop a sense of awe and wonder.</i>

<p>Why is it important to look after the world?</p>	<p>To consider how people, including the children, can look after the world.</p>	<p>How can we care for our beautiful world?</p> <ul style="list-style-type: none"> • Play a 'Pictures from Memory' activity using a creation picture/poster of the seven days (poster available from Daydream Education). This thinking skills activity encourages children to discuss strategies for reproducing a picture. Children to be put into groups of 4, teacher to number them 1-4. Each group has one A3 paper. Picture is to be put on a table in a different part of the classroom. Number 1's to look at picture for 10 seconds then return and begin drawing, then repeated with numbers 2-4 in turn. Strategies discussed for drawing then repeat again so each child has a 'second go'. Drawings are showcased and picture revealed. • Read 'Wonderful Earth' by Mick Inkpen and Nick Butterworth about how world was spoilt and could be made better. • Discuss what one thing children would change about the world to make it a better place. Make a TAKE CARE poster. • Children to choose a way of taking care of the world this week. 	<p>I can understand that people can express their faith by taking care of the world (AT1, L 2)</p> <p>I can suggest a way of improving the world (AT2, L 2)</p>	<p><i>Cross-curricular link to Science and Environment projects.</i></p>
<p>Why is family important ?</p>	<p>To understand the importance of the family and Shabbat to Jewish people.</p>	<p>What do Jewish people do to show that they believe the family is important?</p> <ul style="list-style-type: none"> • Reveal Shabbat table (white table cloth, 2 white candles, 2 challah covered with challah cover, Kiddish cup for wine/grape juice. Shabbat tape can be played. • Re-cap seven days of creation and how God rested on the seventh day • Explain that some Jewish people celebrate this seventh day by having a meal and rest day called Shabbat, starting on a Friday night. Explain individual items and that the mother is very important in welcoming Shabbat (See Teacher Information). (Can also use Bringing in Shabbat on http://www.refuel.org.uk/curric/ks2_topics/judaism/shabbat_resources.php) • Read Book - Sammy Spider's First Shabbat • Children to consider and draw/write what they would choose to eat and drink at a Shabbat meal 	<p>I can understand that family is important to Jewish people and to me (AT2, L1).</p> <p>I can use religious phrases to identify some features of Shabbat and its importance (AT1, L 2)</p> <p>I can use a developing vocabulary to describe key features of Shabbat (AT1, L3)</p>	<p><i>Children may never have met Jewish people. Use some photographs to set the context if you can.</i></p>
<p>Why is it important to rest?</p>	<p>To understand the special rest time during Shabbat and the family meets together.</p> <p>To investigate the children's choices of activities.</p>	<p>What matters? Resting does. Why?</p> <ul style="list-style-type: none"> • Share story of being too busy and in need of peace (e.g. Peace at Last by Gill Murphy, 'Can't you sleep little bear?' by Martin Waddell). • Use http://www.refuel.org.uk/curric/ks2_topics/judaism/shabbat_resources.php → 'Work and Rest' to discuss Jewish Saturdays – the synagogue visit and rest time; they do not do any work. Activities in the afternoon can include sleeping, walking or playing games. (See Teacher Inform.). Play an adapted game of snakes and ladders – see resources • Use response partners for children to investigate what they would do on a Saturday if they had the choice and why. 	<p>I can recall that Jewish people rest on Shabbat (AT1, L 1)</p> <p>I can identify activities that Jewish people do during Shabbat , suggesting meanings (AT1, L2)</p> <p>I can explain what I like doing (AT2, L 1)</p>	

<p>Why is it important for the rest and peace to permeate the week?</p>	<p>To understand the Havdalah ceremony.</p> <p>To consider experiences of peace and rest and their importance.</p>	<p>What is Havdalah? Why do Jewish children do this?</p> <ul style="list-style-type: none"> • Rub and reveal on IWB, pictures of various activities (eg painting, playing, looking at or reading a story book, shopping, family meal etc. In groups of 2-3children, consider whether these are peaceful activities; why/ why not. (NB Children may not agree). • Closing ceremony of Shabbat called Havdalah. Reveal Havdalah table (Kiddish Cup, Havdalah candle and spice box) (See Teacher Information). Explain the peace of Shabbat is taken with them into the rest of the week. Can also use 'Saying Goodbye to Shabbat' on above website. • Use a Stilling exercise to explore peace and calm with the children. (e.g. Children to be silent and still and listen for what noises they can hear inside and outside of the classroom, breathing activities, closing eyes etc). Share feelings. • Children to draw what they would choose to do when resting. Give them an outline of a pillow to draw into, and collect the pillows for a mobile display: what makes us restful? 	<p>I can talk about the value of being still and peaceful for a short time (AT2, L1).</p> <p>I can respond sensitively to questions about my own and others' experiences of being peaceful. (AT2, L 2).</p> <p>I can begin to realise the impact on Jewish lifestyles of their religion. (AT1 L 3)</p> <p>I can make links between the Jewish Havdalah ceremony and my own experiences of peacefulness. (AT2 L3)</p>	<p><i>Be sensitive to family issues.</i></p> <p><i>Extension: Cross-curricular link with D&T. Children could make their own spice box for a Havdalah ceremony.</i></p>
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