



KS2 Religious Education Year 3 Autumn 1 – 7.5 hours

Theme/Unit: Jewish Stories

Key concept: Mitzvot/ Importance

Enquiry: How do we show what is important to us?



Unit Summary:

In this unit, children are introduced to Judaism. They learn about the history, symbols, beliefs, stories and important people of the religion. Children consider the importance of rules and commandments in the Jewish religion as well as their own lives.

Prior Knowledge:

Children should have an understanding of Christianity and one other religion from Key Stage 1. They should have heard important Christian stories and the key people associated with these. They would have discussed and learnt about symbols and rules followed by religious people.

Year 3/4 Objectives:

- Communicate** Children can describe their own responses to the human experience of the concepts studied.
- Apply** They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
- Enquire** They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
- Contextualise** They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
- Evaluate** They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.

Key Vocabulary:

Judaism	A religion developed by ancient Hebrews that believe in one God and faithfulness to the laws of the Old Testament
Star of David	A recognized symbol of modern Jewish identity
Mitzvot	The commandments commanded by God
Abraham	Abraham is the father of the Jewish people. Jews see Abraham as a symbol of trusting and obeying God.
Moses	Moses is the leader who Jews from slavery in Egypt.
Mezuzah	A piece of parchment called a klaf contained in a decorative case and inscribed with specific Hebrew verses from the Torah
Menorah	The seven-lamp ancient Hebrew lampstand made of pure gold
Tallit	A fringed garment, traditionally worn as a prayer shawl by religious Jews
Tefillin	A set of small black leather boxes containing scrolls of parchment inscribed with verses from the Torah
Kippah	"Dome" – the kippah is worn on the head

Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Text drivers/Resources:

Story of Moses

Story of Abraham

<http://www.primaryhomeworkhelp.co.uk/religion/jewish.htm>

5-Step Enquiry: <i>How do we show what is important to us?</i>		Suggested Assessment Opportunities
Step 1	<p>Enquire: <i>What is Judaism?</i> Introduce children to Judaism – complete fact lists/mind-maps of key facts and beliefs. Use http://www.primaryhomeworkhelp.co.uk/religion/jewish.htm to research/support. Read/show stories involving Abraham and Moses. Create sections on mind-maps to detail who they are. Act out stories. Listen to various Jewish music and create a piece of music together (create a rhythm to go with it using instruments), create a dance.</p>	<p>Basic:</p> <ul style="list-style-type: none"> • Draw/list/recite important rules in their own lives • Draw/create symbol that shows something important in their own lives <p>Learned:</p> <ul style="list-style-type: none"> • Infer why symbols, rules and stories are important to Jews • Classify rules that are important to them • Use diamond nine to investigate the most important rules <p>Deeper:</p> <ul style="list-style-type: none"> • Investigate/explain the differences in rules between them and a Jew • Present to others their symbol of importance. Use key vocabulary to explain
Step 2	<p>Contextualise: <i>How is Judaism symbolised?</i> Look at different symbols within Judaism e.g. Star of David, Menorah, Mezuzah, Tallit, Tefillin and Kippah. Discuss the importance of these within the Jewish faith – why are these important to Jews? Look at the 10 Commandments – ask children what they think the meaning of each of the commandments are and why they might be the most important.</p>	
Step 3	<p>Communicate: <i>What do we think about important things in our lives?</i> What is important to us? Why is it important? How do we show that it is important? Think of something that is important to us and create a symbol to represent it, or create own Mezuzah with images of important things to us, or a set of rules to follow etc. Create a story to go with this or poem or prayer. Diamond 9: Most important rules.</p>	
Step 4	<p>Apply: <i>Is it important to follow every aspect of Judaism?</i> P4C: What do you think about the concept? Is it important for a Jew to be able to follow the 10 commandments, what would happen if they didn't? Debate whether a Jew needs to follow all aspect of the religion to still be a Jew. Why/why not?</p>	
Step 5	<p>Evaluate: <i>How important is God to Jewish people?</i> Why is God important to Jewish people? Discuss whether he is or not. How do you know? What shows this? Mind map as class and then explain in any form they want.</p>	



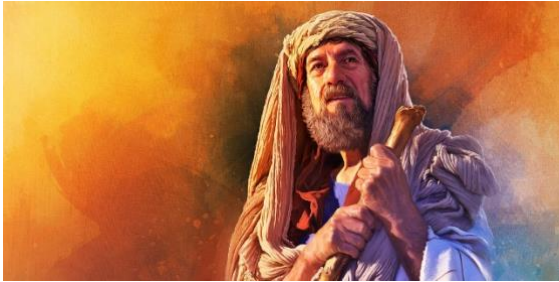
Star of David



Menorah



Mezuzah



Abraham



Tallit



Moses



Tefillin



Kippah