



KS2 Religious Education Year 3 Summer 2 – 7.5 hours



Theme/Unit: Places of Worship

Key concept: Holy/Prayer

Enquiry: Why is prayer important in Judaism?

Unit Summary:

In this unit, children learn about the practises of prayer for Jewish people, particularly activities that take place in a synagogue. They consider how prayer is a form of reflection and discuss what they may reflect on in their own lives.

Prior Knowledge:

Children have completed a unit of work earlier in the year about the important parts of Judaism. They thought about the important rules Jews follow. In the previous unit, children consider sacred places.

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:

Holy	Dedicated or consecrated to God or a religious purpose; sacred.
Prayer	An act that seeks to activate a relationship through communication towards a deity, or a deified ancestor.
Synagogue	A Jewish house of worship.
Menorah	The seven-lamp ancient Hebrew lampstand made of pure gold and used in the portable sanctuary set up by Moses in the wilderness and later in the Temple in Jerusalem.
Torah Ark	An ornamental chamber in the synagogue that houses the Torah scrolls.
Reflection	Serious thought or consideration.

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:

5-Step Enquiry: <i>Why is prayer important in Judaism?</i>		Assessment
Step 1	<p>Enquire: What does holy and prayer mean? Pupils brainstorm the words <i>Holy</i> and <i>Prayer</i> in small groups. Feedback and compare ideas. Pupils will need to recap their previous knowledge about prayer in Christianity.</p>	<p>Contextualise</p> <ul style="list-style-type: none"> Describe/label/draw how Jewish people pray Explain why Jewish people pray – include importance/belief/show understanding Compare with Christianity – what are the similarities/differences <p>Evaluate</p> <ul style="list-style-type: none"> Write feelings of the Jewish person affected by the closure of the Synagogue Explain the emotions and why they are felt – create a for/against debate Write to a local councillor Pose a question about sharing a building with another religion. Would this be acceptable? Why/Why not.
Step 2	<p>Contextualise: How and why do Jewish people pray? Watch DVD/virtual tour that shows around pupils around a synagogue. Look at pictures and investigate what a synagogue is for and how it is used with Judaism. Children now look at how Jewish people pray – look at the Menorah and the Ark. Discuss the Torah/rules and laws/reading cycles. Children will need to have a solid understanding of this before moving on – they will need to know how and why Jewish people pray. Make direct comparisons with Christianity throughout</p>	
Step 3	<p>Evaluate: How important is prayer to a Jewish person? Discuss with pupils: <i>Is it important for believers to be able to go to a synagogue to pray? Why/why not?</i> <i>Can Jewish people still be holy without praying at all?</i> <i>Do all Jewish people believe in worshipping daily? Why/why not?</i> <i>Do you think Jewish people would mind exchanging places of worship with another religious group? Why/why not?</i> Hot-seat, volunteer pupils in role as a Jewish people who have been offered an alternative place of worship because theirs is being pulled down to make way for a road. <i>How would they react? Directly compare this to previous unit. This could be achieved in several ways.</i></p>	
Step 4	<p>Communicate: How can I show what and why Jewish people prayer? Ask pupils to spend some quiet reflective time about their day. The good and bad things that they have done. How they could change these for the next day. How did they feel during this time? How might Jewish people feel when they are reflecting? Pupils to create a leaflet/guidebook/presentation (or something else) to show what a Synagogue is, how it is used for prayer and worship, why it is Holy etc.</p>	
Step 5	<p>Apply: How do I reflect and think about my experiences? Discuss and compare pupils' personal experiences of worship. When do they think about something carefully – perhaps preparing for a test? Reflecting on the day? Discuss: <i>Is it important to show respect for someone's thinking/reflecting time?</i></p>	

