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| Unit Question L2.5 | Religion(s) Covered |
| How do festivals and family life show what matters to Jewish people? (God/Torah/the Jewish People) | Judaism |

Year Group: 3

Suggested Hours: 6

| Key Vocabulary | RE Skills | Points to Note |
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| Rosh Hashanah Shofar tashlich Yom Kippur Pesach/Passover Talmud Torah | Investigate, Describe Compare and Contrast, Summarise | This unit builds on learning from earlier in the syllabus. It explores the importance of the family and home in Judaism as you look at ways in which festivals are celebrated. You could revisit the celebration of Shabbat and deepen pupils' understanding in this context. |

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| <p>Key Question 1: How do Jews examine their deeds from the past year and look to make a fresh start for the next one?</p> | <p>Explore Rosh Hashanah, the Jewish new year festival. Consider how Jews examine their deeds from the past year and look to make a fresh start for the next one; find out about the <i>shofar</i> and eating sweet foods, <i>tashlich</i>.</p> <p>https://www.bbc.co.uk/bitesize/guides/zbb42hv/revision/2</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-celebrating-rosh-hashanah/zdqc8xs</p> <p>Suggested Activities: Children play a game of Rosh Hashanah Bingo or complete a Rosh Hashanah crossword.</p> <p>Circle time: Distribute slices of apple and cups of honey. Explain to the children that we are going to eat apples dipped in honey like Jews do on Rosh Hashanah, the Jewish New Year, and explain that Jews do this because they hope that it will be a sweet (good) year for them, their families, Jews around the world, and for everyone.</p> <p>As we pass the apple and honey around the circle. Talk about the value in pupils' own lives of reflection, saying 'sorry', being forgiven and making resolutions to improve. Ask each pupil (if comfortable and confident to do so) what resolution they would like to make?</p> |
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| <p>Key Question 2: When and how do Jews repent?</p> | <p>Yom Kippur is the 'Day of Atonement': a day of fasting and praying for forgiveness. What happens, and why? Explore the main themes of repentance, deliverance and salvation; consider how for Jews this is both solemn (because of the reality of sin) and joyful (God's readiness to forgive). (Note that some Jewish people write 'G-d', because they wish to respect the name of God and do not want it to be erased or defaced.) The following link is child friendly</p> <p>https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/z4vvjvh</p> <p>As a class children take part in the quiz below.</p> |
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<https://www.bbc.co.uk/cbbc/quizzes/yom-kippur-quiz>

Suggested activity: Discuss how Jewish people celebrate Yom Kippur by not going to work, going to synagogue. They fast and also donate money to the poor.

Children to compare and contrast ways in which this is similar and different to holy days from other religions (Christianity, Christmas Day, Good Friday (fast), Eid, Islam (fasting, charity.) etc.]

**Key Question 3:
How do Jews
celebrate the
importance of
Freedom?**

Re-cap on the story of Pesach/Passover: Explore the epic story of the Exodus through text, art, film and drama, exploring the relationship between the people and God; find out how this dramatic story is remembered at the festival of Pesach and celebrated in Jewish homes, including the preparation and the Seder meal. Below is a useful child friendly clip.

<https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382>

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-celebrating-passover/z4kvrj6>

Reflect on the important themes of Pesach (e.g. freedom, faithfulness of God, the Jewish people's place as God's Chosen or Favoured People – rescued from slavery to demonstrate this, brought into the Promised Land) and what Pesach means to Jews today.

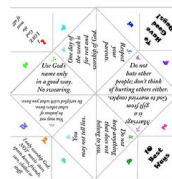
As a class discuss the ways in which slavery is still present in the world today, and how important freedom is. What role do all of us have in bringing freedom? Either as a class or individually list 5 ways that we can ensure our world is free for all.

**Key Question 4:
Why are the 10
commandments
important to
Jewish people?**

Learn that after their escape from Egypt, the Jewish people were given the Ten Commandments. Consider the important of the Commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today. A good link to explain the story is listed below

https://www.youtube.com/watch?v=cK_FWURMnhU

Activity: Children to complete 10 Commandments Chatterbox and then play in partners.



For template see Pinterest <https://www.pinterest.co.uk/pin/90283167507941386/>

Children discuss each commandment that they land on. i.e it's meaning and it's importance.

Plenary: Class discussion to consider the important of the Commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today.

**Key Question 5:
Is gratitude
important?**

Begin by looking at some of the prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say 'thank you' 100 times a day!

The Siddur prayer book contains numerous '*baruch atah Adonai*' prayers – 'Blessed are you, King of the Universe').

Discuss as a class what are the benefits of expressing gratitude regularly?

Note that non- religious people are encouraged to keep 'gratitude journals' today because it makes them happier.

Activity – Research in groups, is it only the Jewish faith that expresses gratitude in prayer?

(using I pads or text books or prepared facts sheets can children find prayer of gratitude in other religions?) they may need prompting to find the following

Children to do written exercise in which they list the connections with the practice of gratitude in Jewish living and link it with other faith traditions they know.

Challenge question: Why is it important to show gratitude? What the benefits of well-being to both religious and non-religious people.

(for teacher subject knowledge visit this page)

<https://www.beliefnet.com/faiths/2001/11/thank-you-god.aspx>

**Unit Assessment:
How do festivals
and family life
show what
matters to Jewish
people?**

Begin with a discussion about what family ritual pupils have in their lives. Ask are they special to you? Do you value them? Next make connections with the way Jewish family life and festivals encourage a reflective approach.

Activity: Children to draw a family ritual (in detail) and write a detailed paragraph about why it is important to them? Why it is special? Why they value it? Complete this activity by asking children to write a paragraph which makes a connection with the way a Jewish family religious ritual is similar. (for SEND or LA children, CT talk about the above and scribe)