

Unit Question L2.1	Religion(s) Covered
What do Jewish people believe and how do they live?	Judaism

Year Group: 3

Suggested Hours: 6

Key Vocabulary	RE Skills	Points to Note
Star of David Torah Shabbat Mezuzah Menorah Chanukah Kosher Challah Sedar plate Matzah kippah	Investigate Describe Compare and Contrast	This unit introduces the children to Judaism. Use clips from BBC My Life My religion https://www.bbc.co.uk/programmes/p02mx9mx

<p>Key Question 1: What does a Jewish home look like?</p>	<p>Begin by asking children what precious items they have in their home (not in terms of money but in terms of being meaningful) Why are they important? Talk about remember what really matters. Find out some sacred objects Jewish people might have in their home. (e.g 'Through the keyhole' activity. Look at pictures of the mezuzah, candlesticks, challah board, challah cover, wine goblet, other kosher food, sedar plate, matzah cover, Star of David on a chain, prayer books, chanukiah, kippah. Gather pupils' questions about the objects. (Using real Jewish artefacts can be powerful) https://www.myjewishlearning.com/article/mezuzah/mezuzah,</p> <p>Show children the above video link about the mezuzah. Discuss why many Jews have this in their home and how it is used.</p> <p>Activity – Children to make their own mezuzah using a template.</p> <p>And/or children to think what words they would like displayed in their home and why? If this is hard give some choices.</p>
<p>Key Question 2: How do Jewish people celebrate Shabbat at home?</p>	<p>Discuss what many Jewish people do in the home on Shabbat. Including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation. (God rested on the seventh day) Video links below are useful https://www.bbc.co.uk/bitesize/clips/zvtfqk7 https://www.bbc.co.uk/bitesize/clips/zn7fkg8</p> <p>Activity – Children to put together a 3d mind map by collecting, connecting and labelling all of the parts of the Shabbat celebrations.</p> <p>And / or discuss what would be good about times of rest if the rest of life is very busy and share times of rest and for families in pupils home.</p>

<p>Key Question 3: What is the importance and value of Chanukah to Jewish families?</p>	<p>Use a variety of interactive ways to teach children about the importance of Chanukah to Jewish families. Find out about the Menorah. Why and how when it is used in the Jewish home. How does it link to the story of Chanukah? An example of useful video links are listed below,</p> <p>https://www.bbc.co.uk/programmes/p02n2kp0</p> <p>https://www.youtube.com/watch?v=zsXQfCeMHs8</p> <p>Activity Explore a variety of craft activities that involve pupils making their own Menorah.</p> <p>As a class consider the importance and value of celebration and remembrance in pupils' own lives. Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful.</p>
<p>Key Question 4: What is the importance and value of Pesach (Passover) to Jewish families?</p>	<p>Use a variety of interactive ways to teach children about the importance of Pesach (Passover). An example of a useful video link is below.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-celebrating-passover/z4kvrj6</p> <p>Activity - Making links to the story of the Passover, using a Seder plate template ask children to draw food that they would eat if they had gone to another country, reminding them to choose food that would remind them of home. Can children give reasons why each food would remind them of home.</p> <p>Or</p> <p>Using Teachers Guide Quest Animated World Faith (Chanel 4 School) page 4 – The Sedar Meal activity. Cut out the objects and glue them onto the table as if preparing for the Seder meal. Match words with the definitions.</p> <p>As a class consider that Jews believe the Almighty rescues people, and brings freedom. Jewish people celebrate this, for example at Chanukah or Pesach. What do children think of the idea of 'God The Rescuer'?</p>
<p>Key Question 5: What makes a Torah scroll special?</p>	<p>Ask pupils to look at pictures, video or artefacts connected to the Torah</p> <p>What makes a Torah Scroll special? Below is an interesting video link/ https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-torah/zhs2t39</p> <p>Discuss how on Shabbat the Torah scrolls are brought out of their special cupboard (ark) in the synagogue and read aloud for the people to hear altogether.</p> <p>Activity – Make Torah style scroll using white paper and tea dye to colour the paper. Invite children to scribe on the paper using copying the Hebrew alphabet- can their partner read it – is it Kosher? Stick dowel rods on either side of the paper and then roll the ends together and tie with a string to make scroll.</p> <p>And / or ask pupils to consider the importance of the holy words in The Torah to Jewish people. We may have favourite books or films, but if something is holy, like the Torah, then it might mean more than even our favourites! Do children understand these ideas: "For about 3400 years, the Torah scrolls have been holy to Jewish people because the scrolls teach the people about God, the creator of the world, our rescuer and the one who we serve." What do children think of these big ideas?</p>

**Unit Assessment:
What do Jewish
people believe
and how do they
live?**

Can you compare your own home life / Jewish home life?

Spot connections.

Venn Diagrams.