




# HOLLY PARK

# RE Learning Organiser

# Year 1

<b>Religion /Worldview:</b> <b>JUDAISM</b>		<b>Enquiry Question:</b> <b>Is Shabbat important to Jewish children?</b>		<b>Summer 1</b>	
In this enquiry, the children talk about the Jewish Creation Story and the way Shabbat is commemorated. They can discuss why it might be important to give thanks and to share family time					
<b>Learning Objectives:</b> We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.					
<b>BAS: Special Times</b>					
<b>Core Knowledge</b>			<b>Link to other aspects of belief</b>		
<p>Shabbat - The day of rest in the Jewish religion. (Sabbath)</p> <p>The Jewish Holy books (Torah) contains stories including the Creation Story in which God creates the world in six days and rests on the seventh – the Sabbath.</p> <p>The law books attributed to Moses include the 10 commandments – one of these is to ‘Honour the Sabbath’.</p> <p>Shabbat (Sabbath) is celebrated both in the home and the synagogue and the main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday.</p> <p>Someone in every home lights candles just before Shabbat. Candlelight symbolises peace coming into the house as Shabbat starts.</p> <p>The start of Shabbat is marked with a special meal and ceremony in the home.</p> <p>Wine (or grape juice) is shared in a Kiddush cup. A sweet bread called Challah bread is eaten.</p> <p>When worshipping, Jews wear a skull cap called a kippah. This is usually worn by men as a sign of respect to God.</p> <p>Havdalah is the end of Shabbat. A special plaited candle is lit and prayers are read. Special spices are smelt and finally the candle is put out in the wine.</p>			<p>Creation Story found in Genesis</p> <p>The different Jewish responses to the day of rest and the definition of ‘work’</p> <p>Synagogue visit</p> <p>Worship – How do Jews mark the Sabbath?</p>		
<b>Vocabulary</b>		<b>History/Context</b>		<b>Impact on believer/daily life</b>	
<p><b>Shabbat:</b> Sabbath: A day of rest</p> <p><b>Shabbat candles (2):</b> candles lit to mark the start of Shabbat</p> <p><b>Kippah:</b> skull cap</p> <p><b>Challah:</b> Jewish sweet plaited bread</p> <p><b>Kiddush cup:</b> A special cup used to hold wine for blessing during the Shabbat</p> <p><b>Torah:</b> Jewish holy book</p> <p><b>Havdallah candle:</b> A special plaited candle – lit to mark the end of the</p>		<p>Judaism is one of the oldest world religions – many of the Jewish writings are significant to other faiths like Christianity and Islam</p> <p>The working week adopted in the western world is based on the Creation Story</p>		<p>Making sure that you are prepared for the Sabbath is important to Jews. As the main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday, food is prepared before the Sabbath starts and a family meal is often shared to commemorate the events.</p>	
<b>Other RE Curriculum links</b>					
<p>Ask children what they already know at Judaism.</p> <p>Link to Christian story of Creation studied in Year 1 Spring 1</p> <p>Jesus (Christianity). Jesus was Jewish. Creation (Christianity). Both religions believe “God rested on the seventh day” after He created the world.</p> <p>What is the Sabbath/rest day for other religions?</p> <p>Christians – Sunday</p> <p>Muslims – Friday</p>					

Sabbath (separating it from the week ahead)			Hindus – no particular day
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Possible Homework links	Other Curriculum Links	Personal connection / resonance
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Is it easy to have family time? What could the whole family do together? Do we have a set time we are together every week? How special are the activities we do? If we don't, is this something we would like to introduce?	PHSE – My family History – Changes in my living memory	Why might it be a good idea to have a day away from work? What other things could we think about on this day? What do Jews thank God for on this day? What do I have to be thankful for?
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**Prior Knowledge**

Celebrations in EYFS  
Elements of Judaism are taught in FS2 Enquiry- What makes people special?  
- What makes places special?

Suggested Activities	Questions to support greater depth
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<p>Make bread – try to plait it</p> <p>Plan a special meal on a plate</p> <p>Set up an area of the classroom for the children to create a Shabbat but leave a basket of artefacts, some to do with Shabbat and some not. Can the children lay the table with the correct artefacts that are important for Jewish people when celebrating Shabbat?</p> <p>Children to make the Challah bread and share a meal with squash 'red wine' and the bread. Explain the symbols of all pieces.</p> <p>In the role play area – set up a Shabbat teddy bear's picnic</p>	<p>Can you think of a day of the week that is important to you and give a reason why? Is there a time that you had a 'special' meal with family and friends? What was the meal/occasion and what made it so special?</p> <p>Were there things/objects that made it extra special?</p> <p>Shabbat is a special time for Jewish people. Can you think of any things they do to show it is a special time?</p> <p>Can you remember things that are done or said during Shabbat to show it is an important time?</p> <p>Have you ever had to miss anything because you had another commitment? E.g. holiday booked and missed a party?</p>
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**BRITISH VALUES**



**RULE OF LAW** - (Shabbat rules)  
**MUTUAL RESPECT**

**TOLERANCE** of those of different faiths and beliefs  
**INDIVIDUAL LIBERTY**

**End Point Expectations**

I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.

I can use the right names for things that are special to Jewish people during Shabbat and explain why..

I can start to make a connection between being Jewish and decisions about behaviour.

**SEND core skills**

**Assessment Opportunity**

**Personal resonance/reflection**

I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world

I can verbalise and / or express my own thoughts

**Knowledge and Understanding**

I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.

**Skills of evaluation & Critical thinking**

I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.