

Religious Education



Enquiry: What do Jewish people remember on Shabbat?

Learning Through a Lens



Theology Lens - Thinking through Believing



Ask Questions
as a Believer



Think like a
Theologian



Explore inside
Religion









Sequence of Learning



Key Vocabulary



Key Vocabulary







Judaism 	Candle 	Challah Bread 	Creation 
Kiddush Cup 	Menorah 	Shabbat 	Synagogue 





Year Group:	Term:	Religion:
1	Spring – Unit 1.3	Judaism
Prior learning:	Y1 - What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish)	
Key vocabulary	Word	Definition
	Jew/ Jewish	A Jew is a person who practices the Jewish religion, Judaism.
	Menorah	A holy candle stick with 7 branches used in Jewish worship.
	Challah Bread	A special bread eaten during Jewish celebrations.
	Shabbat	The Jewish day of rest. Shabbat happens each week from sunset on a Friday, to sunset on Saturday.
	Judaism	A religion where followers believe in one God who revealed himself through ancient prophets.
	Synagogue	A place of worship used by Jewish people.
	Creation	The creating of the world.
	Kiddush Cup	A special cup used for Jewish celebrations.
	Zemirot	The special songs sung at the table for Shabbat.

Disciplinary Lens	Theology	Main enquiry question:	What do Jewish people remember on Shabbat?
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Core knowledge - Children will learn about:	Essential Outcomes - Children will be able to:
<ul style="list-style-type: none"> The Jewish story of creation and relate it to observing Shabbat. Jews believe in one God and that He is the creator. Shabbat is celebrated as a weekly tradition for Jewish families. The symbolism of the key artefacts used during Shabbat: <ul style="list-style-type: none"> Candles – are lit before Shabbat to create peace in the home. Challah Bread – a special plaited bread to show how Jews love Shabbat. Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat. Zemirot – the special songs sung at the table for Shabbat. 	<ul style="list-style-type: none"> Retell the Jewish story of Creation. Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives. Recognise that the practice of Shabbat shows a strong relationship between Jews people and God.





- Shabbat artefacts – table cloth, candle, kiddush cup, bread (challah)

Session	Sequence	Teaching and Learning
Session 1: Retell the Jewish story of creation		
Engage		<p>Explore</p> <ul style="list-style-type: none"> • Explain that we are going to learn about the beliefs of Jewish people • Begin session by watching: https://www.youtube.com/watch?v=2atOT_5xVFw – Take notes for the Working Wall • As a class, consider what is the same and what is different between Judaism and Christianity – eg: Bible / Torah, Church / Synagogue • Share the image of the Creation Story – ask pupils to discuss in talk groups: I see, I notice... I wonder... • Watch: https://www.youtube.com/watch?v=jB_NbwcOLVo – Pause after each 'day' to ask what pupils saw and noticed <ul style="list-style-type: none"> ○ Jewish people believe that the world was created in 6 days with different things being created on each day. ○ The seventh days is the 'sabbath' day, which is where the term shabbat comes from
		<p>Model</p> <ul style="list-style-type: none"> • Begin to reorder the pictures of the Creation Story, explaining choices based on the details from the story • Add a caption under the 1st sequenced picture – 'Let there be Light'
		<p>Guided Practice</p> <ul style="list-style-type: none"> • Give each table a set of Creation Story cards to sort into the correct order and stick onto sugar paper • Let pupils work in groups to sort the story, and then share outcomes • As a class, add another 'caption' Day 2 – <i>God made the sky and oceans</i>
		<p>Independent Practice</p> <ul style="list-style-type: none"> • Children can use one of the templates (blank or prefilled) to recreate the story • Use pictures and short captions to detail each day
Enquire & Explore		<p>Reflect & Challenge</p> <ul style="list-style-type: none"> • Children to share the Creation story with a friend. • What happened on each day? • Which is their 'favourite' of the days? Why do they like this part? • What happened on the seventh day? <p>Link this day to 'Sabbath, Shabbat, Sunday'</p>
	Session 2: Examine the artefacts used to celebrate Shabbat	
Enquire & Explore		<p>Explore</p> <ul style="list-style-type: none"> • Introduce the word Shabbat and link this to the 'Sabbath' or 'Sunday' in the Christian tradition. • Explain that Shabbat is a holy day of rest, celebration and prayer for Jewish people <p>Watch: https://www.bbc.co.uk/programmes/p0114xpt which explores why Jews celebrate it each week and explore the artefacts associated with Shabbat.</p>








		<p>Model</p> <ul style="list-style-type: none"> Use https://bje.org.au/knowledge-centre/explained-for-kids/shabbat/shabbat-symbols-objectexplained-for-kids/ to explore each artefact. Show each artefact to the children and explain how it is used during Shabbat.
		<p>Guided Practice</p> <ul style="list-style-type: none"> Demonstrate how a table is laid for Shabbat – either using artefacts or photos. Lay a table cloth on a table and place items on table (either artefacts or pictures). Talk about the significance of each artefact.
		<p>Independent Practice</p> <ul style="list-style-type: none"> Using the physical artefacts or a picture prompt, pupils draw pictures of artefacts to lay a table for Shabbat. Children to label the artefacts - use a word bank for support if required
		<p>Reflect & Challenge</p> <ul style="list-style-type: none"> Explain the artefacts use and symbolism associated with each one. Play the Wordwall match activity with the whole class - https://wordwall.net/resource/39163853




Session 3: Explain the traditions and rules of Shabbat

Enquire & Explore		<p>Explore</p> <ul style="list-style-type: none"> Continue to explore the traditions of Shabbat, with a focus on what is NOT allowed Watch: https://www.youtube.com/watch?v=JpFw7DqRMEc – stop at 2:09 if time is limited Make a list of the things that Jewish people are not allowed to do during Shabbat
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		<p>Model</p> <ul style="list-style-type: none"> Can the children recall two activities that Jewish people cannot do during Shabbat and two activities that they are allowed to do?
		<p>Guided Practice</p> <ul style="list-style-type: none"> As a class, sort pictures of different activities. Which activities would Jewish children be allowed/ not allowed to do during Shabbat.
		<p>Independent Practice</p> <ul style="list-style-type: none"> Use the T bar table to sort pictures Cut and stick 2 – 3 activities children are allowed to do during shabbat, and 2-3 they are not
		<p>Reflect & Challenge</p> <ul style="list-style-type: none"> Discuss what pupils in class do on a Sunday Would this still be possible if they were Jewish? What might they need to change in their lives to follow the Shabbat rules? Would they mind doing that?

Session 4: Connect ideas of rest and Shabbat to the Creation Story

Evaluate		<p>Explore</p> <ul style="list-style-type: none"> • Begin the session by recalling the rules of Shabbat we learned last week • Ask pupils to recall one activity which is allowed during Shabbat and one which is not allowed • Reinforce that Shabbat is a day of rest and connect this to the Creation Story – On the 7th Day, God rested and blessed all the animals, plants and flowers and everything he had created • Ask pupils to consider the different ways they rest, and why this is important for their mind and body • Ask pupils to imagine if the story of creation didn't include rest... what might have happened? • What would happen if everything was made in a rush, or all in one day? •
		<p>Model</p> <ul style="list-style-type: none"> • Model putting together a small toy, puzzle or building blocks together in a rush • Explain that it doesn't look like you wanted, and won't be very useful
		<p>Guided Practice</p> <ul style="list-style-type: none"> • Children to imagine what might have happened on the day God created animals if he rushed. Maybe the animals would have all got in to a muddle and looked very different. • Show the children some pictures of some muddled up animals. What Creatures was he trying to create?
		<p>Independent Practice</p> <ul style="list-style-type: none"> • Children to draw a 'mixed up animal' • Share their mixed-up animals with the class. Can their peers see what animals have been muddled up?
		<p>Reflect & Challenge</p> <ul style="list-style-type: none"> • Reinforce that Jewish people use Shabbat to remind them to appreciate Gods' creations. • What would pupils like to show their appreciation for?
Session 5: Discuss the significance of Shabbat to Jewish people		
Express		<p>Explore</p> <ul style="list-style-type: none"> • Review our learning over the unit by creating a class mind map – Use prompts to add information <ul style="list-style-type: none"> ○ What can we remember from the creation story? <ul style="list-style-type: none"> ○ What is the day of rest called? ○ What do people eat on Shabbat? How long does it last? ○ What artefacts do they use? ○ What activities can they do? What can't they do? • Use words, phrases and images on the mind-map
		<p>Model</p> <ul style="list-style-type: none"> • Explain how you like to rest – model writing a sentence using the stem: To rest I _____ • Draw a picture to go along with your sentence (eg: walk the dog, read a book, meditate)

		<p>Guided Practice</p> <ul style="list-style-type: none"> • As a class, discuss how Jewish people rest during Shabbat and what activities they enjoy • Complete the stem sentence together, and take suggestions for a picture (eg: Kiddush cup of wine, eating bread)
		<p>Independent Practice</p> <ul style="list-style-type: none"> • Pupils complete their own example, using stem sentences and word bank (Key Vocabulary)
		<p>Reflect & Challenge</p> <ul style="list-style-type: none"> • What do Jews remember on Shabbat? Children to recall why and how Shabbat is celebrated.

Resources

Engage –

Session 1: Jewish Creation Story Template (blank)

Day 4:

Day 3:

Day 2:

Day 1:

Day 7:

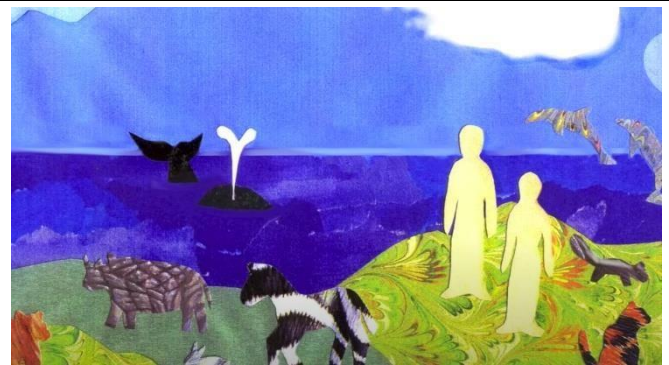
Day 6:

Day 5:

Resources

Engage –

Session 1: Jewish Creation Story – Picture Prompts (1 set per table)

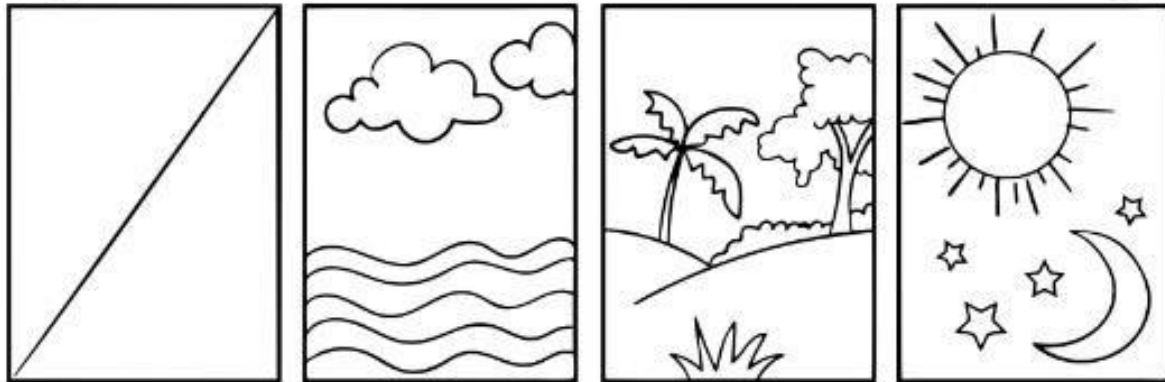


Resources

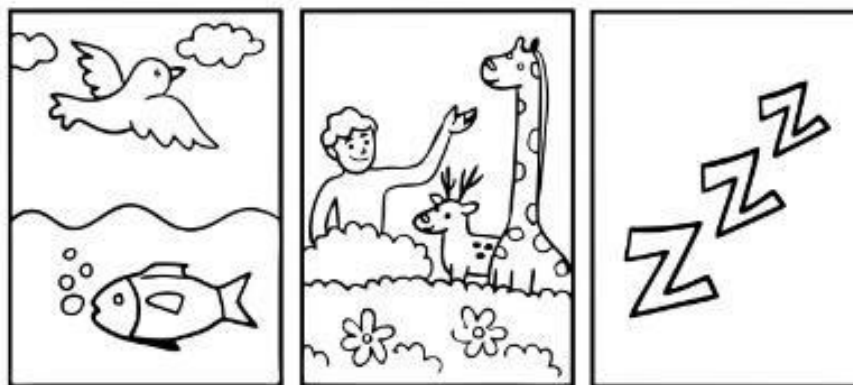
Engage –

Session 1: Jewish Creation Story Template (pre-filled)

7 Days of Creation



Day 1 Day 2 Day 3 Day 4



Day 5 Day 6 Day 7

Resources

Engage –

Resources

Enquire & Explore 1 – Session 2: Shabbat Table

The Shabbat Table



Candle



Challah Bread



Kiddush Cup



Resources

Enquire & Explore 2– Session 3: Shabbat Sorting Pictures

Resources

Enquire & Explore 2 – Session 3: Shabbat Sorting Grid



Resources

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Express – Session 5: Stem Sentence Activity

Stem sentence to complete

To rest I _____

Resources

Jewish people rest on the _____ day. This is called
_____.

They celebrate by _____
_____.

Jewish people remember _____ on
Shabbat.