

YEAR 1 Unit C2 – Growing up in a Jewish family

Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by a joint Hackney & Enfield curriculum development group.

The teaching objectives and learning outcomes are based on Agreed Syllabus level descriptions which are nationally agreed.

Teaching and learning activities plan for the two attainment targets for religious education - learning **about** and learning **from** religion. The planning promotes the spiritual, moral, social and cultural development of all pupils whether or not they are from a religious tradition.

On the right of this page is the full KS2 Judaism programme of study from the Agreed Syllabus. The material picked out in **bold** features in this unit. Within each unit some of the content picked out in **bold** is a *major* focus, other content is a *minor* focus. A *minor* focus, and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model individual, paired, group and whole class activities and tasks are included in the planning which teachers will need to adapt and differentiate to meet pupil needs

Enfield Agreed Syllabus 2007 – KS1 Judaism programme of study:

- explore extracts from the Tenakh which teach Jews that there is One God who created the world, human beings and everything in the world
- explore stories and extracts from the Tenakh which remind Jews that they should love God and keep God's commandments
- explore how traditions at Shabbat help Jews to remember, and be thankful to, God eg for creating the world and everything in it, for creating time for work and Shabbat
- explore how Jewish children learn about God and about their Jewish identity in the home eg through daily religious observance and festival celebrations
- explore how family and community life, the home, the synagogue and the rabbi, help children understand how to live as good Jews
- explore how food, story telling, songs and games at festivals and celebrations express the religious history and beliefs of the Jewish people
- explore how the lighting of the Shabbat candles and the hanukiah express Jewish belief in a loving, ever-present God
- explore how symbols and objects in the home are a constant reminder of the presence of God and the history of the Jewish people eg the mezuzah

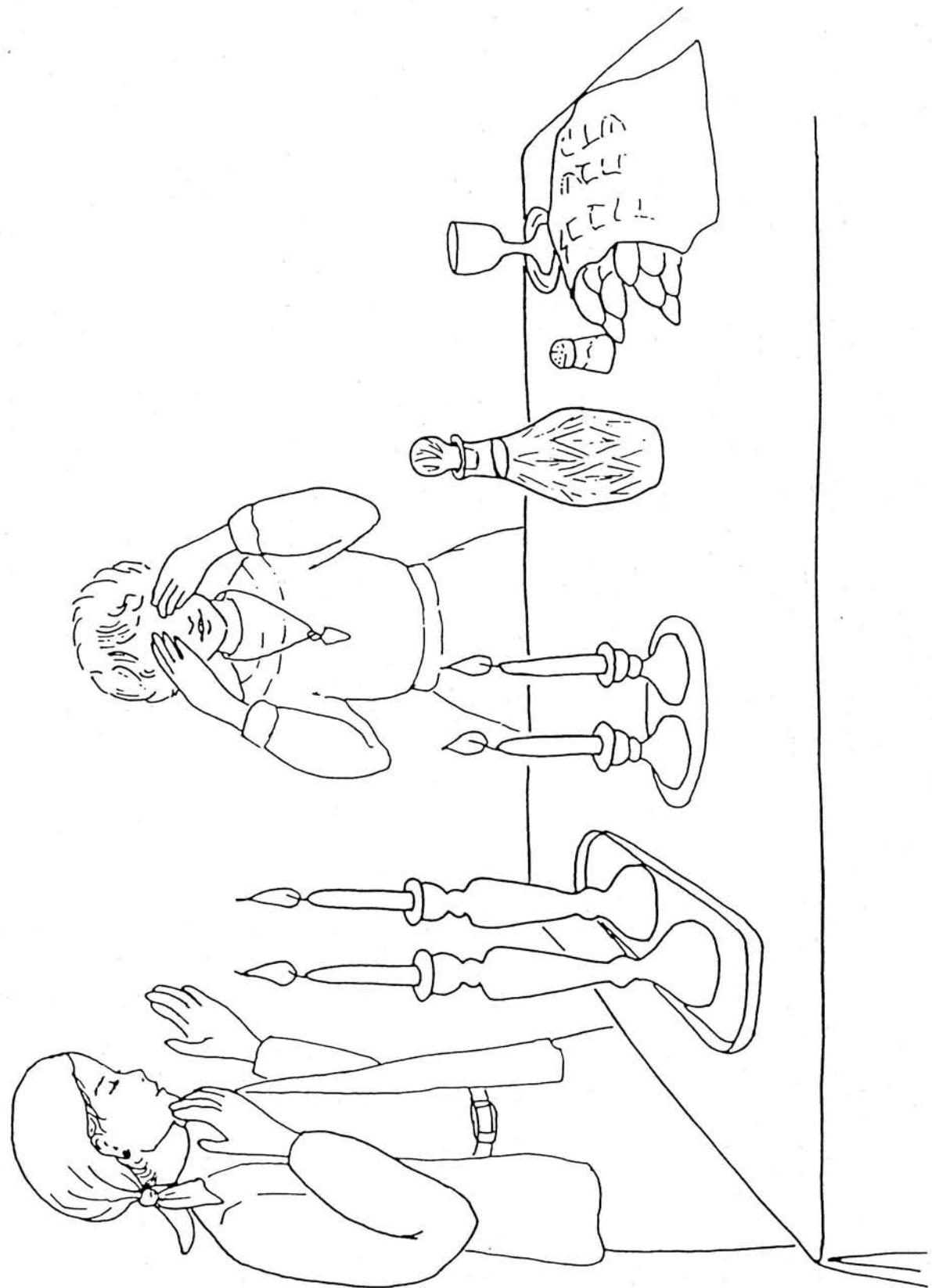
| LEARNING OBJECTIVES | POSSIBLE TEACHING ACTIVITIES | LEARNING OUTCOMES | POINTS TO NOTE |
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| Children should learn: | | Children: | |
| Jewish families celebrate Shabbat At Shabbat Jews thank God for making the world and everything in it Jews light candles and share bread and wine at Shabbat | <p>SESSION 1</p> <p>Show the Nelson Living Religions: Judaism (Poster 7: Shabbat Shalom) poster of a Jewish family around the Friday night Shabbat table.</p> <p><i>This is a family. A Jewish family. This is a special time for them and they try to be together as a whole family to eat a meal together. Does your family have a special time when you all try to be together for a special meal?</i> (eg meals at Christmas, birthdays, Id-ul-Fitr).</p> <p><i>The mother in this family is called Judith. What is Judith doing? She is covering her eyes and she is saying a prayer. What will she see when she takes her hands away from her eyes?</i> <i>For a clue, it's what the rest of the family is looking at: the light of the candles. What special times are there in your family when you light candles or special lights?</i> (eg Divali, Hanukkah, birthdays, Christmas)</p> <p><i>It's a Friday night, Judith and her family are going to eat a special meal. What things can you see on the table to make this a special meal?</i> Candles in silver candlesticks, goblets, wine (in the decanter), tablecloth, flowers (Most important artefacts in bold). <i>Behind the flowers and next to the candlesticks is a cloth covering some special bread.</i> <i>The family have made a special effort to 'dress up'.</i></p> <p><i>Many Jewish families, like Judith's, eat a special meal like this every Friday night. This is called the Shabbat meal. Judith and her family are saying thank you to God.</i> <i>What sort of things do you think they are saying thank you for?</i> <i>Are there times of the day or the week when you say thank you to God?</i> <i>What things are you thankful for?</i></p> <p><i>Judith and her family are thanking God for the world God made and for the food they eat. Some of the things on the table help them to remember God and to say thank you (light, bread, wine).</i></p> <p>We are going to lay our own table like Judith's. What do we need? The teacher records their list on a board/flip chart and they read the words together.</p> | <p>know that Shabbat is a time when Jews remember God</p> <p>identify the candles, bread and wine of the Shabbat table</p> <p>reflect on their own experience of special meals</p> <p>reflect on things they are thankful for in the world around them</p> | <p>Resources: Poster pack: Living Religions: Judaism Publ: Nelson ISBN: 0 17 428059 9 (Poster 7: Shabbat Shalom)</p> <p>Shabbat artefacts: Candles and candlesticks x 2 Real/model plaited bread (challah) x 2 Kiddush cup White 'table cloth' Bottle of kosher wine Grape juice and challah for children to share</p> <p>Teachers' note: During the meal, Jews bless God for the food and wine that they eat and drink, for the light of the candles and for the gift of Shabbat. It is not the food that is blessed but God for providing the food. Therefore the food does not 'change' and it is not inappropriate for children to share the food. They are not partaking of blessed food. Children could hear the words of a blessing but it would not be appropriate for them to join in and say them. The class teacher or perhaps a Jewish visitor to the class could read or say the words.</p> <p>'Being thankful': This can be an inclusive activity appropriate to all. Children may be encouraged to think about aspects of their lives for which they are generally thankful, without being required to offer thanks to a God.</p> |

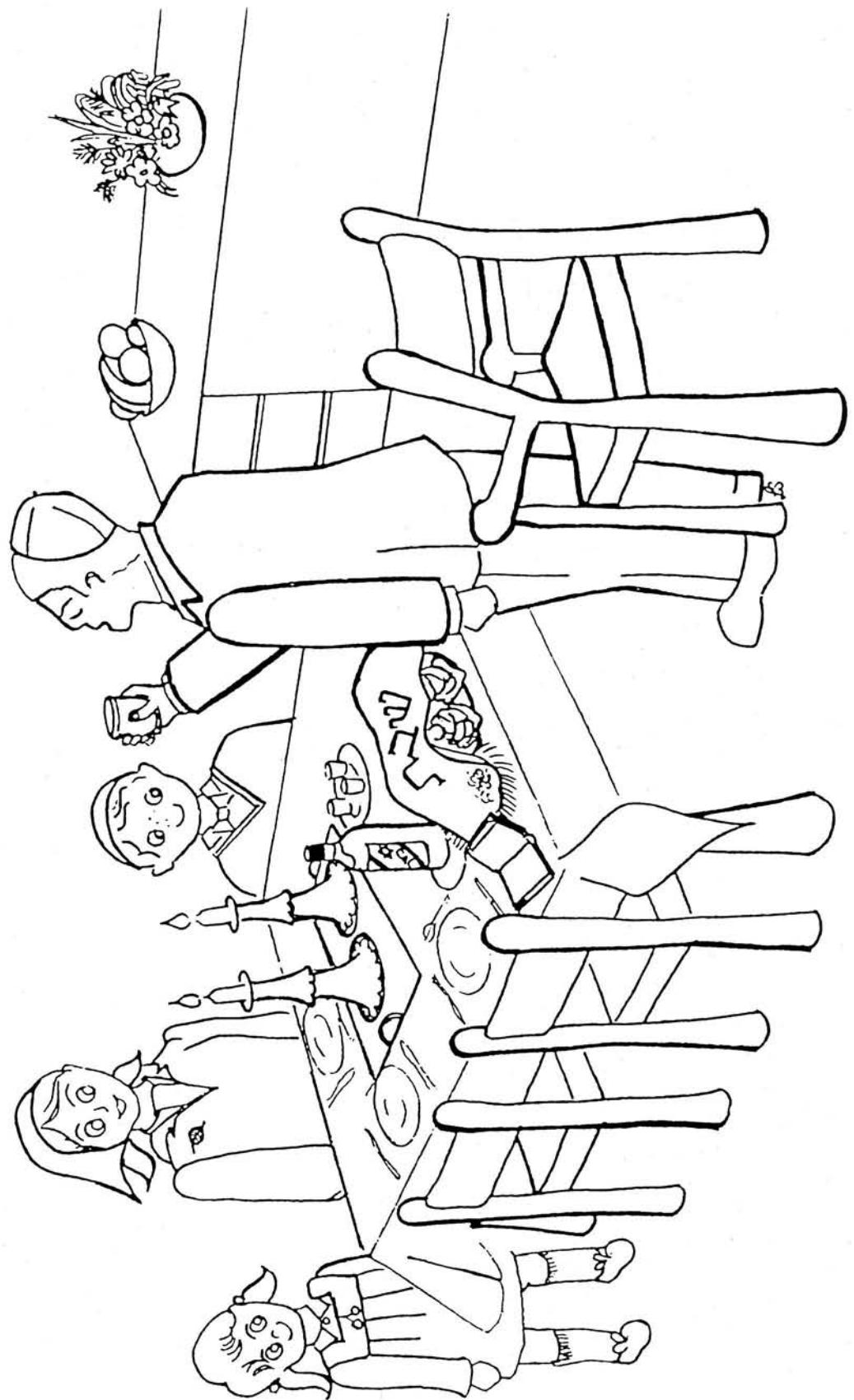
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| | <p>Children help to lay the table and then they share the bread (challah) and drink some grape juice.</p> <p>Activity: One group makes labels for the Shabbat table.</p> <p>Individual activity: Each child has a line drawing of a family around the Shabbat table. They can label the artefacts and people in the picture and give it a heading. More able children can write a sentence underneath describing what is happening.</p> | | |
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| Children should learn: | | Children: | |
| Jews keep Shabbat as a special time for God Shabbat is a time when the family rests, prays and has fun together celebrations involve preparation for the special day | <p>SESSION 2</p> <p>Show the video Watch: Places for Worship – Judaism. Stop immediately before the story - The Shabbat Lion.</p> <p><i>How often does this 'holiday' happen? Why do the children think of it as a holiday?</i> (The family rest from their work because God rested when he'd finished creating the world. Shabbat is different from every other day of the week - it is special. There are special preparations in the home and then the family wear their best clothes and have special treats that they aren't allowed the rest of the week. They stop rushing about and enjoy being together as a family.)</p> <p><i>What happens in the home to get ready for Shabbat? How does your family get your home ready before a festival or special time? (eg cooking special foods, cleaning the house, having a bath and putting on clean/new clothes) What are the special things on the Shabbat table? Why does the girls' grandad bless them? Who were Rivkeh, Rachel and Leah? Who would you like to grow up to be like?</i></p> <p><i>The girls say that everything they do is their way of thanking God. What are they thanking God for? Why do they enjoy Shabbat?</i></p> <p>Activity: In groups children make lists of the things the family does to prepare for Shabbat. (cleaning, cooking, making the table look nice)</p> | <p>identify some preparations involved in family celebrations and festivals</p> <p>describe some of the things Jewish families do to celebrate Shabbat</p> <p>know that Shabbat is a special time when Jews remember God</p> | <p>Resources: Video: Watch - Places for Worship (Judaism) Publ: BBC Schools ISBN: 0 563 37647 3</p> |

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| Children should learn: | | Children: | |
| <p>the mezuzah reminds Jews of God</p> <p>the most important rule for Jews is to love God</p> <p>Jews believe they should help other people</p> | <p>SESSION 3</p> <p>Read the Big Book: My Jewish Faith up to page 19.</p> <p><i>Page 7 Jews believe God made the world and everything in it. That is what the word 'Creator' means.</i></p> <p><i>Page 8 What sort of a day is Shabbat for Zoe and her family? She says it's a day of rest, fun and prayer. How do you feel when you are having fun? (It's a happy day for Zoe.)</i></p> <p><i>Page 11 What will Zoe remember about Shabbat when it is all over for another week?</i></p> <p><i>After reading page 14, return to page 13 and ask: How can you tell that the Torah is very special for Jewish people? (eg it has a velvet cover, silver bells on top and a silver breast plate, kept in a special place called the Ark)</i></p> <p><i>Page 16 The words of the mezuzah remind Jews to think of God at all times. When will it help to remind them of God? (Every time they go into their home/a room).</i></p> <p><i>Return to page 7 and ask the children if they can spot the mezuzah on the front door of Zoe's house.</i></p> <p><i>Page 18 Do you or your brothers or sisters go to classes to learn about your religion? (eg Qur'an classes at the mosque).</i></p> <p><i>Page 19 One of the rules Jews follow is that they must care for other people. Do we have a rule like that in school? Does your family have a rule like that? How do you and your family help people? Why do you think it is a good idea to help other people?</i></p> <p>Show a mezuzah and its case.</p> <p><i>Can you remember what is this called? Where does it go in a Jewish home? What does it remind Jewish families of?</i></p> <p>It reminds Jews of God and of how they should remember God all the time, whatever they are doing, wherever they are.</p> <p>Remembering God is the most important rule for Jews.</p> <p>Activity:</p> <p>What things are important for our class to remember every time they come into the room?</p> <p>Children write sentences to go on the door of their classroom or bedroom. Positive things to remind them to do and how to behave all day long</p> <p>eg remember to say thank you, remember to be nice to my teacher!</p> | <p>recognise the mezuzah</p> <p>discuss how the mezuzah reminds Jews of God</p> <p>reflect on rules that are important in their own lives</p> | <p>Resources: Big Book: My Jewish Faith Publ: Evans (Rainbows) ISBN: 0 237 52046 X</p> <p>Artifact: Mezuzah facsimile and case</p> |

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| Children should learn: | | Children: | |
| <p>Shabbat ends on Saturday night</p> <p>Jews like to remember Shabbat throughout the next week</p> <p>people often wish special times would never end</p> | <p>SESSION 4</p> <p>Starting after the story of the Shabbat Lion, watch the remaining part of the video Watch: Places for Worship – Judaism, showing the family going to the synagogue and celebrating Havdalah at home.</p> <p><i>How does the family spend the next day? Why do they like going to the synagogue? Do you go to a place of worship with your family? Why does the family say 'goodbye' to Shabbat? How can Shabbat make the rest of the week special?</i></p> <p>Activity: Shabbat is a different time for Jewish families, when they don't do lots of the things they have to do during the rest of the week. It's a time for fun, rest and prayer. When Shabbat ends and they have to start working and school again, they remember the happiness of Shabbat until it comes again. Ask the children about special times they didn't ever want to end. eg a holiday, a day out somewhere special/with someone special. The teacher records a vocabulary list on a board/flipchart. More able pupils can write about the event using a writing frame: A sweet and happy time I will always remember is.... I didn't want it to end because..... These could be displayed inside a big cup as a reminder of the wine of Havdalah spilling over with memories of Shabbat. The heading might be 'special times we wish would never end.'</p> | <p>know that there is a ceremony to say goodbye to Shabbat</p> <p>reflect on special times they have enjoyed and wished would never end</p> <p>reflect on how we can be reminded of special times even after they have ended</p> | <p>Resources: Video: Watch - Places for Worship (Judaism) Publ: BBC Schools ISBN: 0 563 37647 3</p> <p>Artefacts: (Optional) Havdalah candle Spice Box</p> <p>Havdalah is the ceremony at the end of Shabbat. It is celebrated with the lighting of a plaited candle and the smelling of sweet spices.</p> |





ON THE SHABBAT TABLE

Two candles

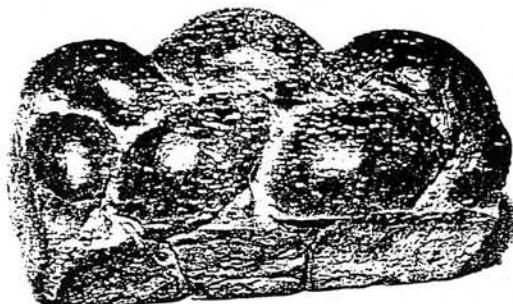
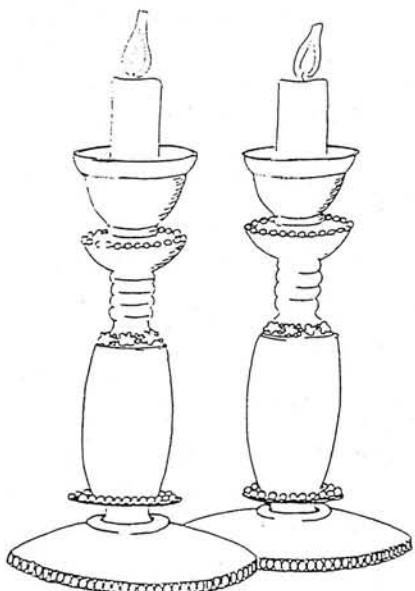
Lit at the beginning of Shabbat, usually by a woman. She lights the candles, covers her eyes and says a prayer for her family. The two lights are symbolic of the twin commands to 'Remember' and to 'Observe' the Sabbath.

Wine and kiddush cup

Kiddush - a sanctification - is recited over the wine. Setting Shabbat apart as a holy day.

Two loaves (challot)

Covered with a special cloth they represent the double portion of manna gathered by the Israelites in the wilderness in readiness for Shabbat. The loaves are blessed and shared.



HAVDALAH

Wine

The wine cup is filled to overflowing symbolising the hope that the coming week will be filled with God's blessings.

Spice box

While the wine recalls the sanctity of Shabbat, the fragrance of the spices recalls its spirituality and joy. Their sweetness will linger to provide comfort throughout the coming week when Shabbat has departed.

Havdalah candle

A braided candle is lit. It is a reminder that light was created on the first day of creation. So it marks the beginning of a new week when work (and the kindling of lights) can begin again.

