

## YEAR 6 Unit A1(ii) What does Shabbat teach about responsibilities and relationships?

### Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by the joint Hackney and Enfield RE Curriculum Development Group.

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 KS 2 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.

The title of each new unit is in the form of a 'Big Question.' The sequence of lessons that follow is designed to cumulatively develop religious knowledge and understanding so that pupils can respond to that 'big question'. Each lesson has its own sub-question. These have the same function as a learning objective and could be used in the same way. The sub-questions are important steps in preparing children to respond to the 'Big Question.'

Schools are required to report pupils' achievement in RE in terms of the Agreed Syllabus level descriptions. To support teachers in their assessment of pupils' progress, this unit incorporates assessable activities and differentiated learning outcomes are in pupil speak, 'I can' language.

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 - KS2 Judaism programme of study:

- **make connections between narratives about key figures and events from the Tenakh** (e.g. Moses; the giving of the Torah), and **the Jewish understanding of their people's relationship with God**
- **make connections between narratives about key figures and events from the Tenakh** (e.g. Moses; the giving of the Torah), and **the Jewish understanding of their people's relationship with God**
- **make connections between the re-living (e.g. during the Seder, Shabbat and Sukkot) of key events in the history of the Jewish people and the belief in God's on-going care and protection**
- make connections between the way the Sefer Torah is treated with reverence and love and the belief that it is precious because it contains God's word **make connections between Judaism and other religions in relation to, for example, teachings about loving God and a responsibility to care for others, which motivate individuals, communities and Jewish aid agencies (e.g. Tzedek, World Jewish Relief)**
- make connections between an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity (the people 'Israel')
- **make connections between the belief in One God and the way this is reflected in the synagogue e.g. the Ner Tamid, the position of the Ark and the Torah; how the prohibition of idolatry is reflected in an absence of representations of humans**
- **make connections between the Jewish belief in a Creator God and the role assigned to humans in taking responsibility for others and for the environment**
- make connections in Judaism between repenting and being forgiven e.g. Rosh Hashanah and Yom Kippur

Teaching and learning should involve pupils in developing the skill of:

- **using specialist vocabulary in communicating their knowledge and understanding of Jewish beliefs, teachings, practices and symbols**

Teaching and learning should involve pupils in using and interpreting:

- **a range of sources including the Tenakh**, stories from the Jewish tradition, the synagogue, **artefacts**, pictures, poetry, songs, **festival food**; the media and **ICT/ the internet**, to gain knowledge and understanding of Jewish beliefs, teachings and practices

**SESSION 1: What does the Shema teach Jews about God?**

LEARNING OBJECTIVES	TEACHING ACTIVITIES	POINTS TO NOTE
<p>Children should learn</p> <p>What the Shema teaches Jews about God</p> <p><b>LEARNING OUTCOMES</b> I can</p> <p>recognise a key Jewish belief about God in the Shema</p> <p>describe what the Shema teaches Jews about God and keeping God's commandments</p> <p>talk about the things I am committed to</p>	<p><b>Introduction</b></p> <p>Introduce the class to this unit's 'big' question: <b>"What does Shabbat teach about responsibilities and relationships?"</b> <i>What can you remember from KS 1 about 'Shabbat'?</i></p> <p>With learning partners/in pairs, pupils brainstorm the meaning of 'responsibilities' using the following prompts:  <i>What sort of responsibilities do you have at school?</i>  <i>What sort of responsibilities do you have at home?</i>  <i>How do you know what your responsibilities are?</i>  <i>How do you think you might have been behaving if you were praised for being 'very responsible'?</i>  <i>And what might you have been doing if a teacher said you were behaving irresponsibly?</i></p> <p>Now introduce the question for this lesson: <b>What does the Shema teach Jews about God?</b></p> <p>'Shema' is a Hebrew word used by Jews. Listen carefully to the words of the DVD to find out what it is. Listen out for what Gary says about his beliefs in God.</p> <p>After watching the DVD, project the words of the first part of the Shema (as has been translated by Gary) for the whole class to read.            These are some of the words of the Shema. <i>What did Gary tell us about the Shema?</i></p> <p>In pairs, pupils 'interrogate' the text of the Shema using the annotated sheet. Discuss their feedback as a whole class, looking carefully at the text. Children make notes on the sheet.  <i>The first line of the Shema expresses the most important Jewish belief. What is that belief?</i>  <i>From line 2 onwards the Shema gives Jews instructions about how to love God. What are the things Jews should do?</i>  <i>Why do you think Jews are required to teach their children about God?</i>  <i>The Shema instructs Jews to keep God always in their hearts, whatever they are doing and wherever they are. How should they do that?</i>  <i>Can you remember from what you learnt about the Jewish home (in Year 2), in what way Jews "write" the words of the Shema on their doorposts?</i></p> <p><b>Plenary discussion</b>  <i>What is the belief or commitment which you try to keep in your hearts all day, whatever you are doing or wherever you are? And what helps you to do that?</i></p> <p>The Shema declares what Jews believe and gives them instructions about how to love God. Project the words of the adhan (the Muslim call to prayer).  <i>What similarities do you notice between the Shema and the adhan?</i>  <i>Which lines declare the most important Muslim beliefs? What are those beliefs?</i>  <i>What does the adhan call Muslims to do?</i></p>	<p><b>Resources:</b>            DVD extract for session 1            An annotated extract from the Shema (included with this planning) for pupils to make their notes on.            A translation of the adhan (included with this planning)</p> <p>A dictionary definition of 'responsible' is "legally or morally obliged to take care of something or to carry out a duty...having to account for one's actions to a specified person... evidently trustworthy."</p> <p><b>The Shema</b>            The Shema is the Jewish declaration of faith. Many Jewish people, like Gary and his family, say it every day. We hear Gary say it in Hebrew, the language of the Torah (part of the Jewish Bible).            Gary tells us that when the Shema is said, Jews are affirming their belief that there is only One God.            Gary tells us that he wears a kippah in order to show respect to God.            He also wears a tzitzit (a vest with fringes at the corners) which reminds Jews to keep God's laws.</p> <p>The first line of the Shema affirms the Jewish belief in <b>one</b> God. From line 2 onwards the Shema gives Jews instructions to</p> <ul style="list-style-type: none"> <li>• bless God's name</li> <li>• love God with everything they have</li> <li>• keep God's word in their hearts and minds</li> <li>• teach the Torah to successive generations</li> <li>• keep God in mind wherever they are – at home or away</li> <li>• keep God in mind at all times – from the morning to the end of the day</li> <li>• remember these words by wearing them at prayer times and by putting them at the entry to their homes/rooms.</li> </ul> <p>Jews 'write' the words of the Shema on their doorposts by fixing small cases to them with the words of the Shema inside. This is called a mezuzah.</p>

**SESSION 2: What do Jews believe about Creation?**

<b>LEARNING OBJECTIVES</b>	<b>TEACHING ACTIVITIES</b>	<b>POINTS TO NOTE</b>
<p><b>Children should learn:</b></p> <p>What Jews believe about Creation</p> <p><b>LEARNING OUTCOMES</b></p> <p><b>I can:</b></p> <p>say what Jews believe about God as Creator</p> <p>explain what Jews believe about human responsibility for creation</p> <p>reflect on what I find awesome about the world and its beginnings</p>	<p>In the last session we learnt that the Shema teaches Jews about God and their relationship with God. In this session we're learning 'What do Jews believe about Creation?'</p> <p>Prepare the class to watch the DVD extract for session 2. They will need to listen to Daniel's words carefully and to watch carefully the montage of pictures of 'God's creation' (which begins with stage curtains opening and ends with marathon runners).</p> <p>After watching the DVD, use these questions:</p> <p><i>Daniel says God is invisible, but that God is everywhere. So what are some of the ways Daniel "meets" God every day?</i></p> <p><i>What do you think Daniel means when he says "God is the Creator"?</i></p> <p><i>What does Daniel say is another word for Genesis?</i></p> <p><i>What are some of the things Daniel believes God created. To help you to answer this question, remember the montage of pictures that ended with the marathon runners.</i></p> <p><i>What does Daniel say God created after the birds, animals and all the creatures in the sea? And what special responsibility did God give them?</i></p> <p><i>What does the girl say that God created after man and woman?</i></p> <p>At the end of the DVD extract the girl says that God created Shabbat and that in celebrating Shabbat Jews proclaim their belief in God as the Creator. In the next lesson we will learn about Shabbat.</p> <p>Independent activity</p> <p>Daniel describes Genesis as "the greatest story in the world ...an awesome story."</p> <p><i>What words do you know that mean the same as 'awesome'?</i></p> <p><i>Explain what you think Daniel finds awesome about Creation.</i></p> <p><i>Write about what you find awesome about the world.</i></p>	<p><b>Resources:</b></p> <p>DVD extract for Session 2</p> <p>Daniel explains that everything in the world and everything he sees hears and experiences is a meeting with God. As he believes that humans were created by God, so he too is part of God's creation.</p> <p>Daniel says that another word for Genesis is 'beginning.' Genesis is at the beginning of the Torah and Daniel says it is "the story of the world itself: the story of creation."</p> <p>According to Daniel, God created the world. The stars, the sun and the moon. The earth and the beautiful things on the earth including plants, insects and animals. The birds of the sky. The sea and the creatures in it.</p> <p>He explains that God created man and woman to reign over the earth. Daniel interprets God's message as: "Look! I've made all this for you. Now enjoy it and look after it. It became our responsibility."</p> <p>The girl who narrates the remaining part of this extract, says that "finally God created rest. On Shabbat humans are ordered by God to rest like he did. "She adds that "by resting on Shabbat we proclaim our belief in God as the Creator."</p>

**SESSION 3: How does celebrating Shabbat remind Jews of God and the creation?**

<b>LEARNING OBJECTIVES</b>	<b>TEACHING ACTIVITIES</b>	<b>POINTS TO NOTE</b>
<p><b>Children should learn:</b></p> <p>How celebrating Shabbat reminds Jews of God and of the Creation</p> <p><b>LEARNING OUTCOMES I can:</b></p> <p>describe how Jews keep Shabbat</p> <p>explain some ways in which keeping Shabbat reminds Jews of God as Creator</p>	<p>At the end of the DVD extract we saw in the last lesson, the girl says that God created rest. <i>What is this Jewish day of rest called?</i></p> <p>Prepare the class to watch the DVD extract for session 3. Each group looks and listens (in Gary's explanations) for clues to answer the following questions:  <i>Group 1: What are some of the ways Gary, his mum and dad prepare for Shabbat?</i>  <i>Group 2: Gary says his family "welcome Shabbat as a special visitor." What are some of the clues Shabbat is a special time for Gary and his family?</i>  <i>Group 3: What do Gary and his family thank God for at Shabbat?</i>  <i>Group 4: What are some of the clues that Shabbat is a family day? What does Gary say about why his family spends Shabbat this way?</i></p> <p>After watching the DVD, the four groups feedback giving examples from the DVD. After Group 3 has fed back, project the words of the kiddush (the blessings said at Shabbat to thank God for creating the world).  <i>What do these blessings tell Jews about God and their relationship with God?</i></p> <p><i>When does Shabbat start and finish?</i>  <i>What marks the start of Shabbat in the Jewish home?</i>  <i>Gary explains why he washes his hands before the meal. What is it a symbol of?</i></p> <p>Project these words:            Gary says "Shabbat is a day we give to God in thanks for the whole world he has given to us."</p> <p>Re-arrange the children so that new groups of four are formed, with representatives from groups 1, 2, 3 and 4. Together they prepare a poster, using photographs from the DVD (see attached resources) to illustrate and provide explanations to answer the question:            'How does celebrating Shabbat remind Jews of God and the creation?'</p> <p>Remind the children:</p> <ul style="list-style-type: none"> <li>• to include quotations from Gary</li> <li>• to include their own explanations</li> <li>• of the two learning outcomes which their posters need to achieve.</li> </ul>	<p><b>Resources:</b></p> <p>DVD extract for Session 3            Photographs of Gary and his family preparing for/celebrating Shabbat (on DVD ROM)</p> <p>Gary is in a hurry to get home for the start of Shabbat, which begins every Friday just before sunset and ends every Saturday after sunset.            The lighting of the candles marks the moment when Shabbat begins. It is the woman's privilege to welcome in Shabbat by lighting the candles. God is blessed for creating light.</p> <p>Shabbat preparations might include shopping, cooking, cleaning the house, laying the table.</p> <p>Gary says Shabbat is "welcomed as a special visitor" and this might be seen in the 'best' or smart clothes that the family wears. Shabbat is invited into the home with a table covered in a white cloth, candles, wine to celebrate and bread to commemorate. The family eats a fine meal.</p> <p><b>The Kiddush</b></p> <p>In saying the kiddush Jews are thanking God for creating the world and all that humans need to live. God is thanked for being loving, caring and protecting. Jews believe they have a special responsibility for keeping the Torah and its laws. This involves them in caring for others and for the world, as God cares for them.            At the Shabbat meal, Jews thank God for the light of the candles, for the wine they drink and the food they eat, for the commandment to observe Shabbat</p> <p><i>Gary says "Shabbat is a day we give to God in thanks for the whole world he has given to us."</i> Jews believe that God created rest and that they should 'rest' on Shabbat. Rest doesn't mean doing nothing; it means refraining from 'creative' activity or work. It is a reflective, joyful, spiritual and 'quality' family time.</p> <p>Hands are washed to symbolise cleanliness of body and mind.</p>

### SESSION 4: Why is doing good deeds part of being a good Jew?

LEARNING OBJECTIVES	TEACHING ACTIVITIES	POINTS TO NOTE
<p><b>Children should learn:</b></p> <p>Why doing good deeds is part of being a good Jew</p> <p><b>LEARNING OUTCOMES I can:</b></p> <p>explain how havdalah ends Shabbat and helps Jews begin the new week positively</p> <p>give examples of ways in which Jews can show their responsibility to care for others</p> <p>make connections with ways I can respond to 'charities' at school or in my community</p>	<p>At the end of the DVD extract we saw in the last lesson, Gary says: "Shabbat makes me think how much God cares about me but he also expects us to care about other people."</p> <p>Watch the DVD extract for session 4</p> <p><i>What does Gary say a mitzvah is?</i>  <i>What examples of Gary and his friends doing their mitzvah (mitzvot) did you see on the DVD?</i></p> <p>Shabbat ends just after sunset on Saturday. The celebration at the end of Shabbat is called havdalah. Havdalah means 'separation.'  <i>What 'separation' is being remembered?</i>  <i>What things happen to mark the end of Shabbat?</i>  <i>What does Gary say to explain why he and his family pass round the spice box?</i>  <i>What happy memories do you think he will have of Shabbat?</i>  <i>And what do you think he might look forward to in the coming week?</i></p> <p>Independent activity            Use the internet to research the work of the Jewish aid agency Tzedek <a href="http://www.tzedek.org.uk">www.tzedek.org.uk</a></p> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• find out about some of the projects funded by Tzedek – amongst Jewish and non-Jewish communities (visit the 'Overseas projects' page and select 'current projects')</li> <li>• find out what Tzedek tries to do (visit the 'Home' page and read some of the titles/strap lines e.g. 'Jewish action for a just world' 'A world without extreme poverty: We believe we can do more. Do you?')</li> <li>• make connections between these projects aimed at the world's poor and the sorts of projects that they are involved in at school and in their own communities to help those in need</li> </ul> <p>More able pupils should</p> <ul style="list-style-type: none"> <li>• find out what 'Tzedakah' means and make a connection between this Hebrew word and what they have learnt about mitzvah in this session (visit the 'About us' page and select 'Jewish values')</li> </ul> <p>Groups should report back to the class on what they have learnt and could produce a summary report, with pictures or headings taken from the Tzedek website, to add to the classroom display for this unit.</p>	<p><b>Resources:</b>            DVD extract for Session 4</p> <p>The plural of mitvah is mitzvot.            Note: some of the activities with which Gary and his friends are shown helping other people – such as digging in the garden – he would not perform during Shabbat, because these are considered to be work.</p> <p>At the end of Shabbat, the family gathers for the havdalah ceremony. Havdalah means separation, the idea being that the ceremony marks the end of Shabbat and the beginning of the ordinary working week. The first creative act is to light a plaited candle – this is a reminder that, in Genesis, God first created light.            To remind Jews of the sweetness of Shabbat, spices are smelt – a smell that lingers – and wine is drunk. Wine is poured into a goblet until it overflows into a saucer beneath to symbolise the hope that the following week will overflow with blessings. The lighted havdalah candle is extinguished in the wine in the saucer.            The family wish each other a good/happy week.</p> <p>Teachers will be aware of the diversity of practice within Judaism, (as within all religions) and that not all Jews keep Shabbat as Gary and his family do.</p>



**SESSION 5: optional activity to assess learning**  
**What does Shabbat teach about responsibilities and relationships?**

<b>LEARNING OUTCOMES</b>	<b>TEACHING ACTIVITIES</b>	<b>POINTS TO NOTE</b>
<p><b>Children:</b>            A level 4 piece of work will demonstrate that I can:</p> <ul style="list-style-type: none"> <li>• use accurately words and phrases such as Creator, Shabbat, Shema, commandment, kiddush, mitzvah,</li> <li>• explain what the Shema and the Genesis account of creation teach Jews about God</li> <li>• make links between the Jewish belief in One, Creator God and human responsibility for caring for others and the world</li> <li>• explain the symbols and events of the Shabbat meal</li> <li>• describe my own beliefs about human responsibility for caring for others and for the world</li> <li>• identify similarities between the Shema and the Muslim call to prayer, the Adhan.</li> </ul> <p>See page 2 for differentiated outcomes at Level 3 and Level 5.</p> <p><b>See page 10 for Teachers' guidance for a level 4 response to 'Session 5 Assessment Activity'</b></p>	<p>Pupils are provided with a writing frame.</p> <p>The main Jewish belief about God expressed in the Shema is ...</p> <p>Many Jews say the Shema every day and it reminds them that they should ....</p> <p>Genesis (in the Torah), which means beginning, teaches Jews ...</p> <p>Jews say blessings at Shabbat to thank God for .....</p> <p>Shabbat starts just before sunset on Friday when ....</p> <p>Some of the things Jews do during the Shabbat meal are ...            These show that ...</p> <p>Many Jews keep Shabbat as a special, holy time. Times that are special to me are ...            This is because ...</p> <p>Jews believe that God gave humans special responsibilities. So humans are responsible for ...            Some ways in which Jews demonstrate their responsibilities for creation are ....</p> <p>My own beliefs about the world and human responsibility are ...</p> <p>I've learnt that there are some similarities between the Shema and the Muslim call to prayer, the Adhan. For example .....</p>	<p>The attached writing frame gives pupils a structure for an extended piece of writing at Level 4. Children expected to perform at Level 5 may not need this structure. Some pupils might need a simplified frame or additional prompts such as pictures and vocabulary.</p> <p>In differentiating task and support in this way, teachers should refer to the level descriptions for level 3 and 5 on page 48 of the Agreed Syllabus.</p> <p>This is not intended to be a test and children should not be expected to do this writing task in test conditions. Use a whole class discussion and the displays of photographs and pupils' own work, to revisit what pupils have learnt and understood throughout this unit. Remind them, through displays in the learning environment, of the key vocabulary they could use. Share with them features of a level 4 response (see learning outcomes).</p>

## Teachers' guidance for a level 4 response to 'Session 5 Assessment Activity'

The first line of the Shema affirms the Jewish belief that there is only **one** God.

From line 2 onwards the Shema gives Jews instructions:

- bless God's name
- they should love God with everything they have
- keep God's word in their hearts and minds
- teach the Torah to successive generations
- keep God in mind wherever they are – at home or away
- keep God in mind at all times – from the morning to the end of the day
- remember these words by wearing them at prayer times and by putting them at the entry to their homes/rooms

Jews believe God is the Creator of the world and what is in it. In the DVD Daniel explains that God made the earth for humans to enjoy and look after. Humans have responsibility to care for God's creation, including each other.

At Shabbat Jews say blessings to thank God for:

- creating the world and all that humans need to live
- being loving, caring and protecting
- giving them special responsibility for keeping the Torah and its laws

Shabbat begins just before sunset on Friday when women light the candles and say the blessing.

Hands are washed to symbolise cleanliness of body and mind.

They bless God for food and drink (these are symbolised by the bread and the wine) and for giving them Shabbat.

They invite Shabbat into the home like a special guest with preparations in advance, drinking wine and singing during the meal.

In saying the kiddush Jews are thanking God for creating the world and all that humans need to live. God is thanked for being loving, caring and protecting. Jews believe they have a special responsibility for keeping the Torah and its laws. This involves them in caring for others and for the world, as God cares for them.

In the DVD Gary explains that Shabbat reminds him not only that God cares about him but also that God expects him to care about other people. When he does something to help someone else, a good deed, this is called a mitzvah.

In reciting the Shema, Jews declare their faith in one God. For Muslims the adhan is a declaration of faith in one God and calls Muslims to prayer. In prayer, Muslims repeat the declaration that Allah (God) is great; that there is no god but Allah; that Muhammad (pbuh) is the messenger of Allah.

## YEAR 6 Unit A1(ii)

### 'What does Shabbat teach about responsibilities and relationships?'

#### AT 1 – learning about religion

Pupils will learn about the **relationship** between God and the Jews. That includes the love, awe and reverence Jews feel for God as Creator of the world and the awareness they have of God's on-going love and protection for them. Pupils will learn about the special **responsibility** God has assigned to humans, to care for Creation – the natural world and for humanity.

#### AT 2 – learning from religion

Opportunities to reflect on Jewish teachings about the **responsibilities** humans have to care for each other and for the world God made, will help all pupils to think about their own beliefs about social, global and environmental responsibilities.

Children from a religious background might reflect on their own beliefs about God – there may be similarities which surprise them.

#### Differentiated outcomes

During this unit children have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, children could give the following evidence.

Children working at level 3 could:

- use religious words and phrases such as challah, kiddush, mitzvah, Shabbat, Shema to identify some key features of Jewish family life
- make links between features of Shabbat and the Jewish beliefs they represent or express
- begin to identify Jewish beliefs which impact upon individual and family life
- make links between the value placed on Shabbat by Jews and that which they value in their own lives

Children working at level 4 could:

- use religious words and phrases such as commandment, Creator, holy, kiddush, mitzvah, Shabbat to describe and show understanding of the Shema, the Genesis account of creation, and keeping Shabbat holy
- make links between the Jewish belief in the one, Creator God and some ways in which Jews fulfil their responsibilities to God and to care for others and the world
- suggest meanings for expressions of faith in the Shema and Kiddush
- explore their own beliefs about human responsibility for others and for the world in the light of what they have learnt about Jewish beliefs
- identify similarities between the Shema and the Muslim call to prayer, the Adhan.

Children working at level 5 could:

- use an increasingly wide religious vocabulary to explain the motivation of Jewish aid agencies (e.g. Tzedek, World Jewish Relief)
- explain how Jewish understanding of human responsibilities and relationships with God have relevance to decisions about personal, community and ethical issues

#### Vocabulary

In this unit children will encounter and have an opportunity to use the following words and phrases:

- religion generally *e.g. blessing, commandment, holy, creation/Creator, prayer,*
- Judaism *e.g. challah, Genesis, havdalah, Hebrew, kiddush, kippah, mitzvah, Shabbat, Shema, synagogue, Torah, tzitzit*
- religious and human experience, *e.g. responsibility, relationship*

## The Shema

*Garry translates the Hebrew he has spoken as:*

Listen, Israel, the Lord is your God, the Lord is One.

Let us bless His name, whose glorious kingdom is for ever and ever.

You shall love the Lord your God with all your heart, with all your soul and with everything you have.

Let these words which I command you today be on your heart.

Teach them carefully to your children.

Speak of them when you are sitting at home, and when you are travelling, when you go to bed and when you get up.

Tie them on your arms and between your eyes as a sign.

Write them on the doorposts of your house and on your gateposts.

*From the Torah: Deuteronomy 6: 4 – 9*

## The Shema

Garry translates the Hebrew he has spoken as:

**Listen, Israel, the Lord is your God, the Lord is One.**

Let us bless His name, whose glorious kingdom is for ever and ever.

You shall love the Lord your God with all your heart, with all your soul and with everything you have.

**Let these words which I command you today be on your heart.**

**Teach them carefully to your children.**

Speak of them when you are sitting at home, and when you are travelling,  
when you go to bed and when you get up.

Tie them on your arms and between your eyes as a sign.

**Write them on the doorposts of your house and on your gateposts.**

*From the Torah: Deuteronomy 6: 4 – 9*

*From line 2 onwards the Shema gives Jews instructions about how to love God. What are the things Jews should do?*

*The first line of the Shema expresses the most important Jewish belief. What is that belief?*

*The Shema instructs Jews to keep God always in their hearts, whatever they are doing and wherever they are. How should they do that?*

*Why do you think Jews are required to teach their children about God?*

*Can you remember from what you learnt about the Jewish home (in Year 2), in what way Jews "write" the words of the Shema on their doorposts?*

## The Adhan

A translation of the Muslim call to prayer

Allah is great, Allah is great

I testify that there is no God but Allah

I testify that Muhammad is Allah's messenger

Come to prayer

Come to success

Allah is great

There is no god but Allah

## **SESSION 2: What do Jews believe about Creation?**

What words do you know that mean the same as 'awesome'?

Explain what you think Daniel finds awesome about Creation.

Write about what you find awesome about the world.

## Session 3: The Kiddush

Blessed are you God who created the fruit of the vine

Blessed are you God who made us holy with commandments

Who wanted us

Who gave us the holy Shabbat with love as a reminder of the story of Creation.

You chose us and made us holy from all other nations.

Blessed are you, O Lord our God, ruler of the world, who brings forth bread from the earth

## SESSION 5: Assessment activity

### What does Shabbat teach about responsibilities and relationships?

The main Jewish belief about God expressed in the Shema is ...

The Shema is a prayer which many Jews say every day and it reminds Jews that they should ....

I've learnt that there are some similarities between the Shema and the Muslim call to prayer, the Adhan. For example .....

Genesis (in the Torah), which means beginning, teaches Jews ...

Jews say prayers at Shabbat to thank God for .....

Shabbat starts just before sunset on Friday when ....

Some of the things Jews do during the Shabbat meal are ...  
These show that ...

Many Jews keep Shabbat as a special, holy time. Times that are special to me are ...  
This is because ...

Jews believe that God gave humans special responsibilities. So humans are responsible  
for ...

Some ways in which Jews demonstrate their responsibilities for creation are ....

My own beliefs about the world and human responsibility are ...