



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group: 3	TERM: Spring 1	Enquiry question: How do festivals and family life show what matters to Jews?
SACRE:		
<p>Context: This unit builds on learning from Unit 1.7. This unit explores the importance of the family and home in Judaism, as you look at ways in which festivals are celebrated.</p>	<p>Concepts: How do festivals and family life show what matters to Jewish people? GOD/TORAH/GODS PEOPLE Judaism In this unit, pupils will build on their knowledge about Jewish ways of life, Torah and festivals from KS1. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom. Unit 9 where pupils explore Jewish beliefs about God and Jewish ways of life Unit 33 develops understanding of why the Torah is important to Jewish people.</p>	<p>Vocabulary: Jewish, Sabbath, Rosh Hashanah, Yom Kippur, Pesach, Torah, commandment, Moses, Abraham, Seder.</p>

	Units 35 develops understanding of the People of God concept		
Prior Knowledge: Year 1: Who is Jewish and how do they live? (Part 1)	Future Knowledge: Pupils will go on to study Judaism in another systematic unit in Year 5 <i>Why is the Torah so important to Jewish People?</i>		
End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted): Describe how Jews show their beliefs about the importance of family and rest through the marking of Shabbat. Describe how the celebration of Shabbat links to the Jewish story of Creation. Describe the key features of festivals and say what you think about whether not celebrations are important Say what Jewish people believe about repentance. List at least four things that Jewish people do when marking Rosh Hashanah and Yom Kippur that show their beliefs. Say why you think saying sorry, being forgiven and being grateful are important, whether or not you are Jewish. Explain two ways the story of Exodus shows Jewish beliefs about God. Say a way the story of Exodus leads to Jewish people being called chosen people. To know what the Seder plate represents. To know that the commandments act as a guide to life for the Jewish people.			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
1 Describe how Jews show their beliefs about the importance of family and rest through the marking of Shabbat. Describe how the celebration of Shabbat links to the Jewish story of Creation.	Enquiry: What do Jewish families celebrate every week? Ask pupils to think about great parties and celebrations that they've been to. What was being celebrated? • Ask them to consider why the celebration took place. Who was it for? What celebrations do you know about? • Name a selection of celebrations. Remind the children in particular about the Christingle celebration. Sort them into religious celebrations and non-religious celebrations using cards.	What celebrations do you know about? What do celebrations have in common? Which celebrations are religious and which are non-religious? What do Jewish families celebrate every week? What is it like to celebrate Shabbat now? Are there positive and negatives?	Flipchart lesson 1 including video clips. Celebration cards to sort – on the end of the flipchart. Lesson 1 task card.

<p>Describe the key features of festivals and say what you think about whether not celebrations are important</p>	<ul style="list-style-type: none"> • Identify differences and similarities between these two different types of celebrations. <p>Introduce the Shabbat as a day of rest for Jewish people and also as a day of celebration. Watch this video: https://www.youtube.com/watch?v=nz6z7c4MpWO which explains the main points about Shabbat. Ask pupils to think of something they very might enjoy doing that a Jewish person might do to 'rest' on Shabbat when they are not in the Synagogue or taking part in religious ceremonies. Their answers might include spending time with friends and family, reading, playing, talking, learning, eating. Pupils should consider how a day focused on these sorts of activities can be special. Now watch the video https://www.youtube.com/watch?v=JpFw7DqRMEc in which a young Jewish boy explains the good and bad points of celebrating Shabbat. After the video, pupils think for themselves about the pros and cons of keeping Shabbat as a Jewish child of their age. After discussion, children write about the importance of Shabbat to Jewish people on the task card.</p>		
<p>2 Say what Jewish people believe about repentance.</p>	<p>Recap: what do Jewish families celebrate every week?</p>	<p>How do Jewish people celebrate the new year?</p>	<p>Flipchart lesson 2 Slips of paper Task card.</p>

<p>List at least four things that Jewish people do when marking Rosh Hashanah and Yom Kippur that show their beliefs.</p> <p>Say why you think saying sorry, being forgiven and being grateful are important, whether or not you are Jewish</p>	<p>Enquiry: Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?</p> <p>Ask the children which celebration happens a week after Christmas? New Year's Day. Discuss new year resolutions. Explain that Rosh Hashanah and Yom Kippur are two festivals that are celebrated in the Autumn and mark the Jewish new year. It's important at new year to repent, turn from bad behaviour and set your course to be good in the coming year. Before talking about the festivals, discuss words or phrases we ought to say more often. Among others, there are four which usually come up: 'Sorry', 'thank you', 'please' and 'I love you'. Talk about why these words matter, but are often left unsaid.</p> <p>Tell the class that Jewish festivals include saying all four of these things to the Almighty, and to each other as well. Show the clip from the BBC My life My religion on Rosh Hashanah www.bbc.co.uk/programmes/p02n2jc5 Can pupils see, in the clip, any ways that 'Sorry', 'thank you', 'please' and 'I love you' are referred to, either directly or</p>	<p>When are their new year celebrations?</p> <p>Can we name four things that Jewish people do when celebrating these festivals?</p> <p>What is the main theme for each of these festivals?</p>	
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indirectly? After watching, discuss what they noticed. The festival of Rosh Hashanah is all about saying sorry, but is also time to be thankful, and to express love.

Now let's see what the festival Yom Kippur has in common with Rosh Hashanah.

Listen to the story of Jonah and the Whale which is read during the festival.

<https://www.bbc.co.uk/teach/school-radio/assemblies-saying-sorry-jonah-and-the-whale/zwrftd#:~:text=God%20sends%20a%20great%20storm,Nineveh%20and%20delivers%20God's%20message>.

Review the enquiry question. What do we think the important themes from both festivals are? If pupils do not suggest them ensure the discussion includes repentance (saying sorry), salvation (forgiveness of their mistakes) and deliverance (being freed from captivity/these mistakes – like Jonah). At the Jewish ceremony of *tashlich*, Jews symbolically cast-off sins by emptying their pockets or shake the corners of their clothes into flowing water. Can children think of a time when they have needed to say sorry and/or be forgiven? Write or draw the incident on a

	<p>slip of paper and 'throw it away' – teacher can collect at the front. Discuss why we think it is important to sorry. Record their answer to the enquiry question on the task card.</p>		
<p>3</p> <p>Explain two ways the story of Exodus shows Jewish beliefs about God.</p> <p>Say a way the story of Exodus leads to Jewish people being called chosen people.</p>	<p>Recap: can we name four things that Jewish people do when celebrating Rosh Hashanah and Yom Kippur?</p> <p>Enquiry: Why is Pesach important for Jews?</p> <p>Flash up a picture of the seder plate for 10 seconds. Ask children to draw what they remember from it on their whiteboards. Explain to the pupils that they are going to learn a story from the Torah and think about how many Jewish people today remember it regularly. They will also find out how the seder plate helps Jewish people to remember the story.</p> <p>Explain Passover as Passover is an important Jewish festival. Jews celebrate the Feast of Passover (Pesach in Hebrew) to remember how Moses led the Israelites from Egypt to the Promised Land over 3000 years ago. Read story from the flipchart. Stop halfway through the plagues and discuss what slavery</p>	<p>What are the important themes of Pesach?</p> <p>What leadership skills did Moses show?</p> <p>Was he a good leader?</p> <p>Why are Jewish people referred to as 'the chosen people?'</p>	<p>Flipchart lesson 3</p> <p>Photo of conscience alley for books and a task card.</p>

	<p>would have been like. What restrictions would have been put on the slaves e.g. not being free to choose what to do with your own time, not being able to worship God in the way that you chose, not being able to keep your baby boys, not being able to have your meals where and when you wanted.</p> <p>Create two 'conscience alleys' - one for Pharaoh and the other for Moses. (See below for explanation of Conscience Alley)</p> <ul style="list-style-type: none">• Moses' conscience alley: The pupils on one side of Moses' conscience alley should give reasons why Moses should continue to follow God's will and try to get the slaves released, the other side should give reasons why Moses should give up and leave the Children of Israel as slaves. Once a pupil has walked down the alley listening to all the advice, s/he weighs up what s/he has heard before making and stating a final decision on what Moses should do.• Pharaoh's conscience alley: The pupils on one side of Pharaoh's conscience alley should give reasons why Pharaoh should keep the Children of Israel as slaves, the other side should give reasons why Pharaoh should let them go. Once a pupil has walked down the alley listening to all		
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	<p>the advice, s/he weighs up what s/he has heard before making and stating a final decision on what Pharaoh should do. Take a photo of this for books.</p> <ul style="list-style-type: none"> • Hear or watch the end of the story – find out how the Hebrews were freed from slavery. Discuss with pupils what leadership skills Moses showed and why he was such a special leader for the Children of Israel. Would they have followed him if they had been a slave at the time? <p>Explain that Jewish people remember the story of the Exodus every year through celebrating the festival of Pesach. Pose the question, why are Jewish people often referred to as the ‘chosen people?’</p>		
<p>4</p> <p>To know what the Seder plate represents.</p>	<p>Recap: what was the story behind Passover? Watch this video to learn how Passover is celebrated today: https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382 Explain how matzah bread is eaten because it has no yeast in it, reminding the Jews that the Israelites had to leave in a hurry so there was not time for the bread to rise. Explore the ways in which Pesach is prepared for and celebrated in Jewish homes. Watch www.bbc.co.uk/programmes/p02n2kt9.</p>	<p>Why is Passover celebrated?</p> <p>How is Passover celebrated?</p> <p>Which special foods are eaten during the Passover festival?</p> <p>What does each food item represent?</p>	<p>Flipchart lesson 4</p> <p>Cards to match up as a table.</p> <p>Seder plate matching activity</p> <p>Foods to try:</p> <p>Matzo crackers, apple sauce with some</p>

	<p>Enquiry: what does the Seder plate represent? See if the children can remember the name of the meal that is eaten -</p> <p>Seder Plate Recap on the story of the Passover and explain that each part of the meal represents a part of the story. Ask each table to have a go at matching the food with its meaning. Then use the PPT to show what each item on the Seder plate represents. Task: children will complete a worksheet where they cut and stick the parts of the meal onto a plate and draw a picture to go with it.</p> <p>We then sample some of the foods if the children would like to (N.B. Allergies letter will need to be sent before the lesson).</p>		cinnamon, parsley, lettuce.
<p>5</p> <p>To know that the commandments act as a guide to life for the Jewish people.</p>	<p>Recap – can we recall what each part of the Seder Plate is like?</p> <p>Enquiry: Why are commandments and blessings important to Jewish people? Explain that Moses received the Torah from God when he was on Mount Sinai and that that many Jews believe the words in the Torah are the word of God. Show pictures of the Torah and an explanation of how it is written and then use Charlie from BBC My Life, My Religion www.bbc.co.uk/programmes/p02mxbj to show the importance of the Torah to Jewish people. Ask some recall questions about the Torah.</p> <p>We all live by rules</p>		<p>Flipchart lesson 5</p> <p>Task sheet – on the flip</p>

	<p>Put the names/titles of relevant people in authority into a hat e.g. parent, football referee, teacher, prime minister (or another relevant person from government). As a name/title is pulled out of the hat, children should think of a typical rule that person might have for or about a child aged 7, 8 or 9 then act out how the person in authority might say it. Focus together on how rules change the way they live their lives.</p> <p>Important rules in the Torah Tell pupils about the 10 Commandments from the Torah and the story of Moses going to collect them. Explain the Commandments in child friendly language and ask which commandment is important to them. Record on the task sheet.</p> <p>Blessings</p> <ul style="list-style-type: none">• Jewish people think it is not only important to keep the 10 commandments but also to follow other guidance. The Talmud teaches that Jewish people should say thank you 100 times each day! <p>Explain that many Jewish people say blessings for lots of things e.g. touching mezuzah on entry to a house, seeing a rainbow and eating different foods. Why might it be good to express gratitude regularly? Many non-religious people are encouraged to keep 'gratitude journals' or 'thankfulness jars'. Do</p>		
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	<p>other religions find ways to show gratitude? What happens if people are not thankful? Record a reason why it is good to show gratitude on our task sheet.</p>		
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