

<p>Question:</p> <p>1.3 Who is Jewish and what do they believe?</p> <p>Strand Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</p> <p>Questions in this thread: 1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists?</p> <p>International Baccalaureate Learner Profile Link <i>Inquirer: Learning about other religions from stories.</i> <i>Knowledgeable: Developing an understanding of a range of religious and moral stories.</i> <i>Thinkers: Use creative thinking skills to take responsible action with problems that may arise in stories they read.</i> <i>Communicators: Sharing ideas and talking about religious stories that they have heard.</i> <i>Principled: Show a strong sense of fairness when it comes to stories that they hear.</i> <i>Open-minded: Appreciating the traditions of others.</i> <i>Caring: Demonstrate empathy, compassion and respect when listening to a range of stories.</i> <i>Risk-Takers: Show an ability to work independently and creatively to explore new ideas.</i> <i>Balanced: Knowing the importance of balance and relating this to intellectual, physical and emotional aspects of our lives.</i> <i>Reflective: Understand our strengths and weaknesses in order to support our learning.</i></p>		<p>Critical Learning</p> <ul style="list-style-type: none"> Knowing about and understanding religions and worldviews Expressing and communicating ideas related to religions and worldviews Gaining and deploying the skills for studying religions and worldviews <p>Key Vocabulary</p> <p>mezuzah, Shabbat, Star of David, candlesticks, challah bread, challah board, challah cover, wine goblet, kosher food, seder plate, matzah cover, prayer books, chanukiah, kippah, Shema, Torah, synagogue, Chanukah, dreidel</p>
<p>Prior Skills</p> <ul style="list-style-type: none"> Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). (Emerging) Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Find out about and respond with ideas to examples of cooperation between people who are different (C2). 	<p>New Skills</p> <ul style="list-style-type: none"> Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2). 	<p>Future Skills</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1).

Knowledge, Skills and Understanding

<u>Emerging</u> <u>You can...</u>	<u>Expected</u> <u>You can...</u>	<u>Exceeding</u> <u>You can...</u>
<ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God (A1). • Recognise some ways that Jewish people remember God (A3). • Say some ways that Jewish people remember God and stories involving God through stories and actions at Chanukah and Shabbat (A3). • Choose some objects that might be used specifically in a Jewish household. (A3) 	<ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2). • Ask good questions about how Jewish artefacts are used and their meaning (B1) • Talk about how Shabbat is a special day of the week for Jewish people (B1) • Give some examples of what Jewish people might do to celebrate Shabbat (B1). 	<ul style="list-style-type: none"> • Make links between some Jewish teachings and how Jewish people live (A2). • Make links between the Jewish story of Chanukah and how it is celebrated (A2). • Give thoughtful responses to how a Jewish artefact might be used and why, linked to prior knowledge of Judaism (A2) • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).

Resources

- Mini Torah scroll
- Yad (pointer for Torah scroll)
- Mezuzah case
- Paper version of a mezuzah (small scroll that goes inside the mezuzah case)
- Candlesticks
- challah loaves, cover and board
- Star of David on a chain
- prayer books
- chanukiah
- wine goblet
- seder plate
- matzah cover
- kippah
- spice box
- havdalah candle

Website/Apps

- The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: www.bbc.co.uk/education/subjects/zxnygk7
- Short film of a family preparing for shabbat: www.bbc.co.uk/education/clips/zs2hyrd
- Short film showing a Friday night in a Jewish household: www.bbc.co.uk/education/clips/z3hyr82
- Short film showing shabbat in the synagogue: www.bbc.co.uk/education/clips/zcfigkqt
- Short film about Shabbat www.bbc.co.uk/programmes/p02mx9mx • Short film about Chanukah www.bbc.co.uk/programmes/p02n2kp0
- Jewish Way of Life interactive resource www.scojec.org/resources/jwol/jwol.html
- The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion
- You can find and use searchable sacred texts from many religions at: www.ishwar.com

	Suggested Quality Texts The story of Chanukah
Assessment ideas What do we know about Judaism that we didn't know before? <ul style="list-style-type: none"> • Look at the whole list of questions from the start of this unit of work. Together, decide which the class can now answer, and which are yet to be answered. Work out how you will go about finding out the answers to the remaining questions – find out the answers where possible. 	
Writing Opportunities What do we know about Chanukah? Look back at the picture from the start of the learning about Chanukah. Ask pupils to write 5 tags for it. Compare these with the 5 they wrote at the beginning. Ask pupils to imagine that they work at an art gallery. They should write a title for the picture and a short passage explaining it. This is to be displayed on the wall to help visitors to the gallery find out about the meaning of the image	
Cross Curricular Links	