

# KS1- Jewish People

## Key Questions:

- Who is a Jewish person and what do they believe? (Believing)
- What can we learn from sacred books? (Expressing)
- What does it mean to belong to a faith community? (Living)

## We already know:

- Which stories are special and why?
- Which people are special and why?
- Which places are special and why?
- Which times are special and why?
- Where do we belong?
- What is special about our world?



## Key Outcomes:

- Talk about the fact that Jewish people believe in God (A1).
- Talk about how the mezuzah 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 how it is celebrated. (B1).
- Ask some questions about believing in God and offer some ideas of their own (C1).
- Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).
- Make links between the messages within sacred texts and the way people live (A2).
- Talk about what is special about belonging to a group (B2).
- Recognise and name some symbols of belonging from their own experience, and for Jewish people, suggesting what these might mean and why they matter to believers(A3).
- Respond to examples of co-operation between different groups of people (C2).
- Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).



## Possible experiences linked to outcomes:

- Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Shabbat— candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight' and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home?
- Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced)
- Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves (Tenakh, mezuzah, menorah etc.)
- Look at a mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home?
- Introduce a sacred text for Jewish people –Tenakh and investigate how these books are used and treated – Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebrew
- Talk about what lessons believers learn from sacred texts about how to live. Whether or not pupils belong to a religious tradition, how important are these ideas for pupils' personal worldviews, and why?
- Talk about stories of people who belong to groups; groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them?
- Find out about some symbols of 'belonging' and compare to symbols of belonging in pupils' own lives and experience.
- Talk to Jewish people about what is good about being in a community, and what kinds of things they do when they meeting groups for worship and community activities. Talk about when these groups may work together.

## Key Vocabulary

Jewish person	A person who follows the religion of Judaism.
Menorah	seven-branched candelabrum
Mezuzah	A scroll of parchment placed on doorways in the homes of Jewish people.
Shabbat	The Sabbath. The Jewish day of rest
Tenakh	The Jewish Bible.
Torah	Part of the Tanakh comprised of the five books of Moses.