

## Autumn 2024 KS3 RE

### Who is Jewish and what do they believe?

<p><b>Subject curriculum intent:</b></p>	<p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>Know about and understand a range of religions and worldviews.</p> <p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p> <p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>		
<p><b>End of KS3 intent/outcome</b></p>	<p><b>End of KS4 intent/outcome</b></p>	<p><b>End of KS5 intent/outcome</b></p>	
<p>Students should understand the three main faiths - Christianity, Islam and Judaism and the key beliefs within. They should understand sacred books, sacred texts, and sacred places and sacred times relating to each religion, as well of knowing why these are sacred. Students should show an understanding of the meaning of at least one story from each religion and should be able to relate the teachings of these sacred texts to their lives - knowing how to care for others and our world.</p>	<p>Students should show an understanding of how people of different religions perceive God and how they show their faith. Students should be able to talk about how this may be different in a modern society, what this may mean for people growing up in Britain today, and how religion may help people at different stages of their lives.</p> <p>Students will be to identify a religious festival for Christianity, Islam and Judaism, and will show an understanding of why these are important within each faith.</p>	<p>Students will understand the challenges faced by people of different religions within society today. Students will delve deeper into what it means to be religious, and the affects religion can have on a person's life. Students will investigate big questions surrounding religion's effect on the happiness, suffering, war, and peace that exists in society.</p> <p>Students will look at what living by religion may mean, and whether this means needing to obey all teachings in the sacred book, or by allowing religion to fit around the individual.</p> <p>Students will be able to discuss how they feel about religion and should show an unbiased understanding of both religious and non-religious beliefs.</p>	
<p><b>Intent for this topic:</b></p>	<p>The purpose of this topic is to introduce students to Judaism, providing an understanding of who Jewish people are and what they believe. Students will learn about the Jewish religion, its ancient origins, and its status as one of the world's oldest monotheistic faiths. They will be introduced to key figures in Jewish history, such as Abraham and Moses, and learn about the significance of the Torah.</p> <p>The topic will cover fundamental Jewish beliefs, including the belief in one God and the importance of following God's commandments. Students will explore the role of the synagogue, the rabbi, and the community in Jewish life. Additionally, they will learn about various Jewish practices and traditions, such as Shabbat (the Sabbath), kosher dietary laws, and major holidays like Passover, Rosh Hashanah, and Hanukkah.</p> <p>The curriculum will also highlight the cultural aspects of Judaism, including Hebrew language, music, and food, showcasing the diversity within the Jewish community. Emphasis will be placed on the importance of respect and understanding, helping students appreciate the challenges faced by Jewish communities throughout history and today.</p>		

	By exploring these areas, students will gain a comprehensive understanding of Judaism, fostering respect and thoughtful discussions about different faiths and cultures.			
Core vocabulary needed for this subject/topic:	Judaism, Jewish, Torah, God's commandments, synagogue, Rabbi, Sabbath, Hanukkah			
Vocabulary pupils will have accessed in other topics or subject areas:	Belief, community, morals, values, language, respect			
Key questions:	What religion do Jewish people follow? What rules do they follow? What language/food/music/festivals do they follow?			
<b>Prior knowledge: what pupils may already have studied</b>				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	RE	What does it mean to belong to a faith community?	Spring/ 2023	Students will have knowledge of what it means to belong to faith community and that believer try and make good choices.
Links to other subjects: PSHE				

**Believing Topic:** Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

**RRS - UNCRC Relating Articles (Use within your teaching and planning)**

- Article 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.
- Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Key elements	Pupils will learn about the Jewish community and what they believe in.			
	B2 PS1	B2 PS2	B2 PS3-PS4	B2 PS5
<b>Subject specific knowledge</b>	<p><b>To know</b> Judaism is the faith of Jewish people.</p> <p><b>To know</b> that most Jewish people believe and follow the Torah.</p> <p><b>To know</b> most Jewish believers follow rules.</p> <p><b>To know</b> that Judaism is a monotheist religion.</p> <p><b>To know</b> most Jewish believers visit the synagogue.</p> <p><b>To know</b> what food the Jewish community, like to eat.</p>	<p><b>To know</b> that the Torah teaches Jewish people religious stories.</p> <p><b>To know</b> most Jewish believers follow God's commandments.</p> <p><b>To know</b> that the synagogue is holy place where Jewish people worship.</p> <p><b>To know</b> what Sabbath/Hanukkah is.</p> <p><b>To know</b> some food Jewish community like to eat, especially on days that hold religious importance.</p> <p><b>To know</b> the type of clothing Orthodox Jewish community like to wear.</p>	<p><b>To know</b> 2 religious stories that Torah teaches Jewish people about how they should live their life.</p> <p><b>To know</b> most Jewish believers follow God's commandments and discuss why this is important for them.</p> <p><b>To know</b> different parts of the synagogue.</p> <p><b>To know</b> what Sabbath is and what traditions are followed on this special day.</p> <p><b>To know</b> what Hanukkah is and what traditions are followed on this special day.</p> <p><b>To know</b> that most Jewish believers eat Kosher and know some traditional meals that are eaten on holy days.</p>	<p><b>To know</b> 2 religious stories from the Torah and interpret what this teaches Jewish people.</p> <p><b>To know</b> most Jewish believers follow God's commandments, discuss why this is important for them and suggest whether this helps them in modern day society.</p> <p><b>To know</b> different parts of the synagogue and what takes place in every area.</p> <p><b>To know</b> why Sabbath is so important to many Jewish believers and what traditions are followed on this special day.</p> <p><b>To know</b> why Hanukkah is so important to many Jewish believers and what traditions are followed on this special day.</p> <p><b>To know</b> why Kosher meat is only eaten by so many Jewish people and</p>

			<p><b>To know</b> the type of clothing the Orthodox Jewish community like to wear and what each item symbolises.</p>	<p>know some traditional meal that are specifically eaten during Sabbath and Hanukkah.</p> <p><b>To know</b> the symbolism behind each item of clothing that the Orthodox Jewish community wear and suggest why some modern Jewish community do not wear this.</p>
<p><b>Subject specific skills</b></p>	<p><b>Is able to</b> handles artefacts used for worship</p> <p><b>Is able to</b> explores religious objects with some interest</p> <p><b>Is able to</b> shares an activity with another person</p> <p><b>Is able to</b> shows an awareness of the purpose of some indoor places</p> <p><b>Is able to</b> responds when listening to religious music</p>	<p><b>Is able to</b> describes a religious event</p> <p><b>Is able to</b> listens and responds to a range of faith stories</p> <p><b>Is able to</b> communicates how a story or poem makes them feel</p> <p><b>Is able to</b> expresses an opinion with appropriate language</p> <p><b>Is able to</b> Identifies the rules they have to follow</p> <p><b>Is able to</b> observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc.</p>	<p><b>Is able to</b> shows an awareness of different beliefs</p> <p><b>Is able to</b> joins in discussion about the moral of the story</p> <p><b>Is able to</b> identifies some special foods that are eaten in celebration</p> <p><b>Is able to</b> recognises that religions have holy or special days</p> <p><b>Is able to</b> describes an event in a story</p> <p><b>Is able to</b> shows consideration towards others</p> <p><b>Is able to</b> names the holy book of a religion</p> <p><b>Is able to</b> identifies a key belief in a religion</p>	<p><b>Is able to</b> gives an approximation of the moral or lesson of story</p> <p><b>Is able to</b> describes some of the beliefs of a religion</p> <p><b>Is able to</b> suggests how a religious artefact could be used</p> <p><b>Is able to</b> identifies some symbols used in ceremonies</p> <p><b>Is able to</b> states simple facts about holy books, e.g. they are considered special or important</p> <p><b>Is able to</b> asks questions about things they find intriguing</p> <p><b>Is able to</b> reflects on their own special places, e.g. states where they are, why they are special to them</p>

			Is able to explain simply what prayer is	
Suggested flow	<p><b>Week 1: Introduction to Judaism</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will understand that Judaism is the faith of Jewish people.</li> </ul> <p><b>Week 2: The Importance of the Torah</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will know that most Jewish people believe in and follow the Torah.</li> </ul> <p><b>Week 3: Torah Stories and Their Teachings</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will learn 2 religious stories from the Torah and interpret what these stories teach Jewish people.</li> </ul> <p><b>Week 4: Following God's Commandments</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will know why most Jewish believers follow God's commandments, discuss its importance for them, and suggest whether this helps them in modern-day society.</li> </ul> <p><b>Week 5: Exploring the Synagogue</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will learn about different parts of the synagogue and what activities take place in each area.</li> </ul> <p><b>Week 6: The Significance of the Sabbath</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will know why the Sabbath is important to many Jewish believers and learn about traditions observed on this special day.</li> </ul> <p><b>Week 7: Celebrating Hanukkah</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will know why Hanukkah is important to Jewish believers and explore the traditions observed during this festival.</li> </ul> <p><b>Week 8: Understanding Kosher Practices</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will know why Kosher meat is eaten by many Jewish people and identify traditional meals specifically eaten during Sabbath and Hanukkah.</li> </ul> <p><b>Week 9: Symbolism of Orthodox Jewish Clothing</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will know the symbolism behind each item of clothing worn by Orthodox Jewish communities and discuss reasons why some modern Jewish communities do not wear these items.</li> </ul> <p><b>Week 10: Following Rules in Judaism</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will know that most Jewish believers follow rules and understand their significance in Jewish life.</li> </ul> <p><b>Week 11: Visiting the Synagogue</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will know that most Jewish believers visit the synagogue and understand its role in Jewish communal life.</li> </ul> <p><b>Week 12: Jewish Cuisine</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will know about the types of food the Jewish community likes to eat and their cultural significance.</li> </ul> <p><b>Week 14: Reflection and Review</b></p> <ul style="list-style-type: none"> <li>• <b>Objective:</b> Students will reflect on their learning about Judaism throughout the term and review key concepts.</li> </ul>			

<p><b>Suggested teaching activities</b></p>	<ul style="list-style-type: none"> <li>• Sensory stories</li> <li>• Listen to music</li> <li>• Listen to sermons</li> <li>• Watching religious stories</li> <li>• Explore religions symbols/holy books</li> <li>• Explore picture stories.</li> <li>• Role play</li> <li>• Dress up</li> <li>• Listen to religious music</li> <li>• Match artefacts to pictures</li> <li>• Create a story board/comic strip</li> <li>• Scenario cards</li> </ul>	<p><b>From MSSTT Agreed Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Discuss what precious items pupils have in their home. Why are they important?</li> <li>• Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful.</li> <li>• Talk about remembering what really matters: how do people make a special time to remember?</li> <li>• 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) - as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, creator and cares for all people.</li> <li>• 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?</li> <li>• Find out what Jewish people do in the home on Shabbat, including preparation for 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?</li> <li>• Consider the importance and value of celebration and remembrance in pupils' own lives; learn about the festival of Sukkot, Chanukah/Hanukkah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched chanukiah/hanukkiah links to the story of Chanukah.</li> <li>• Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.</li> </ul>
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**Online resources**

<http://rightchoice.wiltshire.gov.uk/Page/10622>

[www.retoday.org.uk/syllabus-resources](http://www.retoday.org.uk/syllabus-resources) Password: ASyllabusRET!

<https://www.reonline.org.uk/teaching-resources/>

### Resources in school

- Holy books
- Picture books
- Holy symbols/ artifacts
- Religious clothing