

Caroline Haslett Primary School - RE

Topic: Unit 6 - Judaism; Shabbat; Creation	Year 2	How should you spend the weekend?
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Knowledge	Vocabulary
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The idea of a day of rest comes from the Bible story of the Creation: God rested from creating the universe on the seventh day of that first week, so Jews rest from work on the Sabbath.

Sabbath candles are lit at sunset on a Friday. The woman of the house usually performs this ritual. The candles are placed in candlesticks.

After the candles are lit, Jewish families will drink wine.

It is traditional to eat challah.

Blessings, prayers, songs and readings may also be used.

Some of the family will have been to synagogue before the Sabbath meal, and it is likely that the whole family will go on Saturday.

Challah - soft rich eggy bread in the shape of a braid

Creation - the story of how God created the universe

Genesis - book of the Bible / Torah that tells the story of creation

Havdalah Candle - a special braided candle lit at the end of Shabbat

Judaism - religion based on belief in one God and on the laws contained in the Torah and Talmud

Kiddush Cup - the cup used in the blessing at the start of Shabbat

Sabbath - Jewish holy day

Activities

Find out about Jewish family Shabbat.

Explore the creation story and how it links to Jewish beliefs about Shabbat and time off. Focus on the kinds of activities that can and cannot be done.

Look carefully at the Friday night meal - explore the symbolism surrounding the meal.

Make the items for Shabbat - challah, Havdalah candle

Write instructions for the rules for Shabbat.

Shabbat - Hebrew word for rest



Skills

- Retell the story of creation
- Identify and suggest meanings for the Friday night rituals and artefacts
- Recognise what makes Shabbat holy for Jews
- Describe simply how Jewish people spend Shabbat
- Talk about the importance of spending time together as a family

<u>Believing</u>	<u>Belonging</u>	<u>Behaving</u>	<u>Reflecting, responding and making links</u>
Core knowledge and understanding of texts, stories and key beliefs	Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally		Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives
<p>Give a simple account of the core beliefs of the religions studied.</p> <p>Retell a selection of key stories, making links to the core beliefs.</p> <p>Recall the creation story and the importance of Sabbath.</p>	<p>Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot)</p> <p>Recall that Sabbath is a Jewish day of rest.</p>	<p>Give examples of how beliefs are linked to worship and prayer.</p> <p>Simply explain how Sabbath is spent.</p>	<p>Talk about their own experiences in the light of the religious knowledge gained.</p> <p>Express their own opinions appropriately.</p> <p>Talk about the differences that beliefs make to the way believers live.</p> <p>Make simple comparisons to their own lives</p> <p>Discuss the importance of spending time together as a family and resting.</p>