

## RE Planning

Year: 3 Term: Spring 1

<b>KS2</b>	
Specific theme: Introducing Jews	
Context	Content
<p>1f) consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</p> <p>2a) reflect on what it means to belong to a faith community, communicating their own and others' responses.</p> <p>3b) Judaism</p> <p>3j) religion, family and community: how religious families and communities practice their faith, and the contributions this makes to local life.</p> <p>3q) developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.</p>	<p><b>G-d</b></p> <p><b>Jewish belief about G-d</b></p> <p>G-d is One, good</p> <p>G-d is the Creator</p> <p>G-d cares for all people</p> <p><b>Belief exemplified through</b></p> <p>The Shema: mezuzah, tefillin, tzitzit</p> <p>The first four of the Ten Commandments</p> <p>Psalms and songs</p> <p>Prayer</p> <p>Tenakh stories</p> <p>Wearing of kippah and tallit</p> <p><b>The importance of repentance and forgiveness</b></p> <p>Rosh Hashanah</p> <p>Yom Kippur</p> <p>The Book of Life</p> <p><b>The value and expression of gratitude</b></p> <p>Blessings before and after meals</p> <p>General blessings</p> <p><b>Torah</b></p> <p><b>The Tenakh</b></p> <p>Consists of Torah, Nevi'im and Ketuvim</p> <p>Stories from the lives of the prophets, e.g. Elijah, Isaiah</p> <p>Examples of writings, eg Psalms and Proverbs</p> <p><b>The importance of the Torah: written and oral</b></p> <p>The Sefer Torah and the work of the scribe</p> <p>G-d giving the Torah at Mt Sinai and how different traditions understand the origins and nature of the Torah</p> <p>Commandments, laws and rules (613 mitzvot) which set out how people should live</p> <p>Sayings which express values</p> <ul style="list-style-type: none"> <li>• 'Love your neighbour as yourself'</li> <li>• 'Love the stranger'</li> </ul> <p><b>Stories</b></p> <ul style="list-style-type: none"> <li>• the Creation</li> <li>• the Patriarchs and the Matriarchs</li> <li>• the life of Moses</li> <li>• the life of Rabbi Akiva and other rabbis from the Talmudic times</li> <li>• the lives and stories of the Baal Shem Tov and Rabbi Nachman of Breslov</li> <li>• the lives of Rabbis Leo Baeck and Hugo Gryn</li> </ul> <p>Care for the world and the environment</p> <p><b>Study of the Torah</b></p> <p>Reading of the weekly portion</p> <p>The annual cycle of readings</p> <p>Regular Torah study</p> <p>Simchat Torah</p> <p>Respect and honour for the Torah and G-d's name</p> <p><b>The People and the Land</b></p> <p><b>Diversity within the Jewish community</b></p> <p>Orthodox, Masorti, Reform and Liberal Judaism</p> <p>Differences of opinion and practice in relation to the</p>

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	place of women in the synagogue, the keeping of kosher and the nature of Jewish status as understood in different branches of Judaism	
<b>Main elements of the unit</b>	<b>Suggested activities</b>	
<b>Key questions:</b>		
<b>Assessment:</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Dispositions</b>