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| Spring 1 Year Group: Four | | Teacher: Lee Singleton | | Religion/belief: Judaism | | Key Question: How should we live our lives? | |
| Focus Question: How do religious families and communities practice their faith and what contributions does this make to society? | | | | | | | |
| Links with: Spiritual Moral Social Cultural | | Possible Cross-curricular links: English – diagrams and label of synagogues; explanation of the different features of a synagogue | | Shared human experience: pupils will consider questions about commitment, change and explore people's experiences of life as it connects to what we believe and value. Living religious traditions: pupils will consider the impact of religion as individuals, in family and in community, in the religions studied. Beliefs and values: pupils will explore and reflect on beliefs and values expressed in the ways individuals live the faith and follow their beliefs. The search for personal meaning: pupils will make links between their own lives and what they believe to be of value. | | | |
| Attainment Target 1: Learning about religion and belief · describe and consider the variety of practices and ways of living the faith in up to two religions and understand where these practices come from, and are closely connected with, beliefs and teachings. · consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. · use specialist vocabulary in communicating their knowledge and understanding of living the faith. · use different sources to find information about living the faith and discuss its meaning. | | | | Attainment Target 2: Learning from religion and belief · reflect on what it means to belong to a faith community, communicating their own and others' responses. · respond to the challenges of commitment both in their own lives and within religious traditions. · recognize ways in which commitment to a religion is shown in a variety of ways. · make links between their attitudes to their own lives and values and the lives and values of local religious communities. | | | |
| | Key questions | Learning objectives/intentions | Possible activities | | Possible resources | | |
| SHE | Can I identify and explain the work of charities and organisations in the local community? | To develop awareness that some organisations exist to help others. Identify an organisation that exists to help others and explain its purpose. | What does our school do for charity? Are our acts of kindness important? What roles do specific charities play in school/community? Is there anywhere special at our school? How do we show that it is special? What groups do we belong to? How do we show it? How do we show we are from the same school/town? Identify organisations known through the media and through contacts with school e.g. NSPCC, RSPCA, Oxfam, Guide Dogs as well as the school itself. Involve visits to the school through the use of key stage assemblies as well as own class learning. Examine a selection of their literature or | | | | |

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| | | | interview a member. Write a summary that describes its purpose and some of the activities it carries out. Why is the work of the organisation considered to be important? | |
| LRT | Can I explain the significance of the synagogue for Jews? | <p>To know that a synagogue is a Jewish place of worship.</p> <p>To know that the synagogue helps Jewish people to live their faith.</p> <p>To develop understanding of the importance of the organisation of the synagogue.</p> <p>To suggest why a Jewish person might go to the synagogue and explain what they might do there.</p> <p>To explain why items and areas are present.</p> | <p>Use a visit, a video, posters, activity pack and books to discover how a synagogue is set out and some of the activities that take place. Make a chart that describes activities and physical aspects of the synagogue and link these to activities or responses. Or, in groups make and label a model of a synagogue which includes ark, Sefer Torah, bimah, menorah, lamp, 10 Commandments, seating, library/study room, food preparation area (if any). Include an explanation of how they are used.</p> <p>Invite Jewish leader into school. Discover the use of the synagogue as a place that supports the Jewish community – and other communities.</p> | |
| B and V | Can I explain how Jews demonstrate the Shema in their daily life? | <p>To know that The Shema is an important Jewish Prayer.</p> <p>To begin to understand that The Shema is a statement of Jewish belief.</p> <p>To explain that the Shema proclaims the</p> | <p>The Shema says, 'Here o Israel, the Lord our God is one' and is recited regularly by many observant Jews.</p> <p>Read or listen to The Shema (Deut. 6:4). Focus on the meaning of the first and last words in first sentence, 'Hear' and 'One', which together make 'witness'. Explore the idea that Jewish belief requires action, not just understanding and acceptance. Examine mezuzah, tefillin and tallit in relation to the prayer. Match pictures to information about these.</p> | |

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| | | <p>Jewish belief in one god.</p> <p>To suggest ways a Jewish person could show a response to the Shema in their daily life.</p> | <p>Research the word for charitable giving or deeds (tzevekah) and a Jewish charitable organisation. Role-play or read and discuss a scenario to explore possible Jewish responses to everyday events.</p> <p>Investigate WJR, a Jewish charity which specialises in international aid for all communities in areas of need (www.wrj.org.uk)</p> | |
| SPM | Can I reflect on my own personal belief and relate it to my own lifestyle? | <p>To consider how their beliefs influence their behaviour.</p> <p>To identify a personal belief and relate it to their lifestyle.</p> | <p>Through discussion review how the beliefs explored result in organisations/people carrying out certain actions.</p> <p>Use a candle or music to aid a period of reflection.</p> <p>If I set up a charity, what would it be for? Why?</p> <p>Have I read something that made me change my actions? What was it and why?</p> <p>Do I think it is correct to support a charity? Why? How does what I believe affect my actions?</p> <p>What could I do for others? Why/how?</p> <p>Should what I believe affect my actions? Why?</p> <p>Then produce a 'map' that identifies something they strongly believe in. Include pictures/words that illustrate what they do or could do to carry out that belief, anything that might make it difficult to do so, anything/one that might help them and what they think their belief might offer to others.</p> | |