



What should I already know?

- Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)
- Give an example of a core value or commitment (trusting that God will keep his promise)
- Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival)
- Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises)
- Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot)
- Notice that for many people, trust is an important part of human life
- Ask questions (about the importance of trust and who they can trust/rely on in their own lives)

Knowledge

- **Retell and suggest meanings** for religious stories, actions and symbols. (B&V LRT)
- Use religious words and phrases and consistently **identify** some features of religious traditions. (B&V LRT)
- Begin to **identify and describe** how religion is expressed in different ways. (B&V LRT)
- **Talk about** what is of value and concern to themselves and to others. (SPM)
- **Talk about** what they find interesting or puzzling. (B&V LRT)
- To **ask important questions** about religions and belief. (SHE).

Year 2- Spring Term 1- Judaism (Religious Education)

Does worship help people?

Skills

- This unit enables pupils to examine how special times are identified and why they are significant.
- The focus is on God, Torah, The People and the Land.
- Opportunities are provided to explore the practices and beliefs associated with a specific festival and to make links to significant times in pupils lives.

Vocabulary

- Jewish
- Abraham
- Noah
- Torah
- Celebration
- Hanukkah
- Sukkot