

RE Planning

Year: 3 Term: Spring 2

KS2		
Specific theme: The Jewish celebration of Passover and other rituals and celebrations		
Context	Content	
<p>1c) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.</p> <p>2d) discuss their own and others' views of religious truth and belief, expressing their own ideas.</p> <p>3b) Judaism</p> <p>3g) symbols and religious expression: how religious and spiritual ideas are expressed.</p> <p>3n) considering a range of human experiences and feelings.</p>	<p>The People and the Land</p> <p>Family life The variety of ways of being Jewish, including Ashkenazi and Sephardi as well as Orthodox and Progressive</p> <p>The mezuzah identifies the Jewish home</p> <p>Shabbat</p> <ul style="list-style-type: none"> • the preparation • the lighting of the candles • blessing the children • blessings using wine and challah • quality family time • the three Shabbat meals <p>Kashrut Food laws The kitchen</p> <p>Life rituals Brit Milah and girls' naming ceremony Bar and Bat Mitzvah/Bat Chayil Marriage Funerals, mourning and remembrance</p> <p>Festivals and celebrations The calendar The three Harvest and Pilgrim festivals</p> <ul style="list-style-type: none"> • Pesach (exodus and freedom - the miraculous crossing of the Red Sea) • Shavuot (giving of the Torah) - the story of Ruth • Sukkot (the festival of God's protection) – building a Succah <p>Worship and the community</p> <ul style="list-style-type: none"> • Mishkan: menorah and Ark • Jerusalem: first and second Temples and the Western Wall • the Synagogue: the community centre; place of prayer and study; its main features and components; historical developments, the role of the Rabbi <p>The Magen David: a modern symbol for Jews</p>	
Main elements of the unit	Suggested activities	
Key questions:		
Assessment:		
Knowledge	Skills	Dispositions

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