

Knowledge and Understanding of Judaism

Key Stage 1

Schools are required to include a comprehensive study of Judaism at KS2. At KS1 pupils may be introduced to Judaism as part of their overall study of RE or themes within it. They may study topics such as those below.

Some of the topics will link directly to Christian and Muslim beliefs and traditions as outlined in the respective content progression grids.

<p>General skill development</p> <p>In Y1 pupils should be able to: Recall, talk about and notice, respond to questions and talk about ideas.</p> <p>In Y2 pupils should be able to: Recall and name, retell and suggest meanings for and recognise similarities and differences.</p>	
<p>Beliefs and Authority</p> <p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Worship and Spirituality</p> <p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS1 pupils could be able to:</p> <p>Talk about how Jews believe God is the Creator of the world and all life. Retell in simple form the first creation story (Genesis 1:1-2.3) and explore the meanings of the story such as an orderly creation and the special seventh day.</p> <p>Name some of the key figures in the Torah and early Jewish history, such as Noah, Abraham, Isaac, Jacob, Joseph and Moses, retelling some of these stories and suggesting reasons why they might be important.</p> <p>Talk about promises and explore how promises are important in these stories. Relate this to the concept of covenant.</p> <p>Notice how Jews recognise the Torah as a special book from God that guides their life.</p>	<p>By the end of KS1 pupils could be able to:</p> <p>Talk about some Jewish festivals and celebrations such as: Shavout (Harvest) and Sukkot (Tabernacles) - see Leviticus 23:42</p> <p>Suggest why Shabbat is an important day for Jews and how this is linked to the Creation story.</p> <p>Name the synagogue as a place of worship for Jews and begin to talk about what happens there.</p> <p>Describe the role of community religious leaders, especially a rabbi.</p>
<p>Key Vocabulary</p> <p>Torah, Jew, Synagogue, Shabbat, Creation, Rabbi</p>	

Key Stage 2

Schools are required to include a comprehensive study of Judaism at KS2. Many of the topics below are best covered in a discrete study of the Jewish faith; others may be included in more generic or comparative units.

Some of the topics will link directly to Christian and Muslim beliefs and traditions as outlined in the respective content progression grids.

<p>General skill development</p> <p>In Y4 pupils should be able to: describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; reflect and give examples. In Y6 pupils should also be able to: compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas.</p>	
<p>Beliefs and Authority</p> <p>Including: core beliefs and concepts; sources of authority; writings and leaders.</p>	<p>Worship and Spirituality</p> <p>Including: prayer and worship; festivals; making decisions.</p>
<p>By the end of KS2 pupils should be able to:</p> <p>Name some of the key figures in the Torah and early Jewish history, such as Noah, Abraham, Isaac, Jacob and Joseph, explaining these stories and giving reasons for their importance to Jews.</p> <p>Describe and show understanding of the meaning and significance of Moses as a key figure in Judaism past and present.</p> <p>Suggest reasons why the Torah is a sacred text to most Jewish people.</p> <p>Explore and show understanding of ways in which Jewish people recall the faithfulness of God through celebration of Pesach today.</p> <p>Describe other stories in the Jewish Bible, reflecting the Kingdom (including David) and the Prophets (such as Jeremiah or Isaiah) and the messages about the covenant that Jews can find from these stories.</p> <p>Reflect about later stories in Jewish history such as Esther, Daniel and Jonah and explore how</p>	<p>By the end of KS2 pupils should be able to:</p> <p>Explore how the Ten Commandments help Jews to live their lives. Research and respond to other obligations and instructions such as those about eating (kosher) and also Tikkun Olam – Repairing the world. This is one of the major elements of Judaism and influences how most Jews live their Judaism.</p> <p>Describe and express ideas about festivals and commemorations, knowing why and how they are celebrated including: Rosh Hashanah, Yom Kippur, Hannukah, Purim and Pesach.</p> <p>Explain what happens at the synagogue and give reasons why the synagogue is an important place of worship and community in Judaism.</p> <p>Describe the place of the rabbi in guiding and supporting the Jewish community.</p> <p>Compare and contrast worship at home with worship in the synagogue, in particular considering Shabbat and daily prayers.</p>

these are remembered today, including through festivals such as Purim.

Understand and describe how the **Shema** is an important **commandment** and how this affects daily life in prayer and the significance of the **mezuzah**.

Research how **Jewish figures today** influence people's lives e.g. Stephen Fry, Mark Zuckerberg, Sacha Baron-Cohen, Natalie Portman.

Key Vocabulary

Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath/Shabbat, Passover/Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Prayer, belief, worship, Yom Kippur, Rosh Hashanah, Hannukah, Purim, tallit, kippah, scroll, shema.