

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
JUDAISM WHY DO JEWISH PEOPLE CELEBRATE THE GIFT OF SHABBAT?	TIER 2 (Academic): Community, belief, faith, tradition, celebration, Special, family, friends, memory, share, together, rest, sunset, creation, prepare, meal, charity, customs, end, new week, separation, spices, candle, prepare, New Year, wish, thoughtful, beginning, celebrate, hope, light, miracle, reflect, special time. TIER 3 (Subject specific RE words): Judaism, Jewish, Jew, God, Sabbath, Shabbat, blessing, Kosher, Tzedakah, Havdalah, blessing, Rosh Hashanah, Hanukkah.	- Observe everyday Jewish artifacts. - Setting up a traditional Shabbat table in the classroom for pupils to observe and interact with. - A sensory experience smelling Havdalah spices (Besamim) and looking at the braided Havdalah candle. - Lighting a Hanukkah (menorah) in class or watching a video of a large public Hanukkah lighting ceremony.
PRIOR LEARNING	EYFS – Who am I and where do I belong?	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	What does it mean to be a Jewish person?	What special times do you have with your family and friends? Why are these times special?	Why is Shabbat important for Jewish people to take part in?	How does Havdalah help Jewish people?	Why is Rosh Hashana important for Jewish people? / What would you wish for someone at the beginning of a new year?	How does Hanukkah help a Jewish person? / What helps you when you need to feel hope?
LENS	Living	Living	Believing	Believing	Believing and Thinking	Believing and Thinking
RELIGIOUS CONCEPT	Judaism (Introduction to the faith).	Shared human experience of special times (Preparation for Sabbath concept).	Shabbat (The Sabbath Day).	Havdalah (The end of Shabbat).	Rosh Hashanah (Jewish New Year).	Hanukkah (Festival of Lights).
LEARNING OBJECTIVES	To learn simply about what it means to be a Jewish person. To identify that Jewish people believe in God.	To recall special times shared with family and friends. To explain why these specific times are special.	To know Shabbat is the Sabbath Day for Jewish people and starts at sunset. To understand Shabbat is a time of remembering the creation story and a gift of rest from God.	To understand that Havdalah marks the End of Shabbat. To explain how the blessing of Shabbat is taken into the new week.	To know that Rosh Hashanah is a special time for Jewish people and why. To reflect thoughtfully on wishes for a new year.	To know that Hanukkah is a special time for Jewish people and why. To reflect on personal sources of hope.

ACTIVITY	Circle-time discussion about belonging. Introduce Judaism, Jewish, Jew. Show diverse pictures of everyday Jewish life/synagogue. Create an "All About Judaism" class mind map, noting the belief in God.	Discuss special human events (birthdays, Sunday dinners). Pupils draw a picture of a special time with family/friends and verbally share or write why it's important. Link this human experience to the upcoming learning about Jewish special times.	Read creation story focusing on God resting (Gen 1-2:3). Teach substantive knowledge: Shabbat starts at sunset, is a day of rest, remembering creation, and being together. Explore table customs (Kosher food, blessings, Tzedakah). Pupils sequence picture cards of Shabbat preparations.	Explain Havdalah marks the end of Shabbat. Demonstrate ceremony using braided candle, grape juice, and spice box. Discuss separating rest from the working week. Pupils create their own 'spice bags', draw the braided candle, and share blessings for their own new school week.	Introduce Rosh Hashanah as the Jewish New Year. Show the tradition of apples/honey and blowing the Shofar. Transition to Thinking lens: "What would you wish for someone at the beginning of a new year?" Pupils write/draw a thoughtful wish on an apple-shaped card.	Introduce Hanukkah. Explain the story of the oil and modern celebrations (Hanukiah, dreidel). Discuss the philosophical concept of "hope". Pupils create a "flame of hope" tissue paper craft, writing/drawing what brings them hope. Conclude by previewing Future Learning.
ASSESSMENT	Can pupils state one simple fact about what it means to be a Jewish person?	Can pupils articulate a specific special time and give a reason why it holds significance for them?	Can pupils sequence the events of Shabbat preparations and identify items on a Shabbat table?	Can pupils explain what Havdalah marks the end of and what the spices/candle represent?	Can pupils identify Rosh Hashanah as the Jewish New Year and state one way it is celebrated?	Can pupils explain simply why Hanukkah is special to Jewish people and identify something that brings them hope?
EXPECTED OUTCOME	Talk simply about Judaism and Jewish people. Recall what special times they share with their family and friends and why they are special. Identify how Shabbat is celebrated by Jewish people and what it means to them. Explain how Havdalah prepares Jewish people for the new week ahead. Talk about Rosh Hashanah; Respond thoughtfully with a wish for someone at the beginning of a new year. Talk about Hanukkah; Reflect on what gives them hope.					
HIGHER ORDER QUESTIONS	How might being a Jewish person shape the way someone lives their everyday life?	What makes a time 'special' compared to an 'ordinary' day?	Why do you think God gave the gift of a day of rest?	How does having a special ceremony to end a holiday help people transition back to normal routines?	Why is it important to wish others well at the start of something new?	How can remembering a miracle from the past give a person hope today?
FURTHER QUESTIONS and/or BIG QUESTIONS FOR DISPLAY	What does it mean to be a Jewish person? Why are times with your family and friends special? Why is Shabbat important for Jewish people to take part in? How does Havdalah help Jewish people? What would you wish for someone at the beginning of a new year? What helps you when you need to feel hope?					

INCLUSION & ADAPTATION	Provide visual aids, picture cards of Jewish symbols, and vocabulary mats with clear images.	Use emotion cards to help pupils express how a special time makes them feel. Allow verbal responses instead of written.	Provide a simple physical matching activity (e.g., matching a picture of Challah to its name) instead of multi-step sequencing.	Focus heavily on the sensory aspects for engagement. Use simple cause-and-effect language.	Provide pre-written "wish" options (e.g., "I wish you peace") for pupils to choose from and stick onto their card.	Use a highly visual sorting activity of things that make them feel hopeful vs. sad. Guide the flame craft step-by-step.
GREATER DEPTH	Compare what it means to be a Jewish person with their own identity or another faith.	Discuss how special times help build communities and strengthen relationships.	Explain the connection between the Genesis creation story and the practice of giving Tzedakah on Shabbat.	Compare the preparation for Shabbat (Lesson 3) with the closing of Shabbat (Havdalah).	Consider what a 'sweet' new year means metaphorically (e.g., acting with kindness).	Write a short reflection comparing the physical light in Hanukkah to the things that bring 'light' into their own lives.