

Year Group 1	Worldview: Judaism
Strand:	Community & Identity
Key Question:	What do different Jewish people believe about God?
Focus of study:	God as creator, choosing Abraham; rescuing them and the Shema; cultural/secular Jews with no belief.
Background information for teachers:	
<p>Jewish people believe that there is a single God who not only created the universe and who has chosen the people of Israel to be his special people, who will bring his love to the world. They believe that God continues to work in the world, affecting everything that people do. The relationship of Jewish people with God is a covenant relationship. In Jewish tradition Abraham became identified as the 'first Jew'. He is depicted as the embodiment of the faithful Jew upholding God's commandments. Traditionally, Jews see themselves as the descendants of Abraham through his son Isaac and Jacob, his grandson. Shema Yisrael, or the Shema, is the central affirmation of Judaism. The prayer expresses belief in the singularity of God, that is, in God's oneness and incomparability. It is traditionally recited twice a day, as part of the morning (Shacharit) and evening (Arvit or Ma'ariv) services.</p> <p>Many Jews uphold Jewish traditions but wouldn't worship either in synagogue or at home because they do not believe in God</p>	
Prior learning:	<p>Many people believe in some divine being.</p> <p>Many people believe that there is no God and that humans are free to make their own choices.</p> <p>There are lots of stories that people tell to help them understand the ideas.</p> <p>Christians believe God created the universe.</p> <p>All creation is important to God.</p> <p>God's character is reflected in the beauty of the world.</p>
Building Blocks:	<p>The Jewish religion began in Israel when Abram (Abraham) was called by God.</p> <p>Jews believe that there is one God.</p> <p>Jews believe that God is creator.</p> <p>They believe that God sets rules for life.</p>
Outcomes:	<p>I can recall that the Shema is a prayer.</p> <p>I can describe the significance of the Shema for Jewish people.</p> <p>I can describe why Abraham is important to Jewish people and retell the story of the calling of Abraham in simple terms.</p>
National Statement of Entitlement (NSE)	a, b, c, e, h, j, k
Resources:	<p>https://www.bbc.co.uk/programmes/p0114z13 - Shema</p> <p>https://www.youtube.com/watch?v=MGIpyJI-AQE -Abraham covenant with God</p> <p>Extracts from Genesis 12, 15 and 18 in pupil friendly forms.</p> <p>Chapter 12: 1- 9 is the original call of Abram; Chapter 15: 1-7 is a reiteration of the promise followed by the covenant ceremony.</p>

	<p>Chapter 18: 1- 15 recounts the second time that the promise of a son is given to Abraham.</p> <p>Genesis 17: 1-8 is the introduction to the covenant of circumcision (though I would not go into details with this age group) and where Abram’s name is changed to Abraham and in 17: 15-16 Sarai’s name is changed to Sarah.</p> <p>Mezuzah and Tefillin and pictures of how they are used.</p>
Engagement:	
	<p>Revisit learning from EYFS and previous learning about Christian views of God. Make a list of the different ways that Christians and others learned about describe God. Make sure that pupils are aware that different people believe different things. Discuss some of the ways that Christians learn about God using prayers and stories.</p>
Enquire and Explore:	
	<p>Revisit the Creation story and think about how Jewish people believe that God created the world. What does this tell us about what most Jewish people believe about God?</p> <p>Read the stories from the Hebrew Bible that Jewish people study to learn about Abraham and how he was called by God to leave his home and travel to the land that God promised. Read about the promises that God made to Abraham, telling him that he would become father to a great nation.</p> <p>Explore the meanings of the name Abram (exalted father) and the name Abraham (father of a multitude) and consider what this tells Jewish people about who God is and what he was calling Abraham for.</p> <p>Find out about the family that came after Abraham, but only simply and without too many details. Pupils need to understand that Abraham did become the Father of the Jewish nation and that the Jewish people are descended from him.</p> <p>Find out about the promises that Abraham made to God and the covenant that was made between them.</p> <p>To understand these tales, pupils could act out some aspects of these stories. They can match meanings to parts of the stories; they can suggest meanings of their own and they suggest other stories that have similar meanings.</p> <p>Make a connection between what has been learned about Jewish beliefs and the ways that Jewish people today remember the promises of God. One of the ways they do this is through the Shema, the prayer from Deuteronomy 6:4-5 ‘Hear o Israel, the Lord out God, the Lord s one. Love the Lord your God with all your heart, with all your soul and with all your strength’. Although this prayer was given to Moses, not to Abraham it is a daily reminder for Jewish people who choose to follow the practice, of the promise given to Abraham.</p> <p>Think about what this prayer might mean to Jewish people. Explore the use of the Shema in the Mezuzah and the Tefillin. Consider how saying the Shema daily might help some Jewish people keep their promises.</p> <p>Learn about the fact that there are some Jewish people who do not believe in God, but who still consider themselves to be Jewish. Consider why some people may choose not to believe in God.</p>
Evaluate	

<p>Consider how repeating a promise daily might impact on someone’s life and whether it is a useful practice.</p> <p>Ask them to think about whether it would only be useful for believing Jewish people of whether those who don’t believe might also benefit from saying the Shema ever day. Consider whether Abraham is really important for Jewish people, or whether it is God who is more important.</p>	
<p>Reflect and communicate</p>	
<p>Consider the promises that people make to each other and the different ways that people might choose to help them remember the promise.</p> <p>Produce a summary of what they have learned about different Jewish understandings of God. Discuss whether there is anything that all these ideas have in common. How are these ideas similar to how other believers think about God?</p>	
<p>Assessment opportunities:</p>	<p>Pupils can recall the Shema and describe how many Jewish people relate to it.</p> <p>Pupils can identify similarities and differences between Jewish beliefs about God and other beliefs, either religious or non-religious that they have encountered.</p> <p>Pupils produce a mind map in small groups describing Jewish views about God.</p> <p>Pupils create a list of questions that they would want to ask a Jewish person about what they believe.</p>
<p>Notes</p>	