

Year Group 1	Worldview: Judaism
Strand:	Community & Identity
Key Question:	How and why is Shabbat important to some Jewish people in Britain?
Focus of study:	Shabbat laws and rituals and the ways that it separates them from but unites them. Link to God
Background information for teachers:	
<p>Shabbat is a weekly celebration for many Jewish people, particularly those who follow the Orthodox tradition. Traditionally no work is to be done on Shabbat. This includes tasks such as cooking and driving or turning lights or other electrical equipment on or off. Orthodox Jewish people stick closely to these traditions and try to observe Shabbat wherever they are in the world by not working and not lighting candles after sunset on Friday. For many who follow the Reform or Liberal branches of Judaism, observance of the rules is interpreted to suit modern society. Some will drive to get to synagogue if they live too far to walk, and during the Covid pandemic of 2020-22 many reform synagogues live streamed their services. For the Orthodox community this was not permissible. The theology behind Shabbat is that God created the world in six days and then rested on the seventh day. Shabbat starts in the evening because the creation story contains the lines ‘there was evening and there was morning, the ... day.’</p> <p>Shabbat is ushered in by lighting candles and reciting a blessing over bread and wine. There are two loaves of Challah bread to represent the fact that during the forty years of wandering in the desert during the escape from Egypt, the Israelites were told to gather double the amount of manna. This ensured that they did not have to go out to collect any on Shabbat. Traditionally, three festive meals are eaten: The first one is held on the Friday evening, the second is traditionally a lunch meal on Saturday, and the third is held later in the afternoon. All the foods for these meals are to be prepared before the sunsets on the Friday. In the Ashkenazi tradition cold fried fish is a speciality for Shabbat.</p> <p>The tradition of Shabbat is set during the Exodus, in a variety of instructions in the books of Exodus: To rest on the seventh day. (Exodus 23:12); Not to do prohibited work on the seventh day. (Exodus 20:10); The court must not inflict punishment on the Sabbath. (Exodus 35:3); Stay near home and within city bounds on the Sabbath. (Exodus 16:29) and to remember and sanctify the Sabbath by blessing wine and lighting the conclusionary candle. (Exodus 20:8)</p> <p>These rules and laws have been interpreted and expanded on by rabbis over the centuries. There are 39 different types of work that Jewish people are forbidden to do. These include ripping, scraping, baking, and lighting a fire. For example, opening a bag of crisps is work because it involves ripping. Switching on a light is also forbidden because it is like lighting a fire. Moving furniture inside the house is not considered to be work as it is only forbidden to carry something outside. Tying a double knot is forbidden, but a single knot is fine. Many Jewish people decide for themselves how closely they will follow the instructions.</p> <p>Many secular Jewish people will still observe Shabbat because of cultural and racial connections.</p>	
Prior learning:	The Jewish religion began in Israel when Abraham was called by God. Jewish people believe that there is one God.

	<p>Jewish people believe that God is creator. They believe that God sets rules for life.</p>
Building Blocks:	<p>Shabbat is a weekly celebration for many Jewish people. Most Jewish people will do no work on Shabbat and will go to the synagogue. Shabbat helps Jewish people to remember that God rested after creating the world</p>
Outcomes:	<p>I can use the right names for things that are special to Jewish people during Shabbat. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making. I can start to explain why Shabbat is important to Jewish pupils in Britain.</p>
National Statement of Entitlement (NSE)	<p>a, b, c, e, h, j, k</p>
Resources:	<p>https://www.bbc.co.uk/teach/school-radio/assemblies-shabbat-the-jewish-day-of-rest/zvsj96f https://jewishmuseum.org.uk/schools/asset/a-familys-shabbat https://www.youtube.com/watch?v=72QaHckhjlw www.bbc.co.uk/learningzone/clips/3874.html https://www.reformjudaism.org/jewish-holidays/shabbat/teach-your-children-mitzvot-shabbat</p>
Engagement:	<p>Ask the pupils to consider what days of the week are special to them and why. Talk to them about whether the days of the week are the same for everyone or different. Think about and revisit the way that special days and times are marked.</p>
Enquire and Explore:	<p>Introduce the pupils to Shabbat using a video presentation and ask questions about what they notice. What day of the week did it occur on? What are some of the things the family did? Did they notice special food or activities? Note take as a class about what has been noticed or create a mind map. Look at pictures from the Jewish Museum about Shabbat in different homes, looking for similarities and differences. Consider the implications of following Shabbat rules strictly. There are many videos about observing Shabbat and what the impact would be on the life of a child. Discuss whether a Jewish child could go out to play on a Saturday and why or why not. Discuss with pupils any activities that are important to them that stop them going out with their friends and doing other activities. Discuss with them why that is important to them and why they would decide not to do it. Explore the range of things that might be considered as work and therefore not possible for orthodox believers. Explore more closely the traditions around Shabbat – the preparation of the home and the food, the lighting of candles, the two Challah loaves, the wine in the Kiddush cup, the prayers, attending synagogue and completing the time with the lighting of the Havdalah candle. Try to include some diversity within this, so that it is clear to pupils that not all</p>

<p>Jewish people do the same things. Create and label a Shabbat table and to discuss what the different aspects of the table are for, ensuring that essential and optional items are labelled appropriately. If possible, invite a Jewish person in to discuss Shabbat. Explore the biblical texts about Shabbat and investigate different interpretations.</p>	
Evaluate:	
<p>Make a link between Shabbat and the learning about the Shema if that unit has been done. Ask pupils to consider whether observing Shabbat might be one way in which Jewish people show their love to God as instructed in the Shema. Can the pupils make a link between obedience and showing love? Do they think it matters if a Jewish person doesn't observe Shabbat?</p>	
Reflect and communicate	
<p>What do they think is most important about Shabbat for different Jewish people? Do the pupils think there could be good reasons for a Jewish person to break Shabbat rules? What do they think would be the best way to observe Shabbat?</p>	
Assessment opportunities:	<p>Can the pupils describe how some people observe Shabbat? This could be a mind map, or an annotation of a picture of people celebrating Shabbat.</p> <p>Can they explain the reasons behind some elements of the practice? Pupils could do a diamond nine or sorting activity on a range of reasons.</p> <p>What reasons might a Jewish child give for celebrating Shabbat? Pupils could respond to a series of problems or issues, deciding how a Jewish child might respond.</p> <p>Is Shabbat an important time for all Jewish people? Why or why not?</p>
Notes	Remember that assessment is against the curriculum that has been taught.