



## Discovery RE Knowledge Organiser Year 2, ages 6-7

This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry. The summaries must not be taken as the beliefs of ALL members of the particular religion.

<b>Religion /Worldview: Judaism</b>	<b>Enquiry Question: What is the best way for a Jew to show commitment to God?</b>	<b>Age: 6/7</b>	<b>Year Group: 2 Summer 2</b>
In this enquiry, the children look at the Bar and Bat Mitzvah ceremonies reflecting on how these ceremonies mark becoming an adult for Jewish people.			

<b>Core Knowledge</b> (see also background information documents)	<b>Link to other aspects of belief</b>	<b>Personal connection / resonance</b>	
<p>This enquiry focusses on the Bar/Bat Mitzvah initiation ceremonies performed at the Synagogue. The Tu B'Shevat ceremony and Mitzvah day are also considered.</p> <p><u>The Synagogue</u> The main place for community worship is the synagogue. A synagogue is the centre of the community as well as a place to meet, worship and pray</p> <p><u>Bar/Bat Mitzvah</u> The Jewish initiation ceremony is called Bar Mitzvah for a boy or Bat Mitzvah for a girl.</p> <p><u>Tu B'Shevat</u> Jews believe that God created the world and everything in it, the environment is therefore something Jews should look after. One festival which commemorates this is Tu B'Shevat, the New Year for Trees.</p>	<ul style="list-style-type: none"> <li>• The Tu B'Shevat – tree planting ceremony – environmental issues and stewardship</li> <li>• Mitzvah day – Good deeds – November <a href="https://mitzvahday.org.uk/">https://mitzvahday.org.uk/</a></li> <li>• Worship in the Synagogue – significance of the symbols and treatment of the scrolls</li> <li>• Similarities and differences in different Jewish groups and regional aspects</li> </ul>	<ul style="list-style-type: none"> <li>• What ceremonies have I seen or taken part in?</li> <li>• Were there any promises made?</li> <li>• Did I feel different when I joined a group or team?</li> <li>• Does our class feel like a special group?</li> </ul>	
<b>Key Terms and definitions</b>	<b>History/Context</b>	<b>Impact on believer/daily life</b>	<b>Spiral curriculum link</b>
<p><b>Bar/Bat Mitzvah:</b> the coming of age ceremony (child to adult)</p> <p><b>Mitvoth:</b> good deeds</p> <p><b>Tu B'Shevat:</b> tree planting ceremony</p>	<ul style="list-style-type: none"> <li>• Bar/Bat Mitzvah traditions date back hundreds of years so taking part is a way of connecting with history</li> </ul>	<ul style="list-style-type: none"> <li>• The coming of age ceremonies are times where a child becomes an adult in the Jewish community – this will impact on daily</li> </ul>	<p>This enquiry features previous learning on Covenant, Seder and the Ten Commandments – see earlier Year 2 enquiries.</p>

	<ul style="list-style-type: none"> <li>• Going through the ceremony makes a person a fully-fledged member of the Jewish community, able to participate in all aspects of religious expression.</li> </ul>	<p>life as there are expectations and rules to follow (e.g. Food laws/Kosher/Kashrut)</p> <ul style="list-style-type: none"> <li>• The ceremonies are a recognition of the responsibilities that the individual being celebrated takes on as an adult.</li> </ul>	<p>Making promises to God culminates in the Bar and Bat Mitzvah – following in the footsteps of ancestors.</p>
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**Home learning ideas/questions:**  
 What ceremonies have we been to or been involved in? Did we have to do anything special? Were there any special promises?