**Abstract**

This article contributes a new perspective to the study of Religious Zionism and the history of education in Israel. It examines the interplay between State-Education (SE) and State-Religious Education (SRE) in Israel's first two decades, focusing on previously unexplored struggles and transformations. This study introduces a novel periodization for Israel's educational history, highlighting how early 1960s shifts in SRE significantly influenced Israel's history education and the overall design of its public education system. These insights were enabled by the article's methodology. Departing from the traditional textual analyses of Israel's history education, this research was not limited to the analysis of published educational products, but incorporated a broad examination of archival documents, most of which have not been analyzed before.

The study revealed that with the establishment of the SE system, SRE history education was subjugated to the directives of the Ministry of Education leaders, led by Ben-Zion Dinur. It necessitated the abandonment of religious elements that previously shaped history education in the Mizrahi stream. Despite apparent consideration for religious public needs in the curriculum, the actual SRE study process was almost identical to the SE's, as seen in annual guidelines, exams, teacher seminars, and textbooks.

Challenging established historiographical views, this analysis marks the early 1960s, notably the Eichmann trial of April 1961, as a turning point for SRE history education. The religious sensitivity manifested in Holocaust education prompted SRE educators to seek an approach tailored to the Religious-Zionist students. The Ministry of Education, in an unprecedented move, granted their request. This shift in Holocaust education marked the beginning of the SRE's quest for more comprehensive independence in history education, which included a deep conceptual reevaluation of its approach. In the upcoming years, the SRE imposed restrictions on SE's history textbooks and established aoutonomos teacher seminars. In 1964, for the first time since the SE establishment, a unique and separate history curriculum was published for SRE institutions.

The turnaround in the early 1960's resulted from a two-fold trend: the Ministry of Education's loosening ideological and unifying approach on the one hand; and an organizational strengthening within the SRE, intertwined with deep social and ideological currents in the Religious-Zionist community on the other hand. These processes created fertile ground for the development of the faith-based redemptionist narrative within the SRE system, which gained momentum after the Six Day War.