|  |  |
| --- | --- |
| **Name of Unit:**  What Is It Like To Live as a Jew? | **Faith:**  Judaism |
| **Key Stage in which this unit should be taught:** Key Stage 1 | **Recommended Year Group *(if specified:)*** |
| **Previous Learning:**  This is the first unit to be taught on Judaism  To have had an experience of visiting a local place of worship | |
| **AT1 Learning About Religion**  *Main Focus:* Forms of expression | **AT2 Learning From Religion**  *Main Focus:* Identity and belonging |
| **What This Unit Teaches:**  Jewish symbols (Star of David, The Torah, etc) Jewish Sabbath (Shabbat)  The Jewish community  Jewish place of worship (Synagogue,) Jewish Worship Comparisons between faiths | |
| **Key RE Vocabulary:**  Jew, Judaism, Jewish, Torah, Yad, Tallit, Kippah, Synagogue, Shabbat, Star of David, Challah loaf, Rabbi. | **Cross-Curricular Links:**  ICT – recording with photographs, use of websites. Music (Jewish YouTube clips)  Art |
| **Spiritual, Moral, Social and Cultural Development:**  Understanding of other faiths and cultures.  Showing respect to the community and ways of worshipping of another faith. Understanding of the meaning of symbols and artefacts that are valued and respected within another faith.  To reflect on own beliefs and what is important to self and others. | **Sensitivities:**  Encourage respect for and sensitive and careful handling of religious artefacts.  Be respectful in a place of worship and ask if boys need to cover their heads. Packed lunch contents on a visit to the Synagogue must not contain pork derived products in order to show respect for Jewish rules.  Packed lunches may need to be left in an outer room of the synagogue as food is not permitted to be brought into the actual synagogue.  Emphasise to the children (and parents / carers) we are learning about the religion and not worshipping. |
| **Possible Further Thinking and Extension Activities:**  Comparison of what has been learnt about Judaism to other faiths (e.g. Islam) | **Future Learning:**  Why Are They Having a Jewish Party? KS1 What Does It Mean to Live as a Jew? KS2 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note / Resources** |
| **Lesson 1**  Pupils should:  AT1:  Explore and find out about special objects that are important to the Jewish faith.  AT2:  Handle Jewish artefacts carefully and explain why it is important to show respect for the feelings of Jewish people. |        |      | **Why Are These Objects Special?**  Introduce new topic with the R.E. basket of Jewish artefacts (see resources). Sit children in circle and open basket, taking objects out one at a time, choosing different children to unwrap each object. Place each object as it is unwrapped, on to a special cloth and ask children what they think the object is and can it help us work out what our new topic in RE will be?  Once all objects have been unwrapped, if the topic has not been worked out, ask leading questions to establish what it is.  Once topic is established and children know that all the artefacts are to do with a religion called ‘Judaism’, ask children to go to tables and write down any questions they might have or things they want to find out about Judaism. (If they know anything already, ask them to write that down on a different coloured post it.) Share some of the questions as a class.  Put one artefact on each table and ask children to look carefully at it and discuss what they think it might be for and is there an equivalent in the Christian faith?  Share ideas as a class and either have time for reflection thinking about what you would like to find out more about or give children time to draw one or more objects with the correct label. | * If you have any Jewish   children in your class, explain to them prior to the lesson not to give the game away and ask them if they are happy to be used as ‘experts’ for the class’ learning   * If you cannot access many of the suggested artefacts, then you could use photographs of them from the internet. * Take photographs of the session for use later in the unit.   **Resources:**  Basket of Jewish artefacts to include any of the following: replica Torah, prayer cap, prayer shawl, rabbi doll, yad, star of David, candle, Challah loaf used at Shabbat,  paper to wrap up objects and special cloth,  Post it notes for questions.  **Suggested Home Learning:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note / Resources** |
|  |  |  |  | To bring in from home any  symbols that are special to me or my family. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note / Resources** |
| **Lesson 2**  Pupils should:  AT1:  Recognise some Jewish symbols and artefacts, knowing what they mean.  AT2:  Recognise symbols that are important to them and symbols that are important to others. |      |      | **What Is It Like To Live As a Jew?**  Look at the selection of symbols that pupils have brought in from home. Discuss why they are important and what they mean.  Go on a ‘symbol hunt’ around the classroom / school / local area to spot different symbols and photographs, e.g. school badge.  Introduce idea of religious symbols, explaining how religions have their own special symbol(s) to identify them.  Does anyone know the symbol(s) for Judaism? The Star of David and the Menorah.  Show examples and talk about each symbol.  Look at a selection of other Jewish artefacts, encouraging the pupils to question, guess, investigate and discover what each artefact means.  What does each artefact tell us about what it is like to live as a Jew?  Activity: Create a Glossary of Jewish symbols and artefacts and children to write explanations. *(Assessment for AT1)*  Activity: Make a mini scroll and write rule/s for your own life or create symbol that means something to you and your life. Write an explanation for this. *(Assessment for AT2)* | Take photographs of the  session for use later in the unit.  **Resources:**  Symbols that the children have brought in.  Star of David. Menorah.  Display of other Jewish objects and artefacts.  Candle.  I-pad and cameras. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note / Resources** |
| **Lesson 3**  Pupils should:  AT1:  Know that the Torah is a special book for the Jews, which is kept in the Synagogue and how it is used.  AT2:  Talk about what is important to them and Jews. |        |        | **What is the Torah and How Is It Used**  **in the Jewish Faith?**  Show the Torah or a photograph of a Torah from the previous lesson.  Talk about how to treat the Torah, with sensitivity and respect.  Pass replica Torah around and / or show pictures of scrolls and covers, to convey the importance of the Torah. Ask what do the children notice? Can you remember from last lesson which other objects are used with the Torah?  Explain how the scroll is handwritten in Hebrew, the writing goes from right to left, and Jews cover their heads with a prayer cap called a Kippah and wear a special prayer shawl called a Tallit to read it. They use a special pointer called a yad to read it.  Why do you think this is?  Show BBC Active CD-ROM ‘Beliefs and Belonging’ – Learning about Faith – The Torah, or ‘Pathways of Belief’ or the BBC Learning Zone clip to give more information.  Ask what is the special book for Christians called? Explain that the Old Testament was written before Jesus was born and that the first part of it contains the teaching that is in the Jewish Torah. Show that it contains the first 5 books of the bible and is called the Pentatuch.  Discuss whether the class looks after and values its | Take photographs of the  session for use later in the unit.  **Resources:**  Artefacts from last lesson.  BBC Active CD-ROM – ‘Beliefs and Belonging’ – Learning About Faith – The Torah.  ‘Pathways of Belief’ – Judaism – Programme 2. Torah: A Way of Life.  BBC Learning Zone clip – The Torah. [http://www.bbc.co.uk/educatio](http://www.bbc.co.uk/education/clips/zw9jxnb) [n/clips/zw9jxnb](http://www.bbc.co.uk/education/clips/zw9jxnb)  Espresso clips and clips from the Internet.  Slide show of information.  Pictures of Torah scrolls and covers from internet. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note / Resources** |
|  |  |  | special books, e.g. Bible. Should there be a special place |  |
| or cover made for it / them? |
| What have we learnt about Judaism from looking at an |
|  | artefact? |
|  | What have you found out about Judaism and what else |
|  | would you like to know? Write a question on a thought |
|  | bubble. |
|  | Activity: Design a cover for the Torah scroll, to show |
|  |  | the specialness of the Torah for Jews. Think about what |
|  |  | would be appropriate symbols and illustrations to include |
|  |  | on the Torah cover. |
|  |  | Extension Questions: |
| e.g. Can you name one of the first 5 books in the bible |
| or name any of the stories from them? |
| What do the cover, yad, kippah and shawl tell us about |
| the Torah? |
| Do you think we care for bibles in the same way? |
| Does this say anything about how Christians use and |
| view their bible? |
| Does this make the bible less important to Christians? |
| How special is the bible to them? |
| Can we make any comparisons about Judaism / |
| Christianity / other faiths? |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note / Resources** |
| **Lesson 4**  Pupils should:  AT1:  Know why, when and how Jewish people celebrate Shabbat; Understand that Shabbat is a rest from work, recalling God resting on the seventh day after creation.  AT2:  Share why, when and how their family takes part in special practices and what this mean to them and other members of their family. |    |  | **What is the importance of Shabbat**  **within the Jewish faith?**  Is there a regular, special time of the week when your family gathers together? Share some ideas as a class - thought shower why, when and how the pupils’ families have special days together. Talk about what makes the time special, things we use to help us make it special, etc.  Explain that we are going to learn about a special celebration / day in the Jewish religion. It lasts a day and begins at sunset on a Friday evening and lasts until sunset on Saturday evening.  Read the **fifth commandment** and teach that Jewish people call the seventh day Shabbat.  Recall the story of **creation** and how God rested on the seventh day. Do you know of any other regular special days in any other religion? (Link with Sunday, the Sabbath for Christians.) Talk about how Shabbat is celebrated throughout the Jewish community and that it is a time when Jews spend time with each other worshipping, both at home and in the Synagogue and resting. Discuss how this strengthens the community and their faith.  If possible arrange for a Jewish visitor to come into class to talk about / role play a Shabbat meal or ask your Jewish ‘expert’ pupils to talk about Shabbat / show BBC Active DVD ‘Beliefs and Belonging’ - Faith At Home - Celebrating Shabbat / watch ‘Pathways of Belief’ - Judaism: Programme 1 - God, Section 4 – Shabbat - The Day of Worship and Rest / watch ‘Introduction to Shabbat’ clip from BBC Learning Zone. | **Resources:**  Bible Exodus 20:8,9  For background information: [www.jewfaq.org/prayer/shabbat](http://www.jewfaq.org/prayer/shabbat)  .htm  BBC Active DVD ‘Beliefs and Belonging’ - Faith At Home – Celebrating Shabbat.  ‘Pathways of Belief’ - Judaism: Programme 1 - God, Section 4  - Shabbat - The Day of Worship and Rest.  Introduction to Shabbat - BBC Learning Zone: [http://www.bbc.co.uk/educatio](http://www.bbc.co.uk/education/clips/zs2hyrd) [n/clips/zs2hyrd](http://www.bbc.co.uk/education/clips/zs2hyrd)  ‘The Synagogue’ - BBC Learning Zone: [www.bbc.co.uk](http://www.bbc.co.uk/)  Sammy Spider’s First Shabbat by Sylvia A. Rouss  ISBN 158013006  Home - Key Stage 1 - Religious Studies - Judaism, Meet a Jewish Family. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note / Resources** |
|  |        |      | Role-play: Ask pupils to find a space and to imagine that they have a special visitor coming to their house. Ask pupils to think about how they would get ready for the visitor? What jobs need doing? Pupils act out jobs around the classroom.  Think of comparisons they can make with Christianity and with their own lives and how their families prepare for special days that they may have together.  Activity – Write a comment on the template of a candle or a Challah loaf about:-  ? What you were getting ready for in the role- play?  ? How do you think a Jewish person feels as they are preparing for Shabbat?  ? How do you think a Jewish person feels during Shabbat?  ? How do you think this helps a Jewish person feel stronger in their faith?  Suggested final activity: Read ‘Sammy Spider celebrates Shabbat.’  Discuss with pupils that they will be learning about or visiting a Synagogue in the next session. What questions might they have? | Candle and matches. Post-it notes. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note / Resources** |
| **Lesson 5**  Pupils should:  AT1:  Know how different Jewish artefacts are used in the synagogue.  AT2:  Talk about how Jews worship at the synagogue;  Ask important questions about Jewish life. |  |  | **How Do Jews Worship In a Synagogue?**  In the previous lesson we looked at how Jewish families celebrate Shabbat at home, which is a time of rest and worship. In this lesson we will be looking at how Jews worship in the Synagogue.  During this session, pupils should visit a local Synagogue, to explore its key role in worship within the Jewish faith. Focus on how the different artefacts (the Torah Scrolls, the yad, etc.) are used in worship.  Explore the importance of worship at the synagogue within Jewish life.  Ask questions prepared previously. Take photographs of the visit.  If you are unable to visit a Synagogue, use the suggested resources. | **Resources:**  Virtual tour of a Synagogue: see Surrey Places of Worship website.  BBC Learning Zone - ‘The Synagogue:’ [www.bbc.co.uk](http://www.bbc.co.uk/)  What To Expect At a Synagogue: [http://www.bbc.co.uk/educatio](http://www.bbc.co.uk/education/topics/zqbw2hv/resources/1) [n/topics/zqbw2hv/resources/1](http://www.bbc.co.uk/education/topics/zqbw2hv/resources/1)  RE / Judaism – What is a Synagogue and What is in a Synagogue? [www.primaryresources.co.uk](http://www.primaryresources.co.uk/)  Home- Key Stage 1 – Religious Studies – Judaism, Celebrating Shabbat at the Synagogue,  Judaism PowerPoint: [www.tes.co.uk](http://www.tes.co.uk/) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Objectives** | **AT1** | **AT2** | **Suggested Teaching Activities** | **Points To Note / Resources** |
| **Lesson 6**  Pupils should:  AT1:  Use Jewish words to describe how Jews worship.  AT2:  Explain how worshipping at the synagogue helps Jewish people to live their life;  To ask questions about worship. |        |        | **How Do Jews Worship?**  Show photographs to remind the pupils of the visit to the Synagogue last lesson. Talk about the ways that the different objects or artefacts are used as part of worship. Discuss what the pupils found out and share the answers to their questions that they asked.  Activity: Record answers to the questions they asked in the Synagogue.  This could be done by writing an answer from the artefact about the role it plays in Jewish worship.  Reflection: Play a slideshow of photographs taken over the sessions within this teaching unit (at Synagogue, role play Shabbat meal, artefacts activity, etc.)  Play Jewish music and light a candle. Ask pupils to reflect on what they have learnt during the topic.  What is similar and different about living as a Jew and your life? Discuss.  How has your learning about Judaism changed your understanding of another faith?  Extension - Describe some of the things that are the same and different for religions.  Compare the Synagogue with a local Christian or own / other place of Worship looking at similarities and differences. | Discuss that Christians and  Jews worship the one God.  **Resources:**  Photographs of Synagogue visit.  Slideshow of photographs taken over the unit.  ‘I am Jewish’ by Cath Senker, Published by Watts  ISBN 0-7496-5933-5 |