

RE Unit for Year 3 / 4

What is it like to be Jewish?

Sandwell SACRE

Support for the Agreed Syllabus



This unit is one of a series of examples written for Sandwell SACRE and teachers of RE by consultant Lat Blaylock of RE Today Services. Contact Lat for support and guidance on the syllabus via email: lat@retoday.org.uk

TITLE: What is it like to be Jewish? YEAR GROUP 3 /4

ABOUT THIS UNIT:

This unit focuses on what it is like to be Jewish, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.

Estimated time for this unit (in hours) 10 hours.

Where this unit fits in:

This unit develops on what the children have already learnt about what it might mean to belong to a faith tradition in Year 1/2. It also builds on children's experiences of reading and hearing religious stories and finding meaning from them.

KEY STRANDS ADDRESSED BY THIS UNIT

Religious beliefs, teachings and sources
Forms of expression
Questions of identity and belonging

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- Feeling confident about their own beliefs and identity and sharing them without fear of ridicule
- Being sensitive to the feelings and ideas of others.
- Exploring the sense of amazement or delight that believers report in worship
- Reflecting on how they can appreciate different ways in which people express their beliefs and what matters most to them.

Contributions to spiritual, moral, social and cultural development of pupils (links directly to framework)

The unit enables pupils to develop:

- Spiritually by: Learning about and reflecting on their own and others' beliefs about God and worship
- Morally by: Expressing their own ideas about how they think about staying faithful and courageous in stories, in the world and in their own experience
- Socially by: Considering how different people express what matters to them in different ways
- Culturally by: Promoting respect for all, understanding important stories and practices in different traditions

EXPECTATIONS At the end of this unit	I can...
<p>Nearly all pupils will be able to...(L2):</p> <p>Many pupils will be able to... (L3)</p> <p>Some pupils will be able to... (L4):</p>	<ul style="list-style-type: none"> • Use religious words to talk about how many Jewish people describe what God is like and how they worship God • Talk thoughtfully about how people show what they believe by how they act • Use religious words to explain why Moses is important to Jewish people and what they learn from him about God • Identify and reflect on qualities they admire in others and how they might follow these influences • reflect on some stories of Moses and begin to express their own understanding of God • Identify rituals and actions of Pesach and explain the meaning of the festival for Jews today. Express their own ideas about the value of hope and freedom. • Explain how Shabbat is important to Jews and reflect on the value of keeping a 'different' day in the week for family and reflection. • Describe and show understanding of some key beliefs of Judaism using suggested vocabulary. • Identify key figures in religious stories, artefacts and festivals and describe how they impact on the life of believers. • describe what inspires and influences themselves and others • Make links between the ideas and values they are learning about in Judaism with Christianity/other religions and their own beliefs/values.
<p>ASSESSMENT SUGGESTIONS:</p> <p>Many of the activities in this unit are given level statements, so it will be possible to do assessment for learning throughout, keeping track of children's progress on an on-going basis. This means that this final activity is one more piece of evidence of their understanding rather than the only evidence available.</p> <p>One way of getting pupils to reflect , to reveal their understanding and to express their ideas might include some art work. The process of producing it is part of the process of letting the learning sink in.</p> <p>Ask pupils to imagine that they have been asked to enter two pictures for an art gallery. The theme is "Judaism, yesterday and today". They need to choose an event from a story, or an idea like covenant or promise or rest or creation, to illustrate what is most important in the Jewish tradition. That's "Judaism yesterday". For "Judaism today", they should choose a way in which Jewish people show what is important to them today. This might be an image from the synagogue or a festival, or from the Shabbat service.</p> <p>The two pictures can be quite simple, but they should be accompanied by a few lines to explain why the pupil has selected these moments/ideas as being important to the Jewish tradition from the past and the way Jewish people practise their religion today. It is the selection that reveals their understanding. There are many possible ideas and images that could express what matters most to Jewish people.</p>	

<p>Prior learning</p> <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> • Have listened to religious stories before • Used words like these before: Jewish Judaism, God, sacred, prayer, belief • Looked at different objects and talked about what they might be used for 	<p>Vocabulary</p> <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific to Judaism:</p> <p>Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah</p> <p>Religion in General:</p> <p>Prayer, belief, worship</p> <p>Religious & Human Experience:</p> <p>Questions, mysteries, symbols, divine,</p>	<p>Resources</p> <ul style="list-style-type: none"> • RE Today Services (www.retoday.org.uk) publish relevant items: <ul style="list-style-type: none"> ○ Judaism, A Pictorial Guide ○ Developing Primary RE: Symbols of Faith ○ Moving On Up in RE ○ Opening Up Judaism, ed. Fiona Moss, RE Today Services <p>Web</p> <ul style="list-style-type: none"> • The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/learningzone/clips • The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion • The best gateway for RE sites is: www.reonline.org.uk/ks2 • You can find and use searchable sacred texts from many religions at: www.ishwar.com • There is some more TV material at: www.channel4.com/learning • The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: www.cleo.net.uk • The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. www.retoday.org.uk and www.natre.org.uk/spiritedarts <p>My Life as a Jew by Trevor Guy. ISBN 1855 962 829</p> <p>My Jewish Year by Cath Senker ISBN 0 7502 4060 1</p> <p>I am a Jew by Clive Lawton ISBN 07496 41738</p> <p>Judaism by David Rose ISBN 1 85276 7685</p> <p>Website entry points for Judaism:</p> <ul style="list-style-type: none"> • www.jewish.co.uk – A gateway site for Judaism. • There is a good introduction to the prayers of the Synagogue at www.spirit-staffs.co.uk/synagogue/index1.htm
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Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<p>Why is Moses important to Jewish people today and what do they learn from him?</p>	<p>Moses as key figure in Judaism past and present. Stories of God's faithfulness to his people, as revealed in the story of the Exodus</p>	<p>In groups or whole class - mind map the name Moses to identify what pupils already know about him. Introduce Moses as a key figure in Judaism. Recap together some of the key stories from the life of Moses: (as found in the book of Exodus in the Bible).</p> <ul style="list-style-type: none"> Moses as a child of a slave in Egypt; his life as a prince of Egypt and decision to stand up for the slaves; Burning Bush when God called Moses to return to Egypt to free the slaves from captivity; the escape from Egypt following the Passover events; Moses as a leader; the Ten Commandments. <p>Activities linked to some of the key stories:</p> <ul style="list-style-type: none"> Sorting activity (Why did the Jews leave Egypt?) Provide pupils with cards to sort out in small groups to consider a range of reasons for leaving, include some red herrings. Include cards that refer to the Israelites as God's chosen people + God's promised love and care for them from the time of Abraham (Covenant) Pupils report back to the class. Discuss concept of Jews as chosen people What questions might the Israelites asked God in light of this when they were enslaved? In pairs pupils talk about situations today which make people ask 'why?' type questions of God. List some of these and the questions they raise. Revisit Moses and the Burning Bush. Read or show video extracts of the story e.g. <i>Prince of Egypt</i>. Use drama to draw out the feelings of Moses when he met with God. Discuss what these stories reveal about what God is like – e.g. powerful, faithful to his promises. Work out some questions Moses might want to ask God at this time. Work out some questions that pupils themselves would like to ask Moses, or a Jewish person today, about this story. 	<p>L2 I can pick out words and actions of Moses which continue to inspire Jews today I can ask questions about the Moses story and about bad situations in the world today</p> <p>L3 I can describe what happened at the Exodus and make a link between this story and Jewish beliefs about God as their rescuer I can make links between my ideas about unfairness and the experience of the Jewish people in Egypt</p>	<p>A unit which only focuses on the Moses story will not meet the intended learning outcomes – this unit is about what it is like to be Jewish today. Plan a balanced programme to include activities to get pupils thinking about the impact of the words and actions of Moses on Jewish people today</p> <p>Build on KS1 learning about Moses and Burning Bush</p> <p>Developing Primary RE: Special Times ed J Mackley pub RE Today Services 2004 has an extended section on Pesach</p>

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<p>Why is Pesach important to Jewish people?</p>	<p>The story of the exodus from Egypt</p> <p>Ways in which Jewish people recall the faithfulness of God through celebration of Pesach today</p>	<p>Pesach: What happened at the first Pesach? (Passover)</p> <ul style="list-style-type: none"> Explore the story of Pesach. Focus on the story of God's deliverance of the Hebrew people from slavery by God. Arrange class into 5 or 6 groups and give each one a part of the story (taken from a children's Bible) Ask them to identify the key moment in their section and produce a 'freeze frame' of the moment that will be 'performed' next lesson. Recreate the story with each group showing their freeze frame in sequence – with freeze frame characters being questioned by the rest of the class about how they are feeling and what is happening at the time. <p>How do Jews celebrate Pesach today?</p> <p>Introduce the Seder meal as the way many Jewish people recall God's faithfulness:</p> <ul style="list-style-type: none"> Look at seder plate. Set task for pairs/groups to suggest the symbolic meaning of each food Perform Seder as a class with individuals reading from the Haggadah and youngest pupil asking questions and oldest answering them. <p>Seder meal:</p> <ul style="list-style-type: none"> Set out plates on each group's table with some food in each segment. Have one main seder plate for teacher in front of class with example of every food. Each pupil also needs cup and ribena (red wine) and piece of kitchen roll. Follow order of Haggadah. At each point when food is eaten, group eats those foods on their group plate OR for hard-boiled egg – one pupil comes to the front and eats from teacher's plate. Choose youngest pupil in the class to ask the four questions and the oldest in the class to try and answer them. At the end of the Haggadah, play search for the chametz (pupils search for piece of matzah hidden in the class). <p>Why do Jews celebrate Pesach today?</p> <ul style="list-style-type: none"> Discussion about what it meant for the Jewish people to be set free and 	<p>L2</p> <p>I can tell the story of the Exodus</p> <p>I can suggest meanings for the objects on a seder plate</p> <p>I can talk about freedom and why this is a good thing, making a link with the story of Exodus</p> <p>L3</p> <ul style="list-style-type: none"> 	

		<p>what it means for us to be free (brainstorm ideas on whiteboard) Creative activity – making ‘freedom’ banners. (Link to ‘celebration’)</p> <ul style="list-style-type: none"> • Practical dance session: pupils create banner dances expressing their banner idea. Perform then discuss – teacher noting individual responses. Use appropriate Jewish music and dance if possible. • Use poems and stories to explore the concept of ‘freedom’ – this is the ‘key idea’ of Pesach – a celebration of their freedom and identity as a people/nation chosen by God. • If possible meet a Jewish person, prepare questions for them exploring what is important to them and how they show what they believe in their everyday life and holy times such as Pesach. Alternatively prepare questions and email to a Jewish contact – use responses to explore the same issues. • Give pupils a page with the outline of a Seder plate and 7 circles to represent the Seder meal. Ask pupils to complete the sentence starters with a symbol of their own that makes links with the Jewish symbols: <ul style="list-style-type: none"> • Bitter herbs: slavery. [Draw something that] <i>ties me down</i> • Green vegetable: growth [draw something that is] <i>a sign of new life to me</i> • Salt water: tears [draw something that] <i>makes me cry</i> • Charoset: sweet freedom [draw something that] <i>sets me free</i> • Lamb bone: sacrifice [draw someone who] <i>makes sacrifices for me</i> • Egg: new life [draw something that] <i>gives me hope for the future</i> • Wine: joy [draw something that] <i>makes me laugh</i> 		
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<p>Why is Shabbat a special time for Jewish people?</p>	<p>The idea of rest on Shabbat; Shabbat as a day of delight</p> <p>About how Shabbat shows how important the creation story is in the life of Jewish people</p> <p>How stories from the Jewish Bible matter to Jewish people;</p>	<p>Why do Jewish people rest on the seventh day?</p> <p><i>A Day of Freedom, Peace and Joy</i></p> <p>Think together about weekly routines; having to get to school on time, the school bell and the order of the school day, home time and times of after-school activities, tea-time and bed-time. Consider when we are 'free' of these routines eg. holidays and weekends(?). Do you like holidays? Why?</p> <p>Dance:</p> <p>a) In groups ask the pupils to 'become' a repetitive machine. What sort of movements might they choose? How do they work together? This may be put to some suitable repetitive, 'mechanical' music. Stop the music and movement for a moment of stillness.</p> <p>b) Then change the style of music to something much more free and fun. Allow the pupils to develop their own movements.</p> <p>c) Discover how the pupils felt in both dance activities. Did they feel more free/independent/creative in the second one. What would happen if they stayed in the first dance all the time? How did they feel when the music stopped?</p> <p>Linking with the Genesis creation story</p> <p>a) Ask pupils to recall what happened on the 7th day of creation in the Jewish (and Christian) story. In the Jewish Torah (which is shared by Christians; Jewish people call the first five books of their holy book the Torah), in the 4th Ten Commandments, God commands the Jewish people to keep the 7th Day holy (Exodus 20: 8-10). The seventh day is called Shabbat (Sabbath). Why do you think God commanded that Shabbat should be holy?</p> <p>Make links with the way that the children felt during and after their mechanical and free dance. For Jewish people, Shabbat is a chance to stop, to get off the treadmill of the week, and do creative, happy things.</p> <p>b) Ask the pupils to draw a picture of them doing something which they</p>	<p>L1 I can talk about how Jewish people have a very special day each week called Shabbat</p> <p><i>I can say what are the special times in my life</i></p> <p>L2 I can talk about some of the things some Jewish families would and would not do on Shabbat</p> <p><i>I can make links with the ways in which rest and family time are important to me</i></p> <p>L3 I can describe how Jewish people practise their faith on Shabbat,</p> <p>I can make links with the things that Jewish people enjoy about Shabbat and the kinds of things I find refreshing</p>	<p>Try the song '7 days a week' from Out of the Ark. It talks about what we do on each day etc.</p> <p>http://www.outoftheark.co.uk/songs-for-every-day.html</p> <p>Opening Up Judaism, ed Fiona Moss, RE Today 2011 has an extended version of this series of activities, with accompanying resources</p>

		<p>really enjoy, apart from anything to do with a 'a machine' eg. no television, computer games, videos or mechanised transport. Discuss the pictures. Are they with anyone else? Talking? Reading? Playing? Walking? Eating? Thinking? What makes these times special? Draw up a list.</p> <p>c) Jewish people will spend Shabbat in a special way; it is a day of rest, fun and prayer. What does this day of rest mean? The laws that some Jews follow include, e.g. only walking as far as synagogue. Some Jewish people will go to the synagogue, some may think about God and some will enjoy being with their families. Many Jewish people will find a way of helping others. It is a day of joy and peace. Jewish people throughout the world are like a big family, especially when they share Shabbat. Talk about why Jewish people do this. How do you think they feel? Why do you think God commanded that they should rest on Shabbat? Would it be a good idea if all of us stopped and rested one day a week?</p> <p>Extending learning</p> <p>a) Share Jewish poems about Shabbat. A Google search will find you a selection. Learn Hebrew phrases that are commonly used on the Sabbath, e.g. Shabbat Shalom, Shavua tov / songs that may be sung.</p> <p>b) If possible invite a member of the local Jewish community into school to share with the pupils what Shabbat means to them.</p> <p>c) There are several clips on the BBC Learning Zone class clips website to do with Shabbat. Clip 3875 shows a Jewish family at home and in the synagogue on Shabbat. In clips 4474 and 4475 a Scottish Jewish boy describes his experience of Shabbat. It will hopefully 'come alive' for the pupils and reinforce what they have understood so far. Reinforce that Hebrew is a holy and special language for Jewish people.</p> <p>d) Ask children to produce an advert for Shabbat. This could be a written/drawn version, or they could act out a 20 second TV-ad to recommend Shabbat to non-Jewish people as a valuable and refreshing way to spend your Saturday</p>		
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<p>Where, how and why do Jewish people worship?</p>	<p>The synagogue as an important place of worship and community in Judaism</p> <p>The place of the rabbi in guiding and supporting the Jewish community</p>	<p>As well as worshipping at home (see above) Jews meet for worship in the synagogue.</p> <ul style="list-style-type: none"> Find out about the work of a rabbi. If possible have a visit from a Rabbi or work out questions pupils would like to ask a Rabbi, identify one or two focus questions and, as a class, e-mail the top five or six class questions to 'Ask a Rabbi' at Rabbi Amy Scheinerman's site: http://scheinerman.net/judaism/ If possible organise a visit to a local synagogue or use a video (e.g. Clip 485 on bbc.co.uk/learningzone/clips) or website such as http://atschool.eduweb.co.uk/sirrobhitch.suffolk/synagogue/index.htm. Plan activities for pupils to think about and do as they are watching the video/going on the virtual visit e.g. freeze frame moments and ask probing questions for pupils in pairs to work out responses to. Distinguish between questions that can be answered from their observations of the building, e.g. <i>where things are and what they are like</i>, and questions about belief and practice which they will want to discuss with religious leaders and members of the community. Design and make a leaflet as a guide to the synagogue using ICT. Set a task which clearly sets out what is expected of pupils e.g. pupils use correct vocabulary and explain the meaning of symbolic objects and how they are used in worship. (remember 'suggest meanings for religious actions and symbols' is L2 – pupils in yr 4 should be able to suggest why these are important to believers and how they might show their beliefs in the way they treat sacred objects such as the Torah scroll) 	<p>L3</p> <p>I can use religious vocabulary to identify and explain some symbolic objects, actions and sounds found in a synagogue and say how these help Jews worship</p> <p><i>I can ask some thoughtful questions about why worshippers choose to attend a synagogue and suggest some possible answers</i></p>	<p><i>Leaders and Followers</i> (Exploring a theme series) from RE Today publications Pub 2006. Includes interview with a rabbi.</p>

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<p>Why do Jewish people treat the Torah scroll with great respect?</p>	<p>About the Torah and how it is looked after in the synagogue</p> <p>How the Torah is a sacred text to most Jewish people</p> <p>Make a connection between a special book to themselves and what is special to Jewish people</p> <p>Recognising the difference between what is special and what is holy</p>	<p><i>Why do Jewish people treat the Torah scroll with great respect?</i></p> <ul style="list-style-type: none"> • Build on earlier learning – consider how the Torah is kept and used in the synagogue. Show a short video extract/web to illustrate. What does this indicate? (see bbc.co.uk/learningzone/clips as above) • Ask for a volunteer to demonstrate holding the scroll in a way they think would please a Jewish person. Talk about why it is important to show care and respect to sacred objects valued by other people. Ask pupils to reflect on things that are of very special for them/their family. Ask if any pupil might like to say how they would like others to behave when they look at or handling such a special object. Talk about the difference between something being special and being sacred. • Look at a photo of a Jewish child reading the Torah scrolls, using a Yad (lots of images available if you do a Google search for "reading Torah"). Follow up with questions about what the children have noticed, and draw out that the reader was not touching the scroll with their fingers. <i>What was being used? Did you notice that the person's head was covered? Why do you think this is?</i> Introduce and discuss the word 'holy'. • Show the yad or an image of one, and let the pupils examine it carefully. Is there anything in their home or a relative's home that they are not allowed to touch? <i>What is it? Why can't they touch it? What's so special about it?</i> • Explain that Jews believe that the Torah is God's way of communicating with them. It is his most precious gift to them. The Torah is the scroll version of the first five books of the Old Testament. The Torah was given to Moses on Mount Sinai .The Torah is only part of the Jewish holy book. • Read Genesis 13 to reflect on God's promise to Abraham. Introduce covenant. Explain meaning i.e. commitment and/or a promise. Relate to promises they have made. Use role-play to demonstrate scenes of trust, having faith and commitment in everyday life. • Recap stories from the Torah pupils will have looked at – e.g. 	<p>L2 I can say why the Torah is the holy book for Jews I can say how I know that the Torah is sacred to Jews by the way Jewish people treat it</p> <p>L3 I can reflect on things which are very special in my own life I can talk about what makes the difference between something being special and sacred</p> <p>L4 I can make links between stories in the Torah and Jewish beliefs about God, covenant, creation, I can say how believing in God may affect how Jewish people live I can make links between the value of keeping promises in my own life and in the story of the Jewish people and God</p>	<p>Note: When you show the scroll hold it by the rollers not the scroll itself. Torahs made for school use are not produced in the same way as the Sefer Torah, and are made so that children can handle them closely. It is still important to teach them about respect for religious artefacts, and why the actual writing is not touched with fingers.</p> <p>Judaism, Christianity and Islam are the 3 'Abrahamic' faiths.</p> <p>The same Hebrew books and body of text make up the Jewish Tenakh and the Christian Old Testament, but are very differently understood</p> <p>For Jews 'Old Testament' has a derogatory sound, as if God's covenant with Jews has been superseded. Sensitivity</p>

		<p>Creation story (Gen 1-3); Moses story (especially giving of the Ten Commandments) Explain Jewish beliefs that God made the world, he made a special relationship with Abraham and his descendants (the Israelites) which is known as the Covenant (a special agreement) and when these people became slaves in Egypt, God remembered them and through Moses saved them and helped them escape (The Passover). The Israelites promised to follow God's rules for living (The ten commandments + other 'mitvot') The Torah is the 'book which contains all these stories and these 'rules' for living. Jews today use this book to guide how they live.</p> <ul style="list-style-type: none"> • Identify how the Bible, Torah and Qur'an have some key stories and people in common (see Points to note) 		<p>is needed by teachers</p> <p>Islam has its roots with Abraham. Muslims believe in all the prophets of the Bible (Old & New Testaments). Muslims see Muhammad as the last and greatest of these prophets.</p>
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