

Awareness, Mystery and Value (AMV) 2011

Key Stage 2 Unit 12: What does it mean to belong to a religion: JUDAISM [B, D and E]

This unit explores aspects of practices, communities festivals and celebrations, and the beliefs to which they relate.

About this example

This example is intended to provide a set of learning activities for a year 3, 4 or 5 class. Each lesson is planned to be about 45 mins to an hour long. If you are not able to teach the whole unit, it is suggested that you choose lessons that will cover the range of supplementary questions listed on the next page.

The programme of learning aims to engage pupils through activities that may, e.g:

- grab attention, produce amazement, engage imagination or create a sense of wonder;
- involve a real-life choice or inspire action;
- affirm identities and sense of belonging, relate to social interests, involve working with others and leave nobody out;
- offer an authentic experience or encounter, which challenges their own views and extends their understanding of others;
- introduce something new that they feel compelled to share with others; or help them to see the significance of something already familiar.

This scheme of learning was written by Charmian Roberts, RE Co-ordinator at Creech St Michael C of E Primary School. Additional ideas by Dave Francis, Associate Adviser.

Where the example fits into the curriculum

This example connects with AMV Areas of Enquiry B (Practices and ways of life), D (Identity, diversity and belonging) and E (Meaning, purpose and truth). In this scheme of learning, connections can be made with other subject areas, such as Geography (lesson 13). It also makes cross-curricular connections with literacy (e.g., following instructions to make a mezuzah, lesson 4).

Prior Learning

Pupils will have some experience of and practice at being able to put forward a point of view and say why things are important, giving reasons. In RE pupils will have explored what it means to belong to another faith group. They will have explored questions of identity and feelings through PHSE.

Featured Religions / Beliefs	Focus 'Key Concepts'			
Judaism	AT 1: Learning ABOUT religion and belief		AT 2: Learning FROM religion and belief	
	A. Beliefs, teachings and sources		D. Identity, diversity and belonging	✓
	B. Practices and ways of life	✓	E. Meaning, purpose and truth	✓
	C. Forms of expressing meaning		F. Values and commitments	
Key Question: What does it mean to belong to a religion? JUDAISM				
Supplementary Questions				
<p>a) How do members of this faith celebrate and live out their beliefs in:</p> <ul style="list-style-type: none"> i. the journey of life? ii. their main festivals and practices? iii. their faith communities? iv. the wider world? <p>b) Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</p>				

Resources

The following texts and e-resources have been used for the sample learning activities below. Teachers are, of course, free to vary the resources suggested here to suit their pupils.

- Mezuzah (this can be obtained from one of the [REsource Centre RE boxes](#) or from suppliers such as www.articlesoffaith.co.uk.)
- REfuel Jewish Way of Life (JWOL) CD-Rom – can be accessed from the REonline website at: <http://www.refuel.org.uk/jewish-way-of-life/jwol/> and is also in the Somerset Resource centre RE boxes.
- There are also many other useful resources for teaching Judaism on the REonline website: <http://www.reonline.org.uk/>
- *Judaism Photopack*, Folens, ISBN 1852767685.
- Guy, Mizon and Morgan, *My Life as a Jew*, (1999) Gwasg y Dref Wen, ISBN 1855962829. (Note: Many good text books about Judaism for children would have similar information, so it may not be necessary to have this particular book if you have access to other suitable texts.)
- *Prince of Egypt* DVD, Dreamworks.
- Virtual tour of Welsh synagogue: http://www.ngfl-cymru.org.uk/vtc/ngfl/re/m_parry_carmarthenshire/addoldai/synagog/synagogtwo.html
- Virtual tour of Weybridge synagogue: <http://www.surreyplacesofworship.org.uk/virtualvisits/synagogue/#>
- Video to show children at St David's School preparing for the Sabbath: <http://www.teachersmedia.co.uk/videos/sabbath>
- PowerPoint: 'Preparing for Shabbat' (found on REonline website, <http://www.refuel.org.uk/ks2/shabbat/> > 'The Friday Night Meal')
- PowerPoint: 'Shema - True or False Quiz' made to accompany the unit (see 2121 Key Stage 2 unit 12 supplementary resources on the AMV website).

The following resources will also be needed to teach the lessons in this unit:

- objects / photos etc which mark you out as belonging to a club or group.
- Articles from the Shabbat Friday night celebration; water jug, candles, etc.
- Articles associated with Pesach, for example, Seder Plate, wooden spoons, feathers, candles.
- Bar / Bat Mitzvah cards.

It would be very helpful if a Jewish visitor could come in to speak to the children and answer their questions, and/or if the children could visit a synagogue during the unit. (A useful contact who can do workshops on Judaism in Somerset schools is Jane Silver Corren (janesilvercorren@gmail.com))

Expectations By the end of this sequence of learning:			
All Pupils:		Most Pupils (majority class expectation):	Some Pupils:
B1 use the right names for things that are special to Jews.	B2 talk about some of the things that are the same for different religious people.	B3 describe some of the things that are the same and different for religious people, e.g., <i>note how Christians and Jews share the same creation story, but have other scriptures that are different (New Testament for Christians, Hebrew Bible [Tenakh = Torah; Nevi'im = prophets; Ketuvim = Psalms and other writings] for Jews)</i>	B4 use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups.
D1 talk about things that happen to them.	D2 ask about what happens to others with respect for their feelings.	D3 compare some of the things that influence me with those that influence other people.	D4 ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced themselves and others.
E1 talk about what they find interesting or puzzling.	E2 talk about some of the things in <i>belief</i> that make people ask questions.	E3 ask important questions about life and compare their ideas with those of other people.	E4 ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups.

These statements are taken from the 'Can-do' levels published on the AMV website at: <http://amv.somerset.gov.uk/>

Key Question: What does it mean to belong to a religion? Judaism

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 1 Children will understand that people who belong to a group or community have shared interests, values and beliefs.</p>	<p>1. Bring in a box of objects / photos etc which show that you belong to a club or group. Ask children to identify the club or group represented by each object. (You could do this for different members of staff as well.)</p> <p>Ask children what groups and clubs they belong to, what marks them out as members of this club, and what the members have in common: They may suggest things like: uniform, interest in football, like doing the same things etc..</p> <p>If they don't belong to a club, ask the children what other groups they belong to, e.g., school, family; ask what do they do in these groups. They may suggest things like: spending time together, caring for each other, learning together etc.</p> <p>Ask children to think about what objects they could bring in to school which represent the clubs or groups they belong to. They can share with a partner or partners what they are planning to bring in.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> say which groups they belong to; give examples of beliefs, interests or values shared by different groups. 	<p>Key vocabulary: Group, belief, value, interests.</p>

Key Question: What does it mean to belong to a religion? Judaism

Supplementary Question (a): How do Jews live out their beliefs in their faith communities?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 2 Children will learn that there are people in our country and around the world who belong to the Jewish religion. They will learn about</p>	<p>2. Begin by sharing the objects that children have brought in, and identifying the clubs and groups that they represent.</p> <p>Share the key question of this investigation: 'What does it mean to belong to the Jewish religion?' Explain that we will be watching a video of some Jewish children talking about their beliefs and practices, and that they will need to make notes about what special things may be part of a Jewish way of life.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> identify some of the things that are common to those who belong to the Jewish religion. 	<p>Key vocabulary: Judaism, Jewish, kibbutz, Israel, Shabbat. ---- REfuel section of REonline website: The Jewish Way of Life - JWOL (see link at beginning of unit).</p>

<p>some of the shared beliefs of those who belong to the Jewish religion.</p>	<p>Watch the introduction of Sarah and David's story and photos in <i>The Jewish Way of Life</i> (JWOL) section of REonline.</p> <p>Ask the children to make notes in pairs about what they learn about Judaism and belonging to the Jewish faith.</p> <p>Show the children some pictures of Jewish people (e.g. from the Folens <i>Photopack</i>) and ask the children what they notice about the people in the pictures. Point out the variety of Jewish people and that some follow religious beliefs, teachings and practices, while others simply regard themselves as Jewish because of their family.</p> <p>Ask the children to share their notes with the class and make a class summary of what it means to belong to the Jewish faith.</p>		<p>Folens <i>Photopack</i>.</p>
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Key Question: What does it mean to belong to a religion? Judaism
Supplementary Question (a): How do members of this faith celebrate and live out their beliefs in their main festivals and practices?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 3</p> <p>Children will learn about the mezuzah and its significance to Jewish households. They will investigate the Shema as a means to understanding core Jewish beliefs.</p>	<p>3. Prior to the lesson, loosely fix a mezuzah case on the door of the classroom. Ask the children if they have noticed anything different about the classroom. Ask one child to go and get the case, open it up and take out what is inside.</p> <p>Explain to the children where a mezuzah would be kept in a Jewish house (on the door posts) and how Jewish people may touch or kiss it as they come in and out of the doorway (see p.12 of 'My Life as a Jew').</p> <p>Read the Shema from the mezuzah as a class; then ask them in pairs to read it again, and highlight the parts that tell them about the main things that Jewish people believe. (See Shema – True or False Quiz PowerPoint – slide 2.)</p> <p>Draw out from the children's reading and highlighting:</p> <ul style="list-style-type: none"> • There is one G_d 	<p>Pupils:</p> <ul style="list-style-type: none"> • understand what a mezuzah is and its importance to Jewish households; • identify some of the core beliefs of members of the Jewish religion; • ask important questions about Jewish faith and practice and 	<p>Key vocabulary:</p> <p>Mezuzah, Shema, G_d, Hebrew, Bible.</p> <p>----</p> <p>The mezuzah is the parchment on which the Shema is written. This is usually rolled up and placed within a mezuzah case, or holder, which is then fixed to the doorpost. Jewish people would not usually take the Shema out of the mezuzah as it is viewed with great respect. If you wish to demonstrate to the</p>

	<ul style="list-style-type: none"> • You should love G_d • Teach children about G_d's commands • Talk about G_d's commands at all time • Tie G_d's commands to your hands and your head • Write G_d's commands on the doorposts of your house. <p>If you think your children might find the reading and highlighting activity too hard, you could use the true / false questions in the PowerPoint. In any event, the Quiz can be used as a revision exercise for the whole class.</p> <p>Children could then draw the mezuzah and write a summary of key points from the Shema with it. They should add a question of their own that they would like to ask a Jewish person about their faith and compare their questions across the class.</p>	<p>compare them with those of others in the class.</p>	<p>children how the Shema is kept inside the mezuzah, you should therefore explain to the children that Jewish people would not normally open up the mezuzah.</p> <p>In writing, Jewish people often refer to God as G_d. This is to avoid any possibility of using the name of God in an inappropriate way. Therefore, the Shema as I have written it out here has the name of God written in that way.</p>
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Key Question: Key Question: What does it mean to belong to a religion? Judaism
Supplementary Question (a): How do members of this faith celebrate and live out their beliefs in their main festivals and practices and in their faith communities?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 4</p> <p>Children will meet a member of the Jewish faith and learn about some key beliefs, traditions and customs.</p> <p>Children will make a mezuzah for their own homes, relating the importance to Jewish</p>	<p>4. Alternative 1: Children prepare questions for Jewish visitor based on what they have already learned about Judaism. It may be helpful to supply children with question words: why/ what/ where/ when/ how to help them to think of questions. (Your local SACRE may be able to help find suitable visitors.)</p> <p>Alternative 2: Recap what was learned about the mezuzah and Shema in the previous lesson. Ask children to think about what is most important to their own families. Encourage them to think about the things they share together, e.g., shared activities,</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • write questions for a Jewish visitor showing respect and interest in what they believe; • understand the purpose of a mezuzah and relate it to what is important to their 	<p>Key vocabulary: Judaism, Jewish, Mezuzah, Shema, Shabbat.</p> <p>----</p> <p><i>I have written 2 alternatives for this lesson. If you are able to, you could invite a Jewish visitor into the classroom to talk about their faith. Children could prepare questions in advance of the Jewish visitor coming. Alternatively, you could make a</i></p>

<p>people of having their core beliefs on the door post, to children's own desires, beliefs and wishes for their own homes.</p>	<p>and the values that are important to them e.g., love, having fun, caring, helping, sharing etc. Children then write their own 'family statement' to go inside a mezuzah case for their own house. Use the resources on the REonline JWOL website to find instructions for making a mezuzah: http://www.refuel.org.uk/jewish-way-of-life/jwol/ It is in the section on 'What we do' under the 'Space' tab.</p>	<p>own families.</p>	<p><i>mezuzah as described in the lesson plan. If time allows, you could do both.</i></p> <p>The weblink will take you to the 'REfuel' section of the REonline website where you can find instructions for making a mezuzah.</p>
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Key Question: What does it mean to belong to a religion? Judaism
Supplementary Question (a): How do members of this faith celebrate and live out their beliefs in: their main festivals and practices?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 5 Children will learn about a key aspect of Jewish practise: Shabbat</p> <p>Children will consider how they take rest in their own lives, and relate this to the Jewish practise of Shabbat.</p>	<p>5. Ask the children what they like to do to relax. They may suggest things like watching a film/ TV, playing games, having a meal, etc.</p> <p>Explain that most Jewish people take a day of rest from Friday night to Saturday night, which, in Hebrew, is called 'Shabbat', meaning 'ceasing' or 'stopping'. Jews remember this day because the Bible story tells how God created the world in six days and 'rested' on the 7th. The story reminds Jews that it is good to have a pattern to life that involves work and rest.</p> <p>Explain that the class will be planning our own Shabbat preparation next week, on Friday afternoon. We will need to know about the different parts of the preparation.</p> <p>Show the DVD of the video of school preparation for Shabbat and watch the PowerPoint of preparation for the Sabbath: http://www.teachersmedia.co.uk/videos/sabbath</p> <p>Take feedback from the children about different elements of the preparation; e.g. lighting candles, washing hands, saying prayers etc.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • understand the importance of taking rest to themselves; • talk about what they find interesting or puzzling about Shabbat • understand why celebrating Shabbat is important to Jewish people; • say some ways in which Jewish families prepare for Shabbat. 	<p>Key vocabulary: Shabbat, Judaism, Kiddush, prayer, challah, Hebrew, gratitude. ---- PowerPoint of Shabbat preparation (see Resources).</p>

	Give different groups or pairs of children one area to research, and let them use books and the internet to find out the details of that area. Each can then feedback to the whole group about what will be needed for the Shabbat preparation.		
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Key Question: What does it mean to belong to a religion? Judaism
Supplementary Question (a): How do members of this faith celebrate and live out their beliefs in: their main festivals and practices?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 6: Children will learn about a key aspect of Jewish practice: Shabbat</p> <p>Children will consider how they take rest in their own lives, and relate this to the Jewish practise of Shabbat.</p>	<p>6. Carry out Shabbat preparation / celebration (preferably on a Friday afternoon). Ask the children to present to others how they like to rest. They can choose from:</p> <ul style="list-style-type: none"> • Drawing • Writing • Acting • Dance • ICT <p>Ask them to prepare something to share with the rest of the class about how they would spend a restful day.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • say some ways in which Jewish families prepare for Shabbat; • identify ways that they like to rest and choose a way to present this to the class. 	<p>Key vocabulary: Shabbat, Judaism, Kiddush, prayer, Hebrew, gratitude. ---- Candles, matches, jug and water etc.</p>

Key Question: What does it mean to belong to a religion? Judaism
Supplementary Question (a): How do members of this faith celebrate and live out their beliefs in the journey of life?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 7: Children will learn about an important milestone in the journey of Jewish life: bar / bat mitzvah;</p> <p>They will consider and</p>	<p>7. Ask the children about what important celebrations they have had in their life. Children might suggest birthdays, and also christenings, baptisms, or family weddings. Ask them for their views on the age at which they think they will be grown up. How will they know they are grown up? What will they do differently, or think differently to how they do now? Listen to David and Sarah talking about their Bar / Bat</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • understand the significance of Bar/ Bat Mitzvah in the life of a Jewish child; • identify milestones in 	<p>Key vocabulary: Bar/ Bat Mitzvah, Torah portion, 'Mazal tov!' ---- Bar/ Bat Mitzvah cards. For David and Sarah talking</p>

compare important milestones in their own lives.	<p>Mitzvahs on REfuel. Ask children if they heard them talking about being grown up, and talk about whether they are surprised about them being 'grown up' at this age.</p> <p>Watch the video of Jojo's Bar Mitzvah, and either as a class or individually, order the pictures to show what happens at the Bar Mitzvah.</p> <p>Children could then also spend some time researching Bar / Bat Mitzvah in books or on the internet.</p> <p>Ask the children to imagine they were a Jewish child about to have their Bar or Bat Mitzvah. Ask them to design an invitation for someone who is not Jewish. The invitation will have to explain what the person is being invited to. If you are able to, obtain Bar / Bat Mitzvah cards for children to get ideas for the design of their cards.</p>	<p>their own lives and say when they think they might be grown up.</p>	<p>about Bar / Bat Mitvah: www.refuel.org.uk/jewish-way-of-life/jwol/ > 'What we do' > Time > Life Cycle</p> <p>For Jojo's Bar Mitzvah click on the film strip icon under 'Bar Mitzvah and Bat Mitzvah' on the JWOL site above.</p> <p>There are lots of examples of Bar and Bat Mitzvah cards to be found on the internet.</p>
Lesson 8:	<p>8. Continue to design and make Bar / Bat mitzvah cards</p> <p>Children that have finished could use the JWOL website to research what it means for Jewish people to become an adult.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> explain what a Bar / Bat Mitzvah is and how it is celebrated. 	

Key Question: What does it mean to belong to a religion? Judaism
Supplementary Question (a): How do members of this faith celebrate and live out their beliefs in their main festivals and practices

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 9:</p> <p>Children will learn the history behind the celebration of Pesach, connecting what they know about other religions with Pesach.</p> <p>Children will learn</p>	<p>9. Talk to the children about the word 'freedom'. What do they think it means? When do they feel 'free'? (At the end of school? In the holidays? Out playing? etc.)</p> <p>If possible, watch part of the 'Prince of Egypt' film, where Moses leads the people of Israel out of Egypt and through the Red Sea.</p> <p>Explain that although this event happened thousands of years ago, it is still celebrated by Jewish people around the world today, as the festival of Passover or, in Hebrew,</p>	<p>Pupils:</p> <ul style="list-style-type: none"> say why Jews celebrate Pesach and the meaning behind it; compare some of the things that influence them with those that 	<p>Key vocabulary:</p> <p>Freedom, festival, celebrate, Pesach / Passover, Last Supper, Seder plate, Chametz.</p> <p>----</p> <p>Prince of Egypt DVD</p> <p>Items from Pesach celebrations:</p>

<p>about some of the ways that Jewish people celebrate Pesach today.</p>	<p>Pesach. If children are familiar with the story of the Last Supper told at Easter time, it would be a good opportunity to point out that Jesus and his disciples were Jewish and that they were celebrating Pesach when he had the Last Supper with his disciples. So Christians remember this event at Easter.</p> <p>Tell children that they are going to find out about the festival of Pesach (Passover). Ask the children about things that <i>they</i> celebrate. Point out some of the features of celebrations such as fun, food, doing things as a family or community.</p> <p>Around the room, have several items from the Pesach celebrations, e.g., wooden spoon, feather, Seder plate, candles, jug of water, tablecloth, etc. Allow children to walk around the room and explore these items.</p> <p>Ask the children to bring one item to the front, while you explain its significance to the Pesach celebration (or you could use the explanations on the REfuel website). Children could then explore further for bits of bread that you have hidden, and use the feather and wooden spoon to gather them up (as in the Chametz hunt).</p> <p>Ask the children to reflect on the Pesach festival: why do they think means so much to Jewish people that they want to take part every year? Are there things which the children do every year which bring communities and families together? How do these events compare with the Jewish festival of Pesach?</p>	<p>influence other people.</p>	<p>Wooden spoon, feathers, Seder plate, candles etc.</p> <p>Find out about the Chametz (or Hametz) hunt on the REfuel Jewish Way of Life website: www.refuel.org.uk/jewish-way-of-life/jwol/ > 'What we do' > Time > Pesach.</p>
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Key Question: What does it mean to belong to a religion? Judaism
Supplementary Question (a): How do members of this faith celebrate and live out their beliefs in their main festivals and practices

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 10: Children will learn about the different</p>	<p>10. Remind children what they learned about Pesach last lesson. Remind them about the Seder plate and the significance of the items on it. They will then draw and label a</p>	<p>Pupils:</p> <ul style="list-style-type: none"> describe a Seder plate and some of 	<p>Key vocabulary: Haggadah, Pesach, matzos (pl.)</p>

parts of the Seder plate and their significance and links with the story of Moses and the flight from Egypt.	Seder plate to show what each item represents. You could then share some matzah with charoset to finish the lesson.	the items on it; <ul style="list-style-type: none"> explain the significance of some of the items in the story of Pesach. 	matzah), charoset. ----- Seder plate and items of food related to it.
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Key Question: What does it mean to belong to a religion? Judaism
Supplementary Questions: a) How do members of this faith celebrate and live out their beliefs in their faith communities?
b) Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
Lesson 11: Children will learn about the main features of a synagogue, and the importance of worship in the synagogue in Jewish life and practice.	11. Investigating a Synagogue. Ask the children to tell you about places that they know that are special to people with different beliefs. Do they mention churches, temples? Some will also have heard of a synagogue by this stage in the unit as well, particularly if they have had an opportunity to do some of their own research. Explain that the place that Jews meet together to worship G-d is called a synagogue. Use the websites listed in the Resources at the start of the unit to go on a virtual tour of a synagogue in Wales (orthodox synagogue) and Surrey (reform synagogue). Ask the children to make notes on what they saw in the synagogue. Were there any differences they noticed between the two synagogues? (One difference to be noted here is that in the Orthodox synagogue, men and women sit separately, while in the reform synagogue, they sit together.) Use what has been learned to make a class plan of the synagogue. Children could research one area in pairs, draw this onto paper with some writing to explain what it is, and add it to a class plan of the synagogue. Alternatively, they	Pupils will <ul style="list-style-type: none"> describe some of the key features of a synagogue; talk about the importance of the Torah scrolls and where they are kept in the synagogue; give some differences between an orthodox and a reformed synagogue. 	Key vocabulary: Synagogue, orthodox, reform, Ark, Torah scrolls, Bimah, Ner Tamid, Rabbi, Kiddush. ----- <i>If possible, arrange a visit to a synagogue so that children can experience what they have learned first hand. The virtual tours could then be used as preparation for the synagogue visit.</i> See weblinks to synagogue virtual tours at the start of the unit.

	could work in pairs to make a plan of the whole synagogue.		
<p>Lesson 12: Children will learn about the main features of a synagogue, and the importance of worship in the synagogue in Jewish life and practice.</p>	<p>12. Ask children to complete their synagogue plan. Those who have finished could write their own true / false quiz about items in the synagogue to try out on the rest of the class.</p> <p>They should then research other differences between orthodox and reform congregations, adding their own questions about the Jewish religion and different Jewish communities. Encourage the children to suggest answers to these questions, based on what they have learnt in this investigation.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups; • ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced themselves and others. 	

Key Question: What does it mean to belong to a religion? Judaism
Supplementary Questions: a) How do members of this faith celebrate and live out their beliefs in their faith communities?
b) Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
<p>Lesson 13: Children will learn that</p>	<p>13. Remind the children about the two different sorts of synagogues we looked at last week. Explain that although</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • explain that 	<p>Key vocabulary: Synagogue, Hasidic, Bible.</p>

<p>Judaism is a worldwide religion. They will learn that there are some significant differences in dress and / or practice amongst Jewish people around the world, but that the core beliefs of all Jews remain the same.</p>	<p>Jews all believe similar things, some of the ways they may put their beliefs into practice may be different. Remind children that we have looked at synagogues in this country, but that, like Christianity, Judaism is a world-wide religion.</p> <p>Use the internet to find pictures of Jewish people around the world, including those who wear traditional styles of dress, e.g., Hasidic Jews. Explain to children that some differences in dress depend on how strictly, or literally, people interpret the holy scriptures. Hasidic Jews for example want to keep exactly to the Biblical instruction on dress. Other Jews don't find it so important to express their religion in that way.</p> <p>Use the JWOL website to investigate where around the world Jewish people live. Provide the children with a map of the world and, using the website, help them to identify countries around the world that have significant Jewish populations. Mark these on the map. Point out the importance of Israel to Jews throughout the world. Many Jewish people have emigrated there since the Second World War, but not all Jews want to live there. Many see it as a symbol – they hope that peace will come to Israel and the whole world.</p> <p>Extension for higher attaining children: Ask the children to imagine that an Orthodox Jew and one from the Reform tradition were in the class: what questions would they like to ask about their faith and religious practice?</p> <p>Using a 'Community of Enquiry' approach (e.g. from www.sapere.org.uk/Default.aspx?tabid=76), allow children in small groups to work out the best types of question to ask, and then to suggest answers that might be given from different Jewish perspectives. See if any of their questions have already been answered, e.g. at http://pof.reonline.org.uk/pupil_liberal_judaism.php and http://pof.reonline.org.uk/judaism_orthodox.php</p>	<p>Judaism is a world wide religion;</p> <ul style="list-style-type: none"> • give some examples of countries that have significant Jewish populations; • know about some of the differences in appearance and practice of different Jewish people around the world; • ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups. 	<p>----</p> <p>REfuel website: The Jewish way of life CD-ROM: Who we are; Jews across the world.</p> <p>Some differences in dress may be part of the traditional or culture of a particular country. Others, such as Hasidic Jewish dress, can be traced back to Biblical references.</p>
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RECORD OF ATTAINMENT

KS2 Unit 10: What does it mean to belong to a religion? JUDAISM (B, D & E)

All pupils (Level 1):	Most pupils (Level 2):	Some pupils (Level 3):	Some pupils (Level 4):
<p>B1 can use the right names for things that are special to Jews.</p> <p>D1 can talk about things that happen to them.</p> <p>E1 can talk about what they find interesting or puzzling.</p>	<p>B2 talk about some of the things that are the same for different religious people.</p> <p>D2 can ask about what happens to Jews with respect for their feelings.</p> <p>E2 can talk about some things in stories and belief that make people ask questions.</p>	<p>B3 can describe some of the things that are the same and different for religious people.</p> <p>D3 can compare some of the things that influence them with those that influence other people.</p> <p>E3 can ask important questions about life and compare their ideas with those of other people.</p>	<p>B4 use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <p>D4 ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced themselves and others.</p> <p>E4 ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups.</p>