

Key Stage: 2

Year: Lower Juniors

Subject: Jewish Family Life

Time allocation: 1 hour per week

| Part | Learning Objectives | Activities and Experiences | Key Questions |
|------|---|--|---|
| 1 | To learn about Jewish food rules To think about their own food customs | Take in a sample of foods. Ask the children which they have eaten and which they would be prepared to eat. Discuss their likes and dislikes in food. Introduce a sheet of pictures of animals, fish and birds which are sometimes eaten. Discuss which food comes from which creature. Read Leviticus ch 11 (or extracts from it). Work out which of the creatures Jews can eat (are kosher). | Which foods do you eat / have eaten? How do you decide what to eat? What food do you like / dislike? Why? What food comes from which animal? |
| 2 | To learn about Jewish food rules To think about their own food customs | Show the extract from the video “The Family”, which deals with food rules. Discuss the separation of milk and meat in the kitchen and that they are not eaten at the same meal. The basis for this is Exodus 23:19. If possible, show a food item with a kosher label. Discuss the meanings of “kosher” – permitted and “tref” – forbidden. Pupils draw up a menu for a kosher meal. Extension work: Draw a plan of a kosher kitchen. | Why are milk and meat kept separate? Can you eat milk and meat at the same meal? Can you eat eggs / vegetables / fruit with milk or meat? (The answer is that you can with both). Who has permitted kosher items and forbidden tref items? What foods can Jews eat together as a meal? |
| 3 | To learn about the mezuzah To think about what they respect and why | Show either a mezuzah case or a video of a scribe writing a mezuzah. Discuss where it is placed and the respect shown to it. Read Deuteronomy 6: 4 – 9. Discuss how Jews “write the commands on doors and gates”. Explain that verses 4 and 5 are the Shema, a very important Jewish prayer. Pupils can learn the Shema and / or write it neatly and decorate it. | What is one of the first things you would see when you visit a Jewish person’s house? Why is the mezuzah placed on the door posts in Jewish houses? How do Jews show respect for the mezuzah? Are they respecting the case, the parchment or something else? What? Why? Is there anything you show respect to in your house? What? Why? |

| Concepts Key words | Skills | Attitudes | Resources | Learning outcomes | Levels of achievement | Evaluation |
|----------------------------------|--|---|--|---|--|-------------------|
| kosher God Torah | Listening Speaking Investigation Reflection | Empathy Respect Enquiry Self- understanding | Variety of foods Pictures of e.g. cow, sheep, pig, rabbit, chicken, duck, eagle, owl, cod, salmon, crab, prawn Bible | Pupils draw and label two groups of animals, one group headed “Kosher”. | By the end of this unit Most children will be able to: Identify a mezuzah and some kosher foods and practices; and Respond sensitively to Jewish rules about food. | |
| Kosher Tref God Torah | Listening Speaking Investigation Reflection Applying Designing Drawing | Empathy Respect Enquiry Self- understanding | Pathways of Belief – Judaism (BBC video 0563462343) part 3 “The Family” Bible Kosher label | Menu of a kosher meal. Plan of a kosher kitchen. | Many children will be able to: Describe how the mezuzah and case are used and Jewish beliefs about food; and Compare their own experiences to those of Jews, identifying some of their beliefs. Some children will be able to: Understand what being Jewish involves at home; and | |
| Mezuzah Shema God Torah | Listening Speaking Reflection Learning Handwriting Decorating | Empathy Respect Enquiry Self- understanding | Mezuzah case Pathways of Belief – Judaism part 2 “Torah” Bible | Neatly written copy of the Shema (Deuteronomy 6: 4&5), which is suitably decorated. | Ask questions and suggest answers to issues such as why do people eat what they do and how can a house show something about what a family believes. | |

Key Stage: 2

Year: Lower Juniors

Subject: Judaism - Shabbat

Time allocation: 1 hour per week

| Part | Learning Objectives | Activities and Experiences | Key Questions |
|------|---|--|---|
| 1 | Respond to pupils' own experiences of meal times and family gatherings. Understand why Shabbat is important for Jews, because God rested after he had created. | Talk about mealtimes and when pupils eat together with their family; Grace before meals; Jewish blessings at Shabbat: Baruch atah Adonai elohenu melek ha alam (Blessed are you Lord God king of the universe ...who has created the fruit of the vine / who brings bread from the earth); Write own grace or blessings for a meal. Read Genesis 2 v 3. Discuss why Jews observe Shabbat | When do you have meals? Where do you eat them? When do all your family eat together? Where do you eat these meals? When do you eat with friends? Why do you eat with friends? Do you ever say prayers before eating? Why? Why do Jews pray before eating – especially at their main meal of the week? |
| 2 | Describe the main events of Shabbat. Understand that Shabbat is important for Jews as a day of relaxation and celebration. | Introduce information about Shabbat. Role play a Friday evening in a Jewish home. <i>*possible link with kashrut unit</i> | Which is the main day of the week for Christian worship? What do you do on Sunday? (Friday for Muslim pupils). Do you have a favourite day of the week? Why is it your favourite? How do you relax? Do you have a special time for relaxing? Do you need a time for relaxing? Which day of your week is the most different from the others? Is it a good idea to have part of the week different from the rest? |
| 3 | Describe the main events of Shabbat. Understand that Shabbat is important as a day of worship as a family and community | Introduce information about the Saturday morning of Shabbat – the visit to the synagogue. Watch a video about synagogue worship. Role play aspects of synagogue worship e.g. seating arrangements, opening the Ark, carrying the scroll, undressing the scrolls, using the yad, replacing the scroll <i>* possible link with the synagogue unit.</i> | What do Jews do with the scroll? Why is it so ornately decorated? Why is it treated with such respect? What is respect? How do you show that you respect something? Do you have special places / items which you respect? |
| 4 | Understand that the havdalah service separates Shabbat from the rest of the week. Understand why some actions should or should not be performed on Shabbat | Watch a video about havdalah or act it out. Discuss how it separates Shabbat from the rest of the week. Explain how the scent of the spices starts the next week off in a good and happy way. Pupils write their own timetable for Friday afternoon and evening or for Saturday. Compare this with the Jewish timetable. List some things which Jews should and should not do on Shabbat. | How do you end something which you enjoy? Do you have any rituals for such times? (eg saying goodbye or kissing auntie) Why do Jews use candles at the beginning and end of Shabbat? What does the light symbolise? How do you decide what is work and what is not? Should you have times when work is forbidden? Why? Why do Jews not work on Shabbat? |

| Concepts Key words | Skills | Attitudes | Resources | Learning outcomes | Levels of achievement | Evaluation |
|---|--|-------------------------------|--|---|---|------------|
| Sabbath Grace Blessing Creation Family G-d King | Reflection Discussion Empathy | Enquiry Respect Empathy | Pathways of Belief: Judaism (BBC video) ISBN 0563 462248; Looking at Judaism: Special Occasions, Wayland ISBN 07502 22735. | Grace or blessings for a meal. | By the end of this unit Most children will be able to identify and describe some aspects of Shabbat, suggest a meaning for the symbol of light and | |
| Shabbat Work Celebration | Reflection Discussion Empathy Role play | Empathy Respect Enquiry | Table, table cloth, candles, candlesticks, matches (safety!), kiddush cup, wine/fruit juice, 2 plaited loaves, challah (bread) cover; Looking at Judaism: Special Occasions; Pathways of Belief: Judaism. | Drawing of the Shabbat table | Respond sensitively to Jewish experiences. Many children will be able to describe how items are used in celebrating Shabbat and Compare aspects of their own experience to special times, items and places for Jews. | |
| Shabbat Synagogue Worship Family Community Torah | Reflection Discussion Empathy Role play | Respect Empathy Enquiry | Replica Torah scroll, cupboard, raised platform, yad, chairs. Looking at Judaism: Special Occasions Pathways of Belief: Judaism | Writing/poem about respect for the word of G-d or simply for a special item or place. | Some children will be able to describe why Shabbat is important to Jews and Ask questions about Jewish experiences and suggest answers from their own experience. | |
| Shabbat Separation Havdalah Work Rituals Symbol | Reflection Discussion Empathy Interpretation Role play | Respect Empathy Enquiry | Havdalah candle, cup of wine, spice box, spices. Pathways of Belief: Judaism; Looking at Judaism: Special Occasions; My Jewish Life, Wayland ISBN 07502 12993 | Pupil's timetables of Friday afternoon to Saturday evening; Lists of permitted and forbidden activities for Shabbat. | | |

Key Stage: 2

Year: Lower Juniors

Subject: Jewish Rites of Passage

Time allocation: 1 hour per week

| Part | Learning Objectives | Activities and Experiences | Key Questions |
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| 1 | <p>To learn about Jewish names, circumcision and bar or bat mitzvah</p> <p>To think about celebrating growing up</p> | <p>Talk about names of children in the class. Why they have been given their name and whether it means anything. Explain that Jewish children have their everyday name and also a special Jewish name, known to their family and a few friends.</p> <p>Explain that Jewish boys are circumcised at eight days old. The reason comes from G-d's covenant (agreement) with Abraham (Genesis 17: 9f) A boy is given his Jewish name after this. The ceremony is called b'rit milah (covenant of circumcision). Girls are named in the synagogue on the shabbat after birth.</p> <p>Explain that boys have a bar mitzvah ceremony at 13, girls become bat mitzvah at 12. This means they become adult Jews. Describe what boys do (learn to read in Hebrew and read from the scrolls in the synagogue at shabbat service) to become bar mitzvah.</p> <p>Draw a timeline and put circumcision and bar mitzvah on it. Write about one of the ceremonies.</p> | <p>Is there a reason why you are named? Who chose your name? If you could choose your name what would it be? Why do Jewish children have two names?</p> <p>Why are Jewish boys circumcised? How quickly do they recover? Why are Jewish families happy at circumcisions? Did your family celebrate your naming? How? Why?</p> <p>At what age does someone become an adult? How will you celebrate becoming an adult?</p> |
| 2 | <p>To learn about Jewish marriage</p> <p>To think about celebrating major events in life</p> | <p>Discuss whether children have been to a wedding ceremony. What happened there and what was its purpose?</p> <p>Tell pupils about the Jewish marriage service (huppah – canopy, blessings over a cup of wine, ring, reading the ketubah – marriage contract, final blessings, breaking a glass).</p> <p>Place marriage on the timeline. Re-enact a Jewish marriage.</p> | <p>Have you been to a wedding? What happened? How did everyone feel? Why? What made it a special occasion? What does the huppah represent? – the couple's future home. Why does the bridegroom break a glass? – to show that there will be unhappy times even in their marriage</p> <p>What does a ring symbolise / stand for? – being together for life.</p> |
| 3 | <p>To learn about Jewish funerals and beliefs about death</p> <p>To think about death and what comes after</p> | <p>Tell pupils about Jewish funerals (washing the body, covering in a linen shroud, a man often wears his tallit, body placed in a very simple coffin, reading psalms and a prayer praising God for life and taking it away, short speech about the deceased, lowering the coffin, throwing earth on to coffin).</p> <p>Place death and burial on the timeline.</p> <p>Jews do not believe or disbelieve in life beyond death. They consider this life to be the one to concentrate on. What do children think about this view?</p> | <p>Why is the dead body washed? – there may not be a correct answer – respect, religious / ritual cleanliness (?)</p> <p>Why does a man wear his tallit? – see above – faith in God and to remember life as a devout Jew.</p> <p>Why is the coffin not important?</p> <p>Why is earth thrown on to the coffin – bodies are made from the same material as earth.</p> <p>What are your thoughts about Jewish ideas about death and life beyond death? What are your beliefs?</p> |

| Concepts Key words | Skills | Attitudes | Resources | Learning outcomes | Levels of achievement | Evaluation |
|---|---|---|--|---|--|------------|
| Names Circumcision God Covenant Bar mitzvah Bat mitzvah Torah Adult Celebration Family Timeline | Listening Speaking Reflection Evaluation | Empathy Respect Enquiry Self- understanding | Information about naming, circumcision and bar / bat mitzvah e.g. from Doreen Fine: What Do We Know About Judaism (Macdonald, 0750017309) Sue Penney: Judaism (Heinemann, 0435304674) | Timeline of birth, circumcision and bar / bat mitzvah. Writing about on of these ceremonies. | By the end of this unit Most children will be able to: Identify Jewish rites of passage, know that other religions celebrate similar events and suggest meanings for symbolic actions and items; and Respond sensitively to Jewish experiences and ceremonies. Many children will be able to: Describe how major events of life are celebrated in Jewish ceremonies and link religious symbols to beliefs about life and death; and | |
| Marriage Ceremony Huppah Blessing Ketubah Symbolism | Listening Speaking Reflection Evaluation | Empathy Respect Enquiry | Doreen Fine: What Do We Know About Judaism (Macdonald, 0750017309) Sue Penney: Judaism (Heinemann, 0435304674) | Timeline including marriage, perhaps illustrated with a huppah and ketubah. | Compare Jewish experiences to their own, identifying some of their own beliefs. Some children will be able to: Understand why Jews have ceremonies for major events in life and show how religious beliefs can be expressed in symbolic actions and items; and | |
| Life Death Funeral Respect God Life after death Tallit Prayer Praise | Listening Speaking Reflection Evaluation | Empathy Respect Enquiry Self- understanding | Doreen Fine: What Do We Know About Judaism (Macdonald, 0750017309) Sue Penney: Judaism (Heinemann, 0435304674) | Timeline including death and burial, perhaps illustrated with a coffin and tallit | Ask questions and suggest answers about major events in life and about death and beyond. | |

Key Stage: 2

Year: Upper Juniors

Subject: Judaism - Passover

Time allocation: 1 hour per week

| Part | Learning Objectives | Activities and Experiences | Key Questions |
|------|---|--|--|
| 1 | Learn the background story to the celebration of Passover | Pupils become familiar with the story of Moses, especially from the encounter with God at the Burning Bush and the command to lead the Israelites out of Egypt, up to the crossing of the Red Sea: Read sections from Exodus 3 v 1 to 14 v 31; watch a video; tell the story or use a textbook summary | How is Passover linked to freedom? What did Moses think of God's command? Did Moses want to do carry it out? ? think he could carry it out? Why were the Israelites desperate to escape from Egypt? How did Moses change during the story? What made him change? |
| 2 | Learn the symbolism of the Passover food | Discuss times when families gather to share a meal. Pupils choose food or drink to symbolise e.g. life, happiness, sadness, bitterness, sharing, comforting etc and explain why. Look at symbolism of Passover food. | What is your favourite food? Why? What is your family's favourite food / meal? Why? Which foods are essential to life? What food symbolises birthdays / weddings / funerals / Easter / Christmas? Why? |
| 3 | Learn how Jews celebrate Passover | Enact a Passover seder for some or all of the class. Pupils name and explain the foods as they are set out. Pupils should be given some opportunity to taste some or all of the foods. Discuss the Jewish celebration of freedom, their belief in God's saving action and God's covenant to make the Jews a witness to the world. | Question recap on previous learning of names and meanings of food. Why is the help given by God important to Jews? Does God help people today? How? Why / why not? |

| Concepts Key words | Skills | Attitudes | Resources | Learning outcomes | Levels of achievement | Evaluation |
|---|--|--|--|--|--|------------|
| God Covenant Faith Saving Freedom | Empathy Investigation Description Understanding Explaining | Empathy Respect enquiry Justice | “Testament – Moses” (Channel 4 video) | Retell the story of the final plague, the Passover and the escape across the Red Sea in words and/or pictures. | <p>By the end of this unit:</p> <p>Most pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Retell the stories of the Passover ➤ Respond sensitively to the Jewish celebrations and experience of Passover <p>Many pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Make links between the symbols and the Jewish belief that God made a covenant to save the Israelite nation ➤ Compare this to their own beliefs ➤ Identify what influences their life <p>Some pupils should be able to:</p> <ul style="list-style-type: none"> ➤ Show how Jewish beliefs are expressed in symbols, story and celebration ➤ Ask questions about Moses’ experience, suggesting answers from their own and from others’ experiences | |
| God Covenant Faith Saving Freedom | Empathy Investigation Description Understanding Explaining | Empathy Respect enquiry Justice | Pictures of Passover food | Draw, name and explain the meaning of at least 4 Passover foods. | | |
| God Covenant Faith Saving Freedom | Empathy Investigation Description Understanding Explaining | Empathy Respect enquiry Justice | Candles, matzah, egg, fruit juice, (wine), salt water, green vegetable (eg parsley). haroseth (ground nuts, apples, cinnamon, wine), horseradish. kiddush cup. roasted bone, matzah cover, Elijah’s cup. | Write a poem about Passover and/or its celebration with the title “God Saves”. | | |
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Key Stage: 2

Year: Upper Juniors

Subject: Judaism – Torah (see QCA Unit 2A)

Time allocation: 1 hour per week

| Part | Learning Objectives | Activities and Experiences | Key Questions |
|------|---|--|---|
| 1 | To think about rules and where they come from. Find out why the Jews needed Torah. | Brainstorm a list of society's rules (initially in small groups). Discuss the need for and origins of rules. Tell or read the story of Moses at Mount Sinai. (Exodus 19 & 20) Choose the commandment "Do not steal." Discuss what stealing is. Discuss why laws become more complicated and why we need additional guidance on what we should and should not do. Point out that the Torah – the five books on which Judaism is based (the first five of the Bible) is that additional guidance on how God wants Jews to live. Find newspaper stories as examples of the Ten Commandments. | Name some rules for society – not just for home or school. Why do we need rules? Where do rules come from? Where do Jewish rules come from? What are the Ten Commandments? (see "Infants – More Stories from the Torah") What is stealing? Is it different from borrowing / borrowing and not giving back / borrowing and not intending to return / taking a medicine to save a person's life / etc. How does it differ from borrowing? Etc. Why do we need more help with guidance on what is right or wrong? |
| 2 | To learn about the Torah, how it is made and respected. To reflect on why it is respected (See "Infants – Introduction to Judaism") | Show pupils a sefer Torah. Carefully undress and examine it Discuss how it is to be handled and why it should be so. (It is the word of G-d). Watch a video about how a sefer Torah is treated in the synagogue. Watch a video about the scribe's work. Discuss why everything has to be so precise. Make a scroll with some Hebrew writing or verses from the Torah. Did you feel you were making something special? | How is the Torah treated? Why is this? Do Christians treat the Bible with as much respect? Should they? What do you treat with respect? Why? Why is the scribe so careful and precise? |
| 3 | To learn about bar mitzvah. To discuss when someone becomes an adult. | Discuss when someone becomes an adult. Watch a video about bar mitzvah preparation and ceremony. Discuss what Jews understand by adulthood and what rights and responsibilities come from bar mitzvah. Design a bar mitzvah card (Mazel tov is Hebrew for "great day" or congratulations). Write inside some of the responsibilities the boy will acquire. | When does someone become an adult? How can you tell – from their age / looks / behaviour / responsibilities? Does it happen suddenly? Can you be an adult in some things but a child in others? When does British law treat you as an adult? When do Jews become adults in their religion? (Girls at 12; boys at 13) What do they do to become an adult? What responsibilities do they acquire? |
| 4 | To learn about Shavuot and Simchat Torah. To reflect on why Jews celebrate the giving of the Torah. | Discuss how and why people celebrate. Pupils research either Shavuot or Simchat Torah, answering the questions: When is the festival? What does it celebrate? How is it celebrated? Those researching Shavuot could also act out part of the story of Ruth. Those researching Simchat Torah could make a scroll and flags and reenact a synagogue celebration of the festival. | What do you celebrate? How do you celebrate? Why do you celebrate? Why would Jews celebrate the Torah? |

| Concepts Key words | Skills | Attitudes | Resources | Learning outcomes | Levels of achievement | Evaluation |
|---|---|---|--|---|---|------------|
| Rules Torah Right Wrong God Stealing Borrowing Intention Guidance | Reflection Discussion Listening Speaking | Empathy Enquiry respect | Bible e.g Good News, The Beginners Bible (pp 124 ff) Pathways of Belief: Judaism (BBC video ISBN: 0 563 462248) | Make up two short stories about taking something not belonging to the person who takes it. Say whether either or both of them is stealing and why you think so. | By the end of this unit: Most children will be able to: ➤ Identify Torah scrolls, bar mitzvah and Simchat Torah as Jewish and point to similar events or items in another religion ➤ Respond sensitively to Jewish people's feelings, celebrations and values | |
| Torah Sefer (scroll) Respect Scribe | Reflection Discussion Listening Speaking Designing Copying | Empathy Enquiry Respect | Pathways of Belief: Judaism (BBC video) Paper, doweling (quills, ink?) | Make a scroll. Copy some Hebrew writing on to it very carefully or, equally carefully – thinking about every move of the pen- some verses from the Torah in English. | Many children will be able to: ➤ Show understanding of the importance of Torah, bar mitzvah and Simchat Torah to Jews and what these involve ➤ Discuss (question and answer) puzzling aspects of life and suggest answers with reference to Jewish ways of life | |
| Mitzvah Adult responsibilities Commitment mazel tov | Reflection Discussion Listening Speaking Designing Making | Empathy Enquiry Respect Self- understanding | Pathways of Belief: Judaism (BBC video) | Design and make a bar mitzvah card with the greeting of mazel tov and setting out adult responsibilities for a Jewish boy. | Some children will be able to: ➤ Explain how learning to read the Torah and bar mitzvah make a difference to Jewish people ➤ Respond with reasons and examples to questions of adulthood, reasons for rules and what should be respected. | |
| Celebration Festival Torah | Reflection Discussion Listening Speaking Researching | Empathy Enquiry Respect | Sue Penney: Judaism (Heinemann 0435304674) Douglas Charing: Torah (Heinemann 0435303503) Ruth: Testament – the Bible in animation (S4C video) | Research Suchot or Simchat Torah. Present findings to the class in written, artistic and dramatic forms. | | |