



<p>What this unit contains</p>	<p>Jewish beliefs about God, the Creator. The creation story from the Torah. Shabbat - a gift from God and a response to creation. Jewish rules for living – Kashrut.</p>																		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This is planned as the introductory unit on Judaism. If placed in upper key stage 2 teachers will need to differentiate activities accordingly.</p>																		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Describe key times in life when pupils have shared special times with others and explain why they are significant. ➤ What is the value of a day of rest once a week? ➤ Find out the meaning of a mitzvah. 																		
<p>Vocabulary</p> <table border="0" data-bbox="114 1002 958 1137"> <tr> <td>Torah</td> <td>scroll</td> <td>Havdalah</td> <td>Creator</td> </tr> <tr> <td>Hebrew</td> <td>yad</td> <td>blessing</td> <td>Kosher</td> </tr> <tr> <td>Judaism</td> <td>bless</td> <td>challah</td> <td>Mitzvah</td> </tr> <tr> <td>Jewish</td> <td>Shabbat</td> <td>Creation</td> <td></td> </tr> </table>	Torah	scroll	Havdalah	Creator	Hebrew	yad	blessing	Kosher	Judaism	bless	challah	Mitzvah	Jewish	Shabbat	Creation		<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Belonging includes sharing good and bad times together. ➤ Community responsibilities. ➤ Beliefs about the meaning and purpose of the world. ➤ Rules by which members of different communities live their lives. 		
Torah	scroll	Havdalah	Creator																
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Unit 1 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Jews believe in one God, who created everything; ➤ know that the Jewish story of creation is found in the Torah, a holy book for Jews; ➤ share feelings about having a responsibility for caring for the world; ➤ understand Jewish beliefs about caring for God's creation. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Recall knowledge of the story of the six days of creation from the Natural World unit by watching a video of the Jewish creation story or reading an appropriately pitched version. Explain that the story can be found written in the Jewish holy book, the Torah. Remind pupils that Jews believe that when God created the world He was pleased with what He had created and rested on the seventh day.</p> <p>Share how people feel when they have made something - a sense of ownership, pride/ pleasure and responsibility. Share experiences of members of the class when people spoil something that they have spent time & care over.</p> <p>Explain that Jews believe that God wants humans to care for creation. Hand out and discuss the rules on the sheet 'Torah rules for animals'.</p> <p>As a class, brainstorm what these rules might mean in caring for the world globally or locally.</p> <p>Discuss how members of the class can care for the school environment. Devise a class set of rules for everyone about caring for each other's property or for part of the school. Share these with the school council if there is one.</p> <p>As a class, recall and summarise what have been learnt about Jewish beliefs about God and creation.</p>	<p>Resources Video: 'Quest – Creation' Channel</p> <p>Sheet - Torah Rules for Animals.</p>



Unit 1 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ share ideas about special books, including what makes a book special and how to treat a special book; ➤ know that the Torah: <ul style="list-style-type: none"> ▪ is written in Hebrew ▪ is made as a scroll, ▪ is very special to and is treasured by Jews, ▪ contains rules about how to live; ➤ know that a Yad is used to keep your place when reading a Torah scroll. 		<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Before the lesson set up a display of 'special books' e.g. prizes, old or beautiful books or books which have sentimental value or contain stories which have special meanings.</p> <p>Examine some of the books on the display and discuss why each has been considered special. Talk about pupils' own special books. Agree and record a set of class rules for how special books should be treated.</p> <p>Examine a mini-torah scroll; demonstrate how a scroll works. Explain that a Torah scroll is a collection of books and is a very special holy book for Jews. Explore with pupils how a book in a religion is even more special than their special books.</p> <p>Show pupils photographs or a video of Torah scrolls and discuss the size and weight of real scrolls. Explore how these are treated with respect and care. Talk about how a Yad is used and if possible examine one.</p> <p>Examine some written Hebrew and explain that this is the language used in the Torah, and that Jewish people learn to read this language.</p> <p>Explain that as well as stories like the Creation, the Torah contains rules for Jewish people about how they should behave.</p> <p>Watch the short video section from the Faiths CD Rom or from the LgFL online 'Shabbat at the Synagogue part 2'.</p> <p>Make a mini-scroll. In best handwriting, write on the scroll some rules about how books should be treated.</p>	<p>Resources Collection of 'special' books.</p> <p>Badger Religious Education - KS1 Teacher Book 3 and posters. Espresso & LgFL Faiths CD Rom or online 'Shabbat at the Synagogue part 2'</p> <p>Artefacts Yad. Mini torah scroll. Video or pictures showing Torah scrolls in a synagogue. Examples of Hebrew writing.</p> <p>Celebrate the skills of members of the class who are bilingual.</p> <p>N.B. As the Torah is written by hand and the work of a scribe is important, pupils should be expected to model this by taking the greatest care with their 'scroll rules'</p>



Unit 1 Sessions 3 & 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider how time spent with family and friends can be very special; ➤ know about Shabbat: <ul style="list-style-type: none"> ▪ a special time for Jewish people every week, ▪ recalls God's day of rest after He made the world, ▪ how people prepare for Shabbat, ▪ what happens during the Friday night meal, including the blessing of children, bread and wine. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Before the lesson set out a table for a Shabbat meal in the classroom, including 2 candlesticks, candles, challah bread, board, challah cover, bottle of grape juice representing wine.</p> <p>Discuss special times that members of the class have shared with family and friends. Share feelings about being with people who matter to them and about belonging. Talk about feelings of anticipation leading to family occasions.</p> <p>Watch elements of a video showing Shabbat, focussing on the Friday night meal, the preparations and the blessings. (e.g. Pathways of Belief – Judaism programme 1 or 'candle' section of 'Candle, water, moon, tree and sword' video) or invite in a member of the Jewish community to talk about Shabbat in the home.</p> <p>Examine the Shabbat table in the classroom and discuss the items, exploring why they are on the table. Talk about the idea of welcoming Shabbat as if it were a special visitor. Do members of the class have special days with their families? How do these make them feel?</p> <p>Taste some challah bread.</p> <p>Make individual Shabbat table mats decorated with items from the Shabbat table or pictorial representation of the days of creation.</p> <p>Record wishes for making time with family and friends special on a short response sheet, or write an individual 'blessing' for something special in their lives.</p>	<p>Resources Shabbat table artefacts : 2 candles, candlesticks, challah cover, breadboard, challah, loaf.</p> <p>Videos Pathways of Belief – Judaism (BBC).</p> <p>Water, candle, moon, tree and sword (candle section) Channel 4.</p> <p>'Places of Worship' – Synagogue section showing Shabbat in the home. BBC</p> <p>Or Film footage 'Shabbat at Home' from the Espresso & LgFL Faiths CD Rom or online Art materials for making place mats paper/collage/ textiles as appropriate).</p> <p>Short response sheet – 'we talked about Shabbat... my wishes for special time with my family / friends are...'</p>



Unit 1 Session 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Shabbat lasts from dusk Friday to dusk Saturday; ➤ know about the Havdalah ceremony that takes place in Jewish homes on a Saturday night; ➤ consider feelings associated with looking forward to and finishing Shabbat each week. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Recall knowledge about Shabbat from previous weeks. Discuss the importance for Jews of one day of the week in a Jewish home being set aside for the family. Consider how the family looks forward to it and how they might feel at its end.</p> <p>Watch part of the video showing Havdalah ceremony. Examine the artefacts and talk about the symbolism of the plaited candle and the spice box.</p> <p>Pass around the spice box and smell the delightful spices. Talk about the idea of the 'fragrance' of Shabbat making the next week better.</p> <p>Make and decorate spice boxes and fill with spices, e.g. cinnamon sticks. On the boxes or on spice box shaped paper, write down good wishes for the next week.</p>	<p>Resources</p> <p>Videos</p> <p>Pathways of Belief – Judaism Water, candle, moon, tree and sword (candle section) Places for Worship – Synagogue section showing Shabbat in the home</p> <p>Havdalah information sheet</p> <p>Artefacts</p> <p>Spice box, spices Havdalah candle & holder</p> <p>N.B. Be wary of using ground spices as these may make pupils sneeze</p> <p>N.B. Every day is counted from dusk on one evening until after dusk on the next evening</p>

JUDAISM Part 1 Unit 1: Beliefs about God



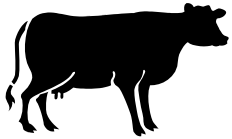
Unit 1 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that there are many reasons why people do or do not eat certain foods; ➤ know that food in a Jewish home is prepared in a special way; ➤ know about the rules of Kashrut (Kosher) and that these are among the rules found in the Torah. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Discuss different reasons why people do or do not eat certain foods, e.g. food intolerances, likes and dislikes, moral beliefs (vegetarianism) or faith food rules. Share information about foods which some members of the class never eat and others eat frequently.</p> <p>Explain that in a Jewish home the preparation of food is done very carefully, following rules in the Torah. This makes food kosher or permitted.</p> <p>Watch section of video showing how the rules of Kashrut influence daily life (e.g. Pathways of Belief – Judaism Programme 3) or read together 'Fins and Scales'. Consider the types of food which Jewish people eat and list those that are permitted (kosher) and those that are forbidden. Do a matching exercise of foods – kosher / not kosher or devise a menu for a meal to be shared with a Jewish friend. If using the video sing the kosher song.</p> <p>Assessment task Record four facts about how Jewish people celebrate Shabbat and describe / draw two items that are used in the Jewish home during the celebration.</p>	<p>Assessment Levels <i>Level 1 Attainment target 1</i> Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recognise symbols, and other verbal and visual forms of religious expression.</p> <p><i>Level 2 Attainment target 1</i> Pupils use religious words and phrases to identify some features of religion and their importance for some people. Pupils suggest meanings for religious actions and symbols.</p>	<p>Resources Videos Pathways of Belief – Judaism. Candle, water, moon, tree and sword.</p> <p>Pictures of kosher and non-kosher foods.</p> <p>'Fins and Scales' by Miller & Ostrove pub: Karben ISBN - 0929 371-26.</p>

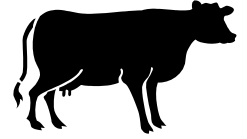


Unit 1 Session 1 Information Sheet 1

Torah Rules for Animals



Do not muzzle the ox while he threshes the grain. It is not right to show an animal a lot of food and not allow him to eat it.
Deuteronomy Chapter 25 verse 4



If you meet your enemy's ox or his donkey wandering away, you shall surely return it to him
Exodus Chapter 23 verse 4



On the Sabbath when people rest from work they should let their work animals rest too.
Exodus Chapter 23 verse 12



Do not harness a mule and an ox together because they have different strength and sizes.
Deuteronomy Chapter 22 verse 10

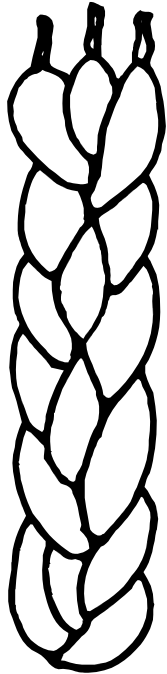


If you have to kill an animal for food you should be as gentle as you can.
Deuteronomy Chapter 12 verse 21



Unit 1 Session 5 Information Sheet 2

Havdalah



Havdalah is a ceremony that marks the end of Shabbat. It takes place in Jewish homes on Saturday evenings approximately one hour after sunset.

The ceremony requires wine, spices and a candle with several wicks intertwined. Taking the wine cup in his hand, the father praises God and pronounces the blessing over the wine and the spices, and passes them round for everyone to smell.

A blessing is then recited over the light of the candle. A final blessing is given, praising God as everyone sips some wine. The ceremony ends with the candles being doused in the remaining wine.



Unit 1 Session 2 Information Sheet 3

Torah Scrolls



800 Year Old Sephardic Sefer Torah from Spain

Torah scroll being read by a young boy at his Bar Mitzvah
































Unit 1 Information Sheet 4

The Hebrew Alphabet

The Jewish Bible is written in Hebrew. Below is an illustration of its modern-day alphabet. Included with each character is its approximate corresponding sound when spoken. Please note, that in Hebrew each character is read from right to left.

								
Tet (T)	Chet (Ch)	Zayin (Z)	Vav (V/O/U)	He (H)	Dalet (D)	Gimel (G)	Bet (B/V)	Alef (Silent)
								
Samech (S)	Nun (N)	Nun (N)	Mem (M)	Mem (M)	Lamed (L)	Khaf (Kh)	Kaf (K/Kh)	Yod (Y)
								
Tav (T/S)	Shin (Sh/S)	Resh (R)	Qof (Q)	Tzade (Tz)	Tzade (Tz)	Fe (F)	Pe (P/F)	Ayin (Silent)



Unit 1 Session 3 Activity Sheet 1

Short Response Sheet



We talked about Shabbat and my wishes for special time with my family / friends are:

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