

Topic Title: Other Faiths - Judaism

Year 6 Spring 1



Background for Teachers:

R.E. Online:

<https://www.reonline.org.uk/knowledge/jewish-worldview-traditions/the-scriptures-and-authority/>

National Association of Teachers of Religious Education (NATRE):

[https://www.natre.org.uk/uploads/Course%20and%20Event%20Flyers/RE:%20Reviving%20and%20Th
riving/Plagues%20passover%20pilgrimages%20teacher%20information.pdf](https://www.natre.org.uk/uploads/Course%20and%20Event%20Flyers/RE:%20Reviving%20and%20Th
riving/Plagues%20passover%20pilgrimages%20teacher%20information.pdf)

<https://www.natre.org.uk/resources/prayer-at-the-western-wall/>

The Jewish Museum Online Resources:

<https://jewishmuseum.org.uk/schools/in-the-classroom/>

Previously On ... (Links to Prior Learning):

Links to prior learning – see Judaism 'Core Knowledge Summary Table for Key Stage 2 to guide:

[https://primarysite-prod-sorted.s3.amazonaws.com/standrews-coe-voluntary-
primaryschool/UploadedDocument/9af1b2b3-693f-4766-bed7-07aa8e092fdf/religious-education-essex-
approved-syllabus-2022.pdf](https://primarysite-prod-sorted.s3.amazonaws.com/standrews-coe-voluntary-
primaryschool/UploadedDocument/9af1b2b3-693f-4766-bed7-07aa8e092fdf/religious-education-essex-
approved-syllabus-2022.pdf)

Enquiry Question:

One narrative: many beliefs. Why do people interpret things differently?

Disciplinary Focus:

Theology

Big Questions:

What could 'narrative' be referring to?

What narratives are key to the development of Jewish tradition?

Where do Jewish beliefs come from?

What do you know about the Torah?

To what extent is there diversity in the reasons that the Torah is important?

How do dietary laws impact a Jew's life?

How have expressions of Judaism changed over time?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<p>LO: to understand how a narrative can be interpreted differently.</p>	<p>Introduction – ‘Previously On’ – what do the children know and what are they able to recall about Judaism already. Refer to Judaism ‘Core Knowledge Summary Table’ for Key Stage 2 to guide this.</p> <p>Starter – Either read a story (e.g. <i>Duck Rabbit</i> by Amy Krouse Rosenthal or <i>The Tale of Two Beasts</i> by Fiona Robertson) or share some common visuals that might be interpreted differently. Discuss how, in each example, it is possible for two people to be looking at the same thing but interpreting it differently.</p> <p>Input: Introduce this unit’s enquiry question and unpick the terminology – narrative, beliefs, interpret – in the context of religion and, more specifically, Judaism, what might ‘narrative’ be referring to? Display key terminology and/or create a glossary for the Working Wall.</p>	<p>Task: Choose a story from the Old Testament/Torah that is open to different interpretations – recap what the Torah is and why it is important to Jewish people – informed by ‘Previously On’.</p> <p>Read the story allow and allow children to explore – use of drama, plot points, story mapping. What do the children think the moral of the story is? Children to snowball into nine groups, share their moral with their group and negotiate to agree on one.</p>	<p>Plenary: ‘Diamond 9’ – share the nine morals agreed on – each group to rank. If we’ve all read the same story, why do we have different views on the moral?</p> <p>Discuss how this enquiry question could be linked to Judaism.</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lessons 2 & 3	LO: to understand where Jewish beliefs come from.	<p>Starter: Watch the following film clip: https://www.natre.org.uk/resources/termly-mailing/inspiring-re/jewish-people/why-is-the-torah-so-important-to-jewish-people/ <i>'My Life, My Religion – The Torah'</i> Children to reflect on what it means to be Jewish through the eyes of the child in the film clip.</p> <p>Input: Recap how for Jews, the Torah is a 'map of life', which provides guidance or requirements for the journey of life. It is more than just a text, it is a way of life. Within the Torah, there are 613 commandments (mitzot) and the most important of these are the Ten Commandments, forming the foundation of Jewish belief. Discuss where the children have encountered the Ten Commandments before. Explain that within the 613 mitzvot, there are some positive ('do this') and some negative ('don't do this').</p>	<p>Task: Children to work collaboratively to highlight and explore extracts of the Torah that link to the commandments, including food laws and laws about how to live.</p> <p>Further Challenge: children to reflect on the challenge of keeping to such strict laws and why they think Jews follow such strict rules – perhaps opportunity for further research into this.</p>	<p>Plenary: Children to reflect on similarities and differences between Jewish beliefs and ways of living and Christian beliefs and ways of living – Venn diagram?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 4	LO: to understand the importance of the Torah for Jewish people.	<p>Starter: ‘Commandment Bingo’ – children to work in pairs to write one of the 613 commandments in each of the six squares on a bingo grid. Further challenge to include three ‘positive’ commandments and three ‘negative.’</p> <p>Input: Introduce the objective and explain that today, we are going to build on our learning from last lesson about where Jewish beliefs come from.</p> <p>Show nine covered boxes, either on the board or under the visualiser and explain that in each box is one reason that the Torah is important to Jewish people. How many of these are the children able to come up with? Use this as an AfL opportunity to inform how heavily the main task is scaffolded. Once the boxes have been uncovered, discuss which reason the children think is most important to Jewish people and why.</p>	<p>Task: Children to rank the reasons in order of importance using a ‘Diamond 9’ – with the reason that they think is most important to Jewish people at the top and the least important at the bottom.</p> <p>‘I put ... at the top of my diamond because ...’ ‘I put ... at the bottom of my diamond because ...’</p> <ul style="list-style-type: none"> A. Contains the Ten Commandments B. Tells Jewish people about the laws C. Contains the history of the Jewish religion D. Gives Jews guidance on how to live E. Outlines the food that Jews can and can’t eat F. Is the word of God G. Outlines Jewish belief in God and the basis of their faith H. Explains why the Jews are the Chosen people I. Gives Jewish people a sense of identity and common belief 	<p>Plenary: Q- How and why might there be diversity of belief in why the Torah is important?</p>

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 5	<p>LO: to explore the three main different branches of Judaism.</p> <p>Use of AfL to recap the meaning of the Shabbat and Jewish traditions, beliefs and practices common to all branches of Judaism as necessary.</p>	<p>Starter: introduce the three main different branches of Judaism – Orthodox, Conservative and Reform – and explain that since Judaism originated over 3,500 years ago, different traditions, beliefs and practices have developed. Some continue to observe the Torah fully, others less closely.</p> <p>‘Jigsaw’ – divide the children into groups of six and within those groups, three pairs. Each pair to define one word – orthodox, conservative and reform – in one sentence. Each group to work collaboratively to create a glossary.</p> <p>Input: show a continuum on the board – or invite two children to hold one end of a length of ribbon each. One end to represent Jewish people that observe the Torah fully, the other end to represent Jewish people that observe the Torah the least fully.</p> <p>Q- In what ways might some Jewish people observe the Torah more fully than others? Why might this diversity exist?</p> <p>Show the following statements on the board:</p> <ul style="list-style-type: none"> • Prayers are shorter and some are read in English rather than Hebrew alone. • All prayers are read in Hebrew. • Men and women sit together in the synagogue. • Men and women sit separately in the synagogue. • In 1985, the first female rabbis were ordained. <p>Where along the continuum do the children think each of these practices should be positioned? Which do they think reflects the closest observation of the Torah? The least close?</p>	<p>Task: Children to work in mixed-ability pairs to create ‘tabletop continuums’ – dry wipe pens on tables using metre-long continuums with ‘fullest observation of the Torah’ at one end and ‘least full observation of the Torah’ at the other.</p> <p>Give each pair a set of traditions, beliefs and practices for each branch of Judaism without identifying which they come from – children to add these along their tabletop continuum.</p> <p>Include images from the Jewish Museum Inclusive Image Library where linked: https://jewishmuseum.org.uk/schools/in-the-classroom/inclusive-judaism/imagelibrary/</p> <p>Further Challenge:</p> <p>Q- How have expressions of Judaism changed over time? How does this link to our enquiry question?</p>	<p>Plenary: Give children a list of traditions, beliefs and practices for each branch of Judaism – how close are those linked to each branch on their continuum?</p> <p>GPC: how does this continuum link to the Christian metaphor of warm fires and open doors?</p>

Celebration of knowledge and skills gained (opportunities for assessment):

- Children to apply their understanding of the diversity in interpretation of beliefs within the global community of Judaism in the context of Jewish food laws. Draw together all learning from this unit to respond to the enquiry question – exploring this across different religions for a further challenge.

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 6	LO: to explore interpretations of Jewish food laws.	<p>Starter: 'Kosher' word association – give each pair a 'word association wall' with the word 'kosher' shown at the centre. Applying their knowledge and understanding from this unit so far, children to work with their partner to add words to the surrounding bricks.</p> <p>Input: Using the input as a starting point, refer back to the commandments explored earlier in this unit to explain that in Hebrew, 'kosher' means 'fit' or 'proper'. Kosher food is any food fit for consumption by Jewish people and the laws of kosher define which food a Jewish person can and cannot eat, how they should handle certain foods and which combinations of foods Jewish people should avoid: https://www.chabad.org/kids/article_cdo/aid/926235/jewish/What-Is-Kosher.htm</p> <p>Q- How much diversity do you think there is in how closely Jewish people follow the rules of kosher food? Why?</p>	<p>Task: Children to create a guide to running a kosher kitchen – this could take the form of a list of instructions or 'do' and 'do not'. Either allow children to carry out own research or provide them with a list of websites to guide their research. For example: https://bje.org.au/knowledge-centre/explained-for-kids/keeping-kosher/ https://www.chabad.org/kids/article_cdo/aid/926235/jewish/What-Is-Kosher.htm Kosher foods - KS2 Religious Education - BBC Bitesize</p> <p>Further Challenge: Why might restaurants like McDonalds want to provide Kosher food?</p>	<p>Plenary: Return to the enquiry question for this unit: <i>'One narrative, many beliefs: why do people interpret things differently?'</i> Children to draw on their knowledge and understanding from this unit to respond to this question.</p>

		Skills and Knowledge
Some children will:		<ul style="list-style-type: none"> Consider and discuss questions about the importance of global religious communities in the world today. Give one example of how people interpret things differently in worship, celebration of festivals, living practice and within the global community of Judaism.
Most children will:		<ul style="list-style-type: none"> Explain examples of beliefs and reasons why these beliefs make a difference to how people live Express understanding of ways in which beliefs are interpreted differently and put into action within religious communities.
Some children will progress further and will:		<ul style="list-style-type: none"> Give reasoned examples of why and how people interpret things differently with the Abrahamic tradition (Christianity, Judaism, Islam)