



Burning bush , by Samuel, age 6

TITLE:
What stories about Moses do Jewish and Christian people love to remember?

YEAR GROUP: 2



Moses at the red sea by Jack, age 10

RE Today
Non-statutory
exemplification

Wolverhampton
SACRE

RE Guidance: Non-statutory exemplification

What stories about Moses do Jewish and Christian people love to remember?

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About this unit:

This is a unit about Jewish stories of Moses, which are also holy to Christians. Children learn about Judaism through exploring the main question, what stories about Moses do Jews love to tell? From the baby in the bulrushes, the burning bush, the Passover and Exodus and the Ten Commandments, children learn to explore Jewish ideas and celebrations in modern Judaism through active learning, the development of a rich knowledge of Judaism and personal engagement with big ideas from the stories..

This unit enables pupils to explore, question and respond to the stories, teachings and experience of contemporary inspirational people, leaders, texts, music and the influence of these on the individual. The focus is on developing learners understanding of what makes a good leader, the life of Moses is an example.

The teacher's role as a storyteller is important. Great teaching might here be nothing more than finding five exciting ways to tell 4 great stories and letting the children be imaginative in what follows. One way of doing this, using two lengths of cloth, is described, but there are endless ways of telling stories well.

Where this unit fits in:

This unit will help teachers to enable quality learning in RE by providing them with well worked examples of teaching and learning about stories of Moses and their importance in the Jewish community. Pupils will be enabled explore, question and respond to the life and work of an inspirational leader from the Jewish religion and enjoy some great interactive storytelling. They will be able to think about what makes a leader.

Themes: Story, Believing, Belonging

Estimated teaching time for this unit: 7-8 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 7 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

KEY STRANDS ADDRESSED BY THIS UNIT

- Beliefs, Values and Teaching
- Religious practices and ways of life
- Questions of Identity, Diversity and Belonging
- Questions of Values and Commitments

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly aware of what they enjoy in a story;
- **Respect for all** by developing a willingness to learn from a religion they may not be part of;
- **Open mindedness** by thinking about God and about ancient stories;
- **Appreciation and wonder** by developing their capacity to respond to stories with a range of emotions.

Knowledge and skills progression: Prior learning

This describes previous learning, experience and skills that might be helpful to pupils who are undertaking the unit, and expresses the main ways the syllabus sequencing intends to enable pupils to make progress lesson by lesson and unit by unit. In this unit pupils will build on learning about Jewish and Christian belief and story from earlier in the key stage adding examples from stories of Moses. Accurate remembering and recall activities will help pupils to build and progress their understanding.

The unit will provide these opportunities

Pupils have opportunities to hear excellent storytelling about Jewish and Christian faith, and talk about it for themselves. They will be able to think about their own experiences and views in relation to questions of beliefs and community

Background information for the teacher:

For Jewish people, Moses and Abraham are the greatest leaders, each having a claim to be the founder of the faith. Stories of the great 'Patriarch' Abraham and of the liberator from slavery Moses are part of the Torah, the 5 key books of Jewish scripture. The stories of Moses are celebrated and remembered in festivals. This unit focuses on Jewish uses of the stories, but teachers might note and point out that Moses is a very important figure on Christianity and Islam as well as to Jewish people. They are great stories too: the recurrence of versions of the story in published books – for children and adults – and in film and video is testimony to the abiding power of these narratives, not only for Jews. This is one reason why it is good to tell children these stories in Infant RE.

Christians hold that these stories are sacred as well, and look upon the Patriarchs as heroes of faith in ancient times.

The last page of this unit has a single page summary of the stories on it. There are many, many versions published. The Bible is a good source too of course.

Vocabulary + concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions: Judaism God Jewish Judaism Bible Torah Tenakh</p> <p>Religious studies: Holy Book Miracle</p> <p>The language of shared human experience Freedom Bravery Trust</p>	<p>Teachers might use:</p> <p>Web:</p> <ul style="list-style-type: none"> The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people. 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 BBC Bitesize RE for KS1 is also a good starting point: https://www.bbc.co.uk/bitesize/subjects/zxnygk7 The best gateway for RE sites is: www.reonline.org.uk TrueTube has some useful video for RE at KS1: https://www.truetube.co.uk/list?content%20types=film&keystages=key%20stage%201&page=18 You can find and use searchable sacred texts from many religions at: www.ishwar.com Good quality information and learning ideas on Christianity: http://request.org.uk/restart/ The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk Music for RE from Fischy Music is very useful for Christianity and for all aspects of wellbeing and SMSCD: https://www.fischy.com/ <p>Film and video</p> <ul style="list-style-type: none"> Testament: The Bible in Animation has a great version of the Moses stories (on YouTube) Jewish stories can also be found at http://www.sln.org.uk/storyboard/ Online searchable sacred texts from different religions at: www.ishwar.com Extracts from 'The Prince of Egypt' This 1998 Dreamworks film has a 'U' for all rating, but teachers should choose carefully some short extracts – there are some scary bits! It is now easy to buy cheaply on DVD. <p>Books Teachers might use:</p> <ul style="list-style-type: none"> 'Leaders & Followers' Exploring a theme series from RE Today Publications River Baby: The Story of Moses By Betty Smith ISBN 071882492X Lion Storyteller Bible – Bob Hartman (Lion ISBN 0 7459 3607 The Ten Commandments for Children – Lois Rock (Lion ISBN 0 7459 3055 7) <i>Faith Stories</i> (Developing Primary RE Series), ed. Joyce Mackley, RE Today, ISBN 978-1-904024-23-1: http://shop.retoday.org.uk <i>Sacred Stories</i> (Exploring a Theme), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-11-9: http://shop.retoday.org.uk <i>Exploring Celebration</i> (Exploring a Theme), ed. Joyce Mackley, RE Today: http://shop.retoday.org.uk <i>Opening up Judaism</i>, ed Fiona Moss RE Today: http://shop.retoday.org.uk Peace at Last by Gill Murphy or equivalent story. Faiths & Celebrations (CD), contains six talking reference books, Sherston Publishing: www.sherston.com Festivals 2 (DVD), Child's Eye Media Ltd: http://shop.retoday.org.uk Two candles Burn by Stephen Melzack is available from RE Today Services <p>Artefacts:</p> <p>Religious artefacts for Judaism are available to purchase from:</p> <ul style="list-style-type: none"> Articles of Faith (Tel: 0161 763 6232) www.articlesoffaith.co.uk Religion in Evidence/TTS (Freephone 0800 137525) http://www.tts-group.co.uk/shops/tts/Range.aspx?nguid=668be86d-80f1-471e-b2e7-20c7b98280ee

Contributions to spiritual, moral, social and cultural development of pupils

Opportunities for **spiritual development** come from thinking about the place of God in these Jewish stories

Opportunities for **moral development** come from thinking about slavery and freedom in the stories

Opportunities for **social development** come from working together in a team

Opportunities for **cultural development** come from thinking about stories from a range of cultures.

EXPECTATIONS: At the end of this unit:

All pupils working towards the expected outcomes will be able to:

- Recall Jewish stories from the Hebrew Bible (Torah/Tenakh)
- Use some religious words to talk about the stories
- *Talk about what they find interesting and puzzling in the stories*
- *Express own ideas about stories of bravery, kindness and friendship from the Bible and Judaism.*
- Recognise that Holy books contain stories that are special to many people.
- *Talk about their own experiences and feelings linked with these stories*

Many pupils working at the expected outcomes will be able to:

- Retell a story of Moses
- Ask thoughtful questions in relation to the stories and suggest some answers.
- Suggest some meanings in the stories for Jewish people
- Identify characters in the stories and answer simple questions about what the person was like
- *respond sensitively to ideas like bravery, freedom, working together or trust in the story.*
- *Think for themselves about why these stories have been so popular for 3400 years*

ASSESSMENT SUGGESTIONS

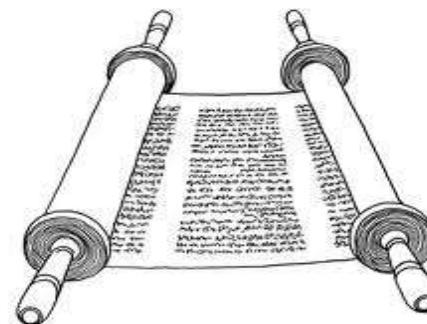
A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.

The activity in the last lesson makes a good assessment task if you need one:

- Ask children to choose their favourite bits from each story. You could use the 'choose one idea from 3' activity. Set up three zones and ask children to run to the one they agree with. What bit of each story did they like best?
 - When Mum put the baby in the river / when the princess found the baby / when Miriam got her own mum a job as a nurse!
 - When the bush burned / when Moses heard God speak / when Moses went back to Egypt
 - When the Dreadful Angel came / when the people escaped / when the sea parted
 - When the people walked through the desert / When Moses disappeared up the mountain / when Moses got the Ten Commandments.
- Ask children which of these three words they think fits Moses best:
 - Baby / Runaway / Leader
 - Scared / Ordinary / Brave
 - Good listener / Good Fighter / Good Lawgiver
 - Strong / weak / trusting
- And who was the hero of the story:
 - Miriam / Pharaoh / The Princess?
 - God or Moses?


Key questions	LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
<p>What are our favourite stories?</p> <p>Why do we think some stories have lasted 3400 years, thirty four centuries? (This is the time when Moses' stories were first told: probably about 1400 BCE)</p>	<p>Pupils should be able to:</p> <p>retell religious stories about Moses that led people to admire and follow him.</p> <p>begin to show awareness of similarities in Christianity and Judaism noticing that stories of Moses are important for Jews</p>	<p>What makes a good story?</p> <ul style="list-style-type: none"> • Introduce idea of a story by starting off a story 'Once upon a time.' Ask children what will follow. Briefly tell different types of story e.g. from personal experience, from history, a fairy tale, from the Bible. Ask children what have these good stories all got in common? Which ones are true and which are made up? Discuss with children what makes a good story, why people like stories, and what makes some stories special. • Tell them that in this unit they are going to listen to and discuss stories that are special (sacred) and in every lesson some special music will be played at the beginning to show that it is a special story. Ask children can they remember any special stories from the Bible • Children to draw a picture of a Torah Scroll and choose two words from the list to remind them what it is about: List: Holy / Scroll / Moses / Jewish / Stories / Exciting / Special. Ask them to say in circle time which words they chose and why. <p>Judaism</p> <p>Why was Moses a good leader?</p> <ul style="list-style-type: none"> • Play the circle game '2,4,6,8, who do I appreciate'. After saying the name of someone in the class they say something good about that person: "I appreciate Carly because she is kind". "I appreciate Callum because he is good at running." "I appreciate Darren because he smiles a lot." Discuss having friends, being a good friend. Tell the children that Jewish people teach that God called Moses His friend. • Introduce the stories you are going to tell by talking about what sort of person Moses was: Use words like: Humble, strong personality, prayerful, persevering, aware of his own weaknesses. Children could then draw (and choose or write single words) about one of their friends. 	<p>Pupils can: Talk about their favourite stories and some other people's favourite stories (All)</p> <p>Identify why they appreciate a friend or classmate (All)</p> <p>Remember that Jewish people have Moses as their great leader in history (All)</p> <p>Respond sensitively to the ideas and comments of other children about stories of Moses (Many)</p>	<p><i>Have some Jewish music to play to introduce your 'story time' in each of these lessons.</i></p> <p><i>Use two x 2 metre lengths of bright red and bright blue cloth – these can be bought for a few pounds, and used throughout and beyond the unit. In this first lesson, hang them from the ceiling like a canopy and sit under them for the lesson.</i></p>



<p>Why did baby Moses float down the river?</p>	<p>Pupils will learn: The Jewish story of how baby Moses was rescued from the river by the Princess of Egypt</p> <p>They will think about why this story is especially important for Jewish people.</p>	<p>Story 1: What happened to Moses after he was born? (Exodus Chapters 1-2)</p> <ul style="list-style-type: none"> • 3400 years ago Jewish people had been slaves in Egypt for hundreds of years. The Pharaoh was alarmed that there were too many Jewish people: so he made a very evil law, that Jewish baby boys should be killed! When Moses’ mum had her baby, she decided to hide him, to keep him safe. But when he was a little older he was so noisy that she could not hide him anymore. She put the baby in a basket, and floated him on the river Nile. His big sister Miriam watched what happened. As the basket floated down the river, the Princess of Egypt who was bathing saw it. She rescued the baby, and decided to adopt him. Miriam asked her if she would like a nurse for the baby, and she chose his actual mother to be his nurse. So that worked out very well! • Lay out your strip of blue cloth on the classroom floor like a river. Sit around it to tell this story. Have a little wicker basket with a doll in it if you can to ‘float’ on the river. Do you have a figure you could use for the princess, or would children play the parts of the princess and Miriam? • Use the piece of red cloth to dress up one of the children as the Princess. She comes to the river to bathe, and finds baby Moses. Choose someone who speaks well for this role, and ask her as the story unfolds: how are you feeling? What might you do next? Have you worked out why this baby is in the basket? • Ask the class who is the hero of this story – is it Moses’ mum, or his sister Miriam, or the Princess? Why? • Ask children to talk about and suggest good words to describe what Moses’ life might have been like when he was a tiny baby. And what might it have been like when he lived at the Palace with the princess? • Make individual backgrounds or a whole class collage showing a humble dwelling where the Hebrew slaves lived on one side of the river and the Egyptian palace on other side. Slit the paper horizontally along the river to insert a tabbed Moses basket that can then be moved along from one side to the other. 	<p>I can recall the outline of the story (All)</p> <p>I can talk about what happened to Baby Moses (All)</p> <p>I can retell the story myself (Many)</p> <p>I can respond sensitively to what happened to Baby Moses (Many)</p>	<p><i>This unit selects five self contained stories about Moses. These can all be found in the Bible in Exodus chapters 1-20. There are many more parts and details to the story which can also be used, but these work well.</i></p>
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<p>What did God say to Moses from the bush on fire?</p>	<p>Pupils will be able to ask questions about the feelings and emotions of the story.</p> <p>They will recall or retell the story of when Moses was called by God to be a leader, including rich details.</p>	<p>Story 2: What happened to Moses when he saw a Burning Bush? (Exodus chapter 3);</p> <ul style="list-style-type: none"> • Play your Jewish music for children to get the atmosphere of the lesson. Lay out your piece of red cloth (put a 'bush' of some kind on it if you can), and ask the children to remove their shoes, and stand with their toes touching the cloth for the beginning of the lesson. All sit down together, comfortably. • Talk about different times when we do remove our shoes and the reasons why. Discuss how people of different cultures e.g. in Asia, do this as a mark of respect when they visit people in their homes, also how people of different religious faiths remove their shoes when entering their special place of worship. • Ask some questions to remind the children of the story of Moses the 'River Baby' from last lesson. Tell the story of Moses and the Burning Bush. • When Moses grew up, he could not work out if he was a Jewish boy or an Egyptian prince. After some bad times, he ran away from Egypt, and became a desert shepherd. But one day in the desert he saw a bush on fire, and was amazed that it did not burn up. He went closer, and heard a voice – the voice of God speaking to him from the bush on fire. 'Take off your shoes.' said the voice. God told Moses that he was to go back to Egypt and lead his people the Jews out of slavery and to freedom. Moses felt too shy, scared and useless to do this, but God told him 'I will be with you.' Amazed – and still a bit scared - Moses went back to Egypt and told Pharaoh that he must free the Jewish slaves. • Ask the children to make the red cloth move a little by taking an edge in a finger and thumb and lifting gently up and down. Fire moves like this too. • Talk about why a fire might be a good symbol for God – identify together some of the characteristics of fire – gives warmth - keeps us alive; can be used to cook (feeds us); burns (it's powerful – we need to be careful – treat with respect); you can feel it; lots of different colours and shapes etc. In what ways might God be like fire? Use tissue paper cut into flame shapes to make fire collages, write some words around the fire that describe both fire and God: strong, powerful bright, light, dangerous (?)... • Talk together and decide some reasons why for God picked Moses to lead the Israelites out of captivity in Egypt. Children could suggest how Moses might have felt when he realised God was choosing him to go back to Egypt. What questions might he have wanted to ask God? What might he have wanted to do? What did he actually do? What gave him the courage to do this difficult thing? Ask children to suggest times when they have been in a new situation or facing a hard challenge – how did they feel – what or who helped them? 	<p>I can recall the outline of the story of the Burning Bush (All)</p> <p>I can talk about what happened to Moses when God spoke to him (All)</p> <p>I can retell the story myself including rich detailed knowledge (Many)</p> <p>I can respond sensitively to questions about God with ideas of my own (Many)</p> <p>I can suggest simple meanings for symbols such as flames (Many)</p>	<p>The literacy strategy asks pupils to learn from stories from a range of cultures. These Jewish stories are suitable for work in literacy as well as RE</p> <p>Choose your own music, but this is a starter: https://www.youtube.com/watch?v=hmsykcOWbhE</p>
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<p>How did Moses lead his people to freedom?</p>	<p>Pupils will learn:</p> <p>To think for themselves about why this story matters</p> <p>To think about freedom</p> <p>To think about God</p>	<p>Story 3: Moses leads God’s people to freedom (Exodus chapters 7-15)</p> <ul style="list-style-type: none"> ▪ Your two pieces of cloth can be used in this story telling activity: hang the blue one up in a doorframe, and sit around the door for the story telling. Tell children it is the door of one family’s house. The red cloth will be a symbol of the sacrifices in the story. Hide it to start with. ▪ Retell the story of the Passover (simple version on the final page of this unit) up to the end of the third paragraph where Pharaoh broke his promise to let the Jewish people leave Egypt. ▪ Set up a Conscience Alley activity. Choose a capable thinker and speaker who volunteers from the class to ‘face Moses’ dilemma’ by walking conscience alley. ▪ Set up an alleyway between desks in the class, maybe using your blue cloth and stand your volunteer Moses at one end. Set the dilemma- what should Moses do? Before they respond, invite six to eight pupils to join in the drama by coming to stand on one side of the alley to offer reasons that suggest why Moses should ‘give in fighting against Pharaoh and stay as slaves’ and on the other side to offer give reasons why Moses should ‘continue following God and struggling for freedom’. Model some simple ideas yourself and ask the children to think of their own. Maybe mix teacher-led replies with pupils’ own ideas. ▪ The volunteer ‘Moses’ walks the alley, moving from side to side. S/he must ask each adviser ‘what is your advice to me today?’ and listen to the replies. S/he might ask some why questions and other questions too. At the end, S/he waits and thinks while the advisers all sit down again. The teacher can ask the volunteer for their decision, and also to comment on the advice received, whether it was surprising, helpful, thought provoking and so on. The teacher then needs to tell the end of the story. ▪ Use the red cloth to symbolise the lamb’s blood: hang it around the blue doorway when you get to that part of the story. Then when the escaping people come to the red sea, tell the children it wasn’t really red, but get four children to hold the two cloths and ‘wave’ them like the sea. When Moses asks God to open the sea, split the two cloths and get your ‘Moses’ to lead the class through the ‘sea’ on ‘dry land.’ ▪ Tell the children that Moses and the people celebrated their freedom with a song which Miriam (remember her?) led. And for every year since then, 3400 years, the freedom of Passover is remembered with songs and celebrations. More next lesson! 	<p>I can remember my favourite bit of the story (All).</p> <p>I can identify the scary parts of the story (All)</p> <p>I can say who is a ‘good’ person, and who is a ‘bad’ person in the story (All)</p> <p>I can retell part of the story (Many)</p> <p>I can respond sensitively to the story by talking about these words: freedom, God, danger, leaders (Many)</p>	<p>The children could be asked to re-tell the story simply in pictures: give a group of 6 key moments in the story, and ask hem each to make a small drawing one of the key moments. Put the six drawings together in a storyboard.</p>
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<p>How do Jewish people remember the Passover today?</p>	<p>Learn about the 7 symbolic foods that are shared at Passover</p> <p>Think about why this festival has lasted so long and matters so much to Jewish people.</p> <p>Think about the importance of freedom.</p>	<p>How and Why do Jewish people celebrate Passover?</p> <ul style="list-style-type: none"> Remind the children of the Passover story about freedom from last lesson. <p>Responding to the story through music</p> <ul style="list-style-type: none"> Listen to a piece of Music that shares the story of Passover such as on Two Candles burn by Stephen Melzack or search for Passover or Pesach music. Once the children have listened to some music ask them to work in groups to create a piece of music to show the changing emotions of the story. Where will the music sound jubilant/sad/ angry? <p>Responding to the story every year</p> <ul style="list-style-type: none"> Tell the children that the Jewish people today have a festival specially to remember the Passover (Jewish name: Pesach). Share with the children the key aspects of the Seder meal. Explain that Jews do not eat food with yeast in so they can remember the haste in which their ancestors left Egypt having no time to let their bread rise. Matzot can be bought in many shops. 	<p>Name some Pesach symbols from the seder plate (All)</p> <p>Talk about how one of the foods might help someone remember the story of Pesach (All)</p> <p>Suggest a meaning for two of the symbolic Pesach foods (Many)</p> <p>Suggest three things that matter most to a Jewish person when they are remembering the story behind Pesach (Many).</p> <p>Describe the link between a selection of Pesach symbols and the story of Pesach (Some)</p>	<p>The literacy strategy asks pupils to learn from stories from a range of cultures.</p> <p>These Jewish stories are suitable for work in literacy as well as RE</p>
 <p>A Seder plate – use some artefacts and tasting foods for this lesson if you can. The Seder meal uses 7 special foods to symbolise the story of freedom. Tasting always makes a lesson more memorable.</p>	<p>are the different foods on the Seder plate. Explain the symbolism of each item. Use some artefacts for this, and set up a tasting of sweet and bitter food if you can. Sweet freedom after bitter slavery is the theme.</p> <p>Ask the children to work in pairs and focus on one item on the Seder plate</p> <p>What is it?</p> <p>What part of the story does it represent?</p> <p>What does it tell you about how Jewish people felt at the time?</p> <p>Working on the story for themselves</p> <p>Ask each child to choose an idea from the seder plate. Choose from growth and new life, sadness, freedom, sacrifice, hope, slavery or joy.</p> <p>On one half of a paper plate ask children to draw and help them to write a sentence about something that reminds them of this idea e.g. someone that sacrifices for me, something that makes me cry, something that gives me hope.</p> <p>...makes me hopeful/cry etc. because...</p> <ul style="list-style-type: none"> On the other side of the plate draw that part of the seder plate with a sentence to explain the meaning of the food ...the... reminds Jews about... <p>Display and talk about the results of this work.</p>			

<p>What were the Ten Rules that God gave to Moses?</p>	<p>Retell the story from the Jewish Bible about Moses, God and the Ten Commandments</p> <p>To choose one idea from 3 that makes sense of a story, or gives an idea of their own.</p>	<p>Story 4 God gives Moses 10 rules for living (Ex 20.3-17)</p> <ul style="list-style-type: none"> ▪ Tell the story in an imaginative way again. Use Jewish music to introduce it. You could use your red and blue cloths to stand for the tablets on which Moses brought the Commandments to the people – a fairly simple way of doing this is to project the words onto the cloths hung from the ceiling. ▪ The book ‘The Ten Commandments for Children’ is an excellent resource for explaining the ten commandments in child friendly language. ▪ Outline of the story: After crossing the Red Sea on foot, Moses led the freed Jewish people out across the desert. God promised them a land to live in. On the way, they came to the Mountain of God, and Moses went up the mountain to listen for God’s voice. He heard a message from God that gave him 10 Commandments. God said that if the people, would obey these rules, then He would care for them. The Commandments were written on stone blocks. Can you guess what they were? ▪ 3400 years later, lots of people – Jews, and some people called Christians and Muslims – still think the Ten Commandments are important today. <p>Choose one idea from from three.</p> <ul style="list-style-type: none"> ▪ Talk about school/class rules e.g. Golden Time: - be kind, be honest, be helpful. Give children three choices and ask them to run to a corner to show which answer they like best. These examples can be added to: <ul style="list-style-type: none"> ○ Is it more important to be kind to family, friends or animals? (Moses’ rules were about kindness – of course all three matter) ○ Which is the best rule: no stealing, no killing or no lying? (All three of these were in Moses’ 10 Commandments) ○ Is it good to love your friends, your parents or God? (One of Moses rules was about loving God, one about loving the family) ○ Is it more important to have lots of money, to share your money or to keep your money? (one of Moses’ rules is about not being jealous of other people’s things) ▪ Children could work together on posters to illustrate some of the ten rules. E.g. draw pictures to show ways in which they could honour their parents, or worship God, or show care for other people, or be truthful, or rest once a week, or not be jealous of other people’s things. 	<p>I can remember a part of the story (All)</p> <p>I can retell the story of the Ten Commandments (Many)</p> <p>I can suggest what some of the different commandments mean (Many)</p> <p>I can respond sensitively to making a choice about what is good, suggesting a simple reason for my idea (Many)</p>	<p>The literacy strategy asks pupils to learn from lists and instruction in Y1. The Commandments could be an example of both!</p> <p>The Ten Commandments will be a focus for work in later years in RE too, and there are lots of links to SEAL, PSHE and other aspects of the curriculum.</p> <p>Keep it simple in this unit.</p>
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<p>What stories about Moses do Jewish people love to tell? Why?</p>	<p>Express their own ideas about stories of bravery, kindness and friendship from the Jewish Bible and consider how they might show the same qualities in their own lives.</p> <p>Be creative about the stories they have learned.</p>	<p>Recapping and remembering the work. Use the BBC Religions of the World clip on this story to remind children of the whole story. https://www.youtube.com/watch?v=RdSQT7DS1ll There is a knowledge quiz to go with this and some learning activities at the end of the unit.</p> <p>What have we been learning from Moses? This part of the work should bring the ideas and learning from the unit together.</p> <p>A big picture</p> <ul style="list-style-type: none"> ▪ Create a big picture of Moses to go on the wall – you could draw round a child, or ask the children which teacher they think should be drawn round to make Moses? All the class contribute to making the picture lovely – colouring, collaging, cutting out. Can you use the blue and red cloths again? ▪ Can they choose ten words to remind them of the stories of Moses? Put these words round his head, radiating out. They might choose words like: brave / scared / strong / dangerous / river baby / noisy baby / great leader / sea crosser / bush watcher / law giver / freedom maker / other examples. ▪ If you want to do this, then it is probably good to start before the last session! <p>Four stories remembered</p> <ul style="list-style-type: none"> ▪ Ask children to choose their favourite bits from each story. You could repeat the ‘choose one idea from 3’ activity above. What bit of each story did they like best? <ul style="list-style-type: none"> ○ When Mum put the baby in the river / when the princess found the baby / when Miriam got her own mum a job as a nurse! ○ When the bush burned / when Moses heard God speak / when Moses went back to Egypt ○ When the Dreadful Angel came / when the people escaped / when the sea parted ○ When the people walked through the desert / When Moses disappeared up the mountain / when Moses got the Ten Commandments. ▪ Ask children which of these three words they think fits Moses best: <ul style="list-style-type: none"> ○ Baby / Runaway / Leader ○ Scared / Ordinary / Brave ○ Good listener / Good Fighter / Good Lawgiver ▪ And who was the hero of the story: <ul style="list-style-type: none"> ○ Miriam / Pharaoh / The Princess? ○ God or Moses? 	<p>I can remember some ‘main things’ about Moses (All)</p> <p>I can retell a story from Moses’ life (Many)</p> <p>I can suggest my favourite parts of some of the stories, and give a simple reason why (Many)</p> <p>I can respond sensitively to the stories of Moses and create art work about a part of the story (Many)</p>	<p>There really is no need for children to do a formal assessment in Year 1 RE – but teachers will gain a lot of insight from observing how each child responds to this task: are they following others, or thinking for themselves? Can they say simply why they made their choice?</p> <p>Ask children right at the end why do Jewish people love to tell these stories? Give them time, and they may surprise you with their answers.</p>
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THE PASSOVER STORY:

Simple starting points

For many years – over 400 - the Jewish people had been slaves ruled over by the Pharaoh of Egypt. They were working hard building pyramids and temples and were treated very cruelly. But still the Egyptians feared them. The Pharaoh issued an order that all the newborn sons should be killed. A son was born to a woman called Yocheved. She wanted to save him so asked her daughter Miriam to put him in a basket amongst the reeds in the River Nile, and keep watch. The basket was found by the Pharaoh's daughter who had come to the river to bathe, and perhaps to pray. She took the baby back to the palace and adopted him as her own son. She called him Moses. Miriam suggested that the Princess might like a nursemaid, so Moses' own mother was employed as a nursemaid to the princess at the palace!

As he grew up, treated like a young prince in the palace, Moses saw how the Jewish people suffered, and one day he got into an argument about treating the slaves better. He killed a man he saw beating a slave. He ran away from the palace, afraid and ashamed, and went to live in Midian where he had his own family. Years later, one day, whilst walking in the desert he came across a bush that was burning but did not turn to ash. A voice from the bush spoke to Moses: it was God and He told Moses he must go and ask Pharaoh to free the Jewish people from slavery. God proved to Moses that it really was Him by turning a staff into a snake, and then back again.

The Pharaoh would not let the Jewish people leave Egypt and so God sent down plagues to try and encourage or force him to do so. These included a plague of frogs, turning the water of the river Nile to blood, hailstones and attacks by swarms of locusts. Under the threat of each plague the Pharaoh said the Jewish people could leave, but when the plague had gone he kept changing his mind.

Moses told Pharaoh that if he did not let the people free, then a terrible tenth plague would be brought on the Egyptians and all the first born Egyptians would be killed. The Jewish people were told to put a mark of lamb's blood on their doors to save their first born. The angel of death came and the Pharaoh's own son was killed amongst many others – but none of those whose houses were marked with lamb's blood. The Pharaoh now let the Jewish people free and they quickly packed up a few belongings and fled before the Pharaoh could change his mind. They were in such a hurry that they did not have time to let their bread rise so took unleavened bread with them on their journey.

Moses led the Jewish people out of Egypt. When they reached the Red Sea, with the Pharaoh once again changing his mind and giving chase, Moses touched the sea with his staff and a great miracle happened. The sea parted and the Jews passed through the pathway in the sea and escaped to freedom. They travelled together across the desert to the Mountain where God gave Moses the Ten Commandments, and agreed to care for the people. It was a new beginning for the people of God.

Based on the story in the book of Exodus found in the second book of the Hebrew Torah.

Religions of the World:
storytelling from the BBC for 4–7s in RE

Programme 6: Judaism
The Jewish story of Moses

Background for the teacher

In this programme, children will hear the story of Moses and the Pharaoh. The Hebrew people are set free after being slaves in Egypt. Prayer and trust in God are the simple concepts used to make sense of the story.

They will learn about hard times: for Moses as a baby, and for the people enslaved in Egypt. They will learn about the hopeful idea of the 'Promised Land', described in the Jewish Bible as a 'land flowing with milk and honey'.

The story is a founding story of Judaism and is celebrated annually through the Passover festival, usually called 'Pesach'. Freedom, solidarity, God's deliverance and justice are some of the key ideas.



The famous story of the Burning Bush is about Moses hearing God's voice, giving him strength and power to become a liberator. In Jewish understanding, God is not to be pictured.

Key words: religion, slave, pharaoh, prayer, freedom, trust

Learning idea 1: Slaves

Before you show the clip ask the class to make a list of things we have to do but don't want to. This might include bedtime, school (sometimes), eating up all our food and many more. But tell the children that being a slave was much worse than all of these things put together: the Egyptians made life terribly hard for the Jewish slaves, and they could never do what they wanted. Ask each child to draw a picture of one of the slaves, and write three words to describe how the slave must have felt around their picture. Sad? Trapped? Imprisoned? Upset? Angry? Cross? Make a display.

Learning idea 2: Escaping!

Talk to the children about escaping, and how exciting is it to 'get away'. Play a game in which a volunteer starts in the centre of a loose circle of blindfolded children. They can escape from the circle by moving very quietly through the blindfolded 'guards'. But if the guards hear them, they can use outstretched arms to touch them and stop them escaping. Ask the children what the Jewish people were escaping from in the story, and make a list of different answers.

The quiz

Ask children to watch carefully and see if they can answer the questions. Teams of three are good for this.

1. How many thousands of years ago did the Jewish religion start?
4,000.
2. What do the Jewish people call the land of Israel?
The Promised Land.
3. What was the King of Egypt called?
The Pharaoh.
4. What did the Jewish people pray for?
God's help.
5. Who rescued Moses from the River Nile?
The Princess of Egypt.
6. What did Moses do that made him run away?
He killed an Egyptian guard.
7. What message came to Moses from the Burning Bush?
God said: 'let my people go'.
8. What was the last plague sent to the Egyptians?
The death of the first borns, by the Angel of Death.
9. What did the Jewish people use to paint their doors?
Lamb's blood.
10. How did Moses lead his people across the Red Sea?
He held out his shepherd's staff and God made a way through the water.

Learning Idea 3: Promised Land

Discuss the idea of the 'Promised Land' with the children. A place where people can be free, safe and care for each other. A place where there are lovely trees, and plenty of 'milk and honey', says the Jewish Bible. Ask the children to rest their heads on the desks and close their eyes, and give them a short guided reflection what their Promised Land would be like. Tell them they will be able to draw the Promised Land they have imagined, and when they open their eyes, give them paper and crayons for this. If appropriate, ask them to write a sentence to explain their drawing.



