



Image from: <http://www.wifg.freeserve.co.uk/judaism.htm>

RE Unit 2.5 for Year 4

What is it like to be Jewish?

Support for the Agreed Syllabus

This unit is one of a series of examples written for consultants Lat Blaylock and Julia Diamond-Conway of RE Today Services. Contact Lat or Julia for support and guidance on the syllabus via email: lat@retoday.org.uk Julia@retoday.org.uk

TITLE: What is it like to be Jewish? YEAR GROUP 4

ABOUT THIS UNIT:

This unit focuses on what it is like to be Jewish, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition (recapping work done in Year 2 RE); about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live.

This unit gives the children opportunities to explore how religious practices, artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions. They will gather and enlarge their knowledge of Judaism including some key words.

Estimated time for this unit (in hours) 10 hours.

Where this unit fits in:

This unit develops on what the children have already learnt about what it might mean to belong to a faith tradition in Year 1/2. It specifically builds upon the stories of Moses studied in Year 2 RE – recap this carefully with the class. It also builds on children’s experiences of reading and hearing religious stories and finding meaning from them.

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious beliefs, teachings and sources
- Forms of expression
- Questions of identity and belonging

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- Feeling confident about their own beliefs and identity and in sharing them
- Being sensitive to the feelings and ideas of others
- Exploring the sense of amazement or delight that believers report in worship
- Reflecting on how they can appreciate different ways in which people express their beliefs and what matters most to them

Knowledge and skills progression: Prior learning

Here we describe previous learning, experience and skills that might be helpful to pupils who are undertaking the unit and express 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 story, religion and practice from earlier units in the syllabus and add examples from Jewish life and worship to what they have learned previously. Accurate remembering and recall activities are to be used at the start of the unit, and throughout the teaching, to enable pupils to build and progress their understanding of the religions.

Contributions to the personal development of pupils. The unit enables pupils to develop:

- **Spiritually** by: Learning about and reflecting on their own and others’ beliefs about God and worship
- **Morally** by: Expressing their own ideas about how they think about staying faithful and courageous in stories, in the world and in their own experience
- **Socially** by: Considering how different people express what matters to them in different ways
- **Culturally** by: Promoting respect for all, understanding important stories and practices in different traditions
- Opportunities for development of **British Values** arise from considering values important to Jews at Shabbat and Pesach.

EXPECTATIONS At the end of this unit	I can...
<p>Nearly all pupils will be able to....:</p> <p>Many pupils will be able to...</p> <p>Some pupils will be able to....:</p>	<ul style="list-style-type: none"> • Use religious words to talk about how many Jewish people describe what God is like and how they worship God • Talk thoughtfully about how people show what they believe by how they act • Use religious words to explain why Moses is important to Jewish people and what they learn from him about God • Identify and reflect on qualities they admire in others and how they might follow these influences • reflect on some stories of Moses and begin to express their own understanding of God • Identify rituals and actions of Pesach and explain the meaning of the festival for Jews today. Express their own ideas about the value of hope and freedom. • Explain how Shabbat is important to Jews and reflect on the value of keeping a 'different' day in the week for family and reflection. • Describe and show understanding of some key beliefs of Judaism using suggested vocabulary. • Identify key figures in religious stories, artefacts and festivals and describe how they impact on the life of believers. • describe what inspires and influences themselves and others • Make links between the ideas and values they are learning about in Judaism with Christianity/other religions and their own beliefs/values.
<p>ASSESSMENT SUGGESTIONS:</p> <p>The Impacts: Learning Outcomes in this unit are expressed as 'nearly all pupils', 'many pupils' and 'some pupils', so it will be possible to carry out assessment for learning throughout, keeping track of children's progress on an on-going basis. This should not be discounted if teachers choose to carry out a summative assessment activity.</p> <p>One way of getting pupils to reflect, to reveal their understanding and to express their ideas might include some art work. The process of producing it is part of the process of letting the learning sink in.</p> <p>Ask pupils to imagine that they have been asked to enter two pictures for an art gallery. The theme is "Judaism: ideas and actions". They need to choose an event from a story, or an idea like covenant, promise, Torah, rest or creation to illustrate what they feel is most important in the Jewish tradition. That's "Judaism ideas". For "Judaism actions", they should choose a way in which Jewish people show how that idea is important to them today. This might be an image from the synagogue or a festival, or from the Shabbat service.</p> <p>The two pictures can be quite simple, but they should be accompanied by a few lines to explain why the pupil has selected these moments/ideas as being important to the Jewish tradition and the way Jewish people practise their religion. It is the selection that reveals their understanding. There are many possible ideas and images that could express what matters most to Jewish people.</p>	

<p>Prior learning</p> <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> • Have listened to religious stories before • Used words like these before: Jewish, Judaism, God, sacred, prayer, belief • Looked at different objects and talked about what they might be used for 	<p>Vocabulary In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific to Judaism:</p> <p>Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah</p> <p>Religion in General: Prayer, belief, worship</p> <p>Religious & Human Experience: Questions, mysteries, symbols, divine,</p>	<p>Resources</p> <p>Web</p> <ul style="list-style-type: none"> • The Jewish Museum’s resources for teachers: https://teachersportal.org.uk/schools/ • Primary Judaism resources: http://www.primaryresources.co.uk/re/re_Judaism.htm • A Teacher’s Guide to Judaism: http://www.icjudaism.org.uk/ • Wimbledon Synagogue’s resources for teachers: http://www.wimshul.org/education/school-visits/aditonal-resources-for-teachers/ • The BBC’s a major source for short RE films that can be accessed online and shown free. The new series ‘My Life, My Religion’ includes 30 minutes of clips about Judaism, on the mark for this unit of work. http://www.bbc.co.uk/education/topics/znwhfg8 • New South Wales Board of Jewish Education. Please use the search facility on this site – it opens up a wealth of good information, much of which can be used by pupils in KS2 http://www.bje.org.au/ <p>Starting points for good RE resources</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 religious and spiritual ideas from young people. • The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk Join NATRE for access to over 1500 downloads for your RE. • The NATRE shop is a good place to find and buy quality teacher resources for this unit: www.shop.natre.org.uk • The BBC’s clip bank is a major source for short RE films that can be accessed online and shown free: https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3 • BBC Bitesize RE for KS2 is also a good starting point: https://www.bbc.co.uk/bitesize/subjects/z7hs34j • The best gateway for RE sites is: www.reonline.org.uk • TrueTube has some useful video for RE at KS2: https://www.truetube.co.uk/list?content%20types=films&keystages=key%20stage%202&page=1& • You can find and use searchable sacred texts from many religions at: www.ishwar.com • Cumbria SACRE share their excellent resources for free online – links to dozens of good virtual tours of sacred buildings. https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/ • Artefacts for RE: RE On Demand, https://www.reondemand.co.uk/ and Religion in Evidence https://www.tts-group.co.uk/primary/re/ both supply a range of artefacts and other RE resources from each faith. <p>Practical ideas-filled books</p> <ul style="list-style-type: none"> • RE Today has several series of books for teachers which are full of ideas for active classroom practice. These include: <ul style="list-style-type: none"> ○ Inspiring RE: a book about each religion and about living without God ○ Big Questions, Big Answers: 6 books using different methods to explore religions and worldviews ○ RE Ideas: a series of twelve 32 page classroom books addressing major needs in RE with practical lesson ideas.
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Key questions	LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	POINT TO NOTE
<p>Where, how and why do Jewish people worship?</p>	<p>The synagogue as an important place of worship and community in Judaism</p> <p>The place of the rabbi in guiding and supporting the Jewish community</p>	<p>Recap what pupils know about places of worship and religious leaders. Introduce the synagogue as the place where Jewish people meet for worship.</p> <ul style="list-style-type: none"> • Find out about the work of a Rabbi. • Work out questions pupils would like to ask a Rabbi. Work together to find out the answers to these questions from texts, videos etc. Some questions might be hard to answer clearly, even after research. In these cases, identify the top three or four of these questions as a class and e-mail them to 'Ask a Rabbi' at Rabbi Alex Chapper's site: http://childrensrabbi.com/ or Rabbi Amy Scheinerman's site: http://scheinerman.net/judaism/. If possible, a visit from a Rabbi is even better than having email contact. • If possible organise a visit to a synagogue. Plan activities for pupils to think about and do as they are on their visit (or watching the video/going on the virtual visit) e.g. Ask probing questions for pupils in pairs to work out responses to. Give opportunities for pupils to ask questions and distinguish between those that can be answered from their observations of the building, <i>e.g. where things are and what they are like</i>, and questions about belief and practice which they will want to discuss with religious leaders and members of the community. • Design and make a leaflet/poster/documentary programme as a guide to the synagogue. Set a task which clearly sets out what is expected of pupils e.g. pupils use correct vocabulary and explain the meaning of symbolic objects and how they are used in worship. 	<p>Nearly all pupils can ask good questions during a visit/virtual tour about what happens in a synagogue</p> <p>Many pupils can use religious vocabulary to identify and describe some symbolic objects, actions and sounds found in a synagogue and say how these help Jews worship</p> <p>Some pupils can devise four good questions about the synagogue and in answering them, link to wider concepts such as G-d, prayer and community</p>	<p><i>Leaders and Followers</i> (Exploring a theme series) from RE Today publications Pub 2006. Includes an interview with a rabbi.</p> <p>Ideally, a trip to a Synagogue is best. If a trip cannot be taken, virtual tours are available on the internet. However, these are unable to recreate the first-hand experience that a visit would give.</p>

Key questions	LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	POINT TO NOTE
<p>Why do Jewish people treat the Torah scroll with great respect?</p>	<p>About the Torah and how it is looked after in the synagogue</p> <p>How the Torah is a sacred text for Jewish people</p> <p>Make a connection between a special object for themselves and what is special to Jewish people</p> <p>Recognising the difference between what is special and what is holy</p>	<p><i>Why do Jewish people treat the Torah scroll with great respect?</i></p> <ul style="list-style-type: none"> Ask pupils to reflect on things that are of very special for them/their family. Ask how they would like others to behave when they look at or handle such special objects. Discuss whether there is anything in their home or a relative's home that they are not allowed to touch? What is it? Why can't they touch it? What's so special about it? Discuss why it is important to show care and respect to objects valued by us and other people. Recap pupils' learning in the synagogue and ask if anyone remembers what a yad is. Show a yad or an image of one, and let the pupils examine it carefully. Look at a photo of a Jewish person reading the Torah scrolls, using a yad (lots of images available if you do a Google search for "reading Torah"). Follow up with questions about what the children have noticed, and draw out that the reader was not touching the scroll with their fingers. What was being used? Did you notice that the person's head was covered? Why do you think this is? Introduce and discuss the word 'holy'. Consider how the Torah is kept and used in the synagogue. What did children find out about this during their visit/virtual tour? Show a short video extract such as one from the BBC's selection to illustrate how the Torah is used in worship. Can pupils identify how the Sefer Torah is being treated (eg being carried, bells so everyone can hear it coming, touched with prayer shawls which are then kissed, velvet mantle for protection and beautification that often has meaningful symbols on it, crown on top etc) and why it is treated in this way? Talk about the difference between something being special and being sacred. Recap upon why it is important to show care and respect to objects valued by ourselves and others. Does this change in any way if an object is not just valued but considered sacred? Explain that many Jews believe that the Torah is God's way of communicating with them. The Torah is the scroll version of the first five books of the Old Testament. Many Jews believe the Torah was given to Moses by G-d on Mount Sinai. <p style="text-align: right;">CONTINUED</p>	<p>Nearly all pupils can say that the Torah is the holy book for Jews and why Jewish people treat it in certain ways</p> <p>Many pupils can describe why the Torah is the holy book for Jews and why the words of the Torah are important in Jewish life</p> <p>Some pupils can make links between stories in the Torah and Jewish beliefs. They can make links between the value of keeping promises in their own lives and in the story of the Jewish people and God</p>	<p>When you show the scroll hold it by the rollers not the scroll itself. Torahs made for school use are not produced in the same way as the Sefer Torah, and are made so that children can handle them closely. It is still important to teach them about respect for religious artefacts, and why the actual writing is not touched with fingers.</p> <p>In the narrowest sense of the word, 'Torah' means the first 5 books of the Bible. However, Jews often use the word 'Torah' to encompass all of the Old Testament (and some more texts which are not found within the Christian Bible) which are all holy texts in Judaism.</p>

		<ul style="list-style-type: none"> • Give pupils a range of texts from the Torah in child friendly language – can they a) discern the type/genre of text it is, b) paraphrase what the text is saying. Ensure that texts include poems (eg psalms), commandments (eg 10 Commandments or laws about keeping kosher) and stories (ensure Creation, a story of Abraham, Joseph and his brothers, Noah, part of the Exodus and Moses collecting the 10 Commandments are included here). Discuss pupils’ findings. NB Groups could have different extracts to work on, but they can all be brought into the whole class discussion. • Allow pupils to explore Bibles (including children’s Bibles). Can pupils find other stories they know of within the first 5 books? Discuss which stories pupils have identified – which ones of these are the same as stories they have learnt when studying Christianity or Islam? Explain that although for most Christians, the whole of the Bible is their holy book, for Jews the Torah is the holy book. The 5 books of the Torah and the first 5 books of the Old Testament are the same, so it is for this reason that Jews and Christians share many stories. The New Testament of the Christian Bible is not part of Jewish tradition. The Bible, Torah and Qur’an do have key stories and people in common (see points to note) and this is a good opportunity to discuss these commonalities with pupils. • Read Genesis 13:14-16 to reflect on God’s promise to Abraham. Introduce ‘covenant’. God made a special relationship with Abraham and his descendants (the Israelites) which is known as a covenant (a special agreement). To fulfil their part of the covenant, many Jewish people try to follow G-d’s commandments (which are in the Torah). Explain meaning i.e. commitment and/or a promise. Relate to promises they have made. Use role-play to demonstrate scenes of trust, having faith and commitment in everyday life. 		<p>Judaism, Christianity and Islam are the 3 ‘Abrahamic’ faiths. The same Hebrew books and body of text make up the Jewish Tenakh and the Christian Old Testament, but are very differently understood. For Jews ‘Old Testament’ can have a derogatory sound, as if God’s covenant with Jews has been superseded. Speak about the ‘Jewish Bible’ or the ‘Hebrew Bible’.</p> <p>Sensitivity is needed by teachers. Islam has its roots with Abraham. Muslims believe in all the prophets of the Bible (Old & New Testaments). Muslims see Muhammad as the last and greatest of these prophets.</p> <p>Pupils can find out much information about the Torah from the ‘what we believe’ section of the Jewish Way of Life resource. www.reonline.org.uk/specials/jwol/</p>
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Key questions	LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
<p>Why is Shabbat a special time for Jewish people?</p>	<p>The idea of rest on Shabbat; Shabbat as a day of delight</p> <p>About how Shabbat shows how important the creation story is in the life of Jewish people</p> <p>How stories from the Jewish Bible matter to Jewish people;</p> <p>The place of the Torah in Jewish belief and practice</p>	<p>Why do Jewish people rest on the seventh day?</p> <p>Prepare for the Queen Show pupils a pretend letter from the Queen. The letter should say that the Queen will be visiting their classroom on a specific afternoon over the next few days, that she's looking forward to meeting with the pupils etc. Discuss pupils' reactions and check they understand how important this event is. Together, make a list of what the class must do to prepare for such an important visitor.</p> <p>A day of rest in story and commandments Ask pupils to recall the creation story they looked at when studying what is in the Torah. If pupils do not remember, remind them that on the 7th day God rests – he blesses this day and makes it holy. Explain that this is the reason why Jewish people observe Shabbat (one holy day of rest) each week. Also ask pupils to recall (or introduce if they have not yet seen it) the 4th commandment of the 10 commandments – 'remember the Sabbath day and keep it holy' – another example of the importance of Shabbat being highlighted by the Torah.</p> <p>Ask pupils to thought shower 'work' and 'rest' and discuss what Jewish people mean by these terms on Shabbat. Pupils could complete the 'What Makes Work 'Work'' activity from the Jewish way of Life resource to consolidate their learning.</p> <p>The Shabbat Queen Explain that Shabbat is so special that for Jewish people that it is like a religious holiday each week. It is such an important day that Shabbat can be likened to a very important person – a queen (the Shabbat Queen). Many Jewish people prepare for the arrival of Shabbat carefully – as you would expect someone to prepare if a Queen was coming.</p> <p style="text-align: right;">Continued</p>	<p>Nearly all pupils can talk about some of the things some Jewish families would and would not do on Shabbat</p> <p>Many pupils can describe how Jewish people practise their faith on Shabbat and make a link between why Shabbat is celebrated and the Torah (either the creation story or the fourth commandment)</p> <p>Some pupils can explain what happens at Shabbat, giving reasons for Jewish practise and express their ideas thoughtfully about the pros and cons of keeping Shabbat</p>	<p>Try the song '7 days a week' from Out of the Ark. It talks about what we do on each day etc. http://www.outoftheark.co.uk/songs-for-every-day.html</p> <p>Opening Up Judaism, ed Fiona Moss, RE Today 2011 has many activities linked to Shabbat with accompanying resources</p>

		<p>So houses will be cleaned, beautiful table cloths, cutlery and crockery used on the dinner table, best clothes worn etc. Watch a video showing a family preparing for Shabbat eg http://www.bbc.co.uk/programmes/p0114f7y. Discuss how these preparations were similar to and different from those the class thought of when preparing for a visit from the Queen of England. If time allows, show 'Shabbat Queen' by Rufina Novakov – this image depicts people welcoming the Shabbat Queen. Pupils can put small picture frames on parts of the image. The class can then discuss what is happening in the chosen part of the picture and any symbolism there.</p> <p>Shabbat – Friday night Set out a table as it would be set up in a Jewish family on a Friday night – wine, candles, 2 loaves of challah bread etc. Invite a Jewish visitor to demonstrate the main parts of the Friday night ceremony in a Jewish household or demonstrate/role play these with pupils in the class if appropriate. Include the lighting of the candles, blessing the children, husband praising his wife, kiddush prayers and wine, challah, eating a meal, singing songs.</p> <p>Shabbat – In the Synagogue Remind pupils of the video they saw of the Torah scrolls being taken from the ark on Shabbat. This will take place on a Saturday morning (which is also part of Shabbat – Jewish days start in the evening, so Shabbat lasts from Friday evening to Saturday evening). Once the Torah scrolls have been removed from the ark, part of them will be read in the Synagogue - ask pupils which parts of the Torah they know of that might be read in the Synagogue on Shabbat. Their answers might include certain stories, 10 Commandments, laws of kosher etc.</p> <p>Spending time on Shabbat Ask pupils to think of something they very much enjoy doing that a Jewish person might do to 'rest' on Shabbat when they are not in the Synagogue or taking part in religious ceremonies. Their answers might include spending time with friends and family, reading, playing, talking, learning, eating. Pupils should consider how a day focused on these sorts of activities can be special.</p> <p style="text-align: right;">Continued</p>		
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		<p>Think back to pupils' initial ideas about 'rest' and compare these with how a Jewish person would spend their time on Shabbat. Pupils who are able to could think for themselves about the pros and cons of keeping Shabbat as a Jewish child of their age.</p> <p>Watch a video (perhaps from the Jewish Way of Life Resource) or speak to a Jewish visitor about Jewish attitudes towards keeping Shabbat. If pupils have weighed up the pros and cons for themselves, does the video or visitor help to change their mind at all?</p> <p>Extending learning</p> <p>a) Share Jewish poems about Shabbat. A Google search will find you a selection. Learn Hebrew phrases that are commonly used on the Sabbath, e.g. Shabbat Shalom, Good Shabbos / songs that may be sung.</p> <p>b) If possible invite a member of the local Jewish community into school to share with the pupils what Shabbat means to them.</p> <p>c) There are several clips on the BBC website to do with Shabbat. Using these will hopefully make Shabbat 'come alive' for the pupils and reinforce what they have understood so far. Reinforce that Hebrew is a holy and special language for Jewish people.</p> <p>d) Ask children to produce an advert for Shabbat. This could be a written/drawn version, or they could act out a 20 second TV-ad to recommend Shabbat to non-Jewish people as a valuable and refreshing way to spend your Saturday</p>		
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Key questions	LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	POINT TO NOTE
<p>Why is Moses important to Jewish people today and what do they learn from him?</p>	<p>Moses as key figure in Judaism past and present.</p> <p>Stories of God's faithfulness to his people, as revealed in the story of the Exodus</p> <p>That key stories and events in the Torah affect Jewish practice today.</p>	<p>These lesson ideas recap and build upon the unit from KS1 in Year 2 where pupils learned about 4 stories from the Jewish Bible about Moses. Remind and recall key information with the class.</p> <p>Mystery artefact Place a seder plate in a bag but do not show pupils or tell them what is in there. Give each team of 3-4 pupils a sheet of paper. 1 pupil from each group has 10 seconds to look in the bag and then go and draw as much as they can remember onto their group's piece of paper. Once they have drawn everything that they can remember, the next group member comes to look in the bag for 10 seconds before returning to add what they can to the first person's drawing. Continue until each team has a completed likeness of the plate. Allow them time to decide what they know about the plate and what they would like to know. Explain to the pupils that they are going to learn a story from the Torah and think about how many Jewish people today remember it regularly. They will also find out how the seder plate helps Jewish people to remember the story.</p> <p>Moses: Introduce Moses as a key figure in Judaism. In groups or whole class - mind map the name Moses to identify what pupils already know about him. Remind pupils that they learnt a little bit about Moses when looking at the Torah. Together, go through some of the key stories from the life of Moses: (as found in the 2nd book of the Torah).</p> <ul style="list-style-type: none"> • Moses as a child of a slave in Egypt; his life as a prince of Egypt and decision to stand up for the slaves; Burning Bush when God called Moses to return to Egypt to free the slaves from captivity; the escape from Egypt following the Passover events; Moses as a leader; the Ten Commandments. <p>Carry out at least 2 of these activities linked to some of the key stories:</p> <ul style="list-style-type: none"> • Why did the Jews leave Egypt? A sorting activity Provide pupils with cards to sort out in small groups to consider a range of reasons for leaving, include some red herrings. Include cards that refer to the Israelites as God's chosen people + God's promised love and care for them from the time of Abraham (Covenant). Pupils report back to the class. <p style="text-align: right;">Continued</p>	<p>Nearly all pupils can retell the main parts of the story of the Exodus and Moses' role in these events</p> <p>Many pupils can describe what happened at the Exodus and make a link between this story and Jewish beliefs about God</p> <p>Some pupils can communicate thoughtful ideas of their own about what made Moses a special leader and what they story of his life shows about G-d</p>	<p>A unit which only focuses on the Moses story will not meet the intended Impacts: Learning Outcomes – this unit is about what it is like to be Jewish today. Plan a balanced programme to include activities to get pupils thinking about the impact of the words and actions of Moses on Jewish people today</p> <p>Developing Primary RE: Special Times ed J Mackley pub RE Today Services 2004 has an extended section on Pesach</p>

		<ul style="list-style-type: none"> • Questions Revisit Moses and the Burning Bush. Read or show video extracts of the story e.g. <i>Prince of Egypt</i>. Use drama to draw out the feelings of Moses when he met with God. Discuss what these stories reveal about what God is like – e.g. powerful, faithful to his promises. Work out some questions Moses might want to ask God at this time. Work out some questions that pupils themselves would like to ask Moses, or a Jewish person today, about this story. • Leaving Egypt Discuss what slavery would have been like. What restrictions would have been put on the slaves e.g. not being free to choose what to do with your own time, not being able to worship God in the way that you chose, not being able to keep your baby boys, not being able to have your meals where and when you wanted etc. Think of how vulnerable the slaves were. Consider how pharaoh and the Egyptians might have been vulnerable too. • Create 2 conscience alleys - 1 for pharaoh and the other for Moses. Moses' conscience alley: The pupils on one side of Moses' conscience alley should give reasons why Moses should continue to follow God's will and try to get the slaves released, the other side should give reasons why Moses should give up and leave the Children of Israel as slaves. Once a pupil has walked down the alley listening to all the advice, s/he weighs up what s/he has heard before making and stating a final decision on what Moses should do. Pharaoh's conscience alley: The pupils on one side of Pharaoh's conscience alley should give reasons why Pharaoh should keep the Children of Israel as slaves, the other side should give reasons why Pharaoh should let them go. Once a pupil has walked down the alley listening to all the advice, s/he weighs up what s/he has heard before making and stating a final decision on what Pharaoh should do. • Exodus Story Arrange class into 5 or 6 groups and give each one a part of the story (taken from a children's Bible) Ask them to identify the key moment in their section and produce a 'freeze frame' of the moment that will be 'performed' next lesson. Recreate the story with each group showing their freeze frame in sequence – with freeze frame characters being questioned by the rest of the class about how they are feeling and what is happening at the time. 		
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Key questions	LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	POINT TO NOTE
<p>Why is Pesach important to Jewish people?</p>	<p>The story of the exodus from Egypt</p> <p>Ways in which Jewish people recall the Exodus through celebration of Pesach today</p>	<p>Pesach: What happened at the first Pesach? (Passover)</p> <ul style="list-style-type: none"> Recap the story of Pesach. Focus on the story of God’s deliverance of the Hebrew people from slavery by God. <p>How is the Exodus remembered at Pesach today?</p> <p>Explain that Jewish people remember the story of the Exodus every year through celebrating the festival of Pesach. Research the ways in which Pesach is prepared for and celebrated in Jewish homes. This may be through use of videos, internet, books, Jewish visitors and so on.</p> <ul style="list-style-type: none"> Ensure that pupils understand why Jews do not eat food with yeast in at Pesach and look at food boxes (e.g. matzot) to see whether they are kosher for Pesach or not. Help pupils to find out about cleaning the homes and searching for chametz. Teachers could hide 10 pieces of chametz in the classroom and allow children to search. Introduce the Seder meal as the way many Jewish people recall God’s faithfulness. Look at seder plate. Set task for pairs/groups to suggest the symbolic meaning of each food and then research to find out if their suggestions were correct. <p>Seder meal:</p> <ul style="list-style-type: none"> Have a demonstration of a seder as a class with individuals reading from the Haggadah, the youngest pupil asking the 4 questions and oldest answering them. Set out a plate in each child’s place with the relevant food on. Have one main seder plate for teacher in front of class with example of every food. Each pupil also needs cup and Ribena/red grape juice (red wine) and piece of kitchen roll. Follow order of Haggadah. At each point when food is eaten, children eat those foods from their plates. Choose youngest pupil/4 pupils in the class to ask the four questions and the oldest in the class to try and answer them. At the end of the Haggadah, play search for the afikomen (pupils search for piece of matzah which teacher as the leader of the seder will have hidden in the class – the Haggadah makes clear when the teacher should hide the afikomen). 	<p>Nearly all pupils can recall the story of the Exodus</p> <p>Many pupils can explore and describe the symbolism behind Jewish practice at Pesach</p> <p>Some pupils can clearly explain Jewish practice at Pesach, the meaning of the symbolism and links with freedom</p>	<p>There are many different types of Haggadah which are used at a seder meal. Some are written especially for children. They can be both bought or found online for free.</p> <p>‘Not the Seder plate’ – an outline – is at the end of this unit.</p>

		<p>Why do Jews celebrate Pesach today?</p> <ul style="list-style-type: none"> • Hold a discussion about what is meant for the Jewish people to be set free and what it means for us to be free (brainstorm ideas on whiteboard). • Use poems and stories to explore the concept of 'freedom' – this is the 'key idea' of Pesach – a celebration of freedom and identity as a people/nation chosen by God. • Give pupils a page with the outline of a Seder plate and 7 circles to represent the Seder meal. Ask pupils to complete the sentence starters with a symbol of their own that makes links with the Jewish symbols: Bitter herbs: slavery. [Draw something that] <i>ties me down</i> Green vegetable: growth [draw something that is] <i>a sign of new life to me</i> Salt water: tears [draw something that] <i>makes me cry</i> Charoset: sweet freedom [draw something that] <i>sets me free</i> Lamb bone: sacrifice [draw someone who] <i>makes sacrifices for me</i> Egg: new life [draw something that] <i>gives me hope for the future</i> Wine: joy [draw something that] <i>makes me laugh</i> • If possible meet a Jewish person, prepare questions for them exploring what is important to them and how they show what they believe in their everyday life and holy times such as Pesach. Alternatively prepare questions and email to a Jewish contact – use responses to explore the same issues. 		
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LEARNING FROM JUDAISM - Pesach

