

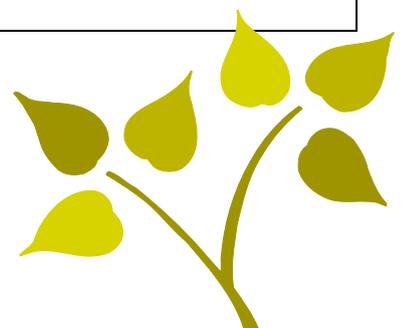
The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: *The Family in Judaism: How does being Jewish make a difference to family and celebration?*

Year Group: 1/2



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About this unit:

This unit enables pupils to begin to understand how being a member of a faith community affects a person's way of life. Pupils explore ways in which being Jewish affects a devout Jew's way of life. The focus is on the importance of God, the Torah, the world and family to the Jewish people and how their beliefs are expressed in practice. Pupils will look at the connection between the Creation story and the tradition of Shabbat in Jewish homes today.

It encourages pupils to think for themselves about questions to do with belief and what is important to them.

Pupils are encouraged to consider what can be learned from the Jewish way of life, with examples and teaching referring to their own experiences, beliefs and values.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of family in Judaism, focusing on key Jewish stories, beliefs and practices and encountering the concepts of tradition, community and identity.

This unit contributes to the continuity and progression of pupils' learning by reinforcing Jewish stories and beliefs that may already have been introduced and building upon the learning about celebrations and special times in people's lives from the Foundation Stage units of work.

The unit anticipates a further study of Judaism through The Torah unit in Key Stage One and revisiting Judaism in future key stages.

Estimated teaching time for this unit: 10 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other curriculum areas as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Religious Practices and Ways of Life

AT 2: Learning from Religion and Belief

- *Questions of Identity, Diversity and Belonging*

The core RE concepts that the unit develops are:

Beliefs (Jews believe the family plays an important role in keeping the commandments);

Tradition (Established patterns of behaviour are important in teaching and maintaining the beliefs of a religion);

Identity (Belonging to a group with a set of beliefs and traditions gives people a sense of belonging and purpose).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly knowledgeable about others' and their own beliefs;
- **Respect for all** by developing a willingness to learn from the Jewish way of life;
- **Appreciation and wonder** by developing their capacity to respond to creation and the natural world.

The unit will provide these opportunities for pupils:

- To consider religious practices and ways of life and their importance to the Jewish people;
- To consider a range of views about questions of belief, creation, care of the world from the study of Judaism;
- To think about their own experiences and views in relation to questions of belief, belonging and identity;
- Experiences using their senses, meeting people of different faiths, role play, dance, creative art and use of ICT.

Background information for the teacher:

In Jewish thinking there is one God, who created the world and everything and everyone in it. In practice, these beliefs are particularly expressed through the Jewish families' celebration of Shabbat, the 'Jewish Sabbath'. This is a tradition linking the Jewish beliefs about God's rest day at the end of the creation story to the Jewish people's rest day at Shabbat. The Exodus of the Israelites, the Jewish nation, from Egypt at the time of Moses and the provision of G d* in the wilderness is also celebrated at Shabbat.

*The Jewish people write God's name like this- G d.

There are different denominations within Judaism so it is important to remember that not all Jewish people practise in the same way.

Shabbat

Shabbat is the Jewish holy day. Jews looked forward to it; it's a rest day. (It is misunderstood to think of it as just a day of restricting rules). It's like welcoming a royal queen (Shabbat is thought of as female).

Linked with creation (God rested on 7th day) and Exodus (Shabbat is a way of remembering God's mercy in delivering the Hebrews out of Egypt):

- It lasts from sunset on Friday to sunset on Saturday evening – traditionally when 3 stars are seen in the sky;
- During Shabbat no work is performed so preparations are completed beforehand e.g. cleaning, tidying house, food preparations, table set and food in slow cooker etc. Jews bathe and put best clothes on. In stricter households switching lights on is seen as work so they are on a time switch. This links to God resting on the seventh day of the creation story;
- Men often visit synagogue on the way home from work on Friday afternoon/evening.

Blessings

- Beforehand the women (mother) in the home welcome Shabbat by 1) Lighting the candles 2) Moving both hands in circles as if spreading the light out 3) Covering both eyes 4) Saying blessings asking for care of family and blessings of peace and light and joy over family.

- Shabbat meal starts: - Father pours and blesses the wine (in Kiddush cup), thanking God for holiness of day and for creation and freedom (Exodus). They all sit.
- Blessings over Challah - bread (2 loaves of plaited bread- to remind of time in wilderness when God sent 2 portions of Manna on Friday, one to be used for Shabbat). Share bread & dip in salt. (Reminds of temple sacrifices which were dipped in salt).

They eat the Shabbat food – usually fish, soup, chicken, and fruit.
Hebrew songs are sung between courses.

On Saturday morning many families visit the synagogue to hear the Torah read. They may play board games; go for a walk, read, rest in afternoon. It is seen as a quality time to be with family (and friends).

Havdalah Ceremony

- Havdalah is a ceremony at the end of Shabbat. It means ‘separation’ – separating Shabbat from the first day of the week. This happens at sunset on Saturday.

Blessings

- Over the Havdalah spice box, containing sweet smelling spices (cinnamon, ginger, nutmeg, cloves).
The spice box is passed round and smelt – the sweet smell reminds Jews of the joy of Shabbat and the hope of it spilling out into the rest of the week.
Plaited Havdalah candle is lit .The candle is held up high by youngest member of family.
- Father says blessing over the goblet of wine, he drinks, candle is snuffed out in wine (in goblet or overflowed wine in saucer). This is the final division between Shabbat and rest of week.

Many religious traditions have sets of beliefs and practices that impact on their way of life.

- In Christian thinking, the Creation story gives shape to the week; suggesting a day of rest on the seventh day, which is traditionally thought of as Sunday in most (but not all) denominations and used as a day to worship together in church.
Christians believe that there is one God who created this world but that he also sent his son, Jesus, to earth to free people from sin.
- In Muslim thinking, there is one God, Allah, who gave the prophet Mohammed (pbuh) rules for people to live their lives by. Prayer is an important part of the daily lives of Muslims; in particular Friday midday prayers are felt to be extremely important.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions</p> <p>Judaism</p> <p>Challah Kiddush cup Kippah Kosher Havdalah Mezuzah Scroll Shabbat Shema Spice Box Synagogue Tallit</p> <p>General</p> <p>Blessing Creation Peace Prayer Rest</p>	<p>Teachers might use:</p> <ul style="list-style-type: none"> ▪ Picturing Creation – CD Rom and seven A4 posters for each day of the week. ▪ Music “Two candles burn” CD ▪ Artefacts such as: Challah loaves, Challah cover, kiddush cup, silver Shabbat candle sticks, white candles, red grape juice, havdalah candles, havdalah candlestick, mezuzahs, Havdalah spice box and spices, table cloth, kippahs, tallits. ▪ Jewish visitor- such as Jo Elijah or Lesley and Tony Sonn. <p>Web</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) has various useful resources: www.natre.org.uk ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials. ▪ www.lbc.ac.uk Centre for Jewish education. ▪ www.sofer.co.uk website about the scribes that write the Torah scrolls. ▪ www.aisenthal.co.uk useful website for Jewish resources. <p>Books</p> <p>“Wonderful Earth” Nick Butterworth and Mick Inkpen ISBN 1-85608-005-60</p> <p>“Sammy Spider’s First Shabbat” Sylvia A. Rouss ISBN 1-58013-006-2</p> <p>“It’s Challah Time!” Latifa Berry Kropf ISBN 1-58013-036-4</p> <p>“My Jewish Faith” ISBN 0-237-51897-X</p> <p>“God’s Quiet Things” Nancy Sweetland ISBN 07459 42687 (Lion)</p> <p>“In The Beginning” Steve Turner ISBN 07459 36059 (Lion)</p> <p>Film and video</p> <p>DVD “Candle” from Water, Moon, Candle, Tree and Sword Channel 4</p> <p>Video “Shema – The Promise begins” RMEP</p>
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> • Opportunities for spiritual development come from experiencing images of the world’s beauty and from considering the wonder of Creation; • Opportunities for social development come from considering having a day of rest distinguished from the other days of the week; • Opportunities for cultural development come from understanding some of the practices and beliefs of the Jewish faith. 	

EXPECTATIONS: At the end of this unit....		
<p>Pupils working at Level 1 will be able to:</p> <ul style="list-style-type: none"> • Recognise and name the symbolic objects associated with Shabbat and the Jewish home. (AT1) • Name some religious actions/practices associated with the Jewish celebrations encountered. (AT1) • Recount outlines of some of the stories they have encountered. (AT1) • <i>Identify aspects of their own experience and feelings in the stories studied. (AT2)</i> • <i>Talk about what is important to them in their own lives.(AT2)</i> 	<p>Pupils working at Level 2 will be able to:</p> <ul style="list-style-type: none"> • Retell stories associated with the Jewish celebrations encountered. (AT1) • Know and begin to understand why celebrations such as Shabbat are important to Jewish people. (AT1) • Identify some religious beliefs and practices associated with the stories and celebrations. (AT1) • <i>Respond sensitively to questions about the importance of family and celebrations in Judaism. (AT2)</i> • <i>Respond sensitively to questions about their own and others' experiences and feelings. (AT2)</i> 	<p>Pupils working at Level 3 will be able to:</p> <ul style="list-style-type: none"> • Describe the main practices associated with Shabbat and other Jewish celebrations. (AT1) • Make links between Jewish practices and the beliefs behind them. (AT1) • Use religious or spiritual vocabulary such as Kippah, Tallit, Kiddush, Challah, Torah, Mezuzah, Hebrew, belief. (AT1). • <i>Make links between their own and others' experiences and identify what influences them. (AT2).</i>
<p>ASSESSMENT SUGGESTIONS</p> <p>A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.</p> <p>Teachers can assess this work by setting a learning task during the unit. The task aims to elicit engaged and reflective responses to the material studied in the unit, across the ability range.</p> <p>Tasks that could be used include:</p> <ul style="list-style-type: none"> • Sequencing pictures of Shabbat (or other festival) activities and retelling to another person what is happening; • Labelling special Jewish objects associated with one particular event such as Shabbat and talking about how they are used and why they are important; • Creating mind maps with everything learned about Shabbat or Hannukkah etc; • Cover parts of pictures showing events of Shabbat. Let the pupils tell or draw what they think is missing, in pairs or groups. Fill in speech bubbles for people in the pictures. What could they be saying? How do they feel? <p><i>Higher attaining pupils: To extend this work, ask pupils to imagine that they are Sammy Spider watching Shabbat on Friday and Saturday. What does he see? Record what he sees using a Dictaphone (or write about what is seen). (This could then be done using a different festival).</i></p>		

UNIT TITLE: The Family in Judaism: *How does being Jewish make a difference to family and celebration?*

Key Question: *What is most important to you and why?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
To consider what/who is important to me?	<ul style="list-style-type: none"> • Show pupils something or someone that is important to you. Invite questions as to why this might be. • With talk partner, ask pupils to share who/what is most important to them and why. • Share some of these with whole class so can encourage pupils to think about significant people rather than just objects/belongings. • Using heart templates, ask pupils to draw and label people who are most important to them. • Choose one of these people and explain why they are so important. 	<p><i>I can explain who/what is important to me.</i> (AT2 L1)</p>	<p><i>Keep in mind sensitivity of family issues whilst thinking about significant people.</i></p> <p><i>Cross-curricular links: Literacy, PSHE (SEAL) – “It’s good to be me”.</i></p>

Key Question: *Why is God important to Jewish people?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that Jewish people believe in one God.</p> <p>To know that God is important to the Jewish people and begin to recognise why this is so.</p>	<ul style="list-style-type: none"> • Show a balloon to the pupils and blow it up. Discuss with them what is inside and that the air cannot be seen. With talk partner, ask pupils to think of other things that exist that can't be seen. (E.g. wind, electricity, love). • Recap on who was most important to them and explain that some people believe in God and that God is very important in the lives of these people even though God cannot be seen. Explain that Jewish people believe the world would not function without God, just as the balloon would not function without the air. • Discuss with partner the question: "Where is God in your view?" • Ask pupils to use artwork to show where they think people can find God. • Explain the Jewish idea of God as the Creator of all who sees and knows everything. Jewish people usually call God "Lord" and the word is usually written as G-d. He is seen to be all powerful, loving and forgiving. Jews believe that they must be loyal and obedient to the Laws of God as found in the Torah. • Discuss pupils' ideas about God and any similarities/differences with Jewish view of God. Why might Jewish people think God is so important? 	<p>I know that Jews believe in one God and can name some things that they believe about God. (AT1 L1)</p> <p>I can use religious words to show how G-d is important to Jewish people. (AT1 L2)</p>	<p><i>This links to the unit 'Questions about God'.</i></p> <p><i>Cross-curricular links with Science and Art.</i></p> <p><i>Make sure Muslim pupils know that their own religion does not permit drawings of Allah. They can draw a location, or symbol for 'everywhere'.</i></p>

Key Question: How do Jewish people believe the world was created?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To retell the story of creation.</p> <p>To begin to understand that Jewish people believe that God created the world and that this can affect the way they treat the environment.</p>	<ul style="list-style-type: none"> • Use mystery box with a range of items related to creation such as the sun, stars, bottle of water, soil in a container, leafy plant, fish, bird and animal figures. Invite pupil to feel and describe an object. Encourage rest of class to guess what the object is. • Re-cap on the idea that some people believe in God even though God cannot be seen. Explain the Jews believe that God made the whole world and everything in it. • Use reflective story telling to tell the story of creation. Use items from box and inspiring pictures or something like “Picturing Creation” pack/CD. • Have the pupils heard this story before? Where? Talk about why the Jewish and Christian creation stories are the same. • Use art work, dance or drama for pupils to reflect on the story of Creation. • What would they put in the world if they were creating it and why? • Explore the natural world and choose items to look at in detail. What do they notice? Could they make something like that? • How might Jewish people want to treat the world because of the creation story in the Torah and why? • Discuss how pupils feel about what they have learned from this. Do they agree with anything? Do they do anything because of what they believe? 	<p>I can recall the Jewish story of creation. (AT1 L1)</p> <p>I can retell the Jewish story of creation. (AT1 L2)</p> <p><i>I can recognise that some questions cause people to wonder about creation. (AT2 L2)</i></p>	<p><i>Cross-curricular link to science: use magnifying glasses, children to look at plants and animals outside.</i></p> <p><i>Develop a sense of awe and wonder.</i></p> <p><i>Avoid repetition with the “Books and Stories in Christianity” unit. Ensure the story is told and developed in different ways if being used in both units.</i></p>

Key Question: *Why is it important to look after the world?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To suggest ways in which we can care for our world.</p>	<ul style="list-style-type: none"> • Play a “pictures from memory” activity using a creation picture or poster. The activity develops pupils’ thinking skills and asks them to think about strategies for reproducing a picture. <ul style="list-style-type: none"> ○ Split class into groups of 4 and label them 1-4. Give each group an A3 piece of paper. ○ Ask all the number ones to go and look at the picture you are using for 10 seconds and then to come back and start drawing. Repeat with pupils 2-4 in turn. ○ Discuss strategies and then give the pupils another go. ○ Reveal original picture and look at pupils’ drawings. • Read “Wonderful Earth” by Mick Inkpen and Nick Butterworth (or similar). • With talk partner, ask pupils to discuss one thing they would change about the world to make it a better place. Discuss different ideas with another pair, then feedback to class. • Use ideas to create a poster showing how to take care of the world. Share posters with the rest of the class. 	<p>I can understand that people express their faith by taking care of the world. (AT1 L2)</p> <p><i>I can suggest a way of improving the world.</i> (AT2 L2)</p>	<p><i>“Pictures from memory” is developed from “Maps from Memory” – a geographical activity which requires group working and careful observation.</i></p> <p><i>Cross-curricular link to science and environment.</i></p>

Key Question: *Why is family important?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the importance of Shabbat and family to the Jewish people.</p>	<ul style="list-style-type: none"> Briefly talk about celebrations we know and what they are remembering. How do we remember? What sort of things do we do? Recap the seven days of creation and how God rested on the seventh day. Explain that some Jewish people celebrate this seventh day by having a meal and a rest day called Shabbat that starts on a Friday night, at sunset. Reveal Shabbat table (White table cloth, 2 white candles, Kiddush cup for wine/grape juice, 2 challah loaves covered with challah cover). Talk through the individual items and how the mother is important in welcoming Shabbat. Show some of the rituals that happen. Sing some songs such as “Two Candles Burn”. (If possible, ask a Jewish visitor to go through what happens). Read book – “Sammy Spider’s First Shabbat”. Discuss the food laws that Jewish people keep. How would this affect the meal that follows as part of Shabbat? How might some pupils find these rules difficult? What if they have a Jewish friend? What would they need to think about? Ask pupils to consider and draw/write what they would choose to eat and drink at a Shabbat meal. Why might they not be able to have certain things? 	<p><i>I recognise that family is important to Jewish people and family is important to me.</i> (AT2 L1)</p> <p>I can use religious phrases to identify some features of Shabbat and its importance to Jewish people. (AT1 L2)</p> <p>I can describe key features of Shabbat. (AT1 L1)</p>	<p><i>Invite a member of the Jewish faith to talk about Shabbat or use photographs to help set this in context for the children.</i></p> <p><i>“Two Candles Burn” CD has song that goes through the things the children can see.</i></p> <p><i>Jewish food laws (simple ones such as no meat from pig, no shellfish and meat/milk not to be eaten together) can be explored. Explain they are rules in the Torah and link with Torah unit. Show pictures of Jewish kitchens. Link with synagogue visit – look at kitchen there.</i></p>

Key Question: *Why is it important to rest?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider the difference between weekdays and weekends.</p> <p>To know that Shabbat is a special rest time for Jewish people.</p> <p>To describe what happens during Shabbat.</p> <p>To tell others what I like doing.</p>	<ul style="list-style-type: none"> • Have the days of the week on each table and ask pupils to sort them into work days and rest days. Have they all got the same days for rest? Discuss. Would this be the same for everyone? Why not? • Share a story of being too busy and needing some peace. (“Peace at Last” – Jill Murphy, “Can’t you Sleep Little Bear?” –Martin Waddell, “Five Minutes Peace” – Jill Murphy). Discuss reasons for needing peaceful times. How do pupils have quiet/peaceful times? • Explain to the pupils using a variety of media that Shabbat is when Jewish people attend Synagogue and take time to rest and be with their families. • With a talk partner, ask pupils to discuss what they would do on a Saturday if they had a choice and why. • Create a collage to describe the kind of activities that Jewish people might do on the Saturday of Shabbat. Share with a partner, giving reasons for why those activities are suitable. 	<p>I can recall that Jewish people rest on Shabbat. (AT1 L1)</p> <p>I can identify activities that Jewish people do during Shabbat. (AT1 L2)</p> <p>I can describe activities that Jewish people do at Shabbat and why. (AT1 L3)</p> <p><i>I can tell my partner what I like doing and why and listen to their views.</i> (AT2 L2)</p>	<p><i>Numeracy link with days of the week and time.</i></p>

Key Question: *Why is it important for the rest and peace to permeate the week?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To talk about the Havdalah ceremony.</p> <p>To think about and discuss my own experiences of rest and peace.</p>	<ul style="list-style-type: none"> • Show a variety of pictures of different activities. In small groups, ask pupils to consider whether they are peaceful activities and to give reasons. • Reveal the Havdalah table (Kiddush cup, spice box, Havdalah candle) and explain the closing ceremony of Havdalah and how the peace of Shabbat is taken with them into the rest of the week. • Use a stilling exercise to explore peace and calm with the pupils and ask them to share their feelings if they wish. • Ask pupils to draw what they would do when resting/being quiet/peaceful. Give an outline of a pillow to draw into. These could be used for display purposes. • Fill in thought bubbles to put with their pictures about why this is a restful/peaceful time. What would they be thinking? 	<p><i>I can talk about the value of being still and peaceful for a short time.</i> (AT2 L1)</p> <p><i>I can respond sensitively to questions about my own and others' experiences of being peaceful.</i> (AT2 L2)</p> <p>I can begin to recognise the impact on Jewish lifestyles of their beliefs. (AT1 L3)</p>	<p><i>Be sensitive to family issues.</i></p> <p><i>Cross-curricular link with DT. Children could design and make their own spice box.</i></p>

Key Question: *What other things do Jewish people celebrate or remember?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To retell the story behind a festival.</p> <p>To describe how the festival of... is celebrated and why.</p>	<p>Introduce a Jewish family using video, DVD, IWB or photos and explain that they are getting ready for a festival.</p> <p>Tell the story behind the festival. Explore and try out some activities associated with the festival. For example:</p> <p><u>Purim</u></p> <ul style="list-style-type: none"> • Make masks and rattles to accompany the telling of the story. • Dramatise parts of the story. • Create a shadow puppet play. • Make cards and gifts to give at Purim. • Explore the feelings associated with Purim. <p>Why is this celebration important to Jewish people?</p> <p><u>Hannukkah</u></p> <ul style="list-style-type: none"> • Write an e-mail/postcard about Hannukkah celebrations. • Create own driedels game. • Make Hannukkiah and write feelings on flames. • Make and taste potato latkes. • Compare this festival with another festival of light. • Explore the feelings associated with Hannukkah. <p>Why is this celebration important to Jewish people?</p>	<p>I can name two festivals that Jewish people like to celebrate. (AT1 L1)</p> <p>I can retell the story behind... (AT1 L2)</p> <p>I can suggest what the story of... means for a Jewish person today. (AT1 L2)</p> <p><i>I can talk about my own celebrations and someone else's.</i> (AT2 L1)</p> <p><i>I can respond sensitively to stories about people from the Jewish religion, noticing what matters to them.</i> (AT2 L2)</p>	<p><i>(NB The festival could be Hannukkah, Purim or Sukkot but be aware of what has been already covered in Reception class).</i></p> <p><i>This can be explored over a couple of weeks.</i></p> <p><i>Literacy and drama links using retelling, re-enacting, freeze frame techniques.</i></p>

Key Question: *What else is important to a Jewish family?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know what a mezuzah is and where it is found.</p> <p>To describe how the mezuzah is used in a Jewish home.</p> <p>To make links between special objects and religious beliefs.</p>	<p>Show and handle a range of mezuzahs. What might they be for? Carry out an investigative approach. Feed back ideas.</p> <p>Look at some symbols/pictures found on the mezuzahs. Why are they important? What do they represent?</p> <p>Design and make own special boxes with symbols or pictures important to pupil.</p> <p>Introduce the Shema - prayer. Explain that a miniature copy is found in the mezuzah. What do the words mean? What do they tell us about Jewish beliefs?</p> <p>Discuss where mezuzahs are found and how/why they are used in the home. Why?</p> <p>What special words might pupils want to regularly repeat? Write own special words and put into own special boxes. Read words to a partner and say why they are so important. Display.</p>	<p>I can identify a mezuzah. (AT1 L2)</p> <p>I can describe where and how a mezuzah is used. (AT1 L3)</p> <p>I can make links between beliefs and practices. (AT1 L3)</p> <p><i>I can respond sensitively by creating my own special box and words. (AT2 L2)</i></p> <p><i>I can make links between my own experiences and those of others. (AT2 L3)</i></p>	<p><i>The Shema, a prayer from The Torah (“Hear Oh Israel....”) conveys the key beliefs of Judaism: One God, Torah, Israel.</i></p>

Key Question: *What do I know about families of the Jewish faith?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To tell others what I have learned about people of the Jewish faith.</p> <p>To match up some Jewish beliefs to Jewish symbols and artefacts.</p>	<ul style="list-style-type: none"> • As a class talk about some of the things the pupils have learnt about Judaism. • Give small groups of pupils artefacts or pictures that are linked to some of the aspects covered: <ul style="list-style-type: none"> ○ Ask the pupils to work as a group to list all the things they can think of to do with that artefact or picture; ○ Ask each group to come and tell the rest of the class all they know about the artefact they have been given. • Show pupils how to do a mind map/ spider diagram and get them to complete, describing the activities/special objects associated with a particular festival covered. <p>Tasks covered here could form assessment of pupils' work. Alternatively assessment could take place at other times during the unit. Refer to the assessment suggestions on page 6.</p>	<p>I can look at artefacts and pictures and pick 3 that are used during Shabbat. (AT1 L1)</p> <p>I can match up some Jewish beliefs to some Jewish symbols and artefacts. (AT1 L2)</p> <p>I can describe what happens at a Jewish festival and suggest reasons why. (AT1 L3)</p>	