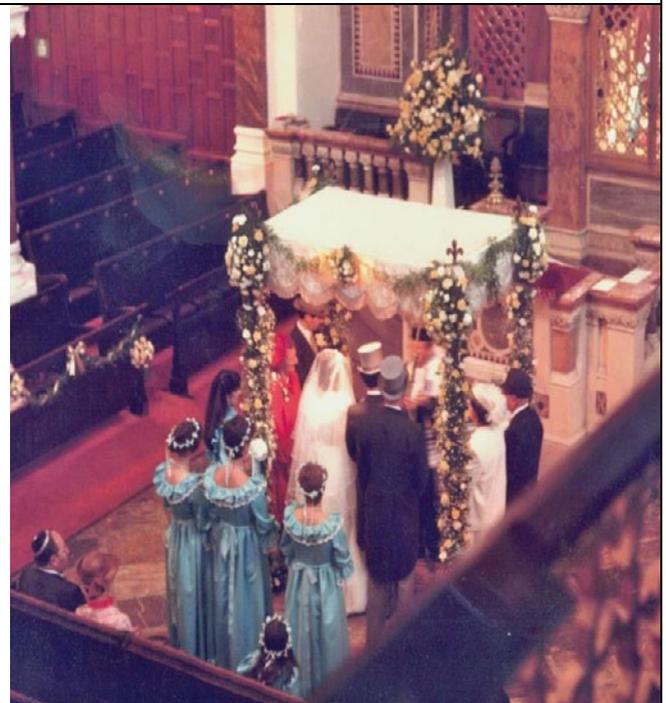


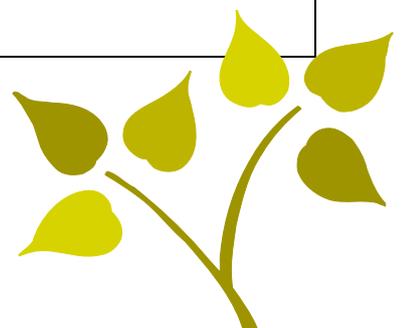
# The Agreed Syllabus for Religious Education in Northamptonshire

## Non-Statutory Exemplification



**Title:** Judaism as a Living Religion: *What is it like to follow a Jewish way of life in Britain today?*

**Year Group:** 7/8



# The Agreed Syllabus for Religious Education in Northamptonshire

## Non-Statutory Exemplification

**Title:** Judaism as a Living Religion: *What is it like to follow a Jewish way of life in Britain today?*

**Year Group:** 7/8

### **About this unit:**

This unit enables pupils to develop their knowledge and understanding of Judaism as a living world religion.

The focus is on how the past has influenced the present day in terms of identity, community, tradition and way of life in the Jewish faith.

Pupils will be encouraged to think for themselves about questions to do with identity, the meaning of life and the way in which humanity chooses to treat each other.

Pupils are encouraged to consider what can be learned from the Holocaust and the experience of those who suffered under the Nazi regime. They will consider the effects of prejudice and discrimination, looking at examples and 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 Judaism as a living religion and what it means to be a Jew in modern society.

By focusing on the concepts of identity and tradition, pupils will broaden their understanding of what it means to belong to a faith and the impact that beliefs have on people's lives.

This unit contributes to the continuity and progression of pupils' learning by building on their prior knowledge and understanding about Judaism gained from previous key stages.

The unit anticipates a further study of issues such as prejudice and discrimination encountered in other units of work at this key stage.

**Estimated teaching time for this unit: 15 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 15 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:**

**Covenant** (The Jews believe that they have a unique relationship with God and that Israel is the land promised by God to Abraham and the Jews as part of the Covenant);

**Tradition** (The traditions of a religion help to sustain believers through difficult times);

**Suffering** (Religions give reasons for the experience of suffering),

### **Attitudes Focus**

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly aware of the issues of prejudice and discrimination, identity and experience;
- **Respect for all** by developing a willingness to learn from the experiences of inspirational people from the Holocaust (living and dead) and to moral issues related to prejudice and discrimination;
- **Open mindedness** by engaging in positive discussion and debate about how the events of the Holocaust affected and still affect the lives of individuals and communities, particularly the Jews;
- **Appreciation and wonder** by developing their capacity to respond to a range of contemporary moral issues relating to their own and Jewish lives.

### **The unit will provide these opportunities for pupils:**

- To consider the impact of Jewish beliefs upon believers' lives and how the past influences the present within the Jewish community;
- To consider a diverse range of views about questions of identity, prejudice and discrimination;
- From the study of Judaism, pupils will be able to think about their own experiences and views in relation to questions of identity, prejudice and discrimination and make informed responses to the issues raised, including people's values and commitments;
- Experiences include a chance to engage in creative and thinking skills activities and a range of speaking, listening and written tasks.

### **Background information for the teacher:**

**Judaism** is one of the oldest religions still existing today. It began as the religion of the small nation of the Hebrews and has continued to be a profoundly influential religion and culture. Today, 14 million people identify themselves as Jewish. Modern Judaism is a complex phenomenon that incorporates both a nation and a religion.

The central religious belief of Judaism is that there is only one God. Monotheism was uncommon at the time Judaism began, but according to Jewish tradition, God himself revealed it to Abraham, the ancestor of the Jewish people. The "covenant" between God and the Jewish people is central to Judaism. The first covenant was between God and Abraham. God asked Abraham to do certain things, in return for which he would take special care of him and his people. The covenant between God and Jews is the basis for the idea of the Jews as the chosen people. Jewish men are circumcised as a symbol of this covenant.

Beginning with Abraham, it is thought that God has always taken special care of the Hebrews (who later became the Jews). After rescuing them from slavery in Egypt, God revealed the Ten Commandments to Moses, and many more religious and ethical guidelines in the Torah ("the Law"). God promised to make Abraham the father of a great people and said that Abraham and his descendants must obey God.

In return, God would guide them and protect them and give them the land of Israel. But it wasn't simply a matter of obeying rules - God didn't just want the Jews to follow a particular set of laws, but to live their lives in such a way as to show the world that God actually was the one and only all-powerful God, whom people should follow and worship.

Judaism consists of different groups which have developed in modern times as varying responses to secularism and modernity. Orthodox Judaism is the most conservative group, retaining nearly all traditional rituals and practices. Reform Jews retain their Jewish identity and some traditions but take a liberal approach to many Jewish beliefs and practices. Conservative Judaism lies in the middle of this spectrum, taking a moderate approach in its application of Judaism to the modern world.

All Jews celebrate many special days throughout the year and throughout each person's life. Major religious holidays include Pesach (Passover), Rosh Hashanah and Yom Kippur. Hanukkah has become more prominent in the last century for Jews who live in areas that celebrate Christmas. Shabbat (the Sabbath) is an extremely important time, beginning at sunset on Friday and ending with the Havdalah service at sunset on Saturday.

To recognise the role of God and the Jewish community in each person's life, numerous life cycle events are observed with traditional rituals. At the first Sabbath after the birth of a child, the proud father is called forward in the synagogue to recite blessings for mother and child. Eight days after birth, baby boys are circumcised.

At the age of 13 (12 for girls), a boy becomes a Bar Mitzvah, or "Son of the Commandment" and a girl becomes a Bat Mitzvah, "Daughter of the Commandment." The occasion is marked by the child's first public reading of the Torah in the synagogue (only boys may do this in Orthodox congregations), followed by a large and joyous celebration.

Jewish wedding ceremonies incorporate many ancient traditions and symbolic gestures (including the well-known breaking of glass.) At death, a Jewish person's body is cared for by the *chevra kiddisha*, the "holy society," who washes the body and prepares it for burial. The deceased is treated with great respect and never left alone. After burial, the deceased's loved ones enter a formal period of mourning. The dead are then remembered and honoured each year on the anniversary of their death.

In addition to these special days and ceremonies, Jewish life is marked by regular religious observance. Each Saturday, Sabbath is observed by stopping work and spending the day in worship at the synagogue and at home with family. The study of the Torah and other Jewish scriptures is considered very important, and many Jewish children attend Hebrew school so they can study it in its original language. In everyday life, traditional Jews observe the laws of *kashrut*, eating only foods that God has designated "kosher." Among non-kosher, or prohibited, foods are pork, any meat that has not been ritually slaughtered, shellfish, and any meal that combines dairy with meat.

The Holocaust began in 1933 when Hitler came to power in Germany and ended in 1945 when the Nazis were defeated by the Allied powers. The term "Holocaust," originally from the Greek word "holokauston" which means "sacrifice by fire," refers to the Nazi's persecution and planned slaughter of the Jewish people. The Hebrew word "Shoah," which means "devastation, ruin, or waste," is also used for this genocide. In addition to Jews, the Nazis targeted Gypsies, homosexuals, Jehovah's Witnesses, and the disabled for persecution. Anyone who resisted the Nazis was sent to forced labour or murdered. The term "Nazi" is an acronym for "Nationalsozialistische Deutsche Arbeiterpartei" ("National Socialist German Workers' Party"). The Nazis used the term "The Final Solution" to refer to their plan to murder the Jewish people.

It is estimated that 11 million people were killed during the Holocaust. Six million of these were Jews. The Nazis killed approximately two-thirds of all Jews living in Europe. An estimated 1.1 million children were murdered in the Holocaust.

It is possible to further understanding of the Holocaust with a visit to The Imperial War Museum in London or to Beth Shalom Centre in Laxton, Nottinghamshire where they can view film footage and listen to survivors of the Holocaust.

Vocabulary & Concepts	Resources
<p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b></p> <p><b>Judaism</b>            Ark            Atonement            Bimah            Challah            Concentration Camps            Covenant            Havdalah            Hebrew            Holocaust            Israel            Jerusalem            Kashrut            Kippah            Kosher            Liberal            Mitzvah            Mitzvot            Mount Sinai            Mount Zion            Nazis            Ner Tamid            Orthodox            Parev            Persecution            Phylacteries            Rabbi            Reform            Rosh Hashanah            Sefer Torah            Shecitah            Shekinah            Shoah            Shocet            Synagogue            Tallit            Talmud            Tefillin            Tenakh</p>	<p><b>Teachers might use:</b></p> <p><b>Web</b></p> <ul style="list-style-type: none"> <li>▪ Online searchable sacred texts from different religions at: <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>▪ Try <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> for a good general gateway to RE materials.</li> </ul> <p><b>Books</b></p> <p>“Judaism in Words &amp; Pictures” – Sarah Thorley (RMEP)</p> <p>“This is Judaism” – Michael Keene (Stanley Thornes)</p> <p>“Discovering Religions – Judaism” – Sue Penney (Heinemann)</p> <p>“Judaism for Today” – Angela Wood (OUP)</p> <p>“Holy Cities – Jerusalem” – Saviour Pirotta (Evans)</p> <p>“Foundations in RE – Judaism” (Core Edition) – Ina Taylor (Stanley Thornes)</p> <p>“From Start to Finish – My Life As A Jew” – Guy, Mizon &amp; Morgan (Dref Wen)</p> <p>“Flexi R.E.” – Pippa Atkin (Nelson Thornes)</p> <p>“Looking For Proof Of God” – Robert Kirkwood (Longman)</p> <p>“Judaism” – Angela Wood (Wayland)</p> <p>“Committed to Judaism” – Sylvia Barry Sutcliffe (RMEP)</p> <p>“The Torah” – Douglas Charing (Heinemann)</p> <p>“The Diary of Anne Frank” – Anne Frank (Penguin)</p> <p>“Rose Blanche” – Roberto Innocenti (Creative Editions)</p> <p>“The Sunflower” – Simon Wisenthal (Schoken Books)</p> <p>“Thinking Through Religious Education” – Vivienne Baumfield (Chris Kingston Publishing)</p> <p>“Expressways” – Mike Bazeley (RMEP)</p> <p>“Schindler’s Ark” – Thomas Keneally (Trafalgar Square)</p> <p>“Night” Ellie Weisel</p> <p><b>Film and video</b></p> <p>“Speaking for Ourselves” – RMEP</p> <p>“Taking Issue Series 2 Programme 1 – Identity and Belonging” –</p>

<p>Torah Yahweh Yom Kippur</p> <p><b>Religious studies</b> Commitment Morality Responsibility Tolerance Tradition</p> <p><b>The language of shared human experience</b> Ageism Discrimination Prejudice Racism Refugee Sexism</p>	<p>BBC "Challenging Beliefs" – BBC "Belief File – Judaism" – BBC "Judaism Through The Eyes of Jewish Children" – RMEP "Schindler's List" – Stephen Spielberg (Universal) "Keeping the Faith" "Sixty Six" "The Pianist"</p>
<p><b>Contributions to spiritual, moral, social and cultural development of pupils:</b></p> <ul style="list-style-type: none"> <li>• Opportunities for <b>spiritual development</b> come from discussing and reflecting on key questions of meaning and truth, purpose and destiny, in the light of Judaism as a living religious tradition;</li> <li>• Opportunities for <b>moral development</b> come from considering what is of ultimate value in life and how the choices we make are influenced by religious or other beliefs;</li> <li>• Opportunities for <b>cultural development</b> come from considering how religious and cultural identity is expressed through practices.</li> </ul>	

<b>EXPECTATIONS: At the end of this unit...</b>		
<p><b>Pupils working at level 4 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a developing religious vocabulary to describe and show understanding of some sources, practices, beliefs and experiences of practising members of the Jewish faith (AT1);</li> <li>• Describe the impact of faith on a Jewish person's life (AT1);</li> <li>• <i>Raise and suggest answers to questions of identity, belonging, values and commitments with reference to Judaism (AT2).</i></li> </ul>	<p><b>Pupils working at level 5 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain that similarities and differences illustrate distinctive beliefs within Judaism and suggest possible reasons for this (AT1);</li> <li>• Use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities (AT1);</li> <li>• <i>Pose and suggest answers to, questions of sacredness, identity, diversity, purpose and truth; relating them to their own and others' lives (AT2).</i></li> </ul>	<p><b>Pupils working at level 6 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain why the impact of religions and beliefs upon individuals and communities within Judaism varies (AT1);</li> <li>• <i>Consider and explain some of the challenges of being a young Jew in Britain today (AT2);</i></li> <li>• <i>Use reasoning and example to express insights into the relationships between beliefs, authorities, teachings and world issues with reference to Judaism (AT2).</i></li> </ul>
<p><b>ASSESSMENT SUGGESTIONS</b></p> <p><i>A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.</i></p> <p><i>Teachers can assess this work by setting a learning task towards the end of the unit.</i></p> <p><i>The learning tasks set in the last two lessons can be used as assessment opportunities in this unit. They aim to elicit engaged and reflective responses to the material encountered throughout the unit, across the ability range.</i></p>		

**UNIT TITLE: Judaism as a Living Religion: *What is it like to follow a Jewish way of life in Britain today?***

**Key Question: *What do Jews believe about God?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To explain and show understanding of Jewish belief about God.</p>	<p>Pupils in groups should be given a variety of different sources such as text, photographs, posters, websites, and quotes from Jews which give clues as to what they believe about God. (E.g. The Shema – Deuteronomy 6.4-5, photograph of interior of synagogue, the creation story from Genesis, The Amidah Prayer etc.)</p> <p>Groups are then asked to produce a report of what they think Jews believe about God, based on the evidence available.</p> <p>Pupils then share evidence within their group and create a collaborative poster/mind map. These are then presented to the class as a whole and findings collated.</p> <p>During this session the terms SHEKINAH, YAHWEH, SHEMA, TALMUD, TENAKH and TORAH should be introduced.</p>	<p>I can interpret a range of evidence, identifying what each is saying about Jewish belief in God. (AT1 L4)</p> <p>I can explain what Jews believe about God, using technical terminology. (AT1 L5)</p>	

**Key Question: *What is meant by holiness in Judaism?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the concept of 'holy' in Judaism.</p>	<p>Display the quote;            "Be Holy, for I The Lord Your God am Holy".            Ask the pupils what they think the quote means. What do Jews believe this is saying about God? How can people be holy? Is holiness practical or just associated with God? Some "practical" ways of being holy are given in the Torah (Leviticus 19.) In groups, discuss what relevance such advice has for Jews today.</p> <p>Then, in pairs or as a small group either:</p> <ul style="list-style-type: none"> <li>• rewrite one passage as a modern day, practical example clearly explaining the meaning of the concept;</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• design a poster, t-shirt or mug with one of the ideas as a slogan. Accompany this with an explanation of the concept;</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• show how a character in a book or TV soap is living one of these ideas out by explaining, writing a script or acting out a scene.</li> </ul> <p>Look at Maimondes', "Ladder of Charity". He lived in Spain in the twelfth century and had very practical ideas about holiness. Groups should choose one step of the ladder and create a short role play showing someone behaving in that way.</p> <p>The class should watch each performance, decide which step it is about and discuss the morals involved, what they feel about each step and how it can be considered as holiness.</p> <p>What would Jews be expected to do today in terms of showing 'holiness'? Link to the previous guidance from the Torah.</p> <p>Reflect on how we can all practically show "holiness" in our own daily lives.</p> <p>Return to the idea of what this might mean Jews believe about God being 'Holy'. Summarise conclusions, referring to the sources used.</p>	<p>I can explain how religious sources are used to provide authoritative answers to questions. (AT1 L5)</p> <p><i>I can apply simply the idea of holiness to my own and others' lives. (AT2 L4)</i></p>	

**Key Questions: *What are the Mitzvot? Why are rules important/necessary?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that Jews believe their relationship with God is based upon a covenant made in the past.</p> <p>To understand that the Mitzvot are the responsibilities of Jews within the covenant.</p> <p>To consider the importance/ need for rules within groups/society.</p>	<p>Set the scene by saying that the pupils are going to work like detectives to solve a problem, using the clues that are in the envelopes. They should work together to come to a consensus as to the most likely explanation/solution to the mystery. They will present their theory and reasons to the rest of the class afterwards.</p> <p>Pupils work in groups of 4/5 around the question, "Why doesn't Daniel eat pork?" After reporting back, ensure the pupils have achieved the objectives and understand the importance of the covenant and the Mitzvot.</p> <p>In pairs, take any five laws from Exodus 21 and 23 and find out what the punishment was in each case for breaking the laws. Explain why you think these particular laws were introduced at the time they were and whether you feel they still have the same purpose today.</p> <p>Why would Jews want to try to keep the Mitzvot?</p> <p>Explain the idea of the Covenant and how this impacts upon the lives of Jewish people.</p> <p>Groups imagine that they have been given the responsibility for setting the laws for a large group of people travelling across the desert today. What rules would they want to enforce? Why? How do they differ from the Mitzvot? Why?</p> <p>Share findings and ideas through discussion and display.</p>	<p>I can use developing religious vocabulary and show understanding that Jews believe their relationship with God is based on a covenant. (AT1 L4)</p> <p>I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. (AT1 L5)</p> <p><i>I can apply ideas about the Mitzvot to my own and others' lives. (AT2 L4)</i></p>	<p><i>Further information on, "Mysteries" can be found in The Secondary Strategy or in Vivienne Baumfield's book, "Thinking Through Religious Education."</i></p> <p><i>Clues should be on cards. About 12-20 clues are best. Example cards might include:</i></p> <ul style="list-style-type: none"> <li>- <i>There are 613 laws (Mitzvot) in the Torah;</i></li> <li>- <i>Daniel's mum buys some of the family food from a special Kosher shop.</i></li> </ul>

	<p>There should now be focus on the importance of the rules for Jews today by looking either at something specific like the food laws (kashrut) and the effect on the lives of Jews or by looking at one of the two key festivals related to the Torah (Shavuot or Simchat Torah) where Jews celebrate what the Torah means in their lives and demonstrate the importance of the law.</p> <p>Alternatively, look at Pesach (Passover) to understand how Jews today commemorate the giving of the Mitzvot and the Exodus from Egypt.</p>		
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**Key Question: *Do all Jews behave in the same way as each other?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that there are different groups within Judaism.</p> <p>To identify some of the key similarities/differences between those groups.</p>	<p>Give pupils some information about 'Jack' which shows that he is different from Daniel. Perhaps one is wearing tallit, kippah and tefillin whilst the other is not or one is in a car on Shabbat whilst the other is walking to the synagogue etc.</p> <p>Refer back to the previous activity and ask why Daniel and Jack might not follow all the same rules although they are both Jews.</p> <p>Mind map some questions for research, modelling examples such as:</p> <ul style="list-style-type: none"> <li>• Are there different groups within Judaism?</li> <li>• What are the key differences between these groups?</li> <li>• Why do such differences exist?</li> <li>• What are the major similarities?</li> </ul> <p>Give groups time to come up with a list of questions.</p> <p>Groups create frameworks such as KWL or QUADS and use a wide selection of books, previewed websites, CD ROMs etc to help answer their questions.</p> <p>They should be encouraged to survey several sources before choosing those that they will work from.</p> <p>Give workable deadlines to report back on what they have found.</p>	<p>I can make links and describe some similarities and differences between groups in Judaism. (AT1 L4)</p> <p>I know that similarities and differences illustrate distinctive beliefs within Judaism and I can suggest possible reasons for this. (AT1 L5)</p> <p><i>I can raise and suggest answers to questions of diversity and commitment within Judaism.</i> (AT2 L4)</p>	<p><i>Information can be pictorial, written or a mixture.</i></p> <p><i>The idea is to introduce some different groups that exist within Judaism. E.g. Orthodox and Reformed.</i></p> <p><i>KWL - What do I know already?</i></p> <ul style="list-style-type: none"> <li>- <i>What do I want to find out?</i></li> <li>- <i>What have I learned about it?</i></li> </ul> <p><b>QUADS</b></p> <ul style="list-style-type: none"> <li>- Question</li> <li>- Answer</li> <li>- Details</li> <li>- Source</li> </ul>

**Key Question: *Why is the synagogue so important for Jews?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the significance of the synagogue in Judaism.</p> <p>To understand how features of the synagogue and the activities that go on there reinforce the Jewish faith.</p>	<p>Depending on the depth of knowledge and understanding that the pupils have of the synagogue, investigation could be carried out to clarify the importance of the synagogue with Rosh Hashanah and Yom Kippur and then going on to look at the synagogue as a meeting place, place of learning and place of prayer.</p> <p>A visit is recommended and the differences between Orthodox and Reformed synagogues could be pointed out.</p> <p>Upon return ask "What is in the synagogue / what happens in the synagogue that reinforces the faith of Jews?"</p> <p>Pupils could be given "Just a Minute" cards in pairs. They prepare and then speak for a minute about the subject on their card with the above question in mind.</p>	<p>I can show understanding that the synagogue is much more than a place for worship. (AT1 L4)</p> <p>I can explain how the features of the synagogue and events that take place reinforce Jewish beliefs/faiths. (AT1 L5)</p>	<p><i>This is an optional, additional lesson/s where pupils are found not to be familiar with the local synagogues.</i></p> <p><i>Judaism is introduced at Key Stage One where a synagogue visit is recommended.</i></p>

**Key Question: *Why is Israel so important to the Jewish faith?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the importance of Jerusalem for Jews, Christians and Muslims.</p> <p>To understand that Israel is a symbol of hope and of God's Kingdom for Jews.</p> <p>To consider and reflect upon the situation of conflict in modern day Israel.</p>	<p>Have a picture/s of Jerusalem on display. (e.g. Jews at Western Wall). Help to focus the pupils' thinking by posing key questions about what is happening. A 5 W's task could be the starter for the lesson.</p> <p>Groups feed back their ideas and the questions asked are addressed. What evidence is there that this is an important place for Jews?</p> <p>The class are told that they are to be tour operators and have to plan a day tour of Jerusalem for a group of British 12-18 year olds from different religious backgrounds. Only a limited number of visits can take place (e.g. four - six).</p> <p>Pupils start in 'home' groups of 4-8 and then divide into 4 'expert' groups. Here they are given photographs, maps and text. The text will be about 1) Jewish 2) Christians 3) Muslim and 4) Tourist Jerusalem. Each expert group must make one or two choices for a visit.</p> <p>After reading the relevant information they should consider what factors to think about in planning the visits and then take notes back to their 'home' groups.</p> <p>Home groups discuss and plan their itinerary which is then presented as a large poster, PowerPoint or spoken presentation. Individuals then take the role of the British visitors and write an e-mail or letter home expressing their new knowledge and understanding of Jerusalem, and its importance to Jews and others. They should also try to express some of the things they feel would be challenging about being a young Jew today.</p>	<p>I can use developing religious vocabulary to describe and show understanding of the significance of Israel, and particularly Jerusalem, for Jews and others. (AT1 L4)</p> <p><i>I can explain what influences religious people, especially Jews, expressing my own views on some of the challenges of belonging to a religion. (AT2 L5)</i></p>	<p>5 W's</p> <ul style="list-style-type: none"> <li>- Who</li> <li>- What</li> <li>- When</li> <li>- Where</li> <li>- Why?</li> </ul> <p><i>Over the following lessons of the unit, ask the pupils to develop and update an "Israel In The News" board where they collect newspaper cuttings or write up briefs of radio/TV news reports which are about Israel.</i></p> <p><i>Set aside time at the end of this to consider,</i></p> <ul style="list-style-type: none"> <li>- <i>What are the key problems?</i></li> <li>- <i>What is happening to try to resolve the problems?</i></li> <li>- <i>Who is involved?</i></li> </ul> <p><i>How do you think such events might make Jewish people feel? Why?</i></p>

	<p>Refer back to the work on the Covenant and remind pupils that Jews believe God promised Israel as their land and that it was there that the first Jews led by Moses, then Joshua, settled (Deut 8:7-8).</p> <p>Give out a variety of different versions of Psalm 126. Ask pupils to consider;</p> <ul style="list-style-type: none"> <li>- What is it saying?</li> <li>- Why was it written 2500 years ago?</li> <li>- How is it a song of thanks, pleading and hope?</li> </ul> <p>Explain the historical context of Jews living in Israel until the first century when they were exiled by the Romans.</p> <p>Discuss why Jews still sing this psalm at the beginning of the Shabbat meal, at festivals and on other special occasions. What situations and experiences could it refer to today?</p> <p>Outline, using a timeline, some of the key events in the history of modern Israel:</p> <p>Include:</p> <ul style="list-style-type: none"> <li>- the British Mandate;</li> <li>- the United Nations Partition;</li> <li>- the Six Day War;</li> <li>- the Peace Treaty between Israel and Egypt;</li> <li>- the Road Map;</li> <li>- current day discussions between Israeli and Palestinian leaders.</li> </ul> <p>Pupils could be given timelines and draw symbols or sketches and annotate against each event on the timeline to show what happened.</p> <p>Pupils reflect on how this might make Jews feel with reference to the Covenant.</p>		
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**Key Question: *How are people trying to overcome the problems facing Israel?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To become aware of present day events which aim to overcome the conflict in Israel.</p>	<p>Focus on some of the events which demonstrate how people are fighting to overcome the problems of the conflict over Israel. For example, the Town of <u>Metulla</u> on the Lebanese border where Jews opened a gateway in the fence to help wounded Lebanese Christians, or situations where Muslim and Jewish people live together in peace.</p> <p>Read the modern poem by Israeli poet Shin Shalom about the conflict between Israel and Palestine. Discuss;</p> <ul style="list-style-type: none"> <li>- What is it saying?</li> <li>- Why is it called "Isaac and Ishmael"?</li> <li>- What might Abraham make of the situation in Israel today?</li> </ul> <p>Refer to the story of Isaac in Genesis 22. Pupils either:</p> <ul style="list-style-type: none"> <li>- Write a letter as if from Abraham to either or both groups today <u>or</u>;</li> <li>- Create a montage showing peace overcoming conflict <u>or</u>;</li> <li>- Write a poem to promote peace for one or both groups.</li> </ul> <p>Invite a Jewish visitor to talk about why Israel/Jerusalem is so important to them or "Ask the Rabbi" via the internet.</p>	<p>I can explain how religious sources are used to provide authoritative answers to ultimate questions. (AT1 L5)</p> <p><i>I can use reasoning and example to express insights into the relationships between beliefs, authorities and world issues. (AT2 L6)</i></p>	

**Key Question: *How do we deal with discrimination?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To begin to reflect on what discrimination means and how we respond to it.</p>	<p>Use a variety of situations on cards in which people are, 'left out' – e.g. Sports; school trips; a friend's birthday etc. Give cards to groups of 5/6 pupils. Ask them to discuss how it would feel to be left out, whether it was fair etc. Explain the meanings of 'discrimination' and 'prejudice'.</p> <p>Move on to situations of discrimination due to age, sex etc. Be sensitive, but try to draw on situations that the pupils offer.</p> <p>Use a story or video/ DVD to illustrate racial discrimination (e.g. "What's the difference?" focuses on apartheid in South Africa.) Discuss how it would feel to be treated so differently just because of the colour of your skin.</p> <p>Write a letter, poem or rap to express the unfairness of one form of discrimination. Share with the rest of the class.</p>	<p><i>I can express my own and others' views and feelings about prejudice and discrimination. (AT2 L5)</i></p>	

**Key Question: *Who suffered in the Holocaust?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand how Jews became victims of the Holocaust.</p> <p>To reflect upon and make a personal response to the suffering of the Holocaust.</p> <p>To consider how the events of the Holocaust impacted and still impact on Jewish people.</p>	<p>Show pictures of a variety of Holocaust victims enjoying life before the Holocaust such as; “ A School Outing 1938” “The Football Team 1936” (from Holocaust Education Trust pack.) Raise questions such as:</p> <ul style="list-style-type: none"> <li>– Have you got similar modern pictures?</li> <li>– What is happening / has happened to enable the photograph to be taken?</li> <li>– Can we tell anything about the background of these people just by looking at the photograph?</li> <li>– Can we tell where they are from? Their religion / nationality?</li> <li>– What do you think happened after the photograph was taken?</li> <li>– Where do you think they might be now?</li> </ul> <p>Following the discussion, show a clip from “The Holocaust” video or “Schindler’s List” or similar to show life in concentration camps. Discuss how the pupils would feel if it was their school photograph and their friends that had been killed.</p>	<p>I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. (AT1 L5)</p> <p>I can explain why the impact of beliefs upon individuals, communities and societies varies. (AT1 L6)</p> <p><i>I can express my own and others’ views on the challenges of belonging to a religion. (AT2 L5)</i></p> <p><i>I can use reasoning and example to express insights into the relationships between beliefs and world issues. (AT2 L6)</i></p> <p><i>I can express insights into my own and others’ views on questions of identity and purpose. (AT2 L6)</i></p>	<p><i>You may find it useful to complete your own background research on Holocaust theology before teaching this section of the unit.</i></p> <p><i>The Book “Night” by Ellie Wiesel is short, to the point and written from a child’s perspective accessible for pupils as well.</i></p> <p><i>Pupils study the Holocaust in History and will know quite a bit about it historically. You will need to stress how their faith was affected during the Holocaust. For example, how concentration camps prevented them from performing simple Jewish rituals (women could no longer take a ritual bath in the Synagogue for example. How some German soldiers thought it amusing to feed the Jewish prisoners pork etc.)</i></p>

	<p>Read extracts from “Schindler’s Ark”, “Anne Frank’s Diary”, “Rose Blanche,” “Night” or other suitable sources to describe life in the ghettos and concentration camps for individuals in more depth.</p> <p>Show the famous picture of the little Jewish boy holding his hands up before a Nazi Soldier (from Holocaust Education Trust pack or the version in “Rose Blanche” or Google image.)</p> <p>Construct a “role on the wall” for the boy, giving him a name, age and lifestyle. Allow pupils to reflect upon the picture and discuss what is happening. How is the boy feeling? What might the future hold for him?</p> <p>Display the phrase;                    “I never met you but...”</p> <p>Pupils continue this writing in any form they wish – poem, prayer, letter etc.</p> <p>Responses are shared in small groups and class discussion then follows to allow feelings to be shared.</p> <p>In groups, devise questions that they could put to a survivor of the Holocaust. Discuss these as a class. (A visit by a survivor could be arranged through “Beth Shalom” or a visit made to the centre in Laxton, Notts to hear a survivor speak.)</p> <p>Reflect upon the impact of the Holocaust on individuals, families and communities and on the faith of the Jewish people. Ask the survivor how their faith was affected. Were people affected differently? Do the events of the past still impact on Judaism today?</p>		<p><i>Extension:</i>  Ask pupils to look at, discuss and respond to similar pictures relating to Rwanda and Kosovo. Research on these situations could be carried out and presented to the rest of the class.</p>
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**Key Question: *Could you forgive?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider the causes of suffering in the light of the Holocaust.</p> <p>To consider responses to suffering.</p>	<p>Read "The Sunflower" by Simon Wisenthal. This is the story of the German Soldier who begged for forgiveness from a Jew. Read up to, but not including, the ending.</p> <p>Discuss in pairs what the pupils think Simon should do. Then give groups one decision on a card from:</p> <ul style="list-style-type: none"> <li>◆ Simon forgives the soldier;</li> <li>◆ Simon condemns the soldier;</li> <li>◆ Simon does not respond to the soldier and walks away.</li> </ul> <p>Each group then has to discuss the decision on their card and come up with arguments to support that decision, regardless of their personal views.</p> <p>Groups should aim for 3-5 reasons for the decision.</p> <p>Arguments are then presented to the rest of the class before reflecting on their individual personal views again. Have their views changed? If so, why? If not, why not?</p> <p>Ask pupils to consider where the suffering has come from, who has suffered the most, the importance of being able to forgive and whether it is possible to always forgive.</p> <p>Extension work could consider how Jews view suffering today.</p> <p>The ending of the story concludes the lesson.</p>	<p><i>I can explain what influences me and express my own and others' views on some of the challenges of belonging to a religion. (AT2 L5)</i></p> <p><i>I can express insight into my own and others' views on questions of identity, meaning, purpose and truth. (AT2 L6)</i></p>	

**Key Question: *Is prejudice someone else's problem?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider the message given in the speech by Pastor Niemoeller</p>	<p>Read the well-known speech by Pastor Niemoeller. Allow time for the pupils to discuss the speech and work out what it is saying.</p> <p>Raise questions to be considered in pairs / groups, such as:            “Why did he not speak out any sooner?”            “Do you think you would have spoken up before then?”            “What message do you think this speech can have for us today?”</p> <p>Allow time to reflect upon the statement;            “Prejudice is not someone else’s problem”.</p> <p>Refer back to the situations on the cards of being left out and other areas of prejudice and discrimination. Pupils devise a role-play / drama to illustrate this statement, which they present to the class.</p>	<p><i>I can reflect upon and respond to views of prejudice / discrimination. (AT2 L4)</i></p> <p><i>I can express my insights into own issues of prejudice and discrimination and what they mean to me. (AT2 L5/6)</i></p>	

**Key Question: *What can we learn from the experience of the Jews during the Holocaust?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on how I feel about what I have learned.</p> <p>To reflect upon issues of prejudice / discrimination.</p> <p>To respond to the work covered on the Holocaust.</p>	<p>Individually, pupils think about what hopes for the future they might have for all those discriminated against (Jews, victims in Rwanda, Kosovo etc.)</p> <p>Discuss hopes in pairs / threes and write them on papier maché stones, stick onto cobblestones or write on paper bricks.</p> <p>A session could then be held with suitable background music such as the theme from “Schindler’s List” playing and candles burning, where the pupils present their hopes on stones or bricks, forming a “Mountain of Hope” or on Sticky notes as a “Wall of Hope”, whilst saying what they have written.</p> <p>Discussion should then revolve around what can we do to turn these hopes into reality. How can we each do our bit to combat discrimination / prejudice? We all count!</p>	<p><i>I can reflect upon and respond to views of prejudice/discrimination.</i> (AT2 L4)</p> <p><i>I can express my own insights into issues of prejudice and discrimination.</i> (AT2 L5/6)</p>	

**Key Question: Are the Jews still Gods chosen people?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To explore the contemporary issues facing Judaism.</p> <p>To consider whether the Holocaust caused modern Jews to question their faith.</p>	<p>Encourage pupils to write down as many questions as they can concerning the contemporary issues, problems and challenges that modern Jews face. How do beliefs impact on contemporary living?</p> <p>What advice could they offer a young teenage Jew who has lost their faith? Are there any words of wisdom that could help to restore their hope?</p> <p>Go back to the story of Moses in Exodus. What hope does that offer a modern Jew? Are the Jews still God's chosen people? Has anything really happened to change that?</p> <p>Draw the unit to a close by addressing some if not all of these areas. It may depend on the class you have as to whether this takes the form of a P4C enquiry or a written piece of work.</p>	<p>I can describe the impact of religion on people's lives. (AT1 L4)</p> <p>I can use religious vocabulary to explain the impact of beliefs upon individuals and communities. (AT1L5)</p> <p><i>I can use reasoning and example to express insights into the relationships between beliefs, teaching and world issues. (AT2 L6)</i></p>	<p><i>The modern threat to Judaism is one of identity. Who and what is a Jew? It is important to look at modern Judaism in a range of locations and settings in light of the Holocaust and years of oppression.</i></p>

**Key Question: *What have we learned from the study of Judaism?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on their learning about Judaism and enquire into their own responses and reactions in increasing depth.</p> <p>To apply their own ideas, views and insights in a thoughtful and evaluative way.</p>	<p><b>Assessment activity: 4 from 10</b> Ask pupils to select four questions from the set below and answer each in between 50 and 75 words.</p> <ol style="list-style-type: none"> <li>1. What do you think are the best things about being a young Jew in Britain today? Why?</li> <li>2. List 3 or more of the hard things about being a Jew in Britain today, giving your reasons.</li> <li>3. What do Jews believe about God? How does this compare with your own views?</li> <li>4. What do you think are the three most important values that Jews hold on to? Give three important values of your own as well. How do they compare?</li> <li>5. Which laws from the Torah do you think might be the hardest to keep and why? Which rules do you feel are important to people regardless of their faith/beliefs?</li> <li>6. If you were to become a Jew, what would be good and what would be hard for you? (Don't do this question if you are a Jew: try number 10 instead)</li> <li>7. Do you think the Holocaust had an impact on the faith of Jewish people at the time? Do you think it continues to have an effect? Is this the same for all Jews?</li> <li>8. Explain how the Covenant has given, and continues to give, hope to many Jewish people. Why is it still so important today?</li> <li>9. What has the Holocaust taught you about prejudice and discrimination? Write a reflective piece about the effect this has had on you.</li> <li>10. If you are Jewish, make a list of the differences between what you learned in RE this year and what you learned from the family or the Synagogue about your faith.</li> </ol> <p>This structure provides for extended writing, pupil choice, increasing depth and personal, AT2 responses.</p>	<p><i>I can apply ideas from my learning about Judaism to make connections between Jewish life and my own life. (AT2 L4)</i></p> <p>I can explain and express my views of some similarities and differences between my life and British Jewish life. (AT1 / 2 L5)</p> <p>I can interpret some aspects of Jewish life today giving thoughtful reasons, explanations and insights of my own. (AT1 and 2 L6)</p>	<p><i>The intention here is to combine several elements of the foregoing study, giving pupils opportunities to show what they have learned about Judaism and to reflect more deeply on what they have learned from Judaism.</i></p> <p><i>The set of questions given here are easily adaptable to the content you have actually taught – the principle of select questioning is good, and emphasises personalised learning and pupil voice in the enquiry of this unit.</i></p>