



The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: *The Torah: How does the Torah influence the lives of Jewish People?*

Year Group: 1/2



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About this unit:

This unit enables pupils to understand the importance of the Torah to people of the Jewish faith and to find out about some of its contents and the influence it has on the lives of Jewish people. The focus is on the main aspects and relevance of the Torah, the high regard Jewish people have for the Torah and the great care they take of it. They learn about the impact of The Ten Commandments on the lifestyles of Jewish people and the importance of the stories of Moses and Joseph.

Pupils are required to think for themselves about questions to do with faith, belief, care of special items and people's feelings and emotions.

Pupils are encouraged to consider what can be learned from the Torah, how beliefs have an effect on the way we live our lives and how we might be expected to treat something that is special to us. They are helped to understand and empathise with the characters in the stories, relating the characters' feelings and experiences to some of their own.

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 special books and their place and importance in people's lives and in religions.

The concepts of belief, morality and commitment are developed. Pupils investigate practices and ways of life, with particular focus on Judaism.

This unit contributes to the continuity and progression of pupils' learning by building upon the learning in the Foundation Stage unit about stories from different religions and developing greater understanding about Judaism by building on, or linking with, the Key Stage One unit on "The Family in Judaism".

The unit anticipates a further study of stories from the Bible and other holy books in Key Stage 2.

Estimated teaching time for this unit: 10-12 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 link with other curriculum areas as appropriate to maximise learning opportunities and experiences.

Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Ways of Expressing Meaning

AT 2: Learning from Religion and Belief

- *Questions of Values and Commitments*

The core RE concepts that the unit develops are:

Beliefs (Keeping the laws of the Torah are the foundation of the Jewish religion);

Morality (Religious laws can give basic rules for groups and societies);

Commitment (People may do things because of their religious beliefs).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly aware of their own feelings and reactions and ways of responding positively to others;
- **Respect for all** by developing a willingness to learn from ways in which the Jewish people show high regard for the Torah and its impact on their way of life.

The unit will provide these opportunities for pupils:

- To consider aspects of the Jewish way of life and feelings about commitment to the main rules contained within the Torah;
- To consider a diverse range of views about questions of belief, faith and the value of the Torah to the Jewish people;
- To gain a deeper understanding of Jewish people's beliefs and lifestyles;
- To think about their own experiences and views in relation to questions of how they treat special objects and how they behave towards other people;
- To think about and reflect on others' ways of life and their own;
- To make use of ICT including websites and DVDs, drama activities including role play situations, and creative art work.

Background information for the teacher:

Tanakh, the Hebrew Bible

Made up of 3 parts: 1. **The Torah** – 5 books of Moses (Genesis, Exodus, Leviticus, Numbers, Deuteronomy – the Pentateuch)

2. **The Nevi'im** – the prophets

3. **The Ketuvim** – the writings

Torah Scroll or Sefer Torah

In Jewish thinking this is an extremely special and important book:

- Scroll version of 1st 5 books of Tanakh (Bible link – 1st books of Old Testament);
- Source of teaching, custom and practice for Jews;
- Torah means teaching, instruction or law. 613 Mitzot (commandments) in Torah, about daily life;
- Read right to left. Written in unpointed Hebrew;
- Originated as oral tradition but later written by scribes;
- It is carefully undressed, mantle removed – not touched, head covered, held by rollers, touched by pointer called yad;
- Treated in special way because Jews believe it is God's word.

Many religious traditions have sacred texts that influence the lives of their followers:

- In Christian thinking the Bible gives guidance from the Old Testament (10 Commandments) and New Testament ("Love your neighbour as you would yourself");
- In Muslim thinking the Qu'ran is used as a source of teaching and guidance;
- In Buddhist thinking the Yama and Niyama are given as a way of reaching Nirvana.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Judaism</p> <p>Ark Famine Joseph Moses Plagues Slavery Synagogue Ten commandments Torah Yad</p> <p>The language of shared human experience</p> <p>special holy sacred respect</p>	<p>Teachers might use:</p> <ul style="list-style-type: none"> ▪ Torah scroll, cover and yad ▪ Pictures for IWB: - Torah scroll and yad; Joseph in multicoloured coat; Joseph down the well; Joseph reunited with his brothers ▪ Burning bush: twigs/branches with fairy lights and coloured cellophane ▪ DVD/Video on Moses/ or websites below ▪ Coat of many colours ▪ Use http://globalrecordings.net/script/eng/419 for pictures for sequencing or captioning pictures ▪ CD-Rom The Jewish Way of Life ▪ Moses basket and doll ▪ Length of blue cloth for river and sea ▪ Passover 10 plague finger puppets ▪ Moses story telling doll <p>Web</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) has excellent web starting points: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people. ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials. ▪ Torah online www.torah.org ▪ Jewish website www.chabad.org ▪ Friend and Heroes website www.friendsandheroes.tv <p>Books</p> <ul style="list-style-type: none"> ▪ The Ten Commandments for Children – Lois Rock (Lion) ▪ Stories from the Jewish World – Sybil Sheridan (Macdonald) ▪ Joseph and his magnificent coat of many colours – Marcia Williams ▪ Get Lost Little Brother – Marilyn Lashbrook ▪ Moses in the Bulrushes (Usborne) – or similar book. <p>Film and video</p> <ul style="list-style-type: none"> ▪ DVD “Water, Moon, Candle, Tree and Sword” – Judaism ▪ DVDs from “Friends and Heroes” (Moses, Joseph for 7-11s)
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> • Opportunities for spiritual development come from recognising that to Jewish people the Torah and its guidance is a book given by God; • Opportunities for social development come from investigating how they handle other people’s special items, how people’s characters can develop positively, how people use rules to help them live their life; • Opportunities for cultural development come from developing the pupils’ awareness, understanding and respect for things of importance to Jewish people. 	

EXPECTATIONS: At the end of this unit...

Pupils working at Level 1 will be able to:	Pupils working at Level 2 will be able to:	Pupils working at Level 3 will be able to:
<ul style="list-style-type: none">• Name the Torah as a special book for Jewish people. (AT1)• Know that the Torah teaches Jewish people how to live. (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>	<ul style="list-style-type: none">• Retell parts of stories from the Torah, such as Moses and Joseph. (AT1)• <i>Identify some religious beliefs and practices associated with the stories. (AT2)</i>• <i>Respond sensitively to questions about the Torah and about the reasons why Jewish people value it. (AT2)</i>• <i>Respond sensitively to questions about their own and Moses' or Joseph's experiences and feelings. (AT2)</i>	<ul style="list-style-type: none">• Describe some of the teachings and religious beliefs found in the Torah and how they are followed. (AT1).• Use religious or spiritual vocabulary such as Torah, yad, Sefer Torah, Hebrew, belief. (AT1).• <i>Make links between their own and others' experiences and identify what influences them. (AT2).</i>

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.

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

Tasks that could be used include:

- Discussion on rules and role-play of treating others well;
- Sequencing/captioning story sequences;
- Looking at how Moses changed because of events in his life;
- Engaged and reflective responses to material studied throughout the unit.

Higher attaining pupils: To extend this work, ask pupils to sequence Joseph's life noting the turning points in his life and suggesting reasons for such changes.

UNIT TITLE: The Torah: *How does the Torah influence the lives of Jewish people?*

Key Question: *Which objects are special to you?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to Note
To consider what objects are important to us.	<p>Use drama to pretend an object is special. Build up importance of object and then accidentally drop it/break it.</p> <p>Confess that it wasn't really important.</p> <p>Discuss with pupils how you would feel if it really had been important. Have they had a similar experience? How did they feel?</p> <p>Uncover object of real importance to you and ask pupils how they will handle/treat it. Why?</p> <p>In pairs, pupils to think of an object that is special to them. Pairs try to guess each other's special object, using clues. Draw object and write a sentence about why it is important to them.</p>	<p><i>I can talk about what is important to me.</i> (AT2 L1)</p> <p><i>I can respond sensitively to what is important to others.</i> (AT2 L2)</p>	<p><i>Links to SEAL work on the language of value.</i> <i>Ask pupils/send note home asking if pupils can bring in a book that is special to them for following lesson.</i></p>

Key Question: *Why is my book special to me?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that there are different types of books.</p> <p>To know that books can be special to people.</p>	<p>Explain that books can be special to people too. Have a variety of books around the classroom and invite pupils to take time to have a look at each of them. Discuss the uses of the books and reasons why they might be special to people at different times. Can we sort the books depending on what they are?</p> <p>Invite pupils to share their special book either to whole class, with a partner or in small groups. Why is their book so special to them?</p> <p>Ask them to share their favourite parts. Write sentences on card saying why the book is special to them and display with their books.</p>	<p>I can name some different types of books. (AT1 L1)</p> <p><i>I can talk about a book that is special to me. (AT2 L2)</i></p>	<p><i>Links with unit "Books and Stories in Christianity".</i></p> <p><i>Have an area ready for display.</i></p>

Key Question: *What object do Jewish people value most?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To be aware of how objects can be special in religions.</p> <p>To know that The Torah is the special “book” of Judaism.</p> <p>To know some of the ways that Jewish people treat The Torah to show their respect.</p>	<p>Introduce or recap Judaism as a religion by using something like, “Water, Moon, Candle, Tree and Sword” DVD. Invite pupils to share what they can remember, if recapping.</p> <p>Explain that you have a special Jewish object to show them. Play “Artefacts from memory” game. Pupils are put into groups of 4 and numbered 1-4. Each group is given a piece of A3 paper. The Torah is placed in a different part of the room. All the number 1’s look at the object for 10 seconds and then return to begin drawing. This is repeated with numbers 2-4 in turn. Discuss strategies for drawing and allow pupils to have a second look. Share drawings with rest of class and discuss what each group noticed/remembered about the artefact. Recap on how we treat important objects and reveal the Torah to pupils. Talk through how it is being treated as you do so.</p> <p>Pupils could make their own scrolls with their own special thoughts written onto them.</p>	<p>I can say what makes the Torah special and to whom. (AT1 L2)</p> <p>I can name the special book that is important to Jewish people. (AT1 L1)</p>	<p><i>DVD “Water, Moon, Candle, Tree and Sword”</i></p> <p><i>Torah scroll and pictures of the Torah.</i></p> <p><i>Handles are used.</i></p> <p><i>Paper is not touched.</i></p> <p><i>Yad is used to point at words.</i></p> <p><i>“Artefact from Memory” is based on “Maps from Memory”.</i></p>

Key Question: *What sort of stories can we find in The Torah? Who was Moses?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that the Torah contains the story of Moses.</p> <p>To enable pupils to empathise with Moses' feelings</p>	<p>Use length of blue cloth, Moses basket and doll to give a reflective story telling of the birth of Moses.</p> <p>Explain that he is a character from a story in the Torah and tell pupils what happened when he grew up (Burning Bush).</p> <p>In groups, create a story map for the story of the Birth of Moses. Help pupils to make finger puppets of the characters and then move them along the story map retelling the story as they do.</p> <p>Thought shower words that describe how Miriam felt at different times through this story.</p> <p>Higher attaining pupils could write poems "Miriam's Joy", "Miriam's Sadness" etc using simple framework, such as sense poem.</p>	<p>I can recall the story of the birth of Moses and/or the burning bush. (AT1 L1)</p> <p><i>I can ask and respond sensitively to questions about Moses' and other characters' feelings and experiences. (AT2 L2)</i></p>	<p><i>Cross curricular link to art/DT and Literacy.</i></p> <p><i>Pupils could make their own painting/drawing/paper weaving of Moses' basket.</i></p> <p><i>Pupils could write simple poem with scaffold to show how Miriam felt when placing Moses in the basket in the river.</i></p> <p><i>Senses poem:</i> <i>I see....</i> <i>I hear....</i> <i>I smell....</i> <i>I taste....</i> <i>I feel....</i></p>

Key Question: *Why is the story of Moses important?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know more about the story of Moses.</p>	<p>Tell the story of Moses and the ten plagues, using appropriate resources.</p> <p>Drama: In small groups, pupils are given a part of the story and asked to re-enact it. Other groups guess which part. As each group shows their role play, use freeze frame and thought tapping to help ask questions, e.g. "How does it feel with the flies around you?"</p> <p>Tell of further events in Moses' life such as crossing the sea and into the desert using DVD / Video such as Prince of Egypt DVD. or http://www.topmarks.co.uk/judaism/moses/index.htm</p> <p>Hot seat Moses: encourage pupils to think of questions to ask him.</p> <p>Discover how Moses changes:</p> <p>Continue in small groups, each group draw around a child in group to form a body outline. Draw a heart on each outline. Each group are given a set of cards about Moses (see resources for suggestions). Taking Moses at the Burning Bush stage, the cards are discussed and placed nearer or farther away from the heart depending whether it applies or does not apply to him. (E.g. frightened of the Pharaoh – the nearer the heart, the more frightened he is.) This is repeated for Moses after he has crossed the Red Sea.</p> <p>Discuss the changes and reasons for them.</p>	<p>I can recall the story of Moses and the plagues (AT1 L1)</p> <p>I can retell the story of Moses and the plagues (AT1 L2)</p>	<p>Websites useful for this lesson are: www.jesusandkidz.com/Stories www.topmarks.co.uk/judaism/moses www.chabad.org</p> <p>DVD "Friends and Heroes" (www.friendsandheroes.com)</p>

Key Question: *How do Jewish people use stories in the Torah to help them to live?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know about the Ten Commandments and where they are from.</p> <p>To reflect upon suitable rules for the classroom.</p>	<p>Ask pupils to imagine that they are “in charge” of the world and they have to give the people some rules to live by. In small groups, decide what rules would they put in place? Why?</p> <p>Share their ideas with the class. Explain that the Torah contains rules that the Jewish people live their lives by.</p> <p>Tell pupils about Moses being given the Ten Commandments. Talk about them and explain that Jews and Christians want to obey them because they believe that God gave the rules. Consider the importance of the rules. Pupils choose the commandment that they think is the most important one. Why do they think this?</p> <p>What rules do the pupils have for the way they treat people at home / at school? Work with a talk partner and then feed back to the class. Why are rules necessary?</p> <p>Role-play some scenarios of ‘treating others well’. Pupils act out scenarios in groups of three to illustrate this expression in a positive way, e.g. a child falls in the playground, and another child goes to help and fetches the teacher to help. Discuss scenes.</p>	<p>I can name some of the Ten Commandments. (AT1 L1)</p> <p>I can identify some of the commandments and say why they are important to Jewish people. (AT1 L2)</p>	<p><i>Children’s version of the Ten Commandments.</i></p> <p><i>“The Ten Commandments for Children” - Lois Rock (Lion).</i></p>

Key Question: *Which other important stories are important to Jewish people?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To introduce the story of Joseph and think about his relationship with his family.</p> <p>To reflect upon their own relationships.</p>	<p>Explain that there are lots of other stories in the Torah and you are going to tell them one.</p> <p>Retell story of Joseph and his coat of many colours (using reflective story telling or props to help) up to him being thrown into the pit by his brothers. Ask pupils to retell story to a talk partner.</p> <p>Pupils sit in a circle and discuss how the brothers felt when Joseph was given his coat, how Joseph felt when he was left alone, how the brothers felt about Joseph getting the special coat etc. Why did they feel this way? Allow pupils to talk about times when they have felt this way: jealous, scared, happy, sad etc.</p> <p>Pupils write thoughts on to speech bubbles, e.g. I feel jealous when ... or draw pictures to show when they have felt this way.</p>	<p>I can retell the story of Joseph. (AT1 L2)</p> <p><i>I can talk about my own experiences and feelings. (AT2 L1)</i></p> <p><i>I can ask and respond sensitively to questions about my own and others' experiences and feelings. (AT2 L2)</i></p>	<p><i>Cross curricular links to SEAL topic – Relationships.</i></p> <p><i>Sensitivity of family issues.</i></p>

Key Question: *What can be learned from the story of Joseph?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know key events in the life of Joseph.</p> <p>To make links between parts of Joseph's story and aspects of the pupils' lives.</p>	<p>Ask pupils to caption story pictures or sequence the story of Joseph so far.</p> <p>Use IWB and sequenced pictures of the story to ask pupils at each part of his life if the things that happened were fair or unfair in their opinion. Are there things in their life that are difficult? How did Joseph make his difficulties turn to good?</p> <p>Detective game. Ask pupils to be detectives. Reveal a multicoloured coat with a red stain (blood) on it. Ask what they think has happened to Joseph and why. Reveal that this coat was given to Joseph's father – What would he think? How would he feel?</p> <p>Using a spotlight on IWB and picture of Joseph down the pit, gradually reveal what did happen to him.</p> <p>Using Story Circle, read the next parts of the story –being sold into slavery, rising in importance in Potiphar's household, put in prison, accused of something he hadn't done (omit the part with Potiphar's wife!), telling baker and butler's dream meanings (can miss out dreams, for simplified version), interpreting Pharaoh's dreams, becoming 2nd to Pharaoh.</p> <p>Story circle – Teacher and pupils sit in a large circle. Teacher to tell story. Pupils are asked if they would like to mime. Teacher chooses a few to start, explaining that when he/she waves hands they sit back into the circle. Then others put up their hands to be chosen to mime. This continues through the story, giving different pupils who would like to a chance to mime.</p> <p>Add sounds if desired. Discuss how did Joseph change? Relate experiences to feelings and situations in pupils' own lives.</p>	<p>I can recall (AT1 L1)/I can retell (AT1 L2) the story of Joseph.</p> <p><i>I can talk about my own experiences and feelings. (AT2 L1)</i></p> <p><i>I can ask and respond sensitively to questions about my own and other's experiences and feelings. (AT2 L2)</i></p>	<p><i>Cross curricular with art/literacy – pupils can make an individual concertina book or a class frieze of Joseph's story.</i></p>

Key Question: *How do Jews show that the Torah is special?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that Jews read the Torah regularly, listen to its teachings and treat it with care.</p>	<p>Look at pictures of Jews reading the Torah/watch video extracts of the Torah being read in the synagogue. What do pupils notice? Where is the Torah kept? How is it treated?</p> <p>Invite a Jewish visitor to talk about the importance of the Torah to them. Introduce and discuss the word holy.</p> <p>Show the yad and let pupils examine it carefully. Is there anything at home they are not allowed to touch? Why? What is so special about it? Allow pupils to make observational drawings of the yad or to design their own. Write a sentence to say what it is for and why it is needed.</p>	<p>I can say how the Torah is treated. (AT1 L1)</p> <p>I know that the way the Torah is treated shows that it is special. (AT1 L2)</p>	<p><i>Jo Elijah and Lesley Sonn are local Jewish ladies who are available to book for visits to schools.</i></p> <p><i>Jewish way of life CD-Rom</i></p> <p><i>If possible, a visit to a synagogue would fit well here: Northampton Synagogue, Overstone Road, Northampton; Orthodox Synagogue, Highfield Street, Leicester.</i></p>

Key Question: *What have I learnt about the Torah?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To be able to tell others about the Torah.</p>	<p>Put some objects associated with the stories and the Torah on a tray and play “Kim’s Game”. How many objects can the children remember?</p> <p>Objects could include a Kiddush cup, a yad, a multicoloured piece of material, twigs, bulrush, frog, Moses basket etc.</p> <p>Ask pupils to talk about one of the objects and ask them to think about what other objects could have been included.</p> <p>Ask pupils to share with talk partner at least three things they have learned about the Torah. Share with class and make a list on the board. Look over some of the work the pupils have done and share what they have learnt from it.</p> <p>Give pupils speech bubbles to write down what they have learnt and put up round the display.</p>	<p>I can tell others about the Torah and say why it is special. (AT1 L2)</p> <p>I can recall/retell describe stories from the Torah. (AT1 L2)</p>	<p><i>“Kim’s Game” is a memory game, played by covering up objects with a cloth and revealing for thirty seconds or so before covering up again.</i></p> <p><i>Scribe information from pupils if needed.</i></p>