



Unit:

Judaism

NATIONAL CURRICULUM

What should I already know?

- Be able to describe how some stories from the Jewish scriptures can be used to explain some of life's questions. e.g. Jews believe that God works through people. Jonah and the Whale.
- Recognise the importance of the Synagogue in Jewish life and use religious language to describe some rituals and artefacts connected with the Synagogue. Be able to describe the interior of the Synagogue using the correct terminology. Visit a Synagogue or take a virtual tour. Describe some similarities between Reformed Synagogue and an Orthodox Synagogue eg screen separating women. Make a model of a synagogue and label the parts
- Describe, using religious vocabulary, ways in which Jewish people show their belief in God. Describe some of the ways a Jewish family worship at home e.g. Mezuzah/Shabbat/Educating children telling faith stories about Jewish history. Look at some examples and make a Mezuzah and create their own text about what they want people in their home to learn and remember and pass on to others.
- Understand the importance of learning history and stories in understanding faith. Find out why Jewish children attend Jewish school. E.g. to learn about the Jewish faith/to read and write in Hebrew. Look at similarities between other faith groups and make links.



Key beliefs

Special Places:

Jewish people go to a synagogue to worship. Inside the synagogue are many features including:



When visiting the holy city Jerusalem, Jews will show their respect at The Western Wall and the Temple Mount.



### *What will I know by the end of this unit?*

- *Understand how the Torah is respected and treated. Study pictures of Torah scrolls/ Torah and Yad from the school artefacts box. Be able to discuss how a Torah is treated in a special way. Understand how it is dressed, describe where it is kept, explain how it is handled, state the use of special materials. Be able to write a set of rules for handling the Torah.*
- *Recognise that some people have special roles. Be able to describe different people and roles within a Synagogue. Interview a Rabbi about the study and prayer which happen in his or her Synagogue. Make links with some different elements of worship e.g. study and prayer, and the role of the Rabbi.*
- *Suggest some of my own beliefs and values and describe how this might affect how I live. Recap some core Jewish beliefs e.g. God, The Torah, the People of Israel, the land of Israel and Kosher food laws. Ask the question, 'What is important to you?' 'Why?' Do these rules make you a better person or do they hinder you? P4c discussion.*
- *Suggest answers to questions about why being part of a community is important. Suggest why community activities and actions make a difference. Learn about why Jewish people help within the community. Discuss Mitzvah - religious duty. Link this with how they feel when they do something for the common good e.g. Something good for someone else, something which lots of people will benefit from and be able to describe a time that you performed a good deed and how it made you feel.*
- *Be able to describe why sometimes are special for Jews watch a bite size clip or hear the story behind Purim. Understand how Jewish people celebrate this occasion. Describe the themes and feelings behind this festival. Reflect upon a time that you might have experienced similar feelings.*

### *The Torah*

*A Torah scroll is made from sheets of parchment, which is made from the skin of a kosher animal. It is written by hand in Hebrew by a professional scribe, called a sofer, Hebrew is read right to left. This is written by memory and no mistakes can be made. The sheet with the error on is buried in a Jewish cemetery.*



*God, via Moses, created the Torah to tell stories through other people. Stories involving: Jonah, Samuel, Abraham, Isaac and David.*

*Jewish Clergy (main three): and Spencer.*

*Rabbi - a teacher of the Jewish law.*

*Cantor (Chazan) - leads the congregation in prayer and song.*

*Gabbaï - assists in reading the Torah.*

## SCHOOL KEY DRIVERS

<i>Language</i>	<i>Possibilities</i>	<i>Diversity</i>
<i>Hebrew, Ten Commandments, Moses, God, Sabbath, Jerusalem, synagogue, Sabbat, Mezuzah, Rabbi, Torah, Mitzvah, Purim, celebrations, Jewish Clergy, cantor, Gabbí.</i>	<ul style="list-style-type: none"><li><i>Children could visit a local Synagogue</i></li></ul>	<i>To understand different cultures and beliefs</i>