

## Unit U2.9 Why is the Torah so important to Jewish people? [God/Torah]

This unit supports the principal aim of RE: **The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.**

<p><b>Step 1: Key question</b></p> <ul style="list-style-type: none"> <li>• Select a key question</li> <li>• Make sure that you can explain where this unit/question fits into key stage planning</li> </ul>	<p><b>Unit U2.9 Why is the Torah so important to Jewish people? [God/Torah]</b></p> <p>This is the third systematic unit of work focusing on Jewish people. This unit builds on that learning in Unit 1.7 and L2.10 exploring festivals and family life. Further learning on Jewish people will have been done in thematic units e.g. 1.8, L2.11, L2.12. It is important to start by finding out what pupils already know.</p> <p>This unit explores the importance of the Torah for Jewish people. It has been written for pupils in Year 5. If you are studying it with a different year group, this will need to be adapted.</p> <p>When pupils go on to secondary school, they may study another unit on Jewish people.</p>
<p><b>Step 2: Use learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils.</li> <li>• Being clear about these outcomes will help you to decide what and how to teach.</li> </ul>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Identify and explain Jewish beliefs about God</li> <li>• Give examples of some texts that say what God is like and explain how Jewish people interpret them</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it</li> <li>• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>• Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>• Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</li> </ul>
<p><b>Step 3: Select specific content</b></p> <p>Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.</p> <p>Select the best content (from here, or additional information from elsewhere)</p>	<ul style="list-style-type: none"> <li>• Find out about some contemporary Jews, both local and global. Use this to reflect upon the diversity of the Jewish community. Find out about local Jewish communities</li> <li>• Recap prior learning about Jewish beliefs about God in 'the Shema', including belief in one God and the command to love God with all their heart, soul and might. Recall where it is found (Deuteronomy 6:4–9), how it links to beliefs about God and its use in the <i>mezuzah</i>. Learn about Orthodox use of the Shema in the <i>tefillin</i>. (Note: some Jews do not write the name of God out fully, instead they put 'G-d' as a mark of respect, and so that God's name cannot be erased or</li> </ul>

<p>to help you to teach in an engaging way so that pupils achieve the learning outcomes</p> <p><b>Note – for this exemplar unit we have selected all the suggested content. In your planning, you do not need to cover everything. Select the content to enable pupils to achieve the outcomes.</b></p>	<p>destroyed.) Find out more about the titles used to refer to God in Judaism and how these reveal Jewish ideas about the nature of God (e.g. Almighty, King, Father, Lord, King of Kings). Use some texts that describe these names (e.g. the Shema, Ein Keloheinu and Avinu Malkeinu – two Jewish prayers found in a <i>siddur</i>, a daily prayer book).</p> <ul style="list-style-type: none"> <li>• Find out about how a <i>Sefer Torah</i> (handwritten scroll) is produced, covered and treated and the reasons for this; how it is used each week in the synagogue and for the annual cycle of readings.</li> <li>• Talk about the Jewish holy book – the Written Torah or TeNaKh: this name refers to Torah (Law), Nevi'im (the Prophets), Ketuvim (the Writings). (Note the overlap with the Christian Old Testament.) Look at some examples of texts and stories from these different parts of the Tenakh. Find out about the place of the Torah at the heart of Jewish belief and practice and the importance of regular Torah study for many Jews.</li> <li>• Build on prior learning: e.g. Recall the Creation story and how it is used at Rosh Hashanah; how Shabbat is inspired by God resting on day 7. Note how much of the Torah (the first five books of the Tenakh) is devoted to the story of Exodus and Passover, and the laws that were then given – and are still followed by the Jewish community today: the Torah contains 613 commandments (<i>mitzvot</i>), including the Ten Commandments. One group of these <i>mitzvot</i> deals with which foods may or may not be eaten. Find out about kosher food laws and how they affect the everyday lives of Jewish people. Note that not all Jews keep all these laws.</li> <li>• Explore the fact that there is diversity within Judaism, which explains why Jews do not all keep the kosher laws in the same way. Find out some features of Orthodox and Progressive Judaism in relation to kosher, and Shabbat observance.</li> <li>• Explore two synagogues: one Orthodox (e.g. <a href="http://www.cheltenhamssynagogue.org.uk">www.cheltenhamssynagogue.org.uk</a> <a href="http://www.birminghamsynagogue.com">www.birminghamsynagogue.com</a> ) and one Progressive (e.g. <a href="http://www.bpsjudaism.com">www.bpsjudaism.com</a> ). Compare them and find out similarities and differences: objects found in them: e.g. ark, <i>Ner Tamid</i>, <i>bimah</i>; layout, services (<a href="https://bit.ly/2m3QWwg">bit.ly/2m3QWwg</a> for a comparison). Find out about the place of the synagogue in the life of the Jewish community.</li> <li>• Reflect on the value of ritual and tradition in Jewish communities, comparing its value in schools, families and other communities.</li> </ul>
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<p><b>Step 4:</b></p> <p><b>Assessment: write specific pupil outcomes</b></p> <ul style="list-style-type: none"> <li>• Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements</li> <li>• Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.</li> <li>• These 'I can/You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.</li> </ul> <p>Sample 'I can...' statements are included here:</p>	<p><b>I can... (Self-assessment)</b></p> <p><b>You can... (Teacher assessment)</b></p> <p><b>Can you...? (Next steps/challenge)</b></p> <ul style="list-style-type: none"> <li>• Explain some key Jewish beliefs about God</li> <li>• Name two texts that refer to what God is like</li> <li>• Explain what the Shema means for Jews</li> <li>• Give examples of the diversity of people who are part of the Jewish community.</li> <li>• Give names of different types of Jewish community</li> <li>• Explain one difference between two different Jewish communities</li> <li>• Give examples of how some Jewish people value the words in the Shema through their use of mezuzah and/or tefillin</li> <li>• Give examples of Jewish beliefs about what the Torah is</li> <li>• Give examples of how the Torah is used and treated</li> <li>• Make connections between the beliefs of Jewish people about the sacredness of the Torah and how it is scribed and looked after in the synagogue</li> <li>• Explain which part of the Torah asks Jewish people to keep Kosher</li> <li>• Give examples of ways in which Orthodox and Progressive Jews might keep Kosher food laws in different ways</li> <li>• Give examples of ways in which Orthodox and Progressive Jews might keep Shabbat in different ways</li> <li>• Explain what is important about worship in Judaism</li> <li>• Explain how worship might differ between different Jewish communities</li> <li>• Give examples of how the words of the Shema are being shared in modern contexts</li> <li>• Give examples of how traditions and rituals around the Torah might or might not be important today to Jewish people and to other people</li> <li>• Explain why following Jewish food laws and/or keeping the laws of following Shabbat might be done differently by different Jewish people</li> <li>• Explain why following Jewish food laws and keeping Shabbat is still important to Jewish people today</li> <li>• Consider and weigh up the value of Shabbat as a time of rest and a time for worship, community and family for Jewish people and something similar for non-Jews.</li> <li>• Explain why worship at the synagogue might still be of value to a Jewish person today</li> </ul>
<p><b>Step 5: Develop teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.</li> <li>• Don't forget the skills you want pupils to develop, as well as the content you want them to understand.</li> <li>• Make sure that the activities allow pupils to practise these skills as well as show their understanding.</li> </ul>	<p>This unit offers between 6-8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in step 2 above. You can develop additional 'I can' statements as necessary for your own classroom.</p> <p>The unit is in five sections. The sections are approximately either one or two lessons long (approx. 1-2 hours). You will need to select rather than use everything in each section.</p>

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help pupils to work towards achieving the following expected outcomes:
<b><i>What can we find out about Jewish communities in the Midlands and further afield?</i></b>	
<p><b>Who is Jewish?</b></p> <p>Present children with a range of images of Jewish people without telling them any information. Although some might look ‘traditionally’ Jewish in terms of clothing etc., others should not fall into this category. Ensure that a range of ethnicities (pictures of Jews from places such as China, India and Africa are fairly easy to come across; for example, <a href="http://chelm.freeyellow.com/shavei.html">http://chelm.freeyellow.com/shavei.html</a> ) and walks of life are represented. Pictures of people with whom pupils may be familiar could also be included e.g. Mila Kunis, Stephen Spielberg, Rita Simons, Mark Zuckerberg, Nigella Lawson, Michael Rosen, Albert Einstein, Jesus. Ask pupils if they can make links between any of the people shown on the images – discuss groupings e.g. famous/not famous, men/women, adults/children. Discuss whether anybody thought of religion and if so, why and which one(s).</p> <ul style="list-style-type: none"> <li>In the light of the initial activity, ask pupils whether it is easy or difficult to tell that someone is Jewish just by looking at them. Some types of clothing can be clues, such as the kippah (prayer cap) or the tallith (prayer shawl). Explain that Jewish people live in many different countries of the world and have different ethnicities. Many Jewish people have a ‘Jewish identity’, meaning that they feel Jewish no matter where in the world they live or the colour of their skin.</li> </ul> <p>Find some details of the Jewish community both locally and globally. Information can be found at <a href="http://www.jewishgen.org/jcr-uk/england_geographic.htm#glouce">www.jewishgen.org/jcr-uk/england_geographic.htm#glouce</a> <a href="http://www.jewishgen.org/jcr-uk/Community/birmingham.htm">www.jewishgen.org/jcr-uk/Community/birmingham.htm</a></p> <p>Ask some questions:</p> <ul style="list-style-type: none"> <li>How many synagogues are there that Jewish people could worship at in your area?</li> <li>What are the different types of synagogue?</li> </ul> <p>Explore the meaning of the words Progressive and Orthodox by looking at pictures of Jews praying in Orthodox and progressive synagogues and getting pupils to see if there are any differences <b>Note:</b> <i>Progressive</i> is an umbrella term that can be used to refer to Reform, Liberal and Progressive Jewish communities. Try to ensure your Progressive pictures have at least one picture of a woman rabbi reading from the Torah. Further information may be able to be added to these definitions during the unit of work. Ask pupils to work in groups to create an information page for a new Jewish person moving into the area. Include information about where local synagogues are but also include information about synagogues further afield. Include a glossary of terms e.g. Liberal and Orthodox.</p>	<p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</li> </ul> <p><b>Sample ‘I can...’ statements</b></p> <ul style="list-style-type: none"> <li>Show the diversity of people who are part of the Jewish community.</li> <li>Give names of different types of Jewish community</li> <li>Explain one difference between two different Jewish communities.</li> </ul>

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> <b>These activities will help pupils to work towards achieving the following expected outcomes:</b>
<b><i>What do Jews believe about God? How do Jews remember their beliefs about God?</i></b>	
<p>A day or so before this session, ask pupils to take note of which important words are displayed around the school (e.g. rules, words of encouragement, mottos, welcome signs) and note where they are displayed.</p> <p><b>What's in a name?</b></p> <p>Play a simple version of 'Articulate' – asking pupils to describe words to the class without saying the word itself. How easy was it to describe a word without saying it? Were some words harder to describe than others? How easy was it to guess? Which words helped us to guess?</p> <ul style="list-style-type: none"> <li>Teacher takes a turn at describing a word for the 'Articulate' game. Teacher should try to describe 'God' utilising some of the names used for God by Jewish people within the description. Words used could include Creator, Almighty, Our Father, Our King, Judge, Merciful, Lord, the Powerful, Truth, Shepherd of Israel, King of Kings, Eternal. Were pupils easily able to guess what the teacher was referring to? Use dialogic talk to discuss the meaning of some of these words and what they tell Jewish people about the characteristics of God.</li> <li>Explain that many Jews treat the name of God with the greatest of respect – no one word or name can sum up everything that God is, so many Jews don't try to limit God in this way, often referring to God as simply 'Hashem', meaning 'The Name' (except when they are praying). Some Jews do not write the name of God out fully, instead they put 'G-d' as a mark of respect, and so that God's name cannot be erased or destroyed.</li> <li>The actual name of God is considered so sacred by Jews that for a long time it was only ever spoken by the High Priest in the Holy Temple on Yom Kippur – the holiest day of the year. As there has been no Temple or High Priest for hundreds of years, this name has not been uttered for hundreds of years, so its pronunciation has been forgotten.</li> <li>Talk about how this practice of treasuring the name of God might affect how Jews think of God. What difference does it make if someone is not bothered about how they use the word 'God'?</li> </ul> <p><b>Beliefs about God in a prayer</b></p> <p>Introduce the Shema – a prayer in which we can find some key Jewish beliefs about God. In groups, look at a translation of the first paragraph of the Shema (Deuteronomy 6:4-9 – e.g. compare translations on Bible Gateway: <a href="http://www.biblegateway.com/passage/?search=Deuteronomy+6%3A4-9&amp;version=TLV">www.biblegateway.com/passage/?search=Deuteronomy+6%3A4-9&amp;version=TLV</a> and <a href="http://www.biblegateway.com/passage/?search=Deuteronomy+6%3A4-9&amp;version=NIV">www.biblegateway.com/passage/?search=Deuteronomy+6%3A4-9&amp;version=NIV</a> ).</p>	<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify and explain Jewish beliefs about God</li> <li>Give examples of some texts that say what God is like and explain how Jewish people interpret them</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. use of mezuzah, tefillin, etc.)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> </ul> <p><b>Sample 'I can...' statements</b></p> <ul style="list-style-type: none"> <li>Explain some key Jewish beliefs about God</li> <li>Name two texts that refer to what God is like</li> <li>Explain what the Shema means for Jews</li> <li>Give examples of how some Jewish people value the words</li> </ul>

- Ask groups to use reading and discussion to try and form an explanation of what the first three sentences might show about God. Groups share their explanations with the class: include ideas like belief in only one God, that people should love God and that God is eternal. Discuss and vote on which group gave the most accurate description.
- Ask pupils to recap where they found important words in the school. Do they see important words in other places? Which ones help them? Which do they easily remember? Which do they like to wonder about? Explain to pupils that the words about God in the Shema are so important to Jewish people that they also keep them in important places and remember them in a number of ways. Use [www.alamy.com](http://www.alamy.com) to find photos to show ways in which Jewish people remember the words e.g. search *mezuzah* and show one on a doorpost (explain that the paragraph of the Shema is inside it and that many Jews have a tradition of touching or kissing it when entering a room); search *Shema* to show somebody praying wearing tefillin (again, explain that the paragraph of the Shema is inside) and somebody saying the Shema with their right hand over their eyes. Many of these actions are mentioned in the Shema – can pupils match the pictures with the words in the Shema that command that action?
- Ask pupils to either research the use of a tefillin and write a set of instructions for an Orthodox man using a tefillin or do the same but for a family moving to a new house and putting up and using mezuzahs in their home.

#### Another Jewish prayer describing God: Adon olam

Share with pupils some of the words of the Adon alom, a widely-used Jewish prayer. Here is a translation of part of the prayer:

<p><b>“The Lord of the Universe who reigned before anything was created. When all was made by his will He was acknowledged as King. And when all shall end He still all alone shall reign. He was, He is, and He shall be in glory.</b></p>	<p><b>And He is one, and there's no other, to compare or join Him. Without beginning, without end and to Him belongs dominion and power. And He is my G-d, my living G-d. to Him I flee in time of grief, and He is my miracle and my refuge, who answers the day I shall call.”</b></p>
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- What does this say about what Jewish people think God is like?
- How might Jewish people interpret these words?
- If someone prayed this every day, what sort of outlook on life might they develop? Design a series of images (no pictures of God please!) to make a slide show to go with this prayer

There are modern interpretations of this prayer too. Try this one to the tune of a song from Hamilton! [www.kveller.com/the-adon-olam-to-the-tune-of-a-hamilton-song-is-here-its-amazing/](http://www.kveller.com/the-adon-olam-to-the-tune-of-a-hamilton-song-is-here-its-amazing/)

in the Shema through their use of mezuzah and/or tefillin

- Give examples of how the words of the Shema are being shared in modern contexts

### Significance of remembering important words

Recap all the ways in which Jewish people treat special words, such as the Shema and the name of God.

- Discuss and decide which words are the most important for your class to remember – perhaps the most important of all the school/class rules, a school/class motto or words that pupils themselves devise for this activity. Think of what the class could do to show these words are special and help remember them – some ideas may be taken specifically from examples linked to pupils' learning in this unit e.g. putting the words in a box to be displayed on the doorpost/saying the words at certain points in the day whilst others might be different e.g. each making and using a bookmark with the words on/making and displaying posters showing their meanings. Choose and carry out a few ideas.
- The reminders of these words should be left up for a week and any actions relating to them (e.g. using the bookmarks) should be carried out every day for the week too. At the end of the week, reflect with pupils on how it felt and what it meant to all be remembering the special words each day for a week in a variety of ways. Draw parallels with how many Jews have reminders about their beliefs about God every single day through saying the words of the Shema, seeing the mezuzah etc. – this is not just for a week, but in many cases for a whole lifetime.

*Further ideas to support this lesson can be found [RE Ideas Sacred Words](#) from RE Today.*



<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help pupils to work towards achieving the following expected outcomes:
<b>What is a Sefer Torah? How is it used?</b>	
<p><b>What is in the Torah?</b></p> <p>Recap anything pupils know about the Torah and other sacred texts. Use <a href="http://www.biblegateway.com">www.biblegateway.com</a> to find suitable translations (e.g. Contemporary English Version, New International Version, New Century Version and International Children's Bible). Give pupils a range of texts from the Torah in child friendly language – can they</p> <ol style="list-style-type: none"> <li>discern the type/genre of text it is,</li> <li>paraphrase what the text is saying?</li> </ol> <p>Ensure that texts include:</p> <ul style="list-style-type: none"> <li>poems (e.g. psalms Psalm 23),</li> <li>commandments (e.g. 10 Commandments in Exodus 20)</li> <li>stories e.g.             <ul style="list-style-type: none"> <li>Creation Genesis 1</li> <li>Noah Genesis 6-9</li> <li>Joseph and his brothers, starting Genesis 37</li> <li>Part of the Exodus narrative (story of Moses starts Exodus 1; Moses appears before Pharaoh in Chapter 6; plagues begin in Chapter 7).</li> </ul> </li> </ul> <p>Discuss pupils' findings. Groups could have different extracts to work on, but they can all be brought into the whole class discussion.</p> <p>Allow pupils to explore Bibles (including children's Bibles). Can pupils find other stories they know of within the first five books? Discuss which stories pupils have identified – which ones of these are the same as stories they have learnt when studying Christianity? Explain that for most Christians the whole of the Bible is their holy book, but for Jews the Torah is the holy book. The five books of the Torah and the first five books of the Christian Old Testament are the same, so it is for this reason that Jews and Christians share many stories. The New Testament of the Christian Bible is not part of Jewish tradition.</p> <p><i>NB The Jewish scriptures are called the Tenakh – this includes the Torah (the first five books of Moses), the Nevi'im (the books of the Prophets, including Joshua, Judges, Isaiah and Jeremiah)) and the Ketuvim (the 'holy writings', including Esther, Daniel, Psalms, Job and Ruth). In the narrowest sense of the word, 'Torah' means the first five books of the Bible. However, Jews often use the word 'Torah' to encompass all the Old Testament (and more texts which are not found within the Christian Bible). Pupils</i></p>	<p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</li> <li>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Consider and weigh up the value of tradition, ritual, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</li> </ul> <p><b>Sample 'I can...' statements</b></p> <ul style="list-style-type: none"> <li>Give examples of Jewish beliefs about what the Torah is</li> <li>Give examples of how the Torah is used and treated</li> <li>Make connections between the beliefs of Jewish people about the sacredness of the Torah and how it is scribed and looked after in the synagogue</li> </ul>



can find out lots of information about the Torah from the 'what we believe' section of the Jewish Way of Life resource: [www.reonline.org.uk/specials/jwol/](http://www.reonline.org.uk/specials/jwol/) While traditional Jews believe that the Torah was given to Moses by God, more liberal thought sees the Torah as a human document written with divine inspiration.

### Sefer Torah

Find out about how Jews treat the Sefer Torah (Torah scrolls). Watch a short video: e.g.

[www.bbc.co.uk/education/clips/z834wmn](http://www.bbc.co.uk/education/clips/z834wmn) (from 50 seconds to 3 mins 25 seconds).

Explain that many Jews believe the words in the Torah are the word of God; that Moses received the Torah from God when he was on Mount Sinai. Connect their previous learning about how sacred words are treated in Judaism in this unit with how the Torah scrolls are treated. Watch a video of a Torah scroll being taken out of the ark during a Synagogue service e.g.

[www.cleo.net.uk/resources/displayframe.php?src=465/consultants\\_resources%2Freligiouseduc%2FJudaismS%2Fservice.html](http://www.cleo.net.uk/resources/displayframe.php?src=465/consultants_resources%2Freligiouseduc%2FJudaismS%2Fservice.html)

(shorter link here: <http://bit.ly/SynagogueService> ) or [www.bbc.co.uk/education/clips/zrsb9j6](http://www.bbc.co.uk/education/clips/zrsb9j6)

Ask pupils to identify how the words in the Torah are being treated (e.g. being carried, bells so everyone can hear it coming, touched with prayer shawls which are then kissed, velvet mantle for protection and beautification that often has meaningful symbols on it, crown on top, not touching the text with their hands but using a yad etc.) and why they are treated in this way.

Show the clip from *My life, My religion* looking at the making of the Torah. Ask pupils to listen and note five important facts about how and why a Torah is scribed and then used. [www.bbc.co.uk/programmes/p02mxbli](http://www.bbc.co.uk/programmes/p02mxbli)

Consider whether there are any books, texts, words or objects – or people, even – who are treated with such care in any other traditions, religious or not. Are there any items in pupils' homes, or at school, that are looked after like this? Why/why not? Sometimes people have words on the wall at home; sports people might put a trophy in a cupboard and polish it regularly – a sign of past glory, perhaps; musicians might wrap up their musical instruments in a case and get them out with clean hands. What other things matter such a lot to pupils or to teachers? So, what is it about the Torah for Jews that makes it so important? (The words of God; the story of God's on-going concern with humans.) What benefits are there for people to have something so precious in their lives?

- Make connections between the beliefs of Jewish people about the Torah and when it is read
- Give examples of how traditions and rituals around the Torah might or might not be important today to Jewish people and to other people

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help pupils to work towards achieving the following expected outcomes:
<b>Are there particular laws that Jewish people need to follow?</b>	
<p><b>Food glorious food!</b></p> <p>What would pupils like to serve if their best friend came around for dinner? Discuss what pupils' favourite meals are. Do they all like food from one culture? Do any like food from a country other than Britain? Is there anybody who will not eat certain foods for religious or ethical reasons (e.g. only eating halal, kosher, vegetarian, vegan diets etc.)?</p> <p>Remind pupils about prior learning in L2.10: e.g. Recall the Creation story and how it is used at Rosh Hashanah; how Shabbat is inspired by God resting on day 7. Note how much of the Torah (the first five books of the Tenakh) is devoted to the story of Exodus and Passover.</p> <p><b>How might the words of the Torah affect what a Jewish person eats?</b></p> <p>Recap prior learning about how commandments in the Torah will affect how a Jewish person lives their life. Explain that the Torah includes many laws about which foods may or may not be eaten. Food that Jewish people eat is entitled 'kosher', meaning 'clean' or fit for purpose. Introduce kosher food laws to pupils. For example, meat should be from animals with split hooves and which chew the cud, fish should have fins and scales, no eating shellfish, no eating insects, milk and meat should not be eaten together. Video clips from the BBC website and the Jewish Way of Life resource could be used to explain this. E.g. <a href="http://www.bbc.com/bitesize/clips/zqwmpv4">www.bbc.com/bitesize/clips/zqwmpv4</a> or <a href="http://www.reonline.org.uk/specials/jwol/">www.reonline.org.uk/specials/jwol/</a></p> <ul style="list-style-type: none"> <li>• Check pupils' understanding of which foods are kosher or trefah by putting signs saying 'kosher' and 'trefah' at opposite ends of the room. Show pictures of a piece of food – pupils could move to the correct sign to show whether or not the food is kosher.</li> <li>• Some foods have a symbol or <i>hescher</i> on to show that they are kosher – do an online image search for <i>hescher</i>. Try out some of your pupils' favourite food brands to see if they are kosher at <a href="http://www.kosher.org.uk/koshersearch">www.kosher.org.uk/koshersearch</a> If possible, look at some food wrappers with pupils that do and do not have <i>hechshers</i> on - pupils can sort them into foods that a Jewish person may or may not buy with reference to whether the wrapper has a hechsher. Pupils could visit a supermarket to identify kosher and non-kosher products. Some supermarkets have shelves designated for kosher food that pupils might find of interest. If a supermarket visit is out of the question, the 'food' section of the Jewish Way of Life resource has a supermarket activity which requires pupils to select only kosher foods from the shelves to put into their shopping trolleys <a href="http://www.reonline.org.uk/specials/jwol/">www.reonline.org.uk/specials/jwol/</a></li> </ul>	<p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>• Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>• Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</li> </ul>

**What's for dinner?**

What would pupils like to serve if a Jewish friend came around for dinner? Pupils should plan a meal for the visit of a Jewish friend – they might like to write out a menu with a starter, main course and dessert or draw the food for the meal onto the outline of plates. Pupils must bear in mind kosher food rules when planning the meals.

NB If your school has a Jewish persona doll, pupils might like to take the doll to the dining hall to see which foods s/he could and couldn't eat at lunch. When planning meals, pupils might like to look through Jewish recipe books to help. If you have the time and resources, pupils could cook one of the meals they like, a meal they plan for their Jewish friend or try out a recipe from a kosher cook book

**Blessings**

Learn the opening words of a Jewish blessing (*Baruch ata*). Explain that many Jewish people say blessings for lots of things e.g. touching the mezuzah on entry to a house, seeing a rainbow, and eating different foods. Research which blessings are the correct ones for a Jewish person to say over the foods in the meals that pupils have planned to serve their Jewish friends. Pupils could look these up in a Jewish prayer book (siddur). (See sample blessings on p.13 below; information on blessings for food: [www.chabad.org/library/article\\_cdo/aid/90551/jewish/Texts-of-Blessings-Before-Eating.htm](http://www.chabad.org/library/article_cdo/aid/90551/jewish/Texts-of-Blessings-Before-Eating.htm) )

**Do all Jewish people follow laws in the same way?**

Not all Jewish people will follow Jewish laws in the same way. For example, Orthodox Jewish people will keep kosher food laws strictly but others such as Progressive (Liberal and Reform Jews) might not keep them as strictly, perhaps keeping kosher at home but not whilst out or buying meat from a no- kosher butcher. It is not easy to keep kosher if you don't live close to a wider Jewish community as, for example, shops will not offer kosher choices

[www.bbc.com/bitesize/guides/zqk8v9q/revision/3](http://www.bbc.com/bitesize/guides/zqk8v9q/revision/3)

There are also laws around Shabbat [www.bbc.com/bitesize/guides/zqk8v9q/revision/2](http://www.bbc.com/bitesize/guides/zqk8v9q/revision/2) which are followed by Jewish people. Remind pupils of the celebration of Shabbat being inspired by God resting on the seventh day of creation. Look at the list of *Avot melakhah* (prohibited tasks) on the Shabbat (e.g. [www.chabad.org/library/article\\_cdo/aid/102032/jewish/The-39-Melachot.htm](http://www.chabad.org/library/article_cdo/aid/102032/jewish/The-39-Melachot.htm) ). Think about the benefits of not being able to do these tasks. What might Orthodox Jewish people do instead? What might a Sabbath day be like? Create a timetable for the day. Progressive Jews usually keep Shabbat in less strict ways. Which parts might they miss out? How might their day look different?

**Sample 'I can...' statements**

- Explain which part of the Torah asks Jewish people to keep Kosher
- Give examples of ways in which Orthodox and Progressive Jews might keep Kosher food laws in different ways
- Give examples of ways in which Orthodox and Progressive Jews might keep Shabbat in different ways
- Explain why following Jewish food laws and/or keeping the laws of following Shabbat might be done differently by different Jewish people
- Explain why following Jewish food laws and keeping Shabbat is still important to Jewish people today
- Consider and way up the value of Shabbat as a time of rest and a time for worship, community and family for Jewish people and something similar for non-Jews.

<b>Teaching and learning ideas and activities</b> <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	<b>LEARNING OUTCOMES</b> These activities will help pupils to work towards achieving the following expected outcomes:
<b>What happens during worship at a synagogue?</b>	
<p><b>Explore and visit</b></p> <p>Explore two synagogues: one Orthodox (information at <a href="http://www.jewishgen.org/jcr-uk/england_alphabetical.htm">www.jewishgen.org/jcr-uk/england_alphabetical.htm</a>) and one Progressive (e.g. <a href="http://www.bpsjudaism.com">www.bpsjudaism.com</a>). General information about a synagogue can be found here <a href="http://www.bbc.co.uk/guides/zqdjrdm#zg3gp39">www.bbc.co.uk/guides/zqdjrdm#zg3gp39</a></p> <p>Ideally visit one of the synagogues. If this cannot be done conduct a virtual tour of a synagogue <a href="http://www.truetube.co.uk/film/holy-cribs-synagogue">www.truetube.co.uk/film/holy-cribs-synagogue</a> or <a href="http://resources.hwb.wales.gov.uk/VTC/2008-09/re/m_parry/synagog/eng/index.html">http://resources.hwb.wales.gov.uk/VTC/2008-09/re/m_parry/synagog/eng/index.html</a>.</p> <p>There are also several clips that show aspects of a synagogue e.g. <a href="http://www.bbc.com/bitesize/clips/z834wmn">www.bbc.com/bitesize/clips/z834wmn</a></p> <p><b>Compare</b></p> <p>Compare an orthodox and a progressive synagogue find out similarities and differences: objects found in them: e.g. ark, <i>Ner Tamid</i>, <i>bimah</i>; layout, services (<a href="http://www.bit.ly/2m3QWwg">www.bit.ly/2m3QWwg</a> for a comparison for teachers).</p> <p>Find out about the place of the synagogue in the life of the Jewish community.</p> <p>Ask pupils to work in groups to create a diagram or model showing some key parts of a synagogue and how a progressive and an Orthodox synagogue and service might be similar and different. Alternatively, one group might work on an orthodox similar and another on a progressive synagogue creating labels and descriptions to show similarities and differences. See <a href="http://www.bbc.com/bitesize/guides/z3sf2nb/revision/3">www.bbc.com/bitesize/guides/z3sf2nb/revision/3</a></p> <p>NB The main differences between an Orthodox synagogue and a Reform synagogue is that men and women can sit together in a Reform synagogue, whereas they must sit apart in an Orthodox synagogue. Reform Jews also allow the ordination of women, which is a practice that is not permitted by Orthodox Jews.</p> <p><b>Reflect</b></p> <p>Jewish communities place a high value on coming together to recall the past, to tell stories of God's dealings with the Jewish people, to practise following God's commands, and to celebrate together. Ask your class to recall as many examples as they can from this unit. Talk about the benefits of regular gatherings and rituals for Jews and in pupils' own lives. School can be full of rituals; pupils' home lives can too. Ask pupils to come up with responses to this statement: 'Rituals, traditions, stories and celebrations help to keep a community strong.' Apply their learning about Jewish ways of living and their own experience to show their understanding.</p>	<p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish</li> </ul> <p><b>Sample 'I can...' statements</b></p> <ul style="list-style-type: none"> <li>Explain what is important about worship in Judaism</li> <li>Explain how worship might differ between different Jewish communities</li> <li>Explain why worship at the synagogue might still be of value to a Jewish person today</li> </ul>