

Topic Title: Other Faiths - Judaism

Year 3 Spring 1



Enquiry Question:

How do Jews make moral decisions?

Disciplinary Focus:

Philosophy

Background for Teachers:

R.E. Online:

<https://www.reonline.org.uk/knowledge/jewish-worldview-traditions/>
<https://www.reonline.org.uk/knowledge/jewish-worldview-traditions/the-synagogue/>

National Association of Teachers of Religious Education (NATRE):

<https://www.natre.org.uk/resources/termly-mailing/bqic-primary-big-questions-big-answers/investigating-worship/what-happens-during-worship-at-a-church-and-a-synagogue/>

The Jewish Museum:

<https://jewishmuseum.org.uk/schools/in-the-classroom/>

Previously On ... (Links to Prior Learning):

Links to prior learning, including what happens in a synagogue, what happens during Shabbat and how Passover is celebrated.

Big Questions:

What is a moral decision?
How might you make one?

How might a person's religion/faith affect how they make a decision?

Why is the Torah important?

How might keeping to the Ten Commandments affect your actions?

Why do people need rules to follow?

Would it ever be acceptable to ignore the rules?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	LO: to understand what morals and values are.	<p>Introduction – Over the next few weeks we are going to be learning all about another religion. This is because people all around the world believe in different things some may believe in one God. Some might believe in many Gods or no Gods at all. They might have special books, special buildings, special foods and special stories. So far this year you have learnt about Christianity but the religion we're going to be finding out about for the next few weeks is called Judaism. I wonder has anyone heard of this religion before? Record any prior learning.</p> <p>Starter – Show slide of world religion symbols. Can you count how many different symbols/ pictures there are? 6 Can you point to the star? This is the symbol for Judaism our new topic. Do you recognise any others? Cross for Christianity.</p> <p>Input: Show key question. How do Jews make moral decisions? But what this question mean? We will be finding out! Jews – people who are Jewish/ follow the religion Judaism. Moral decisions – What are morals? How do you decide what is right and wrong? Parents, religion, friends, books, school. Look at examples for children to consider what they would do. Sometimes there might be two sides and you have to weigh up which is the best solution. Someone else might not have the same opinion as you. So far this year we have looked at Christianity, what might they do if they needed help making a moral decision (deciding if something is right or wrong). Look in the Bible, ask the vicar/ priest, say a prayer. We are going to be finding out how someone who is Jewish might make certain choices and how their religion may help them.</p>	<p>Task: Record a definition for morals and values. On the next slide are some different scenarios and answers. Can you decide which answer you think is wrong and which is right?</p> <p>Challenge: Can you come up with your own scenario to ask a friend. You could share them on Dojo!</p>	<p>Plenary: Do you have any ideas how Jews might make a moral decision?</p>

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Lesson 2	LO: to explore the contents of the Jewish sacred texts.	<p>Starter: Today we are going to be trying to find out more about how Jewish people might make certain moral decisions. I wonder has anyone had to make any tough decisions about what to do this week? Maybe you've fallen out with your brother or sister or didn't want to do your schoolwork? How did you decide what to do! I had to make a decision about whether to get up early or stay in bed!</p> <p>Input: At the end of our lesson last week, I asked you to think about how you think Jews might make moral decisions. Here are some clues!</p> <p>Hebrew Bible and Torah. Look at what the different texts are, how they are recorded and used today. Briefly explore how the texts are treated by Jews and what this suggests. Look at a diagram of the Hebrew Bible 'Tanakh' which is made up of the Torah/ Nevi'im and Ketuvim.</p> <p>Talmud is a separate text of Jewish laws, it's a practical book about how Jews should live.</p> <p>Go through PPT slides of information.</p>	<p>Task: Make a Torah scroll on some paper. Could stain with tea if time. Write down 5 facts inside your Torah scroll about things you have learnt about the Jewish holy text.</p>	<p>Plenary: Torah quiz! What is the scroll made from? What language is the Torah written in? What is the metal pointer called? Where is the Torah kept? How long does it take to write a Torah?</p>

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Lesson 3	<p>LO: to explore the importance of the Ten Commandments for Jews.</p>	<p>Starter: Last week we looked at the Jewish holy texts, particularly the Torah and how it is often here that Jews will look to help make decisions about their life. Let's recap the Torah quiz to see what facts you can remember!</p> <p>Input: Can anyone recall the number of rules (mitzvot)? Share image of pomegranate and significance to 613. Say 613 10 times try and remember this important number. Out of these 613 rules there are 10 that are particularly important – does anyone know what these are called? Ten Commandments which were given to Moses by God to help Jews know how they should live their life. These are followed by Christians also, share video link to explain this further.</p> <p>We use rules in everyday life to help us play fairly but also many of them feature in laws for our country. Which ones do you think a police officer would be interested in? Are there any you think are not very important? Why?</p> <p>The Ten Commandments - KS2 Religious Education - BBC Bitesize</p> <p>Imagine you are playing a new game, the leader throws lots of balls in the middle of the playground and say ready, steady go. As kids start moving, picking up toys, or even asking questions, randomly shout out consequences or award points. "You asked a question! 5 points!" "You didn't say anything. 10 points!" "Picking up toys—Negative 500 points." "No movement within time limit. You're frozen forever!" "You're wearing red! Sit out for 2 minutes!" Explain that playing a game without knowing the rules can be confusing, frustrating, and even end up eventually hurting people. Ask your students to imagine what would happen if there were no traffic rules. Thinking of these examples why might rules be useful?</p>	<p>Task: use a Diamond 9 board and put the most important Commandment at the very top of the Diamond 9 board, the two next most important on the row below and so on. The least important (in pupils' eyes) will not get a space on the diamond.</p> <p>What is top and why? Which commandment was left out and why? How did you decide?</p>	<p>Plenary: If you could invent an 11th Commandment, what would it be?</p>

		<p>God gave rules to his people that would:</p> <ul style="list-style-type: none">▪ help keep people safe and at peace.▪ show them how to love and respect one another and God.▪ remind them what was good and right—as reminders of who He created them to be. <p>Look and discuss the Ten Commandments.</p>		
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LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 4	<p>LO: to explore how act of loving-kindness help Jews apply their beliefs to moral issues.</p>	<p>Starter: How many 10 Commandments can you remember? Do you think you should ever break the Ten Commandments?</p> <p>Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance?</p> <p>Input: The importance of loving one's neighbour. 'Gemillut chasadim' means acts of loving-kindness' which knows no bounds and not only teaches the art of giving but also not to expect to receive something material in return.</p> <p>Acts of kindness are engraved in a Jewish way of life, where individuals give selflessly of their time and of themselves. Every year on Mitzvah Day, thousands do just that, through projects based on the principle of doing acts of kindness.</p> <p>The commandment asks individuals to treat each other as equals which requires first valuing oneself in order to be able to mirror that love onto others.</p> <p>Introduce term covenant. A covenant is an agreement. Jewish people believe they have a special responsibility to follow God's laws, (called mitzvot in Hebrew) because of the covenants they have made with him.</p>	<p>Task: Create a jar/ box of acts of kindness that you could have in the classroom. For example: Write a message to send to a family member to cheer them up.</p>	<p>Plenary: Revisit topic question. Can you answer this now? How might their religion help them?</p>

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Lesson 5	LO: to show what we now know about how Jews make moral decisions.	<p>Starter: Work collaboratively to create a glossary of sacred texts that shape Jewish morals and values – and examples of the ways in which they do this <u>e.g.</u> ‘Love thy neighbour’ within the Ten Commandments and the commitment to acts of kindness integral to Jewish daily life.</p> <p>Input: Re-introduce the children to ‘Mitzvah Day’ and recap how this is the UK’s largest faith-led day – a Jewish-led day – of social action – how people around the world come together to give their time, not their money, to make a difference to the community around them. How do the children think this social action is shaped by Jewish morals and values?</p>	<p>Task: Children to work collaboratively to carry out further research about Mitzvah Day and plan a social action project that would reflect the morals and values that underpin the day.</p>	<p>Plenary: Children to explain how the social action project that they have planned would reflect Jewish morals and values – reference to the sacred texts that shape these.</p>

Celebration of knowledge and skills gained (opportunities for assessment):

- Children to work collaboratively to plan a social action project for Mitzvah Day, reflecting the Jewish morals and values that underpin the day and the sacred texts that shape these.

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	Skills and Knowledge Add in skills-based from Ruth ...
Some children will:	<ul style="list-style-type: none"> Ask and respond to questions about some ways Jewish people remember God. Describe simply how Jewish people use their sources of wisdom to make moral decisions.
Most children will:	<ul style="list-style-type: none"> Recognise and talk thoughtfully about the uses of holy writing in helping Jews to make moral decisions. Give examples of reasons why a Jew uses their scriptures to make moral decisions.
Some children will progress further and will:	<ul style="list-style-type: none"> Consider and discuss questions about using religious texts to make ethical decisions. Explain similarities and differences between how Jews and Christians make moral decisions.