

Topic Title: Other Faiths - Judaism

Year 6 Spring 1



Background for Teachers:

R.E. Online:

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

National Association of Teachers of Religious Education (NATRE):

[https://www.natre.org.uk/uploads/Course%20and%20Event%20Flyers/RE:%20Reviving%20and%20Th
riving/Plagues%20passover%20pilgrimages%20teacher%20information.pdf](https://www.natre.org.uk/uploads/Course%20and%20Event%20Flyers/RE:%20Reviving%20and%20Th
riving/Plagues%20passover%20pilgrimages%20teacher%20information.pdf)

<https://www.natre.org.uk/resources/prayer-at-the-western-wall/>

The Jewish Museum Online Resources:

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

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

Links to prior learning – see Judaism 'Core Knowledge Summary Table for Key Stage 2 to guide:

[https://primarysite-prod-sorted.s3.amazonaws.com/standrews-coe-voluntary-
primaryschool/UploadedDocument/9af1b2b3-693f-4766-bed7-07aa8e092fdf/religious-education-essex-
approved-syllabus-2022.pdf](https://primarysite-prod-sorted.s3.amazonaws.com/standrews-coe-voluntary-
primaryschool/UploadedDocument/9af1b2b3-693f-4766-bed7-07aa8e092fdf/religious-education-essex-
approved-syllabus-2022.pdf)

Enquiry Question:

One narrative: many beliefs. Why do people interpret things differently?

Disciplinary Focus:

Theology

Big Questions:

What could 'narrative' be referring to?

What narratives are key to the development of Jewish tradition?

Where do Jewish beliefs come from?

What do you know about the Torah?

How do dietary laws impact a Jew's life?

LEARNING OBJECTIVE		WHOLE CLASS INTRODUCTION / FOCUS	DIFFERENTIATED ACTIVITIES	PLENARY
Lesson 1	<p>LO: to understand how a narrative can be interpreted differently.</p>	<p>Introduction – ‘Previously On’ – what do the children know and what are they able to recall about Judaism already. Refer to Judaism ‘Core Knowledge Summary Table’ for Key Stage 2 to guide this.</p> <p>Starter – Either read a story (e.g. <i>Duck Rabbit</i> by Amy Krouse Rosenthal or <i>The Tale of Two Beasts</i> by Fiona Robertson) or share some common visuals that might be interpreted differently. Discuss how, in each example, it is possible for two people to be looking at the same thing but interpreting it differently.</p> <p>Input: Introduce this unit’s enquiry question and unpick the terminology – narrative, beliefs, interpret – in the context of religion and, more specifically, Judaism, what might ‘narrative’ be referring to? Display key terminology and/or create a glossary for the Working Wall.</p>	<p>Task: Choose a story from the Old Testament/Torah that is open to different interpretations – recap what the Torah is and why it is important to Jewish people – informed by ‘Previously On’.</p> <p>Read the story allow and allow children to explore – use of drama, plot points, story mapping. What do the children think the moral of the story is? Children to snowball into nine groups, share their moral with their group and negotiate to agree on one.</p>	<p>Plenary: ‘Diamond 9’ – share the nine morals agreed on – each group to rank. If we’ve all read the same story, why do we have different views on the moral?</p> <p>Discuss how this enquiry question could be linked to Judaism.</p>

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Lesson 2	LO: to understand where Jewish beliefs come from.	<p>Starter: Watch the following film clip: https://www.natre.org.uk/resources/termly-mailing/inspiring-re/jewish-people/why-is-the-torah-so-important-to-jewish-people/ <i>'My Life, My Religion – The Torah'</i> Children to reflect on what it means to be Jewish through the eyes of the child in the film clip.</p> <p>Input: Recap how for Jews, the Torah is a 'map of life', which provides guidance or requirements for the journey of life. It is more than just a text, it is a way of life. Within the Torah, there are 613 commandments (mitzot) and the most important of these are the Ten Commandments, forming the foundation of Jewish belief. Discuss where the children have encountered the Ten Commandments before. Explain that within the 613 mitzvot, there are some positive ('do this') and some negative ('don't do this').</p>	<p>Task: Children to work collaboratively to highlight and explore extracts of the Torah that link to the commandments, including food laws and laws about how to live.</p> <p>Further Challenge: children to reflect on the challenge of keeping to such strict laws and why they think Jews follow such strict rules – perhaps opportunity for further research into this.</p>	<p>Plenary: Children to reflect on similarities and differences between Jewish beliefs and ways of living and Christian beliefs and ways of living – Venn diagram?</p>

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Lesson 3	LO:	Starter: Input:	Task:	Plenary:

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Lesson 4	LO:	Starter: Input:	Task: Further Challenge:	Plenary:

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

- Children to ...

Lesson 5 Assessment Lesson to be added in ...

	<u>Skills and Knowledge</u> Add in skills-based from Ruth ...
Some children will:	<ul style="list-style-type: none">• Consider and discuss questions about the importance of global religious communities in the world today.• Give one example of how people interpret things differently in worship, celebration of festivals, living practice and within the global community of Judaism.
Most children will:	<ul style="list-style-type: none">• Explain examples of beliefs and reasons why these beliefs make a difference to how people live• Express understanding of ways in which beliefs are interpreted differently and put into action within religious communities.
Some children will progress further and will:	<ul style="list-style-type: none">• Give reasoned examples of why and how people interpret things differently with the Abrahamic tradition (Christianity, Judaism, Islam)