

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

### **Subject:** UKS2 Year A RE and World Views – Judaism

**Key Question** (to be used all year): Where can we find guidance about how to live our lives?

**Focus Question** (for this investigation): Do people need laws to guide them?

#### **PoS aims from Lancashire SACRE:**

- *Key features = The Torah and the synagogue*

This unit enables pupils to explore the importance of the Torah to Jewish people as a guide to life and faith. Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue. Pupils will then have time to reflect upon how they personally make decisions and who or what can have influence over this.

#### **Prior Learning (what pupils already know and can do)**

In KS1, children had the opportunity to explore Jewish beliefs about God, with a focus on why religious people put their trust in God and how this might be expressed. They learned about the story of Noah and the symbol of the rainbow as God's promise never to send a flood to destroy the world again. They investigated the festival of Sukkot as an annual reminder to the Jewish community to be thankful to God for all he has done. Pupils had opportunities to talk about why promises and trust are an important aspect of human life.

#### **Long-term Learning (what pupils MUST know and remember) End Goals**

- To know that the Torah is the first five books of the Hebrew bible and is an important source of guidance to Jewish people
- To make links between Judaism and Christianity sacred texts (the Torah contains books which are also found in the Old Testament of the Christian Bible)
- To know that the **Torah** is considered by Jews to be the holiest part of the **Tenakh (the Hebrew bible)**. It was given by God to **Moses** on **Mount Sinai**. Because of this, many Jews see it as the direct word of God.
- It is believed that the Torah was given to Moses when God made a **covenant** with the Jewish people after they had been freed from slavery in Egypt. The Torah was given to them to be a foundation of how to live as people of God
- To recognise that one of the **rules** is that Jewish people should learn about and study the Torah throughout their lives.
- To know that Jewish people attend the synagogue where the Torah is read aloud
- To know that **Rabbi literally means 'teacher' and they** offer insight and guidance into the teaching of the Tenakh.
- To understand that the Torah provides Jewish people with rules for everyday life
- To explore and understand how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue

#### **Disciplinary knowledge (on-going for the year)**

##### Beliefs and values

- Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers
- Explain the impact of beliefs and values – including reasons for diversity

##### Living religious traditions

- Explain differing forms of expression and why these might be used
- Describe diversity of religious practices and lifestyle within the religious tradition
- Interpret the deeper meaning of symbolism – contained in stories, images and actions

##### Shared human experiences

- Explain (with appropriate examples) where people might seek wisdom and guidance
- Consider the role of rules and guidance in uniting communities

##### Search for personal meaning

- Discuss and debate the sources of guidance available to them
- Consider the value of differing sources of guidance

#### **Key Vocabulary**

- Tanach (Tenach) - The collection of Jewish scripture is known as the TaNaCH (TeNaK) which derives from the three parts to the Jewish scriptures; the Torah, the Nevi'im and the Ketuvim. The word TaNaCH is actually an acronym for the parts of the Hebrew Bible: "T" is for Torah, "N" is for Nevi'im, and "CH" is for Ketuvim. The Torah is the first part of the TaNaCH.
- The Torah – The Jewish book which gives Jewish people important lessons of how to live as people of God.
- The Synagogue – the Jewish place of worship.
- Rabbi - literally 'teacher'

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- vellium - a prepared animal skin
- yad - a pointer used to follow the words in the Torah. The Torah scroll should not be touched by hand.
- Bimah – a raised platform with a reading desk
- Ark – the most important place inside the synagogue where the Torah is kept

### Session 1: Why do we have laws?

Children explore, ask questions and debate why we need or may not need laws. Children will make links to British Values (Rule of Law) and discuss how laws might unite communities (both religious and non-religious)

#### Suggested activities

- Do people need laws to guide them?
- Identify who makes rules at home and in school. How do you know that they make the rules?
- One of our human rights is **freedom of expression**. Discuss if the pupils think it is fair that they have to follow rules that they have not made themselves? What if we want to do something that is against the rules?
- Discuss how rules and guidance can unite communities
- **Relate to British values**

**Vocabulary = freedom of expression, British Values**

### Session 2: What is the Torah?

Children learn about the Jewish sacred book (the Torah), making links to other Abrahamic religions, specifically Christianity and its Old Testament of the Bible.

#### Core knowledge

- To know that the Torah is the first five books of the Hebrew bible and is an important source of guidance to Jewish people
- To make links between Judaism and Christianity sacred texts (the Torah contains books which are also found in the Old Testament of the Christian Bible)
- To know that the **Torah** is considered by Jews to be the holiest part of the **Tenakh (the Hebrew bible)**. It was given by God to **Moses** on **Mount Sinai**. Because of this, many Jews see it as the direct word of God.
- It is believed that the Torah was given to Moses when God made a **covenant** with the Jewish people after they had been freed from slavery in Egypt. The Torah was given to them to be a foundation of how to live as people of God
- To recognise that one of the **rules** is that Jewish people should learn about and study the Torah throughout their lives.

#### Suggested activities

- Origins of the Torah
- Ensure children know that Judaism is an Abrahamic religion – as you discuss the stories and beliefs, make connections to other Abrahamic faiths.
- Show 'The Jewish Story of Moses' from Religions of the World series. [https://www.youtube.com/watch?v=RdSQT7DS1II&list=PLcvEcrsF\\_9zIQm-KPGujuZkNRk\\_jTcehV&index=9&t=0s](https://www.youtube.com/watch?v=RdSQT7DS1II&list=PLcvEcrsF_9zIQm-KPGujuZkNRk_jTcehV&index=9&t=0s)
- It is believed that the Torah was given to Moses when God made a **covenant** with the Jewish people after they had been freed from slavery in Egypt. The Torah was given to them to be a foundation of how to live as people of God.
- The Torah contains the five books of Moses (these are also found in the Christian Bible in the Old Testament):
  - Genesis
  - Exodus
  - Leviticus
  - Numbers
  - Deuteronomy

**Vocabulary = Torah, Abrahamic, Judaism, covenant**

### Session 3: How does the Torah guide Jews?

Children learn about, discuss and ask questions about how Jews use the Torah as a source of guidance. They will look at the rules that are found in the Torah.

#### Core knowledge

- It is believed that the Torah was given to Moses when God made a **covenant** with the Jewish people after they had been freed from slavery in Egypt. The Torah was given to them to be a foundation of how to live as people of God
- To recognise that one of the **rules** is that Jewish people should learn about and study the Torah throughout their lives.
- To know that **Rabbi literally means 'teacher' and they** offer insight and guidance into the teaching of the Tenakh.
- To understand that the Torah provides Jewish people with rules for everyday life

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### Suggested activities

- Rules from the Torah
- The book contains 613 rules that teach people how to live. Explore some of these by watching <https://www.bbc.co.uk/bitesize/clips/zhc4q6f> and [https://www.youtube.com/watch?v=3QZ792rjcVE&list=PLcvEcrsF\\_9zL\\_rMIPzjyuhf7-VuPVq4yl&index=41&t=0s](https://www.youtube.com/watch?v=3QZ792rjcVE&list=PLcvEcrsF_9zL_rMIPzjyuhf7-VuPVq4yl&index=41&t=0s). Children should then research rules to do with family life and create posters to demonstrate their knowledge.
- One of the **rules** is that Jewish people should learn about and study the Torah throughout their lives. They do this by attending the synagogue where the Torah is read aloud and the **Rabbi (literally 'teacher')** is there to offer insight and guidance into its teaching.
- In the Torah, rules for everyday life are only talked about very briefly.
- Over thousands of years, Rabbis have talked about what the Torah meant and came up with details of how Jewish people should live their lives.

**Vocabulary = rules, Rabbi**

### Session 4: How is the Torah respected by Jews? (*Suggest to be completed over 2 lessons*)

Children learn about how the Torah is treated and respected by Jews.

#### Core knowledge

- To know that the **Torah** is considered by Jews to be the holiest part of the **Tenakh (the Hebrew bible)**. It was given by God to **Moses** on **Mount Sinai**. Because of this, many Jews see it as the direct word of God.
- To recognise that one of the **rules** is that Jewish people should learn about and study the Torah throughout their lives.
- To know that Jewish people attend the synagogue where the Torah is read aloud
- To explore and understand how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue

### Suggested activities

The synagogue and respect for the Torah

- Attending the synagogue gives Jewish people time to focus on God and for the Rabbi and **community** to pass on religious and moral teachings to the people.
- The Synagogue – this is the Jewish place of worship, but is also used as a place to study, and often as a community centre as well.
- The Sefer Torah – this is the Torah scroll, which are handwritten by a specially trained scribe onto vellium (a prepared animal skin). This is treated with the utmost respect. It is an honour to be asked to read from it at a service in the synagogue, and importantly no one is allowed to touch it with their bare hands. Instead, a pointer called a yad is used to follow the words.
- Watch <https://www.bbc.co.uk/bitesize/clips/z834wmn> and ask pupils to identify what the Bimah, Ark and yad are, or do research into them. Pupils could write a recount of a visit to a synagogue from the point of view of a Jewish person describing their use.
- Further exploration of respect for the Torah and rules around it
- Identify ways in which Jewish people show respect for the Torah. Pupils could read and discuss these with a partner or group before ranking them in order of importance and explaining the reasons for their choices.
- Learning could be further enhanced by visiting a synagogue or by interviewing a member of a local **synagogue - link this to the previous interviews with Christian and Islamic leaders**.
- *Assessment activity - provide pupils with images of Jewish use of the Torah and worship at the synagogue. The pupils should explain what each is, why it is important and how it is used in worship.*

**Vocabulary = Torah, synagogue, vellium, Bimah, Ark, yad**

### Session 5: Do people need laws to guide them?

Children reflect and debate the use of laws for religious and non-religious reasons. They should consider how laws are created and who enforces the rules.

#### Suggested activities

- Re ask the question in the context of Judaism – Do people need laws to guide them?
- If we have laws, why might we need to revisit them? When we have decisions or dilemmas who or where can I turn to for guidance?
- Refer to how we treat and respect those sources of guidance – e.g. rule makers and 'enforcers'
- There are different sources of guidance available to followers of the Jewish faith – they may seek out and value different sources of guidance for different situations in their lives

**Vocabulary = laws, guidance**

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Future learning this content supports:

In the next unit, we continue to consider how guidance impacts a believer's life. This will support them in accessing learning in high school around Judaism but will also aid further exploration of how religious rules, communities and guidance can impact the way they live, the decisions they make.

Other themes this unit supports for future learning is the idea of a covenant within religions.