ABOUT THIS UNIT:

Work in this unit will enable children to explore the religion of Judaism while asking and responding to key questions about their own and others’ beliefs. It will also expand upon key previous learning and challenge children’s thinking in some of the key areas / strands of learning in RE. This unit particularly focuses on key Jewish beliefs, Passover, Shabbat, the synagogue and how the Jewish faith has developed during and since the Holocaust. The learning activities are designed to meet the learning needs of visual, oral and kinaesthetic learners. A key feature in this unit is the learning about and from the Holocaust. Clearly this is a very sensitive issue and the teachers role is not to traumatize children. Images and stories need to be selected carefully and sensitively. The websites recommended provide valuable support material.

Estimated time for this unit: 10 weeks

Focused Religions: Judaism

Where this unit fits in: This unit takes place during the autumn term of year 6. It builds on previous teaching from units on Celebrations and Symbols in Key Stage 1 and Symbols and religious expression in Key Stage 2. The initial material on beliefs links to the key stage year 2 unit on Believing / Story.

KEY LEARNING OUTCOMES ADDRESSED BY THIS UNIT

AT1  
a. Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values.

b. Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings.

AT2  
a. Reflect on what it means to belong to a faith community, communicating their own and others’ responses thoughtfully.

c. Discuss their own and others’ views of religious truth and belief, expressing their own ideas clearly.

KEY STRANDS ADDRESSED BY THIS UNIT

- Beliefs, Teachings and Sources  
  AT1

- Practices and Ways of Life

- Identity and Belonging  
  AT2

LINKS TO THE EVERY CHILD MATTERS AGENDA:-

- Being Healthy - consider teachings from religious and other belief systems about food and drink, drug use and misuse, relationships and human sexuality.

- Staying Safe – developing pupils’ learning about the diversity of religious and ethnic groups.

- Enjoyment and Achievement - exploring and reflecting on key questions and values.

- Enjoyment and Achievement - providing lively, challenging learning activities, including story, music, drama, ICT, group and class discussion, which stimulate pupils’ mental and emotional development.

- Making a Positive Contribution - considering the places of rules and guidance in their own lives and within religious traditions.

CONTRIBUTIONS TO PUPILS’ SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.

Spiritual Development
Learning about and reflecting upon important concepts, experiences and beliefs which are at the heart of religious and other traditions and practices.

Moral Development

Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice.

KEY SKILLS

Reflection - Enquiry - Synthesis - Communication

ATTITUDES FOCUS

Respect for All - Open Mindedness.
<table>
<thead>
<tr>
<th>Prior learning</th>
<th>Vocabulary</th>
<th>Resources</th>
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<tbody>
<tr>
<td>It is helpful if children have:</td>
<td>In this unit, pupils will have an opportunity to use words and phrases related to:</td>
<td>• <a href="http://www.jewfaq.org">http://www.jewfaq.org</a> – a good website for general information of Judaism and extracts from the Torah.</td>
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<tr>
<td>some ideas on the importance of celebrations and understand religious symbols have meaning.</td>
<td>• Celebration • Passover/ Pesach • Shabbat • Synagogue • Bar/ Bat Mitzvah • Kosher • Torah • Rabbi • Holocaust</td>
<td>• Prince of Egypt DVD – Dreamworks.</td>
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<td></td>
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<td>• Props for story telling.</td>
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<td>• Passover food and artefacts</td>
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<td>• Passover script (appendix 1)</td>
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<td></td>
<td></td>
<td>• BBC Newsround website</td>
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<td></td>
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<td>• Anne Franks Diary – Puffin or A picture Book of Anne Frank – Macmillan Children's Books.</td>
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**EXPECTATIONS at the end of this unit:**

**Nearly all can:** (at level 3)
- Pupils use a developing religious vocabulary to make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers’ lives and describe some forms of religious expression. (AT1)
- **Pupils identify what influences them, making links between aspects of their own and others’ experiences. (AT2)**

**Pupil Friendly Level Descriptions: I can …**
- describe what a believer might learn from a religious story. (AT1 strand A – beliefs, teachings and sources.)
- use religious words and describe some of the different ways in which people show their belief. (AT1 strand C – forms of expression.)
- compare some of the things that influence me with those that influence other people. (AT2 strand D – identity and belonging.)

**Many can:** (at level 4)
- Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They suggest meanings for a range of forms of religious expression. (AT1)
- **Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth and commitments. They apply their ideas to their own and other people’s lives. They describe what inspires and influences themselves and others. (AT2)**

**Pupil Friendly Level Descriptions: I can ……**
- make links between the beliefs, teachings and sources of different religious groups and show how they are connected to believers’ lives. (AT1 strand A – beliefs, teachings and sources.)
- describe how religious beliefs, ideas and feelings are expressed using a range of styles and words by believers and suggest what they mean. (AT1 strand C – forms of expression.)
- ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others. (AT2 strand D – identity and belonging.)
Some children will have progressed further and will: (at level 5)

- Children use and increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognizing diversity in forms of religious, spiritual and moral expression, within and between religions.

- Children ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

Pupil Friendly Level Descriptions: I can ..... 

- suggest reasons for the variety of beliefs which people hold and explain how religious sources are used to provide answers to important questions. (AT1 strand A – beliefs, teachings and sources.)

- use a wide religious vocabulary in suggesting reasons for the similarities and differences in the way people express their faith. (AT1 strand C – forms of expression.)

- give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me. AT2 strand D – identity and belonging.
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| One session   | to describe what personal beliefs are held and why. (AT2) | • Children should use a dictionary and thought shower what they think the words believe/ belief mean.  
• As a whole class share ideas and begin to use ideas to understand what the words belief and believe mean.  
• Ask the children the question ‘what do you believe? Children could draw, create a collage or write down own beliefs. These beliefs may link to a religion, moral values or even a belief in the best football team. Ask children to also record why they hold these beliefs. (Parent/ friend/ other influences etc.)  
• Whilst children are recording own beliefs a range of music with belief in the title could be played.  
• In groups children to report to each other what they believe and why? As a whole class join back together and share some beliefs – are there common influences for our own beliefs?  
• Explain you are now going to ask the children a difficult question and you want an answer – ‘Which came first – the chicken or the egg?’ Have a short debate before explaining that we are unsure of the answer and there are many questions with uncertain answers.  
• Children to record questions they have no answers to but would like to find out. Display on a questions board – children to sort by how easy the questions are to answer. | Make sure open questions are asked here so children can explore a range of their beliefs without limitation. |
| What do I believe? | to consider and express questions about beliefs which may not have answers. (AT2) | | | |
| What questions do I have? | | | | MUSIC POSSIBILITIES  
I believe I can fly … R Kelly  
I believe for every drop of rain that falls … Erwin Drake  
I believe in music … Mac Davis  
Believe … Cher | You can substitute this question for one more specific to a faith but the chicken and egg debate is always lively! |
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<td><strong>Follow lesson Plans from Festival Matters – Harvest Y6</strong></td>
<td>Pupils should learn:</td>
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<td>What do Jewish people believe?</td>
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<td>What makes the Torah so special?</td>
<td>• to know the central place of the Torah in the Synagogue and identify some content of the Torah. (AT1)</td>
<td>• Ask children before this session, perhaps as homework, to name a book which is special for them and why. This could start a display. Discuss some of the books and why they are special as a whole class. Ask the questions: why do we have so many different books? Does anyone have the same special book?</td>
<td>This is a good initial assessment piece – from this you can gauge what the children know now and link to the end of unit assessment.</td>
<td>This is a good literacy link and the children could include a review of the book along with reasons for it being special.</td>
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<td>• to describe and explore the real importance of the Torah for Jews. (AT1)</td>
<td>• Introduce Judaism as the focused religion for this term and thought shower what the children already know. Introduce the Torah as the Jewish sacred text.</td>
<td></td>
<td>The DVD Places of worship(<a href="http://www.reonline.org.uk">www.reonline.org.uk</a>) has a good section on the Torah and was filmed in Exeter synagogue</td>
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<td>• to identify special relationships in their own lives. (AT2)</td>
<td>• Explore where the Torah is kept within the synagogue and how the Torah is produced. Allow children to handle a Torah, using a Yad (hand) and make suggestions on which language the Torah written in and how the text should be read.</td>
<td></td>
<td>The Torah, in its most limited sense, is made up of the 5 books of Moses: Genesis, Exodus, Leviticus, Numbers and Deuteronomy. These are also the first 5 books of the Christian Bible. The Torah is written in Hebrew.</td>
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<td>• What happens to our special books when they are worn out or not used any more? Discuss. Link this to the Torah and how it is buried when it is of no further use. Why do you think this is?</td>
<td></td>
<td>For Jews the Torah is a ‘map of life’ which provides guidance for the journey of life. It is kept in the Ark of a synagogue, a very sacred place. It is a scroll which is handwritten by scribes and must not be touched by human hand. A yad (hand) is used to read from the Torah.</td>
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<td>• Read and in groups highlight and explore extracts of the Torah which link to the commandments, food laws (kosher) and laws about how to live. Discuss similarities and differences between the laws/ guidance children follow in their daily lives.</td>
<td></td>
<td>There are 613 commandments (mitzvos) of the Torah. They refer to many</td>
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</table>
| What makes a good leader? | Jewish laws? Why do you think they follow such strict rules?  
- Invite a Jewish faith speaker in to talk to the children about the importance of the Torah for Jews.  
- Allow children to prepare and ask questions which they would like answered.  
- Children could record the answers by taking notes and produce a newspaper report on ‘Why is the Torah really important for Jews?’ Lower ability children could tape record the answers from the faith speaker and produce a television interview for the children to watch. Extend higher ability children by including examples of their own special relationships within the report and include questions which are difficult to answer.  
- Children will have an independent piece of work which will indicate their understanding of the Torah and its importance to Jews. Video record the television interview as evidence.  
- In addition to the written scriptures there is an “Oral Torah,” a tradition explaining what the above scriptures mean and how to interpret them and apply the Laws. Orthodox Jews believe **G-d** taught the Oral Torah to **Moses**, and he taught it to others, down to the present day. This tradition was maintained only in oral form until about the 2d century **C.E.**, when the oral law was compiled and written down in a document called the Mishnah.  
- The independent activity links closely with literacy (report writing) and ICT (presenting information) objectives. |  
| Why is Moses so important to Jewish people? |  
- to understand the significance of the story of ‘The Exodus’ for Jewish people today. (AT1)  
- to identify qualities involved in leadership from the story. (AT2) |  
| Who do we respect/ follow/ believe? |  
- Laws including food laws (Kosher) and guidance on how to live. |
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|               | Who was Moses? Why is he special? Who is he special to? Link to learning in the previous 2 sessions. | • Read ‘The Exodus from Egypt’ to the children from the Torah. Alternatively children could watch extracts from ‘The Prince of Egypt’ on video or DVD. | Discussion will allow identification of key ideas remembered from previous sessions. | DVD The Prince of Egypt
‘The Exodus’ can be found within Exodus Chapter 5 – 14. |
<p>|               | Question children about the events and the plagues. Why would a loving God send these plagues etc? | • Question children about the events and the plagues. Why would a loving God send these plagues etc? |                     | Plagues in order are: blood, frogs, gnats/lice, flies, death of cattle, boils, hail, lice, darkness, death of first born son. |
|               | Children to act out ‘The Exodus’ in groups. Split the class into 3 mixed ability groups and give them 3 plagues each. As a whole class the children should act out the plagues in order. All children act out final plague in a circle— if children have a cross made with their fingers the angel of death will pass over them, if not they will die. | • Children to act out ‘The Exodus’ in groups. Split the class into 3 mixed ability groups and give them 3 plagues each. As a whole class the children should act out the plagues in order. All children act out final plague in a circle—if children have a cross made with their fingers the angel of death will pass over them, if not they will die. | Speaking and listening – can the children listen and present their ideas to others. This discussion should allow the development of ideas of why Moses is special to Jews. | As the story is being told visual aids are always very good to support children's memory and retain attention. e.g. paint can be used for blood; frog and animal masks can be worn by children, rubber flies can be thrown in the class, boils can be stuck on to children's arms (most joke shops would have these), etc. |
|               | Collage work on the plagues | • Collage work on the plagues | | |
|               | Plenary – was Moses a good leader? Split the class into 2 mixed ability groups and give children 5 minutes to prepare some points for either yes or no. Allow children to debate and attempt to make some conclusions at the end, linking to why Jewish people believe Moses was so important. | • Plenary – was Moses a good leader? Split the class into 2 mixed ability groups and give children 5 minutes to prepare some points for either yes or no. Allow children to debate and attempt to make some conclusions at the end, linking to why Jewish people believe Moses was so important. | | |</p>
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<td>How does a Jewish person celebrate Passover?</td>
<td>• to understand the importance of Passover (Pesach) for Jews. (AT1)</td>
<td>• Begin with a team competition – split the class into mixed ability teams and ask them to list all of the plagues they remember. The group which remembers the most plagues in the correct order could win a reward.</td>
<td>Through pupil discussion, previous learning can be assessed.</td>
<td>Plagues in order are: blood, frogs, gnats/lice, flies, death of cattle, boils, hail, locusts, darkness, death of first born son.</td>
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<tr>
<td>What makes Passover so special?</td>
<td>• to reflect on their feelings and the feelings of Jewish people within the events of celebration. (AT2)</td>
<td>• Explain that the story of the Exodus and the 10 plagues link to a very important Jewish festival (Passover) which is held annually.</td>
<td></td>
<td>Allowing the children to taste and smell the foods will give them a better insight into the symbolism, e.g. the salt water tastes like tears.</td>
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### Teaching and Learning Activities

- **Begin with a team competition – split the class into mixed ability teams and ask them to list all of the plagues they remember. The group which remembers the most plagues in the correct order could win a reward.**

- **Explain that the story of the Exodus and the 10 plagues link to a very important Jewish festival (Passover) which is held annually.**

- **Pass around a Seder plate for the children to explore. Ask children to become detectives and use the Seder plate to find clues for food which may be eaten.**

- **Discuss and list food; when listing the food allow the children to touch, taste, look at and smell the food. Discuss the symbolism of each food.**

- **Children to act out the Passover meal, using props and relevant food. Children to read from a Passover script – The Haggadah (appendix 1).**

- **In groups ask children to record their answers and thoughts to the following questions: what makes Passover special to Jews? What do you think is the most special part of Passover and why? Is family time important? Why? What questions do you still have about Passover? For lower abilities structure the questions more carefully and limit the number of questions to answer. Higher ability children could reflect on similarities and differences with the story of the Last supper.**

### Assessment Opportunities

- This can be a written record, tape recorded answers or conducted as an interview between children. Use different support systems depending on children’s abilities.

### Links / points to note

- Burnt egg – new life and life as a continuing cycle
- Salt water – tears from the Hebrew slaves
- Charoset – bricks and mortar used to build Pyramids
- Bitter herbs (horseradish) – bitterness of slavery
- Lamb Bone – the sacrificed lamb, blood used for marking the door post
- Parsley – spring and new life.
- Matzoh (unleavened bread) - In their haste to leave Egypt and escape slavery, the Israelites had no time to let dough rise for bread
- Red Wine – joy and happiness in freedom from slavery
- Cushions – remind Jews that their lives are more comfortable now.
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<td>How does a Jewish person celebrate Shabbat?</td>
<td>• to identify and describe the main features of Shabbat. (AT1)</td>
<td>• Create a sense of Shabbat in the classroom. Before the lesson have a ‘clear up’ of the room by a set time. It should be arranged so that there is much to do in a limited amount of time. At the end of this time have a quiet time of reflection.</td>
<td>Every week religious Jews observe the Sabbath, the Jewish holy day, and keep its laws and customs. The Sabbath begins at sunset on Friday and lasts until sunset on Saturday.</td>
<td>Pathways of Belief have produced a useful video on Judaism which includes a programme on Shabbat.</td>
</tr>
<tr>
<td>What are the reasons for the weekly celebration of Shabbat?</td>
<td>• to describe and question what Shabbat contributes to the Jewish pattern of life. (AT2)</td>
<td>• Pass around a spice box containing sweet-smelling spices. What does this smell make you think of? The practice of handing around spices symbolises the sweetness of Shabbat which Jews take into the new week. Discuss those things which pupils hold to be most valuable in their lives.</td>
<td>God commanded the Jewish People to observe the Sabbath and keep it holy as the fourth of the Ten Commandments. The idea of a day of rest comes from the Bible story of the Creation.</td>
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<tr>
<td>Why is Shabbat so special for Jews?</td>
<td>• Link to Shabbat – what is it? Has anyone heard of it before? Shared read and use images to explore the main practices of Shabbat. Why do families do those things? Why are they important? What do they symbolise?</td>
<td>• Task – to write a ‘Shabbat diary’ as if they were a Jewish person. Begin on Friday morning and end on Sunday morning. Write about ‘what activities are completed’ and ‘why they are completed’. The children could also ask questions about some of the practices they are unsure of. For lower ability children prompts and a suitable writing frame should be provided. To extend some children’s thinking in this task a diary could be written for a Jewish mother of father instead of a Jewish child.</td>
<td></td>
<td><a href="http://www.akhlah.com/holidays/shabbat/shabbat.php">http://www.akhlah.com/holidays/shabbat/shabbat.php</a> is a very good, child friendly website on Shabbat.</td>
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<td></td>
<td>• Plenary – What is Shabbat? What happens during Shabbat? Why is Shabbat special for Jewish people? Is it a good idea to have one special day in the week?</td>
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<tr>
<td>Two sessions</td>
<td>• to describe the similarities and differences between synagogues. (AT1)</td>
<td>• Plan a visit to a local synagogue or if this is not possible complete a virtual tour of a synagogue, focusing on similarities and differences between Orthodox and Reform synagogues. (AT1)</td>
<td>Questions children ask on a visit could highlight their level of understanding.</td>
<td><a href="http://juniors.reonline.org.uk/juniors_vtour_s.php?j">http://juniors.reonline.org.uk/juniors_vtour_s.php?j</a></td>
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<tr>
<td>What happens at the synagogue?</td>
<td>• to explore appropriate questions about Jewish people’s beliefs and practices. (AT1)</td>
<td>• Allow children to prepare questions to ask on the visit. Questions could include: how and why are synagogues different? What happens in a synagogue? When do Jewish people visit a synagogue? Why do reform and orthodox synagogues believe different things from the same Torah?</td>
<td>Any of the follow up activities would be a good summative assessment piece. It would highlight whether the children could:</td>
<td>Plymouth Synagogue. Plymouth Synagogue is the Oldest Ashkenazi Synagogue in the whole of the English Speaking World dedicated in 1762 and in regular use to this day.</td>
</tr>
<tr>
<td>What are the similarities and differences between Reform and Orthodox synagogues?</td>
<td></td>
<td>• Give children disposable cameras to take photographs of key symbols and objects within the synagogue they visit. (or print key photos using the internet)</td>
<td>use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They suggest meanings for a range of forms of religious expression. (AT1 L4)</td>
<td><a href="http://members.fortunecity.com/exeter/shul/index.html">http://members.fortunecity.com/exeter/shul/index.html</a> - Exeter Synagogue.</td>
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<td></td>
<td>Possible follow up activities</td>
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<td>raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth and commitments. They apply their ideas to their own and other people’s lives. (AT2 L4).</td>
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<td>1. Explore the importance of bar/ bat mitzvah and discuss why the orthodox synagogue do not have bar mitzvah. Is this fair/ right? Children could explore bar/ bat mitzvah cards to find simple facts e.g. it may have 12 printed on the card so they may suggest the age for bat mitzvah is 12. They could then act out bar/ bat mitzvah ceremonies using various artefacts and props. Answer the questions: Why is bar/ bat mitzvah important to the Jewish community? If it is so important why do orthodox synagogues not allow girls bat mitzvah?</td>
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<td>2. Using the photographs taken during the synagogue visit, children could place them into a photo album adding captions to explain the photos, symbolism and meaning for the Jewish community. They could also record questions which arise, including their own thoughts/ beliefs.</td>
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<td>3. Children could become a tour guide for a synagogue. They could make a synagogue using a shoe box and collage materials and then write a script to detail its important aspects.</td>
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Possible follow up activities:

1. Explore the importance of bar/ bat mitzvah and discuss why the orthodox synagogue do not have bar mitzvah. Is this fair/ right? Children could explore bar/ bat mitzvah cards to find simple facts e.g. it may have 12 printed on the card so they may suggest the age for bat mitzvah is 12. They could then act out bar/ bat mitzvah ceremonies using various artefacts and props. Answer the questions: Why is bar/ bat mitzvah important to the Jewish community? If it is so important why do orthodox synagogues not allow girls bat mitzvah?

2. Using the photographs taken during the synagogue visit, children could place them into a photo album adding captions to explain the photos, symbolism and meaning for the Jewish community. They could also record questions which arise, including their own thoughts/ beliefs.

3. Children could become a tour guide for a synagogue. They could make a synagogue using a shoe box and collage materials and then write a script to detail its important aspects.

Possible follow up activities:

- Use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They suggest meanings for a range of forms of religious expression. (AT1 L4)
- Raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth and commitments. They apply their ideas to their own and other people’s lives. (AT2 L4)

Links / points to note:

- [http://juniors.reonline.org.uk/juniors_vtour_s.php?j](http://juniors.reonline.org.uk/juniors_vtour_s.php?j) – This website provides a number of different synagogues to explore, both orthodox and reform. It is important for children to explore the differences and similarities between the two synagogues.
- [http://www.plymouthsynagogue.com/](http://www.plymouthsynagogue.com/) - Plymouth Synagogue. Plymouth Synagogue is the Oldest Ashkenazi Synagogue in the whole of the English Speaking World dedicated in 1762 and in regular use to this day.

A synagogue is a house of prayer and a house of study. There are certain prayers that can only be said in the presence of a Minyan (a quorum of 10 adult men). It is worth noting that a synagogue can exist without a rabbi: religious services can be, and often are, conducted by lay people in whole or in part. However, the rabbi is a valuable member of the community, providing leadership, guidance and education.

Orthodox - One of the major movements of Judaism, believing that Jewish law comes from G-d and cannot be changed. (appendix 2)

Reform - One of the major movements of Judaism, believing that Jewish law was inspired by G-d and one can choose which laws to follow.
| **Key questions** | LEARNING OBJECTIVES  
**Pupils should learn:** | **Teaching and Learning Activities** | **Assessment Opportunities** | **Links / points to note** |
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<td><strong>What was the Holocaust?</strong></td>
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<td>How did the Holocaust affect Jewish people and their beliefs?</td>
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<td>How does Holocaust memorial day enable both Jewish people and many others remember not just events in World War 2 but other tragedies in the world?</td>
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| **to describe key events linked to the Holocaust.** (AT1) |  |  |  | The study of the Holocaust is a powerful and moving aspect of RE which needs careful and sensitive handling. Key websites:  
http://www.hmd.org.uk/  
www.bethshalom.com  
www.jewishmuseum.org.uk contains helpful guidance and resources on the Holocaust.  
www.ushmm.org/education very helpful guidance for teachers  
The Holocaust Memorial Day Trust is responsible for providing information and advice to assist schools and communities in developing and delivering local activities. It is a very comprehensive and useful website and has many teacher resources including PowerPoint presentations, a play based upon Anne Frank’s Diary, DVD’s and poems. http://www.spiritstaffs.co.uk/synagogue/Auschwitz.htm - a website which provides stories from Auschwitz entitled: Hanging on for life Putting God on trial - Inscript on the wall - Night and day.  
These stories can help children assess the affect of the Holocaust on the faith and beliefs of Jewish people but require sensitive handling.  
www.annefrank.org.uk is the main website on Anne Frank OR  
<p>| <strong>to explore how the events of the Holocaust affected the Jewish faith and beliefs.</strong> (AT1) |  |  |  |  |
| <strong>to ask questions about who they are and where they belong.</strong> (AT2) |  |  |  |  |
|  |  |  |  |  |</p>
<table>
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<th>Follow lesson plans from Festival Matters – Christmas Y6</th>
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APPENDIX 1

Passover Script

1. Lighting the candles
   Thank you God for the festival lights and for bringing our family together to celebrate Pesach.

2. KADAYISH - Blessing over the wine
   0. Lord our God, King of the universe, who has chosen us, thank you for the special time you have given us for rejoicing especially at this festival that celebrates our freedom from slavery in Egypt.
   (Drink the first cup of wine)

3. OOFIHATZ - Wash hands

4. KARPAS ( dip parsley in salt water and give everyone a piece)
   0. Lord our God, thank you for the fruits of the earth.
   (Eat parsley)

---

Passover Seder

4. YAHATZ - break the middle matzah (put aside the afikomen, wrap it and hide it for a child to find later).

5. MACEED - story
   The is the bread that our ancestors ate in the land of Egypt. The year we are here, next year we shall be in Jerusalem. Yesterday we were slaves, today we are free.
   (Pour out wine for second cup)
   The youngest child asks:
   Why is this night different from all other nights of the year?

---

Egyptian Pharaoh's son

He was found by an Egyptian princess who took him home and looked after him. She called him Moses. As Moses grew up he saw Jewish enslaved working very hard and being treated very badly. He tried to stop

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Egyptian Pharaoh

He was angry and punished. He sent ten plagues on the Egyptians. These were: blood, frogs, locusts, boils, darkness and then killing of the firstborn. Finally

---

God told Moses that the Jews could go. They had to leave Egypt very quickly. They did not have time to let their bread rise and the sun baked it into hard crackers called 'matzoh'. The Jews followed Moses. When they

---

Leader

We were slaves in Egypt and God freed us so we are no longer slaves. It is a very important story and we must teach every generation about it.

---

An Egyptian hurt a Jewish slave but instead killed him. Moses had to run away from Egypt because of this. One day Moses saw a burning bush and heard the voice of God who told him to go back to Egypt and free the Jewish slaves. Moses returned and told Pharaoh to 'let my people go', but Pharaoh refused. God was angry and punished Pharaoh. He sent ten plagues on the Egyptians. These were: blood, frogs, locusts, boils, darkness and then killing of the firstborn. Finally Pharaoh told Moses that the Jews could go. They had to leave Egypt very quickly. They did not have time to let their bread rise and the sun baked it into hard crackers called 'matzoh'. The Jews followed Moses. When they
encourage Elijah to come in.

13. HALLEL - Hymn of Praise
(The fourth cup of wine is filled)

Psalm 117 (say together)

Thank you God for the fruits of the vine.
(Raise cup and drink it)

14. MAROT - Prayer
Thank you God for our Passover. Next year may we celebrate it in Jerusalem.

There are two other symbols on the seder plate, the egg and the bone. The egg reminds us of spring and the bone reminds us of the first Pesach.

10. SHULAN OREH - The meal is then served
Towards the end of the meal the children hunt for the afikomen.

11. Tzafon - Each person eats a piece of the afikomen
(Pour out the third cup of wine)

12. Boreh - Grace
Thank you God for the fruits of the vine.
Drink the third cup of wine
(An additional cup of wine is poured for Elijah. The door is opened to

We dip the parsley into salt water to remind us of the tears of the slaves. Leaning on the pillow is a sign that we are now, thanks to God, free men.

6. RA'ATZ - Wash hands

7. & 8. MOTZE MATZA blessing - Thank you God for the blessing of bread and for the special matzah that remind us of our forefathers hurried flight from Egypt.
(Everyone has a small piece of matzah)

9. MAROR - Bitter herbs
(All take some bitter herbs and charoset)
Thank you God for the bitter herbs that remind us of the bitterness of slavery.

got to the sea God told Moses to part the waves with his stick.
Moses did so and the Jews crossed the sea on dry land.

When the Egyptians came after them - for Pharaoh changed his mind again - the waves fell back onto the Egyptians and they all drowned. God had freed the Jews from slavery and that is why we celebrate Passover each year.

We eat matzah on Passover to remind us of the sun-baked bread eaten by our forefathers in Egypt on their journey. We eat bitter herbs to remind us of the bitterness our forefathers suffered at the hands of the Egyptians. We dip food twice to remind us how hard the Jewish slaves worked in Egypt.

The charoset reminds us of the bricks our forefathers made.
Synagogue services can be led by a rabbi, a cantor or a member of the congregation. Traditional Jewish worship requires a minyan (a quorum of ten adult males) to take place. In an Orthodox synagogue the service will be conducted in ancient Hebrew, and the singing will be unaccompanied. In a Reform synagogue the service will be at least partly in English, there may a choir and instruments, and men and women can sit together.
When I hear the word suffering I think of

I think the Holocaust was when

For Jewish people a special place is
and a special celebration is

Three really important beliefs I have include

A special celebration in my life is when

If I ruled the world my most important rules would be
SUMMATIVE

What I remember most from our learning about the Holocaust is

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Three important things that Jesus taught his friends were

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The words prejudice and stereotyping mean

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I now think the most important qualities in a hero are

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I would now describe suffering as

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Shabbat is very important for Jewish people because

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Important differences between Orthodox and Reform Judaism include

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The Torah is special for Jewish people because

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