



CL2.6

How do Jews use stories to remember God's covenant?

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About this unit:

This is a pathway 6 unit looking at the big picture. This unit focuses on what it is like to be Jewish: exploring the covenant with God; exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.

This unit follows on from KS1 work on a pathway 6 unit, 'Which books and stories are important?'

Age Related Pathway

Statement:

Good RE students (LKS2) can recall stories from different traditions and explain how these affect people's lives.

Transferable

question:

How have practices changed or stayed the same over time?

The religions studied

in this unit:

Judaism

Estimated teaching

time for this unit:

6 – 8 hours

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Vocabulary	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific to Judaism:</p> <ul style="list-style-type: none"> • Moses • Abraham • Exodus • Hebrew • covenant • Torah • Ark • Sabbath / Shabbat • Passover / Pesach, Mezuzah • Kosher • Seder <p>Religion in General:</p> <ul style="list-style-type: none"> • Prayer • Belief • worship <p>Religious & Human Experience:</p> <ul style="list-style-type: none"> • Questions • Mysteries • Symbols • Divine 	<p>Books and websites</p> <p>RE Today Services (www.retoday.org.uk) publish relevant items: Judaism, A Pictorial Guide ISBN 978-1851000937 Developing Primary RE: Symbols of Faith ISBN 978-1904024477 Opening Up Judaism, ed. Fiona Moss, RE Today Services ISBN 978-1-905893-55-3 My Life as a Jew by Trevor Guy ISBN 1855 962 829 My Jewish Year by Cath Senker ISBN 0 7502 4060 1 I am a Jew by Clive Lawton ISBN 07496 41738</p> <p>The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: https://www.bbc.co.uk/bitesize/subjects/z7hs34j BBC My Life, My Religion: https://www.bbc.co.uk/programmes/b05p6t8v/clips Celebrating Shabbat in a synagogue. https://www.bbc.co.uk/programmes/p0115jms Moses: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382</p> <p>The best gateway for RE sites is: https://www.reonline.org.uk/teaching-resources/ You can find and use searchable sacred texts from many religions at: www.ishwar.com The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. www.retoday.org.uk and www.natre.org.uk/spiritedarts</p> <p>Dreamworks Prince of Egypt on DVD or available on streaming services is a good resource to tell the story of Moses</p> <p>Website entry points for Judaism: https://www.chabad.org/ - Provides a wealth of information about Judaism and Jewish ways of life. https://www.jewfaq.org/ is a great encyclopaedia for information about Judaism for teachers. https://www.myjewishlearning.com/ - information about Jewish life and practice. https://jewishmuseum.org.uk/ Resources, artefacts and information for schools.</p>

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EXPECTATIONS – informed by ongoing assessment throughout the unit:

Pupils working towards the age-related expectations will:

- Listen to and recall some Jewish stories.
- Describe and make links between rituals and actions linked to some Jewish stories.

Pupils working at the age related expectations (ARE) for LKS2 will be able to:

- Re-tell some Jewish stories and consider their importance.
- Explain how Jews express their faith through rituals and actions.
- Express ideas about the rituals and practices which demonstrate belonging to a community.

In order to broaden and deepen their learning, some pupils might:

- Demonstrate understanding of some Jewish stories and consider their importance.
- Give examples of how Jews express their faith through rituals and actions.
- Describe similarities and differences about the rituals and practices which demonstrate belonging to a community.

ASSESSMENT SUGGESTIONS

- Ask pupils to imagine that they have been asked to enter two pictures for an art gallery. The theme is “Judaism, yesterday and today”. They need to choose an event from a story, or an idea like covenant or promise or rest or creation, to illustrate what is most important in the Jewish tradition. That’s “Judaism yesterday”. For “Judaism today”, they should choose a way in which Jewish people show what is important to them today. This might be an image from celebrating Pesach, or from the Shabbat service.
- The two pictures can be quite simple, but they should be accompanied by a few lines to explain why the pupil has selected these moments/ideas as being important to the Jewish tradition from the past and the way Jewish people practise their religion today.

CONTRIBUTION TO SMSC DEVELOPMENT

Opportunities for **spiritual development** come from learning about and reflecting on their own and others’ beliefs about God and worship

Opportunities for **moral development** come from expressing ideas about staying faithful and courageous in stories, in the world and in their own experience

Opportunities for **social development** come from considering how different people express what matters to them in different ways

Opportunities for **cultural development** come from promoting respect for all, understanding important stories and practices in different traditions

CL2.6 How do Jews use stories to remember God's covenant?

Key Questions	Learning Objectives	Teaching and Learning Opportunities	Wider learning opportunities / Points to note
<p>What is a promise?</p> <p>Why are promises important?</p> <p>What is a covenant?</p>	<p>Explain what a promise is and how to keep one.</p> <p>Demonstrate understanding that a covenant is a special promise between God and people.</p> <p>Make links between the promises/ agreements they make and the covenant with God and Noah.</p>	<p>Think about the agreements, pacts or promises that people make e.g. The Class Contract, agreeing the rules in football, the promise on a £10 note, Scouts/Girlguide promises. Ask children if they can list a number of agreements/ promises they have made and why they made them.</p> <p>Pupils should talk about promises and how they demonstrate an intention to keep them. What are the consequences if you don't keep your promise?</p> <p>What can you do to help you remember to keep to your agreement?</p> <p>Tell the story of Noah from Genesis 6:5 -9:17 (https://www.biblegateway.com/). Use pupils to help you act out the story. What promises did God and Noah make at the end of the story? What sign/ symbol reminds people of the special promise/ covenant that was made?</p> <p>Suggested Activities</p> <ul style="list-style-type: none"> Children design their own promise symbol, based on the symbol of the rainbow and compose their own promise to a friend, relative or teacher. 	<p>Please note that Jewish people do not use the full name for God and would prefer it written as G_d. Jews believe that his name is holy and feel it would be an insult if the paper with his name on were torn or dropped. In this unit we will write God in full, but remember to point this out to pupils and if you do have Jewish children in your class they might prefer to write it as G_d.</p>

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<p>Who was Abraham?</p> <p>Why is he an important figure for Jewish people?</p>	<p>Recognise that Abraham is the father of Judaism.</p> <p>Explore and describe links between Abraham and Noah and the covenant with God.</p>	<p>Recap on the story of Noah. Did Noah do as God said straight away? Was it easy for Noah to follow the God's commands? Have you ever found it hard to follow what your parents have told you to do? E.g. going to bed on time?</p> <p>Retell the story of God calling Abram from Genesis 12:1-9. Do you think it was easy for Abram to give up his life in Haran and move to Canaan? How do you think he felt? Freeze frame the story and hot seat the character of Abram. Why did he do as God commanded him?</p> <p>You can carry on the story by reading Genesis 18:1 -10 and Genesis 18:11-15 and 21:1-5.</p> <p>Write the words trust and faith on the board. Ask the children to mind map/ brainstorm ideas from the story that shows how Abram had trust and faith in God.</p> <p>How does God reward his followers?</p> <p>Can you make a list of the agreement in the covenant? What does God want his followers to do? What will God do?</p> <p>Suggested Activities</p> <ul style="list-style-type: none"> • Children prepare interview questions for Abram, then take it in turns to hot seat Abram using the interview questions. • Create a 'role on the wall' for Abram – what are his characteristics? 	<p>Abraham is the founding father of three religions and it is important that children understand that Ibrahim and Abraham are the same in Judaism, Islam and Christianity. This could be a start of a Venn Diagram which shows the similarities and differences in the Abrahamic faiths.</p> <p>The story of Abraham is covered in greater depth in Upper Key Stage 2 unit CU2.6. This lesson may be shortened or omitted in order to focus attention on Moses and Jewish practices associated with him.</p>

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<p>Why is Moses important to Jewish people today and what do they learn from him?</p>	<p>Give examples of words and actions of Moses which continue to inspire Jews today</p> <p>Ask questions about the Moses story and make links with ideas about unfairness and the experience of the Jewish people</p> <p>Describe what happened at the Exodus and make a link between this story and Jewish beliefs about God as their rescuer</p>	<p>In groups or whole class - mind map the name Moses to identify what pupils already know about him. Introduce Moses as a key figure in Judaism. Recap together some of the key stories from the life of Moses: (as found in the book of Exodus in the Bible).</p> <ul style="list-style-type: none"> Moses as a child of a slave in Egypt; his life as a prince of Egypt and decision to stand up for the slaves; Burning Bush when God called Moses to return to Egypt to free the slaves from captivity; the escape from Egypt following the Passover events; Moses as a leader; the Ten Commandments. <p>Suggested Activities</p> <ul style="list-style-type: none"> Sorting activity (Why did the Jews leave Egypt?) Provide pupils with cards to sort out in small groups to consider a range of reasons for leaving, include some red herrings. Include cards that refer to the Israelites as God's chosen people + God's promised love and care for them from the time of Abraham (Covenant) Pupils report back to the class. Discuss concept of Jews as chosen people What questions might the Israelites have asked God in light of this when they were enslaved? In pairs pupils talk about situations today which make people ask 'why?' type questions of God. List some of these and the questions they raise. Tell the story of Moses and the Burning Bush. Read or show video extracts of the story e.g. Prince of Egypt (Dreamworks DVD or online), BBC Teach Primary RE (KS1): The Jewish Story of Moses https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382 Use drama to draw out the feelings of Moses when he met with God. Discuss what these stories reveal about what God is like – e.g. powerful, faithful to his promises. Work out some questions Moses might want to ask God at this time. Work out some questions that pupils themselves would like to ask about this story. 	<p>A unit which only focuses on the Moses story will not meet the intended learning outcomes – this unit is about what it is like to be Jewish today. Plan a balanced programme to include activities to get pupils thinking about the impact of the words and actions of Moses on Jewish people today.</p> <p><i>Outdoor learning:</i> <i>Stories about Moses lend themselves to outdoor role play/drama: Moses in the Bulrushes/ burning bush/ crossing the Red Sea/wandering in the wilderness/ receiving the 10 commandments on the mountain.</i></p> <p><i>Imagine story-telling in the wilderness sitting on stones/logs.</i></p> <p><i>Create an outdoor 'treasure hunt' with pictures/details of the story to be found and then ordered/sorted in order of importance.</i></p>

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<p>Why is Pesach important to Jewish people?</p> <p>What happened at the first Pesach?</p>	<p>Re-tell the story of the Exodus and make links with the objects on a seder plate</p>	<p>What happened at the first Pesach? Explore the story of Pesach (Passover). Focus on the story of God's deliverance of the Hebrew people from slavery by God.</p> <p>You might find it helpful to watch and use some of the activities from BBC Bitesize 'What is Passover?' https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382</p> <p>Suggested Activities</p> <ul style="list-style-type: none"> • Arrange class into 5 or 6 groups and give each one a part of the story (taken from a children's Bible) Ask them to identify the key moment in their section and produce a 'freeze frame' of the moment that will be 'performed' next lesson. • Recreate the story with each group showing their freeze frame in sequence – with freeze frame characters being questioned by the rest of the class about how they are feeling and what is happening at the time. 	<p>The story of Moses may be briefly revisited at Upper Key stage 2 (Unit CU2.6) but it is the main focus for this LKS2 unit.</p> <p><u>Outdoor learning:</u></p> <p><i>Tell the 'Passover' story in the story circle around a campfire. Elements of the Seder meal could be tasted.</i></p> <p><i>Create a labyrinth to symbolise the journey of the Israelites.</i></p> <p><i>Create a 'sacred trail' with stopping points to consider elements of the story.</i></p> <p><i>Den building – build a shelter and remember the wandering of the Israelites in the wilderness. How might it feel to leave home and have to make your own shelter? Link with the Jewish festival of Sukkot.</i></p>

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<p>How do Jews celebrate Pesach today?</p>	<p>Explain how Jewish people celebrate Pesach</p> <p>Ask questions about the meaning of the Pesach seder meal.</p>	<p>How do Jews celebrate Pesach today?</p> <p>Introduce the Seder meal as the way many Jewish people recall God's faithfulness:</p> <p>Look at the seder plate. Set task for pairs/groups to suggest the symbolic meaning of each food</p> <p>Perform Seder as a class with individuals reading from the Haggadah - the youngest pupil asking questions and oldest answering them.</p> <p>Suggested Activities</p> <ul style="list-style-type: none"> • Seder meal: Set out plates on each group's table with some food in each segment. Have one main seder plate for teacher in front of class with example of every food. Each pupil also needs cup and ribena (red wine) and piece of kitchen roll • Follow order of Haggadah. At each point when food is eaten, group eats those foods on their group plate OR for hard-boiled egg – one pupil comes to the front and eats from teacher's plate. There are a number of children friendly Haggadah available including My very own Haggadah ISBN 10: 1580130232. Other activities/clips available on: Chabad kids Passover. https://www.chabad.org/kids/article_cdo/aid/354742/jewish/Holidays.htm • At the end of the Haggadah, play search for the chametz (pupils search for piece of matzah hidden in the class). 	<p>There are several short clips showing the Pesach meal in the home and preparations for the celebration.</p> <p>Search: BBC celebration clips Passover: https://www.bbc.co.uk/programmes/b0078mnh/clips</p> <p>Search: TrueTube Charlie and Blue Celebrate Passover</p> <p>Clip: BBC Two - My Life, My Religion, Judaism, Passover</p> <p>Lived experience:</p> <p>Meet and question a member of the Jewish community about their celebration of Pesach.</p> <p>Outdoor learning:</p> <p><i>The elements of the Seder plate could be created in natural materials.</i></p> <p><i>Play 'search for the chametz' outside.</i></p>

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<p>Why do Jews celebrate Pesach today?</p>	<p>Demonstrate understanding and express ideas about the meaning of Pesach to Jewish people today</p> <p>Give opinions about freedom and why this is a good thing, making a link with the story of Exodus</p>	<p>Discussion about what it meant for the Jewish people to be set free and what it means for us to be free (brainstorm ideas on whiteboard).</p> <p>Suggested Activities</p> <ul style="list-style-type: none"> • Creative activity – making ‘freedom’ banners. • Practical dance session: pupils create banner dances expressing their banner idea. Perform then discuss – teacher noting individual responses. Use appropriate Jewish music and dance if possible. • Use poems and stories to explore the concept of ‘freedom’ – this is the ‘key idea’ of Pesach – a celebration of their freedom and identity as a people/nation chosen by God. • Give pupils a page with the outline of a Seder plate and 7 circles to represent the Seder meal. Ask pupils to complete the sentence starters with a symbol of their own that makes links with the Jewish symbols: <ul style="list-style-type: none"> - Bitter herbs: slavery. [Draw something that] ties me down - Green vegetable: growth [draw something that is] a sign of new life to me - Salt water: tears [draw something that] makes me cry - Charoset: sweet freedom [draw something that] sets me free - Lamb bone: sacrifice [draw someone who] makes sacrifices for me - Egg: new life [draw something that] gives me hope for the future - Wine: joy [draw something that] makes me laugh 	<p><u>Outdoor learning:</u></p> <p><i>‘Banner dances’ could be performed outside.</i></p> <p>Lived experience</p> <p>If possible meet a Jewish person, prepare questions for them exploring what is important to them and how they show what they believe in their everyday life and holy times such as Pesach. Alternatively prepare questions and email to a Jewish contact – use responses to explore the same issues.</p>

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<p>Why is Shabbat a special time for Jewish people?</p> <p>Why do Jewish people rest on the seventh day?</p>	<p>Give examples of some of the things some Jewish families would and would not do on Shabbat</p> <p>Make links with the ways in which rest and family time are important to me</p> <p>Describe how Jewish people practise their faith on Shabbat,</p> <p>Make links between the things that Jewish people enjoy about Shabbat and the kinds of</p>	<p>A Day of Freedom, Peace and Joy: Think together about weekly routines; having to get to school on time, the school bell and the order of the school day, home time and times of after-school activities, tea-time and bed-time. Consider when we are 'free' of these routines eg. holidays and weekends(?). Do you like holidays? Why?</p> <p>Dance:</p> <ul style="list-style-type: none"> • In groups ask the pupils to 'become' a repetitive machine. What sort of movements might they choose? How do they work together? This may be put to some suitable repetitive, 'mechanical' music. Stop the music and movement for a moment of stillness. • Then change the style of music to something much more free and fun. Allow the pupils to develop their own movements. • Discover how the pupils felt in both dance activities. Did they feel more free/independent/creative in the second one. What would happen if they stayed in the first dance all the time? How did they feel when the music stopped? <p>Linking with the Genesis creation story</p> <p>Ask pupils to recall what happened on the 7th day of creation in the Jewish (and Christian) story. In the Jewish Torah (which is shared by Christians; Jewish people call the first five books of their holy book the Torah), in the 4th Ten Commandments, God commands the Jewish people to keep the 7th Day holy (Exodus 20: 8-10). The seventh day is called Shabbat (Sabbath). Why do you think God commanded that Shabbat should be holy?</p> <p>Make links with the way that the children felt during and after their mechanical and free dance. For Jewish people, Shabbat is a chance to stop, to get off the treadmill of the week, and do creative, happy things.</p>	<p>Try the song '7 days a week' from Out of the Ark (Songs for EVERY DAY). It talks about what we do on each day etc. http://www.outoftheark.co.uk/songs-for-every-day.html</p> <p>Clip - BBC learning zone class clips: Religious Studies KS2: Shabbat, the Jewish day of rest</p> <p>Clip - BBC Pathways of Belief: Celebrating Shabbat in a Jewish Home</p> <p>Clip – BBC Teach: What is Shabbat? Religious Studies - My Life, My Religion: Judaism</p> <p>Opening Up Judaism, ed Fiona Moss, RE Today 2011 has an extended version of this series of activities, with accompanying resources.</p> <p>Lived experience: Meet and question a member of the Jewish community about their celebration of Shabbat.</p>

CL2.6 How do Jews use stories to remember God's covenant?

	things I find refreshing	<p>Jewish people will spend Shabbat in a special way; it is a day of rest, fun and prayer. What does this day of rest mean? The laws that some Jews follow include, e.g. only walking as far as synagogue. Some Jewish people will go to the synagogue, some may think about God and some will enjoy being with their families. Many Jewish people will find a way of helping others. It is a day of joy and peace. Jewish people throughout the world are like a big family, especially when they share Shabbat.</p> <p>Talk about why Jewish people do this. How do you think they feel? Why do you think God commanded that they should rest on Shabbat? Would it be a good idea if all of us stopped and rested one day a week?</p> <p>Suggested activities:</p> <ul style="list-style-type: none">• Ask the pupils to draw a picture of them doing something which they really enjoy, apart from anything to do with a 'a machine' eg. no television, computer games, videos or mechanised transport. Discuss the pictures. Are they with anyone else? Talking? Reading? Playing? Walking? Eating? Thinking? What makes these times special? Draw up a list.• Share Jewish poems about Shabbat. A Google search will find you a selection. Learn Hebrew phrases that are commonly used on the Sabbath, e.g. Shabbat Shalom, Shavua tov / songs that may be sung.• Ask children to produce an advert for Shabbat. This could be a written/drawn version, or they could act out a 20 second TV-ad to recommend Shabbat to non-Jewish people as a valuable and refreshing way to spend your Saturday <p>Final creative activities linked to Shabbat or Pesach:</p> <p>Ask pupils to imagine that they have been asked to enter two pictures for an art gallery. The theme is "Judaism, yesterday and today". They need to choose an event from a story, or an idea like covenant or promise or rest or creation, to illustrate what is most important in the Jewish tradition. That's "Judaism yesterday". For "Judaism today", they should choose a way in which Jewish people show what is</p>	
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CL2.6 How do Jews use stories to remember God's covenant?

		<p>important to them today. This might be an image from celebrating Pesach, or from the Shabbat service.</p> <p>The two pictures can be quite simple, but they should be accompanied by a few lines to explain why the pupil has selected these moments/ideas as being important to the Jewish tradition from the past and the way Jewish people practise their religion today.</p>	
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