

YEAR 3 Unit C2 – The Torah & stories of the Jewish people

Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by a joint Hackney & Enfield curriculum development group.

The teaching objectives and learning outcomes are based on Agreed Syllabus level descriptions which are nationally agreed.

Teaching and learning activities plan for the two attainment targets for religious education - learning **about** and learning **from** religion. The planning promotes the spiritual, moral, social and cultural development of all pupils whether or not they are from a religious tradition.

On the right of this page is the full KS2 Judaism programme of study from the Agreed Syllabus. The material picked out in **bold** features in this unit. Within each unit some of the content picked out in **bold** is a *major* focus, other content is a *minor* focus. A *minor* focus, and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model individual, paired, group and whole class activities and tasks are included in the planning which teachers will need to adapt and differentiate to meet pupil needs

Enfield Agreed Syllabus 2007 – KS2 Judaism programme of study:

- **make connections between narratives about key figures and events from the Tenakh (eg Moses; the giving of the Torah), and the Jewish understanding of their people's relationship with God**
- **make connections between the re-living (eg during the Seder, Shabbat and Sukkot) of key events in the history of the Jewish people and the belief in God's on-going care and protection**
- **make connections between the way the Sefer Torah is treated with reverence and love and the belief that it is precious because it contains God's word**
- **make connections between Judaism and other religions in relation to, for example, teachings about loving God and a responsibility to care for others, which motivate individuals, communities and Jewish aid agencies (eg Tzedek, World Jewish Relief)**
- **make connections between an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity (the people 'Israel')**
- **make connections between the belief in One God and the way this is reflected in the synagogue eg the Ner Tamid, the position of the Ark and the Torah; how the prohibition of idolatry is reflected in an absence of representations of humans**
- **make connections between the Jewish belief in a Creator God and the role assigned to humans in taking responsibility for others and for the environment**
- make connections in Judaism between repenting and being forgiven eg Rosh Hashanah and Yom Kippur

Teaching and learning should involve pupils in developing the skill of:

- **using specialist vocabulary in communicating their knowledge and understanding of Jewish beliefs, teachings, practices and symbols**

Teaching and learning should involve pupils in using and interpreting:

- **a range of sources including the Tenakh, stories from the Jewish tradition, the synagogue, artefacts, pictures, poetry, songs, festival food; the media and ICT/ the internet, to gain knowledge and understanding of Jewish beliefs, teachings and practices**

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>Children should learn:</p> <p>the Torah is the first 5 books of the Jewish Bible</p> <p>Joseph remained true and good in spite of how he was treated</p> <p>Jews believe they should remain good and true to God whatever life brings</p> <p>the Torah contains stories which teach Jews about God and how to live</p>	<p>SESSION 1</p> <p>Show the video: Stop, Look & Listen – Stories of Faith, Joseph & his brothers.</p> <p>Joseph was unpopular with his brothers. <i>Why didn't his brothers like him? How did their father treat Joseph?</i> (According to the video Joseph is disliked by his brothers because:</p> <ul style="list-style-type: none"> • his father gave him a special coat but didn't give anything to his other sons • he had dreams which he explained as meaning that he was going to be more important than the rest of his family). <p><i>If your brother/sister seemed to be the family favourite, how would you feel?</i> <i>What sort of a life did Joseph have at home?</i> <i>Why couldn't the brothers actually bring themselves to kill Joseph?</i> <i>What sort of a life did Joseph have in Egypt?</i> <i>Why did Joseph think that he was so good at understanding dreams?</i> <i>When the brothers came to Egypt and Joseph threatened to keep Benjamin, what did Judah offer to do instead? Why did he offer to do this?</i> <i>Why did Joseph forgive his brothers?</i> <i>Do you know someone who goes on loving you whatever you do?</i> <i>Why did Joseph think it was for the best that he had ended up in Egypt?</i> (Joseph believed it was God's will that he ended up in Egypt. Because of him the corn was stored for people to eat in the time of famine and so he prevented much suffering). <i>In his blessing, how does Jacob describe his son Joseph?</i> <i>Why is he such a good son?</i> (Despite the bitter treatment by his family he remained good and true as a son, as a servant to Pharaoh, as God required him to be)</p> <p>Paired activity: On a prepared 'opposites' grid, the children list examples of when Joseph was treated cruelly and examples of how Joseph still behaved in a way that was true and good.</p> <p>Give a modern-day example of a time when someone is treated unfairly but they remain true and good to the people who have wronged them.</p>	<p>Children:</p> <p>explain how the story of Joseph is an example to Jews of how someone should remain good and true</p> <p>reflect on how someone can remain true and good in spite of the way they are treated</p>	<p>Resources: Video : Stop, Look & Listen – Stories of Faith. Publisher: C4 Schools This video is no longer stocked by C4 Schools but a copy can be obtained from the RE Adviser</p> <p>(Teachers are advised not to follow up the video references to Shabbat in this video. Shabbat has been introduced in Y1 and will be covered again in Y6. It would be a digression from the learning objectives of this unit.)</p> <p>Story of Joseph & his brothers is in Genesis 37. When teaching or learning about Judaism, it is highly recommended that you use a Jewish Bible (Tenakh). If your only source is a Christian Bible [the Christian 'Old Testament'] then do not read to the pupils from the actual book – use a photocopy of the story or retell it. Alternatively read the story from the following <i>optional</i> resource: Book: Joseph & his brothers Publ: Franklin Watts ISBN: 0 7496 3215 1</p> <p>The story of Joseph and his brothers will introduce key Jewish beliefs and concepts:</p> <ul style="list-style-type: none"> • no matter what happened to Joseph, he remained true and good to his family • Jews believe the love they have for God should be like this – remain good and true whatever life brings you • Jews also believe that the love God has for each of them remains good and true even when one does wrong

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
Children should learn:		Children:	
<p>about the Jewish holy book (the Torah) and that it is precious to Jews</p> <p>to explore what is of value in their own lives</p> <p>the Torah contains laws, history and religious teachings of the Jewish people</p>	<p>SESSION 2</p> <p>The teacher brings in an object which is precious to her/him. Precious not because it is valuable in monetary terms but because of the memories attached to it.</p> <p>Show the object to the class and talk about why it is precious.</p> <p>Suggest some other examples of things that are precious to people eg photograph album because it brings back memories of people you love and happy times.</p> <p>Teacher asks a few children: <i>What is most precious to you?</i></p> <p>Tell or read the story: Gittel and the Bell by Roberta Goldshlag Cooks. During the story show a model Sefer Torah. <i>What sort of things are good news, things to celebrate for Gittel?</i> (A special hairdo to celebrate the story of the brave queen Esther, the birth of three goats and finally the discovery of the missing Torah) <i>What sort of things would be good news for you?</i></p> <p><i>Why is the Sefer Torah so precious to the villagers?</i> <i>Why wasn't the rabbi disappointed that the silver crown and gold cover were missing?</i> <i>How did the villagers celebrate that they had got their Torah back?</i></p> <p>Individual activity: Writing activity, using a writing frame if necessary. The Torah is precious to Jews because.... One of the most precious things in my life is... this is because.... One of the stories in the Torah is about.... (This is an opportunity for children to remember the key points of the story about Joseph and his brothers). I have learnt that one of the laws Jews follow is... (eg To love God) One of the rules in my family is...</p>	<p>explain why the Torah is so precious to the Jewish people</p> <p>identify what is of value in their own lives and explore the reasons why</p>	<p>Resources: Gittel and the Bell Author Roberta Goldshlag Cooks Publ: Kar-Ben Copies Inc ISBN 0 930494 69 5 (Essential book – contact the RE Adviser)</p> <p>Artefact: model Sefer Torah</p> <p>Regular Radio Times interviews with TV personality usually asks them what they would rescue first from their house if it were on fire. After their family, people often choose photographs</p> <p>Festivals the story refers to: Purim (the story of Esther) Passover Rosh Hashanah (Jewish New Year) Yom Kippur (Day of Atonement) Sukkot (festival of tabernacles or shelters) Simchat Torah (rejoicing in the Torah)</p> <p>The key concept in this story is that The Torah is important to Jews not because of its ornate coverings but because the Torah – the word of God - is the Jews real treasure: it gives them their laws, their teachings, their history; “all that is precious in a Jews life.”</p>

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Children should learn:		Children:	
<p>about the way the Torah is treated and what this shows about Jewish beliefs</p> <p>about how a Torah scroll is made and what this shows about its importance for Jews</p> <p>about the content of the Torah and that it teaches Jewish people how to live</p>	<p>SESSION 3</p> <p>Show the video: Pathways of Belief – Judaism (programme 2 – Torah, a way of Life)</p> <p>Group activity: Ask each group to note key points from the aspects covered in the video, for example:</p> <p>Group A: three clues from the way the Torah is treated which show it is special to Jews (It is treated like a king – with a rich mantle [cover] and beautiful silver crown and bells. Jews don't touch the parchment but hold the scroll by its wooden rollers and point the lines with a yad [hand])</p> <p>Group B: Three clues from the scribe's way of working which show how special the Torah is to him. Why does he enjoy his job so much? (He writes with special ink and a feather quill shaped like a pen, as scribes have been doing for centuries. Writing the words handed down to Moses makes him feel closer to God; he is pleased to think that he is helping to keep God's word alive and to pass the Torah on to new generations)</p> <p>Group C: Three facts which you learnt about the Torah (The holiest and oldest book in the Jewish religion. Written in Hebrew. Called the 5 books of Moses. Each book is a mixture of songs, prayers and stories. There are 10 great rules and 613 commandments in all)</p> <p>Group D: Three reasons why the Torah is so important for Jews (It guides them through life. It is their rule book. It tells them about God and how God wants people to live.)</p> <p>Plenary: Groups write down their answers using a prepared writing frame then feedback to the rest of the class.</p>	<p>explain that the way in which the Torah is treated shows how special it is to Jews</p> <p>explain with examples that the Torah teaches Jews how God wants them to live</p>	<p>Resources: Video: Pathways of Belief – Judaism Publ: BBC Schools ISBN: 0 563 462248</p> <p>The Torah is the first five books of the Jewish scriptures. The Torah was revealed to Moses on Mount Sinai and is also known as 'oral law.' The Torah is only part of the Jewish holy book.</p> <p>The Sefer Torah is written as a scroll. When you show the scroll hold it by the rollers and not by the paper. Torahs made for school use are not produced in the same way as the Sefer Torah and are made so children can handle them. It is still important to use the class artefact to model how to show respect.</p> <p>In a synagogue the Torah is lifted up and shown to the whole congregation. People stand up and bow their heads to the Torah when it is walked around the congregation. However the Torah is not worshipped but revered because it is God's word.</p> <p>The groups could each have picture cues to help remind them of what they have seen eg Group A - pictures of the scroll, its mantle, bells etc</p>

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Children should learn:		Children:	
<p>Jews believe God gave the Torah, containing his laws, to Moses</p> <p>rules (or laws) in the Torah teach Jews how to treat other people and how to love God</p> <p>Jews believe that in return for God's love and care for them, they should keep His laws</p> <p>being part of a school involves agreement to do things in return for receiving things</p>	<p>SESSION 4</p> <p>Tell the story of Moses: Sunshine Books – Moses on the mountain This story tells how Jews believe the Torah was given by God to Moses.</p> <p><i>Page 8: God said the Jewish people were special to him and he would always look after them. What does he expect them to do in return?</i></p> <p><i>Can you remember another story from the Jewish Bible where God looks after the Jewish people?</i> (In the story of Joseph – covered in session 1 – God protects and helps Joseph and his family by making sure that they don't starve in the famine.)</p> <p><i>Page 10: How did the Jewish people get ready to listen to God? Do some of you have a special way of getting ready for praying to God?</i></p> <p><i>Pages 13 - 17: What were some of the reasons why the Jewish people became scared? What do you think these signs told them about God? (The Jewish people could not see God but they could feel God in those signs. They knew God was powerful and mighty as well as loving and caring.)</i></p> <p><i>Page 20 & 21: What are some of the laws God gave to Moses?</i></p> <p><i>Page 23 & 24: What do you think the Jews thought about the laws God gave them?</i></p> <p><i>What helps you to keep rules?</i></p> <p><i>What helps Jews to keep those rules today?</i></p> <p>Show on the board or an OHP the words of the song from the video watched in the previous session:</p> <p>Paired activity: Using three different colours, children highlight the text of the song to show:</p> <ul style="list-style-type: none"> • at least three rules in the Torah about how to live • two lines explaining when the Torah should be read • highlight the phrase the Torah is 'more precious than gold' and give a reason why the Torah is so precious to Jews <p>The idea of keeping rules and receiving benefits is explored in the school context through the following optional activity:</p> <p>Remind the class of the Home-School agreement. It is an agreement between teachers, children and their parents which all</p>	<p>identify some of the rules for living contained in the Torah</p> <p>make links between the story of God giving the Torah to Moses and the way the Torah is now treated by Jews</p> <p>explain how the Home School agreement involves promises on all sides</p>	<p>Resources: Book: Moses on the Mountain Sunshine Books – Religious Stories Publ Heinemann ISBN 0 431 07761 4</p> <p>A copy of your Home-School Agreement enlarged for OHP or flipchart</p>

	<p>have to promise to keep, each to do their part. All members of the school community have made a promise about how they will behave.</p> <p><i>What have you/your family agreed to do?</i> <i>What have the teachers agreed to do?</i></p> <p>Individual activity: Children reflect in writing on the parts of their agreement that they were able to keep and the parts that they have had difficulty keeping:</p> <p>I found it easy to keep the agreement to.... It was hard to.... I will try to... To keep my part I need....</p>		
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Children should learn:		Children:	
<p>about the way the Torah is treated and what this shows about Jewish beliefs</p> <p>the Torah is the most precious possession of the Jewish people</p> <p>the Nazis tried to destroy the Jewish people and their religion</p>	<p>SESSION 5 Introductory paired activity: Children use prior learning to recall a description of the Torah and what it means to the Jewish people (eg “more precious than gold” from Pathways of Belief song. “The Torah is our real treasure – all that is precious in a Jew’s life” from Gittel & the Bell.)</p> <p>Whole class: Read in full the story: the Tattooed Torah. Then return to the appropriate pages to ask the following questions: <i>At the beginning of the story how do we know that the Torah is very precious to the Jewish community?</i> (The Torah wears a velvet mantle, some had silver crowns and bells, when the Torah scrolls were taken out of the Ark ‘the grown ups hugged them lovingly in their arms’). <i>How did the Nazis treat the Torah scrolls? Why did little Torah feel angry about being tattooed?</i> (“They have no right to tattoo a Torah! A Torah is the most precious possession of the Jewish people.”) <i>Why do you think Mr Weil thinks it would be a good idea to give the children a ‘child-sized’ Torah?</i> <i>When Mr Weil sees the warehouse full of Torahs he cries for a long time and then says “Torahs don’t belong in a warehouse. They belong in synagogues. They need to be used and studied.” Why did he feel like that?</i> <i>When Mr Weil brings the little Torah back to the synagogue, how do the community show how precious it is to them?</i></p> <p>Individual activity: Write a letter from the children of the synagogue to Mrs Shaffer who was in charge of the Torah warehouse in London. For the letter to be a level 3 piece of work it should:</p> <ul style="list-style-type: none"> • thank Mrs Shaffer for letting the children have the little, Tattooed Torah and explain why they needed it • describe how lovingly they have treated it since they received it (eg covering it with a velvet mantle, keeping it in the Ark with the other Torah scrolls, using it in children’s services and to read and study) • describe Jewish beliefs about the Torah (eg why it is so precious – given by God to Moses, contains God’s laws, tells the history of their people) 	<p>describe the way in which the Torah is treated by Jews</p> <p>explain why the Torah is so precious to Jewish people</p> <p>reflect on what is precious and of lasting value in their own lives</p>	<p>Resources: Book: The Tattooed Torah Publ: UAHC Press ISBN: 0 8074 0252 4 This is an American publication and may be ordered from Manor House Books. Tel: 020 8349 9484</p> <p>Teachers might make links to the ways in which the school marked Holocaust Memorial Day</p>

Pupils' sheet: thinking about the story of Joseph

When Joseph lived at home he was treated badly when...

In spite of how he had been treated, Joseph showed he was 'good and true' when years later....

When Joseph lived in Egypt he was treated badly when...

In spite of how he had been treated, Joseph showed he was 'good and true' by.....

An example of when someone is treated badly but remains 'good and true' is.....

Pupils' video note sheet: Pathways of Belief – Torah, a way of Life

The way the Torah is treated shows how special it is to Jews. One example which shows this is.....

Another example is.....

The third example is.....

Pupils' video note sheet: Pathways of Belief – Torah, a way of Life

A scribe's way of working shows how special the Torah is to him. One example which shows this is.....

Another example is.....

The third example is.....

Pupils' video note sheet: Pathways of Belief – Torah, a way of Life

One fact we learnt about the Torah is...

Another thing we learnt about the Torah is.....

We also learnt that.....

Pupils' video note sheet: Pathways of Belief – Torah, a way of Life

One reason why the Torah is so important for Jews is...

Another reason why the Torah is so important for Jews is...

A third reason why the Torah is so important for Jews is...

Pupils' sheet: song from Pathways of Belief - The Torah

Special rules for special times.
Special breads and special wines.
Special clothes with special labels.
Special candles for the table.

Every single day the Torah shows us the way.

For one another do good deeds:
Sharing, caring for peoples' needs.
To young and old be sure to give.
Yes, that's the way we all should live.

Wonder at this great creation.
Remember God at every occasion.
The Torah is more precious than gold:
Read it through life when young and old.

Every single day
The Torah shows us the way,
Shows us the way, shows us the way.