

# JUDAISM: What are important times for Jewish people?



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<p><b>What's the purpose of this unit?</b>                  It is the intention of this unit to investigate some of the major Jewish festivals, to explore their links with Jewish history, covenant and commandment, and reflect on how celebrating these events helps Jewish people to 'remember' and binds the Jewish community together. Through festivals, they are reminded of God's faithfulness to his people. There is also opportunity within this unit to reflect on the significance of Bar/Bat Mitzvah and the symbolism of Jewish marriage as rites of passage in Jewish community life, and consider how they express Jewish beliefs.</p>	
<p><b>Links across learning</b></p> <p><i>In order to access the learning in this unit, pupils should have learnt about....</i></p> <ul style="list-style-type: none"> <li>the Torah as a special holy book for Jews and to make connections between the Torah and the part of the Bible that Christians call the 'Old Testament'.</li> <li>why rest might be important and the importance for Jewish families on Shabbat as a time set apart from the rest of the week. (It is also the 4th of the Ten Commandments.)</li> </ul>	<p><b>'Sticky knowledge'</b>      <b>By the end of this unit, pupils should know:</b></p> <ul style="list-style-type: none"> <li>that covenants are promises that God made with his people (e.g. with Abraham, promising protection and land to Abraham and his descendants)</li> <li>that the Ten Commandments formed the basis of God's covenant with Moses</li> <li>that mitzvot are Jewish laws, which guide Jewish people on how to live a good life</li> <li>that Jews mark stages in life [<i>milestones</i>] through special ceremonies such as Bar / Bat Mitzvah and weddings</li> <li>that the Shema contains very important words from the Torah and helps Jewish people know how to live</li> <li>that Pesach (Passover) and Sukkot are Jewish 'foot festivals' which have ancient links to the past and are linked to stories and special objects, recalling God's faithful provision for his people</li> <li>about the importance of the home and the synagogue during Shabbat and how different Jewish people might interpret Shabbat rules</li> </ul>
<p><i>Where will pupils' learning go from here?....</i></p> <p>Y4 CHRISTIANITY: What did God promise to his people?                  LKS2 THEMATIC: Why do people make promises?                  LKS2 THEMATIC: Are words more important than actions?                  UKS2 JUDAISM: What does it mean to be part of a synagogue community?                  KS3 JUDAISM: How do Jewish people journey towards God?' and 'How do Jewish people build community?'</p>	<p><b>Expected outcomes for this phase:</b> <i>i.e. what will pupils do to show this knowledge?</i></p>
<p><b>Key questions to shape the learning</b></p> <p><b>1. What are important milestones for us? What is a Bar/ Bat Mitzvah and why is it important for many Jewish people?</b>  <b>2. What marriage promises do Jewish couples make? What impact might a ketubah have on the way that the couple live as a part of their community?</b>  <b>3. &amp; 4. How are 'foot' festivals used to remind Jewish people of God's faithfulness? Does being part of a story help you to remember it better?</b>  <b>5. What does it mean for different types of Jewish people to celebrate Shabbat? What impact might this have on Jewish ways of life?</b>  <b>6. What are important times for Jewish people?</b></p>	<ul style="list-style-type: none"> <li>🕒 link features of Jewish celebrations with stories, beliefs or objects</li> <li>🕒 give examples of special times or special words for Jewish people, making links between them</li> <li>🕒 describe some of the practices associated with the 'milestones' of a Jewish person's life and the impact this can have</li> <li>🕒 compare their own lives with those of Jewish families</li> <li>🕒 identify similarities and differences in the ways that different Jewish people celebrate important times</li> <li>🕒 identify the impact of different beliefs on the way Jewish people live</li> <li>🕒 evaluate the importance of special times for Jewish people and for themselves</li> <li>🕒 give reasons for their own beliefs, attitudes and actions, thinking about where these come from</li> </ul>



## Background knowledge for the teacher

In this unit, groups might focus on different events and report their findings, or you may choose to focus as a class across a series of sessions. Sessions 3&4 explore two ‘foot’ festivals in Judaism, focusing on God’s faithfulness to the people. You could split the class into 2 groups, or cover the content over 2 sessions.

A great resource to ‘plunder’ for this unit is the website of Kingston Liberal Synagogue, especially stories from the community about how they mark festivals here: [Festivals Archives - Kingston Liberal Synagogue \(klsonline.org\)](#)

- **Jewish people / Jews:** Although both are correct in terms of defining the community or individuals, some Jewish people prefer to be called ‘Jewish people’ rather than ‘Jews’, as the latter can still resonate for some with the hate crimes of the Holocaust. This is a point of educational awareness rather than a dictate: it shouldn’t be necessary to explain this to children unless asked, and just be advice for teachers wanting to model vocabulary sensitively.
- **Mitzvot:** Jewish people believe they have a special responsibility to follow God’s laws, (called mitzvot in Hebrew) because of the covenants he has made with them. There are 613 mitzvot in the Torah and they guide Jewish people in living a good life. For some teacher information about covenants and mitzvot, see here: [Mitzvot - Covenant and mitzvot in Judaism - GCSE Religious Studies Revision - AQA - BBC Bitesize](#)
- Throughout their history, Jews have been commanded many times by God to ‘remember’ and so the keeping of festivals is important. It is important that pupils explore the different Jewish festivals within this unit so that they can make links between them.
- **Bar Mitzvah** is celebrated by boys on the first Shabbat after they turn 13, & will be the first time that they are permitted to read from the Torah. As part of the service, the boy will be blessed by his father. Bat Mitzvah is celebrated by girls at 12 and as part of the service, a passage from Proverbs 31 (1-11) is often read.
- **The Shema** is of central importance in Judaism and is as close to a statement of belief as it gets for Jewish people. Orthodox boys wear **tefillin**, containing the Shema, for the first time at their Bar Mitzvah. The **Shema** comes from Deuteronomy 6:5-9 and 11: 13-21, and Numbers 15:37-41. The words make it very easy to understand why certain practices have been adopted as part of Jewish identity. The first verse of the Shema is recited at the climactic moment of the final prayer of Yom Kippur, the holiest day of the year, and traditionally as the last words before death. Teacher info here: [The Shema | My Jewish Learning](#). The **Shema** is also contained in small boxes called **mezuzah**, affixed to all doorposts in a Jewish house.
- **Pesach and Sukkot are both Jewish ‘foot’ festivals**, yearly festivals that Jewish people (in the past) were obliged to travel to Jerusalem for. **Pesach** is called ‘Passover’ in English. Pesach (Passover) is an 8-day festival that recalls the events of the Exodus and is celebrated each year with the Seder meal. Many remember their escape from slavery in Egypt with this meal, where they discuss and retell the story of the escape, when the angel of death ‘passed over’ the houses of the Jewish people living in Egypt. In re-enacting the story of the Exodus at Pesach, Jewish families will be trying to ‘re-live’ the events to help them remember. Pesach is the festival that Jesus and his disciples were keeping when Jesus instigated the Last Supper, and so the Christian celebration of Easter coincides with the dates of Pesach.
- **Sukkot** is a Jewish harvest festival and recalls God’s provision in the desert during the 40 years of wandering. A sukkah is built for Sukkot at the end of the harvest in September / October recalling the tents Jews lived in in the desert after the Exodus. It is important that these are temporary structures and that the sky is visible through the roof which should be made of branches
- The Maccabeats are a Jewish vocal group who produce many music videos for different Jewish festivals and events: [Watch All the Maccabeat Videos \(maccabeats.com\)](#) They are a wonderful source of entertainment as well as educational insight into Jewish culture.
- Children should already be familiar with the weekly Jewish celebration of **Shabbat** from their work in KS1. In this unit, we deepen it by considering some different ways that Jewish people might interpret the rules about celebrating this important gift of rest. **Teacher info about different Shabbat interpretations:** [Shabbat in the Modern World | My Jewish Learning](#)
- **‘Shalom’** is a word often associated with Shabbat, not least because it’s customary to wish people ‘Shabbat Shalom’. This word has deep meanings for Jewish people: ‘peace’ is the nearest English equivalent, which doesn’t quite capture the sense of complete wholeness and wellbeing. Read more here: [What Does Shalom Mean? - Chabad.org](#)

Golden thread	Further questions to support the learning	Vocabulary / Glossary for this unit
<p><b>God</b></p> 	<p><b>What is a Bar/ Bat Mitzvah and why is it important for many Jews?</b></p> <p><b>Why are covenants and commandments so important to Jewish people?</b></p> <p><b>What is a covenant and which covenants did God make with Moses?</b></p> <p><b>What promises are made at a Bar/Bat Mitzvah – and what might help Jewish young people to keep them?</b></p>	<ul style="list-style-type: none"> <li>• <b>Covenant</b> – a formal agreement between two ‘parties’, indicating a relationship between them e.g. God and his people, a married couple</li> <li>• <b>Mitzvot</b> – the Hebrew word for ‘commandment’, a rule</li> </ul>

	<p>Why is the Bat/Bar Mitzvah important to Jewish young people?          Why are the words of the Shema so important to Jewish people?          What difference do you think wearing the words of the Shema or having them on your doorposts might make to Jewish people?          Why might some Jewish people frame their Ketubahs and put them on the wall?          How might it help some people to keep their promises?  <b>How are these foot festivals reminders to Jewish people of God’s faithfulness?</b>          What happens at Pesach and Sukkot?          Why is Pesach called the ‘Festival of Freedom’?          Why do many Jewish people still build Sukkahs today?  <b>How might a sukkah help Jewish people to remember their past?</b>          How can we show what the foot festivals mean to Jewish people and remind them to be thankful?  <b>What does it mean for different types of Jewish people to celebrate Shabbat?</b>          What is ‘shalom’ and how might Jewish people achieve it through Shabbat?</p>	<ul style="list-style-type: none"> <li>• <b>Ten Commandments</b> – the ten mitzvot that are the basis of rules for living for Jewish people, given to Moses by God on Mount Sinai as a sign of his covenant promise</li> <li>• <b>Torah</b> – lit. ‘the Law’ or ‘teachings’, but also the name of the Holy book for Jews</li> <li>• <b>Rite of passage / milestone</b> – a special time to mark a stage in life e.g. birth or marriage</li> <li>• <b>Bar/Bat Mitzvah</b> – lit. <i>Son / Daughter of commandments</i>; the rite of passage marking commitment to the Jewish (synagogue) community</li> <li>• <b>Shema</b> – words from the book of Deuteronomy which are the first prayer in the Torah and speak about how Jewish people should honour God with all their ‘hearts, minds, soul and strength’</li> <li>• <b>Tefillin</b> – small black boxes containing the Shema &amp; other key scriptures, which some Jewish men &amp; boys wear on their foreheads and arms. The wearing of tefillin is considered a <b>mitzvot</b> from the Shema for some.</li> <li>• <b>Mezuzah (pl. mezuzot)</b> – lit. ‘doorpost’ a small box containing the <b>Shema</b>, affixed to all doorposts in Jewish homes (except the toilet!)</li> <li>• <b>Ketubah</b> – a Jewish marriage contract, containing promises made by the couple to each other</li> <li>• <b>Huppah</b> – the canopy under which Jewish couples are married, symbolising the home</li> <li>• <b>‘Promised Land’</b> – the land of Israel, that God promised would be the home for Abraham and all his descendants</li> <li>• <b>‘foot festival’</b> – yearly festivals that Jewish people (in the past) were obliged to travel to Jerusalem for</li> <li>• <b>Pesach (Passover)</b> – a Jewish Springtime festival, one of the three <b>foot festivals</b>, which commemorates the <b>Exodus</b>, God rescuing the Israelites from slavery in Egypt</li> <li>• <b>Seder</b> – lit. ‘order’, part of the celebration of Pesach, which involves a meal. The items on a <b>sedner plate</b> all symbolise different parts of the story</li> <li>• <b>Sukkot</b> – a Jewish harvest festival (also a <b>foot festival</b>), commemorating how God provided manna and quail for the people on their journey through the desert to the <b>Promised Land</b></li> <li>• <b>Sukkah</b> – a temporary shelter made for the 8-day festival of Sukkot, commemorating the ‘tabernacles’ (dwellings) set up by the Israelites each night of their journey</li> <li>• <b>Shabbat</b> – the day of rest for Jewish people. Sabbath is another word people use.</li> <li>• <b>Shalom</b> – a Hebrew word meaning ‘peace’; a state of complete wholeness and wellbeing</li> </ul>
 <p><b>Community</b></p>	<p>What impact might a ketubah have on the way that the couple live as a part of their community?          Why is freedom important to Jewish people?          What difference do mitzvot make to many Jewish people’s lives?          How does celebrating festivals help to ‘remember’ and strengthen their community?          Do all sukkahs look the same?  <b>What impact do different beliefs about Shabbat have on Jewish ways of life?</b></p>	
 <p><b>Identity</b></p>	<p>What are ‘milestones’ and what milestones are a part of your life so far?          How have promises and rules been a part of your life so far?          What promise might be so important to you that you would frame it and put it on your wall?          What impact would being Jewish have on everyday life?          Which practices are associated with the ‘milestones’ of a Jew’s life?          Are Jewish young people changed by celebrating their Bar/Bat Mitzvah? How?  <b>Does being part of a story help you to remember it better?</b>          Why might food be a good way to help people to remember an important event?          How might it benefit everyone to have a day of rest like Shabbat?          Is Shabbat still relevant in today’s world?</p>	



**Session 1: What is a Bar/ Bat Mitzvah and why is it important for many Jewish people?**



**Skills developed:**

- linking the importance of the commandments / rituals with Jewish beliefs

**Knowledge acquired:**

- that mitzvot are Jewish laws. There are 613 mitzvot in the Torah and they guide Jews on how to live a good life.
- that Jews mark stages in life through special ceremonies such as Bar / Bat Mitzvah

<p><b>Engage</b> (10%)</p> 	<p><b>What are important milestones for us?</b> Have you experienced any ceremonies/rituals that mark these times? How have promises or rules been a part of your life so far?</p> <p><b>Why are covenants* &amp; commandments so important to Jewish people? What is a covenant and which covenants did God make with Moses?</b></p> <p>Discuss what we know about Judaism. Introduction to Judaism/ Story of Moses video. Look at dictionary definitions of <b>covenant</b> and <b>commandment</b> – how might they be linked? Is there evidence of both in the video? Talk about mitzvot and how they help to lead a good life: children should already be familiar with the Ten Commandments from KS1.</p>	<p><b>Resources:</b></p> <p>The Jewish Story of Moses <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382</a></p> <p>*Pupils may have studied covenants as part of the Y4 Christianity unit ‘What did God promise to his people’ Diverse Jewish images to use in this unit can be found here: <a href="https://jewishmuseum.org.uk/schools/in-the-classroom/inclusive-judaism/">https://jewishmuseum.org.uk/schools/in-the-classroom/inclusive-judaism/</a></p>
<p><b>Enquire &amp; Explore</b> (50%)</p> 	<p><b>What is a Bar/ Bat Mitzvah and why is it important for many Jewish people?</b></p> <p>Give groups of pupils photos of a Bat/ Bar Mitzvah ceremony to annotate with knowledge / questions and to start the process of enquiry.</p> <p>Bat/Bar Mitzvah - Share Bat Mitzvah video. <a href="https://www.youtube.com/watch?v=tEBnpxhb0rc">https://www.youtube.com/watch?v=tEBnpxhb0rc</a> Explain the significance of key vocabulary: Bar= Son Bat=daughter Mitzvah- commandments/ rules</p> <p>Why is the Bat Mitzvah an important ritual for many Jewish young people? Create questions to ask about Bat/Bar Mitzvah. If possible, interview someone who has been through their Bar/Bat Mitzvah, or use the video links.</p> <p><b>Why are the words of the Shema so important to Jewish people?</b> The <b>shema</b> is one of the most important portions of Torah scripture and is often read and worn as <b>tefillin</b> by Orthodox boys for the first time at their Bar Mitzvah. Find out about why these words are so important using the Jewish Museum link: <a href="https://www.jewishmuseum.org.uk/visiting-the-museum/silver-mezuza">Silver Mezuza - The Jewish Museum London</a> Listen to it being read here: <a href="https://www.jewishmuseum.org.uk/visiting-the-museum/hear-the-shema">Hear the Shema - The Jewish Museum London</a></p> <p><b>What difference do you think wearing these words or having them on your doorposts might make to Jewish people?</b></p> <p>What is similar and different about the Bar Mitzvah and the Bat Mitzvah? <b>What promises are made at a Bar/Bat Mitzvah – and what might help Jewish young people to keep them?</b></p>	<p><b>Resources:</b></p> <p>Truetube Bat/ Bar Mitzvah <a href="https://www.youtube.com/watch?v=tEBnpxhb0rc">https://www.youtube.com/watch?v=tEBnpxhb0rc</a></p> <p>Bat Mitzvah Videos <a href="https://www.bbc.co.uk/programmes/p02n2kgx">https://www.bbc.co.uk/programmes/p02n2kgx</a> <a href="https://jewishmuseum.org.uk/schools/asset/life-cycle-bar-bat-mitzvah/">https://jewishmuseum.org.uk/schools/asset/life-cycle-bar-bat-mitzvah/</a></p> <p>Some images of tefillin here: <a href="https://jewishmuseum.org.uk/?s=tefillin">https://jewishmuseum.org.uk/?s=tefillin</a> Especially notice the pictures that relate to Bar Mitzvah</p> <p>Bar/Bat Mitzvah quotes: find them in the ‘RE Downloads’ area <a href="https://gdbe-elevate.org/help#re">https://gdbe-elevate.org/help#re</a></p>

	Role play- work in groups to present a 'TV programme' about the Bat/Bar Mitzvah. Alternatively, write a magazine feature about it/ write a postcard to a friend explaining the ceremony.	Link to a beautiful family Bar Mitzvah story: <a href="https://www.klsonline.org/Everytime-you-feel-a-warm-sunrise...">Everytime you feel a warm sunrise... - Kingston Liberal Synagogue (klsonline.org)</a>
<p><b>Evaluate (20%)</b></p> 	<p><b>Why is the Bat/Bar Mitzvah important to Jewish young people?</b></p> <p>What are the 3 most important things about the Bat/ Bar Mitzvah?          What are the important words linked with the Bat/ Bar Mitzvah and what do these words mean?          Why is the Torah an important part of the Bat/Bar Mitzvah?          What do pupils think is the most important aspect of each of the events?  <b>Are Jewish young people changed by celebrating these events? How? Why are covenants &amp; commandments so important to Jewish people?</b></p>	<p><b>Resources:</b></p>
<p><b>Express (20%)</b></p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<p>Bat/Bar Mitzvah - Design a tallit to present to a boy or girl to celebrate their Bar/Bat Mitzvah.</p>	<p><b>Resources:</b></p> <p>Torah covers for inspiration          Bread making          Kosher food examples</p>





**Session 2: What marriage promises do Jewish couples make?**

**Skills developed:**

**Expressing** concepts, rituals and practices e.g. symbolism at a Jewish wedding

**Knowledge acquired:**

- that Jewish people make promises to each other when they get married. These are also covenants, as both the husband and the wife have responsibilities.

<p><b>Engage</b> (10%)</p> 	<p>How do we remember and what is important? e.g., school rules, instructions, what their parents say, stories, prayers. Which words are repeated and why? Words are important because they help us to <b>remember</b>.</p> <p>Which promises do children keep? e.g. Beavers/ Cubs/ Brownies</p> <p>Keeping promises: Ketubah</p> <p>Some people might have wedding photos on display in their houses as a reminder of their promises to each other when they got married. Many Jewish people have a written marriage agreement of their promises to each other, called a Ketubah, on display in their homes.</p>	<p><b>Resources:</b></p> <p><b>Video here:</b> <a href="#">Life Cycle: Marriage - The Jewish Museum London</a></p>
<p><b>Enquire &amp; Explore</b> (50%)</p> 	<p>Look at different examples of Ketubahs. What do children notice? (Some may be written in Hebrew and many may be written in English)</p> <p>Why do you think people remember weddings?</p> <p>Many Jewish people get married under a huppah, a canopy that is often held up by friends and family and signifies the home the couple are setting up and how God’s presence in the home is important.</p>	<p><b>Resources:</b></p> <p><a href="https://jewishmuseum.org.uk/schools/asset/ketubah/">https://jewishmuseum.org.uk/schools/asset/ketubah/</a></p> <p><b>Video:</b> <a href="#">18th century Ketubah - The Jewish Museum London</a></p> <p><b>Book links:</b> Horton Hatches The Egg by Dr Seuss Breaking Promises (Help Me Be Good) by Joy Berry</p>
<p><b>Evaluate</b> (20%)</p> 	<p>Are people changed by celebrating these events? How?</p> <p><b>Why might some Jewish people frame their Ketubahs and put them on the wall? How might it help some people to keep their promises?</b></p> <p><b>What impact might this have on the way that the couple live as a part of their community?</b></p> <p><b>What promise might be so important to you that you would do this?</b></p>	<p><b>Resources:</b></p>
<p><b>Express</b> (20%)</p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<p>Design a wedding Ketubah that a Jewish person might make or a promise that they might want to make for themselves.</p> <p>Role-play a Jewish wedding under a huppah</p>	<p><b>Resources:</b></p> <p>Ketubah examples- obtain from an online search</p>



**Session 3&4: How are 'foot' festivals used to remind Jewish people of God's faithfulness? Does being part of a story help you to remember it better?**



**Skills developed:**

- Describe the link between a selection of Pesach symbols and the story of Pesach & the links between Pesach and Sukkot
- Expressing the symbolism of eating under a sukkah

**Knowledge acquired:**

- that Pesach (Passover) recalls the events of the Exodus and is celebrated each year with the Seder meal
- that Sukkot is a Jewish harvest festival and recalls God's provision in the desert

<p><b>Engage</b> (10%)</p> 	<p>Use a persona doll to introduce a bag of artefacts and messages to children to unpack. The bag could contain seder plate items and a picture of a Sukkah</p> <p>What are these items? What will we need to find out and how will we do that?</p> <p>Sukkot is a harvest festival and a time to give thanks. What do you give thanks for?</p> <p>At this point, you could divide the class into 2 groups: one to research Pesach, the other Sukkot, or split a cross the two sessions. Challenge the groups to find out how these two 'foot festivals' are linked (through the journey to the Promised Land, which was part of God's covenant with Abraham.) The 'foot festivals' were traditionally celebrated by journeying to Jerusalem to the Temple.</p>	<p><b>Resources:</b></p> <p>Persona doll</p> <p>Seder plate, unleavened bread- Matzah, green vegetable, bitter herbs, egg, bone, sweet paste (Haroseth- made from nuts, apples, raisins and wine), wine</p> <p>Picture of Sukkah</p> <p>Good info for teachers here: <a href="#">The LEGO Sukkot</a> <a href="#">Movie: Jewish Holidays 101 - YouTube</a></p>
<p><b>Enquire &amp; Explore</b> (50%)</p> 	<p><b>What happens at Pesach and Sukkot and why are they important?</b></p> <p><i>In the Passover seder meal, there would be bread (unleavened, a reminder of how the Israelites left so fast that the bread hadn't had time to rise) and wine (there are usually 4 cups of it!) which symbolises the four times that the Jewish people had been promised freedom from slavery: both were accompanied by blessings, which is what it's believed Jesus added to, to link them to his body and his blood. There is also a lamb bone, a reminder of the blood of a sacrificed lamb, which God told the Jewish people to paint on their doorposts so that the angel of death would <u>Pass-over</u> them, and they would be saved. On the plate are other key items linked to the bitterness of slavery. God, who had promised Abraham that he would look after the Jewish people, is believed to have fulfilled his covenant by helping them to escape from slavery in Egypt in this way.</i></p> <p><b>What is Pesach?</b></p> <p>Using the linked resources (right), hear the story of the ten plagues and the first Passover night. You could also invite a Jewish visitor to share and lead a Seder meal (or watch a video clip), then explore the connections between the elements on the Seder plate, the story and Jewish beliefs.</p> <p><b>Why is Pesach called the 'Festival of Freedom'?</b></p> <p>Why do you think freedom might be so important to Jewish people?</p>	<p><b>Resources:</b></p> <p><b>Passover/Pesach Video</b></p> <p><a href="#">Religious Studies KS2: Celebrating Passover (Pesach) - BBC Teach</a></p> <p><a href="#">What is Passover? - BBC Bitesize</a></p> <p><b>Some fantastic insights into a Jewish community's seder plates here:</b> <a href="#">Our Seder Plates - Kingston Liberal Synagogue (kisonline.org)</a></p> <p>Explore an ancient Haggadah (the book containing the rituals &amp; retelling of the Passover as part of the seder meal)</p> <p><a href="#">Haggadah - The Jewish Museum London</a></p>

	<p><b>What is Sukkot? How might a sukkah help Jewish people to remember their past?</b> Sukkot reminds many Jewish people of their ancestors' journey through the desert after leaving Egypt. A sukkah (tabernacle) was built outdoors as a temporary shelter, but gaps would have been left to see the stars at night.</p> <p>What can pupils find out about Sukkot? <b>Do all sukkahs look the same?</b> Use an internet search to find some photos of sukkahs around the world – there are some great ones on balconies!! (this is an important dimension of the ways that Jewish traditions adapt to local circumstances – which helps pupils to appreciate elements of diversity within Jewish traditions)</p> <p>Watch film clips/ research from books/ online to make a fact sheet/ record the facts digitally.</p> <p><b>Why do many Jewish people still build Sukkahs today? How might a sukkah help them to remember their past?</b> How are these two events linked – and why might it be so important for Jewish families to continue to remember – and re-enact – these ancient stories today?</p> <p>Maybe invite a speaker to school who can answer the children's questions.</p>	<p><a href="https://jewishmuseum.org.uk/?s=sukkot">https://jewishmuseum.org.uk/?s=sukkot</a> <b>A Jewish Boy's Sukkot</b> <a href="https://www.bbc.co.uk/programmes/p0193b73">https://www.bbc.co.uk/programmes/p0193b73</a> <b>Sesame Street- My Sukkah</b> <a href="https://www.youtube.com/watch?v=0Z5rGZc2w3Y">https://www.youtube.com/watch?v=0Z5rGZc2w3Y</a></p> <p><b>Factsheet and video link:</b> <a href="http://teach.files.bbci.co.uk/schoolradio/assemblies/frameworks/sukkot.pdf">http://teach.files.bbci.co.uk/schoolradio/assemblies/frameworks/sukkot.pdf</a></p> <p>There are also some great resources &amp; stories from Kingston Liberal Synagogue relating to festivals here: <a href="http://www.klsonline.org">Festivals Archives - Kingston Liberal Synagogue (klsonline.org)</a></p>
<p><b>Evaluate</b> (20%)</p> 	<p><b>Passover (Pesach) / Sukkot</b> - Jewish people keep their history alive and remember what the events have taught them about God. Do you think this is a good thing to do? Why?</p> <p><b>Discuss: Does being part of a story help you to remember it better?</b> <b>How are these foot festivals reminders to Jewish people of God's faithfulness?</b> <b>How does celebrating festivals help to strengthen their community?</b></p>	<p><b>Resources:</b></p> <p><b>You can find a join-in version of the Sukkot story here: <a href="#">God will provide script for Sukkot</a></b> (find the script for week 6)</p>
<p><b>Express</b> (20%)</p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<p><b>How can we show what the foot festivals mean to Jewish people and remind them to be thankful?</b> <b>You could.....</b></p> <p>Plan a Seder meal for your class: what would you need to change in the classroom to be able to celebrate this together?</p> <p>Create seder plates using paper plates and either draw or use art materials to add the symbolic foods. Create labels to annotate which show links to the story &amp; why you think it's so important that Jewish families remember this every year</p> <p>Add think bubbles to their work outlining what Jewish families are thinking about during these festivals.</p> <p>Role play the story of Pesach or Sukkot (or part of the story, in groups, to assemble together), or create join-in versions of the stories to use with younger children.</p> <p>Create a zig-zag Haggadah to remember how and why Pesach is celebrated</p>	<p><b>Resources:</b></p> <p>Paper plates to make seder plates Torah covers for inspiration Bread making Kosher food examples</p> <p>NATRE RE IDEAS Celebration book by Fiona Moss</p>

Write a diary entry about either Pesach or Sukkot.

Create a sukkah as a reflective space in your outdoor area and hang labels with information on them so that other children can learn about Sukkot, or create a reflective space modelled on a sukkah to think about things that they are grateful for. Could you hang lemon or orange shapes with thoughts / prayers on them, either personal, or reflecting what you think Jewish people might be grateful for?



**Session 5: What does it mean to celebrate Shabbat for different types of Jewish people? What impact might this have on Jewish ways of life?**



**Skills developed:**

- **Synthesising** by linking the importance of the home / festivals / commandments / rituals with Jewish beliefs; connecting different aspects of Judaism together e.g. Shabbat, creation & the Ten Commandments

**Knowledge acquired:**

- the importance of the home festivals/ commandments/ rituals in establishing Jewish practices, connecting different aspects of Judaism together e.g. Shabbat, Commandments

<p><b>Engage</b> (10%)</p> 	<p><b>What are special moments to you and what makes them special?</b> <b>What do we know about special moments for Jewish people?</b></p> <p>Recap Shabbat as a special time for many Jewish people as a day of rest. Preparing for Shabbat is similar to preparing for a special guest. Shabbat gives space and time for resting. Shabbat links with the story of creation, God resting on the 7<sup>th</sup> day and also the Jews escaping from Egypt (double manna for Shabbat)</p> <p>Watch the story of the Shabbat Lion: <a href="#">BBC Two - Pathways of Belief, Places of Worship - Judaism, Shabbat and the lion in the desert</a></p> <p>How does this story show us what's important for Jewish people on Shabbat?</p>	<p><b>Resources:</b></p> <p>Inspiring RE: Jewish People by RE Today <b>Shabbat artefacts: Shabbat candles and holders, Havdalah candle, challah cover, spice box, Kiddush cup, card with blessing</b></p> <p><b>Maccabeats song for Shabbat: spot as many Shabbat items as you can!</b> <a href="#">The Maccabeats - Cups (D'ror Yikra) - YouTube</a></p>
<p><b>Enquire &amp; Explore</b> (50%)</p> 	<p><b>What does it mean to celebrate Shabbat for different types of Jewish people? What impact might this have on Jewish ways of life?</b></p> <p>Explain that different Jewish people interpret the rules about how to celebrate Shabbat in different ways e.g. many Orthodox Jews wouldn't use technology or drive on Shabbat, but other (Progressive / Reformed) Jews might. Could the class imagine what it's like not to use technology / car for the day? What might be the advantages and disadvantages?</p> <p>Can pupils find out what Shabbat means to a range of Jewish people? Research what happens at Shabbat by looking at a range of videos / pictures (pictures can be obtained from the London Jewish Museum). Can children work out the similarities and differences between how various types of Jews celebrate Shabbat? Which do they agree / disagree with and why?</p> <p>Why do pupils think that such importance is attached to this one day in the week? <b>What is 'shalom' and how might Jewish people achieve it through Shabbat?</b> How might Shabbat bring 'shalom' (peace – a complete sense of well-being, and restoration of proper balance in life) to Jewish families? <b>How might it benefit everyone to have a day of rest like this?</b> <b>Debate: is Shabbat still relevant in today's world?</b></p>	<p><b>Resources:</b></p> <p><b>Charlie's Shabbat Video</b> <a href="https://www.bbc.co.uk/programmes/p02mx9mx">https://www.bbc.co.uk/programmes/p02mx9mx</a></p> <p><b>Another family celebrates Shabbat :</b> <a href="#">Shabbat - YouTube</a></p> <p><b>Teacher info about different Shabbat interpretations:</b> <a href="#">Shabbat in the Modern World   My Jewish Learning</a></p>

<p><b>Evaluate (20%)</b></p> 	<p><b>Paired discussion:</b> Is it better to celebrate Shabbat in the home (Friday &amp; Saturday night) or the synagogue (Saturday service)?</p> <p>Share responses together. Is there a class consensus?</p>	<p><b>Resources:</b></p>
<p><b>Express (20%)</b></p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<p>Diary writing from the perspective of a child who is observing Shabbat. Can pupils discern whether the 'child' is from a progressive or an Orthodox family?</p> <p>Children could play a memory game with the artefacts from Shabbat and then design a quiz saying what each of the items represents and why they are important to this weekly ritual.</p> <p>Could pupils assemble a collection of objects to mark Shabbat using different items but having the same meaning as the original items?</p> <p>Create a piece of art or poetry depicting 'Shabbat Shalom'</p>	<p><b>Resources:</b></p>




**Session 6: What are important times for Jewish people?** What impact would being Jewish have on everyday life?

**Skills developed:**

- Make links between Jewish beliefs, texts/ stories and practices

**Knowledge acquired:**

- overview of unit in an assessment activity

<p><b>Engage</b> (10%)</p> 	<p>Pupils work in groups to brainstorm what they have learnt from this unit/ they can add to their own knowledge organisers built up in this topic.</p>	<p><b>Resources:</b></p>
<p><b>Express</b> (80%)</p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<p><b>What are important times for Jewish people?</b></p> <p>Pupils assemble a review of their learning across this unit, taking time to decide the best way to show how they might answer this question. They could make a documentary/ newspaper article/ Newsround type report/ pupils design a quiz- with answers</p> <p>Or they could assemble an exhibition / presentation for other classes (or parents) to attend</p> <p>Pupils make a set of hexagons as an assessment tool to demonstrate links between different elements of the unit</p>	<p><b>Resources:</b></p>
<p><b>Evaluate</b> (20%)</p> 	<p>How does Jewish people's commitment to being Jewish impact on daily life? What might need to change if someone converted to Judaism? What impact has learning from this unit made on developing children's personal worldviews?</p>	<p><b>Resources:</b></p>