Key Question: 1.3 Who is Jewish and what do they believe?

This investigation enables pupils to think about what might be found in a Jewish home and how these objects link to the Jewish way of life. There is a focus on the mezuzah, the belief in one God, Shabbat and Chanukah. Other festivals are mentioned on the planning page but this unit chooses to focus on Chanukah. This unit also has strong links with Torah, Synagogue and Pesach which pupils look at in units 1.4 and 1.5.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

<table>
<tr><td>Step 1: Key question</td><td colspan="3">1.3 Who is Jewish and what do they believe?

Year Group: Recommended Year 2

Strand: Believing

Questions in this thread:
1.1 Who is a Christian and what do they believe?
1.2 Who is a Muslim and what do they believe?
L2.1 What do different people believe about God?
U2.1 Why do some people believe God exists?
3.1 Do we need to prove God’s existence?

Religions and worldviews:
Jewish people

Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</td></tr>
<tr><td>Step 2: Select learning outcomes</td><td colspan="3">• Use the learning outcomes from column 2 of the key question outline on p.42
• Select learning outcomes appropriate for the age and ability of your pupils.
• Being clear about these outcomes will help you to decide what and how to teach.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td colspan="2">Exceeding</td></tr>
<tr><td>• Talk about the fact that Jewish people believe in God (A1).
• Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</td><td>• Talk about how the mezuzah in the home reminds Jewish people about God (A3).
• Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).
• Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).
• Ask some questions about believing in God and offer some ideas of their own (C1).</td><td colspan="2">• Make links between some Jewish teachings and how Jewish people live (A2).
• Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</td></tr>
</table>

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Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify. Pupils will:** • Discuss what precious items they have in their home. Why are they important? • Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. • Talk about remembering what really matters: how do people make a special time to remember? • Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, creator and cares for all people. • Look at a mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would pupils like to have displayed in their home? • Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home? • Consider the importance and value of celebration and remembrance in pupils' own lives; learn about the festival of Sukkot, Chanukah/Hanukkah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched chanukiah/hanukkiah links to the story of Chanukah. • Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.

NOTE: This unit of work offers around 10 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. The teaching and learning ideas are separated into seven different sections, each with its own learning objectives and outcomes. These sections do not necessarily constitute one lesson – teachers should decide how long their pupils need to spend on each section in order to fully grasp the concepts being taught.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory.

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<table>
<tr><td>Step 4: Assessment: write specific pupil outcomes</td><td colspan="3">• Turn the learning outcomes into pupil-friendly ‘I can/You can/Can you?’ statements.
• You might adapt these specific outcomes to form ‘I can’ statements (for pupil self-assessment), ‘You can’ statements (for teacher assessment), and ‘Can you…?’ statements (for next steps or challenge)
• Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.
• These ‘I can’ statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.</td></tr>
<tr><td></td><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td></td><td>• Talk about the fact that Jewish people believe in God (A1).
• Recognise some ways that Jewish people remember God (A3).
• Say some ways that Jewish people remember God and stories involving God through stories and actions at Chanukah and Shabbat (A3).
• Choose some objects that might be used specifically in a Jewish household. (A3)</td><td>• Talk about how the mezuzah in the home reminds Jewish people about God (A3).
• Ask good questions about how Jewish artefacts are used and their meaning (B1)
• Talk about how Shabbat is a special day of the week for Jewish people (B1)
• Give some examples of what Jewish people might do to celebrate Shabbat (B1).
• Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2).</td><td>• Make links between some Jewish teachings and how Jewish people live (A2).
• Make links between the Jewish story of Chanukah and how it is celebrated (A2).
• Give thoughtful responses to how a Jewish artefact might be used and why, linked to prior knowledge of Judaism (A2)
• Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</td></tr>
<tr><td>Step 5: Develop teaching and learning activities</td><td colspan="3">• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.
• Don’t forget the skills you want pupils to develop, as well as the content you want them to understand.
• Make sure that the activities allow pupils to practise these skills as well as show their understanding.
• Remember to incorporate opportunities to revisit and recall earlier learning as you go through this unit.</td></tr>
</table>

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is precious to us? What is precious to Jewish people?		
Pupils will learn: That many people have objects in their home that are 'precious' to them and that these can be linked to religion To recognise objects that can be found in many Jewish homes	**Our Precious Objects** • Teacher shows an object that is precious to them from their home – emphasise that it does not have to be precious in terms of money, but in terms of how much it means. Ask pupils to work with their parents to find an object at home that is precious to them. They could bring it in, bring in a photograph of it, or bring in an image. Use these to start a discussion on precious objects in our homes – whose homes have similar precious objects in? Who has very different objects but similar reasons why they are special? Who has something precious linked to their religion? How do we treat these precious objects? • Explain to pupils that we will be learning lots about Jewish people in RE and show the symbol of the Star of David. If pupils have studied Judaism in earlier units throughout the school, split them into groups and give each the job of reporting back 3 things that they already know about Jewish people. Make connections and build on prior learning. **What special objects might we find in a Jewish home?** • Tell pupils that many Jewish people may have special objects in their homes that are linked to their religion and that we are going to explore some now. This can be done in a range of ways, for example: a) A 'through the keyhole' type activity where pupils can look at pictures of what they might see outside and then inside a Jewish house. Pictures could be of a mezuzah, candlesticks, challah bread, table set up for Shabbat, seder plate, matzah cover, Star of David on a chain, prayer books, chanukiah/hanukkiah. Allow pupils time to look at some of the images in more detail, and decide: do we know what it is called? Do we know what it is for? Do we know anything else about it? Can we guess something else about it? What question would we like answered about it? NB Ensure that the mezuzah is one of the images looked at in greater detail. **OR** b) Set up part of the classroom as a room in a Jewish house for the session. Objects in the house might be: mezuzah, candlesticks, challah bread, challah board, challah cover, wine goblet, other kosher food, seder plate, matzah cover, Star of David on a chain, prayer books, chanukiah/hanukkiah, kippah. Remember to put the mezuzah at the entrance and objects in relevant places. Some objects might be prominently on display e.g. candlesticks and chanukiah, whilst others might be in cupboards e.g.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).** **Expected:** • **Talk about how the mezuzah in the home reminds Jewish people about God (A3).** **Exceeding:** • **Make links between some Jewish teachings and how Jewish people live (A2).**

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	kosher food, prayer book and challah cover. Allow pupils time to be visitors in and explore this Jewish 'home'. After their visit to the home, pupils should report back objects that they found that they think might be 'precious' for Jewish people. Focus in on some of these objects in more detail and decide: do we know what it is called? Do we know what it is for? Do we know anything else about it? Can we guess something else about it? What question would we like answered about it? NB Ensure that the mezuzah is one of the objects looked at in greater detail. **What would we like to find out now?** • Together, make a list of the questions that pupils wanted answered about objects in the Jewish home. Display this in a prominent place so that these questions can be revisited at appropriate points throughout the unit.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What does a mezuzah remind Jewish people about?		
Pupils will learn: What some of the words inside a mezuzah mean That Jewish people believe in one God Why a mezuzah is put on the doorposts of houses	• Focus on the mezuzah and remember the class's thoughts about it from the discussion on objects found in a Jewish home: what did pupils already know about it? What did they guess about it? Look together at the class' list of questions and see if there are any about the mezuzah. **What is inside a mezuzah and what does it mean?** • Explain that the mezuzah is incredibly important to many Jewish people, not just because of the case on the outside, but because of what is inside too. Look together at a paper version of a scroll from the inside of a mezuzah and unroll it together. What do pupils notice about it? What would they like to know about it? Written on the scroll is the Jewish prayer the 'Shema' – listen to a recording of the Shema in Hebrew. • Look together at the first line of Hebrew writing – this states an important Jewish belief about God. Read a translation of this to pupils and ask them to think, pair, share what the first line of the Shema tells Jewish people about God. **Translation: 'Hear O Israel, the Lord is our God, the Lord is one.'** Take feedback and acknowledge well thought out contributions. The key point here is the Jewish belief in one God – if pupils did not yet think of this, use questioning to help them work it out for themselves. • Explain to pupils that 'Hear O Israel' is a way of saying 'Attention!' or 'Listen up!', so the first line of the Shema is really telling Jewish people to pay attention to one of their most important beliefs of all – the belief in one God. Play some calm background music and allow pupils some time to reflect on one of their most important beliefs of all – is it a belief about God? Nature? How to behave? Etc. Ask pupils to say their belief in the same way as Jewish people show their important belief in one God at the start of the Shema, i.e. by calling for attention and then saying who needs to listen to their wise words e.g. 'Attention class…'/'Listen up everyone in our town…'/'Attention everyone in the world…'. Pupils can do this orally, or write down their important belief message onto a speech bubble. • Remind pupils that they have only learnt what the first line of the writing in the mezuzah says. There are plenty more messages in the Shema. For example, one sentence says. **Love the Lord your God with all your heart, with all your soul and with all your strength.** Ask pupils to pick out the key words here and work out together what it means.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Talk about the fact that Jewish people believe in God (A1).** • **Recognise that some Jewish people remember God in different ways (e.g. mezuzah, saying the shema twice a day) (A3).** **Expected:** • **Talk about how the mezuzah in the home reminds Jewish people about God (A3).** **Exceeding:** • **Make links between some Jewish teachings and how Jewish people live (A2).**

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	Why do Jewish people put mezuzot on the doorposts of their houses? • Enquire whether pupils know where mezuzot (plural of mezuzah) are kept in homes. Look at some images of mezuzot on doorposts. Explain that Jewish people put mezuzot on their doors, because they are told that they must do this in the Shema. They can remember the important words of the Shema (and other important Jewish words too) whenever they walk past a mezuzah. Some Jewish people will touch the mezuzah and then kiss their fingers when they walk past it – ask pupils to speculate why they might do this. • Think together how many Jewish people display the important words of the Shema in their homes inside mezuzot, kiss a mezuzah when they walk past and remember to say the Shema two times every single day. This means many Jewish people must think about the very important words in the Shema a lot of times each day! **Our very own words to display** • Which words would pupils like to have displayed to remember every single day? Their important belief messages that started with attention/listen up? A class rule? Some different words that they write together? Decide on which words to use. • Think of what the class could do to show these words are special and help remember them – some ideas may be taken specifically from examples linked to pupils' learning in this unit e.g. putting the words in a box to be displayed on the doorpost/saying the words at certain points in the day whilst others might be different e.g. each making and using a bookmark with the words on/making and displaying posters showing their meanings. Choose and carry out a few ideas. • The reminders of these words should be left up for a week and any actions relating to them (e.g. using the bookmarks) should be carried out every day for the week too. At the end of the week, reflect with pupils on how it felt and what it meant to all be remembering their special words each day for a week in a variety of ways. Draw parallels with how many Jews have reminders about their beliefs about God every single day through saying the words of the Shema, seeing the mezuzah etc – this is not just for a week, but in many cases for a whole lifetime. **Answering our questions** • Look back at the list of questions from the start of the unit about Judaism – have any about the mezuzah been answered?	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How and why do Jewish people celebrate Shabbat?		
Pupils will learn: Why Jewish people celebrate Shabbat How Jewish people welcome Shabbat on a Friday night How Jewish people both rest and pray at Shabbat	**Thinking about Shabbat** • Give pupils a 'mystery thinking box' and allow them to explore it. It should contain a number of 2D and 3D items related to Shabbat, for example: candlesticks, a globe, candles used on a Friday night to welcome in Shabbat, challah, challah board, challah cover, Havdalah candle, spice box, goblet, images of people worshipping in the synagogue at shabbat, pictures of people spending time together chatting, going on walks and reading books, images of the first six days of creation from the creation story in Genesis 1. Ask pupils to each choose two items – one that they like and one that they would like to know more about. Discuss their ideas and why they made the choices. Do pupils remember any of these items from the activity about precious objects in a Jewish home? Check to see if there are questions about any of these objects on the class' list of questions. • Put the box into the middle of a table. This should become the centre of a 3D mind map that is linked to the contents of the box. Discuss with pupils whether they feel that any of these objects are similar or could be linked. Use string/ribbon to form the lines on the mind map – pupils should be involved in deciding which objects from the box go where. They may be able to see basic links (e.g. 'candles', 'pictures of people', 'items we might see in a Jewish home' etc) between objects easily, so can link these on the mind map. Pupils can use the thought bubbles to add comments or questions to the mind map too. Take a photo of the mind map for use later in this unit. If possible, make a record of pupils' comments, questions etc to retain for evidence. **Why do Jewish people have Shabbat each week?** • Explain to pupils that everything in the box is linked to a special day for Jewish people. It is a holy day each week where many Jewish people rest and really think about God. It is called 'Shabbat'. To know just why Jewish people have Shabbat each week, pupils need to know a story from the Jewish holy book – the Torah. • Share a child friendly story of the Jewish story of creation with pupils from Genesis chapter 1 – the first book in the Hebrew Bible (this text is the same as the first book of the Christian Old Testament). If necessary, allow them a little time to become familiar it – e.g. have a range of copies around the classroom, use a 'quick draw' method of telling which involves the teacher reading the story and leaving 60 seconds after each day for pupils to draw a quick picture of it – after around 7 minutes, the pupils should each have their own	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).** • **Recall and talk about the Jewish story of creation (Linked to Emerging A3 and Expected A2)** **Expected:** • **Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).** • **Re-tell a story that shows what Jewish people at Shabbat might think about God, suggesting what it means (A2).** **Exceeding:** • **Make links between some Jewish teachings and how Jewish people keep Shabbat (A2).** • **Express their own ideas about the value of times of rest, reflection and prayer in the light of their learning about why Jewish people**

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	pictorial version of the story, allow pupils to select their favourite day from the story and explain the selection, create a mobile or collage showing the 7 days, work in groups to create a creation story dance. • Ask pupils to recall what God did on the seventh day of the creation story (rested and made it holy). Help pupils to understand that this is why Jewish people have a holy day where they also rest each week. • Look back at the objects and images in the mystery thinking box. Which do pupils feel are linked to the creation story and the reason for having Shabbat each week. • If pupils are familiar with the Ten Commandments, explain that the fourth one tells Jewish people to keep Shabbat each week, so this is another reason from the Torah that many Jewish people keep Shabbat. **What happens on a Friday night?** • Tell pupils that they are going to be finding out about how Jewish people celebrate Shabbat each week. Ask pupils what they have to do at home before they have a special day or a special visitor – think tidying up, food preparation and wearing our good clothes. Watch a video of Jewish preparations for Shabbat. • Look together at a picture of a table set up for a Friday night, such as Alex Levin's still life Shabbat Shalom http://artlevin.com/product/shabbat-shalom/ Discuss which objects on the table were in the mystery thinking box. Explain that this is the start of Shabbat – it might seem strange to pupils that the sky outside the window in the picture is a night sky, but this is because Shabbat starts in the evening (Friday evening) and ends the next evening (Saturday evening). • Explain that as well as tidying the house, a table must be set up for Shabbat on Friday night. Using the picture and objects in the mystery thinking box as clues, pupils help teacher to set up a table in the manner that a table would be set up in many Jewish households on a Friday night. • Hold a short demonstration in class of how Shabbat is welcomed at this time. Elements to include are - lighting of the candles to welcome the Sabbath, blessing the children, husband praising his wife, kiddush prayers and wine (for joy), 2 loaves of challah under a cover and on a board (the 2 loaves represent the double portion of mannah provided by God for the Children of Israel when in the desert, the cloth and board symbolise the layers of dew protecting them, eating a proper meal, singing songs (listen to or learn a traditional song such as 'Shalom Aleichem'). Pupils can learn the traditional Shabbat greeting 'Shabbat Shalom' (Shabbat Peace) and try it out on each other.	**choose to keep Shabbat in these ways (C1).**

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	Watch a video showing a Friday night in a Jewish household and ask pupils to spot and explain elements that were included in the class demonstration. • Think about the blessing for children on a Friday night: **May God bless you and guard you. May the light of God shine upon you, and may God be gracious to you. May the presence of God be with you and give you peace.** Discuss what these words mean and how the parents are wishing good things for their children. Ask pupils to think of what good wishes they would like to bestow on a member of their own family – write them up individually or as shared writing. **Praying on Shabbat** • Remind pupils that Shabbat lasts for a whole day, Friday night is only one part of it. Watch a video showing Jewish people going to Synagogue for Shabbat on a Saturday. Discuss what pupils can see. • If pupils have not yet learnt about the Synagogue in unit 1.5, it may be useful to introduce some activities from unit 1.5 here. • Ask pupils to find any objects or pictures from the mystery thinking box that link to worship at the synagogue on Shabbat. **Spending time on Shabbat** • With pupils, discuss their daily routines from busy weekday. Together think of times when we do not have such hectic routines e.g. holidays, bank holidays, weekends. Compare these times and how they make us feel, perhaps through a repetitive machine dance to fast, repetitive music to represent our normal busy weeks, contrasted with a freer dance more relaxed music to symbolise freer, more restful time. Which do pupils prefer? Would they like to only every have busy times or only ever have restful times? Would there be any problem with this? Link this activity to having a day each week for Shabbat – a more restful time. • Ask pupils to discuss then draw a quick sketch of something they very much enjoy doing to rest that does not involve using a machine. Their answers might include spending time with friends and family, reading, playing, talking, learning, eating. • Explain that for many Jewish people, it's really important to spend the day resting and not doing any work at all on Shabbat. Some Jewish people would not use any machines (including ones pupils might think of as helping them to rest e.g. games consoles or televisions). Look at some of the pictures from the mystery thinking box about what Jewish people might do to 'rest' on Shabbat when they are not in the Synagogue or taking	

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	part in religious ceremonies. A guided visualisation script could be used to help pupils imagine this. • Ask pupils to draw their ideas of at least one way that a Jewish person might rest on Shabbat. Compare these pictures with those drawn for what they enjoy doing at restful times (without machines!) – what are the similarities and differences? How can a day that includes these sorts of activities be special? **What have we learnt about Shabbat?** • Look back at the items from the mystery thinking box. Ask pupils to pick 1 item that they know much more about now and explain what they have learnt. • Repeat the 3D mindmap activity. It will hopefully look different this time – take pictures and record comments and questions so you can see where children's have moved on in their thinking. • Look at the class' list of questions about Jewish artefacts – which ones have we answered by learning about Shabbat? **Notes**: If pupils have not yet learnt about the Synagogue in unit 1.5, it may be useful to introduce some activities from unit 1.5 here into the section on praying on Shabbat. A guided visualisation script on resting on Shabbat can be found in Talking Pictures RE Today Services. It also has extra images and activities for Shabbat, Chanukah and Torah in the Synagogue https://shop.retoday.org.uk/9781905893584	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?		
Pupils will learn: The story of Chanukah Jewish practices at Chanukah How Jewish practices at Chanukah help Jews to reflect on important aspects of the story **NOTE**: 'Chanukah' is the spelling more commonly used by Orthodox Jews; 'Hanukkah' is also a common spelling.	**An image of Chanukah** • Look with pupils at some artwork showing Chanukah being celebrated or the story of Chanukah (such as 'Hanukkah Lights' or 'Chanukah Lights and Suvganiut' both by Alex Levin) **See**: http://artlevin.com/ . Ask pupils to look at it closely. Discuss how we sometimes move a mouse over pictures on the internet and tags appear with words about the picture. Pupils should create 5 tags that might appear linked to the picture they are looking at – the tags can be very simplistic at this stage and might refer to colours and shapes in the picture as well as to objects that pupils can name. • Are pupils able to notice anything from the picture that they found out might be in a Jewish household at the start of this unit? **Story of Chanukah** • Read through a short version of the story of Chanukah. With pupils, choose 8 key words which are important in the story (Children should take a lead in picking the 'key words', however, teachers can encourage pupils to think about which words are most suitable for selection, some might come in nearer the end of the story – pupils sometimes miss these). List them together, before deciding upon an appropriate action or sound to go with each. Re-read the story with pupils performing appropriate sounds and actions whenever a key word is mentioned. Explain that the story is the root of the Jewish festival 'Chanukah' and many of the words that pupils have been performing their sounds and actions for are incredibly important words at this festival. **What brilliant questions can we ask about Chanukah?** • Gather pupil-generated questions about anything in the story that makes them wonder or puzzles them (e.g. How did the oil last for eight days? Where is Jerusalem? Why didn't Judah and his army give up and do what the rulers wanted? How is oil made? How did the small army manage to beat the bigger more powerful one?) • Split these questions into 2 groups – a) those that would be **easy to answer** by looking on the internet/in books etc. b) those that would be **difficult to answer**, but that we could enjoy discussing. Vote on one question from the second set that the class think would be excellent to talk about and hold a Philosophy for Children (P4C) style discussion on it. Pupils should discuss the question while bearing in mind the Chanukah story – ideas that may be touched upon (or pupils may be encouraged to think about) due to the plot of the story are: God, miracles, standing up for what you think is right, being yourself even when others	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Recognise that some Jewish people remember God and stories involving God in different ways (e.g. practices at Chanukah) (A3).** **Expected:** • **Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means (A2).** **Exceeding:** • **Make links between the Jewish story of Chanukah and how it is celebrated (A2).** • **Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).**

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	tell you that you mustn't, being brave, trying as hard as you can, dedication, having hope, bigger and powerful people do not always win in the end. **How do Jewish people celebrate Chanukah?** • Explain to pupils that Chanukah is generally a happy time when Jewish people think of the Chanukah story and the miracles in it. The oil burning for 8 days and the small army winning can both be seen as miracles. Help pupils to find out about aspects of Chanukah practice today linked with miracles e.g. **dreidel** (A game played by Jewish people with a spinning top. The top has 4 letters on it standing for the sentence 'A Great Miracle Happened There'), **chanukiah** (Multi-branched candlestick lit for 8 days as a reminder of the oil lasting for 8 days in the story), **foods eaten at Chanukah** (Such as latkes and doughnuts which are cooked in oil as a reminder of the miracle). NB Miracles in religious stories are not believed by everyone to have happened literally. Their place within the stories and what they represent are seen to be important. If pupils refer to the fact that they don't believe in miracles without teacher prompting, this is fine. • Finding out about practices linked with the miracle at Chanukah could be done as 'jigsaw' learning with each group finding out about and being provided with information about only 1 of the practices. Pupils should present their findings orally to those in other groups. They should explain the object they were learning about, its name, how it is part of Chanukah celebrations and how it helps Jewish people remember the miracle/another relevant part of the story at Chanukah. The intention is that all pupils in the class should know about a number of practices related to miracles at Chanukah once the presentations are finished. • Although not the main purpose of the lesson, pupils could taste latkes and doughnuts and have a go at playing the dreidel game for a short time. **What is important at Chanukah time?** • Ask pupils to think of one thing that they think must be really important at Chanukah time for Jewish people. It might be part of the story. It might be one of the ideas touched upon in the P4C session. It might be one of the practices linked to miracles. Pupils show their ideas in writing and pictures on a paper candle or flame. If possible, they should also state why they made their choice. The candles and flames can be displayed on or around a large picture of a menorah. **What do we know about Chanukah?** • Look back at the picture from the start of the learning about Chanukah. Ask pupils to write 5 tags for it. Compare these with the 5 they wrote at the beginning. Ask pupils to imagine that they work at an art gallery. They should write a title for the picture and a short passage	

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	explaining it. This is to be displayed on the wall to help visitors to the gallery find out about the meaning of the image. • Look at the list of questions from the start of this unit of work. Are pupils now able to answer any which have links to Chanukah? **What do we know about Judaism that we didn't know before?** • Look at the whole list of questions from the start of this unit of work. Together, decide which the class can now answer, and which are yet to be answered. Work out how you will go about finding out the answers to the remaining questions – find out the answers where possible. • Use this opportunity to revisit and recall learning, to help embed it in pupils' long-term memory.	

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Resources	
Teachers might use: • Talking Pictures (RE Today Services) contains a guided visualisation script for activities carried out on Shabbat. It also has extra images and activities for Shabbat, Chanukah and Torah in the Synagogue https://shop.retoday.org.uk/9781905893584 • Opening Up Judaism, Ed Fiona Moss (RE Today Services) https://shop.retoday.org.uk/9781905893553 • RE Ideas: Sacred Words, Ed Fiona Moss (RE Today Services) contains activities on the Shema and sacred words in Judaism https://shop.retoday.org.uk/9781910261033 • **Inspiring RE: Jewish people, ed. Fiona Moss** https://shop.retoday.org.uk/9781910261453 **From the Web:** • The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: www.bbc.co.uk/education/subjects/zxnygk7 • Short film of a family preparing for shabbat: www.bbc.co.uk/education/clips/zs2hyrd • Short film showing a Friday night in a Jewish household: www.bbc.co.uk/education/clips/z3hyr82 • Short film showing shabbat in the synagogue: www.bbc.co.uk/education/clips/zcfgkqt • Short film about Shabbat www.bbc.co.uk/programmes/p02mx9mx • Short film about Chanukah www.bbc.co.uk/programmes/p02n2kp0 • Jewish Way of Life interactive resource www.scojec.org/resources/jwol/jwol.html • The Jewish Way of Life resource can also be found at www.reonline.org.uk which is a fantastic gateway for RE sites. • The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion • You can find and use searchable sacred texts from many religions at: www.ishwar.com • https://bje.org.au/knowledge-centre/ New South Wales board of Jewish Education's pages for children	• http://jewishinteractive.net/ This website is mainly aimed at Jewish children, but some parts of it can be useful and appropriate in classrooms • www.chabad.org/kids/default_cdo/jewish/JewishKidsorg.htm a website for Jewish children, parts of this are potentially useful in all classrooms eg www.chabad.org/kids/whatif/default_cdo/aid/902762/jewish/How-the-Jewish-People-Received-the-Torah.htm • The artwork of Alex Levin, Raphael Abecassis, Ora Nissim and Rufina Novakov can be found online and are useful to look at with pupils **Artefacts:** Religious artefacts for this unit are available to purchase from TTS (Freephone 0800 137525) and http://starbeck.com/ • Mini Torah scroll • Yad (pointer for Torah scroll) • Mezuzah case • Paper version of a mezuzah (small scroll that goes inside the mezuzah case) • Candlesticks • challah loaves, cover and board • Star of David on a chain • prayer books • chanukiah • wine goblet • seder plate • matzah cover • kippah • spice box • havdalah candle Do remember to ask local places of worship and members of religious communities whether they would like to give or lend you any appropriate resources for this unit.

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