Key Question: L2.10 How do family life and festivals show what matters to Jewish people?

The unit 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.

Step 1: Key question	**How do family life and festivals show what matters to Jewish people?** **Year Group:** Recommended Year 3 or Year 4 **Strand**: Living **Questions in this thread:** F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7/L2.8 What does it mean to be a Christian / a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? **Religions and worldviews:** Jewish people *Note that this unit moves on from Unit 1.3. If you did not teach that unit in KS1, you might draw on some of that content about Shema, mezuzah and Shabbat as an introduction to this unit.* This unit is a systematic unit. You should take time to remind pupils of what they have learnt in this unit when they are studying the thematic units, making connections with links content in, for example, Unit L2.6 *Why do some people think that life is like a journey and what significant experiences mark this?* and Unit L2.5 *Why are festivals important to religious communities?*
Step 2: Select learning outcomes	• Use the learning outcomes from column 2 of the key question outline on p.64 • 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.

Emerging	Expected	Exceeding
• **Identify and name examples of what Jewish people have and do in their families to show their faith (A3).** • **Retell some stories behind festivals e.g. Yom Kippur, Pesach (A2).**	• **Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3).** • **Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1).** • **Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1).**	• **Suggest how and why family life and festivals are valuable to Jewish people (B2).** • **Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including in pupils' own lives, and giving good reasons for their ideas (C2).**

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:** • Use creative ways to explore stories behind Jewish festivals: their meaning and significance; how adherents express meanings through symbols, sounds, actions, stories and rituals: ○ **Rosh Hashanah and Yom Kippur**: Explore Rosh Hashanah, the Jewish new year festival; how Jews look at their deeds from the past year and make a fresh start for the next one; find out about the shofar, eating sweet foods, tashlich. Explore Yom Kippur, the 'Day of Atonement': a day of fasting and praying for forgiveness; what happens and why; the main themes of repentance, deliverance and salvation; consider how for Jews this is both solemn (because of the reality of sin) and joyful (God's readiness to forgive). Talk about the value in pupils' own lives of reflection, saying sorry, being forgiven and making resolutions to improve. ○ **Pesach/Passover:** explore the epic story of the Exodus through text, art, film and drama, exploring the relationship between the people and God; find out how this story is remembered at Pesach and celebrated in Jewish homes (e.g. preparation and the seder meal). Reflect on the important themes of Pesach (e.g. freedom, faithfulness of God; the Jewish people's place as God's Chosen or Favoured People – rescued from slavery to demonstrate this; brought into the Promised Land) and what Pesach means to Jews today. Talk about ways in which slavery is still present in the world today, how important freedom is, and how we might bring freedom. • Learn that after their escape from Egypt, the Jewish people were given the Ten Commandments. Consider the importance of the commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today. • Find out about (or recall from Unit L2.9) some prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say thank you 100 times a day; the Siddur prayer book contains numerous 'baruch atah Adonai' prayers - 'Blessed are you, King of the universe'). What are the benefits of expressing gratitude regularly? Note that non-religious people are encouraged to keep 'gratitude journals' today because it makes them happier. Make connections with the practice of gratitude in Jewish living (and other faith traditions). • Compare and consider the value of family rituals in pupils' own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living; talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well.

NOTE: This unit of work offers around 6-8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. The unit is in four sections. The sections give more material than can fit in one – sufficient material is given to fill approximately 2-3 hours, so you may need to select rather than use everything.

Note that your selection of units as part of your long-term plan, and selection of content within units, need to enable a learning journey that makes sense to your pupils.

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. Plan for pupils to revisit and build on their prior learning, applying it to the context of thinking through what it means to be Jewish in Britain today. Note particularly the links with the festivals unit L2.5.

Step 4: Assessment: write specific pupil outcomes	• 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.

Emerging	Expected	Exceeding
I can… **You can…** **Can you…?** …tell the story of creation and how it links to Shabbat …list at least four things that Jewish people do when marking Rosh Hashanah and Yom Kippur that show their beliefs …say simply how two parts of Rosh Hashanah and Yom Kippur ceremonies and actions link to forgiveness and repentance	**I can…** **You can…** **Can you…?** …explain two ways the story of Exodus shows Jewish beliefs about God …say a way the story of Exodus leads to Jewish people being called chosen people …describe two meanings of the story of Exodus for Jews today. …say simply how two parts of Rosh Hashanah and Yom Kippur ceremonies and actions link to forgiveness and repentance …list at least four things that Jewish people do when celebrating Pesach that show their beliefs at Pesach …say simply how two parts of Pesach celebrations link to freedom and justice …ask a question and a suggest an answer about why it is good or not good for Jewish people to look to the past and the future at Pesach	**I can…** **You can…** **Can you…?** …explain how Jews show their beliefs about the importance of family, rest, forgiveness, freedom and justice through the marking of Shabbat/Pesach/Yom Kippur …give reasons why you think saying sorry, being forgiven and being grateful are important in the world today, whether or not you are Jewish …give reasons and practical examples of how people might seek freedom and justice in today's world, connecting with your learning about Jewish festivals and your own worldview

Step 5: Develop teaching and learning activities	• 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.

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.
Links were active and correct at time of publication, but they do not always last.

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is worth celebrating? What do Jewish families celebrate every week?		
Pupils will learn: How some festivals are celebrated by religious and non-religious people That Shabbat is connected to the story of Creation in Genesis 1 That Shabbat is about rest, and that it is a time of joy for many Jewish people	• Ask pupils to think about great parties and celebrations that they've been to. What was being celebrated? • Ask them to consider **why** the celebration took place. Who was it for? **What celebrations do you know about?** • Name a selection of celebrations. Use a Venn diagram; sort these celebrations into religious celebrations and non-religious celebrations – and the ones that overlap (e.g. Christmas is Christian, but it is celebrated by people from other religious worldviews and non-religious worldviews). • Identify differences and similarities between these two different types of celebrations. Which celebrations - Remember story? - Are celebrated by everyone? - Raise money? - Share food exchange gifts? - Remind people of beliefs and values? **A day of rest in story and commandments** Ask pupils to recall the creation story and the celebrating of Shabbat that they studied in Year 1 (Unit 1.7). If pupils do not remember, remind them that on the 7th day God rests – he blesses this day and makes it holy. Explain that this is the reason why Jewish people observe Shabbat (one holy day of rest) each week. Also ask pupils to recall the 4th commandment – 'remember the Sabbath day and keep it holy' – another example of the importance of Shabbat being highlighted by the Torah. Ask pupils to thought-shower 'work' and 'rest' and discuss what Jewish people mean by these terms on Shabbat. Pupils can complete the 'What Makes Work 'Work'' activity from the free Jewish Way of Life resource to consolidate their learning (www.reonline.org.uk/specials/jwol/). **The Shabbat Queen** Explain that Shabbat is so special that for Jewish people that it is like a religious holiday each week. It is such an important day that Shabbat can be likened to a very important person – a queen (the Shabbat Queen). Many Jewish people prepare for the arrival of Shabbat carefully – as you would expect someone to prepare if a Queen was coming. So, houses will be cleaned, beautiful table cloths, cutlery and crockery used on the	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Retell the story of Creation behind Shabbat (A2).** **Expected:** • **Describe how Jewish people show their beliefs through worship in Shabbat, both at home and in wider communities (B1)** **Exceeding:** • **Suggest how and why family life and Shabbat are valuable to Jewish people (B2)** • **Make links between the value of rest for Jews today, and in pupils' own lives, giving good reasons for their ideas (C2).**

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	dinner table, best clothes worn etc. Watch a video showing a family preparing for Shabbat e.g. http://www.bbc.co.uk/programmes/p0114f7y. **Shabbat – Friday night** Set out a table as it would be set up in a Jewish family on a Friday night – wine, candles, two loaves of challah bread etc. Invite a Jewish visitor to demonstrate the main parts of the Friday night ceremony in a Jewish household or role play these with pupils in the class. Include the lighting of the candles, blessing the children, husband praising his wife, kiddush prayers and wine, challah, eating a meal, singing songs. **Shabbat – In the Synagogue** If pupils have not seen a video of the Torah scrolls being taken from the ark on Shabbat, now would be an appropriate time to show one from BBC class clips. This will take place on a Saturday morning (which is also part of Shabbat – Jewish days start in the evening, so Shabbat lasts from Friday evening to Saturday evening). Once the Torah scrolls have been removed from the ark, part of them will be read in the Synagogue - ask pupils which parts of the Torah they know of that might be read in the Synagogue on Shabbat. Their answers might include certain stories, 10 Commandments, laws of kosher, shema. **Spending time on Shabbat** Ask pupils to think of something they very much enjoy doing that a Jewish person might do to 'rest' on Shabbat when they are not in the Synagogue or taking part in religious ceremonies. Their answers might include spending time with friends and family, reading, playing, talking, learning, eating. Pupils should consider how a day focused on these sorts of activities can be special. Think back to pupils' initial ideas about 'rest' and compare these with how a Jewish person would spend their time on Shabbat. Pupils who are able to do so could think for themselves about the pros and cons of keeping Shabbat as a Jewish child of their age. They could debate this, or produce a Positive/Negative chart on it. Watch a video (e.g. from the free Jewish Way of Life Resource www.reonline.org.uk/specials/jwol/) or speak to a Jewish visitor about Jewish attitudes towards keeping Shabbat. If pupils have weighed up the pros and cons for themselves, does the video or visitor help to change their mind at all?	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?		
Pupils will learn: That some Jewish festivals are connected to the seasons How Jewish people remember Rosh Hashanah and Yom Kippur, and celebrate them with a variety of rituals The story of Jonah and how this links with Yom Kippur That these are serious festivals that talk about being and saying sorry, forgiveness and deliverance.	**A festival through the eyes of a child** Rosh Hashanah and Yom Kippur are two festivals that are celebrated in the Autumn and mark the Jewish new year. It's important at new year to repent, turn from bad behaviour and set your course to be good in the coming year. Celebrations include food: apples and honey, time spent in the synagogue, the blowing of the Shofar (it's a ram's horn, one of the world's oldest known wind instruments). The blowing of the Shofar starts a ten-day period known as the 'Days of Repentance.' This ends with Yom Kippur, the holiest day of the year. Many Jewish people fast for 25 hours and spend most of the day praying. This is a time of forgiveness, after being judged by God during Rosh Hashanah. **Charlie** Before talking about the festivals, discuss words or phrases we ought to say more often. Among others, there are four which usually come up: 'Sorry', 'thank you', 'please' and 'I love you'. Talk about why these words matter, but are often left unsaid. Tell the class that Jewish festivals include saying all four of these things to the Almighty, and to each other as well. Show the clip from the BBC My life My religion on Rosh Hashanah www.bbc.co.uk/programmes/p02n2jc5 Can pupils see, in the clip, any ways that 'Sorry', 'thank you', 'please' and 'I love you' are referred to, either directly or indirectly? After watching, discuss what they noticed. The festival of Rosh Hashanah is all about saying sorry, but is also time to be thankful, and to express love. **Isabel** Share the interview with Isabel (at the end of this unit) with the pupils. Ask them the following: • Why are Rosh Hashanah and Yom Kippur important to Isabel? • How do you think the things Isabel and her family do at these festivals will help them to live good lives? Split the class into groups and ask them to research the four foods that are mentioned by Isabel: Challah bread, pomegranates, honey cakes and apples. You may want to provide some of these foods for pupils to taste. Ask the pupils to make a mobile to show some of the important themes of Rosh Hashanah. Create the shapes of the four foods to hang on the mobile. On the back of each food shape ask pupils to explain the significance of the food in this festival. • When is it eaten? Why is it eaten? • What does it remind Jews of? • I think Rosh Hashanah is about . . .	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Retell some stories behind festivals, e.g. Yom Kippur (A2).** • **Identify and name examples of what Jewish people have and do in their families during Rosh Hashanah and Yom Kippur show their faith (A3).** **Expected:** • **Make links between the story of Jonah and Jewish beliefs about God and his relationship with the Jewish people (A3).** • **Describe how Jewish people show their beliefs through worship in Rosh Hashanah and Yom Kippur, both at home and in wider communities (B1)** • **Explore and suggest ideas about what is worth remembering and being sorry for, for Jewish people, and in pupils' own lives (C1).** **Exceeding:** • **Suggest how and why the festivals of Rosh Hashanah**

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	Both Rosh Hashanah and Yom Kippur are solemn festivals where Jewish people reflect on the year gone by and the year to come. Re-read Isabel's responses to the four questions that lots of Jewish people reflect on at Rosh Hashanah. • What is Isabel committed to? • What makes her life meaningful? Ask the pupils to answer these four questions for themselves. Pupils may want to keep their answers to themselves or some of them may want to share their ideas and notice the similarities and differences to the responses given by Isabel. **Yom Kippur** In the Jewish tradition, the story of Jonah is read on Yom Kippur – a day when Jews ask for forgiveness for their sins. Read through the story of Jonah and the big fish, in an interactive manner. Perhaps allow children to sit in the shape of a boat or fish rather than the usual circle and give each child a percussion instrument. Stop the story at appropriate points to ask how characters might be feeling, what the atmosphere would be like or what is happening – discuss suitable responses and pupils can show these using their instruments. Through class discussion and talk partners, pupils explore: • Why do you think Jonah prayed in the fish? If Jonah didn't go to Nineveh the first time, why did he go on the second? Why did God keep Nineveh safe? Who was forgiven in this story? (Note: a great Jonah song, 'When Jonah Sank into the Sea' can be found in '*Jonah Man Jazz*' by Michael Hurd.) At the Jewish ceremony of *tashlich*, Jews symbolically cast off sins by emptying their pockets into flowing water. Can children think of a time when they have needed to say sorry and/or be forgiven? Write or draw the incident onto the side of a small paper boat. You could borrow the water tray to allow children to launch their boats and watch these incidents they are sorry for float away. If children cannot think of an example, you could have a list of generic examples and children choose the one they would like to see less of in the world to place on their boat. **New Year Festival themes** Discuss at a class what the important themes of these two autumn festivals seem to be. If pupils do not suggest them ensure the discussion includes repentance (saying sorry), salvation (forgiveness of their mistakes) and deliverance (being freed from captivity – physical in Jonah's case but metaphorical in terms of letting go of bad things, or any guilt for bad things, or from bad feelings when friendships break down etc.). Discuss • How are these themes shown in the festival? Is this a solemn festival, a joyous festival or both? Why?	**and Yom Kippur are valuable to Jewish people (B2)** • **Make links between the value of reflection, repentance, forgiveness and deliverance for Jews today, and in pupils' own lives, giving good reasons for their ideas (C2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why is Pesach important for Jews?		
Pupils will learn: The story of Exodus How the Seder plate connects to the story, and brings it to mind for Jewish people today That the remembrance of Exodus and freedom from slavery is important – it tells Jews about God (his deliverance and rescue) and also about justice (remembering what it was like to be enslaved)	**Mystery artefact** • Place a seder plate in a bag but do not show pupils or tell them what is in there. • Give each team of 3-4 pupils a sheet of paper. One pupil from each group has 10 seconds to look in the bag and then go and draw as much as they can remember onto their group's piece of paper. Once they have drawn everything that they can remember, the next group member comes to look in the bag for 10 seconds before returning to add what they can to the first person's drawing. Continue until each team has a completed likeness of the plate. Allow them time to decide what they know about the plate and what they would like to know. • Explain to the pupils that they are going to learn a story from the Torah and think about how many Jewish people today remember it regularly. They will also find out how the seder plate helps Jewish people to remember the story. **Story of the Exodus** • Listen to the story of the Exodus, or watch a relevant video. Stop part of the way through the 10 plagues. Discuss what slavery would have been like. What restrictions would have been put on the slaves e.g. not being free to choose what to do with your own time, not being able to worship God in the way that you chose, not being able to keep your baby boys, not being able to have your meals where and when you wanted etc. Think of how vulnerable the slaves were. Consider how Pharaoh and the Egyptians might have been vulnerable too. • Create two 'conscience alleys' - one for Pharaoh and the other for Moses. (See below for explanation of Conscience Alley) • Moses' conscience alley: The pupils on one side of Moses' conscience alley should give reasons why Moses should continue to follow God's will and try to get the slaves released, the other side should give reasons why Moses should give up and leave the Children of Israel as slaves. Once a pupil has walked down the alley listening to all the advice, s/he weighs up what s/he has heard before making and stating a final decision on what Moses should do. • Pharaoh's conscience alley: The pupils on one side of Pharaoh's conscience alley should give reasons why Pharaoh should keep the Children of Israel as slaves, the other side should give reasons why Pharaoh should let them go. Once a pupil has walked down the alley listening to all the advice, s/he weighs up what s/he has heard before making and stating a final decision on what Pharaoh should do. Hear or watch the end of the story – find out how the Hebrews were freed from slavery. Discuss with pupils what leadership skills Moses showed and why he was such a special leader for the Children of Israel. Would they have followed him if they had been a slave at the time?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Retell the story of the Exodus that is behind Pesach (A2).** • **Identify and name examples of what Jewish people have and do in their families during Pesach to show their faith (A3).** **Expected:** • **Make links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people (A3).** • **Describe how Jewish people show their beliefs through worship in Pesach, both at home and in wider communities (B1)** • **Explore and suggest ideas about what is worth remembering for Jewish people, and in pupils' own lives (C1).**

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	How is the Exodus remembered at Pesach? • Explain that Jewish people remember the story of the Exodus every year through celebrating the festival of Pesach. Research the ways in which Pesach is prepared for and celebrated in Jewish homes. This may be through use of videos, internet, books, Jewish visitors etc. An excellent clip can be found from BBC My life, My religion at www.bbc.co.uk/programmes/p02n2kt9 • Ensure that pupils understand why Jews do not eat food with yeast in at Pesach and look at food boxes (e.g. matzot) to see whether they are kosher for Pesach or not. Help pupils to find out about cleaning the homes and searching for chametz. Teachers could hide 10 pieces of chametz in the classroom and allow children to search. • Find out about main parts of the seder meal. If appropriate, set out and share a 'mock' seder where the story of Pesach is told through words and symbols. • Find out about the symbolism of each item on the seder plate. Which ones relate to the Pesach story? • Ensure that pupils know that this is a festival celebrating freedom from slavery, so at this celebration Jewish people drink wine and can lie on cushions to show they are no longer slaves. **A Symbolic Meal** • This is an additional activity that you might not have time for, but it can support understanding of Pesach. Discuss a big event that pupils may experience such as joining a new school. What are the good things and what is hard? Set pupils the task of devising a symbolic meal to welcome a new pupil to their class. What six symbolic foods would they put on a plate for this symbolic meal? Pupils will have to think about what it is like to join a new class in general and their class in particular to design the meal as well as possible. • What are the important themes of Pesach? • Ask pupils to identify some main themes and events in the Exodus story and Passover celebration. e.g. freedom, faithfulness of God, power, suffering, leadership, slavery, vulnerability, good, evil, parting of the red sea, plagues, blood on doorposts, Children of Israel leaving Egypt, the rescue showing that Jews were chosen by God etc. Once pupils have identified about 15, they should work in small groups with a target board. Can they decide which theme or event is the most important at Pesach? This goes on the bullseye in the centre of the board. The three next most important go on the first ring around the bullseye. The five next on the ring outside of that, and so on. • After completing this activity come up with some meanings of the Exodus story for Jewish people today. **Slavery today** • Talk about the ways in which and places that slavery are present in the world today. Look at the work of an anti-slavery charity such as www.stopthetraffik.org How do the pupils have freedom in their lives? Do we all have a role in bringing freedom? Can the pupils think of ways they can bring help freedom in their local area and more widely.	**Exceeding:** • **Suggest how and why the festival of Pesach is valuable to Jewish people (B2)** • **Make links between the value of seeking freedom and justice for Jews today, and in pupils' own lives, giving good reasons for their ideas (C2).**

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	NOTE: Conscience Alley: One pupil takes the part of a person or character who faces a dilemma. They walk down between two rows of five or six pupils facing each other. These are the character's conscience, and they have to give their advice to the character as they walk down the alley. You can give more structured support by telling one side of pupils that they are 'for' or 'against' a particular choice; or give individual pupils in the rows specific perspectives to speak from. The pupil taking the role of the person/character has to listen to all the advice. When they reach the end of the alley, they have to come to a conclusion, with reasons. Resources from RE Today to support this unit can be found via our online catalogue. https://www.retoday.org.uk/school-support/resources-catalogue/ The following books have resources that link to this unit: Inspiring RE: Jewish people RE Ideas: Celebration RE Ideas: Fairness and Justice Opening Up Judaism	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why are commandments and blessings important to Jewish people?		
Pupils will learn: That rules are important for helping people to get along The Ten Commandments are a two-way arrangement – God's care for his creatures and their acknowledgement of his authority How Jews focus on saying thank you for the many good things they see come from God How rituals are important within religious and non-religious worldviews	**Sefer Torah** Use Charlie from BBC My Life, My Religion www.bbc.co.uk/programmes/p02mxblj to show the importance of the Torah to Jewish people. Explain that many Jews believe the words in the Torah are the word of God; that Moses received the Torah from God when he was on Mount Sinai. Watch a video of a Torah scroll being taken out of the ark during a Synagogue service e.g. www.cleo.net.uk/resources/displayframe.php?src=465/consultants_resources%2Freligiouseduc%2FjudaismS%2Fservice.html or www.bbc.co.uk/education/clips/zrsb9j6 **We all live by rules** Put the names/titles of relevant people in authority into a hat e.g. parent, football referee, teacher, prime minister (or another relevant person from government). As a name/title is pulled out of the hat, children should think of a typical rule that person might have for or about a child aged 7, 8 or 9 then act out how the person in authority might say it. Focus together on how rules change the way they live their lives. **Important rules in the Torah** Tell pupils about the 10 Commandments from the Torah and the story of Moses going to collect them. Explain that although the Torah is not just a book of rules and commandments, those that are in the Torah help to shape the way many Jewish people live their lives. Look together at the 10 commandments and ensure that pupils know the meaning of each. Use a Diamond 9 board. Give pupils cards with the 10 Commandments on. Ask them to think about what the Jewish people at the time of the Exodus would think: from their point of view, put the most important at the very top of the board, the two next most important on the row below and so on. The least important will not get a space on the diamond. Pupils should work in pairs on this activity and can be called upon to justify their decisions: What is top and why? What is left out and why? For Jewish people all of these commandments, along with lots of others, are still important today. Talk about why. What would happen if Jews dropped some of the commandments? Talk about whether all or any of these commandments are good ways to live for everyone – or if they are only for Jewish people. **The most important rule of all** Pupils should each decide upon their own 'most important rule to make a good world' – it might be one of the 10 commandments, but might not, depending on what pupils think is most important. These can be written carefully onto a large class scroll with children trying to make no mistakes (a Jewish Torah scroll can have no mistakes in it) and children could try writing some Hebrew letters and words on the scroll too.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Identify and name examples of what Jewish people have and do in their families to show their faith (A3).** **Expected:** • **Make links between the Ten Commandments and Jewish beliefs about God and his relationship with the Jewish people (A3).** • **Describe how Jewish people show their beliefs through following the Ten Commandments, both at home and in wider communities (B1)** • **Explore and suggest ideas about what is worth remembering and being sorry for, for Jewish people, and in pupils' own lives (C1).** **Exceeding:** • **Suggest how and why family life and festivals are valuable to Jewish people (B2)** • **Make links with the value of personal reflection,**

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	How might keeping the 10 commandments affect your actions?
	Take some of the 10 commandments which children can relate to in their own lives (such as honour your father and mother, do not steal, do not lie, do not be jealous). Allow children to role play situations when they or a Jewish child of their age might find it hard to live by one of these rules. The endings of the role plays should show how pupils predict a Jewish child might act in the situation. Discuss why would a Jewish child try to keep these commandments even if it was difficult to keep them?
	
	Blessings
	• Jewish people think it is not only important to keep the 10 commandments but also to follow other guidance. The Talmud teaches that Jewish people should say thank you 100 times each day!
	• Learn the opening words of a Jewish blessing 'Baruch ata Adoni' this means: 'Blessed are you, God' or 'Blessed are you, King of the Universe'. Explain that many Jewish people say blessings for lots of things e.g. touching mezuzah on entry to a house, seeing a rainbow and eating different foods. Pupils could look these up in a Jewish prayer book (siddur).
	• Why might it be good to express gratitude regularly? Many non-religious people are encouraged to keep 'gratitude journals' or 'thankfulness jars.' Do other religions find ways to show gratitude? What happens if people are not thankful?
	Additional resources on this are available for purchase from RE Today: Opening Up Thankfulness
	
	And finally…
	• Compare and consider the value of family rituals in pupils' own lives. Ask pupils to share their family rituals e.g. always going to the same place on holiday, a way of celebrating birthdays or a regular visit to a place to remember someone who has died.
	• Make connections with the way Jewish family life and festivals encourage a reflective approach to life and living. The festivals and family life give Jewish people a chance to:
	  ○ Remember the past
	  ○ Look forward to the future
	  ○ Say sorry and be forgiven
	  ○ Say thank you
	  ○ Seek freedom and bring justice to make the world better
	What opportunities do pupils have to do all or any of these? How is what the pupils do similar or different to what they have studied? Should we do it more often? Can pupils think of rituals they could use at school and at home to reflect on these ideas?
	Talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well; for example, planting or digging up a time capsule for a school anniversary, grandparent's tea; examples will depend on your school customs.
		saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including in pupils' own lives, and giving good reasons for their ideas (C2).

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Below are some thoughts from Isabel, a Jewish girl, on celebrating Rosh Hashanah and Yom Kippur. Read what she has to say before trying the activities that follow.

What means most to Isabel?



Why are Rosh Hashanah and Yom Kippur such important festivals for Jewish people?

Rosh Hashanah and Yom Kippur are the most important Jewish festivals because they give us a chance to say sorry for the bad things we've done.

We can say sorry to our friends and family for times when we have lost our temper, hurt people or lied. At this time Jewish people have a chance to pray to God so we can say that we are truly sorry and we will make things better if God forgives us.

Rosh Hashanah is a happy celebration because it is the start of a New Year.

After Yom Kippur we feel happy too, because it is like God has given us a second chance and we can have a new beginning.

What special food do you eat at this time?

On Rosh Hashanah we eat Challah bread, which is sweet and round like a crown.
We eat honey cakes, which my brother loves. We have pomegranates because they have loads of seeds like the Torah has loads of laws.
The best thing of all is dipping pieces of apple into honey because the honey is sweet and we wish everyone a sweet new year. It's really yummy and sticky, I wish we could have it all the time.
We usually have a special family meal to celebrate and my Grandma always puts out serviettes with Hebrew writing on them and pictures like apples, honey, pomegranates and the shofar.

At Rosh Hashanah all Jewish people think carefully about the past year, reflecting on these questions. Can you tell us how you would answer these questions?

What is the most meaningful thing in my life?

The most meaningful thing in my life is probably my family, but my friends, my school and my dancing are also the most meaningful things.

Who in my life means most to me?

My family means most to me, and my rabbit called Sprinkles.

How often do I tell them?

I tell them that I love them every day.

What are the most significant things I have achieved . . . over the last year?

In the last year I have achieved well in my ballet and tap exams, I performed in a theatre, where I could show everyone what I had learned. I have also improved lots in my swimming and in Maths.

. . . in my life so far?

The most significant things in my life so far have been winning races, winning a competition and taking my dancing exams. I will always remember these things and the holidays that I have had with my family.

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