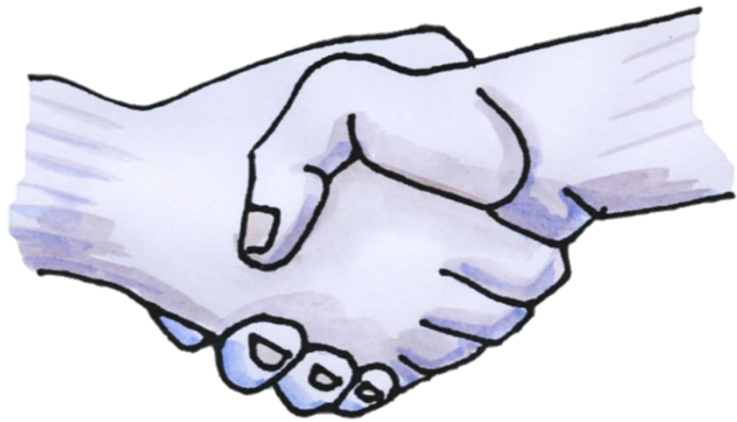


KS2 Judaism: Symbols and Religious Expression



What symbols and stories help Jewish people remember their covenant with God?

**The *EMMANUEL* Project 2020:
Teaching World Religions effectively in Key Stage 2**



Before you start:

RE is statutory for Key Stage 2 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



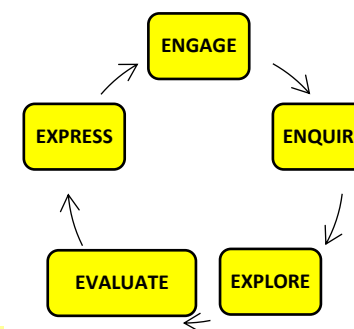
This unit for Key Stage 2 pupils focuses on the Jewish concept of 'covenant'. It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different faiths.

It links with common themes in RE syllabuses *e.g. in the Suffolk Agreed Syllabus it links with 'Symbols and Religious Expression: how religious and spiritual ideas are expressed'.*

It is designed to last 6-8 hours, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through an enquiry cycle in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Judaism which relates to the key concept (at least 1 lesson)
- **Explore** a Jewish understanding of the key concept through 3 areas **(i) Jewish Narrative (ii) Jewish Community Practice (iii) Jewish Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



Assessment guidance is provided at the back of the unit. It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

The Resource List in this unit was current at time of publication, but teachers should watch out for new resources to add.

Further guidance, other units and various support materials (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

Jewish Concept COVENANT



It's a bit like:

- **accepting a class code of behaviour**
- **signing a formal home-school contract**
- **a promise between people which carries responsibilities**
- **a solemn agreement or settlement between two parties**
- **making or sealing a bargain**

Within Judaism, a covenant or 'brit' is a promise or obligation which has the force of legality behind it. There are two parties to a covenant, both of whom, in most cases, take on particular obligations. The word "brit" itself may relate to 'binding' which would be apt as entering into a covenant binds one to the other party.

The Tanakh (Hebrew Scriptures) records covenants solemnified by oaths, sacrifices, ritual meals, and even an elaborate severing of an animal as a demonstration of what might befall someone who reneged on their end of a covenant. Jewish tradition uniquely applied the concept of covenant, which was used in a variety of cultural contexts, to the relationship between God and people.

The First Covenant: Noah

The Torah relates how God made a covenant with all humanity in the aftermath of the Flood in Noah's generation. God promised never again to destroy the world in this way. The rainbow was given as a sign of this first covenant. Unlike most covenants, the covenant following the Flood was unilateral: God was obligated, but humanity was not.

It is customary for Jewish children to be taught a short prayer, or blessing, to say on seeing a rainbow: You are blessed, O

Lord our God, king of the universes, who keeps his covenant with humanity.'

The Second Covenant: Abraham

The Torah records that God called Abraham into a covenant, in which he promised to make Abraham's descendants as numerous as the stars in the sky and to give them the Land of Israel as their possession (Torah: Genesis 17). This is the origin of the terms 'chosen people' and 'promised land'. Abraham signified his loyalty to God and acceptance of the covenant through ritual circumcision; this became the sign of the second covenant.

The covenant of Abraham continues in force for all Jewish males. All baby boys are circumcised on the eighth day of life in the ceremony of "brit milah" or "covenant of circumcision."

Although this is a physical sign, Moses later talks about the need of a 'circumcision' of the heart i.e. a willingness to love and obey God.

The LORD your God will circumcise your hearts and the hearts of your descendants, so that you may love him with all your heart and with all your soul, and live.
(Bible / Torah - Deuteronomy 30 v.6)



A Brit Milah (circumcision) is performed on a baby boy when he is 8 days old to signify the promise between G-d and Abraham (Genesis 17:11-12).

The Third Covenant: Israel

The third covenant was made between God and Israel at Mount Sinai. God rescued the people of Israel from slavery in Egypt and called them, under the leadership of Moses, to obey his voice and keep his covenant. This third covenant is distinguished because, as the Torah describes, the entire people of Israel stood at the base of Mount Sinai and entered into the covenant at the time the Torah was given into Moses' hands. God stipulates the conditions of the covenant, beginning with the code of behaviour known as the 'ten sayings' or 'commandments'.

The Jewish artist, Marc Chagall, has painted many pictures of this event. Click on <http://en.musees-nationaux-alpesmari-times.fr/chagall/node/92> to access his painting in the Musee Chagall in Nice.

The sacred text was placed by Moses into a box or 'ark'. Today the Torah scrolls containing the covenant are stored in the 'Ark' of the synagogue. As the scrolls are processed round the synagogue, many people reach out towards them and kiss their hands as a sign of their devotion to the covenant as revealed in the Torah.

It is common to see **Luchot** in a synagogue; they represent the two tablets of stone on which the commandments were written. Luchot are seen as decoration on



many Jewish items and may be used as the symbol of Jewish chaplains working in the military.

A **mezuzah** is a small case surrounding and protecting passages of scripture, including the Shema, which remind Jewish people of God's love and protection and of the importance of obeying God's laws – their side of the covenant relationship. Mezuzot are found in the doorways of Jewish homes and it is customary to touch them on entry.



Shabbat

The Torah records that Shabbat (the sabbath) is to be a weekly reminder that Israel is joined in a covenant with God; it was commanded by God in the Torah. On this day, Jewish people do no work but Torah study is encouraged and, in the synagogue, a weekly 'portion' of the Torah is read and discussed.

The Covenant relationship

Judaism speaks of the relationship or covenant between God and Israel in legalistic terms: God is the "commander" and Jewish people are "commanded by God" to

engage in certain behaviours and prohibited from others.

The covenant is also spoken of as a relationship of love and commitment and these permeates every aspect of the God-human relationship in Judaism. It is also a relationship that binds God to Israel and Israel to God is one of obligation and demands continued loyalty.

This model also serves as the paradigm for human relationships, especially the marital relationship, which is conceived in covenantal terms: a man and woman are obligated to one another in a manner requiring respect, mutuality, and loyalty.

Passover and Shavuot

The Jewish people were commanded to keep the festival of Passover. The story of what happened when God set them free from Egypt is told as part of an elaborate ritual in which children have many parts to play. It is an important part of learning about the covenant relationship with God.

As Passover ends, the counting of the 'omer' begins, a tradition which takes Jewish families up to Shavuot. At this celebration, which is also a harvest festival, Jewish families remember the giving of the Torah at Mount Sinai as the most momentous event in their history.



What symbols and stories help Jewish people remember their covenant with God?

ENGAGE
with the idea of symbols / objects helping people remember

End of year expectations

The Y3/4 'I can's' below are to help with assessment. For Y5/6, see grid at the back.

Please consult your RE leader about assessing RE and check advice at the end of the unit

3a I can describe what a Jewish person might learn from Noah about the idea of a covenant with God

Can you remember what is on the tray? (Kim's Game)

Introduce Zoe. Zoe is Jewish. Some of you may remember her. Zoe has brought you a challenge, something to work on together. Put children in 3's and explain they must all agree to work together as a team. Shake hands on it together as a group.

Sit in a circle with the objects / pictures in the middle on a large tray or board covered up. Use good quality pictures if you do not have the objects. Start a timer (3 minutes?) and reveal the objects. In pairs, study the objects carefully and talk about what they might be. **No teacher input needed.**

- handshake symbol (see cover)
- small bowl of salt water
- Passover (Pesach) card
- luchot - 2 'gravestone' shapes made out of card (representing Ten Commandments)
- large silvery star
- mezuzah
- rainbow
- box of matzos
- counters
- two toy animals

When the timer ends, cover the items up with cloth. In their groups, shake hands again and work together to sketch all the items from memory between them. While children draw, secretly remove the **rainbow**. When time is up, uncover the tray. Check they have all the items. Shake hands if you have spotted something wrong and know what it is!

All these items remind Zoe of an important agreement, even more important than your handshake!

What does a rainbow remind many people of?

Teacher's note: Noah is revered in Judaism, Islam and Christianity. Find Genesis 6v.5 to 9v.19, using a Bible or www.biblegateway.com. Note refs to covenant e.g. "This is the sign of the covenant which I make between me and you and every living creature." (Gen.9 v.12)

Focus on the rainbow. Ask what children think of when they see a rainbow.

It reminds Zoe of the rainbow story in the Bible: the story of 'Noah'; both Jewish people and Christians tell it from the Bible. Produce a Bible story book.



The items in the first exercise are needed throughout the unit.

Zoe was in the KS1 Judaism units. Like 'Sam' in Y3/4 Christian units, she engages pupils with religion at a suitable level. See Resources.

Books that edit God out of the story are not suitable for RE.



Meaning of rainbow for Jews:
http://www.chabad.org/library/article_cdo/aid/2770

3c I can use religious words to describe how a rainbow in the Noah story is a reminder of God's promises

NB This is not an easy story with the flood destroying so many people. Acknowledge all tough questions children ask but do not feel you need all the answers. Write good questions on clouds and add to the display.

4c I can describe how Jewish people show the importance of remembering their covenant with God when they fix a mezuzah and touch it

If you know the story too, what can you tell us? What else is in the story apart from a rainbow e.g. ark, animals, flood? Tell the story of Noah from a suitable Bible story book e.g. *The Illustrated Jewish Children's Bible*, *The Lion Storyteller Bible*. Try a song too e.g. 'Arky-arky'.

Why is the rainbow a reminder of a promise or agreement?

Distribute key words to groups round the class: **promise, reminder, covenant, agreement, people, sign, righteous, rainbow, flood, save, God.**



Explain that 'covenant' means the same as agreement. Hold up the symbol for the unit from the tray. It's a bit like their hand-shake from the start of the lesson.

Look at **Genesis 9 v.8-16** on the whiteboard (www.biblegateway.com). Highlight text which says the rainbow is a sign. Who is it a sign for? What is it a sign of? i.e. God's covenant or promise.

Now retell and discuss the story with each group trying to join in and use their word up.

Plan a large rainbow for display. Choose 7 of the key words to put on the stripes. Which ones will show what Jewish and Christian people believe about the rainbow? See **EXPRESS** ideas too.

What else helps Jewish people remember their covenant or agreement with God?

Teachers' note: A mezuzah is a small receptacle containing passages from the Torah. It is fixed to doorposts in a Jewish home as a reminder of their covenant with God.

Zoe says it is not a good idea to forget agreements. There is trouble in school if she and her class forget the class rules they all agreed on! Today she has sent you all a note:

I have just had my room decorated. Mum says I can choose a Mezuzah for my doorpost. That's a little box with some of our Jewish rules in; it reminds me that Jewish people have a covenant with God. Inside it says 'Love God with all my heart and soul and strength, and keep his commandments.' I like to touch it as I go into my room. It helps me remember. Please help me choose a Mezuzah with Noah or a rainbow on it to remind me of God's promises even more.



Find a mezuzah (or picture) on the tray. This is just the case but in a Jewish home there are words inside, for example, Deuteronomy 6 v 4-9 in the Bible or on www.biblegateway.com.

You could start looking at Mezuzah designs but check **EXPRESS** first.

455/jewish/What-Is-the-Significance-of-a-Rainbow-in-Judaism.htm

Alternative: Use 'Opening up Promises' (RE Today services) p.8-13 – Why did God send a rainbow? Great activities e.g. Noah in 30 sentences & 30 pictures

Work on Mezuzahs was done in a KS1 unit on Torah and children may recall this.

Mezuzahs are sold on internet e.g. www.judaicaweb-store.com

ENQUIRE into ideas about promises and covenants using stories of Abra- ham

3b I can describe how Jewish and Christian people both read and discuss Bible stories to know about God

3d I can recognise some of the things which influence my ideas about promises e.g. family, friends, faith

4a I can describe what Jewish people might learn from the stories of Abraham about a covenant with God

Teachers' note: Abraham is central in Judaism, Christianity and Islam; these are sometimes known as the Abrahamic faiths. He believed in one God at a time when people believed in many gods. The covenant between God and Abraham was to give him descendants who would become a 'chosen nation' - set apart for God - and a new place to live, the 'promised land'.

From a Jewish source: Just as Abraham chose G-d, so did G-d choose Abraham and made an everlasting covenant with him and his children, the Jewish people. We, the children of Abraham, are the members of the everlasting Covenant and partnership which G-d made with Abraham our Father.

http://www.chabad.org/library/article_cdo/aid/112356/jewish/Abraham-Our-Father.htm

I wonder Can you always trust someone who makes a promise?

Invite 6 children to hold up these sentences. Lots of people make promises. I wonder who might say these? Would they happen? Does it depend who makes the promise? Can you trust them?

- You'll be my best friend for ever.
- I'll give you my best trading card.
- You can sit next to me on the coach.
- I'll meet you in the playground after school.
- You will have as many children as stars in the sky.
- You can come to mine for tea tonight.



And / or Watch a short clip from the film '**Despicable Me**', in which Agnes gets Gru to pinky promise – entwining 2 fingers to signify an agreement both parties will fulfil. Will Gru keep his promise? Whose promises do you trust?

What is the difference between a promise and an agreement / covenant?

Find the covenant symbol on the tray i.e. shaking hands. A covenant is an agreement between two parties to do something. It is like two promises joined together. If you promise to do this, I will do that A bit like a home/school agreement maybe?

Children could create photos of their joined hands or 'pinky' fingers and add promises to them.

Pick up the star from the tray. One of the promises above said: *You will have as many children as stars in the sky.* Zoe says that God entered into a covenant with a man named Abraham thousands of years ago; from his children have come the whole Jewish nation, of which Zoe is a part!

What does Jewish tradition tell us about Abraham?

The main sections of the Christian Bible were once known as Old and New Covenant, rather than Old and New Testament as today.



Use a Thesaurus to add synonyms for children to use:
contract, deal, pact, bond, seal, settlement, pledge, testament.

BRIT is the Hebrew word for covenant.

Abraham appears in Genesis, first of the 5 books of the Torah. He began life as Abram and God renamed him as part of the covenant.

Abraham was the first of the Jewish patriarchs:
<http://www.jew-faq.org/origins.htm>



	<p>Teacher's note: We have summarised the key stories below. Choose your own approaches: video, drama, art, storytelling, reading, small world figures to explore the key stories of Abraham. Use photos or create lots of hanging stars with pictures / thoughts on to record your work.</p> <p>1. Abraham came to believe in the one True God who created everything - according to Jewish tradition, Abraham was born in Ur, Babylonia, the son of an idol merchant. As a child, he came to believe the universe had a single Creator, and taught this to others.</p> <ul style="list-style-type: none"> Pathways to Belief Judaism, Shema clip. http://www.bbc.co.uk/education/clips/zqkq6sq - Gary links the Shema to a traditional tale of Abraham's discovery that there is just one God. <p>2. He tried to show others there was only one God - Abram smashed all his father's idols except the largest and said, "The idols had a fight, and the big one won." His father said, "Don't be foolish. Idols have no life or power." So Abram asked why he worshipped them.</p> <ul style="list-style-type: none"> http://www.chabad.org/kids/article_cdo/aid/1660316/jewish/Young-Abraham.htm (6 minutes)  <p>3. He was offered an agreement with God – God said, Leave your homeland and go where I send you. I will bless you and make you a great nation. Despite being childless, Abraham trusted God and accepted the agreement / covenant.</p> <ul style="list-style-type: none"> Watch: Testament: Abraham (first 6 minutes) See Resources. OR read directly from the Bible: Genesis 12 OR become an 'Open the Book' team! Act the story from The Storyteller Bible. Borrow props / find your own.  <p>4. God's promise is fulfilled with the birth of an heir, Isaac. Even though Abraham and Sarah had to wait for the promise to be fulfilled, Isaac was born and the Jewish nation grew to be like 'stars in the sky' as God had said.</p> <ul style="list-style-type: none"> Tell the story with small world figures. OR continue acting the story out until Isaac is born. 	<p>Stories from the Jewish Midrash complement Biblical accounts by providing a back-story to Abraham's character / motivation: http://www.myjewishlearn-ing.com/article/stories-of-our-ancestors/3/</p> <p>Brit Milah or circumcision was given to Abraham as a physical mark of the agreement with God and has been practiced ever since. See Genesis 17 v.9-14. There is no female circumcision. Staff are left to decide whether to include this.</p>
<p>EXPLORE (1)</p>	<p>Teachers' note: The terms Hebrews, Israelites and Jewish people as used below refer to the descendants of Abraham and are used interchangeably. Exodus refers to God's rescue of the Jewish nation from Egyptian slavery. It is a pivotal moment in Jewish history, and culminates in their arrival at Mount Sinai, where the covenant is renewed and God gives the Torah, including Ten Commandments for fulfilling the Jewish side of the covenant.</p>	<p>The 'Wilfrid' book could be used in English instead</p>

how objects can hold important memories from Jewish Narrative

3e I can ask good questions about life after hearing the stories of the Exodus and share some of my ideas

3f I can link objects which hold important memories for me with how I think about and treat them

How do objects help us remember important or special times?

Bring in a basket containing an egg, a medal, shells and a football. These are 'memories'! Ask what the objects may help someone remember.

Read Wilfrid Gordon McDonald Partridge or watch a clip online.

What memories did Wilfrid attach to each object? How were Miss Nancy's memories different? Objects help us remember important times. Can you give your own example? *(Zoe's examples are below.)*



What memories do matzos and salty water hold?

Two things have gone missing from the tray.

Zoe says: *The missing two items go on our dinner table for a Jewish festival called Pesach (pay-sack) or Passover. They hold special memories. Can you remember what the items are and draw them quickly?*

Children whiteboard the items they think are missing. Are they right?

Produce the box of Matzos and the salty water. Unwrap the matzos. Test the salty water. Any ideas what they are?

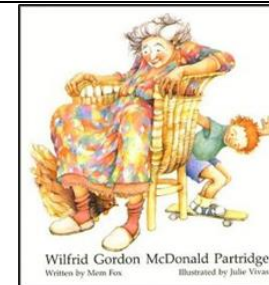
What is the story behind these items?

Watch the song 'Deliver us' from Prince of Egypt

Explain simply the background

- The descendants of Abraham had moved away from the Promised Land after a famine.
- They were living in Egypt but after 400 years, they had grown in number.
- The Egyptians saw them as a threat and made them slaves.
- The Egyptians killed all the young boys to stop them from increasing in number.
- Moses was rescued as a baby and later God sent him to rescue the people from slavery.

Then tell the story of the Exodus, using a Bible story book or one of many other retellings e.g. http://www.chabad.org/kids/article_cdo/aid/485982/jewish/Tell-the-Passover-Story.htm




and simply referred to here.

Matzos can be bought in most big supermarkets:



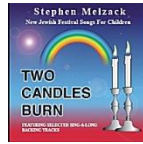
Lots of good story books of the Exodus e.g. EXODUS - Brian Wildsmith,

	<p>OR The Ten Plagues of Egypt: http://www.bbc.co.uk/education/clips/zbsb9j6 (3 mins) whole story of the Israelites being set free</p> <p>OR give the children the story in sentences to sequence /match to pictures e.g. one of the sets of 'Moses and the Ten Plagues' on http://freebibleimages.org/ .</p> <p>What would these two items remind Jewish people of?</p> <p>Look at the 2 items from the tray. What is Zoe is going to say they remind her of?</p> <ul style="list-style-type: none"> • The flat matzos bread is a reminder of how quickly the people left Egypt. There was no time to let the bread rise so they ate unleavened bread. • The salty water – This is a reminder of the tears of the slaves, but could easily be the Red Sea or the sweat of slavery. <p>Look up God's response to the Hebrews' cry in a Bible or on www.biblegateway.com (Exodus 6 v 1-8) particularly v 7 and 8 'I will take you as my own people' and 'I will bring you to the land I swore'.</p> <p>What could <u>you</u> do to help you remember this story? (See EXPRESS.)</p> <ul style="list-style-type: none"> • Try cooking your own matzos. Find a recipe e.g. http://www.the-kitchn.com/try-this-homemade-matzo-81256 • Learn the traditional spiritual 'Go down Moses', made famous by Louis Armstrong, and enjoy singing it together. • Change Disney's Frozen "Let It Go" song into a "Let us Go" song. <i>There are several parody versions of this attempted already on the internet.</i> • Create paper matzo shapes and write or draw parts of the story / diary entries / poems to do with God freeing the people. Does a matzo photocopy? 	<p>The Story of Passover – David Adler</p> 
<p>EXPLORE (2) how Passover is a reminder of</p>	<p>Teacher's note: <i>A Passover Seder is an elaborate re-telling of the story of the Jews being freed from slavery in Egypt. 'Seder' means 'order'; it sets out how the story is told using questions and answers, symbolic foods and actions. Friends and family are invited to the 'seder' meal, children play an important role, there is lots of singing and a proper meal as well.</i></p> <p>What is this song about?</p>	<p>Seder rhymes with 'raider'.</p>

the covenant in Jewish Community Practice

4b I can describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations

4d I can compare some of the memories that influence me with how the story of Passover (Pesach) might help Jewish people think about their covenant with God



Play the song: **Seder Prayer** from 'Two Candles Burn' – Stephen Melzack. It can also be downloaded and found online. Passover or Pesach (pay-sack)

Use it to start thinking about what the Passover festival is for, and what it recalls. Are there questions the song makes you ask?

How does a Jewish family remember the story of the Exodus at Passover today?

Research how Zoe might celebrate the Passover or PESACH (say pay-sack). Gather information as teams about customs and especially about symbols, for example, show children a Passover Plate, and ask them to find out what goes onto it and why. The following will help:

a) Jewish children's websites:

- <http://www.akhlah.com/jewish-holidays/passover/>
- <http://www.torahtots.com/holidays/pesach/pesach.htm> (much more difficult)
- http://www.chabad.org/kids/article_cdo/aid/1606/jewish/Passover-Guide.htm



b) Some books Zoe might have used when she was little:

 Sarah's Passover – Lisa Bullard	Passover is Coming – Tracy Newman 	 Sammy Spider's First Passover – Sylvia Rouss	More than Enough – April Halprin Wayland 	My First Passover – Tomie de Paola
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c) Use BBC clips to show how Passover is celebrated e.g.

- Seder Meal (1/3) <http://www.bbc.co.uk/education/clips/z3n34wx> The four questions (1.50)
- The Story of the Passover <https://www.bbc.co.uk/bitesize/clips/zx7tfq8> Symbolic foods (4.02)
- Seder Meal (3/3) <http://www.bbc.co.uk/education/clips/zytfqk7> The meal itself (1.03)
- Celebrating Passover <http://www.bbc.co.uk/education/clips/zgwhfrd> (4.09)

What symbols act as reminders of the feelings of the Exodus?

Lots of children's story books available on the internet. They explain things the way a Jewish parent might.

Passover plates available from internet.

The Bible is clear that this celebration is a reminder:

Exodus 12 v.14: You must celebrate this day as a religious festival to remind you of what I, the LORD, have done. Celebrate it for all time to come.

Exodus 13 v.8: When the festival begins, explain to your sons that you do all this because of what the LORD

	<p>Review the children's learning about the foods on the Seder plate. It would be good to have some of these to see / taste, maybe on a proper Passover 'plate'. Certainly set up a tasting of sweet and bitter food if you can to bring out the sweetness of freedom after bitter slavery.</p> <p>What promises are sweet and bitter for me?</p> <p>Passover is also about the sweetness of God remembering the Covenant, keeping his promises, and rescuing his people. See EXPRESS.</p> <p>On one half of a paper plate, think 'sweet'. Draw a picture / symbol of something which makes you think of a time when someone kept a promise to you and it felt 'sweet'.</p> <p>On the other half of the plate, think 'bitter'. Draw a picture of / symbol of something that makes you feel upset or let down, maybe when a promise was broken. <i>You do not have to write or say what these things are unless you want to.</i></p>	<p><i>did for you when you left Egypt. This observance will be a reminder.</i></p>
<p>EXPLORE (3)</p> <p>how keeping the covenant with God is the basis of Jewish Living</p> <p><i>4e I can ask important questions about the role of trust in relation to promises and compare my ideas with others, including a possible Jewish response</i></p>	<p>Teacher's note: <i>On the second day of Pesach, the counting of "the Omer" begins. For Jews, these 49 days lead from Exodus when God freed them from slavery, to Shavuot, when the gift of the Torah freed them from spiritual bondage to idolatry and immorality. The 49 days were a time for moral improvement, ready to receive the Torah. Shavuot can mean either 'weeks' or 'oaths'; a reminder of the oath or promise made between God and Israel on this day. Shavuot is also a harvest celebration.</i></p> <p>Is it good to make a promise publicly?</p> <p>Some promises need to be taken very seriously, and so they are made publicly. I wonder why? Give examples to small groups (Appendix 1). Ask children to discuss the one they are given and fill in the sheet (Appendix 2). Report back and discuss if it is good to make a promise publicly.</p> <p>When did the Jewish people make a public promise to God?</p> <p>Jewish people had to make their promise to God all together publicly! They were still out in the desert after escaping from Egypt. God summoned them to Mount Sinai. He wanted to renew their Covenant or agreement, like holding out his hand to them. Would they take it? You could check this in a Bible story book or refer to:</p> <ul style="list-style-type: none"> • Exodus 19 v.3-8 - God says if the people of Israel obey him and keep the Covenant, they will be his people. They reply: <i>We will do everything that the Lord has said.</i> <p>How do we know remembering the Ten Commandments is important to Jewish people?</p>	<p>Background:</p> <p>http://www.chabad.org/library/article_cdo/aid/609663/jewish/What-Is-Shavuot.htm</p> <p>http://www.chabad.org/library/article_cdo/aid/2151/jewish/The-Role-of-Children.htm</p> <p>Shavuot is also known as 'Pentecost' – 50 days. For Christians it is the birthday of</p>



4f I can link things that I, and others, agree are valuable e.g. our home/ school agreement, with how we choose to think and behave in class

Work out the answer from these clues i.e. that this is how people keep their side of the covenant:

- **Picture of two luchot** in a synagogue, representing the tablets of the Commandments and a covenant based on living by God's commands.
- **Bible verse - Deuteronomy 4 v.13** - keeping the Covenant means obeying the Ten Commandments.
- **'Celebrate'** – a song by Stephen Melzack (from CD 'Two Candles Burn') *There is a celebration.*



What is Shavuot and when does it happen?

Get out the tray of objects. Remove **counters / cardboard shapes** (10 Commandments). Zoe has sent you a helpful note to help you work out the meaning of these two objects:

Some people count the days to Christmas with an Advent calendar. My family start counting the Omer on the second day of Passover; we count 49 days to the next festival, Shavuot. At Passover we remember escaping from Egypt. When we count the Omer, we recall how God wanted our ancestors to behave much better before he gave them his commandments. They had 49 days to start improving. On Day 50 God gave them the Ten Commandments and the other laws in the Torah.

Can you link the missing objects with counting the days and the commandments. Some families create 'counting' calendars for their children. Find some examples on the internet to show children.

What happens at Zoe's house for Shavuot?

A few days of counting left.... I start to get excited. I know mum is planning a special Shavuot sleepover for me and my friends; we are going to stay up for a storytelling time.

Maybe we'll do some craft pictures of Moses receiving the Ten Commandments. We'll probably watch a film and play games and eat ice-cream too! Some of the adults stay up all night to study the words of the Torah, to show God how much they love his words.

In the morning we all go to synagogue to hear the Ten Commandments read. Mum and dad say it's important that children go. It's a bit like our whole community is standing back at Mount Sinai all those years ago. The children hear all the adults promise to keep the Torah. It's our job to hold them to their promise so they can help us live by God's rules too. Then we will all be keeping our side of God's covenant.



What commandments are read at Shavuot? How do they affect people's lives?

the church, when God's Holy Spirit was given to the Disciples.

https://www.chabad.org/kids/article_cdo/aid/282418/jewish/Count-down-to-the-Giving-of-the-Torah.htm



.. includes Omer counting picture:

*There are some great Shavuot craft ideas for Jewish families on the internet. See **EXPRESS**.*

Children as their parents' guarantors at Shavuot:

http://www.chabad.org/kids/article_cdo/aid/2037/

	<p>Here is a simple version of the commandments, written by a mum for her little girl. How do they say a Jewish person should live? Could these rules change things in the world? Which commands would be important to obey at the Zoes' sleepover and at synagogue?</p> <ol style="list-style-type: none"> 1. There is only one God. 2. We should not make pretend gods. 3. God's name is special. 4. Remember Shabbat is a day to rest and say thank you. 5. Listen to your parents and take care of them. 6. Do not hurt other people. 7. Love and look after everyone in your family. 8. Do not take things that belong to other people. 9. Do not say things that are not true. 10. Be happy with the things that you have. 	<p><u> jewish/Be-There.htm </u></p>
<p>EVALUATE pupils' learning about the Jewish idea of covenant</p>	<p>Teacher's note: Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</p> <p>What have we learnt? How well have we learnt?</p> <ul style="list-style-type: none"> • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. • Use the class RE scrapbook to discuss your learning journey together. • Use the Quick Quiz on p.17 to show learning. <p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none"> • Use discussion to construct an answer together. • Encourage children to self-assess and justify their decisions. • Use the SOLO taxonomy hexagons for this unit to answer the question. <p>Are we making progress in RE as a subject? How much?</p> <ul style="list-style-type: none"> • If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 OR an Assessment framework from your RE subject leader. • Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects. <div data-bbox="521 1166 678 1257"> </div> <p>Using the symbols: Look at the 'handshake' picture on the front of the unit. Is this a good symbol for Jewish beliefs about covenant? How could it remind you of this unit of work? Is there a better symbol? Think of all the symbols from ENGAGE.</p>	<p>See 'Assessing RE in your school' p. 18-19 for decisions about how and what to assess.</p> <p>NB Different schools, different requirements so check with your RE Subject Leader.</p> <p>Solo Taxonomy hexagons are on the Emmanuel Project Flash drive, with ideas for use.</p> <p>Children can use symbols from each unit to remind them of key beliefs in each religion.</p>

EXPRESS

your RE learning about COVENANT so it can be shared with others

Teacher's note: You will have done different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.

Here are some more ways you might share your learning with others:

- **Rainbow Memories** - On the class rainbow, add events / people that children want to remember to the different colour bands of your rainbow so that it becomes a symbol for everyone.
- **Pinky Promises** – Photograph your hands. Write promises on the print-outs.
- **Make giant Mezuzahs in pairs** - Use symbols from the stories of Noah, Abraham or Moses. Try putting classroom rules in them and touching them each time you came in from outside.
- **'Let us go!'** – Perform a song about leaving Egypt and serve your home-cooked Matzo! Who can you invite? Where can you send photos / recordings to show people what you have done?
- **Sweet and Bitter** – Make a display of your own plates remembering promises, kept and broken.
- **Debate:** Zoe's Grandad always says: **Promise little and do much.** It is a Hebrew or Jewish proverb. What do you think it means? Is it useful for life? Why? What would the opposite be?
- **Craft** – Find and try out some of the Shavuot or Pesach crafts that Jewish children may do and explain how these may help them to remember the covenant with God.
- **Make a wall version of Kim's Game** (p.5), using collage or photos. How will you cover the tray? How will you let people know the significance of the objects?
- **Create word-clouds** using Wordle or other suitable programme. Type in key Bible verses about covenant and see what happens. Or create a word cloud out of the synonyms for covenant. Label your word cloud to show why this is an important word to the Jewish community.

These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.



Appendix 1 - Promises

<p>A Beaver</p> <p>I promise to do my best to be kind and helpful and to love our world.</p> <p>(non-religious form)</p>	<p>The Queen</p> <p>I promise to serve my people all of my life.</p>	<p>A Scout</p> <p>On my honour, I promise that I will do my best to do my duty to God and to the Queen, to help other people and to keep the Scout Law.</p>
<p>The Police</p> <p>I promise to serve the Queen, treat people with respect, and keep the peace.</p>	<p>A Member of Parliament</p> <p>I promise that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth, her heirs and successors, according to law, so help me God.</p>	<p>A witness in court</p> <p>I promise to tell the truth, the whole truth and nothing but the truth.</p>
<p>A doctor</p> <p>I promise to do all I can to help people.</p>	<p>A Brownie</p> <p>I promise that I will do my best, to be true to myself and develop my beliefs, to serve the Queen and my community, to help other people and to keep the Brownie Guide Law.</p>	<p>A husband or wife</p> <p>I promise to love you and to stay with you.</p>

Appendix 2

Do you think it would matter if the promise was broken? Why?

When would this promise be made?

Why is this promise made publicly for everyone to hear?

When might this promise be broken?

**Place
promise
here.**

How difficult would it be to keep?

What good will come from keeping the promise?

Do people have to prepare in some way before making this promise?

Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



Beginning: Discusses concept in own life	Q1 What is a home-school agreement and why is it useful?
Developing: Draws on the lesson material	Q2 What did Abraham believe about God? What did God agree with him?
Expected: Applies concept / answers key question	Q3 What symbols and stories help Jewish people remember their covenant with God?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 Do you think it is a good idea to make important promises publicly? Why?

If you want to assess pupils against end of year expectations for RE, you could:

Set tasks to help pupils demonstrate the 'I can's' below. *SELECT* a year group. *CHOOSE 2 strands* to assess e.g. one from each Attainment Target, which means each strand is covered twice in a year providing good evidence for end of year reporting. **LOOK down the left column of the lessons for the best place to do the assessment. **SET your task** adapting the lesson as necessary. **RECORD** how pupils do.**

The grid is based on generic end of year expectations (see flash drive), loosely tied to the Suffolk Agreed Syllabus, but adapted to this specific unit. Other RE syllabuses have different assessment structures but the grid may still be helpful.

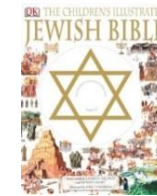
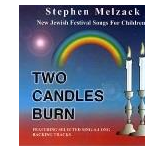
	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	3a I can describe what a Jewish person might learn from Noah about the idea of a covenant with God	3b I can describe how Jewish and Christian people both read and discuss Bible stories to know about God	3c I can use religious words to describe how a rainbow in the Noah story is a reminder of God's promises	3d I can recognise some of the things which influence my ideas about promises e.g. family, friends, faith	3e I can ask good questions about life after hearing the stories of the Exodus and share some of my ideas	3f I can link objects which hold important memories for me with how I think about and treat them
Y4	4a I can describe what Jewish people might learn from the stories of Abraham about a covenant with God	4b I can describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations	4c I can describe how Jewish people show the importance of remembering their covenant with God when they fix a mezuzah and touch it	4d I can compare some of the memories that influence me with how the story of Passover (Pesach) might help Jewish people think about their covenant with God	4e I can ask important questions about the role of trust in relation to promises and compare my ideas with others, including a possible Jewish response	4f I can link things that I, and others, agree are valuable e.g. our home/school agreement, with how we choose to think and behave in class
Y5	5a I can make links that show how belief in a covenant between God and the Jewish people comes from different stories told in the Torah, and retold at annual festivals e.g. Pesach, Shavuot	5b I can use the right religious words to describe some Jewish practices involved in remembering their covenant with God e.g. counting the Omer	5c I can show how believers express their beliefs and feelings about the idea of a covenant with God e.g. through songs, designs for Mezuzah cases, Shavuot craft, and suggest why	5d I can ask questions about who inspires me, and others, in groups we choose to belong to, including how the story of Moses and the Exodus continues to inspire Jewish families at their Pesach meal	5e I can ask questions about having a meaning and purpose in life, suggest my own ideas, and discuss the idea that God rescued Moses and later the Jewish people for a purpose	5f I can ask what particular values or commitments govern how I, and others, make moral decisions and what might be different if everyone was guided by the Ten Commandments
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found on the Emmanuel Project disk, and create your own 'I can's' to extend this grid.					

Resources for this enquiry:

In this unit, **Zoe is an imaginary Jewish character** who enables a teacher to present things Jewish children learn or do in a way which is easier to handle than talking abstractly about religious people.

You can create your own Zoe e.g. using cartoon characters or children from schools' programmes on the BBC. **Zoe** was used in KS1 Judaism units, and complements **Sam**, a Christian child used in Y3/4 Christianity units. Their names are immaterial; feel free to change them. However, simple scenarios can be created around their lives to start discussion and they can help by bringing in artefacts or books from home! For example, Zoe might bring in:

- A Jewish children's story Bible e.g. Children's Illustrated Jewish Bible – Dorling Kindersley
- Jewish children's books on Pesach (Passover) and Shavuot
- The CD 'Two Candles Burn' with festival songs by Stephen Melzack / also on i-tunes



Many more resources are mentioned in the text; this is a sample to start you thinking; it would be hard to teach the unit without any of them.

Background resources for teachers

- <http://www.reonline.org.uk/knowning/what-re/judaism/> - good basic information for teachers
- **Judaism: An Introduction** (Teach Yourself series) – C.M.Hoffman -clear and easy to access

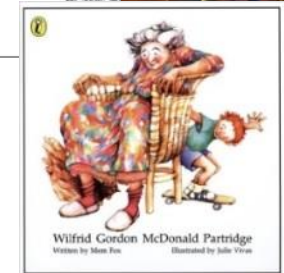
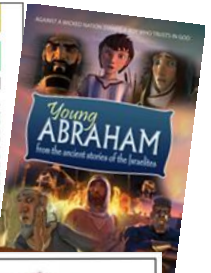
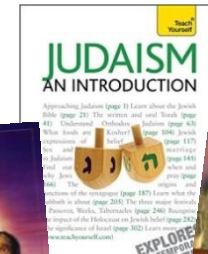
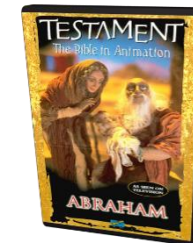
Useful Websites: BBC Bitesize KS2 Judaism / Jewish children's websites e.g. Akhlah / Torah Tots

Artefacts e.g. mezuzah, seder plate from internet sites selling Judaica /e-bay / <https://www.tts-group.co.uk/judaism-artefacts-collection/1003618.html>

DVDs e.g. Testament: The Bible in Animation (Abraham) / Prince of Egypt / Young Abraham: From the Ancient Stories of the Israelites

Children's books:

- Wilfrid Gordon McDonald Partridge - Mem Fox
- Books about Moses and the Exodus – lots on the internet
- Jewish children's books about Passover / Shavuot



The initial ideas for this unit were worked on by Wendy Rayner and Lindsay Brinkley at the Emmanuel Project days and revised by Helen Matter (Diocesan Schools' Adviser) in 2019, and in consultation with the Jewish community. Thank you all for your hard work!