

KS1 Judaism: Leaders and Teachers



**Why is the
Torah such a joy
for the Jewish
Community?**

**The *EMMANUEL* Project 2020:
Teaching Judaism effectively in Key Stage 1**



Before you start:

RE is statutory for Key Stage 1 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.



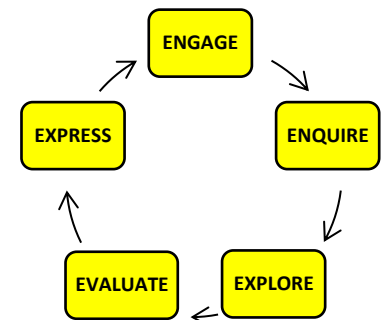
This unit for Key Stage 1 pupils focuses on the Jewish concept of 'torah'. It is important to read the guide to this so that teaching, questioning and assessment reflect the focus clearly.

It links with common themes in RE syllabuses e.g. in the Suffolk Agreed Syllabus it links to 'Leaders and Teachers: figures who influence others locally, nationally and globally in religion and why'

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 Christian understanding of the key concept through 3 areas **(i) Biblical Narrative / Jewish story (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.

TORAH

The word **TORAH** means instruction or teaching but usually refers to the Five Books of Moses. A parchment scroll containing these books, known as a Sefer Torah, is carefully written in Hebrew by an expert scribe, and kept in the Ark of a synagogue to be taken out and read during services.



Moses is revered as 'Moshe Rabbenu' – Moses our Teacher. Way back in Jewish history, Moses was rescued from an edict to kill all baby Jewish boys and grew up to be God's chosen leader to bring the Jewish nation out of slavery in Egypt. He led the people to Mt Sinai where he received the Torah as a sign of the covenant between God and the Jewish people.

The Five Books of Moses contain laws e.g. the Ten Commandments, and stories of early Jewish history e.g. the stories of Creation, Abraham, Moses and the Exodus from Egypt. The names of the books are:

- Genesis: "origin" (Hebrew: Bereshit – "In the beginning")
- Exodus: "going out" (Heb: Shemot – "Names")
- Leviticus: "relating to the Levites" (Heb: Vayikra – "And he called")
- Numbers: numbering of the Israelites (Heb: Bamidbar – "In the desert")
- Deuteronomy: "second law" (Heb: D'varim – "Words")

The term Torah may also refer to the entire **Written Torah**, meaning not just the Five Books of Moses but the 'writings' and the 'prophets' as well; this collection is referred to as **TeNaKh**. *In a Christian setting, this constitutes the Old Testament, not a term Jewish people use.*

Finally Torah can refer to all the above *plus* the **Oral Torah**, which includes compilations of other laws and rulings (Mishnah), discussion and debate from previous generations (Talmud / Gemara) and stories and lessons accepted in the Jewish community by long-term consensus.

It is said that Torah is the Creator God sharing His innermost desire with the Jewish people, the created. The seed of Torah was planted with the experience of the giving of the Law at Sinai but the voice of Sinai continues

to be heard in each generation as students of the Torah unfold the DNA of that seed, discovering new meanings that were always meant, new applications that had always lay dormant. In this view, judgements in response to modern phenomenon e.g. organ transplants, are equally Torah because they are about seeking to live out God's commandments in everyday life.

The study of Torah is a mitzvah, commandment, and its goal is not simply to amass information, but to gain a sense of how the Creator of the Universe relates to His creations, to think in a Godly way, until His thoughts are your thoughts and your thoughts are His. But even more importantly, to turn these thoughts, the ideas and commands in the Torah, into action. Jews should study the Torah in order to carry out God's commandments and in that way act as witnesses to the one-ness of God and to make the world a better place.

The Torah is read in sections (Parsha) throughout the year in the synagogue. The portions are read from a Sefer Torah but followed in a Chumash, a book holding the different portions to be read during the year.

The Rabbi is the leader and teacher of the congregation. Traditionally the rabbi will speak to the congregation about the meaning of the different portions of Torah and may also take on the preparation of youngsters for their first public reading of the Torah at the time of their Bar or Bat Mitzvah.

On Simchat Torah, the yearly reading is completed and the cycle begins again. This is a joyful occasion, with all the scrolls in the synagogue being paraded and lots of dancing and singing. Children carry small scrolls and flags in the parade and are called up together to recite a special blessing over the Torah reading. This is when some Jewish children begin to learn Hebrew; letters are covered in honey to encourage them to see Torah study as 'sweet'.

Every Jewish home has Mezuzahs fixed to the door-posts containing small portions of the Torah in which remind people to love God and follow his commandments, and to talk about them constantly.





Why is the Torah such a joy for the Jewish Community?

ENGAGE with the concept of joy in relation to the Torah

Assessment

Below are opportunities to assess progress. These are also found in a grid at the back. If you wish to use these examples, adapt the lesson accordingly.

Rd I can talk about something that made me very happy

1d I can talk about times when my family or class have felt like jumping or dancing for joy

1b I can talk about

Teacher's note: Simchat Torah means 'rejoicing of the law' or the Torah. It is a festival marked by joy as the Jewish community completes its cycle of Torah readings and starts afresh. The focal point of the celebration is the Hakafot procession in which everyone marches, sings and dances with the Torah scrolls around the reading table or Bimah; the cyclical nature of the procession and the dancing reflect the cycle of Torah reading and study. Children often carry flags or small scrolls in the parade.

What would make you jump and dance for joy?

Do some jumping on the spot! What does 'jump for joy' mean? Your football team just scored a goal! Act this out. Some people say 'dance for joy'. Think of other occasions you might jump or dance around for joy. What is **joy**? Gather useful vocabulary.

Why are these people rejoicing?

Display a copy of Jewish people dancing at Simchat Torah e.g. 'Simchat Torah at the Wailing Wall' by Dora Holzhandler **OR** 'Simchat Torah 1' by Chana Helen (<https://www.chanahelen.com/torah/>). Ask children what they can see. Make notes round the image. Create questions too.

Why do you think these people are jumping / dancing? They are 'rejoicing'! Link with 'joy' and 'enjoy'.

Who are they? Someone may guess they are Jewish. Clues: scroll, prayer shawls, skull caps (kippah, pl. kippot). Pick out a scroll in the picture.

They are dancing for joy because of the Torah scroll. What is a scroll? Demonstrate roughly by rolling up some paper from both sides. **OR** look at a mini Torah scroll artefact – see **RE-SOURCES**. This scroll contains all the stories and teachings of the Jewish people.

The picture is about 'Simchat Torah' or 'Rejoicing in the Torah'. Can you hear the word 'joy'? **Simchat Torah** is such an enjoyable time for Jewish people they literally dance for joy.



Read the notes above on TORAH so you are well-informed about the key Jewish belief underlying the unit.

There are a number of other great Jewish paintings of dancing at Simchat Torah, all of which express the joy and movement typical of the festival. Search the internet for more examples.

what Jewish people do at Simchat Torah using the right words

Why is Zoe going to have such an enjoyable time at Simchat Torah?

Teacher's note: You will need to prepare a bag in advance. Pictures of Simchat Torah flags are easy to find on the internet as are Jewish children's crafts for this festival.

Zoe has a party bag with her. I wonder what she has in her bag. She is off to a party this weekend because it is Simchat Torah. She would like you to help make some of the things she and her friends will need for the service.

Inside you will find the 'makings' for all sorts of things for the Simchat Torah service e.g. paper and plastic straws to make flags, flags to colour in, craft materials to create mini scrolls, pictures of children celebrating Simchat Torah e.g. in a Jewish school.

Share Zoe's letter – see **Appendix 1**. This explains what Zoe is going to celebrate at the festival of Simchat Torah. You can use the things in her bag to help and show pictures from the internet to complement the letter.

Activity: Make flags and mini-scrolls for Zoe and her friends to wave in the Simchat Torah procession.

While the children are working on these crafts, you could listen to the 'Simchat Torah' song by Stephen Melzack (see words in **Appendix 2**). The song can be downloaded or bought on CD – see **Resources**.

What have you learnt? (plenary)

Can what Zoe has said help you with the picture you saw at the start of the lesson? Look at the picture again.

With a partner, create a sentence to say what is happening in the picture and write it on your whiteboard. Score points for using one or more of these ten words correctly:

**Jewish / scroll / Torah / God / rejoicing
dance / joy / procession / Simchat / sing**



Introducing a Jewish child, even if imaginary, gives a good context for investigating Jewish life and faith. See Resources. Zoe's 'bag' is the source of artefacts and other props to help pupils engage with Judaism.

Colouring pages:
http://www.chabad.org/kids/article_cdo/aid/354747/jewish/Simchat-Torah.htm

Children preparing for Simchat Torah in a Jewish school:

<https://www.cjdschool.org/simchat-torah/>

Stephen Melzack's Simchat Torah song:
<https://itunes.apple.com/gb/album/two-candles-burn-new-jewish/id511210145>

ENQUIRE into the importance of the Torah to the Jewish community

Rb I can recognise that a Jewish person is reading the Torah because of their religion

Rc I can recognise a scroll and that the word 'God' is important to a Jewish person

1c I can suggest why a Torah scroll is important to a Jewish person

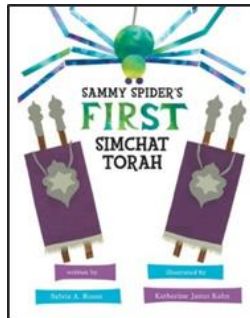
Teacher's note: This lesson could be preceded by a display / sharing of books which make you happy, with children bringing in books they like, asking parents etc.

How can a book make you happy?

Use a pile of reading books that children will recognise. Can books make you happy?

- Does it make you happy when you finish a book? Who else is pleased?
- Does it make you happy to start a new book? Why?
- What if it was the best book ever? Would you read it again? Why?
- What makes a book 'good'?

How can you tell the Torah makes Jewish people happy?



Zoe loves the Sammy Spider books and often asks her mum to read them to her again and again.

Read **Sammy Spider's First Simchat Torah**. Act out the processions with your flags and mini-scrolls. Tell the story back to each other and say how you can tell the Torah makes Jewish people happy.

OR do something similar with 'The Little Torah' story
<http://www.sylviarouss.com/simchat-torah-for-parents-and-children/>



Why is the Torah such an important book for Jewish people?

For Jewish people the Torah is the most important book ever – but it does not look like a book! What does it look like?

Examine pictures of scrolls and / or look at a mini Torah Scroll. See **Resources**. See some of the writing close-up. Can anyone in the class read it? The words are written in Hebrew.

Every week at the synagogue, Jewish people hear the Torah being read to them like a very long story, a section each week. It takes them a year to read to the end. **The Torah is the book through which God leads them. It was given to them by God and written**

A Torah Scroll is known as a Sefer Torah.

You can buy small printed replica Torah scrolls (10cm, 32 cm) and also a toy soft plush scroll from <https://www.judaicawebstore.co.uk/>



Use a roll of wallpaper as the paper in your class scroll. Reinforce the edges with sticky tape to prevent accidental tearing.

	<p>down by a great leader and teacher, MOSES. The Torah is so important, that when Jewish people get to the end, they do not get a new book; instead they start again. The day they finish and start again is Simchat Torah, the Rejoicing of the Torah.</p> <p>What is inside a Torah Scroll?</p> <p>What questions would you ask Zoe about the Torah scrolls and what the writing is all about? Write questions and put around an image of a scroll.</p> <p>Show children a roll of wallpaper / lining paper. We are going to use this as the middle of a giant scroll. At the moment our paper is empty I wonder what the writing in a scroll says?</p> <p>Maybe you know the story at the beginning of the scroll, the one that is read at Simchat Torah. It is the story of God creating the world. Can anyone tell that story?</p> <p>We are going to explore more stories in the Torah and then paint and write our own scroll. We also need to make the other parts of our giant Torah Scroll between us. Examine pictures of scrolls to help you decide what you need e.g. rollers, cover, yad – pointer.</p>	<p><i>Making the scrolls may run into several lessons. A good size would be about 75 cm tall. A class could make several scrolls if wished.</i></p>
<p>EXPLORE (1)</p> <p>the story of Moses, the leader and teacher from the Torah</p> <p><i>Ra I can remember something that happens in a story about Moses</i></p>	<p>Teacher’s note: <i>Moses is the great leader and teacher of Jewish history. His story is largely found in the Biblical book of Exodus. References are given below so teachers can read the Bible passages themselves or find them on www.biblegateway.com.</i></p> <p><i>The basic outline sees Moses born into slavery in Egypt, rescued from death as a baby, brought up by Pharaoh’s daughter, becoming a leader of the Israelites and under God’s guidance freeing them from slavery and leading an ‘exodus’ back towards the land God had given them – the land of Israel. En route, Moses receives the Torah, including the Ten Commandments, from God and builds an ‘ark’ for storing God’s Torah, as part of a mobile place of worship.</i></p> <p>What’s inside a Bible?</p> <p>Show class a children’s Bible, either a Christian children’s Bible or a Jewish one – see Resources. Ask children what they know about its contents. Inside find 5 large letters (you put them there earlier!) which will spell someone’s name. Help children spell: MOSES.</p> <p>The story of Moses is important for Jewish people, like Zoe. He was their greatest leader and</p>	<p><i>A Jewish children’s Bible does not contain stories of Jesus. This should be explained if you use a Christian Bible.</i></p> <p><i>The Torah scroll in a synagogue only contains Bible stories as far as the death of Moses.</i></p> <p><i>Muslim children tell stories of Moses too and call him Musa, a great prophet.</i></p>



Re I can talk about something interesting in a story about Moses

1a I can remember a story about Moses and the Commandments and know who it is special to

2a I can tell parts of the story of Moses and say why they might be important to Jewish people

2e I can talk about the meaning in a story, including stories of Moses, and about any questions these raise

teacher. His story is in the Torah scroll and also in children's Bibles for both Jewish and Christian children. Find a 'picture' of Moses in the children's Bible.

What is the story of Moses?

As a class investigate the story of Moses, covering the following:

- **Moses is born (Exodus 1 and 2)**
- **Moses against Pharaoh (Exodus 2-12)**
- **The Exodus from Egypt (Exodus 13-19)**
- **The Ten Commandments (Exodus 19-40)**



It is quite a long story and you need to decide how to do this e.g.

- Watch a DVD e.g. *The Beginner's Bible – The Story of Moses*
- Read sections from a children's Bible e.g. *The Lion First Bible*

You could use pictures e.g. the clip art of Phillip Martin to sequence events. **OR** symbolic objects to represent different events. **OR** small world figures to re-enact parts of the story.

What shall we put inside our scroll to tell the story of Moses?

Each table should be responsible for writing / painting a part of the story of Moses, to use inside your giant scroll. Decide what sections will be needed and allocate to small groups of children.

Children should decide on a good sentence to accompany their picture so the scroll tells the Moses story.

What do you think made Moses a good leader?

Think about what a good leader does. Invite children to complete the sentence:

Moses was a good leader because.....

Their sentences can be stuck on footstep outlines and added to the scroll.



In a Hebrew Bible the book of Exodus is known as 'shemot' or 'names'.

You could tell the story of The Birth of Moses from A Book of Reflective Stories – see RESOURCES.

You could create your own sequencing pictures with the free Bible clip art of Phillip Martin: http://bible.phillipmartin.info/home_moses_01.htm

Display from Hopton CEVC Primary, Suffolk

EXPLORE

(2)

how the Torah is shown respect in the synagogue

Rf I can talk about a rule I know it is important to keep

1f I can talk about who or what I think it is important to listen to

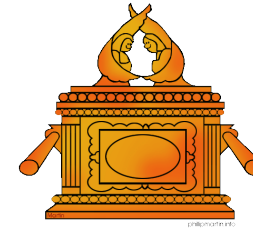
1e I can ask why a story is told, and what I learn from it, including stories about Moses

2b I can talk about some things Jewish people do together when the Torah is read in the synagogue

2c I can say what the Aron Kodesh (Ark) is and how it shows the Torah's importance for Jewish people

2d I can ask respectfully about

Teacher's note: The 'Ark' is the focal point in a synagogue; it is a large cupboard in which the scrolls are kept, often behind a curtain or screen. The scrolls are removed from the Ark ceremoniously to be read in services. The Torah was originally kept in the 'Ark of the Covenant', a box specially constructed according to the design given to Moses by God.



Where is the Torah kept in a synagogue? How is it treated?

Line up the class outside the classroom. Imagine we are going to visit Zoe's synagogue. I wonder what we will see The Bimah or reading desk maybe? Where will that be? Where do you think our Torah would be put? Why?

Come into the room and look round carefully. How would we re-organise our room as a synagogue? Where would be a good place to read the Torah from – centre or near the front? Where could we put the Torah to keep it safe when we finish reading?

Check out your ideas by looking at pictures. Then watch the BBC clip 'The Synagogue': <http://www.bbc.co.uk/education/clips/z834wmn> Work in pairs to pick out what a synagogue looks like inside and where the Torah scrolls are kept. What else did you learn about how the Torah is treated in the synagogue?

What is the Bimah for?

Create a reading desk by moving a few tables quickly. It would normally be on a platform. Place the beginnings of your Torah Scroll here. And then read a note from Zoe:

Hi everyone! Well done for creating a Bimah. This is where the Torah scroll is placed ready for reading. The scroll is unrolled and people are called up to read or say a blessing over the reading. It is like when Moses was called up the Moses to speak to God and was given the Torah laws for the Jewish people.

Some of the Torah is stories like the story of Moses. Some of the writing is made up of rules like the Ten Commandments. It is important for us to listen to the readings so we can find out how God wants us to live. I wonder if you can guess what any of God's rules are!



Many teachers will know 'Indiana Jones and the Raiders of the Lost Ark'. This is the same 'Ark of the Covenant' rather than Noah's Ark, which was a boat!

Images of inside a synagogue are easy to obtain from the internet. It would be good if teachers, at least, were able to visit a synagogue and see both Torah Scrolls and an Ark for themselves maybe as part of staff in-set for RE.

You could compare how the Torah is read with how the Bible is read in a local church.

what makes a good leader in groups my friends or others belong to, including faith groups

3a I can describe what a Jewish person might learn from the story of God giving the Ten Commandments

Think up your own ideas and then look at a simple list of the commandments from a children's story Bible e.g. *The Lion First Bible p.120-129*. You could print them for children to read or hide them round the room for children to find. Add them to your scroll.

What is the 'Ark'?

On the back of Zoe's note, she adds:

When the Torah reading is finished, the scroll is put away carefully in a cupboard called the Holy Ark (Aron Kodesh). It is carried the long way round to show how much we love the Torah and don't want it to leave!

When our teacher Moses was first given the Ten Commandments, God told him to make a special box to put them in and keep them safe. It was called the 'Ark' just like our cupboard. Moses and the Jewish people took the box with them wherever they travelled. It reminded them God was with them.



Continue making your giant scroll and, if wished, create an 'ark' to keep your scroll in. A very large box would be ideal; it could even have a curtain in front of it.

EXPLORE

(3)

aspects of the Torah in Jewish daily life

2f I can talk about what is important for others to remember, including Jewish people, asking

Teacher's note: Mezuzah, in Hebrew, means "doorpost". However, it usually refers to the covered scroll parchment that Jews fix on their doorposts, as commanded in the Torah. This parchment contains Biblical verses written by a scribe and placed in a Mezuzah case. The cases vary considerably e.g. a beautiful silver or ceramic Mezuzah for the front door or one in plastic with Bible characters for a child's room.



What is this object?

Produce a feely bag containing a mezuzah case. Allow children to feel and describe what is in the feely bag. Take the object out of the bag and look for more clues as to what it might be or how it is used. Then open Zoe's note.

I have several of these at my house. They are nailed on doorposts. We don't have a real Torah scroll at home, but these lit-



Look at the variety of mezuzahs on the internet e.g. <http://www.worldofjudaica.co.uk/>

Using a mezuzah: http://www.chabad.org/library/article_cdo/aid/256915/jewish/What-Is-a-Mezuzah.htm

respectfully why

3b I can describe some ways Jewish people read, study and celebrate the Torah part of their faith / way of life

3c I can describe how a Jewish family shows their beliefs through the action of fixing and touching a mezuzah, using religious terms correctly

3d I can recognise how my friends, family or faith influence me and how touching a Mezuzah might influence a Jewish family

3f I can link things that my class agrees are important to do e.g. in our class rules, with the way I actually think and behave

tle tubes or boxes have a tiny scroll inside with a little bit of God's Torah on it. They are called mezuzahs. My mum and dad let me choose my own mezuzah for my bedroom.

Look at pictures of mezuzahs for children. Choose one for Zoe! You can download lots of pictures from the internet as examples.

What are the most important words to remember?

If you took one of Zoe's mezuzahs down, you would find a tiny scroll of paper written by a scribe inside, but not in one being used as an artefact in class. The words inside are ones which it is important for Jewish people to remember. What words might they be?

*What words do **you** think are the most important to remember e.g. in class? Come up with some ideas for important words. Write your important words on some brightly coloured paper squares and roll them up.*

Look at some of the words in Zoe's Mezuzah - see **Appendix 3**. Maybe present them on a rolled up scroll of paper. What important things do the words tell you about why Zoe's family have Mezuzah's?

The words begin with the Shema, the most important words Zoe will have learnt. She says them in her prayers every day. The letter on the outside of the case (looks like a 'w' but is a 'sh') is the first letter of the 'Shema' but also stands for 'Shad-dai', the 'Almighty' i.e. God.

How is a Mezuzah used by Jewish people?

Listen to the song 'It's my mezuzah' by Stephen Melzach on you - tube. This version showcases dozens of mezuzahs and the song gives clues to its use and purpose.

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- <https://itunes.apple.com/gb/album/its-my-mezuzah-song-all-about/id611758830>


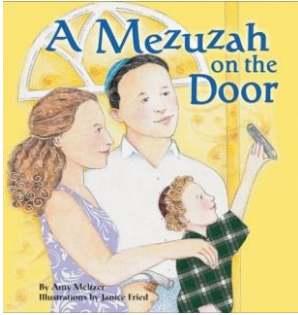
The mezuzah is put on the doorposts in Jewish homes. Some Jewish people touch it as they go in and out of their home/ the rooms. Young children may be lifted up to touch the mezuzah.

Make a mezuzah:

<http://www.kveller.com/article/make-a-mezuzah/>

You can find copies of the Mezuzah parchment in Hebrew on the internet to show children.



	 <p>Show children this picture or another of someone touching a mezuzah e.g. a child. Create a label for the picture. Write in pairs and compare or work as a class.</p> <p>What does touching or seeing the mezuzah remind Jewish people of ?</p> <p>Make a case for your little scroll of important words e.g. with a match box. Where would you put it to help you remember what it says? Do you think touching it would help you remember?</p> <p>What if you had to touch your class rules as you went in and out of the classroom? Decide on one rule people find hard to keep and write it by the door. Run an experiment to see if touching it makes a difference.</p> <p>Plenary</p> <p>You might enjoy reading and discussing the storybook: 'A Mezuzah on the Door' by Amy Meltzer (Kar-Ben Publishing)</p> 	
<p>EVALUATE your RE learning about the Torah</p>	<p><i>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:</i></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 Quick Quiz on p. 17. • Use the class RE scrapbook to discuss your learning journey together. • Consider how to answer any remaining questions. <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 in groups or individually. <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 	<p><i>See 'Assessing RE in your school' p. 17-18 for decisions about how and what to assess.</i></p> <p><i>Please remember that different schools have different requirements. Check with your RE Subject Leader.</i></p> <p><i>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Pro-</i></p>

	<p>the grid on p.18 OR an Assessment framework from your RE subject leader.</p> <p>Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects.</p>	<p>ject Flash drive, along with ideas for how to use.</p>
<p>EXPRESS</p> <p>your RE learning about Torah so it can be shared with others</p> <p><i>3e I can ask important questions about what gives me joy in life, and communicate some of my ideas for answers</i></p>	<p>Teacher's note: <i>You will have done a variety of 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.</i></p> <p>Here are some more ways you might share your learning with others:</p> <ul style="list-style-type: none"> • Create a display using the items from Zoe's bag which you have seen in this unit. Write labels for the display so people understand what each item is and what it helped you learn about Jewish people. • Present an assembly on your learning about Simchat Torah. Include a procession with flags and small scrolls to show how the Torah gives Jewish people much joy. Play or sing a Simchat Torah song. • Make a display all about JOY. Show what makes you joyful and add as many ways you can that the Torah makes Jewish people 'joyful'. • Make a giant scroll which tells the story of Moses. Share this with a school governor, a Jewish visitor, local clergy or the headteacher. • Make a display board which shows both Jesus and Moses as leaders and teachers. Show what you have learnt about both these people. • Create a display of mezuzahs, maybe with a link to the Mezuzah song by Stephen Melzack or the storybook: A Mezuzah on the Door. • Display a plush Sammy Spider or make your own Sammy Spider out of a papier-mache middle and bright paper chain legs. Tell the story of how Sammy found out about Simchat Torah and what he learnt about the Torah. Take photographs of your work to send to your RE Adviser or to your local SACRE. 	<p>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.</p> <p>SACRE – Standing Advisory Council for RE – the local body which writes the Agreed Syllabus for RE, which many schools in a particular area use.</p>

APPENDIX 1 - Zoe's Letter

Tomorrow it is Simchat Torah at our synagogue. At Simchat Torah we finish reading the whole Torah. Then we start again straightaway to show God how much we love his words.

It is going to be very exciting and very noisy at the synagogue. The grown-ups will take out all the big scrolls from the ARK and then we will all join in a procession. We will carry the scrolls round and round the BIMAH, singing and dancing. The adults will take it in turns to carry the big scrolls. I'm going to make a small scroll to carry and Josh is going to make a special flag to wave. We will sing songs too.

Josh and I will be called up with all the other children to the BIMAH to help say a blessing over the Torah. We will thank God for giving us the Torah.

I'm really looking forward to when we make a big circle of people and one scroll gets unwound with us all holding it. Dad is going to show me his Barmitzvah portion, the bit he read out loud to everyone the first time he read from the scroll at the synagogue. He was 13.

At the end of the service, Josh and I will have lots of sweets and flags to bring home. We really enjoy Simchat Torah. Next year we will do it all again but we have to read all through the Torah again before then.

Appendix 2 – Simchat Torah song

Simchat Torah, Simchat Torah
Simchat Torah, Sim - chat Tor - ah
Simchat Torah, Simchat Torah
Simchat Torah, Sim ... (repeat)

March round and round
Flags in your hand
Follow the Sefer Torahs
Dancing for joy
Each girl and boy
Apples and flags held high

Simchat Torah, Simchat Torah
Simchat Torah, Sim - chat Tor - ah
Simchat Torah, Simchat Torah
Simchat Torah, Sim ... (repeat)



From the album 'Two Candles Burn' – Stephen Melzack <http://www.twocandles.com/>

Appendix 3 – Words from inside a Mezuzah

These are the first words on the scroll inside a Mezuzah. They come from the Torah: Deuteronomy chapter 6 v.4-5

⁴ Israel, remember this! The LORD—and the LORD alone—is our God.

⁵ Love the LORD your God with all your heart, with all your soul, and with all your strength.

⁶ Never forget these commands that I am giving you today.

⁷ Teach them to your children. Repeat them when you are at home and when you are away, when you are resting and when you are working.

⁸ Tie them on your arms and wear them on your foreheads as a reminder.

⁹ Write them on the doorposts of your houses and on your gates.



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 makes you joyful?
Developing: Draws on the lesson material	Q2 How do Jewish people show their joy at Simchat Torah?
Expected: Applies concept / answers key question	Q3 Why is the Torah such a joy for the Jewish community?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 Do you think good rules make people happier?

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

SELECT a year group. **CHOOSE 2 strands** to assess – one from each Attainment Target. Each strand can be covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left-hand column of the lessons for the best lesson to do the assessment. **SET an activity** to help pupils show the 'I can' and adapt the lesson as necessary. **RECORD** how pupils do.

	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
R	Ra I can remember something that happens in a story about Moses	Rb I can recognise that a Jewish person is reading the Torah because of their religion	Rc I can recognise a scroll and that the word 'God' is important to a Jewish person	Rd I can talk about something that made me very happy	Re I can talk about something interesting in a story about Moses	Rf I can talk about a rule I know it is important to keep
Y1	1a I can remember a story about Moses and the Commandments and know who it is special to	1b I can talk about what Jewish people do at Simchat Torah using the right words	1c I can suggest why a Torah scroll is important to a Jewish person	1d I can talk about times when my family or class have felt like jumping or dancing for joy	1e I can ask why a story is told, and what I learn from it, including stories about Moses	1f I can talk about who or what I think it is important to listen to
Y2	2a I can tell parts of the story of Moses and say why they might be important to Jewish people	2b I can talk about some things Jewish people do together when the Torah is read in the synagogue	2c I can say what the Aron Kodesh (Ark) is and how it shows the Torah's importance for Jewish people	2d I can ask respectfully about what makes a good leader in groups my friends or others belong to, including faith groups	2e I can talk about the meaning in a story, including stories of Moses, and about any questions these raise	2f I can talk about what is important for others to remember, including Jewish people, asking respectfully why
Y3	3a I can describe what a Jewish person might learn from the story of God giving the Ten Commandments	3b I can describe some ways Jewish people read, study and celebrate the Torah part of their faith / way of life	3c I can describe how a Jewish family shows their beliefs through the action of fixing and touching a mezuzah, using religious terms correctly	3d I can recognise how my friends, family or faith influence me and how touching a Mezuzah might influence a Jewish family	3e I can ask important questions about what gives me joy in life, and communicate some of my ideas for answers	3f I can link things that my class agrees are important to do e.g. in our class rules, with the way I actually think and behave

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 by using cartoon characters, persona dolls or photos of children from school library books or schools' programmes on the internet. Two similar children, **Tom and Tessa**, were created for the EYFS and the KS1 Christianity units. The names of the children are immaterial; feel free to change them.

Sometimes scenarios can be created around their lives to start a discussion. Sometimes they help by bringing in a bag containing Jewish artefacts or books! Here are suggestions for this unit:

- A Jewish children's story Bible (e.g. The Illustrated Jewish Children's Bible – Dorling Kindersley)
- Books about the Ten Commandments
- A toy Torah scroll / a mezuzah
- Stephen Melzack CD 'Two Candles Burn'

Teacher's books / background:

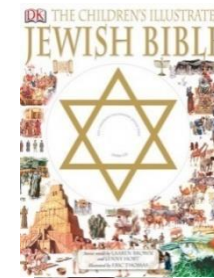
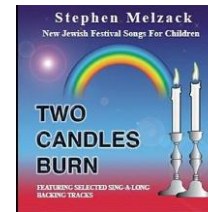
- **Opening up Judaism** – Fiona Moss
<http://shop.retoday.org.uk/9781905893553> PDF sample inc. activities re Shabbat
- **A Book of Reflective Stories** – contains 'The Birth of Moses' contact
<http://www.stedscathedral.co.uk/education/discovery-centre-72565>

Information books for / from school library e.g.

- **My Jewish Faith** – Anne Clark (Evans) *originally a big book*
- **My Jewish Life** – Anne Clark and David Rose (Wayland)
- **I belong to the Jewish Faith** – Katie Dicker (Wayland)
- **Visiting a Synagogue** (Start-up Religion) – Ruth Nason

Jewish children's story resources:

- **Sammy Spider's First Simchat Torah** – Sylvia A. Rouss (Kar-Ben Publishers)
- **A Mezuzah on the Door** – Amy Meltzer (Kar-Ben Publishers)



Other resources:

Two Candles Burn - Stephen Melzack CD: <http://www.twocandles.com/> Buy songs on CD or from i-tunes.

A Sammy Spider plush toy was made for the character's 20th anniversary; if you can't get one, consider making one! We saw one made with a papier mache body and paper chain legs! And one with a cushion body and legs stuffed with crumpled paper!



Activities for Simchat Torah – lots of Jewish parent sites show craft activities etc for children

- <http://karbenbooks.blogspot.co.uk/2014/10/7-activities-for-simchat-torah.html>
- https://uk.pinterest.com/Julia_L_B/celebrate-simchat-torah/

Artefacts (e.g. from the internet from sellers of Judaica such as <https://www.judaicawebstore.co.uk/>, checking out gifts for children, education, Torah learning, etc)

- Magnetic Hebrew letters
- Mezuzah
- Soft toy play scroll or mini printed scroll
- Simchat Torah Flags

Jewish visits and visitors: can be arranged directly or through inter-faith groups e.g. East of England Faiths Agency: http://www.eefa.net/home_index.htm. Some Jewish communities have limited capacity and do not take KS1. Plan a visit in Y3! Virtual visits, quality video and INSET visits for teachers will help.

The photograph here is of Colchester and District Jewish synagogue.



The initial ideas for this unit were worked on by KS1 teachers led by Helen Peats (St Margaret's CEVAP, Ipswich) and Helen Matter (Diocesan Schools' Adviser) at the Emmanuel Project days 2016 and revised in 2019. Thank you for your hard work