

# KS1 Judaism: Prayer and Worship



**Why do Jewish families say so many prayers and blessings?**

**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.



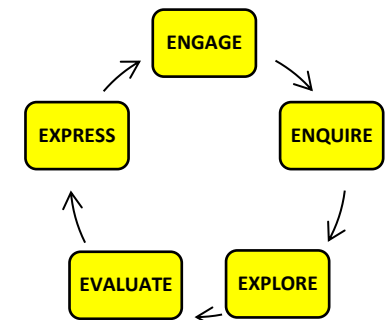
**This unit for Key Stage 1 pupils focuses on the Jewish concept of 'tefillah'.** It is important to read the guide to this so that teaching, questioning and assessment reflect the focus clearly.

**It links with common themes in RE syllabuses** e.g. in the Suffolk Agreed Syllabus it links to 'Prayer and Worship: how and why some people pray and what happens in a place of worship'.

**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.

## TEFILLAH

**For observant Jews, prayer is an integral part of everyday life** constantly reminding them of G-d's presence. On waking there is a prayer thanking G-d for returning their soul, blessings said throughout the day and prayer before bed, all in addition to three set prayer services every weekday and additional services on Shabbat and festivals

**The Hebrew for prayer is tefillah.** The Yiddish is "**daven**," linked to "divine", which emphasises the One to whom prayer is directed.

**Prayer requires Kavanah**, "concentration" or "intent"; the person praying needs to be aware they are speaking to God and to focus on the meaning of their prayers. Prayers often use a liturgical melody which aids concentration as does the tradition of swaying back and forth while praying.



**Judaism stresses praying in Hebrew**, although the Talmud permits prayer in any language. Praying in Hebrew links Jews across the world and through time, and was the language in which their original covenant with God was formed. It is the language of the Torah, the scriptures.

**In Judaism prayer is largely a group activity** although one may pray alone. Prayers tend to use "us" not "me", and are recited on behalf of the whole community. A formal prayer service requires a quorum (minyan) of 10 adult Jewish men: a practice which can help strengthen Jewish communities in isolated areas.

### Blessings / Berakhot

**Berakhot or Blessings are very common in Judaism.** According to tradition, people should recite 100 berakhot each day! Many of these special prayers are recited in synagogue services but they are also required in a variety of daily occurrences:

1. **Blessings recited before enjoying a material pleasure** e.g. eating, drinking or wearing new clothes. These blessings acknowledge G-d as the creator of what we are about to use and essentially asks permission to use the thing.
2. **Blessings recited before performing a mitzvah** i.e. religious rituals like putting on tefillin, washing hands ritually, or lighting Shabbat candles. These blessings praise God as the one who has given Jewish people his commandments and celebrate these rituals or tasks as an honour to be completed for their Creator.
3. **Blessings recited at special times and events** e.g. when seeing a rainbow, or a king, or hearing good or bad news. These blessings acknowledge God as the ultimate source of everything in the universe. When a Jewish person encounters something bad, they should praise God as "the true Judge," trusting that things that appear bad happen for a reason that is ultimately just, even if humans cannot always see the reason.

All Berakhot start '**barukh**' (blessed or praised), describing God as the source of all blessings. A berakhah, both speaks to God and expresses wonder at how blessed God is.

The blessing continues: "**Barukh atah Ha-shem, Elokaynu, mel-ekh ha-olam**" - *Blessed art thou Lord, our God, King of the Universe*. The word "Thou" ('atah') is used for friends and relatives, and expresses closeness to God. Immediately after this phrase, the blessing changes to the third person, which in Hebrew expresses extreme respect and deference. A berakah thus expresses the idea that God is both close to us and yet far above us.

### Birkat Ha-Mazon: Grace After Meals

This is a key Jewish prayer. In Deuteronomy 8:10, Jews are commanded to bless the Lord their God whenever they eat and are satisfied. This is fulfilled by reciting Birkat Ha-Mazon after each meal.



# Why do Jewish families say so many prayers and blessings?

**ENGAGE**  
with the  
concept of  
being thankful

**End of year  
assessment in RE**

This column lists 'I can' statements to help with end of year assessment BUT there are many ways to assess RE.

Please see advice at the end of this unit and consult your RE subject leader about assessing RE in your school.

**Teacher's note:** The unit is about 'Tefillah' or prayer in Judaism with a particular focus on blessings and their use at Shabbat and in relation to foods. We start with Sukkot, a festival similar to harvest festival but with links to the exodus of the Jewish people from slavery in Egypt and God's provision for them as they journeyed through the wilderness.

## What is being 'thankful'? Who do you say thank you to?

Enjoy fruit slices or snack fruit together. It's good to have food and friends. Talk about being thankful. Who should we thank for this fruit? Is it important to say thank you?

While eating, you could watch a video of 'Decorating the shul's sukkah.' Search for something suitable online.

## What is a Sukkah?

Introduce a Jewish child e.g. **Zoe** in 'My Jewish Faith' (see **Resources**). If this is not the first Jewish unit, remind children who Zoe is. If it is the first, the lessons will gradually reveal more about her.

Show the class a pile of garden canes or branches and some sheeting.

**Zoe has been helping build a Sukkah at her Synagogue. She wants to build a Sukkah at home too. 'Thank you for the bits to make my Sukkah,' Zoe said to Dad, pointing at the canes / branches. 'Our Sukkah' said Dad, 'We are all going to help.'**

I wonder what a sukkah is and why Zoe wants to build one?

If possible, watch a video clip of a family building a sukkah.

Watch several times, with children swapping roles of watching / recording how a Sukkah is made and decorated. Use the information to write instructions for making a Sukkah.



**Do read the full notes above on TE-FILLAH so that you are well-informed about the key Jewish belief which underpins the unit.**

**Introducing a Jewish child, even if imaginary, gives a good context for finding out about Jewish life and faith. See Resources. Zoe's 'bag' can contain artefacts, stories and other props to engage the class with Judaism.**

**Sukkah (singular / Sukkot (plural) – a hut or booth. The words may be spelt: succah / succot.**

**Traditionally Jewish people say the Modeh**

**Rf** I can talk about what I would say thank you for in the world around me

**1f** I can talk about why saying thank you, including for food, is important for me

**1c** I can suggest why it is important for Jewish families to build their Sukkah in a special way

**2f** I can talk about whether thankfulness is important to others, including Jewish people, asking respectfully why

If you cannot find a video clip, use pictures and study them carefully to write instructions.



### Why do Jewish families build a Sukkah?

Look in Zoe's bag. In the top is a letter from Zoe! It *could be illustrated with pictures of children decorating a Sukkah*. Read it together:

**You are probably wondering why we build a Sukkah. Many years ago, my people, the Jewish people, escaped from being slaves in Egypt. They wandered in a desert for forty years with Moses as their leader. They wanted to get to the land God had promised them. They built huts to sleep in each night, like camping, and then moved on the next day. Ever since, Jewish people have built huts once a year to remember this story.**

**A Sukkah has three walls and a roof of branches. We decorate the Sukkah with things we are thankful for, fruit and vegetables, pictures and lights. We sit and eat in our Sukkah. We welcome friends round. We tell stories of our ancestors, different ones each night. We say thank you prayers and blessings to God. Mum lets us have a sleepover too. We can see the stars through the roof and it reminds us to be thankful to God our maker and provider.**

In the bag, find the words for Zoe's Sukkot song (tune: 'Here we go round the mulberry bush'). Sing together and work out some actions.

*This is the way we build the Sukkah, build the Sukkah, build the Sukkah; this is the way we build the Sukkah at Sukkot.*

*This is the way we make the roof ....*

*This is the way we hang up fruit...*

*This is the way we sit in the sukkah...*

*This is the way we eat in the sukkah...*

*This is the way we welcome guests....*



**Ani, a thanksgiving to God for returning them to life, each morning as they wake.**

**A pop-up Sukkah can be bought from the internet with removable cane roof.**



**Read ahead about blessings on foods e.g. fruit:**

**<http://www.myjewishlearning.com/article/blessings-for-food-drink/>**

**The next session looks more closely at such blessings.**

	<p><b>Does a Sukkah help Jewish families to be thankful to God?</b></p> <p>Make a class sukkah from the canes, branches and sheeting or in a book corner or your outside area. Paint and cut out different fruits and vegetables to hang in the sukkah.</p> <p><b>OR</b> make a small Sukkah from a shoe box, with construction toys, as a collage, etc.</p> <p>Talk with small groups as they are painting / building about how the Sukkah would remind Jewish families to be thankful for their homes, food and friends, and also to God who provides what they need and asks them to be welcoming and generous to others.</p>	<p><i>Enter 'Children building a sukkah' into an internet search engine for loads of ideas for making and crafting a Sukkah.</i></p>
<p><b>ENQUIRE</b></p> <p><b>into the idea of thanking / blessing God at Sukkot</b></p> <p><i>Rc I can recognise a sukkah and some things in it</i></p> <p><i>Rb I can recognise something a Jewish person is doing e.g. praying in the sukkah</i></p> <p><i>1b use the right words to say how a Jewish family celebrates Sukkot:</i></p>	<p><b>Teacher's note:</b> Jewish children are taught short prayers called 'blessings' from when they are small e.g. over food, on waking, for amazing sights in the world. They also learn Grace After Meals (often known as bentching, meaning "to bless"). These prayers encourage an appreciation of God's provision. God does not need these blessings; people need them because each blessing puts them back in touch with God, the ultimate source of everything.</p> <p><b>What makes us thankful?</b></p> <p>Start by sharing fruit again. Eat in your Sukkah or sit in a circle and look at the children's sukkot pictures /models. Sing the song again too.</p> <p>Produce paper plates from Zoe's bag and a short note.</p> <p><b>I love eating in the Sukkah. I make pictures of food, and copies of the blessings I say before eating them, to hang in the Sukkah. I have learnt special prayers or blessings to say over my food every day. If you draw some food, I will show you what I say.</b></p> <p>Draw a favourite food in the centre of paper plates and bring back to the circle / Sukkah.</p> <p><b>How do Jewish children say thank you to God in blessings?</b></p> <p>Maybe you know how some Christians or other people say prayers before or after eating. Allow children to contribute ideas if they have some. Then hold up the opening words of a Jewish blessing on cards.</p> <p><b>Blessed are you, Lord our GOD, King of the Universe .....</b></p> <p>and look at three blessings Zoe says, noting they all start the same:</p>	<p><b>Picture of Sukkot window in Swansea synagogue (second page):</b></p> <p><a href="http://credo.ysgolccc.org.uk/addoldai/synagog/Saes/3synagogue21.html">http://credo.ysgolccc.org.uk/addoldai/synagog/Saes/3synagogue21.html</a></p> <p><b>Jewish blessings over food at mealtimes and saying of grace after meals – are more formal than many Christian graces. Link with KS1 Prayer and Worship unit in Christianity.</b></p>



God, sukkah, lulav, blessings

**3d** I can recognise what influences whether I use the words 'bless', 'bless you' or 'God bless' e.g. family, friends, faith

**3c** I can describe, with the correct religious words, how prayers and blessings show what Jewish people believe about God

**3f** I can link things that are important to me about blessings and/or thankfulness with the way I think and behave

Blessed are you, Lord our GOD, King of the Universe, who creates the fruit of the trees.

Blessed are you, Lord our GOD, King of the Universe, who creates the fruit of the ground.

Blessed are you, Lord our GOD, King of the Universe who creates various kinds of grain produce.

Rather than 'thank you', it is a bit like saying 'Lord God, you are incredible for giving us ...'. Using these blessings as a model, what do you think Zoe might say for the food you have drawn? Write the words around the edge of your plate. Zoe says little prayers like these whenever she eats or drinks. They remind her of God's greatness all the time.

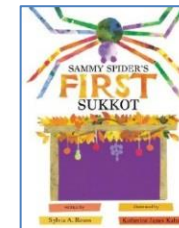
### What else can we find out about what happens at Sukkot?

Watch BBC clip: **Adam's Sukkot** <https://www.bbc.co.uk/programmes/p0193b73>. Which bits did you know? What questions would you ask Adam?

**OR** look inside Zoe's bag again. Get out a book Mum bought her: **Sammy Spider's First Sukkot**. Which bits of the story do you know about? What is new?

**OR** use the song **Let's build a Succah** (Stephen Melzack) to identify what we know / don't know about Sukkot. See **Resources**

**OR watch** Noam's Sukkot (from 'Shalom Sesame'). What did you know already? What would you ask Noam about?



### What can we ask about the blessing with Lulav and Etrog?

Have you seen a Lulav and Etrog yet? See pictures in books or from internet. What did you see done with them? i.e. being shaken in four different directions to show God is everywhere.

Add another verse to Zoe's Sukkot song so you can all try the action of shaking an imaginary lulav and etrog in different directions.

*This is the way we wave the Lulav, wave the Lulav, wave the Lulav ...*



### What else is there to be thankful for at Sukkot?

**To extend work on 'Blessings' e.g. in English time, use 'Opening up Thankfulness' (see Resources.)**



**Ushpizin or guests – figures from Jewish scriptures who were uprooted from home and had to depend on God - are traditionally 'invited' to the Succah: Abraham, Isaac, Jacob, Joseph, Moses, Aaron, and David."**

**Using a children's Bible, you could read their stories each day in your own Succah as a class assembly.**

**See Appendix 1 - An alternative is to create a 'Sukkot' experience.**

	<p>Unpack one last thing from Zoe's bag. It's her sleeping bag and there's another note:</p> <p><b>I am so excited. I am going to a sleep-over in my friend's Sukkah. Remember the Sukkah has got a special roof made of branches so we will be able to see through it. Maybe we will see the moon and the stars. I hope it doesn't rain!</b></p> <p>Think of all you have learnt about Sukkot. Put out the cards with the opening words of Zoe's blessing prayers. What else do you think she should say thank you for?</p>	
<p><b>EXPLORE (1)</b></p> <p><b>the idea of thankfulness to God for the day of rest in the Jewish Creation story</b></p> <p><i>Ra I can remember something that happens in the Creation story</i></p> <p><i>Re I can talk about something interesting in the Creation story</i></p> <p><i>1a I can remember the Biblical story of creation and know it</i></p>	<p><b>Teacher's note:</b> 'Shabbat' or 'Sabbath' means 'cease' or 'stop'. It relates to the Creation story told in Genesis in Jewish / Christian Bibles. After six days creating the world, God takes a rest, stops work! The children should know this story but it is good to review it.</p> <p><b>Can we stop time? (introduction)</b></p> <p>Look at clocks and watches. What do they measure? What time is playtime? How long is playtime? How long is it till the next playtime?</p> <p>Can we <b>stop</b> time e.g. so it will never get to playtime? Or stop time during play and not come in? Maybe it would be nice to stop time on birthdays. What do you think?</p> <p><b>How are these candles to do with 'stopping time'?</b></p> <p>Zoe <u>can</u> stop time in a way. She has brought in her back pack. Look inside and find some candle sticks. Put candles in and prepare to light ...</p> <p>There is a short note from Zoe.</p> <p><b>Every week on Friday night, my mum lights the Shabbat candles and all our ordinary work stops. It is special time right through to the end of Saturday. We call it Shabbat – a day to stop and rest. Shabbat is a day for taking a rest. It is a celebration day every week, not just once a year like Sukkot. The story of Creation tells us why.</b></p> <p>Here are the words Zoe's mum uses as the Shabbat blessing or prayer over the candles: <b><i>Blessed are you, Lord our God, King of the universe, who has commanded us to light the Shabbat lights.</i></b></p>	<p><b>Read more about Shabbat from a Jewish perspective:</b> <a href="http://www.chabad.org/library/article_cdo/aid/633659/jewish/What-Is-Shabbat.htm">http://www.chabad.org/library/article_cdo/aid/633659/jewish/What-Is-Shabbat.htm</a></p> <p><b>Shabbat starts on Friday night when there are three stars in the sky and ends on Saturday night. It is celebrated for 25 hours i.e. with a little extra time added because it is so precious.</b></p> <p><b>Shabbat is holy or sacred time i.e. set apart or different from the usual. Children may have met this idea in relation to 'Hallowed be your</b></p>



<p><i>is special to Jewish people</i></p> <p><b>1e</b> I can ask why a story is told, and what I learn from it, including the Creation story</p> <p><b>2a</b> I can tell the story of creation and say why it might be important to Jewish people</p> <p><b>2e</b> I can talk about the meaning in a story, including the story of Creation, and about any questions it raises</p> <p><b>3a</b> I can describe what a Jewish person might learn from the story of Creation about why Shabbat is important</p>	<p>Light the candles and have a quiet moment. Candles can make a day seem very special. Lighting the candles on Friday night is the start of a holy day for Zoe and her family. Blow the candles out and move on to the story of creation... which starts in the dark!</p> <p><b>What is the story of Creation? What does it say about stopping and resting?</b></p> <p>Does anyone know the story? Use a story book to review the Creation story e.g.</p> <ul style="list-style-type: none"> <li>• The Children’s Illustrated Jewish Bible</li> <li>• The Story of the Creation – Jane Ray (Orchard)</li> <li>• Let there be light – Desmond Tutu</li> </ul> <p>You could:</p> <ul style="list-style-type: none"> <li>• find objects to stand for different days. Ask children to sequence them into the different days of creation.</li> <li>• hear one of many Christian creation songs on the internet stressing it is a shared story and create dance movements to it, including a rest on Day 7.</li> </ul> <p><b>What would you do with a day of rest?</b></p> <p>Every week Zoe and her family have a rest day. It is a day which starts with the special prayer over the candles. It is the day God gave them to remember him and have a rest.</p> <p>What is ‘having a rest’? It is a chance to be together and not work, time to ‘STOP’! What would <u>you</u> do on a day like that? Fill in ideas on candle flame-shaped paper for display.</p> <p>Gather children together around the candles and light them again. Children are offered a chance to share ideas of how they would spend a special day of rest.</p> <p><b>An alternative approach:</b> Create a sacred bubble - your own resting place! What would you do, where would it be and what would we want in our bubble with us? <i>RE Today</i> ‘Opening up Judaism’ – see pp.2-7 – uses this and a number of other activities to explore Shabbat. This section is available as a free sample. See <b>Resources</b>.</p>	<p><b>name’ in the Christian Lord’s prayer. Try to avoid using ‘special’ all the time.</b></p> <p><b>Ensure the version of the creation story you use records God resting on the 7<sup>th</sup> day.</b></p> <p><b>Resting on the Sabbath is also one of the Ten Commandments given to the Jewish people by God. It is found in Exodus 20 in a Bible: Remember the Sabbath, to keep it holy i.e. set apart.</b></p>
<p><b>EXPLORE</b> <b>(2)</b></p>	<p><b>Teacher’s note:</b> Jewish families pray both at home and at synagogue. The home is absolutely central to the passing on of traditions and many religious practices and festivals are observed at home by parents and children, rather than at the synagogue. The observance of Shabbat and especially the lighting of the candles on Friday night and enjoying a meal</p>	<p><b>Challah (pl. ‘challot’ means ‘dough’. It refers to a festival loaf made of enriched dough. It is symbolic</b></p>



## Tefillah or prayer at home on Shabbat

*2b I can talk about some things Jewish families do together as part of Shabbat worship in the home*

*2c I can say what some symbols on the Shabbat table are for and / or explain a Shabbat song/ story*

*3b I can describe some things Jewish people typically do as part of their celebration of Shabbat at home*

*3e I can ask good questions about things that I look forward to in life, and*

*together is one of the strongest examples of Jewish life. Shabbat is referred to as the 'Queen' of festivals and so the first activity is particularly apt.*

### How do people get ready for something special?

Show a picture of the Queen. If the Queen was coming to tea, how would you get ready?

On whiteboards, in pairs, ask children to write down ideas. Share suggestions and find the top three e.g. tidy up / cook good food / dress up. These are a bit like Shabbat preparations in many Jewish homes.

### How does a Jewish family get ready for Shabbat?

A Jewish child gets ready for Shabbat. Several clips available e.g.

- Gary tells the story of creation briefly and rushes home for the start of Shabbat: <http://www.bbc.co.uk/programmes/p0114f7y> (Shabbat pt1/2)
- Gary and his family say the blessings at the beginning and end of Shabbat: <http://www.bbc.co.uk/programmes/p0115hmy> (Shabbat pt2/2)

Look in Zoe's bag and find things she needs:

white PAPER tablecloth, 2 candles and candlesticks, bread plate / board, challah cover or clean napkin, small goblet or Kiddush cup, Jewish prayer book or Siddur, wine, salt, small vase of flowers, two plaited loaves. Also ordinary cutlery etc for a family meal for four .....

Sit in a circle. Play Shabbat Song 'Two Candles Burn', pass the objects round the circle as the music is playing. How would they set the table with these things? At the end of the song, move to a table and set it.

What do you think all the items are for? Think about the video clips you have seen.

### What prayers are said on Shabbat?

We know there are prayers over candles at the start of Shabbat. There are other prayers too. Use video clips to find out about them:

Introduction to Shabbat – Michal and Joanna: <http://www.bbc.co.uk/education/clips/zyxn34j>

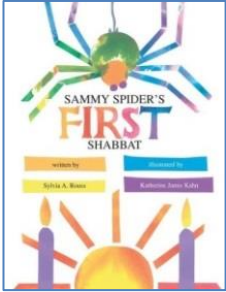



*of the manna given by God in the wilderness.*

*Shabbat lasts from dusk Friday night to dusk Saturday. This affects Friday working patterns in winter.*

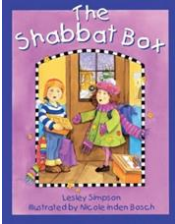
*You can easily collect main things for Zoe's bag. Prayer book could be substituted with Shabbat prayers from <http://www.akhlah.com/jewish-holidays/shabbat/>*

*'Two candles burn' on CD of same name or download from iTunes – see Resources.*

<p><i>communicate some of my ideas for answers</i></p>	<p>Followed by the same girls showing prayers over candles, children, and bread and wine.  <a href="http://www.bbc.co.uk/education/clips/zvtfqk7">http://www.bbc.co.uk/education/clips/zvtfqk7</a></p> <p><b>Why do Jewish children look forward to Shabbat?</b></p> <p>Sit around the table you have set. What did you see happen in both Jewish families? What do you think the children enjoy the most?</p> <p>Listen to 'Two candles burn' again while you add ideas about why Jewish children enjoy Shabbat to the PAPER table-cloth in marker pen e.g. 'I think Zoe would enjoy ..'. The table cloth could become a display later or bits cut off for children's RE book / class book.</p>  <p><b>Alternative approach:</b> Use <i>Sammy Spider's First Shabbat</i> to investigate what happens on Shabbat. Research answers to questions raised e.g. by using video.</p>	<p><b>Opening up: Belonging p.6 – Six year old Leah tells us why she loves Shabbat.</b></p> <p><b>Shabbat songs here:</b>  <a href="http://www.akhlah.com/jewish-holidays/shabbat/">http://www.akhlah.com/jewish-holidays/shabbat/</a></p>
<p><b>EXPLORE</b> <b>(3)</b></p> <p><b>worship and prayer at the synagogue on Shabbat</b></p> <p><i>Rd I can talk about things that happen to me</i></p> <p><i>1d I can talk about things that my family or my class might like to do or happen on a day of rest</i></p>	<p><b>Teacher's note:</b> Jewish families pray both at home and at synagogue. The synagogue is known as the house of prayer. Saturday (Shabbat) morning is a traditional time for families to go to synagogue and for there to be a junior congregation.</p> <p><b>What do Jewish children like about Shabbat?</b></p> <p>What did you write on the table cloth about what children might like about Shabbat? Ask pupils to read suggestions out. Then listen to what some Jewish children actually said:  <a href="http://www.chabad.org/kids/article_cdo/aid/1347962/jewish/Why-I-Like-Being-Jewish.htm">http://www.chabad.org/kids/article_cdo/aid/1347962/jewish/Why-I-Like-Being-Jewish.htm</a></p> <p><b>How does the Jewish community pray at the synagogue?</b></p> <p>Display pictures of a Torah scroll being read and people praying wearing a tallit (prayer shawl) and kippah (yarmulke / skull cap) in a synagogue. Ask children to describe what they see and identify questions with the starters: what, when, where, why, how, etc.</p> <p>Using a video clip, visit a synagogue service with these children. Hear what they like and about the difference between praying at Synagogue (shul) and home:  <a href="http://www.bbc.co.uk/education/clips/zcfqkqt">http://www.bbc.co.uk/education/clips/zcfqkqt</a></p> 	<p><b>Background video for teachers – search for Holy Cribs: Synagogue by True Tube</b></p> <p><b>Video on NATRE website (<a href="http://www.natre.org">www.natre.org</a>) shows a KS1 lesson on Shabbat including the making of a Shabbat box. You could copy this approach over several lessons including both <u>Evaluate</u> and <u>Express</u>.</b></p>

<p><i>2d I can ask about what happens in groups my friends, or others, belong to on a special day, including Shabbat</i></p> <p><b>3b</b> <i>I can describe some things Jewish people typically do as part of their celebration of Shabbat in the synagogue</i></p>	<p>Discuss what you see. What were the prayers like? i.e. sung, in Hebrew.</p> <p><b>How does Shabbat end with a blessing and prayer?</b></p> <p><b>Teacher's note:</b> <i>Shabbat ends with the Havdalah ceremony. Havdalah means separation; this ceremony separates the holy Shabbat from the rest of the week. It is conducted at the end of Shabbat when three stars can be seen in the sky (about 18 minutes after sunset).</i></p> <p>What are these objects and what do they have to do with prayers? If possible, place three objects in simple 'feely' bags or a box with hole in the top:</p> <ul style="list-style-type: none"> <li>• a metal goblet or Kiddush cup</li> <li>• a spice box / tin with hole in top and a nutmeg inside</li> <li>• a braided or plaited candle - Buy from Artefacts company or direct from internet.</li> </ul> <p>Ask children to feel what they are and describe them. How might they be connected to each other and to prayer? Two of them are connected to prayers at the start of Shabbat.</p> <p>Listen to the girls explain how they make Havdalah in their home as Shabbat ends. Find out what the three objects are on the video clip.</p> <p><b><a href="http://www.bbc.co.uk/education/clips/zkcd2hv">http://www.bbc.co.uk/education/clips/zkcd2hv</a></b></p> <p>Reveal the objects. Describe their use from what you have learnt.</p> <p><b>What have you learnt?</b></p> <p>Think about how to describe the Havdalah ceremony as if you were Zoe.</p> <p><b>OR</b> Write about / draw Sammy Spider seeing the Havdalah ceremony, as this is not included in 'Sammy Spider's First Shabbat'. Where would Sammy be hanging? What would he see / hear? What would he want to do? What would Mummy Spider say?</p>	<p><b><i>A good alternative is: Opening up Judaism pp.8-13: <u>The Synagogue: Joining in.</u> This book contains activities and background on what happens in a synagogue for 6-7 year olds.</i></b></p> <p><b><i>Visiting a synagogue can be difficult in KS1 but could be planned for Y3/4.</i></b></p> <p><b><i>Use information about how Havdalah is conducted from: <a href="http://www.akhlah.com/jewish-holidays/shabbat/shabbat-havdalah/">http://www.akhlah.com/jewish-holidays/shabbat/shabbat-havdalah/</a></i></b></p>
<p><b>EVALUATE</b> your RE learning about Jewish prayers and blessings</p>	<p><b>Teacher's note:</b> <i>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><b>What have we learnt? How well have we learnt?</b></p> <ul style="list-style-type: none"> <li>• Try a mind map – together as a class or in groups.</li> <li>• Encourage children to record/ share what they have learnt as individuals.</li> <li>• Use the Quick Quiz on p. 17.</li> </ul>	<p><b><i>See 'Assessing RE in your school' p. 17-18 for decisions about how and what to assess.</i></b></p>



	<ul style="list-style-type: none"> <li>• Use the class RE scrapbook to discuss your learning journey together.</li> <li>• Consider how to answer any remaining questions.</li> </ul> <p><b>Can we answer the big question at the start of the unit? How well?</b></p> <ul style="list-style-type: none"> <li>• Use discussion to construct an answer together.</li> <li>• Encourage children to self-assess and justify their decisions.</li> <li>• Use the SOLO taxonomy hexagons in groups or individually.</li> </ul> <p><b>Are we making progress in RE as a subject? How much?</b></p> <ul style="list-style-type: none"> <li>• If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 <b>OR</b> an Assessment framework from your RE subject leader.</li> </ul>	<p><b><i>Please remember that different schools have different requirements. Check with your RE Subject Leader.</i></b></p> <p><b><i>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, with ideas for how to use.</i></b></p>
<p><b>EXPRESS</b> your RE learning so it can be shared with others</p>	<p><b>Here are some examples of ways children could share their learning:</b></p> <ul style="list-style-type: none"> <li>• Create a Sukkah and invite other children or adults to visit it.</li> <li>• Create your own Sammy Spider books about Sukkot, or Shabbat, a Synagogue or Havdalah. Make a big Sammy Spider and place all your books around him for others to come and read.</li> <li>• Talk some more about things I am thankful for and how I try to show that e.g. my food, or my family.</li> <li>• Use: <b>The Shabbat Box</b>. Can you re-create the lost Shabbat box for Ira? Use clay, card and all sorts of materials to create what needs to go in. Bread can be made too. Add labels, creating a vocabulary list for children to consult. What prayers do we need to put in? Share the box and the story with another class or your RE governor about Shabbat. Sing for them. Talk about the box you have made and how it might be used – what things mean and so on.</li> </ul>	<p><b><i>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.</i></b></p> 

## APPENDIX 1 - Experience Sukkot (Check the ENGAGE and ENQUIRE sections for background)

**Setting up:** You need an outside spot for a hut / sukkah e.g. gazebo or tent frame. After the first activity together children go in one of 4 groups to work at the four 'stations' in any order before coming back together. Craft materials, images /

objects need setting out for each station. The activity cards tell the group leader what questions to discuss. Zoe's words can be simply be read out. Each station should take about 7 or 8 minutes to fit the whole session into just over an hour. Parent volunteers would be useful.

### 1. The Starting Point - Gather children as a class here to start investigating Sukkot.



**Image / object: Some maps to unfold**

Do you know what these are? Unfold some maps. What are they for? Have you ever been on a journey? Have you ever been lost? How did it make you feel? We are in a Sukkah, a little hut. We are going to learn a bit about Sukkot, a Jewish festival.



**Zoe says: The Israelites travelled for 40 years through the wilderness. They had been slaves in Egypt. They escaped and, with God's help, Moses would lead them back to the land God had promised them. They had to learn to trust God to help them and to be thankful when he did.**

**They travelled every day and every night they built a shelter a bit like this one but made of wood and branches. When we build our huts today at Sukkot, we remember the journey our ancestors made.**



Your job is to go on a journey and find out about more about Sukkot. We will report back at the end. Divide the class into groups and send them to their first 'station' with instructions for when to move on etc.

### 6. The Finishing Point – 'Dwelling in the Sukkah' as a class together at the end.

- When the groups complete the activity stations, meet at the group Sukkah where you began. If possible, transform this with light curtaining / fencing across three walls. Lay the group sticks across the ceiling of the gazebo in some way and hang the paper chains.
- If wished, ask each group to bring their craft to the centre as they move to the next station and have some parent volunteers to create the Sukkah as the groups are moving so that they come back to a finished Sukkah.
- As groups arrive back, begin to sing Zoe's Sukkot song and let other groups join in as they arrive. Wave the Lulavs in the last verse.
- Pass round fruit snacks to share and enjoy sitting in the Sukkah together.
- You could welcome a guest to read one of the traditional Biblical stories of the Ushpizim e.g. the story of Abraham and the Visitors.
- Ask children about what they have learnt and imagine what it would be like to sleep outside or in a Sukkah.



**Image / object: Hand prints**

Think about a time when you've helped someone. Who did you help? Who has helped you?



**Image / object: Stars**

Think of being out at night. What can you see up in the sky? How do you feel looking up?



**Zoe says:** As they journeyed, the Jewish people slept in little huts every night. They did not have much, just each other and God.

Today when they help build a Sukkah with their own hands, Jewish families thank God for all the good things he has given them. In the Sukkah they say prayers of blessing to God, which start.... *Blessed are you, Lord our God, King of the universe who . . .*



**Zoe says:** As they journeyed, the Jewish people slept in rough huts every night. The roofs were made of branches. They could see the sky through the gaps. They remembered God was the King of the Universe, the Creator of all things.

Today when they sleep in their Sukkah, Jewish families remember how great God is and how he watches over them.



On strips of paper with those starter words, ask children to write a blessing for someone who has helped them. Make these into paper chains. Take them with you.



On big star shapes, get the children to write their name and decorate. Add star shapes to a 'group stick', tying them on. Take the stick with you.

**Image / object: Compass / Lulav picture**



Think of a time you got lost. Did you feel frightened or alone? Who helped you? Explain what a compass is.

**Image / object: Bowl of fruit**



Think about the lovely fruit in this bowl. Have you ever felt really hungry? How would it feel if someone gave you food?



**Zoe says:** The Israelites felt alone in the desert but God guided them to the land he had promised, even if it took a long time. He also guided them by giving them his commandments to help them live in the right ways.

**At Sukkot today, Jewish families wave the lulav east, south, west, north to remember that God is everywhere. They are not alone.**



**Zoe says:** As they journeyed in the wilderness, there were no shops and no time to grow food so the Jewish people got very hungry. God listened to them and provided them with manna – like bread - and quail – a bit like chicken.

**At Sukkot today, Jewish families remember God is still their provider and they celebrate the harvest of good fruit.**



Using green paper / crepe / tissue, make your own lulav to wave. Make yellow etrogs out of plasticene or playdough. Take them with you.



On fruit shapes, draw and write own favourite food. Cut them out and tie them to a 'group stick'. Take them with you.



# 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.

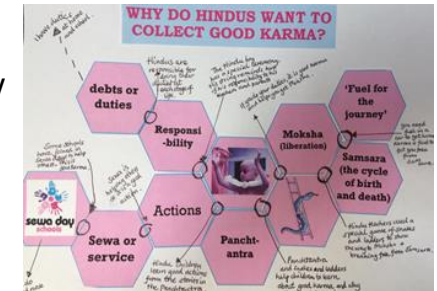
Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

## 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.*



<b>Beginning:</b> Discusses concept in own life	Q1 What prayers do you know about?
<b>Developing:</b> Draws on the lesson material	Q2 When do Jewish children say prayers and blessings?
<b>Expected:</b> Applies concept/answers key question	<b>Q3 Why do Jewish children say so many prayers and blessings?</b>
<b>Greater Depth:</b> Offers wider links to this or other faiths / personal views	Q4 How could I show someone I am thankful for what they do for me?

**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
<b>R</b>	<i><b>Ra</b> I can remember something that happens in the Creation story</i>	<i><b>Rb</b> I can recognise something a Jewish person is doing e.g. praying in the Sukkah</i>	<i><b>Rc</b> I can recognise a Sukkah and some things in it</i>	<i><b>Rd</b> I can talk about things that happen to me</i>	<i><b>Re</b> I can talk about something interesting in the Creation story</i>	<i><b>Rf</b> I can talk about what I would say thank you for in the world around me</i>
<b>Y1</b>	<i><b>1a</b> I can remember the Biblical story of creation and know it is special to Jewish people</i>	<i><b>1b</b> I can use the right words to say how a Jewish family celebrates Sukkot: (God, sukkah, lulav, blessings)</i>	<i><b>1c</b> I can suggest why it is important to Jewish families to build their Sukkah in a special way</i>	<i><b>1d</b> I can talk about things that my family or my class might like to do or happen on a day of rest</i>	<i><b>1e</b> I can ask why a story is told, and what I learn from it, including the Creation story</i>	<i><b>1f</b> I can talk about why saying thank you, including for food, is important to me</i>
<b>Y2</b>	<i><b>2a</b> I can tell the story of creation and say why it be it might be important to Jewish people</i>	<i><b>2b</b> I can talk about some things Jewish families do together as part of Shabbat worship in the home</i>	<i><b>2c</b> I can say what some symbols on the Shabbat table are for and / or explain a Shabbat song/ story</i>	<i><b>2d</b> I can ask about what happens in groups my friends or others belong to on a special day, including Shabbat</i>	<i><b>2e</b> I can talk about the meaning in a story, including the Creation story, and about any questions it raises</i>	<i><b>2f</b> I can talk about whether thankfulness is important to others, including Jewish people, asking respectfully why</i>
<b>Y3</b>	<i><b>3a</b> I can describe what a Jewish person might learn from the story of Creation about why Shabbat is important</i>	<i><b>3b</b> I can describe some things Jewish people typically do as part of their celebration of Shabbat in the synagogue</i>	<i><b>3c</b> I can describe, with the correct religious words, how prayers and blessings show what Jewish people believe about God</i>	<i><b>3d</b> I can recognise what influences whether I use the words 'bless', 'bless you' or 'God bless' e.g. family, friends, faith</i>	<i><b>3e</b> I can ask good questions about things that I look forward to in life, and communicate some of my ideas for answers</i>	<i><b>3f</b> I can link things that are important to me about blessings and / or thankfulness with the way I think and behave</i>

## 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. Children's Illustrated Jewish Bible – Dorling Kindersley
- Jewish children's books on Sukkot and Shabbat e.g. Sammy Spider's First Sukkot
- Two Candles Burn – Festival songs by Stephen Melzack – CD or downloaded from i-tunes

### Teacher's books / background:

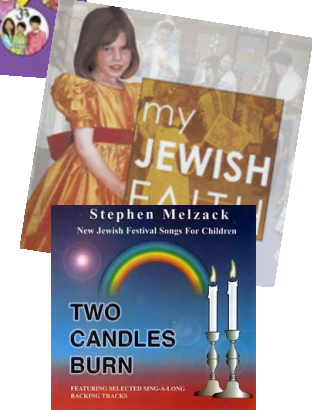
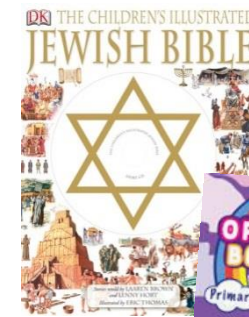
- **Opening up Belonging** – Joyce Mackley <http://shop.retoday.org.uk/9781905893362>  
PDF sample includes A story of a child celebrating Shabbat
- **Opening up Judaism** – Fiona Moss <http://shop.retoday.org.uk/9781905893553> PDF  
sample includes activities re Shabbat
- **Opening up Thankfulness** – Fiona Moss <http://shop.retoday.org.uk/9781905893713> Includes Jewish blessings and prayers of thanks

### 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)

### Audio / CD

**Two Candles Burn** – Stephen Melzack (CD from <http://shop.retoday.org.uk/0814> but also from i-tunes and from the composer <http://www.twocandles.com/>)



### Jewish children's books:

- **The Children's Illustrated Jewish Bible** – Dorling Kindersley
- **Sammy Spider's First Shabbat** – Sylvia A. Rouss (Kar-Ben Publishers)
- **Sammy Spider's First Sukkoth**– Sylvia A. Rouss (Kar-Ben Publishers)
- **The Shabbat Box** – Lesley Simpson
- **Shabbat is Coming** – Tracy Newman (very simple text)
- **Thank you God**, a Jewish child's book of prayers – Judyth Groner - traditional prayers in English and Hebrew, including blessings for shabbat, food, festivals

### Artefacts (source from internet companies supplying Judaica)

- Child's kippah (Buy or make your own – <https://joyfuljewish.wordpress.com/2014/06/21/par-per-kippah-yarmulke-craft/> )
- Child's play Shabbat kit / candlesticks / Challah cover / Havdalah candle
- Child's siddur or prayer book
- Pictures of Shabbat artefacts [http://resources.hwb.wales.gov.uk/VTC/ngfl/re/m\\_parry\\_carmarthenshire/artefactau/shabbat.htm](http://resources.hwb.wales.gov.uk/VTC/ngfl/re/m_parry_carmarthenshire/artefactau/shabbat.htm)
- **Persona Doll** - Jewish boy with kippah (yarmulke. Skull cap) and tallit (prayer shawl) <http://shop.retoday.org.uk/160114>
- **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!



### Internet – mostly BBC Education clips

- Celebrating Shabbat at the synagogue (3 mins) / <http://www.bbc.co.uk/education/clips/zcfgkqt>
- Celebrating Shabbat in a Jewish home / <http://www.bbc.co.uk/education/clips/z3hyr82>

**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](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 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!**