



## Lowerhouse Junior School Religious Education Overview Sheet



**Year 5 Judaism**

**Year 5 Key Question** (to be used all year): Where can we find guidance about how to live our lives?

**Focus Question** (for this investigation): Do people need laws to guide them?

# What organisations exist to help others?

Search for personal meaning

How much control do I have over what rules I follow?

What rules guide my behaviour?  
Who makes the rules?

Shared human experience

Living religious traditions

Beliefs and values

Pupils should explore the link between belief in the Torah and attending the synagogue.

Do people need laws to guide them?

Pupils will explore why the Torah is so important to Jewish people and how it is used as a source of guidance for their lives.

They will discover how Jewish people visit the synagogue in order to deepen their knowledge of the Torah and to receive support from people there in understanding its teachings.

Pupils should be able to explain how Jewish people demonstrate their respect for the Torah.

How much control do I have over what rules I follow?

Should other people create rules for us to follow?

# How do I know what is the right thing to do?

**Focus Question:** Why is it sometimes difficult to do the right thing?

This unit enables pupils to explore the importance of the Torah to Jewish people as a guide to life and faith. This unit has links with the Year 2 unit 'What aspects of life really matter?' and pupils will have opportunities for revisiting prior learning on how the Torah was given to Moses. Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue. Pupils will then have time to reflect upon how they personally make decisions and who or what can have influence over this.

Field of Enquiry	Possible Teaching Ideas
<b>Shared Human Experience</b>  1	<ul style="list-style-type: none"> <li>Give pupils sticky notes or slips of paper on which to write down three rules about their behaviour that they have to follow. Encourage them to think about within school and at home.</li> <li>Identify who makes these rules. Where have they found out about them?</li> <li>One of our human rights is freedom of expression. Discuss if the pupils think it is fair that they have to follow rules that they have not made themselves? What if we want to do something that is against the rules?</li> </ul>

<p><b>Beliefs and Values</b> <b>2</b></p>	<ul style="list-style-type: none"> <li>• Show 'The Jewish Story of Moses' from Religions of the World series. <a href="https://www.youtube.com/watch?v=RdSQT7DS1II&amp;list=PLcvEcrsF_9zIQm-KPGujuZkNRk_jTcehV&amp;index=9&amp;t=0s">https://www.youtube.com/watch?v=RdSQT7DS1II&amp;list=PLcvEcrsF_9zIQm-KPGujuZkNRk_jTcehV&amp;index=9&amp;t=0s</a> (This programme is aimed at KS1 and pupils may have seen it before – <b>this aspect of the lesson will enable the teacher to quickly check prior learning</b>).</li> </ul> <p><b>Key teaching points:</b></p> <ul style="list-style-type: none"> <li>• It is believed that the Torah was given to Moses when God made a covenant with the Jewish people after they had been freed from slavery in Egypt. The Torah was given to the Jewish people to be a foundation of how to live as people of God. It is made up of the five books of law from Genesis to Deuteronomy.</li> <li>• The Torah is sacred to the Jewish people. The Torah scroll is decorated or dressed with a crown (often made of silver) and a mantle (often made of gold-embroidered fabric) to show how much the words of the Almighty are valued.</li> <li>• The Torah scroll is created by a specially trained scribe who uses high-quality parchment. There are 304,805 letters in a Torah scroll, and each one is written totally by hand. A scribe may take two years to write a Torah scroll, which is always done in the Hebrew language.</li> <li>• The Torah contains 613 rules that teach Jewish people how to live. It also contains stories which guide Jews on how to live their lives. For example stories about the lives of Abraham, Noah, Jacob, Joseph, Moses.</li> <li>• One of the rules is that Jewish people should learn about and study the Torah throughout their lives. They do this by attending the synagogue where the Torah is read aloud and the Rabbi (literally 'teacher') is there to offer insight and guidance into its teaching.</li> <li>• A yad, or pointer, often made of silver, and in the shape of a tiny pointing hand, is used to help the reader to keep their place. Touching the scroll might make it dirty or smudge the ink.</li> <li>• The bimah is a raised platform in the synagogue from which the Torah is read.</li> <li>• The ark is a cabinet that enshrines the Torah scrolls. This is the holiest place in the synagogue.</li> <li>• If a Torah scroll becomes so used and old that it is at the end of its life, it is not thrown in the bin – it is buried with dignity!</li> </ul> <p>For Background reading <a href="#">Mitzvot - Jewish beliefs - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</a> For enquiry based teaching ideas and images of sacred Jewish texts and artefacts <a href="#">Key Stage 2 teaching resources: Judaism   The British Library (bl.uk)</a></p> <p>Clips to share with pupils:</p> <ul style="list-style-type: none"> <li>• <a href="#">Religious Studies KS2: The Torah - BBC Teach</a></li> <li>• <a href="#">Religious Studies KS2: What is Judaism? - BBC Teach</a></li> <li>• <a href="#">Torah Meets Ark: Learning's New Teaching Tool - The Jewish Museum London</a> ( Images of an Ark and YAD)</li> </ul>
<p><b>Living Religious Traditions</b> <b>3</b></p>	<ul style="list-style-type: none"> <li>• Interview a member of the Jewish faith. Ask them to explain: <ul style="list-style-type: none"> <li>- the importance of the Torah in their lives</li> <li>-how attending the synagogue is important to them</li> <li>-how Jewish people use a bimah, ark and yad.</li> </ul> </li> <li>• Identify ways in which Jewish people show respect for the Torah. Pupils could read and discuss these with a partner or group before ranking them in order of importance and explaining the reasons for their choices. An activity sheet for has been produced by RE Today and is available on page 30 of the Inspiring RE 'Jewish People' book <a href="https://www.retoday.org.uk/school-support/publications/samples/retoday-magazine/">https://www.retoday.org.uk/school-support/publications/samples/retoday-magazine/</a></li> <li>• Learning could be further enhanced by visiting a synagogue such as <a href="https://shulbythesea.co.uk/school-group-visits/">https://shulbythesea.co.uk/school-group-visits/</a> . This could be arranged by Building Bridges (see RE website).</li> <li>• A possible assessment activity for this unit would be to provide pupils with images of Jewish use of the Torah and worship at the synagogue. The pupils should explain what each is, why it is important and how it is used in worship.</li> <li>• Ensure that pupils understand that Judaism is a diverse religion and many Jews approach the laws in different ways. Attitudes differ according to whether Jews are orthodox, reform or secular.</li> </ul>
<p><b>Search for Personal Meaning</b> <b>4</b></p>	<ul style="list-style-type: none"> <li>• When we have decisions or dilemmas who or where can I turn to for guidance?</li> <li>• Discuss the amount of control that pupils have over their decisions. Would they like more control? Carry out Conscience Alley drama activity to explore any identified areas.</li> <li>• Discuss how pupils can make their voice heard at school. Feed this into leadership opportunities, school council, surveys etc.</li> </ul>

**Key Vocabulary**

**Torah, scroll, Synagogue, Ark, Yad, Bimah, Covenant, commandment, mantle, Hebrew, Rabbi**

**Y5 Learning - pupils will:**

<ul style="list-style-type: none"><li>• Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers</li><li>• Explain the impact of Jewish beliefs and values – including reasons for diversity</li></ul>	<ul style="list-style-type: none"><li>• Explain differing forms of expression within the context of Jewish worship.</li><li>• Describe diversity of religious practices and lifestyle.</li><li>• Interpret the deeper meaning of symbolism – contained in stories, images and actions</li></ul>	<ul style="list-style-type: none"><li>• Explain (with appropriate examples) where people might seek wisdom and guidance</li><li>• Consider the role of rules and guidance in uniting communities</li></ul>	<ul style="list-style-type: none"><li>• Discuss and debate the sources of guidance available to them</li><li>• Consider the value of differing sources of guidance</li></ul>
<b>Beliefs and values</b>	<b>Living religious traditions</b>	<b>Shared human experience</b>	<b>Search for personal meaning</b>