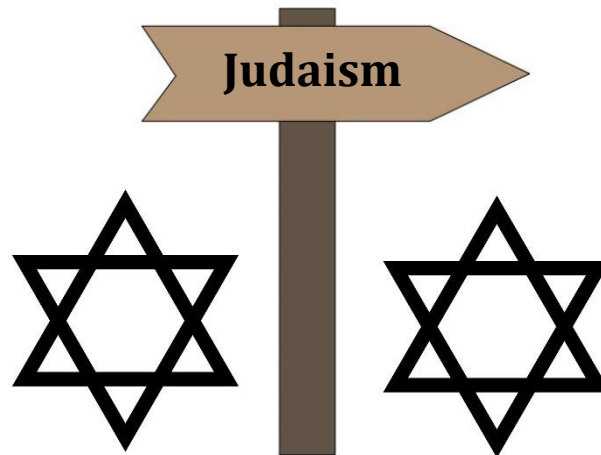
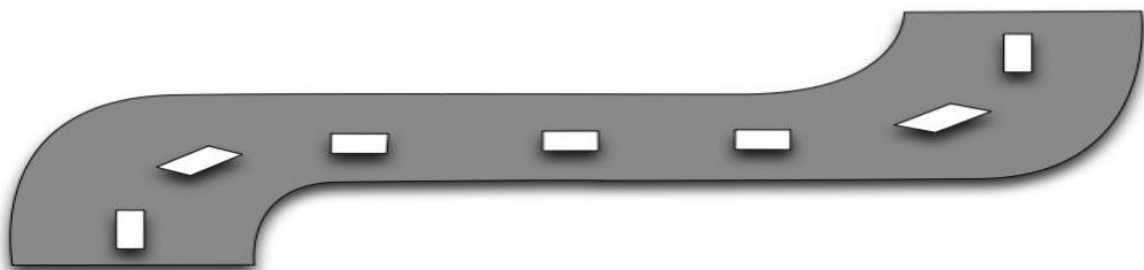


RE Road Map: Approaches and Resources for Teachers for Use in School

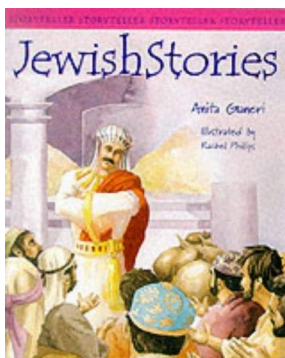


This document will lead teachers towards becoming an expert in teaching Judaism within your classroom. It is not intended for pupils.

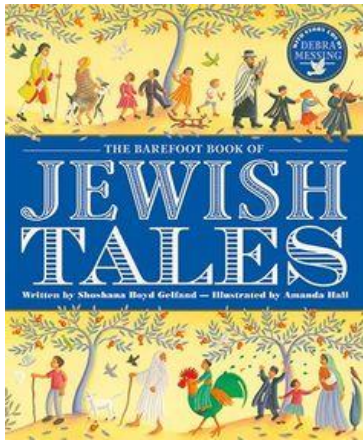


Early Years

Young children can best encounter Judaism for the first time through story and festivals. There are some great stories to share with children from the Torah and Jewish heritage.



Anita Ganeri's collection is old but still a nice resource to have.



Likewise, a collection of Jewish stories like this one from Barefoot Books means stories from Judaism can be a regular part of story time in the Early Years and/or KS1.

Songs, such as *Seven Days* by Ellen Allard, could be used to explore the Creation Story:

<https://open.spotify.com/track/5EmS439F3amAlbSmtPLRsK> with pupils, or *Six Days to Make the World* by Lisa Baydush:

https://soundcloud.com/lisa-baydush/six-days-to-make-the-world?utm_source=clipboard&utm_campaign=wtshare&utm_medium=widget&utm_content=https%253A%252F%252Fsoundcloud.com%252Flisa-baydush%252Fsix-days-to-make-the-world alongside images for each day.

The Shalom Sesame film offers a lovely retelling of the story of creation:



The animation is available here: <https://youtu.be/lre-LLz-UzE>

Tell the children the story of Creation from the Torah. Use images and props in your storytelling. Talk about what happens on each day and emphasise that after creating G_d rested. The day of rest is very important to Jewish people.

Showing young pupils a Torah scroll offers important learning about the nature of sacred texts. The TTS group have a collection of artefacts for teaching Judaism, including a scroll: <https://www.tts-group.co.uk/judaism-artefacts-collection/1003618.html> or a large individual scroll can be purchased:



https://www.tts-group.co.uk/large-jewish-torah-holy-book/JD-LARGE.html?gclid=CjwKCAjwgISIBhBfEiwALE19SW6Pn4BHRkOLZKcl4GqiMSUvbiKIhLJiwwhhNmcAcX5QkmRyflYACRoCyisQAvD_BwE

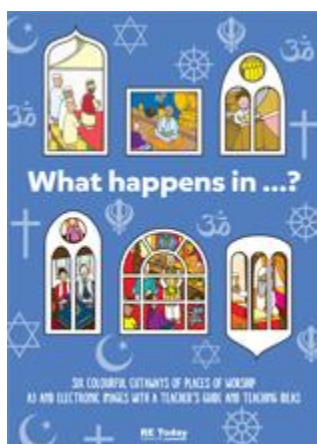
Other suppliers of Jewish artefacts include Hope Education:

<https://www.hope-education.co.uk/product/curricular/re/judaism/judaism-artefacts-pack/he1666294> and Starbeck:

http://www.starbeck.com/jd_120_torah.htm, including this attractive illustrated example for £18.00:

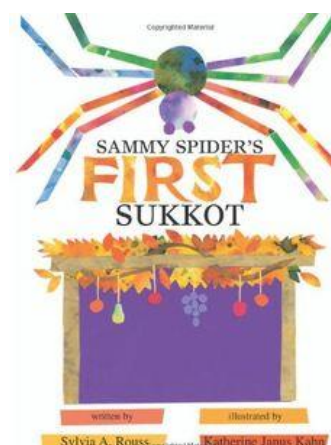


Be sure to explain that it is written in Hebrew and read from right to left instead of left to right. Also show how only a portion of the scroll is unravelled at one time and that a yad (pointer in the shape of a hand) is used for reading so that the scroll itself is not unnecessarily touched.



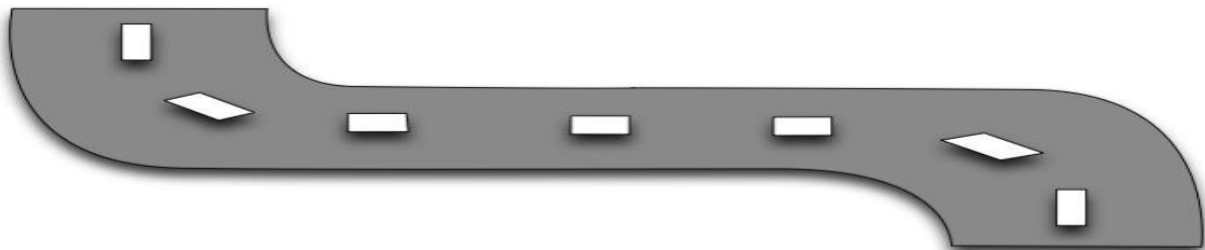
Young pupils can start to learn about the synagogue as a special place for Jewish people, looking at images and using a resource such as RE Today's What Happens In...? resource to take a look inside and learn about what happens there and how the building is used: <https://shop.retoday.org.uk/9781910261309>

Young pupils might also benefit from experiencing a festival such as Sukkot, creating shelters after hearing the story from the Torah about why this festival is celebrated. Pupils can then make model sukkahs, such as shown here:



https://www.chabad.org/kids/article_cdo/aid/3080733/jewish/Make-a-Model-Sukkah.htm

The Sammie Spider book series includes one on Sukkot and is very accessible for the Early Years.



Primary

There is a brand new image bank available from the Jewish Museum:
<https://jewishmuseum.org.uk/schools/in-the-classroom/inclusive-judaism/imagelibrary/>

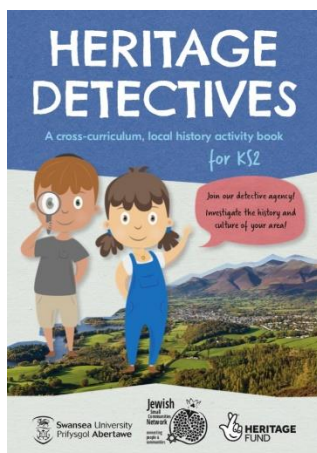


For an introduction to Judaism, see the BBC's My Life, My Religion clip: What is Judaism? <https://www.bbc.co.uk/programmes/p02mx8x7> This is a fairly male-dominated portrayal of Judaism so it is important that you also use images and visitors that exemplify women and girls in Judaism.

Likewise, BBC Bitesize has some videos, images and text that provide a useful introduction or overview:

<https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7>

Jewish Life in Britain



"This excellent booklet uses examples of Jewish heritage to encourage pupils to explore their own heritage. It inspires them not only to look around their local area but to think about the importance of community and learn more about their own family background. There are also links to various videos and extended resources to help both teachers and pupils. A lot of work, including many revisions, have gone in to making this a must for all key stage 2 pupils." - *Sally Strauss*

<https://jscn.org.uk/heritagedetectives/>

This video from shows pupils at a Jewish secondary school:

https://youtu.be/rA66pKo7_H0 and you can also explore a Jewish primary school, such as this one: [Simon Marks Jewish Primary School](#) Help pupils to focus on the similarities between pupils and themselves.

For great insights into Jewish life in the UK, take a look at the United Synagogue of Great Britain website: [Jewish Living \(theus.org.uk\)](http://theus.org.uk)

The Board of Deputies is also a great website for information about what it means to be Jewish in Great Britain: [Home - Board of Deputies \(bod.org.uk\)](http://bod.org.uk)

The Chief Rabbi in the UK is Rabbi Ephraim Mirvis. You can find out more information about him and what he does here: [Office of the Chief Rabbi - Chief Rabbi Ephraim Mirvis](#)



There are several branches of Judaism, from the more traditional Orthodox to modern Orthodox, Conservative, Reform and Progressive, which tends to be more liberal. The majority of Jews in the UK are 'modern Orthodox'; a middle position on the spectrum of lived belief. Be mindful of this spectrum of diversity when presenting beliefs, practices and images.

Jewish people have only been permitted to be members of parliament for the past 200 years. [List of British Jewish politicians - Wikipedia](#) gives a list of today's MPs with Jewish Heritage. This can be an interesting angle to take when exploring the British Values of democracy and rule of law.

Covenant

An understanding of the concept of 'covenant' is an essential part of learning about Judaism at primary level. In particular, the covenant made with Abraham should be a focus for learning. Pupils should recognise the significance of this within the context of Jews as a 'chosen people' who will show those around them what it looks like to love one G-d and follows his commands. Jewish people do not knowingly write the full name of G-d and, in keeping with the rest of the Hebrew scriptures, no vowels are included.

For a video of a Jewish family talking about 'Brit' (circumcision as symbolic of covenant) its importance for them here:

<https://youtu.be/MToKnwGGEVM> (courtesy of the Jewish Museum).

The Torah

Pupils should encounter Torah scrolls and the stories contained therein. They should know they are written in Hebrew and read from right to left, from the back of a book or scroll to the front. They may learn more about the ornate covers and the handling of scrolls within the synagogue. Invite a Jewish visitor in and ask them to bring a scroll to show. The large ornate scrolls are best encountered on a trip to a synagogue, where the different parts and their meaning can be explained.

You might create a display like this one, sharing the Hebrew words and choosing some important vocabulary to teach pupils:



This BBC My Life, My Religion offers a good overview of the Torah including how it is read: <https://www.bbc.co.uk/programmes/p02mxbli>

This video also contains a fascinating scene where a sofer (a Jewish scribe) is restoring a damaged Torah scroll: <https://youtu.be/3QZ792rjcVE>

To hear the Torah being chanted visit:
https://jewishmuseum.org.uk/schools/asset/hear-chanted-torah-reading/?mc_cid=872edc0b2b&mc_eid=d822cd9a78

Pupils may like to create parchment (paper made old using teabags is a fun activity) and books and retelling stories from the Jewish Scriptures.

An interesting festival to explore is Simchat Torah; the only time the scrolls are unravelled and celebrated with music and dancing. There is a Sammie the Spider book that explores this festival:



Ten Commandments

Shavuot is another important festival when Jewish people celebrate the giving of the Torah and remember the giving of the Ten Commandments to Moses on Mount Sinai. It comes 50 days after Pesach (Passover). It began as an ancient harvest festival and is now known as the 'Feast of Weeks', or the Jewish 'Pentecost' (due to the 50 days' time lapse since Pesach).

To commemorate the giving of the Torah at Sinai there is a tradition of staying up all night studying Jewish texts in what is called a tikkun.

- On Shavuot the Book of Ruth is read.
- Traditionally dairy foods are eaten on Shavuot.
- In order to mark the agricultural history of Shavuot, some decorate their house and synagogues with a floral theme.

There are actually 13 mitzvot in the Ten Commandments. This website from My Jewish Learning goes through them all from a Jewish perspective, offering a difference to when looking at these in Christianity:

<https://www.myjewishlearning.com/article/the-ten-commandments/>

Share a version with pupils that offers a modern translation, such as the one found here: [What Are the Ten Commandments? \(learnreligions.com\)](http://www.learnreligions.com/What-Are-the-Ten-Commandments/)

This website has some very attractive images for the giving of the Ten Commandments:



https://www.chabad.org/library/article_cdo/aid/2896/jewish/What-Are-the-Ten-Commandments.htm

Midrash

Whilst this is not essential learning for KS2 it can offer an interesting learning opportunity, especially if you are particularly keen to develop textual work within RE. The Midrash is another example within Judaism where different ideas about the Jewish scriptures are collated.

Midrash (מדרש) is an act of interpretation. It seeks answers to religious questions (practical and theological) by studying the meaning of the words of the Torah. The root of the Hebrew word, d-r-sh [דרש], means inquiry. The Midrash responds to contemporary problems and makes connections between how it is to be Jewish today and the unchanging biblical text.

The midrash Aggadah (dealing with study of ethics and theology as opposed to law, which is contained in the Midrash halacha) was mostly compiled in written form (oral form predates this time) between about 200

and 1000 C.E. Midrash aggadah begins an exploration from any word or verse in the Bible.

For an example of Midrash from the story of Jacob and Esau, where the word in Hebrew could mean kiss or bite during their reconciliation moment, see the resource on the Warwickshire SACRE website, Section 8 in the Theologies of Reading CPD resources from February 2020:

<https://schools.warwickshire.gov.uk/education-resources/standing-advisory-council-religious-education-sacre/4>

Key Stories

The Jewish Story of Moses and the Exodus is included in the BBC Religions of the World animated series: <https://youtu.be/RdSQT7DS1II>

Key Stories:



- Abraham and Isaac
- Noah and the Ark
- Joseph and his Amazing Technicolour Dreamcoat (watch the film!)
- Moses: Prince of Egypt (again, use clips from the film)

Remembering

Remembering is a central part of being Jewish. The Torah contains many instructions for doing ceremonies and celebrating festivals in remembrance of previous happenings where G-d showed his faithfulness towards the people of Israel. Studying Jewish festivals can help pupils understand a range of ideas about G-d and Jewish history, such as Sukkot

(reliance on G-d), shavuot (giving of the Torah; the beginning of Judaism) and Pesach (freedom).

Much of Jewish life is celebrated in the home, through daily practices and rituals based around remembering. Shabbat is a great example of how central the family is to Jewish life.

Shabbat

Shabbat is part of a weekly remembering ritual and takes place at sundown on Friday night until sundown on Saturday night. During this time prayers are said in Hebrew, candles are lit and the challah loaf is shared. Jewish people will attempt to do nothing that can be regarded as work on Shabbat. Shabbat is the Hebrew word for 'sabbath', the day G-d rested following the Creation.

There are several short videos available for introducing pupils to the celebration of Shabbat:

<https://www.bbc.co.uk/bitesize/clips/zs2hyrd>

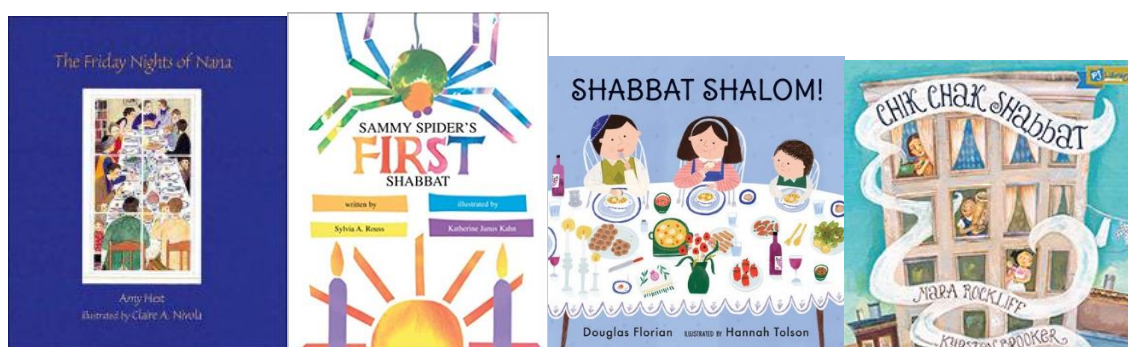
<https://www.bbc.co.uk/bitesize/clips/z3hyr82>

https://jewishmuseum.org.uk/schools/asset/a-family-shabbat/?mc_cid=f9193e956b&mc_eid=d822cd9a78

<https://www.bbc.co.uk/programmes/p02mx9mx>

Ideally, invite a Jewish visitor into school to observe how Shabbat is celebrated by a Jewish family (see our SACRE-Suggested Visits & Visitors Document for our Jewish SACRE representatives and their contact details). One of the benefits of this is that pupils will be able to hear Hebrew prayers being said.

There are several books available about Shabbat, including:



You might like to make challah loaves or create clay or paper Shabbat sets of the different objects used during this special time. In order to ensure your activity is RE and not DT, ensure pupils can explain what each object is, how it is used during Shabbat and how it connects with Jewish beliefs.

Chanukah

This is a minor festival and is not mentioned in the Torah. Chanukah remembers the story of the Maccabees in the Temple and the oil that lasted eight days instead of one (hence the menorah candle with its nine branches that is lit during each day of the festival):



Jewish Story of Chanukah from BBC's Religions of the World Series:

<https://youtu.be/zsXQfCeMHs8>

BBC Bitesize introduction to Chanukah:

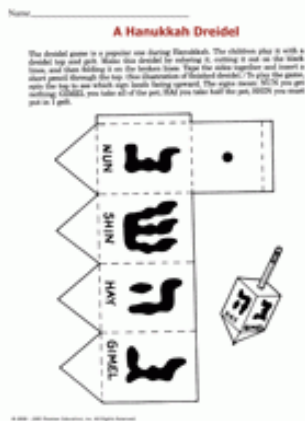
<https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zj446v4>

The Jewish Museum have some artefacts related to Chanukah, as well as a video showing how a Jewish family celebrate:

https://jewishmuseum.org.uk/schools/asset/silver-hanukah-lamp/?mc_cid=e090b59339&mc_eid=d822cd9a78

https://jewishmuseum.org.uk/schools/asset/silver-dreidl/?mc_cid=abaeac7e3f&mc_eid=d822cd9a78

https://jewishmuseum.org.uk/schools/asset/a-familys-hanukah/?mc_cid=4d582968f2&mc_eid=d822cd9a78



Learn about the dreidel and how to play here:

<https://www.myjewishlearning.com/article/dreidel/>

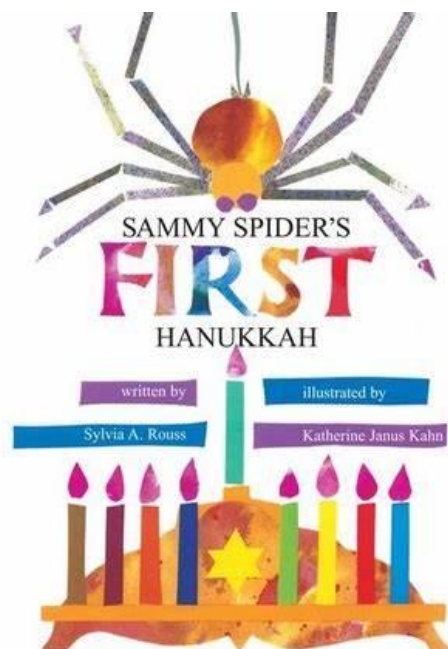
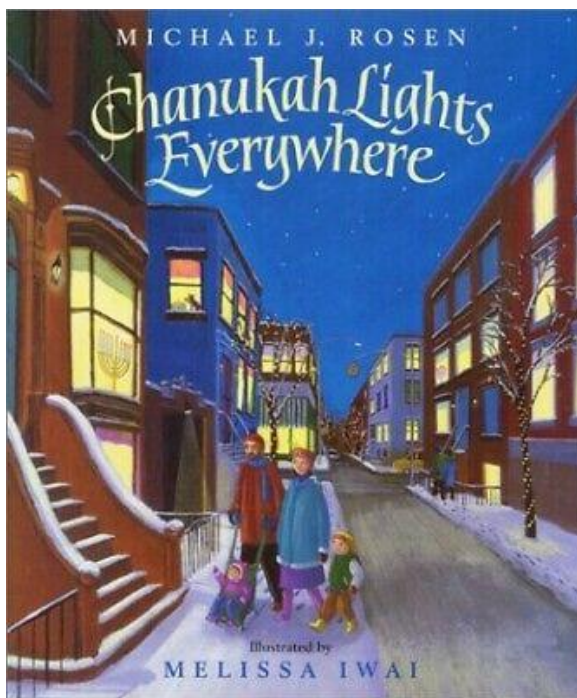
<https://www.myjewishlearning.com/article/how-to-play-dreidel/>

You can make a dreidel and use chocolate coins instead of money. There is a printable net for making a paper/cardboard dreidel here:

<https://www.familyeducation.com/printables/hanukkah-printables/hanukkah-dreidel>

For Chanukah Songs:

https://www.aish.com/h/c/mm/Chanukah_Rock_of_Ages.html



Michael Rosen has a lovely book about Chanukah. The Sammy Spider series has a book for every Jewish celebration and festival, such as this Chanukah one. Look them up for whichever festival you are studying.

Pesach (Passover)

Pesach (the Hebrew word for Passover) remembers the time when G-d used Moses and a series of plagues, culminating in the arrival of the Angel of Death to kill the firstborns in the land but to 'pass over' the Israelites being held there in captivity as slaves), to bring them out of slavery and into the Promised Land (see Exodus in the Torah).

BBC Bitesize 'What is Passover?' video offers a useful introduction:
<https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382>

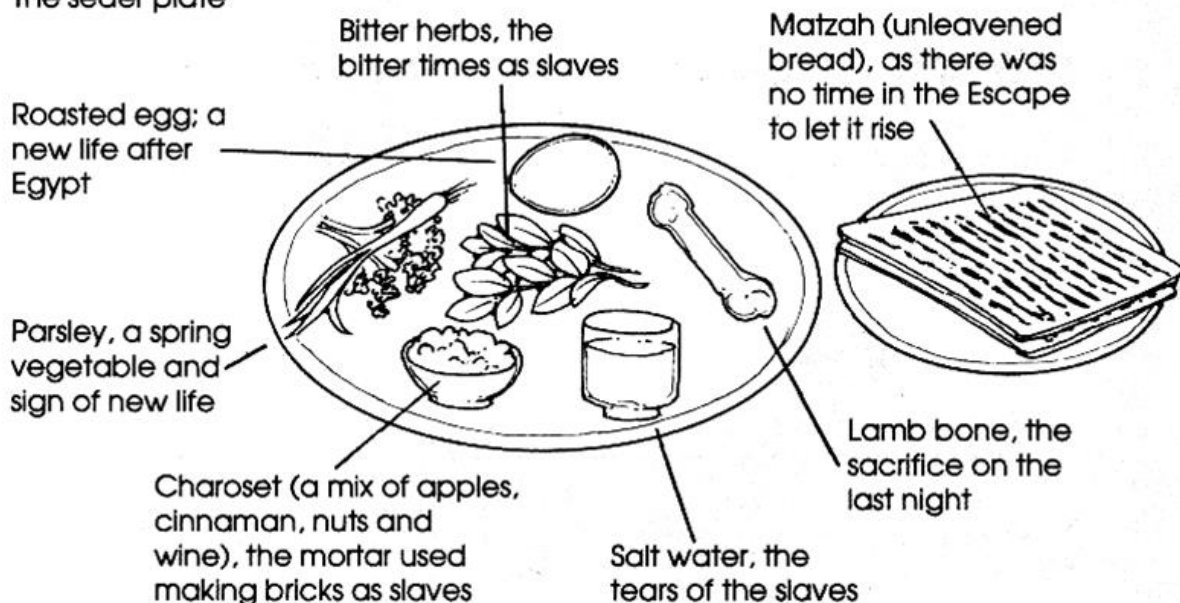
The Jewish Museum's video shows Passover being celebrated by a Jewish family: https://jewishmuseum.org.uk/schools/asset/a-family-passover/?mc_cid=f4438cd51c&mc_eid=d822cd9a78

Invite a Jewish visitor in to share their own experience of celebrating Passover or use this video created by our SACRE member representing Reform Judaism: https://youtu.be/RcZH46A_0U8

This website from Chabad explains the items on the seder plate, an important part of the celebration of Pesach:
https://www.chabad.org/kids/article_cdo/aid/1608/jewish/The-Seder-Plate.htm and this website takes you through the steps of celebration:
https://www.chabad.org/kids/article_cdo/aid/1609/jewish/The-Seder.htm

Share an explanation of what is on the plate with pupils, making sure they can go beyond just labelling and understand the connection back to the story of the Exodus in the Torah and the symbolic meaning of each item.

The seder plate



You might ask pupils to create their own seder plate with labels and explanations, such as this one:



Any activity like this one should be accompanied by the opportunity for pupils to share what they have learned about Judaism and not simply be a craft activity.

Yom Kippur & Rosh Hashanah

BBC Bitesize video on Yom Kippur (meaning “The Day of Atonement and a time for forgiveness from G-d and of others) and its significance for Jewish people: <https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/z4vvjhw>

Film clip of what happens at Rosh Hashanah (Jewish New Year) <https://www.bbc.co.uk/programmes/p02n2jc5> You may want to experience eating honey and apples with pupils, to symbolise the sweetness of forgiveness from God and a new year ahead.

The film above shows a Jewish boy attempting to blow the shofar ram’s horn. Here is a Jewish girl doing the same in Jerusalem:



Remember to include images of girls and women whenever you teach Judaism to pupils.

A Rosh Hashanah quiz can be found here:

<https://www.bbc.co.uk/cbeebies/puzzles/my-first-festivals-rosh-hashanah-quiz>

Purim

This is another minor festival. Purim is a celebration of Queen Esther's saving of the Jewish people, told in the Book of Esther in the Jewish Scriptures.

For a teacher overview of Purim see:

https://www.bbc.co.uk/religion/religions/judaism/holydays/purim_1.shtml

CBeebies have a good set of videos on celebrating Purim here:

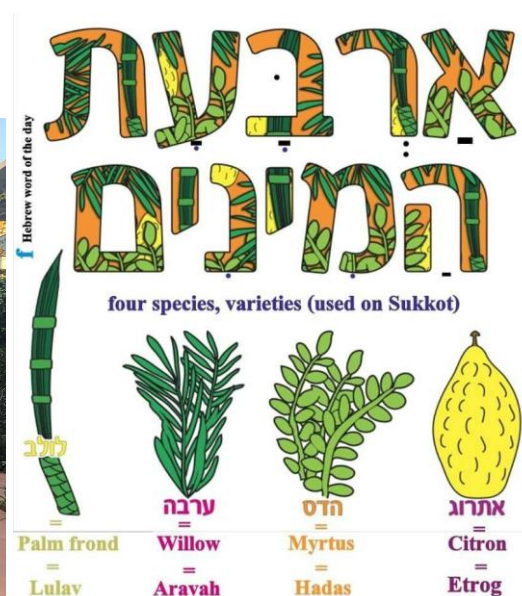
<https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-purim> and there is a film in the My First Festivals series on Purim too:

<https://www.bbc.co.uk/iplayer/episode/m000snhg/my-first-festivals-series-2-2-purim>

For a short film on making graggers (a type of instrument) to celebrate Purim visit: <https://www.bbc.co.uk/cbeebies/watch/my-first-festival-purim> and you will also find a selection of Purim crafts here: <https://jewish.momsandcrafters.com/purim-ideas/>

Sukkot

Is a week long celebration that comes five days after Yom Kippur. Sukkot celebrates the gathering of the harvest and the protection G-d provided for Israel when they left Egypt. Sukkot is celebrated by dwelling in a foliage-covered booth (known as a *sukkah*) and by 'taking' the "Four Kinds" (*arba minim*), four special species of vegetation, by way of thankfulness.



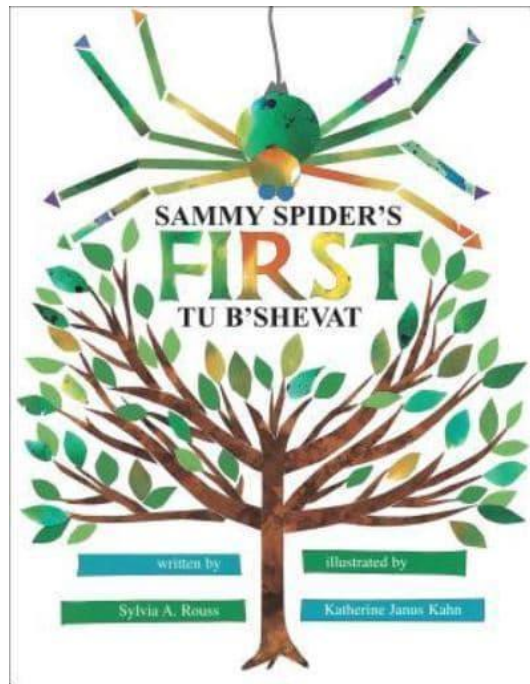
Jews today may not observe this is full. Sometimes a model sukkah is made by children using a shoebox to learn about the festival.

<https://holidayappy.com/holidays/How-to-Build-a-Miniature-Sukkah-Sukkot-Craft-for-Kids>

Tu B'shevat

The Jewish festival of Tu B'shevat (a celebration of a new year for trees) is gaining more popularity as climate change becomes more of an issue of concern for people. Likewise, the Jewish concept of Tillkun olam (repair the world) is being increasingly regarded through the lens of climate change.

This book offers a lovely introduction:



The Jewish Museum have a wonderful olive branch mezuzah in their collection of Jewish objects, which provides a great link from Jewish practices in the home to the celebration of Tu B'Shevat.



The Synagogue/Shul

Ideally, visit one of our local synagogues. The synagogue in Coventry is being restored and will hopefully be open for school visits soon. This article contains a video showing the progress that is being made: [Abandoned](#)

[Coventry synagogue frozen in time ahead of major restoration - CoventryLive \(coventrytelegraph.net\)](https://www.coventrytelegraph.net/news/faith/coventry-synagogue-frozen-in-time-ahead-of-major-restoration-1411111)

Our other nearest synagogues are in Solihull or Birmingham (see SACRE Suggested List of Visits and Visitors on the Warwickshire SACRE website: <https://schools.warwickshire.gov.uk/education-resources/standing-advisory-council-religious-education-sacre/4>)

The Jewish home is the central place of worship for Jewish people. Anywhere where Jews gather to pray becomes a synagogue, such as can be seen in these photographs:



If you cannot make a visit, a virtual tour is available here:

https://www.reonline.org.uk/specials/places-of-worship/judaism_video.htm

Jewish Prayer

Prayers are said in Hebrew. There are several artefacts associated with prayer, including the Talit (prayer shawl), the kippah (skullcap worn by Jewish males), the Mezuzah (a scroll contained within a wooden or plastic box affixed to a door post) and tefillin/phylacteries (leather straps and box containing scriptures on parchment bound around the hands and lower arms and the head). These practices are indicated within Jewish scripture, such as this verse from Deuteronomy 6:6-9:

6 These commandments that I give you today are to be on your hearts. 7 Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. 8 Tie them as symbols on your hands and bind them on your foreheads. 9 Write them on the doorframes of your houses and on your gates.

BBC My Life, My Religion has a video titled 'Charlie' where a young Jewish boy explains various aspects of Jewish life, including the mezuzah:

<https://www.bbc.co.uk/programmes/p02mx8pg>

For an episode of BBC's What's On Your Head for the kippah visit:

<https://www.bbc.co.uk/iplayer/episode/m000snhj/whats-on-your-head-series-1-9-kippah>

This page contains a wonderful collection of images and videos for looking at Jewish artefacts associated with prayer and worship:

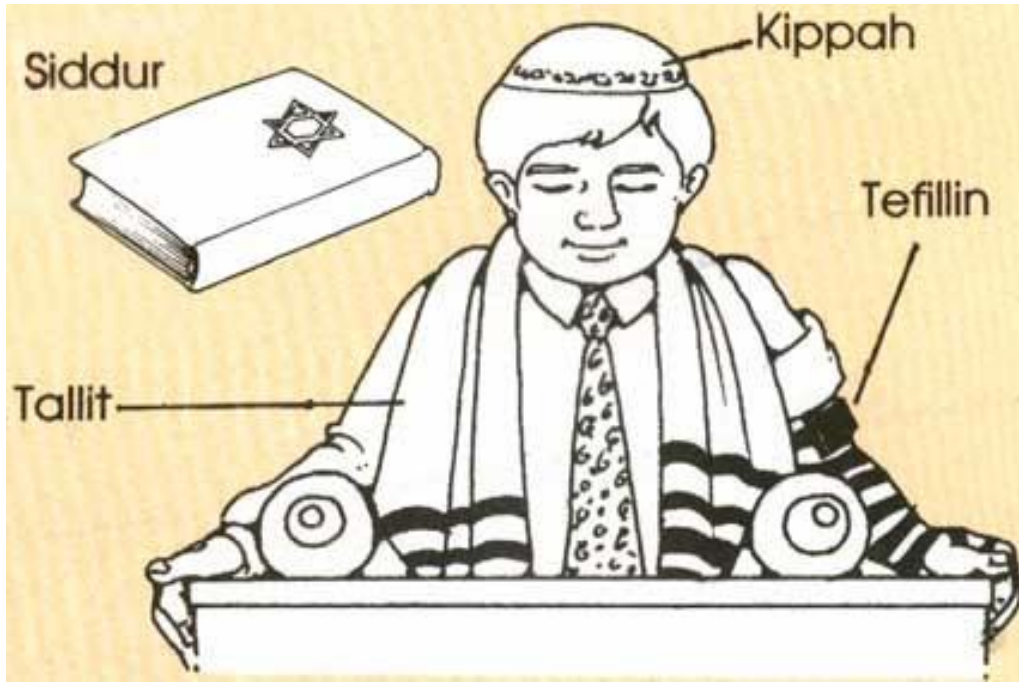
<https://www.myjewishlearning.com/article/jewish-ritual-objects-guide/>

Where possible pupils should encounter the artefacts themselves, preferably with a Jewish person explaining their use, their meaning and connecting them back to the Torah.

Coventry City Library have a collection of Jewish artefacts for borrowing:

https://www.coventry.gov.uk/info/229/schools_library_and_resource_service/2547/religious_education_artefacts/6

Jewish Symbols



Jewish teenagers wearing tefillin for prayer



Jewish women and girls at the Western Wall in Jerusalem

Shema Prayer



The Shema prayer is an important prayer in Judaism and is said with the face covered. You can find out why here:

<https://www.myjewishlearning.com/article/ask-the-expert-covering-your-eyes-for-shema/> and listen to the prayer being sung here:

<https://www.myjewishlearning.com/article/how-to-say-the-shema/>

This is a good enquiry-based resource from NATRE on sacred words associated with Jewish prayer:

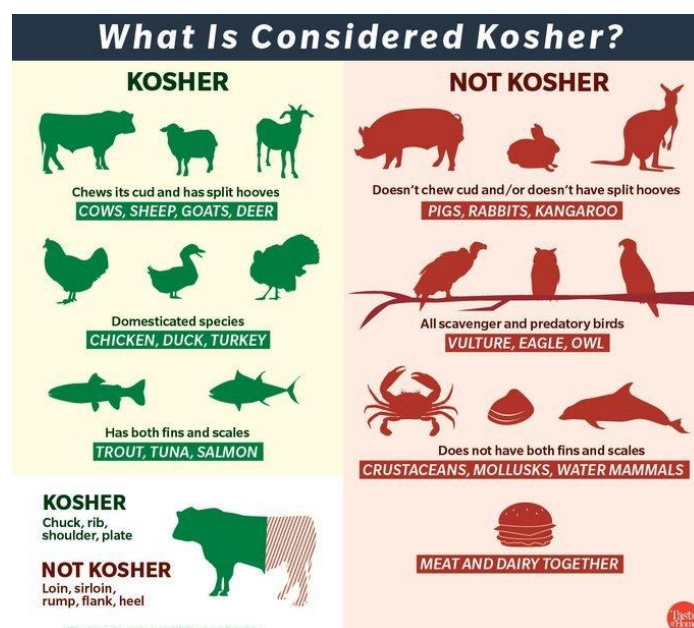
<https://www.natre.org.uk/uploads/Course%20and%20Event%20Flyers/RE:%20Reviving%20and%20Thriving/Sacred%20words%20-%20Judaism.pdf>

Bitesize have a useful summary of Jewish prayer:

<https://bam.files.bbc.co.uk/bam/live/content/z2mvy4j/transcript>

Kosher

Kosher is a Hebrew word that means fit, proper or correct. Nowadays, it is mostly used to describe food and drink that complies with Jewish religious dietary law:



Bar/Bat Mitzvah

Bar Mitzvah is the Jewish rite of passage for boys, taking place on the first shabbat following his 13th birthday. The Jewish Museum have a useful video suitable for pupils here:

<https://jewishmuseum.org.uk/schools/asset/life-cycle-bar-bat-mitzvah/>

For a video of a Bat Mitzvah, the ceremony for girls, performed at age 12, use <https://www.bbc.co.uk/programmes/p02n2kgx>

Within modern Orthodoxy there are also 'partnership services' which allow girls and women to participate in the Torah reading but within the confines of Orthodox Law.

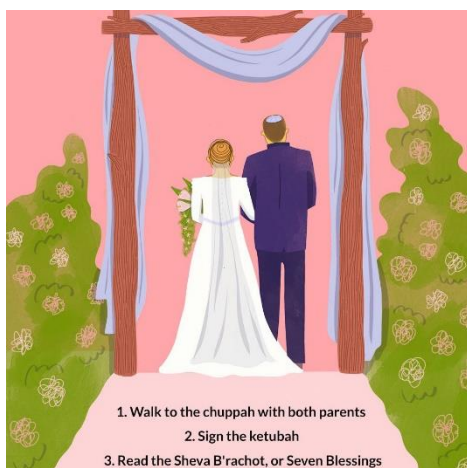
Jewish Weddings

For an overview on Jewish weddings visit:

https://www.bbc.co.uk/religion/religions/judaism/rites/weddings_1.shtml

There are some videos about aspects of Jewish weddings here:

<https://www.myjewishlearning.com/article/jewish-weddings-101/> One thing pupils will find interesting is that the couple will wed under a canopy called a chuppah and a glass will be broken (all explained in the links above). The bride and groom will sign the ketubah (the Jewish marriage contract) and they will be carried on chairs in celebration.



Death

Shiva is a week-long mourning period in Judaism observed by close relatives of the deceased person. In some traditions, mourners wear a black ribbon that is cut. This is in place of an everyday garment being torn, which has its roots in the Torah. The torn article or ribbon is worn throughout the entirety of *shiva*. Typically, the seven days of Shiva begin immediately after the deceased has been buried.

Tzedekah

Tzedakah is the Hebrew word for charity. It is a form of social justice that benefits the giver as much as the receiver. It is not just a financial transaction but may include time, effort, and insight.



RE online have a resource here:

<https://www.reonline.org.uk/resources/tzedekah-what-does-it-mean-to-give/>

Rabbi Sacks' website has a great video to help pupils understand:

<https://rabbisacks.org/tenpaths/students/tzedakah/>

Forms of Judaism

For the different forms of Judaism see:

<https://www.myjewishlearning.com/article/the-jewish-denominations/>

At primary this offers a chance for you to explain the diversity within the tradition and to explain why some Jews, such as the Hasidic Jews, wear specific clothing or have distinctive hair styling.

The main form of Judaism are: Orthodox, Conservative, Reformed, Progressive.

Jerusalem

Israel is the religious and spiritual home of the Jewish people and Jerusalem is the capital city.

This video from the *BBC My life, My Religion* series offers a good but brief explanation of why Jerusalem is such an important place for Jewish people:

<https://www.bbc.co.uk/programmes/p02mx930>

Pupils in primary are usually interested in the Western Wall, where Jewish people go to pray, posting prayers between the cracks in the wall's brickwork. The wall is an ancient wall, part of the Second Temple's expansion by Herod the Great. Jews living outside of Israel may make use of services such as this one to help them have their prayers placed:

<https://www.westernwallprayers.org/>



Rabbi Sacks

Rabbi Sacks is a wonderful example to use if you want to explore Judaism through one person's example. The website is a good source for information about him and his life as well as resources:

<https://rabbisacks.org/>

For a series of animations on Rabbi Sacks' teachings on many different issues, see [Whiteboard animation videos - Rabbi Sacks](#)

Jewish Culture

Good Housekeeping recently recommended a book list for helping children understand Jewish culture:

<https://www.goodhousekeeping.com/uk/lifestyle/editors-choice-book-reviews/g33573398/books-children-jewish-culture-antisemitism/>



The Holocaust



It should be noted that the Holocaust should never be a primary child's only experience of Judaism. It is important that they experience all the rich heritage, both culturally and religiously, of Judaism, understanding the concept of a 'chosen people' within the Tenakh and the importance of remembering within the tradition.

When teaching the Holocaust at primary age, it is best to follow the advice of Holocaust Education Trust. They offer free teaching training:

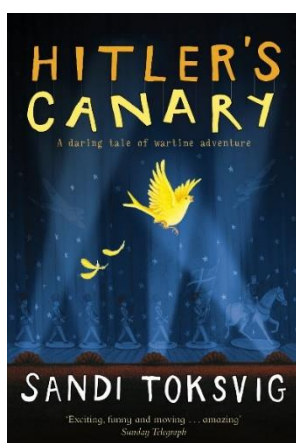
<https://www.het.org.uk/education/teacher-training>

Also, a resource pack aimed at primary aged pupils:

<https://www.het.org.uk/primary>

Holocaust Memorial Day (HMD), established in 2000, is marked each year on 27th January – the anniversary of the liberation of the Nazi concentration and death camp Auschwitz-Birkenau. You will find advice for marking this day with pupils on the Holocaust Education Trust’s website: <https://www.het.org.uk/>

Take Leo’s Journey is an active learning experienced for primary-age pupils offered by the National Holocaust Centre and Museum: [Take Leo's Journey - NHCM \(holocaust.org.uk\)](http://TakeLeo'sJourney-NHCM(holocaust.org.uk))



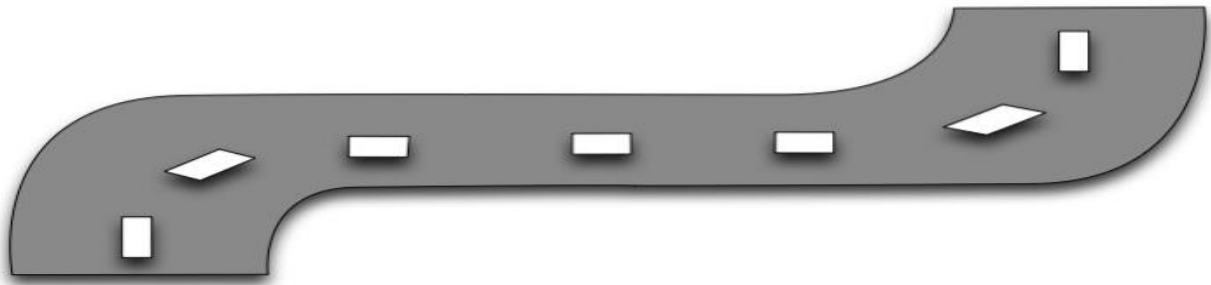
A book like Sandy Toksvig’s Hitler’s Canary can help pupils to understand the impact of the Holocaust without studying it directly.

Global Judaism & Diversity

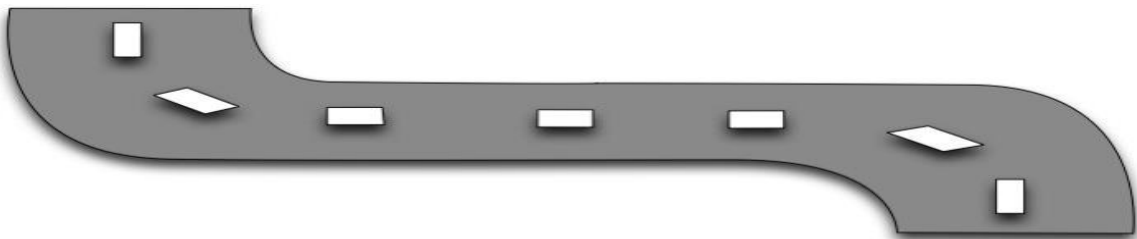
Judaism is not a religion confined to the UK, USA and Israel and not all Jews are white. Try to ensure pupils do not get a misconception that Judaism is a male, white religion.



Jewish children in Uganda



KS3



The Passover

Big Question – ‘What does it mean to be free?’

You could centre your lesson on the concept of freedom and how the Passover celebration links to freedom.

The celebration of Pesach is a mitzvah. The Torah says, ‘This will be a day for you to remember and celebrate as a festival to Adonai; from generation to generation you are to celebrate it.’ (Exodus 12.14)

You could recreate the Passover meal with you students, including and exploring the significance of each part:

- A roasted bone – signifies sacrifice
- A roasted egg – represents temple sacrifice
- A green vegetable – a symbol of hope and renewal
- Salt water – symbolises the tears of the Israelite slaves
- A bitter herb – representing the bitterness of slavery
- Charoset – a mixture of apples, nuts, cinnamon and wine – symbolises the mortar used by the Jewish people in building during slavery
- Three pieces of matzah – Passover bread – one piece is kept back to be eaten as the last food of the meal or it is hidden for children to find

The Seder

At the centre of the Seder table is a plate on which all the food is found. Four cups of wine are drunk during the meal, representing four promises God made to the Israelites. One cup is set aside for the prophet Elijah, who is supposed to come on Pesach to herald the Messiah. At the end of the meal, a simple statement is made that the Seder has been completed, with a wish that next year it may be celebrated in Jerusalem.

The Passover can have three significant meanings:

- Freedom
- Covenant
- Compassion

Another 'BIG' question you could focus on when exploring the significance of the Passover, could be, 'The Passover story is ancient history. The Jewish people should forget about it.' Discuss.

In contrast to the above question, you could also explore the significance of the Passover through the 'BIG' philosophical question, 'These days we assume all events must have a rational explanation.' In order to explore this question, you could consider the significance of 'the burning bush,' including the flame and the revealed character of God. Moreover, you could also explore the covenant promise and Moses' call.

<https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382>

<https://www.bbc.co.uk/bitesize/guides/zbb42hv/revision/1>

<https://www.truetube.co.uk/film/passover-read-all-about-it>

The Synagogue

The 'BIG' question – 'A synagogue is not essential for Jewish communities.' Discuss.

A synagogue in Judaism is first and foremost a place of prayer. Individuals may pray anywhere but some forms of worship are communal and may take place only when there is a minimum of 10 adult male worshippers. This means the largest room in the synagogue is likely to be the hall of worship, called the sanctuary.

- The Ark – is a cupboard that contains the Torah scrolls
- The Ten Commandments – Hebrew inscriptions on two stone tablets

- The Bimah – is a raised platform containing a tablet from the Torah scrolls
- Ner Tamid – is a light that is hung above the Ark

Community life

The word 'synagogue' literally means 'assembly' and 'shul' means 'school'. The synagogue may be used for many purposes, for example, as a school, social functions and as a place for prayer.

- Events at the synagogue – Some parents like to bring their new baby to the synagogue for a ceremony of thanksgiving during the Saturday morning service
- Coming of age – At the age of 13, a Jewish boy is considered mature enough to understand their religious duties. In Orthodox Judaism it is only the boy who stands up in the synagogue and reads aloud the scrolls.
- Marrying at the synagogue – Jewish couples will get married in front of the Ark and under the huppah. The huppah represents the new home they will set up and is an essential part of a Jewish wedding

<https://www.bbc.co.uk/teach/inside-the-synagogue-what-do-you-need-to-know/zb3f2sg>

The festival of Sukkot

'BIG' philosophical question: 'How do Jewish people remember the past?'

Sukkot is an 8 day festival. The name comes from the Hebrew sukkah, which means 'tent' or 'hut'. It is a reminder of the time when the ancient Israelites, having escaped from slavery, travelled through the desert sleeping in temporary shelters.

"The first day is to be a complete rest and the 8th day is to be a complete rest...Every citizen of Israel is to live in a sukkah, so that generation after generation of you will know that I made the people of Israel live in sukkot when I brought them out of the land of Egypt..." (Leviticus 23:39-43)

Building a Sukkah – Families are required to eat their meals in the sukkah and make the relevant blessings.

It is tradition to wave the four spices during Sukkot. The four spices are the plants and fruit referred to in the passage from Leviticus: 'choice fruit, palm

fronds, thick branches and river-willows'. Together they symbolise the fertility of the land at the end of harvest time.

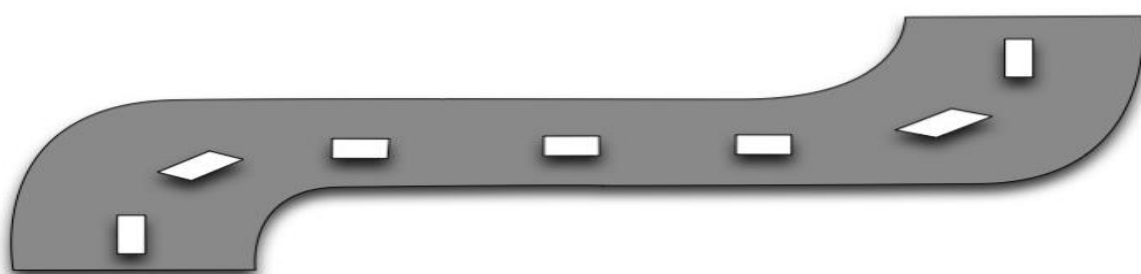
'BIG' philosophical question – 'Sukkot has now become an outdated celebration.' Discuss.

<https://www.bbc.co.uk/bitesize/guides/zbb42hv/revision/6>

<https://www.bbc.co.uk/programmes/p0193b73>

https://www.reonline.org.uk/festival_event/sukkot-feast-of-tabernacles-or-booths/

KS4 GCSE



Clive Lawton's The Definitive Guide for Teaching Judaism is a very useful textbook for GCSE: [Judaism GCSE the Definitive Resource – Jewish Small Communities Network \(jscn.org.uk\)](http://www.jscn.org.uk)

Beliefs and Teachings

The Nature of God

Key question to pose to students, 'what do Jewish people believe?'

The key beliefs of Judaism as summarised by Maimonides:

- There is one God, who created the universe
- God gave Moses the Torah
- God rewards those who obey his commands and does not reward those who disobey them
- The Messiah will come
- There will be a resurrection of the dead

Judaism teaches that God has a name: YHWH. The Bible refers to God using other titles, such as El Shaddai ('the Almighty God'). Instead of reading God's name aloud in worship, Jewish people replace it with the word Adonai ('My Lord').

'BIG' Philosophical discussion/question – 'Belief in God is the most important principles in Judaism?' Discuss.

<https://www.bbc.co.uk/bitesize/guides/zh9vgdm/revision/1>

Messiah

The ancient Jewish Temple in Jerusalem has never been rebuilt since it was destroyed by the Romans in 70CE. As a result, there is no Jewish priesthood, since the role of the priests was to perform rituals in the temple. One of Maimonides' 13 Principles is the belief that one day an anointed leader (Messiah) will lead again the Jewish people. When the Messiah comes, the whole world order will be based on the Torah. The Messiah will be so great that he will be the most important leader on Earth. Reform Jews tend to not take teachings about the Messiah literally, so they don't necessarily think a powerful leader will actually appear. Instead they see the Messiah as a symbol of hope that a time of peace and justice will come in the future: a Messianic age.

https://resource.download.wjec.co.uk/vtc/2019-20/K019-20_1-13/Messiah.pdf

The Covenant (Abraham)

'BIG' question – How did Judaism start?

Judaism traces its origins to one man, named Abram, to whom they believe was the earliest ancestor of the Jewish people and the founder of the Jewish religion. The Torah says that God appeared to Abram, saying there was only one God and that he should leave his home to travel to Canaan, a land that God would give to him and his descendants. When he arrived in Canaan, Abram was conscious of the promises God had made him, and he built altars in his honour. However, in spite of God's promise that Abram would start a great nation, he and Sarai had not had a child. God promised that Sarai would have a son; God changed her name to Sarah, and Abram's to Abraham. God reinforced his promises of land, nationhood and protection, and added that, as a symbol of his agreement, Abraham and all the males in his household and his male descendants should be circumcised. Abraham was 100 when Sarah gave birth to their son and heir. He was called Isaac. When Isaac was in his teens, God ordered Abraham to kill him as a sacrifice. He tied Isaac up and surrounded him with wood to burn his body. As he took out his knife, God told him to stop. By his unquestioning loyalty, Abraham had shown himself to be worthy of God's blessing.

Why is the story of Abraham important to Jewish people?

- It emphasises the family and nationhood of Jewish people. They are descended from Abraham through his son, Isaac
- It shows Jewish people have rights to the Land of Canaan because God promised it to Abraham's descendants through Isaac
- It describes the relationship between the Jewish people and God
- Many believe that Judaism was the first monotheistic religion

When exploring the history and significance of Abraham and the covenant, you may wish to ask students to:

- Plot Abraham's life on a timeline in order students can see the impact of each point of his life and how the Jewish faith developed overtime
- Draw a family tree for Abraham

'BIG' philosophical question – 'The story of Abraham is ancient and may not be true, so it has no relevance today.' Discuss

What does the story teach about Abraham's response to God?

<https://www.bbc.co.uk/bitesize/guides/zfwr97h/revision/1>



Jewish Moral Principles

'BIG' philosophical question – How are Jewish people guided through life?

'You are to obey my rulings and laws and live accordingly; I am Adonai you God.' (Leviticus 18.4)

There are many places in the Torah where Jewish people are instructed to obey God and his mitzvot. The Torah suggests a number of reasons why:

- Divine consequence

- Human consequence
- It is wise to obey God's laws
- The Mitzvot demonstrate how good people should behave
- The ancient Israelites promised to obey the mitzvot
- To honour God
- To become a great nation

Derech erez

Derech erez means 'the way of the world'. It describes how human beings should live and behave in society. It is not about God and showing respect. It is just about how to behave decently and properly towards other human beings.

Charity is an important part of Jewish life, and many Jewish homes keep a tzedakah, or charity box, in a prominent place. Maimonides said, 'how often is more important than how much.' He meant it is important to make a habit of giving, not doing it as a one-off act. The tzedakah turns a house into a place of caring. Here are some examples of how Jewish people demonstrate derech erez:

- Being humble of modest
- Being polite
- Helping others
- Giving to charity
- Being honest
- Obeying laws
- Not judging
- Standing up for what's right

'BIG' philosophical question, 'following derech erez is more important than obeying God.' Discuss.

<https://www.bbc.co.uk/bitesize/guides/zvbsv9q/revision/3>

The Chief Rabbi has prepared a document that may offer some interesting Jewish perspectives for discussion: [The-Wellbeing-of-LGBT-Pupils-A-Guide-for-Orthodox-Jewish-Schools.pdf \(chiefrabbi.org\)](https://www.chief-rabbi.org.uk/media/1000000/2018-09-11-The-Wellbeing-of-LGBT-Pupils-A-Guide-for-Orthodox-Jewish-Schools.pdf)

For all year groups, facilitating 'encounter' with as a living faith is very important. Visiting the place of worship or inviting in a faith representative into school are excellent ways for pupils to encounter the living faith.

Local Jewish Visitors

Ros Johnson (SACRE member)- available for online and in person visits

ros.johnson@gmail.com

Sandra Teacher (SACRE member)- available for online visits

sandra@sandrateacher.education

Local Synagogues for School Visits:

Coventry Synagogue is being restored and not open for visits yet. You can read about the restoration project and the local Jewish community here:

<https://www.coventrytelegraph.net/news/history/inside-victorian-building-you-never-15500594>

In the future, we hope it will be a place local school groups can visit.

Until then, the closest local synagogues are:

Solihull Shul (synagogue)

3 Monastery Drive, Solihull B91 1DW

marina.kaplan@mac.com or 07825 611 562

<https://solihullshul.org/activities/school-visits/>



Solihull Synagogue

Birmingham Progressive Synagogue

1 Roseland Way, Birmingham B15 1HD (near to New Street Station)

website@bpsjudaism.com

office@bpsjudaism.com



Birmingham Progressive Synagogue

If you cannot make a visit, a virtual tour is available here:

https://www.reonline.org.uk/specials/places-of-worship/judaism_video.htm



For further support on Judaism subject knowledge download our Judaism Subject Knowledge Session film here:

<https://i.warwickshire.gov.uk/book/export/html/20725>

RE Online offers subject knowledge on Jewish traditions here:

<https://www.reonline.org.uk/knowledge/jewish-worldview-traditions/>

RE Online also have a useful essay on Jewish Diversity: [Jewish Diversity - RE:ONLINE \(reonline.org.uk\)](https://www.reonline.org.uk/jewish-diversity)