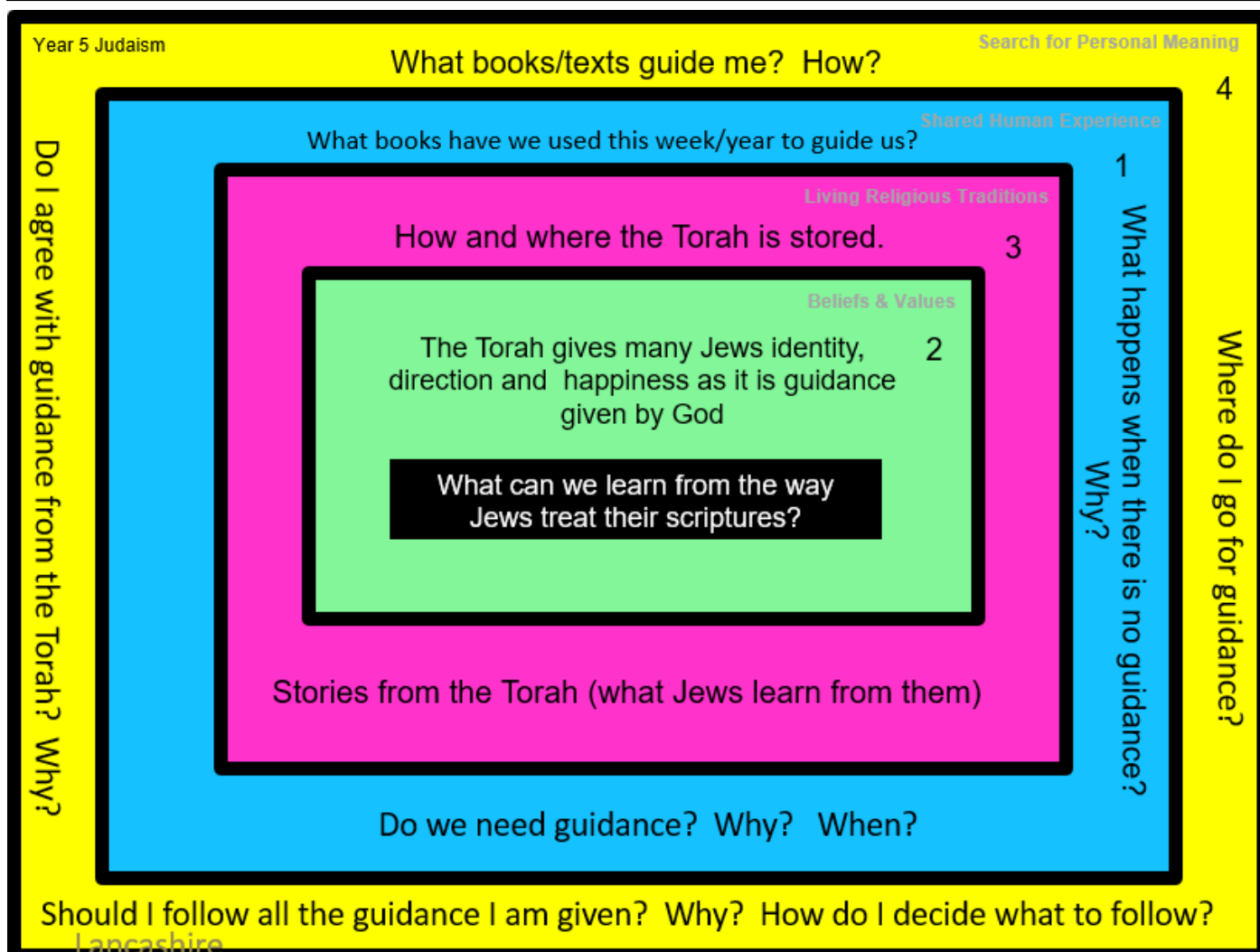


Year 5 - Judaism

Year 5 Key Question (to be used all year): Where can people find guidance on how to live their lives?

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



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 This unit enables pupils to examine how God’s will is revealed to the Jewish people in the Torah. The content focus includes God, Torah and The Land and The People. Opportunities are provided to explore organisation, content and practices associated with the Torah. Pupils are encouraged to consider that which guides their life.

Field of Enquiry and Order of Delivery	Possible Teaching Ideas
Shared Human Experience 1	<ul style="list-style-type: none"> • Discuss ways people learn about rules or develop new skills, eg swimming, dancing, musical instrument. How do we learn best, by looking, doing, reading? Why do people make and use rules and guidelines? • Look at the school rules. Are they needed? What would happen if there were none? Create a drama sketch or tableaux showing what might happen.
Beliefs and Values 2	<ul style="list-style-type: none"> • The Torah is made up of the first 5 books of the Christian Bible, Genesis, Leviticus, Numbers, Deuteronomy. It contains Jewish history and rules to follow. • Research how the Torah is written eg http://www.bbc.co.uk/education/clips/ztqjmnbn handled, stored eg http://www.chabad.org/kids/article_cdo/aid/333007/jewish/What-is-a-Torah-Scroll.htm, Words of Wisdom Developing Primary RE, RE Today Services http://www.bbc.co.uk/religion/religions/judaism/texts/torah.shtml,

	<p>http://www.chabad.org/library/howto/wizard_cdo/aid/339590/jewish/How-is-it-Made.htm, Collate the information and present in a power point, poster, information booklet.</p> <ul style="list-style-type: none"> • Stories from the Torah, eg Abraham, Moses all have lessons for Jews and help guide them and live their lives, eg http://www.bbc.co.uk/education/clips/zjkq6sq.
<p>Living Religious Traditions</p> <p>3</p>	<ul style="list-style-type: none"> • Research the festival of Simchat Torah (http://www.chabad.org/holidays/JewishNewYear/template_cdo/aid/357073/jewish/In-a-Nutshell.htm), the celebration of receiving the Torah. Look at images or watch clips of Jews celebrating the festival, eg https://www.youtube.com/watch?v=5k1uTc0C7mU. Pupils make notes on how it is celebrated, actions, songs etc. • Email a believer (http://pof.reonline.org.uk/wordpress/?page_id=23) and ask about the importance of the Torah and Simchat Torah or the main stories in the Torah. • Burnley and Pendle Faith Centre can assist you in planning a visit to a synagogue or a person of faith to visit your school, http://www.lancsngfl.ac.uk/curriculum/re/index.php?category_id=5. • Present their findings in a poster, news report or diary entry from the viewpoint of a Jew describing what happens and why it is of importance.
<p>Search for Personal Meaning</p> <p>4</p>	<ul style="list-style-type: none"> • Refer all lessons to the learning covered in this investigation. • Reflect on something that is theirs that they wouldn't want anyone to touch. Why? How can they ensure their wish is followed, eg labels, storage, verbal instructions? • Develop some rules they feel are important for people to follow. Explain the reasons for their choices to a partner. • Pupils consider where they get their rules for life from. Is it a book or a person? How do the children decide if something is worth following? Should the pupils follow every rule? Why?

Year 5 Key Learning	
Children will:	<ul style="list-style-type: none"> • Make links between beliefs and sacred texts, including stories and various religious sources (B&V LRT) • Suggest meanings for a range of living religious traditions e.g. Stories from the Torah and what Jews learn from them. • Describe the impact of religion on people's in terms of beliefs, values and personal meaning. (LRT) • Apply their ideas to their own and other peoples' lives simply. (B&V) • Ask important questions about religion and beliefs, and compare the different viewpoints within a faith group. (SHE, B&V, SPM)