

TORAH AND JEWISH STORIES

Nottinghamshire SACRE RE Syllabus

YEAR GROUP: KS1



TORAH AND JEWISH STORIES

KS1

OVERVIEW

About this unit:

This unit enables pupils to consider the importance of the Torah and its stories to Jewish people.

Through initially looking at things that are of value to the pupils, the Torah is introduced and investigated. Some of its important stories are explored, including Moses and the 10 commandments and, in particular, the story of Joseph and his multicoloured coat. It ends in a game summarising stories and people in the Torah that have been highlighted over the key stage.

The pupils will have opportunities to develop their skills and attitudes by exploring the 10 commandments and other rules for living. The unit contributes further to positive attitudes through understanding the importance of the Torah and, consequently, the way it should be treated and respected, and from the way Joseph overcame the difficult aspects of his life to become reunited, eventually, with his family.

SESSIONS

1. Things that are special to us.
2. Introducing the Torah Scrolls and Jewish people
3. Learning from the Torah. Which rules do you use?
4. Which stories are in the Torah?/ Introducing Joseph's story
5. Joseph - prison → becoming 2nd to Pharaoh
6. Joseph's Reunion with His Family
- 7A. What did we learn about the Torah and its Stories?
- 7B. Summary activity

WHERE THE UNIT FITS IN THE RE SYLLABUS:

This unit will help teachers to implement the Agreed Syllabus for RE, using the concepts of beliefs, values and religious practices as well as questions of identity, belonging, and commitments. It contributes to the **continuity and progression** of pupils' learning by:-

- building upon the learning from the FS – Joseph in 'Special Stories' and KS1 stage of other 'Jewish Stories'
- anticipating a further study of 'Exciting Escapes' in KS2

POSSIBLE LINKS WITH OTHER CURRICULUM AREAS and THEMES

SEAL – Getting on and Falling out, Going for Goal, Egypt / communities outside the locality/ Barnaby Bears travels.

Estimated teaching time for this unit: 7 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 7 hours and teachers are invited to use their own ideas as well as or instead of these. Depth of learning rather than covering everything is important.

RE AIMS

To know and understand:

- the Torah and its importance to Jewish people,
- some important stories in the Torah: Joseph and Moses and the 10 commandments(the earlier parts of Moses' life are in another unit)

To express ideas and insights about:

- special or important things, and how they should be treated
- ways of behaving; rules in homes and schools.

To gain and deploy skills:

- talking thoughtfully about forgiveness and issues involving fair and unfair, good and bad, right and wrong.

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Respect for all** by developing a willingness to learn from Jewish people and the care and respect they show towards the Torah.
- **Open mindedness** by engaging in positive discussion about what makes something special; about fairness and unfairness, and issues of jealousy and forgiveness.

THE UNIT WILL PROVIDE OPPORTUNITIES FOR:

- Pupils to be able to think about their own experiences and views in relation to questions of how they behave towards things that are special to them and others
- Experiences and opportunities provided by this unit include art and DT, role-play and drama, various thinking skills, enquiry-based learning activities, ICT, games and story activities.

BACKGROUND INFORMATION FOR THE TEACHER (Also see Teacher Information paper)

- **In Jewish thinking, the Torah and its stories are extremely important as Jewish people believe that the Torah is God's word to His people. It is read through once during the year and then a celebration called Simchat Torah is held at the end of the year.**

RESOURCES – websites included - also see separate paper

Contributions to spiritual, moral, social and cultural development of pupils

- Opportunities for **spiritual development** come from considering the high regard Jewish people have for the Torah, the word of God.
- Opportunities for **moral development** come from thinking about how we should behave towards others.
- Opportunities for **cultural development** come from considering the things Jewish people believe are important.

KNOWLEDGE

Pupils will learn about:-

- The Jewish and Christian story of Joseph.
- The importance of the Torah and the 10 commandments

SKILLS

Pupils will develop:-

The ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.

Discuss simply, and use reflective, co-operation and thinking skills.

Practice the skills of suggesting a meaning for artefacts and religious practices.

KEY CONCEPTS and WORDS

Religion, Christian, Jewish, God, Bible, Torah, faith, belief, courage, persistence, rules for living, wise sayings.

EXPECTATIONS/ IMPACT: At the end of this unit
Most Y1 Pupils will be able to do step 1; Most Y2 pupils will be able to do Step 2.

Pupils working at Step 1 will be able to:	Pupils working at Step 2 will be able to:	Pupils working at Step 3 will be able to:
<ul style="list-style-type: none"> ▪ Name the Torah as an important book to Jewish people. ▪ Name a story that is in the Torah. ▪ Show a curiosity about the Torah ▪ Talk about something that is important to them. ▪ Realise in simple terms that there are good ways of behaving towards others. ▪ Talk simply about issues of good and bad, right and wrong in familiar situations. 	<ul style="list-style-type: none"> • Retell the main parts of the story of Joseph. • Identify the Torah as an important book for Jewish people because they believe it is God's word. • Talk about something that is important to them and respond sensitively to importance of the Torah to Jewish people. • Respond sensitively to role-play/ discussion about how they should behave towards others. • Talk about issues of forgiveness and good and bad, right and wrong. 	<ul style="list-style-type: none"> • Retell Joseph's story and describe teaching from the story on such aspects as boasting, jealousy, forgiveness. • Use religious or spiritual vocabulary such as Torah, yad, scribe, crown, to describe the Torah and understand its importance to Jews as the word of God. • Respond sensitively to role-play/ discussion about how they should behave towards others in positive ways and later link this with Joseph's story. • Consider issues of forgiveness, good and bad behaviour, right and wrong, linking with the 2 stories, Moses and 10 commandments and story of Joseph.

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by choosing **one** (or more if necessary) of the following:-

Session 1 - Talk about something special to them

Session 3 – Show they understand the importance of the Torah to Jewish people.

Session 3 – Through discussion and role-play, show good ways of behaving towards others

Session 4 – Through discussion when solving the mystery – Why was Joseph sold into slavery?

Session 7A - Through the concertina booklet and the discussion in the Torah game, showing a knowledge of Joseph's story.

Session 7B – Through the game about Old Testament characters

G&T: Ask chn to use religious vocabulary to describe the Torah; during the discussions on boasting, jealousy, fairness, unfairness, good and bad behaviour, right and wrong, look for depth of understanding.