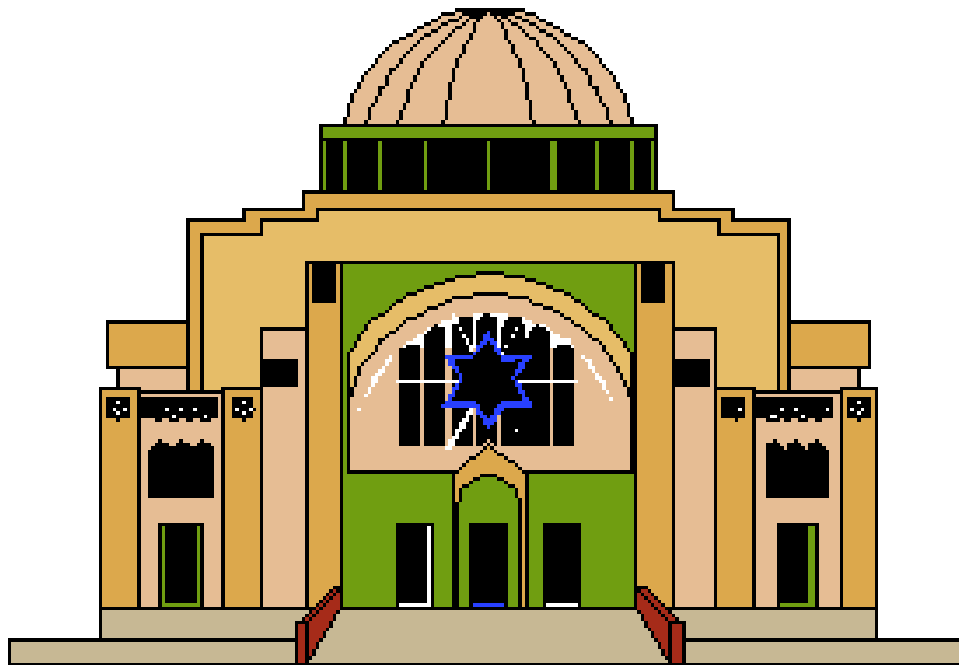


VISITING A SYNAGOGUE

Nottinghamshire SACRE RE Syllabus

YEAR GROUP: KS1



VISITING A SYNAGOGUE

KS1

OVERVIEW

About this unit:

This unit enables pupils to begin to understand the importance and significance of a synagogue for bringing a Jewish community together and allows the pupils to investigate it.

The focus is on preparing for and then ideally visiting a synagogue, though virtual synagogues have been noted as an alternative. The unit begins by linking the pupils' special places to those of the Jewish people, and considering what synagogues are like. The pupils will have opportunities to develop their skills by investigating the features within synagogues.

The unit contributes to positive attitudes by encouraging the pupils to look at what is special in their family and community. They consider the significance of coming together in special places by referring to their own experiences and values and they reflect on their feelings in a synagogue.

SESSIONS

1. What is a special place for Jewish people?
2. What are Jewish Synagogues like?
3. What do Jewish People wear in a Synagogue?
- 4A. Preparing for a Visit to a Synagogue.
- 4B-5. Visiting a Synagogue
- 6-7. Follow up to the Synagogue visit

WHERE THE UNIT FITS IN THE RE SYLLABUS:

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

- building upon the learning from the Jewish KS1 units - 'The Torah' and 'From Creation to Shabbat'.
- anticipating a further study of 'Jewish Celebrations and Family Life' in KS2 (optional)

POSSIBLE LINKS WITH OTHER CURRICULUM AREAS and THEMES

Locality – geographical, city eg Nottingham, Sheffield. SEAL – getting on, falling out.

Estimated teaching time for this unit: 6-7 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 6-7 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.

AIMS IN ACTION

To know and understand:

- Jewish places of worship, including the features within them.

To express ideas and insights above:

- their feelings in a synagogue.
- their special places/ things, relating them to synagogues, special places for Jewish people.

To gain and deploy skills:

- show a curiosity on the visit to a synagogue and want to discover what is there and what happens there.
- talk about special places, including synagogues and special things there.

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Respect for all** by developing a willingness to co-operate with other pupils and to appreciate and learn from Jewish people.
- **Open mindedness** by engaging in a positive discussion about what is important in different peoples' lives.

THE UNIT WILL PROVIDE OPPORTUNITIES FOR:

- Pupils to consider what is important to a Jewish community.
- Pupils to think about their own views in relation to questions about people in their family/ community and who and what is important to them.
- Experiences and opportunities provided by this unit include visiting a Jewish synagogue and listening to a rabbi, a variety of co-operative thinking skills activities, ICT opportunities, creative activities, enquiry based learning activities, literacy opportunities and presentations.

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

In Jewish thinking the family is extremely important and the synagogue is not just a place to worship God but also a place where families gather and the Jewish community meets together. The Torah is extremely important to Jews because they believe it is the word of God and this is demonstrated by the way it is looked after in the synagogue.

If it is not practical to visit a synagogue, then virtual visits should be possible.

RESOURCES – websites included – also see separate paper

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

- Opportunities for **cultural development** come from understanding the significance of synagogues as a special place for the Jewish community and from understanding some things that are important to Jewish people.
- Opportunities for **social development** come from pupils working co-operatively as a team and from accepting people can have different views.

KNOWLEDGE

Pupils will learn about:-

- The Jewish synagogue, and its main features.
- The use of the synagogue as a Jewish place of worship, including aspects such as the Torah scrolls, & other artefacts, symbols, prayer.
- Some of the events that can happen there such as reading of the Torah

SKILLS

Pupils will develop:-

Simple discussion skills, and use observation and reflective skills applied to synagogues.

Co-operative and thinking skills.

The ability to practice the skills of suggesting a meaning for artefacts and religious practices.

KEY CONCEPTS and WORDS

Religion, Jewish Judaism, symbol, G-d ,rabbi, prayer shawl, kippah, faith, belief, worship, holiness, sacred, ark of the covenant, 10 commandments, Torah, yad, Star of David, eternal light (Ner Tamid), bimah, menorah (7 branched candlestick), peace, respect.

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 some features of a synagogue. ▪ Talk about a place/ a person or a thing that is important to them. ▪ Show a curiosity about the synagogue. ▪ Talk about something of interest at the synagogue and some feelings in the synagogue. 	<ul style="list-style-type: none"> • Identify many features of a synagogue and how they are used. • Suggest meanings for some features. • Ask questions about the synagogue and its features • Respond sensitively to their own and others' thoughts and feelings about special places/things that are important to them, • Respond sensitively and understand that the synagogue and things in it are important and special to Jewish people. • Talk about behaviour within a synagogue. 	<ul style="list-style-type: none"> • Use religious vocabulary such as bimah, ark, torah, menorah, eternal light, star of David, 10 commandments etc, to identify features of a synagogue. • Make links with how these items are used /treated and Jewish beliefs. Eg Torah kept in ark, carried carefully, dressed, not touched when read- word of God. • Respond with great sensitivity to Jewish people and their synagogue and understand that the synagogue and things in it are important to Jewish people. • Make links between places/ people/ things that are important to them and the importance of the synagogue/Torah etc to the Jewish people. Start to listen to others' views on this. • Talk about behaviour within a synagogue, linking respect for their special things to respect for the things in a synagogue.

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 – During the powerpoint Guessing Game and in raising questions about the synagogue

Session 2 – Co-operation skills when using the co-operation jigsaw.

Session 4A – When using WS Relationships, the explanation of the reasoning behind the groupings.

Session 4B/5 – Reactions and sensitivity of pupils at the synagogue

Session 6/7 - During follow up work to visit; captioning photos,/ posters/ presentations/ etc

Session 6/7 – Through discussions and drawing on what is important to Jewish people and to me. (see assessment activity)

- Assessment of Christian and Jewish understanding using WS Problems at the Airport and WS Rabbi and Vicar's artefacts

G&T: Session 6/7: 1. Through more taxing activities in the follow up work.

2. In doing the assessment activity above, (important things to Jewish people and to me), ask pupils to go further by writing/ discussing what they could learn from Jewish people.