

KS1: Judaism		
Syllabus Questions	Suggested Content	Exemplar Expectations
<p><b>Qu.1</b> How do some religions demonstrate that everyone is special? (Believing/Belonging)</p> <p><b>Qu.2</b> Why are religious celebrations important to some people but not to others? (Believing/Belonging/Behaving)</p> <p><b>Qu.3</b> Does everyone believe the same things about God? (Believing)</p>	<p>Explore the celebration of Bar/Bat Mitzvah and baby naming and blessing ceremonies. Jewish belief in One G-d who makes each individual human in his image. Customs and clothing that mark Jewish people out as special – Kippah (skull cap), Tallit (Prayer shawl) e.g. The calling of Abraham, the promise of Isaac from the book of Genesis show G-d's intervention in the lives of individuals</p> <p>Find out about the Jewish Shabbat and whether all Jewish people celebrate Shabbat in the same way. Find out about other festivals – Purim, Chanukah, and Pesach (Passover), Sukkot, Yom Kippur and Rosh Hashanah (New Year)</p> <p>Belief that human beings are made in the image of G-d. Midrashic story about Abraham discovering G-d one night in a cave. Belief that there is one invisible, creator G-d who cares for the world. Explore what the 10 Commandments teach Jewish people about G-d and their relationship with him</p>	<p><b>Exp. A</b> Recognise and give simple accounts of the core beliefs.</p> <ul style="list-style-type: none"> <li>Annotate a Jewish prayer or text, highlighting phrases that describe the character of G-d.</li> <li>Select from a range the correct statements on Jewish beliefs</li> </ul> <p><b>Exp. B</b> Retell a range of religious stories and explain how they link to the core beliefs and practices.</p> <ul style="list-style-type: none"> <li>Sequence some stories from the Torah or other Jewish writings and choose a suitable caption for the story.</li> <li>Match stories from the Torah to the festival or practice or belief that is most closely related.</li> </ul>

<p><b>Qu.4</b> Why do symbols and stories play important roles in religions? (Believing/Belonging/Behaving)</p>	<p>Read a range of stories from the Torah or Tenakh (equivalent to first five books of the Christian OT) and find out what Jewish people learn from these stories. Find out about the stories behind the festivals. Explore the symbols that link to Shabbat (bread, wine, candles, food). How the Torah is used in worship Look at the symbolic features in the synagogue (e.g. the Ner Tamid (eternal light); the ark, the bimah, the 10 commandments)</p>	<p><b>Exp. C</b> Describe some festivals, celebrations and practices and say how they reflect the core beliefs.</p> <ul style="list-style-type: none"> <li>• Illustrate and annotate a Jewish festival, choosing a suitable belief from a range of options</li> <li>• Re-enact a Shabbat meal, explaining the meanings of the different elements.</li> <li>• Write a guide to Shabbat explaining why it is important to many Jewish people.</li> </ul> <p><b>Exp. D</b> Recognise the roles of religious leaders and sacred texts.</p> <ul style="list-style-type: none"> <li>• Interview a rabbi, asking appropriate questions.</li> <li>• Describe some practices of Jewish life that are taken from stories of Moses or Abraham</li> <li>• Talk about how a story makes them feel, identifying the main characters.</li> </ul>
<p><b>Qu.5</b> Why do some people follow religious leaders and teachings? (Believing/Behaving)</p>	<p>Torah Scrolls, the sacred writings for Jews, the word of G-d containing rules and stories to help people live the way G-d wants them to. The 613 commandments in the Torah. Rabbinic writings (Mishnah and Talmud) – texts that interpret the Torah for Jews. The work of the rabbi in the synagogue and as a teacher; the role of the family Stories about leaders and teachers who have influenced Jewish life. Stories of Abraham, Moses, Jacob and Joseph etc.</p>	
<p><b>Qu.6</b> How do some people's religious beliefs encourage them to care for the world? (Believing/Behaving)</p>	<p>Humans are responsible for caring for the world – Genesis 1 – 2; rules about cutting down fruit trees; Care for one another e.g. Leviticus 19:18 Tikkun Olam (Care for the world) as shown in Shabbat, Sukkot, Shavuot and Tu B'Shvat; References to creation in the Psalms.</p>	

KS2: Judaism		
Syllabus Questions	Suggested Content	Exemplar Expectations
<p>Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? (Believing/Belonging)</p>	<p>Find out about worship in a Jewish synagogue and in a Jewish home e.g. Shabbat and festival observance, particularly Pesach (Passover). Explore whether the use of Hebrew in services supports community. Explore some of the key Jewish prayers e.g. Shema and what it teaches about being a member of the Jewish community. Explore the use of the mezuzah. Find out about the Western (wailing) wall and other places of spiritual significance to Jewish people. Find out about a range of festivals (Rosh Hashanah, Sukkot, Yom Kippur, Purim, Simchat Torah etc.) and evaluate their impact on maintaining community life.</p>	<p><b>LKS2 (Y3/4)</b></p> <p><b>Exp. A</b> Explain the significance of religious leaders and sacred texts.</p> <ul style="list-style-type: none"> <li>Identify the most important characters in the Torah and link them to key teachings.</li> <li>Describe the role of a rabbi in interpreting sacred texts.</li> <li>Describe the ways that the Torah is cared for and how it is used in worship.</li> </ul>
<p>Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? (Believing/Belonging/Behaving)</p>	<p>Find out about Bar/Bat Mitzvah and the impact of the ceremony on a young person. Explore other ceremonies such as baby naming, marriages and funerals and the impact that they have on individuals and communities. Identify passages of scripture that are the inspiration for these ceremonies.</p>	<p><b>Exp. B</b> Describe a range of ways that believers express their core beliefs and make the links between belief and expression.</p> <ul style="list-style-type: none"> <li>Show how symbols on artefacts express core beliefs.</li> <li>Describe different dress codes and how they express different beliefs about the relationship of people to G-d.</li> <li>Recognise some of the differences between Orthodox and Reform synagogues,</li> </ul>

<p>Qu.3 How can music and the arts help express and communicate religious beliefs? (Believing/Belonging)</p>	<p>Explore the use of music in Jewish worship – e.g. the role of the Cantor in reading the scriptures and other types of music. Find out about diverse musical traditions such as Klezmer and Israeli dancing. Look at the symbols on religious artefacts and find out about the origins of some of these, particularly the decorations on the Torah scroll covers (Crown, bells and pomegranates, lion, eagle, breastplate). Find out about microcalligraphy and the writing of the Torah. Find out about other symbolic artefacts and how and why they are used.</p>	<p><b>Exp. C</b> Identify how core beliefs can guide lifestyle choices.</p> <ul style="list-style-type: none"> <li>• Illustrate some of the ways that Jewish people choose to live because of their beliefs</li> <li>• Give reasons for a Jewish person choosing to keep a Kosher kitchen/diet.</li> <li>• Use quotations from the Torah to explain choices that some Jewish people make.</li> </ul> <p><b>Exp. D</b> Recognise how religious identity can be shaped by family, community and practice.</p> <ul style="list-style-type: none"> <li>• Give reasons why a boy or a girl may choose to have a Bar or bat Mitzvah.</li> <li>• Show how Shabbat impacts on a young person's life and identity</li> </ul> <p><b>UKS2 (Y5/6)</b></p> <p><b>Exp. A</b> Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.</p> <ul style="list-style-type: none"> <li>• Produce a guide to Jewish Charities, linking them to commandments from the Torah.</li> <li>• Annotate a text from the Torah, in a midrash style, showing how it</li> </ul>
<p>Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? (Believing/Behaving)</p>	<p>Explore the 10 commandments and the 613 Mitzvah or commandments in the Torah. Find out about Jewish Charities and the requirement to donate – Tzedek. Find local Jewish charities if possible. Explore the lives of characters in Jewish writings – Joseph, Esther, Joshua, Ruth etc. and find out how their lives influence people today. Find out about the Golden Rule as expressed by Rabbi Hillel, in the story of the man who wanted to be taught the whole Torah, while standing on one leg. Find out about food laws (Kosher) and decide whether they promote good behaviour.</p>	

<p>Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Believing)</p> <p>Qu.6 How well does faith help people cope with matters of life and death? (Believing/Behaving)</p> <p>Qu.7 What difference might it make to believe in God as Creator? (Believing/Behaving)</p>	<p>Explore how the Torah, the Tanach, Talmud and other rabbinic writings are debated by Jewish believers and help them to understand Jewish teachings. (Halachah) Find out about the role of the rabbi in teaching in the synagogue. Belief that G-d gave authority to learned people to interpret the laws of the Torah and the tradition of debate. Explore the lives of characters in the Torah and how they help people to understand their faith.</p> <p>Explore Jewish beliefs about life and death and how these are expressed through funeral rites. Find out about the belief in life after death and how this is expressed in Jewish writings. Find out about the rules concerning contact with dead bodies.</p> <p>Find out about Jewish views on protecting the environment. Explore Jewish interpretations of the creation story in Genesis 1 and 2. Establish links between the Creation story and the practice of Shabbat. Explore the teachings about G-d as creator found in the Psalms and what the impact of this teaching may be. Find out how beliefs about human life being created by G-d impact on the work of Jewish scientists. Find out about "secular Jews" who follow Jewish practice but do not have a faith or belief in God.</p>	<p>might motivate a Jewish person to behave.</p> <p><b>Exp. B</b> Explain and demonstrate how and why believers show courage and commitment.</p> <ul style="list-style-type: none"> <li>Identify characters in the Torah or during the Holocaust who showed courage and commitment, evaluating the impact of these stories on Jews today.</li> </ul> <p><b>Exp. C</b> Explain how beliefs, practices and community can support or determine responses to matters of life and death</p> <ul style="list-style-type: none"> <li>Design an epitaph suitable for a Jew, linking it clearly to Jewish beliefs.</li> <li>Evaluate the links between Jewish teaching and funeral practices.</li> </ul> <p><b>Exp. D</b> Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.</p> <ul style="list-style-type: none"> <li>Compare and contrast two different synagogues, linking differences to Jewish teaching and beliefs.</li> <li>Interview orthodox and liberal/reform Jews, producing a report on their conclusions.</li> </ul>
---	--	---



Bracknell  
Forest



Reading  
BOROUGH COUNCIL



www.slough.gov.uk  
Slough  
Borough Council



West  
Berkshire  
COUNCIL



The Royal Borough  
Windsor &  
Maidenhead



WOKINGHAM  
BOROUGH COUNCIL

<p>Qu.8 How might beliefs and community shape a person's identity?</p> <p>(Believing/Belonging)</p>	<p>Find out about the impact that Jewish dress codes might have on a young person's sense of identity and sense of belonging to the community.</p> <p>Explore the restrictions placed on believers by Kosher food laws and the other commandments and the impact they have on a sense of identity.</p> <p>Discuss the views taken on the state of Israel and how the concepts of "promised land" and the "covenant" influence Jewish people.</p> <p>Discuss how the persecution of Jews through the ages has contributed to a sense of identity.</p>	
---	--	--