

*KS2 Religion and Worldviews*

# How do Jews remember Kings and Prophets in worship & life?

## 6.4 How do Jews remember Kings and Prophets in worship and life?



**About this unit:** This is a second unit on Judaism in KS2. It builds on previous learning about the covenant with God and how Jewish people live and celebrate their faith today. This unit focuses on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukah, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.



**Where this unit fits in:** The unit helps to fulfil the following requirements of the syllabus:  
Investigate **the beliefs and practices of religions and other world views**, including:

1. **Beliefs and authority:** core beliefs and concepts; sources of authority including written traditions and leaders;
2. **Worship and Spirituality:** how individuals and communities express belief, commitment and emotion.

**The religion studied in this unit: Judaism and links to Christianity and Islam**



**Estimated teaching time for this unit:** 8- 10 hours

| Vocabulary  | Resources   |
|---|---|
| <p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b><br/>Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Purim</p> <p><b>Religion in General:</b><br/>Prayer, belief, worship</p> | <p>RE Today Services (<a href="http://www.retoday.org.uk">www.retoday.org.uk</a>) publish relevant items:<br/>Judaism, A Pictorial Guide<br/>Developing Primary RE: Symbols of Faith<br/>Moving On Up in RE<br/>Opening Up Judaism, ed. Fiona Moss, RE Today Services</p> <p><b>Web</b></p> |

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#### Religious & Human Experience:

- Questions, mysteries, symbols, divine

The BBC's clip bank is a major source for short RE films that can be accessed online and shown free:

<http://www.bbc.co.uk/education>

The BBC also offers lots of information and material on its main religion site: [www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)

REonline now offers web access to what was previously the Jewish way of life CD [www.reonline.org.uk](http://www.reonline.org.uk)

The best gateway for RE sites is: [www.reonline.org.uk/ks2](http://www.reonline.org.uk/ks2)

You can find and use searchable sacred texts from many religions at: [www.ishwar.com](http://www.ishwar.com)

The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work.

[www.retoday.org.uk](http://www.retoday.org.uk) and [www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts)

THERE ARE a number of resources to help in planning lessons from Primary Resources

[http://www.primaryresources.co.uk/re/re\\_Judaism.htm](http://www.primaryresources.co.uk/re/re_Judaism.htm)

My Life as a Jew by Trevor Guy. ISBN 1855 962 829

My Jewish Year by Cath Senker ISBN 0 7502 4060 1

I am a Jew by Clive Lawton ISBN 07496 41738

#### Website entry points for Judaism:

[www.jewish.co.uk](http://www.jewish.co.uk) – A gateway site for Judaism.

[https://www.chabad.org/kids/default\\_cdo/jewish/Kids.htm](https://www.chabad.org/kids/default_cdo/jewish/Kids.htm) - provides useful clips and activities for children

<https://www.chabad.org/> - Provides a wealth of information about Judaism and Jewish ways of life.

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### EXPECTATIONS – informed by ongoing assessment throughout the unit:

**Pupils working towards the age related expectations will:**

- Describe and make links between different festivals
- Explain and give reasons how commandments are followed by Jewish people.

**Pupils working at the age related expectations (ARE) for Year 6 will be able to:**

- Describe and express ideas about festivals and how and why they are commemorated.
- Give a considered response to how Jewish people follow the commandments set out in the Torah
- Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.

**In order to broaden and deepen their learning, some pupils might:**

- Evaluate and analyse how and why festivals in Judaism are celebrated
- Make well informed responses to Jewish ways of life including mitzvah and Shema.

### ASSESSMENT SUGGESTION

Pupils prepare a presentation on different famous Jewish people and how they influence life today. Pupils could prepare a leaflet explaining different festivals and explain the symbolism used and how these affect lives today.

Children could prepare a pamphlet/ presentation about an artefact including how it is used, why and its significance for Jewish people.



### CONTRIBUTION TO SMSC DEVELOPMENT

Pupils' spiritual development is enhanced by considering their own beliefs and values and those of others.

Their social development is nurtured through cooperating and working as team members in activities in this unit

Cultural and moral development is built through studying a range of responses to adulthood from different faiths and perspectives

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| Key Questions  | Learning Objectives<br>Pupils should:  | Teaching and Learning Opportunities   | Learning Outcomes<br>Pupils:           | Wider Learning Opportunities/Points To Note  |
|--|--|---|--|--|
| <p><b>What do we know about Jews and Judaism (RECAP ON Y3)</b></p> | <p>Describe what they know about Judaism so far.</p> <p>Explain why Shabbat is important for Jews.</p> | <p>Mind Map what the children know already about Judaism from previous studies. They could do this as a think, pair, share activity and this could then form a class collective memory. Key questions could include holy day, festivals, leaders etc.</p> <p>Remind children of their study of Shabbat in Y3. Introduce them to the Menorah as a key symbol of Judaism. Children could investigate why Shabbat is important to Jewish people. Can they storyboard the events of celebrating Shabbat at home? You could watch this BBC clip: <a href="https://www.bbc.com/bitesize/clips/zvtfgk7">https://www.bbc.com/bitesize/clips/zvtfgk7</a></p> <p>They could also use an outline of a Menorah and write 7 things they know about Judaism on the 7 candles.</p> <div data-bbox="826 874 1319 1257" data-label="Image"> </div> | <p>Explain key facts about Judaism</p> | <p>Please note that Jewish people do not use the full name for God and would prefer it written as G_d. Jews believe that his name is holy and feel it would be an insult if the paper with his name on were torn or dropped. In this unit we will write God in full, but remember to point this out to pupils and if you do have Jewish children in your class they might prefer to write it as G_d.</p> |



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| <p><b>Who was King David and why is he important to Jews?</b></p> | <p>Consider how and why David is viewed as a key figure in Jewish History</p> <p>Consider how Jews use the Psalms today</p> | <p>Brainstorm with children what stories they know about David. Hopefully they might know some of the story of David and Goliath. You could read sections of the story of David from 1 Samuel chapter 16 to 1 Kings chapter 2. or watch a few clips e.g.</p> <p><a href="https://youtu.be/VCHO50wOE0">https://youtu.be/VCHO50wOE0</a> David and Goliath</p> <p><a href="https://youtu.be/OnNXbj6udy4">https://youtu.be/OnNXbj6udy4</a> David and Saul</p> <p><a href="https://www.chabad.org/kids/article_cdo/aid/354788/jewish/Story-Time.htm">https://www.chabad.org/kids/article_cdo/aid/354788/jewish/Story-Time.htm</a> contains both printable and audio stories about King David</p> <p>Children could:</p> <ul style="list-style-type: none"> <li>Act out the story</li> <li>Freeze frame the characters</li> <li>Create a storyboard</li> </ul> <p>You could watch this: <a href="https://youtu.be/Z7AYiGnm1s">https://youtu.be/Z7AYiGnm1s</a></p> <p>This explains the story of David as Shepherd, warrior, king and poet. What are the key important events in David's life? Why did he choose Jerusalem as his capital? Why is David important to Jewish people?</p> <p>King Solomon continued the work of David and built the great temple in Jerusalem. Recap with the children the pilgrimage unit on why Jews visit Jerusalem today.</p> | <p>Evaluate the importance and significance of David to Jewish people including his symbol and the founding of Jerusalem.</p> <p>Respond to the Psalms and write own versions</p> |   |

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|  |  | <p>David is credited as writing many of the Psalms. Explain to the children that the Psalms are like hymns to the Jewish people and may sing special psalms at Synagogue. Read verses 1 – 4 of Psalm 51. This is like a private prayer or confession to G_d. Explain that although Jews worship together in the synagogue or at home they believe in a special 1:1 relationship with G_d.</p> <p>Ask the children if they could write a simple poem to say sorry for something they have done.</p> <p>Psalm 23, 'The Lord is my shepherd', denotes trust in G-d. David wrote this when he was a young man whilst being chased by the armies of King Saul. G-d is described as a shepherd because He provides care for his people</p> <p>'Though I walk in the valley overshadowed by death, I will fear no evil for You are with me'.</p> <p>There is a custom to sing this Psalm at the third meal of Shabbat (Sabbath). It is prefaced by this verse:</p> <p>Prepare the feast of perfect faith<br/>         The joy of the holy king<br/>         Prepare the feast of the king<br/>         This is the feast of David<br/>         The anointed king.<br/>         Abraham, Isaac and Jacob<br/>         Come to the feast with him<br/>         David, King of Israel, lives and endures<br/>         May a good sign and good fortune<br/>         Come to us all and to all Israel. Amen</p> |  | <p>Be aware that some Psalms have specific adult content within them and it is best to use versions that are children friendly.</p> <p>E.g<br/> <a href="https://biblehub.com/childrens/">https://biblehub.com/childrens/</a></p> |
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|  |  | <p>Psalm 67 is a blessing said on many occasions, but a good example is the eve of Shabbat on Friday night when it is a Jewish custom for parents upon reaching home from the synagogue to say the following blessing over their children:</p> <p>The Lord bless you and keep you<br/>         The Lord make his face shine upon you<br/>         And be gracious unto you.<br/>         The Lord lift up his face and give you peace.</p> <p>Consider the way psalms can say 'please, sorry, thank you, I love you' to the Almighty.</p> <p>Invite pupils to choose one of these four expressions, and write their own snippet of reflective text: it could be modelled on a psalm, or it might take 'please, sorry, thank you, I love you' and express one of these ideas to someone else, to the universe at large</p> <p>Ask the children to research why the star of David chosen as a symbol of Judaism?</p> |  |  |
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| Key Questions                            | Learning Objectives<br>Pupils should:   | Teaching and Learning Opportunities  | Learning Outcomes<br>Pupils:  | Wider Learning<br>Opportunities/Points<br>To Note   |
|--|---|--|---|---|
| <p><b>What did the Prophets say?</b></p> | <p>Investigate what a prophet is and how people follow their messages.</p> <p>Discuss how prophets struggled to be heard by people.</p> | <p>Discuss with the children: Who brings us messages? How do we know that messages are true? What happens to us if we don't listen to messengers? Ask the children to list who they might listen to for advice and who they would discount.</p> <p>What is a prophet? What prophets do the children know about? How are these similar to prophets in Islam or Christianity?</p> <p>Explain that prophets in the Old Testament sometimes weren't very popular and some people didn't listen to them. Use the example of Noah as someone that God had spoken to but the people didn't follow.</p> <p>Explain to the children that after King Solomon the kingdom was split into two. The Northern Kingdom was called Israel and the southern kingdom Judah. The northern kingdom lasted for a while but was taken over by the Assyrians and the Israelites were taken into slavery. The prophets tell the stories of the Jews in exile.</p> <p><a href="https://bibleforchildren.org/PDFs/english/Jeremiah_Man_of_Tears_English.pdf">https://bibleforchildren.org/PDFs/english/Jeremiah_Man_of_Tears_English.pdf</a> Tells the story of Jeremiah. Ask the children to retell his story and explain the key messages.</p> | <p>Explain what a prophet is</p> <p>Describe what a prophet does.</p> <p>Give reasons why people may not follow the messages of the prophets.</p> | <p>Be aware that some children will not want to draw images of prophets as they are shared with other Abrahamic faiths.</p> <p>For Jews 'Old Testament' has a derogatory sound, as if God's covenant with Jews has been superseded. Sensitivity is needed by teachers</p> |

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|  |  | <p>Act out the story of Jonah. This powerpoint might help:<br/><a href="https://bibleforchildren.org/PDFs/english/Jonah_and_the_Big_Fish_English.pdf">https://bibleforchildren.org/PDFs/english/Jonah_and_the_Big_Fish_English.pdf</a></p> <p>Ask the children to retell the story in their own words and describe what happened to Jonah when he disobeyed G_d.</p> <p>For children working at deepening and broadening their understanding there are two Psalms included in the resource pack. Psalm 102 and Psalm 137. What are the key messages in these Psalms? How do you think the people felt in exile? How do you think their relationship with G_d changed?</p> |  |  |
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| <p><b>What does the story of Esther teach?</b></p> <p><b>How is the festival of Purim celebrated?</b></p> <p><b>How can people respond to persecution?</b></p> | <p>Understand the story of Esther.</p> <p>Explain how Purim is celebrated.</p> <p>Suggest ways that people can respond to persecution</p> | <p>Introduce the lesson by talking about how children respond to bullying. Who do they turn to? What should they do?</p> <p>What have they heard in the news recently about people who have been bullied or persecuted? What do they know about refugees and asylum seekers? How are people cared for? Explain to the children that many of the Jewish celebrations including Purim , Pesach and Hannukah are all about escaping or combating persecution.</p> <p>Tell the story of Esther from the resource pack. Can the children act out the story? They could use rattles and drums to drown out the name Haman as Jewish people would do when the story is told in synagogue.</p> <p>Purim is celebrated in many ways including:<br/>                     Reading of the Megillah (book of Esther), which recounts the story of the Purim miracle. This is done once on the eve of Purim and then again on the following day.<br/>                     Giving money gifts to at least two poor people.<br/>                     Sending gifts of two kinds of food to at least one person.<br/>                     A festive Purim feast, which often includes eating three cornered pastries filled with poppy seeds or other sweet fillings.</p> | <p>Describe the story of Esther</p> <p>Give reasons why and how Purim is celebrated.</p> <p>Understand the symbolism of Purim.</p> |   |

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|  |  | <p>Ask the children to prepare information on Purim including the story, customs and symbolism. Children could use this site for information:<br/><a href="https://www.chabad.org/holidays/purim">https://www.chabad.org/holidays/purim</a><br/>or try out activities from<br/><a href="https://www.chabad.org/kids/default_cdo/jewish/Kids.htm">https://www.chabad.org/kids/default_cdo/jewish/Kids.htm</a></p> |  |  |
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| <p><b>How do the Ten Commandments affect people’s lives today?</b></p> <p><b>What is the Shema and how is it used?</b></p> <p><b>How do Jewish people follow commandments today, including observance of Tikkun Olam and Kosher?</b></p> | <p>Describe the ten commandments and how these are followed today.</p> <p>Understand the Shema as the first commandment of Judaism and how this is used in daily life.</p> <p>Describe some of the mitzvah including observance of kosher.</p> | <p>Talk about rules for the classroom and school. Why do we have them? What can the children remember from previous work on the ten commandments? Which commandments can they remember? Does everyone follow all the commandments? Why might some people not follow the commandments about God?</p> <p>Watch the bitesize clip:<br/><a href="https://www.bbc.com/bitesize/clips/ztd2hyc">https://www.bbc.com/bitesize/clips/ztd2hyc</a> and discuss how Jews use the ten commandments in their lives.</p> <p>In the resource file is a sheet of the ten commandments in modern form. Can the children decide which commandments they think are important to them and why? Can they write a set of rules to follow for their lives?</p> <p>Explain that the Shema is the declaration of faith for Jews. What other declarations of faith have the children studied e.g. the Creed, The Shahada, The Mool Mantar. Explain that it is like a prayer that is said at least twice a day and is the first prayer that children learn.<br/>Watch the video clip of the origins of the Shema.<br/><a href="https://www.bbc.com/bitesize/clips/zqka6sg">https://www.bbc.com/bitesize/clips/zqka6sg</a></p> <p>You can use the powerpoint in the resources folder that explains what the Shema says and how Jewish people use it in both Tefillin and Mezuzzah. Children could investigate different Mezuzzah and Tefillin and how different Jews use these at home and in their lives. Children could mind map what they have learnt about the Shema and record</p> |                              |   |

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|  |  | <p>symbolism and meaning of the words/ phrases.</p> <p>Explain that the Shema is a similar to a commandment and that this is one of many that Jewish people follow including the ten commandments, but that in Judaism there are lots of commandments (613 altogether). These are called mitzvah. Some of these mitzvah are well known including Bar and Bat Mitzvah. One of the key ones is about Kosher (food that can be eaten and how it is prepared).</p> <p>Watch this video clip on kosher:<br/> <a href="https://www.bbc.com/bitesize/clips/zqwmpv4">https://www.bbc.com/bitesize/clips/zqwmpv4</a></p> <p>Ask the children to prepare a presentation on either the Shema, The Ten Commandments or Kosher. They will need to answer the key question of how these things affect Jewish life today.</p> <p>You can extend this lesson by considering artefacts from Judaism. Can the children match the artefact with the text from scripture?</p> <p>Children could prepare a pamphlet/ presentation about an artefact including how it is used, why and its significance for Jewish people.</p> |  |  |
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| <p><b>Which festivals are celebrated by Jews in the 'holy month' and how are these commemorated?</b></p> <p><b>Why is Hannukah is important?</b></p> | <p>Understand how Jews celebrate New Year festivals.</p> <p>Explain the symbolism used in festivals.</p> | <p>Who can remember New Year? Did you make special new year promises or resolution? Can you think of other events when people might make promises (link to Baptism and Naming ceremonies)?</p> <p>Explain that in late September Jews have a series of festivals that help them reflect and make atonement for all the things they have done wrong in the year. Share the powerpoint in the resources folder about Rosh Hashanah and Yom Kippur (New Year Festivals). The powerpoint also has links to video clips and activities for Rosh Hashanah and Yom Kippur.</p> <p>Ask the children to prepare a leaflet in pairs explaining the New Year festivals including symbols, actions and how these festivals are commemorated today. What would you say sorry for? Are there any similarities to other festivals in different religions?</p> <p>Retell the story of Hannukah and research the how the festival is celebrated today by Jewish people today including playing dreidel and eating latkes <a href="https://www.chabad.org/holidays/chanukah/default_cdo/jewish/Hanukkah.htm">https://www.chabad.org/holidays/chanukah/default_cdo/jewish/Hanukkah.htm</a></p> <p>The Maccabeats are a singing group from New York who produce You Tube videos of various festivals <a href="http://www.maccabeats.com/about/videos/">http://www.maccabeats.com/about/videos/</a> Children could try and write some lyrics to popular songs to explain different festivals.</p> | <p>Discover how Jews celebrate the new year and Hannukah festivals.</p> <p>Describe and give reasons for the symbolism used in festivals.</p> |   |

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|--|---------------------------------------|--|--|---|
| <p><b>In which ways do Jews contribute to the world today?</b></p> |                                       | <p>Talk to the class about people that inspire them? Why are they inspirational? Who might a Jew describe as an inspirational person? They might describe some of the people studied in this unit including Abraham, David, Esther or Jonah. Share this website with the children: <a href="https://www.biographyonline.net/people/famous-jewish-people.html">https://www.biographyonline.net/people/famous-jewish-people.html</a></p> <p>Have the children heard of any of the later people in the list?</p> <p>In groups the children could research one of these people: Stephen Fry, Mark Zuckerberg, Sacha baron-Cohen, Natalie Portman, Simon Schama or others from the list online.</p> <p>The resource pack contains two stories of famous Jewish people from the 1940s. Can the children research these people and describe how their faith has made a difference to them.</p> <p>Children should research the main achievements of the person and write a simple biography. Remind the children that they should answer the question: How has this person’s faith made a difference to them?</p> | <p>Describe, evaluate and compare key promises</p> <p>Explain and justify their own values and beliefs</p> |   |



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