

Year Group 1	Worldview: Judaism
Strand:	Reality and Truth
Key Question:	How do people know how to behave?
Focus of study:	Focus on 10 commandments and Jewish food laws; also look at different days of rest in different religions. Introduce the Golden Rule
Background information for teachers:	
<p>The Ten Commandments found in Exodus 20 of the Hebrew Bible and the Christian Old Testament are the foundation of the many of the laws of Britain and other countries around the world. They can be broken into two groups – the first four are about relationship with God (worshipping him only, not making idols and not blaspheming and about keeping the sabbath day); the last five set out rules governing people's relationships with each other (not killing, coveting, lying, being unfaithful or stealing). The fifth commandment straddles these two areas, asking for parents to be honoured, but promising a long life in the land if it is obeyed. Most people, of whatever religion or worldview accept most of the last five, as following the Golden Rule would not be at odds with these commands. Although it is not always expressed the same way, the rule to treat others as you would be treated exists in the teachings of all the major religious traditions and is of high priority to Humanists too.</p> <p>In Judaism this is often expressed as 'What is hateful to you, do not do to your neighbour' (Hillel, Talmud Shabbat 31a) and for Christians it is often summed up as 'Do to others as you would have them do to you' Matthew 7:12 or 'Love your neighbour as yourself' (Luke 10:27).</p> <p>For many Jewish people, including many who are non-religious or secular, the most pervasive laws are those concerning food. Called Laws of Kashrut many of these come directly from the Torah, though throughout the centuries these have been interpreted by rabbis and commentators. These laws discuss how to prepare food, food which is considered fit for purpose (Kosher), food which is not considered fit for purpose (Traife), and foods which may not be consumed together (such as milk and meat).</p> <p>As a unit focusing on philosophy, there needs to be consideration of the reasons why people need laws and an evaluation of the value of the rules that pupils encounter.</p>	
Prior learning:	<p>Shabbat is a weekly celebration for most Jewish people.</p> <p>Jewish believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship.</p> <p>In Jewish tradition Abraham became identified as the 'first Jew'.</p> <p>Shema Yisrael, or the Shema, is the central affirmation of Judaism.</p> <p>Many Jewish people uphold Jewish traditions but wouldn't themselves worship either in synagogue or at home</p>
Building Blocks:	<p>There are a lot of shared ideas about the rules that are followed.</p> <p>The Golden rule is shared by many different groups of people.</p> <p>A person's worldview will affect what they think is right or wrong.</p> <p>Rules come from different sources and can be applied in different ways.</p> <p>The ten commandments may apply to many different people in different ways.</p>
Outcomes:	<p>I can say why we have rules in our school.</p> <p>I can talk about an agreement Jewish people make with God and say how obedience is important to some people.</p> <p>I can start to explain the significance of one thing Jewish people do and say how it shows their special relationship with God.</p> <p>I can start to explain how Jewish people know how to behave and why the 10 commandments and food laws are important.</p> <p>I can talk about the sources different people use as a basis for the rules that they follow.</p>
National Statement of Entitlement (NSE)	a, b, c, e, h, j, k
Resources:	<p>Ten Commandments list www.bbc.co.uk/learningzone/clips/486.html</p> <p>Judaism at Home www.bbc.co.uk/learningzone/clips/6597.html</p>

	<p>Meet a Jewish Family www.bbc.co.uk/learningzone/clips/7469.html https://www.bbc.co.uk/bitesize/clips/z372n39 - Kashrut</p> <p>Doing Good and Helping Others www.wjr.org.uk</p> <p>Doing good in the world could be a way of showing a commitment to God www.bbc.co.uk/learningzone/clips/485.html https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-moses-10-ten-commandments-vlog-1/zjqbf82</p> <p>Poster showing the Golden Rule in different traditions.</p> <p>Jewish Museum of London website (https://jewishmuseum.org.uk/schools/) has many good resources covering a wide range of topics on Judaism.</p>
Engagement:	<i>Weave these activities throughout the various lessons of the unit</i>
<p>Ask pupils to consider what the rules are within their school and why these are important. Ask them to think about how they know what the rules are? Consider and discuss who makes the rules, whether all the rules are equally important and whether everyone has the same rules. Ask them to consider whether teachers and pupils all follow the same rules, and if not, why.</p> <p>Consider the rules that people have at home. Pick one possible rule, maybe about bedtime or food (e.g., snacks between meals, or clearing your plate) and find out how many people have the same rule.</p> <p>Consider how the golden rule might link with the school's vision.</p> <p>Imagine a place where there are no rules. What would it be like? Would you like to live there?</p>	
Enquire and Explore:	<p>Present the pupils with a child friendly version of the Ten Commandments for them to read and perhaps rank. This could be done as a class activity together on the board. Begin with the five that apply to most people. Where do the pupils think these rules come from? Discuss whether everyone agrees with all of them.</p> <p>Gradually introduce some more of the commandments, leaving the most religious and most Jewish to last. Discuss why these laws are important and how they encourage Jewish people to behave. Do the pupils think these are good laws? What would the world be like if everyone followed these rules? Now where do the pupils think these ideas come from? Does that change how people might feel about them?</p> <p>Then introduce the story of Moses and the giving of the commandments on Mount Sinai in Exodus 20. Establish that these are the laws that most Jewish people say God gave to Moses. Talk about what following these rules might mean for Jewish people today. Are any of them easy to follow? Which of them might be difficult? If pupils have already covered the unit on Shabbat, they will have begun to explore some of these ideas.</p> <p>Discuss who makes the laws. Does that make a difference to who obeys them? Begin to discuss whether Christians and Jewish people have the same laws and look at the two summaries (as given in the background information). Are these enough laws? Would they work in school?</p> <p>Find out about some of the other laws that many Jewish people follow, such as the food laws. Discuss the foods we eat and why we eat them. Some are healthy. Do some people have different rules about food? Are some Vegans or vegetarians. Discuss Kashrut Rules and how they encourage Jewish children to behave. Give this section as much detail as you feel appropriate for your pupils. Remember that this is a philosophical unit, and the focus is on helping the pupils to identify the reasons and the reasoning behind rules. They are beginning to learn about right and wrong (morality and ethics) as well as about truth and reality.</p> <p>Revisit what has been learned about Shabbat. Discuss what a day of rest is and find out that historically in this country everything was shut on a Sunday – no shops were open, pubs and restaurants were not open for very long hours. Where do pupils think that law came from? Was it a good law? Consider what it means that it has changed. Why has it changed?</p>
Evaluate	<p>Talk about the difference between 'Do not...' rules and 'Do...' rules. Which do the pupils think are more effective? Give them some examples of the same laws expressed differently. E.g., keep to the paths or don't go on the grass; rest or do not work; walk in the corridors or do not run in the corridors. Are there times when it matters? E.g., No smoking. Consider the fact that different rules apply in different places.</p> <p>Discuss whether all rules are equally important or whether it matters who has made the rules.</p>

Reflect and communicate	
<p>Consider how the 10 commandments help Jewish people to keep the Golden Rule 'Do unto others as you would have them do unto you.'</p> <p>Reflect on the Golden rule in terms of the school's vision.</p> <p>Discuss where pupils go to get advice on how to behave and begin to ask questions about what happens when rules are not followed, and people don't behave well.</p>	
Assessment opportunities:	<p>Pupils can ask questions about the rules and show that they know that rules may be linked to religious or other beliefs.</p> <p>Pupils begin to talk about what makes a good rule.</p> <p>Pupils demonstrate that they understand that there may be different rules in different places.</p>
Notes	