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# JUDAISM YEAR 5 TERM 1

BIRTH, BAR/BAT MITZVAH, MARRIAGE, DEATH, DEATH RITUALS

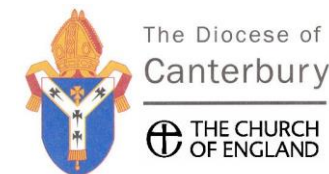
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KS2 Religious Education

JULY 2014

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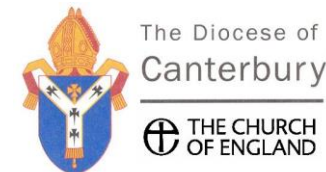


## Lesson 1

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p><b>AT1 Describe</b></p> <p>I can make simple links between religious beliefs and practices and people's lives (L3)</p> <p><b>AT2 Connect</b></p> <p>I can ask important questions about religious teachings and practice (L3)</p>	<p>How do people prepare for a new baby?</p> <p>How is it welcomed into the family?</p>	<p>I can explain the significance of a new baby to a family (L3)</p> <p>I can explain what happens in the naming ceremony (L3)</p>	<p><i>Birth</i></p> <p>Ask the children what it is like in a family when there is a new baby. Some of the children may have younger siblings and will be able to talk from first-hand experience! It is a time of excitement and change. What things need to change? E.g. emotionally and physically – changing bedrooms etc. Who will be affected?</p> <p>A new baby is considered a gift from God. Jewish children receive a Jewish name and a secular name which is used in everyday life. The names are taken from the Torah or family traditions – often handed down. David Ben Michael means David – son of Michael.</p> <p><b>Baby boys are circumcised at 8 days old in a ceremony called Brit Milah – only male members of family present. (Optional information – you may feel this is appropriate/not appropriate for your class)</b> A baby boy receives his name when he is 8 days old.</p> <p>Girls are taken to the synagogue for their first Shabbat after their birth and their father announces their name.</p> <p>Choosing a Jewish name is a serious consideration. Jewish children have two names, one is Hebrew and is used in the Synagogue (e.g. at Bar/Bat Mitzvah) and an everyday name.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Write a welcome prayer /poem that could be written inside the card for a baby (don't make the actual card)</li> <li>Suggest some names.</li> <li>Research Hebrew names –links to Christianity and Old Testament – how many of us are called these names too!</li> <li>Bubble writing names to go on display.</li> </ul>	<p><a href="#">Being a Jew (BBC LearningZone Clip)</a> (Clip 3673 <b>Goes through stages of Jewish life –( DOES include content on circumcision).</b></p> <p><b>NB. It is up to each school/teacher to decide whether it is appropriate to include circumcision.</b></p> <p>There are images of Jewish baby naming certificates on the internet along with baby naming cards.</p> <p><a href="#">What to Expect at a Baby Naming</a> (good background information for teachers explaining why and how a Hebrew name is chosen, traditional greetings and celebrations)</p> <p>There are also sites on which to research Hebrew names but please check before allowing children to research.</p>

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Lesson 2				
Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p><b>AT1 Show understanding</b></p> <p>I can describe in detail, using correct religious words and phrases, key features of a religion (L4)</p> <p><b>AT 2 Apply</b></p> <p>I can apply religious teachings, ideas and values to my life and to other people's lives (L4)</p>	<p>What does it mean to be 'grown up'?</p> <p>When is a person 'grown up'?</p> <p>What responsibilities is a grown up expected to take on?</p>	<p>I know what the words Bar, Bat and Mitzvah mean (L4)</p> <p>I know that Jewish girls and boys learn a portion of the Torah – word perfect (L4)</p>	<p><i>Bar Mitzvah/Bat Mitzvah</i></p> <p>Talk about “coming of age” &amp; special ceremonies – when will/does this happen for pupils? Usually 18 in this country but in some 21. What changes take place?</p> <p>Bar Mitzvah for boys or Bat Mitzvah for girls is a coming of age ceremony. For boys it is at the age of 13 while for girls it is at age 12. It means that from then on, they are regarded as an adult in the eyes of the Jewish community. They take on adult responsibilities at the Synagogue. To prepare for this ceremony, the boy or girl must learn to read a portion of the Torah.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>• Make a Bar or Bat Mitzvah card (no need to write in Hebrew, in case errors are made).</li> <li>• What responsibilities do pupils value/look forward to? Write these onto coloured paper for a display.</li> <li>• Learn something off by heart to recite to the class.</li> </ul>	<p><a href="#">What is a Bat Mitzvah - information for teachers</a></p> <p><a href="#">Preparing for a Bar Mitzvah (BBC LearningZone Clip)</a></p> <p><a href="#">Bar Mitzvah Ceremony (BBC LearningZone Clip)</a></p> <p><a href="#">Rules of Judaism (BBC LearningZone Clip)</a></p> <p><a href="#">Primary Resources - Judaism</a></p> <p><a href="#">Bar and Bat Mitzvah - NSW Board of Jewish Education</a></p>

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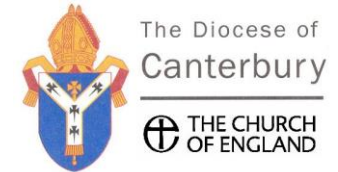
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## Lesson 3

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p><b>AT1 Understanding</b></p> <p>I can describe in detail, using correct religious words and phrases, key features of a religion ( L4)</p> <p><b>AT2 Apply</b></p> <p>I can ask important questions about religious teachings and practices ( L4)</p>	<p>What happens at a Jewish wedding?</p> <p>Where is it held?</p> <p>How is a Jewish wedding different/ similar to a Christian wedding or a wedding I have been to?</p>	<p>I have asked questions about the Jewish wedding ceremony (L4)</p> <p>I can explain what a 'Ketubah' is (L4)</p> <p>I know what a chuppah is and why it is used (L4)</p>	<p><i>Jewish marriage</i></p> <p>Ask the children if they have ever been to a wedding. What was it like? What happened? Where did it take place? etc. Were there any symbols (rings, prayers, promises).</p> <p>Jews call marriage Kiddushin. This is a Hebrew word which means made holy or special.</p> <p>These are usually held on Sundays. Can you think why?</p> <p>The ceremony takes place under a canopy called a 'huppah' (sometimes spelled chuppah).</p> <p>A marriage document, called a Ketubah is drawn up, before the marriage.</p> <p>The bride circles the groom, sometimes 7 times.</p> <p>They drink wine.</p> <p>The groom breaks a wine glass by stamping on it. Can the children suggest why?</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Pupils could make their own Ketubah style certificates on which they write some promises (see Primary resources)</li> <li>Act out a Jewish Wedding – children could make a chuppah.</li> <li>Children could make a collage of a Jewish wedding on a large display board.</li> </ul>	<p><a href="#">Jewish Weddings- Information for Teachers</a></p> <p><a href="#">Marriage - NSW Board of Jewish Education</a></p> <p>Primary Resources: RE: Judaism</p> <p>TES PowerPoint and Worksheet</p> <p>Folens photocopyables pgs. 34-35</p> <p><a href="#">Video with Music</a></p> <p><a href="#">Information on the Jewish Religion</a></p> <p>Folens Ideas Bank Judaism Elaine McCreery</p>

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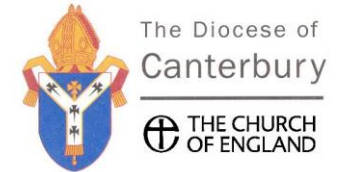


## Lesson 4

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p><b>AT 1 Describe</b></p> <p>I can give a basic description of the key features of a religion (L3)</p> <p><b>AT 2 Connect</b></p> <p>I can ask important questions about religious teachings and practices.</p>	<p><b>*SENSITIVE ISSUE*</b></p> <p>What happens immediately after a Jewish person dies?</p> <p>Are special clothes worn?</p> <p>Why is it important to remember people when they have gone?</p>	<p>I can give reasons why it is good to remember someone after they have died (L3)</p> <p>I have asked questions about what happens after a Jewish person dies (L3)</p>	<p><i>Death</i></p> <p>This unit primarily focuses on remembering rather than the physical events.</p> <p>Talk to the children sensitively about what they already know about death ceremonies.</p> <p>Death is a solemn time in Jewish tradition. Jewish funerals are held as soon as possible after death (burial is usual). The coffin is plain and there are usually no flowers. The service is held in the Synagogue. Liken this with a Christian service in a Church.</p> <p>Read 'Badger's Parting Gift' by Sue Varley. This story carefully tells of how the Badger leaves every one of his friends a skill by which to remember him.</p> <p>Talk about why it is good to remember.</p> <p>Read the Kaddish prayer and talk about what it means. Who is the Holy One? Notice that there is no mention of the person. Why?</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Write a prayer or a dedication that would be suitable for remembering someone who has died.</li> <li>Investigate memorials in your local area, such as war memorials.</li> </ul>	<p><a href="#">Mourning - NWS Board of Jewish Education</a> (lots of information for teachers)</p> <p>Folens Ideas Bank Judaism Elaine McCreery</p> <p>Badger's Parting Gift by Sue Varley</p>

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## Lesson 5

Learning Objectives	Key Questions	Success Criteria	Possible content	Possible Resources
<p><b>AT 1 Describe</b></p> <p>I can give a basic description of the key features of a religion (L3)</p> <p><b>AT 2 Connect</b></p> <p>I can ask important questions about religious teachings and practices.</p>	<p>What do family members do after someone has died?</p> <p>Are there special rituals to observe?</p>	<p>I can describe what Jewish family members do when a person dies (L3)</p> <p>I have asked questions about the rituals and expectations of Jewish family members (L3)</p>	<p><i>After death</i></p> <p>This focuses on the process of mourning not beliefs about life after death.</p> <p>When a family member passes away, there are certain things the family members are expected to observe.</p> <p>Immediately following death, family members make a little tear in their clothes.</p> <p>The Kaddish prayer is said three times a day for the following year by the next of kin (or someone in their place if this is not possible).</p> <p>SHIVA (The first week)</p> <p>The family mourn intensely. Men do not shave or cut their hair. They sit on low chairs, and do not listen to music. Friends and family bring them food. They only leave home for Shabbat.</p> <p>If a parent has died mourning continues for another 11 months. On each anniversary a candle is lit and the Kaddish prayer is recited.</p> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>• Write an Acrostic poem about remembering.</li> <li>• Draw or paint a picture on the theme of remembering.</li> <li>• Make a picture frame that could be used to help remember someone.</li> <li>• Make a banner that could be put up on the anniversary of someone's death.</li> </ul>	<p><a href="#">Mourning - NWS Board of Jewish Education</a></p> <p><a href="#">Judaism FAQ - Death</a></p> <p>Judaism: A pictorial Guide CEM</p> <p>Judaism in Evidence by Alison Bramshall</p> <p>Folens Ideas Bank Judaism Elaine McCreery</p>