



Jewish Faith

Key Stage1

Key Question 1: Why are these words special?

Most pupils will be expected to:

- Recognise that everyone has favourite stories or books that are special to them
- Begin to recognise some key stories from the **Torah** and suggest what they might mean
- Suggest meanings for some stories which have a special significance
- Recognise that the **Torah** is a special book for Jews

Suggested areas of study

- Identify stories and books that they regard as special or important
- Begin to recognise some stories from the **Torah** eg
 - Creation (Genesis 1-2)
 - **Noah's** Ark (Genesis 6-8)
 - **Moses** in the Bulrushes (Exodus 2)
- Ask questions about why these stories are special and what they might mean
- Find out about how the **Torah** is treated by Jews to show that it is special

Links and suggested activities

- Bring in a book or talk about a story which is their favourite, or important to them, and talk about why they like it.
 - Hear some popular children's stories which have a meaning and talk about what the meaning or message might be
- Watch a video or hear stories from the **Torah**, act them out and talk about what the message of these might be for Jews
- Draw a picture of the story.
- Retell the stories using 'Godly Play'
- Look at some pictures of **Torah** scrolls and hear about how they are treated in a special way

Skills and attitudes

- P4C
- Understanding of a different faith

Cross curricular links

- English
- Drama
- Art
- SMSC

Websites and Publications

- Useful Jewish websites (KS1, 2 and 3) please see page 177
- Useful Jewish publications (KS1, 2 and 3) please see page 169
- Acronyms used within this section – please see page 169



Jewish Faith

Key Stage 1

Key Question 2: Why are some places special?

Most pupils will be expected to:

- Recognise that some places are special and identify a special place of their own
- Show awareness that:
 - the **synagogue** is a special place for Jewish people
 - a **synagogue** is a place where Jews gather together, worship and celebrate
- Show awareness that **Jerusalem** is a special place for Jews

Suggested areas of study

- Identify and talk about their own special places:
 - Why they are special
 - What they do there
 - How they feel there
- Recognise the interior of a **synagogue**:
 - **Bimah**
 - **Aron Hakodesh**
 - Screen
 - Ask questions about some of the things that happen in a **synagogue**
- Hear stories about **Jerusalem** from the Jewish scriptures, eg the story of King **David** and the **Ark of the Covenant** (2 Samuel 6)

Links and suggested activities

- Think quietly about a special place of their own and draw pictures/write poems about how they feel when they are there
- Use a picture pack or images from the Internet to see what the inside of a **synagogue** looks like, and some of the things Jewish people do there
 - Visit a local **synagogue** and see and hear about some of its features
- Look at a children's atlas and find **Jerusalem**
 - Look at pictures of parts of the city eg
 - The **Western Wall (Wailing Wall)**
 - The **Temple Mount**
- Role play or use puppets to replay the stories of **David** (or other stories)

Skills and attitudes

- Investigation
- P4C
- Understanding of a different faith

Cross curricular links

- Art
- English
- PSHE
- Geography
- Drama



Jewish Faith

Key Question 3: How can faith contribute to Community Cohesion?

Key Stage 1

Most pupils will be expected to:

- Identify ways in which Jewish people show their belief in God:
 - At home
 - At the **synagogue**

- Show awareness that Jewish people have some religious rules which help them to know how to behave

- Show an awareness of the Jewish faith in the community

Suggested areas of study

- Show an awareness that Jewish people go to the **synagogue** and worship at home as well
 - Begin to recognise that Jewish people do special things at home and at the **synagogue** to express their faith

- Begin to recognise that Jews believe God has given them some rules to follow eg
 - The **Ten Commandments**
 - **Kashrut (kosher)** Food laws

- Identify **Mitzvah** (duty or good deeds) as important for Jews. Obeying the **Torah** means giving to those who are poor

Links and suggested activities

- Talk about special days - how do they mark their special days?
 - Set a **Shabbat** table and hear about the symbolic rituals connected with **Shabbat**
 - Find out what a **Mezuzah** is and how it helps Jews to express their faith
 - Make a **Mezuzah** and create their own text about what is important in their home to go inside it
 - Look at pictures of a **Sefer Torah** and find out how this is treated in a special way by Jews at the **synagogue**
- Watch a video about **Moses**;
 - Read a children's version of the **Ten Commandments** and draw pictures with simple sentences about what they mean, creating a mural for the classroom wall
 - Talk about and taste some favourite foods and some unpopular foods, moving on to look at some examples of what Jews can and cannot eat
 - Set up a Jewish home or kitchen corner
- Visit a **synagogue**, locally or online, or interview a **Rabbi** to find out about the Jewish faith in England

Skills and attitudes

- Investigation
- British Values
- Understanding of a different faith
- P4C

Cross curricular links

- PSHE
- Art
- English
- ICT
- Citizenship



Jewish Faith

Key Stage 1

Key Question 4: Why are some times special?

Most pupils will be expected to:

- Respond to the idea that we all celebrate on special occasions
- Begin to recognise that some times are special for Jews

Suggested areas of study

- Recognise that people, including themselves, like to celebrate on special occasions
- Identify times which are special to Jewish people and celebrated in a special way eg
 - **Pesach (Passover)**
 - **Hanukkah**
- Recognise that at **Tu B'Shevat** Jews celebrate the gifts of the natural world and also being connected to others and our inner selves. Jewish school children plant trees as symbols of this. Some Jews raise money to plant trees in **Israel** so that they can feel they have roots there and are part of the land of **Israel**

Links and suggested activities

- Talk about recent celebrations of their own, eg a birthday
- Watch a video or hear the story behind **Hanukkah** and **Pesach**. Role play or retell with puppets
 - Make dreidels and play the game
 - Create models of **Hanukkah Menorah (Hanukkah candlestick)** and write in the flame shapes about special times which they like to celebrate
 - Make models of **seder** plates. Label and explain the symbols
 - Make a **Menorah**
- Find out about **Tu B'Shevat** and how Jews collect money in England
 - Look at the school environment and talk about the importance of trees and 'roots'
 - Where would pupils like to plant a tree in order to have a bit of themselves there?
 - Who do they feel most connected to?
 - What would they like to say 'thank you' for in the natural world?
 - This work could form a display

Skills and attitudes

- Investigation
- Understanding of a different faith

Cross curricular links

- English
- Drama
- DT
- Science
- PSHE



Jewish Faith

Key Stage 1

Key Question 5: What can be learnt from the lives of significant people of faith?

Most pupils will be expected to:

- Begin to recognise that Jewish children learn from older members of the faith, including their family
- Understand that some people are trained to teach others, eg a **rabbi**
- Understand that some stories are largely passed down orally
- Identify people who teach and influence them

Suggested areas of study

- Show awareness that Jewish children learn from their parents how to keep a **Kashrut (Kosher)** home
- Identify the **rabbi** as a person who teaches about Jewish laws and living
- Recognise some Jewish stories which might be handed down within families eg
 - **Joseph** (Genesis 37 – 50),
 - **Daniel** in the lions' den (Daniel 6)
 - Queen **Esther** (book of Esther)
- Identify a list of people who teach them

Links and suggested activities

- Hear about **Kashrut (Kosher)** kitchen and play a matching game, matching pictures to the heading '**Kashrut**' and 'not **Kashrut**'
- Look at pictures in a picture pack which show a **rabbi** teaching. Learn some simple laws that children learn eg
 - Do not lie
 - Care for others
 Invent role plays or make up stories in which children put these laws into action
- Watch a video or hear some Jewish stories which Jewish children might enjoy hearing at home
 - Talk about what these stories mean for people today
- Think about someone who teaches them eg a parent, teacher, older sibling or grandparent
 - Draw pictures of this person and write some simple things they have learned from them

Skills and attitudes

- Investigation

Cross curricular links

- PSHE
- History
- English
- Drama
- Art



Jewish Faith

Key Stage 1

Key Question 6: How do I and others feel about life and the universe around us?

Most pupils will be expected to:

- Identify difficult or puzzling questions that might arise from some Jewish stories
- Respond sensitively to difficult or puzzling questions relating to their own experiences and those of others

Suggested areas of study

- Suggest meanings which might be found in stories which raise difficult questions eg
 - **Daniel** in the lions' den: righteousness and salvation; (Daniel 6)
 - **Noah**; anger, judgement and promise (Genesis 6 -9)
 - **Abraham** and **Isaac**; sacrifice, duty and obedience (Genesis 21 – 22)
- Ask questions about experiences of their own which are difficult or puzzling eg the death of a pet

Links and suggested activities

- Watch a video or hear some Jewish stories that raise puzzling questions.
 - talk about some of those puzzling questions and about the fact that sometimes questions are difficult to answer
- Use 'Godly Play' to further their understanding
- Hear secular stories which deal with sensitive issues they might have experienced eg
 - The Goodbye Boat by Mary Joslin
 - Badger's Parting Gifts by Susan Varley (both deal with bereavement)
 - Talk about the questions they may have and think about the positive messages these stories have even though the questions are still difficult to answer

Skills and attitudes

- P4C
- Understanding of a different faith

Cross curricular links

- English
- PSHE
- History
- SMSC



Jewish Faith

Key Stage 2

Key Question 1: Why are these words special?

Most pupils will be expected to:

- Describe how some stories from the Jewish scriptures can be used to explain some of life's questions

- Link this to the special place of the **Torah** in Jewish worship

- Understand the care and effect in making something special
- Suggest what they think the most important book in the world should say

Suggested areas of study

- Describe stories from the **Tenakh** (Jewish scriptures) which exemplify beliefs eg.
 - Jews believe that God works through people **Jonah/Samuel**; (books of Jonah, 1 Samuel 1 – 28)
 - Jews trust in God; **Abraham** and **Isaac**; (Genesis 12-17)
 - God works through friendships **David** and Jonathan (1 Samuel 18-20)
 - Suggest answers to questions about why these stories are special and what they might mean

- Link the importance of these stories with how the **Torah** is respected and treated

- Describe the process of designing a special object
- Describe what messages they think the most important book in the world should tell people.

Links and suggested activities

- Watch a video or hear stories from the **Torah**, create role plays and describe what the message of these might be for Jews and for ourselves

- Look at some pictures of **Torah** scrolls and hear about how they are treated in a special way eg
 - How is it dressed?
 - Where is it kept?
 - How is it handled?
 - Use of special materials

- Make a **Torah** scroll

- Write creatively about finding or inventing 'The Most Important Book in the World':
 - What should the message be?
 - How do people respond to, and treat, the book?

Skills and attitudes

- Investigation
- Interpretation
- P4C
- Understanding of a different faith

Cross curricular links

- English
- Drama
- DT

Websites and Publications

- Useful Jewish websites (KS1, 2 and 3) please see page 177
- Useful Jewish publications (KS1, 2 and 3) please see page 169
- Acronyms used within this section – please see page 169



Jewish Faith

Key Stage 2

Key Question 2: Why are some places special?

Most pupils will be expected to:

- Recognise the importance of the **synagogue** in Jewish life and use religious language to describe some rituals and artefacts connected with a **synagogue**
- Recognise that some people have special roles
- Understand the importance of history in the value of a place
- Describe the impact of **Jerusalem** on Jewish people today
- Explore their feelings with the way they feel about a special place of their own

Suggested areas of study

- Describe the interior of a **synagogue**, using correct terminology
- Describe some similarities and differences between a **Reformed synagogue** and an **Orthodox synagogue** – eg screen separating women
- Describe different people and roles within a **synagogue**
- Make links between some different elements of worship e.g. study and prayer, and the role of the **Rabbi**
- Understand why **Jerusalem** is a special place for Jewish people
- Make links with their feelings about special places of their own

Links and suggested activities

- Use a picture pack or images from the Internet to make links between what the inside of a **synagogue** looks like, and what Jewish people do there
- Watch a video about a **synagogue** service and visit a local **synagogue** or interactive web-site and describe some of its features
- Make models of **synagogues** and label the parts
- Interview a **Rabbi** about the study and prayer which happen in his or her **synagogue**
- Look at pictures of parts of the city eg
 - The **Western wall**
 - The **Temple Mount**
 - Use travel agents magazines to plan a trip to **Jerusalem** for a Jewish friend.
 - What will they want to see and do, and why?
- Re-enact Jewish stories about **Jerusalem** eg.
 - The housing of the **Ark of the Covenant** (1Samuel 6; 1 Kings 6-8)
 - The building of **Solomon's Temple** (1 Kings 5-8)
- Talk about places they have visited which mean a lot to them. Describe the special feelings connected with that place and how they might feel if they could never go back to that place, or if someone spoiled it for them

Skills and attitudes

- Investigation
- P4C
- Understanding of a different faith

Cross curricular links

- English
- PSHE
- Geography
- DT
- ICT



Jewish Faith

Key Stage 2

Key Question 3: How can faith contribute to Community Cohesion?

Most pupils will be expected to:

- Describe, using religious vocabulary, ways in which Jewish people show their belief in God:
 - at home
 - at the **Synagogue**
- Recognise the impact of being Jewish on some aspects of beliefs, values, and lifestyle

- Suggest some of their own beliefs and values and describe how this might affect how they live

- Describe the **Synagogue** as a place of worship and understand the **Synagogue** as a spiritual centre of community

- Recognise that faiths have 'coming of age' rituals and describe such rituals of their own

Suggested areas of study

- Describe some of the ways a Jewish family worships at home eg
 - The **Mezuzah**;
 - **Shabbat**;
 - Educating children eg telling faith stories, telling stories about Jewish history

- Learn about some core Jewish beliefs
 - God
 - The **Torah**
 - The people of **Israel**
 - The land of **Israel**
 - **Kashrut (Kosher)** food laws

- Think about some beliefs of their own eg what is valuable or important and how this is expressed

- Describe what happens at a **Synagogue** for the community:
 - Learning
 - Community events

- Describe how Jewish children prepare for **Bar Mitzvah** and **Bat Mitzvot**, and what these ceremonies involve and mean

- Make links between these practices and 'coming of age' ceremonies in their own lives and in wider society

Links and suggested activities

- Look at some examples and make a **mezuzah** and create their own text about what they want people in their home to learn and remember and pass on to others
 - Set a **Shabbat** table and re-enact the symbolic rituals connected with **Shabbat**

- Read and talk about the **Shema** (Deuteronomy 6) and make their own **mezuzah** or **tefillin**
 - Write a '**shema**' of their own, describing people, places and beliefs which are important to them
 - Draw up a menu for a dinner party with Jewish guests

- Look at the **Ten Commandments**, draw up a class list and then a personal list of **Ten Commandments**, - check against recent public surveys
- Design a poster to advertise what is happening at the **Synagogue** including **Shabbat** services. Friday evening: Saturday morning: Saturday afternoon and also any community events outside of worship.
- Watch a video or find out about **Bar Mitzvah** and **Bat Mitzvot**:
 - Preparations
 - The ceremony
 - Its meaning
- Talk about the sort of things they are allowed to do as they get older, about becoming more grown up, about secular 'coming of age' symbols eg
 - Driving a car
 - Having an 18th birthday party
 - What makes someone 'grown up'?
 - Is it a question of age or responsibility?



Jewish Faith

Key Stage 2

Key Question 3 contd: **How can faith contribute to Community Cohesion?**

Most pupils will be expected to:

- Understand the importance of learning history and stories in understanding faith
- Suggest answers to questions about why being part of a community is important

Suggested areas of study

- Find out about the impact of Jewish schools for Jewish children
- Suggest why community activities and actions make a difference

Links and suggested activities

- Find out why Jewish children attend Jewish school eg to
 - learn about the Jewish faith,
 - read and write in **Hebrew**
- Hear about why Jewish people help within the community, **Mitzvah** (religious duty). Link this with how they feel when they do something for the common good, eg
 - Something good for someone else
 - Something which lots of people will benefit from
 - How does this help people to develop a sense of belonging?
 - What would their town be like if no one ever did anything for others?

Skills and attitudes

- Investigation
- Commitment
- P4C
- British Values
- Understanding of a different faith

Cross curricular links

- PSHE
- DT
- English
- Drama
- ICT
- SMSC
- Citizenship



Jewish Faith

Key Stage 2

Key Question 4: Why are some times special?

Most pupils will be expected to:

- Think about how we all celebrate on special occasions
- Describe why some times are special for Jews

Suggested areas of study

- Recognise that people, including themselves, like to celebrate on special occasions
- Describe times which are special to Jewish people and celebrated in a special way eg
 - **Purim**
 - **Sukkot**

Links and suggested activities

- Talk about recent celebrations of their own eg a birthday
 - Describe the similarities and differences between this occasion and a religious celebration
- Watch a video or hear the story behind **Purim** and **Sukkot**
 - Role play or creative writing to draw out the significance of the festival for Jews
 - Find out how Jews celebrate these festivals and make some of the artefacts connected with them for display
 - Talk about the themes and feelings behind the festivals and when they might have experienced something similar. Discussion could start with 'Why is **Esther** a good heroine?'

Skills and attitudes

- Investigation
- Appreciation
- Understanding of a different faith

Cross curricular links

- DT
- English
- Drama



Jewish Faith

Key Stage 2

Key Question 5: What can be learnt from the lives of significant people of faith?

Most pupils will be expected to:

- Describe the impact of **Abraham** on Jewish people
- Make links between the concept of 'covenant' and agreements and relationships of their own
- Understand the importance of promises and life's hopes and dreams
- Describe what inspires them in the people they follow or respect

Suggested areas of study

- Link this with the respect Jews have for **Abraham**, the founder of the faith
- Describe the life of **Abraham**, and his legacy
- Make links between the covenant, between God and **Abraham** and the special relationships and agreements which they have with people
- Describe the qualities they would look for in an inspiring leader or role model

Links and suggested activities

- Watch a video or read about the story of **Abraham** and role play parts of it
- Explore the idea of a family tree. Link **Abraham** with **Isaac**, **Jacob**, **Joseph**, the 12 tribes of **Israel** and **Moses**, on a timeline
- Explore the meaning of 'covenant' and talk about agreements they make with people, and relationships they have which involve 'give and take'
 - Find out about some modern Jewish role models eg **Anne Frank** (diarist)
 - **Sir Alan Sugar** (businessman and TV personality)
 - **Maureen Lipman** (actor)
 - **Sir Yehudi Menuhin** (musician)
 - **Rose Heilbron** (judge)
 - **Michael Marks** (co-founder of Marks & Spencer chain)
 - **Benjamin Disraeli** (Prime Minister)
- Create a hall of fame, with pictures of people they admire and respect.
 - Talk about the qualities they look for in a leader

Skills and attitudes

- Investigation
- P4C
- British Values
- Understanding of a different faith

Cross curricular links

- History
- PSHE
- English
- SMSC
- DT



Jewish Faith

Key Stage 2

Key Question 6: How do I and others feel about life and the universe around us?

Most pupils will be expected to:

- Identify questions that are difficult to answer which might arise from some stories in the Jewish sacred texts and historic experience
- Relate lessons from sacred stories with modern contexts
- Respond sensitively to difficult questions, recognising that there may not be answers, but relating to their own experiences and those of others

Suggested areas of study

- Suggest meanings which might be found in **Tenakh** stories which raise difficult questions eg.
 - Two stories of creation, (**Adam** and **Eve**, original sin and God's command of guardianship of the earth (Genesis 1-3)
 - **Noah**, a story of righteousness, preparation, anger, judgment and promise, (Genesis 6-9).
 - **Joshua** and the conquest (Joshua 1-6, 12-13)
 - **Esther** and the story of **Purim** (Book of Esther)
- Look at the tensions in the modern state of **Israel** with Palestine and her neighbours, relating this to the stories of **Joshua**.
 - The **Shoah** and its commemoration on **Yom Hashoah (Holocaust Memorial Day)** relating the context with **Esther** (Book of Esther), the fiery Furnace: (Daniel 3) and the historical contexts in the 20th century **CE**
- Ask questions about experiences of their own which are difficult or puzzling:
 - Why are there always wars?
 - Why do people claim the same land?
 - Why do people reject the evidence of Global warming?

Links and suggested activities

- Write a creation story in their own words
 - Examine a failure of guardianship
 - Write a creative story about a righteous man with an unrighteous family.
 - Write a poem about the arrival of the rain
 - Draw an illuminated map of the conquest of Canaan.
 - Make Purim lights
- Using the Internet collect stories from different communities in and around **Israel/ Palestine**
 - Read experiences of the **Shoah**, particularly those by children
- Using newspapers or a news website, make a portfolio of stories from one conflict or all the conflicts reported in a certain week

Skills and attitudes

- Investigation
- Reflection
- P4C
- Understanding of a different faith

Cross curricular links

- History
- English
- Science
- PSHE
- Geography
- Art
- ICT
- SMSC



Jewish Faith

Key Stage 3

Key Question 1: Why are these words special?

Most pupils will be expected to:

- Explain and interpret rules in the home, school, country, and evaluate the effects of keeping and breaking these rules
- Give informed accounts of some Jewish sacred texts and aspects of its teaching eg
 - The **Ten Commandments** (Exodus 20); **Torah**
- Demonstrate an understanding of the concept of shared boundaries in community cohesion
- Explain the Jewish response to their rules in a variety of situations
- Explain the impact of **Bar Mitzvah/Bat Mitzvot** (*son and daughter of the commandments*) **Bat Chayil**

Suggested areas of study

- Explain the importance of the **Ten Commandments**. Which are important to them and why are they important?
- Explain the importance of **Torah**/rules for Jewish belief
- Explain the **Mitzvot** (commands of God) and how Jewish people respond to this
- Explain the impact of **Bar Mitzvah/Bat Mitzvot** (*son and daughter of the commandments*)

Links and suggested activities

- Consider what personal, local and global rules are for:
 - What gives them authority?
 - Write a diary about personal commitments: why they exist; how they are honoured; what effect they have on daily life
 - Produce a manifesto: 'My rules if elected to run the world'
- Research the **Torah** and its relationship to God/Moses
- Produce a 'user-guide' for the teachings of the **Torah** and the practical effect this might have on daily living
- Analyse the effect of transition to adulthood

Skills and attitudes

- Investigating
- Philosophy
- Analysis

Cross curricular links

- PSHE
- English
- ICT
- History

Websites and Publications

- Useful Jewish websites (KS1, 2 and 3) please see page 177
- Useful Jewish publications (KS1, 2 and 3) please see page 169
- Acronyms used within this section – please see page 169



Jewish Faith

Key Stage 3

Key Question 2: Why are some places special?

Most pupils will be expected to:	Suggested areas of study	Links and suggested activities
<ul style="list-style-type: none"> Interpret the layout of a typical synagogue Explain the difference between Orthodox and Reformed synagogues Explain synagogue worship and the different uses of the synagogue Explain Jewish beliefs about the role of God in giving Jewish people the land of Israel Evaluate why some sites are sacred and why some sites/countries are sacred to more than one religion Evaluate the significance of having somewhere to meet other members of a community, somewhere to study and somewhere to pray – in their own lives and the lives of others Explain why Israel and Jerusalem are important for Jews and explain the impact of Yad Vashem as a place of pilgrimage 	<ul style="list-style-type: none"> Explain and interpret the different layouts of synagogues in particular Orthodox and Reformed Discuss the development of traditions and how they are practised today Find out about the different uses of a synagogue and how a synagogue is treated by its congregation Understand the significance of Israel/Jerusalem Explain why, historically and today, Israel and Jerusalem are places of pilgrimage for Jewish people living in the Diaspora Discuss the importance of meeting together with others 	<ul style="list-style-type: none"> Find out about the uses of synagogues through visits/speakers (real or virtual using ICT) <ul style="list-style-type: none"> Jewish Institution eg Manchester Jewish Museum Consider places in their own lives where they might go to meet groups of people with similar interests, or to learn about something which interests them <ul style="list-style-type: none"> What sort of atmosphere do these places have? How it is enhanced? What links can be made? Read extracts from the Jewish Scriptures about God's promises to the Jews regarding the land of Israel and Jerusalem Watch a video or news report from Jerusalem during troubled times and write the diary entry of a Jewish person living outside Israel in response Consider the places in which they meet their friends or groups with shared interests, the places they go to be alone/pray/reflect as appropriate. <ul style="list-style-type: none"> Evaluate the value and significance of these places in daily life Use ICT to find out about Israel/Jerusalem/Yad Vashem, then: <ul style="list-style-type: none"> Write a travel guide of Israel, aimed at those visiting on a pilgrimage, with pictures and text explaining the highlights of the trip Write a guide to Yad Vashem for visiting Jews and non-Jews, explaining its significance for Jewish people

<p>Skills and attitudes</p> <ul style="list-style-type: none"> Investigating Analysis Philosophy
--

<p>Cross curricular links</p> <ul style="list-style-type: none"> Geography English ICT PSHE
--



Jewish Faith

Key Stage 3

Key Question 3: How can faith contribute to Community Cohesion?

<p>Most pupils will be expected to:</p> <ul style="list-style-type: none"> • Give informed accounts of the key beliefs of the Jewish faith eg <ul style="list-style-type: none"> - The Shema (Deuteronomy 6) - Kashrut (Kosher) food laws; - Laws governing social behaviour • Evaluate how the key beliefs of the Jewish faith influence the daily life of Jewish people • Explain the pattern of the Jewish year • Analyse and contextualise the difficulties which may be faced by Jewish people in a predominantly non-Jewish society • Evaluate the beliefs that influence their own actions and daily life 	<p>Suggested areas of study</p> <ul style="list-style-type: none"> • Explain the daily life of a Jewish family and their home life as influenced by their beliefs • Look at the effect of Jewish beliefs on the home eg <ul style="list-style-type: none"> - Mezuzah - Shabbat - Kashrut (Kosher) food - The Shema – ‘Hear O Israel, you must love the Lord your God with all your heart, with all your soul, with all your strength’ (Deuteronomy 6) • Identify the main Jewish festivals and their order and symbolism • Give an account of how young Jews are taught their religion at home <ul style="list-style-type: none"> - Evaluate the effect of being Jewish on daily life eg - the role of a Jewish mother in co-ordinating the home and living faithfully at home - the impact of the Shabbat and other festivals on Jewish life. • Identify small or oppressed Jewish communities • Evaluate their own beliefs and the effect these have on their social relationships 	<p>Links and suggested activities</p> <ul style="list-style-type: none"> • Use artefacts/photo packs/speakers/visits/videos/and ICT to find out about key Jewish beliefs which affect lifestyle and behaviour • Plan a menu for a banquet at which there will be Jewish guests • Write a letter/booklet for the head teacher outlining what provision is needed within school for Jewish pupils at lunch-time • Research the Jewish religious year and apply the festivals to family life • Create a wall display about Jewish home and synagogue life in the Orthodox, Reform and Liberal traditions • Make a portfolio of stories about these situations using newspapers or their website, reflecting a diversity of opinion • Create their own creed, ‘I believe...’, and write one summarising what they see as the most important Jewish beliefs
--	---	---

<p>Skills and attitudes</p> <ul style="list-style-type: none"> • Investigation • Philosophy • British Values
--

<p>Cross curricular links</p> <ul style="list-style-type: none"> • Food Technology • ICT • English • History • Geography • PSHE • Citizenship



Jewish Faith

Key Stage 3

Key Question 4: Why are some times special?

Most pupils will be expected to:

- Consider landmarks in their own life and evaluate the significance of these
- Explain the significance of the Jewish life cycle for Jewish people, including:
 - **Brit Milah (Circumcision)** as a birth ceremony (8th day)
 - **Bar Mitzvah/Bat Mitzvot**
 - Weddings
 - Funerals
 - Mourning and beliefs about afterlife
- Explain the meaning and role that repentance and forgiveness plays in the Jewish faith

Suggested areas of study

- Consider key events in their lives
- Make links between these and religious occasions in the Jewish faith
 - Give informed accounts of Jewish rites of passage and of the impact these have in the lives of Jews
- Understand the roles repentance and forgiveness play in Jewish and secular society, with reference to **Rosh Hashanah** and **Yom Kippur**. Understand the importance of the **Days of Awe**

Links and suggested activities

- Draw their own journey of life as a map with symbols marking key events or times. Label with reflections on why these times are significant
- Use ICT to research Jewish rites of passage
 - Then draw a similar map for a Jewish boy, marking on symbols to represent **Brit Milah (Circumcision) Bar Mitzvah**, his wedding, the birth of his own children, his funeral and what happens next
- Imagine they are Jewish and keep a personal diary about **Rosh Hashanah** and **Yom Kippur**. Consider the effects of repentance and forgiveness in their own lives

Skills and attitudes

- Investigating
- Philosophy
- Self-understanding

Cross curricular links

- PSHE
- History
- English
- ICT



Jewish Faith

Key Stage 3

Key Question 5: What can be learned from the lives of significant people of faith?

Most pupils will be expected to:

- Interpret some Jewish teachings from the time of **Moses** and know why he is important to Jews of today
- Evaluate the legacy of famous Jewish people and how they expressed their faith

- Explain what happened during the **Shoah/Holocaust** and consider the questions about suffering and God which this raises

Suggested areas of study

- Give an account of the lives and teaching of **Moses**
- Evaluate the effect of his teaching in the lives of Jews today
- Give an account of the life of a famous Jew eg **Anne Frank** and explain its impact
 - Steven Spielberg
 - Albert Einstein
 - Dustin Hoffman
 - Contemporary sports/celebrity/other Jewish individuals

- Find out about the **Shoah/Holocaust**

Links and suggested activities

- Apply these teaching points to the world today and evaluate how far they are being met

- Research the life of a Jewish person eg **Anne Frank**, (or other modern people in the Biography)
 - Find out how they expressed their Jewish faith under persecution
 - How they might inspire Jewish people today
 - Who inspires us for the way they hold true to their beliefs today?
 - What makes someone inspiring when they do this?
- Find out what happened during the **Shoah/Holocaust** and how it is marked by Jews and others in the world today

- Read a poem/story about grief and, in response to their learning about the **Shoah/Holocaust**, compose their own
- Ask some questions about suffering and the existence of God which something like the **Shoah/Holocaust** raises, and say what they think in response to these questions
 - Have a class debate about whether the **Shoah/Holocaust** disproves the existence of God

Skills and attitudes

- Investigating
- Critical thinking
- Self-understanding
- Philosophy

Cross curricular links

- History
- PSHE
- English
- SMSC



Jewish Faith

Key Stage 3

Key Question 6: How do I and others feel about life and the universe around us?

<p>Most pupils will be expected to:</p> <ul style="list-style-type: none"> • Give an account of Jewish beliefs about death and life after death • Think about their own views and understanding of death • Interpret Jewish attitudes to creation and the world • Explain the importance of remembrance • Explain and evaluate Jewish beliefs in the existence of God, making links with their own point of view 	<p>Suggested areas of study</p> <ul style="list-style-type: none"> • Explain some key Jewish beliefs about: life after death, creation and the existence of God • Consider other points of view on death and recognise that people respond differently to grief • Consider questions and suggest answers to questions about suffering and the existence of God. • Consider the sensibilities in commemorating a tragedy • Express their own point of view in response to these beliefs 	<p>Links and suggested activities</p> <ul style="list-style-type: none"> • Talk about some Jewish beliefs about life after death, creation and God • Talk about personal beliefs/ experiences • Talk about Jewish creation belief and how it seeks to explain the issue of life/evil and suffering/death • Hold an event on Yom Hashoah/Holocaust Memorial Day. <ul style="list-style-type: none"> - Find out about the events in Barnsley and elsewhere • Offer views and their own responses to these beliefs
--	--	--

<p>Skills and attitudes</p> <ul style="list-style-type: none"> • Investigating • Analysis • Evaluation • Self-understanding • Philosophy
--

<p>Cross curricular links</p> <ul style="list-style-type: none"> • History • PSHE • English



Jewish Faith

Key Stages 1, 2 and 3

Useful websites

A Google search **BBC Bitesize Jewish Faith** accesses the following websites:

- Judaism – KS1 Religious Education – A Jewish family goes to the synagogue to celebrate Shabbat, etc.
- Judaism – KS2 Religious Studies – four learner guides + 21 class clips – what is Passover etc.
- Judaism – KS2 Religious Education – four learner guides + 21 class clips – celebrating Shabbat in a Jewish home etc.
- GCSE Religious Studies – students can choose the exam specification that matches the one studied.
- KS2 Judaism/ How it's Based on the Laws revealed to Moses – KS2 RE quiz.
- KS3 Judaism – the beliefs and ideas of Jewish people – KS3 RE quiz.

Related searches include – bbc bitesize, jewish, jewish family, jewish festivals, jewish beliefs, jewish afterlife, what is judaism? etc.

A Google search **Facts for Kids Judaism** accesses the following websites:

- Judaism Facts – Softschools.com – a list of interesting facts.
- Judaism Facts for Kids – Kids Encyclopaedia facts including The People of Israel, Kosher foods, Shabbat etc.
- Judaism Facts for Kids/Kidz Serach.com – detailed information on Kashrut (Jewish Food Laws), Shabbat, Kinds of Judaism etc.
- Judaism for KS1 and KS2 children/Jewish faith homework – Top Ten Facts, timeline, photo gallery etc.
- Judaism Facts: Lesson for Kids/Study.com – Judaism and the Jewish People, the teachings of Judaism etc.

Related searches include – 5/10 facts on judaism, torah facts for kids, history of judaism for kids, judaism basics for kids, judaism for children, judaism summary for kids, judaism fun facts etc.

Other useful websites include:

- Judaism Primary Resources for KS1 – Twinkl (account required) – activity sheets, games, PowerPoints etc. www.twinkl.co.uk
- Judaism KS2 RE Resources – Twinkl (account required) – Jewish Creation story, Hanukkah, the Synagogue etc. www.twinkl.co.uk
- KS2 Judaism Worksheets Primary Resources – Twinkl (account required) – PowerPoints, worksheets, writing frames etc www.twinkl.co.uk

NB Websites above correct at time of publication



Jewish Faith

Key Stages 1, 2 and 3

Useful publications

- Times to Remember – A Day to Rest (KS1 – Big Book) – Religious and Moral Education Press.
- Start-up Religion – Visiting a Synagogue/The Jewish Faith (KS1/2) – Evans Brothers Ltd.
- Let's Find Out About – Jewish Synagogues (KS1/2) – Raintree Publications.
- Our Culture – Jewish (KS1/2) – Franklin Watts Ltd.
- My Community – Jewish (KS1/2) – Franklin Watts Ltd.
- My Life, My Religion – Jewish Rabbi (KS1/2) – Franklin Watts Ltd.
- Stories from Faiths – The Temple Lamp and Other Stories (KS1/2) – QED Publishing.
- Where we Worship – Jewish Synagogue (KS1/2) – Franklin Watts Ltd.
- Celebrations – Hanukkah (KS1/2) – Heinemann Library.
- Everyday Religion – My Jewish Life (KS1/2) – Hodder Wayland.
- Places of Worship – Synagogues (KS2) – Heinemann Library.
- World of Faiths – Judaism (KS2/3) – QED Publications.
- Introducing Religions – Judaism (KS2/3) – Heinemann.
- Storyteller – Jewish Stories (KS2/3) – Evans Brothers Ltd.
- Religious Signs and Symbols – Judaism (KS2/3) – Wayland Publications Ltd.
- A Year of Festivals – Jewish Festivals (KS2/3) – Franklin Watts Ltd.
- Communities in Britain – Jews in Britain (KS2/3) – Franklin Watts Ltd.
- What I Believe – A Young Person's Guide to the Religions of the World (KS2/3) – Macdonald Young Books/The Book People Ltd.
- Religion in Focus – Judaism (KS2/3) – Franklin Watts Ltd.
- Holy Places – The Western Wall (KS2/3) – Heinemann Library.
- Religions of the World – Judaism (KS2/3) – Wayland.
- Sacred Texts – The Torah and Judaism (KS2/3) – Evans Brothers Ltd.
- World Religions – Judaism (KS2/3) – Franklin Watts Ltd.
- My Belief – I am a Jew (KS2/3) – Franklin Watts Ltd.
- Lesson Bank Religious Education – Judaism (KS2/3) – Belair Publications.
- Beliefs and Cultures – Jewish (KS2/3) – Franklin Watts Ltd.
- Celebrate – Jewish Festivals (KS2/3) – Heinemann.

Acronyms used within this section:

- ICT – Information and Communication Technology
 DT – Design Technology
 P4C – Philosophy for Children
 SMSC – Spiritual, Moral, Social and Cultural Development
 PSHE – Personal, Social and Health Education



VISITING A PLACE OF WORSHIP

JEWISH SYNAGOGUE



GENERAL INFORMATION

It is always advisable to:

- Visit a place of worship prior to a class visit, if this is possible
- Prepare pupils as much as possible prior to a visit
- Obtain a risk assessment for the place of worship prior to a class visit
- Check class limits - each place of worship may have a different class limit

Donations

Voluntary donations towards the upkeep of a place of worship are always appreciated.

Contact Details

Contact details for a variety of Interfaith Centres can be found on the LA RE website with recommendations from SACRE/school visits.

Dress Code

Modest clothing should be worn.

Men/boys - heads must be covered - a baseball cap is adequate. Long trousers should be worn. Short trousers should only be worn by younger boys if they are part of school uniform.

Women/girls - There is no requirement to cover heads. Long skirts/trousers and a modest top. Low necklines and crop tops are unacceptable.

Behaviour

- Respect the building as a place of worship. It is regarded as special to the people who worship there
- Mobile phones should be turned off whilst in the building
- Photography is permitted at most times. Please check with the Faith Tutor prior to the visit
- Alcohol should NOT be consumed before visiting the Synagogue and is NOT allowed on the premises
- Smoking is NOT allowed on the premises



Jewish Faith Glossary

Most religious words in the Jewish faith are **Hebrew**, the language of the Scriptures and of the people. However, the language has been alive for over 3000 years so there are variations even in **Hebrew**. The preferred form used through the syllabus is the Sephardic pronunciation, used in modern-day **Israel**. However, other forms are listed in the glossary as variants. However, since the Jewish **Diaspora** of 70 **CE**, many terms have been mixed with the languages of the host communities, as well as a Jewish dialect, **Yiddish**, a mixture of **Hebrew**, German and Russian which was developed and used throughout much of Central and Eastern Europe. Words from **Hebrew** have been transliterated and thus there are various listed alternatives, and often many more as well. Literal meanings are shown in *italics*.

Afikomen [Greek]

Dessert. Portion of a **matzah** eaten near the end of the **Seder**.

Agadah

Telling. Rabbinical teachings on moral values. Also spelt **Aggadah**.

Aggadah

See **Agadah**.

Aleinu

Key prayer at the conclusion of each service.

Aliyah

To go up. (i) Ancient gathering of people at the **Jerusalem Temple** for festivals. (ii) Being called to read the **Sefer Torah** in the **Knesset / Synagogue**. (iii) The migration of Jews to **Israel**

Amidah

Standing. The standing prayer.

Archangel Michael

"Who is like God?". The angelic prince and protector of the people of **Israel** (Daniel 10 & 12)

Ark

Box. (i) Any box. (ii) The boat in which ***Noah**, his family and the animal kingdom were saved. (iii) Basket in which baby ***Moses** was placed on the Nile. (iv) The **Ark of the Covenant**. (v) **Aron Hakodesh**.

Ark of the Covenant

[English]

Wooden box, decorated in gold, into which the two sets of stone tablets containing the **Ten Commandments** were placed. It was so holy, that anyone touching it died. Carried in front of the people of **Israel** in the later part of **Exodus**, into battle and placed in the **Temple by' Solomon** when it was built. Lost or hidden at the time of **Jeremiah**.

Aron Hakodesh

Holy Ark. The focal point of the **Knesset / Synagogue**, containing **Torah** scrolls.

Ashkenazim [Yiddish]

Jews of Central and Eastern European origin.

Bar Mitzvah

Son of Commandment. A boy's coming of age at 13 years old, usually marked by a **Knesset / Synagogue** ceremony and family celebration.

Bat Chayil

See **Bat Mitzvah**.

Bat Mitzvot

Daughter of Commandment. As **Bar Mitzvah**, but for girls from 12 years old. May be marked differently between communities. Also called **Bat Chayil**.

BCE (Before Common Era)

[English abbreviation]

Commonly used secular and historical reckoning used throughout this syllabus.

Beit ha Knesset

House of Assembly. See **Knesset**

Berit Milah

See **Brit Milah**.

Bet ha Knesset

House of Assembly. See **Knesset**

Bet Haknesset

See **Knesset**.

Bet Hamidrash

See **Knesset**.

Beth Shalom

House of Peace. A museum and study centre on the **Shoah** near Relford.

**Bethel**

House of God. Home of altar of ***Abraham**. ***Jacob** had a dream nearby. An important worship centre, the **Ark of the Covenant** was kept here for many years.

Bethlehem

House of bread. Hometown of King ***Dawid**.

Bimah

Dais. Raised platform primarily for reading the **Torah** in the **Kneset / Synagogue**.

Brit Milah

Circumcision takes place on the eighth day (Genes is 17). Also called **Berit Milah** or **Bris**.

Bris

See **Brit Milah**.

Cabala

See **Kabbalah**.

Cantor

See **Chazan**.

Capel

See **Kippah**.

CE (Common Era)

[English abbreviation]
Commonly used secular and historical reckoning used throughout this syllabus, which was published in 2005 **CE**.

Challah

Enriched bread used particularly on **Shabbat** and during festivals. Also spelt **Hallah**.

Chanukah

See **Hanukkah**.

Chanukiah

See **Hanukiah**.

Chasid

See **Hasid**.

Chasidim

See **Hasidim**.

Chasidism See **Hasidism**.**Chazan**

Leader of reading, singing and chanting in the services of some **Kneset / Synagogues**. Also called **Hazzan** or **Cantor**.

Chumash

Five. The **Torah** in book form, used in the **Kneset / Synagogue** and the home.

Chuppah

See **Huppah**.

Circumcision

[English] Religious rite of **Brit Milah**, performed by a qualified **Mohel** on all Jewish boys, on the eighth day after birth.

Days of Awe

Time between **Rosh Hashanah** and **Yom Kippur** when Jews think of God as moving from the judgement seat to the mercy seat.

Diaspora

(i) *Scattering*, of the Jewish people after the Fall of Jerusalem in 70 **CE**.
(ii) The worldwide Jewish community of that period and since.

Exodus

(i) *Escape*, of the people of **Israel** from Egypt including the 40 years in the desert, during which time ***Moses** received the **Ten Commandments** and the **Torah**. (ii) Second book of the **Torah**

Gemara

Commentary on the **Mishnah** included in the **Talmud**. Also spelt **Gemarah**.

Gemarah

See **Gemara**.

Genizah

Storage place for damaged religious texts.

Haftarah

Completion. Passages from **Nevi'im** (Prophets) read in the **Kneset / Synagogue** (linked to weekly **Torah** and festival readings).

Hagadah

Telling. A book used at **Seder**.

Also spelt **Haggadah**.

Haggadah

See **Hagadah**.

Halacha

See **Halakhah**.

Halakhah

The Way. The code of conduct encompassing all aspects of Jewish life. Also spelt **Halacha**.

Hallah

See **Challah**.

Hanukiah

Nine-branched **Hanukkah Menorah** lamp used at the festival of **Hanukkah**, remembering the days the sacred oil lasted. Also called **Chanukiah** or **Menorah**.

Hanukkah

Dedication. An eight-day festival of lights to celebrate the re-dedication of the **Temple** following the victory of ***Judas Maccabees** over the Greeks. Also spelt **Chanukah**.

Hasid

Pious. Member of the Orthodox movement of **Hasidism**. Plural **Hasidim**.

Hasidim

Plural of **Hasid**.



Hasidism

A religious and social movement formed by ***Yisraeli Baal Shem Tov** (from the 18th century **CE** onwards). Also spelt **Chasidism**.

Haydalah

Distinction. Ceremony marking the conclusion of **Shabbat**.

Hazzan

See **Chazan**.

Hebrew

(i) Ancient Semitic language; language of the **Tenakh** (**Hebrew** Scriptures) and used by Jews for prayer and study. (ii) Its modern form, the everyday language in **Israel**. Also called **Ivrit**.

Holocaust

Burnt Offering. See **Shoah**.

Holocaust Memorial Day

[English] International Day of Remembrance on January 27th, the anniversary of the liberation of Auschwitz-Birkenau in 1945 **CE**. An event has been held in Barnsley since 2004 **CE**.

Huppah

Canopy, used for a wedding ceremony, under which the bride and groom stand, either outside or in the **Knesset/ Synagogue**. Also spelt **Chuppah**.

Israel

One who struggles with God.

(i) ***Israel** - New name for Jewish **patriarch**, ***Jacob**; (ii) The descendants of ***Jacob**; (iii) The Northern Kingdom (930-722 **BCE**), of ten tribes, based around **Samaria**; (iv) The world-wide Jewish community; (v) the land of **Israel**; (vi) the modern nation state.

Ivrit [Hebrew]

See **Hebrew**.

Jericho

Moon City. Possibly the world's oldest city, which some date as early as 8000 **BCE**. Conquered by ***Joshua** at the start of his possession of the Promised Land.

Jerusalem

City of Peace. Capital of the Jewish kingdoms and centre of worship since the time of King ***Dawid**, site of the three **Temples**. Spiritual centre of the modern state of **Israel**, though shared with the Palestinians. It was conquered in 587 **BCE** by the Babylonians and destroyed by the Romans in 70 **CE**.

Jordan

The major river of **Israel**, crossed by ***Joshua**, marking his entry into the **Promised Land**, it often marked political boundaries.

Judah

The Southern Kingdom, 931-587 **BCE**, of the tribal lands of **Judah** and Simeon, based around **Jerusalem**.

Judea

Province of Persia, and later the Roman district under a governor and a puppet king, such as King ***Herod the Great**. Jerusalem is its capital.

Kabbalah

Jewish mysticism often followed by only certain groups, often men, after reaching adulthood. Also spelt **Cabala**.

Kaddish

Prayer for the dead, publicly recited by mourners, including on **Yorn Hashoah / Holocaust Memorial Day**.

Kasher

See **Kashrut**.

Kashrut

Fit / Proper. Laws relating to keeping a Jewish home and lifestyle, including diet. Also translated as **Kosher** or **Kasher**.

Ketubah

Document that defines rights and obligations within Jewish marriage. Also spelt **Ketubbah**.

Ketubbah

See **Ketubah**.

Ketuvim

Writings. Third section of the **Tenakh**.

Kibbutz

Israeli collective village based on socialist principles. The plural is **Kibbitzim**.

Kibbutzim

Plural of **Kibbitz**.

Kiddush

Holy. A prayer sanctifying **Shabbat** and festival days, usually recited over wine.

Kippah

Head covering worn during prayers, **Torah** study, etc. Some followers wear it constantly. Also called **Yamulkah** and **Capel**.

**Knesset**

Assembly. (i) Gathering of Jews for worship, with a minyan present, for study of Torah. (ii) The building used for this gathering. (ii) Particularly, the modern Israeli parliament. In Greek **Synagogue**. Also called **Shul, Bet Haknesset, Bet Hamidrash, Bet Ha Knesset, Beit Ha Knesset or Temple**.

Kol Nidre

See **Kol Nidrei**.

Kol Nidrei

All vows. Prayer recited on the evening of **Yom Kippur**. Also spelt **Kol Nidre**.

Kosher

See **Kashrut**.

Ladino

Language used predominately by **Sephardim**.

Liberal

One way/ tradition of following the Jewish Faith.

Magen Dawid

Shield of Dawid (but popularly called **Star of David**). Ancient symbol dating back to King ***Dawid**. The best-known Jewish symbol and at the heart of the flag of the State of **Israel**.

Mashiach

The anointed one. Who will herald in a new era for Jewish faith and all humankind. Also called **Moshiach** or **Messiah**. Avoid the Greek Christ when talking about the Jewish faith.

Matzah

See plural **Matzot**.

Matzot

Flat cracker-like breads, which have been baked before they rise, used at **Pesach**.

Menorah

(i) Seven-branched candelabrum which was lit daily in the **Temple**. A key Jewish symbol and reminder of the perfection of God and the weekly cycle of time. (ii) Can be used of the nine-branched candelabrum used in **Hanukiah**, used at **Hannukkah**.

Messiah

See **Mashiach**.

Mezuzah

A scroll placed on door posts of Jewish homes, containing a section from the **Torah** and often enclosed in a decorative case.

Mezzuzah

See **Mezuzah**.

Midrash [German]

Collections of various Rabbinic commentaries on the **Tenakh**.

Mikveh

Ritual bath, used for the immersion of people and objects.

Minyan

Quorum of ten people (men for **Orthodox**), over **Bar Mitzvah** age, required for a service. **Progressive** communities may include women but do not always require a **minyan**.

Mishnah

First writing down of the Oral Tradition. An authoritative document forming part of the Talmud, codified around 200 **CE**.

Mishkan

Dwelling. The original travelling sanctuary used prior to the building of the permanent **Temple** in **Jerusalem**.

Mitzvah

Commandment. See **Mitzvot**.

Mitzvot

Commandments. The **Torah** contains 613 **Mitzvot**. Commonly used to describe good deeds.

Mohel

Person trained to perform **Brit Milah**.

Moshav

Collective village or farm in **Israel**.

Moshavim

Plural of **Moshav**.

Moshiach

See **Mashiach**.

Ner Tamid

Eternal light. The perpetual light above the **Aron Hakodesh**.

Nevi'im

Prophets. Second section of the **Tenakh**.

Noachide Laws

Seven laws given to ***Noah** after the flood, which are incumbent on all humankind. These laws form the foundation for a just society.

Orthodox

One way/ tradition of following the Jewish Faith.

Parev

Neutral foods, which are neither milk nor meat, for example vegetables, eggs, fish. Also spelt **Parveh**.

**Parveh**

See **Parev**.

Passover [Greek]

See **Pesach**.

Pentecost [Greek]

Fifty days. See **Shavuot**.

Pesach

Festival commemorating the **Exodus** from Egypt. One of the three biblical pilgrim festivals. **Pesach** is celebrated in the spring. Called **Passover** in Greek.

Phylacteries [Greek]

See **Tefillin**.

Pikei Avot

Sayings of the Fathers. Part of the Mishnah containing ethics of Rabbinical sages. Also spelt **Pirke Avoth**.

Pikuakh Nefesh

Save a soul. The setting aside of certain laws in order to save a life.

Pirke Avoth

See **Pikei Avot**.

Pogrom [Yiddish]

Organised attack on Jews, especially frequent in 19th and early 20th centuries **CE** Eastern Europe.

Progressive

Traditions of following the Jewish Faith.

Promised Land

Idea that God gave a land to be possessed as a promise to ***Abraham**, later returned to from the Exodus and possessed by ***Joshua** and the 12 tribes of **Israel**. This is crucial to an understanding of some elements of **Zionism**.

Purim

Festival commemorating the rescue of Persian Jewry as told in the book of ***Esther**.

Rabbi

My teacher. An ordained Jewish teacher. Often the religious leader of a Jewish community.

Rebbe [Hasidic Hebrew]

My teacher (Rabbi). The term used by **Hasidim** for their religious leader.

Reformed

One way / tradition of following the Jewish Faith.

Rosh Ha-Shanah

See **Rosh Hashanah**.

Rosh Hashanah

Head of the Year. Jewish New Year. Also written **Rosh Ha-Shanah**.

Sabbath [English]

Ancient translation of **Shabbat**.

Samaria

Watch tower. Capital of the northern kingdom, **Israel**, from 879 **BCE**, until it was captured by the Assyrians in 722 **BCE**.

Seder

Order. A home-based ceremonial meal during **Pesach**, at which the **Exodus** from Egypt is recounted using the **Hagadah**.

Sefardim

See **Sephardim**.

Sefer Torah

Torah scroll. The five books of ***Moses** hand-written on parchment and rolled to form a scroll.

Sephardim

Jews originating from Mediterranean countries, especially Spain, North Africa and the Middle East. Also spelt **Sefardim**.

Shaatnez

See **Shatnez**.

Shabbat

Seventh Day of spiritual renewal and rest commencing at sunset on Friday, terminating at nightfall on Saturday. Also called **Shabbos** or **Sabbath**.

Shabbos [Yiddish]

See **Shabbat**.

Shatnez

Garments containing a forbidden mixture of wool and linen. Also spelt **Shaatnez**.

Shavuot

Feast of Weeks. One of three pilgrim festivals. **Shavuot** is celebrated in the summer, seven weeks after **Pesach**. Called Pentecost in Greek.

Shekhina

The divine presence.

Shema

Hear. The daily Jewish prayer affirming belief in one God. The **Shema** is found in the **Torah** in Deuteronomy 6.

Shemot

Names. Seven holy names of God.

Shiva

Seven days of intense mourning following the burial of a close relation. During this period, all ordinary work is prohibited.

**Shoah**

Desolation. The suffering experienced by European Jews at the hands of the Nazis, including the systematic murder of six million Jews between 1933 and 1945 **CE**. A day of remembrance is held as **Yorn Hashoah / Holocaust Memorial Day**. Also called the **Holocaust**.

Shield of David

See **Hagan Dawid**.

Shofar

Ram's horn blown at the season of **Rosh Hashanah**.

Shul

Schoof of Teaching. Place of learning of **Torah** often with a building used as a **Knesset**.

Siddur

Order. Daily prayer book.

Simchat Torah

Rejoicing of The Teaching. Festival celebrating the completion and recommencement of the cycle of the weekly **Torah** reading.

Star of David [English]

See **Hagan Dawid**.

Sukkah

Tabernacle / Booth. A temporary dwelling used during the **Sukkot** Festival. For plural see **Sukkot**.

Sukkot

Tabernacles / Booths. (i) Plural of **Sukkah**. (ii) Festival of.. One of three biblical pilgrim festivals, **Sukkot** is celebrated in the autumn.

Synagogue [Greek]

House of Assembly. See **Knesset**.

Tabernacles [Greek]

See **Sukkot**.

T'filin

See **Tefillin**.

Tallit

Prayer shawl. Four-cornered garment with fringes (**Tzizits**). Also called **Tallith**.

Tallith

See **Tallit**.

Talmud

Mishnah and **Gemara** traditionally collected together in **Jerusalem** around 400 **BCE** or **Babylon** around 600 **BCE**.

Tanakh

See **Tenakh**.

Tefila

See **Tefillah**.

Tefillah

Self-judgement. Jewish prayer and meditation. Also spelt **Tefila**.

Tefillin

Small leather boxes containing passages from the **Torah**, strapped on the forehead and arm for morning prayers on weekdays. See also **Tephilin, T'filin or Phylacteries**.

Temple

(i) The central places of worship in **Jerusalem**, constructed by King ***Solomon**, rebuilt by ***Ezra** and later renewed by King ***Herod the Great**. Finally destroyed in 70 **CE**. One wall remains, the **Western Wall**. (ii) Alternate name in some Jewish communities for **Knesset**.

Temple Mount

Site of the ancient Jewish **Temple in Jerusalem**, the **Western Wall** remains. It is now the site of the **Dome of the Rock Mosque**, third most holy site of Islam.

Ten Commandments

Key instructions received by ***Moses** in Sinai during the **Exodus** (**Exodus 20**).

Tenakh

The collected 24 books of the Jewish Bible, comprising three sections: **Torah, Nevi'im, and Ketuvim** (**Te-Na-Kh**) compiled around 450 **BCE**. Also spelt **Tanakh**.

Tephilin

See **Tefillin**.

Teshuva

Repentance. Returning to God.

Tikkun Olam

Care for the world and environment. Also called **Tikun**.

Tikun

See **Tikkun Olam**.

Torah

Teaching / Target (traditionally Law). The Five Books of ***Moses**, first part of the **Tenakh**.

Tu B'Shevat

New Year for Trees.

Tzedaka

Righteousness. An act of charity.

Tzitzit

See **Tzitzit**.

**Tzitzit**

(i) Fringes on the corners of the **Tallit**. (ii) Commonly refers to the fringed undervest worn by some Jewish males. Also spelt **Tzittzit**.

Wailing Wall

Called because of the prayer said there, especially those of petition, intercession and mourning. See **Western Wall**.

Western Wall

The remaining part of the second **Temple at Temple Mount**. Jewish prayers are said there and can even be faxed there for around the world to be placed in the wall. See also **Wailing Wall**.

Yad

Hand. Hand-held pointer used in reading the **Sefer Torah**. To prevent unnecessary touching of the sacred word.

Yad Vashem

Museum to the Shoah near Jerusalem.

Yahrzeit

Year-time. Anniversary of a death.

Yamulkah

See **Kippah**.

Yeshiva

College for study of the **Torah** and **Talmud**.

Yiddish

Language used predominantly by **Ashkenazim**, a mixture of German, Russian and **Hebrew**.

Yishuv

Ingathering. The Jewish community of **Israel**.

Yom Hashoah

Day of the Shoah. Day of remembrance of the **Shoah**. See **Holocaust Memorial Day**.

Yom Kippur

Day of Atonement. Fast day occurring on the tenth day after **Rosh Hashanah**; a solemn day of **Tefillah** and **Teshuva**.

Zionism

Political movement, particularly from the 19th century **CE**, seeking the securing of a Jewish return to the land of **Israel** and reclaiming Zion, the hill of Jerusalem.



Biographical Summaries

The following are brief details of people mentioned in the Syllabus. Note: The dates of the Biblical characters are estimations from calculations of Biblical chronologies against historical dating.

***Aaron** (c. 1450 BCE), brother of ***Moses** and ***Miriam**. Priest during the Exodus. (**Exodus** 4-40, and books of Leviticus, Numbers, Deuteronomy)

***Abraham** ("*Father of a multitude*", originally called Abram "*Exalted Father!*" (c. 2166-1991 BCE), the original **Patriarch**, married to ***Sarah**, whose descendants through ***Isaac's** son ***Jacob** are the Jews and through his son Ishmael, born to his concubine Hagar, the Arabs. From Ur of the Chaldeans, but sent by God to the **Promised Land** of Canaan. (Genesis 11- 25)

***Adam** ("*Man / Humanity*"), the first man, created in God's own image, his wife was **Eve**. (Genesis 1-5)

***Alan Sugar** {b . 1947 CE), businessman, founder of Amstrad computers and largest shareholder in Tottenham Hotspur F.C.

***Anne Frank** (1929-1945 CE), Dutch child diarist during Second World War, died in the concentration camp at Bergen-Belsen. during the **Shoah**.

***Benjamin** ("*son of my right hand!*" (c. 1875 BCE), youngest son of **Jacob**, full-brother of **Joseph**. (Genesis 35-49)

***Benjamin Disraeli** (1804-1881 CE) Britain's only Jewish Prime Minister, three terms (1852 , 1858-59, 1866-68).

***Daniel** ("*God is my judge!*", a Prophet in Exile in Babylon. (Writer, book of Daniel)

King ***Dawid** ("*Beloved!*", (c. 1040-970 BCE), born in **Bethlehem**, shepherd boy - poet, who killed the Philistine giant Goliath and later reigned 1010-970 BCE, expanding the kingdom. (1 Samuel 16 - 2 Samuel 24)

***Deborah** ("*honey bee!*" (c. 1225 BCE) Prophetess and Judge. (Judges 4-5)

***Elijah** ("*The LORD is my God!*" (c. 875 BCE) Leading Prophet of his era, conformed King Ahab and Queen Jezebel, taken up into heaven alive in a chariot of fire. (1 Kings 17 - 2 Kings 2)

***Elisha** ("*The LORD is salvation!*" (c. 850 BCE) Assistant to and then successor of **Elijah** as Prophet. (1 Kings 19 - 2 Kings 13).

***Esau** ("*hairy!*", elder of the twin sons of **Isaac** and Rebekah. A hunter. His brother ***Jacob** stole his inheritance. Father of the Edomite people. (Genesis 25-27, 36)

Queen ***Esther** ("*star!*" (c. 475 BCE), Benjaminite girl chosen as wife for King Xerxes. She saves the Jews from a massacre, celebrated at **Purim**. (Star of the book of Esther).

***Eve** ("*life giver!*", the first woman, created in God's own image, her husband was ***Adam**. (Genesis 1-5)

***Ezra** ("*The LORD help '!*" (c. 450 BCE), priest and scribe, part of the second return in 458 BCE, taught the Law. (Books of Ezra and Nehemiah)

King ***Herod the Great** (d. 4 BCE) ruled **Judea** as a puppet king, 37-4 BCE, started to build of the third **Temple in Jerusalem**. (Christian Bible - Matthew 2, Luke 1).

***Isaac** ("*laughing!*" (b. c. 2066 BCE), child of ***Abraham** and ***Sarah** who inherited the promise of God, passed down through his younger twin son ***Jacob**, rather than the elder ***Esau**. (see Genesis 21-28)

***Isaiah** ("*The LORD is salvation!*" (739-701 BCE) Prophet. (Book of Isaiah)

***Israel** ("*one who struggles with God*", originally called ***Jacob**), new name given by God in Genesis 32. See under ***Jacob**. The nation is named after him.

***Jacob** ("*Supplanter*", later called **tsrae** (c. 2006-1859 BCE), younger of the twin sons of ***Isaac** and Rebekah. Shepherd, married Leah and her sister ***Rachel** and with two maidservants had 12 sons, including ***Joseph**, from whom the twelve tribes of **Israel** are so named. See also ***Israel**. (Genesis 25-50)



***Jeremiah** ("The LORD lifts up J" (c. 625 BCE) Prophet during the last years of **Judah**, according to tradition hid the **Ark of the Covenant** and took some of the royal princesses into Egypt. (Writer Books of Jeremiah and Lamentations)

***Jonah** ("dove!" (c. 775 BCE), Prophet sent to Nineveh. (Writer, book of Jonah)

***Joseph** ("may add") (c. 1915-1805 BCE), Favourite son of ***Jacob**, famed for his coat of many colours, sold by his brothers into slavery in Egypt, where he became chief minister, ultimately saving his family. (Genesis 37-50)

***Joshua** ("The LORD is salvation") (c.1485-1375 BCE), Assistant to ***Moses**, a faithful spy, and leader of the Israelites into the **Promised Land**. (Exodus 17, Numbers 13 & 16, Deuteronomy 31 and the book of Joshua)

***Judas Maccabees** ("praised man hammerer!" (d. c. 161 BCE), leader of the rebellion against the Greeks, celebrated at **Hanukkah**.

***Korah** ("bald!" (c. 1450 BCE), a Levite name of the leader who defied ***Moses** in the wilderness. (Exodus 6, Numbers 16 & 26)

***Levi** ("Joined") (c. 1900 BCE), third son of ***Jacob**, whose descendants acted as priests in **Israel**. (Genesis 29 & 34, 1 Chronicles 6)

Rabbi ***Lionel Blue** (b. 1930 CE), British Reformed rabbi, broadcaster and writer.

***Maimonides** (1135- 1204 CE), Rabbi Moses ben Maimon. A leading Jewish philosopher, medical writer and codifier of Jewish law, from Cordoba in Moorish Spain.

***Michael Marks** (1859-1997 CE), Russian refugee who fled to Leeds and later co-founded of the Marks and Spencer chain.

***Moses** ("drawn out") (c. 1527-1406 BCE), great leader of the people of **Israel**, delivering them from slavery in Egypt, celebrated annual with **Pesach**. Received the **Ten Commandments** from God, as well as the teachings, recorded in the **Torah**, which according to tradition he wrote, appearing in the final four books. (Exodus-Deuteronomy)

***Oskar Schindler** (1908-1974 CE), Czech-born industrialist, who through his close contact with his Jewish slave labourers then set about buying 1200 Jews their freedom at the end of the **Shoah**, as group now known as 'Schindlerjuden'. Credited as 'Righteous ' at **Yad Vashem**. The focus of a Hollywood film.

***Rachel** ("ewe") (c. 1925 BCE), beloved wife of ***Jacob**, mother of his two favourite sons ***Joseph** and ***Benjamin**. (Genesis 29-35)

***Rashi** (1040 - 1105 CE), Rabbi Shlomo ben Yitzhak, a French rabbinical scholar and leading commentator on the **Torah** and **Talmud**.

***Rose Heilbron** (b. 1914 CE), Britain's first female judge.

***Samuel** ("The LORD hears"), Prophet and last Judge of **Israel** from c. 1063 BCE, he anointed ***Saul** and then ***Dawid** as King. (1 Samuel 1-28)

***Sarah** ("Princess", originally called Sarai "The LORD is Prince") (c. 2161-2029 BCE), the original Matriarch, married to ***Abraham**, whose descendants through ***Isaac's** son ***Jacob** are the Jews. (Genesis 12-23)

King ***Saul** ("asked") Reigned c. 1043- 1010 BCE, Benjamite, anointed by **Samuel** as first King (or chieftain) over **Israel**, succeeded by ***Dawid**. (1 Samuel 9-31)

***Sigmund Freud** (1856-1939, CE) 'Father of psychoanalysis' and critic of religion.

King ***Solomon** ("peaceable") Reigned c. 970-930 BCE. Second son of King ***Dawid** and Bathsheba. Build the original **Temple in Jerusalem**. Famed for his wisdom and subsequent wealth. (Writer of most of Proverbs as well as Ecclesiastes, and Song of Songs, story in 1 Kings 1-11, 1 Chronicles 28 - 2 Chronicles 9)

Sir ***Yehudi Menuhin** (1916-1999 CE), British, based virtuoso violinist and conductor, born in New York City.

Rabbi ***Yisrael Baal Shem Tov** (1678- 1760 CE), Yisrael ben Eliezer, founder of the **Hasidism** movement