

KS1 Judaism: Believing



Why do Jewish families talk about repentance at New Year?

**The *EMMANUEL* Project 2020:
Teaching Judaism effectively in Key Stage 1**



Before you start:

RE is statutory for Key Stage 1 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



This unit for Key Stage 1 pupils focuses on the Jewish concept of 'teshuvah' or 'repentance'.

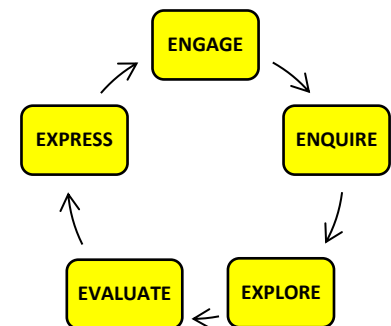
It is important to read the guide to this so that teaching, questioning and assessment reflect this focus.

It links with common themes in RE syllabuses e.g. in the Suffolk Agreed Syllabus it links with '*Believing: what some people believe about God, the natural world, human beings, a significant figure*'.

It is designed to last 6-8 hours, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through **an enquiry cycle** in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Judaism which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative / Jewish story (ii) Jewish Community Practice (iii) Jewish Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



Assessment guidance is provided at the back of the unit. It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

The Resource List in this unit was current at time of publication, but teachers should watch out for new resources to add.

Further guidance, other units and various support materials (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

TESHUVAH

Everyone makes mistakes; fixing them so that they won't be repeated is the challenge of teshuvah. The Torah is filled with people -- great people -- who made mistakes. What made them great was not that they led perfect lives, but that they learned from their mistakes.

Teshuvah really means "return" although often translated as "repentance". What does God want from us when we make mistakes? The Jewish community is asked by God to do teshuvah, to return to the path God set for them when they were born, the path of goodness, of becoming a better person.

There are different types of teshuvah as there are different types of mistakes. Some are so serious they take a person's entire life off course. Some are simple errors of everyday life that make us feel bad about ourselves and impair our relationship with others and with God. Often we know what we are doing is wrong, but convince ourselves that it is right. Everyone makes such mistakes. We all know when we stray, rationalize, bend the truth, avoid the effort, and ignore what is really important and meaningful in our lives.

Everyone who has children knows they make mistakes, even when told not to do something that will harm them, they do it any way. God is like a Father in Heaven. He wants people to recognize their mistakes and use them as an opportunity to learn.



Maimonides sets out the steps for Teshuvah.

Step 1: Stop. Stop whatever destructive action you are engaged in. *If, for example, you are losing your temper with others, stop.*

Step 2: Regret. Feel regret for your error. *Be sorry for any harm you caused when you lost your temper.*

Step 3: Verbalize. Explain your regret out loud to God. You need to hear it, even if God knows already. If you caused harm, make amends. *Go to your friend and ask forgiveness for losing your temper.*

Step 4: Plan. How can you be sure the mistake won't happen again? *Avoid sources of conflict in the future.*

Making a "complete return" is when God puts you in the same position as your original mistake and, you do not repeat it. God accepts your return and when at **Rosh Hashanah** (new year) and **Yom Kippur** (Day of Atonement), He reviews your thoughts and deeds, He doesn't see those mistakes.

Rosh Hashanah, Jewish New Year, marks the start of Ten days of 'Return'. A shofar or ram's horn is blown in the synagogue to call people to make amends for their mistakes.

The central theme of Yom Kippur is teshuvah, commonly translated as "repentance." It is a day of fasting, with solemn overtones, but there are great elements of joy because it is a day of second chances. In many of life's pursuits we only have one chance but, at Yom Kippur, God says, "No matter if you have failed before; you can still return."

A chassid once asked his rebbe, "Why pray on Yom Kippur? After all, we will all sin again." In response, the rebbe asked him to look out the window. "What do you see?" asked the master. "A child, standing and falling," replied the disciple. Day after day the chassid returned to witness the same scene. At week's end, the child stood and didn't fall. The child had attained the impossible. "So with us," said the rebbe, "We may fail again and again, but in the end, a loving God gives us the opportunities we need to succeed."





Why do Jewish families talk about repentance at New Year?

ENGAGE
with the idea of saying sorry, changing and forgiveness

End of year assessment in RE

This column lists 'I can' statements to help with end of year assessment BUT there are many ways to assess RE.

Please see advice at the end of this unit and consult your RE subject leader about **assessing RE in your school.**

Rd I can talk about things that happen in my class when I do something wrong

Rf I can talk about trying to put

Teacher's note: This unit focuses on the Jewish belief in 'Teshuvah', translated as 'repentance' or 'return' and including a sense of regret, making amends and not doing the particular thing wrong again. This belief is formalised in the High Holy Days each year when the ten days of 'return' offer the chance to put things right with others and, on Yom Kippur, the chance to be forgiven by God.

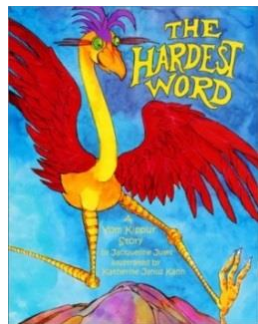
Is it hard to say sorry?

Introduce ideas about saying sorry in school and at home. Is saying sorry important? How do you really mean 'sorry' when you say it?

What do you think is the hardest word to say?

Introduce Zoe and her bag. Take the book and note out of Zoe's bag:

Hi everybody. My name is Zoe. I know you have been talking about saying sorry and meaning it. This is a book my mum bought me on my birthday. Mum bought it because a special Jewish day called Yom Kippur is coming soon and she wants to talk to me about it. She says this will help me understand. What do you think the message of the story is?



Look at 'The Hardest Word' (see **Resources**). Talk about the title and what it might mean. Read the story.

Introduce vocabulary as appropriate: *forgiveness, forgive, repent, repentance, making better, turning around, change.*

Cut out paper hands. On these, write why Ziz felt sorry, noting the actual action the Ziz did wrong. Turn this into a display by putting up a paper figure of Ziz and adding the hands as feathers on the wings. Use this as an ongoing display and add more 'sorries', not just the Ziz's, throughout the unit. (see **EXPRESS**)



Do read the full notes above on TESHUVAH so that you are well-informed about the key Jewish belief which underpins the unit.

Introducing a Jewish child, even if imaginary, gives a good context for finding out about Jewish life and faith. See Resources. Zoe's 'bag' is the source of artefacts, stories and other props which help the class engage with Judaism.

Connect with 'sorry prayers' if children have done the Prayer and Worship: Christianity unit. The 'sorry' in that unit is linked to Jesus' parable of the Prodigal, or Lost, Son in Luke's gospel in the Bible.

something right when I do wrong

1d I can talk about times when I have done things wrong and need to say sorry, at home or in class

1f I can talk about what is important to me about saying sorry and being forgiven, and why

OR On a sheet with figure of Ziz, children draw round hands to create two wings and write why Ziz felt sorry.

OR Role-play various scenarios of why Ziz felt sorry



How do we know someone is really sorry? (plenary)

Whiteboard answers in pairs **OR** ask for verbal responses as children stick cut-out hands on the Ziz outline.

What do you do to say sorry? ... or to show you are sorry? How does it feel to be forgiven? I wonder if you agree that sorry is the hardest word?

ENQUIRE
into the idea of making new starts through Jewish festival of Rosh Hashanah

Rb I can recognise someone blowing a shofar because of their religion

Rc I can recognise a shofar and that the word 'God' is holy to a Jewish person

1c I can suggest why the symbol of

Teacher's note: Rosh Hashanah is the Jewish New Year; it takes place in Autumn. It celebrates God's creation of the world and a round loaf is often made to represent the world. It is a time to wish people a happy new year and to think about what you have done wrong in preparation for the holiest day of the year, Yom Kippur – the Day of Atonement. A 'shofar' is blown each day for ten days to call people to 'return' to God, their creator.

What can you see in this window?

Look at this 'mystery picture'. Gather individual words about what the children can see e.g. book, scales, candle, letters – Hebrew, not English.

What are the scales for? Produce some balance scales and some bricks or cubes. Label one side 'Good deeds', the other 'Bad deeds'.



This is the Rosh Hashanah or New Year window in a synagogue, where Jewish people, like Zoe, say prayers to God. They believe that at New Year God weighs the good and bad things they have done and gives people a chance to put things right, just like Ziz did.



Keep scales for EX-PLORE 3.

In the Jewish community, scales point to the idea of God as judge of what is right and wrong and the need for putting things right.

Yom Kippur window in Swansea synagogue
<http://credo.ysgolccc.org.uk/addoldai/synagog/Saes/3synagogue21.html>

weighing scales is important to a Jewish person at New Year

2b *I can talk about something Jewish people do together as part of their celebration / worship at Rosh Hashanah*

2c *I can say what the sound of the shofar or tasting honey means for Jewish people at Rosh Hashanah*

Think of some good or bad things Ziz did in 'The Hardest Word'. Put a brick / cube for each idea in the relevant pan.

How does Zoe celebrate at New Year?

Zoe knows about doing good and bad things and she could put some cubes in the scales too but first she wants to tell us about New Year. There is a note for us inside her bag:

Happy new year! I have brought some things to show you and a song for you to hear. I have been practising it with my friends at synagogue where I go to pray. See what you can work out about how we celebrate new year. Turn over for the answers later!



Look in Zoe's bag. It contains:

- a jar of honey
- some apples
- a pomegranate
- a round challah loaf
- picture of shofar
- a Rosh Hashanah card
- Two Candles Burn CD / song words – **APPENDIX 1.**

Lay the objects / pictures out on a piece of shiny material so they can be seen easily. Identify and handle the different objects. Suggest how they might be used.

More of Zoe's letter – the answers!

I wonder what you thought about how I celebrate at New Year?

On the first night of Rosh Hashanah, we dip challah into honey and say a blessing over the challah, a round loaf of bread. Then we dip apple slices into honey and say a prayer asking God for a sweet year. I love doing this but it is very sticky! Have a go!

On the second night we eat a pomegranate. Gran says there are 613 seeds, one for each law God gave Jewish people. Mum says we should do as many good deeds as there are seeds.



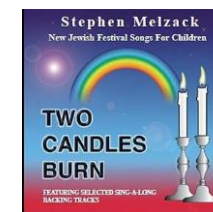
Use pictures for some objects below if you do not have them all.

Round challah recipes found on the internet.

Song 'We blow the Shofar' by Stephen Melzack on album: Two Candles Burn. Listen:

<http://www.twocandles.com/hear.html>

Buy from i-tunes. Song words in Appendix 1.



Look at toy sets for Rosh Hashanah for teaching Jewish children – see Resources.



You can buy plastic shofars to blow from e-bay!

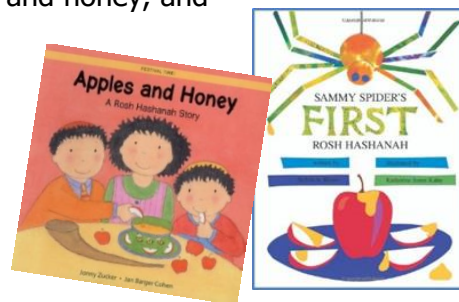
Sometimes we send Rosh Hashanah cards to wish our friends Happy New Year. The trumpet is called a shofar. We blow it every day for 10 days. It reminds us about the things we have done wrong. We have ten days to say sorry to our friends and family and then we go and say sorry to God too.

Review what Zoe has said and enjoy trying the apples and honey, and the pomegranate, if you have one.

Try singing Zoe's Rosh Hashanah song – see words in **Appendix 1** – and work out what it is all about. Try blowing a shofar or if not possible, try a kazoo.

You could look at one of these children's books:

- **Apples and Honey**
- **Sammy Spider's First Rosh Hashanah**



Consider some art and craft work using apple shapes to represent Rosh Hashanah. Later make apple leaves for Yom Kippur – bad deed one side and turning over: a good deed. Display them together.

EXPLORE (1)

repentance and forgiveness in the Jewish story of Jonah

***Ra** I can remember something that happens in the Jonah story*

***Re** I can talk about something interesting in the story of Jonah*

Teacher's note: The story of Jonah is told by Jewish, Christian and Muslim communities. It is the story read in the synagogue at Yom Kippur. It is a classic tale of disobedience and repentance, and of God's forgiveness and mercy.

Who knows the story of Jonah?

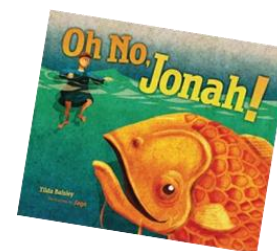
In Zoe's bag today there is a story book of Jonah, a picture of the story and a peg. Take these out and ask if anyone knows the story. Looking at the cover of the book, ask children to suggest what the story is about.

Compare with the picture. What can we ask?



Then tell the story of Jonah and the Big Fish / Whale using a good story book or a video of the story e.g. <http://www.bbc.co.uk/programmes/p00wdnz1>

Can you explain the picture better now and answer some of your questions? Now explore the story further, taking photos as you retell it together. Use photos to make a scroll of the story for **EXPLORE 3**.



The Jonah story is read on Yom Kippur.

Read Jonah for yourself in any Bible or on www.biblegateway.com It is about love, judgement, obedience, repentance and returning.

If you do not have an individual Jonah story book, find it in an story bible. This is a story Jewish and Christian families share.

Use any good picture of the Jonah story. The one on the cover of the

1a I can remember the story of Jonah and know who it is special to

1e I can ask why a story is told, and what I learn from it, including the Jonah story

2a I can tell the story of Jonah and say why it might be important to a Jewish person

2e I can talk about the possible meanings in a story, including the Jonah story, and about any questions the story raises

3a I can describe what a Jewish person might learn from the Jonah story about repentance, forgiveness and God

- Use a parachute to tell the story. Create waves for the storm, sit inside the whale's belly, etc.
- Act or mime the story together.
- Help your **Open the Book** Team tell the story – say this is a story Christians and Jews share.



What is the story of Jonah all about?

Teacher's note: Wrong things cannot go unpunished but God forgives those who repent. Repenting and changing makes a difference. Everyone can have a second chance. In the story, everyone seems more willing to change than Jonah!

Throughout the story telling, ask simple questions about God, obedience, repentance, forgiveness e.g.

- What did Jonah do wrong?
- Why did Jonah disobey God?
- Did Jonah repent or say sorry?
- Did anyone else?
- What does God do in the story?



Make a whale or paint a giant whale picture like John Freeman's to share the story with others in **EXPRESS**. On large paper puzzle pieces write some questions you want to ask or some good 'I wonders' e.g. I wonder if Jonah ever said sorry.'



Is it a good story for a new start? An email from Zoe:

I like this story. I used a peg to make a big fish swallowing Jonah. Maybe you can make one! I hear the story every year in the synagogue. It is read when everyone comes to say sorry for their wrong deeds. Sometimes we act it in our junior congregation.

My mum thinks it is a good story for when people need to think about repenting and putting things right. Do you agree with her?

unit is by John Freeman, an Australian Artist, whose work we use by permission in the KS1 Christianity 'Stories and Books' unit.

Details of Open the Book Teams – see RESOURCES.

Collage picture from Kessingland CE Primary School

John Freeman's Jonah picture is called 'The Escape'. If you do a painting in his style, why not photograph it and send it to him: <http://www.johnfreemanart.com/about-me/>

Jonah and Whale peg craft!



EXPLORE (2)

how teshuvah is put into practice in daily life

2d I can ask respectfully what happens when friends or others get things wrong and want to put them right, including a Jewish view

2f I can talk about what is important to others, including Jewish people, about repentance and 'putting things right', asking respectfully why

Teacher's note: The time between Jewish New Year (Rosh Hashanah) and Yom Kippur is called the ten days of Return or Repentance. The shofar with its different notes is played to call people to put things right with their families and neighbours ready to present themselves to God on Yom Kippur, the day of atonement.

What does this noise tell people to do?

Start by identifying several sounds which call you to do something like a school bell, sirens, whistles, clapping.

Introduce a shofar – use a photo or a plastic / toy shofar. What does it sound like?



Watch: **Celebrating Rosh Hashanah** - BBC clip of Charlie introducing Rosh Hashanah and having a go at blowing a shofar.
<http://www.bbc.co.uk/education/clips/zgqnv4j>

Other clips on the internet will also allow you to listen to the sound.



The shofar is blown on Rosh Hashanah to start calling people to think about the wrong things they have done and put them right. It is then blown every day for ten days until the very special day of Yom Kippur.

Recap / try singing the song: 'We blow the shofar' – words in **Appendix 1**.

What do people do during the Ten Days of Return?

The long word is **R-E-P-E-N-T-A-N-C-E** – 10 letters for 10 days of returning to God. Write each letter on a piece of card and practise spelling and reading it.

Simply put, what people do is 'own up'. It is not always easy to own up. Talk with children about how easy or hard it is to own up if you do something wrong.

You could read '**David gets into trouble**' by David Shannon.

Check Jewish craft sites for making or decorating a paper shofar like the one in Sammy Spider's First Yom Kippur.

<http://www.ajaearylchidhood.org/2011/09/its-all-about-blowing-shofar.html>

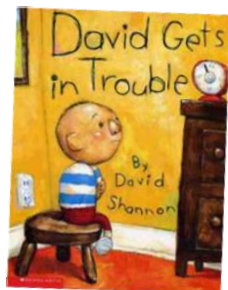
Remember that toy shofars can be bought on the internet!

3b I can describe some things that Jewish people do as part of their preparations for Yom Kippur

3f I can link my ideas about repentance and forgiveness with the way I think and behave, or would like to think and behave

David never owns up to anything. Pick out ten things he did wrong and write / draw them on the back of the big letters.

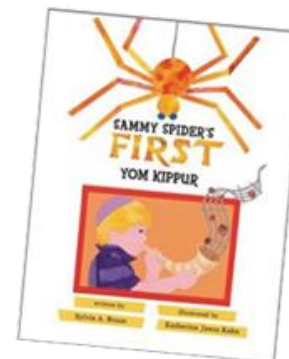
Model one example of telling David how to do Teshuvah or repent like Jewish people:



- You must stop - **David must stop** pulling the cat's tail.
- You must feel sorry – **David must feel sorry that** he hurt the cat.
- You must SAY sorry - **David must say sorry and mean it.**
- You must plan to do better next time. – **David must think how to** be nice to the cat next time he sees it.

In 3's try some of the other scenarios, using this as a model. Record what David needs to do on the big letters. In 3's tell David how to put each of the ten things right!

OR You could use the Jewish children's book 'Sammy Spider's First Yom Kippur', focussing on the section where Josh puts lots of things right. Using the model above, help Josh do Teshuvah.



Can you put something right?

Help children talk about how we say sorry and put things right in school. If you really mean sorry and change your behaviour that is like REPENTANCE.

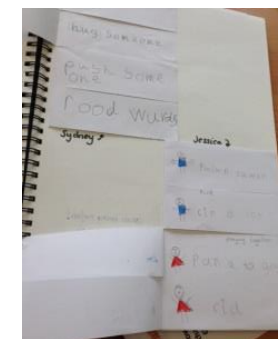
Create flip books with 4 'flaps'. Draw bad deeds on the front flap. Balance with an opposite good deed underneath, and write 'Sorry' next to it. (Could be linked with one of the story books above.)

Display the flip books and decorate the display with words which relate to 'repentance': *sorry, forgive, change, repent, turn around, start again, fresh start.* You could cut out individual letters to put the words together.

This is the Maimonides model for doing Teshuvah in the Introduction (p.3).

Both story books are detailed in RESOURCES.

Flip books from St Mary's CE School, Hadleigh.



EXPLORE (3)

some ways the Jewish community shows repentance at Yom Kippur

1b I can use the right words e.g. God, scroll, shofar, repent to talk about what happens at Yom Kippur

3c I can describe some ways Jewish people show beliefs about God and repentance at Yom Kippur, using religious terms correctly

3d I can recognise how some things / people influence my ideas about saying sorry and putting things right e.g. family, friends, faith

3e I can ask good questions about

Teacher's note: Many Jews who do not observe any other Jewish custom refrain from work, fast and attend [synagogue](#) on Yom Kippur, the "Day of Atonement," when judgment is entered in God's "books". Yom Kippur is about atoning for sins against God; sins against other people must be righted during the Ten Days of Return. Yom Kippur is a 25 hour fast, most of which is spent in the synagogue. The story of Jonah is read as part of the liturgy.

What happens at the synagogue at Yom Kippur?

Imagine we have received a special invitation from Zoe to visit her synagogue at Yom Kippur. She has not had time to write you a long note today but she has sent some ideas to help us understand what happens at Yom Kippur and how Jewish people show their repentance.

Line children up outside the classroom and bring them in really quietly to sit on the carpet.


Display a picture of the inside of a synagogue on the whiteboard.

What would Zoe tell you about:

- First of all, Zoe would say. There are lots of special services at Yom Kippur and there are lots of people at the synagogue. It is crowded.
- She might say, the adults don't eat or drink at all today. It is a very serious day. They want God to take their repentance seriously. Children do not fast all day. Sometimes they give up a favourite food.
- There are songs and chants. This is a children's song which Zoe learnt. Play 'On this day' (Yom Kippur) song – Stephen Melzack. See **Appendix 2**. Invite children to hum along.
- There is a special standing prayer. Stand children up. It is very quiet. Everyone tells God the things they have done wrong. But they do it silently. They tap their chest for every wrong thing they say. Try some gentle tapping.
- In the afternoon, they tell the story of Jonah. Look at children's Jonah work and remind themselves of the 'sorry' points'.



There may be special provision for children at a synagogue for Yom Kippur. Some detail this on their websites and you can find programmes for children to book into and some details on Jewish school websites.

<p><i>whether repentance is important in life and communicate some of my ideas for answers</i></p>	<ul style="list-style-type: none"> • Then finally, they believe God forgives them all for their wrong deeds. Empty the balance scales of all bricks to represent a fresh start. • Last of all the shofar is blown loudly. God has forgiven them. <p>Come out of role by leaving room and coming in again.</p> <p>What do you think is important about Yom Kippur?</p> <p>Teacher’s note: Look up some synagogue sites to read about their provision for children at Yom Kippur so you have some idea what the children do during the long fast. This can be useful background for answering children’s questions. Synagogues differ hugely.</p> <p>You may be able to find some pictures of children at Yom Kippur to show.</p> <p>Display a picture of Zoe. What questions would you ask Zoe and her family about Yom Kippur? Write her a letter for a change!</p> <p>I wonder if Zoe enjoys Yom Kippur? Choose a feelings face for how Jewish people might feel when they hear the final shofar blowing at the end of Yom Kippur.</p> <p>If not used earlier, read Sammy Spider’s First Yom Kippur or I’m sorry, Grover – see RESOURCES. How do people in these feel at the end of Yom Kippur.</p> <p>How do you feel when you are forgiven? Choose a face and say why.</p> 	
<p>EVALUATE your RE learning about Jewish people showing repentance at new year</p>	<p>Teacher’s note: Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</p> <p>What have we learnt? How well have we learnt?</p> <ul style="list-style-type: none"> • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. • Use the Quick Quiz on p. 17. • Use the class RE scrapbook to discuss your learning journey together. • Consider how to answer any remaining questions. 	<p>See ‘Assessing RE in your school’ p. 17-18 for decisions about how and what to assess.</p> <p>Please remember that different schools have different requirements. Check with your RE Subject Leader.</p>

	<p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none"> • Use discussion to construct an answer together. • Encourage children to self-assess and justify their decisions. • Use the SOLO taxonomy hexagons in groups or individually. <p>Are we making progress in RE as a subject? How much?</p> <ul style="list-style-type: none"> • If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 OR an Assessment framework from your RE subject leader. • Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects. 	<p><i>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for how to use.</i></p>
<p>EXPRESS your RE learning so it can be shared with others</p>	<p>Teacher's note: You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.</p> <p>Here are some more ways you might share your learning with others:</p> <ul style="list-style-type: none"> • Make a display about 'The Hardest Word' and explain all the 'sorry' hands on the wings. Tell them the story if you can. • Make a 2D-shofar and write on it what they have learnt about how it is used • Create a Sammy Spider display, where Sammy explains things about Yom Kippur and Rosh Hashanah. • Write a thank you letter to Zoe about what you have learnt and add it to a display of your work. • Tell another class the story of Jonah e.g. use small world characters to tell the Jonah story to children in Early Years. • Present your learning in assembly e.g. acting out the Jonah story or sharing facts about Rosh Hashanah and Yom Kippur. 	<p><i>These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.</i></p> <p><i>Display picture from Tudor CE Primary Academy, Sudbury, Suffolk</i></p>



- **Unpack the objects from Zoe's bag** and explain what they are to an audience from another class or one of the school governors.
- **Share apple and honey** with another class and explain the custom to them.



APPENDIX 1 - Apples and Honey: A Rosh Hashanah Song

We blow the shofar on Rosh Hashanah!

Tekiah Gedolah! Le Shanah Tova!

Dip the apple in the honey.

Don't let it drip, you'll upset mummy!

We go to shul and we're dressed so smartly.

Meet all our friends and it's like a party.

Start the year the way we should.

If we've all been naughty then we must be good.

Now is the time for a celebration.

Happy new year for the Jewish nation!

Everybody sing and cheer:

Chag sameach have a great new year

Stephen Melzack

***Two Candles Burn* album – all songs on i-tunes**



Notes:

- Rosh Hashanah - beginning of the Jewish New Year.
- It is heralded by blowing a Shofar - a Ram's horn.
- Tekiah Gedolah - Great Blast - is the longest note sounded.
- Apples dipped in honey are eaten for a sweet New Year.
- Everyone goes to Shul - Synagogue - to ask God to review their deeds during the past year.
- The greetings Chag Sameach - Happy Holiday - and Le Shana Tova - Happy New Year - are said by all.

APPENDIX 2 – On this Day: A Yom Kippur song

On Kol Nidrei, we go to shul
On Yom Kippur, keep every rule
On this day, hear us pray
Promise to be good
Borosh hashanah yikosevun

On Kol Nidrei, we go to shul
On Yom Kippur, keep every rule
On this day hear us pray
Promise to be good
Borosh hashanah yikosevun

On this day, hear us pray
Promise to be good
Borosh hashanah yikosevun

On Kol Nidrei, our prayers are heard
On Yom Kippur, mean every word
On this day, hear us pray
Promise to be true
Borosh hashanah yikosevun

On this day, hear us pray
Promise to be true
Borosh hashanah yikosevun

Stephen Melzack

***Two Candles Burn* album – all songs on i-tunes**



Notes:

- **Kol Nidrei** – Aramaic phrase meaning 'All vows', used to describe the evening service at the start of Yom Kippur
- **Yom Kippur** – Day of Atonement
- We go to **Shul** – yiddish word for synagogue, Jewish place of worship / study
- **Borosh hashanah yikosevun** – This line links the song back to Rosh Hashanah and means 'On Rosh Hashanah, it is written' i.e. a person's deeds are written in God's Book of Life. The unsaid (or un-sung) words are 'On Yom Kippur, it is sealed' i.e. closed so it is too late to put things right. An appropriate greeting for this season is 'May you be sealed in the Book of Life'.

Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



Beginning: Discusses concept in own life	Q1 Is repentance just saying sorry?
Developing: Draws on the lesson material	Q2 What does the shofar remind Jewish people to do?
Expected: Applies concept/answers key question	Q3 Why do Jewish families talk about repentance at New Year?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 What rules would you make for helping children put things right in school when there is a fight?

If you want to assess pupils against end of year expectations for RE, you could:

Set tasks to help pupils demonstrate the 'I can's' below. The grid is based on generic end of year expectations (see flash drive) and loosely tied to the Suffolk Agreed Syllabus but adapted to the specifics of this unit. Other syllabuses have different structures for RE assessment, but the grid may still be helpful.

SELECT a year group. **CHOOSE 2 strands** to assess – one from each Attainment Target. Each strand can be covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left-hand column of the lessons for the best lesson to do the assessment. **SET an activity** to help pupils show the 'I can' and adapt the lesson as necessary. **RECORD** how pupils do.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
R	<i>Ra I can remember something that happens in the Jonah story</i>	<i>Rb I can recognise someone blowing a shofar because of their religion</i>	<i>Rc I can recognise a shofar and that the word 'God' is important to a Jewish person</i>	<i>Rd I can talk about things that happen in my class when I do something wrong</i>	<i>Re I can talk about something interesting in the story of Jonah</i>	<i>Rf I can talk about trying to put something right when I do wrong</i>
Y1	<i>1a I can remember the story of Jonah and know who it is special to</i>	<i>1b I can use the right words e.g. God, scroll, shofar, repent, to talk about what happens at Yom Kippur</i>	<i>1c I can suggest why the symbol of weighing scales is important to a Jewish person at New Year</i>	<i>1d I can talk about times when I have done things wrong, and need to say sorry, at home or in class</i>	<i>1e I can ask why a story is told, and what I learn from it, including the Jonah story</i>	<i>1f I can talk about what is important to me about saying sorry and being forgiven, and why</i>
Y2	<i>2a I can tell the story of Jonah and say why it might be important to a Jewish person</i>	<i>2b I can talk about something Jewish people do together as part of their celebration / worship at Rosh Hashanah</i>	<i>2c I can say what the sound of the shofar or tasting honey means for Jewish people at Rosh Hashanah</i>	<i>2d I can ask respectfully what happens when friends or others get things wrong and want to put them right, including a Jewish view</i>	<i>2e I can talk about the possible meanings in a story, including the Jonah story, and about any questions the story raises</i>	<i>2f I can talk about what is important to others, including Jewish people, about repentance and 'putting things right', asking respectfully why</i>
Y3	<i>3a I can describe what a Jewish person might learn from the Jonah story about repentance, forgiveness and God</i>	<i>3b I can describe some things that Jewish people do as a part of their preparations for Yom Kippur</i>	<i>3c I can describe some ways Jewish people show beliefs about God and repentance at Yom Kippur, using religious terms correctly</i>	<i>3d I can recognise how some things / people influence my ideas about saying sorry and putting things right e.g. family, friends, faith</i>	<i>3e I can ask good questions about whether repentance is important in life and communicate some of my ideas for answers</i>	<i>3f I can link my ideas about repentance and forgiveness with the way I think and behave, or would like to think and behave</i>

Resources for this enquiry:

In this unit, **Zoe is an imaginary Jewish character** who enables a teacher to present things Jewish children learn or do in a way which is easier to handle than talking abstractly about religious people.

You can create your own Zoe by using cartoon characters, persona dolls or photos of children from school library books or schools' programmes on the internet. Two similar children, **Tom and Tessa**, were created for the EYFS and the KS1 Christianity units. The names of the children are immaterial; feel free to change them.

Sometimes scenarios can be created around their lives to start a discussion. Sometimes they help by bringing in a bag containing Jewish artefacts or books! Here are suggestions for this unit:

- A Jewish children's story Bible (e.g. The Children's Illustrated Jewish Bible – Dorling Kindersley)
- Two Candles Burn – CD or i-tune downloads of festival songs
- Jewish children's books about Rosh Hashanah / Yom Kippur – see below, especially 'The Hardest Word'



Background articles:

- <http://www.jewfaq.org/holiday4.htm>
- http://www.chabad.org/holidays/JewishNewYear/template_cdo/aid/995094/jewish/A-Step-by-Step-Yom-Kippur-Guide.htm

Teacher's books / background:

- **Opening up Judaism** – Fiona Moss <http://shop.retoday.org.uk/9781905893553>

Information books for / from school library e.g.

- **My Jewish Faith** – Anne Clark (Evans) *originally a big book*
- **My Jewish Life** – Anne Clark and David Rose (Wayland)
- **I belong to the Jewish Faith** – Katie Dicker (Wayland)

Open the Book – a Christian organisation, but useful for telling shared Bible stories

A national organisation with local teams visiting schools to tell Bible stories in assembly.

<https://www.biblesociety.org.uk/get-involved/open-the-book/otb-schools/>



Jewish children's story resources:

- The Hardest Word – Jacqueline Jules
- David gets in trouble – David Shannon
- Sammy Spider's First Rosh Hashanah - Sylvia Rouss (Kar-ben)
- Sammy Spider's First Yom Kippur - Sylvia Rouss (Kar-ben)
- I'm sorry, Grover: A Rosh Hashanah Tale (Shalom Sesame)
- Oh No Jonah – Tilda Balsley (Lerner Pubs)

Internet – mostly BBC Education clips

- Celebrating Rosh Hashanah (includes blowing shofar / Yom Kippur/ 10 days of repentance) / <http://www.bbc.co.uk/education/clips/zgqnv4j>

Artefacts

- Rosh Hashanah greetings cards – try the internet
- Rosh Hashanah Play set <https://www.amazon.com/KidKraft-62906-Rosh-Hashanah/dp/B0009EVZ8I>
- Toy shofar – from ebay
- Persona Doll - Jewish boy with kippah and tallit (prayer shawl) <http://shop.retoday.org.uk/160114>
- A Sammy Spider plush toy was made for the character's 20th anniversary; if you can't get one, consider making one! We saw one made with a papier mache body and paper chain legs! And one with a cushion body and legs stuffed with crumpled paper!

Jewish visits and visitors: can be arranged directly or through inter-faith groups e.g. East of England Faiths Agency: http://www.eefa.net/home_index.htm. Some Jewish communities have limited capacity and do not take KS1. Plan a visit in Y3! Virtual visits, quality video and INSET visits for teachers will help.



The initial ideas for this unit were worked on by KS1 teachers led by Helen Peats (St Margaret's CEVAP, Ipswich) and Helen Matter (Diocesan Schools' Adviser) at the Emmanuel Project days 2016 and revised in 2019. Thank you for your hard work!