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| Pentecost Term 2  **Dialogue and Encounter**  **Year 1** |
| **Learning outcomes:**  2. Recognise in an age-appropriate way that the Church teaches that all that is comes from God 5. Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.  10. Recognise simple connections between Jesus’ message and how Christians are called to live and tell people about God’s love today (e.g., care for Creation and the poor). 13. Encounter the symbols used in prayer and liturgies that are sacred signs reminding Christians of God’s love and blessings, such as ashes on Ash Wednesday or candles.  14. Encounter some of the Church’s holy days and know what makes them memorable.  15. Encounter their local parish church and community, making links with their beliefs and actions and the teachings of Jesus.  16. Encounter some facts about the Jewish faith.    **Understand**  U1.6.1. Know that Christian means follower of Jesus Christ.  U1.6.2. Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.  U1.6.3. Recognise simple connections between Jesus’ life and message and how Christians live today. (RVE)  U1.6.4. Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief.  U1.6.5. Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day). (RVE)  **Discern**  D1.6.1 Listening to the stories and experiences of Christians from their local parish and asking them questions. (RVE)  D1.6.2. Talking about their personal response to and artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings).  D1.6.3. Asking questions about the stories and experiences of Jewish people. (RVE)  **By age 6, pupils will be exposed to opportunities to think creatively and critically about what they have studied through art and music, drawing on the global Christian tradition. They will talk about what they have learned, exploring their learning through asking questions, wondering, and imagining. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance**  **Respond**  R1.6.1. Considering how Christians in their local parish community could work together to help people. (RVE)  **By age 6, pupils will be invited to share personal responses to what they have studied through personal reflection, sharing thoughts and ideas and listening to the views and opinions of others. They will spend reflective time to experience awe and wonder about what they have studied. Pupils will be invited to respond through individual or collective prayer, singing, or music. Pupils will think about how what they have studied has implications for their own lives and the lives of others locally and globally.**  **Dialogue**  By the end of this unit of study pupils will know that the Church teaches: • The Church is the community of all those who belong to Christ. • The cross is a symbol of Christianity. • The shortest summary of the Catholic faith is the sign of the cross. By the end of this unit of study, pupils will know about Christianity locally through: • Learning about their local parish community. • Learning about their local parish church. • Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish  **Encounter**  By the end of this unit of study, pupils will have encountered the following: • Aspects of modern Jewish life in Britain, including specific vocabulary about the Jewish belief in one God and the Torah as a special text which contains stories of the Jewish people’s history and is a guide for Jewish life |
| **Big Question - How do signs and symbols help us to understand what people of faith believe?** |

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|  | **Session 1 DIALOGUE** | **Session 2**  **DIALOGUE** | **Session 3**  **DIALOGUE** | **Session 4**  **DIALOGUE** | **Session 5**  **DIALOGUE** |
| **Learning Focus** | **Christian Symbols**  **To recognise that the cross is a symbol of Christianity.**  **To recognise that the sign of the cross is a prayer expressing Christian belief.** | **Parish Church**  **To know that Christians are followers of Jesus Christ. To recognise we are part of a Christian Parish Church Community. To recognise simple connections between Jesus’ life and message, and how Christians live today.** | **My Parish Community**  **To listen to stories and experiences of Christians from my local parish.**  **To ask questions to Christians. To recognise simple connections between Jesus’ life and message, and how Christians live today.** | **Global Christian Community**  **To know that Catholics are part of a global community.**  **To know that all Christians are sisters and brothers.**  **To recognise simple connections between Jesus’ life and message, and how Christians live today.** | **Art/Music expression of Christian Beliefs**  **To know that Catholics are part of a global community.  To talk about my own personal response to an artistic expression of Christian belief in a different Christian community.** |
| **Recall and Retrieval** | From branches 1-3 – questions:   * How are we stewards of the Earth? * Why did the Angel visit Mary? * What does the Hail Mary remind us of? * What happened at the Presentation of Jesus? * Who are Christians called to take care of? | What is the symbol of Christianity?  How can we be a follower of Jesus? | Children to match up some of the features of the Church buildings to the words. | What action/prayer can we show our Christian belief? (Making the sign of the cross)  Explain to your partner what our Parish community does and how it shows we are Christians. | True or false questions on Parish Church, community and global community. |
| **Sequence of knowledge throughout the lesson** | Know that Christian means a follower of Jesus.  Know what it means to be a follower of Jesus.  Explore the Christian symbol of the cross and what this means.  Know that the sign of the cross is a prayer.  Know that the sign of the cross represents and summarises the Catholic Faith. | Know that we are followers of Christ  Know that Jesus gave everyone a mission to spread the Good News and to live as Jesus wants us to.  Know that the Church is the people in it.  Know that Christians make up the Church.  That the Church building is God’s home.  Know that we can gather in the Church building.  Know about the Parish of your school and the Parish Priest  Know what being a Christian means to the priest and how he lives his life.  Know that there are features of the Parish Church and become familiar with it. | Know that we are followers of Christ Recall the signs, symbols and artefacts from the Church Know and recall information about my Parish Church Recall that the Church is the community and the people in it.  Know what a community is.  Know that Jesus sent a message that we are to help and care for others, spread the Good News and have our own mission for Christ.  Know that people in the Church community work together to help others.  Know some of the roles and responsibilities in the Church community.  Ask their own wondering questions about the roles in the Church community.  Listen to and respond to the roles and responsibilities of those in the Church community. | Recall what it means to be part of a Church community.  Recall what it means to be a community and a follower of Jesus.  Know that people around the world follow Jesus too.  Know that we are part of a global community who are followers of Christ.  Know that Christians around the world are our brothers and sisters,  Know that people around the world who form the Global community help other people.  Know that we are called to be part of the Global community and help others. | Recall what a Global community is.  Know that we are all brothers and sisters In Christ Know that there are different communities of Christians around the world.  Recognise that Christian express their Christianity in different forms – music, art and artefacts.  Know that Christians share different cultures around the world.  Know that we can express our own personal opinions and thoughts of the music and art from different Christian communities. |
| **Key Skills/disciplinary knowledge** | U1.6.1 U1.6.3 U1.6.4 | U1.6.1 U1.6.2 U1.6.3 D1.6.1 R1.6.1 | U1.6.1 U1.6.2 U1.6.3 D1.6.1 R1.6.1 | U1.6.1 U1.6.2 U1.6.3 D1.6.1 R1.6.1 | U1.6.1 U1.6.2 D1.6.1 D1.6.2 |
| **Main teaching activity**  ***If the school has another short-term planning format, this does not need to be included.*** | * What might you find in a church? (Open question to understand how much the children already know) * At tables, have the word CHRISTIAN in a jigsaw jumbled. Invite the children to try and put the letters in an order and unscramble them to make ‘CHRISTIAN’. * Ask children what they think a Christian is. * Discuss if they know any words inside the word Christ and explain that Christian means a follower of Jesus Christ. * Ask children what they think it means to be a follower of Christ? Explain that this is when we follow what Jesus teaches us, we know that Jesus died for us all, Jesus teaches us how we need to be and the choices that we should make. WE follow in Jesus’ footsteps in how we should live our lives. * Ask children how they know that someone may be a Christian? Explain that often there is a symbol to show this – the cross. * Where might we see a cross? Go on a cross hunt around the school. How many crosses can you find? * Come back and ask the children, why? Why do we have the cross as a symbol of Christianity? Discuss that Jesus died on the cross. As a follower of Christ, we know that Jesus came to die for us. This symbol is to show our faith and what Christians believe in. * Discuss other symbols that you might find, especially those on prayer focuses and sacred spaces (ensure it is a symbol of Christianity and not just Catholicism) * Explain that we also have actions that show we are Christians, invite children to discuss what this might be. * Talk about the sign of the cross – explain that this is a prayer. We make the sign of the cross as a prayer sharing our Christian belief. * Reintroduce the term ‘Holy Trinity’ and explain that this is what Catholics believe in. God the Father, God the Son and God the Holy Spirit. Children discuss this and ask own wondering questions. * Practise making the sign of the cross demonstrating the Catholic Faith/Christianity.   Create their own colourful/expression of the cross.  Use a medium of your choice (paint, pastels, tissue paper, foil)  Put these around the school above the doors. | * Discuss again about what it means to be a Christian – we are followers of Jesus and try to follow Jesus’ example. Discuss and get children to say how they might do this. * Go back to Branch 5 and talk about the disciples having their mission. Ask children what their mission is. How can they be a true follower of Jesus? * Explain that this is the mission of the Church. * Explain that the Church is the community of all those who belong to Christ. WE are the Church. The people who are followers of Christ make up the Church. Without the people, there would be no church! * Explain that Jesus’ mission was for the whole Christian community. The leader of the Catholic Church is Pope Leo, he is the leader of the Catholic people. * Discuss – where do we go to visit God? Where is God’s house? Talk about the Church building. * Show images of different churches around the world. (*Add in an image of your local Parish Church)* * Can you find our Parish Church? Discuss where it is in relation to your school and times that you may visited it. * Ask – if there was a building but no people, would that be the church? NO! The people are the church and the church building is where we gather. * As the church, Christians want to live out Jesus’ mission to spread the Good News and live a life that Jesus wants. What can we do? Children to have a paper chain – what can you do to live out Jesus’ message: write and join them together for a display at your prayer space. * *Invite the Parish Priest to come into school and talk about the Parish Church. The discussion to focus on – what being a Christian means to him and how he lives his life.* * *If possible, visit your Parish Church building to complete the activity:*   Create a ‘key’ with symbols, pictures and captions of what you see in Church.   * IF NOT: Teacher to go to the local Parish Church and take photos of different features, signs and symbols in the Church building for children to see. | * Recap with the children what it means to be a Christian – a follower of Christ. * Discuss visit to the Church and what they found out from the Priest. Discuss the different signs, symbols and artefacts that we find. * Recall that the Church building is where we go to worship, but that the Church is the people. The Church is the community of all those who belong to Christ. * Explain that the Church is built on a community. Share the song, it’s me who builds community. Discuss the meaning of the word community with the children. * Ask children what Jesus wants us to do: recall the message of Jesus and ask children to think of what we can do: spread the Good News, do for others as he did for us, love one another, care for each other) we must take care of our Church and its community. * Learn about the different roles that people take in the Parish. (*some examples will be on the slides but you will need to adapt this for your Parish church and the variety of roles)* * Discuss how all of these Christians in the parish community work together to help people. Talk about how this is what Jesus wants us to do and how Jesus wants us to live our lives. * *You will need to invite someone into your school who is part of the Parish Community.* * Ask children what questions they would ask someone who works in the Parish. Discuss verbally before writing these down either as a class or individually. * When modelling the questions – try to focus some of the questions on getting the children to ask to understand what being a Christian means to them, and how they live their life.   Write 3 questions that you would ask someone who is part of the Parish Community.  **PART TWO**  Invite someone in from the Parish to talk about what they do to help others/do in the Parish  Ask the questions to the person from the Parish community and write down the answers/responses as a class. | * Begin by singing: ‘He’s got the whole world in His Hands’ [Sing Hosanna - He’s Got The Whole World In His Hands | Bible Songs for Kids](https://www.youtube.com/watch?v=kDBJNQiugnM) * Recall what it means to be a Church community: the church is the community of all those who belong to Christ. Discuss how we follow Jesus’ example and his message to help others. * Show images of people around the world and discuss why we might be showing this. Show how people are helping others from around the world and discuss what this shows. * Explain that Catholics are part of a ~global Christian family. Share resources relating to Christians and Catholics around the world. * Explain that we, as Catholics, are part of the Christian community and we are called brothers and sisters. Why? Recall that we are all made by God, God is our Father in Heaven and so we are all brothers and sisters. Share the Scriptures where Jesus calls us brothers and sisters. * Discuss what this means? If we are all brothers and sisters, how should we treat one another? * Explain and explore again how Jesus lives his life, his message of helping others and how we are to do the same… how can we do this? * Share the resources again of people helping others around the world. Know that people around the world are followers of Jesus. * Discuss how we are all a family of God – how can you be a brother or sister in our Christian community? Write down different answers. * Explain that we want to tell everyone that we are part of this Global community and so we will create a poster telling our school about it!   Create a poster of our ‘Global Family’. Include the words ‘Brother and Sister’  How can you be a brother and sister in our Christian Community?   * End the lesson by singing: Building a community | * Ask children who forms part of our Global community – recall and discuss that Catholics and Christians around the world form part of our Global community. * Ask children again how we are all family – expect children to say we are all brothers and sisters. What does this mean? How should we treat each other? * Explain and show that there are many different Christian communities around the world – look and ask wondering questions about the different communities and how they are similar and different to those in our Parish. * Explain and discuss that people express their beliefs in different ways.  *Carousel: Allow children to share their own thoughts, opinions and express their own personal response:* * Explore some pieces of art and artefacts that are shared from different Christian communities. * Look at some Churches from around the world and see how they differ from the UK Parishes. * Draw children together and explain that they will be listening to some pieces of music from different Christian communities. Ask children to listen to them carefully, and think about what they like about them, how it makes them feel, what key words can they hear, what images does it create? Discuss this after each piece of Christian music. * Reflection on the music different Christian Representations.   Express preferences in the pieces of music – which is your favourite, why they choose that as their favourite, how does it make them feel? Draw a picture to represent the piece of music. |
| **Adaptive teaching** | N/A | Children to match the symbols with the words | Work as a group to think of 3 questions | Cut and stick examples of how people are helping others around the world. | Work as a group to discuss and teacher to note down responses. |
| **Challenge** | Answer the question:  Why do you think the cross is a symbol of Christianity?  What does Christian mean? | What does the Church mean? | Why do Christians work together in the community? | How would you explain to someone about what it means to be in our Global community? |  |
| **Key vocabulary and definition** | Christian  Church  Cross  Sign of the Cross  Symbols | Christian  Parish  Community  Church  Priest | Christian Parish Community Church Priest | Christian Parish Community/Global community Church Priest | Christian Parish Community/Global community Church Priest |
| **Resources** | Images of Crosses from around the world | Photographs from Parish Church |  | [Sing Hosanna - He’s Got The Whole World In His Hands | Bible Songs for Kids](https://www.youtube.com/watch?v=kDBJNQiugnM) |  |
| **Diversity Links** | Images of crosses from a variety of places around the world and Christian denominations. | Link to your own Parish Church and diversity links. | A range of individuals who are known to the parish could come into the school. This is dependant on where your Parish church/es are situated. | Photos from Christian communities around the world. | Variety of art, artefacts and music. |
| **Checking for understanding (summative assessment)** | Know that the cross is a symbol of Christianity.  Know that the shortest summary of the Catholic faith is the sign of the cross.  Know that the sign of the cross is a prayer expressing Christian belief.  Know that Christian means followers of Jesus Christ.  Recognise and make simple connections between Jesus’ life and message, and how Christians live today. | Know that the Church is the community of all those who belong to Christ.  Know and learn about the local parish Church.  Recall that a Christian means a follower of Jesus.  Know and consider how Christians in my local parish church work together to help people.  Can make simple connections between Jesus’ life and message, and how Christians live today. | Know that the Church is the community of all those who belong to Christ.  Know and learn about the local Church.  Know and learn about the local parish community.  Recall that a Christian means a follower of Jesus.  Know and consider how Christians in my local parish community work together to help people.  Can make simple connections between Jesus’ life and message, and how Christians live today. | Know and recognise that Catholics are part of a global Christian family.  Know that all Christians are sisters and brothers.  Can make simple connections between Jesus’ life and message, and how Christians live today.  Know that people around the world are followers of Jesus. | Know and recognise that Catholics are part of a global Christian family.  Know that all Christians are sisters and brothers.  Talk about my own personal response to and artistic expression of Christian belief in a different Christian community.  Know that there is many different Christian communities around the world.  Recognise that people express their belief in a variety of ways.  Experience music, art and religious objects that reflect Christian communities elsewhere in the world. |

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|  | **Session 6 DIALOGUE/ENCOUNTER** | **Session 7**  **ENCOUNTER** | **Session 8**  **ENCOUNTER** | **Session 9** | **Session 10** |
| **Learning Focus** | **Jewish beliefs, teachings and holy book** | **Jewish place of worship and life as a Jew** | **To know that the Torah is central to Jewish culture.  To recognise features of Jewish special clothes.** | **Knowledge Capture** | **Celebration of the Word** |
| **Recall and Retrieval** | What is the sign for Christianity?  What is the special prayer that starts all prayers?  What is the Holy Trinity? | Fact Ping Pong – children to have pictures from previous lesson on the board, split into two teams and share a fact as quick as you can. | On tables, have picture of the synagogue. Can children wrote down as much as they can remember about it. | N/A – Knowledge lesson. |  |
| **Sequence of knowledge throughout the lesson** | Know what faith means.  Know that the Jewish symbol of faith is the Star of David Know that Jewish people believe in One God.  Know that they share a Holy Book called the Torah.  Know the 5 books in the Torah.  Know that the books share tell Jewish people about their history and how to live their lives. | Recall the special book of the Jewish faith – Torah.  Know that the special place of worship is called a Synagogue  Explore and know what the Synagogue is and when people go to worship.  Know some of the artefacts, signs and symbols in the synagogue. | Recall what the special place of worship is.  Discuss and know the 5 books of the Torah.  Know in more detail, the stories and laws that we find in the 5 books of the Torah.  Know that Jewish people where some special clothes.  Know the different special items of clothing that is worn.  Know why the special items of clothes are worn. | Recall previous learnt knowledge from the Branch |  |
| **Key Skills/disciplinary knowledge** | U1.6.5 D1.6.3 | U1.6.5 D1.6.3 | U1.6.5 D1.6.3 |  |  |
| **Main teaching activity**  ***If the school has another short-term planning format, this does not need to be included.*** | * Explain that Christianity is one of the world faiths. * Discuss if children know any other World faiths and share. * Discuss what ‘faith’ means: explain that it is what someone believes in and those people who have the same belief may act in the same way according to their beliefs. * Focus in and share the symbol for Judaism (Star of David – children can recall and share the comparison with Christianity which is the cross). * Explain that the Star of David is the symbol of the Jewish faith and this links back to King David who was an ancestor of Jesus. * Introduce Judaism to the children again. * Explain that Jesus was a Jew. Discuss the vocabulary of Jew, Jewish. * Ask children what Christians believe in – One God. Explain that in Judaism, Jews also believe that there is One God. Discuss the Old Testament and how the relationship between God and the special people in the OT were Jews. * Explain that Jews believe in God, and that they follow God’s rules just like Christians do. * Ask children what the Holy Book of Catholics – the Bible. Introduce the Holy Book and Sacred text, **Torah**, to the children. Explain that this is a very Holy Book. * Discuss the Holy Book – it is the Jewish Holy Book, it is very special and can’t be touched. Instead they used a ‘yad’. This is like a pointer so the reader follows the text during the reading. [Silver Yad – The Jewish Museum London](https://jewishmuseum.org.uk/schools/asset/silver-yad/) * The Torah is made up of 5 books – Genesis, Exodus, Leviticus, Numbers, and Deuteronomy (these are in the Catholic Bible too). * The Torah tells stories, gives the laws to follow and teaches poetry, giving Jewish people the rules on how to live their lives and the 10 Commandments are the most important. [Totally Torah – The Jewish Museum London](https://jewishmuseum.org.uk/schools/asset/totally-torah/) It is written in Hebrew. [Chanted Torah Reading – The Jewish Museum London](https://jewishmuseum.org.uk/schools/asset/hear-chanted-torah-reading/) * Explain that there are special stories in the Torah which talk about Jewish history. Show images and see if children can say what the stories are:  Creation, Adam and Eve, Noah’s Ark, Abraham, The Patriarchs, Moses, 10 Commandments, Laws. * Ask what the leader of the Catholic church is called – a Priest. Introduce the term Rabbi and talk about where we may have heard this before (The disciples called Jesus Rabbi – meaning teacher).   Create a board game with facts of Jewish beliefs, teaching and Holy Book. Children write statements on different board places. | * Ask children what Jewish special book is called – The Torah. Explain again why it is important: it tells Jewish people about their history and how they are to live their lives. * Ask children where Christians go to worship God – a Church. * Discuss that the Jewish place of worship is called a Synagogue. * Show images of different synagogues around Great Britain. Allow children time to discuss and ask their own questions about the synagogues. * Get children to discuss what they found when they looked inside a Church – discuss the features. * Explain that there are similarities and differences with that in a Synagogue. * Share the video: [A visit to a synagogue – KS1 Religious Education – Primary Y1 & Y2 – BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/zsdhtrd) * Explain: Although the synagogue is a place for worship, many are also used as a place to study or as a community centre. * In some places a synagogue is known as a temple. * Explain that the word synagogue means ‘bringing together’ and some people come to pray, study the Torah and come together for lots of events. There are many rooms in most synagogues and a large hall for gathering. * Explain the difference – in a synagogue, there are no images of God or the special people. * The Rabbi leads the service and Jewish people will say the Shema prayer to show they believe in one God. * Jewish people an worship at the synagogue whenever there is a service. They used visit on Saturday mornings – during Shabbat. * Explain that Shabbat is the Jewish day of Rest… like God rested! It takes place from sunset on Friday until sunset of Saturday. * Have some of the and symbols (activity included) inside the synagogue on table, children to carousel and look at. Children to write down any questions they have on post its.   Complete the true or false activity about the synagogue and Jewish worship. | * Discuss where the special place of worship is – the Synagogue. * Discuss what is read in the special place of worship – the Torah. * Recall and share some of the stories from the Torah – discuss how these are important to the Jewish people (use story such as Abraham and Sarah, Noah’s Ark, Moses and the 10 Commandments. * Reflect on some of these stories’ ad talk about the 10 commandments being the most important laws for Jews to follow. Explore these in more depth. Explain that God came the laws and these are in the Torah. * Genesis – All about the Creation of the world. * Exodus – how the Israelites escaped from Egypt. * Leviticus – The commandments and laws about God wants his people to live. * Numbers – about how many Israelites there were before they went into their promised land, Canaan. * Deuteronomy – other teachings for Jews to follow (The Shema prayer is in this!) * Mitzvot is a list of 613 rules or commandments that tell Jews what they can and cannot do. * Explain again why the Torah is so important. * Show image of Jewish people in the synagogue. Ask children about what they are wearing. Discuss the different clothing they have. * At tables, children to have a group of pictures of special items of clothing that Jewish. * Give children time to try and match the items of clothing with their descriptions. * Bring children together and share the right answers with explanations of what they are and why they are worn.   *If able to, invite a Jewish person into school to discuss their day to day life, the clothes that they wear and what they do when they go to worship in the synagogue.*  [Kippah - The Jewish Museum London](https://jewishmuseum.org.uk/schools/asset/kippah/)  [Glossary - The Jewish Museum London](https://jewishmuseum.org.uk/schools/asset/glossary/)  Match the items of clothing to their definitions.  End the lesson with looking at some of the other special signs and symbols of Judaism and why they are important to the Jewish faith. | * Return to the first lessons on Christianity. Show children the cross and discuss what it means. * Explore a ‘Church’ image and ask children what and who are the church. * Work together to match the roles and their description. * Discuss the term – ‘brothers and sisters’ – what do you think this means? What does it mean to be a Global family? * Explore the similarities and difference between Christianity and Judaism.   Answer the big questions together as a class – think about signs and symbols of the cross, star of David, sign of the cross, the words ‘brother and sister’, the Church (and its features), the synagogue, the Jewish clothing, the Bible, the Torah.  Design some facts cards. Children to select a picture to do with the topic – write a fact about each of them. |  |
| **Adaptive teaching** | Children to stick the correct statements onto the board game. | Work as a group to complete true or false questions. | Match the name of the item and the picture. |  |  |
| **Challenge** | What questions would you ask Jewish people about their faith? | Create your own set of true and false questions relating to the Synagogue and acts of worship. | Give an explanation of why the items of clothes are used. |  |  |
| **Key vocabulary and definition** | Jew Judaism Jewish Torah | Jew Judaism Jewish Torah | Jew Judaism Jewish Torah | Christian  Church  Cross  Sign of the Cross  Symbols  Priest  Jew Judaism Jewish Torah |  |
| **Resources** | [Home - The Jewish Museum London](https://jewishmuseum.org.uk/)  [Chanted Torah Reading - The Jewish Museum London](https://jewishmuseum.org.uk/schools/asset/hear-chanted-torah-reading/)  [Silver Yad - The Jewish Museum London](https://jewishmuseum.org.uk/schools/asset/silver-yad/)  [Glossary - The Jewish Museum London](https://jewishmuseum.org.uk/schools/asset/glossary/) | [Home - The Jewish Museum London](https://jewishmuseum.org.uk/)  [Prayer at Synagogue - The Jewish Museum London](https://jewishmuseum.org.uk/schools/in-the-classroom/inclusive-judaism/imagelibrary/prayer-at-synagogue/)  [Glossary - The Jewish Museum London](https://jewishmuseum.org.uk/schools/asset/glossary/) | [Home - The Jewish Museum London](https://jewishmuseum.org.uk/)  [Glossary - The Jewish Museum London](https://jewishmuseum.org.uk/schools/asset/glossary/) |  |  |
| **Diversity Links** |  |  |  |  |  |
| **Checking for understanding (summative assessment)** | Know that in Judaism, Jewish people believe that there is One God.  Know that Jesus was a Jew.  Can ask questions about the stories and experiences of Jewish people  Know that the special book is called the Torah.  Know that the Torah contains stories about Jewish people’s history.  Know that the Torah is a guide for Jewish life. | Know that Jewish people’s place of worship is called a Synagogue  Know some of the actions that take place in a synagogue.  Can ask questions about the experiences of Jewish people.  Reflect on some of the stories from the Torah. | Know that Jewish people may wear special clothes.  Know the sign to represent Judaism.  Know some of the signs and symbols of Judaism.  Reflect on some of the stories from the Torah. |  |  |