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| **PENTECOST TERM 2**  **BRANCH 6 – DIALOGUE AND ENCOUNTER**  **YEAR 2**  BIG QUESTION: How can we work together in our community to be good neighbours and friends? | | | | | | |
| **Age 7 Learning outcomes:**   • Retell, in any form, a narrative that corresponds to the scripture source used, beginning to recognise the different literary forms in scripture.  • Correctly use religious words and phrases to recognise features of religious life and practice.  • Recognise links and simple connections between sources, beliefs, worship and life.  • Play with possibilities, asking ‘what if?’ questions, saying what they wonder about and suggesting answers, imagining how they and others are feeling..  •Consider how their own lives and the future of the communities to which they belong could be transformed by what they have learned.  • Act to bring about transformation in their own lives and in the communities to which they belong, as a consequence of their learning.  **Discern**  By age 7, pupils will begin to develop critical and creative skills in religious education, by expressing personal views and responses to what they have studied and exploring their ideas and reasons for their opinions. Teachers will introduce pupils to picture language, imagery in art, and symbolism, making simple links between objects, words, or images and deeper meanings. They will encounter reflective opportunities to experience wonder. They will reflect on their personal experiences in light of learning about other cultures, communities, and traditions. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.  **Respond**  By age 7, pupils will be invited to share personal responses to what they have studied through personal reflection, sharing thoughts and ideas, listening to the views and opinions of others, and reflecting on what they have heard. They will consider what forgiveness and reconciliation mean in their own lives, the lives of their families and community, and the wider world. Pupils 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.  **UNDERSTAND**  U2.6.1. Say what the story of the Good Samaritan teaches about how Christians should live.  U2.6.2. Describe an initiative Christians work on together locally and globally in the service of others.  U2.6.3. Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g. Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).  U2.6.4. Talk about respecting the beliefs of people from different communities in their local area. | | | | | | |
|  | **LESSON 1** | **LESSON 2** | **LESSON 3** | **LESSON 4** | **LESSON 5** | **LESSON 6** |
| **Knowledge Lens** | **DIALOGUE**  The parable of the Good Samaritan. (Lk 10: 25-37) | **DIALOGUE**  Learning about their local Christian community.  Listen to the religious experiences of others from different communities in the class and the local area. | **DIALOGUE**  Learning about ways Christians where they live come together to support the local community.  Christians should collaborate in the service of humanity. | **ENCOUNTER** | **ENCOUNTER**  Recognise links and simple connections between some Jewish religious laws, beliefs, worship and life (e.g. keeping the Sabbath day holy and how this is celebrated in the Synagogue and in Jewish homes). | **ENCOUNTER**  Recognise links and simple connections between some Jewish religious laws, beliefs, worship and life (e.g. keeping the Sabbath day holy and how this is celebrated in the Synagogue and in Jewish homes). |
| **Learning Focus** | **To make simple links to say what the story of the Good Samaritan teaches us.** | **To recognise that there are different Christian communities in the local area.** | **To describe an initiative that Christians work on together locally.** | **To explain why it is important to show respect for the beliefs of others.** | **To make simple links between Jewish beliefs and how they keep the Sabbath holy at home.** | **To make simple links between Jewish beliefs and how they keep the Sabbath holy at the Synagogue.** |
| **Recall and Retrieval** | Which of these events from the New Testament are parables?  (Bonus question: Which story is not taken from a Gospel?)  Explain what a parable is. | Name the four Gospels.  True or False?  The Gospels are found in the New Testament.  St Paul wrote a book in the New Testament called Acts of the Apostles.  Jesus instructed Thomas, “Feed by sheep.” | Summarise the common beliefs that are shared by different groups of Christians. (Paired Fact Dump) | Sequence the parable of the Good Samaritan.  Explain what the parable of the Good Samaritan teaches us about how we should live. | Order the days of creation from Genesis.  Explain how Jewish people remember that God rested on the seventh day. | List three ways that Jewish people keep the Sabbath day holy in the home.  Compare and contrast how Jewish people keep the Sabbath day holy and how Christians keep the Sabbath day holy. |
| **Key Skills/disciplinary knowledge** | U2.6.1. Say what the story of the Good Samaritan teaches about how Christians should live. | U2.6.2. Describe an initiative Christians work on together locally and globally in the service of others.  D2.6.3. Listening to the stories and experiences of others from different communities in the class and wider community. | U2.6.2. Describe an initiative Christians work on together locally and globally in the service of others. | U2.6.4. Talk about respecting the beliefs of people from different communities in their local area. | U2.6.3. Make simple links and connections between some Jewish religious laws, beliefs, worship and life (e.g. keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes.) | U2.6.3. Make simple links and connections between some Jewish religious laws, beliefs, worship and life (e.g. keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes.) |
| **Sequence of knowledge throughout the lesson** | Know that a parable is a story Jesus told to teach us about God and what God is like but also about how we should live and treat others.  Know that the ‘Good Samaritan’ is a parable Jesus told to teach people about loving their neighbour.  Know the man who was attacked was Jewish but the priest and Levite (also Jewish) didn’t help.  Know that the Samaritan — seen as an enemy by Jews — was the one who helped.  Know that Jesus is teaching that everyone is our neighbour, even those who are different from us.  Know that this parable links to the Catholic Social Teaching principles of ‘Option for the Poor’ and ‘Human Dignity’. | Know that Christians follow the teachings of Jesus.  Know that Christians gather in places called churches to worship God.  Know that there are different types (denominations) of Christian churches.  Know the names of some Christian denominations: Catholic, Anglican, Methodist, Baptist.  Know that denominations worship in different church buildings with different traditions.  Know that Christian churches may have different traditions but follow Jesus.  Know similarities and differences in Christian practice.  Know that even through Christian communities may have different traditions, they share core beliefs like love, respect and helping others.  Know that Christian communities show love for their neighbours through initiatives and charities. | Know that Christians believe that Jesus taught people to love and serve others.  Know that Christian churches are part of the local community and want to help people in need.  Know that Christians believe everyone is their ‘neighbour’ and they should treat others with respect and kindness.  Know that Christians work together on special projects (initiatives) to help others.  Know that local Christian communities sometimes work together on initiatives like food banks.  Know that food banks collect and give food to people who don’t have enough, whether or not someone is Christian.  Know that people from different churches help with food banks, not just one church. | Know that everyone has beliefs that are important to them.  Know that there are many world religions and each one has special symbols, places and ways of worship.  Know that people follow different religions such as Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism.  Know and recognise different religions through their symbols (e.g. cross, crescent, Star of David).  Know that respect means treating everyone kindly and fairly, even if they are different to us.  Know that Jesus showed respect for everyone, even those who were different or left out.  Know that people are sometimes treated unfairly because of their religion or beliefs and that this is wrong.  Know that respect helps people live together in peace, even when they believe different things. | Know that Jewish people believe in one God who created the world.  Know that the Torah is the Jewish holy book that teaches people how to live and includes laws like the Ten Commandments.  Know that one of the Ten Commandments is ‘Keep holy the Sabbath day’.  Know that Jews believe that God created the world in six days and rested on the seventh day.  Know that the word ‘Shabbat’ means ‘and He rested’. It is the Jewish Sabbath day of rest.  Know that Shabbat begins at sunset on Friday and ends on Saturday evening.  Know that Jewish families prepare their home with special items for Shabbat: white tablecloth, candlesticks, wine glass, challah bread.  Know that candles are lit and there is a special prayer to welcome Shabbat.  Know that the children are blessed and then the wine is blessed.  Know that, during Shabbat, Jewish people rest, do no work, and spend time with family and God. | Know that Jewish people believe in one God who made the world and gave them special laws to live by.  Know that one of the Ten Commandments is ‘keep holy the Sabbath day.’  Know that Jewish people keep the Sabbath (Shabbat) holy by resting and thinking about God.  Know that the synagogue is a special place where Jewish people go to pray and worship God.  Know the Torah is the Jewish Holy book and is handwritten on scrolls and kept in a special cupboard called the Ark.  Know that the Rabbi is a Jewish teacher who leads prayers and teaches from the Torah.  Know that the Jewish people go to the Synagogue to listen to the Torah, pray and worship together.  Know that worship at the Synagogue helps Jewish people remember God, say thank you, and rest their minds. |
| **Suggested Main teaching activity** | 1. **Gather:** “[When I Needed a Neighbour](https://www.youtube.com/watch?v=B7a7LdgRh-k&t=12s)” Hymn 2. Ask the children: Who is your neighbour? Discuss and explain to the children that Jesus teaches us that everyone is our neighbour. 3. **Wonder Moment:** Use ‘[The Unsung Hero](https://www.youtube.com/watch?v=hGHWeuU6xKo)’ video. How did he show that he was a good neighbour? Who did he help? How did he help? What do you wonder? 4. Share the Scripture reading of the Good Samaritan (Luke 10: 25-37). Use [animated clips](https://www.youtube.com/watch?v=eaC9b6kQwT8&t=91s) as appropriate to support children’s understanding. 5. **Who’s Who?** Highlight that the priest and Levite were both religious men who believed the same things as the man who was beaten. In fact, they were both Jewish leaders. The man, that stopped and helped, the Samaritan, did not have the same views as the Jewish man who was attacked but he stopped to help anyway. 6. **Class Discussion:** What do you think this parable is trying to teach us? Use image of the Good Samaritan making a cross to support discussion. 7. **Independent Task:** Children write a short paragraph explaining what Jesus is teaching us in the parable. “In the parable of Good Samaritan, Jesus teaches us...”   *“... everyone is our neighbour.”*  *“... everyone should be treated fairly (link to Oscar Romero)”*  *“... we should help everyone regardless of beliefs or where they come from.”*  *“... love your enemies.”*  *“... Jesus showed compassion to the outcast and marginalised (option for the poor).”*  *“... St Luke’s Gospel focuses on how to serve. (previous branch).*   1. **Exit Ticket:** True or False? Quiz about the Parable of the Good Samaritan. 2. **Go Forth:** Play [video of Swansea Harrier](https://www.youtube.com/watch?v=8h0jWz34u9k) sacrificing his time stopping to help a struggling runner in the London Marathon. How can you be a ‘Good Samaritan’ to your neighbour? | Prior to the lesson, invite children to bring in pictures of the place where they worship.  1. **Gather:** Children place photographs of places they worship on the prayer area (supplement with images of local places of worship).  2. **True or False?** The only type of church is a Catholic church? Discuss that there are different Christian communities, that have their own churches and that we have some of these in our local area.  3. Challenge children to locate these different churches/Christian communities using Google Earth. Children are to record this by listing or by creating a map of the churches in the local area in relation to school.  5. Discuss the churches that the children have found and explain that although some of their worship and beliefs may be slightly different to the Catholic faith, they all believe in Jesus and try to follow his example to serve others. Highlight the places of worship belonging to other world religions and briefly explain how their beliefs are different.  6. **Compare and Contrast:** With guidance from the teacher, children read information about local Christian communities (presented as a grid in resources) and highlight the similarities in one colour and differences in another.  7. **Exit Ticket:** What is a similarity between the Christian churches in our local area? Children are to write sentences to explain the main similarities they have found.  *There are many Christian communities in our local area. They are all similar as...* | Prior to the lesson, arrange for visit/visitor from local initiative and invite pupils to bring in donations.  1. **Gather:** Children place donations to local cause (e.g. Food bank) on the prayer focus area.  **2.** Invite visitor from an individual who is involved in an initiative from the local Christian communities to serve others e.g. Foodbank. (Alternatively, arrange visit). Ask the visitor to explain the work that they do and children to ask questions e.g. Is it just people from your church that help with this? Who does it help? Do you have to be Christian? How does this show that you are a good neighbour? How can we help you?  **3**. **Independent Task:** Children create posters to briefly describe the work of the community and promote the initiative. Display these around school and distribute around the different local churches.  **4**. **Exit Ticket:** Name one way that Christians in the local area come together to serve others.  **5. Go Forth:** Invite pupils to draw smiley face or place a smiley face sticker on their item and give to the visitor to support the work of the local initiative (e.g. foodbank). | 1. **Gather:** Reflect on World Faith Poster. What can you see? How does it make you feel? What’s the message? Talk about the symbols of the different world faiths. 2. Pope Francis washing feet of Muslim immigrants. 3. **World Religions:** Discuss different world religions, their symbols, places of worship and distinctive aspects of their faith. Pupils are invited to write wonder questions. 4. Show image of people not being treated fairly because of their beliefs. Link to between Gospel Values and British Values/protected characteristics. 5. **Independent Task:** Reflecting on their learning about different religions, create an acrostic poem using the word ‘respect’ or ‘tolerance’. Each line of their poem should describe and explain how we should show respect for all people no matter what they believe, where they come from, what they look like etc. | 1. **Gather:** Use clip of the Sabbath Prayer from ‘Fiddler on the Roof’ to create a moment of calm and wonder. What is happening in the video? Do you recognise anything? What do you wonder? 2. **Jewish Laws:** Display religious laws/ten commandments from the Torah studied in Year 1 and draw attention to ‘Keep holy the Sabbath day’. 3. **Keeping the Sabbath day holy:** Briefly revise the story of creation, emphasising how God rested on the seventh day and this is what Jewish people do each Saturday. On the last day of the week, Jewish people celebrate Shabbat (the Jewish word for “and He rested.” ) 4. **Watch and Discuss:** Play [video of Shabbat](https://www.youtube.com/watch?v=aL0UU5GO5Jo) from the Jewish Museum of a Jewish family preparing for Shabbat. Pause to highlight each ritual (candles, bread, wine, prayers etc). 5. Key Teaching Points: Ensure the following poin;;ts about Shabbat have been explained:  * It begins on Friday night once it gets dark until Saturday evening. * They use special foods such as challah bread and wine. * The table is laid with a white tablecloth, silver candle sticks, wine glasses and a silver cup. * Mum lights the candles and says a special prayer to welcome the Shabbat. * Everyone says ‘Shabbat Shalom’ to wish each other a peaceful shabbat. * Shabbat is a family time. * Dad blesses the children and then says a blessing over his wine (kiddush) before pouring a little into everyone’s glass. * The challah bread, which is placed under a special cover, is shared. * During Shabbat, no one does any work; it is a time to think about God and be together.  1. **Group Tasks:** In groups, create a collage of a Shabbat table. Provide cut-outs or drawing templates of challah, candlesticks, wine glasses, tablecloth, etc. Label each item using the key vocabulary. Alternatively, children could role play beginning of Shabbat in small groups: lighting the candles, saying “Shabbat Shalom,” sharing the challah.   **7. Independent Task:** Pupils are to make simple links between Jewish religious laws and how Shabbat is celebrated in the home.  “At home, Jewish people keep the Sabbath holy by…”  (lighting candles, sharing challah bread, saying blessings and prayers, time for family).  **8. Exit Ticket:** Match vocabulary related to keeping the Sabbath holy at home with its definition.  9. **Go Forth:** Prayer for peace in our homes:  *Dear God,*  *Thank You for our families and the love we share.*  *Help us to be kind and peaceful, just like Jewish families at Shabbat.*  *May every home be filled with love, laughter, and rest.*  *Help us respect people of all faiths and learn from one another.* *Amen.* | 1**. Gather:** Invite the children to make their bodies still, close their eyes and rest silently as they gather for the lesson.  2. Explain that Jewish people also keep the Sabbath day holy by going to the synagogue: The synagogue is a place where Jewish people pray together and listen to the Torah being read.  3. **The Synagogue:** Introduce the synagogue using a simple image/diagram to discuss the key features. The Torah is treated with great respect – it is handwritten on scrolls and kept in the Ark. The Rabbi leads prayers and explains the Torah. Worship at the synagogue includes songs, blessings, and quiet reflection. Just like at home, the synagogue helps Jewish people remember to rest, be thankful, and feel close to God. (An age-appropriate video may be used to support this e.g. ‘[BBC Shabbat at the Synagogue](https://www.bbc.co.uk/programmes/p0115jms?)’.)  4. **Guided Task:** Children Create a simple Venn diagram as a class or in groups to compare how Shabbat at home and Shabbat in the synagogue. Children sort labelled images as appropriate: candles, challah, family meal, saying prayers, resting, worshipping, Torah scrolls read aloud, Rabbi.  **5. Independent Task:** Pupils are to make simple links between Jewish religious laws and how Shabbat is celebrated at the Synagogue (using the Venn diagram created to support them).  “At the synagogue, Jewish people keep the Sabbath holy by…”  (praying listening to the Torah,  6. **Exit Ticket:** Label the key features of the synagogue on the diagram.  7. **Go Forth:** A prayer for respect:  *Loving God,* *Thank You for special places where people pray to You.*  *Help us to listen, learn, and show respect for every religion.*  *May all people feel welcome in their places of worship.*  *Bring peace to our world and help us live as friends.*  *Amen.* |
| **Adaptive teaching** | Role-play the story of the Good Samaritan to rehearse the story. Use ‘dictation’ on the laptops/iPads to record what the parable teaches us. | Children use simplified map of the local area (Chat GPT can generate these) and use coloured dot stickers to create a key and identify/name the different types of churches in the local area. |  | Focused cloze procedure acrostic poem about how we should treat people of different faiths. | Create a collage of a Shabbat table and label this using a word bank: challah bread, silver candle sticks, wine cups etc. | Children use their Venn diagram to explain to an adult how Jewish people keep the Sabbath day holy at the synagogue. (Adult to scribe) |
| **Challenge** | Children are to link this parable to how we live this out through Catholic Social Teaching.  Provide children with the CST icons/CAFOD characters for children to match the ones that link most closely. Explain with a sentence.  *“The Good Samaritan links to the Catholic Social Teaching of...because...”* | Can you find different places of worship for different world religions beyond our local area?  Use the QR codes to locate mosques, synagogues, Gurdwara, temples.  (E.g. Mosque in Derby etc) | Can you give a reason for why people should support this local initiative? Try to link this to the parable of the Good Samaritan and/or Catholic Social Teaching. | Create a wordle-style image and annotate to show how we should treat others.  Include words such as: peace, tolerance, respect, rights, faith, dignity, | Investigate Jewish food laws (kashrut) that are largely found in Leviticus and Deuteronomy. Children to look at a sample of Jewish food labels and link these back to Jewish laws. | Provide children with the image of the Sabbath Book from the Jewish Museum of London website. Explain that the book records people’s charity donations from the synagogue. Ask the children why there’s no writing in the book.  *(No writing allowed in some communities because the Sabbath is a day of rest)* [Sabbath Book - The Jewish Museum London](https://jewishmuseum.org.uk/schools/asset/sabbath-book/) |
| **Key vocabulary and definition** | **Compassion:** Caring about someone who is hurt or in need and wanting to help them.  **Gentile:** A person who is not Jewish.  **Jew:** A person who follows the religion of Judaism and believes in one God.  **Levite:** A helper in the Jewish temple, like a church worker.  **Neighbour:** Anyone around us who might need help—not just someone who lives next door.  **Parable:** A special story Jesus told to teach people about God, what God is like and how we should live.  **Priest:** A religious leader who teaches people about God and leads worship.  **Samaritan:** A person from Samaria. Samaritans and Jews didn’t usually get along. | **Anglican:** A Christian who belongs to the Church of England.  **Baptist:** A Christian who goes to a Baptist Church, where adults are baptised when they choose to follow Jesus.  **Church:** A place where Christians meet to worship and pray.  **Community:** A group of people who care for each other and do things together.  **Denomination:** A group of Christians who worship in a special way and have their own Church name.  **Methodist:** A Christian who belongs to the Methodist church, which focuses on helping others and singing hymns. | **Charity:** An organisation that helps people who need support.  **Food bank:** A place where people can get free food if they don’t have enough.  **Initiative:** A special ideas or plan to help people or make something better.  Volunteer: A person who chooses to help without being paid. | **Respect:** Treating other people kindly and valuing their ideas and beliefs.  Faith: Trusting and believing in God.  **Neighbour:** Anyone around us who might need help—not just someone who lives next door. | **Challah:** Special braided/plaited bread eaten on Shabbat.  **Commandment:** A rule given by God.  **Kiddush:** A blessing said over wine.  Havdalah:  **Sabbath/Shabbat:** The Jewish day of rest, from Friday evening to Saturday evening.  **Torah:** The Jewish holy book, which includes laws and teachings. | **Ark:** A special cupboard where the Torah scrolls are kept.  **Bimah:** A raised platform where the Torah is read.  **Rabbi:** A Jewish teacher or leader in the Synagogue.  **Synagogue:** A Jewish place of worship.  **Torah Scroll:** The handwritten scroll containing the first five books of the Bible. |
| **Resources** | PowerPoint  Props for role-play (as necessary)  Sentence starters  Challenge card  Exit Ticket | PowerPoint  iPads  Images of local churches and local  Information on different Christian denominations booklet  map template | PowerPoint  Visitor/Trip (Video for future use)  Pupils’ Donations  A4 Paper  Felt tip pens, colouring crayons, stencils etc | PowerPoint.  Exit Ticket | PowerPoint  Collage Materials  Role Play Props (e.g. candle sticks, challah bread etc)  Exit Ticket | PowerPoint  Venn diagram template and images to sort  Exit Ticket |
| **Diversity Links** |  |  |  | **British Values** and **Gospel Values** teach us to respect people of all faiths and none. This connects RE learning with citizenship and PSHE principles.  **Protected characteristics** in law include religion and belief. Everyone has the right to be respected.  Introduces the idea of legal protection in an age-appropriate way. |  |  |
| **Checking for understanding (summative assessment)** | **Exit Ticket:** True or False? Quiz about the Parable of the Good Samaritan. | **Exit Ticket:** What is a similarity between the Christian churches in our local area? | **Exit Ticket:** Name one way that Christians in the local area come together to serve others. | **Exit Ticket:** Describe how you can show respect for the beliefs of others. | **Exit Ticket:** Match vocabulary related to keeping the Sabbath holy at home with its definition. | **Exit Ticket:** Label the key features of the synagogue on the diagram. |

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| **PENTECOST TERM 2**  **BRANCH 6 – DIALOGUE AND ENCOUNTER**  **YEAR 2**  BIG QUESTION: How can we work together in our community to be good neighbours and friends? | | | | |
| **Knowledge Lens** | **ENCOUNTER**  **Lesson 7**  Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts). | **DIALOGUE**  **Lesson 8**  Christians should collaborate in service of humanity. | **DIALOGUE & ENCOUNTER**  **Lesson 9**  **(KNOWLEDGE CAPTURE)**  The parable of the Good Samaritan.  Christians should collaborate in service of humanity. | **Lesson 10**  **CELEBRATE** |
| **Learning Focus** | **To explore Hebrew calligraphy and say what I wonder.** | **To describe an initiative that Christians work on together globally.** | **To describe how I can act as a good Samaritan in my local community.** | **Respond Lesson (Celebration of the Word)**  **(No PowerPoint)** |
| **Recall and Retrieval** | Which statement best describes the Old Testament? (Multiple choice).  We find psalms in the Old Testament. Describe what a psalm is. | Name the place of worship for Jewish people.  Which is the odd one out in each row.  *(Children select the odd one out relating to keeping the Sabbath day holy at home, in the Synagogue and the work of the sofer.)* | Name these saints. (St Francis of Assisi and Oscar Romero from previous topic)  Describe a time when one of these men was a ‘good Samaritan’. |  |
| **Key Skills/disciplinary knowledge** | D2.6.2. Exploring some examples of Hebrew calligraphy, for example, through the work of a sofer (scribe), and asking ‘I wonder’ questions about what they have seen. | U2.6.2. Describe an initiative Christians work on together locally and globally in the service of others. | D2.6.1. Considering an answer, with relevant reasons, to the question, ‘Who is my neighbour?’  R2.6.1. Reflecting on the question ‘Who is my neighbour?’ in their life and wondering about how they can act as a good Samaritan in their local community.  R2.6.2. Reflecting on how communities could be transformed if people acted as good neighbours. |  |
| **Sequence of knowledge throughout the lesson** | Know that the Torah is the Jewish holy book.  Know that the Torah is written in an ancient special language called Hebrew.  Know that Hebrew is read from right to left.  Know that Jewish people believe the Torah contains God’s messages to them.  Know that the Torah Scrolls are not printed – they are handwritten by special scribes called ‘soferim’.  Know that the Soferim (scribes) train for many years and pray before they begin writing.  Know that the Torah is written using special tools: parchment made from kosher animals, quills made from kosher birds and homemade ink.  Know the scribe checks the writing very carefully. If there is a mistake or smudge, the scroll cannot be used.  Know that, after writing, the pieces of parchment are sewn together and attached to wooden rollers.  Know that the Sefer Torah is dressed in beautiful coverings and kept in a special cupboard called the Ark.  Know that Jewish people use a silver pointer called a yad to read the Torah without touching the scroll.  Know that Hebrew calligraphy is used to write the Torah and is a sacred art form in Judaism. | Know that Christians believe that everyone is made in the image of God and deserves to be treated with dignity.  Know that Jesus taught people to love their neighbour and care for those in need (e.g. Parable of the Good Samaritan).  Know that solidarity means standing together with others, especially when they are suffering.  Know that Christian Aid is a global charity made up of many Christian churches working together.  Know that, although Christian Aid, is a Christian organisation, it helps all people no matter what their religion or background.  Know that Christian Aid helps people in different parts of the world who are facing problems like floods, war and poverty.  Know that Christian Aid provides emergency help such as food, water, blankets and shelter.  Know that Christian Aid also works on long-term projects like building wells, training farmers and supporting schools.  Know that Christian Aid helps refugees – people who have had to leave their homes because of danger.  Know that Christian Aid also speaks out for justice, asking governments to make fair decisions that help the poor. | Know that Jesus taught people to love God and love their neighbour as themselves (Great Commandment).  Know that, in the parable of the Good Samaritan, Jesus showed that a ‘neighbour’ means anyone in need – even someone different from you.  Know that a Good Samaritan is someone who helps others without expecting anything in return.  Know that Jesus’ followers are called to show kindness to all people, especially those who are vulnerable or left out.  Know that different Christian communities (e.g. Anglican, Baptist, Methodist) work together to help people locally and globally.  Know that charities like food banks, Christian Aid, and local church projects help people who are hungry, homeless or poor.  Know that respecting people with different beliefs is part of being a good neighbour.  Know that helping others can be as simple as sharing food, speaking kindly, welcoming someone new, or standing up for someone being treated unfairly.  Know that, if everyone acted as a Good Samaritan, our local community would be more loving, fair and peaceful. |  |
| **Suggested Main teaching activity** | 1. **Gather:** Listen to [chanted Torah readings](https://jewishmuseum.org.uk/schools/asset/hear-chanted-torah-reading/) from the Jewish Museum of London. Explain that the verse being sung is the second and third of the Ten Commandments, from the version found in the book of Exodus 20: 3-6. 2. **Wonder Moment:** Show photos/examples of Hebrew calligraphy from a Torah scroll or the word “Shalom”. Ask: What do you notice? What do you wonder? Children to record what they wonder on heart Post-It notes. 3. **The Sofer:** Explain that the Torah is written by hand in Hebrew by very specially trained scribes, who prepare themselves by praying before they write (show a picture of a Torah scroll). It is written on parchment from a kosher animal (usually a goat, bull, cow or deer). It is carefully prepared for writing. The scribe makes their own quills for writing, usually from kosher birds (goose or turkey). The scribe also has to make their own ink, and only a little at a time as it must be fresh. The scroll cannot be used if there are any mistakes or even smudges. Once, the sheets of parchment are completed, the scribe checks each one of them three times. When the writing is complete, the scribe sews the individual pieces of parchment together. Each scroll is about 100 metres long. Then the scroll is sewn onto wooden rollers. The Sefer Torah is then dressed with a beautiful cover because it is very holy. The tops of the wooden rollers are often decorated with either silver or gold crowns which over both rollers because God is king. The Sefer Torah is kept in the Ark in the sytnagogue. A section of the Torah is read each week in the Synagogue. When someone reads from the Sefer Torah, they may not touch the parchment so they used a yad (Hebrew word for hand), which is a silver pointe. Hebrew words are read from right to left. Studying and learning the Torah and what is means is very important fir the Jewish people. There are Hebrew classes for children. Jewish people have great reverence and respect for the Torah because they know it is God’s message to them and shows God’s care for them. Share a short video about the role of the *sofer*. Include images or clips of scribes writing with a quill on parchment. Highlight their dedication and care. (This [video](https://www.youtube.com/watch?v=xax2C6m2M1E) may introduce the topic – stop at 1 min 15 secs). 4. Talk about how Hebrew calligraphy is used to write the Torah. Use a video to notice how it is written from right to left. 5. **Hebrew Calligraphy:** Show examples of the Hebrew alphabet. Let children trace a few large Hebrew letters with their fingers or paintbrushes on large paper. Emphasise it’s a sacred art form, not just writing. Children pretend to be soferim by copying a short Hebrew blessing or single letter using black ink pens on scroll-like parchment (e.g. brown paper or tea-stained paper). Emphasise careful, respectful work. 6. **Wonder Moment:** Write another reflective sentence linked to the beauty or mystery of the writing or the work of the sofer, “I wonder...” 7. **Exit Ticket:** Why do you think the Torah is written so carefully? 8. **Go Forth:** Invite children to make another example of Hebrew calligraphy using the word ‘shalom’ (peace). Invite the children to take this home, explain its meaning and place on their front door, in a window etc. | 1. **Gather:** Play the hymn ‘We Act Justly’ by John Burland. Children place paper figures of people in different colours around a globe on the prayer focus area and say a prayer for solidarity. 2. **Wonder Moment:** Show the children Image of fairness vs justice. Explain that if we make things fair, we give everybody the same. When we work for justice, we give them what they need.      1. **Christian Aid:** Share background information about the charity ‘Christian Aid’, highlighting that it is made up of different Christian groups working together. (Christian Aid was established after World War II by the British Council of Churches, now part of Churches Together in Britain and Ireland, which includes a wide range of Christian denominations such as Anglican, Methodist, Baptist, United Reformed, and others.) Although it is a Christian organisation, it works with people of all faiths and none, and its aid is given based on need, not belief. What does that remind you of? (The Parable of the Good Samaritan) 2. Show a world map and point out countries where Christian Aid works (e.g., Haiti, South Sudan, Ukraine). Share photos or stories from real Christian Aid projects: Emergency support in a flood zone; Refugee help: tents, food, safety. Long-term projects: farming tools, wells for clean water, schools for girls. 3. **Class Discussion:** Make a table on the board with four headings: Emergency Help, Refugees, Long-Term Projects, Speaking Up for Justice. Ask children to sort examples of help into the correct category e.g. “Gives food to hungry people after a flood.” (Emergency), “Helps build a clean water well.” (Long-Term), “Gives a blanket to a refugee child.” (Refugee) 4. **Independent Task:** Children are to use sentence starters and word bank to describe the work of Christian Aid.   *Christian Aid are a charity made up from...*  *They believe...*  *Christian Aid helps others by...*  *Christian Aid also help when...*   1. **Exit Ticket:** Quick check quiz related to the work of Christian Aid:   1. Who works together to run Christian Aid?  (a) One Christian church  (b) Lots of different Christian churches  (c) A school  2. What does Christian Aid do?  (Write one way they help people.)  3. Does Christian Aid only help Christians?  (Yes / No)  4. Why do you think Christian Aid wants to help people in need?  (Write one short sentence.)   1. **Go Forth**: Children decide on a fundraiser idea to support the work of Christian Aid to run at school. | 1. **Gather:** Play “[Shalom, My Friend](https://www.youtube.com/watch?v=FB3fdvPQDRI&t=34s)” Hymn as the children gather together. 2. **Guided/Group Task:** How can we be ‘Good Samaritans’? Sort picture cards to show which are good examples and which are not. 3. Ask the children: Who is your neighbour? Children provide written response in the middle of their page (in the centre of the colouring page of a local community). 4. **Independent Task:** Children describe different ways they can be Good Samaritans. They should include how they treat others:  * With different beliefs * Refugees/migrants * The homeless/hungry * The sick * The poor/unemployed * Exploited workers  1. Class discussion and reflection about how communities could be transformed if people acted as good neighbours. “If everyone acted as good neighbours, then...” Pupils create a written response to this in their books. 2. **Go Forth:** “This week, be a Good Samaritan. Find one way to help someone in your school, your street, or your home.”  You could:  * Say hello to someone who is alone. * Help carry something heavy. * Smile and include someone in your game. * Donate something to the food bank. * Pray for someone who is hurting.   Write or draw what you did on your Good Samaritan Star and bring it back next week to add to our ‘Shine Your Light’ wall.  "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." – Matthew 5:16 |  |
| **Adaptive teaching** |  | Cloze procedure activity on the work of Christian Aid. |  |  |
| **Challenge** | What similarities and differences have you noticed between Judaism and the Catholic faith? (Encourage children to refer to learning from the past three lessons.) | Research another Christian charity that helps others globally. |  |  |
| **Key vocabulary and definition** | **Calligraphy:** Decorative, beautiful handwriting.  **Hebrew:** The ancient language of the Jewish people, in which the Torah is written.  **Scroll:** A long, rolled-up piece of parchment used for sacred writing.  **Sofer:** A Jewish scribe who carefully writes out the Torah scrolls.  **Torah:** The Jewish holy book, written on scrolls in Hebrew.  **Respect:** Showing care and honour. | **Charity:** An organisation that helps people who need support.  **Global:** Around the world.  **Justice:** Fairness for all people; giving all people the things they need.  **Migrant:** Someone who moves to a new place to live or work.  **Neighbour:** Anyone around us who might need help—not just someone who lives next door.  **Refugee:** A person who had to leave their home because it wasn’t safe. | Vocabulary from across the Branch. |  |
| **Resources** | PowerPoint  Hebrew Alphabet (Jewish Museum)  Hebrew blessings (Come and See)  Brown paper/tea-stained paper  Ink pens | PowerPoint  Exit Ticket |  |  |
| **Diversity Links** |  |  |  |  |
| **Checking for understanding (summative assessment)** | **Exit Ticket:** Why do you think the Torah is written so carefully? | **Exit Ticket:** Quick check quiz related to the work of Christian Aid (questions above). | Exit Ticket: End of Unit Quiz using Kahoot! |  |