# **Disposition: Living by the Rules**

## **Lesson:** One

### Question/LO: Are rules helpful, in everyday life? What rules are important for Jewish people?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Discuss the rules regarding education.Explain that teachers follow rules about what is taught – this is called National Curriculum.The curriculum is set at a national level; it then comes down to a school level, and then year level.Explore the importance of rules in this instance, i.e. the balance of skills needed in adult society.Look at school rules.See how they could be grouped in the following categories; interactions between children and children; children with adults and children with property/school grounds. | The class timetable of that weekCopies of the school rules. |
| Learning about religious traditions and non-religious world-views | Explain to the pupils that the Book of Exodus tells how God called Moses to the top of Mount Sinai. God told him that he had chosen the Israelites as his special people. He would care for them and take them to a new land but they must keep the ten rules. He gave these rules to Moses, written on two stone tablets. The story is in the Tenakh or Old Testament of the Bible. (Exodus Ch. 19-20). The Torah contains all of the commandments given to Moses for the Jewish people including the The Commandments.Watch the film “Judaism – Looking after the Torah”Filmed at The Birmingham Progressive Synagogue, primary school child Tali helps Rabbi Margaret to get the Torah out of the Ark. The scrolls are unfurled and a yad Is used by the Rabbi as she reads in Hebrew.In the Torah can be found Jewish law and the 613 ‘mitzvot’ or commandments.Ten of these a very famous, Read the Ten Commandments.Ask pupils to differentiate between which of the two relationships the Ten Commandments refer to; humans’ relationship with God and human to human.Once pupils have done this, the teacher might wish to explain that many Jewish and Christian people believe that the first five relate to humans’ relationship with God.Rules are often created because people are doing the opposite. Split the class in half. Ask half the class to look at the even numbered commandments, and the other to look at the odd numbered ones. Ask them to consider what people must have been doing for each rule is be necessary.Reamaining with their set Commandemnts ask them to consider how life in the UK would be different if everyone followed those rules. | A video ‘Judaism – looking after The Torah’ will have downloaded with the lesson planKS2\_Y4\_Unit\_09\_Su\_Wk\_01\_of\_03\_R123\_Video\_Judaism\_Looking\_after\_The\_Torah\_v2Bible Gateway Exodus 20 1- 17(Chose missing word Children’s Bible) A simplified list can be found at bbc.co.uk/bitesize/guides/z6xw7p3/revision/6 FestivalsJean GilbertISBN 0193212854My Jewish FaithAnne ClarkeISBN 023751897-XGreat Religious Leaders – Moses and JudaismSharon BarronISBN 978-0750237055Facts about JudaismAlison CooperISBN 978-0750248327 |