



Items/Activities	Do	Don't
<p>Jewish Artefacts</p> <p>Develop a collection of key artefacts: kippah (skull cap), tallit (prayer shawl), candlesticks, challah loaf (plaited bread) and cover, havdallah, Kiddush cup and plate (for wine and challah), Sedar (Passover) plate, mezuzah (container for the Torah scripture for the doorpost), menorah (7 candles) or hanukiah (2 extra candles), dreidel (spinning top for Hanukah), phylacteries/tefilin (small box holding Scripture to bind to head and wrist) and a mock Torah scroll.</p>	<p>Talk about the symbolism of artefacts and their associated practices, making links with keeping God's commandments and remembering Him and his deeds through these reminders.</p> <p>Do let children touch and use the artefacts and participate in demonstration of their uses. They can wear the kippah and try on the tallit. Explain that in Orthodox Judaism only boys would wear a kippah and tallit. In Progressive Judaism girls can and do wear a kippah and tallit if they want to.</p> <p>Pupils can make their own artefacts using paper, card and clay and role play using these.</p>	<p>Don't allow the artefacts to be treated in a disrespectful manner.</p> <p>Don't place scrolls or Jewish prayer books onto the floor. Always hold them in your hands or place on a table.</p> <p>Avoid washing the tallit.</p>
<p>Torah Scrolls</p> <p>Purchase a mock Torah scroll that pupils can handle.</p>	<p>Do model how a real scroll would be opened, with 3 columns showing at any one time. Do demonstrate how to roll the scroll forward and back and how to use the yad to point to the text. The key principles for using the yad are: out of respect for God; real ones are written on animal parchment with vegetable ink so greasy fingers would rub away the text; risk of making the sacred text dirty.</p> <p>Do show pupils the Hebrew script and explain that it is read from right to left.</p>	<p>Don't touch a real Torah scroll with your fingers. Always use a yad to touch the page and follow the Hebrew text.</p> <p>Don't unravel the scroll and be careful not to rip the paper.</p> <p>Don't touch a real Torah scroll (for instance, when visiting a synagogue).</p> <p>Don't allow pupils to become confused with regards to Jesus and Christianity. Explain that Jesus was a Jew and did read</p>



	<p>Do show the ornateness of a Torah scroll cover and allow pupils to cover. Do explain that the cover of a real Torah scroll would be donated in memory of a loved one who has passed away.</p> <p>Do explain that Torah scrolls are written by hand by Hebrew scribes and take a whole year to write. The sections of parchment are stitched together. They are checked by computer these days and scribes can make two mistakes (which can be scratched off and re-written) but a third mistake would mean the whole section must be re-written.</p> <p>Do explain that the Torah Scroll is just the first 5 books of Moses.</p>	<p>from the Torah scroll in the synagogue but is not featured in the Torah himself.</p>
<p>Remembering</p> <p>Explain that Jewish practices are about remembering: God and the history of the Jewish people.</p>	<p>Do explain that there are a lot of blessings within Judaism and these help to maintain a sense of gratitude and an intention towards holiness.</p>	<p>Don't allow the Holocaust to become the only thing pupils learn about Judaism. Ensure their learning within history is well-supported by an understanding of the Jewish religion within RE.</p>
<p>Festivals</p> <p>Introduce pupils to the following Jewish festivals: Rosh Hashanah, Yom Kippur, Sukkot, Hanukah, Purim, Pesach (Passover).</p>	<p>Do link festivals back to stories in Jewish scriptures (Tanakh): Torah (first five books of Moses), Nevi'im (prophets) and Ketuvim (other writings). There are also commentaries: Talmud and Mishnah.</p> <p>Do explain all Jewish festivals involve food and do allow pupils to try foods (with checks for allergies).</p> <p>Do make use of storytelling and dressing up to explore the original stories and to role-play celebrations.</p>	<p>Don't allow pupils to light candles themselves (due to health and safety reasons).</p> <p>Don't allow pupils to become rude or disrespectful in their storytelling.</p>
<p>Shabbat</p>	<p>Do explain the significance of each artefact.</p>	<p>Don't allow pupils to become confused with the Christian Eucharist/Communion meal.</p>



Judaism: Do and Don't



<p>Purchase artefacts to set up a table for Shabbat, including: two candles in candlesticks, a Kiddush cup (use a large cup or many small ones can be used), a plaited Challah loaf, a challah cover, a Kiddush plate and a havdallah candle (six wick plaited candle).</p>	<p>Do allow pupils to role play being part of the Shabbat meal.</p> <p>Do explain Shabbat as the day of rest for Jews and link this back to the Creation story and the day of rest.</p>	<p>Don't allow pupils to light the candles themselves (for health and safety reasons).</p>
<p>Sedar</p> <p>Make use of the real foods (celery, lettuce, parsley, creamed horseradish, boiled egg, lamb's bone and matzos) when demonstrating the Seder meal.</p>	<p>Do allow pupils to smell or taste the foods, remembering to check for allergies.</p> <p>Do make charoset (clay/paste) using apples, raisins and grape juice.</p> <p>Do tell the Exodus (Passover) story first and talk about how it is remembered by Jews now. Do explain that in celebrating Pesach (Passover) Jews imagine they are a slave in Egypt and God is rescuing them. Do explain how the different parts of the Seder plate link back to the story.</p> <p>Do allow pupils to make their own Seder plates.</p>	<p>Don't allow pupils to eat too much horseradish as it burns the throat.</p> <p>Don't allow pupils to smash the egg.</p>
<p>Storytelling</p>	<p>Do allow pupils to role-play stories and use props for storytelling.</p> <p>Do allow pupils to draw artefacts and illustrate stories.</p>	<p>Don't allow pupils to become rude or disrespectful in their storytelling.</p>