

Learning about religion

AT	NATIONAL FRAMEWORK ATTAINMENT TARGET	WAYS THAT THE ATTAINMENT TARGETS CAN BE APPROACHED THROUGH THE <i>JEWISH WAY OF LIFE</i> RESOURCE
1a	describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others	<ul style="list-style-type: none"> • The key aspects of Judaism are exposed in each of the three sections, especially 'What we do' which includes festivals, life cycle events, food, the home and the synagogue. • The 'What we believe' section exposes Jewish beliefs and values, and has land (Israel) and text (Torah) as special topics. • Factual information is summarized in the print-friendly 'How and why' pages of each topic.
1b	describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings	<ul style="list-style-type: none"> • Practices are introduced through the personal experiences of the two child presenters: they describe customs and briefly explain the reasons behind them. • The 'How and why' pages makes the teachings more explicit.
1c	identify and begin to describe the similarities and differences within and between religions	<ul style="list-style-type: none"> • The <i>Jewish Way of Life</i> resource does not take a comparative approach. However, brief links are made to Christianity and Islam in a few of the 'How and why' sections. • The clear structure of the resource makes it possible to dovetail elements of Judaism into a thematic teaching of religions.
1d	investigate the significance of religion in the local, national and global communities	<ul style="list-style-type: none"> • The 'Who we are' section introduces pupils to the Jewish community in Britain and the worldwide spread of the Jewish people. • The 'What we believe' section explains the significance for Jews of the Land of Israel.
1e	consider the meaning of a range of forms of religious	<ul style="list-style-type: none"> • A wide range of Jewish forms of religious expression is explained and explored in the topics within the 'What we do' section and in the 'Prayer' topic of the 'What we

	expression, understand why they are important in religion and note links between them	believe' section. <ul style="list-style-type: none"> The 'What we believe' section'—especially the 'Belief in God', 'Torah' and 'Actions and values' topics—provides the basis of Jewish forms of religious expression.
1f	describe and begin to understand religious and other responses to ultimate and ethical questions	<ul style="list-style-type: none"> Stimulus material is interspersed in an organic way through the 'What we do' through the monologues from the child presenters. A number of activities in 'What we do' and 'What we believe' provide opportunities for pupils to describe and explore ultimate questions. The 'Belief in God' and 'Actions and values' topics in the 'What we believe' section address a number of ultimate questions directly.
1g	use specialist vocabulary in communicating their knowledge and understanding	<ul style="list-style-type: none"> All sections of the resource use generic religious language and appropriate Jewish terms, which—when written—are transliterated. The child presenters speak some of the Jewish terms and this is a guide to their pronunciation. There is an audio glossary on this website, mainly for teacher use. It is print-friendly and can therefore also be made available as a summary for pupils.
1h	use and interpret information about religions from a range of sources	<ul style="list-style-type: none"> The resource is multimedia, providing written word (including short translated extracts from traditional texts), the spoken word, photographs, still graphics, animations and film.

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2a	reflect on what it means to belong to a faith community, communicating their own and others' responses	<ul style="list-style-type: none"> In all three sections of the resource, there are many examples both implicit and explicit—of the life of the Jewish faith community. They include experiences and reflections that stimulate pupils' understanding of the meaning of community. There are also activities that prompt pupils' reflective responses. They can be extended through non-digital learning opportunities such as artwork and open-ended writing tasks.
2b	respond to the challenges of	<ul style="list-style-type: none"> The 'Who we are' and 'What we believe' sections and in several places in 'What we

	commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways	<p>do' explore notions of commitment.</p> <ul style="list-style-type: none"> • These notions can prompt pupils to explore commitment more deeply especially if they are supported by guided discussion and creative writing.
2c	discuss their own and others' views of religious truth and belief, expressing their own ideas	<ul style="list-style-type: none"> • Encountering the views of religious truth expressed in the resources—especially through the 'What we believe' section—offers a springboard for pupils' concepts of religious truth. • These lend themselves well to teacher-led discussion, creative writing and artwork.
2d	reflect on ideas of right and wrong and their own and others' responses to them	<ul style="list-style-type: none"> • The 'Actions and values' and other topics in the 'What we believe' section offer clear examples of the 'good'. • There are decision-making activities to enable pupils to clarify and prioritise their values.
2e	reflect on sources of inspiration in their own and others' lives	<ul style="list-style-type: none"> • The digital nature of the activities does not lend itself well to pupils expressing awareness of the inspiration in their own life. However, several topics (including 'Sarah and her family' and 'David and his family' in 'Who we are') contain examples of inspiration in people's lives through the material presented and these are supportive and stimulating.