

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**



Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Experiences and Outcomes:

RERC 3-25a 'I can describe how the sense of the sacred affects the everyday life of people of various faiths. I can also describe how my understanding of this has influenced my respect for the faith of others.'

RERC 3-27a 'I have researched the major ceremonies and customs of other world faiths. I can explain the significance of these to the followers of these beliefs.'

RERC 3-27b 'I have explored how people of other world faiths practice their beliefs today. I can relate these to my own faith practice.'

LIT 3-06a 'I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.'

TCH 3-04a 'I enhance my learning by applying my ICT skills in different learning contexts across the curriculum.'

HWB 3-11a 'I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.'

Learning Intentions:

- To be able to describe the impact faith has on the daily life of Jewish people.
- To explore Jewish customs and ceremonies and explain their importance.
- To compare and contrast Jewish and Christian practices.
- To work research one area of Judaism which interests me, in order to create a project to be shared with my classmates.

Success Criteria:

I can:

- Describe Jewish beliefs and common practices.
- Explain various Jewish ceremonies and customs and give details of their importance in the life of Jewish people.
- Reflect on the similarities and differences between Jewish beliefs and practices and Christian beliefs and practices.
- Use ICT effectively to research an aspect of Judaism I have learned about in class.
- Present my findings to the class.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

The lessons in this scheme of work address all seven of the Curriculum for excellence design principles.

Progression: Pupils will begin this unit with the opportunity to recall previous knowledge and map where they would like to progress.

Relevance: Pupils will compare and contrast Jewish beliefs and practices and their own beliefs and practices.

Breadth: Pupils will learn by a number of methods throughout this unit including teacher led presentation, class discussion, group discussion, individual/ group tasks and a research project.

Depth: Personal research will provide pupils with the opportunity to look in depth at a topic of their choice to be presented through a paired project.

Coherence: This is a coherent unit which begins with a focus on the early days of Judaism studying Abraham and Moses right up to a modern day exploration of Jewish customs and ceremonies in the 21st century.

Challenge and Enjoyment: A number of opportunities for differing learning styles are present in this unit. Pupils who have completed the work given also have the opportunity to engage in extension activities which allow pupils to choose from various tasks ranging from art activities to research tasks.

Personalisation and Choice: Is offered to pupils throughout, particularly in lesson 4 where pupils can decide which custom or ceremony they would like to create their fact file on and in the end project where pupils have a choice of any of the topics studied to base their research project on.

Lesson 1: An Introduction to Judaism

Starter:

- Pupil voice group discussions. Pupils have 5 minutes to discuss each question and record their thoughts on their group poster.
- Questions: 'Judaism: I already know.....' and 'Judaism: What I'd like to know...'

Main:

- Teacher led presentation: Jewish Beliefs and Practices
- Pupils should mind map/record notes throughout presentation.
- Activity: Judaism booklet questions on Jewish beliefs.

Plenary:

- Quick fire questions using lolly sticks.

Lesson 2: The Synagogue**Starter:**

- I see, I think, I wonder – picture of inside of a synagogue displayed.
- Follow up discussion

Main:

- Teacher led presentation: Inside the Synagogue.
- Pupils should mind map/record notes throughout presentation.
- Activity: Drawing exercise from Judaism booklet. Pupils will draw and label the inside of a synagogue in their class jotter.

Plenary:

- True/False recap questions: teacher will lead questions, pupils will hold inside of jotter in air for true/cover of jotter for false.

Lesson 3: Jewish Heroes**Starter:**

- Pupils will begin two mind maps in their jotter, one about Abraham, one Moses.
- Pupils should record their prior knowledge about Abraham/Moses.
- Class discussion.

Main:

- Teacher led presentation: Abraham and Moses Heroes of Judaism
- Links with Christianity are made clear throughout.
- Reflection Activity: Who is my hero? Pupils will reflect on an important figure in their lives that they look up to; this may be a family figure, a famous figure or a religious figure. Pupils will then design a medal they would present to their hero.

Plenary:

- Time to share: Pupils should share their reflection either with their learning partner or a few pupils may wish to share with the whole class.

Lesson 4: Living in a Jewish Home**Starter:**

- I see, I think, I wonder – picture of Jewish wedding displayed.
- Follow up discussion

Main:

- Teacher led presentation exploring key stages of Jewish life: birth, Bar/Bat Mitzvah, marriage, death.
- Pupils should mind map/record notes throughout presentation.
- Activity: Pupils will create a fact file on one Jewish ceremony of their choice.

Plenary:

- Pupil presentation by 2/3 pupils – volunteers or lolly sticks.

Lesson 5&6: Personalisation and Choice Project

Starter:

- Reflection questions: What have I enjoyed learning during this topic? What would I like to know more about?
- Follow up discussion.

Main:

- Paired project: access to ICT required.
- Pupils will pick one area of Judaism which we have studied and research further.
- Pupils should create a PowerPoint or poster to display their findings.

To do list:

- Select one aspect of Judaism to research.
- Gather information from jotter and internet.
- Like findings to Christianity and compare
- Create a PowerPoint or poster to display your findings.

Lesson 7: Project Presentations

In this lesson projects will be displayed around the room, pupils will carousel around the projects in order to peer assess.

- Pupils will leave post it notes stuck to the desk next to each project with 2 stars and a wish.

At the end of the lesson pupils will complete the three pupil voice questions on post it notes and stick these to an A4 page where teacher feedback will also be given.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say:

Class discussion throughout

Quick fire question/true or false answers (plenary activity)

I see, I think, I wonder and follow up discussions

Presentation of various pieces of work throughout.

Make:

Hero Medal

Ceremonies and Customs fact file

Research project poster/PowerPoint

Write:

Jotter questions on Jewish beliefs

Drawing and labelling of inside synagogue

Mind maps/notes during teacher PowerPoint

Exit notes

Do:

Carry out independent research to develop ICT skills.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Teacher feedback was given throughout this unit both orally and through jotter correction. Teacher feedback was also given at the end of the unit. Please see attached sheet for feedback given.

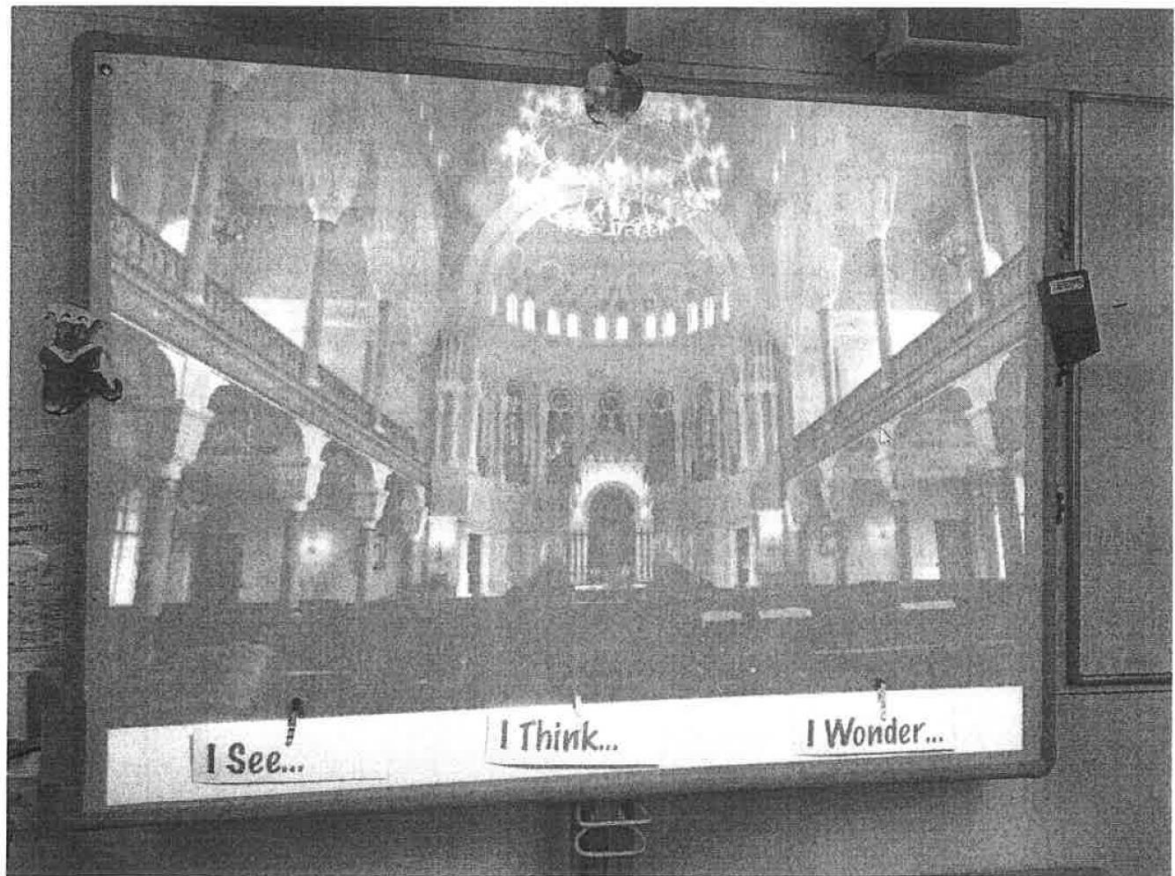
Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

Pupils were asked to answer each of the above questions and write their response on post it notes at the end of the final presentation (lesson 7.) The feedback was stuck to an A4 page where teacher feedback was also given.

Please see attached sheet for example.

Did the learner successfully attain the outcomes? YES



The Synagogue



The Torah

The Jewish Bible tells how, after fleeing from Egypt, the Israelites wandered for many years in the desert until they came to Mount Sinai. The word 'Torah' means 'teachings' in Hebrew. The Torah explains what God is like and contains the rules by which He wants His people to live. The 'New Testament' of the Christian Bible tells the story of Nazareth; a Jew whom Christians believe was the Messiah. Jews do not accept this and are still hoping that the Messiah will come.

Bar mitzvah

At the age of 13 a Jewish boy officially becomes an adult. He studies for a year before and learns to sing from the Torah before his ceremony which is called his Bar mitzvah. In Hebrew Bar mitzvah means 'son of commandment'. At the ceremony in the Synagogue he reads from the Torah for the first time in public to show that he is now part of the adult community. A Bat mitzvah-'daughter of commandment'-takes place for girls at the age of 12. Both occasions usually deserve a party.

Jewish Weddings

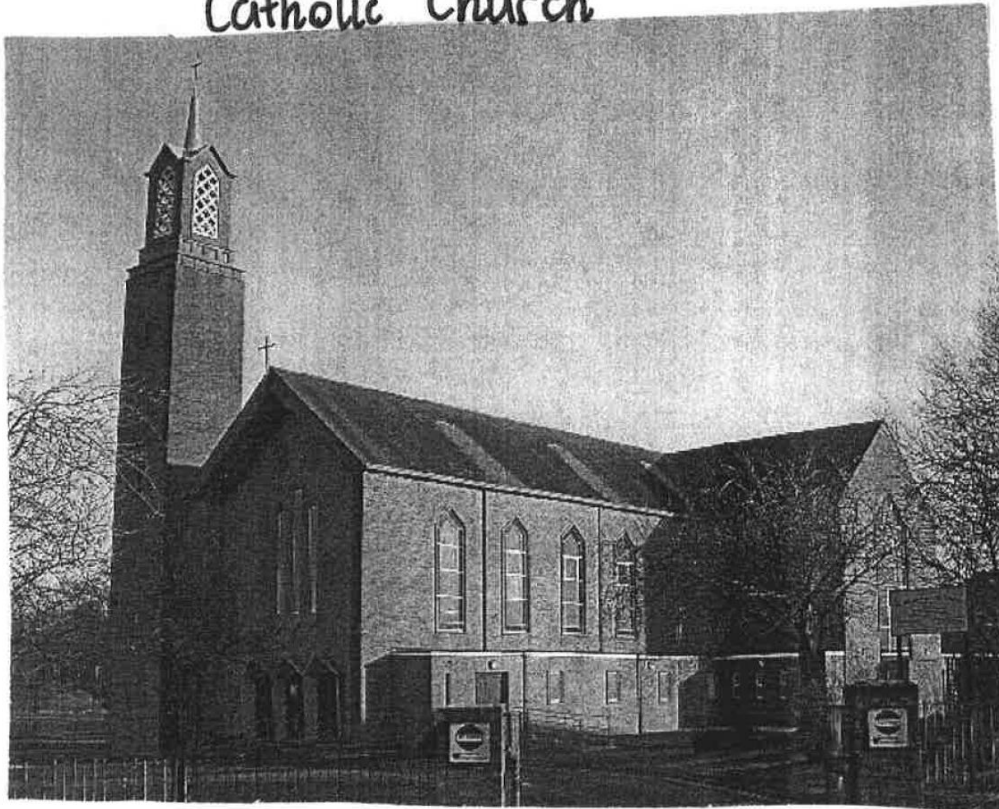
Most Jewish weddings take place at a Synagogue, but they can also take place at a hotel or outside. The ceremony must take place under a special canopy called a Huppa. The Huppa represents the home that the couple will make together. The bride and groom have to exchange a legal contract called a Ketuba which puts in writing the responsibilities that the man has towards his wife and that the woman has towards her husband. Traditional Jewish dancing often takes place at weddings.

Jewish Synagogue



Star of
David

Catholic Church



The Synagogue

Many Jews believe that it is important to pray to God. Prayers are said at events that happen in the home, but some prayers must be said in the company of other Jews. Synagogues vary in size and shape. Some are small and hidden while others are large and imposing. They are often built in the local style of architecture. Most Synagogues are built to face toward Jerusalem, where the Temple stood. The inside of every Synagogue is based on the shape of the Temple. Many Synagogues have separate rooms for study and teaching children, a hall for social gathering, a kitchen for preparing food and a library. At congregation worship, one of the scrolls of the Torah is taken from the ark. It is carried in procession round the Synagogue and members of the Congregation bow towards it. Every Jew learns a prayer called Shema. It is the first prayer learned by children and the last prayer of the dying. Men keep their heads covered in the Synagogue and in some Synagogues they sit separately from the women. There are three set times for praying, morning, afternoon and evening. There are different types of Synagogues, the Orthodox Synagogue and the Reform Synagogue.

Jewish New Year

Rosh Hashanah and Yom Kipper are the High Holidays, the most important days of the year for Jews. They begin and end the ten days of Penitence, when Jews look back on any misdeeds of the year. If they have wronged someone they are expected to put things right with that person during their time. On Rosh Hashanah, New Year's Day, many Jews do not go to work or school. Instead they attend services at the Synagogue. Traditional Jews imagine God opening an account book of reckoning.

Comparisons

The Catholic Church and the Jewish synagogue are both places of worship and prayer, and both are home to their respective religious communities. For the individual, the church and the synagogue have similar meanings and functions. However, as a whole, these houses of worship are different in a number of ways.

The Jewish Torah is what Catholics call the 'Old Testament'.

In many Synagogues the Torah is kept secured in a locked container (ark) much as the Sacrament is kept locked in Catholic churches. Each secures what is most precious to it.

The Jewish people have Saturday and late Friday to have a day of prayer and rest whereas Catholic people have a Sunday to rest and pray.

The interior of a church is much different than the interior of a synagogue. Throughout a church are many objects that are religious in nature. A church also has an altar, where communion takes place. There is usually some kind of cross in a church. A synagogue is basically just a building. There are many rooms, and usually a large hall for gatherings. There are religious objects that offer followers a piece of symbolism. The everlasting light hangs above the Holy Ark in all synagogues.

At a catholic church, families, women and men participate in church services. All members of the congregation sit together throughout the service. In a Jewish service, men and women are seated separately when they are participating in a sermon. Women usually participate from the balcony, with men seated below.

Skills I have developed.
I am now able to understand
the Jewish religion in more
depth. I have also developed
research skills.

What have I learned?
I have learned more about
the Jewish religion. I now
know the differences between
the church and the synagogue
and the similarities.

Pupil
Feedback

How I learned it
I used books and the internet
to research information about
the Synagogue and about
Judaism.

Teacher
Feedback

Elise, you have worked hard on
this project. You have clearly demonstrated
an understanding of the role of a sacred place
(the synagogue) and made very good comparisons with
churches. You have used many skills as part of this
project including good use of library + IT resources. Well done 😊

