

JEWISH STUDIES AND HEBREW
Simon Marks Jewish Primary School
"What is secular is not yet holy...Rav Kook"



FOREWORD

I can just remember my Cheder days. 6½ hours of after school and Sunday morning drudgery, and until my adult years this was the only formal Jewish education I received. However I was blessed by having a warm and vibrant Jewish home whereby the very essence of Judaism was woven into our day-to-day life. It wasn't an orthodox home, but it was observant. My earliest memories surround Shabbat and the chagim, the smell of feathers being burned off in Samuel's, the only Kosher butcher for miles around, the soft sweet golden challot, and frequent trips to the East End of London to luxuriate in eating meat out at Bloom's! I also remember sitting next to my Dad in Shul, on a Friday night, a memory that I now cherish and try to share that most wonderful of moments with my own son.

More than anything else I know the joy of Judaism and the necessity of a spiritual dimension to one's life, but more importantly the absolute requirement to allow children to be inspired in and by their learning. To learn from, and contribute to, the wonderful and continuing story of Judaism.

In order for all Simon Marks youngsters to become confident and competent in their Jewish Studies then it is absolutely essential that children encounter both Jewish Studies and Hebrew on a daily basis. For our youngest children such daily contact will reinforce the centrality of Jewish Studies to their own lives, the school and eventually into the community. As with other core curriculum subjects, daily interaction with basic skills reduces the need for reiteration of previously encountered work, provides stability and progression, and guarantees continuity. It will enable children to encounter Jewish Studies as an integral part of their school experience, and rid the perception that Jewish Studies and Hebrew can be considered differently from other core areas. This will deliver a future assured for Simon Marks as a Jewish school, where each and every pupil, parent and teacher can feel part of a tradition that has inclusivity as a keynote of its continuing story.

However for this to be translated into success then there will have to be a deliberate blurring of both the formal and non-formal elements of Jewish education whereby Jewish Family and adult education is also part and parcel of the Simon Marks process, where education becomes life-long and enriching.

We, and the community, need children who are inspired by interacting with the amazing story of Judaism, who are taught to be curious, who recognise those moments that are spiritually fulfilling and who can become functioning and responsible adults mindful of their responsibility to Jewish continuity.

Laurie Rosenberg Sivan 5763/June 2003

JEWISH STUDIES CURRICULUM 2003 -5763

1. AIMS AND PURPOSES

To enable our young people:

- to grow up with a pride in their heritage, both as citizens of the United Kingdom and the Diaspora;
- to recognise and appreciate the critical role and importance of Israel;
- to articulate that pride through confidence and competence in their ability to read, write, understand and learn from a range of Jewish texts;
- to learn from, and apply to their own lives, a range of Jewish values that underpin and emanate from those texts;
- to apply that knowledge to a fuller understanding of the cycle of the Jewish year;
- to understand those special moments that punctuate a Jewish life and the contribution of parents, friends and family on those special life experiences;
- to recognise the role God has to play in people's lives;
- to be able to use prayer and contemplation as a means of enhancing spiritual growth and spirituality;
- to realise their responsibility and contribution to future Anglo-Jewish continuity.

2. ATTAINMENT TARGETS

The curriculum will be delivered through attainment targets that will determine the type of learning and teaching that takes place in the classroom, ***however imagination, creativity and curiosity will be embedded throughout the curriculum and underpin all that is taught and learned.***

- **AT1: LEARNING ABOUT JUDAISM**
- **AT2: LEARNING FROM JUDAISM**

- **AT3: THE EXPERIENCE OF JUDAISM**

- **AT1:** Learning *about* Judaism relates to the cognitive and skills based aspects of the curriculum. It involves the key skills of reading, writing, speaking, listening and processing information. The increasing use of these key skills by pupils independently, and interdependently, are a key element of the learning programme at Simon Marks.
- **AT2:** Learning *from* Judaism involves the more affective, creative and experiential domain, where pupils will be given opportunities to apply their skills, knowledge and understanding of Jewish concepts. This part of the curriculum is, by its nature, values based and takes into account the spiritual, moral, social and cultural development of the child, the school and the community. AT2 is particularly important if the Jewish children are to be able to become fully functional Jewish adults, and play a vital part in Anglo Jewry's continuity, and contribute to the story of Judaism. For non Jewish children, Jewish values impact on their own faith background, and by learning from Judaism they can grow in confidence in being able to approach their own burgeoning spiritual development.
- **AT3:** The experience of Judaism relates to those areas of the curriculum that contribute to the young people's day to day involvement in and with Jewish practice.

3. LEVELS OF ACHIEVEMENT

The levels of achievement are provided as a guide to the type of learning that ought to pre-dominate in each phase of the child's journey through Simon Marks. The 8 levels relate to the National Curriculum.

End of Phase Statements (EOPS) are described for each strand and at every level, these ensure continuity and progression across and through the curriculum and they also provide a means of assessing individual and class progress through a curriculum audit. Children are not to be locked into any stage or phase – growth is dynamic and organic, differentiation may well take a child or children throughout the levels.

1	2	3	4	5	6	7	8
FOUNDATION	KS1	KS2		KS2 EXTENSION	KS3/4	KS5	Continuing education

4. STRANDS

The strands, by no means engraved in stone, can make up the basis of the curriculum from which more detailed planning, using the ATs, can be developed.

As the curriculum is activated then Units of Work to support the curriculum will be developed, evaluated and archived.

Each of the strands has been worked through to enable progression up **through** the levels of attainment and continuity **across** the curriculum. By describing WHAT is expected by the end of each level then not only can a basic core be identified, but also specific outcomes for each strand described.

If these strands and levels of achievement are developed appropriately then it will be possible to avoid the duplication of work each year (e.g. chagim) and furthermore enable work on developing individual targets.

1. IVRIT - through 4 ATs: SPEAKING, LISTENING, READING AND WRITING
2. TORAH and TEXT
3. TEFILLAH and DINIM
4. JEWISH THOUGHT AND PHILOSOPHY
5. THE JEWISH YEAR: CHAGIM AND SHABBAT
6. HISTORY AND CULTURE: ISRAEL AND DIASPORA
7. COMMUNITY DEVELOPMENT AND LEADERSHIP
8. LIFE STAGES

The curriculum builds on existing good practice and will make good use of expertise, experience and resources that are **currently** available within Simon Marks. External funding will be sought in order to ensure that we are in receipt of the very best material that is available, and more importantly "time-out" for professional team development and academic support.

5. ASSESSMENT AND EVALUATION

Assessment is both formative and summative. To enable the department to become confident with expected levels of achievement then there must be a clear exemplification of standards as part of the on-going process. The maintenance of pupil portfolios, for high, average and low attainers will aid this process, and allow for internal moderation and consistency of approach. In addition the use of EOPS will provide **individual pupil profiles** in the form of a record of achievement. The RoA could also be used to record a child's life stories and will grow with them throughout life.

6. INCLUSIVITY

All children must be able to, and encouraged to access Jewish Studies and Hebrew, and for those children on Schools Action and Action +, or Statemented – then the IEP must be include strategies to enable access. The SENCO will advise on all issues relating to inclusivity.

TORAH AND TEXT	TEFILLAH AND DINIM	JEWISH THOUGHT & PHILOSOPHY	THE JEWISH YEAR CHAGIM & SHABBAT	HISTORY AND CULTURE: ISRAEL AND THE DIASPORA	COMMUNITY DEVELOPMENT AND LEADERSHIP	LIFE STAGES
<p>To understand that the Torah is a special book and is written in the form of a scroll.</p>	<p>To understand that prayer is something special and marks the beginning and end of the day. To understand that God is good, and cares for all people.</p>	<p>To understand that Tefillah is a special time for our own thoughts.</p>	<p>To understand that Shabbat is a special day of the week. To encounter the major festivals as they appear on the calendar. To be read some stories that relate to the Jewish year</p>	<p>To understand that Jewish people have been around for a very long time. To learn that Israel is a special place for the Jewish people.</p>	<p>To learn that we live in a community made up of many different people. To know that the Rabbi is a special person in the Jewish community</p>	<p>To understand that there are special times in a person's life: birth and birthdays</p>
<p>To read, and be told some of the stories that occur in the Torah. To understand that the Torah is written in Hebrew and is made up of 5 books</p>	<p>To feel and experience a siddur. To be able to recite the shema. To be given their own siddur. To be able to sing some of the familiar tefillot</p>	<p>To be read some stories that engage with some basic Jewish values</p>	<p>To learn that Shabbat is marked by special food, drink and artefacts. To learn some of the songs that are associated with the chagim and Shabbat. To understand that Shabbat and the chagim have their own symbols.</p>	<p>To be told stories that tell of great people in Israel's past. To understand that there are Jewish people all over the world.</p>	<p>To understand that there have been Jewish people in Hackney for a long time. To learn that there are other people that help the Rabbi and that the school is home to other children who are not Jewish</p>	<p>To realise that when a baby is born that there is a special party and boys and girls are named in Shul. To learn that a Jewish home has special key attributes such as a mezuzah and that a family is an important unit in Jewish life.</p>

END OF PHASE STATEMENTS: FOUNDATION AND KS 1

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<p>To learn and understand that the Torah is part of the Tenach. To be able to navigate the chumash. To learn the distinction between the Torah and the rest of Nach</p>	<p>To understand that tefillot are said 3 times a day. To learn that Dinim help to provide a framework for Judaism. To learn that b'rachot are used before and after various occasions.</p>	<p>To be able to read some of the stories and illustrate them with examples from their own lives. To begin to understand that the role models shown in Torah and Nach still have a relevance today</p>	<p>To learn and understand the Jewish calendar. To be able to understand that Shabbat and the chagim have special tefillot with their own tunes. To learn the various b'rachot associated with Shabbat. To be introduced to bensching</p>	<p>To understand that Israel has some very famous places that are important to everyone. To be shown pictures and videos of Israel. To understand the importance of Jerusalem. To create a time line and use it to understand the various events that have punctuated Jewish history</p>	<p>To understand that leadership is a very important Jewish and universal value. To learn that Jewish leadership is as important today as it was in Moses' time. To realise that the community needs leaders.</p>	<p>To understand that boys and girls have a bar/bat mitzvah and that marriage is very important. To learn that when someone dies that the community will meet together and support the family.</p>
<p>To understand the Torah was given to Moses. To learn from the role models presented by the various key people in Torah. To be introduced to Rashi, Rambam etc</p>	<p>To be able to Daven appropriately in Shul and during tefillot. To learn and understand the structure of the siddur. To understand that the Dinim were given to Moses and are in the form of mitzvot. To be introduced to Kashrut as an example of a set of Dinim that impact on our daily lives.</p>	<p>To be able to engage with some simple commentary, Rashi, Arye Caplin. To be able to work through some basic issues that impact on their lives from a Jewish perspective. Introduction to PaRDes.</p>	<p>To understand that Shabbat has 3 meals and to be introduced to some of the basic melachot of Shabbat. To learn the distinction between the chagim and Shabbat. To encounter Havdalah and be familiar with the special tunes.</p>	<p>To continue to add to the time line (on-going). To understand that the Diaspora was created through the destruction of the Temple. To learn that the Sephardim and Ashkenazim have their own distribution and traditions, To encounter the living history of key members of the community.</p>	<p>To create a time-line of Hackney and London's Jewish history. To engage with some of the stories about local Jewish heroes. To understand that there are many Shuls in Hackney.</p>	<p>To understand that Bar/Bat mitzvah implies responsibly for actions and that the mitzvot have a special place in that responsibility</p>

END OF PHASE STATEMENTS: KS 2

TORAH AND TEXT	TEFILLAH AND DINIM	JEWISH THOUGHT AND PHILOSOPHY	THE JEWISH YEAR CHAGIM AND SHABBAT	HISTORY AND CULTURE: ISRAEL AND THE DIASPORA	COMMUNITY DEVELOPMENT AND LEADERSHIP	LIFE STAGES
To understand how the Torah determines the rhythm of the Jewish year through the sedrot. To engage with study of the megillot, tehillim etc	To be able to navigate the siddur and to be introduced to the machzor used on chagim. To understand the rhythm of the Jewish year as experienced in the tefillot: hallel, selichot etc	To be familiar with the various commentaries on the weekly Parshaot. To be able to add their own commentary, through art and movement, through an understanding of PaRDes.	To learn how the Torah readings give Shabbat the chagim a special flavour, that there are special Shabbatot during the year. To be able to know the various artefacts that accompany each of the major and minor chagim: etrog/lulav, succah, seder dish, dreidle etc. To be able to construct miniature models	To learn that racism and genocide have a common root. To be introduced to the concept of Zachor and the value of loving one's neighbours. To be able to read and have read some of the Diary of Anne Frank as a first introduction to the Shoah.	To understand the nature and abhorrence of racism, and learn from those important messages in Judaism that can impact on good community relations. To link with local non-Jewish schools.	To learn about the Jewish wedding ceremony and construct a chupah. To engage with how the media has represented Jewish family life: Fiddler, Jazz Singer etc
To understand and learn that middot presented in the Torah have relevance today, and are exemplified by the Pirkei Avot. To learn halachic processes, from Torah to Mishnah	To understand the basic dynamics of the halachic process and to be able to apply these to a range of Dinim: Kashrut, Shabbat, and Yamim Tovim. To produce their own Kashrut guide with recipes that relate to the various landmarks in the Jewish year.	To learn from the teachings of the Pirkei Avot and apply them to a range of contemporary issues. To make a start on philosophical theology through Shabbat. To understand that Jewish thought in the sciences, arts and media has had an impact on thinking in the modern world: Einstein, Chagall, Spielberg	To understand the universalistic message of Shabbat and the Yamim Narayim. To be able to reflect on how Tefillah is communal and rarely individualistic. To study some of the Yom Kippur prayers in order to be able to apply them to everyday values that could impact on society (Al Chet)	The birth and development of modern Israel. From Shoah to Ha'atzmeut and Hazikaron. To know the key leaders and inspiration behind the growth of modern Israel. The impact of the kibbutz movement on art, song and music in modern Israel.	To understand the basics of community development by studying the various key attributes of community infrastructure, and how these have developed as a direct result of Jewish values being enacted: chevra kadisha, bikkur cholim, helping the aged. The Jewish geography of the United Kingdom.	To embark on a special Bar/Bat Mitzvah programme that involves starting a Sefer HaChayim: book of life. Family history to underpin this work. The programme must interface with Life Skills and Studies in the PSHE programme in the curriculum. To celebrate Bar/Bat Mitzvah as a community wide event if possible.
To learn and understand the structure of Talmud and Mishnah, and the importance of midrash. To learn, and be familiar, with a range of texts that have inspired the study of Judaism.	To progress to the Art Scroll siddur and have confidence in reading and understanding the tefillot. To have the confidence and competence to attend and partake in Shul services, leading where appropriate, and to be able to attend Jewish aged homes and learn from and about generations.	To engage with the teachings of Rambam, to compare and contrast this with modern thinkers such as the Ba'al Shem Tov, Kook, Twersky, Goldberg, Sacks and Kaplan. To analyse the contribution of Jewish thought to the development of mankind, and how other faiths and religions have sprung from a Jewish source.	To encounter some of the halachic problems that surround Shabbat and how technology has had an impact on the dynamics of Halacha. To be able to use this knowledge to create Shabbat and chagim sensitive artefacts for the home or for an elderly/physically limited person	Cultural and religious diversity in Israel and how this has shaped current affairs in the Middle East. Jewish continuity in the Diaspora: growth and decline.	To build an oral history of the community together with video testimonies. To develop a Simon Marks web site that can relate to the growth and development of the community. To understand the various denominational and ethnic groups that make up the current community. To form a young community council that can interface with the key leadership within the community	To understand that death is a passing of the soul, the role of the shivah and shloshim. To learn of the work of the chevra kadisha and to visit the cemeteries. To learn of the mitzvah of bikkur cholim and make frequent visits to local Jewish aged homes and build relationships with the residents

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<p>To engage in individual and independent learning and research using a variety of sources, with reference to traditional and modern commentators. To engage in chavruta sessions with other pupils and make the link between Torah b'shel peh and the derivation of the Shulchan Aruch.</p>	<p>To be able to lay tefillin, prepare for adulthood and to learn that tefillot can have a personal perspective, through the tehillim. To be able to apply halachic processes to a range of modern dilemmas</p>	<p>To engage with, and have the confidence to challenge, contemporary issues from a Jewish values perspective. To encounter modern philosophers in Israel. To understand that Judaism has a universal message for all mankind,</p>	<p>To be able to understand how Pikuach Nefesh and medical ethics underpin Jewish values. To be familiar with various problems and situations that could compromise being shomrei Shabbat. To work with the various youth groups in the community on various shabbatonim and other experiences</p>	<p>The future of Judaism in terms of Israel and the relationship with the Diaspora. Work of the sochnut and the impact of sh'lichut on scattered Jewish communities throughout the Diaspora. Trip to Israel on exchange, e-mail links with Jewish schools in the Commonwealth, USA and Israel.</p>	<p>To learn about Jewish Continuity and the impact of Tzedakah on creating a cross-communal vision for a Jewish future. To understand that Jewish community and strategic development is dependent on knowledgeable leadership. To learn from current thinkers in development: Etzioni Sacks. To be able to contribute to the community's Jewish continuity in the formation of Young Jewish Council that can have a voice at a senior strategic level.</p>	<p>To engage with some contemporary issues that have impacted on Jewish family life in contemporary society such as divorce, drug dependency and Jewish continuity based on ethics and Jewish values. To work with younger children embarking on their own Bar/Bat Mitzvah programme. To understand the choices facing young Jewish people growing up in the UK through interfacing with opportunities in Israel and elsewhere as a pre-gap year package that involves travel, and community activity and responsibility.</p>

KS 4 + 5 - COMMUNITY LEARNING