



JEWISH STUDIES POLICY

SIMON MARKS JEWISH PRIMARY SCHOOL

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School Ethos

The ethos at Simon Marks Jewish Primary School is encapsulated through the phrase 'Torah Im Derech Eretz.' In practise, this aims to instil within each child an appreciation and love of Jewish values and teachings and, where applicable, a strong sense of Jewish identity, ultimately encouraging a commitment towards the practice of living Judaism. This is achieved using the whole school environment and not just in Jewish studies lessons.

Principles and Aims

Specific aims of Jewish Studies include:

- Reinforcing the use of Hebrew
- Learning about and from traditional Jewish texts
- Learning about a broad history of the Jewish people, with more specific learning of selected events & personalities
- Gaining knowledge of, and familiarity with, Jewish beliefs, practices & skills with the ultimate aims of pupils:
 - a) feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
 - b) where applicable, becoming an active & confident member of the Jewish community
 - c) where applicable, developing a sense of Jewish identity for now and the future
- Gaining a broad knowledge of the history of the State of Israel and an appreciation of its place in the contemporary Jewish and wider world
- A broad knowledge of the UK Jewish community both past and present and an appreciation of its place in contemporary wider UK society

Wider aims:

- An appreciation of Judaism as a traditional and vibrant religion
- A sense of appreciation of & enjoyment for Jewish learning
- An ability to learn, develop, appreciate & use key skills that may also be applied to other areas of learning
- An appreciation of the relationship between Judaism and other faiths & cultures by promoting religious understanding and respect
- Promoting pupils' spiritual, moral social and cultural development

Monitoring and Responsibilities

All teachers in the school are responsible for following this policy. The Named Person will be responsible for the monitoring and implementation of this policy.

Curriculum

The Foundation stage works towards an integrated curriculum combining Jewish knowledge and experience with the Early Learning Goals.

In Key Stage 1, pupils cover the weekly parashah, the Jewish year, and Jewish living. Drama, Music and Art enhance their lessons. Year Two have a Chaggigat Hasiddur ceremony.

In Key Stage 2, pupils follow parts of the JCP Chumash curriculum, beginning with a Chumash readiness programme in Year Three. Year three also have a Chagigat Chumash ceremony. Pupils also cover units on the Jewish year, Jewish living & Jewish history.

The statutory requirement for a daily act of worship is carried out through daily assemblies.

ICT

Where appropriate, interactive whiteboards will be used to enhance and complement teaching and learning. The school liaises with Jewish Interactive and the purchasing of i-pads for pupil use will enhance ICT opportunities.

Racial Equality, Equal Opportunity and Inclusion

The curriculum provides opportunities for children of other faiths to enhance their knowledge of Judaism. There are also active links between the school and the Three Faiths Forum, and a local Muslim school so that Jewish pupils can enhance their knowledge of other faiths.

This policy is committed to ensuring that everyone has an equal opportunity to succeed (through a differentiated curriculum). No member of the school should suffer or be disadvantaged by direct or indirect discrimination. Our policy of inclusion will mean that teachers will adapt teaching of the curriculum as necessary to meet the needs of children who may have emotional or physical difficulties or special education needs.

The school's ethos means that Jewish Studies is provided in accordance with Orthodox Jewish teachings from a Modern Orthodox perspective. The Office of the Chief Rabbi of the United Hebrew Congregation of the British Commonwealth is the final arbiter of any question regarding belief and practice followed as a school.

Assessment and Record Keeping

Teachers will assess and keep records of children's progress through:-

- Classwork
- Homework
- Targeted Observations
- Informal assessment

Assessments are recorded by teachers individually and a central electronic record will be set up throughout the academic year 2014/15.

Assessments and record keeping will be used to inform future planning, report writing, target setting and parent meetings.

JEWISH STUDIES PROGRAMME OF STUDY

FOUNDATION STAGE

The Early Learning goals set out what most children should achieve by the end of the foundation stage. The seven areas of learning identified in these goals are:-

1. Communication & language
2. Physical development
3. Personal, social and emotional development
4. Literacy
5. Mathematics
6. Understanding of the world
7. Expressive arts and design

Jewish Studies makes an active contribution to all these areas. The following includes examples of how Early Learning goals are achieved.

Communication and Language		
	Early learning goals	Examples of what children do
a.	develop confidence and skills in expressing themselves	Using stories and songs from religion as a stimulus, children ask questions about things they find interesting or puzzling. Children act out Bible stories.
b.	speak and listen in a range of situations.	Using the Chagim as a stimulus, children talk about the special events associated with the celebration. Children will also take part in various performances for parents.
c.	opportunities to experience a rich language environment	Children identify, listen and talk about the sequence of events in Bible stories which introduce new vocabulary, characters and situations.

Physical development		
	Early learning goals	Examples of what children do
a.	Being active and interactive	Children are physically active in 'music and movement' which is based on various Jewish songs and prayers.
b.	Make healthy choices in relation to food	Children become familiar with food choices within a kosher menu offered through the school kitchen

Personal, social and emotional development		
	Early learning goals	Examples of what children do
a.	helping children to develop a positive sense of themselves, and others	Using role play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important. Children reflect upon their own feelings and experiences in some stories from religious traditions and explore them in different ways.
b.	to form positive relationships and develop respect for others	Using stories from the Torah as a source, children talk about their ideas of what is fair and

		unfair, and how to behave towards each other
c.	to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups	Using parashat hashavua and other Jewish stories as a stimulus, children reflect upon the words and actions of characters in the story and decide what they would have done in a similar situation. Children also learn about the consequences of their action through play.
d.	have confidence in their own abilities	Take part in class assemblies and whole school assemblies becoming more familiar with traditional Jewish song and ritual

Literacy		
	Early learning goals	Examples of what children do
a.	Extend their vocabulary, exploring the meaning and sounds of new words.	Using new words associated with special days e.g. Shabbat. Rhythm and rhyming used in music groups that are inspired by Jewish song and prayer
b.	Link sounds and letters. Begin to read and write.	Children begin to recognise Hebrew letters and vowels and to read Hebrew

Mathematics		
	Early learning goals	Examples of what children do
a.	Describe shapes, spaces, and measures.	Children use different Jewish artefacts used at various times of the year and describe them
b.	understanding and using numbers	Increasing awareness of different festivals and their dates, especially in assemblies

Understanding of the World		
	Early Learning goals	Examples of what children do
a.	explore, observe and find out about people, places, technology and the environment.	Using Jewish religious artefacts as a stimulus, children learn about uses and meanings associated with the artefact. Using stories from Jewish religious traditions as stimulus children find out about people who are role models for correct behaviour. Taking part in celebrations such as Yom Ha'atzmaut, children have a greater awareness of Israel. Taking part in celebration of Tu Bishvat increases knowledge of the environment Some new technologies will be evident through Jewish Interactive programmes

Expressive arts and design		
	Early Learning goals	Examples of what children do
a.	sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.	In response to story, music, art and dance from Jewish religious traditions, children create their own simple dance and role play to recreate key elements of the story.

PROGRAMME OF STUDY FOR KEY STAGE 1

The programme of study in KS1 aims to develop the following knowledge, skills and understanding

Learning about religion:

By the end of the Key Stage, most pupils should be able to:

- explore a range of religious stories and sacred writings from the Torah, including the parshiot, and talk about their meanings;
- name and explore Chagim and rituals, noting both similarities and differences;
- identify how Jewish teachings can positively affect lives
- explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses;
- know all Hebrew letters and some vowels, and gain confidence in reading

Learning from religion:

By the end of the Key Stage, most pupils should be able to:

- reflect upon and consider religious and spiritual experiences and concepts
- ask and respond to questions
- recognise how religious teachings impact on values

Breadth of study:

- understand Jewish celebrations: how and why religious people celebrate;
- symbols: what they are, how and why symbols express meaning;
- Jewish stories and music;
- identity: where people belong and why belonging is important.

Experiences and opportunities:

- asking and answering questions related to their learning;
- using all senses in developing knowledge, skills and understanding, and developing creative talents and imagination through art, music, dance, drama and times of quiet reflection;
- sharing own beliefs, ideas and values and talking about feelings and experiences.
- cooking for Chagim,
- Informative experience of Sedarim, Chanukah, Kabbalat Shabbat, Purim, Succot, Hoshanah Rabbah, Shavuot, Lag B'Omer, Tu B'Shevat and Yom Ha'atzmaut.
- Using ICT to complement learning.

PROGRAMME OF STUDY FOR KEY STAGE 2

The programme of study in KS2 aims to develop the following knowledge, skills and understanding

Learning about religion:

By the end of the Key Stage, most pupils should be able to:

- describe key aspects of Judaism, especially the people, stories and traditions that influence Jewish beliefs and values
- Know how the Jewish year is set and know aspects of how chagim are celebrated
- describe practices and ways of life in Judaism and have an understanding of their origins
- read from and use a Siddur at an appropriate level, understanding the meanings of some Tefillot and recognise Berachot in the correct context
- know some teachings of the weekly Sedra and recognise the impact of these teachings on lives
- describe and begin to understand the Jewish responses to ethical questions
- use religious language in communicating knowledge and understanding
- fully participate in, and sometimes lead, Jewish Studies assemblies
- use a Chumash text as outlined in the JCP curriculum
- have an understanding of some commentaries on Jewish texts
- participate in, and have an understanding of, selected Tefillot.

Learning from religion:

By the end of the Key Stage, most pupils should be able to:

- reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness;
- ask and respond to questions, and be confident about communicating ideas
- identify religious commitments, and communicate their responses
- recognise how religious teachings and ideas about values, particularly those concerned with right and wrong, justice and injustice, make a difference to individuals, families and communities and communicate their responses

Breadth of Study

During the key stage the pupils should explore knowledge, skills and understanding through the following themes, experiences and opportunities.

Themes

- beliefs and questions: how beliefs about Judaism 's meanings and purposes impact on believer's lives;
- teachings and authority: what the Torah and other Jewish sources say about G-d, the world and human life;
- worship in Synagogue: where, how and why people worship;
- Kashrut: what constitutes kosher food and 'kosher' behaviour
- Teaching of Chumash through JCP curriculum
- symbols and religious expression: how religious and spiritual ideas are expressed;
- Jewish leaders and teachers: who have had or continue to have a religious influence on others locally, nationally and globally;

- religion and the individual: personal responsibilities;
- religion, family and community: communal responsibilities and contributions;

Experiences and opportunities

- encountering religion through visitors or visits, and focussing on the impact and reality of religion on the local and global community;
- discussing religious and philosophical questions, giving reasons for beliefs and when holding differing views, disagreeing respectfully;
- exploring spiritual experience and feelings in a variety of ways;
- expressing and communicating their own and others' insights into life and its origin, purpose and meaning, through the creative and expressive arts.
- Practical opportunities for experiential work including baking, Havdalah, Kabbalat Shabbat, assemblies
- Using ICT to complement learning.