

1. Parashat Hashavua Curriculum Guidelines

The JCP Parashat Hashavua Curriculum aims to provide a progressive teaching and learning structure where the weekly parashah is explored as a source of the mitzvot and middot according to which we live our lives as Jews. The curriculum explores social and moral issues and dilemmas relevant to children's lives in the light of the actions of the Torah role models they encounter.

The Parashat Hashavua Curriculum

- Is systematically developed throughout the school from Foundation Stage through to the end of Key Stage 2.
- Is developed SPIRALLY – where parashot are constantly revisited during the child's progress throughout the school, and INCREMENTALLY – where skills are developed, knowledge built upon and concepts reinforced.
- Contains pesukim from the text to support and highlight the focus and/or middah/mitzvah. Pesukim should not be studied in depth.
- Is supported with commentaries (mainly Rashi) at appropriate levels. These commentaries must be clearly distinguished from the p'shat – literal meaning.
- Is supported with carefully selected traditional Midrashim to extend and amplify the text. Children should know that Midrash does not feature in the Chumash text. Midrashic interpretation should not obscure the main issues.
- Provides teachers with opportunities to employ a range of teaching approaches, access a variety of teaching material and create their own parallel and complementary resources.
- Provides opportunities to address PSHE by integrating the middah into an area of study.

2. Parashat Hashavua Unit Programmes of Study

STORYLINE

The emphasis needs to be on:

- the personalities, main events and actions that feature in the weekly parashah and how they connect with each other
- the relevant mitzvot and pertinent lessons that feature in the weekly parashah
- the links that the weekly parashah contain to tefillah, the Jewish year and Jewish living.

Children should be given opportunities to:

- listen to the narrative content of the weekly parashah in a range of situations, e.g. informal storytelling, visual aids, audio and video clips
- recall, retell and record the main points of the weekly parashah by formulating and responding to questions, completing parashah worksheets, creative writing, arts and crafts, drama and ICT.

MIDRASH

Children should be taught carefully selected midrashim from the weekly parashah appropriate to their age and understanding.

They need to be aware that midrash extends and amplifies the study of Torah; that it is not found in the Chumash text and that some midrashim explain events and highlight personalities that are not included in the text.

KEY PESUKIM

Children should be taught pesukim that reflect specific themes in the weekly parashah; words, phrases and pesukim that recur in a particular parashah or series of parashot; and pesukim that feature in a particular parashah and are linked to tefillah, the Jewish year and Jewish living.

MITZVOT AND MIDDOT

Children should be taught selected mitzvot and middot from the weekly parashah appropriate to their age and understanding. They should understand that all mitzvot and middot originate from the Torah and that they are relevant to our daily lives. As such, there must be opportunities to experience these mitzvot and display these middot where appropriate. Children should be aware that the conduct and actions displayed by many of the personalities in the weekly parashah are models for us to emulate.

CROSS-CURRICULAR LINKS

○ The Jewish Year

Children should know that most of the festivals that feature in the Jewish year have their source in the Torah.

○ Jewish Living

Children should be taught to find the place and be able to follow the weekly parashah and the Haftarah.

○ **Israel**

Children should be taught that:

- the promise to give the Land of Israel to the Jewish people is written in the Torah
- the special mitzvot that can only be performed in the Land of Israel (mitzvot hateluyot ba'aretz), and indicate the sanctity of the Land (kedushat ha'aretz), have their source in the Torah.

○ **Jewish History**

Children should be taught that the history of the Jewish people from the creation to the death of Moshe is written in the Chamisha Chumshei Torah; the history after Moshe's death is continued through Nevi'im and Ketuvim.

○ **Tefillah**

Children should be taught that some of our tefillot have their origins in the Torah.

3. Overall Learning Outcomes for Parashat Hashavua

OUTCOME CATEGORIES	By the end of Year 6, most pupils will
Nature of parashah and haftarah	know that the Torah is divided into weekly parashot that are read over the course of a year and the link between the parashah and the haftarah
Parashah content	know the events, people and places in the parashah and be able to make connections between them
Associations between Midrash and Torah text	know selections of a range of midrashim and mefarshim and know that the midrash is not part of the Torah text
Reading and comprehension of Torah text	be able to read Torah text in a printed Chumash and comprehend the simple meaning of the pesukim learned
Understanding and application of messages from the Torah text	be able to reflect on events, characters and mitzvot described in the Torah text and elicit deeper meanings and implications from them, e.g. link the middah to the relevant Torah text and apply it to their own lives by, for example, writing a dvar Torah to share their insights

4. Level Descriptors for the Parashat Hashavua Curriculum

FOUNDATION STAGE

- a) Knows that there is a weekly parashah. (K+U)*
- b) Knows that Parashat Hashavua is read in the Bet Knesset on Shabbat and chagim. (K+U)
- c) Knows that these stories are from the Sefer Torah. (K+U)
- d) Listens to and responds to stories from the Torah and becomes familiar with the sequence of events. (C,L+L)
- e) Becomes familiar with some of the main characters in these stories. (K+U)
- f) Becomes familiar with a selection of Hebrew words that feature in these stories. (K+U)
- g) Begins to understand the value system expressed in these stories. (P,S+E)
- h) Begins to use the characters in these stories as personal role models. (P,S+E)

LEVEL 1

- a) Recognises a Chumash, knows that it is holy and must be handled with respect, and is able to make the connection between it and the Sefer Torah.
- b) Listens to, responds to and retells stories from the Torah.
- c) Records stories from the Torah.
- d) Identifies the main characters in these stories.
- e) Knows and comprehends the meaning of a selection of Hebrew words that feature in these stories.
- f) Demonstrates an understanding that the Torah contains important stories about how our ancestors and other people lived.
- g) Demonstrates an understanding that the Torah contains instructions on how to live one's life as a Jew and alongside others.

* These refer to the National Curriculum Outcomes from the Early Years Framework: Knowledge and Understanding of the World; Communication, Language and Literacy and Personal, Social and Emotional

LEVEL 2

- a) Knows that the Torah is also read in the Bet Knesset on Mondays and Thursdays and on Rosh Chodesh and fast days.
- b) Knows that the Torah is read in a yearly cycle.
- c) Knows the structure of the Chamisha Chumshei Torah and that they are divided into specific parashot with identifiable names.
- d) Writes about stories from the Torah.
- e) Identifies relationships between the main characters in these stories.
- f) Knows and comprehends the meaning of a range of Hebrew words and phrases that feature in these stories.
- g) Knows that the Torah is the source of tefillah, the Jewish year and Jewish living.
- h) Demonstrates an understanding that each story in the Torah teaches us something about how to behave towards Hashem and towards human beings.

LEVEL 3

- a) Knows that the Haftarah is taken from Nevi'im and is read after Kriat HaTorah on Shabbat and chagim.
- b) Knows what the letters T, N, CH represent and identifies the constituent parts of Tanach.
- c) Knows the names of the parashot in Chamishah Chumshei Torah in order.
- d) Knows the characters and sequence of events in the stories from the Torah and from specifically selected Midrashim.
- e) Knows that Midrash extends our understanding of text and is not written in the Torah.
- f) Reads selected verses and recognises commonly recurring words and phrases.
- g) Demonstrates an overall comprehension of these verses.
- h) Links Torah text with tefillah, the Jewish year and Jewish living.
- i) Links Torah text with selected stories, personalities and places and draws lessons from them for our behaviour between one person and another.

LEVEL 4

- a) Knows that there is a link between the Haftarah and the parashah, and the Haftarah and a special occasion such as Yom Tov or Shabbat Rosh Chodesh.
- b) Identifies specific characters and events, makes the connections between them and knows where they are in the Torah.
- c) Identifies difficulties in the stories, e.g. the actions and behaviour of individuals, and proposes and debates possible solutions.
- d) Knows that there is a distinction between Torah text and Midrash and understands the role of Midrash in extending and amplifying the text.
- e) Reads and comprehends selected Torah texts.
- f) Uses texts to write a d'var Torah in order to provide others with an insight into an aspect of the parashah.

LEVEL 5

- a) Knows the links between the parashot and the haftarot.
- b) Identifies the readings from the Torah for Rosh Chodesh and chagim and understands the relevance of each reading to its special occasion.
- c) Reads and comprehends a range of simple Torah texts unaided.
- d) Uses texts unaided to write a d'var Torah in order to provide others with an insight into an aspect of the parashah.

