

# KS1 Judaism: Belonging



**Why is learning to do good deeds so important to Jewish people?**

**Key Stage 1 RE**

**The *EMMANUEL* Project: Teaching Judaism effectively in KS1**



## Background Information

**Religious Education requirements:** This unit fulfils requirements for the KS1 Learning Theme '**Belonging: where and how people belong and why belonging is important**' (Suffolk Agreed Syllabus for RE 2012 p.26-27). The focus is on the key concept of Mitzvah, including tzedakah (charity) and tikkun olam (repairing the world), looked at, for example, through a Jewish children's story book, the traditional Biblical story of Ruth and at how Jewish baby girls are welcomed into their community.

**Teaching Judaism effectively means:** accuracy when portraying Jewish beliefs, use of great resources, creative approaches, awareness of the school setting, contextualization of beliefs e.g. by using characters such as Zoe in this unit (see [RESOURCES](#)), setting challenging but enjoyable tasks and should result in children who understand more about Jewish belief and practice, and are better equipped to think more deeply about their own lives and beliefs. We have held these ideals in mind but you are invited to adapt the material and make the unit even more effective in your setting.

**Teaching weekly or in blocked days:** The unit can be taught using **ENGAGE, ENQUIRE** and **EXPLORE** in a weekly fashion. Sometimes the **EVALUATE** and **EXPRESS** sections are better woven through the unit as teachers assess children's ongoing work and prepare work for displays or presentations as they go along. Blocked days may permit more art, craft, music, dance, poetry and drama to be used in RE and give more time to meet and interview members of the Jewish faith; these things can greatly enhance RE learning BUT it is important to keep the focus of the unit on what Jewish people believe.



**Visits and visitors:** Jewish visitors / visits to synagogues can be arranged through the East of England Faiths Agency: [http://www.eefa.net/home\\_index.htm](http://www.eefa.net/home_index.htm)

There are local synagogues in Ipswich, Norwich and Colchester. Some of these communities have limited staff / members able to support visits and some will not take children until they are in KS2. It may therefore be useful to plan such a visit, for example, with your Y3 / 4 teachers, when the children will re-visit Judaism. Virtual visits and good quality video can make effective substitutes.

RE Subject Leaders might consider taking teachers to visit a synagogue as part of their INSET.



## MITZVOT

In common Jewish usage, a mitzvah is a charitable act or 'good deed'. Jewish children are encouraged to 'do a mitzvah' e.g. giving charity, welcoming people, caring for the world, sharing food, but these are not just 'good deeds'. They are seen as "good" because they are what the Creator of the Universe wants for his world; they connect people to God. Learning the 'good deeds' itself is a mitzvah.

Mitzvah literally means 'commandment', specifically the 613 Mitzvot given by God in the Jewish Torah, including the Ten Commandments. God's mitzvah against murder is a commandment, not just a reference to a good or bad deed, and mitzvot about feeding the poor, caring for planet earth, or observing the Sabbath, are not just divine suggestions. For those who obey God's laws, blessings are promised and warnings are given for those who choose not to listen and obey. Boys of 13 become 'bar mitzvah', son of the commandment, responsible for their own obedience.

Most Jewish people would say the Torah trains them to live a holy life and enables them to fulfil their part in the covenant between God and the Jewish people. Many mitzvot would be welcomed and upheld by any moral being; others involve religious rituals and festivals linking Jewish people to their history and the wider Jewish community.

The Jewish community has long valued education, in particular study of the Torah; knowledge of mitzvot is key to performing them. Rabbin today continue to study and re-interpret the 613 Mitzvot and offer rulings on modern issues such as organ donation, organic food, etc. But there is a clear understanding that it is not just the debate but the 'doing' of mitzvot i.e. in how people behave towards their fellow human beings and the world itself, brings rewards or 'fruit' now and this is just as important as a fuller reward in the 'world to come'.



## Tzedakah

According to religious law, Jewish people should give 10% of their income as tzedakah (charity) e.g. as money to the poor, to health care institutions, synagogues or to education. Jewish homes often have a pushke (tzedakah) box for collecting coins for the poor. Giving charity is a way to express thanks to G-d, to ask forgiveness or request a favour. Hebrew liturgy says that tzedakah, alongside prayer and teshuvah (repentance), earns forgiveness for human sin.

The Hebrew "tzedakah" suggests that giving to the poor is an act of righteousness or justice; it evens things up in an unfair world.

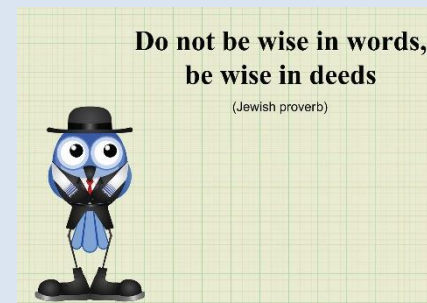
Even when in personal need, a Jewish person is not exempt from giving to the poor. Equally Jewish people should avoid going in to debt, and take work that is available to avoid being in debt; if this is unavoidable, he should not worry about accepting tzedakah: it would be a sin to refuse it.

## Tikkun Olam

Tikkun Olam means 'repairing the world' and is found in the Mishnah, a body of classical rabbinic teachings. In Jewish usage, it can be seen as a specific category of mitzvot, in which acts of kindness are performed for the improvement of society.

Tikkun Olam envisages a world profoundly broken and encourages humans to take responsibility for fixing what is wrong through social action and the pursuit of social justice.

See **RESOURCES** for additional sources of information.



## Why is learning to do good deeds so important to Jewish families?

### ENGAGE with the concept of a mitzvah or good deed

#### Assessment

Below are links to the assessment grid at the back of the unit.

If you wish to assess against any of these, adapt the lessons accordingly.

***1d I can talk about when someone has done a good deed and helped me***

***1f I can talk about what my friends and I think are good deeds which***

**Teacher's note:** *Mitzvah means good deed or action; it also refers to a command or required action for a Jewish person. The Torah contains 613 commands or mitzvot given by God to the Jewish nation, including the 'Ten Commandments'. Studying and performing the mitzvot binds the Jewish community together, and links them to God, the one who has given the commands, creating a sense of belonging.*

#### What is a good deed?

Ask whether children know what a good deed is. Discuss and think of examples, maybe writing on whiteboards or sorting cards with some good or bad deeds on.

#### What good deed is 'Zoe' doing?

Introduce a Jewish child e.g. Zoe in 'My Jewish Faith' (see [Resources](#)) or a simple cartoon figure. *If this is not the first Jewish unit, you can stop and remind children who Zoe is. If it is the first, the lessons will gradually reveal more about her.*

Zoe has brought her backpack in to class. Look inside and find a small pack of sweets or a cake and an envelope. I wonder who they are for.

On the envelope it says **GRAN**. I wonder why Zoe has this ... Is it Gran's birthday? What else could it be?

Gran is not very well so Zoe has made a get-well card and she bought something at the shop to help her feel better. Mum was pleased with Zoe because she had thought up this good deed for her granny all on her own.

Zoe's family are Jewish and good deeds are very important to them. Good deeds make the world a better place! Says Mum.

Choose children to play Zoe, Mum and Gran (and anyone else in the family you wish).



***Please read the notes on 'Mitzvah / mitzvot' before you start to prepare you for the most effective ways of exploring this concept with the children.***

***This unit uses the name of a Jewish child: Zoe. She features in 'My Jewish Faith'. See [Resources](#). Teachers are invited to use any suitable name, photo, cartoon of a Jewish child to create someone to whom their class can relate.***

**help people**

**2b I can talk about how different religious people believe it is important to do 'good deeds'**

Work out how you think the visit would go, acting it out with the class guiding the action.

### What is a mitzvah?

**Teacher's note:** "Commandment" suggests an order imposed by a stern God, while the Hebrew "**mitzvah**" implies an honour or privilege, a responsibility that the Jewish nation undertook as part of their covenant with God at Mt Sinai, a good deed that they should perform eagerly to please / thank their Creator.

Gran was very pleased to see Zoe. She loved the card and the present. It made her feel a bit better.



Gran said, 'Thank you Zoe. It's a Mitzvah to visit the sick, not just a good deed but one of God's ideas, his rules.'

Zoe felt good inside – she belonged to the Jewish people and this was one of the good deeds God had given his people to do.

Practise saying and spelling M-I-T-Z-V-A-H. Use some cut-out letters to help and then use these as a title for a display of photos – see below.

*For Jewish people, it's a mitzvah to visit the sick .... This mitzvah makes Zoe feel she belongs to her Jewish community and to God. Should be a mitzvah for everyone?*

### What other good deeds (mitzvot) do you think Zoe could do for her granny?

The plural of mitzvah is MITZVOT. I wonder if we can think of a 'lot' more 'mitzvot'!

Discuss or write / draw 3 ideas on whiteboards in 'Thinking pairs'. Then share ideas in a larger group of fours. Which would be a good example for your group to role play? Choose one – *teacher to ensure a variety of good deeds!*

Prepare role plays of the good deeds. In each group you might have Zoe, Gran, Mum and a narrator. Think hard about what Gran would say in response to each good deed.

Watch role plays and identify the good deeds. Photograph the 'deeds' for children to label / annotate later as part of a display or scrapbook. See **EXPRESS**.

***It is a mitzvah to visit the sick but is it always? What if you are grumpy when you there or the person does not want to see you or they are too ill? An important principle in Judaism is working out how to interpret a given mitzvah. See: [http://www.chabad.org/library/article\\_cdo/aid/383786/jewish/The-Laws-of-Visiting-the-Sick.htm](http://www.chabad.org/library/article_cdo/aid/383786/jewish/The-Laws-of-Visiting-the-Sick.htm)***

***Some children may be able to compare, for example, the Christian story of the Good Samaritan with the Jewish idea of doing mitzvot.***

## ENQUIRE

into how  
Mitzvot make  
Jewish people  
feel they belong  
to God

*1b I can use these words correctly in questions / answers: God, mitzvah, tzedakah*

*2c I can say what a tzedakah box (pushke) is and what Jewish people use it for*

*2d I can ask respectful*

**Teacher's note:** In Judaism, helping those in need is a commandment, a sacred obligation. The Hebrew word for giving to those in need is "Tzedakah," but it doesn't just mean charity. "Tzedakah" comes from the Hebrew word "tzedek", which means righteousness or justice, so giving Tzedakah is not just a nice thing to do; it is the just or right thing to do, what God requires of his people.

### Who should we give to? What can we give instead of money?

Display pictures around the class tables of children in various kinds of 'need'.

Give 'Talking partners' some plastic money. They must decide who to give their money to, placing their coins by the relevant picture. How might it help to give money?

This is only plastic money so it is not much help. Are there other ways to help if you do not have money?

Can you remember how Zoe tried to help her granny?

### What different mitzvot are there?

Gran was better. When Zoe went to visit, Gran gave her a present. Zoe has brought it to show you. Gran said it would help her learn more about mitzvot.



Unwrap the book:

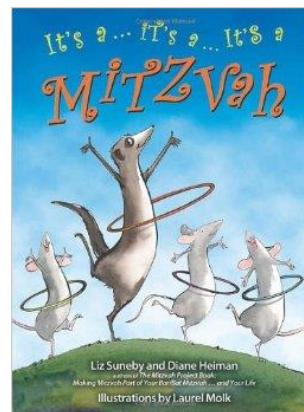
#### It's a... it's a... it's a MITZVAH.

Read and enjoy the book together. What does it tell us about mitzvot? Spot and explain briefly the word 'Shabbat', the Jewish day of rest and the word 'tzedakah' or charity.

Later you might draw pictures of different mitzvot in the book for a flap book. See **EXPRESS**.

**Alternatively use another children's book about doing mitzvah. See Resources.**

**If you do not have a Jewish children's book to share with the class, you can create an activity using the examples of mitzvot**



**See how a Jewish school in GB celebrates Mitzvah Day!**

<http://www.etzchaim-prima-ryschool.org.uk/photo-gallery-1/photo-gallery-2015-2016/mizvah-day-and-children-in-need-2015>



**Lots of examples of Tzedakah boxes or pushke on the internet, some especially designed for children.**

<https://www.amazon.com/KidKraft-63096-Tzedakah-Box/dp/B0018JYODG>

**KS1 Writing plans are available for It's a it's a it's a Mitzvah. Ask [helen.matter@cofesuffolk.org](mailto:helen.matter@cofesuffolk.org)**

questions about the life of a Jewish child

**3d I can compare who helps me know what a good deed is with how Jewish people know the right thing to do**

**in Appendix 1, maybe introducing it as a card game that Zoe played with Gran. These cards can be used for next lesson too.**

### What is a tzedakah box? What is it for?



When Zoe got home from Gran's, she decided to make something to help her do another mitzvah. She would show Gran next time she went to visit.

Zoe has brought her idea to show us but it is not finished yet. Unpack a cardboard box (photocopy paper box). She wants to make a giant tzedakah box.

Look at pictures of real tzedakah boxes or handle one. Can children work out it is for collecting money?

A tzedakah box is not for saving money like a piggy bank, but for giving money to help other people. In a Jewish family it is a mitzvah to GIVE tzedakah every Shabbat to help other people. Some people give money but you can give anything that will help others.

Think up ideas of things people can give which will help others or spot examples in this Shalom Sesame clip about tzedakah from a Jewish child in Israel – what examples of GIVING can you see?



**<https://www.youtube.com/watch?v=8YmXghVIYtk>**

**Class challenge:** Turn the photocopy box into a giant Tzedakah box for Zoe. Create the Hebrew letters for Tzedakah to go on the outside.



Invite children to draw ideas of things they could 'give' which do not involve money. End the lesson by sharing them one by one, then folding them and putting them through a slot into the Tzedakah box.

**Think: It's a mitzvah to GIVE when you belong to the Jewish community. Giving reminds Zoe she belongs. Is GIVING a mitzvah for everyone?**

## EXPLORE (1)

what does this Bible Story say about Mitzvot

*1e I can talk about what I find interesting or puzzling in the story of Ruth*

*2a I can tell the story of Ruth and say some things Jewish people believe about doing good deeds*

*2e I can talk about some things in the Ruth story that make me and my class ask questions*

*3a I can describe what a Jewish person might learn from the story of Ruth about doing mitzvot*

**Teacher's note:** The story of Ruth is read during Shavuot, a celebration connected with the giving of the Torah to Moses on Mt Sinai in Israel, and its acceptance by the Jewish people. It is a story of kindness and of choosing to belong to God's people. Study of holy books is an important Mitzvah for Jewish people. The story of Ruth is among the Ketuvim or 'writings' rather than the Five Books of Moses.

### What happens in the story of Ruth?

Zoe loves stories. She has brought in some cardboard tubes. She wants to use these to help tell Gran the story of Ruth. She has learnt the story at Cheder at the synagogue. Her friends, Tom and Tessa, who are Christians, know this story too because it is one that Christian and Jewish families share from the Bible.

Read the story together and talk about any questions you would like to ask about the story.



- The Beginner's Bible p.152-155
- The Lion First Bible p.164-171
- The Big Bible Storybook p.55-57

Create characters out of the cardboard tubes and other scraps to tell the story in small groups. **OR** plan a giant group painting of the story in different parts for a display. Annotate with the story.

### What examples of mitzvot are there in the story?

Zoe is excited because she knows it is a mitzvah to study the holy books, but also because she has spotted some mitzvot in the story of Ruth. She can't wait to tell Gran.

Print the mitzvot in Appendix 1 on colourful card and cut up. Or refer to '**It's a .. it's a ....it's a Mitzvah**'. Use either resource to spot kind deeds / mitzvot in the story of Ruth.

*We think Ruth did a mitzvah when .....* Add labels to your pictures which highlight these mitzvot. OR place the stars next to the craft figures.

**THINK: It's a mitzvah to STUDY ... doing this mitzvah reminds Zoe she belongs to the Jewish people. Studying is like learning. Is this a mitzvah for everyone?**



**Description of Cheder in Norwich synagogue:**

[http://www.norwichsynagogue.org.uk/?page\\_id=597](http://www.norwichsynagogue.org.uk/?page_id=597)

**The story of Ruth can be read from a Jewish children's Bible (see Resources). If you do not have one, use a Christian one i.e. with Jesus stories in too, and explain that Jews and Christians share the story of Ruth.**

**Simple craft figure for Ruth:**

<http://www.dltk-bible.com/mruth.html>



## EXPLORE (2)

### the mitzvah of welcoming a baby girl in the synagogue

*2f I can talk about whether I like being made welcome and how others feel about it*

*2d I can ask respectful questions about the life of a Jewish child*

**Teacher's note:** An important mitzvah is that of welcome. Originally, Judaism had no celebration to welcome baby girls into the covenant. Boys are circumcised. Traditionally, fathers had the honour of reciting blessings when the Torah was read in the synagogue the first Shabbat after a girl was born, and the child received her Hebrew name at the same time. Today new traditions have been established to welcome baby girls.

#### Are you good at welcoming people?

It can be scary arriving in a new place. Take the class to the front entrance of the school. What is it like to arrive at your school? Is it welcoming? Are there any words of welcome? Does it look friendly?

What about your classroom door? Does it look inviting? Would a visitor feel welcome?

Check 'It's a ... it's a... it's a .. Mitzvah' and remind the class that welcoming is a mitzvah.

If you have it, you can introduce '**Sammy Spider's New Friend**', a Jewish children's book about welcoming. See [Resources](#).



#### How do Jewish people welcome new baby girls in the synagogue?

**Teacher's note:** Pictures of inside a synagogue, a welcoming ceremony and printable certificates and invitations are all available on the internet. Use these to tell Zoe's story.



Zoe says: I always feel welcome in our synagogue. That's where we go to say our prayers, study the Torah and meet our friends.

My mum and dad were very happy when I was born. While I was still tiny, I was taken to the synagogue to be welcomed into the Jewish community officially. They wanted to say thank you to God that I had arrived safely.

Mum and Dad showed me to everyone. There were prayers and blessings. The rabbi said a special prayer and my name was announced. Then they

The Belonging unit on Christianity also contains elements of work on 'welcome' and some learning around infant baptism.


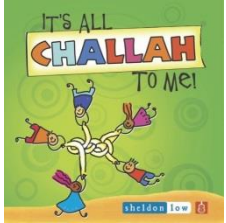
Opening up Judaism – p.12 – Welcoming a baby (very brief)

Opening up Thankfulness p.12



See [Resources](#).

*Based on a Sephardi*

<p><b>3b I can describe how Christian and Jewish people might welcome a baby into their community</b></p>	<p>took me home for a party. I have a special certificate from that day on my bedroom wall, even if I can't remember getting it!</p> <p>My certificate has a copy of one of the prayers:</p> <p>May God who blessed our ancestors, Sarah, Rebecca, Rachel, and Leah, bless this beautiful little girl and let her name be called in Israel, Zoe, Daughter of Ari and Sarah. May she grow up in good health and in peace. May she grow up to study Torah, to get married and live a life of good deeds.</p> <p><b>THINK: It's a mitzvah to WELCOME. Does Zoe's certificate help her feel she belongs to the Jewish community? Is WELCOMING a mitzvah for everyone? Are we doing good deeds when we welcome people at school?</b></p> <p><i>How is this similar or different to the welcome given to a baby in a Christian church? Or to the welcome given to a Sikh / Hindu or Muslim child in their community?</i></p>	<p><b>Jewish naming prayer, this has been simplified. Other versions can be found.</b></p> <p><b>A Reform Judaism home welcoming ceremony – see words at</b></p> <p><a href="http://www.reformjudaism.org/brit-bat-ceremony-welcoming-baby-girl">http://www.reformjudaism.org/brit-bat-ceremony-welcoming-baby-girl</a></p>
<p><b>EXPLORE (3)</b></p> <p><b>the idea of Tikkun Olam in Jewish living</b></p> <p><b>3e I can ask</b></p>	<p><b>Teacher's note:</b> <i>Tikkun Olam, repairing the world, takes up the idea that the Jewish community bears responsibility not only for their own moral, spiritual, and material welfare, but for the welfare of society at large. Tikkun olam is underpinned by the idea that human beings are a critical part of the unfolding of God's creation and will. Tikkun olam is not a specific commandment, but rather an umbrella term for good deeds that make a difference.</i></p> <p><b>What do you think needs fixing?</b> You need a globe, preferably an inflatable one.</p> <p></p> <p>Zoe has brought in something which needs fixing. Hide the globe under a cloth in the centre of the room so it is not too easy to guess. Play a guessing game of things which could be under the cloth and might need fixing.</p> <p><b>Do not reveal the object.</b></p> <p>Alternatively put the globe in a box and play 'pass the parcel' to music. The child holding the box when the music stops has to guess what it might be.</p>	<p><b>Sheldon Low's CD can be bought on the internet or tracks downloaded from it-tunes.</b></p> <p></p>

**important questions about what the world would be like if everyone did mitzvot and compare my ideas with others**

**3f I can link my ideas about doing good deeds to mend the world with the way I think and behave**

### What things do we need for fixing things that are broken?

Produce some glue and sellotape. With talking partners, challenge children to think of things that can be used to repair something. Draw ideas on whiteboards and hold up.



Discuss their ideas. Finally reveal the mystery object. What is it?

### What needs fixing in our world?

Zoe says that sometimes our world feels like it is broken. Things which are spoilt, wrong, frightening or unhappy need repairing but glue and tape won't work.

Gran said that all the good deeds Zoe can do and all of God's mitzvot are ways to help mend the world and make it better. It is a special privilege to be allowed to help mend the world. Gran called it 'Tikkun Olam'.

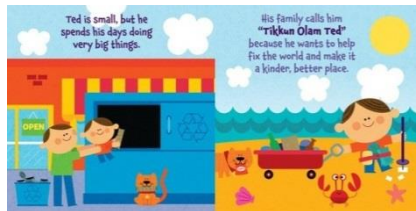


### What is 'Tikkun Olam'?

Listen to 'Tikkun Olam' by Sheldon Low. [http://www.sheldonlow.com/track/568519/i-m-gonna-fix-the-world-tikkun-olam?feature\\_id=74832](http://www.sheldonlow.com/track/568519/i-m-gonna-fix-the-world-tikkun-olam?feature_id=74832) Work out actions for the chorus and then perform them to the song. What does Sheldon's song say will help repair the world?

CHORUS: I'm gonna fix the world, tikkun olam x 3  
Together it won't take long, let's do tikkun olam

**OR** use the Tikkun Olam song from Shalom Sesame – <https://vimeo.com/16348831> Discuss examples e.g. *There are ways to be kind all around. We help the world when we help someone. Do what you can to make things right.*



**OR** Zoe has been reading a book to her little brother Josh. He is only 3. It is called Tikkun Olam Ted! Ted may not be big but he does some really practical things to help repair the world? What does he do?


### How can Zoe do Tikkun Olam to help the world be a better place?

**Shalom Sesame is a Jewish version of the children's programme 'Sesame Street'. One of the programmes is on Tikkun Olam.**



**Tikkun Olam Ted – buy on Amazon (Kar-Ben pubs)**



	<p>Think how to display ideas of what can help 'repair' the world e.g. writing on bandages or sticking plasters to put on a globe / picture of the world, drawing ideas on outlines of 'helping hands'.</p> <p><b>THINK: It's a Jewish mitzvah to CARE for the world. But we all belong to the world. Is this a mitzvah for everyone? What do you think?</b></p>	
<p><b>EVALUATE</b> your RE learning about the importance of good deeds to Jewish families</p> <p><i>3c use the right religious terms to describe different ways Jewish people do good deeds</i></p>	<p><b>Teacher's note:</b> You can use opportunities throughout the unit to check children's achievements. The left-hand column indicates which lessons might provide suitable opportunities. All these 'I can' statements can be found in the Assessment Grid provided.</p> <p>If you have not assessed children's progress / understanding, check the grid now and talk to children as they prepare their learning to show others – see <b>EXPRESS</b>.</p> <p><b>OR</b> Imagine you are Zoe. You are going to see Gran. Tell her what mitzvah means and give her some examples of mitzvot you have learnt about.</p> <p><b>OR</b> Use the mitzvot cards in <b>Appendix 1</b>. Choose 3 that you think are important to make the world a better place. Explain what you think a Jewish person actually does to fulfil that mitzvah. Compare ideas with a partner.</p> 	
<p><b>EXPRESS</b> your RE learning so it can be shared with others</p>	<p><b>Here are some ways in which you might share your learning with others:</b></p> <ul style="list-style-type: none"> <li>• Create a big scrapbook or a wall display of MITZVOT. Use photos of children's role plays of good deeds. Children can create labels about their work and some class sentences which explain what the display is about using some of the Jewish vocabulary they have learned.</li> <li>• Based on <b>It's a... it's a... it's a MITZVAH</b>, draw pictures for different mitzvot in the book and create a flap book to share with others.</li> <li>• Hold a 'Good Deed' day in school. Explain this to children in assembly. Point them to your display.</li> </ul>	

	<ul style="list-style-type: none"><li>• Display your story of Ruth paintings / craft models and write labels which make links with mitzvot.</li><li>• Sing and share a Tzedakah song. This you-tube clip of four examples will help:- <a href="https://www.youtube.com/watch?v=EOcRMSJCQDA">https://www.youtube.com/watch?v=EOcRMSJCQDA</a></li><li>• Welcoming is a mitzvah. Could you make your classroom door or the school entrance more welcoming? Explain to your headteacher what you have done or want to do and how it is connected to your RE learning.</li><li>• Create a Tikkun Olam display. Sing the Tikkun Olam song to a class visitor and explain what you have been learning about.</li></ul>	
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## APPENDIX 1 – Examples of Mitzvot for children

<b>Bringing peace between people</b>	<b>Clothing the naked</b>	<b>Visiting the sick</b>	<b>Greeting visitors</b>
<b>Being kind to animals</b>	<b>Not destroying needlessly</b>	<b>Honouring the elderly</b>	<b>Returning things that are lost</b>
<b>Caring for the world</b>	<b>Showing courtesy and respect</b>	<b>Showing cheerfulness</b>	<b>Not coveting what others have</b>
<b>Comforting mourners</b>	<b>Speaking the truth</b>	<b>Guarding your tongue</b>	<b>Studying Torah</b>
<b>Loving G-D</b>	<b>Saying prayers</b>	<b>Sharing with others</b>	<b>Resting on Shabbat</b>

Here are some age-appropriate examples of God-given mitzvot, including simple acts of kindness and religious or holy deeds. This website gives lots of details of the positive and negative mitzvot with simple explanations:

- [http://www.chabad.org/kids/article\\_cdo/aid/8402/jewish/Positive.htm](http://www.chabad.org/kids/article_cdo/aid/8402/jewish/Positive.htm)
- [http://www.chabad.org/kids/article\\_cdo/aid/8403/jewish/Negative.htm](http://www.chabad.org/kids/article_cdo/aid/8403/jewish/Negative.htm)

## Assessing progress and achievement in line with the Suffolk Agreed Syllabus 2012

The syllabus currently uses an 8-level scale to assess progress (Agreed Syll. p.39-41). Suggestions are given for assessing Levels 1-3. To address higher or lower levels, consult the Agreed Syllabus directly.

	<b>Attainment Target 1 ~ Learning about religion and belief</b> How pupils develop their knowledge, skills and understanding with reference to::			<b>Attainment Target 2 ~ Learning from religion and belief</b> How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:		
Level	a) beliefs, teachings and sources	b) practices and ways of life	c) forms of expression	d) identity and belonging	e) meaning, purpose and truth	f) values and commitments
	I can	I can	I can	I can	I can	I can
<b>1</b>	<b>1a</b> remember a Jewish story and talk about it	<b>1b</b> use the right names for things special in a religion	<b>1c</b> recognise and talk about religious art, symbols and words	<b>1d</b> talk about things that happen to me	<b>1e</b> talk about what I find interesting or puzzling	<b>1f</b> talk about what is important to me and to other people
	<i>1a remember the story of Ruth and talk about it</i>	<i>1b use these words correctly in questions / answers: God, mitzvah, tzedakah</i>	<i>1c recognise a tzedakah box and talk about religious symbols/ words on it</i>	<i>1d talk about when someone has done a good deed and helped me</i>	<i>1e talk about what I find interesting or puzzling in the story of Ruth</i>	<i>1f talk about what my friends and I think are good deeds which help people</i>
<b>2</b>	<b>2a</b> tell a Jewish story and say some things that people believe	<b>2b</b> talk about some of the things that that are the same for different religious people	<b>2c</b> say what some Jewish symbols stand for or some of the art (music, etc ) is about	<b>2d</b> ask about what happens to others with respect for their feelings	<b>2e</b> talk about some things in stories that make people ask questions	<b>2f</b> talk about what is important to me and to others with respect for their feelings
	<i>2a tell the story of Ruth and say some things Jewish people believe about doing good deeds</i>	<i>2b talk about how different religious people believe it is important to do 'good deeds'</i>	<i>2c say what a tzedakah box (pushke) is and what Jewish people use it for</i>	<i>2d ask respectful questions about the life of a Jewish child</i>	<i>2e talk about some things in the Ruth story that make me and my class ask questions</i>	<i>2f talk about whether I like being made welcome and how others feel about it</i>

<b>3</b>	<b>3a</b> describe what a believer might learn from a religious story	<b>3b</b> describe some of the things that are the same and different for religious people	<b>3c</b> use religious words to describe some different ways in which people show their beliefs	<b>3d</b> compare some of the things that influence me with those that influence other people	<b>3e</b> ask important questions about life and compare my ideas with those of other people	<b>3f</b> link things that are important to me and other people with the way I think and behave
	<i><b>3a</b> describe what a Jewish person might learn from the story of Ruth about doing mitzvot</i>	<i><b>3b</b> describe how Christian and Jewish people might welcome a baby into their community</i>	<i><b>3c</b> use the right religious terms to describe different ways Jewish people do good deeds</i>	<i><b>3d</b> compare who helps me know what a good deed is with how Jewish people know the right thing to do</i>	<i><b>3e</b> ask important questions about what the world would be like if everyone did mitzvot and compare my ideas with others</i>	<i><b>3f</b> link my ideas about doing good deeds to mend the world with the way I think and behave</i>



## Resources for this enquiry:

**In this unit, Zoe is an imaginary Jewish character** who enables a teacher to present things Jewish children learn or do in a way which is easier to handle than talking abstractly about religious people.

You can create your own Zoe and Josh by using cartoon characters, persona dolls or photos of children from school library books or schools' programmes on the internet. Two similar children, **Tom and Tessa**, were created for the EYFS and the KS1 Christianity units. The names of the children are immaterial; feel free to change them.

Sometimes scenarios can be created around their lives to start a discussion. Sometimes they help by bringing in a bag containing Jewish artefacts or books! Here are suggestions for this unit:

- A Jewish children's story Bible (e.g. The Children's Illustrated Jewish Bible – Dorling Kindersley)
- Books about Mitzvot – see below, especially 'It's a it's a it's a Mitzvah'

### Background articles:

- <http://www.myjewishlearning.com/article/mitzvot-a-mitzvah-is-a-commandment/#>
- [http://www.chabad.org/library/article\\_cdo/aid/1438516/jewish/Mitzvah.htm](http://www.chabad.org/library/article_cdo/aid/1438516/jewish/Mitzvah.htm)
- <http://www.jewfaq.org/tzedakah.htm>

### Teacher's books / background:

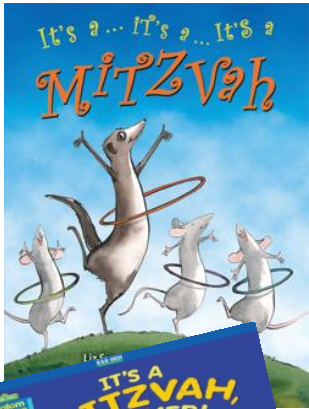
- **Opening up Judaism** – Fiona Moss <http://shop.retoday.org.uk/9781905893553> PDF sample includes activities re Shabbat
- **Opening up Thankfulness** – Fiona Moss <http://shop.retoday.org.uk/9781905893713> Includes welcoming a Jewish baby girl

### Information books for / from school librarye.g.

- **My Jewish Faith** – Anne Clark (Evans) *originally a big book*
- **My Jewish Life** – Anne Clark and David Rose (Wayland)

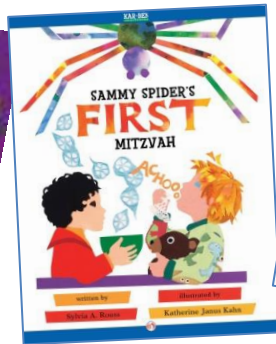


- **I belong to the Jewish Faith** – Katie Dicker (Wayland)



**Jewish children's story resources:**

- **It's a.. it's a... it's a Mitzvah** – Suneby and Heiman (Jewish Lights)
- **I can do a mitzvah** – David Sokoloff <http://www.articlesoffaith.co.uk/i-can-do-a-mitzvah-book.html>
- **It's a mitzvah, Grover** (Shalom Sesame) – paperback and Kindle versions
- **Sammy Spider's First Mitzvah** – Sylvia A. Rouss (Kar-Ben Publishers)
- **Sammy Spider's New Friend** - Sylvia A. Rouss (Kar-Ben Publishers)



**Persona Doll** - Jewish boy with kippah (yarmulke. Skull cap) and tallit (prayer shawl) <http://shop.retoday.org.uk/160114>

**Sammy Spider plush toy**  
<http://www.jewishsource.com/itemdy00.asp?T1=352956>



All the initial ideas for this unit were worked on by Helen Peats (St Margaret's CEVAP, Ipswich) and Helen Matter (Diocesan Schools' Adviser) at the Emmanuel Project days at Belsey Bridge Conference Centre 2016. They were assisted by a team of KS1 teachers. Thank you all for your hard work!