



Learning Areas

The NSW Board of Jewish Education SRE Primary School curriculum has a two-year cycle, and this is reflected in how it is mapped.

Contents

Cycle A - Term 1	2
Cycle A - Term 2	3
Cycle A - Term 3	4
Cycle A - Term 4	5
Cycle B - Term 1	6
Cycle B - Term 2	7
Cycle B - Term 3	8
Cycle B - Term 4	9

Cycle A - Term 1

Unit/Topic	Duration (weeks)	Early Stage 1 Outcomes	Stage 1 Outcomes	Stage 2 Outcomes	Stage 3 Outcomes
Introduction to Jewish Prayers	1	<ul style="list-style-type: none"> Students will be able to explain the meaning behind Jewish prayers 	<ul style="list-style-type: none"> Students will understand and be able to explain why we recite the prayers in Hebrew 	<ul style="list-style-type: none"> Students will understand and be able to explain why we recite the prayers in Hebrew 	<ul style="list-style-type: none"> Students will understand and be able to explain why we recite the prayers in Hebrew
Jewish Festivals - Purim	3	<ul style="list-style-type: none"> Students will be able to retell the story of Megillat Esther 	<ul style="list-style-type: none"> Students will be able to retell the story of Megillat Esther Students will be able to describe the characters in Megillat Esther 	<ul style="list-style-type: none"> Students will be able to retell the story of Megillat Esther Students will be able to understand the difference between reality and appearance in the Megilah 	<ul style="list-style-type: none"> Students will be able to retell the story of Megillat Esther Students will be able to understand the difference between reality and appearance in the Megilah
Bible Stories - Joseph	1	<ul style="list-style-type: none"> Students will be able to retell the story of Joseph. 	<ul style="list-style-type: none"> Students will be able to retell the story of Joseph Students will recognise similarities and differences between the relationship of Joseph and his brothers, and their relationships with their own siblings, cousins or close friends 	<ul style="list-style-type: none"> Students will be able to retell the story of Joseph Students will be able make connections between the feelings presented in the story and their associated colours 	<ul style="list-style-type: none"> Students will be able to retell the story of Joseph Students will be able make connections between the feelings presented in the story and their associated colours Students will be able to understand through the story of Joseph the reason why the Israelites ended up in Egypt
Jewish Festivals - Pesach	3	<ul style="list-style-type: none"> Students will be able to retell the story of the Exodus from Egypt 	<ul style="list-style-type: none"> Students will be able to retell the story of the Exodus from Egypt Students will be able to explain the meaning behind at least two of the items on the Seder plate 	<ul style="list-style-type: none"> Students will be able to retell the story of the Exodus from Egypt Students will be able to explain the meaning behind at least two of the items on the Seder plate Students will be able to provide at least three pieces of evidence to support the argument that the Exodus from Egypt did happen 	<ul style="list-style-type: none"> Students will be able to retell the story of the Exodus from Egypt Students will be able to explain the meaning behind at least two of the items on the Seder plate Students will be able to provide at least three pieces of evidence to support the argument that the Exodus from Egypt did happen

Cycle A - Term 2

Unit/Topic	Duration (weeks)	Early Stage 1 Outcomes	Stage 1 Outcomes	Stage 2 Outcomes	Stage 3 Outcomes
Modern Jewish History in the Land of Israel	5	<ul style="list-style-type: none"> Students will be able to name at least two places of Jewish interest in Israel 	<ul style="list-style-type: none"> Students will be able to name at least two places of Jewish interest in Israel Students will be able to describe some of Israel's natural environment Students will be able to name the land of Israel as the shared heritage place of the Jewish people 	<ul style="list-style-type: none"> Students will be able to name at least two places of Jewish interest in Israel Students will be able to explain the importance of Lake Kinneret (the Sea of Galilee) as the only water supply in Israel Students will be able to describe how the Jewish festivals are celebrated in connection to places in the land of Israel 	<ul style="list-style-type: none"> Students will be able to name at least two places of Jewish interest in Israel Students will be able to describe life on a Kibbutz (communal living community) Students will be able to explain why the land of Israel is important to Jewish people around the world
Jewish Laws - Kashrut	2	<ul style="list-style-type: none"> Students will be able to give examples of Jewish dietary laws 	<ul style="list-style-type: none"> Students will be able to give examples of Jewish dietary laws 	<ul style="list-style-type: none"> Students will be able to give examples of Jewish dietary laws Students will be able to explain the reason(s) behind some of the Jewish dietary laws 	<ul style="list-style-type: none"> Students will be able to give examples of Jewish dietary laws Students will be able to explain the reason(s) behind some of the Jewish dietary laws
Jewish Festivals - Shavuot	3	<ul style="list-style-type: none"> Students will be able to explain how God provided for the Israelites in the desert Students will be able to name at least two of the Ten Commandments 	<ul style="list-style-type: none"> Students will be able to explain how God provided for the Israelites in the desert Students will be able to name at least three of the Ten Commandments 	<ul style="list-style-type: none"> Students will be able to explain how God provided for the Israelites in the desert Students will be able to explain the meaning of the Biblical phrase "Everything that God has said, we will do and we will listen" Students will be able to make the connection between the Manna that came down on Fridays and the two Challot on the Shabbat table 	<ul style="list-style-type: none"> Students will be able to explain how God provided for the Israelites in the desert Students will be able to make the connection between the Manna that came down on a Friday and the two Challot on the Shabbat table Students will be able to explain why Moses broke the tablets on which the Ten Commandments were inscribed

Cycle A - Term 3

Unit/Topic	Duration (weeks)	Early Stage 1 Outcomes	Stage 1 Outcomes	Stage 2 Outcomes	Stage 3 Outcomes
Bible Stories - Creation	1	<ul style="list-style-type: none"> Students will be able to retell the sequence of the 6 Days of Creation 	<ul style="list-style-type: none"> Students will be able to retell the sequence of the 6 Days of Creation Students will develop an appreciation of the world God created 	<ul style="list-style-type: none"> Students will be able to retell the sequence of the 6 Days of Creation Students will be able to name recycling as one of the ways we can look after the world 	<ul style="list-style-type: none"> Students will be able to retell the sequence of the 6 Days of Creation Students will understand and be able to explain the process of recycling
Jewish Laws - Shabbat	2	<ul style="list-style-type: none"> Students will be able to explain the meaning of some Shabbat items Students will be able to identify Kabbalat Shabbat songs 	<ul style="list-style-type: none"> Students will be able to explain the meaning of some Shabbat items Students will be able to identify one Havdalah item Students will be able to sing a Hebrew Shabbat song 	<ul style="list-style-type: none"> Students will be able to explain the meaning of all the Shabbat items Students will be able to explain the ceremony of Havdalah Students will be able to sing a Hebrew Shabbat song 	<ul style="list-style-type: none"> Students will be able to explain the meaning of all the Shabbat items Students will be able to explain the ceremony of Havdalah Students will be able to sing Shabbat songs
Jewish Festivals – Rosh HaShanah	3	<ul style="list-style-type: none"> Students will be able to name Rosh HaShanah symbols 	<ul style="list-style-type: none"> Students will be able to name Rosh HaShanah items Students will be able to name and explain the reason behind at least 3 Rosh HaShanah symbols 	<ul style="list-style-type: none"> Students will be able to name Rosh HaShanah items Students will be able to name and explain the reason behind at least 3 Rosh HaShanah symbols Students will be able to recite at least two Rosh HaShanah blessings 	<ul style="list-style-type: none"> Students will be able to name Rosh HaShanah items Students will be able to explain the connection between the Rosh HaShanah items and their Hebrew translations Students will be able to recite all Rosh HaShanah food blessings
Jewish Festivals – Yom Kippur	2	<ul style="list-style-type: none"> Students will associate Yom Kippur with forgiveness Students will be able to hum the tune of one Yom Kippur prayer 	<ul style="list-style-type: none"> Students will associate Yom Kippur with forgiveness Students will be able to hum the tune of one Yom Kippur prayer 	<ul style="list-style-type: none"> Students will associate Yom Kippur with forgiveness Students will be able to hum the tune of one Yom Kippur prayer Students will be able to explain the difference between asking for forgiveness and forgiving others 	<ul style="list-style-type: none"> Students will associate Yom Kippur with forgiveness Students will be able to sing some Yom Kippur prayers Students will be able to explain the positive feelings associated with Yom Kippur
Jewish Festivals – Sukkot	2	<ul style="list-style-type: none"> Students will be able to explain why we celebrate the festival of Sukkot 	<ul style="list-style-type: none"> Students will be able to explain why we celebrate the festival of Sukkot Students will be able to name at least two of The Four Species 	<ul style="list-style-type: none"> Students will be able to explain why we celebrate the festival of Sukkot Students will be able to name the 3 Pilgrim Festivals Students will be able to explain why the 3 Pilgrim Festivals belong to the same group Students will be able to name at least two of the Four Species 	<ul style="list-style-type: none"> Students will be able to explain why we celebrate the festival of Sukkot Students will be able to name the 3 Pilgrim Festivals Students will be able to explain why the 3 Pilgrim Festivals belong to the same group Students will be able to name the Four Species Students will be able to explain how the Four Species symbolise the unity of the Jewish People

Cycle A - Term 4

Unit/Topic	Duration (weeks)	Early Stage 1 Outcomes	Stage 1 Outcomes	Stage 2 Outcomes	Stage 3 Outcomes
Bible Stories - Our first Matriarch and Patriarch	5	<ul style="list-style-type: none"> Students will be able to name the first Matriarchs and Patriarchs of the Jewish People Students will be able to differentiate between some items used in everyday life in modern and Biblical times 	<ul style="list-style-type: none"> Students will be able to name the first Matriarchs and Patriarchs of the Jewish People Students will be able to retell the Biblical stories of the first Matriarchs and Patriarchs of the Jewish People Students will be able to differentiate between some items used in everyday life in modern and Biblical times 	<ul style="list-style-type: none"> Students will be able to name the first Matriarchs and Patriarchs of the Jewish People Students will be able to retell the Biblical stories of the first Matriarchs and Patriarchs of the Jewish People Students will be able to identify the special qualities of Sarah and Rivkah Students will be able to differentiate between some items used in everyday life in modern and Biblical times 	<ul style="list-style-type: none"> Students will be able to name the first Matriarchs and Patriarchs of the Jewish People Students will be able to retell the Biblical stories of the first Matriarchs and Patriarchs of the Jewish People Students will be able to differentiate between some items used in everyday life in modern and Biblical times Students will be able to explain the importance of the water well in Biblical times and its function as a meeting place. Students will understand the connection between Biblical names and their meaning in Hebrew
Jewish Festivals - Chanukah	4	<ul style="list-style-type: none"> Students will be able to retell the miracle of the Jug of Oil Students will be able to name at least 2 Chanukah items 	<ul style="list-style-type: none"> Students will be able to retell the miracle of the Jug of Oil Students will be able to name at least 2 Chanukah items Students will understand the difference between a Menorah and a Chanukiyah 	<ul style="list-style-type: none"> Students will be able to retell the miracle of the Jug of Oil Students will be able to name all the Chanukah items Students will be able to explain the connection between the miracle and symbols associated with the festival of Chanukah 	<ul style="list-style-type: none"> Students will be able to retell the miracle of the Jug of Oil Students will be able to name all the Chanukah items Students will be able to explain the connection between the miracle and symbols associated with the festival of Chanukah Students will be able to explain the historical background of the festival of Chanukah

Cycle B - Term 1

Unit/Topic	Duration (weeks)	Early Stage 1 Outcomes	Stage 1 Outcomes	Stage 2 Outcomes	Stage 3 Outcomes
Introduction to Jewish Prayers	1	<ul style="list-style-type: none"> Students will become familiar with their teacher Students will be able to name at least 2 students in their class 	<ul style="list-style-type: none"> Students will be able to explain why we pray and name at least one of the prayers 	<ul style="list-style-type: none"> Students will be able to explain why we recite prayers written by others Students will be able to join their teacher singing the prayers 	<ul style="list-style-type: none"> Students will be able to explain why the prayers are written in Hebrew Students will be able to explain the meaning of the prayers
Bible Stories - The Story of the Twelve Spies	3	<ul style="list-style-type: none"> Students will be able to identify feelings associated with new beginnings 	<ul style="list-style-type: none"> Students will be able to retell the story of the Twelve spies Students will be able to explain the reason we trust our families 	<ul style="list-style-type: none"> Students will be able to retell the story of the Twelve Spies Students will be able to explain why different circumstances might change the way we perceive reality 	<ul style="list-style-type: none"> Students will be able to explain why the Twelve Spies presented different interpretations of the same reality Students will be able to explain the notion of trust
Purim	3	<ul style="list-style-type: none"> Students will be able to identify Purim as a joyful festival Students will be able to name the main characters of Megillat Esther 	<ul style="list-style-type: none"> Students will be able to name at least two Purim customs Students will be able to name one incident in Megillat Esther that corresponds with the phrase 'VeNahafoch hu' (upside down/ reverse) 	<ul style="list-style-type: none"> Students will be able to explain why Purim is regarded as an extremely happy festival Students will be able to name four Purim customs Students will be able to give at least two examples of how the the phrase 'VeNahafoch hu' (upside down/ reverse) presents itself in the Megillah 	<ul style="list-style-type: none"> Students will be able to explain the phrase 'veNahafoch hu' (upside down/ reverse) Students will be able to give at least five examples of how the above phrase presents itself in the Megillah Students will be able to distinguish between Purim customs and Mitzvot
Jewish Festivals - Pesach	3	<ul style="list-style-type: none"> Students will be able to explain why we eat Matzah on Pesach Students will be able to name at least 2 symbols associated with the festival 	<ul style="list-style-type: none"> Students will be able to name at least 2 symbols associated with the festival and explain the reason behind at least one of them. Students will be able to sing the first two verses of <i>Mah Nishtanah</i> 	<ul style="list-style-type: none"> Students will be able to explain why we need the Haggadah Students will be able to explain the symbolism of at least 3 of the items on the Seder plate Students will be able to sing at least three verses of <i>Mah Nishtanah</i> and explain the meaning of the first two 	<ul style="list-style-type: none"> Students will be able to name and explain the symbolism of all the items on the Seder Plate Students will be able to sing and explain all verses of <i>Mah Nishtanah</i> Students will be able to explain the meaning of the word 'Seder' and why we use that word for the home ceremony on 1st Night Pesach Students will be able to describe the characters of the four sons mentioned in the Haggadah

Cycle B - Term 2

Unit/Topic	Duration (weeks)	Early Stage 1 Outcomes	Stage 1 Outcomes	Stage 2 Outcomes	Stage 3 Outcomes
Jewish Festivals – Pesach (Cont. from Term 1)	1	See Term 1	See Term 1	See Term 1	See Term 1
Modern Jewish History in the Land of Israel	6	<ul style="list-style-type: none"> Students will be able to explain the symbols on the Israeli flag Students will be able to explain how the Menorah became to be Israel's emblem Students will be able to identify the <i>HaTikvah</i> 	<ul style="list-style-type: none"> Students will be able to name Israel as the State of the Jewish people Students will be able to identify the <i>HaTikvah</i> 	<ul style="list-style-type: none"> Students will be able to retell the history of voting for the establishment of the State of the Jewish People Students will be able to explain the strong bond Jewish people have with the State Students will be able to sing at least the first verse of <i>HaTikvah</i> 	<ul style="list-style-type: none"> Students will be able to tell what is special about the land of Israel and explain their connection with it Students will be able to explain the meaning of Israel's 'Remembrance Day' - '<i>Yom HaZikaron</i>' Students will be able to sing <i>HaTikvah</i> Students will be able to dance some steps of a Jewish folk dance
Shavuot	3	<ul style="list-style-type: none"> Students will be able to name at least two of the seven species with which the Land of Israel was blessed 	<ul style="list-style-type: none"> Students will be able to tell that in ancient times the Israelites used to bring their first fruits to the Temple to show God gratitude for looking after their crop Students will associate eating dairy food with the festival of Shavuot 	<ul style="list-style-type: none"> Students will be able to tell the names of the festival of Shavuot relating to agriculture Students will be able to explain one of Shavuot's customs Students will be able to dance a Shavuot dance 	<ul style="list-style-type: none"> Students will be able to name the Seven Species Students will be able to explain the reason behind celebrating Shavuot in modern times Students will be able to describe the process of producing olive oil Students will be able to dance a Shavuot dance

Cycle B - Term 3

Unit/Topic	Duration (weeks)	Early Stage 1 Outcomes	Stage 1 Outcomes	Stage 2 Outcomes	Stage 3 Outcomes
Jewish Festivals – Rosh HaShanah	3	<ul style="list-style-type: none"> Students will be able to give an example of a sequence of events in their own lives Students will be able to name at least one Rosh HaShanah symbol 	<ul style="list-style-type: none"> Students will be able to name the month of Tishrei as the first month in the Hebrew calendar Students will be able to explain the Rosh HaShanah story 'The Fireman' and its association with the sound of the Shofar 	<ul style="list-style-type: none"> Students will be able to name at least two events in Jewish history according to the time they occurred Students will be able to name and demonstrate with their voices the different sounds of the Shofar Students will be able to explain the reason for celebrating the Jewish festivals 	<ul style="list-style-type: none"> Students will be able to explain the difference between a timeline of events and the order in which they are celebrated during the year Students will be able to explain why the Hebrew month of Nissan was regarded in ancient times as the first month in the Hebrew calendar. Students will be able to refer to the blast of the Shofar as wake-up call to improve our behaviour
Jewish Festivals – Tish'ah BeAv	1	<ul style="list-style-type: none"> Students will be able to name the Temple as the place of the Jewish people in ancient times to gather and pray to God Students will be able to identify Tish'ah beAv as the day the Temple was destroyed 	<ul style="list-style-type: none"> Students will be able to explain the importance of the Temple in the lives of the Jewish people living in ancient times Students will be able to tell that the Ten Commandments were kept in the Temple 	<ul style="list-style-type: none"> Students will be able to identify Tish'ah beAv as the day the Temple was destroyed Students will be able to retell the story of Kamtza & Bar Kamtza Students will be able to explain the connection between the story of Kamtza & Bar Kamtza and Tish'ah beAv 	<ul style="list-style-type: none"> Students will be able to retell the story of Kamtza & Bar Kamtza and explain the moral of the story is the importance of human beings being kind to each other Students will be able to name a joyful event at which we recall the destruction of the Temple
Jewish Festivals – Yom Kippur	3	<ul style="list-style-type: none"> Students will be able to explain that Yom Kippur is dedicated to saying 'sorry' to those we might have offended and asking HaShem for forgiveness for our wrongdoings Students will be able to name at least three ways they can make others happy 	<ul style="list-style-type: none"> Students will be able to identify <i>Avinu Malkenu</i> as one of the prayers sung on Yom Kippur and hum its tune Students will be able to name at least two of Yom Kippur's customs Students will be able to name at least three ways they can make others happy without any monetary gain 	<ul style="list-style-type: none"> Students will be able to explain what a <i>Machzor</i> is Students will be able to explain the importance of saying 'sorry' on Yom Kippur Students will identify <i>Avinu Malkenu</i> as one of the prayers sung on Yom Kippur and be able to join in singing the chorus Students will be able to name three customs of Yom Kippur and explain the reason for at least one of them 	<ul style="list-style-type: none"> Students will be able to explain what the ten days between Rosh HaShanah and Yom Kippur are about Students will be able to name four customs of Yom Kippur and explain the reason behind them Students will be able to explain how giving to charity assists the giver as well as the recipient
Jewish Festivals - Symbols	2	<ul style="list-style-type: none"> Students will be able to match symbols to the Jewish Festivals they have learnt about throughout the year 	<ul style="list-style-type: none"> Students will be able to match symbols to the Jewish Festivals they have learnt about throughout the year 	<ul style="list-style-type: none"> Students will be able to match symbols to the Jewish Festivals they have learnt about throughout the year Students will be able to identify Festivals that have similar symbols 	<ul style="list-style-type: none"> Students will be able to identify and explain the symbols and customs of Jewish Festivals Students will be able to identify Festivals that have similar symbols

Cycle B - Term 4

Unit/Topic	Duration (weeks)	Early Stage 1 Outcomes	Stage 1 Outcomes	Stage 2 Outcomes	Stage 3 Outcomes
Jewish Festivals – Sukkot	1	<ul style="list-style-type: none"> Students will be able to explain the reason the Israelites lived in Sukkot (huts) while wandering in the desert 	<ul style="list-style-type: none"> Students will be able to name the four species of plants upon which we say the blessing on Sukkot 	<ul style="list-style-type: none"> Students will be able to describe in detail what is included in the Lulav Students will be able to explain the concept of hospitality in relation to the festival of Sukkot 	<ul style="list-style-type: none"> Students will be able to explain the concept of hospitality in relation to the Festival of Sukkot and name at least 3 of the Ushpizin (Guests) Students will be able to list the characteristics of each of the four species and explain how they relate to the characteristics of the Jews
Jewish Festivals – Simchat Torah	1	<ul style="list-style-type: none"> Students will be able to explain what the festival of Simchat Torah is about Students will be able to retell the story of Adam & Eve 	<ul style="list-style-type: none"> Students will be able to tell that Torah is written in Hebrew and comprises of five books Students will be able to retell the story of Adam & Eve Students will be able to explain the reason Adam & Eve had to leave the Garden of Eden 	<ul style="list-style-type: none"> Students will be able to tell that the first word in each of the five books of the Torah is the same as the book's name Students will be able to retell the story of Adam and Eve Students will be able to explain who is teaching them right from wrong and give examples 	<ul style="list-style-type: none"> Students will be able to explain, in view of the story of Adam and Eve, the concept of taking responsibility for one's actions Students will be able to tell that the Torah scroll is written by hand by a person called a scribe, who needs to follow certain rules regarding the size and the style of the letters
Jewish Symbols	3	<ul style="list-style-type: none"> Students will be able to explain what symbol is Students will be able to recognise at least two Jewish symbols 	<ul style="list-style-type: none"> Students will be able to recognise at least three Jewish symbols and tell where they might be found within their own environment 	<ul style="list-style-type: none"> Students will be able to recognise at least three Jewish symbols and tell where they might be found within their own environment Students will be able to explain the importance of the Shabbat Project and how it unites the Jewish people all around the world 	<ul style="list-style-type: none"> Students will be able to differentiate between idols and symbols based on a Midrash story from Parshat Lech Lecha
Jewish Festivals – Chanukah	3	<ul style="list-style-type: none"> Students will be able to explain the characteristics of the Menorah 	<ul style="list-style-type: none"> Students will be able to explain the differences between a Chanukiyah and the Menorah 	<ul style="list-style-type: none"> Students will be able to explain the reason children play with the Sevivon on Chanukah Students will be able to explain the meaning of the letters on the Sevivon 	<ul style="list-style-type: none"> Students will be able to demonstrate how to light the Chanukiyah Students will be able to explain all 6 Chanukah symbols they have learned about Students will be able to identify <i>Maoz Tzur</i> as a Chanukah song