

Global learning and RE: Key Stage 2 Case study 3

References to the requirements of the REC non-statutory Religious Education National Curriculum Framework (2013)	Examples of suggested teaching and learning that could form part of a Key Stage 2 programme of learning in RE that supports global learning	Summary of activities Focused resources: http://tzedek.org.uk http://tzedek.org.uk/wp-content/uploads/Sukkot-KS2-Final-April-2013.pdf http://tzedek.org.uk/wp-content/uploads/Trade-Education-Purim-KS2-Final-April-2013.pdf http://spiritoftrees.org/honi-and-the-carob-tree	GLP theme	Evidence of global learning
<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>Pupils investigate and explore the Jewish festival of TuB'Shevat including the story of 'Honi the circle maker and the carob trees'. They make connections between the festival, the Jewish belief that they have a responsibility to look after the earth, and that they are reminded of this annually as part of this festival. They use Jewish sources of wisdom such as Ketuvim: Psalm 24:1 and Torah: Leviticus 25:23 and consider what these quotes also mean to other religions e.g. Christians.</p>	<p>Speculate and then investigate what the Jewish concept of TikkunOlam (world repair) might mean to Jewish people today. Explore the Jewish idea of Tzedekah.</p> <p>How might the concept of Tzedekah affect how Jewish people choose to use their time and money?</p> <p>Arrange the pupils to work in groups and invite each group to research a Jewish festival, either Sukkot, TuB'Shevat or Purim. See suggested resources above. Ask pupils to enquire into the festival following three lines of enquiry:</p> <ul style="list-style-type: none"> • Why do Jewish people celebrate this festival? • What has this festival got to do with the concepts of TikkunOlam and Tzedekah? • What can non-Jewish people learn from these concepts and festivals? <p>Spend some time looking at Jewish sources of wisdom, e.g. Ketuvim: Psalm 24:1 and Torah: Leviticus 25:23. How might Jewish and Christian people interpret these quotes? How might that affect their behaviour?</p>	<p>Millennium Development Goal 7 Ensure environmental sustainability</p>	<p>Pupils are enabled to understand the importance of environmental sustainability and social action within the sources of wisdom and festivals of Jewish communities.</p>