

# Final Report

## Teaching Inclusive Judaism



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# Inclusive Judaism

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# Teaching Inclusive Judaism

## Project Overview

<b>Organisation</b>	Jewish Museum London
<b>Start Date</b>	January 2021
<b>Duration</b>	12 months
<b>Budget</b>	£5,635

The *Teaching Inclusive Judaism* Project has three stages:

Contemporary  
Collect



Online Image  
Library



Teachers CPD  
Sessions



© Michael Lomotey



# 1. What change do you want to see?

State the contribution of your project to the overarching aim/vision set out in your application.

## Our Aim

The *Inclusive Judaism* Project’s overarching aim is to increase public understanding of Judaism and the Jewish community in all its complexity.

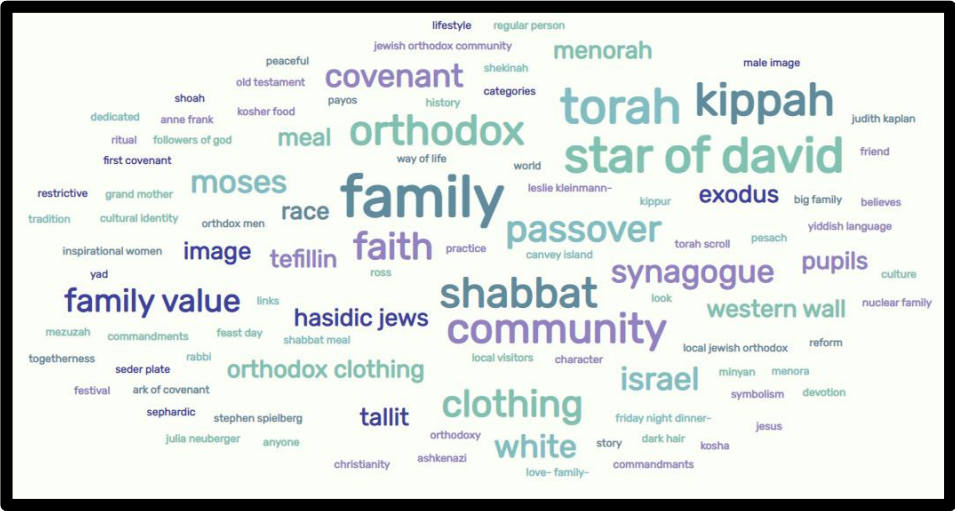
### Before...

At the start of the **Inclusive Judaism** Teachers CPD, we begin by asking teachers ‘what does Judaism/Jewishness look like?’ to both themselves and their students. Around 80 educators shared their thoughts. To the right, the word cloud shows their answers. The bigger the word, the more people who wrote it.

The data suggests that often people view Jewishness through objects, festivals and biblical stories. Beyond that, it appears that people’s ideas of Jewish identity were shaped around the more visible ‘Jew-ish’ attributes – and thus, largely shaped by the Cheredi Community and Ashkenormative Stereotypes as evident in words such as ‘Orthodox’, ‘Clothing’, ‘White’ and ‘Hasidic.’

This data reflects the largely monolithic idea many teachers and students have of Judaism.

The aim of the Inclusive Judaism Project is to increase public understanding of the diversity of Judaism and the Jewish community in all its complexity.



Word	Family	Star of David	Torah	Kippah	Shabbat	Community	Orthodox	Faith	Passover	Clothing	Moses	Israel	White
Quantity:	11	7	7	6	5	5	5	4	4	4	3	3	3

# 1. What change do you want to see?

State the contribution of your project to the overarching aim/vision set out in your application.

## Our Aim

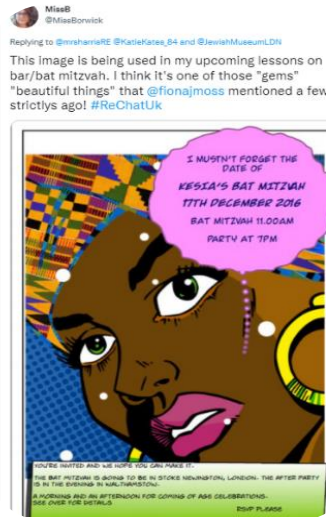
The *Inclusive Judaism* Project's overarching aim is to increase public understanding of Judaism and the Jewish community in all its complexity.

### ...After

Over the past year, the Inclusive Judaism Project has contributed to our overarching aim in many ways – see below!

'I think the points made in the session were incredibly useful. The session alone will help me to be more mindful when representing Jewish life, culture and worldviews.'

- Teacher following attending Inclusive Judaism CPD



'Hi there,  
I saw your reply to my tweet :) thanks!  
My wife, Sophie and I would love to be included. Many thanks,  
Jess'

- Dr Jessica Salkind (she/her). Donor for Inclusive Judaism Project.



Claire Adler @cladle · Nov 8, 2021  
@JewishMuseumLDN talking about creating resources that show the intersectional nature of Judaism. We aren't all orthodox!!! #Museums2021



Over **100** bookings on the Inclusive Judaism Teachers CPD.



'...This has been really useful, I thought I was quite knowledgeable about Judaism, but I've learnt so much! Thank you!'

- Teacher following attending Inclusive Judaism CPD

## 2. What difference have you made?

### Progress against your specific aims and outcomes.

This should include reference to the measurement tools used.

The *Teaching Inclusive Judaism* Project has five specific key aims:

- a. To ensure there is true diverse and inclusive representation when teaching Judaism - Image Library
- b. To normalise the use of a diverse and inclusive range of resources when teaching Judaism – Resources
- c. To support teachers with building their confidence in teaching inclusive Judaism - CPD
- d. To demonstrate the intersectionality of identity with the Jewish community within both worldviews and religion – Image Library
- e. To build cultural capital into the teaching of RE

These aims have been filtered through the below three stages.



The next few slides will focus on the progress that we have made against each aim.

## 2. What difference have you made? Progress against your specific aims and outcomes.

### a. To ensure there is true diverse and inclusive representation when teaching Judaism

Thus far, to support this aim we have:

- We have temporarily collected a range of images across the Jewish community, reflecting a variety of worldviews.
- We have commissioned our trademark illustration to visibly represent the diversity of the Jewish community throughout our Inclusive Judaism resources. Created by Toffee Designs.
- We have continued to sharpen our literacy surrounding different worldviews, asking communities how best they wish to be represented. We have reflected this language into our Inclusive Judaism training and resources.
- We have uploaded the images on the Inclusive Judaism Image Library, making them freely accessible to schools to ensure the teaching of a truly diverse Judaism.

To measure the success of this aim, we have:

- Evaluated the Image Library
- Evaluated the Inclusive Judaism Programme
- Collated feedback across events





## 2. What difference have you made? Progress against your specific aims and outcomes.

### a. To ensure there is true diverse and inclusive representation when teaching Judaism

Below are a few of the images contemporarily collected as part of the Inclusive Judaism Project.





## 2. What difference have you made? Progress against your specific aims and outcomes.

### b. To normalise the use of a diverse and inclusive range of resources when teaching Judaism

#### Thus far, to support this aim we have:

- We have made these images freely accessible to teachers and students.
- We have created a section dedicated to the importance of normalising diversity in classrooms in the Teachers CPD.
- We have ensured that all Inclusive Judaism images are reflective of curriculum needs first and foremost.
- We have disseminated the Inclusive Judaism Project across many teaching and Religious Education networks.
- We have used images collected as part of the Inclusive Judaism Project throughout the museum, ensuring that the diversity of Judaism is normalised in displays, school workshops presentations, tours and beyond. Teachers and students continue to engage with this programme – directly and indirectly.

'This is going to be so useful. I am always going on about diverse images when I visit classrooms - but it takes time and knowledge of what to type into google. Love that you are considering what will be on our curriculums.'

- Teacher at CSTG 'In Conversation' Event

#### To measure the success of this aim, we have:


- Evaluated the Image Library
- Evaluated the Inclusive Judaism Programme
- Collated feedback across events

2. What difference have you made? Progress against your specific aims and outcomes.

b. To normalise the use of a diverse and inclusive range of resources when teaching Judaism

**JEWISH MUSEUM LONDON** **What you need to know when teaching Judaism inclusively**

- ✓ Your priority is to teach curriculum-focussed topics, not history
- ✓ The aim is to normalise diversity in our classrooms
- ✓ In short, Judaism has many forms and in theory, anyone can fit in somewhere
- ✓ You do not need to know it all
- ✓ There are many JML resources at hand for you to use



Slide from Inclusive Judaism Teachers CPD.

## **2. What difference have you made? Progress against your specific aims and outcomes.**

### **c. To support teachers with building their confidence in teaching inclusive Judaism**

#### **Thus far, to support this aim we have:**

- Asked teachers what they need and how best we can support.
- Delivered two Inclusive Judaism Teacher CPDs, and due to high demand, scheduled another one in the Summer term with 9 teachers already registered.
- Created a range of resources for teachers and students to support their understanding of the diversity of Judaism.
- Reviewed teacher feedback on Image Library during the teachers' CPDs.
- Made key strategic decisions including free access to Image Library for teachers and students.
- Added an additional section on our website where teachers are able to access resources to develop their confidence in teaching Inclusive Judaism.

#### **To measure the success of this aim, we have:**

- Evaluated the impact of the Teachers CPD on teachers' confidence levels
- Evaluated how useful the resources are for Teachers.

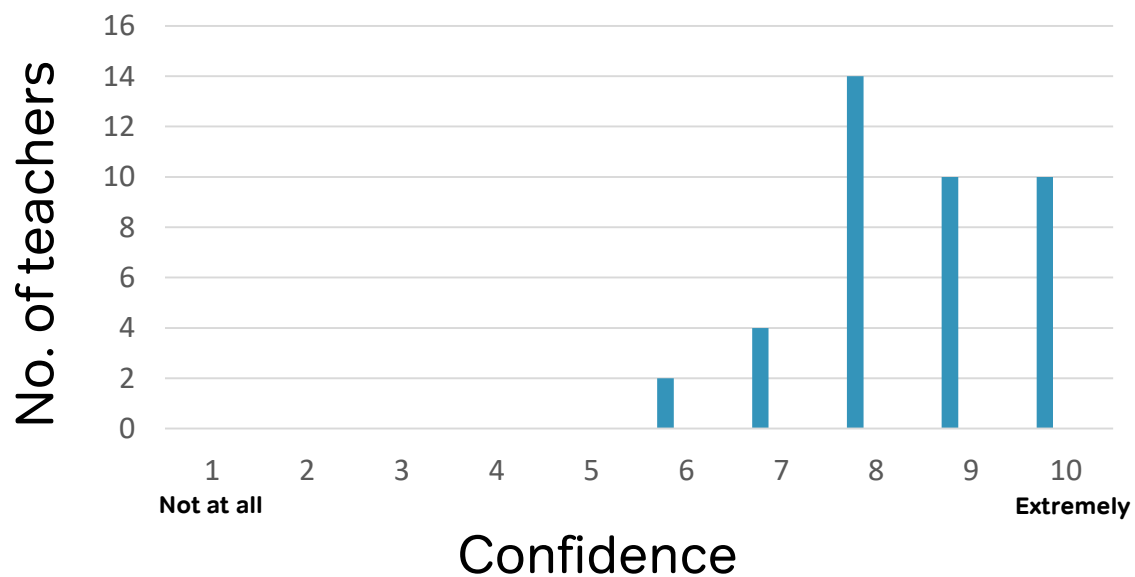


## 2. What difference have you made? Progress against your specific aims and outcomes.

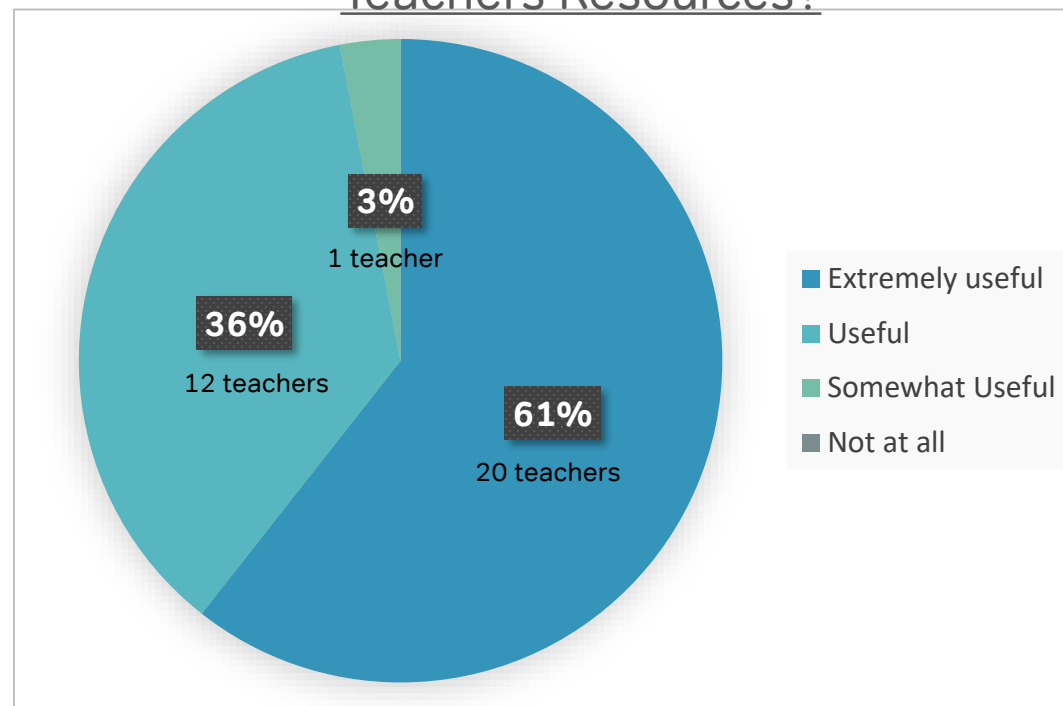
### c. To support teachers with building their confidence in teaching inclusive Judaism

Following the Inclusive Judaism CPDs, we asked the teachers the below two questions to gauge the extent to which the Inclusive Judaism Project supported them with building their confidence. Below are their answers.

#### How confident do you now feel to teach Judaism inclusively?



#### How useful were the Inclusive Judaism Teachers Resources?

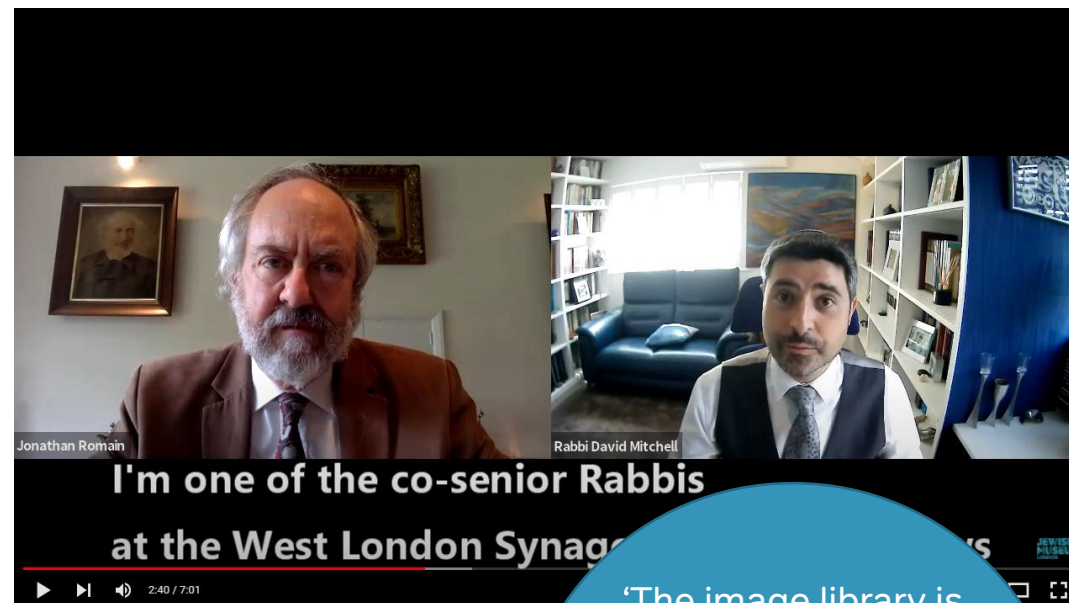


## 2. What difference have you made? Progress against your specific aims and outcomes.

d. To demonstrate the intersectionality of identity in the Jewish community within both worldviews and religion

Thus far, to support this aim we have:

- Collaborated with Rabbi Mitchell and Rabbi Romain to create a video which highlights the intersectionality of identity in the Jewish community both with worldviews and religions.
- Dedicated a section in our Teachers' CPD that specifically focusses on worldviews and Judaism.
- Offered those who donated an image an opportunity to share their perspective on their worldviews – which has been reflected on the Inclusive Judaism Image Library.
- **To measure the success of this aim, we will:**
  - Evaluate the Teachers CPD



[https://youtu.be/\\_VAnkIKxN-c](https://youtu.be/_VAnkIKxN-c)



'The image library is going to be so useful and this video clip is fantastic.'

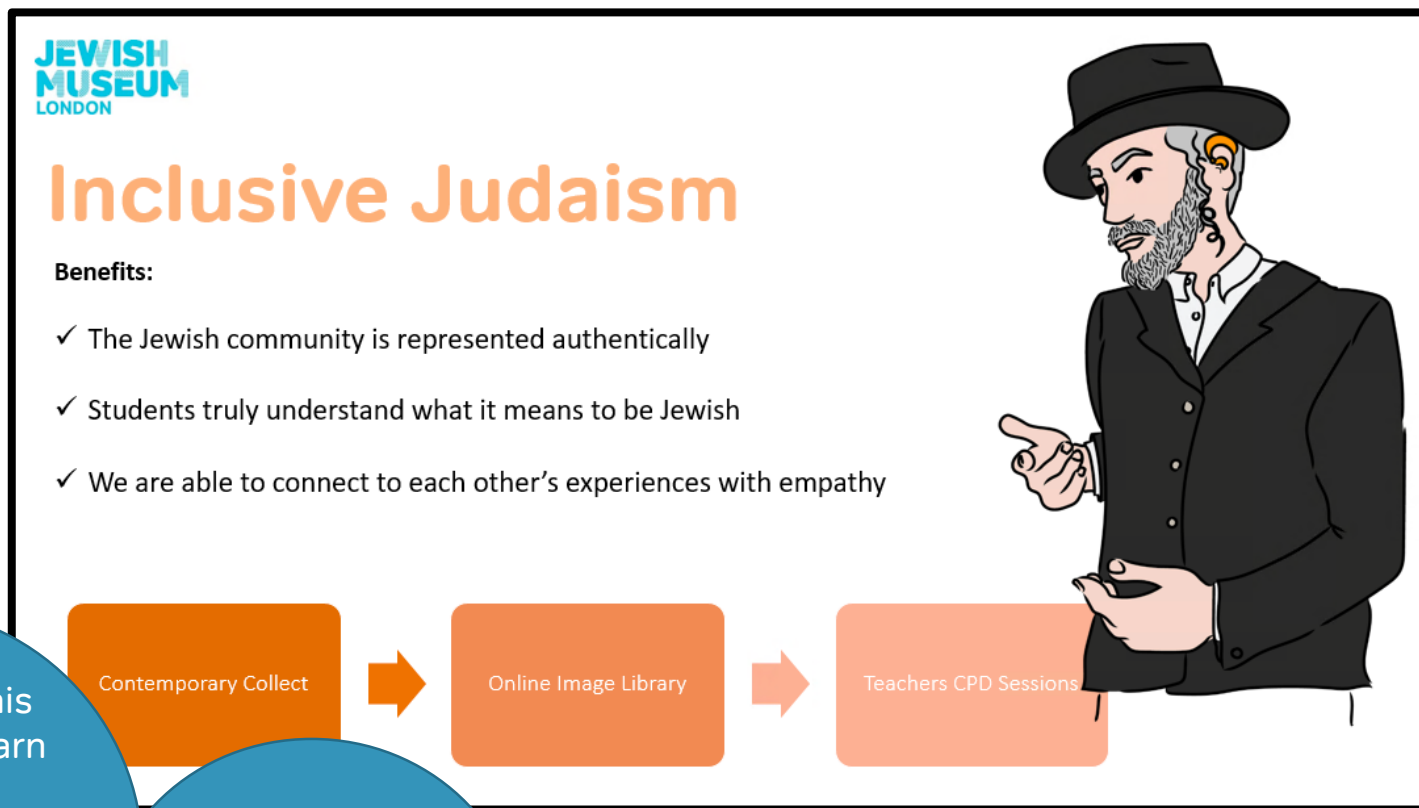
- Teacher at Strictly RE Teachers Conference

## 2. What difference have you made? Progress against your specific aims and outcomes.

### e. To build cultural capital into the teaching of RE

Thus far, to support this aim we have:

- Encouraged teachers to book on to a museum visit at the end of the Inclusive Judaism CPD.
- Emphasised and communicated the power of Inclusive Judaism to spark empathy and build bridges.
- Shared the aforementioned benefits of Inclusive Judaism across many networks within Religious Education, the Museum Sector and beyond.
- Disseminate our work across RE and Worldview platforms.



'I love how projects like this enable us to learn more about ourselves....'

- RE & Worldviews Specialist at CSTG Teachers Event

'Although we are not local to your museum, I would be interested in the virtual lessons.'

- Primary Teacher following CPD

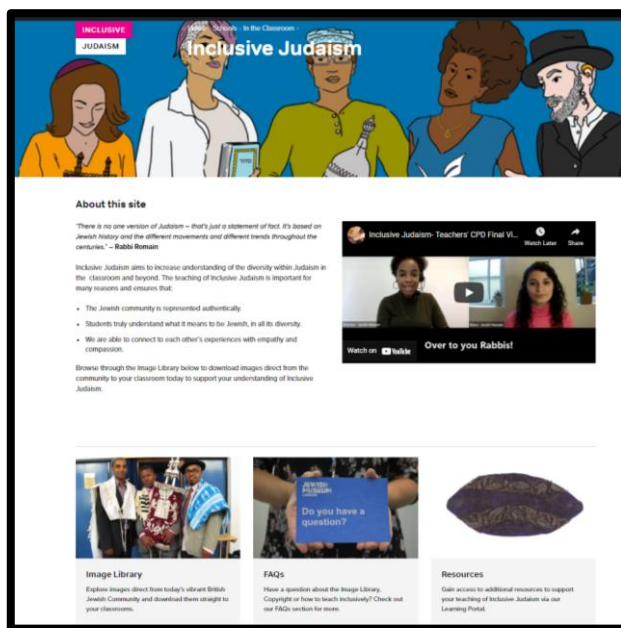


### 3. How are you delivering your project?

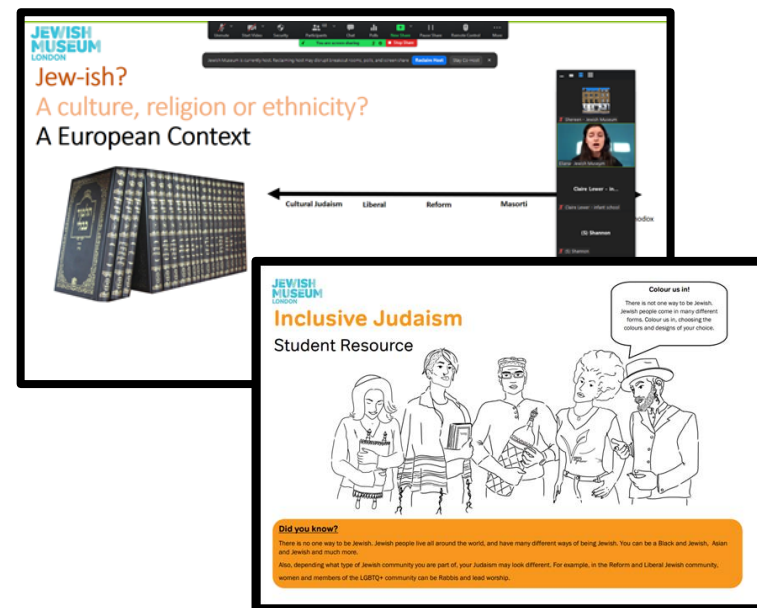
Progress against objectives including specific outputs.



#### 1. Contemporary Collection



#### 2. Image Library



#### 3. Teachers CPD & Resources

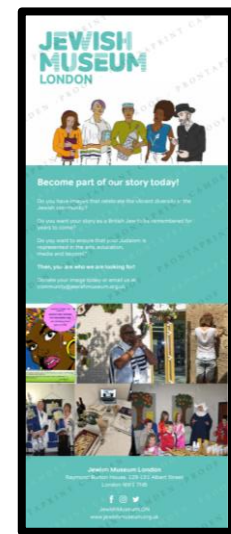
# 3. How are you delivering your project?

## Progress against objectives including specific outputs.

### 1. Contemporary Collection

We have sought to contemporarily collect images in many ways, including:

- **Personal Reach Out**  
We contacted a variety of people that we had existing relationships with, professionally and personally. Michael Lomotey, who previously engaged with our Black History Programme, donated 7 images to the project.
- **Organisational Reach Out**  
We reached out to a range of organisations including Rainbow Jews, West London Synagogue, Jewish Deaf Association and more. JW3 Young People's Forum contributed 9 images to the project.
- **Social Media Campaigns & Reach Out**  
We put out campaigns across our multiple social media platforms. Often these campaigns were in line with Jewish Festivals or Monthly Observances and Celebrations, such as LGBTQ+ Pride Month and Black History Month. We reached out to Sophie Slowe, after seeing a viral tweet of a photo of her and her wife on their wedding day. Sophie and Jessica donated 10 images to the Inclusive Judaism Project.
- **Pop Up Banner & Events**  
We invested in a pop up banner which we have taken to many internal and external events (e.g Chabad Hanukah Family Event) to advertise the Inclusive Judaism Project. Most of the time, this banner is stationed onsite in the café of the museum to ensure that the project is consistently visible to our many visitors.
- **Leafletting**  
The Inclusive Judaism Project Team set out to share our flyers in community centres, libraries, cafes and synagogues to encourage the community to donate images.



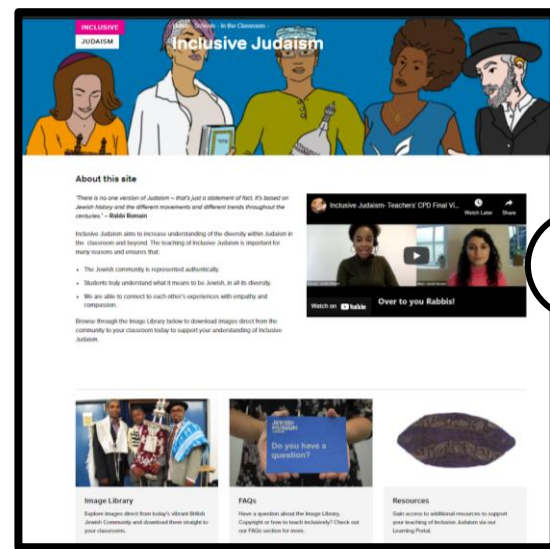


### 3. How are you delivering your project?

Progress against objectives including specific outputs.

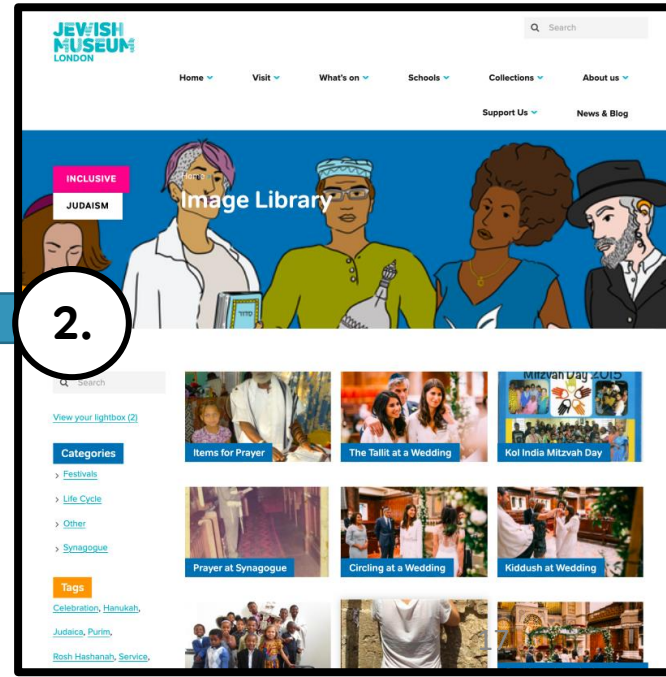
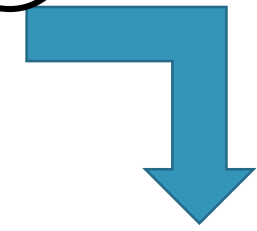
#### 2. Image Library

1. The Inclusive Judaism Website is an online hub to support teachers with their confidence and knowledge when teaching Inclusive Judaism. On the main page, you will find the Inclusive Judaism video and a route to access the Image Library, FAQ section and more resources via our Learning Portal.
2. The Image Library displays numerous photos that highlight the many intersections within Judaism. The library contains contemporarily collected images and older images from our archives, too. You can search these images randomly, via curriculum-based categories (Festivals, Life Cycle Events and Synagogue) **or** Tags. Tags are keywords within Judaism e.g specific festivals or lifecycle events.



1.

Inclusive Judaism  
 - The Jewish  
Museum London



2.



3.



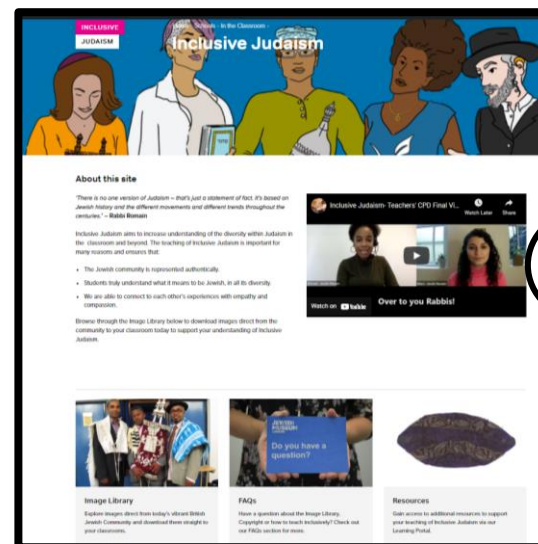
# 3. How are you delivering your project? Progress against objectives including specific outputs.

## 2. Image Library

3. The individual image page focusses on each image. It provides educators with curriculum-based information on each image, as well as highlighting the relevant worldview(s).

In addition, some entries include a few words from the community donor that highlights why the images donated are important to them.

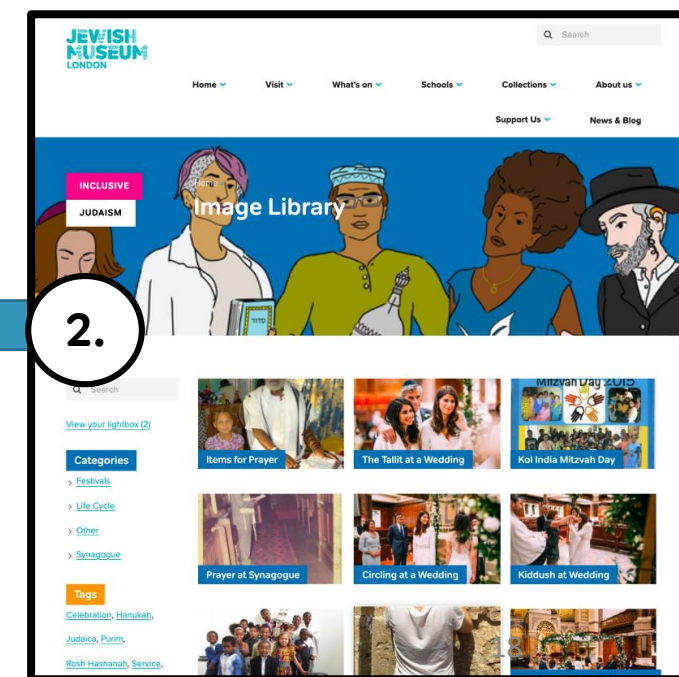
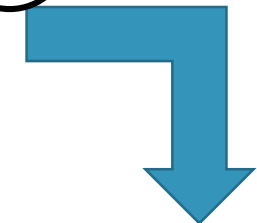
These images are freely downloadable to teachers. There is an option for educators to collate all their chosen images together by them to a lightbox. Once teachers are ready to download their selected images, they are requested to submit their name, school, a relevant educator email address and ensure that they are going to use the image solely for educational purposes.



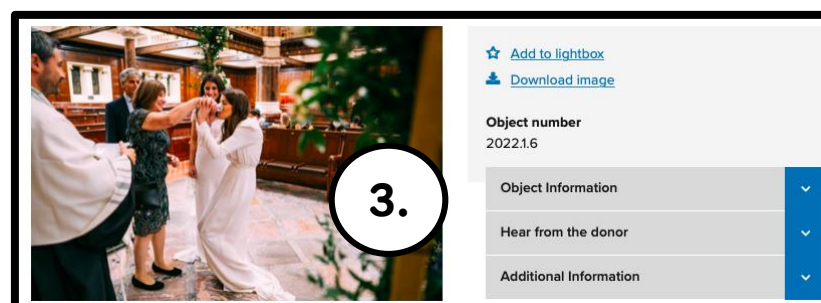
Inclusive Judaism  
- The Jewish  
Museum London



1.



2.



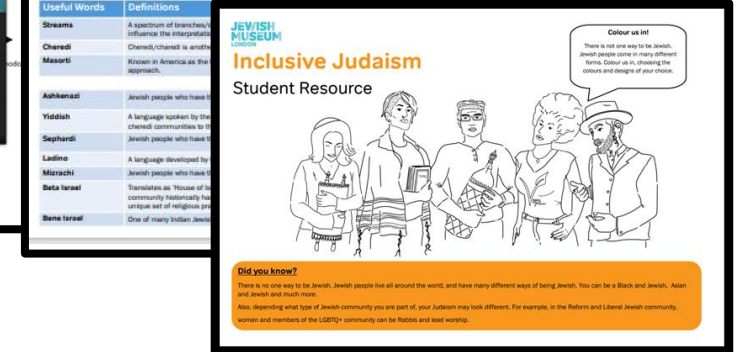
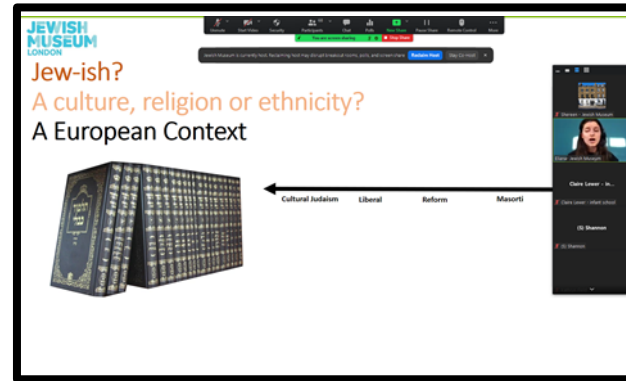
3.

## 3. How are you delivering your project?

Progress against objectives including specific outputs.

### 3. Teachers CPD & Resources

- We have hosted two Inclusive Judaism Teachers CPDs, open to both Primary and Secondary School Teachers. As well as teachers, we have had PGCE Lectures and Museum Educators join the session.
- We have added a bespoke section based on the time of the year - an additional live Hanukkah candle lighting in December's CPD and an 'Inclusive Passover' section in March's CPD.
- Alongside the 1 hour 30 minutes virtual workshop, we have also provided teachers with:
  - A Teachers Resource** containing information on inclusive language, literacy, classroom investigation activities and Judaism worldview facts
  - A Secondary Student Resource** containing Judaism worldview facts, Exam board based reflective questions and more
  - A Primary Student Resource** containing Judaism worldview facts, a colouring activity and exercise based on the Torah and worldviews



**December 2021**

**21**  
teacher  
bookings



**March 2022**

**101**  
teacher  
bookings



**July 2022**

**9**  
teacher  
bookings  
...and counting

### Our Reach: In Numbers

29<sup>th</sup> March 2022

Evaluation

101  
teacher  
bookings



1/3  
(36 teachers)  
evaluated



Through the teachers who evaluated the programme alone...



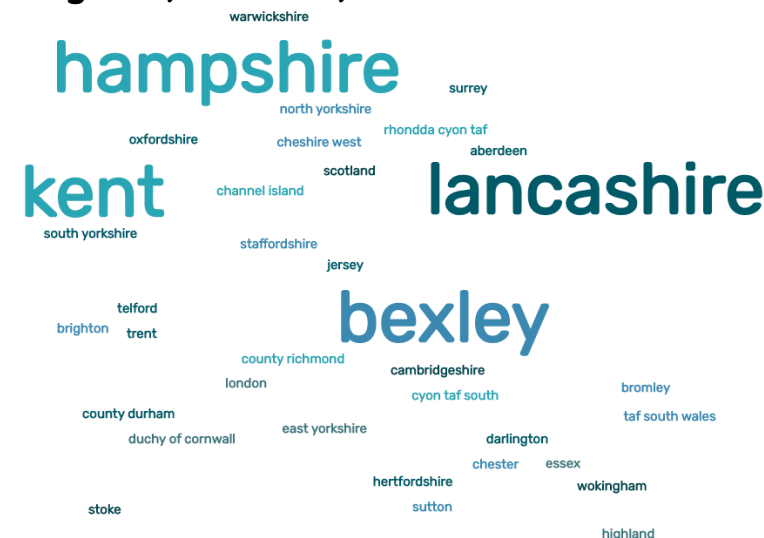
6159  
students  
&  
500

teachers in training

were reached

### Our Reach: In Location

From England, to Wales, to Scotland



### How can we continue to support teachers?

- 'I am more than happy with what I have received as part of the cpd today.'
- 'If I could have a copy of the Rabi videos that would be amazing to feed back at staff meeting and my year group : ) '
- 'I will be organising a trip to the museum and would visit myself too.'
- 'To separate the CPD into primary and secondary.'
- 'Posters.'
- 'Nothing - just experience and my own CPD.'



## 4. How are you disseminating your project?

### Disseminating within the Religious Education and Worldview Landscape

- Invested in an ad in RE Today
- Presented *Inclusive Judaism* Project in the Strictly RE 2022 Conference
- Presented *Inclusive Judaism* Project in the CSTG Teachers 2022 March Event
- Promoted the *Inclusive Judaism* Project in the ISRSA Conference
- Shared the *Inclusive Judaism* Project across NATRE networks and social media campaigns
- Shared the *Inclusive Judaism* Project with Cultural Education Network, Camden Sparks
- Created multiple social media campaigns across all museum platforms



'My Newham and B&D newsletters go to about 200 schools (primary and secondary) - small, but they will value this!'

- Director of Religious Education and RSHE, RE Matters



### Disseminating within the Jewish Community

- Invested in an ad in Jewish lifestyle magazine, Jewish Renaissance
- Wrote an article encouraging community submission in London-based weekly Jewish newspaper, The Jewish Chronicle.
- Shared *Inclusive Judaism* flyers in numerous community spaces
- Partnered with key Inclusivity specialists in the Jewish community including Mie Jensen, Rabbi Romain, Rabbi Mitchell and Keith Kahn-Harris
- Shared work in many Jewish events including Limmud and Chabad Family Day
- Invested in a pop up banner to promote the project onsite and at external events



### Disseminating within the Museum Sector

- Presented the *Inclusive Judaism* Project at the Museum Association Conference
- Sector partners and networks have shared their work within the sector and beyond, including Knowledge Quarter.



'I wanted to reach out to you after seeing your really interesting talk at the Museums Association conference about the Jewish museum image library. It really inspired me in terms of my own work.'

- Museum Professional, Liverpool

## 5. Contribution to furthering of Culham St Gabriel's Strategic Objectives

### **Promoting positive public perception of an education in religion and worldviews**

The *Inclusive Judaism* Project is a vibrant, exciting contribution to education in religion and worldviews. In reaching out to intersectional partners and representing a diversity of Judaism in the images that we collect and use, we strive to highlight connections between Judaism and the individual, the student, the teacher.

All *Inclusive Judaism* Programming, from the online Image Library to the Teachers CPD, will reflect this vibrancy in the overall design and presentation.

### **Influencing government policy in supporting religion and worldviews, including the recommendations of the Commission on RE (2018)**

The *Inclusive Judaism* Project is inspired by the recommendations of the Commission on RE. In the early stages of this project, we researched into the findings of this report to influence the diversity links and community partners we have reached out to – partners that represent a variety of religious practices, beliefs and worldviews. The *Inclusive Judaism* Project will equip teachers with resources that support the CoRE Report.

### **Advocating for the importance of a high-quality education in religion and worldviews within the education world**

Through the *Inclusive Judaism* Project we will provide teachers and students with high-quality images and resources to support their understanding of Judaism. We will provide teachers with the literacy and training to best communicate the rich diversity and intersectionality of Judaism in their classrooms.

## 5. Contribution to furthering of Culham St Gabriel's Strategic Objectives

### **Developing excellent leadership and teaching of religion and worldviews**

The Jewish Museum London hosts an award-winning Learning Programme as winners of the Sandford Award and Learning Outside the Classroom badge holders. Through the *Inclusive Judaism Project*, we continue to strive to use our expertise and specialism to further our high standard of education in religion and worldviews within our Teachers CPD, Learning Websites, School Workshops.

### **Facilitating the Religion and Worldviews community to work more cohesively.**

We have reached out to a range of intersectional Jewish partners including orthodox Jewish synagogues, secular humanistic Jewish communities, LGBTQ+ Jewish Networks, Black Jews, Sephardi Jews and Mizrahi Jews – to name a few.

The *Inclusive Judaism* project will give a space to all of these Jewish religious and worldviews communities to share a platform and be represented holistically and cohesively. On our *Inclusive Judaism* Image Library, teachers and students will be able to learn about and use images from all of these communities in their teaching on Judaism.



## 6. Learning points for you and/or Culham St Gabriel's

### **Cross-departmental work is key in inclusion**

How can we be most successful in the implementation of inclusive practice?

### **Inclusion looks different to different people.**

What does inclusion look like when not everyone wants to be included?

### **The sensitivities of worldviews**

How best can we represent worldviews in public education settings when worldviews are so personal and sensitive?  
How can we use photos without revealing identity?

### **Inclusivity of?**

How can we ensure that inclusivity is not solely reflected in content, but in all aspects of the programme (practice, structure, strategy etc.)

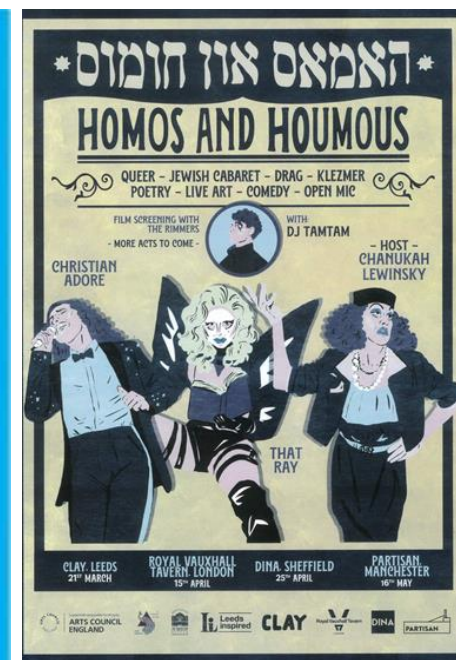
## 6. Learning points for you and/or Culham St Gabriel's

**Cross-departmental work is key in inclusion** How can we be most successful in the implementation of inclusive practice?

We believe that the success of the project was largely due to the cross-departmental approach of the entire organisation.

The core Inclusive Judaism Project Team was made up of members from the museum's Learning Team, however, with much collaboration from the wider museum team. As everyone was aware, passionate and on board with the value's of the project, all members ensured to promote the project in their individual work as much as possible – widening the reach of the Inclusive Judaism Project and ensuring its overflow into other segments of the museum. **For example:**

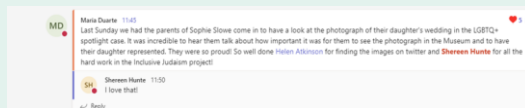
- Following the video created with Rabbi Romain and Rabbi Mitchell for the Inclusive Judaism Project, the **Retail Team** sold their book in the Jewish Museum shop. This book is now promoted in our Inclusive Judaism CPD.
- Following a meeting with Homos and Houmous, a queer Jewish cabaret group, regarding the hire of an event space at the museum, the group became aware of the Inclusive Judaism Project. Though the group did not have relevant curriculum-linked images, they were keen to have their worldviews represented and donated images to the museum's core collection via **The Collections Team**. This acquisition will be used in the museum's 'Please Touch' school workshops.
- The entire three-staged process of the Inclusive Judaism Project has been greatly supported by each team of the museum - from contemporary collection to the showcase of images and beyond – **see case study on the next page.**



## 6. Learning points for you and/or Culham St Gabriel's

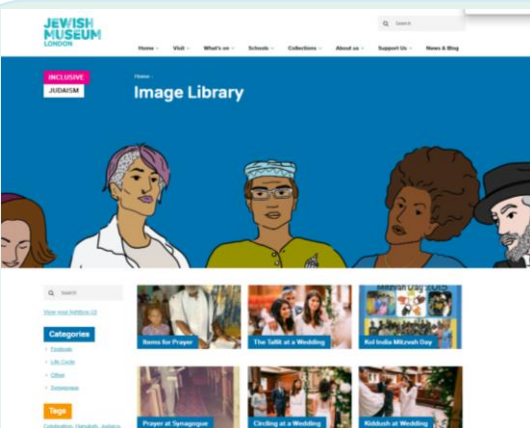
### A Case Study

**Cross-departmental work is key in inclusion** How can we be most successful in the implementation of inclusive practice?



'Last Sunday we had the parents of Sophie Slowe come in to have a look at the photograph of their daughter's wedding in the LGBTQ+ spotlight case. It was incredible to hear them talk about how important it was for them to see the photograph in the Museum and to have their daughter represented. They were so proud! So well done Helen Atkinson for finding the images on twitter and Shereen Hunte for all the hard work in the Inclusive Judaism project!'

- JML Collections Officer



1. Community shares image on social media

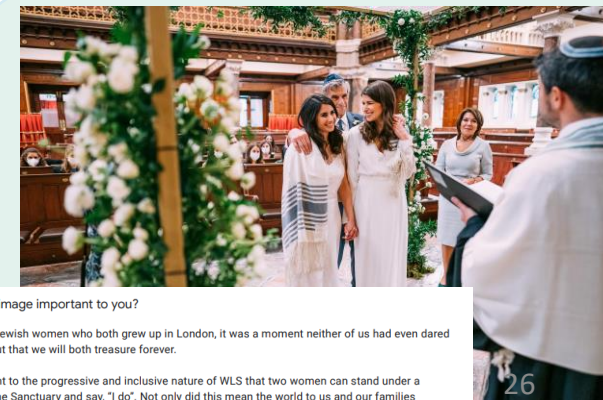
2. Social Media Team reaches out and passes details to Inclusive Judaism Project Team



6. Community and family visits the museum to see the image displayed and keen to get further involved.

5. Images shared in Teachers CPD, uploaded on Image Library and exhibited in Spotlight Case

3. Community agrees to take part in Inclusive Judaism Project



4. Curatorial Team process Community Submission Forms and officially accessions image in JML Collection

Why is this image important to you?

As two gay, Jewish women who both grew up in London, it was a moment neither of us had even dared to imagine but that we will both treasure forever.

It is testament to the progressive and inclusive nature of WLS that two women can stand under a chuppah in the Sanctuary and say, "I do". Not only did this mean the world to us and our families (particularly as Sophie's parents also got married at WLS 40 years earlier), it struck a chord with many thousands of people around the world. Jess shared the post below on Twitter after the wedding and, within a few days, it had been liked 132K times!



## 7. Next Steps for your project

Throughout the Inclusive Judaism Project, we have identified the need for further resource to facilitate relationship building with the Jewish community. Though the initial stages of contemporary collection has proved fruitful, we have realised the need to further invest time and resource to develop trust and build people-first connections with the museum, our programming and thus, the Inclusive Judaism Project.

**We will further build trust with Jewish community and develop a truly inclusive strategy by:**

- Investing more resource and time in community relationships
- Prioritising community's voice in Inclusive Judaism
- Delivering a community collection tour, funded by the Association of Independent Museums (AIM)

Educators have received the Inclusive Judaism Project extremely well and many have suggested the need for more images and a wider reach of these images across further educational platforms.

**We may widen the reach of Inclusive Judaism images in education by:**

- Collaborating with academy trusts
- Collaborating with textbook publishers
- Collaborating with Exam boards
- Developing a Jewish Museum teachers network



'Please keep updating the image bank to keep it as contemporary as possible. This has been really useful, I thought I was quite knowledgeable about Judaism, but I've learnt so much! Thank you!'

## 8. How are you working to ensure your project is sustainable in the long-term?

**We will ensure the project is sustainable in the long-term by:**

- Embedding Inclusive Judaism images into our museum programming and practice.
- Accessioning all Inclusive Judaism images into the museum's core collection.
- Continuing to prioritise the contemporary collection of images of diverse worldviews, and updating the Image Library.
- Furthering relationships with community partners.
- Committing to the Inclusive Judaism Manifesto.

### **Jewish Museum's Inclusive Judaism Manifesto**

The generous funding of Culham St. Gabriel's has allowed us to create a strongly grounded foundation to the Inclusive Judaism Project and as a result, over the past year, we have developed our three proposed outcomes: contemporary collection, an image library and teachers' CPD sessions. However, we want to ensure that this project exists beyond this one-year funding opportunity.

To ensure that the Inclusive Judaism's aims will continue to be a priority to the museum, we have created a Jewish Museum Inclusive Judaism Manifesto in which each team has shared how Inclusive Judaism has informed their practice over the past year and importantly, how they will commit to the inclusivity of worldviews going forwards.

## 8. How are you working to ensure your project is sustainable in the long-term?

### Inclusive Judaism Manifesto

	In 2021, Inclusive Judaism has informed our practice by:	Going forwards, we commit to Inclusive Judaism by:
<b>Formal Learning Team</b> Responsible for school learning, higher education and teacher training	<ul style="list-style-type: none"> <li>Using Inclusive Judaism Images in virtual and onsite school workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring Inclusive Judaism Images are used in all relevant workshops, onsite and online.</li> </ul>
<b>Informal Learning Team</b> Responsible for family learning, autism friendly events, dementia workshops, tours and talks.	<ul style="list-style-type: none"> <li>Using Sophie Slovic's gay wedding image in Love is Love: LGBTQ+ History Tour. This image was collected as part of the Inclusive Judaism Project.</li> <li>Directing family visitors to the LGBTQ+ spotlight case which showcased Inclusive Judaism images during the Hanukkah Family Days.</li> </ul>	<ul style="list-style-type: none"> <li>Embedding Inclusive Judaism images into Curious Minds Dementia Friendly introduction activity.</li> <li>Including an Inclusive Judaism Images in the Women of Worth: Women's History Tour</li> <li>Including an Inclusive Judaism Image in the Open Age Jewish Year Phone Tour</li> </ul>
<b>Operations Team</b> Responsible for the smooth-running of the museum, including volunteers and visitor experience.	<ul style="list-style-type: none"> <li>Restocking Inclusive Judaism Flyers and promoted the programme to visitors at Front Desk</li> <li>Promoting Inclusive Judaism Project in monthly museum 'What's On' Newsletter and Volunteer Newsletter.</li> <li>Using U Banner Station across museum</li> <li>Engaging in conversation with visitors and encouraging participation in</li> </ul>	<ul style="list-style-type: none"> <li>Including information in security handbook</li> <li>Continuing to disseminate flyers across the museum</li> <li>Incorporating Inclusive Judaism section in Staff and Volunteer Training.</li> <li>Ensuring all museum staff receive Unconscious bias Training</li> </ul>
<b>Events Team</b> Responsible for organisation of external events onsite at the museum.	<ul style="list-style-type: none"> <li>Creating space for Inclusive Judaism station in and around in events.</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging event attendees to engage with Inclusive Judaism banner and station.</li> <li>Including a section dedicated to Inclusive Judaism on the event feedback form, encouraging attendees to engage and/or donate.</li> </ul>

### Inclusive Judaism Manifesto

	In 2021, Inclusive Judaism has informed our practice by:	Going forwards, we commit to Inclusive Judaism by:
<b>Curatorial and Collections Team</b> Responsible for the management, collection and interpretation of the museum's objects	<ul style="list-style-type: none"> <li>Using numerous Inclusive Judaism contemporary collected images in the museum's spotlight case and the new acquisition's case, making images accessible to all onsite.</li> <li>Informing the development of the Inclusive Judaism Collection Forms to ensure in line with Internationally Recognised Collection Standards</li> </ul>	<ul style="list-style-type: none"> <li>Including Inclusive Judaism information in all object donation forms and emails.</li> </ul>
<b>Social Media Team</b> Responsible for communications across all museum social media platforms and websites	<ul style="list-style-type: none"> <li>Creating campaigns across social media platforms in line with Jewish Festival Days and day/month-long observances.</li> <li>Seeking out relevant images and connections across social media.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to seek out relevant images to contemporarily collect across social media.</li> <li>Continuing to do call-outs during Festivals and Observances.</li> </ul>
<b>Retail Team</b> Responsible for buying and merchandising	<ul style="list-style-type: none"> <li>Selling Rabbi Romain and Rabbi Mitchell's Inclusive Judaism book in shop.</li> <li>Seeking out more diverse stories and merchandise to be sold.</li> </ul>	<ul style="list-style-type: none"> <li>Selling Inclusive Judaism merchandise with trademark illustration in shop.</li> </ul>





## 9. Statement of Expenditure by Eliana Mendelsohn

The below budget breakdown maps our expenditure for the project as a whole.

Category	Description	Total Budget	Actual Spend	Total Spend
Staffing	Delivery of Inclusive Judaism Project	£1,535.00	£1,535.00	£1,535.00
Image Library Creation	Digital build of resources for teachers to help normalise use of truly diverse, intersectional and inclusive resources when teaching Judaism in classrooms.	£3,100.00	£3,000.00	£3,000.00
Teachers' CPD	Enhancing knowledge and providing tools and confidence to teach Judaism inclusively with the Image Library resources.	£500	£740.00	£740.00
Partner Expenses	Reaching out to community for contemporary collecting for the Image Library.	£500	£353.89	£353.89
Total	Total spend on project	£5,635.00	5,628.89	5,628.89

## 9. Statement of Expenditure by Eliana Mendelsohn

The below budget breakdown maps our expenditure for Staffing budget.

Resource	Description	Total Budget	Actual Spend	Total Spend
Jan-Dec Delivery staff salary	Delivery of Inclusive Judaism Project	£1,535.00	£1,535.00	£1,535.00

The below budget breakdown maps our expenditure for Image Library Creation budget.

Resource	Description	Total Budget	Actual Spend	Total Spend
Image library	Digital build of resources for teachers to help normalise use of truly diverse, intersectional and inclusive resources when teaching Judaism in classrooms.	£3,100.00	£3,000.00	£3,000.00

## 9. Statement of Expenditure by Eliana Mendelsohn

The below budget breakdown maps our expenditure for Teachers' CPD budget.

Resource	Description	Total Budget	Actual Spend	Total Spend
Illustrations	The creation of a demonstrable resource of inclusivity and diversity to use in the Teachers' CPD as a tool plus a brand for the project		£250.00	£250.00
Zoom meeting add on	Large meeting add on for the quantity of registrations for the Teachers' CPD in March		£40.00	£40.00
RE Today Marketing	Marketing of Inclusive Judaism project to reach more teachers across the country		£450.00	£450.00
Total	Total spend on Teachers' CPD	£500.00	£740.00	£740.00



## 9. Statement of Expenditure by Eliana Mendelsohn

The below budget breakdown maps our expenditure for Partner Expenses budget.

Resource	Description	Total Budget	Actual Spend	Total Spend
Jewish Renaissance advert	Reaching out to community for contemporary collecting for the Image Library		£220.00	£220.00
Flyers	Reaching out to community for contemporary collecting for the Image Library		£43.89	£43.89
Partner Merchandise	Thank you gifts and promotional merchandise for past and future partners		£90.00	£90.00
Total	Total spend on partner expenses	£500.00	£353.89	£353.89