

PROSPECTUS

SEPTEMBER 2020 – AUGUST 2021

JEWISH YEAR 5781



WEST LONDON SYNAGOGUE
Religion School

WLS Religion School



Our Educational Philosophy

Inspiring Jewish Education and Community Life

At West London Synagogue, we believe in education that is based on Progressive Jewish values of equality, mutual respect, concern for others and caring for the environment. Education that is sensitive, flexible, creative and dynamic, like the world in which we live. We constantly strive to adjust our curriculum and methods to the children of today, who are the leaders of tomorrow.

Over the past two years we have taken the time to talk to our teachers, the parents, and most importantly, our students, in order to learn what the strengths of our programme are and what can be improved. For this year we have added more special workshops, unique events, creative art projects in the spirit of Judaism, engaging class projects and fun activities to make sure our students receive the most relevant and meaningful Jewish education.

Our educational programme combines lessons with our wonderful team of teachers, lessons with WLS's Rabbis, and guest lecturers - who are experts in their field and represent Jewish leadership in art, science, and politics.

Learning How to Be, Not Learning About

We want our students to learn how to be. Instead of studying 'about' Judaism, we want them to learn to live a modern Jewish life, to celebrate sacred time, to love their history and to think seriously about their relationships with their fellow students. We want them to reflect on who they want to be, not just what they want to be, and we believe that our educational programme should give them the tools to make these decisions. Our curriculum evolves with the students as they grow up, each year confronting them with harder questions and wider topics and concepts.

We aim to be the cutting-edge synagogue for Jewish education and Hebrew studies. We put a lot of emphasis on using modern, enjoyable, engaging and innovative teaching methods and always trying to stimulate discussions, creative thinking and dialogue between Jewish ethics and modern living.

Learning Through Exploring

We believe that modern education should 'break the walls' of the classroom, offering the students a chance to explore and experience as much as possible. This is why each class has day trips during the year, which includes visits to other synagogues, mosques, churches, museums and galleries.

We use technology to enrich our programme and to allow our students to learn about Jewish life around the world, for example by having joint Skype lessons with Reform Jewish children from the Leo Baeck Education Centre in Haifa, Israel. We encourage our teachers to use media, technology, games, and art in order to 'bring our programme to life' in the most exciting way.

The Home

We want the seeds that are being planted in our school to grow and evolve at home. We encourage the parents and families to be involved in the students' experience at our school. For that reason, we have created the Parents Learning Project, a one-of-a-kind parents' course during Sunday mornings several times a year, with a curriculum that touches some of the main topics the students are learning during their time with us. The course will also include parenthood lessons with topics like relationships, internet safety and children's mental health.

This year we will introduce lessons for parents on specific topics and particularly explore rabbinic literature, the Torah and the Siddur.

G'sharim - Building Bridges, Connecting Our Community

One of our main focus points is to build and strengthen the connections and relationships between different parts of our community. Each class will have at least one project during the year that will be a collaboration between two classes of different ages or a project that will involve different parts of our community. These half-term-long projects will end with the students taking part in a special community event or in an Erev Shabbat/Shabbat Morning Service.

Our goal is to create strong relationships between the students and their classmates, between students from different classes and between the students' families. We want to establish more interactions and better connections between Religion School families and the wider community.

G'sharim Projects for 5781 (2020/2021):

Please note that these events might change due to Covid-19, or will have an online alternative.

Aleph and Bet: Family Erev Shabbat - families will share a special Shabbat dinner led by one of WLS's Rabbis. Each of the classes will learn about different aspects of Shabbat in the few lesson before the joint Shabbat dinner.

Gimmel and BM1: Kabbalat Siddur Service - BM1 students will share lessons on the Siddur with Gimmel students and both classes will join a Shabbat Morning Service for 'Kabbalat Siddur Service'. During the Shabbat Service each child will receive a personal Siddur, a *Kol Rinah* for Gimmel and a regular Siddur for BM1 for the beginning of their BM programme. Each Siddur will have a personal dedication from the parents to their child.

Gimmel: WLS Through our eyes - art exhibition - A unique art exhibition done by our Gimmel students, exploring the past, present and future of WLS, and expressing it through art from their point of view as individuals and as a class.

Dalet: Creating 'Our Community' Leaflet - our Dalet students will interview parents, grandparents, Rabbis, and other members of the community to create the first ever 'Community Leaflet' made by Religion School students. The process of creating this will allow them to get to know other parts of our community, and to think about the meaning of being a part of community. The leaflet will be printed and will also have an online version to add to WLS's website.

Dalet, Hey and Vav: Social Action - students from all three classes will have a full half-term to learn about Social Action through the eyes of Reform Judaism. Each class will be focusing on learning and researching a different topic (Dalet - The Environment, Hey - Poverty and Homelessness, Vav - Refugees and Asylum Seekers). The students will be challenged to come up with ideas of how to make a change in these issues. At the end of the term, each class will create its covenant and a letter of questions and requests addressed to their local MPs. This will be presented in front of the parents in a forum that will include government representatives and a WLS Rabbi to answer their questions.

Vav: The Czech Memorial Scrolls Project - students will have a half-term-long project about the Czech Memorial Scrolls and will take part in our International Holocaust Memorial Day Service, sharing with the community what they have learnt during this term. Besides visiting the Czech Scrolls Museum, the class will have two lessons with one of WLS's Rabbis, to prepare for the special service.

BM2: Leadership in Our Community - as part of their preparations for our Teen Programme, BM2 students will meet some of our community leaders and Young Leaders in a special intergenerational forum. They will have a chance to meet other people from our community, and to think on their future as the next generation of young leaders.

Our Core Values

These core values are at the heart of every WLS activity and a part of all classes' curriculum:

- **Jewish Ethics and Hebrew**
- **Social Action and the Environment**
- **Interfaith and Peace**

Social Action is a significant part of each of the classes' curriculum and is a main focus-point for our BM Programme through the BM Social Action Project. All of our Social Action projects will be in collaboration with WLS's Head of Social Action, Nic Schlagman.

Our Teachers

Each class has a teacher and an assistant. Our teachers have different qualifications in different areas of expertise. We have qualified teachers, qualified Jewish studies teachers (Leo Baeck College certificate/degree) and teachers with an M.A in Arts, Theatre, Music, History or other areas of expertise. We believe that a good teacher is one of the most important parts of a child's education and we take much pride in our team of teachers.

Our assistant teachers (16+) are students who have completed our Hadracha course (teaching/leadership course) and are all young members of our community.

All of our teachers, assistant teachers and admin team have a 'Safeguarding of Children' training in the beginning of each school year, and they all have a DBS Certificate. For more information about our Safeguarding Policy please see page 30 (in this prospectus), or visit WLS website: www.wls.org.uk for the full policy.

Jewish Festivals

We have special activities for our students and families for all the Jewish Festivals. These include Rosh Hashanah and Yom Kippur Family Services, Sukkot (Family Sukkah decoration), Chanukah party, Tu-Bish'vat Eco-Synagogue day, Pesach Seder, Shavuot Limmud celebration and special evening school, and much more (due to Covid-19 this year some events will take place online).

Our Annual Sunday morning Purim Celebration is a huge 'all family' party! Bouncy Castles, Rodeo Bull, special toddlers' floor, costume competition and much more!

The different festival activities are planned in collaboration with our Rabbis, aiming to further strengthen the bonds between Religion School families and the rest of the community.

Yom Tarbut - Theme Days and Special Kehillah*

During the year we will have six Theme Days on changing topics. During these days all classes will be studying the same topic and will be sharing a special and longer than usual Kehillah Service at the beginning (and sometimes also at the end) of the day. The parents are invited to join the special Kehillah Service and will be informed in advance. The Theme Day topics will change from year to year. *there will be no Kehillah during Covid-19 times.

5781 Yom Tarbut Topics:

[Jewish New Year and Yom Kippur](#) - Forgiveness and new beginnings

[Mitzvah Day](#) - a special Mitzvah Day school/class project

[Eco Synagogue](#) - in the Spirit of Tu Bish'vat

[Israel and the Jewish People](#)

[Shavuot Evening Religion School](#) - celebrating Jewish Education and the festival of Shavuot

The first Yom Tarbut will also be the first day of the year and will include a short family gathering in the classrooms (with the students and the class teacher) after the special Kehillah. Parents are invited to join us at our special Kehillah on each Yom Tarbut, in addition to the regular Kehillah we have every Sunday morning.

Hebrew

We believe that Hebrew is a key ingredient of our Jewish heritage and is a part of what connects us with Jews from different eras and different parts of the world.

Last year we introduced and implemented a new Hebrew teaching method (based on the Rosenwasser Method) that will help us raise the standard of Hebrew among our students. The method uses 'memory tags' for letters and vowels, making it easier to learn Hebrew from scratch.

We believe that when the students enjoy their time here, they are more open to learn. This is why alongside this method and a specific Hebrew book for each class, the lessons are planned around creative games that enhance the class's Hebrew level.

In order to make sure no one is left behind, we have a team of Hebrew Tutors who will create a personal, time limited plan for new students or students that are struggling with Hebrew. The tutors will be using the same teaching method but in personal one-to-one lessons. This will give the students the skills they need to re-join their class's Hebrew lesson.

The Hebrew books will be provided to the students at the beginning of the year and are kept with us during the week. The books are then given to the students every Sunday before the lesson.

Tzedakah - Charity

Each class has a Tzedakah box and the students are encouraged to donate during the year. At the end of the year the money they have collected will be donated to a charity of their choice. The charity is chosen solely by our students, with guidance from WLS's Rabbis, Teachers and Social Action Team.

Music and Singing

Every Sunday, classes Gan-Vav will be joining our Community Musician, Maya Levy, for a 20-minute music lesson in which they will be learning Hebrew songs, prayers and tunes. We also have our Children's Choir led by Maya, every Sunday (12:30-13:00). Students of all classes (including BM1 & BM2) are welcome to join (due to Covid-19, Singing will not be allowed and our singing lessons will return only when circumstances/government guidelines will allow it).

Security

The security and safety of our students is our first priority. We work in coordination with CST (The Community Security Trust - a British charity established in order to ensure the safety and security of the Jewish community in the UK), WLS's Head of Security, Julia Markson, and WLS's Health and Safety Manager, David Greenbury.

As in previous years, and on top of our professional security guards, parents will be allocated a security duty (maximum once a term) which will be mandatory. We believe it is vital for parents and members of the synagogue to take part in this crucial task. A parent on security duty will be standing at the door in the beginning and end of school days and looking around the premises during the day.

Healthy Eating Policy - 5781

We believe that healthy eating and healthy attitudes to food are vital to the physical and mental wellbeing of our students. For this reason, we have created this new **Healthy Food Policy**, these are the guidelines and our approach to food during school days and in any other activities we have throughout the year.

Drinking Water in the School

Children can access free and fresh drinking water throughout the school day.

Children are encouraged to bring their own water bottles into their classrooms and can drink water whenever they feel thirsty.

Food Throughout the School Day*

In our school's cafeteria (Café Boo) we have replaced all of the snacks with snacks that are low on sugar, fat and sodium.

We sell only energy bars that are marked as healthy snacks and natural fresh fruit juice with no added sugar.

We are selling fruits and vegetables like apples, bananas and other changing seasonal fruits (50p for a choice of two).

We try to avoid using sweets as a reward during lessons or as part of our teaching methods and games.

We ask that no foods containing nuts are brought into the school in order to protect children with allergies (on top of the regular kosher restrictions of the building, i.e. seafood, meat, etc.).

*** Due to Covid-19, students will be asked to bring food from home until further notice.**

On Jewish Festivals and Special Events

On special events where we serve food (usually early dinner – Sukkot/Chanukah/ Shavuot etc.) we always provide children with a warm, healthy and nutritious options alongside fresh fruits and a choice of vegetables.

If we do offer chocolates and sweets, we give it to the parents and only at the end of the activity/service and after the children have already eaten. The only exception to this is our Purim party/family event, where we sometime have a candyfloss and popcorn machine as part of our celebration.

During Day Trips and Residential

During day trips we send with the class teacher a bag with healthy snacks and fresh juice from our cafeteria. This is given to the students during the day trip at no cost.

During residential where students are eating more than one meal, we always plan a menu that contains the recommended amount of protein, vitamins and minerals from fresh and healthy sources.

Buying Food Outside the School During the Day

We do not allow students under the age of thirteen, and that are not a part of our Teen Programme - Tripod, to leave the premises* of the school during the break in order to buy food and drinks from nearby shops. This is to avoid the students (mainly ages ten and up) buying coffee, sugary drinks and sweets that effect their ability to learn and concentrate.

***This is also a part of our safety and security policy (due to Covid-19, no students will be allowed out during the day, regardless of their age).**

General Information

There are 10-25 students in each class from Gan - BM2. BM1 and BM2 classes are our Bar/Bat Mitzvah years and are a part of our BM Programme.

We open every Sunday at 10:00 with Kehillah (a joint gathering) for Aleph - Vav and a separate Kehillah for BM1 - BM2. On Tarbut Days, a special Kehillah will be held for all classes together.

Classes:

| Class (Kitah) | UK School | USA Grade | Age | Date of Birth |
|---|-------------|------------------------------------|-------|--------------------------|
| Gan | Reception | Preschool | 4-5 | 1 Sep 2015 - 31 Aug 2016 |
| Aleph | Year 1 | Kindergarten | 5-6 | 1 Sep 2014 - 31 Aug 2015 |
| Bet | Year 2 | 1 st | 6-7 | 1 Sep 2013 - 31 Aug 2014 |
| Gimmel | Year 3 | 2 nd | 7-8 | 1 Sep 2012 - 31 Aug 2013 |
| Dalet | Year 4 | 3 rd | 8-9 | 1 Sep 2011 - 31 Aug 2012 |
| Hey | Year 5 | 4 th | 9-10 | 1 Sep 2010 - 31 Aug 2011 |
| Vav | Year 6 | 5 th | 10-11 | 1 Sep 2009 - 31 Aug 2010 |
| BM1 | Year 7 | 6 th | 11-12 | 1 Sep 2008 - 31 Aug 2009 |
| BM2 | Year 8 | 7 th | 12-13 | 1 Sep 2007 - 31 Aug 2008 |
| Tripod | Years 9-11 | 8 th -10 th | 13-16 | |
| Madrichim (Assistant Teachers) | Years 12-13 | 11 th -12 th | 16-18 | |

Break Time and Café Boo*

Break is a good time for making friends and the students can enjoy a variety of fun activities such as football, table tennis and various giant games. We also offer a café with healthy snacks and drinks for the children to buy or they are very welcome to bring their own food. **(Please note that no meat, shellfish or nut products may be brought on to the premises).**

* Café Boo will not be operating during Covid-19 times

First and Last Day of School

We start the year with an Introduction Day for students and families. During this day the students will have a chance to meet their classmates after the long summer break and their new teacher. It will also be an opportunity for the parents to get to know their child's teacher and to meet other parents in a short family gathering of each class. The last day of school will be a Celebration Day and each student will receive a certificate of completion.

Religion School Scholarship Fund - Families for Families

At WLS we believe that money should absolutely not be an obstacle to participation in our community's life, and it is a WLS policy that no child will be excluded from any educational activity due to financial difficulties.

Over the past two years we were able to help all of our students and families who were in need of financial support, solely from our Religion School Scholarship Fund.

Thanks to the generous donations of parents and families, we were able to allow more children to join Religion School, take part in residential or other special activities, and to have their BM tutoring sessions.

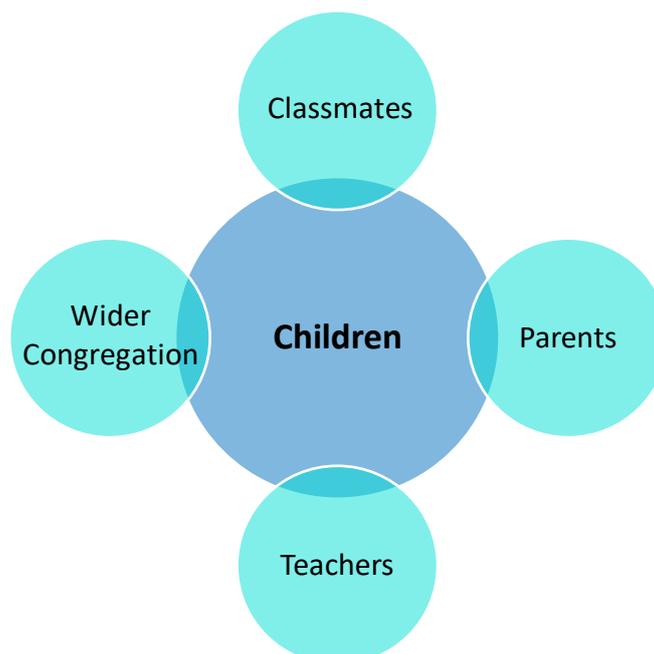
Our Scholarship Fund and the way families in our community support each other is a great source of proud for our school.

Our Educational Thinking

Learning to be...

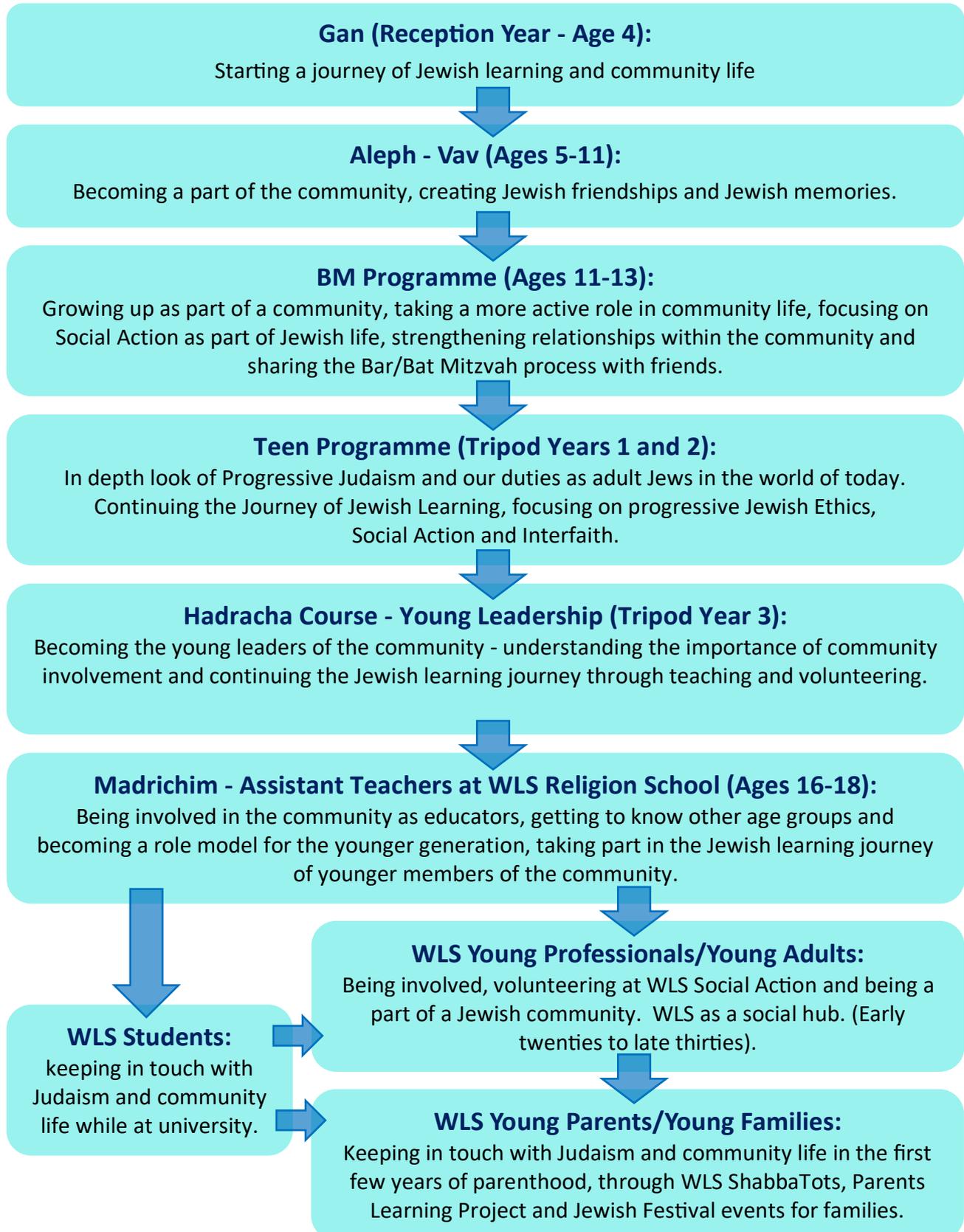


Focusing on Relationships in Our Synagogue



Thinking of Education as Part of Our Community Life

The educational path and involvement at WLS - from tots to young leaders to involved adult members:



Our Educational Programme

Gan - Reception Year: The Beginning of the Jewish Learning Journey

The Gan programme has been designed around creative art, singing, music, drama and other creative and engaging experiences. It includes a gentle introduction to the Jewish Festivals, Bible Stories, Shabbat and the Hebrew Letters. This relaxed year of exploration is their first step in the Jewish Learning experience, and we aspire to make it as interesting and enjoyable as possible so that they are excited to start Kitah Aleph the following September.

Our Goal

Our main goal is to ensure the children feel welcome and enjoy their time here, making the synagogue a place that they want to come to. We focus on the personal growth of each child as well as the class as a whole. Each Sunday we have a variety of activities that target both the individual growth of the child and the bonds within the group, strengthening relationships and creating friendships.

Jewish Studies - Overall Theme

Sessions are designed to offer a gentle introduction to the rituals, stories, sounds, smells and tastes of the Jewish year. One of the key focus points is bible stories and important biblical characters such as Abraham and Sarah, Moses, Miriam and Aaron. Each Term will focus on different values through these stories and characters such as: leadership, friendship, hospitality, caring for animals, respecting others, growing into the learning community at WLS (through the story of becoming the children of Israel) and more.

Hebrew

Hebrew is taught using an introduction to the Rosenwasser method. The letters that will be taught (phonetically) each week will create words that are related to the topic of the lesson. To practice and memorise new letters we are using various methods such as painting, printing, jigsaws, Playdough, music, videos and more.

The Environment

Kitah Gan are taught in our beautiful Children's Synagogue, which will be familiar to those who have attended our ShabbaTots Services. The ratio of staff to children is higher so they can receive plenty of attention and support as they play and learn. They also spend some time each week singing together with Kitah Aleph students, led by Maya, our Community Musician. At the end of each morning there is a weekly Shabbat party and kiddush, which all Gan parents are invited to join.

Kitah Gan - Curriculum at a Glance:

| Term | Educational Objective | Theme | Lesson Subject | Main Values or Goals |
|----------------|---|--|---|--|
| 1.1 | New beginnings and new friends | Rosh Hashanah, Yom Kippur and Sukkot | Yom Tarbut Jewish New Year: forgiveness, new beginnings | Rosh Hashana and Yom Kippur |
| | | | Shofar, Apple, Honey, Lulav, Etrog | Symbols of the Jewish new year |
| | | | Yom Kippur | Saying sorry and forgiving |
| | | | Sukkot | Hospitality, and friendship |
| Hebrew letters | | | א, ב, ג | |
| 1.2 | The people who begin the Jewish story and the story of Chanukah | Biblical stories and what can we learn from them today | Abraham and Sarah | The first family |
| | | | Moses, Miriam, and Aaron | The first leaders of our people |
| | | | Moses and Aaron | Listening and helping each other |
| | | | The story of Noah | Noah's ark |
| | | | The story of Noah | Noah's ark |
| | | | Chanukah | Story and traditions of Chanukah |
| Hebrew letters | | | ה, ח, ט, י, ב | |
| 2.1 | Mitzvot - hospitality, Looking after animals, and the value of love | Abraham and Sarah, Judaism and nature | Mitzvah in Judaism | What is a Mitzvah? |
| | | | Mitzvah in Judaism | Helping a friend |
| | | | Abraham and Sarah story | The value of hospitality |
| | | | Animals and us | The value of love |
| | | | Tu-B'shevat | The birthday of the trees |
| 2.2 | Leadership and freedom | The stories of Pesach and Purim – | Pesach - leadership and freedom | The story of the Haggadah |
| | | | Pesach - traditions | Seder Night, Seder plate, Matzah |
| | | | Purim - Megilat Esther | Being a hero like Esther and Mordechai |
| | | | Hebrew letters | |
| 3.1 | Receiving the Torah and becoming the people of Israel | After the Exodus, Miriam – a woman leader, Shavuot | Yom Tarbut Israel and the Jewish People | Between Egypt and the Land of Israel |
| | | | After the Exodus | The Journey of the people of Israel |
| | | | Miriam's tambourine | Miriam – a woman leader |
| | | | Becoming the people of Israel | The Ten Commandments |
| | | | Tikkun Leil Shavuot: Evening Religion School | Shavuot - celebrating the receiving of the Torah |
| Hebrew letters | | | פ, ף, ס, ץ, ך | |
| 3.2 | Becoming the big family of Israel | Jacob, Leah, Rachel and the story of Josef | Jacob, Leah and Rachel | Becoming the big family of Israel |
| | | | Jacob's name changed to Israel | Why are we Israel? |
| | | | The story of Josef | Family and forgiveness |
| | | | End of the year class celebration | |
| Hebrew letters | | | א, ך, ן, ף, ץ, ן | |

We have designed our Gan programme following the guidelines for learning areas and standards of the Early Years Foundation Stage (EYFS), some of which are: communication and language, physical development, personal, social and emotional development, understanding the world and expressive arts and design.

Kitah Aleph - Curriculum at a Glance:

| Term | Educational Objective | Theme | Lesson Subject | Main Values or Goals |
|------|-------------------------------------|--|---|---|
| 1.1 | Learning to think about who I am | Me, my family and Religion School | Yom Tarbut Jewish New Year: forgiveness, new beginnings | Rosh Hashana, Yom Kippur and forgiveness in Judaism |
| | | | Simchat Torah | Learning and growing |
| | | | Mi Ani – who am I | Getting to know each other |
| | | | My family | Getting to know each other |
| 1.2 | My Jewish experience of sacred time | Shabbat | Our class mitzvah | Preparation for Mitzvah Day |
| | | | Yom Tarbut Mitzvah Day Doing something good for others | Mitzvah Day - being a part of the wider Jewish community |
| | | | Shabbat – the story of creation | Learning about Shabbat |
| | | | Shabbat with my family | Inviting my family to Shabbat dinner – creating the invitations |
| | | | Kiddush: Challah, candles, wine | The traditions of Shabbat |
| | | | Chanukah | The story of the Oil Lamp |
| 2.1 | Being part of the Jewish people | The Jewish Year | A year with Shany | Sukkot |
| | | | A year with Shany | Tu Bish'vat |
| | | | A year with Shany | Purim |
| | | | A year with Shany | Shavuot |
| | | | Yom Tarbut Tu-B'shevat and Eco Synagogue | Judaism and the environment. Can we go greener? |
| 2.2 | Being a part of my community | West London Synagogue: Community and History | The story of the WLS dome | Generosity and helping others |
| | | | Creating a dome | Generosity and helping others |
| | | | Pesach | Mah Nishtanah? |
| 3.1 | My connection to the land of Israel | Tal the Tour Guide | Yom Tarbut Israel and the Jewish People | The Jewish people and Israel – from land to state |
| | | | Tal the tour guide | Important places in Israel |
| | | | Tal the tour guide | What is the Kotel and why is it important |
| | | | Writing prayers in the wall | The holiness of Jerusalem and the Jewish centre for our prayers |
| | | | Tikkun Leil Shavuot: Evening Religion School | Limmud – a Jewish tradition of learning, the story of Shavuot |
| 3.2 | My responsibilities | Tzedakah | Making a Tzedakah Box | Tzedakah at home |
| | | | Making a Tzedakah Box | Tzedakah at home |
| | | | My Religion School Friends | Making a gift to a friend |
| | | | End of the year class celebration | |

G'sharim Project: Family Shabbat Dinner

Kitah Bet - Curriculum at a Glance:

| Term | Educational Objective | Theme | Lesson Subject | Main Values or Goals |
|------|-------------------------------------|--|---|---|
| 1.1 | Learning to think about who I am | Biblical Characters: Josef, Jacob & Esau | Yom Tarbut Jewish New Year: forgiveness, new beginnings | Rosh Hashana, Yom Kippur and forgiveness in Judaism |
| | | | Jacob wrestling with the angel | Why are we Israel |
| | | | Jacob & Esau | Jealousy and its outcome |
| | | | Josef and his brothers | Forgiveness |
| 1.2 | My Jewish experience of sacred time | My time off – me and my family | Our class mitzvah | Preparation for Mitzvah Day |
| | | | Yom Tarbut Mitzvah Day Doing something good for others | Mitzvah Day - being a part of the wider Jewish community |
| | | | Havdalah - starting a new week | Why and how |
| | | | Invitation to Shabbat dinner | Shabbat dinner with my family |
| | | | Havdalah - starting a new week | Spices, candle, wine |
| | | | Chanukah | What can we learn from story of Chanukah |
| 2.1 | Being a part of my community | Getting to know our community | My synagogue - stories, history | Learning about my community |
| | | | Who is my community | Thinking about my community |
| | | | Our class gift to the community | The value of giving in Judaism |
| | | | Our class gift to the community | Making a class gift to WLS |
| | | | Yom Tarbut Tu-B'shevat and Eco Synagogue | Judaism and the environment. Can we go greener? |
| 2.2 | Being part of the Jewish people | Pesach and Purim – celebrating freedom | Pesach: Moses | Leadership |
| | | | Pesach: The Seder Night | Celebrating freedom |
| | | | Purim: Ester – the story of Purim | Taking responsibility |
| 3.1 | My connection to the land of Israel | Getting to know the State of Israel | Yom Tarbut Israel and the Jewish People | The Jewish people and Israel – from land to state |
| | | | Sacred and Secular cities | Learning about Israel |
| | | | Languages and flavours of Israel | Diversity in Israel |
| | | | Art of all People's in Israel | Multicultural art in Israel |
| | | | Tikkun Leil Shavuot: Evening Religion School | Limmud – a Jewish tradition of learning, the story of Shavuot |
| 3.2 | My responsibilities | Friendship is a Jewish Value | Why do we need friends? | Friendship is a Jewish value |
| | | | David/Jonathan and Ruth/Naomi | Being a friend |
| | | | A gift to a friend | Making a gift to a classmate |
| | | | End of the year class celebration | |

G'sharim Projects: Family Shabbat Dinner

Kitah Gimmel - Curriculum at a Glance:

| Term | Educational Objective | Theme | Lesson Subject | Main Values or Goals |
|------|-------------------------------------|---|--|---|
| 1.1 | Learning to think about who I am | The Torah Scrolls | Yom Tarbut Jewish New Year: forgiveness, new beginnings | Rosh Hashana, Yom Kippur and forgiveness in Judaism |
| | | | Simchat Torah and the Torah - the story of the Jewish people | What is the Torah – seeing WLS's Scrolls with a Rabbi |
| | | | Meeting a Sofer | How the scrolls are made |
| | | | Making a Torah scroll | Creativity |
| 1.2 | My Jewish experience of sacred time | Jewish Rituals and Ritual Objects | Our class mitzvah | Preparation for Mitzvah Day |
| | | | Yom Tarbut Mitzvah Day Doing something good for others | Mitzvah Day - being a part of the wider Jewish community |
| | | | Intro to Jewish Ritual objects + Tallit and Kipah | Ritual dress – what are Tallit and Kipah and why? |
| | | | Mezuzah + preparations to Kabbalat Sidaur Service | What is Mezuzah + Sidur Kol Rinah |
| | | | Families - what makes a home Jewish | Jewish Traditions and Jewish life at home |
| | | | Families - modern Jewish families | Diverse families – all the colours of progressive Jewish life |
| 2.1 | Being part of the Jewish people | Jewish lifecycle events – discovering my family | Intro to lifecycle and class album project | The life story of a family |
| | | | Baby naming, b'rit and BM | Jewish lifecycle - early years |
| | | | Wedding, death, and mourning | Jewish lifecycle - later in life |
| | | | Lifecycle conclusion | Finishing class lifecycle album |
| | | | Yom Tarbut Tu-B'shevat and Eco Synagogue | Judaism and the environment. Can we go greener? |
| 2.2 | Being a part of my community | My Synagogue, WLS - 150/180 Years | My Synagogue and my community | Progressive Judaism - questions to a Rabbi |
| | | | WLS – past, present, future | WLS Through our eyes |
| | | | Preparing a class exhibition | |
| 3.1 | My connection to the land of Israel | WLS and the connection to Israel | Yom Tarbut Israel and the Jewish People | The Jewish people and Israel – from land to state |
| | | | Leo Baeck Education Centre in Haifa, Israel | My synagogue's connection to Israel |
| | | | A Zoom on Israel | E meeting children from Israel |
| | | | A Zoom on Israel | E meeting children from Israel |
| | | | Tikkun Leil Shavuot: Evening Religion School | Limmud – a Jewish tradition of learning, the story of Shavuot |
| 3.2 | My responsibilities | Abraham, Sarah and the three guests | The story of Abraham, Sarah and the three guests | Hospitality and caring for other |
| | | | Preparing short film script | Rehearsals and preparations |
| | | | Our class short film | Filming: 'Abraham, Sarah and the Three Guests'. |
| | | | End of the year class celebration | |

G'sharim Projects: Kabbalat Siddur Service | 'WLS through my eyes' art exhibition

Kitah Dalet - Curriculum at a Glance:

| Term | Educational Objective | Theme | Lesson Subject | Main Values or Goals |
|------|---|--|---|---|
| 1.1 | My Jewish experience of sacred time | The Jewish Year through seasons and nature | Yom Tarbut Jewish New Year: forgiveness, new beginnings | Rosh Hashana, Yom Kippur and forgiveness in Judaism |
| | | | Simchat Torah - Seasons, nature, and the Jewish story | The storyline of the Jewish year |
| | | | The Jewish year through my eyes | Teaching the parents about the Jewish year – preparations |
| | | | Teaching the parents about the Jewish year | Learning through teaching – filming |
| 1.2 | My responsibilities (Joint topic with Hey and Vav) | Tikkun Olam - Social Action | Our class mitzvah | Preparation for Mitzvah Day |
| | | | Yom Tarbut Mitzvah Day Doing something good for others | Mitzvah Day - being a part of the wider Jewish community |
| | | | Why do we need to care? | Tikkun Olam |
| | | | The Environment, animal rights | The Jewish perspective |
| | | | What do I want to change? | Taking a stand |
| | | | Dalet, Hey & Vav Social Action Forum | Making a difference |
| 2.1 | Being part of My Community | WLS Past & Present, Building and Community | WLS history and London | WLS history |
| | | | Who are we as a community | WLS today |
| | | | Who we are? | Creating our community leaflet |
| | | | Who we are? | Creating our community leaflet |
| | | | Yom Tarbut Tu-B'shevat and Eco Synagogue | Judaism and the environment. Can we go greener? |
| 2.2 | Learning to think about who I am (in coordination with Hey) | The Jewish learning experience | 'B'rit' and how to make choices as Reform Jew | Jewish expression of responsibility |
| | | | Kashrut | Kashrut and Reform Judaism |
| | | | Shabbat as Reform Jews | Shabbat - making a choice |
| 3.1 | My connection to the land of Israel | Israel – Land and State, Past and Present | Yom Tarbut Israel and the Jewish People | The Jewish people and Israel – from land to state |
| | | | Israel – cities and culture | Learning about Israel |
| | | | Israel – History and technology | Learning about Israel |
| | | | Israel and me | My connection to Israel |
| | | | Tikkun Leil Shavuot: Evening Religion School | Limmud – a Jewish tradition of learning, the story of Shavuot |
| 3.2 | Learning to think about who I am | The Jewish learning experience | What did I learn this year? | Jewish Learning - year's summary |
| | | | My favourite topic this year | Teaching each other |
| | | | All the things I don't know about Judaism | Writing a letter – questions to my future self |
| | | | End of the year class celebration | |

G'sharim Projects: Social Action Forum | 'Our Community' leaflet

Kitah Hey - Curriculum at a Glance:

| Term | Educational Objective | Theme | Lesson Subject | Main Values or Goals |
|------|--|---|---|---|
| 1.1 | My Jewish experience of sacred time | Miriam, Joshua and Moses - Jewish guidelines for growing up | Yom Tarbut Jewish New Year: forgiveness, new beginnings | Rosh Hashana, Yom Kippur and forgiveness in Judaism |
| | | | Moses's story | Humility, courage, and patience |
| | | | Miriam and Joshua's stories | Leadership |
| | | | Growing up | Choosing to take responsibilities |
| 1.2 | My responsibilities (Joint topic with Dalet and Vav) | Tikkun Olam - Social Action | Our class mitzvah | Preparation for Mitzvah Day |
| | | | Yom Tarbut Mitzvah Day Doing something good for others | Mitzvah Day - being a part of the wider Jewish community |
| | | | Why do we need to care? | Tikkun Olam |
| | | | Poverty and homelessness | The Jewish perspective |
| | | | What do I want to change? | Taking a stand |
| | | | Dalet, Hey & Vav Social Action Forum | Making a difference |
| 2.1 | Being part of My Community | My Community Through Art – community, Judaism, love | Chagall - Prints Workshop with an Artist | Jewish art – Learning about Chagall |
| | | | Creative writing with a poet | Creating a class poem |
| | | | Chagall - Prints Workshop | Creating Jewish Art |
| | | | Chagall - Prints Workshop | Creating Jewish Art |
| | | | Yom Tarbut Tu-B'shevat and Eco Synagogue | Judaism and the environment. Can we go greener? |
| 2.2 | Being a part of the Jewish People | Mitzvot between people and between me and the world | 'B'rit' making choices as Reform Jew | B'rit as a Jewish expression of responsibility |
| | | | Lashon Hara | Gossiping and talking about others |
| | | | Gemilut Chasadim | Helping others |
| 3.1 | My connection to the Land of Israel | Israel – Land and State, Past and Present | Yom Tarbut Israel and the Jewish People | The Jewish people and Israel – from land to state |
| | | | Israel – land and nature | Learning about Israel |
| | | | Israel – history and popular culture | Learning about Israel |
| | | | Israel and me | My connection to Israel |
| | | | Tikkun Leil Shavuot: Evening Religion School | Limmud – a Jewish tradition of learning, the story of Shavuot |
| 3.2 | Learning to think about who I am | The Jewish learning experience | Jewish Education - what have I learnt this year? | Learning through Teaching (our parents) |
| | | | My favourite topic this year | Preparing a short film for parents |
| | | | Preparing an educational film for our parents | Making a Jewish educational short film for our parents |
| | | | End of the year class celebration | |

G'sharim Projects: Social Action Forum

Kitah Vav - Curriculum at a Glance:

| Term | Educational Objective | Theme | Lesson Subject | Main Values or Goals |
|------|--|---|---|---|
| 1.1 | My Jewish experience of sacred time | Shabbat - what can it mean to me | Yom Tarbut Jewish New Year: forgiveness, new beginnings | Rosh Hashana, Yom Kippur and forgiveness in Judaism |
| | | | The Sources of Shabbat | Why Shabbat? |
| | | | Shabbat: unplugging yourself | Shabbat rituals – how to |
| | | | Can Shabbat save our planet? | Shabbat debate – more or less? |
| 1.2 | My responsibilities (Joint topic with Dalet and Hey) | Tikkun Olam - Social Action | Our class mitzvah | Preparation for Mitzvah Day |
| | | | Yom Tarbut Mitzvah Day Doing something good for others | Mitzvah Day - being a part of the wider Jewish community |
| | | | Why do we need to care? | Tikkun Olam |
| | | | Refugees and sylum seekers | The Jewish perspective |
| | | | What do I want to change? | Taking a stand |
| | | | Dalet, Hey & Vav Social Action Forum | Making a difference |
| 2.1 | Being part of My Community | The Czech Memorial Scrolls Project | Trip to Czech Scrolls Museum | Jewish life before the Shoah |
| | | | The Czech Scrolls | Jewish life through the Scrolls |
| | | | Writing/finding readings for HMD service | Lesson with a Rabbi |
| | | | Preparing readings and rehearsing for HMD service | Lesson with a Rabbi |
| | | | Yom Tarbut Tu-B'shevat and Eco Synagogue | Judaism and the environment. Can we go greener? |
| 2.2 | Being a part of the Jewish People | Ethical dilemmas - privacy, money, charity and life | Ethics – are they like mitzvot? | Reform point of view and Jewish ethics |
| | | | My privacy – is it an ethical issue | Privacy |
| | | | Bullying | How we treat others |
| 3.1 | My connection to the Land of Israel | Israel – Land and State, Past and Present | Yom Tarbut Israel and the Jewish People | The Jewish people and Israel – from land to state |
| | | | History of Zionism | Different Types of Zionism |
| | | | Reform Judaism in Israel | Reform Zionism |
| | | | E meeting Reform Jewish Vav class from Israel | What is the experience of young Jews in Israel |
| | | | Tikkun Leil Shavuot: Evening Religion School | Limmud – a Jewish tradition of learning, the story of Shavuot |
| 3.2 | Learning to think about who I am | Introduction to the BM Programme and Young Leadership | To lead a Jewish life | Torah, Avodah and Gemilut Chasadim |
| | | | BM means growing up? | Young leader of tomorrow |
| | | | Why BM? | My expectations, why and how? |
| | | | End of the year class celebration | |

G'sharim Projects: Social Action Forum | The Czech Scrolls and HMD Service

BM Programme



Our Bar/Bat Mitzvah Programme

At WLS, our Religion School is not just about preparing our students for their Bar/Bat Mitzvah. It's about the bigger and more important experience of being a part of a community, of being a part of a group with shared values and culture, and about having Jewish friends. When a child is having his/her BM, we would like them to be surrounded by friends who share this experience and this process with them. This is why, in addition to Jewish Studies and Hebrew, we are focusing on the social aspect and working throughout the year to strengthen their friendships and build their identity as a group.

Individual Social Action Project

As part of our Bar/Bat Mitzvah Programme we aim to make our students reflect on their lives, appreciate what they have and to accept their adulthood by taking on a personal Social Action project.

We believe that being a Jewish adult is being a caring, responsible and socially aware human being. During the BM Programme the students are volunteering, raising money and awareness for a charity of their choice (including the many Social Action projects we run here at WLS).

During the first year of the programme, the students are encouraged to research and find a cause they can relate to and feel passionate about. With the help of the Rabbis, their teachers, and WLS Head of Social Action, Nic Schlagman, they decide on what and how they are going to support their chosen charity. The project can be finished before, during or after the actual BM date and we encourage the students to continue volunteering at the different projects at WLS as part of our post BM, Teen Programme - Tripod.

Religion School and Service Attendance

Attending the Synagogue enough times before a student becomes Bar/Bat Mitzvah is crucial. It helps them become familiar with the structure and rituals of the service and gives them confidence to be able to lead the prayers and take part in the service.

In addition to regularly attending Religion School, we require students to attend at least 18 services over the course of the programme, and before their own Bat/Bar Mitzvah (at least 9 of which must be Shabbat Mornings).

All BM students will receive a service attendance booklet in which they put stickers they collect from the wardens when attending a service.

BM Family Supper and Study

An evening for all the families of BM students who will celebrate their Bar/Bat Mitzvah within one academic year. Each session will take place on a Friday night following the Service. Sessions will follow a Bring & Share supper where BM families come together to socialise, to get to know each other and we hope, will form friendships and offer support to each other.

In the year leading up to a student's Bar/Bat Mitzvah, they will take part in three BM Family Supper & Study sessions. The purpose of the BM Family Supper & Study is to think together and discuss anything from serious religious issues to lighter matters such as the Kiddush or even photography on the day of the BM.

Each session will be on a different topic such as: Why 13? Progressive Jewish Ethics, Jewish leadership, Social Action, growing up, and other changing topics. The sessions are delivered by one of WLS's Rabbis and the Head of Education, Gil Reshef.

At the end of the evening, the students and families with the closest BM date will have an extra 15-minute session, going through the choreography of a BM service and what happens on the day itself.

Families are expected to attend all three sessions in the year leading to the student's BM.

The New Generation World Game

A seven week long innovative game, part of the BM1 curriculum, as an introduction to the BM Project.

This unique experience will confront the students with dilemmas, conflicts and problems we are experiencing in our world today. In this giant board strategy game, students in different roles, representing different fictitious countries, the UN and the World Bank, will be required to solve 10 real-world crises. The crises include: territory disputes, refugees, water shortages, endangered species, disease, war, rebellion, poverty, natural disasters and global warming.

The negotiations, dilemmas and the need for long-term thinking and group collaboration, will not only enhance their leadership skills and friendships, but also their awareness to world problems and politics.

By encouraging creative thinking and following the guidelines of Progressive Judaism, we hope the students will embrace their role as the leaders of tomorrow. This game will lead to the 'Social Action BM Project' term, which will focus on Tikkun Olam (Repairing the World).

Residentials and Day Trips

The residentials are an important part of our BM Programme and combine learning in a fun and unique atmosphere outside the walls of the classroom, and social activities to build friendships between the students and form a group identity.

During the two-year Programme, the students will have two residentials, one for each year:

- BM1 residential focuses on their BM Social Action Project, Social awareness and Jewish Leadership. The residential is a part of the programme and all students are expected to participate.
- BM2 will have several day trips throughout the year. We are constantly looking for any new Jewish art exhibitions in London and we aim to have at least two day trips during the BM2 year. In addition, BM2 class will have a fun day at the end of the year to celebrate the completion of the BM Programme.

Closer to the BM Date

Supporting Rabbi

Around ten months before their BM, the students will be allocated a Supporting Rabbi and will be given their Torah Portion.

The Rabbis will be meeting with each student and family around six months, three months and three weeks before the BM date, to make sure they have all the support they need and to answer any question they might have about the portion, the day itself or even hard questions about God and Judaism in our day to day life.

MP3

An MP3 recording of the Torah portion will be given to the student or the tutor within a week of requesting it. This is very helpful aid for the students practising at home, giving them support with both the correct pronunciation and with the correct notes if they are learning to chant the portion, which we do encourage.

BM Tutors

WLS has a list of recommended tutors who were approved by our Rabbis, know our service rituals and will help the student learn his/her BM Torah portion. WLS provides rooms at the synagogue to meet for these sessions if needed, these can be used on Sundays before/after Religion School or during the week. From past experience, we've learnt that students need approximately 20 lessons to be ready for their Bar/Bat Mitzvah, depending on their Hebrew level and on how much time they spend practising on their own.

BM Programme Year 1 (Kitah BM1) - Curriculum at a Glance:

| Term | Educational Objective | Theme | Lesson Subject | Main Values or Goals | | |
|------|--|--|---|---|--|---|
| 1.1 | Becoming a BM | Stories of Moses | Yom Tarbut Jewish New Year: forgiveness, new beginnings | Rosh Hashana, Yom Kippur and forgiveness in Judaism | | |
| | | | BM class responsibilities | Our commitments as a class | | |
| | | | Moses and the burning bush | Leadership and commitment | | |
| | | | The BM Programme | Creating a class covenant for our BM Process | | |
| 1.2 | | Kippah, Tallit, Siddur and God | | Our class mitzvah | Preparation for Mitzvah Day | |
| | | | | Yom Tarbut Mitzvah Day Doing something good for others | Mitzvah Day - being a part of the wider Jewish community | |
| | | | | What are tallit and tzitzit | Jewish rituals – with a Rabbi | |
| | | | | Siddur, Tefilin and Kippah debate | Jewish rituals in modern world | |
| | | | | Does God command me? | Who is my God – with a Rabbi | |
| | | | | Chanukah – story, rituals, traditions and... Christmas?? | Being Jewish in a multicultural world | |
| 2.1 | The world of today - the leaders of tomorrow | The New Generation World Game - becoming the leaders of tomorrow | Introduction to the game | Leadership and Progressive Judaism perspective on modern world crises | | |
| | | | Group planning + game day 1 | | | |
| | | | Game day 2 | | | |
| | | | Game day 3 | | | |
| 2.2 | | | | | Yom Tarbut Tu-B'shevat and Eco Synagogue | Judaism and the environment. Can we go greener? |
| | | | | | Game day 4 | Generosity and helping others |
| | | | | | Game day 5 | Caring for others |
| | | | | | Game conclusions and outcomes | Leadership today and Tomorrow |
| 3.1 | Working towards a better world | Pay it forward - Social Action | Yom Tarbut Israel and the Jewish People | The Jewish people and Israel – from land to state | | |
| | | | Tzedakah and helping others | Charity begins at home | | |
| | | | BM mitzvah project fair | Researching ideas for my BM mitzvah Project | | |
| | | | Presenting my project ideas | Our impact as a class | | |
| | | | Tikkun Leil Shavuot: Evening Religion School | Limmud – a Jewish tradition of learning, the story of Shavuot | | |
| 3.2 | | | Reform Judaism - current affairs | Origin of Reform Judaism | Reform Judaism History | |
| | | | | Torah from Sini – God's words? | Reform Jewish theology – lesson with a Rabbi | |
| | | | | Me and God | Questions about God – lesson with a Rabbi | |
| | | | | End of the year class celebration | | |

G'sharim Project: Kabbalat Siddur Service

BM Programme Year 2 (Kitah BM2) - Curriculum at a Glance:

| Term | Educational Objective | Theme | Lesson Subject | Main Values or Goals |
|-----------------------------------|--|--|---|---|
| 1.1 | Thinking about who I am and who I want to be | Growing up and being 13 - Jewish view of adulthood | Yom Tarbut Jewish New Year: forgiveness, new beginnings | Rosh Hashana, Yom Kippur and forgiveness in Judaism |
| | | | Yehuda Ben Teima vs Shakespeare | Jewish views of adulthood |
| | | | Yehuda Ben Teima vs Shakespeare | Jewish views of adulthood |
| | | | Why 13? | Understanding my choices s |
| 1.2 | | | Our class mitzvah | Preparation for Mitzvah Day |
| | | | Yom Tarbut Mitzvah Day Doing something good for others | Mitzvah Day - being a part of the wider Jewish community |
| | | | Gender and equality | Reform Judaism point of view |
| | | | Love and diversity of relationships | Reform Judaism point of view |
| | | | Friendships and peer pressure | Standing for what I believe in |
| | | | Chasing my dreams | Becoming what/who I want to be |
| 2.1 | Changing - me and the world | The world stands on three things: Torah, Avodah and Gemilut Chasadim | What is a mitzvah? | Our values – lesson with a Rabbi |
| | | | Moses talks to Rabbi Akiva | Torah – lesson with a Rabbi |
| | | | Gemilut Chasadim | Human relationships beyond laws |
| | | | The World as it should be | Charity in a perfect world |
| | | | Yom Tarbut Tu-B'shevat and Eco Synagogue | Judaism and the environment. Can we go greener? |
| 2.2 | | | Avodah (God) – the mysteries of the service | Structure of a service – a lesson with a Rabbi |
| | | | Avodah (work) - Slavery in today's world | Slavery and our story, still a world problem, what can we do? |
| | Can we change the world? | We Believe – our class covenant for a better future | | |
| 3.1 | The future and the world I want to live in | The world endures through three things: Justice, Truth and Peace | Yom Tarbut Israel and the Jewish People | The Jewish people and Israel - from land to state |
| | | | Justice | Reform views on Human Rights |
| | | | The importance of truth in Judaism | Biblical and modern fake news and their outcome |
| | | | 'Leadership in my community' forum, and my future self | Meeting, leaders, and young leaders from my community |
| 3.2 | | | Tikkun Leil Shavuot: Evening Religion School | Limmud – a Jewish tradition of learning, the story of Shavuot |
| | | | Peace is a Jewish Value | Peace - things are never easily solved or black and white |
| | | | The truth about our world – where vision, and values meet | All that is good in the world - a positive look on our future |
| | | | End of BM Programme fun day out | |
| End of the year class celebration | | | | |

G'sharim Project: Intergenerational 'leadership in my community' forum

Teen Programme



GCSE and Young Leadership

At WLS we believe that education should be modern, flexible, creative and dynamic, especially when it comes to teenagers. We know that in order to reach our students after they have had their Bar/Bat Mitzvah we have to constantly update our curriculum and methods and to offer them the most interesting Jewish educational programmes while being relevant to their lives in the 21st century. Our goal is to make Tripod a leading Jewish educational programme, based on the needs and characteristics of our youth and our community. This year we aim to focus even more on the social aspect of the programme, with more engaging and fun activities.

Combining Our Tripod Programme with GCSE in Religious Studies

Students who take part in our new teen programme can take the GCSE in Religious Studies exam (AQA) - if approved by their school.

The program includes three main parts:

- ▶ **Jewish Studies** (history, Judaism & the Jewish people, tradition, Israel etc.)
- ▶ **Interfaith** (25% Islam)
- ▶ **Social Action** (in collaboration with WLS's Head of Social Action, Nic Schlagman)

The programme also includes a Hadracha (leadership) course and a certificate. After the end of the course the students can start working at WLS as Assistant Teachers and receive a reference letter for their university applications.

We put a lot of emphasis on the social aspect of the programme, especially in the first year and we want to make sure that this programme is enjoyable and significant for our students.

We understand that not all students would like to take the exam, but we still want to offer the best Jewish education to our teenage students. Therefore, during the second year we are offering extra hours focusing only on the exam, which will allow the lessons to be more flexible, relevant, and meaningful for our students' day to day life.

International Trips (subject to change due to Covid-19)

One of the highlights of our course are the international trips. Each course year includes an international trip that summarises a different part of the programme, starting with a unique **Amsterdam trip** in the first year of the course. The Amsterdam trip includes a visit to Anne Frank House, the Resistance Museum, the Spanish and Portuguese Synagogue and a Friday Night Service at the Amsterdam Liberal Synagogue. The trip will give the students an insight into the lives of Dutch Jews in Amsterdam's most splendid heyday as well as see the effect of Nazi occupation. There will be challenging discussions, a film and lots of fun things too like seeing the Nemo exhibition, eating pancakes and chips, and much more!

During the second year of Tripod the students will also have a trip to **Prague**, to learn about Jewish life Europe before and after WW2 and to meet young Jewish people who live in Prague today. Alternatively, we will have a trip to **Spain** that will focus on Sephardic Jewish history and culture.

Why Tripod?

The number one focus for us is the social experience for the young people and therefore there will be special activities and outings during the year that will create friendships and bonds which we hope will last for many years. In addition to having knowledge of one's own faith, we know that the two biggest factors in a strong Jewish identity are the home and friendships.

In the first year, 50% of this learning is about Islam and 50% Judaism, with the following year focussed wholly on Judaism. The GCSE provides an excellent framework for learning and it should be possible for the students to sit the exam if they choose to. However, if they do not want to sit for the GCSE exam, we believe that they will get an incredible amount out of the learning experience.

A couple of really unique aspects of our course are that the students will be taught by a range of guest teachers, including the teacher of the GCSE in Islam at the Wembley Madrasah. Throughout the course of the programme the students and their families will also have a range of Interfaith activities. These activities fall under our 'Peace by Piece' programme - a unique initiative founded to provide interfaith community opportunities to young people.

The first two years of the programme will prepare the students well for the third year of Tripod which includes the Hadracha Course (leadership and teaching course) and a certificate. After the students have completed the Hadracha Course they will be able to be paid Assistant Teachers in our school.

Experiencing as Teachers

After completing the Hadracha part of the programme, each student will have an individual schedule for experiencing teaching different ages, working with different teachers and classes, and planning and delivering different parts of a lesson.

We are aware that towards the end of the year, the Tripod Year 3 students are busy with their exams (Year 13). For this reason, each student is planning their own schedule, and is expected to be at the school only 6 out of 14 weeks.

Working with Us as Assistant Teachers (Madrachim)

From the age of 16 and after completing the Tripod Year 3 Hadracha Course, the students are invited to come back to school as paid Assistant Teachers.

Each student will join one of the classes and will be an Assistant Teacher throughout the year, helping the class teacher, teaching, delivering activities and games etc.

Most of our Madrachim stay with us for two years before going to university. This unique experience gives the students skills to prepare for the next chapter in their lives.

Each student also receives a university reference letter (if requested) emphasising their role and contribution as Assistant Teachers.

Parents at Religion School

The Parents Learning Project - Sunday Sessions for Parents

Three years ago, we introduced for the first time the Parents Learning Project - sessions for parents during Sunday mornings on different topics such as: Shabbat, Parenthood & Net Safety, or Ask the Rabbi - for the really hard questions you have always wanted to ask.

After the success of these three years we would like to invite all parents for another year of the Parents Learning Project. We invite you to engage with your own learning, skill up for questions your children may be asking at home and also emphasise the importance of implementing at home what your children are learning at Religion School.

This year we will also introduce lessons for parents of specific classes, focusing on topics that are relevant to the specific age group and the parents of each class.

Our Parents Learning Project includes these four main themes:

- ▶ **Judaism 101** - How to, Ask the Rabbi, Jewish Festivals and more.
- ▶ **Class Specific** - for parents of specific classes
- ▶ **Parenthood** - parenting Issues from a Jewish perspective
- ▶ **Hebrew** - Hebrew course for parents

Why Parents Learning Project?

One of the things that we know from our conversations with parents is that they can also feel like they need to learn. We also know that parents want to be able to support their children with their Hebrew reading and in Jewish life at home. There are some really important issues that we all face as parents with children growing up in the 21st Century - we think it is important not only to talk about the issues but think about a Jewish perspective on them too.

All of the research into the development of young people is that an enduring love and commitment to Judaism begins with the home. It is the most important place for your children as they grow up. It makes sense, as our children grow up, that our homes are the living classroom for them to experience the values that we hold to be important as adults. Making those values real in tangible ways is how our children identify what is important - whether it is the regular practice of giving to charity and identifying it as something Jewish or lighting Shabbat candles on Friday night or anything else.

At West London Synagogue we want to work in partnership with you, the parents, in creating a seamless bridge between your home environment and Religion School. Religion School can complement what the children are experiencing at home but cannot be a substitute! We want to offer parents the time to learn about this whilst recognising that Sundays are a precious time-out from busy schedules. For that reason, we have designed a programme that is not every week but is nonetheless regular. We hope this time of learning with us will be enriching and meaningful for parents.

The sessions are friendly, informal and an opportunity to meet other parents, share thoughts and ask questions. They will be taught by our Rabbinic Team and guest speakers. The programme is free, though a donation to WLS Religion School's Scholarship Fund which support students and families from our community will be gratefully received.

Parents Association and Parents Involvement

We believe that our learning community is created in partnership with whole families and we set a high priority for the work we do with parents and carers. In particular, the support we receive from the Parents Association under the leadership of Maggie, Mila and Katie is enormously important. The bonds of friendship between parents of children in different classes is important to our community. This year there are three areas of work on which we will be focussing - please think about whether you would like to be involved and what you might contribute. We will be focussing on building social connections amongst parents through events and activities, parental leadership such as the Parents Association, security and other volunteering opportunities, adult learning - with the Parents Learning Project.

Social Activities

This year we will have a number of key occasions to meet other parents in the Religion School. We regularly have a coffee table with cake (and a rota for providing the cake!) where you are invited to sit and chat during the morning (**not during Covid-19 time**).

Each year we have our special Parents' Supper Quiz - this is a fantastic occasion to share some fun with other adults and the wider community and frequently raise a bit of money for education and other causes in the synagogue. This year we will also have a Family Service and various festival celebrations - have a look in the calendar for details.

Parent Ambassadors

Parents from each class who are helping us communicate with other parents and coordinate special class activities. They also support the Parents Association in organising events and representing the parent body in each class and in the wider WLS community.

Safeguarding of Children and Vulnerable Adults

West London Synagogue Statement of Commitment

We recognise the need to provide a safe and caring environment for children, young people and adults. We acknowledge that children, young people and adults can be the victims of physical, sexual and emotional abuse, and neglect.

We accept the UN Universal Declaration of Human Rights and the International Covenant of Human Rights, which states that everyone is entitled to:

“All the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status”.

We also concur with the Convention on the Rights of the Child which states that children should be able to develop their full potential, free from hunger and want, neglect and abuse. They have a right to be protected from:

“All forms of physical or mental violence, injury or abuse, neglect or negligent treatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s), or any other person who has care of the child.”

As a Leadership we have therefore adopted the procedures set out in the West London Synagogue (WLS) safeguarding policy in accordance with statutory guidance. We are committed to build constructive links with both statutory and voluntary agencies involved in safeguarding.

The WLS full policy and associated practice guidelines are based on advice and guidance from the Westminster City Council’s Social Service Team and guidance from 31.8 (the Churches’ Child Protection Advisory Service). They are available from Ros Clapham, WLS Human Resources Manager. The latest Policy can be found on the West London Synagogue’s website: wls.org.uk

Leadership Safeguarding Statement

As a place of worship and as an organisation, we recognise the importance of WLS's ministry/work with children and young people and adults in need of protection, and our responsibility to protect everyone entrusted to our care.

We are committed to:

- creating and enabling a healthy culture in order to minimise any coercion and control within our synagogue;
- the safeguarding of children and adults with care and support needs and ensuring their well-being;
- following the requirements of UK legislation in relation to safeguarding children and adults and good practice recommendations;
- respecting the rights of children as described in the UN Convention on the Rights of the Child;
- implementing the requirements of legislation in regard to people with disabilities including that the premises meet the requirements of the Equality Act 2010;
- ensuring that workers adhere to the agreed procedures of our safeguarding policy and they attend on-going safeguarding training to ensure they understand how they contribute to the safeguarding of vulnerable adults and children in our organisation;
- keeping up to date with national and local developments relating to safeguarding and reviewing our safeguarding policies annually to ensure they are consistent with current guidance;
- following any denominational or organisational guidelines in relation to safeguarding children and adults in need of protection;
- supporting the safeguarding lead/s in their work and in any action they may need to take in order to protect children/adults with care and support needs;
- ensuring that everyone agrees to abide by these recommendations and the guidelines established by this place of worship/organisation;
- supporting parents and families to feel confident in the safeguarding culture within the organisation to care for and meet the needs of their children;
- nurturing, protecting and safeguarding children and young people;
- supporting, resourcing, training, monitoring and providing supervision to all those who undertake this work;
- supporting all in the place of worship/organisation affected by abuse;
- adopting and following the 'Safe and Secure' safeguarding standards developed by 31.8.

Specifically:

- We recognise that we all have a responsibility to help prevent the physical, sexual, emotional abuse and neglect of children and young people (those under 18 years of age) and to report any such abuse that we discover or suspect.
- We believe every child should be valued, safe and happy. We want to make sure that those children with whom we have contact, know this and are empowered to tell us if they are suffering harm.
- All children and young people have the right to be treated with respect, to be listened to and to be protected from all forms of abuse.
- We recognise that we all have a responsibility to help prevent the physical, emotional, sexual, psychological, financial and discriminatory abuse and neglect of adults who have care and support needs and to report any such abuse that we discover or suspect.
- We recognise the personal dignity and rights of adults who find themselves victims of forced marriage or modern slavery and will ensure all our policies and procedures reflect this.
- We believe all adults should enjoy and have access to every aspect of the life of the place of worship/organisation unless they pose a risk to the safety of those we serve.
- We undertake to exercise proper care in the appointment and selection of all those who will work with children and adults with care and support needs.
- We believe in the necessity of creating a healthy culture in our synagogue where the value of all people is recognised and challenges are responded to appropriately.

We recognise:

- Children's Social Services (or equivalent) has lead responsibility for investigating all allegations or suspicions of abuse where there are concerns about a child. Adult Social Care (or equivalent) has lead responsibility for investigating all allegations or suspicions of abuse where there are concerns about an adult with care and support needs.
- Where an allegation suggests that a criminal offence may have been committed then the police should be contacted as a matter of urgency.
- Where working outside of the UK, concerns will be reported to the appropriate agencies in the country in which the concerns take place, and their procedures followed. In addition we will report concerns to agencies in the country where our agency's headquarters are located.
- Safeguarding is everyone's responsibility.

If you have any concerns for any child or adult with care and support needs then please contact one of the following, who have been approved as Safeguarding Leads at WLS:

- **WLS Safeguarding Lead:**
JO MICHAELS
Tel: 0207 535 0290
Mobile: 07717 826 972
Email: jo.michaels@wls.org.uk
- **WLS Safeguarding Deputy for adults:**
TIRZA WAISEL
Tel: 0207 535 0260
Mobile: 07887 967 693
Email: tirza.waisel@wls.org.uk
- **WLS Head of Education:
Safeguarding Deputy for children**
GIL RESHEF
Tel: 0207 535 0260
Email: gil.reshef@wls.org.uk
- **WLS Trustee for Safeguarding:**
JOAN ARNOLD
Tel: 07850 764543
Email: joan.arnold40@gmail.com
- **WLS Deputy Trustee for Safeguarding:**
ALISON EDELSHAIN
Tel: 07973 220750
Email: aedelshain@gmail.com

WLS Religion School Contact Details

Head of Education, **Gil Reshef**

E: gil.reshef@wls.org.uk | T: 020 7535 0260

Education Administrator, **Adi Ben-Naim**

E: adi.ben-naim@wls.org.uk | T: 020 7535 0275

