The History of the Jewish LGBT+ Community

A resource made for JCoSS

A message from the KeshetUK team

Dear Educator,

During this unprecedented public health crisis, we wanted to let you know that everyone at KeshetUK is thinking about you, your families and young people you support.

We know that the new reality means adjusting to home schooling and virtual youth movements and we have worked hard to ensure that KeshetUK continues to add value to the education of our young people in the Jewish community. We hope that this learning resource will be engaging and helpful.

The purpose of this learning resource is to explore the timeline of LGBT+ Jewish history in the UK and to reflect on what this means for the wellbeing and inclusion of LGBT+ Jewish people in our community today.

This resource is for parents, teachers and informal educators who want to integrate LGBT+ themes into their educational activities.

We recognise that each setting and family have its own values and beliefs and as such, we strongly advise you read through is strongly advised that you read through each activity to judge which are appropriate for your setting and family

This resource pack contains an activity that is age appropriate, and we take into consideration that different young people will have different access to technological and other resources and support at home to complete activities. There is one activity for older young people that requires the purchase of a film – so if that is not a possibility – please use another activity. There are also adaptions of some of the activities for young people with special educational needs (SEND).

KeshetUK values learning and development through reflection on what we do and how we do it. This allows us to improve what we do to the highest possible quality. We welcome feedback as to how you found using this resource and improvements we can make in the future. If you have feedback, please complete the evaluation form in the resources section and return it to info@keshetuk.org

The KeshetUK Team

Contents

Activity 1: Timeline of Jewish LGBT+ History in the UK

What are the aims of this activity?

The aim of this activity is to explore the timeline of LGBT+ history and reflect on how historical events have impacted the Jewish LGBT+ community today.

Who is this activity suitable for?

- Age: 11+
- There are resources that may benefit SEND young people.

It is strongly advised that educators/parents read and choose the appropriate timeline resource. We also suggest that you refer to the terminology sheet in the resources section and 'things to watch out for' guidance.

What resources do I need?

- Appropriate timeline templates (Resources 1.1 or 1.2)
- Timeline glossary and answers sheets (Resources 2 and 3)
- Letter template (Resource 4)
- Terminology sheet (Resource 2 and 10)
- Pens and paper for posters

Instructions:

- Match the timeline to date using the timeline event.
- Write a letter to someone in one of the historical periods. When doing this, state some of the events that took place.
- Reflect on how this activity made you feel and why this is important for the Jewish to community to know in our time period.

SEND adaption:

- Make a poster of the event that meant the most to you.
- Why is the event important to know about?

Activity 2: Creating Rainbow flags

What are the aims of this activity?
The aim of this activity is to explore the meaning and history of the Rainbow flag and Pride. For older age groups, we will reflect on how it can be made more inclusive.

Who is this activity suitable for?
- Age: 11+
- There are resources that may benefit SEND young people.

We suggest that you refer to the terminology sheet in the resources section and "FAQ: Things for educators to watch out for" guidance.

What resources do I need?
- Information sheet on the Pride Flag (Resource 5 or 6)
- "What is Allyship?" (Resource 7)
- Glossary of commonly used terms (Resource 10)
- Intersectionality YouTube clip.

Instructions
The Rainbow Flag - Ages 11+ and SEND:
- Read the pride information document. (Resource 5)
- Make a Jewish pride flag (arts and crafts activity).
- Take a picture and email it to info@keshetuk.org (optional).

The History of Pride - Ages 11-16
- Read the History of the Pride resource. (Resource 6)
- Read the allyship resource. (Resource 7)

The History of Pride - Ages 16+
- Read the History of the Pride resource (Resource 6)
- Look at the pictures on Resource 5
- Read the Allyship resource (Resource 7)
- Watch YouTube clip "What Is Intersectionality?" (The Advocate)
https://www.youtube.com/watch?v=EXJ4Dbdm1ks
Think about these questions for the video:
- What do you think the value of the term intersectionality is?
- How might people feel challenged by intersectionality?
- How might people have expressed their concerns about this on YouTube?
- Optional: Consider creating a blog/vlog with your thoughts on this video and to send to KeshetUK

Older age groups:
- Create an inclusive Jewish Pride flag, using the following question to help you: What issues today would be important to include in a Pride flag? This could be anything from transphobia and biphobia to being welcoming to all identities or anything else you can think of that may be important to the cause. What makes you proud?

- Email it to info@keshetuk.org (optional)

Activity 3: Film Review of Pride

Please note: You will need to purchase a copy of the film "Pride" in order to take part in this activity.

What are the aims of this activity?

The aims of this activity is to reflect on what the key messages are in the film and how they relate to our communities and to young Jews today.

Who is this activity suitable for?

- Age: 16+

We suggest that you refer to the terminology sheet in the resources section and 'FAQ' guidance.

What resources do I need?

- The film Pride (not included)
- "What is Allyship?" (Resource 7)

Instructions

- Watch the Film 'Pride'
- Write or record a film review focusing on the following questions:

1. What is the overview of the story in Pride?
2. What are the key messages?
3. How allyship (see definition in Terminology sheet) is created and built upon throughout the film.
4. How can we use our Jewish identities and/or experiences as Jews to relate to the LGBT+ community.
5. How does the exclusion that is apparent in the film, relate to a Jewish experience?
6. Conclude by reflecting on what the film teaches us about creating more inclusive spaces?
7. Send your film review to info@keshetuk.org or you might also you might also choose to watch this film with friends and share your review verbally or through a film critique online conversation (optional)

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FAQ: Things for educators to watch out for

Q: What should I do if young people I support have questions on the LGBT+ terminology used in this resource?

A: We have provided a secondary school glossary of commonly used terms – Resource 10. Any other questions – please do feel free email us on info@keshetuk.org.

Q: What should I do if a young person comes out to me after participating in the activities of this resource?

A: It's important that any young person who comes out feels validated and supported. We have provided a resource from The Proud Trust (an LGBT+ Charity based in Manchester) found below: Resource 9. **'Supporting 'coming out'.** You can also contact info@keshetuk for information of organisations that offer direct support to young LGBT+ people.

Q: What should I do if young people ask questions or make comments that I believe are or could be understood to be LGBT+phobic?

A: It's important that these type of questions and statements are challenged in a kind and educational manner. Way to do this are:

- Ask the young person what they meant by that? It might be a misunderstanding and you shouldn't assume what they mean.

- Help them understand why something they said may be hurtful to an (Jewish) LGBT+ person. Creating empathy with the experience of an Jewish LGBT+ on hearing this comment is a good way of doing this.

- Help the young person to reframe their language to overcome the discriminatory ideas behind what they are saying.

Q: What should I do if I don't have access to a printer?

A: Most of the activities can be drawn out or done using the templates on a computer. Some young people may need help and supervision with both of these.

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Resources:

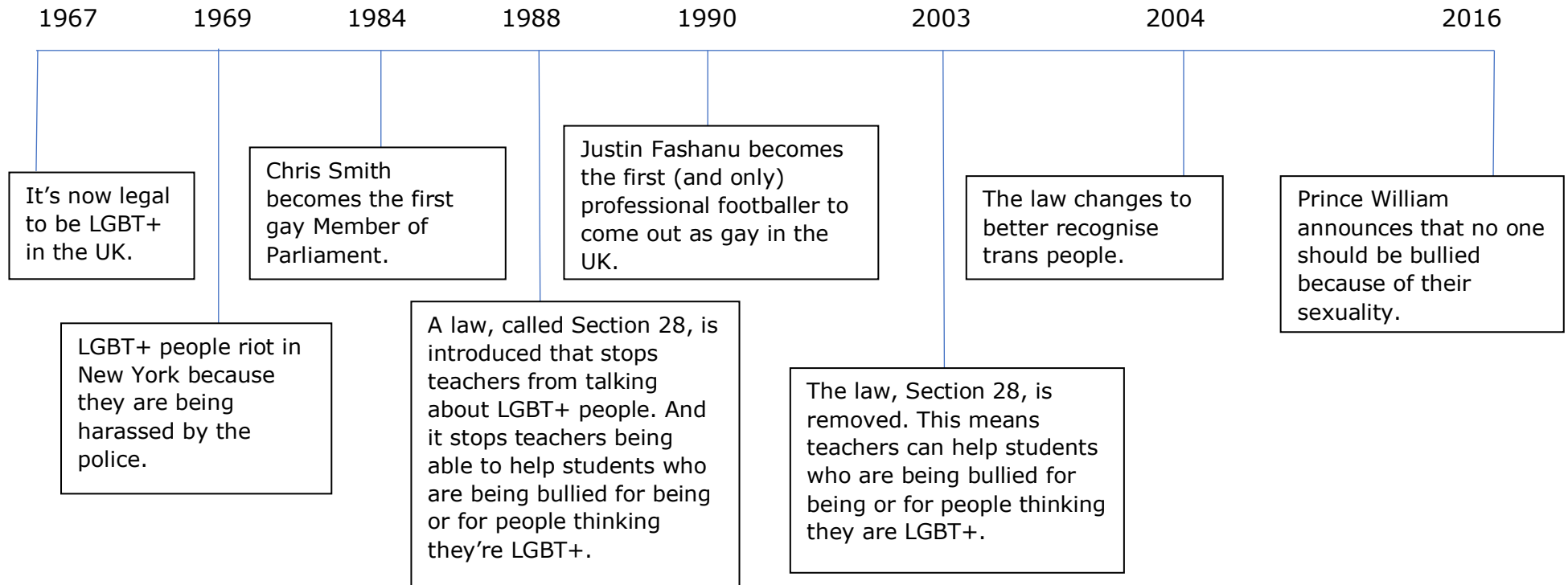## Resource 1.1. Timeline (Ages 11+)

Please match the event with the year it happened. Use the glossary to help with understanding some of the words here.
You can write the letter of the event next to the year in the box below.

1957	1967	1969	1972	1981	1984	1988	1990
2000	2003	2004	2004	2010	2014	2016	

A.	The Jewish Gay Group (then Jewish Gay and Lesbian Group and now Jewish LGBT+ Group) was founded.
B.	Section 28 is repealed. (See the entry next to "K." in this table for more information about Section 28).
C.	The Sexual Offences Act decriminalised homosexuality (proposed by Jewish MP Leo Abse).
D.	Ban on LGB people in the military is lifted.
E.	Prince William announces that no one should be bullied because of their sexuality.
F.	The Wolfenden Report published which recommended the decriminalisation of homosexuality.
G.	The Stonewall riots in America - a series of spontaneous demonstrations by members of the LGBT+ community against police raids on the Stonewall Inn, Manhattan. This key event triggers the modern LGBT+ rights movement in the US and the UK.
H.	Sheila Shulman and Eli Tikvah Sarah, the first openly lesbian Rabbis in the UK, begin their training at Leo Baeck College.
I.	Same-Sex Marriage is legalised in the UK, with an opt-in system for religious institutions.
J.	The Gender Recognition Act provided a first step for trans people to gain legal recognition of their gender identity.
K.	The government introduces Section 28 of the Local Government Act 1988. This was a piece of legislation (law) that stopped any public body from being able to talk about anything LGBT+ related. This meant that teachers were not allowed to prevent LGBT+ related bullying.
L.	Civil Partnerships are introduced.
M.	Rabbi Lionel Blue is the first UK Rabbi to publicly come out as gay.
N.	The Equality Act officially adds gender reassignment as a protected characteristic. A new offence of 'incitement to homophobic hatred' comes into force in the UK.
O.	Justin Fashanu becomes the first (and only) professional footballer to come out as gay in the UK.

Resource 1.2 Timeline (SEND)

| 1967 | 1969 | 1984 | 1988 | 1990 | 2003 | 2004 | 2016 |

It's now legal to be LGBT+ in the UK.

Chris Smith becomes the first gay Member of Parliament.

Justin Fashanu becomes the first (and only) professional footballer to come out as gay in the UK.

The law changes to better recognise trans people.

Prince William announces that no one should be bullied because of their sexuality.

LGBT+ people riot in New York because they are being harassed by the police.

A law, called Section 28, is introduced that stops teachers from talking about LGBT+ people. And it stops teachers being able to help students who are being bullied for being or for people thinking they're LGBT+.

The law, Section 28, is removed. This means teachers can help students who are being bullied for being or for people thinking they are LGBT+.

Resource 2. Glossary for the Timeline

Word	Definition
Ally	A person who actively supports and advocates for people who belong to marginalised, silenced, or less privileged groups without being a member of those groups.
Civil Partnerships	A relationship between two people of the same sex, formed when they register as civil partners of each other
Decriminalisation	The action or process of ceasing to treat something as illegal or as a criminal offence
Pardon	When talking about the law, it is the action of forgiving or being forgiven for an offence. This removed any remaining punishment.
Posthumous	Following or occurring after death
Repealed	The act of removing a law
Section 28	Section 28 was a law introduced that prohibited any public body from being able to talk about anything LGBT+ related. This meant that teachers were not able to talk about anything LGBT+ related in schools and weren't able to stop LGBT+ related bullying.
The Equality Act	A piece of legislation that simplifies, strengthens and harmonises the pre-existing legislation to protect individuals from unfair treatment due to particular characteristics e.g. LGBT+ identity, and encourages a fair and more equal society
The Gender Recognition Act	A piece of legislation that allows Trans people to legally change their gender

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Resource 3. Timeline answers

Year	Event
1957	F. The Wolfenden Report published which recommended the decriminalisation of homosexuality.
1967	C. The Sexual Offences Act decriminalised homosexuality (proposed by Jewish MP Leo Abse).
1969	G. The Stonewall riots in America - a series of spontaneous demonstrations by members of the LGBT+ community against police raids on the Stonewall Inn, Manhattan. This key event triggers the modern LGBT+ rights movement in the US and the UK.
1972	A. The Jewish Gay Group (then Jewish Gay and Lesbian Group and now Jewish LGBT+ Group) was founded.
1981	M. Rabbi Lionel Blue is the first UK Rabbi to publicly come out.
1984	H. Sheila Shulman and Eli Tikvah Sarah, the first openly lesbian Rabbis in the UK, begin their training at Leo Baeck College.
1988	K. The government introduces Section 28 of the Local Government Act 1988. This was a piece of legislation (law) that stopped any public body from being able to talk about anything LGBT+ related. This meant that teachers were not allowed to prevent LGBT+ related bullying.
1990	O. Justin Fashanu becomes the first (and only) professional footballer to come out as gay in the UK.
2000	D. Ban on LGB people in the military is lifted.
2003	B. Section 28 is repealed.
2004	J. The Gender Recognition Act provided a first step for trans people to gain legal recognition of their gender identity.
2004	L. Civil Partnerships are introduced.
2010	N. The Equality Act 2010 officially adds gender reassignment as a protected characteristic. A new offence of 'incitement to homophobic hatred' comes into force in the UK.
2014	I. Same-Sex Marriage is legalised in the UK, with an opt-in system for religious institutions.
2016	E. Prince William announces that no one should be bullied because of their sexuality.

Resource 4. Letter template

Writing an Informal Letter

Your address

Date

Dear/To/Hello/Hi

Greeting

Your letter

With lots of love,/
Bye for now,/See you soon,

Closing farewell

© Copyright 2018, www.sparklebox.co.uk
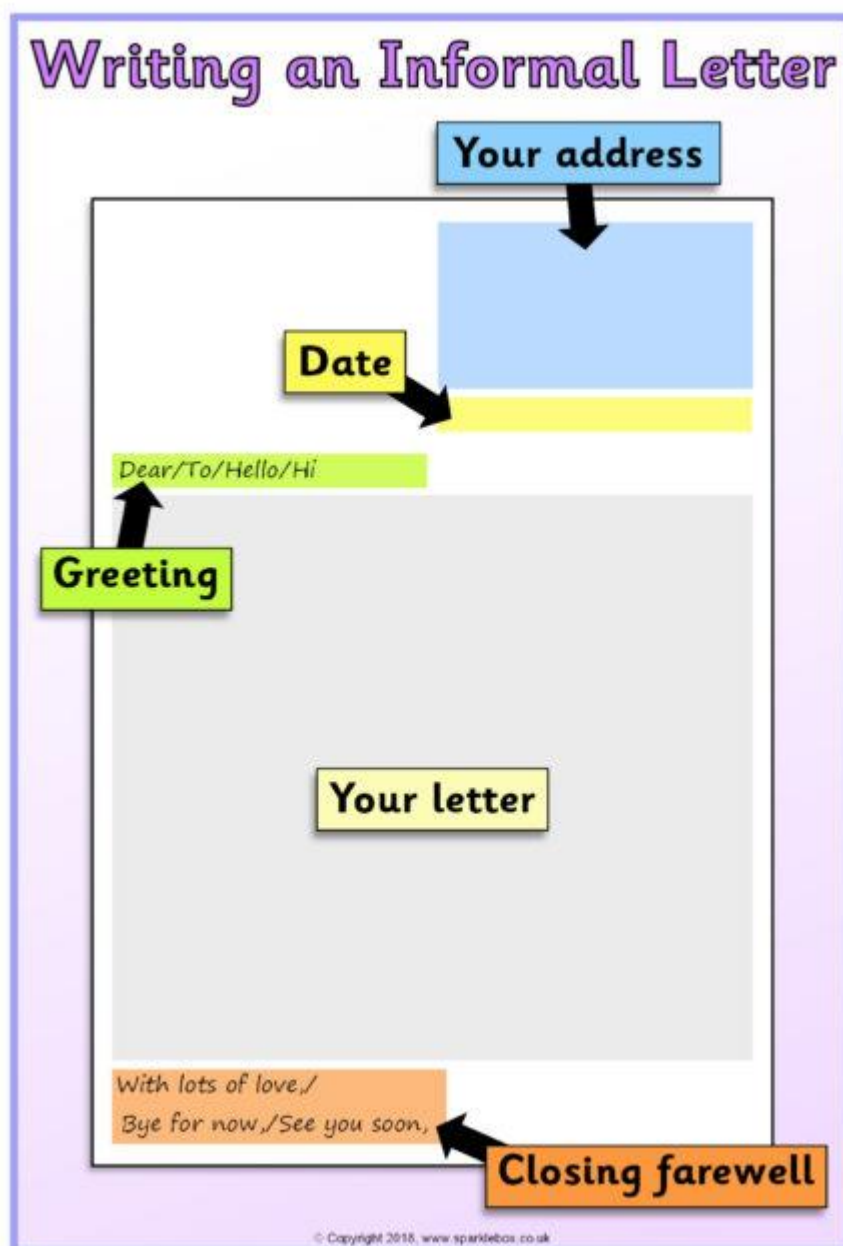
Resource 5. The Rainbow Flag (ages 11+ and SEND)

Pride flag created in 1978

Another version of the Pride flag

A version of the Pride flag created in Philadelphia, USA (2017) to specifically highlight LGBT+ people of colour

A version of the Pride flag created (2018) to specifically highlight LGBT+ people of colour and trans people

The Pride flag was created by Gilbert Baker, a Jewish gay man from San Francisco, USA in 1978.

The original flag had 8 colours, rather than 6, including hot pink and turquoise. The flag changed over time. 2 colours were removed because it was easier and cheaper to create a flag with 6 colours at the time. There are now even more verisions of the flag that include colours to specifically highlight LGBT+ people of colour and Trans people.

On the original pride flag the colours had meaning. The colours meant:

Pink: Attraction ¦ Red: Life ¦ Orange: Healing ¦ Yellow: Sunlight ¦
Green: Nature ¦ Turquoise: Magic ¦ Indigo: Harmony / 'Being Together' ¦
Violet: Spirit

Questions:
- Why do you think a community would want a flag?
- Why do you think in the original version each colour had a meaning?
- Many communities and countries have flags and symbols. What does it mean to have a flag as part of our identity?

Resource 6. The History of Pride (11+)

Pride started because of the Stonewall Riots in 1969, where the LGBT+ community in New York City rioted against the police that would raid the Stonewall Inn.

The first Pride parade in the UK was in June 1972, on the closest Saturday to the date of the riots. Even though the riots took place in America, they had a deep and profound effect on other western countries, acting as the catalyst for LGBT+ rights movements. Only 1000 people attended the first London Pride, in 2019 an estimated 1.5 million people attended.

The Pride flag was created by Gilbert Baker, a Jewish man from San Francisco. The original flag had 8 colours, rather than 6, including hot pink and turquoise. The flag changed over time. 2 colours were removed because it was easier and cheaper to create a flag with 6 colours at the time. There are now even more verisions of the flag that include colours to specifically highlight LGBT+ people of colour and Trans people. (See Resource 5 for pictures).

The colours in the original pride flag mean:

Pink: Sexuality ¦ Red: Life ¦ Orange: Healing ¦ Yellow: Sunlight ¦ Green: Nature ¦ Turquoise: Magic ¦ Indigo: Harmony / 'Being Together' ¦ Violet: Spirit

The LGBT+ community preivous had been represented by a pink triangle. However, that was what the Nazis had used as an identifier for LGBT+ people during the Holocaust. It was and still is seen as a symbol of hate and discrimination. Harvey Milk, the first openly gay government official in the USA**,** commissioned Gilbert to create the flag as a symbol of joy and hope.

Milk thought that it was important to have something that represented the entire community and that flags were always a symbol of pride and patriotism, therefore binding the community together as one.

The pink triangle has been seen as a symbol of shame and hate, but many parts of the LGBT+ community are starting to reclaim it as a symbol of survival (in a similar way to how many LGBT+ people now use the word *queer* despite the originally negative connotations).

Adapted from https://www.huffingtonpost.co.uk/entry/rainbow-pride-flag-history_n_5b193aafe4b0599bc6e124a0?ri18n=true

Questions:
- Why do you think a community would want a flag?
- Why do you think in the original version each colour had a meaning?
- Why do you think the flag has been updated?
- Many communities and countries have flags and symbols. What does it mean to have a flag as part of our identity?

Resource 7. What is Allyship?

Allyship is when a person actively highlights and aspires to advance the inclusion of a group of people through intentional efforts. Allyship is an on going process. It's not an identity because we all have more to learn and allyship is about what you do every day. An ally is not part of the group they are working with. Often it is someone who is a member of a group that has a level or type of privilege and who takes a stand against oppression, bullying and harassment of a group that does not have that privilege.

For example:

- A trans ally is a non-trans person who is committed to listening, supporting and working with the trans community.
- They have taken the time to learn more about trans people and their lives and confront assumptions and stereotypes around trans people.
- Allies work to ensure trans people are treated with respect in and outside of the community.

An ally will stick up for you and stand by you when the going gets tough **even when it may not be socially or politically advantageous.**

An ally understands that standing up to injustice, whether it is popular or not, is the right thing to do. This can be people you know such as family or friends but can also be eductors, neighbours and strangers. It means that some people you don't know will be an ally to a community, but also, not all friends or family will be allies.

In society in general, allies do something very important. They are pro-activly working for a cause.

There are people who are part of a community and be an ally to another part of your community. For example, a cis gay man can be an ally to trans women, as well as an activist for LGBT+ inclusion more generally. And in some schools there may be societies or groups where LGBT+ people and straight cis gender people work together to improve their community for everyone.

Resource 8. Film Review template - Pride

What are the important messages from the film?	I enjoyed the book because ……	Things I though could be better……

Why is the film important for young Jews?

Resource 9. Supporting 'coming out'

WHAT CAN YOU DO TO HELP?

BEFORE SOMEONE COMES OUT:

→ Don't judge people, create spaces where people can be themselves

→ Challenge homo/bi/transphobia when you see and hear it

→ Talk about LGBT people and celebrities in a positive way

→ Get the knowledge e.g. reading resources like this!

WHEN SOMEONE COMES OUT TO YOU:

→ Don't overreact or make a big deal out of it

→ Thank them for trusting you, let them know you won't tell anyone without their permission

→ If someone comes out to you as trans, ask which pronouns (she, he, they) they would like you to use for them

→ Don't ask rude or really personal questions

→ Remind them you're there if they do need to talk or for support

→ Don't try to compare them to others and don't make assumptions!

→ Let them know where their nearest LGBT youth group is

Source: The Proud Trust

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Resource 10. Glossary of commonly used terms

The glossary here has been developed by KeshetUK specifically to support Jewish organisations and educators to build their LGBT+ related vocabulary. This list is not comprehensive, but includes some of the most common terms in current use in the UK. These are provided with the caveat that language is always evolving and changing.

Distinguishing Sex, Gender and Sexuality

A word about distinguishing 'sex' and 'gender'	Sometimes the terms 'sex' and 'gender' are used interchangeably to mean 'male' or 'female', but understanding these concepts distinctly is helpful.
Sex …	This comprises four main biological identifiers – external anatomy, internal organs (*e.g.* uterus), chromosomes and hormones. Sex assigned at birth is usually based on external anatomy and sometimes more generally by reproductive functions. This is distinct from **'Sexual orientation'** (see below).
Gender …	Is a person's internal sense of their own gender identity, whether male, female, or something else such as **'Non-binary'** (see glossary below). Gender is also an external expression or performance of the norms and behaviours that society associates with particular genders.
When using these terms, it is important to remember:	• Sexuality/Sexual orientation and gender identity are not the same thing • Not everyone identifies with the sex that they were assigned at birth • Not everyone thinks of themselves as 'male' or 'female' in the ways that society/culture defines them

Ally	A person who actively supports and advocates for people who belong to marginalised, silenced, or less privileged groups without actually being a member of those groups.
Asexual	A person who is not sexually attracted to people of any gender. Unlike celibacy, which is a choice, asexuality is a sexual orientation. Asexual people have emotional needs and can form intimate relationships.
Bisexual or Bi	Refers to a person who has an emotional, romantic and/or sexual orientation towards more than one gender.
Biphobia	The fear or dislike of, or prejudice against, bisexual people, bisexuality, or people who are perceived to be bisexual whether or not they are.
Cisgender or Cis	Someone whose gender identity is the same as the sex they were assigned at birth. 'Non-trans' is also used by some people.
Coming out	A person telling someone/others about their sexual orientation or gender identity. Coming out is a process of disclosure over which people maintain some choice and control, as opposed to having others reveal their gender identity or sexuality without their consent (see 'Outing, to out' below).
Gay	Refers to a man who has a primary or exclusive emotional, romantic and/or sexual orientation towards men. Also, a generic term for lesbian and gay sexuality. Some women use the term 'gay' rather than lesbian.
Gender fluid	Refers to someone whose gender identity is a dynamic mix of male and female, which can vary over time. Being gender fluid has nothing to do with genitalia or sexual orientation. See also non-binary.
Gender variant	Someone who does not conform to the gender roles and behaviours assigned to them at birth. This is often used in relation to children or young people.

Heterosexual / Straight	Refers to a person who has an emotional, romantic and/or sexual orientation towards people of a different gender.
Homosexual	This is a more medicalised term used to describe someone with an emotional, romantic and/or sexual orientation towards someone of the same gender. The terms 'gay' or 'lesbian' are now more generally used.
Homophobia	The fear or dislike of, or prejudice against, lesbian or gay people, homosexuality, or people who are perceived to be gay or lesbian whether or not they are.
Intersex	A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the normative definitions of female or male. The term hermaphrodite is archaic and generally considered to be offensive and inappropriate.
Lesbian	Refers to a woman who has a primary or exclusive emotional, romantic and/or sexual orientation towards women.
LGBT+	LGBT refers to people who are lesbian, gay, bisexual and/or transgender; the '+' denotes additional identities, such as those who are gender-fluid, non-binary or questioning their sexuality or gender identity.
Non-binary	An umbrella term for a person who does not identify as male or female. See also gender fluid.
Outing (to 'out')	Revealing confidential information about someone's sexuality or gender identity without their permission or against their will.
Pronoun	Words that refer to people's gender in conversation, for example, 'he' or 'she'. Some people may use gender neutral pronouns such as they / their.
Queer	A reclaimed term for those who don't identify with traditional categories of sexuality and gender identity. The term recognises sexuality and gender identity as fluid. Some people still find the word 'queer' derogatory.
Questioning	A person exploring their sexuality or gender identity.
Sexuality/ Sexual orientation	A person's emotional, romantic and/or sexual attraction to another person.
Trans or transgender	An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Transgender people may describe themselves using one or more of a wide variety of terms, including but not limited to trans, cross dresser, non-binary, genderqueer.
Trans man / Trans boy	A person who was assigned the gender of female at birth, but who identifies and lives as a man/boy.
Trans woman / Trans girl	A person who was assigned the gender of male at birth, but who identifies and lives as a woman/girl.
Transitioning	The steps a transgender person may take to live in the gender with which they identify which differs between people. Social transition can include telling friends and family, changing their name, dressing differently and changing official documents. Some people's transition includes medical interventions such as hormone therapy and surgeries, but not all transgender people want or are able to have this.
Transphobia	The fear or dislike of, or prejudice against, transgender people, or people who are perceived to be transgender, whether or not they are.
Transsexual	This is a more medicalised term referring to someone who has transitioned. The terms 'transgender' or 'trans' are now more generally used.

Evaluation – LGBT+ History Resource - JCoSS

Please fill out this evaluation form. It's for the young person to fill out – but can also be filled out the parent, guardian or any educator. This can either be collected by the member of staff or sent through individually.

To fill it out online – please click here or go to https://bit.ly/KeshetUK11 . Otherwise, please email us a copy of the below or email any feedback you have to info@keshetuk.org

Please let us know which activities you took part in: _____

(please tick)	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The resource has enabled me to gain knowledge of the of the timeline of Jewish British LGBT+ history					
Please give any examples here.					
The resource has enabled me to gain understanding of how historical events have impacted the Jewish British LGBT+ community today.					
Please give any examples here.					
I enjoyed the activities I did in this resource					
Please give any examples here.					

1. Which part of the resource was most useful for you? Why? Please give examples, if you can.

2. Which part of the resource was least useful for you? Why?
Please give examples, if you can.

3. Do you have any other feedback or comments about the resource?