



## **Lancashire Standing Advisory Council on Religious Education (SACRE)**

**Monday, 9th July, 2018 at 10.00 am in Committee Room 'D' (The Henry Bolingbroke Room) - County Hall, Preston**

### **Agenda**

<b>No.</b>	<b>Item</b>	
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|------------|---|-----------------|
| <b>1.</b>  | <b>Apologies</b>  |                 |
| <b>2.</b>  | <b>Minutes of the last meeting held on 30 April 2018</b>        | (Pages 1 - 6)   |
|            | Minutes attached.   |                 |
| <b>3.</b>  | <b>NASACRE Conference Feedback</b>                              | (Pages 7 - 8)   |
|            | Report attached.  |                 |
| <b>4.</b>  | <b>Training Report and Consultant Update</b>                    |                 |
|            | Verbal update.  |                 |
| <b>5.</b>  | <b>New Resources: Assessment Grids and Long Term Curriculum</b> | (Pages 9 - 16)  |
|            | Documents attached.   |                 |
| <b>6.</b>  | <b>Newsletter</b>   | (Pages 17 - 26) |
|            | Attached.   |                 |
| <b>7.</b>  | <b>NNWHub Meeting</b>   |                 |
|            | Verbal update.  |                 |
| <b>8.</b>  | <b>Speakers</b>   |                 |
|            | Verbal update.  |                 |
| <b>9.</b>  | <b>School Visits</b>  |                 |
|            | Verbal update.  |                 |
| <b>10.</b> | <b>Lancashire Youth Voice</b>                                   |                 |
| <b>11.</b> | <b>Members' News</b>  |                 |
| <b>12.</b> | <b>Observers' Contributions</b>                                 |                 |

**13. Date of Next Meeting**

The next scheduled meeting of the SACRE will be held at 10.00am on Monday 8 October 2018 in Cabinet Room D – The Henry Bolingbroke Room, County Hall, Preston.

Paul Bond  
Clerk to the SACRE

County Hall  
Preston

# Agenda Item 2

## **Lancashire Standing Advisory Council on Religious Education (SACRE)**

**Minutes of the Meeting held on Monday 30 April 2018 at 10.00 am at Ghausia Mosque, Abel Street, Burnley**

### **Attendees**

<b>Teacher Associations</b>	Mr P Martin (ASCL) (Chair) Ms J Gordon (ATL) Ms J Crabtree (NUT)
<b>Church of England</b>	Mr J Wilson Mrs J O'Rourke
<b>Methodist Church</b>	Ms R Slaney
<b>Lancashire County Council</b>	CC A Cheetham CC P Steen CC Y Motala (Vice Chair)
<b>Representing Islam</b>	Mufti J Pathan Mr A H Qureshi Mufti K Ibrahim
<b>Representing Higher Education</b>	Mrs C Reade Ms S Elton-Chalcraft
<b>Representing the LASGB</b>	Mrs K Cooper
<b>The Faith Centre</b>	Mr A Anwar

### **Observers**

<b>Representing the Bahá'í Faith</b>	Dr Malcolm Craig
<b>Members of the public</b>	Mr M Wilson Ms R Latif

### **Officers**

Mrs A Lloyd – Advisor (School Improvement), Lancashire County Council, Children and Young People Directorate

Mrs M Mahmood – Senior Democratic Services Officer, Lancashire County Council, Legal and Democratic Services

## **1. Tour of the Mosque**

The meeting started with a tour of the Ghausia Mosque and Mr A Anwar provided members with a detailed overview of the mosque and its history which members found interesting and informative.

The Chair thanked Mr A Anwar and all at Ghausia mosque for their hospitality and the opportunity for SACRE members to visit. It was pleasing it was to see so many SACRE members in attendance.

## **2. 10 Minute Break and Networking Opportunity**

A 10 minute break and networking opportunity was provided to SACRE members.

## **3. Apologies**

Apologies were received from Ms L Horobin, Mrs H Shukla, Mr B McMullen, Ms J Roper, Ms J Harris, Mr K Pagpa, Mrs H Sage, CC S Malik, Mrs T Safraz,

The Chair highlight that Mr A Anwar had recently been honoured with an MBE Award for his services to community cohesion in Burnley. The announcement was made on the 29 December 2017 and Mr A Anwar would soon be visiting London to accept his award. Lancashire SACRE members congratulated Mr A Anwar on his achievement.

Members took a moment to remember Mr Terry Murnane who had sadly passed away over the weekend following a stroke some months ago.

[Link to Website:](#)

[Lancashire SACRE Website](#)

## **4. Minutes of the last meeting 27 November 2017**

The following amendments were noted:

The minutes of the last meeting held on 27 November 2017 were agreed as a true and accurate record of the meeting. The correct spelling for Mr A Anwar and Ms N McDermott were noted.

## **5. Draft Development Plan**

An updated Draft Development Plan was circulated to members. Mrs A Lloyd informed members that at the last meeting of the QSS, the sub group had evaluated the Draft Development Plan. The document was still in draft form and it was up to the SACRE members to consider and make any necessary changes.

Mrs A Lloyd talked through each of the key priorities and highlighted the following points:

### **Key Priority 1 – To raise standards by improving the quality of teaching, learning and assessment in Religious Education.**

- 1.1 There was a desire to improve the paper syllabus so that it was more accessible and user friendly. Cumbria's syllabus had been highlighted as good practice, this exercise would take place over the summer.
- 1.2 It was hoped that links would be built on between schools, this target would take some time to establish fully. Through the school visits by SACRE members, schools that could be visited were being identified.
- 1.3 Schools could go to the website and identify support they needed and contact teachers directly. The support from the consultants had made a significant difference.
- 1.4 The assessment system was being continually developed.
- 1.5 An R.E. self-evaluation tool specifically for Lancashire schools had been considered.

### **Key Priority 2 – The SACRE works in effective partnership with the LA to monitor and evaluate standards for the quality of provision in R.E. in Lancashire schools.**

- 2.1 Assessment and attainment data would continue to be collected at the end of the year. The questionnaire for KS3 would also be sent out and Ofsted reports would still be monitored.

### **Key Priority 3 – To improve the provision of collective worship.**

- 3.1 The SACRE QSS agreed to look at the mirrors and doors support materials and guidance with a view to update it.

### **Key Priority 4 – To ensure that the SACRE is effectively managed and works close cooperation with the LA and other key stakeholders.**

- 4.1 There was now a representative from the Methodist Church. Representation from Buddhism and Sikhism was still required. It was agreed the Sikh community in Preston would be contacted again. A process for long term nonattendance at SACRE meetings was discussed. The attendance list was published annually for the Annual Report, it was suggested attendance should be reviewed at this stage and those that had regularly not attended without good reason should be contacted to ask if they wished to continue being a SACRE representative.
- 4.2 A full induction programme had been provided to new SACRE members in September 2017.
- 4.4 There was an increased number of academies that now bought into the Lancashire syllabus.
- 4.5 The SACRE worked positively with other national organisations. Ben Wood would be invited to a future SACRE meeting to give a presentation.
- 4.6 There had been lots of work ongoing such as the Youth Debate and the conference at Broughton High School. Another debate had been planned for September at County Hall.

## **Key Priority 5 – To develop the contribution of RE to community cohesion**

**5.1** Mr A Anwar was working with Lancashire Forum of Faiths to further links with people of different faiths who could then be trained to present in front of pupils. So far 3 training sessions had been delivered, this would be further developed as a priority in the coming year.

It was noted that the service was now getting to the stage where it was paying for itself. Currently there were 40 service level agreements in place and Mr A Anwar had worked with over 60 schools this year. Mr A Anwar updated members on a school linking programme which developed links between two schools that were significantly different to each other. The programme was being funded through the DCLG and to date 22 schools had already been linked through the programme. Due to the success of the video project between Blessed Trinity and Marsden Heights further funding had been granted for the same project to go ahead with different schools.

## **6. Introduction of Consultants and Training Programme**

Mrs A Lloyd circulated details of training currently on offer for teachers:

- Training by Lat Baylock on the 16 May 2018 - Better R.E. in Lancashire for Teachers and Subject Leaders
- Teaching Islam in Primary Schools on the 10 July 2018
- Free Area Network Meetings were ongoing on various dates in June 2018.

The consultants were providing free training to all Blackpool schools as part of the agreement with Blackpool. Ms J Harris would be doing a half day presentation at the Halton Conference. Ms N McDermott had recently got married and was now Mrs N Holland.

## **7. Assessment Grids**

Assessment Grids for Hindu Dharma and Islam were shared with members. Work was on-going to complete the other religions and teachers would need to familiarise themselves with the documents over the coming months. Feedback to date had been positive.

## **8. Report from the Faith Coordinator**

In relation to the Blessed Trinity and Marsden Heights project, funding had been secured to bring the two schools together to deliver a joint project and produce three short videos. Mr A Anwar informed members that the launch event had taken place on the 2 February 2018 at Burnley Youth Theatre to launch the videos created by Marsden Heights and Blessed Trinity schools. Members of the SACRE were shown two clips from the videos highlighting the work of the young people. During the project the Manchester Arena bombing had taken place and it had a profound effect on the children and the direction of one of the videos was changed to reflect the feelings that young people were feeling following the events in Manchester.

Councillor Motala highlighted a recent event organised through the Preston and West Lancashire Racial and Equality Diversity Council, Standing Against Racism. The event was an annual one and was extremely useful.

## **9. Papers for Information**

A copy of the latest newsletter was shared as part of the agenda papers for members.

The Association of Schools and College Leaders had issued advice on Ramadan: Exams and Tests for 2018. This was useful information and had been shared with all schools.

## **10. Visit to Schools**

Another visit needed to be arranged for the autumn term. This item would be added to the July agenda for discussion.

## **11. Lancashire Youth Voice**

There was no update to report.

## **12. Members' News**

Mr A Qureshi updated members on some recent news across the community. A community cohesion pilot project whereby communities were invited into mosques and churches was ongoing. It was agreed Mr A Qureshi would speak to Mr A Anwar about suggestions around further community cohesion work.

## **13. Observers Contributions**

Dr M Craig welcomed the strengthening of relations between primary, secondary and tertiary education.

## **14. Date of Next Meeting**

The next meeting of the SACRE will be held on Monday 9 July 2018 at 10.00am in Cabinet Room D, The Henry Bolingbroke Room at County Hall, Preston.

## **15. Optional Visit to Faith Centre**

An optional visit to the Faith Centre was available to those members who wished to attend.

Paul Bond

Clerk to the SACRE

II





## **NASACRE's 'Silver Jubilee' 25th Anniversary AGM**

In the stunning setting of Merchant Taylors' Hall in the heart of the City of London, NASACRE held its 25th Anniversary AGM.

Patron, Charles Clarke, paid tribute to the work of SACREs during the tremendous changes of the past 25 years in promoting cohesion between communities and in encouraging tolerance between religions and between those of faith and those of none.

However more needs to be done and more government support is needed. The Government's Green Paper on Community Integration recognises the value of faith and Charles encouraged SACREs to do even more in their communities.

Keynote Speaker, Professor Vanessa Ogden highlighted that RE is fundamental to the curriculum and indeed to a civilised society. Professor Ogden emphasised the progress made in the last 25 years, but said we are again in a time of division characterised by racial and religious faultlines. As we have become more religiously and racially diverse, insecurities have reared their head and this is exacerbated by the immediacy of modern communications. She emphasised the importance of RE to understand the basis of religion and its impact on human nature. There has been a deep change in personal attitudes over the last 5 years and dialogue is the crucible of mutual understanding. It is her view that there has never been a time when good RE and good RE teachers were more important.

After useful work in groups discussing Dr Ogden's speech, and a range of other questions raised by the CoRE (Commission of Religious Education), there was a jolly good lunch! Then, Mr David Hampshire (soon to be Dr Hampshire), Assistant Director of the Inter Faith Network, spoke about the Network's activity. In particular, he focused on their work with young people based on 5 consultations in Birmingham, Leeds, London, Cardiff and Glasgow. Young people, of course, want to build a better society and the freedom to develop their own interfaith activities. However, some of the interesting insights drawn from this work were:

- many did not understand the language of interfaith
- people often learn about religion in silos and therefore don't see the connection between different faiths
- some young people don't see the need to know about other people's beliefs
- the 'nones', who often have religious or spiritual thoughts but don't identify with any particular ideology, were often the most interested in this work

Then an illustrious panel considered questions from the audience on:

- National entitlement and localism, with strong support from Professor Ogden for local syllabi
- Concerns about funding and support for SACREs, some of whom are not even receiving minimal clerking help. It was considered that the solution here has to be political, rather than a legal sanction.
- How more RE teachers can be recruited. Rudi Eliot Lockhart pointed out this was a wider problem than RE and much work had been done by the Religious Education Council. Jane Brooke advocated more RE ambassadors, including current NQTs.

- A concern about the disconnect between what students heard at home and at school, and how we could bridge the gap.
- Church and 'faith' schools and their ability to help with cohesion. Charles Clarke said the term 'faith school' is defined in vague and different ways.

Next, were the WESTHILL Awards. Three Projects in receipt of a WESTHILL award were outlined to the Conference.

Ros Garside and Helen Sellers from Bradford SACRE presented their project on Collective Worship. As a result of working with a pilot primary school and then with school headteachers in a seminar, they had developed a SACRE policy on Collective Worship. As a result, schools were distinguishing between moral and spiritual content and moving to whole school Collective worship and differentiating this from 'assemblies'.

Claire Clinton outlined Newham's project on anti-religious bullying with some very powerful videos made by the Youth SACRE.

Lastly, Elizabeth Jenkerson talked about Hampshire's 'Youth Voice to SACRE', engaging Year 9&10 pupils in an Annual Conference to discuss issues that concern them.

Michael Metcalf of Westhill Awards announced the winners for next year's grant as:

Bedford Borough

Cheshire East

Cheshire West and Chester

Cumbria

Waltham Forest and Newham in a joint project

The AGM and NASACRE business meeting concluded the day, with Robert Morgan confirmed as NASACRE's next Vice Chair, and Sheila Gewolb and Linda Rudge joining NASACRE as elected executive members.

It was a busy and invigorating day.

# Religious Education (Lancashire Agreed Syllabus)

## Expected standards: Christianity

Y6: Is life like a journey?	RE skills		<ul style="list-style-type: none"><li>analyse beliefs, teachings and values and how they are linked</li><li>explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li><li>explain the impact of beliefs, values and practices – including differences between and within religious traditions</li></ul>	<ul style="list-style-type: none"><li>use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li><li>explain differing ideas about religious expression</li></ul>	<ul style="list-style-type: none"><li>consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li><li>discuss how people change during the journey of life</li></ul>	<ul style="list-style-type: none"><li>raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li><li>develop own views and ideas in response to learning</li><li>demonstrate increasing self-awareness in their own personal development</li></ul>
	content (Christianity)					
	Church	<ul style="list-style-type: none"><li>explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian</li><li>explain (simply) Christian beliefs about salvation</li><li>explain how Christian beliefs about life after death might affect a believer’s sense of purpose and behaviour throughout the journey of life</li></ul>	<ul style="list-style-type: none"><li>explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)</li><li>analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice</li></ul>	<ul style="list-style-type: none"><li>discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others</li><li>discuss the importance of saying sorry and forgiveness in maintaining relationships with others</li></ul>	<ul style="list-style-type: none"><li>raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences)</li><li>reflect on the benefits and difficulties of forgiveness</li></ul>	
	Jesus	<ul style="list-style-type: none"><li>retell the events leading up to and including the death of Jesus</li><li>explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</li></ul>	<ul style="list-style-type: none"><li>explain how and why Christian individuals and communities might celebrate the events of Holy Week</li><li>use religious vocabulary to describe and explain the Eucharist</li><li>explain different Christian beliefs about the Eucharist and its importance</li></ul>	<ul style="list-style-type: none"><li>consider how people might mature and become stronger through overcoming difficulties</li><li>consider the value of being part of a community on the ‘journey of life’</li></ul>	<ul style="list-style-type: none"><li>raise questions and discuss the extent to which they agree that ‘suffering makes you stronger’</li><li>discuss own experiences and attitudes towards the importance of having companionship on the journey of life</li></ul>	
	God	<ul style="list-style-type: none"><li>explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God</li><li>explain how these rituals might differ between different denominations (eg. infant baptism and believer’s baptism)</li></ul>	<ul style="list-style-type: none"><li>analyse the important of Christian rites of passage as an expression of faith and commitment</li><li>use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</li></ul>	<ul style="list-style-type: none"><li>discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life</li><li>consider the value of celebrating landmarks in life – for individuals and communities</li></ul>	<ul style="list-style-type: none"><li>ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change</li><li>discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life</li></ul>	
Y5: Where is life like a journey?	RE skills		<ul style="list-style-type: none"><li>make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li><li>explain the impact of beliefs and values – including reasons for diversity</li></ul>	<ul style="list-style-type: none"><li>explain differing forms of expression and why these might be used</li><li>describe diversity of religious practices and lifestyle within the religious tradition</li><li>interpret the deeper meaning of symbolism – contained in stories, images and actions</li></ul>	<ul style="list-style-type: none"><li>explain (with appropriate examples) where people might seek wisdom and guidance</li><li>consider the role of rules and guidance in uniting communities</li></ul>	<ul style="list-style-type: none"><li>discuss and debate the sources of guidance available to them</li><li>consider the value of differing sources of guidance</li></ul>

Y4: How should we live our lives?	content (Christianity)		Church	<ul style="list-style-type: none"> <li>describe what Christians mean when they talk about one God in Trinity</li> <li>identify the beliefs contained within the Apostle's Creed</li> <li>explain why the Christian community (The Church) might want/need an agreed statement of belief</li> </ul>	<ul style="list-style-type: none"> <li>describe and explain the meaning of a range of symbols that might be used for the Trinity</li> <li>explain how symbols might unite the worldwide Christian Church</li> <li>describe the role of places like Taizé where Christians from different backgrounds might come together to worship</li> </ul>	<ul style="list-style-type: none"> <li>consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life</li> <li>discuss different responses to sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>raise meaningful questions about things that puzzle them</li> <li>differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</li> </ul>
			Jesus	<ul style="list-style-type: none"> <li>describe Christian beliefs about miracles as 'signs' of the divinity of Jesus</li> <li>retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>describe why some Christians might go on pilgrimage to places associated with miraculous events</li> <li>explain the impact that belief in miracles and the power of prayer might have on a Christian</li> </ul>	<ul style="list-style-type: none"> <li>explain the difference between fact, opinion and belief</li> <li>consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God</li> </ul>	<ul style="list-style-type: none"> <li>discuss their own beliefs – is there anything that they accept as truth which others may not agree with?</li> <li>reflect on how they make decisions about what is/is not true</li> </ul>
			God	<ul style="list-style-type: none"> <li>describe Christian beliefs about sin and forgiveness</li> <li>describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God</li> <li>suggest different ways that this story might be understood by Christians</li> </ul>	<ul style="list-style-type: none"> <li>describe and explain how and why Christians might use the Lord's Prayer</li> <li>analyse and interpret the Lord's Prayer – and what guidance it provides for Christians</li> <li>suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations</li> </ul>	<ul style="list-style-type: none"> <li>consider the different ways that myth and stories are and used</li> <li>explain how a 'truth' might be contained within a story</li> </ul>	<ul style="list-style-type: none"> <li>consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</li> <li>discuss and debate things that they consider to be true that others might disagree with</li> </ul>
	RE skills			<ul style="list-style-type: none"> <li>describe what a believer might learn from a religious teaching/story</li> <li>make links between ideas about morality and sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>describe the impact religion has on believers' lives</li> <li>explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<ul style="list-style-type: none"> <li>consider the range of beliefs, values and lifestyles that exist in society</li> <li>discuss how people make decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own personal sources of wisdom and authority</li> </ul>
			Church	<ul style="list-style-type: none"> <li>retell some of the main parables of Jesus</li> <li>explain how and why these might be an important source of guidance for Christians</li> <li>suggest ways that Christians might put these teachings into action in the 21<sup>st</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>describe and explain (with examples) Christian attitudes about how to treat others</li> <li>explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed</li> </ul>	<ul style="list-style-type: none"> <li>explain (with examples) how and why people might use stories to pass on wisdom and guidance</li> <li>discuss how and why fables might be an important aspect of human history and culture</li> </ul>	<ul style="list-style-type: none"> <li>discuss examples of wisdom and guidance that they have learnt from stories</li> <li>consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this</li> </ul>
			Jesus	<ul style="list-style-type: none"> <li>retell the story of Jesus in the wilderness</li> <li>identify Christian beliefs about Jesus reflected in this story</li> <li>suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)</li> </ul>	<ul style="list-style-type: none"> <li>describe what a Christian might do during Lent and why</li> <li>explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this</li> <li>Discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith</li> </ul>	<ul style="list-style-type: none"> <li>consider differing attitudes and responses to the concept of sacrifice (both positive and negative)</li> <li>discuss why many people are willing to make sacrifices for the people they love</li> <li>discuss why some people may be willing to make a sacrifice for someone they don't even know</li> </ul>	<ul style="list-style-type: none"> <li>give examples of acts of sacrifice that have been done by or for them</li> <li>discuss who or what they would be prepared to make sacrifices for</li> <li>consider the value of sacrifice – as an expression of love and commitment</li> </ul>

		God	<ul style="list-style-type: none"><li>• explore different Christian beliefs about the Bible as the word of God</li><li>• explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible</li><li>• describe why some Christians might view the Bible as an important source of authority and moral guidance</li></ul>	<ul style="list-style-type: none"><li>• explain why Christians might have different views about how to interpret and apply the Bible</li><li>• explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)</li></ul>	<ul style="list-style-type: none"><li>• discuss why people might have different views about what is right and wrong – and where these views might come from</li><li>• describe the different sources of authority that humans might look to when making decisions about how to live their lives</li></ul>	<ul style="list-style-type: none"><li>• reflect on their own understanding of morality and where it comes from</li><li>• raise questions and discuss responses to different ideas about how to live well</li></ul>	
Y3: Who should we follow?	RE skills		<ul style="list-style-type: none"><li>• show awareness of similarities in religions</li><li>• identify beliefs and values contained within a story/teaching</li><li>• identify the impact religion has on a believer</li></ul>	<ul style="list-style-type: none"><li>• identify how religion is expressed in different ways</li><li>• use religious terms to describe how people might express their beliefs</li></ul>	<ul style="list-style-type: none"><li>• describe how some people, events and sources of wisdom have influenced and inspired others</li></ul>	<ul style="list-style-type: none"><li>• in relation to matters of right and wrong, recognise their own and others’ values</li><li>• discuss own questions and responses related to the question ‘who should we follow – and why?’</li></ul>	
	content (Christianity)		Church	<ul style="list-style-type: none"><li>• know what Christians mean by the Holy Spirit</li><li>• suggest how belief in the Holy Spirit as God’s presence in the world might have an impact on individuals and communities</li><li>• identify Christian values exemplified in the gifts of the Spirit</li></ul>	<ul style="list-style-type: none"><li>• identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations</li><li>• describe how and why Pentecost is celebrated</li><li>• describe why some Christians might take part in a procession of witness</li></ul>	<ul style="list-style-type: none"><li>• describe aspects of being human that we should be proud of</li><li>• discuss what it means to be a successful human – and the different measures of success that might be applied</li></ul>	<ul style="list-style-type: none"><li>• discuss their own sense of value and what is good/unique about being them</li><li>• reflect on the people that they value in their lives – and how they show their appreciation</li></ul>
			Jesus	<ul style="list-style-type: none"><li>• know what is meant by discipleship</li><li>• know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus</li><li>• identify beliefs and values within religious teachings (eg. ‘Follow me and I will make you fishers of men’ – Matt 4:19)</li></ul>	<ul style="list-style-type: none"><li>• describe how and why Christians might try to follow the example of Jesus through mission and charity work</li><li>• describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs</li></ul>	<ul style="list-style-type: none"><li>• talk about what it means to have charisma</li><li>• describe what makes a good leader and why people might want to follow him/her</li><li>• discuss what motivates people to want to make a difference</li></ul>	<ul style="list-style-type: none"><li>• reflect on their own leadership abilities</li><li>• discuss their own desires to make a difference in the world/in their communities</li></ul>
			God	<ul style="list-style-type: none"><li>• know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)</li><li>• identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)</li><li>• suggest why these prophets chose to listen to and follow God</li></ul>	<ul style="list-style-type: none"><li>• identify Christians who might be described as people who listened to and followed God</li><li>• describe how and why some Christians might devote their lives to serving God</li><li>• talk about what is meant by a sense of vocation</li></ul>	<ul style="list-style-type: none"><li>• identify inspirational people/role models for the world today</li><li>• describe the qualities that inspirational people might have</li></ul>	<ul style="list-style-type: none"><li>• discuss who makes a good role model and why</li><li>• raise and discuss questions about following others – including both positive and negative responses</li></ul>
Y2: How do we respond to...	RE skills		<ul style="list-style-type: none"><li>• retell and suggest meanings for religious stories and/or beliefs</li><li>• use some religious words and phrases when talking about beliefs and values</li></ul>	<ul style="list-style-type: none"><li>• identify and describe how religion is expressed in different ways</li><li>• suggest the symbolic meaning of imagery and actions</li></ul>	<ul style="list-style-type: none"><li>• identify things that influence a person’s sense of identity and belonging</li></ul>	<ul style="list-style-type: none"><li>• ask relevant questions</li><li>• talk about their own identity and values</li></ul>	
	Church		<ul style="list-style-type: none"><li>• suggest beliefs and values that might unite the Christian community</li><li>• talk about why some Christians might think it is important to come together to worship God</li></ul>	<ul style="list-style-type: none"><li>• identify symbols (images and actions) used in Christian worship</li><li>• talk about how and why symbols might be used in Christianity</li><li>• identify and describe features of a church</li></ul>	<ul style="list-style-type: none"><li>• identify signs and symbols in the world around them</li><li>• talk about the school logo – what values it might represent and how it might unite the school community</li></ul>	<ul style="list-style-type: none"><li>• ask thoughtful questions about signs and symbols</li><li>• talk about communities that they belong to – and how they show their commitment to these communities</li></ul>	

		Jesus	<ul style="list-style-type: none"> <li>• suggest what Christians might mean when they refer to Jesus as 'the Light of the world'</li> <li>• talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God</li> </ul>	<ul style="list-style-type: none"> <li>• identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carl services, Christingle) – and the symbolic meaning</li> <li>• talk about the different ways that Christians might celebrate Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• identify different ways that humans use light</li> <li>• discuss the importance of light – as a source of comfort, security and hope</li> <li>• talk about how and why light might be an important symbol</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions about the value of sources of light in their own lives</li> <li>• talk about the people who provide comfort, security and hope for them</li> <li>• suggest ways in which they might be a light for others</li> </ul>
		God	<ul style="list-style-type: none"> <li>• retell (simply) the Genesis 1 story of creation</li> <li>• suggest why Christians might think it is important to look after the world</li> </ul>	<ul style="list-style-type: none"> <li>• suggest ways that Christians might express their concern for the natural world</li> <li>• describe how and why Christians might thank God for creation at Harvest festivals</li> </ul>	<ul style="list-style-type: none"> <li>• identify ways in which humans use (and abuse) the natural world</li> <li>• talk about why our planet should matter to all humans – and how this should influence our behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on their own use of the world's resources</li> <li>• ask questions about what they can do to show that they care about the world</li> </ul>
Y1: What do people say about God?	RE skills		<ul style="list-style-type: none"> <li>• give an example of a key belief and/or a religious story</li> <li>• give an example of a core value or commitment</li> </ul>	<ul style="list-style-type: none"> <li>• use some religious words and phrases to recognise and name features of religious traditions</li> <li>• talk about the way that religious beliefs might influence the way a person behaves</li> </ul>	<ul style="list-style-type: none"> <li>• notice and show curiosity about people and how they live their lives</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions</li> </ul>
	content (Christianity)	Church	<ul style="list-style-type: none"> <li>• know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies</li> <li>• talk about what it might mean to belong to the Church family</li> </ul>	<ul style="list-style-type: none"> <li>• identify features of baptism – eg. the font, candles, godparents</li> <li>• talk about why parents might want to have their child baptised</li> </ul>	<ul style="list-style-type: none"> <li>• talk about what it means to belong to a family</li> <li>• talk about the role of families in raising children</li> </ul>	<ul style="list-style-type: none"> <li>• talk about their own identity as part of a family and part of the school community</li> </ul>
		Jesus	<ul style="list-style-type: none"> <li>• know a simple version of the nativity story</li> <li>• talk about why Christians would say that Jesus is a special baby</li> <li>• talk about how different characters in the nativity welcome the baby Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• identify religious aspects of Christmas celebrations</li> <li>• talk about why Christmas is a special time for Christians</li> </ul>	<ul style="list-style-type: none"> <li>• consider how and why babies might be special – and why they need love and care</li> <li>• talk about the importance of looking after those who cannot help themselves</li> </ul>	<ul style="list-style-type: none"> <li>• talk about their own beginnings and how they were welcomed into the family</li> <li>• reflect on who has helped them in life so far</li> </ul>
			<ul style="list-style-type: none"> <li>• know that Christians refer to God as (Father)</li> </ul>	<ul style="list-style-type: none"> <li>• talk about how and why Christians might</li> </ul>	<ul style="list-style-type: none"> <li>• talk about the importance of love in</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on their own role within the</li> </ul>

The Lancashire Agreed Syllabus for RE has 3 strands of subject knowledge concerned with teaching about Christianity: God, Jesus and Church. These should be taught as three distinct RE units in each year. The RE skills should be developed throughout the year in all aspects of the RE curriculum and in the three strands of teaching about Christianity.

Although the three strands are to be taught distinctly, they will also contribute to a holistic understanding of the beliefs, values and living religious traditions of Christianity. As pupils progress, they should increasingly be able to make connections from across the strands.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1: What do people say about God?	<b>Christianity</b> (God)  Why do Christians say that God is a 'Father'?	<b>Christianity</b> (Jesus)  Why is Jesus special to Christians?	<b>Islam</b>  How might beliefs about creation affect the way people treat the world?	<b>Judaism</b>  Why might some people put their trust in God?	<b>Hindu dharma</b>  What do Hindus believe about God?	<b>Christianity</b> (Church)  How might some people show that they 'belong' to God?
Y2: How do we respond to the things that really matter?	<b>Christianity</b> (God)  Does how we treat the world matter?	<b>Christianity</b> (Jesus)  Why do Christians say that Jesus is the 'Light of the World'?	<b>Hindu dharma</b>  How might people express their devotion?	<b>Islam</b>  Why do Muslims believe it is important to obey God?	<b>Christianity</b> (Church)  What unites the Christian community?	<b>Judaism</b>  What aspects of life really matter?
Y3: Who should we follow?	<b>Christianity</b> (God)  How (and why) have some people served God?	<b>Islam</b>  Why is the Prophet Muhammad (pbuh) an example for Muslims?	<b>Christianity</b> (Jesus)  What does it mean to be a disciple of Jesus?	<b>Christianity</b> (Church)  What do Christians mean by the 'Holy Spirit'?	<b>Sikhism</b>  Why are the Gurus important to Sikhs?	<b>Hindu dharma</b>  Why is family an important part of Hindu life?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1: What do people say about God?	<b>Christianity</b> (God)  God the Father  prayer	<b>Christianity</b> (Jesus)  The nativity story  beliefs about Jesus as God incarnate  Christmas	<b>Islam</b>  God as creator  care for the planet	<b>Judaism</b>  God’s promise  Noah Abraham  trusting in God	<b>Hindu dharma</b>  one God in many forms  God in all things  expressing ideas about God	<b>Christianity</b> (Church)  baptism  belonging
Y2: How do we respond to the things that really matter?	<b>Christianity</b> (God)  Creation  Care for the planet  Harvest	<b>Christianity</b> (Jesus)  Jesus as the light of the world  symbolism of light  Advent and Christmas celebrations	<b>Hindu dharma</b>  devotion  worship in the home and temple	<b>Islam</b>  submission and gratitude  prayer	<b>Christianity</b> (Church)  worship  the church  use of symbols	<b>Judaism</b>  Moses  Ten Commandments  The Sabbath
Y3: Who should we follow?	<b>Christianity</b> (God)  Prophets  service to God  inspirational people	<b>Islam</b>  The Prophet Muhammed (pbuh)  Zakah	<b>Christianity</b> (Jesus)  discipleship  following the example of Jesus  helping others	<b>Christianity</b> (Church)  The Holy Spirit  gifts of the spirit  Pentecost	<b>Sikhism</b>  Guru Nanak  The 10 gurus  Baisakhi	<b>Hindu dharma</b>  religious duty  Hindu scriptures (the Ramayana)  Raksha Bandhan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4: How should we live our lives?	<b>Hindu dharma</b>  Vishnu  Rama and Sita  Diwali	<b>Christianity</b> (God)  The Bible  Christian life – guided by wisdom, teachings and authority	<b>Sikhism</b>  the 5 Ks  equality  the Gurdwara	<b>Christianity</b> (Jesus)  Jesus in the wilderness  Lent  Sacrifice	<b>Islam</b>  The Five Pillars of Islam  Ramadan	<b>Christianity</b> (Church)  Parables  love for all
Y5: Where can we find guidance about how to live our lives? Page 15	<b>Christianity</b> (God)  sin  Adam and Eve’s disobedience  temptation and morality	<b>Islam</b>  The Qur’an  The Night of Power	<b>Hindu dharma</b>  Krishna  Holi	<b>Christianity</b> (Jesus)  miracles of Jesus  pilgrimage	<b>Christianity</b> (Church)  The Trinity  use of symbols and metaphors  The Worldwide Church	<b>Judaism</b>  The Torah  the synagogue
Y6: Is life like a journey?	<b>Christianity</b> (Church)  Christian rites of passage  denominational differences	<b>Hindu dharma</b>  reincarnation  karma  the 4 ashramas	<b>Islam</b>  The Ummah  Hajj	<b>Christianity</b> (Jesus)  Holy Week  The Eucharist  denominational differences	<b>Buddhism</b>  The Buddha  The Four Noble Truths  The Eightfold path	<b>Christianity</b> (God)  Salvation  Forgiveness



## SACRE NEWSLETTER

**Summer 2018**



## Welcome

Are you wanting to bridge diversity and promote tolerance and respect in your school and community? Is the development of SMSC a key target in your new school improvement plan? Are your pupils fully prepared for life in a culturally diverse modern Britain?

The recent Government ***Integrated Communities Strategy Green Paper*** sets out an ambitious programme of actions designed to build strong integrated communities, where people – whatever their background – can live, work, learn and socialise together, based on shared rights, responsibilities and opportunities. To read the plan in full follow this link:

<https://www.gov.uk/government/consultations/integrated-communities-strategy-green-paper>

As a subject that explores different faiths and cultures, RE is ideally placed to promote positive community relations, interfaith respect and understanding. Throughout this newsletter there are resources that can provide a starting point.

### Diversity of Religion and Belief



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- Page 8 – SACRE Visits...
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### **A free guidance and resource pack for primary schools in England and Wales**

Cardiff University's School of Social Sciences has produced a free guidance and resource pack for primary schools entitled Diversity of Religion and Belief. The pack aims to provide schools with the tools to create an environment that recognises and values diversity of religion and belief, as well as delivering good quality RE that promotes interfaith respect and understanding.

[http://orca.cf.ac.uk/110147/?utm\\_source=emailmarketing&utm\\_medium=email&utm\\_campaign=primary\\_may\\_2018\\_newsletter\\_with\\_download&utm\\_content=2018-06-12](http://orca.cf.ac.uk/110147/?utm_source=emailmarketing&utm_medium=email&utm_campaign=primary_may_2018_newsletter_with_download&utm_content=2018-06-12)

# RE curriculum week

## Interested in planning an RE curriculum week?

Each spring term, Edenfield CE Primary delivers an RE theme week to celebrate world faiths and cultural diversity in their community. Highlights are as follows:

The children in Reception and Y6 enjoyed learning more about Christianity. In Reception they listened to stories that Jesus told including the Good Samaritan, and the Prodigal son and had the opportunity to visit Edenfield Parish Church with their Year 6 buddies. They then enjoyed creating their own role-play church back in class, where lots of weddings and christenings took place. Year 6 studied Christianity through stained glass windows. The children looked at famous stained glass windows and how they were used historically as a method of storytelling. The children created pictures of their own stained-glass windows to tell different stories from the Bible.



Year 1 learned all about the religion of Islam. This included learning about the five pillars of Islam and the Hajj Pilgrimage. Role play activities included acting out what to do when arriving in Mecca. Year 1 now know all about the five daily prayers which must be done at certain times of the day, and the different steps taken when using a prayer mat.

Class 2 focused on Sikhism. The children learned all about how Sikhism was formed, symbols of Sikhism, the 5Ks and where Sikhs worship. Pupils went on a trip to a Sikh Gurdwara in Preston where they had to wash their hands, remove their shoes and cover their hair before entering the main prayer room. Everyone had to kneel in front of the Guru Granth Sahib which is the name of the Holy Book. It was a really enjoyable, interesting trip and everyone learned something new about Sikhism.

Class 3 have been learning about Buddhism and thinking about meditation. Meditation is used to focus the mind and forget about the distractions faced in life. The children enjoyed listening to calm music as well as instructions to help them concentrate. They also learnt about some of the different hand positions (Mudras) that Buddhists use when meditating.

Class 4 studied Hinduism. Throughout the week, the children looked at the origins of Hinduism; focused on the different Gods; created Mehndi designs; painted Rangoli patterns; and participated in Hindu dancing.

Finally Class 5 focused on Judaism. The children studied 'Shabbat' and the synagogue. On the Friday of RE week, Class 5 was lucky enough to visit the Jewish Museum in Cheetham Hill to see all of the parts of the synagogue first hand. The children got to act out a religious ceremony and dress up in the prayer shawl (Tallit) and study Torah scrolls. They were told the story of the Passover, with props, to make the re-telling interactive and engaging.

The week culminated in a whole school celebration assembly whereby each class told the rest of the school about the different religions that they had been studying.



Year 6 also took their reception buddies to church where they gave them a tour and explained about the different parts of the church.

RE week continues to be one of the highlights of the school year at Edenfield and the children enjoy these projects enormously. Interested in doing something similar? Give Charlotte Garner, headteacher a ring at Edenfield to learn more.

***Wanting to know what is happening nationally in RE? The final report on the Commission on Religious Education will be released in September 2018. Well worth a read.***





# Resources, Planning and Assessment

## New Resources to support the planning and assessment of Religious Education in Lancashire.

You will be pleased to know that there are now three assessment grids uploaded to the RE website: Christianity, Islam and Hinduism. These aim to support schools in making age related judgements.

Religious Education (Lancashire Agreed Syllabus) Expected standards: Hindu Dharma					
Y6: How is life a journey?	RE skills	<ul style="list-style-type: none"> <li>analyse beliefs, teachings and values and how they are linked</li> <li>explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul>	<ul style="list-style-type: none"> <li>use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>explain differing ideas about religious expression</li> </ul>	<ul style="list-style-type: none"> <li>consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>discuss how people change during the journey of life</li> </ul>	<ul style="list-style-type: none"> <li>raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>develop own views and ideas in response to learning</li> <li>demonstrate increasing self-awareness in their own personal development</li> </ul>
	content (Hindu Dharma)	<ul style="list-style-type: none"> <li>analyse Hindu beliefs about samsara, karma and moksha and how these are linked</li> <li>explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'</li> <li>explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</li> </ul>	<ul style="list-style-type: none"> <li>describe and explain the four ashramas (stages of life) in the life of a Hindu</li> <li>explain how a person might change as they move from one ashrama to the next</li> <li>consider the importance of the samakaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</li> </ul>	<ul style="list-style-type: none"> <li>discuss the special milestones that we might celebrate during a person's lifetime</li> <li>discuss how our rights, responsibilities and relationships with others might change as we go through life</li> </ul>	<ul style="list-style-type: none"> <li>ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future</li> </ul>
Y5: Where can we find guidance about how to live our lives?	RE skills	<ul style="list-style-type: none"> <li>make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>explain the impact of beliefs and values – including reasons for diversity</li> </ul>	<ul style="list-style-type: none"> <li>explain differing forms of expression and why these might be used</li> <li>describe diversity of religious practices and lifestyle within the religious tradition</li> <li>interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>	<ul style="list-style-type: none"> <li>explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>consider the role of rules and guidance in uniting communities</li> </ul>	<ul style="list-style-type: none"> <li>discuss and debate the sources of guidance available to them</li> <li>consider the value of differing sources of guidance</li> </ul>
	content (Hindu Dharma)	<ul style="list-style-type: none"> <li>make links between the story of Prince Prahlada and Hindu beliefs about devotion and loyalty</li> <li>explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</li> <li>explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</li> </ul>	<ul style="list-style-type: none"> <li>describe and explain a variety of ways that Hindus might celebrate the festival of Holi</li> <li>suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</li> <li>explain how Holi celebrations might express Hindu beliefs about equality</li> </ul>	<ul style="list-style-type: none"> <li>explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions</li> <li>consider the different ways that myth and stories are used</li> <li>explain how a 'truth' might be contained within a story</li> </ul>	<ul style="list-style-type: none"> <li>consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</li> <li>discuss and debate things that they consider to be true that others might disagree with</li> </ul>
Y4: How should we live our lives?	RE skills	<ul style="list-style-type: none"> <li>describe what a believer might learn from a religious teaching/story</li> <li>make links between ideas about morality and sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>describe the impact religion has on believers' lives</li> <li>explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<ul style="list-style-type: none"> <li>consider the range of beliefs, values and lifestyles that exist in society</li> <li>discuss how people make decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own personal sources of wisdom and authority</li> </ul>
	content (Hindu Dharma)	<ul style="list-style-type: none"> <li>explore teachings about good and evil in the story of Rama and Sita</li> <li>describe what moral guidance Hindus might gain from the story of Rama and Sita</li> <li>make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma</li> </ul>	<ul style="list-style-type: none"> <li>use subject specific language to describe how and why Hindus celebrate Diwali</li> <li>explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil</li> </ul>	<ul style="list-style-type: none"> <li>discuss (with relevant examples) the importance of the belief that good overcomes evil</li> <li>suggest people, words or stories that might be inspiring when trying to overcome difficulties in life</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own concept of 'goodness'</li> <li>discuss what gives them hope during difficult times</li> </ul>

Also uploaded, is also a new long term curriculum map to support the progressive teaching of knowledge and skills – to download please see the planning section of the website.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1: What do people say about God?	Christianity (God)  Why do Christians say that God is a 'Father'?	Christianity (Jesus)  Why is Jesus special to Christians?	Islam  How might beliefs about creation affect the way people treat the world?	Judaism  Why might some people put their trust in God?	Hindu dharma  What do Hindus believe about God?	Christianity (Church)  How might some people show that they 'belong' to God?
Y2: How do we respond to the things that really matter?	Christianity (God)  Does how we treat the world matter?	Christianity (Jesus)  Why do Christians say that Jesus is the 'Light of the World'?	Hindu dharma  How might people express their devotion?	Islam  Why do Muslims believe it is important to obey God?	Christianity (Church)  What unites the Christian community?	Judaism  What aspects of life really matter?
Y3: Who should we follow?	Christianity (God)  How (and why) have some people served God?	Islam  Why is the Prophet Muhammad (pbuh) an example for Muslims?	Christianity (Jesus)  What does it mean to be a disciple of Jesus?	Christianity (Church)  What do Christians mean by the 'Holy Spirit'?	Sikhism  Why are the Gurus important to Sikhs?	Hindu dharma  Why is family an important part of Hindu life?

# Feel that you can contribute to the development of RE across Lancashire?

Looking to develop new skills, learn from others and gain experience in other contexts?

**Then consider applying to join our pool of associate RE consultants!**

An exciting opportunity has arisen for experienced Lancashire primary or secondary teachers. Due to the increasing demand for support in delivering the Lancashire Agreed Syllabus for RE, agreement has been given to add to the pool of existing RE associate consultants.

Consultants will be trained to:

- Provide 1: 1 support for teachers and subject leaders
- Deliver school based INSET both within and outside Lancashire.
- Organise Pupil Voice events
- Deliver marketed courses.
- Lead local network meetings
- Work as a team to develop new materials.

We would ask that Headteachers release the successfully appointed teachers to the pool initially for up to 5 days/ term as and when required by prior agreement. This request would be in response to demand and would be subject to the experience and skills required to support the request.

Schools would be reimbursed for the release of their member of staff at a rate of £450 per day which would also include an element for travel expenditure that may be incurred by the teacher.

Supply cover at £165.00 per day will be provided for attendance at REC meetings, training sessions and when working as a team to write new materials.

If you feel that you or a colleague would be suitable for this opportunity approval is required from your headteacher.

Please contact [Alison.Lloyd@Lancashire.gov.uk](mailto:Alison.Lloyd@Lancashire.gov.uk) for an expression of interest form. Closing date 13<sup>th</sup> July 2018.



# Opportunities and Inspiration

## Summer RE Training Opportunity

Teaching Islam in Primary Schools

Date: 10<sup>th</sup> July 2018 1.30 – 4.30pm

Venue: Quwwat Ul Islam Mosque, Peel Hall Street, Preston, PR1 6QQ

Reference: REL 101

This course will be beneficial to teachers and leaders of RE and help build confidence in the planning and delivery of lessons about the Islamic faith. It is suitable for both new and experienced teachers. There will be an opportunity to discuss the new progression grids for RE and how these might be implemented in the classroom.

*Book a place via the LPDS website*

## Westhill Awards

Wanting some inspiration? Take a look at the work of other schools by exploring the "Projects that Spark" section of the Westhill Endowment site:

<http://www.westhillendowment.org/projects-that-spark>

## The Shared Space Project

Academics from the University of Bristol joined forces with the National Association of Teachers of Religious Education (NATRE) in the **Shared Space Project** to explore the best ways of promoting tolerance and understanding within RE lessons.

To download the toolkit:

[https://www.natre.org.uk/news/latest-news/how-re-lessons-can-reduce-prejudice-and-improve-community-relations/?utm\\_source=emailmarketing&utm\\_medium=email&utm\\_campaign=primary\\_may\\_2018\\_newsletter\\_with\\_download&utm\\_content=2018-06-12](https://www.natre.org.uk/news/latest-news/how-re-lessons-can-reduce-prejudice-and-improve-community-relations/?utm_source=emailmarketing&utm_medium=email&utm_campaign=primary_may_2018_newsletter_with_download&utm_content=2018-06-12)



*Lost your password for the RE website?*

*Can't download the exemplar plans and support materials?*

*Please send an email to:*

[advisory.support@lancashire.gov.uk](mailto:advisory.support@lancashire.gov.uk)



## Better RE in Lancashire



In May, primary school teachers from across Lancashire attended an all-day conference with **Lat Blaylock** looking at how to teach better RE and put it into practice. The course was a great success and all involved felt inspired and confident to try out new ideas including experiential learning. Teachers were encouraged to take risks and try out Big RE as a whole school incentive to promote work across the curriculum. Exemplars of work were provided to see theory into practice.

Feedback from those who attended was very positive, describing the day as giving *"Practical ideas for making RE engaging for children and making RE purposeful"* *"Great informative*

*day with lots of amazing ideas"*.

The course was thoroughly enjoyed by all and many commented on how they are looking forward to sharing, planning and trying out the new ideas within their schools. **Interested? A second day with Lat Blaylock is planned for 30<sup>th</sup> October at Farington Lodge. Please see LPDS for details.**

## Tackling Radicalisation

Young people from Blessed Trinity RC College and Marsden Heights Community College took part in a project tackling radicalisation. The project was led by the Faith Centre and delivered in partnership with the Burnley Youth Theatre. To watch the documentary and the film click on the links below.

<https://m.youtube.com/watch?v=2Ou2J833oII>

<https://m.youtube.com/watch?v=JQAeksG-8cs>



## SACRE Visits...

### *What have your SACRE members been up to?*

The most recent Lancashire SACRE meeting was held on the 30th April 2018 at the Ghausia Mosque on Abel Street, Burnley.

During this visit all the members were given a guided tour of the mosque and also visited the Faith Centre which is situated within walking distance.

All the members would like to thank everyone at Ghausia Mosque for their hospitality throughout.

## Free Area Network Meetings

**Unsure how to form assessment judgements in Religious Education?**

**Try out these FREE Area Network Meetings 4.00 -5.30pm**

These FREE area network meetings are being provided to support teachers in forming judgements when assessing age related expectations in Religious Education.

There will be opportunities for teachers to bring along samples of work and use the new assessment grids to moderate judgements with the support of the RE consultants and other local teachers. Hopefully this will allow schools to gain greater confidence in their attainment data prior to submission to the Local Authority.

Teachers will also have opportunity to consider Religious Education updates, share good practice and discuss challenges and dilemmas.

Venues:

**East:** Hapton CE (VC) Primary School - **Tuesday 19<sup>th</sup> June**

**North:** Bowerham Primary & Nursery School - **Monday 18<sup>th</sup> June**

**South:** Lea Community Primary School - **Tuesday 5<sup>th</sup> June**

**Ref: REL 102**



***SACRE Summer 2018 Newsletter – June 2018***



## **NATRE**

Following on from their **'State of the Nation' Report** published in September '17, NATRE are interested in capturing the views of primary teachers about Religious Education.

Information from the survey will be used to campaign with the DfE for additional support to ensure quality teaching and provision in

RE.

Please complete this survey and encourage your colleagues and networks to do the same. As a thank you for completing the survey, you get £5 to spend with RE Today.

<https://retoday.org.uk/news/natre-primary-survey-2018>

**SPIRITED ARTS**

***Looking for something fun to get involved with in the summer term?***

*Why not enter the NATRE Spirited Arts competition?*

In its 15th year, this competition has attracted over 320,000 participants (averaging 20,000 per year!) since 2004, with 2,000 entries being sent in to NATRE each year for judging. The annual competition starts at the beginning of every school year and runs through to 31 July, in order to enable teachers to incorporate the art competition into their RE lessons. Many schools have an 'Art in Heaven' unit of work, or a special learning RE/arts week.

To see the themes for 2018 and how to enter please see <https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2018/>



# Upcoming Festivals

## Festivals June and July 2018

**15<sup>th</sup> June – Eid-ul-Fitr Feast of Fast Breaking**

**16<sup>th</sup> June – Martyrdom of Guru Arjan Dev (Sikh)**

**21<sup>st</sup> June – Summer Solstice**

**21<sup>st</sup> June – World Humanist Day**

**24<sup>th</sup> June – Midsummer Day**

**14<sup>th</sup> July – Ratha Yatra (Hindu)**

**15<sup>th</sup> July – Chokor (Buddhist)**

**22<sup>nd</sup> July – Tisha B'Av (Jewish)**

**27<sup>th</sup> July – Dhamma Day (Buddhist)**

### **Needing Help?**

**Finding the Agreed Syllabus a challenge? Not sure how to assess in RE? Needing to increase subject knowledge of a specific religion? Wanting to raise the profile of RE in your school? Committed to developing the effectiveness of the subject leader for Religious Education?**

**Our consultants can offer 1:1 support for individual teachers and school based INSET in addition to running marketed courses. Normal consultancy rates apply.**

**To make an enquiry please contact: [advisory.support@lancashire.gov.uk](mailto:advisory.support@lancashire.gov.uk)**