



SACRE NEWSLETTER

(Issue 9) Spring 2022

Twitter: Lancashire SACRE @LancsSACRE

www.lancsngfl.ac.uk/curriculum/re

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REPORTING END OF KEY STAGE ATTAINMENT DATA FOR RELIGIOUS EDUCATION TO LANCASHIRE SACRE

A heads up! Lancashire SACRE intend to ask schools to submit their end of key stage attainment data for religious education at the end of this academic year. This will be undertaken alongside the annual school survey.

At the start of the summer term, a letter will be sent to schools giving instructions on how to submit data for KS1 and KS2 by September '22. An evaluation survey will be sent to secondary schools.

To support schools in forming assessment judgements against the Lancashire Agreed Syllabus, consultants will hold free training sessions for schools as follows. Both sessions will be hosted by Zoom:

KS1 and KS2-- May 25th 2022 – 1.30- 3.30pm

This session will provide resources to help schools secure their attainment data at the end of Y2 and Y6.

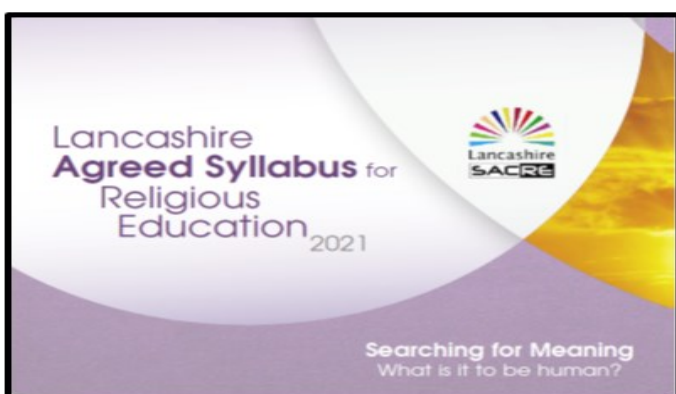
[Courses \(lancashire.gov.uk\)](http://lancashire.gov.uk)

KS3 – May 25th 2022 – 3.30- 5.00pm

This course will explore the principles of good assessment for students at KS3.

[Course Details \(lancashire.gov.uk\)](http://lancashire.gov.uk)

Both courses will be FREE and we suggest signing up to them as soon as you possibly can.

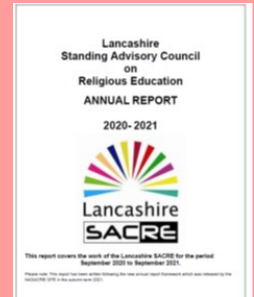


The SACRE Annual Report

The SACRE Annual Report is now complete and is available to download from the SACRE website.

Please follow this link http://www.lancsngfl.ac.uk/curriculum/re/index.php?category_id=135

Many thanks to the schools who submitted information about the number of withdrawals from RE and Collective Worship. A brief overview of findings can be found in the annual report.



Knowledge Organisers – want to share?

An additional tab has been added to the RE website for teachers who wish to share any of their knowledge organisers. Its always good to have WAGOLL when you are creating something new! Please email advisory.support@lancashire.gov.uk

Belonging and Believing

This set of beautifully produced hard-back books for learners of all ages, is an essential resource to support understanding of the diversity of religion and worldviews. Each book, written by Gill Vaisey, focusses on a five-year-old child within the family and includes simple text and full-page photographs to illustrate aspects of the child's and family's everyday life.

The main religions and world view are included.

http://www.booksatpress.co.uk/belongingandbelieving.html?utm_source=emailmarketing&utm_medium=email&utm_campaign=primary_natre_members_new_sletter_with_download_november_2021&utm_content=2021-12-22

Pupil Voice

Consultants have prepared a selection of questions for primary school subject leaders who are monitoring the impact of the RE curriculum in their schools. The questions are designed to help teachers find out how much pupils know and remember in order to evaluate their levels of religious literacy.

To download the resource please **CLICK HERE** ([This is the document on the website](#))

Festive Calendar

For an online Festivals Calendar click here!

[Festival Calendar - RE:ONLINE \(reonline.org.uk\)](#)

The Lancashire Forum of Faiths has also put together a one-page list of festivals in 2022.

This can be found on our RE website.

Please click here.

[Interfaith Resources \(lancsngfl.ac.uk\)](#)

School Website Monitoring

To ensure you are fulfilling your statutory obligations you **MUST** publish on your website the content of your school curriculum in each academic year for every subject, including Religious Education.

This document clarifies NATRE expectations for RE on school websites. This document is accessible via the RE website under the subject leader tab.

Guidance for teacher members on SACREs for making judgements about RE on primary school websites:

Exceptional practice	Green (good or better RE)	Amber (unclear as to the quality of RE)	Red (concerns as to whether RE is being taught)
Excellent levels of detail on RE curriculum plans, which may include additional information about what will happen in RE lessons. You may also see reference to skills being taught and how it builds on prior learning.	The level of detail published on the RE curriculum plans for each year group is at least comparable to that for foundation subjects such as History and Geography (even if the subject is called something else)	The level of detail published on the RE curriculum is not comparable to that for foundation subjects such as History and Geography	The curriculum map does not give the reader a clear indication of what will be taught. For example, A list of religions or belief is provided with no indication about the content of the study
There is a clear and detailed statement of their compliance with their Agreed Syllabus or in the case of academies, the syllabus they have chosen to follow.	The school includes a statement of their compliance with their Agreed Syllabus or in the case of academies, the syllabus they have chosen to follow	There is no reference to the syllabus followed	There is no reference to the syllabus followed
RE features regularly on the website and may include photos of learning, visits and visitors, parent views and pupil feedback.	There are regular references to RE on the website	There is a little reference to RE on the website	There is no reference to RE on the website
There is a clear and detailed explanation of how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is a clear explanation of how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is little reference to how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is no reference to how RE supports spiritual, moral, social and cultural development and fundamental British values.
A very clear and detailed statement of the aim, purpose or intent of RE.	A clear statement of the aim, purpose or intent of RE.	The aim, purpose or intent of RE is unclear.	There is no statement of the aim, purpose or intent of RE.
It is very easy to discover how parents or other members of the public can find out more about the RE curriculum the school is following.	It is easy to discover how parents or other members of the public can find out more about the curriculum the school is following.	It is difficult for parents to navigate the website to find out more about the curriculum the school is following.	It is impossible for parents or other members of the public to find out more about the curriculum the school is following.
There is a discrete policy for RE on the website which includes a statement of the aims for the subject and the right to withdraw.	There is a policy for RE on the website which includes a statement of the aims for the subject and the right to withdraw.	There is a policy for RE on the website but no statement of the aims of the subject aims and/or the right to withdraw.	There is no policy for RE on the website
Action: Send a congratulatory letter to the school on their excellent RE.	Action: Send a letter of congratulations and support for the good RE in the school.	Action: Send a letter of mild concern and support.	Action: Send a letter of serious concern. State SACRE's statutory duty and the school's need to be compliant with the law which states that all pupils in England must receive Religious Education.

This work was inspired by an activity conducted by Bristol SACRE



Cumbria Development Education Centre

Cumbria Development Education Centre (CDEC) and Cumbria SACRE have pulled together a collection of virtual tours of religious and spiritual sites to help RE teachers and students discover more about faith. There are also ideas for helping pupils search for and explore other sites too.

Take a look!

<https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours>

Religious Education in Special Schools

What are your views?

Lancashire SACRE is keen to ensure that the agreed syllabus is easily accessible to teachers in special schools and can be readily adapted to fully meet the needs of pupils with special needs and/or disabilities.

Members are keen to gather views from schools to ensure that any work undertaken to adapt materials and create new resources is wise and appropriate.

With this in mind, the SACRE would be grateful if special schools could complete a very short questionnaire. This is being sent to schools via the schools portal with a letter for the attention of the headteacher and subject lead for religious education.

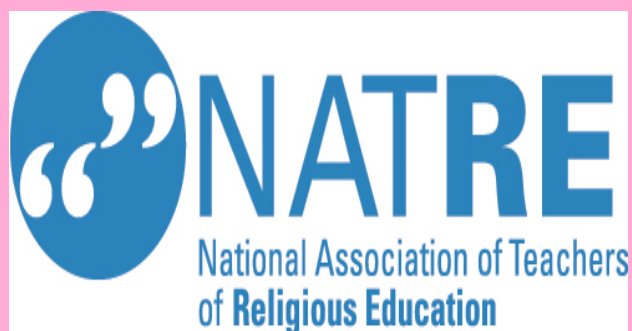
We ask that the click form is completed by Friday 11th February 2022.

Or paste this link in to your browser
<https://clickquestion.lancashire.gov.uk/runQuestionnaire.asp?qid=871354>

NATRE

NATRE are providing regular online CPD with prices according to your NATRE membership status

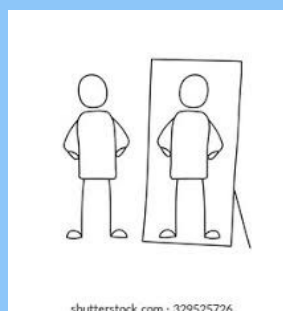
[Upcoming Courses & Events \(natre.org.uk\)](http://natre.org.uk)



Mirrors and Doors – Lancashire's Collective Worship guidance.

SACRE have recently updated Lancashire's collective worship guidance which can be found on the password protected tab in the RE website.

The guidance includes ideas for themes, sample planning formats and a model policy.



Ofsted Research Review

For those who haven't seen it, the recently published [Ofsted RE research review](#) is an important read.

As it is a very long, for those with membership, NATRE have produced a two page precis which summaries the main points.

Ofsted will publish a review of the quality of RE curriculums in spring term 2022. This will be based on 'deep dives' carried out during inspections under the EIF.

Click here for David Lewin and Janet Orchard's blog about the research report on Religious Education.

[What's 'what' in RE: Relating the what, the how and the why of curriculum content. — After Religious Education \(squarespace.com\)](#)

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?

To access support please contact:

advisory.support@lancashire.gov.uk

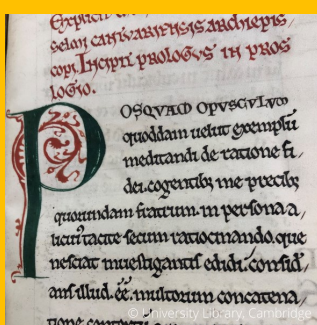
Cambridge in your Classroom

Experts from the Faculty of Divinity answer some **of the big questions of religion, philosophy and ethics** in this series of *Cambridge in your Classroom*.

Aimed at students aged 14-18, *Cambridge in Your Classroom* is a joint project by the [Faculty of Divinity](#) and the Faculty of Education [Religious Studies PGCE](#) course.

For further details please follow this link:

https://www.divinity.cam.ac.uk/study-here/open-days/cambridge-your-classroom?utm_source=emailmarketing&utm_medium=email&utm_campaign=primary_natre_members_new_sletter_with_download_november_2021&utm_content=2021-12-22



Planning to visit a Mosque?

This “**Visiting a Mosque: RE Teachers Resources**” pack is intended to support and empower Religious Education (RE) Teachers in organising and delivering school visits to Places of Worship such as mosques. Virtual mosque tours are included.

Click here for the resources

[RE Teachers Resources \(visitmymosque.org\)](http://visitmymosque.org)

