



# SACRE NEWSLETTER

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Twitter: Lancashire SACRE @LancsSACRE

[www.lancsngfl.ac.uk/curriculum/re](http://www.lancsngfl.ac.uk/curriculum/re)

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

Lancashire SACRE is asking schools to submit end of key stage attainment data for religious education at the end of this academic year. The deadline for submission is 30<sup>th</sup> September 2022.

This is being undertaken alongside the annual school self-evaluation survey.

Instructions and an online click form have already been sent to schools. If you haven't received them, please contact

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

The SACRE thank schools in anticipation of their support in completing the evaluation survey.

On 25<sup>th</sup> May, consultants hosted a training session on assessment in Religious Education. New resources to support teachers in checking 'sticky' knowledge and forming end of key stage assessment judgements were shared.

These new materials are optional and can be used 'as they are' or adapted to use in other year groups.

To get straight to them please click here

[RE and Lancashire SACRE : \(lancsngfl.ac.uk\)](http://lancsngfl.ac.uk) .

## Spirited Arts 2022 competition

Join hundreds of schools from around the world taking part in NATRE's Spirited Arts 2022 competition!



### 2022 Competition themes are:

1. We have far more in common with each other than that which divides us
2. God's good earth?
3. Searching for God
4. A view of the world
5. Celebrations: Big Days & Big Ideas

Students can enter using a range of media for example art, poetry, photography, dance, music, drama, sculpture.

Please click here to find further information and entry instructions

<https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/>

**All entries must be received before 31 July 2022.**

## Retrieval Practice

Below are three resources to help you embed retrieval practice into your lessons:

Kate Jones: *Retrieval Practice: Research and Resources for Every Classroom (2019)*  
A John Catt Publication <https://lovetoteach87.com/>

P.K. Agarwal (2021) *Unleash the science of teaching: [www.retrievalpractice.org](http://www.retrievalpractice.org)* – free guides are available for download

*Rosenshine's Principles of Instruction (2012)*  
<https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf>

## Frequently Asked Question:

*'Which schools should be using the Lancashire Agreed Syllabus for Religious Education?'*

There are three places which provide a clear answer to this question:

-**Lancashire Agreed Syllabus 2021: page 7**

-**Religious Education and Collective Worship: Circular 1/94 p 13.**

-**'The Church of England Statement of Entitlement': pages 1-2.**

In a nutshell:

In voluntary aided schools, RE must be taught in accordance with the trust deed. In **maintained community** and **foundation and voluntary controlled schools with a religious character**, RE must be taught according to the locally agreed syllabus for RE (unless parents request RE in accordance with the trust deed of the school). In academies and free schools RE must be taught in accordance with the funding agreement.

## Early Years Resources

Looking for some child friendly resources suitable for children in Reception and KS1?

**The Puddles and Freddie series of books and resources introduce young children to aspects of the Christian faith.**

<https://www.understandingchristianity.org.uk/accredited-resources/puddles-and-freddie/>

**Also...Culham St Gabriel's has teamed up with award-winning film-makers, TrueTube, to produce seven new films to support Key Stage 1 RE. Each film revolves around a little girl called Charlie and her soft toy, Blue. Together, Charlie and Blue investigate an RE-inspired question and they meet people from different religions and beliefs who can help them find the answers they are looking for, enabling Key Stage 1 children to learn alongside them.**

<https://www.reonline.org.uk/teaching-resources/charlie-and-blue-collection/>



## Religion and Worldviews in the Classroom: Developing a Worldviews approach.

The RE Council of England and Wales are undertaking a research project to explore the idea of a **Religion and Worldviews** approach to the RE curriculum as advocated by the Commission on Religious Education. This is an important piece of research which tests out how this approach can be applied to syllabus writing.

To read the draft handbook please click here:

<https://www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/>

For further reading on religion and worldviews follow this link:

<https://www.rethinkre.org/what-is-an-education-in-religion-and-worldviews>

## RE report card

'Rethink RE' have graded the performance of schools, government and the subject itself in a comprehensive review of five years of data. The data comes from a variety of sources, including an Ofsted subject report, public surveys, school workforce data, freedom of information requests, and interviews with teachers and students. It is the biggest 'state of RE' report for five years.

To download the full report, click here:

<https://www.rethinkre.org/wp-content/uploads/2022/05/Report-Card-2022-WEB-FINAL-ALL-PAGES.pdf>

### AND A LACK OF RE SPECIALISM IN SCHOOLS:

25% of RE lessons are taught by teachers with no post A-level qualification in the subject. Three times as many as history (8%).<sup>6</sup>



### AND A FALL IN GCSE ENTRIES

Progress made in GCSE entries since 2010 is starting to unravel. Between 2016 and 2021 entries for the full course fell by almost 20%.<sup>7</sup>



64% of the UK adult population think an education in religion and worldviews (or RE) is an important part of the school curriculum.<sup>8</sup>

### A REVIEW OF THE PERFORMANCE OF RELIGIOUS EDUCATION



VALUE OF THE QUALIFICATION

IN THE LAST DECADE THE NUMBER OF PUPILS IN ENGLAND ENTERING A FULL GCSE RS COURSE INCREASED BY 29.7%



## Pentecost

In this TrueTube film the Bible story of Pentecost is retold – with a twist. The 12 apostles are celebrating the harvest festival (of Shavuot) and one of them is recording events on his mobile phone

You won't believe what happens at this Pentecost party! - TrueTube

## Bullying and Belief Toolkit

This Bullying and Belief toolkit is a resource to support schools in dealing with the topic of religious bullying.

It contains five 60-minute lessons for Primary and Secondary schools as well as resources for organising collective worship around this theme.

For the full toolkit please click here.

<https://www.natre.org.uk/about-natre/projects/anti-bullying/>



## Ukraine



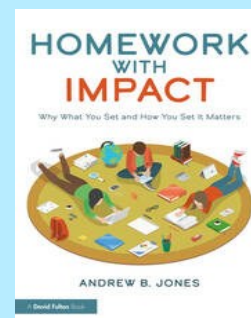
Exploring approaches to peace across religions as part of spiritual development?

These 'passionate resources for conflict' might be useful from the Cumbria Development Education Centre.

<https://padlet.com/office744/CompassionateResourcesforConflict>

## Thinking about what homework in RE should look like?

This book by Andrew Jones addresses which types of homework and their content have the most positive impact on learning. It outlines practical ideas, strategies and activities that teachers can implement, trial and adopt in their own classrooms.



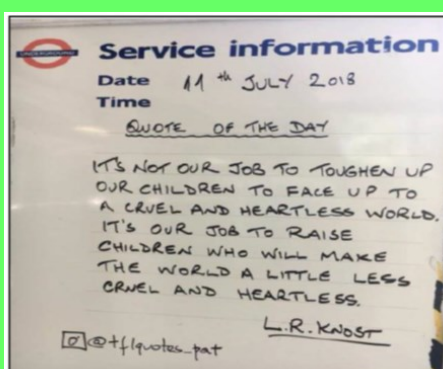
<https://www.routledge.com/Homework-with-Impact-Why-What-You-Set-and-How-You-Set-It-Matters/Jones/p/book/9780367637446>

## Empathy Lab

Read stories. Build empathy. Make a better world.

Empathy Lab is an organisation that aims to use the power of reading to build in pupils real life empathy skills.

To read about their approach and find recommended book titles for different age groups click here. <https://www.empathylab.uk/2022-book-collections-and-guides>



For an evaluation of their work please read:

[Pioneer Schools \(multiscreensite.com\)](https://www.pioneerschools.com/multiscreensite.com)

## 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
<b>Action: Send a congratulatory letter to the school on their excellent RE.</b>	<b>Action: Send a letter of congratulations and support for the good RE in the school.</b>	<b>Action: Send a letter of mild concern and support.</b>	<b>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.</b>

This work was inspired by an activity conducted by Bristol SACRE



## 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 [Pupil Voice \(lancashire.gov.uk\)](http://lancashire.gov.uk)

## 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.

[https://butterfly-butterfly-bnhl.squarespace.com/blog/whats-what-in-re-relating-the-what-the-how-and-the-why-of-curriculum-content?utm\\_source=emailmarketing&utm\\_medium=email&utm\\_campaign=primary\\_natre\\_members\\_newsletter\\_with\\_download\\_july\\_2021&utm\\_content=2021-08-10](https://butterfly-butterfly-bnhl.squarespace.com/blog/whats-what-in-re-relating-the-what-the-how-and-the-why-of-curriculum-content?utm_source=emailmarketing&utm_medium=email&utm_campaign=primary_natre_members_newsletter_with_download_july_2021&utm_content=2021-08-10)

## Religious Education in Special Schools

**It's not too late to sign up to our workshop with Lat Blaylock and Anne Krisman planned for the afternoon of Monday 3<sup>rd</sup> October at County Hall.**

This workshop will cover:

1. Ways of adapting the Lancashire Agreed Syllabus to promote a semi- formal and sensory curriculum
2. How to apply the DFE Engagement Model to the Lancashire Agreed Syllabus
3. How to meet the needs of pupils whilst also adhering to the Lancashire 'Field of Enquiry'.
4. Methods of ensuring progression for pupils with individual needs.
5. Time to consider contributions from colleagues prior to developing new guidelines and planning exemplars.

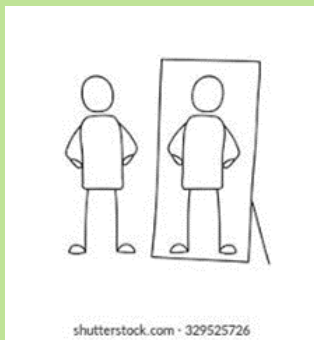
This is a course designed specifically to meet the needs of teachers who work in special schools and perhaps SENDCO's in mainstream settings.

To book follow this link: [Courses \(lancashire.gov.uk\)](#)

## 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.



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

## FREE NETWORK MEETINGS

Free in person network meetings are back for the autumn term!!

Network meetings are being provided to support teachers in implementing the Lancashire Agreed Syllabus for Religious Education.

The focus will be ways to monitor and moderate standards of religious literacy. **Teachers are encouraged to bring a selection of RE books to use during the session**

There will also be an opportunity to consider Religious Education updates, share good practice and discuss challenges and dilemmas with consultants and colleagues from other schools.

All meetings will be run from 4.00pm—5.30pm.

**Central** : Lea Community Primary School, Preston – **Wednesday 19th October 2022**

**South**: Duke Street Primary Chorley - **Tuesday 18th October 2022**

**East**: Huncoat Primary Academy – **Wednesday 23rd November 2022**

Please book via LPDS, here [https://lpds.lancashire.gov.uk/course\\_details.asp?course=REL102&suffix=p&year=2022/2023](https://lpds.lancashire.gov.uk/course_details.asp?course=REL102&suffix=p&year=2022/2023)