

# RE Newsletter AUTUMN 2015



A very warm welcome back for the Autumn Term from all the Exeter Diocese Education team. I am really excited to have joined as a Diocesan Education officer earlier in the summer and I will be running some specialist RE cpd over the coming months, as well as picking up the coordination of SIAMS inspections. My background is as a secondary RE specialist; I am also the adviser to Devon SACRE and the former Chair of NATRE (the National Association of Teachers of RE).

Here is the latest newsletter, giving up to date info on RE related matters that might be on interest to you. Please keep in touch if you would like support, information, etc

Contact Ed Pawson: [ed.pawson@exeter.anglican.org](mailto:ed.pawson@exeter.anglican.org) or Tatty Wilson: [tatiana.wilson@exeter.anglican.org](mailto:tatiana.wilson@exeter.anglican.org)



No one can have escaped being moved by the heart-breaking images, over recent days, of refugees anxiously seeking safety on European soil. It is good to reflect on the fact that all major religious traditions place immense value on care for the stranger.

Judaism: The Torah makes 36 references to honouring outsiders. “And you are to love those who are foreigners for you yourselves were foreigners in Egypt” (Dt 10:19)

Christianity: In the Parable of the Sheep and the Goats, Jesus commends the generous spirit of those prepared to share with others: “for I was hungry and you gave me food, I was thirsty and you gave me drink” (Matt 25:35)

Islam: A core ethic in Islam is to care for strangers; being hospitable to foreigners is a great virtue. The Prophet Muhammad set an example of being generous to his guests. The Qur’an instructs Muslims to “give them (outsiders) preference over themselves”, offering food even when there is very little to share.

## Newsletter contents:

- 2 Ofsted updates
- 2 The Prevent duty
- 3 Does atheism have to be anti-religious?
- 3 NATRE national conference 2016
- 3 Religious education is being watered down
- 3 Happiness photography competition
- 3 Christian concepts unpacked BHA
- 3 Teaching about Hinduism
- 4 Teaching about Islam
- 4 Teaching about Judaism
- 4 Teaching about Sikhism
- 4 Teaching about Buddhism
- 4 Desmond and the very mean word
- 5 REQM update
- 5 Working on worship
- 5 Christian Aid resources
- 6 Prayer spaces
- 6 Supporting children’s spiritual development
- 6 Christianity project
- 6 Save RE facebook group: free resources
- 6 RE-searchers
- 7 GCSE and A Level exam reform update
- 7 NATRE membership
- 8 Learn, Teach, Lead Conference 15<sup>th</sup> and 16<sup>th</sup> October

## Changes to OFSTED Inspection Guidelines for RE and SMSC

A new Ofsted inspection handbook comes into force from September 2015, giving new guidance on RE and SMSC. <https://www.gov.uk/changes-to-education-inspection-from-september-2015>

### Inspection of RE

The handbook provides a useful summary of the legislation regarding Religious Education (*School Inspection Handbook: P67-69*)

### Inspection of SMSC

Before making the final judgement on overall effectiveness, inspectors must also evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development.

Full details and definitions of SMSC can be found in the handbook (*School Inspection Handbook: P33-35*), but here are some of the new additions (shown in red) to the SMSC criteria:

#### **The spiritual development of pupils is shown by their:**

- *ability to be reflective about their own beliefs*, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's *faiths*, feelings and values

#### **The moral development of pupils is shown by their:**

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives *and, in so doing, respect the civil and criminal law of England*
- understanding of the consequences of their *behaviour and* actions
- interest in investigating and offering reasoned views about moral and ethical issues, *and being able to understand and appreciate the viewpoints of others*

#### **The social development of pupils is shown by their:**

- *acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.*

#### **The cultural development of pupils is shown by their:**

- *understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain*
- *knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain*
- interest in exploring, improving understanding of and showing respect *for different faiths* and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Why there can be no good SMSC without good RE

It continues to be the case that RE is not the sole contributor to SMSC, but the enhanced emphasis on pupils respecting people of other faiths, their interest in investigating and offering reasoned views about moral and ethical issues, and their ability to understand and appreciate the viewpoints of others on these issues are unlikely to be observable in schools where RE is not a planned component of the curriculum. RE is also highly likely to make a key contribution to fulfilling the recently added criteria for moral development; that 'pupils will be interested in exploring, improving understanding of and showing respect for *different faiths* and cultural diversity'.

### The Prevent duty

The Government has published new guidelines for schools and childcare providers with the aim of protecting children from the risk of radicalisation. This should be seen as part of schools' and childcare providers' wider safeguarding duties. The advice aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Lancashire LA's Prevent for Schools has helpful information on how to include discussion of extremism in schools.

[http://www.preventforschools.org/?category\\_id=40](http://www.preventforschools.org/?category_id=40)

## A Point of View: Does atheism have to be anti-religious?



In recent years we have come to think of atheism as an evangelical creed which is opposed to all religion. However, this is not the only kind of atheism and this article explores different approaches thinkers have taken in the past. A key point to note is that theism involves a belief system. Atheism does not; it is essentially a rejection of belief in the existence of God. Atheists do not necessarily reject all religion; they may even see some benefits in religious beliefs.

<http://www.bbc.co.uk/news/magazine-34054057>

## NATRE: 2016 national conference

NATRE's 2016 national conference will take place on Saturday 30<sup>th</sup> January 2016 in central London. There will be inspiring speakers, a packed programme of seminars, an exhibition of resources and support networks and the chance to chat with your fellow RE practitioners.

Tickets go on sale in September 2015. Visit [www.natre.org.uk](http://www.natre.org.uk) for more information.

## Religious education is being 'watered down', argues Church of England

Reverend Nigel Genders, the chief education officer of the Church of England, has said that changes to the GCSE system are watering down religious education. The Government has announced that Ebacc core subjects are to become compulsory from September 2015, causing RE to be "squeezed out".

<http://www.telegraph.co.uk/education/secondaryeducation/11817018/Religious-education-is-being-watered-down-argues-Church-of-England.html>

## BHA Happiness photography competition



To celebrate the 50th anniversary of the Happy Human symbol, the British Humanist Association is launching a photography competition on the theme of 'Happiness'. Categories include for ages 11 under, 12-16 and 17-18, and winners will receive a £300 voucher to an online photography store as well as having their entries exhibited in the Strand Gallery in Central London. Entries are due in by 15<sup>th</sup> October and more information can be found at <https://humanism.org.uk/happiness2015/>

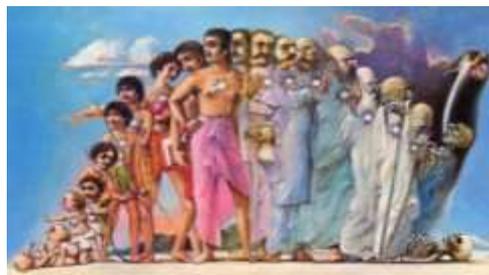
## Christian Concepts Unpacked

Some useful resources free to download <http://www.salisbury.anglican.org/resources-library/schools1/re-support>. The 'Christian Concepts Unpacked' resources have been developed to support the teaching of Christianity in schools under three main themes: 'Prophecy', 'Salvation' and 'Trinity'. The units all use the engagement-enquiry-evaluation-expression approach.

## Teaching about Hinduism

Are you learning about reincarnation in Year 5 or 6 Beliefs and Questions?

Start with a picture like this which was drawn to illustrate the idea of reincarnation. Check against information given by Hindus e.g. <http://hinduism.iskcon.org/concepts/>



How would pupils draw this belief? How would a Christian draw 'resurrection'? Picture from <http://back2godhead.com/six-lessons-on-transmigration-reincarnation/>

## Hindu Council UK: GCSE Hinduism resources

The Hindu Council UK has uploaded a series of YouTube videos suitable for GCSE RE Hinduism topics, covering Hindu rituals. It doesn't boast any interesting graphics, but it is informative.

## Teaching about Islam



<http://islaminschools.com/> This website has been put together with the help of children who came up with many ideas to make it interesting and relevant to other youngsters. It covers topics such as prayer, fasting and charity in a lively way

for younger pupils, but also looks more in-depth at Islamic history, Islam in Britain, how Muslims are required to care for the earth and their neighbours.

In addition to information for Key stages 2, 3 and 4, it also includes lesson plans, workshop information, songs, movie clips, games and much more!

## Teaching about Judaism



If you are working on Judaism: Faith in action, you may like to find out more about Tu Bishvat, which is often called "the birthday of the trees". Caring for the environment is important in Jewish tradition. It's a good time to encourage children to begin thinking about trees and the role they play in our environment. Try Shalom Sesame video clips to learn more. Then try some of the discussion ideas and activities below recommended by Reform Jewish educators to further extend the lessons learned in the videos.

<http://www.reformjudaism.org/jewish-holidays/tu-bishvat>

<http://www.shalomesesame.org/videos#subcattubishvat/1>

## Teaching about Sikhism



If you are looking at the key ideas of equality and service through the practice of Langar, the free kitchen, this BBC video-clip is excellent as a starting point:

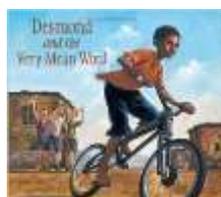
<http://www.bbc.co.uk/education/clips/zmkq6sg> Eating food together is important for Sikhs. The food prepared is always vegetarian so everyone can eat together. It is prepared by a host family who may be celebrating a special event. Food left over may be given to charity.

## Teaching about Buddhism

<http://www.cleo.net.uk/resources/index.php?cur=15&ks=2> Make an origami lotus flower as a starting point to work on Buddhism. The lotus is symbolic of purity of the body, speech, and mind. Rooted in the mud, its flowers blossom on long stalks as if floating above the muddy waters of attachment and desire. It is also symbolic of detachment as drops of water easily slide off its petals.



## Desmond and the Very Mean Word



Based on a true story from Archbishop Desmond Tutu's childhood in South Africa, *Desmond and the Very Mean Word* reveals the power of words and the secret of forgiveness.

by Desmond Tutu (Author), AG Ford (Illustrator)

## RE Quality Mark Update:



### Assessment without levels: RE Quality Mark

Many schools are working on assessment without levels for subjects in the national curriculum.

For those schools applying for the REQM, the expectation is that pupils are achieving at least the same as other subjects. The way of checking this should be both robust and light touch. Some moderation by the school, of examples of pupils' and students' across RE and

English, for example, would show whether pupils are working at 'age related expectations' in RE. For those schools using levels in RE, the same could apply. It is not expected that this is done by the school for every pupil – a sample of pupils will be enough to show a broad comparison of standards.

A critical aspect of the REQM assessment is what pupils and students have to say about their RE. If they say for example, whether RE is challenging, interesting and makes them think, this is a good indicator for the extent to which they are achieving well.'

## Working on Worship

Working on Worship is a collective Worship resource that has been developed by Helen Matter, Schools' Adviser for the Diocese of St Edmundsbury and Ipswich. The colourful 4 page spreads on many different aspects of Collective Worship have been prepared by, working alongside practising teachers, clergy and lay Christians, who regularly plan and lead CW. Written primarily for church primary schools, they are really helpful for all interested in improving their Collective Worship.

<http://www.cofesuffolk.org/index.cfm?page=cyp.content&cmid=204>

## Learn - Christian Aid Resources for Teachers

Introduce the global dimension to your school day. Christian Aid have developed some easy-to-use assemblies, classroom activities and games to help students engage with world issues and reflect on their own role as global citizens.



### Primary teaching resources

Download and order primary resources. [Find out more](#)



### Secondary teaching resources

Browse secondary teaching materials. [Find out more](#)

### Latest resources

[Dreaming of a better world: assembly and presentation](#) - A Christian Aid primary school assembly exploring how important it is to keep dreaming and working for a better world.

[Lovely leftovers?: assembly and presentation](#) - A Christian Aid secondary school assembly reflecting on waste over Christmas.

[A tribute to Nelson Mandela](#) - Assembly and presentation celebrating the life of South Africa's inspirational leader.

[Christian Aid Week: Small town, big ideas](#) - Primary school resources exploring the benefit of school councils and how Christian Aid's partners are changing lives in Sierra Leone.

[Forest foods forever: Christian Aid Week assembly and activities](#) - Primary school assembly aimed at helping schools to engage with work to end global hunger and poverty.

[Malaria matters: assembly and presentation](#) - A Christian Aid primary school assembly exploring health issues, with a focus on malaria.

[HIV: health and hope: assembly](#) - A secondary school assembly marking World AIDS Day.

## Prayer Spaces for Schools Update



Prayer spaces provide great materials for developing pupils' spirituality. Resources are available to borrow. For further information and resources please contact Rev Cate Edmonds [cate.edmonds@exeter.anglican.org](mailto:cate.edmonds@exeter.anglican.org)

Resources available:

Boxes to borrow	Online	Email able resources as well as boxes
Creation	Harvest	Lent
Friendship		Easter
Forgiveness		Pentecost
Love		All Saints/All Souls/Remembrance
Peace		
Perseverance		

## How to Support Children's Spiritual Development

A brief introductory film <https://www.greenbelt.org.uk/media/video/19826-tatty-wilson/>

## The Christianity Project

Exeter Diocese has been asked to be part of the Wave 2 pilot in the second half of the autumn term.

Schools interested in participating should contact [tatiana.wilson@exeter.anglican.org](mailto:tatiana.wilson@exeter.anglican.org); As well as trying out and commenting on the draft materials we will be looking at different models for assessing RE without levels.

Unfortunately the writing group have had to delay the second wave of the pilot in order to accommodate some significant re-writes. Please accept my (and their) apologies for the delay.

## Save RE Facebook group



If you have not yet discovered it, the Save RE facebook group provides a wealth of vital resources and ideas.

Here's a link to the shareable resource pages:

<https://drive.google.com/folderview?id=0B8cCMPxRJHfgT3hiaTIRVDdtU00&usp=sharing>

## RE-searchers

Rob and Giles Freathy have developed a team of four cartoon characters. Each character represents a method of research used in religion. The characters are;

- **Ask-It-All-Ava**, she researches by interviewing religious people.
- **Know-It-All-Nicky**, her research is source based.
- **Have-A-Go-Hugo**, his approach to research is experiential.
- **Debate-It-All-Derek**, he is interested in big questions and discussing agreements & disagreements.

Together the four characters are known as The RE-searchers. When teaching using the RE-searchers the students are introduced to the character and his or her methodology.

The students then complete their piece of work using the methodology of the character they are working with. Students are then engaged in dialogue about the methodology. If students have worked using more than one RE-searcher over a series of lessons they can discuss the strengths and weaknesses of the different approaches. In this way students begin to consider, understand and evaluate different methodologies used in the study of religion. In primary school Giles uses the RE-searchers work using puppets to introduce each of the characters. Lorraine Abbot has translated this into an approach for GCSE and have created four short

video animations, there is a link for each below;  
<https://www.youtube.com/watch?v=FfaWZZ5Zt8k>  
<https://www.youtube.com/watch?v=2RyXbe5Ffp8>  
<https://www.youtube.com/watch?v=nHw85Lgp2DY>  
[https://www.youtube.com/watch?v=YPsc7vMgfe&feature=player\\_embedded](https://www.youtube.com/watch?v=YPsc7vMgfe&feature=player_embedded)

If you would like to investigate this approach in more detail you could read about it [here](#) Rob and Giles Freathy are also both on twitter.

## GCSE and A Level Examination Reform 2015 update

Draft specifications for GCSE and A level RS were submitted to Ofqual for accreditation in the first week of August 2015. The link below, to the NATRE website, shows a summary of the specifications as far as we know at present, with a useful comparison table.

<http://www.natre.org.uk/news/latest-news/examination-reform-2015-your-one-stop-shop-for-all-the-materials-published-so-far/>

## NATRE – are you a member?



Please find attached 3 free resources from NATRE for use in schools to entice you. NATRE is the National Association for Teachers of RE.

## REshaped, REMixed, REMarkable REsources

Become a NATRE member today and receive all these amazing new benefits to support you and your school in delivering excellent RE.

- Termly *REtoday* magazine (incorporating the former *REsource* journal), which focuses on classroom practice and current RE-related news and developments
- Termly curriculum book from our latest series, with practical classroom activities
- Monthly e-newsletters
- Downloadable resources straight to your inbox\*
- Access to advice from RE Advisers
- Huge discounts on a variety of CPD opportunities\*
- Termly primary and secondary online seminars\*
- Discounted fee to our national conference
- Termly headteacher and governor e-briefings\*
- Assessment guidance\*, subject leaders' toolkit\*
- Exemplar policy documents\*
- 15% off Articles of Faith
- Exclusive online access to BJRE articles.
- Discounts in NATRE lifestyle benefits\*
- **And over 800 resources available online.**

We want everyone to be able to benefit, so we are offering a range of packages available to both you and your school. Our packages start from **£55 p.a.** and range up to **£250 p.a.** for our most robust support package.

Use our simple form to ['Find the right membership for you ...'](#)

\*dependent on membership package selected

**NATRE membership is subject to our [terms and conditions](#) and is only available to schools & individuals based in the UK**



## LEARN/TEACH/LEAD: Enhancing RE in the South-West



Fourth annual conference  
Supported by the St Luke's College Education Foundation  
4 pm 15th October to 4pm 16<sup>th</sup> October 2014  
at

Dartington Hall, Totnes [www.dartington.org](http://www.dartington.org)

### CREATIVE TEACHING, CREATIVE LEARNING: THE SPIRIT OF RE

#### Keynote addresses:

**Mary Myatt**, Project Manager for RE Quality Mark [www.reqm.org](http://www.reqm.org)

**Derek Holloway**, Salisbury Diocesan RE Adviser and SIAMS Manager

**Verity Holloway**, RE, Collective Worship and Spirituality Adviser, Salisbury Diocese

*Plus WORKSHOPS focused on subject leadership and subject knowledge across religions and worldviews represented in the region's agreed syllabi*

**Deadline for residential bookings: now fully booked**

**Deadline for non-residential bookings: 30<sup>th</sup> September 2015**

Please apply by e-mail to [educationevents@exeter.anglican.org](mailto:educationevents@exeter.anglican.org)  
for your priority booking form

**Registration fee: £36 (inclusive of VAT) per individual delegate (non-refundable)**

*Apart from the registration fee, this event is FREE to all teachers of RE (including initial teacher education trainees, newly qualified teachers and teaching assistants) in Devon and Cornwall community and aided schools, and in academies. Delegates who have attended previous conferences are encouraged to apply, but there will be a waiting list to enable other teachers to access this CPD. If you can 'bring a friend' by enrolling another teacher you will have a priority place on the list. Places will also be allocated across the project's hubs. The conference and the project <http://www.ltlre.org/> are funded by the St Luke's College Foundation <http://www.st-lukes-foundation.org.uk/>*