Bracknell Forest Council

NOTICE OF MEETING

Standing Advisory Council on Religious Education
Thursday 7 March 2019, 5.00 pm
Council Chamber - Time Square, Market Street, Bracknell, RG12 1JD

To: The Standing Advisory Council on Religious Education

Councillor Dr Gareth Barnard, Bracknell Forest Council
Madeline Diver, Associations Representing Teachers (VOICE)
Councillor Ms Moira Gaw, Bracknell Forest Council
Councillor Mrs Dorothy Hayes MBE, Bracknell Forest Council
Councillor Ian Leake, Bracknell Forest Council
Councillor Mrs Isabel Mattick, Bracknell Forest Council
Rev Jackie Case, Free Churches - Methodist
Wayne Erasmus, Free Churches
Ruth Jackson, NAHT Headteacher
Kathy Hadfield, Co-opted Member
Adrian Laws, Church of England
Carol Logan, Church of England
Deborah Owen, National Union of Teachers (NUT)
Arfan Rashid, Muslim faith
Rabbi Zvi Solomons, Jewish faith
Robyn Lynch, Catholic Church

Gill Vickers
Executive Director: Delivery

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If you require further information, please contact: Lizzie Rich
Telephone: 01344 352253
Email: lizzie.rich@bracknell-forest.gov.uk
Published: 27 February 2019

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Sound recording, photographing, filming and use of social media at meetings which are held in public are permitted. Those wishing to record proceedings at a meeting are however advised to contact the Democratic Services Officer named as the contact for further information on the front of this agenda as early as possible before the start of the meeting so that any special arrangements can be made.

AGENDA

		Page No
1.	**Election of Chair and Appointment of Vice-Chair** As the previous meeting was inquorate, SACRE will be asked to elect a Chair for the academic year 2018/19.	
2.	**Welcome and Apologies for Absence**	
3.	**Minutes of the Previous Meeting** To approve as a correct record the minutes of the meeting of the Committee held on 14 November 2018.	3 - 6
4.	**Matters Arising**	
5.	**Budget Update**	
6.	**Annual report & GCSE/A Level Results**	7 - 10
7.	**Hub update**	11 - 34
8.	**Westhill bid update**	35 - 38
9.	**RE Network update**	
10.	**OFSTED new framework - proposals on RE**	
11.	**Monitoring of new syllabus - what do we propose?**	
12.	**Suggestions of items for next newsletter**	
13.	**Any Other Business**	
14.	**Dates of Future Meetings** 4 July 2019, 5pm 13 November 2019, 5pm	

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
14 NOVEMBER 2018
5.00 - 6.00 PM

Present:
Councillor Dr Gareth Barnard, Bracknell Forest Council
Madeline Diver, Associations Representing Teachers (VOICE)
Councillor Ms Moira Gaw, Bracknell Forest Council
Councillor Mrs Isabel Mattick, Bracknell Forest Council
Wayne Erasmus, Free Churches
Ruth Jackson, NAHT Headteacher
Kathy Hadfield, Co-opted Member
Deborah Owen, National Union of Teachers (NUT)
Arfan Rashid, Muslim faith
Robyn Lynch, Catholic Church

In Attendance:
Anne Andrews, Oxford Diocese Adviser
Steve Bogg

Apologies for absence were received from:
Councillor Mrs Dorothy Hayes MBE, Bracknell Forest Council
Councillor Ian Leake, Bracknell Forest Council

1. **Election of Chair and Vice-Chair**

As the meeting was not quorate, Cllr Dr Barnard was elected Chair for the meeting and Madeline Diver was nominated as Vice-Chair for the meeting.

2. **RE Ambassador - Presentations from Ranelagh**

Two students from Ranelagh presented on the RE Ambassadors scheme which they had taken part in. The scheme, run and funded by the Oxford Diocese provided training for students to teach primary school children about their own and other religious views.

Students in Years 10 and 12 had been invited to participate in the scheme, and ambassadors had visited Jennets Park and Wildridings Primary Schools to teach RE sessions. The students commented that it had been interesting to visit different schools, and they felt that they had gained experience in quick thinking in front of a class, and in having their views challenged. Ambassadors had also learnt to present to an audience, and how to keep presentations interesting and engaging. Some sessions had incorporated drama elements, cartoons and personal testimonies of worship and prayer.

Both students fed back that they had enjoyed being a part of the scheme.

In response to questions, the following points were noted:

- Student ambassadors had benefited from learning how to engage with young children, and had gained work experience as teachers of RE.
- The content of student ambassador sessions had been based around subjects not ordinarily taught under the RE curriculum, to ensure interest.
- The scheme had run for the first time at Ranelagh in the academic year 2017/18, and had included 12 ambassadors from Year 10 and Year 12 who presented in pairs. A new group of 10 ambassadors had been appointed for the 2018/19 year. Students who had been ambassadors the previous year had been involved in encouraging and training the new cohort.
- It was noted that some of the students taking RE at A Level hoped to become theologians in amongst other thing.
- RE A Level at Ranleagh had attracted more demand since being renamed 'Theology, Philosophy and Ethics'. The new intake for 2018/19 was a class of 8 A Level students.

SACRE thanked the ambassadors for attending and for their thoughtful presentation.

3. **Welcome and Apologies for Absence**

The Chairman welcomed representatives to the meeting.

It was proposed that the Terms of Reference might be amended for SACRE to make it likely for meetings to be quorate. Suggestions included appointing standing deputies in each group to attend as substitutes. It was hoped that SACRE's membership would represent the different faiths in the borough.

Any amended Terms of Reference would be brought to a future meeting for SACRE sign off.

4. **Minutes of the Previous Meeting**

The minutes of the meeting on 20 March 2018 (including the minutes of the Agreed Syllabus Conference) were agreed as a correct record and signed by the Chairman.

Arising from the minutes, the following points were noted:

- The Door publication through the Church of England had stopped, and Anne Andrews had emailed the area minister regarding Church of England representation on SACRE.
- It was noted that a new Church of England representative had been appointed, however he had not been able to attend the meeting.
- SACRE reflected on the Agreed Syllabus work and commented that the launch had been well attended and had seen good group collaboration. Due to staff turnover, the Subject Leaders group now included new staff who had not been present, and SACRE commented that it was important for these staff to be aware of the new syllabus.

5. **Membership Update**

It was noted that Adrian Laws had been appointed as the new Church of England representative.

Following the resignation of Juanita Dunlop, the Catholic Church had been contacted for another representative.

It was agreed that members who had not attended meetings for some time would be contacted, to find out the reasons for absence and remind them that their views are valued.

All members were asked to promote SACRE membership within their networks, and it was noted that a secondary school was particularly sought.

6. **Annual Report**

Anne Andrews presented the SACRE Annual Report.

SACRE agreed that once the validated results and introductory word were included, the report could be sent to NASACRE.

Anne commented that for future reports, it would be useful to have notification of Ofsted reports as they came into the public domain. **(Action: Steve Bogg)**

7. **Hub Forward Plan**

Anne Andrews presented the Hub Forward Plan.

SACRE welcomed the good work on communications included in the Hub Forward Plan, which included a new Communications representative to take the lead.

A provisional working document has been created for the Crossing the Bridges project.

SACRE supported the Hub Forward Plan, and suggested including reference to a sustainable membership.

8. **Guidance Material Samples**

Anne Andrews commented that at the Hub meeting, it had been requested that the guidance material should be complete by Christmas. Unit plans had been revised to help teachers to tailor the plans to their classes and lessons. It had been agreed that a unit of work would be produced at each subject leaders meeting to produce a central bank of work to be used in the borough.

SACRE supported the Guidance Material Samples circulated, and any comments were requested to be sent to Anne.

SACREs to meet at different faith location on each meeting? First part of the meeting to have explanation of the host.

9. **Westhill Bid - suggestions for extending the Crossing the Bridges project**

Anne Andrews reported that a funding opportunity had arisen through the Westhill Bid to fund visits for teachers to places of worship. Each visit would result in a unit of work being created to link Crossing the Bridges with the new syllabus.

It was noted that teachers' availability would depend on the time of year, and that visits needed to be planned in advance. It was likely that visits would be during afternoons, and that the funding (around £4k) would be used to pay for supply cover.

In response to questions, the following points were noted:

- The development of the Crossing the Bridges project depended on the commitment of RE leads.
- SACRE supported the development of a bid for submission, and agreed that the bid would promote the work of SACRE more widely.
- It was noted that the bid was due for submission on 31 March, and that SACRE would meet before then. The draft bid would be considered for information at the next meeting. **(Action: Anne Andrews)**
- It was commented that the proposed bid required the agreement of all Berkshire SACREs, however members commented that a bid could be submitted for Bracknell Forest alone if the other authorities did not wish to proceed.

10. **Commission on RE and NASACRE response**

SACRE received and noted the NASACRE response to the final report of the Commission on RE. It was commented that the Commission's report had been too heavily outcome focussed

SACRE welcomed Ranelagh's approach in rebranding RE as Theology, Philosphy and Ethics, and discussed the concept of 'Religion and Worldviews' which was the proposed name from the Commission.

SACRE commented that the Commission's report had little detail about how collective worship would be captured. Concerns were also raised that the role in ensuring local standards may be lost within the new Local Advisory Networks.

It was agreed that the report would be discussed in further depth at the March 2019 meeting, considered in conjunction with the curriculum review. Ranelagh were due to be inspected under the new framework in the Spring term, and SACRE awaited the outcome of this inspection.

Anne Andrews offered to collate any feedback and comments on SACREs going forwards.

11. **Any Other Business**

Cllr Dr Barnard asked any individual members to raise issues/discussions to be had at SACRE meetings with Lizzie Rich.

It was suggested that future meetings might be held at various locations, such as primary schools or faith buildings.

It was agreed that the Terms of Reference for SACRE would be revisited.

12. **Dates of Future Meetings**

7 March 2019
4 July 2019

A Level and AS Results - summer 2018 (3).pdf - Adobe Acrobat Reader 2017

Political Studies	Male	9393	2.6	7.2	26.0	54.6	79.1	92.3	97.8	100.0
		(9368)	(2.5)	(6.2)	(24.9)	(54.0)	(78.8)	(92.7)	(98.0)	(100.0
	Female	8571	1.9	8.1	29.4	58.3	80.7	93.0	98.1	100.0
		(8155)	(1.8)	(7.3)	(28.9)	(57.9)	(81.1)	(93.1)	(98.1)	(100.0
	Male & Female	17964	2.2	7.6	27.6	56.4	79.9	92.6	97.9	100.0
		(17523)	(2.1)	(6.7)	(26.8)	(55.8)	(79.8)	(92.9)	(98.0)	(100.0
Psychology	Male	14845	4.1	2.2	11.1	34.2	64.2	85.4	95.5	100.0
		(14664)	(3.9)	(2.3)	(11.3)	(35.0)	(65.2)	(86.4)	(95.7)	(100.0
	Female	44863	10.1	5.3	19.8	48.0	75.0	91.5	97.8	100.0
		(43999)	(9.7)	(5.3)	(20.2)	(48.9)	(76.3)	(92.1)	(97.9)	(100.0
	Male & Female	59708	7.4	4.5	17.7	44.6	72.3	90.0	97.2	100.0
		(58663)	(7.1)	(4.5)	(18.0)	(45.4)	(73.5)	(90.7)	(97.3)	(100.0
Religious Studies	Male	5837	1.6	4.8	22.3	51.9	78.4	92.2	98.0	100.0
		(7541)	(2.0)	(5.1)	(22.7)	(51.7)	(78.5)	(92.5)	(97.6)	(100.0
	Female	14690	3.3	4.5	23.0	53.0	79.0	92.9	98.2	100.0
		(18545)	(4.1)	(5.2)	(23.9)	(55.9)	(81.7)	(94.1)	(98.6)	(100.0
	Male & Female	20527	2.5	4.6	22.8	52.7	78.8	92.7	98.2	100.0
		(26086)	(3.1)	(5.2)	(23.5)	(54.7)	(80.8)	(93.6)	(98.3)	(100.0
Sociology	Male	8001	2.2	3.1	12.8	40.7	71.0	90.0	97.3	100.0
		(7967)	(2.1)	(3.2)	(14.1)	(43.5)	(72.6)	(90.5)	(97.3)	(100.0
	Female	26872	6.0	5.4	19.8	50.6	78.7	93.4	98.1	100.0
		(26640)	(5.9)	(5.3)	(20.2)	(51.0)	(78.6)	(93.4)	(98.4)	(100.0
	Male & Female	34873	4.3	4.9	18.2	48.3	76.9	92.6	97.9	100.0
		(34607)	(4.2)	(4.8)	(18.8)	(49.3)	(77.3)	(92.7)	(98.2)	(100.0

A Level and AS Results - summer 2018 (3).pdf - Adobe Acrobat Reader 2017

CUMULATIVE PERCENTAGES of Subject Results by Grade and by Gender

The figures in brackets are the equivalent provisional figures for 2017.

Subject	Gender	Number Sat	% of Total No. Sat	CUMULATIVE PERCENTAGES by Grade A*	A	B	C	D	E	
Physics	Male	29422	8.1	9.5	29.5	49.9	69.6	86.0	95.7	1(
		(28732)	(7.7)	(9.2)	(28.8)	(49.6)	(69.5)	(85.9)	(95.9)	(1(
	Female	8384	1.9	9.3	30.0	51.9	71.5	86.4	95.9	1(
		(7846)	(1.7)	(9.3)	(30.6)	(51.6)	(70.6)	(86.4)	(95.7)	(1(
	Male & Female	37806	4.7	9.4	29.6	50.3	70.1	86.1	95.8	1(
		(36578)	(4.4)	(9.2)	(29.2)	(50.0)	(69.7)	(86.0)	(95.8)	(1(
Political Studies	Male	9393	2.6	7.2	26.0	54.6	79.1	92.3	97.8	1(
		(9368)	(2.5)	(6.2)	(24.9)	(54.0)	(78.8)	(92.7)	(98.0)	(1(
	Female	8571	1.9	8.1	29.4	58.3	80.7	93.0	98.1	1(
		(8155)	(1.8)	(7.3)	(28.9)	(57.9)	(81.1)	(93.1)	(98.1)	(1(
	Male & Female	17964	2.2	7.6	27.6	56.4	79.9	92.6	97.9	1(
		(17523)	(2.1)	(6.7)	(26.8)	(55.8)	(79.8)	(92.9)	(98.0)	(1(
Psychology	Male	14845	4.1	2.2	11.1	34.2	64.2	85.4	95.5	1(
		(14664)	(3.9)	(2.3)	(11.3)	(35.0)	(65.2)	(86.4)	(95.7)	(1(
	Female	44863	10.1	5.3	19.8	48.0	75.0	91.5	97.8	1(
		(43999)	(9.7)	(5.3)	(20.2)	(48.9)	(76.3)	(92.1)	(97.9)	(1(
	Male & Female	59708	7.4	4.5	17.7	44.6	72.3	90.0	97.2	1(
		(58663)	(7.1)	(4.5)	(18.0)	(45.4)	(73.5)	(90.7)	(97.3)	(1(

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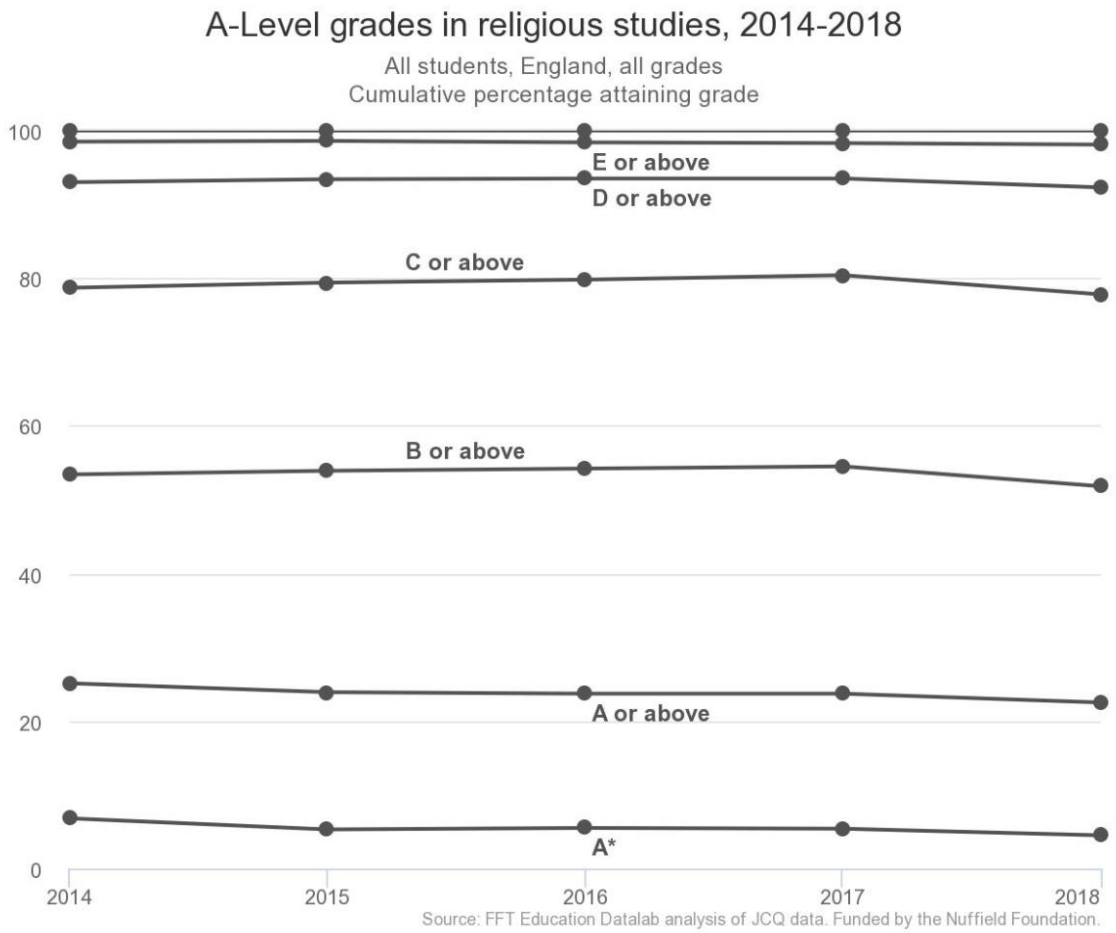
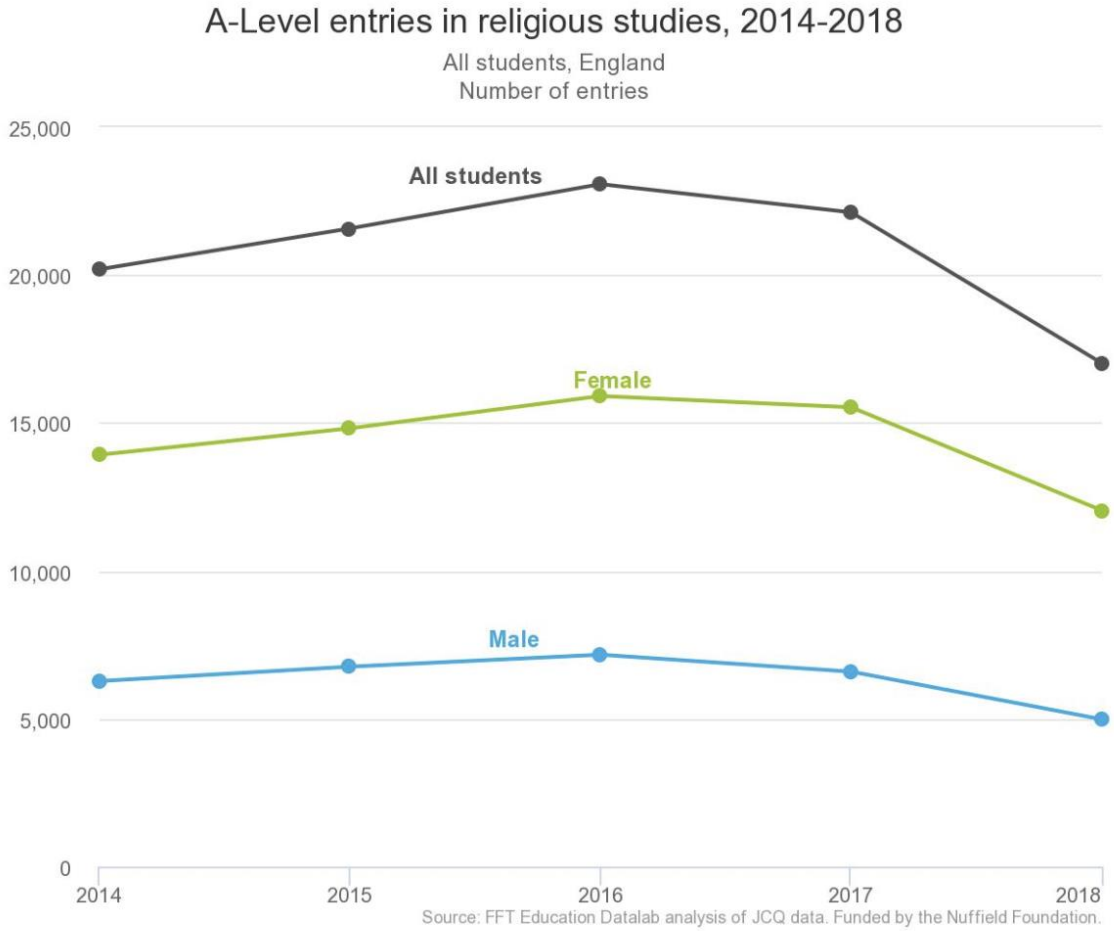
A-level Religious studies results: England



A-level Religious studies entries: England



Pan- Berkshire SACRE hub - Agenda

21st January 2019

Wokingham Council Offices

16.00 – 17.30

Present: Karen Butler (RBWM), Stephen Vegh (Wok), David Taylor (W Berks), Beth Rowland (Wok), Christine Isles (Slough), Sue Elbrow (Slough)

Apologies: Gareth Barnard (BF), Michael Freeman (Reading)

Advisers: David Rees, Anne Andrews

1. Notes of last meeting:
   - Actions arising: Have chairs checked websites for syllabus? - All SACRE websites have a link to the new syllabus present – Bracknell Forest also has the Crossing the Bridges materials present – this was agreed as a desired outcome – SACREs to follow up.
     - SACRE feedback concerning finding a designated person to help with Crossing the Bridges information in their areas - discussions have been held in some SACREs but no actual rep has been found – other SACREs will discuss this at the next round of meetings
   - Updated budget circulated – Questions and discussion about the value of the Hub – Wokingham representatives questioned whether the hub was value for money and if some tasks should be completed by admin staff – AA & DR explained the situation concerning time already used – progress was checked in relation to the Action plan. The future of the hub was discussed in relation to the Westhill bid

2. Progress report and presentation of guidance material to date.
   Action required: Decision about how and where to publish the material
   - AA & DR outlined the progress so far - AA distributed examples of work from teachers at 2 network meetings – these were discussed – Progress from the meeting earlier in the day with 4 KS1-3 teachers was described – completed templates will be circulated for comment, editing etc
   - SV to offer alternative to the KS3 activity on the Sample Questions Document.

3. What next with the guidance?
   Action required: Decisions about other elements required and who will do this
   - the process is bearing fruit but results will need to be distributed and added to – having a central location for the syllabus guidance material was seen as an essential step forward – AA will approach the Oxford diocese as this area encompasses all the Pan Berks SACREs – a decision would need to be made about how the material is uploaded, edited and monitored – every step has a financial consideration. At the moment there is no holding site for the new material
   - AA will also approach NATRE to see if they could host the materials

4. Westhill Bid – Further funding for Crossing the Bridges project and extension

Action required: Agree a title for the project, discuss the rationale and decide who will complete the paperwork - Closing date is 31st March – AA would like to finish the bid by 14th Feb as many other commitments are looming

- AA explained the process so far and time needed to complete the bid – AA has half a day set aside and a part of the budget to fill in the form – 23 Jan 2019
- Members expressed a desire for Crossing the Bridges to be refreshed with a designated person tasked and incentivised to encourage more engagement – like Catherine Jinkerson did with the original project. Efforts have been made to ask SACREs to hep with this role but it seems a designated person is more likely to bear fruit. If the hub continues next year this is seen as a priority.
- AA asked for help with the name and focus of the bid – the discussion led to the following suggestions
    - Pay for some teachers to meet out of school to develop sample plans linking places of worship in the directory to the syllabus questions and outcomes
    - Pay for some teachers to meet at a place of worship with worship leaders and film some short answers to the Key Questions from the new syllabus – some practicalities were discussed - including cost implications and filming suggestions – name of project to reflect this – along the lines of 'Real People Real faith'

Beth Rowland to enquire into the cost of professional filming services to gain a baseline cost of the project

5. A.O.B
    - Will the Hub continue? If so, would another Autumn conference be desirable? Brief discussion about the future of the hub – future will need to be discussed in the next round of SACRE meetings as funds will be drawn from next financial year budget
    - Next Meeting Monday 13th May at Wokingham Council Offices – 4.15-5.30pm. This meeting will be chaired by AA

Meeting closed at 5.40pm

KS1: Christianity		
Syllabus Questions	**Suggested Content**	**Exemplar Expectations**
Qu.1 How do some religions demonstrate that everyone is special? (Believing/Belonging)	The Lost Sheep, Coin & Son (Luke 15: 1-32) Matthew 10:29-31 – message about sparrows Shared customs – e.g. baptism	**Exp. A** Recognise and give simple accounts of the core beliefs. Creation – that God made the world including human Incarnation – Jesus as God in human form Salvation – forgiveness of sins through Christ Belief in one God, eternal and immortal **Possible activities:** Draw a picture to illustrate one of the key beliefs; Choose from a range a picture that shows a key belief Choose a symbol or draw a symbol that represents a Christian understanding of God
Qu.2 Why are religious celebrations important to some people but not to others? (Believing/Belonging/Behaving)	Baptism of Christ Christmas, Easter, Harvest Going to church – particularly communion, Eucharist, Sunday as a special day, Music and art	**Exp. B** Retell a range of religious stories and explain how they link to the core beliefs and practices. Creation Christmas Easter Parables – lost sheep, lost coin, lost son, Good Samaritan **Possible activities**: Produce a simple story map that illustrates one of the core beliefs of Christianity Identify the most important part of a story and talk about why Identify some elements of a festival and talk about why they are important to some Christians
Qu.3 Does everyone believe the same things about God? (Believing)	Noah, Baptism of Jesus, Jesus as Son of God Lord's prayer, Features of the church, Stories about God Different denomination, different churches	
Qu.4 Why do symbols and stories play important		**Exp. C** Describe some festivals, celebrations and practices and say how they reflect the core

roles in religions? (Believing/Belonging/Behaving) **Qu.5** Why do some people follow religious leaders and teachings? (Believing/Behaving) **Qu.6** How do some people's religious beliefs encourage them to care for the world? (Believing/Behaving)	Old Testament; New Testament Mary Jones Bible Symbolic features of a church, Stained glass windows, Cross, crucifix, hot cross bun, Easter eggs, dove water, fish, crib, lights Clerical dress, seasonal colours, Salvation Army uniform Stories about God and Jesus; Life of Jesus Stories told by Jesus (parables) e.g. Good Samaritan Work of local ministers, historically and now Examples of Christians of influence, locally, nationally and globally Life of Jesus Creation – Genesis 1:1- 2:22 Stewardship – Christians are stewards, Psalm 8 Hymns and songs	beliefs. Christmas, Easter, Harvest Baptism Sunday Services and communion **Possible activities** Identify – perhaps by circling item in a picture – the elements of a festival that show what some Christians believe. Make a list of differences between the ways that different people celebrate and suggest reason s why Annotate a baptism, showing which are the important features that reflect Christin belief. **Exp. D** Recognise the roles of religious leaders and sacred texts. **Bible –** OT, NT (one before and after Jesus) Jesus, Vicar and other local clergy People known in local community e.g. local chaplains for fire service, police, hospital, Archbishop of Canterbury, Archbishop of York, Queen **Possible activities**: Talk about what a leader does Recognise some of the things that leaders do – choosing from a list, or sorting from a range Talk about how Christians use the bible in worship, prayer, song etc.

KS2: Christianity		
Syllabus Questions	**Suggested Content**	**Exemplar Expectations**
Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? (Believing/Belonging)	Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life e.g. 1 Corinthians chapter 13 Use of the Bible in corporate and private worship The Bible is used as a source of inspiration and guidance for worship and ways of living Sermons and their significance The importance of worship for Christians and ways in which Christians participate in worship Pilgrimage	LKS2 (Y3/4) Exp. A Explain the significance of religious leaders and sacred texts. • Link biblical passages to specific areas of Christian practice: e.g. Genesis to the concept of stewardship or nativity texts to the concept of Incarnation • Assess eth role of Mary in the Christmas narrative or the role of the disciples or the gospel writers
Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? (Believing/Belonging/Behaving)	The importance for many Christians to mark rites of passage in Christian ceremonies e.g. infant baptism and dedication ceremonies, confirmation, believers' baptism, marriage Christian funerals and how they illustrate beliefs about life after death Denominational and personal differences in celebration of rites of passage	Exp. B Describe a range of ways that believers express their core beliefs and make the links between belief and expression. • Give examples of how different Christians worship in church, home and at different times. • Compare and contrast denomination approaches to rites of passage – e.g. infant vs adult/believer's baptism
Qu.3 How can music and the arts help express and communicate religious beliefs? (Believing/Belonging)	The Bible is used as a source of inspiration and guidance for worship and ways of living Examples of Christian beliefs expressed in e.g. art, architecture, drama, literature, music and the use of the Bible as the basis for songs, films Work of Hannah and Ben Dunnett e.g. The use, significance and meaning of symbols used to express Christian beliefs e.g. Cross, crucifix, light, fish, rainbow, dove, water, bread and wine, colours, dress, symbolic features of churches Art to express the notion of Trinity Global and denominational art.	Exp. C Identify how core beliefs can guide lifestyle choices. • Make links between 10 commandments or , sermon on the mount and lifestyle choices such as clothing, giving financially, going on pilgrimage • Make a link between core beliefs and engagement in charity work or volunteering Exp. D Recognise how religious identity can be

Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? (Believing/Behaving) Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? (Believing)	Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life e.g. 1 Corinthians chapter 13 The Bible used as a source of inspiration and guidance for worship and ways of living; sermon on the mount (Matthew 5 – 7), 10 commandments (Exodus 20) and the Golden rule (Luke 10:27) the Good Samaritan (Luke 10: 25-37) The work of charities, missions and caring organisations e.g. Tearfund, Christian Aid etc. Teaching about forgiveness – e.g. The Prodigal son (Luke 15) , the Lord's Prayer (Matthew 6:9-13 & Luke 11:2-4) Foodbanks and work among the homeless Trinity – especially the Baptism of Jesus Christian responses to the life, teachings (including those about all people being equal in the sight of God, forgiveness and caring for others), miracles, crucifixion and resurrection of Jesus. The Bible as a library of books of different genres divided into Old and New Testaments Literal and metaphorical interpretations of the Bible Different ways of reading the Bible; different translations of the Bible The writings/experiences of Christians through the ages Exploration of the influences of some key people, local and more widely known and including historical people and saints. The role of inspiration in the creation of the Bible The role of key characters in the Bible e.g. Moses, Abraham, Mary, the disciples, the apostle Paul etc.	shaped by family, community and practice. • Compare denominational approaches to rites of passage • Demonstrate how individual practice may vary between and within denominations **UKS2 (Y5/6)** **Exp. A** Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice. • Make clear links between key texts (Sermon on the mount or 10 commandments) and the actions of Christian individuals and organisations • Use key texts to demonstrate Christian belief in the role of inspiration, prayer and the Holy Spirit • Describe and explain some of the actions of the early church in the Book of Acts **Exp. B** Explain and demonstrate how and why believers show courage and commitment. • Give specific examples of Christians who have shown courage and the reasons for their actions • Hold a balloon debate to compare the courage and commitment of different Christians, charities etc **Exp. C** Explain how beliefs, practices and community can support or determine responses to matters of life and death • Describe the beliefs that underpin responses to the big questions of life, such as life after death and the impact this may have on funeral and mourning rites • Demonstrate how prayer may play a part in

Qu.6 How well does faith help people cope with matters of life and death? (Believing/Behaving) Qu.7 What difference might it make to believe in God as Creator? (Believing/Behaving) Qu.8 How might beliefs and community shape a person's identity? (Believing/Belonging)	Christian interpretations of the resurrection of Jesus as evidence of life after death, resurrection of the body, heaven and the Kingdom of God Christian responses to the life, teachings miracles, crucifixion and resurrection of Jesus, Trinity – especially the role of the Holy Spirit as comforter Jesus as saviour and the concept of salvation Christians responses to ideas about Creation e.g. Genesis, Psalm 8 and 148 Involvement in ecological movements, charities such as Christians Aid, Oxfam, Tearfund Equality of all people, work of anti-slavery protestors, and other social justice organisations The actions of local church groups on environmental and social justice issues. Christian responses to life, teaching, miracles crucifixion and the resurrection of Jesus Jesus as saviour and the concept of salvation, being forgiven and redeemed The Holy Spirit as a guide and comforter Christians festivals (especially the Eucharist), rites of passage and prayer – personal and corporate Interviews with individual Christians about how they choose to live. Denominational life rules – e.g. clothing for Amish, Plymouth Brethren, no alcohol for Baptist/Methodists etc. The place of convents, abbeys and place of nuns, monks and other communities.	the Christian reaction to major life events e.g. in celebrations, festivals and mourning. **Exp. D** Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour. • Identify some of the key denominational differences demonstrated in worship and rites of passage, with biblical references • Explain how different translations and interpretations of texts make a difference to believers

Key Stage: 3
Key Question: What is the Trinity and Why is it important?

Religion			Suggested Content - New	Exemplar Expectations
Christianity	Hinduism	Islam	**Activities - suggestions** Creation • Seven-day creation storyboard – progression, explaining the importance of each day – add an 8th box – what would you put in it? What's missing from the story? What is the story saying about God? What should Christians do s a result of this? Stewardship activities • Genesis Venn diagram • Mind map – Trinity - ideas about God – Jesus – Holy Spirit - how all link together as well as work separately– Unpack the Father – ideal Father The Fall • Salvation – Parable of the sheep and the goats – • Relevance of fall today – difference between human and natural evil – examples of evil Prophecy • purpose of the old testament- Difference between sin and crime (Learn for Life visitors) Ways of expressing the Trinity in worship e.g. hymns and prayer Resource ideas True tube clips Use of Art – Holman Hunt – Hannah Dunnett Role Play – if you were God what would you do? Spirit – Gifts of the spirit – the great commission Baptism – Pentecost – John 1	A - Identify the nature of spiritual experience and its influence on believers' lives, sense of purpose and religious practice. C - Explain and evaluate how beliefs about God determine responses to personal, social and global issues D - Evaluate the 'sacredness' of texts and the impact of divergent interpretations Key Questions Q2 - How far does a person's understanding of God influence their sense of purpose? Qu.3 How might beliefs shape concepts of truth, right and wrong? Qu7 Why might it matter that sacred texts are often open to interpretation? Qu.8 How might belief affect people's responses towards social and global issues?
Judaism	Sikhism	Buddhism		
Worldview (specify)				
Material from 2012 Syllabus				
• Beliefs about God articulated in Christian creeds i.e. God the Father, God the Son incarnate, wholly divine and wholly man revealed in the birth, life and death of Jesus; God the Holy Spirit, comforter and guide • Christian beliefs about Grace, forgiveness, salvation, redemption, resurrection of the dead, everlasting life • Christian beliefs about Stewardship • Beliefs about the authority of the Christian Bible				

Foundation Stage Guidance

The Foundation Stage describes the phase of a child's education up to the age of five. RE is statutory for all pupils of this age registered on the school roll. This statutory requirement for RE does not apply to nursery classes in maintained schools and is not, therefore, a legal requirement for much of the Foundation Stage. However, many will agree it can form a valuable part of the educational experience of children throughout the key stage.

Children will come from a variety of cultural, religious and secular backgrounds. Some will come from overtly religious homes, some will have occasional experience of religion, others none at all. All children need to be valued whatever their backgrounds or belief systems. It is important that teachers take this variety of experience into account when planning.

A teacher is always guided by the needs of each individual child, and effective and careful planning ensures that these needs are met. The subject must be taught in accordance with the locally agreed syllabus or, in voluntary aided faith schools, in line with a syllabus approved by the governing body, which will have considered any requirements set out in the school's trust deed.

Exploring religions and cultures in the Foundation Stage provides rich opportunities for children's spiritual, moral, social and cultural development. This will also support children develop knowledge and understanding about where they belong within their family and the wider community. It will also promote the development of appropriate religious vocabulary.

They will be developing the following attitudes and skills:

- A sense of curiosity
- Respect for themselves and others
- Interest and enjoyment in discovery
- Empathy and open-mindedness
- commenting and asking questions
- expressing feelings and preferences

Children should begin to explore the world of religion in terms of religious figures, books, times, places and objects and by visiting and/or having visitors from places of worship. Representatives of local religious communities, including children's family members, who can talk about their beliefs and experiences, should be invited into school to enrich pupils' learning.

They will use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own and others' feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

RE can make a strong contribution to the following areas of learning in the EYFS curriculum:

Personal, social and emotional development

• Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and those of others, and explore them in various ways

• Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.

• Using role-play as a stimulus, children play co-operatively and talk about some of the ways that people show love and concern for others and why this is important.

• Children think about issues of right and wrong, how some behaviours are unacceptable and how humans help one another.

Communication and language

• Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences and stories and answer 'how' and 'why' questions about them

• Using a religious celebration as a stimulus, children talk about the special events associated with the celebration, listening attentively to one another

• Through artefacts, stories and music, children learn about important religious celebrations

Understanding the world

• Children ask and answer questions about religions and culture, as they occur naturally within their everyday experiences.

• Children visit places of worship and/or receive visitors from faith communities. Through these experiences children learn new words associated with the faith, showing respect and learn about similarities and differences between themselves and others, and among families, communities and traditions

• They listen and respond to a wide range of religious and ethnic groups.

• They handle artefacts with curiosity and respect.

Expressive arts and design

• Using religious artefacts, music, art, dance, drama, role play etc., children think about and initiate their own activities associated with the stimulus.

• Children share their own experiences and feelings and those of others, and are encouraged to respond to these in creative ways.

Attainment and Achievement

In the Foundation stage the 3 Characteristics of learning: Active Learning- motivation, Playing and exploring- engagement, Creating and thinking critically- thinking are the building blocks for holistic development and are woven into the ethos of play based learning. They will impact on the laying of, and building on, the foundations for promoting the development of religious literacy. At the end of EYFS the children are assessed against the Early Learning Goals which determine whether they are ready for Key Stage 1 and time for reflection needs to be included at all stages of RE.

Suggested Content and Questions for EYFS

1 Religious figures	2 Religious stories	3 Religious times	4 Religious places	5 Religious objects
Religious leaders e.g. • vicars • Priests • Rabbis • Imams • Gurus • Granthis • Lamas • Pandits • Teachers Great religious figures e.g. • Jesus, Mary, St Francis and other saints (C) • Gotama Buddha, Milarepa (B) • Ganesh, Rama, Krishna, Hanuman (H) • Prophet Muhammad (pbuh) • Moses, Ruth, David (J) • Guru Nanak, Guru Har Gobind, Bhai Ghanaya (S)	Stories from faith traditions e.g. • Jesus and Zacchaeus (C) • Siddattha and the swan (B) • Rama and Sita (H) • Muhammad and the sleeping cat (I) • Muhammad and the crying camel (I) • Ruth and Naomi (J/C) • Moses (J/C) • Guru Har Gobind's cloak (S) • Sacha Sauda - beginning of the Langar (S) Other religious stories e.g. • Krishna, Ganesh, Hanuman (H) • Joseph (J/C) • Jonah (J/C) • David and Goliath (J/C) • Noah Stories Jesus told e.g. • the Good Samaritan (C) • The Lost Sheep	• Christmas, Harvest, Easter, Church colours for seasons (C) • Mothering Sunday (C) • Chinese New Year, Bahá'í New Year (Ba) • Divali, Raksha Bandhan (H) • Eid ul Fitr, The Prophet Muhammad's (pbuh) birthday (I) • Sukkot, Hanukkah, Simchat Torah, Shabbat (J) • birthday of Guru Nanak (S) • Wesak (B) • Summer and Winter solstices • baptism • naming ceremonies • weddings • death • times of prayer and worship	• Local places of worship • Memorials e.g. seats, windows, grave stones • home shrines • the environment and the world • Jesus birth in Bethlehem (C) • Jerusalem (C, I, J) • Makkah (I) • River Ganges (H) • The Golden Temple in Amritsar (S) • Bodhgaya, Sarnath (B) • Haifa (Ba) • Stonehenge	• clothes e.g. clergy, Salvation Army uniforms, wedding clothes, jewellery (crosses, crucifixes etc), ihram (clothes worn on Hajj), kippah (J), tallit (J), 5 Ks (S) • food e.g. Shabbat (J), Langar (S), Prashad (H & S), festival foods • artefacts e.g. home shrines, items within places of worship, prayer mat (I), prayer beads, mezuzah (J), tallit (J), divas (H), mala (B), Buddha rupas (B)

Some suggestions for leading questions	Some suggestions for leading questions	Some suggestions for leading questions	Some suggestions for leading questions	Some suggestions for leading questions
• Who am I? • What makes me, my family and friends special? • Who are these religious figures and what makes them special? • What do you think about…? • I wonder who is most important to…?	• Why do you like this religious story? • What makes this religious story important? • How do we know this is an important story? • What can we learn from this story? • I wonder which story you like best? • I wonder which character in the story is most/least like you?	• Why do we/others celebrate special or religious times? • How can we/others celebrate special times? • Why should we/ others give thanks? • Why is praying so important to some people? • I wonder which festival is most important to…? • I wonder which festival you would most like to go to?	• Why are some places special? • Why do we/ others go to special places? • How do we/ others feel in these places? • I wonder which place we would most like to visit? • I wonder whether we can make somewhere special?	• Why are some things precious? • How should we/ others treat things that are precious? • I wonder what is most precious to you? • I wonder if everybody has something special?

Key: Ba – Baha'i, B – Buddhism, C – Christianity, H – Hinduism, I – Islam, J – Judaism, S - Sikhism

Suggested Themes and religious material for EYFS

Learning Themes	Possible religious material
All about me/myself/ourselves	Baptism The Mezuzah David and Goliath Ganesh Jonah Prayer beads The Good Samaritan The Lord's Prayer Joseph Zacchaeus
Animals/creatures/minibeasts	Chinese New Year St Francis Ganesh Hanuman Muhammad (pbuh) and the sleeping cat/crying camel
Babies	Baptism/Christining/thanksgivings Christmas/Nativity The adhan
Celebration	Chinese New Year Christmas, Easter, Harvest Divali, Dushera, Raksha Bandhan Eid-ul-Fitr, Prophet Muhammad's (pbuh) birthday Sukkot, Hanukkah, Simchat Torah, Shabbat Birthday of Guru Nanak, Divali (Bandi Chorr) Wesak Baptism, naming ceremonies Weddings
Clothes	Clothes worn by the clergy Weddings Kippah, tallit The Five Ks Joseph's coat Monks' robes
Favourite stories/ books	Zacchaeus Houses built on sand and rock Siddattha and the Swan Muhammad (pbuh) and the sleeping cat/crying camel Krishna, Ganesh, Hanuman Joseph Jonah David and Goliath

	Ruth Guru Har Gobind's Cloak
Food	Festival foods e.g. Easter, Harvest, Shabbat, Passover, Langar Prashad
Growing/spring/gardens	Easter Harvest - Sukkot Gotama Buddha and the Bodhi Tree
Homes/where I live/the local environment	Harvest Places of worship Times of prayer Memorials Houses built on sand and rock Gotama Buddha and the Bodhi Tree Home shrines Prayer mat The Mezuzah, Sukkah Shabbat Noah and the rainbow
The natural world	Harvest Houses build on sand and rock Siddattha and the Swan Muhammad (pbuh) and the crying camel Noah and the rainbow
My family/families	Weddings St Francis Raksha Bandhan Ganesh Prayer Mat Joseph Ruth The Five Ks
Materials	Houses built on sand and rock Prayer Mat Tallit, kippuah Guru Har Gobind's Cloak
People who help us/others	Religious leaders Stories of Jesus healing the sick The Good Samaritan St Francis Siddattha and the Swan

	Muhammad (pbuh) and the sleeping cat/crying camel Hanuman Ruth Guru Har Gobind's Cloak Guru Nanak - Sacha Sauda - beginning of the langar Bhai Ghanaya
Seasons	Chinese New Year Easter Harvest Divali Sukkot
Water	Baptism Noah and the rainbow
Weather	Houses built on sand and rock Noah and the rainbow

Planning for Religious Education units and lessons in the Primary School using the revised Pan-Berkshire Syllabus 2018-2023

Planning for Religious Education requires three levels of detail: long-term, mid-term and short-term, as in any other school subject.

Long-term planning is a whole school issue, as decisions will need to be made about the range of religions to be covered in each year group (or phase if you have mixed year classes). It is important that these decisions are made as a school and that the plan is followed to avoid unintentional repetition, which will interfere with pupil progress.

The syllabus recommends that one religion is the focus of each year group alongside Christianity (which should have more time dedicated to it). This means that each of the other main religions can be given a good amount of time, and it is likely that two of the religions will be shared by more than one year-group. Mixed religion units are also a possibility, particularly further up the school. The choice of religions in a year group is entirely at the discretion of the school, and should consider school demographic, context and available resources. Other religious and non-religious worldviews can be added alongside the major faiths as appropriate.

It is not envisaged that syllabus questions will be tackled as individual units, but combined and focused (as in the previous syllabus) but schools may wish to ensure that all are covered by asking year groups to focus more on some than on others. Many of the questions cannot be dealt with in isolation and will inevitably touch on others to come to an answer. For example, Key Stage 1, question 3 “Does everyone believe the same things about God” will inevitably draw on question 4 “Why do symbols and stories play an important part in religions?” and probably questions 5 and 6 as well. Similar patterns will be seen in Key Stage 2 and 3.

Mid-term planning may be the responsibility of the class teacher, the RE subject leader or be based on a purchased Scheme of Work. The mid-term plans should contain the outline of what is to be taught, with an indication of the kinds of outcomes and activities that are suitable for the year group concerned. The level of detail required in a mid-term plan will vary between schools, but certain key elements need to be considered.

A separate document outlining a 7-Step planning process is attached. This contains a suggested way of approaching writing a unit. Clearly if a long-term plan stipulates the question, the topic and the concept to be covered, then a teacher will engage with this from step 4 onwards.

Key elements to be considered when planning

What outcomes are envisaged at the end of the unit and how will pupils show their achievement?

It is essential that this question is considered at the beginning of detailed planning for a unit. Unless it is clear what the pupils are intended to learn and how they will demonstrate that learning, it becomes difficult to assess pupil progress and achievement. The key outcome, bearing in mind the expected outcomes from the syllabus, will be to answer the “Big question” upon which the unit is based. Being clear about how this may be answered will help teachers to plan the learning steps that need to take place to enable pupils to answer the question.

What does the process look like in practice? An Example:

KS1:

Step 1: Choose and combine questions with the topic/content

A Christianity based unit on creation might take question 3 (Does everyone believe the same things about God?) and question 6 (How do some people's religious beliefs encourage them to care for the world). This unit will help pupils to work towards expected outcomes A (Recognise and give simple accounts of core beliefs) and D (Recognise the roles of religious leaders and sacred texts). Expectation B (Retell a range of religious stories and explain how they link to the core beliefs and practices) might be touched on as well.

Step 2: Create a big question. There may be several possible questions that emerge. In a school familiar with Philosophy for Children it might be appropriate to allow pupils to generate the question.

How do most Christians believe they should treat the world?

How well do Christians show that "The Earth is the Lord's"? (a quote from Ps 24)

Does Creation help Christians to understand God?

How does the Biblical account of Creation encourage Christians to behave?

Step 3: Identify the key concept and its relevance to the pupils

The choice of question may change the emphasis on a concept, but in each of the suggested questions above the concepts are most likely to be Creation, God, Stewardship and Scripture. The balance between them will depend on the choice of texts and activities.

Step 4: Decide what pupils will do to show their learning at the end of the unit.

For example: Match some phrases from the Bible to some Christians beliefs about God.

Match some phrases from the Bible to pictures of people caring for the world/people

Create a poster for a Christian environmental event or charity

Step 5: Decide where to start the learning

This step needs to include an introduction to the big question that is driving the unit. Finding ways to record the pupils' initial responses will enable progression to be shown by the end of the unit.

Will this begin with the religious material or the children's experiences? For example, starting from the children's experience might involve them making a model and having it broken, or perhaps the teacher making a model before lunch and returning after lunch to find it broken, discussing how it feels.

A non-religious book about the environment might be a good place to start, asking age-appropriate questions. The link below leads to some suggested books.

https://www.penguin.co.uk/articles/children/2017/7-books-to-help-teach-children-about-the-environment/

Starting from the religious material might mean reading the Creation story or Psalm 24 or Psalm 8 (in child friendly language of course) and allowing children to explore the meaning.

Step 6: Plan the steps between the start and the end

What texts, activities, clips or experiences do the children need to have to make the journey? If the learning is recorded in a "big book" then it will be easy to see whether the steps have been accomplished and the outcomes achieved.

Each step needs to have a clear learning objective or learning question that leads the learning enquiry. Objectives that are measurable (list, match, identify, describe, explain, annotate, note, define, underline, highlight) are better than unquantifiable ones (think, understand, know, explore). The learning objective should help pupils to know what they are doing and why. For example: Which is the most important day of creation? Circle your answer or what does the Bible say God made? Make a list (or choose pictures). Include some redundant material to make sure that children think about their answers.

Step 7: Include opportunities to reflect and evaluate their learning.

There are two types of reflections and evaluation that can be included. Reflecting and evaluating what the religious material encountered means for those who believe it and the impact on the wider world, helps to anchor the religious material in real life.

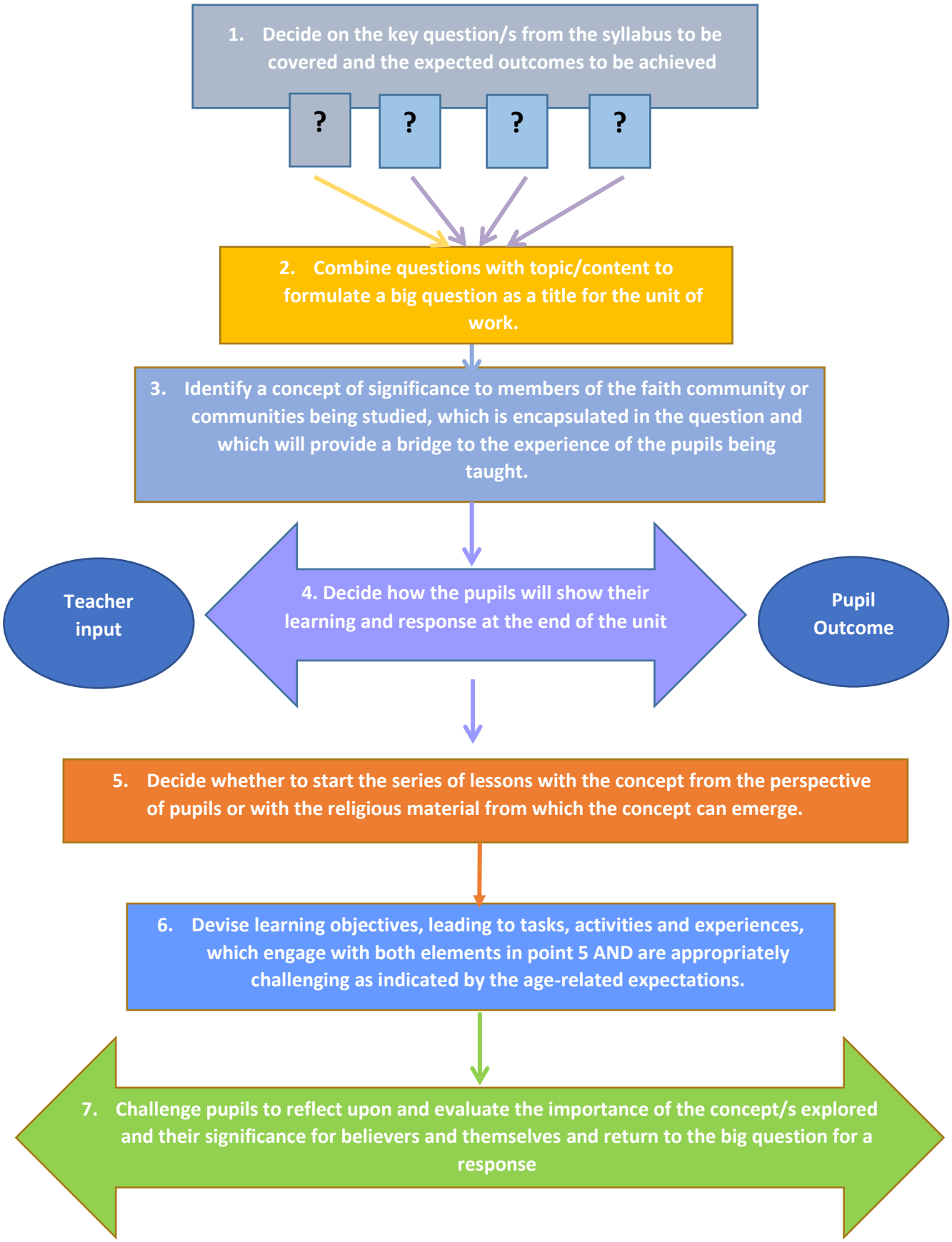
Allowing pupils to return to the big question at the end of the unit is an important step in assessing their progress, not only with the end of unit outcome, as planned at step 4, but by giving them time to reflect on the value of their learning. Has it changed how they respond? Has it changed their thinking?

Short-term planning will again require a different level of detail depending on school policy. Teacher confidence with the subject matter to be taught will also influence how much detail is required in any one short-term plan.

Lessons in RE work best when they contain a variety of activities that give pupils opportunity to deepen their learning. Pupils need to see how the learning is connected from one lesson to the next; start one lesson with an activity that picks up something from the previous lesson, for example a recap of the plenary or take away thought, a piece of pupil work displayed on the board for all to see or a question that was raised in the previous lesson.

Being clear about the learning objectives for each lesson is essential; a lesson needs to be driven by what pupils are learning more than by what they are doing. The activities need to enable the pupils to achieve that learning objective. Avoid activities that are not adequately RE orientated or sufficiently challenging. Matching numbered pictures of the 7 days of Creation to 7 numbered phrases about what was created may ensure that they get the answer right but is not really helping the children to learn any RE, and the cutting and sticking part of the activity may be very time consuming for the quality of learning taking place.

7-Step Planning process



Teacher produced sample questions with outcomes

These suggested questions and end of unit outcomes were created by teachers working with the Pan-Berkshire syllabus. Some of these are based on questions and topics they were familiar with; others used the syllabus questions and outcomes as their starting point. They are not prescriptive but offered as possible approaches.

Key stage 1 - Christianity

Y2: Does being baptised make someone a better Christian?

Q2 Why are religious celebrations important to some people but not to others?

Q1 How do some religions demonstrate that everyone is special?

Exp C: Describe some festivals, celebrations and practices and say how they reflect the core beliefs.

Activity: Annotate a picture of a baptism to show how the elements link to core Christian beliefs. For differentiation, pupils could have some of the possible answers prepared with some redundant material.

Alternative: Pupils to role play a baptism with a narrator.

Key Stage 2 - Christianity

Y3: Does being baptised make someone a better Christian?

Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?

Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?

Exp. B Describe a range of ways that believers express their core beliefs and make the links between belief and expression.

Exp. C Identify how core beliefs can guide lifestyle choices

Activity: Write the special promises that a Christian might make at their baptism. For differentiation, pupils could be given some suggestions, including redundant or unlikely answers.

Alternative: Create a new “membership” ceremony for Christians drawing on core elements of Christin belief.

Y6: Has Christmas lost its true meaning?

Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?

Qu.3 How can music and the arts help express and communicate religious beliefs?

Qu.5 How do religious leaders and sacred texts contribute to believers’ understanding of their faith?

Exp. A Explain the significance of religious leaders and sacred texts.

Exp. D Recognise how religious identity can be shaped by family, community and practice.

Activity: Plan a Christmas celebration that reflects the true meaning of Christmas. This would work particularly well as an assessment activity if the unit had begun with pupils planning a Christmas party. The two celebrations could then be compared, and the question answered in discussion.

Key Stage 1 - Judaism

Year 1: How and why do Jewish people celebrate Shabbat?

Qu.2 Why are religious celebrations important to some people but not to others?

Qu.5 Why do some people follow religious leaders and teachings?

Exp. C Describe some festivals, celebrations and practices and say how they reflect the core beliefs.

Exp. B Retell a range of religious stories and explain how they link to the core beliefs and practices.

Activity: pupils sort a range of statements about Shabbat into columns under the headings "Some Jews – Many Jews" with the extension to link the activity to a reason

Alternative: pupils select one item or event from Shabbat and describe (verbally) how and why, linking to a simple part of Jewish teaching.

Key Stage 2 - Judaism

Year 5: What relationship do Jewish people have with Torah?

Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith?

Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour?

Exp. A Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice

Exp. D Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour

Activity: Give pupils pictures of some Jewish practice (Shabbat, or a festival or dress code etc.) and short sections from the Torah for them to match, explaining how they link together. Other elements of Jewish life such as giving to charity, or eating Kosher food, or caring for the poor in some other way could be an alternative focus, and possibly a more challenging activity.

Alternative: Rather than a matching activity, give pupils either pictures or quotes or passages from the Torah and get them to explain the connections between belief and practice.

Key Stage 3 - Sikhism

Year 8: How does the Guru Granth Sahib impact on the lives and beliefs of Sikhs?

Qu.7 Why might it matter that sacred texts are often open to interpretation?

Qu.2 How far does a person's understanding of God influence their sense of purpose?

Qu.1 Is there more than one way to be spiritual?

Exp. D Evaluate the 'sacredness' of texts and the impact of divergent interpretations

Exp. A Identify the nature of spiritual experience and its influence on believers' lives, sense of purpose and religious practice

Exp. B Evaluate how far concepts of truth, right and wrong generated by different belief systems, are used to justify behaviour

Activity: Produce a magazine style article linking the Guru Granth Sahib to key elements of Sikh practice and lifestyle, showing an awareness of the different ways that the Sikh scriptures are observed.

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nasacre
National Association of Standing Advisory Councils on Religious Education

WESTHILL/NASACRE Awards 2019-20
Application Form

Name of SACRE: Pan-Berkshire SACRE hub

SACRE Chair: Stephen Vegh (Wokingham) on behalf of:

Michael Freeman (Reading), Julie Siddiqi (Slough) David Taylor (West Berks), Michael Gammage (RBWM) Gareth Barnard (Bracknell),

SACRE Clerk/Administrator & Contact Details

Anne Coffey
[redacted]

Project Manager/Co-ordinator & Contact Details

Anne Andrews and David Rees

Email contacts
[redacted] [redacted]

Date of commencement of project _____October 2019_____
(This should not be earlier than September 2019.)

Estimated date of completion of project _____September 2020_____

Amount of Award applied for _____£4000_____

Name of Bank Account: __Wokingham Borough Council_____

Date(s) when payment of the Award is requested:

First tranche_____1st October 2019_____
(This should not be earlier than October 1st, 2019)

Second tranche _____1st April 2020_____

Title and brief description of project.
Real People, Real Faith

Using the new Pan-Berkshire syllabus as a basis, we intend to take groups of teachers to places of worship and record interviews with the hosts answering key questions from the syllabus. These short interviews will then be used by teachers to create lesson activities and units. This will enable students in class to engage with the syllabus questions directly, hearing first hand responses to the same questions from a range of believers.

I hereby apply for a SACRE Award for 2019-20, as set out above.

I agree to keep NASACRE informed of the progress of the project, and in particular to furnish NASACRE with at least one written interim report, and a final written evaluation report, including a summary of expenditure and income, for the whole project. (The material posted on the Westhill website may form part of this.)

If the project produces significant teaching aids or other materials, I agree to make these available to NASACRE and other SACREs, subject to suitable arrangements being made to take into account any costs and copyright issues.

Signed (by SACRE Chair) ... [redacted] .....

Date: .....05/02/19.....

NB The Chair's signature may be scanned in electronically if such a facility exists within the Local Authority. Failing this, the application should be submitted electronically anyway, and also a hard copy of this form with signature should be posted by surface mail to the Awards Panel Convenor.

To be submitted by 31st March 2019 to:

NASACRE
Awards Panel Convenor
196 Stone Road
Stafford
ST16 1NT

Email: treasurer@nasacre.org.uk

Project Idea: **Real People, Real Faith**

Summary:

This is a Pan-Berkshire hub initiative involving teachers from schools of all types across the 6 local authority areas in visits to local places of worship where a series of short interviews will be recorded with the faith leaders and other representatives. The focus of these interviews will be the key questions from the revised locally agreed syllabus for RE, which is shared by all 6 SACRES.

These recorded interviews will be hosted on a shared webspace, accessible to all the local schools and ultimately nationally as well. Notes and sample lesson plans and activities will be provided. These short interviews will then be used in class, and by teachers to produce further lesson plans and activities.

Using local places of worship, making local faith adherents into minor TV stars, will break down some of the obstacles that make teachers resistant to organising trips. Where trips are not possible these interviews and resources will provide a local element to the online material.

Interviews focused specifically on the content of the locally agreed syllabus will enable teachers to increase their subject knowledge and help the leaders and members of faith communities to better understand the requirements of the syllabus.

Focusing across the whole of the Berkshire area will be of particular benefit to the areas where there is little diversity either within or between faiths.

Background

The 6 Berkshire SACREs have collaborated for many years, producing joint syllabus in 2018, 2012 and 2007. The SACRE hub (comprising the chairs, vice-chairs and other volunteers) has engaged in a previous project, creating a directory of places of worship across the area, templates for booking visits and visitors and work books for students. These resources, collectively called Crossing the Bridges are enabling teachers to be more focused when organising visits.

There are however some areas of the region that have little access to the diversity of religious experience that is possible in Slough, Maidenhead or Reading, so the hub has been particularly concerned to facilitate dialogue and encounter between schools and a range of faiths. Schools report that cost issues are a major factor in deterring the arranging of trips. One of the SACREs spent a year trying to find funding for schools to make trips possible. No financial support was found, so this project will provide alternative opportunities for encounters with a range of faiths.

We are applying for a Westhill NASACRE award for this project as we would like to:

- Organise two days of teacher visits (one in the Slough/Maidenhead area, one in the Reading/Wokingham area) to 4 or 5 places of worship (across a range of faiths) where the interviews will be held and filmed. If possible, 6th formers engaged in media studies and RE would be involved in the filming and editing of the interviews

- Organise a one day session (or possibly two half days) to use the films to produce some lesson plans and notes with teachers from each of KS1 – 3

- Put the films (edited where necessary) on a centralised website, along with the notes and lesson plans, so that all teachers across the area (and nationally) can access them.

We believe that this project will

- Increase the subject knowledge of the teachers as they will have access to diverse responses to the same questions. This should increase their confidence when teaching about the diversity between and within religions.
- Inform faith communities about the requirements of the locally agreed syllabus, which will enable them to engage more productively when schools and students visit.
- Produce films with a local flavour, showing real people in local venues, increasing awareness of the diversity of the local area and breaking down stereotypes.
- Create a sense of familiarity with a range of local places of worship that will encourage visits. Being able to see the people that they may encounter, in the place where they will meet them will reduce the anxiety that some may feel when entering a new place of worship
- Provide a long lasting resource that will be used in classrooms. The films could also be used to educate parents about what their children may experience if they go on a visit and will increase their knowledge of RE and religions as well.
- Encourage teachers and students to ask similar questions when they encounter people of faith. It will demonstrate real dialogue in action, with questions, ideas and concepts that are familiar to the pupils
- Bring teachers and faith leaders together in an atmosphere of dialogue, giving them an opportunity to reflect on the answers that they hear and to ask further questions
- Enable SACRE members to join the trips and work alongside teachers. They will gain a better understanding of the issues facing schools and teachers.

How the Money will be allocated:

Cost for coach hire for 2 days: £1500 (approx.) This will enable teachers to attend free of charge.
Cost of recording, editing etc: £800
Cost of venue for writing day - £500 to include refreshments
Cost of supply for teachers for the writing day: min £600; max £1200 (ideally 6 teachers – 2 per key stage 1 -3)

Total: £4000

SACRE hub will contribute a further £2000 to cover adviser time to facilitate the visits, co-ordinate and supervise the writing project and administer the whole process, including evaluation and dissemination of the finished materials.