

Further CPD Opportunities

The Teach RE Course (<http://www.teachre.co.uk/>)

If you already teach RE or want to in the future and would like to develop your understanding of the subject further or perhaps refresh your thinking, this course may be just what you need. Perhaps you are considering a Master's degree and would like to ease your way back into self-study and research. Or perhaps you would like to explore new ways of applying subject knowledge about world religions and beliefs to classroom practice. You may be a new co-coordinator for RE in a primary school and want to find out more about how to lead the subject. Whatever your professional learning requirements, the Teach RE Course is tailored to your individual needs. It is suitable for primary and secondary colleagues, teachers, TAs and HLTAs, and is run as a distance learning programme. Support is provided by a tutor and a certificate of completion is provided which you can use as part of your CPD portfolio.

Check out details at the Teach RE website.

Have you ever wanted to undertake a developmental project for RE or follow some line of RE related research? It is worth considering applying for a **Farmington Fellowship** if this is the case. Funding is available for your period of study and supply cover for your absence from school. If you are interested you can find details at:

http://www.farmington.ac.uk/fellowships_and_awards/fellowships.html

and also read the papers produced by former fellows to give an idea of the range of areas addressed.

What does the SACRE do for you?

The twilight sessions for RE subject leaders are actually run by the Bracknell Forest SACRE. There is a session each term, usually at Easthampstead Park Education Centre.

Of the last two sessions one looked at assessment, providing examples of the kinds of activities that would give evidence of pupil performance and progress. Teachers had a chance to work in pairs looking carefully at the current levels and thinking of what pupils need to do to show that they are improving in their RE.

The other session explored ways to use religious artefacts in the classroom. Teachers were given a range of unusual artefacts and had to think about the kinds of questions that these artefacts might provoke. Participants also had the chance to view the wide range of artefacts held by the SACRE for teachers to borrow and create activities that pupils might engage in to make the most of the artefacts. The catalogue containing the list and information about the artefacts should be in all Bracknell Forest schools, but if you cannot find it, it is available to download online at:

<http://www.bracknell-forest.gov.uk/sacre-artefacts-catalogue.pdf>

The artefacts available cover the 6 major religions, and include really large items that a school could not afford or have room to store. DO make use of them to help children understand the significance of these religious objects.

The SACRE recently sent out a questionnaire to all primary schools asking about the teaching of RE. Many schools responded and made suggestions about future training needs which the SACRE will endeavour to address. If you have further comments or suggestions, please contact the SACRE. Remember, SACRE meetings are open to the public, so teachers of RE are welcome to attend.

The next SACRE meeting is on Thursday 13th November. Meetings are usually in Easthampstead House in Bracknell town centre and start at 5pm. The agenda is published on Bracknell Forest Website a few weeks beforehand. Check for details if you are interested in attending.

NASACRE

What role does the SACRE play more widely?

Bracknell SACRE is part of the National Association of SACREs across the UK. At the annual meeting in May, SACREs were encouraged to raise the profile of RE and to lobby the government for better CPD and initial training for teachers of RE. The AGM, which took place in London, was attended by delegates from all over the country, showing that concerns about the future of RE and collective worship in schools are being taken seriously. Stephen Lloyd, chair of the All Party Parliamentary Group on RE, gave the keynote address, making it clear that there are many within parliament who recognise the need for high quality RE in schools. Other speakers threw out the challenge of 20 things a SACRE could do – Bracknell SACRE will be considering carefully which of the actions will form our priorities for the next year. Look out for new initiatives in the coming year.

As part of this Bracknell Forest SACRE members met with members from the other 5 Berkshire SACREs to explore the possibility of collaboration across the county. The hope is that some joint projects may be established that will further enhance the quality of RE teaching across Berkshire.

Wedbased/CD Rom Resource for KS2

Some of you may have seen in your schools, the book, "The Life of Jesus through the eyes of an artist". This resource is now available from the Diocese of Oxford website with colour pictures, background notes and updated lesson plans. A couple of sample pages will soon be available to view and download free of charge from the diocesan website and the remaining resources are available on a CD for a charge of £13.99.

The resource contains 22 events from the life of Jesus, illustrated with colour paintings by the artist Paul Forsey. Through the paintings and the notes, opportunity is given to explore the life of Jesus from the Nativity to Pentecost, while the lesson ideas cover topics such as trust, mystery, doubt, miracles and visions.



The lessons are divided into Lower and Upper Key Stage 2, but are adaptable for younger or older children. The activities are linked to Levels 2 to 4 on the current assessment scale. We hope you will find this reworked version of the book a helpful resource.

Contact: helen.mitchell@oxford.anglican.org or

jo.fageant@oxford.anglican.org

if you would like a copy or more information

More resources

From RE Today:

"More than 101 Great Ideas" is one of the latest resources from RE Today services and true to its name it in fact contains 117 different activities designed for the RE classroom. The strategies are suitable for Key Stages 1 to 4 and aim to help support spiritual and moral development. The introduction looks at some key questions for teachers of RE and seeks to address some of the issues around active learning in the subject. The main content of the book consists of teaching strategies presented in 7 categories such as Acting, Creating, Enquiring and Reflecting, and links these strategies clearly with some very concrete examples of how they may be employed in a classroom.

Readers of the termly RE Today publications will recognise many of the strategies and some of the examples, but this book conveniently brings these together in one volume. In addition, some PDF resources are available to download for those who purchase the book, while photocopy permission is included for the resources. This is a useful, good value resource for busy teachers. Available from www.retoday.org.uk for around £18



Need a Scheme of work?

Struggling to plan an exciting, challenging RE scheme of work that covers all aspects of your syllabus? Look no further than the Diocesan Scheme of Work which exemplifies the enquiry based method for teaching RE. It is free to schools in the Diocesan Service Agreement; £200 for all others (with a twilight included!) If you have not seen the email yet, check with your school office.

Coverage:

The Scheme of Work covers KS1 & KS2, with enough material for a unit each half term. The long term overview pages for each year group show the questions/topics/concepts that are covered by each of the 36 units and the way in which these are linked to each of the 4 locally agreed syllabuses. Topics and concepts are revisited during the 6 year scheme, giving pupils a chance to explore ideas in greater depth. In accordance with the national guidelines there is an emphasis on Christianity with Judaism covered in KS1 and Hinduism & Sikhism or Islam in KS2. However many of the questions can be adapted to cover other faiths as appropriate to the school setting.

Methodology:

Each unit begins with a "Big Question", created by combining elements from the syllabus and allowing children to explore "Learning About" and "Learning from Religion" in every unit.

Each unit consists of an outline plan and a class record sheet containing suggestions for activities that can be used to show pupil achievement and progress. These materials are used together to plan the learning cycle using the Engage, Enquire, Evaluate & Reflect model of teaching. The materials do not have to be used in the order suggested, nor does each section have to be touched on only once, but can be revisited at any point during a unit of work. There should also be scope to leave the plans behind if the pupils' questioning and investigating opens up other interesting avenues for enquiry and in response to special events when they occur (WW1 remembrance for example).

Here are some examples of questions suitable for Y2:

Unit 1: Who should you follow?

Unit 2: Should you wear religious symbols?

Unit 3: Is it important to celebrate the New Year?

Unit 4: Is Easter important for the Church?

Unit 5: Can stories change people?

Unit 6: How should you spend the weekend?

Find out more at:

<http://www.oxford.anglican.org/religious-education/re-scheme-work/>

Local RE Ideas

While the locally agreed syllabuses cover a wide range of faith issues, there is little actual local colour in them. The Diocese of Oxford covers an area with a wide range of religious history and variety and we have begun to put together a range of RE units that cover some of the local issues.

As in the scheme of work, units begin with a big question. Here are some examples of units we have produced so far:

Does Reading need the Abbey?

Is the Reading Hebrew Community a true community?

The following two units are particularly suitable for Bracknell Forest:

Does a town need more than one church?

This unit explores the differences between denominations and styles of church, encouraging children to look for things that they have in common as well as the features that make them unique.

Does believing that "All life is sacred" make Newbold a better community?

This unit is still being developed, working in conjunction with Newbold College, but should allow pupils to explore what is meant by "sacred" and the different ways in which Christians live out their faith. Newbold college hope to be able to make their site available for visits in conjunction with this unit. We will update you on the progress of this project.

If you are interested in any of these units, or have ideas for other local religious investigations please contact:

anne.andrews@oxford.anglican.org