

Agenda

Standing Advisory Council on Religious Education

Thursday, 8 June 2023, 2.00 pm
Lakeview Room, County Hall, Worcester

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DISCLOSING INTERESTS

There are now 2 types of interests:
'Disclosable pecuniary interests' and **'other disclosable interests'**

WHAT IS A 'DISCLOSABLE PECUNIARY INTEREST' (DPI)?

- Any **employment**, office, trade or vocation carried on for profit or gain
- **Sponsorship** by a 3rd party of your member or election expenses
- Any **contract** for goods, services or works between the Council and you, a firm where you are a partner/director, or company in which you hold shares
- Interests in **land** in Worcestershire (including licence to occupy for a month or longer)
- **Shares** etc (with either a total nominal value above £25,000 or 1% of the total issued share capital) in companies with a place of business or land in Worcestershire.

NB Your DPIs include the interests of your spouse/partner as well as you

WHAT MUST I DO WITH A DPI?

- **Register** it within 28 days and
- **Declare** it where you have a DPI in a matter at a particular meeting
 - you must **not participate** and you **must withdraw**.

NB It is a criminal offence to participate in matters in which you have a DPI

WHAT ABOUT 'OTHER DISCLOSABLE INTERESTS'?

- No need to register them but
- You must **declare** them at a particular meeting where:
You/your family/person or body with whom you are associated have a **pecuniary interest** in or **close connection** with the matter under discussion.

WHAT ABOUT MEMBERSHIP OF ANOTHER AUTHORITY OR PUBLIC BODY?

You will not normally even need to declare this as an interest. The only exception is where the conflict of interest is so significant it is seen as likely to prejudice your judgement of the public interest.

DO I HAVE TO WITHDRAW IF I HAVE A DISCLOSABLE INTEREST WHICH ISN'T A DPI?

Not normally. You must withdraw only if it:

- affects your **pecuniary interests** **OR** relates to a **planning or regulatory** matter
- **AND** it is seen as likely to **prejudice your judgement** of the public interest.

DON'T FORGET

- If you have a disclosable interest at a meeting you must **disclose both its existence and nature** – 'as noted/recorded' is insufficient
- **Declarations must relate to specific business** on the agenda
 - General scattergun declarations are not needed and achieve little
- Breaches of most of the **DPI provisions** are now **criminal offences** which may be referred to the police which can on conviction by a court lead to fines up to £5,000 and disqualification up to 5 years
- Formal **dispensation** in respect of interests can be sought in appropriate cases.

Standing Advisory Council on Religious Education

Thursday, 8 June 2023, 2.00 pm, County Hall, Worcester

Membership:

Group A (Representatives of Christian and other faiths)

Mr G Bounds (Free Church Representative), Ade Couper (Quaker Representative), Sheila Hicks (Catholic Diocesan Education Service), Mrs T Khawaja (Muslim Representative), Jenny Lockwood (Worcestershire Baha'i Community), Mr J Loyal (Sikh Representative), Mrs C Parker (Methodist Representative), Aimee Parsons (Catholic Diocesan Education Service) and Dr Y Stollard (Jewish Representative)

Group B (Church of England Representatives)

Danielle Evans (Church of England) and Rev Duncan Hutchison (Diocese of Worcester)

Group C (Representatives of Recognised Teachers Associations)

Charlotte Betteridge (NASUWT) and Mr C Giles (Teacher Representative)

Group D (Elected representatives of the Local Authority)

Cllr Mel Allcott (Worcestershire County Council), Cllr Matt Jenkins (Worcestershire County Council) and Cllr Emma Marshall (Worcestershire County Council)

Co-opted Representatives

Ms E Hill (University of Worcester)

Agenda

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4	RE Hubs To receive a presentation from Chris Giles.	
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To obtain further information or a copy of this agenda contact Kate Griffiths, on 01905 846630, KGriffiths@Worcestershire.gov.uk

All the above reports and supporting information can be accessed via the Council's website.

Date of Issue: Friday, 26 May 2023

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Minutes of the Standing Advisory Council on Religious

Education

County Hall, Worcester

Monday, 6 March 2023, 2.00 pm

Present:

Cllr. Mel Allcott (Chair), Cllr. Matthew Jenkins (Vice -Chairman), Mr Graham Bounds, Ms Danielle Evans, Mr Chris Giles, Mrs Sheila Hicks, Mrs Jenny Lockwood, Mr Jatinder Loyal, Cllr. Emma Marshall, Mrs Christine Parker, Ms Aimee Parsons and Dr Yvonne Stollard

Also attended:

Stephen Pett, Lisa Bradbury, Kate Griffiths and Cllr Tracey Onslow

758 Apologies for Absence and Substitutions

Apologies for absence had been received from Ellie Hill.

759 Confirmation of the Minutes

The minutes were accepted as an accurate record and were signed by the Chairman.

760 Welcome and Introduction to new SACRE Members

SACRE welcomed three new members to their first meeting.

Sheila Hicks nominated by the Catholic Diocese, a teacher in a Catholic School and RE Lead.

Jenny Lockwood nominated as a Bahá'í representative, an experienced member of SACRE who had previously been on Gloucestershire SACRE for twelve years. Jenny had supported and represented the Bahá'í community nationally.

Aimee Parsons, also a teacher nominated by the Catholic Diocese.

761 Monitoring RE

Stephen Pett explained that a survey had been sent to Primary Schools in Worcestershire asking about what RE was taught in their school and their use of the Agreed Syllabus. 55 replies were received. It was believed that the response may not be totally representative of all primary schools in the County as the survey was sent to those schools who had already attended conferences or courses.

The responses varied from schools that taught an hour a week, to one school which stated that RE was not taught. 89% of respondents used the Worcestershire Agreed Syllabus, with some using the Dudley or Sandwell Syllabus. (perhaps sent the survey by the Church of England Diocese who have some schools in Dudley).

There was some discussion on the merits of trying to reach a more representative group of schools, but it was recognised that there were limited ways of attracting schools to fill out surveys. It was suggested that there would be more benefit in sharing information about schools achieving good results in RE and showing that it was a worthwhile subject; and that Ofsted now reported on whether RE was a well embedded subject.

It was agreed that the survey would be sent out to small schools through a curriculum training course to gather results from a different sample. It was also agreed that the results of the survey, could be sent around to schools for their information and ask for other schools to take part as further results would be welcomed.

762 Primary and Secondary Conferences

Stephen Pett explained that there would be a Primary Conference on 23 May which would be held online, and a Secondary Conference on 22 June at Puckrup Hall. Different sessions would be held throughout the day at the conferences and issues which had been raised by teachers and requests for support which had been raised in the Primary Survey would be included.

Information about the conferences would be put on the Education Bulletin and sent to any teachers who had attended previous training or conferences. It was clarified that Middle Schools could attend either conference and SACRE members were encouraged to attend.

763 Additional Support

Within the SACRE budget there was a small amount which could be used for support to schools. Last year the money had been used to run two courses - 'Help I am the RE Subject Leader' and it was queried how to use the money this year, with suggestions being further courses for teachers or subsidising small schools to attend the conferences.

Further suggestions were made by SACRE members such as creating a podcast which could benefit teachers by being available to download whenever

teachers had time available. There were apparently already some podcasts available for secondary teachers with weekly discussions on the curriculum; teachers could be directed on how and where to access those.

Another suggestion was made that rather than spend money on teacher training, whether an event could be organised for pupils, to enable them to feel empowered, which would in turn help teachers and enable them to learn as well.

It was agreed that Stephen would bring a more detailed proposal to the next SACRE meeting in the summer term.

764 Local Groups

There were various Local Groups which offered support to RE Teachers run by NATRE, the Diocese, Regional Hub Co-ordinator, Worcester University or the Three Rivers Trust.

Ellie Hill from the University had held two meetings since October covering a number of different topics.

Chris Giles explained that he was the Regional Hub Leader for the West Midlands. Each Hub area had its own space on a national website and people were able to update the website with accurate contacts which would allow groups to work together better and for teachers to be able to contact good speakers. He explained that training could be offered to those going into schools to speak to pupils, whether they were faith leaders, from the Diocese or from Local Authorities.

Recruitment and retention of RE Teachers was difficult, with only 20 RE Teachers being trained at the moment in the West Midlands, with 2 in Worcestershire. There were no bursaries for RE Teachers and as RE was not part of the Baccalaureate it was not seen as an attractive career.

It was agreed that SACRE as a group, as well as individual members should write to their MPs to highlight the lack of funding for RE. A sample letter was distributed to Members to help with this.

GCSE Results

Stephen updated the meeting about the Worcestershire GCSE entries in 2022. Almost 30% of GCSE pupils took RE, which was more than Gloucestershire and Shropshire but less than Herefordshire and Birmingham. The numbers taking RE seem to relate to the number of faith schools in an area, with more students taking RE in the more culturally diverse areas. It was difficult to encourage students to take RE and it was agreed that a link should not be made between religion and RE, as the subject should be acknowledged as a discreet academic subject.

765 National RE News

SACRE members noted the information in the national RE news produced in the agenda. The news update was now written so that it could be sent to teachers as well as SACRE members.

SACRE members commented particularly on the fact that 51% of RE Teachers mainly teach other subjects.

766 RE Report Card Follow up

A sample letter was distributed to SACRE members which could be used for individual members to send on to their MPs, highlighting the problems recruiting RE Teachers and the lack of support from Government.

767 Feedback from Members

None

768 Any Other Business

None

769 Future Meeting Dates

DATES 2023

Thursday 8 June
Monday 9 October

The meeting ended at 3.55pm

Chairman

Dear MP Nigel Huddleston

Worcestershire SACRE calls for support for the provision of high-quality Religious Education in modern Britain

As you know, SACREs have a responsibility to support Religious Education in the local area. At Worcestershire SACRE we are writing to you to show our support for Religious Education as a crucial part of the school curriculum in a modern UK, and of great importance to the children and young people of Worcestershire. A broad and inclusive education in Religion and Worldviews should be a vital part of our young people's schooling, to ensure that they can engage well with the multitude of religious beliefs in the world around them.

The Department for Education has missed its recruitment targets for secondary teachers of Religious Education in 9 out of the last 10 years which has led to 25% of RE lessons in secondary schools being taught by non-specialist teachers and 23% of secondary schools reporting zero hours of RE teaching for year 11 pupils. The Schools Minister admitted in a recent written answer (6 Jan 2023) that 51% of teachers of RE mainly teach another subject. This compares unfavourably with teachers of Geography (28%), History (27%) and English (13%). RE teacher numbers have fallen by 1800 since 2011 – a fall of -10.9%.

The Government regularly restates its support for the subject and the need for schools to fulfil their legal requirement. However, in reality, there has been no concrete support. We note that for 2016-2021 the Government spent £154 million on curricular projects on Maths and £387 million on Music – but nothing on RE.

Mel Allcott
County Councillor

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 worcestershire.gov.uk

Despite this, recent surveys have shown that equal access to quality Religious Education is highly valued by the British public. Nearly two thirds (64%) of the UK adult population think that an education in religion and worldviews (or RE) is an important part of the school curriculum today and 65% agree that the subject has an impact on people's ability to understand each other in wider society.

With the above in mind, we would be grateful if you could urge the Department for Education to outline what steps are being taken to improve the provision of Religious Education across the UK through ensuring that high quality teaching and resources in Religious Education is available to all children going forward. The provision of a bursary for PGCE RE teachers would be an essential starting point.

We would be delighted if you would be able to meet with Worcestershire SACRE to discuss this matter further.

Kind regards,
 Cllr Mel Allcott

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2023-0015017NGPO

The Rt Hon Nick Gibb MP
Minister for Schools

Sanctuary Buildings 20 Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/contactus/dfes

Mr Nigel Huddleston MP
By email: nigel.huddleston.mp@parliament.uk

9 May 2023

Dear Nigel,

Thank you for your email of 6 April, enclosing correspondence from Councillor Mel Allcott of Worcestershire SACRE, regarding religious education (RE) in schools.

The Department recognises the importance of providing high quality RE to pupils. This develops children and young people's knowledge of the value and traditions of Britain and other countries, and fosters understanding among different faiths and cultures. RE remains a compulsory subject for all state funded schools in England, including academies, for all pupils up to the age of 18, unless they are withdrawn.

The bursaries the Department provides are designed to incentivise more applications to Initial Teacher Training (ITT) courses. A review is conducted each year before deciding which bursaries will be offered for trainees starting ITT the following academic year. In doing this, the Department takes account of a number of factors, including historic recruitment, forecast economic conditions, and teacher supply need in each subject.

We continue to focus bursaries on English Baccalaureate subjects, particularly those experiencing teacher shortages, to secure as many applicants as possible in the subjects where schools are likely to devote the most teaching time. This ensures the Department is spending money where it is needed most.

In the 2020/21 academic year, the Department exceeded the postgraduate ITT target for RE, recruiting 128 per cent of the trainees required. ITT recruitment has become more challenging in the last two academic years due to the current highly competitive labour market. This has affected recruitment in all subjects.

RE postgraduate ITT targets fell between 2017/18 and 2022/23 by a similar amount, in percentage terms, as those for mathematics, biology, geography, and history. The fall in RE targets during this period was largely driven by improvements in teacher retention. Overall, teacher leaver rates fell from 10.6 per cent in 2016/17, to 9.4 per cent in 2018/19, and down to 8.1 per cent in 2020/21. As fewer teachers leave service, fewer new teachers are needed to replace them. Although recruitment targets have fallen, RE trainee recruitment has been unlimited in recent years. As a result, recruitment has not been limited by a fall in targets.

RE trainee teachers on tuition fee funded ITT routes are able to apply for a tuition fee loan and maintenance loan to support their living costs. Additional student finance is also available depending on individual circumstances, such as the Childcare Grant. More information is available at: tinyurl.com/4wn5b93P.

To support high standards of RE teaching in all schools, the Department provides eight week subject knowledge enhancement (SKE) courses for candidates who have the potential to become outstanding teachers but need to increase their subject knowledge. The SKE course can be undertaken on a full or part time basis, but must be completed before qualified teacher status can be recommended and awarded. Eligible candidates could be entitled to a SKE bursary of £175 per week to support them financially whilst completing their SKE course. Further information on these courses is available at: tinyurl.com/2s3PscJn.

In addition, to support high quality teaching, RE resources will be procured by Oak National Academy during the second tranche of its work. The Department recognises the unique nature of RE as a subject and a decision was made that, by taking more time on its procurement, it would allow us to successfully navigate through these complexities. Oak will work closely with the sector and utilise sector experience when producing new materials, including for RE. This will ensure that high quality lessons and resources are available nationwide, benefitting both teachers and pupils.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Nick Gibb', written in a cursive style.

The Rt Hon Nick Gibb MP
Minister for Schools

SACRE News – Summer Term 2023

The role of SACRE is to create and monitor the agreed syllabus for RE in our local area, and to advise the local authority on matters relating to the provision and quality of RE and school collective worship. SACRE is eager to respond to teacher-needs and school requests for RE help.

National RE news for Teachers!

This paper is a short digest of some useful items of interest about RE in the summer term 2023. Wherever possible we have provided hotlinks to additional web-based resources.

16 What is your religion?
 This question is voluntary

- No religion
- Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
- Buddhist
- Hindu
- Jewish
- Muslim
- Sikh
- Any other religion, write in

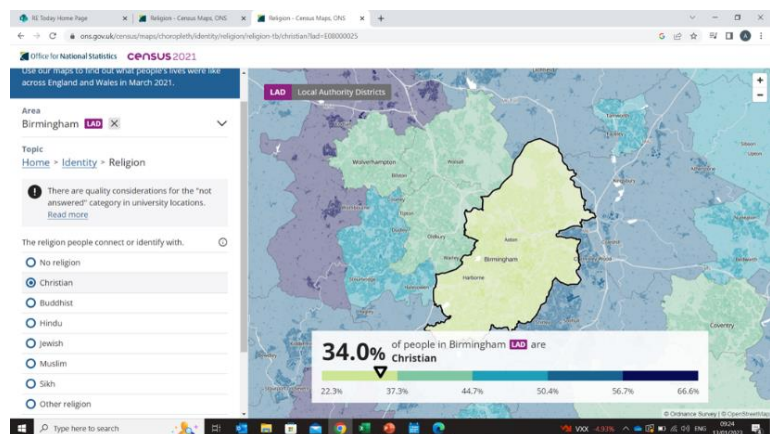
Using the 2021 Census Data in RE

The 2021 Census data has now been released and we can use it to look at the results with pupils, and compare with the local area. Here are some tips on how to make the most of it!

1. Explain to pupils or students that the religion was question was voluntary. People over 18 had to choose which box to tick.
2. Show pupils the **results for the UK as a whole**: what do they notice? Note the **large fall in the number of people who identify as Christian, and the large rise in the number of people who tick 'no religion'**. Ask pupils why that might be.
3. Look at the **results for our area – local authority and region**. Can pupils notice some similarities and differences to the national picture?
4. Either show to the class, or allow pupils to investigate for themselves, the Census data on the internet. Use this link: below. **You can find clickable maps that allow you to zoom in on your specific local area and search by religion**. Can pupils see how their area compares to the wider area? How is it similar, how is it different?

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/bulletins/religionenglandandwales/census2021>

5. Explore our region and the surrounding area using this interactive online map: www.ons.gov.uk/census/maps



NATRE Spirited Arts 2023 – new themes announced

Will your school join hundreds of schools from around the world taking part in this year's Spirited Arts competition? Entries are welcomed in (almost!) any art form pupils can think of. Winning entries will provide a good response to one of the 5 themes, and judges will be asking is it original? Is it well-crafted? And (most importantly!) is it excellent RE? Closing date is 31st March.

The 6 themes

1. "We have more in common than that which divides us."
2. Green faith, green future? ['God's good earth?']
3. Where is God today?
4. Faith in action, values in action.
5. Sacred space and holy buildings
6. All God's creatures?



More details here www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2023/

Ofsted appoint new Acting Subject Lead for RE

Hazel Henson HMI was appointed as acting subject lead for RE at OFSTED in March 2023. She has a background in primary education.



Children's Commissioner shares her view on RE with former pupil

Shammi Rahman, recently interviewed The Children's Commissioner, Dame Rachel de Souza for RE Today magazine. Dame Rachel is a previous RE teacher and headteacher and Shammi, is a former secondary teacher and now a Race Equality Adviser. Dame Rachel was her RE teacher!

Dame Rachel says, 'a former RE teacher myself, I believe RE teachers have a crucial opportunity to teach children about the wider world and principals of fairness and equality. It was great to talk about how different faiths can teach us different things, for example treating others as we would like to be treated ourselves; having compassion for others; and celebrating the beauty of life in our environment.'



Listen to their conversation here: [Conversation with Shammi Rahman: The importance of Religious Education | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](#)

RE Hubs – Website now live!

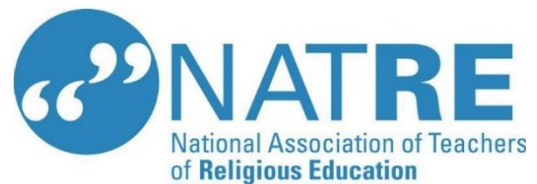


RE Hubs website is now live at www.re-hubs.uk. RE Hubs aim to connect those who can provide resources with those who need them and create a neutral platform being RE professionals together.

Many organisations serve RE/RVE/R&W education in the UK, from places of worship and school speakers to CPD partnerships and resource providers. However, until now, there hasn't been a single place to equip, enable, and signpost everyone within the community.

The West Midlands hub is led by Chris Giles.

NATRE Secondary Survey



The NATRE survey of secondary RE teachers is now underway and open until Monday 31st July. Everyone who completes the survey will receive a £5 coupon for the RE Teaching Resources online shop as well as being entered into a prize draw to win a NATRE School Enhanced membership worth £270. The survey is here: [NATRE Survey - Secondary 2023 \(surveymonkey.co.uk\)](https://surveymonkey.co.uk)

Culham St Gabriel's launch FREE new self-study course

Digging Deeper: Subject Knowledge, this short, self-study course builds on the introduction level course and is available for FREE. Find out more here: [Culham St Gabriel's Trust Moodle \(cstg.org.uk\)](https://cstg.org.uk)

Understanding Humanism launches new animation and free resources

Understanding Humanism has launched a **NEW animation** 'One Life, live it well' voiced by author and presenter, Alice Roberts. Accompanied by classroom activities, this simple but beautiful animation illustrates how humanists try to approach life: [One Life, Live It Well: watch our new animation narrated by Alice Roberts » Understanding Humanism](#)

They also have available new FREE resources for children in early years, and the stories of four amazing humanist women who changed the world.

Training and CPD opportunities and other support

Free webinars for primary and secondary ECTs – a taster for NATRE ECT membership

Early Career Teachers have access to a range of free support through a series of online sessions. ‘Café’ sessions give you a chance to talk with experienced teachers and experts from different worldview backgrounds. The taught sessions offer expert input with a focus on practical classroom strategies.

Date – All Mondays 4.00-5.30pm	Topic
12 June	Taught session: Focus on Sikhi
10 July	Café NATRE: Subject knowledge Christianity

ECT webinars booking link www.natre.org.uk/membership/early-careers-teacher/ect-free-monthly-webinar/

NATRE: new membership packages!

NATRE is the largest membership organisation that promotes, defends and supports RE teachers and RE teaching. It does this through producing high-quality resources and CPD, lobbying government, being involved in conversations with the DfE and Ofsted, Local Authorities and SACREs, telling teachers’ stories and experiences and being a voice for all teachers.



Membership packages for students, ECTs, teachers, schools, RE professionals and RE enthusiasts!

Details: www.natre.org.uk/membership

NATRE: welcome webinars for new members

New NATRE members are invited to a monthly welcome webinar. This will help them use their NATRE membership and enjoy it to its fullest!

What will they learn?

- How to Access NATRE resources
- Access online termly mailing resources
- Access Local Groups area
- Take the best out of the NATRE monthly newsletter
- How to redeem your REtoday library membership
- How to use your membership discount

Members can register their interest to attend a webinar at this link.

www.natre.org.uk/member-login/natre-members-welcome-webinar/

BBC expands early years RE resources

There are new resources for 4- and 5-year-olds for RE / RME and RVE from BBC Bitesize Reception. These include some simple craft activities and some recipes for festive food with clear and simple ideas to bring the world of religion alive for small children.

The subject is connected to work in the fields of expressive arts and design, helping pupils with their understanding of the world particularly in the field of religion and belief.

These new materials cover Christmas, Easter, Eid Al Adha, Vaisakhi, Divali and more and have now gone live. They include video clips made for the age group, activity sheets and information for teacher-use.

Lat Blaylock, who contributed to the work says: 'I'm really pleased to see that BBC have made such a diverse and well thought out contribution to Early Years learning about religion and belief. Teachers will find this is a little treasure trove.'

Here is a link: www.bbc.co.uk/bitesize/topics/z24kqyc [Religions, festivals and celebrations](#)

Celebrating 25 years of children's emotional, social and spiritual wellbeing

Fischy Music celebrates its 25th Anniversary this year. Founded in 1998 by Stephen Fischbacher, Fischy Music (www.fischy.com) is a children's charity, writing songs for and with children to nurture positive mental health and help them express and manage a range of emotions.

Celebrations include free online concerts streaming live every month throughout the year, so whole classrooms and assembly halls of children can join in with 30 minutes of uplifting songs!

As well as the many health benefits of singing, the positive impact of the messages in the songs, like 'build up one another' and 'we can make a difference in this world of ours' stay with children as they grow up.

Schools can subscribe to Fischy Music Online to access over 140 songs.

The RE Package includes resources created in conjunction with Lat Blaylock, RE Today, to help staff use music well in RE and connecting to significant Christian concepts (eg from Understanding Christianity). The resources can be used by all staff and are useful in all primary schools wherever you want to enable spiritual reflection and can also be used in assemblies and services for collective worship. To find out more, email: info@fischy.com

Educate Against Islamophobia (EAI)

Educate Against Islamophobia (EAI) has recently published a plethora of educational materials for the Early Years, primary schools, high schools and educational practitioners across the U.K. The teaching and learning materials are reflective of the respective curriculums and national frameworks, and offer learning opportunities that are applicable to their respective nations.

Early Years resources:

- Amna & Amy Storybook & 2 lesson plans.

The storybook and accompanying lesson plans aim to support children in the Early Years to develop an awareness of equality, diversity and respectful behaviour and introduce learners to aspects of the Islamic identity.

Primary school resources:

The unit of work which comprises 6 lesson plans supports KS1-KS2 learners in developing positive attitudes towards diversity. This unit of work also aims to introduce learners to the Islamic identity and will enable them to explore some of the similarities and differences between Islam and other faiths/culture.

High school resources:

The unit of work which comprises 6 lesson plans supports KS3-KS4 learners in developing an awareness of Islamophobia, including its manifestations and dangers. Learners will explore the issue of Islamophobia through a range of themes and lenses including human rights, anti-bullying and media literacy.

Educator resources:

- Islamophobia awareness training session
- Equality, diversity and inclusion audit

The Islamophobia awareness training and EDI audit aims to promote an awareness of Islamophobia and equip practitioners with the understanding of how to address it in the school community. These materials will also assist educational practitioners to meet their Public Sector Equality Duty under the Equality Act (2010).

To download your free copy of EAI's materials, visit: <https://eai.org.uk/>

Using Faith Inspired Art to Encourage Conversation, Enable Reflections and Inspire Action. *Cheryl Homer, Westhill Endowment*

RE Today and NATRE have always been great supporters of the arts and if you are wondering if using faith inspired arts in your school might be beneficial the answer is most likely 'yes'. But where do you start? Westhill Endowment are here to help, with years of experience working with faith inspired arts. The charity has 10 art collections which are available FREE* to schools and community venues around the UK.

Many communities have already benefited from these resources which aim to encourage conversation, enable reflections, and inspire action. A Year 10 textiles student recently reflected on her experience with the Gethsemane Garments: "I liked the green garment [representing Hope] showing the rips and tears of the fabric, but with the sides being restitched to show signs of healing and positivity."

A Primary School Teacher reflected on a creative lockdown session provided by their local vicar using the exhibition Bald Statements: "The creative artwork [the children produced in response] has been thought provoking and the children were able to speak honestly on their feelings and experiences of lockdown."

The art collections come with a variety of themes and mediums, including free standing and wall mounted works of art. Additional materials such as booklets, education packs, and films are available. Westhill will also consider funding applications for events around your exhibition.

Westhill Endowment work one to one with all exhibition hosts helping you tailor your exhibition to suit your space and your audiences. If you'd like to know more, please contact Westhill's Arts

Coordinator, Cheryl Homer, on cheryl@westhillendowment.org or check the website or social media. www.westhillendowment.org www.facebook.com/WesthillEndowment

www.youtube.com/channel/UCHKjKpunQ0C4XSXD4j88XZA

**You may incur transport and insurance costs, please ask if this is applicable.*

Anti-racist RE: continuing debates and widening resources.

Jonathan Marshall, MBE, ran a brilliant RE and interfaith centre in Plymouth before he retired. Thanks to Jonathan for drawing attention to resources which might complement the NATRE anti-racist RE materials (<https://www.natre.org.uk/about-natre/projects/anti-racist-re/>)

“I think teachers might find the work of the Equiano Project on anti-racist education helpful. In the true spirit of quality RE, some diversity of views might be welcome.”

This black-led project may help teachers of RE who want to understand the complexity of an anti-racist RE approach: they should be encouraged to explore a range of different voices, one of which is to be found on the excellent website of “The Equiano project” www.theequianoproject.com/

See for example the video “Understanding the new politics of race” by Prof. John McWhorter. At just under twenty minutes, this perspective is an extremely helpful and profound insight into the background and current situation of anti-racism.

Jonathan also draws attention to the ‘Don’t Divide Us’ project, whose opening statement includes these key ideas: “We should treat everyone as an individual worthy of respect regardless of race, religion or the colour of their skin We call this colourblind anti-racism – it is based on freedom and tolerance – and we believe it is the best way to counter prejudice where it does exist. Britain is a successful multi-cultural society with a positive story to tell about race relations: We won’t benefit from importing divisive political ideas from the US that don’t reflect our history and which undermine our shared values today. See much more at: <https://dontdivideus.com/our-beliefs/>

Philosophy of Religion resources from the FT!

Jack Robertson, RE teacher in north London, is working with the the Financial Times to offer free access to FT.com for all schools and colleges teaching sixteen- to nineteen-year-old students. An FT subscription can support students in developing the broad knowledge that will help them stand out to examiners, universities and employers. A Philosophy Class page, ft.com/philosophyclass, is available for teachers and students of philosophy and ethics. It brings together relevant articles from across the FT and provides accompanying questions that prompt students to reflect critically and make connections to areas of the A-level specification. There is also an IB Theory of Knowledge page for IB students.

Recent Philosophy Class articles cover topics from the ethics of climate protests and abortion to developments in AI and quantum physics, as well as interviews with philosophers such as MacAskill, Chalmers and Srinivasan.

Participating schools receive the same level of access to FT.com as regular subscriber. Check if your school is registered or register your interest via the Philosophy Class page or at ft.com/schoolsarefree

Jack Robertson <JRobertson@qebarnet.co.uk>

Christian Aid Global Neighbours scheme

The Global Neighbours accreditation scheme (www.christianaid.org.uk/get-involved/schools/global-neighbours-accreditation-scheme) is an award scheme for schools run by the charity Christian Aid, in partnership with the Church of England Education Office. It is open to all primary schools and has recently expanded into secondary schools too. The scheme has been running for five years and celebrates the development of global citizenship and courageous advocacy in schools. Its aim is to encourage a deeper understanding of the world and for young people to be empowered to engage with and respond to global issues.

Schools can apply for a bronze, silver or gold award. To achieve accreditation, schools must demonstrate how they are fulfilling criteria relating to:

- Leadership, vision and values
- Teaching and learning
- Collective worship and spiritual development
- Pupil participation in active global citizenship
- Community engagement

Assessors wanted: Christian Aid is looking to recruit to its pool of assessors for this scheme. An assessor looks at all the evidence provided, makes a judgement and writes a report for the school.

The role of assessor especially suits education professionals with experience of school leadership and advising or inspecting schools.

For more information please contact Alison Brown (Global Neighbours Schools Programme Officer): abrown@christian-aid.org

The RE Connect Environmental programme for RE

Are you looking for ways to connect your RE teaching with the environmental crisis?

The RE:Connect Teacher Fellowship Programme is designed to help deepen teachers' understanding and confidence for exploring the environmental crisis through the lens of religions and worldviews in RE. The programme is not just about getting ideas, but also enhancing your teaching practice and professional network around this theme.

After a successful pilot of the programme in 2021-22, RE:Connect will be running again from September 2023, thanks to a grant from the Culham St Gabriel's Trust. There are places for **up to 10 teachers** of RE (primary and secondary) on the 6 month teacher fellowship programme. The initiative is run by Dr Jeremy Kidwell, Associate Professor in Theological Ethics at the University of Birmingham and Dr Ian Jones of St Peter's Saltley Trust, with input from experienced primary and secondary specialists, environmental scientists, climate activists and academic researchers in religion and environment.

The programme offers opportunities to:

- Deepen subject knowledge on the intersection of religion and ecology



- Work with cutting-edge subject specialists on religious ethics/practice, ecology, and climate change policy
- Work as part of a supportive and dynamic team to create and trial new approaches and resources for teaching on this theme
- Become a champion for teaching and learning on religion and environmental crisis

The Teacher Fellowship Programme involves monthly workshops from Autumn 2023 to Spring 2024, with tasks to undertake between workshops. Programme sessions will include one fully-funded weekend residential and 6-8 online evening sessions (roughly one per month). There is no cost of participation to the teacher or their school and Fellows receive a bursary of £500 to cover costs of participation plus travel expenses to enable attendance at in-person sessions.

Interested? Please contact Ian Jones (director@saltleytrust.org.uk) to register your interest. Selection for the programme is by a formal application process.

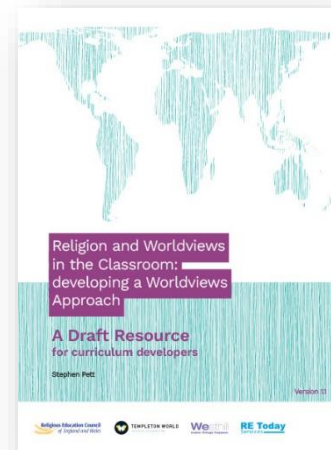
Draft Resource for Religion and Worldviews in the Classroom

As part of a three-year Worldviews project, the RE Council of England and Wales (REC) has published a draft resource for Religion and Worldviews in the Classroom.

The resource sets out a rationale for a religion and worldviews approach, building on the developments since the 2018 Commission report. It incorporates a revised **National Statement of Entitlement (NSE)**, which gives a clear description of an education in religion and worldviews, and sets a benchmark for high-quality teaching and learning. The resource then offers practical guidance, including how to use the NSE to develop a syllabus or curriculum, applying ways of knowing, developing pupils' personal worldviews, and what progress looks like in a worldviews approach.

Sections include:

- What do people mean by 'religion'?
- What do people mean by 'worldview'?
- The value of worldviews
- Purposes for RE in a religion and worldviews approach
- **Revised National Statement of Entitlement**
- Developing pupils' personal worldviews
- Making good progress
- Applying disciplinary methods
- How to use the NSE to develop a syllabus
- How to use the NSE to develop questions and construct units of work
- Making good progress: three models



The resource is primarily written to inform three Framework Development Teams, who are currently working to apply the NSE and the guidance to their own contexts. During this process, the draft resource will be tested and revised as necessary, before the publication of a final Handbook, three example frameworks, sample units of work and pupil responses, in 2024.

You can download copies of here: www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/

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