

# Agenda

## Standing Advisory Council for Religious Education (SACRE)

Date: **Friday 7 July 2023**

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Time: **2.00 pm**

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Place: **Conference Room 1, Herefordshire Council Offices,  
Plough Lane, Hereford, HR4 0LE**

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Notes: Please note the time, date and venue of the meeting.

For any further information please contact:

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If you would like help to understand this document, or would like it in another format or language, please call Henry Merricks-Murgatroyd, Democratic Services Officer on 01432 260239 or e-mail [Henry.Merricks-Murgatroyd@herefordshire.gov.uk](mailto:Henry.Merricks-Murgatroyd@herefordshire.gov.uk) in advance of the meeting.

# Agenda for the Meeting of the Standing Advisory Council for Religious Education (SACRE)

## Membership

<b>Chairperson</b>	<b>Venerable Tsultrim Tenzin Choesang</b>	<b>Buddhist</b>
<b>Vice-Chairperson</b>	<b>Mrs L Barker</b>	<b>Secondary school teacher representative</b>
	Mrs Carolyn Ault	Bahai faith
	Mrs L Barker	Secondary school teacher representative
	Stewart Debenham	Church of England
	Peter Fawcett	Roman Catholic, Archdiocese of Cardiff
	Mark Harrington	
	Jonathan Nicholas	Church of England
	Councillor Justine Peberdy	
	Ruth Stanier	The Quaker Faith
	Geoff Sallis	Humanism
	Councillor John Stone	
	Tracy Westlake	Primary school teacher representative

## Agenda

		Pages
<b>THE NOLAN PRINCIPLES</b>		5 - 6
<b>1.</b>	<b>WELCOME AND THOUGHT FOR THE DAY</b> To welcome members to SACRE and receive a thought for the day.	
<b>2.</b>	<b>APOLOGIES FOR ABSENCE</b> To receive apologies for absence.	
<b>3.</b>	<b>NAMED SUBSTITUTES (IF ANY)</b> To receive details any details of Members nominated to attend the meeting in place of a Member of the Committee.	
<b>4.</b>	<b>MINUTES</b> To approve and sign the Minutes of the meeting held on 18 <sup>th</sup> November 2022. Any matters arising.	
<b>5.</b>	<b>RESPONSE TO WRITTEN PUBLIC QUESTIONS (IF ANY)</b> To answer any pre-received written questions from members of the public.	
<b>6.</b>	<b>SACRE BUDGET ISSUES</b> An update on consultancy service funding. Future funding for SACRE.	
<b>7.</b>	<b>SACRE CONSTITUTION CHANGES</b> For the members to consider potential changes to the SACRE constitution.	7 - 8
<b>8.</b>	<b>ADVICE REGARDING NEXT RE SYLLABUS</b> To discuss and decide when next RE syllabus is produced.	
<b>9.</b>	<b>WHAT CAN I DO FOR SACRE</b> Please consider what you can do for SACRE over the coming two years.	
<b>10.</b>	<b>RE CONFERENCES</b> To receive feedback from conferences held in 2023 by Stephen Pett. Also an opportunity for the committee to make any suggestions as to what they would like from 2024 conferences, both primary and secondary. An update on special schools conference opportunity.	9 - 12
<b>11.</b>	<b>NATIONAL SACRE UPDATES</b> An update on National SACRE activity.	
<b>12.</b>	<b>NATIONAL RE UPDATES</b> An update on National RE activity.	13 - 20
<b>13.</b>	<b>REPORT TIMINGS</b> To acknowledge where we are at and what needs to be done on time.	
<b>14.</b>	<b>VOTING OF CHAIR AND VICE-CHAIR</b>	

To notify the board of the opportunity to consider candidates and to appoint a chairperson and vice chairperson in November's meeting.

**15. AOB**

Any other business.

**16. DATES OF FUTURE MEETINGS**

17<sup>th</sup> November 2023, 14:00-17:00.

15<sup>th</sup> March 2024, 14:00-17:00.

**The Seven Principles of Public Life  
(Nolan Principles)**

**1. Selflessness**

Holders of public office should act solely in terms of the public interest.

**2. Integrity**

Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

**3. Objectivity**

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

**4. Accountability**

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

**5. Openness**

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

**6. Honesty**

Holders of public office should be truthful.

**7. Leadership**

Holders of public office should exhibit these principles in their own behaviour and treat others with respect. They should actively promote and robustly support the principles and challenge poor behaviour wherever it occurs.



**2.9.12 Delegation to and from other local authorities**

- 2.9.13 Full Council or the cabinet may delegate their respective powers and functions to another local authority or the executive of another local authority.
- 2.9.14 The decision whether or not to accept such delegation from another local authority will be taken by full Council or the cabinet as appropriate.
- 2.9.15 The council has made no such delegations to date.

**2.9.16 Contracting out**

- 2.9.17 Full Council, for functions it is responsible for, and the leader or cabinet members, for executive functions, may contract out to another body or organisation functions which may be carried out by an officer subject to the relevant legislative requirements.

**2.9.18 Consultative committees****2.9.19 Standing advisory council on religious education (SACRE)**

- 2.9.20 In accordance with the Education Act 1996 (as amended) the council has established a Herefordshire SACRE to provide advice on matters concerned with the provision of religious education and collective worship.
- 2.9.21 The council appoints the membership in accordance with the legislation, in four groups, as follows:
- Group (A) One Roman Catholic representative (nominated by the Roman Catholic hierarchy);  
One Free Church representative (nominated by Churches together in Herefordshire);  
One representative of other faiths as a whole;  
One representative of the Bahá'í faith;  
One representative of the Muslim faith;  
One representative of the Sikh faith;  
One representative of the Jewish faith;  
One representative of the Buddhist religion;  
One representative of the Hindu faith;  
One representative of the Quaker faith;  
One representative of Humanism.

Other than for the Roman Catholic and Free Church representatives the representatives should, as far as possible, be nominated by the appropriate local faith group.

Group (B) Three Church of England representatives (nominated in consultation with the Diocesan Education Authority).

Group (C) Three teachers' representatives, with one drawn from each of the primary, secondary and special education sectors (nominated through recommendation of recognised teacher associations) and one co-opted member.

Group (D) Three Herefordshire Council members as local education authority representatives

## **2.9.22 Other bodies**

### **2.9.22.1 Agreed Syllabus Conference**

2.9.22.2 The Council is required to convene an Agreed Syllabus Conference (ASC) to review the Agreed Syllabus every five years or upon request by SACRE more frequently.

2.9.22.3 This conference will have the same composition as SACRE. There is no provision for co-opted members.

### **2.9.23 Safeguarding arrangements**

2.9.24 In accordance with legislative requirements the council has established an adults safeguarding board. This is chaired by an independent person accountable to the chief executive of the council for the effective operation of the board; and works closely with the director for adults and communities. Herefordshire Safeguarding Adults Board (HSAB) main statutory objective is to assure itself that local safeguarding arrangements and partners act to help and protect those at Risk.

2.9.25 The multi-agency arrangements for protecting and safeguarding children is delivered by the Herefordshire Safeguarding Children's Partnership, which brings together the following agencies:

- The Local Authority - Herefordshire Council: Represented by Chief Executive and the Director of Children's Services.
- The chief officer of police for a police area: Represented by the Superintendent Policing Commander (Herefordshire) - West Mercia Police.
- The Herefordshire Clinical Commissioning Group: Represented by the Head of Safeguarding & Designated Nurse for Safeguarding Adults and Children.

2.9.26 [No longer used].

2.9.27 On the 1 July 2019 Herefordshire Adoption Service joined a regional adoption agency Adoption Central England (ACE) following central government's requirement that all local authority adoption services are redesigned into regional adoption agencies by 2020. Adoption panels are required by law and membership is set out in detailed regulations. Elected members do not sit on this panel.

2.9.28 Herefordshire Fostering Panel has a crucial role in the provision and monitoring of foster care for children and young people. There is no fixed panel membership or maximum number of members. An Independent Chair is appointed and the membership must be drawn from a Central list of persons with the appropriate qualifications and/or experience, in accordance with the Fostering Services (England) Regulations 2011. Elected members do not sit on this panel.

2.9.29 Corporate Parenting Board - The Children and Social Work Act 2017 sets out the corporate parenting principles for the council as a whole to be the best parent it can be for children in its care.

2.9.29a The Corporate Parenting Board is an advisory body. It has two main functions:

- To support and make recommendations to the Cabinet Member for Children Young People and Schools on matters related to corporate parenting.



**Three Counties secondary RE conference 22 June 2023**  
**EVALUATIONS 30 delegates, 22 responses**  
**Glos (18 teachers + 3 ITE) Herefordshire (4 teachers) Worcs (5 teachers)**

	excellent	good	satisfactory
<b>Worldviews, diversity etc</b> Stephen Pett	91%	9%	
<b>Progressed learning about Muslim worldviews Y7 to GCSE</b> Lat Blaylock	95%	5%	
<b>Decolonising RE? Interpretation, context and power</b> Becky Davidge	68%	27%	5%
<b>Global RE, global Christianity</b> Lat Blaylock	86%	9%	5%
<b>Non-religious worldviews</b> Stephen Pett	91%	9%	
<b>Venue: how do you rate it?</b>	95%	5%	
<b>Overall value of the conference</b>	100%		

**Comments on the conference:**

- a. An excellent opportunity to consider and develop practice as usual!!
- b. Great ideas, great refresher, great to network just great! Thank you so much
- c. The variety of discussion and practical advice was stimulating and thought provoking. It has provided me with much to take back to both department and school. Let us an papers from prison (Bonhoeffer) - the reason I have done this job for nearly 30 years!!
- d. Excellent resource ideas - great presenters - all very engaging and enthusiastic
- e. As always a great conference, jam packed with ideas and practical strategies for the classroom.
- f. Just excellent, so many points made throughout that I hadn't thought of before.
- g. Really good talks, resource is, and discussion. Huge value. Decolonizing talk still great, and very valuable, although I didn't feel marginalised/POC voices were centralised, rather being spoken for. Just something to consider.
- h. As always, a great day! I always learn so much at the conference and this year is no different. Especially the practical help with lesson ideas.
- i. Really good to be at a conference and to engage with other RE teachers.
- j. Great! Lots of good resources and ideas that can inform future planning. Very engaging classroom ideas.
- k. Thought provoking and appropriate for the global context.
- l. Excellent, really thought provoking, lots of practical ideas, takeaways.
- m. Some really interesting and practical ideas on how to bring diversity and world views into the classroom! Already planning mentally how I am going to add the resource is used into our curriculum!
- n. Thank you lots of ideas to embed into our SOW
- o. I found today very helpful. I have so many ideas to take away with me. I loved having tasks to go with examples.
- p. More on the changes to locally agreed syllabus and practical application in prep for its intro in 2025.
- q. Really useful ideas of different approaches for the classroom especially the session on Rais and connection to Hajj - good way of showing students impact and importance of belief.

**As we undertake the review of the current syllabuses, to reflect a worldviews approach, do you have any comments, suggestions or requests?**

- a. Allow for depictions of worldview that find existential /religious questions meaningless, or those who are indifferent to them, ie recognising that worldview is not just about substantive content, but underlying orientations, and 'strength' of inhabitation of one's worldviews
- b. Loved the personal responses diagram. A great way to open class discussions at the start and end of units. The images are brilliant for student engagement.

- c. Something for KS 5 there isn't much in relation to worldviews in the KS 5A level syllabus
- d. Keen to be involved in Herefordshire review.
- e. I really like the spidergram idea to use at the start and end of a topic to see how beliefs have changed, and infographic ideas. Use of art to engage students into justifying their choices and sharing different views usually of religious ideas.
- f. Really like spider diagram approach visually and for classroom purposes. I think this will be really useful as we develop our intro unit in Y7 and we can revisit throughout the curriculum. Some fantastic resources for Islam - we already use the three art examples (excellent!) and look forward to trying some new ones. Use of data on Nones - more of this please for religious worldviews also
- g. I would be interested in supporting the Gloucestershire agreed syllabus update
- h. perhaps more guidance on lengths of units, What age do you think it would work with best etc.
- i. How to cater to differing levels of existing knowledge. Some Y 7 pupils will have strong religious literacy from primary, and may take two reflections on worldviews quickly. Would other pupils need pre-teaching of religious / spiritual / moral concepts before ability to reflect on personal worldviews? Perhaps not! I'm just curious!
- j. I would love to see a lesson by lesson approach linked to session one. I do think this is very interesting and engaging for RE teachers but concern how this would fully translate into the classroom and some disengaged pupils. Islam - new approach definitely needed.
- k. Allow for deep inclusion and intersectionality.
- l. Help us with practical ideas on how to connect substantive with worldviews. Often I find I teach a topic and then it is undermined by me saying "but not all Christians/ Muslims think like that" or "it depends on who you ask."
- m. Happy to be involved please. I am fully committed to the process - we are rebranding as 'religion and worldviews'. I love the messiness of religion /NRWV
- n. More KS differentiated resources to demonstrate application KS 3 to 5

### **Actions you will take to follow up from this conference**

- a. Review SOW's for inclusion of ideas/ strategies/ resources into existing topics, related to diversity of worldviews. Utilise resources/embed relevant images from the Picturing Islam Picturing Muslims pack
- b. Using more 'judgement' pictures → nature of Brahman, nature of God, D-style qs. Using Rais' story in themes paper. A lot of food for thought to help develop awareness as a whole school brackets decolonizing close brackets. Case studies. Using non-religious views resources. RE Today/NATRE membership.
- c. Review KS4 SOW!
- d. Embedding some resource is in units. Thinking about my curriculum, sequencing and diversity - Big topics but so important.
- e. Decolonizing the RE curriculum. Introducing more diversity (images). Challenging students more - higher level thinking.
- f. Feedback to HOD to implement some changes.
- g. Feedback to HOD to discuss changes
- h. Every session has given me at least one idea I will implement into my schemes of work in the following twelve months - more if I get the time!
- i. Continuing to refine the curriculum. Feeling like we are on the right track.
- j. Develop how we portray the diversity within the Nones. Reassess Islam units.
- k. Discuss a new version of RS through the lens of worldview/EDI/ more focus on 'stories' and real people
- l. Review of SOW - additions to certain lessons - increase SOW on Christianity even thoughtful 60% just better / deeper quality.
- m. Incorporating more diverse worldviews into the curriculum.
- n. Look for further ways to decolonise our curriculum, and to enable students to consider more worldviews. I have found it especially valuable to be reminded of the power of art.
- o. Will make use of the links suggested resources, will look at SOWS to update re diversity and also decolonization
- p. So much! Thank you. Using art to represent all nationalities within school. Changing Y7 intro to religion.
- q. I have many ideas to include in my curriculum.

- r. Contact and visit other local schools to look at whole cohort delivery at KS 4 / 5 outside of GCSE and A level to meet statutory requirement
- s. Looking at what is taught to integrate into SOW

### **Suggestions/requests for future support in Three Counties**

- a. N/A - more of the same, it's always a great event, so just keeping these conferences going
- b. Hinduism please! Good resources, case studies, activities etc. GCSE help. Use of music in RE.
- c. Something on Sikhi scheme of work
- d. Opportunity to collaborate with schemes of work and share resources
- e. Essay writing - tips for getting students to write extended answers - leading to confident essay writers
- f. Information and help for schools that are predominantly white and non religious but caught up in 'our religion' comments.
- g. Ways to make aspects of a level and GCSE specs more diverse.
- h. Assessment? Science and religion?
- i. Support with teaching GCSE Rs. I feel our KS3 curriculum is progressive but I have to strip this back for the GCSE that isn't as progressive.
- j. Looking at how to deliver and modelling ESO WS for non-examined teaching at KS4 and 5



# 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 keen 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!

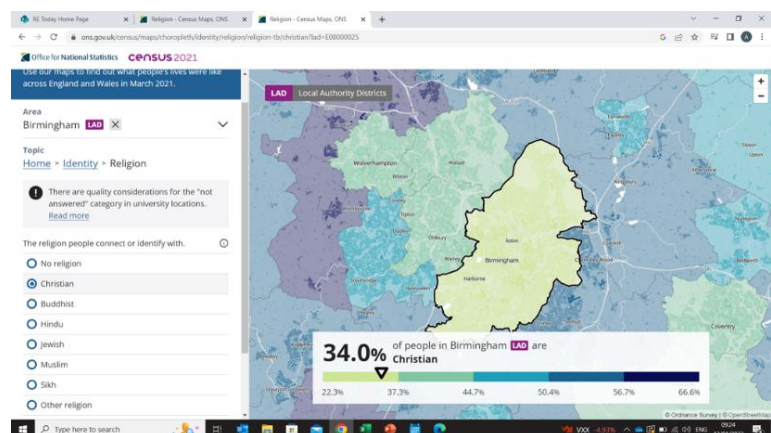
1. Explain to pupils or students that the religion was question was voluntary. People over 18 had to choose which box to tick.
2. Show pupils the **results for the UK as a whole**: what do they notice? Note the **large fall in the number of people who identify as Christian, and the large rise in the 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](http://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 31<sup>st</sup> 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/](http://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!

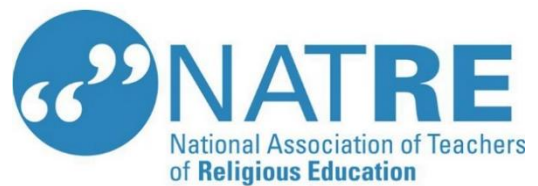


RE Hubs website is now live at [www.re-hubs.uk](http://www.re-hubs.uk). RE Hubs aim to connect those who can provide resources with those who need them and create a neutral platform being RE professionals together.

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 [westmidlands@re-hubs.uk](mailto:westmidlands@re-hubs.uk)

## NATRE Secondary Survey



The NATRE survey of secondary RE teachers is now underway and open until Monday 31<sup>st</sup> 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 \(cstg.org.uk\)](http://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/](http://www.natre.org.uk/membership/early-careers-teacher/ect-free-monthly-webinar/)

A full programme of sessions is planned for 2023-2024, with expert training and opportunities for conversation with teachers and representatives from religious and non-religious worldviews.

### 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](http://www.natre.org.uk/membership)

### 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 teachers.

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](http://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](http://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](mailto: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.

### **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/>

## 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 ([www.natre.org.uk/about-natre/projects/anti-racist-re/](http://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/](http://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 Financial Times to offer free access to FT.com for all schools and colleges teaching 16- to 19-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](http://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](http://ft.com/schoolsarefree)

Jack Robertson <[JRobertson@qebarnet.co.uk](mailto: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](http://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](mailto: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](mailto:director@saltleytrust.org.uk)) to register your interest. Selection for the programme is by a formal application process.

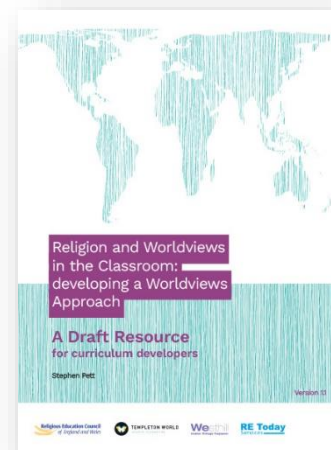
## Draft Resource for Religion and Worldviews in the Classroom

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/](http://www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/)

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