



City of
Doncaster
Council

Agenda

To all Members of the

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

Notice is given that a Meeting of the above Committee is to be held as follows:

Venue: Council Chamber, Civic Office, Waterdale, Doncaster, DN1 3BU

Date: Thursday, 23rd February, 2023

Time: 4.30 pm

Items for Discussion:

	Page No.
1. Apologies for Absence.	
2. Declarations of Interest, if any	
3. Minutes of the meeting held on 10th November, 2022	1 - 6
A. A. Reports where the public and press may not be excluded.	
4. SACRE Appointment and Membership Update - Welcome to our new Member (attached).	7 - 20

Damian Allen
Chief Executive

Issued on: Thursday, 16th February 2023

Governance Services Officer for this meeting

Amber Torrington
01302 737462

5. Membership 2021 Census Date - What does it say about Doncaster. Do we need to revisit our membership?
6. The REsources Project (*version 1.2 attached*):- 21 - 30
 - Is it ready for publication?
 - On the DMBC website and by e-mail to schools?
 - Extension to more communities?
 - Improving the quality of visits?
 - Too much information or not enough?
7. NASACRE Annual Conference - Monday, 22 May 2023, (10.30 am - 15.30 pm), Fishmongers Hall, London (Maximum 2 Members per SACRE at £120 per delegate + travel).
8. NASACRE Online Training - 21 February 2023, (4.00pm - 5.30pm) - 'Being an effective SACRE Clerk'. 14 March 2023, (7.00 pm - 8.30 pm) - 'So, you've joined your local SACRE...'
9. National Update for SACRE's Spring Term 2023 - Lat Blaylock. 31 - 36
10. Westhill Awards - Up to £4,000 for projects which engage school children and provide compelling learning experiences. See attached for ideas that have won a Westhill awards in the past. Description of past winners (*attached*). 37 - 46
11. Delta Academies Trust Progression Document (*attached*). 47 - 66
 - Do we feel the knowledge is accurate?
 - Is there anything that needs adding?
 - Is the progression, right?
 - Is there anything that needs changing?
12. NASACRE Awards - most active Member and/or Member who has made a significant impact. Do we have any nominations?
13. Widening Involvement - Inviting visitors to our meetings: headteachers, RE teachers, students, and leaders of faith/world view communities. Meeting in places of worship and/or schools. Visiting schools as SACRE Members. Ideas?
14. Doncaster SACRE Annual Report (*Template attached*) - Should be completed by 31st March 2023. 67 - 68
15. Celebrating Excellence in RE/World Views Education - The Rotherham SACRE Project.
16. Work Plan Update.
17. Date and time of next meeting.

Members of the Standing Advisory Council on Religious Education (SACRE)

Chair – Mr Bob Kiddle

Vice-Chair – Councillor Glynis Smith

Councillors Jane Cox, Sue Knowles and Tracey Moran.

Mrs P Kaur, Sikh

Mr S Syed, Muslim

Mr B Teimoori, Baha'i

Lucy Saxton, Roman Catholic

Mary Sivaanbu, Hindu

Mr Joel Ward, Baptist

Mr Harvey Kasin, Jewish

Ms J Gelder, Church of England

Mr Andy Wright, Church of England

Vanessa Gregory, Church of England representative

Amy Roddam, Methodist representative

Sally Faulkener, Christian denominations and other religions representative

Ms Tara Moxon, National Education Union

Ms Danielle Heath - National Education Union

Mrs Jugtinder Singh - National Education Union

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DONCASTER METROPOLITAN BOROUGH COUNCIL

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

THURSDAY, 10TH NOVEMBER, 2022

A MEETING of the STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE) was held at the on THURSDAY, 10TH NOVEMBER, 2022, at 4.30 pm.

PRESENT:

Chair - Mr Bob Kiddle
Vice-Chair - Councillor Glynis Smith

Councillors Tracey Moran, and Ms Danielle Heath, Harvey Kasein, Mr S Syed, Tara Moxon, Sally Faulkner, Andy Wright and Joel Ward

APOLOGIES:

Apologies for absence were received from Councillors Sue Knowles, Mrs Pahani Kaur and Mr B Teimoori

42 **Declarations of Interest, if any**

There were no declarations made at the meeting.

43 **Minutes of the meeting held on 30 June, 2022**

RESOLVED that the minutes of the meeting of the Standing Advisory Council on Religious Education held on 30 June, 2022, be noted as a true record.

44 **Welcome to our new clerk - Stephanie Douglas**

The Chair, Bob Kiddle, extended a welcome to Stephanie Douglas, Head of Early Intervention and Localities, who was supporting SACRE following the departure of Paul Ruane.

45 **SACRE Appointments and Membership Update**

The Committee received a report that advised of the appointment of new Members onto SACRE.

SACRE is composed of four groups composing of different religious representations:-

- Christian Denominations and other religions
- The Church of England
- Teacher Associations
- The Local Authority (Elected Members)

There have been a number of occasions of SACRE in the past where the meeting has been inquorate due to lack of adequate representation across the four groups and by strengthening the membership would hopefully address this issue.

Stephanie Douglas extended a warm welcome to the new members present at the meeting and thanked them for joining the Committee.

RESOLVED that:-

- 1) the Committee note the appointment of the following representatives onto Doncaster's Standing Advisory Council on Religious Education (SACRE) :-
 - Vanessa Gregory – Church of England representative
 - Amy Roddam – Methodist representative
 - Sally Faulkner – Christian denominations and other religions representative
- 2) the Committee note the current Membership and vacancies attached at Appendix 1.

46 NASACRE

The Chair, Bob Kiddle informed the Committee that they had re-joined NASACRE (National Association of Standing Advisory Councils on Religious Education) and now they were members of this organisation once again, had access to all training courses and webinars for no additional cost.

This was a brilliant tool to be utilised and would provide a lot of useful and helpful information and training and the Chair urged all Members where possible, to access this and take some time to explore what was on offer. On the NASACRE Website itself, there was a lot of data to look at and the log-in for Members was provided as follows if they wished to join any of the courses:-

Log in – Members
Password – 22N@sAcRE23

Members were pleased to hear that this membership had been reinstated as it was a fantastic organisation with many useful tools and resources.

47 RE Today National Report

Lat Blaylock, advisor to SACRE, presented an update from RE Today, which outlined the key issues nationally at the present time.

Points of interest to note included the following:-

- Inclusive Judaism – a range of classroom resources were offered to schools to encourage inclusivity and diversity in order that many aspects of the Jewish faith were understood
- Free Webinars for Primary and Secondary ECTs – Early Career Teachers were offered a number of courses and webinars, providing the chance to talk to more experienced teachers giving advice on classroom strategies
- GCSE and A level Numbers – it was noted that whilst the number of students studying RE at GCSE had risen slightly, numbers at A Level had however dropped

- Grants for teaching Christianity – applications could be made for the award of £600 to encourage the teaching of religious education in state funded schools across England and Wales.
- NATRE Spirited Arts – new themes had been announced for this year's competition and schools across Doncaster were encouraged to enter
- Birmingham Arts Society – 18 short films had been produced which provided virtual visits to different faith organisations provided a great alternative to visiting in person if this was not viable.
- Farmington Scholarship – this was a great opportunity for teachers to study at Oxford University whilst cover was provided for their own teaching post at no additional cost to their school. This was an excellent opportunity to promote to local teachers.

Lat Blaylock reminded the Committee that there were a number of live links within the document and they were encouraged to click on these and look at the information available.

RESOLVED that the RE Today National Report be noted.

48 Inter Local Authority SEND event

Stephanie Douglas outlined to the Committee that a SEND Training Session was being organised and Anne Krisman, a national expert in this field was coming to deliver this to teachers across Doncaster who wished to attend.

This was being held on 2nd March, 2023 starting at 9.30 am, and invites would also be extended to other SACRES in the region if they wished for any of their teachers to attend. Rotherham and Sheffield had expressed an interest and confirmation would be sent out once the arrangements were finalised.

49 Primary CPD and involving secondary schools

The Committee had a discussion regarding Continued Professional Development, following the session held earlier in the day prior to the Meeting.

Lat Blaylock provided 3 days to the authority each year in order to provide training and development to teachers and today's session had been used to visit the Gurdwara and the Mosque in Doncaster. There had been a huge turnout for the visit with 27 teachers from the Borough attending. All members of the Committee commented that they thoroughly enjoyed the visit, found it very informative and were warmly welcomed with their questions answered. It was definitely felt to be a worthwhile visit and one that could be particularly useful for school visits.

One point noted was the lack of secondary school teachers who had taken up the opportunity and this was an area that SACRE needed to target moving forward.

RESOLVED that the feedback from the visit be noted.

50 The Doncaster REsources project

The Chair provided an update with regard to the Doncaster Resources project, following some work undertaken by a sub-group created in relation to the issues.

A questionnaire had been created and circulated to all Members of the Committee, which feedback was now requested on, prior to rolling this out. The proposal was that the completed

questionnaires would be collated and a directory created with all the information of the representatives on SACRE for use by schools when arranging visits to talk about different religions, faiths and beliefs.

The questionnaire had been attached to the agenda for information if any Members had not seen this previously.

The Committee had a robust debate on this item and a number of suggestions were put forward as to how to strengthen the questionnaire and what processes could be put in place to ensure this was a good resource for schools.

It was reported that NASACRE offered an online training course for visiting schools with a kite mark accreditation and was a very useful tool for all Members to complete and the Chair urged everyone to take this on.

Queries were raised as to whether this questionnaire and database would be extended to other faiths that were not currently represented on SACRE, as this could be useful. However, at the present time, it was determined that it would be restricted to SACRE members alone but this would be revisited in the future.

RESOLVED that:-

- 1) the questionnaire be moved into a more user friendly version of the form; and
- 2) The information from the questionnaires be used to complete a database of information for schools to utilise in the future.

51 Communication

A discussion was held with regard to communication amongst members of the Committee in order that information was shared in an accessible and clear way between meetings. It was proposed that a 'Whats App' Group be created with all members in order that any questions, issues, concerns or suggestions could be raised when needed.

Additionally, it was suggested that a database of all teachers or contacts for Religious Education in both primary and secondary schools across the Borough be created in order that communication channels could be opened up in order to start conversations and promote Religious Education further. Levels of students studying RE across the borough were falling, with some Doncaster Schools entering none for GCSE level for the last three years, which was worrying. This demonstrated that support was needed to deliver this outcome and SACRE hoped they would be able to help schools achieve this.

RESOLVED that the issues raised be noted.

52 Our short, medium and longer term priorities

SACRE held a discussion in terms of their priorities moving forward, and spoke of how they wanted the meetings to run.

In terms of the short term, agenda setting would be undertaken by the Chair, Vice Chair along with Steph Douglas and Lat Blaylock to ensure there was meaningful content and discussion.

Guest speakers would be invited to attend the meetings, whether these be students or teachers or representatives from the Church to highlight any issues or areas of concern.

It was noted that thought may be given to changing the venue of the meetings, with schools hosting a session if possible in order to engage further.

In the longer term, SACRE would look to monitor the quality of RE teaching in Doncaster and work to provide solutions to problems, and support schools where it was needed. Additionally, they would look to spread best practice and promote examples of good work, identifying excellence.

Other points raised during the course of the discussion included:-

- Celebrating excellence with a SACRE Awards Evening
- Visiting skills and encouraging a student and teacher voice
- Agreed Syllabus Conference – put together a new syllabus for 2024 – this would mean agreeing if and what changes needed to be made
- Production of an annual report
- Introduce networking meetings for teachers to share ideas and problems

RESOLVED that the above points be noted and added to the work plan for future meetings.

53 Date and time of next meeting

RESOLVED that the next meeting of the Standing Advisory Council on Religious Education be held on Thursday, 23rd February, 2023 at 4.30 pm.

CHAIR:_____

DATE:_____

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**City of
Doncaster
Council**

Report

23 February 2023

To: The Chair and Members of the Standing Advisory Council on Religious Education (SACRE)

Report Title: Appointment and Membership Update

EXECUTIVE SUMMARY

1. The purpose of the report is to note the appointment of a New Member on to the Doncaster Council Standing Advisory Council on Religious Education (SACRE).

EXEMPT REPORT

2. N/A

RECOMMENDATIONS

3. (1) To note the appointment of the following representative onto Doncaster Council's Standing Advisory Council on Religious Education (SACRE):-

- Jugtinder Singh – Teacher Associations (NEU) representative

- (2) To note the current Membership of SACRE as detailed at Appendix 1.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. Local Councils play a key role in helping to shape and drive forward improvement in education settings and it is important that they are involved in shaping the quality of provision in their area.

BACKGROUND

5. SACRE is the statutory body responsible for advising the local authority on Religious Education (RE) and collective worship and is composed of four groups, which represent:
 - Christian denominations and other religions (and their denominations)
 - The Church of England
 - Teacher Associations
 - the Local Authority (Elected Members)
6. In order for a SACRE meeting to be quorate, there must be at least one Member from each of the above groups, and without this, no formal decisions can be taken.
7. The main function of SACRE is to agree and review the syllabus for teaching religious education in Doncaster schools. It must also produce an annual report of its work and consider any requests from a head teacher to be released from the requirement for collective worship to be broadly of a Christian character. Members of SACRE have responsibility for supporting and encouraging high standards in RE and collective worship across schools in the Borough.
8. There have been a number of occasions over the past few years where SACRE meetings have been inquorate due to inadequate representation from the four groups. Following a recent recruitment exercise, an individual has been identified to fill these vacancies.
9. The Education Act 1996 Section 392 (2) states that “before appointing a person to represent any religion, denomination or associations as a members of the council, the authority shall take all responsible steps to assure themselves that he is representative of the religion, denomination or associations put in question.” These assurances have been given for the individual named below.
 - Jugtinder Singh – Teacher Associations (NEU) representative
10. An Officer decision was taken by Leanne Hornsby, Assistant Director, Education, Skills, Culture and Heritage on 9th February 2023 approving the appointment, as detailed within paragraphs 3 and 9 above and as attached at Appendix A.
11. Attached at Appendix 1 is a list of the current Membership and the Vacancies on the Committee.

OPTIONS CONSIDERED

12. There are no other options considered.

REASONS FOR RECOMMENDED OPTION

13. To ensure that SACRE meetings remains quorate and able to effectively undertake its role.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

- 14.

Great 8 Priority	Positive Overall	Mix of Positive & Negative	Trade-offs to consider – Negative overall	Neutral or No implications
 Tackling Climate Change				✓
Comments: This report has no direct impact on the Council's Key Outcomes				
 Developing the skills to thrive in life and in work				✓
Comments: This report has no direct impact on the Council's Key Outcomes				
 Making Doncaster the best place to do business and create good jobs				✓
Comments: This report has no direct impact on the Council's Key Outcomes				
 Building opportunities for healthier, happier and longer lives for all				✓

Comments: This report has no direct impact on the Council's Key Outcomes				
 Creating safer, stronger, greener and cleaner communities where everyone belongs				✓
Comments: This report has no direct impact on the Council's Key Outcomes				
 Nurturing a child and family-friendly borough				✓
Comments: This report has no direct impact on the Council's Key Outcomes				
 Building Transport and digital connections fit for the future				✓
Comments: This report has no direct impact on the Council's Key Outcomes				
 Promoting the borough and its cultural, sporting, and heritage opportunities				✓
Comments: This report has no direct impact on the Council's Key Outcomes				
Fair & Inclusive				✓
Comments: This report has no direct impact on the Council's Key Outcomes				

Legal Implications [Officer Initials SF Date]

15. The Local Authority has a duty to establish a permanent body known as the Standing Advisory Council on Religious Education (SACRE) in accordance with Chapter 3 of the Education Act 1996. The purpose of SACRE includes advising the Local Authority on matters connected with religious worship and education and to publish an annual report on the exercise of its functions.

The 1996 Act specifies particular groups of persons that are required to be appointed by the Authority as representative Members making up the Membership of SACRE, as identified in paragraphs 3 and 9 above.

Financial Implications

16. There are no financial implications associated with this report

Human Resources Implications

17. There are no HR Implications associate with this report

Technology Implications

18. There are no HR Implications associate with this report

RISKS AND ASSUMPTIONS

19. There are no identified risks or assumptions relevant to this report.

CONSULTATION

20. None

BACKGROUND PAPERS

21. Officer Decision Record

REPORT AUTHOR & CONTRIBUTORS

Andrea Hedges, Governance Officer

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Stephanie Douglas, Head of Service Early Intervention and Localities

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OFFICER DECISION RECORD 1 FORM

This form should be used to record Officer Decisions in Excess of £100k (but below the key decision threshold), or where required by Financial, Contract or other Procedure Rules or following formal delegation from Cabinet or a Cabinet Member or a Council Committee.

Decision Reference No: 2223065

BOX 1.

DIRECTORATE: Children, Young
People and Families

DATE: 31/01/23

Contact Name: Stephanie Douglas

Tel. No.: 01302 737810

Subject Matter:

Appointment of a new member on to the Doncaster Council Standing Advisory Council on Religious Education (SACRE) and confirmation of current membership.

BOX 2.**DECISION TAKEN**

1) To appoint the following representative onto Doncaster Council's Standing Advisory Council on Religious Education (SACRE):-

- Jugtinder Singh – Teacher Associations (NEU) representative

2) Reaffirm the current Membership of SACRE as detailed at Appendix 1.

BOX 3.**REASON FOR THE DECISION**

SACRE is the statutory body responsible for advising the local authority on Religious Education (RE) and collective worship. The 1996 Education Act, Section 390, states that the representative groups required are;

- Christian denominations and other religions (and their denominations)
- Church of England
- Teacher Associations

- Local Authority (Elected Members)

In order for a SACRE meeting to be quorate, there must be at least one member from each of the above groups, and without this, no formal decisions can be taken.

The main function of SACRE is to agree and review the syllabus for teaching religious education in Doncaster schools. It must also produce an annual report of its work and consider any requests from a Headteacher to be released from the requirement for collective worship to be broadly of a Christian character. Members of SACRE have responsibility for supporting and encouraging high standards in RE and collective worship across schools in the city.

The Education Act 1996 Section 392 (2) states that 'before appointing a person to represent any religion, denomination or associations as a members of the council, the authority shall take all responsible steps to assure themselves that he is representative of the religion, denomination or associations put in question.' These assurances have been given for the individual named below,

- Jugtinder Singh – Teacher Associations (NEU) representative

If the appointment were approved prior to its next meeting on 15 February 2023 it would mean that the Committee would be able to achieve a quorum and therefore ratify any decisions made and move forward with the implementation and monitoring of the revised RE syllabus.

This decision also seeks to reaffirm the current membership of SACRE.

BOX 4.

ALTERNATIVE OPTIONS CONSIDERED AND REJECTED

- **Not approve the appointment of the new representative**

This is not felt to be a viable option as the meetings would continue to be inquorate and SACRE unable to effectively undertake its role.

BOX 5.**LEGAL IMPLICATIONS**

The Local Authority has a duty to establish a permanent body known as the Standing Advisory Council on Religious Education (SACRE) in accordance with Chapter 3 of the Education Act 1996. The purpose of SACRE includes advising the Local Authority on matters connected with religious worship and education and to publish an annual report on the exercise of its functions.

The 1996 Act specifies particular groups of persons that are required to be appointed by the Authority as representative Members making up the Membership of SACRE, as identified in box

Name: H Potts**Signature: H Potts****Date: 7.2.23**

Signature of Assistant Director of Legal and Democratic Services (or representative)

BOX 6.**FINANCIAL IMPLICATIONS:**


There are no specific financial implications associated with this appointment. The responsibility of SACRE sits within the Learning Provision Service with any expenditure relating to SACRE managed as part of this budget.

Name: Stephen Boldry**Signature: Via E Mail****Date: 06/02/2023**

Signature of Chief Financial Officer and Assistant Director of Finance (or representative)

BOX 7.**OTHER RELEVANT IMPLICATIONS**

There are no other significant regulations associated with this report

Name: Leanne Hornsby**Signature:** **Date: 09/02/2023**

Signature of Assistant Director (or representative)

ANY IMPLICATIONS SENT TO DEPARTMENTS SHOULD GENERALLY BE SUBMITTED AT LEAST 5 WORKING DAYS IN ADVANCE TO ENSURE THESE CAN BE GIVEN THE RELEVANT CONSIDERATION.

BOX 8.**EQUALITY IMPLICATIONS:**

The composition of SACRE ensures that the majority of all major religious denominations across Doncaster are represented and can therefore contribute to the work of the Committee.

Name: Steph Douglas **Signature:** [REDACTED] **Date:** 31.01.23

BOX 9.**RISK IMPLICATIONS:**

If these appointments are not agreed, there will be a heightened risk of future meetings being inquorate and reduction of the effectiveness of SACRE.

Unless the Membership of SACRE is in place, the Committee will not be able to fulfil its role effectively.

BOX 10.**CONSULTATION**

Consultation has been undertaken with the Teacher Association (NEU) and the individual nominated.

BOX 11.**INFORMATION NOT FOR PUBLICATION**

Members are aware this is a public body therefore this ODR can be published in full. Signatures to be redacted.

Name: Steph Douglas **Signature** [REDACTED] **Date:** 09/02/2023

Signature of FOI Lead Officer for service area where ODR originates

BOX 12.**BACKGROUND PAPERS**

Please confirm if any Background Papers are included with this ODR **NO**

(If YES please list and submit these with this form)

BOX 13.

AUTHORISATION

Name: Riana Nelson **Signature:** 
Director of Children, Young people and Families

Date: 09/02/2023

Does this decision require authorisation by the Chief Financial Officer or other Officer

NO

Consultation with Relevant Member(s)

Name:

Signature: _____ **Date:** _____

Designation:

Declaration of Interest YES/NO

If YES please give details below:

PLEASE NOTE THIS FORM WILL BE PUBLISHED ON THE COUNCIL'S WEBSITE IN FULL UNLESS IT CONTAINS EXEMPT OR CONFIDENTIAL INFORMATION.

Once completed a PDF copy of this form and any relevant background papers should be forwarded to Governance Services at Democratic.Services@doncaster.gov.uk who will arrange publication.

It is the responsibility of the decision taker to clearly identify any information that is confidential or exempt and should be redacted before publication.

SACRE MEMBERSHIP 2022/23

Group A: Christian Denominations (12 members) and such other religions and religious denominations as, in the authority's opinion, will appropriately reflect the principal religious traditions in the area.

1. Mrs P Kaur, (Sikh)
2. Lucy Saxton, (Roman Catholic)
3. Mrs M Sivaanbu, (Hindu)
4. Mr S Syed, (Muslim)
5. Mr B Teimoori, (Baha'i)
6. Mr Joel Ward (Baptist)
7. Mr Bob Kiddle, (Humanist) - CHAIR
8. Mr Harvey Kasin, (Jewish)
9. Amy Roddam (Methodist)
10. Sally Faulkener (Grace Church)
11. Vacancy, (Buddhist)
12. Vacancy (Doncaster Society of Friends)

Group B: The Church of England (4)

13. Mr Andy Wright
14. Vanessa Gregory
15. Jemma Gelder
16. Vacancy

Group C: Teacher Associations (5 Members)

17. Ms Tara Moxon, NEU
18. Ms Danielle Heath, NEU
19. ***Jugtinder Singh, NEU***
20. Vacancy, NASUWT
21. Vacancy - National Association of Headteachers

Group D: The Local Authority (4 Members) *

1. Councillor Jane Cox
2. Councillor Sue Knowles
3. Councillor Tracey Moran
4. Councillor Glynis Smith – VICE CHAIR

*Local authority Members are appointed annually by Doncaster Council to reflect the political make-up of the Council.

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Doncaster SACRE – REsources Directory

Religion/Worldview: **Baha'i**

Contact: Mrs Yvonne Teimoori
teimoori19@outlook.com
07949 651489
www.bahai.org.uk

Visits to: No place of worship in Doncaster as yet.
Baha'I is still a young world religion

Visits to School: **To:** Talk with a class
Take an assembly
Talk with staff
Take part in a Q & A session
Take part in a debate
All age groups
in person or via Zoom or Teams
Not available 1st - 20th March - the Baha'I fasting period

Teaching and Learning Materials Books, leaflets, posters etc.
Several short films available on YouTube

Questions by email All age groups

Other: The Doncaster Baha'I Community was established almost 50 years ago is small in number but diverse in nature.

Although originated in Persia, the Baha'i faith is one of the fastest growing and most widespread world religions and is active in most countries throughout the globe.

The main principle of the Baha'I faith is 'The oneness of God, the oneness of Mankind'

Religion/Worldview: **Christianity – Church of England**

Contact: Rachel Ridler – Youth, Children's and Families Worker
rachel.ridler@centenaryproject.org.uk
07851 991286
www.hatfieldstlawrencechurch.com

Visits to: St Lawrence Church, Cuckoo Lane, Hatfield
All age groups

Not much parking nearby – small car park next door
One disabled toilet in the church
Flagstone floors/Grade 1 listed building – lots of historical artifacts and cold in the winter!

Happy to provide church vocab and labelling sessions, speak about communion/celebrations and other aspects of church life. Also happy to use the building to support other subject learning such as art through looking at the stained glass windows, writing through exploring our amazing doors around the building. Very flexible and happy to work with schools to support their curriculum and learning objectives.

Outside eye spy trail available on website for those who want to visit outside anytime. Good place to explore different kinds of stone/geology with our gravestones.

DBS checked and safeguarding trained. Happy to travel to schools in our parish – if further out then can signpost to a local church or expenses would need to be paid.

Visits to School: **To:** Talk with a class
Take an assembly
Talk with staff
Take part in a Q & A session
Take part in a debate
all age groups
in person or via Zoom or Teams

Questions by email All age groups

Religion/Worldview: Christianity (Baptist)

Contact: Rev Joel Ward
minister@bbcdoncaster.co.uk
07842 381425
www.bbcdoncaster.co.uk

Visits to: **Bentley Baptist Church**
Askern Road, DN5 0EW
All age groups
maximum of 100 visitors.
Full toilet/kitchen facilities.
Tours and talks to support RE curriculum
Mock weddings, Baptisms, Funerals and example worship services to aid in learning about acts of worship and rites of passage.
Q & A sessions on the Christian faith/Baptist denomination

Explanations of our Food Bank project & other social action initiatives

Renew 127 Wellbeing Centre

127 Askern Road, Bentley

All age groups

Tour and demonstration of how Christian churches engage with their communities outside the church building and how they support emotional wellbeing/mental health/bereavement in the community

<https://www.bbcdoncaster.co.uk/renew.php>

Visits to School:

To: Talk with a class

Take an assembly

Talk with staff

Take part in a Q & A session

Take part in a debate

all age groups

in person or via video conferencing

**Teaching and
Learning Materials**

See:

<https://www.bbcdoncaster.co.uk/aboutUs.php>

Questions by email

All age groups

Other:

We have numerous teachers and school management members on our trustee team and within our wider church community helping to inform our practice with schools work.

Our Minister is also a JNC qualified youth worker who has worked in school and community contexts for over 20 years, running workshops, lessons, assemblies, lunchtime clubs, Christian unions and supporting the curriculum in schools.

The church has existed for just over 100 years and we have a multigenerational congregation (those who attend) aged 0-90. Around 120 people regularly attend the church Sunday services, of whom around 25% are under the age of 18.

We have a wide range of social action projects supporting mental health in the community through our Renew 127 centre (converted from a local betting shop) and we also run a food bank which feeds thousand each year.

Our 'Open the Book' team runs regular assemblies in schools and we have regular Sunday morning work for children and youth and family celebrations and events throughout the year.

Religion/Worldview: **Christianity (Church of England)**

Contact:

Rev'd Tom Brown

tom.beakondoncaster@gmail.com

Visits to: The Church of St Peter and St Paul,

Church Road Barnby Dun, Doncaster. DN3 1EB

Disabled access, toilet facilities, lots of indoor seating, hot/cold drink facilities.

700-year-old church building with stained glass windows, a big tower, huge amounts of cultural heritage, plaques, etc., multiple bells.

The first mention of a church on this site was in the Domesday Book of 1086, but the main structure was started at the end of the 13th century, and the tower added around 1450. The chancel was completely rebuilt in the mid 19th century.

Our organ was installed in 1909 and is considered to be a fine example of the work of Messrs Norman & Beard. The holy table was transferred from Fenwick church in 1978.

There are several fine stained – glass windows and memorials, including the Bruce memorial (1798), the Sutherland (1732) and the Portington (17th century).

Additionally, we have an ancient Elizabethan chest and the font is 15th century.

The church has been tastefully refurbished, with the pews replaced with comfortable seating and additional capacity is available when required.

The tower contains the spiral staircase to the belfry. In 1887, the year of Queen Victoria's Jubilee, the existing peal of ancient bells were re-ordered and increased in number to six.

Barnby Dun is a rapidly developing commuter village. Originally a rural parish, its road and rail networks have brought lots of new housing and families over recent years.

The Church of St Peter and St Paul is a 700-year-old building with brilliantly modern facilities. It is a real focal point for the local community. We're a church of people from all backgrounds, ages and experiences who have come to see that knowing God is the most amazing thing in life.

The Church of the Good Shepherd

Church Balk, Edenthorpe, DN3 2PP. (next to Canon Popham School)

Disabled access, toilet facilities, lots of indoor seating, hot/cold drink

Modern church building with stained glass window, contemporary sculpture, and the bell from the old church.

Kirk Sandall & Edenthorpe is a thriving part of Doncaster that's developed hugely over recent years, with a mass of new family houses close to Doncaster Hospital and the M18. There are good local schools, with lots of new investment from supermarkets, etc, - all just 10-mins from the town centre. The community is an ever-growing a mix of working and middle-class areas, young families and older age groups.

The Church of the Good Shepherd (COGS) sits at the heart of the community built into the side of a primary school. We're a church of people from all backgrounds, ages and experiences who have come to see that knowing God is the most amazing thing in life.

Visits to School: **To:** Talk with a class
Take an assembly
Talk with staff
Take part in a Q & A session
Take part in a debate
all age groups
in person or via Zoom or Teams

Questions by email All age groups

Other: All the church team are fully DBS checked and up-to-date with safeguarding training, etc.

Risk assessments and public liability insurance in place.

The bible tells us that the Father's love for his world means he sent his Son, Jesus Christ, to win us forgiveness and bring us back to his family again. Because of his death on a cross 2,000 years ago we're able to live new, transformed lives by the power of the Holy Spirit.

Because God had brought us into his family, we love to spend time with other another. Each Sunday (and at lots of mid-week groups) we gather together to hear more of God's word in the bible, and to understand how that is so practical and helpful today. We also spend time in song and in prayer, encouraging, strengthening and supporting each other.

As a church family, we want everyone to know our good God, and we try to reach out to others as we live and speak for Jesus.

Religion/Worldview: **Christianity (Evangelical)**

Contact: Sally Faulkner
sfaulkner_sand@hotmail.co.uk
07753 191717

Visits to: Our church, Grace Church, meets in Hayfield Lane school. It is a member of the Fellowship of Independent Evangelical Churches. We currently have no premises of our own and the rooms we meet in are regularly used by school for children's activities, parents support and teacher training.

Visits to School: **To:** Talk with a class
Talk with staff
Take part in a Q & A session
Take part in a debate
all age groups
in person or via Zoom

Questions by email All age groups

Other: Our church is a church plant from a much larger Evangelical church in Bessacarr. Visits there may be possible. Contact Sally to discuss.

We hold regular services and study times where we learn from the bible. Our church is attended by a range of people and children of all ages. We are currently delighted to support a large group of Iranian Christians who were forced to leave Iran under religious persecution.

Religion/Worldview: Humanism

Contact: Bob Kiddle
bob.kiddle@humanistceremonies.org.uk
07941 224857
OR: <https://humanists.uk/education/teachers/request-volunteer-school/>

Visits to School: **To:** Talk with a class
Take an assembly
Talk with staff
Take part in a Q & A session
Take part in a debate
all age groups
in person or via video conferencing

Teaching and Learning Materials <https://understandinghumanism.org.uk/>
All Humanists UK resources are free
Resources carefully graded by key stage
Presentations, activities, information, films and more
Covers five main areas; Human beings, Understanding the world, The one life, Humanist ethics and Society

Questions by email All age groups

Other: Visitors trained and accredited by Humanists UK. DBS checked

Using their life experience and knowledge, our school speakers can bring a personal dimension to young people's study of humanism that goes 'beyond the textbook'. They offer a range of services and will fit around your needs and requirements.

We offer both in-person and virtual visits. Where we can't find somebody local to visit in-person, we will try to find someone who can visit remotely.

Our school speaker training has been awarded the OCN London Quality Mark for the highest standards of training and learning.

Humanism is an approach to life that can be found throughout recorded history and is shared today by many millions of people in the UK and around the world. However, many such people have not heard the word 'humanism' and don't realise that it describes what they believe.

Religion/Worldview: Islam

Contact: Shaheed Syed
uk.syed@gmail.com
07939 147 604 / 01302 833441

Visits to: **Doncaster Jamia Mosque**
Bentinck Close, Doncaster DN1 3ST

Doncaster Sultania Mosques
26a Thoresby Ave, Doncaster DN4 5BQ

Ages 7 to 19
Normally up to 50 children can visit a mosque at a time
Fridays not available.
All visitors are required to take their shoes off at the entrance.
Females over 12 years old are required to dress modestly (not showing legs) and cover heads with scarves.

Visits to School: **To:** Talk with a class
Take an assembly
Talk with staff
Take part in a Q & A session
Take part in a debate
Ages 7 to 19
in person or via video conferencing

Teaching and Free Quran and other Islamic materials on request.

Learning Materials

Questions by email

'One to One' friendly discussion on issues related to Muslims or Islam.
We can help when head teachers face problems with students or parents
eg: Muslim children behaviour during fasting month; Muslim females
or parents refusing to do PE / swimming

Other:

Shaheed, a graduate Mech. Engineer from City University, London 1972, worked for DMBC Education Dept. as an Equality Officer from 2004 until 2014. My main duties were to visit schools both primary and secondary tackling bullying problems and cultural and religious difficulties faced by head teachers. He has delivered talks on Islam in class rooms. He has training certificates and is DBS checked.

Muslims in Doncaster originally came from Pakistan and Bangladesh then gradually from other countries ie Middle East , Africa etc.

Now Muslims from many countries including Europe and other countries live and work in Doncaster. They speak many languages. There are few English Muslims as well.

But ALL Muslims pray in one language only no matter where they come from ie Quranic language which is Arabic.

All Muslims have to memorise at least ten small chapters from Quran in order to be able to pray. They can pray anywhere- don't have to go to a mosque. Even in a car/ plane, field etc.

Religion/Worldview: Judaism

Contact: Malcolm Green
 shani@etzchaim.co.uk
 0113 269 5752
 <http://www.etzchaim.co.uk/>

Visits to: **The Etz Chaim Synagogue, Leeds**
 411 Harrogate Rd, Leeds LS17 7BY
 0113 266 2214

All ages

Upon a visit, visitors should be dressed smartly and if possible boys should have their heads covered.

Various artefacts of the synagogue can be shown on a visit including the ark, light above the ark, Chanukia and various books including a Torah scroll.

Visits to School: **To:** Talk with a class

Take part in a Q & A session
Take part in a debate
all age groups
in person or via video conferencing

Teaching and Learning Materials

Further information about the local history can be obtained direct from the Synagogue

Questions by email

All age groups

Other:

There is no Jewish Community in Doncaster. There is a small community and synagogue in Sheffield and several synagogues in Leeds.

All members of the Jewish Community speak English as their main language. Many read Hebrew and some speak it as a language.

In addition, Harvey Kasin (harvey.kasin@gmail.com) is happy to join an online meeting with any school or organisation wishing to learn something about Judaism. He can also be contacted if a school has any issues contacting a local community or has any other query.

Religion/Worldview: Judaism

Contact:

Ivan Green
ivangreen@outlook.com
0113 269 2181
<http://www.bhhs.co.uk/>

Visits to:

The Beth Hamidrach Hagadol Synagogue (BHHG), Leeds

Caretakers House, 399 Street Lane, Moortown, Leeds, LS17 6HQ
0113 266 2214

All ages

Upon a visit, visitors should be dressed smartly and if possible boys should have their heads covered.

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**Teaching and
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National RE Updates for SACREs

Spring 2023

Research into parent views on Religious Education

In summer 2021, the Culham St Gabriel's Trust (CSTG) commissioned a survey to understand more about public perception of an education in religion and worldviews. In the summer of 2022, CSTG commissioned another survey, this time exploring the views of parents about education in religion and worldviews. In both cases, the language used in the questions was chosen to try to avoid these misconceptions and to collect a more accurate set of data about what people thought about modern RE.

Some key findings about what parents talk about with their children:

Around 8 in 10 discuss beliefs about the origins of life and the universe (78%), 7 in 10 discuss beliefs concerning what happens when we die (72%), 8 in 10 discuss beliefs that affect people's behaviour and decision making (77%) and 7 in 10 discuss issues related to religious and non-religious worldviews that appear in the media (67%)

Find out more here: <https://www.cstg.org.uk/activities/campaigns/parent-survey/>

How can SACRE capitalise on these findings to further improve RE provision in the LA?

Link between study of RS at examination level and positive outcomes for disadvantaged students?

There is a growing body of research linking the study of Religious Education/Studies with improved outcomes for pupils identified as 'disadvantaged'.

This collection of research would suggest that schools that are serious about improving the outcomes for their disadvantaged pupils, should look carefully at their provision for Religious Studies at key stage 4 and 5.

Find out more [here](#):

What do we know about the levels of disadvantage in the schools in our area and their experience of Religious education?

Cross-party calls for RE National Plan after Westminster debate

London, 01 November 2022: A Westminster Hall debate heard cross-party calls of support for religious education, as MPs urged the Government to do more to protect the subject, they considered vital for young people in modern Britain.

The debate, entitled 'Religious Education in Modern Britain', was called by Conservative MP Martin Vickers who cited concerns about the number of schools fulfilling their statutory responsibility to teach the subject. At year 11, one school in five reported offering zero hours of RE.

[Read more here](#)

How do these figures compare with the picture in our LA?

What action (if any) should SACRE be taking?

Would SACRE like to inform local politicians further about issues facing RE? [This document](#) might support this activity

NATRE survey of provision for RE in primary schools published

Key highlights from the survey show:

- The number of schools where pupils are withdrawn is increasing. 23% of schools report some withdrawal from RE (18.6% in 2020. and 16% in 2018).
- 96% of schools report that they make provision for RE for all pupils in their school.
- More than 40% of teachers report that they received between 0 and 3 hours of training to teach RE in their initial teacher training. 20% received none.
- 63% of schools say some RE is being delivered by adults other than teachers (TAs/HLTAs etc.)
- In 28% of schools, RE receives no budget or no set budget and is 30% less funding than foundation subjects.
- In just under a third of schools (31.5%) insufficient time (less than 60 mins) is being spent on the teaching of RE to ensure that pupils make good progress.
- In 80% of schools, subject leaders receive some training but 25% of other teachers receive none and report reduced confidence.
- In over 30% of schools, time for RE increased and in 30% of these, Ofsted has cited as the main reason: inspection comments, the Framework, or the Research Review in RE.

Read more [here](#) and an infographic [here](#):

To what extent do these findings from primary teachers nationally, reflect the situation in our area?

Office for National Statistics publishes responses to the question on religion in census 2021

For the first time in a census of England and Wales, less than half of the population (46.2%, 27.5 million people) described themselves as “Christian”, a 13.1 percentage point decrease from 59.3% (33.3 million) in 2011; despite this decrease, “Christian” remained the most common response to the religion question.

“No religion” was the second most common response, increasing by 12.0 percentage points to 37.2% (22.2 million) from 25.2% (14.1 million) in 2011.

There were increases in the number of people who described themselves as “Muslim” (3.9 million, 6.5% in 2021, up from 2.7 million, 4.9% in 2011) and “Hindu” (1.0 million, 1.7% in 2021, up from 818,000, 1.5% in 2011).

Wales had a greater decrease in people reporting their religion as “Christian” (14.0 percentage point decrease, from 57.6% in 2011 to 43.6% in 2021) and increase in “No religion” (14.5 percentage point increase, from 32.1% in 2011 to 46.5% in 2021) compared with England and Wales overall.

London remains the most religiously diverse region of England in 2021, with over a quarter (25.3%) of all usual residents reporting a religion other than “Christian”; the North East and South West are the least religiously diverse regions, with 4.2% and 3.2%, respectively, selecting a religion other than “Christian”.

What are the implications of this census for our Agreed Syllabus and the membership of SACRE?

How are the religious and non-religious traditions, including the smaller ones reflected in the membership of our SACRE?

How does the data for 2021 compare with 2011? How is our area similar and different to England and Wales as a whole?

Theos Report: Who are the Nones and what do they believe?

This report published on 24th November, shortly before the census data above was released explores the demography, beliefs and practices of Nones and then presents a cluster analysis of this group. It shows that Nones comprise a complex and sometimes counter-intuitive group with, for example, only 51% of them stating they “don’t believe in God,” and 42% believing in some form of the supernatural. [Read more here](#)

What, if any, are the implications of this report for our Agreed Syllabus?

New2RE - A great opportunity for Early Career Teachers and Teachers with other specialisms (TWOs) in secondary schools, new to RE

Are you a primary or secondary Early Career Teacher of TWOS (teachers with other specialisms in RE)? If so NATRE's New2RE is the best support RE teachers can get.

For further information on the benefits of joining the programme as well as how to join click on this link: [NEW2RE - A great opportunity for NEW Secondary RE teachers \(natre.org.uk\)](https://www.natre.org.uk/new2re)

How can SACRE raise awareness and support teachers with access to CPD and networking opportunities?

Welcome webinars for NATRE members

New NATRE members are invited to our monthly welcome webinars. Get started and access our free live monthly webinar training designed to help you use your NATRE membership and enjoy it to its fullest!

What will you 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

Register your interest to attend a webinar at this link.

<https://www.natre.org.uk/member-login/natre-members-welcome-webinar/>

Regional RE Hub leads in place and ready to go!

Under the leadership of Claire Clinton, Lead Director, a fantastic team of Regional RE Leads will be supporting the ten regions of England and Wales. They have been recruited to build relationships with advisers, dioceses, universities, SACREs, LAs, governors, MATs, teaching school hubs and more. The Regional Leads will also act as conduits between the regional providers of research, CPD, resources, places of worship and so on for the benefit of all RE/Religion and Worldview stakeholders.

The Regional Hub structure aims to increase accessibility for all teachers of RE to local and regional professional development and research, and to enable teachers to teach RE with greater confidence through their access to the support, knowledge, training and resources available in their region.

Details and the list of Regional Leads:

www.natre.org.uk/news/latest-news/the-regional-re-hubs-team-is-ready-to-go/

Inclusive Judaism: resources from the Jewish Museum of London

Classroom resources, including an extensive image library, open up the diversity of Jewish communities. Developers, Shereen Hunte and Eliana Mendelsohn, say:

The teaching of Inclusive Judaism is important for many reasons and ensures that:

- *The Jewish community is represented authentically.*
- *Students truly understand what it means to be Jewish, in all its diversity.*
- *We are able to connect to each other's experiences with empathy and compassion.*

See: [Inclusive Judaism - The Jewish Museum London](#)

Monday nights on Café Natre: Free webinars for primary and secondary ECTs – a taster for NATRE ECT membership.

Early Career Teachers of RE 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
9 Jan	Taught session: Focus on Non-religious worldviews
13 Feb	Taught session: Focus on Hindu Dharma
13 Mar	Café NATRE – Subject knowledge Judaism
8 May	Taught session: Focus on Worldviews
12 June	Taught session: Focus on Sikhi
10 July	Café NATRE: Subject knowledge Christianity

ECT webinars booking link <http://ow.ly/VupG5oKG3cP>

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Westhill Award Winners

Bristol SACRE

Pairs of KS3 pupils will be carrying out videoed interviews with selected faith/non-religious representatives tapping into creative/ethical aspects of their lives, followed by a larger 'sharing' conference and class discussions.

Leicester SACRE

Building on Leicester's engagement with peace-building, and on a newly devised "Peace Tour" within the city, the project will develop a scheme of work on Peace for KS1 through to KS4, linked to the Agreed Syllabus and with assembly material.

Luton SACRE

The funding will provide Phase 2 of a Climate Justice project, in partnership with a local youth charity: 75 secondary pupils will be developing artwork after a multi-faith workshop on "faith, nature, earth and climate", which will be exhibited and used as a stimulus for further creative responses.

Barking & Dagenham SACRE

Interfaith encounter initiative for KS2 pupils linking 36 Primary Schools, via a sequence of 6-school day conferences, drawing on Newham SACRE's expertise and including two CPD days for teachers.

Barnet SACRE

Training events programme to develop the three VAT strands of Vocabulary, Art(efacts), and Texts within Religious Education, leading to a medium-term curriculum plan model for KS2/KS3 pupils.

Bath & NE Somerset SACRE (in conjunction with Bristol, N Somerset and Haringey SACREs)

Relating to the Agreed Syllabus shared by all four LAs, this project will create model lesson plans (two for each KS) drawing on contemporary experiences and events, viewed through the lens of "big ideas".

Coventry SACRE

This extends the Award project from Warwickshire SACRE last year: supporting RE teachers with enhanced subject knowledge of the six principle religions and non-religious world views, and building up an online resource bank for each religion.

Gloucestershire SACRE

Supporting and equipping SEND RE teachers by using existing accumulated experience and creating a resource bank for wider use. This will include short video clips with practical advice, and is to be showcased at the 2021 annual primary RE conference.

Bromley

Production of a SACRE Calendar: religious, secular, multi-faith events, using artwork from a borough-wide competition for all KS1 and KS2 pupils.

Cambridgeshire

Pioneering research programme, developing resources and processes to enable and enhance pupil encounters with religious diversity.

Lambeth

Developing the use of Faith Trails, drawing on local faith communities for resources for a KS2 RE Unit of Work: Understanding Faith and Belief in Lambeth.

South Gloucestershire

Extending the WIRE (Widening Inclusion in RE) Award project to schools with little diversity, and to secondary schools with little RE

Warwickshire

Videoing RE teacher network meetings, to strengthen teachers' subject knowledge across principal religions and world views

Wokingham / Pan-Berkshire Hub

Extending the Pan-Berkshire Hub initiative to Wokingham, developing Real People, Real Faith recordings of interviews with faith members.

Bedford Borough

A range of schools trialling methods and materials to deliver a course based on Pilgrim's Progress (John Bunyan being a major local celebrity), which will feed into the local Agreed Syllabus.

Cheshire East

A pilot project to enable pupils from largely mono-cultural schools to meet with pupils from culturally diverse schools in nearby Manchester, after a rise in parental negativity towards visits to places of worship.

Cheshire West and Chester

Pupils from schools in two pyramids taking part in conferences to develop a model transition project for inclusion in a revised Agreed Syllabus, exploring diversity and religious literacy.

Cumbria

Pupils from Years 6, 7 and 8 taking part in a day event approaching sacred texts as explorers and creating a treasure chest of "gems" to be shared with others and available as a lasting resource.

Waltham Forest & Newham

Newham's expertise will be drawn upon to develop support for RE and SACRE itself in Waltham Forest, through a series of one-day conferences for Year 5 pupils and setting up a Youth SACRE.

Buckinghamshire

Resilient me, resilient you: a process assisted by Art Beyond Belief enabling Yr 6, 7 and 8 pupils from 2 secondary and 4 primary schools to explore identities, questions and issues.

Newham

Generating online support regarding “religious bullying” involving student and junior SACREs: 6 short films of local stories; interfaith events; conferences with local poet, and for primary pupils.

North Yorkshire

Extending “Exploring Diversity” project to a rural area (Settle), 8 primary schools and 1 secondary; day event with five faiths input: training pupils to be “diversity champions”.

Shropshire

Bringing (religious) diversity into Collective Worship: building on pilot project, 14 video clips on worship (not Christian) plus support materials; aided by Creative Media department.

Staffordshire

Embedding the new Agreed Syllabus: Exploring, Engaging, Reflecting; primary and secondary pupils encounter Christianity and Islam in the context of living within diversity.

Suffolk

Yr 6 pupils from mono-cultural rural schools linking with urban schools and local mosque to explore cultural diversity and related controversial issues via a series of project “milestones”.

Bedford Borough

Training Yr 12 urban students as Faith Ambassadors (Christian, Muslim, Hindu, Sikh) so that they can present their faith effectively with KS2 students in less diverse rural areas.

Berkshire Hub “Crossing the Bridges”:

Six SACREs working together to build relationships between schools and faith/belief communities, through disseminating and enhancing template and interactive teaching/learning tools.

Liverpool

Building on the successful Hope 2016 event, the project will enable SACRE to mount and participate in Faith 2017, which aims to “promote respect and celebrate cultural diversity in North Liverpool” – an innovative community based RE project.

Barnet and Enfield

Secondary School students being trained as Faith Ambassadors, and delivering presentations in their local Primary Schools, in these two richly diverse boroughs: a pilot scheme to be subsequently evaluated and further rolled out.

Bradford

“Thought for the day – thinking for tomorrow”: supporting schools in developing collective worship, initially with eight varied schools, and seeking to contextualise “fundamental British values” in the teachings and practices of belief systems.

Hull and East Riding

Developing an interactive e-book to support the teaching and learning of RE in KS3 focussing on the experiences of young Christians and Muslims. The e-book will support the new locally agreed syllabus and will be available more widely.

Middlesbrough

A digital project with secondary pupils, exploring Middlesbrough's religious heritage and connecting with faith communities today. The project relates to a unit in the Agreed Syllabus, and will also strengthen cross-phase links with primary schools.

Newham

"Legacy of life" – a Student SACRE project with students from eight Secondary Schools exploring the theme of religious legacy through the medium of art, working with a professional artist and producing both artwork and postcard images for wider use.

Chester (Cheshire West and Chester)

A two day conference ("Pathways to God") for pupils from around 12 or more primary schools, a first for Chester, with a focus on Sikhism and with preparatory RE lessons and song-writing beforehand.

Luton

Development of Thinktank, a team of student spiritual ambassadors from 3 Luton High Schools in partnership with Luton Churches Education Trust, seeking to promote community cohesion, enhance RE, and explore spirituality.

Nottinghamshire

A first ever Young Persons RE Conference in Nottinghamshire to encourage Yr 8 and 9 students to become RE Ambassadors, with a view to promoting RE as an examination subject, and cascading to other pupils and schools.

Sheffield

Using the Learning Community website, a representative group of young people will engage in enquiry questions from the new Agreed Syllabus, leading to a showcase learner-led Conference, together with a year-long "Spirited Music" competition.

Suffolk

To improve student engagement in Collective Worship, students from up to 6 high schools will work with SACRE members and the Project Manager to develop relevant, challenging assemblies to be posted on a dedicated schools website.

Bristol SACRE

Exploring Sanctuary and Belief in Bristol – a project for Year 9+ students, as part of the City of Sanctuary movement aiming to train students as ambassadors and peer educators.

Durham and S. Tyneside SACREs

KS3 pupils from eight schools exploring what it means to live in a religiously diverse society, using an enquiry approach leading to an interfaith conference and visits.

Luton SACRE

Supporting development of a curriculum unit on “making our town a more respectful place” for upper KS2/KS3 pupils, with use of Ambassadors and cross-Key Stage interaction.

Norfolk SACRE

Year 9 pupils from two schools meeting to create a resource which will facilitate dialogue between primary and secondary pupils on perspectives on RE, with subsequent evaluation.

Portsmouth SACRE

Supporting the third annual Student Enrichment Day conference for 160 upper KS3/KS4 students, focussing on a theme around diversity and equality in our mainly secular context.

Redbridge SACRE

Developing the Ambassadors of Faith and Belief programme, with VIth Form Ambassadors visiting primary schools and helping to recruit and mentor further KS5+ Ambassadors.

Bournemouth

350 Year 6 pupils visiting worship centres in Southampton leading to a half day conference and exhibition.

Greenwich

Development of the upper KS2 research Unit in the new Agreed Syllabus: Understanding Faith in Greenwich.

Islington

Setting up a primary/secondary Youth SACRE to promote dialogue between pupils and ensure pupils have a voice on SACRE.

N Somerset & Somerset

An all-phase project embracing 5 SACREs which share the same Agreed Syllabus to generate RE resources bringing out distinctive local elements of religion and belief.

Suffolk

KS2 pupils “engaging with diversity” by helping to research and prepare resource materials for artefacts in Faith Boxes.

Herefordshire

Conference “Looking for Meaning” linking rural and largely Muslim urban secondary schools, with follow-up.

Staffordshire

Developing a process and resource pack for KS4 pupils to engage with a spiritual space, the Memorial Arboretum.

Stockton on Tees

A project for Yr 8 pupils to explore the concept of “wonder” from diverse perspectives and communities

West Berkshire

Devising three RE Trails around Newbury, using Secondary/Primary cluster pupils and local organisations

Bath & NE Somerset

Three day Year 12 RE Conference “Big Questions and Alternative Answers”, open to all Sixth Formers.

Bexley

Resource DVD produced from interviews by Year 8 pupils with people from various faith and belief stances.

Blackpool

Project to involve upper KS2 pupils in preparing for major civic Holocaust Memorial Day event.

Leicester

City Project involving newly formed Youth SACRE in planning a secondary RE Conference, with follow-up DVD.

Newham

Student SACRE project to produce artwork expressing young people’s sense of identity and belonging.

Warwickshire

Competition for all schools to organise an RE event “celebrating the community in RE”, climaxing in March 2011.

Bromley

“Faith Numbers” – a one day conference for Year 12 pupils addressing issues of community cohesion for the future, and leading to the formation of a Youth SACRE.

Redcar & Cleveland

A project on the refugee experience which involves the Borough’s eleven secondary schools and uses the interactive exhibition “Escape to Safety” with a project worker and assemblies.

Solihull

A conference for 30 Year 6 pupils, leading to carefully planned visits to places of worship and the production of a quality DVD resource for use in all Solihull Primary Schools.

Southwark

A project working with Primary and Secondary pupils to explore identity, faith and reconciliation in the context of diversity and gang culture and produce a teaching resource to include statement banks and role play ideas.

Suffolk

A one day conference on ethical and global issues for gifted Year 7-9 pupils to prepare for involvement in the UNICEF Youth Voice project and launch three pyramid networks.

Torbay

The extension of last year's part-funding for TIFFY – Torbay Inter-Faith Forum 4 Youth, giving support to their project "Community Building Through Crossing Boundaries".

Waltham Forest

Production of a quality pilot teaching resource in the form of a film/video of a local pupil in partnership with a SACRE member acting as guides to a visit to their place of worship.

Windsor and Maidenhead

A well-planned RE Film Festival, with a short DVD competition for Year 6 and 9 pupils, is already under way. The Award will release funds for further development of the project.

Buckinghamshire

Building on an earlier Interfaith Day, the project will set up networks based on particular secondary schools and local primaries to explore transitions in religions and between schools, with resulting materials for wider community relevance.

Bradford

"7,000 Hours" is a project to improve the impact of Collective Worship in Bradford Schools. Older primary pupils will explore their experience of, and develop ideas about, what worship means to them, and how schools can help them experience this.

Cambridgeshire and Peterborough

The project will link six isolated rural primary schools with two large inner urban primaries, to develop mutual respect and understanding between the pupils, and to generate compelling learning experiences in RE for pupils.

Lancashire

The Award will support a Youth Interfaith Conference with a Special Educational Needs focus, involving the pilot Youth SACRE and contributions by young people from within faith communities, the day being recorded and disseminated online.

Newcastle

The Award will support the development and extension of an existing long-term initiative, "Across Communities", through residential encounter workshops for young people resulting in a resource pack and launch event.

Swindon

The project will set up clubs for interfaith discussion in four secondary schools. These will be facilitated by a youth/community worker, and will have access to a local arts service to enable the clubs to express and celebrate what they have learnt.

Torbay

The Award will support the development of the promising work of Torbay Inter-Faith Forum for Youth by covering basic admin, materials and events costs and enabling encounter with young people on a wider basis.

Bedfordshire SACRE

Focussing on three striking faith buildings (mosque, gurdwara, Anglican church) in an economically poor area of Bedford, the project builds on existing educational and community resources to prepare KS2/3 pupils for visits to the buildings and contacts with faith community members, with follow-up.

Guernsey SACRE

A group of Year 9 pupils, having electronic links with a Solihull school, will travel to the school and join in visits to faith communities in Birmingham, creating a base for long-term links, the project being posted as it develops on Guernsey's Grid for Learning to enable all Guernsey's Year 9 pupils to engage with the experience.

Hampshire SACRE

In partnership with Children's Services, faith groups and Winchester University, the project will establish a sustainable framework for promoting interaction among young people aged 13-19 from different faiths, with opportunities to influence and inform local policy and decision makers.

Lewisham SACRE

Modelled on an earlier successful initiative, SACRE will organise a two day event "Going to Secondary School" for Year 6 pupils in five primary schools, coming from many faith communities, which will address issues of concern for them about faith and its practice in their new schools.

Liverpool SACRE

A major inter-faith conference for all Year 12 pupils is being planned for 2008 (when Liverpool will be the European Capital of Culture) by Liverpool's SACRE and Youth SACRE and a local community partnership, supported by Merseyside Council of Faiths, Liverpool Hope University and other significant organisations. (Provisional Conference date: June 26th 2008.)

Portsmouth SACRE

Interfusion, the Portsmouth Youth Diversity Forum created following an earlier successful Award bid, is continuing to develop its scope and activities; the part award will enable equality of access for a range of visits to religious centres to promote discussion on spiritual and inter-faith issues.

Blackburn with Darwen SACRE

have helped develop a primary school programme "Kids United". 240 children in 4 diverse Primary Schools have been engaged in interfaith exchanges and activity days (e.g. art, music, sport, computers) and used various media to record and share their experiences, including a colourful newspaper. A new secondary school programme "My home town" is in progress, with a mix of youngsters interviewing a mix of adults

Kirklees SACRE

are creating and helping to fund a Virtual Learning Environment linking local educational and faith-community and inter-faith websites, due to be available to schools from this September and more widely from January 2008. This will increase the facility for sharing inter-faith resources and conducting dialogue between young people and across generations.

Newham SACRE

have involved their Student SACRE in amending their schools' Sex and Relationships Education. Faith perspectives on these topics have arisen from student discussion within and among different faith-groups, and this has been incorporated in a series of DVDs for use in all Secondary Schools and in support of Governor training, excerpts being highlighted at NASACRE's AGM this year.

Surrey SACRE

responding to the impetus of their Youth SACRE, have sponsored a residential interfaith weekend for young people exploring the ideas of respect, acceptance and transformation, and recorded on DVD as a resource for RE and for the Youth Service and Youth Parliament.

Tameside SACRE's

project, building on an initial interfaith event in November 2005, focussed on presenting a large exhibition for four days in March 2007, on the theme "Belonging to Faith Communities", involving pupils from both LA and supplementary religious schools in preparation and displays. Its DVD is being circulated. A third event is now being planned and a Young People's Faith Forum is under discussion.

Bristol SACRE

Working with Bristol City Council to defuse racism and bullying in school settings and to link RE with Citizenship, held a 'Unity and Diversity' Forum on 28th March this year, based on responses to a questionnaire on faith and values

Hounslow SACRE

circulated a questionnaire on RE around all sixth-formers, and mounted an initial major conference in July, which will stimulate the creation of RE resources, particularly for Sixth-Form General Studies

Hull and East Riding SACREs

sponsored a student video project, leading on to a high profile 'Faith2Faith' conference for the secondary age range in November 2006. A second phase is planned with a regional dimension building towards a conference in Bridlington in Spring 2008.

Portsmouth SACRE

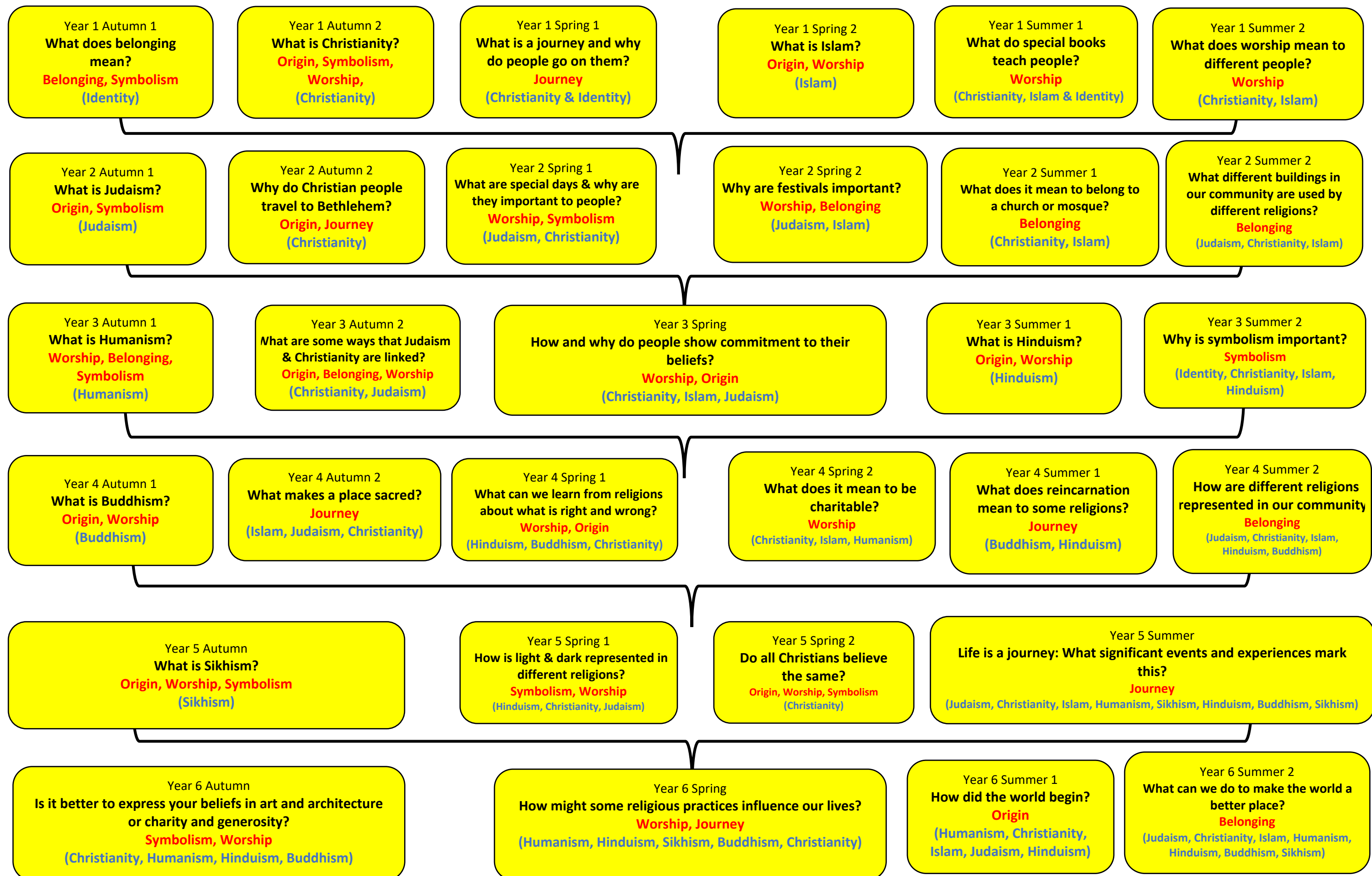
initiated a representative interfaith forum of 15-18 year olds, now called 'Interfusion', which has taken an active role in developing inter-faith work among young people and built up a strong public profile. A multicultural music and faith event was successfully mounted on 3rd Dec 2005. Home Office funding was obtained to enable the project to continue.

Solihull SACRE

invited all schools with pupils in the 8 to 18 age range to enter a competition on the theme of "Breaking down Barriers – What do we believe?" The winners will be celebrated in a large multi-faith festival for schools on October 3rd this year, from which the intention is to establish a Young People's Faith Forum.

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The Journey of Religious Education



Curriculum Overview Year 1

Curriculum Overview Year 1					
Prior Year's Curriculum Content		Year 1 Curriculum Content		Subsequent Year's Curriculum Content	
•		Belonging Autumn 1 ✓ To understand what it means to belong. ✓ To recognise some of the different groups we belong to (families, clubs, community, academy). ✓ To recognise that we can be friends with people that belong to different groups and believe different things. ✓ To understand that some groups have symbols to show that they belong. ✓ To recognise that rules can be helpful. ✓ To know that people need to be kind to make the world a better place to live. ✓ To know that we need to treat other people with warmth and respect and try to live together peacefully.		YEAR 2	
		✓ belong ✓ friendship ✓ groups ✓ kindness ✓ respect ✓ rules			
		Origin Autumn 2 ✓ To know that Christians believe in one God. ✓ To understand that Christians believe that God created the universe.		YEAR 2	
		Spring 2 ✓ To know that Islam started with the prophet Mohammed. ✓ To know that the Angel Gabriel visited Mohammed to give him the first words for the Qu'ran. ✓ To understand why Mohammad is so important to Muslims.		✓	
		✓ God ✓ universe	✓	✓	✓
		Symbolism Autumn 1 ✓ To understand that some groups have symbols to show that they belong.		YEAR 2	
		Autumn 2 ✓ To know that the cross is important to Christians. ✓ To know that Christian churches are built in the shape of a cross. ✓ To know that holy water is important to Christians because they believe it makes people pure.		✓	
		✓			
		✓ cross ✓ holy water ✓ pure	✓	✓	✓

	<p>Journey</p> <p>Spring 1</p> <ul style="list-style-type: none"> ✓ To know what a journey is. ✓ To know how a pilgrimage is different to a holiday. ✓ To understand that people take journeys for different reasons. ✓ To recognise that some journeys can be difficult. ✓ To understand that Christians go on journeys to feel closer to God. ✓ To understand why Christians would travel to a church which is further away. 	YEAR 2
	✓	✓
	<p>Worship</p> <p>Autumn 2</p> <ul style="list-style-type: none"> ✓ To know that the bible is a Christian's special book. ✓ To understand that the bible has stories in it and Christians use these to tell them what God wants them to do. ✓ To know that Christians also worship Jesus and believe he was born Bethlehem. ✓ To know that Christians believe Jesus is the son of God sent to live as a human being to save people. ✓ To know that a church is where Christians go to worship God and Jesus. ✓ To know what prayer is. ✓ To know that Christians pray to talk directly to God. ✓ To name some of the important things Christians have in their churches. (lectern, cross, pulpit, bible, priest) <p>Spring 2</p> <ul style="list-style-type: none"> ✓ To know that people who follow the Islamic faith are referred to as Muslim. ✓ To know that Muslims believe in one God called Allah. ✓ To know that Muslims visit the mosque to pray. ✓ To know that Friday is an important day for Muslims to attend the mosque. ✓ To describe simple practices when Muslims visit the mosque. ✓ To know Muslims face Mecca when they pray. ✓ To know that the Muslim holy book is called a Qu'ran. <p>Summer 1</p> <ul style="list-style-type: none"> ✓ To understand that books can provide a lesson and a message. ✓ To describe how special books make them feel. ✓ To describe how the Qu'ran is looked after both at home and in the mosque. ✓ To understand that the Qu'ran is written in Arabic and is read from right to left. ✓ To describe that people can learn generosity and kindness from the story of the Two Brothers. ✓ To know that the bible is written in different languages so lots of people can read it. ✓ To describe that people can learn generosity and kindness from the story of the Good Samaritan. <p>Summer 2</p> <ul style="list-style-type: none"> ✓ To understand what worship means. ✓ To name a person close to them who is worshipped. ✓ To know that people of the Muslim faith live by the 5 pillars. ✓ To understand that prayer and charity are 2 of the pillars. ✓ To know that Muslims prayer 5 times a day using a prayer mat that faces Mecca. ✓ To understand that Muslims learn Arabic from a young age so that they can learn passages of the Quran off by heart. 	<p>YEAR 2</p> <p>✓</p> <p>✓</p>

	<ul style="list-style-type: none">✓ To know that Muslims are called to prayer by the Muezzin.✓ To know that an Imam is the one who leads Muslim worshippers in prayer.✓ To know that a vicar, minister or priest is the one who leads Christians in worship.✓ To know that most Christians go to church to worship on a Sunday.✓ To know that a Christian service is called a sermon and describe key events.✓ To understand why the Lord's Prayer is important to Christians.			
	<ul style="list-style-type: none">✓ bible✓ church✓ cross✓ lectern✓ prayer✓ pulpit✓ worship	<ul style="list-style-type: none">✓ special	<ul style="list-style-type: none">✓	<ul style="list-style-type: none">✓

Curriculum Overview Year 2

Prior Year’s Curriculum Content			Year 2 Curriculum Content			Subsequent Year’s Curriculum Content				
YEAR 1			<div>Origin</div> <div>Autumn 1</div> <div>✓ To know that Abraham is the founder of Judaism.</div> <div>✓ To know that God revealed himself to Abraham.</div> <div>✓ To know that people of the Jewish faith believe that God made an agreement with Abraham and his family that they would create a great nation.</div> <div>✓ To know that the Tanakh is the Jewish holy book.</div> <div>✓ To know that Judaism started in Israel.</div>			YEAR 3				
			<div>Autumn 2</div> <div>✓ To know that the Christian Christmas story is called the Nativity.</div> <div>✓ To describe the journey of the Wise and Men and understand why the giving of their gifts was so important.</div> <div>✓ To know that Christians believe Mary and Joseph travelled to Bethlehem from Nazareth.</div> <div>✓ To know that Christians believe that Jesus was born in Bethlehem in a barn.</div> <div>✓ To understand that Christians believe that Jesus was sent by God to spread good news</div> <div>✓ To know that the Angel Gabriel visited Mary and Joseph, the wise men and the shepherds to instruct them to go on a journey.</div>			✓				
						✓				
						✓				
						✓				
			✓	<div>✓ Bethlehem</div> <div>✓ barn</div> <div>✓ Joseph</div> <div>✓ Mary</div> <div>✓ Nativity</div> <div>✓ Nazareth</div>	✓	✓	✓	✓	✓	
YEAR 1			<div>Symbolism</div> <div>Spring 1</div> <div>✓ To understand why the egg is an important Christian symbol.</div> <div>✓ To understand why the cross became a symbol for the Christian religion.</div> <div>✓ To understand that the Star of David is an important Jewish symbol.</div> <div>✓ To know that the Star of David is named after King David.</div>			YEAR 3				
						✓				
			<div>Spring 2</div> <div>✓ To describe the seder plate.</div> <div>✓ To understand why the seder plate is symbolic.</div>			✓				
			✓	✓	✓	✓	✓	✓		
YEAR 1			<div>Journey</div> <div>Autumn 2</div> <div>✓ To know that Advent means ‘coming’.</div> <div>✓ To know that Christians celebrate Advent as the journey towards Christmas.</div> <div>✓ To know that churches have an advent wreath with five candles, one for each of the four Sundays leading up to Christmas Day</div> <div>✓ To understand that Christians travel to Bethlehem, particularly at Christmas time to remember the birth of Jesus.</div> <div>✓ To know that the Church of the Nativity was built at the place Christians believe Jesus was born, and many Christians visit it.</div>			YEAR 4				

		<ul style="list-style-type: none"> ✓ Advent ✓ Church of the Nativity ✓ Wreath 	✓		
YEAR 1 ✓		Worship Autumn 1 <ul style="list-style-type: none"> ✓ To know that people of the Jewish faith worship in a synagogue. ✓ To observe and describe people of the Jewish faith at a synagogue. ✓ To know that within a synagogue, there are no images of God. ✓ To know that Rabbis are spiritual leaders in the Jewish faith. ✓ To know that people of the Jewish faith pray to talk to God. ✓ To know the importance of the Mezuzah. ✓ To understand that in the Jewish religion, worship is a key mitzvah. ✓ To know that the Torah is a special book. ✓ To describe how the Torah is treated. 		YEAR 3	
		Spring 1 <ul style="list-style-type: none"> ✓ To know that Shabbat is the Jewish day of rest. ✓ To know that Shabbat lasts from Friday until sunset on Saturday. ✓ To know that during Shabbat, Jews remember that God created the world and on the seventh day he rested. ✓ To describe what Jewish people do on Shabbat. ✓ To order the Easter events. ✓ To know that Palm Sunday is the first day of Holy Week. ✓ To understand that Palm Sunday remembers Jesus's arrival in Jerusalem. ✓ To know that on Maundy Thursday Christians remember the Passover Meal (last supper). ✓ To know that Good Friday marks the day Christians believe Jesus died on the cross. ✓ To know that on Easter Sunday marks the day Christians believe Jesus was resurrected. 		✓	
		Spring 2 <ul style="list-style-type: none"> ✓ To know that Muslims celebrate Eid ul-Fitr at the end of Ramadan. ✓ To understand that Eid ul-Fitr is a celebration. ✓ To know that Eid ul-Fitr is celebrated differently around the world. ✓ To know that Passover lasts seven days. ✓ To know that during Passover, Jewish people only eat flat bread (matzah). ✓ To know that a seder is eaten on the first night of Passover. 			
		✓	✓	✓	✓
YEAR 1 Autumn 1 <ul style="list-style-type: none"> ✓ To understand what it means to belong. ✓ To recognise some of the different groups we belong to (families, clubs, community, academy). ✓ To recognise that we can be friends with people that belong to different groups and believe different things. ✓ To understand that some groups have symbols to show that they belong. ✓ To recognise that rules can be helpful. ✓ To know that people need to be kind to make the world a better place to live. ✓ To know that we need to treat other people with warmth and respect and try to live together peacefully. 		Belonging Spring 2 <ul style="list-style-type: none"> ✓ To describe some of the things Muslims do with their families and communities to celebrate Eid ul-Fitr. 		YEAR 3	
		Summer 1 <ul style="list-style-type: none"> ✓ To observe local Muslims worshipping in a Mosque. ✓ To know that many Muslims believe that praying with other Muslims can make them feel part of a family. ✓ To ask Muslims about why the mosque is an important part of the community. ✓ To understand that within the mosque there are no pictures, music or statues so Muslims can focus on prayer and worship. ✓ To know that the word 'church' means a gathering of Christians as well as the name of the building. ✓ To know what a hymn is. ✓ To understand why Christian people sing hymns at church. 			

	✓ To understand how a mosque and a church are used by children to have lessons.			
	Summer 2 ✓ To describe what it means to be part of a community. ✓ To know that different communities have different religious buildings. ✓ To understand that churches are found in different places where we live. ✓ To describe some of the ways local churches differ. ✓ To name some other ways people in our community use churches. ✓ To explain why local churches and synagogues are used in different ways to help others. ✓ To name and describe non-religious buildings that are important to where we live. ✓ To know where mosques are located in our community. ✓ To name some other ways people in our community use mosques.			
✓ belong ✓ friendship ✓ groups ✓ kindness ✓ respect ✓ rules	✓	✓	✓	

Curriculum Overview Year 3

Prior Year’s Curriculum Content	Year 3 Curriculum Content	Subsequent Year’s Curriculum Content
YEAR 2	<p>Origin</p> <p>Autumn 1</p> <ul style="list-style-type: none">✓ To know that the term to describe someone who does not believe in a god is called an ‘atheist’.✓ To understand that humanists believe in the ‘Golden Rule’ and this means they treat others as they would want to be treated.✓ To recognise that humanists believe that there is not just one way to be happy.✓ To know that humanists believe that rules can be helpful, but that people also need to think about the consequences of their actions.✓ To understand that humanists do not worship any god but look to science to explain the world around them.✓ To understand why Christian people traditionally removed eggs, fats, meat, fish and sugar from their houses on Shrove Tuesday. <p>Autumn 2</p> <ul style="list-style-type: none">✓ To know that Christianity came from Judaism.✓ To know people for both the Jewish and Christian faith use the Old Testament to learn from.✓ To recognise the similarities in bible teachings in both the Jewish and Christian religions. <p>Spring</p> <ul style="list-style-type: none">✓ To retell the Easter story.✓ To know that the word ‘shrove’ comes from the word ‘shrive’ which means ‘absolve’.✓ To know that Yom Kippur originates from God giving forgiveness to Moses. <p>Summer 1</p> <ul style="list-style-type: none">✓ To know that Hinduism is one of the world’s oldest religions.✓ To know that Hinduism was formed from a range of world religions and practices.✓ To know that Hinduism does not have a founder.✓ To know that Hinduism originated near the Indus River in India and that is where the term comes from.	YEAR 4
	<p>Worship</p> <p>Autumn 2</p> <ul style="list-style-type: none">✓ To explain why prayer is important to people of the Christian and Jewish faiths.✓ To understand why people of the Christian and Jewish faith would choose to practice private prayer.✓ To understand how Jewish prayers and Christian prayers can give messages.✓ To know what heaven is and understand that people of the Jewish faith and Christian faith believe in heaven. <p>Spring</p> <ul style="list-style-type: none">✓ To understand what commitment is.✓ To know what it means to reflect.✓ To describe different things Christian people might do on Shrove Tuesday (e.g., reflect on improvement, consider life changes, church visits).	✓
		✓

			<ul style="list-style-type: none">✓ To know that Lent is always held 46 days before Easter Sunday and it begins on Ash Wednesday.✓ To know why some Christian people do not believe that Lent is a sacrifice.✓ To explain why Lent can be seen as a sacrifice for some Christian people.✓ To understand some of the sacrifices Christian people make when they decide to become a monk or a nun.✓ To recognise that during Yom Kippur, people of the Jewish faith fast for 25 hours.✓ To describe different things people of the Jewish faith might do on Yom Kippur (e.g., visit the synagogue, don't wash, wear white, no make up).✓ To know that monks live in monasteries or abbeys and nuns live in convents.✓ To name all 5 pillars of Islam.✓ To name some of the benefits Muslims believe are achieved as a result of fasting at Ramadan.✓ To describe other sacrifices Muslims make as a result of their beliefs.					
					✓			
			Summer 1 <ul style="list-style-type: none">✓ To know that people of the Hindu faith believe in one God named Brahman.✓ To know that Brahman has different forms and these are called deities.✓ To know that the different forms of Brahman are called Trimurti and these are genderless.✓ To explain the 3 forms of the Trimurti (Shiva, Brahma, Vishnu).✓ To know that a main belief in the Hindu religion is that Brahman was the creator of the world and the first man and woman.✓ To know that in the Hindu faith, there are four ancient texts and scriptures.✓ To describe the three categories of religious rites in the Hindu faith: Nitya, Naimittika and Kamya.✓ To know that in the Hindu faith, the Mandir and shrines at home are used for worship.✓ To describe the practices of people of the Hindu faith when they visit the Mandir.		✓			
			✓		✓		✓	
YEAR 2			Belonging		YEAR 6			
			Autumn 1 <ul style="list-style-type: none">✓ To know that some humanists meet for Sunday assemblies.✓ To understand that some humanists practice reflection and celebration as part of their Sunday Assemblies.					
			Autumn 2 <ul style="list-style-type: none">✓ To explain why religious leaders are important to people of the Christian and Jewish faiths.		✓			
					✓			
					✓			
			✓	✓	✓	✓	✓	✓
YEAR 2			Symbolism		YEAR 4			
			Autumn 1 <ul style="list-style-type: none">✓ To recognise the 'happy human' as a symbol of humanism.✓ To understand that the 'happy human' represents being human and human potential.					
			✓					

		Spring ✓ To understand why violets and ash are symbols of Lent.				
		Summer 2 ✓ To recognise the difference between a symbol and a logo. ✓ To understand that signs and symbols give people information, instructions or reminders. ✓ To recognise that when things are difficult to explain, signs and symbols are often used. ✓ To understand why the fish is an early symbol of Christianity. ✓ To examine stained glass windows and recognise how doves and light are used in them as a symbol. ✓ To recognise the symbol of Islam and understand why it has a crescent and a star. ✓ To describe how symbolism is used in the interior of mosques without any pictures or statues. ✓ To understand why in the Islamic faith, henna is used. ✓ To know that the Ohm is the symbol of the universe in Hinduism and it represents the Trimurti. ✓ To understand the importance of the yantra diagram in the Hindu religion. ✓ To recognise that a Mandir is constructed to match the yantra. ✓ To describe the symbolism in a Hindu temple (the central shrine symbolising the worshipper; the temple's tower symbolising the flight of the spirit to heaven).			✓	
		✓	✓	✓	✓	✓

Curriculum Overview Year 4

Prior Year’s Curriculum Content					Year 4 Curriculum Content		Subsequent Year’s Curriculum Content	
YEAR 3					<div>Origin</div> <div>Autumn 1</div> <div>✓ To know that Buddhism originated in India.</div> <div>✓ To understand why the story of the 4 sights led to Buddha’s teachings.</div> <div>✓ To know Buddha means ‘enlightened’.</div> <div>✓ To know that Siddhattha Gotama was a prince who became known as Buddha.</div> <div>✓ To know that the Tibitaka originates from teachings written on palm leaves and stored in baskets</div>		YEAR 5	
							✓	
					<div>Spring 1</div> <div>✓ To recognise that there are 10 Commandments.</div> <div>✓ To know that both people of the Jewish faith and people of the Christian faith live by the 10 commandments.</div> <div>✓ To describe what people can learn from the story of Moses.</div> <div>✓ To understand the 4 Noble Truths and how why people of the Buddhist faith follow these teachings.</div> <div>✓ To know that the Eightfold Path is represented as a wheel.</div> <div>✓ To know that the Wheel of Dharma represents Buddha’s teachings.</div>			
					✓	✓	✓	✓
YEAR 3					<div>Worship</div> <div>Autumn 1</div> <div>✓ To know that people of the Buddhist religion do not worship deities or gods.</div> <div>✓ To know that the Buddhist scriptures are known as the Tipitaka.</div> <div>✓ To know that worship is called Puja.</div> <div>✓ To understand that people of the Buddhist religion worship in temples or using shrines at home.</div> <div>✓ To describe the practices of Buddhist worship.</div> <div>✓ To know the significance of the bell in Buddhist worship.</div> <div>✓ To describe the role of monks in Buddhist worship.</div> <div>✓ To understand that people of the Buddhist religion want to reach Nirvana.</div>		YEAR 5	
					<div>Spring 1</div> <div>✓ To recognise how the Wheel of Dharma represents Buddhist’s beliefs about what is right and wrong.</div> <div>✓ To describe ways in which the Wheel of Dharma can influence people’s lives in the Buddhist and Hindu faith.</div> <div>✓ To know that in the Buddhist and Hindu faith, karma is the belief that a person’s actions result in positive or negative consequences.</div> <div>✓ To describe ways in which people of the Buddhist faith</div> <div>✓ To explain how the pilgrimage to the River Ganges links to the cleansing of sins in the Hindu religion.</div> <div>✓ To understand that people of the Hindu faith are vegetarians as they believe that harm should not be caused to other life forms.</div>			

		Spring 2 ✓ To understand what it means to be charitable. ✓ To recognise different things we can do to be charitable in our day-to-day lives. ✓ To know that humanists think that by being good, they can persuade others to be good too. ✓ To recognise that humanists try to support happiness and reduce suffering. ✓ To explain how Matthew 2:25:35-36 teaches charitable behaviour. ✓ To know that because Muslims believe they need to keep peace and harmony, they show charity towards other people. ✓ To describe different ways that Muslims show charity to others.						
		✓	✓	✓	✓	✓	✓	✓
YEAR 2		Journey Autumn 2 ✓ To know that in the Jewish religion, Islamic religion and Christian religion, Mount Sinai is a sacred place because of the association with Moses. ✓ To know that Temple Mount is the only surviving Jewish temple. ✓ To understand why Jerusalem is seen as sacred for Islamic, Christian and Jewish faith. ✓ To describe some of the ways people recognise Jerusalem as sacred when they visit. ✓ To know that the Muslim pilgrimage is called Hajj. ✓ To understand why Muslims make a pilgrimage to Mecca. ✓ To know only Muslims can enter Mecca. ✓ To describe ways in which the pilgrimage of Hajj can be difficult. ✓ To describe what Muslims do when they make a pilgrimage to Mecca. ✓ Summer 1 ✓ To know what reincarnation means. ✓ To know that reincarnation is a belief for people of the Buddhist and Hindu faith. ✓ To know that Samsara is a belief in both Buddhism and Hinduism. ✓ To describe the process of Samsara. ✓ To describe the link between the 4 Noble Truths, the Eightfold Path and Samsara in the Buddhist religion. ✓ To explain the importance of enlightenment in breaking the cycle of Samsara. ✓ To know that being a monk means Nirvana is achieved faster. ✓ To understand that when someone of the Buddhist faith dies, they give their body to other living creatures. ✓ To know what Moksha is. ✓ To understand that in the Hindu religion, Moksha is the ultimate goal. ✓ To know that in the Hindu faith, human beings are not equal. ✓ To describe the link between karma and reincarnation in the Hindu faith. ✓ To know that in the Hindu faith, people believe that once the body dies, the soul continues through reincarnation.				YEAR 5		
		✓	✓	✓	✓			
YEAR 3		Symbolism				YEAR 5		
						✓		

			✓	✓	✓	✓
YEAR 2			Belonging Summer 2 ✓ To collate the number and types of religious buildings in their community. ✓ To recognise the different religious events that take place in their community (Islam, Christian, Jewish, Humanist, Buddhist, Hindu). ✓ To suggest reasons why some religions are not represented in our community. ✓ To ask religious leaders how their religions impact on the community.			YEAR 5
			✓	✓	✓	✓

Curriculum Overview Year 5

Curriculum Overview Year 5				
Prior Year's Curriculum Content		Year 5 Curriculum Content		Subsequent Year's Curriculum Content
YEAR 4		Origin Autumn <ul style="list-style-type: none"> ✓ To know that the term monotheistic means the belief in just one God. ✓ To know that Sikhism originated in India and Pakistan. ✓ To know that Sikhism was founded by Nanak, who believed that all people should form a relationship with God, no matter their class. ✓ To understand that in the term 'Guru' 'gu' means darkness and 'ru' means life. ✓ To understand that Sikhism is still based on the teachings of guru Nanak and the nine Gurus that followed him. ✓ To know that Sikhs take their name from the word 'sikha' meaning disciples. Spring 2 <ul style="list-style-type: none"> ✓ To know that in Christianity there are branches. ✓ To understand why, historically, some Christians broke away from the Pope. 		YEAR 6
		✓	✓	✓
YEAR 4		Worship Autumn <ul style="list-style-type: none"> ✓ To understand that Sikhs believe that good works are more important than religious rituals. ✓ To name the key features of a Gurdwara. ✓ To describe and observe practices within the Gurdwara when Sikhs visit. ✓ To understand that Sikhs do not rely on relics or statues to worship God ✓ To know that the Sikh holy book is called the Guru Granth Sahib and this is rested on cushions under a canopy. ✓ To explain why people of the Sikh religion believe that Langar is important. ✓ To know that Sikhs believe in reincarnation. ✓ To recognise and discuss the moral of the Milk and the Jasmine Flower story in relation to Sikhism. ✓ To know that in the Sikh religion, the highest possible being on Earth is a human. ✓ To know that Karma refers to the consequences of a person's actions and words. Spring 1 <ul style="list-style-type: none"> ✓ To know that Hannukah is celebrated in December. ✓ To know that the word Hannukah means 'dedication'. ✓ To retell the story of Hannukah. ✓ To explain the importance of the hanukkiah and why Hannukah is celebrated for 8 days. ✓ To know that the word 'Diwali' means 'a row of lights'. ✓ To know Diwali is celebrated between October and November each year. ✓ To know that Diwali welcomes the new year and celebrates the goddess Lakshmi ✓ To retell the story of Rama and Sita ✓ To know that Christians believe that Jesus is the light of the world and use symbolism to show this. ✓ To know that Holi is an important Hindu festival to celebrate spring, love and new life. 		YEAR 6

				✓ To understand how the Holi story of Krishna links to the practices during the celebration.		
				Spring 2 ✓ To know that different branches of Christians pray to different people and explain why this is linked to their beliefs. ✓ To understand what a saint is and why they are important to Roman Catholics. ✓ To describe similarities and differences between different Christian services (e.g. communion, mass). ✓ To explain why different churches have different interiors. ✓ To know that even though all Christians believe in the Holy Trinity, God can be referred to in different ways. ✓ To understand why the Pope is important in the Roman Catholic faith. ✓ To compare beliefs about the Last Supper.		
				✓	✓	✓
YEAR 4				Symbolism Autumn ✓ To recognise that the Khanda is the symbol of the Sikh faith ✓ To know what the 5Ks are and understand why they are symbolic.		YEAR 6
				Spring 1 ✓ To understand that Rama and Sita is a story about light over darkness/ good over evil. ✓ To know that light is an important part in Hindu Diwali celebrations ✓ To list some ways in which light is used in the celebration of Diwali (Diva lamps/ fireworks) ✓ To understand why in Christianity a candle flame is an important symbol. ✓ To know that light is seen as a symbol of hope and goodness in dark times. ✓ To know that in Christianity, darkness refers to evil or hatred. ✓ To recognise how darkness is a symbol in Christian hymns and prayers. ✓ To recognise and describe the symbolism of orange in the Holi celebration.		
				✓	✓	✓
YEAR 4				Journey Summer ✓ To explain the difference between a baptism, christening and naming ceremony. ✓ To know that in the Buddhist religion, the local monk advises on the choice of name for a new child. ✓ To describe the practices at the birth of a Buddhist child. ✓ To know that in the Jewish religion, boys have a Bar Mitzvah at 13 and girls have a Bat Mitzvah at 12. ✓ To know that Bar Mitzvahs and Bat Mitzvahs means that Jewish children are now responsible for their actions. ✓ To describe some of the practices at a Bar Mitzvah and Bat Mitzvah. ✓ To know that humanists don't believe that marriage is for life. ✓ To know that humanists believe in marking important events in life. ✓ To know that an Islamic wedding can last many days. ✓ To recognise that at an Islamic wedding, genders feast separately. ✓ To know that Muslims do not symbolise their marriage with a ring. ✓ To know that marriage is a choice. ✓ To describe and understand similarities in marriage ceremonies of world religions (Humanism, Islam, Christianity, Hinduism). ✓ To understand the importance of a humanist celebrant in tailoring special occasions to match the individual (e.g. funerals).		KS3

			<ul style="list-style-type: none">✓ To know that humanists believe that they are mortal, without a disembodied soul.✓ To describe some religious ceremonies that involve children coming of age.✓ To understand what Samsara is.✓ To understand that, in the Sikh religion, Karma determines what happens to an individual's atma in the next life.✓ To know that for someone of the Sikh religion, their ultimate goal is to move further towards liberation from Samsara.✓ To know that Mukti is what people of the Sikh faith are aiming for in life.✓ To understand why the beliefs of the Sikh religion mean people are cremated.	
			✓	✓

Curriculum Overview Year 6

Curriculum Overview Year 6				
Prior Year's Curriculum Content		Year 6 Curriculum Content		Subsequent Year's Curriculum Content
YEAR 5		Symbolism Autumn <ul style="list-style-type: none"> ✓ To know that humanists recognise that human beings contribute to society by creating buildings and spaces that support health, education and community. ✓ To talk about a place that is special to them and what makes this place special ✓ To know that special places to those with a faith are considered sacred places. ✓ To know that in some religions, art and architecture are used to express key beliefs ✓ To know that art and architecture represent some key ideas and teachings of the religion ✓ To know that the Bible was originally written in Latin ✓ To know that many Christians at the time could not read Latin and had to rely on others to hear important teachings. ✓ To know that stained glass windows were an important part of spreading the teachings of Christianity. ✓ To know that in many Christian churches, stained glass windows communicate some of the bible's key teachings ✓ To explore messages in religious art, commenting on colour, style and symbol ✓ To know that followers of the Roman Catholic Church believe that art and architecture are important to celebrate and proclaim their faith ✓ To know that Roman Catholics believe that art and architecture both serve to glorify God and get the Christian message across. ✓ To know that a Mandala is a symbolic picture of the universe. ✓ To discuss and compare how and why people of the Hindu faith represent their deities through artwork. 		KS3
		✓	✓	✓
YEAR 5		Worship Autumn <ul style="list-style-type: none"> ✓ To know that many humanists campaign for human welfare, peace, education and the protection of the environment. ✓ To know that many humanists campaign against poverty and injustice. ✓ To know that Humanists believe that we need to take action, rather than just hope for change. ✓ To know that Humanists believe that it is up to human beings to make the world a better place (help won't come from elsewhere). ✓ To understand that Humanists believe that our actions can make a difference, even if it is only in a small way. ✓ To know that Humanists believe that what we do can influence others. ✓ To know how a Mandala is used to support Buddhists in meditation. ✓ To know that in the Buddhist religion, Dana is the term for generosity and charity. ✓ To understand why people of Hindu faith choose to donate 10% of their income to others. ✓ To suggest other ways people of different faiths could be charitable based on their knowledge of the religion's beliefs. 		✓

			Spring <ul style="list-style-type: none"> ✓ To understand that humanists recognise the significant progress they have made towards a fairer and better world, but that there is still much work to be done. ✓ To know that humanists believe that a recognition of shared needs and values can help people think about how to treat each other. ✓ To know that humanists believe that empathy evolved naturally from the fact humans are social animals who live in communities. ✓ To know that humanists believe that it is okay to experience uncertainty, and not everything has to have an answer. ✓ To understand the importance of Seva in the Sikh religion and describe ways in which this is demonstrated (for example Langa). ✓ To understand that in the Sikh religion, all genders are treated equally and consider what can be learnt from this. ✓ To know the purpose of meditation and yoga in the Buddhist and Hindu faith. ✓ To recognise why practicing mantras can influence lives positively. 	
				✓
YEAR 5			Journey Spring <ul style="list-style-type: none"> ✓ To understand what empathy is and that hearing stories about other people help develop this. ✓ To know that humanists ask questions as a way to learn more about the world. ✓ To understand that humanists see curiosity as one of life's great pleasures. ✓ To know that humanists allow their beliefs to be questioned and recognise that they can be mistaken. ✓ To understand that humanists believe that they should be willing to adapt or change their beliefs when faced with new evidence. ✓ To recognise, no matter our religious beliefs, we can hold similar values. ✓ To reflect on and discuss what people can learn from the story of David and Goliath. ✓ To reflect on the Sikh belief that in God's eyes it is what a person has done spiritually and morally that counts in life, rather than their religious label (Sewa). ✓ To know that people of the Buddhist faith use journeys to learn about cultures and traditions away from their home. 	✓
		✓	✓	✓
YEAR 5			Origin Summer 1 <ul style="list-style-type: none"> ✓ To describe the theory of the 'Big Bang'. ✓ To know that people of the Christian, Jewish (Orthodox and Non-Orthodox), Hindu and Islamic faith have different creation stories. ✓ To explain how creation stories in different religions have similarities and differences. ✓ To debate the different creation stories and what they teach people about how the world began. ✓ To form and describe their own opinions about how the world began. ✓ To demonstrate empathy and understanding of why different people have different views on how the world began. 	KS3
		✓		✓

YEAR 3	<div>Belonging</div> <div>Summer 2</div> <ul style="list-style-type: none">✓ To recognise the needs of their community.✓ To understand how their community can be improved, inclusive of religious belief.✓ To learn from a range of world religions and use this knowledge to improve the lives of others.✓ To recognise similarities across world religions and use these to make the world a better place.	KS3
	✓	✓

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Agenda Item 14

Annual report template with links to SACRE self-evaluation document

Content of Annual report	Link to SACRE self-assessment tool
1. An introduction including:	
<ul style="list-style-type: none"> Table of contents 	
<ul style="list-style-type: none"> Words from the Chair 	
<ul style="list-style-type: none"> List of SACRE meetings, venues and a brief overview of content of these meetings 	Management of SACRE & Partnerships (Section 1)
<ul style="list-style-type: none"> <i>Executive summary Optional</i> (if report is over 10 A4 pages long this might be helpful as a separate document, so readable for schools?) 	
2. A section on RE including:	
<ul style="list-style-type: none"> The local agreed syllabus and RE in schools, including whether any academies have adopted the LAS 	Effectiveness of the local agreed syllabus (Section 3) Standards and quality of provision (Section 2a, 2b, 2c) Effectiveness of the LA (Section 2a, 2b)
<ul style="list-style-type: none"> Standards and monitoring of RE 	Standards and quality of provision (Section 2a, 2b, 2c)
<ul style="list-style-type: none"> Teacher training and materials for schools 	Standards and quality of provision (section 2c)
<ul style="list-style-type: none"> Other information (withdrawals; Complaints; teacher recruitment & retention) 	Standard and quality of provision (Section 2, 2d, 2e)
3. A section on Collective Worship including:	
<ul style="list-style-type: none"> Advice on CW 	Collective Worship (Section 4b)
<ul style="list-style-type: none"> Standards and monitoring of CW 	Collective Worship (Section 4b)
<ul style="list-style-type: none"> Teacher training 	Collective Worship (Section 4b)
<ul style="list-style-type: none"> Determinations 	Collective Worship (Section 4c)
<ul style="list-style-type: none"> Other information (withdrawals; Complaints) 	Collective Worship (Section 4a)
4. A section on links with other bodies	
<ul style="list-style-type: none"> National bodies 	Management of SACRE and partnerships (Section 1a, 1f)
<ul style="list-style-type: none"> Local bodies (academy chains) 	Management of SACRE and partnerships (Section 1c, 1f, 1g)
5. A section on other areas of SACRE involvement locally	
<ul style="list-style-type: none"> Governor training 	Management of SACRE and partnerships (Section 1f)
<ul style="list-style-type: none"> Advice on issues within your community 	Management of SACRE and partnerships (Section 1e) Contribution of SACRE to promoting social cohesion (Section 5b, 5c, 5d)

6. A section on SACRE's own arrangements including:	
<ul style="list-style-type: none"> Professional and administrative support (newsletters) 	Management of SACRE and partnerships (Section 1a)
<ul style="list-style-type: none"> Training for SACRE members, including ASC members training 	Effectiveness of the LAS (Section 3d) Management of SACRE & Partnerships (Section 1b)
<ul style="list-style-type: none"> Developing an ASC 	Effectiveness of the LAS (Section 3e)
<ul style="list-style-type: none"> Membership, representation and how the LA supports the SACRE (clerking, advisor, budget) 	Management of SACRE and partnerships (Section 1a, 1b) Contribution of SACRE to promoting social cohesion (Section 5a)
<ul style="list-style-type: none"> Finance given to SACRE for its work 	Management of SACRE and partnerships (Section 1d)
7. Appendices	
<ul style="list-style-type: none"> Table of GCSE – short and full, A/S & A Level RS results 	Standards and quality of provision (Section 2) Management of SACRE and partnership (section 1e)
<ul style="list-style-type: none"> Details on CPD provided to schools 	Standards and quality of provision (Section 2)
<ul style="list-style-type: none"> Attendance record 	
<ul style="list-style-type: none"> Any LA/SACRE policy statements on RE or CW 	Management of SACRE and partnerships (Section 1e)
<ul style="list-style-type: none"> Development plan 	Management of SACRE and partnerships (Section 1c)
<ul style="list-style-type: none"> Who this report is being sent to 	
8. The end!	