



# City of Wolverhampton SACRE

## 15 December 2022

**Time** 4.00 pm **Public Meeting?** YES **Type of meeting** Other Committees  
**Venue** MS Teams

### Membership

Martin Gomberg (Chair)	Representative of the Jewish Community
Akeel Ahmed	Representative of the Muslim Community
Tanya Athwal	Representative of Teachers' Professional Association
Councillor Chris Burden	Cabinet Member for Education and Skills
Jaswinder Singh Chaggar	Representative of the Sikh Community
Kay Cresswell-Green	Association of Teachers and Lecturers Representative
Ourmala Devi	Uplands Junior School Representative
Laura Jude	School Improvement Advisor for Equalities
Alison Smith	Representative of the Church of England
Ven. Bante Tejwant	Representative of the Buddhist Community
Rebecca Wood	Representative of the United Reformed Church
Janine Wright	Representative of the Church of England

### Information

If you have any queries about this meeting, please contact the Democratic Services team:

**Contact** Shelley Humphries  
**Tel/Email** Tel: 01902 554070 email: [shelley.humphries@wolverhampton.gov.uk](mailto:shelley.humphries@wolverhampton.gov.uk)

# Agenda

## PART 1 – Items open to press and public

*Item No.*    *Title*

### MEETING BUSINESS ITEMS

- 1            **Welcome and Introductions**
- 2            **Election of Chair and Vice Chair**
- 3            **Apologies**
- 4            **Declarations of interest**
- 5            **Minutes of previous meetings** (Pages 1 - 8)  
[To approve the minutes of the meeting of 7 October 2021 and the meeting of 28 April 2022 as a correct record.]
- 6            **Matters Arising**  
[To consider any matters arising from the minutes of the meetings held on 7 October 2021 and 28 April 2022.]
- 7            **City of Wolverhampton SACRE Annual Report 2021 - 2022** (Pages 9 - 20)  
[To approve the City of Wolverhampton SACRE Annual Report 2021 – 2022 to include a review of the 2021 – 2022 Action Plan and Action Plan for 2022 – 2023.]
- 8            **Finance**  
[To consider and agree financial matters in respect of City of Wolverhampton SACRE.]
  - 8a          **Annual Service Level Agreements (SLAs)**  
  
[To retrospectively approve SLAs for 2021 – 2022.]
  - 8b          **Westhill Update**  
  
[To receive an update on and approve payment for Westhill activities.]
  - 8c          **RE Today Invoices**  
  
[To agree payment for RE Today work undertaken in the 2021 – 2022 financial year.]
- 9            **Report from Religious Education (RE) Today** (Pages 21 - 26)  
[To receive an update report from RE Today.]

- 10      **RE Report Card** (Pages 27 - 32)  
[Discussion item on the review of the performance of Religious Education.]
- 11      **Secondary RE Network Trial**  
[To receive an update on the Secondary Network Trial.]
- 12      **Use of the Locally Agreed Syllabus (LAS)**  
[Discussion around Multi Academy Trusts where non-Wolverhampton schools wish to use the LAS and Scheme of Work.]
- 13      **Support for Special School RE Leads**  
[To receive an update on support for RE leads in Special School settings.]
- 14      **Ofsted Findings During the Last Quarter**  
[To receive an update on Ofsted findings during the last quarter.]
- 15      **Statutory Inspection of Anglican and Methodist Schools (SIAMS) and Inspection 48 Findings During the Last Quarter**  
[To receive an update on findings from SIAMS and Inspection 48 Visits.]
- 16      **Dates of further meetings**
  - 9 March 2023
  - May 2023 – TBC
- 17      **Any other business**

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 <p style="font-size: small; margin: 0;">CITY OF WOLVERHAMPTON STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION</p>	<h2 style="margin: 0;">City of Wolverhampton SACRE</h2> <h3 style="margin: 0;">Minutes - 7 October 2021</h3>
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## Attendance

### Members of the City of Wolverhampton SACRE

Martin Gomberg (Chair)	Representative of the Jewish Community
Tanya Athwal	Representative of Teachers' Professional Association
Ourmala Devi	Uplands Junior School Representative
Councillor Dr Michael Hardacre	Cabinet Member for Education and Skills
Laura Jude	Representative of CWC
Maggie Keeley	NASUWT Representative
Alison Smith	Representative of the Church of England

### In Attendance

Lat Blaylock	RE Today
Shelley Humphries	Democratic Services Officer
Janine Wright	Prospective Member of Wolverhampton SACRE

## Part 1 – items open to the press and public

*Item No.*    *Title*

**1        Welcome and Introductions**

**2        Election of Chair and Vice-Chair**

Members of Wolverhampton SACRE were invited to elect a new Chair and Vice Chair of Wolverhampton SACRE.

Following nominations and elections, it was agreed that Martin Gomberg, Representative of the Jewish Community and Councillor Dr Michael Hardacre, representative of the Local Authority be elected as Chair and Vice Chair respectively. All members of Wolverhampton SACRE present agreed to these elections. It was also agreed that Janine Wright be welcomed to the membership.

Resolved:

1. That Martin Gomberg be appointed as Chair of Wolverhampton SACRE.
2. That Councillor Dr Michael Hardacre be appointed as Vice-Chair of Wolverhampton SACRE.
3. That Janine Wright be appointed as a member of Wolverhampton SACRE.

**3        Apologies**

Apologies were received from Wolverhampton SACRE member Daniel Lee.

Apologies were also received from Phil Leivers.

4 **Minutes of the previous meeting**

Resolved:

That the minutes of the meetings of 11 March 2021 and 15 July 2021 be approved as a correct record.

5 **Matters Arising**

There were no matters arising from the minutes of the previous meeting.

6 **Report from Religious Education (RE) Today**

Lat Blaylock, RE Today presented the report from RE Today and highlighted salient points. The report provided an update on RE related matters over the past few months.

Particular attention was drawn to RE public examinations. GCSE entries had been falling therefore a National Plan to address this had been called for by the Religious Education Council of England and Wales and the National Association of Teachers of RE. SACRE members were invited to consider how this compared in this LA and how this could be addressed. There had been however an increase in students opting to study RE at A level which had been encouraging.

Also noted were events such as Interfaith Week, taking place from 14 -21 November; Holocaust Memorial Day on 27 January 2022 and the annual NATRE Spirited Arts creative competition.

Laura Jude reported that there were new communication platforms for teachers which were being used to share bulletins, resources, etc. It was agreed that the RE report be circulated using this channel.

Resolved:

1. That the Report from Religious Education (RE) Today be received.
2. That RE Today report be circulated to teachers in the City.

7 **Review of City of Wolverhampton SACRE Action Plan 2020 - 2021**

Laura Jude, Representative of City of Wolverhampton Council presented the Review of City of Wolverhampton SACRE Action Plan 2020 – 2021 and highlighted salient points. The report set out progress over the last year and the status of each objective.

The two key areas highlighted were SACRE vacancies and continuing professional development audit. Steps were being taken to fill the vacancies and details of the NASACRE audit would be provided in due course.

The report was commended as a good reflection of a busy year despite the restrictions imposed by COVID-19.

Resolved:

1. That the Review of City of Wolverhampton SACRE Action Plan 2020 – 2021 be approved.
2. That outcomes from the NASACRE audit would be shared with SACRE members.

8 **City of Wolverhampton SACRE Annual Report 2020 - 2021**

Laura Jude, Representative of City of Wolverhampton Council presented the City of Wolverhampton SACRE Annual Report 2020 – 2021 and highlighted salient points. The report provided a summary of work undertaken by SACRE over 2020 – 2021 and included the Action Plan for 2021 – 2022 which outlined priorities for the coming year.

Particular attention was drawn to the successful delivery of continued professional development (CPD) for teachers and thanks were extended to Lat Blaylock, RE Today for his ongoing support in this.

City of Wolverhampton SACRE members offered feedback on further support they would like to see. It was noted that there were ongoing challenges for primary teachers and support was needed in strengthening subject knowledge. It was reported that only five hours was typically devoted to RE in teacher training and many teachers had felt this was insufficient. There were similar challenges reported in secondary schools and it was also felt that more lessons could be dedicated to applying learning in RE in the context of the wider world view.

Resolved:

1. That the progress detailed within City of Wolverhampton SACRE Annual Report 2020 – 2021 be approved.
2. That the priorities set out in the SACRE Action Plan for academic year 2021 – 2022 be approved.
3. That the feedback on CPD be noted.

9 **NASACRE Virtual Training Offer**

Laura Jude, Representative of City of Wolverhampton Council provided a verbal update on the virtual training offer provided by NASACRE, further details of which had been circulated to members prior to the meeting. It was reported that sessions were now being recorded to make them easily accessible at any time. As NASACRE members, it was noted that Wolverhampton SACRE members had full access to all online training opportunities and were encouraged to take these up wherever possible.

Resolved:

That the NASACRE Virtual Training Offer update be noted.

10 **Westhill Project Update**

Laura Jude, Representative of City of Wolverhampton Council provided a verbal update on the progress of the Westhill Project.

It was reported that the bid for funding had been successful, the project planning was in the final stages and awaiting final internal sign-off. Officers had been engaging with secondary schools to gain an understanding of what was currently being taught and what they hoped to achieve with the project.

It was reported that there was one place remaining if another secondary school wished to participate.

Resolved:

That the Westhill Project Update be received.

11 **Ofsted Findings During the Last Quarter**

Laura Jude, Representative of City of Wolverhampton Council reported that there had been some recent inspections however there had not yet been a substantial RE update available.

Resolved:

That the update on Ofsted Findings During the Last Quarter be received.

12 **Statutory Inspection of Anglican and Methodist Schools (SIAMS) and Inspection 48 Findings During the Last Quarter**

Laura Jude, Representative of City of Wolverhampton Council reported that there were some SIAMS inspections due and outcomes would likely be ready for the next meeting of SACRE.

Resolved:

That the update on Statutory Inspection of Anglican and Methodist Schools (SIAMS) and Inspection 48 Findings During the Last Quarter be received.

13 **Any other business**

There was no other business.

14 **Dates of further meetings**

- 10 March 2022
- 19 May 2022





# City of Wolverhampton SACRE

## Minutes - 28 April 2022

### Attendance

#### Members of the City of Wolverhampton SACRE

Martin Gomberg (Chair)	Representative of the Jewish Faith
Councillor Dr Michael Hardacre	Cabinet Member for Education and Skills
Phil Leivers	Representative of City of Wolverhampton Council
Alison Smith	Representative of the Church of England

#### In Attendance

Lat Blaylock	RE Today
Shelley Humphries	Democratic Services Officer

*Item No.*     *Title*

#### 1     **Welcome and Introductions**

The meeting opened with welcome and a statement from Councillor Dr Michael Hardacre who reported he would be exiting the role of Cabinet Member for Education, Skills and Work in the new municipal year to become Deputy Mayor. He stated how enjoyable being a member of City of Wolverhampton SACRE had been and commended the Committee's effectiveness and thoughtfulness in carrying out its activities. Thanks were extended to the Chair and Lat Blaylock for their contributions and support.

It was acknowledged that the meeting was not quorate and it was agreed to proceed on an informal basis with any agreed actions being ratified at the next quorate meeting.

Resolved:

That the meeting proceed on an informal basis with any agreed actions being ratified at the next quorate meeting.

#### 2     **Apologies**

Apologies were received from Aman Rai, Janine Wright and Laura Jude.

Apologies were also received from Emma Bennett.

#### 3     **Minutes of the previous meeting**

Resolved:

That the minutes of the meeting of 7 October 2021 be approved subject to ratification at the next quorate meeting.

#### 4     **Matters Arising**

There were no matters arising from the minutes of the meeting of 7 October 2021.

## 5 **Report from Religious Education (RE) Today**

Lat Blaylock, RE Today presented the report from Religious Education (RE) Today and highlighted key points.

Attention was drawn to the collating of Ofsted reports which refer specifically to RE and a summary was provided of the 11 common themes emerging. Links had been provided in the report for further reading.

It was raised that following research into the provision of government support for subject specific projects, there had been no funding allocated from the Department for Education (DfE) for religious education. It was reported that RE Today had been lobbying government to rectify this. Councillor Dr Michael Hardacre agreed to endorse and sign a letter drafted by Lat on behalf of Wolverhampton SACRE to local Members of Parliament and the Secretary of State to support this effort.

The NASACRE Conference was highlighted and it was reported that it was being held in person this year. It was suggested that a member of SACRE might like to attend as it would be hugely beneficial. Phil Leivers offered to attend as a representative of the Local Authority and SACRE members were encouraged to attend. It was confirmed that there was funding available to cover this and if the SACRE member happened to be a teacher, costs could be covered. An email would be circulated to the SACRE membership to offer the opportunity to attend.

Other items highlighted were the NATRE Spiritual Arts 2022 competition and themes, the RE:ONLINE writing competition as well and a series of links to training opportunities and free resources.

It was raised that a tailored version of the RE Today Report could be cascaded as a newsletter to subject leaders in schools. In response to a query, it was confirmed all information would be shared in RE Network Meetings.

Resolved:

1. That a letter endorsed by Councillor Dr Michael Hardacre be sent to local Members of Parliament and the Secretary of State to lobby for support in funding for RE in schools.
2. That an email be circulated to SACRE membership to encourage attendance at the NASACRE conference.
3. That a tailored version of the RE Today Report be circulated as a newsletter to subject leaders in schools

## 6 **Westhill Project Update**

Lat Blaylock, RE Today and Phil Leivers, Representative of City of Wolverhampton Council provided a verbal update on the progress of the Westhill Project. Phil Leivers reported that two conferences to involve pupils and teachers had been set up, the first being scheduled for secondary schools on 26 May 2022 and the second (yet to be announced) for primary schools.

Lat Blaylock recapped the bid which had successfully secured £4,500 for an RE-based project, the theme for which had been chosen by Wolverhampton schools as using values in RE to reduce prejudice and racism. Lockdown restrictions had caused some difficulties due to inability to engage in consultation in person, however the project was progressing well.

It was reported that the number of schools currently booked to attend was lower than the number that had expressed an interest, however Phil Leivers reported that efforts were being made to encourage attendance. It was hoped that there would be representation from a wide range of faiths and non-religious world views which would be valuable to informing the report required by Westhill for the next phase of the project.

Lat Blaylock offered to contact RE heads in secondary schools as well to offer places at the conference and also suggested increasing the number of places available for schools already booked on.

Resolved:

That the Westhill Project Update be received.

**7 Ofsted Findings During the Last Quarter**

Phil Leivers, Representative of City of Wolverhampton Council delivered the presentation outlining an update on the outcomes of Ofsted visits since the last meeting in October 2022. The schools that had been inspected had all received a rating of 'good' which for some was an improvement on the last inspection and for others a stable result. It was noted that St Stephen's CE and Goldthorne Primary's inspections had been the first since transforming into academies as had Ormiston SWB Academy and Ormiston NEW Academy. It was highlighted that the latter two had made a marked improvement since the last inspection and Councillor Dr Michael Hardacre had written to both.

It was noted that only Claregate Primary School and Ormiston SWB Academy had been subject to a deep dive into RE provision and there was only one comment made specific to RE recorded for Claregate Primary School, although it spoke positively of the teaching approach. Although there had not been many undertaken, the Council were still providing schools with support in preparation for deep dive exercises.

Resolved:

That the Ofsted Findings During the Last Quarter be noted.

**8 Statutory Inspection of Anglican and Methodist Schools (SIAMS) and Inspection 48 Findings During the Last Quarter**

There had been no visits made since the last meeting of City of Wolverhampton SACRE.

**9 Dates of further meetings**

It was confirmed that meetings would still be held at 6.00 pm in the evening and the next scheduled dates were:

- 16 June 2022
- 6 October 2022
- 9 March 2023

**10 Any other business**

The Chair extended his thanks to Councillor Dr Michael Hardacre on behalf of Wolverhampton SACRE for his contributions and wished him well before closing the meeting.

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# Wolverhampton SACRE Annual Report 2021-2022



Report produced by Laura Jude

## 1.0 Introduction

### 1.1 Table of contents

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### 1.2 Words from the Chair of SACRE

In the last academic year we have focussed particularly on support for teachers. Notable among this work is the review and launch of our highly successful scheme of work which was a valued addition to our last Locally Agreed Syllabus (LAS). A further success in this area is that in the 2021-2022 academic year SACRE, in partnership with City of Wolverhampton Council provided more training and development opportunities than ever before for our schools, supporting them as they continue to implement our current LAS.

We have also launched our successful '*Multifaith approaches to diversity and racial equality*' project which has been funded by a grant from Westhill. Our first conference in May 2022 saw pupils from secondary schools across the city come together to create resources and consider the importance of equality and diversity in both religious life and wider society. We look forward to both continuing and extending this work in 2022-2023.

### 1.3 Overview of SACRE activity for 2021-2022

#### Membership of Wolverhampton SACRE

##### PANEL A

###### Body

Baptist Representative  
Methodist Representative  
Roman Catholic Representative  
Buddhist Representative  
United Reformed Representative  
Pentecostal Representative  
Hindi Representative  
Sikh Representative  
Jewish Representative  
Islam Representative

###### Nominee

VACANCY  
VACANCY  
VACANCY  
Ven Bante Tejwant  
Rebecca Wood  
VACANCY  
VACANCY  
Jaswinder Singh Chaggar  
Martin Gomberg (Chair)  
Akeel Ahmed

##### Panel B

###### Body

Church of England Representative  
Church of England Representative  
Church of England Representative

###### Nominee

VACANCY  
Alison Smith  
Janine Wright

##### Panel C

###### Body

NEU  
NEU  
NAHT  
NASUWT  
Teachers' Professional Association

###### Nominee

Kay Cresswell-Green  
VACANCY  
VACANCY  
VACANCY  
Tanya Athwal

##### Panel D

###### Body

Wolverhampton City Council

###### Elected member

###### Nominee

Laura Jude  
Cllr Chris Burden,  
Cabinet Member for Education and Skills

###### Co-options

###### Representing:

Uplands Junior School

###### Nominee

Ourmala Devi

###### Clerk:

Shelley Humphries

(Democratic Services – Non-member)

SACRE met twice in the 2021-2022 academic year. Details of the priorities worked on during the year can be found in Appendix 1, a review of our 2021-2022 action plan.

Appendix 2 demonstrates how new and continued priorities will be moved forward for the 2022-2023 academic year.

## **1.4 Executive summary**

SACRE's foci for 2021-2022 have centred around supporting schools and RE teachers to implement the LAS as effectively as possible. This has been achieved through a growing CPD and training offer for schools.

2022-2023's work will build on previous successes around teaching training and support for teachers. Continuing foci, such as recruiting to SACRE membership, will be prioritised.

## **2.0 Statutory RE in Wolverhampton**

### **2.1 The Wolverhampton Locally Agreed Syllabus in schools**

The initial implementation phase for the new LAS (one year) ended in September 2021. During this time SACRE, working with the LA provided two launch events for schools. The first focussed on the intent of the LAS and the second focussed on implementation of the LAS. Both were well received by schools of all types and phases.

In addition, SACRE funded further training for schools by type and phase (primary, secondary and special school) to strengthen support for teachers in delivering the LAS effectively.

The following mechanisms have been introduced to improve communication and support for RE teachers:

- A termly RE update in the City of Wolverhampton Council Education Provider Bulletin. This update is sent to all education settings in the city
- An RE teacher mailing list
- A new to RE package (launched October 2022)
- Termly community of practice meetings (launched October 2022)

Academies have been actively encouraged to engage with training and to utilise the LAS. Both have been accessible to academies through public access to our LAS and funded teacher training. In addition, our optional scheme of work has also been made available to academies.

Wolverhampton SACRE have continued to work to support secondary schools to provide high quality RE which facilitates into examined RE such as GCSE pathways. To support our secondary schools SACRE have funded the creation of new units of work for Key Stage 3 which, alongside the LAS support schools in providing a solid foundation for GCSE study. These new units have been



received positively by schools and are currently being used by both maintained schools and academies.

## **2.2 Monitoring the Locally Agreed Syllabus**

Predominantly, the LAS has been monitored through communication with and training for schools. In 2021-2022 new mechanisms were put in place to collect this information on a continuous cycle. For example by:

- Seeking feedback through surveys
- Seeking verbal feedback at training events
- Discussions with individual schools

## **2.3 Standards and monitoring of RE in schools**

RE in schools is monitored through the following mechanisms

- Feedback from the RE network
- Regular self-report surveys by schools
- Updates to SACRE about recent Ofsted, SIAMS and Section 48 inspections
- Headline findings from LA school reviews where relevant to RE

In 2022 there were 864 entries for GCSE RE across the LA. 70.8% of pupils entered achieved a grade between 9 and 4. 56.9% of pupils entered achieved a grade between 9 and 5. In the same year there were 50 entries for A Level RE. 72% of those entered achieved a grade C or above with 26% achieving a grade A\* or A<sup>1</sup>.

## **2.4 RE Quality Mark (REQM) awards**

There have been no applications for REQM awards and none have been received during this time period.

## **2.5 Teacher training and advice for schools**

SACRE support a range of training opportunities for schools, as detailed below:

- Teachers of RE in Wolverhampton have access to a termly RE network. This is a forum for sharing good practice, discussing any challenges in implementing the locally agreed syllabus and seek advice from RE specialists. The network is organised by City of Wolverhampton Council and facilitation by an RE consultant is funded by SACRE
- Working party groups
- Presentations to senior leaders

Advice is available to schools through:

- Online drop-in sessions run by LA advisors

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<sup>1</sup> Figures published here are provisional.

- Consultancy time funded by SACRE. For example, at the end of RE network sessions
- LA school reviews
- By email to/from the LA officer for SACRE

## **2.6 Withdrawals and complaints**

There have been no withdrawals or complaints within this period.

## **2.7 Advice to the LA**

There has been no advice to the LA issued by SACRE during this period.

## **3.0 Collective Worship**

### **3.1 Monitoring**

Collective worship is monitored in the following ways:

- Presentation of Ofsted, SIAMS and Section 48 findings for Wolverhampton schools at every SACRE meeting
- Feedback from LA School Improvement reviews where relevant.

### **3.2 Determinations**

There have been no applications for determination within this period.

## **4.0 Additional information**

### **4.1 List of groups and agencies this report has been presented to:**

- Wolverhampton SACRE
- Department for Education
- NASACRE
- City of Wolverhampton Council Education Leadership Team
- A copy of this report and associated action plan for 2022-2023 will be made public on the [Wolverhampton SACRE mod.gov webpage](#)

### **4.2 List of acronyms and abbreviations**

**CPD** – Continuing Professional Development

**LA** – Local Authority

**LAS** – Locally Agreed Syllabus

**NASACRE** – National Association of SACREs

**RE** – Religious Education

**REQM** – Religious Education Quality Mark

**SACRE** – Standing Advisory Council for Religious Education

#### **4.3 List of appendices**

Appendix 1: Review of Wolverhampton SACRE 2021-2022 Action Plan

Appendix 2: Wolverhampton SACRE 2022-2023 Action Plan

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Objective	Key details	Delivery date	Milestones			Lead	Cost estimate
			Autumn	Spring	Summer		
<b>A. Increase membership and participation of SACRE</b>	<p>1. Ensure that all vacancies are filled</p> <p>2. Explore ways to make participation at SACRE meetings easier for members as we return to face to face provision</p>	Ongoing	Advertise vacancies for new academic year	85% membership	Full membership	SACRE/CWC	Nil
<b>B. Continued development for SACRE members</b>	<p>1. CPD audit</p> <p>2. Robust and responsive CPD offer for SACRE members</p>	Ongoing	Completed CPD audit for SACRE members	CPD offer for 2021-2022 in place	<p>CPD audit 2 evidences that more CPD has taken place</p> <p>CPD offer for 2022 - 2023 in place</p>	SACRE/CWC	TBC dependent outcome of audit
<b>C. Support and monitor the implementation of the new Locally Agreed Syllabus</b>	<p>1. Provide support and CPD for schools as they implement The new Locally Agreed Syllabus</p> <p>2. Provide regular opportunities for feedback from teachers</p>	Ongoing	<p>Implementation launch event</p> <p>RE Network</p> <p>Ongoing: Regular communication with schools via the Bulletin</p>	<p>RE Network</p> <p>Ongoing: Regular communication with schools via the Bulletin</p>	<p>RE Network</p> <p>Ongoing: Regular communication with schools via the Bulletin</p>	SACRE/CWC/RE Today consultancy	Cost within Service Level Agreement between Wolverhampton SACRE and RE Today for 2021-2022
<b>D. Begin the review of the Scheme of Work that accompany the LAS</b>	<p>1. Revise scheme of work</p> <p>2. Gather feedback from teachers to support revisions</p>	Ongoing into 2021-2022	<p>First draft revisions complete</p> <p>Working party groups established - primary, secondary and SEND</p>	Schemes revised following working party feedback	Implementation feedback from schools collected	SACRE/CWC/RE Today consultancy	Cost within Service Level Agreement between Wolverhampton SACRE And RE Today for 2021-2022

E. Improve CPD opportunities for teachers, particularly secondary practitioners and non-specialists	1. Offer a broader range of CPD and training for teachers 2. Improve communication with teachers of RE	Ongoing	Working party groups RE Network Opportunities through Westhill project Termly SACRE update via Bulletin	RE Network Opportunities through Westhill project Termly SACRE update via Bulletin	Annual CPD evaluation and audit (online survey) Termly SACRE update via Bulletin	SACRE/CWC RE Today consultancy	Cost within Service Level Agreement between Wolverhampton SACRE and RE Today 2021-2022
F. Westhill Project	1. Undertake the planned project with schools	October 2021 – December 2022	Planning phase complete	First impact report provided	Second impact report provided	SACRE/CWC	Nil – funded through grant

**KEY**

**Green** = objective achieved

**Yellow** = objective partially achieved

**Red** = objective not achieved

Objective	Key details	Delivery date	Milestones			Lead	Cost estimate
			Autumn	Spring	Summer		
<b>A. Increase membership and participation of SACRE</b>	1.Ensure that all vacancies are filled 2.Review the changes to meeting arrangements put in place in October 2022, seeking feedback from SACRE members 3. Continue to monitor participation in SACRE meetings termly	Ongoing	Advertise vacancies for new academic year	85% membership	Full membership	SACRE/ CWC	Nil
<b>B. Continued development for SACRE members</b>	1.CPD audit 2.Robust and responsive CPD offer for SACRE members	Ongoing	Develop CPD audit	Member CPD offer for 2022-2023 in place	CPD audit 2 evidences an increase in CPD  Draft CPD offer for 2023-2024 in place	SACRE/CWC	TBC dependent on outcome of audit
<b>C. Continue to support and monitor the implementation of the new Locally Agreed Syllabus</b>	1.Provide support and CPD any new RE leaders as they implement the new Locally Agreed Syllabus 2.Provide regular opportunities for feedback from teachers	Ongoing	RE Network Launch 'new to RE in Wolverhampton' support package Autumn community of practice meetings  Ongoing: Regular communication with schools via the RE mailing list and Bulletin	RE Network New to RE 2 Communities of Practice 2  Ongoing: Regular communication with schools via the RE mailing list and Bulletin	RE Network New to RE 3 Communities of Practice 3  Ongoing: Regular communication with schools via the RE mailing list and Bulletin	SACRE/CWC/RE Today consultancy	Cost within Service Level Agreement between Wolverhampton SACRE and RE Today for 2021-2022-23
<b>D. Continue to strengthen the CPD offer to schools</b>	1.Offer a broader range of CPD and training for teachers specifically special school colleagues 2. Maintain improved communication with teachers of RE 3.Launch communities of practice	Ongoing	RE Network Opportunities through Westhill project CPD opportunities for schools Termly SACRE update via Bulletin/ mailing list	RE Network Opportunities through Westhill project Termly SACRE update via Bulletin	Annual CPD evaluation and audit (online survey) Termly SACRE update via Bulletin	SACRE/CWC RE Today consultancy	Cost within Service Level Agreement between Wolverhampton SACRE and RE Today 2021-2022/23

E. Westhill Project	1.Undertake the planned project with schools	October 2021 – December 2022	Planning phase 2 complete	Evaluation with schools	Final impact report provided	SACRE/CWC	Nil – funded through grant
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KEY

**Green** = objective achieved

**Yellow** = objective partially achieved

**Red** = objective not achieved



## National news update Autumn 2022 From RE Today Services and your local SACRE

SACRE is pleased to send you this digest of national RE news from our work and meetings this term. Live links enable you to click on many of the items for get further detailed information. Best wishes in all your valued RE work this term.

### A Muslim reflects on the Queue

Former journalist, now head of RE in Birmingham, Waqar Ahmedi reflects on the experience of being in the queue during the Queen's lying in state.

[www.reviewofreligions.org/39865/the-queen-the-queue-and-the-quran/](http://www.reviewofreligions.org/39865/the-queen-the-queue-and-the-quran/)

### A level Religious Studies numbers drop for first time in 20 years

After two decades of growth, numbers of students taking an A level in RS dropped by 2.7% in 2021. The National Association of Teachers of RE (NATRE) and the Religious Education Council of England and Wales (REC) have warned this period of growth is now under threat after a five-year funding gap that has impacted current and future young people taking the subject.

[www.natre.org.uk/news/latest-news/a-level-religious-studies-results-prompt-call-for-government-support/](http://www.natre.org.uk/news/latest-news/a-level-religious-studies-results-prompt-call-for-government-support/)

This comes as research demonstrates that, in state schools in England, RS A level is one of the most likely subjects to be taken by disadvantaged students (fourth after sociology, psychology and English Lit), and that it is more accessible to students with lower prior attainment than many (11<sup>th</sup> out of 31). See <https://ffteducationdatalab.org.uk/2022/04/do-disadvantaged-students-choose-different-subjects-from-their-peers-at-key-stage-5/> and [www.natre.org.uk/news/latest-news/](http://www.natre.org.uk/news/latest-news/)

### GCSE RS numbers

- The number of students in England and Wales taking a GCSE course in Religious Studies GCSE has risen to 253,225, an increase of 0.6% from last year.
- The increase was largely driven by a surprise rise in the short course in England, up 16.5% from 15,672 to 18,257.
- In Wales, amid an overall 5% drop in pupils taking GCSEs, the number of entries to RS courses fell by 11%.

The strong entry results in England saw the Religious Education Council of England and Wales (REC) and the National Association of Teachers of RE (NATRE) reiterate their call for a National Plan for the subject. They warn that an ongoing funding crisis and lack of a specialist teacher recruitment strategy now seriously threatens the provision of high-quality learning for the quarter of a million students who take the subject annually.

Joining the call for a National Plan was Lord Karan Bilimoria, CBE, DL, Vice President of the Confederation of British Industry (CBI) and Chancellor of the University of Birmingham who pointed to the number of disadvantaged students going on to take the subject at A level. A study in April (see above) found they were twice as likely to take the subject than their peers, favouring it over history and geography:

"When it comes to levelling up education, the latest data shows that giving more support to religious education students at GCSE is an easy win. If RS is the humanity that

disadvantaged young people are most likely to take, then backing this up with a properly funded National Plan is a must. The subject will provide those young people with the crucial skills of analysis, curiosity and intellectual confidence as part of a broad, balanced education and give them a headstart in the global workplace."

[www.natre.org.uk/news/latest-news/take-action-on-re-say-leading-politicians-as-more-students-take-the-subject-at-gcse/](http://www.natre.org.uk/news/latest-news/take-action-on-re-say-leading-politicians-as-more-students-take-the-subject-at-gcse/)

## RE report card 2022

The reactions to the above information on examination numbers draw on the report cards mentioned in previous news updates. The RE Policy Unit from the RE Council has gathered together data on RE from the last five years and written a report card on the state of RE. There is some excellent news (such as how schools with higher rates of GCSE RS entry get higher Attainment 8 scores!) but far too much bad news (34% of academies report no timetabled RE).

The full set can be found here: [www.rethinkre.org/re-report-card](http://www.rethinkre.org/re-report-card)

Can you alert local MPs to the information here, with particular reference to the lack of Government funding given to the subject in the last 5 years (see graphic on the right). How else can we use the data?



## Online responses to the state of RE:

Kate Penfold Attride, primary DHT, makes the case for RE

- [www.theheadteacher.com/attainment-and-assessment/teaching-practice/making-the-case-for-stronger-re-lessons-in-the-primary-curriculum](http://www.theheadteacher.com/attainment-and-assessment/teaching-practice/making-the-case-for-stronger-re-lessons-in-the-primary-curriculum)

Imam Sabeh Ahmedi urges a rich RE curriculum:

- <https://schoolsweek.co.uk/poor-or-no-re-is-a-gaping-hole-in-the-curriculum/>

## Regional RE Hub leads in place and ready to go!

Under the leadership of Claire Clinton, Lead Director, a fantastic team of Regional Leads will be supporting 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 to local and regional professional development and research, and to enable teachers to teach 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/](http://www.natre.org.uk/news/latest-news/the-regional-re-hubs-team-is-ready-to-go/)

## Culham St Gabriel's 'In conversation' series

Three conversations are programmed for the autumn:

- 21 Nov: Understanding understanding! What do we mean by understanding? (Prof Trevor Cooling and Dr Kate Christopher)
- 19 Dec: Conceptualising religion and worldviews for the school (Dr Kevin O'Grady)

Details and booking info here: [www.cstg.org.uk/activities/events/in-conversation/](http://www.cstg.org.uk/activities/events/in-conversation/)

Extensive back catalogue here: [www.reonline.org.uk/research/in-conversation/](http://www.reonline.org.uk/research/in-conversation/)

## 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](#)

## NATRE's annual Strictly RE conference returns on 28-29<sup>th</sup> January 2024

Taking place online for the third year, the conference themes explore: **depth, diversity and Abrahamic worldviews**

*Before the weekend:* 13 weekday seminars

*On the weekend:* 3 keynotes, 21 workshops, seven virtual staffrooms

Workshops include:

- Thinking out loud- joining the dots to help children think more critically (Primary)
- Introducing Philosophy and Philosophers to the Primary Classroom (Primary)
- Dharmic Lenses on the Climate Crisis (Secondary)
- Creating a core RE Programme for KS4 (Secondary)
- Interfaith conversations - exploring creative projects that deepen pupils' understanding in RE (Crossphase)
- Special RE (Crossphase)
- Championing and advocating for RE with parents (for SLT's)

Pay for the weekend, get access to recordings and downloads for ALL sessions!

Details and booking info, including Early Bird deals before 31 Oct...

[www.natre.org.uk/courses-events/strictlyRE-2023/](http://www.natre.org.uk/courses-events/strictlyRE-2023/)

## NATRE Spirited Arts 2023 – six new themes announced

Will schools from our area join hundreds of schools from around the world taking part in this year's Spirited Arts competition? Entries are welcomed in (almost!) any art form pupils can think of. Winning entries will provide a good response to one of the 6 themes, and judges will be asking is it original? Is it well-crafted? And (most importantly!) is it excellent RE?

The 6 themes

1. “We have more in common than that which divides us.”
2. Green faith, green future? [‘God’s good earth?’]
3. Where is God today?
4. Faith in action, values in action.
5. Sacred space and holy buildings
- 6 Animals and religion

Find out more details here [www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/](http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/)

2022 results will soon be available on the NATRE website

## Visits, videos and other resources for the classroom

### Birmingham faith visits

The Arts Society Birmingham has worked with six faith communities to provide guidance and materials on six places of worship. Teachers can find a 4-page booklet, three videos introducing the building and community, and a related quiz for each place of worship.

Supported by a generous grant from Westhill Endowment Trust, The Arts Society Birmingham has collaborated with six different places of worship, Birmingham Faith Leaders and other organisations to produce resources designed to enhance a school visit, or to support a virtual visit, to a place of worship for children 8 to 13 years.

Actual visits to the places of worship may be arranged by contacting them directly. Contact details are provided on the Illustrated Guides.

<https://birmingham-faith-visits.theartssociety.org/>

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

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

Date – All Mondays 4.00-5.30pm	Topic
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/VupG50KG3cP>

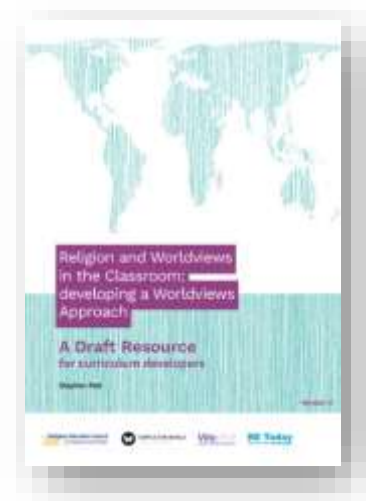
## Draft Resource for Religion and Worldviews in the Classroom

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

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

Sections include:

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



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

You can download copies of here: [www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/](http://www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/)

SACRE Consultant Lat Blaylock [lat@retoday.org.uk](mailto:lat@retoday.org.uk)

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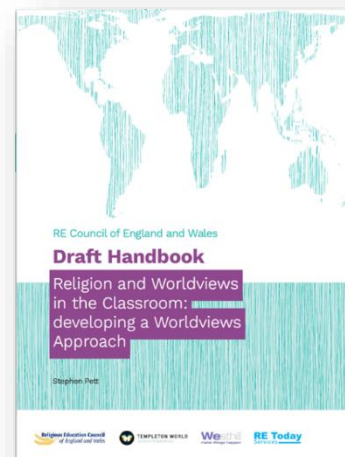
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- Applying disciplinary methods
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- How to use the NSE to develop questions and construct units of work
- Making good progress: three models



The Draft Handbook is primarily written to inform three Framework Development Teams, who will work over the next 18 months to apply the NSE and the Handbook guidance to their own contexts. During this process, the Draft Handbook will be tested and revised as necessary, before the publication of a final Handbook, three example frameworks, sample units of work and pupil responses, in 2024.

You can download copies of the Draft Handbook here:

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

This is a next step towards a worldviews approach in our subject. How might SACRE consider this and its implications for our local syllabus?

## RE report card 2022

The RE Policy Unit from the RE Council has gathered together data on RE from the last five years and written a report card on the state of RE. There is some excellent news (such as how schools with higher rates of GCSE RS entry get higher Attainment 8 scores!) but far too much bad news (34% of academies report no timetabled RE).

Below are two of the cards. The full set can be found here:

[www.rethinkre.org/re-report-card](http://www.rethinkre.org/re-report-card)

How can SACRE respond? One way is to alert local MPs to the information here, with particular reference to the lack of Government funding given to the subject in the last 5 years (see graphic on the right). How else can we use the data?



# A REVIEW OF THE PERFORMANCE OF RELIGIOUS EDUCATION



**VALUE**  
OF THE QUALIFICATION

IN THE LAST DECADE THE NUMBER OF PUPILS IN ENGLAND ENTERING A FULL GCSE RS COURSE INCREASED BY **29.7%**



**49.5%**  
INCREASE IN A-LEVEL ENTRIES FOR RS  
SINCE 2003  
BEATING GEOGRAPHY, LAW AND HISTORY\*

“RE IN PRIMARY AND SECONDARY SCHOOLS ENABLES PUPILS TO TAKE THEIR PLACE WITHIN A DIVERSE MULTI-RELIGIOUS AND MULTI-SECULAR SOCIETY. AT ITS BEST, IT IS INTELLECTUALLY CHALLENGING AND PERSONALLY ENRICHING.”  
OFSTED RE RESEARCH REVIEW MAY 2021

HIGHER ATTAINMENT **8 SCORES ON AVERAGE** IN SCHOOLS WITH HIGHER RATES OF ENTRY FOR GCSE RS\*

95% of teachers say that the subject is more or equally relevant than ten years ago\*

ACADEMICALLY RIGOROUS AND CHALLENGING, RE STUDENTS GO ON TO STUDY AT THE UK'S TOP UNIVERSITIES AND ENTER CAREERS IN LAW, MEDICINE, POLITICS AND JOURNALISM\*



School and government performance on RE is failing a record number of students, says landmark data review.

More comment here:

[www.natre.org.uk/news/latest-news/school-and-government-performance-on-religious-education-failing-record-number-of-students-says-landmark-data-review/](http://www.natre.org.uk/news/latest-news/school-and-government-performance-on-religious-education-failing-record-number-of-students-says-landmark-data-review/)

## SCHOOL PERFORMANCE

Time spent on the subject is **improving in some areas:**  
**OVER 95%** of primary teachers report time spent on teaching RE has increased or stayed the same  
**46%** of academies without a religious character have reported an increase in time to teach RE\*

**Ofsted** The 2021 Ofsted Research Review identified barriers to high-quality RE teaching in schools including:\*

Insufficient time to teach an ambitious RE curriculum

A lack of a 'scholarly approach'

Insufficient professional development for teachers of RE

Some teachers embedding unhelpful misconceptions

Gaps in teacher subject knowledge

However, **too many schools are breaking the law** by not teaching RE

**34%** of academies report no timetabled RE\*

Around **500** secondary schools still report **zero hours** of RE provision in Year 11\*\*

RE also continues to be neglected on the school timetable in favour of EBacc subjects: **On average 5 hours** of RE are allocated to each 'teacher of RE' at Key Stage 3 as opposed to **7** for history\*\*



SCHOOLS MUST DO MORE TO ENSURE THEY PROVIDE THE RIGHT AMOUNT OF HIGH-QUALITY RE PROVISION FOR ALL STUDENTS ACROSS THE YEAR GROUPS





## NATRE's annual primary survey 2022 – let schools have their say!

NATRE is conducting this survey to obtain information about the current state of RE in all types of schools for Primary age children so that it can continue to support the teacher in the classroom by raising awareness of the impact of government policy on RE.

NATRE is asking for schools to take a few minutes to answer as many of the questions as they can. It is offering a 'thank you' to schools for completing the survey: they will receive £5 off RE Today publications, training or NATRE membership, *and* enter schools into a free prize draw, for a chance to win a FREE platinum NATRE membership for one year!

NATRE will treat responses with complete and absolute confidentiality; no schools or teachers will be identified in any use NATRE makes of the information provided.

Complete the survey here: [www.surveymonkey.co.uk/r/NATREprimarysurvey2022](http://www.surveymonkey.co.uk/r/NATREprimarysurvey2022)

How can SACRE encourage schools to fill in the survey? This kind of data is so useful when lobbying the government for support for our subject.

## NASACRE's SACRE Self-evaluation tool

The NASACRE development group has worked hard on reviewing, updating, and improving the SACRE self-evaluation tool. This tool will enable SACREs to consider their effectiveness in all areas of its work in order to produce a targeted and costed Development Plan in partnership with your LA.

The SEF is available [here](#) for use at SACRE meetings.

## NASACRE's new online training programme

NASACRE members can access these recorded sessions [here](#) along with the slide shows and resources. The programme for 2021-22 can be accessed [here](#).

Can anyone from SACRE attend any of these? Which might be useful?

## NATRE Spirited Arts 2022

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

The 5 themes

1. "We have more in common than that which divides us."
2. God's good earth? ("Beautiful World, wonderful God?")
3. Searching for God
4. A view of the world.
5. Celebrations: Big days and big ideas

Find out more details here [www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/](http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/)

How can SACRE encourage schools take part in this competition? Can this link in with anything going on locally? Some SACREs have held local Spirited arts competitions and worked to display entries in a local museum. Is this something this SACRE might consider?

## RE Council and NATRE at the Party Conferences

RE's interests will be represented at the Autumn Party Conferences of the Conservative and Labour Parties, where primary and secondary teachers of RE will be working with NATRE to take every opportunity to meet with parliamentarians and gain their support for our work towards a national plan for RE. The RE Community has had some success in gaining recognition of the needs of the subject in this way, but not much success yet in persuading the Ministry to plan to improve RE.

Can local MPs help? Are they willing to support us?

## The international ministerial conference on freedom of religion and belief is being hosted by the government in London in July.

The conference has 5 objectives, which are interestingly connected to RE:

- To raise awareness of:
  - the current challenges to FoRB across the world
  - the relevance of FoRB to other human rights
  - best practice in preventing violations and abuses and protecting and promoting FoRB
- use UK leadership and experience in addressing human rights issues and our convening power to improve FoRB for all
- galvanise partner countries and stakeholders to work more closely together to promote and protect FoRB, including by working together to address FoRB violations and abuses
- encourage collective action by governments, human rights experts, civil society, academia and faith and belief actors to address FoRB challenges, exchange best practice, and build shared commitments
- to strengthen the voices of and build the capacity of defenders of FoRB, including religion and belief groups, inspiring future leaders and young people, and building and reinforcing global coalitions for collective action.

### Could SACRE make use of the publicity and resources of the conference to further our own agenda of free thinking about religion and belief?

Details: <https://www.gov.uk/government/publications/international-ministerial-conference-on-freedom-of-religion-or-belief-london-2022-aims-and-objectives/international-ministerial-conference-on-freedom-of-religion-or-belief-london-2022-aims-and-objectives>

## New resources for BBC RE in Key Stage 1 Bitesize: places of worship and examples of caring.

Lat Blaylock writes: "I worked on these resources last year, and they are now free and available for all. Ready to use animations, information and graphics to enable children aged 5-7 to understand places of worship and different ways that faith communities put their values into action are all ready for you to use." Start here:

<https://www.bbc.co.uk/bitesize/topics/zwv8q6f/articles/z8c22v4> Hindu example

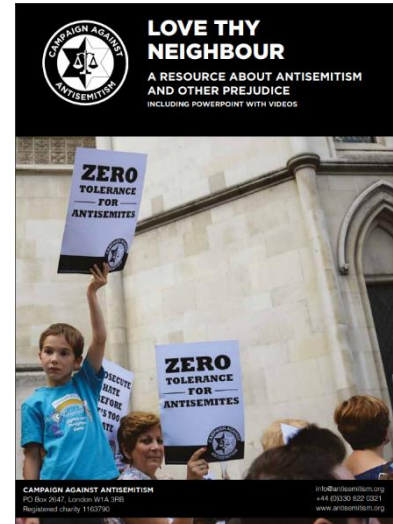
<https://www.bbc.co.uk/bitesize/topics/zj3d7ty/articles/zfwphcw> Islamic example

## New Resources for addressing anti-semitism in schools

In 2021, there were 124,091 hate crimes recorded by the police in England and Wales with the instances of hate crimes rising at almost 10% a year. The instances are now more than double what they were a decade ago. Race and religion features as a main reason behind many of these crimes.

Teachers have been asking for materials to support them in raising awareness and providing opportunity for discussion and exploration of prejudice. In response, Judith Hayman, a former teacher and Holocaust Educator has created a free presentation and teacher guide exploring the to give teachers something to hang the conversation onto. The resource is pitched to KS2/3 and explores different types of prejudice. It is flexible enough to be used either in assemblies or collective worship as well as cross curricular engagement in PSHCE, Religious Education and History.

The resource is constantly being updated with up to date examples and references. The teacher guide and presentation are available to download for free through the website [www.antisemitism.org/teachers](http://www.antisemitism.org/teachers) There are versions for the various settings, non-denominational, Catholic and Church of England.



Can we encourage our schools to use these resources and tackle this kind of prejudice more effectively?

**Thanks to Terry Hart for this item – he is the Adviser for Religious Education & Christian Distinctiveness at the Diocese of Manchester**

## New offer from ‘Good News for Everyone’: free Bible magazine to pupils and primary classrooms

The charity ‘Good News for Everyone’ – which used to be known as ‘The Gideons’ – have produced a 48-page magazine which provides children aged 7-11 with extracts from Bible stories, texts and teachings. The extracts include all the major Bible texts used in the ‘Understanding Christianity’ resources. There are questions for discussion and thinking, and quizzes, all illustrated in an age-appropriate style. Good News for Everyone exists to give Christian scriptures away, and this new educational collection of Bible texts is available through schools to pupils – for example Good News for Everyone will be happy to send a visitor to schools to give a class set of copies for teachers to use and a personal copy to all school pupils for them to keep. The charity still visits secondary schools to distribute copies of the New Testament, Psalms and Proverbs free to pupils.

Contact: <https://goodnewsuk.com/bibles-for/education>

## Visits, videos and other resources for the classroom

### Birmingham faith visits

The Arts Society Birmingham has worked with six faith communities to provide guidance and materials on six places of worship. Teachers can find a 4-page booklet, three videos introducing the building and community, and a related quiz for each place of worship. Supported by a generous grant from Westhill Endowment Trust. The Arts Society Birmingham has collaborated with six different places of worship, Birmingham Faith Leaders and other organisations to produce resources designed to enhance a school visit, or to support a virtual visit, to a place of worship for children 8 to 13 years.

Actual visits to the places of worship may be arranged by contacting them directly. Contact details are provided on the Illustrated Guides. Details here: <https://birmingham-faith-visits.theartsociety.org/>

## RE:Quest – online Christianity resources from Youth for Christ

The **RE:Quest** website has refreshed and relaunched with a series of new resources on key Christian concepts such as Salvation, resources for pupils with additional needs and a series of new films. You can also create boards of resources for particular units or topics for pupils and teachers to access. Resources on the key concepts provide sample lesson plans too.

<https://request.org.uk>

## Understanding Humanism

The **Understanding Humanism** website has relaunched with over 100 new FREE resources to support teaching about humanism and non-religious worldviews.

Resources for ages 5-18 organised into several core areas of knowledge to support young people's understanding of a humanist approach to life, humanist history, and the influence of humanism on the modern world. '

<https://understandinghumanism.org.uk>

## True Tube

The **Truetube** website has also had a refresh with a series of new films added for teachers in Primary and secondary schools.

[www.truetube.co.uk](http://www.truetube.co.uk)

## Online training

### Webinar series from University of Edinburgh

<https://blogs.ed.ac.uk/teachingbuddhism/2021/11/29/who-is-the-buddha-new-webinar-series-for-teachers-jan-march-2022/>

A series of webinars on the life of the Buddha – excellent for KS3 and KS4. The series has already started, but sessions are uploaded afterwards, so you can catch up later.

Register [here on Eventbrite](#)

### Online seminar series from University of Chester

The Chester Uni A level webinar series have started. Look [here](#) to find out about the programme. Is Pure Land Buddhism Buddhism?

- Can God suffer and does it help?
- Love poetry in the Sufi Tradition.
- Self and Non-Self in Hinduism and Buddhism.
- Is Christianity irredeemably sexist?

Just some of the sessions on offer!

*National News Update prepared by RE Today/NATRE  
June 2022*