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RE NETWORK MEETING ONLINE

4.30 – 5.30 pm Thursday 15th October 2020

For Primary and Secondary teachers of RE

Putting RE back on the Map

FREE

This meeting will be held through Microsoft Teams

To book, contact anne.andrews@oxford.anglican.org

The meeting link will be sent the day before the meeting.

PUTTING RE BACK IN THE CURRICULUM?

Thank
YOU!

Windsor and Maidenhead SACRE would like to thank all the teachers and teaching staff who have worked so hard during the last two terms of the 2019-2020 academic year. We know that it has not been easy, and you have had to make some tough choices. We also know that many of you have managed to offer an almost complete curriculum during this period.



Some of the guidance about curriculum for the autumn term that has been issued by the government has not been clear and the National Association of Teachers of RE (NATRE) has produced a document that we hope you will find helpful as it sets out to clarify the position regarding RE. The guidance can be found in full on the NATRE website: <https://www.natre.org.uk/news/latest-news/guidance-for-full-opening-of-schools-implications-for-teachers-of-re/>

It is clear from this guidance that schools are intended to offer the full broad and balanced curriculum, and that therefore RE retains its legal position as a subject that must be offered to all pupils at all key stages. There may need to be some adjustment to the curriculum within the subject; material covered may be reduced or altered to accommodate lost learning or to incorporate more appropriate content, but the statutory provision requirement remains. It is also to be noted that if a pupil were to drop optional RE at GCSE, they should still be receiving core RE provision as offered to those who have not opted for the examination course.

Windsor and Maidenhead SACRE is here to offer support and resource to schools at this time, so please help us to help you by responding to any requests for information and letting us know if you need any help. The contact details for the Local Authority Officer, Clerk and Adviser are all at the bottom of this newsletter so please do not hesitate to get in touch.

Remember that if we do experience any local lockdowns, there are lots of resources for RE on the NATRE website and on RE Online. Both these websites: www.natre.org.uk and www.reonline.org.uk should be your first port of call if you need resources for home schooling in RE. www.request.org.uk and the BBC also have many resources for home learning too. There is of course also the Oak National academy: <https://www.thenational.academy/>. They will be creating new resources through the academic year. The previous edition of SACRE news has an even wider range of links. Ask the adviser to SACRE (anne.andrews@oxford.anglican.org) for another copy to be sent if you did not receive it!

REAL PEOPLE, REAL FAITH – A FILM RESOURCE



Windsor and Maidenhead SACRE has been working with the other Berkshire SACREs on a film project funded in part by a Westhill Award. The range of films made on location in places of worship in Berkshire and featuring interviews of members of the faith communities will soon be available. Called **Real People, Real Faith** these short films will hopefully be available on True Tube with some notes putting the answers in context, drawing out key vocabulary and suggesting some next steps or questions to consider. Films have been made in a

Hindu Mandir in Reading, an Anglican Church in Bracknell (picture to the right), a Reform Jewish Synagogue in Maidenhead and a Shi'a Mosque in Reading. Plans to film in a Gurdwara, a Baptist Church, an Orthodox synagogue and a Sunni Mosque have been put on hold by the restrictions imposed on places of worship but will hopefully take place soon. While most suitable for viewing in a class setting, older pupils could watch the films at home when they are available. In each venue two questions from each key stage of the Pan-Berkshire syllabus were asked. The films should be available in individual question sections lasting between two and six minutes. Look out for more information early in the new academic year.



These films will bring local places of worship to the classroom at a time when it will be very difficult to go out, and the variety of answers across the faith groups will demonstrate the similarities and differences in worldview.

TRAVEL THE WORLD IN YOUR CLASSROOM

Covid-19 has meant that there are many virtual tours available. Here are some that you might find helpful in the RE classroom:

The Holy Land: <https://www.p4panorama.com/Gallery.aspx/holy-land-360-virtual-reality-tour/> On this tour you can take photographs that you can save, read information panels and watch small video clips.

Join the Hajj in Mecca: <http://www.360tr.net/saudi-arabia/mecca-kaabe-al-masjid/>

Visit the historic synagogue in Vilnius, Lithuania: <https://youtu.be/um409o69iI0> or watch the webcam or people going to pray at the Western wall in Jerusalem:

<https://www.skylinewebcams.com/en/webcam/israel/jerusalem-district/jerusalem/western-wall.html>

In addition many cathedrals in England have created virtual tours. Explore Salisbury, Canterbury, Southwark, Gloucester, Exeter, Westminster, or Bristol Cathedrals, as well as Westminster Abbey as mentioned in the previous edition of this newsletter.

RE, COVID-19 AND BIG QUESTIONS

The safe space created by a good RE curriculum may be exactly what pupils need as they return to school. Many of them will have big questions about what has been happening and need the space and time to ask questions, explore answers and different viewpoints while they begin to make sense of what has happened. The big questions on the Pan-Berkshire RE Syllabus may be a vehicle for tackling some of these issues. The following ideas are suggestions only. Feel free to adapt any other questions that you use in RE to make them relevant to the current situation.

Key Stage 1

Several of the questions at key stage 1 could be adapted to allow pupils to think about the impact of the pandemic. Question 2 about whether religious celebrations are important to everyone could explore the way that festivals have had to be celebrated differently. Did it matter to Christians that Easter was only able to be celebrated online? What about the celebration of Passover for Jewish people, or Vaisakhi for Sikhs? Many pupils will have experience of celebrating their birthday in a different way to normal. Has the absence of celebrations made the festivals less meaningful? Approaching the festivals this way will help pupils to a greater depth of understanding about what is important in the celebration of a religious festival.

This kind of work should help your pupils to be achieving expectation C on the syllabus as they think about how the festival demonstrate the beliefs of the faith.

Key Stage 2

Question 1 which asks to what extent participating in worship and/or prayer generates a sense of belonging will also take on a different feeling when put against the backdrop of the pandemic. Most religious organisations have moved all services and prayer meetings into the virtual world. People who live alone will have been joining in with services in isolation from others. It will be really interesting to discuss whether people have still felt part of something even though they were online. Pupils' own experiences of online learning may set the context for this exploration. Because much of the online provision from churches, mandirs, gurdwaras, mosques and synagogues is available to view through YouTube or Facebook, there may be opportunities to experience modern worship from a variety of places. Members of faith communities could be interviewed about this (online if necessary!) or use the Email a Believer section in RE Online (www.reonline.org.uk).

The question about how well faith helps people to cope with matters of life and death might also be worth exploring in this context but may not be appropriate in every context. It may also be too soon to be able to gather evidence without being insensitive. However, if the approach used is one of finding out how people of faith coped with the fear of illness and death (another way of looking at the same question) that might be instructive. Did faith make believers less afraid and therefore more willing to help others, or did it make them disregard the warnings? There are one or two interesting stories emerging from the USA about people infected after church events that went ahead regardless.

These activities and questions should help pupils to demonstrate learning at Lower KS2 Expectation C and Upper KS2 Expectation C, though there may be elements of B and D at this level too.

Key Stage 3

There are three questions at this key stage which appear to give most scope for discussion of the pandemic. They are: “How might beliefs shape concepts of truth, right and wrong?”, “In what ways do science, belief and religion interact and what difference might this make?” and “How might belief affect people’s responses towards social and global issues?”. Keeping in mind that at this key stage a non-religious worldview should also be a focal point of study, exploring the way that different groups have responded to the scientific evidence and issues of fake news should be interesting and informative. Exploring how Christian communities in particular responded to previous plagues, such as the Antonine plague in the 2nd Century, which affected the Roman Empire and the response of Martin Luther to the plague in 1527 will lend a historical perspective to current affairs.

This work should help pupils make progress towards Expectations B and C on the locally agreed syllabus.

COLLECTIVE WORSHIP AND WELLBEING

A core concern at this time is also pupil (and staff) mental well-being. Windsor and Maidenhead SACRE believes that ensuring the continuation of good quality reflective collective worship, as well as PSHE will be really valuable at this time. There are many good resources available and the Oxford Diocese has created a range of prayers, reflections, mindful activities and for Key Stage three some biblical character studies that will help young people and teachers to take time to reflect. You can find them all through this link: www.oxford.anglican.org/schools/.

There are also some assemblies that have been put together by the Bishop of Oxford and the chaplaincy adviser which are available on YouTube: <https://www.youtube.com/watch?v=TeSDoUoDMOY> will take you to the secondary school version from the end of the summer term. Even if not quite appropriate for the time of year, it may give you some ideas about how you might run a collective worship online!



You may also be looking for ways to re-engage pupils with learning in the classroom and give them a chance to re-establish friendships. To help with this, have a look at the SOLARITY website. There are materials written by RE advisers and teachers to help children and young people THINK about and EXPLORE a variety of life’s questions in ways that go beyond the usual school curriculum. Divided into sections for infant, primary, and secondary, each activity is designed to encourage pupils to develop their own ideas, values, and identities. There are sessions on friendship, bereavement, courage, hope, happiness, morality and much more. The resources can be used in school, for home education and out-of-school-hours learning. All the resources are free to use and are available as web pages or PDF downloads.

Follow this link for full access: www.solarity.org.uk

For something a bit different you might want to explore a new Baha’i website called Elevate with a wide range of meditations and quotations from Baha’i teachers: <https://www.elevateworld.org/>

GETTING INVOLVED

If you are interested in joining SACRE as a teacher or a faith representative, please contact any of the people listed below or the leader of your faith group or school, who would need to back your appointment. The next SACRE meetings will be held online and available for the public to watch so you can see what we really get up to.

For more information about anything contained in this newsletter, for queries about Religious Education or Collective Worship or to contribute articles for the next edition of SACRE news for the Royal Borough of Windsor and Maidenhead please contact:

Anne Andrews: anne.andrews@oxford.anglican.org (Adviser to SACRE)

Clive Haines: clive.haines@achievingforchildren.org.uk (Local Authority Officer)

Mark Beeley: Mark.Beeley@RBWM.gov.uk : (Clerk to SACRE)

We would also welcome feedback on any aspects of this newsletter.