



DERBY CITY COUNCIL

ITEM 11

# RE Newsletter

## Autumn 2010

### ***'Transforming Religious Education' Ofsted's Report (2010) on RE in schools in England and Wales finds that weaknesses remain in the teaching of RE in schools***

Ofsted's latest survey on religious education finds that in many of the schools visited RE was no better than satisfactory, and in some cases inadequate, because teachers are unsure about what they are trying to achieve in the subject.

The survey showed that because the curriculum for RE is determined locally, there is wide variability in the quantity and quality of support provided to schools by local authorities and relevant advisory councils.

There were a number of specific concerns about the teaching of religious belief and many schools visited did not pay sufficient attention to teaching the core beliefs of Christianity.

Despite these weaknesses, the report 'Transforming Religious Education' says that a major success in the teaching of religious education in both primary and secondary schools is the way it supports the appreciation and understanding of different values by pupils.

In many of the schools visited the provision for RE was no better than satisfactory and compared with the 2007 report, 'Making sense of religion', the quality of RE in secondary schools was worse overall. The quality of teaching was inadequate in nearly a fifth of the lessons observed and inspectors found that in some secondary schools, recent changes to the overall school curriculum were having a negative impact on RE.

Inspectors visited 94 primary and 89 secondary schools, excluding faith schools, across more than 70 local authorities in England between April 2006 and March 2009.

Inspectors also found that there is not enough high quality training in RE and too few schools are able to access good training opportunities or they are not giving enough priority to RE in their professional development programmes.

Her Majesty's Chief Inspector, Christine Gilbert, said:

*"All young people should have the opportunity to learn about religion, as well as learning from religion. This requires good teaching based on strong subject knowledge and clarity about the purposes of religious education . . .*

**For more information contact:**

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*This report highlights two things, first the need for better support and training for teachers, and secondly, the need for a reconsideration of the local arrangements for the oversight of RE, so schools can have a clear framework to use which helps them secure better student achievement in the subject”.*

Of particular concern is the increase in the number of secondary schools in which RE was inadequate. In both primary and secondary schools, few pupils were able to describe their progress in RE and, in comparison with other subjects, had less understanding of what they had achieved or what they needed to do to improve.

Primary schools were often uncertain about whether Christian material should be investigated in its own right, as part of understanding of the religion, or whether it should be used to consider moral and social themes out of the context of the religion. It was common for teachers to use Jesus' parables to explore personal feelings or to decide how people should behave, but not make any reference to their religious significance.

An example is how one primary teacher began a lesson by talking about the concept of miracles and then explained the story of the 'healing the blind man', which was intended to help the students understand what it would feel like to be blind. The session involved talking about how people cope with being blind and how lucky the children were to have their sight. The main problem was that it was unclear whether the purpose of the lesson was to help the pupils understand what it feels like to be blind or if it was meant to extend their understanding of miracles.

Pupils usually saw the value of religious education in terms of how it contributed to their understanding of and respect for religious and cultural diversity. They often commented on how it helped them to understand others and contributed to a more harmonious society.

In some schools, RE promoted the understanding of different values in the community and included opportunities for pupils with strong religious commitments to share their experience in a safe context, and

see that their faith was valued and respected. There were also opportunities for learning outside the classroom, providing first-hand engagement with religious diversity in the local area.

One school invited representatives from the local faith communities to its training on RE where they were introduced to the process of enquiry-based learning. As a result, they gained a greater appreciation of their role in supporting the overall programme for religious education and were then able to contribute more to student's learning. Instead of simply providing information, they shared their experiences and views with students and contributed to the process of research and enquiry.

The report recommends that schools should ensure that RE promotes pupils' spiritual development more effectively by allowing for more genuine investigation into, and reflection on, the implications of religion and belief for their personal lives.

### ***The Derby City Context***

**Two of our Secondary schools in Derby, Lees Brook and West Park, have received HMI Subject Inspections in the last 18 months and three other Derby schools, primary and secondary, have recently received either a PSHE or Citizenship Inspection. In all cases the schools were judged to be satisfactory or better, several with outstanding features. Schools should not be complacent, however, as the number of themed or subject inspections appear to be increasing around the country and that is certainly our experience here in Derby. In all such inspections the role of the subject co-ordinator is central.**

**I intend to use the next RE network meetings, Primary – 5 or 6 October (4 - 5.30pm) and Secondary 12 October (1.30 - 4pm) to look in detail at the role of the Co-ordinator and what we can learn from recent inspections. Please make every effort to attend.**



## Citizenship and Community Cohesion and so much more!

We have an excellent and under-used resource in Derby called the Osnabrück envoy! Each September a new envoy arrives from Osnabrück in Germany to work in the Derby community for twelve months. Why not invite the envoy into your school to give an assembly or talk about their experiences of living in a different city and culture for a year, maybe even teach the children some German?

The twinning link between Derby and Osnabrück was established in 1976. Both cities applied for the scheme at the Local Government International Bureau. They were matched as suitable partners because of many similarities in size and background.

The target was to overcome borders, created by the Second World War and to make the first step towards a united Europe.

Every year the City of Osnabrück and the City of Derby each appoint an Envoy. A young person then spends twelve months in his or her twin city and contributes to keeping a vivid link between the citizens of both towns. Being an Envoy includes promoting the twinning link as such and keeping a permanent exchange of ideas between Derby and Osnabrück. Giving talks to schools or local societies, translating and looking for contacts such as pen pals or host families are a few examples of the Envoy's various tasks. A regular Newsletter provides a lot of information on twinning issues. Annual trips to the respective twin city strengthens the bonds between Derby and Osnabrück citizens.

## New City Envoys

Goodbye to Laura Schulz, our Osnabrück Envoy who will shortly be leaving us. Two new Envoys, Katharina Thieken (Osnabrück to Derby Envoy) and Alexander Smith (Derby Envoy to Osnabrück) will take up their positions on 1 September and 1 October respectively.

**For further information about the above or to invite the Osnabrück envoy to your school please contact the Osnabrück Envoy via:**

Chief Executive's Office  
Derby City Council  
Council House  
Corporation Street  
Derby DE1 2ZL

Tel.: 01332 255816  
Fax: 01332 256232  
Email: [twinning@derby.gov.uk](mailto:twinning@derby.gov.uk)



The month of March 2011 provides a focus for anyone involved in religious education to share its impact locally, regionally or nationally.

Celebrating RE provides opportunities to raise awareness of the prominent role religious education has in promoting community cohesion. Although the main work of religious education will be in schools with pupils and teachers, consider how you could involve parents, members of the local faith communities or belief groups or politicians.

Could you develop a project with another school or schools - either in your locality or in this digital age regionally, nationally or even globally? How could the local library or museum service be involved?

The Celebrating RE website is a one stop shop for great ideas and support, including classroom activities. Be inspired by the daily 'Wise Saying' which appears on the home page!

**Please take time to visit it at:  
[www.celebratingre.org](http://www.celebratingre.org)**

On this site you will find RE ideas for working with pupils in:

- early years
- primary
- secondary
- also for pupils with special needs and gifted and talented pupils.

However, all these are just tasters and starting places. Keep an eye on the website as more material will be added on a regular basis and there will be a chance for you to share your own plans and events with the wider RE world.

A PowerPoint presentation is also available. This gives a little more detail than the leaflet and can be used to make presentations to colleagues in schools.

Share events that you are organising by using our events calendar. From September, look out for competitions which can be entered and win prizes for your school!

Whether your event is large or small, you can share it by using the Events Calendar on the website. Not only does this show your involvement in Celebrating RE, it provides others who might be interested in replicating your event an opportunity to contact you.

From September, the Competitions page will give details of a range of competitions which you can enter. There are both regional and national competitions and for every age group and ability. Prizes include visits and a range of resources. During March, prizes will be awarded at regional and national events.

### ***The Derby City Context***

**In recognition of the national initiative to have a month dedicated to supporting RE and to help schools in Derby respond positively to this initiative there will be a new category in this year's Spirited Arts Competition called 'Celebrating RE'. Students should reflect on what Religion, faith or belief or Religious Education means to them personally and to present their reflections and views in a visual format supported by an explanation or commentary in text. The judges this year will be particularly looking to reward**

**pupils and schools that can respond well in this category.**

**Please see full details later in this newsletter regarding the Spirited Arts Competition.**

### **Exemplification for Foundation Subjects; demonstrating national standards at Key Stage 3**

The exemplification of standards files for foundation subjects support effective assessment by demonstrating national standards across Key Stage 3 at National Curriculum levels 3 to 8. They are a resource and reference point for teachers:

- when assessing pupils' work in relation to national standards
- for training and professional development purposes
- when thinking about next steps for students.

Each exemplification of standards file includes:

- examples of students' classroom work assessed against national standards
- other supporting evidence
- a detailed commentary
- an overall assessment judgement on the students' work.

The link is:

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/exemplification/index.aspx>

To search use the drop-down menus to choose the subject and level. Then click on 'find'. Alternatively, you can refine your results by using the advanced search.



## Reflections on My First Year as an AST

I cannot believe that a year has passed since my appointment as an AST for RE. It has gone so quickly.

I remember accepting the post and being excited about having the opportunity to work with other ASTs and RE teachers. There was also a feeling of trepidation – what if no one contacted me?

I need not have worried. I was welcomed unreservedly by colleagues, both in the primary and secondary sector.

I have enjoyed visiting schools and sharing ideas. It has given me an insight into day to day issues that other teachers encounter. I have learnt a great deal from other colleagues and attended AST meetings where innovative teaching and learning techniques have been demonstrated. What has impressed me is the generosity of teachers in sharing good practice with others.

One of the events that I had the privilege of being involved with was the Multi-cultural week at Derwent Community School. I was invited to accompany the pupils on a trip to Derby Cathedral. Then in the afternoon I delivered a lesson on Artefacts to a Year 5 class. It had been a long time since I had taught pupils this young but they were really receptive and produced some lovely work. I thoroughly enjoyed the experience.

One task I have had to prepare for has been the Primary and Secondary Network Meetings. Standing in front of other colleagues, delivering a presentation, can be daunting. It is a bit like taking a whole school assembly, where it doesn't matter how many pupils there are, it's the staff and their reactions that can be nerve-racking. However, everyone I have met has been very positive and encouraging.

I continue to be enthusiastic about the teaching of RE, and having seen the work that is being produced in our schools I am optimistic about the future for the subject.

I look forward to continuing to work with the colleagues I have already made contact with. I hope that others will also get in touch and

we can discuss ways in which we can work together and support each other.

Christine Smith

### Dates for your Diary

#### **RE Courses**

Tuesday 2 November 2010  
Compelling Learning Experiences in Religious Education Key Stages 1-2: a day course at the Training and Development Centre Kedleston Road.

Details can be found in the school Primary Development Programme (this course has been postponed from 15 June). To apply for a place please contact Heather Handley on Tel 01332 256756 or by email at: [schooldevelopment@derby.gov.uk](mailto:schooldevelopment@derby.gov.uk)

#### **RE Subject Leaders Network Meetings**

##### **Primary**

Tuesday 5 or Wednesday 6 October 2010 and Tuesday 1 or Thursday 3 February 2011 all at 4-5.30pm at the Training and Development Centre Kedleston Road

##### **Secondary**

Tuesday 12 October 2010 and Tuesday 8 February 2011  
1.30-4pm at the Training and Development Centre Kedleston Road

#### **SACRE Meetings**

Thursday 25 November 2010  
Thursday 10 March 2011

#### **Community Cohesion: Governors Training**

Tuesday 9 November 7-9pm at the Training and Development Centre, Kedleston Road. To enrol please contact Jayne Hadfield on Tel 01332 256312 or e-mail [jayne.hadfield@derby.gov.uk](mailto:jayne.hadfield@derby.gov.uk)

#### **Closing date for 2010/2011 Spirited Arts Entries**

Friday 1 April 2011

## Spirited Arts Competition 2009/10

Once again it was a difficult decision for the judges to choose the winners of this year's Spirited Arts Competition. There were some excellent pieces of artwork with new ideas being produced, we also had several schools entering for the first time. The 1<sup>st</sup> prize winning entries are shown below.

**1st Prize; Year 1-2 Age Group**  
**Holly Meakin**  
**St Werburgh's Church of England (Aided)**  
**Primary School**

### The Lost Son

I chose the scene when the eldest son was talking to his dad about him throwing a party for the younger son even though the elder son has been working on the farm.



**1st Prize; Year 3-6 Age Group**  
**Thea Bathurst**  
**St Peter's Church of England (Aided)**  
**Junior School**

### My Aboriginal Painting

The brown spiral lifeline represents my journey through life. The highs and lows represent my sad and happy times. When the spiral leads into a path this is when I leave home and have my own family. The path rejoins the spiral to show my children starting on their journey through life.

The symbols I have painted represent something, someone and somewhere in my life.

The symbol of the four stick people represent me, my mum, my dad and my brother, the smiley face represents my best friend.

The cross represents my religion and the building next to it represents my church.

The building at the bottom represents my house, the book and the pencil at the top represent my school.



**1<sup>st</sup> Prize; Year 7-9 Age Group**  
**Ellie Williams**  
**Chellaston School**

### Peace

My design represents peace, in terms of an end of war and for harmony against nations.

It is made up of two sides; on the first side there are some flames at the bottom, and if you follow them up you will reach an earth at the top of the canvas. The earth has got six pins in it, and the background is a range of dark and fairly depressing colours.

On the second side there is a hand drawn picture of a person crying, and underneath that drawing is a passage that I wrote explaining my beliefs and views on peace. They are both on a white background with a black border surrounding them.

Finally there is a hook at the very top with some plaited string acting as a larger hook.

On the first side I have included fire. It was used to represent the evil and violence within, and all around our planet. I personally feel that fire is one of the most evil things in this world, because it can change so quickly if not looked after and is extremely impossible to escape from once out of control - unless you

have help from others. I have also included a world because it is the easiest way to represent everybody, because everyone is responsible in some way or another for the lack of peace today. People either enforce violence in the world, or don't stand up to it. The reasoning behind the six pins in the earth is to show the most peaceful places on earth and the most violent places on earth, with the peaceful ones being Finland, Denmark and Norway, but the least being Afghanistan, Iraq and Somalia. The white ones were chosen to be white because it strikes me as a fresh and peaceful colour and the red ones were chosen to be red because it strikes me to be a colour of anger and violence. I have used extremely dark colours for the background because without peace the places surrounding earth cannot possibly be classed as happy and dark colours, to me they represent sadness.



On the second side I have drawn a picture of a person crying to represent myself, and my views on the world. Personally I can't be happy when I look at everything in the world, on the news and in the paper and only see crimes, violence and disasters being broadcast everywhere, with barely anyone showing the good things that have happened. That is why I haven't used any colour on the drawing because it shows emptiness, which is how I feel when I see those things. Also pencil is a very simple way of drawing, because the emotions are quite simple – sadness. Below the drawing I have written some words that represent peace to me and fit in the world today. The passage reads:

***A person doesn't have to be liked by everyone surrounding them, but respect is what makes this world peaceful. Once we lose our respect for each other that is when we will have lost all the peace in this world.***

That to me represents peace.

The black border around the edge is to represent the evil on the front of the canvas and then as you look in the middle of the work you can see the effects of the evil. Finally I have attached the string at the top so that my work can spin whilst hanging up, so that people can see the damage and the effects. Also as the work is spinning, in order for it to stop, somebody has to actually reach out and stop it themselves, so that it will end. This is how it is in the real world – for the violence and the suffering to end and for peace to be restored people have to stop talking about it and actually go out and make a difference in person. However, unlike stopping my work from spinning it is far more difficult to do the same on a wider scale.



The reasoning behind my work is peace which is linked to my spirituality. I am a theist, so I believe in God and I believe that the meaning of life was to put us on earth to make our own decisions and for us to live harmoniously. I also hate prejudice – I believe in equality, therefore I believe that there should be more peace in this world. I have shown my spirituality in my work, for



example the drawing of the crying girl, who is meant to represent me also represents God, who is crying at what the world has become. I personally believe that God put us in this world to make our own decisions, and is disappointed by the way we chose to use that.

My art work was created to send a message to people about peace. When people look at my art work I want them to see just what has happened to the world and that something has to be done, regardless of their religious beliefs. I also want to represent my spirituality and my beliefs and make people think twice about the world and peace.

### **Derby City 'Art in Religion, Religion in Art' Spirited Arts Competition 2010/11**

It was encouraging to see schools entering this competition again last year. Please give serious thought to taking part this year; all the feedback is that pupils really enjoy a creative arts approach to RE and, for the winning pupils, the prize and the ceremony in the summer term at the Assembly Rooms is a very memorable occasion.

#### ***How to enter your pupils' work for our City-wide 'Art in Religion, Religion in Art' Competition 2010/11.***

Through this competition I invite schools to use one of the five flexible 'Art in RE' activities given below, and submit the best three pieces of pupils' work, to me, by **Friday 1 April 2011 at the latest.**

There will be three prize-winners in each of the following age groups:

Years 1-2, 3-6, 7-9, 10 -11 and 12-13.

Each prize-winner will receive a book token worth £15 for first prize, £10 for second and £5 for third. Winners in each age group will be invited to the 2011 Young Citizens' Award ceremony to be held in the Assembly Rooms.

The themes for 'Art in Religion, Religion in Art' are:

#### ***A: The Turning Point of the Story***

This activity can be applied to any significant story in the RE curriculum - the lost sheep, Jesus walking on water, the rescue of Sita, the four sights of the Buddha or the creation of humanity are just five out of 5,000 stories that could launch the idea.

Ask pupils to study the story carefully and pick out what they consider to be the key moment, the turning point. In faith stories, this is often when divine action becomes clear, when safety emerges from danger, or when a new awareness dawns on the lead character. Discuss the possible turning point of your story carefully with the class, and ask them to illustrate the event with a carefully and beautifully made picture. Colour, shape, character or representation might be the way to begin. Please include a brief paragraph to describe the content of the picture on the back of the pupil's work. For Key Stage 2-4 pupils we would expect this paragraph to be composed and written by the pupils themselves.



#### ***B: Peace!***

This theme is central to RE in many ways - pupils could learn about the inner peace which Christians seek through prayer or the stillness and tranquillity Buddhists find through meditation. But inner peace and peace in the world are contrasts - and the ethics of peace and conflict give other angles on the theme.

Talking to pupils about the meanings of peace is a good beginning for this topic. Questions such as 'What does it mean to have peace through the storm?' 'Where is peace to be found?' 'Does God bring peace?' and 'How can anyone be peaceful when the world is so troubled?' are questions at the heart of good RE, and make good 'launchers' for this work.

Pupils will find it helpful to have a clear brief for this theme, which is of course very wide. Ask them to make a symbol for peace to use on a United Nations greetings card, or devise a logo for a divided city (Jerusalem? Baghdad?) that is aiming for communal harmony, or a symbol for the peace of the heart. Simple colour, considering alternatives carefully and looking at the ideas of others will stimulate better work.



### C: A Spiritual Moment



This topic for artwork enables pupils to use the difficult concept of 'the spiritual' for themselves. Ask them to think about their own vision of life and of the spiritual. For some this links to God, or to the living earth, or to their inner vision. Pupils might choose a symbol for their spiritual lives (you could explore the place of rock, water, flame or the eye in different religious traditions).

Pupils will need time to think about this idea, and encouragement to choose a simple image, but to work carefully on expressing themselves truly and beautifully using the image.

The paragraph they write to go with this work of art is really important - and drafting and redrafting it to get it just right is a good idea. This text should be typed or word-processed if at all possible; it will need to be included with the picture and is an integral part of the submission.

### D: Design an RE Logo

This activity works well if you want pupils to think through what respect between religions means. Talk to pupils about the ways in which RE is a co-operation between different religions, alert to what is significant in each faith, but also drawing attention to how faiths share some values and ideas.

Ask them to design an RE subject cover for a book that shows that RE respects six different religions, and that shows what can be fun in RE. Look together at some symbols for different religions. Consider what balances and distinctive colours are good for different religions. Give them the challenge to show their vision of all the religions, not just copy out a symbol nicely!

Make sure that they write a paragraph explaining what is good about the logo they have designed, and how it shows the spirituality of RE and of themselves. Ask pupils to write a paragraph about what they have shown in their work, and what its significance is for their own spiritual lives.

### E: New competition category for 2010/11 'Celebrating RE'

March 2011 is the month for national celebration of Religious Education in England and Wales (see more details earlier in this newsletter). To help schools in Derby respond positively to this initiative there will be a new category in this year's Spirited Arts Competition called 'Celebrating RE'.

Students should reflect on what Religion, faith or belief or Religious Education means to them personally and to present their reflections and views in a visual format supported by an explanation or commentary in text. The judges this year will be particularly looking to reward pupils and schools that can respond well in this category.

You may wish to run the competition as a high profile activity within your own school and form a judging panel of pupils, parents and Governors to select your best three entries and celebrate the achievements. A gallery of 'Art in RE' work displayed in your own school would be a nice outcome!

If the work is larger than A3 in size, please send a photograph rather than the original. Judges will look for inspiring examples of work that shows authentic spiritual and creative merit, and is thoughtfully presented.

**Please ensure that the following details are on the back of each entry: Pupil's name, gender, age and class, teacher's name, school name and address.**

Label the work of art with subject 'A, B, C, D or E'.

Send or bring your best three items of work, to be entered for our City wide competition and gallery, to me at Middleton House, 27 St Mary's Gate, Derby, DE1 3NN **by Friday 1 April 2011**. Winning schools and pupils will be invited to the 2011 annual Young Citizens' Award Ceremony. Further details available on the website [www.derby.gov.uk/edu\\_re](http://www.derby.gov.uk/edu_re).

If you require more information or advice please contact me.

## ‘Understanding Opposites’

### Competition with £1,000 in prizes

Failure to understand the other person’s point of view is the main cause of conflict in the world today. Over the last few years, national and local government have spent large amounts of taxpayers’ money on projects designed to encourage ‘inter faith dialogue’. However, little has been done to promote understanding between the two major groups in our society – the minority which is actively religious and the majority which is not.

‘Understanding Opposites’ is a competition designed to encourage young people to show understanding of their own belief position and of the opposite. For example, a religious person would have to show what it is about their religion that is so important to them while at the same time show an understanding of those who do not believe in religious ideas. An atheist would have to outline the main concerns about religious ideas while showing an understanding of what aspects of religion are so important to believers and why some people feel a need for religious ideas and others do not. The competition is **not** about inter-faith understanding it is about understanding the views of those who have any religious faith and those who have none.

*This is not a simple competition and involves complex and sometimes emotional ideas. All Derby and Derbyshire schools should be covering the views of believers and non-believers while following the Agreed Syllabus for Religious Education. Samples and guidelines will be provided on the Derbyshire Humanists web site: [www.SecularDerby.org](http://www.SecularDerby.org) from the beginning of the Autumn term onwards.*

*Additional help, in the form of visiting speakers, is available for those schools who do not feel their students have sufficient information to tackle the competition. Schools/colleges wanting such help should contact Derby Open Centre: [www.DerbyOpenCentre.org](http://www.DerbyOpenCentre.org)*

The competition is sponsored by Derbyshire Humanists who are offering a prize fund of £1,000:

- £600 first
- £250 second
- £150 third

The cash prizes will be split 50:50 between the school/college and the student submitting the entry.

### Terms and Conditions

1. The prize is open to anyone aged 21 or under on 31 March 2011 and in full time education in Derby or Derbyshire on that date.
2. The closing date for final entries is 31 March 2011.
3. There is no limit to the number of entries that may be submitted by one person.
4. The prize will not be awarded if fewer than twenty entrants have taken part by the closing date or if, in the opinion of the judges, entries are of insufficient quality to create a realistic competition. In either case all entries will roll forward to a similar competition in 2011/2012.
5. Entrants are recommended to submit storyboards or partial entries for advice and comment before submitting their final entry.
6. Entries must be in a **digital media format** (digital video, PowerPoint presentation, digital slide show with script etc.) suitable for display on a Windows based PC.
7. Entries uploaded to a web site and submitted as an internet address are preferred.  
Links, and entries of **less than 20MB** may be sent via email to:  
[understanding@SecularDerby.org](mailto:understanding@SecularDerby.org)  
Physical entries (CD, DVD or USB memory device) should be sent to:  
Understanding Opposites, Derbyshire Humanists, West Wing, Park Hill, Hilton Road, Egginton, Derby DE65 6GU.
8. **Notes about video entries.**  
Entries should be a minimum of three minutes in length and a maximum of five minutes and may use people, interviews, images, text, graphics, cartoons, animation or any other method chosen by the entrant. Entries may be submitted in any resolution - but entrants should ensure that they have high resolution versions available for possible public viewing.

The following websites are recommended for hints and tips about video making:

- [http://www.instructables.com/id/How\\_to\\_make\\_a\\_Professional\\_Short\\_Film\\_or\\_80\\_Par/](http://www.instructables.com/id/How_to_make_a_Professional_Short_Film_or_80_Par/)

- <http://www.instructables.com/id/PVC-FIG-RIG/>
  - <http://services.manfrotto.com/figrig/>  
(The commercial version of the Fig-Rig).
9. Entries may be 'straight' or humorous/ironic. Those showing outstanding imagination, unusual creativity and high quality skills, will have an advantage.
  10. Entrants are free to take advice, technical and otherwise, but entries must be the work of the entrant alone and a statement to this effect must be signed by the entrant and a supervisor (teacher or lecturer).
  11. The judges will be the city and county RE advisors, the chair of Derby Open Centre and a representative of Derbyshire Humanists.
  12. The judges will draw up a short-list of finalists who will be asked to attend a meeting to talk about their entries. The judges will reach their final decision after such meetings.
  13. Any entrant requiring additional background information is invited to contact Derbyshire Humanists ([understanding@SecularDerby.org](mailto:understanding@SecularDerby.org)).
  14. All entries remain the copyright property of the entrants but Derbyshire Humanists reserve the right to use winning entries, with acknowledgement, on their own web site, The British Humanist Association website or elsewhere.

Mike Lake  
Derbyshire Humanists  
West Wing  
Park Hill  
Hilton Road  
Egginton  
Derby DE65 6GU  
Email: [mike.lake@secularderby.org](mailto:mike.lake@secularderby.org)

**'Inspire'** is an established group who lead workshops exploring



Christianity in primary schools. We plan lively, interactive and creative activities to explore the Christian faith and stimulate the children's thinking and spiritual development. These are planned with reference to the local RE syllabus and include themes such as Harvest, Easter, Christmas, Church, Who is Jesus?, The Bible, baptism etc. We ask that schools consider making a donation to our organisation in return for a morning's or even a whole day's activities.

For more details, contact us for a leaflet or visit our website.

We are also happy to spend 5-10 minutes talking to your staff during a staff meeting about what we can offer, using a PowerPoint presentation.

*"Godly Play sessions are now an intrinsic part of the RE Curriculum at Weston. These are well prepared, planned and resourced; effectively inspiring children's thinking and developing their spiritual journey".*

Mrs H Salih  
Headteacher  
Weston on Trent C.E. Primary School

*"We were really impressed with the preparation and delivery you gave – if only every group that came into school were as efficient".*

R Hilton  
Junior teacher  
Mickleover Primary School

**Inspire**  
**195 Station Rd, Mickleover, Derby**  
**DE3 9FG**  
**01332 518314**  
**[inspire@inspireworkshops.org.uk](mailto:inspire@inspireworkshops.org.uk)**  
**[www.inspireworkshops.org.uk](http://www.inspireworkshops.org.uk)**

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## National Inter Faith Week

An Inter Faith Week will take place across England and Wales from Sunday 21 to Saturday 27 November 2010.

The Inter Faith Network for the UK was founded in 1987 to 'advance public knowledge and mutual understanding of the teachings, traditions and practices of the different faith communities in Britain' and to promote good relations between people of different faiths in the UK. IFN links over 170 member bodies including: national representative bodies of the Baha'i, Buddhist, Christian, Hindu, Jain, Jewish, Muslim, Sikh, and Zoroastrian faiths; national, regional, local and other inter faith bodies; and academic institutions and educational bodies concerned with inter faith issues.

The aims of the Week are:

- to strengthen good inter faith relations at all levels
- to increase awareness of the different and distinct faith communities in the UK, in particular celebrating and building on the contribution which their members make to their neighbourhoods and to wider society
- to increase understanding between people of religious and non-religious belief.

This will be the second time that such a week has taken place in England and Wales. It builds on the very successful pattern of events held last November which ranged from social action events, to discussions and dialogues, inter faith football matches, meals, inter faith walks and pilgrimages, festivals and celebrations, tree plantings, exhibitions, concerts, film festivals, activities in schools and in FE and HE and other institutions.

Minister for Cohesion Shahid Malik said *"The 2009 Week was a big success. It raised the profile of faith communities and their contribution to society, increased inter-faith engagement and understanding and helped people of religious and non religious beliefs get into dialogue. I am delighted that there will be a similar Week in 2010."*

The Week is being led by the Inter Faith Network for the UK, working with its member bodies, in consultation with the Department for Communities and Local Government and also with the Department for Education, the Local Government Association and the Equality and Human Rights Commission. Regional Faith Forums in England will again play a key role in supporting and making known the pattern of events in their regions.

For more details about Inter Faith Week:  
email: [enquiries@interfaithweek.org.uk](mailto:enquiries@interfaithweek.org.uk)

The Inter Faith Week website is:  
[www.interfaithweek.org.uk](http://www.interfaithweek.org.uk)

### Are you looking for help with choosing and using RE resources?

NATRE's (National Association of Teachers of Religious Education) new online guidance for teachers could be just what you need.

Based on the 2010 Warwick Report on resources used in RE in English schools it contains sections on:

- books, school-produced material
- websites and digital resources
- artefacts and visual images
- visits and visitors
- research in RE
- general guidance and support material
- links to other sites.

**Visit [www.natre.org.uk](http://www.natre.org.uk) to find out more.**



## Resilience – a national initiative for Teachers of RE in Secondary schools

### What?

*REsilience* is a project for teachers of RE in maintained secondary schools in England and Wales. Its purpose is to help increase their confidence in addressing contentious issues, particularly when such issues are sometimes used to justify violent extremism. *REsilience* is managed by the Religious Education Council for England and Wales (REC) under contracts with DfE (for England) and DCELLS (for Wales). *REsilience* has been designed to offer continuing professional development opportunities for all teachers of RE, not just fully qualified RE teachers, who want to build up their confidence. Its approach is to encourage reflective practice through use of supported, school-based, blended learning. No 'REsilience courses' are being offered.

### Why?

Religious and other belief-based extremism raises contentious and highly sensitive issues and is a topical area of public interest. Most young people are aware that throughout history some extremists have used belief-based arguments to justify violence against people with whom they disagree. Whether young people are equally well-informed about the motivation for such attacks, or about the attitude of mainstream believers, is less certain.

An important aspect of community cohesion is the dispelling of ignorance and misconceptions that create suspicion and barriers between communities. In RE, young people explore the faiths, beliefs and values of our communities; but raising or responding to questions about extremism poses challenges for even the most experienced teachers. Hence the need for *REsilience*.

### Who?

*REsilience* is for teachers of RE (whether or not they are formally qualified as RE teachers) working in maintained secondary schools in England and Wales. The programme has been designed to be something that can benefit an individual teacher but the greatest benefits are likely when groups of teachers come together. Such groups might be from a single school

(all those who teach RE, for instance) or be drawn from several schools where interests and priorities coincide.

### How?

Reasons for lack of confidence in tackling contentious issues in RE lessons vary from teacher to teacher, and circumstances vary from school to school. *REsilience* will work with individual schools to help identify needs and plan to meet them.

The issues arising from religious and other belief-based extremism require specific teaching and learning methods. Using thinking skills and approaches that encourage collaboration, students learn to recognise and consider wider perspectives. *REsilience* aims to help teachers foster debate, dialogue and the development of respect and understanding.

*REsilience* training is provided through:

- a mentor who supports each school through the process
- a catalogue of relevant resources, with 'gateway' documents giving a brief overview of a contentious issue and 'signposts' pointing to reliable sources for the teacher to research further. As each school's needs are unique, mentors will work with teachers to tailor-make packages of support.

Although mentors may sometimes act as trainers, their main role is to facilitate, to encourage and just possibly to guide the school's own thinking and planning.

*REsilience* is something done with schools and teachers, not to them.

### When?

Following piloting in the first half of 2010, *REsilience* will be offered to schools during the period September 2010 to March 2011. Mentors will help individual schools and teachers over a six week period through face-to-face meetings, email or telephone contacts, as dictated by the needs of each school. Precisely when a school participates can be agreed with considerable flexibility to suit the school, though subject also to the availability and timetables of individual mentors

### What?

Building confidence requires a process, not an event. *REsilience* will put teachers in contact with their peers (individuals and

groups) sharing similar interests, and encourage the building of informal networks that can survive after the period of direct contact with a mentor, and indeed after the whole project itself ends. The REC will seek sources of funding to extend the programme beyond 31 March 2011, and the DfE has not ruled out the possibility of extending its contract.

For more details please see the Resilience website at <http://www.re-silience.org.uk/> or contact:

**REsilience Project Administrator**  
c/o Religious Education Council of England and Wales  
CAN Mezzanine  
1 London Bridge  
London  
SE1 9BG  
Phone: 020 7022 1833

## London to Paris Charity Bike Ride for the NSPCC

Whilst most sensible people spent their August bank holiday sitting in the garden or walking along a beach I was some where between London and Paris on a bike and attempting to reach the Eiffel tower before dark on Sunday 29 August!

I am happy to say that I (and the other 32 riders) all made it safely to our final destination cycling over 200 miles in three days and through two countries.

The challenge began in bustling London at Crystal Palace before heading towards Godstone, over Ditchling Beacon and then off on relatively traffic free roads to Newhaven. We took a late night crossing by ferry from Newhaven to Dieppe arriving at our hotel at 4am!!

The second day was slightly less arduous and took us through relatively empty country roads in the beautiful French countryside with frequent stops at pavement cafes and village bars! The final day of our challenge pushed our stamina with 78 miles of cycling to Paris and to the Trocadero gardens, opposite the Eiffel Tower for the best view of the French capital's iconic landmark. Here we celebrated in style with a glass of champagne overlooking the magnificent Seine.

To date I have raised £1,300 for the NSPCC but if you would like to add to that total I would be happy to receive a contribution from you or you can donate on line, just go to my JustGiving page at <http://www.justgiving.com/Graham-Falgate>.

JustGiving sends your donation straight to the NSPCC and automatically reclaims Gift Aid if you're a UK taxpayer.

This was a wonderful and very fulfilling personal challenge for me but will stay in the memory for many years to come.



## New Social Network for RE

RE-online has recently launched a new online social network for RE. This is for everyone involved in RE and enables users to network at a professional level.

Entitled *Share*, the site has been piloted with Oxford University's RE PGCE group and has proved a great success with trainees, tutors and mentors.

**See:** [www.share-re.org.uk](http://www.share-re.org.uk)

## RE CPD E-Handbook

With the aim of developing the subject and professional knowledge of teachers of religious education, the DCSF and the Religious Education Council of England and Wales commissioned the production of an online Religious Education CPD Handbook.

The Handbook is actively supported by a number of leading professional RE organisations, and edited by Professor Liam Gearon. While not aiming to be comprehensive, the Handbook aims to make a major contribution to the continuing professional development of both primary and secondary teachers.

In addition to guidance on teaching, learning and assessment in religious education, the Handbook provides up-to-date information on important initiatives such as community cohesion. With contributions from faith communities, academics, advisers and teachers, this new online resource was peer-reviewed before publication in the summer term 2010.

**See:** [www.re-handbook.org.uk](http://www.re-handbook.org.uk)

## New Resources to Support RE

### Self Evaluation Tool for RE

A new RE Self-Evaluation Tool for RE has been published by NASACRE.

Its purpose is to:

1. support schools in (a) evaluating the provision and quality of its RE, (b) identifying priorities for development and (c) informing the whole school development plan
2. provide local authorities (LAs) with anonymous information that may be used by Standing Advisory Councils on Religious Education (SACREs) to monitor and support RE in their local area.

The Tool is in two parts:

- Part A allows the subject leader to make judgements about the characteristics of RE in their own school, using the recognised Ofsted four-point judgement scale.
- Part B requests quantitative and other data about the RE provision and the involvement of staff in CPD, learning outside the classroom and the ways in which RE may be supported in the school.

I will be looking at this in more detail at this terms RE subject leaders network meetings.

**See:**

[http://betterre.reonline.org.uk/lead\\_manage\\_sef/index.php](http://betterre.reonline.org.uk/lead_manage_sef/index.php)





## Keeping in Touch

I hope that this newsletter made its way efficiently to the right person in your school. It is helpful for us to keep our database of RE Co-ordinators up to date.

Please could you let us know of any changes of role or personnel in your school as it impacts on RE, by filling in the attached slip and returning to Heather Handley by Monday 30 September 2010 at the latest.



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## RE Co-ordinator

**Please return to Heather Handley, Middleton House, 27 St Mary's Gate, Derby, DE1 3NN by Thursday 30 September 2010.**

### PLEASE PRINT

School Name: \_\_\_\_\_

RE Co-ordinator(s): \_\_\_\_\_

Head of RE: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_