

Standing Advisory Council on Religious Education

Wednesday, 13 February 2013
2.00 pm
Kingston Centre, Fairway, Stafford ST16 3TW

John Tradewell
Director of Law and Democracy
5 February 2013

A G E N D A

1. **Apologies**
2. **Declaration of Any other Business**
3. **Minutes of the Meeting held on 14 November** (Pages 1 - 4)
4. **Education Support Services (ESS)**

Oral report updating members on the ESS project following their request at 14 November 2012 SACRE
5. **An Update on Key Issues** (Pages 5 - 16)

Report of the Deputy Chief Executive and Director of People
6. **NASACRE Update** (Pages 17 - 18)

Report of the Deputy Chief Executive and Director of People
7. **SACRE Awards and Lecture** (Pages 19 - 20)

Report of the Deputy Chief Executive and Director of People



8. **Applications for Variation of Practice** (Pages 21 - 22)
Report of the Deputy Chief Executive and Director of People
9. **SACRE Code of Conduct** (Pages 23 - 24)
Report of the Deputy Chief Executive and Director of People
10. **RE Conference** (Pages 25 - 32)
Report of the Deputy Chief Executive and Director of People
11. **SACRE Annual Report** (Pages 33 - 34)
Report of the Deputy Chief Executive and Director of People
12. **The SACRE Budget 2012-2013** (Pages 35 - 36)
Report of the Deputy Chief Executive and Director of People
13. **AOB**

Membership

Barrie Scott	Muhammad Parekh
Mick Dwyer	Sam Phillips
Sonia Andjelkovic	Sue Blackmore
Ann Hewetson	Mary Gale
Diana Cutler	Colin Hopkins
Tajinder Singh	Rosemary Woodward
Paul Lewis	Peter Davies
Jane Essex	Veronica Downes
Christine Chadwick	Terry Finn
G Devadason	Ivan Jennings
Hifsa Haroon-Iqbal (Vice- Chairman)	Liz Staples
Rev. Preb. M. Metcalf (Chairman)	Tricia Budd
Dr Laow	Liz Williams
Liz O'Brien	

MINUTES

Standing Advisory Council on Religious Education Meeting - 14 November 2012

Present: **Rev. Preb. M. Metcalf**

Mick Dwyer, Sonia Andjelkovic, Diana Cutler, Paul Lewis, Christine Chadwick, G Devadason, Hifsa Haroon-Iqbal (Vice-Chairman), Dr Laow, Liz O'Brien, Muhammad Parekh, Sam Phillips, Mary Gale, Peter Davies, Terry Finn, Tricia Budd and Liz Williams

Apologies for absence: Tajinder Singh, Sue Blackmore, Colin Hopkins, Rosemary Woodward, Veronica Downes, Liz Staples and John Kime

Also in attendance - Emma Jardine and Helen Phillips

PART ONE

Frankie Durairatnam

SACRE Members held a minutes silence in memory of Frankie Durairatnam who died in October following a lengthy illness. His funeral was held on Friday 19th October at Stafford Crematorium. He will be sadly missed.

1. Election of Chairman and Vice Chairman

Nominations had been received for Rev Preb Michael Metcalf and Hifsa Haroon Iqbal to be elected as Chairman and Vice-Chairman respectively. No further nominations were received and it was:

RESOLVED – That Rev Preb Michael Metcalf and Hifsa Haroon Iqbal be elected as Chairman and Vice-Chairman respectively for the ensuing year.

2. Minutes of the Previous Meeting

That the minutes of the SACRE meeting held on 14 May 2012 be confirmed and signed by the Chairman.

3. An Update on Key Issues

SACRE received an update on key issues that had developed or arisen since their last meeting. These issues included:

- a) Religious Education Subject Review. The RE Council of England and Wales (REC) had initiated a subject review of RE in England to parallel the review of other subjects on the curriculum that was currently being undertaken by the Government. A copy of the consultation document would be circulated to members after the meeting for their consideration and response;
- b) Collective Worship. Helpful guidance regarding collective worship had been shared through the Association of Religious Education Inspectors, Advisers and Consultants (AREIAC). Members received a copy of the guidance. There was

some concern that within the document an assumption appeared to be made that assembly and collective worship were the same thing when they were in fact quite different. A letter in respect of this document that had been countersigned by NASACRE would be brought to the next SACRE meeting;

- c) Response from Ofsted. SACRE had received a letter from Susan Gregory HMI relating to correspondence from the Chair in which he had highlighted issues of inconsistency in inspections where a recent whole school inspection had rated a school as “good” when an RE subject inspection had identified that the school was non-compliant in terms of its RE allocation. Members had received copies of this previous correspondence;
- d) Spirited Arts. The RE adviser had held a course at the Kingston Centre in conjunction with colleagues from Spirited Arts. One of the schools that had taken part in this event had subsequently been featured in the RE Today magazine and members received a copy of this feature; and,
- e) Members received a copy of the latest SMSC guidance as they had requested at their 14 May meeting.

RESOLVED – That the update be noted.

4. NASACRE Update

The Chairman gave an oral update on recent NASACRE developments, including:

- a) NASACRE was part of a discussion nationally in various contexts around how to classify and provide recognition to religious and non-religious groups who previously had not been involved in semi formal groups such as SACRE; and,
- b) School conversions to academy status and the difficulties in co-ordinating RE provision to keep the subject coherent.

The Chairman also informed members of the Education Support Services (ESS) project in Staffordshire. Members had concerns over the effect of this project on services to schools and on those staff transferred, and specifically asked how this would impact on the way SACRE was supported in the future. It was suggested that this issue be included on the February SACRE agenda.

RESOLVED – That: a) the update be noted; and,
b) a report on the ESS project, and specifically how it will effect the support given to SACRE, be brought to the February meeting.

5. Frankie Thuraiamy Durairatnam

SACRE had previously held a minutes silence in memory of Frankie Thuraiamy Durairatnam. Members now shared their thoughts and memories of Frankie, the great work he had done within the community, and heard from those SACRE members who had been able to attend his funeral.

6. SACRE Awards and Lecture

The SACRE lecture and SACRE awards had both been very successful with those able to attend having thoroughly enjoyed each occasion. Consideration was now given to next years lecture and awards, looking at possible changes to venue and timings to try

and ensure wider attendance. After a detailed discussion Members agreed that the suggestions made should be considered by the Chairman, Vice-Chairman and Re Adviser with SACRE updated on their proposals at their February meeting.

RESOLVED – That proposals for next years SACRE lecture and Awards be brought to the February SACRE meeting by the Chairman, Vice-Chairman and Re Adviser.

7. Application for Variation of Practice

There were none at this meeting.

8. SACRE Code of Conduct

SACRE members had previously discussed Brent SACRE's Code of Conduct and had detailed discussion on producing a code of conduct for the Staffordshire SACRE. Members received some comments on the code previously discussed. The Chairman undertook to move this issue forward and to circulate a proposed code of conduct to SACRE members before their next meeting.

RESOLVED – That a proposed Staffordshire Code of Conduct be circulated to members prior to the next SACRE meeting.

9. The RE Conference

This years RE conference would be led by Alan Brine HMI and Lat Blaylock on 6 March 2013 at the Kingston Centre, Stafford. All SACRE members were invited to attend and details of the conference would be circulated nearer the time.

RESOLVED – That the 6 March 2013 RE Conference be noted.

10. The SACRE Annual Report

Members received a draft copy of the Annual Report tabled at the meeting and were asked to contact Emma Jardine with any comments or suggested amendments.

RESOLVED – That Members forward any comments or amendments to Emma Jardine.

11. The SACRE Budget 2012-2013

Members received a breakdown of the SACRE budget for the financial year 2012-2013 and noted the funds remaining.

RESOLVED – That the SACRE Budget 2012-2013 be noted.

12. AOB

Members received details of this years GCSE results and in particular noted the twelve schools causing concern. Members discussed the possibility of using the remaining SACRE budget to fund these schools attendance at the RE Conference and the next

network meeting. There was some concern around whether this penalised those schools doing well and following a lengthy discussion it was proposed that alongside the suggestions for schools causing concern the remaining SACRE budget be used for supporting schools wishing to take the RE Quality Mark.

RESOLVED – That the remaining SACRE Budget be used to fund:

- a) those schools causing concern to attend the next network meeting and the RE Conference, and
- b) supporting schools who wish to work towards the RE Quality Mark.

13. Date of the next SACRE meeting.

That the next SACRE meeting be scheduled for Wednesday 13 February 2013, 2.00pm, Kingston Centre, Stafford.

**Rev. Preb. M. Metcalf
Chairman**

Documents referred to in these minutes as Schedules are not appended, but will be attached to the signed copy of the Minutes of the meeting. Copies, or specific information contained in them, may be available on request.

**Standing Advisory Council on Religious Education
13th February 2013**

**Report of the Deputy Chief Executive and Director of People
An Update on Key Issues**

1 Purpose of Report

1.1 To present members of SACRE with a brief update on key issues that have developed or arisen since the last meeting of SACRE.

2 Summary

2.1 Members of SACRE will receive a brief report on a number of key issues. These are matters which have either been raised at previous SACRE meetings and which have moved forward, or matters on which it is appropriate to brief members of SACRE.

3 Recommendation

3.1 That members of SACRE receive the report and note the contents

4 Background

4.1 Since the autumn term meeting of the SACRE there have been developments in a number of areas which had previously been agenda items for SACRE or which have local or national importance for RE.

4.2 Members will be briefed on these key developments.

5 Equal Opportunities

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

6 Financial implications

6.1 Financial implications may be raised by individual items. These have been dealt with elsewhere, or will be raised at future meetings of SACRE.

**Contact Officer
Telephone number:**

**Emma Jardine
01785 277997**

A Sense of Place receives excellent reviews

The Staffordshire SACRE project, 'A Sense of Place', has received excellent reviews and been featured in RE Today this term. Emma Jardine, Senior Teacher Consultant for RE in Staffordshire and creator of the resource has also been contacted by Sharon Artley about being involved in the Religious Education Council's (REC) charity walk event, her suggestion being to hold the walk around the National Memorial Arboretum (NMA). It was felt that 'A Sense of Place' would make an excellent contribution to the days proceedings.

The RE Quality Mark: REQM

At the last meeting members expressed a wish to support schools in applying for the REQM. Two schools have expressed an interest and St. Michaels First School, Stone will have their assessment in the summer term.

Supporting schools that are causing concern

One of the duties of SACRE is to monitor standards of achievement (1.C) and put strategies in place to act upon findings. At the last meeting members expressed a wish to support schools whose exam results were significantly below the national average. A letter offering support in terms of extra training was sent to all schools identified in this category. The response received to the offer of support has been disappointing with one school rejecting the offer completely. As a SACRE we can be reassured that the headteachers concerned are aware of this offer of support, it is ultimately up to them to decide to act upon it.

Resources to support the Staffordshire Agreed Syllabus

Following consultation with teachers it was found that more support was needed by teachers to help them with their planning and delivery of RE. Last year Emma Jardine worked with two teachers to produce a CD of resources to support the Agreed Syllabus. These have now been sent to each primary school in Staffordshire. They have been very well received.

Resources for 11–16s

Developing Secondary RE



The **Developing Secondary RE** series aims to help secondary teachers to teach RE. It draws on the beliefs, values and teachings of the six principal religions of the UK and translates these into classroom activities designed to engage, stimulate and challenge learners.

The series identifies links to whole-school initiatives, draws on current thinking and aims to help teachers develop teaching and learning strategies, subject confidence, skilful RE and effective task-setting.

Print editions available while stocks last.
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Developing Secondary RE
Series edited by Rosemary Rivett
Each title £8.90 or all 9 for £49.50

Evil and Goodness
Order code 0222
ISBN 978-1-904024-20-0

Codes for Living
Order code 0232
ISBN 978-1-904024-24-8

Jesus: Who is He?
Order code 0312
ISBN 978-1-904024-25-5

Life, Death and Beyond
Order code 0322
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Order code 0512
ISBN 978-1-904024-66-8

Faiths in Britain Today
Order code 0412
ISBN 978-1-904024-46-0

The following title is only available for download (as pdf) from our webshop.

Religion, Justice and Equality
Order code 0522
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SPECIAL OFFER

Buy all 9 (hard copy) for £49.50
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Engaging with Secondary RE

Additional resources for subscribers from www.retoday.org.uk



The **Engaging with Secondary RE** series offers secondary RE teachers a range of imaginative ideas and practical strategies for engaging with pertinent aspects of contemporary RE in the classroom.

Woven through the series, teachers will find: activities designed to appeal to different learning styles; sections that address the knowledge, skills and understanding, themes and experiences important in developing quality RE; and teacher support material to deepen subject knowledge and confidence in the classroom.

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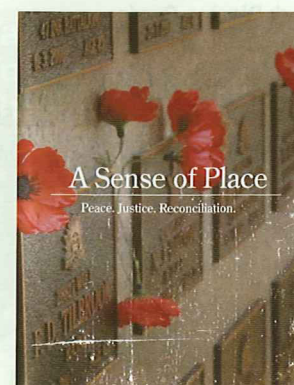
SPECIAL OFFER

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Resources for 11–16s

A Sense of Place: Peace Justice Reconciliation (CD & DVD)

NEW



A Sense of Place: Peace Justice Reconciliation is an exploration into the National Memorial Arboretum by a group of GCSE Religious Studies students from two high schools in Staffordshire.

Through five short films on the DVD the students contribute their thoughts and reflections about why remembrance is such a shared experience, and on the power and importance of the concepts of peace, justice and reconciliation.

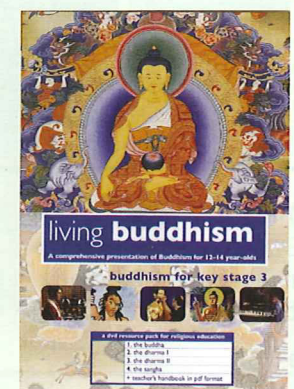
The CD-ROM contains lesson plans and accompanying resources for four lessons exploring the themes of the resource. There is also a bank of 91 high-resolution photographs from the National Memorial Arboretum which provide additional stimulus material for RS lessons, and can also be used in other areas of the school curriculum.

A Sense of Place
Designed and created by Emma Jardine, RE Consultant (Staffordshire LA)

Order code: 120304
£15.00 inc. VAT

No discounts apply.

Living Buddhism (DVD)



Living Buddhism (DVD) provides four 25-minute programmes and ten PowerPoint presentations designed to introduce 11–14s to the key teachings of Buddhism as expressed in the lives of western and eastern Buddhists. The programmes are: The Buddha; The Dharma 1; The Dharma 2; The Sangha.

The resource provides a sound introduction for those studying Buddhism for the first time, as well as supporting progression for those who studied Buddhism at primary school.

The 45-page teacher's handbook contains background information, a glossary of key terms, information sheets for students, and discussion points, which seek to stimulate analysis, discussion and reflection. The handbook is available as pdfs on disc or as a separate booklet for an additional cost.

Living Buddhism
Produced by the Clear Vision Trust
Order code 0919 DVD inc. handbook as pdf
£82.80 inc VAT
No discounts apply.

Arabic calligraphy posters



Arabic calligraphy posters
Designed by Salah Al-Moussawy and produced by the Islamic Foundation (UK), these six beautifully produced posters show traditional calligraphy in full colour. They are laminated for durability.

Arabic calligraphy – 6 posters
Order code 0818
£14.50 inc. VAT
No discounts apply.

St Matthew's Church

Reverend Bob's city-centre church. A busy church with lots of families and young people who work in the city. In the congregation there are also some older, retired people who live near the church.

Mid City Primary School

A large primary school with over 400 pupils. The school is a community school in the middle of a housing estate in the city. Families in the school come from all around the world. Some of the parents work in the local hospital, others work in shops in the city and some others are unemployed.

St Luke's C of E Primary School – the village school

A small school of only 30 children. All the children live in the village or on local farms. Some people work on the farms but others travel a long way to find work.

Revd Bob's old village church

A small church that always holds a Harvest Festival. A group of people from the village come and decorate the church with fresh vegetables and wheat from the fields.

Activity 5

A report in the parish newsletter

Ask the pupils to write a short report that is suitable to go in the church newsletter. Note:

- the audience for the report is the members of St Matthew's Church
- the purpose of the report is to show what the children understand about Harvest Festival and the harvest charities that donations can be collected for.

Offer pupils a series of sentence starters.

Harvest is about . . .

It is important in the city as well as the country because . . .

Or

It is less important in the city because . . .

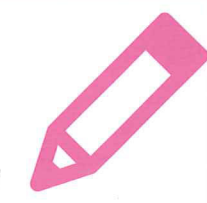
The charity . . . is suitable for donations in . . . because . . .

Hi Class 4
 Brilliant Harvest celebration!
 Really sorry but I had to dash off.
 Loved hearing about why you had chosen what to collect donations for. Do you think you could write a short report for the church newsletter explaining what you have learnt about Harvest Festival?
 Thanks
 Bob

WHY IS IT IMPORTANT TO REMEMBER THOSE WHO FIGHT IN WAR?

For the teacher

There is a profound dimension to **thankfulness** which can be explored through a consideration of the way in which we **remember** those who have been called upon – or who have volunteered – to fight in the armed forces in times of conflict.



This section provides four pages of stimulus material to help engage pupils and stimulate learning. The pages are a flexible resource, and can be used independently of the activities suggested.

Pages 26 and 27 present some unique insights into what it meant for a young man to be called up into the army in 1943, through extracts from the letters and artwork he sent home to his parents. Some questions to think about, suitable for individuals or small groups, are provided.

Pages 28 and 29 take a wider and more eclectic look at some significant events that are part of our national history, which say something about what and how we remember, and how we are thankful to those who are prepared to defend their country in times of war. Some questions to think about, suitable for individuals or small groups, are provided.

Page 30 outlines three activities, drawing on the stimulus material on pages 26–29. They encourage questioning, finding out, discussion, understanding a variety of perspectives, and opportunities for reflection and expressing own views. Access to the internet is helpful, with video stimulus providing additional and relevant information and comment.

Curriculum links

This unit links to teaching in History in the unit 'Britain since 1930' often taught to 9–11s. This supports pupils' learning and skills in historical enquiry, allowing them to:

- pursue investigations to find answers to historical questions
- use sources to establish evidence for particular enquiries
- present and structure their findings in a variety of ways.

What can children do as a result of this unit?

The following pupil-friendly 'I can' statements describe the learning that may be expected of pupils in the 9–11 age range.

Level Description of achievement: I can . . .

- 3** • **describe** what some people from one religion I have studied believe about peace and conflict and how this belief influences how they behave
- **compare** some of the beliefs about peace and conflict that are important to me with those that influence believers from one of the religions I have studied.
- 4** • **show that I understand** some of the ways in which serving in the forces had an impact on the faith of those who took part
- **express** my own questions and views about peace and conflict and suggest why it is sometimes difficult to live these out in practice.
- 5** • **suggest reasons** why people from one religion I have studied might hold differing views about war
- **express** my own views on questions about peace and conflict, taking account of ideas from one of the religions I have studied.

See also

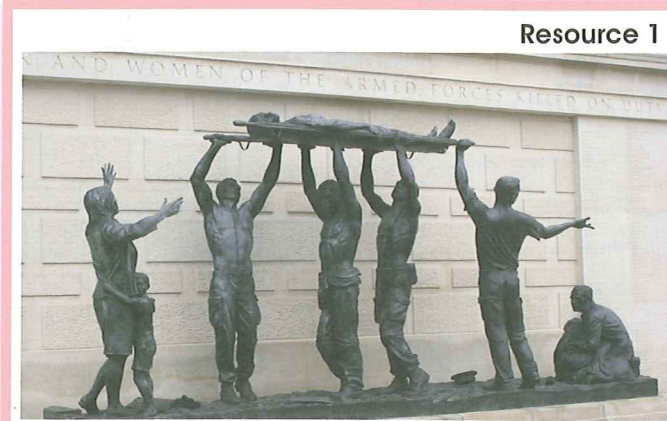
A Sense of Place

This DVD and CD-ROM presents video clips, an extensive collection of photographs and some classroom activities. The pack is designed to support RE with 14–16s, with pupils themselves providing the commentary and their own reflections. However, with the exception of the activities, this resource provides a very valuable bank of stimulus materials for work with 9–11s.

The pack was designed and created by Emma Senior, RE Consultant (Staffordshire LA).

See: <http://shop.retoday.org.uk/120304>

How and why do we remember them?



Resource 1

© Emma Jardine

Memorial, National Memorial Arboretum

Resource 3

What is remembering?

- Remembering . . .
- is more than memories
 - is more than just saying 'thank you'
 - is not enough, but is something
 - helps the lessons of the past inform the actions of today
 - celebrates courage, honour, bravery, sacrifice, generosity and love.



Resource 5

© Emma Jardine

Poppies, National Memorial Arboretum

Resource 2

National Memorial Arboretum

The National Memorial Arboretum in Staffordshire was created in 1977 as a national place of remembrance of those who gave their lives in the service of their country, or suffered as a result of conflict, or whose lives make it fitting that they be remembered here.

There are more than 200 memorials in 150 acres of woodland, with new ones being added all the time. People from many religions and cultures are remembered here.

The Armed Forces Memorial commemorates those who have been killed on duty or as a result of terrorism from the end of the Second World War to current conflicts, e.g. Afghanistan.

There is a daily Act of Remembrance, including a moment of silence, in the Millennium Chapel. Visitors are encouraged.

See: www.thenma.org.uk

Resource 4

A Widow's Story

We'd only been married for almost two weeks when Iain went off to the Falklands.

Seeing Iain off to the Falklands war was the hardest thing I've ever had to do – neither of us could have known we'd never see each other again.

On 21 May 1982, five ships were hit. One of them was the HMS Argonaut, Iain's ship. When I was told that Iain was "missing presumed dead" a part of me didn't want to believe it. There were five Iains on that ship; they might have got it wrong.

Iain's body never came home, so the Armed Forces memorial is a place where I can run my fingers over his name and be with him. My first visit was wonderful, but heart-breaking too. I stood there and talked to him for ages.

Widow of Able Seaman Iain M. Boldy

© Emma Jardine

How and why do we remember them?



Resource 6

© Lewis Whyld/Press Association Images

Gurkha Justice Campaign

On 21 May 2009 the Home Secretary announced that all Gurkha veterans who retired before 1997 with at least four years' service would be allowed to settle in the UK if they wish. This victory followed a long campaign headed by the actress Joanna Lumley. Since 1815 the Brigade of Gurkhas has fought for the British Crown in conflicts around the world. Gurkhas come from Nepal and are usually from Hindu or Buddhist backgrounds.

Resource 8

Some things that religions say about peace and conflict

- 1 **Buddhism**
He who destroys life ... he digs up the very roots of his life.
Dhammapada 346
- 2 **Christianity**
Blessed are the peacemakers for they will be called the children of God.
Christian Bible, Matthew 5:9
- 3 **Hinduism**
Ahimsa, non-violence, comes from strength, and the strength is from God, not man. Ahimsa always comes from within.
Mahatma Gandhi
- 4 **Islam**
Do not take life – which Allah has made sacred – except for a just cause.
Qur'an, 17:33
- 5 **Judaism**
They shall beat their swords into ploughshares and their spears into pruning hooks; nation shall not lift up sword against nation.
Hebrew Bible, Isaiah, 2: 4
- 6 **Sikhism**
When all efforts to restore peace prove useless and no words avail, lawful is the flash of steel. It is right to draw the sword.
Guru Gobind Singh

See: www.bbc.co.uk/ethics/war

Resource 7

Remembrance Day at the Cenotaph, Whitehall

Remembrance Day is always the second Sunday of November and there is a service at the Cenotaph in London. The monarch lays a wreath and other tributes, dedicated to all who have suffered or died in war, are placed on the Cenotaph. Great care is taken to ensure that everyone is included.

Members of the Cabinet, opposition party leaders, former prime ministers and certain other ministers and the mayor of London are invited to attend the ceremony, along with representatives of the armed forces, merchant air and navy and fishing fleets, and members of faith communities. High Commissioners from Commonwealth countries also attend and lay wreaths.

See video of the ceremony: <http://bit.ly/McNPHS>



© Mark Cuthbert/UK Press/Press Association Images

Queen Elizabeth II laying a wreath at the Cenotaph

To think about:

- 1 **Look closely at Resource 1.** What do you think the sculptor is saying about the impact of war, and the importance of peace?
- 2 **Watch the video for Resource 7.** What does the music, colour, pace, people, and use of silence say to you about the nature and importance of this annual event?
- 3 **What do the religions** you have been studying this term say about war? What questions do you have? What are your own thoughts?
- 4 **If you were to write a poem** called 'Remembering' or 'Thankfulness' what would you write? Use Resources 1–7 to help you.

Activities

Activity 1

Reflecting on one soldier's experience

1 **Working in groups**, provide pupils with copies of the stimulus material on pages 26–27 about Private James Derek Goss.

Ask pupils to answer the question 'What mattered most to Derek?' They could express their thoughts on a target board (four concentric circles with 'Matters most' in the centre, then 'Matters a lot', 'Matters a bit' and 'Doesn't matter'). They should give reasons for their choices.

2 **Tell pupils** that after the war the four medals he was entitled to were posted to him in a small box. Derek left the box unopened, and he never spoke to his family about his time in the army.

Ask pupils to suggest why he may have done this – and to consider whether they need to make any changes to their answers to task 1.

3 **Tell pupils** that after the war Derek was married in church, encouraged his children to go to church with their grandparents, and was proud that one of them became an RE teacher. However, he no longer had much personal interest in the religion of his birth.

Ask pupils to suggest why they think his attitude to religion changed. What questions do you think he had? What answers might pupils suggest to these questions?

Activity 3

Visiting a memorial site

Enable pupils to visit a place where those who died in war are remembered. This might be:

- A cenotaph or other public memorial close to the school
- A memorial in a local place of worship
- The Cenotaph, Whitehall, London
- The National Memorial Arboretum, Staffordshire.

If a visit is not possible, then explore with pupils the videos on the weblinks identified on pages 28–29. The DVD pack *A Sense of Place* in the 'See also' section (page 25) provides a large number of photographs of the National Memorial Arboretum which can support reflection and understanding.

Explore with pupils questions such as:

- Why are so many memorials to those who died in war found in places of worship / use religious language and imagery / provide a focus for religious services, e.g. Remembrance Day?

Activity 2

A memorial expressing thankfulness

1 **With the class**, conduct a series of searches on the Commonwealth War Graves Commission website – www.cwgc.org – entering terms such as 'Christian', 'Hindu', 'Muslim', 'Sikh', 'Gurkha'.

Ask pupils:

- a What do they notice?
- b What surprises them? Why?
- c What questions do they have?

2 **Show pupils** the short video (4.24 mins) 'Forgotten Heroes – The Muslim Contribution' on the EMEL website.

See: www.emel.com/article?a_id=1699&id=65

The video commemorates the sacrifice of Muslim soldiers in both the First and Second World Wars.

Ask pupils to:

- **discuss** whether this video answers any of their question. Why/why not?
 - **suggest** why some people feel that Hindu, Muslim and Sikh soldiers are not remembered among the war dead as often as they might be.
- 3 **Tell pupils** that a Muslim organisation called EMEL ran a campaign to get a consultation process started to design a fitting memorial for Muslims who fought and died in the two world wars.

Ask pupils to work in small groups to:

- **design** a fitting memorial to commemorate and celebrate the sacrifice of Muslim soldiers (or Sikh, Hindu and so on) who died in the two world wars.
- **consider** the religious beliefs and sensitivities of the religion they have chosen and how these affect the design of the memorial
- **decide** where their memorial should be placed, e.g. a national memorial in a major city; a series of local memorials in towns that sent large numbers of men to the frontline; a permanent exhibition in one of the nation's museums; the National Memorial Arboretum; or somewhere else.
- **present** their design to the class, giving clear reasons for the design ideas and location for the memorial they chose.

FOR THE RE SUBJECT LEADER

Exploring thankfulness in the RE curriculum

In general

Thankfulness (or similar concepts such as **gratitude** and **appreciation**) features in most lists or collections of values, whether from religious or non-religious sources.

The activities in this publication enable pupils to explore the beliefs and values connected with thankfulness, and to consider and reflect on the practical implications of expressing these in relation to themselves, others, the community and the world. **This process is central to religious education.**

RE and values education

RE has a key part to play in values education in schools by:

- helping pupils to make the link between belief and behaviour
- supporting spiritual and moral development through reflective exploration of the wisdom of religion and belief traditions and in the teaching of key religious figures
- enabling pupils to consider their own beliefs and values and those of others in the light of their learning in RE.

Many schools take a whole school approach to values education and base their work on one of a series of published resources, such as those mentioned under 'Resources' on this page. Whatever your type of school, and whether or not you formally structure your values education on one of these resources, there is a wealth of useful material for all schools to draw upon to create an appropriate learning environment in which RE can take a lead role.

Resources for values education

1 Christian Values For Schools

Christian Values For Schools presents 15 values from which schools can choose to help them delve deeper into their distinctive character as church schools. The values are: **reverence; wisdom; thankfulness; humility; endurance; service; compassion; trust; peace; forgiveness; friendship; justice; hope; creation; koinonia** (community or fellowship).

Each value is supported with background and theological information, and a set of accompanying questions and cameos (videos, images and text, showing the values in action in the daily life of schools). The resources are free.

See: www.christianvalues4schools.co.uk

2 Values for Life

Values for Life is a resource written by diocesan schools advisers. There are 12 values: **courage; creativity; peace; trust; forgiveness; justice; thankfulness; compassion; friendship; hope; truthfulness; humility**. These are introduced in key acts of collective worship and there are practical suggestions on how to follow this through in the classroom.

Living Values is a complementary resource, full of examples of excellent practice in schools across the UK. It shows how values can underpin every aspect of school life, including: policy development; the whole curriculum; the work of the governing body; and spiritual development. Sample pages are available for download.

See: www.gloucester.anglican.org/resources/jfish

3 Living Values Education Programme

Living Values Education Programme is aimed at providing guiding principles and tools for the development of the whole person, recognising that the individual is comprised of physical, intellectual, emotional and spiritual dimensions. Resources and details of workshops and seminars by trainers to introduce the programme to schools are available.

See: www.livingvalues.net/reference/excellence.html



Suitable for:
Teachers

The History of Islam

Barry Rubin, Mason Crest 2010, ISBN 978142205310, 64pp, hbk, £9.99.

Islam in Europe

Michael Radu, Mason Crest 2011, ISBN 9781422213636, 64pp, hbk, £9.99. ISBN 9781422213667, 64pp, pbk (2010) £8.95.

This series originates in the USA, produced by the Foreign Policy Research Institute, an American thinktank, and claims to provide a balanced explanation of the religion of Islam and its people. Each volume, set out clearly, contains photos, a chronology and a small bibliography.

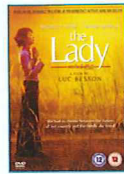
The publishers pronounce the series to be a success. However, others have found the books disturbingly anti-Islamic, both in tone and message. In the main Muslims are portrayed as being inherently violent; Islam is regarded as a second-rate religion and the underlying warning is that one should be wary of Muslims in any society.

Having looked at several books in the series, I am in agreement with this latter view. None of these books is written by Muslims and they are often prejudicial. There are many places where the language is misleading, the rhetoric inflammatory and the information inaccurate. Some examples of this may be found in the very negative portrayal of the prophet Muhammad, the assumption that the majority of Muslims understand jihad as a struggle against non-Muslims to increase Islamic territorial control, and a very limited acknowledgement of the contribution of Muslims to European culture and knowledge.

There is no sense of joy or celebration displayed by any of the Muslims in the photographs. The text and page colouring reinforces the gloom of the message portrayed in the narrative.

These books are prejudicial and ideological and therefore unsuitable for use in the classroom.

Jackie Metcalfe



Suitable for:
Ages 14–19

The Lady

A film by Luc Besson with Michelle Yeoh and David Thewlis, DVD 2011, 127 mins, £9.00.

For about a dozen years I've been urging RE teachers of Buddhism to get their pupils to learn the story of Aung San Suu Kyi, Burmese democratic leader and Nobel Peace Prize winner, because her astounding moral courage and exemplary determination in the struggle for freedom in her land are an inspiration.

This moving and detailed film of her life begins in 1947, jumps to 1999 and then returns to follow her emergence as Burma's pro-democratic leader, and her long imprisonment. Dramatic licence – but not too much for me – makes the story flow, and the contrast between an often grey and rainy Oxford and Rangoon, by turns exotic and menacing, gives the story energy, pace and drama. The film score is outstanding, ranging from U2 via Pachelbel's *Canon* to the music of Burma itself.

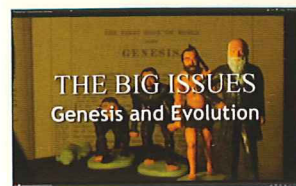
The brutal regime of the Burmese military, which ran from 1962, is shown rather simplistically, led as much by superstition as by economic self-interest. The occasional brutality of the images in the film is a brooding presence whenever the military appear, and explodes occasionally in brief scenes of violent death or torture, so a '12' certificate is justified.

The central dilemmas of Aung San Suu Kyi's life are to do with the practice of non-violence and the tension between the struggle for national freedom in Burma and the love of family. These are presented with great clarity. It is the latter of the two that is most dramatically presented here, as Aung San demonstrates her willingness to suffer with her people as she waits for the freedom in which she believes.

It is not surprising, but perhaps a regret, that the film does not explore any of the religious influences on Burmese life and culture, apart from occasional non-specific references to monks and monasteries, but the movie as a whole offers an opportunity for students to build their understanding of Buddhist teaching and practice in an inspiring way.

This is a superb resource for religious education – I recommend that you buy it, watch it, teach it and clip it for your classes.

Lat Blaylock



Suitable for:
Ages: 7–14

Science & Belief: The Big Issues An online resource

Videos available on YouTube (<http://tiny.cc/rh0j1w>) and teachers' notes (40pp) free from RE Today: <http://www.retoday.org.uk/news/science-belief>

Videos filmed by Two Cats Can: www.twocatscan.co.uk

There are 12 videos in this series, each lasting about 10 minutes. A sequence of three 'information' programmes introduce topics leading to questions for debate, followed by a video of round-table discussion of the topics.

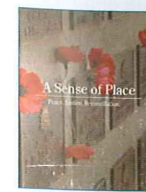
After the initial comments from young people, the setting of the videos promotes interest. Russell Stannard sits at an antique desk. On and around the desk there are curious and interesting items – a grandfather clock, a telescope, a crucifix, models demonstrating evolution, a model of DNA, books, a menorah. These vary to some extent from video to video. From the drawers of the desk, he takes out items from time to time to illustrate the discussion – a clock, a model of ET, and so on.

On the desk, there is a computer screen where film and still images appear to illustrate and develop the discussion. As well as the effective use of image in the discussion and development of the issues, Russell Stannard also refers to sources and other expertise. The conversational style makes the argument and discussion easy to follow. He also refers back to the comments made by the young people. At the end of each video there are two questions which appear in text on the screen.

The round-table discussion is also well handled. Questions appear on the screen. Discussion is filmed, sometimes with the screen divided, to show different participants, which I found effective. The video ends with the discussion still continuing, which indicates clearly that this material is not presenting tidy answers but is raising questions. Nevertheless there is clarity and lucidity.

This style of learning might be particularly appropriate for young people, but could equally well be used with adult groups, encouraging them to be more open to question and debate, to offer their own views, opinions and experience in a more open way.

Stuart Scott



Suitable for:
Teachers

A Sense of Place: Peace Justice Reconciliation

DVD and CD-ROM. Emma Jardine, RE Consultant (Staffordshire LA), produced by QLS, Staffordshire, 2012, £15 inc VAT.

A Sense of Place: Peace Justice Reconciliation is an exploration on DVD and CD-ROM into the National Memorial Arboretum (NMA) by a group of GCSE Religious Studies students from two high schools in Staffordshire.

The students' experience of visiting the NMA and their thoughts and reflections on the concepts of remembrance, peace, justice and reconciliation are presented through seven short films. The films can be used singly, or in sequence interspersed with opportunities for discussion and creative work. They are also an ideal preparation for a visit to the NMA, which is to be recommended.

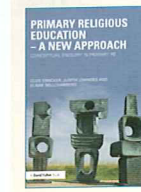
'Music Video' shows the students being shown round the NMA against a background of the song 'Where We Come From' sung by Wolverhampton-based singer/songwriter Sam Draisey. This helps create a reflective and respectful atmosphere, with the lyrics providing food for thought about the meaning and power of the key concepts at the heart of the resource.

The other films (Initial Thoughts; What Causes War?; Remembrance; Symbols; Reflections; Final Thoughts) focus on the students sharing their personal thoughts and questions as a result of their visit, and articulating simply and powerfully the impact of their visit. These films are all the more powerful for being presented by the young people themselves, and are also accessible to 7–11s, for example as stimulus to classwork or assemblies related to Remembrance Day.

The CD-ROM contains lesson plans and accompanying resources for four lessons exploring the themes of the resource. There is also a bank of 91 high-resolution photographs from the NMA which provide additional stimulus material for RS lessons, and can also be used in other areas of the school curriculum, for example assembly.

A Sense of Place is a powerful learning resource for RE, all the more so for being presented by young people and rooted in their own learning journey. It is a flexible and cost-effective resource, packed with excellent stimulus material.

Rosemary Rivett



Suitable for:
Ages 14–19

Primary Religious Education: A New Approach

Clive Erricker, Judith Lowndes and Elaine Bellchambers, Routledge 2010, ISBN 9780415480673, 224pp, pbk, £22.99.

In *Primary Religious Education: A New Approach*, you can trace the history of the many different pedagogies of recent decades which have come and gone since old-style RE and its confessional approach was abandoned. We have had the easy, 'going-nowhere' road of the factual approach with its inevitable content-overload; swing the pendulum and you have a rather wishy-washy 'spiritual' approach which optimistically assumes that if you present children with the stimulus of 'a religious element charged with the sacred beauty of faith... something numinous' then awe and wonder will ensue.

This book challenges the twin attainment targets 'Learning about Religion' and 'Learning from Religion' so often trotted out as a rationale for RE. Once this two-pronged approach seemed to make sense, but somehow the two ideals never met – and while the former could be merely pointless, doesn't the latter sound just a bit smug, with too many assumptions being made?

Judith Lowndes and Clive Erricker wrote (with the support of a working party including Elaine Bellchambers) and launched *Living Difference*, the 2004 Agreed Syllabus for Hampshire, Portsmouth and Southampton (later adopted by Westminster and Camden) in which there is just one single attainment target: 'Interpreting religion in relation to human experience'. In this approach, religious content in RE is reduced, and concepts drive the learning instead – concepts which extend beyond RE into children's own lives and make the learning meaningful. In a chapter about the evaluation of *Living Difference* undertaken in 2008/9, one teacher explains: 'The skills in LD are frankly functional skills in today's world. I want them [pupils] to be able to think for themselves, to justify what they think.'

This accessible book tackles such matters as 'What is good RE?' ('Good RE should enable pupils to engage with the issues which arise out of religion, both positive and negative'), 'Why conceptual enquiry?' ('educational development is not essentially dependent on the subject content, rather the subject is a vehicle used for the larger educational development of the learner') and How can we make RE meaningful?

One teacher who has seen the value of the conceptual approach says: '[It] helps teachers to deliver interesting RE – it's got variety and point and it's linked to kids' lives... how those particular concepts affect children's lives.'

There are case studies and sound practical advice on how to transform your own practice as well as a very helpful perspective on harnessing the strengths of non-specialist teachers. Other issues explored are the danger of promoting stereotypes by ignoring the diversity and conflicts within religion, the immense value of cross-curricular links and, crucially, the challenge of achieving the right atmosphere and ethos in which teachers are required to link what goes on in the classroom with home and the wider communities. They need to have established good, appropriate relationships, value the pupil as a human being rather than on an academic level and respect pupils' ideas and expressions of belief.' (p40)

Anyone who strives to find ways to make the subject relevant and challenging to pupils will find that this book not only provokes thought but also provides clear insight into a well-founded but ultimately commonsense approach to RE.

Kathy Bagley

In the last issue of *REtoday* (Autumn 2012) we published a review of this resource with incorrect publication details. We offer our apologies to the publisher and the reviewer, and now repeat the review, this time with the correct details.

**Standing Advisory Council on Religious Education
13th February 2013**

Report of the Deputy Chief Executive and Director of People

NASACRE Update

1 Purpose of Report

1.1 To present members of SACRE with a brief update on key issues that have developed or arisen since the last meeting of SACRE.

2 Summary

2.1 Members of SACRE will receive a brief report on a number of key issues. These are matters on which it is appropriate to brief members of SACRE.

3 Recommendation

3.1 That members of SACRE receive the report and note the contents

4 Background

4.1 NASACRE is the national body of SACRE's. National meetings are held to which members of SACRE are invited and encouraged to attend. Issues are discussed which have local or national importance for RE.

4.2 Members will be briefed on any key developments.

5 Equal Opportunities

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

6 Financial implications

6.1 Financial implications may be raised by individual items. These have been dealt with elsewhere, or will be raised at future meetings of SACRE.

Contact Officer
Telephone number:

Emma Jardine
01785 277997

**Standing Advisory Council on Religious Education
13th February 2013**

Report of the Deputy Chief Executive and Director of People

The SACRE Awards and the SACRE Lecture

1 Purpose of Report

1.1 To report on the SACRE Awards and the SACRE Lecture 2012.

2 Summary

2.1 The SACRE Awards are held annually to celebrate achievement in RE.

2.2 The SACRE Lecture is held annually as an opportunity to discuss an issue of relevance to teachers of RE.

3 Recommendation

3.1 That members of SACRE receive the report and make any recommendations regarding these two SACRE initiatives

4 Background

4.1 At the last meeting members were alerted to the dwindling numbers of schools being involved in these two initiatives. With the current educational backdrop and the changing nature of schools, education and Emma Jardine's role at QLS decisions regarding these initiatives need to be agreed.

4.2 Members are reminded that the core aim of the SACRE is to support RE and the teachers delivering it so in order to attract our key audience we will need to plan a programme that they will find relevant and useful.

4.3 The Kingston Centre has been booked as a venue for the SACRE Awards on Monday 8th July 2013. Alternatives can be considered. If members are happy with this as a venue in principle then a further decision will need to be made regarding timings e.g. an afternoon or an evening event. These decisions can then be taken to representatives of Friends of Faith at their next meeting to discuss the workings of a joint celebration.

4.4 Members are asked to put forward names for a speaker at the SACRE lecture. Members are also asked to discuss issues concerning timings (4-6pm is a typical QLS twilight slot) and a suitable venue. The 17th September has been provisionally booked at Kingston. A possible name is Gill Vaisey who is an Early Years RE specialist, owns her own publishing company and will be a huge attraction for our primary schools (our biggest market by far with over 300 schools!). If Gill was available to speak then she could also offer some CPD at the same time.

5 Equal Opportunities

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

6 Financial implications

6.1 The cost of the Awards have previously been jointly funded by SACRE and Friends of Faith and the cost of the Lecture was met from the SACRE budget.

Telephone number:

01785 27799

**Standing Advisory Council on Religious Education
13th February 2013**

Report of the Deputy Chief Executive and Director of People

Applications for variation of practice

1 Purpose of Report

- 1.1 To consider any applications for variation of practice to religious education and or collective worship.

2 Summary

- 2.1 Upon receipt of a written application from a Headteacher of a county school SACRE should determine whether it is appropriate to disapply the requirement for broadly Christian collective worship and/or make amendments to the way the Agreed Syllabus is followed in the case of that school.

3 Recommendation

- 3.1 That members of SACRE are updated on any new developments in this area.

4 Background

- 4.1 No applications have been received at this time.
- 4.2 Members may wish to begin thinking about potentially offering different models for schools to follow in order to meet statutory requirements for Religious Education. The Agreed Syllabus is two years away from review and with the current changes in education policy it may be timely to begin thinking ahead.

5 Equal Opportunities

- 5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

6 Financial implications

- 6.1 There are no immediate financial implications

Contact Officer
Telephone number:

Emma Jardine
01785 277997

**Standing Advisory Council on Religious Education
13th February 2013**

Report of the Deputy Chief Executive and Director of People

Code of Conduct for SACRE members

1 Purpose of Report

1.1 To discuss progress made in the introduction of a code of conduct for SACRE.

2 Summary

2.1 Members of SACRE will have an opportunity to discuss this matter further and see what progress has been made in this area.

3 Recommendation

3.1 That members of SACRE hear the update and note the contents

4 Background

4.1 SACRE members have discussed Brent SACRE's Code of Conduct which is Brent's way of ensuring that members of SACRE have the right intentions from the outset and are committed to working together for the good of SACRE and for the good of Religious Education.

4.2 The Chair of SACRE has drafted a version of the code that members are asked to comment on.

5 Equal Opportunities

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

6 Financial implications

6.1 Financial implications may be raised by individual items. These have been dealt with elsewhere, or will be raised at future meetings of SACRE.

Contact Officer
Telephone number:

Emma Jardine
01785 277997

Code of Conduct – Draft 1

All representatives should:

- Attend the meetings of SACRE and take part constructively in the deliberations and work of SACRE
- Keep in mind the benefit to the community as a whole when participating in and reviewing the work of SACRE, and when representing SACRE in public
- Challenge and resist stereotyping
- Accept in principle the good faith and honourable standing of other SACRE members
- State views and opinions honestly and at all times politely
- Respect the rights of other members to disagree with your point of view
- Respect and cooperate with the statutory role and responsibilities of SACRE

**Standing Advisory Council on Religious Education
13th February 2013**

Report of the Deputy Chief Executive and Director of People

The RE Conference: Teachers and Students

1 Purpose of Report

1.1 To present members of SACRE with a brief update on developments with the RE conference

2 Summary

2.1 Staffordshire holds an annual RE conference in March.

3 Recommendation

3.1 That members of SACRE hear the update and note the contents

4 Background

4.1 This years RE conference will be led by Alan Brine HMI and also by consultants of RE Today. A flyer is available for members to look at. Members may like to consider how to make the most of the opportunity to meet Alan Brine. Would it be an idea to fund two SACRE members to attend out of this years SACRE budget?

4.2 This year's student conference will be held at The Kingston centre on Thursday 9th May. Entitled 'Body and Soul' it will give an opportunity to consult with staff and pupils on what they value about RE. In a change to previous years this year's conference is a KS2 conference.

5 Equal Opportunities

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

6 Financial implications

6.1 Financial implications may be raised by individual items. These have been dealt with elsewhere, or will be raised at future meetings of SACRE.

Contact Officer
Telephone number:

Emma Jardine
01785 277997

'Body & Soul' Pupil Conference

This inspirational day conference, run by staff advisers from RE Today and with the generous support of the Jerusalem Trust, enables pupils in Year 5 - 6 (and possibly Year 8 as well) to work together on issues about values and relationships in dynamic and exciting ways for a full day of learning.

Learning methods are creative and personally focused on thinking carefully about relationships and values. Children will engage in active and memorable learning which supports the development of clear and thoughtful values.

AIMS of the day:

- To enable pupils to think for themselves about the values that make relationships work best
- To learn about what makes our relationships work for the wellbeing of all
- To think deeply and creatively about the value of love, trust, forgiveness, sharing hard times and promises.

Body & Soul

Active learning for relationships education
By Lat Blaylock, Fiona Moss & Ruth Whiter



Programme (all flexible)

Arrivals: 9.15-9.45 (opening activity for pupils)

Beginnings: 9.45-10.55:

Thankfulness / Perfect Partners / Talking Circle

Break: 10.55 – 11.15

Deep thinking: 11.15-12.35:

Split group: Values Auction / Story / Sticks

Lunch: 12.35 – 1.05pm

Creativity: 1.05- 2.30:

Imagine / Do / Create / Explain: Chuppah

Inspiration: 2.30 – 3pm: Forgiveness / What does love mean?

"The Body and Soul programme will help young people develop much of the emotional vocabulary and many of the practical relationship skills needed for confident, healthy and independent lives, and help them to deal with difficult moral and social questions with a deeper understanding of the consequences of their actions."

Dave Francis, RE Adviser



Schools are invited to send one teacher and 8 pupils to the conference. Teachers will learn how to use the methods of Body & Soul. The events are led by Fiona Moss and Lat Blaylock of RE Today. Generously Supported by the Jerusalem Trust. A discount copy of the 'Body & Soul' pack is provided for all schools attending the event.

Programme

08:45-09:15	Arrival and registration	
09:15-09:30	Chair's introduction and welcome	
09:30-10:10	Having an impact in RE: promoting enquiry and planning for progress <i>Stephen Pett, RE Today</i>	
10:10-10:50	Religious Education: Progress, progress, progress! <i>Alan Brine HMI</i>	
10:50-11:00	Q&A session	
11:00-11:30	Refreshments	
11:30-12:00	Transforming RE: The Bankfield School Experience <i>Andrew Ackers, Head of SRS at The Bankfield School</i>	
12:00-13:00	Workshop sessions	
	<p>Primary workshop A How to be a great RE subject leader How to monitor, evaluate and improve RE in the primary school.</p> <p><i>Fiona Moss</i></p>	<p>Secondary workshop A Deepening learning with 11-16s: questions of values, virtues and ways of living Active learning strategies and resources to develop pupils' understanding and evaluative skills.</p> <p><i>Stephen Pett</i></p>
13:00-14:00 lunch:	Exhibitors will be available during the lunch break where a selection of books/resources will be available to view or purchase	
14:00-15:00	Workshop sessions	
	<p>Primary workshop B Planning a great RE day/week Themes, resources and advice on constructing RE days to inspire, inform and engage children in the primary school.</p> <p><i>Fiona Moss</i></p>	<p>Secondary workshop B RE, learning and the brain Ten ideas to reinvigorate your teaching, applying recent findings from psychology and neuroscience that you probably haven't had time to keep up with! Suitable for teachers from all phases.</p> <p><i>Stephen Pett</i></p>
15:00-15:30	Refreshments	
15:30-16:00	Plenary Key Note <i>Fiona Moss, RE Today</i>	
16:00	Evaluation and Conference closes	

Delegate feedback from the 2012 Conference...

"Thought provoking!"

"Fantastic and Inspirational!"

"Great ideas to extend and enrich our school practice"

"Good clarity and focus"

"A variety of approaches of how RE can be taught in a more exciting and appealing way and be relevant to children"

Can you afford to miss this year's conference?



BOOK NOW

Call: 01785 277932

Click: www.qls.org.uk

For: Subject leaders of Religious Education in primary, middle, secondary or special schools;
Headteachers and those responsible for developing SMSC in school.

Religious Education

The RE Conference: *From Good to Outstanding*



Is RE changing in your school? Are you concerned that RE is not having the impact you would ideally like to see? Do you need help to feel secure that you can recognise, deliver and lead others in knowing what outstanding teaching in RE looks like?

The RE Conference: From Good to Outstanding can provide the solution!

This year we are delighted to welcome **Alan Brine** HMI National Adviser for Religious Education who will be sharing with delegates an Ofsted perspective on RE in schools and where, how and why progress is still necessary. The highly acclaimed RE Today team, **Stephen Pett** and **Fiona Moss** will also be present and taking a lead in the RE Conference delivering keynotes as well as vibrant and challenging workshops. Delegates will also have the unique opportunity to meet **Andrew Ackers** the Head of Social and Religious Studies at The Bankfield School. This school was recently featured in an Ofsted Good Practice Case Study for RE. Throughout the day delegates will explore key improvements in curriculum, planning, teaching, learning and assessment that will help to move RE forward in their schools. With an inspiring keynote address and a selection of seminar sessions for both primary and secondary delegates this promises to be an **outstanding** CPD opportunity for RE Practitioners!

Bonus offer!

*Delegates will have the opportunity to meet people of faith who are available to come into schools to support RE and to purchase **quality resources** at a **reduced price** during lunch time from specially selected trade stands!*



Emma is the RE Consultant. Her experience includes working as an Advanced Skills Teacher for RE, leading a thriving RE department in a secondary school, developing the 2009 Staffordshire Agreed Syllabus and regularly leading courses for QLS. She specialises in creative approaches to RE, cross curricular links manageable assessment. Emma has also developed G&T activities, devised equality and diversity pupil resources for a London based charity and created RE focused educational resources for the NMA.

Booking Details

Booking Code: **REDB12004001**
Date: 6th March 2013
Time: 9:00 – 16.00
Venue: Kingston Centre, Stafford
Cost: £199 (20% discount for any additional bookings)
Tutor(s): Emma Jardine



BOOK NOW

Call: 01785 277932

Click: www.qls.org.uk

**Standing Advisory Council on Religious Education
13th February 2013**

Report of the Deputy Chief Executive and Director of People

SACRE Annual Report 2011 - 2012

1 Purpose of Report

1.1 To present the SACRE with it's Annual Report.

2 Summary

2.1 SACRE produces an annual report of its work which is published as a public document. A copy of the 2011-2012 SACRE Annual Report will be presented at the meeting for approval by members prior to distribution.

3 Recommendation

3.1 That members of SACRE receive the report

4 Background

4.1 SACREs are required to produce an annual report of their work. This report is sent to headteachers of all schools in the county, to the teachers associations and to the local faith communities. The report is also made available on the Staffordshire Learning Net.

4.2 Members are requested to read and approve the report prior to general distribution.

5 Equal Opportunities

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

6 Financial implications

6.1 Financial implications are indicated in the budget account.

Contact Officer
Telephone number:

Emma Jardine
01785 27799

**Standing Advisory Council on Religious Education
13th February 2013**

Report of the Deputy Chief Executive and Director of People

SACRE Budget 2012 - 2013

1 Purpose of Report

1.1 To advise members of SACRE of the current budget position

2 Summary

2.1 A breakdown of the SACRE budget for the financial year 2012 - 2013 to date will be presented at the meeting.

3 Recommendation

3.1 That members of SACRE receive the report

4 Background

4.1 A budget has been made available to support the work of SACRE during the financial year 2012 – 2013 as approved by the Corporate Director (Children and Lifelong Learning).

4.2 An account of the monies spent to date in relation to the budget for 2012-2013 will be presented at the meeting.

4.3 Members may wish to consider funding Emma Jardine to run a series of complimentary twilights at schools throughout the county which would then enable teachers to network free of charge out of next years budget.

5 Equal Opportunities

5.1 This report has been prepared in accordance with the County Council's policies on equal opportunities.

6 Financial implications

6.1 Financial implications are indicated in the budget account.

Contact Officer
Telephone number:

Emma Jardine
01785 27799

SACRE Budget 2011/2012

Cost Centre EM1100

Expenditure from 01/04/12 to 31/03/13

Allocation	-12,030.00
SACRE Clawback - Alleynes	-850.00
	-12,880.00

<u>Expenditure</u>	£	Committed
E Senior Time		6,500.00

Other

RMB003029 14/05/12 SACRE	27.00	
RMB003630 18/09/12 SACRE Lecture	27.00	
Printing	7.11	
National Memorial Arboretum	87.50	
Staffordshire University - PEACE Event	500.00	
A Stephens - RE Syllabus	500.00	
J Hayward - Travel costs SACRE Lecture	35.00	
S J Moore - Consultancy Work		500.00
AREIAC Annual Membership		70.00
Creditor Schedule/Order - Shap	-3.50	3.50
Creditor Schedule/Order - NASACRE	-70.00	70.00
Creditor Schedule/Order - NASACRE	-70.00	70.00
	1,040.11	7,213.50

Orders raised but not paid - money came out of pot
 Orders raised but not paid - money came out of pot
 Orders raised but not paid - money came out of pot

Balance Remaining -4,626.39

Updated 23/01/13

Committed: £27 SACRE meeting refreshments 13/02/14
 £1600 (£200 to 8 schools) to fund attendance at student conference
 £437.55 rooms for student conference (no refreshments)
 £300 room for SACRE Awards
 £490 to fund one school REQM application
 £140 NASACRE subs