

Diocesan School Adviser's RE Newsletter Spring 2022

Welcome to the Spring Term 2022 DARE Newsletter

Thank you to all those who attended the recent RE network meeting via zoom. Upon writing up the minutes to share with you all, I realised it was probably a good idea to combine the minutes together with a newsletter... so here we have a bumper issue!

Regards, Gemma

Notes from the RE Network meeting 28th March 2022 Venue: Zoom, 4-5pm

Present: Representatives and/or subject leaders from 25 schools within the diocese, including 5 community schools/academies. Apologies received from 15 schools

Update shared:

- The **Emmanuel Facebook** page: <https://www.facebook.com/EPSuffolkRE> Now being updated with more images of pupil work as I begin to visit teachers in schools once more. Please do encourage all class teachers to look – not just for ideas but reassurance too. I am in the process of creating Assessment Exemplification Materials for the KS1 Christianity units using these materials for next year.
- **Padlets** - Please do encourage teachers to use the Padlet about virtual visits and visitors. Perhaps challenge them to include the use of one in a summer term unit [Virtual RE - videos of places of worship, virtual visits and visitors \(padlet.org\)](#)
- For church school RE leaders a new **SIAMS** schedule is out – there are not any major changes to the RE strand but VA church school leaders are no longer required to compare pupil outcomes through data. The latest schedule is [here](#)
- **Books at Press.** A super resource for EYFS teaching. Gill Vaisey has produced a new range of books. These include a series on '**belonging and believing**' which reflects the lived experience of individuals and communities and aims to inform, inspire, engage and excite children, teachers, and everyone interested in understanding and respecting diversity of religion and worldviews. Details can be found here - [Welcome to Books at Press](#)



- Conversations about RE becoming 'worldview education' continue. Watch this short animation by Theos entitled '**Nobody stands nowhere**' to get an idea of how the subject might change and adapt in the future. [Nobody Stands Nowhere - RE:ONLINE \(reonline.org.uk\)](#)



Ghanaian Jews: Yeshaya's Bar Mitzvah. left to right, Uncle Kwansah, Yeshaya, dad Michael, London 2010



The *Emmanuel* Project Scheme of Work Progression

Title of unit	Vocabulary	Key outcome	Substantive knowledge		
			Explore 1	Explore 2	Explore 3
			EYES		
Why is the word 'God' so important to Christians?	VIP, treasure, God, harvest, celebration,	Christians believe God is a VIP.	Explore the creation story.	Explore harvest at church.	Explore God's name being precious to Christians.
Why do Christians perform nativity plays at Christmas?	Nativity, crib, costume,	Christians believe that Jesus was a very special baby.	Explore the nativity story.	Explore Christmas at church.	Explore the giving of presents at Christmas.
How can we help others when they need it?	Here, prayer, cathedral, Lent	Christians believe we should help others just like Jesus did.	Explore the Good Samaritan Bible story.	Explore how Christians pray.	Explore what Christians do during Lent.
Why do Christians put a cross in an Easter garden?	Cross, symbol, Easter, Palm Sunday, vicar,	Christians believe Jesus died on a cross but that he came back to life.	Explore the Easter story.	Explore what happens at church at Easter.	Explore Easter gardens.
What makes every single person unique and precious?	Precious, special, unique, thanksgiving	Christians believe all humans were created by God and are loved by him.	Explore what happens in the story of Jesus welcoming the children.	Explore a thanksgiving service for a baby.	Explore the Golden Rule.
How can we care for our wonderful world?	Caretaker, service, environment	Christians believe God created the world and it is our job to look after it.	Explore the Bible story of Adam naming the animals.	Explore a Sunday church service.	Explore how a Christian looks after their environment.
			Year 1		
Why is belonging to God and the church family important to Christians?	Baptism, Christianing, Christian.	Christians believe baptism welcomes a person into God's family.	Recall a church song that makes everyone feel welcome.	Remember some of the events which happen at a baby's baptism.	Recall some of the ways Christians help each other.
Why is learning to do good deeds so important to Jewish people?	Jewish, Mitzvah, Tikun Olam, Tzedakah, box	Jewish people believe God's mitzvot are ways to help mend the world and make it better.	Know that Jewish stories contain examples of God deeds.	Know that Jewish people welcome babies into their community.	Know that Jewish people care for their world.

My advice would be if using these tools to ensure teachers are using formative assessment strategies and creating a strong evidence base so you can be assured any judgements are accurate.

- **Monitoring news** – I have written a proforma for pupil voice and another for the monitoring of scrapbooks/whole class journals. These are now available on the webpage for download. I am in the process of writing one for those schools who have individual pupil books [Diocese of St Edmundsbury and Ipswich | RE resources \(cofesuffolk.org\)](http://www.cofesuffolk.org)
- If you are a VC school, were a VC school before conversion to academy status or are a RE subject leader in a community primary you could have RE inspected by Ofsted during an inspection. **What are Ofsted looking for in RE?** Below are some key themes from reports. To learn more, do join one of my training sessions on RE deep dive preparation.
 - Ofsted are all about the curriculum. To what extent is your RE curriculum about knowing more and remembering more? Can you demonstrate this confidently?
 - Ofsted are looking for a well sequenced curriculum to ensure that pupils learn the knowledge they need for later topics. How does knowledge in your curriculum build on itself year on year?

- Have you ever considered how diverse your **representation** of Jewish people is in RE? The FANTASTIC Jewish Museum London has created a brilliant image bank demonstrating diversity in Judaism (join their mailing list [here](#) to get a direct invitation to use it when it is available). The bank of images goes live late April and is a simple but effective way for teachers to make sure their teaching of **Judaism is inclusive**. I recently joined their zoom teacher training. It was 4-5.30pm by zoom and was excellent AND it only currently costs £10. The next one is 6th July 2022. Sign up for it here: [Inclusive Judaism: Online Teachers' CPD - The Jewish Museum London](#)

- I have written two new **progression** documents for the *Emmanuel* project 2020 edition. One has the addition of skills per year group. These are a great tool for your school website, to help with assessment and to show Ofsted too if RE is selected for a deep dive. The documents are available in Word so can be fully personalised to fit your RE curriculum.

- **Summative Assessment** systems continue to be discussed in school visits. The end of unit assessment sheets per unit have now been completed in full. Whether to use the greater depth criteria on these is up to each school. It might not make much sense to do so if you are not looking at greater depth in other curriculum areas.



Year group:	Term:	Date:	Class:
How does celebrating Pentecost remind Christians that God is with them always?			
Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:			
Working towards: Pupils will be able to talk about some parts of the Pentecost story. Despite being able to recall parts of the story, pupils need prompting to explain into the Holy Spirit is to Christians.	Expected: Pupils working at an expected level will be able to recall most of what happened during the story of Pentecost and that this story marked the arrival of the Holy Spirit. They will understand that Christians learn about this story from the Bible. They can extend their knowledge to understand that the Holy Spirit helps Christians. He is a helper and friend sent by Jesus. Ultimately, pupils understand the key idea from this unit: Christians believe the Holy Spirit to be an invisible friend who helps them to become more like Jesus.	Greater depth: These pupils understand that the Holy Spirit works within a Christian to grow fruit of the spirit. They can explain that the Holy Spirit reminds Christians that God is with them.	
Names <when assessed, list names of children in class here>	Names <when assessed, list names of children in class here>	Names <when assessed, list names of children in class here>	
%	%	%	

- Ofsted are looking for an ambitious curriculum. Are you able to justify the Emmanuel project as being suitably ambitious? What examples can you give?
- Ofsted know RE covers a vast amount of information. Do you understand the principles of 'collectively enough'? How do you guide teachers to ensure they concentrate on the key learning and outcomes in any unit?
- Ofsted expect adequate curriculum time to be given to RE. Is RE the subject that always gets cut due to time constraints? Is it given enough time to ensure knowledge is well developed and retained?
- Developing pupils' personal knowledge helps them to relate the content to themselves (for example, their own prior assumptions). Do pupils value this opportunity?
- Ofsted expect sufficient training and professional development so that teachers have appropriate subject professional knowledge. How confident are your teachers with teaching RE? When did they receive RE training? Could anyone do with some more support?
- The importance of visits and visitors. RE is after all about REAL people. So how are you going to take this area of enrichment forward in RE?
- Ofsted know how important the subject leader role is to the teaching of good quality RE. If you need help in this area, get in touch or join a network meeting to discuss concerns with colleagues.

Thank you to everyone who attended the network meeting.

Next network meeting:

May 5th 4pm <https://zoom.us/j/97549129817?pwd=dmdXNGQ2ZXlJd2NqYy9WUjBBME4vQT09>

Other news

- **Are you an Ipswich area school?**

Grants of between £100 and £2000 are given for well thought-through projects and initiatives that support Christian learning in the Ipswich area and meet the Charity's criteria. Schools have applied to this fund and been successful for a project or for the purchasing of resources for teaching Christianity or Bibles for children. More details here: <https://www.cofesuffolk.org/for-parishes/funding-for-your-parish/elizabeth-walters/>

Future deadlines: 1 May 2022, 1 September 2022 and 1 November 2022.



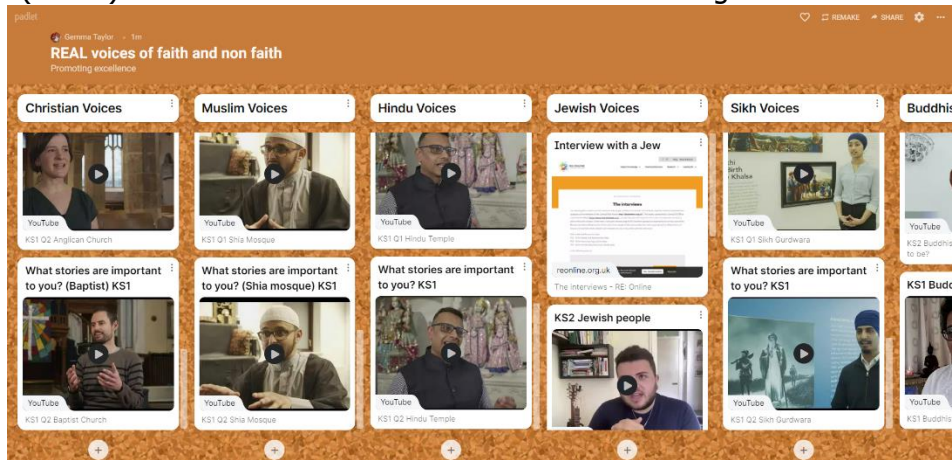
- **Real People, Real Faith**

<https://www.natre.org.uk/about-natre/projects/real-people-real-faith/>

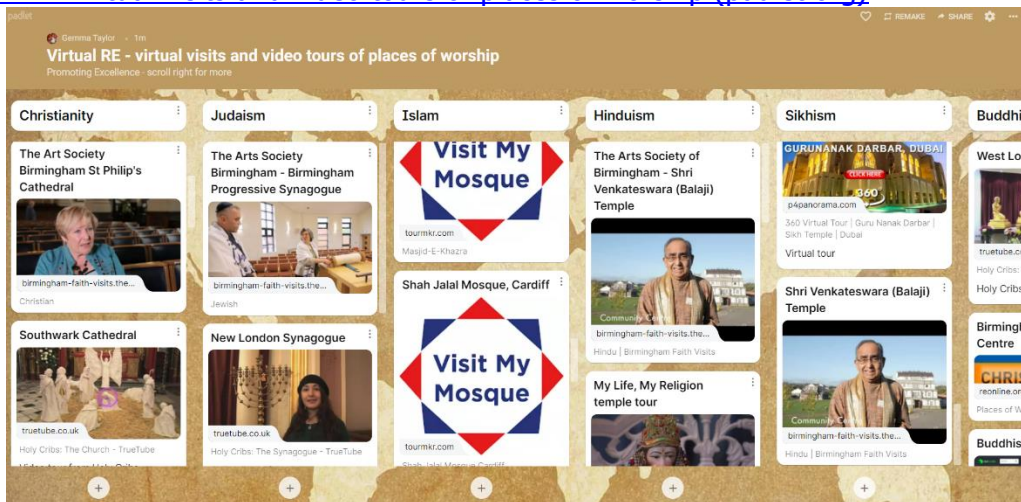
A series of videos on stories and symbols from a range of traditions

Watch a Hindu, Christian (Anglican and Baptist), Sikh, Shia Muslim, Reformist Jew answer the questions – What symbols are important to you? Also included are PDFs for follow up activities and lines of enquiry.

- **Real voices padlet**
 - [REAL voices of faith and non faith \(padlet.org\)](https://padlet.org/REAL-voices-of-faith-and-non-faith)
- A NEW padlet full of videos which can be used in class so children can hear real voices of people of faith or none. Do check them out! They are collected from several projects including Real People, Real Faith (above) and others like Wolves' Romain Saiss on being a footballer during Ramadan.



- **Virtual RE padlet - updated**
- [Virtual RE - virtual visits and video tours of places of worship \(padlet.org\)](https://padlet.org/virtual-re-visits)



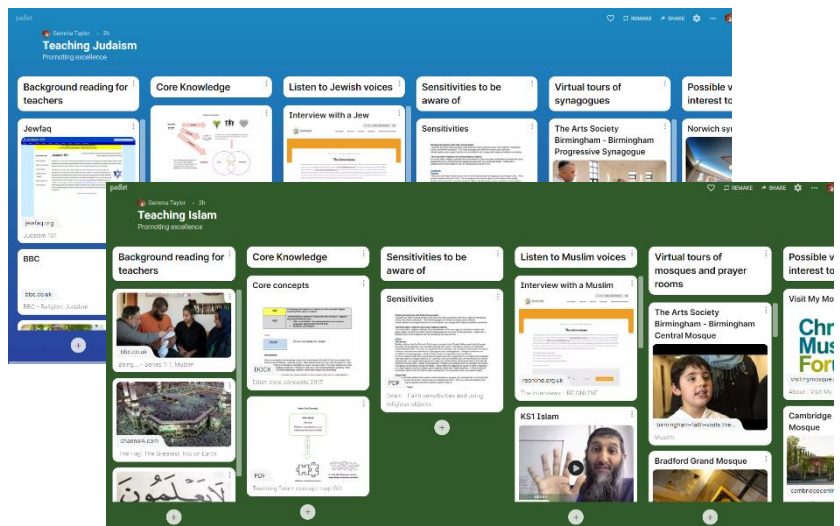
... or alternatively visit the signposted resources through the padlets below...

NEW Padlets

- [Teaching Buddhism \(padlet.org\)](https://padlet.org/Teaching-Buddhism)
- [Teaching Christianity \(padlet.org\)](https://padlet.org/Teaching-Christianity)
- [Teaching Humanism \(padlet.org\)](https://padlet.org/Teaching-Humanism)
- [Teaching Islam \(padlet.org\)](https://padlet.org/Teaching-Islam)
- [Teaching Hinduism \(padlet.org\)](https://padlet.org/Teaching-Hinduism)
- [Teaching Judaism \(padlet.org\)](https://padlet.org/Teaching-Judaism)
- [Teaching Sikhism \(padlet.org\)](https://padlet.org/Teaching-Sikhism)

Each padlet includes:

- Links to background reading for teachers to support subject knowledge
- Core knowledge summaries



- Sensitivities to be aware of in representing that religion or worldview in class
- Links to virtual tours of places of worship
- Possible places locally to visit
- Contact details of speakers
- Videos of voices – people talking about their faith for children to listen to in class
- Additional recommended picture books and texts



• **The Lord's Prayer CD**

Just a reminder about this brilliant resource which features plans for a whole school RE day based around the Lord's Prayer, acts of collective worship and spoken recordings of the Lord's Prayer in 18 different languages.

All this for £15 order details here [click here](#)

• **Walk through the Bible**

Explore here- <https://www.bible.org.uk/video-lessons.php>

Now offering 10 x 20 minute videos for Old Testament MINI AND the same for New Testament MINI - each with a short activity part way through. They've done all the preparation, you just need to press play - and encourage your children to join in. The teacher PDF Pack includes activity outlines and extension materials.



• **Discover Magazine - Exploring The Bible**

Big ideas and key quotations from Christian Scripture

Good News for everyone are launching a brand new educational publication called the 'Discover Magazine'. With over 90 pages of teaching content the Discover Magazine has been created as a teaching resource for UK primary schools. The Discover Magazine is free of charge and designed to help teachers in Religious

Education (RE) lessons for Upper Key Stage 2 level to teach their class about the Bible and to learn what the Bible says. Explore here - [Discover Magazine | GOOD NEWS for Everyone! \(goodnewsuk.com\)](#)

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The Diocese of St Edmundsbury & Ipswich provides an expert RE service to all primary schools in Suffolk, working alongside other INSET providers, helping schools work effectively and creatively on RE and CW.