

Recently we have had many requests where teachers are looking for CPD around the various religions as well as non-religious views. In response to this we have developed **2 options** to cover off all the relevant information to assist your RE delivery in the classroom.

We have had many requests where teachers are looking for CPD around the various religions as well as non-religious views. As a consequence of this we have developed **2 options** to cover off all the relevant information to assist your RE delivery in the classroom.

Option 1 – A set of current and practical books that not only cover the subject area in detail but offer a wealth of ideas and support for you to use in the classroom.

I have included examples of the book covers and ‘active’ pages to give you a flavour of what is inside each book. All the books follow a similar format with lots of ‘links’ to innovative resources.

Costs:

170302	Examining religion and belief: Muslims – Vol 1	£10.00
190202	Examining religion and belief: Muslims – Vol 2	£10.00
180102	Examining religion and belief: Atheists	£10.00
180302	Examining religion and belief: Christians – Vol 1	£10.00
200121	Examining religion and belief: Christians – Vol 2	£10.00
190102	Examining religion and belief: Sikhs	£10.00
180202	Examining religion and belief: Buddhists	£10.00
190301	Examining religion and belief: Jews	£10.00
190304	Examining religion and belief: Hindus	£10.00
	Total gross cost	£90.00
	Plus, delivery	£4.00
	Total gross cost	£94.00
	Offer discount	£30.00
	Total cost to pay	£64.00

Option 2 – In addition to purchasing the books and NATRE membership, the opportunity to attend a live webinar, delivered by one of our RE Advisers, after school and lasting approximately 1 hour 30 minutes.

This live webinar will take you or your allocated teacher through a selection of the content within these religions and non-religious views, providing key ideas and knowledge that link to the planning and content within the classroom environment.

We will also provide a certificate of attendance for each teacher to support the needs of their CPD record.

Total cost:

- Set of books £64.00
- Live webinar £30.00

Total to pay £94.00

I would be delighted to receive your feedback, and please feel free to come back to me if you require any further information.

Muslims Vol. 2

with easy-to-access additional eResources



INSIDE:

Essential information:
the Sunni/Shi'a divide

Essential diversity:
being Sufi

Infographic:
data on Muslims in Britain

Teenage voices on being
Muslim in Britain today

A week in the mosque:
a unit for 11-14s

Essential beliefs:
angels in the Qur'an



Editorial



This is the second volume of this series to explore Muslim believing, expressing and living. As with the first volume, we aim to provide authentic, first-hand resources to use in the classroom. Our focus

on 'Muslims' rather than 'Islam' seeks to avoid any essentialising of Muslim belief and practice, allowing for a close examination of particular beliefs (e.g. angels, pp. 12-13) and attitudes (e.g. towards animals, pp. 14-15), and also opening up something of the diversity of Muslim voices (e.g. of teenagers, pp. 8-11; on being Sufi, pp. 6-7; and the vibrant art of Teakster, pp. 32-33).

We are aware that certain topics present difficulties for students as they face examination demands. One of these areas is on the relationship between Sunni and Shi'a Islam. In the first book of this series we

produced a resource on what is held in common and what is distinctively Sunni and Shi'a. In this book we have opened up the origins of the divide, rooted in the succession to Prophet Muhammad (see pp. 4-5).

Each resource page offers some suggestions to get your students thinking. Two longer articles give ideas for more sustained study: examining what goes on at the mosque (for 11-14s, pp. 18-23) and how Muslims practise charity (for 14-16s, pp. 25-29).

Through engaging with and encountering Muslim voices, students can deepen their understanding of the world and reflect on how they make sense of their own place within it. This resource aims to enable personal reflection as well as to develop religious literacy.

Stephen Pett
Editor

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2-3	Diving in: thoughtful starting points Stephen Pett	T
4-5	Essential information: the Sunni and Shi'a divide Angela Hill	S
6-7	Essential diversity: being Sufi Razwan Ul-Haq	S
8-11	Teenage voices: what is it like to be a young Muslim in Britain? Julia Diamond-Conway	S T
12-13	Essential beliefs: angels in the Qur'an Rachel Dryden	S
14-15	Case study: animals and Islam Basma Elshayal	S
16-17	Infographic: data on Muslims in Britain Stephen Pett	S
18-23	A week in the life of a mosque: what happens? A unit for 11-14s Lat Blaylock	T S
24-29	How are Islamic charitable principles met in today's world? A unit for 14-16s Kate Christopher	T S
30-31	Scholarly views: learning about Islam Jenny Berglund and Bill Gent	S
32-33	Examining art: Teakster Teakster	S



Teacher page



Student page

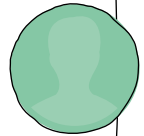
Teenage voices:

what is it like to be a young Muslim in Britain?

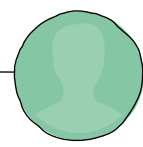
Many thanks to students from Beal High School in London and Sir Thomas Rich's School in Gloucester, who have helped give an insight into what it means to be a young Muslim in Britain today. Here is how some of them would introduce themselves:*



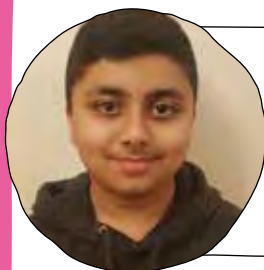
Leanne
British Palestinian | Muslim | 18 | A-Level Student | Human Rights Activist | Public Speaker | Arabic Teacher | Love #Travelling and #Shopping | Family and Food is everything | Cello Player



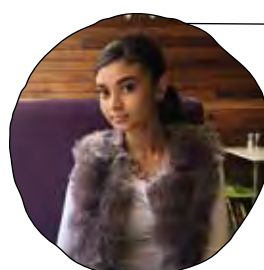
Student A
I'm a #Muslim from Sir Thomas Rich's School who likes listening to music and playing video games. Also, I love learning about other cultures and socialising with people. I have a dream for a #hate-free world where there is no such thing as homework.



Student B
My hobbies are playing football, gaming on my #PS4, and cycling and swimming with friends and family, and going to the gym. I like Indian tea, football, Liverpool FC and Mo Salah as he is a role model, #FIFA and #CoD. I dislike homework, Man Utd and Chelsea.



Hayan
My name is Hayan. I am in Year 8 and I try my best to be a good #Muslim, which also means a good human. I love learning and want to explore the world. Big #sciencefiction fan and love my food.



Anjuma
British #Bangladeshi | Muslim | 16 | Student | Aspiring medic | Global Peace Supporter | Love shopping & doing #make-up | Family & friends are everything | #Football player

What is it like to be a Muslim in Britain?



I grew up in a predominantly south Asian community, however I attend a school with many different ethnicities and religions. The media has caused many people to have a misleading perception of Muslims and I have experienced a lot of nasty comments because of my religion. This to me is completely wrong; however I have learnt to ignore the comments and follow my faith, regardless, as the Quran says to respond with peace to those who make ignorant comments.
(Anjuma)

Amazing. (Student E)

Challenging. Balancing learning of Qur'an and finding time for prayers can be very hard and often leaves you with very little free time for clubs. It is difficult because the Mosque is far away, leading to travelling large distances to get there. (Student C)

Being a Muslim in Britain is easier today than any time in history. I'm free to practise my religion; I can pray five times a day and eat Halal food, and my Mum can wear the Hijab. There are laws protecting all religions including Islam, which means we can all get along. My mosque is a very short walk, too, which is convenient for me. Eating Halal food is a dietary requirement for Muslims; nowadays I can find many Halal butchers and restaurants. All of this makes it easier for me to practise Islam. (Hayan)



* We cannot share the names of all of the interviewees, so we have referred to them here by using letters.

Muslims Vol. 2

This book offers authentic, first-hand sources, creative ideas and resources for deepening students' encounter with Muslims and Islam. Designed to be flexible and practical, for you to use and adapt in your classroom, the resource include:

- an introduction to the Sunni/Shi'a divide
- the voices of young Muslims
- concise introductions to being Sufi and to angels in the Qur'an
- an infographic giving data on Muslims in England and Wales
- units on the daily life of a mosque (for 11-14s) and on *zakat* (for 14-16s)
- an introduction to the dynamic Islamic art of Teakster
- scholars on things to bear in mind when studying Islam

Essential beliefs: angels in the Qur'an
Rachel Drexler is a PhD student at Cambridge University. Here she summarises some key points from her studies on what the Qur'an says about angels.

What do angels look like?
The Qur'an doesn't give us a picture of angels; instead, it describes them as spiritual beings of light who are obedient to Allah's commands. They are not human and do not have physical forms.

What do angels do?
Angels are created to praise Allah and to deliver His messages to the prophets. They are also responsible for recording every deed that we do.

Data on Muslims in Britain

- Numbers:** 2,706,066 Muslims in England and Wales (4.8% of population)
- Muslims in society:** 7% of population in the Middle East, 2.3% of population in the Middle East, 1.5% of population in the Middle East, 3.8% of population in the Middle East, 1.3% of population in the Middle East, 0.5% of population in the Middle East, 0.4% of population in the Middle East.
- Muslim practice in Britain:** 30% of Muslims pray five times a day, 50% of Muslims fast during Ramadan, 60% of Muslims wear a hijab, 66% of Muslims wear a niqab, 71% of Muslims observe religious laws, 17% of Muslims observe religious laws, 22% of Muslims observe religious laws, 14% of Muslims observe religious laws.

Teenage voices: what is it like to be a young Muslim in Britain?

Many thanks to students from Beal High School in London and Sir Thomas Rich's School in Gloucester, who have helped give an insight into what it means to be a young Muslim in Britain today. Here is how some of them would introduce themselves:

Leanne: I believe that having roots in other countries does impact on how we see things. In my culture, we value family and respect for elders. This is something that is very important to us. I think this is something that is shared across many cultures.

Student B: I believe that having roots in other countries does impact on how we see things. In my culture, we value family and respect for elders. This is something that is very important to us. I think this is something that is shared across many cultures.

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Examining religion and belief is a series of nine books for secondary RE teachers. The series provides information for the busy teacher, with original source material and contemporary voices, but always accompanied by thoughtful and imaginative ways of using the material in the classroom, to support students in thinking hard and learning lots.

ISBN 978-1-910261-37-2

9 781910 261392

Order code: 190202

Hindus

with easy-to-access additional eResources



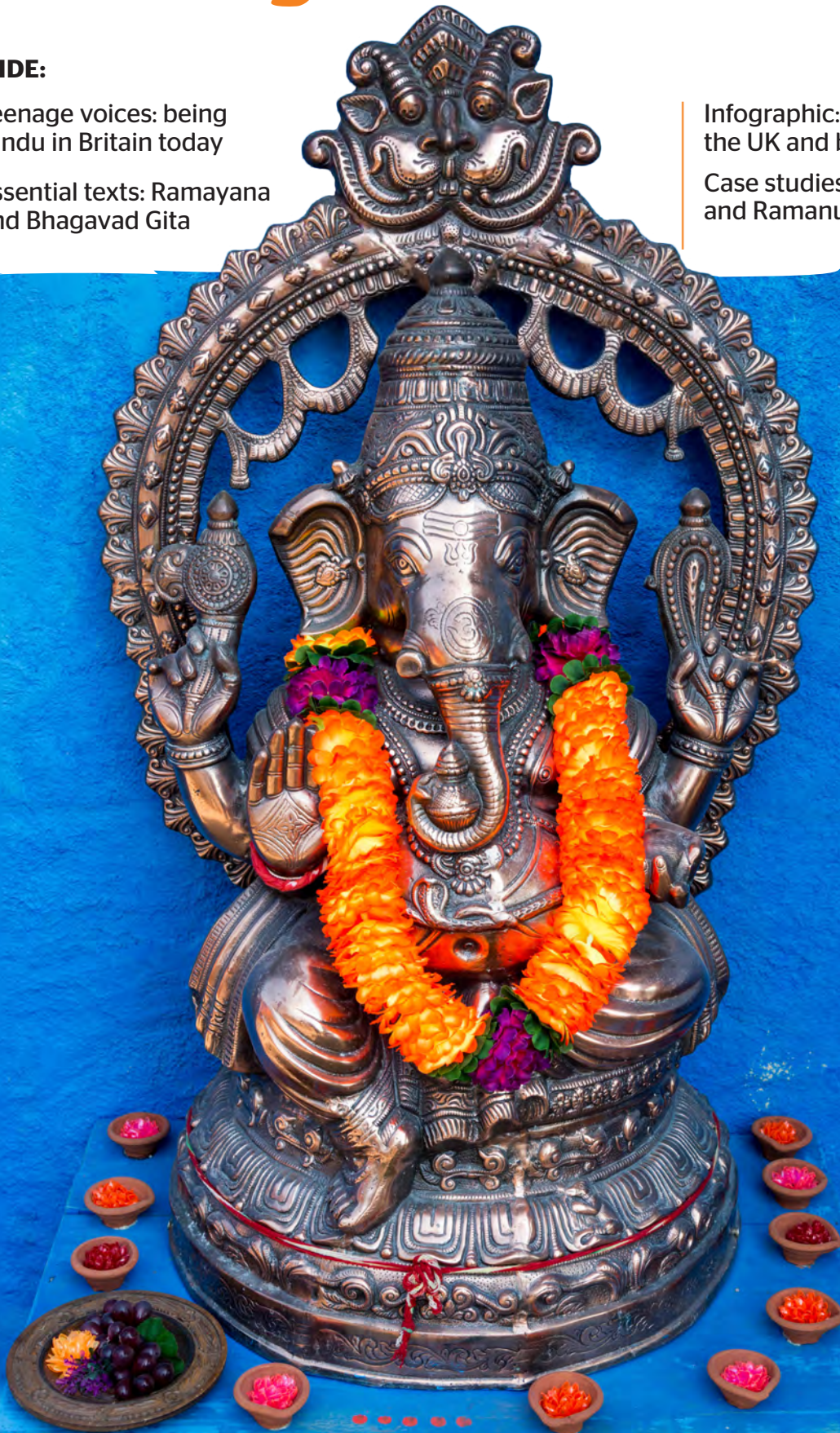
INSIDE:

Teenage voices: being Hindu in Britain today

Essential texts: Ramayana and Bhagavad Gita

Infographic: Hindus in the UK and beyond

Case studies: Shankara and Ramanuja



Editorial



It's always a privilege to look a little more deeply into a tradition. As always, the more you look, the more you realise there is to know. Religious education is a multidisciplinary subject, with scope for looking

at social, psychological, philosophical, theological, historical, ethical dimensions (just for starters). To begin to do that with the richness of 'Sanatan Dharma' is absorbing but also a huge challenge.

To an extent, we are constrained in a brief publication like this: we have to ask what teachers are teaching and how we can help to support that with authentic, accurate, engaging sources and resources. Our emphasis on texts and philosophy, therefore, reflects the current syllabus and examination specification demands teachers face.

We do approach these from the perspective of Hindu living and thinking, however. We hear from teenage

Hindus from various traditions (pp. 4–7) and from young ISKCON devotees running a café in Cardiff (pp. 18–23). We outline key Hindu texts (pp. 8–9) before going more deeply into two that are important in the lives of many Hindus - the Ramayana (pp. 10–13) and chapter 2 of the Bhagavad Gita (pp. 14–15). We have included progressively detailed explorations of Hindu philosophy - examining ideas of *rita* (cosmic order), karma and samsara (pp. 18–23), before connecting these philosophies to two major schools of thought about the nature of God - *Advaita* and *Dvaita Vedanta* (pp. 24–29). We then dig a little deeper into this with case studies on Shankara and Ramanuja (pp. 30–31).

As always, we look to engage students with a deeper encounter with Hindus and Hindu ideas, and to offer opportunities for them to use this encounter to reflect on their own ways of thinking and being.

Stephen Pett
Editor

Pages	Section	
2-3	Diving in: thoughtful starting points Stephen Pett	T
4-7	Teenage voices: what is it like to be a young Hindu in Britain today? Fiona Moss and Hindu teenagers	S
8-9	Essential texts: what texts are important in Hindu traditions? Julia Diamond-Conway	S
10-13	Essential texts: what can Hindus learn from the Ramayana? Stephen Pett and Gayathiri Shankar	S
14-15	Essential texts: Bhagavad Gita, Chapter 2 Julia Diamond-Conway	S T
16-17	Infographic: data on Hindus in the UK and beyond Stephen Pett	S T
18-23	What does Hinduism have to say about human nature and destiny? A unit for 11-14s Angela Hill	T S
24-29	Ultimate reality, the universe and the self: Hindu concepts for examination students. A unit for 14-16s Lat Blaylock and Stephen Pett	T S
30-31	Case studies: Shankara and Ramanuja Dr Ionut Moise	S
32-33	Case study: Hindu living; a temple through time Lat Blaylock	S

Teenage voices:

What is it like to be a young Hindu in Britain today?

Over these next four pages, four Hindu teenagers talk about being Hindu. Before reading through their interviews, look at the questions we asked them and think what answers you would expect teenage Hindus to say in reply.

Thrinethra



Gloucestershire. 17. #ALEvels
Bharatanatyam - Indian classical dancer
and teacher

What is it like being a young Hindu in the UK?

I can imagine it is definitely not the same as being a young Hindu in India, where you are surrounded by more people of the same belief. Being a Hindu in Britain gives me the opportunity to spread the religion to other parts of the world, educating people and allowing them to experience the traditions of other cultures. There are certain festivals such as Diwali that are not celebrated in the same way as they would be in India, but we can still spend this time with friends and celebrate as we would have done there.

Are all British Hindus the same?

Not all British Hindus are the same. Since many Hindus in England are not surrounded by their extended family, many of whom are in other countries such as India, we learn about our culture and religion through our parents. However, all parents are different and therefore the way in which we grow up and learn about our religion is different. This means our values and beliefs may vary slightly. But the fundamental beliefs of Hinduism largely remain the same.

How does being Hindu affect your life?

There are certain things I have been taught to do from a very young age and have now become habits in my daily life. These include praying after taking a shower in the morning and learning to control what I can eat and what I cannot - such as beef and pork.

What matters most about being Hindu?

Hinduism is such a unique religion; we learn to trust in a supreme being who watches all we do and helps when we need it. This enforces discipline from a young age and allows us to be careful about all we do and say; this is what matters to me most.

Do you have any favourite stories or prayers?

As a family, we recite Gayatri Mantra (*sloka*m) every day when we pray in the morning after a shower, and in the evening after 6pm.

Om

Om

Om

Om Bhur Bhuvah Swaha,

Om Tat Savitur Varenyam

Bhargo Devasya Dhimahi,

Dhiyo Yo Nah Pracho Dayateh

We repeat the above mantra three times every time before the prayer. It is one of the most powerful mantras, and we believe that reciting this mantra every day brings us a prosperous, healthy and happy life.

Hindus

This book offers authentic, first-hand sources, creative ideas and resources for deepening students' encounter with Hinduism and Hinduism. Designed to be flexible and practical, for you to use and adapt in your classroom, the book includes:

- the voices of teenage Hindus on life in Britain today
- concise introductions to Hindu texts, with more in-depth study of Bhagavad Gita Chapter 2 and the Ramayana
- an infographic giving data on Hindus in the UK and beyond
- units on human nature (for 11-14s) and Ultimate Reality (for 14-16s)
- case studies on Shankara and Ramanuja.

EXAMINING RELIGION AND BELIEF **Hindus** 3

Teenage voices: what is it like to be a young Hindu in Britain today?

Over these next four pages, four Hindu teenagers talk about being Hindu. Before reading through their interview, look at the questions we asked them and think what answers you would expect teenage Hindus to say in reply.

Thrinethra
Cloucestershire, 17, #ALEvels Bharatanatyam - Indian classical dancer and teacher



How does being Hindu affect you?
This is a beautiful thing. I have been brought up to be a Hindu. These values are what I have been brought up with. I have been brought up to be a Hindu. These values are what I have been brought up with. I have been brought up to be a Hindu. These values are what I have been brought up with.

What matters most about being Hindu?
Hinduism is a religion that is very ancient. It is a religion that has been around for a long time. It is a religion that has been around for a long time. It is a religion that has been around for a long time.

Do you have any favourite stories or prayers?
As a Hindu, we have many stories and prayers. One of the most famous is the Ramayana. It is a story about a prince who was kidnapped by a demon king. His wife was kidnapped and he had to go on a journey to find her. It is a very beautiful story.

Priya
Sri Lankan Hindu, 15. Love chatting with friends and having the most amount of fun possible. Passionate about music. Will pursue my dream of becoming a doctor.



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EXAMINING RELIGION AND BELIEF **Hindus** 4

Data on Hindus in the UK and beyond

Numbers

CENSUS 2011 UK POPULATION: 63,182,178

HINDUS:
INDIA: 835,342 (1.3%)
ENGLAND: 806,150 (1.3%)
WALES: 10,434 (0.24%)
SCOTLAND: 16,327 (0.31%)
NORTHERN IRELAND: 2,382 (0.13%)

Age & Ethnicity

AGE: 31% of Hindus are under 25, 77% of Hindus are under 65, 8% of Hindus are over 65, 18% are 18-24, 20% are 25-34, 19% are 35-44, 15% are 45-54, 18% are 55-64, 12% are 65-74, 10% are 75-84, 8% are 85+.

Places of worship

228 HINDU PLACES OF WORSHIP OFFICIALLY REGISTERED FOR MARRIAGE IN ENGLAND AND WALES

THIS COMPARES WITH APPROX 1600 MOSQUES, APPROX 400 SYNAGOGUES, APPROX 200 CHURCHES AND APPROX 50,700 CHURCHES IN CONGREGATIONS

Hindus at work

HINDUS IN THE BRITISH ARMED FORCES: 1.6% OF BRITISHERS ARE HINDU (120 OF 7422 RESPECTIVE). TOTAL WORKFORCE 1,015,015 2018

1.9% OF SOLICITORS ARE HINDU (2,187 OUT OF 113,704) 2015

1.9% OF CIVIL SERVANTS ARE HINDU (1,800 OF 93,400 RESPECTIVE). TOTAL WORKFORCE 430,800 2018

0.4% OF JOURNALISTS ARE HINDU (3 OUT OF 669 IN SURVEY) 2015

57% OF HINDU UNIVERSITY STUDENTS STUDY STEM SUBJECTS (AN AVERAGE OF 45%)

Global data

HINDUS WORLDWIDE: 1,022,218,829

HINDU TRADITIONS: Hindu, Sanatan, Vaishnav, Shakti, Tantric, Jain, Sikh, Buddhist, Muslim, Christian, Zoroastrian, Jain, Sikh, Buddhist, Muslim, Christian, Zoroastrian

EXAMINING RELIGION AND BELIEF **Hindus** 5

Case study: dharma in action at the Atma Cafe

Here, we take a look at an example of how Hindu beliefs about human nature and destiny are put into practice in Cardiff, Wales' capital city.

City Monks

Monks at the Atma Cafe are part of the Buddhist Sangha. They are monks who have taken the Buddhist path. They are monks who have taken the Buddhist path. They are monks who have taken the Buddhist path.

A Hindu Cafe?

The Atma Cafe is a Hindu cafe. It is a cafe that is run by Hindus. It is a cafe that is run by Hindus. It is a cafe that is run by Hindus.

Ahimsa Food

Ahimsa food is food that is vegetarian. It is food that is vegetarian. It is food that is vegetarian.

Can't you get a little bit across the types of vegetarianism you have?

There are different types of vegetarianism. There are different types of vegetarianism. There are different types of vegetarianism.

What are vegetarianism and a bit of the other one?

Vegetarianism is a diet that does not include meat. It is a diet that does not include meat. It is a diet that does not include meat.

What does vegetarianism mean to you in a globalising world?

Vegetarianism is a diet that does not include meat. It is a diet that does not include meat. It is a diet that does not include meat.

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ISBN 978-1-910261-51-4

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Examining Religion and Belief Secondary RE Series

Stephen Pett

KS3 / KS4



Examining religion and belief, our latest secondary curriculum book series, is full of practical and ready-to-use resources for the secondary RE classroom, covering topics at both KS3 and GCSE level. The series provides information for busy teachers, with original source material and contemporary voices, accompanied by thoughtful and imaginative ways of using the material in the classroom, to support students in thinking hard and learning lots. Pages for students and teachers are indicated to save you time, including an engaging double-page infographic with facts and figures from around the world. Each book will aim to cover current controversies with background ideas and how to handle them in the classroom.

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- Essential text
- Double-page infographic
- Essential artefact
- Scholarly and contemporary voices
- Current controversies
- Examining the cover arts

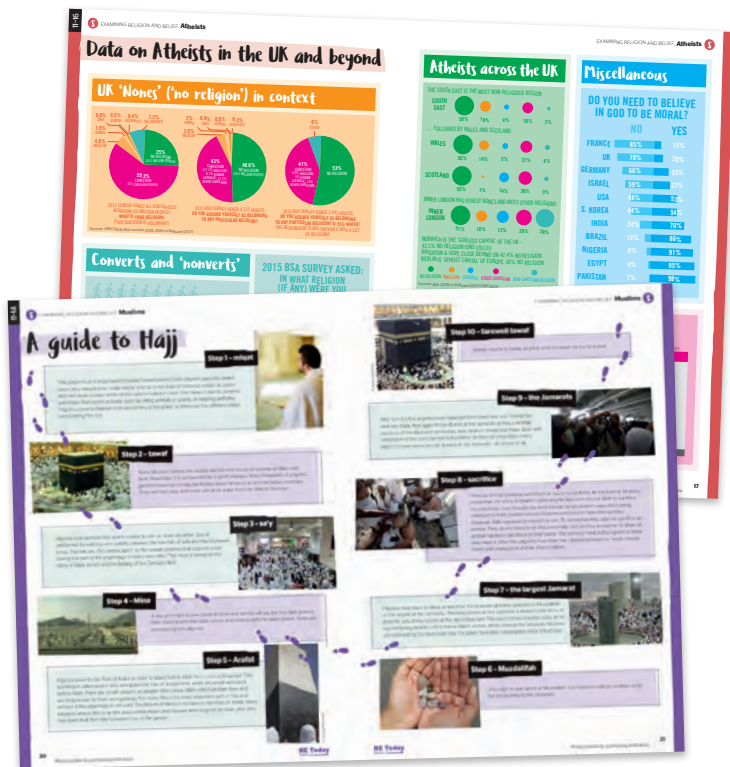


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SEE PAGES 11-13 FOR MORE INFORMATION



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Examining religion and belief: Muslims

KS3 / KS4



The emphasis is on lived faith and practice, with an eye on requirements for examination RS but not solely driven by them. Through engaging with and encountering Muslim voices, your students can deepen their understanding of the world to enable personal thinking as well as developing religious literacy. Students will encounter original source material and contemporary voices, while recognising and identifying diversity of views, controversies and complexity.

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KS3 / KS4



This is the second volume in the series to explore Muslim believing, expressing and living. It includes an introduction to the Sunni/Shi'a divide, voices of young Muslims, and concise introductions to being Sufi and angels in the Qur'an. Units on the daily life of a mosque and on zakat are featured. This resource aims to enable personal reflection as well as to develop religious literacy.

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Examining religion and belief: Atheists

KS3 / KS4



This book offers resources and ideas for examining some of the views and ways of living of the 'non-religious', or 'nones', with your students. Reflect on what ideas atheists don't believe in and why, as well as exploring some of the positive ways of living that are embraced by people living post-religious lives, such as those who are active humanists. Students will be presented with original source materials, illustrated with creative suggestions for using them, to support you in examining questions around atheism and 'unbelief'.

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Examining religion and belief: Christians

KS3 / KS4



Students will encounter contemporary voices looking at gender and Christianity, and living as a Christian teenager as well as scholarly opinions on the Old Testament. Christian ideas about salvation and atonement are covered in a unit for 14–16s. You will also have the opportunity to delve into essential texts and a case study of a prominent Christian figure: Pope Francis.

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Examining Religion and Belief: Sikhs

KS3 / KS4



This book explores the beliefs, practices, traditions, values and identities of Sikhs. It is representative rather than comprehensive, exploring a selection of key aspects of a Sikh way of life. Your students will be introduced to voices of Sikhs in the UK today, explorations of the Guru Granth Sahib, the contemporary art of the Singh Twins as well as the difference between online perceptions of Sikhs and the more diverse reality. Units on becoming Khalsa Sikh and Sikh experiences of God are also included.

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Examining religion and belief: Buddhists

KS3 / KS4



Practical, flexible ideas and resources for exploring Buddhist ideas and practices with your students. This title provides you with a mix of original source materials from interviews with ordained and lay Buddhists to articles from scholars of Buddhism. Students will explore images of the Buddha, a key Buddhist text as well as receiving an introduction to the spread and diversity of Buddhist traditions.

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Examining Religion and Belief: Jews

KS3 / KS4



Explore the diversity of the Jewish communities in the UK, with a focus on the voices from within those communities. Teenagers talk about what it is to be Jewish in Britain today; Orthodox and Progressive Jews talk about the place of prayer and the celebration of Rosh Hashanah and Yom Kippur, and the CEO of Liberal Judaism outlines his tradition. Contemporary political issues are approached and we feature introductions to the different strands of Judaism and to Tanakh and Talmud.

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Examining religion and beliefs: Hindus

KS3 / KS4



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KS3 / KS4



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See page 4 for further details

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Rosemary Rivett

KS3 / KS4 / 16-19s

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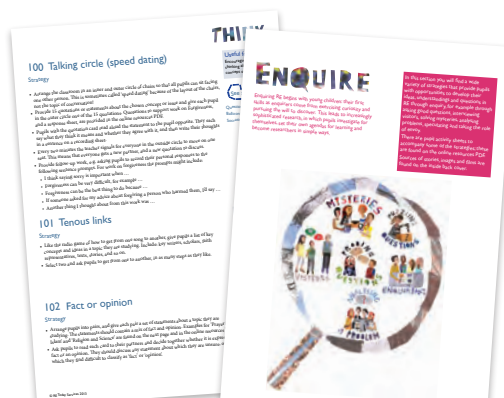
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