

Religious Education - HUB Session Two



Welcome!
Please sign in



Introduction & Hub Lead Practitioners



School Improvement Adviser
Strategic Lead for RE, Worship and Spirituality
Nicola Coupe
[01722 746953](tel:01722746953)
nicola.coupe@salisbury.anglican.org

Your HLPs!
**Steph, Helen, Hazel,
Trevor, Amanda,
Vicky, Charlotte and Jo**



@HeLP_REgroups



**HeLP_REgroups
SDBE_Update**



THE SALISBURY DIOCESAN
BOARD OF EDUCATION
'Working for children, young people, schools and parishes'



Learn Teach Lead **RE**
Improving quality: building community

What we want for our Local Network for RE?

Conversation
Questions
Sharing

Professional Support and Encouragement
Cake!



AGENDA

- Introduction

Activity One – Beliefs about God in Different religions/world views

- Idea of God in one primary example
- Idea of God in one secondary
- God in EYFS

Activity Two – Link to Assessment

- Demonstrating Progress, Knowledge Organisers
- How to help children learn more and remember more

Activity Three – What Next?

- What next? The Conference! Courses and Resources
- Local Groups – Hub Lead Practitioner (HLP) development
- Evaluation – and What you'd like next time

Activity Four – Informal Chat/Tour

Activity One –

God is ...

God is the Rain in the Sky

God is the leaves of bushes.

God is the Person of time ✓

God is the born begot just man kind.

God is the Moon moving round

God is the air of the Sky

God is the ever long Strongman

God is the ever long forgiving man.

God is a person's mind ✓

God is the Sound of thunder.

God Is...

Year Three pupil
at North Bradley
Primary School.

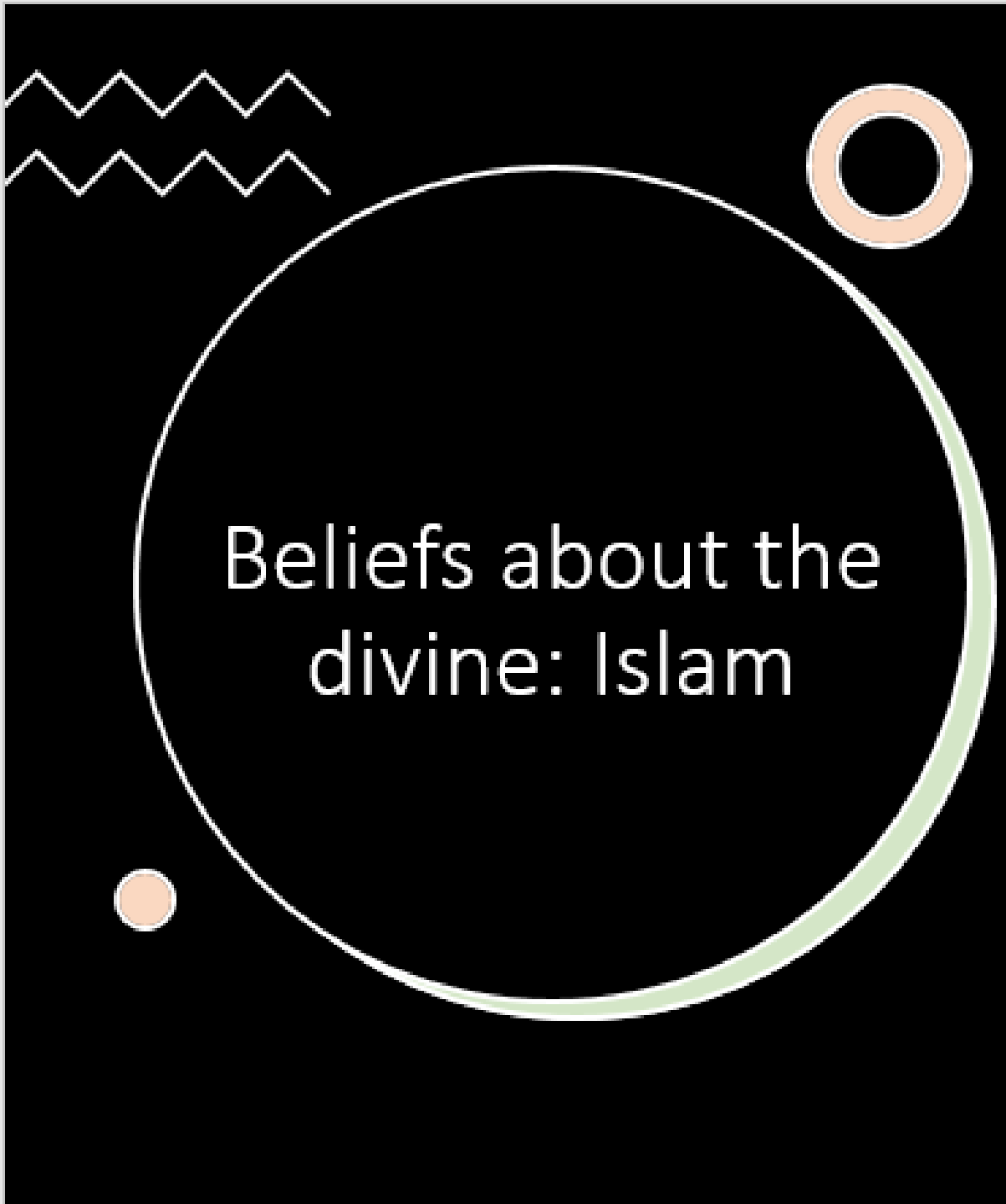
L.O. I can explore
what God is
through poetry

CARD SORT

Can you group the cards?

There are different numbers of cards for each world view!

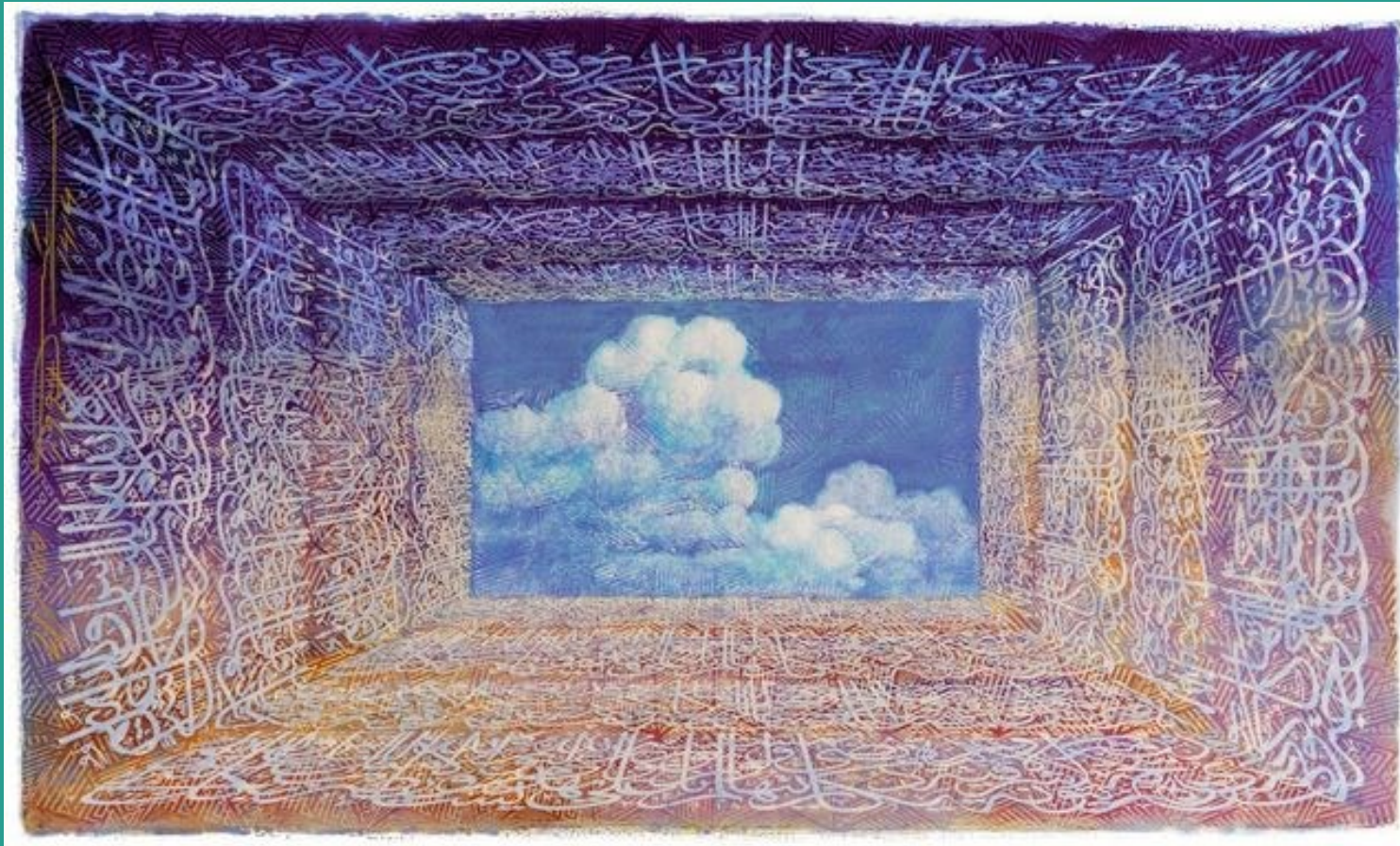
Sanatana Dharma	Siki	Christianity	Judaism	Islam	Buddhism	Baha'i
One divine being	One divine being	One divine being	One divine being	One divine being	No supreme being	One divine being
Divine is represented in many forms	Divine is not represented in form	Divine is represented in 3 main forms	Divine is not represented in form	Divine is not represented in form	No divine creator	Divine is not represented in form
Brahman	Waheguru	Trinity	Yahweh	Allah	devas	Creator God
Creator Gods	Creator God	Creator God	Creator God	Creator God		God is all loving, knowing and powerful
Present in all creation	God as a Judge in afterlife	God as a Judge in afterlife	God as a Judge in afterlife	God as a Judge in afterlife		Eternal
Eternal	Present in all creation	God is all loving, knowing and powerful	God is all loving, knowing and powerful	God is all loving, knowing and powerful		
	Eternal	Eternal	Eternal	Eternal		



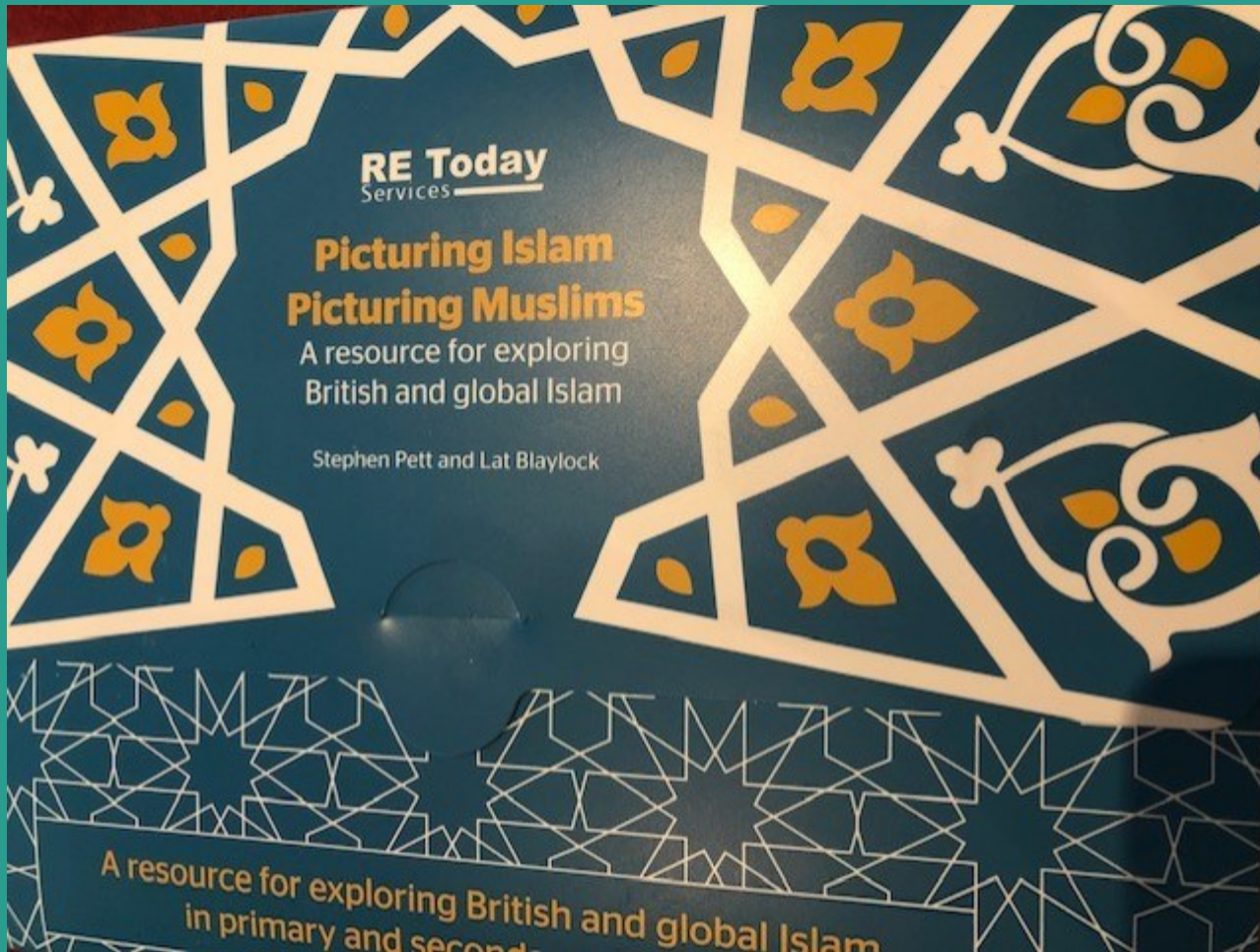
Beliefs about the
divine: Islam



Lesson 2 – Islamic Art



Muslim beliefs about Allah



God is the Light of the Heavens and Earth By Ahmed Moudstafa

Learning Objectives:

- Explore a verse from the Quran
- Consider how Ahmed's art conveys its meaning
- Give at least three ways in which the idea of God as light might guide, comfort and challenge a Muslim in their everyday life.



Dr Moustafa

Context

Dr Moustafa is a Muslim from Egypt that lives in London. He is an artist who uses Muslim script to teach about God. He points out that Muslim Script is based on geometrical rules, it is not just about looking beautiful. It is intended to communicate truth about God.

He says the verse from the Qu'ran is a helpful way to describe the picture:

' Allah – there is no deity except Him, The Ever-Living, the Sustainer of existence.' Qu'ran 3.2



Islamic Sources of Authority

The painting uses a famous quote from the Qu'ran 24.35, known as the 'Verse of light@

Allah is the light of the heavens and the earth. By the way of illustration, His light is like a niche in which there is a lamp, the lamp glowing in a glass, the glass bright like a brilliant shining star, fuelled from a blessed olive tree, neither of the east nor the west; its oil shines even though untouched by any flame , light upon light. Allah guides whomever He pleases towards His light.'



Concepts

Allah: Muslim teaching is that God is light in this life and this world, but also in the heavens.

Iman; faith: the metaphor of light, burning oil in the lamp, is both clear and potentially profound. The artist shows the sky behind four layers of the text, perhaps suggesting that humans don't easily get to the end of understanding God.



Story

Imagine yourself standing inside the Ka'aba and looking up. If there was no roof above, might this painting resemble what you might see?

When the prophet Muhammad returned in victory to Makkah in the tenth year after his migration to Madinah, he removed all the idols and images from inside the Ka'aba (the first mosque). He restored the ancient House of God that Muslims say goes back to the time to the prophet Ibrahim, about 4,000 years ago.



Comments

Dr Moustafa says: 'It is important to consider that the word of the Qu'ran is meant address a being created by God the creator; therefore, the description goes beyond the literary wording, e.g the word 'light' in this context is also meant to contain the idea of ease and conformity between the human soul and its environment, whether it is here of the hereafter.'



Questions:

How do you think the artist got his ideas and made this painting?

What does it mean to say 'God is the light of the heavens and the earth? Why is this a good symbol or metaphor for God?

In your own experience what have you found enlightening?

What is difficult about using finite human language to talk about an infinite Being?



Task

Read the verse of the light.

Draw a niche (a shallow recess, especially one in a wall to display a statue or other ornament) in which is a lamp... glowing in the glass.. The glass bright like a brilliant shining star.

Can you use the words of the verse of light in a calligraphic (a word or piece of text in which the design and layout of the letters creates a visual image related to the meaning of the words themselves) pattern to draw this picture?

Look online for similar calligram drawings by Muslims.



Lesson 3

Kufic Script: ancient and modern

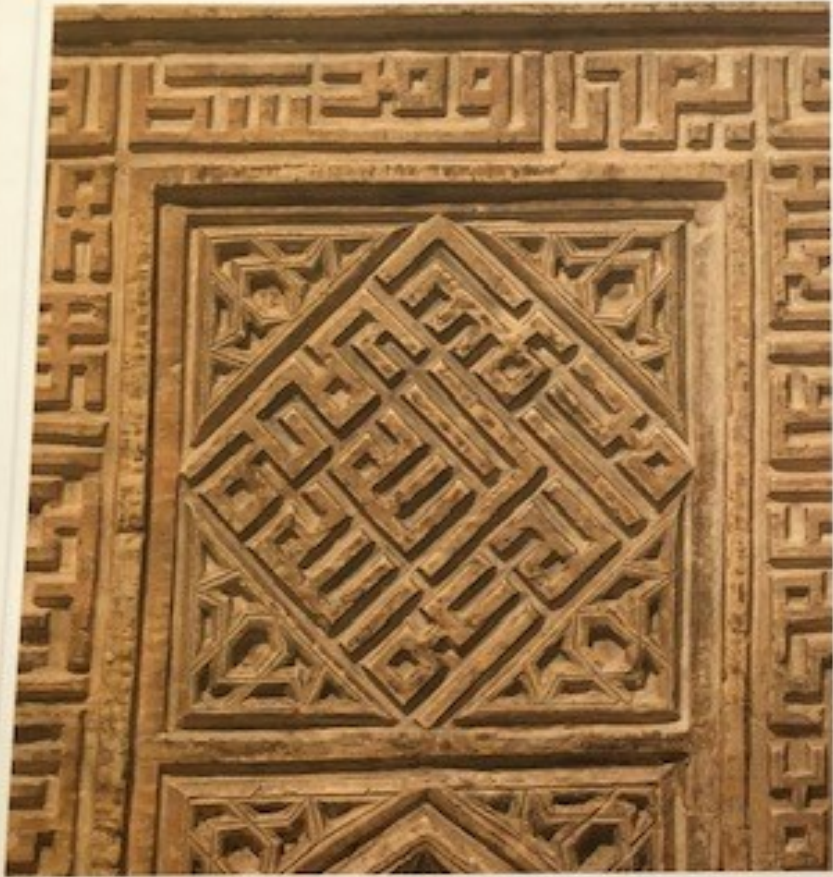


What is square kufic?

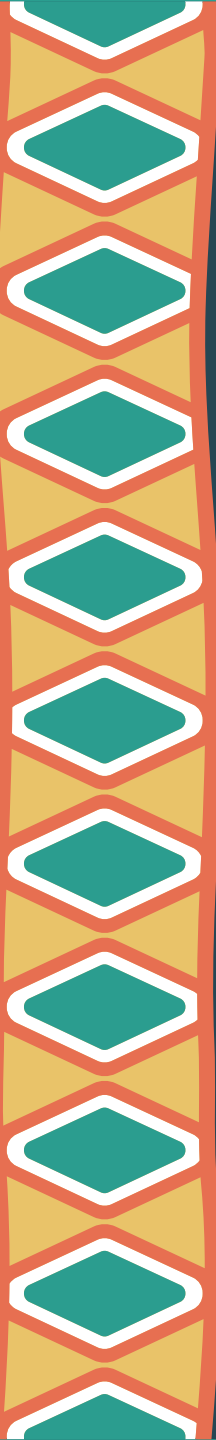
Square Kufic is a bare Arabic writing form that developed in the 12th century

It was originally created in architecture with bricks and tiles





@petergouldart



This image is from a tomb in Iran from 660 years ago. It spells out the **SHAHADAH**, the Muslim declaration of faith, in the form of a script called 'square kufic'



What is the Muslim declaration of faith?

'GOD: the first key belief in Islam, is that Allah is the one true God

Muslims recite the Shahadah into the ears of their newborn children, so that they hear from the beginning of their lives that God and his Prophet

Many Muslims also speak these words as their last words, so that all human life has the key words embedded in it.

If a person repeats the same words, every day, these words can become a kind of framework for their thinking and life

A Muslim teenager “ For Muslims, faith provides a chance to live a life under the guidance of Allah. If you begin with the name Allah, then Allah will help you.”

“When worshipping, think about who you are worshipping. Have faith in what you have been taught. Nobody is worthy of worship except Allah.”



This image also uses square Kufic. This time it is by contemporary Australian artist and designer Peter Gould, who expresses his Muslim faith in his art and design work. The text says the Muslim greeting 'Asalaam aleikum' - Peace be with you.



If a Muslim says the words peace be upon (Shahadah) you five times a day, then how many times might they say it over 70 years?

These images are made of stone and Lego, list some other ways of making scripts like these. Which ones would be popular?

Does the reinforcement of these basic Muslim teachings through repetition together strengthen the Muslim community? (Ummah)

Is there a danger of people taking the ideas for granted because they are repeated so often?



TASK:

These examples of Kufic script are a bit like a font, a distinct way of writing Arabic letters, with square edges and right angles. The script has its own beauty and is particularly good for architectural design.

Can you take a key belief or statement of value of your own and create a version of the belief in a beautiful font? Yours is unlikely to last 600 years but it may express something that is important to you!



Lesson 4

Geometric Patterns in Islam

We are learning that Muslims decorate mosques to create an environment which is calming and thoughtful

Muslims never try to create a picture of Allah

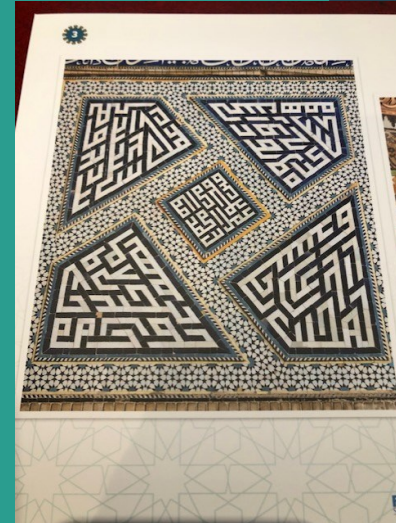
Muslims use geometric patterns to decorate mosques and gardens because they convey ideas of oneness and perfection



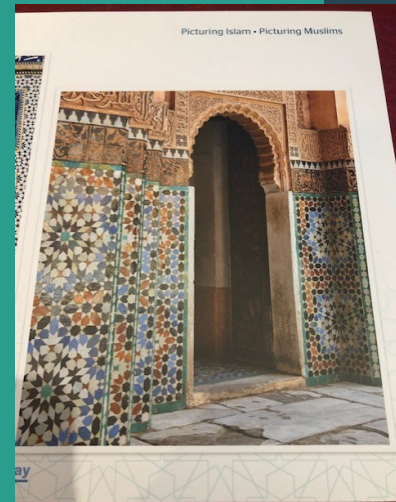
Geometric patterns

Geometric patterns are used in Islam to convey the idea on oneness and perfection of God. They are used to reflect ideas of harmony, order, balance and beauty.

This tile is from Isfahan, Iran, from the 16th century.

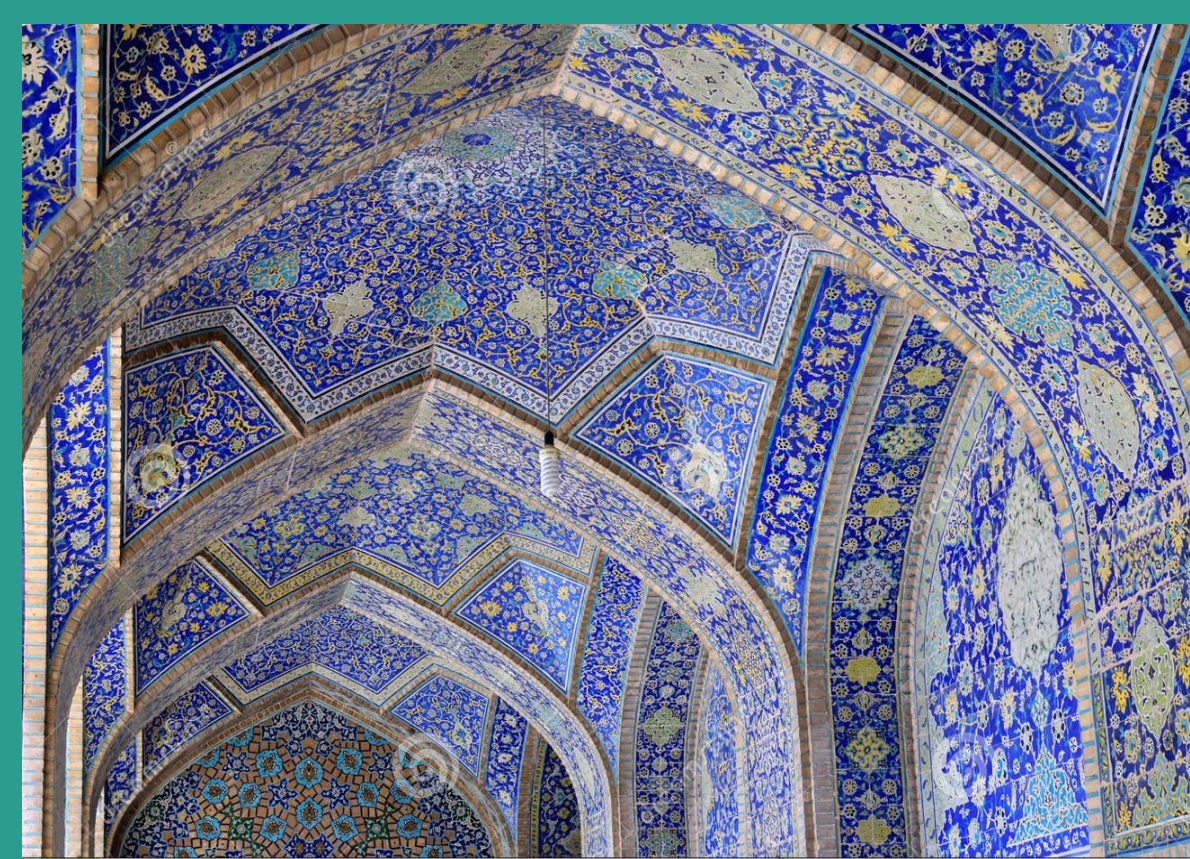


These tiled walls are from Morocco in the 14th century



Muslims believe that Allah is a lover of beauty, so they have always beautified their mosques with geometric patterns and beautiful writing.





Download from **Dreamstime.com**
This watermarked comp image is for previewing purposes only.

53895486
Flavijus | Dreamstime.com



What is the thinking behind this?

Allah: one of the beautiful names of Allah is Al-Bateen, the Hidden One, knower of the hidden.

Islam recognises limits on what humanity can know about God but the beauty of a mosque creates an environment in which what Muslims know of God can be considered calmly.

Tawhid, the invisible one-ness of God: this is central to Muslim teaching about Allah.



Story

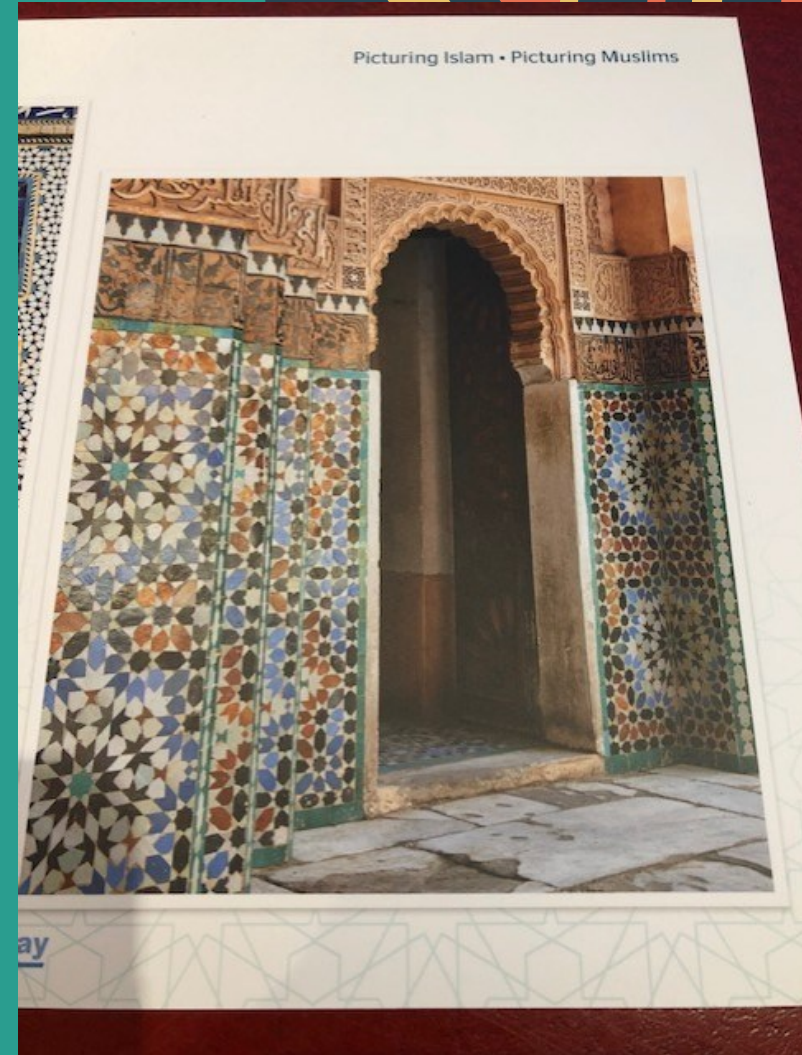
The Friday Mosque in Iсфаهان, Iran was recognised by the United Nations as a World Heritage Site in 2012. It is over 1,200 years old and this beautiful tiling represents Muslim ideas about the ritual of circling round the Ka'aba

At Makkah.



Story

The tiling from the Ben Youssef madrasa in Marrakesh, Morocco, builds beautiful circular shapes from mosaic, and is over 600 years old. The building was for centuries kind of a Muslim university where up to 900 students lived and learned.



Note

In Britain we have no ancient mosques that have been used for many centuries: our earliest mosques in Woking and Liverpool were opened in 1889. However, we still use geometry, arabesque and calligraphy to express the beauty and mystery of God.



To think about:

How might these amazing tiled designs been created hundreds of years ago?

What is impressive?

How can geometry express Muslim ideas of the oneness and perfection of God?

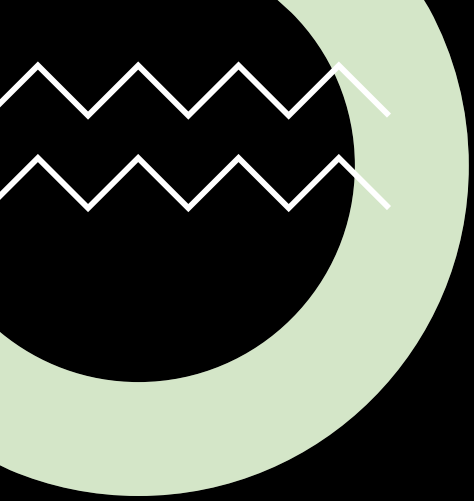
How far is it true that Islamic rules about art have made it possible for Islamic artists to create new and remarkable art forms?





Beliefs about the divine: Sanatana Dharma

- There are a wide range of beliefs about God within the tradition
- Most commonly Sanatana Dharma recognises 1 God – sometimes called Brahman, sometimes called Bhagavan
 - Many believe that Brahman is greater than any one human can understand. They believe in the idea that Brahman is beyond the material universe, or ‘above all’. Brahman is in every single particle of everything that lives but also beyond the universe
 - This God has different qualities and attributes
 - God is formless but can take form
 - God is everywhere
 - God is within the heart (antaryami) – you can find and connect with god within you – Atman
 - *“It is the same in the heart of an ant or an elephant, in every living being. It is the Cause of everything.” Upanishad*



The idea is that God as Brahman is difficult for humans to understand and connect with.

Brahman is formless, gender-less, just spirit and human minds find that difficult to comprehend

So God takes form to connect with humans and enable them to understand God

“I appear in the material world. From age to age I come into being to protect the good, destroy the bad”
Bhagavad Gita



The Trimurti

A key example of these forms is the Trimurti

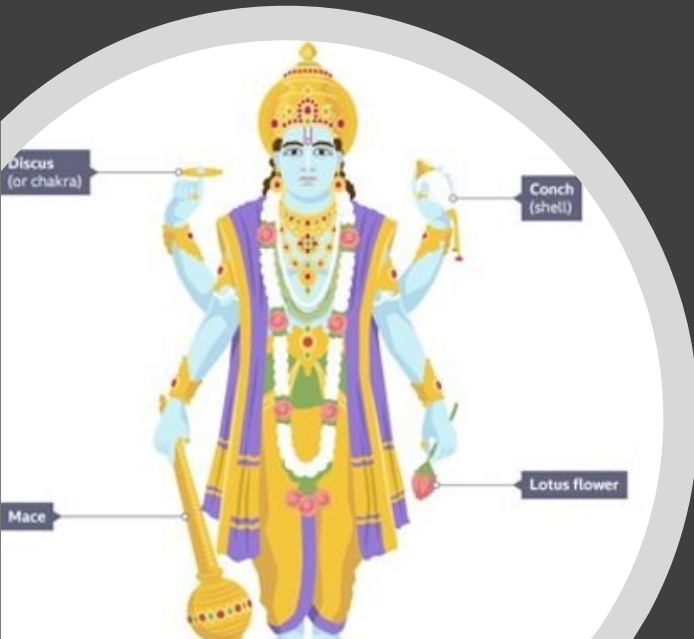
There are **three main aspects of Brahman.**

These are expressed in the trimurti who are:

Brahma, the creator

Vishnu, the preserver

Shiva, the destroyer

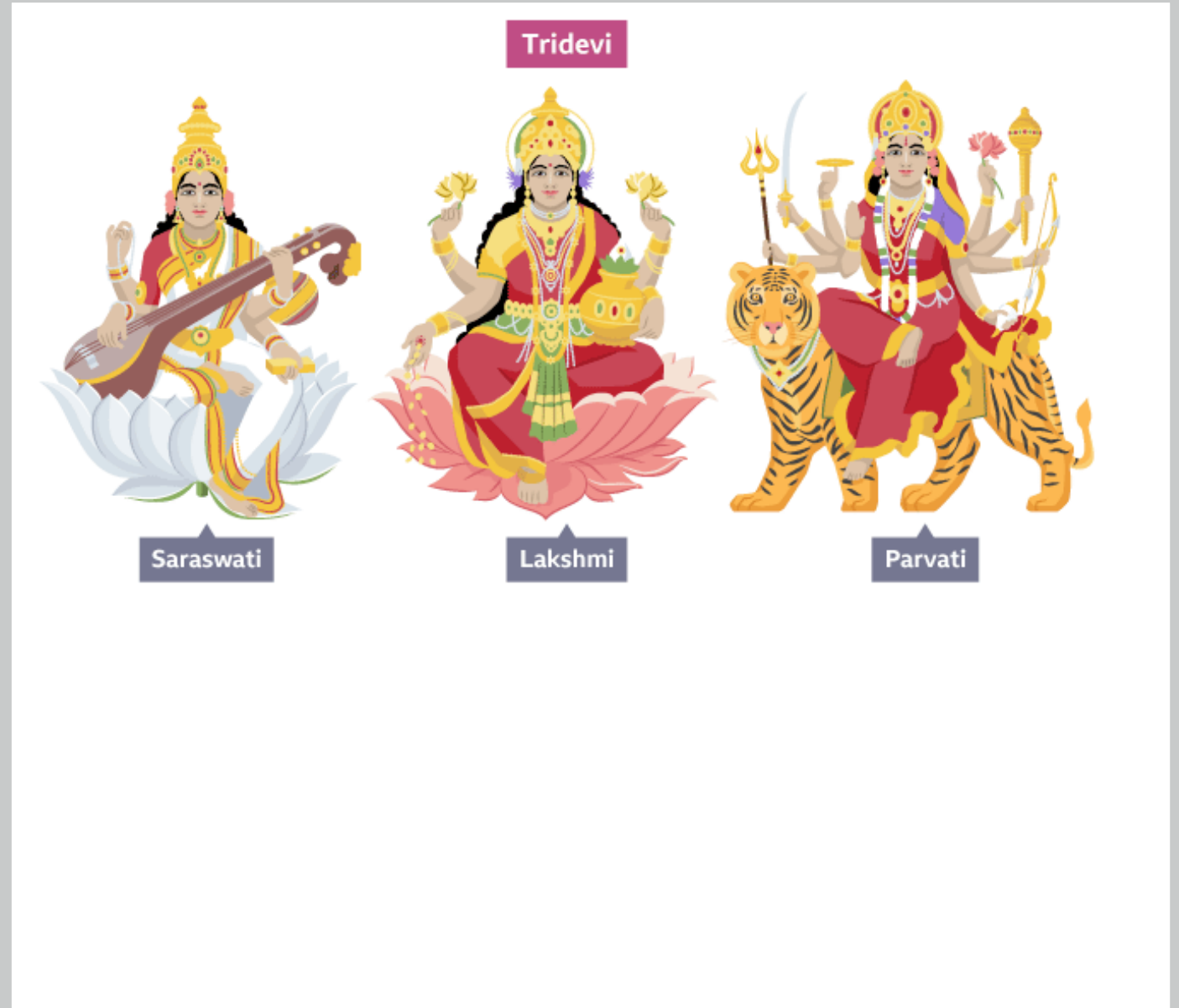


Deities

In a Hindu temple, there are no images of Brahman. However, there are many images of gods and goddesses, which are aspects of the Divine One

Then Vidagdha, the son of Sakala, asked him 'How many gods are there, Yajnavalkya?' Yajnavalkya said 'As many as are, three hundred and three, and three thousand and three'. 'Very well', said Sakalya, 'how many gods are there, Yajnavalkya?' 'Thirty-three'. 'Very well', said the other, 'how many gods are there, Yajnavalkya?' 'Six'. 'Very well', said Sakalya, 'how many gods are there, Yajnavalkya?' 'Three'. 'Very well', said the other, 'how many gods are there, Yajnavalkya?' 'Two'. 'Very well', said Sakalya, 'how many gods are there, Yajnavalkya?' 'One and a half'. 'Very well', said the other, 'how many gods are there, Yajnavalkya?' 'One'. 'Very well', said Sakalya, 'which are those three hundred and three and three thousand and three?'

- Brihadaranyaka Upanishad 391

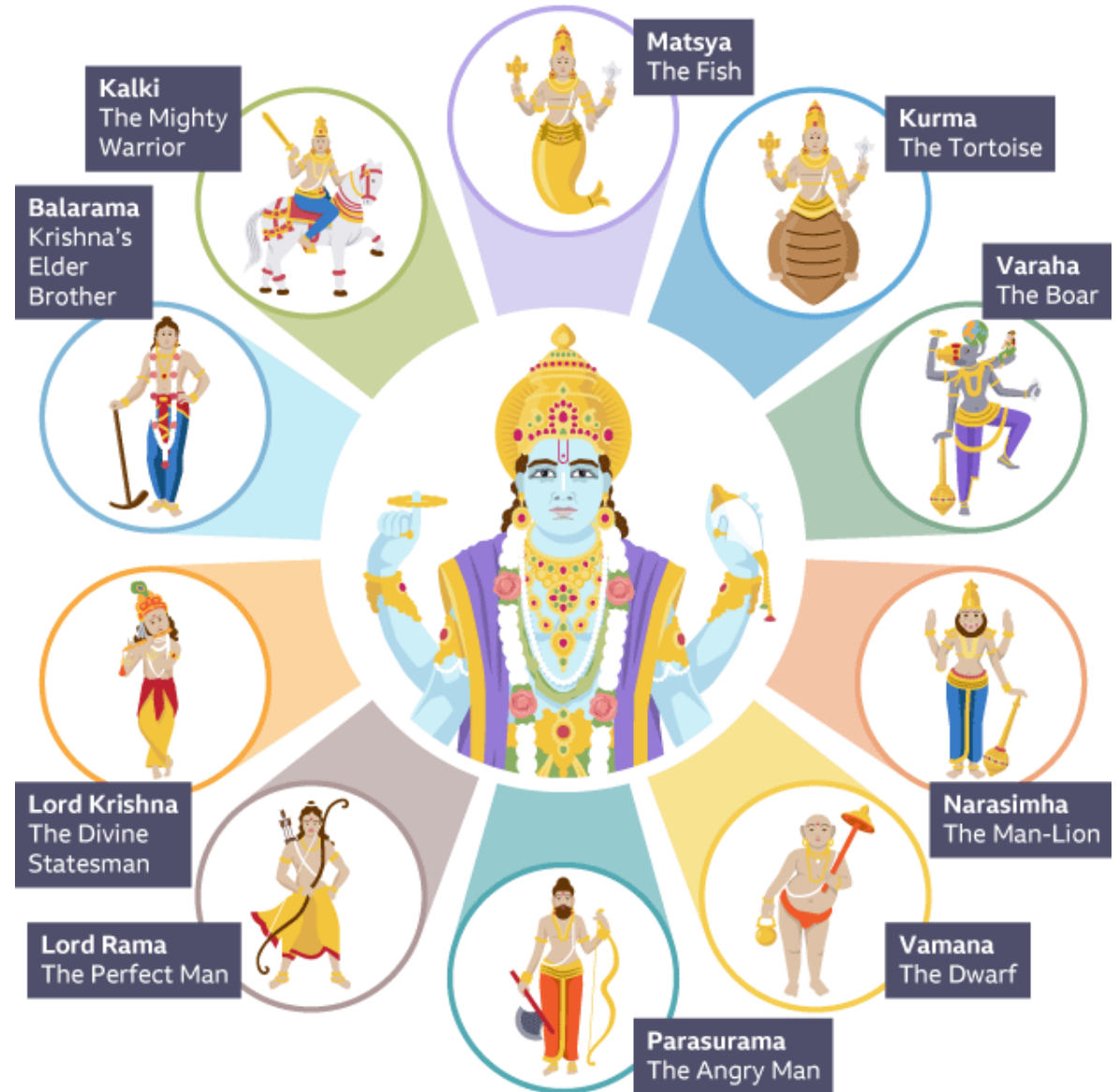


Avatars

An **avatara** is an appearance or incarnation of one of the gods or goddesses on Earth.

Many believe that a god or goddess takes the form of a human or animal in times of great need, to save humanity from danger or evil.

For example, the seventh avatara of **Vishnu** is **Lord Rama**, who lived on Earth and fought the evil ten-headed demon Ravana.





What do Hindus believe about God?

- There is one god – Brahman.
- Brahman is shown in many different forms.
- Each deity (god or goddess) represents just one personality of Brahman.
- Brahman (God) is revealed through avatars.
- Avatars are God in an earthly form; usually a human or animal.
- God is eternal (never ending).
- God is neither male nor female.
- Each soul (atman) is a tiny piece of Brahman.
- Brahman (God) is everywhere .
- Brahman (God) is in all living things.

Y7 work on the concept of God in the Hindu Tradition -
Examples of work – This page for a pupil needing
additional support. With thanks to Kingdown School.



How is Brahman represented?

In Hinduism there is one God but many forms of that one God.

Hindus call God Brahman.

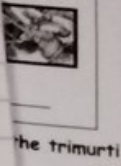
The three main forms of Brahman are known as the trinity

The deities are Brahma and Shiva

Brahma is responsible for creative
Vishnu responsible for preserving

And Shiva is the destroyer but this is not as negative as it sounds because he is destroying the old to make way for the new and getting rid of any bad things.





Brahman is very powerful
He ~~is~~ is ~~every~~ everywhere
Soul of the Atman

Hindus believe that brahman is everywhere and in everyone.
It is the soul of Atman and Hindus try to escape reincarnation to be with Brahman. To Hindus, it is very powerful because it combines the three main gods personalities.

Hindu deity	their job	symbol connected to the deity, and what it means
Brahma	The creator	ahm sign - to recreate
Vishnu	The preserver	shell - creativity
Shiva	The destroyer	trident - trimurti

One reason why hindus have lots of deities to represent brahman is to show ~~he~~ it has lots of jobs.
This is important because it has to create, preserve and destroy.

Another reason why hindus have lots of deities is to help us understand something that is too big for us to fully understand.
This is useful because it helps us.

Hindus ~~that~~ believe that our karma effects our rebirth and that if we are good we are ~~reborn~~ reborn. Karma is the actions that affect rebirth. So

12th January 2022

Hindu beliefs about God

- Something I already knew is that they believe that we reincarnate.
- Something I didn't know before is that ~~that~~ Hinduism is one of the oldest religions.
- Something that surprised me was that Hindus have a special sound before they pray.

Today I have learnt that Hindus believe that there is only one God, called Brahman. I have also learnt that Hindus believe that when we die we ~~reincarnate~~ reincarnate into an animal. I have found out that Hindus are one of the oldest religions and they go to a special place to pray and worship God.

Y7 Main Classwork – Pupils working at 'expected'/middle ability

SHEET ONE: HINDUISM - The Trimurti

RECAP: Write a definition of Brahman below

NEW WORD: Explain what the word Trimurti means. (Use sheet two to help you)

Use the information on sheet two to complete this diagram, filling in the spaces

What is Brahma's job? Brahma's job is a creator.

What do Hindus believe he did? They believe he created the universe.

Name THREE key characteristics of Brahma and write what they represent?

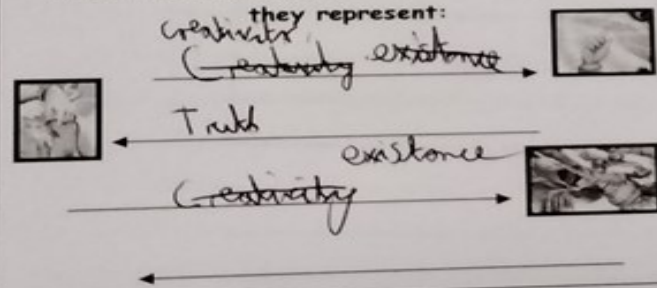
- Four heads to represent the four vedas, the religious writings of Hinduism.
- He is often shown with a white beard to show he is the oldest being in the universe.
- He travels on a swan or goose which symbolise knowledge

What is Vishnu's job?

What do Hindus believe Vishnu does? They believe Vishnu protects the universe.

Why is Vishnu blue? Vishnu is blue because the colour blue represents the infinity.

Label the following parts of Vishnu with what they represent:



What is Shiva's main job?

Shiva's main job is the destroyer.

What are the main features of Shiva? Shiva has three eyes. His middle eye sees truth.

What flows from Shiva's hair?

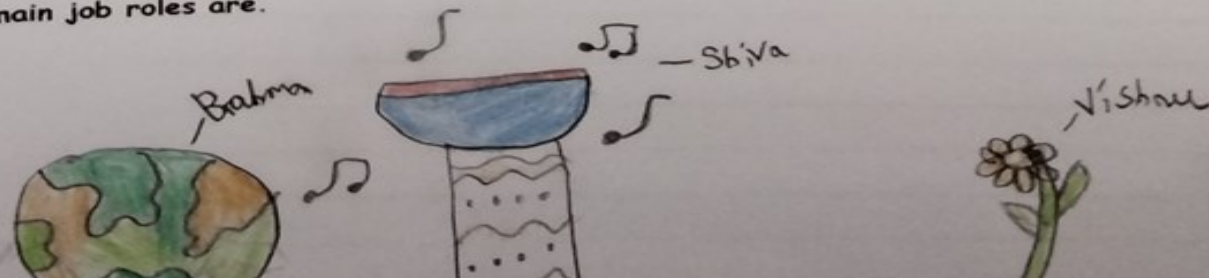
From his hair flows the Ganges - (the holiest of all rivers in India)

What comes from Shiva's drum?

The sound 'Aum' comes from his drum. It means a special word you use to start prayers.

What does his trident mean? His trident represents the Trimurti (the three gods)

Create a symbol for each member of the trimurti, to help you remember what each of their main job roles are.



Y7 Revision material in preparation for an assessment

RE in EYFS – Books at Press – Gill Vaisey's commentary against Development Matters includes the following information on God and signposts to Charlie and Blue videos.

Zippity-zip, let's go on a trip! Charlie and her favourite soft toy (and best friend) Blue visit their neighbour Seyed in his garden to find out why Muslims believe they should look after the world. [Charlie and Blue Find Out about Jesus - YouTube](#)



EYFS 2021 and Development Matters 2020

Linking EYFS Understanding the World to Religion and Worldviews Education

	<p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</p>	<p>Consider and reflect upon their own experiences and views about the natural world – their likes and dislikes, their interaction with living things – animals and nature, and their thoughts and feelings about responsibility towards the environment.</p> <p>Begin to understand and appreciate that some people believe God created the world. Appreciate that some people care for the natural world because of their belief that God created it and gave responsibility to humans to care for it – e.g. Vesper (Christian), Yusuf (Muslim), from the Belonging and Believing series.</p> <p>Watch REOnline Charlie and Blue: Allah and Creation (Muslim)</p> <p>Appreciate that some people, e.g. Caitlin (Buddhist) from the Belonging and Believing series, care for the natural world because they are following the guidance of a religious / spiritual leader</p> <p>Understand that some people care for the natural world because they believe humans have a responsibility to live in harmony with the planet to ensure it can be enjoyed now and in the future e.g. Wilf (humanist) from the Belonging and Believing series.</p> <p>Share the story Puddles and the St Francis Service with the children. Reflect on the Christian belief that God gave stewardship to humans to care for all animals. Through the story, explore how some Christians celebrate the value and love for animals through a special church service.</p>
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How might your school provision enable children to begin to ask questions about God?

Activity Two – Demonstrating progress and looking at assessment

Question: How do you know if you are making progress in RE?

Pupil answer: I know I'm doing well in RE if I become a better person

Discussion: How do we demonstrate progress in RE?

What is working?

What are the challenges?

Watch the first few minutes of the video: [RE Teach Meet - February 2022 \(Part 1\) – YouTube](https://www.youtube.com/watch?v=neA6L9ZnHpQ) (see next slide) <https://www.youtube.com/watch?v=neA6L9ZnHpQ>

At a later date watch the 47mins to 58 mins section.

What types of knowledge are we developing in our lesson?

How do we make that knowledge stick?

Coventry SACRE online meeting – Progression in Curriculum

<https://www.youtube.com/watch?v=neA6L9ZnHpQ>



HOW DOES ASSESSMENT AND PROGRESS FIT INTO YOUR CURRICULUM?

Intent – how does your curriculum enable you to demonstrate progression throughout the student’s experience – this could be within your own classroom or across the school/key stage

Implementation – How does assessment feed into the learning in your curriculum. When do you do your assessment? Why? What format does it take? Why? Are students aware of why they are doing the assessment and how it links to their learning? These are all questions to consider.

Impact - what difference does it make? How will it feed into learning?

ASSESSMENT IN PRIMARY SCHOOLS

Good or outstanding practice is characterised by:

- **planning for each topic which is carefully checked by the subject leader to ensure that work set is appropriate and ensures progression**
- **clear skills ‘ladders’ shared with pupils to ensure they understand what they need to do to improve**
- **a variety of assessment activities including self- and peer-assessment, project work with peers, talk for learning, responding to teachers’ written comments on post-its and opportunities for oral feedback - clearly identified in teachers’ planning**
- **assessment information impacting on planning for the succeeding topic, to reshape the learning**
- **a range of monitoring strategies used by the subject leader and senior managers, including book trawls, marking and planning checks and pupil voice, as well as direct observations of teaching and learning to ensure consistency and the assessment of impact on provision**
- **portfolios of pupils’ work used to help teachers moderate standards and provide accurate End of Key Stage assessments**
- **mechanisms to record evidence of oral contributions**

ASSESSMENT IN SECONDARY SCHOOLS

Good or outstanding practice is characterised by:

- **effective baseline and subsequent assessments which are focused on the students' conceptual understanding across the two attainment targets**
- **good use of open-ended questions to assess students' understanding**
- **learning checks linked to lesson content and questions which are sufficiently probing to challenge the higher attaining students**
- **use of differentiated outcomes when planning units of work to ensure a clear overview of what all, most and some students would be able to achieve in relation to a specific topic**
- **regular tracking of students' attainment and progress and appropriate interventions when they are at risk of underachieving, with the data used well to inform lesson planning**
- **effective use of exemplification material and processes of moderation of judgements across the teaching team**
- **strong self-assessment opportunities with good use of plenaries to help students reflect on their progress**
- **good use of assessment information to adjust subsequent planning to ensure students will be appropriately challenged.**





HOW DO WE ASSESS PROGRESS IN THE CLASSROOM?

Assessment criteria?

Skills based?

Knowledge based?

[RE Teach Meet - February 2022 \(Part 1\) – YouTube](#) from 47 – 58 minutes

ASK 	RECALL 	EXPLAIN 	OPINION 
1 Ask simple questions linked to their learning	1. Recognise important beliefs/people/places	1 Talk about meaning of important words	1 Identify someone somewhere that is special to them
2 Respond to their learning with relevant questions	2 Retell religious stories simply	3 Explain why someone/somewhere is special	2 Talk about how their learning makes them feel
3 Demonstrate curiosity in their learning	3 Talk about how believers celebrate and express their beliefs	4 Explain what we can learn from religions and religious stories	3 Talk about their own experience
		5 Talk about similarities and differences between peoples' beliefs	4 Reflect on big ideas

MAKING KNOWLEDGE STICK

What strategies do you use to help students retain the knowledge covered in lessons?

Activities to begin a lesson eg –

1. Put up a picture and tell me:

- What makes you curious?
- What do you already know?
- Can you explain what the image is showing?
- How does this image make you feel?
- What else does this image make you think of?
- If this image was drawn by a Christian how might it be different?
- How accurate do you think this image is in expressing beliefs?

2. Give the children a set of pictures and ask them to retell the religious story

3. Show the children a picture and ask them what a Muslim would think, what a humanist would think etc

4. Give children a picture or set of statements and ask them to order them

Knowledge organisers – what works/what doesn't work?

Topic Summary sheets: An example (Year 7)

Focus is on Key terms and concepts

Lesson focus:

The final days of Jesus' life
Christian art
Crucifixion
Salvation and sacrifice
Resurrection
Learning about Jesus through art

Salvation

Assessments

Title	Skill Focus
What can we learn about Jesus from art?	Evidence

Key terms

Term	Before topic – what do you think this term means?	After topic – what do you think this term means?
Last supper		
Gethsemane		
Communion/ Eucharist		
Crucifixion		
Sacrifice		
Salvation		
Easter		
Resurrection		
Interpretation		
Evidence		



Focus: Christianity

Followers: Christians

Holy text: Bible

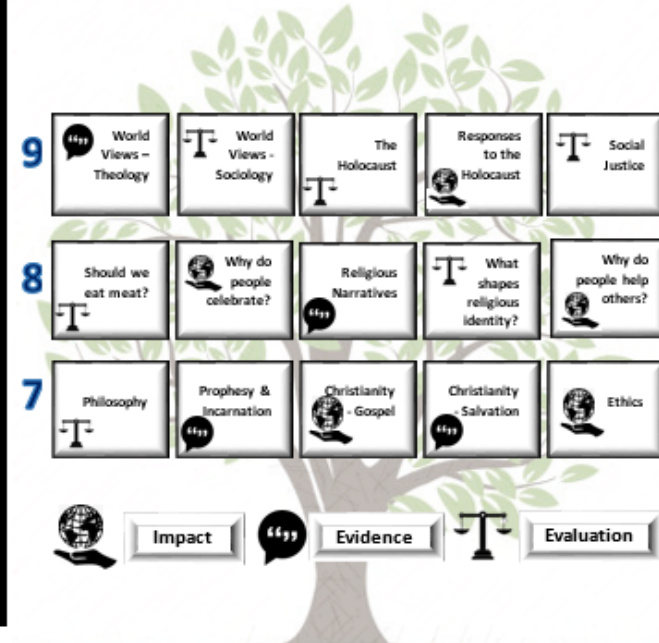
Holy building: Church

Main groups: Catholic and Protestant

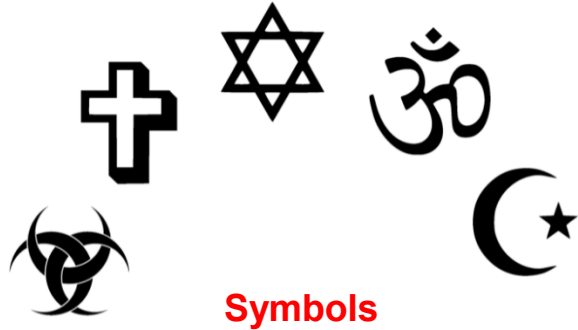
Holy days: Advent, Christmas, Good Friday, Easter Sunday

Origins: Christianity began around 2,000 years ago

Connections: Christianity was born from within the Jewish tradition, and Islam developed from both Christianity and Judaism



What visuals/techniques could we use to help children identify which religious worldview they are studying?



Stories?
Other ideas? Please share!



Lego 'characters'



Persona Dolls



Activity Three – What Next?

Organised by a working party of teachers and RE Advisers from Bristol, BCP, Dorset and Wiltshire.

Subsidised by a grant from Sarum St Michael's Education Charity.



If you can't attend all day, don't worry – book anyway to receive access to the materials and recordings!

Could someone else attend one of the keynotes?

CRE-ative, RE-inspiring, Virtual Conference

31st March 2022

Keynote Speaker – Adam Robertson (REToday and specialist on **Islam**)

Non-religious Worldviews (including **Humanism** - Luke Donnellan)

Diversity Within Islam – (Zameer Hussain)

Choose 2 creative workshops

Free to PSA subscribed schools; £50 otherwise

All workshop sessions are recorded and available to those who book a place

Time	Seminar	Facilitator
9.25-9.35	Introductions	Nicola Coupe
9.35-10.30	KEYNOTE: Beyond the binaries: beauty, breadth and depth in Islamic and non-religious worldviews'	Adam Robertson from RE Today
10.30-10.40	Comfort Break	
Morning Workshops		
10.40-11.30	Designing the Jigsaw of RE Learning	Discovery RE
	Ethics and Questioning in RE - KS2 & Secondary Focus	Trevor Willis & Vicky Bunting
	Framing Success in RE	Steph Rann & Adam Watkin
11.30-12.00	Updates in RE	Various Speakers
12.00-12.45	Lunch Break	
12.45-1.30	Diversity within Islam	Zameer Hussain
1.30-2.15	Humanism EYFS to KS4	Luke Donnellan
2.15- 2.25	Comfort Break	
Afternoon workshops		
2.30- 3.30	Progression in Primary Islam	Adam Robertson
	Secondary Islam	Zameer Hussain
	Humanism KS2-3	Luke Donnellan

KEYNOTE: 'Beyond the binaries: beauty, breadth and depth in Islamic and non-religious worldviews' with Adam Robertson

Islam and non-religious worldviews can sometimes be framed within tight boundaries that can limit appreciation of them and lead teachers to feel uncertain in teaching. Adam will examine the intellectual and artistic contribution that Islamic and non-religious worldviews have made to the world and to modern Britain. He will showcase practical classroom-ready examples to open up rich discussions and learning.

Humanism EYFS to KS4 with Luke Donnellan

Humanism is a non-religious worldview. Humanists are atheists and agnostics who believe this is the one life we have and that human beings can lead good, happy, and meaningful lives. Luke will spend this time supporting teachers' understanding of Humanism and the non-religious, with some general guidance on how to teach about it. There will also be some time for Q&A during this session. Luke will discuss some of the many labels used to describe the non-religious and some of the misconceptions connected with them.

Diversity within Islam with Zameer Hussain

This session will introduce delegates to different ways of thinking that are present in Islamic thought. Misconceptions will be addressed and delegates should leave the session having some confidence in understanding some key concepts within Islam and how these are interpreted.

<https://www.salisbury.anglican.org/learning/courses/psa-subscription-course-creative-and-reinspiring-7640>

- **Date and Venue of next Hub Network meetings**

October or November 2022? & Feb or March 2023?

Content request?

Who to host?

Open to all – not part of the PSA. Bring a friend!

- **DBE courses coming up** <https://www.salisbury.anglican.org/schools>

Spirituality across the curriculum – all day at DEC 28/4/22

Bespoke Going deeper with Understanding Christianity – all day at DEC 12/7/22

Being an effective RE Link Governor – virtual evening 11/5/22 6-7.30pm

Last session of 'Getting Going with RE Subject Leader' course – virtual twilight 4/7/2

- **SACRE courses** <https://rightchoice.wiltshire.gov.uk/Search/sacre>

- **NATRE/REToday**

About NATRE – free resources

Real Faith <https://www.natre.org.uk/about-natre/projects/curriculum-syn>



Spirited Arts Competition <https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/>
<https://www.natre.org.uk/>



- **SACRE courses**

<https://rightchoice.wiltshire.gov.uk/Search/sacre>

Are you looking for new and interesting ideas to help your school increase the impact that RE can have on oracy and writing for your pupils?

Join us at one of our FREE CPD sessions led by Katy Staples, adviser to Wiltshire's SACRE. This statutory training will inform RE teachers of new guidance for the current Wiltshire Agreed Syllabus and aims to offer support for schools to ensure pupils can be offered a clear path of progression throughout their learning in RE. It includes: clear knowledge organisers for each unit of learning; guidance about RE's contribution to EYFS 2020 and an intention for RE statement along with ideas for implementation, ensuring impact. For further details and to book your place, please click on one of the dates below:

Monday 04 April 2022 [Wiltshire Agreed Syllabus for RE - new resources! \(On-line live\) | Right Choice](#)

Thursday 07 April 2022 [Wiltshire Agreed Syllabus for RE - new resources! \(On-line live\) | Right Choice](#)

Tuesday 17 May 2022 [Wiltshire Agreed Syllabus for RE - new resources! \(On-line live\) | Right Choice](#)

- **NATRE/REToday**

Real People Real Faith - Video recordings of people talking about their faith for KS1, KS2 and KS3

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

Spirited Arts Competition 2022

<https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/>

Anti Racist RE

<https://www.natre.org.uk/about-natre/projects/anti-racist-re/>

- **The Arts Society Birmingham**

Recordings of people including young people talking about their place of worship in Birmingham.

<https://birmingham-faith-visits.theartsociety.org/>

If you have already got UC in your school, then you may want to book on the 'Going Deeper' Course run by the SDBE – and led by two HLPs who are UC trainers.

Bespoke CPD Course: Embedding the use of Understanding Christianity in your school - 12/07/2022

Taking Understanding Christianity Knowledge and Teaching Strategies One Step Further



For schools who have begun to use the Understanding resource. This course will allow those attending the chance to explore a number of the more challenging Understanding Christianity Concepts in more detail, leading to better subject knowledge. It will give time to consider effective teaching methods to unpack these concepts with children. Ideas for effectively planning curriculum content, progression and assessment for these concepts will be explored.

PSA Schools: £75 + VAT
Non-PSA Schools: £150 +
VAT per person

Alternatively, speak to your nearest UC trainer HLP/Nicola Coupe and you can buy them in to deliver a staff meeting to your team only or invite another school to your meeting/INSET day. £250 for the first half day or twilight, including planning time with you. £125 for subsequent twilights. Costs can be split between attending schools by agreement with HLP



THE SALISBURY DIOCESAN
BOARD OF EDUCATION

'Working for children, young people, schools and parishes'

Not yet using UC as a resource?

Look on the RE Today UC site here for online courses to begin using UC, or book your HLP to lead training for you. (12hrs):

<https://www.understandingchristianity.org.uk/advisers-and-training/book-upcoming-primary-courses/>

£210 including £75 worth of course folder for CofE schools.

A national grant subsidises this course for community schools, who will pay just £60. Tell your MAT or Cluster schools to act while funding lasts!



Understanding Christianity for Primary – 6 April 2022!

Dates:

Session 1: **Wednesday 6 April 2022** – 1pm–4pm

Module 1 (Introduction) & Module 2 (Teaching and learning model)

Session 2: **Thursday 26 May 2022** – 1pm–4pm

Module 3 (The ‘big story’ of the Bible) & Module 4 (Planning great teaching & learning)

Session 3: **Wednesday 6 July 2022** – 1pm–4pm

Module 5 (Purpose and impact), Module 6 (The ‘big story’: digging deeper) & Module 7 (Curriculum design)

Location: Online

Trainer: Adam Robertson, RE Today Adviser

Cost: Full Price: £210 (**£60 for community schools**)

**You'll be sent a
questionnaire link from
Cherith Rosevear-Cox from
the DBE.**

**We use it to review the
training, so please
complete it!**

**SDBE Survey Monkey Questionnaire
will come by email**

**DIGI-REVIEW
– FEEDBACK
PLEASE**

Thank you,
you are
doing great
things for
RE!

