

## Church School Leaders Conference

### Creating a Culture of Wellbeing

**14th November**  
Derbyshire Hotel

### Keynote Speakers:

Mary Hawes  
Kate Coleman

#### INSIDE THIS ISSUE:

<b>Global Neighbours</b>	<b>2</b>
<b>Recommended Resources</b>	<b>3</b>
<b>Farnsfield St Michael's C of E Primary School</b>	<b>4</b>
<b>St John the Baptist C of E Primary School, Colwick Halam C of E Primary School Huthwaite C of E Infant</b>	<b>5</b>
<b>Coddington C of E Primary School The Kite Federation St Peter's C of E Primary</b>	<b>6</b>
<b>St Peter's C of E Junior School, Ruddington Ravenshead C of E Primary School</b>	<b>7</b>
<b>Bluecoat Wollaton Academy Understanding Christianity Secondary Focus</b>	<b>8</b>

## R.E. in the 2018 SIAMS Schedule

**T**here are seven strands in the new 2018 SIAMS schedule. One of these is R.E.

In all schools the following must be explored:

- How effective the school is in ensuring pupils flourish through the provision of high quality R.E. reflecting the Church of England Statement of Entitlement
- How effective the school is in ensuring that R.E. expresses the school's Christian vision
- In developing R.E., a school must evaluate the extent to which:

**Through effective curriculum planning, R.E provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.**

In order to answer this question, inspection will focus around the following:

- How well does R.E. help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does R.E help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
- How well does R.E enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
- How well does R.E. give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical reflections?

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- iv. **Do teachers share effective practice locally and regionally** and engage in professional development? Does R.E have in place rigorous systems of assessment?
- v. How effective is R.E. teaching and learning in the school? This will only be inspected in VA schools.

During 2018-19 there will be training for R.E subject leaders through the R.E subject leaders network meetings to explore this in more details.

Look out for the dates in new training brochure.



## Global Neighbours - a new initiative in schools

**G**lobal Neighbours is a new initiative from Christian Aid in partnership with the church of England Education Office. If you are looking at developing a more global dimension in your R.E. this might well be a programme that will be of interest to you. The Global Neighbours Award covers 5 strands, one of these is teaching and learning. At bronze level exploring big questions is a key part of this strand. Asking the big questions of suffering, poverty etc and considering how people respond to these questions reflecting on the teachings of Jesus. Another aspect is to explore some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world - a great theme in R.E.

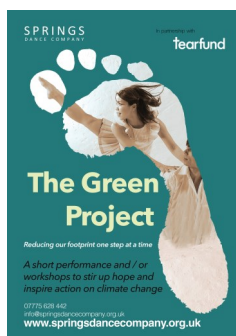


At gold level the award asks schools to apply biblical and ethical teaching to matters of poverty, inequality, charity and justice and to explore perspectives within two or more faiths on these issues. The faiths explored can be any you choose to do so this might fit well with your multi faith work on Islam or Hinduism, especially at key stage 2.

More details about this award can be found at: <https://tinyurl.com/y7jwqfks>

Springs Dance Company is a vibrant dance company bringing creative and engaging dance to schools.

The Company working in partnership with Tearfund are inviting bookings for The Green Project that will stir up and inspire action on climate change. For more information please visit their website <https://springsdancecompany.org.uk>



## Recommended Resources

**My Values Diary** for primary schools is designed to help children develop strong Christian values. Published by rpeducation themes such as respect, humility, reverence and thankfulness are explained by a Bible story or a modern tale.. Faith-building facts, puzzles, quizzes and colouring-in motivate the children to think about how the value can impact on their lives.

For more information see <https://tinyurl.com/ycdxpy88>



## Guidance on managing the Right of Withdrawal from Religious Education

This is an excellent publication that is a must for every school leader and adviser in the country. The book has been published on behalf of WASACRE (Wales Association of Standing Advisory Councils on Religious Education) but it draws on the advice and insight of a range of faith communities and non-religious organisations as well as experts from across England and Wales. What is particularly effective is the design and layout of the book. It is colour coded and divided into clear short chapters meaning that it is ideal as a quick reference guide. No need to go thumbing through the pages of circular 1/94 and associated documents. All that schools and advisers need to know is laid out in an accessible way.

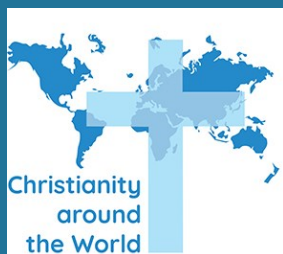
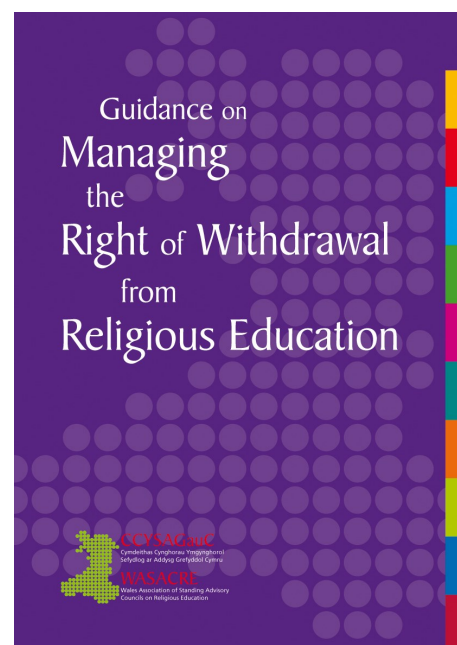
Chapters cover what you might expect, background to the right of withdrawal, the legal situation, how to manage requests to withdraw etc, but also several sections that you might not expect. There is a very useful and topical chapter on managing request for withdrawal when this request is based on prejudice and when this becomes a 'Hate incident' and when it is not. This will be invaluable for schools.

Another helpful feature is the comprehensive guide to the views of the groups likely to exercise the right of withdrawal and what their concerns might be. It is clear that the advice and views of those communities has been sought and reflected in a respectful way. Throughout there are examples and case studies drawn in a very balanced way from a range of faith and non-religious contexts.

This is an invaluable aid that has the potential to minimise the complications and concerns the right of withdrawal brings.

**Derek Holloway**  
School Character and SIAMS Development Manager for the Church of England Education Office

For more information please see [www.wasacre.org.uk/publications.html](http://www.wasacre.org.uk/publications.html)



Barnabas in Schools is launching a new RE Day called **Christianity around the World**.

Through interactive and creative workshops, the children will:

- Explore in depth how the Christian faith is lived out in other countries
- Understand Christianity as a living world faith
- Find out how Christianity began and developed
- Compare differences and similarity in Christian faith and worship, as well as the key beliefs that are common across the world.

Workshops will be differentiated according to age and ability.

All schools booking this day will receive a free copy of the **Where in the World?** Resource material.

For more information see <https://www.barnabasinschools.org.uk/christianity-around-the-world/>

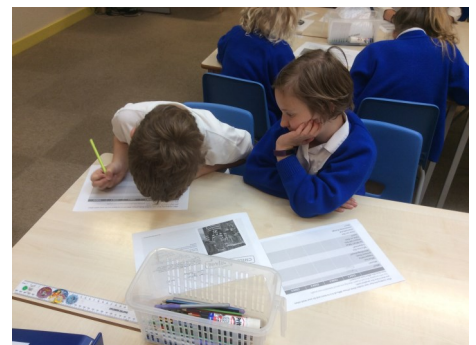
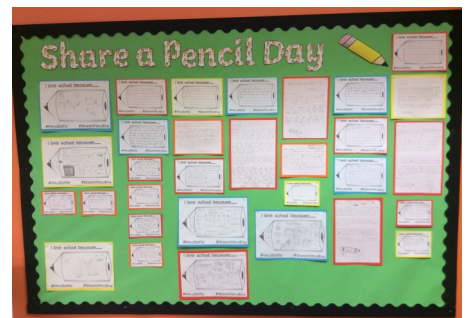




# St Michaels' C of E Primary School Share a Pencil

We decided this year at Farnsfield St Michael's that, across the whole school, we would take part in Share a Pencil Day. The aim of the day was to explore the reasons why millions of children around the world are missing out on receiving an education and why that matters. For part of a day each class heard the stories of specific children in different parts of the world who are not able to go to school. This really opened the children's eyes to the wide range of reasons this happens. Then, as the name suggests, each pair of children were given a pencil to share to complete their activities. Some classes did this for one lesson in the day, others were brave and maintained it for the whole day! The activities included researching case studies of children unable to go to school and making posters about what they love about school. At the beginning the children were incredibly excited about the idea of sharing a pencil, but by the end the excitement had definitely turned to frustration. It also turned to thankfulness when the children knew they would eventually have their individual pencils returned to them and empathy for the children to whom sharing a pencil is an every day reality.

The responses given by the children at the end of the day expressed these feelings. Share a Pencil Day was a fantastic eye opening day for our children and most definitely made them realise just how fortunate they are to not only have all the material things that they do, but simply to be able to come to school. We found the day incredibly worthwhile and look forward to taking part in Share a Pencil Day again.



**Helen Lewis**

I thought share a Pencil Day is a good way to learn about hard lives. I had fun writing about others' lives. It was hard sharing a pencil. At first I liked it, but by the end of the day, I wanted my pencil back. The work we did I loved because we learnt about how great school it and how lucky we are to go to school and to also have everything we need and want. Now I know how lucky I am to not have to go to work, I have everything I want.

**Hollie**

Share a Pencil Day is quite frustrating but it helps you to reflect on all the children that actually need to share a pencil. It's quite a good way to remember all those people that don't go to school.

**Jack E**

At the start it was fun but then it got annoying. My partner took ages with the pencil so I kept telling her to hurry up. Me and my friend argue about silly things so Share a Pencil Day was a great opportunity to become friends that don't argue very much.

**Scarlett**

This was very interesting to know what it feels like for people who do this every day. I couldn't believe people wanted to go to school even though they won't have their own equipment. My partner was getting so frustrated and so was I when we didn't have the pencil. At first I thought it was going to be fun but I soon figured out that it wasn't.

**Harry**

## The Last Supper



The Foundation Class at St John the Baptist Primary School in Colwick have been learning about the Disciples and friendship as part of their Easter studies and have worked together to create this display showing the Last Supper.

## Thy Kingdom Come Under the Willow Tree

On Thy Kingdom Come Day Cherry class from Halam C of E Primary School wrote their prayers onto a paper dove and then took them into the school willow. They sat quietly and enjoyed a peaceful moment of reflection and shared their prayers. The children then tied their prayer to the willow tree to share with everyone.



**Sarah Mason**

## Godly Play at Huthwaite All Saints Infant School

I deliver a Godly Play session to each class in turn (years 1/2 and reception) on a Wednesday afternoon over a half term. Next year I will be including Pre-school.

Stories we have 'wondered' about this year include Daniel and the Lions Den, The Easter Story, God's Kingdom on Earth, The Parable of the Mustard Seed, The Lost Sheep and The Light of the World. The children really enjoy the sessions and look forward to them.

In the Daniel and Lions Den session (see photographs) we talked about bravery and courage incorporating the First World War centenary, painting poppies on stones for a community art project



**Tracy Mann**



# Coddington C of E Primary School Embrace National Empathy Day

Coddington C of E Primary School embraced National Empathy Day recently and were on television and radio. Coddington is part of the Empathy Lab National Pilot and Empathy Day took place on 12th June. Reading nooks were set up at the beginning and end of the day where parents/carers and children could go to read, share a book and spend some quality time together. The pupils also planned many activities based on books they have chosen, including using Empathy Gasses and postcard writing. Another part of the initiative is the intergenerational community choir

which met for the first session very recently.

Also we have had some great experiences with our Syrian families who are part of our resettlement project.

We also have a great new vicar - Rev Louise, who visits school often with her dog Phoebe. Phoebe has some very special friends amongst our pupils and has made a great impression on everyone, but especially a couple of pupils who have complex additional needs. Our after-school faith group - The



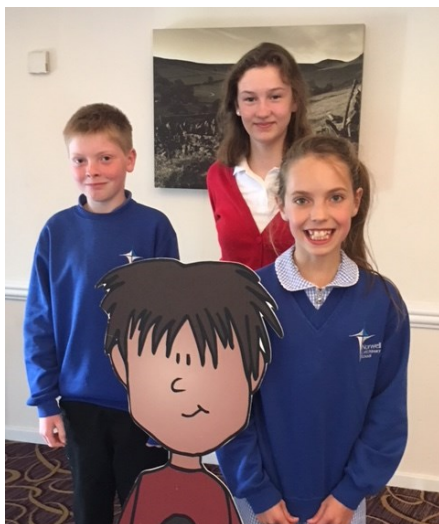
Kiddington Christies are enjoying their weekly club. This is run by Angela Holmes.

**Tamsin Caputa**

## Photos from The Kite Federation



We celebrated the Royal Wedding by holding our own to learn about the ceremony as part of our understanding about Christianity



Three pupils who presented reports to a room of senior leaders about The Young Leaders Award



Two of the children from Y5 who completed their level 1 climbing award as part of their character education

## Photos from St Peter's C of E Academy, East Bridgford



**Left:** Bible Explorers Lunch time club exploring David and Goliath bible story and creating sling shots

**Right:** Red, White and Blue Day (Royal Wedding) looked at the importance of vows and promises/family commitment. Key stage 1 children wrote promise prayers





## 'Prayer Space' gives children the chance to reflect

Children from St Peter's C of E Junior School, Ruddington, had a chance to pray and reflect as part of an initiative 'prayer space' set up over three days by local churches.

The volunteers, from St Peter's Church and the Baptist Church in Ruddington, and the Vineyard and Cornerstone churches in Nottingham, took over 'base camp' - the school's outdoor classroom - creating different areas where children could pray, reflect and meditate. These included spaces where they could meditate about their own reflections in mirrors and climb inside cardboard boxes to



pray for those living in 'cardboard cities' around the world. There was also a 'feelings' table where they created words and pictures to represent their emotions, and a forgiveness area where the children dropped a fizzy sweet into a glowing container of liquid and watched it dissolve, while being asked to let go of any anger or negative feelings they held onto.

The aim of the project was to give children, whatever their faith, the space to be quiet, reflect and develop their spiritual side.

It follows a successful event earlier



in the year where churches in the village came into the school to run an interactive 'Easter Labyrinth' which told the Easter Story through trail, where the children listened to the events of Easter Week on iPads, while also engaging with sensory activities.

**Karen Cross**

## Nativity Art from Ravenshead C of E Primary School

Every December, Ravenshead C of E Primary School hold a Nativity Art Day. Each year group focuses on a specific part of the Nativity story and produces art work around it.

Here are a couple of examples, one from Year 3 and one from Year 4:



Year 3



Year 3



# Thy Kingdom Come at Bluecoat Wollaton

On Friday 18th May as part of Thy Kingdom Come, students at Bluecoat Wollaton had the opportunity to engage with prayer in a number of ways.

In the morning we had a time of prayer where students were encouraged to pray to B.L.E.S.S. five people. Praying for their Body, Labour, Emotions, Social and Spiritual life.

At lunch there were prayer stations for students to engage with that communicated elements of the Lord's Prayer. Including a station for forgiveness, a station to ask questions to God and to write down what they needed God to protect them from.

Nicola Freeman



## Celebrating the first year of *Understanding Christianity*

Delegates from our primary schools gathered at Jubilee House in May to celebrate the first year of using the *Understanding Christianity* resource. It was great to hear such positive feedback from staff in schools using the resources and to see examples of children's work showing great depth of understanding. Staff confidence in teaching R.E. is increasing and the level of discussion and questioning by the children is reaching new heights.

Delegates were also treated to a 'Walk Through the Bible' with Paul Keays (Director of Walk Through the Bible). Paul demonstrated what Y5/6 pupils and their teachers would experience from a visit by a member of the team. The Walk Through the Bible programme is free to schools and would involve a trained team member visiting the school on 2 separate occasions to explore the Old Testament and the New Testament respectively. They do this



in a fun, interactive and engaging way. The programme provides a great way of supporting and enhancing the *understanding Christianity* approach to exploring the 'Big Story' of the Bible.

If you are interested in booking the team or exploring this further with them contact: [paul@bible.org.uk](mailto:paul@bible.org.uk). Visit their website: [www.bible.org.uk](http://www.bible.org.uk)

Anne Lumb



# Secondary focus

Steph Smart at Queen Elizabeth's Academy, Mansfield shares how she has gone about introducing Understanding Christianity to year 7 students

**W**e decided to assume nothing, to get to know students and gauge where they were in their understanding. We use Knowledge Organisers and so the KO offered just the basic information/concepts to students. At QEA we follow the 'I do, We do and You do' approach in our lessons so this approach was followed in the teaching of the concepts in Understanding Christianity. The following shows the areas we highlighted as a priority in our lessons:

- Opportunities for personal questioning
- Constantly using the higher order thinking words
- Setting homework
- Give opportunity for freedom of thinking for students
- Include visits from of faith
- Weave what we do into the tutor programme

We then plotted the delivery, progress and concepts covered as well as receiving feedback from students about their learning.

**"Loved Exploring the history. Where we came from and where we are going. Know God has a plan, that is a sign of his omniscience."** L

**"This has made a huge impact on me. I have never had the opportunity to explore a faith, and what it all means. I have really begun to love the idea of a BENEVOLENT God. It make s me feel special."** A

**"Never really got into the religion idea. I can now see the power it has to change people. I have asked so many questions... Wicked."** B

Moving forward we plan to:

- Look at Year 8 and Year 9 curriculum to ensure mastery of all the concept material so ensuring there are no gaps in student knowledge and understanding.
- Set assessments to reflect the high level responses for GCSE
- Look further at how the tutor programme continues to fit in and dovetail
- Plot other initiatives within Understanding Christianity

We need to continue building. This is just the start of a long learning journey. We hope to grow disciples through knowledge, questioning of beliefs but with understanding about a range of beliefs within Christianity. We aim for students to express their beliefs and we look to moving forward by seeing the Big Story in action as we explore the Kingdom of God.

**Steph Smart**



Jane and Anne are on Twitter. They are discovering it is a great forum for sharing what is going on and for CPD. They use Twitter to tweet about INSET, events in schools & retweet other RE related issues that may be of interest to colleagues in schools. Please follow them on @readvisers.