



THE CHURCH  
OF ENGLAND  
Diocese of St Edmundsbury  
and Ipswich

# D. A. R. E.

Diocesan School Adviser's RE Newsletter  
Spring 2 2023

# From your Diocesan Schools' Adviser

Hello all,

Many thanks to those who attended the zoom network meeting this week. It is great to see so many faces and hear about your accomplishments in the RE classroom. Particularly impressive to hear about so many trips to places of worship taking place in the eastern area.

This issue contains slides shared at the network meeting. If you were unable to attend please take a few minutes to read through the latest RE news and share with interested colleagues. Plenty of spaces left on syllabus training and the annual RE subject leaders update later in the year.

If you want an RE visit I am currently taking bookings for the end of the summer term. Do get in touch before I run out of space!

Kind regards,

Gemma 

**Gemma Taylor**

**[Gemma.taylor@cofesuffolk.org](mailto:Gemma.taylor@cofesuffolk.org)**

# Annual RE Subject Leader Update

**A key update for all RE subject leaders**

Wednesday 14<sup>th</sup> June 2023

Or for those who can't make it:

Thursday 22<sup>nd</sup> June 2023

9.30-12pm via zoom

**Please email**

**[Jacqui.studd@cofesuffolk.org](mailto:Jacqui.studd@cofesuffolk.org) to**

**book**

£60 church schools

£120 other schools



**If you don't attend any other training please attend this one!**

- **Keep up to date with RE national developments and more**

# NEXT NETWORK DATE: Thursday 29<sup>th</sup> June 2023

<https://us06web.zoom.us/j/89304546397?pwd=RXcra1hGUGZwM3dDSzRwVmMvdk9hZz09>

Meeting ID: 893 0454 6397

Passcode: 207510

**Attend if you can!**



# RE networks and meeting in person

I will continue to meet with you all termly via these zoom networks. However I would like to see if there is also any interest for meeting in person.

It would be helpful if you could click on the following short survey link to give your opinion:

<https://forms.gle/Yg1ScyGDDNZ7q5xe8>

Thank you.





# Update – the syllabus 2023 training



Please sign up for new syllabus training for all RE subject leaders:

**New date – 13<sup>th</sup> June!**

	9.30-12.00	Zoom for <b>Church of England schools and academies</b>	Gemma Taylor, Schools' Adviser	£60 for subscribing schools /£120 for others
Tuesday 23 May 2023	9.30-12.00	Zoom for <b>Community primaries and academies</b>	Gemma Taylor, Schools' Adviser	£60 for subscribing schools /£120 for others

Enquiries to the Education Administrator:  
[Jacqui.studd@cofesuffolk.org](mailto:Jacqui.studd@cofesuffolk.org)

**The syllabus is a statutory document for locally maintained schools and must be implemented for September 2023 at the latest. Academies are invited to adopt the new syllabus. All Church of England academies are advised to do so by the DBE.**

# Update – FREE ADDITIONAL syllabus training for your school staff



## New Syllabus Staff Training for teachers of RE

- This session can be used by RE subject leaders as an introduction to the syllabus for their teachers. Saves time rather than having to put together your own staff meeting!
- Monday 5<sup>th</sup> June 2023 via zoom 3.45-5pm. All schools can attend live. The session will also be recorded and shared for schools to use later.
- No charge
- Join Zoom Meeting
- <https://us06web.zoom.us/j/89740054538?pwd=VjQ1ZUcyQnJvNWVCQXk5UThLaFpJZz09>



# Update – FREE ADDITIONAL syllabus training for whole school training

## New Syllabus 'check in chats' for teachers of RE by phase

- These optional drop-in sessions are for teachers of certain phases to access additional support about implementing the new syllabus.
- No charge
- More information to follow. All via zoom 3.30-4.30pm.

### **EYFS Monday 3<sup>rd</sup> July**

<https://us06web.zoom.us/j/85059170209?pwd=aDJITVIFNEg3Vm1YV09yYk10emtsUT09>

### **KS1 Tuesday 4<sup>th</sup> July**

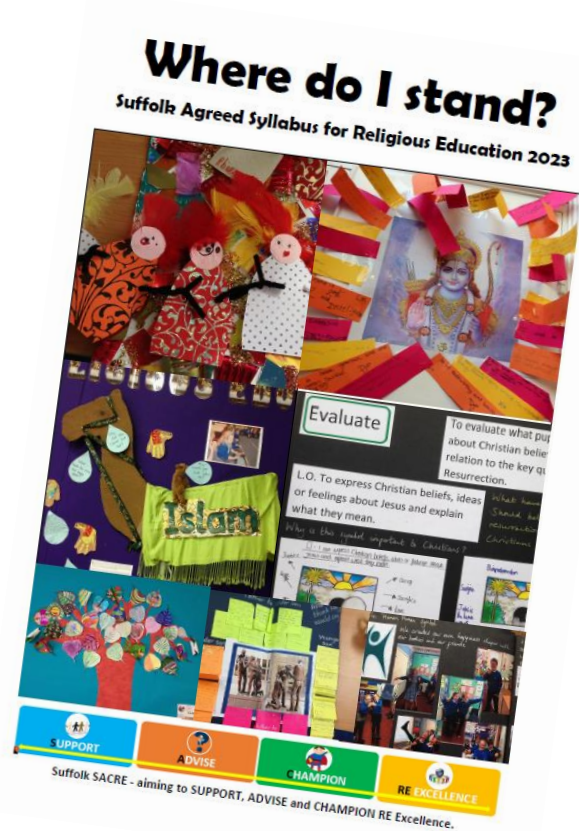
<https://us06web.zoom.us/j/86225088047?pwd=RE1LT1d3d0hVVjlMdmIUeGN0THlqdz09>

### **LKS2 Thursday 6<sup>th</sup> July**

<https://us06web.zoom.us/j/85044347147?pwd=cWxscGphb1JjRXFIZjREdXlKeGZSZz09>

### **UKS2 Monday 10<sup>th</sup> July**

<https://us06web.zoom.us/j/81645103681?pwd=c2IRS0FzQVJUY0ZNNURXRtdwdEVaUT09>



# Update –NEW KS1 Emmanuel Project unit

## KS1 Hindu Dharma Enquiry

### How does a Hindu celebrate devotion to a deity at the festival of Holi?



The *EMMANUEL* Project 2023:  
Teaching Hindu Dharma effectively in Key Stage 1



The *Emmanuel* Project 2023 ~ An RE scheme of work for primary schools ~ [education@cofesuffolk.org](mailto:education@cofesuffolk.org)

Page

Provided FREE to delegates who attend the new syllabus training.



Year group: 1 Term: Autumn Date: Class:

#### How does a Hindu celebrate devotion to a deity at the festival of Holi?

Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:

Working towards:	Expected:	Greater depth:
Pupils can talk about celebrations within their own lives. They can recognise and recall some of the practices and stories of Holi with support.	Pupils can describe Holi as a colourful festival celebrated by many Hindus. They can recall parts of the stories Holi celebrates such as Prahlad and Holika or by giving an example of how Krishna played tricks on others. Pupils demonstrate an understanding that Hindus have different deities and may recall the name of some. They understand that some Hindu families have a shrine and can talk about how they are used with some prompting.  <b>Ultimately, pupils understand the key idea from this unit:</b>  Holi is an important festival where many Hindus show their love for God.	n/a
<b>Names</b> <when assessed, list names of children in class here>	<b>Names</b> <when assessed, list names of children in class here>	<b>Names</b> <when assessed, list names of children in class here>
%	%	%

#### KS1 How does a Hindu celebration devotion to a deity at the festival of Holi?

##### What should we know?

Hindu's believe:

- That Holi is a time to celebrate and show devotion to God.
- That stories teach what God is like.
- That stories are a big part of Holi.
- Throwing colours and playing pranks at Holi is a way of remembering Krishna.
- Many Hindus show devotion to God at a shrine in their home.



##### What should we be able to do?

Recognise pictures of Holi being celebrated in different ways.

Recall some of the details of the Prahlad and Holika story.

Know Krishna liked to play tricks.

Describe a Hindu shrine.

##### What words should we understand and be able to use?

<b>Holi</b>	A Hindu festival which celebrates spring, love and new life.	<b>Vishnu</b>	Vishnu is a very important Hindu God. The preserver and protector of the universe.
<b>Krishna</b>	A popular Hindu deity.	<b>Radha</b>	A milkmaid who Krishna was devoted to.
<b>Shrine</b>	A shrine contains important objects that are used for worship.	<b>Deity</b>	Another word for 'God.' The Hindu deities are the Gods and Goddesses in Hinduism.

# Update –NEW KS2 Emmanuel Project unit

## KS2 Humanism Enquiry



# Why do Humanists use the golden rule as a basis for morality?

The *EMMANUEL* Project 2023:  
Teaching Religions and Worldviews effectively in KS2



Provided FREE to delegates who attend the new syllabus training.

Year group: 3 Term: Spring Date: Class:		
<b>Why do humanists use the golden rule as a basis for morality?</b>		
Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:		
<b>Working towards:</b>	<b>Expected:</b>	<b>Greater depth:</b>
Pupils can recall the Golden Rule. They may recall some of the stories from the enquiry. However, they are unable to make the link to empathy, or thinking through actions with an awareness of consequences.	Pupils can describe humanists as a philosophy, worldview or way of life. They understand that humanists do not believe in God or any supernatural power. Children make reference to the Golden Rule, empathy, kindness or thinking through consequences of actions when talking about how humanists make decisions about what is right or wrong.  <b>Ultimately, pupils understand the key idea from this unit:</b>  Humanists believe morality does not come from God. We all have to decide what is right and wrong based on reason, empathy and consequences.	n/a
<b>Names</b>  <when assessed, list names of children in class here>	<b>Names</b>  <when assessed, list names of children in class here>	<b>Names</b>  <when assessed, list names of children in class here>
%	%	%

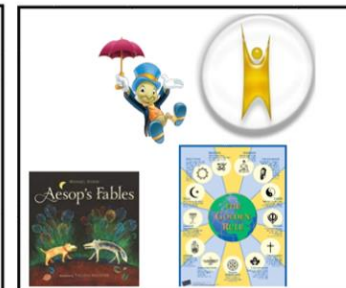
### KS2 Why do humanists use the golden rule as a basis for morality?

#### What should we know?

**Morality** is about doing the right thing.

Humanists believe:

- Humans can be good without having a religious belief.
- We can think for ourselves about what is right or wrong.
- The Golden Rule and empathy make the world a better place for everyone.
- We should be guided by thinking about the consequences of our actions
- Stories are helpful for learning about the right thing to do



#### What should we be able to do?

Describe humanism as a *non-religious* worldview

Describe how humanists make decisions about what is right

Recognise different forms of the Golden Rule in religions and cultures

Explain what empathy is and why Humanists consider it an important value

Understand that not everyone believes in God.

#### What words should we understand and be able to use?

<b>Golden Rule</b>	Do to others what you would have them do to you	<b>Empathy</b>	Standing in someone else's shoes
<b>Conscience</b>	Your own sense of right or wrong	<b>Morality</b>	Knowing what is right or wrong, good or bad
<b>Theist</b>	Someone who believes in God	<b>Atheist</b>	Someone who does not believe in God
<b>Agnostic</b>	Someone who believes it is impossible to know for sure if God exists	<b>Worldview</b>	Your way of seeing and understanding the world

# How much Christianity should I be teaching? Church schools only

## Church schools

- Church schools should follow the guidelines in the 2019 [RE Statement of Entitlement for Church Schools.pdf \(churchofengland.org\)](#) This includes the requirement to teach at least 50% Christianity in each year group. This includes C of E academies.

**The only type of church school unable to teach 50% Christianity at KS2 are Local Authority VC schools.** These schools have to follow the syllabus and should add in additional Christianity RE days to make their offer more in line with the 50% the statement of entitlement expects.

However...

Teaching 50% Christianity at KS2 means children will lose out on learning more about Jewish, Sikh and Buddhist belief. Schools should consider other ways of ensuring children encounter these faiths more than what is prescribed in their RE curriculum e.g. through turning a Sikh RE enquiry into a Sikh RE day.

**If you have purchased EP 2020 all the units you need to teach 50% Christianity are included in the 'additional units' folders. If you do not have 2020 please contact me for further information.**

# Remember Collective Worship and RE are two different things

## A word about scrapbooks...

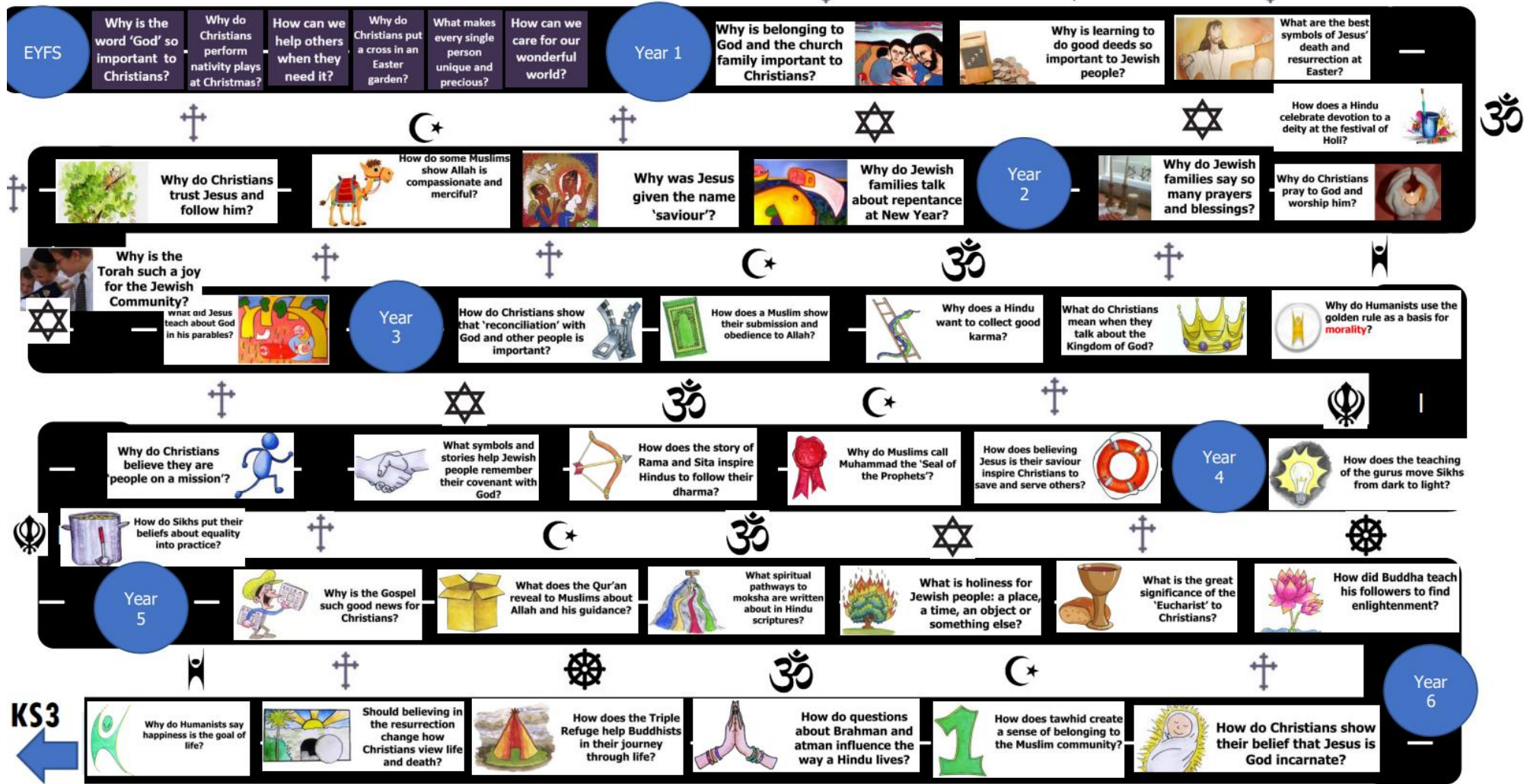
I would ask schools to ensure that only RE work goes into RE scrapbooks or pupil books. Collective worship activities and reflections keep sneaking in and it distracts from ensuring schools treat RE as an academic subject. It is something SIAMS inspectors have picked up on nationally.

**If exploring the Christian festival is not part of the RE enquiry, it should not be in a RE scrapbook or pupil book.**



# RE Emmanuel Project Roadmap

## Religions and Worldviews Learning Journey 2023



Free to download and edit from the subject leader padlets - see next slide

# Padlets for RE Subject leaders

[For community primary and academy RE Subject Leaders \(padlet.org\)](https://padlet.org)

[For C of E RE Subject Leaders \(padlet.org\)](https://padlet.org)

Lots of resources to help and support RE subject leaders.

Diocese of St Edmundsbury and Ipswich - Education Team • 1mo

## For community primary and academy RE Subject Leaders

Promoting excellence

### For help and support

**Contact**

Gemma Taylor  
Diocesan Schools' Advisor  
[gemma.taylor@cofesuffolk.org](mailto:gemma.taylor@cofesuffolk.org)

### Other padlet links

**These are really good resources!**

A padlet for each worldview taught in the Suffolk syllabus. Including helpful subject knowledge, videos of speakers, 360 degree tours of places of worship and contact details. Do share these with your teachers!

[diocese of st edmundsbury](#)

Teaching about Muslim worldviews

[Buddhist worldview traditions](#)

### For the subject leader

**What are your next steps as an RE Subject Leader?**

DOCX

self assessment grid

**Pupil book study - a way of reviewing your RE curriculum**

### The Suffolk RE Syllabus

**Do I need to follow the syllabus?**

CP - Yes you do. **All Suffolk local authority maintained schools are required by law to follow the Suffolk RE syllabus.**

Academy - you need to provide RE in accordance with the same bit of law as those who write a syllabus. If you check this is what your funding agreement will say. That is your RE curriculum must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. The way to do this is to follow the Suffolk syllabus, another syllabus from somewhere else in the country or write your own.

### Emmanuel Project

**Purchase information**

[cofesuffolk.org](https://cofesuffolk.org)

The Emmanuel Project

**All assessment sheets**

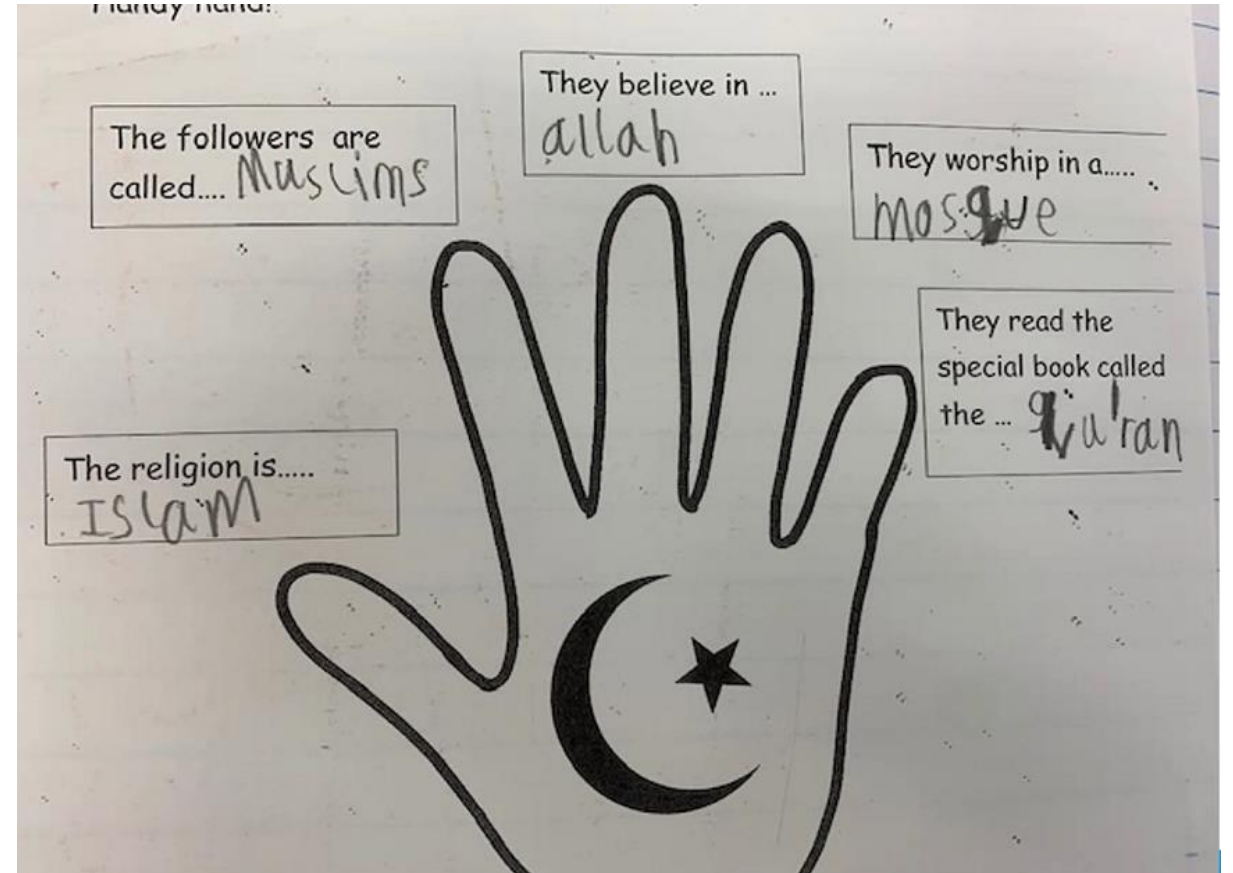
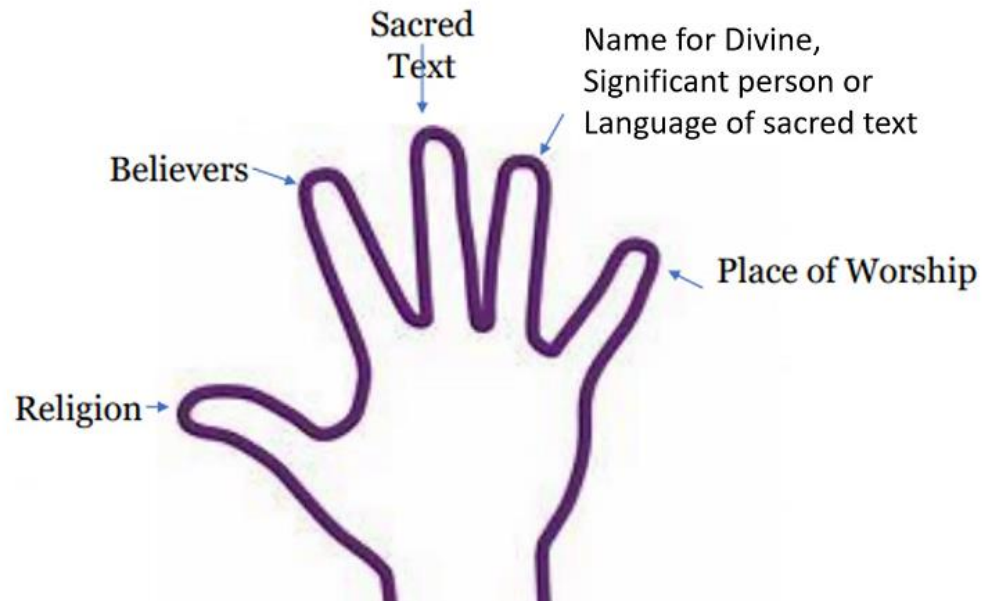
ZIP • 2 MB

All

**ALL knowledge organisers for EP 2020**

# A handy way into vocabulary

## A “Handy” way into Vocab.



A nice simple idea to use at the start of all RE enquiries consistently across the school to help children remember key facts.



# Visiting places of worship - your recommendations

The screenshot shows a mobile application interface. On the left, there is a list of four recommended places of worship, each with a rating, number of reviews, and a small photo. On the right, a map of the East of England region is displayed, with red location pins marking the same four places of worship: Jewish Community Synagogue, Colchester Mosque, Cambridge Muslim Community Centre and Masjid, and Cambridge Gurdwara.

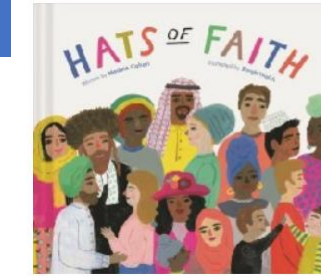
**Places of worship to visit**  
Shared 25 places

- Jewish Community Synagogue**  
4.0 ★★★★★ (7)  
Synagogue · Colchester
- Colchester Mosque**  
4.8 ★★★★★ (110)  
Mosque · Colchester  
Open 24 hours
- Cambridge Muslim Community Centre and Masjid**  
4.9 ★★★★★ (66)  
Mosque · Cambridge  
Open · Closes 10PM
- Cambridge Gurdwara**  
4.6 ★★★★★ (45)  
Gurdwara · Cambridge

Map <https://goo.gl/maps/V8VBovC13dvBDWnF8>

**Follow the link for a map of your recommendations**

# Thinking about Nursery RE provision?



## Possible RE Nursery ideas to build into EYFS Emmanuel Project RE

Autumn 1 - Harvest	Autumn 2- Christmas	Spring 1	Spring 2	Summer 1	Summer 2
<p>Introduce Freddie Fisher – A wet and Windy Harvest for Puddles</p> <p>Know the word “God” – <u>is_a_name</u></p> <p>Visit a <u>church</u></p> <p>Meet a real vicar</p>	<p>Explore a nativity set</p> <p>Songs – ‘carol’ singing (nursery rhyme tunes)</p> <p>Nativity Christmas cards</p> <p>‘Jesus <b>Christ</b>’ =&gt; Christian =&gt; Christmas</p>	<p>Ideas around Help / save/ rescue</p> <p>Pancakes</p> <p>Lent – church – pray/prayer Dear God, help.....</p> <p>Prayer ritual</p> <p>Voting on “helpful heroes”</p>	<p><u>Easter</u> Bridges / making crosses</p> <p>Egg hunt – new life</p> <p>“Easter” is a celebration</p>	<p>Use vocab – precious ‘to God’ and “precious to me”</p> <p>‘Lost’ stories e.g. lost sheep</p> <p>Feelings – mirrors</p> <p>Making something for someone else</p> <p>What is ‘welcome’?</p> <p>Welcoming to church</p>	<p>Wondering about the world</p> <p><u>God</u> – Creator / caretakers</p> <p>Caretaker’s role, our role</p> <p>Gardening</p>

Books at Press resources have been specifically produced to be entirely appropriate for nursery and reception children. Find out more here:

[www.booksatpress.co.uk](http://www.booksatpress.co.uk)

[Free nursery to Y2 planning grid from Books at Press](#)

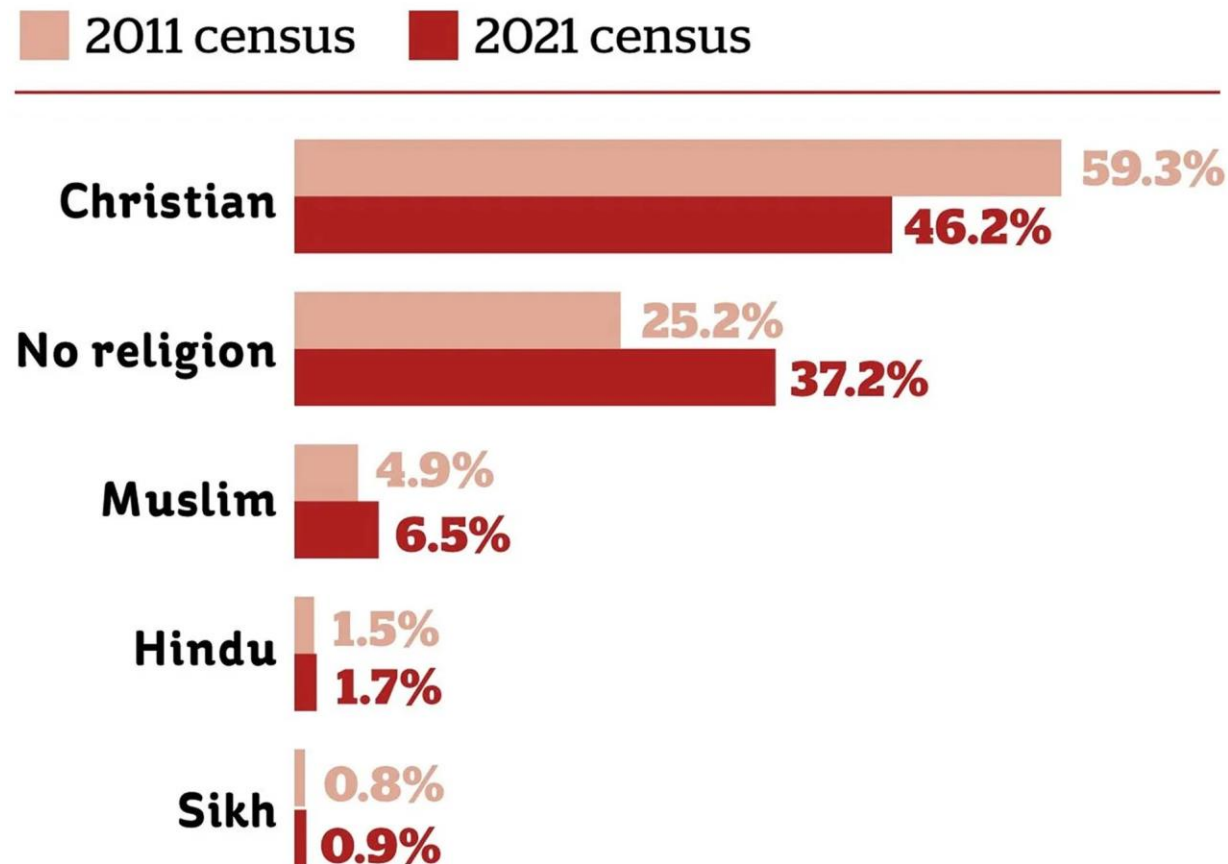
[Less than half of the population](#) in the UK identifies as [Christian](#) for the first time.

The proportion of people in England and Wales describing themselves as Christian dropped below 50 per cent in the 2021 census for the first time, [the Office for National Statistics \(ONS\) said](#).

At the time of the previous census in 2011, 59.3 per cent of people – 33.3 million – identified as Christian, but now the figure is 46.2 per cent, or 27.5 million people.

[Christianity's retreat from England, mapped - Big Think](#)

## Religious composition of England and Wales



**However this is not what is happening globally...**

# Data

**In the last 50 years did the global Christian population grow or decline?**

By how much?

-14%

-3%

+28%

+430%



**Next slide for answer!**

# Data

**In the last 50 years did the global Christian population grow or decline?**

By how much?

-14%

-3%

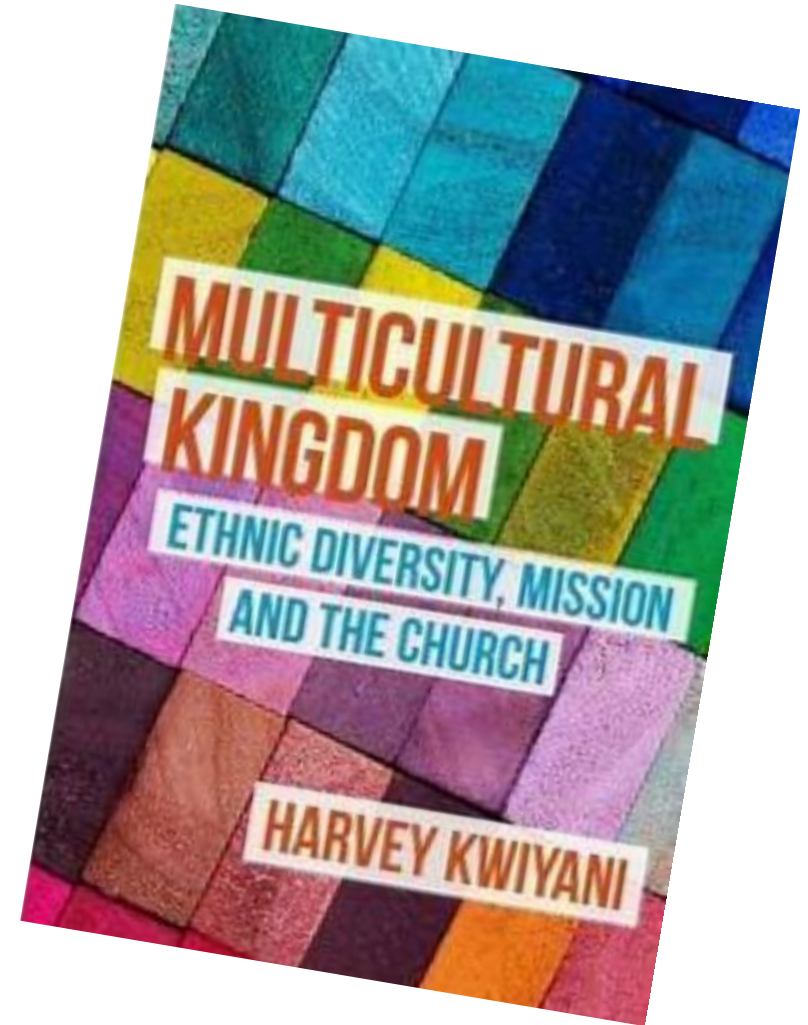
+28%

+430%

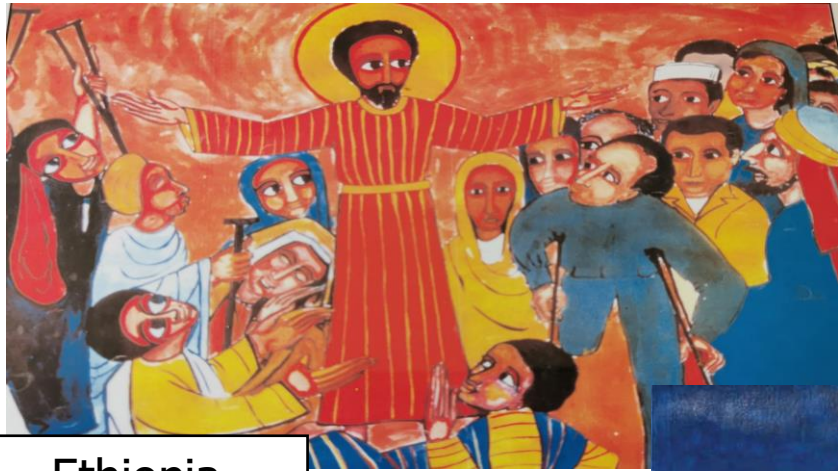


# What is happening globally?

- **Black and Christian is the new normal**
- The typical image of a Christian is no longer a white middle class college educated European man living in Brussels, London, Paris or Rome, but rather a less affluent non-European woman, living in the slums of Lagos or Nairobi or a village in rural Brazil or Thailand. It should make sense then that Christianity is becoming not just a non-Western religion but also a non-white one.
- Almost 50% of Africa's population of 1.2 billion are Christians. This means that one in two Africans you ever meet is a Christian.
- In some African countries e.g Congo 94% of people identify as Christian. That's over 73 million Christians in a country that had virtually none a few generations ago.
- A hundred years ago, 85% of Christians lived in Europe and North America. Now it is less than 40%. It is now stronger in Africa, Latin America and parts of Asia.

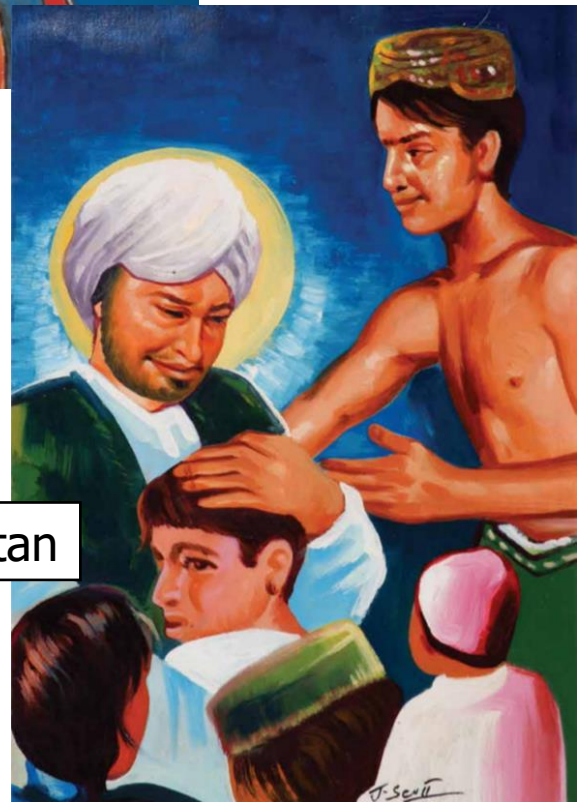


# Decolonizing the curriculum



Ethiopia

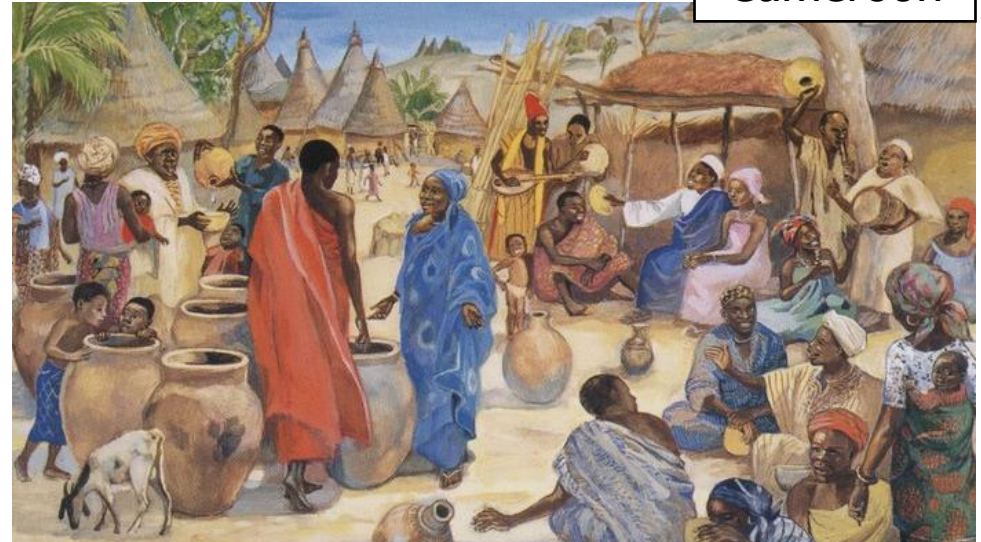
Our teaching of Christianity is 'too white.' Use imagery to show Christianity as a global faith. More on this another time...



Pakistan



Mafa  
Cameroon



# Padlets for teachers of RE

Please continue to share the worldview padlet links with teachers of RE. They include subject knowledge support, useful resources and signposts, videos of places of worship and people talking about their faith. New things added all the time!

- [Teaching about Christian worldviews \(padlet.org\)](https://padlet.org/teachingaboutchristianworldviews)
- [Teaching about Muslim worldviews \(padlet.org\)](https://padlet.org/teachingaboutmuslimworldviews)
- [Teaching about Jewish worldviews \(padlet.org\)](https://padlet.org/teachingaboutjewishworldviews)
- [Teaching about Sikh worldviews \(padlet.org\)](https://padlet.org/teachingaboutsikhworldviews)
- [Teaching about Buddhist worldviews \(padlet.org\)](https://padlet.org/teachingaboutbuddhistworldviews)
- [Teaching about Hindu worldviews \(padlet.org\)](https://padlet.org/teachingabouthinduworldviews)
- [Teaching about Humanist worldviews \(padlet.org\)](https://padlet.org/teachingabouthumanistworldviews)

The screenshot shows a Padlet interface for 'Teaching about Jewish worldviews'. The header includes the Diocese of St Edmundsbury and Ipswich - Education Team + 18h and the tagline 'Promoting excellence'. The Padlet is organized into several columns and rows of cards:

- Background reading for teachers:** Contains a 'Teachers guide' card with a table titled 'A teacher's guide to Judaism' and a 'Jewfaq' card.
- Core Knowledge:** Features a 'Teaching Judaism concept map Gill' PDF card with a diagram showing relationships between Judaism, Christianity, and Islam.
- Sensitivities to be aware of:** Includes a 'Sensitivities' card with text about 'Nothing Offends with Ash Shabbat' and 'Judaism - Faith sensitivities and using religious objects', and a 'Read this' card titled 'Teaching Judaism: Some Common Misconceptions by David Hampshire'.
- Different Jewish streams to represent:** Contains a 'Jewish Streams' card with text about Orthodox, Hasidic Jews, and Progressive Jews (including Reform and Liberal).
- Listen to Jewish voices:** Includes a 'KS2 Jewish people' card with a YouTube video thumbnail and a 'the kippah' card with a BBC video thumbnail.



## There is a new SIAMS framework for September 2023.

### In a nutshell:

- Judgements replace grades.
- Each school needs to have a theologically rooted Christian vision.
- High level inspection questions with a focus on impact replace exhaustive lists of criteria.
- Each school's specific context plays a greater role than at present.
- Trust accountability for academies is brought to the fore.



IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

- What is the quality of teaching?
- How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?<sup>1</sup>
- How does assessment inform teaching and learning?

IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the [Church of England's Statement of Entitlement for Religious Education](#))?

- How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?
- How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?
- How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?

IQ6 is the RE question for ALL C of E schools.

An additional question (IQ7) is added for VA schools and academies teaching denominational RE (if this is you I have already emailed you!) around the quality of RE teaching.

# Things of interest in the RE community

# Discovering Muslims in Britain

This free six-week online course will teach you about Muslims in Britain and how to understand and explore Islam from a sociological perspective in the RE classroom.

## Delivery

The course will be delivered fully online.

- Learners will engage with illustrated articles, videos, quizzes and an online discussion forum.
- There will be a topical weekly live webinar led by leading experts in the field, and an opportunity to post questions before and after the webinar.
- Each week consists of 2 – 3 sessions that take approximately 1 hour to complete.
- The online forum will allow delegates to discuss questions with each other and with a tutor, in an unrestricted timeframe. Via a virtual 'office hour' the course tutor will reply to questions within a maximum of 72 hours.
- Delegates will be encouraged to use the online forum to present their experiences at certain places in the course.
- The course is scheduled to take 6 weeks.

## Topics covered

- How can we understand religion in society?
- What does Islam mean to Muslims?
- How do Muslims follow religious sources of wisdom and authority today?
- How do Muslims practice their faith?
- What is the history of Muslims in Britain?
- Where are Muslim communities located?
- What is a mosque?
- How do Muslims express their faith through the arts?
- How do Muslims in Britain experience Islamophobia?

[Questions - 'Ask a Muslim' \(cardiff.ac.uk\)](https://cardiff.ac.uk)

## What you'll learn

On completion of the course learners should be able to:

- Describe basic beliefs and practices in the Islamic tradition
- Consider the ways Muslims understand and practice Islam within a British context
- Understand aspects of the history of Muslims in Britain and how this has shaped contemporary Muslim communities
- Approach the study of religion from a sociological disciplinary lens, using basic concepts and methods of analysis
- Incorporate these ideas in your teaching and learning in the classroom.

Amazing videos  
on this link  
above!

[Discovering Muslims in Britain - Professional Development - Cardiff University](https://cardiff.ac.uk)



# British Library resource on sacred texts



**Discovering Sacred Texts**

Home Themes Articles Collection items Works Videos Teaching resources About the project

### What is similar, unique and different?

Here are three pictures of Jesus from rare biblical books and manuscripts. How many differences and similarities can you find? What is unique about each image?



A: This is another image from the book containing extracts from the Bible in Chinese, created by Roman Catholic monks in 1634.  
B: This is a beautiful image in the Ethiopian Bible from the late 1600s, created in Ethiopia by Coptic Orthodox Christians.  
C: This image is taken from the Holkham Bible Picture Book, created in South East England in the early 1300s.

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Sikhism.

## Discovering Sacred Texts: Key Stage 2 teaching resources

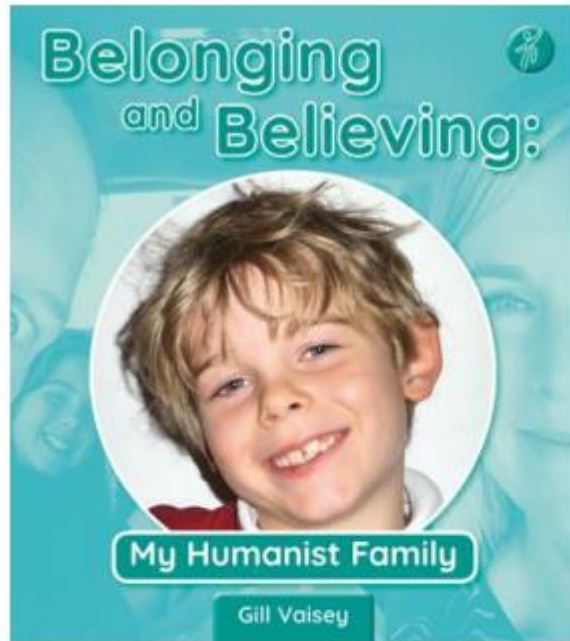
Bring sacred texts into your classroom with our set of Religious Education lessons for upper Key Stage 2 (years 5–6).

[Discovering Sacred Texts: Key Stage 2 teaching resources | The British Library \(bl.uk\)](https://www.bl.uk/learning/sacred-texts/religious-education/ks2)

# The VAT of Belonging and Believing

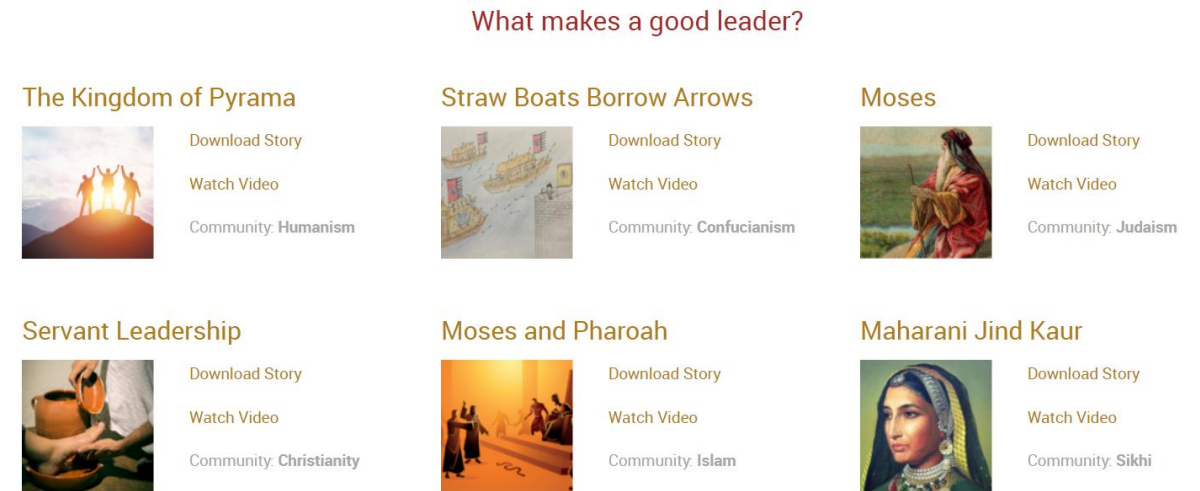
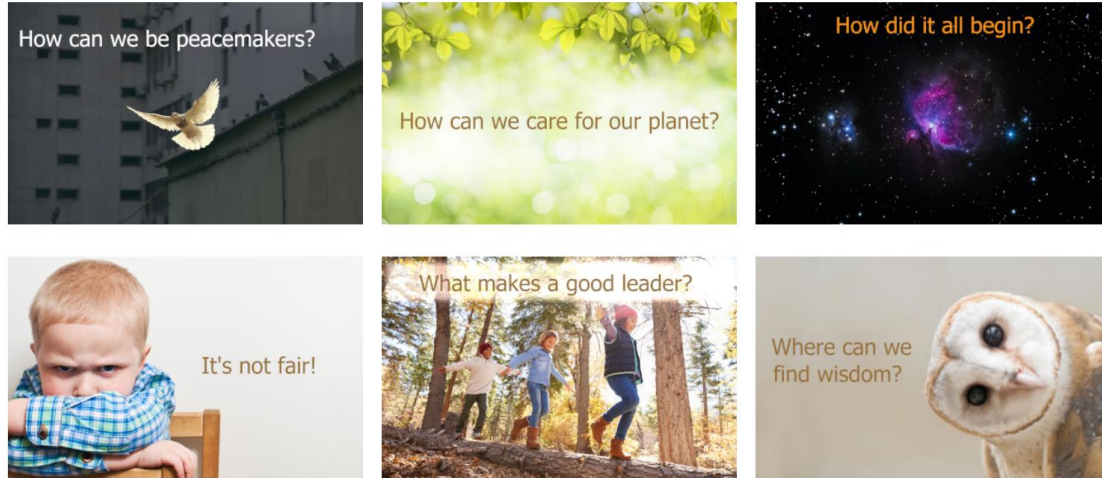
32 interactive slides explore the concept of kindness and how Wilf and his family try to support the happiness of others through their acts of kindness.

THE VAT OF  
BELONGING AND BELIEVING  
EARLY YEARS



# kindness





The Story Tent offers easily accessible online teaching materials to support KS2 pupils to learn more about Religion and Worldviews through the lens of story. It provides resources that develop skills for intercultural and interfaith dialogue through an inquiry-based approach with an exploration of difference at its heart. The Story Tent equips pupils with the confidence they need to live well in our increasingly globalised and diverse societies. There is a bank of stories from a range of worldviews, covering topics such as Creation, Peace, Stewardship, Leadership, Justice, and Wisdom. Each story is read online, with a short introductory commentary.

# Walk Through the Bible NEW Easter resource

The resource will include:

- 4 fully planned and resourced lessons.
- Short interactive videos to get the ball-rolling - we'll be recording these in Jerusalem in January.
- Objectives linked to R.E., P.S.H.E., and Citizenship.
- A colourful and comprehensive booklet for children to complete, including stories from the Bible and opportunities to reflect and respond.
- A 2 week English plan for UKS2 that links to the Easter videos.



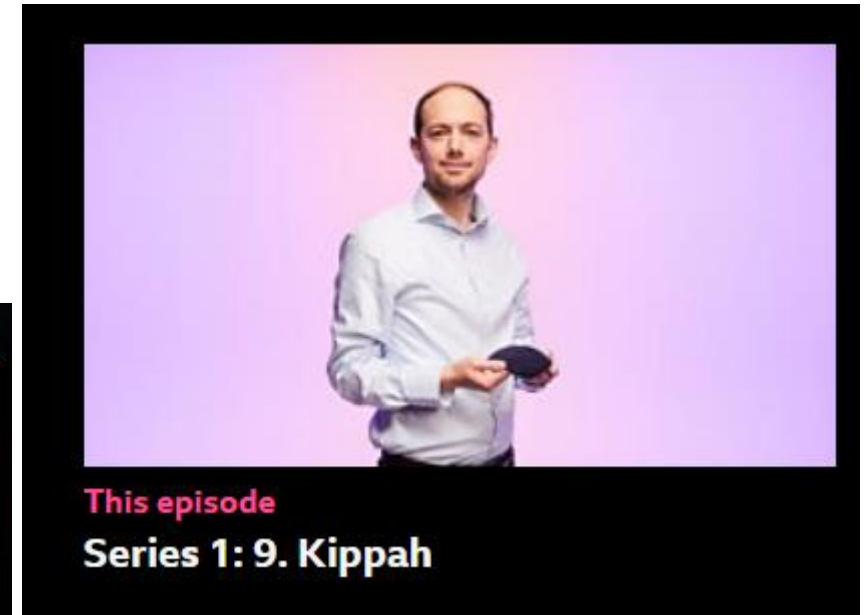
All of this comes at **no cost to your school**. However, there are only a limited number available. Use [this link](https://www.bible.org.uk/Easter.php) to sign up today so you don't miss out on this wonderful opportunity.

<https://www.bible.org.uk/Easter.php>

# What's on your head? - BBC

Check out this series on BBC iPlayer which has people talking about their different styles of dress, helping pupils learn more about the world around them and different people within.

[BBC iPlayer - Whats on Your Head?](#)





# Free online training resources

## Self-study short courses

Looking to develop your understanding and knowledge of the subject? Look no further than these free, short, self-study online courses for teachers.

[Culham St Gabriel's Trust Moodle \(cstg.org.uk\)](http://cstg.org.uk)

### Introduction to Religion and Worldviews

What is a Religion and Worldviews approach? Maybe you have heard the...

0% Complete

### Digging Deeper: Religion and Worldviews

Welcome to the Digging Deeper level Religion and Worldviews course. You hav...

0% Complete

### Introduction to Curriculum

This course offers an understanding of what curriculum is and the central role it...

0% Complete



# Visual Commentary on Scripture



This website brings together the Bible and Art. It is organised according to books of the Bible and displays artwork from a range of periods and cultures.

[Visual Commentary on Scripture | VCS \(thevcs.org\)](http://thevcs.org)

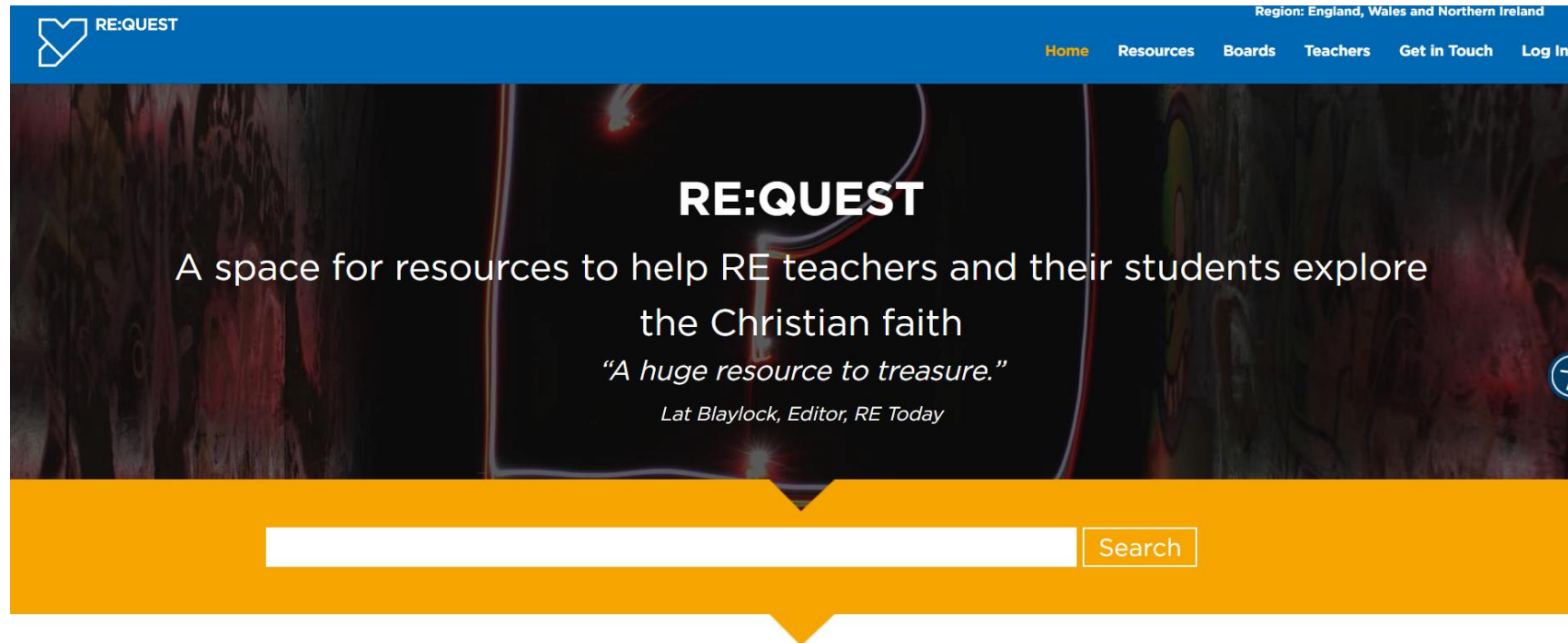
[Home | Bayt Al Fann](#)



Bayt Al Fann is a website with the strapline: 'a house for everyone, exploring art & culture inspired by Islamic tradition'. Containing both modern and ancient examples of Islamic art, as well as interviews with current Islamic artists this website has a range of images that would be suitable to explore in the classroom. The interviews and articles are likely to be more suitable for older students, but may give teachers an insight into the traditions and features of Islamic inspired art.

# RE quest

[Home - RE:quest \(request.org.uk\)](http://request.org.uk)



The RE Quest website has been recently updated and has some helpful new features, as well as more up to date interviews and resources. It focuses exclusively on Christianity and has a wide range of video clips and information about Christian beliefs and practices. There is the facility to filter by Key Stage as well as topic. There is a new facility to create topic boards within the website, linking resources together as you want them, and there is an accessibility button which allows the user to change some of the ways that the page is presented. This should make the resources more accessible to a wider range of learners.