

## **Supplementary Guidance for the**

### **Newcastle-upon-Tyne** **Agreed Syllabus for RE** **2020 to 2025**

### **Religion and Worldviews:** **a journey of discovery**

What follows is information to ensure RE is taught well and in ways that meet the needs and aspirations of all the city's pupils and students:

Spiritual, Moral, Social and Cultural Development

Promoting Community Cohesion

Special Educational Needs

Equality, Diversity and Inclusion

Enquiry-based Learning

Skills and Attitudes

The British Values and Challenging Extremism and Radicalisation

Resources for Reception to Year 11

Some Places to Visit

Assessment

Appendix One: An assessment structure for Key Stages 1 to 3 based on the requirements of the 2020 to 2025 Newcastle Agreed Syllabus for RE

## **Spiritual, Moral, Social and Cultural Development**

It is the responsibility of the whole curriculum to contribute to pupils' and students' spiritual, moral, social and cultural (SMSC) development. Nonetheless, it is widely recognised that RE can make a unique contribution to SMSC development and the Agreed Syllabus reflects this is so.

### **RE provides opportunities for spiritual development by helping pupils and students:**

- to consider and respond to questions of meaning and purpose in life, and to consider and respond to questions about the nature of values in human society.
- RE provides opportunities for moral development by helping pupils and students:
  - to consider and respond to aspects of morality by using their knowledge and understanding of religious and ethical teaching. This enables them to make responsible and informed judgements about religious and moral issues.
- RE provides opportunities for social development by helping pupils and students:
  - to develop their sense of identity and belonging, and by preparing them for life as responsible citizens in an increasingly diverse society.

### **RE provides opportunities for cultural development by:**

- fostering pupils' and students' awareness and understanding of a range of beliefs and practices in the community and the wider world, and by exploring issues within and between religions and worldviews. This will develop their understanding of the cultural contexts within which they and others live.

Here are some further thoughts about contributing to SMSC development at different key stages.

### **Spiritual Development at Key Stages 1 and 2:**

Pupils should:

- become familiar with what "spiritual" means in the religions and worldviews they study;
- reflect on what they learn about religion and belief;
- consider their own beliefs and values;

- value intuition and imagination;
- consider the beauty and order of the natural and the human world;
- respond to the world with wonder and awe;
- ask ultimate questions;
- express their thoughts and feelings imaginatively.

### **Moral Development at Key Stages 1 and 2:**

Pupils should:

- discuss how characters in religious and other stories behave morally and immorally;
- examine the moral teaching of religious founders and leaders and important people with secular backgrounds;
- explore key themes such as good and evil in religious and other stories;
- reflect on what different moral codes identify as right and wrong;
- learn that there may be more than two sides to an argument or moral dilemma;
- explore human rights and responsibilities.

### **Social Development at Key Stages 1 and 2:**

Pupils should:

- learn about different religious and belief communities and how they work together;
- hear religious and other stories that examine a variety of relationships;
- understand how moral codes bind communities together;
- explore events such as festivals and rites of passage that bring communities together;
- discuss religious and other attitudes to social and environmental issues.

### **Cultural Development at Key Stages 1 and 2:**

Pupils should:

- explore Britain as a multifaith and multicultural society, with particular emphasis on Christianity, Hinduism, Islam and Judaism;
- discuss how people's beliefs and cultural traditions affect the way they live their lives;
- explore religious and other traditions in their own community and how they shape people's lives;
- use the arts as a stimulus to learning and reflection;
- give expression to cultural identity in various artistic forms.

### **Spiritual Development at Key Stages 3 and 4:**

Students should:

- develop an understanding of religious concepts;
- explore how religions and worldviews define and harness the spiritual;
- reflect on creation and religious and other responses to it;
- explore questions for which there are no absolute answers;
- learn to accept that uncertainty is a fact of life;
- reflect on religious and other responses to ultimate questions;
- explore religious and other beliefs and compare and contrast them with their personal beliefs;
- understand what is meant by "spiritual values" and how they affect one's involvement with society.

### **Moral Development at Key Stages 3 and 4:**

Students should:

- develop an awareness of the links between beliefs, values and behaviour;
- question moral stances in religions and worldviews;
- look at how religions and worldviews compare and contrast in relation to moral issues;

- examine moral dilemmas within and between religions and worldviews;
- evaluate religious and other stances on moral issues in relation to their own beliefs, values and attitudes.

### **Social Development at Key Stages 3 and 4:**

Students should:

- examine how British society is enriched by the presence of religions and worldviews;
- understand how tension may exist because of differing stances about moral issues;
- discuss how and why religious laws may be in conflict with the laws of the land;
- study what religions and worldviews have to say about the individual, the family, relationships and the community;
- meet with people subscribing to different religions and worldviews.

### **Cultural Development at Key Stages 3 and 4:**

Students should:

- understand that religious belief is an integral part of most cultures;
- evaluate the extent to which British history and culture have been shaped by Christianity;
- examine Britain as a multifaith and multicultural society, with particular reference to Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism and Humanism;
- examine how beliefs and values are influenced by different cultural perspectives;
- explore how religion and belief are expressed in a variety of artistic media;
- meet people and visit places reflecting a variety of religious and secular traditions.

## **Promoting Community Cohesion**

### **What is community cohesion?**

*Community cohesion means working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. 2007 Guidance on the Duty to Promote Community Cohesion, p.3.*

### **When does community cohesion exist?**

Community cohesion exists when:

- all groups in the UK have equal access when it comes to public services such as housing, health and education;
- people have pride in their local area;
- people recognise that migrant communities enrich and benefit society;
- people welcome different groups, especially those new to the community;
- people of diverse backgrounds have spaces and places for meaningful interaction.

### **How can RE promote community cohesion?**

A school can use RE to:

- establish links with other schools both similar and different from itself, especially in terms of religion and belief. Such schools might be local (so face-to-face interaction for staff and/or pupils or students is easily arranged) or elsewhere in the UK/world (in which case links can be sustained via email, websites, video conferencing, etc.);
- ensure that regular/frequent teaching and learning opportunities exist to address matters to do with religion, belief, culture and race;
- ensure that equality of opportunity and inclusion exist for all pupils and students;
- promote shared values and encourage pupils and students to actively engage with others to understand what they hold in common, while still valuing diversity;

- provide regular/frequent opportunities for pupils and students to engage with people who seem to differ from them, perhaps through visits (e.g. to different places of worship) or by inviting visitors of diverse backgrounds to assist with lessons, assemblies, acts of collective worship, sixth form conferences, collapsed curriculum/ enrichment days for specific year or key stage groups, etc.

## Special Educational Needs

As the legislation presently stands, RE must be taught to pupils and students with special needs “as far as is practicable”.

As all education professionals know, provided RE is taught in an appropriate manner, special needs’ pupils and students enjoy the subject and benefit considerably from its content. Nowadays, of course, the emphasis on inclusion ensures that most special needs’ pupils and students are found in mainstream classes, with the result that such pupils and students are usually taught alongside other pupils and students. This makes it more likely than ever that the RE which special needs’ pupils and students experience will be the same as or similar to the RE experienced by all other pupils and students. However, differentiation by ability, interest and/or need will ensure that RE is as relevant for special needs’ pupils and students as it is for all other pupils and students. This will apply to pupils and students who are gifted, talented and/or the most able just as much as to those who have learning difficulties.

To ensure that RE meets the needs of pupils and students with learning difficulties, it is recommended that:

- teachers set suitable learning challenges;
- teachers respond to the diverse needs of their pupils and students;
- where practicable, teachers overcome real or potential barriers to learning and assessment for individual pupils and students and/or groups of pupils and students;
- teachers emphasise learning from rather than learning about religion and belief;
- pupils and students have many opportunities to discuss what they learn and to relate what they learn to their own circumstances;
- teachers select from the programmes of study and the units of study the teaching and learning activities that are least abstract and most concrete;
- teaching and learning strategies concentrate on the knowledge, understanding and skills that are most relevant to the pupils and students themselves;
- regular use is made of artefacts, audio-visual aids such as music and videos and, where appropriate, visits and visitors.

To ensure that gifted and talented pupils and students continue to benefit fully from RE, teachers should ensure that teaching and learning strategies are sufficiently challenging. “Why?” questions should be emphasised rather than “What?” and “How?” questions, especially when the pupils and students are in Key Stages 2, 3 and 4. Moreover, pupils and students are likely to be interested in aspects of the



programmes of study and the units or study that emphasise thinking skills, philosophical debate and enquiry-based learning, and the examination of topical issues including topical moral issues.

## Equality, Diversity and Inclusion

It is essential that RE is taught in ways which conform with the City Council's policies about equality, diversity and inclusion. When drafting schemes of work based on the Agreed Syllabus, schools should take account of government legislation and the City Council's policies as they relate to the nine protected characteristics of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, and sexuality.

RE should enhance and foster a feeling of mutual respect and a desire to see a just and equal society for all. Teachers should make every effort to ensure that the positive aspects of all religions and worldviews are examined. Teachers should take into account the views and experiences of everyone, irrespective of whether individuals would call themselves religious or not. The Agreed Syllabus actively encourages schools to develop an approach to RE which is inclusive so that all pupils and students can contribute to the subject with integrity. Above all else, meaningful and suitably challenging learning opportunities should be provided for all pupils and students.

The City Council is fully committed to the concept of inclusion. The ultimate goal of inclusion is to make it possible for every child and young person, no matter the educational needs they have, to attend their neighbourhood school or school of choice, to have full access to the National Curriculum and RE, to actively participate in every aspect of mainstream life, and to achieve their full potential.

By respecting and valuing diversity, by encouraging pupils and students to develop positive values and attitudes, by encouraging pupils and students to engage responsibly with others locally, regionally, nationally and internationally, and by enhancing pupil and student self-esteem and self-respect, RE can play a key role in ensuring that these aspirations are met. More specifically, teachers can make inclusion more likely by:

- setting suitable learning challenges;
- responding to pupils' and students' diverse learning needs;
- overcoming real or potential barriers to learning and assessment for individual pupils or students and/or groups of pupils and students.

Government guidance about inclusion has identified that the following groups are most likely to experience exclusion and should therefore be our priorities when we seek to promote inclusion:

- pupils and students with special needs;
- children and young people in the care of the local authorities (looked-after children and young people);

- minority ethnic children and young people;
- Gypsy, Traveller and Roma children and young people;
- young carers;
- children and young people in families under stress;
- pregnant schoolgirls and teenage mothers.

However, research suggests that the following groups may also experience exclusion:

- refugee and asylum-seeking children and young people;
- children and young people living in poverty;
- children and young people living in areas blighted with high rates of crime;
- children and young people suffering long-term illness;
- children and young people in one-parent families;
- children and young people of gay or lesbian couples;
- children and young people living in under-resourced wards;
- children and young people belonging to extremely devout families that encourage varying degrees of segregation from mainstream society.

RE teachers with commitments to inclusion need to give consideration to:

- respecting and valuing groups and/or individuals likely to experience exclusion;
- raising the self-esteem and self-respect of such groups and individuals;
- promoting good behaviour and discipline;
- combating bullying and harassment;
- reducing the risk of disaffection;
- the proper, or appropriate, use of exclusion;
- the re-integration of disaffected and/or excluded pupils and students.

## Enquiry-based Learning

1. The most effective RE teaching places enquiry at the heart of learning. Enquiry is most effective and consistent where it is based on a straightforward model, e.g.:



2. Effective enquiry in RE:

- **is not age limited.** It is effective at all ages.
- **involves sustained learning.** Pupils and students set up the enquiry, carry it out, evaluate their learning and revisit the questions set.
- **starts by engaging pupils and students in their learning.** Enquiry makes sure that pupils and students see the relevance and importance of the enquiry and how it relates to their own concerns.
- **allows pupils and students time to gather information and draw conclusions before asking them to reflect on or apply their learning.** The focus on “learning from” usually comes later as they ask the key question, “So what?”
- **enables pupils and students to reconsider their initial thinking and extend their enquiry as they begin to see new levels of possibility.** If pupils and students have identified key questions at the outset, they reconsider these, add more or re-prioritise them.
- **allows pupils and students to use their creativity and imagination.** Teaching and learning ensure that experiential learning and opportunities to foster spiritual and creative development are built into the process of enquiry.
- **emphasises “impersonal evaluation”.** Enquiry asks pupils and students to give well-founded reasons and justify their conclusions or views rather than simply expressing their personal feelings or responses to the enquiry.

Good examples of learning based on enquiry are listed below.

**Use “big questions” to give a context for enquiry.**

3. Engaging pupils and students from the outset in “big questions” provides a context for carrying out an investigation.

**Use reflection and creativity effectively to deepen pupils’ and students’ understanding of religious and other material.**

4. The most effective RE teaching integrates opportunities for reflection and creativity effectively within the process of enquiry which arise directly from pupils’ and students’ engagement with religious and other material.

**Use enquiry effectively when investigating religions and worldviews.**

5. Where RE works well, teachers give pupils and students carefully structured opportunities to find out for themselves, make their own connections and draw their own conclusions.

**Use enquiry approaches to promote questioning and discussion about religious and other material.**

6. Using the approach of philosophical enquiry can deepen and extend pupils’ and students’ investigation into religions and worldviews.

**Use digital technology to support enquiry.**

7. Teachers are increasingly using high-quality, web-based resources to stimulate pupils’ and students’ learning and to provide examples of living religious and secular practice. Similarly, pupils and students make greater use of technology to research RE topics and present their findings.

8. To ensure enquiry-based learning is at its most effective, teachers:

- need to have a clear rationale for the place of enquiry in RE, e.g., how the principle of asking open-ended critical questions about religions and worldviews is balanced with the need to respect differences of opinion and lifestyle,
- need breadth and balance in selecting enquiries based on a clear, shared understanding of the rationale for RE,
- need an appropriate repertoire of approaches to learning that match different types of enquiry, e.g.:
  - using experiential and creative activities where pupils and students need to develop their insight into the “experience” of religion,
  - using reasoned argument and debate when pupils and students are exploring controversial issues,
  - using investigative and interpretative skills when pupils and students need to gather, analyse and present information;
- need to sequence enquiries to make sure pupils and students build effectively on prior learning and can see the relevance of their investigations,

- need to know how the process of enquiry can be built into the way pupils' and students' progress in RE is defined and assessed.

## **Skills and Attitudes**

Progress in RE is dependent upon the application of general educational skills. The following skills are central to RE and are reflected in the possible teaching activities in the programmes of study:

### **Investigation, which includes:**

- asking relevant questions;
- knowing how to use different sources as a way of gathering information;
- knowing what may constitute evidence for understanding religion and belief.

### **Interpretation, which includes:**

- the ability to draw meaning from artefacts, works of art, poetry and/or symbolism;
- the ability to interpret religious and other (e.g. scientific) language;
- the ability to extract meaning from religious and other texts.

### **Reflection, which includes:**

- the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.

### **Empathy, which includes:**

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to see the world through the eyes of others, and to see issues from their point of view.

### **Evaluation, which includes:**

- the ability to debate issues of religious and moral significance with reference to evidence and argument;
- weighing the respective claims of self-interest, consideration for others, religious and other teaching and individual conscience.

### **Analysis, which includes:**

- distinguishing between opinion, belief and fact;
- distinguishing between the features of different religions and worldviews.

### **Synthesis, which includes:**

- linking significant features of religion and belief together in a coherent pattern;
- connecting different aspects of life into a meaningful whole.

**Application, which includes:**

- making the association between religions and worldviews and individual, community, national and international life;
- identifying key religious values and their interplay with secular values.

**Expression, which includes:**

- the ability to explain concepts, rituals and practices;
- the ability to identify and articulate matters of deep conviction and concern, and to respond to religious and other questions through a variety of media.

Attitudes such as respect, care and concern should be promoted through all areas of school life. However, there are some attitudes that are fundamental to RE in that they are prerequisites for entering fully into the study of religions and worldviews, and learning from that experience. The following should be included:

**Commitment, which includes:**

- understanding the importance of commitment to a set of beliefs or values by which to live one's life;
- willingness to develop a positive approach to life;
- the ability to learn while living with certainty.

**Fairness, which includes:**

- listening to the views of others without pre-judging one's response;
- careful consideration of other views;
- willingness to consider evidence and argument;
- readiness to look beyond first or superficial impressions.

**Respect, which includes:**

- respecting those who have different beliefs and customs to one's own;
- recognising the rights of others to hold their own views;
- avoidance of ridicule;
- discerning what is worthy of respect and what is not;
- appreciation that people's convictions, religious or otherwise, are often deeply felt;
- recognising the needs and concerns of others.

**Self-understanding, which includes:**

- development of a mature sense of self-worth and value;

- developing the capacity to discern the personal relevance of religious and other questions.

**Enquiry, which includes:**

- curiosity and the desire to seek the truth;
- developing a personal interest in metaphysical questions;
- an ability to live with ambiguities and paradoxes;
- the desire to search for meaning in life;
- being prepared to acknowledge bias and prejudice in oneself;
- the willingness to value insight and imagination as ways of perceiving reality.



## **The British Values and Challenging Extremism and Radicalisation**

In November 2014, the Department for Education (DfE) issued “Promoting fundamental British values as part of SMSC development in schools”, since when the issue of whether schools are promoting such values has been high on the agenda of most, if not all, Ofsted inspection teams up and down the land.

Most schools in Newcastle have embraced the examination of the British values through assemblies/acts of collective worship and/or lessons (English/literacy, RE, PSHE development, CE and history lend themselves to the examination of such values very well). Many schools have mounted excellent displays identifying the values; unpacked their implications for school practice and wider society; critically evaluated their strengths, weaknesses and limitations; reflected on the extent to which the selected values are really British; and/or asked whether other values which define Britishness have been excluded (e.g. freedom of expression/speech, support for the underdog, a sense of humour, encouraging discussion and debate).

The values that HAVE to be addressed are:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of different faiths and beliefs.

As an Agreed Syllabus Conference, we would recommend that, as a bare minimum, schools should have a display in a prominent place that identifies and reflects on the implications of the values. They should also address the values, either individually or collectively, in a few assemblies/acts of collective worship every year and engage in some in-depth study of the values in subjects such as RE, PSHE development and/or CE. Also, do not forget that, when a school gives its pupils or students a chance to vote, partake in mock elections, reflect on the idea that everyone is equal in the eye of the law, discuss how they have choices they can make in life and/or learn about religions and worldviews that differ from those they or their parents subscribe to, they are engaging with the values above in an obvious and overt manner.

When schools address the British values in a coherent and/or systematic way, they are creating the conditions in which it is less likely for children and young people to incline toward extremism and radicalisation (insofar as many people argue that, if you subscribe to the values above, you are predisposed to distrust extremism and radicalisation and are therefore likely to challenge both), whether such extremism or radicalisation is political or religious. This said, staff in some primary, middle, secondary, high and special schools have already examined extremism in the classroom and/or the assembly hall, sometimes because their pupils or students are curious about extremism as a

consequence of its topicality in the media. Moreover, all teachers have had safeguarding training about extremism and how the topic might be addressed in the classroom, and some RE teachers ensure that regular opportunities exist to explore religious extremism and how people subscribing to different religions and beliefs challenge it.

There are many definitions of extremism and radicalisation currently in the public domain, but, for the sake of brevity, what follows are the definitions accepted by the government and most statutory agencies in England and Wales.

Extremism is defined as “the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”

Radicalisation is defined as “the process by which a person comes to support terrorism and forms of extremism leading to terrorism.”

One of the first things that teachers will want to do when discussing extremism and radicalisation is to provide pupils and students with definitions of the terminology they can readily understand. Some teachers will use the definitions above, but others will recognise that both have shortcomings and, as a consequence, discuss with pupils and students other understandings of the concepts.

If schools/teachers wish to address extremism and radicalisation in the classroom and/or assembly hall, rest assured that lots of excellent teaching and learning materials already exist for use as they are or can be adapted to suit particular audiences (e.g. [www.preventforschools.org](http://www.preventforschools.org), “Learning together to be safe”, Centre for Urban Education).

Although many manifestations of extremism in the North-East appear to derive from what might be called the far right of the political spectrum, the statutory authorities hear of extremism that has a religious dimension. If schools are studying religious extremism, there are many people of faith who confound or challenge it. Almost everyone with a commitment to interfaith, multifaith and/or ecumenical dialogue is likely to oppose religious extremism.

It is essential that schools have documentation explaining how they challenge extremism and radicalisation. Some schools have a stand-alone “Challenging/Tackling Extremism and Radicalisation Policy” (many such policies exist on the internet for schools to examine for content), and the best such policies establish a link with the British values and how commitment to such values makes it less likely that people, young or old, will incline toward extremism and radicalisation. However, most schools address these matters through documentation about safeguarding.

## Resources for Reception to Year 11

### Reception and Years 1 to 6

**General resources, including books for teachers, and books addressing all the principal religious traditions and, occasionally, other worldviews:**

- D. Bastide Religious Education, 5-12 Falmer 1991
- O. Bennett Exploring Religion Series (People, Buildings, Worship, Writings, Festivals, Signs and Symbols, Teacher's Guide) Unwin Hyman 1993
- E. Breuilly and S. Palmer A Tapestry of Tales Collins Educational 1993
- A. Brown World Religions in Education CRE 1994
- D. Burke Understanding Religions Series (Birth Customs, Death Customs, Food and Fasting, Initiation Customs, Marriage Customs, Pilgrimage and Journeys) Wayland 1995
- CEM World Faiths Jigsaw CEM 2000
- T. and G. Copley Religious Education in Key Stage 1 and Religious Education in Key Stage 2 Southgate 1997
- C. Court Autumn and Winter Festivals Scholastic 1997
- C. Court Spring and Summer Festivals Scholastic 1997
- M. Doney Festivals Around the World Franklin Watts 2002
- J. Evans-Lowndes Exploring a Theme Series (The Environment) CEM 1990
- A. Ewens and M. Stone Teaching about God, Worship and Spirituality RMEP 2001
- A. Ganeri Festival Stories Series (Buddhist, Christian, Hindu, Islamic, Jewish, Sikh) Evans 1999
- A. Ganeri Sacred Texts Series (Bible, Guru Granth Sahib, Qur'an, Ramayana, Tipitaka, Torah) Evans 1999
- P. Gateshill and J. Thompson Visiting Places of Worship Hodder and Stoughton 2000
- P. Gateshill and J. Thompson Religious Artefacts in the Classroom Hodder and Stoughton 1995
- L. and G. Gent Curriculum Bank: RE KS1 and RE KS2 Scholastic 1997
- R. Graham One Wintry Night Lion 1994
- C. Howard Investigating Artefacts in RE RMEP 1996
- M. and J. Keene Junior Steps in RE Year 3 and Year 4 Stanley Thornes 1997
- G. Langtree Are You Ready? Developing Quality RE in Primary Schools RMEP 1997
- J. Lindon Understanding World Religions in Early Years Practice Hodder and Stoughton 1999
- A. Matthews and S. Moxley How the World Began and Other Creation Stories Macdonald 1996
- C. Moorcroft Badger RE Scheme from Reception to Year 6 (Posters, Teacher's Books, Pupils' Books) Badger 2002
- W. Owen Cole and J. Evans-Lowndes RE in the Primary Curriculum RMEP 1994

- W. Owen Cole and J. Evans-Lowndes Stories from World Religions Series  
Heinemann 1995
- S. Palmer and E. Breuilly Infant Teachers Handbook Collins Educational  
1995
- S. Palmer and E. Breuilly Junior Teachers Handbook Collins Educational  
1995
- L. Rock I Wonder Why? Lion 2000
- L. Rock I Wish Tonight (a child's wish for all the world) Lion 1999
- D. Self World Religions Lion 1998
- Shap Working Party Shap Calendar of Religious Festivals Shap Working  
Party New ed. every 18 months
- S. Tulloch Who Made Me? Lion 2000
- S. Warrier and J. Walshe Dates and Meanings of Religious and other Multi-  
Ethnic Festivals, 2002-2005 Foulsham Educational 2001
- P. Weller Religions in the UK: a Multifaith Directory University of Derby  
2003
- V. Williams Caring Beliefs - Valued People CEM 1991
- V. Williams Human Beliefs - Personal Values CEM 1991
- V. Williams Green Beliefs - Valued World CEM 1991
- A. Wood Creation Stories Anthology Channel 4 1996
- M. Woodbridge and C. Johnson RE in Practice Series (Is it true? Why do  
people suffer? Finding the real me) CEM 2000
- M. Woodbridge Special Places CEM 2002
- P. Woodward Festivals of the World Religions RMEP 2000

**General Internet Sites:**

The RE Site

<http://www.theresite.org.uk/>

RE Exchange Service

<http://re-xs.ucsm.ac.uk/re/places>

<http://re-xs.ucsm.ac.uk/re/pilgrimage>

Humanists UK

<https://humanism.org.uk/>

Understanding Humanism

<https://understandinghumanism.org.uk/>

Books for Children

<https://understandinghumanism.org.uk/books-for-children/>

Culham College Institute

[www.culham.ac.uk/](http://www.culham.ac.uk/)

Dottie and Buzz

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

RE from IT (Professional Council for RE)

<http://refit.ucsm.ac.uk/>

**Buddhism:**

- Adiccabandhu and Padmasri Siddharta and the Swan Windhorse 1998  
S. Armstrong Where we Worship: Buddhist Temple Franklin Watts 1998  
A. Ganeri Buddhist Festivals Through the Year Franklin Watts 2003  
A. Ganeri Beliefs and Cultures: Buddhist Franklin Watts 1996  
D. Samarasekara and U. Samarasekara My Belief: I am a Buddhist  
Franklin Watts 1994  
R. White Jataka Tales for Children (20 titles in the series) Dharma  
Publishing 1998  
J. Wood Our Culture: Buddhist Franklin Watts 2003

[www.buddhanet.net](http://www.buddhanet.net)

<https://thebuddhistcentre.com/buddhism>

**Christianity:**

- N. Allan Jesus' Christmas Party Hutchinson 1991  
C. Baker and D. Dalby The Beginners Bible for Toddlers Word 1995  
L. Berg Celebrations: Christmas Ginn 1993  
L. Berg Celebrations: Easter Ginn 1993  
L. Berg Celebrations: Carnival Ginn 1993  
C. Chambers A World of Festivals: Christmas Evans 1997  
C. Chambers A World of Festivals: Easter Evans 1997  
M. Cooling Using the Bible in Literacy Teaching, books 1-4 Stapleford  
Centre 1999  
M. Cooling Resource Bank Series: Using the Bible in the Primary Curriculum  
Hodder and Stoughton 1997  
M. Cooling and D. Walker The Bible through Art from Genesis to Esther  
RMEP 2000  
M. Cooling and D. Walker Jesus through Art RMEP 2001  
J. Dunbar and G. Blythe This is the Star Corgi 1998  
J. Evans-Lowndes Jesus Worldwide (Poster and Poster Notes set) CEM  
1995  
A. Ewens Living Festivals Omnibus RMEP 1994  
A. Ewens and M. Stone Teaching about Jesus RMEP 2001  
J. Fitzsimmons, J. Palmer and R. Whiteford Christmas, KS 1 and Christmas,  
KS 2 Stanley Thornes 1993  
A. Ganeri Christian Festivals Through the Year Franklin Watts 2003  
C. Goodings Celebrating Christmas Lion 1998  
C. Goodings Bartimouse and the Christmas Mystery Lion 1999  
C. Goodings Bartimouse and the Harvest Garden Lion 1999  
C. Goodings Bartimouse Aboard the Ark Lion 1998  
J. Herriot The Christmas Day Kitten Picture Piper 1990  
K. Kinnear Deedee's Easter Surprise Lion 2000  
A. MacDonald The King Next Door: Stories of Jesus Lion 1999  
N. Martin Moving Mountains (Bible stories for reading aloud) NCEC 1991  
R. Nelson My Life, My Religion: Anglican Curate Franklin Watts 2001  
W. Owen Cole The Christian Bible Heinemann 1997  
B. Pettenuzzo My Belief: I am a Roman Catholic Franklin Watts 1985  
S. Pirotta The Treasure of Santa Cruz (Easter Story) Wayland 2002

- S. Pirotta The Best Prize of All (Harvest Story) Wayland 2002  
K. Prior World Religions: Christianity Franklin Watts 1999  
J. Reeve Sarah and Paul Resource Books RMEP 1998  
J. Roche My Life, My Religion: Catholic Priest Franklin Watts 2001  
L. Rock First Festivals: Harvest Lion 1999  
L. Rock Festivals of the Christian Year Lion 2002  
L. Rock and D. Mayo The Easter Story Lion 2001  
L. Rock and D. Lush The Ten Commandments Lion 2000  
D. Self Stories from the Christian World Macdonald 1996  
A. Shilson-Thomas A First Puffin Picture Book of Bible Stories Puffin 1997  
W. Wangerin Mary's First Christmas Lion 1999  
C. Watson Beliefs and Cultures: Christian Franklin Watts 1996  
B. Wildsmith The Easter Story Oxford 1993  
P. Wilkinson Teaching RE: Christmas 5-14 CEM 1993  
P. Wilkinson Teaching RE: Easter 5-14 CEM 1993  
A. Wood Where we Worship: Christian Church Franklin Watts 1998

[www.educhurch.org.uk](http://www.educhurch.org.uk)  
[www.jesus2000.com](http://www.jesus2000.com)  
[www.england.anglican.org/](http://www.england.anglican.org/)  
[www.cafod.org.uk](http://www.cafod.org.uk)

#### **Hinduism:**

- M. Aggarwal My Belief: I am a Hindu Franklin Watts 2001  
B. Candappa Celebrations: Divali Ginn 1993  
R. Das My Life, My Religion: Hindu Priest Franklin Watts 2001  
R. Das The Heart of Hinduism: a Resource Pack for Primary Teachers  
ISKCON Educational Services 2002  
C. Deshpande Divali A and C Black 2003  
A. Ganeri Hindu Festivals Through the Year Franklin Watts 2003  
A. Ganeri Beliefs and Cultures: Hindu Franklin Watts 1996  
J. Gavin Coming Home (Divali Story) Wayland 2002  
K. Prior World Religions: Hinduism Franklin Watts 1999  
A. Wood Where we Worship: Hindu Mandir Franklin Watts 1998  
J. Wood Our Culture: Hindu Franklin Watts 2003

[www.hindunet.org](http://www.hindunet.org)  
[www.hindukids.org](http://www.hindukids.org)

#### **Islam:**

- M. Aggarwal My Belief: I am a Muslim Franklin Watts 2001  
L. Broadbent Exploring Islam CEM 1993  
A. Ganeri Muslim Festivals through the Year Franklin Watts 2003  
S. Juma Stories of the Prophets from the Qur'an RMEP 1999  
M. Kayani Love all Creatures Islamic Foundation 2000  
A. Khan My Life, My Religion: Muslim Imam Franklin Watts 2001  
S. Khan Allah's Best Friend Goodword Books 2001  
S. Khan Allah Speaks to the Prophet Musa Goodword Books 2001  
S. Khan The First Man Goodword Books 2001  
S. Khan The Builder of the Kabah Goodword Books 2002

S. Khan The Brave Boy Goodword Books 2002  
M. Lynch Islam: a Pictorial Guide CEM 1990  
K. Marchant A Present for Salima (Eid-ul-Fitr Story) Wayland 2002  
K. McLeish Celebrations: Eid-ul-Fitr Ginn 1994  
P. Meers Make a Model Mosque CEM 1994  
R. Tames World Religions: Islam Franklin Watts 1999  
A. Wood Where we Worship: Muslim Mosque Franklin Watts 1998  
J. Wood Our Culture: Muslim Franklin Watts 2003

<http://islamicity.com/mosque>  
[www.islam.com/audio/misc](http://www.islam.com/audio/misc)  
[www.muslimdirectory.co.uk](http://www.muslimdirectory.co.uk)  
[www.islam.org](http://www.islam.org)

### **Judaism:**

L. Broadbent Exploring Judaism CEM 1992  
M. Cooling and D. Walker The Bible through Art from Genesis to Esther RMEP 2000  
A. Ganeri Jewish Festivals Through the Year Franklin Watts 2003  
F. Gent Jewish Festivals Omnibus RMEP 1994  
A. Geras The Taste of Winter (Hanukkah Story) Wayland 2002  
C. Goodings Bartimouse Aboard the Ark Lion 1998  
A. Jungman Waiting for Elijah (Passover Story) Wayland 2002  
C. Lawton My Belief: I am a Jew Franklin Watts 2001  
L. Rock and D. Lush The Ten Commandments Lion 2000  
M. Ross My Life, My Religion: Jewish Rabbi Franklin Watts 2001  
S. Sheridan Stories from the Jewish World Macdonald 1996  
M. Stoppleman Beliefs and Cultures: Jewish Franklin Watts 1996  
A. Wood Where we Worship: Jewish Synagogue Franklin Watts 1998  
A. Wood World Religions: Judaism Franklin Watts 1999  
J. Wood Our Culture: Jewish Franklin Watts 2003

[www.jewfaq.org/torah.htm](http://www.jewfaq.org/torah.htm)  
[www.ishwar.com](http://www.ishwar.com)  
[www.jewish.co.uk](http://www.jewish.co.uk)

### **Sikhism:**

M. Aggarwal My Belief: I am a Sikh Franklin Watts 2001  
Anon. Sikhism: a Pictorial Guide CEM 1990  
A. Ganeri Sikh Festivals Through the Year Franklin Watts 2003  
K. Kaur-Singh My Life, My Religion: Sikh Granthi Franklin Watts 2001  
K. Kaur-Singh Where we Worship: Sikh Gurdwara Franklin Watts 1998  
P. Mitchell The Guru's Family (Guru Nanak's Birthday Story) Wayland 2002  
G. Singh Sacha The Sikhs and their Way of Life The Sikh Missionary Society 1988  
J. Wood Our Culture: Sikh Franklin Watts 2003

[www.sikhs.org/](http://www.sikhs.org/)  
[www.sikhnet.com](http://www.sikhnet.com)

## Years 7 to 11

### General resources, including books for teachers, and books addressing all the principal religious traditions and, occasionally, other worldviews:

- L. Ahluwalia, A. Lovelace, J. Mayled, J Walker and J White Connections Books A, B and C Hodder and Stoughton 2002
- G. Beckerlegge Religion and Science in Context Open University 1998
- L. Blaylock Taking Issue CEM 2001
- C. Bowness Faith in Action Series (15 different biographies) RMEP 2000
- P. Draycott Teaching RE Series, 11-16 (Community, Festival, God, Harvest, Sacred Writings, Symbol, Worship, etc.) CEM 1998
- S. Eddy, E. Osborne and L. Spence Living Faiths Today Chalkface Project 1998
- P. Gateshill and J. Thompson Visiting Places of Worship Hodder and Stoughton 2000
- P. Gateshill and J. Thompson Religious Artefacts in the Classroom Hodder and Stoughton 1995
- J. Green and J. Walker World Issues: Religion and Morality Hodder and Stoughton 1999
- M. Harrison and S. Kippax Thinking about God (Teacher's Book and Students' Book) Collins Educational 1996
- J. Jenkins Contemporary Moral Issues Heinemann 1992
- M. Kirby Student Handbook for Religious Education Pearson 1999
- R. Kirkwood God Knows who I am Hodder and Stoughton 1998
- R. Kirkwood If I were God, I'd say Sorry Hodder and Stoughton 1998
- A. Lovelace and J. White Beliefs, Values, Traditions Heinemann 2000
- J. Mackley Evil and Goodness CEM 2002
- J. Mackley and C. Johnson RE in Practice Series (Is it true? Why do people suffer? Finding the real me) CEM 2000
- C. Mercier and J. Fageant Skills in Religious Studies Series Heinemann 2001
- W. Owen Cole Moral Issues in Six Religions Heinemann 1991
- L. Parry Thinking about God and Morality Hodder and Stoughton 1998
- R. Pratt and S. Sutcliffe REACT, Reflect and Evaluate RMEP 2000
- J. Rankin, A. Brown and P. Gateshill Ethics and Religion Longman 1997
- Shap Working Party Shap Calendar of Religious Festivals Shap Working Party New ed. every 18 months
- M. Thompson Leading the Way, vols. 1 and 2 Hodder and Stoughton 1994
- J. Walker Our World: Religion and Environment Hodder and Stoughton 2002
- J. Walker Their World: Religion and Animal Issues Hodder and Stoughton 2001
- S. Warrier and J. Walshe Dates and Meanings of Religious and other Multi-Ethnic Festivals, 2002-2005 Foulsham Educational 2001
- V. Watton Religion and Society Hodder and Stoughton 2002
- V. Watton Religion and Life Hodder and Stoughton 2002
- P. Weller Religions in the UK: a Multifaith Directory University of Derby 2003
- B. Williams One World: Many Issues Nelson Thornes 2002
- P. Woodward Festivals of the World Religions RMEP 2000
- C. Wright and C. Mercier Thinking through Religion (Students' Book and Teacher's Guide) Oxford 2000
- C. Wright Religions of the World Oxford 2002
- C. Wright Some Hard Questions Oxford 2002



C. Wright Does it have to be like this? Oxford 2002

C. Wright What is our response? Oxford 2002

**General Internet Sites:**

The RE Site

<http://www.theresite.org.uk/>

RE Exchange Service

<http://re-xs.ucsm.ac.uk/re/places>

<http://re-xs.ucsm.ac.uk/re/pilgrimage>

The GCSE RE Site

[www.paulhopkins.org.uk/re](http://www.paulhopkins.org.uk/re)

Humanists UK

<https://humanism.org.uk/>

Understanding Humanism

<https://understandinghumanism.org.uk/>

Books for Children

<https://understandinghumanism.org.uk/books-for-children/>

Culham College Institute

[www.culham.ac.uk/](http://www.culham.ac.uk/)

RE from IT (Professional Council for RE)

<http://refit.ucsm.ac.uk/>

Religious Studies

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

**Buddhism:**

A. Bancroft Buddhist Festivals RMEP 1995

S. Clarke The Buddhist Way Hodder and Stoughton 2001

S. Clarke The Buddhist Way Workbook Hodder and Stoughton 1999

S. Clark and M. Thompson Buddhism: A New Approach Hodder and Stoughton 1997

A. Ganeri Buddhist Festivals Through the Year Franklin Watts 2003

A. Goonewardene Buddhist Scriptures Heinemann 2000

M. Lynch Buddhism: a Pictorial Guide CEM 2000

S. Penney Discovering Religions: Buddhism Heinemann 1999

J. Snelling The Elements of Buddhism Element 1996

S. and B. Sutcliffe A Buddhist Community Hodder and Stoughton 1998

J. Thompson Seeking Religion: The Buddhist Experience Hodder and Stoughton 2001

C. Wright Buddhism for Today Oxford 2001

[www.buddhanet.net](http://www.buddhanet.net)

<https://thebuddhistcentre.com/buddhism>

**Christianity:**

- Anon. What the Churches Say CEM 2000  
M. Burrell Christian Fringe: a Critical Assessment of Seven Religious Alternatives to Mainstream Christianity Canterbury 1996  
S. Clarke The Christian Way Hodder and Stoughton 2001  
S. Clarke Jesus: the Man and his Faith Hodder and Stoughton 2001  
C. Clinton, S. Lynch and J. Orchard Religion in Focus: Christianity in Today's World Murray 1998  
R. Cooper Mark's Gospel Hodder and Stoughton 1997  
R. Cooper Luke's Gospel Hodder and Stoughton 1997  
A. Ganeri Christian Festivals Through the Year Franklin Watts 2003  
G. Gorman Christian Denomination Series (The Baptists, the Church of England, the Church of Scotland, the Methodist Church, the Orthodox Church, the Pentecostal Churches, the Roman Catholic Church, the Salvation Army, the Society of Friends, the United Reform Church) RMEP 1985  
J. Jenkins Christianity Heinemann 2001  
C. Johnson Teaching RE: Christmas 11-16 CEM 1992  
C. Johnson Teaching RE: Easter 11-16 CEM 1993  
C. Johnson Teaching RE: The Bible 11-16 CEM 1992  
M. Keene Issues and Beliefs in the Catholic Faith Hodder and Stoughton 2000  
M. Keene Aspects of Christianity Series (Books 1-3) Nelson Thornes 1999  
D. Kibble Charities Series (9 different charities) RMEP 2000  
B. Lealman Christian Buildings CEM 1990  
J. Mayled and J. Green RS for OCR GCSE: Christianity Hodder and Stoughton 1998  
J. Mayled and J. Green RS for OCR GCSE: Christian Perspectives Hodder and Stoughton 1998  
J. Mayled Christian Festivals Teacher's Book RMEP 1997  
C. Mercier Christianity for Today Oxford 2001  
S. Morton Encounters: A Sketchbook of World Christianity CEM 1992  
K. O'Donnell Christianity: A New Approach Hodder and Stoughton 1997  
S. Penney Introducing Religions: Christianity Heinemann 1996  
S. Penney Understanding Christianity (Books 1-3) Heinemann 2000  
K. Prior World Religions: Christianity Franklin Watts 1999  
S. and B. Sutcliffe An Anglican Community Hodder and Stoughton 1998  
S. and B. Sutcliffe A Pentecostal Community Hodder and Stoughton 1998  
S. and B. Sutcliffe A Roman Catholic Community Hodder and Stoughton 1998  
S. and B. Sutcliffe An Eastern Orthodox Community Hodder and Stoughton 1998  
S. and B. Sutcliffe A Quaker Community Hodder and Stoughton 1998  
J. Thompson Seeking Religion: The Christian Experience Hodder and Stoughton 2000

[www.educhurch.org.uk](http://www.educhurch.org.uk)

[www.jesus2000.com](http://www.jesus2000.com)

[www.england.anglican.org/](http://www.england.anglican.org/)

[www.cafod.org.uk](http://www.cafod.org.uk)

**Hinduism:**

- V. Baumfield Stories of Krishna RMEP 1999

- R. Das The Heart of Hinduism: a Resource Pack for Secondary Teachers ISKCON Educational Services 2002  
A. Ganeri Hindu Festivals Through the Year Franklin Watts 2003  
J. Hirst Sita's Story RMEP 1999  
W. Johnson The Bhagavad Gita Oxford 1998  
V. Kanitkar Hindu Scriptures Heinemann 1994  
A. Lovelace and J. White Beliefs, Values, Traditions: Hinduism Heinemann 2000  
J. Mayled Hindu Festivals Teacher's Book RMEP 1995  
C. Mercier Hinduism for Today Oxford 2001  
S. Penney Discovering Religions: Hinduism Heinemann 1999  
S. and B. Sutcliffe A Hindu Community Hodder and Stoughton 1998  
J. Thompson Seeking Religion: The Hindu Experience Hodder and Stoughton 2002  
V. Voiels Hinduism: a New Approach Hodder and Stoughton 2001

[www.hindunet.org](http://www.hindunet.org)

[www.hindukids.org](http://www.hindukids.org)

### **Islam:**

- A. Ganeri Muslim Festivals through the Year Franklin Watts 2003  
J. Green RS for OCR GCSE: Islam Hodder and Stoughton 1998  
A. Heywood The Muslim Way Hodder and Stoughton 1999  
A. Heywood The Muslim Way Workbook Hodder and Stoughton 1999  
M. Khalidi Saladin the Chivalrous Hood Hood Books 2001  
S. Khan Tell Me About the Prophet Muhammad Goodword 2002  
R. Maqsood The Qur'an Heinemann 2000  
R. Maqsood Islam Heinemann 2000  
J. Mayled Muslim Festivals Teacher's Book RMEP 1995  
S. Penney Introducing Religions: Islam Heinemann 1996  
M. Reiss Sex Education and Religion The Islamic Academy 1998  
R. Shah-Kazemi Avicenna Hood Hood Books 2002  
S. and B. Sutcliffe A Muslim Community Hodder and Stoughton 1998  
J. Thompson Seeking Religion: The Muslim Experience Hodder and Stoughton 2002  
J. Thompson Islam: A New Approach Hodder and Stoughton 1998  
A. Wood Islam for Today Oxford 2001

<http://islamicity.com/mosque>

[www.islam.com/audio/misc](http://www.islam.com/audio/misc)

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

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

[www.islam.org](http://www.islam.org)

### **Judaism:**

- D. Charing The Torah Heinemann 2000  
A. Forta Judaism Heinemann 2000  
A. Ganeri Jewish Festivals Through the Year Franklin Watts 2003  
F. Gent Jewish Festivals Omnibus RMEP 1994  
J. Mayled RS for OCR GCSE: Islam Hodder and Stoughton 1998  
J. Mayled Jewish Festivals Teacher's Book RMEP 1995

S. Penney Discovering Religions: Judaism Heinemann 1996  
C. Pilkington Judaism: An Approach for GCSE Hodder and Stoughton 1998  
S. and B. Sutcliffe A Jewish Community Hodder and Stoughton 1998  
I Taylor Judaism and Jewish Moral Issues Nelson Thornes 2000  
J. Thompson Seeking Religion: The Jewish Experience Hodder and Stoughton  
2002  
A. Wood Judaism for Today Oxford 2001

[www.jewfaq.org/torah.htm](http://www.jewfaq.org/torah.htm)

[www.ishwar.com](http://www.ishwar.com)

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

### **Sikhism:**

Anon. Sikhism: a Pictorial Guide CEM 1990  
P. Draycott Sikhism: A New Approach Hodder and Stoughton 1998  
A. Ganeri Sikh Festivals Through the Year Franklin Watts 2003  
E. Nesbitt and G. Kaur Guru Nanak RMEP 1999  
W. Owen Cole Teach Yourself Sikhism Hodder and Stoughton 1998  
S. Penney Discovering Religions: Sikhism Heinemann 1999  
G. Singh Sacha The Sikhs and their Way of Life The Sikh Missionary Society  
1988  
P. Singh Sambhi The Guru Granth Sahib Heinemann 1994  
S. and B. Sutcliffe A Sikh Community Hodder and Stoughton 1998  
J. Thompson Seeking Religion: The Sikh Experience Hodder and Stoughton  
2001

[www.sikhs.org/](http://www.sikhs.org/)

[www.sikhnet.com](http://www.sikhnet.com)

### **Videos:**

Animated Bible Stories Channel 4  
Aspects of Religions Series (Christianity, Hinduism, Islam, Judaism, Sikhism) RMEP  
Belief File Christianity in Britain (programmes 1-5) BBC and CEM  
Believe it or Not (videos 1-4) RMEP  
Buddha's Life and Teaching RMEP  
Buddhism Video for KS1 (The Monkey King) Religion in Evidence  
Buddhism for KS2 Religion in Evidence  
Buddhist Way of Life RMEP  
Christianity BBC  
Festivals: Nativity BBC  
God's Story - New Testament Yorkshire TV  
Hajj - Pilgrimage to Mecca RMEP  
Holy Meat RMEP  
Jesus of Nazareth Channel 5  
Pathways of Belief BBC  
Sarah and Paul Videos RMEP  
Shema: The Promise Begins RMEP  
Testament: the Bible in Animation BBC, S4C and RMEP  
The Miracle Maker BBC  
Watch: Places of Worship BBC

Watch: Faith Stories BBC

Watch: Celebrations BBC

**CDs:**

A Jewish Odyssey, Jewish music for children of all ages The Festival Shop

Buddhist Sacred Ceremonies The Festival Shop

Traditional Cantonese Music The Festival Shop

Christian Gregorian Chants The Festival Shop

Indian Classical Music The Festival Shop

Music of Islam The Festival Shop

Japanese Koto Music The Festival Shop

Two Candles Burn, Jewish festival music for younger children The Festival Shop

Celebrating Festivals - music from the six world religions The Festival Shop

**CD-ROMs:**

A Christmas Story Education Interactive Ltd

Bible Picture Library of Line Art CD Christian Computer Art

Christian Clip Art Colour CD Christian Computer Art

Compton's Children's Bible Stories AVP

Conflict in Jerusalem: Jesus' Last Days Lion

ICT Activities for RE Heinemann

Investigating Christianity Heinemann

Investigating World Religions, version 2.1 Heinemann

Investigating World Religions, version 2 Heinemann

Living Stones: the History of Christianity in Britain CEM

My First Bible Stories Dorling Kindersley

Religions of the World Education Interactive Ltd

Risen Jesus: the Week that Changed History Lion

World Religions Open Mind

**Posters:**

Folens, Nelson Thornes and PCET are among the best suppliers of RE posters.

PCET, for example, have sets about

Buddhist Festivals

Chinese Festivals

Christian Festivals

Hindu Festivals

Jewish Festivals

Muslim Festivals

Sikh Festivals

Faith Stories

My Neighbour's Religion

Birth Rites

Initiation Rites

Marriage Rites

Death Rites

Creation Stories 1 and 2

Holy Places

Places of Worship

Bullying

Nelson Thornes have sets about

Buddhism  
Christianity  
Hinduism  
Islam  
Judaism  
Sikhism

and there are Teacher's Resource Books to support each pack.

Folens have photo-pack about

Buddhism  
Christianity  
Hinduism  
Islam  
Judaism  
Sikhism

Daydream Education (Unit 8, Denvale Trade Park, Ocean Way, Cardiff, CF24 5PF)  
have posters about

Buddhism  
Christianity  
Hinduism  
Islam  
Judaism  
Sikhism

The Festival Shop, Birmingham stocks posters, one of the best being The Festival Year which is renewed annually.

## **Supplement to the List of Resources Above**

### **DVDs:**

Holocaust Education Trust and the Shoah Foundation Institute, "Recollections: eyewitnesses remember the Holocaust" (suitable for Key Stage 3 and above).

Northumberland County Council, "Worship in Northumberland".

RE: Quest, "Christianity Unpacked".

Show Racism the Red Card, "Islamophobia" and "A Safe Place" (the former is self-explanatory. The latter addresses the plight of refugees and asylum seekers in the North-East. Both are suitable for Key Stage 3 and above).

The Word, "Respect the Word", Thornhill School, Sunderland (a DVD explaining the work of a school-based rap and hip hop group which puts on concerts across the region examining ethnic, religious and racial diversity, and challenging prejudice and racism. Covers the age range 4 to 19).

**Websites:**

<http://scheinerman.net/judaism/index.html>

For a website set up by an American rabbi which provides a thorough guide to Judaism and information about the Hebrew alphabet.

[www.bbc.co.uk/religion/religions/](http://www.bbc.co.uk/religion/religions/)

For information about all the world's major religions as well as about some of the less well-known religions such as the Baha'i Faith and Jainism.

[www.britishmuseum.org/learning/schools](http://www.britishmuseum.org/learning/schools)

For "Discover the Arab World", a resource for Key Stages 3 and 4 which explores Arab people and culture through RE, art, design, history and Citizenship Education.

[www.cleo.net.uk](http://www.cleo.net.uk)

For videos of a visit to the Gujerati Hindu Mandir in Preston, a baptism and a presentation of key Sikh artefacts. The website also has about fifty other downloadable videos for the interactive whiteboard relating to the main religious traditions in the UK.

[www.friendsandheroes.tv](http://www.friendsandheroes.tv)

For a high quality RE website designed to introduce Years 2 to 6 pupils to stories, characters, etc. in the Torah and the Bible. There are interactive elements to the website. This website has been developed at the cost of £10 million and is much admired by the National Association of SACREs.

[www.humanismforschools.org.uk/teachingtoolkits](http://www.humanismforschools.org.uk/teachingtoolkits)

For ready-to-use worksheets and other teaching and learning materials addressing topics such as "What makes us special?", "What do we celebrate and why?" and "What's it all for?" Suitable for Key Stage 2 and above.

[www.islamicity.com](http://www.islamicity.com)

For information about the Qur'an, the Five Pillars of Islam, Muhammad and Islamic views of other religions.

[www.jewishnet.net/](http://www.jewishnet.net/)

For information and lesson ideas relating to all things Jewish.

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

For information about Jesus based on a series of frequently asked questions. The questions include "Why did Jesus make so many enemies?" and "Did he really die?"

[www.relessononline.com](http://www.relessononline.com)

For lesson plans and ideas for Key Stages 3 and 4. A new lesson is added every week during term time. Over five hundred lesson plans are on file.

[www.religionfacts.com](http://www.religionfacts.com)

For an online encyclopaedia of religion. The “Big Religion Chart” is an at-a-glance guide to most faiths, and its “Comparisons” section allows you to quickly compare them, e.g. Roman Catholicism with Protestantism, and Sunni Islam with Shia Islam.

[www.reonline.org.uk](http://www.reonline.org.uk)

For, among other things, the “Places of Worship” section which has videos of visits to sacred sites for the six main religions, along with details on planning your own visit.

[www.reonline.org.uk/specials/jwol](http://www.reonline.org.uk/specials/jwol)

For the “Jewish Way of Life” which, a few years ago, was launched as a very popular DVD part-funded by the Pears Foundation.

[www.request.org.uk](http://www.request.org.uk)

For pupils to sample a day in the life of a monk and a missionary on this Christianity-focused site, and for learning about the different Christian denominations.

[www.totallyjewish.com](http://www.totallyjewish.com)

For information about all things Jewish.

<http://yadvashem.org>

For information about all aspects of the Holocaust.

**Books, Teaching and Learning Packs, Posters, etc.:**

Anita Ganeri has published many collections of Buddhist, Christian, Hindu, Jewish, Muslim and Sikh stories (some are already listed in “RE Resources” above). Most collections are for use at Early Years Foundation Stage and Key Stages 1 and 2. To find out how many collections there are, and to identify the various publishing houses which market her work, type “Anita Ganeri” into your search engine and examine the many websites that come up.

The Shap Working Party, “Calendar of World Religions”. Printed to cover an eighteen-month period, the calendar lists and briefly describes all major and many minor festivals, celebrations, commemorations and seasons in the world’s most popular/important religions. Copies can be purchased for approximately £6 from The Shap Working Party, PO Box 38580, London, SW1 3XF. The calendar comes with wall charts and other inserts for quick and easy reference.

The Word, “The Word on the World”, Thornhill School, Sunderland. A teaching and learning pack full of ready-to-use worksheets, questionnaires, etc. which address race, culture, religious diversity and community cohesion. Covers the age range 4 to 19.

University of Birmingham, “Religion and Science in the 21st Century Classroom”. An informative book which includes exemplar lesson plans ready for immediate use with Key Stage 3 pupils and above. Ring 0121 415 8395 for more information.

C. Fishman, “On Rosh Hashanah and Yom Kippur”, Atheneum Books for Young Readers, 1997. For Years 1 to 4.



C. Fishman, "On Purim", Atheneum Books for Young Readers, 2000. For Years 1 to 4.

L. Rosenberg, "Jewish Synagogue", A and C Black, 2000. For Years 3 to 8.

T. Rosenberg and S. Fishel, "Teaching Rosh Hashanah: a practical guide for Early Years Pre-School", AJE, 1997. For Early Years Foundation Stage.

O. Smith, "Mixing it up with the Simpsons", Church House Publishing, 2005. For Years 5 to 8.

Many of the above resources, and 38,000 others, can be borrowed by schools which belong to **the North East Religious Resources Centre**. The Centre has a branch at Church House, St. John's Terrace, Percy Main, North Tyneside, NE29 6HS, tel. 0191 270 4161, and another in Durham City. Paying the small annual subscription to access the RE resources is one of the best investments any school can make to enrich RE provision.

### **Books, etc. for Sixth Form Students and their Teachers**

K. Armstrong, "The Battle for God: fundamentalism in Judaism, Christianity and Islam", Harper Collins, 2000.

A. Bullock and S. Trombley (eds.), "The New Fontana Dictionary of Modern Thought", Harper Collins, 1999.

D. Cohn-Sherbok, "The Jewish Heritage", Blackwell, 1998.

D. Cohn-Sherbok, "A Concise Encyclopedia of Judaism", Oneworld, 1998.

W. Owen Cole and P. Singh Sambhi, "The Sikhs: their religious beliefs and practices", RKP, 1988.

J. D. Crossan, "Who Killed Jesus?", Harper Collins, 1995.

D. Davis and B. Hankins (eds.) "New Religious Movements and Religious Liberty in America", Baylor University, 2002.

R. Dawkins, "The God Delusion", Black Swan, 2007.

R. Dworkin, "Life's Dominion: an argument about abortion and euthanasia", Harper Collins, 1995.

N. M. Ford, "When did I begin? - conception of the human individual in history, philosophy and science", Cambridge University, 1999.

J. Fowler, "Humanism: beliefs and practices", Sussex Academic, 1999.

V. Green, "A New History of Christianity", Blitz, 1996.

B. Hall, "Humanists and Protestants, 1500-1900", T and T Clark, 1990.

Y. N. Harari, "Sapiens: a brief history of humankind", Vintage, 2014.

Y. N. Harari, "Homo Deus: a brief history of tomorrow", Vintage, 2017.

J. Hinnells (ed.), "The Penguin Dictionary of Religions", Penguin, 2005.

J. Hinnells (ed.), "Who's Who in Religions", Penguin, 2003.

K. Klostermaier, "A Concise Encyclopedia of Hinduism", Oneworld, 1999.

M. Marty and R. Scott Appleby (eds.), "Fundamentalisms Observed", University of Chicago, 1994.

G. Messadie, "The History of the Devil", New Leaf, 1996.

G. Parrinder, "A Concise Encyclopedia of Christianity", Oneworld, 1998.

K. M. Sen, "Hinduism", Penguin, 1992.

G. Robinson, "Essential Judaism: a complete guide to beliefs, customs and rituals", Pocket Books, 2000.

R. Schulze, "A Modern History of the Islamic World", I. B. Tauris, 2000.

N. Smart, "The World's Religions", Cambridge University, 1998.

The Word, "The Word on the World", Thornhill School, Sunderland. A teaching and learning pack full of ready-to-use worksheets, questionnaires, etc. which address race, culture, religious diversity and community cohesion. Covers the age range 4 to 19.

[www.bbc.co.uk/religion/religions/](http://www.bbc.co.uk/religion/religions/)

For information about all the world's major religions as well as about some of the less well-known religions such as the Baha'i Faith and Jainism.

[www.brook.org.uk](http://www.brook.org.uk)

For information and books which examine issues such as abortion, sex, sexuality and relationships in ways that are accessible and meaningful to young people aged about 15 to 19, and for information and books which will be useful for teachers.

[www.religionfacts.com](http://www.religionfacts.com)

For an online encyclopaedia of religion. The "Big Religion Chart" is an at-a-glance guide to most faiths, and its "Comparisons" section allows you to quickly compare them, e.g. Roman Catholicism with Protestantism, and Sunni Islam with Shia Islam.

<http://yadvashem.org>

For information about all aspects of the Holocaust.

## Some Useful Suppliers of Resources, including Artefacts

Agency for Jewish Education  
Publication Department  
44A Albert Road  
London NW4 2SJ

Artefacts to Order  
31 Queens Road  
Wisbech  
Cambridgeshire PE13 2PE

Articles of Faith  
RE Source House  
Kay Street  
Bury  
Lancashire BL9 6BU  
<http://www.articlesoffaith.co.uk>

BBC Children's Learning  
FREEPOST LS2811  
Wetherby LS23 6YY  
<http://www.bbc.schoolshop.com>

BBC Educational Publishing  
Customer Services  
Po Box 234  
Wetherby LS23 7EU

Bible Society  
C/O Marston Christian Books  
160 Milton Park  
PO Box 269  
Abingdon OX14 4YN  
<http://www.biblesociety.org.uk>

Bombay Stores  
Shearbridge Road  
Bradford BD7 1NX

Books and More  
135 Bradford Road  
Shipley BD18 3TB

Buddhist Education Foundation  
BCM 9459  
London WC1N 3XX  
<http://info@buddhisteducation.co.uk>

CAFOD

Romero Close  
Stockwell Road  
London SW9 9TY  
<http://www.cafod.org.uk>

Channel 4 Learning  
PO Box 400  
Wetherby LS23 7LG  
<http://www.channel4.com/learning/shop>

Christian Aid  
35 Lower Marsh  
Waterloo  
London SE1 7RL  
<http://www.christian-aid.org.uk>

Christian Education Movement  
Royal Buildings  
Victoria Street  
Derby DE1 1GW

Clear Vision Buddhist Trust  
16-20 Turner Street  
Manchester M4 1DZ  
<http://www.clear-vision.org>

Collins Educational  
Bishopbriggs  
Glasgow G64 1BR  
<http://www.collins.co.uk/index.html>

Culham Institute  
15 Norham Gardens  
Oxford OX2 6PY  
[www.cstg.org.uk](http://www.cstg.org.uk)

Festival Shop  
56 Poplar Road  
Kings Heath  
Birmingham BJ4 7AG

Franklin Watts  
96 Leonard Street  
London EC2A 4XD

Folens Publishers  
Apex Business Centre  
Boscombe Road  
Dunstable  
Bedfordshire LU5 4RL

<http://www.folens.ie>

Heinemann Educational  
Freepost  
PO Box 380  
Oxford OX2 8BR  
<http://www.heinemann.co.uk>

Hodder Wayland Limited  
61 Western Road  
Hove  
East Sussex BN31 1JD  
<http://www.hodderwayland.co.uk>

Humanists UK  
39 Moreland Street  
London EC1V 8BB  
<https://humanism.org.uk/>

ISKCON Educational Services  
Bhaktivedanta Manor  
Hillfield Lane  
Aldenham  
Watford  
Hertfordshire WD2 8EZ  
<http://www.ies.iskcon.org>

Islamic Foundation Publications  
Markfield Conference Centre  
Ratby Lane  
Markfield  
Leicestershire LE67 9SY  
<http://www.islamic-foundation.org.uk>

Jewish Education Bureau  
8 Westcombe Avenue  
Leeds LS8 ZBS

Lion Publishing  
C/O Marston Books  
Mayfield House  
256 Banbury Road  
Oxford OX2 7DH  
<http://www.lion.hudson.com>

Multicultural Bookshop  
6-8 Hallfield Road  
Bradford BD1 3RQ

Nelson Thornes

Delta Place  
27 Bath Road  
Cheltenham GL53 7TH  
<http://www.nelsonthornes.com>

Parrotfish Company  
51 North Street  
Maldon  
Essex CM9 5 HJ  
<http://www.parrotfish.co.uk>

Pictorial Charts Educational Trust (PCET)  
27 Kirchen Road  
West Ealing  
London W13 OUD

Religion in Evidence  
TTS  
Nunn Brook Road  
Huthwaite  
Sutton-in-Ashfield  
Nottinghamshire NG17 2HU

RE Today Publishing  
1020 Bristol Road  
Selly Oak  
Birmingham B29 6LB  
<http://www.retoday.org.uk>

RMEP  
St Mary's Works  
St Mary's Plain  
Norwich  
Norfolk NR3 3BH  
<http://www.scm-canteburypress.co.uk>

Shap Working Party on World Religions in Education  
PO Box 38580  
London SW1 3XF  
<http://www.shap.org>

Show Racism the Red Card  
PO Box 141  
Whitley Bay NE23 3YH  
<http://www.srtrc.org>

Stapleford Centre  
The Old Lace Mill  
Frederick Road  
Stapleford

Nottingham NG 9 8 FN  
<http://www.stapleford-centre.org>

Ta Ha Publishers  
1 Wynne Road  
London SW9 0BB

Westhill Project  
Westhill RE Centre  
Westhill College  
Selly Oak  
Birmingham B29 6LL

Wing Hong's Supermarket  
Stowell Street  
Newcastle-upon-Tyne NE1 3PD

Wing Hong's Cash and Carry  
George Street  
Newcastle-upon-Tyne NE1 4SF

**To borrow excellent resources about many different religions, and resources about secular worldviews such as Humanism, including books, artefacts, CDs, CD-ROMs, posters and videos:**

The North East Religious Resources Centre  
St John's Terrace  
North Shields NE29 6HS  
Tel. 0191 270 4161

The North East Religious Resources Centre  
Carter House  
Pelaw Leazes Lane  
Durham DH1 1TB  
Tel. 0191 375 0586

## Some Places To Visit

The list below is not meant to be exhaustive; it identifies merely some of the most popular and/or best-known places that might be visited to engage directly with the rich diversity of religion and belief which exists in Newcastle and the surrounding area.

All the following places welcome visits by pupils, students and/or teachers, and, in some instances at least, can arrange for someone to visit your school (e.g. North-East Humanists: <https://www.northeast-humanists.org.uk/>)

Well before a planned visit, make contact with the place concerned. Allow plenty of time (at least four weeks and preferably six) to agree a date, time, etc. convenient to everyone involved. Remember that some places listed below have groups undertaking visits on an almost daily basis, so, if possible, have more than one date for when you can travel. Also remember that some places listed below have only one or two people who host the visits, and such hosting is done voluntarily when other duties and responsibilities allow. While almost all places listed below welcome groups free of charge, do check that a fee or donation is NOT required. Where a fee or donation is NOT required, bear in mind that your hosts are giving of their time freely and/or providing groups with light refreshments, so, at the very least, a charitable donation would be appropriate (£20 to £40 is usually sufficient, for a class group/a group of up to fifty). Also check about dress conventions. Some places listed below require visitors to remove their shoes, and some require visitors (sometimes everyone, sometimes only males, sometimes only females) to cover their heads. If heads must be covered, confirm what is an acceptable head covering when arranging the date and time for your visit. For females, scarves are acceptable everywhere. Needless to say, modest attire (attire which does not reveal much of the body) is required/expected in all places of worship.

As you can see, flexibility and forward planning will work to your advantage. We are confident that at all the places listed below you will receive a warm welcome and have a most enlightening visit.

Bahai Local Spiritual Assembly  
30D Victoria Square  
Newcastle upon Tyne NE2 4DE  
[secretary@newcastlebahais.org.uk](mailto:secretary@newcastlebahais.org.uk) or 07594 126094

Brighton Grove Oriental Food Store  
14-18 Brighton Grove  
Newcastle upon Tyne NE4 5NR  
0191 273 1070

Coptic Cathedral Church of St. George and St. Athanasius  
67 Brighton Grove  
Newcastle upon Tyne NE4 5NT  
0191 289 4047 and ask for Rev. Fr. Karas Anba Bishop

Fazal's Sweet Centre and General Store



30 Hadrian Road  
Newcastle upon Tyne NE4 9HN  
0191 273 3048

Gurdwara Sri Guru Singh Sabha  
Tindal Close/Cottenham Street  
Newcastle upon Tyne NE4 5SA  
Contact Cloud Singh at [northeastsikhservice@hotmail.com](mailto:northeastsikhservice@hotmail.com)

Guru Gobind Sikh Gurdwara  
Ashbrooke Hall  
The Cloisters  
Sunderland SR2 7ED  
0191 567 2939

Harnham Aruna Ratanagiri Buddhist Monastery  
2 Harnham Hall Cottages  
Belsay  
Northumberland NE20 0HF  
01661 881612

Hindu Mandir  
172 West Road  
Corner of Baxter Avenue and West Road  
Newcastle upon Tyne NE4 9QB  
0191-273-3364

International Society for Krishna Consciousness  
Hare Krishna Centre  
304 Westgate Road  
Newcastle upon Tyne NE4 6AR  
0191 272 1911 and ask for Kirtida Dasi or Bhakti Rasa

Islamic Society Mosque  
University of Newcastle upon Tyne  
King's Walk (off St Thomas Street)  
Newcastle upon Tyne NE1 8AB  
Contact Mariam Khan at [education@idcnortheast.org](mailto:education@idcnortheast.org)

Literary and Philosophical Society  
23 Westgate Road  
Newcastle upon Tyne NE1 1SE  
0191 232 0192

M A Brothers  
173 Elswick Road (just west of Newcastle Mosque and Islamic Centre)  
Newcastle upon Tyne NE4 6SQ  
0191 273 1016

Mosque of Sunderland

73-75 Chester Road  
Sunderland SR2 7YF  
0191 565 8708

Muslim Welfare House  
6 North Terrace  
Spital Tongues  
Newcastle-upon-Tyne NE2 4AD  
0191 232 3055 or write to [mwh@mwhouse.freeserve.co.uk](mailto:mwh@mwhouse.freeserve.co.uk)

Najeb Supermarket  
405-409 Westgate Road  
Newcastle-upon-Tyne NE4 6PB  
0191 273 2757

Newcastle Buddhist Centre  
187 Westgate Road  
Newcastle-upon-Tyne  
NE4 6AA  
Contact via the contact webpage on the centre's website or write to  
[info@newcastlebuddhistcentre.org](mailto:info@newcastlebuddhistcentre.org)

Newcastle Mosque and Islamic Centre  
4 Malvern Street (off Elswick Road)  
Newcastle upon Tyne NE4 6SU  
0191 226 0562

North-East Chinese Community Association and Temple  
25-27 Stowell Street  
Newcastle upon Tyne NE1 5QN  
0191 261 5052 or 0191 261 8583

Our Lady of Czestochowa Polish Church and Chaplaincy  
2 Maple Terrace  
Rye Hill  
Newcastle upon Tyne NE4 7SF  
0191 273 3575

Quaker Meeting House  
Archbold Terrace (off Sandyford Road)  
Jesmond  
Newcastle upon Tyne NE2 7FT  
0191 281 7367 and ask for the Warden

Reform Synagogue  
The Croft  
Kenton Road  
Kenton  
Newcastle upon Tyne NE3 4RF

07393 878801 and ask for the Warden or the Rabbi. More contact details can be found on the synagogue's website: <https://www.newcastlereformsynagogue.co.uk>

St. Andrew's CE Church  
Newgate Street  
Newcastle upon Tyne NE1 5SS  
0191 222 0259  
[enquiries@standrewsnewcastle.org.uk](mailto:enquiries@standrewsnewcastle.org.uk)

St. George's CE Church  
St. George's Close  
Jesmond  
Newcastle upon Tyne NE2 2TF  
0191 281 1659

St. John the Evangelist CE Church (and the Greek Orthodox Church of St. Anthony the Great)  
Grainger Street  
Newcastle upon Tyne  
NE1 5JG  
For St. Johns: [admin@stjohnthebaptistnewcastle.co.uk](mailto:admin@stjohnthebaptistnewcastle.co.uk)  
For St. Anthony's: [info@st-anthony-the-great.org.uk](mailto:info@st-anthony-the-great.org.uk)

The Amida Sanctuary, Pure Land Buddhist Centre  
Beacon House  
49 Linden Road  
Gosforth  
Newcastle upon Tyne NE3 4HA  
0191 213 2564

Throssel Hole Zen Buddhist Monastery  
Carrshield  
Near Allendale Town  
Northumberland NE47 8AL  
01434 345204

United Hebrew Orthodox Synagogue  
Graham Park Road  
Gosforth  
Newcastle upon Tyne NE3 4BH  
0191 284 0959 or write to [secretary@uhc-newcastle.org](mailto:secretary@uhc-newcastle.org)

United Reformed Church  
Northern Synod Office  
4 College Lane  
Newcastle upon Tyne NE1 8JJ  
0191 232 1168 or write to [office@urc-northernsynod](mailto:office@urc-northernsynod)

Westgate Baptist Church  
366 Westgate Road

Newcastle upon Tyne NE4 6NX  
0191 272 0647

Wing Hong's Supermarket  
Stowell Street  
Newcastle upon Tyne NE1 3PD

Wing Hong's Cash and Carry  
55 George Street  
Newcastle upon Tyne NE4 7JN  
0191 272 3888

Yemeni Mosque of South Shields  
Laygate  
South Shields NE33 5RW  
0191 454 0738 and ask for the Imam  
0191 454 9064 and ask for Yusuf Abdullah

Obvious places to visit such as Holy Island, Hexham Abbey, Bede's World/St. Paul's Monastery (Jarrow), Monkwearmouth, Durham Cathedral, St. Nicholas Anglican Cathedral (Newcastle), St. Mary's Roman Catholic Cathedral (Newcastle), Sunderland Minster, Coatsworth Road (Gateshead), Stowell Street (the centre of Chinatown) and the Stanhope Street area are so well-known that their location, and the educational opportunities they provide, do not need emphasising.

The North East Religious Resources Centre has its own list of places to visit, and the list is regularly up-dated to account for new places emerging and old places no longer able to host visits. To access the list, examine the Centre's excellent website:  
[www.resourcescentreonline.co.uk](http://www.resourcescentreonline.co.uk)

The list above was accurate at the time it was published (2020), but suitable places to visit come and go, contact details change and potential hosts move on. If it is difficult to contact a particular place for a visit, or if seeking up-to-date information about existing or new places, contact the Clerk to the SACRE at the Civic Centre.

## Assessment

For Key Stages 1 to 3, Newcastle's Agreed Syllabus Conference recommends the assessment structure in Appendix 1, although schools and teachers are perfectly free, as in the last syllabus, to devise their own structure for the assessment of RE, if they so wish. The assessment structure in Appendix 1 not only relates very well to the old way of assessing RE on the basis of the two attainment targets of "learning about" and "learning from" religions and beliefs, but also relates intimately to the requirements of the in the RE Agreed Syllabus, the requirements being, along with information about which religions and worldviews must be taught, the statutory components of the syllabus. For reasons only too obvious (above all, to ensure conformity with the requirements themselves), the assessment structure in Appendix 1 is heavily dependent on recommendations deriving from the Religious Education Council (whose work largely shapes the statutory components of the syllabus).

No matter whether schools engage in assessment based on the structure in Appendix 1 or a structure of their own devising, we note that the DfE expects schools to have a curriculum and assessment framework that meets a set of core principles, and the Agreed Syllabus Conference therefore commends this advice to RE teachers as they plan particular ways of describing achievement in RE. The core principles are that assessment should:

- reveal whether pupils and students reach or exceed the end of Key Stage expectations;
- enable teachers to measure whether pupils and students are on track to meet end of Key Stage expectations;
- enable teachers to pinpoint the aspects of the curriculum in which pupils and students are falling behind, and recognise exceptional performance;
- support teachers' planning for all pupils and students;
- enable teachers to report regularly to parents and, where pupils and students move to other schools, provide clear information about each pupil's and student's strengths, weaknesses and progress toward the end of Key Stage expectations.

Quite clearly, the principles and practices associated with assessment for learning will play a key role in achieving most or all of the above.

The requirements found in the RE Agreed Syllabus enable pupils and students to increase and deepen their knowledge and understanding of key areas of enquiry in RE. These key areas of enquiry relate to the religions and worldviews studied. The key areas of enquiry in RE can be described as:

- beliefs, teachings, sources of wisdom and authority;
- ways of living;
- ways of expressing meaning;
- questions of identity, diversity and belonging;

- questions of meaning, purpose and truth;
- questions of values and commitments.

But what, more specifically, might qualify as assessment meeting some or all of the expectations above? “Assessment for Learning: beyond the black box” is a very helpful source for inspiration. Methods for acquiring information to assess achievement include:

- observing pupils and students - this includes listening to how they describe their work and their reasoning;
- questioning, including using open questions, phrased to invite pupils and students to explore their ideas and reasoning;
- setting tasks in a way which requires pupils and students to use certain skills or apply ideas;
- asking pupils and students to communicate their thinking through drawings, artefacts, actions, role-play and concept mapping as well as writing;
- discussing words and how they are being used.

Quite clearly, we are encouraged to approach assessment in a flexible and imaginative manner. Further suggestions for assessing achievement include:

- exemplar work put on display showing the knowledge acquired or the understanding or skill developed;
- keeping a record of achievement of pupils’ and students’ work across a Key Stage;
- specific assessment tasks which are given a level or grade. These need not be a test, although tests may be appropriate in some circumstances;
- taking photographs of pupils’ and students’ work, e.g. for progress files, portfolios or display;
- a “wall of wisdom” showing creative and perceptive thoughts or ideas;
- listening to pupils’ and students’ responses, perhaps especially in the Early Years Foundation Stage and Key Stage 1;
- observing pupils and students in discussions, drama and/or practical activities;
- using pupils’ and students’ work in an act of collective worship;

- self-assessment, e.g. “thought bubble” evaluations about the work pupils and students have done during a lesson or project.

Needless to say, many RE teachers in Newcastle already experiment with some or all of the techniques/approaches above. The challenge for us is to ensure that such best practice enlightens assessment of RE across the city.

**N.B.** Despite the advice above, Newcastle’s Agreed Syllabus Conference wishes to make it clear that it is only RECOMMENDED that the assessment framework in Appendix 1 is utilised. As stated above, “schools and teachers are perfectly free, as in the last syllabus, to devise their own structure for the assessment of RE, if they so wish”.

For more information about assessment generally and assessment of RE in particular, Newcastle’s Agreed Syllabus Conference recommends that teachers examine the REC’s 2013 “A Review of Religious Education in England” (e.g. pages 64-8) and the National College of Teaching and Leadership’s “Beyond Levels: alternative assessment approaches developed by teaching schools” (the whole document of 48 pages is of considerable value). Both documents can be accessed via the internet. Teachers should also follow the very informative discussions on the RE:Online website (click onto the page entitled “Assessing”) where Alan Brine offers lots of sound advice about the assessment of RE at a time of rapid change and innovation.