

**Public Document Pack  
SOUTHEND-ON-SEA BOROUGH COUNCIL**

**Standing Advisory Council on Religious Education**

**Date: Thursday, 5th July, 2018  
Time: 2.30 pm – 3.30pm  
Place: Committee Room 1 - Civic Suite  
Contact: Robert Harris**

**Email: [committeesection@southend.gov.uk](mailto:committeesection@southend.gov.uk)**

**AGENDA**

- 1 Apologies for Absence**
- 2 RE Advisor Report (Pages 1 - 2)**  
RE Advisors report attached.
- 3 Annual Report (Pages 3 - 14)**  
Draft Annual Report 2016/17 attached.
- 4 Funding for SACREs Guidance (Pages 15 - 18)**  
NATRE Guidance attached
- 5 RE Today: What does it mean to be a Christian in Britain Today (Pages 19 - 30)**  
Paper attached.

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**In my role as RE Adviser and to support SACRE:**

I have written four documents for the Local Authority, SACRE and sourced a fifth.

These are all attached to the email inviting members to the SACRE meeting and to the Agreed Syllabus Conference meeting, scheduled consecutively for 5<sup>th</sup> July 2018.

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*Document 1 is for the SACRE agenda only.*

**1) Annual Report for SACRE 2016- 2017**

Within this report I have detailed the work of SACRE over the 2016-17 academic year. I have analysed the external examinations results referring to Southend on Sea Local Authority's data published to them by the Department for Education (DFE) in January 2018.

This data was published much later than hitherto has been the case, however, the draft Annual Report for the Academic year 2016-17 is now available for SACRE members to review before it is published on the website of National Association of SACRE's

**Documents 2 - 5** are for SACRE and the Agreed Syllabus Conference

**2) A document entitled: "The Agreed Syllabus for Religious Education for Southend on sea Local Authority SACRE"**

This sets out what is an Agreed Syllabus for RE and that the statutory five years, being 2013-18, for the current RE Syllabus is now realised. This report details the background and the process through which the status of the current AS has been addressed and the process for either:

a) retaining it as it is b) reviewing and rewriting all or part(s) of it c) replacing it

**3) The document entitled: "Consultation Process for New Religious Education Syllabus for Southend on Sea Local Authority".**

This details the **processes** that have been undertaken to **consult** widely, beyond SACRE, when considering the three options (a, b or c, as set out above) for addressing the end of the current five year lifespan of the current 2013 Locally Agreed RE Syllabus. It also details the discussions of two syllabi which were considered for purchase by the LA.

**This document includes the recommendation that the RE Today Syllabus be adopted as the Agreed Syllabus for the Local Authority and purchased for Southend LA.**

**When purchased the RE*Today* Syllabus, RE*Today* provides copies in the following formats:**

- A PDF version for multiple downloading
- A hard copy in a folder (for back-up and reference)

**4) An exemplar from the RE*Today* Syllabus is also attached to the SACRE agenda email**

**5) The document entitled: "SACRE's PROPOSED LAUNCH PLAN" which I have submitted to the LA.**

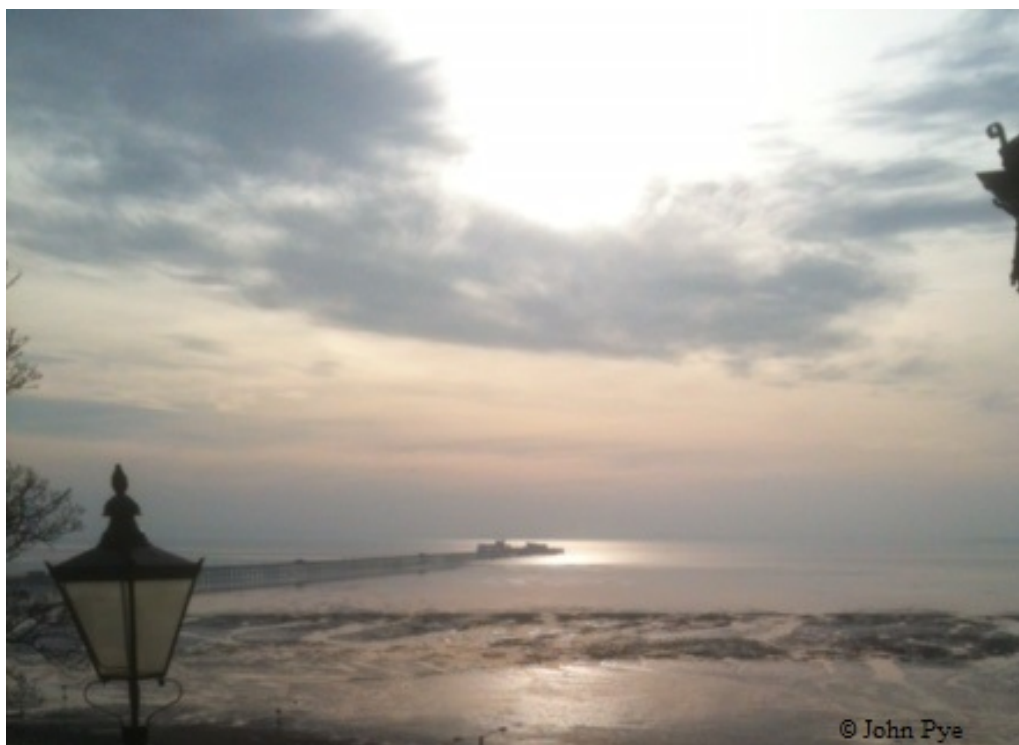
This is a prospective Launch Plan for the new Agreed Syllabus for Religious Education including outline costs. This is yet to be finalised but gives some shape to the future position once a recommendation has been made to the LA by the Agreed Syllabus Conference and this decision is ratified through the Council's usual democratic processes after which material plans can be made.

*Frances Neil, RE Adviser, June 2108*

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**SOUTHEND-ON-SEA LOCAL AUTHORITY**  
**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (S.A.C.R.E.)**  
**ANNUAL REPORT 2016 – 2017**

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**Southend on Sea's 'Pier at Twilight'**

*(Reproduced with permission of John Pye, SBC Volunteer,  
Photograph taken from the 100 year-old Cliff Lift on Southend Seafront)*

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<b>Section 6</b>		<b>Other issues</b>

**Appendices**

<b>Appendix 1</b>	Terms of Reference and Constitution
<b>Appendix 2</b>	Membership of Southend-on-Sea SACRE

## **1: INTRODUCTION FROM THE CHAIR OF SACRE: KEVIN RYAN**

I am pleased to introduce the Annual Report on the work of the Southend on Sea SACRE, in my tenth year as its Chair. It continues to be an exciting and rewarding time to be involved with Religious Education, both nationally and locally, but also a challenging one.

The Agreed Syllabus that was planned and developed by teachers and other interested parties locally in Southend, was launched as *Improving Learning Together in Religious Education* and adopted by schools, where it has been of tremendous benefit over the last five years. It has encouraged and developed a range of skills and ideas, including creativity, reflection and empathy which when utilised allows learning and learners to flourish.

SACRE believes that R.E., when well taught, can improve the wellbeing of all students and helps foster good community relations, and allows the implementation of a positive spiritual moral social and cultural ethos. In exploring questions of identity and community young people are gaining a deeper understanding of themselves and of others. The Agreed Syllabus has a continuing focus on British Values, which is a strongly encouraged emphasis within classrooms by the Department for Education. Ofsted's specialist RE Reports look for and expect to see the inclusion within an Agreed Syllabus of materials to support newly qualified and early career teachers and non-subject specialists who might be expected to deliver Religious Education within their schools.

As an organic and "living" document it is now necessary, to reflect Southend on Sea's changing needs, and to overhaul and update the Agreed Syllabus, as an organic, on-going resource to assist the provision and delivery of good R.E. Teachers at RE Network meetings for teachers within the Local Authority (LA) have expressed very positive feedback in relation to the current Agreed Syllabus, which was put in place for a five year period and is now ready for review. SACRE itself is aware that there has been changes to the school landscape with the rapid conversion to academy status by many schools. We have seen free school set ups and the extension to special school provision. The social, cultural, religious and ethnic diversity of the Borough of Southend on Sea continues to alter and additionally the issue of BREXIT has also had its impact. The final decision on how our Agreed Syllabus moves forward will be made by the agreed Syllabus Conference which will be convened by SACRE on behalf of the Local Authority, who will also feed in their views.

Part of SACRE's responsibility is to support and monitor the provision of R.E. in Southend's education establishments. Religious Education is a statutory requirement for all school age students in full time education, under the provision of the 1944 Education Act. The analysis of GCSE and A level Religious Studies presented in the report highlights some outstanding achievements, but also evidence of underachievement and possible non-provision in some of the LA's schools. Governors are reminded of their responsibility to ensure that RE is delivered in accordance with statutory requirements. SACRE also promotes and encourages a strong Spiritual Moral Social Cultural ethos to be evident within all our Southend schools.

There are a number of national reports published within the preceding 12 months that highlight the need for high quality training to enable Primary and Secondary teach R.E that is both engaging and effective. SACRE members have noted and discussed the issues raised in these reports and their effects, as well as the implications for schools.

This Report provides an overview of Religious Education within Southend on Sea's schools and the work of SACRE within this context: I commend it to you.

Kevin Ryan,  
**Chair, SACRE, Southend on Sea Borough Council**  
14<sup>th</sup> May 2018

## **2. ADVICE GIVEN BY SACRE**

The Local Authority of Southend on Sea sought advice for a Pupil Referral Unit converting to Academy status. Advice that Religious Education is to be taught in all schools was shared via the resources assembled by the National Association of Teachers of Religious Education and in particular the following:

### **2. Do Academies have to provide RE?**

Yes, under the terms of their Funding Agreement with the Secretary of State, all Academies have to provide RE for all their pupils, except for those whose parents exercise the right of withdrawal. The type of RE specified in the Funding Agreement depends on whether or not the Academy has a religious designation, and for converter Academies, on whether the predecessor school was a voluntary controlled (VC), Voluntary aided (VA) or foundation school.  
(p.1; pp. 2)

### **3. Does an Academy with a religious designation have to follow a particular RE syllabus?**

They may, in addition, provide RE that is in line with a locally agreed syllabus and teach about other faiths if they choose.  
(p.1; pp 3)

The Review of Religious Education in England  
The Religious Education Council of England and Wales; October 2013.

The predecessor school in question was not of a religious designation, neither was it a foundation school nor did it have a Voluntary Aided, nor Voluntary Controlled status.

## **3. RELIGIOUS EDUCATION (RE)**

### **3.1 STANDARDS IN RELIGIOUS EDUCATION**

The SACRE continues to fulfil its responsibility to monitor standards and quality in RE (Religious Education) Collective Worship and spiritual development. Examination results at GCSE, A/S and A level are monitored and reported to SACRE as part of the LA's overall monitoring and evaluation of standards.

### **3.2 Analysis of GCSE, AS and 'A' level results for 2017**

There are again some extremely impressive achievements in RS at GCSE, AS and A-Level examinations which reflect the continued high quality of teaching.

School entry policies for full GCSE Religious Studies (RS) differ from school to school, depending on the arrangements for statutory RE within the Key Stage 4 curriculum and the provision of RS within the school's AS and 'A' Level examination option choices.

In 2017 there was a pleasing increase in the number of schools in Southend, from nine to 11 schools out of 12 in the LA, which entered students for the GCSE Religious Studies (Full Course).

It is to be celebrated that six schools entered close to 100% of students for the Full Course GCSE in 2017, compared with just four schools doing so in 2016. The Eastwood Academy entered 159/161 students; St Bernard's High School entered 142/144; St Thomas More High School 143/144; Southend High School for Boys entered 149/150 of their students, with 104 taking the Full GCSE Course and 45 entered into the GCSE Short Course. Westcliff High School for Girls entered 149/150 students. It is also pleasing to see that Belfairs Academy entered 93.91% of its students into an RS examination with 216/230 entered into the GCSE Full Course and that Chase High also entered students into the Full Course, neither school having entered students into RS GCSE external examinations in 2016.

There were no entries from one or more of the LA's secondary schools into either GCSE Full or Short Course for the second year in succession. This situation would bear investigation to ensure the students are receiving religious education in the curriculum, as this is a statutory requirement. If external factors are involved SACRE should offer support.

Cohort numbers ranged from 17 students at Chase High School (just 8.9%) from a NOR of 191, to 159 out of a cohort of 161 at the Eastwood School. 100% of the cohort were also entered at St Thomas More High, as in St Bernard's High School, although these schools' Catholicity will obviously have been a positive influence on subject availability and choice.

The comments on achievement that follow will clearly be affected by the overall patterns of entry which vary considerably between schools. The selective nature of four of the secondary academies within the LA skews their and the LA's figures somewhat and therefore comparisons between schools must be considered with this in mind. Students also transfer to different schools for 6th Form so tracking of cohorts from GCSE to GCE AS / A level examinations, is not possible.

### **3.21 Achievement at GSCE Religious Studies GCSE Full Course**

- In 2017 51.88% of students (a rise from 49% in 2016) sat a GCSE course in Religious Studies which is above the national figure of 46.91%.
- Overall, of those pupils, 80.7% (compared to 82% in 2016) achieved A\*-C grades at GSCE which is **well above** the national figure for all schools of 70%. 98.4% achieved A\* - G grades which is **above** the national figures of 97.9%.
- Four schools exceeded the national picture significantly with 100% of students entered achieving A\*- C grades. Students from seven schools achieved 100% A\*- G grades including entries from three non-selective schools: The Eastwood Academy, Cecil Jones Academy, and Chase High Schools. Students from the remaining nonselective schools achieved between 94.4% and 99.3% which is also to be celebrated
- Southend schools achieved A\*- G grades ranging from 94.4% - 100% of the cohort, which is an average across all schools of 98.4%, this, again, is slightly above the national average of 97.9% and is also to be celebrated



- Although a small cohort of 17 entries, 88.2% of students at Chase High School achieved A\* to C passes and 41.2% achieved either A\* or A passes which is very pleasing.
- Shoeburyness High School also entered a small cohort of 39 students who achieved good results, with 56.5% of the students achieving A\*- B grades. A very respectable 97.4% achieved A\* - G grades. This was also the case for the small cohort of Cecil Jones Academy where 100% of students achieved A\*-G grades.
- All students entered by both Westcliff High Schools (Boys and Girls) and both Southend High Schools (Boys and Girls) achieved A\*-C grades and an impressive 6.7 – 7.7 average points which is well above the National average of 4.7 points. The average point-score of the schools was 5.5 which is above that of National scores of 4.7

Achievement at the higher grades (A\*-A) within the LA in GCSE RS was particularly good with 42.5 % (A\* @17% + A @ 25.5%) being significantly **above** the corresponding National figures of 27.4% (A\* @ 8.8% and A @ 18.6%). The LA's results are also in line with its A\*+A results for 2016 so the high achievement has been sustained.

Governing Bodies will generally want to satisfy themselves that:

- the statutory requirements for schools to provide Religious Education for **all** students are being met at Key Stage 3 and 4.
- the overall proportion of students being entered for any accreditation in RS at GCSE is appropriate given the number of students on role in the LA (NOR) is declared as 2105 and number of entries (NOE) is declared as 1092 which is 51.92%, however, this is a good percentage rise from 2016 when the number entered was only just 35.41% of the students on roll.
- that school websites state the school's arrangements for teaching RE, whether or not the school / academy follows the local agreed syllabus or states which other such syllabus it follows:
  - In their curriculum information on school websites, in general, secondary schools include only a minimal mention, if any, of RE provision for KS 3 students and for KS 4 students not following RS examination syllabi
  - If secondary schools do mention RS it is generally as part of their examination syllabi
- that, while good teaching is being received by a small percentage of a school's cohort perhaps more students could be encouraged to choose RS as an option:
  - To take advantage of this good teaching
    - understandably, some learners will not be entered for examinations in RS for a variety of reasons, however, SACRE should satisfy itself that all learners' entitlement, to receive Religious Education, is being met at Key Stages 3 – 5

### 3.22 GCSE Short Course in Religious Studies

One school, Southend High School for Boys, entered students into the Religious Studies GCSE (Short Course). Their achievement was again impressive with 88.9% achieving A\* - B grades with national figures of 42.2% achieving these grades. The GCSE Short Courses are no longer counted in a school's accountability measures, i.e. the A\*-C GCSE pass rate. Therefore many schools will be phasing out short courses which is borne out with the decline in the number of schools entering students in 2017.

### 3.23 Achievement at GCE AS and Advanced Level in Religious Studies

#### GCE AS Level Religious Studies examinations:

- In 2017 eight schools entered students for AS Level RS against nine entering students in 2016 although cohort sizes per school were smaller in 2017 than in 2016
- Achievement in AS Level in the schools was very good, with all but one of the eight schools entering students achieving above the percentages achieved by schools nationally.
- Albeit the small cohorts entered results were **well above** the national levels with
  - all students from all but one school achieving above the national results at grades A-B
  - all students entered achieving an A-D pass
- Average points scores of all eight schools were also above those achieved nationally and for the LA the average at 20.7 pts is above that achieved in 2016 at 18.1 pts

#### GCE 'A' Level Religious Studies examinations:

Once again there is a very positive picture for A Level across the Borough in 2106 – 17 which must reflect the high quality of teaching and eight schools entered students for A Level RS, with a total of students entered remaining similar in 2017, with 146 entries, to those entered in 2016 (149).

The number of student entries fell slightly both locally and nationally. The cohorts entered from individual schools varied from 4 to 24 students.

- All students entered by schools within the LA achieved between grade A\*-E
- Six of the nine schools achieved percentage of passes **significantly above** the national figure of 24.2% at grade A\*-A, as follows:
  - Westcliff High School for Boys Academy achieving 54.2% grade A\*-A
  - Southend High school for Boys achieving 47.4% grade A\*-A
  - Southend High School for Girls achieving 43.8% grade A\*-A
- Three non-selective schools Shoeburyness High School, Belfairs and Cecil Jones Academies and are to be congratulated for a notable achievement providing successful A-Level examination courses for very small cohorts as follows:
  - all eight students of Shoeburyness High School, achieved grades B-E with 25% achieving grades B and C
  - a creditable set of results achieved by students from Cecil Jones Academy, from 4 entries, with 25% achieving A\*-A grades and 100% of students achieving A\*-E grades
  - 8% of students at Belfairs Academy achieved A\*-A grades and a very commendable 50% of the 12 students entered achieved A\*-B grades

- Students at St Bernard’s High School and at St Thomas More High School achieved **well above** the national figures for A\*-B passes with a creditable 68.4% and 64.7% respectively

**Governors should consider the following points:**

- Where number of students entered for GCE A level was small (and smaller than their cohort) as in three secondary academies, (excepting where students themselves have withdrawn) that provision is made for meeting the statutory requirements to teach RE to **all**:
  - This question applies in **all** the schools where the GCE external examination cohorts are less than the full cohort of students in that particular year
  - That provision for Religious Education should be stated on the websites of secondary schools within the LA to inform prospective/parents and students

**3.3 COMPLAINTS CONCERNING RE**

No formal complaints were made about religious education under the LA statutory complaints procedure during 2016 - 17.

**3.4 WITHDRAWAL FROM RE**

There are no figures provided from schools in respect of withdrawal from Religious Education within the responses to the LA-wide survey of schools recently undertaken.

**4.0 AGREED SYLLABUS for RELIGIOUS EDUCATION**

The Local Authority’s Agreed Syllabus has been in place since its launch in September 2013 and is used in all non-faith primary schools and academies and the majority of secondary schools and academies for Key Stage 3.

During the academic year 2015 - 2016 information gathered via the survey of all the LA’s schools and continuing consultations and discussions with Lead Teachers attending the RE Networks, indicated that teachers and schools continue to be pleased with and to use the Locally Agreed Syllabus. This is, however, due to be renewed or replaced by the autumn of 2018 and consultation has taken place with teachers and schools via the RE Networks. A range of different processes and resources were discussed but teachers agreed they would struggle to support SACRE by rewriting the Locally Agreed Syllabus. Due the lack of funding the Local Authority would be unable to support schools to release teachers from school duties for the time necessary for the task to be undertaken, as has happened in the past. It was therefore through the Primary and Secondary RE Networks that consideration of the replacement or renewal of the syllabus would continue to be considered and discussed during the latter half of the 2016 - 17 academic year.

**4.1 TEACHER TRAINING AND SUPPORT FOR RELIGIOUS EDUCATION AND SOCIAL, MORAL, SPIRITUAL AND CULTURAL EDUCATION**

During the academic year 2016 – 17, the number of teachers who attended the Primary and Secondary Network Meetings, led by Frances Neil, remained constant. The year’s dates for the Network Meetings are published on the South Essex Teaching Schools Alliance (SETSA) website



- Information of local and national importance (such as circulating the RE Survey, information about the RE Curriculum, and Ofsted updates)
- Details of discussion points (such as examination reforms and legalities surrounding curriculum provision)
- Resources that are available such as sharing details of visiting speakers / places of interest and worship to visit
- An opportunity to share ideas, resources and teaching points

## 5. COLLECTIVE WORSHIP

### 5.1 MONITORING

SACRE has highlighted the need to monitor provision and quality of collective worship in schools within the LA. Frances Neil has attended worship in primary schools within the LA and found standards to be high and pupils attentive and interested and the content well prepared, well presented and supportive of the LA's aims for respect, promoting British Values and celebrating diversity.

### 5.2 TRAINING

There has been no training for schools on collective worship during the year.

### 5.3 DETERMINATIONS

There were no applications for determinations to alter the character of collective worship for all or some pupils in a particular school during 2016-17.

### 5.4 COMPLAINTS CONCERNING COLLECTIVE WORSHIP

No formal complaints were made about collective worship under the local statutory complaints procedure during 2016-17.

## 6 LINKS WITH OTHER AGENCIES

### 6.1 NATIONAL

Southend SACRE is a member of the National Association of SACREs (NASACRE). Frances Neil is a member of National Association of Teachers of Religious Education (NATRE) and the Association of RE Inspectors, Assessors and Consultants (ARIAC). SACRE has been delighted to have been supported by NATRE and *REToday*, whose National Adviser, Kate Christopher, has attended SACRE meetings as an observer and many of the RE networks to provide high quality CPD to support teachers in their work. SACRE has also been supported by The South Essex Teaching School Alliance (SETSA) who have provided accommodation and refreshments for the termly RE Network meetings under their "school to school support" section.

An application for the Accord Award 2017 subtitled "believing in children, learning together" (sic) was submitted. Although Southend LA's SACRE was not shortlisted for the award, Southend SACRE's submission authored by Frances Neil, was noted in the section "**Other commended practices**" as follows:

#### **Breadth of SACRE membership**

Some SACREs earned praise for the breadth of members on their local authority and teacher Committees..... The emphasis on the needs of pupils from a minority ethnic background that the appointment symbolised was welcomed. Though other SACREs may find it hard to replicate the dedication, Southend SACRE had seven of the local authority's councillors serving on its Committee D. This sent a strong signal about the Council's prioritisation for RE, which was appreciated.

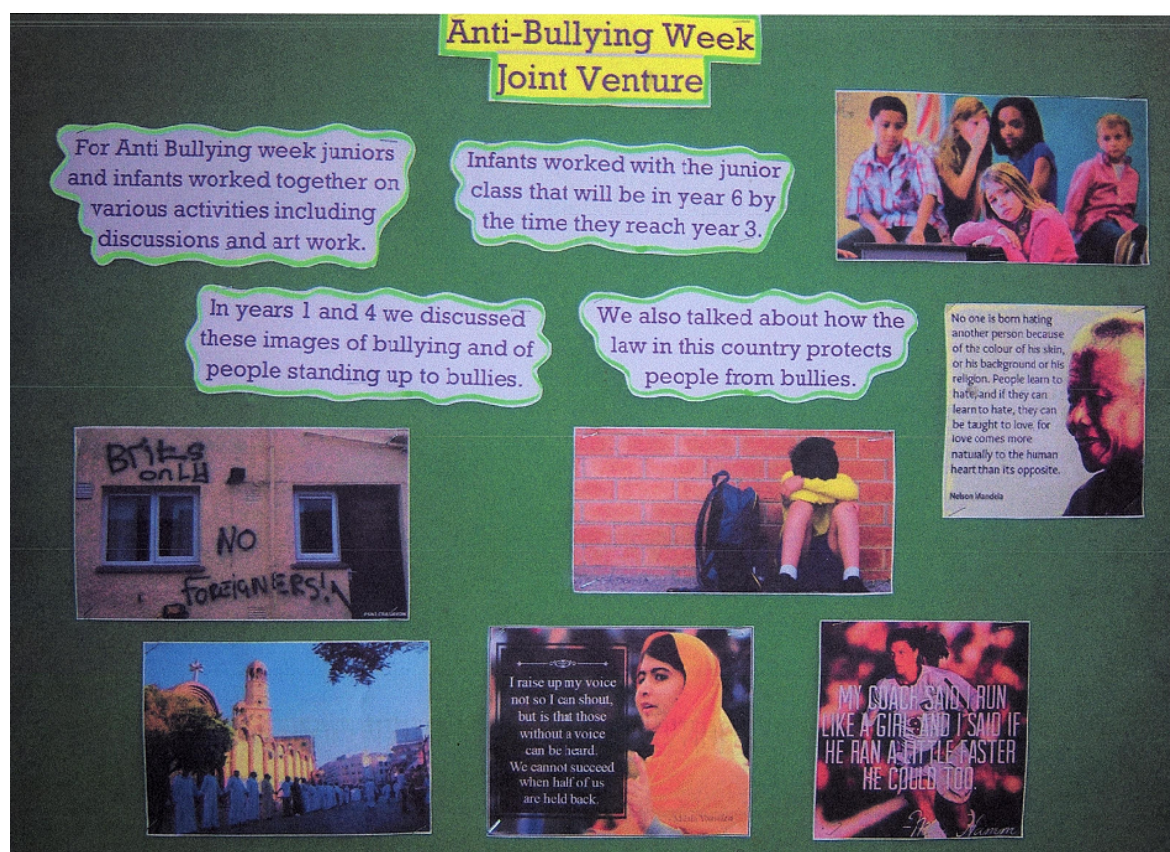
#### **Inclusive SACREs: findings from the 2017 Accord Inclusivity Award**



## 6.2 LOCAL

During the year SACRE meetings have been held at the Tickfield Centre and local places of worship, such as the Unitarian Meeting House as they celebrated their Centenary. SACRE continued to link with the LA's 'Healthy Schools Partnership' and their 'Difference and Diversity Group' meetings, which Frances Neil attended on SACRE's behalf. The membership of this group involves schools and young people and other local groups such as Essex Police, the Fire Services and Southend United's Community Foundation which leads on "Show Racism the Red Card". The LA's 'Healthy Schools' Lead, Chair of the Difference and Diversity Group, has attended SACRE as an observer and continues an interest in SACRE's work.

**Art Work from Temple Sutton Primary School – Anti-Bullying Week** addressing the subject of religious and racial bullying and how the law in England protects people.



## 7 OTHER ISSUES

### 7.1 BUDGET

The Local Authority has delegated a reasonable sum of money to SACRE to enable the group to function independently and effectively. The funds are allocated carefully to support SACRE to meet and continue its work effectively. Expenditure included clerking, contracting an Adviser for RE, national association affiliation fees and incidental expenses, for example, venue costs.

As previously discussed during the 16-17 academic year SACRE funded the following:

- Places for the Chair of SACRE, Kevin Ryan, attend the excellent National Conference, held by NATRE, in January 2017.
- Other CPD opportunities through supporting the work of the RE Adviser with the RE Networks, described above, which are aimed at supporting student and pupil achievement in the schools within the LA.

## **7.2 ATTENDANCE AND MEMBERSHIP of SACRE**

It is pleasing to report that some historical membership issues have been successfully resolved during the year and members' attendance at SACRE meetings was again consistent and supportive during the 2016-2017 year. SACRE was pleased to welcome new members at the beginning of the year.

### **APPENDICES**

**APPENDIX A**  
CONSTITUTION, TERMS OF REFERENCE AND

**APPENDIX B**  
MEMBERSHIP OF SOUTHEND SACRE FOR 2016-17

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## Local Authorities will continue to receive funding for SACREs and Agreed Syllabus Conferences.

Earlier this year, in response to a parliamentary question, Nick Gibb MP; Minister for School Standards, made a commitment that SACREs and Agreed Syllabus Conferences, **will continue to be funded by central government once the Education Services Grant is abolished** at the end of this financial year (2016-17).



In terms of future funding, NATRE has been in correspondence with the Department for Education and can now confirm that SACREs will be funded through the central school services block (CSSB) from 2018-19, which is one of the blocks in the national funding formula.



NATRE remains concerned that **there appear to be very large variations between local authorities in the proportion of this government grant that is spent on the work of SACREs.**

It might be interesting to those of you involved with SACREs to note that SACREs are listed under the column headed '**Responsibilities held for all schools**' as opposed to that headed, 'responsibilities held for maintained schools only'. This may be a recognition that the work of SACREs usually has an impact on academy schools and not just on the schools maintained by the local authority.

Teacher representatives involved in SACREs may wish to:

- share this document with your local SACRE Chair and Adviser (where there is one in post)
- ask that SACRE funding is placed on the agenda for the next meeting
- ask questions about funding at meetings. In particular:
  - what percentage is of the grant is spent on SACRE in the authority?
  - Has this figure been benchmarked against decisions in other authorities?
- share what they learn with NATRE so that we can monitor the situation in partnership with NASACRE (the National Association of SACREs).

### Technical Information to pass on to your local authority

For further information, see the [NFF Policy Document](#) and the [2018-19 Operational Guidance](#) (specifically paragraph 133 see extract in **appendix A**). Try to ignore the error in the title for SACRE 😞

The schedules (sch) referenced in the table are those in the School and Early Years Finance (England) Regulations 2017. They concern expenditure in connection with the authority's functions in relation to the standing advisory council on religious education constituted by the authority under section 390 of the 1996 Act(b) or on the reconsideration and preparation of an agreed syllabus of religious education in accordance with Schedule 31 to the 1996 Act.

## Appendix A

### Statutory and regulatory duties -extract

Responsibilities held for all schools	Responsibilities held for maintained schools only
<ul style="list-style-type: none"> <li>• Director of children’s services and personal staff for director (Sch 2, 15a)</li> <li>• Planning for the education service as a whole (Sch 2, 15b)</li> <li>• Revenue budget preparation, preparation of information on income and expenditure relating to education, and external audit relating to education (Sch 2, 22)</li> <li>• Authorisation and monitoring of expenditure not met from schools’ budget shares (Sch 2, 15c)</li> <li>• Formulation and review of local authority schools funding formula (Sch 2, 15d)</li> <li>• Internal audit and other tasks related to the authority’s chief finance officer’s responsibilities under Section 151 of LGA 1972 except duties specifically related to maintained schools (Sch 2, 15e)</li> <li>• Consultation costs relating to non-staffing issues (Sch 2, 19)</li> <li>• Plans involving collaboration with other LA services or public or voluntary bodies (Sch 2, 15f)</li> <li>• <b>Standing Advisory Committees for Religious Education (SACREs) (Sch 2, 17)</b></li> <li>• Provision of information to or at the request of the Crown other than relating specifically to maintained schools (Sch 2, 21)</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of LA related to best value and provision of advice to governing bodies in procuring goods and services (Sch 2, 56)</li> <li>• Budgeting and accounting functions relating to maintained schools (Sch 2, 73)</li> <li>• Functions relating to the financing of maintained schools (Sch 2, 58)</li> <li>• Authorisation and monitoring of expenditure in respect of schools which do not have delegated budgets, and related financial administration (Sch 2, 57)</li> <li>• Monitoring of compliance with requirements in relation to the scheme for financing schools and the provision of community facilities by governing bodies (Sch 2, 58)</li> <li>• Internal audit and other tasks related to the authority’s chief finance officer’s responsibilities under Section 151 of LGA 1972 for maintained schools (Sch 2, 59)</li> <li>• Functions made under Section 44 of the 2002 Act (Consistent Financial Reporting) (Sch 2, 60)</li> <li>• Investigations of employees or potential employees, with or without remuneration to work at or for schools under the direct management of the headteacher or governing body (Sch 2, 61)</li> </ul>

The Schools Minister has also made some helpful comments in written answers to Parliament recently. The statutory duty for LAs to 'establish' and 'support' a SACRE, was reaffirmed by Nick Gibb in a written answer to Parliament in July 2017:

*Local authorities have a statutory duty to support the activities of Standing Advisory Council on Religious Education (SACRE) and publish an agreed syllabus for maintained schools without a religious designation in their local area. Maintained schools with a religious designation and academies are not required to follow the agreed syllabus, although it can act as a useful benchmark for their curriculum planning.*

SACRE membership must include representatives of the area's principal faith groups, teachers and from the local authority. This contributes to securing the confidence of local communities and enables the SACRE to take account of the circumstances of each area in creating an agreed syllabus that has regard to local context.

The Government does not have any current plans to remove the duty on local authorities to establish SACREs and include RE in the National Curriculum.

In November 2016 Nick Gibb also stated:

*Local authorities currently receive funding through the Education Services Grant to support **Standing Advisory Councils on Religious Education**(SACREs) to develop an agreed syllabus for **religious education** (RE). Local authorities will continue to receive funding to develop an agreed syllabus for RE, once the Education Services Grant has been removed.*

There is therefore no reason for an LA to not properly support SACREs; it is a statutory requirement for which they are funded by central government. Failure to do so could lead to a legal challenge in the courts, or serious sanctions from the DfE.

If your SACRE is finding that your Authority is seeking to reduce the support that it gives, please let NASACRE know so that we can support you.

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## Key Question: L2.7 What does it mean to be a Christian in Britain today?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.

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The investigation implements the **principal aim of RE**, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

<p><b>Step 1: Select a key question</b></p>	<p><b>L2.7 What does it mean to be a Christian in Britain today?</b></p> <p><b>Year group:</b> Recommended Year 3</p> <p><b>Strand:</b> Living</p> <p><b>Questions in this thread:</b>                      F5 Where do we belong?                      1.7 What does it mean to belong to a faith community?                      L2.8 What does it mean to be a Hindu in Britain today?                      U2.6 What does it mean to be a Muslim in Britain today?                      3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p> <p><b>Religions and worldviews:</b>                      Christians</p> <p>Please note that the national project understanding Christianity- available from Summer term 2016 will provide a comprehensive set of plans and resources to support the teaching of Christianity.</p> <p>Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</p>		
<p><b>Step 2: Select learning outcomes</b></p>	<ul style="list-style-type: none"> <li>• Use the learning outcomes from column 2 of the key question outlines on p56</li> <li>• Select learning outcomes appropriate for the age and ability of your pupils.</li> <li>• Being clear about these outcomes will help you to decide what and how to teach.</li> </ul>		
<p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</li> <li>• Ask good questions about what Christians do to show their faith (B1).</li> </ul>	<p><b>Expected</b></p> <ul style="list-style-type: none"> <li>• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>• Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</li> <li>• Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>• Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> </ul>	<p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</li> <li>• Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</li> </ul>	

### Step 3: Select specific content

- Look at the suggested content for your key question, from column 3 in the unit outlines.
- Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes.

**This plan has selected the following content to exemplify the learning outcomes. Pupils will:**

- Find out about how Christians show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?
- Explore what Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith.
- Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out *why* Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why?
- Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc.

**NOTE:** This unit of work offers around 8-10 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above.

<p><b>Step 4: Assessment: write specific pupil outcomes</b></p>	<ul style="list-style-type: none"> <li>• Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements.</li> <li>• You might adapt these specific outcomes to form ‘I can’ statements (for pupil self-assessment), ‘You can’ statements (for teacher assessment), and ‘Can you...?’ statements (for next steps or challenge)</li> <li>• Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.</li> <li>• These ‘I can’/‘You can’ statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.</li> </ul>	
<p><b>Emerging</b></p>	<p><b>Expected</b></p>	<p><b>Exceeding</b></p>
<p>I can... You can... Can you...? <b>Identify three things that Christians do that might identify their faith (A3)</b></p> <p><b>Ask questions about what Christians do to show their faith (B1)</b></p> <p><b>Ask good questions about Christian worship music and how it shows beliefs (B1)</b></p> <p><b>Ask good questions about Holy communion and how it shows beliefs (B1)</b></p>	<p>I can... You can... Can you...? <b>Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each (A1)</b></p> <p><b>Describe how one hymn or song shows specific Christian beliefs or teaching (A2)</b></p> <p><b>Describe two things that might be hard or a challenge about being a Christian (B2)</b></p> <p><b>Give reasons why Christians and others help other people (C2)</b></p> <p><b>Note similarities and differences between the reasons that religious people and on religious people give for helping people (C2)</b></p> <p><b>Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this? (C2)</b></p>	<p>I can... You can... Can you...? <b>Explain similarities and differences between musical worship in two different churches (A3)</b></p> <p><b>Explain similarities and differences between Holy communion in two different Christian denominations (A3)</b></p> <p><b>Give 3 examples of what it is like to be a Christian in your town-make links with your own experience and observations. (C1)</b></p>
<p><b>Step 5: Develop teaching and learning activities</b></p>	<ul style="list-style-type: none"> <li>• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.</li> <li>• Don’t forget the skills you want pupils to develop, as well as the content you want them to understand.</li> <li>• Make sure that the activities allow pupils to practise these skills as well as show their understanding.</li> </ul>	



LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<b>How do Christians show their beliefs in the home?</b>		
<p><b>Pupils will learn:</b></p> <p>Look for similarities and differences between a Christian and a non- Christian family home</p> <p>Look for similarities and differences between how a Christian and a non- Christian family would spend their time</p> <p>Think of reasons why some people pray, go to church, say thanks before food and read the bible</p>	<ul style="list-style-type: none"> <li>Place a tray of items in front of the pupils. The items should be presented as a series of items that have come from the house of a family. Include on the tray several items that show that this is a Christian house e.g. bible, children’s bible story books, palm cross, cross or crucifix, cd of Christian music, bible verse fridge magnet, prayer cards, church notice sheet. Include on the tray several items that would be owned by any house e.g. Harry Potter book, football boots, cd of pop music, cinema ticket, family photo.</li> <li>Play Kim’s game with the items. Cover them up and remove an item. Can the pupils work out which item has been removed? Can the pupils see any links between the items? E.g. 2 music cds or bible and bible and bible fridge magnets. Ask the pupils to act as detectives. What do they think the family is like? What are they committed to? Which items do they think would be most important to this family? Why? Discuss the use and importance of each of the items. Sort them into more important and less important.</li> <li>Ask the pupils to draw one of the items for a book on Christian families. They must chose an object that they think would be really important to the family. Annotate the picture with information about why it is important and how it might be used by the family.</li> <li>Show the pupils a weekly calendar. Discuss what might go on the calendar for their family. Dinner together? A trip out somewhere as a family? You might want to introduce Nathan, a Christian boy featured in My Life My Religion. You could show a short clip of him introducing himself <a href="http://www.bbc.co.uk/programmes/p02mwvjy">www.bbc.co.uk/programmes/p02mwvjy</a> What would appear on his weekly calendar e.g. having a family meal but saying grace before the meal, going out as a family to Church, going to Sunday school, praying before bed and as a family, learning to read the bible with other people, going to a church youth club. Do you think Nathan will do any of the same things that you do? Why? Why not? Ask the pupils to work in groups to create a visual calendar for Nathans week. Annotate the calendar to say why he is choosing to do certain things. How do the things he is doing show his faith. Remember not everything that Nathan and his family do is to do with their beliefs- include things like walking the dog!</li> </ul> <p>Do you think there might be challenges for people who are Christians? Think about what you might do on a Sunday morning? Could a Christian do that? What other things might make being a Christian a challenge sometimes? Are there any good things about being a Christian?</p>	<p><b>These activities will help pupils to work towards achieving the following expected outcomes:</b></p> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</li> <li>Ask good questions about what Christians do to show their faith (B1).</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</li> </ul>



LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<b>What do Christians do to show their beliefs at Church?</b>		
<p><b>Pupils will learn:</b></p> <p>Describe what happens in church at different times of the week</p> <p>Find out more about one of the ways that Christians show their beliefs in church.</p> <p>Think of reasons why some Christians pray, read the bible, take communion or help people</p>	<ul style="list-style-type: none"> <li>• Give pupils an outline of three church windows. Ask them to draw what they think they would see if they peeped through the window on Sunday morning, on a weekday and finally on an evening in the week.</li> <li>• Find an example of a church noticeboard for the pupils to look at. Ideally take a photo of one from a local church, if not you can find examples online. There is also an example of a noticeboard in Opening Up Christianity RE Today Services. Were their predictions of what might be happening correct? What happens on a weekday, in the evenings and on a Sunday morning in the church they are looking at the noticeboard for? Draw what they would see happening for that church at three different times and annotate their pictures. As a class look at the noticeboard make a list of five to ten things that happen in the church or outside of the church. Why do they think each one of these is going on?</li> <li>• Share with the pupils the bible quotes below  <i>And don't forget to do Good and share with those in need Hebrews 13:6</i>  <i>Jesus said, 'whenever you eat bread and drink wine remember me.' 1 Corinthians 11:26</i>  <i>I will sing to the Lord all my life; I will sing praise to my God as long as I live. Psalm 104:33</i>  <i>Your word is a lamp to guide my feet and a light for my path Psalm 119:105</i>  <i>Then Jesus told his disciples a parable to show them that they should always pray and not give up. Luke 18:1</i>                      Ask the pupils to match the bible quotes to items on the noticeboard. What is the connection between the item on the noticeboard and the bible quote.                      Ask the pupils to freeze frame an example of an activity that would show that a Christian person or group of Christians were following the teaching from the bible.</li> <li>• Choose one of the things that the pupils have found on the noticeboard and find out in more detail what happens e.g. ask someone to come in and talk about the event or practice or the pupils could write a series of questions to people involved in the event.</li> </ul> <p><b>Notes:</b> An example of the church notice board and an extension of the work with the church noticeboard can be found in Opening Up Christianity RE Today Services</p>	<p><b>These activities will help pupils to work towards achieving the following expected outcomes:</b></p> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</li> <li>• Ask good questions about what Christians do to show their faith (B1).</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> </ul>

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<b>How and why do different Christians use music in worship?</b>		
<p><b>Pupils will learn:</b></p> <p>Describe how different Christians use music to worship God</p> <p>Find out more about the beliefs shown in a Christian hymn or song of worship</p> <p>Consider and find answers to questions such as Why do Christians use music in Worship</p> <p>Look for similarities and differences in types of musical worship</p> <p>Think of reasons why some people worship God with music</p>	<p>Reintroduce the pupils to Nathan and show the clip of Nathan explaining the place of music in worship.  <a href="http://www.bbc.co.uk/education/clips/zyykj6f">www.bbc.co.uk/education/clips/zyykj6f</a></p> <ul style="list-style-type: none"> <li>Once the pupils have watched the clip once put the pupils into trios to watch the film again. One pupil needs to focus on the visual and make notes about what they see, the second pupil needs listen to the music and make notes about what they hear, the third pupil should listen to the commentary and make notes about what they think is important about music worship for Christians. After watching and listening, they are to share what they noticed with their two partners. Can they answer the question yet? How and Why do different Christians use music in worship?</li> <li>Ask pupils what music they like best in the clip, and why. Play some examples of musical worship from different traditions and challenge the children: why is this music used by some people to worship God? What does the music mean? What moods and emotions seem to go with the music?</li> <li>What are the differences between the types of music? Why are their differences? Are the differences about what people believe or how they like to show their beliefs?</li> <li>Choose a hymn or praise song to look at in detail with the pupils. Listen to the words and music. What beliefs or ideas do the words show?</li> <li>Ask pupils if they had to choose some music that was spiritual (for them?) what would they choose for emotions like joy, thinking deeply, sad times, togetherness or wonder. One way of 'framing' this task is to ask pupils to suggest 5 tracks to go on an IPOD playlist called 'spirituality.' How would this be different from a Christian persons worship playlist?</li> <li>Share with the pupils 7 quotations that the children on the film make  <i>"You really do feel God's presence when you sing. The whole congregation can be taken aback."</i>  <i>"I think God really does hear us. Singing is a prayer, and we really do want to praise God. I love singing!"</i></li> </ul>	<p><b>These activities will help pupils to work towards achieving the following expected outcomes:</b></p> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</li> <li>Ask good questions about what Christians do to show their faith (B1).</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>Explain similarities and differences between at least two different ways of</li> </ul>

	<p><i>“Worship can be spontaneous or formal”</i></p> <p><i>“Worship thanks God, praises him, talks to God and also says ‘please help me’.”</i></p> <p><i>Some of the slow songs make you think more about why you’re worshipping, then the more upbeat songs just make you feel like dancing.”</i></p> <p><i>“Singing to God is a way of showing we are grateful for everything he does”</i></p> <p><i>“I get the freedom to dance, to have a good time, sing and praise God”</i></p> <ul style="list-style-type: none"><li>• Do these quotes help the pupils answer the question How and why do different Christians use music in worship?</li><li>• As a Final task ask the pupils to work in groups to create a poster or webpage titled Music in Christian worship. The page or poster should include<ul style="list-style-type: none"><li>- drawings or photos of different types of Christian worship</li><li>- information boxes about why Christians worship</li><li>- quotes from Christians and/or the bible about worship</li><li>- note similarities and differences between different types of worshipping with music.</li></ul></li></ul>	<p><b>worshipping in two different Christian churches (A3).</b></p>
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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<b>How and why do different Christians celebrate holy communion?</b>		
<p><b>Pupils will learn:</b></p> <p>Describe what happens during holy communion and why it is regularly celebrated by most Christians</p> <p>Describe how Catholic Christians prepare to take their first holy communion</p> <p>Find out more about what Christians are remembering when they celebrate holy communion</p> <p>Look for similarities and differences in the way that different Christians prepare for and celebrate holy communion</p>	<ul style="list-style-type: none"> <li>• Begin the lesson with a tasting session: bring some different kinds of fresh bread to the class (e.g. pitta, a French stick, some croissants, wholemeal bread, a fruity naan). Ask pupils to taste a little bit of each kind of bread and then discuss and make a list of all the people who you could thank for this bread – can they think of 5 ‘thank yous’ for each kind of bread? Does the bread remind of anything- special meals with the family? Holidays?</li> <li>• Bread and wine have a special meaning to Christians as it reminds them of the last supper before Jesus died. Show pupils a clip of the last supper <a href="http://www.bbc.co.uk/education/clips/zgsb9j6">www.bbc.co.uk/education/clips/zgsb9j6</a> or read it from an appropriate version of the Bible Matthew 26:17-30</li> <li>• Remind the pupils of Nathan. Explain that the next film will show one of the ways Christians remember Jesus now. As they watch the film ask the pupils to think about;             <ul style="list-style-type: none"> <li>• What does the bread of Holy Communion mean to these young Christians?</li> <li>• What do they remember when they receive this bread?</li> </ul> </li> <li>• Share the clip of Nathan explaining the meaning of Holy communion <a href="http://www.bbc.co.uk/education/clips/zq2yg82">www.bbc.co.uk/education/clips/zq2yg82</a></li> <li>• After you have discussed the clip ask the pupils to work in pairs to come up with some puzzling questions about what they have seen. This enables them to explore the mysterious nature of this topic through their own questions. Collect, display and categorise the questions: which are most important? Which are hardest to answer? High quality questioning can be encouraged by giving some examples: what does the symbol on Santos’ tie mean? Are the wine cups real silver? What does it mean when the priest says ‘Jesus will come into your life?’ Why is Holy Communion such an important thing for Christians in over 200 countries of the world?</li> </ul> <p>Communion is a way for Christians to say ‘thank you’ to God for Jesus’ life and death. Ask children to sum up what they have learned by writing into a line drawing of a loaf of bread and a wine cup what these two symbols mean for Christian children.</p>	<p><b>These activities will help pupils to work towards achieving the following expected outcomes:</b></p> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</li> <li>• Ask good questions about what Christians do to show their faith (B1).</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> </ul> <p><b>Exceeding</b></p> <ul style="list-style-type: none"> <li>• Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</li> </ul>

<p>Give meanings for the symbols of Bread and wine in Holy communion</p>	<ul style="list-style-type: none"><li>• For older or very able pupils: Most Christians Churches have regular celebrations of Holy Communion and they are all celebrating it for the same reason. More able pupils could be set a challenge to find some similarities and differences between the way that it is celebrated. There was one difference shown in the film; A different ceremony in the Anglican church and the catholic church before taking communion. For Anglicans confirmation and for Catholics First communion. Look at the similarities and differences between Anglican and Catholic communion and communion in the Methodist or Baptist church.</li></ul> <p><b>Notes:</b> The website REQuest has many short video clips of worship in different church denominations.</p>	
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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<b>How do Christians make a difference in their local community?</b>		
<p><b>Pupils will learn:</b></p> <p>Describe some ways in which the local church help the surrounding community</p> <p>Find out more about some Christian community projects</p> <p>Think of reasons why some Christians choose to help the local community</p>	<ul style="list-style-type: none"> <li>Look at a local church newsletter, website or noticeboard. Perhaps revisit the noticeboard from the church at the beginning of the unit. Ask the pupils to notice the things that are going to help people in the local community e.g. playgroup, lunches for older people, drop in for homeless people, money management courses, foodbank or similar services. If you can't find a local example look in the community tab of this Anglican church for some examples <a href="http://trinitycheltenham.com/">http://trinitycheltenham.com/</a></li> <li>Why do the pupils think a church might want to get involved in the local community in this way? If possible invite someone in from a local church or Christian charity to talk about why they support the community in that way.</li> <li>You could share some more passages from the bible. Which of these are the Christians who support these community activities following?  <i>For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I was sick and you looked after me, I was in prison and you came to visit me. Matthew 25:35-6</i>  <i>And don't forget to do good and to share with those in need. These are the sacrifices that please God. Hebrews: 13:16</i>  <i>Rise in the presence of the aged, show respect for the elderly and revere your God. I am the Lord. Leviticus 19:32</i>  <i>Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." Matthew 19:14</i> </li> <li>Ask pupils to choose one of the activities that church is putting on to support the community and create a poster for the project to recruit more volunteers. The poster needs to clearly show what the project does but also show why Christians should want to help out.</li> <li>Christians are not the only people who help in the community. Many people with no religious beliefs or from other religions also support the community. As a class work out what pupils at your school do to help others. Why do they do it? Are the reasons the same or different to those that Christians give for helping out.</li> </ul>	<p><b>These activities will help pupils to work towards achieving the following expected outcomes:</b></p> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</li> <li>Ask good questions about what Christians do to show their faith (B1).</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> </ul>

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<b>Why do people stand up against injustice because of their religion?</b>		
<p><b>Pupils will learn:</b></p> <p>Describe the story of Rosa Parks</p> <p>Consider questions such as why Rosa stood up for her rights and the rights of others</p> <p>Think of reasons why some people think it important to do things to support people who are being badly treated or need some help.</p>	<p>Introductory role play: Arrange a set of six chairs in pairs as if on a bus. Choose six people to sit down on the bus, ensuring that the two people sitting on the back two seats have similar physical attributes, for example, blonde hair. Explain to the class that the bus is travelling along at the end of the day and that it stops at the next bus stop. Ask two people to get on the bus who do not have the same physical attribute as the two people on the back two seats. Explain to the two people at the back that they must give up their seats and stand up for the rest of the journey because they have blonde hair. Discuss pupil's feelings about the re-enactment.</p> <ul style="list-style-type: none"> <li>• Share the story of Rosa Parks and the Montgomery bus boycott with the pupils. Re-enact the story. Rosa was a Christian. Do the children know any parts of the Bible that might have inspired her e.g.             <ul style="list-style-type: none"> <li>• 'There is no longer Jew or Greek, there is no longer slave or free, there is no longer male or female, for all of you are one in Christ Jesus.' Galatians 3: 28</li> <li>• 'Do to others what you would have them do to you.' Matthew 7: 12</li> <li>• 'Love your neighbour as yourself.' Matthew 19: 19</li> <li>• 'God created human beings in his own image, in the image of God he created them; male and female he created them.' Genesis 1: 27</li> </ul> </li> <li>• Give the pupils time to work in groups to develop questions for the three main characters - Rosa Parks, the man on the bus or the bus driver. Encourage them to come up with questions that address the characters' feelings and motivation, especially why, as a Christian, Rosa Parks felt it was important to stand up for her rights. Either choose pupils or act in role yourself as each of the three characters in turn and respond to the pupils questions</li> <li>• Ask pupils to work in pairs to write an interview with one of the characters set in modern times, allowing the three interviewees to reflect on the results of the Civil Rights Movement. Do people think that the man on the bus or the bus driver would now regret their actions? Do they think the rules were wrong? Would Rosa Parks think that she behaved correctly? What would she think about racism in the world today? Ask people to present their work as a</li> </ul>	<p><b>These activities will help pupils to work towards achieving the following expected outcomes:</b></p> <p><b>Emerging</b></p> <ul style="list-style-type: none"> <li>• Ask good questions about what Christians do to show their faith (B1).</li> </ul> <p><b>Expected</b></p> <ul style="list-style-type: none"> <li>• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>• Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> <li>• Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> </ul> <p><b>Exceeding</b></p>

	<p>magazine interview, beginning with a paragraph explaining the story of the Montgomery bus boycott.</p> <p>As a reflective end to the lesson ask pupils to suggest what they think they would have done and why they would have done it if they had been each of the three main characters.</p> <p>Study another contemporary Christian preferably someone local to your community ensure that activities are varied and inclusive. Focus on how beliefs have motivated the actions of such a person.</p> <p><b>Notes:</b> Rosa Parks is just one example if there is time study other examples of Christians who have made a difference because of their actions and beliefs</p>	<ul style="list-style-type: none"><li>• <b>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1)</b></li></ul>
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