



THE CHURCH
OF ENGLAND

Diocese of St Edmundsbury
and Ipswich

D~A~R~E bulletin

Diocesan Adviser's RE bulletin Spring 2020

Welcome to my first bulletin!

I have enjoyed meeting so many of you over the last term and advising and supporting you with the RE teaching in your schools. Thank you for such a warm welcome! Do get in touch with any questions or queries. I look forward to meeting more of you in 2020. Have a great term!

Gemma Kingston, Diocesan Schools' Adviser

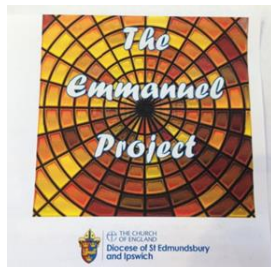
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The Diocese of St Edmundsbury & Ipswich provides an expert RE service to all primary schools in Suffolk, working alongside other INSET providers, helping schools work effectively and creatively on RE and CW.

The Emmanuel Project 2020



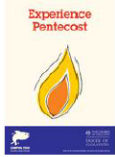
I am delighted to announce that a new edition of The Emmanuel Project for 2020 will soon be ready for purchase.

This edition includes some significant amendments, additions and improvements including:

- NEW 'Assessing RE in your school' section in all units to replace levels
- NEW end of unit and end of year assessment materials for all units including quick quizzes based in blooms taxonomy and Solo Taxonomy hexagons

- NEW Evaluate sections in all units to reflect the assessment changes
- NEW 'Before you start' pages in all units to reflect a wider use across the country as well as maintain a link with the Suffolk syllabus
- NEW 'Explore' sections in KS1 Christianity and all EYFS units which have been split into the three sections used in all the other units with some new material added and the rest reworked to fit the new structure
- NEW content in EYFS and KS1 where units now have 'letters' from e.g. Tom and Tessa to help teachers deliver the religious content in a more child-friendly way
- NEW stories from other world religions included in EYFS units
- NEW 'Teacher Handbook' outlining content and progression for each phase and religion
- NEW weblinks in every unit, with all previous links having been checked and updated!



For example.... Here is the current EXPLORE section for the KS1 Pentecost unit

<p>EXPLORE all the parts of the Pentecost story and what Christians think is important about it</p>	<p>Teacher's note: <i>In this section, explore children's questions about Pentecost, ensuring they know the story well enough to discuss it. Don't forget Christians believe the story shows Jesus' promise of the Holy Spirit was fulfilled - God is always with them.</i></p> <p>You could explore the Pentecost story thoroughly by retelling it in different ways using drama, puppets, paint, sculpture, construction or small world toys e.g.</p> <ul style="list-style-type: none"> • Play Pentecost Story by C. Ruse from You Tube. Pause at 1:58 to discuss how the children felt when they were waiting. Use drama techniques such as the children acting out Jesus walking through two lines of disciples, as he is ascending to heaven or imitating an image from the film.
<p>Teacher info</p> <p>The 'flame' was an ancient symbol of God's presence. A 'ner tamid' (eternal flame) still burns in Jewish synagogues.</p> <p>The wind is a reminder of God breathing life into Adam; the word for wind and breath is the same.</p> <p>The symbols confirmed that the invisible Holy Spirit had come: God was with them as Jesus had promised.</p>	<ul style="list-style-type: none"> • In groups form freeze frames from the film, concentrating on communicating feelings with facial expressions and body language. Other children can question those in the freeze frame asking them how they are feeling. • Create a new commentary for the film using images from it, or their own images. Record their thoughts and feelings and attach these to the pictures using sound buttons. Use powerpoint to create an interactive story of Pentecost. <p>OR you could explore the idea of God the Holy Spirit changing people's lives e.g. making disciples brave to speak about Jesus:</p> <ul style="list-style-type: none"> • Share your work with a Christian e.g. local vicar or members of your Open the Book team. Then interview them: What does Pentecost mean to you? How do you know God is with you? Have you felt God change you? • Find out about the 'fruits' and 'gifts' of the Holy Spirit – see Background Information. • Introduce the story of someone whose life was changed by becoming a Christian. www.rejesus.co.uk/lives <p>Explore symbols of the Holy Spirit in the story e.g. making tongues of fire/ flame and wind by looking up and doing some of the craft activities for church Pentecost parties / Messy Church. Find lots on the internet. Learn about other symbols of the Holy Spirit e.g. dove, water. Why are the symbols important in the story? i.e. show that God the Holy Spirit had arrived.</p> <p>If you are involved in a whole school focus day on Pentecost, these will enable you to cover this EXPLORE section. You might be using any of the following as described on page 2 of this unit:</p> <ul style="list-style-type: none"> • Experience Pentecost e.g. setting up and experiencing some of the interactive stations, • The Pentecost Musical e.g. learning some of the songs. • The Pentecost Pause Day – using the KS1 materials • Festival Matters – using the KS1 materials <div data-bbox="1107 1765 1222 1921" style="text-align: right;">  </div>

And here is the new 2020 edition!

<p>EXPLORE (1)</p> <p>the coming of the Holy Spirit at Pentecost in the Bible</p>	<p><i>Teacher's note:</i> For Christians, God the Holy Spirit is the third 'person' of the Trinity. The Holy Spirit is not an 'It', or a vague influence, even if invisible and not restricted to a physical body. Use a personal pronoun – 'he' is traditional – or the full term when talking about this 'person' of God.</p> <p>What is it like to wait?</p> <p>Provide an opportunity for children to wait e.g. for a timed cat feeder to open containing something good. Do not tell the children what is in it, just that it is something they will like. Ask them to share their thoughts. Use of a phone timer could also work but make sure there is a good reason for the waiting e.g. <i>to open a big box with all the percussion in or streamers for</i></p>	<p>Holy Spirit: The Bible Project – excellent introduction for teachers which will help put the concept of the Holy Spirit in context:</p> <p>https://www.youtube.com/watch?v=oNNZQ9i1Gjc</p>
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<p><i>Ra I can remember something that happens in the Pentecost story</i></p> <p><i>Rd I can talk about something exciting that happened to me</i></p> <p><i>2a I can tell the story of Pentecost and say why it might be important to a Christian, referring to a picture of Pentecost</i></p> <p><i>2c I can say how the symbols of wind and fire are used in some Pentecost art-work and what they stand for</i></p> <p><i>2d I can ask respectfully about exciting times that my friends or others look forward to and why Pentecost proved exciting for the early church</i></p> <p><i>3a I can describe what a Christians</i></p>	<p><i>dance to use with Tom and Tessa's song.</i></p> <p>You could wait in silence OR use the time to think again about their own experiences of waiting e.g. to open Christmas presents under the tree, for a parent to collect them, at the doctor's, for a bus or train, at the check-out in a shop. Think especially about good things to wait for.</p> <p>Why were Jesus' followers waiting in Jerusalem?</p> <p>Tom and Tessa have sent us a note. In their bag, find the note and also a big envelope with some pictures, some red, yellow and orange ribbon / material for waving (streamers? Crepe paper?), a story Bible and some song words.</p> <p style="background-color: yellow; padding: 2px;">Hi everyone! Tom and Tessa here! Can you remember why Jesus' followers were waiting and what they were waiting for? We are waiting too. Soon it is the special festival of Pentecost and we celebrate what happened to the disciples of Jesus. We call it the 'birthday of the church'. We have sent you some clues to help you find out more.</p> <p style="background-color: yellow; padding: 2px;">We have been learning a song about the disciples waiting for Jesus' promise of the Holy Spirit. We are going to sing it at church for Pentecost. We are hoping to do a dance and use our streamers.</p> <p>Recap the story of the disciples waiting so far and then listen to John Hardwick's 'No more waiting: Pentecost' song and start to work out what happened in the next part of the story. https://www.youtube.com/watch?v=FEyyJuZxlHk See Resources.</p> <p><i>Although children are welcome to sing, a focus on working out meaning, actions, dance, etc allows everyone to be involved without necessarily singing a Christian song.</i></p> <p>What does the Bible say happened when the Holy Spirit came?</p> <p>Move onto pictures of the Pentecost story. You could start with this one by Paul Forsey on the white board using a 'reveal' technique or create a puzzle for the children to enjoy.</p> <p>The picture is a bit like a collage. List everything you can see. Which things in the picture were also in the song above?</p> <p>In talk partners, children could look at a variety of other images of the Pentecost story (these</p>	<p>Pentecost is the festival when Christians celebrate the gift of the Holy Spirit. It is celebrated on the Sunday 50 days after Easter (the name is from the Greek <i>pentekoste</i>, "fiftieth").</p> <p><i>A lower KS2 unit on 'Mission' deals with the Pentecost story from another angle.</i></p> <p><i>'Wind' is a symbol of breath, of God breathing life into people. 'Flames' are a symbol of God's presence e.g. in Moses and the Burning Bush. If you use a candle in Collective Worship, the flame is a symbol of 'Jesus Light of the World' but also God's presence by his Spirit.</i></p> <p><i>Paul Forsey's Pentecost picture is used by permission; it is part of a series of icon-like pictures of Jesus' life.</i></p>
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<p><i>might learn from the story of Pentecost e.g. about God being with them</i></p> <p><i>3c I can describe, using religious terms, some ways Christians show their belief that the Holy Spirit came at Pentecost e.g. through art, song, poetry</i></p>	<p>could have been in Tom and Tessa's bag) and on, or around, the images, write questions or circle or jot down anything puzzling. Some basic questions would help: <i>What can we see? What do we think is happening? What do we want to know?</i></p> <p>What happens in the Bible story of Pentecost?</p> <p>Gather everyone together, possibly pinning up all the Pentecost pictures where they can all be seen and then tell or read the story of Pentecost in as exciting and dramatic way as possible. Can the children answer their questions now?</p> <p>Invite children to retell the story in different ways using drama, puppets, paint, sculpture, news report, construction or small world toys so they become familiar with it.</p> <p>OR Work on a dance drama using the streamers and Tom and Tessa's song: No More Waiting!</p> <p>OR Maybe your local 'Open the Book' team could bring in props and involve the whole class in telling the story. Maybe you could present it later in Collective Worship or video yourselves acting the story.</p> <p>Collect together any questions they would still like to ask about the story. Who might be able to help answer them? Decide on the best questions for a display / for your scrapbook.</p> <p>What do Tom and Tessa want to tell you about Pentecost at their church? (quick note!)</p> <p>Have a final look in Tom and Tessa's bag. Find an invitation to a Pentecost Party – <i>just make your own or find an example on the internet that you can print to put in Tom and Tessa's bag.</i> On the back Tom and Tessa have written a note:</p> <p style="background-color: yellow; padding: 2px;">We hope you enjoyed the story. It is a story that is so important to Christians we tell it every year at church and have a celebration. Jesus kept his promise and sent us the Holy Spirit, who reminds us God is with us always – we are not alone.</p> <p style="background-color: yellow; padding: 2px;">At our church all the children dress up in red and orange and we have a party. We sing songs and do crafts. Maybe next time you could dress up too and we will find out more!</p>	 <p>The Jesus Storybook Bible DVD 4 includes 'God sends help' (Pentecost) if you want to watch it. See Resources.</p> <p>Details of 'Open the Book'? See Resources.</p> <p>Twinkl does Pentecost sequencing cards if you would find them useful to discuss the story. See Resources.</p> 
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<p>EXPLORE</p> <p>(2)</p> <p>celebrating God's presence in church life at Pentecost</p> <p><i>1b I can use the words Jesus, Holy Spirit, birthday, and church to talk about Pentecost</i></p> <p><i>1c I can suggest why red and orange colours are often used at Pentecost celebrations</i></p> <p><i>1e I can ask why a story is told, and what I learn from it, including the stories of Ascension and Pentecost</i></p>	<p>Teacher's note: Special church services are often held for Pentecost but they vary hugely. It is usual in Anglican and Roman Catholic churches for the priest to wear a red stole and red vestments. Typical symbols used include a dove and tongues of fire and the use of red and orange colours. It has become increasingly common for families and children to celebrate Pentecost as the church's birthday and to have cake and a party as well as church services.</p> <p>This lesson could take place in school, or at a local church, with the help of church members if wished. It is designed to give a flavour of how one church might celebrate Pentecost with its younger members. Ask children to come dressed in red/ orange / yellow if possible. If you have church members present, take the time to welcome everyone and to review briefly some of your learning.</p> <p>How is Pentecost celebrated in Tom and Tessa's church?</p> <p>In Tom and Tessa's bag find a note, some red/ orange yellow clothing and the words: His Spirit is with us (write on cards to put in order / use for display later)</p> <p>Tom and Tessa say:</p> <p>Whenever we start a service at our church, the vicar says: The Lord is here. And everyone replies loudly: His Spirit is with us. The words remind us that God is always with us even if we can't see him.</p> <p>Once a year we celebrate Pentecost at church, the story of God's Spirit coming to be with us forever. The vicar wears red vestments for the church service and we try to wear bright clothes too. Some of the older children dance to a Pentecost song / hymn. We read the story from a big Bible and have special prayers.</p> <p>After church, we have a children's Pentecost party with a birthday cake. There is lots to do and make. It's great being together and knowing that God is with us too. We would love you to try some of our favourite activities and see what we do.</p> <p>How do these activities remind Tom and Tessa of the Holy Spirit coming at Pentecost?</p> <p>Send children to try out some crafts. For each craft, the children need to be able to see how it connects to the Pentecost theme. This could be discussed by teachers / parents / church members</p>	<p>The 'ner tamid' (eternal flame) burns as a symbol of God's presence in Jewish synagogues.</p> <p>The wind is a reminder of God breathing life into Adam; the word for wind and breath is the same in Hebrew.</p> <p>These 2 symbols confirmed for the disciples that the invisible Holy Spirit had come: God was with them as Jesus had promised.</p> <p>The dove represents peace but also the Holy Spirit e.g. in the story of Jesus' Baptism.</p> <p>If Y3/4 are doing Pentecost in RE too, why not have a shared 'party'? Or KS1 children could organise craft for EYFS children.</p> <p>Photos from St Mary's CE Primary, Hadleigh</p>
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<p><i>2b I can talk about how some Christians might celebrate Pentecost at church e.g. wearing red, birthday cake, special prayers</i></p> <p><i>2e I can talk about possible meanings in a story including the Pentecost story, and about any questions this story raises</i></p> <p><i>3e I can ask good questions based on the Pentecost story e.g. about waiting, feeling alone and sharing, and share some of my ideas</i></p>	<p>as they circulate and help with crafts. Try placing a simple laminated question at each craft 'station': Which bit of the Pentecost story does this remind Christians of?</p> <p>There are lots of Pentecost craft ideas on the internet - see note at end of lessons e.g.</p> <ul style="list-style-type: none"> Flame headbands Red/ orange crepe streamers / wind-catchers / paper-weaving 'Flame' iced cakes / biscuits Giant dove collage / banner / mobile Prayers written on flame shapes An altar frontal with scene of Pentecost story <p>Some could work on a dance drama of the Pentecost story or practise singing, signing, or accompanying, a Pentecost song e.g. <i>Wa wa wa Em-imimaa</i> / <i>No more waiting / God is with us forever</i> - see Resources.</p> <p>How do you think Christians feel when they are celebrating at Pentecost?</p> <p>About 10/15 mins before the end of the session, bring the children together. At Tom and Tessa's Pentecost Party, the children gather at the end to sing and pray and tell the story once more. Sometimes the vicar gives a little talk too. We are going to act out this part of their party.</p> <p><i>If you have church members present, they could say 'The Lord is here/ His Spirit is with us'.</i></p> <ul style="list-style-type: none"> Sing a Pentecost song Read the Pentecost story and then interpret it in drama or dance if done Share the crafts and connect to the story / use the 'popcorn' idea - see sidebar / Appendix 1 Read a Pentecost Prayer - <i>We thank you God our Father for sending the Holy Spirit so that we may know you are always with us.</i> Sing another song - or listen to 'Spirit of God unseen as the wind' <p>Alternatively, for this lesson, you might prefer to be involved in a whole school focus day on Pentecost. These resources may help (see Resources)</p> <ul style="list-style-type: none"> Experience Pentecost e.g. experiencing some of the interactive stations Pentecost Musical e.g. learning some of the songs for this KS2 project Pentecost Pause Day - using the KS1 materials 	<p><i>You could compare the disciples' feelings to the 'rabbit / badger' stories.</i></p> <p>A very simple Pentecost Song- Tune "Brother Jacques": Tongues of fire x2 Rushing wind x2 Come O Holy Spirit! Come O Holy Spirit! Promised one x2</p> <p><i>'Spirit of God unseen as the wind' is sung to the 'Skye boat song' -</i> https://www.youtube.com/watch?v=dY8AZ46GKqC</p> <p>Appendix 1 is a simple talk which Tom and Tessa's vicar might give at the Pentecost party. Teachers may want to use the 'popcorn' idea too.</p>
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EXPLORE
(3)
the 'Fruit of the Spirit' in Christian Living

2f I can talk about an important message that people might want everyone to hear, including a message important to Christians

3b I can describe some of the things Christians learn about the 'Fruit of the Spirit' and some ways the fruit might show in their lives

Teacher's note: Christians believe that God the Holy Spirit works in their lives to make them more like Jesus. St Paul, a famous New Testament author, wrote that as Christians faced difficulties, God the Holy Spirit began to change them on the inside, developing in them the qualities that God wanted to see. 'By their fruit, you will know them,' said Jesus, and St Paul talks of the good qualities growing like fruit in a faithful believer's life: the 'fruit of the Spirit'.


Can you identify these fruits?

Show children a real fruit bowl with a variety of fruit or show pictures. Identify. Which fruit would you enjoy most? If you were a fruit tree, which one would you like to be? Why?

Look at some rotten fruit if possible. Why don't we eat fruit when it is like this?

What do Christians mean by the Fruit of the Spirit?

Tom and Tessa have brought you some fruit of a different kind! Find the nine words (see below) in their bag. They have been learning about these at church. Do you know any of them? If they were like real fruit, which one would you choose to grow?!



There is a note here from Tom:

Hi everyone! Tessa and I are very glad that God is with us always. But sometimes we forget God's good ways and we want to tell a lie or be unkind to someone. Does that happen to you sometimes too?

When Tessa and I pray to God for help, he helps us to do the right thing. The Holy Spirit is like an invisible friend who is real. He warns us when we are wrong but we don't always want to listen to God's ways. Other times we listen and ask God to help us and that's when these special 'fruits of the Spirit' start to grow in us, fruits like kindness and patience. Which of our 'fruits of the Spirit' would you like to grow?

• Love	• Joy	• Peace
• Patience	• Kindness	• Goodness
• Gentleness	• Faithfulness	• Self-control

If you have a values-based Collective Worship programme, you may be able to make some useful links between the values and the Christian 'Fruits of the Spirit'.

You could explore this lesson using 'The Fruits of the Spirit' from Reflective Storytelling Bk 2 (see Resources). The Discovery Centre Team have storytellers who could lead the whole session based on the story, with 'I wonder' questions and art / craftwork.

3d I can recognise some of the things which influence me e.g. family, friends, faith, and know Christians say the Holy Spirit transforms them

3f I can link things / people that are important to me, like those who support and help me, with the way I think and behave


What do Christians learn from these songs?

Tom and Tessa know several songs about the fruit of the Spirit. They have to choose one to sing in church.

Which one do you think they should choose and why?

- The Fruits of the Spirit (Wesley's Wuppets)
- Fruit of the Spirit Children's Song (Mark Jabez)
- Holy Spirit work in me <https://www.maynardsgroovytones.co.uk/jukebox/oholyspirit>

'O Holy Spirit Work in me' is a really useful example of a Christian children's song about the Holy Spirit making Christians more like Jesus. Be aware that if you don't download it £0.70, there is a copyright note in the middle of the song.



Which fruit would you like to grow?

You may have had a favourite fruit in the fruit bowl at the start? Or maybe your favourite fruit was not there? Which of the nine 'Fruits of the Spirit' would you like to grow?


Make a picture of a piece of your favourite fruit. Stick it on a card and punch a hole in it so you can hang it up on a 'fruits of the Spirit' tree – maybe made out of some twigs? On the back of the card, write which of the 'fruits of the Spirit' you would like to grow. Or which you think would be best to grow in school? Which do you think you are starting to grow already?

What would the opposites of the fruits of the Spirit be? What would a school or family be like if these were the fruits we grew?

How do the 'Fruit of the Spirit' help people know that 'God is with us' in our world?

Share your work on the 'Fruit of the Spirit' with a Christian e.g. local vicar or members of your Open the Book team. Then interview them: *Have you felt God change you? What does Pentecost mean to you? How do you know God is with you? Which of the Fruit of the Spirit do you want God to grow in you?*

OR Read the book 'Maybe God is like that too' and talk about the question above. See [Resources](#).



'Music Machine' is an old Christian children's musical celebrating and explaining the nine different Fruits of the Spirit in individual songs. The songs can be found on You-tube.

You could connect to changes in the Rabbit story at the start. The more the friends did the things Rabbit liked, for example, the more life was like Rabbit had wanted it to be.

Read what the C of E says about helping young children understand the Fruit of the Spirit: <https://churchofenglandchristianings.org/after-a-christening/fruits-that-are-special/>

Knowledge Organisers (KO)

I have been working on various projects to support the delivery of Emmanuel Project 2020. Included in this are knowledge organisers for each unit. A KO is a document

(preferably a single page) that sets out the 'powerful knowledge' for a given topic of study through key facts and information that children need to have a basic knowledge and understanding. KOs can be used across the curriculum, although they may look slightly different for different curriculum areas. I hope to have these completed and ready for 2020/21 and available on the website. Let me know if you are using something different!

LKS2 How do Christians show that 'reconciliation' with God and other people is important?

<p>Prior Learning Christians pray to God and worship Him. Jesus was a Rescuer who taught about God. The parable of the Lost Sheep. The Holy Spirit is an invisible friend and helper. Christians help others and welcome them into their church family.</p>	<p>What should we know? That reconciliation is about fixing what is broken. That Christian's believe: The world needs reconciliation. The Bible and stories Jesus told teach about reconciliation . God offers forgiveness to all who repent and admit wrongdoing. That God wants us all to be peacemakers.</p>		<p>What should we be able to do? <i>Explain that reconciliation means mending a broken relationship.</i> <i>Understand that Christians learn about reconciliation from the Bible through stories Jesus told such as the prodigal son.</i> <i>Know that Christians ask God to forgive their sins. This is called confession.</i> <i>Explain that Christians believe God wants them to be peacemakers based on the example of Jesus.</i></p>	<p>Future Learning Cross as a symbol of love, commitment and sacrifice. The Kingdom of God with Jesus as King. What sin is, and that Christians believe Jesus is the saviour who rescues people from sin. How the Holy Spirit helps spread the message of Jesus.</p>
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<p>Parable Confession</p>	<p>Stories Jesus told to help his followers learn more about God: In Christian prayer and worship, time is made for people to recognise the wrong they do as individuals and to seek God's forgiveness.</p>	<p>Reconciliation Repentance</p>	<p>Reconciliation is the technical word for mending friendships. Repentance means saying sorry and showing you mean it by changing your behaviour.</p>
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Blessed are the peacemakers, for they will be called children of God. - Matthew 5:9

What words should we understand and be able to use?

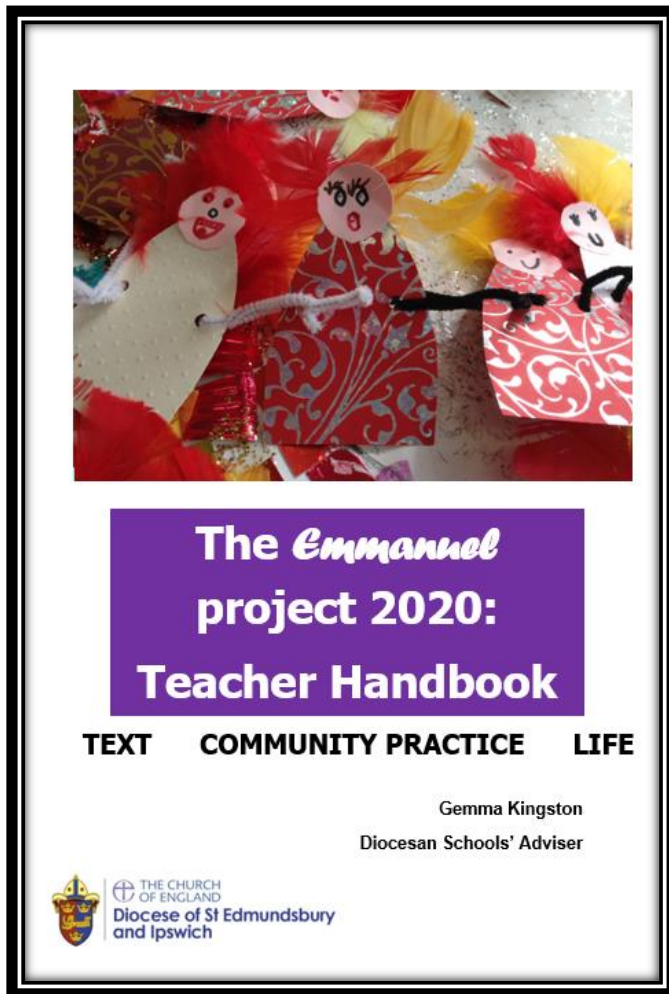
Deep Dives in RE - If Ofsted came to your school and completed a deep dive on RE, would you be ready? Training available in Summer Term!

- ▶ How is your RE curriculum 'conceived, taught and experienced'?
- ▶ How do you know that your pupils 'know more and are able to do more' in RE?
- ▶ **What difference would it make if RE was missing from education in your school? Would it matter?**

The above questions are for RE subject leaders to consider and are taken from our deep dive RE document soon to be available. While not applicable to VA schools, where SIAMS inspects the effectiveness of RE, CEVC and community primaries could still have an RE deep dive during an Ofsted inspection. **How ready would you be?**

For more information on the Ofsted Framework and its implications for RE read <https://www.natre.org.uk/news/latest-news/new-ofsted-framework-and-its-implications-for-re/>





The Teacher

Handbook 2020

A teacher handbook for the Emmanuel Project will also be available alongside the new revised scheme of work. The handbook will explain the **intent** of the RE curriculum, explain outcomes for each phase, skills and knowledge progression and explain the placement of each unit over the year. This will be a helpful tool for any teacher who needs to understand the scheme of work and how it should be implemented.

Free self-study course



Teach:RE Primary – an introduction.

This is a new **FREE** self-study course for beginner teachers, NQTs and HLTAs. It is designed to take 12 hours. I would be interested to hear from anyone completing the course.

<https://www.teachre.co.uk/teach-re-course/teachre-primary/>

Spirited Arts 2020

We mention this each year but now is the time to get planning for the 'Spirited Arts' competition run by the National Association of RE Teachers (NATRE).

<https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2020/>

Get involved in the 2020 competition! In its 17th year, this competition has attracted over 340,000 participants (averaging 20,000 per year!) since 2004, with

2,000 entries being sent in to NATRE each year for judging. Hundreds of UK schools get involved, with entries coming from as far a-field as Hong Kong and Australia, Thailand and Bahrain.

The annual competition starts at the beginning of every school year and runs through to 31 July, in order to enable teachers to incorporate the art competition into their RE lessons. **Many schools have an 'Spirited Arts' unit of work, or a special learning RE/arts week.**

Themes for 2020 – NATRE has some exciting new themes for you and your pupil's this year. We have reproduced them here for you but do go on the website and check out the whole competition. Look at some of the galleries of past winners and discover other useful material for RE teachers on this classroom focussed website.

<p>Picturing Faith (Photo section!)</p>	<p>This is an innovation for our Art in Heaven competition. Pupils are invited to select up to 4 photographs from a visit to a place of worship (or another trip connected to RE) – preferably those taken by themselves, and give a brief commentary on the pictures to say what was great and what they learned from their visits. Comments about the emotions and the purpose of the place, not just 'labels and captions' are best. We suggest they are sent in a PPT presentation (or similar). If you have another way of responding to the theme 'Picturing Faith' then that is fine, please do send it in!</p>
<p>God's good earth?</p>	<p>Are we spoiling God's good earth? Should we be thankful for it? Can we save it in time from the threats of climate change? The beauty of the earth is celebrated in many religions, but the human spoiling of the earth is a danger and a coming crisis. In this theme, learners are invited to explore ideas and beliefs about the natural world, human responsibility for the earth and ways of praying about climate justice. Great work will show some originality: the globe in God's hands won't win!</p>
<p>Inspiring!</p>	<p>What inspired you? A song? A quote? Another person's life? A place? Religion offers people inspiration to live. Sometimes an inspirational life, a person's example, a text or a piece of music crystallizes our inspiration. In this theme, you are invited to identify what inspired you from a religion – it doesn't have to be your own faith, as inspiration tends to spill over the edges of religions. Explain through your art and text what connects your inspiration to spiritual or religious life</p>

<p>Holy Words!</p>	<p>What words are holy for you? Select a saying or story you really love about peace, faith, unity, prayer or some other religious theme. Incorporate your holy words into your design or art and express the value and meaning of the words you have chosen in the images and art that you make. This theme has a close connection to the study of holy books and teaching from 2 or more different scriptures can be used, so get reading from the Torah and the Gospel, the Qur'an and the Gita, the Dhammapada or the Guru Granth Sahib. And add some words from a non-religious source of wisdom too if you like.</p>
<p>Where is God?</p>	<p>Atheists, agnostics and believers in God might all respond to this by expressing their sense of the search for God or finding God. Where's God? In your heart, in prayer, in the temple or the universe? Or is she hiding? Is he not there at all? Looking for God, searching for him or her, matters: but how are we doing in finding God? Would you search with google or a 'god detector'? Is God on Instagram or WhatsApp? Can God be found by prayer or by looking among the world's suffering people? This popular 'Art in Heaven' theme produces great work where pupils use ideas from religions clearly: The Jewish Psalms 42 and 43 are where it starts.</p>

Visits and Visitors

Arranging visitors and visits, especially for those which are not Christian in nature, is not always easy. We recommend that schools use the services of the East of England Faiths Agency. <http://www.eefa.net/>

General resources

RE Online - <https://www.reonline.org.uk/>



The website has been updated to make it more user-friendly. There are new drop-down boxes for subject knowledge and updated sections on assessing and leading, which reference the Commission on RE and the new Ofsted framework, including a downloadable document to support teachers developing a vision for RE.

Checklist for RE Subject Leads. RE: Online have produced a practical checklist as a very helpful tool for RE Subject Leaders to ensure they are well equipped for

leading RE. Have a look and download the PDF at:

<https://www.reonline.org.uk/leading-re/a-practical-checklist/>

#BalancedRE - <https://balancedre.org.uk/>



A new website is being created to

support the development of the Balanced RE approach, using Theology, Philosophy and Human Science as a scaffold. While the site is not yet complete, there are useful definitions of the three areas of study and a film that could be used in staff meetings.



Barnabas in Schools have also revamped the style and content of their fortnightly

email newsletters with information on new teaching resources and tips, and now have a regularly updated Facebook page. To subscribe to either, please visit:

<https://www.barnabasinschools.org.uk/keep-touch-barnabas-schools>

The Interfaith Network for the UK

The Inter Faith Network for the UK has published a resource for primary schools to help pupils learn about inter faith activity. The resource has a teacher introduction and four units to help pupils explore the diversity of inter faith activity.

Aimed at upper Key Stage 2 (ages 9 – 11 year old), it hyperlinks to a range of organisations and ongoing projects. Units cover the topics of diversity, why interfaith activity is important, dialogue, social action, and sport.



The resource benefited from input of RE Council contacts and material from IFN member bodies more widely as well as piloting with some primary schools.

Because of the different educational frameworks, the resource is England focused. IFN is in conversation with national inter bodies of the other nations about the possibility of tailored versions. The resource can be found at:

<https://www.interfaith.org.uk/resources/learning-about-inter-faith-activity-a-primary-resource>

Inset for Spring Term 2020

Bookings for courses can be made on-line, where you will find additional details/ flyers. Day courses - £100 for subscribing schools /£200 for others. Half days are half those prices and twilights are less. 50% discount on additional course delegates.

<https://cpd.schoolschoice.org/courses/bookings/default.asp>

Further enquiries to our Education Administrator: Jacqui.studd@cofesuffolk.org

***Staff meetings for groups of schools** can also be booked for those beginning to use the Emmanuel Project for the first time, or who want to look at a specific area or phase of RE. Contact gemma.kingston@cofesuffolk.org for details.*

26 February 9.30–12.00	Basics of RE	Heads and governors, new subject leaders	Trinity CEVA Primary School, Stowmarket
26 February 1.30-4.30	Basics of Collective Worship	Heads, Senior leaders, governors	Trinity CEVA Primary School, Stowmarket
29 April 9.30 -12.00	Basics of RE	Heads and governors, new subject leaders	Trinity CEVA Primary School, Stowmarket
29 April 1.30-4.30	Basics of Collective Worship	Heads, Senior leaders, governors	Trinity CEVA Primary School, Stowmarket
19th May 9.30 – 12.30	Deep Dives and RE	RE subject leaders	Trinity CEVA Primary School, Stowmarket
25th June 9.30-12.30	Deep Dives and RE	RE subject leaders	Trinity CEVA Primary School, Stowmarket