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PUBLIC

To: Members of Standing Advisory Committee for Religious Education

Friday, 24 June 2022

Dear Councillor,

Please attend a meeting of the **Standing Advisory Committee for Religious Education** to be held at **1.00 pm** on **Monday, 4 July 2022** in Committee Room 1, County Hall, Matlock, DE4 3AG, the agenda for which is set out below.

Yours faithfully

Helen Barrington
Director of Legal and Democratic Services

A G E N D A

PART I - NON-EXEMPT ITEMS

1. Welcome/Introductions

2. To receive apologies for absence (if any)

3. To receive Declarations of Interest (if any)

4. To confirm the non-exempt minutes of the meeting of the SACRE held on 21 March 2022 (Pages 1 - 6)

4 (a) Matters Arising from the minutes

5. Reflections on Destiny and Destinies

6. SACRE Report 2022 (Pages 7 - 18)

7. Course and Conference Programme

8. Future of SACRE

9. Any Other Business

PUBLIC

MINUTES of a meeting of **STANDING ADVISORY COMMITTEE FOR RELIGIOUS EDUCATION** held on Monday, 21 March 2022 at County Hall, Matlock, DE4 3AG.

PRESENT

Councillor R Flatley (in the Chair)

LEA Representatives (Committee D)
Councillors C Dale, R Flatley, N Gourlay (substitute member) and S Swann

Teacher's Associations (Committee C)
K Gibbs, D Hammond and A Howes,

Church of England Representatives (Committee B)
Rev S Watson

Other Christian and Non-Christian (Committee A)
N Hoskin -Stone and Mrs S Lewer

Co-opted Members
K McCrae

In attendance - Mr S Ford (Childrens Services) & Mr I Walters (Commissioning, Communities and Policy)

Apologies for absence were submitted on behalf of Councillors A Dale and J Patten, and J Clapham, E Johnson, N O'Callaghan and A Rehman
.

1/22 WELCOME AND INTRODUCTIONS

The Chairman welcomed everyone to the meeting, and members introduced themselves

2/22 TO RECEIVE DECLARATIONS OF INTEREST (IF ANY)

There were no declarations of Interest

3/22 MINUTES

RESOLVED to confirm the minutes of the SACRE meeting held on 8 November 2021

There were no matters arising from the minutes

4/22 MINISTERIAL STATEMENT ON RE

Steve Ford had provided members with a link to the full ministerial statement made by Robin Walker, MP for Worcester and Minister of State for School Standards, on 9 November 2021 in response to a question from Kim Leadbeater MP. He stated that the government firmly believed that religious education (RE) was important. Good quality RE was essential in developing children's knowledge of British values and traditions, and those of other countries. RE was a vital part of fostering understanding among different faiths and beliefs, which is why it was a compulsory subject for all state-funded schools up to the age of 18.

Members present generally felt that this was to be welcomed and a positive step forward with members noting RE's close links to other areas of the curriculum such as citizenship, history and personal, social, health and economic education. Following discussion it was agreed that the Chairman on behalf of the SACRE write to the minster to reinforce the view of teachers that this ran the risk of RE being incorporated too heavily into other such subjects and losing its distinct benefits gained by teaching the subject independently.

Members also noted that teachers of RE, as with all subjects, had been placed under immense pressure over the last few years within schools. Notably, it was raised that schools had suffered from higher rates of staff absences and restricted capacity due to the pandemic. These were issues that the Committee would like the Government to recognise as part of its ongoing support for the education sector

RESOLVED to note the Ministerial Statement and that a response would be sent from the Chairman to the Minister as detailed above.

5/22 CASE STUDIES OF GOOD PRACTICE IN SCHOOLS

Steve Ford had provided members in advance of the meeting with case studies of good practice from St Andrews CE Junior School, Hadfield and Baslow St Anne's CE Primary.

As a Church of England school, the Christian ethos at St Andrews was at the centre of everything they did. Jesus recognised that true healing was not just about the physical, but the inner person; time and again he addressed that inner aspect of people's lives. Recognising this, the school sought to develop the inner-self alongside teaching and learning with a focus on moral integrity and the development of courageous advocacy. They realised that a strong, resilient self-image is key to good learning, so focusing on mental health was just as important as effective teaching. The School wanted the children to become self-aware, problem solvers who were resilient and able to resolve conflict effectively.

At the centre of the schools mental health provision lies MACAWS (**M**otivating **A**ll **C**hildren to **A**chieve **W**ith **S**upport)[i]. It is the schools main priority to help all children to achieve the best they can, both academically and personally. However, it was understood that sometimes life doesn't always go to plan and that children may need a little extra support to ensure both mental and emotional well-being whilst they are in our care.

MACAWS did this in a number of ways including a special sensory quiet area where children can go if they need time alone, a MACAWS room where lead staff can help children with their issues, and Mental Health Champions – year 5 and 6 pupils who provide a mentoring and support role within the school. The school also runs Relax Kids sessions to help children regulate their emotions and learn self-soothing techniques. MACAWS is fully integrated with their SEND provision and was there to support all children who might need it.

The Headteacher from Baslow St Anne's Primary School, working alongside the Diocese of Derby had been given the opportunity to work out in Kolkata with 39 teachers and students from Derby University.

She described the highlight as being based in a school where, although a very early start, the children came in so keen to learn and be at school. Working alongside the committed teachers and finding ways to further improve classroom life and learning for these children, who sat on hard wooden floors with a simple blackboard and piece of chalk. This was a real learning curve for the children at Baslow, where they could see the difference in their school lives and the way they learned and the privileges they have. This instigated the School Council to organise raising funds to enhance provisions for our link school and children in Kolkata.

The Headteacher felt privileged to have had the experience and the importance for the school to keep this link with Mahamaya School strong and as a prominent part of their curriculum, global awareness, alongside courageous advocacy, and fundraising

Members commented on the excellent case studies provided and Steve Ford informed those present that these would form part of a report to be sent to the DFE outlining the ongoing positive work with regards to RE that was going on in Derbyshire & Derby City.

RESOLVED to note the case studies showing good practice.

6/22 JOURNEYS OF DESTINY & DESTINIES - UPDATE

Members had received a summary report from Ava Hunt which provided details of the Journeys of Destiny and Destinies – companion pieces – which were awarded the Children & Young People Now Arts and Culture Award in March 2021

Sadly due to a lack of ongoing funding, there were currently no plans to re-tour Journeys of Destiny into schools. Ava Hunt Theatre (AHT) continued to work with young people using drama as a pedagogy delivering workshops that explored values and citizenship in Adult Education centres across the county. These workshops had been developed with Sally Siner (Prevent Officer for Derby City).

AHT remained open to discussion about how they might fund and continue to use live theatre/drama or digital theatre resources to work in schools and further support to the aims and objectives of SACRE.

Steve suggested that Ava and perhaps some of the young actors be invited to the Development Day in the Summer, with the hope of providing a live performance or a recording of it.

RESOLVED to note the update

7/22 FUTURE TRAINING FOR SCHOOLS - DRAFT PROPOSALS

RE Today Services had been delighted to work again with Derbyshire SACRE and for the first time with Derby SACRE to produce the 2021-2026 Joint Derby and Derbyshire Agreed syllabus.

The training was planned, written, and delivered by Fiona Moss and Lat Blaylock from RE Today services. These day long face to face events were spread across the county to ensure they were accessible to all schools.

In total over face to face, virtual and recordings of the training almost 400 teachers of RE have been trained on using the syllabus. Overall teachers graded the launch 94% very good and 5% good.

Steve Ford had now provided members with possible RE Today training for Derby City and Derbyshire schools as follows:

Help I'm the RE subject leader: Primary: 1 day: can be provided as a face to face event or a virtual event.

This course was ideal for new subject leaders and would take place face to face/online. If teachers had been a RE subject leader for a while and had not attended similar training they would also find this useful. This gives great support to a new subject leader in a community or a church school during their early days of leading the subject

RE in the Early years: *1 day or half a day: this works best as a face to face event*

How does RE fit into the new EYFS requirements?
This course would provide ideas for teaching and learning that fit with the new requirements. It would also give time for practitioners to share ideas and resources. There will be suggestions of how to include story, festival art and song into RE in the reception class.

Deep diving into RE: Primary and Secondary: Ideally 2 x 2 hour online sessions with a gap task or (less ideal) 1 x 4 hour long afternoon

These sessions would help teachers to consider what a good RE curriculum looked like and how to answer any questions on RE provision, quality and progression in the subject from visitors including OFSTED inspectors.

They would look carefully at the OFSTED research review and consider what that might mean for RE in our schools.

RESOLVED to note the training proposals

8/22 <u>ANY OTHER BUSINESS</u>

The Chairman updated members in relation to the response from DCC and the District and Borough Councils to the current situation in Ukraine in terms of housing refugees and financial support to help the effort.

K McCrae, informed members that the Open Centre in Derby now had a lot of online resources, such as videos and teaching aids, that people could subscribe to.

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Derbyshire and Derby City SACREs Report 2022

Introduction:
Message from the Chairs of Derbyshire and Derby City SACRE

This has been an extremely challenging time for all colleagues working in educational settings throughout Derbyshire and Derby City. The Derbyshire and Derby City SACREs (DDCSs) would like to express their appreciation to all colleagues in all educational settings for their efforts to sustain a good quality of education during and beyond the pandemic period.

The Derbyshire and Derby City SACREs have also been busy during this period. The Agreed Syllabus for Religious Education 2020-2025 was produced and successfully launched, acknowledging that the study of religious and non-religious world views is a core component of a rounded academic education. The syllabus acknowledged that young people today are growing up in a world where there is an increasing awareness of the diversity of religious and non-religious world views, and they will need to live and work well with people with different outlooks from their own. Therefore, the Derbyshire and Derby City Agreed Syllabus for Religious Education needed to explore the important role that religious and non-religious world views played in all human life. This was identified as an essential area if pupils were to be well prepared for life where a world controversy over such matters is pervasive and where many people feel they lack the knowledge to make informed decisions.

The Agreed Syllabus for Religious Education was successfully launched in 2020 and was accompanied by a series of launch events, to which all schools were invited. As a result, over 400 teachers of RE have been trained on using the syllabus. Overall, teachers graded the launch: 94% very good and 5% good. As well as further details of the training programme contained within this report, more detailed case studies from three schools illustrate the importance of Religious Educations and the broader focus upon pupils' Spiritual, Moral, Social and Cultural development, both during and beyond the Covid period.

Both SACREs have also been keen to acknowledge the contribution made by the Open Centre, Derby, established in 1981 to promote understanding between different communities by celebrating and raising awareness of their faith and cultural heritage through personal experience. DDCSs continue to support the work of the Open Centre and look forward to the expanding role based upon its new online services.

The DDCSs would also like to acknowledge and support the work being undertaken with regard to the Journeys of Destiny and Destinies initiatives, which in March 2021 were awarded the Children and Young Peoples Arts and Cultural Award. In May 2021, the project was also invited to an online celebration of Amnesty International's 60th year and Social Justice Festival.

More recently DDCSs have both welcomed and responded to the ministerial statement made by Robin Walker, Minister of State for School Standards, on the 9 November 2021 in response to a question from Kim Ledbetter, MP Robin Walker stated that the government firmly believed that religious education (RE) was important. Good quality RE was essential in developing children's knowledge of British Values and traditions and those of other countries. RE was also a vital part of fostering understanding of different faiths and beliefs, which is why it remains a compulsory subject for all state funded schools up to the age of 18. SACRE members felt that this statement was to be welcomed and represents a positive step forward, with members noting the close links to other areas of the curriculum such as citizenship, history and personal, social, health and economic education.

SACRE members also noted that teachers of RE, as well as with all subjects, have been placed under immense pressure over the last few years within schools. Notably some schools have suffered from high levels of staff absences and restricted capacity due to the pandemic. These were issues that the SACREs would like the government to recognise as part of its ongoing support of the education sector.

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A response from the SACRE chair was duly sent to the relevant Minister. The Department for Education (DfE) replied on the 18 May 2022 stating that *"the Department absolutely recognise the pressures that all school staff have been under during the pandemic, and we appreciate the hard work and resilience that has been demonstrated throughout. It is important to acknowledge that many teachers are still facing challenges and they should continue to feel supported."*

A sentiment that both SACREs whole heartedly support.

The DDCSs are planning for the future and details of proposed training courses are contained within this report. Also, as part of its efforts to re-energise SACRE processes during the post-pandemic period, a joint SACRE Development Day is proposed for the summer term 2022, during which future plans and projects will be discussed as part of the ongoing commitment to RE and collective worship across Derbyshire and Derby City.

Cllr Robert Flatley,
Chair of Derbyshire Standing Advisory Council on Religious Education

Cllr Emily Lonsdale,
Chair of Derby City Standing Advisory Council on Religious Education

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Derbyshire and Derby Agreed Syllabus launches

RE Today Services were delighted to work again with Derbyshire SACRE and for the first time with Derby SACRE to produce the 2020-2025 Joint Derbyshire and Derby Agreed Syllabus.

We planned to hold 6 or 7 face-to-face events. The training was planned, written, and delivered by Fiona Moss and Lat Blaylock form RE Today services. These day-long face to events were spread across the county to ensure they were accessible to all schools.

The first four events in February and early March 2020 were held and were a great success with over 250 delegates attending from primary and secondary schools across the city and county. Due to the Pandemic lockdown the next three events were postponed in the hope that they would be able to be held face to face. It became clear that this was not possible and so three virtual full day Syllabus launches were held in October 2020. These events were delivered by Fiona Moss and Lat Blaylock and hosted on their virtual training platform. More than 100 delegates attended these three events, and a recording of the event was provided to some other schools who were unable to attend.

In total over face to face, virtual and recordings of the training almost 400 teachers of RE have been trained on using the syllabus. Overall teachers graded the launch 94% very good and 5% good.

Comments that were typical, included:

Brilliant training, really useful and well structured. Very inspiring x

Thank you for today, it has been really useful and given me lots of ideas to take back into school. Thanks again :-)

I liked the interactive sharing of resources and demonstration of how these could be applied in the classroom. The delivery of information from Lat and Fiona

Thank you so much for a productive and informative day!

Thank you, you've both been fab!

Derby City Council

DERBYSHIRE County Council

Derbyshire and Derby City SACREs Report 2022

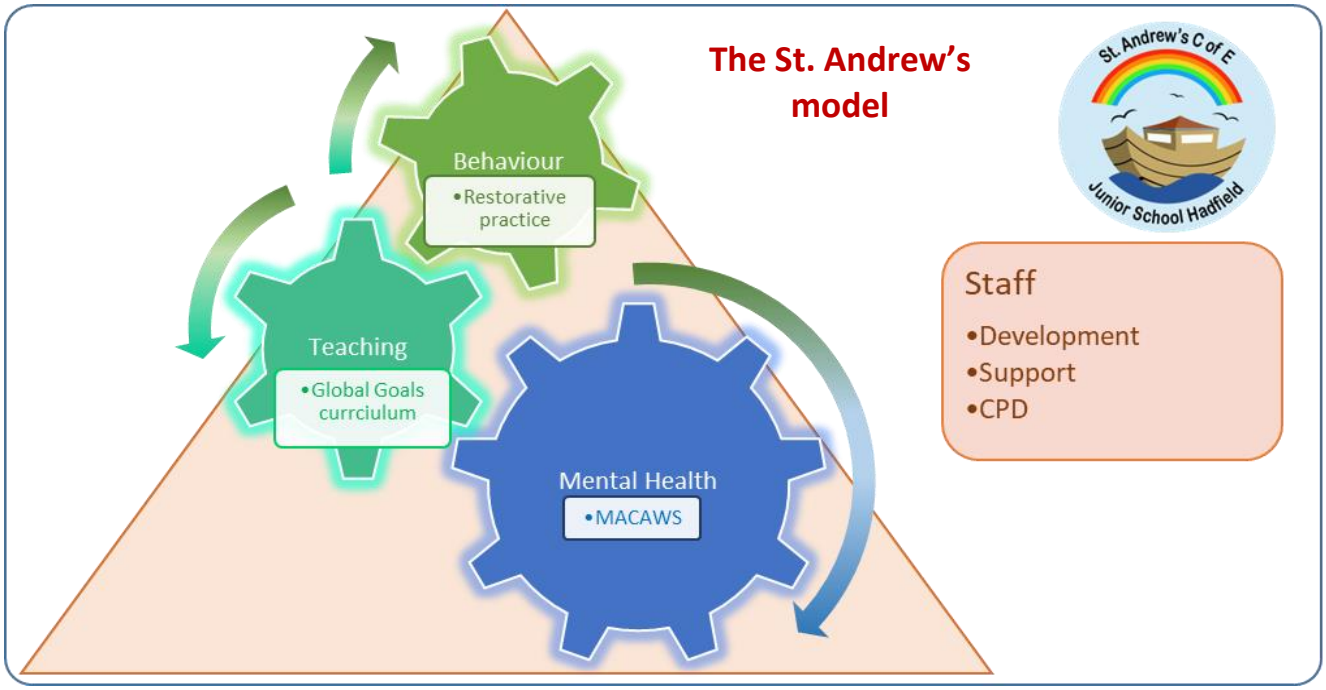
Case Study 1: St Andrew's CE Junior school

Our Vision:
Through experiences rooted in Christian Values and through mutual Respect, we guide children to develop Compassion, Responsibility and Resilience in a caring environment.

St. Andrew's CE Junior school is located in the small town of Hadfield, North West Derbyshire with just over 200 pupils and is double form intake. Our recent OFSTED inspection (November 2021) resulted in a strong 'Good' rating overall with Personal Development rated as Outstanding[1]. As a Church of England school, the Christian ethos is at the centre of everything we do. Jesus recognised that true healing was not just about the physical, but the inner person; time and again he addressed that inner aspect of people's lives.

Recognising this, we seek to develop the inner-self alongside teaching and learning with a focus on moral integrity and the development of courageous advocacy. We realised that a strong, resilient self-image is key to good learning, so focusing on mental health is just as important as effective teaching. We want our children to become self-aware, problem solvers who are resilient and able to resolve conflict effectively. What does this mean in practice?

It means that we have an integrated approach to supporting mental health, illustrated below.



At the centre of our mental health provision lies MACAWS (**M**otivating **A**ll **C**hildren to **A**chieve **W**ith **S**upport)[2]. It is our main priority to help all children to achieve the best they can, both academically and personally. However, we understand that sometimes life doesn't always go to plan and that children may need a little extra support to ensure both mental and emotional well-being whilst they are in our care.

[1] https://reports.ofsted.gov.uk/provider/21/112869
[2] https://www.standrewshadfield.org/macaws-1/

Derby City Council

DERBYSHIRE County Council

MACAWS does this in a number of ways including a special sensory quiet area where children can go if they need time alone, a MACAWS room where lead staff can help children with their issues, and Mental Health Champions – year 5 and 6 pupils who provide a mentoring and support role within the school. We also run Relax Kids sessions to help children regulate their emotions and learn self-soothing techniques. MACAWS is fully integrated with our SEND provision but is there to support all children who might need it.

The MACAWS room

We encourage roles of responsibility as an important part of personal development, and alongside our Mental Health Champions there are various roles including Head Boy and Girl, Garden Gang, Pupil Task Force, Collective Worship Leaders, Dojo Den Crew, House Captains and Sports Leaders.

Our curriculum is based on Oxfam Global Goals[3] and is both linked into our Christian values (one value is selected each half-term alongside the current Global Goal) and this is reflected in our daily celebration services and formal teaching; embedded within RHSE but linked through into all subjects. Hadfield has a predominantly White demographic, so we are keen to bring world culture to our children, giving them a knowledge and appreciation of the wonderful diversity of human culture, and imparting a sense of equality and justice. We use the Lyfta application[3] to support this, with its extensive library of worldwide cultural showcases. Just one example of how this works its way out, is that our Year 6 pupils independently decided to get involved with, and campaign for, a local environmental concern "Save Roughfields"[4]. They wrote to the local MP and had a front-page article in the local newspaper.

Religious Education lessons are a combination of the Derbyshire and Derby City Agreed Syllabus and the Understanding Christianity resource. Children explore in depth, Hinduism, Islam and Judaism and compare these along with an overview of other beliefs such as Buddhism and Humanism.

Children are encouraged to ask 'big questions' and to consider their own understanding and subsequently, their place in the world through exploring important themes such as 'What kind of world did Jesus want?' and 'If Jesus were here today, where might he be found?'

[3] https://www.lyfta.com/
[4] https://www.questmedianetwork.co.uk/news/glossop-chronicle/hadfield-school-pupils-make-personal-plea-about-green-space/

There is an emphasis on encouraging the children to reflect inwardly, which can take the form of a short, guided meditation at the start of the lesson to elicit thinking from a deeper place. Spiritual development of the children is highlighted during RE lessons which allow them to discuss challenging questions without the fear of voicing a 'wrong' answer. Responses are recorded in various ways and include poems, prayers and artwork to show understanding of the concepts explored.

At St. Andrew's you'll find a happy, mutually respectful environment where children work well together, behaviour is good, bullying is rare, and the atmosphere is positive and enthusiastic. We link our approach to mental health and behaviour management using restorative practice[5] – both children and staff learn a vocabulary of positive engagement, and where things do go wrong, the emphasis is on restoration, not punishment.

Alongside this sits our staffing resource. There is a strong emphasis on giving staff the support they need both in terms of professional development and personal need. The result is high morale and trust at all levels, and a genuine collaboration between teaching and non-teaching staff.

Case Study 2: Baslow St. Anne's C of E Primary school

Visit to Kolkata, India

Baslow St. Anne's C of E Primary is a small school in the heart of the Peak District with 123 children on roll. As a Church school our Christian vision and values threads through everything we do:

'Life in all its fullness…. growing healthy minds and hearts together.'

Respect, Kindness and Diversity

As Headteacher at Baslow St. Anne's Primary School. it is a privilege to be able to work together as a strong team and community to enable our children to thrive and enhance our children's experiences and awareness beyond our rural village of Baslow. Through our SIAMS and self-evaluation, we are aware that the need to drive courageous advocacy and global awareness is an imperative part of our curriculum. Therefore, when the opportunity to work alongside the Diocese of Derby to work out in Kolkata came up, I snapped up the opportunity.

On January 24, 2020, I (along with 39 teachers and students from Derby University) set out from Birmingham Airport heading to Kolkata and what an incredible experience my visit to India proved to be! From the minute we landed in Kolkata, it was a non-stop exciting week of the most amazing experiences. From seeing the Ganges and peoples' lives around this river, temples and being fully immersed in a Hindu festival, to spending three days with a host family out in the village of Mahamaya and really getting a flavour of true Indian life: cooking, shopping, going to the water pump for water, cows and goats wondering along the paths – a really simple, but content life.

[5] https://primarysite-prod-sorted.s3.amazonaws.com/st-andrews-cofe-junior-school/UploadedDocument/6039a86145f2488fa2496eea5e525c4a/st-andrews-restorative-practice-and-behaviour-policy-2021-final.docx.pdf

A highlight was being based in a school where, although a very early start, the children came in so keen to learn and be at school. Working alongside the committed teachers and finding ways to further improve classroom life and learning for these children, who sat on hard wooden floors with a simple blackboard and piece of chalk. This was a real learning curve for our children at Baslow, where they could see the difference in their school lives and the way we learn and the privileges we have. This instigated our School Council to organise raising funds to enhance provisions for our link school and children in Kolkata.

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A visit to the slums and Brace Bridge School really left an impression and although the surrounding area of the slums and the poor living conditions were a challenge to see, this little oasis of a school central to this was thoroughly uplifting.

The finale was a hot day (although the children were wrapped up in hats, jumpers and scarves, whilst we had sunhats and sun cream on for the 25-degree heat) with over 500 children from the schools that we had worked with coming together to enjoy a celebratory sports day: everything from the traditional sack race, football and three-legged race to enjoying activities with the parachute. The children then all had their lunch of rice, curry, fruit and salad followed by an ice-cream…smiles beamed from the sports field.

As a school, this opportunity and visit has had a real positive impact on our curriculum: it has enabled us to embed the experience into our wider curriculum. We draw on our link to inspire our Enterprise and ethical thinking to take ourselves out of a privileged rural life, to how we can support our link school and children at Mahamaya. We have embedded it into our topic cycle: geography and history; as part of our RE curriculum; and weaved it into our art and DT.

I feel privileged to have had the experience and the importance for us as a school to keep this link with Mahamaya School strong and as a prominent part of our curriculum, global awareness, alongside courageous advocacy and fundraising.

Please do take a look at our school's website: https://www.baslow.school/india.

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Case Study 3: Dale Community Primary school

Dale Community Primary school is a large three-form entry school of around 550 pupils. The school stands on the edge of the Derby city centre in the area which sits within the highest 20% nationally for deprivation. The intake is predominantly from a Pakistani Muslim heritage but there are an increasing number of Eastern European families arriving in the area. Many families often hold onto their heritage and culture and are resistant to change. Some children are rarely taken out of the community and if they do, they will visit relatives in other towns/cities. Many of our children attend mosque every day and have a good understanding of their own religion but very little knowledge about other faiths or cultures.

As our school is becoming more diverse the importance of developing an understanding of different religions and cultures is growing. Using the new RE syllabus we have chosen to concentrate on Christianity, Hinduism and Judaism. The syllabus enables children to learn about these religions in depth and they are then encouraged to compare religious or cultural practices with their own lives so that they can develop an understanding that different people have very different lives, beliefs, practices and ideas.

We have close links with local places of worship and children regularly visit the local Gurdwara, Mandir and Church. Worship leaders from these places of worship also visit the school. We have found we have a fantastic resource in our own staff who follow many different religions. Children are able to talk to them about their beliefs and how they worship and celebrate. We have close links with local mosques and sometimes ask that they reinforce important messages, for instance about tolerance and respect for others.

Our older children also study Humanism which gives them the opportunity to extend their world view even further. Children enjoy RE lessons and the knowledge that they gain helps Dale to be a thriving multicultural, multi-faith school where children play and learn happily together.

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The Open Centre, Derby – the 2022 update!

The Open Centre, Derby was established in 1981 to promote understanding between different communities by celebrating and raising awareness of their faith and cultural heritage through personal experience. The Open Centre works closely with many different communities, faith organisations and places of worship as well as representatives of secular organisations; however the Open Centre is not a religiously based organisation and has no affiliation to any specific faith-based groups.

Pre COVID over 10,000 school children and adults from across the East Midlands visited the Open Centre each year to enjoy the signature **visits to different places of worship** and **hands-on workshops about various cultural and religious practice.** Open Centre staff also go out to schools and groups to deliver workshops. Face to face work began again as soon as was possible and these are again popular options for schools that can and want to travel.

A bonus of the hiatus is that, in the meantime, the Open Centre has expanded its services, online, to meet a need that is further afield, for schools and groups across the East Midlands and beyond.

The Open Centre's new **online services** include a subscription service for our Key Stage 1 and Key Stage 2 users (Key Stage 3 coming soon) which contains over 50 tailored videos with differentiated accompanying activities based on five different faiths told through the perspectives of our staff. In addition to this we have an additional **video service** of "**Spotlight On**" clips when members of a faith (usually staff members) talk personally about different aspects of their beliefs. This can be taken further with the "**Question Time**" clips, unique and personalised, that are actually prepared to respond to questions submitted from the client, thus enabling the closest possible engagement, short of actual 'face to face.' These videos, which are of about 10-minute length, are a real gift for teachers who want to engage learners in active enquiry.

The Open Centre is a registered charity, once but no longer grant funded, prides itself on providing contemporary services that are excellent value, high quality and responsive to need. The on-line resources are proving a popular addition to the existing and well sought-after range of services.

Further information is available at **www.derbyopencentre.org**.

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Journeys of Destiny and Destinies

Destinies was a co-created theatre piece with young people with care experience and unaccompanied asylum seekers in partnership with Derbyshire Virtual School, Sinfonia Viva and Orchestra Live. Young people developed characters, songs, musical composition, animation and performance skills. https://youtu.be/DVsErtZr060

Destinies started rehearsals in 2019 and was originally planned to be a rehearsed play reading for April 2020 with a subsequent tour of schools based on ***Journeys of Destiny*** *(JoD)* model. The piece would explore themes of emotional resilience and the challenges/experience of making new friends in a host community. When Covid happened we had to change our plans.

March 2021
Journeys of Destiny and ***Destinies*** – companion pieces – were awarded Children & Young People Now Arts and Culture Award.

May 2021
Amnesty International (Wirksworth) asked us to contribute to an on-line celebration of Amnesty's 60th year & Social Justice Festival. It was also the 10th year of the Syrian war, and we filmed an interview with Saad AlKassab – whose story was at the heart of JoD. This interview can be viewed from 30 minutes into the footage link: https://youtu.be/kjYOQOLlfUw

November 2021
Two years later ***Destinies*** culminated in a filmed theatre production which was screened at Derby Theatre as part of Culture Cares conference – a national conference bringing together leading practitioners, artists and young people with care experience. Many of the young people had gained significant opportunities to develop new skills, grow in confidence but most importantly made new friendships and felt connection. The film has not been released to a wider public audience yet. All the work has been funded by the Arts Council and supported by Derbyshire Virtual School via their Creative Mentors scheme.

Due to a lack of ongoing funding, there are currently no plans to re-tour ***Journeys of Destiny*** into schools. Ava Hunt Theatre (AHT) continues to work with young people using drama as a pedagogy delivering workshops that explore values and citizenship in Adult Education centres across the county. We developed these workshops with Sally Siner (Prevent Officer for Derby City).

AHT remains open to discussion about how we might fund and continue to use live theatre/drama or our digital theatre resources (as detailed above) to work in schools and further support to the aims and objectives of the Derbyshire and Derby City SACREs.

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Future training proposals from Derbyshire and Derby SACREs 2022-2023

Help I'm the RE subject leader: Primary

1 day: can be provided as a face-to-face event or a virtual event.

This course is ideal for new subject leaders and will take place face-to-face / online. If you have been an RE subject leader for a while and have not attended similar training, you will also find this useful. This gives great support to a new subject leader in a community or a church school during their early days of leading the subject

The three sessions during the day will provide you with the knowledge and confidence to be an effective and inspirational RE subject leader in the primary school. Explore the role of the subject leader, using practical activities to develop your understanding of RE and your leadership and management skills. Focus on creative task setting, planning a scheme of work using your locally agreed syllabus, and effective and manageable monitoring and self-evaluation.

Leading:

- Understanding of the statutory requirements for RE
- The role of the subject leader
- What is RE for? Exploring the aims and purposes of RE
- RE in your school – activities to share with colleagues

Enthuse, empower and inspire:

- Creative and effective task setting in RE
- Activities for children from 4-11 that will challenge, inspire and inform

RE and the curriculum Knowing where you're going:

- Effective and manageable monitoring and evaluation
- Bringing about necessary change.

RE in the Early Years

1 day or half a day: this works best as a face-to-face event

How does RE fit into the new EYFS requirements?

This course will provide ideas for teaching and learning that fit with the new requirements. We will give time for practitioners to share ideas and resources. There will be suggestions of how to include story, festival art and song into RE in the reception class.

Deep diving into RE: Primary and Secondary

Ideally 2 x 2-hour online sessions with a gap task or (less ideal) 1 x 4-hour long afternoon

These sessions/this session helps teacher to consider what a good RE curriculum looks like and how to answer any questions on RE provision, quality and progression in the subject from visitors including OFSTED inspectors.

We will look carefully at the OFSTED research review and consider what that might mean for RE in our schools.