



*South Gloucestershire and Bristol SACRE's
response to withdrawal from visits to some
places of worship*

The Wire Award: Inclusion through RE



The problem as experienced by schools and faith communities?



So what would you do ?



So what did we do ?

Art • History • Language • RE • Science

bmcs
Bristol Muslim Cultural Society

Explore
ISLAM
Teacher and Parent Mosque Visit Guide

Meet your Guide - Rizwan has been working with schools for over a decade and delivered hundreds of mosque visits. He is also a Muslim Chaplain at the University of Bristol.

Tour of Mosque
(Adapted for age group)

From an 8th Century English King's Islamic coin to a Jewish Man building Britain's first mosque - a fascinating look at the History of Muslims in the UK

Art, Science, Technology and even the English Language - an exploration of how Muslims have helped shape the modern world

Virtual Reality Hajj Tour and more...
RE Islam brought to life!

The visit ends with a 'No Subjects Taboo' Q & A session

Modesty Dress Code at Mosque
PRIMARY SCHOOL CHILDREN:
Clothing should be worn which covers from neck to the ankles. Trousers, long skirts (ankle length) and tights below skirts are all acceptable.
Head covering is optional (but recommended as enhances the cultural experience).
SECONDARY SCHOOL PUPILS/ADULTS:
Clothing should be worn which covers from neck to the ankles, including long sleeves. Head covering for girls / women is preferable and advised (some mosques are stricter than others).

Quality Assurance and notes for Parents
Our visits are approved by the Standing Advisory Councils on Religious Education to Bristol and South Gloucestershire Councils:

Bristol SACRE
Standing Advisory Council on Religious Education

Standing Advisory Council on Religious Education in South Gloucestershire

All our staff are DBS (CRB) checked, and visits are usually risk assessed by teachers. If you have any concerns / special requirements, please contact your teachers as soon as possible and we may be able to help.
Please let your child's teacher know if you would like to opt-out of the RE element of the visit and they can be excused during this section.
Note: there is no worship or proselytising during the visit.

SAMPLE LETTER TO PARENTS |

Dear Parents,

As you know, we are always trying to provide opportunities to enhance your child's learning, particularly through visits to places of relevance to the curriculum. Such visits are also of tremendous value in enhancing our school's broad or Spiritual, Moral, Social and Cultural (SMSC) provision. These opportunities provide pupils for life in modern Britain, with its increasingly diverse communities.

The pupils in [...] your group [...] are currently studying [...] name of religion [...] in Religious Education as part of the locally Agreed Syllabus, which is the statutory syllabus for RE in maintained schools in our local authority. As part of this, we are planning a visit to a local [...] place of worship [...]. This is an ideal opportunity for our pupils to get a real insight into a modern [...] Christian / Muslim / Hindu / Jewish / Buddhist / Sikh [...] community and meet some of the people who live and work there. This visit has been planned by your child's teacher, who is leading the visit and working in partnership with [...] names of hosts [...] from the host community.

RE is an academic subject, and it is taught as an understanding of different religions from an unbiased perspective. It also contributes to our SMSC teaching. We feel strongly that pupils need a good understanding of different cultures in order to learn respect for others and practice values of acceptance, tolerance and unity.

For this visit, pupils will need to wear: [...] (worn dress code). Pupils will need to avoid bringing: [...] in their packed lunch or snack.

These are outward to learn of respect for others' beliefs and sensitivities. They do not signify participation in worship. Indeed, as part of this visit, pupils will not be asked to participate in worship, but they might watch worship or prayer that is happening during the visit.

For this visit, your child will also need [...] insert details, especially referencing any voluntary contribution and what it covers e.g. coach, donation to host community, etc...]

As with any school visit, we need parent helpers to ensure adequate pupil supervision. Please speak to your child's class teacher if you can help.

We do, of course, fully respect the wishes of parents with regard to participation in this visit as part of your child's RE learning. If, after consideration, you feel your child will not be participating in this visit, please ensure they are in school as usual, where they will [...] insert arrangements...]. If you do decide to withdraw your child, please could I respectfully ask that you think carefully about how you explain this to your child and are considerate of pupils and families at our school who practice [...] name of religion...]. Please also be thoughtful about any comments posted online which might cause offence.

We are really looking forward to this visit, which will bring pupils' learning to life and allow them to be curious about other faiths and their practices. Do come and talk to us if you have any questions or concerns, or would like to attend with your child.

Yours sincerely,

And the incentive for schools?



Be recognised for your commitment to Inclusivity and better RELIGIOUS EDUCATION!

The Award is for **BRISTOL, SOUTH GLOUCESTERSHIRE and SWINDON** schools and academies.

It is **FREE** to take part and you **Only** have to complete **3** activities:

1. Someone from your school must **attend an RE conference or an RE Hub meeting.**
2. Take a group of your pupils to **visit a place of worship** that is not Christian (or a majority faith represented in your school).
3. **Arrange an encounter day or RE event** and invite a member of SACRE,
or
 Enter a Competition to do with RE (such as Spirited Arts).

Register your interest and receive your free WIRE pack:

Bristol Coordinator (Katy Staples): Katy.Staples@bristoldiocese.org

South Gloucestershire Coordinator (Adam Robertson): AdamR@bristoldiocese.org

Swindon Coordinator (Katy Staples): Katy.Staples@bristoldiocese.org



WIRE Award is a project initiated and administered by Bristol, South Gloucestershire and Swindon Standing Advisory Committees for Religious Education (SACREs).

SACREs are independent bodies which consider the provision of religious education in the area under the jurisdiction of its Local Authority, advising it and empowered to require a review of the locally agreed syllabus for Religious Education.

Criteria 1:

A teacher attends some CPD or local LTLRE/NATRE Hub meeting



Learn Teach Lead **RE**
Improving quality: building community



Standing Advisory Council
on Religious Education in
South Gloucestershire

Criteria 2: The school visits a place of worship that is **NOT** the majority religion of their community.

**St Barnabas Yr6 visit a
Gurdwara**



**The Manor School visit a
Mosque**



Westhill Award: Using the award and our SACRE budget to offer up to 50% of the costs of travel to a place of worship



The Wire Award 2020/2021

Widening Inclusion in Religious Education

Application for assistance with Travel Costs

For South Gloucestershire schools



This project seeks to encourage and support good practice in Religious Education through rewarding schools taking students on visits to places of worship.

South Glos. SACRE recognises that travel costs can be a significant factor in preventing teachers from taking pupils on off-site visits. However, South Glos. SACRE wants to encourage as many schools as possible to give their pupils a chance to meet people from different faiths and see places of worship. To this end it is offering grants of up to 50% towards coach costs to a place of worship. These are offered on a 'first come, first served' basis. Please fill in the application form below.

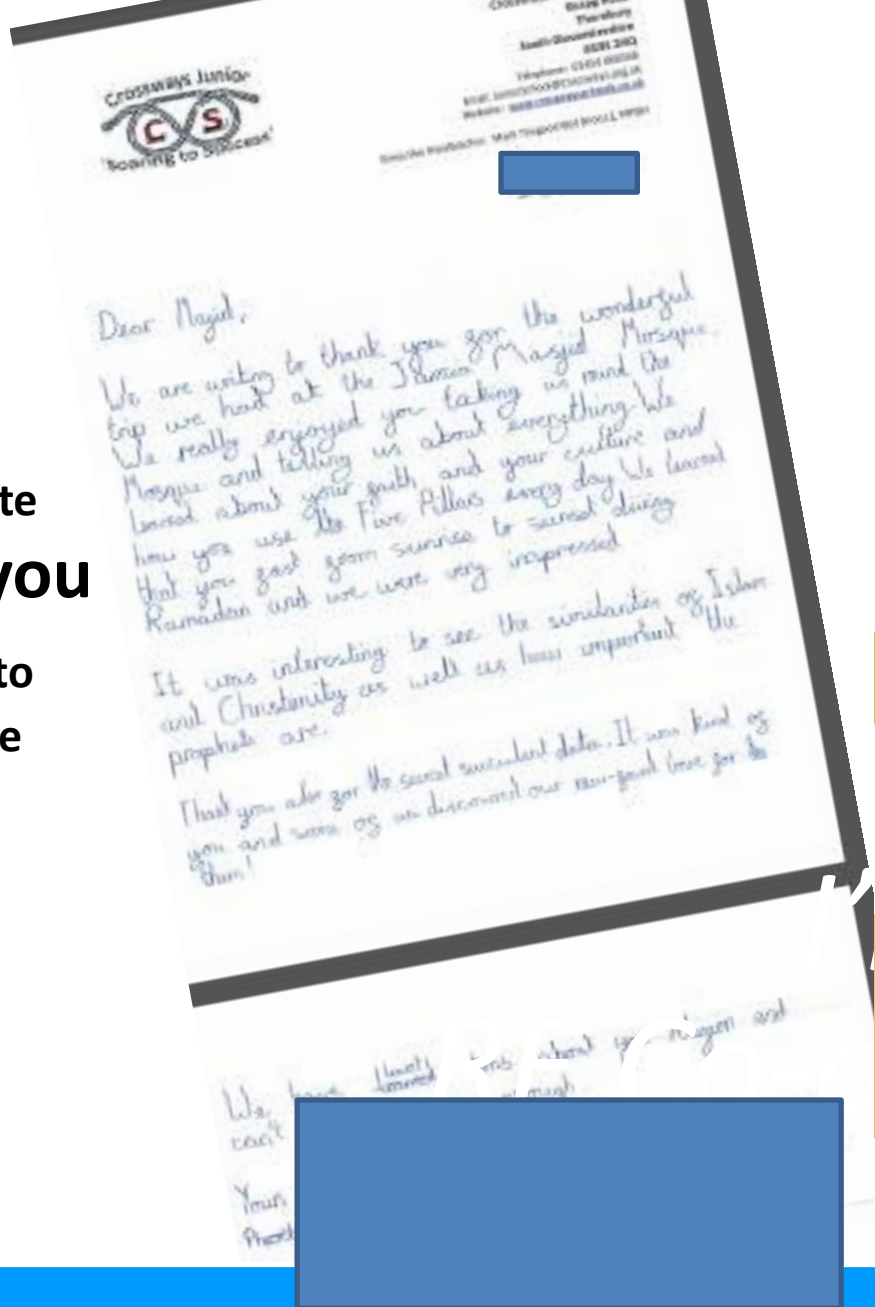


Academic year 2019/20

Name of School	
Address of School	
e-mail address	
Place of worship to be visited and reason for choice	
Total cost of travel	
Grant requested from SACRE	
How will this visit be followed up? What difference will it make?	

Please send this application form to admin@sacresouthglos.org (South Glos. SACRE Adviser)

Crossway Juniors write thank you letters to the Mosque



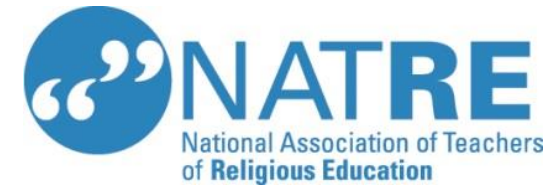
Criteria 3:

Arrange an encounter event or RE day, and INVITE a member of SACRE!



OR Criteria 3:

Enter a competition to do with RE e.g. NATRE Spirited Arts



**Cherry Gardens Primary school enter
the NATRE Spirited Arts Competition**



Katy Staples | Schools Adviser

Evidence gathering:

Simple form, light touch,
provide evidence of follow up
work.

Assessed by SACRE Adviser

The Wire Project - Evidence Collecting Form



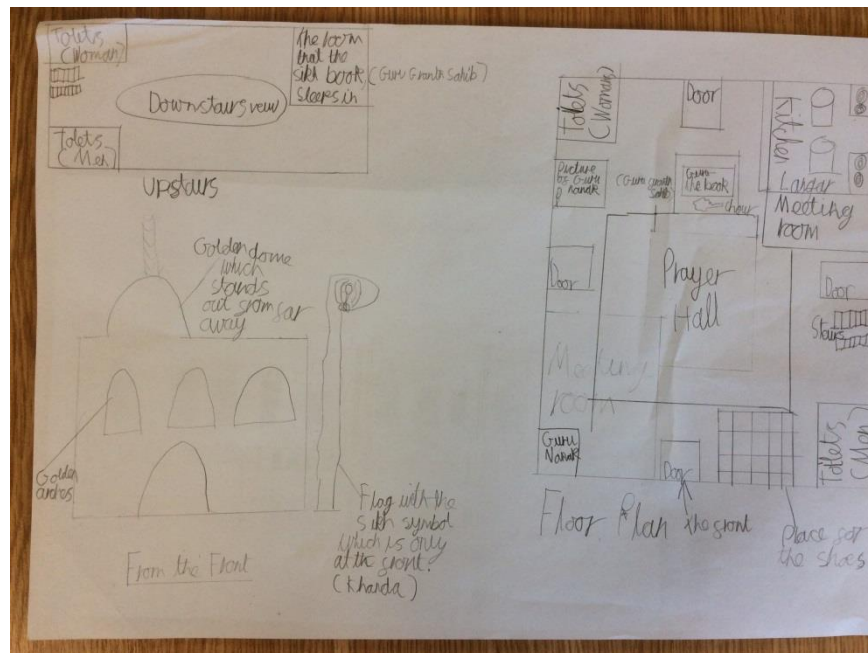
Staff Name: Emily Daverson

School Blackhorse Primary School

For South Glos, Swindon and Bristol Schools

Widening Inclusion in Religious Education

Element	Place / Event / Date	Signature of person / evidence ¹	Role of person/explanation
1. Visiting place of worship ² Christian Other faith/belief	Y2 Shah Jalal Jame Mosque 10 th January 2018	Y5 Written work attached	Jo Bibby - Y2 Teacher
	YR Gudwara 26 th June 2018	Photographs attached	Helen Goodchild - YR Teacher
	Y5 Park Row Synagogue 26 th June 2018		Emily Daverson - Y5 Teacher/RE Coordinator
2. Training event (CPD) ³	New RE Subject Leader 28 th September 2017 Diocesan Office, Hillside		Emily Daverson - Y5 Teacher/RE Coordinator
	Annual RE Conference "Clearing the Fog" 26 th January 2018 Engineers House, Clifton		Neil Fry - Deputy Head
3. School based event - entering a	Communities Week 25 th - 30 th June 2018 Blackhorse Primary School	Powerpoint presentations attached	Emily Daverson - RE Coordinator Simon Batten - Head Teacher



The Chair of SACRE visits the school and presents the award




The results: **24** schools in South Gloucestershire have completed the Wire Award since 2019. Includes 2 secondary's, and a special school.




Impact on Pupils:

"I thought it was great... we found out about the gurdwara, the religious book – the Guru Granth Sahib- and the langar meal."

"I learnt that a mosque does not have to be a big building; that both religions have a special place to worship in; that Muslims fast during the month of Ramadan and that they have two Eids – one for the end of Ramadan and one for the end of the Hajj- pilgrimage."




Allah
Allah is the
muslims g d
They are
god like n



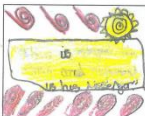
before the muslims did them
they had to with their
arms, feet and ears

An Information: about islam
Faty Dixon




Origins of Islam
1400 years ago the Islamic religion
started. The people are called
Muslims. (Now there are many more Muslims)
(Now there are many more Muslims)

Place of Worship
The muslims would go into a
Mosque to pray and take their
shoes off. Signs of respect
They wear a turban.
Mecca. They go to Mecca
for Allah's love.



Quran
The muslims have a holy text
called the Quran.
The Quran is a book
that tells them how
to live the life.

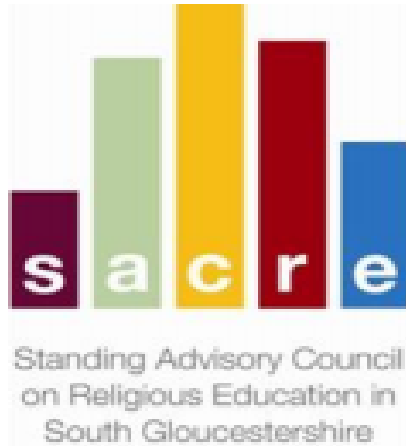
Prophet Muhammad
Allah
Muhammad was born in
570 AD in Mecca.
He was a prophet of Allah.
He was called the Messenger of Allah.
He was called the Messenger of Allah.
He was called the Messenger of Allah.
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These are the pillars of Islam
• Fasting the chahalad
prayer a day called Salah
giving money to be poor
Sacrificing a day light
Hajj to Mecca

Impact on SACRE:



Next Steps:

Bristol, Swindon and South Gloucestershire SACRE WIRE Award 'Gold' Criteria

The idea behind the Wire 'Gold' award is to encourage schools to go beyond individual activity and reach across the school, out to parents or to other schools in their area. Schools can choose from a 'menu' of activities depending on their context. To gain the award, schools must choose one activity from **each** column, **plus one other** from a column of their choice.



Engaging with pupils	Engaging with parents	Engaging with other schools or the wider community
<ul style="list-style-type: none"> Teacher attends at least 2 of the 3 RE Hubs and another form of training – e.g. conference, inset training etc. Teachers include a plan or examples of pupil's work to show how they have used/implemented something they have learnt into their teaching/school curriculum 	<ul style="list-style-type: none"> Pupils put on an event for parents to show what they have learnt in RE. This could be an assembly, or a play. 	<ul style="list-style-type: none"> Collaborate with another school on a joint RE project. Teachers to partner with another local school to share ideas of good RE and encourage those teachers to use some ideas in RE lessons.
<ul style="list-style-type: none"> Trips to places of worship in at least TWO classes in the school – e.g. Key Stage One and Two – to two religions e.g. Mosque and synagogue 	<ul style="list-style-type: none"> Pupils invite parents in to hear about their recent trip to a place of worship. They describe why it was important, and what they learnt. 	<ul style="list-style-type: none"> Secondary school to work with 2 other local secondary's to help them with RE – either through a joint event, or project.
<ul style="list-style-type: none"> Entering the 'spirited poetry' award which asks children to write poems responding to spiritual ideas 	<ul style="list-style-type: none"> Pupils put on a 'spirited art' or 'spirited poetry' exhibition in their school and tell parents about the reasons behind their work. 	<ul style="list-style-type: none"> Arrange a Multi-faith (people of different faiths and/or none) encounter day Invite another school to be part of it?
<ul style="list-style-type: none"> children writing talking about why important to know about other faiths 	<ul style="list-style-type: none"> Pupils invite parents in to tell them what they remember about RE when they were children in school and whether they think RE has changed since then 	<ul style="list-style-type: none"> Pupils produce a positive impact in their community based on an RE theme (e.g. 'stewardship' - planting trees, clearing litter
<ul style="list-style-type: none"> Pupils engage in work that develops their personal spirituality and enables them to ask big questions or respond to the world around them. E.g. linking RE/forest school. 		<ul style="list-style-type: none"> Pupils build on a global link they have established to look at RE in a global context.

- Optional Free activity that the school negotiates with the adviser