

Introduction

I introduce and commend this publication with enthusiasm. Whatever view we may take about the legislation concerning the Daily Act of Worship, I believe that the current attention being devoted to this aspect of school life can only work to the benefit of pupils in our schools.

The Act of Worship can be a powerful means of promoting spiritual development, developing a sense of community and providing a much needed space for reflection. To achieve these demanding goals it must be planned as carefully as any other aspect of the school's educational provision. The purpose of this handbook is to help and support all who have responsibility for such planning.

Thanks are due to everyone who has been involved in the production of this very useful document. My hope is that it will be a means of spreading existing good practice and will also prove to be a springboard for further imaginative efforts to make school worship interesting and important for all the children and young people in Sefton schools.

Dr John Smith
Chair of Sefton SACRE

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Chapter 1

The Legal Requirements

THE LEGAL REQUIREMENTS

1988 Act

- The 1988 Education Reform Act lays down several requirements for school collective worship. These include:
- There must be a **DAILY** act of worship for **ALL** pupils. This can be at any time of the day and can involve a group of children - so long as the group does not reflect the beliefs of a particular religious tradition. (It is intended that any group shall comprise the normal mix of pupils found in the other educational activities of the school.)
- Most acts of worship are to be, 'wholly or mainly of a broadly Christian character'. An act of worship is considered to be of a broadly Christian character if it 'reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination'. (In Church and other voluntary schools, the character of the worship will be in accordance with their original foundation.)
- All acts of worship must take into account their suitability regarding:
 - a) the ages and aptitudes of the children;
 - b) their family backgrounds.
- The act of worship should normally take place on the school's premises
- In Community schools the responsibility for worship arrangements lies with the headteacher after consultation with the governing body. In Church and other voluntary schools the final responsibility for the arrangements rests with the governing body after consultation with the headteacher
- If headteachers feel that broadly Christian worship is not appropriate for some or all of their pupils, they can, after consultation with their governing body, apply to their local S.A.C.R.E. (Standing Advisory Council on Religious Education) for what is called a 'determination'. If granted, it would mean that they could arrange other acts of worship for some or all of their pupils. These may be distinctive of a particular religious faith but not of a particular religious denomination
- Individual parents may withdraw their children from acts of worship and teachers may also opt out of participating in them. (This should be in writing.)
- Schools must make adequate provision for pupils who are withdrawn. They should be supervised and have appropriate work to do
- All acts of worship should be supervised with an adequate teacher/pupil ratio
- Collective worship is not 'curriculum time' and does not constitute religious education, but it ought to reinforce it.

1992 Act

The Education Act of 1992 introduced a new system of inspection which affects collective worship in the following ways:

- Inspectors are specifically required to examine and report upon whether schools are meeting the statutory requirements. Their findings will be stated in the school's OFSTED inspection report
- If a school is found to be failing to meet these requirements, the governing body must draw up an action plan to deal with the deficiencies in a specified time
- Under Section 13, denominational schools will have their collective worship inspected by an inspector appointed by the governors
- An inspector must make a judgement of whether collective worship contributes to the pupils' spiritual development.

Chapter 2

A Definition of School Collective Worship

A DEFINITION OF SCHOOL COLLECTIVE WORSHIP

- School collective worship is the recognition, affirmation and celebration of beliefs, values and events held to be of central importance within the community
- Collective worship aims to foster the spiritual, moral, social and cultural development of all those present
- Collective worship is generally understood to imply the recognition of a supreme being
- Collective worship allows individuals to respond freely and involves no necessary prior commitment to a belief or a way of life
- Collective worship celebrates diversity, helping to create a sense of shared values and of our common humanity within school, society and the wider world
- Collective worship is concerned to evoke commitment to values like honesty, courage, generosity, love and peace
- Collective worship gives individuals an opportunity to search for an outlook on life or a faith.

Chapter 3

Aims of Collective Worship

AIMS OF COLLECTIVE WORSHIP

- To stimulate the spiritual development of pupils
- To foster a sense of community
- To encourage a sense of responsibility towards other people and the environment
- To explore a variety of beliefs and practices
- To offer pupils a chance for reflection
- To allow pupils the opportunity for participation in a shared experience
- To develop understanding and tolerance for the beliefs of others
- To encourage attitudes of sensitivity and awe to the wonders and mysteries of the world.

Chapter 4

School Policy Statement

SCHOOL POLICY STATEMENT

Each school is responsible for evolving their own Collective Worship policy.

Towards a Policy

A Statement should include:

- what collective worship is
- what the legal requirements are
- what the school's own perspective is (after discussion with staff and governors)

A Policy should add:

- how collective worship is organised and co-ordinated in the school
- how it is delivered
- how it is resourced
- details of themes/group arrangements/special festivals
- how it is evaluated.

A Log book should provide:

- evidence of content balance
- evidence of pupil participation
- listed stories/music used and evaluation of them
- notes about special visitors.

A Forecast should provide:

- themes
- overall planning.

Chapter 5

Assembly

or

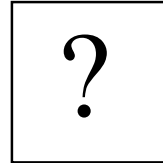
Collective Worship?

ASSEMBLY OR COLLECTIVE WORSHIP?

When is Collective Worship an 'ASSEMBLY' or Assembly 'COLLECTIVE WORSHIP?'

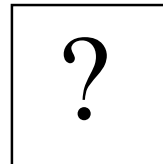
Is it

- broadly mainly Christian
- a shared experience
- daily
- for all registered pupils



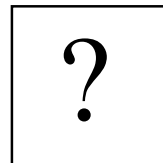
Do pupils have opportunities for

- reflection
- response
- participation



In the organisation is there

- variety of delivery
- relevant content
- planning (policy/themes/forecast etc)
- appropriate atmosphere
- effective deployment of resources
- appropriate placing/delivery of notices
- enough staff present
- use of visitors
- notice/theme board



When is 'Collective Worship' broadly, mainly Christian?

- The majority of collective acts of worship should be “wholly or mainly of a broadly Christian character”. They should reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination. “In the Secretary of State’s view, an act of worship which is ‘broadly Christian’ need not contain any Christian material provided that, taken as a whole, it reflects the traditions of Christian belief”.
DES Circular 3/89 Par 34
- It is not necessary for every act of worship to be of this character but within each school term the majority of acts must be so
- The themes and components of worship mentioned below are intended to illustrate the above.

General themes reflecting a ‘broadly Christian character’:

Respect	Compassion	Perseverance	New beginnings
Peace	Hope	Honesty	Tolerance
Kindness	Integrity	Forgiveness	
Creation	Struggle	Love	
Community	Inspiration	Trust	
		Joy	

Such themes might be explored and celebrated in any of the ways traditional to Christian worship using:

Stories	Ritual	Music
Songs	Silence	Debate
Dialogue	Movement	Interview
Poems	Prayer	Sharing food
Artefacts	Sayings	Drama

When is 'Collective Worship' a Shared Experience?

- Worship which is pupil-centred and related to their own experiences and concerns
- Pupils may participate actively or passively (even silence can be a shared experience).

When does 'Collective Worship' include Response and Participation?

- Silent response may involve stillness, reflection, meditation, listening or prayer
- Active response may involve drama, dialogue, singing, dance or music
- Participation should involve a variety of staff, pupils and visitors.

Chapter 6

Variety of Delivery

VARIETY OF DELIVERY

It is important that our acts of worship are presented in a positive way

- the gathering should have a sense of occasion
- the venue should be appropriate
- content should be varied
- a variety of personnel should be involved

The effective use of stimulus in worship.

Music

We can have music in our school acts of worship in a number of ways:

- hymns
- accompaniment for dance/dramas
- to set a mood or atmosphere
- at the exit/entrance of the pupils
- for reflective listening
- to celebrate creative music-making
- to give an example of music associated with a particular faith

The type of music we use can be:

- obviously religious - from different faith traditions
- pop - often with meaningful and thought-provoking lyrics
- jazz
- classical
- own composition - creative sound-pictures composed by the pupils
- World Music – promoting a breadth of cultural experience

Music can play an important and enhancing role in our acts of collective worship because:

- its links with 'worship' are traditional
- it plays a central role in the celebrations of many faith groups
- it encourages reflection
- it encourages co-operation and collaborative learning
- it helps 'set an atmosphere'
- it links creativity to spirituality
- it is enjoyable

FOOD FOR THOUGHT In 'Music at Night', Aldous Huxley wrote that 'After silence that which comes nearest to expressing the inexpressible is music.'

Drama

We can have drama in our school acts of worship in a number of ways:

- dance/drama
- mime
- improvisation
- role play
- choral speaking
- scripted drama
- docu drama
- puppets
- hot seating
- teacher in role
- physical theatre

Drama can play an important and enhancing role in our acts of collective worship because:

- its links with 'worship' are traditional in many cultures
- it plays a central role in the celebrations of many faith groups
- it encourages co-operation and collaborative learning
- it strengthens a sense of unity and community
- it can help a pupil identify with and/or make sense of a situation
- it encourages empathy
- it can make a story 'come to life'
- it can build self-confidence
- it links creativity to spirituality
- it is enjoyable
- it fosters imagination

FOOD FOR THOUGHT In the Sefton Guidelines for Drama 5 - 16 (1988), we have stated that, 'Experiences which are concerned with matters at the heart of existence are often best explored through a dramatic experience which touches (pupils) physically, emotionally and intellectually'.

Dance

We can have dance in our school acts of worship in a number of ways:

- dance/drama to a story/myth/poem
- dance to a hymn/sacred music
- dance to 'atmospheric' music
- dance to pop music illustrating meaningful lyrics
- dance to classical music, depicting an emotion/theme or story

Dance can play an important and enhancing role in our acts of collective worship because:

- its links with 'worship' are traditional in many cultures
- it plays a central role in the celebrations of many faith groups
- it encourages co-operation and collaborative learning
- it inspires total involvement and can build confidence
- it unites physical and spiritual awareness
- it can make a story/poem/hymn 'come to life'
- it links creativity to spirituality
- it is enjoyable

FOOD FOR THOUGHT Laban writes, 'In dance ... we can ... give children a sense of harmony as an individual or with others and at the same time heighten their sensitivity both to their own feelings and the larger community.'

Literature

We can use literature in our school acts of worship from a variety of sources

- biography
- news
- scriptures
- poetry
- sayings
- multi-cultural
- fiction/non-fiction
- internet

They can be expressed in a number of ways

- told or read
- dialogue
- serial
- dramatic presentation
- broadcast

Literature can play an important and enhancing role in our acts of collective worship because

- its links with 'worship' are traditional in many cultures
- it plays a central role in the celebrations of many faith groups
- it can help a pupil identify with and/or make sense of a situation
- it gives potential for insight
- it can stimulate and encourage empathy
- it can be a trigger for thought
- it can link creativity to spirituality
- it is often memorable

FOOD FOR THOUGHT In 'Tell Me Another' (1987), Bob Barton says, 'Each time a story is told it is born again for the listener and for the storyteller'.

Visual Aids

We can use a variety of visual aids in our school acts of worship:

- artefacts
- posters
- slides
- overhead transparencies
- costumes
- video/DVD
- pupils' work
- displays
- film
- powerpoint presentation
- interactive whiteboard

They can be used in a number of ways:

- as a focal point
- to illustrate a story/message
- to stimulate interest
- to provide a symbol
- to provide a link with a particular faith community.

Visual aids can play an important and enhancing role in our acts of collective worship because:

- they instantly involve everyone present
- they can help bring pupils to an understanding of religious symbol
- they can help pupils understand difficult concepts
- their links with worship and lifestyles are central in many cultures
- they enable a group to share something of significance
- they can link creativity to spirituality
- they are often memorable.

FOOD FOR THOUGHT The working party believes that "Art can inspire individuals to see into and beyond themselves".

Chapter 7

Organisation

ORGANISATION

The following elements are important in the delivery of effective acts of collective worship:

- overall planning ... including grouping
- specific content planning
- appropriate venues
- publicity
- resources
- evaluation

Overall Planning

A school should identify:

- a co-ordinator for the act of collective worship
- (where appropriate) a working party of staff/pupils/governors to formulate future plans
- appropriate venues for each act of worship
- in primary schools the co-ordinator and Headteacher to monitor class Collective Worship and keep a log book to monitor and evaluate whole or part school worship
- in secondary schools a team of senior management to monitor implementation of class Collective Worship
- appropriate grouping
- exact times for each class/group of pupils
- resources available and their location.

The co-ordinator should organise:

- termly forward planning sheets
- rota of personnel
- keeping of accurate records
- arrangements for visiting speakers
- a resources bank.

and should:

- be available to advise on religious festivals and other special events
- be responsible for writing the school policy statement on collective worship
- be able to attend relevant INSET courses.

Overall grouping

Each school should identify its own most appropriate methods of grouping which may include one or more of the following:

- whole school
- combination of Year groups
- house groups/team groups
- single Year groups
- class/form groups.

Publicity

Each school could have a centrally placed notice board on which:

- themes
- music
- special stories
- festivals
- visitors

are publicised and/or noted.

This could be a display looked after by a rota of classes/Year groups.

- primary/special schools could occasionally invite parents to share in their child's collective worship

Appropriate Venues

Schools are restricted by the space available but, wherever possible, should aim to utilise every large space and set an atmosphere which is conducive for reflection. This can be done in a number of ways, by:

- having a focal point (and avoiding positioning pupils so that the focal point for the majority is 'out of the window')
- using music to set an atmosphere
- trying to avoid overcrowding
- ensuring adequate staff/pupil ratios
- occasionally varying the 'layout', where this is possible, to stimulate renewed interest

Hymn Practices

and Celebration of Good Work (Primary)

- these can only be encompassed within an act of collective worship when the elements mentioned on page 5.1 are included.

Messages

To enable the act of collective worship to have an impact on pupils, schools should make sure that any messages are separated by being

- given by a different person
- given at a different time.

Visitors

- Visitors should be encouraged to lead school collective worship
- They provide important links with the local community, faith communities, various charities and school governors
- All visitors should be informed about any special theme which is planned for collective worship at the time of their intended visit. They should also be told about the time allocation
- Visitors who are not familiar with the school could be provided with a copy of the school brochure
- Local clusters of schools could work together to build a list of willing and effective speakers from faith communities and charities.

Chapter 8

Planning

PLANNING

Each school may develop their own method of planning and recording acts of collective worship. Blank planners have been included so that they may be photocopied or adapted for individual needs. These can also be found on the accompanying disk.

This will not only provide schools with a planning system, but with a record of evidence.

Examples of completed planners have been included as guides.

Termly Plans

An overall termly plan has been devised to provide:

a space for the 'Theme of the Week'.

a space for the name(s) of staff members responsible for co-ordination.

a space in which special days/festivals are noted.

a space in which school events are noted.

a space in which any anticipated visitor or name of organisation they will represent, is noted.

List of National /Religious Festivals

You will find a very useful and up-to-date list of religious festivals, United Nations dates, topical campaigns and national holidays at the 'Count me in Calendar' Website. (<http://countmeincalendar.info/countme/CMHome.nsf/frmMainHomepage>). There is a link to this from the Times Educational Supplement website.

There are comprehensive calendars covering the principal world religions (and others) at <http://interfaithcalendar.org> and <http://www.teacherexpress.com/f.php?gid=31&id=16>

Information about and dates of major festivals can be found at <http://www.bbc.co.uk/schools/religion/>

Other information may be found in the general list of websites provided as an appendix to this document.

TERMLY PLANNER

TERM					
WEEK	THEME	MEMBER OF STAFF RESPONSIBLE	SPECIAL DAYS	SCHOOL EVENTS	SPECIAL VISITORS
1					
2					
3					
4					
5					
6					
7					
					HALF TERM
8					
9					
10					
11					
12					
13					
14					



WEEKLY PLANS

Weekly plans have been devised to provide schools with more detailed evidence.

The planners include space for noting the following:

- Term
- Week
- Day
- Theme
- Group
- Personnel
- Time
- Place

They also include icons to denote:

- Music
- Readings
- Pupil participation (dance/drama etc)
- Visual aids
- Visitors
- Key points of reflection

and a space for

- Evaluation

Completed sheets have been provided to cover examples from a variety of age groups. Initial flow charts and detailed notes have also been included.



PRIMARY PLANNER

Term:

Week:

Day	Organisation				Content and Resources						Evaluation
	Group	Lead Personnel	Time	Place	Theme	Reading/ Story	Pupil Participation	Visual Aids	Music	Pause for Thought	Comments
MON											
TUE											
WEDS											
THUR											
FRI											



Sefton Council

SECONDARY PLANNER

Weekly/Year Group

Term:

Week:

Year:

Day	Organisation				Content and Resources						Evaluation
	Group	Lead Personnel	Time	Place	Theme	Reading/ Story	Pupil Participation	Visual Aids	Music	Pause for Thought	Comments
MON											
TUE											
WEDS											
THUR											
FRI											



FRAMEWORK

The following general framework could be followed to ease planning and to ensure relevance, balance and progression.

Monday	related to the pupil's own experience in order that the theme can be introduced in a meaningful way.
Tuesday	developing the theme and relating it to environmental or community issues.
Wednesday	developing the theme with a specifically Christian focus.
Thursday (in County Schools)	expanding the theme to include links with a faith or faiths other than Christianity.
Thursday (in Aided Schools)	expanding the theme to include a wider Christian focus, eg. looking at an exemplary life, or welcoming a visitor from the Parish.
Friday	expanding the theme in a way which will encourage deeper reflection or, with younger pupils, general celebration.



Thoughts for the Day/Week

Many Schools are organising their acts of Collective Worship around a thought for the day/week. These can take the form of class acts of worship/time for reflection and can also be augmented and supported by a whole school/year group act of worship if applicable. A list of themes is provided which can become central to these times for reflection.

Each theme can be interpreted in a number of ways. The list is by no means exhaustive, but it is one which we hope will provide a springboard for further reflective thought.



EXAMPLES

The following two plans, one from primary and one from secondary, are provided as examples of planning for the act of worship.

St Luke's CE Primary School
Collective Worship 2006-07

AUTUMN

w/b	theme	content	music
4/9/06	Beginnings	<p><u>Monday;</u> Welcome back! How rules help us. What the Bible says about rules, eg commandments. Revise corridor rules</p> <p><u>Thursday;</u> Being who we want to be/being who God wants us to be Dress in the clothes God picked for you Colossians 3.12</p>	Thank you Lord for this fine day
11/9/06	Harvest Being thankful for what we have	<p><u>Monday;</u> Mrs Dickinson – slides and stories from her visit to Uganda; how little those children have and how happy they are.</p> <p><u>Thursday;</u> Not being greedy KS2 The Rich Fool KS1 The Hungry Hen</p>	Harvest Samba Someone's brought Autumn Days
18/9/06		<p><u>Monday;</u> Mrs Dickinson – slides and stories from her visit to Uganda; how we can all help!</p> <p><u>Friday;</u> Harvest Celebration in Church Mrs Cowey – Feeding of the 5000 Y2 pupils – food around the world Canon Woodhouse – harvest appeal; Derian House children's hospice</p>	
25/9/06		<p>Monday; Harvest of the mind – the importance of reading. The story of Layeni and his medicine Presentation of September Bookworms</p> <p>Thursday; VISITORS Joyce Eddlestone/Margaret Cooke with news from Shyira</p>	



2/10/06	Creativity (arts fortnight in school)	<p><u>Monday:</u> The gift of life An artist's eye on creation (VFL, p44)</p> <p><u>Thursday:</u> Using our senses to enjoy creation (VFL, p54) Lucy's Picture</p>	<p>I love the sun</p> <p>He gave me eyes</p> <p>Together</p>
9/10/06		<p><u>Monday:</u> Carers of Creation, looking after the world (VFL, p47)</p> <p><u>Thursday:</u> The Miracle of Creation (VFL, p51)</p>	
16/10/06	St Luke	<p><u>Monday:</u> St Luke and a story he told The Good Samaritan</p> <p><u>Wednesday:</u> St Luke's Day service in Church led by Canon Woodhouse Y4 welcoming new pupils and staff</p> <p>(Not in school Thurs/Friday)</p>	<p>Cross over the Road</p>



**Formby High School
COLLECTIVE WORSHIP PLANNING GRID**

HOW THE SYSTEM WORKS

WEEK	THEMES	GENERAL/LINKS	DAY	THOUGHT FOR THE DAY
Week number & commencement date	A weekly theme serves as a focus for weekly year group assemblies and daily form tutor time reflection	Useful information, eg websites offering information about the theme for use in assemblies and when appropriate, subject areas or charity events. Local, national and international organisations and 'flag' events.	MONDAY	This is the focus statement for each year group's weekly assembly. The statements are a collection of famous quotations, as well as in-house 'pearls of wisdom' from students and staff.
			TUESDAY	
			WEDNESDAY	Form tutors provide an opportunity for quiet reflection and, when appropriate, discussion, on the remaining days during the daily, morning tutorial/registration time.
			THURSDAY	These daily 'thoughts' complement the whole school 'Pause for Thought' which is a statement, written by students, of Formby High School's shared hopes and values. This statement is referred to in weekly assemblies and is displayed in all classrooms.
			FRIDAY	
				The Thought for the Day programme contributes to Citizenship Education.



Formby High School
COLLECTIVE WORSHIP PLANNING GRID 2006-2007

WEEK	THEMES	GENERAL/LINKS	DAY	THOUGHT FOR THE DAY
1 W/C 4/9/06	NEW BEGINNINGS	30/8/06 – 8/7/06 Red Squirrel Week www.wildlifetrusts.org 8/9/06 International Literacy Day www.un.org/Depts/chi/literacy 9/9/06 World First Aid Day www.redcross.org.uk	MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY	“Who dares to teach must never cease to learn.” John Cotton Dana “Shoot for the moon. Even if you miss, you’ll land among the stars.” Les Brown “A journey of a thousand miles starts with a single step.” “Every moment is your chance for a new start.” FHS Staff “You can’t change the past, you don’t know what’s in the future, but you can affect the here and now.” FHS Staff
2 W/C 11/9/06	RELATIONSHIPS	11/9 World Trade Centre 13/9 Roald Dahl’s birthday 16/9/06 International Day for the Preservation of the Ozone Layer www.un.org/events 15 – 17/9/06 Clean up the World Weekend www.unep.org	MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY	“It’s hard to say ‘peace’ without a smile. It’s hard to have an argument with a smile.” FHS Students “The first duty of love is to listen.” Paul Tillich “It’s better to have one true friend than to have lots of fair-weather friends.” FHS sixth form student “Friendship isn’t a big thing – it’s a million little things.” FHS student “You are lucky if you have a true friend. You are special if you have a true friend.” FHS students
3 W/C 18/9/06	SOLVING PROBLEMS	21/9 International Day of Peace www.internationaldayofpeace.org Jewish New Year Beginning of Ramadan – Muslim Festival www.bbc.co.uk/religion 22/9 Car Free Day www.motibilityweek-europe.org	MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY	“The best way to escape from a problem is to solve it.” Alan Saporta “If today was perfect, there would be no need for tomorrow.” “Ignoring a problem doesn’t make it go away.” FHS sixth form student “Solving a problem gives you a great feeling.” FHS students “The world is full of suffering: it is also full of overcoming it.” Helen Keller



THEMES

A

Abilities
 Achievement
 Adventure
 After life
 Age
 Aims
 Ambition
 Anger
 Answers
 Art
 Asylum
 Attitudes
 Authority
 Awareness
 Awe

B

Barriers
 Beauty
 Beginnings
 Beliefs
 Belonging
 Birth
 Boasting
 Books
 Bridges
 Brutality
 Bullying

C

Caring
 Celebration
 Challenge
 Change
 Character
 Charity
 Choices
 Circles
 Citizenship
 Colour
 Commitment
 Communication
 Community
 Compromise
 Confidence
 Conflict
 Consequence
 Conscience
 Consideration
 Co-operation
 Courage
 Courtesy
 Creation
 Creativity
 Criticism

Cross
 Cross Roads
 Cruelty
 Culture
 Curiosity
 Customs

D

Darkness
 Day and Night
 Death
 Dedication
 Detachment
 Determination
 Diaries
 Different
 Disasters
 Discipline
 Discovery
 Discrimination
 Diversity
 Doors
 Dreams
 Drugs
 Duty

E

Ecology
 Education
 Effort
 Ego
 Embarrassment
 Empathy
 Endings
 Environment
 Equality
 Example
 Expectations

F

Failure
 Fair Trade
 Faith
 Fame
 Families
 Fantasy
 Fashion
 Fasting
 Fear-
 Feelings
 Feminism
 Festivals
 Fidelity
 Finding Your Way
 Food
 Food for Thought
 Forgiveness

Freedom
 Friendship
 Frontiers
 The Future

G

Gifts
 Giving
 God
 Good and Evil
 Goodness
 Gossip
 Gratitude
 Greed
 Growth
 Guidance

H

Habits
 Happiness
 Harvest
 Haves and Have nots
 Healing
 Health
 Hearing
 Heart of the Matter
 Heaven
 Help
 Heroes and
 Heroines
 Hobbies
 Holidays
 Holiness
 Home
 Homelessness
 Honesty
 Hypocrisy
 Hope
 Humanity
 Human Rights
 Humility
 Humour

I

Ideas
 Ideals
 If Only...
 Illness
 Imagination
 Important Things
 Inclusion
 Independence
 Individuality
 Influences
 Injustice
 Inspiration
 Integrity



Intolerance
Isms

J Jealousy
Journeys
Joy
Judgement
Justice

K Kindness
Knowledge

L Language
Laughter
Law
Leadership
Life
Lifestyles
Light
Listening
Loneliness
Longings
Loss
Love
Loyalty

M Malice
Manners
Marriage
Materialism
Maturity
Me
Media
Memories
Message
Miracles
Mistakes
Modesty
Money
Morality
Motives
Music

N Natural World
Needs
Neighbourhood
Neighbours
New Beginning
News
New Year
Nobility
Nostalgia

O Old and New
One World
Opportunities
Order

Origins
Ourselves
Out of My Depth
Overcoming

P Parables
Paradise
Parents
Past Times
Patience
Patterns
Peace
People
Perseverance
Personality
Pets
Pilgrimage
Places
Poetry
Possessions
Potential
Poverty
Power
Praise
Prayer
Prejudice
Pride
Problem Solving
Promises
Protest
Purpose

Q Quality
Quest
Questions
Quiet

R Racism
Reconciliation
Reflection
Refugees
Regret
Relationships
Reliability
Remembrance
Resolutions
Respect
Responsibility
Rest
Rewards
Rhyme and Reason
Rights
Risks
Roots
Rules

S Sacred

Sacrifice
Saying Sorry
Sayings (Proverbs)
Searching
Seasons
Secrets
Security
Self
Self Control
Selfishness
Selflessness
Service
Sexuality
Sharing
Sight
Signals
Signs
Silence
Sin
Sincerity
Slavery
Smiles
Sorrow
Sounds
Space
Spirit
Star
Stepping Stones
Stereotyping
Stillness
Strength
Struggle
Success
Suffering
Surprises
Sympathy

T Talents
Teamwork
Terrorism
Tests
Thankfulness
Thinking
Thoughtfulness
Time
Tolerance
Tradition
Trials and
Temptations
Trouble
Trust
Truth
Turning Points

U Understanding
Unexpected
United Nations



Sefton Council

Unity
Unknown

V

Values
Vanity
Violence
Virtues
Voices

W

Wants
War and Peace
“Whatever!...”
Why?
Windows
Wisdom
Wonder
Words

Y

World Trade
Worries
Worship
Worthiness

Z

Youth
Yearning
Zeal



Chapter 9

Resources



THEME: Journeys

YEARS: R - 2

Issues

- Preparation for journeys (packing)
- The meaning of Christmas
- Holidays
- Special places
- Amazing events



Stories

- Baboushka
- Papa Panov's Christmas
- The Story of the Wise Men
- The Story of the shepherd's journey
- The story of Mary and Joseph going to Bethlehem
- The story of 'Miss Wombat looking for Christmas'

Music

- 'Little donkey'
- 'Little train of the Carpiari' (Villa Lobos)
- 'Flight of the Condor'
- 'While shepherds watched'
- 'Twas on a starry night'
- 'Here We Go To Bethlehem'
- 'Come in my royal masters'
- Baboushka
- 'Jesus' hands'
- 'Flight of the Bumble Bee' (Rimsky Korsakov)
- 'Danza Esponola 2' Granados
- Sleigh ride - Leroy Anderson
- Serenade in A for Two Guitars, Op 96, (Carulli)

Visual Aids

- Maps
- Guide Books
- Rucksack/suitcase
- Ticket
- Holiday clothes
- Toys
- Gifts (wrapped in parcels)

**Primary
Example**



WEEKLY DETAILS

THEME: 'JOURNEY' (FOCUS ON CHRISTMAS) YEARS R - 2

MON	Pause for Thought	Reflections on 'Journeys' within the Christmas story, beginning by reflecting on what it means when we make a journey and prepare for it beforehand. Looking at the story of the journey made by Mary and Joseph to Bethlehem, which was <u>not</u> planned.
	Method:	
	Reading	The story of Mary and Joseph going to Bethlehem.
	Visual Aids	Maps, tickets, a suitcase - items for a journey.
	Music	Listening: 'Little train of the Carpiari', (Villa-Lobos), 'Flight of the Condor', (pan pipes), 'Sleigh Ride' (records of Christmas music), 'Danza Espanola No 2', (Granados), 'Serenade in A' for 2 guitars, OP 96 (Carulli), 'Flight of the Bumble Bee' (Rimsky Korsakov). Singing: 'Little Donkey', (Carol, Gaily Carol 3).
TUES	Pause for Thought	Reflections on what it means to make a journey after an exciting event, linking it to the journey made by the shepherds after the visit of the angels.
	Method:	
	Pupil Participation	Pupils acting out the story while it is read.
	Reading	The story of the journey of the shepherds to Bethlehem.
	Visual Aids	Toy sheep - as gifts.
	Music	Listening: as for Monday. Singing: 'While Shepherds Watched' or 'Twas on a Starry Night'
WEDS	Pause for Thought	Reflections on what it means to make a very long journey, following a map linking it to what it was like for the wise men on their journey, following a star.
	Method:	
	Pupil Participation	Pupils acting out the story while it is read.
	Reading	The story of the visit of the Wise Men.
	Visual Aids	A map and/or compass; 3 boxes wrapped as gifts to look like gold, frankincense and myrrh.
	Music	Listening: as for Monday. Singing: 'We Three Kings', or 'The wise may bring their learning' (Come and Praise 64).



THURS	Pause for thought	Reflections about how we prepare at home for Christmas, waiting expectantly; linking this to the preparations made by Baboushka and her subsequent journey.
Method:	Pupil Participation	Pupils either a) acting out the story of Baboushka as a class or b) one pupil miming the part of Baboushka as the story is told or c) acting the story of 'Miss Wombat's Christmas'.
	Reading	The story of 'Baboushka' or 'Miss Wombat's Christmas'.
	Visual Aids	A small collection of toys/presents.
	Music	Listening: as for Monday. Singing: 'Here we go to Bethlehem' (Carol, Gaily Carol 4)
FRI	Pause for Thought	Reflections about Papa Panov's Christmas - and the joy of giving gifts and helping others at this time of year.
Method:	Reading	The story of Papa Panov.
	Pupil Participation	A representative from each class to present gift boxes in the front of the hall.
	Visual Aids	Gift boxes for children's charity, collected by each class.
	Music	Listening: as for Monday, Singing: 'Jesus' hands were kind hands' (Someone's Singing Lord 33).

Possible Resources

Hymn Books	
'Come and Praise 1'	BBC
'Come and Praise 2'	BBC
'Someone's singing Lord'	A & C Black Ltd
Resource Books for stories/background	
'The Lion Christmas Book'	Lion
'Papa Panov's Special Day (adapted from Leo Tolstoy by Ruben Saillens)	Lion
'Baboushka' (Arthur Scholey)	Lion
'Worship Drama for children and adults'	(C Lee & C Uhlmann) Resource publications
Websites!	



Organisation					Content and Resources						Evaluation
Day	Group	Lead Personnel	Time	Place	Theme	Reading/ Story	Pupil Participation	Visual Aids	Music	Pause for Thought	Comments
MON	Infants Yr R - 2	Headteacher	9.05	Infant Hall	Journeys (Christmas Focus)	Story: Mary and Joseph going to Bethlehem (Luke Ch2).		Maps, tickets, suitcase - items for a journey.	Listening: 'The flight of the Condor' (Pan Pipes.) Singing: 'Little Donkey'.	Reflections on aspects of the Christmas story. 1) The initial journey - linked to journeys we make.	<i>Evaluation after the event.</i>
TUE	Infants Yr R - 2	Headteacher	9.05	Infant Hall	Journeys (Christmas Focus)	Story: The journey of the shepherds (Luke Ch2).	Enactment of the journey.	Toy lambs as gifts to use when the story is told.	Listening: 'Little Train of the Carpiari'. Singing: 'While Shepherds Watched'.	2) Reflections on the journey that the shepherds made.	<i>Evaluation after the event.</i>
WEDS	Infants Yr R - 2	Headteacher	9.05	Infant Hall	Journeys (Christmas Focus)	Story: The journey of the Wise Men.	Enactment of the journey.	3 wrapped gift boxes (gold, frankincense, myrrh).	Listening: 'The flight of the Condor' (Pan Pipes). Singing: 'We Three Kings'.	3) Reflections on the journey that the wise men made.	<i>Evaluation after the event.</i>
THUR	Infants Yr R - 2	Headteacher	9.05	Infant Hall	Journeys (Christmas Focus)	Story: Baboushka.	Pupil to 'act' out story, and mime the character of Baboushka - or whole class (Yr 2) to act it.	A small collection of toys/ presents.	Listening: 'Little Train of the Carpiari'. Singing: 'Here we go to Bethlehem'.	4) Reflections on the story of Baboushka's journey.	<i>Evaluation after the event.</i>
FRI	Infants Yr R - 2	Headteacher	9.05	Infant Hall	Journeys (Christmas Focus)	Story: Papa Panov's Special Christmas.	A representative from each class to present gift boxes in the front of the hall.	Gift boxes for children collected from each class.	Listening or singing: Baboushka or Singing: 'Jesus' Hands.'	5) Reflections on the story of Papa Panov who stayed at home.	<i>Evaluation after the event.</i>



THEME: 'Forgiveness'

YEARS: All Secondary

Stories/Lives

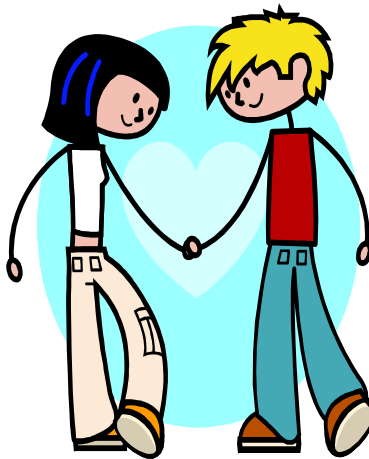
Corrie ten Boom
 ('The Hiding Place')
 Anne Frank
 ('The Diary of...')
 Rabbi Hugo Gryn
 Mother Maria
 ('The nun in the concentration camp')
 Ken Bigly
 'Silent Night' in the trenches
 The Tattooed Torah

Music

'Watermark' by Enya or 'Shepherd Moon'
 Shalom
 Theme from 'Exodus'
 Redemption Song (Bob Marley)
 Michael Jackson video or CD 'Earth Song'
 'Sorry seems to be the hardest word' (Elton John)
 'Everything I do' (Brian Adams)
 'Do they know it's Christmas' (Band Aid)

Articles

The Warrington bombing
 The war in Iraq
 Newspaper reports about violence
 Newspaper reports about 911



Places

Corrymela
 Coventry Cathedral
 Yad Vashem
 Ground Zero

Issues

Envy
 Jealousy
 Fights
 Broken Relationships
 Saying 'Sorry'
 Compromise

Biblical References

Christian forgiveness - the words from the cross: Luke 23: 33, 34
 The Lord's Prayer
 Joseph and brothers

Festivals/Services

Passover
 Remembrance
 Yom Kippur

Poetry/Prayers

'The Quarrel' (Eleanor Farjeon)
 'Coventry Cathedral Prayer'
 Desmond Tutu

**Secondary
 Example**



DAILY DETAILS (within a week's focus)

THEME: 'Forgiveness' YEARS: All Secondary

Years 7/8	Pause for Thought	Talking about issues in our own lives which need forgiveness/the ability to say sorry - at school, with friends and with family eg jealousy, broken relationships, envy, fighting, compromise, etc.
	Method: Pupil Participation	Improvised scenes depicting examples from the above.
	Reading	Poems such as 'The quarrel' (Eleanor Farjeon) about an argument.
	Music	Listening: 'Sorry seems to be the hardest word' (Elton John)
Year 9	Pause for Thought	Talking about times when it is hard to forgive ie. concerning events like the Holocaust and places such as Yad Vashem; reflecting on Passover and acts of remembrance.
	Method: Reading	Readings from 'The Diary of Anne Frank' or 'The Hiding Place' (Corrie ten Boom); or 'The Tattooed Torah,' or stories about the lives of Rabbi Hugo Gryn, Corrie ten Boom, Mother Maria - the nun in the concentration camp; Anne Frank: The 'Coventry Cathedral Prayer'.
	Visual Aids	Small Torah scroll, seder dish or kidush cup.
	Music	Listening: 'Shalom' or other suitable music from the Jewish tradition; or the theme from 'Exodus'.
	Pupil Participation	Shaking hands to denote the sign of peace.
Years 10/11	Pause for Thought	Talking about times when it is hard to forgive ie. concerning acts of murder or terrorism; violent death.
	Method: Reading	Stories/newspaper articles about incidents such as the Warrington bombing, 911; kidnap of Ken Bigly; topical murder headlines or newspaper reports of violent acts - focusing on the people affected by them.
	Visual Aids	Digital or overhead projector slides of a collection of such headlines or thought provoking photographs, (such as firemen and Ground Zero or Ken Bigly in Iraq).
	Music	Listening: reflective music such as Enya's 'Watermark', 'Shepherd Moons' or emotive music such as Band Aid 'Do they know its Christmas'.



Years 12/13	Pause for Thought	Talking about the Christian concept of forgiveness and its implications for believers.
Method:	Reading	Reading the words spoken by Jesus from the cross (Luke 23: 33, 34). Listening to the story of ‘Silent Night’ in the trenches or reading the ‘Coventry Cathedral prayer.’ Famous Prayers p109 (Lion).
	Visual Aids	Watching/listening/reflecting on the impact of the words, music and scenes in Michael Jackson’s video or CD ‘Earth song’; or selecting overhead projector photos or appropriate slides to reflect the words if the video is not available.
	Music	Listening: ‘Redemption Song’ (Bob Marley), ‘Earth Song’ (Michael Jackson) or ‘Everything I do’ (Bryan Adams).

Possible Resources

Resource Books for stories/background

‘The Lion book of Famous Prayers’	compiled by V Zundel (Lion)
‘Anne Frank’	Wayne Jackman
‘RE Today Vol 9 : No 3’ (The Tattooed Torah)	by Marvel Ginsburg (CEM)
‘Essential articles 1, 2 and 3’	(RMEP)
‘Still more lives to inspire’	J Godwin (Morleys)
‘Lives to inspire’	J Godwin (Morleys)
‘Assembly Kit’ (p138 - 140 : Hillsborough)	A Wood (BBC/Longman)
‘Sefton Agreed Syllabus’: Teachers’ Handbook: ‘Biographies’.	
‘Photographs that changed the world’	
‘The Oxford Book of Prayer (ed. George Appleton), 1985.’	Oxford University Press



Organisation					Content and Resources						Evaluation
Day	Group	Lead Personnel	Time	Place	Theme	Reading/ Story	Pupil Participation	Visual Aids	Music	Pause for Thought	Comments
MON	Yr 7	Form Tutor	9.05	Form rooms	Forgiveness	Reading the poem 'The Quarrel' (Eleanor Farjeon).	Improvised scenes depicting 'Saying Sorry'.		'He ain't heavy, he's my brother' (Roger Whittaker) from Home Loving Man.	Reflecting on personal issues requiring forgiveness.	<i>Evaluation after the event.</i>
TUE	Yr 8	Form Tutor	9.05	Form rooms	Forgiveness	Reading the poem 'The Quarrel' (Eleanor Farjeon).	Improvised scenes depicting 'Saying Sorry'.		'He ain't heavy, he's my brother' (Roger Whittaker) from Home Loving Man.	Reflecting on personal issues requiring forgiveness.	<i>Evaluation after the event.</i>
WEDS	Yr 9	Head of Year	9.05	Canteen	Forgiveness	A reading from the Diary of Anne Frank. 'Coventry Cathedral Prayer.'		Small Torah scroll, or kidush cup.	'Shalom'.	Reflecting on difficulties concerned with forgiving acts of terror ie. The Holocaust.	<i>Evaluation after the event.</i>
THUR	Yrs 10/11	Headteacher	9.05	Hall	Forgiveness	Reading newspaper articles about terrorism/ murder.		Overhead projector slide of a collection of 'Headlines'	Enya 'Watermark'	Reflecting on difficulties, forgiving acts of terror ie. terrorism, murder.	<i>Evaluation after the event.</i>
FRI	Yrs 12/13	Head of Sixth Form	9.05	Sixth Form Common Room	Forgiveness	Luke 23: 33,34 'Coventry Cathedral prayer.'		Reflecting on the Michael Jackson video or CD 'Earth Song' or OHP' slides to accompany.	'Earth Song' (Michael Jackson)	Reflecting on the implications of 'Christian forgiveness'.	<i>Evaluation after the event.</i>

EXAMPLE: SECONDARY



Collective Worship resources on the internet

There are numerous helpful websites. Here are some particularly useful ones which may serve as a starting point:

<http://www.teachernet.gov.uk> contains important information on the legal requirements and a model policy on Collective Worship as part of the 'management' area, and ideas and resources for teachers under the section on 'assemblies.'

<http://cowo.culham.ac.uk/> contains excellent resources for large groupings and also reflections for smaller class groups.

<http://www.bbc.co.uk/schoolradio/collectiveworship/> provides radio programmes for KS1 and KS2 drawing on a wide range of cultural and religious sources, with stories, songs reflections and prayers.

www.assemblies.org.uk provides helpful instant assembly materials.

A number of charities provide lively and interesting material, for example, www.christian-aid.org.uk, www.cafod.org.uk/cafod/, www.oxfam.org.uk/coolplanet/.

If you are looking for relevant quotations, the following include those from contemporary figures:

www.creativeproverbs.com
www.creativequotations.com
www.qotationreference.com
www.quotationspage.com
www.quotations.com
www.quoteland.com

A comprehensive list of websites is provided in an Appendix (pages 52-), covering a wide variety of sources relevant to RE and the Act of Worship.



Chapter 10

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Further copies of this document can be obtained from:

Adviser and School Support Unit

Children's Services

Town Hall

Oriel Road

Bootle L20 7AE

Tel: 0151-934-3343

at £7.95 per copy, plus postage and packing.



APPENDIX

DISCLAIMER: This list is provided for the use of teachers. The Working Party has not been able to check these sites to see if they are all current, nor to confirm their accuracy. You should therefore exercise professional judgement in using this list.

A

www.arabia.com/ramadan - A guide to Ramadan
www.amazon.co.uk - Sells books etc
www.adherents.com/movies - Film and Faith Website
www.awesomehouse.com/matrix/exiles.pdf/parable - Film and Faith Website
www.ajbird.demon.co.uk – links to various RE resources
www.ajbird.co.uk - General RE site. Andy Bird
www.anglicaninteractive.com - Subscription RE site
<http://amv.ex.ac.uk/> - Awareness, mystery and values
<http://www.anglicansonline.org/> - Anglican site. Aimed at adults/sixth form
www.annapumadance.com – Indian dance company who work with schools. Include work with Indian storytellers, and dancers, visual artists and storytellers
<http://www.aakash.co.uk/> - Cleckheaton: West Yorkshire. The largest Indian restaurant in the world

B

<http://www.bahai.org.uk>
<http://www.biblegateway.com/> - online bible
www.badger-publishing.co.uk – Tel: 01438 356907 (RE Resources)
www.bigmyth.com - (Creation Issues – CD Rom Available)
www.bfi.org.uk – Film and Faith Website
www.britkids.org – Racism Website, a fictional town with a lot of multicultural characters and places to explore eg places of worship, sponsored by Comic Relief and based on the idea of the children living in Britain
www.bbc.co.uk/education/webguide - BBC Education web guide
www.bbc.co.uk/education/teachers - BBC teachers online
www.bbc.co.uk/education/gcsebitesize/help/schedule.html - TV programmes listing
www.bbc.co.uk/religion/tv_radio/index.shtml?television – Religious TV listings on the BBC
www.becta.org.uk/ - Organisations/national RE Centres
www.brijnet.org/ - British Jew Net – Organisations/National RE Centres
<http://www.brunel.ac.uk/faculty/ed/edpages/centres/re/re.htm> - BFSS National RE centre
<http://www.btinternet.com/~vivekananda/schools.htm> - Hinduism for schools. Sections for both first/secondary schools

RECOMMENDED

<http://www.britannica.com/> - online encyclopaedia. NB some sections only available to members
<http://www.bluemountain.com/> - Electronic greetings cards – possibly useful if you want to encourage pupils to use computers to communicate, then this is a good start. Religious festivals (and secular celebrations such as birthdays are listed – with the opportunities to personalise cards

C

www.choicesdirect.com – DVDs etc for sale, including sometimes 'hard to get' – free postage and packaging
www.cableeducational.com – Tel: 01723 890351 (RE Resources for KS3)
www.chireader.com/movies/index - Film and Faith Website
www.cinemainfocus.com – Film and Faith Website
www.comics2film.com – Film and Faith Website
www.connectbiblestudies.com – Film and Faith Website
www.churchnet.org.uk – Church Net UK – General RE site. Includes questions and answers section
www.culham.ac.uk – Culham Institute – General RE site



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www.cant.ac.uk/renet - RE Net - General RE site

www.campus.bt.com/campusworld/pub/RE - Subscription RE part

www.cem.org.uk/ - Organisations/National RE Centres. The Christian Education Movement

www.channel4.co.uk/education - Organisations/National RE Centres

www.cofe.anglican.org/ - Church of England. Organisations/National RE Centres

<http://www.cafod.org.uk/> - Catholic Agency for overseas development

www.christian-aid.org.uk – Christian Aid – Relief Agency

<http://www.catholic.org/> - A Catholic website, information for youths etc

<http://www.csg-i.com/icons/> - Byzantine Religious iconography/icon art

www.covington.k12tn.us/resources/word - Higher order thinking skills questions

http://www.channel4.com/life/microsites/H/hajj/virtual_hajj.html - virtual hajj

D

www.dfes.gov.uk – the DfES website

<http://dspace.dial.pipex.com/nsrec> - The London RE Centre

<http://www.dharmathecat.com/> - General site on Buddhism that has good gateways to stimulate imagination and creativity among pupils. Has a nice blend of humour and very serious Buddhist philosophy to make for an interesting excursion. An excellent jokes page allows the user to interact with the mysteries of Buddhism through cartoons and other devices

<http://dickinsq.intrasun.tcnj.edu/diaspora/creation.html> – African creation stories

E

www.eBay.co.uk – Auction Website

<http://ethics.acusd.edu/index.html> - Philosophy and ethics

<http://www.educhurch.org.uk/> - Middle School upwards website, teacher sections included

F

www.filmeducation.org – Film and Faith Website

www.filmeducation.org/workshops/filmclub - Film and Faith Website

www.eun.org/ - European School net-educational information

<http://www.farmington.ac.uk/> - Here you can get the results of research done by 'Farmington fellows' teachers given a sabbatical to do development work on RE

G

http://www.123greetings.com/events/rosh_hashanah/ - Online Rosh Hashanah greetings cards. Possibly useful to show various designs available

<http://www.123greetings.com/religion/> - Various religious cards for all main world religions

<http://www.gly.uga.edu/railsback/CS/CSIndex.html> - Creation stories from around the world

H

www.hollywoodjesus.com – Film and Faith Website

www.happy-easter.com – Various Easter activities, suitable for key stage 2, 3, 4 and advanced

www.hindu.org/ - A general Hindu organisation, including subsections non art, music and so on

<http://www.hitchams.suffolk.sch.uk/> - School site suitable for basically primary school children, including pieces of music, virtual tours etc

I

www.imdb.com – Film and faith Website

<http://info.ox.ac.uk/ctitext/theology> - RE and theology

www.islamic-relief.com – A Muslim relief organisation

<http://www.icteachers.co.uk> – Links to various subjects resources.

RECOMMENDED

www.islam4schools.com – Various information – worth a visit!

www.iskcon.org.uk/newcastle Iskcon Newcastle Temple Page

www.iskcon.org.com – A link to Iskcon temples nationally

www.iskcon.org.uk/ies (National Iskcon Educational Services)



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www.iskcon.com (Iskcon international)

<http://www.in2edu.com/downloads/awards/hats/hatblackplain.pdf> - Thinking skills and De Bono etc

http://www.internet-at-work.com/hos_mcgrane/creation/cstorymenu.html - Links to various creation stories

<http://www.indians.org/welker/creation.htm> - Apache creation story

J

K

http://www.k4t.com/eng_creation.htm - Creation story, animated presentation

<http://www.kamat.com/kalranga/rangoli/3142.htm> - Rangoli patterns

L

www.lds.org/ - The Mormons

www.lysator.liu.se/religion/index.html - The religious archive

www.livlib.eduweb.co.uk – Living library-subscription site

<http://library.thinkquest.org/18757/creation.htm> - Genesis: The beginnings

M

www.themiraclemaker.com – Based on the film

www.muslimaid.org – A Muslim relief organisation

<http://www.magictails.com/creationlinks.html> - Lots of cultural creation stories

<http://www.mamtaskitchen.com/> - Selection of recipes from around the world

<http://www.musalla.org/Articles/hammy/index.htm> - Story of hajj

N

www.newage.com – New age online

www.nccbuscc.org/movies - Film and Faith Website

www.nelsonhomes.com/swecondary/re - RE Links at KS3 and 4

www.ngfl.gov.uk – National Grid for Learning. Educational information

<http://www.natsoc.org.uk/> - Important organisation that supports teaching and learning in RE nationally. Provides useful addresses and information about key people in the RE world

<http://www.nc.uk.net/gt/index.html> - Gifted and talented guidance

O

www.ofsted.gov.uk – The Ofsted homepage

www.ort.org/ort/edu/festivals/hanukkah - Jewish festival of Hanukkah. Various activities available including the opportunity to play some songs sung at Hanukkah. KS 2,3,4

<http://www.oxfam.org/> - Oxfam international

P

www.playandlearn.org – Islam Resources

www.play.com – DVDs etc for sale, including sometimes ‘hard to get’ – Free postage and packaging

www.philosophers.co.uk – The philosophy magazine – more suited to ‘A’ level - online games etc available

<http://www.printfree.com/> - Free printable calendars

<http://www.puzzlemaker.com/> - Make crosswords/word searches suited to whatever you want

www.purebuddhism.com/ibro.htm - International Buddhist relief organisation

http://www.painsley.org.uk/re/signposts/Y7/2-2Hinduism/hindu_creation_story.htm - Hindu creation story

<http://www.painsley.org.uk/re/signposts/y8/1-1creationandenvironment/c-story.htm> – Other creation stories

Q



Sefton Council

www.qca.org.uk – Curriculum matters. Qualifications and curriculum authority

www.quaker.org – The Quakers – Organisations/national RE Centres

R

www.retoday.org.uk – RE issues

www.revise.it – Including quizzes

www.royal.gov.uk – The British monarchy

<http://re-xs.uscm.ac.uk/schools/> - Religious Education Exchange Service. Has information about current RE Issues, contacts, forums for questions – both for pupils and teachers

<http://re-xs.uscm.ac.uk/re/places/> - Virtual tours and supporting resources for places of worship

<http://refit.uscm.ac.uk> – RefiT (RE from IT)

www.religioustolerance.org/ - Ontario Religions site

<http://www.religiouseducation.co.uk/> - Sections of resources suitable for teachers and students, all levels of education.

RECOMMENDED

www.relessononline.co.uk – This site has a whole selection of lessons using media sources, and up to date films, that are appealing to teenage audience- lining them with a 'religious' topic.

Very appealing to pupils of all abilities~!! RECOMMENDED

WWW.REFORMJUDAISM.ORG.UK – Jewish social action

<http://www.reonline.org.uk/> - RE ideas and links

S

<http://www.seeking-god.co.uk/id46.htm> - God: lessons

www.soundvision.com/info/eid/cards.asp - Islamic eid-ul-fitr cards

www.samlearning.com – Revision for KS1 – A-level, including tests; need to register and get log in name and password – online facility to do GCSE questions, get them marked and feedback, online tracking system of progress. Subscription. RECOMMENDED

www.schools.channel4.com – Channel 4 schools programmes

www.strath.ac.uk/Departments/SocialStudies/RE/ - Strathclyde University RE pages

www.stapleford-centre.org.uk – Association of Christian Teachers- Organisations/national RE Centres

<http://sikhs-ms.demon.co.uk/gobind.htm> - Sikh Missionary society resources, way of life etc

www.sikh.net – Provides contacts etc

T

www.tes.co.uk (Teacher Information/Staff room Forum etc)

www.theresite.org.uk – Links to all major world religions, including interactive tours

www.teach-tta.gov.uk – Teacher training agency

<http://tibtetworld.com/orgs/org105.htm> - Lim Ram Buddhist Centre – Organisations/national RE Centres

<http://www.taize.fr> – Taize

www.teachernet.gov.uk – The education site for teachers and school managers

www.teachingideas.co.uk – Primary school links for various subjects, RE included

<http://www.topmarks.co.uk/?Subject=25> – Religious education section provides other links to sites, as well as stating the key stage they are suitable for. RECOMMENDED

www.tzedek.org.uk – Jewish action for a just world. Overseas and development and educational charity

<http://www.teachingtrends.com/> - A shop in London selling items suitable for displays

www.teachernet.gov.uk/development - About your career in teaching, pathways to take, ways to progress your career etc

www.trainingschool.bham.org.uk/srelstud/virtual%20TOUR%20madni/ - Virtual tour of a Hindu mandir

<http://www.turks.org.uk/> - Islamic art exhibition

<http://www.tts-shopping.com/testframes.asp?Curr=Uk> – A website offering the sale of RE items etc

U

www.ukjaid.org – United Kingdom Jewish Aid and international development



Sefton Council

<http://www.ukre.blogspot.com/> latest RE issues

V

www.vtc.ngfl.gov.uk – Virtual Teacher centre

www.vtc.ngfl.gov.uk/resources/cits/re/ - Virtual Teachers' centre RE

www.vatican.va – The Vatican – Organisations/national RE Centres

http://www.virtual.co.il/city_services/prayer/ - Pray at the Western Wall

<http://www.virtualchurch.org/> - Worth a look, including religious fine art

W

<http://watchtower.org/> - Jehovah's Witnesses

www.wcc-coe.org – World council of Churches

<http://www.westhill.ae.uk/west!.htm> – Westhill RE centre

<http://weblife.bangor.ac.uk/addysg/wncr/home.htm> - Welsh National RE Centre

www.word-on-the-web.co.uk – Theology and films. A selection of modern day films and their theological/religious links explored. Suitable for KS 4 and 5

<http://webcom.com/ara/col/art/> - Krishna art. Also links to other 'art' Bhagavad-Gita etc

<http://www.wtv-zone.com/Blulady/pagesfive/TheWaterBug.html> - A story explaining death to young children

<http://www.wga.hu/frames-e.html?html/r/rembran/painging/biblic3/> - Web gallery of art

X

Y

www.yorks.ac.uk – York RE Centre

www.yorkminster.org.uk/ - York Minster