

RE Update: March 2021

Anti-Racist RE

Free schemes of learning and lesson resources on NATRE website:

www.natre.org.uk/about-natre/projects/anti-racist-re/

There are resources for all age groups and phases of education. As well as whole school cultural resources to allow you to review, audit and evaluate your current RE curriculum in the context of racism.

This includes the presentation and resources from Strictly RE at Home 30 & 31st January 2021 had a fascinating Keynote Session on chaired by Lat Blaylock, editor of RE Today. You may still be able to access the recording of this through the link below:

www.youtube.com/watch?v=0ujUGd1Q3-g&feature=youtu.be

The thought-provoking aspects for teachers and leaders to consider were:

- We need to acknowledge that for children we need to construct space to make sense of how we understand, RE is a tool we can use to decolonise whiteness / identity and bring greater understanding of diversity.
- We need to move away from the monolithic view presented by the 'big 6' religions and understand the messiness and blurring of religions as they are inter-diverse and influenced by culture.
- We need to breakdown stereotypes of the world portrayed by westernised structures and use other images such as from early Christendom that show different attributes and a wider identity.
- Anti-racism should not be a single week/ month in school, as one contributor said 'my skin colour doesn't need celebrating once a year' we need to organise our curriculum to have it inter woven throughout it.
- We need to be aware of the racial hierarchies westernised religion projects and often is reflected in our RE curriculum, we need to humanise RE and religion.
- We need to acknowledge some people / educators are 'colour blind' and say they see all people of all races the same – but this is dangerous as we are not the same, we all have our own cultural identities.
- The best practice is RE that provides students with opportunities to develop acute critical skills and hermeneutic skills that recognise difference and diversity as a positive element of humanity.
- BAME is a controversial title and many see it as too binary a label – many see BAME not including white people, it doesn't acknowledge the complexities of racial relationships or speak to the unique experiences. We should be referring to 'black, brown and other racialised groups' as this is more specific and reflective.

Virtual Visits and Tours

A couple of new resources have come to light around virtual visits and tours of places of worship.

Westminster Abbey – offers free self-guided tours on a range of themes or tours for schools led by a tour guide at a small cost (£48). Go to www.westminster-abbey.org and go to Learning to explore the virtual classrooms and virtual tours offered that have the cost I mentioned or go to Learning and virtual tours for the free ones, these include:

- Worship and Daily Life
- Monarchy
- National Memory – citizenship
- Building Westminster Abbey

Sites in VR – accessed as an APP



This interactive App allows you to visit cities around the world and take tours of places of worship such as:

- Mosques (Dome of the Rock – Jerusalem)
- Tombs (Tomb of Moses)
- Religious places and monuments (e.g. mount of Olives)

You can search by city or by theme and it is FREE!

Great Books for RE

Making Every RE Lesson Count: six principles to support religious education teaching (£11.99 on Amazon) by Louise Hutton

- Latest curriculum developments and evidence informed practice in RE in the classroom
- Practical, helps to unpick the big questions of religious belief and practice, morality, and philosophy
- Provides six pedagogical principles – challenge, explanation, modelling, practice, feedback and questioning
- Simple and realistic strategies to help us teach RE better

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