

Recent contacts, etc. with schools, County Hall, etc.
(from 7.1.19 to 9.4.19). Phil André

7.1.19, 9.1.19 and 14.1.19: an A4 flier with a list of important festivals for 2019 sent to schools and childcare facilities requesting it (e.g. Greenhead Pre-School and Rainbow Nursery).

8.1.19 and 11.1.19: advice sought by staff at Linton Primary about how to arrange a visit to the Hindu Mandir in Newcastle.

12.1.19: the January 2019 SACRE Newsletter text proof-read for Dave C. and confirmed as correct before distribution to schools.

13.1.19: a visit to the Hindu Mandir for the whole of KS2 at Linton Primary confirmed with the pandit and the headteacher, and the headteacher is advised about logistical, etc. arrangements for the visit. Responsibility for the mandir is presently shared by two pandits, so this has led to minor changes to how some visits are conducted (although visits remain as enjoyable and as enlightening as they have been for at least the last 20 years).

16.1.19: attend the SACRE meeting, County Hall.

17.1.19: Mariam Khan's contact details forwarded to a SACRE member.

18.1.19: the report of the RE and collective worship survey/questionnaire subjected to minor changes following discussion at the 16.1.19 SACRE meeting and the latest version forwarded to Dave C. and Andrea. The report's summary will be circulated to all schools.

21.1.19 and 22.1.19: the SACRE action plan for January 2016 to December 2018 is amended, etc. so the SACRE has a draft action plan for January 2019 to December 2021 to discuss at its April meeting.

22.1.19: a request derives from the RE subject lead, Ponteland Primary, about how best to promote religious literacy for Year 6 pupils in particular but younger pupils more generally. The teacher is confident about promoting religious literacy in relation to Christianity but not so confident in relation to other religions. Her initial areas of focus are Hinduism and Sikhism (origins/founders/leaders; important events in Hindu, Sikh and Indian history; Guru Nanak and Guru Gobind Singh; Sikh beliefs about God, etc.; Sikh worship in the gurdwara and the home). After agreeing a good working definition of religious literacy to confirm we are aiming for the same outcomes, I focus first on Hinduism (origins/leaders; important events in Hindu and Indian history). The "consultation" is not unlike a CPD session of at least an hour's duration.

23.1.19: for the RE subject lead, Ponteland Primary, ideas to promote religious literacy are provided for Sikhism (founders/leaders; important events associated with Guru Nanak and Guru Gobind Singh).

27.1.19: for the RE subject lead, Ponteland Primary, ideas to promote religious literacy are provided for Sikhism (God and other beliefs; the Mool Mantra, the Guru Granth Sahib, etc. Are Sikhs monotheistic or monistic?).

28.1.19: minutes for the 16.1.19 SACRE meeting are examined on behalf of Andrea and a few changes made for technical purposes.

29.1.19: for the RE subject lead, Ponteland Primary, ideas to promote religious literacy are provided for Sikhism (Worship and communities; Sikh worship in the gurdwara and the home).

1.2.19: discussions with Dave C. about whether anything needs changing in the summary of the survey about RE and collective worship in Northumberland schools before it is sent to various recipients, and we agree who the various recipients of the report should be.

5.2.19: to the Hindu Mandir to help with the Linton Primary KS2 visit, which WAS a little different (but just as informative and enjoyable). The pandit who has recently arrived to share responsibilities delights in chipping in with knowledge and understanding. As in the past, visitors are encouraged to observe the arti ceremony at 11.00am.

10.2.109 and 13.2.19: discussions with Wayne and Dave C. about a letter from the SACRE to Mrs. Pidcock re Bernard's sad and unexpected death.

13.2.19: a meeting with the RE subject lead, Ponteland Primary, to discuss teaching and learning opportunities re Hinduism and Sikhism and to donate to the school ready-to-use worksheets and handouts for lessons for Year 1 to Year 6.

18.2.19, 19.2.19, 20.2.19 and 18.3.19: text drafted for the April 2019 SACRE Newsletter.

4.3.19: advice provided to the RE subject lead, Sele First, about arranging visits to the Hindu mandir.

7.3.19 and 9.3.19: discussions with staff in eight secondary and high schools about whether they are willing to share their thoughts about why uptake of RS/ethics and philosophy has in recent years declined.

12.3.19. discussions with Dave C. and Andrea about what to do with a request from NASACRE inviting SACREs (or individual SACRE members) to comment on aspects of Ofsted's draft inspection framework of 2019.

13.3.19: a meeting with the RE subject lead, Amble Links First, about a new RE long-term plan based on key questions, assessing RE, possible places to visit and visitors to school who can reflect diversity in religion and belief, and making the best use of the content of the RE agreed syllabus.

17.3.19 and 18.3.19: discussions with Dave C. and Andrea about the agenda for the next SACRE meeting.

18.3.19 and 22.3.19: queries from SACRE members about the date, etc. of the next SACRE meeting, and the content of the RE Agreed Syllabus and what constitutes the statutory component/components.

21.3.19: the text for the April SACRE Newsletter proof-read one last time and forwarded to Dave C. so the task of laying out and printing can begin.

1.4.19: the first draft copy of the April SACRE Newsletter checked for typographical errors, etc. and any problems shared with Dave C.

5.4.19: discussions with Dave C. and Andrea about the agenda for the April SACRE meeting.

6.4.19 and 9.4.19: discussions with the National Secular Society (NSS) about their set of secondary school resources entitled "Exploring Secularism". The NSS kindly forwarded a whole set of the resources, which look extremely useful.

8.4.19 and 9.4.19: papers for the next SACRE meeting are firmed up and forwarded to Andrea.