

Oak National Academy Resources; how might they help SACREs?

- supporting
- strengthening
- promoting

Aims for tonight's training

This training tonight will look at the following:

- *Understanding the Oak National Resources for Religious Education*
- *Knowledge of what Oak is providing free of charge for all schools in England*
- *An opportunity to look at some the materials*
- *A time to ask questions to the national Oak RE lead*
- *Consider how a SACRE might want to interact with these new resources*

Links to Oak resources for RE

Key Stage 1 new supports

- <https://www.thenational.academy/teachers/programmes/religious-education-primary-ks1/units>

Key Stage 2 new supports

- <https://www.thenational.academy/teachers/programmes/religious-education-primary-ks2/units>

Key Stage 3 new supports

- <https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3/units>

Key Stage 4 new supports

- <https://www.thenational.academy/teachers/key-stages/ks4/subjects/religious-education/programmes>

How do Oak resources link with the NCS?

The **diversity** and **complexity** of religious or non-religious worldviews, nationally and globally

Developing knowledge of **scholarly approaches** and **methods** within RE (and the wide range of related **disciplines** including theology, philosophy and social sciences).

Opportunities for pupils to build an awareness of their **own presuppositions and values**; draw on their own experience; and interpret the **significance and meaning** of what they have been taught

Linking the NSE with Oak: content selection



☐ Authority and influence

☐ Continuity, change and diversity

☐ Expressing belief

☐ Meaning and purpose

☐ Nature of religion and belief

☐ Values and morality

Year 6

1

Hindus: how do Hindus see Brahman?

[Unit info >](#)

2

Sikhs: What does Khalsa mean to Sikhs today?

[Unit info >](#)

3

Pilgrimage: why are people still drawn to ancient places?

[Unit info >](#)

4

The Church: Has there always been diversity?

[Unit info >](#)

5

Ethics: How do we decide what is good?

[Unit info >](#)

6

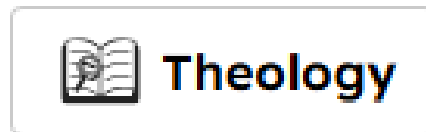
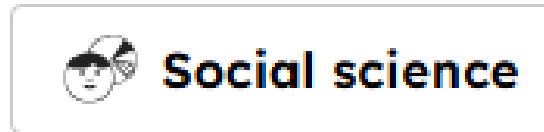
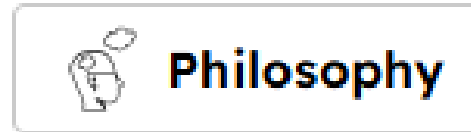
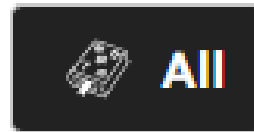
Worldviews: how is our country and community changing?

[Unit info >](#)

Linking the NSE with Oak: ways of knowing



Category



Year 2

Philosophy

1

Choices: Do we need rules to live by?

[Unit info >](#)

Year 6

Philosophy

1

Ethics: How do we decide what is good?

[Unit info >](#)

Philosophy in Year 2

Why do we have rules?



Sofia and Andeep are talking about thinking.

The more I think about something like **rules**, the more questions I have!



Andeep



Sofia

It is great to think hard and ask questions!
People who do this are called philosophers.
Philosophy is about thinking hard and asking questions that don't have simple answers!

Philosophy in Year 2

Why do we have rules?



Here are some questions you might ask in **philosophy**:

What makes you, you?

Where do your thoughts come from?



Sofia

If animals could talk, what would they say?

Can you think of any big and tricky questions?

Philosophy in Year 6

What do we mean by ethics?



Philosophers like to think deeply and have discussions about difficult questions.

They might ask ethical questions such as:

Is it okay to harm one person in order to save many others?

This is an ethical question because it is **about how principles of right and wrong might be applied to a situation.**

Philosophy in Year 6

What do we mean by ethics?



Some questions are **not** ethical questions. For example:

What is the best way to make a chocolate cake?

This is about opinions, not about **principles** of right and wrong.

Which planet is furthest from the sun?

This is about facts, it is not about **principles** of right and wrong.

Can you think of any ethical questions?

Theology in Year 2

What is the Parable of the Lost Son?



Explanation



The younger son decided to go home.

His father was already watching and waiting for him.

...he left the big
...er, and he left his father who



sacre

National Association of
Standing Advisory Councils
on Religious Education

Theology in Year 2

What different meanings might Christians find?



David is thinking about what the Parable of the Lost Son means to him.



David

I became a Christian a few years ago. I made some bad choices in my life.





I was happy when I learned that God forgave me and welcomed me, just like the **father** forgave the younger son and welcomed him home.

Theology in Year 9

Task C Junia: a case study

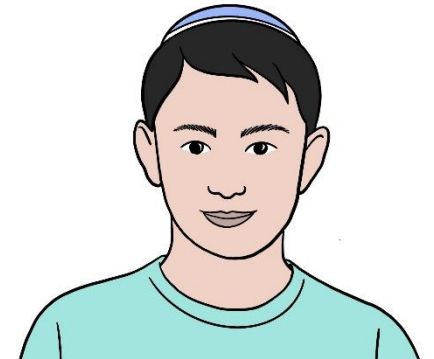
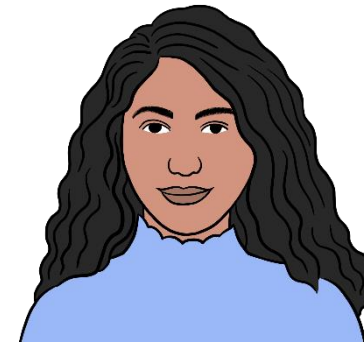
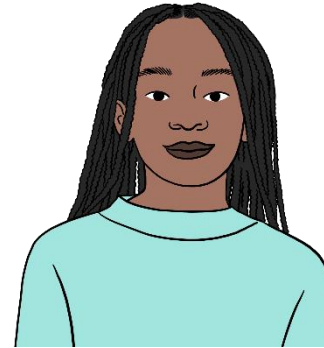
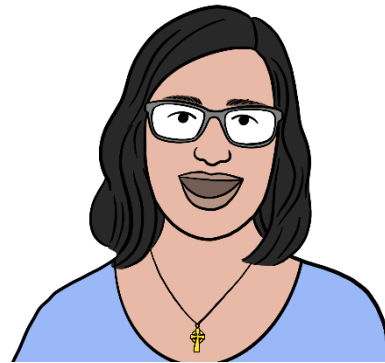


Tamara, Fiona, Fergus, and Danielle are discussing women in the New Testament. For each point in the table, give a piece of evidence from the Bible to support it.

Tamara 	Fiona 	Fergus 	Danielle 
Women have been given the gifts of the Holy Spirit just as much as men and can use them.	The New Testament has lots of examples of women leading churches, including in Paul's letters.	There is no difference for me between male and female church leaders.	Women can have an important role in the Church but they can't be in authority over men.



Linking the NSE with Oak: lived experience

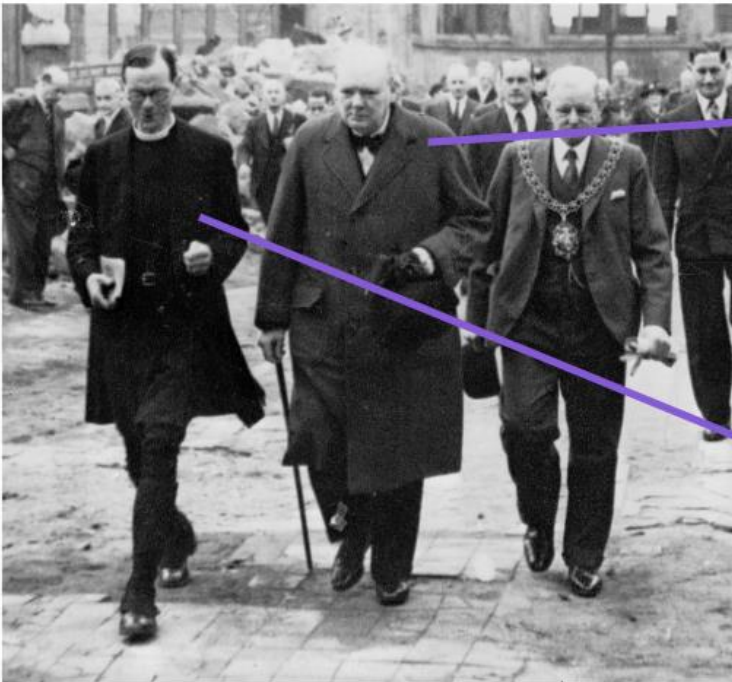


A historical lived experience case study

What happened to Coventry Cathedral?



Do you recognise anyone in this photograph?



The person in the middle is Winston Churchill. He was Prime Minister during the Second World War.

The person on the left is Richard Howard. He was the Provost of Coventry Cathedral. We are going to hear his story.



A contemporary lived experience case study

How are Hindus responding to the climate crisis?



I understand that many Hindus see **dharma** as taking action for the good of all living things. But how do they take action?

I am going to meet with Aarya who volunteers with a group called **Hindu Climate Action**.



HINDU
CLIMATE
ACTION



Sofia

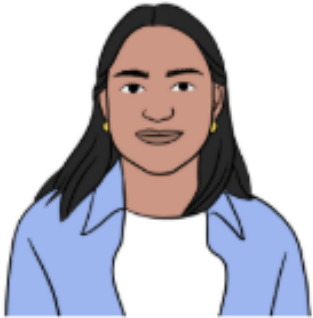
A contemporary lived experience case study

How are Hindus responding to the climate crisis?



Sofia

Aarya, why do you volunteer with Hindu Climate Action?



Aarya

As a Hindu, I think we should help because we want to **live peacefully and in harmony** with all living things. Climate change puts this at risk. I volunteer because I want to play my part in making this world a better place. I also hope my example will inspire future generations to lead a sustainable lifestyle.

Lived experience to explore worldview diversity

How might music be used in Islam?



Listen to the audio recording to hear a traditional **nasheed**.

Hasbi Rabbi
means 'My

This **nasheed**
this means
instrument

What do different Muslims say about music?



Nadia explains how she uses music.



Nadia

Music is a very important part of my worship and I follow some **Sufi** traditions. Music and **harmony** help me to feel close to Allah (God). Music lifts my spirits and gives me a deep sense of peace.

Questions



What the Oak resources are...

Resources that can be used to help teach units in an agreed syllabus.	Clear and reliable subject knowledge for teachers. confidence.	Photographs, stories and ways to show RE is lived and real.
Free and adaptable by SACREs and teachers to fit their own contexts.	Checked with authentic sources.	Case studies to use in the classroom.

What the Oak resources are not...

A syllabus. They are sequenced curriculum resources.	A script to be followed. They are made to be adaptable to local context.	Rigid and inflexible. They can be adapted to teach with different age groups – or elements used for particular lessons or units.
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Resources adaptable to local context

How are places of worship changing?



This building is in Bristol.
It has now been **converted** into
a theatre.

Previously it was a place of
worship.

It was a chapel for Methodist
Christians.

Resources adaptable to local context


How are places of worship changing?



This is a mosque in Bristol.

It was built as a school in 1855. You can see the old school building.

It was **converted** to a mosque in 1983.

The mosque was enlarged with a new dome in 2017. 

Resources adaptable to local context

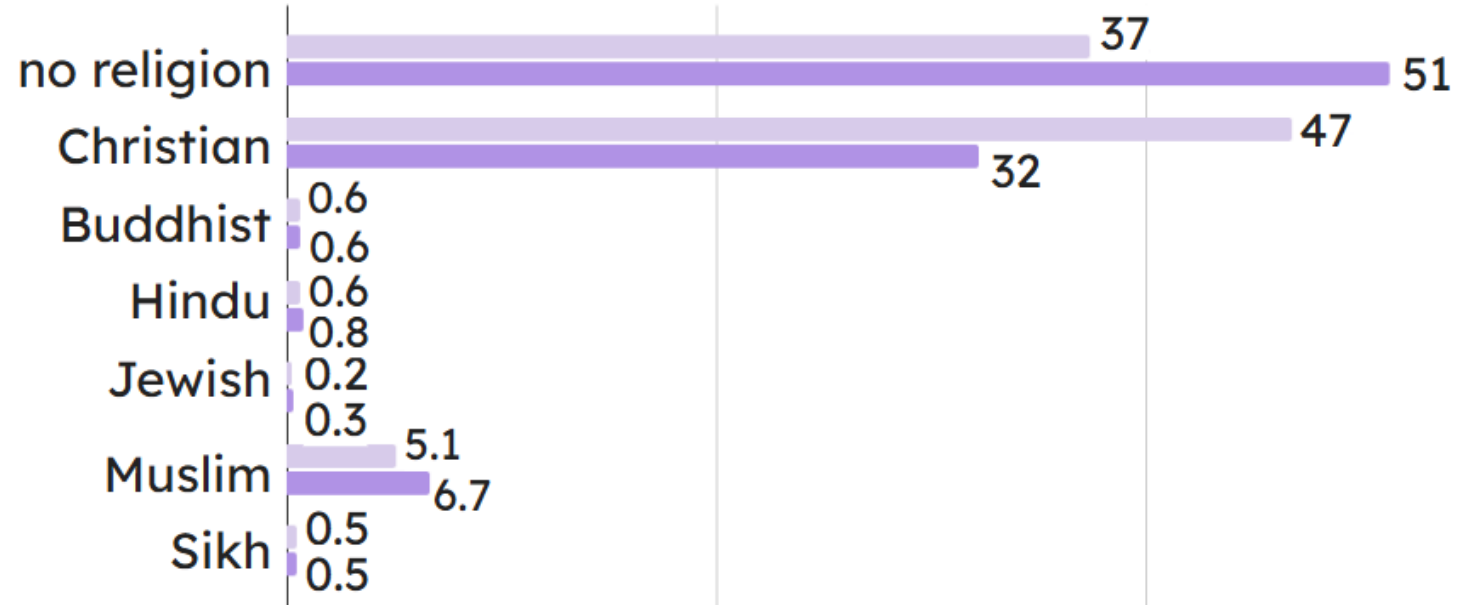
How are places of worship changing?



This graph compares Bristol **census** data on **worldviews** in 2011 and 2021.

The light purple is 2011.

The dark purple is 2021.



percentage of population

What patterns do you notice?



Jacob

Data source: Office for National Statistics - Census 2021



Resources adaptable to local context

What are the different types of mosques?



How does Nadia's mosque look different to Ahmed's mosque?



Nadia's mosque



Ahmed's mosque



Resources adaptable to local context

What are the different types of mosques?



This is Easton Jamia mosque in Bristol.

What do you notice is similar or different to Nadia's mosque?



Easton Jamia mosque



Nadia's mosque



Questions

