

NASACRE Conference 2024

Lat Blaylock

35 ideas.

30 minutes!

**How can activist
SACREs make a
positive
difference for the
future of RE?**



Nice day out in York -vs making an impact

The 35 ideas in the booklet all happened

None happened without an enthusiastic bunch of volunteers!

Hats off to all SACRE members, voluntary members of statutory bodies

Activist SACREs in 2024

35+ things a good SACRE can do!

Any SACRE could be passive and reactive -some are - but this is a plea for activism from SACREs. I hold the view that any SACRE, large or small, expert or developing, should consider how to take action in pursuit of its mission to guard and develop standards in RE. NATRE has a very strong interest in SACRE effectiveness and is pleased to support our many teacher members who serve on SACREs.

We think that SACREs are more powerful than we have yet seen – statutory bodies, in all local authorities, with representation from religion, professionalism and democratic structure are powerful, but often don't notice their powers. Both dependent upon the LA, and independent of it, the SACREs that do most for RE are powerful indeed.

I like the idea of activism, because it represents the capacity of the SACRE to make a difference, rather than merely maintain itself. Perhaps a rule of thumb for activism might be 'does this SACRE innovate at least one project every year?' Is yours an activist SACRE?



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Yusra is 6

“God is in beautiful places that make us smile; in waterfalls, water in streams and rivers, and in the ocean water as well. In nature that gives us oxygen. God is in the morning dew in the wind to help the plants grow. God is in my family, blessing them every day. But most of all God is in our love!”



James, age 13, from **Warwick School** called his piece 'Making or Marring?'

“My questions come from being an agnostic about God ...it shows an omnipotent figure carving the world, while not explicitly stating that the figure is God. Is this figure a creator or a character manipulating the surrounding that already exists? The picture may represent the universe but equally it could represent its marring. At first glance, because my piece is figurative, it is very easy to think that it represents a creator at work, but I also wanted to introduce a sense of ambiguity...is this figure enhancing our world or destroying it? Is this figure shaping Africa lovingly or tearing the continent apart?



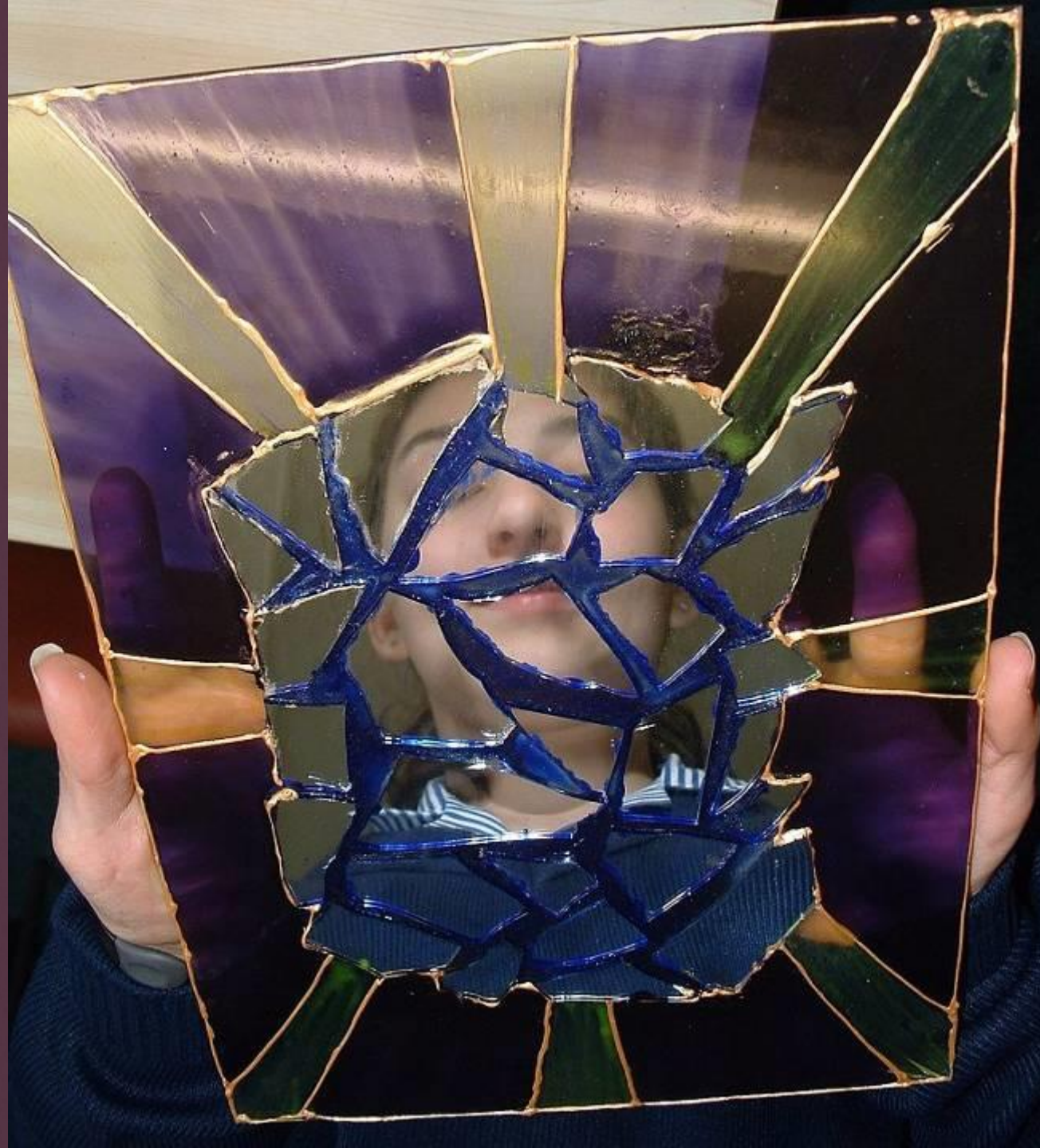
God: what if...

What if God was just a curious child?

For my entry I wanted to capture the power that young children have over us. For example, when you see a small child playing quietly by him/her self you automatically go over to them and play with them, often speaking in softer perhaps more childish tones with them. No adult, young or old could make you do that, it's a power that only very small, cute and young children possess. So this idea that a child could be God is one that I have come up with, because god is supposedly inside everybody. Everyone was once a child, however not everyone makes it to adulthood, so this drawing is one of a 4 or 5 year old child, who was curious about life's colours. She is depicted facing a whole splash of colours with her mouth open, gazing in awe at the beautiful and different colours, they are different and new to her as she has been drawn in black and white graphite and therefore doesn't know or understand the true beauty of colour. I think this is how god felt when he or she was making the earth, amazed at the new and exciting materials in front of him/her, eager and curious to find out more about them. God's curiosity, just like that of the child is taken forwards to make something huge and beautiful, but unlike with god (who made the earth) we don't know where this small and innocent child went with this new palate of colour...and adventure.

By Nadia Ashbridge, Yr 9.





God – He Lies In You

I believe that every one of us possesses Him. I have titled my design “God: He Lies In You”. I have included a mirror: when one looks at this artwork, symbolizing God, they see their own face. The image will be broken, because it is hard to see that God is part of each one of us.

It is a very personal thing. I am sure that not everyone agrees with my opinion.

This design has deep meanings; everything from the colour to the shapes used symbolizes something. I will not explain what I intend everything to mean, because I think this is what discovering the painting is about.

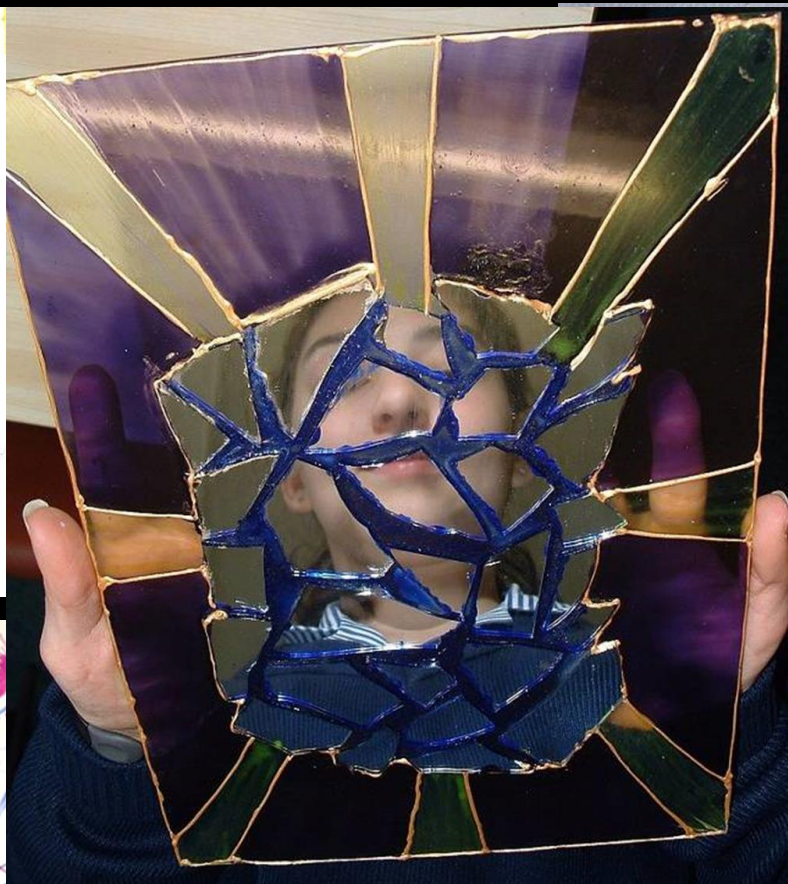
Jennie, 14

GOD IS A GREAT HEALER



Isobelle, age 17, from Newman Special School is one of our SEND+ winners. She shared a moving piece:

“God is up in the sky waiting for my arrival. So he can sprinkle down a healing potion to make me see and walk again and my parents standing beside me crying with tears of joy I say ‘I can see and walk again, thank you God’.”



Which one is the winner for you? Why wouldn't your SACRE 'do a Wakefield' and co-ordinate this across the authority?



158 SACREs: power to the RE people

Making ourselves un-abolishable by delivering quality, value and 'punching above our weight' for children, pupils and communities of religion or worldview

Estimated £3/4m of LA spending: a responsibility to deliver.



Sandwell bus trip

All ECTS in the borough

Any teacher of RE

Enables loads more visits with pupils

Excellent grades from all participants

Made money for the LA



[NATRE Executive](#)

[Local Groups](#)

[Lobbying & Advocacy](#)

[NATRE Surveys](#)

[Data and Research](#)

[FREE themed resources](#)

[Green RE: Climate Justice
Via RE](#)

[Spirited Arts](#)



ANTI-RACIST RE

These project materials are designed to help teachers of Religious Education plan and provide excellent learning in the classroom that encourages pupils to learn about religion and beliefs, racism and prejudice in challenging ways that promote the well-being of all in our richly plural communities.

Project partners whom this work would not be possible

Taking a priority in our whole education service, and our society, RE can ‘punch above its weight’ in this field by using teaching and inspirational examples from R&W to show paths forward from racism to prejudice reduction. We can – as SACREs – pivot practice towards justice, equity and mutual understanding. Wolverhampton’s example is just one of many. Many LAs have resources for this work. Let RE step up...

Interfaith panel on climate change

Luton SACRE used its NASACRE Westhill award to set up and run this project – participation from Baha'i Muslim Hindu and Christian SACRE members.

All materials free to all schools now at <https://www.natre.org.uk/about-natre/projects/green-re-climate-justice-via-re/>





Leicestershire SACRE's walking tour of three faiths in Loughborough enabled 8 schools to send 6 Y2 pupils with a teacher. It functioned as both brilliant RE day learning for the children and professional development for the teachers.



Pupil involvement central to SACRE's mission for better RE. Commission pupil voice activities simply to many schools.

6

My favorite thing in RE was when

6. Why we had a debate about our beliefs.

Learn about muslims

My favorite thing in RE was when we did roleplayed debate and discussed what would personally happen in it.

7. If everyone was the same there would be nothing exciting would happen.

7

7. If the world was the same nothing exciting would happen.

6. I went on a university trip to Aldgate/Westminster over 2 days how many opportunities there are to visit a learning by experience.

om

6. When 9 lessons are interactive or again involve drama with roleplaying and introducing other people's points of view.

6. It became clear we can learn about other people learn in our religion.

6. My pupils shared their personal beliefs and felt the freedom to express it.

6. When we learnt about the story of Moses and Sarah and his teacher's dream coat.

6. It would be so boring if everyone was the same.

6. We made Christmas

6. Because was when we look at our religion good.

6. When we go to an acted out the story of Jesus when he came to Bethlehem and the people were putting tomatoes.

6. Because I like learning about other cultures and I like learning about Hindu's.

6. The things we learn about RE that we could learn other people's religion.

6. To learn about every religion.

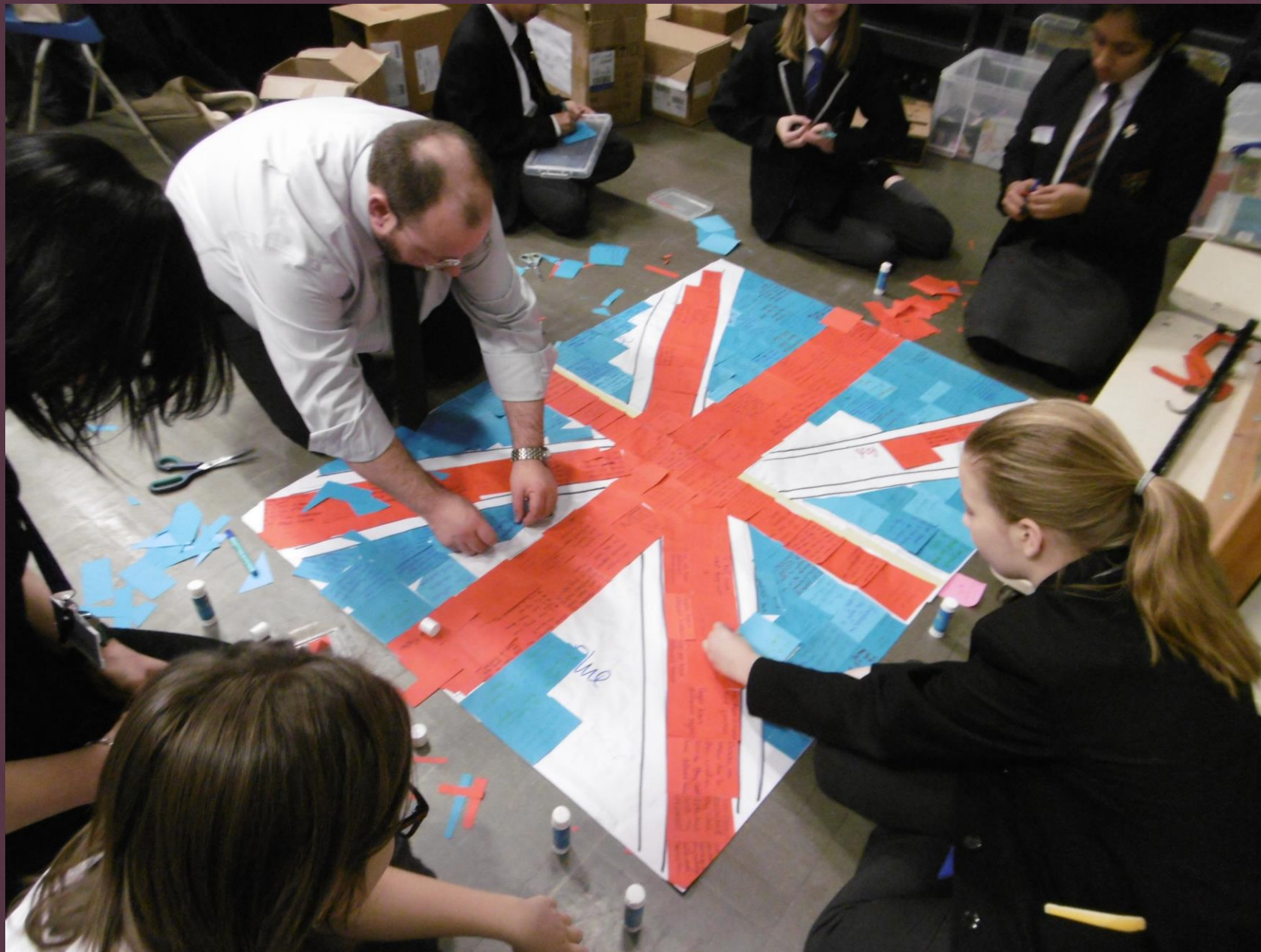
7. Because if every one was the same it would be boring.

6. Nothing

6. My favorite thing about RE is drawing.

6. We can learn from each other.

Can you understand people?



You may like or argue against the 'British Values' agenda, but these pupils from Kent created their own 300-item expression of what matters most to them and wowed the OFSTED...



Collaborative project in Exeter with the Diocese commissioned 8 schools to create high quality banners for the Cathedral – inspiring setting, inspiring work.



Theme:
Visions of freedom

Middlesbrough's artefact loan boxes



In Islington, FAB ambassadors from 12-14 worked with 7-11s in their day conferences, sharing their own carefully prepared examples of how their worldviews challenged, inspired and comforted them.



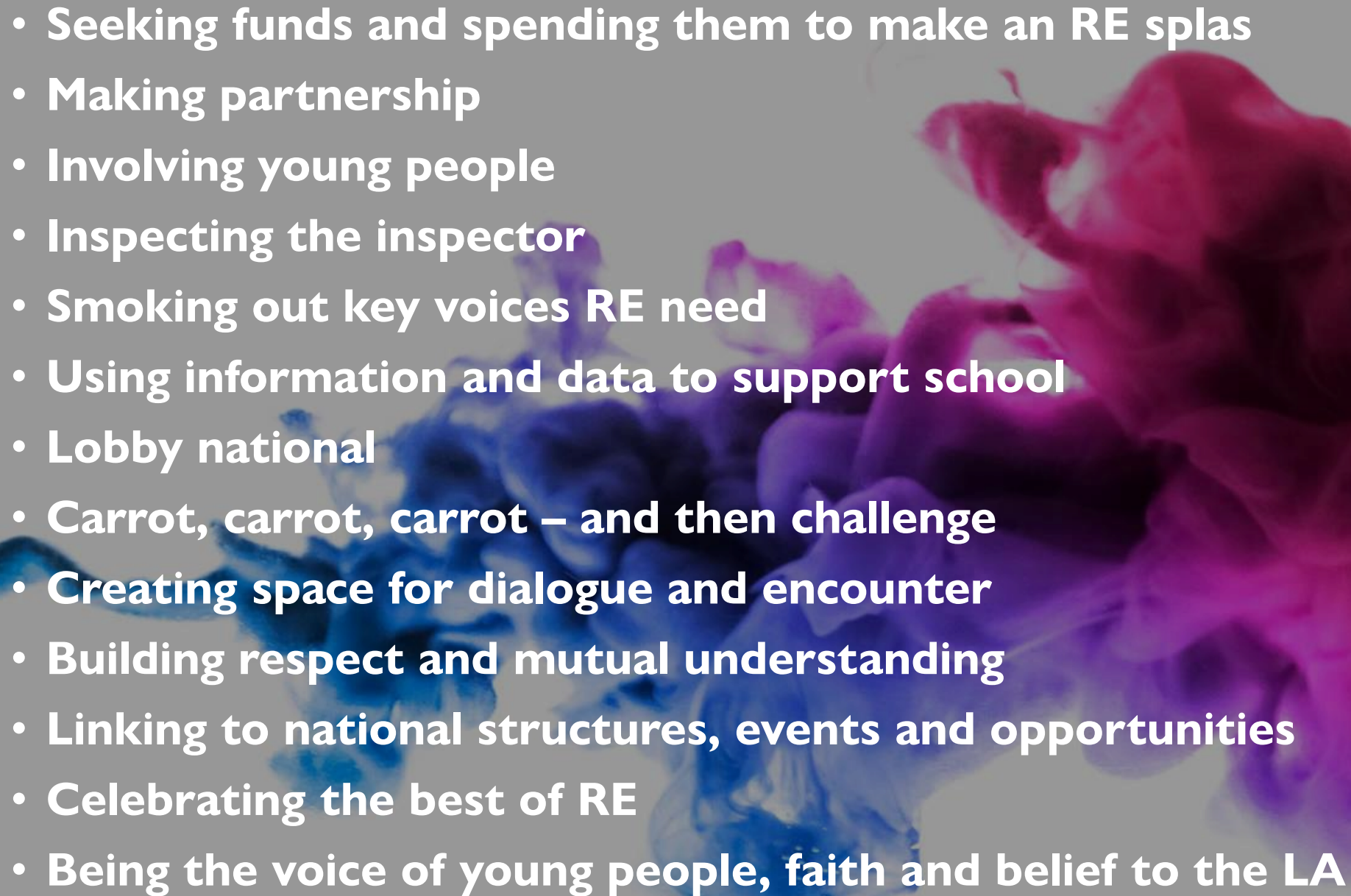
lat@retoday.org.uk

**I'd be delighted to run a teacher conference
with your SACRE.**

**Enthusiasm, professional learning, practical
inspiration and challenge for great RE
guaranteed**

You might make some money

You will make waves for great RE

- 
- **Seeking funds and spending them to make an RE splash**
 - **Making partnership**
 - **Involving young people**
 - **Inspecting the inspector**
 - **Smoking out key voices RE need**
 - **Using information and data to support school**
 - **Lobby national**
 - **Carrot, carrot, carrot – and then challenge**
 - **Creating space for dialogue and encounter**
 - **Building respect and mutual understanding**
 - **Linking to national structures, events and opportunities**
 - **Celebrating the best of RE**
 - **Being the voice of young people, faith and belief to the LA**