

SACRE NEWS



Issue 24

EDITORIAL



I was delivering training to Primary RE teachers and NQTs the other week and we were considering the world for which we are preparing pupils to live as successful learners, confident individuals and responsible citizens. I posed the question – ‘what have been the significant changes to the world for you since you were five years old?’ We embarked on a fascinating discussion, between adults whose ages ranged from 59 to 23. We all realised very quickly that we could not in any way imagine the world these young people will inherit but also appreciated the speed of change that has happened in the past 50 years, how diverse local communities have become and in turn how small the world has become. We also realised how much humanity has altered the fate of the planet in the past years and how delicate the health of the world is now. Which all took us back to the impact and relevance of RE on the development of the whole child in the curriculum.



In our pluralist and multi-cultural society, world events impact hourly on local communities. As world economies flourish or wither, they lead to financial gain or hardship for individuals in our locality. Local people mourn relatives, friends and co-believers suffering from the extremes of war and prejudice here and around the world. Speed of communication makes us appreciate that our planet is a small and delicately balanced home that we all share and we all need to care for. Disasters both natural and

In this Issue

Editorial	p1
Bucks SACRE - REconnecting	p3
Resource Reviews	p4
Reviewing the secondary curr.	p6
Subject Knowledge Boosters	p7
Hampshire Interfaith Calendar	p9
Book Reviews	p10
Westhill Awards 2009 / 2010	p14
What is in a name	p16
Annual General Meeting	p17
Back Page	p18

human-made encourage responses from us all both spiritual and practical. Our ‘brother’ can be on the next Facebook page or belong to the same Yahoo ‘group’ and new leaders who appear to provide vision and alternative routes towards world

partnership and prosperity for their own people can raise the spirits and warm the hearts of people in different countries who believe the world could become a better and more co-operative place for everyone.

International events and their pace of change continue to impress on me that building bridges between groups in the local, national and international communities are vital to growing and nurturing those communities so that they become healthy and supportive for all their members both now and in the future. As US President Barack Obama has said, “It is our responsibility to ensure that this planet remains clean and safe and livable for our children and for all of God’s children.”

This term, as part of the RE Action plan funded by the money promised by Jim Knight at last spring's NASACRE/QCA Conference, the major work of the SACRE Recruitment and Training initiative has been rolling out in this year's cohorts. This programme develops the capacity of SACREs to build bridges between their local faith communities and their schools. Already across Yorkshire & Humberside, the North east, the Midlands, London and part of the South east, many new SACRE members for Committees A of their SACREs have been recruited and are in the midst of a well-planned training programme. By the end of the term another series of day conferences will have offered up to 3 new or inexperienced SACRE members from the same cohorts a day's training as personal development.

The Recruitment is led by Marjorie Crombie, supported by some local partners and Vivienne Brown who updates our vacancy database and the Training is led by Julie Grove. They both have the help of Yvonne in the NASACRE Office, NASACRE Executive members, local RE Advisers and teachers in schools who have hosted visits to observe their lessons, and SACREs who have volunteered to have new recruits for neighbouring SACREs attend as visitors to broaden their views of what a SACRE is all about. We have also been supported by a range of faith community contacts around the country that have helped us to make links with local faith networks in order to recruit new volunteers. On behalf of the NASACRE Exec and the RE Council I would like to thank all those who have been involved in this work for their hard work and commitment.



The mad flurry of e-mails and post that have been sent to and from ourselves and member SACREs have raised a few issues which I will share with you. Firstly, we still do not get update information from SACRE clerks or RE professionals if there is to be a change of contact details so our contact lists on the website or in the office are sometimes woefully out of date. Secondly some clerks do not automatically deal with SACRE business as it arrives, so invitations are not passed on between meetings. I urge SACRE clerks to at least share any information with their Chair

and LA / RE contact as some items are time sensitive.

Finally we will soon be contacting a new set of regions to alert them of the next year's Recruitment and Training programme and to ask them to confirm details of their vacancies. Please make sure we know who to contact

for your SACRE and that you have a clear view of vacancies on Committee A so that we can offer our help.

During the term members of the Executive have represented your interests in a number of ways and information is posted on the website as soon as it can be. There is a hectic pace of meetings and information currently and as we do not have full time Admin and all Executive members give of their time above their 'day job' we cannot always circulate information to individual SACREs. Therefore I suggest that someone on each SACRE executive checks our website and the REC website for new information regularly and at the very least as you are planning your next SACRE agenda.

My very best wishes for the term ahead.

Buckinghamshire SACRE - 'REConnecting' Project

What is REConnecting all about?

The central and shared theme is around community and transitions, with schools linking Y5/6 (Primary) and Y7/9/12 (Secondary) with the faith communities, exploring and sharing responses to questions to do with identity and community.

Pupils from the primary and secondary schools have met together, and with staff and communities, to share their experiences of growing up and what it means to belong to a faith group or belief system in modern Britain.

The idea is that pupils will work with each other, with adults and with faith communities to share how children and young people develop their own values, beliefs and identity as they grow up. They will be looking at how these are passed on through families, communities and schools and some of the problems that can arise with different pressures.

They will develop creative opportunities to explore issues with each other, with older community members and with other schools.



Each Network will develop materials and/or resources that can be shared with schools and communities across Buckinghamshire to help them explore and reflect on growing up in Buckinghamshire.

Core principles

1. The project is owned by children and young people;
2. It contributes to bringing down barriers between faiths and generations;
3. It gets children and young people to reflect on and understand experiences and concepts that help us to grow up and become human (eg initiation rites, sense and signs of belonging)
4. The project involves a partnership and collaboration between
 - schools and communities
 - younger and older generations
 - different faiths and belief systems
5. This is not just an RE project: it is being creative about what it means to be "me", what it means to be "human" and can engage all subjects, be part of whole-school approaches and go beyond the school gates into the community.

So far pupils and staff have met at a conference to plan their projects and are currently working on them. Members of SACRE are supporting them and helping to provide contacts and moral support. As with life generally, 'stuff' happens and one network has had to postpone till next year because of staffing issues. The other three, however, are planning using art, digital technology, dance, music and drama to share experiences and understanding of growing up and shared values. We look forward to seeing how their work progresses and being able to share this with other schools.



Bill **Moore** RE Adviser, Buckinghamshire

Resource Review

The REC Media Toolkit

The Religious Education Council for England and Wales has recently published an on-line Media Toolkit for RE teachers on its website. (www.religiouseducationcouncil.org). The toolkit is part of a campaign to develop more positive images of RE in schools as part of the national REC Action Plan. The Toolkit provides practical advice to RE teachers on how to generate positive stories about their work with youngsters.

The Toolkit is a concise pdf document containing instructions on what generates a positive story in religious education, the way in which an RE teacher can write a press release, and sample press releases and images. It also provides advice about what consent forms to use with parents, ways by which the media can be talked to, and how to avoid media pitfalls. Advice about school policies on media relations, and ways to work with senior management when dealing with the media are also suggested.



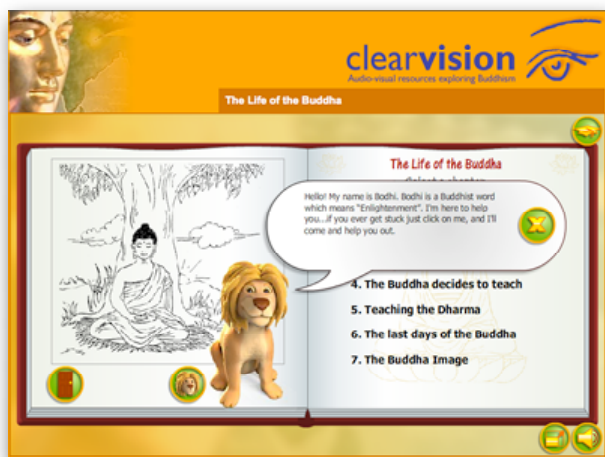
With an introduction by Professor Brian Gates, chair of the Religious Education Council, the Media Toolkit should be a valuable policy document for many primary and secondary RE teachers. It outlines valuable and sensible advice about all matters relating to the use of the media and how to gain better press coverage for RE stories. It is therefore a valuable tool to help raise the important profile of RE teachers and their teaching.

Dick **Powell**

Buddhism Online !

In a world in which nobody was in charge, how would we best live together? With its non-theistic stance, Buddhism offers a fascinating contrast to other faiths, and contributes the stimulating question, “Why be ethical if nobody is watching?” Can a human being realise perfect wisdom and compassion?

At Clear Vision (www.clear-vision.org) we're passionate about getting young people to ask questions about the meaning and purpose of life. The answers are up to them, of course.



We're a small Buddhist charity working in the audio-visual media. We make engaging DVD video materials enabling pupils to learn from and about Buddhism.. Our materials cover KS1-4 and all include full teacher's notes with discussion points and activities.

New this month is our first online, interactive product, **The Life of the Buddha interactive**, for KS2&3. Seven chapters contain questions, short illustrated story videos and activities to be done on computer or elsewhere. (The videos are extracted from our best-selling DVD **Living Buddhism for KS3**.)

This online resource is set out as an interactive book with seven chapters. Each deals with an episode in the life of the Buddha and Bodhi the lion is on hand to offer help if required. Left hand pages hold the resources and activities, which can then be seen on the right hand pages.

Clear Vision has made the first chapter and a sample pupil worksheet available for review: <http://www.clear-vision.org/teachers/lob.aspx>

The Site licence is £49. Buying a site licence gives access to all seven chapters and enables teachers to set up classes with pupils able to log on individually and record their responses to which the teacher can add comments.

Munisha, Education Officer

Still using a very old Clear Vision VHS cassette pack? The new, higher-quality DVD versions feature chapter points and handbooks in pdf on disk. Peel off an old video label, send with your order and we'll send you the replacement DVD at 40% discount. Original prices on website. Offer ends 1st April

Clear Vision, 16-20 Turner Street, Manchester M4 1DZ

Tel 0161 839 5979 Fax 0870 139 1699

clearvision@clear-vision.org

<http://www.clear-vision.org>

Reviewing the Secondary Curriculum



Readers will be aware, I'm sure, of changes made to the Secondary curriculum, in particular to **Key Stage 3**. When QCA launched its review of the Secondary curriculum it described some of its aims as developing increased flexibility, opportunities for pupils to develop their creativity, to improve coherence across the curriculum and make connections between subjects.

What has this meant for RE? Certainly from my perspective of visiting lots of classrooms to observe my students teaching there is no one pattern. In some schools I've seen RE students teach Geography, 'because that's the Humanities topic this half term' and in others, maybe a topic called 'Communities' to which a number of subjects contribute. I can't say that I'm always thrilled by the kind of RE that is taking place, even though there are good examples.

We discussed this recently at the Executive Committee in Birmingham and we decided we would love to hear from anyone who has something to contribute to this. So we would welcome any examples of 'the new curriculum' and how it affects RE, whether good or bad.

Please send items to g.m.teece@bham.ac.uk

Thanks

Geoff Teece



Subject Knowledge Booster Courses

With the end of DCSF /TDA funding for subject knowledge booster courses a new course will be offered from March 2009. The course has been developed and designed by REonline / TeachRE – after consultation and collaboration with existing PGCE providers. It responds to the continuing need to recruit and retain the best teachers for RE and offers an additional resource to those locally provided by individual PGCE courses.



The principal features are:

- Non-residential, distance learning course with assessment as a key component
- Much of the course is conducted online with an individualised, planned programme of learning with progress monitored
- Course content comprises an extensive bank of on-line materials written by specialists and focussing on an analysis of the National Framework. Additional resources on the application of subject knowledge in the classroom have been written by staff currently working at PGCE level.
- Further resources on study skills which recognise students future, continuing need to increase and enhance both their subject knowledge and its effective use in the classroom
- Students' tutorial support by staff who are currently working on PGCE courses.
- The course can be completed within two weeks for students able to give it their full time attention. Other time scales for completion will be determined after the initial audit and base line assessments and discussion with the assigned tutor.

After registration students will:

- Have access to the online course by password – this will be 'timecoded' to the end of their course [i.e. on completion access is only to the REonline resources]
- Take an initial subject knowledge audit aimed to identify areas of relative strength and weakness
- Complete three 'base line' units of work which will be assessed
- Be assigned to a tutor who will recommend the individual programme of work needed based on the results of work completed and after consultation with the student.
- The student will then be required to complete set assignments [e.g. a combination of written essays, journal of further reading with evidence, research on a given theme] Tutorial support will be available.
- Completed work will be assessed and graded on a pass/fail scale
- A record of work undertaken will be provided on satisfactory completion.

Entry to the course:

Two entry points are proposed:

- Individuals may register and complete the course – and be given guidance on application to appropriate PGCE courses. There is no guarantee that successful completion of the course will result in acceptance on a PGCE course.
- Students may register for the course on the recommendation of a PGCE provider [who may have offered a provisional place on satisfactory completion of the course]

The course cost is £100 [£150 when the initial audit / base line assessments indicate that extra assessed assignments are needed to achieve a satisfactory level of subject knowledge to start a PGCE course]

Additionally all PGCE course providers are offered full and free access to the course resources for their own use. They would then use any or all of the course resources as part of their own local subject knowledge booster course. [In these instances tutorial support would be provided by the local PGCE provider]

Future developments:

The possibility of course accreditation is being explored for 2010 course entrants.

TeachRE [www.TeachRE.com] continues as a website offering specialist guidance and support for those wishing to teach RE. With ACCT funding ending, it will become part of the REonline project.

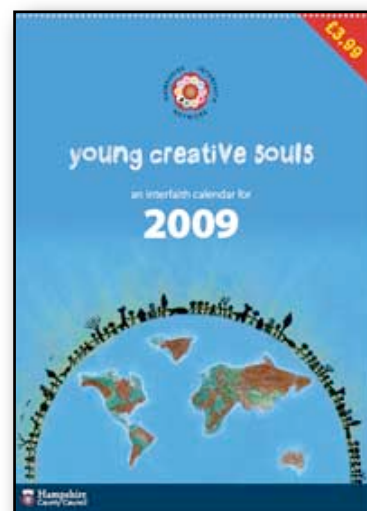


Young Minds Craft 2008 Interfaith Calendar

Colourful and creative designs by Hampshire schoolchildren, depicting religious festivals and events across the year, are set for unveiling at the launch of Hampshire's first Interfaith Calendar.

The 'Young Creative Souls' calendar will be revealed at its launch to be held at Winchester's Discovery Centre (1 December 2008) where the 12 young people who submitted the winning entries will receive their prizes.

The 'Hampshire Interfaith Network' represents the nine faiths included in the UK Council of Faith, these are Jewish, Christian, Muslim, Hindu, Sikh, Buddhist, Baha'i, Jain and Zoroastrian. The aim of the network is to promote interfaith harmony and understanding for the benefit of the people of Hampshire by encouraging and promoting respect, communication and the knowledge of different faiths across the county.



Over 400 entries were submitted by youngsters, in response to the calendar challenge from the 'Hampshire Interfaith Network'. The competition was co-ordinated by HIN together with Hampshire Ethnic Minority & Traveller Achievement Service (EMTAS). The aim was to engage schools and encourage pupils and students to produce ideas and images for any one given calendar month in 2009.

Each winning design relates to one of over a hundred religious festivals and events featured in the calendar from the nine faith groups represented. The winning entrants will receive a £30 prize and their schools will collect £100.

December's winning entry relates to the Jewish festival of Hanukkah and the design features the menorah, an eight-armed candle. The word Hanukkah means rededication and commemorates the Jews' struggle for religious freedom. The festival lasts for eight days. The first candle is lit on day one, two candles on day two and so on.

The winning entry for July meanwhile, relates to the Buddhist celebration of Dharma day and the design features a common Buddhist symbol, the wheel, along with each of the aspects of the "noble eightfold path". Dharma day marks the beginning of the Buddha's teaching. The word Dharma can be translated as truth and is the term used for the path to enlightenment. This can be seen as the start of the Buddhist religion, and is celebrated on this day

Calendars are available at all Hampshire County Council libraries and museums.

To order online via the Hampshire Interfaith Network website www.hants.gov.uk/mediacentre

Book Reviews

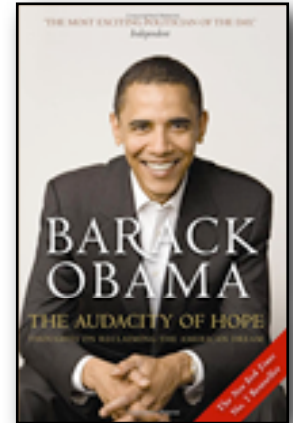
The Audacity of Hope: Thoughts on Reclaiming the American Dream

by US President Barack Obama

ISBN 1 84767 083 0. Price £7.99 pp 384

Sadly I am always cynical about the promises of politicians, but when I was given a copy of this book as a Christmas gift, I was keen to read it because I have found what I have seen of President Obama a refreshing change from other politicians in the world today. His speeches bring to mind the message, passion and drive of Bobby Kennedy (quoted at the end of this review), probably to me the greatest president America sadly never had.

Having read this book, I recommend this as a timely and interesting read.



Up to and throughout the American Presidential elections last year, I had very little knowledge of the 'back story' of Barack Obama. However, as I watched the news coverage of the US Elections over the past year one of his qualities that I found most endearing is his 'cultural literacy', shown in his ability to communicate and appear at ease with people of different social, racial and religious backgrounds in a range of contexts.

Despite not coming from one of America's political dynasties, President Obama clearly has a strong political pedigree in the USA and through his charismatic oracy it is evident he is extremely intelligent, a passionate politician and a good communicator. It was interesting to find out through the book that he has at various times been a community organizer in Chicago, editor of The Harvard Law Review, professor of constitutional law, a civil rights lawyer, and a state senator. Through the pages of this book, as he explores the American political system and shares some of his view, hopes and experiences, the reader sees his ability to recognise and deal with the absurdities of political life. In an amusing example, written before his own candidacy for the Presidency was decided, he recalls an encounter at the White House with ex-President George W. Bush, who shook his hand, then "turned to an aide nearby, who squirted a big dollop of hand sanitizer in the president's hand."

The title 'The Audacity of Hope' apparently comes from President Obama's 2004 Democratic Convention keynote address, which made him at that time one of the Democratic party's rising young stars. In his 2004 keynote address Mr. Obama spoke of the common ground Americans share: *"There is not a Black America and White America and Latino America and Asian America — there's the United States of America."* And the same message is clear all through this book, a message that could be adapted to our own multi-cultural community.

The book is written in warm and friendly prose, you can almost hear the author's voice speaking from the page. Covering a range of topics, Barack Obama comes through as honest, decent, engaging and reflective. The President owns his background and dual heritage with an engaging honesty *"I'm a prisoner of my own biography: I can't help but view the American experience through the lens of a black man of mixed heritage"* and expresses his values and beliefs with passion. For example, *"All the money in the world won't boost student achievement if parents make no effort to instill in their children the values of hard work and delayed gratification. But when we as a society pretend that poor children will fulfill their potential in dilapidated, unsafe schools with outdated equipment and teachers who aren't trained in the subjects they teach, we are perpetuating a lie on these children, and ourselves. We are betraying our values"*

In this wide ranging book, President Obama talks about internal American issues and international politics, terrorism and the economy. He also talks about his personal faith and how, despite his part Muslim heritage, he is a Christian. He expresses the belief that faith and the state should not be mixed. He talks about abortion and discusses the importance of preventative medicine and options to prevent abortion. He comments on and explores the way that people of faith sometimes behave when ethical dilemmas cause them to disagree.

This fascinating book expresses one man's interpretation of humanity his country and his vision for a just future. With the political position that man has achieved it will be fascinating to see if he can turn his vision into reality. Judging from the impact his election has already had in this country it is a vision that speaks to people in our country too and particularly to young people in our schools. In London 'the Obama effect' already can be seen as an increased self respect and focus on achievement in young men to whom he has become a role model.

Denise Chaplin

There are those who look at things the way they are, and ask why... I dream of things that never were, and ask why not?

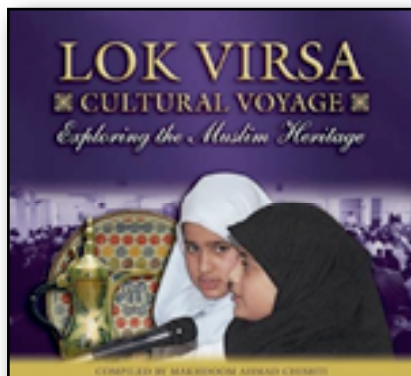
Robert Kennedy

Lok Virsa-Cultural Voyage: exploring the Muslim Heritage

Compiled by Makhdoom Ahmad Chishti

ISBN 1 85858 308 X. Price £15.95 pp 170

Website: www.sufitrust.org



This superb book is the culmination of a project about the Muslim heritage of the West Midlands. The organization worked with a number of Muslim communities by holding heritage training workshops and by carrying out training to collect primary source materials such as photographs, artefacts and stories. Also stories of the role models who have influenced the cultural heritage in the West Midlands are included in this richly presented and illustrated book. There are sections on Afghans, Albanians, Bangladeshis, Bosnians,

Iranians, Pakistanis and Kashmiris, Kurds, Somalis and Yemenis illustrating the wonderful diversity within the Muslim community. The editors of the book Mr. Makhdoom Ahmad Chishti, Miss Verdah Chishti, Dr Malcolm Dick, Mrs. Alison Gove-Humphries and Miss Aasma Nazir are all expert in their particular fields and the book has a great flavour of authenticity. Celebrations of Islam are explained and there are wonderful photographs of artefacts and other culturally rich items.

This is a wonderful book and would be of huge interest to any RE teacher who wanted to understand more about the cultural richness and diversity that is Islam. Highly recommended.

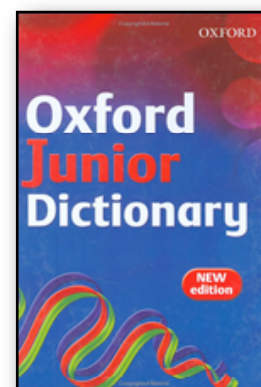
Geoff Teece

Sacred OR Secular? A review of the Oxford Junior Dictionary

ISBN 0 19911 512 5. RRP Price £9.99 pp 288

The new edition of the Oxford Junior Dictionary has evoked some heated interchanges about its omissions and inclusions, compared with its predecessor. It is attractively produced and pupil-friendly, for sure, and there's no doubt that it will find its way into many schools and classrooms in the UK. I was interested to see how it handled religion and religious items and also more narrowly to monitor how it responded to Christianity's somewhat changing role in public life.

As one might expect, the OJD now has a multi-faith character. It takes note of the six so-called principal religions found today in Britain (but of no others), and while there are more references to specifically Christian religious terms than to non-Christian, the OJD could not be described as treating Christianity over-generously. I counted just fifteen or so entries which related to Christianity as such, out of a total of over 10,000 words and phrases.



We should not expect a general dictionary of this kind to deal with the more technical vocabulary of religion and of individual religions, of course. The emphasis is rightly on what pupils as a whole might hear and encounter in everyday life. Thus for each of the six religions a basic vocabulary is included dealing with items like the name of the religion and its followers, place(s) of worship, holy book, a main festival, a ceremony or two, and the designation of religious leaders.

It is when the detail is examined more closely that some damaging idiosyncrasies appear. The Bible is the “holy book of the Christian religion”, but not, apparently, relevant to Judaism. A guru is “a Hindu religious leader” – but is apparently nothing to do with Sikhism. Allah is “the Muslim name for God”, and an angel is “a messenger sent by God”, but God (upper case) does not appear in the OJD separately as the standard word in English to refer to or address the supposed supreme being. Rather, god (lower case) is merely “a person or thing that people worship”.

A place is found in the OJD for the rather obscure Yuletide but not for Father Christmas/ Santa Claus. Surely children will want to know how to spell these names, or did the compilers feel they were on slippery ground here? Nobody looking up baptize/christen and their derivatives would guess that the ceremony had anything to do with water. Again, Christmas and Easter appear, but Good Friday, equally a public holiday, does not. Christians “celebrate Jesus Christ coming back from the dead”, but the day observing the death itself is airbrushed out. (Needless to say, Hallowe’en is in.)

Perhaps parallel to this is the OJD’s failure to recognise the cross/crucifix as a highly visible and central religious symbol and personal adornment, though there are five entries for the word cross and derivatives in its non-religious meanings. Why was this? This is perhaps the most glaring instance of a whole host of entries which are given non-religious definitions without any hint of their also carrying a possible religious connotation, e.g. adore, glory, faith, idol (!), Sunday (“the day of the week after Saturday”), turban, veil, wonder. Among all the other bits of computer terminology, it is surprising that the simple and commonly used word “icon” is not included even in that non-religious sense.

In contrast, the OJD confidently includes a whole pantomime cast of make-believe characters: dwarf, elf, fairy, goblin, gnome, troll, witch, wizard, for instance, and it draws unhealthily and incautiously on the concept of “magic” when seeking to define several words: e.g. someone who is bewitched is – apparently factually – “under a magic spell”. Even though some of these definitions we are told apply to characters or actions only “in stories”, a story, we are also told, is “something in a book that tells you about things that have happened” (my emphasis): a witch is “someone in stories who uses magic”.

So what do I make of the OJD? At one level it has tried quite hard to be fair and balanced with regard to religion, religions, and religious terminology, but it is inconsistent. It gives too much credence to fairy tales and folk superstition, its contents suggest that the compilers were rather coy, ambivalent and uncomfortable when drawing up the Christian entries, and possibly about religion in general, and it contains a deeply depressing secularistic undercurrent. Just ponder on this definition of faith: “If you have faith in something, you trust it or believe in it.” Something? It? IT?? No member of a faith community could have written that or allowed it to go through. Enough said.

Michael Metcalf

The Westhill / NASACRE awards 2009 / 2010

The first Westhill / NASACRE Awards were made in 2005. Since then there have been further annual rounds of Awards to SACREs, for sums up to £5,000 for local projects that involve schools. The Awards are funded by generous grants from the Westhill Foundation and are managed and co-ordinated by NASACRE.

The original focus and motivating theme for the Awards was the promoting of inter-faith encounter and engagement among young people, with the Golden Jubilee Young People's Faith Forum offering an excellent example of how young people could come together to discuss matters of faith and belief.

Young people are growing up and receiving their education in a plural and diverse context that embraces both a wide range of religious traditions and communities and also covers a spectrum of stances of belief and non-belief. Young people therefore need to develop skills that will enable them to live constructively in and with this diversity: skills of listening to each other without prejudice, of discovering the common ground, of accepting the differences, of building confidence in their own identities.

They need to be able to encounter and talk to those who have beliefs and views different from their own, to break down barriers constructed through ignorance and fear of the unknown, and challenge the resulting stereotypes which emerge in popular culture. This is an essential learning tool in the development of a respectful, cohesive and tolerant society. Since 2007 schools in England have been charged with the duty to promote community cohesion; the projects funded by these awards have always contributed to the discharge of this duty and we expect this next round of applications to continue to demonstrate exciting ways in which SACREs can support their schools in this work.

WHAT NASACRE IS DOING

NASACRE is encouraging SACREs, themselves bodies that include an inter-faith dimension, to take an initiative in encouraging the schools within their remit to engage with diversity in ways which are appropriate to them. To this end, NASACRE is offering grants of up to £5,000 to support such work by the SACREs. In this way we hope to develop such engagement among young people and to build up a bank of ideas and good practice for others to use in their own ventures, to the benefit of their locality and society more generally.

The enthusiastic response to the first awards in 2005 demonstrated how important SACREs considered this opportunity and the extent to which the idea had caught the

imagination. In subsequent years the level of interest has been sustained and even enhanced,

and many creative proposals have been submitted for an Award. SACREs may find it stimulating and helpful to look at the attached summary of the successful bids so far, and to read the projects' reports posted on the NASACRE website www.nasacre.org.

Under the general theme of “**education into diversity**” NASACRE now seeks to widen the remit for the Awards so that new proposals need not focus specifically and directly on promoting interfaith encounter and dialogue as such, although any such proposals will continue to be welcomed. In selecting proposals for an Award, NASACRE's main criterion will be to consider how far each proposed project will generate **compelling learning experiences in Religious Education for young people relevant to today's context**.

WHAT YOUR SACRE SHOULD DO

If you wish to take part, then **apply for funding from NASACRE on the application form, which you can find on the NASACRE website in the projects section**, with full details of the proposed project. A project may take one of any number of forms involving young people, for example: conferences, the performing arts, exhibitions, student exchange visits – or other ways to engage pupils and set something going which has the potential to develop into long-term engagement. Might co-operation with Colleges or the Youth Service or community networks be productive? Areas where some faith communities are sparsely represented may wish to develop a twinning project with another area possibly by e-mail.

The award is designed to include provision for a consultant to advise on the project and assist in its write-up and evaluation. You may suggest someone with whom you already have a connection, to work with you on a consultancy basis; or ask for someone to be suggested by NASACRE. The successful projects will be published by NASACRE, in order to disseminate good practice across other SACREs, and encourage effective education into diversity among young people.

The deadline for applications for 2009/10 is March 31st, 2009.

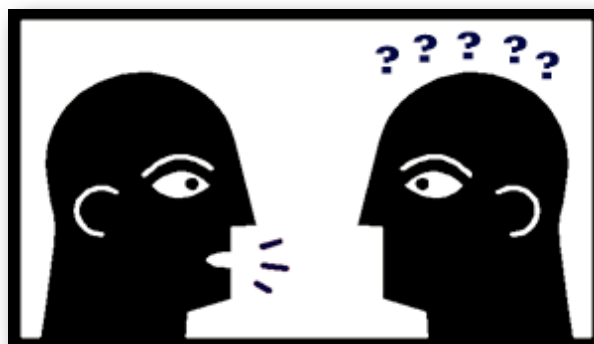
SINCERE THANKS

NASACRE is deeply grateful to the Trustees of the Westhill Endowment, whose generosity has made this whole initiative possible.

What's in a name / Nacronym? Some idle reflections

It's official! There is no standard or "proper" way to pronounce the acronyms **SACRE** and **NASACRE**. Appropriately for a context in which RE is locally determined, the pronunciation of these acronyms also varies across the country and is subject to local practice and preference.

Perhaps the most common way of voicing **SACRE** is **SACK-RAY**, reflecting the French word *sacre*, meaning holy or sacred. Such a resonance is a felicitous coincidence, for indeed in Religious Education we are dealing with that which is holy or sacred within faith traditions. However, for the majority of the population, who do not readily relate to the French language, SACK-RAY seems perhaps arbitrary and linguistically perverse as a pronunciation.



Another pronunciation is **SAKE-er**, after the pattern of *acre*, *nacre*, *sabre*, and so on. This has the merit of being logical and natural, speechwise. Yet another way of vocalising the acronym, sometimes heard, is the phonetic **SACK-rer**, which seems to me slightly artificial and unconvincing though it obviously works acceptably for those who say it thus.

And what about **NASACRE**? The originators of our organisation used the pronunciation **NASS-er-ker**, rhyming with *massacre*. This has persisted, but the unavoidable audible similarity with "massacre" is uncomfortable in a context where many atrocities and killings have been perpetrated in the name of religion, or even motivated by certain kinds of faith. Interestingly, **WASS-er-ker**/**WASACRE** (the Welsh Association of SACREs) seems to suffer less in this respect, being phonetically perhaps a little more distant from "massacre".

Other pronunciations to be heard are **na-SACK-ray** and **na-SACK-rer**. Drawing on some of the alternatives for **SACRE** above, these have the benefit of putting the emphasis on the **SACRE** element in the longer acronym, and therefore of affirming the central role of the local **SACRE** in both RE and the National Association.

Although this is essentially a light-hearted article, and I am not trying to initiate a heated debate on the subject, it would be worthwhile hearing some alternative perspectives on these various pronunciations. Who knows, we might in time glean a sense of convergence, and draw up a non-statutory national framework of guidance for local bodies to take note of – while of course maintaining the right for individual SACREs to determine what their local practice should be.

Michael **Metcalf** (occasional cryptic cruciverbalist)

Please feel free to print this page and distribute to members



Thursday 4th June 2009 ~ 10 for 10.30am~3.30pm
at

The Council House, Birmingham

Keynote Speakers

Councillor Salma Yaqoob

City Councillor and Leader of the RESPECT Party

Geoff Teece

University of Birmingham

Delegate fee: £70 per head

Further information from

Yvonne Cameron, Centre Administrator, South London Multifaith Resources Centre,
Lewisham PDC, Kilmore Road, London SE23 2SP Tel: 020 8314 7016; Email: admin@nasacre.org.uk

BACKPAGE

SOME DATES FOR YOUR DIARY ...

March

2nd: Orthodox Christian - First day of Lent
3rd: Buddhist - Hanamatsuri
4th: Christian - Women's world day of prayer
9th: Muslim - Prophet Muhammad's Birthday
10th: Jewish - Purim
11th: Sikh - Hola Mohalla
17th: Christian - St. Patrick's Day
19th: Christian - St. Joseph
20th: Pagan - Spring Equinox
21st: Zoroastrian - Jamshedi Noruz
22nd: Christian - Mothering Sunday
25th: Christian: Annunciation of the Lord
26th: Zoroastrian - Khordad Sal

April

3rd: Hindu - Rama Navami
5th: Christian: Palm Sunday
7th: Jain - Mahavira Jayanti
9th: Jewish - PAssover begins
10th: Christian - Good Friday
12th: Christian - Easter Day
14th: Sikh - Vaisakhi
19th: Orthodox Christian - Easter Day
21st: Jewish - Yom Ha-Shoah
23rd: Christian - St. George's Day
29th: Jewish - Yom Ha'Atzama'ut
30th: Pagan - Beltaine

for more see the Shap Calendar of World Faiths -
www.shap.org

ON THE WEBSITE ...

Do keep an eye on the website where you will find:

- 📡 News updates
- 📡 Information about NASACRE
- 📡 News about events
- 📡 News on projects
- 📡 The Newsletter Archive
- 📡 The FAQ archive
- 📡 Agenda items for your next SACRE meetings
- 📡 A membership list
- 📡 Exemplar documentation



Contributors

DENISE CHAPLIN
BILL MOORE
DICK POWELL
MUNISHA
GEOFF TEECE
MICHAEL METCALF

As you will have read above we hope that you will check and update the membership section and add to the exemplar documentation. Contact us at web@nasacre.org.uk

SACRE News: the newsletter of the National Association of SACREs, published termly. The opinions expressed in articles are those of their authors and not necessarily of the NASACRE Executive. For details see the website. Copies of this e-newsletter may be distributed to SACRE members but content may not be altered or adapted unless specifically stated.

This Spring issue is edited by Geoff Teece and Paul Hopkins. Newsletter design by MMI web - www.mmiweb.org.uk