

HARINGEY
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NEWSLETTER
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Haringey SACRE Newsletter

The Non-Statutory Framework have your Say!

The Qualifications and Curriculum Authority (QCA) are producing a non-statutory framework for religious education. A draft version is currently out for consultation and all are encouraged to read the document and respond to the consultation.

The framework has

highlighted what is the importance and purpose of RE in life in the new millennium. It is a unique opportunity to say why does RE matter? If there was no RE how would this impoverish children's learning?

To find the framework and the consultation

response form please visit:

<http://www.qca.org.uk/ages3-14/subjects/7250.html>

You will also find a useful 'Frequently asked questions' information sheet.

Good luck with your responses – please try to send one in!

Visiting Places of Worship

Haringey is a Borough where a rich and diverse range of faith communities and places of worship may be found. These can be a great source of support to schools when teaching RE.

Visits to places of worship not only help pupils to relate the beliefs and values about which they are learning to real people

in the wider community, they give pupils the opportunity to see the importance of community expressions and experiences of faith at first hand.

In all places of worship teachers need to be aware that their party may meet members of the community, some of whom may be experiencing times of great sadness or

engaged in private worship. Pupils need to be prepared to behave sensitively on these occasions.

Some Places of Worship welcome photographs whilst others find this intrusive. Ask beforehand.

The dissemination of the REaSE project – back page and more support and guidance on page 2.

Visiting Places of Worship

Please Note:

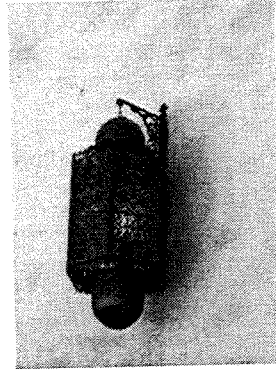
Families can be concerned about how their children will be involved with the faith community that is being visited, particularly if members of the community might be involved in personal or community worship during the visit.

Therefore the educational purpose of the visit and the appropriate level of involvement within the place of worship need to be clarified and agreed by all before the visit.

Parental anxieties

Parents need to be reassured that the visit is purely educational and that their children will not be asked to participate in anything that might be construed as worship. Faith community hosts need be clear about what the school's expectations are and how the visit fits into the programme of study. It is important for hosts to appreciate that the party will

include a mixture of practicing members of faith communities as well as non-believers.



Dress Conventions

Many religions teach that heads should be covered in a place of worship as it is God's house. Non-believers observe this as a sign of respect for the faith. Head coverings should not include slogans or advertisements. Where shoes are to be removed, please make sure socks or tights are clean and in good condition. Modest dress means clothes that are not too short or tight, do not reveal arms, legs or chests, and enable pupils to sit on the floor in comfort.

Religion	Modest dress	Heads covered	Shoes removed	No leather	Males and females separated	Wash hands
Christianity	usually	sometimes	rarely		sometimes	sometimes
Buddhism	usually	sometimes	usually		sometimes	sometimes
Hinduism	usually	rarely	usually	always	Adults Seated separately	always
Islam	always	usually	usually		usually	always
Judaism	usually	sometimes			sometimes	sometimes
Sikhism	usually	usually	usually	always	Adults Seated separately	always



Dunni Chand and the Needle

Guru Nanak, the first Sikh Guru, spent much of his life traveling and teaching. During his travels he visited the city of Lahore in what is now known as Pakistan. This is a very famous story of his meeting with one of the city's rich bankers.

Once, long ago, there lived a banker in the city of Lahore. His name was Dunni Chand, and he was well known throughout the city for his greed. He lived in a beautiful palace, which shone with gold, marble and precious jewels.

One day, Dunni Chand learnt that Guru Nanak had arrived in the city. At once he rushed to find the Guru, so that he could invite him to a special feast. Guru Nanak accepted the invitation and preparations for the feast began.

It was a splendid occasion. Tasty dishes were set before the guests who all agreed that it was a magnificent feast. When everyone had finished, Dunni Chand turned to Guru Nanak. 'I am a wealthy man,' he said. 'If I can do anything for you, please tell me.'

Guru Nanak sat for a moment deep in thought. He looked around at the wonderful palace, the rich tapestries hanging on the wall and the fine golden dishes. Then, fumbling in his pocket, he drew out a slim case which contained a tiny, fine needle.

'Yes, there is something you can do for me,' he replied, holding up the needle. 'I would like you to keep this needle very safely and give it back when we meet in the next world.' And with these words, the Guru left the feast.

Dunni Chand felt full of importance. The Guru had given him a special task. He took the needle and showed it to his wife, explaining what the Guru had told him. To his utter amazement, she burst into peals of laughter.

'Oh, my poor husband,' she laughed, 'go back and ask Guru Nanak how you can take it to heaven with you.'

Feeling rather confused, Dunni Chand hurried after the Guru, who was just disappearing around the corner of the street. 'Guru Nanak, Guru Nanak,' he called. 'Please tell me one thing before you go. How can I take this needle with me when I die?'

The Guru looked at Dunni Chand kindly and said, 'If you cannot take a tiny needle with you when you die, how are you going to take all your riches? You will only be remembered for the good things you have done in this world when you go to the next.'

Dunni Chand realised the truth in the Guru's words. He felt ashamed of his actions and from that day on, he and his wife used their wealth to help the poor.

Haringey Standing Advisory Council for religious education

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Using religious artefacts

Artefacts play an important part in the religious lives of believers, and it would be unsound to ignore them in RE. Although books, videos and teachers can introduce pupils to facts about religions, artefacts bring the living experience of the believer into the classroom.

Most artefacts are used by members of the faith in religious practice. Therefore most artefacts should be handled, not just used as a visual aid or in a display. However handling needs to be done with care and respect.

Pupils from the youngest age should appreciate that artefacts should be touched with care and treated with respect. They can be examined, touched and passed

around by pupils. Symbolic nature and use can be discussed and researched.

Remember that religious objects in the classroom are used for education not devotion.

Useful guidelines:
These items have special significance to others. If a member of the faith community were present – how might this affect how you behave towards each object?

Always handle items with clean hands.

Avoid an approach which plays on the exotic or curiosity angle. Always prepare pupils before an artefact is introduced.

Pass around with care – do not throw artefacts and do not take into an unclean area such as a toilet. Don't allow pupils

to play with artefacts.

Do not allow pupils to simulate worship practices in the classroom.

Artefacts should be used, stored and displayed with care and respect by both pupils and teachers. Keep objects on a table and away from the floor. Keep scriptures covered in a clean cloth when stored.

Do not keep artefacts once they have become damaged or promote a negative image – but dispose of them with respect and care.

Explain how members of the faith will handle and use an item, for example the Qur'an should be handled as little as possible.

Courses

Primary RE Subject leaders' Conference - RE and School Effectiveness Project

16th June: the cross – LEA launch of the 'School and its communities' project, organised in conjunction with Brunel University. The main inputs on the day will be from Broadwater Farm primary school.

Delegates will find out about how Broadwater Farm and other local schools have made use of a range of exciting visits to enrich their classroom practice and forge firmer links with the local faith communities. Delegates will also be visiting the Mosque in Wightman Road and a Greek Orthodox Church. Please note the dress requirements and bring cameras as photography will be encouraged.

Teaching Christianity - 2 courses on 9th July – Key Stage 3 in the morning and Key Stages 1 & 2 in the afternoon. Twinned with:

Putting the C into ICT – 2 courses on 9th July – KS 1 & 2 in the morning and KS 3 in the afternoon.

Further details from the PDC