

# Gateshead Agreed Syllabus for Religious Education

## 2018





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# Preface

All registered pupils in maintained schools, including those in reception settings, are entitled to receive Religious Education (RE). This Religious Education must be taught in accordance with an Agreed Syllabus for Religious Education that is determined locally through the Agreed Syllabus Conference. In Gateshead, work undertaken led to the conclusion that the syllabus, in terms of its content, continued to be relevant and acceptable to schools and no changes were required.

This booklet does not change that position. In terms of content, the syllabus remains unchanged. However, the booklet condenses the information about the syllabus and its delivery and also, in response to feedback we have received, re-emphasises that schools may exercise freedom in the way in which they deliver the content. It is hoped that it will provide governors, school staff, parents and pupils with a more accessible presentation of the syllabus and so encourage its regular use.

In reaching our conclusions about the syllabus content, group members took into account the

non-statutory National Curriculum Framework for RE [NCFRE] which was published by the Religious Education Council in 2013. This document highlights the need for children and young people to develop an understanding of and respect for the diverse faiths and communities that are increasingly part of the country and our own corner of it.

We have been delighted to see our own SACRE in Gateshead expand to include a representative of the Sikh faith and have been pleased also to be able to welcome a representative of the Humanist Society into our meetings as an observer.

We are greatly indebted to Staffordshire SACRE whose approach to presenting its syllabus gave us the encouragement and inspiration to reformat ours in this booklet. We have used its "Programme of Study Statements" and "Age Related Expectation Statements" almost in their entirety.

We hope that this new presentation of a familiar syllabus will be of help in assisting schools to continue to deliver excellent Religious Education in Gateshead.



# Foreword

The Education Reform Act 2002 sets out the central aims of the school curriculum. They are:

- To promote the spiritual, moral, cultural, mental and physical development of learners at the school and within society; and
- To prepare learners at the school for the opportunities, responsibilities and experiences of adult life.

These general aims remain valid but our society is changing. Never has the need for greater understanding as a basis for mutual respect and tolerance been more pressing.

This is the very essence of RE: to equip our children and young people with the knowledge they need to understand how different people perceive their world and their place in it and how they answer and respond to the big questions in life:

- Why are we here?
- How should we live?

**By Rev'd Brian Howell**  
**Chairman, Gateshead SACRE**

In presenting this document to you, we remain mindful of the need to avoid a proselytising approach.

The motivation for excellent Religious Education as presented here is the need to foster in our diverse and pluralist society the importance of recognising and respecting the significance to their believers of the many faith perspectives and non-faith perspectives of people in our communities.

With this in mind, in developing the syllabus, we have sought to present the principal faiths collectively as an aspect of human knowledge and experience.

We hope that you will find that it can help you in the work you are doing to support children and young people as they develop their philosophies for living, and to help them to live at peace with themselves, and in harmony with others.



# The legal framework

Religious Education is part of a pupil's entitlement from Reception through to the end of Sixth Form. All maintained schools are required to provide Religious Education for their pupils and headteachers must ensure that this is done.

All local authorities are required to establish a Standing Advisory Council on Religious Education [SACRE] to provide advice to the local authority and to periodically review the Locally Agreed Syllabus.

The agreed syllabus must reflect that the religious traditions in Great Britain are principally Christian. Parents have the right to withdraw their children from all or part of religious education. Headteachers should refer to Section 386 of the Education Act 1996 and also to "Religious education in English schools: Non statutory guidance 2010" for more information in relation to this right.

The provision of Religious Education differs in different settings.

Community and Maintained schools must teach RE according to the requirements of the Locally Agreed Syllabus.

Foundation schools must teach RE according to the

requirements of the Locally Agreed Syllabus unless the school is of a religious character in which case RE is defined by their Trust Deed.

In voluntary aided schools, RE should be taught in accordance with their Trust Deed. In voluntary controlled schools, RE should be taught according to the requirements of the Locally Agreed Syllabus but parents may request that RE should be provided in accordance with the Trust Deed.

Special schools should provide RE for all their pupils as far as practicable according to the status of the school.

In academies, RE should be provided as part of a broad and balanced curriculum in accordance with the requirements for Agreed Syllabuses.

Free schools should make provision for pupils' entitlement to RE in accordance with the requirements for Agreed Syllabuses.

Sixth form colleges and further education colleges should provide RE for all students who wish to receive it.



# Curriculum aims

The role of Religious Education is to help prepare and equip all pupils for life in contemporary Britain by enabling them to acquire a good level of religious literacy. This means to gain an understanding of the diverse beliefs and religious practices of our faith communities, to understand the secular world view held by a number of people in our society, and to respect the right of all people to make these very personal choices.

**We believe that pupils should have the opportunity:**

**TO EXPLORE** the teachings, beliefs and practices of the principal faiths and belief systems in our society.

This means that, for each of the faiths specified in the syllabus, they should be helped to acquire a core of knowledge and understanding of the key elements of the faith narrative, the principal stories, sacred texts, rituals, symbolism and lifestyles relating to them.

**TO ENGAGE** with the big questions about our life in the world, our value as people, our identity and our responsibilities.

This means that pupils should be helped to respond to the big questions that their experience of life raises and to be able to express their thoughts relating their experiences and responses to those of other individuals and groups.

**TO REFLECT** on the challenges that are presented by living in a diverse world and to develop the skills and attitudes that enable people to live well by successfully accommodating difference.

This means developing the ability to recognise bias, prejudice and discrimination in ourselves and others and to develop the ability to make informed judgements and responsible choices.

Section 375 of the Education Act 1996 requires that the Agreed Syllabus must reflect the fact that religious traditions in Great Britain are for the most part Christian but that the teaching and practices of

the other religions represented in Great Britain must be taken into account. The 'other religions' that are specified in the Gateshead Agreed Syllabus are:

**In Early Years and Primary:**

- Judaism
- Hinduism
- Islam

**In Secondary:**

- All of the above and additionally
- Sikhism
- Buddhism

There is also an expectation that children will have some opportunity to learn about non-faith based belief systems such as Humanism and Atheism. There is potential for other faiths to be included in the syllabus where a school feels that this will be beneficial and appropriate.

## Teaching and Learning

Suggestions for the delivery of the curriculum were provided in the original syllabus document, last issued in 2011. The suggestions provided there remain current but need not be used as a blueprint. They have been provided here as Appendix 2.

Some time ago we provided an outline of the aspects or "dimensions" of each of the four faiths to be covered in the primary syllabus. These were divided into six categories:

- Origins
- Narrative
- Principal beliefs
- The calendar
- People, places and practices
- Artefacts and symbols

This may be used as a checklist to support lesson planning and as a means of enabling pupils to meet the challenge presented in the curriculum aims,

that is, **to explore, to engage and to reflect**. We advise that the learning should be meaningful and so a secure understanding of the key information is more important than gaining a superficial view of everything on the list.

Teachers are free to build a curriculum that offers children the opportunities to research, discover, question, discuss, debate, evaluate and draw conclusions.

We have traditionally talked about “Learning about” and “Learning from” a study of religion. We are here suggesting a three part process and would encourage teachers to keep in mind the three aims of **Exploring, Engaging and Reflecting** in all of their planning, as a means not only of providing a rationale and structure to learning but also of providing opportunities for the assessment of pupils’ progress toward religious literacy.





# The programme of study

There is an expectation that schools will allocate a reasonable amount of time to the Religious Education Programme of Study and that, whilst there will be a focus on the teaching of Christianity, pupils will have the opportunity to develop a good working knowledge of other key faiths.

At Key Stage 4, in line with recent changes to the GCSE specifications, there will be a focus on Christianity and one other religion.

Reasonable time should be allocated for the study of RE. The expected time allocations and faiths to be included are:

Phase	Hours per year	Faiths
Reception		Christianity
Key Stage 1	36	Judaism
Key Stage 2	45	Hinduism
Key Stage 3	45	Islam
Key Stage 4	Across the key stage, 70	Where no external examination is taken, the faiths to be studied are: Christianity, Judaism, Hinduism, Islam, Sikhism, Buddhism
Post 16	Varies according to courses chosen	It is recognised that in Key Stage 4 and 5 some students will be following an external examination syllabus.

Pupils should also develop an awareness of secular world views as appropriate. For example, Humanism and Atheism. Schools may also extend the range of faiths covered if they choose, in order to raise awareness of the great diversity of religion.

Schools are free to choose to deliver the subject through a regular weekly timetabled slot or through blocks of time. Schools may also choose to deliver faiths in a sequential way, recognising that the teaching of Christianity will be a constant in the programme, or they may choose to look at a number of faiths concurrently.

Returning to some of the same themes will enable pupils to develop and demonstrate growing skill and maturity in their **exploration** of, **engagement** with and **reflection** on religious and non-faith based values, beliefs and practice.

It is expected that pupils' religious education will contribute to the development of their learning and skills across a wide range of aspects. For example:

Reading and research skills may be developed through the work that children do in exploring different religions and other world views.



Personal and social skills may be developed through their encounters with people, in school or in the context of educational visits, who can express faith experience and world views that are different from their own.

Their insight and reasoning may be developed through the discussion and questioning that will arise from their exploration of religious faiths and world views and the big questions and issues that this will provoke.

Self-awareness, understanding and empathy may be developed through their reflection and evaluation of their own and others' beliefs.

Written and verbal communication skills may be developed through the pupils' presentation of their learning in books, through individual or collaborative projects, in discussion and debate.

Their ability to identify connections may be developed through their study of the literary, historical and geographical aspects of their religious education.

For each faith, the **key questions** identified in the **Gateshead Agreed Syllabus** are:

For all key stages

- What do followers of this religion believe?
- Why are some people important to followers of this religion?

- What does this religion teach?
- How do followers of this religion worship?
- How do followers of this religion live?
- What do followers of this religion celebrate?

**Additional questions** for later key stages are:

- Religious beliefs, fact or fiction?
- Who inspires us and who inspires others? Why? Who sets a good example? Why?
- Teachings: relevant today or out of touch? A moral guide or a set of rules? Who decides and why?
- What is it like to live the life of a follower of a religion?
- What is the meaning and purpose of life?

The information provided in the grids that follow will, we hope, assist schools in developing a curriculum that enables **exploration** of these questions, encourages an active **engagement** with the issues, and enables children and young people to **reflect** on what they have learned.



## Key Stage 1

Dimension	Curriculum opportunities Pupils should have the opportunity to:		
<b>Beliefs, teaching and sources</b> [See Narrative, Principal Beliefs, and Sacred Texts in Appendix 1]	Engage with stories and extracts from religious literature and talk about their meanings	Explore stories about the lives and teachings of key religious figures	Find out about ways in which sacred texts are regarded, read and handled by believers
<b>Practices and ways of life</b> [See Principal Beliefs, People, Places and Practices, and Festivals in Appendix 1]	Find out about how and when people worship and ask questions about why this is important to believers	Explore the preparations for and find out about the celebration of festivals	Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives
<b>Expressing meaning</b> [See Principal Beliefs, People, Places and Practices and Artefacts and Symbols in Appendix 1]	Explore as appropriate the special nature of artefacts used in worship	Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies	Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression
<b>Identity, diversity and belonging</b> [See Narrative, and People, Places and Practices in Appendix 1]	Reflect and respond to stories about belonging and relating to religious communities	Identify and ask questions about customs associated with particular religious communities	Find out about ceremonies in which special moments in the life cycle are marked
<b>Meaning, purpose and truth</b> [See Narrative and Principal Beliefs in Appendix 1]	Ask and respond imaginatively to questions that are interesting or puzzling in the world	Listen to and ask questions about stories of individuals and their relationship with God	Explore a range of stories and extracts from sacred writings and talk about the meaning they have for believers
<b>Values and commitments</b> [See Narrative and Principal Beliefs in Appendix 1]	Reflect and respond to stories highlighting the morals and values of believers in practice	Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions	Explore stories from religious traditions and find out about attitudes to the natural world

## Key Stage 2

Dimension	Curriculum opportunities Pupils should have the opportunity to:			
<b>Beliefs, teaching and sources</b> [See Origins, Narrative, Principal Beliefs, and Sacred Texts in Appendix 1]	Explore the origins of sacred writings and consider their importance for believers today	Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings	Explore the life of key religious figures and make links with teachings and practices of special significance to followers	Explore the meaning of a wide range of stories about the beginning of the world and reflect upon their importance for believers
<b>Practices and ways of life</b>	Compare and contrast the practice of religion in the home in different religious communities	Identify the main features and patterns of an act of worship and talk about the importance of worship for believers	Investigate some key features of religious festivals and celebrations and identify similarities and differences	Investigate the life of a person who has been inspired by their faith and make links between belief and action
<b>Expressing meaning</b>	Explore the symbolic use of a range of objects, sounds, visual images, actions and gestures and consider the intended meaning they might have for believers	Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions	Compare and contrast the use of symbols, actions and gestures used in worship by different communities	Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice
<b>Identity, diversity and belonging</b>	Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences	Find out about the activities of a local religious community and make links with those activities and key religious teachings	Research some key events in the development of a religious tradition and explain the impact on believers today	Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked
<b>Meaning, purpose and truth</b>	Raise questions about issues that cause people to wonder and investigate some answers to be found in religious writings and teachings	Investigate and reflect on a range of religious responses to suffering, hardship and death	Investigate stories about God's relationship with people and suggest how for some people this helps them to make sense of life	Make links between belief and action and reflect on how this might have local, national and international impacts
<b>Values and commitments</b>	Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers	Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment	Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives	Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour

## Key Stage 3

Dimension	Curriculum opportunities Pupils should have the opportunity to:		
<b>Beliefs, teaching and sources</b>	Explore different possible interpretations for a range of sacred writings and religious teachings and reflect on their impact on individuals and communities	Evaluate the contribution made to communities and societies by different religious leaders	Apply the teachings of key religious figures to contemporary moral and ethical issues
<b>Practices and ways of life</b>	Analyse and reflect on the significance of shared activities for individual believers and religious communities	Explore celebrations and commemorations which can both unite and divide believers and reflect on the reasons for this	Evaluate the impact of beliefs on behaviour and explore the consequences for individuals and communities
<b>Expressing meaning</b>	Compare and contrast the use of symbolism in worship and analyse its effectiveness for believers	Investigate the symbolism of celebration and commemoration and evaluate its effectiveness in expressing what is important to religious communities	Identify a range of key sources for religious communities and make connections between interpretation and action
<b>Identity, diversity and belonging</b>	Explore why people belong to religions and analyse the impact this has on individuals and communities	Compare and contrast key religious practices and reflect on why there is diversity within and between faiths	Explore the impact of religious diversity on communities and apply religious teaching to issues of tolerance and harmony
<b>Meaning, purpose and truth</b>	Demonstrate how believers use religious sources to provide answers when engaging with questions of meaning purpose and truth	Analyse and compare the evidence and arguments used when engaging with questions about the nature and existence of God	Evaluate the relationship between science and religion
<b>Values and commitments</b>	Investigate the responsibility and explain the challenge of carrying on a religious tradition	Make clear connections between religious beliefs, teachings and actions	Apply a range of beliefs and values to current issues and questions and analyse the impact on choices and behaviour

## Key Stage 4 and Post 16

### Key Stage 4

It is the case that at Key Stage 4 a number of pupils will be following a recognised external examination syllabus. For those pupils not completing an examination qualification, the opportunities outlined for Key Stage 3 and, where pupils are ready, a selection from those outlined for Post 16, should form the basis of their religious education.

### Post 16

Where no external examination is being pursued, the following opportunities should be used as a basis for developing religious education for post 16 pupils.

Dimension	Curriculum opportunities Pupils should have the opportunity to:	
<b>Beliefs, teaching and sources</b>	Critically evaluate the influence and authority of sacred literature for believers today	Explain the impact of belief on the achievement of significant religious figures and evaluate their influence on historical and contemporary issues
<b>Practices and ways of life</b>	Explore and reflect on the way in which belief and practice support and sustain individuals and communities using contemporary examples	Present evidence for differing interpretations of religious sources and analyse and reflect on the impact of individual conscience and social change
<b>Expressing meaning</b>	Explore and interpret the significance and function of a variety of forms of religious, spiritual and moral expression	Present a detailed analysis of key religious sources and evaluate a range of interpretations
<b>Identity, diversity and belonging</b>	Reflect critically on the advantages and disadvantages of inheriting a religious tradition and reflect on the changing impact of religion and beliefs on community and society over time	Reflect critically on the variety of practice within and between faith groups and reflect on issues which unite and divide religious traditions
<b>Meaning, purpose and truth</b>	Engage with and analyse responses to philosophical and paradoxical questions from a range of faith perspectives	Investigate and interpret a variety of religious and spiritual experiences and reflect on differing responses and impacts
<b>Values and commitments</b>	Explore ways in which religious communities help their members respond positively to life's dilemmas	Raise questions about contemporary personal, moral and social issues and analyse the variety of religious responses



# Assessment

Units of work should be planned to develop the three curriculum aims and enable regular review of pupils' progress. Age related expectations are given in relation to each of the three curriculum aims. In summary, the objectives are to enable children to acquire knowledge, understand themselves and other people better, and respond appropriately to difference.

The assessment framework provided here uses terminology that will be familiar to you in other contexts. It is suggested that pupils are assessed as:

**WTS** – Working towards the expected standard for their age

**EXS** – Working at the expected standard for their age

**GDS** – Working at greater depth within the expected standard

## Age related expectations in primary school for RE

### By the end of Reception

<b>Explore</b>	Pupils can talk about past and present events in their own lives and in the lives of family members. They can identify similarities and differences in relation to places, objects, and materials including faith buildings.
<b>Engage</b>	Pupils can describe their own immediate environment and can say how environments might vary from one another and what things make them special.
<b>Reflect</b>	Pupils know that other children do not always enjoy the same things as them and they accommodate those differences. They can talk about similarities and differences between themselves and other people and among different families, communities and traditions.

### By the end of Year 1

<b>Explore</b>	Pupils use some religious words and phrases relating to the practices of faiths they have explored. They can recall some religious stories and can recognise some symbols and artefacts relevant to the faiths they are learning about.
<b>Engage</b>	Pupils can talk about their experience of the world around them and especially what they value and what concerns them.
<b>Reflect</b>	Pupils can demonstrate their understanding that there is more than one religious tradition or faith community.

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## Age related expectations in primary school for RE *continued*

### By the end of year 2

<b>Explore</b>	Pupils use religious words and phrases to identify some features of religion and its importance to some people. They begin to show awareness of the similarities in religions including key questions raised by believers. They can talk about how religion is expressed in different ways and can explain the meanings of some religious symbols and rituals.
<b>Engage</b>	Pupils have an awareness of some of the questions that cause people to wonder and are difficult to answer. They can express and discuss ideas about right and wrong.
<b>Reflect</b>	Pupils can identify more than one religious tradition or faith community and can describe some of the distinctive features of those traditions or communities.

### By the end of year 3

<b>Explore</b>	Pupils demonstrate their developing religious vocabulary in describing some key features of some religions and identifying their differences. They can make links between beliefs, practices and sources, including religious stories and texts. They begin to identify the impact religion has on believers' lives. They can describe some forms of religious expression.
<b>Engage</b>	Pupils learn to ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour.
<b>Reflect</b>	Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. They show an understanding of the implications of living in a diverse society.

### By the end of year 4

<b>Explore</b>	Pupils use their expanding religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experience. They can describe some of the differences and similarities both within and between religions. They can talk about the impact of religion on people's lives and can explain the meanings of some forms of religious expression.
<b>Engage</b>	Pupils discuss fundamental questions about identity and belonging, about meaning and purpose in life, about values and commitment. They can recognise the implications and consequences attaching to making choices between right and wrong.
<b>Reflect</b>	Pupils can apply their ideas about identity and commitment to their own and other people's lives. They can say who and what influences and inspires them and can give reasons for their ideas. They can discuss their experience of living alongside people who have a different faith or point of view.

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## Age related expectations in primary school for RE *continued*

### By the end of year 5

<b>Explore</b>	Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.
<b>Engage</b>	Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.
<b>Reflect</b>	Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult.

### By the end of year 6

<b>Explore</b>	Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.
<b>Engage</b>	Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.
<b>Reflect</b>	Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult.

### By the end of Key Stage 3

<b>Explore</b>	Using a wide religious and philosophical vocabulary, pupils demonstrate a coherent understanding of a range of religions and beliefs by analysing issues in a faith context. They can describe the influence of history and culture on aspects of religious life and practice. They use a variety of sources, evidence and forms of expression in their study of religion, spirituality and ethics.
<b>Engage</b>	Pupils identify and express their responses to fundamental questions of meaning, purpose, truth and ethics. They can express a clear sense of their own identity.
<b>Reflect</b>	Pupils are able to evaluate and understand human relationships, belonging, identity, social values and commitments appropriate to living well in a diverse world in the context of religious and other views. They can identify opportunities and successes for positive interfaith collaboration and also examples of prejudice and discrimination on religious grounds and its impact.

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## Age related expectations in primary school for RE *continued*

### By the end of Key Stage 4

<b>Explore</b>	Using a comprehensive religious and philosophical vocabulary, pupils are able to analyse a range of religions and beliefs. They can contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They can evaluate the impact of religions and beliefs on a range of communities and societies. They can analyse different interpretations of religious, spiritual and moral sources using some of the key methods by which religion, spirituality and ethics are studied.
<b>Engage</b>	Pupils can analyse a wide range of viewpoints on fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments and can express and explain their personal standpoints.
<b>Reflect</b>	Pupils can synthesise the evidence, arguments and reflections on the challenges presented by living in a diverse world. They can discuss cogently the strategies needed to live well in a pluralistic society exploring what is needed to counteract prejudice, discrimination and bias. They can critically evaluate their own and others' perspectives.

### By the end of Key Stage 5

<b>Explore</b>	Using a complex religious, moral and philosophical vocabulary, pupils are able to provide a consistent and detailed analysis of religions and beliefs. They demonstrate an understanding of how the impact of religions and beliefs on different communities and societies has changed over time. They can explain how religious, spiritual and moral sources are interpreted and can evaluate the principal methods by which religion, spirituality and ethics are studied.
<b>Engage</b>	Pupils are able to conduct an in depth analysis of a wide range of perspectives on questions of identify and belonging, meaning, purpose, truth, values and commitments and can relate this to themselves and others.
<b>Reflect</b>	Pupils can evaluate in depth the significance of religious diversity in a pluralistic society. They can provide well informed and highly structured and reasoned insights into their own and others' views and perspectives on religious and spiritual issues raised by living in a diverse world and are able to draw balanced and evidenced conclusions.



# Appendix 1: Outline syllabus

	Christianity	Judaism	Islam	Hinduism
<b>Origins</b>	<b>Where, when, who</b>	<b>Where, when, who</b>	<b>Where, when, who</b>	<b>Where, when, who</b>
<b>Narative</b>	<p>Christ's life based on the New Testament four Gospels and encompassing:</p> <ul style="list-style-type: none"> <li>• Birth of Christ</li> <li>• Baptism</li> <li>• Temptation</li> <li>• Choosing the disciples</li> <li>• Ministry</li> <li>• Entry into Jerusalem, Passion, Death and Resurrection</li> </ul>	<p>Old Testament Stories from the Torah</p> <ul style="list-style-type: none"> <li>• The Creation to the death of Moses</li> <li>• Key other stories linked to Festivals.</li> <li>• The years in the desert - The Promised Land</li> <li>• The story of Ruth - linked to Shavuot</li> <li>• The story of Judah the Maccabee, linked to Chanukah</li> <li>• The story of Esther, linked to Purim</li> </ul>	<p>Muhammed's life including:</p> <ul style="list-style-type: none"> <li>• His receipt of the Qur'an, Persecution and the flight to Medina</li> <li>• Muhammed's return to Mecca</li> </ul>	<ul style="list-style-type: none"> <li>• The Creation of the World</li> <li>• The story of Vishnu and Lakshmi</li> <li>• The Bhagavad Gita v the story of the God, Krishna and the warrior, Arjuna</li> <li>• The Mahabharata - the story of the Pandavas and the Kauravas</li> <li>• The Ramayan - the story of Prince Rama, Sita and Lakshman</li> </ul>
<b>Principal beliefs</b>	<b>Texts:</b> Old Testament New Testament	<b>Texts:</b> Old Testament - first five books [Torah] The Talmud	<b>Text:</b> The Qur'an	<b>Texts:</b> The Bhagavad Gita The Mahabharata The Ramayana
	Christ as "teacher" including teaching in relation to the 10 commandments Parables as lessons for living	The Shema The 10 Commandments The 613 mitzvah [not to know but to be aware]	The Five Pillars: <ul style="list-style-type: none"> <li>• The Profession of faith [Shahadah]</li> <li>• The worship of Allah [Salah]</li> <li>• Almsgiving [Zakah]</li> <li>• Fasting (Sawm)</li> <li>• Pilgrimage [Hajj]</li> </ul>	
	Christ as "Saviour" Christ as "Messiah" including Miracles and their significance The meaning of the Crucifixion The meaning of the Resurrection The meaning of Pentecost	Beliefs about the "Messiah" and the kingdom that the Messiah will establish	Muhammed as the "last" prophet	
	The nature of God God's relationship with man The Trinity	The nature of God God's relationship with man "Oneness"	The nature of God God's relationship with man "Oneness" The names of Allah	The nature of God Brahman, the Supreme Spirit The Trimurti – Brahma, Vishnu, Shiva
	The nature of man Body and Soul Life after death	The nature of man Body and Soul Life after death	The nature of man Body and Soul Life after death	The nature of man Atman – the soul The divine spark Avatars

	<b>Christianity</b>	<b>Judaism</b>	<b>Islam</b>	<b>Hinduism</b>
<b>Origins</b>	<b>Where, when, who</b>	<b>Where, when, who</b>	<b>Where, when, who</b>	<b>Where, when, who</b>
<b>The calendar</b>	<p>The Christian Year and its festivals encompassing:</p> <ul style="list-style-type: none"> <li>• Advent</li> <li>• Christmas</li> <li>• Lent</li> <li>• Holy Week</li> <li>• Easter Pentecost</li> </ul>	<p>The Jewish Year and its festivals encompassing:</p> <ul style="list-style-type: none"> <li>• Rosh Hashana - the New Year</li> <li>• Yom Kippur - The Day of Atonement</li> <li>• Succot - Tabernacles</li> <li>• Chanukah</li> <li>• Purim</li> <li>• Pesach - Passover</li> <li>• Shavuot</li> </ul>	<p>The Muslim Year and its festivals encompassing:</p> <ul style="list-style-type: none"> <li>• Ramadan</li> <li>• Eid-ul-Fitr</li> <li>• Eid-ul-Adha [links back to the story of Abraham]</li> </ul>	<p>The Hindu year and its festivals encompassing:</p> <ul style="list-style-type: none"> <li>• Holi</li> <li>• Divali</li> <li>• Navaratri</li> </ul>
<b>People, places and practices</b>	<p>Christian prayer and worship including:</p> <ul style="list-style-type: none"> <li>• Places of worship Teachers/leaders</li> <li>• Types of prayer/ Principal Prayers eg The Jesus Prayer, The Lord's Prayer, The Nicene Creed, The Apostles Creed</li> <li>• Fasting</li> <li>• Almsgiving</li> <li>• Pilgrimage [link to Holy Places]</li> <li>• Services and Sacraments to include as a minimum Mass, Baptism, Communion, Confirmation, Marriage</li> </ul>	<p>Jewish prayer and worship including:</p> <ul style="list-style-type: none"> <li>• Places of worship Teachers/leaders</li> <li>• Types of prayer/ Principal prayers</li> <li>• Daily prayer</li> <li>• The Shabbat - Kiddush,</li> <li>• Havdalah</li> <li>• Jerusalem, the Holy City</li> <li>• Dietary practices</li> <li>• Modes of dress</li> <li>• Bar Mitzvah</li> <li>• Marriage</li> </ul>	<p>Muslim prayer and worship including:</p> <ul style="list-style-type: none"> <li>• Places of worship Teachers/leaders</li> <li>• The Statement of faith - the Shahadah</li> <li>• Prayer - ritual prayers [Salah]</li> <li>• Friday prayer</li> <li>• Preparing for prayer - cleansing</li> <li>• Almsgiving [Zakah and Sadaqah]</li> <li>• Fasting [Sawm] Pilgrimage [link to Holy places]</li> <li>• The naming ceremony [Bismillah]</li> <li>• Marriage</li> </ul>	<p>Hindu prayer and worship including:</p> <ul style="list-style-type: none"> <li>• Group worship: Bhakti [devotion] Puja - Havan, Arti, Bhajan</li> <li>• Worship at home</li> <li>• The shrine</li> <li>• The 5 daily duties</li> <li>• Daily prayer</li> <li>• Mantra</li> <li>• The Sacred Syllable</li> <li>• Story telling</li> <li>• Cleansing</li> <li>• Dietary practices</li> <li>• Fasting</li> <li>• Pilgrimage [link to Holy places]</li> <li>• Name giving Upanayana [the sacred thread]</li> <li>• Marriage</li> </ul>
<b>Artefacts and symbols</b>	<ul style="list-style-type: none"> <li>• The Altar</li> <li>• The Tabernacle</li> <li>• The Chalice</li> <li>• Incense</li> <li>• The Monstrance</li> <li>• Rosary/Prayer Rope</li> <li>• Bread and Wine</li> <li>• Candles</li> <li>• The Dove</li> <li>• The Cross</li> <li>• The Fish</li> <li>• The Christingle</li> <li>• Alpha and Omega</li> </ul>	<ul style="list-style-type: none"> <li>• The Ark</li> <li>• The Bimah</li> <li>• The Star of David</li> <li>• The prayer shawl</li> <li>• The skull cap</li> <li>• The Phylacteries</li> <li>• The Mezuzah</li> <li>• The Shofar</li> <li>• Matzah</li> <li>• Bitter herbs [Maror]</li> <li>• Green vegetable [Karpas]</li> <li>• Haroset</li> <li>• Wine</li> <li>• Candles</li> <li>• The spice box</li> <li>• The Menorah</li> <li>• The Dreydel</li> </ul>	<ul style="list-style-type: none"> <li>• The prayer mat</li> <li>• Eid cards</li> <li>• The rosary</li> </ul>	<ul style="list-style-type: none"> <li>• Shrines</li> <li>• Cows</li> <li>• The sacred syllable</li> <li>• Prashad</li> <li>• Havan</li> <li>• Candles</li> <li>• Fire</li> <li>• Mandala</li> <li>• Coloured powder</li> <li>• The sacred thread</li> <li>• The Tilak</li> </ul>

# Appendix 2: Suggested programmes of study

These programmes of study have been taken from the 2011 Gateshead Agreed Syllabus. They have been included because some teachers found them helpful. They should be regarded as suggestions only. Schools are free to devise their own programmes of study provided that they cover all the elements outlined above.

Key Stage One			
Key questions	Learning about CHRISTIANITY	Learning about JUDAISM	Links to SOW
What do followers of this religion believe?	<ul style="list-style-type: none"> <li>God, using Old and New Testament sources: creator, loving, caring, having authority</li> <li>Jesus: birth, aspects life and teaching, effect on others then and now, aspects of Easter</li> </ul>	<ul style="list-style-type: none"> <li>God: stories from the Torah: creator, loving, caring, having authority</li> <li>Shema</li> </ul>	
Why are some people important to followers of this religion?	<ul style="list-style-type: none"> <li>The role of the minister/vicar etc</li> <li>St Bede or another North Eastern saint*</li> </ul>	<ul style="list-style-type: none"> <li>Aspects of the life of Moses and others: for example, Joseph and Ruth</li> <li>The role of the rabbi</li> </ul>	
What does this religion teach?	<ul style="list-style-type: none"> <li>The Bible: special book for Christians, source of authority, teaching and help, love, caring, trust, forgiveness</li> <li>Stories from the Old and New Testaments, for example Joseph, The Lost Sheep*</li> </ul>	<ul style="list-style-type: none"> <li>The Torah: rules, values and stories, significance to Jewish people</li> </ul>	
How do followers of this religion worship?	<ul style="list-style-type: none"> <li>Church: its functions and features/Importance to Christians</li> <li>Worship activities including praise and prayer</li> <li>Local Christian communities/religious buildings (church, chapel etc),</li> </ul>	<ul style="list-style-type: none"> <li>Synagogue: its functions and features; importance to the Jewish community</li> <li>Worship activities including prayer</li> <li>Local Jewish communities</li> </ul>	
How do followers of this religion live?	<ul style="list-style-type: none"> <li>Becoming a 'follower of Christ' including baptism, being a disciple/follower of Jesus</li> <li>Jesus' teachings: two great commandments, other 'rules' for living</li> <li>Christian attitudes and values: love, care, forgiveness and honesty, valuing self, others and the world</li> <li>Lives of some Christians: famous and local</li> </ul>	<ul style="list-style-type: none"> <li>Home and family life today</li> <li>The significance of religious objects such as mezuzah; tallit; kippah</li> </ul>	
What occasions do followers of this religion celebrate?	<ul style="list-style-type: none"> <li>Christmas, Easter, Harvest: symbols, customs and practice, significance for Christians</li> </ul>	<ul style="list-style-type: none"> <li>Shabbat, Purim, Chanukah, Sukkot: Symbols, customs and practice, significance for Jewish people</li> </ul>	

\* Schools are free to choose which stories and people they study in the light of available resources, taking account of continuity and progression through and across key stages

<b>Key Stage Two</b>				
<b>Key questions</b>	<b>Learning about CHRISTIANITY</b>	<b>Learning about ISLAM</b>	<b>Learning about HINDUISM</b>	<b>Links to SOW</b>
What do followers of this religion believe?	<ul style="list-style-type: none"> <li>• Nature of God: as revealed in the Bible: the Trinity</li> <li>• God and creation: caring for the world</li> <li>• God's relationship with humankind: Covenant</li> <li>• Jesus' birth, ministry, death, resurrection, ascension, return</li> <li>• Incarnation, redemption, salvation</li> <li>• Teachings and miracles of Jesus: Biblical context; significance today</li> <li>• The effect Jesus had on the people around him then and now</li> </ul>	<ul style="list-style-type: none"> <li>• Belief in one true God (Allah)</li> <li>• Nature of Allah through some of the 99 names</li> <li>• Beliefs about creation</li> </ul>	<ul style="list-style-type: none"> <li>• Aum symbol</li> <li>• Trimurti: Vishnu, Shiva, Brahma</li> <li>• Hindu deities: e.g Rama, Krishna, Ganesha, Lakshmi, Hanuman, Kali, Durga: characteristics of God;</li> <li>• Creation</li> </ul>	
Why are some people important to followers of this religion?	<ul style="list-style-type: none"> <li>• Discipleship: the first disciples</li> <li>• Lives of great Christians: St Paul and others*</li> <li>• St Cuthbert or another northern saint*</li> </ul>	<ul style="list-style-type: none"> <li>• Aspects of the life of Muhammad, prophet of Allah</li> <li>• Ibrahim, Musa, Dawud</li> <li>• The role of the imam</li> </ul>	<ul style="list-style-type: none"> <li>• Avatar</li> <li>• MK Gandhi</li> </ul>	
What does this religion teach?	<ul style="list-style-type: none"> <li>• The Bible: origin, structure, content and use</li> <li>• Importance of the Bible for believers; the significance of some of its messages for today</li> </ul>	<ul style="list-style-type: none"> <li>• Qur'an: revealed to Muhammad; importance; how it is used and treated; source of authority and teaching</li> <li>• Words and meaning of some portions of the Qur'an</li> <li>• The 'Shahadah'</li> </ul>	<ul style="list-style-type: none"> <li>• Stories: insights and teachings</li> <li>• Ramayana</li> <li>• Purana</li> </ul>	
How do followers of this religion worship?	<ul style="list-style-type: none"> <li>• Aspects of Christian community (worship, prayer, ritual and ceremony) expressed in different traditions and parts of the world.</li> <li>• 'Church' as a body of believers</li> <li>• Local Christian place of worship: its significance for those who attend; how it is used</li> </ul>	<ul style="list-style-type: none"> <li>• Mosque: its functions and features; importance to the Muslim community</li> <li>• Worship activities including wudu and prayer</li> </ul>	<ul style="list-style-type: none"> <li>• Mandir: its functions and features; importance to the Hindu community</li> <li>• Worship activities: puja</li> </ul>	

\* Schools are free to choose which stories and people they study in the light of available resources, taking account of continuity and progression through and across key stages

*Continued on next page*

## Key Stage Two continued

Key questions	Learning about CHRISTIANITY	Learning about ISLAM	Learning about HINDUISM	Links to SOW
How do followers of this religion live?	<ul style="list-style-type: none"> <li>• Belonging and identity for Christians: baptism; confirmation; holy communion</li> <li>• Christian belief and practice across the worldwide Church</li> <li>• Guidance: commandments; beatitudes</li> <li>• People inspired by God: e.g. Desmond Tutu, local minister, people known to the pupils*</li> <li>• Pilgrimage: places; significance</li> </ul>	<ul style="list-style-type: none"> <li>• Family life</li> <li>• Local Muslim communities</li> <li>• Ramadan</li> <li>• Hajj</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging and identify: birth, naming, sacred thread ceremony</li> <li>• Family / home life</li> <li>• Samskaras</li> <li>• Values: respect; caring; ahimsa; vegetarianism</li> </ul>	
What occasions do followers of this religion celebrate?	<ul style="list-style-type: none"> <li>• Harvest; Christmas; Easter; Pentecost; Ascension: significance for Christians</li> </ul>	<ul style="list-style-type: none"> <li>• Eid-ul-Fitr</li> <li>• Eid-ul-Adha</li> </ul>	<ul style="list-style-type: none"> <li>• Divali; Holi; Raksha Bandhan</li> </ul>	

\* Schools are free to choose which stories and people they study in the light of available resources, taking account of continuity and progression through and across key stages

## Key Stage Three

Key questions	Content Focus	Links to SOW
Religious beliefs, fact or fiction?	<ul style="list-style-type: none"> <li>• Who or what is God and is God real?</li> <li>• Jesus – human and divine?</li> <li>• How do we know what is true?</li> <li>• What is meant by the sanctity of life?</li> <li>• Is death the end?</li> <li>• How did the world begin? (Science and Religion)</li> </ul>	
Who Inspires us and who inspires others? Why? Who sets a good example and Why?	<ul style="list-style-type: none"> <li>• Jesus</li> <li>• Muhammad / Moses/The Ten Gurus/Gautama Buddha and, for example: Jonathan Edwards, Martin Luther King, Desmond Tutu, Pope John Paul II, Basil Hume, Sister Winifred (Gateshead), Bono, James Mawdsley, Jackie Pullinger, Dalai Lama, Aung San Suu Kyi, Chofetz Chaim (Rabbi Yisrael Meir HaCohen Kagan), Dr Judith Grunfeld, Gandhi, Malcolm X, Nelson Mandela, Bob Geldof*</li> </ul>	

\* Schools are free to choose which stories and people they study in the light of available resources, taking account of continuity and progression through and across key stages

## Key Stage Three continued

Key questions	Content focus	Links to SOW
<p>Teachings – relevant today or out of touch? A moral guide or a set of rules? Who decides and why?</p>	<ul style="list-style-type: none"> <li>• Bible: Old Testament, Commandments</li> <li>• Jesus, Beatitudes, values/moral codes</li> <li>• St Paul's Letters</li> <li>• Relationships</li> <li>• The Church poverty/wealth</li> <li>• The Qur'an/the Tenakh</li> <li>• Crime and punishment</li> <li>• Talmud/Guru Granth Sahib/Buddha and Dhammapada</li> </ul>	
<p>What is it like to live the life of a follower of a religion?</p>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Growing up in Britain today</li> <li>• Rites of Passage and marking birth, maturity, partnership and death</li> <li>• Community life</li> <li>• How does a person become a Christian/Muslim/Jew etc?</li> <li>• What is the difference between a pilgrim and a tourist?</li> <li>• Expressions of faith: what do people do? (e.g. worship, celebrations, art, music, dance, writings, community action)</li> <li>• "God is one, but religions are many." Do you agree? Why?</li> <li>• Conflict: prejudice, persecution – why is there so much pain caused by humanity? What part does religion play in local and world conflicts?</li> <li>• Service to God and service to others</li> </ul>	
<p>What is the meaning and purpose of life?</p>	<ul style="list-style-type: none"> <li>• What is my life for? Where did I come from? Where am I going? How should I live?</li> <li>• Why do people suffer? What is evil? How can it be reduced?</li> <li>• Why forgive? (Conflict, reconciliation, forgiveness)</li> <li>• Why and how should we respect and appreciate (physically and spiritually) ourselves, other people, living creatures and the world?</li> </ul>	

\* Schools are free to choose which stories and people they study in the light of available resources, taking account of continuity and progression through and across key stages

## Underpinning the key questions

Continuing with previous key stages	Learning about HINDUISM	Learning about ISLAM	Links to SOW
What do followers of this religion believe?	<ul style="list-style-type: none"> <li>Nature of God</li> <li>Beliefs and values expressed through deities</li> <li>Atman, seva, karma, dharma, samsara, moksha</li> </ul>	<ul style="list-style-type: none"> <li>Allah: what does the Qur'an say?</li> <li>Shahadah</li> <li>'shirk'</li> <li>Day of Judgement, Ummah, Akhirah and Qadar</li> </ul>	
Why are some people important to followers of this religion?	<ul style="list-style-type: none"> <li>Sri Ramakrishna</li> <li>Gandhi</li> </ul>	<ul style="list-style-type: none"> <li>The life of Muhammad: historical context; significance in Islam; exemplifying Islamic teaching</li> </ul>	
What does this religion teach?	<ul style="list-style-type: none"> <li>Hindu scriptures: Bhagavad Gita; Mahabharata; Vedas</li> <li>How scriptures are used</li> <li>Teachings of Krishna</li> <li>Accounts of creation</li> </ul>	<ul style="list-style-type: none"> <li>Qur'an: revealing; how and why it is revered and used</li> <li>Significance of Hadith, Sirah and Sunnah</li> <li>Teachings found in Islam</li> </ul>	
How do followers of this religion worship?	<ul style="list-style-type: none"> <li>Mandir: features and functions; significance</li> <li>Puja</li> <li>Forms of worship: importance; home and mandir</li> </ul>	<ul style="list-style-type: none"> <li>Re-visit:                             <ul style="list-style-type: none"> <li>Mosque: features and functions; significance</li> <li>worship activities</li> </ul> </li> </ul>	
How do followers of this religion live?	<ul style="list-style-type: none"> <li>Community life</li> <li>Values and attitudes</li> <li>Symbols of light and fire</li> <li>Birth, initiation</li> <li>Values, attitudes and behaviour: environmental issues; poverty; war; prejudice and discrimination; alcohol and drug abuse; relationships; marriage and divorce; charity; role of women; religious liberty</li> <li>The gunas</li> <li>Being a Hindu in Britain today</li> </ul>	<ul style="list-style-type: none"> <li>Family and community life</li> <li>Salah, Sawm, Zakah and Hajj</li> <li>Differences within Islam</li> <li>Values, attitudes and behaviour: environmental issues; poverty; war; prejudice and discrimination; alcohol and drug abuse; relationships; marriage and divorce; charity; role of women; religious liberty</li> <li>Being a Muslim in Britain today</li> </ul>	
What do followers of this religion celebrate?	<ul style="list-style-type: none"> <li>Janamashtami</li> <li>Divali</li> <li>Vasanta Panchami</li> </ul>	<ul style="list-style-type: none"> <li>Eid ul-Adha</li> <li>Eid ul-Fitr</li> <li>Laylat al-qadr</li> <li>Al-Hijra</li> <li>Muhammad's birthday</li> </ul>	



## Underpinning the key questions *continued*

Continuing with previous key stages	Learning about JUDAISM	Learning about SIKHISM	Links to SOW
What do followers of this religion believe?	<ul style="list-style-type: none"> <li>• God: what does the Torah say?</li> <li>• Shema</li> <li>• Meaning of 'struggling' with God</li> </ul>	<ul style="list-style-type: none"> <li>• God</li> <li>• Mool Mantar</li> </ul>	
Why are some people important to followers of this religion?	<ul style="list-style-type: none"> <li>• Abraham</li> <li>• Moses</li> <li>• The Rabbi</li> </ul>	<ul style="list-style-type: none"> <li>• Guru Nanak</li> <li>• The Ten Gurus: teachings and influence on Sikh life</li> </ul>	
What does this religion teach?	<ul style="list-style-type: none"> <li>• Torah, Tenakh and Talmud: significance – how they are used</li> <li>• teachings</li> </ul>	<ul style="list-style-type: none"> <li>• Guru Granth Sahib: significance; how it is used and revered; selected passages</li> <li>• Stories about the Gurus and their teachings</li> </ul>	
How do followers of this religion worship?	<ul style="list-style-type: none"> <li>• Synagogue: features and functions; significance</li> <li>• Worship activities</li> </ul>	<ul style="list-style-type: none"> <li>• Gurdwara: features and functions; significance;</li> <li>• Worship activities</li> <li>• Explore Sikh practices, including the wearing of the 5Ks</li> </ul>	
How do followers of this religion live?	<ul style="list-style-type: none"> <li>• Family and community life</li> <li>• Shabbat</li> <li>• Noachide laws and the Halakhah: influence on everyday Jewish life</li> <li>• Israel</li> <li>• Holocaust</li> <li>• Differences within Judaism</li> <li>• Values, attitudes and behaviour: environmental issues; poverty; war; prejudice and discrimination; alcohol and drug abuse; relationships; marriage and divorce; charity; role of women; religious liberty</li> <li>• Being a Jew in Britain today</li> </ul>	<ul style="list-style-type: none"> <li>• Family and community life</li> <li>• Values and attitudes</li> <li>• Significance of the 5Ks?</li> <li>• Birth, initiation</li> <li>• Rahit, Kurahit, Haumai, Sewa</li> <li>• Values, attitudes and behaviour: environmental issues; poverty; war; prejudice and discrimination; alcohol and drug abuse; relationships; marriage and divorce; charity; role of women; religious liberty</li> <li>• Being a Sikh in Britain today</li> </ul>	
What do followers of this religion celebrate?	<ul style="list-style-type: none"> <li>• Rosh Hashanah</li> <li>• Yom Kippur</li> <li>• Pesach</li> <li>• Chanukah</li> <li>• Purim</li> <li>• Sukkot</li> </ul>	<ul style="list-style-type: none"> <li>• Baisakhi</li> <li>• Birthdays of Guru Nanak and Guru Gobind Singh</li> <li>• Divali</li> <li>• Martyrdom of Guru Tegh Bahadur</li> </ul>	

# Appendix 3:

## Local resources

### Gateshead SACRE

Members of Gateshead SACRE are happy to help with support on teaching their particular faiths or beliefs.

They can be contacted via the Clerk to SACRE, Julie Latimer:

julielatimer@gateshead.gov.uk

0191 433 8605

### The North East Religious Resources Centre

This has sites at Percy Main and Durham which are open from 10am-5.30pm, Monday to Friday, with regular Saturday morning opening (contact either site for further details). There is an annual membership fee.

Cuthbert House  
Stonebridge Lane  
Durham  
DH1 3RY  
0191 375 0586

Church House  
St. John's Terrace  
Percy Main, North Shields  
NE29 6HS  
0191 270 4161

### Websites

<https://www.resourcescentreonline.co.uk/>

<https://www.truetube.co.uk/>

Shared teaching resources are available at <https://eghub.eschools.co.uk/login>

Click on 'Files' and then 'Shared with me'.

If any teacher has resources that they wish to share, they should be sent to Julie Latimer at the email address above.





