

SUMMER 2025

Sefton and Friends Newsletter

Termly newsletter for teachers of RE across Sefton and the surrounding area.

Welcome to the Summer 2025 edition of the Sefton and Friends RE Newsletter—a termly update designed to inspire, connect, and equip Religious Education teachers across Sefton and beyond.

In this issue, we spotlight innovative classroom experiences from Peterhouse School and St Philip's Primary, where immersive and inclusive RE teaching has brought faith and worldview to life. From Buddhist temples in school halls to reflective art projects on Easter and kindness, their work showcases the creativity and diversity thriving in our local schools.

We're also excited to share details of our upcoming Teacher Network event on 14th May at Meols Cop High School, focusing on embedding diverse Hindu worldviews in the classroom—an essential opportunity for CPD and collaborative discussion.

Looking for fresh ways to engage students with deep learning? Our feature on Carousel Learning explores how retrieval practice is being transformed through technology, helping students retain and apply key RE knowledge more effectively.

Plus, don't miss the opportunity to get involved in Interfaith Photovoice training—an exciting chance to blend storytelling, photography, and faith dialogue in your classroom.

Finally, explore the latest research and resources, including a spotlight on Hindu worldviews and a closer look at how Jigsaw RE is helping schools respond to changing religious demographics.

Andrew Norcross
Subject Leader for RE & Hub Lead
Meols Cop High School



VOLUME 7

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Scan the QR code to complete the MS form to join our Sefton and Friends RE mailing list.



Key Dates 2025



Sefton and Friends Teacher Network

Our next Sefton and Friends Hub is on Wednesday 14th May at Meols Cop High School with a focus on diverse Hindu worldviews. Please follow the link or scan the QR code to book your free place.

<https://www.eventbrite.co.uk/e/how-can-we-embed-diverse-hindu-worldviews-in-the-classroom-tickets-1333277933189?aff=oddtcreator>

Sefton and Friends RE Hub

Wednesday 14th May 2025
4pm-5.30pm
Meols Cop High School, PR8 6JS

How can we embed diverse Hindu worldviews in the classroom?

To book your FREE place, please scan this QR code:

NATRE
National Association of Teachers of Religious Education

Sefton and Friends RE Hub

For all thinks RE in Sefton, we are continually updating our Sefton and Friends Hub website. We also have included all our Teacher Network meetings, curriculum conversations and more. Check it out! Sefton and Friends RE Hub website.

We would love to feature your resources and/or news on both our newsletter and website, it could be a few pictures of a lesson, a competition you've entered, a site visit or resource you have used with a reflection. Let us know by emailing us RE@meolscop.co.uk



Spotlight on Peterhouse School

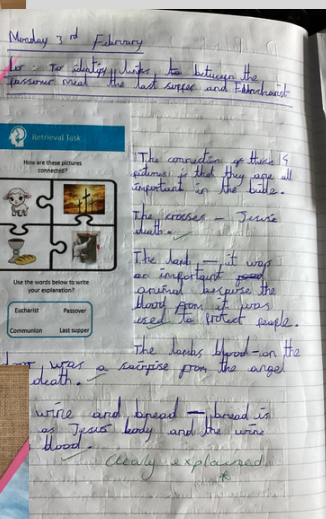
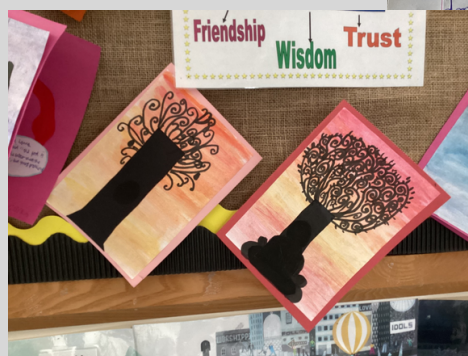
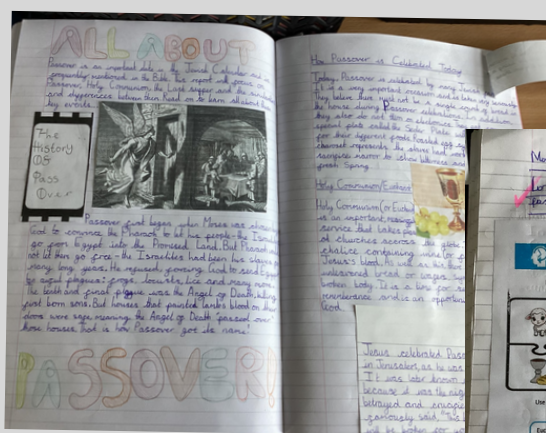
On Tuesday 25th March, BHS (Buddhism, Hinduism and Sikhism) Educational Workshops for Schools came to spend the day with us at Peterhouse. They set up a Buddhist Temple in the hall with lots of authentic artefacts most of which the pupils could hold and explore. In addition, they provided costumes, head dresses, jewellery and face paint to add symbolic designs onto hands and faces.

Every class took part in their own workshop so that each one was tailored to suit the pupils involved and they provided an interactive, engaging and educational day. The inclusivity of the workshops meant that for some pupils the experience was purely experiential with different music, smells and colourful fabrics whereas for others, Sakhya and Kavita taught them about Buddha and helped them to understand key beliefs as well as different cultures.

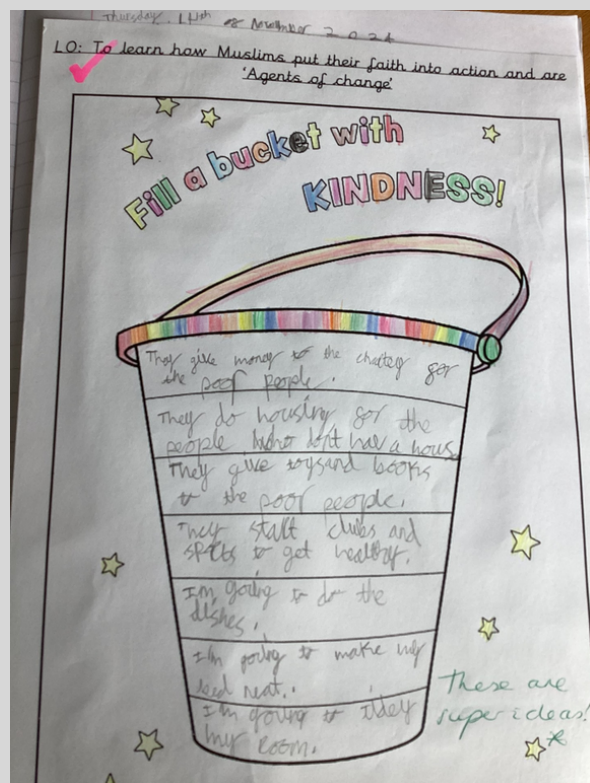


Spotlight on St Philips Primary School

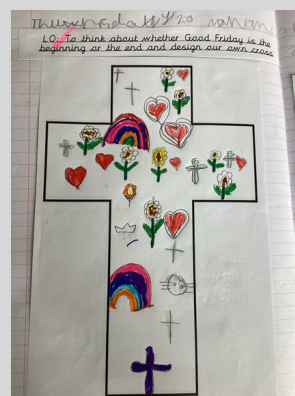
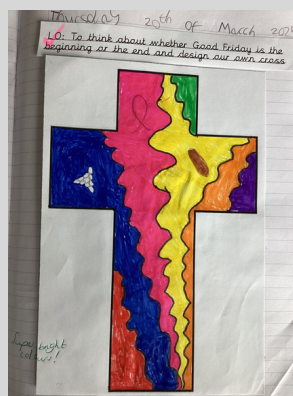
Year 6 students have been working at creating non-chronological reports about Passover and linking Art and RE with Buddhism information cards.



Year 3 - we learnt about how Muslims put their faith into action and then thought about what we would put in our own bucket of kindness to help others.



Student in Year 3 have been working on our unit is 'Is the cross a symbol of joy or sadness?'. We have been learning about the events of Easter- looked at different types of crosses from around the world and then designed our own.



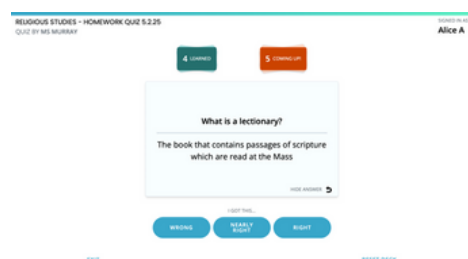
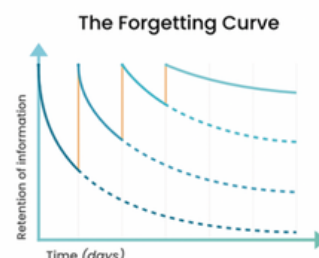
A REFLECTION ON...CAROUSEL LEARNING



By Carousel Learning and Andrew Norcross

Supercharging Retrieval Practice: Uniting Classwork & Homework

We know that our students forget stuff, and they forget stuff fast. Research tells us that the best way to boost the strength of our students' memories is to use retrieval practice, which normally means asking lots of questions. Carousel is designed to help you help your students to engage in lots of retrieval practice.



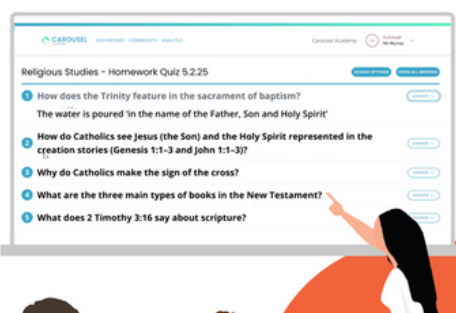
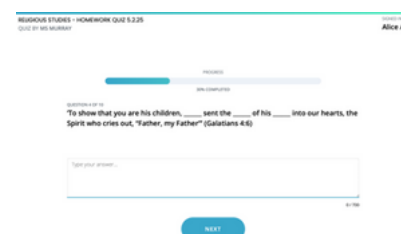
Homework Retrieval with:

1. Flashcards

Set students flashcards to do at home, boosting their confidence and allowing them to self-guide their learning.

2. Student Quizzes

Students complete homework quizzes and self-assess their work, which you can then effortlessly moderate.

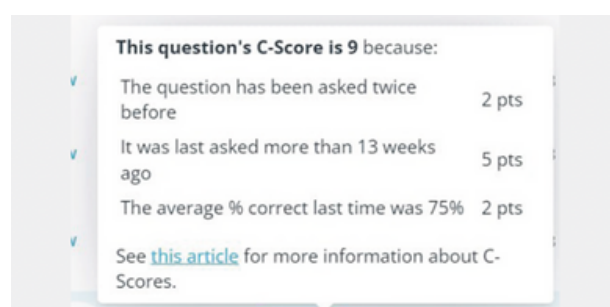


3. In-Class Retrieval with Whiteboard mode:

Use Carousel's Whiteboard mode in your lessons so students can do more retrieval practice and show off how much they've learnt.

Unique & simple question selection

Carousel's unique C-Scores track student performance and retrieval history over time to make suggestions about which questions to ask next, reducing your workload and supercharging your pedagogy.



A REFLECTION ON...CAROUSEL LEARNING



- Detailed analytics let you understand student performance and data at student, class and school level
- Whole Class Feedback lets you show students the things they've struggled with the most and helps you pick up misconceptions as a class
- Study Packs hand the keys to the students and give them the chance to use your curriculum materials to drive their own learning
- Quality-Assured Religious Studies Question Banks from John Catt Educational Knowledge Quiz series, covering Christianity, Catholicism/Judaism, and Islam.
- Thousands of Question Banks for all subjects ready-made in the Carousel Community reduce your workload by allowing you to edit and collaborate on resources.

"Simply put, Carousel is a game changer" Professor Dylan William

"I have used the whiteboard feature in nearly every lesson since it was introduced. It has made the starts of my lessons consistent and purposeful." Jo Castelino, teacher and blogger

[Book a demo for a department or school PLATINUM subscription](#)

So, how do we use in school?

Currently we use it for our GCSE RE students. We have created our own study packs that are based on our exam spec and shared these with our GCSE RE teachers. We set homework once a week with 15 questions. We then use the feedback function to reflect on the homework questions each week alongside the whiteboard feature. The whiteboard feature informs all our Do Now activities, which are done on mini-whiteboards. Student will have about 5 minutes at the start of each lesson to write the answers to the questions on their boards then they will 'show me' them. We use 'cold calling' to get students to share their answers then using the slider on the right, approximate the percentage of the class that got it right. This then feeds into the C score so we are always retrieving information that hasn't been retrieved in a longer period of time, or questions students need more support to answer. The knowledge students retrieve are the 'nuggets' of information that will help them in writing GCSE exam questions and really build on their knowledge. Since introducing it two years ago, we have seen a significant improvement in students retrieval practice for GCSE RE.

GET INVOLVED! - INTERFAITH PHOTOVOICE

Kuumba Imani Millennium Centre are offering free training to RE teachers and community activists on how to deliver photovoice sessions in schools and community centres across Liverpool. This amazing opportunity is being delivered in collaboration with our US based partner, Interfaith Photovoice.

Participants will be trained to deliver photovoice workshops and equipped with learning tools that will help to catalyse conversations about different faiths and worldviews inside the classroom.

Once you are trained, we will support you to plan and deliver your own photovoice sessions where your pupils will learn and share their own stories through photos that will later be displayed at a public exhibition.

We want teachers who are interested in supporting discussions about different faiths in schools and who are keen to develop their professional skills.

If you would like more information, please email josephramsden@kuumbaimani.org.uk.



Training RE teachers how to capture beautiful stories!

Training for **INTERFAITH PHOTOVOICE**

Register your interest for
FREE training on how to
deliver photovoice
workshops in your
classrooms

Online professional
development training
Register now!

Email
josephramsden@kuumbaimani.org.uk

The poster features a stylized illustration of a woman with curly hair looking through the viewfinder of a large-format camera on a tripod. The entire graphic is set against a light pink background with orange and black text and illustrations.

RESEARCH OF THE MONTH...VOICES FROM HINDU WORLDVIEW TRADITIONS



8. How do British Hindus and/or Hindus across the world, practise their key beliefs in day to day life?

Thank you for your question. Some deep concepts so a challenge to answer it briefly! To get you started, the easiest way to approach these might be to realise that for Hindus, these ideas are not 'conceptual' or even 'Beliefs', rather they are deeply encoded in the culture and way of being, doing & speaking about things. I will go through each one and try to pick out ways they may be exemplified in life and so communicable to children.

Samsara:

In lay terms, Hindus use this word to mean the 'World' of worldliness. The 'stage' on which the Play of life is experienced. Hindus are encouraged to develop a witness-consciousness. To have a sense that whilst there is a part of them that is trapped in living in worldliness there is also another part that is 'free', divine and observing. Any activity that calms the trapped part such as yoga, meditation, puja, helps bring clarity to this way of experiencing things beyond our emotions.

Karma:

This word is probably best understood as 'Consequences'. A deep sense that *Everything* you do, say and even think is 'Karmic' and will have an impact and consequence both for you and others. This puts the burden of choice squarely on each of us to be aware of whether our behaviour is adding to positiveness and well-being or its opposite. It says we are all connected but need to do our share. Cultural practices such as family-duties, vegetarianism, non-violence, Nature-reverence all encode living with this sense of wider responsibility.

Dharma:

In brief simplistic terms absolutely everything is believed to have a Dharma, an Inherent nature or intrinsic way of being as part of an interconnected Divine design. Thus, it is Fire's Dharma to burn, it is a healer's Dharma to heal. In living/being terms, it actually philosophically underpins all the other terms you have asked about!

Seva:

In cultural terms, this is a hugely honoured and privileged state of being. It speaks of Keeping a gentleness in your heart, respect for elders, protection for children & the vulnerable. Essentially it expresses a desire to serve (either people or land) as a means of serving the divine.

You can find the rest of the resource here: <https://www.reonline.org.uk/resources/voices-from-hindu-worldview-traditions/>

WHAT IS JIGSAW RE?



Religious Change in Britain: Implications for Schools and how Jigsaw RE can Support

Census Data Insights

The 2021 Census reveals a pivotal shift in British religious identity - Christians no longer constitute a majority in England and Wales, falling below 50%, while those identifying as non-religious have grown to 37.2%. This reflects profound social changes toward a more religiously diverse and secular society. In Sefton specifically, 28.6% of residents reported having "No religion" in 2021, up from 15.8% in 2011 - the largest increase of all religious groups in the area. Meanwhile, 64.4% described themselves as Christian (down from 76.8%). [Office National Statistics: Sefton population change, Census 2021 – ONS]

Impact on Schools

This demographic shift has significant implications for education. According to Professor Linda Woodhead of King's College London, traditional patterns of religious inheritance have largely broken down, with rising acceptance of secular perspectives among younger generations. Students now bring diverse beliefs and perspectives into the classroom, demanding an inclusive RE curriculum that promotes understanding while avoiding confusion.

The Worldviews Approach

A worldviews approach offers an effective framework for addressing this diversity. This approach:

- Provides a different way of approaching RE - not adding more content
- Recognises plurality within each worldview
- Values worldviews on their own terms rather than through comparison
- Includes various non-religious beliefs, such as Humanism and Ethical Veganism
- Centres on people, context and lived experience
- Supports personal development and reflection



How Jigsaw RE Supports Schools

We believe that Religious Education is essential for children's personal, social, and spiritual development. Therefore, our comprehensive, enquiry-based curriculum RE scheme (for ages 3-11/12) has been designed to help schools navigate this changing landscape. It has been created in collaboration with worldview and faith leaders to ensure accuracy and core development of children's critical thinking skills.

Understanding their own and others' worldviews fosters empathy and respect, helping children appreciate how experiences, culture, and upbringing shape perspectives and decision making.

WHAT IS JIGSAW RE?



Our approach:

- Holds children at the centre of everything we do
- Informs rather than persuades
- Covers principal world religions and worldviews (nine in total)
- All worldviews—religious and non-religious—are treated equally, reflecting their equal value and importance
- Uses a systematic 4-step learning model: Engagement (personal knowledge), Investigation (substantive knowledge), Evidence (disciplinary knowledge) and Expression (personal knowledge revisited)
- Includes assessment processes and assemblies
- Recognises diversity within traditions using "many", "most", "some" - never "all"
- Provides regular updates and resources to meet curriculum challenges



With Ofsted (2024) reporting that over 60% of primary teachers haven't received professional development in RE, Jigsaw offers free webinars, supportive background resources, knowledge organisers, and dedicated regional advisers to support implementation.

Visit jigsaweducationgroup.com for free samples, resources, and training opportunities.

Other Useful Links:

- Free Sample: [Access Sample Resources | Jigsaw Education – PSHE & RE Programmes](#)
- Free Resources: [Free Resources | Jigsaw Education – Inspire PSHE & RE Learning](#)
- Free Training: [Webinars](#)
- Articles and Updates: [Articles & Updates](#)
- Magazine: [Bigger Picture Magazine | Jigsaw Education – Insights for PSHE & RE](#)



Celina Sullivan: Adviser (North West) for Jigsaw Education Group.



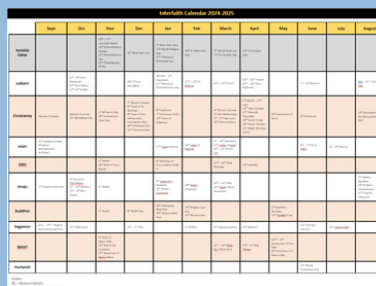
celina.sullivan@jigsaweducationgroup.com

OTHER CONTACTS

RE Today: <https://www.retoday.org.uk/>

Culham St Gabriels: <https://www.cstg.org.uk/>

NATRE: <https://www.natre.org.uk/>

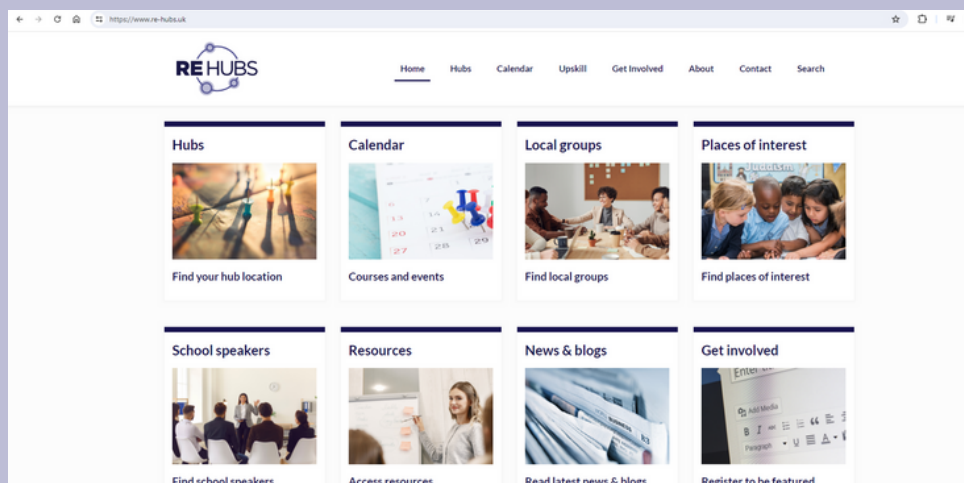


	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	August
Christmas												
Easter												
...	...	...	...	...	...	...	...	...	...	...	...	...

You can find an adaptable interfaith calendar here for the academic year 2024-2025



RE Hubs Website



The RE Hubs project is dedicated to supporting Religious Education (RE) and Religion and Worldviews (R&W) teachers and practitioners. The aim is to connect those who can provide resources with those who need them, including places of worship and school speakers, CPD partnerships and resource providers.

If you have an article or piece of research that you would like including in this newsletter, please sent it along with any images you want to include to RE@meolscop.co.uk.



SEFTON and Friends RE Hub CONTACTS

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Hub Lead

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