

# Ealing RE Network

## Summer Term 2008

[www.egfl.org.uk/religion](http://www.egfl.org.uk/religion)

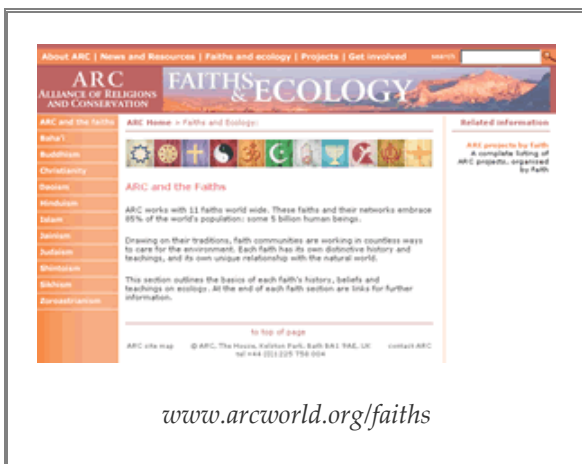
Nora Leonard, SACRE consultant  
E-mail: [nleonard@ealing.gov.uk](mailto:nleonard@ealing.gov.uk)

**Welcome** to the summer 2008 edition of the RE network newsletter.

**Featured website 1: Humanism for schools** In order to be fully inclusive, modern religious education must make reference to ethical non-theistic life stances such as humanism at each key stage. The British Humanist Association has a new education website—Humanism for Schools—with an excellent range of resources, including toolkits for teachers, worksheets, video clips, powerpoint presentations and assembly ideas.



**Featured website 2: Faiths & Ecology**



[www.arcworld.org/faiths](http://www.arcworld.org/faiths)

In 1995 HRH Prince Philip founded the Alliance of Religions and Conservation (ARC) as a secular body whose mission is to help religions develop environmental programmes based on their own core teachings, beliefs and practices. ARC serves as a liaison between conservation groups and faith communities, and information about projects across the globe can be found on their website, along with a variety of educational resources concerning the stance of the various religions on the environment.

**World Environment Day** was established by the United Nations General Assembly in 1972. Observed on 5<sup>th</sup>

**June**, it is commemorated with an international exposition hosted by a different city each year. The theme of the first exposition in 1974 was “Only one earth”. This year New Zealand will be hosting the event in Wellington, and the theme will be “Kick the habit! Towards a low carbon economy.” For more information visit: <http://www.unep.org/wed/2008/english/>

### Network meetings

**Primary subject leaders:** Thursday 12 June 2008, 4-6 pm, EEC Room 8. “Religion in Art” with Colin Lomas (RSVP by 4 June)

**Secondary subject leaders:** Thursday 26 June 2008, 1-4 pm, Ealing CLC. “Managed learning environments and resources for the IWB” with Mark Robinson and Gina Reeves, and “The impact of the new secondary curriculum on RE” with Lesley Prior, regional subject adviser (RSVP by 13 June)



Contributions to future newsletters are welcome. Please post or email to: Nora Leonard, SACRE Consultant, Strategy and Improvement, Perceval House P2: NW, 14-16 Uxbridge Road, London W5 2NL ([nleonard@ealing.gov.uk](mailto:nleonard@ealing.gov.uk))

## "Snakes and ladders, symbol and metaphor"

**Date:** 29 July – 1 August 2008

**Time:** 10:00 – 3:30

**Place:** Acton High School

A summer school for pupils who are gifted and talented in religious education is being held this summer, 29 July – 1 August. The school is sponsored by MITIE Group, the people responsible for the new Acton High School. There are thirty places available and it is open to all Ealing key stage 2 pupils who are currently in years 4-6.

The purpose of the four-day event is to provide these gifted and talented pupils with a challenging set of activities. Topics covered will include: symbol, sign and metaphor; the human response to the challenges of life; a look at the Jain religion and the symbolic role snakes play in a variety of beliefs.

Participants will use the Internet to investigate 1) how different religions relate to the environment and 2) various ways (both positive and negative) humans have viewed snakes. There will also be a visit to the Victoria and Albert Museum to explore a display of Jain artefacts developed by the museum as part of their religious education project.



Ancient Egyptian representation  
of the serpent Apep

[wikipedia](http://wikipedia)

One highlight of the week's activities will be a visit by Syon Park's Tropical Forest Road Show, during which pupils will have the opportunity to encounter several real snakes (in safe, supervised conditions) in order to compare the mythic portrayals they have researched with their actual living counterparts.



Game of Snakes and Ladders  
India, 19th century

[www.vam.ack.uk](http://www.vam.ack.uk)

Over the course of the summer school, we intend to examine the nature of symbolism. One way we hope to do this is by looking at ways every-day experiences are sometimes reflected in metaphor, for example by visiting the facilities in nearby Mill Hill Park and exploring the symbolism of 'roundabouts', 'ladders', 'chutes', 'uphill' and 'downhill'.

The main project will involve each participant creating a 'patch' for a paper map based loosely on the snakes and ladders game. However, instead of vignettes where misbehaviour leads to sliding down a chute/snake and ladders allow the player to advance closer to heaven, the patches will represent life experiences that are trials to be endured and those that are enjoyable. Included in the schematic map will be figures that the pupils would like to appear as guides along the way. These helpers could be known religious or contemporary heroic figures, or animals that symbolise some quality that the individual might need to survive the trial or to help celebrate the good times. At the end of the week the participants will present their project to the group, explaining why they have made their particular choices.

To recommend one of your students for a place on the summer school contact Nora Leonard, SACRE consultant, 020 8825 7329 ([nleonard@ealing.gov.uk](mailto:nleonard@ealing.gov.uk))