



CELEBRATING RE

MARCH 2011 AN EVALUATION

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EXECUTIVE SUMMARY

THE ORGANISATION OF THE PROJECT

- (i) The celebration was organised by an REC committee chaired by Denise Chaplin with assistance from Dr Sarah Smalley. Project officers were appointed to carry out specified tasks.
- (ii) The project was supported financially and in kind by a wide range of sponsors. The total funding of under £70K over two years was not a large sum on which to run a bi-national festival.
- (iii) The aims and objectives of the project were widely publicised in order to help those organising events achieve the purpose of *Celebrating RE*.
- (iv) The organisers had a clear vision of the kinds of national and local events that would contribute to the celebration of RE, and commissioned and published a helpful series of articles on 'what you can do' on the website.
- (v) The target 'audience' of the project was also clearly identified as those able to influence policy making and curriculum design, practitioners, those with an expressed interest in faith and belief issues and those needing to develop their understanding about Religious Education. This was a truly inclusive project.
- (vi) The celebration was publicised through a website, social media, publicity leaflets, a PowerPoint presentation for general use, 'pull up banners', bookmarks distributed to public libraries, endorsements from 'the good and the great' and published articles and features, mainly in RE journals.

THE CELEBRATION MONTH

- A number of 'big events' took place; notably the high profile English launch in the House of Commons.
- There is no means of knowing how many activities and initiatives took place in the name of *Celebrating RE*. Over 100 events were logged on the website and a number of these were additionally repeated in different venues, making the total higher. Information sent in for the legacy album showed that many individual school, class, SACRE and faith community events had taken place without ever having been recorded on the website. 27 competitions were organised centrally, and others locally.

EVALUATION

What worked well?

- Overall the project's objectives were met and every constituency that could be involved in RE was engaged in some way.
- The general mood was celebratory; this was communicated within and beyond schools through events put on in a wide range of venues and with local media coverage
- Many people reported how events had achieved what was perhaps the most important objective of the project by raising public awareness of the nature of modern RE and of its contribution to the individual and society. This was particularly evident in the large scale events involving hundreds of participants.
- The website was and remains excellent (as was all the publicity); an attractive, informative, approachable and above all developing portal for the celebration. It provided an effective link between the English and Welsh arms of the celebration.
- The organisers of this complex event are to be praised for their hard work, commitment and ultimately considerable success.
- In terms of value for money, the celebration achieved a great deal for the relatively modest amount of funding available and harnessed the energies of many who participated on a voluntary basis
- The collective impression given by the events recorded in the legacy album is one of excitement, commitment and activity across England and Wales
(<http://flipflashpages.uniflip.com/2/53875/95669/pu b/>)

What could have been done better?

- Fundraising would probably been more successful in the hands of a professional fundraiser.
- The evaluation of the project, although considered briefly early on, was not built into the project structure and hence was a more complex task than necessary.
- The take up of the competitions was disappointing; possibly there were too many.

What is unknown?

- The total number of events, people involved etc
- The extent to which all the objectives were met.

INTRODUCTION

The Religious Education Council of England and Wales (REC) commissioned this evaluation in order to:

1. provide feedback to the sponsors of *Celebrating RE*
2. provide helpful information for those planning any similar event in the future.

With these considerations in mind this document tries to do three things:

- (ii) Tell the story of how the celebration came to be, asking questions such as 'how was it organised?' and 'how was it funded?'
- (iii) Tell the story of March 2011, asking such questions as 'what happened?', 'where?', and 'who was involved?'
- (iv) Offer an evaluation of (i) and (ii), asking questions such as 'what worked well and why?' and 'what could have been done better?'

The structure of the evaluation report was agreed with the *Celebrating RE* committee. In order to inform future such events the report would offer both a summary of the celebration story, evaluation of its effectiveness and recommendations for future such events.

PART 1 MANAGING THE PROJECT

INTRODUCTION – ORIGINS

Celebrating RE was a project developed by the Religious Education Council for England and Wales (REC).

In 2008 the REC PR committee chaired by John Gay had suggested the possibility of a national event or period of activity to celebrate RE. It was not to be the first of its kind; there had been a previous RE festival week in 1997.

AIMS AND OBJECTIVES

Aims

In 2008 when the REC PR subcommittee first suggested a national event the agreed aims were to:

- celebrate RE as a subject

- raise the profile of RE
- increase public understanding of what RE could offer to the education of young people.

These aims provided the rationale for the development of the project.

The final aims of the celebration built on these and were clearly advertised throughout the planning period and the celebration month in the PowerPoint presentation available to all on the *Celebrating RE* website.

- a) celebrate RE and its contribution to society and the education of all pupils
- b) promote imaginative exploration of questions of meaning, purpose and moral responsibility
- c) provide a showcase for enjoyable and relevant religious education with pupils of all abilities and age groups
- d) shine the spotlight on the excellent RE work of teachers, pupils, SACREs and communities in England and Wales
- e) inspire further creativity and excellence through new projects being developed for all abilities and age groups
- f) strengthen links between RE and local, regional and national faith communities
- g) connect RE professionals nationwide, encourage the sharing of good practice and foster lasting relationships
- h) raise public awareness of RE's distinctive and positive contribution to society and community cohesion
- i) create a strong presence for RE in the online community and news media
- j) leave a lasting legacy by:
 - being an inspiring showcase of learning and teaching
 - creating a bank of adaptable resources
 - furthering connections within the RE community

Objectives

The statement of objectives was first articulated in the REC's Celebration Business Plan (18.03.09). They were identified as providing opportunities to:

- celebrate RE and what it offers to the education of all children and young people
 - inspire teachers to plan RE events and activities which go beyond the extent of their usual provision
 - break through the isolation experienced by many RE teachers by linking them in a project which enables them work with others at school, local, national and international levels
 - generate longer term outcomes beyond the life of the festival itself
 - raise public awareness of the nature of modern RE and of its contribution to personal and societal wellbeing.
- d. Local and national government figures and policy makers, including local MPs
 2. practitioners:
 - a. RE teachers in primary, secondary and special schools
 - b. Youth leaders and workers
 3. those with an expressed interest in faith and belief issues:
 - a. Leaders and members of local and national faith communities
 - b. Public figures and media personalities willing to talk about their faith
 - c. Media: religious and educational, national, regional and local
 4. those needing a more developed understanding of Religious Education:
 - a. parents, employers, members of the public, the media

PROPOSED EVENTS: ISSUES AND CONTEXTS

The intention was that following a national and regional launches, a series of events involving schools, SACREs, professional associations and a broad spectrum of faith and belief and local communities would take place up and down the country. These would include:

- innovative school-based projects
- 'Open House' visits to local, regional and national places of worship
- displays/exhibitions in libraries, civic centres and places of worship
- conferences for Year 10/11 students, 6th formers and those in FE colleges, on diversity and identity, raising questions such as 'Who do you think you are?'
- philosophical and ethical debates, for example, 'Faith in the Future: aspirations and hope, or despair?' and 'Whose life is it, anyway?'
- projects/debates on religion in business and politics
- projects on religion in a creative context: in literature, art, drama, dance and music
- forums and conferences for interfaith dialogue and exchange

TARGET AUDIENCES

The event was targeted at:

1. those able to influence policy making and curriculum design:
 - a. SACREs
 - b. Head teachers and Senior Leadership Teams
 - c. Head teacher and teacher associations

MANAGING THE PROJECT

Early Planning

In 2008 the REC Public Relations committee conceived the idea of an RE celebration. An independent company, 3:nine communications, was appointed to carry out preliminary research among stakeholders and to make recommendations. However, it was not possible to take on their proposed strategy for the Celebration owing to lack of the necessary core funding.

The committee

The RE Council resolved unanimously in 2009 that it wanted to hold this event in March 2011 and accordingly the REC Board created an organising sub-group, chaired by Denise Chaplin, a member of the REC Board, with assistance from Dr Sarah Smalley, the REC Executive Support Officer. The committee was intended to have links with as many parts of the RE world as possible so all those involved brought experience from different aspects of the RE world as members of faith or belief communities, teachers, advisers, academics, SACRE members and so on. The group collectively possessed a wide range of experience, faith commitment and expertise and represented both England and Wales¹.

The group was a committee of the REC. It met monthly and produced monthly reports for the REC

¹ The names of committee members can be found in appendix 4 on page xx

Board. Its initial purpose was to take a strategic overview of the Celebration and to set its early direction. Its first meeting was held in November 2009 and the detailed planning and organisation dates from that time.

The project officers

One of the first tasks of the committee was to confirm the appointment of a project officer. Because of the quality of applicants, this became the appointment of four project officers, whose responsibilities included fundraising, communicating with organisations and networks, talking to regional groups, making contact with colleges and universities, acting as a central contact person, acting on decisions from subcommittee meetings liaising with the website developer and drafting publicity material.

FINANCING THE PROJECT

Fundraising methods

In 2008 when the idea of the celebration was first envisaged, the REC was able to allocate £15,000 from its PR budget towards a 'scoping study' for the Celebration. However, the core planning for the celebration coincided with the international financial crisis and it soon became clear that the project would not be funded to the extent originally hoped.

£2,000 start up funding was allocated from the PR subcommittee's budget to pay a fundraiser for 5 days. The person appointed had already been involved with the Council's preliminary work on the Celebration but was inexperienced in fundraising. She withdrew from the project at the end of 2009. The REC Executive Support Officer assisted by the chair took control of all financial matters from that point.

The most effective method of fundraising was generally via high level personal contacts through the REC Chair. In addition many requests for financial support were sent to REC member organisations and others.

Sources of funding

Finding the funds to cover the project remained a challenge throughout, particularly as the recession worsened.

The main sources of funding were:

- The St Gabriel's Trust
- The Pears Foundation
- The Hockerill Trust
- Donations from REC member organisations
- Donations from non-REC member organisations e.g. the Iran Cultural Centre, London Central Gurdwara, Anil Bhanot and RITA Trust,
- In total £78K was raised; a modest sum to fund a bi-national event.
- Some REC member organisations felt they would prefer to put their money and efforts into activities they organised themselves; the Church of England, the Roman Catholic Church and NATRE came into this category.
- Some member organisations are extremely small and have almost no income. Several of these made donations in kind e.g. prizes.
- Some member organizations donated use of their premises for events e.g. the British Humanist Association gave the use of Conway Hall for a symposium.

Expenditure

The main objects of expenditure were:

- Payments to project officers
- Publicity
- Development and maintenance of the website

PUBLICITY AND MATERIALS

The website

The need for a high quality website was identified early in the project. All agreed on the vital importance of getting this right as it would be a first stop for publicity. The design, hosting charge and purchase of the URL *RE Celebration* was achieved at relatively modest cost. Rob Silk (THS) and Beate Hohmann (Galax-e of Stars) were employed to develop the website. Their companies had developed a similar web facility for the contemporaneous RESilience project and so were already familiar with RE issues and the REC site. One of the Project Support Officers worked alongside the consultants.

From April 2011 onwards, the site is being maintained to continue its availability to teachers and others as a source of ideas and inspiration for RE. Sections, for example 'Competitions' and 'What can we do?' are being reworked to ensure that the rich vein of activities for all ages and abilities can be used beyond the context of the celebration month. In addition, a compendium of *Celebrating RE* events and happenings has been created. Anyone who held a *Celebrating RE* event was invited to submit some photos and text to tell website readers about what happened and the impact it had. Each has been turned into an individual page in the style of a 'graphic novel' and a compendium of sixty of these is now available online. This album will leave a legacy for *Celebrating RE*.

Social media

Two of the support officers created *Facebook* and *Twitter* accounts. They were not widely used.

Publicity leaflet

A publicity leaflet, available from the website, was created to alert, to inspire, and to persuade teachers and others to engage actively with the website. 40,000 copies of the printed version were produced for SACREs, local advisers, schools, libraries and faith and belief communities. RE networks were used effectively for distribution at conferences, training sessions and through RE organisation mailings. The REC administrator received many requests for copies.

A Welsh-language version of the publicity leaflet was also circulated in Wales.

PowerPoint

One of the project officers had produced a very helpful PowerPoint presentation for anybody to use when making a presentation about *Celebrating RE*. It was available from the website. It set out the aims for the celebration and summarised some of the material for the website. It had the advantage that it could be used in its existing form or edited to suit organisations and occasions.

A Welsh-language version of the PowerPoint was also produced.

Banner

Four pull up banners were produced and loaned out for use at meetings and events. These were

used to heighten awareness of the celebration at events such as the St Gabriel's conference at Wokefield Park and the EFTRE conference. One was sent to Wales for use in Welsh events, and a Welsh-medium banner was also available for use in Wales.

Celebrating RE song

A Celebrating RE song entitled 'Place of Trust' ('Hafan Ffydd' in Welsh) was specially composed for the month, and the score and backing track made freely available on the celebrating RE website. A professional recording of the song was released by Sain records at the end of February, and made available as an iTunes download. One of the aims of the song was to link young people across England and Wales in their celebrations of RE, and it was performed at both the England and Wales launches as well as at many other events during the month.

Published articles and features

It was important that *RE Today*, as the principal RE journal for schools, publicized the celebration. Two articles were produced by project officers as a cheaper alternative to including the leaflet in *RE Today* mailing. In addition the editors agreed to include special reviews of and articles about the celebration in the autumn 2011 issues of *RE Today* and *Resource*.

Newsletter

Newsletters were published on the website and distributed to those who joined the mailing list from September 2010 to April 2011. These aimed to inspire and inform and included updates on activities planned from around the country. The newsletters, particularly the later ones, were of high quality and stimulating to read.

Libraries.

The head of library services in each local authority was asked to make a display of books on religion, belief and RE during March 2011. *Celebrating RE* bookmarks were specially designed and sent free of charge to libraries and schools which requested them. Nearly 40,000 were distributed; Edexcel exam board paid for the printing of 20,000.

Endorsements

It was decided to seek endorsements for the festival from well known public figures and key people in the RE world. This was rather last minute and after a slow start a consultant took over the task in January 2011. Forty five endorsements were finally received and included in a rolling presentation in the House of Commons launch. They are included on the website as part of the legacy of the celebration and provide a continuing resource for RE teachers in the form of statements about the value and importance of RE.

PART 2 THE CELEBRATION MONTH

INTRODUCTION

There is no means of knowing how many activities and initiatives took place in the name of *Celebrating RE*. Those who kept in touch with the website and the newsletters would have read requests to post their activities to the online diary and afterwards to contribute written and visual memories that could be used on the 'legacy' site. Information sent in for the legacy album showed that many events had taken place without ever having been recorded on the website.

CHANGING TIMES

At the inception of *Celebrating RE* the organisers had been unaware of the political changes that were soon to have a potentially damaging impact on RE. Two initiatives in particular were causing widespread concern in the RE community in England:

- (i) The government's decision to allow all schools to become academies, which did not have to teach their locally agreed syllabus;
- (ii) The government's decision to introduce an English Baccalaureate, which did not include RE. Even within one month of this announcement anecdotal evidence suggested that many schools were terminating Key Stage 4 RS GCSE courses.

In this climate *Celebrating RE* was a source of encouragement, pride and in some cases well-needed positive press coverage at a time when the subject seemed to many to be under threat.

COMPETITIONS².

Origins

The many competitions associated with the celebration originated out of the team's fundraising activities. Some people/organisations were not in a position to donate money but wished to help in other ways and offered prizes in kind. It was a rather ad hoc process and as team members got an increasing number of offers of this kind, they developed more and more competitions. This did allow *Celebrating RE* to involve a number of people/bodies as sponsors in a positive way; some of them simply donated prizes whilst others wanted to be quite involved in the setting of the brief and later on in the judging and in some cases the awarding of the prizes. A list of donors in kind (the great majority of whom were people who gave prizes) is on the website and ranges from exam boards, to places of worship, museums and other venues offering free class visits, to publishers and sellers of resources.

Aims:

- To allow the organisers to make use of offers of donations in kind and thus involve a number of organisations and individuals who might not otherwise find a role in the month
- To provide an opportunity for schools to start engaging with *Celebrating RE* during the months leading up to March 2011 and through this possibly to be involved more fully than they might be otherwise

Organisation

The organisation of competitions was very time consuming. Tasks included thinking up activities and writing the brief for each competition and editing the whole collection for consistency of approach; liaising with prize donors; accepting and storing entries (though this was made easier by the fact that all entries had to be in electronic format); organising judging panels; liaising with prize donors re winners; contacting winners and event organisers to try to arrange appropriate prize giving opportunities in different parts of the country; asking donors to send in the prizes; designing, printing and sending certificates; writing letters of

² For a list of the ten most popular competitions see Table 1 on page 32.

congratulation and commiseration to entrants; writing letters of thanks to donors and judges.

Judging and awarding of prizes

The judging panels in a number of cases had faith community representatives involved and all who had taken on this role were very positive about it. For a number of prize winners, it was possible to arrange presentations at high profile *Celebrating RE* events (e.g. Zoroastrian Centre event for 200 people had three lots of prize winners receiving their awards from Clare Short); in other cases, a SACRE member or *Celebrating RE* team member went to present the awards at a school event or assembly. For the schools and winners, these were gratifying and welcome recognition of their achievements in RE.

The 27 competitions offered something for most age groups and for teachers as well as pupils.

Outcomes

- The general lack of enthusiasm for the competitions was very disappointing, particularly given the considerable time and commitment given to them. Even some competitions offering generous prizes attracted few entries.
- There were a few entries of real excellence (including those of Mike Jacobson, who won an AQA teacher's prize for a unit on 'Religious Expression in Society' exemplified by Aerosol Arabic, a Muslim graffiti artist from Birmingham, and Clare Dempsey, a GCSE student who won an essay competition sponsored by WJEC on 'Religion and Life').
- There were a number of competitions which attracted some very sound and well produced entries; there were others where none were really good enough to warrant awarding the main prize but where sponsors offered consolation prizes instead. The range of entries sent in did provide some evidence of the enormous variation in the quality of work and expectations from different schools.
- Some schools took the competitions very seriously and put in a lot of entries, some very good e.g. Chesterton Community College in Cambridge ended up with prizes in three competitions, St Alban's CE Primary School in Hampshire had two, as did St Nicholas CE Primary in Taplow.

Other competitions

Other competitions were organised independently of the *Celebrating RE* website (e.g. a WASACRE one for all schools in Wales), local ones (e.g. Warwickshire SACRE; University College of York St John). Many local competitions also attracted small entries. The WASACRE competition differed from the other competitions because it was launched in the *Celebrating RE* month, and the results will be announced in June. Entry figures for the competition were high with 20 entries in total from Wales (good considering the challenging and time-consuming nature of the task – producing a digital presentation). As far as copyright allows, the winning presentations will be placed on the WASACRE website as examples of quality RE in Wales.

Conclusion

Some worthwhile results were achieved in a number of cases and it was good to involve those who became donors. There were too many competitions with a great deal of variation in demands of tasks set, ease of relating them to a school's teaching programme and value of prizes offered. The competitions took up a disproportionate amount of time and effort in relation to the benefits. If *Celebrating RE* ran again in the future, this element would need to be done differently.

BIG EVENTS

It had always been the intention of the organisers that *Celebrating RE* would be marked by a number of big national events. One purpose of such events was to bring RE to the notice of those with influence; MPs, local council members etc.

The House of Commons Launch

On March 1 2011 a reception at the House of Commons, hosted by Stewart Jackson MP, launched *Celebrating RE* month in England. Speakers included Baroness Warsi, Baroness Brinton, students from Coopers' Company and Caborn School, Upminster and Denise Chaplin (Chair of *Celebrating RE* Committee). The choir of St John Baptist CE Primary School Catford, performed 'Place of Trust', the *Celebrating RE* song, and Deborah Weston (NATRE) introduced

'Spiritual Search' artworks. The event aimed to increase understanding of the nature and value of RE amongst parliamentarians and to build support for the subject as well as to usher in a wonderful month of enjoyable events all over the country. During the launch Stephen Lloyd publicly encouraged all MPs to sign his Early Day Motion (EDM) proposing that RE should be included in the English Baccalaureate. Over the next few weeks the EDM attracted over 100 signatories.

The Wales Launch

WASACRE hosted the Welsh national launch of 'Celebrating RE' on 2 March at Stanwell School, Penarth. The main aims of the event were to highlight and to publicize the significant role RE has in the curriculum in Wales, to draw attention to the quality resources published to support RE in Wales, and to involve representatives from all groups concerned with RE in Wales (for example, SACREs, NAPfRE, REMW, WJEC, local and national government, faith communities, teachers, pupils, resource providers). Archbishop Barry Morgan launched the event, and spoke of the valuable contribution that religious education makes to the education of the whole child and to Welsh communities. In addition, representatives from seven faiths in Wales made statements about the value of RE in schools. Pupil contributions from schools included musical and drama presentations, and stalls displayed bilingual resources available to Welsh schools to support their delivery of RE.

Celebrating together in RE

This major event during *Celebrating RE* month was hosted by the Zoroastrian Centre in Harrow. It included a keynote speaker and presentations by KS1, 2, 3 and 4 students capturing responses to their visits to the Zoroastrian Centre. The focus was on learning outside the classroom and the school presentations illustrated how RE changes as young people progress through their education. The event included awards to prize winners in some of the *Celebrating RE* competitions. The keynote speaker was Clare Short, former Minister for International Development, and the event brought together teachers, pupils, parents, politicians and faith and local community members from London and beyond.

Whose RE is it anyway?

NASACRE hosted a national conference in Birmingham to consider and explore the tensions underlying the current situation with RE, including the local/national debate, the polarisation between perspectives of faith communities and professional RE groups, and the sometimes competing tensions between claims of religion/belief and those of education. The event included short inputs by speakers followed by questions and workshops where some of these could be more deeply explored.

This event brought together local and national people with an interest in RE. The workshops were led by high calibre speakers. The 'Talking Heads' session where two speakers presented across contrasting views worked well to set the scene for the day. Speakers debated whether the RE curriculum should be locally or nationally determined and explored the question 'Who owns RE?'

LOCAL EVENTS

Prestigious as the 'big events' were, *Celebrating RE* was taken beyond the confines of the RE world, and even beyond schools to the public at large through the wide range of local events that took place during March 2011.

99 events were logged on the website but some of these were held on more than one occasion in different locations. In total 110 separate events were logged³.

They will be discussed in the next section.

In order to give a flavour of a few events in detail, accounts of four case studies are included.

³ Tables showing the main organisations providing events, the target audiences, focus and format of events may be found on pages 34-36.

CASE STUDIES

Requests for evaluations of *Celebrating RE* events produced a few more detailed responses than were provided by the questionnaire alone. These examples make interesting case studies because:

- They illustrate not only 'what happened' but the way in which the planning consciously addressed specific objectives of the celebration
- They illustrate in some detail how the objectives were met.

Case study 1

One RE adviser sent the following account of an event that contributed to teachers' subject knowledge and strengthened links between schools and local faith communities.

I knew how vulnerable teachers felt about teaching RE and especially how anxious they were about contacting faith communities, asking for members to visit their schools but unsure of whether these were extreme groups that they shouldn't be inviting into their schools and so on. Their fears were very real and so I decided to use the *Celebrating RE* month as an opportunity to invite teachers to an informal afternoon tea with as many representatives from faith groups as we could muster to come to three different occasions. The response was variable. It was open to teachers of all phases. More primary teachers than secondary attended in Cambridgeshire. In Peterborough it was evenly mixed

The total numbers in Cambridgeshire were not huge. One group in the city had about 50 people visit; in Ely at the Diocesan Office there were only about 35 people, whereas in Peterborough we had nearly 100 people. We met in the mandir* in Peterborough and I think that attracted a lot more people because they could look round the building as well.

However, even where the numbers were small, the people who attended said it was very worth while. Subsequently, teachers have told me how they have established links to faith communities and are planning various activities in their schools. Some are planning trips to places of worship, some are having visitors to 'hot seat' or deliver a workshop in the school. Some were grateful to have the chance to ask questions about things they were not too sure about and increase their knowledge.

In Peterborough all major faiths were represented and various dignitaries came. The mayor was extremely supportive in his comments made about the value of such occasions. The best thing that happened was that teachers were able to informally talk to members and establish links. Some faith members were more communicative than others. It also allowed teachers to ask those questions about faiths that they were afraid to do in a formal setting. Many teachers asked for this event to be held annually and both SACREs are looking to encourage and fund such a CPD event annually.

Case study 2

The following is a summary of a project involving many schools in the London Borough of Newham, which was funded by NATRE:

<i>Focus</i>	<ul style="list-style-type: none">• 'Visit a place of worship' week• Competition of pupils' work done following their visit• Produce a database of places to visit in the area
<i>Aim</i>	<ul style="list-style-type: none">• To get schools feeling more confident around leading visit to places of worship and places of worship more confident around welcoming schools and leading successful visits.
<i>Planning</i>	<ul style="list-style-type: none">• Adviser• Faith community representatives• Teachers
<i>Outcomes</i>	<ul style="list-style-type: none">• 40 schools took part• A database was produced with 60 entries on it• A days course on Story in Sacred Spaces for faith leaders (15 attendees)• Training at two local network meetings for 40 primary RE co-ordinators focusing on a)

how to set up visits, approach places of worship, what makes a successful visit and b) how to use visits to places of worship to successfully produce high quality RE work when back in school

- 2 days of place of worship visits for teachers led by the adviser
- Posters and postcards advertising the week have been circulated amongst participating places of worship and schools
- There were many items in school newsletters home celebrating going out and finding out about local places of worship.
- The celebration event will be in the Newham Magazine that goes into all homes in Newham

Meeting the 'Celebrating RE' objectives

- Having the project as the focus of two local network meetings with time given to visits and the competition work afterwards has encouraged and supported RE co-ordinators in their roles of getting staff and pupils outside of the classroom to learn about religion.
- Training increased the number of faith leaders who felt confident to lead visits for children
- Pupils gained first hand experience of at least one new place of worship, and a greater understanding of one or more religions around them. We have seen more schools do visits in 2011 than have ever gone out before in Newham

Case study 3

The following case study is indebted to Imelda O'Grady, who gave an account of how *Celebrating RE* was marked at York St John University (YSJ) by staff, trainee teachers, former students and partner schools.

Trainee teachers prepared an interactive exhibition space based around seven main belief traditions which are taught in schools today; this was supplemented by exhibits by teachers from partnership schools. Exhibits covered religion and art, reflective space, the RE teacher as researcher, creative storytelling, NATRE Spirited Art and an exhibit entitled 'The cradle of the best and of the worst' demonstrating how RE can be used to show the best and the worst sides of humanity. Each space focused on highly imaginative and engaging activities used to bring these traditions alive to young people using still image, film, artefacts, music, food and active role play. There was also an exhibition of inspiring teaching resources from the David Hope RE Centre. In addition there was an exhibit of student entries for a competition held for all local schools in York and North Yorkshire. Each of the 5 Key Stages had a theme that reflected a variety of key concepts within RE, from sacred places to perceptions of God, giving thanks to forgiveness and reconciliation. Many students took the opportunity to explain through art, prose and poetry how and why these themes are important to them and how they can demonstrate the importance of RE in schools. Reflecting on the evening a teacher from Richmond commented 'The displays and presentations looked and sounded amazing!'

Preparations for the event included setting up a blog where the current cohort of trainees and others reflected on the significance of religious education in the contemporary world. The event was opened by Professor Julian Stern, who gave an inspiring keynote address on 'Why We Should Celebrate RE', as RE can help young people, and teachers, too, tackle life-and-death issues. This was followed by a series of nano presentations (short presentations of no more than 7 minutes each) on the topics of:

- | | |
|---------------------------------------|--------------------------|
| Celebrating 10 Years as an RE teacher | The Power of the Tweet |
| Humanism | Celebrating the Feminine |
| Celebrating the 'Art' of RE | Religion on Trial |

One of the *Celebrating RE* Project Support Officers who attended summed up the success of the evening saying 'A very lively and vibrant event. The student displays and the nano presentations were each in their different ways inspiring and I am sure that everyone who attended the event will have gone away with much to think about and reflect upon in terms of the value and importance of what RE can offer.' Above all it was a fun event which celebrated the diversity and richness in teaching RE today. It provided an opportunity to share ideas, teaching tools and meet new people. Its success can be summed up for participants by the following comments from trainees and teachers:

- 'The evening really was special. It made me feel even more fortunate and grateful to be a part of RE!'
- 'I really enjoyed the Celebrating RE event SO much - I am incredibly proud to be part of such a diverse and interesting world.'
- 'At the end of the evening, I felt that it had given me my fight back as an RE teacher I was fully inspired and felt proud to be part of such an inspirational evening. It made me realize how important our subject is, we deal with the world and everything in it!'

Case study 4

The Bradford 'blank canvasses' project was organised jointly by Bradford diocese, the Cathedral, SACRE and Education Bradford. Schools in the local area were offered a metre square blank canvas on which to present their thoughts about 'Faith in our Community'. Thirty five schools responded using a variety of media and words to portray their ideas and included people, symbols, beliefs, buildings and concepts.

The launch on 11th March brought together grandparents, parents and children, teachers and community members to admire and be inspired by the schools' work which was displayed in Bradford Cathedral for the rest of the month. The launch was introduced by the Dean speaking about the value of RE for all young people, whether they were religious believers or held views closer to those of Richard Dawkins.

Family members came to see what their children had contributed to this special exhibition. They, the children and their teachers were able to see how others had interpreted the same theme. At the launch people were queueing up to ask if they could host the exhibition from April onwards – those from one village were thinking about sharing the hosting between school, church and chapel, creating a trail between all three. Visitors were amazed at the beauty and power of the work – so many different types of school and catchment but all sharing a generous vision of what 'faith' and 'community' meant to them. As one visitor said, 'Seeing this gives me hope for the future'

Case study 5

Several schools organised and hosted events for the celebration, including Penwortham Girls High School in Lancashire, where a variety of visits and activities took place.

Year 7 pupils visited the Guru Nanak Gurdwara in Preston. They listened to a talk about Sikhism, asked questions and then enjoyed a 'langar' of crisps, chocolate biscuits and a drink. They also visited Liverpool Cathedral for a guided tour.

Year 8 Pupils enjoyed a visit to Preston Mandir and Manchester Jewish Museum. Pupils commented:
"Seeing a service take place (in the mandir) was an amazing experience."

"The synagogue was quite small and very decorative. I liked how the windows show interesting stories."

Year 9 took part in 'Breathe': an interactive meditational experience. This activity is appropriate for pupils who have a faith as well as those who do not. Pupils said that:

"Breathe made me consider what is important to me and my life. It was a relaxing event and the activities were really interesting - an engaging way to learn." "Breathe makes you wonder about things you never thought about. You can understand yourself and others in a whole new light."

A small group of Year 9 pupils took part in a 'Faith Voices Project' run by Lancashire Global Education. The girls worked with pupils at another school to generate questions around the theme 'Life after Death' and then discussed them in small groups. Later in the month, two pupils fed back to the Lancashire Youth SACRE about the project.

Case study 6

RE was celebrated as far afield as Cyprus. St John's School is a secondary MoD school serving the children of the armed forces and civil service based in Cyprus. During March, the school held a number of RE focused events. Pupils created a *Celebrating RE* banner and designed a logo for the RE department. They visited the

Garrison Church and St. George's Orthodox Chapel (a place of healing and pilgrimage). Pupils said, 'It showed us about the beliefs of Cypriots and the country we are living in' "It was a chance to see another belief".

Designing entries for the 2011 'Spirited Arts' competition gave students opportunities to express their views and opinions in creative and imaginative ways. Students worked on a Project with Episkopi Primary School. They found that working with younger students and seeing their point of view helped them learn new things and recall things from their primary days.

The Principal commented: 'It has been wonderful for me to see, hear and at times be directly active in the myriad of activities that have happened. I have been particularly impressed with the deep and mature thinking done by students on difficult topics and issues.'

PART 3: EVALUATION

EVALUATING THE PROJECT

The question of how to evaluate the project arose early in the planning stage when it was suggested that the Farmington Trust might fund a special teacher fellowship for the Spring Term 2011 for someone to record events and evaluate the impact of *Celebrating RE*. This did not happen.

In June 2010 there was some discussion of about what might constitute success criteria; for example having at least 50% of MPs attending a *Celebrating RE* event in their local area. Another suggestion was to create a 'vibrant website legacy section' to inspire schools and raise the profile of the subject.

However, the question of project evaluation then lay dormant until shortly before the celebration, when it was decided that:

- (i) an evaluation of the project was necessary in order to inform stakeholders and later similar exercises,
- (ii) an independent researcher should be asked to carry out the evaluation
- (iii) the evaluation would be submitted to the REC board with recommendations for the future, including whether the project should be repeated.

Methodology

Ideally, if it is the intention to evaluate a project then evaluation will form a strand in the project planning. Because this did not happen it is not possible to offer a rigorous evaluation drawing on evidence accumulated throughout the planning process and the celebration week.

This does not mean that nothing can be said quantitatively or qualitatively about the success of the project. Much can be said about what went on in terms of events and in the organisation of the project. Something can be said about individual opinions as to the success or impact of an event. But less can be said with confidence about the project's overall impact; (at least not as early as May 2011).

Success criteria

Because the aims of *Celebrating RE* were not translated into success criteria, the latter have been produced after the event. Because the aims clearly relate to schools, RE professionals and society (see above) the success criteria have been designed in relation to these three groups. N.b. these are the three groups that *benefit from* the celebration not necessarily the groups that planned and executed events.

The structure of the evaluation report was agreed with the committee. It was agreed that the report would offer both a summary of the celebration story, evaluation of its effectiveness and recommendations for future such events.

Collecting evidence

The most valuable sources of evidence were:

- minutes of the planning group meetings
- the *Celebrating RE* website, in particular 'what's on' and the newsletters
- responses to a questionnaire sent to a sample of schools and other organisations hosting events
- responses to the same questionnaires sent to individuals who had attended *Celebrating RE* events

- 'Google alerts' set up by the web manager to catch references to the celebration in the media

EVALUATION OUTCOMES

Responses to the questionnaire

A sample of schools and organisations that advertised their activities on the web was asked to complete an evaluation questionnaire. Twelve responses were received from schools and fourteen from regional organisers. These responses illustrate how three key success criteria for the celebration were achieved. The following examples draw on feedback provided in the completed questionnaires:

We know that the event(s) enhanced perceptions of RE in schools because:

- Children really enjoyed all the activities on offer and this enhanced their understanding of RE as an important subject
- RE received unusually extensive coverage throughout the school on noticeboards, in assemblies, on school TV monitors.
- RE was at the forefront of the school's events calendar.
- All staff enjoyed taking the time to teach RE in a different way and focus more attention on the subject.
- Events welcomed teachers, gave opportunities to discuss what made good RE.
- RE was seen as in a positive light by Head Teachers and SMT members.
- The display of artefacts and resources on loan to schools from the schools library service and display/resource materials provided by local faith communities raised teacher awareness of resources available to support the teaching of RE.
- In some of the events the students were involved in filming, taking photographs and acting as 'greeters'. School senior managers were very supportive of the events taking place and it this raised the profile of the subject.

We know that the event(s) contributed to perceptions of RE beyond schools because:

- Parents were invited to most of the bigger events and spoke about them with interest
- The debate proved a very successful way of getting interesting speakers into school,

creating an interface between students, parents and wider community to explore moral, religious and philosophical issues and showing a wider audience how mature young people can be in discussion of such issues

- Many parents attended alongside their children and this helped to increase understanding of the variety of ways that RE is celebrated in schools.
- Some events were specifically planned to bring RE to the attention of parents in schools, members of faith communities, the general public and politicians: e.g. the event at the Horniman Museum began a dialogue that will enhance the understanding of the Museum staff and encourage greater support for RE from their programme.
- Exhibitions of pupils' work demonstrated that contemporary RE is interesting, enjoyable, provokes reflection and questioning and is relevant to young people growing up in the 21st Century.
- The Launch in Wales involved representatives from all SACREs (faith communities, teachers, and local councilors) as well as those from other organisations directly involved with RE and some AMs.
- Events were given positive coverage by local press and radio.

We know that the event(s) contributed to developing links between schools and local faith communities/organisations because

- Faith community members were able to talk to SACRE members and hear more about how their voice can be heard, and also how they can support RE in schools.
- Teachers had a rare opportunity to talk with members of SACRE –this was hugely beneficial and they plan to build on this in the future.
- Local faith communities were fully involved in the events and were well represented at the events. They displayed literature outlining their beliefs and practices for schools to take away with them and it gave an opportunity for professionals to network and develop their own links with local faith communities.
- In a school debate the Question Time Panel members were members of the local Christian communities
- In North Somerset at least 25 representatives of faith communities visited local schools.

What went well and why?

- *Celebrating RE* happened in March 2011 because of the hard work, enthusiasm, imagination and commitment of a small, dedicated group of people. Everyone with a concern for RE owes them a debt of gratitude. Anyone planning a similar project in the future should be aware of the considerable time commitment involved for the organisers.
- The *Celebrating RE* team did exceptionally well in managing a complex budget. The income was difficult to predict, but the REC Executive Support Officer was exemplary in her control of expenditure to ensure it stayed within income, and in responding to new grants ensuring that the festival maximised the benefits. The committee became a 'working group' with members giving their time and expertise freely, many of whom also made financial contributions to ensure that work could proceed.
- The celebration succeeded in involving people from many walks of life.
- The focus of the project was flexible enough to develop with changing political circumstances.
- The project benefitted from the services of a highly effective secretarial/administrative assistant
- The work of the project officers was well matched to their abilities and experience. The officers were well managed.
- The publicity materials were of a high standard. Particular credit should go to the attractive and accessible website. During the preparation period it achieved its purpose to 'enthuse people and bring them in with exciting examples of what could be done'. The 'what can you do?' section includes ideas listed under 23 categories. The four main areas offered links to the events calendar and information on how to upload information on local events; resources, such as the leaflet; the PowerPoint presentation and the poster; a wealth of statements about the importance and value of RE. The newsletters (published on the website) also included encouraging updates and ideas.
- Many of the 'big events', although they were mainly 'in house' for people already involved with RE, succeeded in forging stronger links

between local, regional and national RE groups and faith communities and in raising the awareness of politicians

- Events that targeted mainly RE professionals were important boosts for morale at a time when the subject was seen to be under threat.
- Many events nationwide were instrumental in forging stronger connections between RE professionals, including the sharing of good practice.
- Eighteen boroughs requested bookmarks for distribution among their libraries. This aimed to raise awareness amongst members of the general public.
- At local level success was invariably linked to the work of an adviser or consultant. For example, in Cambridgeshire, Newham and Somerset to name three, many teachers and pupils would be the poorer but for the work of one person.
- The celebration left a legacy of materials that could be used by schools, universities, SACREs and others.

What could have been done better?

- Although aims and objectives were publicised, variants persisted in a range of documentation for several months, suggesting that the wording had never been agreed and formalised. This probably had little impact on the outcome but is indicative of the pressure under which the committee was working.
- The project did not attract the hoped for funding; although what was achieved on a small budget was remarkable.
- Planning the evaluation of the project was a key weakness. It is widely accepted as good practice in project design to include evaluation in the planning stage. This should ensure that the aims of the project lead directly to the objectives for events and the success criteria to be addressed by the evaluation. Although evaluation was considered briefly at various points in the planning process it was not properly set up until shortly before the celebration month. As a result the success criteria, while drawing on earlier aims, were drawn up *post facto* and could not be shared with those planning events. Event planners were not asked to evaluate success or impact and consequently the appointment of the

evaluator coincided with the realisation that although there was much available evidence of the events that took place in connection with the festival, the evidence of success or impact was meagre.

- The competitions did not attract as much interest as was hoped. This was probably for a number of reasons:
 - ~ Publicity - the only publicity for the competitions was through the website and the *Celebrating RE* newsletter. The latter only started in summer 2010 and hadn't built up a very large list of subscribers until around Christmas; this was too late to reach many schools until close to the closing date for competitions at the end of January.
 - ~ Too many competitions.
 - ~ All 'trail' and 'visit' prizes required the school to fund travel
 - ~ Some prizes were limited to a specific geographical region.
- The celebration was not widely publicised or reported in the national media, with the exception of the religious press.

What is unknown?

As explained above it has not been possible to answer every question that might be asked of the project because of lack of evidence or because specific success criteria were never identified. For example:

- 'Were there enough events during the celebration?' The planning did not stipulate any target figures e.g. for the number of events to be held or the number of schools/SACREs/universities to be involved. The only events known are those publicised on the website or through feedback for the legacy pages. Whether the response was 'good' is impossible to say. It is likely that in spite of the collective success of the events that took place the organisers may have hoped for more.
- Could more have been done to raise awareness of the project? In spite of the quality of the website, as the main portal to the celebration it may not have reached as many people as was hoped. Ofsted has repeatedly commented that although most RE teachers use the internet extensively, they give little attention to RE organisation sites. Many have never heard of the REC.

Little more could have been done by the central organisers but perhaps more local organisations, notably those SACREs which played little part in the celebration, could have been more involved.

- Were the success criteria met? The collective impression given by the events on the website is one of excitement, commitment and activity. Overall every constituency that could be involved in RE was involved in some way; children, students, teachers, advisers, faith community representatives, SACREs, dioceses, cathedrals, parents etc. Overall the objectives for the project had been met: the general mood was celebratory; in many schools teachers spent a lot of time developing provision that went well beyond the RE usually experienced by their pupils; in several areas teachers who usually worked alone had opportunities to meet with colleagues, SACRE members and members of the faith communities; and many people reported how events had drawn in the general public and achieved what was perhaps the most important objective of the project by raising public awareness of the nature of contemporary RE and of its contribution to the individual and society. What can be said then is that all of the criteria were met at some point; but how often will never be known. It may be that those planning a project of this kind, given the ever diminishing RE networks, will have to accept that the outcome can never be known with any precision.
- Another 'unknown' is the extent to which the celebration led to an improved understanding of RE and its contribution to personal and community life. This was one of the most important aims of the project and was to be achieved by two means in particular; attracting the support of MPs and attracting press coverage. To reach 100 signatures on the EDM was a great achievement, although how far this was due to the celebration rather than to lobbying is not known. The high profile launch of the celebrations on MPs' home turf drew little political interest and most of this was from the House of Lords, valuable in itself.
- It is likely that the 'impact' of the celebration on politicians, the media and the public generally was less than the organisers

hoped for. It may be that an experienced press officer could have been effective in all these areas i.e. media coverage affects public perceptions and politicians are invariably drawn to initiatives that are reported in the media. A press officer may also have been able to create more publicity in the run up to the event, in order to generate more events.

RECOMMENDATIONS

Those planning a similar event in the future may wish to consider the following recommendations based on this evaluation.

1. Appoint a professional fundraiser at the outset (n.b. 2 and 3 below depend on successful fundraising)
2. Nearer the event, appoint an experienced press officer.
3. Include evaluation in the project planning and appoint an external evaluator at the outset who can monitor the progress of the planning as well as report on its conclusion. Ensure that evidence of success is available.
4. Clarify and agree in a single form the aims, objectives and success criteria of the project.
5. Consider further ways of raising awareness of the project, particularly among teachers.

APPENDIX 1: COMPETITIONS

Table 1 The ten most popular competitions advertised on the website

TITLE	DESCRIPTION	OPEN TO	PRIZE	NO OF SCHOOLS ENTERED	NO OF ENTRIES
I wonder, how did it all begin?	Designing a poster showing a particular worldview which answers "How did it all begin".	Primary and secondary school pupils in England and Wales	£50 (KS2) £50 (KS3)	18	65
Celebrating good times	Designing an illustrated alphabet to show celebrations in people's lives	Pupils 7-11 years	1.4 Big Books 2. packs 3.Half a class set of books	6	24
Posters for Change	Creating a two-dimensional collage illustrating a moral issue	Secondary school pupils in England and Wales	Posters	5	15
Buddha in the City	Composing an A4 poster based on 'The Four Sights'	Key Stage 2 and 3 pupils in England and Wales	Visit to the London Buddhist Centre	4	14
This is my song	Writing lyrics and tune for a song with a religious theme	Primary school pupils in England and Wales	Trail of St. Alban's Cathedral. 2 Runners up: song books	5	9
RE on display	Providing evidence of children exploring either 'The Natural World' or 'Special Times in Special Places'	Teachers of pupils 3-7 years	2x £50 voucher to be spent at Books@Press.:	7	7
The Museum of Us	Designing a class poster which represents the religions and cultures of the group	Primary and secondary school pupils in England and Wales	An interactive object handling session + museum visit.	2	7
Picturing	Designing a postcard which shows the	Teachers and primary and	3x sets of printed	6	6

places	importance of where you live	secondary school pupils in England and Wales	postcards from winner's design and £100		
Tell me a story	Exploring the significance of a religious story for the community which tells it.	Pupils 7-11 years	CD Roms	2	5
Religion and life 1	Constructing interview questions and conducting an interview with a religious believer	Secondary school pupils in England and Wales	£150: £100: £75	3	3

APPENDIX 2: EXAMPLES OF LOCAL EVENTS

The following analysis of local events is based on entries on the *Celebrating RE* website; hence it reflects only those events which were logged. There is no guarantee that this analysis is representative of *all* events held during the celebration week.

The following tables give a flavour of the variety of events taking place by providing an overview of:

- (i) The main organisations providing activities/events
- (ii) Who the events were for
- (iii) The focus of events
- (iv) The format of events

Table 2: organisations providing activities/events

n.b. some organisations eg. LAs worked in collaboration with others

PROVIDER/ NUMBER	EXAMPLES INCLUDED:
Schools (28)	<p>Activities organised by schools included:</p> <ul style="list-style-type: none"> • joint primary/secondary projects: for example, secondary and primary pupils together explored new ways of working with artefacts and ICT; shared workshops about Islamic art and met SACRE faith representatives. • inviting the public to attend for displays, activities, presentations, speakers from different religions etc. • focusing on a specific religion during March, giving pupils an enriched experience through dance, drama, food, speakers from the faith community etc.
SACREs (often working with LAs and advisers/consultants) (22)	<p>Activities organised by SACREs included:</p> <ul style="list-style-type: none"> • showcasing RE for the general public. E.g. the local authorities and SACREs of Bridgend, Caerphilly, Merthyr Tydfil and Rhondda Cynon Taf invited all teachers of RE and SACRE members to a Celebrating Together in RE event which featured a showcase of good practice in RE in schools and a number of presentations and contributions from schools and their pupils. • conferences for SACRE members to help improve their understanding of RE and of what is happening in schools

	<ul style="list-style-type: none"> working with places of worship: e.g. Newham SACRE encouraged schools to visit places of worship and began to create a 'Place of worship database' which they hoped would help schools to make links with local places of worship happy to receive visits, and encourage them to plan for these visits. 'Café and Chat' with faith leaders; a number of neighboring SACREs hosted 'cafe and chat' events during March for teachers of RE (all phases) to meet local faith leaders and other teachers so they can ask questions about a particular faith or find out about local faith communities. public celebrations; e.g. Norfolk SACRE booked The Forum in Norwich for a public celebration of RE throughout the day. It included stands about RE and faith in the community, craft and interactive activities, pupil performances and CPD for teachers.
Faith and belief organisations ' (14)	<p>Activities organised by faith and belief organisations included:</p> <ul style="list-style-type: none"> celebrating 400 years Celebration of the King James Bible. Opening doors to the public and profession; e.g. the National Baha'i Centre invited people to learn about the Baha'i Faith; the Catford & Bromley Synagogue (London Borough of Lewisham) extended a welcome to RE teachers to the synagogue to find out more about Jewish life in two twilight sessions. finding out how faith communities can support RE in schools: e.g. the Clear Vision Trust and Birmingham Buddhist Centre. spiritual workshops for 6th form students: 'Breathe' exhibitions: The Islamic Centre of England held an exhibition of Islamic architecture, art, handicrafts, calligraphy etc. conferences: the Al-Khoei Foundation in association with the British Heart Foundation held a 'Heart and Soul Conference' for students, investigating what faith says about looking after the heart and looking at the heart as the seat of intellect and personality.
Cathedrals/Dioceses (7)	<p>Activities organised by dioceses and cathedrals included:</p> <ul style="list-style-type: none"> gifted and talented RE day (St.Albans) residential conference/workshops for teachers (Exeter) student conference: workshops and presentation focusing on issues covered in GCSE RSS (St Paul's) KS2-4 pupils were given the opportunity to visit a place of worship and experience the awe and wonder of the Cathedral, its purpose and explore some of the signs and symbols it has to offer (Liverpool). Easter activities (St Albans) workshop; for KS2 pupils from church schools: 'the story of God' through art. (Derby) story telling: stories are retold from sacred texts as well as from personal experience revealing the difference faith makes to lives. (Leicester).
Universities (7)	<p>Activities organised by universities included:</p> <ul style="list-style-type: none"> conference: 'tackling controversial topics in Religious Education' - for secondary RE teachers and RE professionals (University of Huddersfield and Kirklees SACRE and supported by NATRE) RE TeachMeet: 'why should we celebrate RE?' – lecture, presentations. (York St John University)
Inter faith groups/ Council of faiths (7)	<p>Activities organised by inter-faith groups included:</p> <ul style="list-style-type: none"> interfaith symposium: (Hull and East Riding Interfaith) INSET for primary and secondary teachers (Manchester Buddhist Centre and Manchester Cathedral) Faith Fest: an interactive exhibition to school students aged between 7-11 (Bedford Council of Faiths)

Churches(4)	<p>Activities organised by churches included:</p> <ul style="list-style-type: none"> a week of visits: labyrinth activity on the theme of Easter (Churches in Thurrock, Redbridge and Tower Hamlets).
Independent organisations (2)	<p>Activities organised by independent organisations included:</p> <ul style="list-style-type: none"> exploration of sacred space: - practical ideas and activities for making 'learning outside the classroom' in sacred spaces engaging and meaningful (LOtC). displays and activities: an introduction to the Schools' Learning service and use of the handling collection for RE related study (Horniman Museum)

Table 3: who the events were for

The five most commonly identified recipients of events were:

EVENTS FOR:	Number
Pupils	41
Teachers	34
Anyone	21
Parents	6
SACRE members	4

Table 5: the format of events

The most common formats of events were:

TYPE	Number
Creative	14
Lecture/seminar	10
Activities	8
Visit	8
Discussion	7
Exhibition	7
Discussion/workshop	7
Conference	6
CPD	5
Display	5
Debate	4

APPENDIX 3: SUCCESS CRITERIA

Table 6: success criteria

SUCCESS CRITERIA RELATING TO OUTCOMES FOR:	OUTCOMES
Schools	<p><i>Did Celebrate RE result in:</i></p> <ul style="list-style-type: none"> enjoyable and relevant religious education with pupils of all abilities and age groups? opportunities for pupils to engage in imaginative exploration of questions of meaning, purpose and moral responsibility? opportunities for pupils to be creative with religious ideas? the creation of new adaptable resources for pupils of all abilities? new projects being developed for all abilities and age groups? improved connections between schools and the wider community(including through the internet)? teachers planning RE events and activities which go beyond the extent of their usual provision opportunities for RE teachers to work with others at school, local, national and international levels.
RE organisations and professionals	<ul style="list-style-type: none"> stronger links between local, regional and national RE groups and faith communities? stronger connections between RE professionals nationwide, including the sharing of good practice?
Society	<ul style="list-style-type: none"> an improved understanding of contribution of RE to society (including community cohesion)? members of the public (including parents) becoming more aware of the nature of RE? extensive and positive representations of RE in the media? political support for RE? (see above)
The future	<ul style="list-style-type: none"> a longer term outcome which has a continuing life after the end of the celebration month?

Appendix 4

CELEBRATING RE COMMITTEE MEMBERS

Chair: Denise Chaplin	(REC Board member and executive support assistant, NASACRE)
Denize Morris	(Subject Officer for Religious Education, DCELLS)
Lisa Absalom	(RE coordinator, Stockwell Primary School and vice chair of Lambeth SACRE)
Jane Chipperton	(RE Adviser, St Albans Diocese and vice chair of AREIAC)
Anita Compton	(Independent RE consultant)
Malcolm Deboo	(President, Zoroastrian Trust Funds of Europe)
Bill Gent	(NATRE executive member and editor of Resource magazine)
Josh Kutchinsky	(British Humanist Association and Chair of Brent SACRE)
Jay Lakhani	(REC Board member; Hindu Council/Hindu Academy)
Tania ap Sion	(WASACRE and director of St Mary's RE Centre, St Deiniol's Library, Hawarden)
Sarah Smalley	(Executive support, RE Council)