... it might well be said that one's education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization.

“Dare to know! Have the courage to use your own intelligence.” Kant German philosopher
Spiritual Moral Social and Cultural Development (SMSC) Ofsted

Regulatory changes from 1 January 2013

1. Respect for civil and criminal law, community
2. Schools are part of wider community
3. Social History, Culture, Religion & Faith, Science
4. Solar Lunar Calendar- Day, Week, Month, Year
5. Commit the institution to equality and diversity
Public Sector - Culture Change – Equality Act 2010

Defining Spiritual, Moral, Social and Cultural Development

Language (verbal and nonverbal)  Religion / Faith Manners and Customs  Values and Attitudes Material Elements

Social Institutions Education Sector
Establish Information Exchange and Accountability
  School Governors Parents /Community

Do you readily acknowledge that you lack knowledge or awareness on equality matters?

Ensure Equality Policy is up-to-date and inclusive (covers staff, students and the wider community)

Understand whether policy, strategy and practice explicitly commits your institution to equality and diversity
What are Equality Groups or Strands?

<table>
<thead>
<tr>
<th>Age</th>
<th>Disability</th>
<th>Gender</th>
<th>Race</th>
<th>Religion or Belief</th>
<th>Sexual Orientation</th>
<th>Social Inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young or Elderly</td>
<td>People who have a Physical disability; sight / hearing impairment learning disability</td>
<td>Females; Males; Transgender someone changing their physical identity</td>
<td>People of any ethnic race including Gypsy or Traveller – BME means Black &amp; Minority Ethnic</td>
<td>People of any religion or belief.</td>
<td>Bi-sexual; Gay; Lesbian</td>
<td>Legislation on carers; health; deprivation humanrights good practice on promoting staff / student mobility</td>
</tr>
<tr>
<td>People</td>
<td>People of any religion or belief.</td>
<td></td>
<td></td>
<td>Popular faiths:</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Christian; Buddhist; Hindu; Jew; Jehovah Witness; Muslim; Rastafarian; Sikh</td>
<td></td>
<td></td>
<td>Muslim; Rastafarian; Sikh</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Spiritual Moral Social and Cultural Development (SMSC) Ofsted

“Dare to know! Have the courage to use your own intelligence.” Kant German philosopher

- Spiritual
- Moral
- Social
- Cultural

The International School
Promoting spiritual, moral, social and cultural development of global learners

_Spiritual, Moral, Social, Cultural, and Mental Development Policy._
_Defined by Hansard in 1996_ as ‘the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible’
Why Deliver on SMSC Education?

1. There are powerful arguments which suggest that adopting a pro-active approach to SMSC provision is simply consistent with the educational and economic mission of the further education sector to:

2. equip learners with the knowledge, skills, attitudes and values necessary for their roles as citizens, employers and employees

3. Actively promote equality, diversity and equal opportunities respond flexibly to local and national circumstances, the needs and views of learners and the requirements of partners and stakeholders.
Does the teacher...

- have the attributes of culturally responsive teaching?
- build positive, supportive relationships with students?
- have high expectations and provide the support for students to meet expectations?

- help students make connections?
- work well with students’ families and the community?
- help most culturally diverse students succeed to high levels?
- collaborate well with other professionals?
Education for Cultural Jan 2013 equality and diversity in schools?

• **Spiritual development** can give learners a strong sense of personal ownership of their thoughts and actions.
• They can develop a carefully considered understanding of the world in which they live, of the choices that are available to them, their own attitudes towards the opinions and actions of others and how they wish to conduct their own lives.
• This can build high levels of self-worth.
• **Religion or belief influence** many aspects of people’s lives including practices and beliefs around birth, death, marriage, health, food, duty, dress code and many other areas.
• **It is important for employers and service providers** be aware of these and to be able to appropriately respond when someone’s beliefs impacts on their ability to carry out their work or deliver a service.
• **Moral development** can give learners a sense of right and wrong, of the effect their actions will have upon themselves and others, and the ability to stand by their decisions in the face of criticism, ridicule or opposition.

---

**Moral Knowing**
- Moral Awareness
- Knowing moral values
- Perspective–taking
- Moral reasoning
- Decision-making
- Self-knowledge

**Moral Feelings**
- Conscience
- Self-esteem
- Empathy
- Loving the good
- Self-control
- Humility

**Moral Action**
- Competence
- Will
- Habit
Why examine the past?

“It is called memory, and without a sense of where we have been, it is easy to lose the way ahead”

Culture wars between Jews and Muslims
Protestants and Catholics.... who decides the components of civic and moral education?

Questions to Ponder:

1. To what degree should schools attempt to nurture their cultural differences?
2. Should boys and girls be educated separately or together?
3. Should the curriculum be the same for everyone? or different?
### John Bodley (1994): Diverse Culture Definitions - Basic Human Instincts

<table>
<thead>
<tr>
<th>Topical:</th>
<th>Culture consists of everything on a list of topics, or categories, such as social organization, religion, or economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical:</td>
<td>Culture is social heritage, or tradition, that is passed on to future generations</td>
</tr>
<tr>
<td>Behavioral:</td>
<td>Culture is shared, learned human behavior, a way of life</td>
</tr>
<tr>
<td>Normative:</td>
<td>Culture is ideals, values, or rules for living</td>
</tr>
<tr>
<td>Functional:</td>
<td>Culture is the way humans solve problems of adapting to the environment or living together</td>
</tr>
<tr>
<td>Mental:</td>
<td>Culture is a complex of ideas, or learned habits, that inhibit impulses and distinguish people from animals</td>
</tr>
<tr>
<td>Structural:</td>
<td>Culture consists of patterned and interrelated ideas, symbols, or behaviors</td>
</tr>
<tr>
<td>Symbolic:</td>
<td>Culture is based on arbitrarily assigned meanings that are shared by a society</td>
</tr>
</tbody>
</table>
Leadership Development  

**Spirit and Intentions**

- Race
  - Gender & Sexual Orientation
  - Urbanicity
  - Immigration Status

- Ability/Disability & Age
- Family/Community Support
- Oppression Experience
- Socio-economic Status
- Education
- Religion
- Religion and Beliefs
- Knowledge of Rights & Services
- War & Control of Leaders
- Sense of Entitlement
- Single Parent
- Beliefs Values
- Housing

- Arts - Music Social Habits
- Country of Origin War & Conflict
- Language
- Social Identity

- Sense of Entitlement
- Single Parent
- Beliefs Values
- Housing
Community Culture and Schools

*Three Guiding essential principles:*

1. Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.

2. Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.

3. Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.
1. The children, staff and parents of school come from diverse cultural, religious and ethnic backgrounds and we value this in a positive way. We also believe that cultural and linguistic diversity will help enrich our lives.

2. We believe that each child should be encouraged to be aware of the role played by religion in their community and wider world.

3. We believe that development of the whole person as part of a child’s education, ‘Every Child Matters’

*Collective Worship* - takes place daily when children are assembled

*Daily assembly can take several forms and in a typical week:*

- on 1 day - class or year group assembly
- on 2 days - "Key Stage" assembly
- on 2 days - Whole school assembly
1. **Cultural Blindness**

Individuals - organizations believe that cultural differences are of little importance; People are viewed through a western cultural mainstream lens; Messages are communicated - students that their culture is of little consequence to the learning experience.

2. **Cultural Destructiveness**

Refusal to acknowledge the presence or importance of cultural differences; Differences are punished and suppressed; Schools endorse the myth of universality.

1. *Each day millions of parents from diverse religious backgrounds entrust the education of their children to the teachers in our nation’s public schools.*

2. *For this reason, teachers need to be fully informed about the constitutional and educational principles for understanding the role of religion in public education.*
School's approach to Collective Worship

**MAJOR WORLD RELIGIONS CELEBRATED ANNUALLY**
- Reception CHRISTMAS Christianity
- Year 1 Chinese New Year Cross Cultural
- Year 2 Great Fire of London Cross Cultural
- Year 3 Easter Christianity
- Year 4 Diwali Hinduism
- Year 5 Pesach / Passover Judaism
- Year 6 Eid-Ul-Fitr Islam

*In addition the following festivals may be celebrated:*
- Eid Adha (Islam), Chanukah (Judaism), Ascension Day (Christianity),
- Holi (Hinduism), Guru Nanak's birthday (Sikhism), Buddha's Birthday (Buddhism),
- His Imperial Majesty's birthday (Rastafarianism), Al Hijri (Islamic New Year),
- Rosh Hashanah (Jewish New Year), New Year's Day, St. Andrew’s Day, St. David's Day, St. George’s Day, St. Patrick's Day

[http://www.oakmanor.brent.sch.uk/qcurriculumq/re.html](http://www.oakmanor.brent.sch.uk/qcurriculumq/re.html)
A **Ritual** is a Set of Multiple, Symbolic Behaviors That Occur in a Fixed Sequence and That Tend to Be Repeated Periodically.

**Ritual Types**

- Religious
  - Baptism, Meditation, Mass
- Rites of Passage
  - Birth, Graduation, Marriage
- Cultural
  - Fasts, Festivals, Holidays
- Civic
  - Parades, Elections, Trials
- Group
  - Business Negotiations
- Family
  - Mealtime, Birthdays
- Personal
  - Grooming, Relationship
### The Functionalist Perspective on Education

#### Teaching Knowledge Skills
- Children must learn the knowledge and skills they will need as adults.
- Education generates new knowledge, which is useful in adapting to changing conditions.

#### Transmission of Culture
- For societies to survive, they must pass on core values of their culture.
- Societies use education to support their communities’ social and political system.

#### Social Integration
- Education serves to produce a society of individuals who share a common national identity.
- Schools foster social integration and national unity by teaching a core set of skills and values.

#### Occupational Placement
- Education screens and selects the members of society for the work they will do as adults.
- Schools in industrialized countries identify students who show special talents and abilities at an early age.
Spiritual Bypassing - Social Development

The Waterline of Diverse Visibility...

...common answers but can be both in areas too!

Visible

Invisible

- Day
- Week
- Month
- Year
- Season

Iceberg

Language
Dress
Leisure activities
Food & Drink
Celebrations
Music
Literature
Art

Meaning of Organisation
Patterns of motivation
Concept of Time
Importance of relationships
Notions of reward
Leadership
Forms of participation
Coordination
Management development & training
Incentives
Preferences for Competition or Cooperation

The waterline

www.multifaiths.com
Fasting In Christianity

- **Catholics** fast and abstain from meat on Ash Wednesday and Good Friday. They don’t eat meat on all Fridays in Lent. On good Friday they fast because Christ suffered.

- **Eastern Orthodox:** They fast during Lent, Apostles’ Fast, Domitian Fast, and the Nativity Fast, and several one-day fasts. Meat, eggs, dairy products, and sometimes fish are prohibited. They say it strengthens resistance to gluttony.

- **Mormon:** Every Sunday is a fast day for a Mormon. They abstain from food and drink for two consecutive meals. They say it brings closeness to God.

- **Protestant (Evangelical):** They fast at the discretion of individuals, churches, organizations, or communities. Some abstain from food and drink. They fast for spiritual nourishment.

- **Protestant (Mainline).** In the Protestant mainline religion fasting is not important at all.
### The Major Feast days of Orthodoxy

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exaltation of the Holy Cross</td>
<td>September 14</td>
</tr>
<tr>
<td>Christmas (Nativity of Jesus Christ)</td>
<td>December 25</td>
</tr>
<tr>
<td>Epiphany (Baptism of Christ)</td>
<td>January 6</td>
</tr>
<tr>
<td>Annunciation (Evangelismos)</td>
<td>March 25</td>
</tr>
<tr>
<td>EASTER (Paschal)</td>
<td>(Varies from year to year)</td>
</tr>
<tr>
<td>Ascension</td>
<td>(40 Days after Easter)</td>
</tr>
<tr>
<td>Pentecost</td>
<td>(50 Days after Easter)</td>
</tr>
<tr>
<td>Transfiguration of Christ</td>
<td>August 6</td>
</tr>
<tr>
<td>Dormition of the Theotokos (Kimissis)</td>
<td>August 15</td>
</tr>
</tbody>
</table>

- The Church **Calendar** begins on September 1st and ends on August 31st. The Church venerates **at least one saint or sacred event in the life of the Church every day** of the year.
- There are, however, several major feast days observed annually, and of these Easter, or Paschal, is the most important.
Ash Wednesday Pretzel (Lent) Hot cross buns (Lent) Palm Sunday The TRIDUUM

Holy Thursday Holy Thursday / Mass of the Lord’s Supper Pelican ≈ Jesus Good Friday Easter Vigil

“By his wounds you are healed”

Easter Triumphant Lamb Phoenix ≈ Jesus Pentecost Trinity Sunday Ordinary Time Feasts of Mary

Jesus ≈ Lamb of God “Resurrection from the ashes” Chi Rho ≈ Christ Lily ≈ virgin

Fasting is a fundamental part of the Coptic Orthodox Faith. They fast more than any other Christian Community, fasting 210 days a year.
• **FAST:** In keeping with the obligation of doing penance in reparation for our many sins, the Church also obliges us to fast on certain days throughout the year.

- All persons over eighteen [it used to be twenty-one] and under fifty-nine years of age must fast, unless their health prevents them from doing so.
- This means that on a fast day, they may have only one principal or full meal, and two smaller snacks.
- They may eat meat at this principal meal, except on days of abstinence.
- At the two smaller snacks, they may not have meat, but they may take sufficient food to maintain their strength.
- However, these two smaller snacks together should be less than a full meal.
- Eating between meals is not permitted; but liquids, including milk and fruit juices, may be taken at any time on a fast day.

**The Traditional days of fast are:**
- The Weekdays of Lent
- The Ember Days
- The Vigil of Pentecost
- The Vigil of the Assumption
- The Vigil of the Immaculate Conception
- The Vigil of Christmas

- On all other Fridays of the year, other penances must be undertaken if the former abstinence is omitted.
- Feast of the Circumcision of Our Lord [New Year's]
- Feast of the Ascension of Our Lord
- Assumption of the Blessed Virgin Mary [August 15]
- Feast of All Saints [November 1]
- Feast of the Immaculate Conception [December 8]
- Feast of the Nativity of Our Lord [Christmas Day]
**Physiological Needs:**
1. Breakfast, lunch programs
2. Correct room temperature
3. Bathroom breaks
4. Drink breaks

**Safety Needs:**
1. Well planned, structured lessons
2. Clearly defined processes, procedures, rules and practices
3. Fair discipline
4. Consistent expectations
5. Students feel free to take risks
6. Attitude of teacher (accepting, non-judgmental, pleasant, non-threatening)
7. Provide praise for correct responses instead of punishment

- **Most Basic**
  - Air
  - Water
  - Food
  - Sleep
  - Clothing
  - Shelter

**Maslow’s Theory and its relation to Students Needs**
Barriers Faced by Parents

Credit to Behnke, North Carolina State University

Life factors

Language / Literacy

Unfamiliar and intimidating systems

Less than pleasant school experiences

Attitudes of Personnel

School system’s tolerance for risk

Lack of Information

My child wouldn’t want me there

Teachers are paid to educate, why should I go do their job

Child care

Transportation

Work schedules

My child wouldn’t want me there

Teachers are paid to educate, why should I go do their job

Child care

Transportation

Work schedules

The problem for – Parents - School – Community – Relationship
Developing Rites of Passage in Education and life cycle

- Parental responsibility for education was clearly defined.
  - The father’s role:
    - The father taught faith and history.
    - The father taught the son a trade.
    - The father found the son a wife.
    - The father taught children to swim.

- Trust vs. mistrust (babies)
- Autonomy vs. doubt (infants)
- Initiation vs. guilt (young children)
- Industry vs. inferiority (older children)
- Identity vs. role confusion (teens)
- Intimacy vs. isolation (young adults)
- Generatively vs. stagnation (middle adults)
- Ego integrity vs. despair (seniors)

The mother’s role:
1. Assisted teaching sons.
2. The mother taught girls to be homemakers.
3. The girls helped guard the vineyard and family flock.
School staff not been trained to work with families?

1. Administrators and teachers worried that increased family involvement would add to their already busy schedules.

2. Educators were concerned that closer relationships with families would mean giving up power and decision-making.

3. Families were not sure how far they could go in making suggestions or asking questions; they are concerned that children would be punished for their parents' actions by a teacher or principal who was annoyed or threatened by the parent.
The “silent” languages of cultures include context, time and space

**Outdated Thinking on Parent Involvement**

1. Parents should come to school only when invited;
2. Parents visit school mainly for children’s performances and open houses;
3. Parents don’t always recognize the importance of becoming involved or know where to begin.
4. Most barriers to parent involvement are found within school practices. They are not found with parents.
5. Any parent can be “hard to reach.”
6. Parents must be identified and approached individually; they are not defined by gender, ethnicity, family situation, education, or income.
Nuclear Family
- ‘Mother, father and children living together as a family unit.’

Single Parent Family
- ‘Where children are brought up living with only one parent.’

Extended Families
- ‘Children, parents and other family members living together as a unit or very close to each other.’

Re-constituted Family
- ‘Where two sets of children become one family when their divorced parents marry each other.’

Cohabiting Parents – ‘Partner’
- ‘Where children are brought up in families where the parents have not married each other.’
The “silent” languages of cultures include context, time and space

- Parents’ failure to come to school or to meet with teachers is often interpreted as not caring, yet research has shown that most care deeply about their children’s education and have high expectations for their children’s futures.
- Doing many things well over time
- Ongoing conversation
- Engaging families, with purpose
- Connecting to student learning (academic, social, emotional)
- Adopting a “school community” approach

- People intimately attached to the school
- Relationships among all members—leaders, teachers, staff, parents, students, volunteers
- Roles and responsibilities
- Knowing each family’s story
In a typical high school of 1000 pupils. At any one time:
- 50 are seriously depressed
- 100 suffer significant distress
- 5-10 girls have an eating disorder
- 10-20 pupils have obsessive compulsive disorder

Do you know who they are?
If you don’t you should.
If you do. What strategies and processes do you have in place to support them?
What are the implications for families?
The Nature of the Child Ages 6 and 11 - Harmony

- Children feel a need for harmony
  - Parents who habitually fight are more likely to divorce, move, and otherwise disrupt the child’s life.
  - Remarriage of divorced parents is often difficult for children due to jealousy, stress, and conflict.
  - Children frequently suffer if parents physically or verbally abuse each other.
  - Upsetting changes include moving to a new home, being sent to a new school, and changes in the family structure

1. Girls talk more and share secrets.
2. Boys play more active games.

---

1. Culture of children:
2. Fashion - Language
3. Peer culture
4. Around age 8, children can reason on the basis of benevolence — they recognize that special consideration should be given to those in a condition of disadvantage
Developing Rites of Passage in Education & Life Cycle

- The struggle for “identity” is almost unique to Western society.
- The result is catastrophic confusion. Are they adults when:
  - They can get a driver’s permit (16)?
  - They can get a driver’s license (17)?
  - They graduate from high school (17)?
  - They can vote (18)?
  - They can buy alcohol (21)?
- Teens become desperate for some way to prove themselves. So they choose:
  - Use of alcohol, tobacco, or drugs.
  - Sexual intercourse.
  - Breaking laws. Gangs and peer groups.
  - Even a “good” group leaves the teen with an identity crisis if it breaks up.
Six Stages of Faith Cultural Development

James W. Fowler

Stage 1: Intuitive / Projective Faith: Early Childhood - *Images & Stories*

Stage 2: Mythic / Literal Faith: Childhood

- 7 - 11 Years
- “Concrete Family” (middle childhood)

Stage 3: Synthetic / Conventional Faith

- 11–16 Years
- Commitment to (Faith) church & leaders

Stage 4: Individual / Reflective Faith

- 17 + Years
- Focus upon personal faith

Stage 5: Conjunctive Faith

- 19 + Years
- Awareness of Perspective

Stage 6: Universalizing Faith

- 30 + Years
- Transforming

Stage 1: Intuitive / Projective Faith: Early Childhood - *Images & Stories*
Influence of friends, media, school, community, legal system increases

**Socialization: Sources**

- **School**
- **Workplace**
- **Peers/Friends**
- **Community**
- **Media**
- **Family**
- **Cultural Belief System**

Influence of family diminishes in adolescence

*Developing Rites of Passage in Education & Life Cycle*
<table>
<thead>
<tr>
<th>Family</th>
<th>School or Educational Setting</th>
<th>Wider World</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Loss’ of A Family Member</td>
<td>Lack of Motivation</td>
<td>Lack of Positive Role Models</td>
<td>Limited Access to Activities and Facilities</td>
</tr>
<tr>
<td>Lack Of Extended Family</td>
<td>Low Self Esteem</td>
<td>Racism / Islam phobia</td>
<td>Culture or ‘Identity’ Crisis</td>
</tr>
<tr>
<td>Cultural Expect ions Of Girls And Boys</td>
<td>Lack of Bi-Lingual Resources</td>
<td>Experience of Traumatic Events</td>
<td>Poor Housing</td>
</tr>
<tr>
<td>Aspirations Of Different Ethnic Groups</td>
<td>Prior Education (Zero – Hero!)</td>
<td>Negative Attitudes Towards Migrant Workers</td>
<td>Anxiety Around Authority Figures</td>
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<td>Mixed Disciplinary Approaches</td>
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<td>Media Constructed Image of Countries</td>
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<td>Lengthy and ongoing Asylum Claims</td>
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<td>Extended Services</td>
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<td>Local Area</td>
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<td>County and National</td>
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<td>International School</td>
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</tbody>
</table>
Teachings of eternal truths:

**Myths of the gods, stories of creation**
- Inspirational & profound words of wisdom
- Theological or metaphysical foundations of a faith

**Narrative:** Religious & cultural history
- Stories of the founders and hero's of a faith
- Early history of the religion

**Directives & foundations for faith**
- Legal & moral codes of conduct
- Foundations of ritual practice

**Liturgical:** prayers and hymns
- Revealed by God through prophets (Western)
- Dictated word for word by God?
Integration: there is a lag between acceptance and integration and integration often requires changes in structure and infrastructure.

“Western education has made children feel that they know more than their parents and therefore don’t respect their views. In the past people were poor and illiterate, but had respect for elders.” – community feelings

Inventions: the transfer of existing knowledge and behavior from one context to another.
Children Learn with their five senses

*hearing*

sight

smell

touch

*taste*

Learning Mode

10% of what we read

20% of what we hear

30% of what we see

50% of what we both see and hear

70% of what is discussed

95% of what we teach someone else

William Glasser

Individual & Cultural Variation

Age, education, gender

• Abuse, neglect, trauma

• Race, ethnicity, sexual identity

• Temperament

• Family background, parenting style

• Illness

• Learning disabilities

• Substance abuse

• Areas of concentrated interest

• Cultural background
<table>
<thead>
<tr>
<th>Love the Lord</th>
<th>Focus upon Individuals (Post conventional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love your neighbor as yourself</td>
<td>Focus upon Society (Conventional)</td>
</tr>
<tr>
<td>Because God said so &amp; He is to be obeyed</td>
<td>Ego-centric (Pre-conventional)</td>
</tr>
<tr>
<td>Christians / Muslims are said to be chosen holy people</td>
<td></td>
</tr>
<tr>
<td>Health, Wealth, &amp; Prosperity preaching</td>
<td></td>
</tr>
<tr>
<td>Hell, fire, &amp; damnation preaching</td>
<td>Repent or else!</td>
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</tbody>
</table>
Stages of Moral Culture Development - Lawrence Kohlberg

- **Love**
  - Love the Lord
  - Love your neighbor as yourself
- Because God said so & He is to be obeyed
- Christians / Muslims said to be chosen holy people
- **Focus upon Individuals** (Post conventional)
- **Focus upon Society** (Conventional)
- **Ego-centric** (Pre-conventional)

- **Health, Wealth, & Prosperity**
  - Preaching Hell, fire, & damnation
  - Repent or else!
- **Fear**
- **Gratitude & Obligation**
Stages of Moral Culture Development - Lawrence Kohlberg

Religious groups that have numerous rules and regulations will actually hinder the liberation of their people into post conventional thinking. — Perry Downs, Page 106.

**Post Conventional**

--- Moral Thinking (The Golden Rule)
--- Moral reasoning is the basis for ethical behaviour

1. Moral development is growth, and like all growth, takes place according to a pre-determined sequence.
2. Can’t walk before you crawl
‘Religion’ and ‘belief’ remain emotive subjects and this can stifle honest and open debate – not least through the misconception that any critical analysis or robust questioning of religious and non-religious beliefs constitutes an attack on those beliefs.

2. Assumptions regarding the inclusiveness of ‘inter-faith’ structures. Lot of the framework hinges on the role of ‘inter-faith’ networks, yet the Inter-Faith Network and most of its local affiliates exclude those with non-religious beliefs.

4. Inconsistencies between the proposed focus of Local Authority approaches to engagement of ‘religion or belief’ stakeholders and related equalities legislation and regulations (focusing only on religion not being reflective of the full scope of ‘religion or belief’ equalities law)

5. It is clear that many local authorities are struggling to implement the Government’s recommendations on this issue and more support and guidance will be required if commissioning agents are to make effective use of these recommendations.
“Spirituality” vs. “Being Spiritual” Pentecostal

- “Spirituality” is relatively a new term to many Pentecostal believers who have all the while been more preoccupied with the whole concept of “being spiritual.”

- “Being spiritual” involves actions like fasting, praying, speaking in tongues, operating the gifts of the spirit, raising hands while singing or praying and emotional attitudes like joy, sorrow, confidence, being comforted etc.

Unitarians Affirmation of God as one person, rather than the Trinity doctrine of ‘Three in One’. Tolerance, freedom and reason unite members.

Christian Scientists believe in redemption through positive thinking, faith healing and self-help. Jesus is viewed as one whose perfect obedience to God enabled him to transcend the illusion of sin and suffering. Through following Christ's example the individual can be released from death and suffering.

Orthodox - based on the very beginnings of Christianity which Orthodox Christians believe to be the right way.
## Engagement with the wider world / fundraising

<table>
<thead>
<tr>
<th>Spiritual</th>
<th>Moral</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Finding out about religions and cultures in locality.</td>
<td>- Learning about values of society.</td>
</tr>
<tr>
<td>- Sense of enjoyment learning a lot about others in world around them</td>
<td>- Developing values of support for poorer countries – children debating rights and wrongs.</td>
</tr>
<tr>
<td>– all involved and developing their own beliefs, imagination and creativity in developing fundraising.</td>
<td>- Discussions about poverty.</td>
</tr>
<tr>
<td>- Differences in feelings / values.</td>
<td>- Why the money is needed.</td>
</tr>
<tr>
<td>- Self-awareness / self-worth.</td>
<td>- The impact of the fund raising</td>
</tr>
<tr>
<td>- Assembly - Wider awareness.</td>
<td>- Understanding self-worth.</td>
</tr>
<tr>
<td>- Visitors from other faiths</td>
<td>- Recognition of differences in own country / wider participation.</td>
</tr>
<tr>
<td>- Skype / blog from around the world.</td>
<td>- Respect socio / economic communities.</td>
</tr>
<tr>
<td>- Prayer and Bible stories.</td>
<td>- Community cohesion.</td>
</tr>
<tr>
<td>- Reflect on our position, eg: Tsunami.</td>
<td>- Philosophy for Children (P4C).</td>
</tr>
<tr>
<td></td>
<td>- Discussion on should we? How? Why?</td>
</tr>
<tr>
<td></td>
<td>- Reflect on what we have compared to others.</td>
</tr>
</tbody>
</table>
School and the Faith Community Engagement

- God Transcendence
- Supernatural Beings
- Spiritual Leader
- Rituals Reconciliation
- Individual or Family
- Mary Saint’s Tradition
- Father’s Spiritual Tradition
- Mother’s Spiritual Tradition
- Faith Community
- God Transcendence
- Supernatural Beings
- Spiritual Leader
- Rituals Reconciliation
- Individual or Family
- Mary Saint’s Tradition
- Father’s Spiritual Tradition
- Mother’s Spiritual Tradition
- Faith Community
What are its elements?

- Language
- Religion
- Food
- Clothing
- Art
- Music
- Rituals and Customs

How is it transferred?

- Parents > Children
- Schooling
- Television, Films,
- Radio, Internet
Functions of Myths

A culture is a society’s personality. Myths are stories that express a culture’s values.

**Metaphysical**
Help explain origins of existence

**Cosmological**
Emphasize that all components of the universe are part of a single picture

**Sociological**
Maintain social order by authorizing a social code to be followed by members of a culture

**Psychological**
Provide models for personal conduct

1. What myths do you know? Why do you remember these particular myths?
2. Why do cultures create mythology?
3. What can a myth DO for a culture?
The Science of Astronomy
What is Science?
The SYSTEMATIC study of Universe

Gather facts
Modify hypothesis
Guess an explanation
(Guess=hypothesis)
Test hypothesis

HYPOTHESIS #1
(Ptolemy, 2nd century):
Earth is stationary; stars are attached to a sphere that revolves around the Earth once per day. WRONG!

HYPOTHESIS #2
(Copernicus, 16th cent.):
Stars are stationary; Earth rotates about its axis once per day. RIGHT!

Scientific illiteracy hurts Nation and individuals.
Science has fallen out of favor
We have a public-relations problem
1. How do the different religious calendars which are based on the Sun and the Moon calendar solve the problems or create more problems in the current modern times?

2. The different Faith communities leaders do need to catch up with modern science, if they are to participant in the community cohesion and building strong vibrant society in the world.

3. How accurate are dates of Public Holidays fasts and festivals in the multi faith calendar eBook?

4. Since 1999, we have developed mathematical and astronomical calculation software libraries, these unique software tools, in conjunction with our database of predictive rules, enable us to easily forecast worldwide public holidays for the next 50 years and beyond.

1. Changes in Regular National Holidays
2. Abolished holidays – new holidays
3. Regional differences in calendars
4. Complex set of moving holidays
5. Excessive use of compensation holidays
6. Changing durations of holidays
7. Combining national holidays with pre-defined calendar corrections
8. “Bridge effect” means that complete the holiday with the days which are decided by government
9. Religion or belief influence many aspects of people’s lives including practices and beliefs around birth, death, marriage, health, food, duty, dress code and many other areas.

The Science of Astronomy

The Cosmological Function

- Astrophysics understanding what happens in Space and Universe

1. From ancient times, lunar and solar eclipses have been regarded both as signs of awe and fear or of beauty and amazement.
2. It is therefore understandable that astronomers have continuously searched for methods of predicting their occurrence and circumstances.

Mathematics of the ISO 8601 Calendar

On 15 June 1988, the International Organization for Standardization (ISO) issued the Representation of Dates and Times standard (referred to as ISO 8601:1988) for regularizing the notation of dates and times in administrative, scientific, commercial and industrial documents.
ISO 8601:2000 Overview

- Dates - Calendar
  - Ordinal dates - Week dates
- Time of day
  - Local vs. Universal Time Coordinated (UTC)
  - Combined data and time
- Time-intervals - Recurring time-intervals
- Gregorian calendar - 1875 reference point
  - Common (365) and Leap (366) years
  - Leap is every 4th year except centennial years that are not integrally divisible by 400
  - Gregorian is used even for years < 1582 (by mutual agreement).
  - Year 0000 is leap.

- What is in ISO 8601:2000?
- Are there potential pitfalls in using ISO 8601, especially for internationalization?
- If so, are there any solutions?
1. Culture is shared. Which helps members solve problems of life.
2. Culture is taught to newcomers.
3. Culture has Strong influences on community behavior.

"Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek."
Community Culture

The Webster New World Dictionary describes “Culture” as: "The development, improvement and refinement of the mind, interests, manners and tastes, as well as the arts, literature, language, ideas, history, religion, customs and skills of a given people in a given period."

That is, the very basis of a person’s identity.

→ ideas for introducing higher dimensions
→ also interesting social implications
→ (connections to history and literature)
China - Confucianism – State Spirituality of China

A political and social philosophy seeking social harmony on all levels:
Within the self
...the family
...the community
...the state
...the nation
...the world
...the cosmos

Learning from the past to improve the future

- How shall I talk of the sea to the frog,
- If frog has never left his pond?
- How shall I talk of the frost to bird of the Summerland,
- If bird has never left the land of its birth?
- How shall I talk of life with the sages, If he is prisoner of his doctrine?

- Chung Tsu, 4th Century B.C.
**The Sociological Function**
1. Validate and support the existing social order
2. Ancient societies had to conform to an existing social order, or they would die.
3. Mythology confirmed that order and enforced it by reflecting it into the stories themselves, often describing how the order arrived from divine intervention.
4. **Example:** Many monarchs were considered to be ordained by a higher power, if not part god themselves.

**The Psychological Function**
1. Guide the individual through the stages of life
2. Most ancient cultures used rites of passage of a youth to adult stage

---

Why do we still need to study mythology?
To learn about ancient cultures
As inspiration for the arts
To teach values and morals
For entertainment

In the society in which it is told, a creation myth is usually regarded as conveying profound truths, although not necessarily in a historical or literal sense.
## Engagement with the wider world / fundraising

<table>
<thead>
<tr>
<th>Social</th>
<th>Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Setting up e-mails and research into link school.</td>
<td>• Cultural ethnicity.</td>
</tr>
<tr>
<td>• Devised fundraising events:</td>
<td>• International Arts week</td>
</tr>
<tr>
<td>• Cleaning staff cars for charity</td>
<td>• International links – Germany – exchange: Mexico – Uganda - UK</td>
</tr>
<tr>
<td>• Disco / quiz night – water theme and invited all local schools.</td>
<td>• Assemblies – sharing cultures – dancers / food tasting.</td>
</tr>
<tr>
<td>• Working together / collaboration.</td>
<td>• Learning about why areas in Africa suffer – famine.</td>
</tr>
<tr>
<td>• Decision making.</td>
<td>• News round.</td>
</tr>
<tr>
<td>• Community cohesion.</td>
<td>• Similarities and differences.</td>
</tr>
<tr>
<td>• Media - Visitors book – comments.</td>
<td>• Valuing differences.</td>
</tr>
<tr>
<td>• Questionnaires.</td>
<td>• Awareness of others’ needs –</td>
</tr>
<tr>
<td>• Developing empathy.</td>
<td>• Shoe Box Appeal.</td>
</tr>
<tr>
<td>• Supporting other people.</td>
<td>• Democratic vote.</td>
</tr>
<tr>
<td>• School council involvement.</td>
<td>• Gain a balanced view of the world.</td>
</tr>
<tr>
<td>• Visits from charity organisation.</td>
<td></td>
</tr>
</tbody>
</table>
If certain groups feel that they are being treated unfairly by society, they may become insular, cut themselves off from society, and even work against that society.

In 2001, white and Asian youths from communities isolated themselves off from each other, rioted and attacked and killed each other on the streets of Oldham, Burnley & Bradford.

The July 7th (2005) bombers were British citizens who had lost their sense of allegiance to Britain and were prepared to kill because they felt society worked against them.
**Spiritual, Moral, Social and Cultural Development Young Adults**

1. **Fundamentalism** flourishes wherever a community feels threatened.

2. **Fundamentalism** is not interested in argument or debate – it is secure in its own truth. The impact of this on any idea of values education is obvious.

3. *Education will be seen by the fundamentalist* as being about inculcating young people into their own certainties.

**Fundamentalism** encourages a ‘we’ and ‘us’ attitude:

- ‘We’ are right, ‘they’ are wrong.
- ‘We’ are virtuous, ‘they’ are wicked.
- ‘We’ have the truth, ‘they’ are creatures of the lies.
- ‘We’ are good, ‘they’ are evil.

Where cultures are not under threat, dialogue becomes possible. Where cultures see themselves as oppressed then dialogue is impossible.
Definitions of Spirituality

Albrecht: “the lived experience which actualizes a fundamental dimension of the human being, the spiritual dimension, that is the whole of one’s spiritual or religious experience, one’s beliefs, convictions, and patterns of thought, one’s emotions and behavior in respect to what is ultimate, or God.”
Christian Philosophy of Education

- The Christian religion arose after the death of Jesus Christ, through the efforts of the early apostles and disciples, especially Paul.

- Christianity originally consisted of scattered groups of believers who anticipated the Second Coming of Christ, which would signal the end of world.

- Thinking they would soon be in heaven, early Christians saw no need to develop political interests.

- During the Medieval Times Christian were also uninterested in science and philosophy and remained indifferent to much that went on around them.

- Their chief concern was salvation through faith.
The Christian consistently teaches that the process of turning inward and trusting inner feelings and experience leads not to God, but an encounter with the fallen nature of humanity.
Culture Change in the 21st Global Economy

1. Culture
2. Time, Continuity and Change
3. People, Places and Environments
4. Individual Development and Identity
5. Individuals, Groups and Institutions
6. Power, Authority and Governance
7. Production, Distribution and Consumption
8. Science, Technology - Society
9. Global Connections
10. Civic Ideals and Practices
Some of the most important duties demanded of Muslims:
1. Ensuring benefiting from time
2. Utilizing leisure time
3. Racing for good deeds
4. Learning from the passage of time
5. Seeking the superior times
6. Planning and organizing time
7. Fulfilments of time commitments
8. Necessary awareness of time wasters

1. Time passes quickly.
2. Time that passes can never return, nor can it be compensated for, time is irretrievable.
3. Time is the most precious thing that man possesses.
Islam Definitions of Spirituality

1. There is no concept of secular Knowledge in Islam.
2. All sciences which help men reach the highest point of excellence in understanding the universe are compulsory for man to learn.
3. Islam highly encouraged the learning of medical science, astronomy, astrology, Physics, and mathematics.
4. Men can only represent God on earth as an educated individual.
5. The real love for God and His creation can be developed through the knowledge. Fear and doubts are removed by knowledge.

- Spittler: “a cluster of acts and sentiments that are informed by the beliefs and values that characterize a specific religious community.”

- Robeck: “the giving of ourselves to God through both our beliefs and emotional attitudes, which ultimately influences our actions and values.”
The “silent” languages of cultures include context, time and space

**Study of Cosmos**

Astrology – study of time & cycles as represented celestially & what this means to life on earth.

An important function of the zodiac wheel was as a calendar intended time for agricultural activities, & religious & sacred festivities.

1. Hindu astronomers in India developed sophisticated calendar (1500 B.C.) recognizing several long-term cycles in lunar and solar motions unnoticed by Greeks
2. House of Wisdom where scholars would translate Greek, Indian and Persian texts in Arabic
**Mesopotamian Astronomy**

Mesopotamians built observatories starting ~6000 years ago: the *ziggurats* had seven levels, one for each wandering object in the sky: Sun, Moon, Mars, Mercury, Jupiter, Venus, Saturn

**Thus 7 days to the week**

They tracked stars --- groups rising before sun at different times of year implied seasonal beginnings for planting and harvesting (zodiac).

Divided circles in 360 degrees, each degree into 60 minutes and each minute into 60 seconds -- we still use!

*Left written records in cuneiform so we understand them better Egyptians used astronomical events to forecast Nile floods and harvest times.*
Knowledge about religions and faith is not only a characteristic of an educated person but is also absolutely necessary for understanding and living in a world of diversity.

"The sun and the moon follow courses (exactly) as computed."

Verse 5, Surat ar-Rahman, Al-Qur'an
Muslim Calendar in Singapore

- Attempt to coordinate the major holidays with **Malaysia, Brunei and Indonesia** (MABIMS).

- MUIS (Majlis Ugama Islam Singapura), the Islamic Religious Council of Singapore determines the calendar (Muslim calendar in Singapore is based on latitude 120' 34" North and longitude 103 51' 08" East.)

- Mabims criteria by calculations, such as moon's age ≥ 6 hours, altitude above horizon ≥ 2 degrees, elongation ≥ 3 degrees at Sunset, then the following day is the first day of the Islamic Month. Examples: Malaysia, Singapore, Brunei and Indonesia.

http://www.fiqhcouncil.org
Astronomical calculations as a valid method of Ramadan affirmation. The calculations about the birth of New Moon are absolutely accurate and are universally accepted as categorical. Dr. Zulfiqar Ali Shah
Jewish Calendar

- After the destruction of the Holy Temple, the Sanhedrin moved to the town of Yavneh, where it would receive witnesses' testimony of the new moon.
- The Talmud relates that Rabban Gamliel displayed pictures of the moon in various stages of its monthly course.

- He would use the pictures when questioning the witnesses in order to determine the veracity of their testimony.
- Although this scene portrays the Sanhedrin in Yavneh, after the destruction of the Holy Temple, it no doubt represents similar scenes which occurred every month for hundreds of years within the Sanhedrin that stood upon the Temple Mount.
## 12 Months of Tabular Islamic Calendar

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Muharram**</td>
</tr>
<tr>
<td>2.</td>
<td>Safar</td>
</tr>
<tr>
<td>3.</td>
<td>Rabi'a I</td>
</tr>
<tr>
<td>4.</td>
<td>Rabi'a II</td>
</tr>
<tr>
<td>5.</td>
<td>Jumada I</td>
</tr>
<tr>
<td>6.</td>
<td>Jumada II</td>
</tr>
<tr>
<td>7.</td>
<td>Rajab**</td>
</tr>
<tr>
<td>8.</td>
<td>Sha'ban*</td>
</tr>
<tr>
<td>9.</td>
<td>Ramadan***</td>
</tr>
<tr>
<td>10.</td>
<td>Shawwal</td>
</tr>
<tr>
<td>11.</td>
<td>Dhu al-Q'adah**</td>
</tr>
<tr>
<td>12.</td>
<td>Dhu al-Hijjah**</td>
</tr>
</tbody>
</table>

- In a leap year, Dhu al-Hijjah has 30 days
- ** Holy months
- *** Ramadan One Month of fasting – Sunrise - Sunset
- 2, 5, 7, 10, 13, 16, 18, 21, 24, 26, and 29 are leap years

Lunar calendar, such as the Islamic calendar, follows the lunar phase cycle without regard for the tropical year – months systematically shift
Islam is the second largest religion in the world. It may be third in the United States, but it is growing very quickly.

As with Judaism, Islam observes a lunar calendar, not the secular or Gregorian calendar, therefore days begin at sundown and end at sundown the next day.

Islamic holidays that students may be absent for are:
- Day of Ascension / Ashura Celebrations
- Ramadan Fast for 1 month
- Eid alFitr
- Haji / Eid-al-Adha
- Muharram – New Year Celebrations
- Birthday of the Prophet Muhammad

1. The concept of **extended visibility** is introduced as defined by the visibility on land to the west of Makah between sunset and the early morning prayer in Makah at each birth of the new moon.

2. Any presence of crescent to the west of Makah, before fajar the morning prayer in Makah, is considered as visibility at Makah itself.
Fasting often and on certain days are more important.

1. 1st, 3rd and 7th day of Muharram
2. 25th & 29th Zilqad
3. 4th - 9th Shawwal
4. 18th of Zilhajj Eid-e-Ghadeer
5. 1st day - 9th Dhu al-Hijjah
6. 1st, 3rd and 7th day of Muharram
7. 17th Rabi al Awwal
8. 27th Rajab
9. 15th Jamada al Awwal
10. ALL or as many days of Rajab and Sha’ban

Spring Starts Sun in Aries

Muslim Lunar Calendar – Moon - Sighting and Calculations Issues

**Week Days Fasts**

- First and last Thursday of every month
- 1st Wednesday after 10th of every month
- 13th, 14th and 15th of every Lunar month
Dark Moon – Phase 29th / 30th

Last Moon Phase from 27th to 30th ‘al-istitar’ (concealment)

"Al-Muhaq" is when the moon is between the sun and earth and cannot be seen.

(348° to 360°) Starts "al-Hilal al-Akheer"

The crescent Moon before sunrise is called a "Waning Moon," and after sunset it is called a "Waxing Moon."

Old Crescent Moon seen between Last Quarter Moon and the next New Moon. It is seen in the East to Southeast sky up to a few hours before sunrise. It looks pretty much the mirror image of the Waxing Crescent Moon, but in the morning eastern sky.
Ramadan on Tuesday 9 July, 2013 Start?

1. New Crescent (Elancourt, France), the angular separation between the Moon and the Sun was only 4.4° (nine solar diameters).
2. At this very small separation, the crescent is extremely thin (a few arc seconds at maximum) and, above all, it is drowned in the solar glare, the blue sky being about 400 times brighter than the crescent itself in infrared (and probably more than 1000 times in visible light).

In order to reduce the glare, the images have been taken in close infrared and a pierced screen, placed just in front of the telescope, prevents the sunlight from entering directly in the telescope.

The ephemerides have been calculated with the Nasa JPL Horizons System.

RECORD: THE NEW MOON CRESCENT - This CCD image was taken in France by a very well known Astrofotographer Thierry Legault

www.astrophoto.fr
legault@astrophoto.fr
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Time</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 July 2013</td>
<td>29th Phase: Al-Hillal al-akheer (336° to 348°)</td>
<td>2:18 AM</td>
<td>Waning End Phase Starts</td>
</tr>
<tr>
<td>7 July 2013</td>
<td>4:49 AM Dark Moon Starts</td>
<td></td>
<td>Al-Muhuq (348° to 360°)</td>
</tr>
<tr>
<td>8 July 2013</td>
<td>7:14 AM Waxing 1st Phase Starts</td>
<td></td>
<td>Wujud-e-Qamar Al-Hilal (0° to 12°)</td>
</tr>
<tr>
<td>9 July 2013</td>
<td>Waxing 2nd Phase 9:29 AM Starts</td>
<td></td>
<td>Imkaan-ul Rooyah (12° to 24°)</td>
</tr>
</tbody>
</table>

**8th Monday - July 2013 Ramadan Starts – Tarawih Prayers**
Ramadan Start on 8 / 9 / 10 July, 2013  1st Night or Day?

"The sun and moon follow courses exactly as computed."
Yusaf Ali Surah 55:5

ICOP member
Mr. Hussein Farhat
The sky was partly cloudy, the atmospheric condition was clear, the crescent was seen by naked eye.

New Moon Crescent
08-07-2013

Photograph was taken on 08-07-2013, at 18:08 local standard time by E. Gauducheau from Tahiti, French Polynesia. 17.40' South 149.24' West

Beginning of Ramadan “Allah knows best”
In the 21st century, Muslims are divided as to when Ramadan starts and when it finishes and this typically results in division along political lines. Some show trust in this matter to Saudi Arabia, some to their national mufti or government, some to their local mosque and others to their own calculations. The consistent variations of a day have existed since the time of Prophet Muhammad PBUH.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Start Time</th>
<th>Date</th>
<th>Event</th>
<th>Start Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 July 2013 Monday</td>
<td>First Quarter Starts</td>
<td>3:38 PM</td>
<td>16 July 2013 Tuesday</td>
<td>First Quarter Ends</td>
<td>2:48 PM</td>
</tr>
<tr>
<td>21 July 2013 Sunday</td>
<td>Full Moon Starts</td>
<td>10:01 PM</td>
<td>22 July 2013 Monday</td>
<td>Full Moon Ends</td>
<td>6:15 PM</td>
</tr>
<tr>
<td>29 July 2013 Monday</td>
<td>Last Quarter Starts</td>
<td>5:12 AM</td>
<td>30 July 2013 Tuesday</td>
<td>Last Quarter Ends</td>
<td>6:25 AM</td>
</tr>
<tr>
<td>3 Aug 2013 Saturday</td>
<td>27th Phase of Moon St</td>
<td>3:34 PM</td>
<td>4 Aug 2013 Sunday</td>
<td>28th Phase of Moon St</td>
<td>5:56 PM</td>
</tr>
</tbody>
</table>

### 7th Wednesday August 2013 Ramadan Ends

<table>
<thead>
<tr>
<th>Date</th>
<th>Phase</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Aug 2013</td>
<td>29th Phase</td>
<td>Dark Moon Starts 8:03 PM</td>
</tr>
<tr>
<td>6 Aug 2013</td>
<td>Dark Moon Ends</td>
<td>Al-Muhuq (348° to 360°)</td>
</tr>
<tr>
<td>7 Aug 2013</td>
<td>11:17 PM Waxing</td>
<td>Wujud-e-Qamar Al-Hilal (0° to 12°)</td>
</tr>
<tr>
<td>8 Aug 2013</td>
<td>Waxing 2nd Phase</td>
<td>Imkaan-ul Rooyah (12° to 24°)</td>
</tr>
</tbody>
</table>

**Notes:**
- 29th Phase: Al-Hillal al-akheer (336° to 348°)
- Dark Moon Starts: 8:03 PM
- Al-Muhuq ends: 30th August
- New Moon Starts: 7th August
- Waxing 2nd Phase: 7th August
- Eid-ul-Fitr Daytime: 1st August
- Celebrations Starts: 8th August
- Imkaan-ul Rooyah: 2nd August
1. On the day before New Moon, moonrise is on the eastern horizon at about the same time as the Sunsets in the west. “Second New Moon on the 30th Day”
   - The thirty day months each have a second New Moon day.
1. Full & Dark Moon days are variables but, months all start and end the same way.
2. Note: Only one phase, of Muslim month, is called "hillal – New Moon" as the last crescent has the qualifier "al-Hilal al-akheer“ attached.
Start of 1\textsuperscript{st} Crescent Start of New Month Presence of Crescent During Sunset Time

It rises with the Sunrise in the east and sets with it in the west. Visible at Sunset

\textbf{Wujud-e-Qamar Al-Hilal}

(0° to 12°)

(12° to 24°)

½ degree per hour to East

\begin{itemize}
  \item 24 Hours Later: 12 degree
  \item 12 Hours Later: 6 degree
  \item 6 Hours Later: 3 degree
  \item 3 Hours Later: 1 degree
  \item 2 Hours Later: Start New Moon
  \item 1 Hour Later: Imkaan-ul-Rooyah
\end{itemize}
An approximate representation of the motion of Moon around the Earth.

Moving once around in 27.3 days, its average movement is about 12° per day, or 90° per week.

Each night to the next night, it moves around 12°, or about 26 diameters.

The concept of “extended visibility”

“Any presence of crescent to the west of Makah, before fajar the morning prayer in Makah, is considered as visibility at Makah itself.”

Daily motion of the Moon to the east can vary from as little as 11.6° per day near apogee, to as much as 14.8° per day, near perigee.
The First Quarter Moon occurs about a week after New Moon, rising at about mid-day and setting at about midnight.

You can see this Moon in broad daylight, in the east or southeast in the afternoon.

By sunset, it is high in the southern sky. It is shaped somewhat like the letter "D," which is more or less on its back when rising, upright when it is in the southern sky, and turned with the curved side down when it is near to setting in the west or southwest.
Days of Ramadan - Lunar Month
There are special benefits in each of the 3 x 10 days

Allah’s Mercy

1 2 3 4 5 6 7 8 9 10

Allah’s Forgiveness

11 12 13 14 15 16 17 18 19 20

Salvation

21 22 23 24 25 26 27 28 29 30

Taraweeh (Night Prayer)

1. The taraweeh is a special prayer performed in congregation.
2. Lasting about an hour to an hour and a half.
3. It is performed every night of Ramadan, the Imams, or prayer leaders, seek to complete the recitation of the entire Quran.

1. Imam Taqiuddin al-Subki a great Shafi’i jurist said that calculation were more reliable than eye sighting.
2. It was Ramadan in which the Quran was revealed from the heavens to the Earth.
3. More specifically, it was one of the last ten nights of this blessed month.
4. The Prophet said: “Seek Honoured Night in the last ten days.” (Saheeh Al-Bukhari)
The “silent” languages of cultures include context, time and space.

Waxing Half of Moon – Bright Moon

Gibbous comes from the Latin word for humpbacked.

The first quarter moon is one week through its 4-week cycle.

The first two weeks of the cycle of the moon is shown below by its position at sunset on 14 successive evenings. As the moon grows fatter from new to full, it is said to wax.

First Quarter Moon (Al-Darbeeya al-awal)

THE SKY AT SUNSET

Waxing gibbous

Waxing crescent

Full moon rises at sunset

New moon is invisible near the sun

East

"Al-Badr" - (Keh-esh)
Full Moon (15th phase)

West

A New Moon (Wujud-ul-Qamar Hillal - Chodesh) rises at about the same time as the Sun Rises.
<table>
<thead>
<tr>
<th>First Phase Starts</th>
<th>First Quarter Ends</th>
<th>Full Moon Ends</th>
<th>Last Quarter Ends</th>
<th>Eclipse</th>
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<tbody>
<tr>
<td>01 Jan 11:15</td>
<td>08 Jan 03:40</td>
<td>16 Jan 04:53</td>
<td>24 Jan 05:20</td>
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<td>30 Jan 21:40</td>
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<tr>
<td>10 Feb 07:20</td>
<td>06 Feb 19:24</td>
<td>14 Feb 23:54</td>
<td>22 Feb 17:16</td>
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<td>01 Mar 08:01</td>
<td>08 Mar 13:28</td>
<td>16 Mar 17:10</td>
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<td>30 Mar 18:46</td>
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<td>15 Apr 07:44 T</td>
<td>22 Apr 07:54 T</td>
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<tr>
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<td>07 May 03:17</td>
<td>14 May 19:17</td>
<td>21 May 13:01 A</td>
<td>A</td>
</tr>
<tr>
<td>27 June 08:10</td>
<td>05 Jul 12:00</td>
<td>12 Jul 11:26 T</td>
<td>19 Jul 02:11</td>
<td></td>
</tr>
<tr>
<td>26 July 22:43</td>
<td>04 Aug 00:50</td>
<td>10 Aug 18:10</td>
<td>17 Aug 12:27</td>
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<tr>
<td>25 Aug 14:14</td>
<td>02 Sep 11:12</td>
<td>09 Sep 01:39</td>
<td>16 Sep 02:06</td>
<td></td>
</tr>
<tr>
<td>22 Nov 12:33</td>
<td>28 Dec 18:33</td>
<td>06 Dec 12:28</td>
<td>14 Dec 12:51</td>
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</table>

*New Month Starts*  
*Full Moon Ends*
**29th Thursday May 2014 Sha’aban Starts**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 May 2014</td>
<td>New Moon Starts 6:40 PM</td>
<td>29 May 2014</td>
<td>2nd Phase Starts 7:30 PM</td>
</tr>
<tr>
<td>12th June 2014</td>
<td>Full Moon Starts 6:57 AM</td>
<td>13 June 2014</td>
<td>Full Moon Ends 4:11 AM</td>
</tr>
<tr>
<td>19 June 2014</td>
<td>Last Quarter Starts 7:30 AM</td>
<td>20 June 2014</td>
<td>Last Quarter Ends 5:55 AM</td>
</tr>
<tr>
<td>26 June 2014</td>
<td>Dark Moon Starts 6:37 AM Sha’aban</td>
<td>27 June 2014</td>
<td>New Moon Starts 8:08 AM Ramadan 1st Tarawih Prayers</td>
</tr>
</tbody>
</table>

1. “Do not fast until you see the Crescent and do not break the fast until you see it. Estimate about it in case it is cloudy.” (Al-Bukhari 1773)
2. “Fast with sighting it (Moon) and break the fast with sighting it. Complete 30 days of Sha’aban if it is cloudy.” (Al-Bukhari 1776)
<table>
<thead>
<tr>
<th>Date</th>
<th>Phase</th>
<th>Time</th>
<th>Status</th>
</tr>
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<tbody>
<tr>
<td>25 June</td>
<td>29th Phase: Al-Hillal al-akheer</td>
<td>5:27 AM</td>
<td>Waning End Phase Starts</td>
</tr>
<tr>
<td>26 June</td>
<td>6:37 AM Dark Moon Starts</td>
<td></td>
<td>Al-Muhuq Dark Moon</td>
</tr>
<tr>
<td>27 June</td>
<td>8:08 AM Waxing 1st Phase Starts</td>
<td></td>
<td>Wujud-e-Qamar Al-Hilal</td>
</tr>
<tr>
<td>28 June</td>
<td>Waxing 2nd Phase</td>
<td>9:58 AM</td>
<td>Imkaan-ul Rooyah</td>
</tr>
</tbody>
</table>
The “silent” languages of cultures include context, time and space

Waning Half of Moon – Dark Moon

Molad is Hebrew word for "birth or renewal". The Jewish calendar uses the mean [middle of the dark moon] conjunction when the earth, sun and moon are aligned.

The last two weeks of the cycle of the moon is shown below by its position at sunrise on 14 successive mornings. As the moon shrinks from full to new, it is said to wane.

The third quarter moon is 3 weeks through its 4-week cycle.

The sky at sunrise

A Last Quarter Moon (Al-Darbeeya al-thani)

"Al-Hillal al-akheer"
Last phase of dark moon

Al-Muhuq’ last 29 / 30th day of Total darkness.
<table>
<thead>
<tr>
<th>Date</th>
<th>Phase</th>
<th>Start Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 July 2014</td>
<td>29th Phase Al-Hillal al-akheer</td>
<td>6:24 PM</td>
<td>29th Moon Phase Starts</td>
</tr>
<tr>
<td>25 July 2014</td>
<td>Dark Moon Start</td>
<td>08:27 PM</td>
<td>Al-Muhuq (348° to 360°)</td>
</tr>
<tr>
<td>26 July 2014</td>
<td>10:41 PM Waxing 1st Phase Start</td>
<td>1:05 Am</td>
<td>Wujud-e-Qamar Al-Hilal (0° to 12°)</td>
</tr>
<tr>
<td>28 July 2014</td>
<td>1:05 Am Waxing 2nd Phase</td>
<td></td>
<td>Imkaan-ul Rooyah (12° to 24°)</td>
</tr>
</tbody>
</table>
Eid-ul-Fitr: Marking the End of Ramadan

- Eid-ul Fitr: The feast marking end of Ramadan.
- Zakat-ul Fitr: A prescribed amount of money obligatory on every Muslim, calculated to feed one poor person in his region for one day.
- Eid celebration activities include:
  - Eid-ul-fitr is the first day of the Shabaan.
  - Muslim families celebrate Eid-ul-Fitr by putting on new clothes and going to the Mosque for the morning prayer.
  - They prepare all different kinds of foods like samosas, pakoras, kebabs, and much more. They go and visit their friends and family, and children may receive presents.
- The greeting on that day is: Eid Mubarak
Emma Hart Willard was a pioneer educator of women who founded the first permanent female seminary in America. In 1821 she opened Troy Female Seminary in Troy, New York, one of the most influential schools in America, pioneering in the teaching of science, mathematics, and social studies to young women.

"But reason and religion teach that we too are primary existences...the companions, not the satellites of men,...

Education should seek to bring its subject to the perfection of their moral, intellectual, and physical nature...

in order that they may be the means of the greatest possible happiness of which they are capable, both as to what they enjoy and what they communicate."
Science, Mathematics, and Social Studies

During her time at Harvard’s observatory Annie Cannon did not receive rank of professor until 1938, when she catalogued over 350,000 stars in the Draper Catalog, and perfected the universal system of classifying stars by temperature, called stellar classification, which is still used today.

Annie Jump Cannon
1863 - 1941

She received numerous awards, such as the Henry Draper Medal from the National Academy of Sciences, and she was the first woman elected as an officer of the American Astronomical Society.
**Practices during Festivals**

1. **Fasting and feasting**
   - Giving in charity (temples, saints, poor, etc)
   - Visiting temple / relatives

2. **Glorification of God**
   - (kirtan, bhajan, story recitals, dance, drama)
   - Wearing new clothes

**Main types of festivals:**

3. **Celebrating a significant life of a deity** e.g. Krishna’s *Janmashtami* - birthday.

4. **Celebrating a significant event** of a holy person e.g. birthday of a particular guru.

5. **Seasonal festivities** e.g. spring festivals like Holi.

6. **Full / New Moon Festivals**

7. **Last / First Quarter Moon Weekdays are also important**
The Jewish calendar, laid out by Hillel II in the year 4119 (358 – 359 CE) and in use now for about 1,650 years, have slowly drifted off track according to research done by leading experts in the field of Biblical Astronomy.

www.yourjerusalem.org/2010/02/jewish-calendar-is-slowly-drifting-off-track
Without addition of intercalary months the seasons would drift each year.

In order:
1. Rat
2. Ox
3. Tiger
4. Rabbit
5. Dragon
6. Snake
7. Horse
8. Goat
9. Monkey
10. Rooster
11. Dog
12. Pig

Lunar Solar Calendars

*Leap Month*

This results in a thirteen-month year every two or three years.
Following the Eightfold path will help people to overcome negative desires.

Suffering is a state of mind – achieve a balanced, peaceful, detached state of mind and suffering can be extinguished (Nirvana).

Buddhism is 2,500 years old

There are currently 400 million followers worldwide
Buddhism spread through Cultural diffusion to eastern Asia, including China, Thailand, Korea and Japan.
The problem for – Parents - School – Community – Relationship

‘.. At the start of the 21st century, religion is the flashpoint in international relations. The very continued existence of humanity may depend on the growth in knowledge, understanding and tolerance of different expressions of religion and belief’

‘Promoting equality and diversity by creating a larger pool from which future leaders, governors and managers within higher education can be drawn’.

External drivers:
1. Government Policy & Research
2. Every Child Matters
3. Ofsted Common Inspection Framework 2012
5. Community Cohesion
6. Citizenship

Making sure training in equality and diversity is effective so that leaders, managers, governors or supervisory bodies, staff and learners understand their roles and responsibilities in relation to equality and diversity

2. Pupils experience community at different levels. These start with the families or other units in which they live, work and play and go on to embrace local, national and global societies. Time in Christianity and Islam - Cultural Aspects http://unesdoc.unesco.org/images/0019/001920/192020e.pdf


Professionals ........

What do you feel least confident about when acting to safeguard children / support families from minority ethnic cultures and faiths?

Improving planning and delivery in teaching and training, particularly understanding cultural diversity, where it can be covered naturally or logically as and when appropriate.

There is a single graded judgement on equality and diversity.

1. Evidence contributing to the grade is gathered when inspecting the five key outcomes – enjoy and achieve, achieve economic and social well-being, feel safe, be healthy, make a positive contribution.

2. Ensuring that the structure and content of teaching and training takes full account of the different stages of learners consistently and widely across all areas. Ofsted
Multi – Culture Diversity – Global Community - Speaker Requests for Talks

**Multi - Culture** - is a mixture of cultures, and it can therefore: mediate and transfer values, ideas, ethics, knowledge, customs, traditions, interests, emotions, developments, arts and intellectual refinement, between: people, generations, nations, and civilizations.

1. Provides important daily information on dates, holidays and festivals for managers and staff.
2. Encourages self learning and personal development.
3. Supports diversity, cultural and equality training initiatives.
4. Delivers a very cost effective resource to promote awareness of diversity throughout organisation.

**Speaker Requests for Talks**

1. Available to speak at your event, conference or seminar about race equality in general or our projects in particular.
2. We ask that you cover reasonable travel costs and make a contribution where there is a budget available or guests can be charged to attend.
3. To request a speaker for your event, send an email via contact us on our website including the date, time, subject area and the number of people who will be attending.
Social Development

Goal 1: Develop a comprehensive curriculum that is inclusive, reflects multi-cultural diversity, and promotes contributions by all races, creeds, and cultures.

Objective 1.1: To improve cultural awareness for all students throughout year.

Strategy 1.1.1: Cultural awareness training will be provided to students and staff at the schools.

Objective 2: To develop a listing of available supplementary teaching materials and on-line resources that reflects ethnic diversity and promotes contributions by a variety of cultures.

Strategy 2.1: Provide teachers with a list of appropriate supplementary materials that can be used to promote cultural diversity.

Objective 3.1: To promote awareness of cultural significance through recognition of anniversaries, accomplishments, and events of community.

Strategy 3.1.1: Celebrate an ethnic accomplishment or holiday each month. Effort is to be made to extend this objective throughout the school year to all curricula.

Goal 4: To encourage community involvement with school environment.

Objective 4.2: To increase and to receive information about events related to cultural diversity in the community.
Valuing Culture

1. Encourage students to explore and discuss their heritage, cultural background, and/or family values, and to set goals that are consistent with this background.

2. In meetings with families and/or youth, discuss the young person’s strengths and abilities.

3. Seek information about people of diverse backgrounds, cultures, and experiences.

4. Search for strengths related to the youth’s family and culture.

5. When faced with a challenging or difficult case, consider the influence of family or cultural values.

General Cultural Information

- Understanding cultural norms and values
- Awareness of family expectations and attitudes toward education, employment, and post-school services
- Information about population changes; demographic trends

Strategies for High Risk Youth

Providing services for diverse youth who may face additional barriers including:

- Homelessness & Family Problems
- Poverty
- Drug and Gang involvement
- Mental health concerns
- Adjudicated youth
For School Leaders, School Staff, Governing Bodies and Local Authorities.

Culture Change for the Public Sector?

Jan 2014 - April 2015 - eBook Planner

Multi Faiths Navigators Talks
We are giving presentation, in areas of particular interest to services users and provider of education, chaplaincy, health, equality, local government, the police, fire and rescue, local interfaith groups.
For more details contact through our website.
http://www.multifaiths.com

Resource for Staff Training
Community Learning

Special Offer for SMSC Education + Training + eBooks for Schools
1. **New 2013 Education Cross Culture Diversity Teachers Training SMSC -** Cultural Awareness is developed through the Life skills program, Community Skills and through the Learning and Teaching Policy. Download SMSC "Culture Diversity" Presentation [http://www.multifaiths.com/pdf/Teaching.pdf](http://www.multifaiths.com/pdf/Teaching.pdf)

2. **Moon Calendar Past and Present**

3. **Christian Heritage eBook**

4. **Jewish Heritage eBook**

5. **South East Asia Heritage eBook**

6. **Islam Africa Heritage eBook**

7. **Download July 2013 Monthly Planner -**

8. **Download Celebrating Ramadan - A Resource for Educators**

1. Relevance for today’s generation, reducing conflict between subsets of same faith and neighbouring faiths community.
2. Acknowledge differences of knowledge between peoples of the same faith.
3. Explore differences between past culture and modern scientific knowledge.
4. Aim: to reduce conflict between those of same faith from different parts of the world.
5. Reduce division between religious systems and achieve common understanding.
6. Ensure that all teachers regularly develop lesson plans that promote contributions made by a variety of cultures.

Service providers should be aware and respectful of the importance of the values, beliefs, traditions, customs, and parenting styles of the children and families they serve.

Resource for Staff Training Community Learning
Defining Spiritual, Moral, Social and Cultural Development

- Cultural Awareness is developed through the Life skills program, Community Skills and through the Learning and Teaching Policy.
- For educational / charities sector organisations.
- Talks can last 45 - 60 minutes, to suit your meeting schedules.
- *Free With Education Subscription.


£150* Training

Resource for Staff Training
Community Learning
Multi Faiths School Training – Booking Form

**Course Title**: SMSC Culture Diversity

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<th>Establishment Name</th>
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<td>00:00pm</td>
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We do accept NHS, Schools and Local Government Orders for our Service --- Download Order Form with membership Details

Resources you will receive?
Access to eBook CultureDiversity Calendar for use in primary and secondary settings.

What will it cover?
Incorporating diversity and promoting understanding of equality through the curriculum to advance moral, cultural and social understanding.
On-going Teacher Training Support and eBooks

Workshops
You tube Videos
E-Learning
Regional conferences
Detailed resources
On site support

Spiritual, Moral, Social and Cultural Development

Cooperative Learning
Building Dialogue
Sharing good practice.
Active Listening
Using the online community

How to do it eBooks Resources

www.multifaiths.com
it might well be said that one’s education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization.

“Dare to know! Have the courage to use your own intelligence.” Kant German philosopher
WEB DESIGN

Designing the web one pixel at a time.

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