

RE Change

7th - 8th October 2022

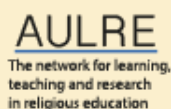


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Use the #rexchange hashtag. Tag us in your feed posts and stories



@reonline_tweets



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culhamstgabriels

Real world research for real world classrooms

In July 2021, the University of Exeter published a grant funded study entitled: *Teachers as Researchers; RE teachers' engagement with research*. This project aimed to understand how teachers engage with research and how best to promote a 'bi-directional relationship' that draws upon the expertise of researchers and teachers. This investigation showed that research needs to be meaningful to the teacher, their school and context. Teachers are primarily interested in what difference research will make to pupil outcomes. This conference aims to contribute to these conversations.

The aims of RExChange 2022 are:

- To build on the success of the 2020 conference and establish a bi-annual research focused conference for all those engaged in the teaching of religion and worldviews in schools, colleges and universities.
- To consolidate the 'exchange' concept and provide a hospitable forum for teachers and researchers to interact and engage with one another at and after the conference.
- To promote the interdisciplinary nature of RE, including workshops, presentations/ and/or contributions which focus on ways of knowing, and how the subject is studied.

The keynote panels bring together a range of diverse positions on advancing religion, and worldview literacy, as well as reflections on research since the Commission on RE (2018). I will be in conversation with Dr Richard Kueh (HMI) about Ofsted and research. We are delighted that Tom Fletcher CMG is giving our 'after dinner' speech bringing a broader international outlook on educational research. The conference break-out sessions are very loosely themed around subject knowledge, curriculum and assessment, and broader educational perspectives.

We hope you enjoy the conference. Many, but not all, sessions will be recorded and available afterwards. To gain the most from the 'exchange' element of the conference we encourage you to attend as many sessions live as possible to interact with speakers and contributors.



Dr Kathryn Wright
Chief Executive, Culham St Gabriel's Trust
Chair of the RExChange steering group
@kathrynfenlodge

This conference is sponsored by Culham St Gabriel's Trust and the Templeton World Charity Foundation.



Programme

Friday 7th October

13:00-13:15 **Welcome**

13:15-14:20 **Developing religion, belief and worldview literacy- research perspectives**



Gillian Georgiou
RE Adviser, Diocese of Lincoln



Adam Dinham
Professor of Faith and Public Policy,
Goldsmith, University of London



Tamanda Walker
Independent Researcher and Qualitative
Research Fellow, BlackThrive Global

14:20-15:00 **First workshop/seminar**

Delegates choose one option on the day. Full details on page 6.

- 1 Christian worldviews and advocacy in the classroom
- 2 Using Dead Sea Scrolls research in the teaching about Jesus
- 3 Using stories to develop interreligious encounters in primary schools
- 4 Ijtihad: The key that unlocks Islamic thought - This will now take place at 5.20pm
- 5 Applications of Queer Theology in the secondary classroom
- 6 The place of specialist knowledge in the Religious Studies classroom
- 7 RE:Connect – an experimental RE/RW and environment teacher fellowship programme
- 8 From scholarship to school: Reflecting on Buddhist studies in schools

15:00-16:00 **Break**

16:00-16:30 **Dr Kathryn Wright in conversation with Dr Richard Kueh (HMI)**



Dr Kathryn Wright
CEO Culham St Gabriel's



Dr Richard Kueh
Her Majesty's Inspector

16:30-16:35 **Comfort break**

16:35-17:15 **Second workshop/seminar**

Delegates choose one option on the day. Full details on page 9.

- 1 RE and assessment: Masters level research and implications for classroom practice
- 2 How does a cross-curricular SOW reflect the new Wales curriculum?
- 3 Worldviews in RE: From idea to curriculum
- 4 Reframing the content and subject matter of RE
- 5 Knowing better: Navigating knowledges in the RE classroom
- 6 Truth, truthfulness and Religion and Worldviews
- 7 Hermeneutics for the RE classroom
- 8 NATRE Curriculum Symposium: The value of teacher collaboration in curriculum planning

Friday 7th October cont..

17:15-17:20 **Comfort break**

17:20-18:00 **Third workshop/seminar**

Delegates choose one option on the day. Full details on page 13.

1 The withdrawal clause in RE: Masters level research

2 Real world Doctoral researchers in real life classrooms

3 So, you want to write for RE Today/Professional Reflection?

4 Science and religion: Reframing the conversation

5 Identity and influence: Pupils' reflections on the content of RE lessons **NOTE: must be prebooked for details please see page 14**

6 Cumbria secondary student census for Religion and Worldviews

7 Developing spiritual wellbeing using song in primary RE

8 Ijtihad: The key that unlocks Islamic thought

18:00-19:00 **Break**

19:00-20:00 **After dinner keynote and conversation**



Tom Fletcher CMG

We are delighted to welcome Tom Fletcher CMG as our after-dinner speaker.

Tom is the Principal of Hertford College, Oxford University. Tom served as the foreign policy advisor to Prime Ministers Blair, Brown and Cameron, before becoming British Ambassador to Lebanon (2011-15) and a Visiting Professor at NYU (2015-20). He is the author of the bestselling *Naked Diplomacy: Power & Statecraft in the Digital Age* (2016). Forthcoming books are *Ten Survival Skills for a World in Flux* (Harper Collins, February 2022) and *The Ambassador* (Canelo, August 2022). He led reviews of the modernisation of the FCO (2016); future of the UN (2017) and the future of learning (2019). He is a former chair of the international board of the UK's Creative Industries Federation, adviser to businesses, academies and NGOs, and a member of the Global Tech Panel. He writes for the NYT, Prospect, Foreign Policy, The National and others, is a regular interviewee on BBC, Sky, CNN and has been profiled by the BBC, Arab News and more. His Foundation for Opportunity supports good people doing good things in public life

<http://tomfletcher.global/>

20:00 **End of first day**

Programme

Saturday 8th October

09:00-09:15

Welcome

Includes the announcement of the winners of the £1,000 grant awards for our 10th Anniversary

09:15-10:00

Fourth workshop/seminar

Delegates choose one option on the day. Full details on page 15.

1 Using British Religions in Numbers data in the RE classroom

2 Special Educational Needs and RE in primary schools

3 Virtual and immersive reality and religious education

4 What is the fuss about personal worldviews?

5 The DIALOG model and its use in GCSE Islam

6 How can we help students argue effectively in GCSE RS essays?

7 Multidisciplinary approaches in RE: Preliminary research findings and practical implications

8 Text and story in RE

10:00-11:00

Four years on from the CORE report: Researchers and teachers in dialogue



Chair: Dr Kevin O'Grady

Kevin taught and led RE for 30 years, during which he was also associate fellow and research fellow in the Warwick Religions and Education Research Unit. Now working as a RE / R&W consultant, researcher, lecturer, and author, he is lead consultant for research at Culham St Gabriel's.



Dr Pat Hannam

Hampshire County Inspector/ Adviser for RE, History & Philosophy, holds research fellowships at Exeter and Winchester Universities. Her recent books are: *Religious education and the public sphere* (Routledge, 2018) and *Religion and education: the forgotten dimensions of religious education* (Brill, 2021) jointly edited with Gert Biesta.



Mr Christopher May

Head of Humanities at Park Community School in Havant, Hampshire. He is a member of the RE Steering Group for Hampshire and currently enrolled on Stage 2 of the Culham St Gabriel's Leadership Programme.



Dr Martha Shaw

Associate Professor in Education at London South Bank University, where she leads the Education for Social Justice research group. With a background in secondary teaching in Sociology and Religious Education, her research focuses on religion and worldviews in education, intercultural and global citizenship education.



Professor Denise Cush

Emeritus Professor, Bath Spa University, was member of the Commission on RE 2016-18, and Deputy Editor of *BJRE* 2011-2018. She taught Study of Religions and RE at school and university levels including primary and secondary teacher education. Publications mainly focus on RE, Buddhism, Hinduism and Paganism.

11:00-11:30

Break

Programme

11:30-12:30

Parallel Panel Discussion Options

These are themed panels which will discuss real world research and its implications for real world classrooms. Delegates choose one option on the day. Full details on page 18.

1 Policy and Research: This panel will explore questions around the importance of research to bring about policy change, and the impact of research on policy decision making, including the impact on classrooms.

2 The Future of Research: This panel will explore questions around what research is needed within the religion and worldviews community at this time, the nature of research, and include perspectives from initial teacher education.

3 Positionality and Research: This panel will explore the notion of self-awareness, personal worldviews and reflectivity. It will include discussion relating to both the teacher/researcher as well as pupils in the classroom.

Each panel will have a chair and speakers from a range of perspectives. Each will provide a short 4-5 min reflection on the theme, before the session is opened for questions.

12:30-13:00

End of conference reflections

13:00

Conference ends



We are delighted to bring to your attention another event connecting RE teachers. The relicamp, 7.-9. October 2022, is an open trinational religious education unconference within the framework of relilab.org, which networks religious teaching and learning in Germany, Austria and Switzerland under the sign of digitality. For information please see relilab.org

Session 1 - Friday 7th October

1 Christian worldviews and advocacy in the classroom

This session is an opportunity to reflect on how we can meaningfully engage teachers with research. We will discuss the methods we used during our project on Christian worldviews and advocacy, and share examples of teaching material that consider diverse Christian worldviews and how this affects the notion of religious advocacy.



Jennifer Jenkins is RE and Spirituality Officer for Coventry Diocesan Board of Education and RE Facilitator for Coventry and Warwickshire, working for both local authorities on behalf of the two local SACREs. She is primary trained and a former assistant head teacher, RE and English subject leader.



Dr Céline Benoit is a Senior Teaching Fellow in Sociology at Aston University, and Schools Liaisons Officer for TRS-UK. Her last research focused on how children encounter religion in the primary school context. She is currently working on a project on how teachers interpret worldview in the RE classroom.

2 Using Dead Sea Scrolls research in the teaching about Jesus

This session will explore how current research into the Dead Sea Scrolls can help teach the historical context of Jesus in both primary and secondary schools with further depth – the shared themes and motifs, areas that are distinctive, the use of parables, the diversity of Jewish thought and the unique context of the period.



Justine Ball is the Hampshire County Council Primary RE Inspector/Adviser and provides professional support across Hampshire, Portsmouth, Southampton and the Isle of Wight. She has worked in primary schools and has also taught for ten years in Adult Further Education. Justine is a joint Chair of AREIAC and has recently completed her Masters in Religious Studies with Chester University.

3 Using stories to develop interreligious encounters in primary schools

There is something about the human condition that is wired for story. Stories provide a familiar context in which pupils can explore unfamiliar perspectives and come to a fuller understanding of their own values and beliefs. This interactive workshop will provide an opportunity to share how stories, as carriers of meaning across religious traditions, can help us build communities of inquiry through respectful dialogue.



Dr Anne Margaret Moseley started out as a primary teacher in 1986, became a teacher-researcher in 2008 and is now a research tutor at Oxford Centre for Mission Studies. Her research interests include action research methodology, scriptural reasoning with primary aged pupils and developing intercultural and interreligious competencies using story and dialogue. Skills include qualitative educational research, teaching and communicating, curriculum design, collaborative team building.



Nadiya Takolia has nearly eight years of experience working in interreligious dialogue and reconciliation at the Cambridge Interfaith Programme and the Rose Castle Foundation, in particular in demonstrating and training people in Scriptural Reasoning, which she did in communities and with faith leaders and peacemakers in the UK and internationally. Her skills include facilitation, project management and communication.



Karen Longden is the RE Lead at St. Barnabas CE Primary School in Warrington. With over 20 years' experience of teaching, she became RE SLE for the Warrington Primary Academy Trust in 2017. Karen has shared her creative approaches to RE teaching at Liverpool Diocese events. She successfully achieved her NPQSL in 2021.

Session 1 - Friday 7th October

4 Ijtihad: The key that unlocks Islamic thought

NOTE: This session has now moved to 5.20pm, session 8

Why don't Muslims agree on everything? This session will introduce the concept of Ijtihad and argue for why this should be engaged with in curriculums that include Islam. The session will give practical classroom ideas on how this can be done and share how this benefits the understanding of Islam's diversity.



Zameer Hussain is a secondary school Head of RE and serves on the NATRE Executive Committee. He has various credits as an author and is an experienced public speaker. He provides training for RE teachers, guest lectures at universities and places of worship about religion, appears in the media and participates in interfaith activities.

5 Applications of Queer Theology in the secondary classroom

The conservative Christian view of same-sex relationships is often presented as the 'biblical' view. Our concern is for the pupils in our classrooms who are LGBTQIA+ and for the reputation of Christianity as homophobic. Examining Queer Theology could address both of these concerns in a rigorous, academic way.



Sian Brockway is Subject Lead for RE & PSHE at The Nuneaton Academy in Warwickshire, as well as being lead for 'Equality and Diversity' across a Multi Academy Trust. She is currently studying for a Masters in Contemporary Christian Theology with a particular interest in hermeneutics.



Emma Summers is Religious Studies Second in Department at Upton-by-Chester High School. She is in her final year studying for an MA in Theology. She has completed several assignments on the themes of Feminist and Queer Theology and is currently focussing on a dissertation on Queer Revisioning of the Bible.

6 The place of specialist knowledge in the Religious Studies classroom.

This session will discuss the importance of specialist knowledge and scholarship when teaching KS3 religious studies. We will explore the teaching of Judaism and the effects of specialism on such a religion.



Eleanor Magill is in her third year of teaching Religious Studies and Sociology at a state secondary school in Hertfordshire. Eleanor has researched specialist knowledge in teaching KS3 RS for an MEd in Transforming Practice at the University of Cambridge.



Ruby Forrester is currently completing a one year MA in Religion at King's College London and is working with the educational charity Inform as a Research Assistant. She has a BA degree in English Literature and Religious Studies and specialises in research into New Religious Movements. Although she does not have an educational background, Ruby will provide a wider research understanding for the project.

Session 1 - Friday 7th October

7 RE:Connect – an experimental RE/RW and environment teacher fellowship programme

This session shares some early results and reflections from the RE:Connect project, in which five teachers have participated in a series of monthly webinars exploring recent research on religion and environment/climate crisis and how this might translate into new work on this theme within RE/RS/R&W.



Dr Jeremy Kidwell is senior lecturer in theological ethics in the Dept of Theology and Religion, University of Birmingham. His research and teaching interests include environmental ethics, religious environmental groups and the ethics of technology and work. He co-leads the RE:Connect project with Ian Jones.



Amy Houghton-Barnes is a doctoral researcher and a teacher of Religious Education. Amy is passionate about enabling young people to flourish; her research explores holistic philosophies of education and how these can be embedded within secondary schooling. As a practitioner-researcher, Amy is committed to nurturing a symbiotic relationship between educational research and practice.



Rebecca Wright is Head of Religious Studies at Wootton Park School, Northampton. After completing her Theology & Religion degree at the University of Oxford, Rebecca's first teaching position was at a new academy in Milton Keynes. Rebecca is interested in curriculum development, and interdisciplinary approaches to Religious Education.



Dr Ian Jones is director of St Peter's Saltley Trust, a West Midlands-based educational charity offering funding and support to religious and theological education. Ian is also honorary senior lecturer in the School of Education, University of Worcester

8 From scholarship to school: Reflecting on Buddhist studies in schools

This workshop aims to increase the confidence of those teaching Buddhism and will serve as a point of reflection and examination of preconceptions of Buddhism and their origins. It will also provide strategies for making Buddhist texts accessible for both teachers and pupils.



Romana Meereis is about to undertake a PhD aiming to document and improve the provision of Buddhist Studies in UK Secondary Education and has just completed an MPhil Buddhist Studies at the University of Oxford. She tutors Buddhism and is co-lead of Buddhism in Britain for Teachers resources.

Session 2 - Friday 7th October

1 RE and assessment: Masters level research and implications for classroom practice

What drives assessment choices in RE? Can students assess their own progress in the subject? Two RE practitioners discuss their masters research on assessment. The first half explores the results of interviews with curriculum leaders regarding their assessment choices and the second will explore action research into students' self-assessment.



Alexander Barrett is the Curriculum Leader for Religion and Philosophy at an independent school in Edinburgh having previously taught for five years in a comprehensive school in Wiltshire. He

recently completed a Masters in Education through the University of Dundee.



Thomas Breakwell is a Religious Studies teacher at a state grammar school in Birmingham. Thomas recently completed a Masters in Education at the University of Cambridge.

2 How does a cross-curricular SOW reflect the new Wales curriculum?

I will be investigating whether an integrated humanities SOW reflects the four purposes by evaluating whether learners are capable and are able to think independently, confident, and able to problem solve/create a variety of projects whilst being informed about the social issues in their local area, country and beyond.



Jasmine Jacques-Butterworth is a Leader of RE in a mixed 11-18 comprehensive school in West Wales. She is completing the dissertation in her Masters in Religion and Education through the University of Warwick. Jasmine lives in West Wales, with her wife Natalie and her pack of animals.

3 Worldviews in RE: From idea to curriculum

We will reflect on the joys and challenges of our Templeton-funded project work that seeks to translate the worldview vision articulated by the Commission on RE into a variety of different curriculums and syllabuses. We will offer some current insights for those tasked with this responsibility.



Prof Trevor Cooling's roles in RE include teacher, consultant, university lecturer, diocesan adviser, author, project leader, curriculum developer, university lecturer and researcher. He was a Board member of

the Religious Education Council for 8 years and then Chair from 2015 to 2021. He served on the secretariat of the Commission on RE.



Stephen Pett was subject leader in Gloucestershire schools for 14 years before taking up a post as national adviser with RE Today. He has developed agreed syllabuses with

several SACREs. He writes and edits teaching resources for primary and secondary classrooms, including a recent series on multidisciplinary approaches to RE.

Session 2 - Friday 7th October

4 Reframing the content and subject matter of RE

What is the subject matter and content of RE? Are there three forms of knowledge (substantive content; ways of knowing; personal knowledge) as Ofsted's 2021 review suggests? What does that mean for the subject? Who decides and what is at stake in making decisions about subject matter and content?



Dr David Lewin is Senior Lecturer in Education at the University of Strathclyde. With a background in Theology and Religious Studies, and some experience teaching in schools, his

work engages with topics at the intersections between philosophy of education and philosophy of religion.



Dr Kate Christopher is a Secondary teacher of RE at a school in East London and an RE adviser. She works with teachers, focusing on the Religion and Worldviews curriculum.



Dr Rachael Jackson-Royal has been teaching the subject for over 20 years and is a Head of Religious Studies in a secondary school in the midlands. She is also the exams and higher education

officer for NATRE and is particularly interested in enabling teachers to enhance their practice through engaging with robust research.



Dr Martha Shaw is Associate Professor in Education at London South Bank University, where she leads the Education for Social Justice research group. With a background in secondary teaching in

Sociology and Religious Education, her research focuses on religion and worldviews in education, intercultural and global citizenship education.

5 Knowing better - navigating knowledges in the RE classroom

Epistemic literacy is crucial if teachers and students are to navigate the different kinds of knowledge at play in the RE curriculum and classroom. Drawing on notions of powerful knowledge and *Bildung* traditions, we present findings from our 2-year study: theoretical underpinnings of epistemic literacy, implications for the curriculum, and practical recommendations for teachers.



Dr Jo Fraser-Pearce is Head of Postgraduate Taught Provision at UCL Institute of Education. Jo taught RE for ten years and ITE for a further ten years which has contributed to her wide-

ranging practical and theoretical understanding of RE. Her doctoral research was in spiritual education in Steiner schools. Her research interests extend to religious and spiritual education more generally.



Alexis Stones is subject lead for the PGCE Religious Education at UCL Institute of Education. She has worked for many years as an RE teacher with research activities in knowledge and subject

specialisms, religion and science, sacred art and peace education. She is also a museum educator and lecturer for ITE at the National Gallery, London.

Session 2 - Friday 7th October

6 Truth, truthfulness and Religion and Worldviews

In this session, we'll discuss different views on the role that truth ought to play in Religion and Worldviews, before setting out how Critical RE pedagogy sees the role of truth. Using concrete examples, we'll look at the implications of this for planning schemes of work and lessons.



Dr Christina Easton is a British Academy Postdoctoral Fellow at the University of Warwick, currently working on a project on teaching tolerance. Before joining academia, Christina taught Religious Education for eight years, including as a Head of Department.



Angela Wright directs the Secondary Religious Education PGCE at King's College London, UK. She has worked in Initial Teacher Training for over twenty years.



Prof Andy Wright is Professor of Religious and Theological Education at the Institute of Education, UCL. He is best known for developing the pedagogical approach of Critical Religious Education.



Angela Goodman is completing a PhD at UCL, focusing on Critical Religious Education. She contributes to Initial Teacher Training in Religious Education at King's College London, UK, and has taught Religious Education at secondary level for seven years.

7 Hermeneutics for the RE classroom

Herma-what? This session unpacks the meaning of the term 'hermeneutics' (the art or skill of interpretation) and looks at practical ways this important theological skill can be incorporated into the RE classroom at primary and secondary level when studying sacred texts and art.



Jennifer Jenkins is RE and Spirituality Officer for Coventry Diocesan Board of Education and RE Facilitator for Coventry and Warwickshire, working for both local authorities on behalf of the two local SACREs. She is primary trained and a former assistant head teacher, RE and English subject leader.



Shannon Clemo is a secondary RE teacher with responsibility for leading KS3 RE at Blue Coat Church of England School, Coventry.



Debbie Yeomans is RE subject leader at St Margaret's CE Primary School in Stoke Golding, Warwickshire. She is a leading RE teacher for her local diocese and a member of the Culham St Gabriel's Leadership Programme.

Session 2 - Friday 7th October

8 NATRE Curriculum symposium: the value of teacher collaboration in curriculum planning

Sharing learning from the NATRE Curriculum Symposium, with practical reflections on how collaborative and robust conversations between teachers can aid high quality curriculum planning.



Fiona Moss is NATRE CEO and RE Today Adviser. A former primary school teacher Fiona has worked in and with many school types and train teachers across the country. She also writes materials for schools and is passionate about supporting teachers.



Benjamin Wood has been teaching at Haslingden High School in Lancashire for 20 years. Former Chair of NATRE and currently working on the REC Worldviews project.



Aleicia Mehta is a Subject Lead of Religious Education in a Birmingham Sikh Ethos Multi Faith school. Whilst living in Canada for a year she found for a passion for education whilst working with refugees. Once she returned, she began her career as a teacher in Birmingham through Teach First.



Matt Pitcher has been a Curriculum Leader for RE for 20 years in several different schools and works in a large comprehensive in the New Forest. He has a keen interest in curriculum design along with how to be a better teacher. He likes to run a bit @re_runner



Kate Bruning is Primary RE subject lead in North-East Lincolnshire. She has also completed a Postgraduate Diploma in Religious Education through the University of Warwick. Kate is Vice chair of North- East Lincolnshire SACRE.

Session 3 - Friday 7th October

1 The withdrawal clause in RE: Masters level research

“In conversation with” style event with Justine Ball, Primary RE Inspector/Adviser for Hampshire who conducts annual withdrawal surveys each year across a range of schools; primary, secondary and special, and who will share her findings with Katie in a conversation.



Justine Ball is the Hampshire County Council Primary RE Inspector/Adviser and provides professional support across Hampshire, Portsmouth, Southampton and the Isle of Wight. She

has worked in primary schools and has also taught for ten years in Adult Further Education. Justine is a joint Chair of AREIAC and has recently completed her Masters in Religious Studies with Chester University.



Katie Wilkins is Head of Personal Education and Worldviews (RE/PSHE/Wellbeing and Citizenship), has been an RE teacher for 14 years and HOD for 10 years. Worked in Milton Keynes for

the last 7 years in the state school sector and completed Masters in Education through Bishop Grosseteste University.

2 Real world Doctoral researchers in real life classrooms

An ‘in conversation’ session with current and previous classroom practitioners who are engaging with research through doctoral study. Sharing their differing research and experiences, they will provide a thought-provoking insight for other practitioners and researchers. They will cover a range of topics from pupil wellbeing to metaphors of tapestry for considering religious literacy.



Amy Houghton-Barnes is a doctoral researcher and a teacher of Religious Education. Amy is passionate about enabling young people to flourish; her research explores holistic philosophies of education and how these can be embedded within secondary schooling. As a practitioner-researcher, Amy is committed to nurturing a symbiotic relationship between educational research and practice.



Sahra Ucar's research and practice is focused on developing the epistemological and pedagogical bases of RE. She is currently progressing towards her PhD at the University of Cambridge, exploring how alternative forms of ‘knowing’, including those afforded by critical arts practice, can renegotiate epistemic trajectories to better reflect the complex workings of Islamic tradition in reflexive modernity.



Fran Bailey is an RE teacher in a Church of England secondary school in Bradford and Mum to four lively teenagers! She is working towards an education doctorate through Canterbury Christ Church University. Fran has a particular interest in how school ethos affects what happens in the religious education classroom.

3 So, you want to write for RE Today/Professional Reflection?

The editors of Professional Reflection will de-mystify the process of writing for their publication and more widely to encourage would-be contributors to send in their copy, knowing that patient, sympathetic and supportive human beings will work with them to develop their writing.



Dr Linda Whitworth is a former RE teacher and lecturer, focusing particularly on Primary Initial Teacher Education in RE. Although semi-retired, she is a visiting lecturer at Middlesex University and continues to advise on ITE. She is an executive member of NATRE and AULRE. Linda has co-edited Professional Reflection with Dr Janet Orchard since 2021.



Dr Janet Orchard is a former RE teacher and PGCE tutor, based at the University of Bristol. She belongs to numerous RE organisations, including NATRE, AULRE, ISREV and the editorial board of the British Journal of Religious Education (BJRE). She has written for RE Today many times. Janet has co-edited Professional Reflection with Dr Linda Whitworth since 2021.

Session 3 - Friday 7th October

4 Science and religion: reframing the conversation

A world premiere of the latest animation from award winning animation director Emily Downe. The film – based on new research from Theos/ Faraday Institute on science and religion – will be screened, followed by a talk on how we might re-imagine science and religion education in the light of this new research.



Nick Spencer is Senior Fellow at Theos, and co-lead of the Science and Religion: Reframing the Debate research project. He is the author of a number of books including Darwin and God, and forthcoming in 2023, Magisteria: the Entangled Histories of Science and Religion.



Emily Downe is an animation director and illustrator working primarily in 2D animation. In her films, she uses engaging animation to communicate complex research. Her most recent animated short, Nobody Stands Nowhere, is based on Theos' report on religion & worldviews.

5 Identity and influence, Pupils' reflections on the content of RE lessons

Should and how do we teach about far-right extremism? A hot topic discussion session considering the findings from a series of focus group sessions with Secondary RE pupils considering issues of identity, influence and opinions on the content of RE lessons. **NOTE: It is necessary to pre-register** for this session as it will be used as a data collection method for Fay's PhD research. To pre-register please email Fay at F.Lowe.1@research.gla.ac.uk before Friday 30th September 2022.



Fay Lowe is the Head of RE at a high school in Rochdale. She is also studying for a PhD in Education at the School of Interdisciplinary Studies, Glasgow University where her research interests include moral education, the locally agreed syllabus and preventing far-right extremism.

6 Cumbria secondary student census for Religion and Worldviews

Data on religion and worldviews gained from over 1000 pupils from 12 Cumbrian secondary schools in March 2021 has been a powerful tool for curriculum planning for RE and sharing more widely. The workshop will provide an interactive opportunity to hear about this project and consider the role that large scale data collection can play.



Jane Yates was a primary RE lead and has recently made the transition to teaching part time KS3 RE at the same school as Jim. Jane is also the Chair of Cumbria SACRE.



Jim Connolly is the head of the RE department at a large secondary school in the North of Cumbria. He also chairs the Carlisle Secondary Learning Consortium group for RE.

7 Developing spiritual wellbeing using song in primary RE

This session shares up-to-date research on RE in KS2 with a focus on knowledge, understanding, spiritual development and wellbeing through the use of song. It connects research to classroom practice, offering engaging ideas and examples of how participants might be able to use song in their own context.



Elaine Arundell is passionate about developing pupils' excellence and enjoyment in RE as well as their spirituality. She has researched the use of song in RE to help understand how it can help to enhance relationships and spiritual wellbeing and so contribute to human flourishing.



Sukaina Manji's driving force has been her passion for RE and its value within education and society. She uses Critical Race Theory as her theoretical framework in her PhD research. She hopes this will help her examine how social relationships can be built today, tomorrow and the future.

Session 4 - Saturday 8th October

1 Using British Religions in Numbers data in the RE classroom

A practical workshop to demonstrate how classroom practitioners have used British Religions in Numbers (BRIN) data in the RE classroom across KS2 and KS3. We will present how pupils looked at and investigated the BRIN data relating to the Depiction of Jesus and the representation of Islam in the Media.



Debbie Yeomans is RE subject leader at St Margaret's CE Primary School in Stoke Golding, Warwickshire. She is a leading RE teacher for her local diocese and a member of the Culham St Gabriel's Leadership

Programme.



Nadia Nadeem has been teaching in East London and Essex, for over 8 years. She completed her Farmington Scholarship, during the last academic year and is currently a SLE for RE and a

Teacher representative for the Barking and Dagenham Sacre. Nadia is currently participating in the Culham St Gabriel's leadership programme.



Claire Ramalli has twenty years' experience of teaching and leading Religion and Worldviews within secondary schools across London and the Southeast. She is currently the SACRE Advisor to East Sussex, a teacher of Ethics at Ratton Academy in Eastbourne and a member of the Culham St Gabriel's leadership programme.

2 Special Educational Needs and RE in primary schools

A presentation sharing action research undertaken with 30 RE leaders in Norfolk. Using Judith Carter's 7Cs principles, they have developed principles/approaches to support the four main groups of additional need in school. The 7Cs provides methodology relevant for RE to achieve access and quality learning for pupils with SEND.



Chris Allen is the RE Adviser for the Diocese of Norwich, a SIAMS Inspector and REQM assessor. Until recently he had been an executive head teacher for 18 years. He is passionate about practical application and support for those teaching RE.

3 Virtual and immersive reality and religious education

This session will explore immersive and virtual reality and the options for this in classroom RE. This work builds from a Culham St Gabriel's funded research project.



Paul Hopkins is currently a university lecturer but has worked in primary, secondary and HE as an inspector and advisor, if there's a block, then Paul's probably been around it! His research interests lie in Epistemological questions (the religion-science interface) and in the use of technology to support learning.

Session 4 - Saturday 8th October

4 What is the fuss about personal worldviews?

This session will present research into teachers' personal worldviews and their potential impact on their teaching of RE. The RepGrid method was employed to enable teachers to identify elements of knowledge and key constructs in their own RE teaching. This has practical implications on curriculum design and priorities in RE.



Ruth Flanagan is the Programme Director of the Primary PGCE, University of Exeter. She has taught at primary, secondary, adult education, undergraduate and post graduate levels. Her research interests are in intercultural communication, the origins and evolution of worldviews and the significance of these on education throughout the world.

5 The DIALOG model and its use in GCSE Islam

Reporting on work done at the 2021 Edge Hill University Summer School, Dawn Cox, will explain how she produced a tool for teachers to use when analysing religious texts with pupils: DIALOG. Karen Steele, will discuss how she reworked the school's approach to teaching GCSE Islam Beliefs and Practices.



Dawn Cox
Head of RE at Manningtree High School, Essex, and is the Co author of, *Making Every RE Lesson Count: Six principles to support religious education teaching*.



Karen Steele
Subject Leader for RS at Stratford Girls' Grammar School. She has been part of the Culham St Gabriel's Leadership Programme.

6 How can we help students argue effectively in GCSE RS essays?

A practical session looking at argumentation in GCSE essay writing and how to improve student understanding and practice and methods of teaching. The group have reflected on the model of argumentation in Toulmin's Uses of Argument and then applied these ideas to their practice.



Tim Hunting
Is a secondary RE and Philosophy Teacher and led a local group of teachers in a project entitled *Teacher-led Research into argument and use of evidence in Religious Studies GCSE*



Julia Wingfield
Teaches RE at a secondary school in Brighton and a member of the project team.

Session 4 - Saturday 8th October

7 Multidisciplinary approaches in RE: preliminary research findings and practical implications

RE Today's three-year Big Questions in Classrooms research project has produced sets of primary and secondary resource books applying multidisciplinary approaches to RE and trained hundreds of teachers. This session will explore some of the lessons learnt, share some early impact data, and reflect on the implications for classroom RE.



Stephen Pett was subject leader in Gloucestershire schools for 14 years before taking up a post as national adviser with RE Today. He has developed agreed syllabuses with several SACREs. He writes and edits teaching resources for primary and secondary classrooms, including a recent series on multidisciplinary approaches to RE.

8 Text and story in RE

Reporting on work done at the 2021 Edge Hill University Summer School, Natalie Ford takes a fresh look at the story of the Exodus, Jennie Towler, discusses using stories (eg the Night of Ascension) to create schemes of work and Jennifer Moore explains how GCSE can be taught through 'whole' stories.



Natalie Ford is Subject Leader for RE & PSHE, at Meols Cop High School, Southport.



Jennie Towler is RE Lead at Beckfoot School, Bingley.



Jennifer Moore is Assistant Head of EBACC Faculty & Curriculum Leader RS at Golborne High School, Wigan.

All attended the 2021 Edge Hill University Summer School.

Panel Discussions - 11:30 Saturday 8th October

1 Policy and research

This panel will explore questions around the importance of research to bring about policy change, and the impact of research on policy decision making, including the impact on classrooms.



Dr Sarah Harvey
Senior Research Officer,
Inform



Rachael Jackson-Royal
Head of Religious Studies
and NATRE exams and
higher education officer



Shammi Rahman
Race Equality Adviser,
HFL Education, member
of the NATRE executive
and Milton Keynes SACRE



Ruth Wareham
Lecturer in Philosophy of
Education, University of
Birmingham



Deborah Weston
OBE
NATRE research officer,
REC Company Secretary
and Culham St Gabriel's
Trustee



Chair:
Paul Smalley
Senior Lecturer in
Religious Education,
Programme Lead
Secondary Undergraduate QTS (English,
Maths and RE), NASACRE Executive
Assistant and Trustee of the Inter Faith
Network for the UK

2 The future of research

This panel will explore questions around what research is needed within the religion and worldviews community at this time, the nature of research, and include perspectives from initial teacher education.



Thomas Breakwell
Religious Studies teacher
at a state grammar school
in Birmingham



Paul Hopkins
Lecturer in education
(primary and secondary)
at the University of Hull



**Professor Lynn
Revell**
Faculty Director of
Research, Canterbury
Christ Church University



Saima Saleh
SLE for RE- NATRE exec
member and Local
Groups Officer, member
of Surrey SACRE



Sean Whittle
Visiting Research Fellow,
St Mary's University
Research Associate at the
CRDCE with Professor
Gerald Grace, Secretary for the Network for
Researchers in Catholic Education,
Vice-chair of AULRE



Chair:
Dr Kevin O'Grady
Lead Consultant for
Research, Culham St
Gabriel's

3 Positionality and research

This panel will explore the notion of self-awareness, personal worldviews and reflectivity. It will include discussion relating to both the teacher/researcher as well as pupils in the classroom.



University

Professor Bob Bowie
Professor and Director of
NICER an educational
research centre at
Canterbury Christ Church
University



University of Glasgow

Fay Lowe
Head of RE at a high
school in Rochdale and
studying for a PhD in
Education at the
University of Glasgow



Krys McInnis
Secondary RE teacher and
researcher



Dr Jasjit Singh
Associate Professor,
University of Leeds



Ruth Flanagan
Programme Director of
the Primary PGCE,
University of Exeter



Chair
Justine Ball
Hampshire County
Council Primary RE
Inspector/Adviser and
joint chair of AREIAC