



RExCHANGE

BY CULHAM ST GABRIEL'S

Exchange of ideas
and knowledge
between teachers
and researchers



Sharing research
to support
teaching and
learning

Conversations,
collaboration,
connecting...

Real world research for
real world classrooms

Everyone an
expert

18th - 19th October 2024

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Real world research for real world classrooms

In April 2024 Ofsted published '*Deep and Meaningful? The religious education subject report*'. This report made various recommendations including ensuring that all teachers have the subject and pedagogical knowledge they need to teach the subject well; in particular the importance of teachers participating in subject-based professional development. RExChange contributes to this aim by bringing the latest research to the forefront and supporting teachers in engaging with it through discussion and conversation.

The aims of RExChange 2024 are:

- To build on the success of previous conferences 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 explore creative ways of enhancing 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.
- To ensure research is at the heart of all conversations in the RE/religion and worldviews community.

The keynote panels bring together a range of diverse positions on researching worldview communities and the impact of AI on knowledge in religion and worldviews education. We have three parallel 'in conversations' which all aim to showcase different ways of implementing a religion and worldviews approach to the curriculum. Our panel discussions focus on university-school links, freedom of religion or belief and why research in our subject matters!

Keynote sessions and 'In conversations' will be recorded. However, 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. This time we have provided a set of questions support your engagement with the sessions. We hope you find this useful.

We look forward to seeing you online!



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.



Engaging with the sessions

Below are a series of suggested questions you might ask yourself and/or the contributors during sessions. We hope you find them helpful as you engage with different types of research during the conference.

Thinking about my learning

1. What new learning or understanding have I gained in this session?
2. What questions has it made me ask?
3. What might I want to read because of this session?
4. Do I want to engage with this research further after RExChange?

Thinking about the research

1. Why is the research important?
2. Do the methods make sense to me? If not, ask a question about them.
3. What were the significant findings?
4. What are the strengths and limitations of the research being shared?

Thinking about my context (e.g. classroom, HE setting, SACRE, MAT....)

1. How might this research apply in my context?
2. What changes might I need to make to use this research in my context?
3. What practical actions might I need to take as a result of this session?
4. Who might I need to talk to about this research?

Friday 18th October

13:00-14:00 Welcome, keynote and Q&A Researching worldview communities



Dr Jasjit Singh is an academic at the University of Leeds, specializing in the transmission of religion and culture among Sikhs in Diaspora. His research focuses on traditional forms of transmission through families and in schools and newer forms through digital technology. He is currently working on a project exploring engagement between the Sikh community and the RE sector in Britain.



Chine McDonald is a writer, broadcaster, and Director of Theos, the religion and society think tank. She was previously Head of Public Engagement at Christian Aid. She is author of *God is not a white man: and other revelations* (Hodder & Stoughton, May 2021) which was runner-up for the Michael Ramsey Prize for theological writing. Chine is vice-chair of Greenbelt Festival and a trustee of Christian Aid. She studied Theology and Religious Studies at Cambridge University.



Dr Iona Hine manages the Cambridge Interfaith Programme, catalysing inter-religious understanding & forging cross-sector partnerships alongside colleagues at the University of Cambridge. Previously, she trained as an R.E. teacher (Roehampton), managed mail order books (Westminster), and digitised Heinz Cassirer's works (Sheffield). Her PhD focused on 16th-century bible translations. www.interfaith.cam.ac.uk



Dr Anastasia Badder is a Research Associate with the Faculty of Divinity and Cambridge Interfaith Programme. Her qualifications span Anthropology and Educational Sciences from various countries, and is currently researching object-oriented learning and its efficacy for RE teaching in UK schools

14:00-14:15 Break

14:15-15:00 Session 1

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

- 1 Taking the 'high level' research of Ann Taves to the classroom
- 2 The National Content Standard: Creating an exemplar Key Stage 3 Toolkit
- 3 Worldviews and interfaith readiness: The school to university transition
- 4 Raising engagement and quality of discussion in A level religious Studies
- 5 How can we engage parents in our pupils' learning?
- 6 What do we mean by knowledge in RE?

15:00-15:15 Break

Friday 18th October continued

15:15-16:00 Session 2

Delegates choose one option on the day. Full details on page 8.

- 1 Personal knowledge in RE/Religion and Worldviews: By teachers, for teachers
- 2 Research and engagement: the making of Woolf Institute's Key Stage 3 interfaith resources
- 3 Is Humanism compulsory in RE? Current law and human rights
- 4 The Lived Worldviews of Tower Hamlets Project – can local resources have a national appeal?
- 5 Tackling religious and worldview stereotypes in the RE Classroom
- 6 A culture of untranslatability in the RE classroom
- 7 The Gender Gap in Religious Studies: Why does it happen?

16:00-16:15 Break

16:15-17:00 Session 3

Delegates choose one option on the day. Full details on page 10.

- 1 Using debating to teach argument and evaluation in GCSE Religious Studies
- 2 'Getting better' in RE: teacher research in primary classrooms
- 3 Supporting divergent worldviews in the RE classroom
- 4 Teaching of religious attitude to same-sex relationships in religious studies
- 5 Faith visitors in schools: lessons from master's research
- 6 What's next for RE? A Framework for a religion and worldviews curriculum
- 7 Creative learning with history through filmmaking: Religious toleration and peace (RETOPEA)

17:00-17:15 Break

17:15-18:00 Three parallel 'In Conversation' sessions

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

1. Stephen Pett and Gillian Georgiou will be in conversation a religion and worldviews approach as set out in the suite of resources published by the Religious Education Council of England and Wales earlier this year.
2. Ed Pawson will host a conversation about the highly acclaimed RE-searchers project in an international perspective bringing teachers and researchers together from Saltash (Cornwall) to Scandinavia!
3. Fiona Moss and Adam Robertson will be in conversation about the research and evidence underpinning the new OAK National Academy religious education curriculum and resources.

18:00 Close of first day

Saturday 19th October

09:00-09:15 **Welcome and recap**

09:15-10:00 **Session 4**

Delegates choose one option on the day. Full details on page 14.

- 1 Development of literacy for Key Stage 4 pupils in the religious studies classroom
- 2 Fostering curiosity in the RE classroom
- 3 Understanding the interplay: Education, worldviews and lived citizenship
- 4 Research and communities of practice as drivers of professional development
- 5 Primary pupils can! A richer encounter with parables
- 6 Developing child voice in RE in EYFS and Key Stage 1
- 7 Supporting disadvantaged students in RE: How can we do it?

10:00-10:15 **Break**

10:15-11:15 **Keynote Session with Q&A**

AI – Disciplinary perspectives on AI. What does it mean for knowledge in the religion and worldviews classroom?



Professor Beth Singler is the Assistant Professor in Digital Religion(s) and co-lead of the Media Existential Encounters and Evolving

Technology Lab, both at the University of Zurich. Published this year are the *Cambridge Companion to Religion and AI* and *Religion and AI: An Introduction*. More information is available at bvsingler.com



Dr Chris Cotter is Staff Tutor/Lecturer in Sociology and Religious Studies at The Open University. Chris specialises in all things 'non-religious', co-edits the

journal *Secularism & Nonreligion* and co-founded *The Religious Studies Project* podcast. He is author of *The Critical Study of Nonreligion*, and co-edited *After World Religions: Reconstructing Religious Studies*.



Dr Michael Burdett is Associate Professor of Christian Theology at the University of Nottingham and his academic interests lie at the intersection of science and technology, theology and philosophy. His relevant books include *Eschatology and the Technological Future* and *Technology and the Rise of Transhumanism*.

11:15-11:30 **Break**

11:30-12:30 **Three Parallel Panel Discussions**

Delegates choose one option on the day. Full details on page 16.

- 1 University- school links: what works!
- 2 Freedom of religion or belief
- 3 Making an impact! Why researching religion and worldviews matters

12:30-13:00 **Plenary and end of conference reflections by steering group**

13:00 **Conference ends**

Session 1 - Friday 18th October

1 Taking the 'high level' research of Ann Taves to the classroom

The Ann Taves Project Team will share the process of using the academic work of Professor Ann Taves to build a sequential curriculum from age four through to nineteen. Hear from the project lead, the teachers and academic adviser. Ask questions that may help you to replicate the process.



Jan McGuire is National RE Consultant and Barnet LA lead on the Ann Taves curriculum project team.



Sally Giovanelli is a Primary specialist and Farmington Scholar of the Ann Taves curriculum.



Jack Robertson is a Secondary specialist practising teacher and RE Head of Department of QE school Barnet.



Dr David Robertson is Senior Lecturer in Religious Studies at the Open University, Doctor of Philosophy: academic adviser on the Ann Taves team.

2 The National Content Standard: Creating an exemplar Key Stage 3 Toolkit

This session will focus on the creation of a KS3 toolkit in-line with the National Content Standard (NCS). Jemma will explore:

- The NCS and other research
- The creation of the toolkit
- Supporting staff
- Engaging senior teams
- Findings from our trial
- Launching the toolkit and next steps



Jemma Brown has 13 years experience as an RE teacher and is currently a Religious Education Consultant for Harris Federation, a large multi academy trust based in London and Essex. She is passionate about supporting RE departments and training new RE teachers. Jemma is currently participating in the Culham St Gabriel's leadership programme.

3 Worldviews and interfaith readiness: The school to university transition

This interactive talk draws upon 2022-23 survey data collected from 4,618 UK university students. We will

- a) present students' pre-university experiences of worldview-style engagement in RE, and
- b) explore the extent to which these experiences prepare students to engage with, and relate across, religion and worldview difference at university.



Dr Lucy Peacock is a Research Fellow in the Sociology of Religion at Coventry University, specialising in interfaith studies and education. Lucy's PhD examined how interfaith initiatives in

faith schools foster peaceful relations between students. Lucy was Research Fellow on the IDEALS UK project on religion and worldview diversity in higher education. She also led a related study which aims to promote meaningful university Science, Technology, Engineering and Mathematics (STEM) opportunities across religious and worldview perspectives by better understanding how to foster STEM environments inclusive of belief diversity.



Dr Mathew Guest is Professor in the Sociology of Religion in the Department of Theology and Religion at Durham University. He has spent the last 15 years researching the ways in which religious

identities inhabit university campuses in the UK, exploring how the academic and social dimensions of the university experience shape the religious values and lives of students and staff. He co-led the IDEALS UK project and has published a range of books, reports and essays on the status of Christianity and Islam within higher education contexts.

4 Raising engagement and quality of discussion in A level religious studies

The session introduces literacy-focused class-based activities developed through action research to raise engagement and quality of class discussions in a Y12 RS A level group. The research is my Cambridge MEd project on literacy in RS A level; by October a full data set will be ready.



Ms Agnes Slusarska (she/her) is an RE Teacher Based in South London. She is currently undertaking a MEd in Transforming Education Practice at the University of Cambridge. Her research is focused on developing religious, cultural and critical forms of literacy in lessons. This focus comes from her interest in using discussion and scripture based tasks to encourage scholarship in the subject.

5 How can we engage parents in our pupils' learning?

An interactive session around 5 special objects, exploring how these were used to engage parents with RE learning in the classroom, with presentations from teachers and parents of the positive impact, followed by a guide for how this project can be duplicated in any school to boost interfaith dialogue.



Stacey Burman is an advisor with over twenty years' experience, working in a range of schools including faith, PRUs and special schools. She has contributed to several national projects such as the REC National Framework, RE Hubs and Culham St Gabriel's Trust's e-courses, and is an AREIAC Exec Officer.



Amy Ark is the Senior Coordinator for Faith and Belief Forum, has extensive experience in parental engagement both in schools and home learning. This includes 10 years with Save the Children's UK Poverty and Home learning strand, developing, delivering and even training others to deliver workshops and design resources.



Carrie Alderton is the Head of Programmes & Impact at the Faith & Belief Forum, with over 10 years' experience in interfaith work and in informal education. She has developed interfaith approaches such as through community co-produced exhibitions, exploring storytelling through artefacts.



Dr Anastasia Badder is a Research Associate with the Faculty of Divinity and Cambridge Interfaith Programme. Her qualifications span Anthropology and Educational Sciences from various countries, and is currently researching object-oriented learning and its efficacy for RE teaching in UK schools.

6 What do we mean by knowledge in RE?

Knowledge is central to RE. But what exactly do we mean by that? For example, Ofsted has introduced the idea of "personal knowledge". This session will examine the debates about knowledge in RE considering the implications of different understandings of knowledge for the classroom and will illustrate that from the REC's recently published National Statement of Entitlement.



Professor Trevor Cooling is Emeritus Professor of Christian Education at Canterbury Christ Church University. He has been active in the Religious Education Council (REC) for many years and was its Chair from 2015 to 2021. He was Director of the REC Religion and Worldviews Project which published its materials in May 2024. He has published a wide range of articles, books and resources for RE and regularly leads CPD in the UK and overseas.

1 Personal Knowledge in RE/RWV: By teachers, for teachers

Delegates may remember completing the Personal Knowledge in RE National Survey. This session reports on the survey findings and other phases of the Personal Knowledge in RE project, including teachers' focus-groups and analysis of OFSTED reports. It opens dialogue with delegates about how RE communities understand and evidenced Personal Knowledge.



Dr Emma Salter is a senior lecturer in education at the University of Huddersfield. She gained her PhD in Jainism from Cardiff University way back in 2002. Since working at the University of Huddersfield her research has included RE professional practice and curriculum. Her most recent project is funded by All Saints Educational Trust and investigates Personal Knowledge in RE.

2 Research and engagement: the making of Woolf Institute's KS3 interfaith resources

This session will introduce two new sets of resources for KS3 developed by the Woolf Institute (Cambridge) arising from academic research projects. We will discuss the development and content of the resources and encourage discussion and feedback from participants in the session.



Dr Elizabeth Phillips (she/her) is Director of Education and Engagement at the Woolf Institute, Cambridge. She is an author and lecturer in moral and political theologies and a Senior Fellow of the Higher

Education Academy. She has oversight of the Woolf Institute's public engagement portfolio, which includes interfaith resources for KS3.



Peach Hoyle (they/them) is a Cambridge PhD student and Woolf Institute PhD Scholar. They research women's interfaith initiatives, focusing on 'convivial' activities and

political activism in women's interfaith spaces. They have developed a new version of Woolf's 'Gender and Religion Today' resources for KS3 which will be available from Autumn 2024.

3 Is Humanism compulsory in RE? Current law and human rights

I will consider Humanism's uncertain legal status in RE after the decisions in *R. v SEE (Fox)* and, last year, *R. v Kent County Council (Bowen)*. I explain the current clashes between English statutes, English courts, and Human Rights judgments. Implications for teachers & schools (being sued!) will be considered.



Dr Nigel Fancourt is Associate Professor of Education and Values at the University of Oxford. Previously a lawyer and then an RE teacher, his research focuses on religions and beliefs in education, especially from a legal and human rights perspective.

4 The Lived Worldviews of Tower Hamlets Project- can local resources have a national appeal?

Following the research in using worldviews as an approach to teaching Religious Studies, Ruth Marx created a suite of resources based on interviews with people who lived or worked in Tower Hamlets about their various worldviews. Whilst being focused on Tower Hamlets as a setting Ruth has piloted the use of these resources beyond her borough and will present on her findings- can a locally made worldviews resource be of use for a national scale? Since moving beyond teaching in Tower Hamlets Ruth is interested in how we can resource and support our subject nationally. Can examples from Tower Hamlets support a worldviews approach in your school or setting?



Ruth Marx was a secondary and 6th form RE teacher for 20 years in London before moving to the South of France from where she now works as a writer and consultant for RE and PSHE.

5 Tackling religious and worldview stereotypes in the RE classroom

In this session, you will discover how the use of Participatory Action Research (PAR) helped to formulate with students possible solutions to an issue that had arisen in some of our Newham secondary schools - that of religious and worldview stereotypes. Working with a group of students & RE teachers from different schools, local religious & worldview representatives across 12 months, Newham RE advisors developed a toolkit and films to provide resources for teachers to use to start conversations and interventions around stereotypes.



Claire Clinton is Director of RE and PSHE in Newham, as well as the RE advisor in Barking & Dagenham and Camden. She is the lead director for RE Hubs for England and Wales. She organises the London and South East Association of RE Inspectors, advisors and consultants and sits on the NASACRE executive. She led the Culham St Gabriel's Leadership Programme. You can follow her on X @claireclinton67

6 A culture of untranslatability in the RE classroom

What does it mean for students to be exposed to so many words from different languages in the RE classroom? Jane's Culham St Gabriel's Leadership Programme research introduces a simple thinking tool called 'old friends and mysterious strangers', inviting a culture of untranslatability in primary and secondary RE classrooms.



Jane Yates was the RE and Philosophy for Children (P4C) leader at a primary school in Cumbria for 15 years and led her school to become the first SAPERE Gold P4C school in the North West. More recently, Jane seized an opportunity to work part time in an RE department of a large secondary school where she taught every unit in KS3 RE. She won the Global Educator of the Year in 2017 for her work with pupils and teachers on social action projects. Currently, Jane is an RE adviser to Cumbrian SACRE and the North West RE Hubs Lead. She is also an advanced SAPERE P4C trainer.

7 The Gender Gap in Religious Studies: Why does it happen?

This paper explores the gender gap in GCSE attainment, its origins, and proposes strategies for mitigation. Drawing parallels with STEM initiatives, it examines how similar approaches might benefit boys in humanities, particularly Religious Studies, focusing on literacy. It aims to address the advancement of working-class boys.



Jas Jacques-Butterworth is a RVE head of department in a school in Wales. Currently undertaking PhD research in Religion and Education at Aberystwyth University, she is focussing on the gender gap in both uptake and attainment in Religious Studies at GCSE.

1 Using debating to teach argument and evaluation in GCSE Religious Studies

This session will focus on the value of oracy as a teaching tool in GCSE Religious Studies, and how teaching students to debate can help them write better essays. There will be a focus on practical issues in using debate in the classroom, as well as suggestions to overcome these.



Beth Eades is a Head of RS and debate coach in an independent school in Derbyshire. As a student, she competed in the World and European debate championships as both a speaker and a judge, and is passionate about the life changing potential of debate and oracy.

2 'Getting better' in RE: teacher research in primary classrooms

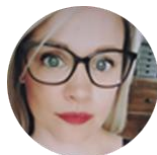
This session will explore the action research carried out by primary RE teachers across greater Lincolnshire in 2022-23. Focusing on practical and contextual need, the group will discuss how they approached researching assessment and RE, and what this meant for them on their journey of leadership.



Gillian Georgiou has worked as a researcher and secondary RE teacher. She is the Lincoln Diocesan RE Adviser, supporting church and community schools to deliver effective RE. She has written for various RE-related publications, and has a particular interest in curriculum design, types of knowledge in RE and assessment.



Julie Childs works in primary education. She runs both a MAT and a local RE network and is an associate diocesan RE advisor for the Lincoln Diocesan Board of Education. She has completed a Farmington scholarship and regularly delivers RE training. She is an REQM assessor and a NATRE executive committee member.



Victoria Hammond has worked in primary education for 13 years and is currently a headteacher. She has experience of teaching KS2 pupils in a variety of primary schools. Victoria has led on RE across a number of these schools. She also mentors SCITT and PGCE students, as well as ECTs.



Sally Brooman has been teaching for twenty years and has led RE for the last ten. She has been an SLE for RE and has taken part in a number of RE-related projects, including the Worldviews Project. She has also completed a Farmington Scholarship and sits on the NATRE Executive.



Georgina Foxcroft has worked in various primary schools from EYFS to year 6. She supports colleagues throughout Lincolnshire to develop RE knowledge and to implement the RE curriculum effectively. Georgina is a researcher with an interest in worldviews in the curriculum. She has recently completed a Farmington Scholarship.



Claire Hearth has been a primary teacher for over 25 years and RE lead for 20 years. During that time, she has taught across the school, developing the RE curriculum and supporting colleagues to deliver it effectively. She also mentors SCITT students and ECTs.

3 Supporting divergent worldviews in the RE classroom

This session presents recent research on incorporating divergent worldviews in the RE classroom. It focuses on the practical application of these findings, demonstrating how to foster an inclusive environment that respects diverse perspectives.



Dr Heather Marshall is Senior Lecturer at Edge Hill University specialising in religious education. Her work emphasizes educational equity and inclusivity, with contributions to mentoring educators and enhancing student outcomes. An active BERA and HEA member, she focuses on education's transformative power in religious studies.

4 Teaching of religious attitudes to same-sex relationships in RS

This session will provide an overview of the research performed for a MA level dissertation into pupil responses to the teaching of religious attitudes towards same-sex relationships in RS. The research examined the benefits and challenges of teaching this content and evaluates the position of this in GCSE/A level curricula.



Helena Moore is Subject Leader for Religious Studies at the University of Birmingham School, Selly Oak. Completed a Masters in Teaching Studies at the University of Birmingham, supported by Culham St Gabriel's, and now conducting PhD research into the relationship between religion and the education system when teaching issues around sexuality.

5 Faith visitors in schools: lessons from Master's research

This session disseminates research which aimed to discover the impact of using faith visitors in the RE curriculum on substantive and personal knowledge. It showcases the voices of pupils, parents and visitors to investigate the benefits of using faith visitors, and how to get the most out of these events.



Ian Coles is a primary school RE co-ordinator in Nottinghamshire. He is a member of the Nottinghamshire SACRE and a recipient of the Culham St. Gabriel's masters scholarship. For the past two years he has been studying at St. Mary's University where his research focused on the use of faith visitors in schools. Ian has been published in RE Today and was part of a Culham St Gabriel's In Conversation event last year.

6 What's next for RE? A Framework for a religion and worldviews curriculum

We will present the AfterRE curriculum framework: a set of principles designed to help RE teachers produce engaging and inclusive curriculums. We will exemplify the framework through exploring a case of teaching Islam at KS3. Then we will open the discussion to see how the framework resonates more broadly.



Dr David Lewin is senior Lecturer in Education at the University of Strathclyde and lead of the AfterRE project. With over 50 published articles and books, David's expertise lies in Education Studies and

theories around the relation between religion and education.



Dr Kate Christopher is Senior Lecturer in Education at Anglia Ruskin University. At the time of the project she was a Secondary teacher of RE. Kate's work is in teacher's sense of

professional identity and curriculum design.

7 Creative learning with history through filmmaking: Religious toleration and Peace (RETOPEA)

This session explores how the creative process of making short documentary-style films ('Docutubes') can develop young people's (aged 13-18) critical thinking about religious diversity, toleration and peace in the past and present. It will introduce free educational resources and methods developed by the RETOPEA ('Religious Toleration and Peace') project.



Dr Stefanie Sinclair is a Senior Lecturer in Religious Studies at The Open University with a special research interest in religion, identity, politics & education as well as student engagement & multisensory

learning. She has been a team member of the RETOPEA (Religious Toleration and Peace) project since 2018. As the OU's institutional Academic Lead for Scholarship.



John Wolfe is a Professor of Religious History at The Open University, where he has taught and researched since 1990. His most recent book is 'Sacred and Secular Martyrdom in Britain and

Ireland since 1914' (London: Bloomsbury Academic 2020). He is President of the Religious Archives Group. Between 2018 and 2022 he led the Open University team contributing to the RETOPEA Project.

Session 3 - Friday 18th October



Dr John Maiden is a Senior Lecturer and Head of the Religious Studies department at The Open University. He is interested in twentieth century religious history and has published widely in the area. John was previously co-investigator for the AHRC-funded and Times Higher Education award-nominated public engagement project 'Building on History: Religion in London' between 2012 and 2014.



Dr Katelin Teller is a Research Associate in Religious Studies at the Open University where she also obtained her PhD in Development Policy and Practice. Katelin's current research is focused on organisational learning in and between peacebuilding organisations in Israel and Palestine.

1 The religion and worldviews approach handbook and frameworks

This session will see Stephen and Gillian in conversation about a religion and worldviews approach as set out in the suite of resources published by the Religious Education Council of England and Wales earlier this year.



Stephen Pett is a national adviser at RE Today. Writer and editor of many resource books for primary and secondary teachers, he has led a number of national RE projects, including Understanding

Christianity; a Big Questions in Classroom multidisciplinary RE project; and the RE Council's religion and worldviews project.



Gillian Georgiou has worked as a researcher and secondary RE teacher. She is the Lincoln Diocesan RE Adviser, supporting church and community schools to deliver

effective RE. She has written for various RE-related publications, and has a particular interest in curriculum design, types of knowledge in RE and assessment.

2 The RE-searchers project

This session will see Ed Pawson hosting a conversation about the highly acclaimed RE-searchers project in an international perspective bringing teachers and researchers together from Saltash (Cornwall) to Scandinavia!



Rob Freathy is Professor of Education at the University of Exeter. He read Theology at the University of Oxford, followed by a PGCE and secondary school teaching in Devon and Somerset. His subsequent

academic career has combined research into Religious Education alongside University leadership roles, including Dean for Students.



Giles Freathy was a primary school teacher and RE advisor. He is now Joint Partnership Lead for ITT and Senior Lecturer at Plymouth Marjon University. He has recently written a

chapter on the RE-searchers Approach for the forthcoming second edition of *Teaching Religious and Worldviews Education Creatively* (Routledge).



Inge Andersland, Associate Professor of RE, works as a teacher educator at the Western Norway University of Applied Sciences. He has a background in Theology and holds a PhD on RE in politics. His

current area of research is improving classroom practices for RE in primary and secondary education.



Linda Eide Onarheim, Assistant Professor of RE, works as a teacher educator at Western Norway University of Applied Sciences and as teacher of RE and Norwegian at Erdal

Lower Secondary School. Her background is in Religious Studies. Currently, she is researching the implementation of the RE-searchers Approach in Norway.



Ed Pawson spent 23 years as a secondary RE teacher and subject leader. Until recently he was the Deputy Chair of the REC and is the former Chair of NATRE. He is currently the adviser to 3 SACREs, SW RE Hubs lead and the Programme Director for Learn, Teach, Lead RE (SW). Ed has published work on areas such as Islam and spiritual development.

3 OAK National Academy

This session will see Fiona and Adam in conversation about the research and evidence underpinning the new OAK National Academy religious education curriculum and resources.



Adam Robertson is RE Subject Lead, Oak National Academy. Prior to this he was a National RE Adviser for RE Today.



Fiona Moss is Education and Programmes Manager at Culham St Gabriel's. Before this she was a Senior National RE Advisor for RE Today for 15 years and CEO of NATRE.

1 Development of literacy for Key Stage 4 pupils in the religious studies classroom

Sharing my findings from my current MA study at LJMU, where I have researched the current literacy climate in a UK secondary school. The study focuses on the literacy skills pupils gain through religious studies, and how we can best support pupils' literacy in the classroom especially at KS4 in their preparation for GCSE examinations.



Evie Atherton is 26 years old and a second year Religious Studies teacher. She teaches in an all-boys, Church of England Academy. Completed her PGDE in 2022 and returned to university in September 2023 to complete a master's in Educational Practice.

2 Fostering curiosity in the RE classroom

Considering what curiosity is, why it's important, how to effectively foster it through RE content and pedagogy.



Louisa Jane Smith (she/her) was born in Brighton in 1977. Accidentally became a teacher of RE 22 years ago but has never looked back. It's become her life's passion, inspired her to start the first RE Podcast and lead her in to the NATRE exec. She now teaches RE in an academy in Reigate in Surrey, having taught in state, boarding, private, and grammar schools in Sussex, Essex, Suffolk and Norfolk.

3 Understanding the interplay: Education, worldviews and lived citizenship

As growing divisions in society invoke religion as a marker of difference, RE and Citizenship education need to collaborate. We present interim findings and methodology from a project based on worldview literacy and Lego. Serious Play. Researchers join partner teachers to share emerging recommendations for both subjects and wider curriculum.



Dr Martha Shaw is Associate Professor in Education at LSBU. She is a qualified secondary school teacher in RE & Sociology and has over 10 years' experience as an academic, researching religion/worldviews

in the public sphere, particularly education. After co-leading the national project, RE for Real, her work has focused on the idea of worldview literacy as a framework for curriculum development and pedagogy.



Alexis Stones is Subject Leader for the PGCE Secondary Religious Education Programme at the IOE - Faculty of Education and Society, University College London, UK. She

has worked for many years as a Forum Theatre practitioner, Religious Education teacher, and researcher at UCL with activities in knowledge and subject specialisms, religion and science, sacred art and peace education.



Zoe Bullamore is Head of RE and PSHE at a Church of England School for 6 years and also lead and teach A Level Sociology. Her school combines RE, Citizenship and PSHE into one subject but also uses a whole

school approach to develop and enrich the subjects where appropriate.

4 Research and communities of practice as drivers of professional development

Krystian and Nadia will present ways in which their respective research activities (in master's and leadership programmes) have furthered their development as RE professionals. Additionally, both sets of activities took place within communities of practice; they will reflect on the advantages conferred. They will encourage and inform colleagues interested in these routes.



Nadia Nadeem has been teaching in East London and Essex, for over 8 years. She completed her Farmington Scholarship in 2021 and participated in the CEFARW Project last year. She is a SLE for RE and SACRE member in B&D, and a RE advisor for Brent SACRE.



Krystian McInnis is a Culham St Gabriel's Trustee, Religious Education consultant and academic researcher who specialises in decolonising and diversifying religious education. He is the Founder of Reimagining Education, an organisation committed to creating an inclusive and equitable educational system, providing opportunities, sponsorship and provisions for all within education from a multitude of backgrounds.

5 Primary pupils can! A richer encounter with parables

Too often when exploring the parables, primary pupils are directed to a single, uncontested 'correct' meaning. In this session, I share the design and enactment of a richer, more scholarly approach to teaching the parables which helped students understand the 'what' and 'why' of diverse, authentic views.



Ryan Parker is a diocesan RE advisor following a number of years in a middle school working as a RE leader. He is now a doctoral student at the University of Birmingham, focussing on knowledge-rich textual enquiry in primary RE.

6 Developing child voice in RE in EYFS and Key Stage 1

This session is a practical workshop exploring the ways Hampshire teachers have worked with me to consider ways to develop children's thinking and oracy in RE in EYFS and KS1. It will explore the challenges and highlight some of the ways that schools have developed young children's voice with visual displays, prompts, floorbooks, visitors and interviews.



Justine Ball works for Hampshire County Council as the County RE and History Inspector and Advisor. She has a degree in Theology and a Masters degree in Religious Studies. Justine was one of the joint Chairs of the Association of Religious Education Inspectors, Advisers and Consultants (AREAIC) until recently and is the South East Hub leader for the national RE Hubs project.

7 Supporting disadvantaged students in RE: How can we do it?

This session will cover practical steps educators can adopt to support disadvantaged learners in the RE classroom. I will highlight various barriers that contribute to an individual being defined as disadvantage and for each, provide research informed strategies to breakdown these barriers.



Oli Aston is a Teacher of Religious Education and Post 16 RE and Core RE Coordinator in the West Midlands. He has previously completed masters level studies in exploring disadvantage and pedagogical approaches to supporting this in our classrooms and has a first class degree in Ethics, Religion and Philosophy- Oli also loves a bit of blogging!

Panel Discussions - Saturday 19th October

1 University- School Links-what works!

This panel will discuss the different ways in which universities and schools can connect, work together and support one another in promoting the study of religion and worldviews.



Tim Hutchings is Associate Professor in Religious Ethics at the University of Nottingham. His research interests include sociology of religion, religious education and digital religion, and he teaches classes

in media ethics, interfaith encounters and religion in Britain. He serves as Schools Liaison Officer for TRS-UK, the national association for Theology and Religious Studies in Higher Education.



Dr Rachael Jackson-Royal is a Hod and foundation lead for RE and teaching and learning lead at a school in Birmingham. She is the NATRE exams and higher education

officer and part of the events team for StepUp Network which supports teachers in their leadership journey.



Hayley Ellen is currently Head of Religious Studies and Philosophy at a large Sixth Form College in Essex. Prior to this Hayley has been Head of Religious Studies in a range of difference school settings

teaching students across Key Stage 3, 4 and 5. In her current role she has looked to develop enrichment opportunities for students through developing links with specialists working in higher education.



Dr Paul-François Tremlett is a Senior Lecturer in Religious Studies at the Open University. His research interests include classical and contemporary anthropological and

sociological theories of religion and the broad constitution of religion as a field of study in societies experiencing rapid social change.

2 Freedom of Religion or Belief

This panel will discuss the nature of freedom of religion or belief (FoRB) its relationship to education. Panellists will deliberate with the audience what a FoRB flourishing classroom might look like.



Josh Cass is a consultant for Culham St Gabriel's where he leads their engagement with issues relating to Freedom of Religion or Belief and Interfaith. He is an Advisor to the Sigmund Sternberg Charitable

Foundation and has provided advisory services to organisations including: the Holocaust Memorial Day Trust, the International Dialogue Centre (KAICIID) and OSCE/ODIHR. For many years he worked for the Faith & Belief Forum.



Katie Freeman is the Chair of the National Association of Teachers of RE (NATRE), she is one of the original members of Learn, Teach, Lead RE in the South West and is Vice Chair of

Plymouth SACRE. Katie regularly speaks at conferences and is a primary school teacher in Devon. Katie has been involved with the Freedom of Religion or Belief (FoRB) project with Culham St Gabriel's and is a member of the Church of England's working group for RE.



Rachel Buckby is the RE lead at a large multicultural primary school in Leicester. Rachel serves as a leading RE teacher for the diocese of Leicester and as a member of the NATRE executive, currently as the

primary vice chair. Rachel has been involved in Culham St Gabriel's Freedom of Religion or Belief primary school project for both stages 1 and 2.



Lynn Revell is a Professor of Religion and Education at Canterbury Christ Church University. She is involved in research that looks at how religions are represented in textbooks and the

curriculum and questions of freedom of religious belief in relation to the Prevent Duty. More recently she has produced resources and guidelines on teaching Islam in schools. Lynn has been an RE teacher in secondary schools in Buckinghamshire and Manchester.

3 Making an Impact!

This panel will discuss the importance of religion and worldviews research and why it matters in our world today.



Justine Ball works for Hampshire County Council as the County RE and History Inspector and Advisor. She has a degree in Theology and a Masters degree in Religious Studies. Justine was one of the joint Chairs of the Association of Religious Education Inspectors, Advisers and Consultants (AREAIC) until recently and is the South East Hub leader for the national RE Hubs project.



Dr Selina Stone is Lecturer in Theology and Ethics at the University of Edinburgh. Previously, she worked as Postdoctoral Research Associate in Theological Education at Durham University and Lecturer in Theology at St Mellitus College. She is a writer, speaker and host of the Sunday School for Misfits Podcast.



Saima Salah has over 30 years of teaching experience and is currently head of Religion and Worldviews at Ravenscote Junior School in Surrey. She serves on the Surrey SACRE and is a member of the NATRE Executive steering group where she serves as the Local Groups and Networks lead.



Matt Pitcher has been teaching RE since 1997. He is part of the Hampshire Steering Group and a member of the NATRE and AREIAC executives. He has led CPD sessions and works alongside other schools to develop their RE at KS3 and KS4. He has also worked alongside one of the major exam boards as a presenter and examiner.

About Culham St Gabriel's



CULHAM ST GABRIEL'S
CHAMPIONING RELIGION AND WORLDVIEWS EDUCATION

We are an endowed charitable foundation whose vision is for broad-based, critical and reflective religion and worldviews education contributing to a well-informed, respectful and open society.

We offer:



Scholarship programmes

Doctoral, Masters and Leadership Scholarship Programmes are available. Our [scholarship programmes](#) feature some or all of the following:

- Funding towards your studies if appropriate
- An online community of practice
- Mentoring or one-to-one support
- Advice and support on disseminating research and connecting with the wider religion and worldviews community



RE:ONLINE

Our [RE:ONLINE website](#) offers free to use, quality assured, comprehensive coverage of a religion and worldviews approach to RE.

- **Knowledge:** Covering a variety of worldview traditions
- **Resources:** Classroom resources and knowledge pieces from EYFS through to KS5
- **Leadership:** Information and inspiration on topics such as curriculum and assessment for those leading the subject
- **Research:** An extensive library of research reports, research of the month feature, and details of how to engage with and in research.
- **Regular blog feature:** These are themed on a termly basis and includes series on ways of knowing, curriculum, RE Quality Mark and the primary phase.



Project Funding

We award [project grants](#) up to £30K. We welcome applications for small, new innovative projects or seed-corn funding; as well as applications for larger research projects or initiatives which support Culham St Gabriel's vision and strategic goals.



E-learning

We offer a range of [free online courses](#) for teachers and other stakeholders engaged in educating in religion and worldviews. Course themes include curriculum, subject knowledge, and research.