



RExCHANGE
BY CULHAM ST GABRIEL'S

9th - 10th October 2026

Real world research for real life classrooms



exchanging ideas • sharing research • everyone an expert • conversations, collaboration, connection

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Join the conversation, and don't forget to tag us!

We invite you to **share** your involvement in RExChange on **social media**.

Use the **#RExChange26** hashtag.

Tag us in your **feed posts** and **stories**



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Introduction



Real world research for real world classrooms

There are few genuinely defining moments in the religious education community-but the prospect of RE being included within a new national curriculum for England is one of them. Alongside significant shifts in Wales (as RVE), Scotland (now RMPS) and Northern Ireland, the four nations focus of this year's research conference feels both timely and necessary. This is a moment of change, and of real possibility, for our subject.

At the same time, RExChange 2026 foregrounds the transformative potential of religion and worldviews education, particularly in a context of growing uncertainty and complexity. Across the programme, we highlight the ways research can illuminate, challenge and strengthen practice. You will encounter not only academic studies, but also practitioner-led inquiry and emerging insights grounded in lived experience. Together, these open up important conversations about why religion and worldviews education matters-beyond the classroom, within communities, and across society-and how we can cultivate approaches that are inclusive, reflective and relational.

RExChange 2026 builds on the momentum of the last three conferences, each of which has sought to place research firmly at the heart of our shared work. This year, we are especially pleased to welcome several first-time contributors, bringing fresh perspectives into the conversation. We have also expanded our panel sessions to include voices working beyond traditional religion and worldviews education spaces, reflecting the increasingly interdisciplinary and outward-facing nature of the field.

Keynote sessions and 'In conversation' events will be recorded. However, the distinctive value of RExChange lies in the exchange-the opportunity to engage live, ask questions, test ideas and make connections. We strongly encourage you to participate in as many sessions as you can in real time. To support this, we have included a set of reflective questions to help you engage more deeply with the research and with one another.

We are delighted you are joining us, and we look forward to the conversations ahead.

A handwritten signature in black ink, appearing to read 'Kathryn', with a stylized flourish underneath.

Dr Kathryn Wright
Chief Executive
Culham St Gabriel's Trust

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



Introduction



Engaging with the sessions

We invite you to use these reflective questions to support your engagement with the wide range of research shared during the conference.

Thinking about my learning

- What has shifted in my thinking as a result of this session?
- What surprised me, challenged me, or made me curious?
- What questions am I now sitting with?
- What do I want to explore, read, or discuss further?
- How might I stay connected to this work beyond RExChange?

Thinking about the research

- Why does this research matter – who is it for, and what does it help us understand?
- How was the research carried out, and what stands out to me about the approach?
- What are the key insights or findings?
- What are the strengths of this work, and where are its limitations or gaps?
- How does this research connect with, challenge, or extend other work I know?

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

- What feels relevant or transferable to my context?
- What might need adapting for this to work well where I am?
- What small or practical steps could I take as a result of this session?
- Who do I need to involve, inform, or influence?
- What barriers might I need to navigate and how might I begin to address them?

Thinking about connection and collaboration

- Who else might be interested in this research?
- How could this work spark conversation or collaboration?
- What might I offer, as well as take away, from this research community?

Code of conduct



RExChange Delegate Code of Contact

RExChange is a space for thoughtful, respectful and open conversation about religion and worldviews education. We want all delegates to feel welcome, valued and able to participate fully.

Our approach is shaped by Culham St Gabriel's commitment to diversity, equity and inclusion, rooted in the dignity and worth of every person. We recognise that delegates will bring different beliefs, identities, experiences, roles and perspectives. This diversity is a strength, and we ask everyone to help create an environment where people can learn together, ask good questions and navigate difference with care.

By attending RExChange, delegates agree to:

- Treat others with respect and courtesy, including when views, experiences or interpretations differ from their own.
- Contribute to an inclusive atmosphere, where all participants feel able to speak, listen, question and reflect.
- Avoid discriminatory, dismissive or harmful language or behaviour, including in relation to age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation.
- Be mindful of power, voice and participation, making space for others and not assuming that any individual should speak on behalf of a whole community or tradition.
- Engage with challenge constructively, recognising that disagreement can be part of learning, but should never become personal, hostile or demeaning.
- Respect confidentiality where requested, particularly when individuals share personal, professional or community experiences.
- Follow the guidance of event organisers, including in relation to accessibility, safeguarding, session participation and use of digital spaces.

If a delegate experiences or witnesses behaviour that falls short of this code, they are encouraged to speak to a member of the RExChange organising team. Concerns will be taken seriously and responded to appropriately.

We reserve the right to take action where behaviour undermines the safety, dignity or participation of others. This may include speaking with those involved, setting boundaries for further participation, or, where necessary, asking someone to leave the event.

RExChange works best when we each take responsibility for the quality of the shared space. Thank you for helping us make it welcoming, rigorous and respectful for everyone.

Programme



Friday 9th October

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

Navigating Controversy: Teaching in Unsettled Times



Amy Ark

Amy Ark is Senior Programme Manager at The Faith & Belief Forum. With over 25 years' experience across charity and education sectors.

In her current role, Amy leads the strategic direction of education and learning programmes, supporting faith and education partners to ensure work with schools is inclusive, meaningful, and impactful.



Fay Lowe

Fay Lowe is a Head of RE in a Secondary School in Bolton. She also has a PhD from the University of Glasgow, with research interests including

moral education, countering extremism and the education of white British working class boys.



Shammi Rahman

Shammi Rahman is an RE Adviser for Hertfordshire and Milton Keynes, founder of Youth SACRE MK, and a former member of the Advisory Board

to the Children's Commissioner for England. A respected speaker, writer, and DEI specialist, she champions inclusive education, race equity, and interfaith understanding, helping schools and organisations create cultures of belonging and meaningful change.

14:00 - 14:15 Break

14:15 - 15:00 Seminar 1

Delegates will choose one option on the day

1. Justine Ball: Informed Encounters: Using Research to Improve Visitor Engagement in RE
2. Catriona Card: Using Persona Dolls for a Disciplinary Approach to Early Years RE
3. Paul Hopkins: Why Religion and Worldviews Education Needs to be Engaged and Active on G-AI
4. Jas Jacques-Butterworth: Can the Gender Gap be Closed in Religious Studies?
5. Ann Pittaway: Supporting Primary RE Teachers to Foster Pupil Spiritual Oracy
6. Kuljinder Shokar and Kelly Keatley: Dipping Our Toes Into Research: Two Examples of First-Time Research Projects.
7. Alice Thomas: Developing 'Dialogue, Diversity and Worldviews' within the Nottingham Local Agreed Syllabus.

Programme



Friday 9th October cont.

15:00 - 15:15 Break

15:15 - 16:00 Seminar 2

Delegates will chose one option on the day

1. Geneva Blackmer: Who gets to speak? Representation, Coloniality and Disruptive Praxis in Interfaith Engagement.
2. Trevor Cooling: Theology, Faith and Research: Autobiographical Reflections on Personal Knowledge
3. Angela Goodman: Understanding Critical Religious Education (CRE) in practice
4. Lucien Likandja: Engaging with Global Learning in RE
5. Paul Marvin: Spaces of Discomfort and Their Importance in the RE Classroom
6. Adam Robertson and Josh Cass: Contested Issues and Trade-Offs: Extending Freedom of Religion or Belief Frameworks From Primary to Secondary Classrooms
7. Leo Taylor and Elizabeth Phillips: From Outreach to Partnership: Embedding Interfaith Learning in Schools.

16:00 - 16:15 Break

16:15 - 17:00 Seminar 3

Delegates will chose one option on the day

1. Sarah Dennis: Teaching Sacred Stories Through a Multidisciplinary Approach to Upper Key Stage 2
2. Rob Freathy: Assessment and (Digital) Badges: New Terrain for 'Ways of Knowing'?
3. Stephen Pett and Jon Lanman: Exploring Atheism: Exploring Data on Non-Religion in the Classroom
4. Mark Plater and Louisa Newton: Worldviews Clarification Classroom Project
5. Joseph Ramsden, Roman Williams and Amina Atiq: Lessons From Interfaith Photovoice in Liverpool
6. Steph Whyte: What Even is Religious and Moral Education? Sharing Practice in RME (RMPS)
7. Samuel Yates: What Would a Robust Non-Religious Curriculum Feel Like?

17:00 - 17:15 Break

Programme continues on next page

Programme



Friday 9th October cont.

17:15 - 18:00 Religion and Worldviews Education - Why it Matters Beyond the Classroom: Two Parallel In Conversation Sessions

Delegates will choose one option on the day

A: Geo-Political Perspectives



Jasmine Kundra

Jasmine Kundra is an organisational learning and digital transformation strategist with over 20 years' experience helping organisations build

capability through learning, communication and change. She has led programmes for DEFRA, the Home Office, Estée Lauder Companies, Jaguar Land Rover and the University of Birmingham, contributed to the national Apprenticeship Standards, supports British Marine's apprenticeship programme and annual graduation events, judges the Multicultural Apprenticeship Awards, and serves as a Director of the Religion & Belief Literacy Partnership.



Jess Hazrati

Jess Harati is the Centre Manager at LSE's Faith Centre. She leads on the delivery student-based interfaith programming, including the Beecken Faith & Leadership

Programme, alongside other campus relations projects. Prior to joining, Jess worked in the Interfaith sector delivering place-based community building projects and hosting events celebrating faith communities in the UK.



Andrew Copson

Andrew Copson is the Chief Executive of Humanists UK, a former Board member of the RE Council, and the author of numerous books on humanism and secularism.

Social and Community Perspectives



Tim Pemberton

Tim Pemberton has worked in broadcasting for nearly 40 years. He is currently Head of BBC Religion & Ethics (Audio) responsible for over 400 hours

of content. In his spare time he plays chess and badminton enthusiastically.



Harvinder Channa

Harvinder Channa is a senior global leader in diversity, inclusion and responsible business at AlixPartners, where she drives strategy across complex

international markets. With extensive experience in embedding inclusive practices within high-performance, corporate environments, she focuses on aligning DE&I with business transformation, governance and long-term value creation. She is recognised for building frameworks that move beyond policy into measurable impact, influencing leadership behaviour, talent strategy and organisational culture. Her work integrates diversity with responsible business practices, ensuring inclusion is central to how organisations operate and grow.



Hannah Rich

Hannah Rich is a senior researcher at Theos and the author of reports including 'Beyond the Classroom' (2025).

Programme



Friday 9th October cont.

18:00 - 19:00 Break

18:00 - 19:00 Keynote

How Storytelling can Lead to Transformative Conversations About Race and Religion



Robert Beckford

Professor Robert Beckford is an award-winning scholar-activist, broadcaster, author and studio music producer whose work bridges theology, race, culture

and social justice. As a pioneering Black theologian, he combines academic research, public engagement and creative arts to challenge injustice, amplify marginalised voices and inspire social transformation.



Alexandra Brown

Alexandra Brown is a secondary school Philosophy, Ethics and Religious Studies teacher, researcher and poet. Her work centres on Black liberation

theology, Womanism, Asian Feminist theology and Islam in African American contexts, and decolonising the English RE curriculum, by addressing intersecting issues of race, gender, class, disability and sexual identity.



Janet Orchard

Janet Orchard, a former secondary teacher and PGCE tutor, is an Associate Professor at the School of Education, University of Bristol where she

specialises in philosophy, religion and teacher education. A trustee of the Journal of Moral Education Trust, she co-edited Professional Reflection for NATRE from 2021 to 2026.

End of day one

Programme continues on next page

Programme



Saturday 10th October

9:00 - 9:15 **Welcome and recap on Friday sessions**

9:15 - 10:00 **Seminar 4**

Delegates will choose one option on the day

1. Elaine Arundell: Designing Inclusive RE Experiences through Creative Song
2. Claire Clinton, Lucy Still, Taranum Afshan and Marie Hardie: Learning From Pupils in RE
3. Phoebe Harvey: The Role of RE in Challenging Misogyny in UK Secondary Schools
4. Tom Haward and Alexis Stones: Art and History for RE: Seeing, Knowing, Feeling
5. Krishan Parker: Teaching Dharmic Traditions: Lived Experience in the RE Classroom
6. Jane Yates: Untranslatability in Religious Education: From Classroom Curiosity to PhD Research

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

10:15 - 11:15 **Keynote Session with Q&A**
Curriculum Research Conversations: Four Nations Perspectives



Dr Richard Kueh (England)

Dr Richard Kueh is Chief Education Officer of CAM Academy Trust. A former senior civil servant, Richard was Deputy Director at Ofsted and HMI

national lead for religious education in England. He was appointed co-lead drafter for the proposed national curriculum for RE, following the government's curriculum and assessment review.



Katie Freeman (England)

Katie Freeman is the chair of The National Association of Teachers of RE (NATRE) and a serving primary school teacher. She has trained teachers across the country,

regularly speaks at conferences and was a curriculum writer on the NATRE primary RE curriculum. Katie chaired the teacher reference group for the National Curriculum RE Task and Finish Group. She has been part of the LTLRE area 1 team in the South West for the last 13 years.



James Nelson (Northern Ireland)

James Nelson is a Senior Lecturer in the School of Social Sciences, Education and Social Work at Queen's University Belfast. He has many years'

experience working in initial teacher education and his main research interest is the role of religion and values in education, including religious and worldviews education.



Ben Kirk (Northern Ireland)

Ben Kirk is Head of Religious Studies at Strangford Integrated College

Programme



Curriculum Research Conversations: Four Nations Perspectives cont.



Jennifer Harding-Richards (Wales)

Jennifer Harding-Richards is an adviser for Religion, Values and Ethics (RVE) supporting schools across Swansea, Carmarthenshire and Pembrokeshire.

She is currently undertaking doctoral research at Swansea University, exploring the evolving position of RVE within the Curriculum for Wales as part of her EdD.



Jennie Downes (Wales)

Jennie Downes is a Religion, Values and Ethics (RVE) Specialist. Currently a researcher at Bangor University and Primary Schools Advisor for NCREW, she draws on

29 years as a headteacher, advisor, and inspector. Jennie actively works through WASACRE and the RE Council to shape national dialogue and advance contemporary RVE pedagogy.



Stephen Scholes (Scotland)

Stephen Scholes is Senior Lecturer in Education at Queen Margaret University, Edinburgh, where he leads on teacher education in Religious, Moral and Philosophical

Studies and is involved in research on curriculum, pedagogy and professional learning. Stephen also holds a secondment to Education Scotland, as National Advisor for Religious and Moral Education.



Terri Barry (Scotland)

Terri Barry has over a decade of experience leading Religious Education and Citizenship. She currently teaches RMPS in Shetland and has been

contributing to Scotland's Curriculum Improvement Cycle. She is Research and Policy Lead for STARME and PhD student examining worldviews and citizenship within the Scottish RE curriculum.

11:15 - 11:30 Break

11:30 - 12:30 Building Inclusive, Reflective and Relational Approaches to Religion and Worldviews Education: Three Parallel In Conversation Sessions

Inclusion, including SEND and Alternative Provision



Nish Sabur

Nish Sabur is Centre Lead for Humanities and Personal Development at Chessbrook ESC. A Hertfordshire SACRE advisor, he champions inclusive Religious

Education and cultural capital across alternative provision. With 21 years in education, Nish blends historical inquiry with trauma-informed RE to foster empathy, diversity, and personal development.



Neil Duncalf

Neil Duncalf has been the RE lead at a SEN School in Cheshire for the last 12 years, and co-lead the NATRE SEND Group. He is particularly interested in ways in

which we can engage students further in their learning and also support non-specialist staff delivering RE lessons.

Programme



Inclusion, Including SEND and Alternative Provision cont.



Amy Clarke

Amy Clarke is an experienced primary teacher of 15 years, including 10 years leadership in Religious Education and Collective Worship. Over the last few years, Amy has

worked within a specialist language provision in Sunderland (North East), developing expertise in supporting SEND pupils with Developmental Language Disorder (DLD). After completing the CSTG leadership programme Amy now works as an RE advisor, with a special interest in SEND and RE.

Personal Knowledge and Reflexivity



Miriam Hicklin

Miriam is an RE teacher and researcher at a secondary school in the southwest of England. Her master's research has focused on developing reflexivity and personal

knowledge in the classroom through a case study in her department.



Ruth Flanagan

Ruth Flanagan is a senior lecturer at the University of Exeter. Her research and teaching focuses on enabling teachers to identify their personal worldviews and

examining the potential influence this may have on their practice, whether as teachers or curriculum writers. External projects include international curriculum creation, review, and delivery.



Arabella Saunders

As an Assistant Head Academic, Arabella leads whole-school Teaching and Learning, driving high standards through evidence-informed practice. An experienced

RE teacher and former Head of Department, she actively contributes to educational discussions online, advocating for the Religion and Worldviews approach to RE. Read her blog: missavecarter.wordpress.com.

Programme continues on the next page

Programme



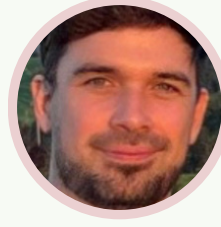
Interfaith and Belief Relations



Jagbir Jhutti Johal

Jagbir Jhutti-Jahal is Professor of Sikh Studies at the University of Birmingham, with over 25 years' experience in teaching and research. An expert in Sikh

theology, interfaith dialogue and contemporary issues, she advises policymakers nationally and internationally. She serves on several boards and champions women's voices, faith engagement and community-focused initiatives.



Aron Foley

Aron Foley completed a PhD at Trinity College Dublin exploring the responsiveness of Irish primary schools to cultural and religious diversity. His research interests

include religious education in primary schools, culturally responsive practices, and the inclusion of children's voices in educational research and school development.

12:30 - 1pm Plenary and end of conference reflections

1pm: Conference ends



Friday 9th October

Seminar 1

Informed Encounters: Using Research to Improve Visitor Engagement in RE

Academic research on the use of visitors in RE is limited. This paper reviews the existing literature and draws on guidance from RE Hubs, the expertise of speakers, school RE leaders, SEND advisers and teachers I work with, to propose principles of best practice and key ideas for teachers and academics.



Justine Ball

Justine Ball is the Hampshire County RE and History Inspector/Advisor and provides professional support across Hampshire and for RE across Portsmouth, Southampton and the Isle of Wight. Justine is the Professional Adviser to Hampshire and Oxford SACREs, the SE RE Hubs leader and serves on the NASACRE executive committee.

Using Persona Dolls for a Disciplinary Approach to Early Years RE

In this session Catriona will present the elements of her research that focus on the use of persona dolls in the teaching of RE. She will explain how the research was conducted and present some of her findings and suggest their implications for teaching.



Catriona Card

Catriona Card is an experienced Reception class teacher and RE leader at a large primary school in North Lincolnshire. She is currently studying for a PhD at Lincoln Bishop University. Her research explores how an age-appropriate disciplinary approach can support 4-5 year-old children's learning in RE.

Why Religion and Worldviews Education Needs to be Engaged and Active on G-AI

This session will present an epistemological model for the place of RWE in the wider debate on the use of GAI in school by both teachers and pupils. It will explore how RWE can engage with this technology and over a theoretical framework using a cognitive model. It will focus on the idea that RWE has an essential place in the discourse around G-AI and how it can and should be concluded in education - and why this might change education.



Paul Hopkins

Paul Hopkins has been working in the field of RE and technology since before Google! He has worked, published and researched in the field nationally and internationally.



Seminar 1 cont.

Can the Gender Gap be Closed in Religious Studies?

This paper investigates gendered patterns in Religious Studies through mixed-methods research, exploring how socialisation, school practices, and cultural influences shape learner engagement. Combining surveys, focus groups, interviews, and observations, it examines emerging trends and preliminary findings to identify strategies that could reduce gender disparities and strengthen inclusive RS provision in Wales.



Jas Jacques-Butterworth

Jas Jacques-Butterworth is a final-year PhD researcher at Aberystwyth University, specialising in gender and Religious Studies after a decade as Head of RS. Her work explores how gender shapes educational experiences and outcomes. Outside academia, she enjoys crocheting and spending time with her beagle, Cadmus.

Supporting Primary RE Teachers to Foster Pupil Spiritual Oracy

This session shares findings from a funded pilot supporting primary RE teachers in faith, worldview and spirituality oracy. Moving beyond debate-led models, it highlights listening, reflection and multimodal expression, with evidence from teachers, pupils and classroom observations, plus practical classroom strategies.



Ann Pittaway

Ann Pittaway has spent over twenty years working within Catholic education as a Religious Education teacher, concluding her school based career with five years as an Assistant Head Teacher. Following her retirement from teaching, she joined Canterbury Christ Church University as a Research Fellow with the National Institute of Christian Education.

Dipping our Toes Into Research: Two Examples of First-Time Research Projects

Have you wanted to complete a research project but are not sure where to begin? In this session, hear Kuljinder and Kelly share insights from their first classroom research projects: one examining how strengthening oracy boosts GCSE evaluation, the other exploring how pupil and parent perceptions shape post-16 Religious Studies choices, influencing uptake and progression and the long-term sustainability of RS across educational pathways.



Kelly Keatley

Kelly Keatley is RE Subject Learning Leader at St Peter's C of E Aided School in Exeter. Kelly is currently part of the NATRE Executive, leads Exeter Learn, Teach, Lead RE Hub and is Vice-Chair of Devon SACRE. Kelly is in her second year of the Culham St Gabriel's Leadership Scholarship programme.



Kuljinder Shokar

Kuljinder Shokar has been teaching Philosophy, Religion and Ethics for over twenty years and is an active Sikhi member of her local SACRE. She has spoken and written about Sikhi, and has also written an article and blog on oracy. She is currently in her second year of the Culham St Gabriel's Leadership Scholarship Programme.

Seminars



Seminar 1 cont.

Developing 'Dialogue, Diversity and Worldviews' Within the Nottingham Local Agreed Syllabus.

Collaboratory research scholar with the University of Nottingham and Nottingham Trent University, developing 'Dialogue, Diversity and Worldviews,' The Nottinghamshire Agreed Syllabus was launched June 2026, as a scholar I had the opportunity to conduct research with local faith communities, pupils and local RE Teachers/leaders. As a result, this led to key resources and ideas being developed and moreover, targeted and personalised CPD for the Nottinghamshire community. The session as a result with depict how we went about developing and supporting teachers, SACRE and faith communities in 'Dialogue,Diversity and Worldviews.'



Alice Thomas

Alice Thomas is Head of Religion and Worldviews and Collaboratory Research Scholar for Nottinghamshire SACRE in partnership with Nottingham University, where she has been able to conduct research with both pupils, teachers and local faith communities, develop resources and deliver CPD to RE Teachers and leaders in the development of the new Locally Agreed Syllabus.

Seminar 2

Who Gets to Speak? Representation, Coloniality and Disruptive Praxis in Interfaith Engagement

This project examines the Faith and Belief Forum's interfaith storytelling model as a decolonial alternative to traditional forms of interreligious dialogue in contemporary Britain. It analyses how storytelling reconfigures representation, voice, and participation through FBF's school workshops, evaluating its potential and limits for fostering students' plural, lived understandings of religious difference.



Geneva Blackmer

Geneva Blackmer is a Doctoral Researcher at the University of Cambridge, Faculty of Divinity and Cambridge Interfaith Programme, funded by the Open-Oxford-Cambridge AHRC DTP at Homerton College. Her collaborative doctoral project analyses the Faith and Belief Forum's interfaith storytelling model in its school workshops programme as an alternative to representative models of inter-religious dialogue.

Theology, Faith and Research: Autobiographical Reflections on Personal Knowledge

How do faith, theology and research interact in the life of an educator? Do we as educators understand our own personal knowledge? Trevor will explore this theme through reflecting on his own 50 year career in RE as a prompt for the reflection of attendees on their own journey.



Trevor Cooling

Trevor Cooling is Emeritus Professor of Christian Education at Canterbury Christ Church University. He has been heavily involved in RE for over 50 years and was Chair of the RE Council. His most recent contribution has been in the developing thinking around a Religion and Worldviews approach from 2015 to 2021.



Seminar 2 cont.

Understanding Critical Religious Education (CRE) in Practice

In this session I will present research which included fieldwork in four secondary schools - two of which identified as CRE contexts and two of which did not. The research highlights differences between constructivist and realist pedagogy in RE and provides insights for both theory and practice in the subject.



Angela Goodman

Angela Goodman is a former teacher of religious education who has been involved in the development of Critical Religious Education (CRE) in practice. She has lectured on CRE on multiple PGCE programmes and recently completed her PhD in religious education at UCL.

Engaging with Global Learning in RE

Through my practice teaching RE, I have come to appreciate the varied ways RE can help young people connect with the world. In this session, I would like to share my experience taking part in a research project to embed global learning in my teaching practice, which led to the creation of an RE-specific framework.



Lucien Likandja

Lucien Likandja is an experienced London-based secondary teacher specialising in RE and humanities. He is interested in exploring how embedding global learning into RE pedagogy can support the development of young people.

Spaces of Discomfort and Their Importance in the RE Classroom

When students recognise their own positionality, it enables them to understand and engage with others. The research carried out aims to create spaces of discomfort within the classroom, to support students to critically reflect on their own positionality and develop their personal knowledge.



Paul Marvin

Paul Marvin is a diocesan educational advisor and the 'RE and Christian Distinctiveness Lead' for a multi-academy trust. I co-lead a LTLRE Hub and is a member of two local SACREs. He completed a Farmington Scholarship and is in his second year of the Culham St Gabriel Leadership Scholarship Programme.

Programme continues on next page



Seminar 2 cont.

Contested Issues and Trade-Offs: Extending Freedom of Religion or Belief frameworks from Primary to Secondary Classrooms

Culham St Gabriels 2023 project examined the teaching of Freedom of Religion or Belief (FoRB) in primary schools. It recommended that FoRB be promoted by school leaders as part of a high-quality religious education. From this, Oak National Academy has used the learning to build on the proposed learning outcomes for a set of free classroom resources on FoRB based on case studies that encourage students to examine trade offs and contested issues.



Adam Robertson

Adam Robertson is RE lead for Oak National Academy; an arms-length body of the Department for Education which produces free curriculum resources for teachers. Previously he was a primary teacher, and RE and SACRE adviser.



Josh Cass

Josh Cass is a Consultant for Culham St Gabriels and worked part time for one of the UK's leading interfaith organisations, the Faith & Belief Forum. Prior to this Josh has worked with organisations including Fodip (the Forum for Discussion of Israel and Palestine), the Encompass Trust and St Ethelburga's Centre for Reconciliation and Peace. Josh is also a founding member of the Forum for Religion and International Affairs and have provided consultative support for organisations including: the British Council, Cumberland Lodge, UNAOC and OSCE/ODIHR.

From Outreach to Partnership: Embedding Interfaith Learning in Schools

This session explores how findings from Woolf research projects were translated into flexible KS3/KS4 teacher resources and subsequently evolved into a collaborative School Partnership programme. It will highlight the importance of public engagement, mutual learning between teachers and researchers, and of embedding interfaith learning in schools.



Leo Taylor

Leo Taylor is the Public Engagement Coordinator and Social Media Manager at the Woolf Institute. Leo coordinates the Woolf Institute's Religious Diversity in End of Life Care training and schools' programmes. He also leads on our project 'Students' experiences and understanding of religious hate incidents on campuses'.



Dr Elizabeth Phillips

Dr Elizabeth Phillips is the Woolf Institute's Director of Education and Engagement. She oversees the Institute's educational work within the Cambridge Theological Federation, as well as strategic and operational oversight of the Institute's outward-facing community work. She teaches Political Theology, Multi-faith Awareness, and Conflict Transformation in the Cambridge Theological Federation.



Seminar 3

Teaching Sacred Stories Through a Multidisciplinary Approach to Upper Key Stage 2

This is a practical session where we will explore a way to teach sacred texts to Upper Key Stage 2 using the three disciplines of Theology, Human and Social Sciences and Philosophy. I will explain this new way of teaching I developed with my Year 5 and 6s. We will look at the unit of work, the resources for completing this unit of work and how I used our local context to engage with members of our faith community.



Sarah Dennis

Sarah Dennis teaches Religion and Worldviews across a one form entry primary school. She is networking lead for RE for Community Academy Trust. She is a member of the NATRE Exec.

Assessment and (Digital) Badges: New Terrain for 'Ways of Knowing'?

How should we assess 'ways of knowing' in Religious Education? This presentation introduces a (digital) badge-based assessment scheme which seeks to recognise and reward pupil engagement, competence and progression with regard to 'ways of knowing'. The rationale, pros and cons, and potential application, of this approach will be discussed.



Rob Freathy

Rob Freathy is Professor of Education at the University of Exeter. His research has addressed legal and policy frameworks governing Religious Education in England; the subject's aims, methods and contents in the past and present; the professionalization of RE teachers historically and internationally; and curricular and pedagogical innovation in RE.

Exploring Atheism: Exploring Data on Non-Religion in the Classroom

Two major research projects - Understanding Unbelief and Explaining Atheism - rethink why people become non-theists and what that means for understanding non-religious worldviews. In this session, Prof Jon Lanman presents some key findings, and Stephen Pett introduces a free, practical, multidisciplinary classroom resource, making cutting-edge research accessible and teachable.



John Lanman

Jon Lanman is Professor in Cognitive Anthropology and Assistant Director of the Institute of Cognition and Culture at Queen's University Belfast. His work on atheism and secularisation utilises both cognitive and social anthropology includes aiming to provide an account of why some individuals become theists and others become non-theists.



Seminar 3 cont.



Stephen Pett

Stephen Pett, an adviser at RE Today, trains teachers and develops resources. He wrote the RE Council's RW approach 'Handbook for curriculum writers' (2024). He led the development of Understanding Christianity (2016) and Understanding Muslims, Understanding Islam (2025). He has been involved in the Understanding Unbelief/Explaining Atheism programmes since 2018.

Worldviews Clarification Classroom Project

Feedback on classroom implementation of the Worldviews Clarification concept and collection of activities. The session will explain the theory and feed back on how concept and activities have worked out in practice. There will also be opportunity to critique the idea, asking critical questions about its' emphasis and potential impact.



Mark Plater

A former RE teacher, adviser and PGCE tutor, Mark Plater now lectures on the BA and MA Theology courses at Lincoln Bishop University. On days off he can be found in his forest cabin or doing jobs in the surrounding woodland.



Louisa Newton

Southwell & Nottingham Diocesan Christian Distinctiveness and SIAMS Lead in the Education Team. Louisa Newton provides guidance, training, and resources for Headteachers, staff, governors, and MATS supporting schools in developing and embedding theologically rooted school visions that reflect the Church of England's Vision for Education, as well as embedding the diocesan vision in their local parish context.

Lessons from Interfaith Photovoice in Liverpool

Photovoice is a tool that can transform the delivery of religious and worldviews education in schools and community spaces. Join a panel discussion with community leaders and educationalists from the UK and US as they reflect on the lessons of implementing a Photovoice project in Liverpool, UK.



Joseph Ramsden

Joseph Ramsden is a consultant known for his work in youth empowerment, interfaith dialogue, and legal advocacy. He currently serves as the Projects Lead at the Kuumba Imani Millennium Centre (KIMC) in Liverpool, where he manages initiatives focused on capacity building and community development.



Seminar 3 Lessons from Interfaith Photovoice in Liverpool cont.



Dr Roman Williams

Dr Roman Williams is the founder of Interfaith Photovoice, a social enterprise that uses photography and sociology to foster empathy and understanding across different religious and secular backgrounds. A visual sociologist by training, he transitioned from a career in academia to community-based work, helping people use their smartphone cameras to share stories and build inclusive communities.



Amina Atiq

Amina Atiq is a Yemeni-British poet, mentor, teaching artists, and award-winning community activist based in Liverpool. She is an advisory member of Curious Minds' anti-racism board and Co-Chair of the Diversity Action Group at Everyman & Playhouse Theatres. Her residencies and festivals include the Humboldt Foundation, Queensland Poetry Festival, University College London, Museum of Colour, and MANX Litfest. Her work is widely published, including Critical Muslim, Speaking Volumes, Cordite Poetry Review, and The Independent.

What Even is Religious and Moral Education? Sharing Practice in RME (RMPS)

Ever since I completed my undergraduate dissertation in 2013, I have been asking myself What Even is RME? This year I launched a podcast where I ask RME/RMPS teachers to share what happens in their classroom, in a quest to understand what happens in RME and why does it vary so much across the country. This session will share some of my findings.



Steph Whyte

Steph Whyte is a secondary School teacher of RMPS in Kirkcaldy High School, Fife, Scotland. Steph is also the founder and content creator at LearningRMPS.com, and is passionate about sharing good practice in the RMPS classroom. Steph is also the secretary of Scottish Teachers Association of RME (STARME).

What Would a Robust Non-Religious Curriculum Feel Like?

The recent curriculum and assessment review provides fertile ground to explore what nonreligion means for curriculum designers, policy implementation and researchers alike. The session aims to explore the need for a more nuanced understanding of non-religion which moves beyond dichotomised conceptions of the religious and non-religious binary.



Samuel Yates

Samuel Yates is a Sociology Lecturer and Curriculum Lead with nearly a decade of teaching experience across diverse educational settings. His current doctoral research focuses on non-religious identification and masculinity, and his thesis contributes to the growing field of non-religion by reframing the study of non-religious individuals relationally to religion.



Saturday 10th October

Seminar 4

Designing Inclusive RE Experiences Through Creative Song

This session explores how creative, arts-informed approaches can function as relational pedagogical experiences in Religious Education. Drawing on doctoral research into songwriting in primary classrooms, it examines how engagement, meaning-making and transformation emerge through the interplay of challenge and support, and considers practical implications for designing inclusive, sustainable classroom practice.



Elaine Arundell

Elaine Arundell has worked in primary RE in various capacities for the last 25 years, as a teacher, coordinator, advanced skills teacher and advisor. She currently works as a part-time primary school teacher as well as an independent consultant, resource writer and inspector for RE.

Learning from Pupils in RE

This session will use research carried out with primary and secondary pupils in 2025 with two East London Boroughs to consider further what a high quality curriculum offer in RE looks like and how it can inform syllabus creation.



Claire Clinton

Claire Clinton is Director of RE and PSHE in Newham, the RE advisor in Barking & Dagenham, Camden and Southwark and the lead director for RE Hubs UK. She is passionate about children and young people being given the tools to be able to learn about and from religion and belief.



Lucy Still

Lucy Still is an Assistant Head Teacher at Plashet, City of London Academy, Former HOD RE and Newham secondary RE advisor. She leads the Student RE Matters group, a student led interfaith project, based on reflecting on how religious and non-religious worldviews positively impact the community.



Taranum Afshan

Taranum Afshan works part time as a classroom teacher and part-time primary RE advisor in Newham. She runs the primary RE network meeting and interfaith conferences.



Seminar 4 Learning From Pupils in RE Cont.



Marie Hardie

Marie Hardie is the deputy head teacher of Brampton Primary School in Newham. She works one day a week for RE Matters as part of the advisory team.

The Role of RE in Challenging Misogyny in UK Secondary Schools

This session presents my MA dissertation research, which explores how RE can address and challenge misogynistic rhetoric in young people, influenced by the manosphere and incel ideology. Drawing on interviews with RE teachers, I will share my findings and practical strategies for addressing gender, power, and online influence in the secondary classroom.



Phoebe Harvey

Phoebe Harvey is in her third year teaching secondary RE in Aberdeen and is originally from Norfolk. Phoebe has a degree in Theology from the University of Cambridge, and is currently undertaking an MA in Education and Social Justice at Lancaster University. Phoebe is also proudly part of Culham St Gabriel's Masters Scholarship Programme.

Art and History for RE: Seeing, Knowing, Feeling

Drawing on their teaching and practice as history, RE and museum educators, Tom and Alexis lead a workshop based around the research and pedagogy in their forthcoming book "Teaching with Art for History and Religious Education: Seeing knowing, feeling" (UCL Press) to transform the RE curriculum through critical use of visual sources. Bring paper and pencil!



Seminar 4 Art and History for RE: Seeing, Knowing, Feeling cont.



Dr Tom Haward

Dr Tom Haward is a history educator and researcher working across UCL's History PGCE, MA and Holocaust Education Centre. Tom's main areas of research and publications include how students learn about the past through visual sources, the role of assessment in Holocaust Education and transformative learning.



Alexis Stones

Alexis Stones leads the RE PGCE at UCL. She is also a museum educator for young people and teachers exploring sacred art collections at the Wallace Collection and National Gallery. Her research interests and publications include science and religion, sacred art, lived citizenship, sustainability and peace education.

Teaching Dharmic Traditions: Lived Experience in the RE Classroom

My MA explored how Dharmic traditions are taught through a Religion and Worldviews approach, focusing on students' lived experience of faith. It analysed curriculum representation and classroom practice, aiming to promote more inclusive, authentic teaching that moves beyond stereotypes and reflects the diversity within Dharmic traditions.



Krishan Parker

Krishan Parker is an experienced secondary RE Teacher and has completed a Masters in Teaching Studies. His research has focused on how dharmic traditions are delivered through the Religion and Worldviews approach. This has given him experience in analysing student lived experience of faith and improving inclusive, accurate classroom practice.

Untranslatability in Religious Education: From Classroom Curiosity to PhD Research

This talk reflects on my journey from classroom-based practitioner research into PhD study. It explores how my everyday curiosity about untranslatability in my RE classroom has developed into a broader doctoral project, and how this shift has changed the way I think about research, theory, and my identity as a teacher-researcher.



Jane Yates

Jane Yates is currently a doctoral student on Social Justice in Education at the University of Cumbria, funded by Culham St Gabriel's Trust. Previously an RE Lead in a primary school for over 15 years, she now has a number of consultancy roles for RE, Thoughtful P4C and Humanists UK.

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.



Scholarships

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



Project grants

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.



Campaigning

One of the Trust's strategic objectives is influencing government policy in supporting religion and worldviews, including the recommendations of the Commission on RE.

Find out more about our campaigns here.



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.



RE:ONLINE
BY CULHAM ST GABRIEL'S

Have you explored the new RE:ONLINE website yet? From core and in-depth subject knowledge about different religious and non-religious worldview traditions to resources, research, blogs, CPD, films, Focus Weeks, a guide to the Religion and Worldviews approach and lots more, there's plenty to help you in your practice!

Things to look out for!



CULHAM ST GABRIEL'S
CHAMPIONING RELIGION AND WORLDVIEWS EDUCATION



NATRE

National Association of Teachers
of Religious Education

Coming soon: RE Community Impact Grants

Have you got an idea that could make a difference to religion and worldviews education?

This September, Culham St Gabriel's Trust and the National Association of Teachers of Religious Education (NATRE) will be launching the **RE Community Impact Grants**, a new one-off fund designed by and for teachers. The fund will **offer six grants of £2,500** to support projects that **explore, develop or test great ideas** in religion and worldviews education across the UK.

We're looking for projects that **respond to a real need, improve practice, or generate learning** that can be **shared with others**. Applications will be open to **schools, groups of schools, charities and organisations** working in support of religion and worldviews education.

Funded projects will be shortlisted by a **teacher-led panel**, with the final funding decisions shaped through a **community vote**.

Further details, including application guidance and key dates, will be available **when the fund opens in mid-September**. Keep an eye on RE:Online and NATRE websites for full details on how to apply.



RE:ONLINE
BY CULHAM ST GABRIEL'S



CULHAM ST GABRIEL'S
CHAMPIONING RELIGION AND WORLDVIEWS EDUCATION

Announcing our 2026-2027 Focus Weeks

Our Focus Weeks are packed with content such as blogs, films, research and resource spotlights, 'in conversation' events and so much more! We can't wait to see you there.

- **Journeys: Place, Belief and Belonging:** 22-28 November 2026. In Conversation: Thursday 26th November 2026 4.30-5.30pm
- **Inclusion and Belonging** 1-8 March 2027. In Conversation: Thursday 4th March 4.30-5.30pm
- **Curriculum** 16-22 May 2027. In Conversation: Thursday 20th May 4.30-5.30pm