

Weekend programme

SATURDAY 29 JANUARY 2022

9.45-10	Welcome to day 1 and introduction: Katie Freeman and Fiona Moss					
10-10.50	KEYNOTE 1: Professor Trevor Cooling: Welcome to a Religion and Worldviews Approach: Reflections on where we have reached.					
10.50-11:10	Keynote 1 :live Q&A					
11:10-11.45	<i>Break</i>					
Seminar A 11.45-12.45	A1 Better writing in RE	A2 Practical worldviews in Primary	A3 Ohana means family... (Inclusive SEND in mainstream and special schools)	A4 Edgy RE: dealing with controversial issues in RE	A5 Juggling depth, breadth, worldviews, challenge and essentialism in a KS3 curriculum	A6 Hindu concepts of the Divine
Phase	Primary	Primary	Cross phase	Cross phase	Secondary	Secondary
Age range	6-11	5-11	5-16	8-14	11-14	11-16
Speaker	Fiona Moss	Katie Freeman	Sarah Payne	Neil McKain and Angela Hill	Zameer Hussain	Molly Acharya
1:15-2:15	<i>Lunch Break and time to visit stands</i>					
Seminar B 2.15-3.15	B1 Teaching Sanatan (Hindu) Dharma	B2 Explore Sikhi	B3 Multi-arts and sacred texts: making a difference through researching your teaching	B4 How to be a champion for RE in your school and beyond	B5 Diversity within the Buddhist worldview	B6 Food and Faith: teaching about food as an expression of faith, belief and identity
Phase	Primary	Primary	Cross phase	Cross phase	Secondary	Secondary
Age range	4-11	4-11	5-14	5-18	11-14	11-16
Speaker	Ashish Kundi and Adam Robertson	Julia Diamond-Conway and Sarah Boyle	Heather Boulby, Helen Rivers, Natalie Mason and Emma Salter	Deborah Weston	Rachael Jackson-Royal	Angela Hill
3.15-3.45	<i>Break and time to visit stands</i>					
Virtual staffrooms 3.45-4.30	Virtual staffroom 1 -EYFS and KS1	Virtual staffroom – New Primary subject leaders	Virtual staffroom - Special RE	Virtual staffroom - Research	Virtual staffroom - Secondary RE	Virtual staffroom -Secondary ITE/ECT (inc New2RE)
7.30-9	NATRE RE QUIZ					

Weekend programme

SUNDAY 30 JANUARY 2022

10:00	Welcome to day 2 and introduction: Katie Freeman and Fiona Moss					
10:15-11:00	Panel: Exploring Dharmic Worldviews: Molly Acharya, Dr Wendy Dossett and Dr Jasjit Singh					
11:00-11:20	Panel: Q&A					
11:20-12:00	<i>Break and time to visit exhibition</i>					
Seminar C 12.00-1:00	C1 Children making progress in 4-7 RE	C2 Worldviews within Islam – the Primary edition	C3 Buddha Dhamma: Teaching and lived reality from Primary to Secondary	C4 Teaching inclusive Judaism	C5 Authentic Sikh RE	C6 How can we improve student writing in RE?
Phase	Primary	Primary	Cross phase	Cross phase	Secondary	Secondary
Age range	4-7	4-11		7-16	11-16	11-18
Speaker	Lat Blaylock	Naila Missous	Adam Robertson	Lisa Shames	Dr Jasjit Singh and Ashish Kundi	Joe Kinnaird
1:15-1:45	<i>Break and time to visit exhibition</i>					
1.45-2.45	Keynote 3: Exploring Ways of knowing- what does this mean for pupils and teachers- Stephen Pett and Fiona Moss					
2.45	Closing comments and conference close					

Seminar A

Title	Phase	Age range	Speaker	Blurb
A1 Better Writing in RE	Primary	6-11	Fiona Moss	How can we support pupils to express their ideas, opinions and knowledge coherently in RE? This session will share strategies to improve pupil writing across the breadth of religion and worldview. We will explore modelling, structures to support writing, creative ideas and look out how reading text, encountering religion and worldviews in real life and engaging in debate and the way they can improve pupil writing.
A2 Practical worldviews in Primary	Primary	5-11	Katie Freeman	In this session Katie will share some practical ideas of what teaching worldviews might look like in a primary school. She will also share her school's journey towards this approach and the steps towards curriculum design. There will be plenty of 'takeaway' ideas that delegates will be able to try out in their own schools.
A3 Ohana means family... (Inclusive SEND in mainstream and in special school)	Cross phase	5-16	Sarah Payne	...Family means nobody gets left behind or forgotten. Inclusion is at the heart of SEND education, but what does that look like for RE? This cross-phase session will look at best (and worst) practice of including pupils with SEND in the RE journey. If you're teaching RE in a Special School or want to be more inclusive in your mainstream teaching, we'll be sharing tips, experiences and ideas for ensuring your pupils are not left behind or forgotten.
A4 Edgy RE: Dealing with controversial issues in RE	Cross phase	4-16	Jennie Downes	RE is at its best when teachers are confident to engage learners with the controversial aspects of religion and belief. Good RE should not ignore controversy and should provide rich opportunities for children to explore contentious and contested issues, but this can be daunting for some teachers. In this session, we will discuss the importance of providing RE that has a genuine critical edge. We will consider teachers' duties and responsibilities, and offer practical insights and examples, along with tried and tested strategies to help you feel ready to deal with controversy in your classroom.
A5 Juggling Depth, Breadth, Worldviews, Challenge and Essentialism in a KS3 Curriculum	Secondary	11-14	Zameer Hussain	Zameer will be speaking about my journey in building a RE curriculum for a school model that has a two-year KS3. I will try to showcase how my curriculum attempts to be knowledge-rich, challenging, includes depth as well as breadth and embracing of 'worldviews' according to my understanding.
A6 Hindu Concepts of the Divine	Secondary	11-16	Molly Acharya	In this session I will help teachers to understand the often-misrepresented concept of the Divine within Hindu Dharma. We will look at a range of stimuli such as scriptures and images, which will help to clarify Hindu understanding. Teachers will also be able to takeaway some practical teaching strategies that they will be able to readily utilise in the classroom.

Seminar B

Title	Phase	Age range	Speaker	Blurb
B1 Teaching Sanatan (Hindu) Dharma	Primary	4-11	Ashish Kundi and Adam Robertson	This workshop aims to equip teachers to understand the rich diversity and pluralism of Sanatan (Hindu) dharma. It will set out some principles for decolonising our approach to teaching dharmic traditions, including an understanding of how a dharmic lens is dynamic, adaptable and concerned with self-realisation. This lively workshop will showcase practical and engaging ways of teaching Hindu concepts, texts and practices in the classroom, as well as offering ideas for sequencing and progressing knowledge to build a coherent understanding of Sanatan dharma for primary pupils.
B2 ExploRE Sikhi	Primary	4-11	Julia Diamond Conway and Sarah Boyle	Coming soon!
B3 Multi-arts and sacred texts: making a difference through researching your teaching	Cross phase	5-14	Heather Boulby, Helen Rivers, Natalie Mason and Emma Salter	In this session you get three-for-one. To start, Heather Boulby talks about how she uses music, poetry and art in her teaching. Next Helen Rivers and Natalie Mason talk about how teachers use sacred text from Christianity, Islam and Sikhi in teaching. Then the session is drawn together by a discussion led by Emma Salter about the ups and downs (mostly the ups) of teachers researching their own practice. Heather, Helen and Natalie's presentations are reports of their own research. Though their research is in Primary RE the session is suitable for both Primary and Secondary colleagues if you are interested to hear more about these projects and/or curious to find out more about researching your own practice.
B4 How to be a Champion for RE in your school and beyond	Cross phase	5-18	Deborah Weston	RE is often misunderstood both inside and outside our schools. Misunderstandings, as well as myths and stereotypes can cause issues with relationships with parents, senior leaders and even our local communities. In this session, delegates will consider some practical strategies for improving understanding of our subject; explaining its value for pupils as a preparation for adult life and promoting RE within the school and beyond.
B5 Diversity within the Buddhist worldview	Secondary	11-14	Rachael Jackson-Royal	This session will explore a possible way of approaching this religious worldview which embraces greater diversity. This will help those who are considering how they can implement some of the ideas drawn from the current worldviews debate. It will also consider how this can be grounded within some current thinking regarding what makes good teaching. It is suitable for those who have not taught Buddhism before and also those who have had some previous experience in this area.
B6 Food and Faith: Teaching about food as an expression of faith, belief and identity	Secondary	11-16	Angela Hill	A recent Pew Research study reported that nearly three-quarters of Hindus in India say a person cannot be Hindu if they eat beef. That is a far greater number than those who said a person cannot be Hindu if they do not believe in God, or if they never go to a temple. Doctrines around what foods should or should not be eaten, and when, feature strongly in many religious traditions. Why is food of such importance to religious identity for so many people? What are the connections between dharma and diet? Can diet define a religion or a worldview? With a focus on dharmic traditions, this session will give you practical ideas to enable your pupils to engage with these important questions, and to learn about and explore diverse ways in which food (or lack of it!) can be a profound expression of faith or belief.

Title	Phase	Age range	Speaker	Blurb
C1 Children making progress in 4-7 RE	Primary	4-7	Lat Blaylock	Teachers attending this seminar, which will include ready-to-use classroom ideas will gain: ▶ Ideas for how the latest EYFS guidance applies to RE in Reception ▶ Lessons using new BBC RE resources with pupils to enable progress ▶ Clear examples of how pupil progress can be evidenced with 4-7s ▶ Examples of pupils' work in relation to progress and achievement.
C2 Worldviews within Islam - the Primary edition	Primary	4-11	Naila Missous	A Muslim comes in all shapes and sizes; from differing cultural backgrounds, to the languages they speak. The question is, is this apparent in our own teaching of Islam within the primary classroom? From the individual experience, to a whole community, how can we ensure that the worldviews within one of the most diverse and fast-growing religions in the world are presented to our primary pupils, as a gateway to further schema and application of knowledge in their learning.
C3 'Buddha Dhamma: Teachings and lived reality from Primary to Secondary'	Cross phase	5-16	Adam Robertson	This workshop will look at the rich diversity and traditions that can be found in Buddhism today. It will look at engaging ways of teaching key concepts from Key stage One to Three using story, texts and practices. In addition, it will unpack some of the diversity of Buddhist ways of living in the UK today through case studies, and show what progression in knowledge might look like.
C4 Teaching Inclusive Judaism	Cross phase	7-16	Lisa Shames	What does it actually mean to be Jewish? Is Judaism a religion, culture or ethnicity? How can we teach Judaism holistically, whilst giving space to the different intersectional communities? What does it mean to be 'Jewish And...?' Join the Jewish Museum London Learning Team as they share more about their latest project Inclusive Judaism, funded by CStG. This project brings authentic and diverse images straight from the Jewish community direct to your classrooms in the form of an online image library.
C5 Authentic Sikh RE	Secondary	11-16	Dr Jasjit Singh and Ashish Kundi	Coming soon!
C6 How can we improve student writing in RE?	Secondary	11-18	Joe Kinnaird	I will outline the importance of explicit instruction and modelling for knowledge-rich writing in RE. I will provide strategies for how we can enable our students to write better sentences, paragraphs and essays across Key Stage 3-5. The session will explore how students can write within the disciplines of RE and how we can use scholarship to enrich the writing students produce.

Additional weekday sessions – January 2022 dates & times TBC

Title	Phase	Age range	Speaker	Date, time & Blurb
W1 Let's prepare for Religion Values and Ethics in the Curriculum for Wales	All	5-16	Paula Webber	We will seek to explore the opportunities and challenges for designing your RVE curriculum in the Humanities Area of Learning and Experience in the new Curriculum for Wales (2022). Seeking to understand the legislative and curriculum changes in Wales, we will discuss how this may impact how we plan for learning in RVE. Unpacking the rich, stimulating statements of what matters that lie at the heart of planning for learning, we will discuss how some of the high level concepts, such as worldviews, diversity and cynefin, can be explored in the classroom. This seminar will appeal to practitioners from Wales, but would enable practitioners from further afield to consider the opportunities and challenges of curriculum design in their own settings.
W2 Using Etymology In The Primary Classroom	Primary	7-11	Saima Saleh	This session will look at how I applied my research findings about using etymology to enhance pupils' religious literacy in the primary classroom. I will share the intent, implementation and impact of what I did. Join this session if you would like some lesson ideas on how to engage your pupils in some vocabulary-rich activities.
W3 Revisiting teaching non-religious worldviews	Cross Phase	7-14	Stephen Pett	The category of 'nones' is complex and diverse; this session explores some ways of opening up that complexity, diving into data on varied responses on beliefs and ways of living.
W4 Representing women in A level RS	Key Stage 5	16-18	Rachael Jackson-Royal	In this session we will explore some key women who could be included within the current A level specifications. This will be based on showing how these thinkers from within various disciplines, including philosophy and theology, can supplement and/or critique issues raised within the A level topics and other scholars that are specifically mentioned.
W5 Adventures in stories	Primary	3-7	Catriona Card and Naomi Anstice	Join Catriona and Naomi as they share their experiences of delivering Religion and world views starting with a picture book or online story. We will be looking at creative responses and how to embed religious literacy. This session will focus on resources for EYFS and KS1.
W6 Developing as a leader: an introduction to the leadership programme	N/A	N/A	Claire Clinton and Fiona Moss	This workshop gives participants the opportunity to meet with RE leaders who are on or have participated in the Leadership Programme, and to hear from those who have put the programme together. Find out more about the programme here . Come along if you might be interested in being part of this innovative programme for 2022-2023.

Title	Phase	Age range	Speaker	Date, time & Blurb
W7 Scripture and story in the Hindu Dharma	Cross phase	6-16	Joanne Harris	This session will explore some of the sacred texts of the Hindu tradition, in particular, the Ramayana and the Mahabharata. We will consider ways that these stories (and stories within the stories) can provide a rich source of learning about the Hindu Dharma in both primary and secondary RE lessons.
W8 Strategies for helping students with argument in GCSE RS essays	Secondary	14-16	Tim Hunting	This session will report on the ongoing work of a group of secondary teacher-researchers, the GCSE RS Argument Research Group, who have collaborated to reflect on and help improve their teaching of GCSE RS essay writing and so improve student outcomes. We will look at the taxonomy of different essay types in the beliefs, practices and thematic sessions, strategies for helping students understand what is being asked of them, ways of thinking about argument in Religious Studies, types of evidence and ways for students improve their exam answers.
W9 Applying disciplinary lenses in KS3	Secondary	11-14	Stephen Pett	There are rich opportunities for examining some of the content of RE through disciplinary lenses, such as sociology, theology and anthropology. This session will explore some practical ideas to apply different methods.
W10 Creative approaches to worldviews in RE: six ideas for 5-11s	Primary	5-11	Lat Blaylock	Teachers attending this seminar, which will include ready-to-use classroom ideas, will gain: Examples from creative culture within different religion / worldview communities – literature, architecture, art, music – that can be used across the primary RE curriculum to excite pupils about RE An overview of RE’s connections to ways schools provide cultural capital. Ready to use learning activities for primary classrooms that amaze and provoke.
W11 How will I know?	Primary	5-11	Julia Diamond Conway	The Ofsted research review on RE focuses on 3 types of knowledge: Substantive knowledge, ways of knowing and personal knowledge. Although these should not be artificially separated, this session focuses mainly on the second: ways of knowing. We will consider different methods of approaching this, giving everyone the opportunity to reflect upon current practice and how they can best ensure their pupils are effectively helped to ‘know how to know’ in RE.