

Three Counties secondary RE conference 22 June 2023
EVALUATIONS 30 delegates, 22 responses
Glos (18 teachers + 3 ITE) Herefordshire (4 teachers) Worcs (5 teachers)

	excellent	good	satisfactory
Worldviews, diversity etc Stephen Pett	91%	9%	
Progressed learning about Muslim worldviews Y7 to GCSE Lat Blaylock	95%	5%	
Decolonising RE? Interpretation, context and power Becky Davidge	68%	27%	5%
Global RE, global Christianity Lat Blaylock	86%	9%	5%
Non-religious worldviews Stephen Pett	91%	9%	
Venue: how do you rate it?	95%	5%	
Overall value of the conference	100%		

Comments on the conference:

- a. An excellent opportunity to consider and develop practice as usual!!
- b. Great ideas, great refresher, great to network just great! Thank you so much
- c. The variety of discussion and practical advice was stimulating and thought provoking. It has provided me with much to take back to both department and school. 'Letters and papers from prison' (Bonhoeffer) - the reason I have done this job for nearly 30 years!!
- d. Excellent resource ideas - great presenters - all very engaging and enthusiastic
- e. As always a great conference, jam packed with ideas and practical strategies for the classroom.
- f. Just excellent, so many points made throughout that I hadn't thought of before.
- g. Really good talks, resource is, and discussion. Huge value. Decolonizing talk still great, and very valuable, although I didn't feel marginalised/POC voices were centralised, rather being spoken for. Just something to consider.
- h. As always, a great day! I always learn so much at the conference and this year is no different. Especially the practical help with lesson ideas.
- i. Really good to be at a conference and to engage with other RE teachers.
- j. Great! Lots of good resources and ideas that can inform future planning. Very engaging classroom ideas.
- k. Thought provoking and appropriate for the global context.
- l. Excellent, really thought provoking, lots of practical ideas, takeaways.
- m. Some really interesting and practical ideas on how to bring diversity and world views into the classroom! Already planning mentally how I am going to add the resource is used into our curriculum!
- n. Thank you lots of ideas to embed into our SOW
- o. I found today very helpful. I have so many ideas to take away with me. I loved having tasks to go with examples.
- p. More on the changes to locally agreed syllabus and practical application in prep for its intro in 2025.
- q. Really useful ideas of different approaches for the classroom especially the session on Rais and connection to Hajj - good way of showing students impact and importance of belief.

As we undertake the review of the current syllabuses, to reflect a worldviews approach, do you have any comments, suggestions or requests?

- a. Allow for depictions of worldview that find existential /religious questions meaningless, or those who are indifferent to them, ie recognising that worldview is not just about substantive content, but underlying orientations, and 'strength' of inhabitation of one's worldviews
- b. Loved the personal responses diagram. A great way to open class discussions at the start and end of units. The images are brilliant for student engagement.

- c. Something for KS 5 there isn't much in relation to worldviews in the KS 5A level syllabus
- d. Keen to be involved in Herefordshire review.
- e. I really like the spidergram idea to use at the start and end of a topic to see how beliefs have changed, and infographic ideas. Use of art to engage students into justifying their choices and sharing different views usually of religious ideas.
- f. Really like spider diagram approach visually and for classroom purposes. I think this will be really useful as we develop our intro unit in Y7 and we can revisit throughout the curriculum. Some fantastic resources for Islam - we already use the three art examples (excellent!) and look forward to trying some new ones. Use of data on Nones - more of this please for religious worldviews also
- g. I would be interested in supporting the Gloucestershire agreed syllabus update
- h. perhaps more guidance on lengths of units, What age do you think it would work with best etc.
- i. How to cater to differing levels of existing knowledge. Some Y 7 pupils will have strong religious literacy from primary, and may take two reflections on worldviews quickly. Would other pupils need pre-teaching of religious / spiritual / moral concepts before ability to reflect on personal worldviews? Perhaps not! I'm just curious!
- j. I would love to see a lesson by lesson approach linked to session one. I do think this is very interesting and engaging for RE teachers but concern how this would fully translate into the classroom and some disengaged pupils. Islam - new approach definitely needed.
- k. Allow for deep inclusion and intersectionality.
- l. Help us with practical ideas on how to connect substantive with worldviews. Often I find I teach a topic and then it is undermined by me saying "but not all Christians/ Muslims think like that" or "it depends on who you ask."
- m. Happy to be involved please. I am fully committed to the process - we are rebranding as 'religion and worldviews'. I love the messiness of religion /NRWV
- n. More KS differentiated resources to demonstrate application KS 3 to 5

Actions you will take to follow up from this conference

- a. Review SOW's for inclusion of ideas/ strategies/ resources into existing topics, related to diversity of worldviews. Utilise resources/embed relevant images from the Picturing Islam Picturing Muslims pack
- b. Using more 'judgement' pictures → nature of Brahman, nature of God, D-style qs. Using Rais' story in themes paper. A lot of food for thought to help develop awareness as a whole school brackets decolonizing close brackets. Case studies. Using non-religious views resources. RE Today/NATRE membership.
- c. Review KS4 SOW!
- d. Embedding some resource is in units. Thinking about my curriculum, sequencing and diversity - Big topics but so important.
- e. Decolonizing the RE curriculum. Introducing more diversity (images). Challenging students more - higher level thinking.
- f. Feedback to HOD to implement some changes.
- g. Feedback to HOD to discuss changes
- h. Every session has given me at least one idea I will implement into my schemes of work in the following twelve months - more if I get the time!
- i. Continuing to refine the curriculum. Feeling like we are on the right track.
- j. Develop how we portray the diversity within the Nones. Reassess Islam units.
- k. Discuss a new version of RS through the lens of worldview/EDI/ more focus on 'stories' and real people
- l. Review of SOW - additions to certain lessons - increase SOW on Christianity even thoughtful 60% just better / deeper quality.
- m. Incorporating more diverse worldviews into the curriculum.
- n. Look for further ways to decolonise our curriculum, and to enable students to consider more worldviews. I have found it especially valuable to be reminded of the power of art.
- o. Will make use of the links suggested resources, will look at SOWS to update re diversity and also decolonization
- p. So much! Thank you. Using art to represent all nationalities within school. Changing Y7 intro to religion.
- q. I have many ideas to include in my curriculum.

- r. Contact and visit other local schools to look at whole cohort delivery at KS 4 / 5 outside of GCSE and A level to meet statutory requirement
- s. Looking at what is taught to integrate into SOW

Suggestions/requests for future support in Three Counties

- a. N/A - more of the same, it's always a great event, so just keeping these conferences going
- b. Hinduism please! Good resources, case studies, activities etc. GCSE help. Use of music in RE.
- c. Something on Sikhi scheme of work
- d. Opportunity to collaborate with schemes of work and share resources
- e. Essay writing - tips for getting students to write extended answers - leading to confident essay writers
- f. Information and help for schools that are predominantly white and non religious but caught up in 'our religion' comments.
- g. Ways to make aspects of a level and GCSE specs more diverse.
- h. Assessment? Science and religion?
- i. Support with teaching GCSE Rs. I feel our KS3 curriculum is progressive but I have to strip this back for the GCSE that isn't as progressive.
- j. Looking at how to deliver and modelling ESO WS for non-examined teaching at KS4 and 5