

RE at Debenham: What, Why & How

Religious Education (RE) is a key subject in helping our students develop into well-rounded, culturally aware citizens. RE intentionally tackles some of the biggest (and oldest) questions, not just about how different people live their lives, but also about values, identity and the very nature of existence itself. We aim to understand more about the world we live in by considering both religious and non-religious responses to these big questions, as well as examining our own worldviews. Alongside the academic nature of the subject, RE plays an important role in the Spiritual, Moral, Social & Cultural (SMSC) development of our students.

RE is a subject like no other. While students may come to school with a natural and/or nurtured ability in numeracy or literacy and their ability can be neatly summarised by a grade, this is not always the case in RE. Due to the varied nature of the subject, students may have been exposed to a range of worldviews due to their family or social circles, the media they interact with and their peers. This may involve institutional religious worldviews, or it may not.

They may have been encouraged to consider the reasons behind someone's actions, or they may not have. They may have been encouraged to discuss the advantages and disadvantages of a certain way of acting, or they may not have. But every student has a worldview. Every student has opinions. Every student has a set of beliefs and this influences how they learn and how they interpret what they are learning about; this is *their* worldview and its impact (see https://www.theschoolrun.com/what-religion-and-worldviews?utm_source=emailmarketing&utm_medium=email&utm_campaign=sec_nat_news_wit_h_may_22&utm_content=2022-05-03).

The challenge in RE is to explore these beliefs, opinions and worldviews of both ourselves and others and to develop the knowledge and skills necessary to construct informed, rational and coherent responses to theological, philosophical and ethical issues; issues that matter both now and in their future.

In 2018, the Church of England's Education Office (https://www.churchofengland.org/sites/default/files/2018-03/Key%20principles%20of%20a%20balanced%20curriculum%20in%20RE_0.pdf) presented a document (also latterly supported by Ofsted's RE subject lead, Richard Kueh's three types of knowledge) outlining the three strands of effective RE teaching:

- Theology (loosely, WHAT people believe)
- Philosophy (loosely, WHY beliefs are held, but this is also covered in Theology)

- Human/Social Sciences (mainly, HOW beliefs are lived out and their impact)

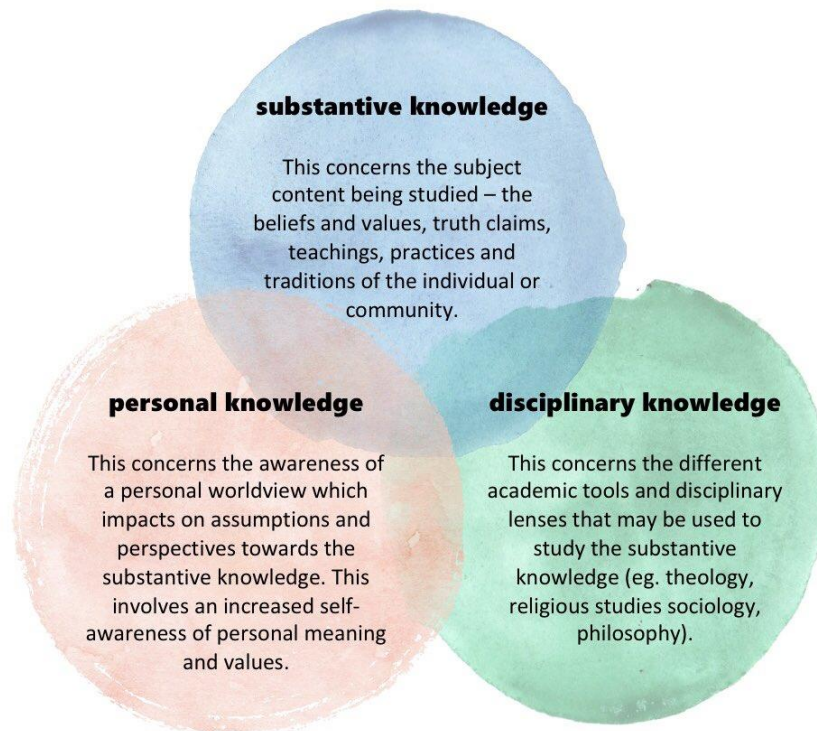
The document states that a broad, balanced and effective RE curriculum would cover each of these areas at various points. They are all academically challenging, yet important in the wider development of students too, including their spiritual, moral, social and cultural awareness, which will be evident in all topics and lessons. In Christian Smith's 2017 book, *Religion: What It Is, How It Works & Why It Matters* he argues that religion is primarily about practices ('Anyone who wants to understand the world today has got to understand religion . . . Understanding many major problems today is impossible without accounting for religion's influences . . . religion remains a crucial feature of human life.') and has led some to argue that this is what RE should focus on. However, this misses out important discussions about the origins, truth claims and justification of belief, which is equally valuable in RE.

In addition, the curriculum takes into account recommendations from the Commission on Religious Education (CoRE) report from 2018, suggesting that RE is more effective, challenging and impactful when it is taught from a worldviews paradigm. Namely, this is not focusing purely on the acquisition of knowledge, but encouraging students to acknowledge their own position as a learner and how this impacts on their interpretation, understanding and analysis of the content.

The philosopher, Hans-Georg Gadamer, said that any attempt to understand must begin with pre-understanding; our awareness of our own position, acknowledging that this will influence how we understand and interpret the knowledge encountered. To that end, the RE curriculum adopts a hermeneutical approach – allowing students to function well in a world full of interpretation – with the aim of encouraging our students to be reflexive learners. This does not mean that religious worldviews are reduced to personal interpretations as, on the contrary, they are built around central tenets that form their basis and these are essential to the learning process (see Bowie, Bob, Cooling, Trevor and Panjwani, Farid (2020) *Worldviews in Religious Education*, (London, Theos)).

All of the above is reflected in the 'ways we know' in RE (see OFSTED's research review into RE 2021) and is also in-keeping with the Suffolk Agreed Syllabus, developed by Suffolk SACRE. This can be summarised by the following:

These three strands of knowledge are not artificially separated from one another. The curriculum should be delivered so that pupils learn the disciplinary and personal knowledge within the context of learning the substantive knowledge.



Based on all the above, there is one overarching learning goal (see Dweck, C, *Self-Theories: Their Role in Motivation, Personality and Development* (Philadelphia, Psychology Press, 1999), 17.) for RE at Debenham: **To understand why people experience the world differently and the impact this has on people's lives.**

While there will necessarily be associated performance goals – varied depending on the level of study – the above is what we are ultimately aiming for and guides what follows also.

Discussion is a huge part of learning in RE. This includes discussions between students, between teachers and students and also we encourage conversations to continue at home, so that students share and deepen their learning, but also see the real-world nature of the issues we cover.

The importance of oracy in RE is underpinned by many principles, but a key one is that of 'Dialogic Teaching' which "harnesses the power of talk to stimulate and extend pupils' thinking and advance their learning and understanding." (Professor Robin Alexander).

Dialogic teaching and learning stems from the following principles:

1. Knowledge isn't fixed - it means different things to different people in different times and places
2. The dialogue between these different perspectives leads to new understandings and new knowledge
3. Teachers and students can become more fully engaged in learning in an environment where these differences are respected and rigorously explored
4. Such exploration, where meanings are constructed from the inside by learners in dialogue, rather than imposed from the outside, leads to powerful learning

(see <https://www.educ.cam.ac.uk/research/programmes/camtalk/dialogic/>)

Development of key skills is repeated over time; a student's knowledge of how to argue 'for and against', how to use quotations to support points, how to present an argument and such like, is present in each topic studied. While topics are taught in 'blocks' the interleaving of skills is of paramount importance in helping students to develop and can be seen in the curriculum design, both within academic years, and across. It is vital that students are challenged and questioned often, not just about their knowledge but about their opinions, as this gives students a chance to link issues, support ideas and justify their beliefs. Students should also be those who are asking the questions as they seek to consider how what they are learning is applicable in their own lives and how their own worldviews are being shaped by the content covered and visa versa.

RE is a 'big picture' subject; topics cannot be neatly boxed off and subsequently, students will be encouraged to connect their current topic to previous learning in RE, across the curriculum and their wider knowledge of the world around them. This ability to connect ideas should be evident in all effective RE teaching.

Additionally, students are shown modelled examples of what is expected of them, supported in their development and given regular opportunities to show their ability to recall information, explain how ideas relate to them, explain why ideas are important and connect concepts across and between topics; see Rosenshine's 'Principles of Instruction' (<https://teachinghow2s.com/blog/principles-of-instruction>) and Dunlosky's five most effective learning strategies (see <https://www.studyinternational.com/news/5-best-ways-to-study-according-to-psychologists/>) for evidence on the importance of these methods.

Values underpin many religious and non-religious worldviews and at Debenham, our RE teaching is also supported by four key values:

1. **Safety**

All students should feel safe to be who they are, to share their thoughts, to think deeply and not feel like they are being judged, even if their opinions are analysed.

Even if their views aren't met with agreement, this does not mean that they aren't accepted as a person. The RE classroom can be seen as a 'narthical' learning space (see https://researchforre.reonline.org.uk/research_report/religious-education-for-spiritual-bricoleurs-the-perceptions-of-students-in-ten-christian-ethos-secondary-schools-in-england-and-wales/?show_me=&about=&taxes) – a 'space between spaces' where students can consider who they are and what their worldview(s) are, without always being in a religious place (or having a religious belief), so that they can explore, develop their ideas and identities in a secure environment. Students can create their own meanings and values, using the blocks that we place in front of them. We need to let students be creative in their thinking.

2. **Togetherness**

All students should be prepared to collaborate with others, to share opinions and insights and to celebrate and embrace differences, developing tolerance, respect and sensitivity. All students will be encouraged to see and make connections between topics, between subjects and to both current and historical world events. All students should develop a sense of identity, purpose and belonging within their communities.

3. **Exploration**

All students will be empowered and equipped to explore both their own beliefs, traditions and values and those of others, including the impact of these. They will be presented with challenging questions about life, faith, belief and meaning and encouraged to deliberate on their own views about them and why they hold these views. As the dominant religion of the UK, Christianity will be the main religion discussed, but other religious and non-religious worldviews will also be covered.

4. **Preparation**

All students should be more prepared for further study and adult life as a result of their learning in RE. They will develop skills for learning and employment, but also how to understand and be a part of a diverse, multicultural society. The aim is for them not just to be challenged academically, but become emotionally intelligent also.

Our schemes and lessons are designed and analysed around all of the aspects aforementioned. This is what outstanding RE teaching looks like and is what we are striving for at Debenham High School.

All students will take part in the programme of study outlined below. At Key Stage 3 (Years 7-9) students have one lesson of RE a week. Students are assessed in line with the school's assessment policy and given a mixture of written and verbal feedback, depending on the assessment task undertaken. All students will have goal grades and work will be differentiated accordingly taking into account SEND. The RE curriculum at Debenham High School works in accordance with Suffolk Agreed Syllabus and the non-statutory QCA guidelines for effective RE teaching.

At Key Stage 4 all students take the full course AQA GCSE (Specification A) and have three lessons a week. Students are assessed in line with the school's assessment policy and given a mixture of written and verbal feedback, dependent on the task undertaken. Grades given will be based on the assessment guidance from the exam board, ranging from grades 1-9. All students have goal grades and work will be differentiated accordingly taking into account SEND.

At all stages of learning, students should be given clear reasons why they are studying what they are learning about, what they are expected to know or be able to do as a result of this learning and given effective feedback, both formally and informally on their progress, as well as clear directions on how to improve.

Each topic is supported by a scheme of learning, which guides teachers on what students should know about, what they should be able to do with that knowledge and what skills they are developing through studying this. Suggested resources are also provided, though teachers are expected to use their own professional judgment as to how to best teach the material based on the class being taught, the subject matter and areas for progress identified through ongoing assessment. At GCSE, these schemes are further supported by the AQA specification, which all teachers should follow closely.

Key Stage 3

Across the key stage, students are encouraged to develop their knowledge and understanding of a range of religious beliefs. Christianity (as the dominant religion of the UK) is used as a focal point, with specific attention also given to Buddhism, Sikhism and, in Year 9, Islam.

For each topic, teachers cover a range of key questions and are supported by accompanying schemes of learning. These schemes outline the key questions (which may require more than one lesson to cover them effectively; teachers will use their professional acumen to determine this), concepts that must be taught and skills that should be developed in relation to the key questions, with indicative resources. Resources will be updated regularly to keep materials relevant and challenging. There will always be flexibility in order to address and/or respond to current/topical world events.

At all levels of study, **students are encouraged to consider *what* people believe (including key concepts), *why* they believe (including analysing sources of authority and wisdom) and *how they live out* these beliefs (including the differences within religions and non-religious worldviews, as well as between different systems of belief).**

An outline of the topics studied in each year group is as follows:

Year 7 (39)

1. Why Do People See The World Differently?

- Why does RE matter?
- How can I be a good RE student?
- What is a religion or worldview?
- Is there a God?
- What is truth?
- How do we think critically?

Visit: St Mary's Church, Debenham.

Milestone: End of unit test

2. Thinking Philosophically

- Is Life Valuable?
- What Makes Us Human?
- How Should We Make Moral Decisions?
- What Is Happiness?

3. Worship

- What is worship?
- What is a Mandir?
- How is a Mandir used in worship?
- How do Hindus pray?
- What is a ritual?
- What is the puja ritual?

Milestone: What is worship? Essay

4. Inspired – Why & How Do Holy Books Change Lives?

- What is the Bible?
- How do you use a Bible?
- What is the Bible all about?
- What is the big story of the Bible?
- What is justice?
- What did Jesus teach about justice?
- Who was Maria Gomez?
- How and why do you stand up to injustice?
- Who stands up to injustice?

Milestone: presentations on how Christians have been inspired to stand up to injustice

5. How does Buddhist dhamma change lives?

- What made Siddhartha Gotama stand out?
- How and why did Siddhartha Gotama's life change?
- What were the 'Four Sights'?
- What is meditation?
- How did Siddhartha become Buddha?
- How do Buddhists learn from Buddha?

Milestone: How important is Siddhartha Gotama? Essay

Year 8 (39)

1. Good Without God?

- What is Divine Command Theory?
- How useful are holy books in making moral decisions?

- How can Humanists make moral decisions?
- What is the principle of utility?
- Should I squash an ant?

Milestone: Responding to an ethical dilemma

2. Who Is Jesus?

- Did Jesus exist?
- What was the incarnation?
- Who was he?
- What did Jesus teach?
- What are the two 'Greatest Commandments'?
- Did Jesus rise from the dead?
- Was Jesus a feminist?
- Who is Jesus to other religions/worldviews?
- Is Jesus still important today?

Milestone: Jesus Is...? Artwork (an extended project over topic) with an essay in support as an explanation of it at the end of the topic.

3. Should all humans be stewards of the earth?

- How was the universe created?
- What is stewardship?
- What do religions teach about caring for the environment?
- Why should everybody care about the environment?
- How should we treat animals?
- Why do religions have food and dietary laws?

Milestone: Create an environmental initiative and justify it.

4. Do we live in an equal world?

- Who are the gurus?
- What do Sikhs believe?
- What is the Guru Granth Sahib?
- How do Sikhs show their belief in equality?
- What is prejudice and discrimination?
- How and why was America divided by race?
- What was Martin Luther King's dream?

Milestone: Do we live in an equal world? Essay

Visit: Coventry Gurdwara*

5. Two Cathedrals.

- How forgiving are you?
- What is reconciliation?
- What does Coventry Cathedral symbolise?

Milestone: Reflections On Coventry

Visit: Coventry Cathedral*

Year 9 (39)

1. Identity

- What makes you who you are?
- Are we defined by our appearance?

- Are we defined by our relationships?
- Are we defined by our decisions?
- How does social media affect our identity?
- What are bar and bat mitzvah?
- How does Jesus give Christians identity?
- Is identity permanent?
- How does belief about identity impact morality

Milestone 1: Identity end of unit test

Milestone 2: 'Who Am I?' extended project

2. How do Muslims fulfil their deen?

- Where did Islam come from?
- Who is Allah?
- What do Muslims believe?
- How do Muslims put their beliefs into practice?
- What are the challenges of being a Muslim in 21st Century Britain?

Milestone: Hajj Essay

3. Life After Death

- What happens when we die?
- What is 'El Dia De Los Muertos'?
- What do religions teach about life after death?
- How do Humanists deal with death?
- What is hell?
- What evidence is there for reincarnation?
- What are near death experiences?

Milestone: Is Death The End? Essay

4. Why Is It Hard To Believe In God?

- What is the difference between natural evil and moral evil?
- Who was Job?
- Why do people believe in God?
- What do sociologists and psychologists say about belief in God?
- What is the cosmological argument?
- What is the teleological argument?

Milestone: Does God Exist? Essay

5. My Big Question

- Students choose a topic related to religion, research it and present their findings however they want to

Milestone: A form of presentation (student choice) of their response to the big question selected.

KS3 Assessment

In Key Stage 3, each year group has a formal exam in the respective exam week. Students will be examined on their ability to recall key concepts – showing their knowledge and understanding) but also how they can apply this learning, support their answers and present their own opinions on the issues studied. Question papers are designed in the light of the two main assessment objective for RE, allowing for the full range of grades to be achieved and grades awarded should reflect this.

In Year 7, questions will largely focus on knowledge and understanding of key concepts but also a structured application question where they will have the opportunity to justify their own views.

In Year 8, knowledge and understanding of key concepts and beliefs will still be paramount, but there will be additional questions geared towards application of this knowledge while justifying their own views and comparing these views to others.

In Year 9, knowledge and understanding of key concepts and beliefs will still be paramount, but these will be examined further in terms of application questions, with one question designed in the same manner as a GCSE-style 12 mark question that has a high percentage value in Key Stage 4, therefore preparing students for this manner of examination.

For each milestone task, there will be modelled examples showing students what is expected of them, with an example from each grade being available for students to learn from.

GCSE

Our programme of study is based around the AQA GCSE Specification A (<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>). The two religions focused upon are Christianity and Judaism.

For each of these religions, students will cover the main beliefs and teachings as well as how these beliefs and teachings are lived out in religious practices. Students will need to distinguish between religious belief and also within (for example, how Catholic and Protestant practices concerning the Eucharist or Holy Communion).

The knowledge of these religions will also be paramount in the thematic units as students will need to be able to show their knowledge and understanding of content (such as what is capital punishment), as well as both religious and non-religious beliefs about these issues.

The themes covered are:

- Relationships & Families
- Peace & Conflict
- Crime & Punishment
- Human Rights & Social Justice

Each of these themes related to current, topical issues and, as such, examples should reflect this where possible. Students will need to be able to justify their opinions on these issues as well as referring to religious belief.

Teaching will feature various resources, such as news articles, videos (including film clips and documentaries) and use of, and interpretation of, sources of religious wisdom and authority.

GCSE Assessment

As well as regular opportunities to test recall of key concepts and beliefs, milestone assessments will focus on students' ability to apply their learning to exam-style questions. Expectations will be clearly modelled and feedback will refer to both knowledge and understanding as well as exam technique.

Each topic has a mini milestone (in the form of exam questions) and an end of unit milestone, in the form of an exam paper for that topic.

Year 10 students will take mock exams in the Spring Term, where they will be examined on all topics completed up to that point.

Year 11 students will take mock exams towards the end of the Autumn Term and will be examined on all topics completed up to that point, including those in Year 10.

In each exam paper, students will be presented with the following style questions:

- 1 Mark – multiple choice question testing knowledge of key concepts
- 2 Marks – students will need to give two features of, or examples, relating to a particular belief or issue
- 4 Mark – students will need to provide two explained points (often using examples) related to the concept or issue
- 5 Marks – students will need to provide two explained points (often using examples) related to the concept or issue and include a relevant teaching from a source of religious wisdom or authority (such as scripture or a religious leader).
- 12 Marks – students will be presented with a statement that they need to evaluate, showing the arguments for and against the issue presented. They will need to include a range of explained points that are clearly connected to the question, with relevant reference to sources of wisdom or authority (such as scripture or a religious leader).

In the religions papers, students will also be awarded up to three marks for their use of spelling, punctuation and grammar (SPaG) in the 12 mark questions.

Example of exam questions are below:

<u>Religions</u>	<u>Themes</u>
Christianity: Beliefs & Teachings	Crime & Punishment
1. Which one of the following is the book in the Bible in which the story of Creation can be found? [1] A) Exodus B) Genesis C) Proverbs D) Revelation	1. Which one of the following is not a reason for crime? [1] a) Poverty b) Sanctity of life c) Mental illness d) Greed
2. Give two qualities which Christians believe describe the nature of God. [2]	2. Give two religious beliefs about forgiveness. [2]
3. Explain two ways in which Christian beliefs about evil and suffering in the world influence Christians today. [4]	3. Explain two similar religious beliefs about people who break the law. In your answer you must refer to one or more religious traditions. [4]
4. Explain two Christian teachings about judgement. Refer to scripture or sacred writings in your answer. [5]	4. Explain two religious beliefs about the death penalty. Refer to sacred writings or another source of religious belief and teaching in your answer. [5]

<p>5. 'God is omnipotent.' Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • Refer to Christian teaching • Give detailed arguments to support this statement • Give detailed arguments to support a different point of view • Reach a justified conclusion <p>[12 + 3 for SPaG]</p>	<p>5. 'Reformation is the best aim of punishment.' Evaluate this statement.</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • give reasoned arguments in support of this statement • give reasoned arguments to support a different point of view • refer to religious arguments • refer to non-religious arguments • reach a justified conclusion. <p>[12]</p>

GCSE Programme Of Study

The following is an outline of key questions that will be covered in each topic. While they are all standalone issues, all with their own importance, students will be encouraged to learn about, and learn from, their interconnectedness, for example, how Jesus' actions may relate to modern human rights, or beliefs about the treatment of criminals.

Year 10

Crime & Punishment

- What is crime?
- What is sin?
- What are the causes of crime?
- Why should people be punished?
- How should people be punished?
- Is corporal punishment acceptable?
- What is community service?
- Do prisons work?
- Should capital punishment be used?
- What are Christian and Jewish attitudes to forgiveness?
- How should criminals be treated?

Christianity Beliefs & Teachings

- What does it mean to be a Christian?
- What is God like?
- What do Christians believe about creation?
- Why does evil exist?
- Why do people suffer?
- What's the truth about Christmas?
- What is the incarnation?
- Why was Jesus killed?
- Why does Easter matter?
- How does salvation work?
- Where did Jesus go?
- What do Christians believe about life after death?

Christianity Practices

- How do Christians worship?
- What is prayer?

- What are sacraments?
- What is Baptism?
- Why is Holy Communion so important to Christians?
- How are Christmas & Easter celebrated?
- Is pilgrimage important to Christians?
- How does the church help in the local community?
- What are missionaries?
- How do Christians evangelise?
- Where and how are Christians persecuted?
- What do Christians teach about reconciliation?
- What is the church doing about world poverty?

Relationships & Families

- Is marriage important?
- What religions teach about marriage?
- Is polygamy acceptable?
- Why do people get divorced?
- Does a perfect family exist?
- Where and how should children be raised?
- What do religions teach about contraception?
- Should you live with somebody before you are married?
- What does society and religion teach about sex?
- What is adultery?
- What does society and religion teach about homosexuality?
- Are men and women equal?

Each topic has a mini milestone (often in the form of an exam question) and an end of unit milestone, in the form of an exam paper.

Additionally, students will take mock exams in the Spring Term and will be examined on all topics completed up to that point.

Year 11

Human Rights & Social Justice

- What are Human Rights?
- Who does injustice effect the most?
- How does it feel to be a victim of injustice?
- What is freedom of expression?
- What is tolerance?
- What do religions teach about LGBTQ+ and gender differences?
- Is it always wrong to discriminate?
- What is the status of money in society?
- Why does poverty exist?
- What is it like to be poor?
- What do Christians believe about money?
- Can you be rich and religious?
- How are people exploited?

Judaism Beliefs & Teachings

- What are the main Jewish beliefs?
- What are the Torah, Tenakh and Talmud?
- What do Jews believe about G-d?
- What laws do Jews follow?
- What is Shekhinah?
- What do Jews believe about life after death?
- What is a covenant?
- Why are Abraham and Moses important in Judaism?
- What are the 10 Commandments?
- Who of what is the Messiah?
- What is pikuach nefesh?
- What are the key moral principles in Judaism?
- What are the mitzvot and how do they impact on free will?

Judaism Practices

- What is the synagogue and why is it important?
- How do synagogues differ between Orthodox and Reform Judaism?
- How do Jews pray?
- How is Shabbat observed?
- How do Jews worship?
- How are the Tenakh and Talmud used?

- What is Brit Milah?
- What happens at a Bar or Bat Mitzvah?
- What happens in a Jewish marriage ceremony and why?
- How do Jews mourn?
- What are Jewish dietary laws and how significant are they?
- What is Rosh Hashanah?
- What is Yom Kippur?
- What is Pesach?
- How are Jewish festivals observed in Great Britain?

Peace & Conflict

- What is meant by peace, conflict, forgiveness and justice?
- How peaceful are you?
- Is violence ever acceptable?
- Is religion responsible for conflict?
- Can war ever be justified?
- What is terrorism?
- Why does war occur? How are wars fought?
- Are people who refuse to fight in wars cowards?
- What is pacifism?
- What do religions do in response to war?
- How should people involved in war be treated?

Each topic has a mini milestone (often in the form of an exam question) and an end of unit milestone, in the form of an exam paper.

Additionally, students will take mock exams in the Autumn Term and will be examined on all topics completed up to that point (including those in Year 10).

In Year 11, students will have the opportunity to visit a synagogue and a Cathedral.

Awards & Commendations

At KS3, pupils will achieve credits for good work, both in class and for homework.

In Year 7, for each milestone, credits will be awarded according to the level achieved, rising numerically (1 credit for a Grade 1, 2 credits for a Grade 2 and so on).

In Year 8, for each milestone, credits will be awarded according to the level achieved beginning at Grade 2, rising numerically (1 credit for a Grade 2, 2 credits for a Grade 3 and so on).

In Year 9, for each milestone, credits will be awarded according to the level achieved beginning at Grade 3, rising numerically (1 credit for a Grade 3, 2 credits for a Grade 4 and so on).

For every 5 credits, pupils should ask their teacher to sign their commendation sheets in their log books.

At KS4, students will be awarded a commendation sticker for outstanding work (including homework). On each milestone task, students will be awarded a commendation sticker for meeting or exceeding their goal grades.

To see a short video summary of this, visit:

<http://www.debenhamhighschool.suffolk.sch.uk/News/Virtual-Open-Evening-2020/>

Martin Cobbold, Head of Religious Education

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