

**Primary Schools Partnership
June Newsletter**



20
23

A message from our Deputy Dean

Dear colleagues,

We hope that you are all well, as term starts to approach the end and all the busyness that entails.

I wanted to send a reminder that the big changes that the DfE has mandated through the Market Review will start from 2024-2025. The key headlines are the introduction of mandatory mentor training in the first year of 20 hours per mentor, and the new Intensive Training and Practice weeks. These are significant changes, particularly the increase in mentor training hours. We are looking at ways to make this training as meaningful and engaging as possible, and ways to make it fit as seamlessly as possible with current practice. We are trying to raise awareness with partner schools so that they feel prepared for the changes ahead. We will also try to make aspects of this training available in 2023-2024, to ease the pressure on the following year. Our concern is that schools won't feel able to offer as many placements and this will affect the supply of new teachers, at a time when recruitment is a challenge.

In terms of the new intensive training and practice, the DfE have stipulated that PGCE students will need 20 days and BA 30 days of this type of training. This is designed to focus training on foundational elements of practice that are granular in nature. The focus of the ITaPs we are designing are around creating positive classroom cultures, scaffolding, questioning and SSP, with additional days for BA students on assessment and subject specialisms. Some of the training will be at the University and some will be in schools. Students will learn, analyse, prepare and practice these focus areas until they become more familiar and confident with them. We are currently designing these inputs, and would welcome partners' involvement in this process. If you have any queries or ideas, please do contact me: matthew.sossick@roehampton.ac.uk.



With best wishes,

Matt Sossick

Deputy Dean and Head of Initial Teacher Education

In this issue

Can you offer **student teachers placements** next academic year? If so, please see page 3 for details. The **British Society of Research into Learning Mathematics** are seeking Year 5 classes for a research project, with funding of £3000 for schools – see page 5. We invite teachers to participate in several surveys in this issue: on how schools manage **bereavement policies** (page 5), on teachers' knowledge and use of **retrieval practice** (page 9), **stress in middle leadership** (page 9) and **teacher wellbeing** following Covid19 (page 11). A wealth of free CPD and resources are available via the **Geographical Association** – details on page 6. Anthony Barlow previews his chapter **Thinking about climate and weather in the curriculum** from an upcoming book on page 7. Our **PE specialists** were smash hits as keynote speakers at the inaugural Children's Alliance Conference, The Child of Today is the Adult of Tomorrow – Alison Murray reflects on their success on page 10. And **Roehampton alumnus Vince Buffini** reflects on his career five years on from graduating from Roehampton (page 12).

Can you offer Block School Experience Placements in 2023/24?

As we plan our provision for the upcoming academic year, we invite you to offer placements for our BA and PGCE students in 2023/24. Please find below information about placements for each of the cohorts, the expectations of Class Teacher Mentors and details on their role in supporting the Student Teachers. Your school should have already been emailed details of how to submit placement offers for next academic year - if you have not, please contact primarypartnerships@roehampton.ac.uk, who will send on our Placement Offers Pack.

Placement Dates and Expectations of Student Teachers

The following table outlines the placement dates for the five cohorts, and the key expectations of Student Teachers in each phase:

Cohort	Placement Dates	Expectations of Student Teachers
BA Year 1	6 weeks <i>Monday 11th December - Friday 15th December 2023; Monday 8th January 2024 - Friday 9th February 2024</i>	Support Teacher Students work towards planning, teaching and evaluating 6-8 group activities and between 2-4 whole class or large group activities per week. Full participation in the life of the class and school.
BA Year 2	8 weeks <i>Part 1: Monday 13th November - Friday 8th December 2023</i> <i>Phonics day on Friday 12th January 2024 and Assessment Wednesdays on 20th & 27th March 2024</i> <i>Part 2: Monday 15th April - Friday 10th May 2024</i>	Sharing Teacher Students initially focus on observing and working with groups, as a support teacher, and build up to leading whole class/group lessons. Students work towards managing the class for 3.5 days in the final week as a sharing teacher, taking responsibility for the day-to-day management of the class and planning, teaching and assessing the children's learning. Students return to the school for one day in January 2024 to focus on Phonics, and two days in March 2024 to focus on assessment and to prepare for Part 2. There is no teaching expectation of the student on these three days.
BA Year 3	11 weeks <i>Monday 8th January - Thursday 28th March 2024</i>	Lead Teacher Students begin by teaching whole class lessons in the role of sharing teacher. As they step into the role of lead teacher, they work towards managing the planning, teaching and assessment of the whole class for 4 days a week, from week 5 until the end of the placement.

Cohort	Placement Dates	Expectations of Student Teachers
PGCE BSE 1	<p>7 weeks</p> <p><i>Initial visit days:</i> 12th & 13th October 2023</p> <p><i>Main placement:</i> Monday 30th October - Friday 15th December 2023</p> <p><i>Assessment days:</i> 19th-21st February 2024</p>	<p>The aim of the visit days is for students to meet their teacher and class to prepare for the main placement.</p> <p>Students initially focus on observing and working with groups, as a support teacher, and build up to leading whole class lessons. They work towards managing the class for 3.5 days in the final week as a sharing teacher.</p> <p>Students return to the school for three days in February 2024 to focus on pupil progress and assessment. This involves focussed observations of the class teacher and children (including children's work). There is no teaching expectation of the student on these two days.</p>
PGCE BSE 2	<p>14 weeks</p> <p><i>Initial visit days:</i> 22nd & 23rd February 2024</p> <p><i>Main placement:</i> Wednesday 6th March - Thursday 4th July 2024</p>	<p>The aim of the visit days is for students to meet their teacher and class to prepare for the main placement.</p> <p>Students begin by teaching whole class lessons in the role of sharing teacher. As they step into the role of lead teacher, they work towards managing the planning, teaching and assessment of the whole class for 4 days a week, from week 8 until the end of the placement.</p>

In 2023/24, **we will continue to have a greater need for Key Stage 1 placements for our BA Year 3 and PGCE cohorts.** For all placements, please note that our Student Teachers must be placed in classes that have 15 or more pupils.

Class Teacher Mentors

We request that you submit offers of placements where Student Teachers will be placed with willing and expert Class Teachers, who have appropriate experience and who will provide suitable mentoring. We require Class Teachers to have at least two years of experience before becoming a Class Teacher Mentor; Class Teacher Mentors cannot be an ECT1 or ECT2. The role of the Class Teacher Mentor will involve:

- ✓ engaging with University of Roehampton Class Teacher training or update training
- ✓ sharing PPA time with the Student Teacher and providing them with appropriate levels of support with planning, teaching and assessing
- ✓ conducting a Class Teacher observation and post-lesson conversation each week
- ✓ having a Weekly Review Meeting with the student teacher to discuss their progress and next steps
- ✓ participating in joint observations and post-lesson discussions with the Roehampton Mentor and Student Teacher on the scheduled visits
- ✓ engaging with the assessment procedures, in conjunction with the Roehampton Mentor and Student Teacher

If you have any questions, or would welcome further discussion on the process of submitting your offers, please do not hesitate to contact me the Partnership team: primarypartnerships@roehampton.ac.uk. We look forward to working with you and continuing to grow our partnership with your school.

Year 5 classes required for maths research: £3000 funding available for participating schools

Colleagues from the British Society of Research into Learning Mathematics (BSRLM), based at Loughborough University, are looking for schools (Year 5 classes) that might be interested in the following project: Training mathematics teachers with cognitive science principles for designing worked examples and for children mathematics attainment. There is £3000 funding available for the participating schools! For further details and to register your interest, please contact Dr Ou hao Chen, Loughborough University, as soon as possible: o.chen@lboro.ac.uk.

Research project: Bereavement in schools

Are you a pre-school or a primary school teacher?

Please contribute to the project by participating in the [survey](#)! Tell us about how your school manages bereavement policies and how you support pupils during times of loss, especially in the wake of Covid-19. The survey takes approximately 10 minutes to complete.



What is this project about?

On average 92% of children and young people will experience a 'significant' bereavement before the age of 16 (Carter, 2016).

Therefore, this project founded by The British Academy aims to build a CPD resource to train teachers to support their students in bereavement. Our goal is to gather a data base of good practices that can be circulated among schools and provide guidance especially to those teachers whose schools have not developed specific policies on the matter.


This is why we need your valuable insights to understand the challenges that teachers face in supporting their pupils through difficult times and to identify ways to improve the support that schools can offer.


Where is the project carried out?

SCAN ME



 <https://www.melissajogie.com/child-bereavement>

 @Childberproject @Mjple

 Child bereavement project



This project is a comparative study being done in England by the University of Roehampton and in Italy by the University of Milano Bicocca and the University of Bologna.

You can find more information on the project [webpage](#), which provides details of our research aims and a rationale for why this work is important in our current school environments.

With thanks and best wishes,

Dr Melissa Jogie

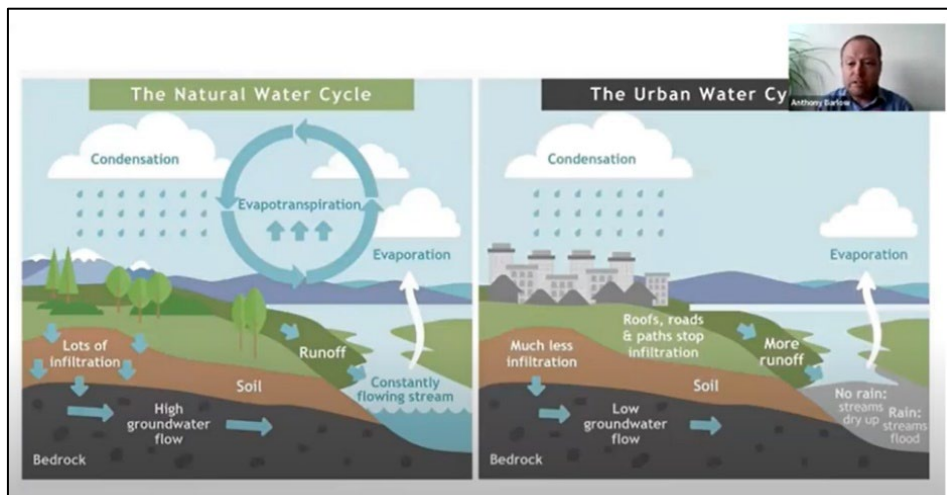
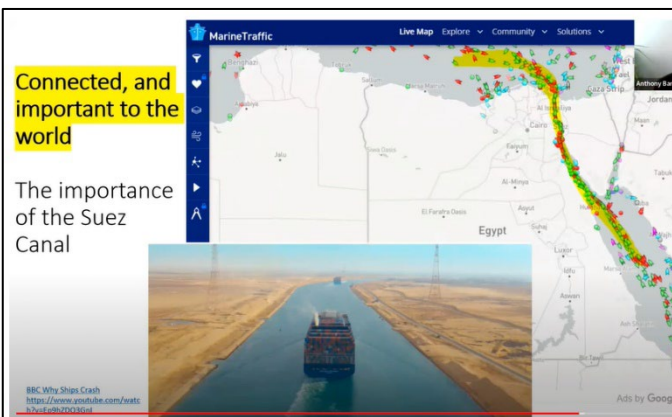
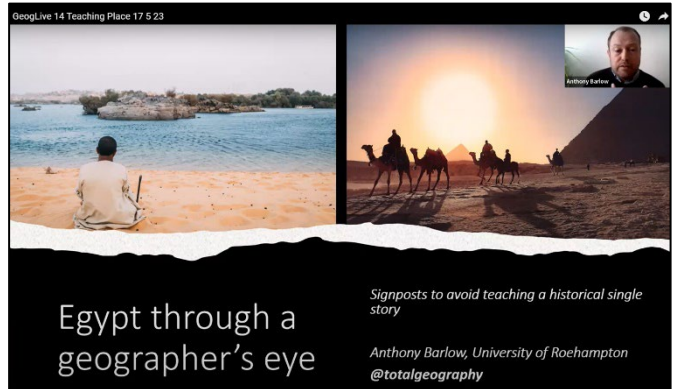
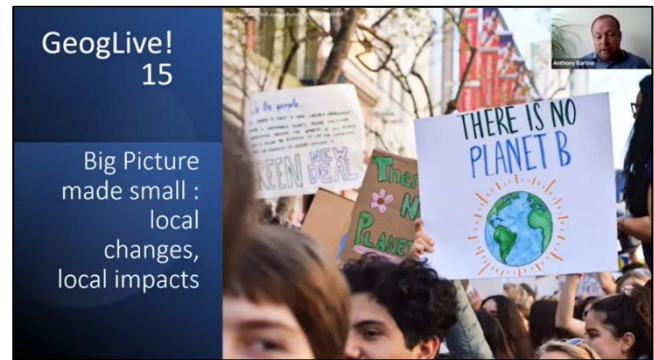
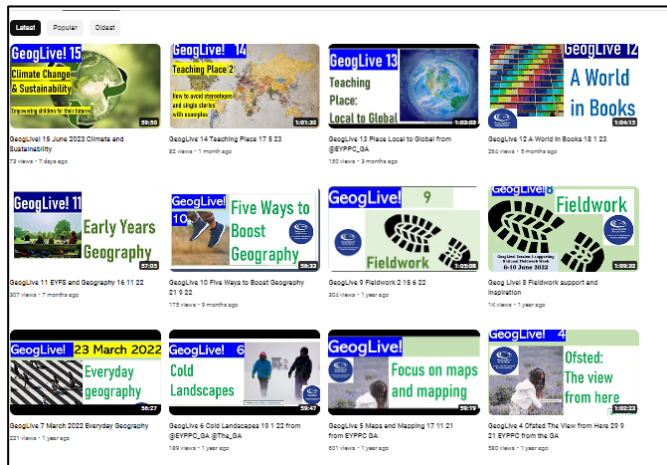
For more information please contact melissa.jogie@roehampton.ac.uk or her research assistant Sarah at fasolis@roehampton.ac.uk.

Geography: Free CPD

A reminder, as you start to plan for September, to consider interacting with the Geographical Association. There is free Primary membership, and discounts if you are a member: <https://geography.org.uk/free-primary-membership/>

There's a wealth of free material online to support you via **@EYPPC_GA** or through the **GeogLive!** channel of YouTube CPD videos. See what colleagues from Roehampton have contributed to below.

The full suite of CPD videos is available here: <https://www.youtube.com/@geoglive8821/videos>



Geography: Thinking about climate and weather in the curriculum

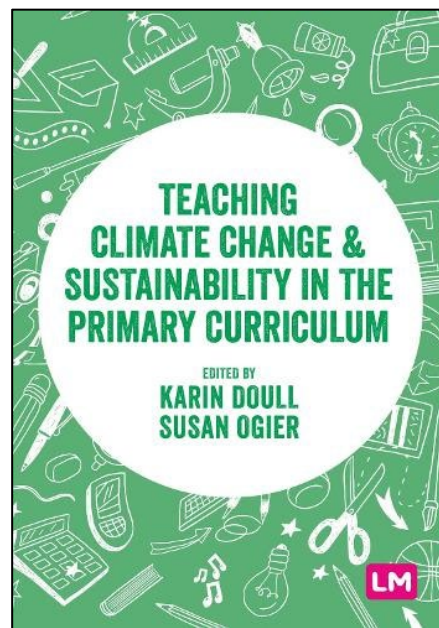
Here is a preview from a chapter Anthony Barlow has submitted to a book that will be published later in the year: *Teaching Climate Change and Sustainability in the Primary Curriculum*, from colleagues Karin Doull (editor) and Susan Ogier (editor).

“As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes...Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.” (National Curriculum, England, 2013)

Where do we put the emphasis when we are trying to teach about big processes relating to the environment? Understanding the interactions, and connections, the ‘big-picture’ view of geography, can sometimes be lost when teachers plan. Through relevant, age-appropriate, local and UK perspectives rather than just through distant, ‘big-geography’ perspectives we can build a ‘sense of scale’ and connection to what these perspectives look like in the everyday.

Concepts and climate

The theory behind a focus on conceptual understanding is that these schema help build up a child’s ability to transfer the knowledge they are learning into new and novel situations and support their wider understanding (Ofsted, 2019).





Flooding in recent years, like is seen here on the River Severn, is likely to get more and more of a problem in the future.

Think about an issue like serious flooding. We can see the effect of extreme rainfall on locations on the news, we could try to put ourselves in people’s shoes, but this is still very much at a remove from our lived experience.

It is like it is a story about somewhere beyond, somewhere unknowable. By building local knowledge and perspectives into our conceptual understanding we will build stronger *composite* understanding (Ofsted, 2019), stronger schema, than if we just focus on singular case study perspectives, de-contextualised thinking, or a ‘gazeteer of great disasters’ approach.

Climate and curriculum making in geography - critical challenges

<p>Teaching about the challenges of the world today and the issues we face in relation to the environment is one area where teachers can often be swayed by what is current and, perhaps, fashionable. In my lived experience, this might have been acid rain in the 1980s, the depleting ozone layer in the 1990s, fairtrade and farming and finally plastic waste and the oceans and recently climate change in the 2010s and 2020s. All these ideas have one interesting component: they are all human-induced problems and changes.</p>	<p>Futures-oriented geography has a long history in the study of geography since the 1960s and it has focused on different aspects as worries have waxed and waned in the popular imagination from population growth worries to “rising unemployment, mounting injustice and a deteriorating environment” from the 1970’s and beyond (Huckle, 1983, p59). Most recently the focus has arguably been on single-issue themes such as waste and, particularly, ones such as single-use plastic waste and the oceans. While undoubtedly these stories of how we live now through the lens of the mountains of waste we produce (which this author has written about (Barlow, 2019 in Catling et al), they all have at their heart the issue of finite space, resources or capacity for us to continue as we are.</p>
<p>This perhaps shows the troubling nature of curriculum making (Geographical Association, online). We focus on human geography problems and sometimes neglect to teach the bigger picture of systemic collapse:</p> <p><i>“All this time, environmentalists have been telling people we face an unprecedented, existential crisis, while simultaneously asking them to recycle their bottle tops and change their drinking straws.”</i> (Monbiot, 2022).</p>	<p>Ofsted appear to agree with this ‘systems approach’. “Research shows how important it is to ensure that pupils understand how human and physical processes interact to influence and change landscapes, environments and the climate, as well as how human activity relies on the effective functioning of natural systems” (Ofsted, 2021).</p> <div style="display: flex; justify-content: space-around;">   </div> <p><i>Photos: Signs of floods can be seen in areas near rivers in particular.</i></p>

Tasks to try with children: Go for a water walk round your school site to start to have these very early discussions on the natural systems all around them.

<p>Look for areas where grass has been worn away - who caused this? Was it humans or small-scale erosion?</p>	<p>Look for short cuts that have been created - sometimes called desire lines or elephant paths, again something that can be exacerbated by the action of water.</p>	<p>Look for full or dry puddles or dips in the land.</p>	<p>Look for pot-holes in the ground or road - how have these holes been created? How are they getting worse?</p>
<p>Look for rotting wood or peeling paint where the action of the water has caused damage to the building. Look for streaking caused by water.</p>	<p>Look for badly drained and marshy ground - why is it so muddy there and what do the dips in the land, the slopes do to manage the water locally. Where does it pool or collect?</p>	<p>Look for pipes and gutters that manage the water that falls on the roof - see where the water goes into the grids and think where these go.</p>	<p>Look for moss and green mould and for plants growing between paving stones - micro cracks where life starts to flourish, nourished by regular watering from the rain.</p>

Other ideas:

Survey your school grounds for the impact of water and take some pictures. Consider taking children outside when there is a downpour.

Look through Google Streetview to see what your locality is like through the seasons or when the weather is different from today.

Anthony Barlow, June 2023

Research into teachers' knowledge and use of retrieval practice

Teachers - as part of an ethically approved research project, I am undertaking research into the use of retrieval practice by teachers in their teaching. As the portfolio leader of teacher education across all phases and subjects, it is important I undertake regular and relevant research within our profession. Participants can be teachers in any phase or subject. The survey takes about 10 minutes to complete. Participation is entirely voluntary, but the results will be very helpful to us in understanding how and which retrieval practice is used across the teaching landscape. To complete the survey click the following link: <https://beds.onlinesurveys.ac.uk/rpsurvey>. If the link is blocked by your school system, then type tinyurl.com/UOBRP into your browser.

It would be most appreciated if you could forward this email to teachers in your school to offer them an opportunity to participate.

James Shea, Principal Lecturer in Teacher Education and Postgraduate Portfolio Lead, University of Bedfordshire

Stress in the workplace: Middle leaders in education

We all experience stress within the workplace. Some of this we are in control of, but some of it we are not. There is a body of literature that focuses on the stress that teachers face within the teaching profession. However, there is very little research about the stress that middle leaders, defined as a member of the organisation who reports to the senior leadership team, face.

We are inviting middle leaders in any phase of education to participate in our study. We are interested to understand the pressures individuals face within their workplace, the levels of stress experienced and the extent to which resilience acts as coping strategy. The study will take no longer than 10 minutes to complete and the survey is open until the 14 July. All responses being confidential and anonymous. Full ethical approval has been granted by both the School of Education and the School of Psychology at the University of Chester. Complete the survey [here](#).

If you have any questions, please do not hesitate to contact the research team at educationalleadership@chester.ac.uk.

Dr Steve Lambert, Associate Professor in [Educational Leadership](#), Programme Leader [MA Educational Leadership](#)

Roehampton Lifelong Physical Education

PE specialists are smash hits as keynote speakers at the inaugural Children's Alliance Conference, The Child of Today is the Adult of Tomorrow, University of Worcester, June 26th, 2023

<https://childrensalliance.org.uk/2023/05/10/childrens-alliance-conference-2023/>

PE tutor Alison Murray and Year 2 PE specialists Chelsea Hazelwood and Sarah Blake proudly represented our programme as keynote speakers at the much-anticipated inaugural Children's Alliance conference up at the superb Arena, University of Worcester. Not only did our students ace our presentation and workshop, field questions, and offer ideas for future practice across primary settings, they also participated and networked across the fabulous day. Their calm, positive and professional demeanour was praised by many. Chelsea and Sarah were the highlight of the conference (as reported by the conference organisers). Its theme of 'the child of today being the adult of tomorrow' beautifully captures our own sentiments; our students of today are our teachers of tomorrow. We are thrilled to facilitate such formidable opportunities. Thanks to the Children's Alliance and the University of Worcester for the incredible invitation to share our research informed practice and program.



Student teacher perspectives: We loved meeting professionals across the day, especially PE and OT specialists from Worcester, and experts we can contact for both professional and academic connections ahead of our dissertation year. Thank you, it was a privilege to be there. Best day ever. Across our specialism, we have developed and taught a series of educational movement progression spirals from early-year settings into KS 1 and 2 PE. As primary teachers, we need to understand and use the EYFS and PENC policies (DfE, 2021; 2013) to inform our planning and teaching. As PE specialists, we go further and have studied artefacts, such as the reports from the Children's Alliance. Now we make connections from theory to practice through policy, and we really enjoyed doing this at the conference. It feels like we have progressed in our own professional development, and we are very grateful for this opportunity. We loved sharing our RLPE practice and made new professional contacts because of this networking opportunity. Thank you.

Our thanks to our School of Education for sponsoring our collective effort (inclusive of RLPE team PE tops, banner, and encapsulated version of the "I Can Resist" program). It was wonderful to have Roehampton (and former Roey) School of Education colleagues attend and support. Our next funded research steps embrace this program through HE and school iterations of the emotional and physical strength-building program across the UK.



Please contact Alison if you would like to implement this into your PE/physically active learning, alison.murray@roehampton.ac.uk, @allieroehampton.

Murray, A.M., Murray, P.F. and Howells, K. (2023). Accessible resistance movement experiences for elementary students and educators. In Resistance Training. Dr Daniel A. Marinho (ed). Intechopen. ISBN 978-1-83768-551-6.

Teacher wellbeing following Covid19

Professor Olympia Palikara at the University of Warwick is conducting a study with research partners in more than 20 other countries around the globe on teachers' well-being as a result of the pandemic. The research team are looking to obtain around 500 responses from the UK.

They want to hear from qualified teachers currently teaching at a school in England (any school type). This short, anonymous survey will take less than 15 minutes to complete. It examines teacher wellbeing in England following the COVID-19 pandemic, as part of a global project. The results will allow us to make international comparisons and develop evidence-based wellbeing resources for teachers in England and around the world. The study received ethical approval from the University of Warwick and further information is available on the first page of the survey. To complete the survey on a mobile, laptop or tablet follow this link: https://warwick.co1.qualtrics.com/jfe/form/SV_6mwMrxKWU8EyRAW

Or scan the QR code below to complete the survey on your mobile:



Thank you for your participation.



Roehampton alumnus Vince Buffini reflects

Your role and position now

After joining a two-form entry primary school in West London soon after graduating in 2018, I was lucky enough to land in a school that supported my training needs and gave me creative licence in subject areas. I am currently an Upper Key Stage 2 leader in Year 6 and a Maths Lead there. I also work with the local Maths Hub, where I lead work groups to support local schools in sustaining a teaching for mastery approach - it's been five very busy years!

Top tips for your final year of training

Firstly, prioritise! It's impossible to do everything perfectly. You can strive for that, of course, but be willing to let the small things go. Consider the next task's impact on your degree, the children in your placement, and your professional development. Secondly, ask for help – this will be crucial to get you past some inevitably difficult moments. Your lecturers, fellow Roehampton students, and your school-based mentors are all there to support you.

How does your training help you in your day-to-day job?

In the classroom, having seen lots of teachers in many settings, I was able to draw upon the strengths of all that I saw. Teaching on placements and researching pedagogy over three years gave me confidence when entering my first role. I found myself in a position where I knew more of the current research than lots of my colleagues. In leadership, research driven strategies and ideas can help gather support from your colleagues when you're working. If you have an idea and it's backed up by research, people are bound to follow you.

Things you've done to promote and develop your subject specific training

Keep reading! It's important to stay up to date with relevant research. It will be difficult to keep up with it all, but choose an area or two that interests you. For me, it was maths, which I specialised in at Roehampton. I decided to join the NCETM to read their newsletters and articles. I realised that this was useful for my day-to-day teaching, so it didn't feel like extra workload. I was lucky enough to be offered the role as history lead as an ECT, and joined the Historical Association to develop my subject knowledge – this supported me when applying for the maths lead role the following year.

How to cope with the workload and keep yourself happy

Similarly to my top tips for the final year: 1) Prioritise tasks that have the most impact on the children; 2) Ask for support as and when you need it. I make time for things that make me happy such as seeing my family and friends and having some down time. Exercise has been incredibly important for me. This was a suggestion from one of my lecturers at Roehampton in my second year during a particularly stressful period, and I've never looked back!

Your career plans now?

I've recently accepted a role as an Assistant Headteacher at a 3-form entry school in Brent. As sad as it has been to say goodbye to the school where I started my career, it's time to move on to the next challenge.



Our Primary Subject Leads



Subject: Geography

Subject Lead Name: Anthony Barlow

Email: anthony.barlow@roehampton.ac.uk

Telephone: 0208 392 3386

Key subject/research interests: Pupil understanding of their everyday geography and the locality.

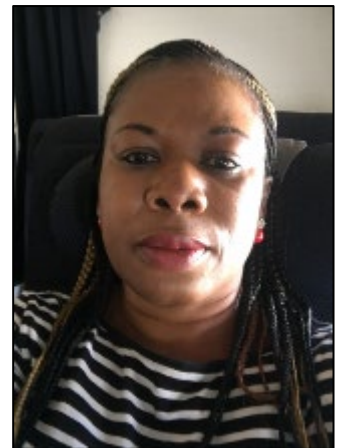
Subject: Computing

Subject Lead Name: Lynda Chinaka

Email: Lynda.chinaka@roehampton.ac.uk

Telephone:

Key subject/research interests: Computing Education in Primary settings. Building confidence for the teaching of all elements of the computing curriculum: Computer Science, Information Technology and Digital Literacy. Ensuring practice and pedagogy that intersects with the identities and experiences of all learners. Computing and creativity for everyone!



Subject: English (BA)

Subject Lead Name: Anna Harrison

Email: anna.harrison@roehampton.ac.uk

Telephone: 020 8392 3017

Key subject/research interests: Digital Literacies, Print and Digital Picturebooks, Reading, Siblings as Readers, Children's Literature, The Classics, Beatrix Potter.

Professional Links: Open University Reading for Pleasure, UKLA, IBBY (International Board of Books for Young People).

Subject: English (PG/SD)

Subject Lead Name: Steph Laird

Email: s.laird@roehampton.ac.uk

Telephone: 020 8392 3076

Key subject/research interests: The teaching of writing, children's responses to picture books, how children read film and the use of film as a stimulus for writing.

Professional Links: Member of the United Kingdom Literacy Association (UKLA)



Subject: History

Subject Lead Name: Susie Townsend

Email: susan.townsend@roehampton.ac.uk

Telephone: 020 8392 3369

Key subject / research interest: Relativity and History, experiential learning, historic fiction and diversity.

Professional links: Regular contributor to Primary History journal and to Historical Association conferences.

Subject: Maths

Subject Lead Name: Lorraine Hartley

Email: lorraine.hartley@roehampton.ac.uk

Telephone: 020 8392 3365

Key subject/research interests: Planning and teaching and assessing in primary mathematics; fractions across the primary age range.

Professional Links: ATM/MA; NCETM and consultancy in schools.





Subject: Art and Design

Subject Lead Name: Susan Ogier

Email: s.ogier@roehampton.ac.uk

Telephone: 0208 392 3086

Key subject/research interests: Primary Art and Design education; holistic education; broad and balanced curriculum.

Professional Links: NSEAD; NAPTEC; NASBTT (Associate Consultant for Primary Art and Design)

Subject: Design and Technology

Subject Lead Name: Sue Miles-Pearson

Email: s.miles-pearson@roehampton.ac.uk

Telephone: 0208 392 5781

Key subject/research interests: CAD CAM (Computer Aided Design and Computer Aided Manufacture); Food technology that is being taught in the English primary schools; I am also interested in pupils in the Early years learning the key design and technology skills that they will require for Key Stage one and beyond.



Subject: Physical Education

Subject Lead Name: Dr Alison Murray

Email: Alison.murray@roehampton.ac.uk

Telephone: 020 8392 3398

Key subject/research interests: Motor competency through student agency; metacognition, Physical education teacher education, embodied practice

Subject: Science

Subject Lead Name: Dr Nicola Treby

Email: nicola.treby@roehampton.ac.uk

Telephone: 020 8392 3263

Key subject/research interests: Varied interests relating to primary science, including science enquiry and outdoor learning. I also have a research interest in pastoral care within the school context.



Subject: Religious Education

Subject Lead Name: Lesley Prior

Email: lesley.prior@roehampton.ac.uk

Telephone: 0208 392 8163

Key subject/research interests: The role of SACREs in RE and the interface between religion and worldviews and the life of schools.

Professional Links: Among my many links with various professional RE organisations, I am Chair of the European Forum of Teachers of RE and I am a former Chair and current Executive Member of the National Association of SACREs.

Partnership Materials Page:

<https://external.moodle.roehampton.ac.uk/enrol/index.php?id=108>

(click "Log in as guest" & enter the password **RoehamptonTrainee**)

University of Roehampton Primary Partnership webpage:

<https://www.roehampton.ac.uk/education/primary-school-partnerships/>

School Partnerships Team

email: primarypartnerships@roehampton.ac.uk

Head of Primary Initial Teacher Education: Sarah Leonard

email: sarah.leonard@roehampton.ac.uk

Head of Partnerships / Mentor Training Lead: Natalie Rankin

email: natalie.rankin@roehampton.ac.uk

BA (Undergraduate) Programme Convener Primary Education: Anthony Barlow

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PGCE (Postgraduate) Programme Convener Primary Education: Steph Laird

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