

**AGREE SYLLABUS CONFERENCE – WRITING GROUP FEEDBACK
COMMENTS/QUESTIONS**

OCTOBER (Sian's report sent round 10 Nov 09)

MEMBER AND DATE RECEIVED	COMMENT RECEIVED
<p>Father David Sillince (10 Nov) GROUP A</p>	<p>I have no specific comments to make, though I note with approval especially para (3) and the attempt to introduce greater fluidity into the "triangle of progression", which I feel is highly necessary.</p>
<p>David Parrott (17 Nov) GROUP C (NASUWT)</p>	<p>As I'm coming to this review halfway through some of my comments have probably already been addressed. All are taken from my many years of experience in Primary Education:- (1)As noted Primary teachers are largely non-specialist in RE and a framework for guidelines and standards must be clear and unambiguous. They <u>must</u> take into account that we are teaching children. Therefore the material presented to them must be accessible to them and as 'hands-on' as possible. (2)This will therefore preclude the types of concepts mentioned in (3) Type A which quite rightly appear where they can be more readily understood at KS4. Basic knowledge needs to be there before proceeding to this more abstract stage and is best dealt with at a more general level in Personal and Social Development. Many Primary children in our City schools lack simple social skills, usually caused by poor to non-existent parenting, so we have to start from a very low level – as many schools, to their credit, do. Therefore, in conclusion, the extent to which abstract concepts can be introduced at Primary level in the City is limited, and the stage at which the child's understanding has reached must take precedent.</p>