



Re In Primary School

Sally Elton-Chalcraft



Re In Primary School:

Primary School RE, 1990 Primary Religious Education – A New Approach Clive Erricker, Judith Lowndes, Elaine Bellchambers, 2010-09-13 Primary Religious Education A New Approach models a much needed pedagogical framework encouraging conceptual enquiry and linking theory to its implementation within the wider curriculum in schools *The Social Psychology of the Primary School* Colin Rogers, Peter Kutnick, 1992-04-02 Colin Rogers and Peter Kutnick reassess the role of social psychology in educational practice for the primary classroom They offer an analysis of the ways in which the process and structure of classroom life affect the interpersonal and academic outcomes of schooling Social schooling is seen to have a crucial role to play in achieving effective t Religious Education in the Primary School Elizabeth Hughes, 1994 The companion volume to Making a World of Difference takes a classroom teaching approach to the management of difference in religious belief and background The author questions the adequacy of dealing with plurality simply through the RE curriculum and proposes a cross curricular approach **Primary School RE** Church of Ireland. Board of Education, 1990 *Whatever Happened to Religious Education?* Penny Thompson, 2003-10 An original and timely analysis of how and why the committed teaching of the Christian faith has been eroded since the 1960s and of what can be done to improve the current state of affairs **Developmental Psychology and Young Children's Religious Education** Olivera Petrovich, 2022-12-16 Developmental Psychology and Young Children s Religious Education sets out to identify the conceptual pre requisites for young children s religious education learning and clearly highlights the challenges that children and their teachers encounter in the RE educational process Based on a study with 431 children aged 5 to 7 years from different schools faith and non faith and 47 teachers from the same schools as the children this book offers an insightful look into younger children s religious education providing statistical evidence to dismantle the belief that young children lack the ability to conceptualise God in abstract terms The information obtained from these children and their teachers reveals a major discrepancy between the teachers perceptions of young children s conceptual abilities for RE learning on the one hand and children s actual abilities revealed in their responses throughout the study on the other Based on the evidence described in the volume Petrovich argues that teacher training courses for primary RE need to be designed to include a substantial component of contemporary developmental research that is of direct relevance to children s conceptual abilities and understanding of abstract concepts Developmental Psychology and Young Children s Religious Education is essential reading for students and researchers in developmental psychology religious education teacher education education studies and cultural anthropology **Religious Education at Schools in Europe** Martin Rothgangel, Robert Jackson, Martin Jäggle, 2014-05-14 The project Religious Education at Schools in Europe REL EDU which is divided up into six volumes Central Europe Western Europe Northern Europe Southern Europe South Eastern Europe Eastern Europe aims to research the situation with regard to religious education in Europe The second volume outlines the organisational form of religious

education in the countries of Western Europe England Ireland Northern Ireland Scotland Wales Belgium France Luxembourg Netherlands This is done on the basis of thirteen key issues which allows specific points of comparison between different countries in Europe Thereby the volume focusses the comparative approach and facilitates further research into specific aspects of the comparison *Metacognition, Worldviews and Religious Education* Shirley Larkin, Rob Freathy, Jonathan Doney, Giles Freathy, 2019-07-03 Religious Education RE holds a unique place within the state education system Yet the teaching of RE has often been criticised for its tendency to present simplified and stereotypical representations of religions Bringing together the theory of metacognition with RE curriculum content this book offers a coherent and theoretically supported approach to RE and beyond that is applicable to a range of subjects and students of various age groups *Metacognition Worldviews and Religious Education* seeks to support teachers in creating a new and exciting classroom approach With a focus on putting children and teachers worldviews back on the RE agenda and developing awareness of these through metacognitive processes it includes Tables frameworks and checklists to make it easy for teachers to adapt the approach to their own context Concrete examples of how the approach can work in the classroom including case studies from teachers Call out boxes for teachers and others to reflect on their own practice and to consider their own beliefs and values in relation to teaching and learning Co authored by three researchers from Exeter University and one experienced advanced skills RE primary school teacher this book explains in a jargon free way the theories of metacognition and worldviews which underpin the creation of a unique learning environment making it an essential read for students experienced teachers researchers in RE and anyone interested in taking a thinking skills approach to pedagogy **The Empirical Science of Religious Education** Mandy Robbins, Leslie Francis, 2016-01-22 The Empirical Science of Religious Education draws together a collection of innovative articles in the field of religious education which passed the editorial scrutiny of Professor Robert Jackson over the course of his impactful fourteen year career as editor of the British Journal of Religious Education These articles have made an enormous contribution to the international literature establishing of the empirical science of religious education as a research field The volume draws together organises and illustrates the contours of this emerging field and is an essential compendium which covers work in teacher education and teacher experience student understanding attitudes and values varieties of religious schooling and worldview and life interpretation Organised into ten thematic sections the contributors cover the field comprehensively and bring with them an international and reflexive approach to their research It is an essential resource for those practitioners and researchers who wish to access original and innovative research undertaken by way of ethnographic fieldwork practitioner research life history approaches to research psychological scales and measures and large surveys Particularly interested readers will be studying PGCE and masters level programmes in religious education as well as qualified religious educators undertaking continuing professional development

Minutes of the County Council and Reports and Minutes of Committees of the Council and Other Documents Submitted to

the Council Lanarkshire (Scotland). County Council,1956 Teaching Religious Education Creatively Sally Elton-Chalcraft,2014-11-20 Teaching Religious Education Creatively offers a brand new approach for the primary classroom and is crammed full of innovative ideas for bringing the teaching of RE to life It helps teachers understand what constitutes a healthy curriculum that will encourage children to appreciate and understand different belief systems Perhaps most importantly it also challenges teachers to understand RE as a transformatory subject that offers children the tools to be discerning to work out their own beliefs and answer puzzling questions Underpinned by the latest research and theory and with contemporary cutting edge practice at the forefront expert authors emphasise creative thinking strategies and teaching creatively Key topics explored include What is creative teaching and learning Why is it important to teach creatively and teach for creativity What is Religious Education Why is it important for children to learn about and from religion How can you teach non biased RE creatively as a discrete subject and integrate it with other curriculum areas Teaching Religious Education Creatively is for all teachers who want to learn more about innovative teaching and learning in RE in order to improve understanding and enjoyment and transform their own as well as their pupil s lives Spiritual and Religious Education Mal Leicester,Sohan Modgil,2005-07-15 Volume V distinguishes religious and spiritual education and takes a multi faith approach to pedagogic curricular and resource issues The important area of collective worship is also addressed

Value Learning Trajectories Arniika Kuusisto,Liam Gearon,2017 Value Learning Trajectories Theory Method Context provides a theoretical methodological and contextual framing of value learning alongside individual life trajectories in a diverse range of international educational settings It brings together philosophical approaches on value learning with empirical research findings from Australia Austria Ethiopia Estonia Finland Germany Iran the Netherlands and the United Kingdom A critical interdisciplinary bridge between value learning and life trajectory research the volume gathers together contributions from leading and emergent researchers to facilitate evidence informed insights and future collaborations in the field **Teaching Religious and Worldviews Education Creatively** Sally Elton-Chalcraft,2024-07-30 Teaching Religious and Worldviews Education Creatively offers a fresh perspective on the Religious Education RE curriculum This second edition is crammed full of practical lesson ideas underpinned by cutting edge research authored by specialists in the field It helps teachers understand what constitutes an effective and creative Religion and Worldviews Education RWE curriculum and challenges teachers to view RWE as a transformatory subject that offers learners the tools to be discerning to work out their own beliefs and to answer puzzling questions This second edition of Teaching Religious and Worldviews Education Creatively includes fully updated chapters from the first edition with 11 new contributors and 5 brand new chapters New topics include Visits visitors and persona dolls The RE Searchers approach New ideas about policy practice and assessment Insights into RE in the UK and around the world Anti discriminatory RE New and updated practical classroom ideas from practicing teachers Teaching Religious and Worldviews Education Creatively is for all teachers who want to learn more about

innovative teaching and learning in RWE in order to improve understanding knowledge and enjoyment while at the same time transforming their own as well as their pupils lives

Research in Religious Education Leslie J. Francis, William K. Kay, William S. Campbell, 1996

Contemporary Challenges for Religious and Spiritual Education Arniika Kuusisto, Terry Lovat, 2017-10-02

From being on the margins of scholarly debate for much of the past century and a half religion is being recognized once again as an area of concern for scholars politicians and public policy makers and thus the role of religious and spiritual education has taken on a new importance Apart from its socio political ramifications the place of religiousness and spirituality in the make up of individuals has been given renewed prominence through updated brain science and neuroscientists regularly refer to elements of this brain science in terms such as spiritual intelligence and even mystical consciousness This book explores many of the new directions being taken in the field of religious and spiritual education as new developments challenge the priorities of formal education and open up new avenues for incorporating religion and spirituality into the modern curriculum It asks whether the educational aims of teachers should be focused on specifically personal development or whether religious education should be used to develop understanding of more global and social issues such as citizenship conflict and ethics The book also addresses neuroscientific insights which suggest a need to engage with cognition and emotion in order to create a rich learning environment something to which a particularly contested subject area like religion and spirituality is well placed to contribute This book was originally published as a special issue of the Journal of Beliefs Values

Crossings and Crosses Jenny Berglund, Thomas Lundén, Peter Strandbrink, 2015-05-19

Dealing with different regions and cases the contributions in this volume address and critically explore the theme of borders educations and religions in northern Europe As shown in different ways and contrary to popular ideas there seems to be little reason to believe that religious and civic identity formation through public education is becoming less parochial and more culturally open Even where state borders are porous where commerce culture and trade as well as associative personal and social life display stronger liminal traits normative education remains surprisingly national This situation is remarkable and goes against the grain of current notions of both accelerating globalisation and a European regional renaissance The book also takes issue with the foundational tenet that liberal democracies are by definition uninvolved in matters concerning faith and belief Instead an implied conclusion is that secular liberal democracy is less than secular and liberal at least in education which is a major arena for political cultural ethical socialisation as it aims to confer worldviews and frameworks of identity on young people who will eventually become full citizens and bearers sharers of prevailing normative communities

Resources in Education , 1992-10

Index to the City Documents, 1834-1891 Boston (Mass.). City Council, 1891

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