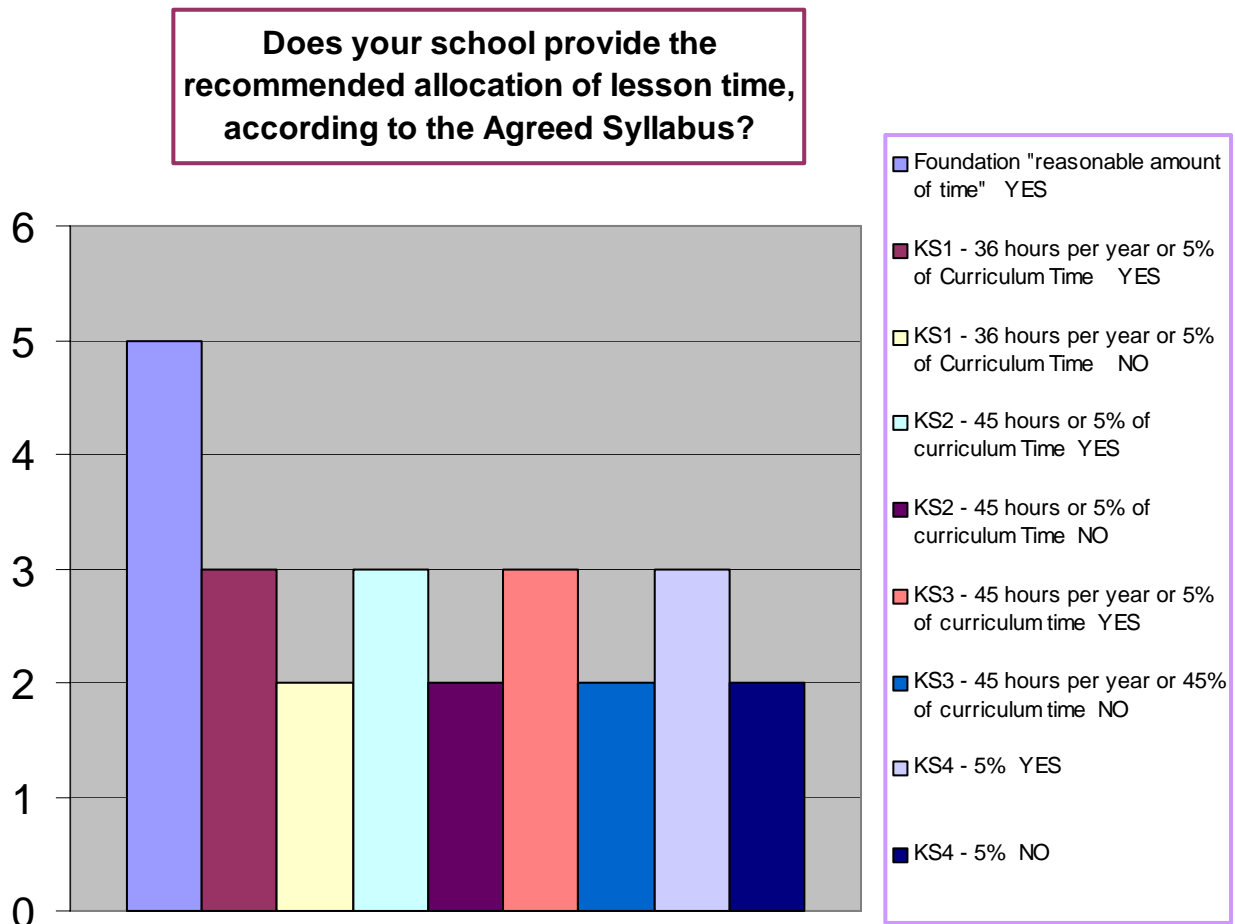


Provision of Religious Education and Collective Worship Special School Questionnaire Analysis

A total of 5 (of the 7) Special schools within the Cambridgeshire County returned completed questionnaires. The information provided has been analysed and is represented below in the following charts.

QUESTION 1) Curriculum Time for RE



What barriers, if any, prevent you from fulfilling this recommendation? Schools comments were as follows:-

Due to learning styles and capabilities, additional support required e.g. physio.

QUESTION 2) How many children are withdrawn from RE by their parents?

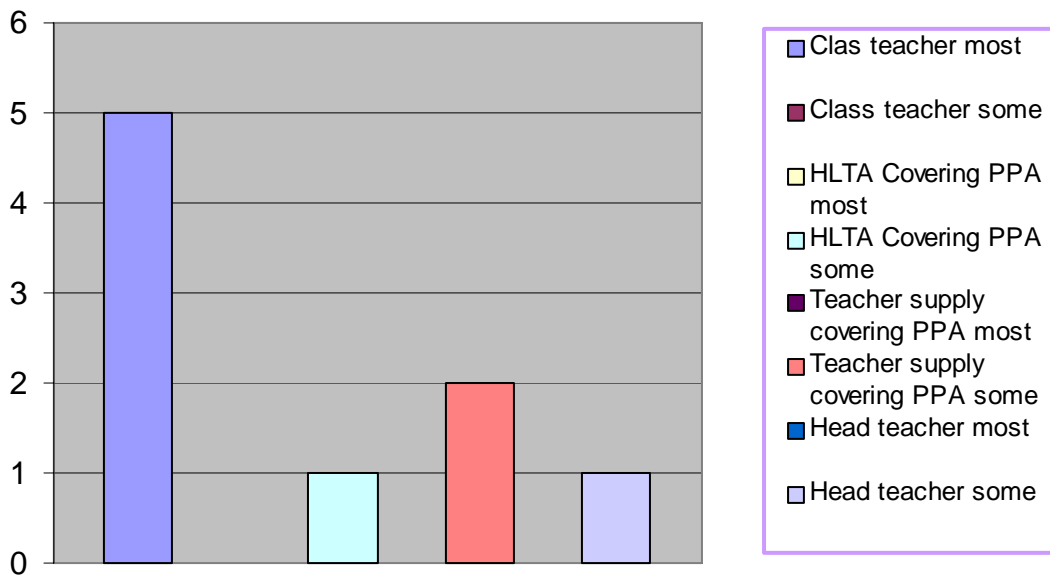
From those special schools that returned questionnaires, a total of 7 children overall are withdrawn from RE by their parents.

QUESTION 3) Staffing

All 5 Special Schools indicated they do have a member of staff responsible for leading the subject.

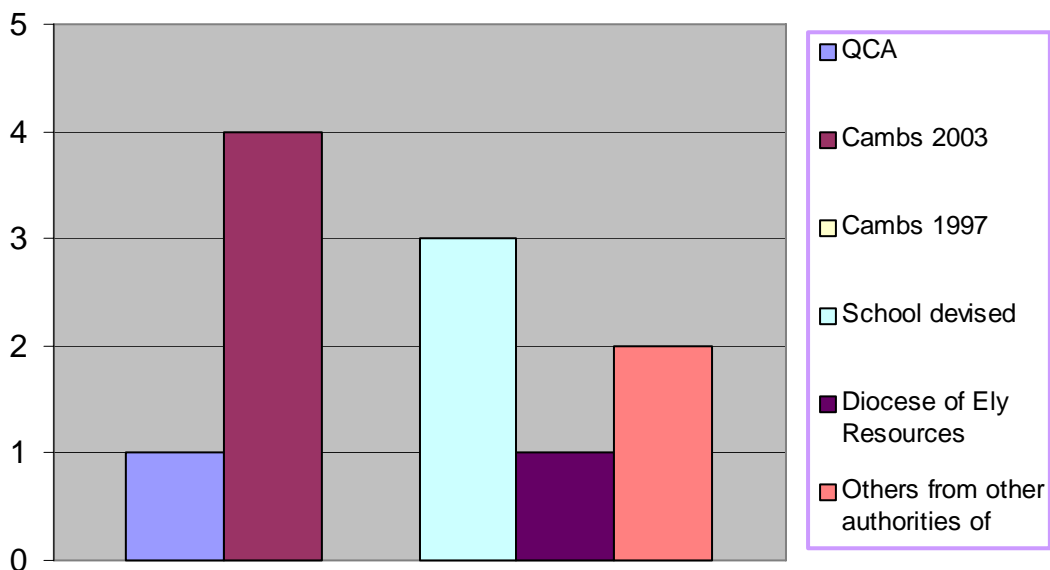
All 5 Special Schools also indicated that teachers of RE have access to CPD.

Which of the adults teach most or all of the RE in your school and which teach some?



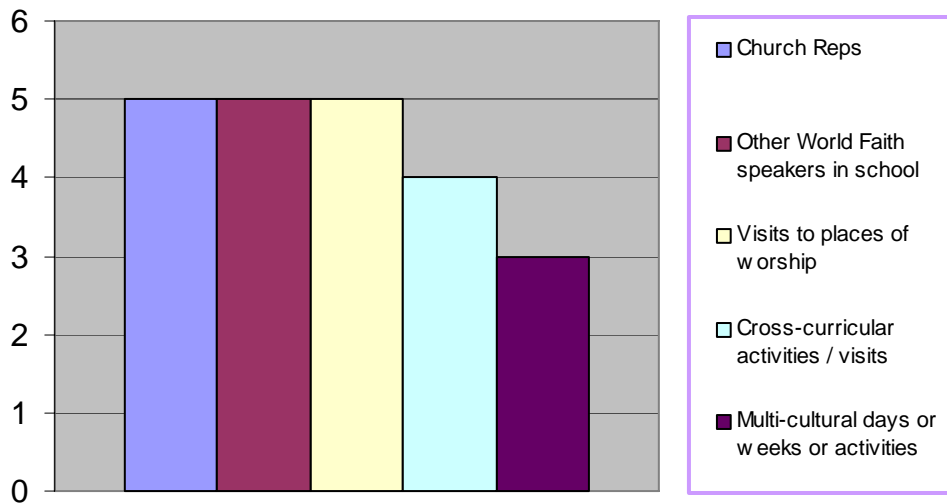
QUESTION 4) Teaching

Which RE Schemes of work do you use?



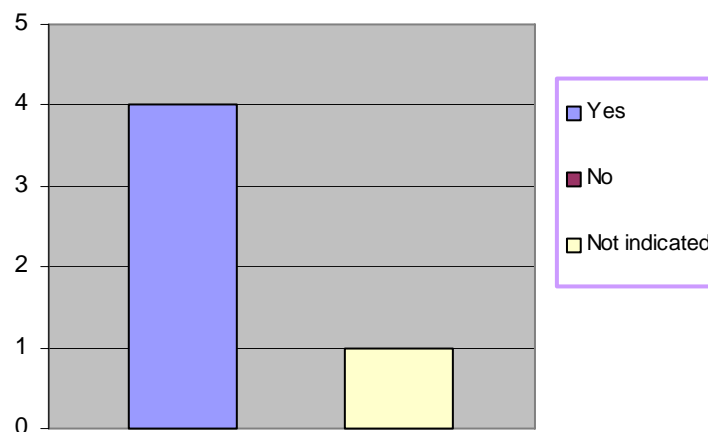
QUESTION 5)

What provision is made at school for opportunities to meet people from other faiths, visit places of worship and go on education trips?

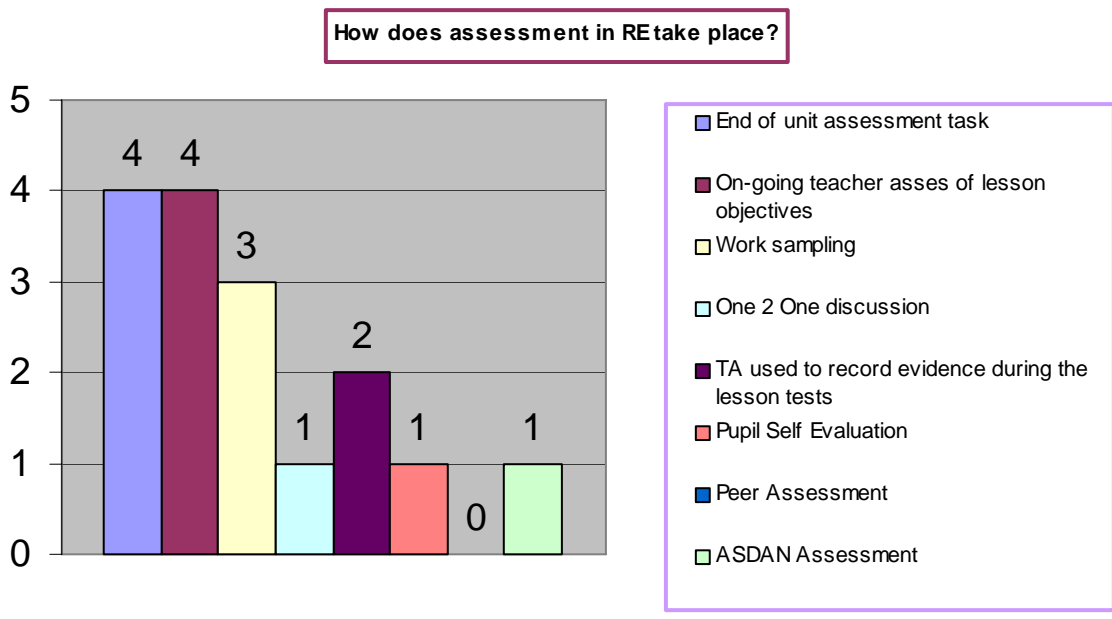


QUESTION 6) Assessment

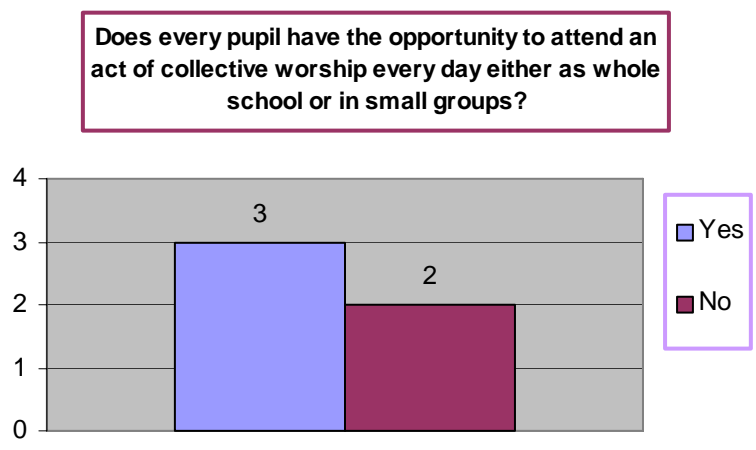
Does the RE Department use QCA 'P' Scales or national Curriculum level descriptors?



QUESTION 6) Assessment (Continued)



QUESTION 7) Collective Worship



Schools were asked to explain the difficulties for pupils who do not receive their daily entitled of collective worship and responses received were as follows:-

- High Level of personal care required for students makes daily worship difficult.*
- Students have significant learning difficulties.*

QUESTION 8) Does your school prospectus include legal info about RE and Collective Worship?

All 5 schools indicated they include legal information about RE and Collective Worship in the school's prospectus.