

School Name : Penybryn, Bethesda

**Religious Education**

**Key Question 1: How good are outcomes in Religious Education?**

- The self-evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers assessments and/or examination results.

**References:** Inspection Framework Section 1 and the Locally Agreed Syllabus

**Standards in Religious Education – progress in learning**

- Pupils able to use investigation and research skills to discover specific information.
- Pupil groups discuss and share ideas when working on tasks.
- Pupils able to express an opinion and provide reasons when discussing questions.
- Pupils have an opportunity to work on thinking skill tasks to familiarize with new vocabulary and information.
- Pupil groups have an opportunity to present finished work to address a major question at the end of a work unit.

**Areas for development**

Everybody to import literacy framework requirements into their planning.

Focus upon extended writing.

**Excellent**

**Good**

x

**Satisfactory**

**Unsatisfactory**

**Key Question 2: How good is provision in Religious Education?**

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based information, teachers specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of pupils lessons and work enables headteachers and heads of department to form a judgment on quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the provision ‘People, Beliefs and questions’ for Foundation Phase pupils as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

**References :** ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

**Teaching: planning and range of strategies**

- The subject is taught weekly – an hour a week.
- The co-ordinator as well as other teachers to have received training during cluster INSEt and have reported during staff meetings.
- The programme of study carefully disseminated so that pupils have an opportunity to study an aspect of Christianity, another world religion as well as address fundamental global questions in every year.
- A fundamental question is set at the start of a unit and then 5/6 subsidiary questions in order to investigate specific fields.
- Diverse learning resources are used – reference books, religious artefacts, location visits and by visitors, the internet, CD Rom, video clips etc
- The pupils are able to confidently discuss some religious leaders e.g. Martin Luther King, Mother Theresa, charities e.g. Operation Christmas Child, Oxfam, aspects of other religions e.g. Judaism, Sikkism, Islam.
- Use of thinking skills in the field promotes everybody’s involvement and understanding in the lessons.

**Areas for Development**

**FfLLaRh within the field.**

