

### **Rationale**

Religious Education is locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and local authority representatives. SACRE's main function is, "to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit." (Education Reform Act 1988 s.11(1)(a))

Gwynedd SACRE believes that this advice should be based on current information and hopes that the following guidelines will enable headteachers to support SACRE in its duties.

In the past Gwynedd SACRE has monitored religious education and collective worship by:

- reviewing ESTYN inspection reports;
- analysing the assessment and examination results within the secondary schools of the Local Authority;
- receiving regular reports from the representatives of the local school advisory service;
- inviting teachers and headteachers to share examples of good practice with SACRE members.

The new ESTYN Inspection Framework will no longer make specific references to Religious Education and collective worship. Gwynedd SACRE would therefore like to take advantage of the procedures and practices that are currently used by headteacher and teachers as they prepare for the new Inspection Framework. It was resolved at the Gwynedd SACRE meeting on 13 October 2010 that it would fulfil its statutory responsibilities by inviting schools to share their self evaluation of Religious Education, collective worship and pupils' spiritual and moral development with SACRE members.

Primary and secondary schools are kindly asked to submit a summary of the school's self evaluation to the clerk of Gwynedd SACRE during the year when they are inspected by ESTYN.

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Since 2008 the SACREs of Wales have adopted or adapted the National Exemplar Framework for Religious Education (DCELLS 2008) as their locally agreed syllabus. Members of the National Advisory Panel for RE have welcomed this consistency across Wales since it has allowed them to work together to prepare generic guidelines for schools and SACREs. Many SACREs in Wales have adopted a monitoring procedure/process similar to the one noted in this document.

**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 contents of teacher assessments evaluation and/or examination results.

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

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

Good progress in RE was observed across the school.

**THE FOUNDATION PHASE**

The pupils ability to discuss and recall develops well at the start of the Foundation Phase and by the upper end of the Foundation Phase, almost every pupil are able to discuss and ask questions.

An increasing emphasis is placed on skills, thinking skills and assessment for learning that stimulates diverse and independent activities.

Scrutinizing pupils work samples and books, various presentations that reflect skills are observed.

The older pupils gain diverse and challenging experiences whilst Foundation Phase reading and recording skills display a good grasp of National Framework requirements for presenting RE.

Almsot all is able to discuss their feelings, actions and views by the end of the Foundation Phase and around half describe and offer simple comments on the viewpoints of others.

The pupils ability to use simple religious vocabulary across the Foundation Phase is developed, and a minority of pupils begin to recognize that religious symbols have a deeper significance.

Circle Time sessions are regularly held in the classes and they contribute towards developing positive attitudes towards problem sharing and an empathy towards one another. They also very well promote discussion, listening skills and respond to others very well.

At the end of Key stages, every pupil achieves Outcome 5 and last year, three quarters of Foundation Phase pupils achieved Outcome 6 in the Social Development and Wellbeing and Diversity field; most achieve Level 4 or 5 in RE at KS2.

There are close links between the school and humanitarian charities such as Air Ambulance, Children in Need, Macmillan etc. The school has forged contact with a child in an overseas country and makes a monthly contribution.

**KEY STAGE 2**

At the lower end of Key Stage 2, most pupils are able to recall, respond and communicate in simple terms some of the beliefs, doctrines and basic religious practices investigated. A very few are starting to note similarities and differences in religions.

At the upper end of Key Stage 2, a few of the pupils can describe some religious beliefs, doctrines and practices and how some of these aspects of religion impact the lives of believers. A minority of pupils can forge links between religious beliefs, doctrines and practices describing the impact on the lives of believers and noting similarities and differences within and across the religions.

At the lower end of Key Stage 2, most pupils can describe their feelings, their actions and views and provide simple comments on others viewpoints. Most begin to acknowledge that religious symbols have a meaning and they make appropriate use of simple religious vocabulary.

At the upper end of Key Stage 2, a minority of pupils can explain how their feelings, actions and views impact their lives, and describe how others viewpoints likewise impact their lives. They make appropriate use of a range of religious vocabulary and show a basic grasp of symbolic language.

At the lower end of Key Stage 2, almost every pupil can discuss and ask questions about their experiences, the world around them and aspects of religion. They are able to discuss the questions that arise from their experiences, offering their own views. Due to the nature of the themes, a very small minority of pupils can start to recognize that basic religious questions are often complex and that the answers ar often partial and indefinite.

At the upper end of Key Stage 2, many of the pupils can discuss their responses and those of others to questions about life, the world around them and religion. A minority of pupils can express and justify their ideas and views about fundamental questions. According to their personal investigations and experiences, due to the nature of themes, around half the pupils recognize that fundamental religious questions are often complex and that the solutions are often partial and indefinite.

Evidence in the pupils books and learning and teaching monitoring findings show that good standards are achieved throughout the school.

**Matters for attention**

**FOUNDATION PHASE/ KEY STAGE 2**

- Continue to develop pupils vocabulary and ability to question, providing an opportunity for them to express an opinion by the upper end of the Foundation Phase.
- Develop an understanding of the impact of religion on the lives of believers by the end of the Foundation Phase.
- Ensure that extended written compositions are presented termly.
- Ensure that the Literacy and Numeracy Framework is included in the subject.
- Ensure that challenging tasks are provided for the more able group when working through the fundamental, religious and human questions.

Excellent		Good	√	Adequate		Unsatisfactory	
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**Key Question 2: How good is provision in Religious Education?**

- The following indicators should be taken into account during self-evaluation: the time allocated to the subject, subject-based information, teachers expertise and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work allows headteachers and heads of department to form an opinion about quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to attain high standards.
- Primary schools should refer to the 'People, Beliefs and Questions' provision 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 FOUNDATION PHASE**

- Foundation Phase teachers are familiar with the national exemplar framework for presenting RE. They have identified the specific skills involving people, beliefs and questions through the Global Knowledge and Understanding fields and Personal and Social development, Well-being and Cultural Diversity.
- The Foundation phase plans based on the above awareness has incorporated people, beliefs and questions within both these fields and throughout the other learning fields.
- The activities are carefully planned across the Foundation Phase and shows progression from one class to another as a consequence of joint planning and joint discussion.
- A broad range of experiences are provided so as to provide pupils with an opportunity to progress in knowledge and understanding and discussion and reasoning skills in the field.
- Story-telling resources, information books, large books, artefacts, ITC resources, school visits/visitors all create interest and enrich provision in the field.
- The teacher has high expectations and provides constant support.
- Pride of place is given to class work in school services and class displays.
- Extensive use is made of websites such as HWB and Cynnal as interactive resources.

The Religious aspects within the fields are well provided for at the Foundation Phase.

**KEY STAGE 2**

- A session of at least an hour is allocated for RE across Key Stage 2. The field is taught by a PPA teacher from year 3 to 6.
- As a consequence of broad training, placing orders for enriching resources that further enhance teacher's grasp of the field, there is good provision across the phase.
- The plans are detailed and provide progression and development, focussing on fundamental questions has ensured depth and developed the pupils investigative skills.
- Detailed assessment methods makes a valuable contribution when providing tasks for pupils of different abilities.
- The pupils visit places of worship and visitors discuss Religious Education matters with them.

Quality of teaching and provision at Key Stage 2 is good.

**Matters to focus upon**

**THE FOUNDATION PHASE**

- Continue to provide a broad range of engaging and valuable experiences within the plans.
- Teachers to continue to jointly discuss and be aware of availability of new resources e.g. in ITC
- Continue to encourage the pupils to develop thinking skills.

**KEY STAGE 2**

- Continue to develop challenging and extended tasks for the more gifted pupils in every class.

- Continue to set SC and provide the pupils with an opportunity to reflect on the learning.

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### Collective Worship

#### How good is provision for collective worship?

Does collective worship comply with statutory requirements?

Yes √

No

References : ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on reviewing Collective Worship at denominational schools' (ESTYN, September 2010) , 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

#### Good features regarding quality of Collective Worship

Collective Worship is provided that daily follows the common tradition of the Christian faith at the school. Collective worship is jointly held in class, stage and school. Parents are entitled to withdraw their children from the worship and their background is taken into consideration when providing for the worship.

Moral, spiritual and faith aspects are explored whilst at the same time nurturing a communal spirit and promoting ethos and values.

During the Collective Worship, pupils have an opportunity to fulfil one or several of the following:

- Meditation that includes listening, observing or reflection on motivation, presentation or conversation by a staff member or guest speaker.
- Prayer
- Singing
- Reading

Every pupil has opportunities to participate either in public or through reflection.

In general, Collective Worship makes a significant contribution towards the pupils spiritual, moral, social and cultural development. Opportunities are used to develop aspects of PSE, Global Citizenship and the Cwricwlwm Cymreig as part of the Worship. Creating an ethos that differs from the school's every day ethos occurs in a majority of the lessons.

Thanksgiving and Christmas services are held in the community.

Overall provision is good with excellent aspects.

#### Matters to focus upon as regards quality of Collective Worship

- Ensure that A on the C class/section (FP) complies with regulations and requirements
- Further develop the ethos of the worship to reflect something that is separate from the school's usual activities at all times
- Ensure that responsibilities are shared and that the whole staff understand their responsibilities regarding A on the C

Excellent		Good	√	Adequate		Unsatisfactory	
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Signature: I W Jones (Headteacher)

Date: 21/01/14