

Religious Education

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

- 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 teacher assessments and/or examination results.

References ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education

Standards in Religious Education – progress in learning

- The children's robust knowledge and understanding of Christian beliefs and customs and the main principles of other religions are developed through our term plans and weekly lessons that correspond to the requirements of the Syllabus and the Skills Framework.
- We use resources and presentation methods recommended by the former religious education adviser in order to present the subject effectively.
- Thinking skills, communication and ICT are used when working on different aspects of the subject and effective and regular use is made of Assessment for Learning to enrich the provision
- We benefit from visits by experts in order to strengthen presentations and understanding of different areas of the subject e.g. Christian Aid, Fair Trade. In addition to this we go on educational visits which enrich class work e.g. visits to churches, services in local residential homes for the elderly etc, and as a result the children can relate stronger to the subject. The children develop throughout the school to present personal and mature responses to personal, religious and moral questions showing empathy to others.
- In the Foundation Phase religious education is presented via Biblical stories (e.g Pwlllyn) or Moral ('Pam Tybed?' Series) and resources such as stories and puppets are used to bring the work alive and make it relevant. Children respond very well to this and develop consistently to discuss and reiterate stories and experiences in written form or in oral activities.
- In Key Stage 2, the 'Big Question' is presented as a trigger to start the work and children have opportunities to be part of the planning of the term's work. Opportunities are given in lessons to go after lines of enquiry through research. gathering information, creating and analysing questionnaires, look at visual evidence and artefacts, go on trips, discuss with fellow pupils and visitors etc. By the end of the unit of work they have collected relevant information to be able to offer their personal answer to the 'Big Question'. Time is set aside at the end of term to discuss the 'Big Question' and the vast majority of children can do this confidently, effectively and sensitively.
- The children's work and discussions with them show that children from a very young age are aware of rules and these vary from religion to religion. The majority of children can discuss things naturally and extensively and consider and respect the views of others and the differences within society as well as express their own views. Some older children can explain the impact of this on their lives.
- A range of suitable religious vocabulary is presented during the religious education lessons and the children adopt these easily as part of their own natural vocabulary in order to discuss different subjects. They also come to know more and more religious symbols and understand that they have a meaning.
- Having scrutinised the books and work plans extensive evidence is seen of different aspects of the subject and it is ensured that the full curriculum receives attention across the school and that the children's knowledge and skills deepen as they go through school.
- Cross-curricular attention is given to aspects of religious education and by following the Literacy and Numeracy Framework through the school and values such as sharing, helping, showing empathy are highlighted in our Behaviour and Discipline Policy and are promoted all day and every day and this is seen to have a positive impact on the children's behaviour and approach. This has received a great deal of praise by Estyn.

Areas for Development

- Continue to develop the children's knowledge, awareness and understanding of religions and religious customs.

Excellent

Good

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Adequate

Unsatisfactory

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

- Self-evaluation should consider the following indicators: the time given to the subject, knowledge of subject, expertise and professional development of teachers, adequacy of the study programme and the range of learning resources used.
- Evaluation of lesson observations and pupils' work allows the heads and department heads to arrive at an opinion regarding the quality of education in Religious Education lessons within the school and the extent that pupils are motivated and encouraged to attain high standards.
- Primary schools should refer to the provision 'People, Beliefs and Questions' for learners in the Foundation Phase as well as Religious Education in 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 for Religious Education

The teaching: planning and range of strategies

- All the children (year D-6) have a religious education lesson every week in accordance with the statutory requirements.
- In both key stages plans are made to ensure that all the requirements of the Syllabus receive justifiable attention and that the children have access to the whole curriculum, adapted for age and ability. We will also adapt this to correspond to current events within the school, the community or the local area in order that children have the opportunity to reflect and respond to the world around them and that the subject comes alive and is relevant, in accordance with the method of planning in the Foundation Phase.
- The teachers have a good awareness of the requirements of the subject, they have attended training and collaborate closely with the former religious education adviser and follow her expert lead. Having observed lessons, there is structure and progression in all the school's lessons that are praiseworthy and lessons of good standard are presented.
- We use a variety of methods to present the subject, including opportunities for children to do their own investigation, gather information, share ideas and discuss, use methods to Assess the Learning and at the same time develop literacy and thinking skills and information technology. We present the term work as the big question and by the end of the unit of work we will have an opportunity to try and answer the question.
- Children can use and investigate a range of evidence and religious sources such as stories, places of worship, artefacts, websites and the majority in KS2 can plan and think of good questions to ask to deepen their learning.
- We ensure that children have enough opportunities to discuss and respond to questions that deal with everyday life and the children are willing to share their observations and views and respond sensitively to each other.

Areas for Development

- Introduce more Numeracy work via Religious Education
- Organise more visits e.g. to see various places of worship and Coleg y Bala

Excellent

Good

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Adequate

Unsatisfactory

Collective Worship

Key Question 2: How good is provision for collective worship?

Does collective worship meet the statutory requirements?

Yes

No

References ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspecting Collective Worship in non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94).

Good features in relation to the quality of Collective Worship

- A daily joint worship service takes place and all the teachers take responsibility for this. We have a timetable that ensures a variety of stories and messages including Christian ones, moral and information from the news. As a result, children develop their knowledge of Biblical stories, share ideas regarding morality and are able to show understanding and empathy towards worldwide events. In the assemblies there are opportunities for children to share their ideas and answer questions, to reflect and to sing religious songs and hymns.
- We use a candle and background music to create a special atmosphere in the hall when we have a service and the children face the candle. At the end of the service one child is allowed to 'send the candle' and everyone closes their eyes for a minute silence to reflect over the event or to think of a specific situation e.g. someone who is ill, an event on the news.
- Persons from different religious and charitable organisations come to hold assembly services e.g. our local Vicar comes every month, Nia from Coleg y Bala, Rachael from Trobwynt attend at least every term and individuals come to talk about charities such as Marie Curie, Fair Trade etc.
- At specific times of the year the children attend public services in the village church e.g. during Harvest Thanksgiving, Christmas and Easter. By doing this they have valuable experiences of sitting and listening to a service with member of the community, behave appropriately in a church service and experience the atmosphere and special feel.

Areas for development in relation to the quality of Collective Worship

- Children to take more of a part in daily worship e.g. create impromptu prayers, perform a short play etc.

Excellent		Good	*	Adequate		Unsatisfactory	
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Signed: MHOwen (Head teacher)

Date: 3/10/14