

**Name of School:** Ysgol y Graig, Llangefni

#### 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))

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

In the past Anglesey 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 head teachers 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. Anglesey SACRE would therefore like to take advantage of the procedures and practices that are currently used by head teacher and teachers as they prepare for the new Inspection Framework. It was resolved 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 Anglesey SACRE.

#### **Contact details:**

**Name (SACRE Clerk): Gareth Jones**

**Address: Department of Lifelong Learning, Glanhwfa Road, Llangefni**

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.

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**Religious Education**

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

- Self-evaluation is based on lesson observations, evaluation 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 FOUNDATION PHASE**

Nearly every one of the pupils can express an opinion and speak about their personal feelings and experiences by the end of the Foundation Phase and the majority describe and offer simple comments on the viewpoints of others.

They can recall well and are starting to ask questions by the end of the Foundation Phase.

The pupils are encouraged to use simple religious vocabulary across the Foundation Phase and a few pupils come to understand that there is a wider meaning to religious symbols.

**KEY STAGE 2**

At the bottom of KS2 the majority of the pupils can recall, respond, and express simple knowledge of some of the world’s religions studied - Yr.3- Hinduism a Yr. 4 –Judaism. A few of the pupils can note what is common and what is different in religions.

Yr. 5 will study the religion of Islam and Yr.6 will study Sikhism, and a few can describe the teachings and practices of these religions. Some can make comparisons between creeds, teachings and religious practices and describe the effects on the lives of believers and note the difference and similarity between the religions .

At the bottom of KS2 the majority of the pupils can express an opinion and describe their feelings simply on the views of other people whilst beginning to use correct religious terminology. The majority recognise there is meaning to religious symbols.

At the top of KS2 a few of the pupils can explain their feelings and express their own opinions on how other people’s views effect their lives. They use religious terminology appropriately .

At the bottom of KS2 the majority can ask questions and talk of their own experiences, and a few question the world around them and discuss questions arising from their own experiences and offer their own opinion. They are starting to realise that religion can have a negative effect on today’s world.

At the top of KS2 many of the pupils can discuss their feelings about life, the world and the effect of religion on the world. A minority can express and support their observations regarding basic religious questions and can state that religion is complicated and that there is no answer to many of the questions.

Scrutiny of pupils’ books shows that standards are good across the school.

**Matters for attention**

**FOUNDATION PHASE**

**Continue to provide good opportunities to develop vocabulary and to enable the pupils to express an opinion by the end of the Foundation Phase.**

**Offer experiences to develop an understanding of religion on the lives of believers by the end of the Foundation Phase.**

**KEY STAGE 2**

**Ensure that every pupil has an opportunity to discuss basic questions and learn about different creeds.**

**Give challenging tasks to MAT pupils.**

**Excellent**

**Good**

√

**Adequate**

**Unsatisfactory**

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

- A self-evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.
- An evaluation of lesson observations and pupils' work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly.
- In primary schools references should be made to the provision of 'People, Beliefs and Questions' for Foundation Phase learners as well as Religious Education at KS2.
- In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).

**References:** [ESTYN Inspection Framework 2.1 and 2.2](#) and [the Locally Agreed Syllabus for Religious Education](#)

**The teaching : planning and the range of strategies**

**THE FOUNDATION PHASE**

- Foundation Phase plans ensure that the pupils receive specific time for the subject and there is continuity from one class to the next by collective discussion and planning.
- A wide range of experiences and visits is offered to the pupils and these are remembered by them.
- There are many suitable resources for the subject in the Foundation Phase and these are artefacts, books, ICT resources and visitors which enrich the provision in the Foundation Phase.

**KEY STAGE 2**

- It is ensured that every class receives an hour a week in the subject. This happens in rotational sessions making use of staff expertise.
- Every year in KS2 studies a different religion. Yr.3- Hinduism.Yr.4 –Judaism. Yr.5 –Islam and Yr.6 - Sikhism. There is an opportunity to discuss important holidays, dress, places of worship, practices, beliefs, key people and then compare them to our way of life, and the effect these creeds have on our world. This provides an excellent opportunity to discuss the big questions.  
Good use is made of ICT resources to enrich and develop pupils' understanding.
- The plans ensure continuity and development and develop the pupils' questioning skills.
- Pupils are encouraged to reach high standards in their work by establishing achievement criteria following discussion with the pupils about what they want to know about the religions studied.
- The quality of teaching is good in KS2

**Matters for attention**

**THE FOUNDATION PHASE**

To continue to offer a wide range of opportunities and experiences to the pupils.  
To carry on with collective discussion and planning.  
To share good practice.  
To encourage the pupils' thinking skills.

**KEY STAGE 2**

To continue to co-operate by using achievement criteria.  
To allocate an hour a week to the subject.

Excellent		Good	√	Adequate		Unsatisfactory	
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**Collective Worship**

**How good is the provision for collective worship ?**

Does the collective worship meet statutory requirements?	Yes √	No
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**References:** [ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' \(September 2010\), 'Religious Education and Collective Worship' \(Welsh Office Circular 10/94\)](#)

**Good characteristics in relation to the quality of Collective Worship**

Collective worship (whole school) is held once a week where there is an opportunity to sing and pray together, worship and award pupils by following the SEAL scheme. During the week KS2 departments meet once a week and classes hold classroom services three times.

In the Foundation Phase the department meets twice a week and holds a classroom service twice a week. The pupils discuss the word of the week (SEAL) and they think about different ways of fulfilling the requirements of the word. Pupils are encouraged to look at spiritual/moral and social aspects in order to promote a safe and happy ethos in the school.

A teacher is responsible for conducting the departmental and class service.

All the staff are present in the whole school service.

There are opportunities to develop PSE, worldwide citizenship and the Welsh Curriculum as part of the worship. Children enjoy the services.

**Matters for attention in relation to the quality of Collective Worship**

To strengthen the idea that services are an important and devotional aspect for everyone.

To carry on with the practice of including everyone in the service.

Teachers to take turns in conducting the departmental services.

Excellent		Good	√	Adequate		Unsatisfactory	
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Signature: (Head)

Date: