

Ysgol Gynradd Amlwch RE Self-Evaluation

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

This self-evaluation is based on scrutiny of books, discussions with teachers and pupils.

The Foundation Phase

Pupils are confident when discussing their feelings and can reason how other actions can have an effect on individuals' feelings.

The majority can understand what the main messages in religious stories are. A few can explain the effect of the messages/lessons on individuals.

About half the pupils can recognise obvious religious symbols.

By the end of the key stage many can identify other religions successfully.

By the end of the key stage and by role playing, they can imitate the offices of religious people confidently.

In dealing with religious festivals nearly all can identify and join in with the celebrations.

Key Stage 2

Most of the children can recall religious stories and the majority can express an opinion on the messages in the stories through various activities.

The majority of pupils can describe and start to explain creeds and other religious practices.

In using religious terms many of them are successful in conversing in the context. They can compare religious characteristics.

Children across the key stage are confident in examining religious sources and many can consider the matters that arise; only a few children can support arguments and opinions.

By the end of the key stage most can note the characteristics that are similar or different within religions.

With encouragement the pupils can use religious language appropriately.

Nearly everyone can ask questions about their own experiences and the world around them and can discuss questions arising from their experiences. A few pupils at the top of the key stage can ask complex and profound questions.

In a discussion to ascertain the opinion of children about religious education lessons most enjoyed the lessons and the creative sessions with the sessions by the Bible Explorers excelling.

The standards seen by scrutinising the children's work indicate that the standard is good across the school.

Matters requiring attention:

Foundation Phase:

To create exhibitions of a religious nature on the walls of the department.

To order further suitable religious books

KS2:

- To invite visitors including local clergy and other religious leaders, contributing appropriately, since this has not happened for two years.
- To explain and justify ideas more thoroughly during circle time and to give more opportunities to them to express an opinion on how what they are learning is affecting them.

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

Foundation Phase

The teachers use the Foundation Phase Framework to plan activities under the headings of People, Beliefs and Questions and look at skills that become evident under the headings Knowledge and Understanding of the World and Personal and Social Development and Cultural Diversity.

Teachers plan carefully and there is clear development from one class to the next. Plans give consideration to cross curricular activities which make use of different areas within the foundation phase e.g. the Story of the Birth, Noah's Ark. Children will have the opportunity to extend their moral and spiritual development by responding to ideas and questions and by discussion in weekly circle time.

Good use is made of stories, books and ICT equipment.

KS2

The teachers' background knowledge is good.

Religious Education is taught weekly within the classes.

The work plans respond to the requirements of the syllabus and the religious education curriculum.

Religious Education has been mapped in a two year cycle for each class and shows continuity and development from one class to the next giving consideration to the literacy and numeracy framework and the skills framework.

Each unit of work starts with a big question to examine in order to develop the pupils' questioning skills.

Pupils are given the opportunity to work in cross-curricular way with religious education having a clear place within drama lessons, arts and language within the department.

The children visit places of worship in order to enrich the work within the classroom.

The department has a wealth of reference books, artefacts, lesson books and ICT resources and good use is made of them within the classroom.

The quality of the teaching and the provision is good.

Matter for attention

Foundation Phase:

- To continue to offer a wide range of varying and interesting experiences to the children.
- To continue to ensure that work plans challenge knowledge and provide an opportunity to explain.

KS2:

- To continue to ensure that Religious Education is taught in accordance with the class timetable.
- Opportunities to develop the thinking side of effect and consequences within work plans.

How good is the provision for collective worship?

Does collective worship meet statutory requirements? Yes.

Collective worship is an important part of the school day, is child centred, recognises the differing nature of children and promotes a feeling of community within the school.

Our inclusive collective worship:

- Is child-centred
- Recognises the differing nature of the pupil
- Gives the pupil the chance to be active (either directly through singing a hymn, through collective prayer, or by offering a comment, or indirectly through reflecting on their experiences)
- Promotes the feeling of community within the school

Our spiritual collective worship:

- Provides an opportunity to be still and to reflect in an atmosphere of silence and peace
- Occurs in a special atmosphere which might include an attractive location, background music or visible symbol to focus the mind
- Encourages pupils to behave appropriately in arriving and leaving the worship and to feel comfortable and at home
- Encourages pupils to be aware of the spiritual dimension through words, music and images
- Provides an opportunity for the pupils to take part in a variety of spiritual experiences such as singing, dancing, drama, sharing food and drink, praying, silence and reflection
- Provides an opportunity for pupils to reflect individually
- Is a period that is separate from the day's announcements

Our educational collective worship:

- Has been prepared, planned, presented and evaluated in order to ensure relevant and standard experiences
- Is relevant to curricular work
- Provides an opportunity to reflect for its own educational purpose and to celebrate a variety of educational achievement (not only academic or from the sports field)
- Is a means of promoting the school's aims

GOOD PRACTICE CHARACTERISTICS IN COLLECTIVE WORSHIP FROM THE INSPECTION FRAMEWORK

- Provides sufficient time to create an atmosphere of respect towards fellow pupils, adults and property.
- Provides opportunities for pupils to participate and respond, either by taking an active part in the presentation of the worship or by listening, observing and joining in, in the worship offered.
- Ensures that collective worship develops a social spirit, promotes a common ethos and values and strengthens positive attitudes
- Plans collective worship carefully usually over a number of weeks or a term in order to develop themes and ideas. Shows a variety of plans and balanced worship as a record of the work done.
- Makes effective use of appropriate stimuli including drama, music, literature, artefacts and pictures to capture and hold pupils' interest and participation
- Ensures opportunities to pray and reflect quietly

Collective Worship Policy - Ysgol Gynradd Amlwch

Ysgol Gynradd Amlwch meets the statutory requirements of the Education Acts of 1988 and 1993 by ensuring daily opportunities for pupils to worship collectively.

The aims of collective worship

- To offer an opportunity for children to worship
- To encourage pupils to take part and respond to worship
- To promote the spiritual development of every pupil in a careful and sensitive way
- To develop a community spirit and promote a common ethos, values and collective concern
- To develop the feeling of values within the school, the local community and the world at large
- To seek to evoke a personal response to essential questions and through that to deepen their spiritual awareness
- To provide an opportunity for pupils to examine their own religious viewpoints in relation to those of others by offering them new experiences
- To enrich the pupils' experiences and encourage them to be tolerant of religious views, beliefs and practices.

Relationship of the curriculum to Collective Worship

The relationship between collective worship and the curriculum is promoted. Effective use is made of music, drama, literature and art to create a worshipful and spiritual feeling. Pupils are encouraged to take part by preparing and/or presenting worship or by responding personally to the worship.

Responsibility

The Head Teacher and governors are responsible for ensuring provision within the school. Opportunities are ensured for religious leaders locally and beyond to join in with the worship occasionally.

Planning and Presentation

Collective worship is planned by the school's Religious Education Co-ordinator in conjunction with the school's teachers and music provider. The SMT and the co-ordinator lead the collective worship with the Head Teacher. The Head of the Foundation Phase is responsible for the provision in the infants department. Attention is paid to holidays and religious events, special occasions in the school calendar as well as important national and worldwide events.

Worship

A whole school worship happens on a Friday which is held by different classes and then on other days there is separate Infants and Junior worship under the guidance and care of the Head Teacher, Deputy, the Head of Infants and the remainder of the teachers.

The children listen to music as they enter and depart the hall. A variety of music is presented during the school year to widen the children's experiences (Appendix 5).

Particular days are set aside for Thanksgiving and St.David's Day; the whole school is part of this.

Every teacher is expected to attend the children's service on Friday mornings; on the other days teachers are released from class to fulfil their curricular responsibility - Role of the Curriculum Co-ordinator (Appendix 12)

KS2 Worship Arrangements

Monday	-	Famous People / Charitable Organisations Infants-circle time, moral (class)
Tuesday	-	Hymn singing /service Infants-KS1 service
Wednesday	-	Moral (classroom services) Infants- classroom services
Thursday	-	Moral/ Bible Stories. Infants- hymn singing/service
Friday	-	Children's Service - Whole School

There are several aspects to our worship:

Reflection - the children are encouraged to listen or to reflect on an appropriate stimulus such as a Bible reading or a piece of poetry, picture, story, question, news article, video or prayer.

Prayer - the children are encouraged to pray loudly together or individually quietly.

Singing - the children are encouraged to join in the praise by singing a variety of songs appropriate to the worship.

Reading / Story - the children are given an opportunity to read parts of the Bible or literature or to present a dramatic work or story.

KS Programme of Services

Term 1

1. Famous People / Charitable Organisations.

William Morgan, Mari Jones, Griffith Jones, Florence Nightingale, William Booth, Ann Frank, 'Poppy Day', Lloyd George, 'John Lennon,

2. Bible Stories - Samuel, David and Goliath.

- a) Children of the Old Testament - Moses in the sedge, the baby Isaac, Ruth, Joseph and the multi-coloured coat, the baby John,
- b) God sending a message - Moses and the burning bush, Samuel, Call to anoint David, the calling of Isaiah. Angels telling Mary of the birth.

3. Moral - according to the teacher's discretion.

Term 2

1. Famous People/Charitable Organisations
Michael D Jones, 'Seiriol and Cybi, St Dwynwen, ,Martin Luther King, Dr Barnado,
Leonardo da Vinci, Louis Braille, Helen Keller, Alexander Graham Bell
2. Bible Stories
 - a) Flight from Egypt, Going to the temple.
 - b) The paralysed man, Raising Lazarus, turning water into wine, feeding the five thousand, calming the storm
 - c) Easter - the first Easter in Egypt. Zacchaeus. Visit to Bethania. March to Jerusalem the Last Supper, Garden of Gethsemane, Peter's Denial, in front of Pilot, the Resurrection.
3. Moral - according to the teacher's discretion.

Term 3

1. Famous People / Charitable Organisations
Gandhi, Mother Teresa, Nelson Mandela, Gwilym Davies (goodwill message), Picasso, Christian Aid, Hope House, Man on the moon, Neil Armstrong (man on the moon), Bob Geldof
2. Bible Stories
 - a) Parables - the parable of the sower, the lost Sheep, the Prodigal Son, The Good Samaritan , Y unforgiving servant, the Feast.
 - b) Spreading the Word, Stephen, Saul on the way to Damascus, Paul and Barnabas in Philippi
Singing in the prison, Paul a prisoner again, the Shipwreck, to the land safely.

3. Moral - according to the teacher's discretion.

FP Worship Arrangements

Monday - Circle Time - Moral

Tuesday - KS1 Service (collective)

Wednesday - KS1 Service (collective)

Thursday - classroom service

Friday - Whole school service

Worship for Infants is presented by using a variety of lesson books and contemporary stories which are examples of good will.

Programme of Services for the Foundation Phase

Term 1

New beginning - children entering reception class and the rest moving to new classes , Friends, Caring, The Bible , Jesus's care for his people, Gratitude, Kindness, the Good Samaritan, Christmas.

Term 2

Creation, Caring for God's Creatures, Noah's Ark, Feelings - Joseph's Story, the Prodigal Son's Story, St David , Christianity - What is It ?, Christian Symbols and Devotions - marriage/ baptism, New life, The Easter Story - Palm Sunday, the Last Supper , Easter Story from the crucifixion onwards.

Term 3

St Francis of Assisi, Judaism, Living in harmony, the story of Zacchaeus, the story of Moses Jesus Leading Us, the Summer - the beauty of God's world.