

# Ysgol Gynradd Brynsiencyn

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## Ysgol Brynsiencyn's Self-Appraisal Plan - Religious Education

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

**The self-evaluation is based on lesson observations, evaluations of pupils' work and teacher assessments.**

#### **Standards in Religious Education – increase in learning**

##### **THE FOUNDATION PERIOD**

The pupils' ability to discuss and recall is developing well at the beginning of the Foundation Period and by the end of the Foundation Period nearly everyone (90%+) is able to discuss and ask questions relevant to religious stories, include morning services or moral aspects in Circle Time. The majority (90%) can talk about their feelings and by the end of the Foundation Period around a half describe and offer simple observations on standpoints that are religious in nature. Simple religious vocabulary is developed across the Foundation Period through Bible stories and services and a minority (30%+) of pupils are beginning to come to acknowledge that there is meaning to religious rites and symbols that affect the lives of believers. A minority (40%) of the pupils make contact between beliefs, teachings and religious practices describing the effect on believers' lives and noting a number of the aspects that are similar and different in and across the religions.

In the bottom of Key Stage 2 the majority of pupils (90%) are able to describe their feelings, their actions and their own opinions and offer simple observations on other people's viewpoints and people of different beliefs they have learnt about. The majority are aware that there is a meaning to religious symbols and they will use simple religious vocabulary in lessons and morning services.

At the end of Key Stage 2 a minority of the pupils are able to explain how their feelings are, their own actions and their opinion and belief affect their lives, and describe how other people's viewpoints and values are able to affect their lives. They are using a range of religious vocabulary suitably and show a basic understanding of symbolic language.

At the bottom of Key Stage 2 the majority (90%) are able to speak and ask questions about their own experiences, the world around them and aspects of religion. They are able to discuss the questions that arise from their experiences offering their own opinion. Through information about beliefs studied in the themes a few (20%) of the pupils are beginning to acknowledge that religious questions are often complicated and difficult to understand.

By the end of Key Stage 2 the majority (60%) of the pupils are able to discuss their own and others' responses to questions about life, the world around them and religious aspects. A minority of the pupils are able to express and justify their ideas and opinions about basic questions.

According to their own experiences about half the pupils acknowledge that basic religious questions are often complicated and because of that are uncertain in their discussions.

There is evidence in the children's books showing that standards are good across the school.

**Matters for attention**

**FOUNDATION PERIOD**

- Develop religious vocabulary.
- Nurture opportunities to express simple opinion by the end of the Foundation Period.
- Develop ideas regarding the effect of religion on people's lives.

**KEY STAGE 2**

- Develop ideas regarding the effect of religion on people's lives in different parts of the world and different religions.
- Ensure that the tasks provided for end of Key Stage Two pupils 2 are challenging for developing rational ability to be able to discuss the big religious questions

Excellent		Good	√	Adequate		Unsatisfactory	
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The school ensures a caring community and guards every pupils' welfare, and good attention is given to spiritual and moral aspects in the morning services that satisfy the statutory requirements. The pupils are given opportunities to contribute in internal services and external concerts that reveal themselves in the ability of the majority of pupils to contribute confidently. Good opportunities are organized for the pupils to meditate and think about others who are less

**Key Question 2 – How good is the provision?**

2.1 Learning experiences quality indicator

2.1.1 Satisfy the needs of learners and the wider community

fortunate than themselves by ensuring

Activities and opportunities to support a range of charities and good causes - NSPCC, Children in Need, Red Nose Day, Christmas Box Campaign, and by the end of Key Stage 2 nearly every pupil is aware of the importance of the Christian movements and values.

The pupils take part in concerts and services in the village regularly and we will invite the parents and friends to events in school. The majority (90%), across the age range benefit from these opportunities to take part and perform in formal situations and increase in their appreciation of their village and its establishments.

The pupils' moral development is nurtured when we invite Ministers, the Reverend Geraint Roberts and the local Vicar, the Reverend Eric Roberts to hold morning service or to talk with the pupils about religious rites. We also hold a Thanksgiving Service and Christmas service in school in the chapel or church. This gives valuable experiences to all pupils with the majority by the end of Key Stage 2 having strengthened and developed their understanding of religious studies studied in the curriculum to the expected level.

**Matters for attention**

**FOUNDATION PERIOD**

- Continue to create more opportunities for discussing religious aspects.

- **Hold more opportunities for the local Vicar/Minister to come and discuss his work /the church/chapel in class.**

## **KEY STAGE 2**

- **Since the pupils who attend a chapel or church are very limited hold more opportunities for the local Vicar /Minister to come and discuss his work and religious aspects.**

Excellent		Good	√	Adequate		Unsatisfactory	
<b>Collective Worship</b>							

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

Morning services follow a traditional Christian procedure daily in school. A whole-school collective service is held daily.

Parents are given the right to excuse their children from worship according to their belief.

Moral, spiritual and Christian belief aspects are encompassed .

The pupils have opportunities to carry out one or several of the following during the Worship:

- Meditation that includes listening, watching or meditation on presentation or a chat from a member of the staff or guest speaker- the local vicar is invited at least three times a term.
- Praying
- Singing
- Reading

The pupils' awareness of world-wide citizenship is raised and developed through a number of activities, including learning about beliefs and religion in foreign countries through the curriculum. In Circle Time and Morning Service reference is made to disasters such as famine, Tsunami etc to draw attention and try and get the pupils to understand about the basic things in life that we take for granted. Around half the Foundation Period and many (+70%) of the Junior Department listen and give good feedback.

The pupils are given opportunities to learn and meditate about the effects of poverty and famine on children throughout the World. There will be opportunities to raise money across the school to learn about work and contribute to charities that include: Children in Need, The Heart Campaign, Red Nose and Operation Christmas Child. The school's arrangements promote spiritual, moral, social and cultural development well with \*\* .

There is a spiritual aspect to our services and many (70%) of the pupils contribute effectively by sharing feelings at the time.

Circle time sessions are held in every class and good opportunities are ensured to meditate, enquire and express opinion – it is estimated that many (70%) declare benefit from these activities.

The PSE provision as well as the school's daily practices promote values such as honesty, tolerance and fairness.

There is a healthy link between local movements –Home for the Elderly, the Chapel, the Church and the Cylch Meithrin (Nursery Circle) and the pupils are very aware that these movements are active in the village.

On the whole Collective Worship makes a significant contribution to the spiritual, moral, social and cultural development of most of the little children.

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

- **Develop the pupils' input individually and plurally to services regularly**
- **Follow a procedure to match the term's themes – classes to hold services in order and regularly**
- **Ensure that responsibilities have been shared with the whole staff understanding their responsibilities.**

<b>Excellent</b>		<b>Good</b>	√	<b>Adequate</b>		<b>Unsatisfactory</b>	
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