

## Religious Education: Ysgol Uwchradd Bodedern

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

#### Standards in Religious Education – progress in learning

##### Key Stage 3

###### Provision

By the end of KS3 the pupils have received opportunities to develop their skills, information and understanding of Christianity and the world's main religions and use these to ask and respond to basic human and religious questions doing so through the subject's three core skills. The pupils are given opportunities to deal with basic questions such as 'Is there life after death?' and 'What is the meaning of life?'. Every pupil in KS3 has an opportunity to inspect religious beliefs, teachings and customs e.g. birth rites, celebrations, creation and life stories and life after death. Pupils enjoyed learning of various religious responses to basic questions as above and why pupils live their lives in different ways in the wake of their beliefs. Every pupil is also given the opportunity without exception to express personal response on matters such as "Do you believe in miracles?" and 'Life is too short to be angry. There should be forgetting and forgiving every time'. They enjoy considering their own opinions and discussing various viewpoints with their peers in the lessons.

###### Results of KS3 Teacher Assessments

The Religious Education Department's KS3 results in 2015 were EXCELLENT. Considerable progress was seen in the Department's achievements as regards L5<sup>+</sup>, L6<sup>+</sup> and L7<sup>+</sup>. 90.2% of pupils received L5<sup>+</sup> which is a progress on 81.6% last year, and this is higher this year than the County (89.2%). Progress of 19.2% was seen over this year as regards the number of learners who achieved L6<sup>+</sup>. There was a reduction this year of 5.7% in the number of learners who achieved L7<sup>+</sup>, although the figure is high and reaches 20.5%. Even so, gaps exist in various pupils' performance against each other. There is a large gap of 10.5% between the boys and girls' performance. There was a gap also of 7.1% between L5<sup>+</sup> achievement of FSM learners (85%) and their peers (92.1%) and a gap of 19.5% between the achievement of ALN pupils (76.9%) and their peers (96.4%). Despite these gaps, the majority of FSM learners (85%) and ALN (94.8%) have reached their target level with very few of the learners in both these categories excelling on their targets. This year, 100% of PMG learners achieved L5<sup>+</sup>.

##### Key Stage 4

###### Provision

The Specification B (WJEC) course is followed for GCSE giving pupils opportunities to develop their skills and knowledge of Christianity and Judaism and using these to respond to ethical and religious questions.

Statutory Religious Education lessons are offered to every pupil in KS4. Some of the lessons are

being taught as part of the Welsh Baccalaureate qualification and subjects such as abortion, euthanasia, human dignity, war and peace, marriage and divorce are discussed. As well as this Religious Education lessons are offered in Year 11 where the emphasis is on holding discussion and dealing with subjects such as relationships and responsibility, human identity, how religion and culture inspire engagement, and place, purpose and value of life.

### **GCSE results**

The Religious Education department's GCSE results in 2015 were GOOD. The Department saw that every learner succeeded by attaining 100% TL1 that is comparable to the County's TL1 performance of 100%. Considerable progress of 16% was seen in TL2 performance since last year with 73% achieving it this year in comparison with 57% in 2014, even so it was not succeeded in attaining the school's internal target of 91%. Since only 11 pupils sat the GCSE examination this year, one pupil underachieving has an effect of 9% on the results. The girls' TL2 performance is higher (62.5%) in comparison to last year (50%) but lower than the county's girls. The boys' TL2 performance has been 100% in 2013, 2014 and again in 2015 that is considerably higher than the county's boys' performance (81%). The numbers who achieved excellence grades have reduced a little since last year from 21.4% in 2014 to 18.2% this year but it is considerably higher than the percentage in 2013 (9%).

### **Key Stage 5**

#### **Provision**

The WJEC Advanced level course is followed where the pupils have an opportunity to study two units in year 12 (Introduction to Buddhism and Introduction to Judaism) and two units in year 13 (Studying Buddhism and Studying Religion and the Human Experience).

Statutory Religious Education is offered through a number of ways in key stage 5 e.g. through part of the Welsh Baccalaureate, PSE lessons and Wales Europe and the World. Subjects such as nature against nurture are discussed, the meaning and purpose of life, relationship and relationships breaking, Fair Trade, various ways that countries can, either together or separately, work towards improving international co-operation and understanding.

#### **Advanced Contributory and Advanced Results**

2015 KS5 Religious Education Department results are ADEQUATE. It was seen that 75% of the learners had achieved A\*-E that is considerably lower than the 100% who had grades A\*-E last year. 100% of the boys succeeded in having A\*-E in the Advanced and Advanced Subsidiary Levels. The results this year are very disappointing in comparison to the County but nearly every pupil succeeded in attaining their internal targets however low they were.

### **Matters for attention**

Close the gap between FSM pupils' achievement and their fellow pupils.

Remind pupils regularly of their target in the subject and what needs to be done to reach their potential.

Continue to develop challenging, interesting and extended tasks for the More Able and Talented Pupils.

Ensure regular use of tagging on the school system.

Continue to hold tests regularly in order to ensure that they learn their work and contact the

home if the pupils underachieve considerably in tests.  
 Pupils continuing to practise answering previous examination papers regularly and secure enough opportunities to practise answering examination questions.  
 Trial and review more Mind Development strategies in order to raise the pupils' standards and achievement.

<b>Excellent</b>		<b>Good</b>	<b>v</b>	<b>Adequate</b>		<b>Unsatisfactory</b>	
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## Religious Education

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

#### The teaching: planning and a range of strategies

##### Key Stage 3

Two lessons a week are set apart for Religious Education in year 7 and one lesson a week for the subject in year 8 and 9.

The teachers who teach Religious Education either as their main subject or as an additional subject are familiar with the national exemplary Framework for presenting religious education. They identify the three core skills namely dealing with basic questions, inspecting religious beliefs, teachings and practices and expressing religious responses.

Religious Education work plans have been based on the requirements of the national exemplary Framework and incorporates the three core skills in the study areas.

The activities have been planned carefully offering the best possible opportunities to develop and build on the skills and knowledge and understanding of prior learning.

By the end of KS3 the pupils have had opportunities to develop their skills, information and understanding of Christianity and the world's main religions and use these to ask and respond to basic human and religious questions doing so through the subject's three core skills. The pupils are given opportunities to deal with basic questions such as 'Is there life after death?' and 'What is the meaning of life?'. Every pupil in KS3 is given an opportunity to inspect beliefs, teachings and religious practices e.g. birth rites, celebrations, creation and life stories and life after death. Pupils enjoy learning about different religious responses to basic questions such as the above and why people are living their lives in different ways in the wake of their beliefs. The opportunity is also given to every pupil without exception to express personal response on matters such as "Do you believe in miracles?" and 'Life is too short to be angry. One should forget and forgive every time'. They enjoy considering their own opinions and discuss various viewpoints with their peers in the lessons.

There is a large number of resources in the department e.g. books, dvds, computer programmes, a large number of artefacts. The artefacts are often lent to local primary schools.

Year 7 pupils take part in a Thanksgiving service in the local chapel annually and the collection will go towards a charity of the School Council's choice.

The pupils will have an opportunity to visit a chapel and church in the village and guest speakers are asked to come to school occasionally.

Charities such as Operation Christmas Child are invited into the school and the pupils are encouraged to contribute by making boxes for the pupils in need.

A Skills Week is held annually in Ysgol Uwchradd Bodedern that includes an awareness-raising activity of Fair Trade work for Year 8 pupils and workshops from Christian Aid and the Red Cross.

#### **Key Stage 4**

3 lessons a week are set aside for Religious Studies GCSE lessons.

The GCSE lessons are taught by the Subject Head who has a degree in Religious Studies.

The (WJEC) Specification B course is followed for GCSE that give pupils opportunities to develop their skills and knowledge of Christianity and Judaism and use these to respond to ethical and religious questions.

Statutory Religious Education lessons are offered to every pupil in KS4. Some of the lessons will be taught as part of the Welsh Baccalaureate qualification and subjects such as abortion, euthenasia, human dignity, war and peace, marriage and divorce are discussed. As well as this Religious Education lessons are offered in Year 11 where the emphasis is on holding discussion and dealing with relations responsibility, human identity, how religion and culture inspires engagement, and place, purpose and value of life.

It is ensured that the pupils have plenty of opportunity to practise previous examination papers in the lessons and have regular tests in order to prepare the pupils thoroughly for the examination.

The pupils who follow the subject to GCSE are given the opportunity to visit a synagogue in Liverpool and a chapel and church in Bodedern.

#### **Key Stage 5**

4 lessons a week are set aside for Advanced Subsidiary and Advanced Religious Studies Standard.

The Advanced Subsidiary and Advanced Level lessons are taught by the Subject Head who has a degree in Religious Studies.

The WJEC Advanced Subsidiary and Advanced Level course is followed where the students have an opportunity to study two units in year 12 (Introduction to Buddhism and Introduction to Judaism) and two units in year 13 (Studying Buddhism and Studying Religion and the Human Experience).

It is ensured that the pupils have plenty of opportunities to practise previous examination papers in the lessons and have regular tests in order to prepare the pupils thoroughly for the examination.

The students who follow the subject to AS and Advanced level are given the opportunity to go on a visit to the Buddhism Centre in Manchester annually and a visit is organized with Auschwitz in Poland every two years together with the History department.

Statutory Religious Education is offered through a number of ways in key stage 5 e.g. through part of the Welsh Bacalaureate, PSE lessons and Wales Europe and the World. Subjects such as nature as opposed to nurture are discussed, the meaning and purpose of life, relationship and relationships breaking down, Fair Trade, different ways that countries can, either together or singularly, work towards improving international co-operation and understanding.

Year 12 and 13 students contribute occasionally to joint worship and assist with the Thanksgiving service annually. Every KS5 pupil attends collective worship services.

### **Matters for attention**

Close the gap between FSM pupils' achievement and their fellow pupils.

Attract more pupils to choose the subject to GCSE level and AS and Advanced Level.

Remind the pupils regularly of their target in the subject and what needs to be done to reach their potential.

Ensure consistent use of tagging on the school system.

Continue to hold regular tests in order to ensure that they are learning their work and contacting the home if the pupils are underachieving considerably in tests.

Pupils to continue to practise answering previous examination papers regularly and ensure plenty of opportunities to practise answering examination questions.

Trial more Mind Development strategies and review in order to raise pupils' standards and achievement.

**Excellent**

**Good**

**✓**

**Satisfactory**

**Unsatisfactory**

## **Collective worship**

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

#### **Does the collective worship conform with statutory requirements? Yes ✓**

Collective worship is provided that follows the general tradition of the Christian faith mainly and reflects our area and our country's religious practices and traditions daily in School. The collective worship is held on a whole-school level (Morning assembly) four mornings a week and on a class level (service on the hearth) every Wednesday morning. The services contribute to the pupils' understanding of moral and spiritual matters and assist them to respect variety, truth, justice, rights and responsibility as well as nurture a community spirit and promote an ethos of respect that is crucial for Ysgol Uwchradd Bodedern.

Every teacher, senior assistant as well as University students are invited to take responsibility for a service in turn and so also every Llys(Court) (class). This is noted on the school calendar. There are clear guidelines for staff along with suggestions about themes in the Workforce Handbook. There is a stock of ready services on the school's computer system but everyone is encouraged to choose their own subject in order to ensure variety.

The pupils will have an opportunity to do one or several of the following during the worship :

- Meditate by listening to a presentation/reading by a member of staff or guest speaker
- Meditate by watching an electronic presentation on the white board e.g. slideshow,

piece of film

- Pray
- read

Parents are given the right to excuse their children from the worship and their background is taken into consideration in preparing for the worship. In the same way, any member of the workforce who has a conscientious objection to attending a religious service is requested to inform the Head teacher. This exception is very rare in Ysgol Uwchradd Bodedern.

On the whole collective worship makes a significant contribution to the learners' spiritual, moral, social and cultural development. Advantage is taken of opportunities to develop aspects of PSE, Sustainable Development, World-wide citizenship and charitable work as part of the worship along with celebrating the successes of individuals, groups of pupils and on a whole-school level.

On the whole the provision is good with some excellent aspects.

**Matters for attention**

- emulate the excellent practices in every service

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