

## 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 interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers' assessments and/or examination results.

**References:** ESTYN's Inspection Framework Section 1 and the Local Agreed Syllabus

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

##### Foundation Period

The learners are aware of some of the world's main religions. They are aware of the importance of religious leaders in the local community. Opportunities are given to the learners to discuss significant and relevant events in the services. By the end of year 2 all learners are aware of the old testament and the new testament. They can tell several of the stories. With assistance the majority can re-write some of these stories simply expressing opinion on the story's lesson/ message. The learners have opportunities to visit local places of worship e.g. St David's Church and the Reverend Kevin comes to school to hold lessons/services with the Foundation Period pupils and these are of good standard, and they add significantly towards ethos here in the school. An extensive part of the work has been based on direct experiences that are live to the pupils and the pupils have regular opportunities for acting and role-play. The pupils' skills are developing well and the majority are willing to offer their opinion in discussing 'big questions'. By the end of year 2, the majority of the pupils can describe the main characteristics of Chapel and Church. By the end of year 2, the majority of the pupils are aware of the main holidays and Christian celebrations and are able to discuss them simply. Strong cross-curricular attention is given to the area.

##### Key Stage 2

The majority of the learners recognize the main characteristics and objects of worship, the use made of them and the importance of pilgrimage places in many of the world's religions. The majority of the learners can describe the characteristics of religious celebrations and customs. The majority of the pupils know about the work of religious learners and about stories from holy books (several religions) and about stories of Jesus' life. A few of the pupils succeed in making links between different religions. They have a very good grasp of what is right and what is morally wrong. At the bottom of KS2 the majority of the learners are able to speak about their own feelings, actions and opinions. The majority of learners also are able to ask questions about their experiences with a minimum suggesting possible answers. All pupils understand the importance of belonging to their community and understand their part in the local community. The majority of pupils have a good awareness of respect towards others and their environment. Many are beginning to come to understand that there is not one answer only to life's big questions. The majority of the learners can present different ideas. Good use is made by the majority of pupils of ICT to gather together the practices of different religions. Many of the pupils are aware of the importance of many of the religions' main celebrations. The majority of the learners are aware of the main rules of Christianity and their effect on a way of life. The pupils have numerous opportunities to hear stories from the Bible and an opportunity to discuss them in the services. The learners are aware that they are, on the whole fortunate pupils. They like raising money for charities and realize the importance of contributing to people/movements that assist people less fortunate than themselves. The School Council have collected a sum of money for a number of local charities. By the upper end of the school the ability to deal with religious vocabulary and to identify some religious symbols are developing well.

#### Matters for attention

##### Foundation Period

A need to develop the work on the world's religions further. A need for the learners to be aware of some of the stories that belong to those religions and of the characteristics of the places of worship.

**Key Stage 2**

There is a need to add to the resources/artefacts to enrich the lessons

There is a need to arrange visits to other religious places e.g Bangor Mosque

There is a need to invite more speakers to school e.g. individuals from movements such as the Samaritans, NSPCC and people from other religions.

Excellent		Good	✓	Adequate		Unsatisfactory	
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**Key Question 2: How good is the provision in Religious Education?**

- Self-evaluation should consider the following indicators: the time given to the subject, subject information, the teachers' specialism and professional development, the study programme's suitability and the range of the learning resources used.  
Evaluation of lesson observations and pupils' work allow headteachers and heads of department to form an opinion about the quality of teaching in Religious Education lessons in school, and the grades that pupils are induced and encouraged to reach high standards.
- Primary schools should refer to the 'People, Beliefs and Questions' provision for Foundation Period learners as well as Religious Education in KS2.
- Secondary Schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

**References:** ESTYN's Inspection Framework Sections 2.1 and 2.2 and the Local Agreed Syllabus

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

**Foundation Period**

The Foundation Period's religious education activities match the requirements of the National Exemplary Framework for presenting Religious Education and the Local Agreed Syllabus. They have identified the specific skills that involve people, Beliefs and Questions through the areas of Knowledge and Understanding of the World and Personal and Social Development, Welfare and Cultural Diversity. The activities arise naturally from the theme studied by the pupils. The Welsh Curriculum has a prominent place in the activities and the pupils are aware of stories e.g. Mari Jones. Many of the Foundation Period activities build on their spiritual, moral and cultural experiences. The majority of pupils understand the significance of the word respect well and good work was achieved on rules, relating it to the pupils' lives.

**Key Stage 2**

All the pupils receive a Religious Education lesson weekly, in accordance with statutory requirements, not including services. The Junior Department's work plans match the requirements of the National Exemplary Framework for presenting Religious Education and the Local Agreed Syllabus.

The school's staff do not have a qualification e.g. A level, degree in Religious Education, but they have received training as part of their initial training courses. The staff will consult the secondary school staff at times. Staff will also read 'Religious Education News' as a source to get information on developments. Some artefacts are available in school, but there is a need to invest further or to borrow from the secondary to develop the lessons further.

The school uses 'Incerts' tracking system for every pupil. This enables teachers to look at pupils' attainments and the outcome requirements.

A wide range of materials are used to enrich the themes studied: story books, non-fiction books, ICT resources and artefacts.

<b>Matters for attention</b>							
Purchase more resources to develop the subject further.							
Develop self-assessment and reflection methods in order to ensure that it is a practice across the school.							
Excellent		Good	✓	Adequate		Unsatisfactory	

## Collective Worship

Key Question 2: How good is the provision for collective worship?							
Does the collective worship conform to the statutory requirements ?					Yes ✓	No	
<p><b>References:</b> ESTYN's 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)</p> <p><b>Good characteristics in relation to the quality of Collective Worship</b></p> <p>We provide a daily act of collective worship for all the learners, in accordance with the statutory requirements. Provision exists for pupils to be withdrawn from acts of collective worship, on parents' request.</p> <p>Collective worship is held on Key stage or whole-school level. The length of the whole-school services is around a quarter of an hour. There is a combination of services based on Bible stories and services with moral tales. Opportunities are given for discussion and for the pupils to ask questions in the services.</p> <p>We welcome the Reverend Kevin to school to hold services. In addition the pupils will hold special services – Remembrance and Thanksgiving Services.</p>							
<b>Matters for attention</b>							
<ul style="list-style-type: none"> <li>There is a need to invest in more books/materials for preparing services, and perhaps bring ICT into the services through the use of Power Point.</li> </ul>							
Excellent		Good	✓	Adequate		Unsatisfactory	



