



Subject self-evaluation – Religious Education - SACRE



(The purpose of this section is to note the findings following book scrutiny or evidence of pupils' work within the subject. The bulk, standard, variance, sequence, topical skills, literacy & numeracy skills and cross-curricular aspects should be considered.)

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

	Findings	Steps to take
FP	<p>Pupils are very confident in discussing their feelings and can reason with how other actions can affect an individual's feelings.</p> <p>Most can understand what the main messages are within religious stories and some can explain the impact that those messages/lessons have on individuals.</p> <p>Around half of the pupils can identify some distinct religious symbols.</p> <p>By the end of FP, many can successfully identify other religions.</p> <p>By the end of the foundation phase, they can confidently simulate the jobs or enactments of religious people when playing a role.</p> <p>When covering a religious holiday, nearly everyone can identify with and join in on the celebrations.</p>	<p>Create religious displays on the department's walls.</p> <p>Order more of the appropriate religious books.</p>
KS2	<p>Most children can recall religious stories and the majority can express their views regarding the stories' messages through various activities.</p> <p>Most pupils can describe and start to explain other beliefs and religious practices.</p> <p>By using religious terms, many of them can successfully discuss within the context. They can compare the characteristics of religions.</p> <p>Children across the stage are confident in examining religious sources and many of them can consider the matter that's arising, only a few children can support debates and opinions.</p> <p>By the end of the key stage, most can note the characteristics which are similar and different within religions.</p>	<p>Invite visitors, including local clergymen and other religious leaders to lessons.</p> <p>Explain and justify ideas more thoroughly during circle time and give more opportunities for them to express their views on how what they learn affects them.</p>

	<p>With encouragement, pupils appropriately use religious language.</p> <p>Nearly all of them can ask questions about their own experiences and about the world around them, and can discuss questions that arise from their experiences. A few pupils that are on top of the key stage can ask intensive and complex questions and respond to them maturely.</p> <p>The standards seen whilst looking at the children's work show that the standard is good across the school.</p>	
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Question 2: How good is provision in Religious Education?

	Findings	Steps to take
FP	<p>The teachers use the Foundation Phase Framework to plan activities under the headings People, Questions and Faiths whilst looking at the skills that highlight themselves under the headings 'Knowledge and understanding of the world' and 'Personal and social development, well-being and cultural diversity'.</p> <p>The teachers carefully plan and there is clear development from one class to another. The plans give consideration to cross-curricular activities which make use of different areas within the foundation phase. The children are given the opportunity to extend their moral and spiritual development by responding to ideas and questions and by discussing in circle time.</p> <p><i>Very good use is made of stories, books, ICT equipment.</i></p>	<p>Continue to offer a wide range of diverse and interesting experiences for the children. Ensure that work plans challenge comprehension and give opportunities to explain.</p>
KS2	<p>The teachers' background knowledge is good.</p> <p>The work plans respond to the requirements of the syllabus and of the religious education curriculum.</p> <p>Religious education has been mapped in a two year cycle for each class and shows sequence and development from one class to another whilst giving consideration to the literacy and numeracy framework and the skills framework.</p>	<p>Ensure that religious education is taught in accordance with the classroom timetable.</p> <p>Opportunities to develop the 'thinking of impact and results' area within work plans.</p>

	<p>Pupils are given opportunities to work across the curriculum and religious education is incorporated into rich learning experiences.</p> <p>The teaching quality and the provision is good.</p>	
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How good is collective worship provision?

Does the worship comply with the statutory requirements?

Yes.

Collective worship is considered to be an important part of a school day, is child central, acknowledges the differential nature of children and promotes a communal feel at the school.

Our inclusive collective worship:

- is child-central
- acknowledges the differential nature of pupils
- gives pupils the opportunity to be active (either directly – by singing hymns, by co-praying or by proposing a remark, or indirectly – by reflecting on their experiences)
- promotes a communal feel at the school

Our spiritual collective worship:

- gives the opportunity to compose and to reflect in a quiet and peaceful atmosphere
- happens in a special atmosphere which possibly includes an attractive location, background music or a visible symbol to focus the mind
- encourages pupils to act appropriately when arriving and leaving the worship and to feel at home and comfortable
- encourages pupils to be aware of the spiritual dimension through the medium of words, music and images
- provides an opportunity for pupils to take part in a variety of spiritual experiences such as singing, dancing, drama, sharing food and drink, praying, silence and reflection
- provides the opportunity for pupils to reflect individually
- is a period separate to the announcements of the day

Our educational collective worship:

- has been planned, prepared, presented and evaluated to ensure experiences of standard and relevance
- is relevant to curricular work
- gives the opportunity to reflect on its own educational purpose, celebrating a variety of educational attainments (not only academically or in the play area)
- is a medium of promoting the school's educational aims

Characteristics of good practice in collective worship from the Inspection framework

- Giving sufficient time to creating a respectful feeling environment towards peers, adults and property.
- Providing pupils with opportunities to participate and to respond, either by taking an active part in introducing the worship or by listening, watching and joining in on the offered worship.
- Ensuring that collective worship develops social spirit, encourages common ethos and values, and reinforces positive attitudes
- Carefully planning collective worship, usually over a number of weeks or over a term in order to develop themes and ideas. Showing various plans and a worship balance as a record of the work done.
- Making effective use of appropriate motivations, including drama, music, literature, artefacts and pictures, to preserve the interest and participation of pupils.
- Ensure opportunities for praying and quiet reflection.