

Name of the school: Ysgol Gynradd Bodedern

## Religious Education

### Improvement area 1: Standards in religious education

***How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What have we identified in their work that shows their progress over time?***

In the Foundation Phase, nearly all pupils have had opportunities to explore religious beliefs and practices. The pupils' ability to cover basic questions develops and by the top of the Foundation Phase, nearly all pupils can ask questions, discuss and respond effectively. Nearly all of the pupils can discuss their feelings and simply express opinions. By the top of FP, some pupils successfully discuss other perspectives, practices and beliefs. Across the Foundation Phase, the pupils' ability to make effective use of suitable religious vocabulary is developed. Many pupils speak confidently about their work, showing comprehensive intelligence of the contents.

In Key Stage 2, nearly all pupils can discuss Christianity whilst referring to stories from the Bible and religious practices, in addition to confidently discussing beliefs, teachings and religious practices. At the bottom of Key Stage 2, most pupils respond and appropriately recall and cover basic religious practices. They simply describe why attitudes and beliefs are important to some people, making simple links between different beliefs. At the top of Key Stage 2, most pupils are confident in responding to practices and teachings and some pupils discuss how some aspects impact the lives of believers. Most pupils succeed to make links between beliefs, teachings and practices, effectively noting what is similar and what is different within religions. The pupils successfully use their literacy skills to research information in reference books and online and thoroughly discuss their findings in groups whilst jotting initial notes in addition to completing more extended writing tasks.

Many Key Stage 2 pupils can describe and discuss their feelings maturely and purposefully. Most manage to discuss their actions and opinions whilst discussing the perspective of others successfully. At the bottom of KS2, most pupils begin to identify and understand the meaning of religious symbols whilst starting to appropriately use relevant vocabulary.

At the top of Key Stage 2, some pupils can discuss how their feelings and opinions can impact their own lives and how others' perspectives impact them. Most pupils use suitable vocabulary and most have a good understanding of symbolic language. Nearly all pupils speak confidently about their work, showing intelligence of the contents. Most pupils effectively express their opinions after researching, making good use of what they have discovered and learned.

In Key Stage 2, nearly all pupils successfully speak and ask suitable questions about their personal experiences. Many of the pupils at the top of Key Stage 2 discuss the world around them, offer comments and discuss questions that arise whilst expressing their opinion. At the top of Key Stage 2, a minority of pupils can express their opinions and justify their ideas about basic questions following their own investigations and experiences.

#### **Action:**

- Develop each pupil's understanding of the impact of religion on people's lives.
- Expand and challenge the skills of pupils as they ask and answer big questions.

**The standard attained by our pupils in religious education is: Good**

### Inspection Area 2: Wellbeing and attitudes towards learning about Religious Education

***What do you think our pupils gain from religious education?***

In the Foundation Phase, nearly all pupils enjoy Religious Education and respond positively towards the tasks. Most pupils succeed to discuss their feelings and the feelings of others during the Religious Education lessons. Most pupils on the top of Foundation Phase can simply express their opinions whilst explaining how religious values and actions impact their wellbeing and the wellbeing of others. In Key Stage 2, nearly all pupils have a good attitude towards learning about Religious Education. A Key Stage 2 pupil questionnaire shows that 87% of the pupils enjoy Religious Education lessons and tasks. Most pupils declare that they see value in learning about other religions and beliefs. Most pupils can discuss the impact of religious values on their wellbeing and on the wellbeing of others.

Pupils have positive experiences when learning about what is happening in other countries of the world today and have completed activities that teach them about Fair Trade. They have also had the opportunity to learn about and contribute to the Teams 4U charity work by sending boxes of Christmas presents to children in other countries. Nearly all pupils can show empathy towards others in situations and can empathise with characters in stories. Nearly all pupils in Key Stage 2 are aware of their rights and what is acceptable and unacceptable within society. FP pupils have rich experiences in circle time periods to discuss questions pertaining religious education. As a result of this, most gain a better understanding of how to deal with other situations and cultures.

#### **Action**

- Ensure enough opportunities for pupils and groups of pupils to discuss and express their opinions on Religious Education at the school.
- Create a simple questionnaire for Year 1 and 2 pupils to have an opportunity to simply express opinions.
- Invite Associate Governors to go on a learning trip and to discuss with pupils in each class to have an overview of pupils' opinions on Religious Education at the school.

**Our pupils have a **JUDGEMENT** attitude towards religious education in our school.**

### **Inspection Area 3: Teaching and learning experience in Religious Education**

***How good is the planning and teaching of religious education in our school? Give examples of rich learning experiences in religious education.***

A weekly session is set aside in the school timetable for all classes. Religious Education is taught by a PPA teacher to pupils of both Key Stage 2 classes. Foundation Phase teachers have a good understanding of the Curriculum and framework and identify and develop skills pertaining people, beliefs and questions through the areas of Knowledge and Understanding of the World and Personal and Social Development, Well-being and Cultural Diversity. The work plans of Foundation Phase teachers and pupils' 'Learning Trip' workbooks show that they receive a good variety of experiences, which gives them the opportunity to thrive and make progress. Effective use is made of resources including books, artefacts, visits to local places of worship and visitors to the school to engage pupils and to offer them rich provision. Pupils have the opportunity to learn to respect holy books and objects and to learn about the importance and significance of special events and beliefs.

The teachers plan Religious Education units each half term which gives pupils the opportunity to research the beliefs, teachings and practices of Christianity and other religions, and to try to answer life's big questions. The Work Plans of many classes are detailed and ensure progression and development. By now, Key Stage 2's Religious Education work plans ensure that pupils have the opportunity to explore big questions for example 'Who am I?' 'What is right?' 'Caring for Our World' 'What is the significance of a place of worship?' whilst developing their enquiry and research skills.

The school has appropriate resources for example books and artefacts that stimulate the children in their leaning and the pupils respond enthusiastically when using them.

We take advantage of opportunities to take pupils on visits to local places of worship. Each year, the pupils take part in a Thanksgiving Service, a Remembrance Service and a Christmas Service at the local Chapel and Church. As a result, pupils have the opportunity to learn about the importance of places of worship and the order and practices of chapel and church services.

Teachers set tasks to assess the attainment of pupils, ensuring opportunities for them to successfully build on previous learning. The progress of children is tracked on the Incerts system.

#### **Action**

- Continue to offer interesting and valuable experiences whilst developing the skills of learners and ensuring consistency of plans
- Discuss with other teachers whilst sharing good practice at the school and in the catchment area, and visiting schools with good practice in teaching Religious Education.
- Set and construct a Success Criteria, giving pupils the opportunity to reflect on learning.
- Present challenging and extensive tasks for more able pupils.

**The standard of teaching of religious education in our school is: Satisfactory**

### **Inspection Area 4: Care, support and guidance in Religious Education**

***To what extent do religious education lessons and activities help pupils to reflect on religious and unreligious responses to basic questions and to reflect on their own beliefs or values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities to develop certain values and***

***to establish their spiritual and moral beliefs?***

Religious Education lessons across the school offer pupils opportunities to reflect on basic questions and to discuss their own beliefs and values. In addition to Religious Education lessons, collective worship sessions are provided every day, whether as whole school worship or class worship. The services are of Christian nature which helps and leads pupils to reflect on their own beliefs and values, which leads and develops certain values and spiritual and moral beliefs for them as individuals. The collective worship is an opportunity to nurture the moral, social and cultural development of each pupil. It promotes ethos and values. As a result of this, most pupils understand matters pertaining rights and right and wrong choices. As part of this worship, the pupils will have the opportunity to sing traditional and modern hymns, to pray and to read. In their turns, each class plans and holds a service in addition to each child being part of the Thanksgiving and Christmas Service at the village's Church and Chapel.

Through lessons, Circle Time sessions and collective worship sessions, we give the opportunity to pupils to develop aspects of PSHE and Worldwide Citizenship. Guest speakers come to present a message or conversation to the pupils. Each month, the local vicar visits to hold a service and there is an opportunity for pupils to take a forefront and active part for example acting out parts of the Bible. Pupils are encouraged to treat each other courteously and with respect.

As a school, we nurture a community spirit and we promote good values and care for others by supporting different charities on several occasions during the educational year. By supporting and fundraising for different charities, pupils come to learn about their work and about the importance of moral and spiritual values. In addition to this, pupils see their responsibility in helping those less fortunate locally, nationally and internationally, leading to them developing as active citizens.

**Does the school meet the statutory requirements for collective worship?**

Yes

✓

No

**The contribution of religious education towards our pupils' personal development and community cohesion is:**  
**Good**

**Inspection area 5: Leadership and management in religious education**

***Does the subject leader for religious education have the necessary skills and understanding to lead the subject area effectively?***

Following the long term absence of the coordinator, we have appointed a new coordinator (September 2019). In a short period of time, the new coordinator has started to collaborate with other coordinators at the school to ensure cross-curricular Religious Education work plans. An opportunity is ensured for teachers to share their plans in staff meetings to share best practice and expertise at the school.

There are resources such as books and artefacts at the school but there is a need to invest in the latest resources. The coordinator has started to collaborate with the school staff to adapt the school's long term work plans in order to include a big question and sub-questions for each half term.

Religious Education has been monitored at the school every year, however, there is a need to create a firm timetable and to ensure consistent opportunities for the designated Governors to scrutinize different aspects.

**Action:**

- Complete the work of adapting and updating the school's long term plans.
- Create a Religious Education monitoring timetable.
- Arrange opportunities for school to school work.

**Leadership and management of religious education in our school is: Satisfactory**

Improvement matters	Actions to be taken	Who is responsible?	By when?
		These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors.	
Develop each pupil's understanding of the impact of religion on people's lives.	<ul style="list-style-type: none"> <li>• Purposive planning ensuring an opportunity for pupils to explore the impact of education on people's lives.</li> </ul>		
Expand and challenge the skills of pupils as they ask and answer big questions.	<ul style="list-style-type: none"> <li>• Ensure that a big question is planned for each half term.</li> <li>• Give the opportunity for pupils to discuss subjects that are important to them.</li> <li>• Ensure enough opportunities for pupils to research and consider different beliefs and perspectives.</li> </ul>		
Ensure enough opportunities for pupils and groups of pupils to discuss and express their opinions about Religious Education at the school.	<ul style="list-style-type: none"> <li>• Gather the opinions of FP pupils through the medium of a simple questionnaire.</li> <li>• Give a questionnaire to KS2 pupils at the end of the year to compare and to see if there is progress.</li> <li>• Ensure an opportunity for pupils to express their opinions on Religious Education in the School Council and in the Class Council.</li> </ul>		
Ensure a comprehensive monitoring timetable.	<ul style="list-style-type: none"> <li>• Create a timetable monitoring different aspects each term.</li> <li>• Invite Associate Governors to go on a learning trip and to discuss with pupils in each class to have an overview of pupils' opinions about Religious Education at the school.</li> </ul>		
Share and adopt good practice.	<ul style="list-style-type: none"> <li>• Scrutinize the work and plans of pupils during staff meetings</li> <li>• Discuss with other teachers whilst sharing good practice at the school and in the catchment area by visiting schools with good practice of teaching Religious Education.</li> </ul>		
Present challenging and extensive tasks for more able pupils.	<ul style="list-style-type: none"> <li>• Ensure opportunities for more able pupils to complete challenging tasks that stretch them.</li> <li>• Ensure freedom for more able pupils to choose how to respond and research questions.</li> </ul>		

**A concise evaluation that will contribute towards the school's evaluation of Personal Development (4.2)**

The pupils have rich opportunities to develop their skills through Religious Education lessons and activities. Through consistent charity work, the pupils' moral attitudes are developed. There are interesting plans and themes in place which are reviewed and updated by the coordinator and the staff to engage the pupils. A forefront place is given to the pupil's voice in planning within the field.

**Head teacher: Nia Wyn Efans**

**Signature: *N.W.Efans***

**Date: 27/9/19**