

Ysgol Gynradd Kingsland
Self-Evaluation Report

Subject: Religious Education and collective worship

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Date: 5th of March, 2021.

Key Question 1: How good are Religious Education outcomes?

Excellent		Good		Adequate		Unsatisfactory	
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Standards in Religious Education – progress in learning

Foundation Phase

Many of the learners are aware of some of the main world religions. Many pupils are aware of the importance of religious leaders in the local society, e.g. that a vicar or pastor is required to hold a baptism or wedding, and religious leaders of the past, e.g. St David. Nearly everyone can successfully recite the story of St David in their mother tongue, in accordance with their age. Opportunities are given to learners to discuss significant and relevant events in the assemblies. By the end of year 2, the majority of learners are aware of the Old and New Testaments. Many pupils can recite many of the stories appropriately. The majority can simply write some of these stories by expressing an opinion on the lesson/message of the story/parable appropriately. By the end of year 2, most pupils are able to successfully describe the main characteristics of Christian celebrations, e.g. a baptism or wedding. Many opportunities are utilised throughout the year for Foundation Phase pupils to study the religious holidays of world religions, e.g. Diwali, Chinese New Year. Many of the pupils can effectively describe the characteristics of these holidays. Nearly all pupils are aware that Christians see the need to be grateful, and many of them can express this effectively in prayers of thanks.

Key Stage 2

The majority of pupils are aware of the Old and New Testaments. Many of the pupils are able to repeat some of these stories effectively verbally and in writing e.g. the story of Noah's Ark. All pupils are given the opportunity to study world religions, and many of them are aware of, and can successfully discuss different religious artefacts, e.g. Jewish artefacts. Nearly all pupils are aware that there is only one God in Christianity, but that there are many gods in Hinduism. Pupils are given numerous opportunities to learn about stories from different world religions, e.g. the story of Rama and Sita (Hinduism) – many of the pupils are able to powerfully repeat these stories verbally and in writing. All pupils understand the importance of thankfulness, and are able to express this appropriately in written prayers of thanks in their second language. There is an unit of work on Stewardship, many pupils are able to identify the similarities and differences between the Christian and Muslim stories of creation, and the majority understand the importance of caring for each other, for animals and for the planet. Many of the pupils are able to successfully repeat facts about religious leaders from the past, e.g. St David and St Dwywnwen. Many of the pupils are aware of the five main entities to make a person a saint. Most of the older pupils (year 4-6) can discuss the big questions maturely, e.g. Is religion important in Wales in the 21st Century? Should Sir Captain Tom Moore be made a saint? Should we eat less meat to save the environment? (Stewardship). Many of the pupils can effectively discuss and repeat, verbally and in writing, the main Christian holidays, e.g. Christmas and Easter.

Matters requiring attention

Foundation Phase

- Ensure that the challenge level of the tasks is appropriate.
- Utilise the opportunity to use the subject as a medium for learners to practice their Welsh.
- Ensure opportunities for more extended writing in the subject for MAT pupils who are at the top of the KS.

Key Stage 2

- Ensure, when the pandemic restrictions end, visits to other religious places of worship, e.g. Bangor mosque, local chapels in the town, e.g. M.C Ebenezer chapel in Kingsland. Visits were held in the past, e.g. Manchester Synagogue – and this practice needs to be re-grasped.
- When the pandemic restrictions end, invite speakers to the school, e.g. individuals from denominations such as the Samaritans, religious leaders etc.
- Must ensure that there are plenty of opportunities for pupils, especially those of higher ability, to respond extendedly.

Key Question 2: How good is Religious Education provision?

Excellent		Good		Adequate		Unsatisfactory	
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Standards in Religious Education – progress in learning

Foundation Phase

Religious Education activities in the Foundation Phase match the requirements of the National Exemplar Framework for introducing Religious Education and the Locally Agreed Syllabus. The work plans are up to date. A number of activities raise naturally with the time of year, e.g. Christmas, Easter, religion in China when studying the theme Chinese New Year, saints and religious leaders when studying the theme St Dwynwen and Love, religious leader work, baptism and weddings when studying the theme celebrations etc. Many activities in the Foundation Phase will build on their spiritual, moral and cultural experiences.

Key Stage 2

KS2 activities match the requirements of the National Exemplar Framework for introducing Religious Education and the Locally Agreed Syllabus. Despite this, with the incoming new curriculum, the plans must be re-visited to ensure that they fully respond to the new requirements. The three core skills must also be mapped across the key stage, i.e. Dealing with the Simple Questions, Exploring Religious Beliefs, Teachings and Practice(s), and Expressing Personal Responses. Appropriate time is given to teaching the subject within the class timetable.

The school staff don't have a qualification, e.g. A Level or Grade in Religious Education, but they have received training as part of their initial training courses. There is a subject coordinator at the school who is responsible for S/E and developing the subject. Staff attend any county training to learn about the latest developments in the world of Religious Education, and they also consult with local secondary school staff at times. Staff also read 'Religious Education News' as a source to gain information on developments. Some artefacts are available at the school, but the stock needs to be built on to further develop the subject.

Matters requiring attention

- Re-visit the work plans in KS2, ensuring that they meet the requirements of CC 2022.
- Map the core skill in Religious Education across KS2, i.e. Dealing with the Simple Questions, Exploring Religious Beliefs, Teachings and Practice(s), and Expressing Personal Responses.
- Build on the stock of artefacts.
- Provide opportunities to visit the places of worship of various religions.
- Provide more opportunities to invite guest speakers, e.g. religious leaders to the school.

Key Question 2: How good is collective worship provision?

Does the collective worship comply with the statutory requirements?	Yes	No
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Excellent		Good		Adequate		Unsatisfactory	
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Good characteristics in relation to the quality of Collective Worship

Normally, without the pandemic restrictions, three whole school services are held, one departmental service and one short worship in the class every week, which meets the statutory requirement. The length of the services range between 10 and 20 minutes. A hymn is sung in each whole school service. A combination of services based on Biblical stories are given, and services with moral stories. Opportunities are given to discuss, reflect and for the children to ask questions during the services. The children take part in an annual Thanksgiving service at the school. Members of St Cybi's Church visit the school on a monthly basis, to perform the 'Open the Door' service. These are services based on Biblical stories. Between September and December 2020, i.e. during the coronavirus pandemic period, short services, reflections and prayers were held daily in each class to comply with the statutory requirement. During the period of online learning, staff filmed short services and uploaded them to their class online on a weekly basis.

Matters that require attention in regards to Collective Worship

- Build on the stock of books/material for preparing services.
- Incorporating ICT into the services through the use of Powerpoint etc.
- Although children occasionally take part in the services, they must be given the opportunity to do so more frequently.
- Hold a Thanksgiving service in a local place of worship, e.g. M.C Ebenezer Chapel, Kingsland (when restrictions allow).
- Map the contents of the whole school services for the year.

Evidence – samples of FP learners' work

Reception Class – St David's Day

Learning about world religions.

An unit of work on celebrations.

Learning about baptism.

Learning about world religions.

Learning about saints – St Dwynwen.

St David.

Learning about Thanksgiving – prayer of thanks.

Mind map – St David.

Celebrations – mind map.

Being grateful.

Evidence – samples of KS2 learners' work

Biblical Stories – Noah's Ark.

World religions – Judaism.

World religions – Hinduism. Rama and Sita's story.

Christianity – The Nativity.

Prayer of thanks – Thanksgiving work.

Venn Diagram – what's similar/different between the Christian and Muslim stories of creation.

Stewardship – how we care for people, animals and the world.

Stewardship – answering a big question. Should we eat less meat to save the environment?

Pupil's response on 'Google Classroom'.

Stewardship – watched the video for 'Earth Song' – Michael Jackson. Noted how the video shows that the world is being destroyed by mankind.

Learning about the story of St David by studying a piece of poetry.

Learning about St Dwynwen.

Discussion – Maelon and Dwynwen.

Learning about St David.

Considering the big questions – what makes a saint, and does Captain Sir Tom Moore deserve to be made a saint?

Considering what is required to make someone a saint.

Considering whether the essentials allow Captain Sir Tom Moore to be made a saint.

Considering whether the rules should be changed to make Captain Sir Tom Moore a saint.

Considering a big question – is religion still important in Wales in the 21C?

Learning about the religious traditions of Christmas – Christianity.

World religions – Hinduism.

Evidence

Visit to a chapel – a small group attending the Urdd Carol evening in Capel Hyfrydle, Holyhead.

Supporting charities – Children in Need 2020.

Anglesey foodbank – Thanksgiving 2020.

Evidence 3 – Collective Worship during the lockdown

An example of a service during the lockdown.

Thanksgiving service 2019.

Thanksgiving service 2019.

Example of a monthly 'Opening the Door' service – Biblical stories.