

# **Standing Advisory Council for Religious Education**

## **ANGLESEY ANNUAL REPORT September 2021 - August 2022**

Director of Learning, Skills and Young People  
Rhys Howard Hughes September 2021 / August 2022

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**SECTION 1:  
EXECUTIVE SUMMARY**

**SACRE's function in relation to Religious Education**

A clear outline of SACRE's function is provided in the Welsh Office Circular 10/94.

SACRE advises the Education Authority on matters relating to the provision of Religious Education and collective worship, and is responsible for the establishment of an ad hoc body, the Agreed Syllabus Conference, to produce or consider amendments to the Agreed Syllabus for Religious Education.

**Chairman's Summary**

It is once again my privilege, as Chair of the Ynys Môn SACRE, to present the Annual Report for 2020/21.

The impact of Covid has continued to disrupt our education system and consequently once again no monitoring data is available for schools' performance. Nevertheless, the SACRE has continued to monitor standards through reviewing ESTYN reports, receiving self-assessment reports from schools and sharing good practice. Two Anglesey schools were inspected by ESTYN during this period, namely Ysgol Corn Hir, Llangefni and Ysgol Gynradd Cemaes. It is pleasing to note that both received successful reports.

A key work for the Ynys Môn SACRE this year was to hold an Agreed Syllabus Conference to review the new syllabus for "Religion, Values and Ethics" as part of the new curriculum. This virtual conference was held on 15 February and was jointly attended by both members of Ynys Môn and Gwynedd SACRE's with additional advice and guidance being provided by Mr Phil Lord (GwE). Following the conference, it was unanimously agreed that the local authority would adopt the Agreed Syllabus on Ynys Môn.

Once again, the Annual Report contains a number of recommendations (eleven in total) which will be included in a revised Action Plan which will be reviewed by the SACRE on a regular basis.

It is disappointing to note that the numbers of pupils choosing to take religious studies within schools across Anglesey continues to fall, in some notably so. Of course, we will soon be moving to adopting the new subject of "Religion, Values and Ethics" as part of the new curriculum and it remains to be seen as to whether more pupils will choose to study this new subject.

I wish to again offer my sincere gratitude to my fellow Committee members for their support throughout what has been another difficult and challenging year. In addition, I must give a special mention to Mrs Gwyneth Hughes (SACRE Advisor) for her invaluable assistance and guidance together with the vital support of Mrs Shirley Cooke, our Committee Officer.

Finally, although I'm not a fan of the pop group "The Clash" I find the words of their hit single "Shall I stay or shall I go?" particularly relevant at this time. I have decided that after serving two full terms as the Chair of Ynys Môn SACRE it is indeed time for me to go and to allow new blood to take over. I would like to sincerely thank both former and current officers and SACRE members for all their support. It has been a privilege to have undertaken this role over the last nine years and I wish the new Chair, whoever that may be, every success. I leave you with the following words of wisdom – "The most important thing for a politician is service. The greatest temptation is vanity." (Tim Farron MP).

Councillor Dylan Rees

Chair of Ynys Môn SACRE

## SECTION 2: ADVICE TO ANGLESEY'S EDUCATION AUTHORITY

### 2.1 SACRE's Function in relation to Religious Education

SACRE's function is outlined in the Welsh Office Circular 10/94.

SACRE advises the Education Authority on matters relating to the provision of Religious Education and collective worship, and is responsible for the establishment of an ad hoc assembly, the Agreed Syllabus Conference, to produce or consider amendments to the Agreed Syllabus for Religious Education.

### 2.2 The Agreed Syllabus

Gwynedd and Anglesey SACREs have adopted the 'National Exemplar Framework for Religious Education for 3 to 19 year old learners' as the Locally Agreed Syllabus for Gwynedd and Anglesey (2008).

A SACRE's main function is '*...to advise the authority upon such matters connected with religious worship in county schools and the Religious Education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit.*' (Education Reform Act 1988 s.11 (1) (a).

Anglesey County Council held their Agreed Syllabus Conference at the beginning of the year 2022 to review the syllabus and to recommend an appropriate syllabus to the Local Authority to adopt.

The Agreed Syllabus on Religion, Values and Ethics was adopted to reflect guidance written by practitioners and Religious Education experts. The purpose of the syllabus is to provide additional support on how Religion, Values and Ethics can be taught within the field of Humanities. The guidance emphasises that Religion, Values and Ethics are an integral part of this area and outlines the subject's unique and specific contribution to the Curriculum for Wales.



Maes Llafur

Cytunedig Ynys Mon



Ynys Môn Agreed

Syllabus t.docx

### 2.3 How good are standards?

Anglesey SACRE monitors Religious Education and collective worship by:

- receiving a summary of a school's self-evaluation report in response to the key questions of ESTYN's Inspection Framework;
- analysing the Local Authority's teacher assessments and external secondary examination results;
- reviewing ESTYN inspection reports to identify good practice and to further support any references to 'Religious Education' or 'collective worship' that need to be strengthened;
- inviting teachers and headteachers to share their good practice with members in the termly meetings;
- visiting schools, through invitation, to attend a collective worship session;
- encouraging collaboration between schools to identify and support good practice.

**There have been significant challenges to the work of the SACRE during the 2021-22 academic year due to lockdown restrictions and the impact of Covid-19. Visits were not undertaken in schools. Nevertheless:**

- SACRE meetings continued through virtual engagement, and this has been valuable in order to continually update the panel of implications as we prepare for the changes for Curriculum for Wales and implications of adopting the Agreed Syllabus on Religion, Values and Ethics within Humanities.
- Mr Phil Lord, GwE adviser, was invited to give guidance to the Committee on the proposed changes within the Religion, Values and Ethics field. As a result, Anglesey SACRE were confident in preparing their Agreed Syllabus for September 2022.
- A link was shared to HWB resources so that the Committee can familiarise itself with resources available to teachers to assist them with their work: <https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation/#crefydd,-gwerthoedd-a-moeseg%20gan>
- The following Religious Studies resources available on the WJEC website were shared: <https://resources.wjec.co.uk/Pages/SearchResources.aspx>
- During the year, the Religious Education Adviser gathered other resources to support members of the SACRE Committee and the schools.



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### **2.3.1 Schools' self-evaluation reports**

In the **Anglesey SACRE** meeting on 14 February 2011, it was decided that SACRE would fulfil its statutory responsibilities by inviting schools to share their self-evaluation of Religious Education, collective worship and pupils' spiritual and moral development with the members. Anglesey SACRE, Anglesey headteachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved templates which were drafted in response to the ESTYN Inspection Framework. The SACRE clerk, who is an Education Officer for Anglesey Council, is responsible for distributing and collating the self-evaluation reports.

The introduction of a self-evaluation template for schools has promoted the Committee's work to be more effective in identifying the quality of pupils' work in our primary schools within Religious Education and making judgements about performance transparent.

With the arrival of Curriculum for Wales, the template will need to be further evaluated to check that the SE is fully aligned with the latest expectations and requirements.

- The year 2021-2022 is a transitional period, as the Committee prepares for Curriculum for Wales.
- A new Agreed Syllabus was adopted.
- The Council election was held.
- It was decided this year to share grant funds that normally facilitate the Operational Panel's work with all schools individually, with the intention of a Humanities coordinator having non-contact time to work within their catchment area to prepare for Curriculum for Wales.
- Confirmation was received that schools receive good support through the GwE Education Consortia to promote planning stages for the 2022 curriculum.
- Confirmation was received from teachers who are members of the SACRE Committee that primary and secondary schools are successfully working jointly to ensure that there is good consistency and progression in place when designing transition plans for pupils transitioning from Year 6 to Year 7.

- The Authority makes use of an internal electronic platform for schools to share resources and good practice.

No school self-evaluations were reviewed this year within the Religious Education area due to the acknowledgement of so many upcoming changes and that schools require time to prepare for those changes. Estyn re-started school inspections in the summer term 2022.

Two primary schools were inspected.

#### SACRE Recommendations to Anglesey's Education Authority

- Reviewing the SACRE Committee's constitution to respond appropriately to the Agreed Syllabus.
- Re-focusing on the work of the Operational Committee to promote sharing good practice, sharing resources, and collaborating resiliently within catchment area.
- That SACRE considers how Religion, Values and Ethics will be monitored within Humanities, alongside GwE's monitoring work.

No authorities are currently publishing external examination performance results of individual schools.

Welsh Government has issued school improvement guidelines on a non-statutory basis. The guidelines will be updated, building on what is learnt in 2022 to 2023 and 2023 to 2024, and published in the format of statutory guidelines to come into force in September 2024.

It is therefore not suitable to report on school examination performance results as we have done in the past. The table below gives an overview of trends in pupil numbers pursuing Religious Education in GCSE.

School	Number of GCSE Pupils Summer 2019	Number of GCSE Pupils Summer 2020	Number of GCSE Pupils Summer 2021	Number of GCSE Pupils Summer 2022
YSTJ	25	14	17	21
YUC	0	1	16	0
YGLI	14	20	4	9
YDH	33	31	51	24
YUB	22	17	15	10
<b>Total</b>	<b>94</b>	<b>83</b>	<b>103</b>	<b>64</b>

Following a significant increase in Ysgol Uwchradd Caergybi pupils studying GCSE Religious Education in 2021, this year in 2022, no pupils studied GCSE Religious Education there. The numbers at Ysgol Syr Thomas Jones Amlwch have continued to be quite consistent over time. Overall, however, the number of children studying RE across Anglesey schools has fallen, with the biggest drop seen at Ysgol David Hughes with 27 pupils less this year than a year ago.

The table below provides an overview of the trends in pupil numbers pursuing RE at A Level.

School	Number of A Level Pupils 2019	Number of A Level Pupils 2020	Number of A Level Pupils 2021	Number of A Level Pupils 2022
YSTJ	13	8	8	7
YUC	0	0	1	0
YGLI	6	0	3	2
YDH	8	10	2	12
YUB	2	7	6	3
<b>Total</b>	<b>29</b>	<b>25</b>	<b>20</b>	

The data shows that the number of pupils following A Level Religious Education has fallen in 4 schools in 2022. Once again, it is seen that the number of pupils studying A Level Religious Education in Ysgol Syr Thomas Jones continues to be comparatively consistent and Ysgol David Hughes' numbers have increased substantially. 4 more pupils have studied Religious Education A Level in 2022 in comparison to 2021.

#### **SACRE's recommendations to Anglesey Education Authority**

- Supporting Anglesey schools to design an exciting and relevant curriculum within Religion, Values and Ethics which in turn will encourage more pupils to study the subject further as an academic subject.
- In collaboration with GwE, preparing Humanities coordinators who will have the most up to date knowledge for the new Curriculum for Wales requirements within the Religion, Values and Ethics area.
- Ensuring that schools have access to guidelines and good practice that would improve Religion, Values and Ethics education outcomes.

### **2.3.3 ESTYN Inspection Reports**

Two schools were successfully inspected by Estyn over the summer term 2022, i.e. Ysgol Gynradd Cemaes and Ysgol Corn Hir.



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### **2.4 Response of the Local Authority**

- The Religious Education Advisor reported that schools continue to face challenging times due to the pandemic. Headteachers are under substantial pressure to ensure arrangements to prevent the spread of Covid-19, in line with Welsh Government guidelines.
- It was discussed that data shows that many families choose home schooling as an option in the short term and as a response to the concern of catching Covid-19. A concern was noted by the committee regarding these trends, and the negative impact this could have on the percentage of Anglesey children at risk of missing Religious Education lessons.

- It was noted that a percentage of primary and secondary schools have taken part in a Philosophy for Children training scheme. It was seen that such training supports schools to provide lessons that reinforce requirements within Religion, Values and Ethics.
- A Peace Schools Annual Conference was successfully held virtually. The main subject discussed was climate change and its impact on the world's populations. Anglesey's contribution included developing the themes on ethnic minorities within the Religion, Values and Ethics curriculum.
- By the summer term, the impact of Covid-19 was decreasing, and Estyn began inspecting schools again.
- In June 2022, Anglesey Authority's Learning Service was also inspected, with very good findings.
- Following the promotion of the current Director of Education to Deputy Chief Executive, Mr Marc Berw Hughes was appointed as a new director to the Learning Service.

## 2.5 Religious Education and the Welsh Government

**Welsh Government has now brought a new curriculum into force, i.e. Curriculum for Wales. The Committee was very active during the 2021-2022 year to facilitate the changes. As a result, the Committee can remain up to date and can act appropriately.**

During the year:

- An Agreed Syllabus Conference was held (15/02/2022).



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- Mr Phil Lord (GwE) was invited to the conference to utilise his specialist experience.
- The Syllabus was adopted and it was noted by the Anglesey SACRE Religious Education Consultant that each conference has a legal duty to review the Agreed Syllabus every five years.
- It was noted that the new curriculum is being introduced for pupils up to Year 7 from September 2022, and will be extended every year up to Year 11 in 2026.
- It was accepted that the name of SACRE will be changing, more than likely to the Standing Advisory Council following a review of the constitution.
- A review of the constitution will be held during the next year, i.e. 2023.

### SACRE's Recommendations to Anglesey's Education Authority

- Ensuring that all teachers are aware of the new Agreed Syllabus September 2022.
- Holding a review of the SACRE Committee's constitution to respond to the requirements in the new Agreed Syllabus.
- Ensuring that teachers are aware of 'what is important' in the Humanities Area of Learning and Experience and make full use of HWB resources.
- Continuing to facilitate Anglesey's Religious Education teachers and members of the Anglesey SACRE to fully contribute to any review of the curriculum and assessment arrangements.



## 2.6 SACRE's Function in relation to Collective Worship

Welsh Office Circular 10/94 notes that the LEA should work with SACRE to keep an eye on the daily collective worship provision, and should consider with it any steps which may be taken to improve such provision.

The collective worship must be “of a broadly Christian character”. The “determination” procedure permits the suspension of these requirements in relation to some or all of the pupils in a school where they are deemed inappropriate.

- SACRE members and Anglesey schools have received collective worship guidance documents:
  - Guidance on Collective Worship (WASACRE, June 2013)
  - Supplementary guidance: collective worship in non-denominational schools’ (ESTYN, October 2017);
  - An ‘Update for Inspectors (ESTYN, April 2018)’. The following extract was highlighted in the guidance:-  
*‘A failure to meet the statutory duty might not affect the judgement for IA4. This is something for the team to consider. The team will need to weigh up a number of factors in each specific case, such as the number of pupils that it affects, and the team will have to decide whether this is significant or not and whether it should affect the overall judgement for IA4. Irrespective of whether or not inspectors decide to report on collective worship, they must always report on the spiritual, moral social and cultural development of pupils.’*
- Anglesey SACRE monitors the standard of collective worship in schools by reviewing schools’ self-evaluation reports during the meetings.
- Prior to Covid-19, the SACRE made use of pro-forma to record their observations during their visits.
- **In 2020-2021, the Religious Education Adviser confirmed that primary and secondary schools continue to fulfil their statutory duties in relation to collective worship by also conforming to Covid-19 regulations:**

- When preparing to plan collective worship sessions under the current climate of Covid-19, it is important to note that headteachers consider the guidance from Welsh Government, **Live-streaming and video-conferencing: safeguarding principles and practice** <https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice/> which has been published as part of the ‘Keeping Safe. Lifelong Learning’ guidance to support schools who present livestream sessions to their learners.

SACRE offers several ways in which schools can offer collective worship sessions that would be attainable and practical to learners and parents/carers. Schools could offer:

- Streaming collective worship services by the headteacher that follow specific themes where successes are shared and time is included for reflection or worship. Specific staff could help headteachers prepare services on a rota basis;
- Live collective worship via video conferencing e.g. through Microsoft Teams in Hwb;

- A minute to think presented via the school website, social media or email. This can be used as a meaningful way of offering opportunities for emotional, social, and spiritual development and an opportunity for worship as appropriate;
- Send examples of reflections for learners to think about at home. They could be simple, a piece of music, a short picture/video or a significant question to consider. Parents/carers can then choose to offer an opportunity for worship as appropriate to the family background;
- The opportunity for learners to suggest themes and topics for collective worship or reflection. They may want to lead on the text of the service e.g. recording a short video for others, choosing a picture, and sharing successes. Learners can still be at the heart of child-led services;
- Creative and purposeful services that could be developed by exploring part of the key concepts and themes contained in the What Matters in the Curriculum for Wales 2022 statements. This would give learners the opportunity to develop some of the characteristics of the four purposes and, at the same time, extend the life of resources created;
- An opportunity for learners to actively participate in collective worship and an opportunity to respond as part of the collective experience. For example, sending artwork, poetry, or simply sharing their thoughts on the reflection through a conversation with their teacher. HwB's networks and speaking facilities could be a useful way of sharing these responses. This can be particularly important during this worrying time;
- Share the experiences of teachers, support staff and learners in schools through a pre-recorded video, photograph, diary, etc... (if appropriate, and by obtaining the relevant consent and following safeguarding procedures);
- For those without access to digital resources, provide a package of suggestions for reflection by post, so that they still have the opportunity to reflect and develop emotionally, socially and spiritually along with an opportunity to worship as/if appropriate to the family background. These could be based on resources already developed.

**By the summer term, schools had fully re-started collective worship sessions via whole school assembly. Despite this, for this year, the panel decided not to visit collective worship sessions.**

**Curriculum for Wales requirements won't prevent parents from having the right to refuse for their children to attend collective worship sessions. Religion, Values and Ethics lessons however are a requirement for everyone, and parents do not have the right to remove their children from the lessons.**

#### **SACRE's Recommendations to Anglesey's Education Authority**

- Re-starting visits by invitation to ensure that schools comply with the statutory requirements in regards to collective worship.

## SECTION 3: APPENDICES

### 3.1 General information regarding the SACRE constitution

SACRE was established by Anglesey Education Committee in 1996 to include:

#### Christians and Other Faiths, namely

- The Methodist Church
- The Union of Welsh Baptists
- The Presbyterian Church of Wales
- The Church in Wales
- Union of Welsh Independents
- The Catholic Church

#### Teachers, namely;

- Headteachers' Association (SHA)
- National Union of Teachers in Wales (UCAC)
- National Association of Schoolmasters and Union of Teachers (NASUWT)
- National Union of Teachers (NUT)
- Association of Teachers and Lecturers (ATL)
- National Association of Head Teachers (NAHT)

#### Elected members

### 3.2 Anglesey SACRE Membership September 2021

#### Christians and Other Religions

The Methodist Church	Rev. Sue Atree
Union of Welsh Baptists	Rev. Debra Stammers
Presbyterian Church of Wales	Rev. Elaine Green
Church in Wales	Vacant Seat
Union of Independents	Rev. Jim Clark
The Catholic Church	Mr Christopher Thomas

#### Teacher Representatives (co-opted)

Ysgol Gynradd Llangaffo	Mrs. Alwen Williams
Ysgol Cybi	Mr. Rob Dyer
Ysgol Uwchradd Bodedern	Heledd Hiram Amlyn
Ysgol Syr Thomas Jones	Mrs. Eirini Edwards <i>awaiting nomination</i>



In May 2022, the Council's election was held and by the end of the year, new councillors were nominated to be members of SACRE. New members will be noted within the 2022-23 annual report.

In the July 2022 SACRE meeting, Councillor Dylan Rees noted that he was standing down as the Chair of the SACRE after 9 years in the role. He thanked everyone for the support over the years.

Members of the SACRE thanked Councillor Rees for his devotion as Chair.

Councillor Gwilym Jones proposed to elect Councillor Non Dafydd as the Chair of the SACRE for the next 5 years. The SACRE accepted his proposal unanimously and Councillor Non Dafydd was elected as the Chair of the SACRE.

### 3.4 Template used by Anglesey SACRE for a school's self-evaluation of standards in Religious Education

#### Standing Advisory Council for Religious Education (SACRE)

SACRE's main function is to monitor Religious Education and collective worship and to advise the Local Authority on matters relating to Religious Education and collective worship. The Wales Association of SACREs believes that this advice should be based on current information. Many SACREs monitor standards by inviting schools to share their self-evaluation of Religious Education and collective worship with SACRE members.

#### Further Information:

- Wales Association of SACREs: [www.wasacre.org.uk](http://www.wasacre.org.uk)
- Religious Education and Collective Worship: Circular 10/94 (Welsh Office)
- So You're Joining Your Local SACRE: a handbook for SACRE members in Wales (WASACRE)
- Guidance on Collective Worship (WASACRE, 2012);
- Review of SACRE reports (Welsh Government, 2011 and 2013)

#### Department for Education and Skills Wales (DfES)

Most SACREs in Wales have adopted or adapted the 'National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales' as their locally agreed syllabus. The Welsh Government has supported the teaching of Religious Education in schools by providing guidance documents to support teachers, headteachers and SACRE members. These provide useful information about teaching methods, resources and assessment. The 2010-12 national external verification process gave RE departments in secondary schools the opportunity to show their understanding of RE attainment levels.

#### Further information

- <http://wales.gov.uk> > search for Religious Education
- Locally Agreed Syllabus (or National Exemplar Framework for Religious education in Wales)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplifying Learner Profiles at KS2 and KS3 in Religious Education: Additional Guidance (2011)
- Religious Education: Guidance 14-19 year olds (2009)
- People, Questions and Beliefs in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://wjec.co.uk>)

#### ESTYN

The new ESTYN inspection framework identifies five inspection areas or reporting requirements:

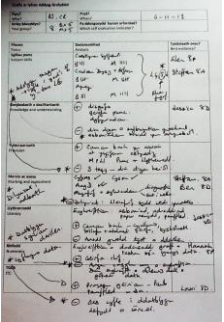
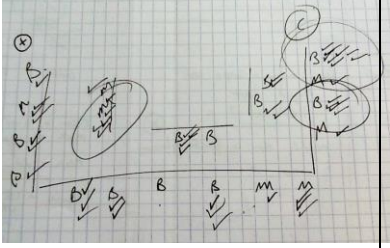
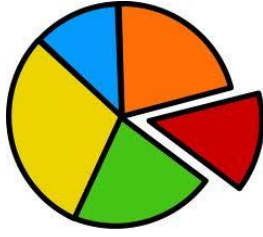
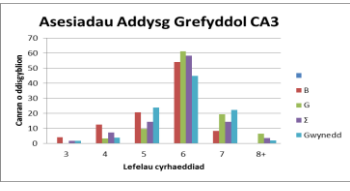

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experience
4. Care, support and guidance
5. Leadership and management

Few school inspection reports include references to the standard and quality of Religious Education and collective worship. A thematic report on Religious Education in secondary schools was published in June 2013, and it proposes recommendations for local authorities, schools and SACREs.

**Further information:**

- [www.estyn.org.uk](http://www.estyn.org.uk)
- Religious Education in Secondary Schools (ESTYN, June 2013)
- Religious and moral education in key stage 2 and key stage 3 (ESTYN, Summer 2018)
- Supplementary guidance : collective worship in non-denominational schools (Autumn 2017)

**What evidence do schools use in order to make judgements?**

<p><b>Book Review</b></p> 	<p>Teachers gather a sample of pupils' work (e.g. range of abilities, ages, boys and girls) and help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving?</li> <li>• To what extent does pupils' work reflect the requirements of the Locally Agreed Syllabus?</li> <li>• To what extent does pupils' work develop the skills identified by the National Literacy, Numeracy and Digital Competency frameworks?</li> <li>• What improvements do we need to make to our planning, provision and assessment of Religious Education?</li> </ul>
<p><b>Lesson Observation</b></p> 	<p>Teachers and school leaders observe lessons and help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving?</li> <li>• Are the pupils well motivated? Are they contributing to their own learning?</li> <li>• Does the work reflect the requirements of the Locally Agreed Syllabus?</li> <li>• Does the work develop the skills identified by National Literacy, Numeracy Digital Competence framework?</li> <li>• What improvements do we need to make to our planning, provision and assessment of Religious Education?</li> </ul>
<p><b>Questionnaires and interviews</b></p> 	<p>Schools can analyse the results of questionnaires used with pupils, teachers and parents to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What do they think about the content of the RE lessons? Are there significant groups who are offering different opinions?</li> <li>• What progress are they making in their RE skills?</li> <li>• What are their perceptions/attitudes/opinions?</li> <li>• What improvements do we need to make to our planning, provision and assessment of Religious Education?</li> </ul>
<p><b>Data</b></p> 	<p>Schools can use teacher assessment data or external examination results (secondary schools only) in order to identify trends or patterns:</p> <ul style="list-style-type: none"> <li>• How well are boys/girls/groups performing over time? (all schools)</li> <li>• How well are our pupils performing in comparison to other departments/other schools? (secondary schools only)</li> <li>• Are there any groups of pupils who are underachieving? (all schools)</li> <li>• What improvements do we need to make to our planning, provision and assessment of Religious Education?</li> </ul>
<p><b>Other</b></p> 	<p>Schools can also base their judgements on other evidence such as:</p> <ul style="list-style-type: none"> <li>• Success in local or national RE competitions;</li> <li>• Participation in local or national RE events/conferences/projects/publications;</li> <li>• Monitoring reports by other members of staff, e.g. school literacy, numeracy or ICT co-ordinators;</li> <li>• Minutes of meetings held with teachers, school governors or SACRE visitors;</li> <li>• Action research undertaken by a member of a Professional Learning Community;</li> <li>• External accreditation, e.g. Religious Education Quality Mark</li> </ul>

## SACRE Guidance (pages 3, 4, 5 and 6)

### To what extent does the school's provision promote pupils' personal development? (Inspection area 4.2)

Evaluating the standards and provision of Religious Education will help schools evaluate inspection area 4.2, 'Personal development (including spiritual, moral, social and cultural development)'.

ESTYN's inspection guidance (September 2017) for social and moral development notes:

*"Inspectors should consider the extent to which the school provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. They should consider how well the school develops pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values. They should consider how well the school promotes principles that help pupils to distinguish between right and wrong. They should consider how far the school fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others, both locally and as members of a diverse global world."*

Within the school's self-evaluation cycle or calendar, school leaders will need to consider what evidence is available to them in order to make judgment on inspection area 4.2. Religious Education and collective worship can make important contributions to pupils' personal development.

The following exemplar questions are based on ESTYN's Common Inspection Framework (September 2017) and the questions used by ESTYN during the thematic review of Religious Education during autumn term 2017. Using these prompt questions with staff, governors, pupils and their supporting improvement adviser, will enable schools to identify strengths and weaknesses to help them plan improvements. There is no need to answer every question.

### Inspection Area 1: Standards

**Remember to use quantitative and evaluative language and include 'real' examples of pupils' work!**

- What is our view on standards of Religious Education at our school? (*FP, KS2, KS3, KS4, KS5 pupils*)
- 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?
- How well do groups of pupils make progress in Religious Education? What have we identified in their work that shows their progress?
- How well do our pupils use their speaking and listening, reading and writing skills, their numeracy and ICT skills appropriately in Religious Education?
- Give examples of how our pupils have developed their thinking skills, their creativity and physical skill in Religious Education activities in the classroom and outside the classroom.
- What areas for improvement require attention in the next year?

### Inspection Area 2: Wellbeing and attitudes to learning

**Remember to use quantitative and evaluative language and include 'real' examples of pupils' work!**

- Do our pupils show an interest in Religious Education?
- What do you think our pupils gain from Religious Education lessons?
- What areas for improvement require attention in the next year?

### Inspection Area 3: Teaching and learning experiences

**Remember to use quantitative and evaluative language and include 'real' examples of the provision. Time allocated to Religious Education? % of pupils that choose Religious Studies as an option? % of pupils who attain an accreditation for their statutory Religious Education.**

- How do we know that our school meets the statutory requirements for Religious Education?
- How does our school teach Religious Education?
- Does Religious Education succeed to engage our pupils' interest? Are they stimulated and challenged in their Religious Education lessons?

- How well do the lessons/activities develop pupils' knowledge and understanding of religious beliefs, teachings and practices as well as their subject skills and cross-curricular skills?
- What is the quality of planning for Religious Education? (Building on previous knowledge, understanding and skills? Clear objectives? Teaching methods? Resources?)
- To what extent does the feedback in Religious Education help our pupils to know what they have achieved and what they need to do to improve?
- How do we assess and track the progress of pupils in Religious Education?
- How does our planning for Religious Education help pupils to become ambitious, confident, aspirational and knowledgeable individuals? How are we responding to the recommendations of 'Successful Futures'?
- To what extent does our school provide a wide and appropriate range of experiences, within the classroom and outside, in order to develop pupils' interest and skills in Religious Education?
- Have we organised any trips or visits linked to Religious Education? Which year groups, how often, and how do these trips enhance the curriculum?
- Does the Religious Education reflect the nature of our school's context? Does it reflect the cultural, linguistic and ethnic diversity of Wales and the local area?
- To what extent do the Religious Education activities provide purposeful increasing opportunities for pupils to practice and develop their RE skills and their literacy, numeracy and ICT skills?
- What areas for improvement require attention in the next year?

#### **Inspection Area 4: Care, support and guidance**

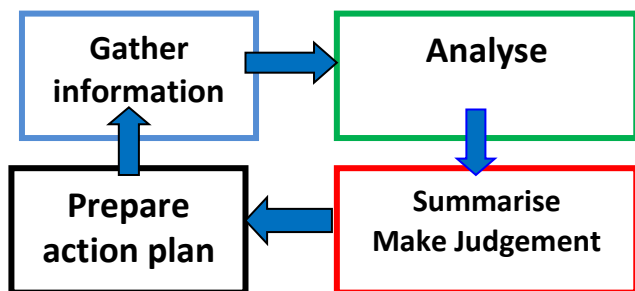
- To what extent do our Religious Education lessons/activities help our pupils to be active citizens?
- How do our pupils influence what and how they learn in Religious Education?
- Do we participate in any community activities or have links with any faith leaders or organisations?
- How does Religious Education contribute to our pupils' understanding of the culture of Wales, the local community and the wider world?
- Give examples of how Religious Education has helped our pupils to understand matters pertaining to equality and diversity, stereotypes, religious extremism, human rights?
- To what extent does the school help pupils to develop certain values and establish their spiritual and ethical beliefs?
- How well does our school develop the pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values?
- Does our school meet the statutory requirements regarding collective worship?
- How good is the collective worship? How well do we plan the collective worship over time?
- How do we keep our pupils safe from the dangers of radicalisation, *e.g. extremist material, either through guest speakers or through speakers on site visits?*
- How do we ensure that any concerns that arise about comments made by pupils during Religious Education lessons are considered appropriately?
- What areas for improvement require attention in the next year?

#### **Inspection Area 5: Leadership and management**

- Has the RE subject leader the necessary skills and understanding to lead the Religious Education effectively?
- Are teachers able to access professional development in Religious Education?
- How do we allocate resources to support the teaching of Religious Education?
- How are parents informed of their right to withdraw pupils from Religious Education lessons? How many pupils are withdrawn from RE by their parents and does the school have good arrangements for their provision during RE lessons? Has this number increased/decreased/remained the same over the last 5 years? From what groups are these pupils? Do you have a conversation with parents about their decision?
- In what ways does our school's provision for RE help promote better community cohesion?
- How often do we monitor Religious Education? How do we share this information with other relevant staff?
- Do we consider the views of pupils in the self-evaluation report and action plans?
- Do we work with RE teachers from other schools? What has been the impact of this?
- What is the 'best example of Religious Education' that we can share with our local SACRE or with other teachers?
- What areas for improvement require attention in the next year?



## How can SACREs monitor standards?



## How can SACRE gather information?

- By asking schools to submit information and self-evaluation.
- By commissioning an 'expert' to visit a sample of schools and provide a termly report.
- Arranging for members to visit schools.
- By asking pupils, staff, governors in a sample of schools to complete an online questionnaire.
- By studying external examination results and KS3 teacher assessments (secondary schools only).

## What sources are available in your area?

- An evaluation of schools' self-evaluation reports;
- An evaluation of schools' policies, schemes of work, development or improvement plans;
- Performance data: KS3 teacher assessments, GCSE, AS and A level results;
- Reports submitted by SACRE members following school visits;
- An evaluation of questionnaires submitted by learners, staff, governors, SACRE/WASACRE members or governors;
- Presentations by learners, teachers, co-ordinators, headteachers;
- Success in competitions or external accreditation schemes.

## Numbers - quantities and proportions

nearly all	= with very few exceptions
most	= 90% or more
many	= 70% or more
a majority	= over 60%
half	= 50%
around half	= close to 50%
a minority	= below 40%
few	= below 20%
very few	= less than 10%

## Who contributes to the monitoring?

- Teachers and members of schools' SM Teams
- SACRE members
- Local Authority / Consortia officers
- Teachers identified as lead practitioners
- Pupils
- Governors
- Parents

### Excellent

#### Very strong, sustained performance and practice

outstanding, very good, very strong, exceptional, superior, exemplary, superb, very high standard, very high quality, extensive, highly effective, highly creative, well above expectations, expertly done,

### Adequate and needs improvement

#### Strengths outweigh weaknesses, but important aspects require improvement

satisfactory, appropriate, suitable, efficient, competent, relevant, sufficient, enough, valid, solid, sound, average mediocre, limited, inconsistent

### Good

#### Strong features, although minor aspects may require improvement

successful, strong, skilful, worthwhile, beneficial, valuable, positive, thorough, useful, powerful, comprehensive, purposeful, used well, consistently good, effective

### Unsatisfactory and needs urgent improvement

#### Important weaknesses outweigh strengths

insufficient, inefficient, none, no, inappropriate, ineffective, unsuitable, unable, weak, poor, not fit for purpose, restricted

## Useful words and phrases

Xxx has led to...

As a result of xxx standards of xxx have increased xx% since xxx ....

Following the introduction of xxx, xxx has improved, as shown by...

xxx shows that standards of xxx have ...

The effect of xxx can be seen in xxx which shows that...

An improvement in xxxx can be seen in...

The influence of XXX can be seen in the improvement/progress.....

XXXXX shows that x% of the pupils can/have...

XXX shows that x% of the parents/staff/governors are/have... .

## What should be included?

- **The effect of an intervention** on (standards, welfare, attitudes, provision).
- **Trends** over time
- **Comparison** with other schools (?)
- **Judgement** - using evaluative terms.
- **Quantify** whenever possible

Name of the school:

### Religious Education

#### Inspection 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?*

- Use pupils' work, teacher assessments, learning walks, lesson observations to make a judgement.
- For further guidance, refer to: the Locally Agreed Syllabus (National Exemplar Framework), Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, WJEC examiners' reports.

Notes:

The standard attained by our pupils in Religious Education is: **JUDGEMENT**

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

*What do you think our pupils gain from Religious Education lessons?*

- Use: pupils' work, analysis of a Religious Education questionnaire, minutes of meetings held by focus groups/School Council.
- For further guidance refer to: the Supplementary Guidance: listening to learners (ESTYN, September 2017)

Notes:

Our pupils have a **JUDGEMENT** attitude towards Religious Education in our school.

#### Inspection Area 3: Teaching and learning experiences in Religious Education

*How good is the planning and teaching of Religious Education at our school? Give examples of rich learning experiences in Religious Education.*

- Use: learning walks, lesson observation, pupils' work, interviews with pupils.
- For further guidance refer to: the Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

Notes:

The standard of teaching Religious Education at our school is **JUDGEMENT**

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

*To what extent do Religious Education lessons and activities help our pupils to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does Religious Education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop certain values and to establish their spiritual and moral beliefs?*

- Use: learning walks, interviews with pupils, the school's collective worship programme, school newsletter, records of any hate crime/bullying.
- For further guidance refer to: SACRE Guidance, Guidance on collective worship (WASACRE), Supplementary guidance: collective worship in non-denominational schools (ESTYN, September 2017), Supplementary guidance: listening to learners (ESTYN, September 2017).

Notes:

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 **JUDGEMENT**.

#### 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? How do you know?**

- Use: schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the co-ordinator/link governor/SACRE representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study following a school-to-school project.
- For further guidance, refer to: SACRE guidance

**Notes:**

**Leadership and management of Religious Education in our school is **JUDGEMENT****

Improvement matters	Actions to be taken	Whom?	By when?
		These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors.	

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

**Concise! Approximately 50 words.**

**Headteacher's Name:**

**Headteacher's Signature:**

**Date:**

### 3.6: A record sheet for Anglesey SACRE members who attend a school's collective worship session



#### Standing Advisory Council for Religious Education.

I attended a collective worship session in a:	special school primary school secondary school	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I observed a collective worship session attended by:	the whole school a class a key stage	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Contributing to the collective worship were the:	headteacher pupils teacher(s) a local religious leader parent(s) governors	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The collective worship session lasted for:	less than 5 minutes between 5-10 minutes between 10-15 minutes over 15 minutes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The theme of the collective worship session was: \_\_\_\_\_

I heard a:

Biblical story	<input type="checkbox"/>	A presentation by an adult	<input type="checkbox"/>
Story from another religion	<input type="checkbox"/>	A presentation by pupils	<input type="checkbox"/>
Suitable moral/contemporary/historical story	<input type="checkbox"/>	Pupils reflecting quietly in response to a stimulus	<input type="checkbox"/>
Pupils praying (individually/together)	<input type="checkbox"/>		<input type="checkbox"/>
Christian hymn/carol	<input type="checkbox"/>		<input type="checkbox"/>
A suitable song	<input type="checkbox"/>		<input type="checkbox"/>

Underline the three statements that best describe the collective worship session.

Today, the collective worship session:

- developed learners' ability to reflect on their own feelings, values and attitudes;
- developed learners' awareness of inner life and the spiritual dimension of each person;
- discussed and encouraged responses to fundamental questions about the meaning of life, change and death;
- developed beliefs and values, both personal and communal;
- encouraged an understanding of the beliefs and values of others, either locally or globally;
- increased self-esteem and a sense of purpose in life;
- nurtured the human ability to make moral choices for good or evil,
- encouraged shared values, meaning and purpose;
- provided opportunities to share and reflect on the 'happy' and 'sad' events and experiences which impact the school community and the local community;

- supported shared understanding of how individual learners and a school may contribute positively to the wider community;
- developed an understanding of global diversity and inequality;

Any other comment:

**Anglesey SACRE Action Plan 2019 - 2022**

This Action Plan is based on the following documents:

- Annual SACRE report
- New Curriculum for Wales
- ESTYN Reports

Priority	Actions	Responsibility	Evidence	Outcomes	
<p><b>1. Religious Education and collective worship are operational in all schools. Raise the image and status of the subject within the Humanities and Health and Wellbeing curriculum in addition to the Religious Education Framework.</b></p>	<ul style="list-style-type: none"> <li>• Raise the status of Religious Education within Anglesey's primary and secondary schools.</li> <li>• Create an operational panel to offer guidance and advice within the Religious Education subject in each catchment area. Report back to the SACRE Committee once every term for their work within</li> </ul>	<p><b>SACRE Members / School Headteachers</b></p> <p><b>GMH to establish an Operational Panel</b></p> <p><b>School SACRE</b></p>	<ul style="list-style-type: none"> <li>• Schools purposively plan for Religious Education. Each school has a teacher who leads on Religious Education at the school.</li> <li>• Each school is aware of the SACRE's work.</li> <li>• Terms of Reference. Meeting minutes.</li> <li>• Religious Education and collective</li> </ul>	<ul style="list-style-type: none"> <li>• Each school complies with the expectations for daily collective worship.</li> <li>• There is an RE Coordinator in each school who leads and monitors quality.</li> <li>• Schools regularly feed into a Religious Education SE and prioritise progress.</li> <li>• The standard of Religious Education in workbooks is increasing. Pupils are able to reflect well. Quality collective worship sessions are presented in each session.</li> </ul>	<p><b>The numbers pursuing external examinations continue to drop.</b></p> <p><b>Covid-19 has has an impact on the Committee and Operational Panel's work to standardise work across the full period.</b></p> <p><b>Despite Covid-19, schools have successfully held collective worship sessions in creative ways.</b></p> <p><b>Estyn reports praise schools in the field.</b></p>

	<p>catchment area.</p> <ul style="list-style-type: none"> <li>• Expectations for the area are clear to all schools.</li> <li>• SACRE members to attend collective worship sessions in schools and ensure a continuum of learning.</li> </ul>	<p><b>Members</b></p> <p><b>SACRE</b></p>	<p>worship resources are in a box on the Addysg Môn website.</p> <ul style="list-style-type: none"> <li>• Verbal reports of SACRE members.</li> <li>• References towards collective worship in ESTYN reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and pupils relate the importance of Religious Education in everyday life through welfare, reflection and community.</li> <li>• SACRE members have a good understanding of collective worship quality in schools.</li> <li>• Good relationship created between the SACRE Committee and schools.</li> </ul>	
<p><b>2. Teachers' knowledge of the changes within the area is good and enables them to plan the new curriculum with confidence and enthusiasm.</b></p>	<ul style="list-style-type: none"> <li>• Ensure that headteachers, teachers and SACRE members are knowledgeable about the requirements of Religious Education as part of the Humanities Area of Learning and Experience in the new curriculum.</li> <li>• Ensure that there are opportunities to share</li> </ul>	<p><b>Subject Advisor and Leaders of Innovative Schools</b></p> <p><b>SACRE Operational Committee and Schools</b></p>	<ul style="list-style-type: none"> <li>• Examples of good practice in workbooks, on the class walls etc., SACRE panel observation reports on collective worship.</li> <li>• Learners' work reflects the requirements of the new CfW.</li> <li>• Minutes of meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• The RE work of all learners reflects the four purposes.</li> <li>• Learners are given valuable experiences of the teaching and learning.</li> <li>• RE is a natural part of the learning and is given equal attention within the Area of Learning and Experience.</li> <li>• Arrangements and structures established to monitor quality</li> </ul>	

	<p>good practice between schools by looking at the work of learners, work plans and informal lesson observations.</p> <ul style="list-style-type: none"> <li>• Ensure a link between primary and secondary teachers within the Humanities Area of Learning and Experience to share good practice.</li> </ul>	<b>SACRE Operational Committee</b>	<ul style="list-style-type: none"> <li>• Operational panel has been established and is operational.</li> </ul>	<ul style="list-style-type: none"> <li>• Very good relationship between primary and secondary coordinators which supports continuous improvement.</li> </ul>	
<b>3. Create a platform to share resources in order to share good practice within RE and collective worship.</b>	<ul style="list-style-type: none"> <li>• Add a Religious Education and collective worship box to the Addysg Môn HWB forum.</li> </ul>	<b>Subject Advisor</b>	<ul style="list-style-type: none"> <li>• The box on the HWB website.</li> <li>• Examples of good practice in it.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the workload of teachers in planning for RE and collective worship work.</li> <li>• Facilitate the creation of collective worship sessions for schools.</li> <li>• Bank of good and excellent lessons is shared between teachers to raise the standard of RE teaching in schools.</li> </ul>	