

Standing Advisory Council for Religious Education

ANGLESEY ANNUAL REPORT September 2023 - August 2024



**CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL**

**Director of Learning, Skills and Young People
Marc Berw Hughes**

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SECTION 1: Introduction

SAC(RE)'s function in relation to Religious Education

A clear outline of SAC(RE)'s function is provided in the Welsh Office Circular 10/94.

SAC(RE) 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.

1.1 SAC(RE) Chair's Summary

SECTION 2: ADVICE TO ANGLESEY'S EDUCATION AUTHORITY

2.1 SAC(RE)'s Function in relation to Religious Education

SAC(RE)'s function is outlined in the Welsh Office Circular 10/94.

SAC(RE) 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 SAC(RE)s 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 SAC(RE)'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 15th February 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. Anglesey Agreed Syllabus for Religion Values and Ethics is based on Welsh Governments Guidance for Religion, Values and Ethics. The guidance emphasises that Religion, Values and Ethics are an integral part of the Humanities area or learning and experience. It also outlines the subject's unique and specific contribution to the Curriculum for Wales.

The Guidance can be accessed below:

- <https://hwb.gov.wales/cwricwlwm-i-gymru/y-dyniaethau/cynllunio-eich-cwricwlwm/#canllawiau-ar-grefydd,-gwerthoedd-a-moeseg>
- <https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance>

During the academic year 2023-24, in accordance with the changes to the Curriculum for Wales 2022, Religion, Values and Ethics was taught to all primary school children and learners in year 7 and 8. In the academic year 2023-24, secondary schools continued to teach the pre 2022 curriculum (called Curriculum for Wales 2008), including the Agreed Syllabus for Religious Education, to pupils from years 9 to 11.

The Agreed Syllabus, conforming to the requirements of the new Curriculum for Wales 2022, relates the subject titled 'Religion, Values and Ethics'. The previous Agreed Syllabus, still applicable for secondary schools for the reasons described above, relates to the subject titled 'Religious Education'. This is an important distinction.

Anglesey adopted the 'National Exemplar Framework for Religious Education for 3-19 year olds' as the Locally Agreed Syllabus for 'Religious Education' in 2008. To download a copy of the Agreed Syllabus for Religious Education please go to:

- [National exemplar framework for religious education for 3 to 19-year-olds - Hwb \(gov.wales\)](#)
- [Fframwaith enghreifftiol cenedlaethol ar gyfer cyflwyno addysg grefyddol i ddysgwyr 3 i 19 oed yng Nghymru - Hwb \(gov.wales\)](#)

2.3 How good are standards?

Anglesey SAC(RE) 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;
- 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.

During the academic year, 2 primary schools' good practice was presented to SAC(RE) members. Ysgol Santes Dwynwen and Ysgol Bodffordd. Ysgol Santes Dwynwen explained how cross curricular skills could be effectively supported by planning appropriate activities in Collective Worship and Religion Values and Ethics. A SAC(RE) member had undertaken a learning walk in Ysgol Bodffordd, observing an act of 'Collective Worship'.

2.3.1 Schools' self-evaluation reports

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.

SAC(RE) Recommendations to Anglesey's Education Authority

Ensure that the resources and good practice presented to SAC(RE) members is distributed to schools across Anglesey

The LA will consider how it monitors Religion, Values and Ethics within Humanities.

2.3.2 School's Examination reports

Due to continued guidance from Welsh Government on the way data is presented and to avoid arbitrary comparison of schools, members were not presented with and were unable to discuss the comparative examination data for examinations awarded in 2023/24.

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	Number of GCSE Pupils Summer 2023	Number of GCSE Pupils Summer 2024
YSTJ	25	14	17	21	31	40
YUC	0	1	16	0	0	0
YGLI	14	20	4	9	3	30
YDH	33	31	51	24	52	33
YUB	22	17	15	10	6	14
Total	94	83	103	64	92	117

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	Number of A Level Pupils 2023	Number of A Level Pupils 2024
YSTJ	13	8	8	7	2	8
YUC	0	0	1	0		0
YGLI	6	0	3	2	2	0
YDH	8	10	2	12	11	5
YUB	2	7	6	3	4	3
Total	29	25	20	24	19	16

SAC(RE)'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

The reports of seven schools inspected by Estyn between April '23 and May '24 were analysed and presented to SAC(RE) members.

- Ysgol Gynradd Pencarnisiog
- Ysgol Gynradd Llandegfan
- Ysgol Gynradd Rhosneigr
- Ysgol Gymuned Y Ffridd

- Ysgol Gymuned Bodffordd
- Ysgol Gymuned Llanerch-y-medd
- Ysgol Gymraeg Morswyn

There are no subject judgments in the current Estyn inspection framework. Instead, members receive information from the reports relating to Estyn’s comments of a schools’ provision of SMSC.

There is no expectation for inspectors to report on whether a school meets the statutory duty to provide a daily act of collective worship, there would be an expectation of a comment in the report if a school were to be found in breach of its statutory duty.

As part of the process of monitoring, Estyn Inspection Reports are analysed for comments on collective worship and spiritual, moral, social and cultural development (SMSC). These are compiled and noted by SAC(RE).

Positive Comments in Inspection Areas:	No. of schools
Wellbeing and attitudes to learning	4
Teaching and Learning Experiences	2
Care, Support and Guidance	6

2.4 Response of the Local Authority

- The ‘Curriculum and Assessment (Wales) Act 2021’ makes it explicit that any agreed syllabus for RVE must reflect both religious beliefs and also non-religious beliefs which are philosophical convictions. The inclusion of ‘Non-Religious Philosophical Convictions’ had already been included in the Anglesey Agreed Syllabus. Anglesey SAC(RE) constitution has been amended to include membership of the British humanists as part of Committee A.
- Phil Lord has been commissioned by the LA as a professional consultant to support the work of Anglesey SAC(RE).
- Members of SAC(RE) discussed creating resources to support schools as they explore Religious and Spiritual Settings on Anglesey. This will help schools as they explore their own Cynefyn. As a result, members received a presentation about the Pererin Pilgrimage Project organised by the Church in Wales.
- Members received a presentation on the work of the Welsh National Centre for Religious Education. The centre provides revision courses for the current Religious Studies GCSE and A’ Levels. The centre also provides a summer schools to upskill teachers on a range of worldviews.
- Members received a presentation from Christopher Owens, Religious Studies Subject Officer, WJEC. Key messages were discussed with the LA education officer and Secondary RE Teacher representative.
- Resources made available during the WASACRE Curriculum for Wales will be publicised across Anglesey’s schools.

2.5 Religious Education and the Welsh Government

- SAC(RE) members were informed of Professional Learning resources supporting the role out of the new curriculum, created by a Welsh Government and WASACRE collaboration. These resources were published Summer 2023: Playlist - Repository - Hwb (gov.wales)

SAC(RE)’s Recommendations to Anglesey’s Education Authority

Continue to ensure that all teachers are aware of the new Agreed Syllabus September 2022.

Holding a review of the SAC(RE) 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 SAC(RE) to fully contribute to any review of the curriculum and assessment arrangements.

2.6 SAC(RE)'s Function in relation to Collective Worship

Welsh Office Circular 10/94 notes that the LEA should work with SAC(RE) 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.

- SAC(RE) members and Anglesey schools have previously 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 SAC(RE) monitors the standard of collective worship in schools by reviewing schools' self- evaluation reports during the meetings.
- Prior to Covid-19, the SAC(RE) made use of pro-forma to record their observations during their visits.

SAC(RE)'s Recommendations to Anglesey's Education Authority

Continue visits by invitation to ensure that schools comply with the statutory requirements in regards to collective worship

SECTION 3: APPENDICES

3.1 Anglesey SAC(RE) Membership September 2023

Committee A

The Methodist Church	Rev. Sue Atree
Union of Welsh Baptists	Rev. Debra Stammers
Presbyterian Church of Wales	Elaine Green
Church in Wales	Rev. Neil Ridings
Union of Independents	Edward Morus Jones
The Catholic Church	Collette Owens
British Humanist Association	Sarah Kingman

Committee B (Teacher Associations)

Ysgol Santes Dwywnen	Manon Morris Williams
Ysgol Cybi	Owain Roberts
Ysgol Uwchradd Bodedern	Heledd Heam
Ysgol Syr Thomas Jones	Mefys Jones-Edwards

Committee C (Councillors)

Councillor	Non Dafydd (Chair)
Councillor	Gwilym O Jones
Councillor	Dylan Rees
Councillor	Arfon Wyn
Councillor	Douglas M Fowlie (Autumn only)

Co-opted Members (non voting)

Rheinallt Thomas	Free Church Council of Wales
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Officers

Mr Owen T Davies	Primary Senior Manager, Education
Mr Phil Lord	RVE Consultant
Shirley Cooke	Committee Officer

3.2 SAC(RE) meetings 2023-2024

A summary of SAC(RE) meeting discussions is provided in the Annual Report. During 2023 – 24 Anglesey SAC(RE) met virtually and in person on three occasions:

16 November 2023

<https://democratiaeth.ynysmon.gov.uk/ieListDocuments.aspx?Cid=144&Mid=4246&Ver=4&LLL=1>

<https://democracy.anglesey.gov.uk/ieListDocuments.aspx?Cid=144&Mid=4246&Ver=4&LLL=0>

21 February 2024

<https://democratiaeth.ynysmon.gov.uk/ieListDocuments.aspx?Cid=144&Mid=4221&Ver=4&LLL=1>

<https://democracy.anglesey.gov.uk/ieListDocuments.aspx?Cid=144&Mid=4221&Ver=4&LLL=0>

17 July 2024

<https://democratiaeth.ynysmon.gov.uk/ieListDocuments.aspx?Cid=144&Mid=4352&Ver=4&LLL=1>

<https://democracy.anglesey.gov.uk/ieListDocuments.aspx?Cid=144&Mid=4352&Ver=4&LLL=0>

Members were informed about the sad and untimely death of Bethan Jones, GwE School Improvement and longstanding professional support for Anglesey and Gwynedd SAC(RE)s.

3.3 SAC(RE) template for schools' self-evaluation of RE and RVE standards

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?

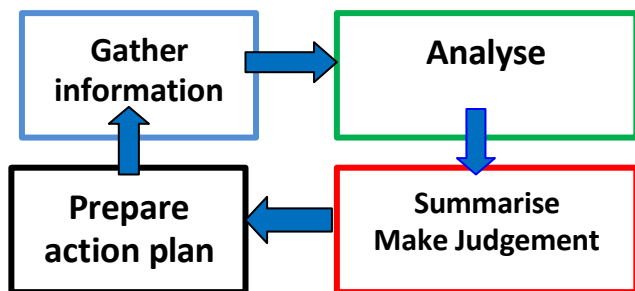
Inspection Area 4: Care, support and guidance

- 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 SAC(RE) or with other teachers?
- What areas for improvement require attention in the next year?

How can SAC(RE)s 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 SAC(RE) members following school visits;
- An evaluation of questionnaires submitted by learners, staff, governors, SAC(RE)/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,	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
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	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/hav

P.e.a.g.e 23

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), SAC(RE) 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), SAC(RE) 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: SAC(RE) 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/SAC(RE) representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study following a school-to-school project.
- For further guidance, refer to: SAC(RE) 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 SAC(RE) 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:

3.4: A record sheet for Anglesey SAC(RE) 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: