

**YSGOL UWCHRADD BODEDERN**  
**Religious Education**

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

**Standards in Religious Education – progress in learning**

**Key Stage 3**

By the end of KS3 pupils have had opportunities to develop their skills, knowledge and understanding of Christianity and the main religions of the world and to use these to ask and respond to basic human and religious questions doing so through the subject's three core skills. Pupils are given opportunities to deal with basic questions such as 'Is there life after death?' and 'What is the meaning of life?'. Every pupil in KS3 is given opportunities to inspect religious beliefs, teachings and practices e.g. birth customs, celebrations, creation stories and life after death. Pupils enjoy learning about different religious responses to basic questions such as the ones above and why people live their lives in different ways in the wake of their beliefs. Every pupil without exception is also given the opportunity to express a personal response to matters such as "Do you believe in miracles?" and 'Life is too short to be angry. One should forgive and forget every time'. They enjoy considering their own opinions and discuss different standpoints with their peers in the lessons.

**KS3 Teacher Assessment Results**

79% of the pupils succeeded to attain Level 5+ as compared to the County's 90% that is slightly disappointing but better than last year that was 71.7% Level 5+.

31% have attained Level 6+ as compared to 22% last year.

14% have attained Level 7+ as compared to 11% last year.

69% of PYD pupils have attained Level 5+ therefore there is 10% difference between PYD pupils' achievement and their peers in the subject

**Key Stage 4**

The (WJEC) specification B course is followed for GCSE Religious Studies that gives opportunities for the pupils to develop their skills and their knowledge of Christianity and Judaism and uses these to respond to ethical and religious questions.

Statutory Religious Education lessons are provided for every pupil in KS4. These also reinforce the content of the Welsh Baccalaureate in year 10 and subjects such as abortion, euthanasia, human dignity, war and peace, marriage and divorce are discussed. Additionally Religious Education lessons are provided in Year 11 where the emphasis is on holding discussion and dealing with subjects such as relationships and responsibility, human identity, how religion and culture inspire engagement, and the place, purpose and value of life.

**GCSE Results**

There were good results this year with 72.7% having gained A\* -C. This was a little lower than

last year's results that were 80% but still better than 2011 results that were 56.3% A\*-C..

100% of the pupils succeeded in getting grade A\*-G.

100% of the pupils gained grades A\*-C that is considerably higher than last year (62.5%).

### **Key Stage 5**

The WJEC A level course is followed where the students have an opportunity to study two units in year 12 (Introduction to Buddhism and Introduction to Judaism) and two units in year 13 (Studying Buddhism and Studying Religion and the Human Experience).

Statutory Religious Education is provided in a number of ways in key stage 5 e.g. through part of the Welsh Baccalaureate, PSE lessons and Wales, Europe and the World. Subjects such as nature against nurture, the meaning and purpose of life, positive relationship and relationships dispersing, Fair Trade, different ways that countries, either together or individually, work towards improving international co-operation and understanding are discussed.

### **Contributory Advanced and Advanced Level Results**

#### **Advanced Level**

Very good results this year – 83.3% of the pupils succeed in gaining grades A\*-C.

33.3% of the pupils gained grades A\*-A.

100% of the pupils gained grades A\*-E.

#### **Contributory Advanced Level**

Very good results with 75% of the pupils gaining grades A\*-C and 100% gaining grades A\*-E.

37.5% of the pupils gained grades A\*-A.

### **Matters for attention**

Close the gap between the achievement of PYD pupils and their peers.

Remind pupils regularly of their target in the subject and what needs to be done to reach their potential

Ensure regular use of tagging on the school system.

Continue to hold regular tests in order to ensure that they are learning their work and contact the home if the pupils are considerably underachieving in tests.

Pupils continue to practise answering former examination papers regularly and ensure plenty of opportunities to practise answering examination questions.

<b>Excellent</b>		<b>Good</b>	<b>✓</b>	<b>Adequate</b>		<b>Unsatisfactory</b>	
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**YSGOL UWCHRADD BODEDERN**  
**Religious Education**

**Key question 2: How good is the provision in Religious Education?**

**The teaching: planning and a range of strategies**

**Key stage 3**

Two lessons a week are set aside for Religious Education in year 7 and one lesson a week for the subject in year 8 and 9.

The teachers who teach Religious Education either as their main subject or as an additional subject are familiar with the national exemplary framework for presenting religious education. They recognize the three core skills namely dealing with the basic questions, inspecting beliefs, religious teachings and practices and express religious responses.

Religious education work plans have been based on the national exemplary Framework's requirements and incorporates the three core skills in the study areas.

The activities have been planned carefully offering the best possible opportunities for developing and building on the skills and the prior learning's knowledge and understanding. An effort is made to plan a variety of oral activities – individual and for a group and written. A number of tasks have been developed to match the Literacy Framework this year as the Subject Head is a member of the School's literacy professional learning community.

There are a large number of resources within the department e.g. books, dvds, computer programmes, a large number of artefacts. The artefacts are often lent to local primary schools.

All year 7 pupils take part in a Thanksgiving service in the local chapel annually and the collection will go towards a charity of the School Council's choice.

All Year 8 pupils will have an opportunity to take part in a Fair Trade Game activity with a Christian Aid representative as part of the annual Skills Week.

Year 9 are prepared for selecting the subject for GCSE by holding a Careers Fair and contributing to a School prospectus. A large number of pupils are aware of the value of a qualification in religious studies for a specific career but also appreciate the subject for promoting their personal and social development.

The pupils will have an opportunity to visit a chapel and church in the village and guest speakers are invited to school occasionally e.g. Skills Week. In addition pupils take part in activities for promoting the subject in the annual Open Evening.

**Key Stage 4**

3 lessons a week are set aside for Religious Studies GCSE lessons

The GCSE lessons are taught by the Subject Head who has a degree in Religious Studies.

The (WJEC) Specification B course is followed for GCSE that gives the pupils opportunities to develop their skills and knowledge of Christianity and Judaism and use these to respond to ethical and religious questions.

It is ensured that the pupils have plenty of opportunities to practise former examination

papers in the lessons and have regular tests in order to prepare the pupils thoroughly for the examination.

The pupils who follow the subject for GCSE are given the opportunity to visit a synagogue in Liverpool and a Chapel and Church in Bodedern.

The statutory Religious Education is taught by members of the Humanities Faculty and the lessons are planned so that there are plenty of opportunities for pupils to take part in expression of opinion activities and make decisions – individually, in pairs and groups.

### **Key Stage 5**

4 lessons a week are set aside for Contributory Advanced Level and Advanced Religious Studies.

The Contributory Advanced Level and Advanced lessons are taught by the Subject Head who has a degree in Religious Studies.

The WJEC Advanced Contributory and Advanced Level courses are followed where the students have an opportunity to study two units in year 12 (Introduction to Buddhism and Introduction to Judaism) and two units in Year 13 (Studying Buddhism and Studying Religion and the Human Experience).

It is ensured that the pupils are given plenty of opportunities to practise old examination papers in the lessons and have regular tests in order to prepare the pupils thoroughly for the examination.

The students who follow the subject to AC and Advanced Level are given the opportunity to go on a visit to a Buddhist Centre in Manchester annually and a visit to Auschwitz or Krakow in Poland is organized every two years jointly with the History Department.

In the statutory Religious Education there are discussions on subjects such as nature as opposed to nurture, the meaning and purpose of life, relationship and relationships dispersing, Fair Trade, various ways that countries, either together or singularly, can work towards improving international co-operation and understanding. Activities are planned that give opportunities for the students to prepare their own presentations, write extended essays and take part in class discussions. Every effort is made also to invite guest speakers in.

Year 12 and 13 students contribute occasionally to collective worship and assist with the annual Thanksgiving Service. Every KS5 pupil attends the collective worship services.

### **Matters for attention**

Attract more pupils to choose the subject to GCSE standard and to AC and A Level e.g. by continuing to offer extra-curricular opportunities such as foreign trips.

Continue to develop challenging, interesting and extended tasks for the More Able and Talented pupils.

Trial more Mind Developing and revision strategies in order to raise pupils' standards and achievement.

<b>Excellent</b>		<b>Good</b>	<b>v</b>	<b>Adequate</b>		<b>Unsatisfactory</b>	
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<b>YSGOL UWCHRADD BODEDERN</b> <b>Collective Worship</b>	
<b>How good is the provision for collective worship?</b>	
<b>Does the joint worship conform to the statutory requirements?</b>	<b>Yes ✓</b>
<p>Collective worship that follows the normal tradition of the Christian faith mainly and reflects our area and country's religious practices and traditions is provided daily in School. The collective worship is held on a whole-school level (Morning Assembly) for four mornings a week and on class level (hearth service) every Wednesday morning. The services contribute to the pupils' understanding of moral and spiritual matters and assist them to respect diversity, truth, justice, rights and responsibility as well as nurture community spirit and promote an ethos of respect that is central to Ysgol Uwchradd Bodedern.</p> <p>Every teacher, senior assistant as well as the University students are given an invitation to take responsibility for the service in their turn and in the same way also every Llys (class). This is noted on the school calendar. There are clear guidelines for the staff along with suggestions for themes in the Workforce Handbook. There is a stock of ready services on the school's computer system but each one is encouraged to choose their own text in order to ensure a variety.</p> <p>The pupils will have an opportunity to do one or several of the following during the worship :</p> <ul style="list-style-type: none"> <li>• Study by listening to a presentation / reading by a member of staff or guest speaker</li> <li>• Study by watching an electronic presentation on the whiteboard e.g. slideshow, part of a film</li> <li>• Prayer</li> <li>• reading</li> </ul> <p>Parents are given the right to excuse their children from the worship and their background is taken into consideration in providing for the worship. In the same way, any member of the workforce who has a conscientious objection to attending a religious service is requested to notify the Head Teacher. This exception is very limited in Ysgol Uwchradd Bodedern.</p> <p>On the whole collective worship makes a significant contribution to the learners' spiritual, moral, social and cultural development. Advantage is taken of opportunities to develop aspects of PSE, Sustainable Development, World-wide Citizenship and charitable work as part of the worship along with celebrating</p>	

the successes of individuals, groups of pupils and on a whole-school level.

On the whole provision is good with some excellent aspects.

**Matters for attention**

- imitate the excellent practices in every service

<b>Excellent</b>		<b>Good</b>	<b>√</b>	<b>Adequate</b>		<b>Unsatisfactory</b>	
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Catrin Jones Hughes

Deputy Head Teacher

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September 2013