

Ysgol Llangoed 2015.

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

This self-review is based on book scrutiny sessions, discussion with teachers and discussion with pupils.

The Foundation Phase

The pupils are very confident in discussing their feelings and are able to reason how others' actions can affect individuals' feelings.

The majority can understand what the main messages are in religious stories, with a few able to explain the effect of the messages/lesson on individuals.

Around half the pupils are able to recognize prominent religious symbols.

By the end of a key stage many are able to identify other religions successfully.

By the end of the foundation phase in role-play, they are able to imitate religious people's jobs or achievement confidently.

In dealing with a religious festival nearly everyone is able to identify the festivities and join in them.

Key Stage 2

The majority of pupils are able to recall religious stories and the majority can express an opinion about the messages of the stories through paper and pencil formal activities or drama work.

The majority of pupils can describe and begin to explain the beliefs and practices of other religions.

In using religious terms many of them are successful in talking within the context. They can compare the characteristics of religions and compare them.

Pupils across the stage are confident in inspecting religious sources and many can consider the matters that arise. Only a few pupils are able to confirm debates and opinions.

By the end of the key stage the majority are able to note the characteristics that are similar of different within religions.

With encouragement pupils use religious language suitably.

Nearly everyone is able to ask questions about their own experiences and the world around them and are able to discuss questions that arise from their experiences. A few pupils at the top of the key stage can ask deep and complex questions

In discussion to discover pupils' opinion of religious education lessons the majority enjoyed the lessons and the creative sessions and the sessions from the Bible Explorers excel.

Standards seen in looking at pupils' work show that the standards are good across the school.

Matters that need attention:

Foundation Phase:

- Give pupils more opportunities to discuss – effective questioning in working on a focus task.
- Look in more detail into stories/ beliefs.

KS2:

- Opportunities to explain and justify ideas more thoroughly in completing activities.
- Give more opportunities to how what they learn affects their standpoints. (Express opinion)

Question 2: How good is provision in Religious Education?

Foundation Phase

The teachers use the Foundation Phase Framework to plan activities under the headings People beliefs and questions looking at the skills that manifest themselves under the headings Knowledge and understanding of the world and Personal and Social Development, welfare and Cultural variety.

The teachers plan carefully and there is consideration for cross-curricular activities that make use of various areas within the foundation period e.g small world of Christmas, role-play in Noah's Ark.

There are displays that are religious in character on the department's walls.

Very good use is made of stories, books, and ICT equipment.

KS2

The teachers' background knowledge is good. One teacher has a degree in religious education.

Religious education is taught weekly in the classes.

The work plans respond to the requirements of the syllabus and the religious education curriculum.

Religious education has been mapped in a two-year cycle for every class and show progression and development from one class to the other giving consideration to the literacy and numeracy framework and the skills' framework.

Every unit of work begins with a big question to investigate in order to develop the pupils' enquiry skills.

Pupils are given opportunities to work cross-curricularly with religious education given a prominent place in drama, art and language lessons within the department.

Pupils visit places of worship in order to enrich the work in the class.

The department is rich in reference books, artefacts, text books and ICT resources and good use is made of them on the classroom floor.

The quality of the teaching and provision is good.

Matters that need attention:

Foundation Phase:

- Continue to offer a wide range of varied and interesting experiences for the pupils.
- Ensure that work plans challenge understanding and give opportunities to explain

KS2:

- Ensure that religious education is taught in accordance with the class' timetable.
- Opportunities to develop the thinking about the effect and results' side in the work plans.

How good is the provision for collective worship?

Does the worship conform to the statutory requirements? Yes.

Collective worship is considered to be an important part of the school day, pupil-centred, acknowledging pupils' differential nature and promoting a feeling of community in school.

Collective worship is carefully planned, usually over a period of weeks or a term in order to develop themes or ideas or events and special dates. The plans show worship variety and balance. Effective use is made of appropriate and suitable motivation, including music, literature, 'PowerPoint' presentations and video clips for inflaming the pupils' interest and contribution.

Our collective worship give pupils an opportunity to worship God, consider spiritual and moral matters in a sensitive and careful way and giving pupils an opportunity to grow calm and meditate in a quiet atmosphere as well as consider their own beliefs. We encourage pupils to take part and to respond whether by taking a prominent part in the worship or through listening, watching and joining in the singing. We try in our worship to nurture a community spirit and to promote a suitable ethos strengthening positive aspects.

There are several aspects to our worship:

Meditation – The pupils are encouraged to listen or meditate on appropriate motivation such as a reading from the Bible or an extract from a poem, picture, story, question, news article, video or prayer.

Prayer– The pupils are encouraged to pray out loud together or quietly individually

Singing – The pupils are encouraged to join in the praise by singing of songs that are suitable and appropriate for the worship.

Reading / story – The pupils are given an opportunity to read parts of the Bible or literature or to present some dramatic work or story.

Ysgol Santes Gwenfaen Rhoscolyn

Religious Education January 2015

Key Question 1: How good are outcomes in Religious Education

Foundation Phase

Nursery and Reception pupils engage in discussion, articulate personal anecdotes and recall stories from class and collective worship sessions. They experience religious education through a range of sensory, audio and visual experiences.

Year 1 and 2 pupils discuss and ask questions. Almost without exception, they offer opinions, recall personal experiences and begin to show awareness and understanding of other peoples' faiths and ways of worshipping. Upper FPh pupils begin to use common religious vocabulary to describe common themes within faiths (holy books, places of worship, festivals). A minority of pupils attribute special meaning to religious symbols.

Key Stage 2

Almost all years 3 and 4 pupils can identify similarities and differences of religious practices within the faiths they have studied. The majority of pupils can identify the importance of articles of worship and special areas of worship within Christian places of worship. Almost all pupils use appropriate vocabulary when discussing worship. A small minority of pupils can articulate personal preferences when discussing faith and Christianity.

Almost all Year 5 and 6 pupils can articulate their developing awareness of religious practices and faiths, using appropriate vocabulary. A majority can express opinions to validate, justify or explain personal religious practices and show respect for the practices of other faiths. A minority of pupils show increasing maturity in discussing and questioning the practices of Christians and other faiths. This minority of pupils show that they are beginning to understand the complexity of issues surrounding religious faiths and practices.

Pupils evidence their progress in learning through cross-curricular activities; art and craft, photography, pupil books, collective worship and community religious events, poetry, drama, music. Monitoring of pupils' work and progress in learning show that standards are good within all year groups.

Areas for development:

F Ph: *Ensure that evidence of progress is included in F Ph portfolios.

KS2: *Similarly, collate evidence of pupil progress for staff/pupil evaluation.

*Monitor the progress of pupils following the re-modelled school RE overview, summer term 2016. Report to Governors.

Key Question 2: How good is provision in Religious Education?

FOUNDATION PHASE

*Teachers are familiar with the National Exemplary Framework for presenting Religious Education. Skills are identified involving people, beliefs and questions through the Knowledge and Understanding of the World and the Welfare and Cultural Diversity Personal and Social Development areas of activities.

*Across the Foundation phase, rich and varied planned activities provide the pupils with age-appropriate areas for knowledge, discussion and questioning.

*The RE co-ordinator has, with support from the Area Ministry Vicar, and discussion with staff, re-visited whole-school RE planning and produced an overview of the progression of skills, knowledge and pupil activities, January 2015.

*F Phase pupils experience RE from religious texts, story books, ICT, craft and drama, puppets and regular school visitors.

The quality and provision for RE in the Foundation phase is good.

KEY STAGE 2

*The Headteacher(a church warden) teaches RE during PPA afternoon sessions which average one hour weekly per class (years 3/4 and 5/6).

*RE re-planning January 2015 ensures progression in skills and knowledge across the Kstage. Also, the range of activities, visits, visitors and activities are designed to educate, stimulate and motivate pupils to consider, appreciate and question religious beliefs and practices.

*Following from the F Ph,a range of experiences and resources ensure progression throughout the Kstage; visits to local places of worship, pilgrimages to holy wells, participation in community religious events/festivals, regular visits from religious leaders and organisations, area-school participation in religious events, reference books, religious texts, ICT, cross-curricular pupil work/communication of their experiences.

The quality and provision for RE in KS2 is good.

Areas for development:

- ⑩ Continued sharing of good practice in RE teaching (area schools)
- ⑩ CPD for staff within the school; sharing of resources/good practices/re-planning to ensure continuity of improvements in RE provision
- ⑩ Identified AfL in RE
- ⑩ RE portffolio

Key Question 2: How good is provision in Collective Worship?

Good Features in relation to Collective Worship:

- Collective worship that follows the general tradition of the Christian religion is provided daily at class/Key Stage or predominantly; whole-school level
- Re-planning of Collective Worship (January 2015) resulted in the production of a whole-school overview of Collective Worship provision largely based on;

the Christian calendar, themes of local and global community morals, beliefs, ethos and values. This includes aspects of PSE, World-wide citizenship, and the Welsh Curriculum.

- During collective worship pupils have the opportunity (one or more asp, readect of the following) to listen, watch, meditate, reflect, participate (drama/questions/responses), sing, pray.
- Whole-school worship is recognised by staff and pupils to be a significant time of day when pupils experience an atmosphere which is different from other school lessons/activities.
- The school welcomes regular visitors from local churches/chapels who lead/participate in collective worship.
- The school takes a lead in arranging collective worship at places of local pilgrimage

The school considers that Collective worship is good with excellent aspects.

Areas for Development:

- Continue sharing good practices with other schools.
- Ensure that staff are aware of and share responsibilities of the Collective Worship school overview and receive collective worship resources/news.
- Continue to improve aspects of meditation and reflection during collective worship