

Religious Education

Inspection field 1: Standards of Religious Education

How well do pupils handle the fundamental questions, explore religious faiths, doctrines and practice(s) and personally respond to fundamental beliefs, doctrines, practices and questions? What do you observe in their work that indicates amount of progress made over time?

Pupils have opportunities to develop their skills, knowledge and understanding of Christianity and the other principal religions, and use these to question and respond to fundamental human and religious questions. They are presented through the subject's three core skills.

Address the fundamental questions - fundamental questions are human and religious questions that focus on the search for meaning, significance and value in life. They have a depth and intensity on which any aspect of study in religious education is based.

Explore religious faiths, doctrines and practice (s) – this includes exploring religious stories, sacred texts, lifestyle, rituals and symbolism, that provide an insight to these fundamental questions and raise further religious and human questions.

Express personal responses – this includes linking the matters arising during the pupils studies and experiences and allow the development of personal responses to faiths, doctrines and practice(s) and fundamental questions and evaluate them.

Evidence is contained in the pupils Theme books and work within the 6 Learning Fields.

During subject evaluation, it was observed that;

The collective worship periods comply with the statutory requirements. The collective worship provide good opportunities for pupils to reflect on spiritual and moral elements, it was observed that the work done with the Minister Carwyn Siddall and Dr Owain from Coleg y Bala instils curiosity and a very healthy discussion in the subject. The school is very fortunate in obtaining the regular contribution from local religious leaders to collective worship sessions. These provide a good contribution to pupils spiritual development. On special occasions, the Governors participate in the morning Service.

Use of the school's good resources is of huge assistance to them to understand other faiths such as Hinduism – there is a huge table of equipment and artefacts for the pupils to see and feel. An exhibition was also held in the senior class on the Jewish religion with appropriate equipment to be shared and discussed with the pupils.

The pupils have an opportunity to present a special Service – on subjects such as bullying, Kind friends, acting part of a play, present poetry, read extracts to inspire or verses, poems and theme work.

All pupils respect the ethos of the collective worship sessions. There are carefully planned Personal and Social Education programmes across all aspects of school work that ensures that the pupils spiritual, moral and social and cultural development is based on clear principles and values

There are extensive opportunities that promote the pupils social, moral and cultural development, instilling in them a strong sense of responsibility towards the school, their environment and community through regular visits to places of worship in the Community such as the Schoolhouse and the Old Chapel.

The Older Pupils created a film at the Old Chapel about the story and life of Michael D Jones and those who emigrated to the Wladfa. A teacher from the Wladfa visited the school to discuss her story with the pupils and told the story of Michael D Jones. This brought the history and story alive for them.

Our pupils standards of RE: JUDGEMENT Excellent.

Inspection Field 2: Well-being and attitudes towards learning about RE?

What do you feel the pupils gain from RE lessons?

The pupils acquire an opportunity to appreciate and contribute towards their personal well-being and that of others. They have the opportunity to be aware of their personal feelings and viewpoints and develop the ability to express these in a balanced and appropriate manner. It is important that they understand the relationship between feelings, beliefs and actions.

They have an opportunity to understand that others have feelings and beliefs that impact on their thinking and behaviour. They show care, respect and liking for other children, adults and other living things and their environment and develop an increasing interest towards the world around them and develop an understanding of

living things and their environment. The School's Eco Council Platinum Award, provides evidence of how they protect their World, and recognizes the importance of protecting the local environment.

The majority of the pupils show a natural interest and obvious curiosity in the subject.

They are very willing to participate in Community activities such as a Thanksgiving Service and Christmas Service within the village and love sharing their work with the Community, doing so to a high standard. A good variety of religious concepts are shared at these Services. We have already held Services on Jesus stories such as through the Water theme – Jesus and the disciples on the sea, the story of the disciples, Jesus miracles, and discuss Global problems, in countries where there is a lack of clean water, or in major cases of floods and earthquake. If any catastrophe occurs, the pupils are very ready to share and enquire and do fund-raising work towards good causes such as an Earthquake in Nepal, Tsunami, or a similar catastrophe.

Through services and Research about countries throughout the World, they develop a sense of assisting others, of a world that is very different and show empathy towards those less fortunate than themselves.

Many of the pupils attend Sunday Schools in the Community, and the Rev Carwyn Siddall and Dr Owain visit each term to discuss religious texts with the whole school.

The school has a very mature School and Eco Council that is willing to organize activities such as towards an annual McMillan coffee morning, and assist through children's charities, Red Noses Day, Construct a 'Den' day, NSPCC, Operation Christmas Child Boxes, Water Aid, Air Ambulance, Children In Need, Fair Trade Week, Red Poppy, or any other cause.

Visitors came to the school who walked from Bethlehem to Nasareth to raise awareness of the journey, and Llinos Roberts Christian Aid, visited to collect cards from the pupils to take to members at Westminster.

See evidence on the school website, Twitter account or Cyfeillion Ysgol O.M.Edwards on facebook.

Pupils attitudes towards RE at our school: JUDGEMENT Excellent

Inspection Field 3: Teaching and learning experiences in RE?

How good is the planning and teaching in RE? Provide examples of enriching RE experiences

Within the Foundation Phase, the pupils are inquisitive and ask questions about life and the world around them. The pupils take an interest in themselves, their families, other people and the wonders of the world. This natural interest and enthusiasm means that the pupils acquire the appropriate skills, knowledge and understanding that provides the essential foundations for religious education at Key Stage 2. Through practical activities and visits, they can learn more about themselves, other people and the world around them and develop an understanding of their rich cultural and religious heritage in Wales. Through play, children develop their ideas, views and feelings with imagination, creativity and sensitivity that colours their view of the world, their hopes and dreams. Through expressing their personal feelings and opinions they can recognize how their actions can impact others, recognize that others viewpoints differ from theirs and reflect on their personal perspectives on life, and adjust them as appropriate.

Experiences at the Foundation Phase at Ysgol O.M.Edwards

The school searches for and very frequently prepares trips to inspire the pupils work and experiences in this field. A trip to the World of Mari Jones, Llanycil and have a chat with the Minister there about the story of Mari Jones. Visit Ty Mawr Wybrnant – to hear the story of the life of William Morgan

Celebrate Diwali at the school through learning about and acting out the story of Rama and Sita and follow their friends in Nepal learning about how they celebrate and follow the Hindu religion there. FP pupils have created and sent Diwali cards to Nepal – Jaleshwary school. We have also looked at temples and Mandir in Nepal through geography work to see where and how they worship there.

Conduct a marriage in the schoolhouse with FP pupils to learn about devotional arrangements. Baptize one of the dolls at the schoolhouse with the minister explaining what happens and symbolism of water within this Service.

Year 1 and 2 pupils have collected various Bibles – new and old and draw a comparison through preparing a theme on Books. Carwyn Siddall, the Minister brought his favourite book here, the Bible and discussed with the pupils the most famous and important book in the World.

FP pupils select their favourite story from the Bible and share with others. Select stories that best tie in with the Theme during the term.

Pupils regularly share and read Beibl Bach y Plant in class and enjoy listening to and sharing stories.

During Christmas, the junior pupils sang carols around the village for the elderly and addressed them at the Eagles hotel during their Christmas dinner to sing some of the songs.

Experiences at Key Stage 2.

At Key Stage 2, religious education nurtures learners interest and sense of wonder towards the world and the human experience. This motivates them to ask and investigate profound questions related to their personal experiences,

religion and life in general, thus Building on the skills, knowledge and understanding acquired during the Foundation Phase. Through practical stimulating activities and exploring religion in their locality in Wales, in Britain and in the wider world, the learners develop skills and gather information that will assist them to think creatively about fundamental religious and moral questions and share ideas through discussion. Information on religion (s) and recognizing religion's importance in people's lives helps to develop tolerance and respect, and should assist to nurture responsible attitudes in a local and global society.

Through active participation, the learners will explore spiritual and moral dimensions to assist them in their search for meaning and purpose.

The learners will express their feelings and opinions, recognize how their actions impact others, recognize that other people's views differ from theirs and reflect on their perspective on life and adapt as and when required.

Experiences gained by KS2 Pupils at Ysgol O.M.Edwards

Hold an annual Thanksgiving Service at the Old Chapel for the entire community.

Puppets show – hold and invite this puppets show to the school.

Regular visits to religious places Schoolhouse, Old Chapel, Y Bala Church ??Sur yr Urdd??, World of Mari Jones, The pupils visit Coleg y Bala to receive lessons about Easter annually.

Visits to special places in the area and beyond.

Annually learn about religion and Nepal.

There is a have my say box in the corridor where pupils can share concerns or a pleasing message about children who are a good friend and to share the pupils best practices.

The pupils have contributed towards the school's policy on bullying and shared it with the other pupils at a special service.

Notes:

They have also shared and learnt about other global religions and faiths such as Diwali and Muslim through contributing towards information sharing about the process of using Water in faiths throughout the World.

The pupils have acted the stories of Rama and Sita in the Community through talking about how we learn about the Hindu and Diwali religion in particular. The pupils have designed and sent Diwali cards to Nepal. With this close contact, they have obtained clothing and artefacts from Nepal to wear in school.

Through close links with Nepal, almost every pupil has learnt about a country that is under development, has learnt about some of the country's traditions, about another religion such as Hindu, and has developed to have empathy towards a country that is poorer and less fortunate than us. Most of the pupils are aware of poverty in the country and the hard time that the country's citizens experienced following the earthquake that struck in 2013.

The **School Council** decided to fund-raise to assist the country and through holding various sponsored activities, over £4,000 was raised towards providing assistance in the country. The pupils knew exactly where this money went – as we received photos from Nepal about purchasing rice, clothing bags etc for the pupils of Jaeshwary school. The school has close links with the Sonrisa children's home in Nepal too and we occasionally send cards and letters.

The pupils have gained experience of;

- Studying Hindu – Diwali and Rama and Sita stories
- Studying worship rituals by using Water Globally.
- The Jewish Religion – do a unit of work on Jerusalem and the Jewish religion
- Muslim Religion.

Activities and experiences in Religious Education, Health and Well-being acquired by pupils and staff.

Course on circle time and pupils health and well-being held by Jenny Mosley (Spring 2018)

Middle Leadership, Physical Literacy Course (5 days) Elliw Jones attended middle Leadership course.

Entire school staff attended an INSET course presenting Growth Mindset work by Shirley Clark (September 2016)

PC John the school has organized 2 evenings on Internet safety for parents – an evening where everybody can visit to discuss or express their concerns.

PC John regularly visits classes, presenting various Health Safety and Well-being themes

Urdd Sports –pupils have all types of opportunities for participation – rugby, cricket, net-ball, football, athletics, swimming – ensure that the school participates in every sports competition;
 Sportshall Competitions, Wales sports competition, catchment-area sports competitions
 Cross-country – Coed y Brenin.
 Cycle to school and safe cycling certificate Summer 2017 year 6, level 1 and 2.
 The Foundation Phase go on a walk around the village regularly – recognize where the Old Chapel, Schoolhouse and people who assist us.
 Visit by the paramedic (Reception year pupils) how to look after ourselves.
 The school annually participates in several activities looking at Nepal – fund-raising, letters to Jaleshwary school, learn about the country, culture and traditions.

- Visit by Anti Emma to Nursery and Reception class – a new baby – how to look after a baby
- Dyma fi Sack – (Reception) an opportunity to talk about themselves and bring objects to school. Get to know one another.
- Show and tell (year 1 and 2) present an object of interest to them in front of the class
- Internet Safety day
- CogUrdd Competition – pupils annually participate, with 13 competing last year.
- Visit by Rhian – NSPCC
- Eco Council annually attend Eco-Schools conferences – the pupils present and report to the rest of the school at a service for looking after our seas – reduce plastic.

Prepare a competition through the school Christmas decoration made with re-cycled plastic, winners receive book prizes. Christmas 2017.

Standards field teaching RE at our school is: **JUDGEMENT Excellent**

Inspection field 4: Care, support and guidance in Religious Education?

To what extent do religious education lessons/activities assist pupils to reflect on religious and non-religious responses to fundamental questions and to reflect on their personal faiths or values? How does religious education assist pupils to become active citizens? To what extent does the school provide effective opportunities for pupils to develop certain values and establish their spiritual and moral beliefs?

- Use: learning walks, interviews with pupils, the school’s collective worship programme, school newsletter, the school records of any hate crimes/bullying.
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Notes:

Detailed records are kept in the school’s Red Box of any instances of bullying or Child Protection cases.
 The County provides very good support in this field. Year 6 pupils have drawn up a new Anti-bullying policy for 2018 and have shared it with the whole school.
 There are ‘Kind Friends’ groups within the school.
 Spiritual Development
 The school’s arrangements promote spiritual, moral, social and cultural development very well.
 Members of the community are often invited to address the pupils. Our services have a special spiritual ethos and the pupils effectively contribute through organizing contributions beforehand and through sharing feelings at the time. Dr Owain Hughes, Coleg y Bala, Carwyn Sidall- minister regularly attend the services to address the pupils and an effort is made to develop curiosity, by reflecting on their lives and personal beliefs.
 Visitors from Nepal annually discuss the Hindu religion with the pupils.
 They have a prominent role in organizing a Thanksgiving Service at the Old Chapel annually, hold a coffee morning, fund-raise towards good causes – e.g. Nepal, North Wales Air Ambulance, ‘Operation Christmas Child’. Participate in the local agricultural Show.
 (See also the work done within the above sections.)

Does the school meet collective worship statutory requirements?	Yes	✓	No	
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RE contribution to pupils personal development and community cohesion is: **JUDGEMENT Good.**

Inspection Field 5: Leadership and management in Religious Education?

Does the religious education subject leader possess the required skills and understanding to effectively lead the subject? How do you know?

- Use : schemes of work, monitoring and self-evaluation reports, data evaluation, interviews with the co-ordinator and designated governor/SACRE visitor, minutes of staff meetings, improvement plan, progress evaluation, case study following school to school collaboration.

Notes:

Leaders and managers quality and effectiveness, including the governing body

‘Placing the Child First.’

The school’s vision – The school has only one opportunity to provide every child with the best possible education and experiences, in a safe and happy environment. Develop the whole child and make a difference to his life within his community and lifelong.

Implementation without vision is passing the time – but you can change the world through vision and implementation.

The school’s vision and aims are regularly reviewed so as to effectively lead the school’s work. Since 2016 and the advent of a Successful Future and a Curriculum for Wales, the school implements the 4 Donaldson Objectives;

The Governors and staff follow the same vision that places an emphasis on high standards and achievement.

The School’s priorities are shared with all the stakeholders.

Our improvement priorities focus on the school’s strategic direction with a view towards improving pupils standards of achievement and attainment.

All staff members understand and fulfil their roles as regards SDP objectives and their strategic responsibilities to implement the Priorities and especially Religious Education work. There is a Religious Education monitoring report within the SDP and the work that is done. The school’s Health and Well-being work has been graded as Excellent within the Estyn inspection in 2018, the opportunities that pupils have to worship, reflect on and the school’s Growth mindset work.

Self-evaluation occurs regularly with the staff and there is an appropriate and fair time-table for everybody to take their responsibility in the subject seriously.

Staff evaluations and discussions input the SDP. The staff and Governors contribute towards preparing the SDP.

The Headteacher and teaching staff regularly monitor the pupils standards, and weekly feedback is provided at the staff meetings on where we have reached.

The staff are committed to working as a team and share good practice within and outside the school. This occurs with other schools in the Catchment-area. They obtain opportunities to visit other schools within the catchment-area and outside other Consortia.

The staff participate in the school’s self-evaluation process and have clarity as to the school’s strategic direction.

There is a good working relationship with the Secondary School - Ysgol y Berwyn, schools within our Professional learning community and with other agencies.

The School has regularly received students from UCNW Bangor and has benefitted from collaborating with College staff on evaluation and assessment of prospective teachers.

The governors fully implement all legislative requirements for the benefit of all individuals at the School.

The Governors are very well informed about the school’s performance and the school’s performance within its community, be it services or concerts.

The governors have responsibilities and are fully aware of them, there is a designated Governor for RE. They fulfil their duties very professionally, and weekly discussions are held with the Chair to discuss any matters of importance.

Governors have visited the school several times to listen to a Service, St David’s Day and the school Eisteddfod.

Leadership and management in religious education: JUDGEMENT Good

Aspects to focus on	Action	Who?	By when?
		These details do not have to be divulged to SACRE but the school minutes must ensure that staff and governors are clear about accountability	

Summary evaluation that will contribute to the school's evaluation of 'Personal Development (4.2)'

There are close contacts between the school and the community's activities that excellently promote RE work. There is very close contact with the local Minister and Coleg y Bala Minister. The school regularly engages with the community through activities such as a Thanksgiving Service annually that also displays the pupils talents to the Community. All of the older pupils regularly participate in various clubs that promote all the pupils Health and Well-being. The School Council and Eco Council provide an opportunity for the pupils to make important decisions and places a responsibility on them and make them feel appreciated. Through working very closely with the country of Nepal, the pupils have a very positive and healthy attitude towards people of different backgrounds, cultures and beliefs. Every Thanksgiving Service fund raises towards good causes – Wales Air Ambulance, McMillan Nurses, Children In Need, Haiti, Coronary Heart Disease, The Institute for the Blind, Oxfam and Water Aid. The pupils have a prominent role in deciding where the money goes and who receives a contribution.

Headteacher
Headteacher's signature
Date:

Dilys Ellis Jones
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 30.4.18