

Religious Education

Inspection area 1: Standards in Religious Education

How well do pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What can you see in their work that demonstrates their progress over time?

Notes:

The majority of pupils engage successfully in the school's Religious Education lessons.

They are confident when discussing and responding to basic questions, as they have experiences to discuss in the morning assembly (class and whole school). There is a positive attitude seen when they research different religious beliefs, teachings and customs. This was seen in their recent research into Islam. Discussion in the weekly circle time is valuable as it offers opportunities to express views and enquire about their personal responses to beliefs and feelings.

By the end of Yr 6 nearly all of the pupils attain the expected level 4 and about half attain level 3. It can be seen that cross-curricular planning has enriched the teaching within the subject. Years 5 and 6 enjoyed working out the cost of a trip to Mecca and this brought the experience alive to them.

The 'at the market' and the 'red chair' methods are used to bring different characters and beliefs alive to the pupils.

We went under the skin of story of Rosa Parks and what impact her bravery had on humankind by using the 'mantle of the expert'. They enjoyed acting the story, and through this it was seen that it had enriched the learning.

We believe that it is necessary to give attention to difficult life questions that are raised in class about life and death.

Our pupils' religious education standards are: Good

Inspection area 2: Wellbeing and attitudes to learning about Religious Education?

What do you think pupils gain from religious education lessons?

There is a keen interest and response from the pupils in the field. They have enquired and researched different beliefs and have thought of their own questions before finding the answers. Pupils are aware of different beliefs and their own beliefs and that it is important to respect all members of society.

We are very lucky in the village as we have a church and a chapel here and individuals within the community who are willing to contribute to the children's learning experiences.

The school has an annual Thanksgiving service in the church and it is the school council who meets to discuss and determine which charity to support. There is a thorough discussion and each council member contributes and gives their views and there is good use of reasoning to support their choice. Usually, they choose a charity that is relevant to a person or current event e.g. Christian Aid, RNLI, Cancer Research. The School's Christmas Concert will take place in the village chapel.

Pupils' attitudes towards religious education in our school are: Good

Inspection area 3: Teaching and learning experiences in Religious Education?

How good is the planning and teaching in Religious Education? Provide examples of enriching religious education experiences

Ysgol Tudweiliog's collective worship plan has been drawn up to ensure continuation, variety with a clear focus on Christian beliefs and holidays.

Monday - class assembly - a child will say a prayer of thanks

Tuesday - KS2 Teacher - focus on a specific theme for a term (with the help of the children)

Wednesday - Open the Book Group /Volunteer

Thursday - KS2 Teacher - focus on a specific theme for a term (with the help of the children)

Friday - KS2 Teacher - Biblical Stories

There is an opportunity during these assemblies to reflect, enquire and discuss matters that arise in or outside school. These periods give the children an opportunity to discuss their feelings, listen to others and to respect a diversity of opinion.

Religious Education has several tiers. By following the National Exemplar Framework to present Religious Education to learners 3-19 years old in Wales we can enrich our pupils education. With the coming of the New Curriculum cross-curricular learning is a very strong element in the field of education. Cross-curricular planning often builds upon previous knowledge. A variety of resources are used including books, items and visitors. It is important to keep the subject alive and relevant for the pupils and to have valuable presentations; at times we will use the 'mantle of the expert' to introduce a situation or problem.

Success criteria, for written work, are shared with the pupils with feedback on the children's work via self-assessment, peer assessment as well as teacher assessment.

Detailed planning means that the pupils are ambitious, confident and knowledgeable individuals.

During the last year the children have had a variety of experiences including stories from the Bible, assemblies with members for Coleg y Bala, services by preachers, have researched another religion (Islam), a learning visit to the Mosque and the Cathedral in Bangor (KS2), the history of global leaders (Rosa Parks and Martin Luther King) and how they have impacted people.

The school works hard to create individuals who have a comprehensive knowledge of the world around them. We offer experiences and knowledge to the pupils about our local area, our country Wales and the world. The experiences give purposeful opportunities for pupils to practise their literacy, numeracy and ICT skills regularly; be that in information pamphlets, a religious story, research, play or poster.

We need to give attention to forming arguments and justifying views and recognising that conclusions are partly, inconclusive and open to different interpretations.

The teaching standards of Religious Education in our school are: Good

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

To what extent do religious education lessons/activities help pupils 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 strong values and establish their spiritual and ethical beliefs?

The Voice of the Child is very important at Ysgol Tudweiliog. Parents, teachers and children can give their input regarding what they want to learn during the special theme. In this planning, pupils are very keen to undertake research and to press on in the lessons.

The school has strong links with Rev. Richard Wood at Eglwys Sant Cwyfan, where the annual Thanksgiving service takes place. We went there to inspect the church's religious symbols, focusing on the Rev Wood's vestments through the Christian year, church symbols e.g. an eagle on the lectern, crosses etc. Recently we followed the

journey of life through the church focusing on a Christian baptism ceremony. We are very lucky to have such an ancient church on our doorstep.

A stone's throw from the school is our chapel and like the church it is very important to school's life. We annually have our Christmas concert there and have close links with Rev Olwen Williams as she comes to the school regularly to hold morning assemblies. Every Wednesday morning we have a pastoral service timetabled. Reverend Olwen is here monthly, Nia Williams from the Presbyterians is here every half term and Opening the Book (organisation under the care of Andrew Settaree and members of the area's religious organisations support him) are here every fortnight. Pupils greatly enjoy these services and the stories they get from the Bible come alive through drama (where the children participate with adults from Opening the Book) through song (Nia Williams brings a guitar every time) and through interesting puppets ('Tecwyn' with Rev Olwen and 'Lewis' with Nia).

When undertaking the theme 'Dreams' in KS2 the children diligently created a play on the story of Martin Luther King where equality and human rights came alive to them. We gave an assembly to the rest of the school when we acted out the play. In the same way we saw a short film on the story of Rosa Parks on the bus, the children produced, filmed and acted in the film and this was shown to the rest of the school in a service that brought bravery in the face of racism alive.

The assemblies have been timetabled appropriately, as I mentioned earlier visitors also come to the school on Wednesdays. Then on a Monday there is a class assembly to present the word of the week (spiritual or ethical words such as friendship, tolerance, honesty). Tuesdays, Thursdays and Fridays we have whole school assemblies under the teachers care. Usually, these will be stories from the Bible, or a story with a moral e.g. Mari Jones and her Bible or Betsi Cadwaladr. On these days the children also have an opportunity to stage their own assembly. We believe that this provision enriches the pupils' collective worship experience.

From time to time, at the end of an assembly pupils have an opportunity to lead the prayer at the end to reflect on what they have learnt that morning. We believe that this is a special way to start getting the children to reflect on their own beliefs and values. If, at any time during the school day, the children need time to reflect and think, we have prepared a quiet area in the garden with benches, little bells and banners, where they can go.

As their experience of the chapel and the church, and of the individuals who deal with these institutions here is very strong, and they have had the experience of visiting the mosque in Bangor, a trip to a synagogue would be very interesting for them to expand their knowledge of Jewish spiritual life. This could be undertaken perhaps when we work on the second world war theme.

Does the school satisfy the statutory requirements for collective worship?	Yes	/	No	
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The contribution of religious education to pupil's personal development and community cohesion is: Good
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Inspection area 5: Leadership and management in Religious Education?

Has the Religious Education subject leader got the necessary skills and understanding to lead the subject effectively? How do you know?

The Religious Education subject leader has been in the role for many years now and is therefore experienced when leading the subject in the school. Both teachers discuss and plan together every term when they prepare for cross-curricular lessons and every fortnight when they organise lessons. We will monitor the subject every two years. In the Summer term the catchment area came together to joint plan a thematic project. Many interesting and useful ideas came from that experience and it is hoped that the same type of project can be undertaken next term.

We were very lucky as a school recently as we received a gift from the Parents' Association to spend on Religious Education resources at the school. For KS2 we invested in the pack 'Important Questions in Religion' which has been a valuable resources as it has work units already for the specific questions. We also had an opportunity to buy books 'Archwilio credoau, dysgeidiaethau ac arferion crefyddol, Cristnogaeth, Islam, Iddewiaeth'.

In FP we invested in the pack 'Parchedig Puw a Pwlllyn' by Gill Vaisey. These books are interesting and bring the customs of Christian life alive in an interesting way for children through the life of Pwlllyn the mischievous kitten. All Religious Education resources are located centrally in the school foyer to be convenient for both classes. Parents are informed of their right to withdraw pupils from RE lessons or the Assemblies through the school handbook that is distributed at the start of the educational year. Thus far, no one has requested for their children to be withdrawn.

Without a doubt the best experience the pupils had last year in the RE lessons was our trip to Bangor. We had an unforgettable experience when we visited the mosque and the cathedral, where we had a very warm welcome, we saw praying and rituals and realised how similar these two local religions are. Once the children returned to school they were eager to undertake further research on the Islam religion.

As this experience was so valuable, we believe that a trip to a local synagogue would enrich our understanding of another religion in the future.

Notes:

Leadership and management in Religious Education is: Good

Matters to be addressed	Actions	Whom?	By when?
		It is not necessary to share these details with SACRE but school records need to ensure that accountability is clear to staff and governors	

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

Brief! Approximately 50 words.

Name of headteacher Einir Davies

Signature of headteacher

Einir Davies

Date: 25 September 2019