

Rationale

Religious Education is locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and local authority representatives. SACRE'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))

XXXXX SACRE believes that this advice should be based on current information and hopes that the following guidelines will enable headteachers to support SACRE in its duties.

In the past XXXX SACRE has monitored religious education and collective worship by:

- reviewing ESTYN inspection reports;
- analysing the assessment and examination results within the secondary schools of the Local Authority;
- receiving regular reports from the representatives of the local school advisory service;
- inviting teachers and headteachers to share examples of good practice with SACRE members.

The new ESTYN Inspection Framework will no longer make specific references to Religious Education and collective worship. XXXXX SACRE would therefore like to take advantage of the procedures and practices that are currently used by headteacher and teachers as they prepare for the new Inspection Framework. It was resolved at the XXXXX SACRE meeting on date that it would fulfil its statutory responsibilities by inviting schools to share their self evaluation of Religious Education, collective worship and pupils' spiritual and moral development with SACRE members.

Primary and secondary schools are kindly asked to submit a summary of the school's self evaluation to the clerk of XXXXX SACRE during the year when they are inspected by ESTYN.

Contact details:

Name (SACRE Clerk):

Address:

Since 2008 the SACREs of Wales have adopted or adapted the National Exemplar Framework for Religious Education (DCELLS 2008) as their locally agreed syllabus. Members of the National Advisory Panel for RE have welcomed this consistency across

Wales since it has allowed them to work together to prepare generic guidelines for schools and SACREs. Many SACREs in Wales have adopted a monitoring procedure/process similar to the one noted in this document.

Name of School:

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

- Self-evaluation is based on lesson observations, evaluation of pupils' work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results.

References: [ESTYN Inspection Framework Section 1](#) and the [Locally Agreed Syllabus for Religious Education](#)

Standards in Religious Education – progress in learning

- Good progress has been made in pupils' understanding of beliefs, teachings and practices by studying faith in the local area. Most pupils understand why the local places of worship which they have visited are important to believers. They can identify some similarities and differences between the ways Christians and Muslims worship.
- Internal teacher assessments show that pupils have made progress in their communication skills to ask questions and express their personal responses and opinions to religious and moral questions such as. 'why should we look after the world?'
- Y5 and 6 pupils have developed increasing independence in their investigations as they gather information from a variety of sources including artefacts, visitors and the internet and draw some conclusions.
- The investigations into the 'golden rule' in religions has prompted some pupils to write letters to local politicians raising concerns about care for the elderly. They have also actively raised money for local charities.

Areas for Development

- Further develop pupils' ability to reflect on spiritual issues by the use of strategies such as stilling and visualisation.
- Encourage pupils to explain and justify their opinions and answers.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?

- A self evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.
- An evaluation of lesson observations and pupils' work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly.
- In primary schools references should be made to the provision of 'People, Beliefs and Questions' for Foundation Phase learners as well as Religious Education at KS2.
- In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: [ESTYN Inspection Framework 2.1 and 2.2](#) and the [Locally Agreed Syllabus for Religious Education](#)

The teaching: planning and range of strategies

<ul style="list-style-type: none"> Classroom observation show that most teachers have a sound knowledge and understanding of Christianity and other religions taught in our school. Planning is good and schemes of work reflect the requirements of the locally agreed syllabus and provide rich opportunities to develop pupils' subject and generic skills. Teachers use an excellent range of methodology and challenge pupils to produce work of the highest standard. A range of thinking strategies are in place such as community of enquiry and this has improved pupils' ability to contribute effectively to group discussions. 							
<p>Areas for Development</p> <ul style="list-style-type: none"> Develop and expand the range of strategies and resources to develop pupils' reflection skills, e.g. stilling and visualisation. Establish a Professional Learning Community within the school to ensure consistency in the use of assessment for learning strategies within Religious Education. 							
Excellent		Good		Adequate		Unsatisfactory	

Name of School:

Collective Worship

Key Question 2: How good is provision in Collective Worship?							
Does Collective Worship meet the statutory requirements?				Yes	No		
References: ESTYN Inspection Framework 2.3.1 , Supplementary Guidance on inspecting collective worship in non-denominational schools (September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)							
Good features in relation to the quality of Collective Worship							
Areas for Development in relation to the quality of Collective Worship							
Excellent		Good		Adequate		Unsatisfactory	

Signed: (Headteacher)

Date:

