

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 14TH NOVEMBER 2018

SUBJECT: ESTYN THEMATIC REPORT – RELIGIOUS EDUCATION AT KEY STAGE 2 AND KEY STAGE 3 (JUNE 2018)

A PURPOSE OF REPORT

For SACRE to receive and consider the Estyn Thematic Report – Religious Education at Key Stage 2 and Key Stage 3 (June 2018).

B BACKGROUND

The Estyn report judges standards, provision and leadership in religious education at key stage 2 and key stage 3.

A number of schools across Wales were visited as part of this survey (*N.B. Schools that provide denominational education were not included in the sample of schools visited.*)

The report is intended for the Welsh Government, headteachers and staff in schools, local authorities and regional consortia, and members of Standing Advisory Councils for Religious Education (SACREs). The report's findings will also help to inform the development and implementation of the new Curriculum for Wales.

C RECOMMENDATIONS

1. For SACRE to receive and consider the main findings of the Estyn thematic report.
2. To consider the recommendations of the report and its implications for SACRE.

D SUPPORTING INFORMATION

A copy of the report can be obtained through the below link:

<https://www.estyn.gov.wales/thematic-reports/religious-education-key-stage-2-and-key-stage-3>

Appendix 1 Estyn Thematic Report - Recommendations

Estyn Thematic Report: Religious education at key stage 2 and key stage 3

Recommendations

Schools should:

- R1 Ensure that more able pupils achieve in line with their ability in religious education
- R2 Strengthen monitoring and self-evaluation arrangements in key stage 2 to focus on improving pupils' standards and skills in religious education
- R3 Strengthen transition arrangements so that learning experiences in key stage 3 build on those in key stage 2 and avoid repetition of work
- R4 Evaluate their curriculum for religious education to prepare for the development and implementation of the new Humanities Area of Learning and Experience

Local authorities and regional consortia should:

- R5 Work with SACREs to provide:
 - a. suitable professional learning opportunities for teachers of religious education
 - b. support for schools to evaluate their curriculum and plan for religious education as an integral part of the development of the humanities area of learning and experience
 - c. advice for schools on how to address sensitive issues with pupils and how to deal with parental concerns on visiting places of worship
- R6 Ensure that all leaders fulfil their responsibilities under the Counter-Terrorism and Security Act 2015
- R7 Provide schools with guidance on approved places of worship to visit

The Welsh Government should:

- R8 Work with local authorities, regional consortia and SACREs to ensure that there is clarity over the place of religious education within the Humanities Area of Learning and Experience

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