

## 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.

<p><b>Contact details:</b></p> <p><b>Name (SACRE Clerk):</b></p> <p><b>Address:</b></p>
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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:

<b>Religious Education</b>
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<b>Key Question 1: How good are outcomes in Religious Education?</b>
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- 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**

**Areas for Development**

<b>Excellent</b>		<b>Good</b>		<b>Adequate</b>		<b>Unsatisfactory</b>	
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<b>Key Question 2: How good is provision in Religious Education?</b>
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- 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**

**Areas for Development**

<b>Excellent</b>		<b>Good</b>		<b>Adequate</b>		<b>Unsatisfactory</b>	
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Name of School:

**Collective Worship**

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

<b>Does Collective Worship meet the statutory requirements?</b>	<b>Yes</b>	<b>No</b>
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**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**

<b>Excellent</b>		<b>Good</b>		<b>Adequate</b>		<b>Unsatisfactory</b>	
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Signed: (Headteacher)

Date: