

# Pecyn Dogfen Gyhoeddus

**Gareth Owens LL.B Barrister/Bargyfreithiwr**  
Chief Officer (Governance)  
Prif Swyddog (Llywodraethu)



At: Rita Price (Cadeirydd)

CS/NG

Cynghorwyr: Janet Axworthy, Adele Davies-Cooke,  
Colin Legg a Dave Mackie  
(+ 4 swydd wag)

29 Mehefin 2017

**ENWADAU CREFYDDOL:**

Dora Jones, Gareth Wyn Jones,  
Sue Jones, Delyth McIntyre, a  
Rev. Huw Powell-Davies

Janet Kelly / 01352 702301  
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**CYMDEITHASAU ATHRAWON:**

Lyn Harkin, Ibad Hussain, Lyn Oakes, a  
Gail Woodward

Mr. Philip Lord (Challenge Advisor)

Annwyl Syr / Fadam

Bydd cyfarfod o'r **SACRE SIR Y FFLINT** yn cael ei gynnal yn **YSTAFELL  
BWYLLGOR DELYN, NEUADD Y SIR, YR WYDDGRUG CH7 6NA DYDD  
MERCHER, 5ED GORFFENNAF, 2017** am **2.00 PM** i ystyried yr eitemau canlynol.

**Nodwch y lleoliad ar gyfer y cyfarfod**

Yn gywir

Robert Robins  
Rheolwr Gwasanaethau Democraidd

**R H A G L E N**

- 1 **YMDDIHEURIADAU AM ABSENOLDEB**
- 2 **DATGAN CYSYLLTIAD: COD YMDDYGIAD LLYWODRAETH LEOL**

Caiff Aelodau eu hatgoffa fod rhaid iddynt ddatgan **bodolaeth a natur** y cysylltiad personol y maent yn ei ddatgan.

3 **COFNODION** (Tudalennau 3 - 6)

Cymeradwyo a chadarnhau bod cofnodion y cyfarfod diwethaf yn gywir.

4 **RÔL Y CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL** (Tudalennau 7 - 30)

Trafod rôl y Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol yn monitro a chefnogi – gweler y llyfryn ‘Felly rydych yn ymuno â’ch Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol lleol.’

5 **DADANSODDI ADRODDIADAU AROLYGU** (Tudalennau 31 - 32)

I dderbyn a dadansoddi Adroddiadau Arolygon diweddar Estyn.

6 **YMARFERYDD ARWEINIOL - CEFNOGI'R GOFYNIION TGAU NEWYDD**

I dderbyn cyflwyniad yn ymwneud â chynllun GwE i gefnogi'r gofynion TGAU newydd mewn Astudiaethau Crefyddol.

7 **CYDWEITHIO YSGOL I YSGOL - DIWEDDARIAD**

Derbyn adroddiad llafar gan Philip Lord, cynghorydd herio

8 **CYMDEITHAS CYNGHORAU YMGYNGHOROL SEFYDLOG ADDYSG GREFYDDOL CYMRU** (Tudalennau 33 - 44)

- i. I dderbyn cofnodion cyfarfod diwethaf y Gymdeithas ym Mrynbuga, Sir Fynwy.
- ii. Cyfarfod haf Cymdeithas Cyngorau Ymgynghorol Sefydlog Addysg Grefyddol Cymru, 7 Mehefin, Wrecsam.
- iii. Etholiadau pwyllgor gwaith Cymdeithas Cyngorau Ymgynghorol Sefydlog Addysg Grefyddol Cymru

9 **CYFARFODYDD YN Y DYFODOL**

Bydd cyfarfodydd yn y dyfodol yn cael eu cynnal am 2pm ar y dyddiadau canlynol:

Dydd Mercher, 11 Hydref 2017  
Dydd Mercher, 21 Chwefror 2018  
Dydd Mercher, 13 Mehefin 2018

# Eitem ar gyfer y Rhaglen 3

**FLINTSHIRE STANDING ADVISORY COUNCIL**  
**FOR RELIGIOUS EDUCATION (SACRE)**  
**15 FEBRUARY 2017**

Minutes of the meeting of the Flintshire Standing Advisory Council for Religious Education held at County Hall, Mold on Wednesday 15 February 2017.

**PRESENT:**

Councillors: Chris Bithell, Dave Mackie, Nigel Steele-Mortimer, Colin Legg

Religious Denominations: Delyth McIntyre, Sue Jones

Teacher Associations: Gail Woodward (John Summers High School)

**APOLOGIES:**       None

**IN ATTENDANCE:**

Challenge Advisor Phil Lord, Meeting Clerk Susan Fisher

PL explained that Ron Keating was Chair, and Rita Price was Vice. Ron Keating no longer works at St Richard Gwyn, and Rita Price no longer attends. Delyth McIntyre was installed as Chair, and Vice Chair needed to be a Councillor. NS-M proposed DMA as Vice, this was seconded by CB, and the meeting agreed. As today's meeting was not quorate, decisions would have to be deferred.

**AGENDA ITEM 4 – DECLARATIONS OF INTERESTU**

None

**AGENDA ITEM 5 – MINUTES OF MEETING 5 OCTOBER 2016**

Page 4, second paragraph of Point 5

PL clarified that 6 areas of learning have been decided. RE is within the Humanities area of learning, which is perhaps an area of concern for VA schools. Denominations are being urged to approach Welsh Government re this and the CinW encouraged to send a representative to NAPfRE. The time to express their concerns is at the Agreed Syllabus Conference. PL has suggested to Manon that developments within their team are fed back to each Local Authority and to SACREs. This could be the way for councillors and faith representatives to have a say. This committee is lacking in faith representatives.

Finding suitable faith representatives is complicated in North Wales by having 2 dioceses; PL suggested an audit across some other SACREs to see if any faiths are

not being represented. This forum is the best place for faith representatives to have an input.

PL will meet with the Welsh Govt on 3<sup>rd</sup> March, and will be looking for statements about KS4. He needs to find out from schools what is happening at KS4.

The Chair asked about procedure when someone drops out of SACRE. PL suggested sending a letter to nomination representatives on SACRE. If they cannot attend, they could send someone in their stead.

PL wants to get in touch with Heads Fed. He wishes to send a similar letter to that mooted above to teachers. The Chair encouraged him to stress the urgency and priority.

### **RESOLVED**

PL to write to both the faith and teaching groups saying they have to be at these meetings to scrutinise arrangements.

Page 5, 2<sup>nd</sup> paragraph of point 9

PL clarified and explained the contents. He will ask Kirsty of Welsh Govt re retaining the short course.

CL suggested 2 possible candidates for SACRE. EMMA (?) feels the spiritual side is being pushed back. PL explained that each N Wales SACRE is under-represented in certain sectors – which differ from SACRE to SACRE.

### **RESOLVED**

That, if delegates cannot attend, they may send a substitute.

re CL's suggested members, they can attend as observers.

(At this point, GW arrived)

CL will invite his contacts as observers and if their denomination is not represented, it is possible that they could step in instead. CB suggested letting faiths know about attendance of their representatives.

Page 6, top

That presentation will be in the summer term.

Page 6, Point 10

School to school collaboration is vital. Collaborative working is going ahead in the primary sector. It is not as prevalent in secondary schools but is needed there. At present, it mostly happens in Maths and English at secondary level.

**RESOLVED:**

That the minutes be approved as a correct record.

**AGENDA ITEM 6**

Received by the meeting.

**AGENDA ITEM 7**

The meeting looked at exam results 2016. There was a slight drop in all Wales figures for the full course, slight increase for the short course. An overall increase in numbers getting A\*-C. John Weir, Head at Holywell High, is hoping to enter some for GCSE RE as they have a new RE teacher. The meeting queried the numbers for John Summers doing the short course. CB was pleased to see that Flintshire results are above the national average, and asked if we can be informed of results at 'A' Level at the 6<sup>th</sup> Form Hub, too. PL will look at figures on page 11 where there are some anomalies. CB remarked on what a great deal is owed to Gavin Craigen.

**AGENDA ITEM 8**

The Welsh Bacc at KS4 is having a negative impact on the delivery of RE at KS4. Schools are moving away from the short course, which means more pupils are entering the full course – but attempting to deliver it in short course allocation of time. Primaries are being encouraged to teach in a cross curricular way.

PL would suggest that 5% of timetable time is needed for RE. He will approach schools, asking about their delivery of RE, and will use questions that are very specific, including asking about RE for students who are not doing it at exam. PL referred to P6 on page 21 of the minutes. He asked the meeting if he may enquire of schools what they are doing at KS4 and ask primaries how they are approaching the statutory syllabus/curriculum. He would then feedback to schools to show them where the gaps are. CL asked if it would be possible to see a copy of the old and of the current syllabi.

**RESOLVED:**

That PL will deliver a presentation in the summer on the new syllabus.

**AGENDA ITEM 9**

Training was provided to schools in the summer term; about 40 schools across 4 authorities were involved. PL explained that the evaluation forms were very positive. Next step is action by the schools.

Two dates towards the end of this term have been arranged for further training, and PL would like to invite SACRE members to come along. Schools are going to take a lead in producing some monitoring materials. The other group will look at the planning stage. 28 March – North Coast Church in Abergele 12.30-3.30 pm. 4 April – St Giles Church, Wxm 12.30-3.30 pm. Schools will attend one session only, not both. SACRE members may just turn up – no need to book.

There is an area on the Hwb where schools can put materials they produce for other schools to access. There will be a link to the GwE website. At the moment, efforts are being concentrated on the primary sector.

GwE will make a contribution to supply to make it easier for teachers to attend, and supply will be paid for Gail Woodward to attend.

### **AGENDA ITEM 10**

The meeting asked for a glossary of acronyms. PL questioned why new build schools do not have a space big enough for the whole school to get together, eg for collective worship – was it a conscious decision on the part of the architects? New schools in Holywell and Rhyl do not have a space big enough to hold all the pupils. Some discussion re bringing everyone together.

At the next meeting PL will speak about his visit to Finland to view the teaching of RE. He has a meeting with Kirsty Williams on 2 March.

Withdrawing pupils from RE will be a problem if History and Geography are combined with RE. Parents may withdraw their children without a reason and from just parts of RE. CB asked if we should consult with AMs. (At this point, CB left the meeting).

NS-M questioned why reference to Humanism is appearing in the WASACRE minutes. It comes under religious views and world views. Humanism has to be reflected in the new curriculum.

### **AGENDA ITEM 11**

Next meeting will be held in a school on Wed 5 July at 2 pm – venue to be confirmed. If meeting is to be held at County Hall, a note must be included re the changes to parking – pay and display – at County Hall.

CL asked if PL could prepare a statement saying this committee has the same status as other committees of the council re sending substitutes. The meeting closed at 1540 hrs.

**SO YOU'RE  
JOINING YOUR LOCAL  
SACRE...**

A HANDBOOK FOR  
**SACRE**  
M E M B E R S  
I N W A L E S

This document has been produced by the Churches' Joint Education Policy Committee, a co-ordinating group of CYTUN and ChurchesTogether in England, in detailed consultation with the Society of Education Officers and the Wales Association of SACREs. This process has been generously supported by grants from the British and Foreign Schools Society and Wales Association of SACREs (to prepare the Welsh Language version).

Further copies are available, free of charge, from  
WASACRE Officers  
SACRE Clerks of each LEA in Wales



## SO YOU'RE JOINING YOUR LOCAL SACRE . . .

You may have been:

*persuaded*  
*elected*  
*volunteered*

This booklet:

- ◆ is intended as a guide;
- ◆ points out appropriate legal documentation;
- ◆ identifies support material;
- ◆ enables you to work within your SACRE to support and encourage local schools to ensure high standards in Religious Education and worship.

### WHY IS THERE A SACRE?

In 1944, Local Education Authorities (LEAs) were empowered by law to set up a Standing Advisory Council on Religious Education, known in short as a SACRE. In 1988, LEAs had a duty laid upon them to do so.

### WHAT DOES A SACRE DO?

It is required by law that RE be taught in schools, but RE is not part of the National Curriculum. Instead RE is a local responsibility. SACREs oversee RE and Collective Worship.

### WHO WILL YOU MEET AT A SACRE?

A SACRE is designed to represent all the interests of the local community. You could find elected councillors, representatives of faith communities, and members of the education community.

## WANT TO KNOW MORE?

A SACRE is part of the local government machinery

*Welsh Office Circular 10/94, para 88:1 a 2; Education Act 1996, Pennod III*

### WHAT ARE ITS DUTIES?

Its main function is to advise the LEA on matters related to Collective Worship in community schools and some other schools and on the Religious Education given in accordance with their Agreed Syllabus. The situation is complicated. Figure 1 may help.

- ◆ The SACRE can require the LEA to review its Agreed Syllabus.
- ◆ It must consider applications from head teachers that their school be released from the requirement for Collective Worship to be wholly or mainly of a broadly Christian character. This is known as a determination.
- ◆ The SACRE must publish an Annual Report of its work.

*ACCAC, Annual SACRE Reports: Guidance on the Format and Structure*

*ACCAC Review of SACRE Reports*

**Figure 1: Religious Education and Collective Worship in School**

	Schools Having a Religious Character			
	<i>Voluntary Aided</i>	<i>Voluntary Controlled</i>	<i>Foundation</i>	<i>Community</i>
<i>Religious Education</i>	Reflects religious character (1)	LEA Agreed Syllabus (2)	LEA Agreed Syllabus (2) (3)	Not applicable
<i>Worship</i>	Reflects religious character	Reflects religious character	Reflects religious character	Not applicable

  

	Schools Having No Religious Character			
	<i>Voluntary Aided</i>	<i>Voluntary Controlled</i>	<i>Foundation</i>	<i>Community</i>
<i>Religious Education</i>	LEA Agreed Syllabus	LEA Agreed Syllabus	LEA Agreed Syllabus (3)	LEA Agreed Syllabus
<i>Worship</i>	1996 Act - Broadly and Mainly Christian	1996 Act - Broadly and Mainly Christian	1996 Act - Broadly and Mainly Christian	1996 Act - Broadly and Mainly Christian

**Notes:** Parents have the right to withdraw their children from RE and/or Collective Worship in all schools.

- (1) Parents can opt for their children to receive Agreed Syllabus RE.
- (2) Parents can opt for their children to receive RE in accordance with the religious character of the school.
- (3) These schools have a five-year period to return to their LEA Agreed Syllabus if they have been using a syllabus from another authority.

## WHAT ELSE CAN A SACRE DO?

A SACRE's broad role is to support effective provision of RE and Collective Worship within its remit, see Figure 1, by:

- ◆ giving advice on methods of teaching agreed syllabus RE including the choice of teaching materials;
- ◆ advising the LEA on the provision of training for teachers;
- ◆ monitoring inspection reports on RE, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- ◆ considering complaints about the provision and delivery of Religious Education and Collective Worship referred to it by the LEA.

As a member of your local SACRE, you will be involved in the formal process as required by the law. It is, however, an opportunity to work with others to look creatively and imaginatively at the religious education of young people in your community. Make time to dream dreams!

## SOME MORE ABOUT THE COMPOSITION OF A SACRE

This is defined by law. It is made up of three committees. See Figure 2.

**Figure 2: The Composition of a SACRE**



Each of these committees has equal voting rights (one vote per committee).

## COMMITTEE A

Within these groups will be those from faith communities represented within the locality.

This contains representatives of Christian denominations, e.g., some of the following: the Roman Catholic Church, Church in Wales, Free Churches, Baptist, Methodist, Presbyterian Church of Wales, Union of Welsh Independents, United Reformed Church, Salvation Army, Society of Friends.

It also might contain representatives from other Faiths, e.g., Muslims, Jews, Hindus, Sikhs, Buddhists, Bahais, Parsees, Jains.

The composition of Committee A will vary from SACRE to SACRE as it reflects the variety and numerical representation of the different faith communities in the locality.

Humanist representatives cannot be members of Committee A but can be co-opted to the SACRE as additional members.

## COMMITTEE B

The teacher members of the committee are representatives of teacher associations. It is the Local Authority that decides which teacher associations will be represented. They may approach the teacher unions, but it is possible that associations of RE teachers in the local area will be asked to provide a representative.

## COMMITTEE C

It is the local authority's responsibility to provide their own representatives for this committee. The LEA may wish to have all parties and viewpoints from across the political spectrum represented on the SACRE.

## SOME PRACTICALITIES

### How often does a SACRE meet?

There is no hard and fast rule about the number of meetings a SACRE should hold each year. It must, however, meet sufficient times to fulfil its statutory duties. WASACRE recommends that this necessitates meetings being held at least once a term. There is a requirement to produce an Annual Report.

### If I'm not there, will it matter?

- ◆ Each committee should have at least one member present.
- ◆ Decisions cannot be made unless there is at least one person present to cast the committee's single vote.
- ◆ Co-opted members do not have a vote.

### **Will I be asked to Chair the meeting?**

The law does not state how the Chair of a SACRE should be appointed. The LEA can make this decision or can allow the SACRE to choose the Chair from amongst their members. As a member of the SACRE you could, therefore, be appointed Chair of the SACRE, but not against your will!

*Welsh Office Circular 10/94, para. 114, 115*

### **Will I be asked to take the minutes?**

The LEA's responsibility to set up a SACRE implies a duty to fund it. This means the LEA should provide a clerk for the SACRE who would attend and minute each meeting. The clerk is usually the point of contact for SACRE matters within the Local Authority.

## **COLLECTIVE WORSHIP**

Figure 1 shows the types of school whose Collective Worship comes within the remit of the SACRE. These schools are required to provide a daily act of Collective Worship which 'shall be wholly or mainly of a broadly Christian character'. This means it reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination.

*Education Act 1996, Chapter III*

WASACRE recommends that SACRES:

- ◆ receive inspection reports;
- ◆ monitor good practice, including any difficulties;
- ◆ offer advice to head teachers and governing bodies and disseminate good practice.

Many SACREs produce their own statements on Collective Worship.

## **DETERMINATIONS**

Determinations are 'exceptions from broadly Christian Collective Worship'. The determination procedure allows for the requirement that Collective Worship should be 'wholly or mainly of a broadly Christian character' to be lifted in respect of some or all of the pupils in a school for whom this is deemed inappropriate.

Applications for determinations are made to the SACRE by the head teacher of any community school after consultation with the school's governing body. Determinations are only possible for schools that have no religious character. The SACRE should review each determination every five years.

*Education Act 1996, Chapter III, Welsh Office Circular 10/94, para. 68-80*

## RELIGIOUS EDUCATION

Figure 1 shows the types of school whose provision for Religious Education comes within the remit of a SACRE. These schools are required to follow the local Agreed Syllabus for RE which must 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'.

*Education Act 1996, Chapter III, Welsh Office Circular 10/94, para. 31-37*

SACREs should provide advice on:

### **Methods of teaching RE**

How is the Agreed Syllabus best delivered to each age group? What mixture should there be of formal content, thematic work, group work, personal discovery, visits to specified buildings or events, and visitors with an educational remit? What is the relationship to cross-curricular studies, to spiritual, moral, social and cultural development, and to Personal, Social and Health Education (PSHE)? Is the distinctiveness of RE being maintained in such relationships?

### **Choices of resources for RE**

National publications review all new RE materials and resource centres can be visited by teachers. The SACRE should consider cost factors and offer, with an RE Adviser's help, advice on the most appropriate (or most economic) materials to deliver the aims, objectives and content of the Agreed Syllabus.

### **Training of teachers**

National surveys show that the effective introduction of a new Agreed Syllabus requires a considerable investment in resources and in the training of all primary teachers and all those teaching RE in secondary schools, if the syllabus is to be properly implemented. SACREs should ensure that LEAs are aware of the need for teachers to be trained to deliver effectively the Local Agreed Syllabus for RE.

WASACREs recommends that SACREs:

- ◆ receive inspection reports;
- ◆ monitor good practice in the delivery of the Agreed Syllabus and take note of any difficulties;
- ◆ disseminate good practice on the teaching of RE.

Other interests also include:

### **Assessment and testing**

SACREs should monitor school approaches to assessing pupils' progress in RE. They should also be aware of the uptake of external examinations in RE and RS.

## RE and SMSC

SACREs should be aware of the links between pupils' RE and their spiritual, moral, social and cultural development. Committee A has the opportunity to indicate areas of knowledge that pupils should have about religious beliefs and the influence these have on the formation of attitudes and values.

## Religious teaching from within the faith community

SACREs should be aware that some pupils will be formally receiving teaching about their own religion from their parents or through attendance at church, gurdwara, mosque, synagogue or temple. The style of this teaching could differ from religious education, prescribed by law, to be delivered in their schools.

## REVIEW OF THE RE SYLLABUS

It is required by law that every LEA institute a review of its locally agreed syllabuses within five years of the last review.

If committees A and B ask the LEA in writing to reconsider its Agreed Syllabus it must convene a conference for that purpose.

*Education Act 1996, Chapter III*

## SO WHAT IS AN AGREED SYLLABUS CONFERENCE (ASC)?

An ASC is convened in order to produce an Agreed Syllabus for RE. It is a separate legal entity from a SACRE.

An ASC:

- ◆ contains the same committees as the SACRE;
- ◆ can be made up of SACRE members but need not do so. There is no provision for co-opted members.

The Chair of the ASC can be appointed by the LEA or the LEA may allow the ASC to choose its own Chair.

The LEA's responsibility to convene the ASC implies a duty to provide funds for its work.

*For detailed provisions, see Education Act 1996, Chapter III, Schedule 31*

## WHAT IS THE DISTINCTIVE CONTRIBUTION OF EACH OF THE COMMITTEES TO THE WORK OF SACREs?

### COMMITTEE A

Committee A is made up of representatives from faith communities represented within the locality. Members of Committee A:

- ◆ should present a positive image of their religion, so that members of the other Committees are disabused of any religious stereotypes of each denomination or religion. They must also make clear any grounds on which they may differ from each other, but also the respect they have for each other's viewpoints – since such convictions and mutual understanding both lie at the heart of effective classroom RE.
- ◆ can create opportunities within SACRE meetings to raise awareness of issues of sensitivity in the teaching of RE to the children of their faith community.
- ◆ should appreciate the difficulties schools are facing in the area, support their best endeavours, and act, where necessary as a link between schools and the faith communities.

### COMMITTEE B

Committee B is made up of teachers who are representative of teacher associations. Members of Committee B should:

- ◆ have a real and positive interest in RE in primary, secondary or special schools;
- ◆ ensure that the needs of schools and teachers are considered by the SACRE in their discussions;
- ◆ provide SACRE with information about the context in which RE is taught in the schools in the local authority;
- ◆ ensure that the associations they represent are informed about the work of the SACRE;
- ◆ create opportunities for other teachers to learn more about the work of the SACRE and give them the opportunity to have their views expressed at SACRE meetings;
- ◆ consult other teachers on matters of particular importance to the work of SACRE.

### COMMITTEE C

Committee C is made up of representatives of the local authority. Members of Committee C:

- ◆ can bring to the meeting the breadth of educational issues and concerns which elected members are wrestling with and place RE's role within it;



- ◆ can be the supporters of RE within the various committees and structures of the LEA/ County Council;
- ◆ can give political support to enable RE, because of its local determination, flourish within each LEA – financial support, advisory support etc;
- ◆ can appreciate the issues raised by a multi-faith, multi-cultural society for the education of children in RE, and reflect these issues in the Education Committee, Scrutiny Committee, and Cabinet etc. as a means of supporting RE;
- ◆ can bring the ‘public’ dimension to the debate about RE provision and support.

## MAKING THE WORK OF SACREs KNOWN

### To Local Education authorities

- ◆ The relationship of SACREs to the work of the LEA and elected members is important. **SACREs should ensure that their proceedings are reported to the LEA’s Education Committee, or, where there is no longer an Education Committee, the appropriate committee established by the Authority to make decisions about education services,** through the circulation of the agreed minutes of each meeting as well as by the formal presentation, to that committee, of their Annual Report.
- ◆ **The local RE Adviser can provide professional guidance** and practical expertise which can be used by the SACRE. Their attendance at SACRE meetings is invaluable.

### To schools, governors and parents

- ◆ Many schools seem unaware of the responsibilities and activities of their local SACRE. It would be helpful for SACREs to suggest that each school’s staff notice board should display information about SACRE membership so that classroom teachers may know whom to contact. In this way the specialist expertise on different faiths represented on a SACRE may be a source, to schools, of advice representative of the religion or denomination concerned.
- ◆ Many governing bodies and parents are also unaware of the activities of their local SACRE and the impact of this on the teaching of RE. It would be helpful if the availability of the SACRE Annual Report is made more widely known.

### To the faith communities

- ◆ Individual faith community members have a responsibility to inform those they represent about the activities of a SACRE. They should also be available to receive views of their community to feed into SACRE discussions.
- ◆ The SACRE Annual Report should be sent to the faith communities represented on the SACRE.

### To the general public

- ◆ The SACRE meetings are open to the general public. Notice of meetings should be given and relevant documents made available.

## RESOURCES

### EDUCATION LEGISLATION

*Education Act 1996, Part V, Chapter III, Schedule 31*

*School Standards and Framework Act 1998, Chapter VI and Schedules 19 and 20*

The Welsh Office *Circular number 10/94* Religious Education and Collective Worship

Qualification, Curriculum and Assessment Authority for Wales (ACCAC):

*Annual SACRE Reports - Guidance on Structure and Format. ISBN 186112 0648*

*Review of SACRE Reports - produced annually*

**FELLY RYDYCH YN  
YMUNO Â'CH  
CYSAG LLEOL . . .**

LLAWLYFR AR GYFER  
**AELODAU CYSAGau**  
Y N G N G H Y M R U

Mae'r ddogfen hon wedi cael ei chynhyrchu gan y Churches' Joint Education Policy Committee, sef grŵp cydgysylltiol o CYTŪN a Churches Together in England, gydag ymgynghori manwl â Chymdeithas Swyddogion Addysg a Chymdeithas CYSAGau Cymru. Cafodd y gwaith ei gefnogi trwy grantiau gan Gymdeithas Ysgolion Prydain a Thramor a Chymdeithas CYSAGau Cymru (darparu'r fersiwn Gymraeg).

Gellir cael gafael ar gopiau ychwanegol, am ddim, oddi wrth Gymdeithas CYSAGau Cymru neu Glerc CYSAG unrhyw un o Awdurdodau Addysg Lleol Cymru

## FELLY RYDYCH YN YMUNO Â'CH CYSAG LLEOL . . .

Efallai eich bod:

*wedi eich perswadio*  
*wedi eich ethol*  
*wedi gwirfoddoli*

Mae'r llyfryn hwn:

- ◆ yn anelu at osod canllawiau
- ◆ yn dwyn dogfennau cyfreithiol perthnasol i sylw
- ◆ yn dynodi deunydd ategol
- ◆ yn eich galluogi i weithio oddi mewn i'ch CYSAG i gefnogi ac annog ysgolion lleol i sicrhau safonau uchel mewn Addysg Grefyddol ac addoli.

### PAM Y MAE CYSAG YN BOD?

Ym 1944 awdurdodwyd Awdurdodau Addysg Lleol (AALI) trwy gyfraith i sefydlu Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol, CYSAG a bod yn gryno. Ym 1988 gosodwyd dyletswydd ar yr Awdurdodau Addysg Lleol i wneud hyn.

### BETH YW GWAITH CYSAG?

Mae'n ofynnol dan y gyfraith i AG gael ei ddysgu mewn ysgolion, ond nid yw AG yn rhan o'r Cwricwlwm Cenedlaethol. Yn lle hynny, cyfrifoldeb lleol yw AG. Y CYSAGau sy'n cadw golwg ar AG ac Addoli ar y Cyd.

### PWY FYDDWCH CHI'N DOD AR EU TRAWS MEWN CYSAG?

Amcan CYSAG yw cynrychioli holl ddiddordebau'r gymuned leol. Gallech daro ar gynghorwyr wedi eu hethol, cynrychiolwyr cymunedau ffydd, a phobl o fyd addysg.

# AM GAEL GWYBOD RHAGOR?

Mae CYSAG yn rhan o gyfundrefn llywodraeth leol.

*Cylchlythyr 10/94 Y Swyddfa Gymreig, paragraff 88:1 a 2; Deddf Addysg 1996, Pennod III*

## PA DDYLETSWYDDAU SYDD GANDDO?

Ei brif swyddogaeth yw cynghori AALI ar faterion yn ymwneud ag Addoli ar y Cyd mewn ysgolion cymunedol a rhai ysgolion eraill, ac â'r Addysg Grefyddol sy'n cael ei chyflwyno yn unol â'u Maes Llafur Cytûn. Mae'r sefyllfa'n un ddyrys. Efallai y bydd Tabl 1 yn gymorth.

- ◆ Gall CYSAG fynnu bod AALI yn adolygu ei Faes Llafur Cytûn.
- ◆ Mae'n rhaid iddo roi ystyriaeth i geisiadau gan benaethiaid am i'w hysgol gael ei rhyddhau o'r rheidrwydd i Addoli ar y Cyd fod yn gyfan gwbl neu'n bennaf yn gyffredinol Gristnogol ei natur. Gelwir hyn yn ddyfarniad.
- ◆ Mae'n rhaid i CYSAG gyhoeddi Adroddiad Blynyddol am ei waith.

*ACCAC, Adroddiadau Blynyddol CYSAGau, Canllawiau ynghylch eu Strwythur a'u Fformat*

*ACCAC, Arolwg o Adroddiadau'r CYSAGau*

Tabl 1: Addysg Grefyddol ac Addoli ar y Cyd mewn Ysgol

	Ysgolion Cristnogol eu Cymeriad			
	<i>Dan gymorth Gwirfoddol</i>	<i>Dan Reolaeth Wirfoddol</i>	<i>Gwaddoledig</i>	<i>Cymunedol</i>
<i>Addysg Grefyddol</i>	Yn adlewyrchu'r cymeriad crefyddol (1)	Maes Llafur Cytûn yr AALI (2)	Maes Llafur Cytûn yr AALI (2) (3)	Amherthnasol
<i>Addoliad</i>	Yn adlewyrchu'r cymeriad crefyddol	Yn adlewyrchu'r cymeriad crefyddol	Yn adlewyrchu'r cymeriad crefyddol	Amherthnasol

  

	Ysgolion Heb Gymeriad Cristnogol			
	<i>Dau Gymorth Gwirfoddol</i>	<i>Dan Rheolaeth Wirfoddol</i>	<i>Gwaddoledig</i>	<i>Cymunedol</i>
<i>Addysg Grefyddol</i>	Maes Llafur Cytûn yr AALI	Maes Llafur Cytûn yr AALI	Maes Llafur Cytûn yr AALI (3)	Maes Llafur Cytûn yr AALI
<i>Addoliad</i>	Deddf 1996 - yn gyffredinol ac yn bennaf Gristnogol	Deddf 1996 - yn gyffredinol ac yn bennaf Gristnogol	Deddf 1996 - yn gyffredinol ac yn bennaf Gristnogol	Deddf 1996 - yn gyffredinol ac yn bennaf Gristnogol

**Nodiadau:** Mae gan rieni hawl i dynnu eu plant allan o Addysg Grefyddol ac/neu Addoli ar y Cyd ym mhob ysgol.

- (1) Gall rhieni ddewis bod eu plant yn cael AG yn ôl y Maes Llafur Cytûn.
- (2) Gall rhieni ddewis bod eu plant yn cael AG yn ôl cymeriad crefyddol yr ysgol.
- (3) Mae cyfnod o bum mlynedd yn cael ei ganiatáu i'r ysgolion hyn droi yn eu holau at Faes Llafur Cytûn yr AALI os ydynt wedi bod yn defnyddio Maes Llafur o eiddo awdurdod arall.

## BETH ARALL MAE CYSAG YN GALLU EI WNEUD?

Swyddogaeth CYSAG, yn gyffredinol, yw cefnogi darpariaeth effeithiol ar gyfer AG ac Addoli ar y Cyd y tu mewn i derfynau ei gyfrifoldebau, gweler Tabl 1, trwy:

- ◆ roi cyngor ar ddulliau cyflwyno Addysg Grefyddol yn unol â'r Maes Llafur Cytûn, gan gynnwys pa ddefnyddiau addysgu i'w dewis;
- ◆ cynghori'r AALI ar ddarparu hyfforddiant ar gyfer athrawon;
- ◆ monitro adroddiadau arolygwyr ar AG, Addoli ar y Cyd a Datblygiad Ysbrydol, Moesol, Cymdeithasol a Diwylliannol;
- ◆ rhoi ystyriaeth i gwynion ynglŷn â darparu a chyflwyno Addysg Grefyddol ac Addoli ar y Cyd sy'n cael eu cyfeirio ato gan yr AALI.

Fel aelod o'ch CYSAG lleol byddwch yn ymwneud â'r broses ffurfiol yn ôl gofyn y gyfraith. Serch hynny, dyma gyfle i gydweithio â phobl eraill i edrych ar addysg grefyddol pobl ifanc yn eich cymuned chi, yn greadigol a chyda dychymyg. Neilltuwch amser i freuddwydio breuddwydion!

## TIPYN RHAGOR AM GYFANSODDIAD CYSAG

Mae hyn yn cael ei bennu gan y gyfraith. Mae'n cynnwys tri phwyllgor. Gweler Tabl 2.

**Tabl 2: Cyfansoddiad CYSAG**



Mae gan bob un o'r pwyllgorau hyn hawliau pleidleisio cyfartal (un bleidlais ar gyfer pob pwyllgor).

## PWYLLGOR A

Mae hwn yn cynnwys cynrychiolwyr enwadau Cristnogol, e.e. rhai o'r canlynol, yr Eglwys Babyddol, yr Eglwys yng Nghymru, Eglwysi Rhyddion, Bedyddwyr, Methodistiaid, Presbyteriaid, Annibynwyr, yr Eglwys Unedig Ddiwygiedig, Byddin yr Iachawdwriaeth, Cymdeithas y Cyfeillion.

Yn ogystal, mae'n gallu cynnwys cynrychiolwyr o blith crefyddau eraill, e.e. Mwslimiaid, Iddewon, Hindpiaid, Sikhiaid, Bwdhyddion, Jainiaid, Bahaiaid, Parsiaid.

Ni all cynrychiolwyr y Dyneiddwyr fod yn aelodau o Bwyllgor A ond fe ellir eu cyfethol i'r CYSAG fel aelodau ychwanegol.

Bydd cyfansoddiad Pwyllgor A yn amrywio o GYSAG i GYSAG wrth adlewyrchu amrywiaeth a niferoedd y gwahanol gymunedau ffydd sydd yn yr ardal.

## PWYLLGOR B

Cynrychiolwyr cymdeithasau athrawon yw'r athrawon sy'n aelodau o'r pwyllgor hwn. Yr Awdurdod Addysg Lleol sydd yn penderfynu pa gymdeithasau athrawon sy'n cael eu cynrychioli. Fe ddichon gysylltu ag undebau'r athrawon, ond mae'n bosibl y gofynnir i gymdeithasau athrawon AG lleol ddewis cynrychiolydd.

## PWYLLGOR C

Cyfrifoldeb yr Awdurdod Addysg Lleol yw ymorol am ei gynrychiolwyr ei hunan ar gyfer y pwyllgor hwn. Efallai mai dymuniad yr Awdurdod Addysg Lleol fydd cael cynrychiolaeth o bob plaid a barn yn y sbectrwm gwleidyddol cyfan ar y CYSAG.

## AMBELL BETH YMARFEROL

### Pa mor aml y mae CYSAG yn cwrdd?

Nid oes rheol bendant yn dweud sawl cyfarfod y dylai CYSAG ei gynnal bob blwyddyn. Sut bynnag, mae'n rhaid iddo gwrdd yn ddigon aml i gyflawni ei ddyletswyddau statudol. Mae Cymdeithas CYSAGau Cymru yn argymhell bod hyn yn golygu cynnal cyfarfodydd o leiaf unwaith y tymor. Mae rheidrydd arno hefyd i lunio Adroddiad Blynnyddol.

### A fydd gwahaniaeth os na fyddaf i yno?

- ◆ Dylai o leiaf un aelod o bob pwyllgor fod yn bresennol ymhob cyfarfod o CYSAG.
- ◆ Nid oes modd gwneud penderfyniadau onibai bod o leiaf un aelod yn bresennol i fwrw'r un bleidlais sydd gan y pwyllgor.
- ◆ Nid oes pleidlais gan aelodau sydd wedi eu cyfethol.



### **A fydd rhywun yn gofyn i mi gadeirio'r cyfarfod?**

Nid yw'r gyfraith yn dweud sut y dylid penodi Cadeirydd y CYSAG. Mae modd i'r AALI benderfynu neu ganiatáu i'r CYSAG ddewis Cadeirydd o blith yr aelodau. Fel aelod o'r CYSAG fe allech chi, felly, gael eich dewis yn Gadeirydd eich CYSAG, ond nid yn groes i'ch ewylllys chwaith!

*Cylchlythyr 10/94 Y Swyddfa Gymreig, paragraffau 114, 115*

### **A fydd rhywun yn gofyn i mi gadw'r cofnodion?**

Mae'r cyfrifoldeb sydd ar yr AALI i sefydlu CYSAG yn awgrymu bod dyletswydd arno i'w ariannu. Mae hyn yn golygu y dylai'r AALI drefnu clerc ar gyfer y CYSAG a fyddai'n bresennol ym mhob un o'i gyfarfodydd ac yn cadw'r cofnodion. Fel rheol y clerc yw'r ddolen gyswllt y tu mewn i'r AALI yn achos materion sy'n ymwneud â CYSAG.

## **ADDOLI AR Y CYD**

Mae Tabl 1 yn dangos y mathau o ysgolion sydd â'u Haddoli ar y Cyd o fewn terfynau cyfrifoldeb CYSAG. Mae'n rheidrwydd ar yr ysgolion hyn i ddarparu act feunyddiol o Addoli ar y Cyd a 'fydd yn gyfan gwbl neu'n bennaf yn gyffredinol Gristnogol ei natur'. Mae hyn yn golygu ei fod yn adlewyrchu traddodiadau'r gred Gristnogol yn fras heb fod yn nodweddiadol o un enwad Cristnogol arbennig.

*Deddf Addysg 1996, Pennod III*

Mae Cymdeithas CYSAGau Cymru yn argymhell y dylai CYSAGau:

- ◆ dderbyn adroddiadau arolygwyr;
- ◆ monitro ymarfer da, gan gynnwys unrhyw anawsterau;
- ◆ cynnig cyngor i benaethiaid a chyrrff llywodraethol a lledaenu ymarfer da.

Mae llawer o'r CYSAGau'n cynhyrchu eu datganiadau hwy eu hunain ar Addoli ar y Cyd.

## **DYFARNIADAU**

'Eithrio o Addoli ar y Cyd sy'n gyffredinol Gristnogol' yw dyfarniadau. Mae trefn gwneud dyfarniadau yn caniatáu bod y rheidrwydd i'r Addoli ar y Cyd 'fod yn gyfan gwbl neu'n bennaf yn gyffredinol Gristnogol ei natur' yn gallu cael ei ddiddymu yn achos rhai neu'r cyfan o'r disgyblion mewn ysgol lle nad yw hynny'n cael ei ystyried yn addas iddi hi.

Gwneir ceisiadau am ddyfarniadau i'r CYSAG gan bennaeth unrhyw ysgol gymunedol, ar ôl ymgynghori â chorff llywodraethol yr ysgol. Yn achos ysgolion nad ydynt yn grefyddol eu cymeriad yn unig y mae dyfarniadau'n bosibl. Dylai'r CYSAG adolygu pob un o'r dyfarniadau bob pum mlynedd.

*Deddf Addysg 1996, Pennod III, Cylchlythyr 10/94 Y Swyddfa Gymreig, Paragraffau 68-80*

## ADDYSG GREFYDDOL

Mae Tabl 1 yn dangos y mathau o ysgolion y daw eu darpariaeth ar gyfer Addysg Grefyddol o fewn terfynau cyfrifoldeb CYSAG. Mae'n rhaid i'r ysgolion hyn ddilyn y Maes Llafur Cytûn lleol ar gyfer Addysg Grefyddol a rhaid i'r Maes Llafur Cytûn lleol 'adlewyrchu'r ffaith mai Cristnogol yn bennaf yw traddodiadau crefyddol Prydain Fawr gan gymryd i ystyriaeth ddysgeidiaeth ac arferion y prif grefyddau eraill a gynrychiolir ym Mhrydain Fawr'.

*Deddf Addysg 1996, Pennod III, Cylchlythyr 10/94 Y Swyddfa Gymreig, Paragraffau 31-37*

Dylai'r CYSAGau ddarparu cyngor ar:

### Dulliau dysgu Addysg Grefyddol

Pa ffordd yw'r orau i gyflwyno'r Maes Llafur Cytûn i bob grŵp oedran? Pa gymysgedd ddylai fod o gynnwys ffurfiol, gwaith thematig, gwaith grŵp, darganfod personol, ymweld â safleoedd neu ddigwyddiadau penodedig, ac ymwelwyr ar berwyl addysgol? Pa gyswllt sydd ag astudiaethau traws-gwricwlaidd, â Datblygiad Ysbrydol, Moesol, Cymdeithasol a Diwylliannol ac ag Addysg Personol, Gymdeithasol ac Iechyd? A yw arwahanrwydd Addysg Grefyddol yn cael ei gadw mewn cysylltiadau o'r fath?

### Y dewis sydd yn bod o ran adnoddau ar gyfer Addysg Grefyddol

Mae cyhoeddiadau cenedlaethol yn adolygu'r holl ddeunyddiau newydd ar gyfer Addysg Grefyddol ac mae modd i athrawon ymweld â chanolfannau adnoddau. Dylai'r CYSAG ystyried amgylchiadau ariannol a chynnig cyngor, gyda chymorth Ymgynghorydd Addysg Grefyddol, ynglŷn â'r deunyddiau mwyaf addas (neu fwyaf darbodus) ar gyfer cyflawni nodau, amcanion a chynnwys y Maes Llafur Cytûn.

### Hyfforddi Athrawon

Mae arolygon cenedlaethol yn dangos bod cyflwyno Maes Llafur Cytûn newydd yn llwyddiannus yn gofyn am gryn fuddsoddiad o ran adnoddau ac o ran hyfforddi athrawon yr holl ysgolion cynradd a phob un sy'n dysgu Addysg Grefyddol mewn ysgolion uwchradd, os yw'r maes Llafur i gael ei weithredu'n effeithiol. Dylai'r CYSAGau sicrhau bod AALI yn ymwybodol o'r angen i athrawon gael eu hyfforddi i drosglwyddo'r Maes Llafur Cytûn Lleol yn effeithiol.

Mae Cymdeithas CYSAGau Cymru yn argymhell y dylai CYSAGau:

- ◆ dderbyn adroddiadau arolygwyr;
- ◆ monitro ymarfer da ynglŷn â chyflwyno'r Maes Llafur Cytûn a chymryd sylw o unrhyw anawsterau;
- ◆ lleadaenu ymarfer da ynglŷn â dysgu Addysg Grefyddol.

Mae diddordebau eraill yn cynnwys:

### Asesu a Phrofi

Dylai CYSAGau fonitro sut mae ysgol yn mynd ati i asesu cynnydd disgyblion mewn Addysg Grefyddol. Yn ogystal, dylent fod yn ymwybodol o faint sy'n dewis sefyll arholiadau allanol mewn Addysg Grefyddol ac Astudiaethau Crefyddol.

### **Addysg Grefyddol a Datblygiad Ysbrydol, Moesol, Cymdeithasol a Diwylliannol**

Dylai CYSAGau fod yn ymwybodol o'r cysylltiadau rhwng Addysg Grefyddol y disgyblion a'u datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol. Fe fydd cyfle i Bwyllgor A ddynodi pa feysydd gwybodaeth y dylai disgyblion eu meddu ynglŷn â chredoau crefyddol, a'r dylanwad a gaiff y rhain ar lunio agweddau a gwerthoedd.

### **Dysgu crefyddol o'r tu mewn i'r gymuned ffydd**

Dylai CYSAGau fod yn ymwybodol y bydd rhai disgyblion yn cael eu dysgu'n ffurfiol am eu crefydd hwy eu hunain gan eu rhieni neu drwy fynychu eglwys, gurdwara, mosg, synagog neu deml. Gallai arddull y dysgu hwn fod yn wahanol i Addysg Grefyddol, sy'n cael ei phennu gan y gyfraith, i gael ei throsglwyddo yn eu hysgolion.

## **ADOLYGU'R MAES LLAFUR ADDYSG GREFYDDOL**

Mae'n ofynnol dan y gyfraith i bob AALI sefydlu adolygiad o'i Faes Llafur Cytûn lleol o fewn pum mlynedd i'r adolygiad diwethaf.

Os yw pwyllgorau A a B yn gwneud cais ysgrifenedig i'r AALI yn gofyn iddo ail ystyried ei Faes Llafur Cytûn mae'n rhaid iddo gynnwll cynhadledd i'r diben hwnnw.

*Deddf Addysg 1996, Pennod III*

## **FELLY BETH YW CYNHADLEDD MAES LLAFUR CYTÛN?**

Mae Cynhadledd Maes Llafur Cytûn yn cael ei chynnull er mwyn cynhyrchu Maes Llafur Cytûn ar gyfer AG. Mae'n endid cyfreithiol ar wahân i CYSAG.

Mae Cynhadledd Maes Llafur:

- ◆ yn cynnwys yr un pwyllgorau â'r CYSAG;
- ◆ yn gallu cael ei ffurfio o aelodau'r CYSAG ond nid o anghenraid. Nid oes darpariaeth ar gyfer cyfethol aelodau.

Gall Cadeirydd y Gynhadledd gael ei benodi gan yr AALI neu gall yr AALI adael i'r Gynhadledd ddewis ei Chadeirydd ei hun.

Mae cyfrifoldeb yr AALI i gynnwll Cynhadledd yn awgrymu bod dyletswydd arno i ddarparu arian ar gyfer ei waith.

*Am y ddarpariaeth yn fanwl, gweler Deddf Addysg 1996, Pennod III, Atodlen 31*

# BETH YW CYFRANIAD NEILLTUOL POB UN O'R PWYLLGORAU TUAG AT WAITH CYSAG?

## PWYLLGOR A

Cynrychiolwyr o blith cymunedau ffydd, sy'n cael eu cynrychioli o fewn terfynau'r ardal, yw aelodau Pwyllgor A. Ynglŷn ag aelodau Pwyllgor A:

- ◆ dylent gyflwyno delwedd gadarnhaol o'u crefydd er mwyn cywiro unrhyw gamsyniadau o eiddo aelodau'r pwyllgorau eraill am unrhyw stereoteipiau crefyddol o bob enwad neu grefydd. Yn ogystal, dylent amlygu unrhyw agweddau a allai fod yn sail gwahaniaeth barn yn eu plith, ond gwneud yn eglur yr un pryd, y parch sydd ganddynt tuag at safbwynt y naill a'r llall - oherwydd bod argyhoeddiadau a chyd-ddeall fel hyn, gyda'i gilydd, wrth wraidd AG effeithiol yn y dosbarth;
- ◆ gallant greu cyfle yn ystod cyfarfodydd CYSAG i godi ymwybyddiaeth o faterion sy'n rhai sensitif o ran dysgu AG i blant eu cymuned ffydd hwy;
- ◆ dylent sylweddoli pa anawsterau y mae ysgolion yn eu hwynebu yn y cylch, cefnogi eu hymdrechion gorau, a gweithredu, lle bo angen, yn ddolen rhwng ysgolion a'r cymunedau ffydd.

## PWYLLGOR B

Athrawon sy'n cynrychioli cymdeithasau athrawon yw aelodau Pwyllgor B. Dylai aelodau Pwyllgor B:

- ◆ feddu diddordeb real a phositif mewn AG mewn ysgolion cynradd, uwchradd neu arbennig;
- ◆ sicrhau bod anghenion ysgolion ac athrawon yn cael eu hystyried gan y CYSAGau yn eu trafodaethau;
- ◆ porthi'r CYSAG â gwybodaeth am gyd-destun dysgu AG yn ysgolion yr awdurdod lleol;
- ◆ sicrhau bod y cymdeithasau sy'n cael eu cynrychioli ganddynt yn cael gwybod am waith CYSAG;
- ◆ creu cyfle i athrawon eraill ddysgu mwy am waith CYSAG a rhoi cyfle iddynt i gael mynegi eu safbwyntiau hwy yng nghyfarfodydd CYSAG;
- ◆ ymgynghori ag athrawon eraill ar faterion sydd o bwys arbennig i waith CYSAG.

## PWYLLGOR C

Cynrychiolwyr o'r Awdurdod Lleol yw aelodau Pwyllgor C. Bydd aelodau Pwyllgor C yn gallu:

- ◆ dod â'r ystod eang o faterion addysgol a'r pryderon y mae aelodau etholedig yn ymlafnio â hwy i'r cyfarfod, gan leoli swyddogaeth AG y tu mewn i'r ystod honno;

- ◆ bod yn gefn i AG y tu mewn i wahanol bwyllgorau a chyfundrefnau'r AALI/Cyngor Sir;
- ◆ rhoi cefnogaeth wleidyddol fel y bo modd i AG a drefnir yn lleol ffynnu o fewn pob AALI - cefnogaeth ariannol, cefnogaeth ymgynghorol, etc;
- ◆ dimad pa bynciau sy'n cael eu codi gan gymdeithas amrywiol ei chrefyddau a'i diwylliannau yng nghyswllt AG plant, ac adlewyrchu'r pynciau hyn yn y Pwyllgor Addysg, y Pwyllgor Archwiliad, y Cabinet, etc. fel modd i gefnogi AG;
- ◆ dwyn y dimensiwn 'cyhoeddus' i mewn i'r drafodaeth ynglŷn â darparu a chefnogi AG.

## GWNEUD GWAITH CYSAGau'N HYSBYS

### I Awdurdodau Addysg Lleol

- ◆ Mae'r berthynas sydd rhwng y CYSAGau a gwaith yr AALI ac aelodau etholedig yn bwysig. **Dylai'r CYSAGau ofalu bod eu gweithrediadau yn cael eu gwneud yn hysbys i Bwyllgor Addysg yr AALI neu, lle nad oes Pwyllgor Addysg erbyn hyn, i'r pwyllgor priodol y mae'r Awdurdod wedi ei sefydlu i wneud penderfyniadau ynglŷn â gwasanaethau addysg, trwy ddsbarthu cofnodion, sydd wedi cael eu derbyn yn rhai cywir, o bob cyfarfod, yn ogystal â chyflwyno eu Hadroddiad Blynyddol yn ffurfiol i'r pwyllgor hwnnw.**
- ◆ Fe all yr Ymgynghorydd AG lleol gynnig arweiniad proffesiynol ac arbenigedd ymarferol, y gall y CYSAG ei ddefnyddio. Mae ei bresenoldeb/phresenoldeb yng nghyfarfodydd CYSAG yn werthfawr tu hwnt.

### I ysgolion, llywodraethwyr a rhieni

- ◆ Yn ôl pob golwg mae llawer o ysgolion heb wybod am gyfrifoldebau a gweithgareddau eu CYSAG lleol. Byddai'n gymorth pe byddai'r CYSAGau'n awgrymu y dylai hysbysfwrdd staff pob ysgol arddangos gwybodaeth am aelodaeth CYSAG er mwyn i athrawon dosbarth gael gwybod at bwy i droi. Fel hyn gall yr arbenigedd neilltuol, ynglŷn â gwahanol grefyddau a gynrychiolir ar CYSAG fod, i ysgolion, yn ffynhonnell cyngor sy'n ddarlun teg o'r grefydd neu'r enwad dan sylw.
- ◆ Mae llawer o gyrff llywodraethol a rhieni nad ydynt yn ymwybodol o weithgareddau eu CYSAG lleol ac effaith hynny ar gyflwyno AG. Byddai'n gymorth rhoi gwybod i fwy o bobl bod modd cael gafael ar Adroddiad Blynyddol CYSAG.

### I'r cymunedau ffydd

- ◆ Mae cyfrifoldeb ar aelodau unigol o'r cymunedau ffydd i roi gwybod i'r bobl y maent yn eu cynrychioli am weithgareddau CYSAG. Yn ogystal, dylent fod ar gael i glywed syniadau eu cymuned i'w bwydo i drafodaethau CYSAG.
- ◆ Dylai Adroddiad Blynyddol CYSAG gael ei anfon i'r cymunedau ffydd sy'n cael eu cynrychioli ar y CYSAG.

### I'r cyhoedd yn gyffredinol

- ◆ Mae cyfarfodydd CYSAG yn agored i bawb. Dylid rhoi rhybudd am gyfarfodydd, a gofalu bod y dogfennau perthnasol ar gael.

## ADNODDAU

### DEDDFWRIAETH ADDYSG

*Deddf Addysg 1996, Rhan V, Pennod III, Atodlen 31*

*Deddf Safonau a Fframwaith Ysgolion 1998, Pennod VI ac Atodlenni 19 a 20*

*Cylchlythyr 10/94 Y Swyddfa Gymreig - Addysg Grefyddol ac Addoli ar y Cyd.*

Awdurdod Cymwysterau ac Asesu'r Cwricwlwm ar gyfer Cymru (ACCAC):

*Adroddiadau Blynyddol CYSAGau. Canllawiau ynghylch eu Strwythur a'u Fformat* ISBN 186112064 8

*Arolwg o Adroddiadau CYSAGau a gyhoeddir bob blwyddyn.*

# Eitem ar gyfer y Rhaglen 5

## Analysis of Inspection Reports Flintshire SACRE

**Summer 2017**

*(Reports published in the Spring term)*

1 school

School	Dates	Reporting Inspector
Hawarden High School	March 2017	Mamta Arnott
Ysgol Bryn Garth	March 2017	Edward Goronwy Morris
St John the Baptist V.A. Primary School	November 2016	Paula Vaughan

### POSTIVE COMMENTS

#### Current Performance

- The school's comprehensive programme for pupils' spiritual, moral, social and cultural development and its partnerships with a broad range of specialist agencies support pupils' wellbeing effectively. (Hawarden)
- There is a strong nurturing ethos that reflects the school's core values well. (Bryn Garth)
- The school is a caring community with a supportive and inclusive ethos. (St John the Baptist VA)

#### Key Question 1: How good are outcomes?

##### Wellbeing:

- Many pupils develop their social and life skills well, for example through their support for charitable organisations and through active decision-making with the community council. (Hawarden)
- Members of the school council show empathy by fundraising for different charities, and exercise responsibility, for example through organising playground games for younger pupils. This develops pupils' understanding of their role in society well. (Bryn Garth)

#### Key Question 2: How good is provision?

##### Learning experiences:

- Most pupils have a strong awareness of sustainable development and global citizenship issues developed through a variety of activities. (Hawarden)
- Education for sustainable development and global citizenship is well established. Teachers provide good opportunities for pupils to develop their understanding of different cultures and their role as global citizens. Pupils' involvement with fund-raising for a range of charities enhances their understanding of those who are less fortunate than themselves. (Bryn Garth)

- The school develops pupils' awareness of their role as global citizens appropriately. For example, regular topic work and specific projects such as the school's charitable support for a child's education in Africa are beneficial. (St John the Baptist VA)

**Care, support and guidance:**

- The school has a comprehensive programme to support pupils' spiritual, moral, social and cultural development. It delivers these learning experiences appropriately through assemblies and the personal and social education programme. A notable feature of the school's provision is the effective use of peer educators who deliver assemblies and personal and social education lessons on health and wellbeing. (Hawarden)
- Topic work and daily collective worship provide valuable opportunities to enhance pupils' spiritual, moral, cultural and social development. (Bryn Garth)
- Regular acts of collective worship support pupils' spiritual, moral, social and cultural development successfully. (St John the Baptist VA)

**Learning Environment:**

- Equality and diversity are promoted well through personal and social education and the general work of the school. Most pupils feel that the school teaches them to understand and respect people from other backgrounds. (Hawarden)
- Acts of collective worship promote the school's core values well. (Bryn Garth)
- The school demonstrates an appropriate commitment to respecting diversity and developing tolerance amongst all staff and pupils. The school places a high priority on developing pupils' values. This has a notable impact on school life and creates a calm and purposeful learning environment. (St John the Baptist VA)

**Key Question 3: How good are leadership and management?**

**Partnership Working:**

- Close links with the local community and other organisations strengthen learning opportunities for pupils. The local lay minister visits regularly to lead collective worship and to support pupils in classes. (Bryn Garth)
- The local church plays an important role in the life of the school. Pupils visit the church regularly, for example as part of a numeracy topic and for special occasions such as carol concerts. Representatives from the church lead acts of collective worship at the school regularly. These help promote pupils' spiritual and moral development appropriately. (St John the Baptist VA)



# Eitem ar gyfer y Rhaglen 8



Cyfarfod Cymdeithas CYSAG au Cymru, yn Sir Fynwy Swyddfeydd y Cyngor, Neuadd y Sir, Rhadyr, Brynbuga. 3 Mawrth 2017 (10.30am – 3pm)

*Wales Association of SACREs meeting*, at the Monmouthshire County Council Offices, County Hall, Rhadyr, Usk, NP15 1GA. 3 March 2017 (10.30am – 3pm)

## Attendance

<p><b>Ynys Môn / Anglesey</b> Bethan James Rheinallt Thomas</p>	<p><b>Sir Ddinbych / Denbighshire</b> Phil Lord</p>	<p><b>Powys</b> John Mitson Margaret Evitts</p>
<p><b>Blaenau Gwent</b> Gill Vaisey Soam Sharma Chris Abbas Mal Jilani</p>	<p><b>Sir y Flint / Flintshire</b> Phil Lord</p>	<p><b>Rhondda Cynon Taf</b> Paula Webber Mathew Maidment</p>
<p><b>Pen-y-bontarOgwr / Bridgend</b> Edward Evans Vicky Thomas</p>	<p><b>Gwynedd</b> Bethan James</p>	<p><b>Abertawe / Swansea</b> Vicky Thomas</p>
<p><b>Caerffili/ Caerphilly</b> Enfys Hawthorn Janet Jones Vicky Thomas</p>	<p><b>Merthyr Tudful / Merthyr Tydfil</b> Vicky Thomas Ernie Galsworthy</p>	<p><b>Torfaen /Torfaen</b> Marilyn Frazer Kenneth Jacob Vicky Thomas</p>
<p><b>Caerdydd / Cardiff</b> Gill Vaisey</p>	<p><b>Sir Fynwy / Monmouthshire</b> Gill Vaisey Val Howells Peter Baines Kath Fitter N Baicher Tudor Thomas Bob Cotterell Sue Cave Liz Hackett Pain</p>	<p><b>Bro Morgannwg / Vale of Glamorgan</b> Paula Webber Dafyd Trehearne R. Delpak</p>
<p><b>Sir Gaerfyrddin / Carmarthenshire</b> Mary Parry</p>	<p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b></p>	<p><b>Wrecsam / Wrexham</b> Libby Jones Tania ap Sion</p>
<p><b>Ceredigion</b></p>	<p><b>Casnewydd / Newport</b> Huw Stephens N Baicher Sally Northcott Vicky Thomas</p>	<p><b>Sylwedyddion / Observers</b> Simon Oram Clare Cooper Sharon-Perry Phillips Tudor Thomas (REMW) Andrew Jones (Caldicot School) Fr Bernard Sixtus (Catholic Archdiocese of Cardiff) Pauline Smith (Welsh Government) Manon Jones (Welsh Government)</p>
<p><b>Conwy</b> Phil Lord Nicholas Richter</p>	<p><b>Sir Benfro / Pembrokeshire</b> Mary Parry Huw George</p>	

## Minutes

### 1. **Cyflwyniad a chroeso /Introduction and welcome**

The Chair of WASACRE, Phil Lord (PL), thanked Cantref and Shirenewtonschoo choirs for the excellent entertainment provided. He welcomed members to the Council Chamber at Usk, Monmouthshire. Monmouthshire SACRE representatives were available to talk to members during the day.

Thanking WASACRE for choosing the venue, Cllr. Jim Higginson welcomed members to the Chamber saying that at Monmouthshire County Council Religious Education is never underestimated or undervalued. Members were also welcomed by Chair of Monmouthshire SACRE, Liz Hackett-Payne, who expressed thanks to all who had organised the day. She told members it is a privilege to act as Chair to Monmouthshire SACRE, which works on the premise of complete inclusivity. She recognized that the SACRE thrives as a result of the dedication of faith representatives, who bring a valid and respected perspective to SACRE. She acknowledged teacher reps, fully supportive councillors and other members who bring academic expertise. Liz spoke of the positive nature of the SACRE in carrying out their duty to monitor RE in schools. The SACRE organises an RE event, including workshops, to help the transition between primary and secondary schools. This enhances the ability of children to understand many faiths. Additionally, the SACRE has received presentations from teachers and pupils who made school visits to Auschwitz and to Jerusalem. Liz believes SACRE is a force of positivity and inclusivity and stated that, with twenty-two SACREs working together, WASACRE has a very important role in RE. She encouraged WASACRE to ensure that the roles of SACREs are not eroded and that SACRE's statutory duties remain foremost in the eyes of the local authority and Welsh Government.

### 2. **Adfyfriotawel / Quiet reflection**

PL showed a YouTube film (<https://www.youtube.com/watch?v=BQbeWFxsRp0>) about the importance of St David's Day from Little Milly aged 4. He also spoke about Shrovetide and Lent, reflecting on how community celebrations are connected to the past, which is an important aspect of Religious Education.

### 3. **Ymddiheuriadau / Apologies**

Apologies received from Andrew Pearce, Cllr Lyndon Lloyd, Alwen Roberts, Mark Champion, Cllr Mary Barnett, Helen Gibbon, Rachel Bendell, Alison Lewis, Shè-zèr Kandro, Meinir Wynne Loader.

### 4. **Cofnodion y cyfarfod a gynhaliwydyng Nghaerfyrddin, 18 Tachwedd 2016 / Minutes of meeting held in Carmarthen, 18 November 2016**

The minutes were accepted as a true record of the meeting. Proposed by Rheinallt Thomas (RT) and seconded by Gill Vaisey (GV).

### 5. **Materionyncodi / Matters arising**

P3. The work collating REMW RE Ideas continues to be a work in progress.

P3. Humanist attendance – The guidance document Welsh Office Circular 10/94 is restrictive; however the guidance stands until it is changed. GV told WASACRE members that Kathy Riddick has sent a new book *What is Humanism?* written by Michael Rosen and Annemarie Young for KS2 and KS3

pupils. Kathy said she would like to have been present at the meeting but was unaware about it until recently.

P3. WASACRE has received a response from Welsh Government regarding the status of the agreed syllabus.

P.4. Executive members have met with the Minister, Kirsty Williams. The status of the Agreed Syllabus was discussed and the Minister asked for evidence that schools are not complying. Members discussed whether SACREs can produce evidence that statutory requirements are not being met. Members acknowledged that there is a procedure to follow if schools are found not to be meeting their statutory requirement for RE and that SACREs should try to resolve the problem in the first instance. GV was heartened by the Minister's response, as she stated that schools should be meeting higher standards and was adamant, therefore, that all schools must follow the Agreed Syllabus. If they did not they could not meet those required standards. GV reported that the Minister was very strong in backing WASACRE on this issue.

P. 5. The presentation from lead practitioners will go ahead in Wrexham

P. 7.PL attended the EFTRE Executive meeting. He visited a variety of schools and had the opportunity to stay with a family in Finland. There will be a presentation/summary in Wrexham.

P.8. Item 9. Edward wrote to the Minister. Statutory requirements are devolved.MP said Westminster can pass legislation and Welsh Government decides whether Wales accepts or rejects legislation. There are no powers retained by Westminster that apply to just education. This concurs with the fact that the REC Commission only applies in England. Wales is a legislative power, but Human Rights and other areas of law are not devolved. So when making decisions Welsh government have to ask whether this is solely education or does it include things that are not devolved matters.

**Action: Thanks will be written to Kirsty Williams for a swift reply – EE.**

P.10. Date of the summer meeting in Wrexham is Friday 7<sup>th</sup> July in the Council Chamber.

#### 6. **Cyflwyniad NAPfRE / NAPfRE presentation:**

**Cyfoethogi'r cwricwlwm modern - o safbwynt ysgol arloesi / Enriching the modern curriculum – from a pioneer school perspective –Owain ap Dafydd Ysgol Gyfun Cwm Rhymni**

Owain ap Dafydd Ysgol Gyfun Cwm Rhymni gave a presentation on the Donaldson Report/*Successful Futures*. Cwm Rhymni, the only Welsh medium school in Caerphilly, will have over 2000 pupils within 5 years. They see themselves along with the feeder primaries as part of a 'family of schools'. When children start primary school they belong to Cwm Rhymni. Pupil progress is at the heart of the school. The school has responded to *Successful Futures*/the Donaldson Report. The school has taken on board *Successful Futures* and the 4 Purposes are already being adopted by the school. The main focus at the school is on pedagogy, leadership and collaboration. Literacy is at the heart of everything. When lesson observations take place they look at whether the 4 Purposes are met. Specialists in secondary school are working with primary schools to develop the curriculum. The school has introduced Leaders of Pedagogy (LOP). Subject leaders are also responsible for developing staff. The school employs a Senior Leader of Pedagogy on TLR1. LOPs will be leading the six areas of the new curriculum. Cluster work is essential. They support primary schools and advise on subject specialisation. They also worked with Ysgol Llanharia Foundation unit KS2 and KS3 looking at pedagogy. The school takes time to reflect

and improve and are developing consistency in a 3-16 curriculum. Transition is a key in Successful Futures. Teachers visit primary schools on a regular basis to get to know the children individually. Curriculum development was seen as a way forward in developing the confidence and wellbeing of pupils. Cross curricular events are fundamental in Ysgol Cwm Rhymni. The Head talked about being in the Aberfan area and marking this history in cross curricular activities in a similar way they have marked the history of the Holocaust. The RE department is very important in this cross curricular approach. Welsh Bacc is also seen as fundamental to the development of the curriculum. Ysgol Cwm Rhymni now teaches RE through the Welsh Language Curriculum. Owain said that rather than the usual one hour per week, as a result of this change RE now gets four hours per week. He reported that Estyn were happy with the provision. The co-ordinator of RE works very closely with the Welsh department. In Owain's opinion, resources for RE are better with this approach as the Welsh department have helped to develop the resources. This, he maintains, brings out a better understanding from the language. The consistency and quality of the Welsh has improved and the quality of RE has improved as a result of the improved status of the teachers teaching RE. RE is compulsory subject in Donaldson in the Humanities AoLE. The headteacher believes that the 4 Purposes fit in ideally with RE. RE is more than just another subject it contributes to wellbeing. He said that in an area where deprivation is high and people have significant concerns about perceived migration in the valleys of Wales, RE is developing respect and understanding.

PL thanked Owain for providing an understanding of what is happening across the school. During questions a member said that the Head had talked about KS3 having to meet the requirements of the Agreed Syllabus. But what happens at KS4? Owain said that a Cross curricular approach is taken. RE has been taught by people who are not subject specialists in the school. Sometimes through cross curricular days but that the school has covered Agreed Syllabus and that this has been recognised by Estyn. Welsh Bacc is also being used to teach RE. He said that the school did not go down the short course route, but GCSE and A Level Religious Studies are popular options. Huw Stevens (HS) asked how much time was being given to History and Geog. Owain said that they continue to have one hour per week. He reiterated that he believed that RE has improved through teaching in first language Welsh lessons. A question was asked about the quality of teachers applying at the school. Owain said that to produce good students we need good teachers and that they don't have a shortage of people applying at Cwm Rhymni. Once appointed, they are given the opportunity to develop. In answer to another question Owain confirmed that RE is the only subject to be taught through first language Welsh lessons, but that some RE was also taught during registration period and through the Welsh Baccalaureate. Discussions followed with a clear message that WASACRE members didn't think that teaching RE through registration periods could be considered as good practice.

#### 7. **Cyflwyniad WASACRE/WASACRE presentation:**

*Gwaith y rhwydwaith ysgolion arloesi a'r MDAPH Dyniaethau/Work of the pioneer school network and the Humanities AOLE - Manon Jones*

PL introduced Manon Jones to WASACRE. He informed members that WASACRE are now meeting with Welsh Government on a regular basis.

Manon Jones brought WASACRE up to date on the current progress of the new curriculum with particular reference to the Humanities AOLE. Successful Futures was published two years ago and

Manon considered that the heart of the new curriculum is to encourage young people to develop as full members of society and that this is reflected in the 4 Purposes. Manon reported that the recommendation is that RE continues to be a statutory requirement. Welsh Government have published a document *A curriculum for Wales, a Curriculum for Life* (<http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales-curriculum-for-life/?lang=en>). Manon's presentation summarised some of the main points within this document which will bring fundamental changes to the Education system in Wales. The curriculum will be fully implemented in 2021. There will be a robust accountability system throughout the development of the curriculum. The pioneer network was set up in 2015. Digital Competence is one area of the curriculum that has already been developed. In 2017 there will be practical support for the professional teaching pioneers who are developing the new curriculum. Welsh Government is looking at ways to prepare the practitioners for the new curriculum and have developed a network of schools across Wales so that there is proper representation. There will be a collaborative approach to the development of the AoLE. Pioneers will identify what is working at the moment, share and provide feedback. This will be an inclusive approach with practitioners leading the work. They will be working with experts from Wales and the world. Welsh Government, Estyn, Qualifications Wales and other stakeholders are partners in the development of the new curriculum. Welsh Government is also seeking to develop a partnership with WASACRE which they see as vital now that the focus of the work is to develop the humanities part of the curriculum. Manon voiced her appreciation of the advice and support she has received from WASACRE. Manon informed WASACRE that enriching experiences will be a focus across the whole curriculum and that work has already started on the AoLE. Questions will be asked such as, what do we mean by Humanities? What are the links to other AoLE? The next step will be to develop the detail working groups looking at cross curricular approaches, enrichment and experiences, the Welsh dimension, wider skills and assessment and progression. These groups have published reports which are available online. The new curriculum is meant to be holistic. The group developing humanities has met once. Welsh Government recognises the importance of working together. Welsh Government wants to build strong foundations. They recognise that WASACRE has a body of expertise and they have asked WASACRE to share in this process. Members from WASACRE and NAPfRE will meet with Welsh Government at the end of the month (add the date). Welsh Government are looking at how they can engage with various SACREs to look specifically at RE. Their aim is to have a good working relationship from the start. Manon stated that Welsh Government needs to know the RE issues from the very beginning.

Questions following the presentation included:

"I assume the intention that the humanities will work together?" – Manon said that Humanities will be looked at in a holistic way but that it was the intention that but the individual disciplines will remain. They will also be making the links with the AoLE as the new curriculum will be a holistic framework.

A member asked how SACREs can ensure how the Agreed Syllabus is being met. Members expressed concern that they are hearing that already some schools think that they do not have to follow the Agreed Syllabus. VT said that the SACREs she represents have already sent out letters to schools reiterating the statutory nature of the agreed syllabus along with a proforma for schools to fill in to show where they are meeting these legal requirements.

The following points were raised in a lively discussion that took place following lunch:

- It is important that the Agreed Syllabus is adhered to during the next few years while the 4 Purposes are being developed within Humanities. The Status of RE remains statutory and schools should be delivering RE according to the Agreed Syllabus.
- Concern that Estyn current reports do not demonstrate good practice in RE. Members were concerned that during the inspections Estyn may perhaps see paperwork, but not the RE itself. Estyn may not, therefore, report when schools are not complying with Agreed Syllabuses.
- Members expressed concern that teaching RE via other subjects could potentially be ‘killing RE’. For any subject to be delivered during registration, for example, is not appropriate. Non-specialist teaching in RE may be seen as a disservice. Specialist RE teachers are needed to teach RE effectively and sometimes schools are using a cross-curricular approach as a money saving exercise. If a school values subject teachers they should be investing in RE. If headteachers begin to see this approach as good practice, it could potentially undermine the principles of Donaldson. Manon Jones said that in designing the new curriculum there is a need for Quality Assurance to ensure that this is not the case. From 2018 there documents will be available stating how RE should and could be delivered.
- The ‘What is good RE?’ document will be considered in designing the new curriculum. We need to make sure that, if RE is to be delivered through the humanities curriculum in the future, this is good RE.
- The issue of non-compliance has raised for the last 18 months as SACREs have been receiving anecdotal evidence of a there being a view in some schools that the Agreed Syllabus doesn’t have to be adhered to. Some members would like to have received a statement from the Minister confirming the status of RE. In some SACREs letters have already gone out to all schools reminding them of the statutory nature of RE.
- It was pointed out that, whilst RE can be delivered in a number of ways as long as the Agreed Syllabus is adhered to, there is concern about the workload of Heads of Department for RE in approaches where they would be required to provide resources for non specialist teachers.
- Manon Jones was asked who would determine the best model in the new curriculum. Manon said that they need to have consistency with the other AoLE and to develop the curriculum, trial and change mindsets by focusing in the 4 Purposes. Welsh Government would be developing, trialling and sharing ideas. There are a variety of people who will challenge pioneer schools. A member asked Manon who would retrain teachers. Manon informed WASACRE that colleagues in Welsh Government were going to work with teacher trainers and teachers who are in the profession already. This raised the issue of who would fund teacher training, hiring venues and promote events.
- WASACRE should gather evidence that Agreed Syllabuses are not being adhered to:-
  - There was a concern expressed by a member that headteachers may just say they were complying.
  - It was suggested that perhaps heads of department and challenge advisors could be an avenue to collect evidence.

- There would be an opportunity to ask them when lead practitioners meet.
- Collecting of evidence would be too time consuming and may not change anything.
- WASACRE members were cautious about going down this route as most schools have a good relationship with SACRE. If WASACRE is required to collect evidence then WASACRE may be seen to be policing the curriculum and could affect the positive relationship we currently have with schools.
- A suggestion mooted by a member was SACREs host a meeting of HODs to show SACRE support.
- It was pointed out that non-compliance could be an issue for primary schools too.
- We must ensure in the new curriculum that RE has parity with History and Geography and that it is delivered by specialists.
- WASACRE were informed that a member was aware of a school that is ‘trying out Donaldson’. They have already started with Year 7 and other schools have visited as an example of good practice and are now using it in their schools. Manon Jones was asked whether she was aware of the schools that are pioneering and whether there is good model. Manon said that she appreciates the feedback she is getting at the WASACRE meeting and that she will bear it in mind and pass it on.
- There was a discussion about whether there might be an opportunity to visit a Caerphilly school as a case study to see how RE is being re-visited. A discussion on the protocol for doing this took place. Some members pointed out that it was local SACREs and not WASACRE who should visit schools.

**Action: VT to discuss this in Caerphilly SACRE.**

**Action: Agenda the issue of training at the next Exec meeting.**

#### 8. **Cyflwyniad NAPfRE / NAPfRE presentation:**

Addysgu Addysg Grefyddol o fewn cwricwlwm y Dyniaethau/ Teaching Religious Education within a Humanities curriculum –Sharon Perry Phillips

Sharon Perry-Phillips, Head of RE at Monmouth Comprehensive School presented her experiences of teaching RE within a humanities based curriculum for the past 9 years which is in line with Donaldson. She suggested there are lessons to be learnt as we approach Successful Futures. The school produced a skills based integrated curriculum and skills became dominant over range and they became a driving force of learning. Five themes were identified, including research skills. The aim was explicitly develop these skills. It was a cross curricular, skills based and ‘Donaldsonesque’ curriculum. Welsh Baccalaureate and the Advanced Welsh Baccalaureate were also an integral feature. Humanities became a fully integrated department and each class had a very different experience of Religious Education. There was evidence of this from the parents of twins in the school. There was the realisation that RE fits everywhere and the links were easy to make. Assessments were flexible, but at least three per year had a concrete RE element. The approach was student centred and student driven. A strength of this approach

was that you got to know your students very well. Estyn commented that the approach had revitalised teaching strategies. For RE this approach meant that collaboration was fantastic and teachers developed an appreciation of sister subjects. As an RE specialist teacher, Sharon, who had previously taught multiple classes of RE for one hour a week, it was good to teach them more often. Good relationships were built and the uptake for RE improved. Sharon reported, however, that the negative impact on RE from non-specialism was phenomenal. She witnessed a significant knowledge deficit in RE by Year 8. The ratio of RE teachers was tiny in comparison to History and Geography, so RE took the brunt of the deficit. The school noted teacher bias was inevitable as people play to their strengths. After a number of years using this curriculum model, in Jan 2015 they reverted to teaching the subjects separately. And in Feb 2015 Successful Futures was introduced. Sharon reported that, in her experience, this way of teaching was 'death to Humanities'. Reverting back had had a positive effect and they are much happier having discrete terms to develop discrete skills. Sharon reported that RE had not been taught in the same way by non-specialists. For instance, she was frustrated that in the last two years no one had asked to borrow Sikh artefacts and not once had a visit been arranged. It produced a 'grab and run type of teaching.' She suggested that if they had to think again there would need to be investment time and non-specialist staff training. There should be embedded Inset. Additionally there should be consistency of staffing, ownership and collaborate planning. Sharon argued that schemes of work and resources, etc. would not matter if you didn't invest in staff. She also recommended that there should be a balance between skills and subjects. Subject specialism must be retained at KS3. The integrated curriculum at Monmouthshire Comprehensive was in line with Successful Futures. She warned that unless we are really careful with RE it will be it and not History or Geography that will lose out.

Questions included:

If you had a choice would you prefer not to go down the Donaldson Approach?

Sharon said that subject specialism was lost and she would 'bite your hand off not to go down that road'. You get much better RE via a specialism. GV reported that she has seen amazing and inspiring RE that is in Monmouth Comprehensive School. She felt very strongly that if Sharon and her specialist team could not deliver that it would be a real shame. Sharon said that another problem encountered in the Humanities approach was that there was little time to engage pupils and inspire them to take RS at GCSE. Teachers of humanities would inevitably sell their own subject and it is the love of your subject that inspires people. The school has now replaced an integrated approach with a modular approach though they still attempt to cross link schemes. Sharon said that under the integrated scheme RE was being taught like History's said that subject skills are important as the cross curricular skills and asked where that fits into Donaldson. Manon Jones said that the disciplines will remain and that it had been definitely worthwhile to listen to the talk given by Sharon. VT stated that it was good to end the talk on a positive note and she appreciated Sharon's honesty in her feedback. She expressed concern that KS4 is content laden and that some of that now has to be covered at KS3. At the WJEC training event Sharon said that she felt as overwhelmed as she had ever been. She felt fortunate to have 5 hours a fortnight to cover the GCSE course but she was aware that other staff didn't have that. PL noted that he has taught in schools with no subject specialists and that it was very difficult to inspire non-specialist staff. He recalled that he had had to plan all of the lessons to ensure engagement and progression from KS3 to 4

#### 9. **Diweddariadau/Up-dates:**



- **Canllawiau Reoli Hawl Tynnu'nôl o Addysg Grefyddol/ *Guidance on Managing the Right of Withdrawal from Religious Education***

Gill Vaisey has made progress with the document. The main development has been as a result of a presentation from Shaun Evans- Pask from Untethered Limited who presented to the Executive Committee on 1<sup>st</sup> Feb 2017 on issues around withdrawal from religious education. He has since provided a section to go into the document. GV has now written a section on each of the major world faiths in order to minimise withdrawal. The document is at the proofreading stage and will soon go to translation. GV has had to go back to WG on an issue with 10/94 that needs clarification.

- **Ymarferwyr Arweiniol/Lead Practitioners**

We now know who the Lead Practitioners are and what schools they belong to. WASACRE could have a presentation from consortia in the south during its Autumn Term meeting in Bridgend. This would be another opportunity to put them in contact with one another.

- **Materion Llywodraeth Cymru / Welsh Government matters –**

- Cyswllt Newydd/New Contact – David Heath

- Cyfarfod Llywodraeth Cymru/ Welsh Government contact meeting – 16/1/2017 & 14/12/16

WASACRE have met with Welsh Government five times in the last term and a half. This included a meeting between Phil Lord, Libby Jones, David Heath and Abi Williams in Colwyn Bay. It is encouraging that David Heath was so knowledgeable and enthusiastic about RE. Regular meetings will be held in the future. WASACRE will also be meeting Welsh Government concerning the new curriculum. WASACRE are sharing with Welsh Government the issues we are concerned about such as legislation, withdrawal, Humanist representation on SACREs, the collection of annual reports, Circular 10/94 and that schools should still be following the Agreed Syllabus.

SACRE Annual Reports should be sent to Abi Williams:

[Abigail.Williams@wales.gsi.gov.uk](mailto:Abigail.Williams@wales.gsi.gov.uk)

WASACRE have a meeting on the 27<sup>th</sup> March with Welsh Government.

**Action: LJ to follow up which reports are missing.**

#### 10. **Adroddiadargyfarfod y PwyllgorGwaith a gynhaliwydar1 Chwefror 2017 / Report from the Executive Committee held on 1February 2017**

*Items: -*

**Members were reminded that faith representatives for the Church in Wales on SACRE were concerned with issues relating to the agreed syllabus rather than SACRE discussing issues relating to the CiW own RE curriculum for VA schools.**

Shaun Evans-Pask – Untethered Limited – Identity based incidents. Very interesting and schools will be receiving this training.

7. In light of the work that GV has done on the Withdrawal Document which has been very time consuming a discussion was had on whether WASACRE should pay for this in the future. If so it would be necessary to develop a protocol that fits with our aims.

MM proposed and EE seconded the motion - *Is it the will of WASACRE that we can employ and use the expertise of consultants to pay them for their time?*

#### 11. **Gohebiaeth /Correspondence**

- i. Peter Hemming- Invitation to a free seminar on ‘Religious Diversity in the Primary school’, 30<sup>th</sup> March at Cardiff University. WASACRE have a place reserved and LJ will attend.
- ii. Harkirat Singh- Sikh Education Service. Based in Northampton, offering workshops and visits to schools in Wales and hoping to make links with Wales.
- iii. Members asked if the workshops are available bilingually and what do we know about the service. Neeta Baicher offered to look into this further and liaise with LJ.
- iv. Commission on RE in England- Evidence gathering. Phil Lord’s name has been put forward as a link for this. It is an England matter and members have already agreed not to take part.
- v. Welsh Government colleague David Heath. Response regarding agreed syllabus for RE and assessment.
- vi. The Baha’i Community in Wales wished WASACRE a joyful greeting for the forthcoming Baha’i New Year on 20<sup>th</sup> March. This is a special year for the community as it is the bicentenary of the founder Bah aullah which will be celebrated in October.
- vii. WASACRE received correspondence from Matthew Vince, a doctoral student at Cardiff University’s Centre for the Study of Islam – UK. He is exploring Islam in RE in state schools. Matthew is a trained RE teacher. He is interested in coming along to SACRE/WASACRE to build a network between ourselves and the university. It was decided that GV speak with him and discuss him attending Cardiff SACRE in the first instance.
- viii. Wendy Dossett sent WASACRE information about three study days of teachers being held at the University of Chester. They are not board specific but would be useful to teachers of WJEC A Level. They are on Philosophy and Ethics, Buddhism and Christianity. The workshops are intended to give a back to university experience. Details are available on the University Website. PW will be attending two of the workshops.

#### 12. **U.F.A. /A.O.B.**

1. Humanism - book has gone to all schools. Sharon Perry-Phillips reported that it is very useful and that the Humanist Association has been very helpful with the content of the GCSE. It is in pupil speak and helpful for the GCSE. She informed WASACRE that for delivering Hinduism at GCSE and for Life and Death Thornhill Crematorium in Cardiff are providing Cultural Tours
2. The AREIAC Annual Conference is taking place in York on 3<sup>rd</sup> – 4<sup>th</sup> July. Day 1 focuses on assessment and progression and Day 2 on curriculum development and working with faith communities. The conference is open to bookings from AREIAC members and non- members. For more information please contact the conference organizer Gill Vaisey.

13. **Dyddiad y cyfarfodnesaf / Date for next meeting:** 7 Gorffennaf 2017, Wrecsam/ 7 July 2017, Wrexham.

**Dyddiadau cyfarfodyddyn y dyfodol / Future meeting dates:** Autumn 2017, Bridgend; Spring 2018, Swansea.

DRAFT

Mae'r dudalen hon yn wag yn bwrpasol