

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held in the Council Chamber, County Hall, Ruthin on Wednesday 18th October, 2006 at 10.00 a.m.

PRESENT

Representing Denbighshire County Council

Councillors R E Barton (Observer), G C Evans, G A Jones, M M Jones, N H Jones and G J Pickering.

Representing the Denbighshire Teachers' Joint Negotiating Committee

M B Lloyd (Chair), I Barros-Curtis, M Bradshaw and J Buckley Jones.

Representing Religious Denominations

T Bryer, H Ellis, R Elms, S Harris, M Hatch, Rev B H Jones, T Ap Sion and C Williams (observer).

ALSO PRESENT

Inspector/Adviser R E (G Craigen), Administration Services Manager (R Davies), Senior Education Primary (Primary) (G Luke Jones) and B Bowen (Inter Faith Council for Wales).

APOLOGIES FOR ABSENCE WERE RECEIVED FROM

Councillor C L Hughes.

SILENT REFLECTION

The meeting began with a few minutes silent reflection.

ANNOUNCEMENTS

The Chair:

- (i) referred to a letter of resignation received from Mrs Mona Evans representing the Welsh Congregational Church. The Chair expressed her appreciation of Mrs Evans' contribution to the work of the Committee;
- (ii) congratulated Mrs Julia Buckley Jones on her appointment as Headteacher at Abergele Infants School;
- (iii) welcomed to the meeting the new URC representative, Mr Michael Hatch, and the new Society of Friends representative Mr Rodney Elms;
- (iv) welcomed Councillor N H Jones back to the meeting following his recent illness, and
- (v) reported that Kath Jones (Administrative Officer) had given birth to a little girl on August 2006.

1 URGENT MATTERS

There were no urgent items.

2 MINUTES

The Minutes of the meeting held on 3 July, 2006 (previously circulated) as approved by County Council on 19 September 2006 were submitted.

Matters Arising:

- (i) Page 2 - Item no. 1 Minutes: Matters Arising - Monitoring and Supportive Review Report - the Inspector/Adviser RE reported that the Wrexham Diocese would now provide support and advice to secondary/primary Roman Catholic Schools and he would not be required to attend those schools. He indicated that the Diocese would also provide monitoring reports for consideration by SACRE. The Chair indicated that the Committee had to accept the situation but expressed her disappointment with the decision.
- (ii) Page 4 - Item 5 - report on the provision of RE in the Rhyl Consortium of Schools - Mr M Hatch, the URC representative, reported that his grandson was now attending a school within the consortium and referred to the excellent progress he was making.
- (iii) Page 7 - Item 7 - Modernising Education Programme - the Inspector/Adviser RE indicated that he had not contacted Cambridge Education Consultants direct but he had spoken with the Council's Project Manager (Mr D Evans). The consultants had been aware of the role of SACRE but their brief was restricted to reorganisation/restructuring matters only. The Price Waterhouse Coopers review on schools funding would not cover schools delegated budgets and the issue raised by the Committee related to service training which was funded by the delegated budgets.
- (iv) Page 8 - Item 7 - resolution (a) - the Inspector/Adviser RE reported that he had visited Hope University as part of a joint delegation of SACRES from Denbighshire, Flintshire and Conwy and would be reporting on their visit later in the meeting.

RESOLVED that the minutes be received.

3 PRESENTATION - RELIGIOUS EDUCATION IN ST BRIGID'S PRIMARY SCHOOL, DENBIGH

The Inspector/Adviser RE apologised for the absence of a representative from the school to deliver today's presentation. He indicated that he had not received a response from the school to the invitation but would pursue the matter further.

Councillor N H Jones requested clarity on the rules of entry to St Brigid's and the number admitted each year based on examination results, religion, etc.

The Senior Education Officer (Primary) indicated that the school was an aided school by Trust and governed their own admissions criteria which was published annually in the local press. He briefly referred to the criteria for admissions to the

school which was mainly based on examination results but did include special needs, catholicism, etc. The Chair indicated that the school was not a catholic school but had a catholic ethos.

In response to a question from Rev B H Jones, the Inspector/Adviser RE referred to the new format for the front of reports which had been introduced following comments from the Councils Chief Executive regarding the need to improve the reporting mechanisms for SACRE, particularly relating to background, purpose of report, recommendations, etc.

The Chair felt that the standard of reporting to SACRE was excellent and suggested that the Chief Executive be invited to the next meeting to gain first hand knowledge of how the Committee operated.

RESOLVED that:-

- (a) *the Inspector/Adviser RE be requested to pursue the invitation to St Brigid's to give a presentation to the Committee, and*
- (b) *the Chief Executive be invited to attend the next meeting of the Committee.*

4 DRAFT ANNUAL REPORT 2005/06

The Inspector/Adviser RE submitted a report (previously circulated) requesting members to accept the draft of the Annual Report of SACRE for the previous academic year. He indicated that SACRE was statutorily required to produce an Annual Report and to lodge that report with the Department for Education Lifelong Learning and Skills (DELLS) by 31st December 2006 and to distribute it to all schools, colleges and other interested establishments.

The Inspector/Adviser RE indicated that the Committee had previously discussed the guidance from DELLS regarding the production of the Annual Report and there had been a number of changes in procedure. He referred to the executive summary and was pleased to report that the LEA had implemented the advice given.

The Inspector/Adviser RE took members through the Annual Report and particularly referred to the:- agreed syllabus; standards; methods of teaching; teaching resources; collective worship; lack of funding for training; the value of guidance and materials given to schools and other local and national matters.

In conclusion the Inspector/Adviser RE referred to the examination results attached to the report.

RESOLVED that:-

- (a) *the Annual Report of Denbighshire's Standing Advisory Council for Religious Education for 2005/2006 be accepted, and*
- (b) *the Local Education Authority be requested to prepare and distribute the report.*

5 ANALYSIS OF INSPECTION REPORTS ON SCHOOLS

The Inspector/Adviser RE submitted a report (previously circulated) requesting Members to analyse the comments made in recent Estyn Inspection Reports on three schools in the LEA and to note the positive and negative aspects in the SMSC provision and RE where it was part of the Inspection.

The Inspector/Adviser RE reported that the three schools inspected were Ysgol Dyffryn Iâl, Llanarmon, Ysgol Dinas Bran, Llangollen and Ysgol y Faenol, Bodelwyddan. He also referred to an additional Inspection Report issued in respect of Gwaenynog Infants School, Denbigh (circulated at the meeting).

With reference to the main report the Inspector/Adviser RE indicated that religious education was not a designated subject in any of the 3 schools. He referred to the analysis of the reports and indicated that 50 positive comments had been made compared with only 13 negative comments. The Inspector/Adviser RE felt that there were no real areas of concern and the schools would address the issues highlighted in the report.

Councillor R E Barton reported that Ysgol Dyffryn Iâl was in his ward and expressed surprise that the covering report did not indicate that it was a church school. He indicated that the church was actively involved in the school. The Inspector/Adviser RE reported that the standard of worship at the school was generally good but that the spiritual content of collective worship needed to be improved. He indicated that the S.50 report was very detailed.

In response to a question from Councillor G J Pickering the Senior Education Officer (Primary) reported that signage on schools sites was a matter for the school governors. A member indicated that the church involvement at Ysgol Dyffryn Iâl had been covered in the "Links with/involvement in the Local Community".

In response to a query from the Chair the Inspector/Adviser RE explained the difference between Section 10 and Section 50 reports.

The Inspector/Adviser RE referred to the Inspection report relating to Gwaenynog Infants School (circulated at the meeting) and the excellent comments received from the Inspectors. The school had received Grade 1 awards for both the Spiritual, Moral, Social and Cultural Development and Religious Education and there had been no reported shortcomings. The Inspector/Adviser RE congratulated the Headteacher on the Inspection results.

RESOLVED that:-

- (a) *the analysis of the Inspection Reports be received and noted;*
- (b) *letters be sent to the schools inspected congratulating them on the good features and offering the services of the Inspector/Adviser RE or other officers of the LEA in meeting any shortcomings or key issues, and*
- (c) *the LEA be requested to distribute the above letters.*

6 PRESENTATION - GWAENYNOG INFANTS SCHOOL, DENBIGH

Mrs Julie Buckley Jones, Headteacher of Gwaenynog Infants School, Denbigh indicated that the school catered for 3 - 7 year olds and the children undertook a wide range of activities. The Headteacher circulated at the meeting examples of the children's work and indicated that they had also compiled a book of prayers following the disaster in New Orleans in 2005.

With the aid of a power point presentation the Headteacher reported how the pupils learnt about the Hindu Divali Festival and acted out the story of Rama and Sita. She indicated that the school had worked closely with Debra Pierce, a teacher at Denbigh High School and that pupils from that school attended Gwaenynog School each year in an act of collective worship and to take part in RE lessons.

The Headteacher reported that the children had made artefacts etc in their studies of the festival and referred to the excellent aids available to the school through the county library service. She felt that the children had developed key skills through their work on such festivals. In conclusion the Headteacher thanked the Committee for its support during her term of office and she also thanked Councillor M M Jones for her visit to the school.

In response to a question from Ms B Bowen the Headteacher indicated that the initiative to include the festival in its RE work came from within the school but advice was sought from the LEA and SACRE. She felt that acting out such events helped with the learning and development of the children.

The Chair thanked the Headteacher for the excellent presentation and congratulated the school on the results of the Inspection Report.

7 HOPE UNIVERSITY : ITT - RE DEPARTMENT

The Inspector/Adviser RE submitted a verbal report upon the visit to Hope University, Liverpool by representatives of each of the three SACRE Committees. He indicated that the visit was very stimulating and a worthwhile experience. The group had met with the Professor of Christian Education who explained the structure of the courses available and discussions had taken place informally with students whilst sitting in on a Secondary RE Session. The Inspector/Adviser RE felt that the quality of ITT at the University was outstanding.

Reverend B Jones endorsed the above comments and referred to the enthusiasm of the students who were keen to market RE within the school curriculum. He felt that the methods of teaching were very practical with students working in groups sharing ideas. Reverend Jones referred to the resources available through the internet and following on from the discussions with the students felt that there was a wonderful sense of promise for the future.

The Inspector/Adviser RE indicated that a report on this visit was available to members of the Committee and referred to the discussions with the University regarding the development of links with SACREs. He suggested that a joint meeting of SACREs be held in the Spring 2007 which would coincide with the publication of the National Curriculum Review and so allow joint discussion of that document too. It was intended that a member of the RE Department at Hope would give a presentation to the joint meeting.

RESOLVED that:-

- (a) *the observations of representatives who attended the college be received and noted;*
- (b) *the LEA be requested to invite the RE Department at the college to make a presentation to a further joint SACRE meeting with Flintshire and Conwy SACREs;*
- (c) *the LEA be requested to seek responses from schools receiving students from Hope College;*
- (ch) *the LEA be requested to arrange a visit to and from other ITT institutions for future meetings, and*
- (d) *the LEA be requested to consider a 'support network' for NQTs in RE or with RE responsibility.*

8 LETTER FROM PRESBYTERIAN CHURCH IN WALES RE: COLLECTIVE WORSHIP

The Inspector/Adviser RE referred to a letter received from the Presbyterian Church in Wales (previously circulated) raising concerns regarding Collective Worship in schools. He indicated that a response to the letter had been submitted by the LEA but the only issue relating to SACRE was an appeal for it to take their monitoring role of school worship seriously; to ensure that the colleges in their area had appropriate training courses and that INSET courses were arranged.

The Inspector/Adviser RE reported that SACRE did take a responsible role through inspection reports and guidance given to schools. He felt that the funding for INSET training was the main problem and suggested that the Presbyterian Church should take the matter up with the Minister. He further reported that colleges operated under very strict criteria and there was a likely change in the law for post 16 collective worship with students having the right to withdraw from worship as opposed to the current position where parents took that decision.

In response to a question from Councillor G J Pickering the Inspector/Adviser RE reported that:-

- he would follow up the request for training for School Governors on school worship, and
- he was not aware of any schools in the three counties that did not provide meaningful collective worship.

In conclusion the Inspector/Adviser RE reported that he had in the past offered In-service training for schools but there had not been any significant response. He also indicated that WASACRE was to raise the issue of collective worship being included in the NPQH qualification with those responsible for its framework.

The Chair referred to the draft minutes of the WASACRE meeting previously circulated to Members and it was agreed that the minutes be accepted.

RESOLVED that:-

- (a) *the letter from the Presbyterian Church of Wales concerning Collective Worship in schools be received, and*
- (b) *the LEA's response be noted.*

9 INTER FAITH COUNCIL FOR WALES PROJECT

Ms Bridget Bowen, Project Officer, addressed the Committee indicating that she was responsible to 15 members of the Inter Faith Council which was looking to sustain an inter-faith structure regime in Wales and create meaningful relationships with all faiths in the community. She congratulated the work being done in schools on diversity and part of her role was to attend SACRE/WASACRE meetings to ascertain what were the needs and what were the issues that faced people in the faith communities. The project aimed to encourage inter faith groups in all areas of Wales and look at the possibility of creating an inter faith forum for North Wales. The North Wales Forum would then elect a member to sit on the Faith Council to represent that region. Ms Bowen indicated that the project was being funded by the Home Office and she hoped to have the framework in place by March 2007.

The Chair welcomed the project and especially the proposed links with the schools. She indicated that there was a very strong national forum in England and thanked Ms Bowen for her presentation.

Ms Bowen referred to the youth project for Wales with students meeting each other at Atlantic College. She indicated that a web site was being developed and individual regions could link in to that web site. Councillor G A Jones referred to the need to advertise the project via Headteachers/Governors/religious leaders, etc. Councillor G J Pickering suggested that all information should be directed through the Council's Public Relations Manager.

The meeting concluded at 12:07 p.m.

**Denbighshire County Council
Standing Advisory Council for Religious Education
(SACRE)**

Date of Meeting:

31st January 2007

Agenda
Item:

3

Report:

**Presentation by St Brigid's
School, Denbigh**

Background to the Report:

The SACRE instituted a procedure of receiving presentations from a selected school at each meeting, where possible.

Purpose of the Report:

To enable members to gain a snapshot of the provision of RE and collective worship at St Brigid's Primary School, Denbigh.
(This presentation had originally been scheduled for the previous meeting of SACRE, but had had to be postponed)

Recommendations:

To SACRE: - to accept the report from St Brigid's Primary School

- to prepare letters of thanks to the Head Teacher and the Governing Body for the presentation made

To the LEA:

**Denbighshire County Council
Standing Advisory Council for Religious Education
(SACRE)**

Date of Meeting:

31st January 2007

Agenda
Item:

4

Report:

**Analysis of Estyn Inspection
Reports**

Background to the Report:

As part of its monitoring role, SACRE reviews the Spiritual, Moral, Social, and Cultural Development (SMSC) and Religious Education elements of Estyn Inspection Reports on schools in the LEA.

Purpose of the Report:

To analyse the comments made in the recent Inspection Reports on schools in the LEA, and to note the positive and negative aspects in the SMSC provision, and RE where it was part of the Inspection.

Recommendations:

To SACRE: - to receive the analysis of the Inspection Reports;
- to agree that letters be sent to the schools Inspected, congratulating them on the good features and offering the services of the Inspector/Adviser RE or other officers of the LEA in meeting shortcomings or key issues;
- to request the LEA to distribute the above letters;

To the LEA: - to offer the services of the Inspector/Adviser RE or other officers of the LEA to assist schools in meeting the shortcomings or key issues;
- to distribute the letters from SACRE to the schools.

CONTEXT COMMENTS: INSPECTION REPORTS
DENBIGHSHIRE SACRE

31 January 2007

School	Dates	Rg. Inspector	SMSC Ins./ Key Question 3	RE Ins.
Blessed Ed Jones RC	25 September 2006	T O'Marah	Glyn Davies	Section 50 R. Price K. Ranson
<p><i>Blessed Edward Jones Catholic High School is a Voluntary Aided, Co-educational comprehensive school for pupils between the ages of 11 and 18. There are 500 pupils on roll including 48 in the sixth form. The number of pupils attending the school has increased this year. The school has 16 pupils with statements of SEN, 19 School Action Plus and 65 School Action, totalling 100. Currently 27% of pupils are entitled to free school meals, which is above the county and national averages. The school's catchment area is essentially centred in and around Rhyl, but pupils travel by bus from Gronant, Denbigh and Conwy. The West Rhyl Ward, which the school serves is one of the most economically and socially deprived in Wales and Europe. Pupils demonstrate all the skills, abilities and talents expected from their diverse social backgrounds. The school has faced many financial difficulties with under-funding and its budget does not fully reflect its needs.</i></p>				
Ysgol Llywelyn	6 November 2006	Merfyn Ll-Jones	Brian Warrilow	Not Inspected
<p><i>Ysgol Llywelyn is a large primary school maintained by Denbighshire LEA. The school is situated towards the southern outskirts of Rhyl. The school has 631 full time equivalent pupils between 3 & 11 years of age on roll. Pupils represent the full ability range. Eight pupils have a statement of special educational needs although there are a further 125 pupils with special needs who are on either school action or school action plus who receive extra support. The school services a mixed catchment area of approximately one third council property and two thirds privately owned housing. Pupils come from a variety of backgrounds ranging from relatively prosperous to economically disadvantaged. 18% of pupils receive free school meals. English is the predominant language spoken at home and only 2% of pupils come from ethnic minority groups.</i></p>				
Ysgol Clocaenog	6 November 2006	Wil Williams	Lisa J Davies	Lisa J Davies
<p><i>Ysgol Clocaenog is a small rural school that serves the village itself, its surrounding hinterland and the villages of Clawddnewydd and Derwen. It is historically a small school but during recent years, there has been a gradual decline in pupil numbers. There are currently 20 full time pupils on the school register, together with 2 part-time nursery children. Welsh is the main language spoken in the homes of some 13% of pupils, but half the pupils come from homes where one parent is a Welsh speaker. The school believes that approximately 87% of pupils are now able to speak Welsh to first language standard. The school is of the view that the area it serves is neither prosperous nor economically disadvantaged. No pupils are entitled to receive free school meals. The school considers the vast majority of pupils to be generally good when they are first admitted to the school. Approximately 20% of pupils have additional learning needs, a figure that is slightly higher than county and national averages. No pupils have statements of additional learning needs.</i></p>				

**Analysis of Inspection Reports
Denbighshire SACRE
31 January 2007**

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Key Issues:

- *The school's leadership must demonstrate its drive for high standards and a Catholic ethos as befits a Catholic school. (Bl. Ed. Jones RC Section 50)*
-

POSITIVE COMMENTS

Provision for SMSC Development

3 Schools

- Grade 3 – Good features outweigh shortcomings (*Bl. Ed. Jones*)
- The school's provision to promote learners' spiritual, moral, social and cultural development has good features which outweigh shortcomings overall. (*Bl. Ed. Jones*)
- Grade 2 – Good features and no important shortcomings. (*Ysgol Llywelyn*)
- Grade 1 – Good with outstanding features (*Ysgol Clocaenog*)

Charities and Good Causes

3 Schools

- The concern shown towards others by fund raising for charities and good causes. (*Bl. Ed. Jones*)
- Pupils and students involvement in supporting charities both locally and internationally. (*Bl. Ed. Jones*)
- Fundraising and social activities are school led. All such activities are well supported throughout the year. (*Ysgol Llywelyn*)
- Very good efforts are made by the school through the personal and educational programme, school council and a wide range of charitable fund raising events to raise pupils' awareness of socially disadvantaged issues. (*Ysgol Llywelyn*)
- Through curricular work and a number of other activities related to charities and third world countries such as Lesotho, there is good provision for developing the pupils' understanding of global citizenship. (*Ysgol Clocaenog*)

Pupil Progress / Gaining in Confidence / Skills

3 Schools

- There are some good features in the development of basic and key skills: The school has been successful in gaining the Basic Skills Quality award; and key skills are accredited in the sixth form. (*Bl. Ed. Jones*)
- The school ensures that all pupils receive maximum opportunities to develop their key skills and apply them across the curriculum. There are very good opportunities for pupils to develop their speaking skills which enrich the pupils learning experiences so that they attain high standards. (*Ysgol Llywelyn*)
- There is careful planning for introducing the basic skills and thorough attention is given to the development of the key skills across all areas of learning. This is an outstanding feature. (*Ysgol Clocaenog*)
- The breadth of their learning experiences allows pupils to acquire an appropriate range of skills that are valuable in terms of lifelong learning. (*Ysgol Clocaenog*)

Links with / Involvement in the Local Community

3 Schools

- Pupils' learning is enriched by positive partnerships with parents and the community. (*Bl. Ed. Jones*)
- There are positive links with the local parishes. (*Bl. Ed. Jones*)
- There are very good and well-established partnership arrangements with the community. (*Ysgol Llywelyn*)
- Pupils make a major contribution to community activities and the school also works closely with a number of local primary schools. (*Ysgol Clocaenog*)

Programme for / Impact of PSE Provision

3 Schools

- The programmes for PSE work related education and careers education and guidance meet National Assembly guidelines. (*Bl. Ed. Jones*)
- Provision for the pupils' personal development is good. (*Ysgol Llywelyn*)
- Very good efforts are made by the school through the personal and educational programme, school council and a wide range of charitable fund raising events to raise pupils' awareness of socially disadvantaged issues. (*Ysgol Llywelyn*)
- Themes within the personal, social and education programme and subjects such as history and geography, charity events, links with India and Italy, and the activities of the school council make a very good contribution towards enhancing pupils' understanding of global citizenship, Third World matters and democracy. (*Ysgol Llywelyn*)
- The pupils' personal and social development is promoted to very good effect. Circle time and the sessions of collective worship promote these aspects in a sensitive manner that enables pupils to discuss the issues that concern them. (*Ysgol Clocaenog*)

Global Citizenship / World Education / International links

3 Schools

- There are some good features in promoting the awareness of sustainable development and global citizenship. These include:
 - Good coverage in the geography, PSE and science programmes;
 - Awareness raising activities in the Focus Week, and
 - The recent formation of an eco-council committee. (*Bl. Ed. Jones*)
- Themes within the personal, social and education programme and subjects such as history and geography, charity events, links with India and Italy and the activities of the school council make a very good contribution towards enhancing pupils' understanding of global citizenship, Third World matters and democracy. (*Ysgol Llywelyn*)
- Through curricular work and a number of other activities related to charities and third world countries such as Lesotho, there is good provision for developing the pupils' understanding of global citizenship. (*Ysgol Clocaenog*)

Work of School Council

3 Schools

- Pupils and students are encouraged to express opinions and voice concerns through the School Council. (*Bl. Ed. Jones*)
- Very good efforts are made by the school through the personal and educational programme, school council and a wide range of charitable fund raising events to raise pupils' awareness of socially disadvantaged issues. (*Ysgol Llywelyn*)
- The school council is well established in promoting environmental matters. (*Ysgol Llywelyn*)
- The school council plays an active role in the life of the school and they are very happy to offer ideas and make decisions with regard to issues that are of interest to them. This is an outstanding feature. (*Ysgol Clocaenog*)

Awareness / Promotion of Sustainable Development

3 Schools

- There are some good features in promoting the awareness of sustainable development and global citizenship. These include:
 - Good coverage in the geography, PSE and science programmes;
 - Awareness raising activities in the Focus Week, and
 - The recent formation of an eco-council committee. (*Bl. Ed. Jones*)
- There are close links with Sainsbury's and Rhyl Football Club to develop healthy eating initiatives, also with the Forestry Commission in planting trees. (*Ysgol Llywelyn*)
- Evidence exists that pupils have been engaged in recycling and energy conservation initiatives within the school, participating in tree and bulb planting and developing an eco garden. (*Ysgol Llywelyn*)
- Provision is made for teaching sustainable development within subject areas and topic related environmental visits. (*Ysgol Llywelyn*)
- There is good provision for raising pupils' awareness of sustainable development and there are recycling and waste composting systems in

operation. The school is currently working towards gaining Eco School accreditation. (*Ysgol Clocaenog*)

Curriculum Cymreig / The Welsh Dimension **2 Schools**

- The school promotes the culture and heritage of Wales well. Pupils' understanding of *Y Cwricwlwm Cymreig* is good. Pupils are confident in their understanding of Welsh personalities, traditions and culture. (*Ysgol Llywelyn*)
- Due prominence is given to the Cwricwlwm Cymreig in a good number of curriculum subjects. (*Ysgol Clocaenog*)

Observance / Promotion of Values / Good Manners / Respect **2 Schools**

- Most pupils and students show respect for each other, adults and visitors to the school. (*Bl. Ed. Jones*)
- Pupils learn to recognise positive qualities in themselves and others and treat everyone with respect. (*Ysgol Llywelyn*)

Contribution of Collective Worship to SMSC Development **3 Schools**

- Their spiritual and moral development has some outstanding features through the impact of acts of collective worship, in circle time and the effect of the overall ethos of the school. (*Ysgol Llywelyn*)
- The pupils' personal and social development is promoted to very good effect. Circle time and the sessions of collective worship promote these aspects in a sensitive manner that enables pupils to discuss the issues that concern them. (*Ysgol Clocaenog*)
- Notable were the Year 9 and Year 10 assemblies which were well planned and carried out and clearly make a contribution to the pupils' spiritual and moral development. (*Bl. Ed. Jones RC Section 50*)

Extra Curricular Activities / Opportunities **2 Schools**

- The opportunities for pupils and students to extend their learning and social experiences have some good features which outweigh shortcomings. (*Bl. Ed. Jones*)
- The good features include: opportunities for pupils to represent the school in sports' teams and competitions; visits abroad for educational and social purposes; and pupils are involved in local field studies and international projects. (*Bl. Ed. Jones*)
- The pupils' curricular and social experiences are enhanced by a considerable number of extra-curricular activities and educational visits. (*Ysgol Clocaenog*)

Equal Opportunities **2 Schools**

- Discussions with pupils, including members of the school council, indicate that they have an excellent awareness of equal opportunities, tolerance and a respect for diversity. (*Ysgol Llywelyn*)
- There is a clear equal opportunities policy that deals with aspects of stereotyping and the policy is effectively implemented in many aspects of school life such as class work tasks, extra-curricular activities, community initiatives, performances and games. (*Ysgol Llywelyn*)
- There is a clear equal opportunities policy and it is reflected in sports, class activities and the particular care which the teachers and learning assistants take of each pupil. (*Ysgol Clocaenog*)

Cultural Development **1 School**

- Other examples show prayer as well placed and linked to the lesson. (*Bl. Ed. Jones RC Section 50*)

Quality of Relationships **1 School**

- Relationships throughout the school are good. (*Bl. Ed. Jones*)

Compliance with Statutory Requirements for Collective Worship
1 School

- The school meets its statutory requirement for a daily act of worship. (*Bl. Ed. Jones RC Section 50*)

Quality of Acts of Collective Worship **1 School**

- There are some good examples of the head, year tutors and staff, leading assembly and prayer, and acting as good role models for pupils. (*Bl. Ed. Jones RC Section 50*)
- Pupils and staff took part in the Year 7 'Welcome Mass' during the inspection which was a fitting and uplifting celebration. Pupils behaved well throughout. Several staff worked together and the music was of good quality. (*Bl. Ed. Jones RC Section 50*)

Links with / Involvement in the Local Community **1 School**

- The school chaplain is making a significant contribution to school liturgy and by relating well to pupils and staff, he ensures that liturgies are inclusive of everyone. There is a growing chaplaincy team. Some acts of reflection have been prepared and distributed for use in the classroom. The chaplain is improving and refurbishing the chapel. (*Bl. Ed. Jones RC Section 50*)

Opportunities to Reflect **1 School**

- The availability of a Chaplaincy Team and Chapel provide opportunities for reflection, prayer and meetings. (*Bl. Ed. Jones*)

Aims / General Ethos **1 School**

- The ethos of the school engenders a strong commitment to excellence in all aspects. (*Ysgol Llywelyn*)

Moral (and social) Development / Provision **1 School**

- Their spiritual and moral development has some outstanding features through the impact of acts of collective worship, in circle time and the effect of the overall ethos of the school. (*Ysgol Llywelyn*)

Opportunities for Collaboration / Co-operation **1 School**

- Most pupils work well together and behave responsibly in lessons. (*Bl. Ed. Jones*)

Spiritual Development **1 School**

- Their spiritual and moral development has some outstanding features through the impact of acts of collective worship, in circle time and the effect of the overall ethos of the school. (*Ysgol Llywelyn*)

Independent Learning Skills **1 School**

- Good attention is given in the school's day-to-day organisation to promoting the learners' independence by developing their ability to manage their own learning. (*Ysgol Clocaenog*)

Saying of / Writing / Composing of Prayers **1 School**

- The availability of prayer resources in registration periods. The school meets the requirement to provide all pupils with a daily act of collective worship. (*Bl. Ed. Jones*)

Policy on Racism / Promotion of Racial Harmony **1 School**

- Discussions with the pupils, including members of the school council, indicate that they have an excellent awareness of equal opportunities, tolerance and a respect for diversity. (*Ysgol Llywelyn*)

Health Awareness / Healthy Schools Initiatives **1 School**

- There are close links with Sainsbury's and Rhyl Football Club to develop healthy eating initiatives, also with the Forestry Commission in planting trees. (*Ysgol Llywelyn*)

NEGATIVE COMMENTS

Pupil Progress / Gaining in Confidence / Skills

2 Schools

- However, there are shortcomings in important areas:
 - There are no clear policies for the development of key skills across the curriculum;
 - Co-ordinators have only made limited progress in involving all departments in this initiative; and
Very few opportunities to use some key skills were identified in many lessons observed in the inspection. (*Bl. Ed. Jones*)
- Shortcomings include the slow progress made in planning the implementation of key skills in all subjects. (*Bl. Ed. Jones*)
- Shortcomings include the limited use of problem solving activities to promote independent learning. (*Bl. Ed. Jones*)
- There is a shortcoming in that pupils have limited opportunities to develop problem-solving skills across the curriculum. (*Bl. Ed. Jones*)
- The school recognises that the promotion of pupils' bilingual skills is an area for further development. (*Ysgol Llywelyn*)

Quality of Acts of Worship

1 School

- More attention needs to be given to the high points of the Mass, to the choices of hymns and to the act of gathering and dismissal. There were specific areas that needed review notably, the absence of anyone overseeing the organisation, the very long and unnecessary use of the previous lesson for preparation and the lack of provision for the responses which meant that this was weak. (*Bl. Ed. Jones RC Section 50*)

Planning for Collective Worship

1 School

- While staff members know who is leading the prayer, there is no common agreement on themes or of links with the liturgical year. There is little sense of an evolving and improving cycle for collective worship. (*Bl. Ed. Jones RC Section 50*)

Saying of / Writing of / Composing of Prayers

1 School

- The use of prayer in the classroom is a mixed picture. It can be cursory and not well placed. In one instance, for example, pupils prayed immediately after returning from assembly. (*Bl. Ed. Jones RC Section 50*)

Curriculum Cymreig / The Welsh Dimension

1 School

- Shortcomings include the limited opportunities to experience Welsh culture across the curriculum. *(Bl. Ed. Jones)*
- No audit has been undertaken to identify contributions made by subjects to *Y Cwricwlwm Cymreig*. *(Bl. Ed. Jones)*
- Shortcomings few opportunities for pupils to speak Welsh in lessons and experience aspects of Welsh culture. *(Bl. Ed. Jones)*

Observance / Promotion of Values / Good Manners / Respect 1 School

- Shortcomings include the lack of respect for the environment in the amount of litter deposited on the school site during recreational periods. *(Bl. Ed. Jones)*

Quality of Acts of Collective Worship 1 School

- Shortcomings include the variable experiences for pupils and students in acts of worship in registration groups. *(Bl. Ed. Jones)*

Extra-curricular Activities / Opportunities 1 School

- The shortcomings include the:
 - Limited musical activities available and a limited programme of activities available during the lunch-hour and after-school. *(Bl. Ed. Jones)*

Spiritual Development 1 School

- Shortcomings include the lack of a policy to promote spiritual development within and across the curriculum. *(Bl. Ed. Jones)*

Awareness / Promotion of Sustainable Development 1 School

- There are some shortcomings:
 - There is no school policy for sustainable development and global citizenship and at present there are only limited recycling projects functioning in the school. *(Bl. Ed. Jones)*

RELIGIOUS EDUCATION

Key Issues:

1 School

- *The School must address without delay the poor leadership of religious education. (Bl. Ed. Jones RC Section 50)*
- *Expectations in religious education must be raised across the department to ensure that all pupils aspire in line with their capability. (Bl. Ed. Jones RC Section 50)*
- *The religious education department must set itself at the leading edge of learning and improvement in the school. (Bl. Ed. Jones RC Section 50)*
- *The school must address issues of inequality among boys and girls and within the staffing and leadership structure. (Bl. Ed. Jones RC Section 50)*
- *Catholic school evaluation must figure at the heart of school improvement planning. (Bl. Ed. Jones RC Section 50)*
- *Governors must review school policies so that they draw on Catholic vision and values. (Bl. Ed. Jones RC Section 50)*

POSITIVE COMMENTS

Standards of Achievement

1 School

- Key Stage 1 – Grade 2: Good features and no important shortcomings (*Ysgol Clocaenog*)
- Key Stage 2 – Grade 2: Good features and no important shortcomings (*Ysgol Clocaenog*)

Knowledge / Understanding of Christianity.

1 School

- KS1 pupils can confidently describe the main Christian festivals. (*Ysgol Clocaenog*)

Knowledge / Understanding / Inclusion of Religions Other Than Christianity

1 School

- Pupils in KS1 have a good knowledge and understanding of the Hindu faith and they can give detailed descriptions of the methods of worship of its followers and the main celebrations of the faith. (*Ysgol Clocaenog*)
- The knowledge and understanding of pupils in KS2 about aspects of the celebrations and symbols of the Jewish faith are very sound. They begin to appreciate and celebrate diversity in religion and culture and they understand that other communities have motivations that are similar to their own. (*Ysgol Clocaenog*)
- Pupils in KS2 describe the main features of a chapel and church in detail and they are able to compare their rituals and methods of worship. They discuss the main characteristics of religious leaders as

well as the life and teachings of Jesus in an intelligent manner. (*Ysgol Clocaenog*)

Knowledge / Understanding of The Bible / Bible Stories **1 School**

- KS1 pupils have a sound knowledge of the Bible as a special book and they can recall a number of stories about the life of Jesus. (*Ysgol Clocaenog*)
- Pupils in KS2 begin to appreciate that it is possible for them to adapt the moral messages of the parables to their own situations. (*Ysgol Clocaenog*)

Knowledge / Understanding of Religious Concepts / Themes **1 School**

- KS1 pupils know a number of different prayers and write and recite their own prayers. (*Ysgol Clocaenog*)

No Shortcomings **1 School**

- There are no important shortcomings. (*Ysgol Clocaenog*)

Opportunities for Discussion of Issues / Feelings/ Moral Issues **1 School**

- Pupils in KS1 discuss values such as tolerance, caring for others and forgiveness in a very thoughtful manner. (*Ysgol Clocaenog*)

Relationship of Scheme of Work to Agreed Syllabus **1 School**

- The school curriculum meets statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. (*Ysgol Llywelyn*)

Responsibility for Own Learning **1 School**

- In most lessons pupils behave very well and are willing to carry out the work set for them. (*Bl. Ed. Jones RC Section 50*)

Quality of Teaching **1 School**

- Lesson planning where it is sufficient, lessons are more productive and pupils respond more. For example, a Year 8 class worked well on an independent learning task on the temple in Jerusalem. In Year 7 classes there was evidence of more effective planning for the start and end of lessons. (*Bl. Ed. Jones RC Section 50*)

Quality/Nature of Scheme of Work **1 School**

- There is a scheme of work at Key Stage 3 which meets diocesan guidelines. The school believes rightly that additional resources would

help the curriculum particularly, in the use of ICT and training. *(Bl. Ed. Jones RC Section 50)*

Contribution of RE to SMSC Development

1 School

- The curriculum does make an important contribution to the spiritual and moral development of the learners and to social cohesion. *(Bl. Ed. Jones RC Section 50)*

Time Allocation for RE

1 School

- Generally the time allocated to religious education meets the 10% requirement. *(Bl. Ed. Jones RC Section 50)*

NEGATIVE COMMENTS

Standards of Achievement

1 School

- At Key Stage 3, the standards reached by pupils in religious education remain at an unacceptably low level. *(Bl. Ed. Jones RC Section 50)*
- Overall the standards achieved by pupils in religious education are well below those expected of pupils their age and capability. At Key Stages 3, 4 and at post 16, too many pupils fail to reach the standards expected. *(Bl. Ed. Jones RC Section 50)*
- At Key Stage 4, standards reached at GCSE are well below the average for a Catholic school. *(Bl. Ed. Jones RC Section 50)*
- Standards at KS4 fall significantly below those in English with which they should compare favourably. Too many pupils have been reduced to entry level and to short course without justification. *(Bl. Ed. Jones RC Section 50)*
- Grade 4: Some good features but shortcomings in important areas. *(Bl. Ed. Jones RC Section 50)*
- At KS4, the trend in results over time has remained poor. *(Bl. Ed. Jones RC Section 50)*

Knowledge / Understanding of The Bible / Bible Stories

1 School

- At Key Stage 3, the use of scripture is superficial. *(Bl. Ed. Jones RC Section 50)*

Knowledge / Understanding of Religious Concepts and Themes

1 School

- This leads to superficial thinking and weak, through correct answers, for example, when studying the Creed, Jesus' commandment and pilgrimage. *(Bl. Ed. Jones RC Section 50)*

Use of Poetry / Drama / Varied / Activities in RE **1 School**

- There is little evidence of the use of assessment for learning, or of the pupils working to certain levels of achievement. *(Bl. Ed. Jones RC Section 50)*

Quality / Variety / Sufficiency of Written Work **1 School**

- At Key Stage 3, written work follows the syllabus but lacks challenge in knowledge, understanding and skills. *(Bl. Ed. Jones RC Section 50)*
- At Key Stage 3, poor handwriting and presentation impacts on the pupils' standards in too many books and shows little improvement over time. *(Bl. Ed. Jones RC Section 50)*
- At Key Stage 4, the level of work lacks sufficient depth and evidence of serious study. *(Bl. Ed. Jones RC Section 50)*

Familiarity with Technical Terms / Vocabulary **1 School**

- At Key Stage 3, standards of religious literacy overall are weak with little evidence of the pupils using theological, ethical and spiritual vocabulary. *(Bl. Ed. Jones RC Section 50)*
- Pupils make only small gains in their religious literacy at Key Stage 3. *(Bl. Ed. Jones RC Section 50)*

KS4/Post 16 Provision of Examination Classes in RS **1 School**

- At post 16, take up and performance at AS in religious studies is poor and so has reached an unacceptable standard for a Catholic school. *(Bl. Ed. Jones RC Section 50)*
- At Key Stage 3, not enough pupils are prepared for and entered for GCSE. *(Bl. Ed. Jones RC Section 50)*
- Provision for religious education in the sixth form is less secure and the lesson scheduled during the inspection week did not take place. More attention needs to be given to the development of AS and A2 provision in Religious Studies. *(Bl. Ed. Jones RC Section 50)*

Continuity and Progression of Work **1 School**

- A significant majority of pupils across the key stages do not make enough progress in class or in their written work. *(Bl. Ed. Jones RC Section 50)*

Quality of Teaching **1 School**

- Overall, teaching is not sufficiently matched to the needs of learners, to their capabilities and needs and there is a lack of agreement as to the standards expected. Key Stage 4 lessons are undemanding and lack the subject's attention to syllabus requirements. *(Bl. Ed. Jones RC Section 50)*
- Weaknesses in some staff subject knowledge, mis-pronunciations, scant attention to scripture and the very limited use of religious vocabulary restrict the opportunity to deepen learning or to capture interest and enjoyment. This points to lack of support for the teaching staff. *(Bl. Ed. Jones RC Section 50)*
- Teachers' questions need development since they rely too much on recent recall and closed questions. *(Bl. Ed. Jones RC Section 50)*
- Lesson planning varies widely in quality. *(Bl. Ed. Jones RC Section 50)*

Nature / Quality of Tasks Set in Lessons **1 School**

- At Key Stage 3, some tasks set, whilst useful, do not engage the high level skills and selecting, copying and drawing add little to the pupils' achievement. *(Bl. Ed. Jones RC Section 50)*

Marking of Pupils' Work **1 School**

- The marking of pupils work varies some staff grading differently to others. Some of the pupils' books have not been marked since the start of term. *(Bl. Ed. Jones RC Section 50)*

Recall and Applying of Previous Learning **1 School**

- There is little attempt to build on previous learning, to capture what pupils know so new work is superficial and unconnected with the bigger picture. This deprives the pupils of depth and interest. *(Bl. Ed. Jones RC Section 50)*
- There is insufficient attention to the knowledge, understanding and skills gained in the primary school. *(Bl. Ed. Jones RC Section 50)*

Use of ICT in RE **1 School**

- There was no evidence of ICT and little use of investigative work.

Assessment / Recording of Pupil Work / Achievement **1 School**

- At Key Stage 3, assessment and levelling of work has hardly begun. *(Bl. Ed. Jones RC Section 50)*

**Denbighshire County Council
Standing Advisory Council for Religious Education
(SACRE)**

Date of Meeting:

31st January 2007

Agenda
Item:

5

Report:

Examination Results 2006

Background to the Report:

As part of its monitoring role, SACRE reviews the examination results each year, and publishes in its annual report the statistics and any actions taken.

Purpose of the Report:

To analyse the results for the different examinations, consider the implications and any support or actions that may be necessary.

Recommendations:

To SACRE:

- to receive the statistical data and summary;
- to agree that letters of congratulation be sent to the schools where results were improved on the previous year and were above the National Averages;
- to agree that letters be sent to those schools where results have been below the National averages for three or more years and ask what actions are being taken and to offer the services of the Inspector/Adviser in helping to bring about improvements;
- to request the LEA to distribute the above letters;

To the LEA:

- to distribute the letters from SACRE to the schools.
- to support the work of the Inspector/Adviser with those schools trying to make improvements.

Summary of Examination Results – 2006

For Denbighshire SACRE 31/01/07

GCSE Results:

Religious Studies: Full Course

All candidates:

School	2006 A*-C %	2005 A*-C %	Difference %	+/- Nat 2006
Denbigh	67.9	61.2	+ 6.7	- 5.8
Glan Clwyd	63.6	54.6	+ 9.0	- 10.1
Prestatyn	81.9	65.4	+ 16.5	+ 8.2
Dinas Bran	72.7	44.4	+ 28.3	- 1.0
Brynhyfryd	66.7	40.0	+ 26.7	- 7.0
Rhyl	0.0	60.0	- 60.0	- 73.7
BI Ed Jones	22.4	41.9	- 19.5	- 51.3
St Brigids	98.0	95.7	+ 2.3	+ 24.3
LEA	70.7	63.7	+ 7	- 3.0
All Wales	73.7	70.2		

Boys:

School	2006 A*-C %	2005 A*-C %	Difference %	+/- Nat 2006
Denbigh	75.0	66.7	+ 8.3	+ 8.0
Glan Clwyd	33.3	100.0	- 66.7	- 34.0
Prestatyn	77.2	56.4	+ 20.8	+ 10.2
Dinas Bran	100.0	100.0	=	+ 33.0
Brynhyfryd	66.7	33.0	+ 33.7	- 0.3
Rhyl	0.0	0.0	=	- 67.0
BI Ed Jones	23.8	47.6	- 23.8	- 43.2
St Brigids	--	--	--	--
LEA	65.3	54.6	+ 10.8	- 1.7
All Wales	67.0	62.3		

GCSE Religious Studies – Full Course

Girls:

School	2006 A*-C %	2005 A*-C %	Difference %	+/- Nat 2006
Denbigh	62.5	60.0	+ 2.5	- 15.0
Glan Clwyd	68.4	37.5	+ 30.9	- 9.1
Prestatyn	86.4	71.8	+ 14.6	+ 8.9
Dinas Bran	62.5	37.5	+ 25.0	- 15.0
Brynhyfryd	66.7	45.5	+ 21.2	- 10.8
Rhyl	0.0	75.0	- 75.0	- 77.5
BI Ed Jones	21.4	36.4	- 15.0	- 56.1
St Brigids	98.0	95.7	+ 2.3	+ 20.5
LEA	73.8	68.2	+ 5.6	- 3.7
All Wales	77.5	74.5		

GCSE Religious Studies: Short Course

All candidates:

School	2006 A*-C %	2005 A*-C %	Difference %	+/- Nat 2006
Denbigh	65.9	70.6	- 4.7	+ 6.2
Glan Clwyd	--	--	--	--
Prestatyn	42.9	20.0	+ 22.9	- 16.8
Dinas Bran	28.3	32.9	- 4.6	- 31.4
Brynhyfryd	--	--	--	--
Rhyl	46.8	60.6	- 13.2	- 12.9
BI Ed Jones	17.4	6.7	+ 10.7	- 42.3
St Brigids	98.0	93.6	+ 4.4	+ 38.3
LEA	46.2	52.4	-6.2	- 13.5
All Wales	59.7	58.7		

GCSE Religious Studies – Short Course

Boys:

School	2006 A*-C %	2005 A*-C %	Difference %	+/- Nat 2006
Denbigh	58.8	60.0	- 1.2	+ 7.8
Glan Clwyd	20.0	--	+ 20.0	- 31.0
Prestatyn	20.0	12.5	+ 7.5	- 31.0
Dinas Bran	17.3	27.3	- 1.0	- 33.7
Brynhyfryd	--	--	--	--
Rhyl	45.0	54.0	- 9.0	- 6.0
BI Ed Jones	25.0	0.0	+ 2.5	- 26.0
St Brigids	--	--	--	--
LEA	31.1	36.9	- 5.8	- 20.0
All Wales	51.0	51.1		

Girls:

School	2006 A*-C %	2005 A*-C %	Difference %	+/- Nat 2006
Denbigh	70.4	75.0	- 4.6	+ 2.8
Glan Clwyd	60.0	--	+ 60.0	- 7.6
Prestatyn	100.0	50.0	+ 50.0	+ 32.4
Dinas Bran	38.8	37.8	+ 1.0	- 28.8
Brynhyfryd	--	--	--	--
Rhyl	48.1	--	+ 48.0	- 19.5
BI Ed Jones	9.1	20.0	- 10.9	- 58.5
St Brigids	98.0	93.6	- 4.4	+ 30.4
LEA	56.0	61.6	- 11.6	- 11.6
All Wales	67.6	65.3		

GCE Religious Studies - Advanced Level

All candidates:

School	2006 A*-C %	2005 A*-C %	Difference %	+/- Nat 2006
Denbigh	66.7	83.3	- 16.6	+ 1.2
Glan Clwyd	--	--	--	--
Prestatyn	64.7	92.0	- 27.3	- 0.8
Dinas Bran	0.0	0.0	=	- 65.5
Brynhyfryd	20.0	30.0	- 10.0	- 45.5
Rhyl	--	--	--	--
BI Ed Jones	--	--	--	--
St Brigids	58.3	33.3	+ 35.0	- 7.2
LEA	54.8	60.0	- 5.2	- 10.7
All Wales	65.5	65.4		

Religious Studies – Entry Level (formerly COEA)

All candidates:

School	2006 A*-C %	2005 A*-C %	Difference %	+/- Nat 2006
Denbigh	--	--	--	--
Glan Clwyd	--	--	--	--
Prestatyn	--	--	--	--
Dinas Bran	--	--	--	--
Brynhyfryd	--	--	--	--
Rhyl	92.9	88.4	+ 6.1	- 2.0
BI Ed Jones	--	84.0	--	--
St Brigids	--	--	--	--
LEA	92.9	86.8	+ 6.1	- 2.0
All Wales	94.9	92.5		

Results Comparison to National Average

<u>Full Course</u> <u>A* - C</u>							<u>Short Course</u> <u>A* - C</u>					
	2002	2003	2004	2005	2006			2002	2003	2004	2005	2006
Denbigh HS	69.3%	66.7%	50.0%	61.2%	67.9%		Denbigh HS	56.1%	87.8%	64.6%	70.6%	65.9%
Glan Clwyd	62.5%	54.5%	N/A	54.6%	63.6%		Glan Clwyd	N/A	N/A	N/A	N/A	N/A
Prestatyn	57.3%	73.0%	74.7%	65.4%	81.9%		Prestatyn	N/A	28.6%	0.0%	20.0%	42.9%
Dinas Bran	69.3%	50.0%	63.6%	44.4%	72.7%		Dinas Bran	51.1%	63.0%	47.8%	32.9%	28.3%
Brynhyfryd	91.6%	77.8%	68.8%	40.0%	66.7%		Brynhyfryd	N/A	N/A	N/A	N/A	N/A
Rhyl HS	N/A	N/A	N/A	60.0%	0.0%		Rhyl HS	63.9%	62.3%	44.8%	60.6%	46.8%
BEJ	36.5%	40.8%	44.9%	41.9%	22.4%		BEJ	N/A	0.0%	28.6%	6.7%	17.4%
St Brigid's	89.2%	90.4%	86.5%	95.7%	98.0%		St Brigid's	N/A	N/A	100.0%	93.6%	98.0%
Nat. Average	66.6%	69.8%	68.1%	70.2%	73.7%		Nat. Average	62.3%	55.7%	58.4%	58.7%	59.7%
<u>A-Level</u> <u>A - C</u>												
	2002	2003	2004	2005	2006							
Denbigh HS	100.0%	75.0%	100.0%	83.3%	66.7%							
Glan Clwyd	N/A	N/A	N/A	N/A	N/A							
Prestatyn	87.5%	87.5%	100.0%	92.0%	64.7%							
Dinas Bran	66.7%	25.0%	50.0%	0.0%	0.0%							
Brynhyfryd	N/A	N/A	100.0%	30.0%	20.0%							
Rhyl HS	N/A	N/A	N/A	N/A	N/A							
BEJ	N/A	N/A	N/A	N/A	N/A							
St Brigid's	100.0%	100.0%	44.4%	33.3%	58.3%							
Nat. Average	70.3%	73.5%	68.9%	65.4%	65.5%							

Ysgolion Sir Ddinbych Tabl A

TAGAU 2005 : PAWB - ASTUDIAETHAU CREFFYDDOL

Denbighshire Schools - Table A

GCSE 2005 - ALL - RELIGIOUS STUDIES

Ysgolion / Schools	Cyfanswm / Totals	% Cartan / Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A*-C	A*-G
Ddinbych / Denbigh	36	23.8%	5	13.9%	5	13.9%	6	16.7%	6	16.7%	7	19.4%	4	11.1%	1	2.8%	2	5.6%	0	0.0%	61.2%	100.0%
Glan Clwyd	11	7.9%	2	18.2%	2	18.2%	2	18.2%	0.0%	0.0%	0	0.0%	1	9.1%	1	9.1%	3	27.3%	0	0.0%	54.6%	100.0%
Prestatyn	188	66.9%	21	11.2%	33	17.6%	32	17.0%	37	19.7%	18	9.6%	12	6.4%	13	6.9%	15	8.0%	7	3.7%	65.4%	96.3%
Dinas Bran	9	4.6%	0	0.0%	1	11.1%	2	22.2%	1	11.1%	1	11.1%	4	44.4%	0	0.0%	0	0.0%	0	0.0%	44.4%	100.0%
Brynhyfryd	20	9.5%	2	10.0%	2	10.0%	2	10.0%	2	10.0%	2	10.0%	4	20.0%	2	10.0%	3	15.0%	1	5.0%	40.0%	95.0%
Y Rhyll/Rhyl	5	2.3%	0	0.0%	0	0.0%	0	0.0%	3	60.0%	0	0.0%	0	0.0%	0	0.0%	2	40.0%	0	0.0%	60.0%	100.0%
Ber Ed Jones / Bl Ed Jones	43	50.9%	0	0.0%	2	4.7%	5	11.6%	11	25.6%	9	20.9%	10	23.3%	2	4.7%	4	9.3%	0	0.0%	41.9%	100%
Santes Fraid / St Brigids	46	93.9%	13	28.3%	11	23.9%	13	28.3%	7	15.2%	1	2.2%	1	2.2%	0	0.0%	0	0.0%	0	0.0%	95.7%	100.0%
Cyfanswm AALL / LEA Totals	358		43	12.0%	56	15.6%	62	17.3%	67	18.7%	38	10.6%	36	10.1%	19	5.3%	29	8.1%	8	2.2%	63.7%	97.8%
Cronnol / Cumulative	358		43	12.0%	99	27.7%	161	45.0%	228	63.7%	266	74.3%	302	84.4%	321	89.7%	350	97.8%	358	100.0%	63.7%	97.8%
Holl Cymru/ All Wales	6507		788	12.1%	1981	30.4%	3419	52.5%	4566	70.2%	5248	80.7%	5737	88.2%	6058	93.1%	6285	96.6%	6507	100.0%	70.2%	96.6%

Ysgolion Schools	Cyfanswm/ Totals	% Cartan Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
<i>Dinbych</i>	28	16.7	1	3.6	4	14.3	9	32.1	5	17.9	3	10.7	3	10.7	2	7.1	1	3.6	0	0.0	67.9	100
Glan																						
Clwyd	22	15.5	2	9.1	1	4.5	6	27.3	5	22.7	4	18.2	3	13.6	1	4.5	0	0.0	0	0.0	63.6	100
Prestatyn	160	55.2	12	7.5	24	15.0	37	23.1	58	36.3	15	9.4	8	5.0	4	2.5	2	1.3	0	0.0	81.9	100
Dinas Bran	11	5.5	0	0.0	1	9.1	4	36.4	3	27.3	1	9.1	1	9.1	1	9.1	0	0.0	0	0.0	72.7	100
Brynhafydd	18	10.1	5	27.8	1	5.6	1	5.6	5	27.8	1	5.6	1	5.6	3	16.7	1	5.6	0	0.0	66.7	100
Y																						
Rhyl/Rhyl	7	3.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	57.1	1	14.3	1	14.3	1	14.3	0.0	85.7
Ben Ed																						
Jones/Bl.																						
Ed Jones	49	51.6	0	0.0	1	2.0	3	6.1	7	14.3	5	10.2	10	20.4	6	12.2	10	20.4	7	14.3	22.4	85.7
Santes																						
Ffraid/ St Brigids	50	94.3	16	32.0	18	36.0	13	26.0	2	4.0	0	0.0	0	0.0	1	2.0	0	0.0	0	0.0	98.0	100
Cyfanswm AALL/ LEA Totals	345		36	10.4	50	14.5	73	21.2	85	24.6	29	8.4	30	8.7	19	5.5	15	4.4	8	2.3	70.7	97.7
Crownll/ Cumulative	345		36	10.4	86	24.9	159	46.1	244	70.7	273	79.1	303	87.8	322	93.3	337	97.7	345	100	70.7	97.7
Holl Cymru																						
All Wales	6993		866	12.4	2197	31.4	3751	53.6	5156	73.7	5843	83.6	6334	90.6	6641	95.0	6841	97.8	6993	100	73.7	97.8

Ysgolion Sir Ddinbych Tabl B

TAGAU 2005 : BECHGYN - ASTUDIAETHAU CREFYDDOL

Denbighshire Schools - Table B

GCSE 2005: BOYS - ASTUDIAETHAU CREFYDDOL

Ysgolion / Schools	Cyfanswm / Totals	% Cydran / Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A*-C	A*-G
Ddinbych / Denbigh	6	7.4%	0	0.0%	1	16.7%	2	33.3%	1	16.7%	1	16.7%	1	16.7%	0	0.0%	0	0.0%	0	0.0%	66.7%	100%
Glan Clwyd	3	3.7%	1	33.3%	1	33.3%	1	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	100%	100%
Prestatyn	78	58.6%	5	6.4%	9	11.5%	18	23.1%	12	15.4%	7	9.0%	6	7.7%	8	10.3%	9	11.5%	4	5.1%	56.4%	94.9%
Dinas Bran	1	1.0%	0	0.0%	0	0.0%	1	100%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	100%	100%
Brynhyfryd	9	7.3%	0	0.0%	1	11.1%	2	22.2%	0	0.0%	1	11.1%	1	11.1%	2	22.2%	2	22.2%	0	0.0%	33%	100%
Y Rhyll/Rhyl	1	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0%	100%
Ben Ed Jones/ Bl Ed Jones	21	44.7%	0	0.0%	1	4.8%	3	14.3%	6	28.6%	3	14.3%	5	23.8%	0	0.0%	3	14.4%	0	0.0%	47.6%	100.0%
Santes Ffrwd / St Brigids																						
Cyfanswm AALL /	119		6	5.0%	13	10.9%	27	22.7%	19	16.0%	12	10.1%	13	10.9%	10	8.4%	15	12.6%	4	3.4%	54.6%	96.6%
LEA Totals																						
Cronnol / Cumulative	119		6	5.0%	19	16.0%	46	38.7%	65	54.6%	77	64.7%	90	75.6%	100	84.0%	115	96.6%	119	100.0%	54.6%	96.6%
Cyfanswm / Totals	2323		164	7.1%	523	22.5	995	42.8%	1447	62.3%	1713	73.7%	1930	83.1%	2082	89.6%	2211	95.2%	2323	100.0%	62.3%	95.2%

Ysgolion Sir Ddinbych – TABL 2
Denbighshire Schools – Table 2

CANLYNIADAU TGAU 2006 BECHGYN – ASTUDIAETHAU CREFFYDDOL
GCSE RESULTS 2006 BOYS – RELIGIOUS STUDIES

Ysgolion/ Schools	Cyfanswm Totals	% Cohort/Cyfran	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A*- C	% A*- G
<i>Dinbych</i> Denbigh	12	12.12	0	0.0	3	25.0	3	25.0	3	25.0	0	0.0	2	16.7	1	8.3	0	0.0	0	0.0	75.0	100
<i>Glan</i> Clwyd	3	4.1	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0	2	66.6	0	0.0	0	0.0	0	0.0	33.3	100
<i>Prestatyn</i>	79	58.1	2	2.5	7	8.9	12	15.2	40	50.6	9	11.4	3	3.8	4	5.1	2	2.5	0	0.0	77.2	100
<i>Dinas Bran</i>	3	3.3	0	0.0	1	33.3	1	33.3	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
<i>Brynhyfryd</i>	3	3.8	0	0.0	0	0.0	0	0.0	2	66.7	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	66.7	100
<i>Y</i> Rhyll/Rhyl	3	2.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	1	33.3	0	0.0	1	33.3	0.0	66.7
<i>Ben Ed</i> Jones/Bl. Ed Jones	21	46.7	0	0.0	1	4.8	1	4.8	3	14.3	2	9.5	3	14.3	1	4.8	6	28.6	4	19.0	23.8	81.0
<i>Santes</i> Fraid St Brigids	0																					
<i>Cyfanswm</i> AALL/ LEA Totals	124		2	1.6	12	9.7	18	14.5	49	39.5	12	9.7	11	8.9	7	5.6	8	6.5	5	4.0	65.3	96.0
<i>Cronnol</i> Cumulative	124		2	1.6	14	11.3	32	25.8	81	65.3	93	75.0	104	83.9	111	88.5	119	96.0	124	100	65.3	96.0
<i>Holl</i> Gymru All Wales	2524		219	8.7	607	24.0	1102	43.7	1691	67.0	1977	78.3	2197	87.0	2338	92.6	2440	96.7	2524	100	67.0	96.7

Denbighshire Schools Table C

GCSE 2005: GIRLS - RELIGIOUS STUDIES

Ysgolion / Schools	Cyfanswm /Totals	% Cartan / Cohort	A+	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A+C	A+G
Ddiwybch / Denbigh	30	42.9%	5	16.7	4	13.3%	4	13.3%	5	16.7%	6	20.0%	3	10.0%	1	3.3%	2	6.7%	0	0.0%	60.0%	100%
Glan Clwyd	8	13.8%	1	12.5	1	12.5	1	12.5%	0	0.0%	0	0.0%	1	12.5%	1	12.5%	3	37.5%	0	0.0%	37.5%	100.0%
Prestatyn	110	74.3%	16	14.5	24	21.8%	14	12.7%	25	22.7%	11	10.0%	6	5.5%	5	4.5%	6	5.5%	3	2.7%	71.8%	97.3%
Dinas Bran	8	8.1%	0	0	1	12.5%	1	12.5%	1	12.5%	1	12.5%	4	50.0%	0	0.0%	0	0.0%	0	0.0%	37.5%	100.0%
Brynhyfryd	11	12.5%	2	18.2	1	9.1%	0	0.0%	2	18.2%	1	9.1%	3	27.3%	0	0.0%	1	9.1%	1	9.1%	45.5%	90.9%
Rhyl/Rhyl	4	3.8%	0	0.0%	0	0.0%	0	0.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%	0	0.0%	75.0%	100.0%
Ben Ed																						
Jones/BI																						
Ed Jones	22	57.9%	0	0	1	4.5%	2	9.1%	5	22.7%	6	27.3%	5	22.7%	2	9.1%	1	4.5%	0	0.0%	36.4%	100.0%
Santes																						
Ffridd / St Brigids																						
Cyfanswm AALL / LEA Totals	239	93.9%	13	28.3%	11	23.9%	13	28.3%	7	15.2%	1	2.2%	1	2.2%	0	0.0%	0	0.0%	0	0.0%	95.7%	100%
Cronrol / Cumulative	239		37	15.5%	43	18.0%	35	14.6%	48	20.1%	26	10.9%	23	9.6%	9	3.8%	14	5.9%	4	1.7%	68.2%	98.3%
Cymru/All																						
Wales	4184		624	14.9%	1458	34.8%	2424	57.9%	3119	74.5%	3535	84.5%	3807	91.0%	3976	95.0%	4074	97.4%	4184	100%	74.5%	97.4%

Ysgolion Sir Ddinbych TABLE 3
Denbighshire Schools TABLE 3

CANLYNIADAU TGAU 2006 MERCHED – ASTUDIAETHAU CREFFYDDOL
GCSE RESULTS 2006: GIRLS – RELIGIOUS STUDIES

<i>Ysgolion/ Schools</i>	<i>Cyfan swm/ Totals</i>	<i>% Cyfran Cohort</i>	<i>A*</i>	<i>%</i>	<i>A</i>	<i>%</i>	<i>B</i>	<i>%</i>	<i>C</i>	<i>%</i>	<i>D</i>	<i>%</i>	<i>E</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>G</i>	<i>%</i>	<i>U</i>	<i>%</i>	<i>% A* - C</i>	<i>% A* - G</i>	
<i>Ddinbych</i>	16	23.9	1	6.3	1	6.3	6	37.5	2	12.5	3	18.8	1	6.3	1	6.3	1	6.3	0	0.0		62.5	100
<i>Denbigh</i>	19	27.5	2	10.5	1	5.3	5	26.3	5	26.3	4	21.1	1	5.3	1	5.3	0	0.0	0	0.0		68.4	100
<i>Glan Clwyd</i>	81	52.6	10	12.3	17	21.0	25	30.9	18	22.2	6	7.4	5	6.2	0	0.0	0	0.0	0	0.0		86.4	100
<i>Prestatyn</i>	8	7.4	0	0.0	0	0.0	3	37.5	2	25.0	1	12.5	1	12.5	1	12.5	0	0.0	0	0.0		62.5	100
<i>Dinas Bran</i>	15	14.9	5	33.3	1	6.7	1	6.7	3	20.0	0	0.0	1	6.7	3	20.0	1	6.7	0	0.0		66.7	100
<i>Y Rbyl/Rhyl</i>	4	4.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	75.0	0	0.0	1	25.0	0	0.0		0.0	100
<i>Ben Ed Jones/Bl. Ed</i>	28	56.0	0	0.0	0	0.0	2	7.1	4	14.3	3	10.7	7	25.0	5	17.9	4	14.3	3	10.7		21.4	89.3
<i>Jones Santes Ffraid/ St Brigids</i>	50	94.3	16	32.0	18	36.0	13	26.0	2	4.0	0	0.0	0	0.0	1	2.0	0	0.0	0	0.0		98.0	100
<i>Cyfanswm AALL</i>	221		34	15.4	38	17.2	55	24.9	36	16.3	17	7.7	19	8.6	12	5.4	7	3.2	3	1.4		73.8	98.6
<i>LEA Totals</i>	221		34	15.4	38	17.2	55	24.9	36	16.3	17	7.7	19	8.6	12	5.4	7	3.2	3	1.4		73.8	98.6
<i>Cronnol Cumulative</i>	221		34	15.4	72	32.6	127	57.5	163	73.8	180	81.4	199	90.0	211	95.5	218	98.6	221	100		73.8	98.6
<i>Holl Gymru All Wales</i>	4469		647	14.5	1590	35.6	2649	59.3	3465	77.5	3866	86.5	4137	92.6	4303	96.3	4401	98.5	4469	100		77.5	98.5

GCSE 2005: ALL - RELIGIOUS STUDIES - SHORT COURSE

Denbighshire Schools Table D

Ysgolion/Schools	Cyfanswm / Totals	% Cydran / Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A*-C	A*-G
Ddinbych / Denbigh	51	33.7%	7	13.7%	4	7.8%	9	17.6%	16	31.4%	9	17.6%	0	0.0%	5	9.8%	1	2.0%	0	0.0%	70.6%	100%
Glan Clwyd																						
Prestatyn	10	3.6%	0	0.0%	1	10.0%	1	10.0%	0	0.0%	0	0.0%	0	0.0%	1	10.0%	4	40.0%	3	30.0%	20.0%	70.0%
Dinas Bran	140	71.0%	0	0.0%	2	1.4%	11	7.9%	33	23.6%	28	20.0%	20	14.3%	19	13.6%	16	11.4%	11	7.9%	32.9%	92.1%
Brynhyfryd																						
Y Rhyll/Rhyl	109	49.8%	6	5.5%	12	11.0%	25	22.9%	23	21.1%	12	11.0%	7	6.4%	11	10.1%	7	6.4%	6	5.5%	60.6%	94.5%
Ben Ed Jones/ BI Ed Jones	15	17.6%	0	0.0%	0	0.0%	0	0.0%	1	6.7%	1	6.7%	1	6.7%	4	26.7%	7	46.7%	1	6.7%	6.7%	93.3%
Santes Ffraid / St Brigids	47	95.9%	12	25.5%	10	21.3%	15	32%	7	14.9%	2	4.3%	0	0.0%	1	2.1%	0	0.0%	0	0.0%	93.6%	100%
Cyfanswm AALL / LEA Totals	372		25	6.7%	29	7.8%	61	16.4%	80	21.5%	52	14.0%	28	7.5%	41	11.0%	35	9.4%	21	5.6%	52.4%	94.4%
Cronno / Cumulative	372		25	6.7%	54	14.5%	115	30.9%	195	52.4%	247	66.4%	275	73.9%	316	84.9%	351	94.4%	372	100%	52.4%	94.4%
Holl Cymru / All Wales	13320		1112	8.3%	2653	19.9%	4942	37.1%	7822	58.7%	9492	71.3%	10924	82.0%	12058	90.5%	12798	96.10%	13320	100%	58.7%	96.1%

Ysgolion Sir Ddinbych – Tabl 4
Denbighshire Schools – Table 4

CANLYDIADAU TGAU 2006 PAMB – ASTUDIAETHAU GREFFYDDOL: CWRS BYR
GCSE RESULTS 2006: ALL – RELIGIOUS EDUCATION SHORT COURSE

<i>Ysgolion/ Schools</i>	<i>Cyfanswm/ Totals</i>	<i>% Cyfran Cohort</i>	<i>A*</i>	<i>%</i>	<i>A</i>	<i>%</i>	<i>B</i>	<i>%</i>	<i>C</i>	<i>%</i>	<i>D</i>	<i>%</i>	<i>E</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>G</i>	<i>%</i>	<i>U</i>	<i>%</i>	<i>% A* -C</i>	<i>% A* -G</i>
<i>Dinbych</i>	44	26.2	0	4.5	3	6.8	10	22.7	14	31.8	8	18.2	4	9.1	1	2.3	1	2.3	1	2.3	65.9	97.7
<i>Glan Clwyd</i>	0																					
<i>Prestatyn</i>	7	2.4	0	0.0	2	28.6	1	14.3	0	0.0	0	0.0	2	28.6	2	28.6	0	0.0	0	0.0	42.9	100
<i>Dinas Bran</i>	166	83.0	4	2.4	6	3.6	16	9.6	21	12.7	35	21.1	28	16.9	22	13.3	9	5.4	25	15.1	28.3	84.9
<i>Bryhdyrd</i>	0																					
<i>Y Rhyll/Rhyl</i>	141	66.5	3	2.1	7	5.0	15	10.6	41	29.1	19	13.5	28	19.9	11	7.8	9	6.4	8	5.7	46.8	94.3
<i>Ben Ed Jones/Bl. Ed Jones</i>	23	24.2	0	0.0	0	0.0	1	4.3	3	13.0	4	17.4	4	17.4	5	21.7	2	8.7	4	17.4	17.4	82.6
<i>Santes Fyfaid/ St Brigids</i>	49	92.4	21	42.9	11	22.4	11	22.4	5	10.2	1	2.0	0	0.0	0	0.0	0	0.0	0	0.0	98.0	100
<i>Cyfanswm All LEA Totals</i>																						
<i>Cronnol/ Cumulative</i>	455		32	7.0	62	13.6	124	27.3	210	46.2	283	62.2	351	77.1	394	86.6	415	91.2	455	100	46.2	91.2

Denbighshire Schools - Table E

GCSE 2005: BOYS - RELIGIOUS STUDIES - SHORT COURSE

Ysgolion/ Schools	Cyfansw m / Totals	Cyfran %	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A*C	A*G	
Ddinbych / Denbigh	15	18.5%	0	0.0%	2	13.3%	4	26.7%	3	20.0%	3	20.0%	0	0.0%	3	20.0%	0	0.0%	0	0.0%	0	60.0%	100%
Glan Clwyd																							
Prestatyn	8	6.0%	0	0.0%	1	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	12.5%	3	37.5%	3	37.5%	12.5%	62.5%	
Dinas Bran	66	67.3%	0	0.0%	0	0.0%	4	6.1%	14	21.2%	10	15.2%	8	12.1%	12	18.2%	9	13.6%	9	13.6%	27.3%	86.4%	
Bryhyfryd																							
Y Rhyl/Rhyl	50	44.2%	2	4.0%	3	6.0%	10	20.0%	12	24.0%	5	10.0%	5	10.0%	6	12.0%	4	8.0%	3	6.0%	54.0%	94.0%	
Ben Ed Jones / Bl Ed Jones	10	21.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	10.0%	0	0.0%	4	40.0%	5	50.0%	0	0.0%	0.0%	100%	
Santes Ffrïd / St Brigids																							
Cyfanswm AALL / LEA Totals	149		2	1.3%	6	4.0%	18	12.1%	29	19.5%	19	12.8%	13	8.7%	26	17.4%	21	14.1%	15	10.1%	36.9%	89.9%	
Cwmrol / Cumulative	149		2	1.3%	8	5.4%	26	17.4%	55	36.9%	74	49.7%	87	58.4%	113	75.8%	134	89.9%	149	100%	36.9%	89.9%	
Ysgol All Wales	6165		301	4.9%	876	14.2%	1817	29.5%	3150	51.1%	4006	65.0%	4765	77.3%	5391	87.4%	5809	94.2%	6165	100%	51.1%	94.2%	

Denbighshire Schools - Table F

GCSE 2005: GIRLS - RELIGIOUS STUDIES - SHORT COURSE

Ysgolion / Schools	Cyfanswm/ Totals	% Cyfran/ Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	A+C	A+G
Ddinbych / Denbigh	36	51.4%	7	19.4%	2	5.6%	5	13.9%	13	36.1%	6	16.7%	0	0.0%	2	5.6%	1	2.8%	0	0.0%	75.0%	100%
Glan Clwyd																						
Prestatyn	2	1.4%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	50.0%	100%
Dinas Bran	74	74.7%	0	0.0%	2	2.7%	7	9.5%	19	25.7%	18	24.3%	12	16.2%	7	9.5%	7	9.5%	2	2.7%	37.8%	97.3%
Brynhyfryd																						
Y																						
Rhyl/Rhyl																						
Ben Ed Jones / Bl Ed Jones	5	13.1%	0	0.0%	0	0.0%	0	0.0%	1	20.0%	0	0.0%	1	20.0%	0	0.0%	2	40.0%	1	20.0%	20.0%	80.0%
Santes																						
Ffrwd / St Brigids	47	95.9%	12	25.5%	10	21.3%	15	31.9%	7	14.9%	2	4.3%	0	0.0%	1	2.1%	0	0.0%	0	0.0%	93.6%	100%
Cyfanswm AALL / LEA Totals	164		19	11.6%	14	8.5%	28	17.1%	40	24.4%	26	15.9%	13	7.9%	10	6.1%	11	6.7%	3	1.8%	61.6%	98.2%
Cronno / Cumulative	164		19	11.6%	33	20.1%	61	37.2%	101	61.6%	127	77.4%	140	85.4%	150	91.5%	161	98.2%	164	100%	61.6%	98.2%
Cymru / All Wales	7155		811	11.3%	1777	24.8%	3125	43.7%	4672	65.3%	5486	76.7%	6159	86.1%	6667	93.2%	6989	97.7	7155	100%	65.3%	97.7%

Ysgolion Schools	Cyfan swm Totals	% Cydran Cohort	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
<i>Dinbych</i> Denbigh	27	39.1	1	3.7	0	0.0	9	33.3	9	33.3	4	14.8	3	11.1	1	3.7	0	0.0	0	0.0	70.4	100
Glan Clwyd	20	28.9	2	10.0	1	5.0	7	35.0	2	10.0	5	25.0	1	5.0	2	10.0	0	0.0	0	0.0	60.0	100
Prestatyn	2	1.3	0	0.0	2	100	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	100	100
Dinas Bran	85	78.7	4	4.7	5	5.9	13	15.3	11	12.9	20	23.5	14	16.5	10	11.8	3	3.5	5	5.9	38.8	94.1
Brynhyfryd	0																					
Y Rhyl/Rhyl	81	81.8	1	1.2	5	6.2	9	11.1	24	29.6	13	16.0	15	18.5	5	6.2	6	7.4	3	3.7	48.1	96.3
<i>Ben Ed</i> <i>Jones/Bl.</i> Ed Jones	11	22.0	0	0.0	0	0.0	0	0.0	1	9.1	1	9.1	2	18.2	3	27.3	1	9.1	3	27.3	9.1	72.7
<i>Santes</i> <i>Ffraidl/</i> St Brigids	49	92.4	21	42.9	11	22.4	11	22.4	5	10.2	1	2.0	0	0.0	0	0.0	0	0.0	0	0.0	98.0	100
<i>Cyfanswm</i> <i>AA11</i> LEA Totals	275		29	10.5	24	8.7	49	17.8	52	18.9	44	16.0	35	12.7	21	7.6	10	3.6	11	4.0	56.0	96.0
<i>Crommol</i> Cumulative	275		29	10.5	53	19.3	102	37.1	154	56.0	198	72.0	233	84.7	254	92.4	264	96.0	275	100	56.0	96.0

Ysgolion Sir Ddinbych Table E
Denbighshire Schools Table G

TAG UWCH GYFRANNOL 2005: PAWB - ASTUDIAEITHAU CREFYDDOL
GCE ADVANCED LEVEL 2005: ALL - RELIGIOUS STUDIES

Ysgolion/Schools	Cyfanswm / Totals	A	%	B	%	C	%	D	%	E	%	U	%	A-C	A-E
Ddinbych / Denbigh	6	1	16.7%	2	33.3%	2	33.3%	1	16.7%	0	0.0%	0	0.0%	83.3%	100%
Glan Clwyd															
Prestatyn	12	2	16.7%	5	41.7%	4	33.3%	1	8.3%	0	0.0%	0	0.0%	92%	100%
Dinas Bran	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0.0%	100%
Brynhyfryd	10	1	10.0%	0	0.0%	2	20.0%	7	70.0%	0	0.0%	0	0.0%	30.0%	100%
Y Rhyll/Rhyl															
Ben Ed Jones/ Bl Ed Jones															
Santes															
Ffraid / St Brigids	6	1	16.7%	0	0.0%	1	16.7%	3	50.0%	1	16.7%	0	0.0%	33.3%	100%
Cyfanswm AALL / LEA Totals	35	5	14.3%	7	20.0%	9	25.7%	13	37.1%	1	2.9%	0	0.0%	60.0%	100%
Cyfanswm Cumulative	35	5	14.3%	12	34.3%	21	60.0%	34	97.1%	35	100%	35	100%	60.0%	100%
Holl Cymru/ All Wales	793	120	15.1%	308	38.8%	519	65.4%	691	87.1%	777	98.0%	793	100%	65.4%	98.0%

Ysgolion Sir Ddinbych Tabl F

TAAG UWCH GYFRANNOL 2005: BECHGYN - ASTUDIAETHAU CREFYDDOL

Denbighshire Schools Table H

GCE ADVANCED LEVEL 2005: BOYS - RELIGIOUS STUDIES

Ysgolion / Schools	Cyfanswm / Totals	A	%	B	%	C	%	D	%	E	%	U	%	A-C	A-E
Ddinbych / Denbigh	2	0	0.0%	2	100%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	100.0%	100.0%
Glan Clwyd															
Prestatyn	2	1	50.0%	0	0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	100%	100%
Dinas Bran															
Brynhyfryd	2	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%	50.0%	100%
Y Rhyll/Rhyl															
Ben Ed															
Jones / Bl															
Ed Jones															
Santes															
Fraid /															
St Brigids															
Cyfanswm															
AALL / LEA	6	1	16.7%	2	33.3%	2	33.3%	1	16.7%	0	0.0%	0	0.0%	83%	100%
Totals															
Cronol /															
Cumulative	6	1	16.7%	3	50%	5	83%	6	100%	6	100%	6	100%	83%	100%
Holl Cymru/ All Wales	176	27	15.3%	67	38.1%	109	61.9%	145	82.4%	171	97.2%	176	100%	61.9%	97.2%

<i>Holl Gymru</i>	862	121	14.0	304	35.3	565	65.5	748	86.8	836	97.0	862	100	65.5	97.0
<i>All Wales</i>															

Ysgolion Sir Ddinbych – Tabl 8 – CANLYNIADAU SAFON UWCH 2006 – BECHGYN ASTUDIAETHAU CREFFYDDOL
Denbighshire Schools – Table 8 GCE ADVANCED LEVEL RESULTS 2006: BOYS – RELIGIOUS STUDIES

<i>Ysgolion</i> <i>Schools</i>	<i>Cyfan</i> <i>swm</i> <i>Totals</i>	A	%	B	%	C	%	D	%	E	%	U	%	% A - C	% A - E
<i>Dinbych</i> <i>Denbigh</i>	2	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	50.0	100
<i>Glan Clwyd</i>	0														
<i>Prestatyn</i>	8	0	0.0	3	37.5	2	25.0	1	12.5	2	25.0	0	0.0	62.5	100
<i>Dinas Bran</i>	0														
<i>Brynhyfryd</i>	0														
<i>Y Rhyl /Rhyl</i>	0														
<i>Ben Ed Jones</i>	0														
<i>Bl. Ed Jones</i>	0														
<i>Santes Ffraid</i> <i>St Brigids</i>	0														
<i>Cyfanswm</i> <i>ALL</i>															
<i>LEA Totals</i>	10	0	0.0	3	30.0	3	30.0	2	20.0	2	20.0	0	0.0	60.0	100
<i>Cronnol</i> <i>Cumulative</i>	10	0	0.0	3	30.0	6	60.0	8	80.0	10	100	10	100	60.0	100

Ysgolion/S chools	Cyfanswm / Totals	A	%	B	%	C	%	D	%	E	%	F	%	A-C	A-E
Ddinbych / Denbigh	4	1	25.0%	0	0.0%	2	50.0%	1	25.0%	0	0.0%	0	0.0%	75.0%	100.0%
Glan Clwyd															
Prestatyn	10	1	10.0%	5	50.0%	3	30.0%	1	10.0%	0	0.0%	0	0.0%	90%	100%
Dinas Bran	1	0	0.0%	0	0.0%	0	0%	1	100.0%	0	0.0%	0	0.0%	0.0%	100%
Brynhyfryd	8	1	12.5%	0	0.0%	1	12.5%	6	75.0%	0	0.0%	0	0.0%	25.0%	100%
Y Rhyll/Rhyl															
Ben Ed Jones/ Bi Ed. Jones															
Santes Ffraid / St Brigid's	6	1	16.7%	0	0.0%	1	16.7%	3	50.0%	1	16.7%	0	0.0%	33.3%	100%
Cyfanswm AALL / LEA Totals	29	4	13.8%	5	17.2%	7	24.1%	12	41.4%	1	3.4%	0	0.0%	55.2%	100%
Gyrranol / Cumulative	29	4	13.8%	9	31.0%	16	55.2%	28	96.6%	29	100%	29	100%	55.2%	100%
Holl Cymru/ All Wales	617	93	15.1%	241	39.1%	410	66.5%	546	88.5%	606	98.2%	617	100%	66.5%	98.2%

<i>Holl Cymru</i>	175	19	10.9	62	35.4	121	69.1	151	86.3	167	95.4	175	100	69.1	95.4
<i>All Wales</i>															

Ysgolion Sir Dinbych – Tabl 9 – CANLYNIADAU SAFON UWCH 2006 – MERCHED ASTUDIAETHAU CREFFYDDOL
Denbighshire Schools – Table 9 GCE ADVANCED LEVEL RESULTS 2006: GIRLS – RELIGIOUS STUDIES

<i>Ysgolion</i>	<i>Cyfan swm Totals</i>	<i>A</i>	<i>%</i>	<i>B</i>	<i>%</i>	<i>C</i>	<i>%</i>	<i>D</i>	<i>%</i>	<i>E</i>	<i>%</i>	<i>U</i>	<i>%</i>	<i>% A-C</i>	<i>% A-E</i>
<i>Dinbych</i>	4	1	25.0	0	0.0	2	50.0	0	0.0	1	25.0	0	0.0	75.0	100
<i>Glan Clwyd</i>	0														
<i>Prestatyn</i>	9	1	11.1	2	22.2	3	33.3	2	22.2	1	11.1	0	0.0	66.7	100
<i>Dinas Bran</i>	2	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	0.0	100
<i>Brynhafyd</i>	5	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0	0	0.0	20.0	100
<i>Y Rhyll/Rhyl</i>	0														
<i>Ben Ed Jones/ B. Ed Jones</i>	0														
<i>Santes Ffraid/ St Brigids</i>	12	3	25.0	1	8.3	3	25.0	4	33.3	1	8.3	0	0.0	58.3	100
<i>Cyfanswm AAll</i>															
<i>LEA Totals</i>	32	5	15.6	3	9.4	9	28.1	9	28.2	6	18.7	0	0.0	53.1	100
<i>Cronmol Cumulative</i>	32	5	15.6	8	25.0	17	53.1	26	81.3	32	100	32	100	53.1	100

Ysgolion Sir Ddinbych **Tabl G**
Denbighshire Schools – Table J

TCA 2005: PAWB – ASTUDIÆTHAU CREFFYDDOL
COEA 2005: ALL - RELIGIOUS STUDIES

Ysgolion / Schools	Cyfanswm / Totals	% Cydran / Cohort	3	%	2	%	1	%	U	%	% Graddau Pasio / Pass Grades 3 - 1	% Graddau Gyd / % All Grades
<i>Ddinbych / Denbigh</i>												
<i>Glan Clwyd</i>												
<i>Prestatyn</i>												
<i>Dinas Bran</i>												
<i>Brynhyfryd</i>												
<i>Y Rhyll/Rhyl</i>	43	19.6%	2	4.7%	9	20.9%	27	62.8%	5	11.6%	88.4%	100.0%
<i>Ben Ed</i>												
<i>Jones / Bl Ed Jones</i>	25	29.4%	9	36.0%	9	36.0%	3	12.0%	4	16.0%	84.0%	100.0%
<i>Santes Ffraid / St Brigids</i>												
<i>Cyfanswm AALL / LEA Totals</i>	68		11	16.2%	18	26.5%	30	44.1%	9	13.2%	86.8%	100.0%
<i>Cronol / Cumulative Totals</i>	68		11	16.2%	29	42.7%	59	86.8%	68	100%	86.8%	100.0%
<i>All Wales</i>	465		146	31.4%	287	61.7%	430	92.5%	465	100%	92.5%	100.0%

<i>Holl Gymru</i>	687	102	14.8	242	35.2	444	64.6	597	86.9	669	97.4	687	100	64.6	97.4
<i>All Wales</i>															

Ysgolion Sir Ddinbych – Tabl 10 CANLYNIADAU TCA 2006 – ASTUDIAETHAU CREFFYDDOL
Denbighshire Schools - Table 10 COEA 2006 - RELIGIOUS STUDIES

<i>Ysgolion</i>	<i>Cyfanswm</i>	<i>%</i>			<i>%</i>		<i>%</i>		<i>%</i>	<i>% Graddau Pasio</i>	<i>% Graddau Gyd</i>
<i>Schools</i>	<i>Totals</i>	<i>Cyfran</i>	<i>3</i>	<i>%</i>	<i>2</i>	<i>%</i>	<i>1</i>	<i>%</i>	<i>U</i>	<i>3 - 1</i>	<i>All Grades</i>
<i>Dinbych/</i>	0										
<i>Denbigh</i>	0										
<i>Glan Clwyd</i>	0										
<i>Prestatyn</i>	0										
<i>Dinas Bran</i>	0										
<i>Brynhyfryd</i>	0										
<i>Y Rhyd/ Rhyd</i>	0										
<i>Ben Ed</i>											
<i>Jones/</i>											
<i>Bl. Ed Jones</i>	28	29.5	11	39.3	7	25.0	8	28.6	2	7.1	100
<i>Santes</i>											
<i>Ffraid/</i>											
<i>St Brigids</i>	0										
<i>Cyfanswm</i>											
<i>ALL/</i>											
<i>LEA Totals</i>	28		11	39.3	7	25.0	8	28.6	2	7.1	100
<i>Cronoll/</i>											
<i>Cumulative</i>	28		11	39.3	18	64.3	26	92.9	28	100	

**Denbighshire County Council
Standing Advisory Council for Religious Education
(SACRE)**

Date of Meeting:

31st January 2007

Agenda
Item:

6(a)

Report:

**WASACRE (a) Special
Conference Report**

Background to the Report:

WASACRE in association with DELLS held a Special Conference in May 2006 to consider the draft proposals for RE within the School Curriculum Review. The Report contains information related to the day, and includes Recommendations to DELLS, LEAs, WASACRE, SACREs, and Faith Communities.

Purpose of the Report:

To enable members to be informed of the whole picture of the Conference, and to respond to the recommendations as appropriate.

Recommendations:

To SACRE: - to receive the report and consider the recommendations;
 - to agree to implement the four recommendations made to SACREs;
 - to communicate the above resolution to WASACRE;
 - to support the Joint SACREs meeting on 9th March as the first stage of working in partnership with other local SACREs in responding to the Report;

To the LEA: - to receive the report and to agree to implement the five recommendations made to LEAs.

**Denbighshire County Council
Standing Advisory Council for Religious Education
(SACRE)**

Date of Meeting:

31 January 2007

Agenda
Item:

6(b)

Report:

**WASACRE (b) Minutes of the
Meeting of the Association
on 17/11/06**

Background to the Report:

The SACRE are members of the Wales Association of SACREs and send representatives to each meeting. Minutes of the meetings and verbal reports from representatives attending are usually given.

Purpose of the Report:

To acquaint members with the content and focus of the previous meeting, and for information and responses to be actioned as appropriate.

Recommendations:

To SACRE: - to receive the draft minutes of the meeting;
- to receive the observations of representatives attending;

To the LEA: -



Chairman / Cadeirydd: Mr.G.Craigen
Curriculum Support
County Hall
Mold
CH7 6ND

Secretary / Ysgrifennydd ; Mrs.S.Collingbourne
The Gables
Llanwern
Newport
S.Wales NP18 2DS
Tel / Ffôn 01633 411919
Email: susan.collingbourne@tinyworld.co.uk


5th December 2006

Dear Clerk to SACRE,

I have enclosed a copy (English only) of the Draft minutes of the WASACRE meeting held at Cwmbran, Torfaen on 17th November. These minutes have not yet gone to Executive and there may be some alterations when you receive the translated minutes for the meeting at Haverfordwest on 23rd March 2007.

Please use these minutes for your SACRE meeting if it should occur before those papers reach you.

Yours sincerely,


Susan Collingbourne

Minutes of a meeting held at Cwmbran Stadium, Torfaen on 17th November 2006

1. Quiet Reflection

The Chair invited members to join a few moments of reflection on 'children in need'. He recalled the scriptural injunction that *'the poor are always with us and not to harden heart or head against them* - true religion is to look after orphans and those in need.

2. Introduction and welcome

The Chair thanked Torfaen SACRE for arranging the wonderful welcome, he commented that 'it was the best welcome he had experienced in his memory of attending WASACRE'. He gave special thanks to the children of Coed Eva Junior School for their orchestra and choir and to the staff who had accompanied them.

Lynne Milward – Head of Community Participation in Torfaen welcomed us to the Stadium and introduced Her Worship the Mayor of Torfaen, Councilor Mary Barnett. The Mayor spoke of her pleasure in welcoming us to Torfaen and of the great diversity to be found within the eastern valley from Blaenafon – a place with Industrial Heritage Status – to Pontypool home of the old art of Japanware and on to Cwmbran the not so 'new town'!. The Authority spread out into Ponthir where it meets the edge of Newport Authority. She wished us well in our work and spoke of Torfaen translating as 'rock breaker' a task not dissimilar to the work of WASACRE in breaking new ground in the world of Religious Education.

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The Head Boy and Head Girl of Ysgol Gyfun Gwynllyw read the Millennium Scroll Prayer. A copy was presented to each person present. The Mayor explained that the prayer was created by the late Revd. Dr. Glyndwr Harris -, well known to members of WASACRE, the prayer had been read at WAG and at the Installation of Dr. Rowan Williams as Archbishop of Canterbury. Dr .Harris had been instrumental in arranging the Journey of Hope Exhibition, part of which had been recreated for us and members were invited to take time to look around it. The Chair thanked the Mayor for her warm welcome and for the gift of the prayer scroll and also thanked and commended James and Mari on their reading of the prayer.

The Chair asked for any items for the after lunch 'showcase' to be notified to him before the lunch break.

The Chair reported that copies of the Report of the Special conference held at Llandrindod Wells in May were ready and each SACRE was asked to take their copies away after signing for them. The Chair informed members that the next meeting of WASACRE will begin at 10.00 for 10.30 to allow adequate time to look at the Consultation document from DELLS.

3. Apologies

Christine Abbas, Bethan Evans, Cynghorydd Lyndon Lloyd, Cllr Fred Gilmore, Cllr Selwyn Griffiths, Philip Williams, Alan Jones, Canon Denison, Sue Thomas, Cllr.J.Rogers, Alan Clarke,

4. Minutes

The minutes of the meeting held at

Caernarfon on 23rd June 2006 were accepted as a true record of that meeting. Proposed by Cllr.M.Gray, seconded by Fr.Ieuan.

5. Matters Arising

The Chair reported that a letter had been received from Paul Morgan (Estyn) thanking us for our good wishes and also a letter from Susan Lewis confirming his replacement as Mr.Gareth Wyn Jones.

6. Correspondence

The list of correspondence for the period 29th June – 14th October 2006 was received. The Secretary notified the following additions :- Powys Annual Report: National Curriculum Assessment Arrangements KS2 and KS3 – Consultation (this was given to the Chair to respond).

7. NAPfRE Presentation: NGfL project through GTCW Funding by Mary Parry and Gavin Craigen.

The Chair was handed to Mr.Vaughan Salisbury for the duration of this presentation.

Mr.Craigen explained how the Grant had been spent and the make up of the working groups. A Secondary group in North Wales coordinated by Gavin Craigen and Bethan James, and a Primary group in South and West Wales coordinated by Mary Parry and Carys Thomas. The presentation brought us up to date with the materials produced, some of which are already on the NGfL website. GTCW money is for the professional development of teachers and the resources came from this development. Almost all are bilingual, however GTCW funding does not include the cost of translation.

Copy

This resulted in collaboration with ESIS, some translation undertaken by the teachers, and also by REM Wales. The teachers gained tremendously from the experience of working together and improved their individual ICT skills.

A list of the projects undertaken was distributed (attached to these minutes). Mrs.Parry shared a video of the Genesis Creation story (images with words and sound). This project had been scheduled for 2½ days work, it took much longer with the teachers giving their own time. The project on St.David was shown as a Power Point presentation for use with the interactive whiteboard. An LSA at one of the teacher's schools helped with the drawings. Mrs.Parry shared some affirming quotes from the teachers that reiterated the development of skills experienced by them all.

Mr.Craigen introduced a Secondary project – Iman Centre, Conwy. This will be useful for schools that do not have an Islamic building near to them. This project is a Powerpoint presentation for the interactive whiteboard and includes an interview with a Muslim boy. The second Secondary project shown was St.Winifrede's Well. This includes various tab options for history, photo gallery, prayer, and teacher's notes. The projects will be available for individuals to download from the NGfL website as they are not password protected.

Mr. Salisbury thanked Mrs.Parry and Mr.Craigen for both presentations and their work in setting up the project.

Mr.Craigen resumed the Chair.

8. Report from the Executive Committee

A Report of the Executive Meeting held at Llandrindod Wells on 16th October had been circulated with the minutes. The Chair drew attention to the following items:

- Database of names and addresses for WASACRE mailing. Despite several attempts to update this information via SACRE Clerks, the labels remain out of date. A copy of the labels was shown and members were asked to look at them and amend as necessary.

• Samaritan's Purse – The Chair read pertinent points from a letter that he had received from Barbara Hills, Donor Care – Samaritan's Purse. The four main points were:

1. *Operation Christmas Child delivers these gifts to children across the globe – without regard for nationality, race, religion or political background. Indeed the whole programme is one that – on the giving and receiving ends – is open to people from all walks of life, faith, race and ethnic background, and where the gifts are delivered on the basis of need only.*
2. *Every year OCC delivers shoebox gifts to millions of needy children, requiring nothing from them, their families, or communities in return.*
3. *The gifts are delivered through partner organizations in the recipient countries who are consistently involved in providing aid on a year-round basis to many children who receive the gifts, and who make informed and culturally sensitive decisions about the context in which the gifts and leaflets are distributed.*

Copy

4. We make every effort to ensure that those who make up the shoeboxes for this project are aware that we are a Christian organization by including a copy of our mission statement on all publicity, thus giving everyone the opportunity to decide whether or not to take part voluntarily in the programme.

The letter also addressed the issue of Christian literature being included in the boxes. *No evangelical or religious literature is ever put into the boxes that are sent out from the UK – and this has been the case since the programme started in 1990.*

Members agreed that the letter answered the concerns that had been raised.

- The Chair reported that he had sent a letter to the SACREs drawing attention to the need for working together. No response as yet.
- The Chair reported that he had sent a letter top DELLS enquiring if RE would be included in any familiarization process and as to whether WASACRE can be included. No response as yet.
- The Minister's Office had responded to the request for a date for the annual meeting with her and members of the Executive. No date will be set until after the May elections.
- Better Schools Funding – The Chair distributed copies of excerpts from Better Schools Fund 2007 – 2008 (Circular No: 20/2006). The Chair led

members through the criteria pointing out where RE could be included. A letter had been sent to The Minister thanking her that reesponding to the National Curriculum Review, and thinking and learning skills had been included. Graham Davies responded that the final submissions date had already passed. The Chair responded that we should be making bids for the next round. Vaughan Salisbury felt that there was scope within Activity 5-1aith Pwys Mewn Ysgolion (a) Raising standards across Key Stages (b) Extending pupil opportunities to practice and experience Welsh. The Chair asked that whoever receives the next information keeps him informed as it is not always available on the website.

- Special conference – the final version was to be taken away from the meeting. The Chair thanked the editorial committee for their hard work. The Chair asked the SACREs to respond to the Report.
- The Constitution – to go to the next Executive meeting
- Draft minutes – the Secretary sends these to all SACREs before the minutes are agreed by the Executive. There still seems to be a problem with receipt by some SACREs.
- Attendance – the Secretary had collated the attendance at WASACRE. The Chair reminded members that the three constituent groups should attend the meetings, three plus the Adviser. It would be good if

Draft

Copy

teacher representation could be increased and he asked LEA's to support their attendance by addressing supply costs. Cyng.E.Davies expressed concern as to the lack of LEA representation at the meetings, especially evident at Torfaen where the 'near' SACREs are not represented by their LEA members. He also felt that some continuity of attendees was important.

9. **Recommendations from the Special Conference** (attached)
SACREs are asked to discuss and respond. The Chair commended DELLS on the Conference and had written to thank them. The Chair highlighted that this was the first opportunity for all SACREs to work together and that we are happy to work together. There is a need to revisit RE in the Welsh Baccalaureate and to ensure that the signposting continues.
Mrs.M.Lloyd and Mr.K.Davies had attended a presentation on WB with NUT and had reminded them of past issues. Mr.R.Thomas, on behalf of the Presbyterian Church of Wales, had taken up these issues with Mr.K.Davies. WASACRE will send a letter to WJEC asking to see a copy of the specification and to ask for reassurance that further signposting will occur.

10 **Showcase:**

- Ms.G.Vaisey introduced her books and characters in the Puddles series. The new book 'Puddles lends a paw' was explained. Order forms were distributed

• Mr.R.Thomas spoke of the RE Movement Wales and the recent publications of and RE Ideas.

These have recently been published in Welsh with the second series to be launched during November. Available from RE Services Today – Birmingham. Leaflets were distributed.

• Mr.R.Thomas informed members that REMW Council has agreed to translate into English 2 books on Famous People in Wales.

• Mr.G.Davies distributed copies of a booklet produced by Cardiff on 'The Use of Visitors in Religious Education and Collective Worship'.

• Denize Morris –DELLS spoke of the commissioning of Collective Worship resources to use with the interactive whiteboard. She shared some of the clips with members ('Spirituality Today' : 'Owain Glyndwr': 'Llangollen Eisteddfod') A full script accompanies each presentation. There will be 50 presentations and a contract for a further 50 is being followed up. DELLS is also commissioning Foundation Phase material – KS2 books – KS3 Thinking Skills, and archived material from the BBC. She asked SACREs to recommend teachers who can write good quality materials – a small fee is available.

11 Presentation : CYTUN –
The Inter Faith Forum and the
Inter Faith Project by The
Revd.Aled Edwards – Chief
Executive CYTUN and Brigid

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Bowen – Officer for Inter Faith Project. The Revd Aled Edwards was introduced to WASACRE and The Chair extended congratulations on his appointment as Chief executive to CYTUN and also as Wales Commissioner for Racial Equality. Apologies were given for Brigid Bowen whose car had broken down en-route. CYTUN is going through a period of change, it used to be a place of dialogue that strove towards organised unity of Christian churches in Wales. Now it serves 12 Churches and has become a place where it serves those communities and has become more outcome based.

Just after the planes crashed into the twin towers in New York, Rhodri Morgan decided to meet with faith leaders, the outcome was the formation of the Inter Faith Council for Wales.

Amongst the Christian representatives are the Archbishop of Wales, the Archbishop for the Roman Catholic Diocese of Cardiff and the General Secretary of the Evangelical Alliance. There are also representatives from the Muslim, Hindu, Buddhist, Sikh and Bahai communities. At present there is debate over Humanist representation. Some faith communities are not represented e.g. Unitarians, Mormons and Jehovah Witness.

The Council is a place where faith communities meet to discuss faith but it also retains the twice yearly meetings with Rhodri Morgan et. al. for robust dialogue. This is where

faith communities will do their lobbying on faith issues and are now moving towards a process where if there are concerns with Government they will be taken forward. There are plans to create regional meetings. There is a need to be properly briefed to take full advantage of the process. Wales is undergoing a period of change with elections in May and the fear is that unless WASACRE is proactive and efficient the vacuum will be filled by ignorance of our existence, the faith communities need to be heard.

Under the Equality Act 2006 this will be the first time that a new body – Commission for Equality of Human Rights will be formed. It will concern itself with race, gender, equality, disability rights, age, sexual orientation and religion. This is a huge remit and there is potential for a clash between faith communities and the secular agenda. Wales will appoint a Commissioner and there will be a Wales Committee, this is a new challenge for all of us.

Brigid Bowen joined the meeting and explained that she will be part of the forming of the new Constitution. She will be setting up an interfaith network for Wales and is employed by CYTUN as project Worker until March. Every region needs access to one of the six forums:- Cardiff, Swansea, Newport, South West, North East and North West. More formal groups will talk to the Interfaith Council and will ensure geographic representation. More information is available from

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www.interfaithwales.org

Brigid is willing to talk to groups or SACREs her direct email address is info@interfaithwales.org She is working on links with Higher Education with a degree course offered at Trinity College, Carmarthen. A pilot day will be held at Atlantic College in January for young people from all faith backgrounds, the beginning of a Youth Forum.

The Chair thanked both Aled and Brigid for their interesting and informative presentation and urged members to visit the website.

12 Any Other Business

- **RE Council for England and Wales.** A website is to be set up with links to all partnership organizations and a link in Welsh has been agreed. WASACRE is asked to provide two pages of text, the translation cost will be paid by WASACRE. Proposed by Mr.R.Thomas seconded by FR.Ieuan. A meeting in Wales is proposed in May 2007, WASACRE will pay for the venue. Proposed Cllr.M.Gray seconded Mr.H.Evans.
- **DELLS** – Denize Morris spoke of the removal of KS3 tests for core subjects and explained an innovative project where pilot schools are producing portfolios to show exemplification of levels. The information will help teachers to be secure in

assessment. A verification team will visit schools to ensure that internal arrangements are secure in agreeing standards. The idea of a kite mark award is being discussed. The foundation subjects are now on board including RE. Members were asked to support the work. Proposed Mr.H.Evans seconded Cllr.M.Gray.

- **DELLS – commissioning materials** – Please send suggestions to Denize and also identify teachers who could contribute to the work.

13 Date of next meetings

23rd March 2007 – Haverfiordwest - Pembrokeshire

(starting at 10.00 for 10.30)

28th June 2007 Llandrindod Wells – Powys

9th November 2007 – Ebbw Vale – Blaenau Gwent

The Chair thanked Torfaen for the excellent arrangements and for their hospitality in hosting the day. Special thanks were given to Debbie Cummings (SACRE Clerk to Torfaen) for her work in coordinating the welcome choir, orchestra, scrolls and the exhibition. Thanks were given to all concerned including the translator, Nerys.

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**Denbighshire County Council
Standing Advisory Council for Religious Education
(SACRE)**

Date of Meeting:

31st January 2007

Agenda
Item:

7

Report:

**DELLS: School Curriculum
Review (a) Foundation Phase
Framework**

Background to the Report:

DELLS have been conducting a Review of the School Curriculum, and Consultation Documents sent to LEAs, SACREs, schools and teacher associations. Revisions to the Curriculum are expected to be implemented from September 2008.

Purpose of the Report:

To enable members to see the changes taking place, and to evaluate their response in terms of the provision of RE within the Foundation Phase.

Recommendations:

To SACRE: - to receive the excerpts of the Framework;
- to respond to the consultation by requesting (a) that the People Beliefs and Questions section of the Draft Framework be re-instated so as to strengthen the place of RE within the 5 – 7 ages (which is a statutory requirement); (b) that a non-statutory entitlement for children aged 3 – 4 based around People Beliefs and Questions be included, so as to provide a basis for the statutory provision from age 5; (c) that reference to Religious Education in the Background section be strengthened, and included in the Areas for Learning, and Knowledge and Understanding of the World pages, as well as referencing the National Exemplar Framework for RE and local Agreed Syllabuses.

To the LEA:

Roedd y cynigion yn nogfen Llywodraeth Cynulliad Cymru *Y Wlad sy'n Dysgu: Y Cyfnod Sylfaen 3–7 oed*, yn cynnwys datblygu cwricwlwm a oedd yn cysylltu ac yn cryfhau'r egwyddorion a'r arfer yn nogfen ACCAC, *Canlyniadau Dymunol i Ddysgu Plant Cyn Oedran Addysg Orfodol* (2000), â'r rhaglenni astudio a'r datganiadau ffocws yng Nghyfnod Allweddol 1 y cwricwlwm cenedlaethol, a hynny er mwyn creu cwricwlwm cyfoethog dan saith maes dysgu i blant yn y Cyfnod Sylfaen.

Mae Llywodraeth Cynulliad Cymru wedi defnyddio tystiolaeth ymchwil i gefnogi cyflwyno a datblygu cwricwlwm priodol. Awgryma'r dystiolaeth ymchwil hon nad yw plant yn dechrau elwa o waith addysgu ffurfiol helaeth nes eu bod yn rhyw chwech neu saith oed, sy'n cyd-fynd â'u datblygiad cymdeithasol a gwybyddol. Gall cyflwyno gwaith addysgu ffurfiol yn gynharach olygu bod rhai plant yn tangyflawni ac yn cyrraedd safonau is. Dylai cwricwlwm Cyfnod Sylfaen priodol – sy'n eang, yn gytbwys, yn berthnasol ac wedi'i wahaniaethu i ateb anghenion datblygiadol pob plentyn – gynorthwyo i atal tangyflawni a chodi safonau cyffredinol.

Mae'r dystiolaeth ymchwil hefyd yn nodi'n glir bod y profiadau a gaiff plant cyn iddynt gychwyn cael addysg yn dair oed yn cael effaith sylweddol ar eu datblygiad. Mae cwricwlwm y Cyfnod Sylfaen yn dadlau o blaid meithrin a hybu cysylltiadau cadarnhaol rhwng y cartref a darparwyr gofal ac addysg.

Yng Nghymru, mae addysg statudol yn dechrau yn y tymor ar ôl pen-blwydd y plentyn yn bump oed. Ar hyn o bryd, mae'r term 'blynyddoedd cynnar' yn cyfeirio at y cyfnod cyn addysg gynradd orfodol, pan fydd plant rhwng tair a phump oed, ac mae Cyfnod Allweddol 1 yn cyfeirio at y ddwy flynedd pan fydd plant rhwng pump a saith oed. Bydd y Cyfnod Sylfaen yn cynnwys y ddau grŵp oedran hwn. Bydd y sector a gynhelir a'r sector nas cynhelir yn darparu addysg i blant rhwng tair a phump oed mewn amrywiaeth o leoliadau/ysgolion. Ni fydd oedran addysg orfodol yn newid yn sgil cyflwyno'r Cyfnod Sylfaen. Bydd yn ofynnol i blant fynychu'r ysgol ar ôl eu pen-blwydd yn bump oed o hyd.

Er y cyflwynir y Cyfnod Sylfaen, ni fydd hynny'n effeithio ar ddyletswydd statudol ysgolion a gynhelir i ddarparu addysg grefyddol. Ceir arweiniad ynghylch y gofyniad hwn yng Nghylchlythyr y Swyddfa Gymreig 10/94. Mae'r cylchlythyr yn cadarnhau bod yn rhaid darparu addysg grefyddol ar gyfer yr holl ddisgyblion cofrestredig mewn ysgolion a gynhelir, gan gynnwys y disgyblion sydd mewn dosbarthiadau derbyn ond heb gynnwys y disgyblion sydd mewn ysgolion meithrin a dosbarthiadau meithrin. Mae hynny'n amodol ar hawl rhieni i dynnu eu plentyn (plant) yn ôl o addysg grefyddol. Felly, bydd y cynnwys o ran addysg grefyddol yn parhau i gael ei egluro yn y maes llafur y cytunwyd arno'n lleol, â chynghor yn cael ei roi gan y Cyngor Ymgynghorol Sefydlog lleol ar Addysg Grefyddol (CYSAG), neu yn ôl unrhyw drefniadau a wneir gan ysgol o natur grefyddol. Wrth gynllunio'r gwaith o gyflwyno'r Cyfnod Sylfaen, dylai ysgolion roi ystyriaeth i ddarpariaeth y fframwaith hwn a darpariaethau perthnasol y maes llafur y cytunwyd arno'n lleol.

The proposals in the Welsh Assembly Government's document *The Learning Country: Foundation Phase 3–7 years* included developing a curriculum that linked and strengthened the principles and practice in ACCAC's document *Desirable Outcomes for Children's Learning Before Compulsory School Age* (2000) with the programmes of study and focus statements in the Key Stage 1 national curriculum, to create a rich curriculum under seven areas of learning for children in the Foundation Phase.

The Welsh Assembly Government has used research evidence to support the introduction and development of an appropriate curriculum. This research evidence suggests that children do not begin to benefit from extensive formal teaching until about the age of six or seven, in line with their social and cognitive development. An earlier introduction can result in some children underachieving and attaining lower standards. An appropriate Foundation Phase curriculum that is broad, balanced, relevant and differentiated to meet the developmental needs of all children should help prevent underachievement and raise overall standards.

The research evidence also clearly identifies that the experiences to which children have been exposed before they enter education at three years of age have a considerable impact on their development. The Foundation Phase curriculum advocates that positive links between the home and the providers of care and education are fostered and promoted.

In Wales, statutory education begins in the term after a child's fifth birthday. Currently, the term 'early years' covers the period before compulsory primary education, when children are between the ages of three and five, and Key Stage 1 covers the two years from the age of five to seven years. The Foundation Phase will encompass both these age groups. Both the maintained and non-maintained sectors will provide education for the 3–5-year-olds in a range of settings/schools. With the introduction of the Foundation Phase, the age of compulsory education will not change. Children will still be required to attend school after their fifth birthday.

The introduction of the Foundation Phase will not affect the statutory duty of maintained schools to provide religious education. Guidance on this requirement is set out in Welsh Office Circular 10/94. The circular confirms that religious education must be provided for all registered pupils in maintained schools, including those in reception classes but excluding pupils in nursery schools and nursery classes. This is subject to the rights of the parents to withdraw their child(ren) from religious education. The content of religious education will therefore continue to be set out in the locally agreed syllabus with advice provided by the local Standing Advisory Council for religious education (SACRE), or under such arrangements as are made by a school of religious character. When planning the delivery of the Foundation Phase, schools should take account of provision of this framework and of the relevant provisions of the locally agreed syllabus.

Cyfrifoldebau lleoliadau/ysgolion

Dan ofynion deddfwriaeth cyfle cyfartal sy'n ymwneud â hil, rhyw ac anabledd, mae dyletswydd ar leoliadau/ysgolion yng Nghymru i blant y presennol a'r dyfodol i:

- ddileu gwahaniaethu ac aflonyddu, a hybu agweddau cadarnhaol
- hybu cyfle cyfartal ac annog cyfranogiad ym mhob agwedd ar fywyd lleoliad/ysgol.

Dylai pob plentyn ddatblygu ymdeimlad o hunaniaeth bersonol a diwylliannol sy'n derbyn ac yn parchu pobl eraill. Dylai lleoliadau/ysgolion gynllunio ym mhob maes dysgu i ddatblygu'r wybodaeth a'r ddealltwriaeth, y sgiliau, y gwerthoedd a'r agweddau a fydd yn galluogi plant i gymryd rhan yn ein cymdeithas amlethnig yng Nghymru. Dylai lleoliadau/ysgolion ddatblygu dulliau sy'n cynnal hunaniaethau ethnig a diwylliannol pob plentyn ac sy'n adlewyrchu amrywiaeth o bersbectifau, er mwyn cynnwys y plant a'u paratoi ar gyfer bywyd fel dinasyddion byd-eang.

Rhaid i leoliadau/ysgolion weithio i leihau rhwystrau amgylcheddol a chymdeithasol a darparu cwricwlwm cynhwysol a fydd yn cynnig cyfleoedd i **bob** plentyn gyrraedd ei botensial llawn wrth baratoi ar gyfer dysgu pellach a bywyd.

Bydd angen i leoliadau/ysgolion gynllunio a gweithio gyda gwasanaethau arbenigol er mwyn sicrhau profiadau dysgu perthnasol a hygyrch i bawb. I blant ag anableddau yn arbennig, dylent wneud addasiadau rhesymol er mwyn:

- gwella mynediad i'r cwricwlwm
- gwneud gwelliannau ffisegol i wella mynediad i addysg a gwasanaethau cysylltiedig
- darparu gwybodaeth mewn amryw o fformatau.

Dylai lleoliadau/ysgolion ddarparu mynediad i offer a dulliau priodol â gweithgareddau eraill/wedi'u haddasu er mwyn sicrhau bod pob plentyn yn cymryd rhan yn llawn, gan gynnwys y rhai hynny sy'n defnyddio cyfrwng cyfathrebu heblaw siarad.

I blant nad Cymraeg neu Saesneg yw eu hiaith gyntaf, dylai lleoliadau/ysgolion gymryd camau penodol i'w cynorthwyo i ddysgu Cymraeg a/neu Saesneg llafar ac ysgrifenedig trwy'r cwricwlwm. Dylai lleoliadau/ysgolion sicrhau bod y plant yn cael deunyddiau sy'n briodol i'w gallu a'u haddysg/profiad blaenorol ac sy'n ymestyn eu datblygiad ieithyddol ac yn eu herio'n wybyddol. Dylai lleoliadau/ysgolion hefyd hybu'r defnydd a wneir o famiaith y plant ar gyfer dysgu.

Responsibilities on settings/schools

Under the requirements of equal opportunities legislation covering race, gender and disability, settings/schools in Wales have a duty towards present and prospective children to:

- eliminate discrimination and harassment, and promote positive attitudes
- promote equal opportunities and encourage participation in all areas of setting/school life.

All children should develop a sense of personal and cultural identity that is receptive and respectful towards others. Settings/schools should plan in all areas of learning to develop the knowledge and understanding, skills, values and attitudes that will enable children to participate in our multi-ethnic society in Wales. Settings/schools should develop approaches that support the ethnic and cultural identities of all children and reflect a range of perspectives, to engage children and prepare them for life as global citizens.

Settings/schools must work to reduce environmental and social barriers and provide an inclusive curriculum which will offer opportunities for **all** children to achieve their full potential in preparation for further learning and life.

Settings/schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences for all. For children with disabilities in particular, they should make reasonable adjustments in order to:

- improve access to the curriculum
- make physical improvements to increase access to education and associated services
- provide information in a range of formats.

Settings/schools should provide access to appropriate equipment and approaches with alternative/adapted activities to ensure the full participation of all children, including those who use a means of communication other than speech.

For children whose first language is neither English nor Welsh, settings/schools should take specific action to help them learn both spoken and written English and/or Welsh through the curriculum. Settings/schools should ensure that children are provided with material that is appropriate to their ability and previous education/experience and that extends their language development and challenges them cognitively. Settings/schools should also encourage the use of children's home languages for learning.

Datblygu sgiliau ar draws y cwricwlwm

Mae Fframwaith Sgiliau anstatudol wedi cael ei ddatblygu er mwyn cynnig arweiniad ynghylch parhad a dilyniant mewn sgiliau meddwl, cyfathrebu, rhif a thechnoleg gwybodaeth a chyfathrebu (TGCh) i blant a dysgwyr 3–19 oed.

Dylai plant gaffael, datblygu, ymarfer, cymhwyso a mireinio'u sgiliau trwy dasgau grŵp a thasgau unigol mewn amrywiaeth o gyd-destunau ar draws y meysydd dysgu. Gellir gweld cynnydd wrth i'r sgiliau hyn gael eu mireinio ac wrth iddynt gael eu cymhwyso i dasgau sy'n symud o'r diriaethol i'r haniaethol; o'r syml i'r cymhleth; o'r personol i'r 'darlun mawr'; o'r cyfarwydd i'r anghyfarwydd; a dibynnol i annibynnol a chyd-ddibynnol.

Meddwl

Bydd y plant yn datblygu eu sgiliau meddwl ar draws y meysydd dysgu gan ddefnyddio prosesau **cynllunio, datblygu a myfyrio**. Er enghraifft, ym maes dysgu Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol, bydd y plant yn dechrau myfyrio ynghylch eu safbwyntiau a'u credoau eu hunain yn ogystal â datblygu ymwybyddiaeth o ddiwylliannau gwahanol ac anghenion, safbwyntiau a chredoau amrywiol pobl eraill sy'n perthyn i'w diwylliant nhw a diwylliannau eraill.

Cyfathrebu

Bydd y plant yn datblygu eu sgiliau cyfathrebu ar draws y meysydd dysgu trwy sgiliau sy'n ymwneud â **llafaredd, darllen, ysgrifennu a chyfathrebu ehangach**. Er enghraifft, ym maes dysgu Sgiliau Iaith, Llythrennedd a Chyfathrebu, bydd y plant yn archwilio, yn cynllunio, yn datblygu ac yn myfyrio ynghylch syniadau trwy wneud ystumiau, siarad, darllen ac ysgrifennu, gan ymateb i'w gwaith eu hunain yn ogystal â gwaith pobl eraill.

TGCh

Bydd y plant yn datblygu eu sgiliau TGCh ar draws y meysydd dysgu trwy **greu, cyflwyno, darganfod a datblygu gwybodaeth a syniadau** a thrwy ddefnyddio ystod eang o offer a meddalwedd. Er enghraifft, ym maes dysgu Datblygiad Creadigol, bydd y plant yn datblygu eu sgiliau TGCh trwy gyfleu a rhannu gwybodaeth a thrwy ddefnyddio technoleg i ymchwilio i'w gwaith, ei ddatblygu a'i gyflwyno.

Rhif

Bydd y plant yn datblygu eu sgiliau rhif ar draws y meysydd dysgu trwy **ddefnyddio gwybodaeth fathemategol, cyfrifo, a dehongli a chyflwyno canlyniadau**. Er enghraifft, ym maes dysgu Gwybodaeth a Dealltwriaeth o'r Byd, bydd y plant yn datblygu sgiliau yn ymwneud â chymhwyso rhif trwy weithgareddau sy'n cynnwys trefnu gwybodaeth mewn amrywiaeth o ffyrdd, gan gynnwys cadw cyfrif o farciau er mwyn cofnodi a chyflwyno data mewn amrywiaeth o fformatau.

Developing skills across the curriculum

A non-statutory *Skills Framework* has been developed in order to provide guidance about continuity and progression in thinking skills, communication, number and ICT for children and learners from 3–19. Children should acquire, develop, practise, apply and refine their skills through group and individual tasks in a variety of contexts across the areas of learning. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Thinking

Children develop their thinking across the areas of learning using the processes of **planning, developing** and **reflecting**. For example in Personal and Social Development, Well-Being and Cultural Diversity, children begin to reflect on their own views and beliefs as well as developing an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures.

Communication

Children develop their communication skills across the areas of learning through the skills of **oracy, reading, writing** and **wider communication**. For example, in Language, Literacy and Communication Skills, children explore, plan, develop and reflect on ideas through gestures, speech, reading and writing, responding to their own work as well as that of others.

ICT

Children develop their ICT skills across the areas of learning by **creating, presenting, finding** and **developing information** and **ideas**, and by using a wide range of equipment and software. For example, in Creative Development, children develop their ICT skills by communicating and sharing information, and by using technology to research, develop and present their work.

Number

Children develop their number skills across the areas of learning by **using mathematical information, calculating and interpreting and presenting results**. For example, in Knowledge and Understanding of the World, children develop skills in the application of number through activities that include ordering information in a variety of ways, such as tallying marks to record and present data in a variety of formats.

Y Cwricwlwm Cymreig

Mae'r Cyfnod Sylfaen yn cyfrannu at y Cwricwlwm Cymreig trwy ddatblygu dealltwriaeth plant o hunaniaeth ddiwylliannol unigryw Cymru ar draws yr holl feysydd dysgu mewn modd integredig. Dylai'r plant werthfawrogi'r gwahanol ieithoedd, delweddau, gwrthrychau, seiniau a blasau sy'n rhan annatod o Gymru heddiw. Dylent feithrin ymdeimlad o berthyn i Gymru a dylent ddeall treftadaeth, llenyddiaeth a chelfyddydau Cymru yn ogystal â'r iaith.

The Foundation Phase contributes to the Curriculum Cymreig by developing children's understanding of the cultural identity unique to Wales across all areas of learning, through an integrated approach. Children should appreciate the different languages, images, objects, sounds and tastes that are integral in Wales today and gain a sense of belonging to Wales, and understand the Welsh heritage, literature and arts as well as the language.

Mae saith o feysydd dysgu wedi cael eu pennu i ddisgrifio cwricwlwm priodol ar gyfer plant tair i saith oed, sy'n cefnogi datblygiad plant a'u sgiliau. Mae'n rhaid i'r meysydd dysgu hynny gyd-fynd a chydweithio â'i gilydd i ddarparu dull trawsgwricwlaidd o greu cwricwlwm perthnasol ac ymarferol. Ni ddylid eu trin ar wahân. Rhoddir pwyslais ar ddatblygu sgiliau plant ar draws y meysydd dysgu er mwyn sicrhau bod plant ifanc yn dysgu mewn modd addas ac integredig.

Y saith maes dysgu yw:

- Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol
- Sgiliau Iaith, Llythrennedd a Chyfathrebu
- Datblygiad Mathemategol
- Dwyieithrwydd
- Gwybodaeth a Dealltwriaeth o'r Byd
- Datblygiad Corfforol
- Datblygiad Creadigol.

Mae Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol wrth wraidd y Cyfnod Sylfaen, a dylid datblygu'r maes dysgu hwn ar draws y cwricwlwm. Dylai'r ddarpariaeth addysgol ar gyfer plant ifanc fod yn gyfannol, a dylai'r plentyn fod yn ganolog i unrhyw gwricwlwm a gynllunir. Mae'n ymwneud ag oedolion yn deall, yn ysbrydoli ac yn herio potensial plant i ddysgu. Mae cyfraniad oedolion i weithgareddau chwarae plant o'r pwys mwyaf, yn enwedig pan fydd y rhyngweithio yn cynnwys holi agored, meddwl yn estynedig a meddwl ar y cyd.

Mae'n rhaid cael cydbwysedd rhwng dysgu strwythuredig trwy weithgareddau a gychwynnir gan y plant a'r rheiny a gyfarwyddir gan oedolion. Bydd cwricwlwm sydd wedi'i gynllunio'n dda yn rhoi cyfleoedd i blant ymwneud yn greadigol â'u dysgu eu hunain, ac mae'n rhaid i'r dysgu hwnnw adeiladu ar yr hyn y maent eisoes yn ei wybod ac yn gallu ei wneud, eu diddordebau a'r hyn y maent yn ei ddeall. Mae dysgu gweithredol yn gwella ac yn ymestyn datblygiad plant.

Mae chwarae'n ymwneud â phlant yn dysgu trwy ddyfalbarhau, rhoi sylw i fanylion a chanolbwyntio – nodweddion sydd fel arfer yn gysylltiedig â gwaith. Mae chwarae'n hanfodol nid yn unig i'r ffordd y mae plant yn dod yn ymwybodol o'u hunain a'r ffordd y maent yn dysgu rheolau ymddygiad cymdeithasol; mae hefyd yn hanfodol i ddatblygiad deallusol.

Dylai ymarferwyr yn y Cyfnod Sylfaen gydnabod gwaith dysgu a chyrhaeddiad blaenorol, cynnig dewisiadau, herio plant â gofal a sensitifrwydd, eu hannog, a hybu eu dysgu. Dylai cwricwlwm y Cyfnod Sylfaen fod yn hyblyg er mwyn cynnig cyfleoedd i ymarferwyr sy'n gweithio gyda'r plant gynllunio a darparu cwricwlwm priodol o brofiadau i'r plant hynny sydd mewn cyfnod cynnar yn eu datblygiad a'r rheiny sy'n fwy galluog. Mae ar blant angen cwricwlwm eang, cytbwys sydd wedi'i wahaniaethu. Trwy waith cynllunio priodol a phrofiadau strwythuredig yn y meysydd dysgu, dylai plant dyfu, datblygu a gwneud cynnydd o safbwynt eu datblygiad.

Seven areas of learning have been identified to describe an appropriate curriculum for 3–7-year-olds that supports the development of children and their skills. They must complement each other and work together to provide a cross-curricular approach to form a practical relevant curriculum. They should not be approached in isolation. Emphasis is placed on developing children's skills across the areas of learning, to provide a suitable and integrated approach for young children's learning.

The seven areas of learning are:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Bilingualism
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the Foundation Phase and should be developed across the curriculum. Educational provision for young children should be holistic with the child at the centre of any planned curriculum. It is about adults understanding, inspiring and challenging children's potential for learning. Adult involvement in children's play is of vital importance, particularly when interactions involve open questioning, shared and sustained thinking.

There must be a balance between structured learning through child-initiated activities and those directed by adults. A well-planned curriculum gives children opportunities to be creatively involved in their own learning which must build on what they already know and can do, their interests and what they understand. Active learning enhances and extends children's development.

Play is about children learning through perseverance, attention to detail, and concentration – characteristics usually associated with work. Play is not only crucial to how children become self-aware and the way in which they learn the rules of social behaviour; it is also fundamental to intellectual development.

Foundation Phase practitioners should acknowledge prior learning and attainment, offer choices, challenge children with care and sensitivity, encourage them and move their learning along. The Foundation Phase curriculum should be flexible to allow practitioners working with the children opportunities to plan and provide an appropriate experiential curriculum for children who are at an early stage of their development and for those who are more able. Children need a broad, balanced and differentiated curriculum. Through appropriate planning and structured experiences in the areas of learning, children should grow, develop and progress in their development.

Lles ac Amrywiaeth Ddiwylliannol

Mae Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol wrth wraidd y Cyfnod Sylfaen, a chaiff sgiliau plant eu datblygu ar draws yr holl feysydd dysgu wrth iddynt gymryd rhan mewn gweithgareddau dysgu trwy brofiadau, a gynhelir dan do ac yn yr awyr agored. Mae plant yn dysgu amdanynt eu hunain a'u perthynas â phlant eraill ac oedolion o fewn eu teulu a'r tu allan iddo. Caiff plant eu hannog i ddatblygu eu hunan-barch, eu credoau personol a'u gwerthoedd moesol. Maent yn datblygu dealltwriaeth o'r ffaith bod gan bobl eraill anghenion, galluoedd, credoau a safbwyntiau gwahanol. Mae'r Cyfnod Sylfaen yn cynnal hunaniaeth ddiwylliannol pob plentyn, a hynny er mwyn dathlu gwahanol ddiwylliannau a helpu plant i adnabod eu diwylliant eu hunain a diwylliannau eraill a meithrin ymwybyddiaeth gadarnhaol ohonynt. Dylid datblygu agweddau cadarnhaol er mwyn galluogi plant i dyfu'n fwyfwy ymwybodol o'r amrywiaeth o ddiwylliannau ac ieithoedd sy'n bodoli mewn Cymru amlddiwylliannol, a gwerthfawrogi gwerth yr amrywiaeth honno. Dylent ddod yn fwyfwy ymwybodol o'r traddodiadau a'r dathliadau sy'n elfennau pwysig o'r diwylliannau a geir yng Nghymru.

Caiff cymhelliant ac ymrwymiad i ddysgu eu hannog wrth i blant ddechrau deall eu potensial a'u galluoedd eu hunain. Caiff plant eu cynorthwyo i dyfu'n feddylwyr ac yn ddysgwyr hyderus, cymwys ac annibynnol. Maent yn datblygu ymwybyddiaeth o'u hamgylchedd ac yn dysgu am yr amrywiaeth o bobl sy'n byw ac yn gweithio yno. Caiff agweddau cadarnhaol eu meithrin tuag at fwynhau eu hamgylchedd a gofalu amdano. Wrth i'w hunaniaeth ddatblygu, mae plant yn dechrau mynegi eu teimladau a dangos empathi ag eraill. Maent yn profi heriau sy'n ymestyn eu gwaith dysgu.

Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the Foundation Phase and children's skills are developed across all areas of learning through participating in experiential learning activities indoors and outdoors. Children learn about themselves, their relationships with other children and adults, both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have differing needs, abilities, beliefs and views. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Positive attitudes should be developed to enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multi-cultural Wales. They should become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.

Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners. They develop an awareness of their environment and learn about the diversity of people who live and work there. Positive attitudes for enjoying and caring for their environment are fostered. As their self-identity develops, children begin to express their feelings and to empathise with others. They experience challenges that extend their learning.

Sgiliau

Datblygiad Personol

Dylid rhoi cyfleoedd i blant:

- dyfu'n annibynnol o safbwynt diwallu eu hanghenion o ran hylendid personol, a bod yn fwy ymwybodol o ddiogelwch personol
- mynegi a chyfleu gwahanol deimladau ac emosiynau – eu rhai eu hunain yn ogystal â rhai pobl eraill
- dangos chwilfrydedd a datblygu agweddau cadarnhaol at ddysgu a phrofiadau newydd
- mentro a thyfu'n chwilotwyr hyderus yn eu hamgylchedd – dan do ac yn yr awyr agored
- arbrofi â chyfleoedd dysgu newydd, gan gynnwys TGCh
- dod yn feddylwyr ac yn ddysgwyr annibynnol
- datblygu ymwybyddiaeth o'r hyn y maent yn ei wneud yn dda, a deall sut y gallant wella'u dysgu a defnyddio adborth i wella'u gwaith
- canolbwyntio am gyfnodau cynyddol
- gwerthfawrogi eu gwaith dysgu, eu llwyddiant a'u cyflawniadau eu hunain yn ogystal â rhai pobl eraill.

Datblygiad Cymdeithasol

Dylid rhoi cyfleoedd i blant:

- fod yn ymwybodol o anghenion pobl eraill a'u parchu
- cymryd cyfrifoldeb am eu gweithredoedd eu hunain
- ystyried goblygiadau geiriau a gweithredoedd iddynt hwy eu hunain ac eraill
- datblygu dealltwriaeth o ddisgwyliadau'r lleoliad/ysgol o ran ymddygiad, a deall bod rheolau'n hanfodol mewn cymuned drefnus
- datblygu dealltwriaeth o'r hyn sy'n deg ac yn annheg, a bod yn barod i gyfaddawdu
- ffurfio perthnasoedd a theimlo'n ddigon hyderus i gyd-chwarae a chydweithio ag eraill
- gwerthfawrogi ffrindiau a theuluoedd, a bod yn ofalgar ac yn ystyriol
- deall yr hyn sy'n gwneud ffrind da
- datblygu hunanddelwedd gadarnhaol ac ymdeimlad o berthyn fel aelod o wahanol gymunedau, a deall eu Cymreictod eu hunain
- datblygu ymwybyddiaeth o ddiwylliannau gwahanol ac anghenion, safbwyntiau a chredoau amrywiol pobl eraill sy'n perthyn i'w diwylliant nhw a diwylliannau eraill
- trin pobl o bob cefndir diwylliannol gan ddangos parch a goddefgarwch
- datblygu dealltwriaeth o'r amrywiaeth o rolau y mae pobl yn eu chwarae mewn gwahanol grwpiau a chymunedau
- dechrau herio stereoteipiau.

Ystod

Trwy gydol y Cyfnod Sylfaen, dylid rhoi cyfleoedd i blant ddatblygu eu sgiliau, eu gwybodaeth a'u dealltwriaeth trwy gymryd rhan mewn ystod o brofiadau, gan gynnwys:

- gweithgareddau mewn amgylcheddau dysgu a geir dan do ac yn yr awyr agored
- gwahanol fathau o weithgareddau chwarae ac ystod o weithgareddau a gaiff eu cynllunio, gan gynnwys y rheiny a gychwynnir gan y plant
- gweithgareddau sy'n caniatáu iddynt fabwysiadu ystod o rolau gan gynnwys rôl arweinydd mewn grŵp bach, gwaith dysgu mewn pâr neu waith a wneir mewn tîm
- gwahanol adnoddau megis adnoddau printiedig a myngweithio
- gweithgareddau sy'n caniatáu iddynt dyfu'n ddysgwyr annibynnol
- gweithgareddau sy'n caniatáu iddynt ddefnyddio eu synwyrddau a bod yn greadigol a dychmygus

Skills

Personal Development

Children should be given opportunities to:

- become independent in their personal hygiene needs and to be more aware of personal safety
- express and communicate different feelings and emotions – their own and those of others
- show curiosity and develop positive attitudes to new experiences and learning
- take risks and become confident explorers of their indoor and outdoor environment
- experiment with new learning opportunities, including ICT
- become independent thinkers and learners
- develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work
- concentrate for lengthening periods
- value the learning, success and achievements of themselves and other people.

Social Development

Children should be given opportunities to:

- be aware of and respect the needs of others
- take responsibility for their own actions
- consider the consequences of words and actions for themselves and others
- develop an understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community
- develop an understanding of what is fair and unfair and to be willing to compromise
- form relationships and feel confident to play and work cooperatively
- value friends and families and to show care and consideration
- appreciate what makes a good friend
- develop a positive self-image and a sense of belonging as part of different communities and to have an understanding of their own Welsh identity
- develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures
- treat people from all cultural backgrounds in a respectful and tolerant manner
- develop an understanding of the diversity of roles that people play in different groups and communities
- begin to question stereotyping.

Range

Throughout the Foundation Phase, children should be given opportunities to develop their skills, knowledge and understanding through being involved in a range of experiences, including:

- activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child initiated
- activities that allow them to adopt a range of roles, including leadership within a small group, paired learning or working within a team
- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and imaginative

Lles ac Amrywiaeth Ddiwylliannol

Datblygiad Moesol ac Ysbrydol

Dylid rhoi cyfleoedd i blant:

- ymateb i syniadau a chwestiynau'n frwdfrydig, yn sensitif, yn greadigol ac yn reddfol
- cyfathrebu'r hyn sy'n dda ac yn ddrwg, yn gywir ac yn anghywir, yn deg ac yn annheg, yn ofalgar ac yn anystyriol
- cyfathrebu'r penderfyniadau a wneir mewn storiâu neu sefyllfaoedd, neu benderfyniadau personol, a myfyrio yn eu cylch gan awgrymu ymatebion eraill
- ymateb yn bersonol i sefyllfaoedd moesol dychmygol syml gan roi rhesymau dros y penderfyniadau a wneir
- defnyddio storiâu neu sefyllfaoedd i godi cwestiynau ynghylch pam y mae rhai pethau'n arbennig
- profi cyfnodau cyffrous, rhyfeddol, ysbrydoledig, creadigol a/neu dawel, a mynegi syniadau a theimladau am y cyfnodau hynny mewn modd creadigol gan egluro pam y maent yn arwyddocaol
- siarad am y dewisiadau sydd ar gael i unigolion, a thrafod p'un a yw'r dewisiadau hynny'n golygu bod gwneud penderfyniad yn haws neu'n fwy cymhleth
- gofyn cwestiynau ynghylch sut a pham y dylid trin pethau arbennig â pharch, ac ymateb yn bersonol
- gofyn cwestiynau ynghylch beth sy'n bwysig mewn bywyd o safbwynt personol ac o safbwynt pobl eraill.

Lles

Dylid rhoi cyfleoedd i blant:

- werthfawrogi eu lles eu hunain a lles pobl eraill, a chyfrannu ato
- bod yn ymwybodol o'u teimladau eu hunain, a datblygu'r gallu i'w mynegi mewn ffordd briodol
- deall y berthynas rhwng teimladau a gweithredoedd, a deall bod gan bobl eraill deimladau
- dangos gofal, parch a hoffter at blant eraill, oedolion a'u hamgylchedd
- datblygu diddordeb cynyddol yn y byd o'u cwmpas a deall yr hyn sydd gan eu hamgylchedd i'w gynnig iddynt pan fyddant yn chwarae ar eu pen eu hunain a chydag eraill
- deall ac adnabod y newidiadau sy'n digwydd i'w cyrff wrth iddynt wneud ymarfer corff, a disgrifio'r newidiadau sy'n digwydd i'w hanadl, cyflymder curiad eu calon, eu hymddangosiad a'u teimladau
- datblygu dealltwriaeth o'r ffaith bod ymarfer corff a hylendid a'r mathau cywir o fwyd a diod yn bwysig er mwyn cael corff iach
- gofyn am gymorth pan fo'i angen
- datblygu dealltwriaeth o'r peryglon a geir yn y cartref a'r amgylchedd sydd y tu allan iddo
- deall eu bod yn cael meddyginiaethau er mwyn teimlo'n well, a deall bod rhai cyffuriau'n beryglus.

- gweithgareddau sy'n caniatáu iddynt gyfleu eu syniadau, eu gwerthoedd a'u credoau mewn perthynas â nhw eu hunain, pobl eraill a'r byd
- gweithgareddau sy'n caniatáu iddynt ddatrys problemau a thrafod canlyniadau
- gweithgareddau sy'n caniatáu iddynt ddechrau deall sut y gallant warchod yr amgylchedd a bod yn garedig iddo yn eu bywyd o ddydd i ddydd
- gweithgareddau sy'n caniatáu iddynt deimlo'n ddiogel a theimlo eu bod yn cael eu gwerthfawrogi
- gweithgareddau sy'n cyfrannu at eu diogelwch eu hunain
- gweithgareddau sy'n caniatáu iddynt wneud dewisiadau iach, a datblygu a deall eu cyrff eu hunain a sut y gallant eu cadw'n ddiogel ac yn iach.

Moral and Spiritual Development

Children should be given opportunities to:

- respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively
- communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate
- communicate and reflect on the decisions made in stories and situations, or personally, suggesting alternative responses
- respond personally to simple imaginary moral situations giving reasons for decisions made
- use stories or situations to raise questions about why some things are special
- experience exciting, wonderful, inspirational, creative and/or quiet times and express ideas and feelings about these times creatively, explaining why they are significant.
- talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex
- ask questions about how and why special things should be treated with respect and respond personally
- ask questions about what is important in life from a personal perspective and from the perspective of others..

Well-Being

Children should be given opportunities to:

- value and contribute to their own well-being and to the well-being of others
- be aware of their own feelings and develop the ability to express them in an appropriate way
- understand the relationship between feelings and actions and that other people have feelings
- demonstrate care, respect and affection for other children, adults and their environment
- develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others
- understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings
- develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies
- ask for assistance when needed
- develop an understanding about dangers in the home and outside environment
- understand that medicines are taken to make them feel better and that some drugs are dangerous.

- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world
- activities that allow them to solve problems and discuss outcomes
- activities that allow them to begin to understand how they can protect the environment and become environmentally friendly in their everyday lives

- activities that allow them to feel safe and secure and feel that they are valued
- activities that contribute to their own safety
- activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy.

Dylai plant brofi'r byd cyfarwydd trwy ymholi, gan archwilio mewn modd diogel a systematig yr amgylchedd a geir dan do ac yn yr awyr agored. Dylid cynnig profiadau iddynt sy'n eu helpu i gynyddu eu chwilfrydedd ynghylch y byd sydd o'u cwmpas a dechrau deall digwyddiadau'r gorffennol, pobl a lleoedd, pethau byw, a'r gwaith y mae pobl yn ei wneud. Gan ddefnyddio pob un o'u synhwyrâu, dylid annog plant i fwynhau dysgu trwy archwilio, ymholi, arbrofi, gofyn cwestiynau a cheisio dod o hyd i atebion. Dylent ddysgu dangos gofal, cyfrifoldeb, consŷrn a pharch at bob peth byw a'r amgylchedd. Dylent ddatblygu a defnyddio ystod gynyddol o eirfa briodol. Dylent ddysgu mynegi eu syniadau, eu safbwyntiau a'u teimladau eu hunain gan ddangos dychymyg, creadigrwydd a sensitifrwydd. Dylid datblygu sgiliau'r plant ar draws yr holl feysydd dysgu drwy sicrhau eu bod yn cymryd rhan mewn gweithgareddau dysgu trwy brofiadau a thrwy ddefnyddio ffynonellau megis storïau, ffotograffau, mapiau, modelau a TGCh.

Children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They should be given experiences that help them to increase their curiosity about the world around them and to begin to understand past events, people and places, living things, and the work people do. Using all their senses, they should be encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. They should learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They should develop and communicate an increasing range of appropriate vocabulary. They should learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The children's skills should be developed across all areas of learning through participation in experiential learning activities and through using sources such as stories, photographs, maps, models and ICT.

Gwybodaeth a Dealltwriaeth o'r Byd

Sgiliau

Er mwyn profi'r byd cyfarwydd trwy archwilio'r amgylchedd a geir dan do ac yn yr awyr agored, dylid annog y plant i fod yn chwilfrydig a darganfod pethau trwy:

- archwilio ac arbrofi
- meddwl am gwestiynau, gofyn y cwestiynau hynny, a gwrando ar yr atebion
- gwrando ar syniadau pobl eraill
- nodi'r hyn y mae arnynt eisiau'i ddarganfod a nodi sut y mae gwneud hynny
- meddwl am beth allai ddigwydd pe bai...
- dod yn ymwybodol o gyflawniadau pobl a'r 'syniadau mawr' sydd wedi dylanwadu ar y byd
- ymchwilio i ffynonellau a materion
- meddwl am sut y byddant yn gwybod bod rhywbeth wedi gweithio
- gwneud arsylwadau a mesuriadau a chadw cofnodion
- llunio cymariaethau ac adnabod tebygrwydd a gwahaniaethau

- didoli a grwpio gwybodaeth gan ddefnyddio TGCh ar brydiau
- gweld cysylltiadau rhwng achos ac effaith
- ffurfio cysylltiadau rhwng elfennau sy'n ymwneud â gwybodaeth a dealltwriaeth o'r byd
- meddwl yn greadigol a dychmygus
- cyfleu arsylwadau a mesuriadau
- adnabod patrymau syml yn eu canfyddiadau
- disgrifio'r hyn y maent wedi'i ddarganfod a chynnig esboniadau syml
- mynegi eu barn a'u teimladau eu hunain a gwneud penderfyniadau gan ystyried safbwyntiau pobl eraill
- defnyddio geiriau ac ymadroddion syml ar gyfer eu byd ac ymgyfarwyddo â'r geiriau hynny
- myfyrio ynghylch eu gwaith eu hunain a gwaith pobl eraill, a gwerthuso'r gwaith hwnnw.

Ystod

Trwy gydol y Cyfnod Sylfaen, dylid rhoi cyfleoedd i blant:

- archwilio ystod eang o symbyliadau
- ymdrin ag adnoddau o amrywiaeth o gyd-destunau, gan gynnwys ffurfiau rhyngweithiol
- ymchwilio i amgylcheddau dysgu a geir dan do ac yn yr awyr agored, gan gynnwys amgylchiadau naturiol wrth iddynt godi
- cymryd rhan mewn gwahanol fathau o weithgareddau chwarae ac ystod o weithgareddau a gaiff eu cynllunio, gan gynnwys y rheiny a gychwynnir gan y plant a'r rheiny sy'n adeiladu ar brofiadau blaenorol
- gweithio ar eu pen eu hunain, mewn parau ac mewn grwpiau bach.

Lleoedd a Phobl

Dylid rhoi cyfleoedd i blant:

- ddysgu am ble y mae eu hardal leol
- dysgu am bellter a sut i ddilyn cyfarwyddiadau a llwybrau
- defnyddio a llunio mapiau syml er mwyn darganfod ble y mae lleoedd penodol a sut y mae lleoedd yn cysylltu â lleoedd eraill
- adnabod y nodweddion naturiol, e.e. *afonydd, bryniau, traethau*, a'r nodweddion a grëwyd gan ddyn, e.e. *adeiladau, ffyrdd, pontydd*, yn eu hardal eu hunain
- dechrau sylwi ar wahaniaethau rhwng eu hardal eu hunain ac ardaloedd mewn rhannau eraill o Gymru a gwahanol rannau o'r byd
- dysgu am sut a pham y mae pobl a lleoedd yn perthyn i'w gilydd, e.e. *y lleoedd y mae pobl*

Skills

To experience the familiar world through investigating the indoor and outdoor environment, children should be encouraged to be curious and find out by:

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- thinking about what might happen if...
- becoming aware of human achievements and the 'big ideas' that have shaped the world
- investigating sources and issues
- thinking about how they will know if something has worked
- making observations and measurements and keeping records
- making comparisons and identifying similarities and differences
- sorting and grouping information using ICT on some occasions
- seeing links between cause and effect
- making links within elements of knowledge and understanding of the world
- thinking creatively and imaginatively
- communicating observations and measurements
- recognising simple patterns in their findings
- describing what they have found out and offering simple explanations
- expressing their own opinions and feelings, and making decisions while considering the viewpoints of others
- using and becoming familiar with common words and phrases for their world
- reflecting on and evaluating their own and others' work.

Range

Throughout the Foundation Phase children should be given opportunities to:

- explore a wide range of stimuli
- engage with resources from a variety of contexts including interactive forms
- investigate indoor and outdoor learning environments including natural conditions as they arise
- participate in different types of play and a range of planned activities, including those that are child initiated and those that build on previous experiences
- work on their own and in pairs and small groups.

Places and People

Children should be given opportunities to:

- learn about where their locality is
- learn about distance and how to follow directions and routes
- use and make simple maps, to find where places are and how places relate to other places
- identify natural features, e.g. *rivers, hills, beaches* and the human features, e.g. *buildings, roads, bridges* of their own locality
- begin to recognise differences between their own locality, localities in other parts of Wales and in different parts of the world
- learn about how and why people and places are linked, e.g. *where they work and where they go on holiday, where family and friends live*

Ystod

yn gweithio ynddynt ac yn mynd ar eu gwyliau iddynt, y lleoedd y mae teulu a ffrindiau'n byw ynddynt

- defnyddio atlasau a globau
- ymchwilio i sut y mae lleoedd yn newid, e.e. y tywydd, y tymhorau, adeiladau, swyddi pobl
- adnabod sut y gall gweithredoedd pobl wella neu niweidio'r amgylchedd.

Amser a Phobl

Dylid rhoi cyfleoedd i blant:

- roi digwyddiadau, trefniadau arferol a newidiadau mewn trefn, e.e. *yn ystod taith i'r ysgol, mewn stori*
- mesur amser gan ddefnyddio dyfeisiau mesur syml, clociau, oriorau a chalendrau
- adnabod y newidiadau a gaiff eu hachosi gan dreigl amser, e.e. *y newidiadau sy'n digwydd iddynt hwy eu hunain a phobl a manau cyfarwydd*
- sylweddoli bod rhesymau dros rai gweithredoedd a bod y gweithredoedd hynny'n gallu esgor ar ganlyniadau
- dechrau adnabod y gwahaniaethau rhwng ffyrdd o fyw mewn gwahanol gyfnodau, e.e. *trwy gymharu lle cyfarwydd yn ystod gwahanol gyfnodau yn y gorffennol*
- defnyddio ystod o ffynonellau hanesyddol gan gynnwys arteffactau ac adeiladau, oedolion yn dwyn eu gorffennol i gof, a ffynonellau gweledol
- edrych ar wahanol bortreadau a dehongliadau o'r gorffennol, e.e. *gwahanol lyfrau//luniau/ffynonellau TGCh sy'n ymwneud â'r un person neu'r un digwyddiad.*

Fi Fy Hun a Phethau Byw Eraill

Dylid rhoi cyfleoedd i blant:

- ddysgu enwau prif rannau allanol y corff dynol a phlanhigion, a dysgu am y modd y cânt eu defnyddio

- arsylwi gwahaniaethau rhwng anifeiliaid a phlanhigion, rhwng gwahanol anifeiliaid a rhwng gwahanol blanhigion er mwyn eu grwpio
- adnabod y tebygrwydd a'r gwahaniaethau rhyngddynt hwy eu hunain a phlant eraill
- dysgu am y synhwyrâu y mae pobl ac anifeiliaid eraill yn meddu arnynt ac yn eu defnyddio i'w galluogi i fod yn ymwybodol o'r byd sydd o'u cwmpas
- adnabod rhai anifeiliaid a phlanhigion sy'n byw yn yr amgylchedd a geir yn yr awyr agored
- adnabod yr effeithiau y mae'r gwahanol dymhorau'n eu cael ar rai anifeiliaid a phlanhigion.

Fi Fy Hun a Phethau nad ydynt yn Fyw

Dylid rhoi cyfleoedd i blant:

- arbrofi â gwahanol wrthrychau cyffredin, a defnyddio eu synhwyrâu i'w rhoi nhw mewn grwpiau yn ôl nodweddiad syml
- arbrofi â gwahanol ddeunyddiau cyffredin, a defnyddio'u synhwyrâu i'w rhoi nhw mewn grwpiau yn ôl priodweddau syml
- datblygu ymwybyddiaeth o ddeunyddiau synthetig a deunyddiau naturiol, a gallu gwahaniaethu rhyngddynt
- deall sut y mae rhai deunyddiau cyffredin yn newid eu siâp wrth iddynt gael eu hystemyn, eu gwasgu, eu plygu, eu troi, eu twymo neu eu hoeri
- deall bod goleuni'n dod o amrywiaeth o ffynonellau megis yr haul, a bod tywyllwch yn deillio o ddiffyg goleuni
- deall bod nifer o wahanol fathau a ffynonellau o sain ar gael, a bod seiniau'n teithio oddi wrth eu ffynonellau ac yn cael eu clywed wrth iddynt gyrraedd y glust.

Range

- use atlases and globes
- investigate how places change, e.g. *the weather, the seasons, buildings, people's jobs*
- recognise how people's actions can improve or damage the environment.

Time and People

Children should be given opportunities to:

- sequence events, routines and changes, e.g. *in a journey to school, in a story*
- measure time, using simple measuring devices, clocks, watches and calendars
- recognise the changes caused by time, e.g. *to themselves and to people and places familiar to them*
- recognise that there are reasons for, and consequences of, some actions
- begin to identify differences between ways of life at different times, e.g. *by comparing a familiar place at different times in the past*
- use a range of historical sources, including artefacts and buildings, adults recalling their own past, and visual sources
- look at different representations and interpretations of the past, e.g. *different books/pictures/ICT sources about the same person or event.*

Myself and Other Living Things

Children should be given opportunities to:

- learn the names and uses of the main external parts of the human body and plants
- observe differences between animals and plants, different animals, and different plants in order to group them
- identify the similarities and differences between themselves and other children
- learn about the senses that humans and other animals have and use to enable them to be aware of the world around them

- identify some animals and plants that live in the outdoor environment
- identify the effects the different seasons have on some animals and plants.

Myself and Non-living Things

Children should be given opportunities to:

- experiment with different everyday objects and use their senses to sort them into groups according to simple features
- experiment with different everyday materials and use their senses to sort them into groups according to simple properties
- develop an awareness of, and be able to distinguish between, made and natural materials
- understand how some everyday materials change in shape by stretching, squashing, bending and twisting and when heated or cooled
- understand that light comes from a variety of sources, such as the Sun, and that darkness is the absence of light
- understand that there are many kinds and sources of sound, that sounds travel away from sources and that they are heard when they enter the ear.

Deilliannau'r Cyfnod Sylfaen

Mae deilliannau'r Cyfnod Sylfaen yn cynnwys y graddfeydd a'r disgrifiadau asesu sylfaenol cyfredol yn ogystal â disgrifiadau lefel cyfredol y cwricwlwm cenedlaethol. Maent wedi'u datblygu i fod o gymorth i'r asesiad athrawon statudol a wneir ar ddiwedd y Cyfnod Sylfaen. Ceir chwe deilliant ar gyfer pob maes dysgu ac, er gwybodaeth, mae'r deilliannau canlynol yn croesgyfeirio'n fras at ddisgrifiadau lefel cyfredol y cwricwlwm cenedlaethol:

- Mae Deilliant 4 y Cyfnod Sylfaen yn cysylltu â Lefel 1
- Mae Deilliant 5 y Cyfnod Sylfaen yn cysylltu â Lefel 2
- Mae Deilliant 6 y Cyfnod Sylfaen yn cysylltu â Lefel 3.

Mae'r asesiad athrawon yn ymdrin â holl ystod a chwmpas continwrm dysgu'r Cyfnod Sylfaen. Dylai'r asesiad hwnnw roi ystyriaeth i dystiolaeth o gyflawniad mewn ystod o gyd-destunau, gan gynnwys tystiolaeth a ddaeth i law wrth drafod ac arsylwi trwy gydol y Cyfnod Sylfaen.

Ar ddiwedd y Cyfnod Sylfaen, mae'n rhaid i athrawon asesu'r deilliannau y mae pob plentyn wedi'u cyflawni yn y meysydd isod ac adrodd yn ôl yn eu cylch mewn asesiad athrawon:

- Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol
- Sgiliau Iaith, Llythrennedd a Chyfathrebu yn y Gymraeg neu'r Saesneg
- Datblygiad Mathemategol.

Mae deilliannau'r Cyfnod Sylfaen yn disgrifio'r mathau o gyflawniadau ac ystod y cyflawniadau sy'n nodweddiadol o blant yn y Cyfnod Sylfaen. Wrth benderfynu ar ddeilliant y plentyn ar ddiwedd y Cyfnod Sylfaen, dylai athrawon farnu pa ddisgrifiad sy'n cyd-fynd orau â pherfformiad y plentyn. Dylid ystyried pob disgrifiad ar y cyd â'r disgrifiadau ar gyfer deilliannau cyfagos.

Y nod yw dod i benderfyniad cytbwys:

- sydd wedi'i seilio ar wybodaeth am sut y mae'r plentyn yn perfformio ar draws ystod o gyd-destunau
- sy'n rhoi ystyriaeth i'r gwahanol gryfderau a gwendidau sy'n perthyn i berfformiad y plentyn hwnnw
- a gaiff ei wirio yn erbyn deilliannau cyfagos er mwyn sicrhau mai'r deilliant a ddyfernir sy'n gweddu orau i berfformiad y plentyn.

Foundation Phase Outcomes

The Foundation Phase outcomes incorporate the current baseline assessment scales and descriptions and the national curriculum level descriptions. They have been developed to support the end of phase statutory teacher assessment. There are six outcomes per area of learning, and for information purposes the following outcomes broadly cross-reference to the current national curriculum level descriptions:

- Foundation Phase Outcome 4 links with Level 1
- Foundation Phase Outcome 5 links with Level 2
- Foundation Phase Outcome 6 links with Level 3.

Teacher assessment covers the full range and scope of the Foundation Phase learning continuum. It should take account of evidence of achievement in a range of contexts, including that gained through discussion and observation throughout the Foundation Phase.

At the end of the Foundation Phase, teachers are required to assess and report outcomes attained by each child by means of teacher assessment in:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills in English or Welsh
- Mathematical Development.

The Foundation Phase outcomes describe the type and range of achievements characteristic of children within the Foundation Phase. In deciding a child's outcome at the end of the Foundation Phase, teachers should judge which description best fits the child's performance. Each description should be considered in conjunction with the description for adjacent outcomes.

The aim is for rounded judgement that:

- is based on knowledge of how the child performs across a range of contexts
- takes into account the different strengths and weaknesses of that child's performance
- is checked against adjacent outcomes to ensure that the outcome awarded is the closest match to the child's performance.

Deilliannau ar gyfer Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol

Deilliant 1

Mae'r plant yn ddibynnol ar oedolion cyfarwydd o safbwynt emosiynol. Maent wedi dechrau mynegi'n syml sut y maent yn teimlo, ac maent yn ymateb i gyfarchion cymdeithasol. Efallai y bydd y plant yn strancio pan fyddant yn teimlo'n rhwystredig, ond maent yn dysgu bod rhai mathau o ymddygiad yn annerbyniol. Maent wedi dechrau chwarae rôl ar eu pen eu hunain neu'n gyfochrog â phlant eraill, a hynny'n aml wrth ymyl oedolyn cyfarwydd. Efallai y bydd angen cymorth ar y plant mewn perthynas â sgiliau hunangymorth (personol) pob dydd, ond maent yn awyddus i helpu fel rheol. Maent yn dangos gwybodaeth am drefniadau arferol cyfarwydd sy'n ymwneud â gofal.

Deilliant 2

Mae'r plant yn hoffi helpu oedolion a chyfoedion, ond nid pan fo hynny'n gwrthdaro â'r hyn sydd o fudd iddynt hwy. Maent yn dangos hoffter at blant eraill, ac efallai y byddant yn chwarae gyda nhw. O gael cymorth gan oedolyn, mae'r plant yn barod i rannu tegau ac adnoddau, a byddant yn cymryd eu tro i wneud rhywbeth. Mae'r plant wedi dod yn ymwybodol o'u teimladau a'u hemosiynau eu hunain, ac maent yn dechrau uniaethu â theimladau ac emosiynau pobl eraill. Maent yn ceisio bod yn annibynnol, ond mae arnynt angen cymorth weithiau. Maent yn dechrau datblygu ymwybyddiaeth o ddiogelwch personol, yn enwedig peryglon.

Deilliant 3

Mae'r plant wedi tyfu'n fwy annibynnol o safbwynt eu gwaith dysgu, ac maent yn gallu ymdopi â newidiadau i drefniadau arferol. Maent yn adnabod anghenion pobl eraill ac yn dangos sensitifrwydd cynyddol tuag at yr anghenion hynny. Maent yn dechrau adnabod ymddygiad priodol ar gyfer gwahanol sefyllfaoedd ac ymateb i reswm. Maent yn dechrau deall y dylid trin popeth byw â gofal, parch a chonsŷrn. Maent yn dangos peth rheolaeth ar eu hemosiynau, a byddant yn aml yn mabwysiadu safonau ymddygiad oedolion sy'n agos atynt. Maent yn gallu diwallu'r rhan fwyaf o'u hanghenion personol yn annibynnol.

Deilliant 4

Bydd y plant yn cymryd rhan yn annibynnol mewn gweithgareddau chwarae ar y cyd. Maent yn dangos hunanreolaeth gynyddol, ac maent yn gallu aros i'w hanghenion gael eu diwallu. Maent yn gallu canolbwyntio ar dasg, ac mae ganddynt hoffterau a chas bethau pendant. Mae'r plant yn cefnogi, yn cysuro ac yn helpu plant eraill pan fyddant yn drist neu wedi cynhyrfu. Maent yn tyfu'n fwyfwy ymwybodol o'r tebygrwydd a'r gwahaniaethau rhyngddynt hwy a'u cyfoedion, ac maent yn adnabod gwahaniaethau ac amrywiaeth ddiwylliannol. Mae'r plant yn dangos gofal am yr amgylchedd, planhigion ac anifeiliaid anwes. Maent yn ymwybodol o arferion bwyta'n iach, a gallant wahaniaethu rhwng bwydydd iach a bwydydd nad ydynt yn iach.

Deilliant 5

Mae'r plant yn cymdeithasu, yn cydweithredu ac yn cyfathrebu'n briodol â'u cyfoedion ac oedolion cyfarwydd, ac maent yn gofyn am gymorth pan fo angen. Maent yn adnabod eu teimladau a gallant eu mynegi'n briodol. Maent yn parchu eraill ac yn gwerthfawrogi'u cyflawniadau. Mae ganddynt ddealltwriaeth glir o'r hyn sy'n gywir ac yn anghywir, ac maent yn fwy ymwybodol o deimladau, safbwyntiau a chredoau pobl eraill. Maent wedi deall y cysyniad o chwarae teg, ac mae ganddynt ddealltwriaeth o reolau a pham y mae'r rheolau hynny wedi'u llunio. Mae gan y plant well

Outcome 1

Children are dependent on familiar adults emotionally. They have started to express in simple terms how they feel and respond to social greetings. Children may have a tantrum when frustrated but are learning that some behaviour is unacceptable. They have begun to role-play on their own or in parallel with other children, often near a familiar adult. Children may need assistance with everyday self-help (personal) skills but are usually keen to help. They show knowledge of familiar care routines.

Outcome 2

Children like to help adults and peers but not when it conflicts with their interests. They demonstrate affection for other children and may play with them. When supported by an adult, children are willing to share toys and materials and will take turns. Children have become aware of their own feelings and emotions and are beginning to identify with those of others. They are trying to be independent but sometimes need assistance. They are beginning to develop an awareness of personal safety, in particular dangerous hazards.

Outcome 3

Children have become more independent in their learning and are able to cope with change to routines. They recognise and are increasingly sensitive to the needs of others. They are beginning to recognise appropriate behaviour for different situations and respond to reason. They are beginning to understand that all living things should be treated with care, respect and concern. They demonstrate some control over their emotions and will often adopt the standards of behaviour of adults that are close to them. They are able to cater for most personal needs independently.

Outcome 4

Children will take part in cooperative play independently. They increasingly show self-control and are able to wait for their needs to be met. They are able to concentrate on a task and have definite likes and dislikes. Children support, comfort and help other children when they are sad or upset. They are becoming increasingly aware of the similarities and differences between themselves and their peers, and recognise cultural differences and diversity. Children demonstrate care for the environment, plants and pets. They are aware of healthy eating habits and can distinguish between foods that are healthy and those that are not.

Outcome 5

Children associate, cooperate and communicate appropriately with peers and familiar adults and seek help when necessary. They recognise and can express their feelings appropriately. They respect others and value their achievements. They have a clear understanding of right and wrong and are more aware of other people's feelings, views and beliefs. They have grasped the concept of fair play and have an understanding of rules and why they are there. Children have a greater understanding of the consequences of their actions and take responsibility for decisions that they make. In the main, they are able to control their emotions and cope with disappointment. They understand that to keep their bodies healthy they will need to eat and drink appropriately.

dealltwriaeth o ganlyniadau eu gweithredoedd, ac maent yn cymryd cyfrifoldeb am y penderfyniadau y maent yn eu gwneud. Ar y cyfan, maent yn gallu rheoli'u hemosiynau ac ymdopi â siom. Maent yn deall y bydd angen iddynt fwyta ac yfed yn briodol er mwyn cadw'u cyrff yn iach.

Deilliant 6

Mae'r plant wedi dysgu eu bod yn gallu rheoli eu hemosiynau a'u bod yn gwneud hynny'n aml. Maent wedi dechrau gwneud ffrindiau sy'n bwysig iawn iddynt, ac mae eilunod/arwyr yn chwarae rhan bwysig yn eu gweithgareddau chwarae a'u bywydau. Maent yn deall bod gan bobl wahanol hoffterau, safbwyntiau a chredoau, ac mae ganddynt ddealltwriaeth o'r modd y dylent ymwneud ag eraill o safbwynt moesegol a moesol. Mae'r plant wedi symud ymlaen i allu gweld pethau o safbwynt plant eraill ac oedolion. Mae'r plant yn gymwys o safbwynt adnabod problemau a chanfod ffyrdd o'u datrys. Maent yn gallu dangos eu bod yn medru dyfalbarhau, canolbwyntio a chymell. Maent yn dangos hunanreolaeth briodol. Mae'r plant yn deall sut y gallant wella'u gwaith dysgu, ac maent yn gallu myfyrio.

Outcome 6

Children have learned that they can and often do control their emotions. They have begun to form friendships that are very important to them, and idol/hero figures are significant in their play and lives. They understand that people have different preferences, views and beliefs and have an understanding of how they should relate to others morally and ethically. Children have moved on to be able to see things from other children's and adults' points of view. Children are competent in identifying problems and coming up with solutions to solve them. They are able to demonstrate skills of perseverance, concentration and motivation. They demonstrate appropriate self-control. Children understand how they can improve their learning and can be reflective.

Deilliannau ar gyfer Dwyieithrwydd

Deilliant 1

Mae'r plant yn gallu deall mwy o eiriau nag y gallant eu siarad. Maent yn ailadrodd rhai geiriau ac ymadroddion cyfarwydd. Maent yn fwyfwy awyddus i ddechrau ymuno ag eraill mewn caneuon actol a rhigymau lle defnyddir y bysedd. Mae'r plant yn dechrau dilyn storiâu a ddarllenir iddynt, ac maent yn dechrau ymateb yn briodol ar lafar neu'n ddieiriau. Maent yn dechrau 'tynnu lluniau' gan ddefnyddio'r llaw sydd orau ganddynt ac arbrofi â gwneud marciau.

Deilliant 2

Mae'r plant yn sgwrsio'n syml gan ddefnyddio geiriau Cymraeg yn lle geiriau Saesneg weithiau wrth gymryd rhan mewn gweithgareddau. Maent yn dilyn cyfarwyddiadau syml. Maent yn fwyfwy awyddus i ymuno ag eraill mewn caneuon a hwiangerddi. Mae'r plant yn edrych ar lyfrau gydag oedolyn neu heb oedolyn, ac maent yn dangos diddordeb yn eu cynnwys. Maent yn dechrau dilyn storiâu drwy edrych ar y lluniau, ac maent yn gwahaniaethu rhwng print a lluniau. Maent yn rhoi cynnig ar ddefnyddio gwahanol offer i wneud amrywiaeth o farciau ar bapur neu ddeunydd arall priodol.

Deilliant 3

Mae'r plant yn dechrau mynegi eu hunain trwy gyfrwng gweithgareddau chwarae rôl. Maent yn ymateb i gyfarwyddiadau, cwestiynau a symbyliadau eraill a fynegir yn glir gan lais cyfarwydd. Gyda chymorth, maent yn ailadrodd caneuon a rhigymau neu'n eu dysgu ar y cof. Mae'r plant yn gwrandao ar storiâu, caneuon a rhigymau ac maent yn mynegi peth mwynhad a diddordeb. Mae'r plant yn trin llyfr fel pe baent yn ei ddarllen, ac maent yn ymateb i'w gynnwys. Maent yn dechrau deall bod gwyddor yn sail i waith darllen ac ysgrifennu a bod seiniau ac ystyr yn perthyn i symbolau ysgrifenedig. Maent yn dal offer ysgrifennu'n briodol, yn gwahaniaethu rhwng llythrennau ac yn dechrau ysgrifennu mewn modd confensiynol.

Deilliant 4

Mae'r plant yn dangos dealltwriaeth o eiriau ac ymadroddion a fynegir yn glir gan lais cyfarwydd, ac maent yn ymateb trwy gyfrwng ymadroddion llafar byr. Maent yn siarad gan ynganu a goslefu'n glir wrth efelychu a defnyddio geiriau ac ymadroddion syml. Gyda chymorth, maent yn mynegi gwybodaeth syml ac yn gofyn ac yn ateb cwestiynau. Mae'r plant yn adnabod geiriau cyfarwydd. Maent yn cysylltu ffurf ysgrifenedig geiriau â'u sain wrth ddarllen geiriau unigol. Maent yn dangos dealltwriaeth o eiriau unigol trwy gyfrwng ymatebion dieiriau. Mae arnynt angen cefnogaeth/cymorth weithiau. Mae'r plant yn cyfathrebu trwy gopiö'n gywir ac ysgrifennu geiriau a rhai ymadroddion syml a chyfarwydd oddi ar eu cof. Maent yn ysgrifennu llythrennau sydd wedi'u ffurfio'n glir ac sy'n wynebu'r cyfeiriad cywir fel rheol. Maent yn dechrau deall y gwahanol ddibenion a swyddogaethau sy'n perthyn i iaith ysgrifenedig.

Knowledge and Understanding of the World Outcomes

Outcome 1

Children explore objects and materials within immediate and familiar environments. They often ask the question 'why' and use words, signs or symbols to communicate their observations. They recognise themselves and familiar people in pictures/stories, and show knowledge of daily routines. Through adult encouragement children are beginning to communicate about their creations, such as models and pictures.

Outcome 2

Children begin to sort objects into simple categories. They handle and explore the use of a range of tools/equipment. They can make some choices about materials/equipment to complete a given task. They respond to open questions about their experiences and offer their own ideas using short phrases or alternative methods of communication. They begin to match specific activities to certain times of day/week and show some appreciation of present and past. They gain confidence in finding their way in familiar surroundings and develop knowledge of roles of familiar people. They are becoming more confident when talking about their work.

Outcome 3

Children sort objects and materials according to specific criteria. They communicate their developing knowledge of items in everyday use. They begin independently to offer ideas about where to find information. They begin to record their observations using symbols/pictures/simple signs or phrases. Through enquiry, children are able to identify changes in their environment/materials/natural features. They are able to follow simple instructions/directions. They are beginning to understand the passing of time, remembering significant events in the past and anticipating events in the future. They are able to sequence events. They participate in the planning of future activities and make predictions by reflecting on previous experiences.

Outcome 4

Children communicate their knowledge and understanding of basic features of their immediate locality, objects, materials, living things and events present and past through a variety of media. They make observations, ask and respond to questions and find answers using learning materials and sources. They begin to identify what did and did not work. They recognise and group items of information. They describe where they are using everyday terms, draw a simple map and follow directions. They recognise and express their views about features of specific places and how some change. They express their views on features of places. They show awareness of the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by using everyday terms about the passing of time and by sequencing a few events and objects. They know and recount episodes from stories about the past. They are beginning to recognise representations of the past. They listen and respond to scientific ideas and react appropriately. They recognise and name a range of common animals, objects, materials, light sources and sound sources.

Deilliant 5

Mae'r plant yn dangos dealltwriaeth o eitemau byr a fynegir gan lais cyfarwydd trwy ymateb yn ddieiriau neu trwy gyfrwng ymadroddion llafar byr. Maent yn ceisio, yn deall ac yn cyfleu gwybodaeth syml ac maent yn ymateb i ystod o symbyliadau. Maent yn siarad gan ynganu a goslefu'n glir ac amrywio'u geirfa a'u patrymau i ryw raddau. Mae'r plant yn adnabod geiriau ac ymadroddion syml a chyfarwydd y mae ganddynt brofiad ohonynt, ac maent yn dechrau dangos diddordeb mewn deunydd ysgrifenedig trwy ddarllen rhai darnau syml. Maent yn dangos dealltwriaeth o'r hyn y maent wedi'i ddarllen trwy ymateb i'r cynnwys ar lafar neu'n ddieiriau. Mae'r plant yn cyfathrebu trwy ysgrifennu geiriau, ymadroddion a brawddegau weithiau hefyd er mwyn mynegi gwybodaeth ffeithiol a phersonol gan ddefnyddio patrymau cyfarwydd. Caiff geiriau syml eu sillafu'n gywir fel rheol. Caiff priflythrennau ac atalnodau llawn eu defnyddio â rhywfaint o gysondeb. O ran llawysgrifen, caiff llythrennau eu ffurfio'n gywir ac maent yn gyson o ran maint.

Deilliant 6

Mae'r plant yn dangos dealltwriaeth o gyfres o eitemau byr a fynegir gan lais cyfarwydd trwy ymateb ar lafar neu'n ddieiriau. Maent yn ceisio, yn deall ac yn cyfleu gwybodaeth syml, bersonol a ffeithiol yn glir, ac maent yn gwneud rhai datganiadau o'u gwirfodd. Byddant yn mynegi barn yn syml. Maent yn siarad gan ynganu a goslefu'n glir, ac maent yn defnyddio ystod gynyddol o eirfa a phatrymau brawddegau sy'n gywir fel rheol. Mae'r plant yn darllen testunau syml yn gymharol glir. Maent yn deall testunau sy'n cynnwys ystod gynyddol o eiriau, ymadroddion a darnau byr mewn cyd-destunau cyfarwydd, ac maent yn ymateb yn syml iddynt. Byddant yn ymateb i farddoniaeth, storïau a deunydd ffeithiol, ac yn mynegi barn yn eu cylch. Maent yn dechrau darllen yn annibynnol a dewis rhai testunau o'u gwirfodd. Mae'r plant yn ysgrifennu brawddegau byr a syml gan ddefnyddio geirfa a phatrymau addas a chyfarwydd i gyfleu gwybodaeth ffeithiol a phersonol syml yn weddol gywir. Caiff geiriau cyfarwydd eu sillafu'n gywir fel rheol, ac mae'r plant yn dangos peth ymwybyddiaeth o atalnodi sylfaenol trwy ddefnyddio priflythrennau, atalnodau llawn a marciau cwestiwn â rhywfaint o gysondeb. Bydd llawysgrifen y plant yn ddarllenadwy.

Outcome 5

Children communicate their observations, knowledge and understanding of different localities through describing natural and human features, recognising how some change and that people's actions affect the environment. They find information from a map, draw simple maps with symbols, and are aware of compass directions. They communicate their developing sense of chronology by using terms concerned with the passing of time, by ordering events and objects and by making distinctions between aspects of their own lives and past times. They demonstrate knowledge of aspects of the past and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did and that there are different ways of representing the past. They are beginning to select, organise and communicate items of information about the past. They use simple equipment to make enough observations to be able to sort, group and compare objects, materials, living things, and events. They describe the basis for their groupings using simple differences between living things, objects, materials and physical phenomena. They ask and answer questions, make observations, collect information and find answers using learning materials/sources provided. They communicate the steps needed to carry out their investigations. They use their experiences to develop their own ideas. They reflect and evaluate by describing their work in detail using an increasingly appropriate vocabulary. They offer explanations why something worked or did not work.

Outcome 6

Children communicate their observations, knowledge and understanding of different localities through making comparisons and offering some explanations for the natural and human features of different localities. They recognise that people have positive and negative impacts on their environment. They use globes and maps to find out information about places. They draw maps using a key, symbols and understand directions. They show their understanding of chronology by their increasing awareness that the past can be divided into different periods of time, and their recognition of some of the similarities and differences between these periods. They demonstrate knowledge of some of the main events, people and changes studied. They are beginning to suggest a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use their everyday experiences to explain differences between, and changes to, living things, materials and physical phenomena. They link the learning, with support, to familiar situations. They talk about their ideas, and using their everyday experience they make simple predictions. They plan, with support, the approach to be used for their enquiries. When appropriate, they agree on some simple success criteria. They ask and answer a range of questions, observe, collect and record information in a variety of ways and find answers to their investigations. They express their views supported with reasons, and recognise that people have different views. They give a simple explanation, based upon their everyday experiences, for their findings and suggest what they could have done differently to improve their findings. They identify what worked, made sense, what did not work, did not make sense and why.

The proposals in the Welsh Assembly Government's document *The Learning Country: Foundation Phase 3–7 years* included developing a curriculum that linked and strengthened the principles and practice in ACCAC's document *Desirable Outcomes for Children's Learning Before Compulsory School Age* (2000) with the programmes of study and focus statements in the Key Stage 1 national curriculum, to create a rich curriculum under seven areas of learning for children in the Foundation Phase.

The Welsh Assembly Government has used research evidence to support the introduction and development of an appropriate curriculum. This research evidence suggests that children do not begin to benefit from extensive formal teaching until about the age of six or seven, in line with their social and cognitive development. An earlier introduction can result in some children underachieving and attaining lower standards. An appropriate Foundation Phase curriculum that is broad, balanced, relevant and differentiated to meet the developmental needs of all children should help prevent underachievement and raise overall standards.

The research evidence also clearly identifies that the experiences to which children have been exposed before they enter education at three years of age have a considerable impact on their development. The Foundation Phase curriculum advocates that positive links between the home and the providers of care and education are fostered and promoted.

In Wales, statutory education begins in the term after a child's fifth birthday. Currently, the term 'early years' covers the period before compulsory primary education, when children are between the ages of three and five, and Key Stage 1 covers the two years from the age of five to seven years. The Foundation Phase will encompass both these age groups. Both the maintained and non-maintained sectors will provide education for the 3–5-year-olds in a range of settings/schools. With the introduction of the Foundation Phase, the age of compulsory education will not change. Children will still be required to attend school after their fifth birthday.

The introduction of the Foundation Phase will not affect the statutory duty of maintained schools to provide religious education. Guidance on this requirement is set out in Welsh Office Circular 10/94. The circular confirms that religious education must be provided for all registered pupils in maintained schools, including those in reception classes but excluding pupils in nursery schools and nursery classes. This is subject to the rights of the parents to withdraw their child(ren) from religious education. The content of religious education will therefore continue to be set out in the locally agreed syllabus with advice provided by the local Standing Advisory Council for religious education (SACRE), or under such arrangements as are made by a school of religious character. When planning the delivery of the Foundation Phase, schools should take account of provision of this framework and of the relevant provisions of the locally agreed syllabus.

Responsibilities on settings/schools

Under the requirements of equal opportunities legislation covering race, gender and disability, settings/schools in Wales have a duty towards present and prospective children to:

- eliminate discrimination and harassment, and promote positive attitudes
- promote equal opportunities and encourage participation in all areas of setting/school life.

All children should develop a sense of personal and cultural identity that is receptive and respectful towards others. Settings/schools should plan in all areas of learning to develop the knowledge and understanding, skills, values and attitudes that will enable children to participate in our multi-ethnic society in Wales. Settings/schools should develop approaches that support the ethnic and cultural identities of all children and reflect a range of perspectives, to engage children and prepare them for life as global citizens.

Settings/schools must work to reduce environmental and social barriers and provide an inclusive curriculum which will offer opportunities for **all** children to achieve their full potential in preparation for further learning and life.

Settings/schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences for all. For children with disabilities in particular, they should make reasonable adjustments in order to:

- improve access to the curriculum
- make physical improvements to increase access to education and associated services
- provide information in a range of formats.

Settings/schools should provide access to appropriate equipment and approaches with alternative/adapted activities to ensure the full participation of all children, including those who use a means of communication other than speech.

For children whose first language is neither English nor Welsh, settings/schools should take specific action to help them learn both spoken and written English and/or Welsh through the curriculum. Settings/schools should ensure that children are provided with material that is appropriate to their ability and previous education/experience and that extends their language development and challenges them cognitively. Settings/schools should also encourage the use of children's home languages for learning.

Developing skills across the curriculum

A non-statutory *Skills Framework* has been developed in order to provide guidance about continuity and progression in thinking skills, communication, number and ICT for children and learners from 3–19. Children should acquire, develop, practise, apply and refine their skills through group and individual tasks in a variety of contexts across the areas of learning. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Thinking

Children develop their thinking across the areas of learning using the processes of **planning, developing and reflecting**. For example in Personal and Social Development, Well-Being and Cultural Diversity, children begin to reflect on their own views and beliefs as well as developing an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures.

Communication

Children develop their communication skills across the areas of learning through the skills of **oracy, reading, writing and wider communication**. For example, in Language, Literacy and Communication Skills, children explore, plan, develop and reflect on ideas through gestures, speech, reading and writing, responding to their own work as well as that of others.

ICT

Children develop their ICT skills across the areas of learning by **creating, presenting, finding and developing information and ideas**, and by using a wide range of equipment and software. For example, in Creative Development, children develop their ICT skills by communicating and sharing information, and by using technology to research, develop and present their work.

Number

Children develop their number skills across the areas of learning by **using mathematical information, calculating and interpreting and presenting results**. For example, in Knowledge and Understanding of the World, children develop skills in the application of number through activities that include ordering information in a variety of ways, such as tallying marks to record and present data in a variety of formats.

The Foundation Phase contributes to the Curriculum Cymreig by developing children's understanding of the cultural identity unique to Wales across all areas of learning, through an integrated approach. Children should appreciate the different languages, images, objects, sounds and tastes that are integral in Wales today and gain a sense of belonging to Wales, and understand the Welsh heritage, literature and arts as well as the language.

Seven areas of learning have been identified to describe an appropriate curriculum for 3–7-year-olds that supports the development of children and their skills. They must complement each other and work together to provide a cross-curricular approach to form a practical relevant curriculum. They should not be approached in isolation. Emphasis is placed on developing children's skills across the areas of learning, to provide a suitable and integrated approach for young children's learning.

The seven areas of learning are:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Bilingualism
- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the Foundation Phase and should be developed across the curriculum. Educational provision for young children should be holistic with the child at the centre of any planned curriculum. It is about adults understanding, inspiring and challenging children's potential for learning. Adult involvement in children's play is of vital importance, particularly when interactions involve open questioning, shared and sustained thinking.

There must be a balance between structured learning through child-initiated activities and those directed by adults. A well-planned curriculum gives children opportunities to be creatively involved in their own learning which must build on what they already know and can do, their interests and what they understand. Active learning enhances and extends children's development.

Play is about children learning through perseverance, attention to detail, and concentration – characteristics usually associated with work. Play is not only crucial to how children become self-aware and the way in which they learn the rules of social behaviour; it is also fundamental to intellectual development.

Foundation Phase practitioners should acknowledge prior learning and attainment, offer choices, challenge children with care and sensitivity, encourage them and move their learning along. The Foundation Phase curriculum should be flexible to allow practitioners working with the children opportunities to plan and provide an appropriate experiential curriculum for children who are at an early stage of their development and for those who are more able. Children need a broad, balanced and differentiated curriculum. Through appropriate planning and structured experiences in the areas of learning, children should grow, develop and progress in their development.

Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the Foundation Phase and children's skills are developed across all areas of learning through participating in experiential learning activities indoors and outdoors. Children learn about themselves, their relationships with other children and adults, both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have differing needs, abilities, beliefs and views. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Positive attitudes should be developed to enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multi-cultural Wales. They should become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.

Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners. They develop an awareness of their environment and learn about the diversity of people who live and work there. Positive attitudes for enjoying and caring for their environment are fostered. As their self-identity develops, children begin to express their feelings and to empathise with others. They experience challenges that extend their learning.

Skills

Personal Development

Children should be given opportunities to:

- become independent in their personal hygiene needs and to be more aware of personal safety
- express and communicate different feelings and emotions – their own and those of others
- show curiosity and develop positive attitudes to new experiences and learning
- take risks and become confident explorers of their indoor and outdoor environment
- experiment with new learning opportunities, including ICT
- become independent thinkers and learners
- develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work
- concentrate for lengthening periods
- value the learning, success and achievements of themselves and other people.

Social Development

Children should be given opportunities to:

- be aware of and respect the needs of others
- take responsibility for their own actions
- consider the consequences of words and actions for themselves and others
- develop an understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community
- develop an understanding of what is fair and unfair and to be willing to compromise
- form relationships and feel confident to play and work cooperatively
- value friends and families and to show care and consideration
- appreciate what makes a good friend
- develop a positive self-image and a sense of belonging as part of different communities and to have an understanding of their own Welsh identity
- develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures
- treat people from all cultural backgrounds in a respectful and tolerant manner
- develop an understanding of the diversity of roles that people play in different groups and communities
- begin to question stereotyping.

Range

Throughout the Foundation Phase, children should be given opportunities to develop their skills, knowledge and understanding through being involved in a range of experiences, including:

- activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child initiated
- activities that allow them to adopt a range of roles, including leadership within a small group, paired learning or working within a team
- different resources such as those in print and interactive forms
- activities that allow them to become independent learners
- activities that allow them to use their senses, to be creative and imaginative

Moral and Spiritual Development

Children should be given opportunities to:

- respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively
- communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate
- communicate and reflect on the decisions made in stories and situations, or personally, suggesting alternative responses
- respond personally to simple imaginary moral situations giving reasons for decisions made
- use stories or situations to raise questions about why some things are special
- experience exciting, wonderful, inspirational, creative and/or quiet times and express ideas and feelings about these times creatively, explaining why they are significant.
- talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex
- ask questions about how and why special things should be treated with respect and respond personally
- ask questions about what is important in life from a personal perspective and from the perspective of others..

Well-Being

Children should be given opportunities to:

- value and contribute to their own well-being and to the well-being of others
- be aware of their own feelings and develop the ability to express them in an appropriate way
- understand the relationship between feelings and actions and that other people have feelings
- demonstrate care, respect and affection for other children, adults and their environment
- develop a growing interest in the world around them and understand what their environment has to offer when playing alone and with others
- understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings
- develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies
- ask for assistance when needed
- develop an understanding about dangers in the home and outside environment
- understand that medicines are taken to make them feel better and that some drugs are dangerous.

- activities that allow them to communicate their ideas, values and beliefs about themselves, others and the world
- activities that allow them to solve problems and discuss outcomes
- activities that allow them to begin to understand how they can protect the environment and become environmentally friendly in their everyday lives

- activities that allow them to feel safe and secure and feel that they are valued
- activities that contribute to their own safety
- activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy.

Children should experience the familiar world through enquiry, investigating the indoor and outdoor environment in a safe and systematic way. They should be given experiences that help them to increase their curiosity about the world around them and to begin to understand past events, people and places, living things, and the work people do. Using all their senses, they should be encouraged to enjoy learning by exploration, enquiry, experimentation, asking questions and trying to find answers. They should learn to demonstrate care, responsibility, concern and respect for all living things and the environment. They should develop and communicate an increasing range of appropriate vocabulary. They should learn to express their own ideas, opinions and feelings with imagination, creativity and sensitivity. The children's skills should be developed across all areas of learning through participation in experiential learning activities and through using sources such as stories, photographs, maps, models and ICT.

Skills

To experience the familiar world through investigating the indoor and outdoor environment, children should be encouraged to be curious and find out by:

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to others' ideas
- identifying what they want to find out and how to do it
- thinking about what might happen if...
- becoming aware of human achievements and the 'big ideas' that have shaped the world
- investigating sources and issues
- thinking about how they will know if something has worked
- making observations and measurements and keeping records
- making comparisons and identifying similarities and differences
- sorting and grouping information using ICT on some occasions
- seeing links between cause and effect
- making links within elements of knowledge and understanding of the world
- thinking creatively and imaginatively
- communicating observations and measurements
- recognising simple patterns in their findings
- describing what they have found out and offering simple explanations
- expressing their own opinions and feelings, and making decisions while considering the viewpoints of others
- using and becoming familiar with common words and phrases for their world
- reflecting on and evaluating their own and others' work.

Range

Throughout the Foundation Phase children should be given opportunities to:

- explore a wide range of stimuli
- engage with resources from a variety of contexts including interactive forms
- investigate indoor and outdoor learning environments including natural conditions as they arise
- participate in different types of play and a range of planned activities, including those that are child initiated and those that build on previous experiences
- work on their own and in pairs and small groups.

Places and People

Children should be given opportunities to:

- learn about where their locality is
- learn about distance and how to follow directions and routes
- use and make simple maps, to find where places are and how places relate to other places
- identify natural features, e.g. *rivers, hills, beaches* and the human features, e.g. *buildings, roads, bridges* of their own locality
- begin to recognise differences between their own locality, localities in other parts of Wales and in different parts of the world
- learn about how and why people and places are linked, e.g. *where they work and where they go on holiday, where family and friends live*

Range

- use atlases and globes
- investigate how places change, e.g. *the weather, the seasons, buildings, people's jobs*
- recognise how people's actions can improve or damage the environment.

Time and People

Children should be given opportunities to:

- sequence events, routines and changes, e.g. *in a journey to school, in a story*
- measure time, using simple measuring devices, clocks, watches and calendars
- recognise the changes caused by time, e.g. *to themselves and to people and places familiar to them*
- recognise that there are reasons for, and consequences of, some actions
- begin to identify differences between ways of life at different times, e.g. *by comparing a familiar place at different times in the past*
- use a range of historical sources, including artefacts and buildings, adults recalling their own past, and visual sources
- look at different representations and interpretations of the past, e.g. *different books/pictures/ICT sources about the same person or event.*

Myself and Other Living Things

Children should be given opportunities to:

- learn the names and uses of the main external parts of the human body and plants
- observe differences between animals and plants, different animals, and different plants in order to group them
- identify the similarities and differences between themselves and other children
- learn about the senses that humans and other animals have and use to enable them to be aware of the world around them

- identify some animals and plants that live in the outdoor environment
- identify the effects the different seasons have on some animals and plants.

Myself and Non-living Things

Children should be given opportunities to:

- experiment with different everyday objects and use their senses to sort them into groups according to simple features
- experiment with different everyday materials and use their senses to sort them into groups according to simple properties
- develop an awareness of, and be able to distinguish between, made and natural materials
- understand how some everyday materials change in shape by stretching, squashing, bending and twisting and when heated or cooled
- understand that light comes from a variety of sources, such as the Sun, and that darkness is the absence of light
- understand that there are many kinds and sources of sound, that sounds travel away from sources and that they are heard when they enter the ear.

Foundation Phase Outcomes

The Foundation Phase outcomes incorporate the current baseline assessment scales and descriptions and the national curriculum level descriptions. They have been developed to support the end of phase statutory teacher assessment. There are six outcomes per area of learning, and for information purposes the following outcomes broadly cross-reference to the current national curriculum level descriptions:

- Foundation Phase Outcome 4 links with Level 1
- Foundation Phase Outcome 5 links with Level 2
- Foundation Phase Outcome 6 links with Level 3.

Teacher assessment covers the full range and scope of the Foundation Phase learning continuum. It should take account of evidence of achievement in a range of contexts, including that gained through discussion and observation throughout the Foundation Phase.

At the end of the Foundation Phase, teachers are required to assess and report outcomes attained by each child by means of teacher assessment in:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills in English or Welsh
- Mathematical Development.

The Foundation Phase outcomes describe the type and range of achievements characteristic of children within the Foundation Phase. In deciding a child's outcome at the end of the Foundation Phase, teachers should judge which description best fits the child's performance. Each description should be considered in conjunction with the description for adjacent outcomes.

The aim is for rounded judgement that:

- is based on knowledge of how the child performs across a range of contexts
- takes into account the different strengths and weaknesses of that child's performance
- is checked against adjacent outcomes to ensure that the outcome awarded is the closest match to the child's performance.

Outcome 1

Children are dependent on familiar adults emotionally. They have started to express in simple terms how they feel and respond to social greetings. Children may have a tantrum when frustrated but are learning that some behaviour is unacceptable. They have begun to role-play on their own or in parallel with other children, often near a familiar adult. Children may need assistance with everyday self-help (personal) skills but are usually keen to help. They show knowledge of familiar care routines.

Outcome 2

Children like to help adults and peers but not when it conflicts with their interests. They demonstrate affection for other children and may play with them. When supported by an adult, children are willing to share toys and materials and will take turns. Children have become aware of their own feelings and emotions and are beginning to identify with those of others. They are trying to be independent but sometimes need assistance. They are beginning to develop an awareness of personal safety, in particular dangerous hazards.

Outcome 3

Children have become more independent in their learning and are able to cope with change to routines. They recognise and are increasingly sensitive to the needs of others. They are beginning to recognise appropriate behaviour for different situations and respond to reason. They are beginning to understand that all living things should be treated with care, respect and concern. They demonstrate some control over their emotions and will often adopt the standards of behaviour of adults that are close to them. They are able to cater for most personal needs independently.

Outcome 4

Children will take part in cooperative play independently. They increasingly show self-control and are able to wait for their needs to be met. They are able to concentrate on a task and have definite likes and dislikes. Children support, comfort and help other children when they are sad or upset. They are becoming increasingly aware of the similarities and differences between themselves and their peers, and recognise cultural differences and diversity. Children demonstrate care for the environment, plants and pets. They are aware of healthy eating habits and can distinguish between foods that are healthy and those that are not.

Outcome 5

Children associate, cooperate and communicate appropriately with peers and familiar adults and seek help when necessary. They recognise and can express their feelings appropriately. They respect others and value their achievements. They have a clear understanding of right and wrong and are more aware of other people's feelings, views and beliefs. They have grasped the concept of fair play and have an understanding of rules and why they are there. Children have a greater understanding of the consequences of their actions and take responsibility for decisions that they make. In the main, they are able to control their emotions and cope with disappointment. They understand that to keep their bodies healthy they will need to eat and drink appropriately.

Outcome 6

Children have learned that they can and often do control their emotions. They have begun to form friendships that are very important to them, and idol/hero figures are significant in their play and lives. They understand that people have different preferences, views and beliefs and have an understanding of how they should relate to others morally and ethically. Children have moved on to be able to see things from other children's and adults' points of view. Children are competent in identifying problems and coming up with solutions to solve them. They are able to demonstrate skills of perseverance, concentration and motivation. They demonstrate appropriate self-control. Children understand how they can improve their learning and can be reflective.

Knowledge and Understanding of the World Outcomes

Outcome 1

Children explore objects and materials within immediate and familiar environments. They often ask the question 'why' and use words, signs or symbols to communicate their observations. They recognise themselves and familiar people in pictures/stories, and show knowledge of daily routines. Through adult encouragement children are beginning to communicate about their creations, such as models and pictures.

Outcome 2

Children begin to sort objects into simple categories. They handle and explore the use of a range of tools/equipment. They can make some choices about materials/equipment to complete a given task. They respond to open questions about their experiences and offer their own ideas using short phrases or alternative methods of communication. They begin to match specific activities to certain times of day/week and show some appreciation of present and past. They gain confidence in finding their way in familiar surroundings and develop knowledge of roles of familiar people. They are becoming more confident when talking about their work.

Outcome 3

Children sort objects and materials according to specific criteria. They communicate their developing knowledge of items in everyday use. They begin independently to offer ideas about where to find information. They begin to record their observations using symbols/pictures/simple signs or phrases. Through enquiry, children are able to identify changes in their environment/materials/natural features. They are able to follow simple instructions/directions. They are beginning to understand the passing of time, remembering significant events in the past and anticipating events in the future. They are able to sequence events. They participate in the planning of future activities and make predictions by reflecting on previous experiences.

Outcome 4

Children communicate their knowledge and understanding of basic features of their immediate locality, objects, materials, living things and events present and past through a variety of media. They make observations, ask and respond to questions and find answers using learning materials and sources. They begin to identify what did and did not work. They recognise and group items of information. They describe where they are using everyday terms, draw a simple map and follow directions. They recognise and express their views about features of specific places and how some change. They express their views on features of places. They show awareness of the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by using everyday terms about the passing of time and by sequencing a few events and objects. They know and recount episodes from stories about the past. They are beginning to recognise representations of the past. They listen and respond to scientific ideas and react appropriately. They recognise and name a range of common animals, objects, materials, light sources and sound sources.

Outcome 5

Children communicate their observations, knowledge and understanding of different localities through describing natural and human features, recognising how some change and that people's actions affect the environment. They find information from a map, draw simple maps with symbols, and are aware of compass directions. They communicate their developing sense of chronology by using terms concerned with the passing of time, by ordering events and objects and by making distinctions between aspects of their own lives and past times. They demonstrate knowledge of aspects of the past and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did and that there are different ways of representing the past. They are beginning to select, organise and communicate items of information about the past. They use simple equipment to make enough observations to be able to sort, group and compare objects, materials, living things, and events. They describe the basis for their groupings using simple differences between living things, objects, materials and physical phenomena. They ask and answer questions, make observations, collect information and find answers using learning materials/sources provided. They communicate the steps needed to carry out their investigations. They use their experiences to develop their own ideas. They reflect and evaluate by describing their work in detail using an increasingly appropriate vocabulary. They offer explanations why something worked or did not work.

Outcome 6

Children communicate their observations, knowledge and understanding of different localities through making comparisons and offering some explanations for the natural and human features of different localities. They recognise that people have positive and negative impacts on their environment. They use globes and maps to find out information about places. They draw maps using a key, symbols and understand directions. They show their understanding of chronology by their increasing awareness that the past can be divided into different periods of time, and their recognition of some of the similarities and differences between these periods. They demonstrate knowledge of some of the main events, people and changes studied. They are beginning to suggest a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use their everyday experiences to explain differences between, and changes to, living things, materials and physical phenomena. They link the learning, with support, to familiar situations. They talk about their ideas, and using their everyday experience they make simple predictions. They plan, with support, the approach to be used for their enquiries. When appropriate, they agree on some simple success criteria. They ask and answer a range of questions, observe, collect and record information in a variety of ways and find answers to their investigations. They express their views supported with reasons, and recognise that people have different views. They give a simple explanation, based upon their everyday experiences, for their findings and suggest what they could have done differently to improve their findings. They identify what worked, made sense, what did not work, did not make sense and why.

**Denbighshire County Council
Standing Advisory Council for Religious Education
(SACRE)**

Date of Meeting:

31st January 2007

Agenda
Item:

8

Report:

**DELLS: School Curriculum Review
(b) National Exemplar
Framework for RE**

Background to the Report:

DELLS have been conducting a Review of the School Curriculum, and Consultation Documents sent to LEAs, SACREs, schools and teacher associations. Revisions to the Curriculum are expected to be implemented from September 2008.

Purpose of the Report:

To enable members to see the changes taking place, and to evaluate their response in terms of the provision of RE and the statutory requirement to review the Agreed Syllabus.

Recommendations:

- To SACRE:
- to receive the National Exemplar Framework;
 - to support the Joint SACREs meeting on 9th March in order to finally determine the response to the National Exemplar Framework in the light of responses from schools;
 - to agree in principle to adopting the 'Framework' as the main basis of the revised Agreed Syllabus for RE in Denbighshire (subject to its revision after consultation, and to advice and guidance from a working group and other SACREs);
 - to communicate this resolution to WASACRE;
 - to request the LEA to set up a working group of teachers and SACRE members to prepare a revised Agreed Syllabus (in partnership with other local SACREs) to be presented to an Agreed Syllabus Conference and to provide supportive and interpretive materials and guidance documents (in partnership with other SACREs in Wales).
- To the LEA:
- to set up a working group of teachers and SACRE members to prepare a revised Agreed Syllabus for RE (in partnership with other local SACREs);
 - to provide adequate funding for the working group to exercise its functions.



NATIONAL EXEMPLAR FRAMEWORK FOR RELIGIOUS EDUCATION

**Guidance for Local Education
Authorities and Agreed Syllabus
Conferences in Wales**

Title of document

National Exemplar Framework for Religious Education:
Guidance for Local Education Authorities and Agreed Syllabus Conferences
in Wales

Audience

Headteachers and governing bodies of maintained schools in Wales; local education authorities; SACREs; church diocesan authorities; national bodies in Wales with an interest in education.

Overview

This document sets out the Welsh Assembly Government's proposals for a National Exemplar Framework for Religious Education.

Action required

Responses to this consultation document must be received by 30 March 2007. Responses can be sent to the address shown below, using the freepost envelope provided, or submitted electronically to rhodri.bowen@btconnect.com. Alternatively, online questionnaires are available at www.wales.gov.uk/consultations

Further information

Enquiries about this consultation should be directed to Enid Davies on 029 2037 5415.

Additional copies

Can be obtained from:

Tel: 029 2037 5427

Fax: 029 2037 5494

Or by visiting the Welsh Assembly Government's website
www.wales.gov.uk/consultations

Address for return of comments

People and Work Unit
FREEPOST NATW953
Abergavenny
Monmouthshire
NP7 5BR

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Background

Every local education authority (LEA) must:

- adopt a locally agreed syllabus for religious education (RE)
- institute a review of its locally agreed syllabus within five years of its adoption or the last review (whichever is later) and, subsequently, every five years after the completion of each further review.

These requirements and the relevant procedures and processes to be followed are set out in the Education Act 1996 and the Education Standards and Framework Act 1998. LEAs will need to refer to the relevant legislative provisions as they review their locally agreed syllabuses.

The purpose of the guidance

In 2001 ACCAC provided non-statutory guidance to support LEAs when reviewing their locally agreed syllabuses. This document – *The Review of Religious Education Syllabuses: Guidance for Local Education Authorities and Agreed Syllabus Conferences in Wales* – provided exemplar national level descriptions, recommended that LEAs should consider adopting the common format used for the programmes of study of the national curriculum Orders and provided a national exemplar framework for religious education consisting of exemplar Programmes of Study.

The current advice builds on the previous guidance document, which was positively received by SACREs and LEAs, and offers a revised National Exemplar Framework for Religious Education. The revised National Exemplar Framework for Religious Education offers an opportunity to provide a coherent assessment framework for the whole of Wales and improve standards of religious education nationally. To this end LEAs and SACREs in Wales have delayed their five yearly review in order to consider the adoption/adaptation of this revised framework from the Department for Education, Lifelong Learning and Skills (DELLS). If approved it may be customised to relate to an LEA's locally determined agreed syllabus.

The development of the document

In developing this revised National Exemplar Framework for Religious Education, the Department for Education, Lifelong Learning and Skills (DELLS) applied the same timescales and procedures as those implemented by the national curriculum review. The guidance has been developed by practising teachers, an adviser and a representative from Estyn. This draft is being sent for consultation to LEAs, SACREs, schools and others with religious interests across Wales.

Religious education in the Foundation Phase

In drawing up this guidance due consideration has been given to the statutory requirement to provide religious education for 5- to 7-year-olds. Our advice on pages 13–17 is equivalent to and replaces the old exemplar Programme of Study for Key Stage 1 provided by ACCAC in 2001. Advice has also been provided for children who are 3 and 4 years old (see page 15).

During the development of this guidance, account has been taken specifically of the area of learning 'Knowledge and understanding of the world' as presented in the consultation version of the *Framework for Children's Learning in the Foundation Phase*.

It is recommended that LEAs and agreed syllabus conferences consider the advice given in this document in reviewing their locally agreed syllabuses.

Commentary on the proposals: key changes

Revised National Exemplar Framework for Religious Education – Changes from 2001

- The RE framework has been revised to:
 - focus on aspects of the subject that will motivate and engage all learners
 - make RE more relevant to the twenty-first century
 - place a stronger emphasis on skills
 - provide guidance for RE in the Foundation Phase
 - extend the framework to include Key Stage 4 and Post-16
 - provide greater opportunities for spiritual, moral, cultural, mental and physical development to take place.
- For consistency and ease of planning the National Exemplar Framework for Religious Education has been revised to follow the structure and content of the revised national curriculum Orders.
- An introductory summary has been developed for each of the key stages/phases of education, as with the national curriculum Orders.
- There is greater emphasis on engaging with fundamental questions in the level descriptions and the programmes of study.
- Greater emphasis has been given to the skills needed for the study of RE and their significance has been strengthened through their direct connection to the level descriptions and with the three core elements (Engaging with fundamental questions; Exploring religious beliefs, teachings and practice(s); and Expressing personal responses) which underpin all study.
- The skills identified link directly with the non-statutory Skills Framework 3–19.
- The range (the world, human experience and search for meaning) as specified in the programmes of study provides a more contemporary perspective on the study of RE.
- Opportunities have been taken to make fuller reference to such cross-cutting themes as:
 - moral and spiritual development
 - health and emotional well-being
 - equal opportunities
 - active citizenship
 - sustainable development and global citizenship
 - preparing for lifelong learning.

Statutory requirements

The section below summarises the statutory requirements that apply to locally agreed syllabuses. In reviewing their locally agreed syllabus, LEAs and agreed syllabus conferences should refer directly to the appropriate legislation and should also seek their own legal advice.

Religious education, along with other subjects on the curriculum, should promote:

'the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepare pupils for the opportunities, responsibilities and experiences of adult life.'
(Section 1, 1988 Education Reform Act)

Spiritual, moral and cultural development, in particular, are essential aspects of religious education and should be clearly identifiable within locally agreed syllabuses. In this National Exemplar Framework for Religious Education:

the spiritual focuses on:

- the quest for meaning, which goes beyond the physical and material aspects of life, and explores responses to God/ultimate reality and truth (*the world*)
- the essence of what it means to be human, which explores shared values, identity, personal worth, creativity, imagination, love, faithfulness and goodness (*human experience*)
- the growth of an 'inner life', which focuses on the development of intellectual curiosity, open-mindedness, emotion, reflection, intuition and beliefs (*search for meaning*)

the moral focuses on:

- the exploration of shared values and attitudes, which highlights religious/cultural origins and contemporary social/political activities that influence and challenge our understanding (*the world*)
- the ability of human beings to make moral choices for good or evil, which focuses on understanding moral codes, relationships, responsibility, tolerance for diversity, temptation, the power of self-sacrifice and love (*human experience*)
- a personal response to moral issues, which focuses on the development of personal integrity, conscience, challenging personal/social norms and 'learning what is worthy of respect and what is not' (Hans Kung) (*search for meaning*)

the cultural focuses on:

- the ways in which culture/religion has influenced world history and human experience in both positive and negative ways, investigating the difference between official and personal standpoints (*the world*)
- the need for human beings to have a sense of cultural identity, belonging and purpose, which in Wales has been evident by the way in which religion and culture have been interwoven (*human experience*)
- pupils' personal response to multicultural/multi-faith Wales, Europe and the world (*search for meaning*)

Statutory requirements

the mental focuses on:

- developing pupils' intellectual, intuitive, symbolic and critical qualities, which are clearly identified within the Skills section of the framework

the physical focuses on:

- the active, ritual, responsive and creative development of pupils, which is similarly promoted throughout.

'Every locally agreed syllabus shall 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.'

(1998 School Standards and Framework Act, Schedule 19, Section 375 (3))

Christianity should be studied at each key stage and the other principal religions should be those represented in Great Britain.

The local education authority and agreed syllabus conference should decide whether it is appropriate to specify which of the other principal religions and how many religions should be studied at each key stage.

'No agreed syllabus shall provide for religious education to be given to pupils at a school by means of any catechism or formulary which is distinctive of a particular religious denomination (but this is not to be taken as prohibiting provision in such a syllabus for the study of such catechisms or formularies).'

(Schools Standards and Framework Act 1998, Section 69 (2) and Schedule 19: paragraph 2(5))

A locally agreed syllabus must be non-denominational, but teaching about a particular catechism or formulary is not prohibited. Teachers may identify the differences in beliefs, teachings and practices of the religious traditions studied, but must avoid promoting denominational views.

'1. The curriculum for every maintained school in Wales shall comprise a basic curriculum which includes:
(a) provision for religious education for all registered pupils at school (in accordance with such of the provision of Schedule 19 to the School Standards and Framework Act 1998 (c.31) as apply in relation to the school) ...'

(Education Act 2002, Section 101 (1)(a))

A locally agreed syllabus must make appropriate provision for all registered pupils between the ages of 5 and 19.

In the case of Key Stage 4 and Post-16 religious education, agreed syllabuses may provide specific programmes of study and/or recommend specific courses that could lead to external qualifications. (For recommendations see pages 28–31.)

‘The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which:

- (a) promotes the spiritual, moral cultural, mental and physical development of pupils at the schools and of society...’

(Education Act 2002, Section 99 (1)(a))

‘Section 101 Subsection (1)(a) of the Education Act 2002 (above) does not apply:

- (a) in relation to a nursery class in a primary school, or
- (b) in the case of a maintained special school (provision as to religious education in special schools being made by regulations under section 71 (7) of the Schools Standards and Framework Act 1998(c.31)).’

(Education Act 2002, Section 101, s.2)

Promoting pupils’ spiritual, moral and cultural development is a statutory requirement for children aged 3 and 4 years old. LEAs and SACREs should provide teachers with non-statutory guidance in order to promote spiritual, moral and cultural development through ‘People, beliefs and questions’. This will provide a framework on which to build statutory religious education for children aged 5. (For recommendations see pages 13–17.)

Responsibilities on schools

Under the requirements of equal opportunities legislation covering race, gender and disability, schools in Wales have a duty towards present and prospective learners to:

- eliminate discrimination and harassment and promote positive attitudes
- promote equal opportunities and encourage participation in all areas of school life.

Every learner should develop a sense of personal and cultural identity that is receptive and respectful towards others. Schools should plan in all subjects to develop the knowledge and understanding, skills, values and attitudes which will enable learners to participate in our multi-ethnic society in Wales. Schools should develop approaches which support the ethnic/cultural identities of all pupils and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Schools must work to reduce environmental and social barriers and provide an inclusive curriculum which will offer opportunities for **all** learners to achieve in school in preparation for further learning and life.

Schools will need to plan and work with specialist services to ensure relevant and accessible learning experiences for all. For learners with disabilities in particular, they should make reasonable adjustments in order to:

- improve access to the curriculum
- increase access to education and associated services
- provide information in a range of formats.

Schools should provide access to appropriate equipment and approaches with alternative/adapted activities to ensure the full participation of all learners, including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, schools should take specific action to help them learn both spoken and written English and/or Welsh through the curriculum. Schools should ensure that learners are provided with material which is appropriate to their ability and previous education/experience and which extends their language development and challenges them cognitively.

Learner entitlement

Schools in Wales should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities. Schools should ensure that learners' preferred systems of communication are used to maximise access to the curriculum and should recognise the value of the home language in learning. Learners should experience a variety of styles to extend their learning.

To enable **all** learners to access relevant skills, knowledge and understanding at an appropriate level, schools may use content from earlier or later phases/key stages within the curriculum. Schools should present material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For learners working **significantly** below the expected levels at any key stage, schools should design their curriculum to meet the priority needs of their learners. Sufficient flexibility exists within the curriculum to meet the needs of all learners without the need for disapplication. Where it is not possible to cover **all** of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by using the full range of subjects as contexts for learning.

For learners working at higher levels, greater challenge should be incorporated by presenting material in ways that extend breadth and depth of study. The level of demand may also be increased through the development and application of communication, number, information and communication technology (ICT) and thinking skills across the curriculum.

Schools should choose material (to be covered in depth or in outline) that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

Developing skills across the curriculum

A non-statutory Skills Framework has been developed in order to provide guidance about continuity and progression in thinking skills, communication, number and ICT for learners from 3–19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop at Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the 'big picture'; familiar to unfamiliar; and supported to independent and interdependent.

Thinking

Learners develop their thinking across the curriculum through the processes of **planning**, **developing** and **reflecting**.

In religious education, pupils develop thinking skills through a range of activities. Pupils ask fundamental questions which are raised by human experience, the world and aspects of religion. They explore and make links between the religious beliefs, teachings and practices that they study. They plan investigations by gathering and utilising a range of religious and non-religious sources and use these to evaluate and justify their personal responses. They use a range of critical and creative problem solving techniques in order to develop ideas and explore and challenge interpretations, preconceptions and possibilities.

Communication

Learners develop their communication skills across the curriculum through the skills of **oracy**, **reading**, **writing** and **wider communication**.

In religious education, pupils develop skills in oracy, reading, writing and wider communication skills through a range of activities. Pupils ask questions and communicate ideas and express their own feelings and opinions using different forms as appropriate to the audience and purpose of the activity. They listen carefully to others, noting the strengths and weaknesses of viewpoints or lines of reasoning. They use different reading/ writing strategies depending on the investigation or activity they are undertaking and show increasing understanding of religious/symbolic language with a growing awareness of the range of possible interpretation.

ICT

Learners develop their ICT skills across the curriculum by **creating, presenting, finding and developing information and ideas** and by using a wide range of equipment and software.

In religious education, pupils use ICT to communicate and share information, using, for example, emails and PowerPoint; to present information in a variety of formats using word processing and graphics; to find and develop information on the internet and other sources including CD-ROMs etc.; to support oral presentations and the creation of ideas and strategies to improve the impact of their work.

Number

Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting results**.

In religious education, pupils develop skills in the application of number by using information such as ordering events in time, measuring time through the calendars of various religions, calculating percentages of tithing and by considering the significance of number within religions. They interpret results/data and present findings from questionnaires, graphs and other forms of data in order to draw conclusions and ask further questions about issues relating to religion and the world.

Curriculum Cymreig and personal and social education across the curriculum

At Key Stages 2 and 3, learners should be given opportunities to build on their experiences at the Foundation Phase and promote their knowledge and understanding of Wales, and their personal and social development and well-being.

Curriculum Cymreig

Learners should be given opportunities to develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Religious education contributes to the Curriculum Cymreig by allowing children to appreciate the significance, value and impact of the rich Christian heritage and dynamic multi-faith composition of Wales past and present. Through the Welsh language pupils gain a deeper insight into their religious heritage and through dynamic teaching resources (including visits, visitors, local events, sites of religious interest, local business ventures and charities) are introduced to challenging philosophical, ethical and theological thinking of the present age. The experience of pupils who live in Wales provides the backdrop for them to ask fundamental questions about meaning and the purpose of life and the impact and significance of religion and religious thinking on twenty-first century society, challenging questions about our economic affluence and Wales' responsibility to, and relationship with, its own citizens and those in other parts of the world.

Personal and social education

Learners should be given opportunities to promote their health and well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

Religious education contributes to learners' personal and social education by allowing pupils' study to inform and develop their own religious/non-religious feelings and opinions. Religious education focuses on developing awareness and understanding of a variety of world religions exploring how these impact on the decisions made, and lifestyles adopted by, individuals and societies within various cultures around the world. Pupils are encouraged to develop respect for and tolerance of the feelings and opinions of others, whilst developing an understanding of the importance of equality, justice, peace, right and wrong. Pupils should be encouraged to evaluate these qualities for themselves and make appropriate judgements. Pupils will focus on the desire of many religions to foster sustainability and global citizenship, stimulating pupils to respond personally. Religious education provides opportunities for pupils to explore the spiritual dimension so that they may recognise the significance of the non-material for religious and non-religious people, encouraging them to question the values and meanings of their lives and the lives of others.

Religious education in the Foundation Phase

Within the Foundation Phase children are inquisitive and naturally ask questions about life and the world around them. Children are fascinated by themselves, their families, other people and the wonders of the world. This fascination relates directly to their spiritual, moral and cultural development and can be fostered through experiences concerned with 'People, beliefs and questions'. This natural interest and enthusiasm makes children want to access, during the Foundation Phase, appropriate knowledge, understanding and skills which provide the essential underpinnings for Key Stage 2 religious education. Through engaging, practical, integrated activities children can learn more about themselves, other people and the world around them and develop an understanding of their rich cultural and religious heritage in Wales. Knowledge of their own heritage and traditions (through stories and role play) helps them to understand more about themselves and helps them to develop understanding and respect for the viewpoints of others, which can help to develop tolerance and attitudes of responsibility. Through play children develop their ideas, opinions and feelings with imagination, creativity and sensitivity which can help inform their view of the world, their hopes, and their dreams. When expressing their own feelings and opinions they can identify how their actions may affect others, recognise that other people's viewpoints differ from their own and reflect on and revise their own perspectives on life as appropriate.

Skills

To experience the familiar world through investigating the indoor and outdoor environment, children should be encouraged to be curious and find out by:

- exploring and experimenting
- thinking about questions and then asking them and listening to the answers
- listening to the ideas of others
- identifying what they want to find out and how to do it
- thinking about what might happen if...
- becoming aware of human achievements and the 'big ideas' that have shaped the world
- investigating sources and issues
- making observations and keeping records
- making comparisons and identifying similarities and differences
- sorting and grouping information, using ICT on some occasions
- seeing links between cause and effect
- making links within elements of 'Knowledge and understanding of the world'

Religious education in the Foundation Phase

- thinking creatively and imaginatively
- communicating observations
- describing what they have found out and offering simple explanations
- expressing their own opinions, feelings and making decisions whilst considering the viewpoints of others
- using and becoming familiar with common words and phrases for their world
- reflecting on and evaluating their own and others' work.

Range

Throughout the Foundation Phase children should have opportunities to:

- explore a wide range of stimuli
- engage with resources from a variety of contexts including interactive forms
- investigate indoor and outdoor learning environments including natural conditions as they arise
- participate in different types of play and a range of planned activities, including those that are child-initiated and those that are built on previous experiences
- work on their own and in small and large groups.

People, beliefs and questions

'People, beliefs and questions' relates to the experiences that arise naturally through 'Knowledge and understanding of the world' and other areas of learning in the Foundation Phase. Links should be made with other areas of learning whenever possible and should specifically focus on:

- stories and activities that provide an insight into religion and religious people
- how religion has influenced and guided people's lives, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world
- questions about belief and action that arise from the stories and activities
- signs, symbols and imagery (including artefacts) as providing different types of meaning
- their own personal responses to religious and moral questions
- the wonder of the world and how and why religions show concern/care/responsibility for living things and for the natural world
- religious and moral questions so that they can go on to ask and explore more complex questions about human experience, the world and aspects of religion.

The Foundation Phase will promote children's spiritual, moral and cultural development across all the areas of learning and more specifically through the exploration of 'People, beliefs and questions'.

People, beliefs and questions for children aged three and four

A locally agreed syllabus should provide non-statutory entitlement for children aged 3 and 4 which provides the basis on which to develop statutory provision for children aged 5–7 years. At 3–4 years of age children will concentrate on accessing cultural and traditional stories and practical experiences relating to spiritual and moral endeavour. These stories and experiences will encourage children to become aware of and ask questions about:

Themselves

- their homes, families and experiences in order to explore their identity (*including Curriculum Cymreig, cultural diversity*)
- their likes, dislikes and feelings (*including hopes, dreams, opinions and sense of fun*)
- their role and place in the community (*as a member of their family, out of school activities*)
- choices that they make (*sharing, kindness, behaviour*)
- deeper spiritual/moral meaning expressed in stories, poems, artefacts, art, movement, rituals and celebrations (*birthdays, St David's Day, traditional stories about people who help others, dealing with happy and sad times*)

Other people

- other people's homes, families and experiences in order to explore similarities and differences of lifestyle and traditions (*family celebrations and traditions*)
- special people and people who help them (*stories about influential people past and present such as St. David, their family, teachers and people in the community*)
- likes, dislikes and feelings (*including sharing hopes, dreams, opinions and a sense of fun with others*)
- people's roles and place in the community (*as members of families and groups*)
- decisions other people make (*rules, routines, consequences of choice, as part of a community*)
- reasons why other people express a deeper spiritual/moral empathy towards other people (*exploring why people help others in their work and free time*)
- the need to respect/challenge their own ideas/beliefs and those of other people (*ask questions, share ideas and opinions*)

Religious education in the Foundation Phase

Living things

- the ways in which they and others show care, concern and respect for living things, the environment and the natural world (*taking responsibility for animals/plants, asking questions and sharing opinions*)
- responsibility/recycling/global concern for the world (*finding out how people can make a difference*)
- awe/wonder (*investigation of nature, the natural world and the seasons*).

People, beliefs and questions for children aged five to seven

Within religious education at 5–7 years of age, in addition to the spiritual, moral and cultural, children will focus on the way in which specific religious stories and activities build on previous experience.

Through developing their skills of enquiry, investigation and experimentation across all the areas of learning of the Foundation Phase, children should have opportunities to prepare for Key Stage 2 by extending their knowledge and understanding of:

Themselves

- their homes, families and experiences in order to explore their identity and belonging (*personal experiences of festivals, celebrations, rites of passage including Curriculum Cymreig, cultural diversity*)
- their personal responses (*in times of joy and sadness, their hopes, dreams, opinions and sense of fun*)
- their role and place in the community (*as a member of their family, group activities, charity work*)
- the decisions that they make and resulting consequences (*behaviour, choice, attitudes*)
- deeper spiritual/moral meaning expressed in the stories, poems, artefacts, art, movement, rituals and celebrations (*religious stories, dealing with happy and sad times, asking about big questions*)

Other people

- other people's homes, families and experiences in order to explore similarities and differences of lifestyle and traditions (*experience of religious festivals, worship, rules, food*)
- special people and people who help them (*stories about Jesus and other influential religious people past and present*)
- personal responses (*including sharing feelings, ideas, experiences, opinions and a sense of fun with others*)
- people's roles and place in the community (*as members of families, religious groups, local religious leaders*)

- decisions other people make and resulting consequences (*rules, routines, choices, being part of a community*)
- reasons why other people express a deeper spiritual/moral empathy towards other people (*exploring why people help others in their work and free time – do their beliefs influence their lives?*)
- the need to respect/challenge their own ideas/beliefs and those of other people (*ask questions, share ideas and opinions*)

Living things

- the ways in which they and others show care, concern and respect for living things, the environment and the natural world (*taking responsibility for animals/plants, asking questions and sharing opinions*)
- responsibility/recycling/global concern for the world (*finding out how people can make a difference*)
- awe/wonder (*investigation of nature, the natural world and the seasons*).

During this phase of education children should also extend their skills so they can begin to:

- develop insights into religion and religious people
- understand about belief and action
- recognise and appreciate how religion has influenced and guided people's lives past and present, including an emphasis on spirituality and religious experience
- raise increasingly complex religious and moral questions and issues about human experience, the world and aspects of religion.

Religious education at Key Stage 2

At Key Stage 2, religious education fosters pupils' interest and wonder in the world and human experience. This stimulates them into raising and investigating deep questions that relate to their personal experiences, religion and life in general, thus building on the knowledge, understanding and skills acquired during the Foundation Phase. Through practical stimulating activities and exploration of religion in their Welsh locality and in Britain pupils will develop skills and gather information that will help them think creatively about some fundamental religious and moral questions and share ideas through discussion. Knowledge of religion(s) and a recognition of the importance that religion plays in people's lives will help to develop tolerance and respect, and will help foster responsible attitudes in local and global society. Through active participation pupils will explore the spiritual and moral dimensions in order to inform their own search for meaning and purpose. Pupils will express their own feelings and opinions, identify how their actions may affect others, recognise that other people's viewpoints differ from their own and reflect on and revise their own perspectives on life as appropriate.

Religious education at Key Stage 3

At Key Stage 3, religious education stimulates pupils to think for themselves in order to develop an understanding of life, the world, and search for meaning that inspires them to bring about transformation personally, socially and globally, thus building on the knowledge, understanding and skills acquired at Key Stage 2. By engaging in practical activities, stimulating discussion and personal investigations of religion in their Welsh locality, in Britain and globally through the media, pupils will apply and evaluate their insights concerned with some fundamental religious and moral questions and in doing so will be given opportunities to think creatively and ask deeper and more challenging questions. Knowledge of religion(s) and the impact that religion and religious ideas have nationally and globally will foster greater understanding of the significance of religion and its importance in promoting social cohesion, stability, global citizenship and sustainability. Through stimulating experiences pupils will reflect on the spiritual and moral dimensions of life recognising the importance of the non-material for both religious and non-religious people. Pupils will be given opportunities to express and justify their own feelings and opinions about their search for meaning with sufficient stimuli to inspire and promote openness to new ideas.



Key Stage 2 National Exemplar Programme of Study

Pupils should be given opportunities to develop their skills, and their knowledge and understanding of Christianity and the other principal religions and use these to raise and respond to fundamental human and religious questions. This should be carried out through the **three interrelated core elements** of the subject, namely:

- **Fundamental questions** – as raised by human experience, the world and aspects of religion
- **Beliefs, teachings and practice(s)** – religious stories, sacred texts, lifestyle, rituals and symbolism, which provide insight regarding these fundamental questions and raise different religious and human questions
- **Personal expression and response** – relating the issues raised during study to pupils' own experiences and allowing the development of personal insights.

These core elements inform one another and all three should be applied to the range studied.

Skills

Engaging with fundamental questions

Pupils should be given opportunities to:

- ask, discuss and respond to fundamental questions raised by their own experiences, the world around them and aspects of religion
- interrogate a range of evidence from religious and non-religious sources, including other disciplines, in order to consider the issues raised
- use evidence from a range of sources effectively in order to present and support arguments and opinions
- develop alternative explanations and suggest new possibilities
- carry out investigation in an open-minded way and be prepared to accept challenge in the light of new information or evidence.

Range

The range sets out the context/scope of study which can add challenge to traditional topics, allow pupils to respond to a specific fundamental question and/or to stimulate thinking about a range of interrelated questions. The range should not be taken as a list of content/topics to be studied. During the course of a whole key stage it would be reasonable to expect every aspect of the range to have been embraced.

Pupils should be given opportunities to develop skills through the following:

The world

- **the origin and purpose of life** – interpretations of the beginning of the world/life and how they influence people's lives, *e.g. ideas regarding creation, responsibility and meaning*
- **the natural world and living things** – the ways in which religions show concern and responsibility, *e.g. stewardship, sustainability, life as a gift etc.*
- **the journey of life** – the various stages and how they are acknowledged and celebrated in religion, *e.g. rites of passage, celebrations and responses to natural occurrences*




Exploring religious beliefs, teachings and practice(s)

Pupils should be given opportunities to:


- recall, describe and begin to explain religious beliefs, teachings and practices
- explore and make links between religious beliefs, teachings and practices
- describe and begin to explain the impact that religion has on the lives of believers
- identify the similarities and differences within and across religions
- recognise and begin to interpret layers of meaning/symbolism within religious stories, rituals, art, dance and music.

Expressing personal responses

Pupils should be given opportunities to:

- express and begin to justify their own feelings and opinions in different ways, e.g. *orally, in writing, and through creative arts*
- demonstrate how what they have learned has impacted on their own views/ideas
- consider, appreciate and respect the viewpoints of others
- recognise, explore and reflect on the spiritual side of life
- use a range of religious language appropriately
- use ICT and other means to gain access to information and to communicate religious concepts. 

Human experience

- **human identity** – the ways in which religions understand human existence, e.g. *the image of God, uniqueness and spirituality*
- **meaning and purpose of life** – how religious ideas and beliefs influence responses to life and death, e.g. *the ways in which religion can influence/change people's lives and/or attitudes*
- **belonging** – the sense of identity and commitment shared by local believers, e.g. *religious celebrations at home and in the local community* 
- **authority and influence** – different forms of authority, e.g. *religious stories, sacred texts, historical and contemporary religious leaders, and religious codes that guide and influence people's lives*

- **relationships and responsibility** – the importance that religion places on personal relationships, e.g. *the importance of rules, religious community*

Search for meaning

- **non-material/spiritual** – ideas about reflection and about life being spiritual and more than just material/physical, e.g. *awe and wonder in religion*
- **knowledge and experience regarding the non-material/spiritual** – ways in which people develop an understanding of religious/spiritual experience, e.g. *relationship with God, lifestyle, commitment, worship, prayer, music, dance, meditation, fasting.*

Key Stage 3 National Exemplar Programme of Study

Pupils should be given opportunities to develop their skills, their knowledge and understanding of Christianity and the other principal religions and use these to raise and respond to fundamental human and religious questions. This should be carried out through the **three interrelated core elements** of the subject, namely:

- **Fundamental questions** – as raised by human experience, the world and aspects of religion
- **Beliefs, teachings and practice(s)** – religious stories, sacred texts, lifestyle, rituals and symbolism which provide insight regarding these fundamental questions and raise different religious and human questions
- **Personal expression and response** – relating the issues raised during study to pupils' own experiences and allowing the development of personal insights.

These core elements inform one another and all three should be applied to the range and context studied.

Range

The range sets out the context/scope of study which can add challenge to traditional topics, allow pupils to respond to a specific fundamental question and/or to stimulate thinking about a range of interrelated questions. The range should not be taken as a list of content/topics to be studied. During the course of a whole key stage it would be reasonable to expect every aspect of the range to have been embraced.

Pupils should be given opportunities to develop skills through the following:

The world

- **the origin and purpose of life** – contemporary debates about how religions view the natural world and value living things, e.g. *creation, responsibility, relationships between the natural world, human beings and God, sanctity of life*

Skills

Engaging with fundamental questions

Pupils should be given opportunities to:

- ask, discuss and respond to fundamental questions raised by their own experiences, the world around them and aspects of religion
- draw on their own experiences and on a variety of informed religious and non-religious sources, including other disciplines, in order to gather evidence and develop appropriate arguments
- use problem solving techniques, critical, creative and intuitive thinking to explore preconceptions, possibilities/explanations
- formulate arguments and justify points of view whilst recognising that the conclusions are only partial, inconclusive and are open to different interpretations.

- **the natural world and living things** – the ways in which individual religions acknowledge the importance of taking responsibility for the natural world and living things and implement their beliefs through action, e.g. *sustainability, stewardship, life as a gift*
- **the journey of life** – the ways in which religion understands roles and responsibilities at different stages of life, e.g. *roles and responsibilities within family/community*


Human experience

- **human identity** – consideration of the nature of humanity and its implications, e.g. *humans as more than just animals, humans as rational/conscious beings, humans in the image of God, freedom/responsibility*
- **meaning and purpose of life** – ways in which religion provides insight into questions of truth, meaning, purpose and value, e.g. *life/death/life after death, good/evil/suffering/hope etc.*




Exploring religious beliefs, teachings and practice(s)


Pupils should be given opportunities to:

- recall, describe, and explain the religious beliefs, teachings and practices investigated
- make and investigate the links between religious beliefs, teachings and practices to demonstrate understanding of a range of religious ideas/concepts
- describe and give explanations for the similarities and differences within and across religions
- explain how religion impacts on the lives of individuals, communities and society, using a range of interpretations 
- analyse and interpret the layers of meaning/symbolism within religious stories, rituals, art, dance and music.

Expressing personal responses

Pupils should be given opportunities to:

- communicate religious ideas and concepts using reasoned argument, personal opinions and ideas in a variety of creative ways, e.g. orally, in writing, and through creative arts
- explain how what they have learned about religious/spiritual experience and moral decision-making might relate to their own and other people's lives
- appreciate, respect and evaluate the viewpoints of others, acknowledging where they are similar to and different from their own
- recognise, explore and reflect on the spiritual side of life
- use a range of religious language appropriately
- use ICT and other means to gain access to information and to communicate religious concepts. 

- **belonging** – the ways in which individuals, local communities and society express religious identity and demonstrate commitment, e.g. *worship, celebration, lifestyle etc.* 
- **authority and influence** – issues involved with conveying religious authority including ideas regarding revelation, wisdom and truth/interpretation, e.g. *religious stories, sacred texts, religious founders, historical and contemporary leaders*
- **relationships and responsibility** – the ways in which religions demonstrate how people should live their lives, develop and retain relationships and make difficult moral decisions, e.g. *right/wrong, rules for living for individuals/communities/society, responsibility/values, justice/equality, tolerance/respect, conflict/reconciliation*

Search for meaning

- **non-material/spiritual** – issues, ideas and expressions of life as being non-material/transcendent, e.g. *the nature of God/the soul, contemporary debates regarding evidence for the existence of God, religious experience/spiritual dimensions of human experience and truth/meaning/interpretation*
- **knowledge and experience of the non-material/spiritual** – the ways people develop, interpret and act on their religious/spiritual experience, e.g. *relationship with and responses to God; lifestyle/sacrifice; impact of religion/religious commitment on individuals, communities and society; identity/diversity within and across religion.*

Outcomes for religious education

The following outcomes for religious education are non-statutory. They have been written to recognise the attainment of pupils working below Level 1. Religious education outcomes 1, 2 and 3 align with the Foundation Phase outcomes 1, 2 and 3.

The religious education outcomes describe the types and range of performance that pupils working at a particular outcome should characteristically demonstrate. In deciding on a pupil's outcome of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the description for adjacent outcomes.

Outcome 1

Pupils recognise themselves, familiar people, places and objects in pictures/stories and show knowledge of daily routines. Pupils use words, signs or symbols to communicate observations about familiar religious stories and artefacts. With encouragement, pupils begin to communicate about how they feel and about experiences such as visits to special buildings, festivals and celebrations.

Outcome 2

Pupils respond to open questions about their feelings and experiences ('what?', 'where?'). They offer their own ideas, sometimes making connections/predictions. Pupils handle and explore artefacts and show some knowledge of special people, books, and places of worship. They respond to stories and events, past and present. They begin to identify with the feelings of others as portrayed in religious stories and events past and present.

Outcome 3

Pupils can remember significant events in the past and anticipate events in the future. Pupils offer independent ideas and observations about things that concern them in their lives. Pupils communicate their developing knowledge of religious stories, events and objects and show some appreciation that these are different from the norm. Pupils are increasingly aware of and are sensitive to the needs of others and understand that living things should be treated with respect and shown concern.



National Exemplar level descriptions for religious education

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

All statements made within the levels should be read as they relate to Christianity and the other principal religions as identified within the specific locally agreed syllabus.

Level 1

Pupils talk about their own experiences, the world around them and aspects of religion. They recall and respond to some basic religious beliefs, teachings and practices investigated. They show some awareness that these aspects of religion are special. They recognise that their feelings, actions and opinions may be similar to or different from those of other people. On occasion, they use simple religious vocabulary appropriately to express their ideas.

Level 2

Pupils ask questions about their own experiences, the world around them and aspects of religion, and suggest some answers. They recall and communicate simply some of the basic religious beliefs, teachings and practices investigated. They suggest, in simple terms, why these aspects of religion are important to some people. They talk in simple terms about their own feelings, actions and opinions and those of other people. They use simple religious vocabulary appropriately.

Level 3

Pupils discuss the questions raised by their own experiences, the world around them and aspects of religion, giving their own opinions. They describe some of the basic religious beliefs, teachings and practices investigated. They describe how some of these aspects of religion affect believers' lives. They describe their own feelings, actions and opinions and in simple terms comment on the viewpoints of others. They begin to recognise that religious symbols carry meaning, and use religious vocabulary appropriately.

Level 4

Pupils discuss their own and others' responses to questions about life, the world around them and religion. They describe and begin to explain the religious beliefs, teachings and practices investigated. They give specific examples of the ways in which these aspects affect believers' lives and begin to identify the similarities and differences within and across religions. They explain in simple terms how their own feelings, actions and opinions differ from those of others. They recognise some religious symbols and use a range of religious vocabulary appropriately.

Level 5

Pupils express and justify ideas and opinions about fundamental questions in the light of their investigations and experiences. They make links between the religious beliefs, teachings and practices studied, describing the impact on believers' lives. They explain how their own feelings, actions and opinions affect their own lives, and describe how those of others similarly affect their lives. They use a range of religious vocabulary appropriately and demonstrate a basic understanding of symbolic language.

Level 6

Pupils draw on a variety of informed sources and their own experiences in order to gather evidence and develop appropriate responses to fundamental questions. They use the links between the religious beliefs, teachings and practices investigated to present an understanding of religion and to explain differing religious viewpoints. They explain the relationship between their own beliefs and actions. They also explain the relationship between other people's beliefs and actions. They use a range of religious vocabulary appropriately and demonstrate an understanding of symbolism and symbolic language.

Level 7

Pupils investigate fundamental religious and moral questions from a variety of religious perspectives and begin to draw reasoned conclusions. They apply a wide range of religious concepts to justify a variety of beliefs, teachings and practices and accurately explain the reasons for the range of viewpoints held by religious people. They consider the implications of their own beliefs and actions, compare these to other people and draw balanced conclusions. They use a range of religious vocabulary appropriately and are able to explain the symbolic meaning of religious objects, actions and/or language.

Level 8

Pupils investigate fundamental religious and moral questions, evaluate a range of possibilities and draw rational conclusions based on evidence gathered. They demonstrate an understanding of a wide range of religious concepts, including various perspectives on beliefs, values and traditions within the religions studied. They evaluate the various aspects of religion and explain how these affect the lives of individuals, communities and society. They investigate the religious concepts studied, evaluating their own and other people's viewpoints through reasoned argument and evidence. They use a wide range of religious vocabulary appropriately and demonstrate a developed understanding of symbolic language.

Exceptional Performance

Pupils acknowledge that fundamental religious questions are often complex and that answers are often partial and inconclusive. They analyse and give reasons for the different perspectives held concerning the beliefs, values and traditions of the religions studied, recognising the differences between religions and appreciating the tension of unity and plurality within each religion. They have a detailed knowledge and understanding of the behaviour and beliefs of adherents of various faith systems. In relation to the religious and moral concepts studied, they express well-considered opinions of the viewpoints of others based on in-depth investigation. They use an extensive range of religious vocabulary appropriately and demonstrate a well-developed understanding of symbolic language.

Religious education at Key Stage 4 and Post-16

At Key Stage 4 and Post-16, religious education stimulates pupils to engage with fundamental questions and issues that relate to their individual needs, meet the demands of the modern world and motivate and challenge their own and others' thinking, thus building on the knowledge, understanding and skills acquired in the previous key stages. Through active participation and involvement, challenging debate and in-depth investigations of religion and religious/non-religious ideas evident in their Welsh locality, in Britain and globally, pupils should use and apply their knowledge to present theories and create hypotheses, thus stimulating deeper and more challenging questions. An in-depth and extensive knowledge and understanding of religion and religious ideas will foster cultural sensitivity and respect, the valuing of diversity, greater social cohesion and responsibility locally, nationally and globally. Religious education crystallises spiritual and moral development, and can stimulate expressive personal responses when pupils discover worlds and values beyond the mundane and material, and when they become illuminated by newly understood connections or awareness. Through their exploration pupils should begin to understand that conclusions drawn regarding fundamental and personal questions are partial, inconclusive and open to different interpretations.

The National Exemplar Framework for Religious Education provides exemplar Programmes of Study for Key Stage 4 and Post-16. The skills at Key Stage 4 and Post-16 are the same, but the range is different.

At Key Stage 4, the framework provides an exemplar Programme of Study that relates to the requirements of current GCSE qualifications, but also provides suggestions for innovative school-based enrichment courses that relate to the 14–19 Learning Core and/or other appropriate qualifications, e.g. Key Skills/Welsh Baccaulaureate. Assessment for such studies would either be carried out formally through the procedures adopted by an awarding body or by setting school-specific outcomes guided by the National Exemplar Levels.

The wide ranging exemplar Programme of Study for pupils at Post-16 can be implemented in a variety of innovative ways as part of a school enrichment programme. They relate to the 14–19 Learning Core and/or other appropriate qualifications, e.g. Key Skills/Welsh Baccaulaureate, allowing schools to meet their statutory obligations for pupils up to the age of 19. Assessment for such studies would either be carried out formally through the procedures adopted by an awarding body or by setting school-specific outcomes guided by the National Exemplar Levels.



Pupils should be given opportunities to develop their knowledge, skills and understanding of Christianity and the other principal religions, and use these to raise and respond to fundamental human and religious questions. This should be carried out through the **three interrelated core elements** of the subject, namely:

- **Fundamental questions** – as raised by human experience, the world and aspects of religion
- **Beliefs, teachings and practice(s)** – religious stories, sacred texts, lifestyle, rituals and symbolism which provide insight regarding these fundamental questions and raise different religious and human questions
- **Personal expression and response** – relating the issues raised during study to pupils' own experiences and allowing the development of personal insights.

These core elements inform one another and all three should be applied to the range and context studied.

Skills for Key Stage 4 and Post-16

Engaging with fundamental questions

Pupils should be given opportunities to:

- ask, discuss and respond to fundamental questions raised by their own experiences, the world around them and aspects of religion
- investigate fundamental questions from a variety of informed religious and non-religious sources to evaluate a range of possibilities and begin to draw reasoned conclusions based on the evidence gathered
- work alone and with others to create hypotheses, using problem solving techniques, critical, creative, intuitive thinking and developed metacognition to evaluate a range of preconceptions, possibilities and explanations
- evaluate and justify arguments and points of view whilst recognising that the conclusions are only partial, inconclusive and are open to different interpretations.

Exploring religious beliefs, teachings and practice(s)

Pupils should be given opportunities to:

- recall, describe, and explain the beliefs, teachings and practices of the religions investigated
- make and investigate the links between beliefs, teachings and practices to demonstrate a coherent understanding of religious ideas/concepts

- apply a wide range of religious concepts to present arguments for and against a variety of beliefs, teachings and practices and accurately explain a range of viewpoints held by religious people
- consider evidence on how religion impacts on the lives of individuals, communities and society, evaluating a range of interpretations
- analyse, interpret and evaluate the layers of meaning/symbolism within religious stories, rituals, art, dance and music.

Expressing personal responses

Pupils should be given opportunities to:

- communicate religious ideas and concepts using reasoned argument, personal opinions and ideas in a variety of creative ways, e.g. *orally, in writing, and through creative arts*
- evaluate how learning about the varieties of religious/spiritual experience and moral decisions might impact on their own and other people's lives
- appreciate, respect and evaluate the viewpoints of others so that they may draw their own reasoned conclusions and develop positive attitudes
- reflect on interpretations of the spiritual side of life
- use a wide range of religious vocabulary and demonstrate a developed understanding of symbolic language
- use ICT and other means to gain access to information, to communicate religious concepts.





Key Stage 4 and Post-16 National Exemplar Programme of Study

Range for accredited/non-accredited statutory RE at Key Stage 4

The range sets out the context/scope of study which can add challenge to traditional topics, allow pupils to respond to a specific fundamental question and/or to stimulate thinking about a range of interrelated questions. The range should not be taken as a list of content/topics to be studied. During the course of a whole key stage it would be reasonable to expect every aspect of the range to have been embraced.

Pupils should be given opportunities to develop skills through the following:

The world

- **the place, purpose and value of life** – the reciprocal influence and impact of religion on relationships, communities and cultures in Wales, Europe and the world, e.g. *the challenges of relationships (human/Divine), the future of community, diversity of culture and religion* 
- **the natural world and living things** – ways in which religion inspires people to take action within the local and global community, e.g. *community service volunteers; local, national and global aid agencies; the influence of religion on citizenship; stewardship; sustainability; animal rights; sanctity of life* 
- **the journey of life** – ways in which religion influences personal and collective identity, e.g. *fashion, sport, leisure time, worship and celebration, upbringing, local community*

Human experience

- **human identity** – ways in which human nature and identity is perceived and valued in religion and culture in the twenty-first century, e.g. *human attitudes and values, selfishness and selflessness, fairness, justice and equality*
- **meaning and purpose of life** – issues of truth, meaning, purpose and value in religion, e.g. *good, evil, free will, fate, suffering, innocence, hope, life/death/life after death* –

issues arising from religious and non-religious interpretations of contemporary events and phenomena, e.g. *political decision making; public expenditure; natural disasters; individual, national and global debt*

- **belonging** – ways in which religion inspires commitment, engagement, dedication, reflection and aspiration, e.g. *parallels between sport and religion; use and abuse of leisure time; expressions of faith through study, action, meditation and worship*
- **authority and influence** – the impact that religion has in the decision making process of individuals and communities in Wales, Europe and the world, e.g. *challenges to religious freedom, freedom of speech/information/movement, sacred/secular laws, human/civil rights, conscience, justice, liberation, war, peace, reconciliation* 
- **relationships and responsibility** – the impact that religion has on personal, social and moral development of self and others, e.g. *rules for living, rights and duties, embracing diversity, attitudes towards and use of resources, challenges to religion in the work place/careers choices/vocation, human dignity, equality, integrity, tolerance, responsibility*

Search for meaning

- **non-material/spiritual** – traditional and contemporary expressions of religious experience and spirituality, e.g. *the nature of God, symbolism/imagery, experience of God, reasons for belief in God, faith and doubt*
- **knowledge and experience of the non-material/spiritual** – the strength of religious/spiritual conviction that enables people to dare to be different and to take a stand to instigate positive change, e.g. *relationship with and responses to God; impact of religion/religious commitment on individuals, communities and society; identity/diversity within and across religion.*



Range for accredited/non-accredited statutory RE at Post-16

The range sets out the context/scope of study which can add challenge to traditional topics, allow pupils to respond to a specific fundamental question and/or to stimulate thinking about a range of interrelated questions. The range should not be taken as a list of content/topics to be studied. During the course of a whole key stage it would be reasonable to expect every aspect of the range to have been embraced.

Pupils should be given opportunities to develop skills through the following:

The world

- **the place, purpose and value of life** – ways in which religion emphasises the value and worth of human existence, *e.g. motives, decisions and consequences, exploitation and modern slavery, justification for fair trade/equality/justice*
- **the natural world and living things** – religious justifications and objections to use and abuse of the natural world and living things, *e.g. medical ethic, interpretations of natural law, governance of the world*
- **the journey of life** – religious interpretations of creation and the purpose of humanity, *e.g. nature versus nurture, interpretations of fate, destiny and salvation*

Human experience

- **human identity** – questions about religious certainty and truth in contemporary society, *e.g. interpretations of God, reality TV, truth and honesty in the media, hedonism*
- **meaning and purpose of life** – ways in which religious and contemporary values and ideas influence self worth and perception of others, *e.g. media portrayal of God, religion, morality; media depiction of role models, inspirational figures and celebrities*

- **belonging** – the global village and its implications for religion, *e.g. multicultural society, pluralism, richness and diversity, global accessibility, erosion of traditional values, rise of electronic communication and the breakdown of relationships*



- **authority and influence** – ways in which religious and secular authorities are undermined by the contemporary media and entertainment industries, *e.g. sexist videos and music, sensationalism of violence, trivialization of sexual behaviour*

- **relationships and responsibility** – the ways in which religion, government and world wide organisations impact on global harmony/discord, *e.g. responsibilities of the UN, liberation theology, war/peace, democracy/rule of God*

Search for meaning

- **non-material/spiritual** – traditional and contemporary definitions and understanding of religious experience and spirituality, *e.g. is religion active or passive?, religious experience through the media, psychology's/religions' views of conscience/consciousness*
- **knowledge and experience of the non-material/spiritual** – the impact of the non-material/religious/spiritual on individuals, communities and societies and the ways in which this impact is hindered/promoted by secular society, *e.g. portrayal of near-death experiences/miracles in the media, politics, apathy/commitment/extremism.*

