

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Minutes of a meeting of the Standing Advisory Council for Religious Education (SACRE) held in the Council Chamber, Nant Hall Road, Prestatyn on Wednesday, 31st January 2006 at 2.00p.m.

PRESENT

Representing Denbighshire County Council

Councillor C.L. Hughes.

Representing the Denbighshire Teachers' Joint Negotiating Committee

M.B. Lloyd (Chair), M. Bradshaw and L. Linaker

Representing Religious Denominations

T. Bryer, H. Ellis, B.W. Evans, S. Harris and M. Hatch

ALSO PRESENT

I.R. Miller (Chief Executive), Inspector/Adviser R.E. (G. Craigen), Senior Education Officer (Primary) (G. Luke Jones) and Administration Officer (W.J. Harness) together with R. Ellis (St. Brigid's Primary School, Denbigh).

APOLOGIES FOR ABSENCE WERE RECEIVED FROM

Councillors G.C. Evans, H. Evans, M.M. Jones, N. Hugh-Jones and G.J. Pickering together with Mrs. I. Barros-Curtis and Corporate Director: Lifelong Learning.

SILENT REFLECTION

The meeting began with a few minutes silent reflection.

WELCOME

The Chair extended a welcome to –

Mrs. B.W. Evans (representing the Union of Welsh Independents)

Ms. L. Linaker (representing Infant Headteachers)

Mr. I.R. Miller – Denbighshire Chief Executive – attending at the Committee's invitation

Ms. Rhian Ellis – attending to address the Committee in respect of the provision and delivery of RE within St. Brigid's Primary School, Denbigh

Mr. C. Halliday, Chair of the Standards Committee – attending as observer.

1 URGENT MATTERS

There were no urgent matters for consideration by the Committee.

2 MINUTES

The minutes of the meeting held on 18th October 2006 (previously circulated) as approved by the County Council on 23rd January 2007 were submitted.

Matters Arising –

Page 3 – Item No.4 – Draft Annual Report 2005/06 – the Inspector/Adviser RE reminded members that the Annual Report had been approved at the previous SACRE meeting and had now been printed and distributed as required. Copies were given to members present.

Page 6 – Item No.7 – Hope University: ITT – RE Department – the Inspector/Adviser RE referred to the resolutions passed in respect of this item and advised members that, as a follow up to the visit by SACRE members in October 2006, Hope University had been invited to address members on RE and IT at a joint meeting of all three SACRES to be held on 9th March 2007 when a presentation was also being given by Denize Morris, DELLS Officer on the Curriculum Review (RE). He said that questionnaires would shortly be sent out to obtain responses from those schools that had received students from Hope University and a visit was being arranged to Bangor University on which the Inspector/Adviser RE would report at the next SACRE meeting to be held in July 2007.

The Inspector/Adviser also informed members that he had been in discussion with Flintshire LEA in respect of an intranet service that they could host, access to which would be given to both Denbighshire and Conwy RE teachers to support each other. Relevant information would be made available for all three LEAs through this service for them to access and to download. The Inspector/Adviser added that he had another meeting on Friday of that week and would be reporting further thereafter. In response to the Chair, the Inspector/Adviser said that the discussions had considered a 'support network' not only for NQTs but also for teachers of RE.

RESOLVED that the minutes of the meeting of SACRE held on 3rd July 2006 be received.

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

The Chair introduced and welcomed to the meeting Mrs. Rhian Ellis (RE teacher in the secondary department of St. Brigid's School) who was in attendance to give a presentation on the provision and delivery of Religious Education within the school.

Mrs. Rhian Ellis subsequently provided members with an overview of the ways in which RE was delivered at St. Brigids, the main points of which were –

- Currently the school had approximately 330 pupils in the secondary school. Pupils between the ages of 11 and 16 were all girls with both boys and girls attending in the 6th form.
- Pupils were frequently reminded of the importance of caring for one another both within the school community and in the wider community. Each class had the opportunity to choose their own form charity and to raise funds for it during the year. At the end of the year the principal of that organisation would receive a cheque and give a talk to the pupils.
- The school had a Roman Catholic ethos and celebrated mass regularly, usually with the Franciscan monks from St. David's Church, Pantasaph in attendance.
- 1st February was a special day for the school as it was St. Brigid's Day. On this day pupils and staff normally celebrated mass with each one lighting a special candle to represent the past and the future. This year was the 200th anniversary of the establishment of the school by the Brigidine Sisters. Two weeks ago one of the Sisters had travelled from Ireland to give the St. Brigid school pupils a talk on the religious background to the school and on what it was like to be part of the school community.
- In contrast to formal worship, home made assemblies were prepared by the pupils themselves every Friday morning. Those assemblies used music, drama and dance to convey religious and moral lessons.
- KS3 pupils received one and a half hours' tuition of RE every week - Mrs. Rhian Evans being ably assisted by two members of staff – Kate Harnsworth and Michelle Nicklin. Michelle had introduced into lessons some of the gospel choir music from the film 'Sister Act' and Kate had provided the pupils the opportunity to bake a 'bible cake'. Binding of the ingredients being the key to the baking as the pupils had to find bible references as ingredients for the cake.
- 30 new bibles had recently been received from the Parents Association
- Year 7 was currently working on producing a brochure on the Holy Land.
- Year 9 was focusing on Martin Luther King.
- At KS4 all pupils were entered for the GCSE examination as RE was a core subject at St. Brigid's. Pupils were also entered for the short course at the end of year 10 and then sat a further short course in order to ensure that at the end of year 11 they could attain a full course certificate.
- There were pupils with a range of ability attending the school, including those with special needs.

- RE made an important contribution to the spiritual and moral side of the school and a significant contribution to the academic development of the pupils. RE results were usually the best sets of results in the school. Two years ago a record number of pupils had achieved A* in the subject. Out of 49 pupils, 21 had achieved A*.
- RS also attracted a large number of pupils at AS and A level. Many A level students had gone on to study the subject at university or to study law. One pupil who had achieved an A grade in RS last year had been accepted at Oxford. Some A level students had, in fact, gained 100% in some of their RS modules.

Mrs. Ellis concluded by extending her thanks to all those who had been so supportive in making RE what it was today.

In response to a member's question, Mrs. Ellis advised that different criteria existed for those Roman Catholic pupils who had priority in respect of entering the senior section of the school. However, pupils from other denominations were also accepted.

Mrs. Ellis further advised that when pupils were accepted at the school they had to agree to conform to the requirements of the school and one of those requirements was to attend mass.

The Chair subsequently thanked Mrs. Rhian Ellis for her informative and interesting presentation which had provided members with an insight into the excellent work undertaken in St. Brigid's in delivering R E. She added that a letter of thanks would be sent to the headteacher and to the school officers.

RESOLVED that the presentation on RE in St. Brigid's School, Denbigh be received and noted and a letter of thanks be sent directly to the Headteacher and Governing Body of the school on behalf of SACRE.

4 ANALYSIS OF ESTYN INSPECTION REPORTS

The Inspector/Adviser RE submitted a report (previously circulated) that requested members to analyse the comments made in 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.

The Inspector/Adviser reported that the three schools inspected were Blessed Edward Jones R.C., Rhyl, Ysgol Llywelyn, Rhyl and Ysgol Clocaenog.

A further report in respect of Ysgol Mair R.C., Rhyl was tabled on the day. The Inspector/Adviser explained that consideration of this report should have been given at the last SACRE meeting as a part of the monitoring programme that SACRE had undertaken on schools of the Blessed Edward Jones consortium. However, at that time discussions were ongoing as to whose role it was to support RE in Roman Catholic schools. A decision had now been made by the Diocese that in future this role should not be fulfilled by local authorities. The Inspector/Adviser added that he

had received the monitoring report on Ysgol Mair R.C. School earlier that week and had felt that members would wish to consider it.

The Inspector/Adviser subsequently provided members with an overview of the type of school inspections that were carried out.

Insofar as Blessed Edward Jones R.C. School, Rhyl was concerned, a key issue following the inspection had been the placing of the school 'in special measures'.

Out of the 62 positive comments made in respect of SMSC development at the three schools, 24 of those had been about Blessed Edward Jones R.C. School.

The Inspector/Adviser referred to the fact that some outstanding features had been highlighted in the main report. Reference had been made to Ysgol Clocaenog in respect of the work of the school council, and some outstanding spiritual and moral features had been referred to at Ysgol Llywelyn.

As to the negative comments made by the Inspectors, 15 had been in respect of Blessed Edward Jones R.C. School and 1 in respect of Ysgol Llywelyn. As a result of Blessed Edward Jones R.C. School having been placed 'in special measures', a raft of activities were currently being carried out in order to address the identified issues. The Inspector/Adviser informed members that a meeting was currently taking place between the LEA and Diocesan officers in respect of RE and SMSC development issues at the school with which the Inspector/Adviser would not be involved as a result of the decision by the Diocese.

Insofar as RE was concerned, 17 positive comments had been made – 5 of which were attributed to Blessed Edward Jones R.C. School, 11 to Ysgol Clocaenog and 1 to Ysgol Llywelyn.

On the other hand, 26 negative comments had been made, all of which had related to Blessed Edward Jones R.C. School.

Prior to receiving the report on the inspection of Ysgol Mair R.C., Rhyl the Chair thanked the Inspector/Adviser not only for the work undertaken in respect of the report but also for that undertaken with the Authority's schools.

Members agreed that letters of congratulations be sent to both Ysgol Llywelyn, Rhyl and to Ysgol Clocaenog.

In response to the comments made by the Chief Executive, members agreed that rather than send the usual letter of congratulations to Blessed Edward Jones R.C. School, in view of the fact that the school had been placed 'in special measures' following their inspection, that a letter of encouragement be sent to the School instead.

The Inspector/Adviser reminded members that Ysgol Mair was one of the 'feeder' schools for Blessed Edward Jones R.C. School. The report had been prepared by the Diocese and would normally have formed part of the Committee's monitoring of the consortium. The results of the monitoring report would be included in the

statistics within SACRE's Annual Report for 2007. The United Reform Church representative informed members that he had been a part of the team who had inspected Ysgol Mair in 1997 and said that he could not see that the school was any different ten years later.

As the Local Authority no longer had any advisory links with Roman Catholic schools, the Inspector/Adviser suggested that it would be appropriate to send a letter to Ysgol Mair, with a copy to the Diocese, to advise that SACRE had received the report on their inspection, had noted the good features in the school and encouraged them in the work that they were doing to take things forward.

RESOLVED that –

- (a) *the analysis of the Inspection Reports be received and noted;*
- (b) *letters be sent to Ysgol Llywelyn and Ysgol Clocaenog, congratulating them on the good features identified in the inspection and offering the services of the Inspector/Adviser RE or other officers of the LEA in meeting shortcomings or key issues;*
- (c) *a letter of encouragement be sent to Blessed Edward Jones R.C. School in response to the school having been placed 'in special measures' following their inspection;*
- (ch) *a letter be sent to Ysgol Mair, with a copy to the Diocese, advising them that SACRE had received the report on their inspection, had noted the good features in the school and encouraging them in the work that they were doing to take things forward; and*
- (d) *the LEA be requested to distribute the above letters.*

5 EXAMINATION RESULTS 2006

The Inspector/Adviser RE submitted a report (previously circulated) that sought members' analysis of the results for the different examinations, their consideration of the implications and an indication of any support or actions that may be necessary.

The Inspector/Adviser subsequently took members through the results in detail and verbally reported on comparisons between the 2006 and 2005 examination results. He particularly referred to the following points –

- GCSE Results All – Religious Studies: Full Course 2006 – overall there had been an improvement of 7% but the results were 3% lower than the national average for those achieving A* - C grades;
- GCSE Results Boys – Religious Studies: Full Course 2006 – there had been an improvement of 10.8% overall with three schools attaining results that were above the national average for those achieving A* - C grades;

- GCSE Results Girls – Religious Studies: Full Course 2006 – there had been an overall improvement of 5.6% on 2005 results with two schools attaining results that were above the national average for those achieving A* - C grades;
- GCSE Results All – Religious Studies: Short Course 2006 – overall there had been a drop of 6.2% on 2005 results with only two schools achieving results that were above the national average for those attaining A* - C grades;
- GCSE Results Boys – Religious Studies: Short Course 2006 – there had been a drop of 5.8% overall on 2005 results with only one school achieving results that were above the national average for those attaining A* - C results;
- GCSE Results Girls – Religious Studies: Short Course 2006 – similarly for the girls there had been a drop in the 2006 A* - C results, this time of 11.6%. Three schools had attained results above the national average.
- GCSE Religious Studies – Advanced Level – All – there had been a drop of 5.2% overall on 2005 results. Only one school had attained results above the national average.

In respect of the above results, the Inspector/Adviser reminded members that in some cases only a small number of pupils were sitting those examinations in some of the Authority's schools.

- Religious Studies – Entry level (formerly COEA) – All – the Inspector/Adviser drew members' attention to an error within this table whereby the results shown for Rhyl should, in fact, have been attributed to Blessed Edward Jones R.C. School, i.e. 2006 A* - C = 92.9%, 2005 A* - C = 84%, Difference = +8.9%, +/- Nat 2006 = -2.0%.

Referring to the 5 year results, comparison to the national average, table, the Inspector/Adviser suggested that for those schools where results had improved on the previous year and were above the national average (Prestatyn and St. Brigid's), letters of congratulations should be sent.

He also suggested that where schools had under performed and were below the national average for more than 3 - 4 years, letters should also be sent from SACRE asking what actions those schools were taking and offering his assistance to help bring about improvements (Dinas Bran for Full Course, Short Course and A-Level, Brynhyfryd for A-Level and Rhyl for Short Course).

The Chief Executive commented that the results for the GCSEs were encouraging and had shown some overall improvements. He added that it was important to highlight and to commend the performance of Prestatyn High in view of the high number of entrants who had achieved good results, well above the national average.

The Chair subsequently extended congratulations to the pupils and staff for the excellent work done in respect of the above results.

RESOLVED that –

- (a) *the statistical data and summary be received;*
- (b) *letters of congratulation should be sent to the schools where results were improved on the previous year and were above the National Averages;*
- (c) *letters be sent to those schools where results had been below the National Averages for three or more years in order to ask what actions were being taken and to offer the services of the Inspector/Adviser in helping to bring about improvements; and*
- (ch) *to request the LEA to distribute the above letters.*

6 WASACRE – (A) SPECIAL CONFERENCE REPORT

The Inspector/Adviser RE submitted the Report on the Special Conference (previously circulated) that had been held at Llandrindod High School on 20th May 2006. He advised members that this had been a joint conference between WASACRE (Wales Association of SACREs) and DELLS (Department of Lifelong Learning and Skills) to discuss the future of Religious Education in Wales at which the Minister for Education and Lifelong Learning had given a very positive Key Note speech.

The Inspector/Adviser informed members that during group discussions on the day there had been overall support for the Framework and the direction in which the teaching of Religious Education was going. He subsequently referred to the recommendations arrived at on the day to WASACRE, SACREs, DELLS and to LEAs.

The Chair then sought the Committee's approval to the recommendations made to SACREs. Having regard to the request to review the representation of faith groups on SACRE, as there was a community of Muslims living within the area, it was suggested that a member of that community be invited to observe a meeting of the Denbighshire SACRE in order to have an insight to the work undertaken by SACRE. If it was then found to be of mutual benefit to both Denbighshire SACRE and the Muslims, that the question of full membership of SACRE could be explored further.

RESOLVED that –

- (a) *the report of the Special Conference be accepted;*
- (b) *the following recommendations made to SACREs at the Special Conference be implemented:-*
 - *To work together with other SACREs, locally and through WASACRE, in the development of good RE in Wales and in responding to the Framework for RE developed by DELLS*

- *To respond to the consultation on the new Framework and to share their responses with WASACRE*
 - *To request their LEAs to ensure adequate funding for the revisions to Agreed Syllabuses in the light of the DELLS Framework and the development of supporting material*
 - *To request their LEAs to fund teacher representation on and attendance at SACRE meetings and WASACRE meetings*
 - *To review the representation of faith groups on SACRE and ensure they reflected the changes in society and religious nature of the locality and of society; and*
- (c) *That a member of the Muslim community, resident in the Local Authority's area, be invited to observe a meeting of the Denbighshire SACRE in order to have an insight to the work undertaken by SACRE. If it was then found to be of mutual benefit to both Denbighshire SACRE and to the Muslims, that the question of full membership of SACRE be explored further.*

(B) WASACRE – MINUTES OF THE MEETING OF THE ASSOCIATION HELD ON 17TH NOVEMBER 2006

The Chair informed the Committee that she, Councillor M.M. Jones and Rev. B.H. Jones had attended the WASACRE meeting held on 17th November 2006. Unfortunately, due to unforeseen circumstances, they had not arrived until Item 7 – NAPfRE Presentation: NGfL project through GTCW Funding. The Inspector/Adviser RE said that in Denbighshire funding had been obtained through links with the RE Movement in Wales to make copies of all materials developed during the project. The materials had been translated and would be sent out to all schools on compact disc later this term.

The Chair informed the Committee that neither she nor Councillor M.M. Jones would be able to attend the WASACRE meeting in Haverfordwest on 23rd March next. In response to her request for substitute members to attend the meeting in their stead, Mrs. S. Harris indicated that she may well be able to attend. The Inspector/Adviser RE suggested that Rev. B.H. Jones may also be able to attend. It was agreed that the Inspector/Adviser would liaise with both Mrs. Harris and Rev. Jones.

RESOLVED that –

- (a) *the draft minutes of the meeting of WASACRE held on 17th November 2006 be accepted; and*
- (b) *the observations of the representatives attending the meeting also be accepted.*

7 DELLS: SCHOOL CURRICULUM REVIEW (A) FOUNDATION PHASE FRAMEWORK 3 – 7

The Inspector/Adviser RE submitted an excerpt of the Consultation Framework (previously circulated) that enabled members to see the changes taking place and to evaluate their response in terms of the provision of RE within the Foundation Phase.

The Inspector/Adviser RE said that currently delivery of the revised RE curriculum within the Foundation Phase was being piloted in some schools, including schools in Denbighshire. He added that WASACRE had identified areas within the revised Framework that they did not agree to and had felt that delivery of RE was not as they desired.

Following consideration of excerpts of the Consultation Framework, it was –

RESOLVED –

- (a) *that the excerpts of the Consultation Framework be accepted; and*
- (b) *to respond to the consultation by requesting (i) that the People Beliefs and Questions section of the Draft Framework be reinstated so as to strengthen the place of RE within the 5 - 7 ages (which was a statutory requirement); (ii) 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; and (iii) 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.*

8 DELLS: SCHOOL CURRICULUM REVIEW (B) RE EXEMPLAR FRAMEWORK 3 – 19

The Inspector/Adviser RE submitted the Consultation Framework (previously circulated) that enabled 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.

The Inspector/Adviser RE informed members that a joint meeting of Denbighshire, Flintshire and Conwy SACREs had been arranged for the 9th March 2007 in order to examine the nature and the format of the proposed changes to the delivery of RE. He added that Denise Morris from DELLS had been invited to attend this joint meeting. The purpose of including the item on the agenda for today's meeting was to enable members to give broad consideration to the Consultation Framework.

The Inspector/Adviser RE said that the proposed changes in the curriculum were such that he did not see that it would be a problem for Denbighshire schools to adopt, apart from addressing how topics would be referenced. He added that he hoped agreement could be obtained across Wales both for the adoption of the document and for the preparation of support materials.

In conclusion the Inspector/Adviser RE informed the Committee that Denbighshire County Council would be hosting the joint meeting on the 9th March 2007.

Senior Education Officer (Primary) (G. Luke Jones) subsequently referred to the excellent work undertaken by the Inspector/Adviser RE in Denbighshire schools. He added that the new RE curriculum would have a major impact on the delivery of RE in schools and asked members to give very serious consideration to their response to the National Exemplar Framework.

The Inspector/Adviser RE advised members that there would also be a national consultation on the proposed new RE curriculum and that Denbighshire SACREs nominated representatives were Mrs. Sylvia Harris and Councillor M.M. Jones; DELLS would be choosing names from those nominated to represent all committees within SACREs.

RESOLVED –

- (a) *that the National Exemplar Framework be accepted;*
- (b) *to support the Joint SACREs meeting on 9th March, 2007 in order to finally determine the response to the National Exemplar Framework in the light of responses from schools;*
- (c) *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);*
- (ch) *to communicate this resolution to WASACRE; and*
- (d) *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).*

The next meeting of the Denbighshire SACRE was scheduled for 3rd July 2007.

The meeting concluded at 3.50p.m.

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

Date of Meeting:

3 July 2007

Agenda
Item:

2(b)

Report:

**Results of Initial Teacher
Training (ITT) Survey to
schools**

Background to the Report:

Survey sent to all schools to evaluate the training of students of RE in Initial Teacher Training.

Purpose of the Report:

To discover the extent to which ITT students are adequately prepared to teaching RE.

Recommendations:

To SACRE:

To the LEA:

Questionnaire on ITT – Religious Education provision Primary Schools					
School: 10 schools responded across 3 authorities					
College: UCNW Bangor - 8 schools Newi Wrexham – 2 schools					
Number students currently in place:	6	Number of students per year:	Average 2/3 per school		
<i>Please respond to the questions below by ticking the appropriate column</i>					
	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
1. Students are well prepared for their placements.	1 School	8 Schools	1 School		
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ This varies very much on the student. Some are excellent while others take a more 'relaxed' approach. ▪ Depends on Year/Course and how much they've completed. 				
2. Students have good awareness of RE (as well as other subject areas)		6 Schools	2 Schools	2 Schools	
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ I feel that RE is a weak area especially at KS2 level. Personal knowledge is often weak. ▪ A third year trainee but had not taught RE on a placement previously ▪ At KS1 level 				
3. Students have been well trained in teaching and learning techniques.	1 School	9 Schools			
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ Same as other subjects ▪ Good classroom teachers act as excellent mentors 				
4. Students appear to be well supported during their placement.	1 School	6 Schools	1 School	1 School	
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ Links with tutors are good ▪ Well supported in school and given plenty of guidance and usually the College Tutor visits 2/3 times over a period of time. ▪ Support in school is good but less involvement from College over time. ▪ By teachers 				

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
5. Students respond well to advice and evaluations.	1 School	8 School	1 School		
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ The more they listen the more they develop and improve. ▪ Generally agree strongly with occasional individuals that don't. ▪ Again this varies on the student but generally students act on advice given. 				
6. Students are willing to prepare and deliver RE lessons when asked.	3 Schools	6 Schools	1 School		
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ This year my student didn't teach RE but this is an exception ▪ Considerably more support needed to plan RE lessons. 				
7. The college provides good information about students and their projects.		5 Schools	3 Schools	2 Schools	
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ No specific RE assignments but generally vague. We feel more should be completed during placements. 				
8. The college visits regularly during student placements.		5 Schools	4 Schools		
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ Generally only 1 visit per placement 				
9. The college listens well to comments and evaluations on students.	2 Schools	8 Schools			
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ College staff do appreciate teachers' input 				

	Agree Strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
10. The college provides a report following student placements.		2 schools	1 school	3 schools	3 Schools
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ The link tutor finalises reports with mentors before the placement is completed. ▪ Not to the school ▪ Nothing formal ▪ School writes report with support from the College ▪ The school has not received any report following student placements 				
11. Other comments.	<ul style="list-style-type: none"> ▪ Generally I have found the Bangor student well prepared. I have terminated contracts with other FE establishments as I felt the students were weak in teaching techniques and general teaching skills. 				

Questionnaire on ITT – Religious Education provision Secondary Schools					
School: 7 Schools responded in total across 3 Authorities including 3 nil responses					
College: UCNW Bangor 4 schools Chester 1 school					
Number of RE students currently in place:	4	Number of RE students per year:	1/ 2 average		
<i>Please respond to the questions below by ticking the appropriate column</i>					
	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
1. Students are well prepared for their placements.		3 schools	1 school		
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ Possibly more preparation required for lesson planning regarding pace and 'chunking' ▪ 3 weeks at university prior to placement is felt to be adequate. Some trainees fell 'dropped in a the deep end' ! 				
2. Students have good subject knowledge (RE)	1 School	2 Schools	1 School		
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ Knowledge of Christianity good but more detailed knowledge needed on other world faiths. ▪ Yes – usually very good. Sometimes RS is not a trainee's main subject. Not necessarily a disadvantage. 				
3. Students have been well trained in teaching and learning techniques.		2 Schools	2 Schools		
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ More required on range of strategies, methods, techniques. ▪ This definitely occurs in school. At university this more theoretical than practical. 				
4. Students appear to be well supported during their placement.	1 School	3 Schools			
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ Trainees feel well supported in the classroom. There is a structured professional development programme in school. 				

	Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly
5. Students respond well to advice and evaluations.	2 Schools	1 School	1 School		
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ This does vary a great deal! Some ITTs are excellent and take on advice, others are less responsive. ▪ Yes – always willing and able to act upon advice 				
6. The college provides good information about students and their projects.		2 Schools	2 Schools		
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ Yes – application forms / CVs useful. We discuss assignments if appropriate. 				
7. The college visits regularly during student placements.		2 Schools	1 School	1 School	
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ Once in TP1 and twice in TP2 on average ▪ Two visits per placement. We know that more support is available if there is a problem. 				
8. The college listens well to comments and evaluations on students.	2 Schools	2 Schools			
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ Very good back up by subject tutor. Mentors given ample opportunity to raise comments / issues at meetings. 				
9. The college provides a report following student placements.			1 School	1 School	
<i>Additional comment:</i>	<ul style="list-style-type: none"> ▪ Not on individuals, but there is a general end of year summary. There is an opportunity to discuss student placements in the annual mentors meeting in Bangor ▪ We are not aware of this, ▪ Report received from 1st placement school: summary report received in June (general). Student evaluation of practice is completed. 				
10. Other comments.	<ul style="list-style-type: none"> ▪ Both subject mentor and co-ordinating mentor find the partnership work in ITT most rewarding, interesting and mutually advantageous. ▪ Perhaps there should be a greater emphasis on trainees becoming involved in the wider life of the school. 				

**JOINT MEETING OF
STANDING ADVISORY COUNCILS ON RELIGIOUS EDUCATION**

Friday, 9 March 2007 at 10.00 am
at Council Offices, Wynnstay Road, Ruthin

PRESENT:

Chairman: Ms. M. Lloyd (Chair of Denbighshire SACRE)

Conwy SACRE: Mr. W. Davies, Mr. H. I. Evans, Cllr. A. M. Khan, Rev. T. Roberts, Mrs. J. Roemmele, Mr. N. Richter and Ms. Tania ap Sion.

Denbighshire SACRE: Mrs. I. Barros-Curtis, Ms. M. Bradshaw, Miss. H. Ellis, Mr. R. Elms, Mrs. B. Wyn Evans, Mrs. S. Harris, Mr. M. Hatch, Rev. B. H. Jones, and Mrs. M. L. Jones.

Flintshire SACRE: Cllr. C. Legg, Mrs. A. Suter, Cllr. F. Gillimore, Mr. H. E. Jones, and Mrs. Dora Jones.

DELLS: Mrs. D. Morris.

Liverpool Hope University: Mrs. J. Schmack, Ms. C. Cole, Mr. M. Feely and Ms. J Bache.

Officers: Mr. G. Craigen (Inspector/Advisor RE), Mrs. G. L. Davies (Literacy Advisory Teacher, Conwy County Borough Council), Mr. Merrick Davies (Denbighshire County Council), Mrs. D. C. Hughes (Committee Services Officer, Conwy County Borough Council), Mr. Neville Hughes (Denbighshire County Council) and Mr. Gwilym Luke Jones (Denbighshire County Council).

62. WELCOME

The Chair welcomed Members to the Joint Meeting of Conwy, Denbighshire and Flintshire SACREs.

63. PRESENTATION BY HOPE UNIVERSITY STAFF AND STUDENTS

The Inspector/Advisor RE welcomed representatives from Hope University, who had been invited to give a presentation on RE within the ITT Programme.

The presentation highlighted the RE Post Graduate Certificate in Education

(Secondary) Programme (PGCE). It was noted that the programme was an intensive nine-month course, commencing with a 10-day booster course and target setting.

The content of the programme was outlined to Members which included; Projects; Addressing Needs; Support; Teaching and Learning; Observations; Relationships; Assessment; and Life-Long Learning.

Students currently on the PGCE Programme at Hope University gave Members a brief overview of their experiences on the programme.

The Director of RE Services for Hope University informed Members of the PGCE (Primary) Programme, which was very similar to the secondary course. It was noted that it was becoming increasingly difficult to gain a position as a Primary School Teacher in England, owing to the fact that more and more Teaching Assistants were teaching RE.

Reference was made to cross border placements and the lack of funding available. The Director of RE Services for Hope University informed Members that this was an area of concern and letters had been written to the funding body.

The Director of RE Services confirmed that the booster course covered a range of religions.

The Chair thanked the representatives from Hope University for the presentation and wished the students well in their future studies.

RESOLVED-

That thanks be extended to the representatives of Hope University for the presentation.

64. PRESENTATION ON THE REVISED NATIONAL FRAMEWORK FOR RE

The Inspector/Advisor welcomed the Subject Officer, from the Department for Education, Lifelong Learning and Skills (DELLS) who had been invited to give a presentation on 'The Revised National Framework for RE'.

Members were informed that the new Framework for RE had been built on the previous guidance document 'The Review of Religious Education Syllabuses: Guidance for Local Education Authorities and Agreed Syllabus Conferences in Wales', which had been positively received by SACREs and LEAs. The revised National Exemplar Framework for RE offered an opportunity to provide a coherent assessment framework for the whole of Wales and improve standards of RE nationally. It was noted that LEAs and SACREs in Wales had delayed their five yearly review of its locally agreed syllabus in order to consider the adoption/adaptation of this revised framework.

The presentation highlighted to Members that by adopting a national approach to RE, it would raise standards and that teachers, pupils and parents would have a clear understanding of the subject; exemplification could

be developed nationally; resources could be developed to help good practice; and assessment could be promoted and monitored nationally.

The Subject Officer also highlighted why the National Exemplar Framework for RE was such a significant document. Members were informed that it matched the aims of the school curriculum review, which focused on motivating and engaging all learners; made subjects relevant for the 21st century; adopted a skills based approach; and ensured continuity, progression and effective transition between the foundation phase to Key Stage 4. The Framework also built on good practice and ensured that the essential elements of the subject were covered.

Members were advised of what was included in the Framework and the various themes/topics that could be used within the range. In addition it was noted that the level descriptions directly related to the skills. The Literacy Advisory Teacher confirmed that the Framework integrated well with literacy skills.

Members acknowledged that the Revised National Framework for RE was an important step forward by the Welsh Assembly Government.

The three SACREs left the meeting to regroup individually to consider the following; agree the Draft Response from SACRE; agree in principle to adopt the 'Framework'; 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), which would be presented to an Agreed Syllabus Conference; and to provide supportive and interpretive materials and guidance documents (in partnership with other SACREs in Wales).

65. **RESPONSES FROM THE THREE SACRES**

Conwy SACRE

The Chair of Conwy SACRE confirmed that all Members agreed with the draft response. However some slight amendments had been recommended which included the following:

- Ensuring that the list order within the range was consistent throughout the programme of study.
- The possibility of the icons used within the framework being made available to individual SACREs in a word format in order that they could be used in SACRE publications.
- That 'number of religions' be replaced with 'maximum number of religions' at Key Stage 2, 3 and 4 and that the word 'covered' be replaced with 'referred to'.

Flintshire SACRE

Members of Flintshire SACRE agreed with the draft response, but there was some debate regarding the 'number of religions' and that Members neither agreed nor disagreed with the statement.

Denbighshire SACRE

Members of Denbighshire agreed with the draft response, however there was some concern regarding special needs assessment. The Subject Officer confirmed that DELs were looking into this issue. In addition, Members thought a 'maximum/no more than' number of religions would be more appropriate.

All three SACREs agreed to; adopt in principle the Framework as the main basis of the revised Agreed Syllabus for RE, subject to its revision after consultation; that the LEA be requested to set up a working group of teachers and SACRE Members to prepare a revised Agreed Syllabus (in partnership with other local SACREs), which would be presented to an Agreed Syllabus Conference; and that SACRE provides supportive and interpretive materials and guidance documents in partnership with other SACREs in Wales.

RESOLVED –

That Conwy, Denbighshire and Flintshire SACREs agree to the following recommendations:

- (a) That the Framework be adopted in principle as the main basis of the revised Agreed Syllabus for RE, subject to its revision after consultation.**
- (b) That the LEA be requested to set up a working group of teachers and SACRE Members to prepare a revised Agreed Syllabus (in partnership with other local SACREs), which would be presented to an Agreed Syllabus Conference.**
- (c) That SACRE provides supportive and interpretive materials and guidance document in partnership with other SACREs in Wales.**

(meeting concluded at 12.35 pm)

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

Date of Meeting:

3 July 2007

Agenda
Item:

3

Report:

**Analysis of Estyn Inspection
Reports on Schools**

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 the LEA: - To request the LEA to distribute the above letters;
- 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

3 July 2007

School	Dates	Rg. Inspector	SMSC Ins./ Key Question 3	RE Ins.
Ysgol Uwchradd Glan Clwyd	23 October 2006	Gareth W Roberts	Emrys Price Jones	Heddwyn Evans
<p><i>Ysgol Glan Clwyd, St Asaph, is a community, comprehensive school for 11 – 18 year old pupils and students, designated as a Welsh medium school. It has 725 pupils on roll and 108 students in the sixth form. The number of pupils and students has increased since the last inspection and it is envisaged that numbers will increase markedly over the next few years. The school’s catchment areas is geographically scattered and includes parts of north Denbighshire and Flintshire and the eastern section of the County of Conwy. It includes many urban areas but there are a few small villages within a rural area. The vast majority of pupils are from areas which are neither socially nor economically privileged or underprivileged. 7.2% of pupils are registered as being entitled to free school meals, whilst 25% of the sixth form students receive a maintenance grant. No pupil is receiving support to learn English as an additional language. 14 pupils have a statement of special educational needs (SEN). This is substantially lower than the National percentage. 6 pupils have been disapplied from the requirements of the NC. In addition, there are 64 pupils on the ‘school action’ and ‘school action plus’ stages of the Code of Practice for Pupils with SEN. 30% of pupils are from mainly Welsh speaking homes and 70% from homes where English is the main or only language spoken. 95% of pupils speak Welsh as a first language or to a corresponding standard. The school uses the Welsh language as the main medium of education but a few subjects in the sixth form are taught through the medium of English. The school co-operates with another local school and a college of further education to offer full and part-time vocational courses for a few pupils at KS4. The school co-operates with another further education college to provide AS and A Level courses for students.</i></p>				
Ysgol Bryn Hedydd	20 November 2006	E G Morris	M Meredith Jones	Not Inspected
<p><i>Ysgol Bryn Hedydd is located in the eastern sector of Rhyl. The majority of pupils are drawn from the immediate areas. Most of homes English is the first language spoken. No pupils speak Welsh as their first language. The area is described by the school as neither prosperous nor economically disadvantaged. 8% of pupils are registered as entitled to receive free school meals. This is lower than the LEA average of 12.3% and the all-Wales average of 19.7%. There are 3 pupils for whom English is an additional language. There are currently 409 pupils on roll from Reception to Y6 and all are arranged into 14 parallel single age classes. In addition 53 children attend a nursery class on a part-time basis. 68 pupils have been identified as having SEN including 35 on school action plus and 1 pupil has a statement of SEN. There are 17 full time teachers, including the Head Teacher plus 3 teachers who work part time.</i></p>				
Ysgol Glyndyfrdwy	29 January 2007	Wil Williams	Lisa J Davies	Wil Williams
<p><i>Ysgol Glyndyfrdwy is a bilingual community primary school, situated five miles to the west of Llangollen. It serves the village and its rural hinterland and provides education for pupils between 3-11 years of age. According to the school, the area is neither prosperous nor economically disadvantaged. No pupils are entitled to receive free school meals. There are currently 19 pupils on the register and there are no Y2 children and no nursery children. There are 2 full time and 2 part-time teachers. Welsh is spoken in the homes of approximately 20% of pupils. Welsh is the medium of teaching for the under-fives and in KS1, and pupils in KS2 receive their education bilingually. 19% of pupils have additional learning needs, which is comparable to the national average, and two pupils have statements of additional learning needs.</i></p>				

**Analysis of Inspection Reports
Denbighshire SACRE
3 July 2007**

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Key Issues:

1 School

*Ensure that Y Cwricwlwm Cymreig features more strongly in pupils' learning experiences.
(Ysgol Bryn Hedydd)*

POSITIVE COMMENTS

Curriculum Cymreig / The Welsh Dimension

3 Schools

- Very effective arrangements to develop the 'Cwricwlwm Cymreig' (The Welsh Dimension). *(Ysgol Uwchradd Glan Clwyd)*
- The school succeeds outstandingly in promoting all the pupils' bilingual skills, including the immersion group in Y7 & Y8. *(Ysgol Uwchradd Glan Clwyd)*
- In their geography and RE studies, pupils learn about other cultures. The school has identified that increasing pupils' awareness of the culture of Wales as an area for development. *(Ysgol Bryn Hedydd)*
- There is appropriate provision for developing pupils' bilingual skills across the curriculum. *(Ysgol Glyndyfrdwy)*
- The Cwricwlwm Cymreig is promoted successfully across the curriculum. Pupils are given good opportunities to learn about their Welsh heritage and culture, and their locality. *(Ysgol Glyndyfrdwy)*

Global Citizenship / World Education / International Links

3 Schools

- The learning experiences promote education for sustainable development and global citizenship well. The school has received awards for this work. *(Ysgol Uwchradd Glan Clwyd)*
- Contributions to fund raising consistently endorse the awareness of global citizenship. *(Ysgol Bryn Hedydd)*
- Pupils receive good opportunities to discuss global events and to consider the living conditions of people in different parts of the world. *(Ysgol Glyndyfrdwy)*

Awareness / Promotion of Sustainable Development

3 Schools

- The learning experiences promote education for sustainable development and global citizenship well. The school has received awards for this work. *(Ysgol Uwchradd Glan Clwyd)*
- Education for sustainable development is developing steadily throughout the school. The school has taken great strides in the field of eco-related activity and pupils are fully aware of the importance of sustainable energy and working with nature. This aspect is prominent in school displays and pupils

have been involved with a company providing energy from wind farms. They have engaged in curricular work related to this in subjects such as geography and PSE. The school acts in a sustainable way. (*Ysgol Bryn Hedydd*)

- Pupils have an appropriate knowledge of the importance of sustainable development. They have a good knowledge of the significance of people's relationship with their environment and of the way in which communities and people impact upon each other. The school operates sustainably by recycling materials. (*Ysgol Glyndyfrdwy*)

Provision for SMSC Development

2 Schools

- In their lessons, acts of communal worship and extra curricular activities the school's arrangements ensure that every pupil develops particularly well spiritually, morally, socially and culturally. (*Ysgol Uwchradd Glan Clwyd*)
- The school gives good attention to the pupils' spiritual, moral, social and cultural development. (*Ysgol Glyndyfrdwy*)

Extra Curricular Activities / Opportunities

2 Schools

- The learning experiences broaden and enrich pupils' experiences through an outstanding and broad range of activities , including provision out of school hours and off-site. These include:
 - links with school abroad and a willingness to entertain visitors from other countries in order to form links;
 - The contribution of a large number of pupils to the school's music and drama activities and very good successes in the Urdd National Eisteddfodau over the past few years;
 - an outstanding variety of practices, clubs and internal and external sports' competitions with other schools being held during the lunch hour and at the end of the afternoon;
 - arranging for the Duke of Edinburgh and John Muir awards to be available to pupils;
 - arranging for a number of charity campaigns that raise pupils' awareness of people less fortunate than themselves and raise substantial sums of money each year;
 - adapting the curriculum at specific times during the school year to accommodate cross-curricular activities, reinforce pupils' and students' personal and social education skills and to enhance their key skills. (*Ysgol Uwchradd Glan Clwyd*)
- Out of school activities available to pupils further enrich their experiences and development. These range from residential courses in Glan Llyn and Pentrellyncymer to visits to local industries and participation in the Denbighshire Festival of Creative / Expressive Arts. (*Ysgol Bryn Hedydd*)

Spiritual Development

2 Schools

- The school's collective worship, circle time sessions and involvement with local churches contribute significantly to the promotion of pupils' spiritual awareness and values. (*Ysgol Bryn Hedydd*)
- The school give good attention to the pupils' spiritual, moral, social and cultural development by implementing a comprehensive programme that also includes personal and social education requirements. It is effectively integrated into work across the curriculum, and has a positive impact on pupils' learning and attitudes. (*Ysgol Glyndyfrdwy*)

Contribution Of RE To SMSC Development

2 Schools

- The whole curriculum is well planned and structured to promote the pupils' personal, moral and social development. (*Ysgol Bryn Hedydd*)
- Circle time, religious education and class discussions about social and moral issues are an integral part of the life of the school. (*Ysgol Glyndyfrdwy*)

Contributions Of Other Subjects To SMSC Development

2 Schools

- The whole curriculum is well planned and structured to promote the pupils' personal, moral and social development. (*Ysgol Bryn Hedydd*)
- Circle time, religious education and class discussions about social and moral issues are an integral part of the life of the school. (*Ysgol Glyndyfrdwy*)

Programme for / Impact of PSE Provision

2 Schools

- The school has a comprehensive and very effective personal and social education programme. (*Ysgol Uwchradd Glan Clwyd*)
- In addition, the school complies fully with the expectations as regards;
 - the personal and social education framework
 - the framework for work related education
 - the careers' education and guidance framework.(*Ysgol Uwchradd Glan Clwyd*)
- The school gives good attention to the pupils' spiritual, moral, social and cultural development by implementing a comprehensive programme that also includes personal and social education requirements. It is effectively integrated into work across the curriculum, and has a positive impact on pupils' learning and attitudes. (*Ysgol Glyndyfrdwy*)

Work Of The School Council

2 Schools

- The School Council is now firmly established and is contributing to a democratic and responsible culture in the school. (*Ysgol Bryn Hedydd*)
- The School Council enables the pupils to formally participate in decision-making. (*Ysgol Glyndyfrdwy*)

Equal Opportunities

2 Schools

- The learning experiences are outstanding in dealing with social deprivation and stereotyping and in ensuring equal opportunity and access for every pupil. (*Ysgol Uwchradd Glan Clwyd*)
- The school has in place comprehensive arrangements which effectively promote equal opportunities. They provide for equal access to the curriculum for all pupils regardless of gender, ability, background or race. (*Ysgol Bryn Hedydd*)

Dealing with Social Deprivation and Sterotyping

2 Schools

- The learning experiences are outstanding in dealing with social deprivation and stereotyping and in ensuring equal opportunity and access for every pupil. (*Ysgol Uwchradd Glan Clwyd*)
- School policies, collective worship, Circle Time and School Council militate against stereotyping. (*Ysgol Bryn Hedydd*)

Observance / Promotion Of Values / Good Manners / Respect

1 School

- Strong emphasis is placed on pupils behaving responsibly, developing positive attitudes and improving on their best conduct. (*Ysgol Bryn Hedydd*)

Quality of Relationships

1 School

- There is a positive ethos of mutual respect between teachers and pupils and between pupils themselves. (*Ysgol Bryn Hedydd*)

Opportunities To Reflect

1 School

- Good opportunities are provided in the session of collective worship for pupils to reflect, offer spontaneous prayers and discuss serious personal issues. (*Ysgol Glyndyfrdwy*)

Knowledge and Understanding Of Right And Wrong

1 School

- Pupils have a clear understanding of what is right and wrong. (*Ysgol Bryn Hedydd*)

Charities And Good Causes

1 School

- Contributions to fund raising consistently endorse the awareness of global citizenship. (*Ysgol Bryn Hedydd*)

Contribution of Collective Worship To SMSC Development

1 School

- The school's collective worship, circle time sessions and involvement with local churches contribute significantly to the promotion of pupils' spiritual awareness and values. (*Ysgol Bryn Hedydd*)

Saying Of / Writing / Composing Of Prayers

1 School

- Good opportunities are provided for pupils to offer spontaneous prayers. (*Ysgol Glyndyfrdwy*)

Links with / Involvement In The Local Community

1 School

- Pupils also greatly benefit from the variety and quality of visitors to the school such as the community police, nurse, town librarian and the ambulance service. (*Ysgol Bryn Hedydd*)

Responsibility For Own Learning

1 School

- Pupils are encouraged to take responsibility for their own learning. The school's stated aim that all 'should aim to do better' is indicative of this. (*Ysgol Bryn Hedydd*)

RELIGIOUS EDUCATION

POSITIVE COMMENTS

Standards of Achievement

2 Schools

- KS3 – Grade 2: Good features and no important shortcomings (*Ysgol Uwchradd Glan Clwyd*)
- KS4 – Grade 2: Good features and no important shortcomings. (*Ysgol Uwchradd Glan Clwyd*)
- The Sixth Form – Grade 2: Good features and no important shortcomings (*Ysgol Uwchradd Glan Clwyd*)
- Key Stage 1 – Grade 2: Good features and no important shortcomings (*Ysgol Glyndyfrdwy*)
- Key Stage 2 - Grade 2: Good features and no important shortcomings (*Ysgol Glyndyfrdwy*)

Knowledge / Understanding / Inclusion of Religions Other Than Christianity.

2 Schools

- KS3 & KS4 pupils with special or additional learning needs make good progress in their knowledge of the ways believers from different religions worship and celebrate their faith. (*Ysgol Uwchradd Glan Clwyd*)
- KS3 & KS4 pupils are able to describe aspects of Judaism in detail and discuss them confidently, using key terms appropriately. (*Ysgol Uwchradd Glan Clwyd*)
- Y12 students develop the ability to analyse, interpret and evaluate aspects of Buddhism. (*Ysgol Uwchradd Glan Clwyd*)
- Pupils in KS1 make good progress in their knowledge of other religions, such as Hinduism, and they can relate the beliefs of its followers to their living practices and culture. (*Ysgol Glyndyfrdwy*)
- Pupils in KS2 are knowledgeable about other religions. They can describe the main festivals of the various religions, their worship practices and their differences and similarities. (*Ysgol Glyndyfrdwy*)

Knowledge / Understanding of Christianity

1 School

- In KS1 pupils know of the main events in the life of Jesus Christ and are able to explain the morals illustrated in some of the parables. The pupils are aware of some of the main religious festivals and they can discuss the main events associated with them. (*Ysgol Glyndyfrdwy*)
- Pupils in KS2 have a good awareness of the characteristics and practices associated with places of worship, the Christian festivals and the main events associated with them. (*Ysgol Glyndyfrdwy*)

Knowledge / Understanding Of The Bible / Bible Stories

1 School

- In KS1, pupils have a good awareness of the Bible as a special book. (*Ysgol Glyndyfrdwy*)
- Pupils in KS2 are familiar with a good number of stories from the Bible and they can differentiate between the contents of the Old Testament and the New Testament. (*Ysgol Glyndyfrdwy*)
- Pupils in KS2 know about several stories from the life of Jesus Christ and can retell them in detail. (*Ysgol Glyndyfrdwy*)

Knowledge / Understanding of Religious Concepts / Themes

1 School

- In KS3 & KS4, the pupils possess good knowledge and understanding of the units studied. (*Ysgol Uwchradd Glan Clwyd*)
- Through visits to local places of worship and others further a field, KS3 & KS4 pupils' knowledge and understanding of why believers celebrate their faith in different ways develops well. (*Ysgol Uwchradd Glan Clwyd*)
- KS 3 & KS4 pupils with special or additional learning needs make good progress in their knowledge of the ways believers from different religions worship and celebrate their faith. (*Ysgol Uwchradd Glan Clwyd*)
- At KS3 & KS4, pupils are aware of human rights, the dangers of prejudice and the importance of religious beliefs to believers. (*Ysgol Uwchradd Glan Clwyd*)

Visits to Local Churches / Chapels / Places of Worship

1 School

- Through visits to local places of worship and others further a field, KS3 & KS4 pupils' knowledge and understanding of why believers celebrate their faith in different ways develops well. (*Ysgol Uwchradd Glan Clwyd*)

Relationship of Scheme of Work to Agreed Syllabus

1 School

- In KS3 & KS4, the pupils possess good knowledge and understanding of the units studied. These reflect the requirements of the Agreed Syllabus. (*Ysgol Uwchradd Glan Clwyd*)

Opportunities For Discussion Of Issues / Feelings / Moral Issues

1 School

- At KS3 & KS4, the majority of pupils respond correctly, orally and in writing, and on the basis of their knowledge, they can generalise and form opinions. (*Ysgol Uwchradd Glan Clwyd*)
- Sixth Form students apply their religious knowledge well when they discuss moral problems such as euthanasia. (*Ysgol Uwchradd Glan Clwyd*)

Knowledge / Awareness Of Famous Lives*1 School*

- Pupils in KS2 studying the life and work of Dr Barnardo have raised their awareness of the need to help those less fortunate than themselves. (*Ysgol Glyndyfrdwy*)

Opportunities For The Development / Expression Of Personal Beliefs*1 School*

- At KS4, the pupils respond honestly to moral, social and cultural matters and, on the basis of their knowledge, they are able to form opinions and are often able to offer valid reasons for their responses. (*Ysgol Uwchradd Glan Clwyd*)

Opportunities / Ability To Express Own Ideas / Views*1 School*

- At KS4, the pupils respond honestly to moral, social and cultural matters and, on the basis of their knowledge, they are able to form opinions and are often able to offer valid reasons for their responses. (*Ysgol Uwchradd Glan Clwyd*)
- Sixth Form students express valid personal opinions on such matters as euthanasia and refer appropriately to the way different religions approach these issues. (*Ysgol Uwchradd Glan Clwyd*)

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

- At KS3 & KS4, pupils in their project work such as that on local churches, are able to seek, organise and present information in a wide range of forms. (*Ysgol Uwchradd Glan Clwyd*)

Opportunities To Develop / Use of Skills of Investigation / Research*1 School*

- At KS3 & KS4, pupils in their project work such as that on local churches, are able to seek, organise and present information in a wide range of forms. (*Ysgol Uwchradd Glan Clwyd*)

Familiarity With Technical Terms / Vocabulary*1 School*

- In KS3 & KS4, all pupils develop a good knowledge of subject terms that enable them to understand and discuss religion at an appropriate level. (*Ysgol Uwchradd Glan Clwyd*)

KS4 / Post 16 Provision Of Examination Classes In RS*1 School*

- Since the last inspection, the school has ensured that every member of the sixth form has religious education lessons, and, therefore, it has eliminated an unsatisfactory aspect of its provision. (*Ysgol Uwchradd Glan Clwyd*)

Aware Of The Impact Of Belief On Lifestyle

1 School

- During discussions, sixth form students show that they are developing a realisation and understanding of the influence faith has on believers' lives and how they respond to some of life's important questions.
(*Ysgol Uwchradd Glan Clwyd*)

Compliance With Statutory Requirements for RE / Agreed Syllabus

1 School

- The school complies fully with legal requirements and those of the examination boards. (*Ysgol Uwchradd Glan Clwyd*)

NEGATIVE COMMENTS

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

- The ability of pupils in KS2 to interpret religious and moral ideas and to think critically has not been sufficiently developed. Pupils in (*Ysgol Glyndyfrdwy*)

Opportunities For The Development / Expression Of Personal Beliefs

1 School

- In a minority of classes in KS3 & KS4, the class discussion are monotonous and the shyness of some pupils makes it difficult for them to discuss ideas at length. (*Ysgol Uwchradd Glan Clwyd*)

Quality / Variety / Sufficiency of Written Work

1 School

- In Y12, there is a lack of detail in some of the written work and a tendency for some students to use a narrative style.
(*Ysgol Uwchradd Glan Clwyd*)
- The standard of some of the most able KS3 & KS4 pupils' written work does not reflect that of their oral work observed in some lessons.
(*Ysgol Uwchradd Glan Clwyd*)

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

Date of Meeting:

3 July 2007

Agenda
Item:

4

Report:

**Agreed Syllabus Working
Group**

Background to the Report:

Previous SACRE meetings requested the LEA to set up an Agreed Syllabus Working Group to begin preparation of a new Agreed Syllabus for Denbighshire in the light of the decision to adopt the National Exemplar Framework for RE as the basis of the Denbighshire Agreed Syllabus.

Purpose of the Report:

1. To verbally update members of SACRE with progress to date on the setting up of the group and its first meeting scheduled for 4 July 2007.
2. To appraise members of (a) the LEA's positive response to the request and (b) of the joint nature of the group in association with Conwy and Flintshire LEA's

Recommendations:

To SACRE: - to receive the report

To the LEA: - To meet the costs of the working group as agreed with the Corporate Director.

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

Date of Meeting:

3 July 2007

Agenda
Item:

5 (a)

Report:

**Minutes of last WASACRE
meeting**

Background to the Report:

The last meeting of the Association was in the Haverfordwest on 23 March 2007, and included a presentation by Denize Morris of DELLS on the National Exemplar Framework for RE, and by Lesley Francis of Bangor on different learning styles.

Purpose of the Report:

To receive the minutes of the meeting and be updated by members attending on behalf of Denbighshire SACRE

Recommendations:

To SACRE: To receive the report

To the LEA:



Chairman / Cadeirydd: Mr. G. Craigen
Cefnogi'r Cwricwlwm / Curriculum Support
Neuadd y Sir / County Hall
Yr Wyddgrug / Mold
CH7 6ND

Secretary / Ysgrifennydd : Mrs. S. Collingbourne
The Gables
Llanwern
Casnewydd / Newport
De Cymru / S.Wales NP18 2DS
Tel / Ffôn 01633 411919
E-bost / Email: susan.collingbourne@tinyworld.co.uk

Minutes of a meeting held at County Hall, Haverfordwest on 23rd March 2007

1. Quiet Reflection

The Chair invited members to join him a few moments of quiet reflection on the Bicentenary of the Abolition of Slavery. He asked us to pause, think and give thanks for those who had worked for slavery to end. He also asked us to consider and reflect on those who are still enslaved today.

2. Introduction and welcome

The Chair welcomed Cllr. Bill Rogers – Vice Chair of Pembrokeshire County Council, and thanked him for the hospitality. He also welcomed Cllr Alwyn Luke – Chair of Pembrokeshire SACRE to the meeting.

Cllr. Rogers commented on the interesting agenda and extended a warm welcome to Pembrokeshire. He spoke of his experience of 25 years as a Headteacher and his appreciation of the importance of Religious Education in today's curriculum. He spoke of the importance of Collective Worship at the start of each school day.

Cofnodion cyfarfod a gynhaliwyd yn Neuadd y Sir, Hwlfordd, ar 23^{ain} Mawrth 2007

1. Adfyfrio tawel

Gwahoddwyd yr aelodau gan y Cadeirydd i ymuno ag ef mewn ychydig eiliadau o adfyfrio tawel ar Ddeucanmiwyddiant Dilead Caethwasiaeth. Gofynnodd i ni oedi, meddwl a rhoi diolch am y rhai a oedd wedi gweithio i sicrhau diwedd caethwasiaeth. Gofynnodd hefyd i ni ystyried a myfyrio ar y rhai a oedd yn dal mewn caethiwed heddiw.

2. Cyflwyniad a chroeso

Estynnodd y Cadeirydd groeso i'r Cynghorydd Bill Rogers, Is-Gadeirydd Cyngor Sir Penfro, a diolchodd iddo am groeso'r Cyngor. Estynnodd groeso hefyd i'r Cynghorydd Alwyn Luke, Cadeirydd CYSAG Sir Benfro, i'r cyfarfod.

Gwnaeth y Cynghorydd Rogers sylw ar yr agenda diddorol, ac estynnodd groeso cynnes i Sir Benfro. Soniodd am ei 25 blwyddyn o brofiad fel Pennaeth, ac am ei werthfawrogiad o bwysigrwydd Addysg Grefyddol yng nghwricwlwm heddiw. Siaradodd am bwysigrwydd Addoli ar y cyd ar ddechrau pob diwrnod ysgol.

3. Apologies

Fr.Ieuan Wyn Jones, Graham Davies, Meinir Loader, Nicholas Richter, Cllr. Morfudd Jones, Mairwenna Lloyd, Brian Hughes-Jones, Cllr.Chris Barry, Cllr.David Jarrett, Cllr.J.Rogers, Julie Pugh, Monica Loat, Anne Suter, Tudor Thomas, The Ven.J.Lewis

4. Minutes

The minutes of the meeting held at Cwmbran on 17th November 2006 were accepted as a true record of that meeting with the addition of Revd Edward Evans to the attendance list. Proposed by Cllr.M.Gray and seconded by Mr.R.Thomas.

5. Matters Arising

Cllr.E.Davies repeated his concern about the lack of attendance of Councillors at this meeting and previous meetings. The Chair asked members to remind their SACREs to send a more balanced representation to meetings.

6. Correspondence

The list of correspondence for the period October 2006 – 5th January 2007 was received. The Chair will do on-line response to Consultation documents. The Secretary gave a verbal update to the list of correspondence received since the papers were sent to SACRES :- responses to the Special Conference with DELLS from Flintshire, Denbighshire, Conwy; Annual Reports from RCT, Bridgend, Torfaen, Carmarthenshire and Merthyr Tydfil; letter from Culham Institute re. plans for a centre; papers for RE Council meeting.

3. Ymddiheuriadau

Y Tad Ieuan Wyn Jones, Graham Davies, Meinir Loader, Nicholas Richter, y Cynghorydd Morfudd Jones, Mairwenna Lloyd, Brian Hughes-Jones, y Cynghorydd Chris Barry, y Cynghorydd David Jarrett, y Cynghorydd J. Rogers, Julie Pugh, Monica Loat, Anne Suter, Tudor Thomas, yr Hybarch J. Lewis

4. Cofnodion

Cafodd cofnodion y cyfarfod a gynhaliwyd yng Nghwmbrân ar 17^{eg} Tachwedd 2006 eu derbyn fel rhai cywir, ar ôl ychwanegu enw'r Parch. Edward Evans at y rhestr presenoldeb. Cynigiwyd gan y Cynghorydd M. Gray, a eiliwyd gan Mr. R. Thomas.

5. Materion yn codi

Ailfynegodd y Cynghorydd E. Davies ei bryder ynglŷn â diffyg presenoldeb Cynghorwyr yn y cyfarfod hwn a chyfarfodydd blaenorol. Gofynnodd y Cadeirydd i'w aelodau atgoffa'u CYSAG'au i anfon cynrychiolaeth fwy cytbwys i gyfarfodydd.

6. Gohebiaeth

Derbyniwyd y rhestr gohebiaeth am y cyfnod Hydref 2006 – 5^{ed} Ionawr 2007. Byddai'r Cadeirydd yn ymateb ar-lein i ddogfennau Ymgynghori. Cyflwynodd yr Ysgrifennydd restr ar lafar o'r ohebiaeth a dderbyniwyd ers i bapurau'r cyfarfod gael eu hanfon at y CYSAG'au:- ymatebion i'r Gynhadledd Arbennig gydag AADGOS gan GYSAG'au, , Sir y Fflint, Sir Ddinbych, a Chonwy; Adroddiadau blynyddol gan GYSAG'au Rhondda Cynon Taf, Pen-y-bont ar Ogwr, Torfaen, Sir Gaerfyrddin a Merthyr Tudful; llythyr gan Sefydliad Culham ynglŷn â chynlluniau am ganolfan; papurau ar gyfer cyfarfod o'r Cyngor AG.

7. Presentation 'DELLS – Exemplar Framework for RE' by Denize Morris

The Chair expressed his gratitude to DELLS for including RE in the School Curriculum Review for the first time and highlighted that SACREs in Wales now have a unique opportunity to combine resources and adopt/ adapt the National Exemplar Framework for RE as their Agreed Syllabus.

In her presentation Denize Morris stated that a National Approach to RE would be beneficial because it would provide a clear focus for the subject across Wales and would help raise standards. The work that is currently being produced by DELLS would assist this process . Proposed work includes

- i) i) A publication that would, build on the work of the OAMs, by exemplifying standards in relation to the National Exemplar Framework
- ii) ii) A range of published pupil resources commissioned by DELLS to support the National Exemplar Framework.
- iii) iii) A pilot study within schools over the next 3 years which will help secure teacher assessment using the National Exemplar Level Descriptions at Key Stage 3 (alongside the National Curriculum subjects).

Mrs. Morris gave a comprehensive explanation of how the aims of the School Curriculum Review have been addressed in the National Exemplar Framework by explaining how the essential interrelationship of the three skills in the framework can enthuse and motivate pupils by raising contemporary and relevant issues for the 21st century. [The three skills are (i) engaging with fundamental questions, ii) exploring religious beliefs, teachings and practice and iii) expressing personal responses]]. To demonstrate this interrelationship and the

7. Cyflwyniad AADGOS — 'Fframwaith Enghreifftiol ar gyfer AG' gan Denize Morris

Mynegodd y Cadeirydd ei ddiolchgarwch i AADGOS am gynnwys AG yn yr Adolygiad o Gwricwlwm yr Ysgolion am y tro cyntaf, a phwysleisiodd fod gan CYSAG'au yng Nghymru gyfle unigryw bellach i gyfuno adnoddau a mabwysiadu/addasu'r Fframwaith Enghreifftiol Cenedlaethol ar gyfer AG fel eu Maes Llafur Cytûn.

Yn ei chyflwyniad, dywedodd Denize Morris y byddai Dull Cenedlaethol ar gyfer AG yn fuddiol oherwydd y byddai'n darparu ffocws clir ar gyfer y pwnc ledled Cymru, ac yn gymorth i godi safonau. Byddai'r gwaith a oedd yn cael ei wneud gan AADGOS ar hyn o bryd yn cynorthwyo'r broses hon. Yr oedd y gwaith arfaethedig yn cynnwys

- i) Cyhoeddiad a fyddai'n adeiladu ar waith y Deunyddiau Asesu Dewisol (OAMs), drwy enghreifftio safonau mewn perthynas â'r Fframwaith Enghreifftiol Cenedlaethol
- ii) Amrywiaeth o adnoddau cyhoeddedig ar gyfer disgyblion, wedi eu comisiynu gan AADGOS i ategu'r Fframwaith Enghreifftiol Cenedlaethol.
- iii) Astudiaeth beilot mewn ysgolion dros y 3 blynedd nesaf, a fyddai'n gymorth i asesu cadarn gan athrawon gan ddefnyddio'r Disgrifiadau Lefelau Enghreifftiol yng Nghyfnod Allweddol 3 (ochr yn ochr â phynciau'r Cwricwlwm Cenedlaethol).

Cyflwynodd Mrs. Morris eglurhad cynhwysfawr o'r modd yr oedd amcanion cyffredinol yr Adolygiad o Gwricwlwm yr Ysgolion wedi eu trin yn y Fframwaith Enghreifftiol Cenedlaethol, drwy egluro sut y gall cydberthynas hanfodol y tri sgil yn y fframwaith danio brwdfrydedd disgyblion a'u hysgogi drwy godi materion cyfoes a

essential links between skills and range she provided practical examples from the work currently being developed by practising teachers. Mrs Morris explained how continuity, progression and effective transition had been achieved from the foundation phase to post 16 and explained how the level descriptions (which relate directly to the skills) would raise standards.

Mrs. Morris explained the process that had been undertaken during the development of the document, emphasising the stringent quality assurance that had taken place before being approved for consultation by the Minister. Mrs. Morris reminded Colleagues of the Minister 's presentation at the special conference in May 06 where the first draft of the document was discussed and largely approved of by delegates. Mrs Morris stressed the importance of the National Exemplar Framework for Wales which provides a coherent approach and builds on and strengthens good practice and allows SACREs across Wales to unite.

The Chair reaffirmed her statement suggesting that this is 'a momentous time' for RE. He thanked Mrs Morris for her obvious enthusiasm for the subject and her desire to promote RE as a subject which has direct relevance for pupils in the 21st century.

Mrs. Morris commented that 'we have a subject that offers community cohesion – wisdom from the past and present – that which is the spiritual and moral'.

The document has given us a National forum for debate and discussion. In 2001 the subject was formatted in the same way as other curriculum subjects and good feedback was received.

pherthnasol i'r 21^{ain} ganrif. [Y tri sgil yw (i) trafod cwestiynau sylfaenol, ii) archwilio credoau, athrawiaethau ac ymarferiad crefyddol, a iii) mynegi ymatebion personol]. Er mwyn dangos y gydberthynas a'r cysylltiadau hanfodol rhwng sgiliau ac amrywiaeth, darparodd enghreifftiau ymarferol o'r gwaith a oedd yn cael ei ddatblygu ar y pryd gan athrawon gweithredol. Eglurodd Mrs Morris sut yr oedd parhad, dilyniant a thrawsnewid effeithiol wedi eu cyflawni o'r Cyfnod Sylfaen i'r cyfnod ôl-16, ac eglurodd sut y byddai'r disgrifiadau lefelau (sydd â pherthynas uniongyrchol â'r sgiliau) yn codi safonau.

Eglurodd Mrs Morris y broses yr ymgwymerwyd â hi wrth ddatblygu'r ddogfen, gan bwysleisio caethder y broses sicrhau ansawdd yr aethpwyd drwyddi cyn i'r ddogfen gael ei chymeradwyo ar gyfer ymgynghoriad gan y Gweinidog. Atgoffodd Mrs Morris ei chydweithwyr am gyflwyniad y Gweinidog yn y gynhadledd arbennig ym Mai 2006, lle'r oedd drafft cyntaf y ddogfen wedi ei drafod ac wedi ei gymeradwyo i raddau helaeth gan y cynrychiolwyr. Pwysleisiodd Mrs Morris bwysigrwydd y Fframwaith Enghreifftiol Cenedlaethol i Gymru, a oedd yn darparu dull cydlynol ac yn adeiladu ar arfer da ac yn ei gryfhau, ac yn caniatáu i CYSAG'au ledled Cymru uno.

Ategodd y Cadeirydd awgrym Mrs Morris fod hwn yn 'gyfnod pwysig iawn' i AG. Diolchodd i Mrs Morris am ei brwdfrydedd amlwg dros y pwnc, a'i dymuniad i hybu AG fel pwnc sydd â pherthnasedd uniongyrchol i ddisgyblion yn y 21^{ain} ganrif.

Dywedodd Mrs. Morris 'fod gennym bwnc sy'n cynnig cydlyniad cymunedol — doethineb y gorffennol a'r presennol — yr hyn sy'n ysbrydol ac yn foesol'.

Yr oedd y ddogfen wedi rhoi i ni fforwm Cenedlaethol ar gyfer dadl a thrafodaeth. Yn 2001 yr oedd gan y pwnc yr un diwyg â phynciau eraill y cwricwlwm, a derbyniwyd adborth da.

Yr oedd disgrifwyr lefelau wedi caniatáu i

Level descriptors allowed teachers to identify the standards in Wales and also led to consistency. Optional Assessment materials followed.

The National Exemplar Framework for RE gives an overview of what to expect, not statutory instructions. It follows the same format as the other curriculum Orders. It can be adapted or adopted by LEA's and it does not tell how to teach RE or give lesson plans – it is an overview.

A National approach to RE can raise standards by:

- giving teachers, pupils, parents and the general public a clear understanding of the nature of the subject.
- developing exemplification nationwide.
- developing resources to help promote good practice.
- promoting assessment and monitoring nationally.

National Exemplification is produced to:

- show teachers how to use the Framework
- exemplify standards
- produce guidance from Foundation Phase to Post 16.

Mrs. Morris listed the resources being produced by DELLS and spoke of the new tenders to be sent out this summer. The resources included 'Abolition of Slavery Act' produced by CYMAL. A Collective Worship website will be available soon.

The KS3 Securing Teacher Assessment Pilot for RE is under discussion. It will collect together pupils work that best

athrawon ganfod beth oedd y safonau yng Nghymru, ac wedi arwain hefyd at gysondeb. Yr oedd deunyddiau Asesiad Dewisol wedi dilyn.

Yr oedd y Fframwaith Enghreifftiol Cenedlaethol ar gyfer AG yn rhoi trosolwg ar beth i'w ddisgwyl, nid cyfarwyddiadau statudol. Yr oedd yn dilyn yr un diwyg â'r Gorchmynion cwricwlwm eraill. Yr oedd modd i AALL'au ei addasu neu ei fabwysiadu, ac nid oedd yn dweud sut y dylid addysgu AG, nac yn cyflwyno cynlluniau gwersi — trosolwg oedd.

Gallai dull Cenedlaethol o ymdrin ag AG godi safonau drwy :

- roi i athrawon, disgyblion, rhieni a'r cyhoedd ddealltwriaeth glir o natur y pwnc.
- datblygu enghreifftio ledled y wlad.
- datblygu adnoddau er mwyn helpu i hybu arfer da.
- hybu asesu a monitro'n gyffredinol.

Yr oedd Enghreifftio Cenedlaethol yn cael ei gynhyrchu er mwyn:

- dangos i athrawon sut i ddefnyddio'r Fframwaith
- enghreifftio safonau
- cynhyrchu cyfarwyddyd o'r Cyfnod Sylfaen hyd at addysg Ôl-16.

Rhestrodd Mrs. Morris yr adnoddau a oedd yn cael eu cynhyrchu gan AADGOS, a soniodd am y tendrau newydd a oedd i'w hanfon allan yn ystod yr haf nesaf. Yr oedd yr adnoddau'n cynnwys 'Y Ddeddf Dileu Caethwasiaeth', a oedd wedi ei gynhyrchu gan CYMAL. Byddai gwefan Addoli ar y cyd ar gael cyn hir.

Yr oedd Peilot 'Sicrhau Asesiadau Athrawon' ar gyfer AG yn CA3 wrthi'n cae ei drafod. Byddai'n casglu gwaith gan

exemplifies characteristics of the DELLS National Exemplar levels for RE. It will moderate pupils work in order to help RE departments.

The Framework is a significant document because it is motivating and engaging all learners and makes the subject relevant to the 21st century. It has a skills based approach with continuity and progression ensuring an effective transition.

The National Exemplar Framework for RE includes:

- legal information including guidance on spiritual, moral, social and cultural aspects.
- guidance on the Foundation Phase
- programmes of study for KS2 and KS3.
- skills relate directly to the subject
- engage – explore – express are interconnected with each other.

The level descriptors are easy to follow as they relate directly to the skills. The document follows on what is in Learning Pathways and ensures, enrichment, flexibility, accreditation, relevance, lifelong learning and cross cutting themes.

The Chair thanked Mrs Morris for her obvious enthusiasm for the subject and her desire that RE is relevant and makes a difference to the lives of pupils and how they think. He spoke of us being part of 'a momentous time' and reminded members that the end of the consultation period was very close. Some SACREs had already discussed and formulated their response and he hoped to hear that DELLS had received more responses for

ddisgyblion a oedd yn rhoi'r enghreifftiau gorau o nodweddion lefelau Enghreifftio Cenedlaethol AADGOS ar gyfer AG. Byddai'n safoni gwaith disgyblion er mwyn bod yn gymorth i adrannau AG.

Yr oedd y Fframwaith yn ddogfen arwyddocaol oherwydd ei fod yn symbylu ac yn cynnwys yr holl ddysgwyr ac yn gwneud y pwnc yn berthnasol i'r 21^{ain} ganrif. Yr oedd ei ddulliau'n seiliedig ar sgiliau, ac yr oedd didoredd a dilyniant yn sicrhau trosiant effeithiol.

Yr oedd y Fframwaith Enghreifftiol Cenedlaethol ar gyfer AG yn cynnwys:

- gwybodaeth gyfreithiol, gan gynnwys arweiniad ynglŷn ag agweddau ysbrydol, moesol, cymdeithasol a diwylliannol.
- arweiniad ynglŷn â'r Cyfnod Sylfaen
- rhaglenni astudio ar gyfer CA2 a CA3.
- sgiliau a oedd yn cysylltu'n uniongyrchol â'r pwnc
- yr oedd cydgysylltiad rhwng 'ymgysylltu — ymchwilio — mynegi'.

Yr oedd y disgrifwyr lefelau'n hawdd eu dilyn, gan fod ganddynt berthynas uniongyrchol â'r sgiliau.

Yr oedd y ddogfen yn dilyn o'r hyn a geid yn y Llwybrau Dysgu, ac yr oedd yn sicrhau cyfoethgiad, hyblygrwydd, achrediad, perthnasedd, dysgu gydol oes, a themâu trawsbynciol.

Diolchodd y Cadeirydd i Mrs. Morris am ei brwdfrydedd amlwg dros y pwnc, a'i dymuniad i AG fod yn berthnasol a gwneud gwahaniaeth i fywydau disgyblion a'r ffordd yr oeddynt yn meddwl. Dywedodd ein bod yn rhan o 'gyfnod tyngedfennol', ac atgoffodd yr aelodau fod diwedd y cyfnod ymgynghori'n agos iawn. Yr oedd rhai CYSAG'au eisoes wedi trafod a llunio'u hymateb, ac yr oedd yn gobeithio clywed bod AADGOS wedi

RE than any other subject!

The Chair spoke of the time to be set aside in the agenda for members to discuss the consultation document to enable a WASACRE response to be formulated.

The Chair divided members into small discussion groups and a copy of the consultation questions paper was given to each group. A subgroup of the Executive consisting of The Chair, Mr.H.Evans and Mr.R.Thomas will meet to collate the response.

Mr.R.Thomas commented that some of the Welsh translation did not always include the same nuances as the English version and that would need to be addressed. Mrs.M.Parry commented that there were some errors in the Welsh translation in KS3.

The Chair will write on behalf of WASACRE about translation matters as it is important that parallelism of meaning is in both languages.

Revd Eldon Phillips asked for clarification from the Chair re. discussions with Mr.John Valentine Williams. The Chair outlined his and the Vice Chair's understanding of the outcomes of the discussion:

- the statements regarding RE within the Early Years reflects the latest understanding of the legal interpretation of the law. There is a statutory requirement to provide RE 'to all pupils registered at a school' and this does not apply to children of nursery age.
- The Foundation Phase could not include specific RE within it given the above interpretation of the law: although general beliefs and

derbyn mwy o ymatebion ynglŷn ag AG nag ar gyfer unrhyw bwnc arall!

Cyfeiriodd y Cadeirydd at yr amser a oedd i'w neilltuo yn yr agenda ar gyfer trafodaeth ymysg yr aelodau ynglŷn â'r ddogfen ymgynghori, er mwyn ei gwneud yn bosibl i ymateb gael ei lunio ar ran CCYSAGC.

Rhannwyd yr aelodau'n grwpiau trafod bychain gan y Cadeirydd, a rhoddyd copi o'r papur cwestiynau ymgynghori i bob grŵp. Byddai is-grŵp o'r Pwyllgor Gwaith, a oedd yn cynnwys y Cadeirydd, Mr. H. Evans a Mr. R. Thomas, yn cyfarfod i grynhoi'r ymatebion.

Gwnaeth Mr. R. Thomas y sylw fod y cyfieithiad Cymraeg yn methu â chyfleu'r un arlliwiau â'r fersiwn Saesneg mewn manau, ac y byddai angen mynd i'r afael â hynny. Gwnaeth Mrs. M. Parry'r sylw fod rhai gwallau yn y cyfieithiad Cymraeg yn CA3.

Byddai'r Cadeirydd yn ysgrifennu ar ran CCYSAGC ynglŷn â materion cyfieithu, gan ei bod yn bwysig sicrhau cyfocredd ystyr yn y ddwy iaith.

Gofynnodd y Parch. Eldon Phillips am eglurhad gan y Cadeirydd ynglŷn â'r trafodaethau gyda Mr. John Valentine Williams. Amlinellodd y Cadeirydd ei ddealltwriaeth ef a'r Is-Gadeirydd o ddeilliannau'r drafodaeth:

- yr oedd y datganiadau ynglŷn ag AG yn y Blynyddoedd Cynnar yn adlewyrchu'r ddealltwriaeth ddiweddaraf o'r dehongliad cyfreithiol o'r gyfraith. Yr oedd gofyniad statudol i ddarparu AG 'i'r holl ddisgyblion sydd wedi eu cofrestru mewn ysgol', ac nid oedd hyn yn berthnasol i blant oed meithrin.
- Nid allai'r Cyfnod Sylfaen gynnwys AG benodol, o gofio'r dehongliad uchod o'r gyfraith, er bod credoau a gwerthoedd

values and other aspects of personal and social development etc. obviously are included. RE is a basic Curriculum subject, so as such cannot be included in National Curriculum Orders.

- As a result, the 'People Beliefs and Questions' section of the Knowledge and Understanding of the World Area of Learning were re-worded to reflect the legal interpretation and included in the RE Framework. Reference is currently made in the introduction to the Foundation Phase Document to the statutory nature of RE for 5 – 7 yr olds, and to the need for teachers in the Foundation Phase to refer to the local Agreed Syllabus too. This cross referencing could well be increased.
- Given the interpretation of the law, the placing of the People Beliefs and Questions in the RE Framework helps secure provision for RE throughout. The reference to pupils aged 3 – 4, and those aged 5 – 7 is specifically to address the legal issue, as is the reference to "non-statutory entitlement" for the former. There is no other way that this could be done.
- DELLS would consider suggestions that greater cross referencing to the National Exemplar Framework for RE and Agreed Syllabuses in the Foundation Phase Framework be made. This would be relatively easy to do, as well as ensuring not only recognition of the legal issues, but also ensuring that Foundation Phase teachers appropriately include the RE elements into their planning from the start.

cyffredinol, ac agweddau eraill ar ddatblygiad personol a chymdeithasol etc., yn cael eu cynnwys. Yr oedd AG yn bwnc sylfaenol yn y Cwricwlwm, ac fel y cyfryw ni ellid ei chynnwys yng Ngorchmynion y Cwricwlwm Cenedlaethol.

- O ganlyniad, yr oedd yr adran 'Pobl, Credoau a Chwestiynau' ym Maes Dysgu 'Gwybodaeth a Dealltwriaeth o'r Byd' wedi cael ei haileirio i adlewyrchu'r dehongliad cyfreithiol, ac wedi ei chynnwys yn y Fframwaith AG. Ar hyn o bryd yr oedd cyfeiriad yn cael ei wneud, yn y cyflwyniad i Ddogfen y Cyfnod Sylfaen, at natur statudol AG ar gyfer plant 5–7 oed, ac at yr angen i athrawon yn y Cyfnod Sylfaen gyfeirio at y Maes Llafur Cytûn lleol hefyd. Fe all y croesgyfeirio hwn gael ei gynyddu.
- O ystyried y dehongliad o'r gyfraith, yr oedd gosod 'Pobl, Credoau a Chwestiynau' yn y Fframwaith AG yn helpu i sicrhau darpariaeth ar gyfer AG drwyddo draw. Pwrpas y cyfeiriad at ddisgyblion 3–4 oed a 5–7 oed oedd mynd i'r afael yn benodol â'r mater cyfreithiol; yr un oedd pwrpas y cyfeiriad at "hawl anstatudol" ar gyfer plant 3–4. Nid oedd unrhyw ffordd arall y gellid gwneud hyn.
- Byddai AADGOS yn ystyried awgrymiadau y dylid gwneud mwy o groesgyfeirio at y Fframwaith Enghreifftiol Cenedlaethol ar gyfer AG a'r Meysydd Llafur Cytûn yn Fframwaith y Cyfnod Sylfaen. Byddai hyn yn gymharol hawdd ei wneud, yn ogystal â sicrhau nid yn unig gydnabyddiaeth o'r ystyriaethau cyfreithiol ond hefyd bod athrawon y Cyfnod Sylfaen yn cynnwys yr elfennau AG mewn modd priodol yn eu cynllunio o'r cychwyn.
- Fe allai herio'r dehongliad

- Challenging the legal issue may in the end be counter productive, and may reduce the good things currently in place. At present, we have a firm framework and structure for RE from age 3 to 19, and if that is appropriately cross-referenced in Curriculum Guidelines, promoted locally through Agreed Syllabuses, and supported nationally through WASACRE and NAPFRE, then RE is likely to be in a strong position.

The groups met to discuss and record their comments and the papers were collected for collation.

The Chair thanked everyone for their hard work and advised that a letter would be sent to each SACRE with a copy of the collated WASACRE response. He spoke of the unique opportunity for the 22 SACREs to produce guidance and resources that could be shared, and suggested that the WASACRE Executive with NAPFRE find a way of co-ordinating the work undertaken for maximum benefit for all SACREs.

Mr.R.Thomas spoke of the importance of the DELLS Exemplar material being available to feed into the working groups. The Chair responded that WASACRE had already contacted DELLS to request involvement in the dissemination of the new Framework into the Authorities. Mr.Roger Palmer has acknowledged that RE is different to the other subjects and that he is looking to publishing as soon as possible. Mr.Thomas enquired if it were possible to ascertain from SACREs whether they would be adopting the Framework as their Agreed Syllabus. Ms.V.Thomas commented that adaptation had to come first and some SACRE working groups will not meet until September. Mrs.M.Parry said there was a general agreement among the advisers to

cyfreithiofod yn wrthgynhyrchiol yn y pen draw, a gallai wanhau'r pethau da a oedd yn eu lle ar hyn o bryd. Ar hyn o bryd, yr oedd gennym fframwaith a strwythur cadarn ar gyfer AG rhwng 3 a 19 oed; a phe bai hwnnw'n cael ei groesgyfeirio'n briodol yn y Canllawiau Cwricwlwm, a'i hybu'n lleol drwy'r Meysydd Llafur Cytûn, ac yn cael ei gefnogi ar lefel genedlaethol drwy CCYSAGC a NAPFRE, yna yr oedd AG yn debygol o fod mewn sefyllfa gref.

Cyfarfu'r grwpiau i gynnal trafodaeth a chofnodi eu sylwadau, a chasglwyd y papurau er mwyn eu crynhoi.

Diolchodd y Cadeirydd i bawb am eu gwaith caled, a dywedodd y byddai llythyr yn cael ei anfon at bob CYSAG gyda chopi o ymateb crynodedig CCYSAGC. Soniodd am y cyfle unigryw i'r 22 CYSAG gynhyrchu cyfarwyddyd ac adnoddau y gellid eu rhannu, ac awgrymodd y dylai Pwyllgor Gwaith CCYSAGC a NAPFRE ganfod ffordd i gydlynu'r gwaith a oedd wedi ei wneud, er mwyn sicrhau'r budd mwyaf posibl i GYSAG'au.

Siaradodd Mr. R. Thomas am bwysigrwydd sicrhau bod deunydd Enghreifftiol AADGOS ar gael i'w fwydo i'r gweithgorau. Ymatebodd y Cadeirydd fod CCYSAGC eisoes wedi cysylltu ag AADGOS i ofyn am gael bod yn rhan o'r broses o ledaenu'r Fframwaith newydd i'r Awdurdodau. Yr oedd Mr. Roger Palmer wedi cydnabod bod AG yn wahanol i'r pynciau eraill, a'i fod yn ymorol am gyhoeddi cyn gynted ag y byddai modd. Gofynnodd Mr. Thomas a oedd yn bosibl canfod gan GYSAG'au a fyddent yn mabwysiadu'r Fframwaith fel eu Maes Llafur Cytûn. Gwnaeth Ms. V. Thomas y sylw fod yn rhaid ei addasu'n gyntaf, ac na fyddai rhai gweithgorau CYSAG yn cyfarfod tan fis Medi. Dywedodd Mrs. M. Parry fod yna gytundeb cyffredinol ymysg yr ymgynghorwyr i gydweithio i gyflawni

work together to achieve a common aim. Mrs.S.Harris suggested that WASACRE adopt in principle without discussing timescales. Proposed by Cllr.M.Gray and seconded by Ms.V.Thomas.

The members retired for lunch.

8. Report from the Executive Committee

Constitution- suggested amendments had been circulated to all SACREs for a decision at the AGM

Post 16 issues – ‘the right of withdrawal of sixth form pupils from collective worship’. The Chair had written to Elizabeth Taylor seeking clarification.

Special Conference Report only three responses so far: Flintshire, Denbighshire and Conwy.

Meeting with the Minister - no date will be set until after the May elections

9. Presentation by Revd.Professor Leslie Francis on ‘Learning Styles’

The Chair thanked Prof.Francis for agreeing to give his presentation at very short notice when the agreed speaker had withdrawn.

Prof Francis apologised that handouts were in English only, the short time scale had not allowed a translation.

Prof Francis referred to the handout booklet ‘British Journal of Religious Education’ volume 24:1 Autumn 2001 pp41-51.

He quoted :

‘A sample of 634 A-level Religious Studies students completed the Index of Learning Styles (ILS). The data confirm the validity of distinguishing between

nod cyffredin.

Awgrymodd Mrs. S. Harris y dylai CCYSAGC fabwysiadu mewn egwyddor, heb drafod amserlenni. Cynigiwyd hyn gan y Cynghorydd M. Gray, a eiliwyd gan Ms. V. Thomas.

Aeth yr aelodau am ginio.

8. Adroddiad gan y Pwyllgor Gwaith

Cyfansoddiad — Yr oedd y diwygiadau a awgrymwyd wedi eu cylchredeg i'r holl CYSAG'au ar gyfer penderfyniad yn y Cyfarfod Blynyddol.

Materion Ôl-16 — 'Hawl disgyblion chweched dosbarth i gilio Addoli ar y cyd'. Yr oedd y Cadeirydd wedi ysgrifennu at Elizabeth Taylor i ymofyn eglurhad.

Adroddiad ar y Gynhadledd Arbennig Dim ond tri ymateb oedd wedi dod i law hyd yn hyn: oddi wrth Sir y Fflint, Sir Ddinbych a Chonwy.

Cyfarfod gyda'r Gweinidog — ni fyddai dyddiad yn cael ei bennu tan ar ôl etholiadau mis Mai.

9. Cyflwyniad gan y Parch. Athro Leslie Francis ar ‘Arddulliau Dysgu’

Diolchodd y Cadeirydd i'r Athro Francis am gytuno i wneud ei gyflwyniad ar rybudd byr iawn wedi i'r siaradwr a gytunwyd dynnu'n ôl.

Ymddiheurodd yr Athro am y ffaith fod y taflenni'n uniaith Saesneg; nid oedd yr amser byr wedi caniatáu trefnu cyfieithiad.

Cyfeiriodd yr Athro Francis at y llyfryn a ddosbarthwyd, ‘British Journal of Religious Education’, cyfrol 24:1, Hydref 2001, tud. 41–51.

Dyfynnodd y canlynol :

‘A sample of 634 A-level Religious Studies students completed the Index of Learning Styles (ILS). The data confirm the validity of distinguishing between sensing and intuitive learning, between

sensing and intuitive learning, between visual and verbal learning, between active and reflective learning, and between sequential and global learning among A-level Religious Studies students, and lead to the refinement of the Revised Index of Learning Styles (RILS). The implications of learning style theory and the assessment of learning style preferences are discussed in respect of A-level Religious Studies teaching.'

He went on to quote from within the booklet: 'This conclusion goes beyond arguing that good teaching practice is characterised by a variety of pedagogical methods. Rather, the argument maintains that some students may be clearly disadvantaged by teachers who systematically under-employ the pedagogical methods best suited to those students preferred learning styles.'

Prof Francis explained that he worked as a personality psychologist in other areas of his work – especially psychological type through Myers Briggs. There is a fundamental difference built into people that will affect the way that they learn. Psychological type is deep in each persons make up. It is totally unchangeable, but young people are conditioned to think that certain types are better than others.

Members were asked to write their signature and share with their neighbour, they were then asked to signify if they were left handed. 10% of members were left handed, we were all asked to write with our other hand, and all found it very difficult. Jung is fascinated by physical polarity and how we develop our preference and he says that psychological preference is built in the same way.

Damage comes to an individual when we

visual and verbal learning, between active and reflective learning, and between sequential and global learning among A-level Religious Studies students, and lead to the refinement of the Revised Index of Learning Styles (RILS). The implications of learning style theory and the assessment of learning style preferences are discussed in respect of A-level Religious Studies teaching.'

Aeth yn ei flaen i ddyfynnu o'r llyfryn: 'This conclusion goes beyond arguing that good teaching practice is characterised by a variety of pedagogical methods. Rather, the argument maintains that some students may be clearly disadvantaged by teachers who systematically under-employ the pedagogical methods best suited to those students' preferred learning styles.'

Eglurodd yr Athro Francis ei fod yn gweithio fel seicolegydd personoliaeth mewn meysydd eraill o'i waith — ac yn neilltuol ar fathau o bersonoliaeth, drwy gyfrwng holiaduron Myers Briggs. Yr oedd gwahaniaeth sylfaenol ac annatod rhwng pobl, a oedd yn effeithio ar y modd yr oeddynt yn dysgu. Yr oedd math seicolegol wedi ei wreiddio'n ddwfn yng nghyfansoddiad pob unigolyn. Yr oedd yn gwbl ddigyfnwid, ond yr oedd pobl ifanc wedi eu cyflyru i feddwl bod rhai mathau'n well nag eraill.

Gofynnwyd i'r aelodau ysgrifennu eu llofnod, a'i rannu gyda'r person nesaf atynt. Yna gofynnwyd iddynt nodi a oeddynt yn llawchwith. Yr oedd 10% o'r aelodau'n llawchwith. Gofynnwyd i ni i gyd ysgrifennu gyda'n llaw arall, a bu hyn yn anodd i bawb. Mae gan Jung ddiddordeb mawr mewn polaredd corfforol a sut yr ydym yn datblygu ein dewis; dywed fod dewis seicolegol wedi ei unio yn yr un modd.

Daw niwed i unigolyn pan ofynnir iddo weithio yn erbyn ei ddewisiadau corfforol

are asked to work against our preferred physical and psychological preferences.

Prof Francis outlined the four pairs of psychological types and explained that learning styles are related to which characteristic each individual has.

Members were asked to complete the Myers Briggs questionnaire. (Prof Francis will produce a short report on the learning style of this particular group of individuals).

He spoke of some of the characteristics of each type.

Introvert – likes quiet and concentration; may prefer to learn by reading; prefers to communicate by writing first; has trouble remembering peoples names; can work for a long time on a project by themselves; think before they act.

Extrovert – likes variety and action; are often good at introducing people; like to learn a new task by talking it through; like to have others around in the working environment; sometimes impatient with slow jobs; may prefer to communicate by talking rather than writing; often act quickly without thinking

Many introvert teachers reward introverts and vive versa.

The perceiving process – information gathering

Intuitive – able to dream and create; are aware of new challenges and possibilities; focus on how things can improve; dislike doing the same thing repeatedly; enjoy learning new skills; work in burst of energy with slack time in between; follow hunches; may leap to conclusions too

a seicolegol

Amlinellodd yr Athro Francis y pedwar pâr o fath seicolegol, ac eglurodd fod arddulliau dysgu'n gysylltiedig â pha nodwedd sydd gan bob unigolyn.

Gofynnwyd i'r aelodau gwblhau holiadur Myers Briggs (bydd yr Athro Francis yn llunio adroddiad byr ar arddull dysgu'r grŵp hwn o unigolion).

Siaradodd am rai o nodweddion pob un o'r mathau seicolegol.

Mewnblyg — maent yn hoffi tawelwch a chanolbwyntio; efallai ei fod yn well ganddynt ddysgu drwy ddarllen; mae'n well ganddynt gyfathrebu drwy ysgrifennu'n gyntaf; maent yn cael anhawster i gofio enwau pobl; gallant weithio ar brosiect ar eu pennau'u hunain am gyfnod maith; maent yn meddwl cyn gweithredu.

Allblyg— maent yn hoffi amrywiaeth a gweithrediad; yn aml, maent yn rhai da am gyflwyno pobl; maent yn hoffi dysgu tasg newydd drwy siarad amdani gam wrth gam; maent yn hoffi cael pobl eraill o'u cwmpas yn yr amgylchedd gweithio; weithiau maent yn ddiamedd gyda thasgau araf; efallai fod yn well ganddynt gyfathrebu drwy siarad yn hytrach nag ysgrifennu; yn aml byddant yn gweithredu'n gyflym heb feddwl.

Mae llawer o athrawon mewnblyg yn gwobrwyo plant mewnblyg, ac i'r gwrthwyneb.

Y broses deall — casglu gwybodaeth

Sythweledol — maent yn gallu breuddwydio a chreu; maent yn ymwybodol o heriau a phosibiliadau newydd; maent yn canolbwyntio ar sut y gall pethau wella; maent yn casáu gwneud yr un peth drosodd a throsodd; maent yn mwynhau dysgu sgiliau newydd; Maent yn gweithio mewn

<p>quickly; tend to prefer the grand overview</p>	<p>hyrddiau o egni gydag amser llac rhyngddynt; maent yn mynd ar drywydd syniadau sythweledol; maent yn gallu neidio i gasgliadau'n rhy gyflym; maent yn tueddu i ffafrio'r trosolwg mawr.</p>
<p>Sensing – careful about the facts; like an established way of doing things; applying what they have learned; may oversimplify a task; focus on what works now; are not often inspired.</p>	<p>Synhwyro — maent yn ofalus ynglŷn â'r feithiau; maent yn hoffi'r dull sefydledig o wneud pethau; maent yn cymhwyso'r hyn y maent wedi ei ddysgu; maent yn gallu gorsymleiddio tasg; maent yn canolbwyntio ar beth sy'n gweithio ar hyn o bryd; nid ydynt yn ysbrydoledig yn aml.</p>
<p>Jung says there are two primary processes – perceiving and judging displayed by thinking and feeling characteristics. Overall females tend to prefer feeling and males prefer thinking.</p>	<p>Mae Jung yn dweud bod yna ddwy broses sylfaenol — deall a barnu — a'u bod yn cael eu hamlygu mewn nodweddion meddwl a theimlo. Yn gyffredinol, mae'n well gan fenywod deimlo ac mae'n well gan wrywod feddwl.</p>
<p>Thinking – prefer things in a logical order; tend to be firm and tough minded; look at life from the outside.</p>	<p>Meddwl — mae'n well ganddynt gael pethau mewn trefn resymegol; maent yn tueddu i fod yn gadarn ac yn benderfynol; maent yn edrych ar fywyd o'r tu allan.</p>
<p>Feeling – prefer harmony and will make it happen; enjoy pleasing people; tend to be sympathetic; good at seeing implications of decisions; look at life from the inside.</p>	<p>Teimlo— mae'n well ganddynt gytgord, a byddant yn sicrhau bod hynny'n cael ei gyflawni; maent yn mwynhau plesio pobl; maent yn tueddu i fod yn gydymdeimladol; maent yn rhai da am weld goblygiadau penderfyniadau; maent yn edrych ar fywyd o'r tu mewn.</p>
<p>Attitude towards the outside world is determined by Judging and Perceiving. Judging – schedule projects so they are done on time; work with agendas; work best when they can plan; like to get things finished</p>	<p>Mae agwedd tuag at y byd allanol yn cael ei benderfynu gan Farnu a Deall. Barnu — maent yn amserlennu prosiectau fel eu bod yn cael eu cwblhau'n brydlon; maent yn gweithio yn ôl agendâu; maent yn gweithio orau pan fydd modd iddynt gynllunio; maent yn hoffi gorffen pethau.</p>
<p>Perceiving – may have trouble making decisions; may start too many projects; get a lot accomplished best under pressure; are adaptable to changing situations; do not mind last minute changes.</p>	<p>Deall — gallant ei chael yn anodd gwneud penderfyniadau; efallai eu bod yn cychwyn gormod o brosiectau; maent yn fwyaf tebygol o gyflawni llawer pan fyddant dan bwysau; maent yn hyblyg yn wyn^{eb} sefyllfaoedd newidiol; nid ydynt yn hidio am newidiadau munud olaf.</p>
<p>Personality is a 'given' and education</p>	<p>Mae personoliaeth yn beth sylfaenol ac arhosol, a rhaid i addysg barchu</p>

must respect the diversity of personality and learning preferences.

The Chair thanked Prof Francis for his fascinating presentation and looks forward to the analysis of this group!

10. A.O.B.

Membership of the RE Council – The RE Council is now a registered charity and requires nominated membership for attendance at meetings. Mr. Gavin Craigen and Mrs. Mairwenna Lloyd will represent WASACRE. Items discussed at the last meeting included : RE Council draft document on Teacher Training and Professional Development; Report on Diversity and Citizenship; Framework for England. The November meeting will be held in Cardiff.

Nomination to Executive The Secretary confirmed that the names and biographies had been sent to all SACREs for voting at the AGM

Congratulations were extended to the Chair for opening the meeting in Welsh. The Chair thanked all who had taken part in the meeting and to those attending. He also thanked Pembrokeshire for their hospitality and the excellent lunch.

11. Dates of meetings

- 28th June at Llandrindod Wells - Powys (AGM)
- 4th December at Ebbw Vale – Blaenau Gwent
- 14th March 2008 at Carmarthen – Carmarthenshire

****members were asked to note the

amrywiaeth personoliaeth a hoffterau dysgu.

Diolchodd y Cadeirydd i'r Athro Francis am ei gyflwyniad tra diddorol, ac edrychodd ymlaen at dderbyn y dadansoddiad o'r grŵp hwn!

10. U.F.A.

Aelodaeth y Cyngor AG — Bellach yr oedd y Cyngor AG yn elusen gofrestredig, ac yr oedd gofyn enwebu aelodau ar gyfer mynychu cyfarfodydd. Byddai Mr. Gavin Craigen a Mrs. Mairwenna Lloyd yn cynrychioli CCYSAGC. Yr oedd yr eitemau a drafodwyd yn y cyfarfod diwethaf yn cynnwys: dogfen ddrafft y Cyngor AG ar Hyfforddi Athrawon a Datblygiad Proffesiynol; Adroddiad ar Amrywiaeth a Dinasyddiaeth; Fframwaith ar gyfer Lloegr. Byddai cyfarfod mis Tachwedd yn cael ei gynnal yng Nghaerdydd.

Enwebiadau i'r Pwyllgor Gwaith

Cadarnhaodd yr Ysgrifennydd fod yr enwau a'r bywgraffiadau wedi eu hanfon at yr holl GYSAG'au gyda golwg ar bleidleisio yn y Cyfarfod Blynnyddol.

Estynnwyd llongyfarchiadau i'r Cadeirydd am agor y cyfarfod yn Gymraeg. Diolchodd y Cadeirydd i bawb a oedd wedi cymryd rhan yn y cyfarfod, ac i bawb a fu'n bresennol. Diolchodd hefyd i Gyngor Sir Penfro am eu croeso ac am y cinio canol dydd rhagorol.

11. Dyddiadau cyfarfodydd

- 28^{ain} Mehefin yn Llandrindod, Powys (Cyfarfod Blynnyddol)
- 4^{ydd} Rhagfyr yng Nglynebwy, Blaenau Gwent
- 14^{eg} Mawrth 2008 yng Nghaerfyrddin, Sir Gaerfyrddin

****Gofynnwyd i'r aelodau nodi'r dyddiad newydd ar gyfer cyfarfod mis Rhagfyr.

change of date for the December meeting.	
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1

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

Date of Meeting:

3 July 2007

Agenda
Item:

5 (b)

Report:

**WASACRE: Issues to raise
with the Minister**

Background to the Report:

WASACRE has had an annual meeting with the Minister for Education and Lifelong Learning and has raised the issues as listed.

Purpose of the Report:

To discuss current issues and identify potential topics to be raised with the new Minister by WASACRE.

Recommendations:

To SACRE: - To forward a list to WASACRE of potential topics to be raised with the Minister.

To the LEA: -

Record of Issues – Delegations to the Minister from WASACRE/NAPFRE/CEMW

Agenda Item No. 5(b)

<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
1. Circular 10/94	1. Statutory RE in documents: a) WAG and Estyn b) ELWa c) Welsh Bacc	1. Foundation Phase and RE	1. Report Association's Activities	1. Report Association's Activities
2. Supply & Training of Teachers	2. Support for RE: a) ITT and INSET b) Advisory Support c) Role of SACREs d) Welsh Medium Resources	2. Welsh Bacc	2. RE & ITT	2. Understanding DELLS: structure; support for RE; commissioning materials; relationship with WASACRE
3. Resourcing RE	3. Circular 10/94	3. Prof Development of Teachers	3. 14-19 and Post 16 ELWa funding for statutory RE	3. Possible DELLS – WASACRE partnership (similar to that between DFES and RE Council)
4. General Support for RE: a) Advisory Support b) SACRE budgets	4. Symposium Llanidloes	4. Response to the Symposium	4. Alternative Pathways and KQ3 in Inspection	4. Future of SACREs given call for greater collaboration; possible re-structuring of Unitary Authorities
5. RE & RS Post 16			5. CPD and Professional Development Framework	

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

Date of Meeting:

3 July 2007

Agenda
Item:

6

Report:

**Spiritual Development in the
Curriculum**

Background to the Report:

Conwy SACRE requested their LEA to appoint a working group to prepare a document offering advice on Spiritual Development across the curriculum.

Purpose of the Report:

Conwy LEA have agreed to Denbighshire copying the document and distributing to its schools. A request has been made by the Inspector/Adviser to Denbighshire LEA to consider this possibility, should SACRE members agree it would be valuable for its schools to receive it.

Recommendations:

To SACRE: - To receive the report. To request the LEA to make copies of the document available to all its schools/teachers with an accompanying letter reminding schools of their statutory requirements to provide opportunities for the spiritual development of all their pupils across the curriculum.

To the LEA: - To agree to provide copies of the document to all schools / teachers and to include a letter reminding schools of their statutory requirements in regard to spiritual development in the school curriculum.

That's the Spirit!

Spiritual Development in the School and Curriculum

Produced by a working group of teachers at the request of the LEA and SACRE, as part of the Single Education Plan

Members:

Gavin Craigen	Inspector/Adviser RE
Helen Jones	Ysgol Craig y Don
Michelle Moore	Old Colwyn Junior School
Jenny Roemmele	T. Gwyn Jones Infants School
Samantha Lewis Jones	Assistant Head Teacher Ysgol John Bright

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Introduction:

Purpose of the Document

As part of the Education Strategic Plan, Conwy County Borough Council decided to include preparation of additional guidance for schools concerning spiritual development in the school and the curriculum.

Accordingly, the Standing Advisory Council for Religious Education (SACRE) requested the setting up of a small cross phase working group to prepare helpful and teacher friendly guidance material.

The SACREs of Flintshire and Denbighshire also agreed to fund the printing of the booklet for their staff, so that more teachers, schools and pupils may benefit from the work.

This booklet is meant for **all staff in all schools**, and is not solely for those staff involved in the teaching of Religious Education or planning and delivery of Collective Worship. Spiritual Development, by its very nature, is something that all teachers contribute to, through everything they do.

It is the sincere hope of the working group, and of the SACREs, that teachers will find this guidance helpful and stimulating in continuing their efforts to ensure that our pupils gain the best experiences and opportunities, and develop as fully as possible spiritually, morally, culturally, mentally, physically, socially and emotionally.

Some Sayings:

“Spirituality is like a bird: if you hold it too tightly, it chokes; if you hold it too loosely, it flies away.”
(Rabbi Hugo Gryn)

“People are like stained glass windows. They sparkle and shine when the sun is out, but when the darkness sets in, their true beauty is revealed only if there is a light from within.”
(Elizabeth Kubler Ross)

“Our scientific power has outrun our spiritual power. We have guided missiles and misguided men.”
(Martin Luther King, Jr.)

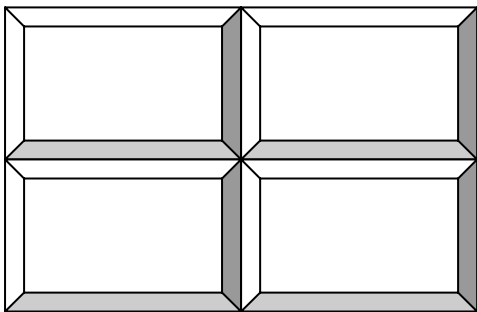
“Education is not only about what pupils know and can do, but is also about what people are, and what they might become.”
(Anon)

“Spirituality, then is about wondering, looking and reflecting; feeling, creating and valuing; finding meaning, finding others and oneself; but above all about being human in relationships.”
(Unknown)

Spiritual Development in an Educational Context

- ◇ The spiritual dimension to life and learning is identified as the first of five aspects of being human which should be developed through the education process – yet it is perhaps less well provided for than the mental, intellectual, cultural, physical and moral aspects.
- ◇ It is vital to see that spiritual development in an educational context is something that is enabled through the whole education process, and not just RE.
- ◇ The two broad ‘strands’ through which it is provided in schools are:
 - The ethos of the school – which includes all these:
 - The atmosphere in the school
 - The quality of relationships within
 - Values and attitudes embodied
 - Extra-curricular provision and opportunities
 - How crises and difficulties are managed
 - How pupils are valued for who and what they are
 - The planned curriculum – which includes:
 - Religious Education
 - Personal and Social Education
 - The National Curriculum
 - Collective Worship
 - Other aspects of curriculum provision
- ◇ Given these two broad ‘strands of provision’, the following may be useful elements for what spiritual development is:
 - Beginning to understand oneself and personal feelings
 - Ability to develop meaningful relationships with others, and know why this is important
 - Appreciating the values and attitudes upheld by the community
 - Gaining a sense of challenge, or vision, or inspiration
 - Ability to experience and respond to awe and wonder
 - Encountering and responding to varieties of expressions of belief and commitment
 - Able and willing to keep/maintain/develop a quest for truth and meaning

- Recognising the place of the spiritual in humanity
 - Understanding the human fascination with ultimate questions about human life
 - Becoming aware of the wide context for life and education, and a growing awareness of transcendence
 - Developing individual creativity
- ◇ The above are fundamentals in the human condition, and are not necessarily experienced through the physical senses, nor always expressible through common languages. Not is it something confined to overtly religious people or practices. All of the elements are to do with the universal search for identity, meaning and purpose, and for values and beliefs by which to live.
- ◇ We are indebted to David Smith, and the Stapleford Centre for permission to include the following from the book "Making Sense of Spiritual Development":
- Four windows onto Spiritual Growth:

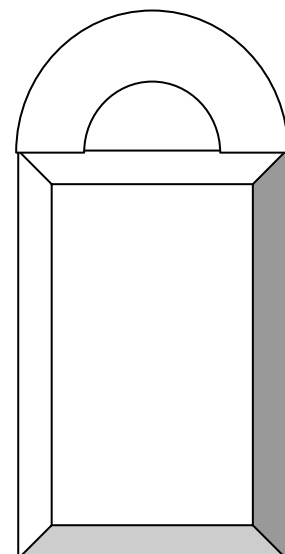


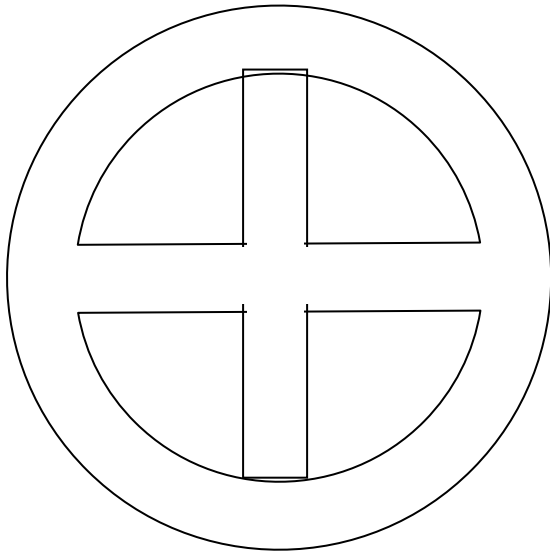
Spiritual Capacities

- ◇ human abilities which make us the kind of creatures which are capable of spiritual growth;

Spiritual Experiences

- ◇ ways in which we experience the spiritual dimension of life;



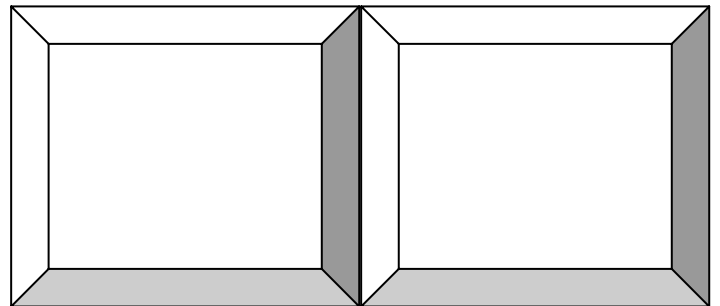


Spiritual Understanding

- ◇ the kinds of things which we might need to understand in order to grow spiritually;

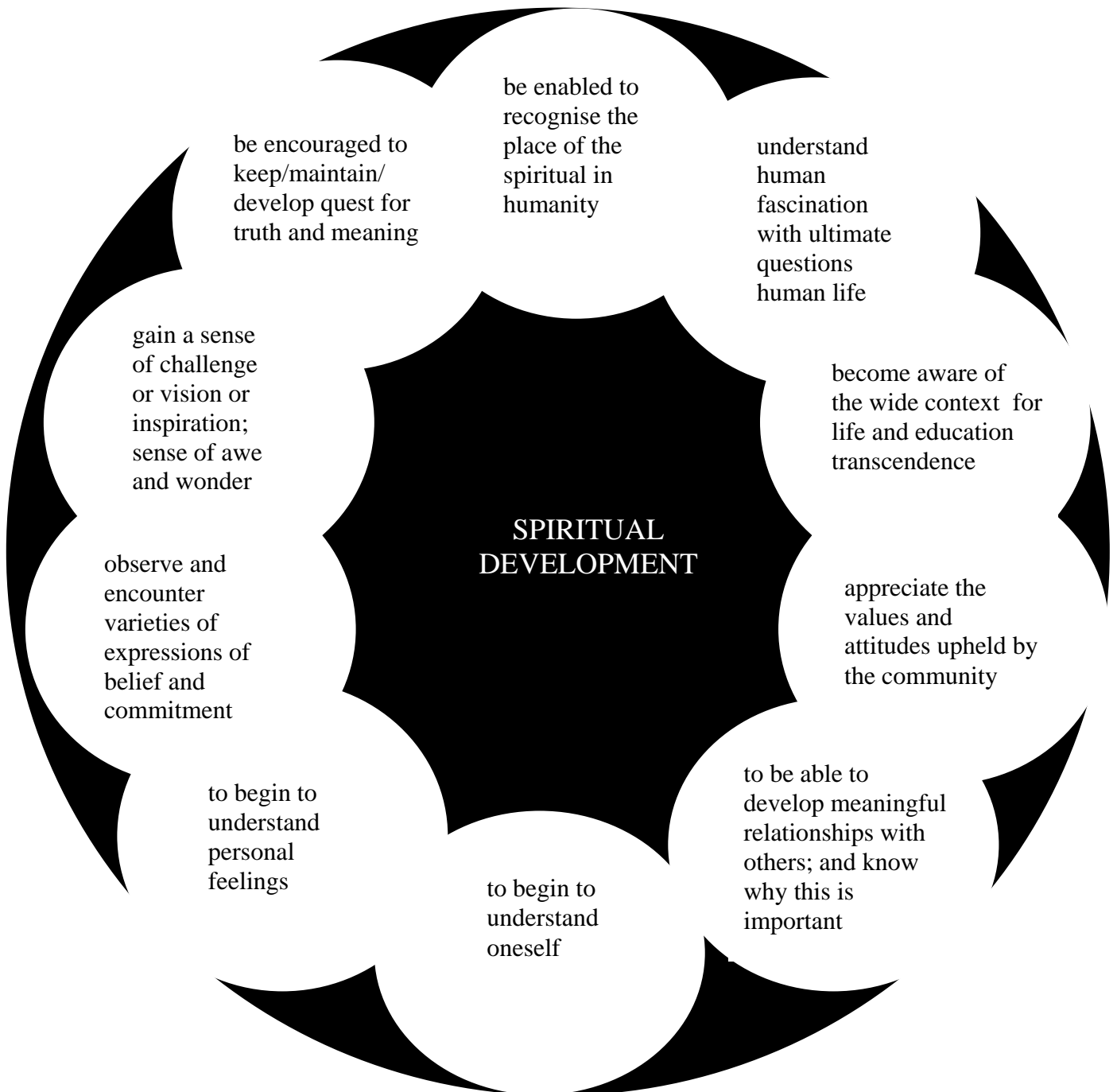
Spiritual Responses

- ◇ How a spiritual growth shows in the way that ;



- The book argues that these four 'windows' are necessary to a holistic approach to spiritual growth and development.

Aspects of Spiritual Development



Characteristics of a Spiritually Developing Person

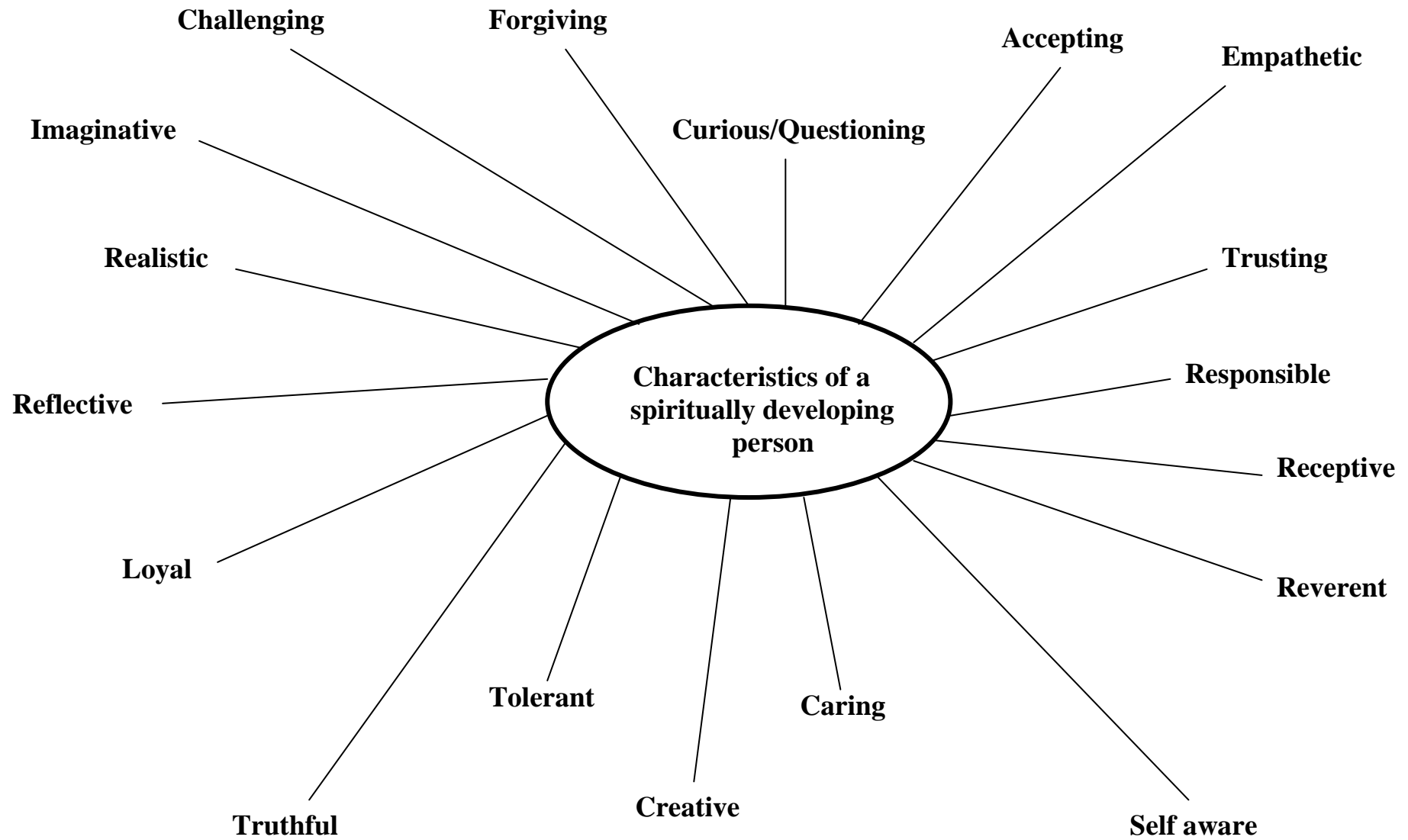
(See the diagram on Page 8)

Self Knowledge and Self Exploration

- Shows increasing self-value and self-respect
- Recognises own strengths and weaknesses
- Reflects on inner feelings and beliefs
- Takes increasing responsibility for oneself
- Demonstrates growing self-esteem
- Recognises the importance of truthfulness
- Strives to be true to themselves, and to develop integrity

Empathy and Emotions

- Celebrates success and copes with failure
- Empathises with other people's values, feelings, emotions and beliefs and recognises that these may be different from their own
- Has a sense of being moved by experiences such as love, beauty, goodness, joy, compassion, injustice, evil, suffering and death
- Values and respects other people, and views that may be different
- Has a growing awareness of when it is important to control emotions, *e.g. anger, prejudice, jealousy, etc*



Community

- Recognises the value and worth of each individual and the contributions they can make
- Has a respectful, caring attitude towards other people, the community and the environment
- Develops meaningful relationships with others
- In a religious community, develops an understanding of, or relationship with God

Beliefs

- Developing personal beliefs
- Developing an understanding of the beliefs of others

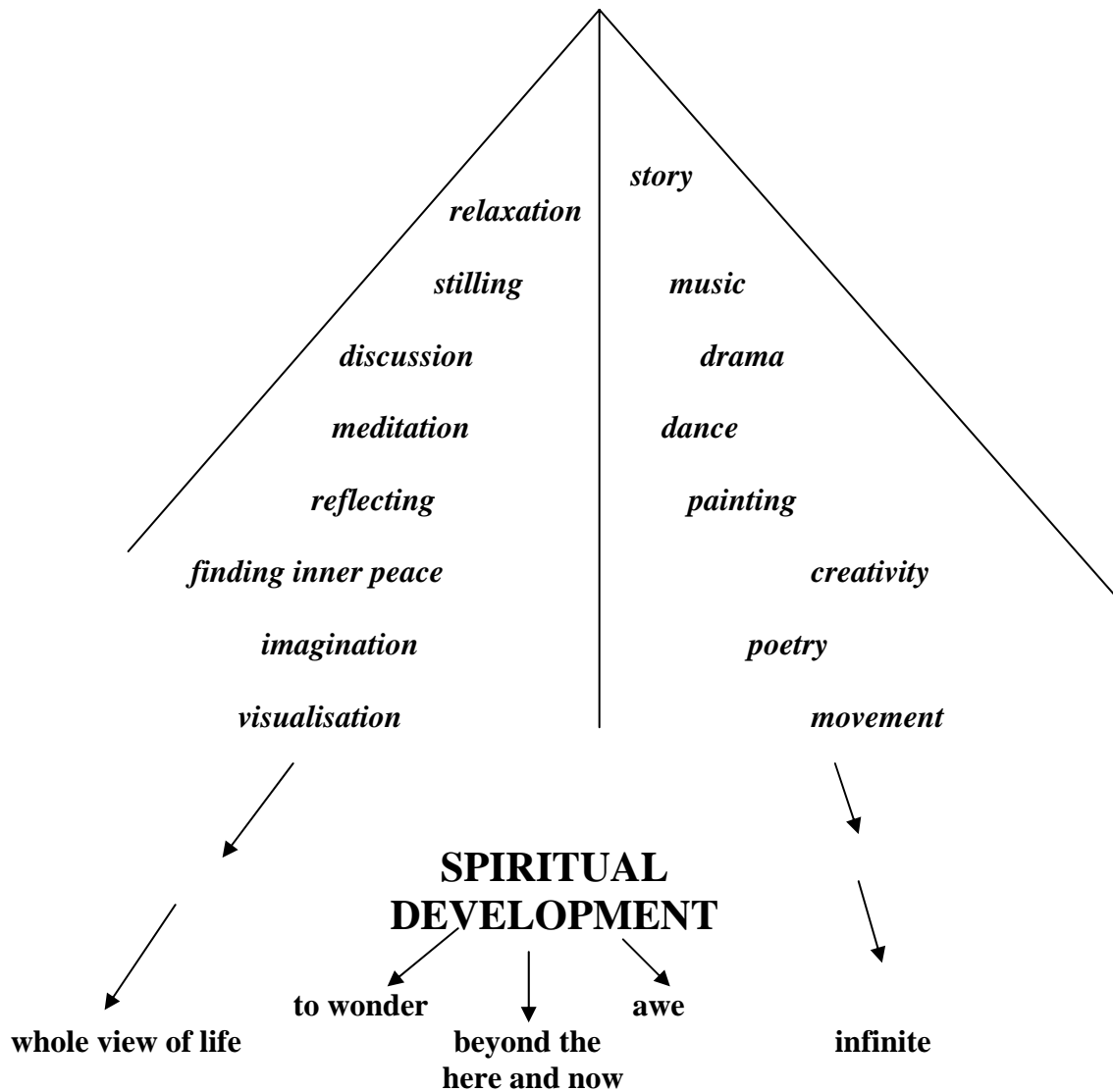
Creativity

- Expresses innermost thoughts and feelings and appreciates creativity in others
- Is inspired and moved by the natural world
- Is able to exercise and channel their imagination

Mystery

- Is developing curiosity and a sense that there may be something 'greater' than themselves
- Possesses a wondering attitude towards the awesomeness of creation
- Searches for meaning and purpose
- Asks ultimate questions about life

SPIRITUAL DEVELOPMENT IN THE CURRICULUM



Evaluating the extent to which a school adequately provides for and encourages spiritual development is essential if a school is to fulfil its requirements to provide the Basic Curriculum.

RE does have a specific and important role in providing for spiritual development, but it is the **whole school ethos**, the **entire curriculum**, and the stated and practised **values and ideas** in the school community that will either promote spiritual development or prevent it from flourishing.

The diagram above illustrates some of the ways – in any curricular area or aspect of school life – through which the windows to spiritual development may be opened.

Classroom strategies providing opportunities for spiritual development across the whole curriculum.

- Experience a variety of imaginative and creative teaching styles which provide opportunities for active learning, and which lead to increased interest;
- Feel excitement about the acquisition of knowledge;
- Develop enquiring minds which ask 'why', 'how', 'what would happen if'?
- Work on open-ended tasks which can produce a variety of responses;
- Develop confidence by taking responsibility for their own learning, share knowledge through discussion, seek help in grasping ideas;
- Experience the excitement of understanding after struggling with a problem;

Graphic note:

If this and next page could be a double page spread, with bullets arranged around the pages (i.e. not in straight columns), with some graphic images to reflect some of the points they address, that would be great.

- Explore values and attitudes about complex issues;
- Develop the ability to work with others, listening to their ideas and treating them with respect;
- Experience awe and fascination through role play, artefacts, films and documentaries and through first-hand experiences and visits;
- Experience quiet times for reflection and stillness;
- Widen their horizons, develop empathy, positive attitudes and values towards other people through meeting visitors from other places;
- Develop a sense of purpose by performing with a group, a sense of responsibility towards fellow-performers, a corporate sense of belonging, and to experience being part of something larger than oneself;
- Develop self-esteem and self-worth through personal expression;
- Celebrate and praise the successes of others;
- Challenge misconceptions and stereo-types by recognising that people have common and different needs;
- Experience a democratic classroom where the views of all are valued and respected.

Subjects of the Curriculum

Maths

Graphics appropriate to subject

Pupils should be given opportunities to:

- Recognise and be amazed at the beauty of design, symmetry, concept of infinity, etc;
- Reflect on the necessity, certainty and logical nature of mathematics;
- Experience the excitement of understanding after struggling with a numerical problem;

Geography

Graphics appropriate to subject

Pupils should be given opportunities to:

- Reflect and wonder the variety of people, places and environments across the world;
- Recognise relatedness and pattern e.g. links between humankind and the environment and the way one influences the other;
- Develop understanding and ideas of stewardship and securing their commitment to promoting and living sustainable lifestyles through exploration of environmental issues;
- Appreciate the wonders of the natural world and phenomena such as volcanoes, hurricanes, etc.;

History

Graphics appropriate to subject

Pupils should be given opportunities to:

- Appreciate the part played by family and local history in being who we are;
- Appreciate how the history of Wales and its development impacts on a sense of identity;
- Recognise and value the impact of Christian heritages on British culture;
- Appreciate things now by understanding how they were in the past;

Graphics appropriate to subject

Music

Pupils should be given opportunities to:

- Feel a sense of wonder and awe at the works of human creativity;
- Explore their own reaction and share their emotional and personal response to a variety of music;
- Appreciate the richness of different musical traditions across the world;
- Appreciate the spiritual values in music, including the sense of losing oneself in music;

Graphics appropriate to subject

Art

Pupils should be given opportunities to:

- Feel a sense of wonder and awe at the works of human creativity;
- Express and explore their own responses to art, and use a variety of media to express their own feelings and emotions;
- Appreciate how colour, symbols, style, etc., are used to convey the meaning of difficult or otherwise inexpressible thoughts and feelings;
- Appreciate the richness of different artistic traditions across the world;
- Appreciate the spiritual values in art.

Graphics appropriate to subject

ICT

Pupils should be given the opportunity to:

- Recognise and be amazed at the wonder of technology;
- Value high quality presentations, programmes, workings that come with the aid of technology;
- Connect with others and their ideas, experiences, achievements and concerns using technology;
- Debate the uses and abuses of modern technology;

Modern Foreign Languages

Graphics appropriate to subject

Pupils should be given the opportunity to:

- Value communicating with others in their own language;
- Recognise the values, beliefs, lifestyles and customs of others;
- Evaluate their own culture, ideas and customs;

Physical Education

Graphics appropriate to subject

Pupils should be given the opportunity to:

- Develop a sense of pride in doing one's best, persevere whatever the outcome, and value fair play;
- Wonder at the abilities of the human frame;
- Value the excitement and pleasure in physical activity;
- Participate in active events so as to recognise the value, sense of achievement and partnership that result;

Science

Graphics appropriate to subject

Pupils should be given the opportunity to:

- Experience a sense of awe and wonder and reflect on the world in which they live;
- Experience the excitement of scientific discovery;
- Understand how different organisms are dependent upon each other;
- Recognise how scientific developments have affected their lives and the world around them;
- Recognise that their actions can have an effect on the environment;

Design and Technology

Graphics appropriate to subject

Pupils should be given the opportunity to:

- Appreciate their own skills and abilities to make things and value what others have made;
- Express their own identities in the things they make;
- Appreciate materials – colour, texture, shape, smell, touch, origin;
- Design with the needs of others in mind;
- Make decisions about usefulness, beauty, cost-effectiveness;

Graphics appropriate to subject

English

Pupils should be given the opportunity to:

- Value accent and dialect and have exposure to cultural diversity;
- Gain self-confidence by using the voice in a variety of ways;
- Experience the enjoyment of reading, including a range of stories which take them out of the mundane;
- Develop vocabulary to express their innermost thoughts and feelings;

Graphics appropriate to subject

Welsh

Pupils should be given the opportunity to:

- Value communicating with others in their own language;
- Appreciate the need to understand and communicate with those for whom Welsh or English is their first language;
- Recognise and value the beliefs, lifestyles and customs and traditions of Wales and the Welsh language;
- Evaluate their own culture, ideas and customs;

Religious Education

Graphics appropriate to subject

Pupils should be given the opportunity to:

- Engage with fundamental questions on the meaning of life, death and the purpose of existence;
- Explore religious beliefs, teachings and practices related to such questions and their own experiences;
- Gain the skills and vocabulary to express a personal response and understanding;
- Empathise with the experiences of others and make connections with their own values and beliefs;
- Develop and mature spiritually, including through opportunities to explore and evaluate aspects of spiritual development encountered across the curriculum

Other Aspects of Curriculum Provision

Education for Sustainable Development and Global Citizenship

Pupils should be given the opportunity to:

Graphics appropriate to subject

- Recognise the importance of, and value considerations of sustainable development;
- Evaluate their own lifestyles and plan for action in terms of sustainable development and environmental issues;
- Recognise and value how societies work on a variety of scales from local to global, and begin to understand about the empowerment and exclusion of people;
- Consider and evaluate the implications of global issues and the rights and responsibilities of being citizens of the world.

Personal and Social Education

Graphics appropriate to subject

Pupils should be given the opportunity to:

- Consider and reflect on positive attitudes and behaviour towards others, the community and the environment;
- Prepare themselves for the challenges, choices and responsibilities of education, work, employment and lifelong learning;
- Share experiences both positive and challenging;
- Grow in understanding of living healthy and fulfilled lives.

The Contribution of Collective Worship to the Spiritual Development of Pupils

Collective Worship is a key vehicle for developing spirituality throughout the school. However, collective worship is but one element of a whole school approach to spirituality, which should be across the curriculum and encompass all aspects of school life.

Whilst for some pupils, religious beliefs will have a strong influence on how they respond to issues raised, those who are non-believers may also develop spiritually. Spirituality is not the same as being religious.

Collective worship should provide a special time separate from ordinary school activities.

Are pupils given opportunity to:

- Experience stillness and reflection;
- Listen, puzzle and reflect through prayer, meditation and silence?

Collective Worship should be pupil centred and begin from pupils' experiences to enable them to develop a sense of their position within the universal picture.

Are pupils given the opportunity to:

- Share what is important to them;
- Consider and reflect upon a variety of situations and issues and make a personal response?

Collective Worship should offer insights into religious beliefs and practises.

Are pupils given the opportunity to:

- Develop their understanding of Christianity and other world faiths;
- Explore and share their own beliefs and those of others;
- Explore the links between beliefs and values;
- Consider the relevance of beliefs to their own lives;
- Appreciate the importance of religious beliefs to those who hold them?

Collective Worship should help pupils develop the ability to reflect on their own feelings, values and attitudes.

Are pupils given the opportunity to:

- Explore emotions, differences and personal value frameworks through themes such as courage, love, achievement, compassion, injustice, suffering, death, tragedy, hope, responsibility, and humanitarian endeavour?

Awe, wonder, transcendence

Are pupils given the opportunity to:

- 'see' that there is something, someone beyond

Worship

Are pupils given the opportunity to:

- Experience prayer
- Meditate
- Reflect

Celebration

Are pupils given the opportunity to celebrate:

- What matters in life
- People's contributions and successes

Atmosphere

- Should create the opportunity to explore / express / feel the spiritual and be
- Positive
- Reflective
- Joyous!

Pointers for Spiritual Development in Collective Worship

Questions

Should:

- Pose rhetorical, reflective questions
- Generate discussion and ideas

Hope and Vision

Are pupils given the opportunity to:

- Look beyond the trivial or mundane
- Lift themselves and aspire

Focus

- Artefact
- Candle
- Music
- Drama
- Story
- Person

Facing Harder Realities

Are pupils given the opportunity to:

- Recognise that life does have hard times and difficulties

Collective Worship should develop an awareness of the inner life and the spiritual dimension to each person.

Are the pupils given the opportunity to:

- Recognise that there is something more to life than the ordinary;
- Develop a sense of their position within the universal picture;
- Appreciate a sense of the transcendent;
- Come to a personal philosophy or life stance, which promotes self confidence and a sense of purpose?

Collective Worship should explore and respond to ultimate questions about the meaning of life, change and death.

Are pupils given the opportunity to:

- Develop a sense of the mysteries of life;
- Explore religious and personal responses to difficult questions about life;
- Respond to fundamental questions such as those to do with suffering, death and life after death?

Collective Worship should explore aspects of life which have special meaning and contribute to a sense of awe, wonder and creativity.

Are pupils given the opportunity to:

- Appreciate the joys and wonders of the world;
- Respond to a range of stimuli that appeal to all the senses?

Collective Worship should explore and respond to Collective Spirituality.

Are pupils given the opportunity to:

- Develop a sense of belonging to an inclusive community;
- Affirm and celebrate the shared values and common ethos of the school community in an experience of significance and worth;
- Foster an atmosphere of mutual respect?

Legal Distinctions

There are many misunderstandings about the terminology and legal requirements for collective worship, and the distinctions below are important ones to be clear about:

1. Collective Worship and Religious Education (RE)

These two are distinct and separate aspects of school provision, and there are different legal requirements applying to them. Time for RE is included in the total curriculum time for a school, but collective worship is not part of the 'curriculum day' – rather it is part of whole school provision and ethos.

It is of course possible for there to be a linking and worthwhile relationship between RE and collective worship, especially in primary schools – but there are also distinctive contributions that the two make over and above that interplay.

It is therefore advisable to have separate policies for RE and for collective worship, and to have separate files and records for both these areas of school life.

2. Collective Worship and Assembly

Although many schools and teachers, and pupils use the term 'assembly' for the time when the school or class come together for worship, it is not in fact the legal term for such a school gathering.

Indeed, in law 'assembly' is actually any gathering of the school other than for collective worship.

There is a statutory requirement for a daily collective act of worship; there is no legislative requirement for schools to hold assemblies.

The right of withdrawal applies to acts of collective worship, but not to assembly.

The term 'act of collective worship' carries with it implications about practice and procedure which the term 'assembly' does not.

3. Collective worship and corporate worship

The kind of worship which takes place in school is different from that which takes place in the context of a faith based community. To recognise this, the legislation uses the term 'collective worship' as opposed to the term corporate worship'.

Collective worship is:

The kind of worship a school is required to provide, which is consistent with educational aims and is a 'collective' group – i.e. people with a range of religious beliefs, commitments and none.

Corporate worship is:

The kind of worship that takes place within a 'corpus' or body of believers; the members of the community meet voluntarily and who share together aspects of commitment and belief.

(In Welsh, the subtleties of the English distinction are not so sharply apparent, but the term "Cyd Addoli" is normally taken to mean 'corporate worship', and "Addoli ar y Cyd" as 'collective worship')

4. Class-based and class-led acts of collective worship

Many schools refer to 'class assemblies' and can mean different things by the term. It is therefore important to be clear that:

- A *class based* act of collective worship is one in which a single class is involved, probably in their own work base, and if not, still on their own as a class.
- A *class led* act of collective worship is one which a particular class leads, or takes a lead role in, something that involves other classes in the school.

Estyn Criteria – for Spiritual Development and Collective Worship

“Effective provision for spiritual development depends on a curriculum and approaches to teaching that embody clear values. It should provide opportunities for pupils to gain understanding by developing a sense of curiosity through reflection on their own and other people’s lives and beliefs, their environment and the human condition. It relies on teachers receiving and valuing pupil’s ideas across the whole curriculum. Acts of worship can play an important part.

Spiritual development may not have any religious connection, but in many schools religious education will make a significant contribution to spiritual development.

You might consider, for example, whether pupils are encouraged to:

- Consider life’s fundamental questions and how religious teaching can relate to them;
- Respond to such questions with reference to the teaching and practices of religions as well as from their own experience and viewpoint; and
- Reflect on their own beliefs or values in the light of what they are studying in religious education.”

And for collective worship:

“You should consider each act of collective worship in its own right and in its context. You should judge the activities observed during the inspection together with what has occurred, and is planned over a term.

Collective worship should:

- Be appropriate to the age, development and background of pupils;
- Vary in content;
- Challenge pupils and enrich their experience;
- Take place in an appropriate setting; and
- Provide opportunity for pupils to participate in planning, presenting and/or responding appropriately.

You should judge whether the majority of acts of collective worship are of a broadly Christian character over a period of time. The school should have a record of the themes and content. If what the school provides is not in keeping with the spirit of the law, then you should state this in the report and give reason(s). You may judge that worship does not fulfil statutory requirements but still judge it to make an effective contribution to pupils’ spiritual, moral, social and cultural development. If so, you should make it clear in the report.”

(Pg 59-60 Guidance on the Inspection of Schools)