

**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, County Hall, Wynnstay Road, Ruthin on Wednesday, 24th February 2010 at 10.00 a.m.

**PRESENT**

**Representing Denbighshire County Council**

Councillors M.M. Jones (Chair), J.A. Davies, C.M. Evans, G.C. Evans, G.A. Jones and J.G. Yorke

**Representing Religious Denominations**

H. Ellis, R. Elms, S. Harris, Rev. B.H. Jones and E. Wright

**Co-opted Members**

M.B. Lloyd

**ALSO PRESENT**

Senior Learning Adviser RE (PL) and Clerk to SACRE (KEJ)

**APOLOGIES**

Councillor C. Hughes together with M. Bradshaw, G. Craigen, M. Hatch and M. Phillips

**SILENT REFLECTION**

The meeting began with a few minutes silent reflection.

**WELCOME**

The Chair welcomed everyone to the meeting. She also extended a special welcome to Mr. Philip Lord, Senior Learning Adviser RE who was attending his first meeting. Mr. Lord thanked members for his warm welcome and outlined the qualifications and experience he brought to his new role having been trained as a Church Minister and teacher for RE before taking up the post of Senior Learning Adviser RE in January 2010. He confirmed that he was looking forward to working with SACRE. At the invitation of the Chair, all present took the opportunity to introduce themselves and their association with SACRE.

**1 URGENT MATTERS**

There were no urgent matters for consideration by the committee.

## 2 MINUTES

The minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held on 12th October, 2009 (previously circulated) were submitted.

The Chair noted that the English abbreviation 'SACRE' had been used in the Welsh version of the minutes instead of 'CYSAG'.

There being no matters arising it was:-

**RESOLVED** that, subject to the above, the minutes of the SACRE meeting held on 12th October 2009 be received and approved as a correct record.

## 3 EXAMINATION RESULTS 2009

The Senior Learning Adviser RE submitted tables (previously circulated) detailing examination results at GCSE and Advanced Level Religious Studies for the year 2009 as compared with 2008 together with an analysis of the differences and trends for members' review.

The Senior Learning Adviser RE proceeded to take members through the results in detail and verbally reported upon comparisons between the 2009 and 2008 examination results. He particularly referred to the following points:-

### **GCSE Results – Religious Studies 2009 –**

- GCSE Results All – Religious Studies 2009 – there were 95 more candidates than the previous year with 81.7% achieving A\* - C showing an overall improvement of 4.6% at that level which was 9.8% above the national average
- GCSE Results Boys – Religious Studies 2009 – there were 44 more candidates than the previous year with 79.2% achieving A\* - C which was an improvement of 2.1% being 13% above the national average
- GCSE Results Girls – Religious Studies 2009 – there were 51 more candidates than the previous year with 83.3% achieving A\* - C which was an improvement of 6.3% being 7.6% above the national average

### **Religious Education (Short Course) 2009 –**

- Religious Education All (Short Course) 2009 – overall there were 106 more candidates than last year with 52.9% achieving A\* - C which was an increase of 9.6% in 2009 but still 6.3% below the national average
- Religious Education Boys (Short Course) 2009 – there were 65 more candidates than last year with an increase in achieving A\* - C up from 29.4% to 44.8% in 2009 which was still 7.7% below the national average

- Religious Education Girls (Short Course) 2009 – there were 41 more candidates than last year with an increase in achieving A\* - C up from 52.5% to 59.2% which was still 6.2% below the national average

The Senior Learning Adviser RE highlighted that in the Religious Education Short Course there were 106 more candidates overall although there was an issue in that the total figure included 66 Year 9 pupils and 13 Year 10 pupils. As it was not possible to track how many Year 9 pupils would retake the course in Year 10 the data could refer twice to the same pupil. It transpired that both Prestatyn and Rhyl High Schools were entering their lower ability pupils for the short course and there was a possibility that other schools may also be following that practice. Further investigation would be required to ascertain how many (if any) schools were continuing with that action. In response to questioning and the reasoning behind such practice, the Senior Learning Adviser RE explained that RE was statutory throughout Key Stage 4 and some schools may be using the short course as the statutory provision with the less able pupils participating in the short course which had been reflected within the poor results. Councillor G.C. Evans felt that the authority's system of tracking pupils should enable data on individual pupils to be obtained. The Senior Learning Adviser RE indicated that data was provided on pupils aged 15 but there could be some confusion in Years 10 and 11. The necessary data had been requested from schools but they were under no statutory obligation to provide it. In order to put the short course results into context, the Senior Learning Adviser RE highlighted that in Prestatyn High School only 7.7% of girls had achieved A\* - C compared to 22.2% the previous year with 10.3% of boys having achieved A\* - C with no boys entered the previous year. As the higher ability pupils had been entered for GCSE the school's results in that regard had been outstanding. However, by entering the lower ability pupils for the short course the results had been poor and reflected badly on the overall schools' results. By removing Prestatyn High School's results from the overall total for the short course A\* - C results (which were significantly below both local education authority and national average targets) it was highlighted that Denbighshire's results would be 7.1% above the national average as opposed to 6.3% below it.

Co-opted Member M.B. Lloyd highlighted that Rhyl High School had not entered pupils for examinations in the past and should be commended for their efforts in that regard. She felt that the short course did create an interest in the subject of Religious Studies.

### **GCE Advanced Level – Religious Studies 2009 –**

- GCE Advanced Level All – Religious Studies 2009 – there were 3 more candidates with 86.4% achieving A – C which was a 8.6% increase on the previous year and 6.7% above the national average
- GCE Advanced Level Boys – Religious Studies 2009 – there were 11 more candidates with 87% achieving A – C, a 28.7% increase on the previous year and a 10.2% increase above the national average

- GCE Advanced Level Girls – Religious Studies 2007 – there were 8 less candidates with 86% achieving A – C which was an increase of 3.6% on the previous year and 15.1% above the national average level.

During the ensuing discussion Councillor C.M. Evans praised the outstanding results of St. Brigids School and Ysgol Brynhyfryd. Councillor G.A. Jones referred to the new Rhyl Sixth Form College and queried whether their RE examination results would be included within future reports to SACRE for monitoring and evaluation. Members noted the development of the new sixth form provision in Rhyl and highlighted the need to investigate what courses were being offered in order to ensure the results were appropriately monitored. The Senior Learning Adviser RE agreed to look into the matter and report back to SACRE thereon.

### **Summary of Examination Results 2009 –**

The Senior Learning Adviser RE guided members through the summary of examination results which highlighted the disappointing results for Blessed Edward Jones Catholic High School. He reminded SACRE that they had previously discussed the poor results relating to that school and the issues surrounding them. Councillor J. Yorke queried the absence of figures at A Level for Ysgol Glan Clwyd. Reverend B.H. Jones explained that the school's RE teacher had been on maternity leave the previous year and there had been no-one available to teach to A Level standard. He also highlighted the low uptake for RE at that level. Members discussed the number of pupils wishing to continue with RE at A Level and the Senior Learning Adviser RE raised the possibility of consortium arrangements with schools working together in order to share provision. Whilst acknowledging that there may be an issue over resources and timetabling, and bearing in mind the changes to sixth form provision within the county, members wished to encourage the establishment of a consortium in order to provide greater opportunities and choice in the provision of RE. It was suggested that the Senior Learning Adviser RE convey SACRE's disappointment regarding the poor uptake of Religious Studies in particular schools and raise the possibility of consortium arrangements with secondary schools working together as a way forward. The Senior Learning Adviser RE indicated that he would be meeting with the Head of School Inclusion regarding monitoring arrangements within schools and suggested that it would provide an ideal opportunity to raise the matter.

Co-opted Member M.B. Lloyd advocated continuing with the previous practice of sending letters of congratulations to those schools where results had improved and were above the national average and to offer assistance to underperforming schools.

### ***RESOLVED that:-***

- (a) *the statistical data and summary be received;*
- (b) *the Senior Learning Adviser RE further investigate the practice of schools entering lower ability pupils for the Short Course and the matter be kept under review;*

- (c) *the Senior Learning Adviser RE ascertain which RE Courses were being offered following the development of the new sixth form provision in Rhyl in order to ensure the results would be appropriately monitored by SACRE in the future;*
- (ch) *the Senior Learning Adviser RE be asked to convey SACRE's disappointment to the local education authority regarding the poor uptake of Religious Studies in particular schools and also raise the possibility of consortium arrangements with secondary schools working together in order to provide greater opportunities and choice in the provision of RE;*
- (d) *the Senior Learning Adviser RE arrange meetings with those schools showing disappointing examination results to ascertain what strategies were being adopted in order to address issues of under performance and to offer his services in helping to bring about improvements;*
- (dd) *letters of congratulation be sent to those schools where results had improved on the previous year and were above the national averages.*

#### **4 ANALYSIS OF INSPECTION REPORTS ON SCHOOLS**

The Senior Learning Adviser RE submitted a report (previously circulated) analysing the results of the recent inspections of three schools between June and October 2009 in the provision of Spiritual, Moral, Social and Cultural Development (SMSC), and Religious Education where it was part of the inspection. Inspections had been carried out at Ysgol Llanbedr, Ysgol Dewi Sant, Rhyl and Ysgol Bodfari and a brief history of each school had been incorporated into the report.

The Senior Learning Adviser RE provided members with a brief resume of the findings relating to each school, explaining and clarifying specific issues in response to members' questions thereon. It was pleasing to note the 72 positive comments for SMSC between the three schools and a number of outstanding features had been highlighted. Twelve negative comments had been received which the schools would be addressing. In considering the negative comments, Councillor C.M. Evans queried the need for primary school pupils to be taught in matters relating to Entrepreneurship and Enterprise and Work related education in which two schools had shown a weakness. The Senior Learning Adviser RE explained the ethos behind such provision arising from the skills based curriculum. He provided an example of young children in the foundation phase dressing up as police officers and nurses, etc. as a means of learning through play about respect and authority. He felt that such skills were already taught in schools but not under that specific label. Mrs. E. Wright agreed that such skills had always been taught within schools but the particular aspects of entrepreneurship and work related education had been identified and labeled separately. However she felt the wider issues did not relate to education within primary schools and she had been disappointment to note some criticism in that regard. Councillor J. Yorke also agreed with that viewpoint and expressed concerns about the pressures on teaching staff trying to develop entrepreneurial and work related skills with such young children, much of which was considered unnecessary. The Chair encouraged members to read the full inspection

reports for the schools which she had found extremely interesting and put the various elements of the inspection into context.

With regard to Religious Education the three schools had received 26 positive comments between them with only 4 negative comments.

Members welcomed the high number of positive comments across the schools and Mrs. S. Harris felt that Ysgol Bodfari should be especially commended for their achievements in light of it being such a small school. The Chair proposed that letters be sent out in the usual manner congratulating the schools on their positive features.

**RESOLVED** that:-

- (a) *the report be received and noted;*
- (b) *a letter be sent to the schools inspected congratulating them on the good features identified and offering the services of the Senior Learning Adviser RE and School Improvement Officers in relation to any areas for development or key issues needing addressing, and*
- (c) *the Local Authority be requested to distribute the above letters.*

## **5 WALES ASSOCIATION OF SACRES**

The draft minutes of the WASACRE meeting held at Tonypany, Rhondda Cynon Taf on 13th November 2009 (circulated at the meeting) were submitted.

Reverend B.H. Jones commented that he enjoyed attending WASACRE meetings which he found very educational and provided the opportunity for SACREs to meet across Wales to share views and good practice. He reported upon the main presentation at the last meeting by Joanne Glenn, Head of the Community Cohesion Strategy Unit, Welsh Assembly Government (WAG) on the 'All Wales Community Cohesion Strategy'. The aim of the presentation had been to look at community cohesion from the perspective of WAG. One aspect of the presentation referred to proposals to develop a GCSE course concentrating on the Muslim faith because that was where the main problems with terrorism had been identified. Quite a heated debate on that matter had followed with the feeling that introducing a GCSE for just one faith was unfair and inappropriate. Mr. G. Craigen had commented that such a GCSE would need to meet national criteria and be open to all as the current aim was not to nurture faith of any one religious tradition. Reverend Jones advised that it was an issue which would be considered further at future meetings.

Reverend Jones also reported upon a second presentation by Mary Parry 'Persona Dolls' whereby dolls were given certain characteristics and personalities which helped children to explore issues of concern. The dolls were becoming increasingly popular in schools for Foundation Phase pupils. In response to questions, he explained that dolls encouraged children to communicate and become involved in sensitive subjects in order to share and learn.

**RESOLVED** that the minutes of the meeting of WASACRE held on 13th November 2009 together with the verbal report from Reverend B.H. Jones be received and noted.

## **6 DATE OF NEXT MEETING**

The Chair reminded members that the next meeting of Denbighshire SACRE would be held at 10.00 a.m. on 7 June 2010 in the Council Chamber, Council Offices, Nant Hall Road, Prestatyn. Mrs. E. Wright referred to the difficulties for some teaching staff in covering their classes when meetings were held on the same day in the week. It was agreed that this point be considered when formulating the County Council's future meeting cycle in 2011/12.

At this juncture the Chair referred to the merits of SACRE's previous practice of inviting teachers to meetings in order to deliver presentations on RE provision within their schools and indicated that she would like to continue with that arrangement. The Chair also welcomed the views of the Senior Learning Adviser RE on future practices.

The Senior Learning Adviser RE suggested that in order to support teachers there needed to be a networking of good practice and he advocated a means of sharing resources between teachers with pieces of work for specific topics in order to avoid duplication and resource preparation/planning time. He advised that he had raised this issue at Secondary School Forums and had sent out a blank CD Rom together with a resource he had produced when Head of RE as a goodwill gesture and had asked schools to reciprocate in order to facilitate that process. Members welcomed the initiative and expressed an interest in viewing some of the resource material. It was agreed that this matter be considered further at the next meeting.

Prior to the close of the meeting the Chair thanked the Senior Learning Adviser RE for his work and members for their attendance and contributions to debate.

The meeting concluded at 11.15 a.m.

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

Date of Meeting:

7 June 2010

Agenda Item:

**3**

ANALYSIS OF INSPECTION  
REPORTS

*Background to the Report:*

SACRE has a statutory duty to monitor the provision of RE and collective worship in the schools, and has a long standing practice of receiving and analysis of Estyn Inspection reports at each meeting.

*Purpose of the Report:*

To inform members of the outcomes of recent Estyn Inspection Reports on schools.

*Recommendations:*

- To receive the report
- A letter be sent to each of the schools informing them that their Inspection Report has been considered, congratulating them for good features identified, and reminding them of the services of the Senior Learning Adviser RE and School Improvement Officers in relation to any areas for development or key issues needing addressing.
- To request the LEA to distribute the letters to the schools involved



**CONTEXT COMMENTS: INSPECTION REPORTS**  
**DENBIGHSHIRE SACRE**

**7 June 2010**

**4 Schools**

<b>School</b>	<b>Dates</b>	<b>Rg. Inspector</b>	<b>SMSC Ins./ Key Question 3</b>	<b>RE Ins.</b>
<b>Ysgol y Parc</b>	<b>09/12/09</b>	<b>Stephen Dennett</b>	<b>Buddug Bates</b>	<b>Not Inspected</b>
<p><i>Ysgol y Parc draws the majority of its pupils from the immediate area surrounding the school, which is neither prosperous nor economically disadvantaged. Around 12% of pupils are entitled to free school meals. The school provides education for pupils aged three to seven. Around 12% of the pupils have been identified as having additional learning needs (ALN) but no pupils have statements of special educational need (SEN). Around 5% of pupils speak English as an additional language (EAL). No pupils speak Welsh as a first language. At the time of the inspection there were 143 pupils on the school's roll, with an additional 38 part time nursery children.</i></p>				
<b>Ysgol Maes Hyfryd</b>	<b>18/01/10</b>	<b>Merfyn Lloyd Jones</b>	<b>Hazel Hughes</b>	<b>Merfyn Lloyd Jones</b>
<p><i>Ysgol Maes Hyfryd is situated in the village of Cynwyd and services the village and surrounding rural area. There are 73 pupils on roll including 12 in the nursery class. 75% of pupils come from homes that are neither prosperous nor economically disadvantaged. 39% come from Welsh speaking homes and the remainder from English speaking homes. Ysgol Maes Hyfryd is a Welsh language school. Welsh is the daily language of the school and the teaching medium in the Foundation Phase and Key Stage 1. In Key Stage 2 teaching takes place through the medium of both Welsh and English. 8% of pupils are registered for free school meals. 3 pupils have a statement of SEN and 5 pupils are identified as 'school action plus' for additional support.</i></p>				
<b>Ysgol Bryn Collen</b>	<b>19/01/10</b>	<b>Eifion R Morgan</b>	<b>Eifion R Morgan</b>	<b>Eleri Honour</b>
<p><i>Ysgol Bryn Collen is situated on the edge of the Pengwern estate to the south of Llangollen. The building is shared with Ysgol y Gwernant that provides Welsh language education. Pupils attending the school come from the town of Llangollen and some from the surrounding area. There are 15 nursery children who attend on a morning only basis and in all there are 170 pupils on roll. About 16% of pupils are entitled to free schools meals. 27% of pupils are identified as having ALN of these 3 pupils have statements of educational needs, 24 pupils are on the school action plus register and a further 15 are on the school action register. The area is described as being reasonably prosperous with a minority of pupils coming from economically disadvantaged background. English is the predominant language in the home, with only 2 families speaking Welsh at home. There are 3 pupils learning English as an additional language. The school has achieved the Basic Skills Agency 'Quality Mark' in 2007 in recognition of its work in raising standards in literacy and numeracy. It has also achieved the silver Eco-Schools' Award and is currently working towards the Healthy Schools' Award.</i></p>				
<b>Ysgol Gellifor</b>	<b>01/02/10</b>	<b>Ed. Goronwy Morris</b>	<b>Jane Williams</b>	<b>Not Inspected</b>
<p><i>Pupils are drawn from a relatively prosperous area and are neither advantaged nor disadvantaged. No pupils speak Welsh as their first language. 3% of pupils are entitled to receive free school meals. There are currently 74 pupils on roll plus 5 part time nursery children. 8 pupils have been identified as having SEN including 4 on school action plus. In addition to the Headteacher there are three full time teachers and two part time teachers. The Headteacher teaches the Y5/6 class for three days each week.</i></p>				

# Analysis of Inspection Reports Denbighshire SACRE

7 June 2010

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

### POSITIVE COMMENTS

Provision for SMSC Development

4 Schools

- An extensive range of learning experiences across the curriculum promotes pupils' personal development, including their spiritual, moral, social and cultural development extremely well. (*Ysgol y Parc*)
- Outstanding learning experiences promote the moral, social and cultural development of pupils. (*Ysgol Maes Hyfryd*)
- Provision for pupils' spiritual, moral, social and cultural development has good features and no important shortcomings. The school provides pupils with a strong sense of achievement and encourages them to respect the talents of others. (*Ysgol Bryn Collen*)
- The overall provision for the promotion of learners' spiritual, moral, social and cultural development is good. (*Ysgol Gellifor*)

Curriculum Cymreig / The Welsh Dimension

4 Schools

- The provision for developing pupils' bilingual skills in Welsh and English are good. Welsh commands and vocabulary are displayed prominently in all classes and used effectively. The language is constantly and consistently used throughout the day in all classes. (*Ysgol y Parc*)
- Good attention is paid to Y Cwricwlwm Cymreig, the Welsh dimension to the curriculum. The school ensures that pupils develop a good understanding of their cultural heritage both locally and nationally through traditional Welsh tales, the study of local artists, musicians and composers. (*Ysgol y Parc*)
- The bilingual competency of pupils is developed successfully. Both Welsh and English are used as teaching mediums in the two key stages. Good emphasis is given to the Welsh dimension within the curriculum. (*Ysgol Maes Hyfryd*)
- Participating regularly in the Urdd Eisteddfod has further enriched pupils' Welsh cultural awareness. (*Ysgol Bryn Collen*)
- Appropriate provision to promote pupils' understanding of Y Cwricwlwm Cymreig is developed through the celebration of St David's Day and the successful Urdd club. They compete annually, locally and on a County level but most recently, reaching the final rounds in the National Eisteddfod. Opportunities to learn about the traditions, culture and history of Wales are well integrated into the curriculum. Places of Welsh heritage are visited and the work of Welsh artists are studied. (*Ysgol Bryn Collen*)
- Planning for the inclusion of Y Cwricwlwm Cymreig is very thorough and positively reinforces learners' knowledge and understanding of Welsh culture and heritage. Events such as Welsh concerts and the Urdd

contribute effectively to developing their awareness of their own heritage. Planning for the development of learners' bilingual skills is good. (*Ysgol Gellifor*)

#### Charities and good causes

4 Schools

- There are good links with the local and wider community and the school supports several charities. (*Ysgol y Parc*)
- The school supports Fair Trade principles and regularly arranges opportunities to raise money for a variety of charities. (*Ysgol Maes Hyfryd*)
- Pupils are encouraged to support community initiatives and raising money for charitable groups e.g. Royal British Legion. (*Ysgol Bryn Collen*)
- Through charity work, learners help to support those who are less fortunate than themselves. (*Ysgol Gellifor*)

#### Extra curricular activities / opportunities

4 Schools

- There is a good range of extra curricular clubs and activities which broaden and enrich pupils' learning experiences. Extra curricular activities also develop pupils' personal and social skills very well. (*Ysgol y Parc*)
- Pupils' experiences are promoted and enriched very well by a wide range of extra-curricular, cultural and community activities. They contribute significantly to the experiences and development of the pupils. (*Ysgol Maes Hyfryd*)
- The range of extra curricular activities the school provides contributes well towards improving pupils' personal development. The clubs include sport, choir, art, rock band and the Urdd. Some of these activities are available to KS1 pupils and all such activities are well attended by KS2 pupils. (*Ysgol Bryn Collen*)
- Learners benefit from a considerable number of very well planned extra-curricular clubs, regular visits and enrichment activities, many of which involve working in and with the local community. For example, the wind band performs regularly in the local community and further afield and the school's level of involvement with the national Urdd competitions is exceptional. (*Ysgol Gellifor*)

#### Links with / Involvement in the local community

4 Schools

- Links with parents, the community and other academic institutions are excellent. (*Ysgol y Parc*)
- Learning experiences are enriched by excellent partnerships. There is a strong partnership between the school and the parents. The school uses questionnaires to strengthen this partnership and the parents are key in raising substantial funds for the school. (*Ysgol Maes Hyfryd*)
- There are effective links with primary schools in the area and especially with one of the Secondary schools in the catchment, Ysgol Dinas Bran. (*Ysgol Maes Hyfryd*)
- The enthusiastic support of the community is an outstanding feature and this is enriched by the Fruit and Vegetable Market. (*Ysgol Maes Hyfryd*)
- The Parents, Teachers and Friends of the School Association are active and help with various fund raising events. Volunteers from the community

assist regularly with reading support, attending school trips and are invited as guest speakers. There are productive links with local colleges. The school choir participates in a range of community events. (*Ysgol Bryn Collen*)

- The exceptional effective links with parents and other partners are an outstanding feature. Regular visitors to school effectively extend learners' knowledge and understanding of their community. The school's work with its partners in the local community and beyond is outstanding and enriches learners' education both within the and outside the school. Visitors from the local community, such as local clergy and members of the police service, impact effectively on learning and provide a range of valuable experience from the outside world. (*Ysgol Gellifor*)

Programme for / Impact of PSE provision

4 Schools

- The school's PSE curriculum is planned very well and enhanced through class discussions called 'circle time' (*Ysgol y Parc*)
- The school gives appropriate consideration to the PSE Framework. (*Ysgol Maes Hyfryd*)
- The school successfully develops pupils' personal and social education through its daily activities and circle time. Pupils' wellbeing is given high priority. (*Ysgol Bryn Collen*)
- Social and moral provision is developed through a good quality programme of personal and social education. (*Ysgol Gellifor*)

Global citizenship / World education / International links

4 Schools

- Global citizenship is a strength of the school through the work done to make pupils aware of their place in the immediate area and region, plus through excellent links with an Ugandan village and schools in Florida and Canada. (*Ysgol y Parc*)
- Worldwide citizenship is promoted outstandingly. The link with a school in Nepal offers pupils a variety of experiences. (*Ysgol Maes Hyfryd*)
- Education for sustainable development and global citizenship is good. (*Ysgol Bryn Collen*)
- The school has achieved the Eco Schools Bronze award. It routinely recycles paper, plastic and other items and this is monitored by their Eco council. (*Ysgol Bryn Collen*)
- The school successfully promotes sustainable development and global citizenship across the curriculum. (*Ysgol Gellifor*)

Awareness / Promotion of sustainable development

4 Schools

- There is outstanding provision for education for sustainable development and global citizenship which ensures that pupils have a good idea of their place in the world. The school has achieved 'Green Flag' status and recycles a number of materials including paper and ink cartridges. The outside garden and wild area is extensive and well kept and children are active in its upkeep. (*Ysgol y Parc*)
- The school is aware of the importance of sustainability and develops this area very effectively. (*Ysgol Maes Hyfryd*)

- The school is working towards the Gold Eco School prize. (*Ysgol Maes Hyfryd*)
- Education for sustainable development and global citizenship is good. (*Ysgol Bryn Collen*)
- Global citizenship is well catered for through links with schools and agencies in various countries, including Nepal, Zimbabwe, Mauritius and Turkey. (*Ysgol Bryn Collen*)
- The school successfully promotes sustainable development and global citizenship across the curriculum. (*Ysgol Gellifor*)
- The school, with its active eco group, has achieved the Silver Eco Award. There are a number of informative displays around the school promoting the eco theme, sustainability and global citizenship. (*Ysgol Gellifor*)
- The school acts in a sustainable way, with learners undertaking a range of recycling activities. (*Ysgol Gellifor*)

#### Statutory Requirements for RE

3 Schools

- The school provides a broad, balanced, interesting, exciting and relevant curriculum, which is fully accessible to all pupils and complies with legal requirements. (*Ysgol y Parc*)
- The school complies fully with the requirements of the National Curriculum for Religious Education. (*Ysgol Maes Hyfryd*)
- Religious education for learners in reception meets statutory requirements. (*Ysgol Gellifor*)

#### Educational visits / visitors

3 Schools

- The school also provides very good opportunities for learning through visits to places of interest. These reinforce the pupils' understanding of the curriculum and are used as stimuli for extremely high quality and extended written work at the end of Key Stage 1. (*Ysgol y Parc*)
- The school's off site provision offers a range of educational visits and visitors bring relevance to all pupils' academic and social learning. (*Ysgol Bryn Collen*)
- An exceptionally well-planned programme of activities, visits and visitors help to successfully broaden the curriculum. (*Ysgol Gellifor*)

#### Knowledge / Understanding / Awareness of other cultures or traditions

2 Schools

- The pupils demonstrate a mutual respect for each other and for people of different cultures. (*Ysgol Bryn Collen*)
- The school works effectively to raise pupils' cultural awareness with their close links to Llangollen International Eisteddfod and curriculum links with a school in Nepal. (*Ysgol Bryn Collen*)
- The curriculum is effective in ensuring that learners become aware of their own and other cultures. (*Ysgol Gellifor*)

Character of acts of collective worship 2 Schools

- Acts of collective worship also make an outstanding contribution to pupils' understanding of moral and spiritual issues. The atmosphere in morning assemblies is conducive to spiritual reflection and devotion. (*Ysgol y Parc*)
- Whole school assemblies are timetabled which provide appropriate opportunities for the school to share acts of worship and to develop a sense of community within the school. (*Ysgol Bryn Collen*)

Pupil progress / Gaining in confidence / skills 2 Schools

- Policy documents and detailed schemes of work are being reviewed rigorously to ensure outstanding progression in children's learning in the Foundation Phase and good coverage of National Curriculum subjects in Key Stage 1. They include a clear indication of what pupils will learn, key skills to be addressed and resources needed. These support the school's practice very well. (*Ysgol y Parc*)
- Teachers are aware of the need to ensure that every pupil achieves a good level in key and basic skills. (*Ysgol Maes Hyfryd*)

Work of School Council 2 Schools

- Through the School Council, pupils are given good opportunities to influence matters which affect their everyday life. (*Ysgol Maes Hyfryd*)
- There are democratically elected School and Eco Councils. (*Ysgol Bryn Collen*)

Health awareness / Healthy schools initiatives 2 Schools

- The school has won the Healthy Schools' Step 4 accreditation. (*Ysgol Maes Hyfryd*)
- The school is working on the first stage of the Healthy Schools' Award. (*Ysgol Bryn Collen*)

Equal opportunities 2 Schools

- The school responds well to the learning needs and interests of pupils, and they have equal opportunities to benefit from an extensive and balanced curriculum. (*Ysgol Maes Hyfryd*)
- The school responds well to the needs and interests of all learners, including those with additional learning needs (ALN) and the more able. The inclusive nature of the school ensures that learning opportunities are equally accessible to all. (*Ysgol Gellifor*)

Dealing with Social Deprivation and Sterotyping	2 Schools
<ul style="list-style-type: none"> <li>• Provision for tackling social, disadvantage and stereotyping is good. The school ensures that all pupils, including those with physical disabilities and those who do not speak English as their first language, have equal access to all that the school has to offer. (<i>Ysgol y Parc</i>)</li> <li>• The school helps to tackle disadvantage by providing all pupils with equal access to the curriculum and all school activities. (<i>Ysgol Bryn Collen</i>)</li> </ul>	
Work related education	2 Schools
<ul style="list-style-type: none"> <li>• The school provides good work related education. (<i>Ysgol y Parc</i>)</li> <li>• A number of people from the 'world of work' visit the school to speak to the pupils. (<i>Ysgol y Parc</i>)</li> <li>• There is outstanding support for the school by the local police liaison officer and community police officer. (<i>Ysgol y Parc</i>)</li> <li>• Pupils' knowledge and understanding of the wider community has good features that outweigh shortcomings. Links with employers and industry are good overall. Visitors to the school include the Police, Fire and Ambulance services. (<i>Ysgol Bryn Collen</i>)</li> <li>• The school lays good foundations for lifelong learning. (<i>Ysgol Bryn Collen</i>)</li> </ul>	
Observance / Promotion of values / good manners / respect	1 School
<ul style="list-style-type: none"> <li>• The school promotes principles that distinguish between right and wrong and effectively fosters values such as honesty, fairness and respect for one another. (<i>Ysgol Bryn Collen</i>)</li> </ul>	
Quality of acts of collective worship	1 School
<ul style="list-style-type: none"> <li>• Daily acts of collective worship meet statutory requirements. They are broadly Christian in character and focus on all aspects of learners personal development, particularly their spiritual and moral development. (<i>Ysgol Gellifor</i>)</li> </ul>	
Knowledge and understanding of right and wrong	1 School
<ul style="list-style-type: none"> <li>• The school promotes principles that distinguish between right and wrong and effectively fosters values such as honesty, fairness and respect for one another. (<i>Ysgol Bryn Collen</i>)</li> </ul>	
Compliance with statutory requirements for collective worship	1 School
<ul style="list-style-type: none"> <li>• Acts of collective worship fully meet statutory requirements. (<i>Ysgol y Parc</i>)</li> </ul>	

Independent learning skills 1 School

- Learners' independent learning skills are also developed systematically through carefully planned opportunities. The school has achieved the Basic Skills Quality Mark for the third time. (*Ysgol Gellifor*)

Staff/Adults as role models 1 School

- There is a good mix of adult led tasks and the provision for out and indoor activities. The adults provide good role models in developing the children's bilingual skills. (*Ysgol Bryn Collen*)

Personal Development 1 School

- The school's curricular provision reflects the national priorities for lifelong learning well. (*Ysgol y Parc*)

## **NEGATIVE COMMENTS**

Entrepreneurship and Enterprise 2 Schools

- Pupils' entrepreneurial skills are underdeveloped. Some pupils have opportunities to handle money through the fruit shop and stalls at school fairs, but not enough is done across the school to give pupils opportunities to develop those skills needed to support their future economic well-being. (*Ysgol y Parc*)
- Enterprise awareness is under developed. Some activities take place such as involving some pupils with sales fruits and juices. However, insufficient emphasis is given to develop pupils' entrepreneurial skills. (*Ysgol Bryn Collen*)

Curriculum Cymreig / The Welsh Dimension 1 School

- The emphasis is placed on promoting bilingual skills lacks consistency. In many classes the infrequent and irregular use of incidental Welsh and too few structured opportunities in lessons to promote oracy skills hampers the development of pupils' fluency. (*Ysgol Bryn Collen*)

Pupil progress / Gaining in confidence / skills 1 School

- Foundation subjects are not given sufficient emphasis and the planning to develop pupils' basic and key skills has important shortcomings and provides these pupils with an inadequate curriculum. These aspects require significant improvement. (*Ysgol Bryn Collen*)



Statutory requirements for RE

1 School

- The school curriculum does not meet legal requirements. Pupils do not have equal access to a broad and balanced in that the foundation subjects, information technology, design&technology, geography, art&design, and religious education are not effectively planned for inclusion in the taught curriculum. The curriculum in these areas lacks progression and continuity and this adversely affects pupils' learning. This is an important shortcoming. (*Ysgol Bryn Collen*)

Work related education

1 School

- Whilst links with employers and industry are good overall, more could be done to visit vocational settings. (*Ysgol Bryn Collen*)

## Religious Education

### Key Issues:

- *Raise standards in religious education in Key Stage 2. (Ysgol Bryn Collen)*

## Positive Comments

Knowledge / Understanding of Christianity

2 Schools

- Pupils know of Christian festivals and can knowledgably discuss, e.g. the events of Christmas and Easter. (*Ysgol Maes Hyfryd*)
- Pupils in KS1 and KS2 display a good awareness of Christian values and beliefs such as sharing and caring for others. (*Ysgol Bryn Collen*)
- KS1 pupils have a good understanding of key events in the Christian calendar, such as Christmas and Easter. (*Ysgol Bryn Collen*)

Knowledge/ Understanding / Inclusion of religions other than Christianity

2 Schools

- Throughout the school, the majority of pupils understand that there are other religions apart from Christianity practiced across the world. Their knowledge of other religions is developing well and they can discuss the main features and way of life. Most pupils can recall facts relating to creeds, traditions and symbolism relating to various religions. Most key stage 2 pupils are able to recall the story of Rama and Sita and show their knowledge well by explaining about the Diwali Festival. (*Ysgol Maes Hyfryd*)
- Across both key stages most pupils express their opinions well on subjects such as care and friendship, and are aware of the personal circumstances of people less fortunate than themselves. They confidently discuss the importance of protecting and caring for the world and their responsibility in the process. (*Ysgol Maes Hyfryd*)

- KS1 pupils also have an increasing understanding of the traditions and festivals of other world religions, such as the Festival of Divali. (*Ysgol Bryn Collen*)
- Pupils learn of the beliefs and practices of the Hindu religion through the study of Hindu Gods and the features of worship of a home shrine. (*Ysgol Bryn Collen*)

Knowledge / Understanding of the Bible / Bible Stories

2 Schools

- In key stage 1 and 2, many pupils are aware that the Bible is a holy book and have a good knowledge of Bible stories. They can recite popular stories from the Old and New Testament in their own words. When discussing some of Jesus' parables they explain their significance today. (*Ysgol Maes Hyfryd*)
- Nearly all KS1 learners have a good knowledge of some of the main stories from the Bible. (*Ysgol Bryn Collen*)
- At the lower end of KS2, many learners are aware of the Bible as a sacred text and of the significance of the Old and the New Testament. This is further enhanced by an awareness of the historical importance of the Christian faith in Wales through their work on Mary Jones and her Bible. (*Ysgol Bryn Collen*)

Visits to local churches / Chapels / Places of Worship

2 Schools

- Many key stage 1 and 2 pupils have visited places of worship in the community. They confidently discuss the features and purpose of the customs of different religions. (*Ysgol Maes Hyfryd*)
- Through visiting the local places of worship all pupils develop an increasing understanding of the significance of the main features of religious buildings. (*Ysgol Bryn Collen*)

Composing of / Writing own prayers

2 Schools

- Pupils write personal prayers of good quality and present them to others and understand the purpose of prayer. (*Ysgol Maes Hyfryd*)
- Most pupils are aware of the meaning of prayer as a means of communicating with God and write their own sensitive prayers of thanks. (*Ysgol Bryn Collen*)

Knowledge / Understanding of religious concepts / themes

1 School

- Many older pupils have an appropriate awareness of the important values and the significant contribution made to the Christian faith by such movements as the Salvation Army. (*Ysgol Bryn Collen*)

No Shortcomings

1 School

- There are no important shortcomings. (*Ysgol Maes Hyfryd*)

Opportunities for the development / Expression of personal beliefs 1 School

- At the upper end of KS2, all learners respond well to questions about what special qualities they possess. (*Ysgol Bryn Collen*)

Understanding of community and of responsibilities for members 1 School

- Through their efforts to collect money for charities, all pupils develop the awareness that they are a part of a worldwide community and that they have a responsibility to their fellow human beings. (*Ysgol Bryn Collen*)

Aware of the impact of belief on lifestyle 1 School

- Many pupils effectively apply the lessons of moral and religious stories to modern day situations including those found in their own lives. They begin to realise the importance of having responsibility for others. (*Ysgol Bryn Collen*)

## **NEGATIVE COMMENTS**

Knowledge / Understanding / Inclusion of religions other than Christianity  
1 School

- Pupils' knowledge and understanding of faiths other than Christianity is underdeveloped particularly in KS2. (*Ysgol Bryn Collen*)

Use of artefacts to enhance teaching and learning. 1 School

- Pupils in both key stages do not understand the significance of well-known religious artefacts in different cultures. (*Ysgol Bryn Collen*)

Opportunities for / Ability to reflect on aspects of work 1 School

- In KS2, learners' ability to reflect and voice opinions is underdeveloped. (*Ysgol Bryn Collen*)

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

Date of Meeting:

7 June 2010

Agenda Item:

**4**

PRESENTATION ON KS2/KS3  
TRANSITION PROJECT

*Background to the Report:*

Powerpoint presentation of KS2 / KS3 Transition Project entitled 'Archaeological Dig' a resource for teachers of RE developed by the Senior Learning Adviser RE and being piloted by Denbigh High School and five of its feeder schools.

*Purpose of the Report:*

To enable members to be aware of resources being produced for the teaching of RE.

*Recommendations:*

To receive the presentation

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

Date of Meeting:

7 June 2010

Agenda Item:

**5a**

WASACRE – MEETING HELD  
ON 18 MARCH 2010

*Background to the Report:*

SACRE continues to be a member of the Wales Association of SACREs, and receives reports on meetings from members attending, copies of minutes of meetings and any other reports from the Association.

*Purpose of the Report:*

For members to be informed as to the focus and main outcomes of the previous meeting.

*Recommendations:*

- To receive the verbal presentations, and minutes of the previous meeting.



**Cofnodion cyfarfod Cymdeithas CYSAGau Cymru a gynhaliwyd yn Abertawe ar 18 Mawrth 2010 / *Minutes of the Wales Association of SACREs meeting held at Swansea on 18 March, 2010***

**Yn Bresennol / Present**

<p><b>Ynys Môn / Anglesey</b> Rheinallt Thomas Eurfryn Davies</p>	<p><b>Sir Ddinbych / Denbighshire</b> Brian H Jones Philip Lord</p>	<p><b>Rhondda Cynon Taf</b> Carys Thomas Susan Mitchell</p>
<p><b>Blaenau Gwent</b> Gill Vaisey</p>	<p><b>Sir y Fflint / Flintshire</b> Philip Lord</p>	<p><b>Abertawe / Swansea</b> Vicky Thomas Eldon Phillips Carmel Reynolds Kelsang Tumo Heather Hawes Janet Neilson Alison Lewis Pat Davies Jain Watkins</p>
<p><b>Pen-y-bont ar Ogwr / Bridgend</b> Carys Thomas</p>	<p><b>Gwynedd</b> W M Meredith</p>	<p><b>Torfaen</b> Vicky Thomas</p>
<p><b>Caerffili/ Caerphilly</b> Michael Gray Vicky Thomas Richard Waters David Brook</p>	<p><b>Merthyr Tudful / Merthyr Tudful</b> Carys Thomas</p>	<p><b>Bro Morgannwg / Vale of Glamorgan</b> Vicky Thomas Rob Williams</p>
<p><b>Caerdydd / Cardiff</b> Luisa Munro-Morris</p>	<p><b>Sir Fynwy / Monmouthshire</b> Gill Vaisey Sue Cave</p>	<p><b>Wrecsam / Wrexham</b> Tania ap Siôn</p>
<p><b>Sir Gaerfyrddin / Carmarthenshire</b> Meinir Wyn Loader</p>	<p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b> Jen Malcolm John Rogers</p>	<p><b>Sylwedyddion / Observers</b> Denize Morris (APADGOS / DCELLS) Gavin Craigen (Canolfan St Giles Centre) Leslie Francis (Canolfan St Mary's Centre) Ben Wigley (MAGC / REMW)</p>
<p><b>Ceredigion</b> Lyndon Lloyd</p>	<p><b>Casnewydd / Newport</b> Vicky Thomas</p>	
<p><b>Conwy</b> Philip Lord Nicholas Richter</p>	<p><b>Sir Benfro / Pembrokeshire</b> Gwyn Rogers Hugh George</p>	
	<p><b>Powys</b> John Mitson</p>	

**Cofnodion cyfarfod Cymdeithas  
CYSAG'au Cymru a gynhaliwyd yn  
Siambwr y Cyngor, y Ganolfan Ddinesig,  
Abertawe, ar 18 Mawrth 2010.**

**1. Cyflwyniad a chroeso** Croesawyd yr aelodau i Abertawe gan Arglwydd Faer Abertawe, y Cynghorydd Alan Lloyd. Mynegodd ei werthfawrogiad o bwysigrwydd AG mewn ysgolion, ac o rôl CCYSAG'au yn hyn o beth. Tynnodd sylw arbennig at yr angen i bobl ifanc ddeall gwahanol grefyddau ac adfyfrio'n bersonol ar eu safbwyntiau eu hunain.

**2. Adfyfrio tawel** Darllenodd y Cadeirydd fyfyrdd Grawys gan Ruth Harvey, *Lead us on our journey*.

**3. Ymddiheuriadau:** Fred Gilmore, Edward Evans, Mary Parry, Lynda Maddocks, Maxine Bradshaw, Chris Abbas, Vicky Barlow, Eirian Pierce, Marilyn Fraser, Bethan James, Christine Robinson, Juliet Pugh, Helen Gibbon.

**4. Cofnodion y cyfarfod a gynhaliwyd yn Nhonypanyd ar 13 Tachwedd, 2009** Derbyniwyd cofnodion y cyfarfod fel rhai cywir.

**5. Materion yn codi** Eitem 5 — yr oedd cynnwys yr holiadur a oedd yn trafod CYSAG'au yn y gymuned leol wedi ei gytuno gan y Pwyllgor Gwaith, a byddai'r holiadur yn cael ei ddosbarthu i GYSAG'au i'w drafod a'i gwblhau yn ystod eu cyfarfod yn nhymor yr haf. Eitem 10 — yr oedd llythyr wedi ei dderbyn oddi wrth Ann Kean (Prif Arolygwr Gweithredol Estyn), yn pwysleisio y byddai diffyg cydymffurfiad â gofynion statudol yn glŷn ag addoli ar y

**Minutes of the Wales Association of  
SACREs meeting held at the Council  
Chamber, Civic Centre, Swansea, 18  
March, 2010.**

**1. Introduction and welcome** The Lord Mayor of Swansea, Cllr Alan Lloyd welcomed members to Swansea. He expressed his appreciation of the importance of RE in schools and WASACRE's role in this. He drew particular attention to the need for young people to understand different religions and to engage in personal reflection on their own perspectives.

**2. Quiet Reflection** The Chair read a Lent meditation by Ruth Harvey, *Lead us on our journey*.

**3. Apologies:** Fred Gilmore, Edward Evans, Mary Parry, Lynda Maddocks, Maxine Bradshaw, Chris Abbas, Vicky Barlow, Eirian Pierce, Marilyn Fraser, Bethan James, Christine Robinson, Juliet Pugh, Helen Gibbon.

**4. Minutes of the meeting held at Tonypanyd on 13 November, 2009.** The minutes of the meeting were accepted as an accurate record.

**5. Matters arising** Item 5 – the questionnaire exploring SACREs in the local community had been agreed by the Executive Committee and will be distributed to SACREs to look at and complete in their summer term meeting. Item 10 – a letter from Ann Kean (Acting Chief Inspector for Estyn) had been received which emphasised that non-compliance with statutory requirements with regard to collective worship and RE would be taken seriously. It was reported

cyd ac AG yn cael ei gymryd o ddifrif. Adroddwyd bod PYCAG (mewn cydweithrediad â ChCYSAGauC) yn dymuno hyrwyddo ymhellach yr ymrwymiad hwn i adrodd ar addoli ar y cyd ac AG, drwy drefnu cyfarfod ag Iwan Roberts o Estyn cyn ystyried ymateb ffurfiol priodol.

**6. Cyflwyniad PYCAG gan y Ditectif Uwch-Arolygydd Pam Kelly o Heddlu Dyfed-Powys** Amlinellodd Pam Kelly ei chefnidir fel cyn-fyfyriwr Astudiaethau Crefyddol yng Ngholeg y Drindod a oedd wedi ymuno â'r heddlu. O'r safbwynt hwn, trafododd bwysigrwydd AG ar gyfer swyddi yn y sector cyhoeddus, gyda golwg arbennig ar y gwasanaeth heddlu. Cyflwynodd enghreifftiau lle'r oedd cefndiroedd diwylliant a ffydd wedi bod yn bwysig, megis achosion Stephen Lawrence a Victoria Climbié. Yr oedd y rhain wedi deillio ar benodi Swyddogion Cyswllt Teulu, a'r angen am hyfforddi pob swyddog mewn materion ffydd a diwylliant. Yr oedd addysg o'r fath yn bwysig i'r gwasanaeth heddlu o ran ymdrin â phobl yn briodol fel unigolion ac ymateb i'w hanghenion. Yr oedd gwybodaeth, dealltwriaeth, a pharch, mewn perthynas ag amrywiaeth grefyddol a diwylliannol, yn faes pwysig i'w drafod wrth benodi staff hefyd. I gloi, gwnaeth Ms Kelly ble am i bwysigrwydd AG yn amgylchedd yr ysgol gael ei gydnabod, ynghyd â phwysigrwydd AG mewn bywyd gwaith. Diolchodd i bawb a oedd yn cymryd rhan yn y gwaith mewn ysgolion a oedd yn cyfrannu at swyddi yn y sector cyhoeddus, er enghraifft yn y gwasanaeth heddlu.

**7. Cyflwyniad PYCAG: Norma Glass, Dysgu y tu allan i'r ystafell ddosbarth: addoldai** Cyflwynodd Vicky Thomas gyflwyniad Norma Glass drwy leoli ei arwyddocâd yng nghyd-destunau 'dysgu y tu allan i'r ystafell ddosbarth' a 'chydlyniant cymunedol'. Eglurodd Norma Glass y cefndir i'w gwaith addysgol gydag

that NAPfRE (working with WASACRE) wished to further this commitment to reporting on collective worship and RE by arranging a meeting with Iwan Roberts, Estyn, before considering an appropriate formal response.

**6. NAPfRE presentation by Detective Superintendent Pam Kelly, Dyfed Powys Police** Pam Kelly outlined her background as a former Trinity College RS student who joined the police force. From this perspective, she discussed the importance of RE for jobs in the public sector with particular reference to the police service. She presented examples where culture and faith backgrounds have been significant such as Stephen Lawrence and Victoria Kindley cases. These gave rise to the appointment of family Liaison Officers and the need for the training of every officer in faith and cultural issues. Such education was important for police service in dealing with people appropriately as individuals and responding to their needs. Knowledge, understanding, and respect of religious and cultural diversity was also an important area to explore in appointing staff. She concluded with a plea that the importance of RE in the school environment should be recognised and the importance of RE in working life. She thanked those involved for the work done in schools which contributed to public sector jobs, such as the police service.

**7. NAPfRE presentation: Norma Glass, Learning outside the classroom: places of worship.** Vicky Thomas introduced Norma Glass's presentation by locating its significance within the contexts of 'learning outside the classroom' and 'community cohesion'. Norma Glass explained the background



ysgolion, a oedd yn rhychwantu ugain mlynedd. Yr oedd yr arddangosfa 'The Jewish Way of Life' wedi cychwyn yn ei synagog hi yn Abertawe. Yn wreiddiol, bu ei synagog yn ddigon mawr i ddal tua 100 o ddisgyblion, ond yr oedd y synagog newydd yn llai, ac o'r herwydd yr oedd CD-ROM addysgol wedi ei gynhyrchu a oedd yn cyflwyno'r gweithgareddau a fu'n cael eu cynnal yn y synagog. Yr oedd y gweithgareddau hyn yn canolbwyntio ar helpu plant i ddysgu am y ffordd Iddewig o fyw drwy chwarae, yn weithredol a chan wneud defnydd llawn o'r synhwyrâu. Gwylodd yr aelodau ran o'r adnodd lle'r oedd disgyblion yn cael eu tywys drwy ymarfer chwarae rôl ynglŷn â phriodas Iddewig. Yr oedd y CD-ROM hefyd yn cynnwys gwyliau Iddewig, popeth a oedd yn digwydd mewn synagogau, a thaith o gwmpas y synagog. Yr oedd rhan o'r adnodd ar gael ar wefan GDC Cymru. Yr oedd y fersiwn DVD o'r adnodd (gyda dewislenni) ar gael gan Peter Hall o gwmni Freeway Productions, y gellid cysylltu â hwy ar 01792 581713.

### **8. Yr Wyl AG (Gavin Craigen)**

Tynnwyd sylw'r aelodau at Wyl AG genedlaethol y Cyngor AG, a fyddai'n cael ei chynnal drwy gydol mis Mawrth 2011. Byddai'r Wyl yn dathliad o gyfraniad AG at addysg yng Nghymru a Lloegr, drwy dynnu sylw arbennig at yr holl waith cadarnhaol a oedd yn cael ei wneud mewn AG drwy amryfal ddigwyddiadau a gweithgareddau. Yr oedd yr Wyl yn ceisio symblu cymunedau ffydd lleol i gyfranogi, yn ogystal â darparu cyfle i athrawon AG rannu syniadau â'i gilydd.

Yr oedd gwefan yn cael ei chreu a fyddai'n cynnwys gwybodaeth / adnoddau, a byddai'n galluogi rhannu syniadau a phrofiadau ymysg yr ardaloedd yng Nghymru a Lloegr a oedd yn cymryd rhan.

Yr oedd cyflwyniad PowerPoint yn Saesneg ar gael, ac fe'i dangoswyd i'r

to her educational work with schools, which spanned twenty years. The Jewish Way of Life Exhibition began in her own Swansea synagogue. Originally her synagogue was large enough to hold around 100 pupils but their new synagogue was smaller, and for this reason an educational CD ROM had been produced which presents the activities taking place in the synagogue. In these activities the focus is placed on children learning about the Jewish way of life through play, actively and making full use of the senses. Members watched a section of the resource which involved pupils being guided through a role play of a Jewish wedding. The CD ROM also includes Jewish festivals, all things which happen in synagogues, and a tour of the synagogue. Part of the resource is available on the NGfL Cymru website. The DVD version of the resource (with menus) is available from Peter Hall of Freeway Productions, who can be contacted on 01792 581713.

### **8. RE Festival (Gavin Craigen)**

Attention of members was drawn to the RE Council's national RE Festival taking place throughout the month of March 2011. The Festival will be a celebration of RE's contribution to education in Wales and England by highlighting all the positive work done in RE through various events and activities. The Festival seeks to encourage the participation of local faith communities as well as providing an opportunity for RE teachers to share ideas with one another.

A website is being created which will contain information / resources and will enable the sharing of ideas and experiences among the participating localities in England and Wales.

An English PowerPoint presentation was available and was shown to members.

aelodau. Yr oedd hwn wrthi'n cael ei gyfieithu i'r Gymraeg, a byddai'n cael ei osod ar wefan yr Ŵyl. Derbyniodd yr aelodau hefyd fersiynau Cymraeg a Saesneg o daflen hyrwyddol yr Ŵyl. Byddai copïau ar gyfer aelodau CYSAG yn cael eu hanfon allan i GYSAG'au, a gallai'r CYSAG'au gael copïau pellach i'w hanfon allan i'r holl ysgolion yn eu Hawdurdod Lleol. Yr oedd y Cyngor AG yn dymuno gweld y dathliadau ym Mawrth 2011 yn digwydd mewn ysgolion, colegau, lleoliadau cymunedol, ac addoldai. Awgrymwyd ei bod yn bosibl y byddai ALI'au yn dymuno penodi hyrwyddwr ar gyfer y Dathliad AG, i gydlynu a chynllunio'r digwyddiad. Hefyd, gallai ALI'au osod dolen ar eu gwefannau i wefan y Dathliad AG, er mwyn symbylu rhannu gwybodaeth a syniadau. Pwysleisiwyd yr angen i ennyn diddordeb y cyfryngau lleol. Cafodd rhai enghreifftiau o dudalennau o'r wefan ddrafft eu rhannu gyda'r aelodau. O ran cynnwys cyfrwng Cymraeg, byddai'r wefan yn cynnwys adnoddau allweddol yn Gymraeg, a byddai digwyddiadau cyfrwng Cymraeg yn cael eu cyfieithu i'r Saesneg er mwyn iddynt fod ar gael yn helaethach.

Yr oedd wedi ei gytuno'n flaenorol y byddai cyfarfod Gwanwyn 2011 o GCYSAGauC yn lansio'r Ŵyl yn swyddogol yng Nghymru; felly, yr oedd angen cyfarfod cynharach ar ddechrau mis Mawrth. Dywedodd Denize Morris (APADGOS) fod trafodaethau archwiliadol yn cael eu cynnal, i edrych ar y ffyrdd y gallai APADGOS gynorthwyo'r Ŵyl.

Cytunwyd mai Tania ap Siôn, yn y lle cyntaf, fyddai'r person cyswllt ar gyfer cysylltiadau rhwng Cymru a Lloegr. Yr oedd angen sefydlu is-grŵp PYCAG / CCYSAGauC, a dylai'r rhai a oedd yn dymuno bod yn rhan o hyn gysylltu â Thania ap Siôn. Awgrymodd Norma Glass y dylid gwahodd Archesgob Caergaint i fod yn brif siaradwr yn y

This was in the process of being translated into Welsh and would be placed on the Festival website. Members also received Welsh and English versions of the promotional Festival leaflet. Copies for SACRE members would be sent out to SACREs and SACREs could obtain further copies to sent out to all the schools in their LA. The RE Council wanted to see the celebrations in March 2011 taking place in schools, colleges, community locations, and places of worship. It was suggested that LAs may want to identify a Celebration RE champion to coordinate and plan the event. Also, LAs could put a link on their websites to the RE Celebration website to encourage the sharing of information and ideas. The need to attract the interest of the local media was stressed. Examples of some pages from the draft website were shared with members. In terms of Welsh medium content, the website would include key resources in Welsh and Welsh medium events would be translated to English to enable them to be more widely available.

It had previously been agreed that the spring 2011 WASACRE meeting would officially launch the Festival in Wales, therefore, a earlier meeting was needed at the beginning of March. Denize Morris (DCELLS) said that exploratory discussions were taking place, looking at the ways in which DCELLS could support the Festival.

It was agreed that, initially, Tania ap Sion would be the contact for liaisons between England and Wales. A NAPfRE / WASACRE subgroup needed to be established and those who wished to be part of this should approach Tania ap Sion. Norma Glass suggested that the Archbishop of Canterbury should be approached as the keynote speaker at

lansiad.

Cytunodd yr aelodau y byddai CCYSAGauC yn cynnal cost y cyfieithu ar gyfer gwefan yr Ŵyl, a byddai £1,500 yn cael eu hanfon at y Cyngor AG i'r pwrpas hwn.

**9. Gohebiaeth** Yr oedd y manylion wedi eu cynnwys yn y cofnodion a gylchredwyd o gyfarfod y Pwyllgor Gwaith.

**10. Prosiect 'REsilience': Denize Morris a Gavin Craigen** Rhoddwyd cyflwyniad ynglŷn â'r prosiect 'REsilience'. Yr oedd y canolbwyntio ar godi hyder athrawon o ran mynd i'r afael â materion dadleuol yn arbennig o berthnasol i AG. Yr oedd y prosiect, a oedd wedi ei gychwyn gan y Swyddfa Gartref, yn cael ei reoli gan y Cyngor AG, ac yn canolbwyntio ar anghenion ymarferwyr AG. Yr oedd ansawdd y prosiect yn cael ei fonitro drwy Grŵp Darparu Gweithredol (GDG), Grŵp Ymgynghorol Aml-Ffydd (GYAFf), a Grŵp Ymgynghorol Cymreig (a oedd yn cynnwys cynrychiolwyr o GCYSAGauC, ymgynghorwyr, ac athrawon yng Nghymru). Yr oedd Cymru'n cael ei chynrychioli ar y GDG a'r GYAFf hefyd. Yr oedd y prosiect yn canolbwyntio ar hyfforddi mentoriaid i weithio gydag athrawon unigol yn eu hysgolion. I ddechrau, byddai holiadur hunanwerthuso'n cael ei gwblhau gan ysgolion i ganfod meysydd lle'r oedd hyder, a byddai mentoriaid yn dilyn hynny ymlaen drwy ymweld ag ysgolion i lunio cynllun gweithredu priodol. Efen sylweddol o'r prosiect oedd defnyddio dogfennau 'Gateway' i godi hyder athrawon mewn meysydd cytunedig. Byddai'r broses gyfan ar gyfer ysgol unigol yn cymryd chwe wythnos, a byddai costau athrawon llanw'n cael eu talu i'r ysgol er mwyn rhyddhau'r athro/athrawes ar gyfer cyfarfodydd gyda'r mentor. Byddai mentoriaid hefyd yn gallu creu cysylltiadau rhwng ysgolion a oedd â phroblemau cyffelyb.

the launch.

Members agreed that WASACRE should support the cost of translation for the Festival website and £1,500 would be sent to the RE Council for this purpose.

**9. Correspondence** Detailed in the circulated Executive minutes.

**10. Resilience Project: Denize Morris and Gavin Craigen** A presentation was given on the REsilience project. The focus on building teacher confidence and skills in addressing controversial issues was particularly relevant for RE. The Home Office initiated project was being managed by the RE Council and focused on the needs of RE practitioners. The quality of the project was being monitored through an Executive Delivery group, a multifaith Advisory Group and a Welsh Advisory Group (consisting of representatives from WASACRE, advisors, and teachers in Wales). Wales was also represented on the EDG and multifaith AG. The project focused on training mentors to work with individual teachers in their schools. Initially, a self-evaluation questionnaire would be completed by schools identifying areas of confidence which would be followed up by mentors visiting schools to devise an appropriate action plan. A significant part of the project was the use of Gateway documents to enhance teachers' confidence in agreed areas. The whole process for an individual school would be over a period of six weeks and supply cover would be paid to the school to release the teacher for meetings with the mentor. Mentors will also be able to link schools with similar issues.

Byddai'r peilot ar gyfer y prosiect yn cael ei gynnal yng Nghymru yn ystod tymor yr haf er mwyn rhoi'r deunyddiau ar brawf, ac yr oedd ysgolion wedi eu dethol ar gyfer y gwaith hwn. Byddai'r prosiect yn cael ei ymestyn i ysgolion eraill ar ddechrau tymor yr hydref. Byddai taflen yn Gymraeg a Saesneg ar gyfer y prosiect yn helpu i gymell ysgolion i gymryd rhan.

Gavin Craigen oedd y person cyswllt a'r Mentor Arweiniol ar gyfer Cymru. Bethan James oedd y mentor cyfrwng Cymraeg ar gyfer y peilot. Byddai gwefan 'REsilience' yn hysbysebu am ragor o fentoriaid.

Yr oedd y Cyngor AG yn gobeithio ymofyn cyllid pellach ar gyfer ymestyn y prosiect y tu hwnt i 2011.

#### **11. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 22 Chwefror, 2010** Tynnwyd sylw at:

Eitem 4 — materion yn codi (gwefan). Cyflwynodd y Trysorydd, John Mitson, gostiadau i'r aelodau ynglŷn â gwefan arfaethedig CCYSAGauC. Yr oedd y rhain yn cynnwys costau creu'r wefan, a chostau blynyddol rheolaidd darparwr y wefan (Mavada) a chynhaliwr y wefan (Canolfan y Santes Fair). Gosodwyd hyn yng nghyd-destun ehangach cronfeydd wrth gefn CCYSAGauC a'i hincwm blynyddol. Dywedodd y Trysorydd wrth yr aelodau y gellid ariannu sefydlu'r wefan o gronfeydd wrth gefn CCYSAGauC, ac ariannu'r costau wedi hynny o incwm tanysgrifiadau CCYSAGauC (ni fyddai'r wefan yn defnyddio ond wythfed ran o'r incwm hwn). I gloi, dywedodd fod hyn yn fforddiadwy, ond bod angen ei gymryd i ystyriaeth wrth wario yn y dyfodol. Cydnabuwyd y byddai angen i gyllid ychwanegol fod ar gael ar gyfer lansio'r Wyl AG yng nghyfarfod CCYSAGauC ym Mro Morgannwg ym Mawrth 2011. Ar ôl

The pilot for the project would take place in Wales in the summer term in order to test the materials, and schools had been selected for this. The roll out to other schools would take place at the beginning of the autumn term. A Welsh and English medium flyer for the project would help encourage schools to participate.

Gavin Craigen is the Wales link for the project and Lead Mentor. Bethan James is the Welsh medium mentor for the pilot. The REsilience website will advertise for further mentors.

The RE Council is hoping to seek further funding to extend the project beyond 2011.

#### **11. Report from the Executive Committee held on 22 February, 2010**

Attention was drawn to:

Item 4 – matters arising (website). John Mitson (Treasurer) presented costings for the proposed WASACRE website to members which included costs for creating the website and recurrent annual costs to the website provider (Mavada) and website maintainer (St Mary's Centre). This was placed within the wider context of WASACRE's reserves and annual income. He informed members that establishing the website could be funded from WASACRE's reserves and costs thereafter from WASACRE's income from subscriptions (the website would use one eighth of this). He concluded that this was affordable, but it needed to be taken into account in future spending. It was recognised that extra funding would need to be available for the launch of the RE Festival at the WASACRE meeting in the Vale of Glamorgan in March 2011. After some positive discussion, members voted in

<p>trafodaeth gadarnhaol, pleidleisiodd yr aelodau o blaid dyrannu'r arian i'r wefan. Eitem 5 — y cyflwyniad gan Jo Glenn, Pennaeth Uned Strategaeth Cydlyniant Cymunedol LICC. Bu'r cyflwyniad yn ddefnyddiol, a chaniataodd i faterion a godwyd yng nghyfarfodydd CCYSAGauC ym mis Tachwedd gael eu trafod mewn mwy o ddyfnder. Byddai'r ddeialog yn parhau. Croesawyd y dyraniad o sedd ar gyfer cynrychiolydd o GCYSAGauC ar Fwrdd Addysg Cydlyniant LICC. Byddai Carys Thomas yn mynd i'r cyfarfod nesaf ym mis Mawrth, ac yna byddai mater cynrychiolaeth yn cael ei drafod drachefn. Diolchodd y Cadeirydd i Carys Thomas am hyn.</p> <p>Tynnwyd sylw hefyd at eitem 6, ac at ddatblygiadau a oedd wedi codi o'r cyfarfod gyda'r Gweinidog yn Rhagfyr 2009; ac at eitem 7, a oedd yn ymwneud â'r prosiect 'REsilience'. Gyda golwg ar yr ail o'r rhain, yr oedd yn bosibl y byddai'r Adran Plant, Ysgolion a Theuluoedd ac APADGOS yn ymestyn 'REsilience' i'r sector Addysg Bellach.</p> <p>Byddai Eldon Philips (CYSAG Abertawe) yn cymryd lle David Williams (CYSAG Abertawe) ar y Pwyllgor Gwaith, tan haf 2011.</p> <p><b>12. Arddangos adnoddau AG</b> Tynnodd Rheinallt Thomas sylw at adnoddau MAGC, gyda golwg arbennig ar 'RE Ideas', a oedd wedi ei ysgrifennu gan athrawon yng Nghymru; at y cyllid ar gyfer y cyfieithiad Cymraeg o'r gwasanaethau crefyddol ar gyfer ysgolion uwchradd ar wefan SPCK (yr oedd taflen a oedd yn rhestru'r gwasanaethau hyn wedi ei chylchredeg i ysgolion uwchradd yng Nghymru); cyhoeddiad adnoddau 'RE Today' (a oedd wedi eu nodi gan BYCAG) yng Nghymru; cyhoeddiad <i>Amazing Lives</i> yn Lloegr. Pwysleisiwyd pwysigrwydd aelodaeth o LA, ac amlinellwyd y buddion priodol i ysgolion.</p> <p><b>13. U.F.A.</b> Cododd Eurfryn Davies fater</p>	<p>favour of allocating the money to the website.</p> <p>Item 5 - the presentation by Jo Glenn, Head of the WAG Community Cohesion Strategy Unit. The presentation was useful and allowed issues raised in the November WASACRE meeting to be explored in more depth. Dialogue would continue. The allocation of a place for a WASACRE representative on the WAG Education Cohesion Board was welcomed. Carys Thomas would attend the next meeting in March and then the issue of representation would be revisited. The Chair thanked Carys Thomas for this.</p> <p>Attention was also drawn to item 6 and developments arising from the meeting with the Minister in December 2009 and item 7 regarding the REsilience project. With reference to the latter, DCSF and DCELLS may extend REsilience to the FE sector.</p> <p>Eldon Philips (Swansea SACRE) will take the place of David Williams (Swansea SACRE) on the Executive Committee, until summer 2011.</p> <p><b>12. Showcase of RE resources</b> Rheinallt drew attention to REMW resources with particular reference to RE Ideas which is written by teachers in Wales; the funding for the Welsh translation of the secondary assemblies on SPCK's assemblies website (a leaflet listing these assemblies has been circulated to secondary schools in Wales); the Welsh publications of RE Today resources (which have been identified by NAPfRE); the English publication of <i>Amazing Lives</i>. The importance of LA membership was stressed and the respective benefits to schools outlined.</p> <p><b>13. A.O.B.</b> Eurfryn Davies raised a car</p>
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parcio, ac argymhellodd y dylid cylchredeg cyngor ynglŷn â pharcio ar gyfer cyfarfodydd gyda'r papurau.

**Dyddiad y cyfarfod nesaf: Dydd Iau, 24 Mehefin 2010 ym Mhrifysgol Glyndŵr, Wrecsam.**

parking issue and recommended that advice regarding parking for the meetings should be circulated with papers.

**Date of next meeting: Thursday, 24 June 2010 at Glyndŵr University, Wrexham.**

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

Date of Meeting:

7 June 2010

Agenda Item:

**5b**

WASACRE – ‘SACREs and the  
Local Community’ Survey

*Background to the Report:*

Survey entitled ‘SACREs and the Local Community’ sent to all SACREs

*Purpose of the Report:*

For members to contribute to WASACRE’s report mapping the relationships between SACREs and their local communities and also exemplify ways in which SACREs contribute in their local contexts to the WAG’s cross-cutting theme of community cohesion.

*Recommendations:*

- To receive & discuss the survey
- For Senior Learning Adviser RE to complete and return the survey

# SACREs and the Local Community



## SACRE Survey

This survey is being sent to all SACREs in Wales by WASACRE. The survey aims to access information concerning SACRE representation on Committee A (Christian denominations and other religions and their denominations), co-opted representation, SACRE relations with Christian denominations and other religions and their denominations, and SACRE involvement with local interfaith organisations and other local interfaith initiatives.

On the basis of your responses, WASACRE will produce a report mapping the relationships between SACREs and their local communities with the aim of collating and sharing information, experiences, and practice.

Please return the completed survey to Tania ap Siôn, Secretary to WASACRE, by email or post by **20 July 2010**:

Email: [tania.ap.sion@st-deiniols.org](mailto:tania.ap.sion@st-deiniols.org)

Address:  
Tania ap Siôn  
The St Mary's Centre  
St Deiniol's Library  
Hawarden  
Flintshire  
CH5 3DF



## **What is the name of your SACRE:**

### **SECTION A**

The questions in SECTION A are about SACRE representatives in Committee A (i.e. representatives of Christian denominations and other religions and their denominations which reflect the principle religious traditions of your area).

1. Which Christian denominations and other religions and their denominations are represented on your SACRE (please include numbers of places allocated to each group)?

2. Has your SACRE experienced any issues with securing appropriate representation for Christian denominations and other religions and their denominations?

YES / NO

If YES, please provide details.

3. Is your SACRE satisfied that its membership appropriately reflects the relevant Christian denominations and other religions and their denominations in your area?

YES / NO

If NO, please provide details.

## **SECTION B**

The questions in SECTION B are about co-opted SACRE representatives.

1. Do you have any co-opted representatives on your SACRE?

YES / NO

If YES, please list the bodies/organisations they represent.

2. Is your SACRE satisfied that its co-opted representation is appropriate for SACRE in your area?

YES / NO

If NO, please provide details.

## **SECTION C**

The questions in SECTION C are about SACRE relations with Christian denominations and other religions and their denominations in your area.

1. List the contacts your SACRE has with Christian denominations and other religions and their denominations in your area.

2. List any relevant contacts your SACRE has with Christian denominations and other religions and their denominations outside your area.

3. Has your SACRE been involved in any projects or activities which have involved Christian denominations and other religions and their denominations in your area?

YES / NO

If YES, please provide details.

4. Has your SACRE been involved in any other initiatives which promote relevant aspects of community cohesion in your area.

YES / NO

If YES, please provide details.

5. Is there anything further that your SACRE could do to promote:

- (a) relevant and productive relations with Christian denominations and other religions and their denominations in your area.

YES / NO

If YES, please provide details.

- (b) relevant aspects of community cohesion in your area.

YES / NO

If YES, please provide details.

## **SECTION D**

The questions in SECTION D are about your SACRE's relations with local interfaith organisations and involvement in other local interfaith initiatives or projects.

1. Are you aware of a local forum of faiths or interfaith council which brings together members of the major faiths in your area? (that is, the 'main' local interfaith body – where one exists – usually with some kind of council or forum).

YES / NO

If YES, what is its name/s?

2. Are any members of your SACRE involved in this group(s)?

YES / NO

If YES, please provide details.

3. Is your SACRE represented on this group/s?

YES / NO

If YES, please provide details.

4. Has your SACRE worked with one or more local interfaith groups on particular projects?

YES / NO

If YES, please provide details.

5. Has your SACRE worked with any other local interfaith initiatives on particular projects?

YES / NO

If YES, please provide details.

6. Have you any comments on your SACRE's experiences in this area, for example, of working jointly with the local interfaith body (or other local interfaith initiatives), or equally of **not** being able to work jointly, or achieve a satisfactory mode of communication and mutual awareness.

7. Is there anything further that your SACRE could do with regard to its relations with local interfaith bodies that would increase interfaith understanding and community cohesion?

YES / NO

If YES, please provide details.

Are there any additional comments that you wish to make?

THANK YOU FOR PARTICIPATING IN THIS SURVEY.

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

Date of Meeting:

7 June 2010

Agenda Item:

**6**

RE Festival

*Background to the Report:*

RE Festival March 2011

*Purpose of the Report:*

For members to be informed about forthcoming RE Festival which is a month long celebration of promotion of RE through schools.

*Recommendations:*

- To receive & discuss the information
- For leaflets to be distributed to all schools



# CELEBRATINGRE

*... exploring values and beliefs for tomorrow's world*

## A month long celebration of religious education in England and Wales in March 2011

*Celebrating RE* month aims to:

- provide a showcase for enjoyable and relevant religious education with pupils of all abilities and age groups
- celebrate RE and its contribution to the education and personal development of all pupils and to society at large
- strengthen links between RE and local, regional and national faith communities
- connect RE professionals nationwide and encourage the sharing of good practice to foster lasting relationships between sectors, teachers and the wider RE community
- raise public awareness of RE's distinctive and positive contribution to society and social cohesion
- develop and maintain a strong presence for RE in the online community and news media
- promote imaginative examples of exploring questions of meaning, purpose and moral responsibility
- encourage creativity and excellence in RE, and
- highlight the excellent work that teachers, pupils and communities in England and Wales are already doing by shining the spotlight on the subject for a whole month

[www.celebratingre.org](http://www.celebratingre.org)

Visit [www.celebratingre.org](http://www.celebratingre.org) to:

- register your interest and receive free updates on events and developments
- share information about the events you are planning in your school and community
- find out how to enter competitions with an amazing array of RE prizes
- be inspired by the ideas and projects being developed by teachers across England and Wales for early years, primary, secondary, special, gifted and talented pupils
- look at events being planned by schools, faith communities, SACREs, libraries, museums and other interested parties
- find easy to access resources that you can use in your own school, and
- promote good RE teaching in your local authority, diocese or region



[www.celebratingre.org](http://www.celebratingre.org)



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

Date of Meeting:

7 June 2010

Agenda Item:

**7**

REsilience

*Background to the Report:*

REsilience Project

*Purpose of the Report:*

To receive information about the REsilience Project –  
managed by RE Council of England and Wales.

*Recommendations:*

- For members to be made aware of Resilience Project
- To raise awareness of the project in secondary schools

**What?** *REsilience* is a project for teachers of RE in maintained secondary schools. Its purpose is to help increase their confidence in addressing contentious issues, particularly when such issues are sometimes used to justify violent extremism. *REsilience* is managed by the Religious Education Council of England and Wales (REC) under contracts with DCSF (of England) and DCELLS (for Wales).

**Why?** Religious and other belief-based extremism raises contentious and highly sensitive issues and is a topical area of public interest. Most young people are aware that throughout history some extremists have used belief-based arguments to justify violence against people with whom they disagree. Whether young people are equally well-informed about the motivation for such attacks, or about the attitude of mainstream believers, is less certain.

An important aspect of community cohesion is the dispelling of ignorance and misconceptions that create suspicion and barriers between communities. In RE, young people explore the faiths, beliefs and values of our communities; but raising or responding to questions about extremism poses challenges for even the most experienced teachers. Hence the need for *REsilience*.

**Who?** *REsilience* is for teachers of RE (whether or not they are formally qualified as RE teachers) working in maintained secondary schools in England and Wales.

**How?** Reasons for lack of confidence in tackling contentious issues in RE lessons vary from teacher to teacher, and circumstances vary from school to school. *REsilience* will work with individual schools to help identify needs and plan to meet them.

The issues arising from religious and other belief-based extremism require specific teaching and learning methods. Using thinking skills and approaches that encourage collaboration, students learn to recognise and consider wider perspectives. *REsilience* aims to help teachers foster debate, dialogue and the development of respect and understanding.

*REsilience* training is provided through:

- a mentor who supports each school through the process;
- a catalogue of relevant resources, with 'gateway' documents giving a brief overview of a contentious issue and 'signposts' pointing to reliable sources for the teacher to research further. As each school's needs are unique, mentors will work with teachers to tailor-make packages of support.

**When?** Following piloting in the first half of 2010, *REsilience* will be offered to schools during the period September 2010 to March 2011. Mentors will help individual schools and teachers over a six week period through face-to-face meetings, email or telephone contacts, as dictated by the needs of each school.

**What then?** Building confidence requires a process, not an event. *REsilience* will put teachers in contact with their peers (individuals and groups) sharing similar interests, and encourage the building of informal networks that can survive after the project itself ends. The REC will seek sources of funding to extend the programme beyond 31 March 2011, and the DCSF has not ruled out the possibility of extending its contract.

# REsilience



## Building confidence to handle contentious issues in RE

A new dimension to community cohesion: an exciting training opportunity for teachers of RE



[www.RE-silience.org.uk](http://www.RE-silience.org.uk)

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Welsh Assembly Government

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