

To: Members of the Standing Advisory  
Council for Religious Education  
(SACRE)

Date: 6 June 2014

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Dear Sir / Madam

You are invited to attend a meeting of the **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)** to be held at **10.00 am** on **MONDAY, 16 JUNE 2014** in the **COUNCIL CHAMBER, RUSSELL HOUSE, CHURTON ROAD, RHYL.**

Yours sincerely

G Williams  
Head of Legal and Democratic Services

## AGENDA

### PART 1 - THE PRESS AND PUBLIC ARE INVITED TO ATTEND THIS PART OF THE MEETING

#### SILENT REFLECTION

#### 1 APOLOGIES

#### 2 DECLARATIONS OF INTEREST

Members to declare any personal or prejudicial interests in any business identified to be considered at this meeting.

#### 3 URGENT MATTERS AS AGREED BY THE CHAIR

Notice of items which, in the opinion of the Chair, should be considered at the meeting as a matter of urgency pursuant to Section 100B(4) of the Local Government Act 1972.

#### 4 MINUTES OF THE LAST MEETING (Pages 5 - 8)

To receive and approve the minutes of the Denbighshire SACRE meeting held on 14 February 2014 (copy enclosed) and to consider any matters arising.

**5 SPEECH FROM HUW LEWIS TO THE RELIGIOUS EDUCATION COUNCIL (REC) (Pages 9 - 20)**

To receive the transcript of a speech given to the REC at the Annual Conference in Cardiff by Education Minister Huw Lewis (copy enclosed).

**6 RE AND GOOD COMMUNITY RELATIONS (Pages 21 - 26)**

To receive a report commissioned by a Westminster 'All Party Parliamentary Group on RE' regarding Religious Education and good community relations (copy enclosed).

**7 WORKING WITH RELIGIOUS COMMUNITIES (Pages 27 - 28)**

To discuss the possibility of SACRE creating a resource to encourage closer community links between schools and faith groups.

**8 WALES ASSOCIATION OF SACRES (WASACRE) (Pages 29 - 36)**

(a) To receive the minutes of the Association held on 27 March 2014 in Caerphilly (copy enclosed), and

(b) to agree attendance at the next WASACRE meeting to be held in Powys on 2 July 2014.

**9 DATE OF NEXT MEETING**

The next meeting will be held at 10.00 a.m. on Wednesday 22 October 2014 in the Council Chamber, County Hall, Ruthin.

**PART 2 – NO ITEMS**

**MEMBERSHIP**

**Councillors Representing Denbighshire County Council**

Bill Tasker  
Dewi Owens  
Margaret McCarroll

Arwel Roberts  
Joe Welch  
Ann Davies

**Representing Religious Denominations**

Mr. Simon Cameron  
Mr. Dominic Oakes

Ms Mary Ludenbach  
Mrs C Thomas

Rev. B H Jones  
Rev. Martin Evans-Jones

Ms S Harris  
Lt. Sian Radford

**Representing Teacher Associations**

Mrs C Harmsworth

Ms. Ali Ballantyne

**Co-opted Members**

Ms. Tania Ap Siôn

Mr G Craigen

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## **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)**

Minutes of a meeting of the Standing Advisory Council for Religious Education (SACRE) held in Council Chamber, Nant Hall Road, Prestatyn LL19 9LG on Friday, 14 February 2014 at 10.00 am.

### **PRESENT**

#### **Representing Denbighshire County Council**

Councillors Bill Tasker, Dewi Owens, Margaret McCarroll, Arwel Roberts, Joe Welch and Ann Davies

#### **Representing Religious Denominations**

Mr. Dominic Oakes, Rev. Martin Evans-Jones and Ms S Harris

#### **Representing Teacher Associations**

Mrs C Harmsworth

#### **Co-opted Members**

Mr G Craigen

### **ALSO PRESENT**

Systems Leader for GwE (PL) and Committee Administrator (SLW)

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### **SILENT REFLECTION**

The meeting began with a few minutes silent reflection.

#### **1 APOLOGIES**

Apologies for absence were received from Councillor Carys Guy, Rev. Brian Huw Jones and Lt. Sian Radford.

#### **2 ELECTION OF NEW VICE-CHAIR - FROM THE LEA REPRESENTATIVES**

In accordance with Denbighshire SACRE's constitution, nominations had been invited for the appointment of Vice-Chair from the LEA representatives.

Councillor Arwel Roberts was nominated and seconded as Vice-Chair.

**RESOLVED** that Councillor Arwel Roberts be appointed as Vice-Chair of SACRE.

### 3 DECLARATION OF INTERESTS

No declarations of personal or prejudicial interest had been raised.

### 4 URGENT MATTERS AS AGREED BY THE CHAIR

No urgent matters had been raised for consideration.

### 5 MINUTES OF LAST MEETING

The Minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held on 11 October 2013 (previously circulated) were submitted.

**Matters Arising** – Page 9, Item No. 9 Estyn Report on Religious Education in Secondary Schools. The short GCSE course was worth half a GCSE and schools tended to opt for the course as it could be carried out in the time set aside to cover the legal requirement for RE. The short course covered two religions during the study. The full GCSE course had been proven to be the most popular between the two courses.

Page 10, Item No. 9 – the Systems Leader for GwE (SL) confirmed a letter had been sent to Denbighshire's Head of Education as requested in the previous meeting, but to date, no response had been received.

***RESOLVED** that the minutes of the SACRE meeting held on 11 October 2013 be received and approved as a correct record.*

### 6 ANALYSIS OF INSPECTION REPORTS

The Systems Leader for GwE (SL) submitted a report (previously circulated) analysing the results of the recent Estyn Inspections in terms of RE provision and collective worship in two schools in October 2013.

Inspections had been carried out at Ysgol Cefn Meiriadog and Ysgol Trefnant Voluntary Aided Church in Wales Primary School.

The SL provided Members with a brief resume of the findings relating to each school and Members were pleased to note the positive comments.

The issue of school links to churches had been raised by SACRE Members. It was agreed a Survey would be sent out to all schools requesting information such as:

- How many pupils see a Minister and how often?
- How many pupils have been inside a church or chapel?

An introductory letter would also accompany the survey explaining information needed to be collated to improve links with the community and to develop guidance.

**RESOLVED** that –

- (a) *The report be received and noted.*
- (b) *A letter be sent to each of the schools informing them that their Inspection Report had been considered, congratulating them for good features identified.*
- (c) *To request the Local Authority to distribute the letters to the schools involved.*

## **7 EXAMINATION RESULTS 2013**

The Systems Leader for GwE (SL) submitted the Examination Results 2013 Report (previously circulated).

The report contained the detailed results for examinations at GCSE and Advance Level Religious Studies for the year 2012 and 2013, together with an analysis of the differences and trends.

The report was for Members to be able to exercise their functions in relation to their statutory duty to monitor provision for RE in schools, and to be fully informed as to results for the year.

The national results for the RE short course had not been published on completion of the report. Therefore, comparison figures could not be included. It had been agreed by SACRE Members that a letter be sent to the Welsh Government expressing concern regarding the late publication of statistics.

It was clarified that A\* - G were classed as qualification grades.

Schools and the Local Authority were using “Fischer Family Trust” to be able to further analyse the data within and across schools.

**RESOLVED** that *subject to the above, the report be received and noted.*

## **8 RELIGIOUS EDUCATION QUALITY MARK (REQM)**

The Systems Leader for GwE (SL) submitted a presentation (previously circulated) which had been shown to WASACRE previously. The Religious Education Quality Mark (REQM) would be available to all schools as a way of good practice to be validated. Recently, the materials had been adapted and translated so it could be accessed by schools in Wales.

It had been discussed and agreed that the criteria be promoted amongst schools. The criteria would be freely available to download from the REQM website in both Welsh and English. Questionnaires were also available from the website. It would promote good practice to work through the criteria even if not taking on the Quality Mark itself.

The SL confirmed he would be contacting all schools to promote the REQM.

The Chair and Committee Members offered their thanks to the SL for all his hard work regarding the REQM.

***RESOLVED** that the presentation be received and noted.*

## **9 RELIGIOUS EDUCATION QUALITY MARK (REQM) ASSESSMENT CRITERIA**

The Systems Leader for GwE (SL) submitted a report (previously circulated) for Members to be aware of the practices that make a good RE Department.

The Religious Education Quality Mark would be available to all schools as a way of validating good practice. Recently, material had been adapted and translated so that it could be accessed by schools in Wales. WASACRE recommended that the materials be used by SACRE's to support, monitor and identify good practice in RE.

***RESOLVED** that SACRE recommend to local schools the use of the REQM awarding criteria as a basis.*

## **10 WALES ASSOCIATION OF SACRE (WASCRE)**

- (a) Minutes of the Wales Association of SACRE (WASACRE) meeting, Cardiff, 10 October 2013 (previously circulated) were submitted for Members information.

***RESOLVED** that minutes of WASACRE held on 10 October 2013 be received and noted.*

- (b) **WASACRE meeting 27 March 2014 in Caerphilly.**

Members discussed attendance at the next meeting and considered the candidates for the Executive Committee and it was –

***RESOLVED** that:*

- *Gavin Craigen attend the next WASACRE meeting on 27 March 2014*
- *Phil Lord and Gavin Craigan were already members of the Executive Committee.*

Mr Dominic Oakes requested it be noted within the minutes that he could not be nominated on to the Executive Committee as there were no funds available for payment of loss of income, due to him being self-employed.

## **11 DATE OF NEXT MEETING**

To be confirmed.

**Meeting concluded at 12.10 p.m.**



<b>Denbighshire County Council          Standing Advisory Council for Religious Education          (SACRE)</b>		
Date of Meeting:		16 June 2014
Agenda Item:	<b>5</b>	<b>SPEECH FROM HUW LEWIS TO REC</b>
<u>Background to the Report:</u>		
<p>The Religious Council for England and Wales held their AGM in Cardiff on the 7<sup>th</sup> May 2014. Huw Lewis, Minister for Education and skills both sponsored the event and gave an opening speech.</p>		
<u>Purpose of the Report:</u>		
<p>The transcript of the report highlights important insight into the ministers understanding and regard for Religious Education.</p>		
<u>Recommendations:</u>		
<ul style="list-style-type: none"> <li>▪ To receive the report</li> <li>▪ Thank the minister for sponsoring the event and for the time preparing and delivering the speech.</li> <li>▪ To consider any further action as may be required</li> </ul>		

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**Religious Education Council of England & Wales Annual Conference - 07 May 2014 - Pierhead Building, Cardiff Bay**

Thank you for inviting me to speak to you today at the Religious Education Council of England and Wales Annual Conference.

I am delighted to welcome your Conference to Cardiff this year at a time of such significant change in the Welsh education.

It is these changes that I want to speak to you about today.

How we are improving our schools in Wales.

How we are raising the standard of literacy and numeracy of all pupils, and lifting the educational attainment of pupils from deprived backgrounds.

I want to then go on to discuss how I see Religious Education as part of this reform programme.

I want to then finish by touching briefly on the future of Education here in Wales.

Let's begin with school improvement.

I believe that we are making progress on our school improvement agenda.

Some of it – on the Literacy and Numeracy Framework for example – is genuinely ground-breaking and worthy of celebration.

In other related areas - like the day-to-day teaching of maths - I know that progress is too slow.

Too patchy.

In order for Wales to develop the world class education system we all want to see, our goal must be to extend the **best** that is possible to **all** pupils in **all** schools.

Equality must be at the heart of everything we do.

This of course has to start in our schools.

There is a myriad of ways that schools can achieve this, particularly through the statutory curriculum and in extra-curricula activities.

Our National Model for Regional Working will be a key driver as we continue to raise standards and performance in schools across Wales.

However, it is important to recognise that some schools face unique challenges requiring specialised, additional support.

This is why I recently announced Schools Challenge Cymru.

This is our flagship improvement programme aimed at increasing performance in Welsh schools and focusing support on schools that are facing the biggest challenges of circumstances and delivery.

To help achieve this I have now launched a UK wide recruitment campaign to identify School Challenge Cymru Advisers to ensure we get the best candidates who have a proven record in transforming education for children and young people.

These Advisers will work with Regional Consortia and schools to drive our school important work forward in these 40 schools.

To ensure the success of Schools Challenge Cymru I have committed up to £20m, alongside proven expertise, to deliver a package of support that is individually tailored to meet each of the school's needs.

40 secondary schools in Wales, and their cluster primaries, have been selected to be part of this exciting new programme – a model of improvement that we **know** is proven to work.

The programme will be designed to tap into the potential of each school and help **support** the leadership and the workforce at each school to drive **their own** swift and sustainable improvements for the young people at their schools.

Our focus will be on embedding change within each school and indeed throughout the system to ensure long term benefits to leadership, teaching, and learning.

In so doing, I want to **empower** these schools to punch above their weight, to overcome their circumstances – and to set and achieve higher standards for all their learners.

While the focus will be on driving improvements for the participant schools, I fully expect Schools Challenge Cymru to be the catalyst for wider, system wide change.

Using the principles of the National Model, Schools Challenge Cymru will make full use of some of Wales' finest and highest performing schools.

They will share expertise and leadership directly into the classroom, supporting teachers to achieve the improvements we seek.

We must ensure that **sharing ideas** becomes the dominant culture in Welsh education.

Building on this, on the 9<sup>th</sup> of April, I announced that Professor Mel Ainscow would act as our Schools Challenge Cymru Champion.

Some of you will know that Mel was Chief Adviser for the Greater Manchester Challenge between 2007 and 2011 and with his understanding of the Welsh education landscape, Mel is a superb ambassador and champion for the programme here in Wales.

[PAUSE]

Of course in addition to this we will also be building on the major changes we have already started.

Our basic skills agenda is critical and we are continuing our work to make literacy and numeracy relevant for all our young people.

I am sure you will agree the application of numeracy in the real world is critical.

Educationalists and employers have a vital role in delivering the changes we need to see.

That is why we have launched the Numeracy Employer Engagement Programme here in Wales.

This scheme encourages employers to work **with** schools and to show how numeracy can be used in real life contexts.

It also highlights the core value and the importance of having strong numeracy skills in the future.

A year ago we introduced statutory National Reading and Numeracy Tests for learners in years 2 to 9.

This year we introduced a reasoning element to the numeracy tests.

We have produced a full package of support for the development of numerical reasoning skills, including sample materials, in addition to other support and guidance.

We are continuing our financial commitment to our improvement agenda through the School Effectiveness Grant and the Pupil Deprivation Grant.

More than one hundred million pounds will be available this year to schools and local education consortia to implement interventions that will address our priorities.

The School Effectiveness Grant is supporting measures to improve the quality of teaching and learning, and to raise literacy and numeracy levels.

Through it we are delivering training for practitioners in all aspects of literacy and numeracy.

There is also provision for additional activities such as catch-up lessons for pupils who have fallen behind and measures to challenge more able and talented pupils.

[PAUSE]

The work we are doing through our Pupil Deprivation Grant is critical to my other key priority of breaking the link between educational attainment and poverty.

It is aimed squarely at raising the attainment of pupils from deprived backgrounds and complements the activities we fund through the School Effectiveness Grant.

Through it we are encouraging teachers to raise expectations for children, parents and carers from deprived backgrounds and to help their young people overcome the barriers to learning that they encounter.

This work is also supported through our Family Learning Programme grant.

This enables local authorities to offer a range of provision, targeted predominantly at areas of greatest disadvantage, to help parents learn alongside their young children, with mutual benefits in the development of literacy and numeracy skills.

The literacy and numeracy agenda is bolstered through programmes of work delivered by Booktrust Cymru and the Welsh Books Council, supported with Welsh Government funding.

And we also recognise the need to tackle the gender gap at a national level.

A new initiative, called 'Premier League Reading Stars Cymru' is being developed in partnership with the National Literacy Trust and the Premier League, to support the boys' literacy agenda.

[PAUSE]

Now, this leads me on to looking at how the teaching of Religious Education fits in to the changing educational landscape here in Wales.

Religious Education teachers are already introducing and implementing the Literacy and Numeracy Framework in their lessons.

We have seen some excellent practice across Wales.

The Welsh Government takes religion and the teaching of Religious Education in society very seriously.

Since devolution, there have been many examples of this, from the setting up of the First Minister's Faith Forum and the publication of the Welsh Government's *Faith in Education*, strategy to the full inclusion of Religious Education in the first curriculum review in 2008.

Religious education makes a distinctive contribution to a balanced and broad-based school curriculum.

We live in a society that is more culturally diverse than at any time in its history, so there has never been a greater need for high quality Religious Education in our schools.

RE promotes the spiritual, moral, social, cultural, mental and the physical development of pupils in our society.

It prepares pupils for the opportunities, responsibilities and experiences of later life.

The subject contributes to pupils' well-being and to community cohesion, by promoting mutual respect and tolerance in the diverse society that is Wales today.

As a Welsh Government we welcomed the Estyn report on Religious Education in June last year which was broadly positive.

Estyn reported that more pupils gain a qualification in religious studies than in any other non-core subject in Wales.

In 2011, over 28,000 pupils gained either a full-course or short-course GCSE in religious studies.

This is out of around 36,000 pupils who entered GCSEs that year.

In fact the number of entries for full GCSE courses in religious studies has risen by a third in Wales over the last 5 years.



In 2012 over a quarter of all year 11 pupils were entered for the full course and, of the non-core subjects - only history had more entries.

By comparison, in 2008, many more subjects had significantly more entries than Religious Studies - subjects such as French, Art and Design, Geography, History and ICT for example.

So, RE is not only important, it is increasing in popularity by pupils wish to follow the subject to GCSE level.

However, Estyn did raise some issues and it is clear that more needs to be done to ensure that *all* children and young people benefit from the good quality Religious provision which already exists in many schools in Wales.

For example, schools do need to develop strategies to raise the attainment of boys at Key Stage 4.

They need to improve the standards for pupils who are not entered at all for a qualification.

They also need to ensure that tasks are challenging enough to enable more able pupils to reach higher levels at Key Stage 3.

To do this we will continue to share good practice in relation to professional development opportunities for teachers of religious education.

We will also continue to engage with key partners in assessing the quality of support provided by local authorities and consortia to religious education in schools.

[PAUSE]

Finally, I would like to give you a brief update on the review of the curriculum that is currently taking place in Wales.

We are currently consulting on proposed Areas of Learning and Programmes of Study for Maths, English and Welsh first language.

We want stakeholder views on whether the expectations for what children should know and be able to accomplish, are sufficiently

demanding and challenging and in line with the expectations of the Literacy and Numeracy Framework.

Looking at the bigger picture, I recently announced the appointment of Professor Graham Donaldson to lead a wide ranging and independent review of the national curriculum and assessment arrangements in Wales.

Professor Donaldson's review encompasses the Basic Curriculum, which includes Religious Education.

This review gives us a real opportunity to develop a curriculum in Wales which gives every child the best possible chance to go out and succeed as citizens of the world.

Professor Donaldson has signalled that engagement and importantly listening are at the heart of his review.

He is keen to actively engage and work closely with a wide range of stakeholders – including those with an interest in this important agenda.

Professor Donaldson is, and will be providing opportunities for all interested parties to contribute to this review and I would urge you to participate fully in shaping our 'Curriculum for Wales'.

I very much look forward to receiving Professor Donaldson's report and recommendations at the turn of this year.

So – to conclude.

There is no doubt that in Wales we are moving in the right direction but we still have some way to go.

We all want a world class education system here in Wales, but we will have to work to achieve.

It will mean us working harder.

Working smarter.

But importantly, it will mean us working together.

Let's continue that work.

Thank you.

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<b>Denbighshire County Council</b> <b>Standing Advisory Council for Religious Education</b> <b>(SACRE)</b>		
Date of Meeting:		16 June 2014
Agenda Item:	<b>6</b>	<b>RE AND GOOD COMMUNITY RELATIONS</b>
<p style="text-align: center;"><u>Background to the Report:</u></p> <p>The focus of the All Party Parliamentary Group on Religious Education is on safeguarding the provision of RE in our schools and exploring how the subject can continue to deliver a valuable dimension to the education of all children and young people.</p>		
<p style="text-align: center;"><u>Purpose of the Report:</u></p> <p>The 'All Party Parliamentary Group' (APPG) on Religious Education commissioned and published a report on Religious Education fostering good community relations.</p>		
<p style="text-align: center;"><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>• To receive the report.</li> <li>• To consider any further action as may be required</li> </ul>		

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# RE AND GOOD COMMUNITY RELATIONS



All Party Parliamentary Group on RE

## Cohesive schools – Cohesive communities – Cohesive society

### Foreword: Endorsement from Stephen Lloyd MP

Good community relations are at the heart of a society where people can live together harmoniously as neighbours, work colleagues and fellow citizens even if they may disagree over some of their fundamental religious beliefs or worldviews. Religious education is uniquely placed to help children and young people develop the knowledge and skills they need to play their part in today's society and tomorrow's world. There are many elements to RE.

The focus of this summary report is RE's role in promoting good community relations. It shows the strengths which already exist in many schools and colleges; we in the All Party Parliamentary Group on RE would like to see them become universal so that both young people and society in general reap the benefit. The debate around religion is often misinformed and even, frankly, inaccurate. Good RE teaching in schools by properly trained RE teachers is all about educating young people in the different tenets of the world's religions, and those with none.

I believe this is particularly important today when there is so much inaccuracy in our mainstream media and the internet or from our own peer groups. High quality RE teaching allows children to make 'informed' decisions around religion, and when we are better informed we are wiser, and make wiser decisions! Our children are literally our nation's future, so it is both our responsibility and our duty to prepare them properly for the multi-faceted, diverse and complicated world they will inherit, and one day lead.

I would like to thank all those who contributed evidence both at our three parliamentary meetings and in writing. In particular I would like to thank Dr Joyce Miller for all her hard work in conducting this inquiry.

Stephen Lloyd MP  
Chair, All Party Parliamentary Group on RE

### Introduction

This summary report is the outcome of three oral evidence sessions that took place under the auspices of the All Party Parliamentary Group (APPG) on Religious Education<sup>1</sup> between December 2013 and February 2014. The inquiry has taken place at a time of rapid change and dwindling sources of information: for instance, Ofsted no longer inspects schools' duty to promote community cohesion. It was important that as much evidence as possible was gathered to inform the inquiry.

The evidence presented was often inspiring and demonstrated high quality RE and deep commitment to good community relations. It was heartening to learn that RE in England and Wales is highly regarded in Northern Ireland and in other European countries; the evidence set out below illustrated examples of excellent practice. But it also showed that some areas require continuing attention and the report includes some suggested actions and desired outcomes.

From the outset a short document was planned, so both evidence and outcomes are stated briefly; a longer paper will be published in due course on the REC website.

It is recognised that contributing to community relations is only one dimension of RE; it is also clear that good RE and the promotion of good community relations take place in a range of schools, including the voluntary aided sector and the increasing number of academies and free schools that sit outside the remit of SACREs.<sup>2</sup> Nonetheless, SACREs not only remain a statutory requirement, they are also uniquely placed to contribute to the areas this paper addresses, and while a growing number struggle, others thrive. Members of the APPG, the RE Council (REC) and its member organisations will continue to champion RE, aiming to improve further the quality of RE that young people experience in all our schools.

#### **RE can be a strong contributor to good community relations through enabling students to:**

- Acquire systematic knowledge and conceptual understanding of religions and worldviews
- Learn from visits and visitors through personal encounters
- Learn about religion and belief in local, national and global contexts
- Consider a range of viewpoints on religious, ethical and philosophical issues
- Articulate their own opinions while respecting the right of others to differ
- Develop their own beliefs, values and identities
- Participate with confidence and openness in dialogue
- Recognise and challenge ill-informed or prejudiced viewpoints, including those in the media
- Ask questions and address contentious issues in a safe space
- Explore reasons why misconceptions exist about some groups
- Evaluate attitudes and actions and how they impact on the community
- Be informed, active citizens and potential leaders.

<sup>1</sup> <http://religiouseducationcouncil.org.uk/appg>

<sup>2</sup> Standing Advisory Council on Religious Education

## A. THE IMPLEMENTATION OF LAW AND POLICY

### SACREs and Agreed Syllabus Conferences (ASCs)

#### EVIDENCE

- Can provide models of good community collaboration
- Can enable high quality religious education, including through specialist advisers
- Can provide a coherent, progressive, broad and balanced curriculum framework
- Can tailor the RE curriculum to meet the needs of their local communities through local determination
- Can provide evidence of their work and good practice in annual reports, including their contributions to good community relations
- Can help to increase parental and community confidence in the teaching of religions and worldviews

#### DESIRED OUTCOMES

- The Department for Education affirms and demonstrates its support for RE, SACREs and ASCs
- All local authorities provide specialist support to SACREs and ASCs to enable them to meet their statutory duties
- SACREs and ASCs collaborate at local/regional levels to enhance their effectiveness, including the sharing of good practice on monitoring and evaluating their work
- SACREs' annual reports, including their contribution to community cohesion, are analysed and the findings published

### Law and Policy

- Since Ofsted is no longer required to inspect the duty to promote community cohesion, there is insufficient evidence on which to evaluate progress
- Religion and belief are protected characteristics in the 2010 Equalities Act
- Some bullying based on religious identity and practice is taking place in schools

- The DfE obtains evidence on community relations by commissioning a new survey to parallel the Ipsos Mori 2011 investigation of community cohesion and Prevent<sup>3</sup> in schools
- All school and college senior leadership teams (SLTs) affirm staff/student/ community identities in the context of multi-faith Britain
- SLTs evaluate their equalities policy and practice in the light of the 'religion and belief' requirement of the Public Sector Equality Duty (2010)
- Schools and RE organisations share examples of good practice in promoting equalities, particularly with regard to religion and belief

## B. LEARNING IN RELIGIOUS EDUCATION

### Learning Outside the Classroom (LOtC)

#### EVIDENCE

- LOtC can support community relations through the involvement of local faith and belief communities
- The use of sacred space<sup>4</sup>, through enquiry-based, participative learning, can promote effective learning about and from religions and worldviews,<sup>5</sup> contribute to pupils' spiritual, moral, social and cultural development, and challenge negative stereotypes

#### DESIRED OUTCOMES

- SACREs support learning outside the classroom in their locality, including training and support for host communities where necessary
- SACREs support their schools in the use of visitors to classrooms
- Teachers in all phases and all types of schools make LOtC an integral part of their RE curriculum

<sup>3</sup> Prevent is one strand of the government's counter terrorism policy

<sup>4</sup> 'Sacred space' is the term used by the Learning Outside the Classroom Council. It is broader than 'places of worship' and is intended to be inclusive.

<sup>5</sup> 'Religions and worldviews' is used to refer to Christianity, other principal religions, smaller religious communities and non-religious worldviews such as Humanism. The phrase is intended to be inclusive.



## Intercultural education

### EVIDENCE

- Participation of young people in intercultural, cross-school initiatives promotes deeper understanding, meaningful interaction, respect for difference and enables them to address controversial issues
- Initiatives to promote 'Youth Voice' have been successful in enhancing community relations

### DESIRED OUTCOMES

- RE professionals use existing organisations (such as 3FF, Face to Faith and the Schools Linking Network) to promote intercultural dialogue and links between schools, or develop their own. This focuses on learning and includes teachers and students in long-term collaboration, with support from governors and parents

## Conflict and extremism

- Inter- and intra-religious conflicts and religiously motivated extremism exist and schools can explore these issues in RE

- The REC to update its *REsilience* materials<sup>6</sup> to include resources on intra-religious conflict, the socio-political dimensions of religions and worldviews, anti-Semitism and Islamophobia.
- RE professionals to work alongside colleagues in other curriculum areas to further develop pupils' skills of critical enquiry and media literacy and their understanding of human rights and genocides

## C. TEACHING RELIGIOUS EDUCATION

### Professional development

#### EVIDENCE

- It is through skills and attitudes, not just content, that RE can promote open-mindedness and an informed perspective on religions and worldviews
- Patterns of belief, practice and adherence are changing locally, nationally and globally in ways that need to be reflected in the RE curriculum
- There is a 'religious literacy gap' which schools can help address by teaching about religions and worldviews
- Young people's sources and use of information have changed because of social media and the internet

#### DESIRED OUTCOMES

- All RE organisations explore ways in which they can provide training and support for their members on community relations and how they can share good practice and research findings
- All RE organisations promote the REC Code of Practice,<sup>7</sup> the PD Portal, the e-Handbook<sup>8</sup> and RE:ONLINE<sup>9</sup> to increase staff sensitivity, confidence and competence in teaching about religions and worldviews
- The new RE hubs consider prioritising community relations in their professional support for teachers and lecturers in FE
- Teachers develop their understanding of social media and the internet and the challenges and opportunities they bring to teaching RE
- RE teachers increase their understanding of globalisation and its impact on community relations
- Teachers are supported in their professional engagement with changing patterns of religions and worldviews
- RE advisers and teachers lead in-school professional development on understanding local communities, through structured visits and visitors.

<sup>6</sup> *REsilience* is a professional development programme, managed by the REC, to help increase teachers' confidence when addressing contentious issues, particularly where such issues are sometimes used to justify extremism and violence.

<sup>7</sup> [http://religiouseducationcouncil.org.uk/media/file/Practice\\_Code\\_for\\_Teachers\\_of\\_RE.pdf](http://religiouseducationcouncil.org.uk/media/file/Practice_Code_for_Teachers_of_RE.pdf)

<sup>8</sup> <http://www.theredirectory.org.uk/pdportal>

<sup>9</sup> <http://www.reonline.org.uk>

## REMAINING QUESTIONS

- Can SACREs and ASCs continue to be viable given that an increasing proportion of schools no longer come under their remit?
- How can RE work more closely with other subject areas and curriculum initiatives to achieve shared aims for improving community relations? What other partnerships can be developed to make this happen effectively?
- How can RE professionals help to ensure that the whole school ethos supports pupils' spiritual, moral, social and cultural development and protects equalities in relation to religion and belief?
- How can learning about religions and worldviews be made more interesting and relevant for pupils of 'no religion'?
- How can the RE community collaborate with and better support colleagues in the Further Education sector, where there is no statutory requirement to teach RE to post-16 students?
- How far does RE address issues of socio-economic inequality? How important is this in developing social cohesion?
- How can the work of the Council of Europe on the religious and non-religious dimensions of intercultural education be more widely known and used in England and Wales?
- The 1988 Education Reform Act requires schools to contribute towards the spiritual, moral and cultural development of children **and society**. Can unpacking that phrase provide a rationale for and a means by which schools can work more effectively with and on behalf of their communities?

**The APPG:** The All Party Parliamentary Group on Religious Education was established in 2012. Its purpose is to provide a medium through which parliamentarians and organisations with an interest in religious education can discuss the current provision of religious education, press for continuous improvement, promote public understanding and advocate rigorous education for every young person in religious and non religious world views.

**Oral evidence was provided by:** Deborah Weston, Sharon Lambert, Aisling Cohn, Dr Julia Ipgrave, Jane Chipperton, Prof Adam Dinham; Helen Harrison, Dr Marius Felderhof, Patricia Hannam, Aliya Azam, Alastair Ross, David Raven-Hill; Young Ambassadors for RE from The Redhill Academy (Hannah Morley, Ryan Hutchings, Charlotte Hart-Shaw, Jake Chaplin and Holly Walker), Lesley Prior; Dr Norman Richardson, Robin Richardson, Revd Garry Neave, Jamie Bartlett.

**Written evidence was received from:** British Humanist Association; Deesha Chadha, Chinmaya Mission, UK; Prof. Robert Jackson; Lambeth SACRE; Lewisham SACRE; Mulberry School; National Spiritual Assembly of the Bahá'ís of the United Kingdom; Riaz Ravat, St Philip's Centre, Leicester; Dr Lynn Revell, Canterbury Christ Church University; Dr Barbara Wintersgill; Dr John Wise, National Council of Faith and Beliefs in Further Education.

This report was written by Dr Joyce Miller who coordinated the inquiry on behalf of the APPG on RE.



The secretariat for the All Party Parliamentary Group on RE is provided by the Religious Education Council of England and Wales

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<b>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</b>		
Date of Meeting:		16 June 2014
Agenda Item:	<b>7</b>	<b>WORKING WITH RELIGIOUS COMMUNITIES</b>
<u>Background</u>		
<p>The capacity of SACRE to monitor and support schools has been discussed at previous meetings.</p>		
<u>Purpose</u>		
<p>To create a resource to help inform churches (religious denominations and groups) on how they can work with their local schools and in turn to explore how schools can make the most of links with the local religious communities.</p>		
<u>Recommendations:</u>		
<ul style="list-style-type: none"><li>▪ To discuss the requirements of a potential resource</li><li>▪ To plan the possibility of a 'break out group' to develop this resource.</li></ul>		

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<b>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</b>		
Date of Meeting:		16 June 2014
Agenda Item:	<b>8</b>	<b>WASACRE</b>
<u>Background to the Report:</u>		
<p>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.</p>		
<u>Purpose of the Report:</u>		
<p>For members to be informed as to the focus and main outcomes of the previous meeting.</p>		
<u>Recommendations:</u>		
<ul style="list-style-type: none"><li>▪ To receive the minutes of the previous meeting.</li><li>▪ To agree attendance to the next WASACRE (Merthyr Tydfil – 2<sup>nd</sup> July 2014)</li></ul>		

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**Cyfarfod CCYSAGauC, Caerffili, 27 Mawrth 2014 / Wales  
Association of SACREs meeting, Caerphilly, 27 March 2014**

<p><b>Ynys Môn / Anglesey</b> Bethan James Rheinallt Thomas</p> <p><b>Blaenau Gwent</b> Gill Vaisey</p> <p><b>Pen-y-bont ar Ogwr / Bridgend</b> Carys Pritchard Edward Evans</p> <p><b>Caerffili/ Caerphilly</b> Cllr Michael Gray Vicky Thomas Martyn Western Helen Bartley Bethan Davies Enfys Hawthorn Janet Jones David Cailen</p> <p><b>Caerdydd / Cardiff</b> Carys Pritchard J. Singh (Cardiff Sikh Community)</p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b> Mary Parry Meinir Wynne Loader Helen Gibbon</p> <p><b>Ceredigion</b></p> <p><b>Conwy</b> Phil Lord N.C. Richter</p>	<p><b>Sir Ddinbych / Denbighshire</b> Phil Lord</p> <p><b>Sir y Fflint / Flintshire</b> Phil Lord</p> <p><b>Gwynedd</b> Bethan James</p> <p><b>Merthyr Tudful / Merthyr Tydfil</b> Carys Pritchard</p> <p><b>Sir Fynwy / Monmouthshire</b> Gill Vaisey Sue Cave Sharon Perry-Phillips</p> <p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b> Rachel Samuel</p> <p><b>Casnewydd / Newport</b> Vicky Thomas Sally Northcott P.T. Williams Amanda Davies</p> <p><b>Sir Benfro / Pembrokeshire</b></p> <p><b>Powys</b> John Mitson</p>	<p><b>Rhondda Cynon Taf</b> Carys Pritchard Cllr Jane Ward</p> <p><b>Abertawe / Swansea</b> Vicky Thomas</p> <p><b>Torfaen</b> Vicky Thomas</p> <p><b>Bro Morgannwg / Vale of Glamorgan</b> Carys Pritchard Dafydd Treharne</p> <p><b>Wrecsam / Wrexham</b> Libby Jones Tania ap Siôn</p> <p><b>Sylwedyddion / Observers</b> Leslie Francis Trudor Thomas- WJEC Mike Strange- RE Quest</p>
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## Minutes

1. **Croeso / Welcome.** Chair, Tania ap Sion welcomed members and apologised for the difficulties with the sound system and its interference with the translation. Tania ap Sion introduced Keri Cole, Manager for Education and Inclusion from Caerphilly Local Authority, who welcomed WASACRE members to Caerphilly and expressed her hope that the meeting would be beneficial to all members and an opportunity for reflection. Ms Cole went on to introduce The Mayor of Caerphilly, Councillor Michael Gray.

Councillor Gray welcomed SACRE representatives from all over Wales to the spring meeting, expressing his delight that WASACRE accepted his invitation to hold the meeting here during his year as Mayor. Councillor Gray acknowledged the hard work of the Wales Association of SACREs and went on to thank local authorities for their support and WASACRE for the important work it does. He highlighted some very important initiatives that WASACRE has recently either initiated or supported, including the Estyn Thematic Review of Religious Education in the Secondary School, the KS3 Training led by Executive member Gavin Craigen, the WASACRE Conference, and WASACRE's work on the REQM for Wales led by Executive member Phil Lord. Councillor Gray emphasised the importance of the Association's work relating to the issues of the 22 SACREs in Wales. Finally the Mayor extended an invitation to all members to visit Mayor's parlour and to lunch in the glass restaurant.

Tania ap Sion thanked both the Mayor and Ms Cole before continuing with the agenda.

2. **Adfyfyrto tawel / Quiet reflection.** Tania ap Sion asked members to pause for reflection on the meeting ahead and their contributions to it.
3. **Ymddiheuriadau / Apologies.** Gavin Craigen, Jen Malcolm, Cllr Janice Dudley, Ben Wigley, Cllr Huw Jones, Parch Gethin Rhys and Mark Brown
4. **Cofnodion y cyfarfod a gynhaliwyd yn Rhondda Cynon Taf, 10 Hydref 2013 / Minutes of meeting held in Rhondda Cynon Taf, 10 October 2013.** Proposed by Vicky Thomas as a correct record of the meeting and seconded by Carys Pritchard.
5. **Materion sy'n codi / Matters arising.** Item 5 (under item 7 up-dates). In relation to the KS3 training provided by Gavin Craigen on using levels in RE, Mary Parry suggested asking schools what impact it had on their practice in the classroom. The outcome of the discussion which ensued was that it would be useful to do this follow up exercise in the form of a questionnaire sent out only to those who attended the training and that it could be used as part of the SACRE monitoring process as there is a strong emphasis on evaluating and providing impact. Item 5 (under item 7 up-dates). Tania ap Sion confirmed that the report for the Review of SACRE Reports has now been officially published and has been circulated by WASACRE Secretary Libby Jones to all SACREs. A summary of the recommendations has been produced and is on the WASACRE website. Mary Parry thanked Libby for sending this out but added that Welsh Government should be sending this information directly to SACREs. Members were in agreement that WASACRE should write to WG to ask them to send information of this kind including examination data, straight to SACRE's in future to ensure that each SACRE is equipped to carry out its statutory duties. Letter to be sent to Welsh Government by Libby Jones. Item 6 Welsh Government contacts. This was discussed in the agenda item relating to the Executives minutes.
6. **Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 4 Chwefror 2014 / Report from the Executive Committee meeting held on 4 February 2014**

Issues raised in the minutes included:



Item 4: Welsh Government contacts. This has been an area of concern since Denize Morris changed her role. Last September we made contact with Nia Mair Jones who followed up some of our issues, but who has now moved on. Our new contact is now Louise Thomas with whom we have discussed our current issues. The Executive and NAPfRE has a list of other issues to raise in a meeting with Louise scheduled for 14 May 2014 in Llandrindod wells (to be confirmed). Two of the most pressing areas of concern are: 1. SACREs within the new regional arrangements and consortia working. WASACRE is looking for a firm and clear steer on who is responsible for SACREs. 2. The Foundation Phase document, why it was removed from the Welsh Government website, whether it can still be used and sent out to schools and whether it is going to be changed and/or revised?

Item 11: RE News. Rheinalt Thomas reported on behalf of Vaughan Salisbury that there is no longer any need for RE News to be involved in discussions relating to working more closely with WASACRE and REMW because their financial issues had been addressed. RE News website would now be available free of charge. Treasurer John Mitson said that he does not anticipate that there will be a request for funding from WASACRE, as there has been no Reflections included recently in RE News online and the funding issues had been addressed. Libby Jones will write to Vaughan Salisbury and Rachel Bendow to ask what the situation is in this respect. Vicky Thomas enquired whether Trinity St David's will be informing schools that they can access RE News free of charge now, or whether it is the responsibility of each local SACRE to do this, adding that there should be a clear process for informing teachers and schools.

Item 13: EFTRE Representation. The Chair thanked Mary Parry for her work in that role and expressed gratitude to Phil Lord who has kindly agreed to be the new WASACRE representative on EFTRE. Phil Lord shared his experience of his first EFTRE meeting by saying that it was an eye opener to see how RE is taught across Europe and Phil drew members' attention to the EFTRE website, adding that we are hoping to connect more with schools in Europe and information about this will be circulated through WASACRE meetings.

Item 17: The RE council for England and Wales are holding their AGM in Cardiff. The Chair thanked Edward Evans for the initial contact in Welsh Government. Arrangements for the event have been made by WASACRE in partnership with the RE Council. The Chair thanked Libby Jones for her work in this area.

Item 10: Welsh Government Curriculum Review. Members of WASACRE and NAPfRE met in January in Newtown to respond to the consultation document of the curriculum review. A summary of responses has been published on the Welsh Government website and we will make this available on the WASACRE website. Carys Pritchard shared some of the latest statistics from the website only made available that morning: there are 324 responses across Wales, which is a strong response from the RE world. There is some acknowledgement of Religious Education, but we do need to keep the pressure on. Tania ap Sion thanked Carys for bringing this to the meeting and members agreed that members from the WASACRE Executive, in partnership with NAPfRE, should continue with this as a priority.

#### **7. Cyflwyniad PYCAG/ NAPfRE presentation. RE:Quest – Michael Strange.**

In his introduction Mr Strange offered members free resources (DVDs) to share with teachers in their area and gave a presentation and demonstration of some of the new RE Quest online resources available on the website. The new website went live in August 2014 for KS2, 3 and 4. For Foundation Phase resources the old website is more suitable and can still be accessed. The teacher's section on the new site includes teaching ideas, multimedia resources, seasonal resources and training resources, each offering a selection of five-minute videos featuring 'real' people. The website is colour coded to ease navigation and the main topic areas include: Bible, Festivals, Issues, Jesus, Life, and People. Mr Strange urged members to ask their SACREs to inform schools of this free resource which has been rebuilt and launched as, [www.request.org.uk](http://www.request.org.uk). On the website you can request an information leaflet to distribute to schools. Michael Strange said that a Welsh version of the leaflet would also be produced. There will be some Welsh resources on the new website as well as the old website. Thanks were offered to Michael and REQuest for this valuable resource and Tania ap Sion added thanks for the inclusion of Welsh examples too.

#### **8. Adroddiad cynhadledd CCYSAGauC / WASACRE conference report**

Libby Jones and Gill Vaisey gave a presentation offering an overview of the conference, an evaluation of the outcomes and a slideshow of pictures taken during the event. Conclusions drawn were on the whole very positive and members agreed that it was most beneficial to both teachers of Religious Education and SACRE members alike. The overall question that emerged was, can WASACRE continue to develop this training in the future? Tania ap Sion asked members to consider this question. Vicky Thomas pointed out that there is a gap for this kind of training/event and asked how it is going to be filled, adding that the only forum that SACREs and teachers of RE have in Wales is WASACRE. Teachers on the chalk face who were present at the meeting were asked about their feelings regarding the lack of training available and the impact of the WASACRE conference. Comments received included: “It was a really worthwhile day”, “It was a brilliant balance for teachers on SACRE”, “It was fantastic, and the fact that the training was free was a good draw”, “The training being free was important because it meant that teachers could be released”. WASACRE Treasurer, John Mitson confirmed that the event was an excellent use of resources, costing in the region of £3000.00. Gill Vaisey urged members to consider that all the workshop providers were free on this occasion as many of the providers were also members of NAPfRE, and in future we should include some payment for this kind of work. In addition, there is a need for more administrative support, which would incur a cost if it could not be covered through member institutions. With these points in mind, all members supported the principle of WASACRE providing training in order to support local SACREs and teachers. Tania ap Sion confirmed that the WASACRE Executive are looking at future areas for training.

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

- (a) REQM – Phil Lord. Tania ap Sion thanked Phil for all his hard work on the Welsh REQM to make it relevant and useful in a Welsh context. Phil demonstrated the website to members and shared tips on how to navigate it. He explained that there is a particular way of getting to the Welsh part of the website for schools in Wales. Teachers must click on ‘Wales’ which is along the top bar to ensure that they do not download the schools in England version. The materials could be used to enable schools to assess themselves for free if they decided not to apply for the Quality Mark, and it also models what a good department should look like. There is a flyer available in the Welsh part of the REQM website to share in SACRE meetings and for SACREs to circulate to schools. Phil reminded members that the materials are free and urged members to draw schools’ attention to the fact the qualification is for both primary and secondary schools. It is not just for state schools, but church schools as well and schools can use it to help with the self-evaluation process regardless of whether they will apply or not. Tania ap Sion reminded members that the Welsh version of the REQM is supported and recommended by WASACRE.
- (b) Gwefan CCYSAGauC / *WASACRE website* – Tania ap Sion. Tania confirmed that the website has been updated and has almost all the annual reports and all the relevant resources for Religious Education from Welsh Government and Estyn on it. There is information on the conference and more resources will be going on the website from the conference including today’s presentations.

#### 10. Datblygiadau CBAC / *WJEC developments* - Tudor Thomas.

GCSE and GCE reform Wales and England. Key messages from WJEC

WJEC’s role is to provide:

- qualifications that will give progression routes to the levels of skills and education that Wales will need to compete globally
- qualifications that are able to change with the times and are flexible enough to respond to Wales’ changing needs
- engaging and accessible pathways that further develop the skills that are needed for 21<sup>st</sup> century employment and for life
- qualifications which contribute to a framework for lifelong learning
- valid and reliable assessment of learners’ abilities
- support for teachers at these times of change

Awarding body deliverables are:

- regulatory requirements – specifications and specimen assessment materials
- WJEC bundle- guidance material for teachers, resources especially digital, initial support events and exam results analysis with on-line exam review support

DfE and OFCOL want to change A Level and GCSE qualifications in England including introducing a new grading system 1-9 (9 being the top grade), with no internal assessment. Although no date has been announced it is understood that the first teaching will probably start in September 2016. GCSEs will be re-written in England. A Level in England will be linear and AS will be a one (or two) year stand-alone qualification and will no longer link in to an A Level qualification. GCSE, AS and A Level will remain the same in Wales for the time being, but changes are expected. Exams in Wales will take place in June each year only.

One of the main concerns for GCE (AS and A Level) is that development is to be informed by Higher Education - the Russell Group universities in particular. RS is not considered by this group of universities to be an 'enabling' subject. Tudor Thomas reminded members that his contact details are available on the hand out and that WJEC are on twitter should anyone require further information. Tania ap Sion thanked Tudor for his presentation.

- 11. Gohebiaeth /Correspondence.** Libby Jones announced that Wyn Hobson, the WASACRE translator has retired and a letter of thanks from WASACRE has been sent to him, with confirmation of receipt from Wyn himself. Tania ap Sion drew members' attention to the years of excellent service that Wyn had given to the Association and the Association's gratitude to him. It was confirmed that Garmon Davies has taken over from Wyn as the WASACRE translator.
- 12. Enwebiadau ar gyfer y Pwyllgor Gwaith / Nominations for the Executive Committee.** Tania ap Sion explained that there have been 6 nominations so far (closing date 28 March 2014). Tania emphasised how heartening it is to see so many SACRE members showing their commitment to the Association by putting their names forward. She made two points in relation to the process:
  1. With regard to Cllr Michael Gray's place on the Executive, Tania confirmed that he will be in place until this summer's AGM, to which Cllr Gray agreed.
  2. With regard to the issue about the tie in votes and how it should be resolved, Edward Evans explained that according to the [WJEC](#) website the Chair needs to randomly and impartially choose (e.g. pin or toss a coin) between the two or more tying parties. Edward proposed that we adopt this procedure/practice, this was seconded by Rheinallt Thomas and to which members agreed. The full list of executive members along with the nominations will go out to all SACREs for the voting process so that they have the bigger picture.
- 13. U.F.A. / A.O.B.** Resources: Gill Vaisey's 'Puddles and the Christening splash'. This resource will be produced in the big book format and the standard book and there will be a special addition for the public to buy as a christening gift at the end of May 2014. The website is currently being redesigned and re-launched, on which electronic resources will be available for free. Gill explained that she has recently shared some of her resources on the TES website and this has been a very useful experience in finding out what teachers want. E.g. the jigsaw shown to members at the meeting. Unfortunately the resources will not be available in Welsh due to lack of sales for the Welsh books Gill trialled last year. Mary Parry informed members of the recent Foundation Phase resources published by 'Peniarth' which are now available.
- 14. Dyddiad y cyfarfod nesaf / Date of next meeting.**  
Wednesday, 2 July 2014 in Powys Council Chamber in Llandrindod Wells.  
Tania ap Sion clarified that the dates for the next six meetings will be available at the summer AGM. Libby Jones will organise this.

Tania ap Sion thanked members for a very productive meeting and gave specific thanks to the following people:

Mayor of Caerphilly, Councillor Michael Gray  
Manager for Education and Inclusion Caerphilly County Council, Keri Cole  
Translator, Rhian Powell  
Caerphilly SACRE Clerk, Emma Sullivan

RE advisor/consultant to Caerphilly Local Authority, Vicky Thomas  
Michael Strange from RE Quest  
Tudor Thomas from WJEC  
All presenters

DRAFT