

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

Date: 13 October 2015

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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 **WEDNESDAY, 21 OCTOBER 2015** in **YSGOL BLESSED EDWARD JONES, 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 DECLARATION OF INTERESTS

Members are reminded that they must declare the **existence** and **nature** of their declared personal interests.

3 URGENT MATTERS AS AGREED BY THE CHAIR

Notice of items which, in the opinion of the Chairman, 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 LAST MEETING** (Pages 5 - 10)
To approve and sign as a correct record minutes of the previous meeting.
- 5 SACRE DRAFT ANNUAL REPORT 2012-2103** (Pages 11 - 24)
To consider a report to approve the draft SACRE Annual Report.
- 6 ANALYSIS OF INSPECTION REPORTS** (Pages 25 - 28)
To receive the analysis of recent Estyn Inspection Reports
- 7 RE IN KS3: MUSLIM FOOTBALL PLAYER IN THE PREMIER LEAGUE**
To receive a presentation regarding a bilingual resource available for all secondary schools.
- 8 RE AND LOCAL COMMUNITIES** (Pages 29 - 64)
Receive a presentation regarding the completed resource.
Recommend that the resource is sent to all Local Authority schools.
- 9 EDUCATION MINISTER, HUW LEWIS AND THE FUTURE OF RE** (Pages 65 - 66)
To discuss correspondence regarding the minister comments relating to changing the name of Religious Education
- 10 SACRE AND SCHOOL TO SCHOOL COLLABORATION**
Promote teacher representation through school to school collaboration
- 11 WASACRE**
 - i. To receive the minutes of the last meeting of the Association
 - ii. To agree attendance to the next WASACRE Blaenau Gwent 25th November 2015.
- 12 DATE OF NEXT MEETING**
To be confirmed

MEMBERSHIP

Councillors Representing Denbighshire County Council

Bill Tasker
Dewi Owens
Arwel Roberts

Joe Welch
Ann Davies

Representing Religious Denominations

Mr. Simon Cameron
Mr. Dominic Oakes
Rev. B H Jones
Rev. Martin Evans-Jones

Ms Mary Ludenbach
Mrs C Thomas
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 YSGOL BRYNHYFRYD, RUTHIN on Monday, 29 June 2015 at 10.00 am.

PRESENT

Representing Denbighshire County Council

Councillors Arwel Roberts (Vice Chair) and Joe Welsh.

Representing Religious Denominations

Reverend M. Evans-Jones (Chair), Mr S. Cameron, Reverend B.H. Jones and Ms M. Ludenbach.

Co-opted Members

Mr G. Craigen.

ALSO PRESENT

Challenge Advisor for GwE (PL), Helen Jones (Ysgol Bryn Collen) and Committee Administrator (CIW).

SILENT REFLECTION

The meeting began with a few minutes silent reflection. The Chair invited Members of SACRE to reflect on recent tragic incidents which had recently taken place across the World.

1 APOLOGIES

Apologies for absence were received from Councillors Dewi Owens, Ann Davies and Mr Dominic Oakes.

2 DECLARATIONS OF INTEREST

No Members declared any personal or prejudicial interests in any business identified to be considered at the meeting.

3 URGENT MATTERS AS AGREED BY THE CHAIR

No items were raised 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

The minutes of the Standing Advisory Council for Religious Education (SACRE) meeting held on the 13th February, 2015 (previously circulated) were submitted.

RESOLVED that the minutes of the SACRE meeting held on 13th February, 2015 be received and approved as a correct record.

5 ANALYSIS OF INSPECTION REPORTS

The Challenge Advisor GwE (CA) submitted a report (previously circulated) analysing the results of the recent Estyn inspections in terms of RE provision and collective worship in four schools between November, 2014 and January, 2015. Inspections had been carried out at Ysgol Emmanuel; Ysgol Frongoch and Ysgol Gynradd, Pentrecelyn.

The SL provided Members with a brief resume of the findings relating to each school and the positive comments and outcomes were noted by Members. The SL made particular reference to the following:-

Key Question 1: How good are outcomes?

Wellbeing:-

- Most pupils at Ysgol Frongoch had taken part in a wide range of community activities, and had supported local and national charities well.
- Ysgol Pentrecelyn had supported charities, locally and abroad, which had a positive effect on pupils' awareness of other people's needs.

Key Question 2: How good is provision?

Learning experiences:-

- All classes at Ysgol Emmanuel had worthwhile links to Countries in Europe and the wider world. These highly beneficial international links supported pupils well to develop their understanding of the lives of people in different countries.
- Ysgol Frongoch had successfully broadens pupils' horizons and knowledge of the wider world. Pupils had developed a worthwhile understanding of their role as global citizens.
- Education for sustainable development and global citizenship had been promoted through curriculum work, the activity of the school council and the eco council at Ysgol Pentrecelyn.

Care, support and guidance:-

- Staff provide well for pupils' spiritual, moral, social and cultural development through daily acts of collective worship and an interesting range of curriculum activities at Ysgol Emmanuel, and there were very good opportunities for pupils to reflect on their own beliefs, personal qualities and skills.
- At Ysgol Frongoch Learning experiences promoted pupils' personal development well, including spiritual, moral, social and cultural development.

- Ysgol Pentrecelyn promoted pupils' spiritual, moral, social and cultural development effectively. Teachers enabled pupils to take a prominent role in morning assemblies, and nearly all respond positively to these opportunities.

Learning Environment:-

- There had been a clear emphasis on recognising, respecting and celebrating diversity and creating an ethos that fosters care and tolerance at Ysgol Frongoch.

Key Question 3: How good are leadership and management?

Leadership:-

Partnership working:-

- Ysgol Frongoch had worthwhile links with the wider community which had a positive influence on pupils' learning experiences and wellbeing, such as visits which had enhanced pupils' understanding of bible stories.
- Ysgol Pentrecelyn was an important part of the community which had a strong relationship with the school. As well as holding termly services in the church and chapel the school welcomed the community to join them on occasions such as Christmas dinners.

The CA explained that there had been a number of examples where Schools and Faith Groups had worked together and examples were provided.

RESOLVED - that the report be received and its contents noted.

6 DONALDSON REVIEW

The CA explained that curriculum review conducted by Professor Donaldson. The report 'Successful Futures: Independent Review of the Curriculum and assessment in Wales' outlined the findings and recommendations.

The CA explained that the presentation had been shared with Flintshire and Conwy SACRE's respectively. A response had been received from a faith representative in the Flintshire SACRE which had highlighted concerns regarding the immensity of the document, and the value of the presentation in summarising the requirements of the Review.

With the aid of a PowerPoint presentation the following points were highlighted by the CA. He elaborated on the relevant key areas and issues within the document which could impact on the delivery of Religious Education:-

- Questions for the great debate and the content of the questionnaire.
- Purpose of the curriculum.
- Areas of learning and experience – 6 areas outlined by the CA.
- Pedagogical Principles – 9 points highlighted by the CA.
- Cross curriculum.

- Teachers having a strong role in shaping the curriculum.

In response to a question from Mr G. Craigen regarding provision by Government to assist and prepare teachers for the very different and new approach to curriculum delivery following the Review, the CA explained that full implementation would not be realised until 2020. He clarified that the Review had provided lots of recommendations but no indication as to how they would be implemented and this would be included in the next stage through the creation of a scheme of work.

The CA made particular reference to the opportunities which would be created in years 7 and 8. Councillor A. Roberts referred to the assessment process adopted in Scotland, and made reference to the success of the Rhyl cluster which he felt had not been replicated in Prestatyn. The CA explained that in future students would be assessed against skills and not levels with a consortia generating a portfolio of assessment points. Specific reference was made to the significant impact in respect of LNF testing and the need for primary and secondary schools to work closer in the future.

During the ensuing discussion the following issues were highlighted:-

- The importance of Key Stage 3 in delivering subjects with regard to a framework for examinations and student skill levels.
- The advice provided by SACRE would be relevant to agreeing the syllabus for the delivery of Religious Education. Reference was made to the continuation of an exemplar framework and a cross pillar approach.
- The agreed syllabus having a legal status in schools to provide the foundation for all Religious Education.
- Teacher representatives within SACRE to monitor the delivery Religious Education, which would provide a direct access to the classroom.

The CA outlined the present model and the use of teacher representatives on SACRE. He explained that the new model would be slightly different feeding down into groups as a line of communication. Members of SACRE agreed that the CA write to schools to progress the new approach. Teachers would be invited to become involved with small groups which they could then represent on SACRE. Mr G, Craigen highlighted the importance of complying with the requirements of Teacher Union representation if increasing teacher representation on SACRE.

RESOLVED – *that, subject to the above, the presentation on the Donaldson Review be received and noted.*

7 YSGOL BRYN COLLEN AND COMMUNITY WORKING

With the aid of a PowerPoint presentation Ms Helen Jones, Ysgol Bryn Collen, outlined how Ysgol Bryn Collen worked with local faith groups, and provided an update on the schools and community working project.

Ms Jones provided a summary of the presentation which included details and information pertaining to:-

- Sharing good practice.
- The funding received through the Archbishop Rice Jones Charitable Trust Grant, and the items and resources acquired with the funding received.
- The Key Stage 2, Year 6, Holy Spirit William Booth.
- Details of the visit to the Salvation Army and the work undertaken.
- Collective Worship.
- Visit to the school by Reverend Una.
- Details of the activities held at the school including the A.J. Pingram visit, Mock Wedding and Christening and Diwali Day.

Following a brief discussion, it was:-

RESOLVED – *that SACRE receive and note the contents of the presentation.*

8 WASACRE

(a) Minutes of WASACRE – 6th March, 2015

The minutes of the meeting of the Wales Association of SACREs (WASACRE) held in Neath Port Talbot on the 6th March, 2015 (previously circulated) were submitted for Members' information.

RESOLVED - *that minutes of WASACRE held on the 6th March, 2015 be received.*

The CA advised that Flintshire had hosted the WASACRE meeting held on the 25th June, 2015, and he confirmed that the minutes would be available at the next meeting.

Reference was made by Reverend B.H. Jones to the two excellent presentations provided by the CA at the WASACRE AGM. He suggested that it could be beneficial if such presentations were included on future agenda's for SACRE meetings, or copies circulated to Members of SACRE. He also made particular reference to the Wrexham schools presentation of worship.

Congratulations were extended to and Mr P. Lord (CA) on being appointed Chair and Vice Chair respectively of WASACRE for the ensuing year.

Mr G. Craigen made reference to three excellent presentations received at WASACRE which related to the curriculum, the literacy and numeracy framework and engaging boys in religious education in secondary schools.

The Chair explained that he had visited a number of primary schools in his role as Chair of SACRE. However, he expressed his disappointment at failing to receive a response to his request to visit a secondary school. Councillor A. Roberts agreed to convey the concerns expressed by the Chair, regarding the lack of a response, to the Head of Department. Ms M. Ludenbach extended an invitation for the Chair to visit Ysgol Blessed Edward Jones, Rhyl.

The CA explained that following the presentation received by a member of Wrexham SACRE the views of schools had been sought on Members of SACRE

attending and viewing an act of collective worship. SACRE agreed that the CA liaise with schools to ascertain if they would agree to Members of SACRE attending and observing a collective worship. The CA confirmed that Members of SACRE's in Wrexham and Gwynedd had received training on attending and viewing collective worship in schools.

(b) Attendance at WASACRE meeting - 25th November, 2015

Confirmation was provided that and Mr P. Lord (CA), Chair and Vice Chair of WASACRE would be attending the next WASACRE meeting to be held at Blaenau Gwent in November, 2015.

(c) Nominations for Executive Committee and Vice Chair of WASACRE

Mr G. Craigen explained that following the withdrawal of the nomination of Councillor D. Michael Gray there had been two remaining nominations for two positions on the Executive Committee. The two remaining nominations, Councillor Ernie Galsworthy of Merthyr Tudful SACRE and Ms E. Ruth Davies, had been appointed to the two vacant positions.

Confirmation was provided that Mr Phil Lord (CA) had been appointed Vice Chair of WASACRE.

9 DATE AND TIME OF NEXT MEETING

The next meeting of the Denbighshire SACRE would be held at 10.00 a.m. on Wednesday, 21st October, 2015 at Ysgol Blessed Edward Jones Rhyl.

The meeting concluded at 11.20 a.m.

Annual Report

of

**Denbighshire
Standing Advisory Council
for Religious Education**

2014 - 2015

Foreword

The Role of the Standing Advisory Council for Religious Education:

The principal roles of SACRE are:

- Advising the Local Authority on matters to do with Religious Education and collective worship, or Spiritual and Moral Development;
- Consider applications from Headteachers that their school be released from the statutory requirements for Collective Worship to be wholly or mainly of a broadly Christian character (such applications are known as 'Determinations');
- Require a Local Authority to review its Agreed Syllabus;
- Monitor the provision of RE, collective worship and spiritual, moral, social and cultural development in the schools of the Local Authority;
- Give advice on teacher agreed syllabus RE, including the choice of teacher materials;
- Advising the Local Authority on the provision of training for teachers (in RE);
- Considering complaints about the provision and delivery of RE and collective worship made to the Local Authority.
- To publish an Annual Report on its work.

The Composition of SACRE:

The statutory requirements for the setting up of SACREs require three committees of members:

- Representatives of Christian denominations or other religions and their denominations reflecting the principal religious traditions of the locality;
- Teacher representatives;
- County Council representatives.

There is also the right to co-opt members.

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Executive Summary

Topics/Issues:	Advice given:	Implemented By LEA:
RE: Agreed Syllabus	<ul style="list-style-type: none"> The Agreed Syllabus and Comprehensive Guide for RE continue to be available in schools to inform their planning and preparation. 	✓
RE: Standards	<ul style="list-style-type: none"> Following consideration of Inspection Reports, schools are sent letters congratulating them for the good features. 	✓
RE: Choice of Teaching Materials	<ul style="list-style-type: none"> No formal guidance, but the additional support and guidance for the Agreed Syllabus includes reference to some teaching materials. 	✓
RE: Provision of ITT	<ul style="list-style-type: none"> No visits possible this year. 	
Collective Worship	<ul style="list-style-type: none"> Following consideration of Inspection Reports, letters be sent to schools congratulating them for the good features. 	✓
Other Matters: Local	<ul style="list-style-type: none"> Members continue to discuss how best to monitor standards in schools SACRE has commissioned the creation of an example case studies document promoting and inspiring good practice regarding local community involvement in Religious Education and Collective Worship that will be available to all schools 	✓ ✓
Other Matters: National	<ul style="list-style-type: none"> Members receive regular updates of Estyn Inspection Reports or documents relating to RE and Collective Worship; Members be informed about developments and initiatives undertaken by DFES; The SACRE maintain its membership of WASACRE, representatives attend and report back on the meetings of the association. WJEC analysis of Religious Studies examinations WASACRE continues to ask SACRE's to evaluate and improve how they monitor and work with schools 	✓ ✓ ✓ ✓ ✓
Other Matters: additional	No other additional matters.	
Complaints	No complaints received.	

The Annual Report

2. Advice Given to the Local Authority

(a) Religious Education:

i. The Agreed Syllabus

Denbighshire SACRE adopted the 'National Exemplar Framework for Religious Education for 3-19 year olds' as the Locally Agreed Syllabus for Denbighshire in 2008. The framework continues to be the basis of the Agreed Syllabus in Denbighshire. The Agreed Syllabus will be reviewed once the findings of the curriculum review are published.

A SACRE's main function is '...to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit.' Education Reform Act 1988 s.11 (1) (a)

No advice or training has been given on the Agreed Syllabus in the current academic year although many schools had adopted the planning from the 'Comprehensive Guide to RE' and 'RE in the foundation Phase', documents which were designed to complement the Denbighshire Agreed Syllabus.

ii. Standards

Examination results

The SACRE received details of the examination results for 2014

64 more pupils sat the full course in 2015 than in 2014, 391 compared to 456. The full course results were above the national average, 81.1% compared to 73%, 2.3% above last year's LA results.

34 pupils sat the short course in 2015, 259 less than the year before. Results were below national trends, the overall A*-C was 20.6%, 32.4% below the national results for all candidates, and a decrease of 14.6% on last years' local figures.

In 2014, 77 pupils sat an 'A' level in Religious Studies, 9 more than in 2014. For Advanced Level, the overall A* – C rate was 97.2%, some 9.2% above the national average but comparable with last years' local figures.

Inspection Reports

Due to the current Estyn inspection framework there are no subject judgments in the Estyn reports. Instead, members receive information from the reports relating to Estyn's comments of a schools provision of SMSC. See part c Collective Worship - Monitoring provision - Inspection reports Members also received a presentation on Estyn's ESDGC (Education for Sustainable development and Global Citizenship) thematic review, with a focus on how Religious Education can support this area of the curriculum.

b. Methods of teaching

The SACRE and LA have previously provided comprehensive documents and materials in support of the Agreed Syllabus, and these contain advice on methods of teaching and delivery of RE.

No advice has been given to schools regarding methods of teaching in 2014-15.

Choosing teaching resources

The SACRE has not formally advised schools in the matter of purchasing teaching resources, deeming this to be a matter for the schools themselves.

Provision of Initial Teacher Training

It had not been possible during the year to make a visit to or receive a visit from an Initial Teacher Training Institute.

c) Collective Worship

Monitoring provision

Inspection Reports

As part of the process of monitoring, Estyn Inspection Reports are analysed in terms of collective worship, spiritual, moral, social and cultural development (SMSC). These are compiled and noted by SACRE. Letters are sent to schools following the consideration of them in SACRE, commending good practice and offering support as may be necessary.

Over the year 4+4+3 schools' inspection reports were analysed as follows:

<i>Positive Comments in overall judgements</i>	<i>No of schools</i>
Current performance	4

<i>Positive Comments in quality indicators:</i>	<i>No of schools</i>
Key Question 1: How good is outcomes?	
Wellbeing	2
Key Question 2: How good is provision?	
Learning Experiences	10
Care support and guidance	11
Learning Environment	8
Key Question 3: How good is leadership and management?	
Leadership	1
Partnership working	5

<i>Negative Comments</i>	<i>No of schools</i>
Learning experiences: <ul style="list-style-type: none">• Global Citizenship	2

iii) Guidance Documents

Guidance documents created in previous years continue to be available to schools including 'A Comprehensive Guide to RE' and 'RE in the Foundation Phase'

iv) Resources recommended

The guidance documents referred to above contain references to resources valued and recommended or evaluated by serving teachers. In addition, advice is offered in response to specific requests. Also schools are informed of resources through the RE News which is available to all schools electronically, they also have access to the Welsh National Centre for RE resources at Bangor University and also the St Mary's Centre for RE.

Self-evaluation materials have been promoted and are available on the REQM website.

v) INSET for Collective Worship

No inset has been provided for Collective Worship in the current academic year.

vi) Evaluation of the effectiveness of guidance

No formal evaluation of the original guidance material has been undertaken, but responses from schools to the materials, and comments offered through school visits have indicated how much the schools have valued the materials and used them in planning and enhancing their provision.

vii) Determinations

No Determinations have been made.

3) Other Matters

a) Local

SACRE has commissioned the creation of a selection of case studies to promote good practice relating to local communities supporting Religious Education and Collective Worship. Schools have submitted examples that will be collated and sent to all schools in the LA to inspire and promote similar activities. Case studies from local faith communities and how they have worked with local schools have also been requested and received.

Members began meeting in local secondary schools, SACRE received a presentation from a local primary school explaining how they work with their local faith communities.

b) National

Members received a presentation created by WJEC explaining the key points from an analysis of the data from the GCSE and 'A' level 2014 examinations in Religious Education in 2014.

Members have also, in response to a presentation regarding 'SACRE and local Consortia Arrangements' agreed to change some of its practices in 2015-16. SACRE will be held, where possible, in secondary schools across the LA. The facilitation of School to school collaborative groups will also be organised to support and promote good practice in both Religious Education and Collective Worship.

Members received a presentation regarding the implications of the Donaldson Review on Religious Education.

(i) Estyn:

Estyn's thematic review of Education for Sustainable Development and Global Citizenship was presented to Members. It was noted that Religious Education can support the work of this important area in schools.

Inspection Reports on schools were received and analysed, as reported.

(ii) DFES:

The SACRE has been informed of developments and initiatives undertaken by or through the Department for Children, Education, Lifelong Learning and Skills. The Agreed Syllabus Conference has been postponed until DFES publishes its planned changes to the curriculum. WASACRE has met with Professor Donaldson to discuss RE's place in the current curriculum.

(iii) WASACRE

Members of SACRE and the LA were represented at all the meetings of WASACRE, and received some of the presentations that had been made. SACRE continued to receive reports from representatives attending the meetings of the Association, and also receiving of minutes and papers from WASACRE.

(iv) Complaints

No complaints were received by the SACRE.

4. Appendices:

a) Composition of SACRE

Representing Religious Denominations:

Church in Wales

Sylvia Harris
Simon Cameron

Roman Catholic

Mary Ludenbach

Baptist Union

Nomination awaited (Welsh)
Nomination awaited (English)

Presbyterian

Rev. Brian H Jones (Welsh)
Christine Thomas (English)

Methodist

Rev. Martin Evans-Jones

United Reformed

Nomination awaited

Union of Welsh Independents

Nomination awaited

Religious Society of Friends

Dominic Oakes

Salvation Army

Captain Sian Radford

Evangelical Movement Wales

Nomination awaited

Representing Teacher Associations:

Secondary Headteacher

Nomination awaited

Junior Headteacher

Nomination awaited

Secondary RE Specialists

Cate Harmsworth

Infant Headteacher

Nomination awaited

Special School Teachers

Ms.Ali Ballantyne

Junior Classroom Teacher

Nomination awaited

Infant Classroom Teacher

Nomination awaited

Representing Denbighshire County Council

Councillor Dewi Owens
Councillor Arwell Roberts
Councillor Ann Davies

Councillor Bill Tasker
Councillor Joe Welch

Co-opted Members:

Mr. Gavin Craigen [gavin@craigen.net]
Tania Ap Sion – Director of the St. Mary's Centre [t.apsion@glyndwr.acuk]

b) Number and dates of meetings

SACRE meetings:

22nd October 2014

13th February 2015

29th June 20145

c) Organisations receiving the report

- DFES
- The report is available on the WASACRE website for interested organisations

TABLES OF EXAMINATION RESULTS *TABLAU O GANLYNIADAU ARHOLIAD*

Ysgolion Sir Ddinbych – Tabl 1: CANLYNIADAU TAGAU 2013: PAWB – ASTUDIAETHAU CREFYDDOL
Denbighshire Schools – Table 1: GCSE RESULTS 2013: ALL – RELIGIOUS STUDIES

<i>Ysgolion Schools</i>	<i>Cyfanswm /Totals</i>	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
<i>Dinbych Denbigh</i>	27	3	11.1%	5	18.5%	9	33.3%	4	14.8%	4	14.8%	2	7.4%		0.0%		0.0%		0.0%	77.8%	100%
<i>Glan Clwyd</i>	20	6	30.0%	6	30.0%	3	15.0%	1	5.0%	4	20.0%		0.0%		0.0%		0.0%		0.0%	80.0%	100%
<i>Prestatyn</i>	220	16	7.3%	46	20.9%	59	26.8%	60	27.3%	13	5.9%	18	8.2%	4	1.8%	4	1.8%		0.0%	82.3%	100%
<i>Dinas Bran</i>	80	1	1.3%	11	13.8%	23	28.8%	28	35.0%	8	10.0%	2	2.5%	4	5.0%	3	3.8%		0.0%	78.8%	100%
<i>Brynhyfryd</i>	16	10	62.5%	4	25.0%		0.0%	1	6.3%		0.0%	1	6.3%		0.0%		0.0%		0.0%	93.8%	100%
<i>Y Rhyl/Rhyl</i>	42	1	2.4%	2	4.8%	9	21.4%	11	26.2%	6	14.3%	9	21.4%	2	4.8%	2	4.8%		0.0%	54.8%	100%
<i>Ben Ed Jones/Bl. Ed Jones</i>	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0%
<i>Stes Ffraid/ St Brigids</i>	51	15	29.4%	21	41.2%	11	21.6%	4	7.8%		0.0%		0.0%		0.0%		0.0%		0.0%	100%	100%
<i>Cyfanswm AALL/ NA Totals</i>	456	52	11.4%	95	20.8%	114	25.0%	109	23.9%	35	7.7%	32	7.0%	10	2.2%	9	2.0%	0	0.0%	81.1%	100%
<i>Holl Cymru All Wales</i>	11,368		10%		19%		22%		19%		11%		7%		5%		3%		2%	72%	98%

Ysgolion Sir Ddinbych – Tabl 2: CANLYDIADAU TGAU 2013 PAWB – ASTUDIAETHAU GREFYDDOL: CWRS BYR
 Denbighshire Schools – Table 2: GCSE RESULTS 2013: ALL – RELIGIOUS EDUCATION SHORT COURSE

<i>Ysgolion Schools</i>	<i>Cyfanswm /Totals</i>	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A* - C	% A* - G
<i>Dinbych Denbigh</i>	1	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	100.0%	100.0%
Glan Clwyd	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%
Prestatyn	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%
Dinas Bran	3	0	0.0%	0	0.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	100.0%	100.0%
Brynhyfryd	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%
<i>Y Rhyl/Rhyl</i>	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%
<i>Ben Ed Jones/Bl. Ed Jones</i>	30	0	0.0%	0	0.0%	0	0.0%	3	10.0%	4	13.3%	6	20.0%	3	10.0%	5	16.7%	9	30.0%	10.0%	70.0%
<i>Santes Ffraid/ St Brigids</i>	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.0%	0.0%
<i>Cyfanswm AALL/ LA Totals</i>	34	0	0.0%	0	0.0%	2	5.9%	5	14.7%	4	11.8%	6	17.6%	3	8.8%	5	14.7%	9	26.5%	20.6%	73.5%
<i>Holl Cymru All Wales</i>	12,191		5%		10%		17%		21%		14%		13%		8%		6%		6%	53%	94%

Ysgolion Sir Ddinbych – Tabl 3: CANLYNIADAU SAFON UWCH 2013 – PAWB ASTUDIAETHAU CREFYDDOL
 Denbighshire Schools – Table 3: GCE ADVANCED LEVEL RESULTS 2013: ALL – RELIGIOUS STUDIES

<i>Ysgolion Schools</i>	<i>Cyfanswm /Totals</i>	<i>A*</i>	<i>%</i>	<i>A</i>	<i>%</i>	<i>B</i>	<i>%</i>	<i>C</i>	<i>%</i>	<i>D</i>	<i>%</i>	<i>E</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>% A* - C</i>	<i>% A* - G</i>
<i>Dinbych Denbigh</i>	5	0	0.0%	1	20.0%	2	40.0%	1	20.0%	1	20.0%	0	0.0%	0	0.0%	80%	100%
Glan Clwyd	4	0	0.0%	1	25.0%	1	25.0%	1	25.0%	1	25.0%	0	0.0%	0	0.0%	75%	100%
Prestatyn	37	0	0.0%	3	8.1%	15	40.5%	15	40.5%	4	10.8%	0	0.0%	0	0.0%	89.2%	100%
Dinas Bran	4	0	0.0%	1	25.0%	2	50.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	100%	100%
Brynhyfryd	13	1	7.7%	4	30.8%	6	46.2%	2	15.4%	0	0.0%	0	0.0%	0	0.0%	100%	100%
<i>Y Rhyl/Rhyl</i>	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
<i>Ben Ed Jones/Bl. Ed Jones</i>	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
<i>Santes Ffraid/ St Brigids</i>	14	0	0.0%	4	28.6%	6	42.9%	3	21.4%	1	7.1%	0	0.0%	0	0.0%	98.9%	100%
<i>Cyfanswm AALL/ LA Totals</i>	77	1	1.3%	14	18.2%	32	41.6%	23	29.9%	7	9.1%	0	0.0%	0	0.0%	89.6%	100%
<i>Holl Cymru All Wales</i>	1432		3%		15%		32%		29%		14%		5%		2%	89%	98%

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Analysis of Inspection Reports Denbighshire SACRE

Autumn 2015

(Reports published in the summer term)

School	Dates	Reporting Inspector
Christchurch C.P. Rhyl	11/05/2015	Susan Davies
<p><i>Christchurch Community Primary School is on the outskirts of Rhyl. The catchment area is an area of deprivation with high levels of unemployment and considerable seasonal employment. This affects the numbers of pupils entering and leaving the school over an academic year. The school has 442 pupils, including 57 pupils who attend the nursery on a part-time basis. There are 16 classes and a resource provision for Foundation Phase pupils with specific learning difficulties from beyond the school catchment area.</i></p> <p><i>Around 60% of pupils are eligible for free school meals, which is notably above the local and national averages. The school identifies 41% of pupils as having additional learning needs, which is well above the national average. A very few pupils have statements of special educational needs. No pupils speak Welsh as their first language at home and a very few pupils speak English as an additional language.</i></p>		
Ysgol Brynhyfryd	11/05/2015	Catherine Evans
<p><i>Ysgol Brynhyfryd is an 11-18 mixed, naturally bilingual school maintained by Denbighshire local authority. There are currently 1,061 pupils on roll with 189 in the sixth form. Two or three forms in each year-group study their courses through the medium of Welsh. There is also one group for Welsh learners who are not yet fully proficient in Welsh. The school serves a wide geographical area with 50% of its pupils coming from the town of Ruthin and the remainder from the surrounding rural area. The proportion of pupils eligible for free school meals is 6.9%, well below the national average of 17.5%. Pupils represent the full ability range. One per cent of pupils have a statement of special educational needs and a further 17% have been identified as needing some support. These figures are below the averages for secondary schools in Wales. About 66% of the pupils come from homes where the predominant language spoken is English, and 32% come from Welsh-speaking homes. Thirty-five per cent of pupils speak Welsh as a first language or to an equivalent standard within the school. A very few pupils receive support teaching in English as an additional language.</i></p>		
Ysgol Melyd	20/04/2015	Linda Jane Williams
<p><i>Ysgol Melyd is in the village of Meliden near Prestatyn in the Denbighshire local authority. The school caters for pupils between the ages of three and eleven. Currently, there are 158 pupils on roll, including 16 who attend the nursery part-time for either a morning or an afternoon session. Children are taught in six mainstream classes, of which four have a mixed age range. The school has a specialist resource base for Foundation Phase pupils with specific, severe speech and/or language disorders. The resource provision caters for up to 10 pupils from a wider catchment area than the mainstream school. The children integrate with the rest of the school for various school activities on a daily basis. The three-year average for the proportion of pupils eligible for free school meals is 40%. This is higher than the average for Wales (21%). The school has identified about 46% of pupils as having additional learning needs, which is higher than the Wales average. A few pupils have statements of special educational needs. Nearly all pupils are of white British ethnicity and no pupils have English as an additional language. No pupils speak Welsh as a first language. A very few pupils are looked after by the local authority.</i></p>		
Ysgol Dyffryn Iâl	16/03/2015	Sioned Thomas
<p><i>Ysgol Dyffryn Iâl is a village school in Llandegla, Denbighshire. The school is under the voluntary control of the Church in Wales and is predominantly an English medium school, with significant use of Welsh. Although pupils have the opportunity to study through the medium of either English or Welsh, nearly all the current pupils have elected to be educated through the medium of English.</i></p> <p><i>There are currently 44 pupils on roll, including two who are of Nursery age and another two who are eligible to an early entitlement. Children are admitted to the school on a part-time basis in the term following their third birthday, and full-time in the September following their fourth birthday. The school is organised into two classes; one Foundation Phase class and one key stage 2 class.</i></p> <p><i>English is the home language of most pupils, with very few who speak Welsh at home. Most</i></p>		

pupils come from a white British background. Around 2% of pupils are entitled to free school meals. This is well below local and national average. The school has identified 23% of pupils as having additional learning needs. No pupils have a statement of special educational needs.

Ysgol Bro Dyfrdwy	08/06/15	11/08/15
St Asaph V.P. Infants	08/06/15	11/08/15

POSTITIVE COMMENTS

Current Performance:

- T

Key Question 1: How good are the Outcomes?

Standards:

Wellbeing:

- The school develops pupils' awareness of the local community well through regular visits to the local church and through the various events held during the year. For example, key stage 2 pupils took an active part in Remembrance Day activities. (Dyffryn Ial)

Key Question 2: How good is provision?

Learning experiences:

- Through the study of other countries during 'International Week', pupils develop their knowledge of global citizenship appropriately and gain a beneficial insight into different cultures. (Christchurch)
- The school has effective provision for education for sustainable development and global citizenship. (Brynhyfryd)
- The school promotes education for sustainable development and global citizenship well through the curriculum. (Dyffryn Ial)

Care, support and guidance:

- Pupils have extensive opportunities to develop their understanding of moral and social issues, particularly the importance of co-operation and tolerance. (Christchurch)
- The school promotes pupils' cultural development well through an extensive range of visits. This supports their understanding of the heritage of the area successfully. Daily acts of collective worship provide purposeful opportunities for pupils to reflect on spiritual matters, and develop their sense of awe and wonder appropriately. (Christchurch)
- The school has comprehensive arrangements to promote pupils moral, cultural and social development. The school plans well for the delivery of its personal and social education programme which covers a suitable range of relevant topics, such as health and wellbeing. (Brynhyfryd)
- The school makes good provision for pupils' social and cultural development particularly through regular visits out of school. Regular assemblies promote pupils' spiritual and moral development effectively. (Melyd)

- The school has an extensive programme of educational activities that promotes pupils' social, moral, spiritual and cultural development successfully. (Dyffryn Ial)

Learning Environment:

- Staff promote diversity and equal opportunities successfully and ensure that all pupils have equal access to every aspect of school life. (Melyd)
- Pupils have a good understanding of the diverse world in which we live and learn to show care and consideration for others. (Dyffryn Ial)

Key Question 3; How good is leadership and management?

Partnership working:

- The school plays an important part in the local community, and fosters an effective relationship with members of the local area. The local rector leads the school's weekly celebration assembly at the local church. The pupils also occasionally take part in special Sunday services at the church, which develops their sense of belonging and fosters their spiritual development well. (Dyffryn Ial)

Areas for development:

Key Question 2: How good is provision?

Learning experiences

- There are insufficient opportunities for pupils to develop their awareness of other cultures and global issues. (Melyd)

Care support and guidance:

- During assemblies and a minority of registration periods there are appropriate arrangements to deliver a daily act of collective worship. However, there is too much inconsistency in the provision and the school's programme for registration periods does not provide enough guidance to staff about the requirements of a daily act of collective worship. As a result, the school does not meet the statutory requirements for the daily act of collective worship.

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Community Links

And

Local Faith Groups

Cysylltiadau Lleol

a

Grwpiau Ffydd Lleol



(Examples from across Conwy,
Denbighshire and Flintshire)

(Esiamplau o Gonwy,
Sir Ddinbych a Sir y Fflint)

Good Practice Case Studies

Blessed Edward Jones Catholic High School, Rhyl.	4-6
- Visit to 2 synagogues and 2 cathedrals in Liverpool	
Ysgol Bryn Collen, Llangollen.	7-12
- Use of Archbishop Rice Jones Charitable Trust	
- Visit to Salvation Army citadel	
- Visit from AJ Pingham (Paralympic Gold Medal winner)	
- Visits from local Clergy	
- Harvest festival held in local church	
- Mock wedding at local church	
- Diwali day	
Ysgol Glan Clwyd, St Asphah	13-16
- Work with St Asaph Cathedral	
Ysgol Trelawnyd Voluntary Aided Church in Wales.	17
- Pilgrimage to Maen Achwyfan Cross, nr Trelogan	
Religious Education events held at St Asphah and Bangor Cathedrals	18-22
Ysgol John Bright Llandudno and 5 feeder primaries:	23-25
- Year 6 Transition and MAT pupils Easter event	
Ysgol John Bright, Llandudno	26
- 6 th form conferences	
Ysgol Llanbedr	27
- Visiting local places of worship	
- Mock christening	
- Festival celebrations	
- Leavers services	
The work of Agathos Trust	28-31
- 6 th form conference	
- Explore Easter	
- Friday Forum at Mold Alun High school	
Places of Worship Contact details	32-33
Principles for organising and planning visits	34

Astudiaethau Achos Ymarfer Da:

Ysgol Uwchradd Gatholig y Bendigaïd Blessed Edward Jones, Y Rhyl. - Ymweliad â 2 synagog a 2 gadeirlan yn Lerpwl	4-6
Ysgol Bryn Collen, Llangollen. - Defnyddio Ymddiriedolaeth Elusenol yr Archesgob Rice Jones - Ymweliad â chadarnle Byddin yr Iachawdwriaeth - Ymweliad gan AJ Pingham (enillydd Medal Aur Paralympig) - Ymweliadau gan offeiriaid lleol - Cynnal gŵyl ddiolchgarwch yn yr eglwys leol - Ffug briodas mewn eglwys leol - Diwrnod Diwali	7-12
Ysgol Glan Clwyd, Llanelwy - Gwaith gydag Eglwys Gadeiriol Llanelwy	13-16
Ysgol Eglwys Cymorthedig Gwirfoddol yr Eglwys yng Nghymru Trelawnyd. - Pererindod at groes Maen Achwyfan, ger Trelogan	17
Digwyddiadau addysg grefyddol yng Nghadeirlannau Llanelwy a Bangor	18-22
Ysgol John Bright Llandudno a 5 ysgol gynradd porthi: - Trosglwyddo Blwyddyn 6 a digwyddiad Pasg disgyblion MAT	23-25
Ysgol John Bright, Llandudno - Cynhadledd 6ed dosbarth	26
Ysgol Llanbedr - Ymweld â mannau addoli lleol - Ffug fedydd - Dathliadau gwyliau - Gwasanaethau gadawyr	27
Gwaith Ymddiriedolaeth Agathos - Cynhadledd 6ed dosbarth - Ymchwilio'r Pasg - Fforwm dydd Gwener yn Ysgol Uwchradd Alun, Yr Wyddgrug	28-31
Manylion cysylltu mannau addoli	32-33
Egwyddorion trefnu a chynllunio ymweliadau	35

Pupils from Blessed Edward Jones, Rhyl, visited two different synagogues and two cathedrals in Liverpool. Pupils were able to compare their visits to all the places of worship visited.

Ymwelodd disgyblion y Bendigaidd Edward Jones, Y Rhyl, a dau wahanol synagog a dwy gadeirlan yn Lerpwl. Roedd disgyblion yn gallu cymharu eu hymweliadau â'r holl fannau addoli yr ymwelwyd â hwy.

Childwall Synagogue
Dunbabain Road
Liverpool
L15 6XL
0151 722 2079



Princes Road Synagogue
Princes Road
Liverpool
L8 1TG
0151 709 3431



Liverpool Anglican Cathedral

Jackie Dean,
Education Officer
Liverpool Anglican Cathedral,
St James' Mount
Liverpool L1 7AZ

email: education@liverpoolcathedral.org.uk
call: 0151 702 7210



Metropolitan Cathedral
Cathedral House
Mount Pleasant
Liverpool L3 5TQ
Tel: 0151 709 9222
enquiries@metcathedral.org.uk



Ysgol Bryn Collen have conducted various visits and received a number of visitors to enhance both their Religious Education and collective Worship.

Ysgol Bryn Collen wedi cynnal amrywiol ymweliadau a chael nifer o ymwelwyr i wella addysg grefyddol ac addoli ar y cyd.

SHARING GOOD PRACTICE BY YSGOL BRYN COLLEN



Archbishop Rice Jones Charitable Trust

- ❑ We began by asking for the grant from the Archbishop Rice Jones Trust to gain more resources for our RE curriculum.
- ❑ We were fortunate to receive the grant and therefore we purchased the following artefacts to enable us to fulfil children's engagement to explore RE effectively.

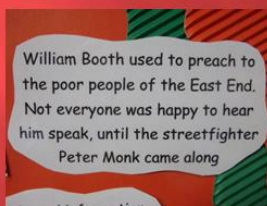
Resources we purchased



These are some of the resources we purchased with the grant money.

Autumn Term 2014

- In Year 6, they looked at the Holy Spirit. They began by looking at William Booth. They made a play about William Booth.



- This led to them discovering about the Salvation Army.

Salvation Army



The children found out about the Salvation Army, they made posters and made a peace poem.



Visit to Salvation Army

- Four of Year 6 children went to visit the Salvation Army in Wrexham.



They found out about the rations that people had to come to terms with.



Visit to Salvation Army



They found out about the emergency food for local people in crisis who live locally to the area.



Collective Worship

- Within our Collective Worship, we invite many people into our school so they can talk about what they have achieved, along with visits from the clergy.
- At the beginning of our Autumn Term 2014 we asked AJ Pingram to come to talk to us about winning a gold medal in the Paralympic Basketball team, for the British Armed Forces, when we were discussing law and rules in our collective worship theme of the week.



Reverend Una

- ▣ We followed Reverend Una and her dog Patrick walking along Hadrian's Wall for charity.
- ▣ We followed his progress on the website, tracked their paths along the way and posted messages for Patrick during the week.



Harvest

- ▣ Our Harvest Festival this year took place in St Collen's. The Reverend Sully took the service and all parents were invited to come to see our service. The infants took food gifts as a token which was given to the local retirement homes and the Food bank in Llangollen as well as a Homeless Shelter in Wrexham.



Other activities

- ▣ This term in Year 5, they are looking at rites of passage by making a pretend wedding. This will take place in St Collen's Church after half term.
- ▣ Last term we had the Reverend Sully come to talk to Year 1 /2 about being Christened. He performed a pretend Christening for the children in the class.



Diwali

- ▣ Within the Foundation Phase in Ysgol Bryn Collen we focus on Hinduism and Christianity. On the 23rd October 2014 we had a Diwali day where children were taught about the festival of light. We included many aspects of the LNF in our Diwali day.



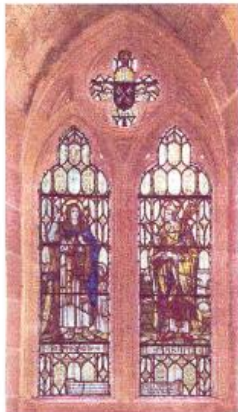
Ysgol Glan Clwyd, St Asaph

Rydym fel ysgol yn gwneud defnydd helaeth o'r Eglwys Gadeiriol fel man addysgol ac hefyd yn fel man cymunedol. Mae yna uned o waith yn y cwrs Addysg Grefyddol ym mlwyddyn 7, ble mae'r disgyblion yn gwnud helpa drysor o amgylch yr eglwys (gweler y daflen waith yn yr atodiad). Os ar gael byddaf yn gofyn i aelodau sy'n arweinwyr ymwelwyr i siarad efo'r plant am yr eglwys a'i defnydd gan y gymuned.

Pob Diolchgarwch rydym yn cynnal gwasanaeth yn ystod y dydd yn yr Eglwys Gadeiriol. Bydd cyfle i'r ysgol gyfan (mewn dwy sesiwn!) i fynychu'r gwasanaeth hyfryd hwn. Ar gyfer ein gwasanaeth Nadolig, rydym yn defnyddio'r gadeirlan gyda'r nos er mwyn i rieni ddod i wyllo a chefnogi. Mae'r gwasanaethau yma yn hynod safonol, ac yn boblogaidd dros ben gyda llawer o ganmoliaeth. Mae awyrgylch addolgar yr eglwys yn rhoi naws arbennig, ac yn sicr yn brofiad bythgofiadwy i'n disgyblion.

Ers rhai blynnyddoedd bellach rydym wedi cynnal ein seremoni wobrwyo cofnod cyrhaeddiad yn y gadeirlan. Eto, mae'n rhoi urddas i'r seremoni a chyfle gwych i ddisgyblion a rhieni gael y profiad o fod mewn

addoldy.



Mae'r ffenestr hon yn dangos St Asaff a St Cyndeyrn.

Dechreuodd y ddau adeiladu'r eglwys gadeiriol gyntaf yma, 1400 mlynedd yn ôl!

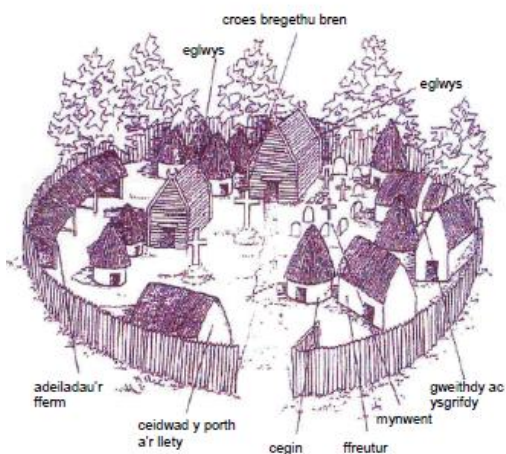
Edrychwch ar eu dillad. Mae St Cyndeyrn yn gwisgo dillad mynach a St Asaff yn gwisgo dillad esgob.



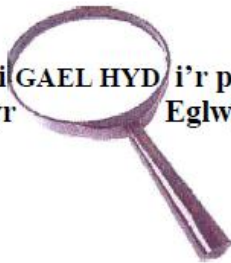
Roedd mynachod yn hoffi byw bywydau syml fel eu bod yn gallu gweddio a meddwl am Dduw.

Roedd y mynachod yn byw gyda'i gilydd mewn cymuned. 'Llan' oedd yr enw ar y gymuned hon.

Efallai i fod yn edrych fel hyn:



Allwch chi GAEL HYD i'r pethau hyn i gyd yn yr Eglwys Gadeiriol?



Gelwir hwn yn ddarllenfa.

Rydym yn darllen y Beibl yma.

Pa fath o amffail ydyw?

Allwch chi gael hyd i'r pulpud hefyd?

Mae'r ficer yn sefyll yn y pulpud i bregethu. Dyma pryd mae'r ficer yn esbomio straeon y Beibl i'r bobl.

Mae 5 wyneb ar y pulpud. Iesu yw'r un yn y canol, Mathew, Marc, Luc ac Ioan yw enwau'r 4 arall. Maen nhw wedi ysgrifennu llyfrau o straeon am Iesu. Rydym yn galw'r llyfrau hyn yn Efengylau.



Mae'r Beibl hwn yn un arbennig iawn oherwydd dyma'r Beibl Cymraeg cyntaf. Y cyfieithydd oedd William Morgan a oedd yn Esgob yma 400 mlynedd yn ôl.

Mae cerflun y tu allan o William Morgan a'r dynion eraill a gyfieithodd y Beibl.





Dyma fedd Esgob o'r enw Anian.

Yr Esgob Anian a adeiladodd yr eglwys gadeiriol fel y mae heddiw, 700 mlynedd yn ôl.

Cafodd yr hen eglwys gadeiriol ei llosgi gan filwyr.

Mae gan yr Esgob Anian gi wrth ei draed. Mae pen y ci'n sgleinio oherwydd mae cymaint o bobl wedi rhoi mwythau iddo!



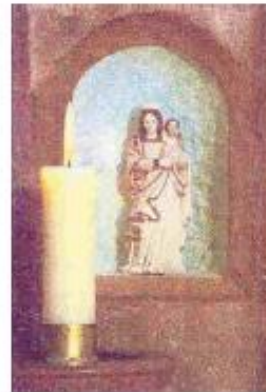
Cristnogion yn Haiti a wnaeth y lliam lliwgar hwn. Mae'n dangos straeon o'r Beibl a phethau a oedd yn digwydd yn y wlad honno. Mae gwneud darlun fel hwn yn ffordd arall o ddweud gweddi - does dim rhaid i chi ddefnyddio geiriau!



Bedyddfaen yw hwn. Rydym yn ei ddefnyddio i fedyddio pobl. Pan mae rhywun yn cael ei fedyddio, mae'n cael dŵr wedi'i dywallt ar ei ben ac mae o neu hi'n dod yn aelod o'r Eglwys, sy'n deulu Duw.

Yn aml rydym yn bedyddio babanod, ond gallwn fedyddio oedolion hefyd.

Cafodd Iesu ei fedyddio mewn afon. Byddwch yn gweld llun o hyn yn nes ymlaen.



Mae'r cerflun bach hwn o Iesu gyda'i fam, Mair, wedi'i wneud o ifori (ysgithrau [tusks] eliffant).

Efallai'i fod wedi dod oddi ar long o Sbaen, rhan o'r Armada, a longddrylliwyd gerllaw yn 1588 wrth geisio goresgyn Lloegr.



Dyma'r Organ.

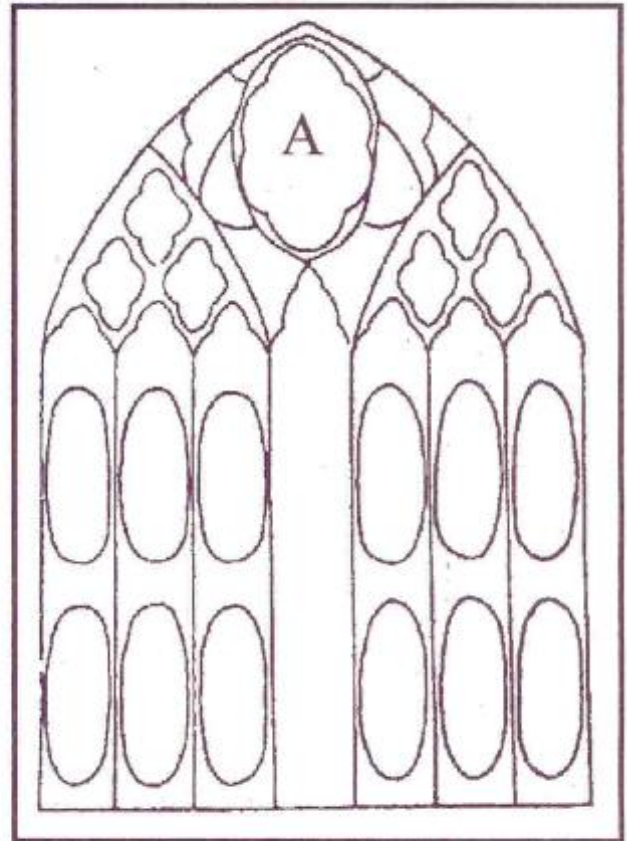
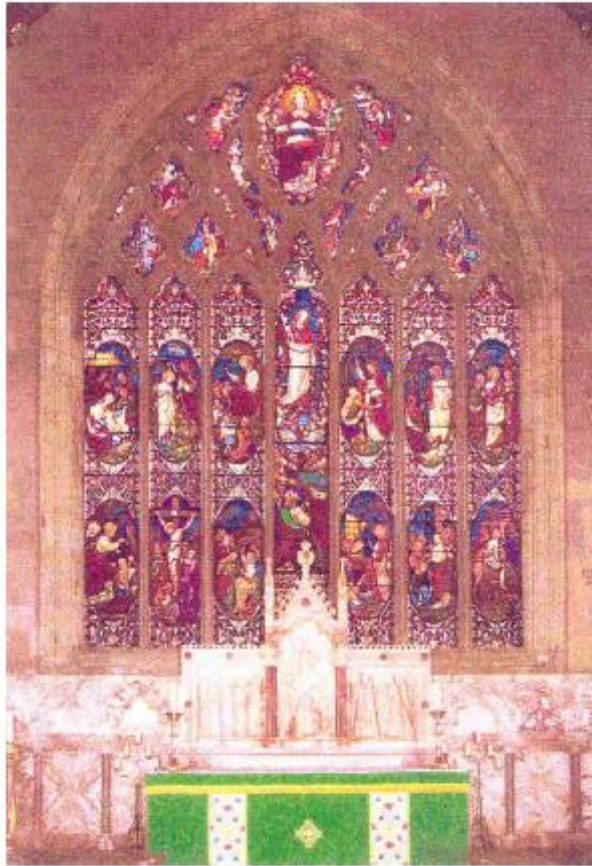
Mae ganddo lawer o bibau (tua 3000 i gyd), ac mae pob un yn gwneud sŵn gwahanol.

Mae'r rhan fwyaf o gerddoriaeth yr ydym yn ei defnyddio yn yr Eglwys Gadeiriol yn cael ei chwarae ar yr organ.

Adeiladwyd yr organ yn 1997. Os edrychwch chi'n ofalus, fe welwch lun o gath yr organydd.



Mae'r ffenestr liw hyfryd hon yn dweud nifer o straeon gwahanol am Iesu.



Dyma restr o'r straeon. A allwch chi roi'r llythyren iawn yn y llun o'r ffenest ar y dde, i ddangos ble mae pob stori? Rydym wedi gwneud y cyntaf i chi.

A - Iesu fel Brenin yn y Nefoedd

Ff - Deg merch â'u lampau

B - Iesu ar y groes

G - Bedyddio Iesu

C - Y Samariad Da yn mynd â'r dyn a gafodd ei glwyfo i'r llety (cliw: defnyddiodd asyn)

Ng - Iesu a Pedr (cliw: dywedodd Iesu y dylai Pedr ofalu am bobl fel mae bugail yn gofalu am ei ddefaid)

Ch - Iesu yn cario'i groes

H - Iesu yn gofyn i'w ddilynwyr ddod gydag o (cliw: pysgotwyr oedden nhw)

D - Gemi Iesu

I - Mair Magdalen ac Iesu

Dd - Iesu yn cyfarfod â dau ddyn ar y ffordd i Emaus

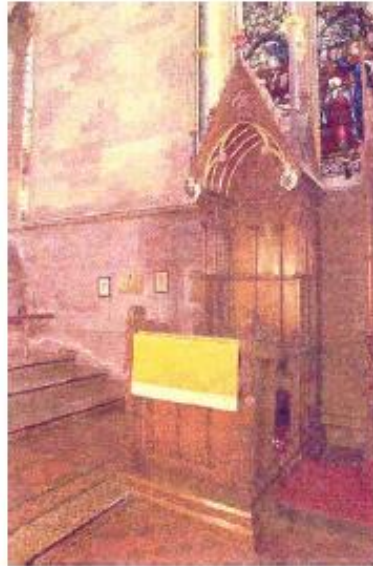
J - y merched wrth fedd Iesu

E - Iesu yn mynd i fyny i'r Nefoedd

F - Iesu yn dysgu pobl

Dyma pam rydym yn Eglwys Gadeiriol ac nid yn Eglwys gyffiedin. Hon yw gorsedd yr Esgob. *Cathedra* yw'r enw Lladin arni.

Mae'r Esgob yn gofalu am bob eglwys yn yr ardal hon (esgobaeth yw'r enw ar hon). Esgobaeth Llanelwy yw'r enw ar ein hesgobaeth ni, ac o ran maint, mae tua chwarter rhan o Gymru.



Dyma lun o'n Heskob ni heddiw. Ei enw yw'r Esgob John Davies ac mae'n byw gerllaw'r Eglwys Gadeiriol.



Os edrychwch chi ar y ffenest fawr ar ben arall yr Eglwys Gadeiriol, fe welwch Esgob pwysig arall. Ei enw oedd Archesgob Edwards ac ef oedd Archesgob cyntaf Cymru.

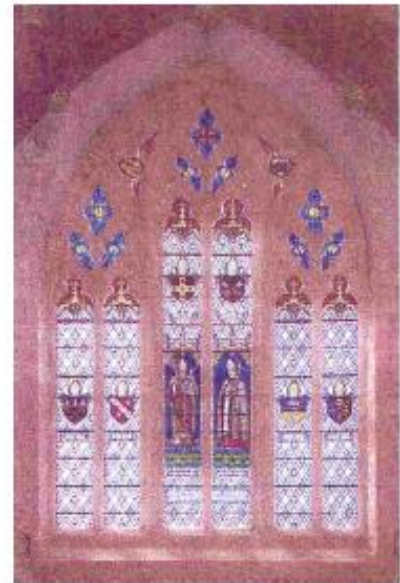


A allwch chi gael hyd i'r llun hwn ar yr Orsedd?

Dyma symbol ein Heskobaeth.

Cyn hyn, Archesgob Caergaint yn Lloegr a oedd yn gofalu am yr holl eglwysi yng Nghymru.

Hefyd, fe welwch arwyddion ac enwau'r esgobaethau eraill yng Nghymru.



Mae'r Esgob yn gwisgo dillad arbennig. Ydych chi'n cofio'r llun o St Asaif a cherflun Anian?

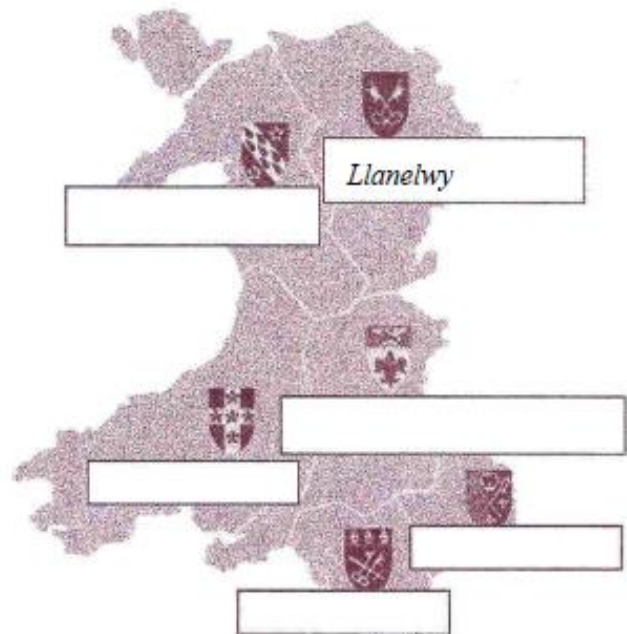
Mae'r Esgob yn cario ffon fel ffon fugail i'w atgoffa ei fod i ofalu am bobl fel mae bugail yn gofalu am ddefaid. Gelwir y ffon hon yn fagl esgob.

Mae ganddo het arbennig, sef meitr, sy'n edrych fel fflam ac mae'n symbol o Ysbryd Duw.

Dyma feitr a bagl esgob.



Chwiliwch yn y ffenest am y symbolau sydd ar y map isod ac ysgrifennwch yr enwau iawn yn y bocsys.



Pupils from Ysgol Trelawnyd conducted a pilgrimage to Maen Achwyfan Cross nr Trelogan.

Cynhaliodd disgyblion Ysgol Trelawnyd bererindod at Groes Maen Achwyfan Cross ger Trelogan.

Have you got a story?

Call our news team on 01352 7



Canon Robert Rowland gave his Easter service in the open air.

By Romilly Scragg
romilly.scragg@nmw.co.uk

PUPILS and staff walked for five-and-a-half hours to complete a pilgrimage.

Children from Trelawnyd Voluntary Aided Church in Wales Primary School walked to the Maen Achwyfan Cross near Trelogan as part of the St Asaph Diocese's Year of Pilgrimage.

The students from years one to six were joined by staff and governors when they set off on foot from school at 9.30am.

On their journey to the

Northumbrian-style cross, set in an enclosure in the middle of a field near Whitford, the pilgrims made two short stops – to a farm and also to the home of pupil Grace Urquhart who was off school as she was poorly.

Headteacher Jane Borthwick said it was wonderful to include Grace in the event.

Children had also been refreshed with drinks and fruit and had a chance to say a quick hello to the farm's pig, two lambs, chickens, dog and kitten.

Two-and-a-half hours of walking later, the school arrived at the early Christian monolith and were met by Canon Robert Rowland from St Michael's and All Angels Church in Trelawnyd.

The school's annual Easter service was then conducted in the open air for the very first time.

The sun came out in time for the service and, after a chance to play on the field and catch their breath, the pilgrims made the long walk back to Trelawnyd in time for home.

"The children loved it," said Miss Borthwick. "There were some tired legs but they all did very well and they want to do it again. We'll definitely do it again next year."

Pilgrims on the march



Above and left: Pupils from Trelawnyd Primary School walked to the Maen Achwyfan Cross.



Canon Robert Rowland.



Mia Blanchard, aged 8, and Maddison Lamb, 10, with a scallop shell, a symbol of pilgrimage, and the school cross.

A celebration of Religious Education was held at St Asaph Cathedral consisting of a series of workshops and an evening presentation.

Cynhaliwyd dathliad o addysg grefyddol yng Nghadeirlan Llanelwy yn cynnwys cyfres o weithdai a chyflwyniad gyda'r nos.

DATHLU AG YN YR EGLWYS GADEIRIOL, LLANELWY

Philip Lord

Ddydd Iau, 24 Mawrth, cafwyd diwrnod o Ddathlu AG yn Eglwys Gadeiriol Llanelwy. Canhaliwyd gweithdai yn y prynhawn ac yn dilyn gyda noswaith o ddathlu ar gân, dawns a drama. Agorwyd y dathlu yn swyddogol gan Y Gwir Barchedig Ddr Gregory Cameron.

Roedd y gweithdai (3 ohonynt) yn amlwg wedi ennyn diddordeb yn AG, wedi creu brwdfrydedd ac ysgogi dychymyg disgyblion ar draws ysgolion cynradd Dinbych, Fflint a Chonwy. Y cyntaf oedd gweithdy pypedau yn canolbwyntio ar y straeon am yr Iesu, ond y plant gan amlaf oedd yn arwain y trafodaethau a'r perfformiadau. Andy Hughes o Urban Saints oedd wedi hyfforddi y plant i drin y pypedau. Bu'n rhaid iddynt greu eu perfformiadau eu hunain, gan actio golygfa i ddehongli ystyr un o straeon yr Iesu.

Yn yr ail weithdy, straeon o'r Eglwys Gadeiriol oedd y canolbwynt. Gwelwyd y plant wedi gwisgo mewn dillad mynachod, yn cydio'n dynn mewn bowleni mawr ac yn gwau llinyn tra roedd Anne Suter, Swyddog Addysg y plwyf a Val Rowlands, Caplan yr Eglwys Gadeiriol yn adrodd peth o hanes yr Eglwys Gadeiriol. Yn y sesiwn adrodd straeon gyda Vittoria Hancock, Caplan yr Eglwys Gadeiriol, Cathedral Chaplin, cafodd y plant y cyfle i glywed rhal o straeon byth gofiadwy yr Hen Destament.



Sesiwn o greu golygfydd o ddamhegion yr Iesu, gan ddefnyddio lego oedd y trydydd gweithdy – cyfle i'r plant i fynegi eu brwdfrydedd a'u sgiliau creadigol.

CELEBRATION OF RE AT ST ASAPH CATHEDRAL

Philip Lord

Thursday 24th March saw the St Asaph Cathedral host a day to celebrate all things RE. The day was split into two with workshops during the day and an evening celebration of song, dance and drama. The day was officially opened by The Rt Revd Dr Gregory Cameron.

Three workshops designed to engage and enthuse interest in Religious Education captured the imaginations of the pupils, all from Denbighshire, Flintshire and Conwy junior schools. The first was a puppet workshop focusing on the stories of Jesus, although the children often led the discussions and performances. The pupils were trained in the art of puppetry by Andy Hughes from Urban Saints. They then had to create their own puppet performance acting out a scene to apply the meaning from a story Jesus told.



The second workshop involved stories from the Cathedral. Children dressed as monks, hugging large bowls and knotting string as Anne Suter, diocesan education officer and Val Rowlands, Cathedral Chaplin, retold some of the history of the Cathedral. Story telling with Vittoria Hancock, Cathedral Chaplin, enabled the pupils to hear epics from the old testament.

A third workshop making lego scenes relating to the parables of Jesus captured the children's creative skills. The classes were split into groups of 3 or 4 and given one of four parables and a lego set with specific pieces relating to their parable. Pupils had to split the story

Rhannwyd y dosbarthiadau i grwpiau o 3 neu 4 – pob **grŵp yn cael un ddameg a set o lego gyda darnau** yn gweddu'n arbennig i'w dameg hwy. Roedd yn rhaid i'r disgyblion rannu y stori i nifer o olygfeydd, eu creu gyda'r lego yna gymryd darlun digidol o bob un. **Eu stiwdio ffotograffig oedd bocs cardboard wedi ei leinio** gyda phapur glas a gwyrdd – yma roedd y disgyblion yn trefnu'r golygfeydd a chymryd lluniau. Wedi hyn, **trosglwyddwyd y darluniau i glieniadur a thafunydd er mwyn i'r dosbarth cyfan gael gweld eu gwaith,**

Tra roedd hyn yn mynd ymlaen, roedd disgyblion Ysgol Gatholig St Brigid, Dinbych yn **dawnsio yr offeren**. Dysgwyd sawl dawns i'r disgyblion i gynrychioli yr **offeren gan Cate Harmsworth, athrawes (ac athrawes ddawns)** yn yr ysgol. Recordiwyd y ddawns gan ddisgyblion. Cyfryngau yr ysgol - gellir defnyddio yr adnodd yma eto gan ysgolion eraill yn yr awdurdod.

Daeth ysgolion o bob rhan o'r awdurdod at eu gilydd gyda'r nos i ddatlu AG mewn cân, dawns a drama. Arweinwyd y noson oedd Philip Lord, prif ymgynghorydd a Maxine Bradshaw, Cydlynnydd AG Ysgol Llywelyn. I agor y noson, cafwyd anerchiad gan yr Esgob y Gwir Barchedig Ddr Gregory Cameron. Gan fod **pob ynsol wedi perfformio mor dda, rhaid enwi pob un. Yn cyflwyno eitemau ar gân roedd Ysgol Mair, Ysgol Bro Cinmeirch, Ysgol Glan Clwyd (uwchradd) ac Ysgol Llywelyn; yn perfformio eitem cerdd a drama am fywyd William Morgan -Ysgol y Llys. Cafwyd perfformiad o stori Ramayana gan ddisgyblion ysgol uwchradd Prestatyn.** I gloi y noson, cafwyd darlleniad o ddatganiad yn egluro pwrpas AG gan ddisgyblion y ddwy ysgol uwchradd. Dyma ddiwedd ddo addas i noson arbennig iawn.

Bu'n ddiwrnod hyfryd iawn – yn hybu AG, gyda disgyblion o bob oed yn cymryd rhan yn y gweithgareddau a'u hathrawon yn eu hannog i fynd a rhai o'r syniadau yma yn ôl i'w dosbarthiadau. Drwyddi draw, dyma ddatliad teilwng iawn o neges ac ethos 'Datlu AG', Mawrth 2011!

into a number of scenes, create them in lego, they then had to take a digital photo of each.



A cardboard box, lined with green and blue paper became the photographic studio as pupils arranged their scenes and took pictures. These photos were then transferred to a laptop and projector for the class to view their work.

Whilst all this was going on, St Brigid's Catholic school, Denbigh, danced the mass. Cate Harmsworth, a teacher from the school and dance teacher, taught pupils various dances to act out the mass. Media pupils from the school recorded the dances to create a resource that can be used by other schools in the authority.

The evening event saw schools from across the authorities come together to celebrate RE with song, dance and drama. Philip Lord senior learning advisor and Maxine Bradshaw RE coordinator for Ysgol Llywelyn directed the proceedings. The Bishop, Rt Revd Dr Gregory Cameron gave a talk to open the evening. All the pupils performed well and therefore all schools need to be mentioned. Ysgol Mair, Ysgol Bro Cinmeirch, Ysgol Glan Clwyd (secondary) and Ysgol Llywelyn all presented singing items, Ysgol y Llys performed a music and drama item on the life of William Morgan. Prestatyn high school performed a dramatisation of the Ramayana story. Pupils from both secondary schools read out a statement about the purpose of RE. **Which was a fitting end to a superb evening.**

The day was a great promotion of all things RE, pupils experienced engaging activities and teachers were inspired to take some of these ideas back to the classroom. **All in all it was a fitting event for the message and ethos of Celebrating RE March 2011.**

Bangor Cathedral held an event to highlight the real meaning of Christmas:

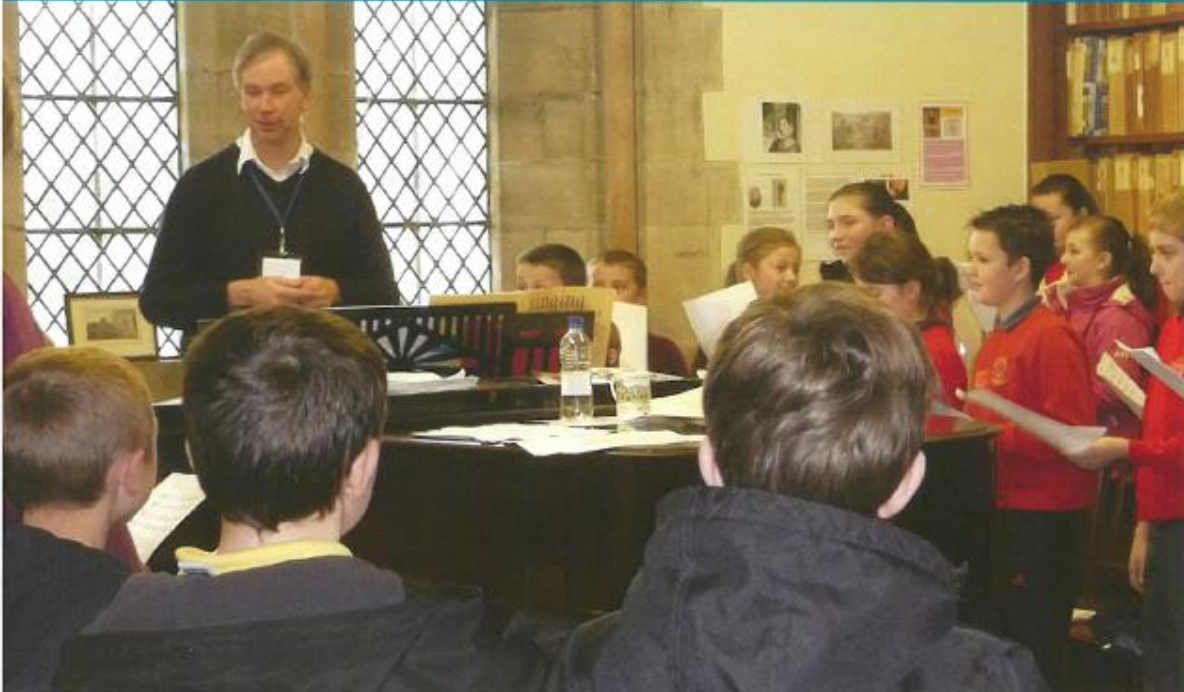
Cynhaliodd Cadeirlan Bangor ddigwyddiad i ddwyn sylw at wir ystyr y Nadolig:

YMDRIN AG AG: CADEIRLAN BANGOR, 21 TACHWEDD 2011

Nia Wyn Jones

DEALING WITH RE: BANGOR CATHEDRAL, 21 NOVEMBER 2011

Nia Wyn Jones



'Mi wnes i adeiladu doethion oedd yn mynd at y preseb efo Lego.'

'Ddaru'n grŵp ni wneud sioe bypedau.'

'Wel, mi ges i wisgo mewn dillad Archesgob!'

'I created the wise men approaching the manger from Lego.'

'Our group made a puppet show.'

'Well, I dressed up in an Archbishop's clothes!'

Dyna geiriau balch rhai o'r plant oedd yn cymryd rhan yn y digwyddiad yng Nghadeirlan Bangor ddydd Llun, 21 Tachwedd, pan ddaeth dros 450 o ddisgyblion i ystyried a deall pwysigrwydd y Nadolig. Diolch i gydweithio arbennig rhwng yr Eglwys Gadeiriol a Gwasanaethau Cefnogi'r Cwricwlwm Addysg Grefyddol Ynys Môn, Conwy, a Gwynedd, cafwyd diwrnod o weithgareddau cyffrous i ddisgyblion CA2.

Nod y diwrnod oedd annog disgyblion i feddwl am y cwestiwn 'Beth yw ystyr y Nadolig?' Roedd y diwrnod wedi ei gynllunio yn ofalus a threfnus, a phob ysgol wedi ei rhannu yn ddau grŵp. Sicrhawyd wedyn fod y grwpiau yn cymryd rhan mewn tri gweithgaredd gwahanol a phob ysgol o ganlyniad yn cael profiad o'r holl weithgareddau. Felly roedd digon o bethau i'w trafod wedi i'r disgyblion ddychwelyd i'w hysgollion.

'Mae dwad yma i Eglwys Gadeiriol yn arbennig. Dwi 'rhoed'di bod o'r blaen, heb sôn am gael gwneud pethau yma!' oedd ymateb un disgybl Blwyddyn 6.

Those were the proud comments of some of the children who participated in the event at Bangor Cathedral on Monday, 21 November, when more than 450 pupils came to consider and understand the importance of Christmas. Thanks to special collaboration between the Cathedral and Ynys Môn, Conwy, and Gwynedd's Religious Education Curriculum Support Services, KS2 pupils experienced a day of exciting activities.

The aim of the day was to encourage pupils to think about the question 'What is the meaning of Christmas?' The day was carefully planned and organized, with each school divided into two groups. Then it was ensured that each group took part in three different activities so that each school had the opportunity to experience all of the activities. So there was plenty to discuss when the pupils returned to their schools.

'Coming to this Cathedral is special. I've never been here before, let alone getting to do things here!' was the response of one pupil in Year 6.

Paratowyd chwech gweithgaredd amrywiol a diddorol:

1. Beth all carolau ddweud wrthym am ystyr y Nadolig?

Dadansoddiwyd a thrafodwyd ystyr geiriau dwy garol, 'I Orwedd mewn Preseb' ac 'O Dawel Ddinas Bethlehem'. Ac yna roedd y plant yn eu canu. Hyfryd oedd gwrandio ar y seiniau swynol yn atseinio drwy'r Gaddeirlan.

2. Pam mae'r ficer yn gwisgo dillad arbennig adeg y Nadolig?

Dyma ichi beth oedd sioe ddillad! Eglurwyd mewn modd difyr beth yw symboliaeth lliwiau'r gwisgoedd yn yr Eglwys gydol y flwyddyn. Ffordd dda a phleserus o gael y disgyblion i sylweddoli arwyddocad y lliwiau piws, gwyn, gwyrdd, a choch oedd iddyn nhw eu hunain wisgo rhai o'r dillad.

3. Pam mae'r preseb i'w weld mewn cartrefi ac eglwysi ar adeg y Nadolig?

Yr un hen stori ydy stori'r geni ond mae yna rywbeth newydd ynddi bob tro, yn arbennig felly wrth wrando ar stori'r medrus yn ei hadrodd. Ac roedd cyfle ar y diwedd i adeiladu preseb.

4. Sut mae pobl yn cofio stori'r geni?

Defnyddiwyd dull 'chwarae duwiol' er mwyn cyflwyno stori'r geni ac annog datblygiad ysbrydol y dysgwyr. Llwyddwyd i greu awyrgylch tawel wrth i bawb feddwl am brif gymeriadau'r stori ac am arwyddocad rhai o symbolau'r Wyl. 'Sbiwch amynt yn gwrandio mor astud!' meddai un athrawes am ei disgyblion.

5. Pwy oedd yno pan anwyd Iesu?

Tybed beth oedd yr asyn yn feddwl? Beth am y llygoden oedd wedi byw heb neb i aflonyddu arni tan noson y geni? Sut ddaru gŵr y llety a'r bugeiliaid groesawu'r baban Iesu? Cynhaliwyd gweithdy pypedau gyda'r disgyblion yn trafod yn eu grwpiau cyn greu gwaith byrfyfyr. Roedd y sioeau a ddilynodd yn dangos dychymyg byw y plant.

Six varied and interesting activities were provided:

1. What can carols tell us about the meaning of Christmas?

The meanings of two carols, 'Away in a Manger' and 'Oh Little Town of Bethlehem', were analysed and discussed. Then the children sang them. It was lovely listening to the charming sounds echoing through the Cathedral.

2. Why does the vicar wear special clothes at Christmas?

What a clothes show! The symbolism of the colours of the garments in the Church throughout the year was explained in a compelling way. An effective and enjoyable way of getting pupils to realize the significance of the purple, white, green, and red colours was for them to wear some of the clothes themselves.

3. Why is the crib found in homes and churches at Christmas?

The Nativity is the same old stor' but there is something new in it every time, especially when listening to it being told by a skilled storyteller. And there was an opportunity to build a manger at the end.

4. How do people remember the Nativity?

We presented the Nativity by means of godly play to encourage pupils' spiritual development. We succeeded in creating a calm atmosphere as they reflected on the main characters of the story and the significance of some of the symbols of the festival. 'Look at them listening so attentively!' said one teacher of her pupils.

5. Who was there when Jesus was born?

I wonder what the donkey thought? What about the mouse who had lived in peace and quiet until the night of the birth? How did the innkeeper and the shepherds welcome baby Jesus? We held a puppet workshop with the pupils discussing in a group before improvising. The resulting shows demonstrated the children's vivid imagination.



6. Pe byddech yn adeiladu ystyr Nadolig, beth fydddech yn adeiladu?

Rhoddwyd tasg wahanol i bob grŵp. Drwy ddefnyddio Lego, roedd y plant i greu golygfeydd o stori'r geni. Ymaflodd y disgyblion yn frwdfrydig i arddangos un ai'r bugeiliaid gyda'u praidd yn gweld yr angel, y doethion yn mynd ar eu taith at y preseb, neu gŵr y llety yn arwain Mair a Joseff i'r stabl.

I wneud yn siwr fod popeth yn rhedeg yn esmwyth drwy'r dydd cafwyd cymorth gan griw chesched dosbarth Ysgol Tryfan. Gwerthfawrogwyd eu cyfraniad aeddfed yn croesawu a thywys yr holl ysgolion.

Bu'r adborth gan staff a disgyblion yn gadarnhaol iawn, ac roedd hyn yn gwneud y cyfan yn werth chweil!

'Plis wnewch chi gynnal rhywbeth tebyg eto? Mae'r plant a'r staff wedi ei fwynhau yn fawr. Er bod ein disgyblion yn cael profiadau o wneud hyn yn ein hysgolion, nid ydynt yn cael eu trwytho yn yr agweddau gwahanol o wir ystyr y Nadolig. Llwyddiant enfawr!'

'Llwyddiant mawr! Gweithgareddau difyr ac ysbrydoledig y gellir eu defnyddio eto yn yr ysgol. Mwy o brofiadau fel hyn sydd eu hangen ar ein disyblion.'

'Diwrnod llwyddiannus yn dysgu mwy am agwedd yr Eglwys at y Nadolig. Diwrnod mae pawb yn siwr o'i gofio. A diwrnod oedd yn ennyn digon o waith trafod a myfyrio wedi dychwelyd i'r ysgol. Melys moes mwy.'

6. If you were to build the meaning of Christmas, what would you build?

Each group was given a different task. The children were asked to create scenes from the Nativity story, using Lego. The pupils set about the tasks enthusiastically to display either the shepherds with their flock seeing the angel, the wise men on their journey to the manger, or the innkeeper leading Mary and Joseph to the stable.

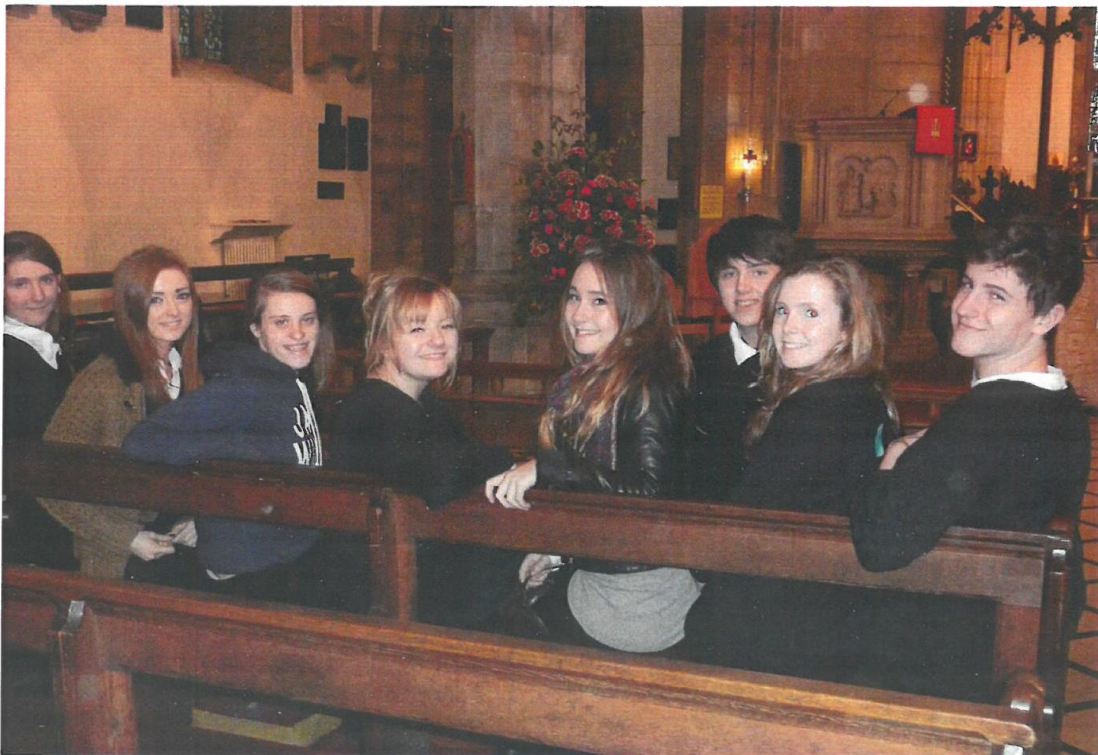
To ensure that everything went smoothly throughout the day we had support from a group of sixth-formers from Ysgol Tryfan. Their mature contribution in welcoming and guiding all the schools was appreciated.

The feedback from staff and pupils was very positive, which made it all worthwhile:

'Please will you organize something similar again? The pupils and staff enjoyed it very much. Although our pupils have experience of doing this in our schools, they are not immersed in the different aspects of the true meaning of Christmas there. A huge success.'

'A great success! Entertaining and inspiring activities that can be used again in school. Our pupils need more experiences like this.'

'A successful day learning more about the Church aspect of Christmas. A day everyone is sure to remember. A day that inspired plenty of discussion and reflection after returning to school. More, please!'



Easter Transition Project/Prosiect Pontio'r Pasg

Article printed in the RE news 21/5/13



Easter is one of those stories taught so regularly in RE that the impact can wear over time. In considering the impact it has had on Christianity and Christians today you can't overlook the resurrection event. The question is how do you teach a story to year 6 or KS 3 learners, one that they may have heard on a yearly basis, with a fresh perspective? I'll give you my thoughts as to the answer to this question. When I was teaching at John Bright in Llandudno I asked year 9 learners to really think about the characters in the biblical account. By briefly going over the main events of Holy week and Easter Sunday I asked the journalists (year 9 learners) to interview the main characters to try and tease out their thoughts and opinions. These questions were then posed to the characters (also year 9 learners) who in turn had to consider the answers. By digging down to the thoughts and opinions of these characters the students then created a newspaper article. I've regularly set learners the task of completing a newspaper article when doing this topic but this final piece of work was the best I'd ever received, learners really started to engage with the variety of opinions the characters would have had on the day, they understood Peter's guilt and Mary's Joy. Joseph's relief of gaining back his tomb for his family was also mentioned.

An opportunity arose this March to target this approach to the Easter story within a transition project between Ysgol John Bright and 5 of its feeder primaries. The day combined more able and talented year 6 and 9 learners, iPad's, community links and of course transition between primary and secondary school.

For 3 weeks, Tim Gough Llandudno's YFC youth worker had been working with year 9 MAT learners as they researched and practiced small dramas to present these characters to the year 6 pupils. St John's in Llandudno was the location of the Transition day. Each year 6 learner had an iPad uploaded with evidence made to look like the facebook pages of each character with status updates and photographs of the year 9's in full costume. Tim Gough, the schools worker, became a news director for the day and interviewed key witnesses with short drama's explaining what happened.

The bloggers (year 6) had to record their questions for each character on the iPad. An evidence box was also presented to them including a fake ear. Once they had researched and created their questions the director then informed them that the characters had been spotted in three locations in Llandudno and they could go and interview them. The interviews were

recorded on the iPads. The pupils worked hard all morning and came back to St John's for a well earned lunch.

The afternoon started with Mary Magdalene running through the lunch hall shouting 'Jesus is alive'. The bloggers then attended a press conference with the characters and 3 Christians living in 2013. Again, they had to record questions on their iPads, having an opportunity to ask them and video the responses. The 3 Christians on the press panel aimed to help learners that this story was important to some people today. The day finished with year 6 pupils tweeting as to whether they thought Jesus was innocent or not, and the creation of video blog to comment on the day. This approach was designed to utilise modern technologies available but also focus on a key part of any religious story, the characters. By asking questions of the characters and blogging the opinions and feelings of the learners it is hoped that this story and the impact it has had on Christians today was understood by all involved.



Mae stori'r Pasg yn stori sy'n cael ei chyflwyno mor rheolaidd mewn gwersi AG fel y gall ei heffaith bylu dros amser. Ond wrth ystyried yr effaith mae'r atgyfodiad wedi ei gael ar Gristnogaeth a Christnogion heddiw ni allwch ei hanwybyddu. Y cwestiwn yw sut i gyflwyno'r stori i ddisgyblion blwyddyn 6 neu CA 3, stori y byddant wedi ei chlywed bob blwyddyn efallai, gyda safbwynt newydd? Rwy'n cynnig fy atebion i'r cwestiwn hwn i chi. Pan oeddwn yn dysgu yn Ysgol John Bright yn Llandudno, gofynnais i ddisgyblion blwyddyn 9 feddwl o ddifrif am y cymeriadau yn y stori Feiblaidd. Wrth grybwyll prif ddigwyddiadau'r wythnos Sanctaidd a Sul y Pasg, gofynnais i'r newyddiadurwyr (disgyblion blwyddyn 9) gyfnewid y prif gymeriadau i geisio darganfod eu safbwyntiau a'u barn. Yna gofynnwyd y cwestiynau hyn i'r cymeriadau (oedd hefyd yn ddisgyblion blwyddyn 9) oedd yn gorfod ystyried yr atebion yn eu tro. Trwy feddwl am safbwyntiau'r cymeriadau hyn, lluniodd y disgyblion erthygl papur newydd. Rwyf wedi gosod y dasg o lunio erthygl papur newydd i ddisgyblion yn rheolaidd wrth gyflwyno'r pwnc hwn, ond y darn olaf yma o waith oedd y gorau i mi ei dderbyn erioed. Roedd y disgyblion wedi dechrau cymryd diddordeb go iawn yn safbwyntiau amrywiol y cymeriadau, roeddent yn deall euogrydd Pedr a llawenydd Mair. Cafodd balchder Joseff o gael ei fedd yn ôl i'w deulu hefyd ei grybwyll.

Daeth cyfle ym mis Mawrth eleni i ddefnyddio'r dull hwn o ymdrin â stori'r Pasg fel rhan o broiect pontio rhwng Ysgol John Bright a 5 o ysgolion cynradd y dalgylch. Disgyblion mwy abl a thalentog blwyddyn 6 a 9 oedd yn cymryd rhan yn y diwrnod, ac roedd y diwrnod yn cynnwys defnyddio iPads, cysylltiadau cymunedol â phontio rhwng yr ysgol gynradd a'r ysgol uwchradd.

Bu gweithiwr ysgol yn gweithio gyda disgyblion mwy abl a thalentog blwyddyn 9 am dair wythnos wrth iddynt ymchwilio i'r pwn ac ymarfer dramâu bach i gyflwyno'r cymeriadau hyn i ddisgyblion blwyddyn 6. Yn eglwys Sant Ioan yn Llandudno y cynhaliwyd y diwrnod pontio. Roedd gan bob un o ddisgyblion blwyddyn 6 *iPad* gyda thystiolaeth oedd yn edrych fel tudalennau *facebook* pob cymeriad, yn cynnwys diweddariadau statws a ffotograffau o ddisgyblion blwyddyn 9 mewn gwisgoedd llawn, wedi'i lwytho arno. Tim Gough, y gweithiwr ysgol, oedd y cyfarwyddwr newyddion am y diwrnod, yn cyfweled tystion allweddol gyda dramâu byr yn esbonio beth ddigwyddodd.

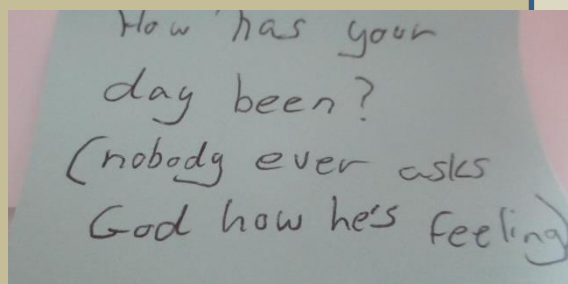
Roedd rhaid i'r blogwyr (disgyblion blwyddyn 6) gofnodi eu cwestiynau i bob cymeriad ar yr *iPads*. Rhoddwyd blwch tystiolaeth iddynt hefyd, yn cynnwys clust ffug. Ar ôl iddynt ymchwilio a llunio'u cwestiynau, rhoddodd y cyfarwyddwr wybod iddynt fod y cymeriadau wedi cael eu gweld mewn tri lleoliad yn Llandudno ac y gallent fynd i'w cyfweled. Recordiwyd y cyfweiliadau ar yr *iPads*. Bu'r disgyblion yn gweithio'n galed drwy'r bore a daethant yn ôl i eglwys Sant Ioan i gael cinio haeddiannol.

Dechreuodd y prynhawn gyda Mair Magdalen yn rhedeg drwy'r neuadd ginio yn gweiddi 'Mae'r Iesu yn fyw'. Yna aeth y blogwyr i gynhadledd i'r wasg gyda'r cymeriadau a thri christion o'r flwyddyn 2013. Unwaith eto, roedd rhaid iddynt gofnodi eu cwestiynau ar yr *iPads*, cawsant gyfle i'w gofyn a chreu clip fideo o'r ymatebion. Rôl y tri christion ar banel y wasg oedd helpu'r disgyblion sylweddoli bod y stori hon yn bwysig i rai pobl heddiw. Daeth y diwrnod i ben gyda disgyblion blwyddyn 6 yn trydar eu barn ynglŷn ag euogrwydd yr Iesu, a chreu blog fideo i roi sylwadau ar y diwrnod.

Cynlluniwyd y dull hwn er mwyn gallu defnyddio'r technolegau modern sydd ar gael yn ogystal â chanolbwyntio ar ran allweddol unrhyw stori grefyddol, sef y cymeriadau. Drwy ofyn cwestiynau i'r cymeriadau a blogio barn a theimladau'r disgyblion, y gobaith yw bod pawb a gymerodd ran yn y diwrnod wedi deall y stori a'r effaith a gafodd ar Gristnogion heddiw.

Ysgol John Bright hold an annual 6th form RE conference:

Ysgol John Bright yn cynnal cynhadledd addysg grefyddol 6ed dosbarth blynyddol:



School: Ysgol John Bright
Locality: Llandudno, Conwy
Year group of targeted children: Year 12

Description of activity:

As part of Enrichment Week provision, Year 12 students attended a two day RE conference co-organised by the RE department and the i61 Evangelical Church which is based in Cineworld, Llandudno Junction.

The theme of the conference was to encourage students to approach provocatively the question “Is God dead in the 21st century?” by interaction, debate and discussion with Christian believers in profound depth.

The conference aims were to enable our students to challenge fundamental Christian belief about God and the centrality of Jesus in the Christian message.

The students enhanced their learning skills, focussed on listening, discussion understanding others views, dialogue, articulation and debate.

The days also focused on respecting religious viewpoints, discussing ultimate Questions and to reflect on spiritual and philosophical perspectives in their own lives. The “reflection periods” at the end of each discussion group reflected that the majority of students did require spirituality and a deeper meaning to existence.

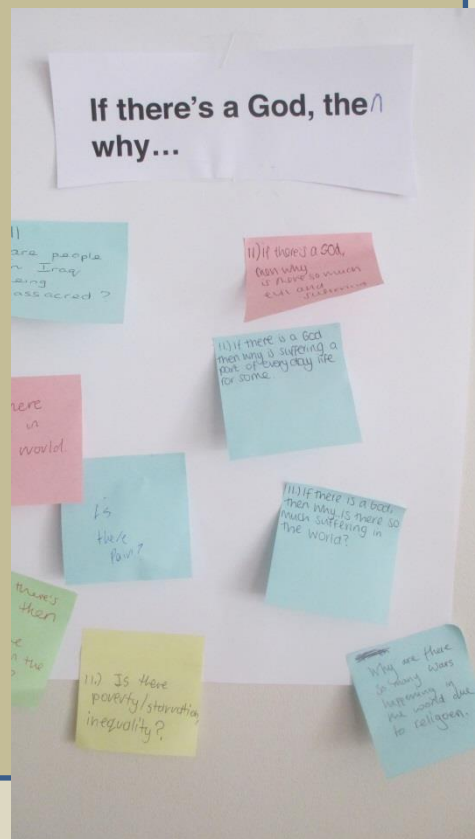
Impact of activity:

Create links with local faith groups. Students considered for themselves some religious, spiritual and philosophical perspectives on the questions “Is God real? is God dead? And who needs God in 21st century Wales?”

Students to use the perspective of the Christian tradition, atheism and agnosticism to explore questions about ultimate reality.

Our students also analysed different views and concepts such as the divine, transcendence and meaning of life. Further, they also considered the challenge of living in a modern 21st century setting in light of your beliefs about God against this modern, contemporary setting.

The aspect of working effectively, application of problem solving skills and coherent communication are skills that our students can apply to all AS level subjects and are fundamental skills for higher education courses.



Ysgol Llanbedr has a variety of activities that supports Religious Education and Collective Worship:

We at Ysgol Llanbedr have a very strong connection with our Christian Faith and many of our activities and school visits are Christian based. I have included a few examples below:

Visits to places of worship:

Last school year we visited St. Asaph Cathedral, regular visits to St. Peter's church, Llanbedr DC and Old St. Peter's church.

Rites of passage:

We held a mock Christening at St. Peter's Church, Llanbedr DC.

Festival themed visits, e.g. Easter, Christmas -

At least once a term we attend church and hold a service - Easter, Harvest and Christmas. Our end of year performance was the 'Story of Gideon' (Photo 9766). We also held a Value for Life Tea, where we invited in parents and community members to look at work we had put together celebrating our Christianity. We have regular half-termly church services including Jesus' Presentation at the Temple.

Celebrations:

We held a church service for Mothering Sunday, a St. Peter's Day Celebration and St David's Day.

Cross curricular church visit and nature walks

During our visit to the Old St. Peter's Church we walked in a candlelit procession and held a ceremony with our families and friends from the village, a Pilgrimage from St. Peter's Church Llanbedr to our school to celebrate our 150th Anniversary as a Church School and a nature walk up to the old Church.



Whole school visits St. Asaph Cathedral annually, we also took part in an 'Against the Stream' event. See <http://stasaph.churchinwales.org.uk/life/steering-groups/nurturing/learning/schools-2/resources-and-ideas/against-the-stream/>

Visits from clergy

We receive regular visits from Reverend Chew, Reverend Rowlands, Bishop's Visitor. We have also received a visit from the Bishop of St. Asaph.



Sixth Form Half Day RE Conference on Euthanasia Held at Mold Alun School



Learning Outcomes

That pupils will:

- Consider the role of the community in supporting the terminally ill and those who suffer life-limiting disabilities.
- Examine and discuss their own and others' sense of the value of life, and consider the impact of religious beliefs and practices on perceived quality of life.
- Hear real-life examples of terminally ill and disabled Christians whose faith has affected their sense of quality of life and their value to society.

The conference began with a presentation to the students, highlighting the recent case of a 23 yr old rugby player, paralysed during a collapsed scrum, whose family assisted him to travel to Switzerland and end his life at the Dignitas clinic. The students heard reflections from doctors, psychologists and fellow paraplegics on his choices and the time from injury to final decision. Definitions were given of terms relating to euthanasia and assisted dying and the current legislation in the UK was considered. A quick poll was taken to assess the students stance on the topic – should people be allowed choose when and how they die.

Small Group Work – Arguing For and Against Assisted Dying, using assigned roles and with arguments given to assist each side. Feedback shared with main body.

Two case studies were then considered.

1. Paralysis from a fall - drs suggested turning off ventilator;
2. advanced motor neurone disease, wife was advised by doctor to turn off ventilator and end suffering

Small Group Discussion - how would students respond if it was their spouse/partner and they had to make the decision with or for them?

Group feedback was then shared with the larger group on the question – did they feel it would have been more compassionate to end the patient's suffering in those situations?

The identities of the two patients were then revealed - Christopher Reeve and Stephen Hawking and the students were told of the inspiring and productive lives after these two real situations occurred.

Examples were heard of the effect of a personal Christian faith on the outlook of another paraplegic who has gone on to inspire many – Joni Erikson Tada.

Bible verses reflecting the Christian belief in the sanctity of life were reflected upon, and a short testimony was heard of a terminally ill friend's amazing faith and peace as he allowed God to decide the length of his days.

The conference ended with a guided time of meditation, 'The World' from 'Tune In, Chill Out' by Jenny Baker and Moya Ratnayake, which guides participants to reflect on their place in, and relationship with, their world and community

Supporting schools with the Christian message Cefnogi ysgolion gyda'r neges Gristnogol

Agathos Trust, Mold Methodist Church, Wrexham St, Mold, CH7 1HQ
T 07780725258 E wendy-agathos@hotmail.co.uk

Ymddiriedolaeth Agathos, Mold Methodist Church, Stryd Wrecsam, Yr Wyddgrug, CH7 1HQ
T 07780725258 E wendy-agathos@hotmail.co.uk

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mewn cysylliad â





Since 2008, the Agathos Trust have held an annual event known as Explore Easter. The event was initially held at a local church and classes of year five children were invited to participate in a series of interactive scenes from the Passion week, which were set up in several rooms at Ebenezer Baptist church in Mold.

For the past two years, the event has been taken on the road, and has been held at local schools in order to overcome the obstacle of transportation costs which kept many schools from being able to take part. Utilizing whatever spaces the schools can offer, both indoor and outdoor, the sense of several different areas is created in order to tell the Easter story.

Wendy Swan of the Agathos Trust leads the event, introducing the concept that children will be journeying through the events of the Passion Week as though they were witnesses in Jerusalem. Volunteers from several different churches lead small groups of children in role play as local citizens, whilst other volunteers act out the roles of main characters from the Biblical narrative.

Through role play and narration, pupils become part of the crowds in Jerusalem, expectantly awaiting the arrival of their promised Messiah, then hearing Jesus' teaching in the Temple and sitting in on the Passover meal.



"I enjoyed when we went upstairs and ate a piece of bread and drank the blood but it was actually grape juice."

The tension builds in the garden of Gethsemane; then the pupils hear about Jesus' death through the reflections of his friends and family at the crucifixion, and witness the pain of the Cross by watching an animation.

"I liked the church it was cool and it had a cool video and pull down screen it was mint."



They also see how the confusion at the Empty Tomb turns to joy as Jesus friends discover the risen Jesus.

The sessions drew to a close with a reflection in small groups, and pupils take home small flyers to help them remember the events they have witnessed and discussed.

Supporting schools with the Christian message Cefnogi ysgolion gyda'r neges Gristnogol

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Rhif Elusen/Charity No.
1127539

In association with
mewn cysylltiad â



Feedback from both staff and pupils has been very encouraging; here are some responses we've received:

My best thing was when we were at the last supper we got to eat some bread. We got some wine & spill some on our. I liked it when we were in this garden called Gethsemane, it was not loud we had to pray to fall asleep and we heard soldiers coming and then we watched a video that was Jesus on a cross dying. The other part was when Jesus rose from the dead.

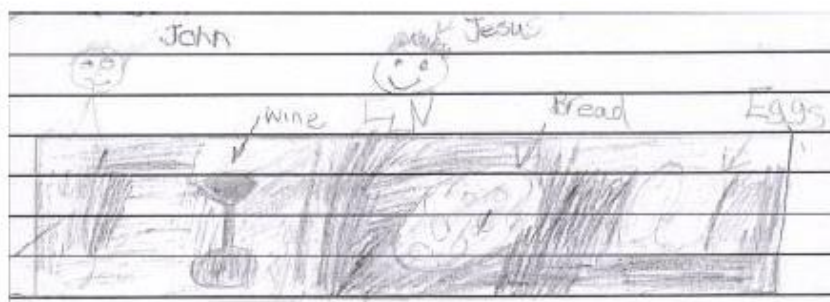


I enjoyed it when we all had a chat in groups

I liked the beginning when we had the palm leaves on the floor

"The pupils were completely engaged the whole way through, this is an excellent way of engaging them in the story and bring it to life for them."

Mrs L Williams, Gwernymynydd CP





Case Study for SACRE - Friday Forum at Mold Alun

The Friday Forum at Mold Alun is a short discussion group held during the 20 min morning registration time, which is open to all Sixth Formers. The topics discussed are chosen by the Sixth Formers, who submit their topics via a suggestion box. The topic for the following week is drawn at the close of each week's discussion. The sessions have been running on a weekly basis since the Autumn of 2010 and currently have a regular attendance of around 30 pupils.

The discussions are hosted by the Agathos Trust, who bring a Christian point of view to the discussions where appropriate. All views are encouraged and heard during the Forum, as long as they are stated respectfully. The purpose of these sessions is to provide opportunity for the pupils to discuss big topics and hear a variety of viewpoints; to develop awareness of different worldviews as well as developing their own; to be able to air opinions and discuss matters with peers, teachers and other adults respectfully but passionately and to reflect upon their values and those of others.

Staff members regularly attend and contribute to the discussions to add knowledge and different perspective, often taking an 'agent provocateur' stance to stimulate debate.

Dr Erasmus, Head of Sixth Form, has this to say about the Forum and Agathos' wider involvement in the school:

"The link the Alun School has developed with the Agathos Trust has proved invaluable on so many levels; above all it provides a dimension to the students' experience that could not be gained through the conventional curriculum. Long may it last!"

In order to remind pupils of the topics, to allow for wider debate and for information such as news articles, online videos etc to be shared, we have a Friday Forum group on Facebook. The group is open so that anyone can see the comments posted, but only known members of the school Sixth Form can join and post comments of their own. Former pupils keep in touch through the online forum and still join in with discussions from time to time.

Here's a sample of some of the topics we've discussed so far:

- Is Islam dangerous?
- Should Scotland leave the UK?
- Pro Life or Pro Choice?
- Are the books of the Bible historically accurate?
- Body modifications should NOT be allowed in school...
- Has science disproved the existence of God?
- Should Euthanasia be legal?
- Kids are growing up WAY too fast....



Supporting schools with the Christian message Cefnogi ysgolion gyda'r neges Gristnogol

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Useful links:

Visit Wales list of 10 special places of faith heritage in North Wales:

<http://www.visitwales.com/explore/faith-tourism/north-wales-churches-chapels>

Hindu Temples

Liverpool Ganesh Temple

Delby Crescent

Kirkby

L32 8TN

Tel: 07534 444468

Email: liverpoolkirkbyganesh temple@gmail.com

<http://liverpoolganesh temple.org.uk>

Radha Krishna Temple, Liverpool

253 Edge Lane

Liverpool

L7 2PH

Tel: 0151 263 7965

Rama Krishna Temple, Warrington

7 Haydock St,

Warrington,

Cheshire,

WA2 7UW

01925 572042

Shree Radha Krishna Mandir

Hindu Religious Society

Gandhi Hall

Brunswick Road

Withington

Manchester

M20 4QB

Tel: 0161 445 1134

Tel: 0161 434 6963

Email: info@radhakrishnamandir.co.uk

www.radhakrishnamandir.co.uk/

Islamic cultural centres

Bangor Islamic Centre

57 & 61 High Street

Bangor

Gwynedd

LL57 1NR

Email: bic@nwis.org.uk

Conwy Iman Centre

Glan Y Marl Road,

Llandudno Junction

Conwy

LL31 9NS

01492 818116

Email: conwy@nwis.org.uk

Rhyl Islamic Culture Centre

30 Water Street

Rhyl

Denbighshire

LL18 1SS

01745 360467

Email: ricc@nwis.org.uk

Wrexham Mosque

6 Grosvenor Road

Rhosddu

Wrexham

LL11 1DN

01978 363379

07837 444005

United Kingdom

Email: wic@nwis.org.uk

Jewish Synagogues

Llandudno
28 Church Walks
Llandudno
LL30 2HL
0161 792 2177
0161 792 6335

Childwall Synagogue
Dunbabain Road
Liverpool
L15 6XL
0151 722 2079

Princes Road Synagogue
Princes Road
Liverpool
L8 1TG
0151 709 3431
<http://www.princesroad.org>

Manchester Jewish Museum
190 Cheetham Hill Road
Manchester
M8 8LW
0161 834 9879
E-mail: admin@manchesterjewishmuseum.com
www.manchesterjewishmuseum.com

Buddhist Centres

Kalpa Bhadra Kadampa Buddhist Centre
34 Mostyn Avenue
Craig -Y- Don
Llandudno
LL30 1YY
01492 878778
info@meditatenorthwales.com
<http://meditatenorthwales.com/index.html>

Kadampa Meditation Centre Liverpool
25 Aigburth Drive
Liverpool
L17 4JH
Tel: 0151 726 8900
E-mail: info@meditationinliverpool.org.uk
<http://meditationinliverpool.org.uk>

Sikh Gurdwara

Sri Guru Govind Singh Gurdwara Educational &
Cultural Center
57 Upper Chorlton Road
Whalley Range
Manchester
M16 7RQ
0161 226 7233
0789 008 7552 0790 951 7494
info@manchestergurdwara.co.uk
www.manchestergurdwara.co.uk

Central Gurdwara Manchester
Manchester
32 Derby St
Manchester
M8 8RY
United Kingdom
www.centralgurdwaramanchester.co.uk

Guru Nanak Gurdwara
Dover Court
Dover Rd
Latchford
Warrington
Cheshire
WA4 1NW
Tel: 01925 418208

Principles for organising and planning visits to places of worship:

- Ensure parents are given an appropriate explanation on the purpose of the visit.
- Prepare pupils before the visit:
 - o Ensure pupils understand the practicalities of dress codes, shoes, respectful behaviours etc... (e.g. In a Sikh Gurdwara a person should always face the Guru Granth Sahib).
- Lessons beforehand can help pupils understand key terminology, ask pupils to consider what they want to learn whilst visiting the place of worship or present a task for pupils to complete during the visit (agreed with the contact at the place of worship first).
- It is advisable that a teacher makes a visit first or contacts a school that has already visited.
 - o Check that the person presenting has a good command of English as well as being able to deliver a good quality talk, this will support engagement.
 - o Some places of worship will have well planned visits, including talks, tours and worksheets, check beforehand.
 - o If the contact is new to presenting to school pupils, give them a list of points you want them to cover, have the pupils create questions in lessons prior to the visit that can be passed on to your guide.
 - o List the topics that you don't want covered as well as ones that you do want to be presented.
- Health and safety, ensure that an appropriate risk assessment is completed prior to the visit.
- Combine visits, some presentations may only last 1hr, combine with visits to museums in the locality.

Egwyddorion trefnu a chynllunio ymweliadau â mannau addoli:

- Sicrhau rhoi esboniad priodol i rieni o bwrpas yr ymweliad.
- Paratoi disgyblion cyn yr ymweliad:
 - Sicrhau bod disgyblion yn deall ymarferoldeb y cod gwisgo, esgidiau, ymddygiad parchus etc... (e.e. mewn Gurdwara Sikh dylai rhywun bob amser wynebu'r Guru Granth Sahib).
- Gall gwersi ymlaen llaw helpu disgyblion ddeall termau allweddol, gofyn i ddisgyblion ystyried beth sydd ganddynt eisiau ei ddysgu wrth ymweld â man addoli neu gyflwyno tasg i ddisgyblion ei orffen yn ystod yr ymweliad (cytunwyd gyda chontract yn y man addoli'n gyntaf).
- Mae'n ddoeth i athro ymweld yn gyntaf neu gysylltu ag ysgol sydd eisoes wedi ymweld.
 - Edrych a oes gan y sawl sy'n cyflwyno afael da o Saesneg yn ogystal ag yn gallu cyflwyno sgwrs o ansawdd dda, bydd hyn yn helpu gydag ymwneud.
 - Bydd gan rai mannau addoli ymweliadau wedi'u cynllunio, gan gynnwys sgysiau, teithiau a thafleuni gwaith, holwch ymlaen llaw.
 - Os yw'r cyswllt yn newydd i gyflwyno i ddisgyblion ysgol, rhoi rhestr iddynt o bethau sydd gennych eisiau eu cynnwys, cael disgyblion i lunio cwestiynau yn y wers cyn yr ymweliad y gellir eu rhoi i'r arweinydd.
- Iechyd a diogelwch, sicrhau bod asesiad risg priodol wedi'i baratoi cyn yr ymweliad.
- Cyfuno ymweliadau, efallai y bydd rhai cyflwyniadau ond yn para awr, cyfuno ag ymweld ag amgueddfa yn y cylch.

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Huw Lewis AC / AM
Y Gweinidog Addysg a Sgiliau
Minister for Education and Skills

Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref
Ein cyf/Our ref HL/01574/15

Libby Jones

Libby.Jones@wrexham.gov.uk

7 September 2015

Dear Libby

Thank you for your e-mail dated 11 August regarding proposed changes to Religious Education (RE).

Firstly, I would like to make it absolutely clear that I am not removing RE from the curriculum in Wales, despite what some of the tabloid press might allege. In my view, RE has a vitally important role to play in supporting learners to explore their personal beliefs and values in our 21st century, multicultural society. I am instead considering how RE, philosophy and ethics might be strengthened within the context of the new Humanities Area of Learning and Experience.

As such, in June, I announced my support for the development of a new curriculum in Wales by accepting, in full, the recommendations contained within the Successful Futures report by Professor Graham Donaldson, including recommendation 9 which relates to RE remaining as a statutory curriculum requirement.

Your support and contribution to Professor Donaldson's review has been valuable and the vision that has been set out for a new curriculum in Wales is, both, exciting and ambitious. The scope and scale of the change has radical and wide-ranging implications for our education system.

In line with the recommendations in Professor Donaldson's report, I am determined that our schools and practitioners, as well as other key stakeholders, will be at the forefront of the design and development of our new curriculum.

I have invited regional education consortia to work with their schools – primary, secondary and special – to apply to become Pioneer Schools. These schools will lead on the design and development of the new curriculum, as part of an all-Wales partnership, alongside other key stakeholders.

Meaningful engagement will be essential to achieving the vision set out in Professor Donaldson's report – a vision that I share. For this reason, I very much welcome your offer of support. Further details of how you and others can be involved in this process will be communicated in due course. We are currently developing a plan which will set out how Professor Donaldson's recommendations will be taken forward - this will be published in the autumn.

I am aware that you have a regular meeting scheduled with my officials on 24th September at which I understand these issues will be discussed, I have asked my officials to provide me with an update following this meeting.

Finally, I would like to take this opportunity to reassure you that the changes to our curriculum going forward will be subject to full public debate and consultation.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'Huw Lewis'.

Huw Lewis AC / AM
Y Gweinidog Addysg a Sgiliau
Minister for Education and Skills