

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

Date 10 June 2016

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Dear Sir / Madam

You are invited to attend a meeting of the **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)** to be held at **10.00 am** on **MONDAY, 20 JUNE 2016** at **YSGOL DINAS BRAN, LLANGOLLEN**.

Yours sincerely

G Williams  
Head of Legal and Democratic Services

## **AGENDA**

### **SILENT REFLECTION**

#### **1 APOLOGIES**

#### **2 DECLARATION OF INTERESTS**

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

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

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

#### **4 MINUTES OF LAST MEETING** (Pages 3 - 10)

To approve and sign as a correct record minutes of the previous meeting held on the 12<sup>th</sup> February, 2016.

#### **5 ANALYSIS OF INSPECTION REPORTS** (Pages 11 - 16)

To receive the analysis of recent Estyn Inspection Reports.

**6 SCHOOL TO SCHOOL COLLABORATIVE WORKING - LAUNCH EVENT**  
(Pages 17 - 52)

**7 WASACRE** (Pages 53 - 72)

- (i) To receive the minutes of the last meeting of the Association at Haverford West on the 8<sup>th</sup> March, 2016.
- (ii) Denbighshire to host the WASACRE summer meeting on the 23<sup>rd</sup> June, 2016 in the Council Chamber, Russell House, Rhyl.
- (iii) WG Curriculum Review Up-Date May 2016.
- (iv) Nominations for the Executive Committee (23 June 2016).

**8 DATE OF NEXT MEETING**

Date of next meeting – 13<sup>th</sup> October, 2016.

**MEMBERSHIP**

**Councillors Representing Denbighshire County Council**

Bill Tasker  
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

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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 Conference Room 1a, County Hall, Ruthin on Friday, 12 February 2016 at 10.00 a.m.

### **PRESENT**

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

Councillors Dewi Owens, Arwel Roberts, Joe Welch and Ann Davies.

#### **Representing Religious Denominations**

Ms A. Ballantyne, Reverend B. Huw Jones and Ms S. Harris.

### **ALSO PRESENT**

Challenge Advisor for GwE (PL) and Committee Administrator (CIW).

### **SILENT REFLECTION**

The meeting began with a few minutes silent reflection. The Chair invited Members of SACRE to reflect on the loss of loved ones and close relatives who were sadly missed.

#### **1 APOLOGIES**

Apologies for absence were received from Councillors Mr. Simon Cameron, Mr. Dominic Oakes and Bill Tasker.

#### **2 DECLARATION OF INTERESTS**

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 LAST MEETING**

The minutes of the Standing Advisory Council for Religious Education (SACRE) meeting held on the 21<sup>st</sup> October, 2015 (previously circulated) were submitted.

1. Apologies:- The Challenge Advisor for GwE (CA) informed Members that a letter of thanks had been sent to Mr Gavin Craigen for his input to the Committee.

12. Date of next Meeting:- The CA explained that due to health problems suffered by the respective member of the teaching staff the meeting was being held in

Ruthin and not Ysgol Dinas Bran, Llangollen as previously agreed. Alternative school venues had been sought but had not been available. However, positive links with a number of High Schools had been established.

Members were informed that letters of congratulation had been sent to schools involved in the Estyn process, stating the positive comments received as part of the reports.

**RESOLVED** that, subject to the above, the minutes of the SACRE meeting held on the 21<sup>st</sup> October, 2015 be received and approved as a correct record.

## **5 ANALYSIS OF INSPECTION REPORTS**

The Challenge Advisor GwE (CA) submitted a report (previously circulated) which provided an analysis of Estyn Inspections Reports published in the Autumn term, in relation to the provision of Religious Education, SMSC and collective worship, in three schools between November, 2014 and January, 2015.

Inspections had been carried out at St Asaph Church in Wales Voluntary-Controlled Infant School, St Asaph, Ysgol Bro Dyfrdwy, Cynwyd and Ysgol Hiraddug CP School, Dyserth, and details pertaining to each of the respective schools had been incorporated in the report and were summarised by the CA.

The CA provided Members with a brief resume of the findings relating to each school, and the positive comments and outcomes were noted by Members. The CA explained that the comments received had been brief and he made particular reference to the following:-

Positive Comments - Current Performance indicated that staff provide very good opportunities for pupils to develop their spiritual, social, moral and cultural education (Hiraddug).

Key Question 1: How good are outcomes?

Wellbeing:-

- They develop a good understanding of their role in the local community through strong links with the cathedral and visits to the local hospice. (St Asaph V.P.).
- Pupils organise activities to raise money for a number of charities which had a positive effect on pupils' awareness of the needs of others. A successful coffee afternoon held to raise money for the Nepal appeal. (Bro Dyfrdwy)
- Younger pupils had developed a valuable understanding of respect, care and concern for others, in the school and wider world (Hiraddug).

Key Question 2: How good is provision?

Learning experiences:-

- Visits from local businesses, links with the cathedral and extra curricular activities enrich pupils' learning well. (St Asaph V.P.)

- Good understanding of global citizenship through involvement in European Day and a project of support for a child in Borneo. (St Asaph V.P.)
- Good range of various and interesting experiences across the school, which met all the requirements of the Foundation Phase, the National Curriculum and religious education effectively. (Bro Dyfrdwy)
- Wide range of valuable opportunities provided to raise pupils' awareness of global citizenship through thematic work, and links with other countries such as Lesotho. (Bro Dyfrdwy)
- Provision for promoting good behaviour and developing pupils' social and emotional skills is effective. Regular opportunities for pupils to reflect and develop their spiritual, moral, social and cultural attitudes through regular whole-school assemblies and other activities in the local community. (Bro Dyfrdwy)
- Interesting links with India and China helped pupils develop valuable knowledge and understanding of other cultures and customs, which enriched the caring and respectful ethos of the school. (Hiraddug)

#### Care, support and guidance:-

- Staff develop pupils' spiritual, cultural, moral and social development well. Visitors and visits out of school provided worthwhile experiences to assist in pupils' social and cultural development. (St Asaph V.P.)
- Regular opportunities for pupils to reflect and develop their spiritual, moral, social and cultural attitudes through regular whole-school assemblies and other activities in the local community. (Bro Dyfrdwy)
- Highly beneficial opportunities provided for spiritual, moral, social and cultural development. The school's strong international links developed pupils' spiritual and cultural understanding effectively. The high quality provision for personal and social education in the Foundation Phase lead to pupils developing a strong understanding of the values of honesty, fairness and respect for others. (Hiraddug)

#### Learning Environment:-

- A very inclusive community where staff treated all pupils equally, fairly and with respect. Staff promote diversity and equal opportunities successfully and ensured that all pupils had equal access to every aspect of school life. The school's caring ethos encouraged pupils to have respect and tolerance for others. (St Asaph V.P.)
- A close and welcoming community that created an inclusive ethos with a range of policies and procedures in place to promote equality and celebrate diversity. (Bro Dyfrdwy)
- The school placed a clear emphasis on recognising and celebrating diversity and promotes equal opportunities well. (Hiraddug)

Key Question 3: How good are leadership and management?

#### Partnership working:-

- Links with the cathedral, the local community and external agencies make an effective contribution to the quality of the school's provision. (St Asaph V.P.). The CA confirmed that there had been little comment by Estyn in respect of interaction and collaboration with faith communities during the cycle in question. Confirmation was provided that the Church in Wales did not provide Section 52 Reports.

In response to concerns raised by Councillor J.A. Davies regarding St Asaph VP Infants School having identified about 27% of pupils as having additional learning needs, the CA confirmed that the Wales average was about 25% (the figure actually being around 20%). He made reference to the process adopted for the assessment of pupils, with regard to the utilisation of available data, and provided details of the process pertaining to the ALN Register.

In reply to a question from the Chair, the CA explained that Key Questions 2 related to the school environment and pupils experiences and learning, and Key Question 3 related to leadership and the securing of partnerships.

A question was presented by Councillor J.A. Davies regarding the implementation of the Bullying Policy. It was explained by the CA that the issue of bullying could be addressed under Care support and guidance, reference being made to regular opportunities for pupils to reflect and develop their spiritual, moral, social and cultural attitudes through regular whole-school assemblies and other activities in the local community, with particular emphasises being made on experiences realised within the school and the approach adopted by the respective schools to address the problem.

Concerns were raised by Councillor D. Owens regarding the need for consistency regarding the provision of information provided in respect of each individual school. The CA agreed to examine the concerns raised with regard to the reporting process.

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

## **6 EXAMINATION RESULTS 2015**

The CA submitted the Summary of Examination Results 2013-14 Report (previously circulated) which included details of:-

- GCSE Religious Studies – Full Courses.

The CA highlighted the data provided in respect of:-

- Prestatyn High School - Large number of pupils entered for Full Course.
- Dinas Bran Llangollen – 25% reduction due to possible time allocation. Contact made with Line Manager.
- Rhyl High School – Members agreed that SACRE visit the new school when operational.

- Ysgol Brynhyfryd – Suffered number reduction but still above national average figure.
- Blessed Edward Jones, Rhyl - Looking for further improvement through utilisation of shared resources.

Members agreed that the CA send letters of congratulations from SACRE to Rhyl High School, Prestatyn High School and St Brig, Denbigh acknowledging their respective achievements.

The CA provided a comparison of figures for All Wales in respect of Full and Short Course figures during the past twelve months. Confirmation that although Short Course provision had been eliminated in England it would be continued in Wales.

- GCSE Religious Studies – Short Courses.

The CA highlighted the data provided in respect of the Short Courses. Concerns were expressed in relation to:-

- Rhyl High School - figures of 4.4%.
- The Chair commended collaborative working between schools.

- GCSE Religious Studies – A - Level.

The following issues were highlighted in respect of:-

- It was acknowledged that A Level figures were predominantly lower.
- The effect of the Welsh Baccalaureate in terms of the option blocks was highlighted.
- Concerns were expressed regarding the low numbers recorded, and the reasons for the decline.
- The impact of the non-provision of A Level courses in Rhyl College had been significant.

All Religious Studies.

- Table 1:- GCSE Results 2015: All Religious Studies.
- Table 2:- GCSE Results 2014: All Religious Studies.
- Table 3:- GCSE Results 2015: All Religious Education Short Courses.
- Table 4:- GCSE Results 2014: All Religious Education Short Courses.
- Table 5:- GCSE Advanced Level Results 2015: All Religious Studies.
- Table 6:- GCSE Advanced Level Results 2014: All Religious Studies.

During the ensuing discussion it was agreed that the CA inform the Lead Member for Education of the concerns expressed by Members regarding the reduction in numbers, and a request be made for action and assistance to address the problems highlighted.

**RESOLVED** – that, subject to the above, the the Summary of Examination Results 2013-14.

## 7 WASACRE QUESTIONNAIRE TO SCHOOLS

The Challenge Advisor GwE (CA) referred to the review on the impact of the Welsh Baccalaureate on Religious Education. He explained that WASACRE had sent a survey to all schools to assess their responses regarding the impact of the Welsh Baccalaureate, particular reference being made to the influence on the GCSE timetable which reduced the availability of short courses in Denbighshire.

Members were informed by the CA that the responses received, from Head teachers and Heads of Department, had indicated that there had not been a detrimental effect on Religious Education across Denbighshire, Wrexham, Flintshire and Conwy in terms of GCSE.

It was confirmed that by the CA that the completed surveys would be passed to WASACRE.

**RESOLVED** - *that the report be received and the position noted.*

## **8 CURRICULUM FOR LIFE**

The Challenge Advisor GwE (CA) explained that Huw Lewis, Minister for Education and Skills, had agreed to accept all of the recommendations from Professor Donaldson review of the curriculum. A document 'Curriculum for life' had been written to lay the plans for how the new curriculum would be developed.

A PowerPoint presentation was provided by the CA, which outlined the development of the new Curriculum for Wales as proposed by the Curriculum for life document, and the following salient areas within the presentation were highlighted by the CA:-

- Qualified for Life – A Curriculum for Wales and for Life.
- Progression Outline.
- Ministerial Forward.
- Professor Donaldson - Forward.
- Eight Essential Blocks – Embedding the Four Purposes.
- Creating a New Curriculum – (Pioneer Network).
- Extending and Promoting Learners Experiences.
- Enabling the Welsh Language to Thrive.
- Developing a new Assessment and Evaluation Framework.
- Build Capacity of all Practitioners and Learners.
- Future Development of the Pioneer Network - Phases 1, 2 and 3.
- Timescales – Curriculum Design and Workforce Development through Pioneer Schools – Potential Model.

The following responses were provided to questions and issues raised by Members:-

- The CA agreed the list of pioneer schools, which was available on the Welsh Government website, could be presented to a future SACRE meeting. It was



also agreed that schools included on the list be invited to attend SACRE meetings.

- Members were informed that teacher training days would be available for members of the teaching staff.

Following further discussion, it was:-

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

## **9 UPDATE ON SACRE AND SCHOOL TO SCHOOL COLLABORATION**

The Challenge Advisor GwE (CA) provided an update on the proposal to support school to school collaborative groups. He explained that schools in Denbighshire, Wrexham, Flintshire and Conwy had been asked if they wished to participate in school to school collaborative groups focusing on Religious Education and Collective Worship, with a view to promoting teacher representation through the school to school collaboration. The CA explained that schools had been given up until Friday, 13<sup>th</sup> February, 2016 to register, with approximately eight Denbighshire schools having expressed an interest.

The aim of the initiative had been to provide teachers with the opportunity to meet and interact, and possibly address the lack of teaching representation on SACRE. The Group acknowledged the difficulties experienced by teachers in attending meetings, and it was explained that it was intended to hold more SACRE meetings in schools.

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

## **10 WASACRE**

### **(a) Minutes of WASACRE – 25<sup>th</sup> November, 2015**

The minutes of the meeting of the Wales Association of SACREs (WASACRE) held in Neath Port Talbot on the 25<sup>th</sup> November, 2015 (previously circulated) were submitted for Members' information.

The CA invited Members attention to Pages 4 and 5 of the Wales Association of SACREs minutes, which highlighted major changes to the GCSE: WJEC in respect of Religious Studies. A summary of the impact of the revised specifications was provided for Members by the CA.

**RESOLVED** – that, subject to noting the above, minutes of WASACRE held on the 25<sup>th</sup> November, 2015 be received.

### **(b) Attendance at WASACRE meeting - 8<sup>th</sup> March, 2016**

The Chair agreed to liaise with the CA regarding his possible attendance at the next WASACRE meeting, to be held at Haverford West on the 8<sup>th</sup> March, 2016.

**(c) Denbighshire SACRE to host the spring meeting of WASACRE on the 23<sup>rd</sup> June, 2016.**

Confirmation was provided that Denbighshire would be hosting the spring meeting of WASACRE to be held in Ruthin on the 23<sup>rd</sup> June, 2016.

**(d) Nominations for new Members of the WASACRE Executive Committee.**

A copy of an invitation for nominations for the WASACRE Executive Committee had been circulated at the meeting. Members agreed that Reverend B. Huw Jones name be forwarded as a nomination for the WASACRE Executive Committee.

## **11 DATE OF NEXT MEETING**

The next meeting of the Denbighshire SACRE had been scheduled for Friday, 20<sup>th</sup> June, 2016 at a venue to be confirmed.

The Chair felt that increased representation from the respective schools would be important and welcomed. Members agreed with the suggestion that the CA extend an invitation to all schools to attend a future meeting of SACRE.

The meeting concluded at 11.55 a.m.

<p><b>Denbighshire County Council</b>  <b>Standing Advisory Council for Religious Education</b>  <b>(SACRE)</b></p>		
Date of Meeting:		
Agenda Item:	<b>5</b>	Analysis of Inspection Reports
<u>Background to the Report:</u>		
<p>SACRE has a statutory duty to monitor the provision of RE and collective worship in the schools, and has a long standing practice of receiving and analysis of Estyn Inspection reports at each meeting.</p>		
<u>Purpose of the Report:</u>		
<p>To inform members of the outcomes of recent Estyn Inspection Reports on schools.</p>		
<u>Recommendations:</u>		
<ul style="list-style-type: none"> <li>▪ To receive the report</li> <li>▪ A letter be sent to each of the schools informing them that their Inspection Report has been considered, congratulating them for good features identified, and reminding them of the services of the Senior Learning Adviser RE and School Improvement Officers in relation to any areas for development or key issues needing addressing.</li> <li>▪ To request the LEA to distribute the letters to the schools involved</li> </ul>		

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# Analysis of Inspection Reports Denbighshire SACRE

**Summer 2016**

(Reports published in the spring term)

5 schools

<b>School</b>	<b>Dates</b>	<b>Reporting Inspector</b>
<b>Ysgol Bro Elwern</b>	<b>November 2015</b>	<b>Mervyn Jones</b>
<p>Ysgol Gynradd Bro Elwern is in the village of Gwyddelwern near Corwen, Denbighshire. It is federated with Ysgol Betws Gwerfyl Goch. The school provides education for pupils aged between 3 and 11 years. Welsh is the everyday language and the main medium of learning and teaching. English is introduced formally in key stage 2. About half of the pupils come from Welsh-speaking homes. No pupils are from ethnic minority backgrounds. Pupils are admitted to the nursery class on a full-time basis in the September following their third birthday. During the inspection, there were 44 pupils on roll. They are taught by two full-time teachers in two mixed-age classes. About 10% of pupils are eligible for free school meals, which is lower than the national average. About 7% are on the school's additional learning needs register. The number is considerably lower than the average for Wales. No pupils have a statement of special educational needs.</p>		
<b>Ysgol Bryn Collen</b>	<b>November 2015</b>	<b>Mrs Linda Jane Williams</b>
<p><i>Ysgol Bryn Collen is in the town of Llangollen in the Denbighshire local authority. The building is shared with another school that provides Welsh language education. The school caters for pupils between the ages of three and eleven. Currently, there are 170 pupils on roll, including 22 who attend the nursery part-time. There are eight single-age mainstream classes. The three-year average for the proportion of pupils eligible for free school meals is around 16%. This is below the average for Wales of 20%. The school identifies about 16% of pupils as having additional learning needs, which is below the Wales average. A very few pupils have statements of special educational needs. Nearly all pupils are of white British ethnicity and a few pupils speak English as an additional language. A very few pupils speak Welsh as a first language.</i></p>		
<b>Ysgol Clawdd Offa</b>	<b>February 2016</b>	<b>Richard Hawkey</b>
<p><i>Ysgol Clawdd Offa is in Prestatyn in Denbighshire. Most pupils live locally. Around 32% of pupils are eligible for free school meals. This is well above the national average (20%). The number of pupils on roll is rising rapidly. Currently, the school has 409 pupils, including 47 in the nursery, who attend on a part-time basis. This compares to just above 300 pupils two years ago. There are 16 classes. The school admits pupils to the nursery class at the age of three. The school has a very few pupils who are 'looked after' by the local authority. No pupil has a statement of educational needs. The school identifies that around 24% of pupils have additional learning needs. English is the main home language of most pupils. Very few pupils come from an ethnic minority background or use Welsh as their first language. Around 6% of pupils receive support for English as an additional language. The school has excluded no pupils within the last year.</i></p>		
<b>Ysgol Llanfair DC</b>	<b>December 2015</b>	<b>Sioned Hywel Thomas</b>
<p><i>Ysgol Llanfair Dyffryn Clwyd is a bilingual school that is situated about two miles from the town of Ruthin. It serves the villages of Llanfair and Pwllglas and the nearby area and is maintained by Denbighshire local authority. Seventy three per cent of the school's current pupils choose to be taught through the medium of Welsh. There are 102 pupils on roll, including 13 nursery-age pupils. The school admits pupils on a part-time basis in the September following third birthday and on a full-time basis in the following September. The school is arranged into six classes, two of which include mixed-age pupils. Forty-nine per cent of pupils come from Welsh-speaking homes. About 5% of pupils are eligible for free school meals, which is lower than the county and national average. Very few pupils come from an ethnic minority background. About 17% of pupils have additional learning needs, which is a little lower than the national average. There are no pupils with special educational needs.</i></p>		
<b>Ysgol Mair Catholic School</b>	<b>January 2016</b>	<b>Mr Richard Lloyd</b>
<p><i>Ysgol Mair Catholic Primary School is in Rhyl in the Denbighshire local authority. The school has 334 pupils aged three to eleven years on roll, including 42 who attend the nursery on a part-time basis. There are 13 classes in the school. Around 27% of pupils are eligible for free school meals. This is above the average for Wales (20%). The school has identified about 20% of pupils as having additional learning needs. Very few pupils have a statement of special educational needs. Around 74% of pupils are of white British ethnicity. A minority of pupils are of European, Asian, Chinese, mixed race or other heritage. Approximately 24% of pupils speak a language other than English at home. There were four fixed-term exclusions during the last year.</i></p>		

## **POSTITIVE COMMENTS**

### **Current Performance:**

#### **Key Question 1: How good are the Outcomes?**

##### **Standards**

- Year 6 pupils, for example, use their skills effectively in a science investigation to record their predictions and their findings. In history, they use the style of a diary to discuss actions taken by the suffragettes and in religious education they record aspects of Pentecost. (Bryn Collen)

##### **Wellbeing:**

- Many pupils contribute appropriately to the local community by taking part in assemblies, concerts and activities to celebrate the story of the former Prince of Wales, Owain Glyndŵr. This raises their awareness of their community responsibilities. (Bro Elwern)

#### **Key Question 2: How good is provision?**

##### **Learning experiences:**

- The school provides a wide range of interesting learning experiences that gain pupils' interest well. It meets the requirements of the Foundation Phase, the National Curriculum and the agreed syllabus for religious education. (Bro Elwern)
- The curriculum provides suitable opportunities for pupils to learn about global citizenship, there are good links with schools in Lesotho and Nepal, which raises their awareness of the life of children in areas that are very different from Wales. (Bro Elwern)
- Staff develop pupils' awareness of global citizenship successfully through work on fair trade, links with schools in Italy and Nepal, and through work during the International Eisteddfod. (Bryn Collen)
- The school promotes global citizenship successfully through topic work on other countries around the world. (Clawdd Offa)
- The school provides rich experiences through continuous planning that meets the requirements of the Literacy and Numeracy Framework, the National Curriculum, principles of the Foundation Phase and religious education successfully. (Llanfair DC)
- The school provides a valuable range of experiences for pupils to expand their knowledge and understanding of sustainable development and global citizenship. This includes studying countries such as Ethiopia, holding a Chinese week and forest school activities. As a result, pupils' understanding of environmental issues and global issues is developing well. (Llanfair DC)
- Arrangements to develop pupils as global citizens are a strong feature of the school. The school takes every opportunity to celebrate diversity within the school community and wider world successfully, for example through studies of other cultures and links with a school in Ethiopia. (Ysgol Mair)

##### **Care, support and guidance:**

- The school promotes pupils' spiritual, moral and cultural development successfully by providing collective worship services and through wider

curriculum activities. Visitors are invited to lead the worship and there are opportunities for pupils to reflect on contemporary topics, such as caring for the environment and considering children and people who are less fortunate than themselves. This is reflected in the efforts to raise money for the people of Nepal after the earthquake in 2014. (Bro Elwern)

- Pupils have many opportunities to develop their understanding of moral and social issues. The school promotes pupils' cultural development well through a range of visits and visitors, including work with the Llangollen Fringe. Learning within the curriculum and acts of collective worship provide beneficial opportunities for pupils to reflect and to develop their spiritual awareness appropriately. (Bryn Collen)
- Pupils have many worthwhile opportunities to develop their understanding of moral and social issues. The school promotes pupils' cultural development well through a range of visits and opportunities to learn about, for example, Chinese New Year. Daily acts of collective worship provide suitable opportunities for pupils to reflect and develop their spiritual awareness appropriately. (Clawdd Offa)
- The school provides very well for pupils' spiritual, moral, social and cultural development. The morning assemblies and opportunities for reflection are prominent in school life and promote pupils' spiritual development effectively. This includes regular visits by the vicar and 'Open the Book' assemblies, and, as a result, values such as fairness are fostered well. (Llanfair DC)
- Learning experiences provide pupils with worthwhile opportunities to develop their spiritual, moral, social and cultural understanding. Collective worship and circle time sessions enable pupils to consider their own values and beliefs as well as the feelings and viewpoints of others. All pupils visit the local church for celebrations, particularly at Christmas, Easter and leavers' mass. The school celebrates its diverse population successfully throughout the year in events such as an international week where pupils learn about other cultures and beliefs. (Ysgol Mair)

### **Learning Environment:**

- The school has policies, plans and procedures that ensure equal opportunities to all pupils and that promote equality successfully. Respect for racial diversity and equality is promoted successfully. (Bro Elwern)
- The school provides an inclusive, welcoming environment for all pupils. All staff treat pupils equally and promote diversity successfully. (Bryn Collen)
- The school is a warm, welcoming and inclusive community. The caring ethos encourages pupils to have respect and tolerance for others. (Clawdd Offa)
- The school is a caring and supportive environment that values all pupils equally. The school's commitment to celebrating the diversity of all pupils is a prominent feature of its work. As a result, a culture of mutual care, tolerance and respect permeates the school. (Ysgol Mair)

### **Key Question 3; How good is leadership and management?**

#### **Leadership**

- The headteacher promotes a caring, inclusive community for the school based on its strong Christian ethos. He shares this successfully with all pupils, staff, governors and parents. As a result, all members of the school community have a strong sense of belonging. (Ysgol Mair)

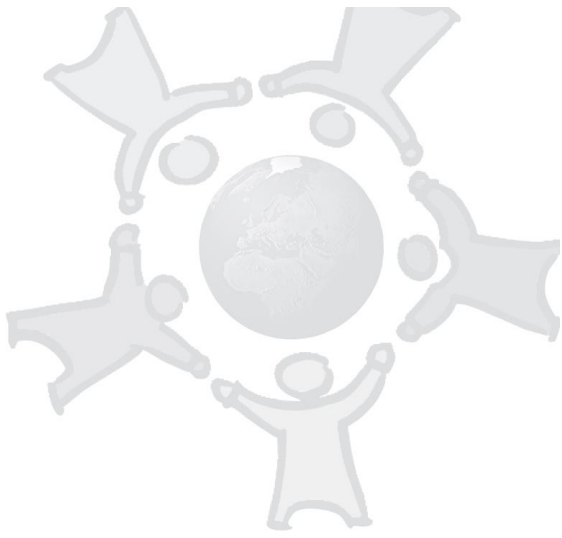
**Partnership working:**

- Staff make purposeful, extensive links with the local community, including taking part in the local Remembrance Day service and the International Eisteddfod parade, to enhance pupils' learning opportunities successfully. These links promote a strong ethic of community involvement in the life and work of the school. (Bryn Collen)



<p><b>Denbighshire County Council</b>  <b>Standing Advisory Council for Religious Education</b>  <b>(SACRE)</b></p>		
Date of Meeting:		14 <sup>th</sup> February 2014
Agenda Item:	<b>6</b>	School to School Collaborative Working - Launch Event
<p style="text-align: center;"><u><i>Background to the Presentation:</i></u></p> <p>GwE will be working with SACRE to provide opportunities for schools to work together supporting Religious Education and Collective Worship.</p>		
<p style="text-align: center;"><u><i>Purpose of the Presentation:</i></u></p> <p>To receive a presentation regarding the school to school collaborative working launch being held in St Mary's, Denbighshire, 30th June 2016 and St Giles, Wrexham, 7th July 2016.</p>		
<p style="text-align: center;"><u><i>Recommendations:</i></u></p> <ul style="list-style-type: none"> <li>• To receive the report.</li> <li>• To consider any further action as may be required</li> </ul>		

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# The wonderful world of RE

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## Fyd Rhyfeddol AG





RE is a unique Subject!  
Mae AG yn bwnc unigryw!

# Foundation Phase

## Supplementary Guidance for the Revised Agreed Syllabus for Religious Education

Children should (through stories, activities and experiences) be given opportunities to:

Ask and explore **more complex questions** (including personal, religious, spiritual and moral questions) about the world, human experience and aspects of religion.

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Children should (through stories, activities and experiences) be given opportunities to:

Gain **insight** into religion, religious people and religious aspects of life.

Children should (through stories, activities and experiences) be given opportunities to:

Explore how religion has **influenced** and **guided people's lives**, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.

Children should (through stories, activities and experiences) be given opportunities to:

Explore our **responsibility** and the responsibility of religion for living things and the natural world.

Children should (through stories, activities and experiences) be given opportunities to:

Express **personal responses** to personal, religious and moral questions.

Children should (through stories, activities and experiences) be given opportunities to:

Pose **questions** about beliefs, values and actions that arise from exploration.

Children should (through stories, activities and experiences) be given opportunities to:

Investigate and express **meaning** (including religious meaning) through signs, symbols, artefacts and imagery.



# Cyfnod Sylfaen

Canllawiau Atodol ar gyfer y Maes Llafur Cytûn Diwygiedig ar gyfer Addysg Grefyddol

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

Ofyn ac archwilio **cwestiynau mwy cymhleth** (gan gynnwys cwestiynau personol, crefyddol, ysbrydol a moesol) ynghylch y byd, profiad dynol ac agweddau ar grefydd.

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

sicrhau **mewnwelediad** i grefydd, pobl grefyddol ac agweddau crefyddol ar fywyd

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

archwilio sut mae crefydd wedi **dylanwadu** ac **arwain bywydau pobl**, yn y gorffennol a'r presenol, gan gynnwys pwyslais crefydd ar yr ysbrydol ac ar brofiad crefyddol, yng Nghymru a'r byd ehangach

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

Archwilio ein **cyfrifoldeb** a chyfrifoldeb crefyddol dros bethau byw a'r byd naturiol.

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

ofyn **cwestiynau** ynghylch credoau, gwerthoedd a gweithredoedd sy'n deillio o archwiliad.

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

fynegi **ymatebion personol** i gwestiynau personol, crefyddol a moesol.

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

archwilio a mynegi **ystyr** (gan gynnwys ystyr grefyddol) trwy arwyddion, symbolau, arteffactau a delweddau.



# Religious Education in the Foundation Phase...





# Addysg Grefyddol yn y Cyfnod Sylfaen...



Page 25



Cefnogi Cwricwlwm – Curriculum Support  
Cefnogi Gwelliant Ysgol – Supporting School Improvement

# Foundation Phase

**Skill 1) Exploring and experimenting with new learning opportunities, including role play, visiting special/religious places, making and using artefacts and foods and ICT.**

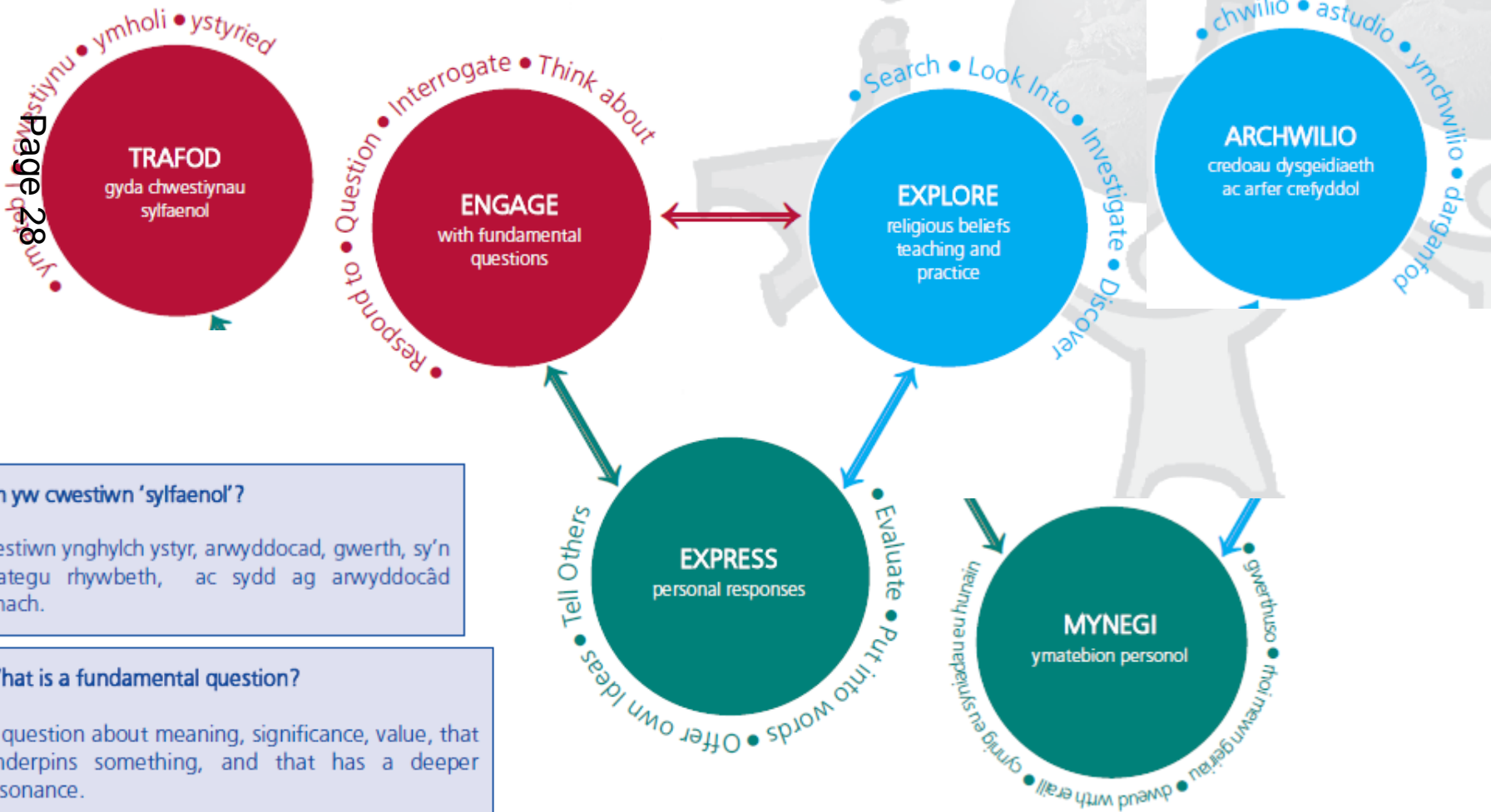
<p><b>Writing Areas</b> Write stories, what did you think about the story? prayers, list of rules</p>	<p><b>Listening Centre</b> Discuss the stories, Joseph and his coat, how would you feel if you were one of his brothers?</p>	<p><b>Wet/Dry Sand</b> Coloured sands, Rangoli patterns, Moses in the desert, parable of the wise and foolish builders</p>	<p><b>Water</b> Jesus Calming the storm, Noah, Jonah, river Ganges, baptism</p>	<p><b>Construction</b> Make a Noah's ark, build a church, synagogue, temple/mandir, peg boards to make Rangoli patterns</p>
<p><b>Book Area</b> Children's bible etc... children's bible and other relevant stories</p>	<p><b>Puppet Theatre</b> Shadow puppet Ramayana (Rama and Sita)</p>	<p><b>Workshop</b> stained glass windows, make a menorah, gregors (Esther) animal masks</p>	<p><b>Malleable</b> Make Deva pots, picnic (feeding 5000), matzov bread, menorahs</p>	<p><b>Long Ago</b> Florence Nightingale, William Morgan bible, Mary Jones</p>
<p><b>Small/Story World</b> Noah's ark, life of Jesus, parables, Hanukkah, Ramayana, 10 plagues</p>	<p><b>Music Area</b> Action songs, children make up songs</p>	<p><b>Snack</b> Divali sweets, Indian food, Jewish Challah bread, Easter Chocolate</p>	<p><b>Painting</b> Rangoli patterns, characters from Noah's ark, hand painting (mendhi patterns)</p>	<p><b>Home and Far away</b> Christmas around the world, visits to places of worship</p>
<p><b>Creative Dance and performance</b> Noah – move like an animal, Move like monkey king (Divali)</p>	<p><b>Home Corner</b> Turn into Noah's ark, turn into a Sukkoth, clean before any festival</p>	<p><b>ICT</b> Stained Glass windows (2 paint programme). Use Bee-Bot to find Mary and Joseph, 'Lets Celebrate' (bbc cbbies website)</p>	<p><b>Investigational Seasonal</b> Menorah, various cards, decorations, presents, diva lamps</p>	<p><b>Curriculum Cymraeg</b> Welsh prayers, hymns, stories, visits to welsh chapels, welsh saints William Morgan bible, Mary Jones, St Dwywen's</p>
<p><b>Outside Areas</b> Construct a large ark, make a large rangoli pattern, find Sita, Mary or Joseph</p>	<p><b>Block Area</b> Make a church, Synagogue or Temple</p>	<p><b>Maths area</b> Counting Noah's animals, how many of the class have been to a wedding?</p>	<p><b>Quiet/reflective area</b> Books relating to the stories, artefacts, calm music</p>	<p><b>Role Play/Dress up</b> Wedding, Christening, Ramayana, Hanukkah, Synagogue boys and girls sit apart</p>

# Cyfnod Sylfaen

Cyfleoedd Integreiddio: Dyma'r meysydd a nodwyd o'r meysydd darparu a awgrymwyd gan Sir y Fflint:

<p><b>Ardaloedd Ysgrifennu</b> Ysgrifennu straeon, emosiynau, teimladau, barn, allweddeiriau ac ati...</p>	<p><b>Canolfan Gwranddo</b> Trafod ystyr y straeon neu'r cwestiynau sy'n fwy cysylltiedig ag ABCh - amser cylch yn aml</p>	<p><b>Tywod Gwlyb/Sych</b> Actio straeon perthnasol, gofyn sut mae'r cymeriadau'n teimlo</p>	<p><b>Dŵr</b> Actio straeon perthnasol gofyn sut mae'r cymeriadau'n teimlo</p>	<p><b>Adeiladu</b> Gwneud adeiladau o strwythurau mewn straeon, gofyn sut mae'r adeiladau'n gwneud i ni deimlo</p>
<p><b>Ardal Llyfrau</b> Cael llyfrau o'r straeon amrywiol, beibl y plant ac ati...</p>	<p><b>Theatr Bypedau</b> Actio straeon perthnasol, gofyn i'r cymeriadau actio sut maen nhw'n teimlo. Actio rhannu ac ati...</p>	<p><b>Gweithdy</b> Cynllunio a gwneud eitemau yng nghyswllt y straeon neu'r gweithgareddau crefyddol - pypedau, cardiau ac ati...</p>	<p><b>Clai ac ati</b> Creu eitemau o'r straeon</p>	<p><b>Amser maith yn ôl</b> Hanes diweddar, Florence Nightingale neu straeon am Seintiau mwy diweddar...</p>
<p><b>Byd Bach/Stori</b> Actio straeon perthnasol, gofyn sut mae'r cymeriadau'n teimlo</p>	<p><b>Ardal Cerddoriaeth</b> Mae digonedd o ganeuon actol yng nghyswllt straeon o'r Beibl ar y rhyngwrwyd...er enghraifft <a href="http://www.max7.org">www.max7.org</a></p>	<p><b>Byrbrydau</b> Mae gan lawer o wyliau crefyddol fwydydd penodol y gallwch chi eu rhannu yn ystod amser/maes byrbrydau</p>	<p><b>Peintio</b> Peintio gwahanol gymeriadau o'r straeon, gofynnwch sut mae'r cymeriadau'n teimlo</p>	<p><b>Gartref a phell i ffwrdd</b> Cyfleoedd i gymharu arferion crefyddol â phrofiad y plant eu hunain (Nadolig o amgylch y byd)</p>
<p><b>Dawnsio Creadigol a Pherfformio</b> Actio'r straeon, creu dawns neu gân</p>	<p><b>Cornel Cartref</b> Glanhau'r tŷ cyn dathliadau, addurniadau, actio seremonïau crefyddol</p>	<p><b>TGCh</b> Bydd gwahanol wefannau'n gallu helpu gydag Addysg Grefyddol a TGCh, gwneud lluniau ac ysgrifennu hefyd</p>	<p><b>Gwaith ymchwil tymhorol</b> Lluniau, gwrthrychau, arteffactau, cardiau</p>	<p><b>Cwricwlwm Cymraeg</b> Beth fyddai Cristion, Hindŵ neu Iddew yng Nghymru yn ei ddathlu...</p>
<p><b>Ardaloedd y Tu Allan</b> Actio straeon, teithiau,</p>	<p><b>Ardal Blociau</b> Gwneud adeiladau o strwythurau mewn straeon, gofyn sut mae'r adeiladau'n gwneud i ni deimlo</p>	<p><b>Ardal Mathemateg</b> Defnyddio eitemau crefyddol fel cownteri? Gwneud tabl o faint o bobl sy'n meddwl...</p>	<p><b>Ardal ddistaw/myfyrio</b> Llyfrau, lluniau, cerddoriaeth er mwyn galluogi disgyblion i feddwl am straeon, nhw eu hunain ac ati...</p>	<p><b>Chwarae Rôl/Gwisgo i fyny</b> Darparu dillad ac arteffactau sy'n gysylltiedig â'r straeon y sonnir amdanynt</p>

# KS2/CA2



**Beth yw cwestiwn 'sylfaenol'?**

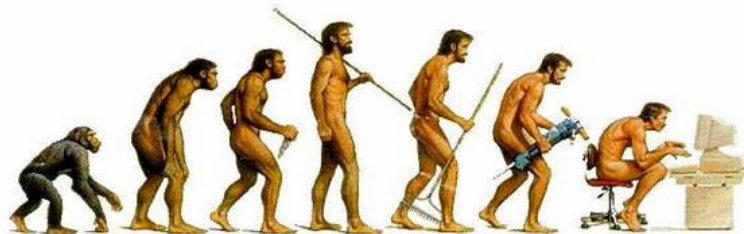
Cwestiwn ynghylch ystyr, arwyddocad, gwerth, sy'n tanategu rhywbeth, ac sydd ag arwyddocâd dyfnach.

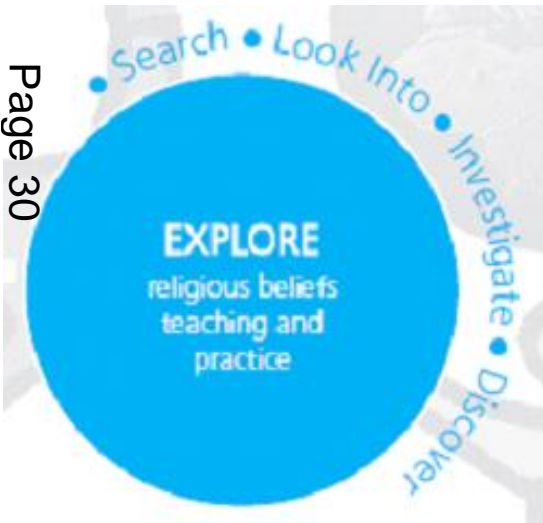
**What is a fundamental question?**

A question about meaning, significance, value, that underpins something, and that has a deeper resonance.



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# Levelling



What do they need to improve?

Where are they?

Where have they come from?



# Levelling

Supplementary Guidance for the Revised Agreed Syllabus for Religious Education



about their own experiences, the world around them and aspects of religion.

4	<b>Discuss own and others' responses</b>
3	<b>Discuss</b> questions, give opinions
2	<b>Ask</b> questions, <b>suggest</b> answers
1	<b>Talk</b> about

Better RE!!

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# Levelling



## Better RE!!



	... beliefs, teachings and practices investigated. ... importance to others
4	<b>Describe</b> and <b>begin to explain</b> ; Give <b>specific examples</b> of affects; Begin to <b>identify</b> similarities/ differences
3	<b>Describe</b> some <b>basic</b> ; Describe how some <b>affect</b> believer's lives
2	<b>Recall</b> and <b>communicate</b> simply; Suggest in simple terms <b>why important</b>
1	<b>Recall</b> and <b>respond</b> to some basic; show <b>some awareness</b> ...are special

# Levelling



Supplementary Guidance for the Revised Agreed Syllabus for Religious Education

Beliefs... Teachings... Practices...  
Credoau... Dysgeidiaethau... Arferion.....

Page 35

Love your  
neighbour

Mark 12:28-31  
Good Samaritan

Charities

Adults at 13

Midrash  
(Jewish book)

Bar Mitzvah

Teachings affect beliefs and are out worked by practices

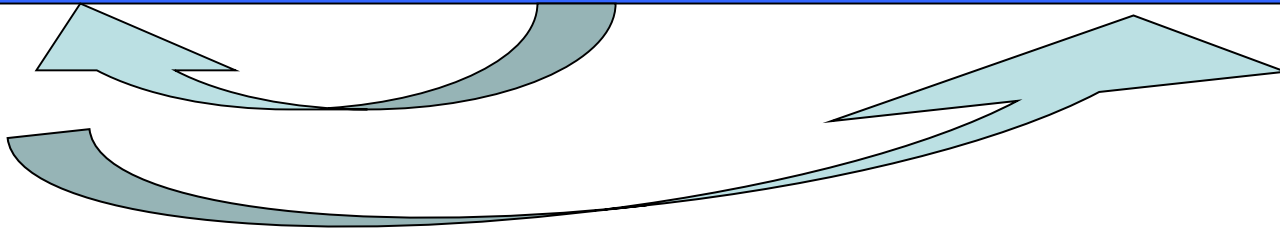
# Levelling



Beliefs...

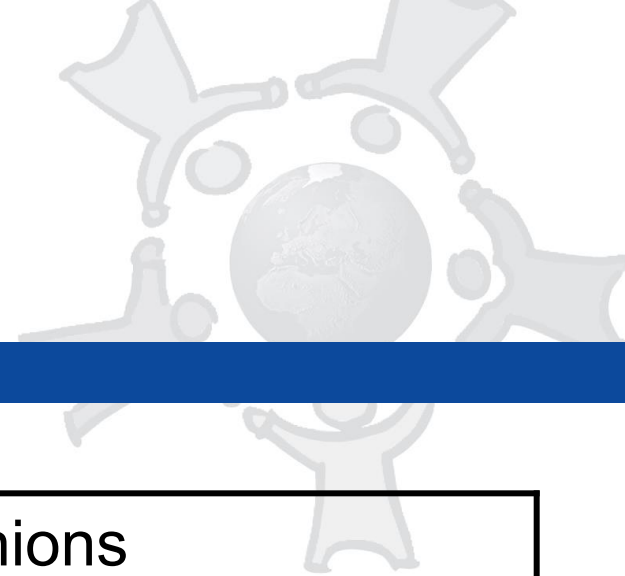
Teachings...

Practices...



Teachings affect beliefs and are out worked by practices

# Levelling



	<p>... their opinions</p> <p>... opinions of others</p>
4	<b>Explain</b> in <b>simple</b> terms... how differ
3	<b>Describe</b> their own ... in simple terms comment on others
2	<b>Talk</b> in <b>simple terms</b> ... own/others
1	<b>Recognise own</b> and <b>others</b> similar or different

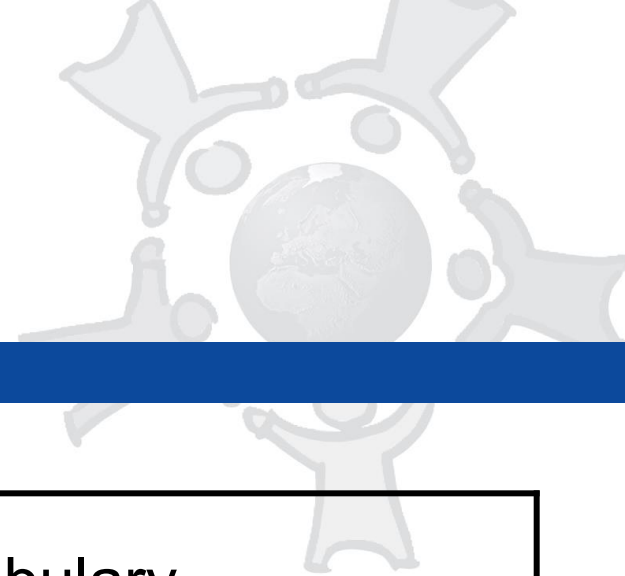
Better RE!!

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# Levelling

Supplementary Guidance for the Revised Agreed Syllabus for Religious Education



Better RE!!



... using vocabulary

4	<b>Recognise</b> some religious symbols; use religious vocabulary
3	<b>Begin to recognise</b> symbols; use religious vocabulary
2	<b>Use simple</b> vocabulary
1	<b>Use simple</b> vocabulary <b>on occasion</b>

# Lesson Ideas?



Supplementary Guidance for the Revised Agreed Syllabus for Religious Education



**CONFIDENCE**

Confidence Is The Key To Great Acts Of Stupidity



NEWS: Rejoice! The Garden of Eden poster now available!



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## NEW! Genesis

Garden of Eden, Cain and Abel, The Flood, Sodom & Gomorrah...

38 stories with 416 illustrations

**NSVC**



## Exodus

Burning Bush, Plagues of Frogs, Ten Commandments, The Golden Calf...

31 stories with 431 illustrations

**NSV**



## Wilderness

The Fire of Yahweh, Moses and Aaron Doomed, God Sends Snakes...

25 stories with 271 illustrations

**NSVC**



## The Law

Settling Disputes, Sexual Discharges, Homosexuality, Prisoners of War...

33 stories with 227 illustrations

**NSVC**



## Joshua

Crossing of the Jordan, Massacre of Jericho, Twenty-Two Kingdoms Massacred...

14 stories with 185 illustrations

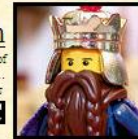
**NSVC**

## King Solomon

The Two Prostitutes, The Queen of Sheba, 500,000 Israelites Killed ...

33 stories with 287 illustrations

**NSVC**



## Job

Meet Job, God Makes Wager with Satan, God Tortures Job...

8 stories with 100 illustrations

**SV**



## The Life of Jesus

Jesus is Born, Jesus Walks on Water, The Last Supper, The Crucifixion...

31 stories with 397 illustrations

**NVC**



## The Teachings of Jesus

On Love, On Forgiveness, On Wealth, On Lust, On Divorce...

18 stories with 103 illustrations

**NSVC**



## The Parables of Jesus

Parable of the Harsh Master, Parable of the Tortured Debtor...

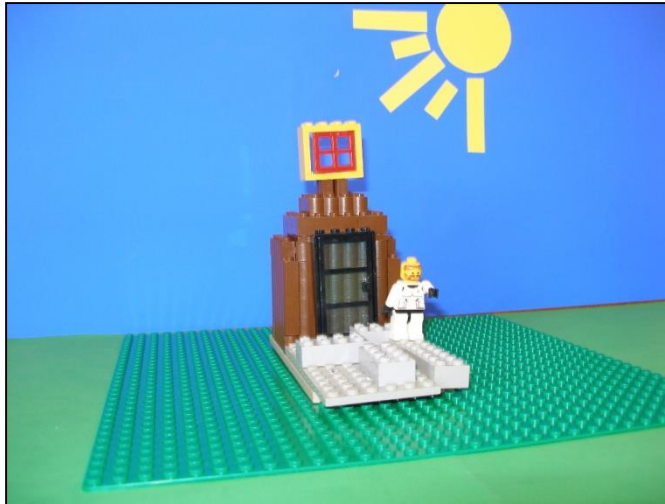
5 stories with 26 illustrations



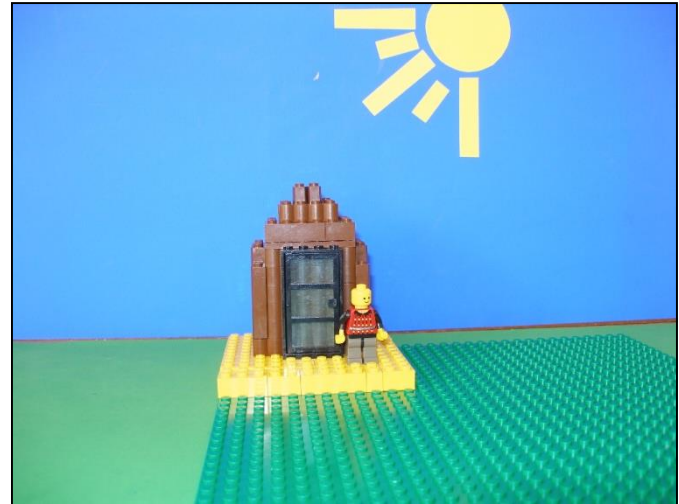


# Parable of the wise and foolish builders:

Matthew 7:24-27



A man built his house on rock



Another man built his house on sand



When the winds blew and the rain fell it stood firm

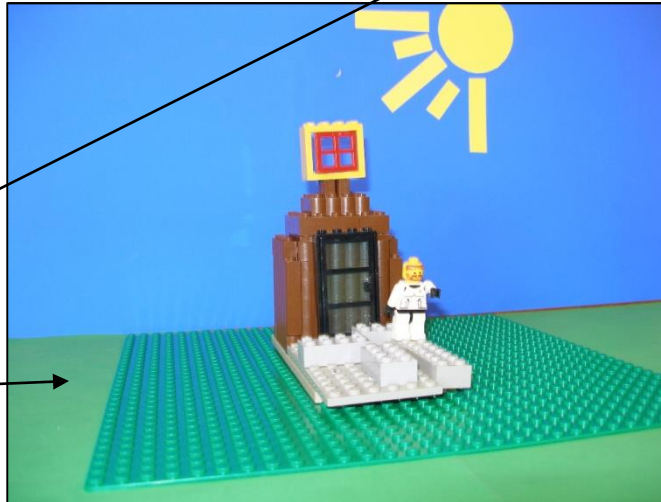


When the winds blew and the rain fell it collapsed

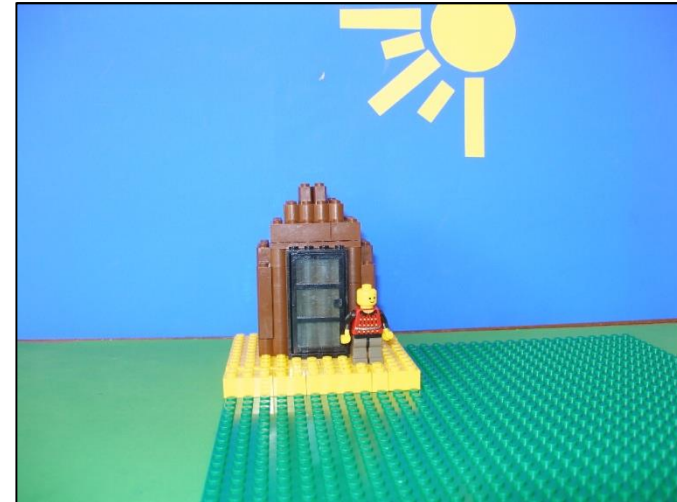
# Parable of the wise and foolish builders:

Matthew 7:24-27

- Titles
- Reference
- Photos
- Captions



A man built his house on rock

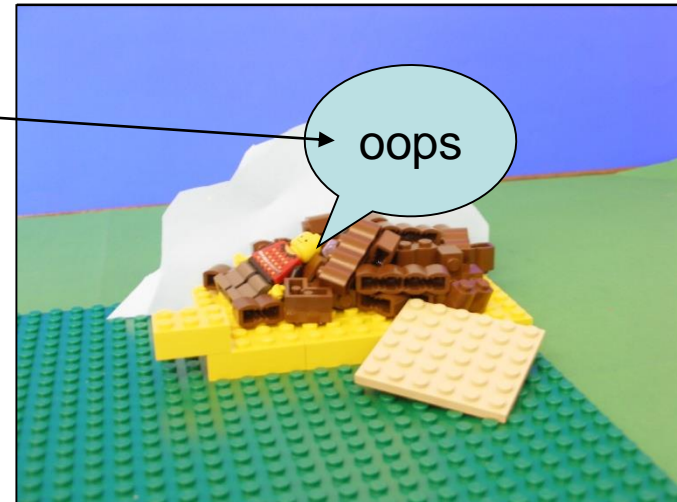


Another man built his house on sand

- Speech bubbles
- Names



When the winds blew and the rain fell it stood firm



When the winds blew and the rain fell it collapsed

By

Tom and James

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# Plenary Quiz!



## Questions

Q1

Q2

Q3

Q4

Q5

Q6

Q7

Q8

## Artefacts

A

B

C

D

E

F

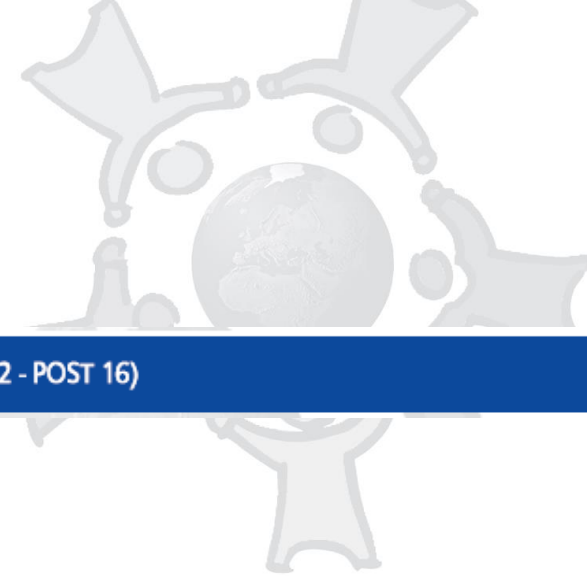
G

H

nd



# What do you think?



## Engaging with fundamental questions

**Pupils should be given opportunities to:**  
ask, discuss and respond to fundamental questions raised by their own experiences, the world around them and aspects of religion

- interrogate a range of evidence from religious and non-religious sources, including other disciplines, in order to consider the issues raised
- use evidence from a range of sources effectively in order to present and support arguments and opinions
- develop alternative explanations and suggest new possibilities
- carry out investigation in an open-minded way and be prepared to accept challenge in the light of new information or evidence.



# What do you think?

Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

## Engaging with fundamental questions

Asking questions of a picture

Role play a scientist Vs a religious person

Anagrams

Music

Artefacts

Guess who/what/where

Spider diagrams

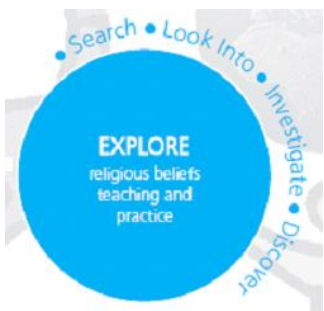
Stories to make you think

Video

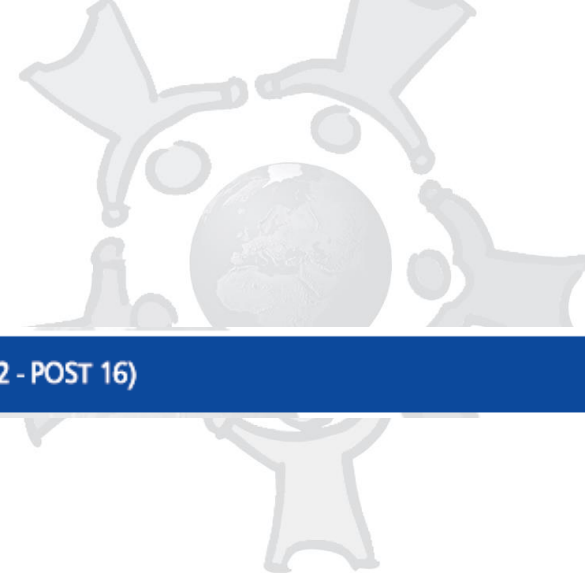
Reveal

Pairs





# The facts

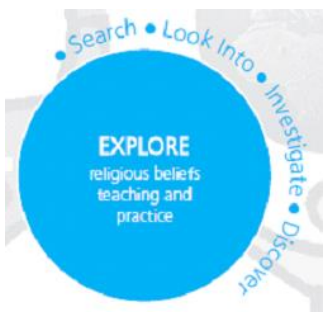


## Exploring religious beliefs, teachings and practice(s)

**Pupils should be given opportunities to:**

recall, describe and begin to explain religious beliefs, teachings and practices

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



# The facts

Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

## Exploring religious beliefs, teachings and practice(s)

Visits

Visitors

Role play

Make

Read

Write

Investigate

Research

Textbooks

Internet

Memory games – who can remember

Spider diagrams

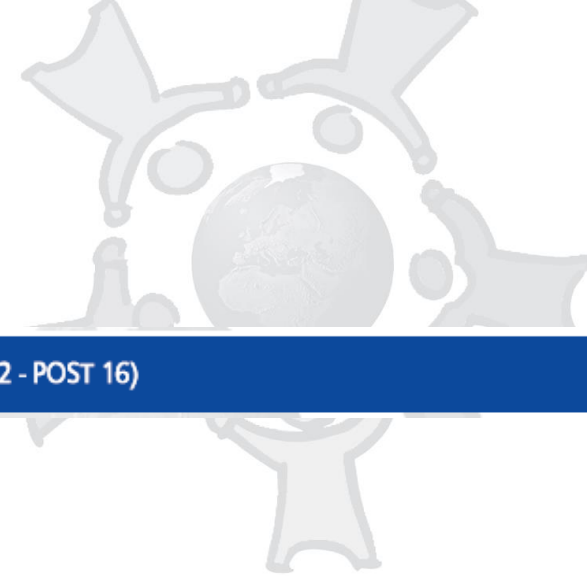
Extended pieces of writing

Venn Diagrams





# Responding to...



## Expressing personal responses

**Pupils should be given opportunities to:**

express and begin to justify their own feelings and opinions in different ways, *e.g. orally, in writing, and through creative arts*

- demonstrate how what they have learned has impacted on their own views/ideas
- consider, appreciate, empathise with and respect the viewpoints of others
- recognise, explore and reflect on the spiritual side of life
- use a range of religious language appropriately
- use ICT and other means to gain access to information and to communicate religious concepts.





# Responding to ...



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

## Expressing personal responses

Hot seating

Questionnaires

Diamond nine

Evaluating

For's and Against's

Poems

Dramas

Diaries

Presentations

What would different people think in different situations?





# Responding to ...



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

## Expressing personal responses

Creation...

On what day would you liked to have woken up on and why?

Christmas:

Rank order the following explaining why...

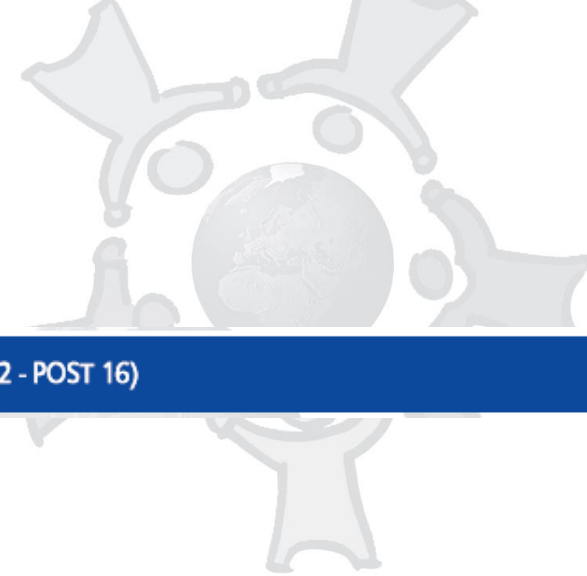
Wise men, Christmas Tree, Carols, Turkey, cards

What might a Christian think?





# Discussion!!



Many RE lessons have engage and expression as discussion, but will it be remembered to use as the hook for next lesson?

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Suggestion... write down 5! After every discussion write down five important points. This can be used as the next lesson's hook or a link to the next task. E.g. Find 2 people with a different point of view/suggestion/belief etc... write them down

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<p><b>Denbighshire County Council</b>  <b>Standing Advisory Council for Religious Education</b>  <b>(SACRE)</b></p>		
Date of Meeting:		14 <sup>th</sup> February 2014
Agenda Item:	<b>7</b>	WASACRE Report
<p><u>Background to the Report:</u></p> <p>SACRE continues to be a member of the Wales Association of SACREs, and receives reports on meetings from members attending, copies of minutes of meetings and any other reports from the Association.</p>		
<p><u>Purpose of the Report:</u></p> <p>For members to be informed as to the focus and main outcomes of the previous meeting.</p>		
<p><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>▪ To receive the minutes of the last meeting of the Association at Haverford West on the 8<sup>th</sup> March, 2016.</li> <li>▪ Denbighshire to host the WASACRE summer meeting on the 23<sup>rd</sup> June, 2016 in the Council Chamber, Russell House, Rhyl.</li> <li>▪ WG Curriculum Review Up-Date May 2016.</li> <li>▪ Nominations for the Executive Committee (23 June 2016).</li> </ul>		

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**Cyfarfod Cymdeithas CYSAGau Cymru, Hwlfordd, 8 Mawrth 2016 (11am – 3pm)**

*Wales Association of SACREs meeting, Haverfordwest, 8 March 2016 (11am – 3pm)*

**Attendance**

<p><b>Ynys Môn / Anglesey</b> Bethan James Rheinallt Thomas</p> <p><b>Blaenau Gwent</b> Gill Vaisey</p> <p><b>Pen-y-bont ar Ogwr / Bridgend</b> Vicky Thomas Edward Evans</p> <p><b>Caerffili/ Caerphilly</b> Vicky Thomas</p> <p><b>Caerdydd / Cardiff</b> Gill Vaisey Gillian James Kate Church</p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b> Mary Parry Meinir Wynne Loader Helen Gibbon Gwyneth Thomas</p> <p><b>Ceredigion</b> Lyndon Lloyd</p> <p><b>Conwy</b></p>	<p><b>Sir Ddinbych / Denbighshire</b></p> <p><b>Sir y Fflint / Flintshire</b></p> <p><b>Gwynedd</b> Bethan James</p> <p><b>Merthyr Tudful / Merthyr Tydfil</b> Vicky Thomas Ernie Galsworthy</p> <p><b>Sir Fynwy / Monmouthshire</b> Gill Vaisey</p> <p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b> Jen Malcolm</p> <p><b>Casnewydd / Newport</b> Huw Stephens Vicky Thomas</p> <p><b>Sir Benfro / Pembrokeshire</b> Mary Parry Huw George Emyr Phillips</p>	<p><b>Powys</b></p> <p><b>Rhondda Cynon Taf</b> Gill Vaisey</p> <p><b>Abertawe / Swansea</b> Vicky Thomas Rachel Bendall Alison Lewis</p> <p><b>Torfaen /Torfaen</b> Vicky Thomas</p> <p><b>Bro Morgannwg / Vale of Glamorgan</b> Gill Vaisey</p> <p><b>Wrecsam / Wrexham</b> Libby Jones</p> <p><b>Sylwedyddion / Observers</b> Janet Ingram- St David's Centre (Speaker) Siân Brooks- UWTSO (Speaker) Mrs Y Galsworthy</p>
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**Cyfarfod Cymdeithas CYSAGau Cymru, Hwlfordd, 8 Mawrth  
2016 (11am – 3pm)**

***Wales Association of SACREs meeting, Haverfordwest, 8 March  
2016 (11am – 3pm)***

## **Minutes**

### **1. Cyflwyniad a chroeso / *Introduction and welcome***

Edward Evans began the meeting by explaining that he would be Chairing the meeting in the absence of both Phil Lord, Chair of WASACRE and Tania ap Sion, Immediate past Chair of WASACRE.

Cllr Huw George, Chair of Pembrokeshire SACRE welcomed WASACRE members to Pembrokeshire. He shared a video clip showing views of Pembrokeshire from a drone, which had been created especially for the WASACRE meeting by a pupil from a local school. The pupil had called the film *Paths for Pilgrims*.

### **2. Adfyfrio tawel / *Quiet reflection***

Edward gave thanks to Huw George for the welcome and shared some words with members about Mothering Sunday and the importance of sharing in peoples' lives. Edward Evans quoted the poet John Donne, saying, 'No man is an island' and members reflected on the relationships we have with others, including the relationship we have with God and our mothers.

### **3. Ymddiheuriadau / *Apologies***

Phil Lord, Tania ap Sion, John Mitson, Tudor Thomas, Lynda Maddock, Andrew Pearce, Chris Abbas, Sharon Perry-Phillips, Neeta Singh Baicher, Sue Cave.

### **4. Cofnodion y cyfarfod a gynhaliwyd yn Yr Ebbw Vales, 25 Tachwedd 2015 / *Minutes of meeting held in Ebbw Vale, 25 November 2015 (p10 item 9 spelling of December)***

Rheinallt Thomas pointed out that the Welsh name for RE Ideas needs translating on the Welsh part of the minutes, P4. Item 10.

The minutes were accepted by members as a true record of the meeting.

### **5. Materion yn codi / *Matters arising***

P3, item 5. *Welsh Baccalaureate survey*. Libby Jones confirmed that she had sent out the Welsh Baccalaureate and RE survey to schools, that the return had been quite good and that there was still time for schools to send in any late returns. Some members were concerned that the survey wasn't getting past Headteachers, who are taking the decision not to fill it in as they may feel threatened by its purpose. The importance of RE coordinators completing the survey was highlighted so that we can present a truer picture to Welsh Government and be able to support teachers.





**Cyfarfod Cymdeithas CYSAGau Cymru, Hwlfordd, 8 Mawrth 2016 (11am – 3pm)**

***Wales Association of SACREs meeting, Haverfordwest, 8 March 2016 (11am – 3pm)***

**Action:** Libby will give feedback on the analysis of the survey results at the next WASACRE meeting in June.

P4, Item 10. *A.O.B. RE Ideas*. Rheinallt Thomas assured members that the English version of RE Ideas is now fully available on the Website. [www.religious-education-wales.org/news/archive](http://www.religious-education-wales.org/news/archive) which forms part of the Peneith website. The Welsh medium material is all on the website too, but the web address is different, it is: [www.addysg-grefyddol-cymru.org/newyddion/archif](http://www.addysg-grefyddol-cymru.org/newyddion/archif) . There are 48 themes in all and the ideas have come from a variety of teachers from across Wales. Rheinallt suggested a link from the WASACRE website to the Peneith website and confirmed that they are not subject to copyright.

**Action:** RT to email welsh version of website address to LJ.

P4, Item 10. *Withdrawal from RE Guidance document*. Gill Vaisey has presented the draft document at NAPfRE which will become final by May 2016. If members have anything to share with Gill to add to this document in terms of case studies please can they send them to Gill within the next couple of weeks. The document will be made available to SACRE once it is complete.

P9, Item 8. *Revised GCSE Specifications for Religious Studies*. Ceredigion SACRE will be writing to Welsh Government to request a review of the structure of Religious Studies GCSE courses and to highlight the need for the content of RS courses to be geared towards young people getting jobs, for example in the caring professions like nursing and community care. A discussion ensued and the following points were made: It is important to ensure that standards in RS have parity with other GCSE subjects; having only one RS specification rather than two could cause problems for KS4 statutory RE and/or optional RS, NAPfRE will be writing to WJEC to ask for a meeting to discuss this issue further; concern over schools taking time away from RS for other initiatives like Welsh Baccalaureate with a plea made to teachers to keep SACREs informed of any squeeze on RS time; there are currently no bursaries in Wales for RS PGCE students and that fewer post graduate students from Wales are taking up this training than in the past.

**Action:** LJ to keep WASACRE informed regarding discussions between NAPfRE and WJEC. LJ to put RS PGCE bursaries on the agenda for the next meeting with Welsh Government.

P8. Item 7. *Collective Worship conference*. In consultation with Welsh Government, WASACRE has decided not to pursue a meeting with Alison Mahwinney and other academics involved in the Collective Worship Conference at this time.



**Cyfarfod Cymdeithas CYSAGau Cymru, Hwlfordd, 8 Mawrth 2016 (11am – 3pm)**

***Wales Association of SACREs meeting, Haverfordwest, 8 March 2016 (11am – 3pm)***

Ceredigion SACRE has contacted all schools in the LA to reinforce the need for worship during assembly time and that this should not be used for other matters. Collective worship has been discussed by NAPfRE and the group were resolved to find examples of good practice in a secondary school to put on the WASACRE website in order to support school in this area.

Humanist representation on SACRE and the teaching of Humanism in school was also raised. Humanists are not a religious group and therefore cannot be on Committee A, but a Humanist representative can be on SACRE as a co-opted member, as already happens in some SACREs currently. The Respect Agenda was referenced with regard to certain individuals not showing respect for Christianity, which would cause problems. Ultimately it is up to each individual SACRE to decide and largely depends on the contribution the individual representative can make to SACRE. It was also confirmed that Humanism is on the new GCSE RS specification.

P10. Item 8. *Revised GCSE specifications*. Libby Jones confirmed the deferment of the New RE specification for GCSE RS until September 2017.

6. *Cyflwyniad NAPfRE/ NAPfRE presentation:*

Siân Brooks, PTAR Tiwtor USWTSD. 'Cymhwysedd Digidol'/ Siân Brooks, PGCE Tutor USWTSD '*Digital Competence*'

A copy of this presentation is available on the WASACRE website.

Bethan James, Chair of NAPfRE thanked Siân for an interesting and informative presentation and highlighted the need for critical reading when developing digital competence, which can be and already is being developed through RE. Ceredigion SACRE raised the concern of the risk that writing and communication skills would be hampered by the development of digital competence. Siân emphasised the opportunity for capturing the debate in RE through digital competence, which is often lost at the end of the lesson, and that is very much about oracy, rather than writing. The issue of lack of funding was raised, especially in secondary schools, in order to enable digital resources to be available in all classrooms to make this work.

**Action:** Siân will send all the links from the presentation to Libby.

Janet Ingram, Swyddog Addysg a Phererindod, Tŷ'r Pererin, esgobaeth Dewi Sant/ *Janet Ingram, Education and Pilgrimage officer, Tŷ'r Pererin, Diocese of St. David*

A copy of this presentation is available on the WASACRE website.



**Cyfarfod Cymdeithas CYSAGau Cymru, Hwlfordd, 8 Mawrth 2016 (11am – 3pm)**

***Wales Association of SACREs meeting, Haverfordwest, 8 March 2016 (11am – 3pm)***

Janet Ingram was thanked for her inspiring presentation. Rachel Bendall commented that Primary PGCE students need this type of training, Janet Ingram was able to confirm that the presentation has not yet been shared with other Diocese in Wales. It was suggested that Tŷ'r Pererin could reach out to Hŵb to put resources online to enable a wider audience and more schools benefitting from the project. Janet emphasised that experiential learning is the key to this resource.

7. Diweddariadau/Up-dates:

Cysylltiadau a chyfarfodydd Llywodraeth Cymru/ *Welsh Government contacts and meetings* – Libby Jones

Libby read out the notes from the meeting which included the following: Foundation Phase profile handbook; Curriculum Review update; Review of current RE legislation; Collective Worship conference; RE GCSE / A' level; Welsh Government requirement to publish all SACRE reports; Updating the Religious Festival absence guidance document for 2016/17.

The following points were raised by members.

Welsh Government request for WASACRE to up-date the religious festival dates on the WG School Attendance and Religious Festivals Guidance 2016. Vicky Thomas raised the issue of accountability and members agreed that Libby should have a conversation with WG colleagues and if it is impossible for WG to do it then WASACRE will.

It was agreed that WASACRE writes to various political parties to request their standpoint on Religious Education and DACW in schools, ask if they would adhere to the present legislative arrangements should a new curriculum be put forward.

**Action:** LJ will contact the Parties and send the replies to SACRES.

Cyngor Addysg Grefyddol Cymru a Lloegr/ *Religious Education Council for England and Wales*– Gill Vaisey

There was nothing new or urgent to report only that the next meeting is on 12 May in London. Gill Vaisey hopes to attend.

Cyfarfod y Fforwm Ffydd/ *Faith Forum meeting* – Phil Lord (delivered by Libby Jones)

Libby Jones read out the notes made by Phil Lord at the meeting. It was apparent from Manon Jones that no decision has been made as yet to change the nature of SACRE. Concern was raised regarding RE being taught within the Humanities area of Learning and Experience and how RE



**Cyfarfod Cymdeithas CYSAGau Cymru, Hwlfordd, 8 Mawrth 2016 (11am – 3pm)**

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would sit together in the curriculum with History and Geography, with RE being agreed locally by SACREs.

Other concerns raised were that some schools are dumbing down the opportunities of our young people with Welsh Baccalaureate and numeracy and literacy. Also that Stakeholders (such as WASACRE) cannot get involved in the nitty gritty of curriculum planning. Therefore could individual SACREs use their expertise to work with pioneer schools on the development of the new curriculum for Humanities and RE? Edward Evans commented that this is the purpose of SACREs. Members were assured that this is happening in the background through NAPfRE which has representatives from different SACREs on it. Thanks were given to Phil for the report and Huw for his contributions.

Gill Vaisey offered a reflection and reminded members of mistakes made with the Foundation Phase document. Gill urged WASACRE to learn from that experience. If Welsh Government are not clear how RE sits within the national curriculum maybe we need to be clear what we want and we need to give it more thought.

**Action:** LJ to make 'RE and its place within the new curriculum' an agenda item for the next meeting.

Adolygiad Cwricwlwm / *Curriculum Review*- Libby Jones

The Pioneer Schools Network will be at the forefront of designing the new curriculum and assessment arrangements with expert advice and support. The Curriculum for Wales Strategic Stakeholder Group will provide challenge, support and advice as we work together to develop the new curriculum. WASACRE form part of this Strategic Stakeholder Group. The Pioneer Schools focussing on Humanities have not been identified yet, but once they have been Manon Jones, Head of Areas of Learning and Experience Design and Development for Humanities will discuss with PL and LJ the role WASACRE could play in the development process. Some experts will work with the Pioneers to develop the scope and content of the Area of Learning and Experience while others will provide quality assurance. Welsh Government is mindful that those providing quality assurance should not be fully involved in the development work to ensure an effective process.

8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 4 Chwefror 2016/ *Report from the Executive Committee held on 4 February 2016*

VT asked for clarification of the Executive positions. LJ confirmed that there are 3 positions available plus the position of Vice Chair. It was also confirmed that a member can be nominated for both and Edward Evans raised the need for coverage of all committees.



**Cyfarfod Cymdeithas CYSAGau Cymru, Hwlfordd, 8 Mawrth 2016 (11am – 3pm)**

***Wales Association of SACREs meeting, Haverfordwest, 8 March 2016 (11am – 3pm)***

9. Gohebiaeth / *Correspondence*

None that had not already been dealt with in the meeting.

10. U.F.A. / *A.O.B.*

Mary Parry spoke to members about the issues relating to Incerts which is a commercial assessment tracker used by many schools in Wales. For all other subjects apart from RE the level descriptions within the program are appropriate for Wales. However, for RE the teacher has to choose the appropriate set of level descriptions to use for their setting. This has proved confusing for some teachers and there is concern that some schools are not using the level descriptions from the Exemplar Framework for RE which has been adopted by all 22 SACREs in Wales as part of their Agreed Syllabus, which therefore makes the levels statutory. NAPfRE requested that WASACRE writes to Welsh Government to ask them to endorse the following statement. *'All 22 local authorities in Wales have adopted the outcomes and level descriptions of the Welsh Government National Exemplar Framework for RE and therefore these are the statutory assessment requirements for all maintained schools in Wales'*. All members present agreed.

**Action-** LJ will write to Welsh Government to request an endorsement of this statement.

Following this a letter could be sent to INCERTS and the Managing Directors of the 4 consortia in Wales to alert them to the issue and to confirm the statement.

11. Dyddiad y cyfarfod nesaf / *Date for next meeting*: Haf, 23 Mehefin 2016, Sir Ddinbych / *Summer, 23 June 2016, Denbighshire In Rhyl.*

12. Dyddiadau cyfarfodydd yn y dyfodol / *Future meeting dates*: Hydref, 18 Tachwedd, 2016 Sir Gaerfyrddin / *Autumn, 18 November 2016, Carmarthenshire*; Gwanwyn 2017, Sir Fynwy / *Spring 2017, Monmouthshire. 17 March in Usk.*

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WG Curriculum Review Up-Date May 2016:

The curriculum reform team have shared the attached plan.

The work developing the Areas of Learning and Experience (AoLEs) outlined in Successful Futures will begin later in the year. We will be establishing working groups of Pioneers to lead the design and development of each AoLE and it will be during this second phase that we will be engaging with experts and stakeholders with subject specific interests to inform their work.

<http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/?lang=en>

As you may know, 106 Pioneer Schools have been appointed to focus on curriculum design and development. Working with Welsh and international experts, they will be designing the new curriculum and assessment arrangements for Wales. After a period of induction, they have recently begun their work designing the new curriculum framework. We have established four working groups of Pioneers, focussing on:

- Assessment and progression;
- Cross-curriculum responsibilities;
- Enrichment and experiences; and
- Welsh dimension, international perspective and wider skills.

At the moment, we hope to meet the AoLE groups before the end of the summer term for an induction meeting or event but this is yet to be confirmed.

I hope you find this useful for the time being and would suggest we aim to give you another update in the next couple of months.

# Curriculum reform

Share

Last updated 05 April 2016

**A new curriculum for Wales will be developed with education professionals across Wales with the aim of it being available to settings and schools by September 2018.**

Schools will have some flexibility in determining how and when they begin first teaching of the new curriculum. Our ambition is that by 2021 settings and schools will be using the new curriculum to underpin teaching and learning for children and young people aged 3-16. A [New Deal for the Education Workforce](#) will equip education professionals to deliver the new curriculum.

## 4 purposes

The 4 purposes will be at the heart of our new curriculum. They will be the starting point for all decisions on the content and experiences developed as part of the curriculum to support our children and young people to be:

- ambitious, capable learners ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

## Key elements

The new curriculum will include:

- 6 Areas of Learning and Experience from 3 to 16
- 3 cross curriculum responsibilities: literacy, numeracy and digital competence
- progression reference points at ages 5, 8, 11, 14 and 16
- achievement outcomes which describe expected achievements at each progression reference point.



The curriculum will be organised into 6 Areas of Learning and Experience:

- Expressive arts
- Health and well-being
- Humanities (including RE which should remain compulsory to age 16)
- Languages, literacy and communication (including Welsh, which should remain compulsory to age 16, and modern foreign languages)
- Mathematics and numeracy
- Science and technology (including computer science).

## Timeline

Below we set out the high level key milestones.

2015 - 2016: Pioneer Network established

2015 - 2018: Design and development phase of the new curriculum

July 2016: All New Deal Pioneer Schools will have developed their individual action plans

September 2016: Digital Competence Framework available

2017 - 2021: Practical support to schools to prepare for the new curriculum

July 2018: Nationally, a consistent professional learning offer will be available to all practitioners across Wales

September 2018: New curriculum and assessment arrangements available

September 2021: New curriculum and assessment arrangements in place

A plan for designing and developing the new curriculum and assessment framework has been developed in collaboration with Pioneer Schools and key stakeholders.

## Presentation

[Curriculum reform: summary - April 2016](#) (File size: 2.7MB)

## Videos

A video of [pupils' questions to Professor Donaldson](#) at Ysgol Gyfun Plasmawr is now available on YouTube.

A video of the [Education Minister's message to teachers about the New Curriculum for Wales](#) is now available on YouTube.

## Contact us

Email: [Curriculumforwales@wales.gsi.gov.uk](mailto:Curriculumforwales@wales.gsi.gov.uk)

### DOCUMENT DOWNLOAD

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[A curriculum for Wales – a curriculum for life](#) (File size: 1.1MB)



[Poster: The four purposes of the curriculum for Wales](#) (File size: 134KB)



[List of Pioneer schools](#) (File size: 240KB)



[Plan for curriculum and assessment design and development](#)  
(File size: 320KB)

## **Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC (Mehefin 23, 2016)**

### **Nominations for the Executive Committee (23 June 2016)**

Mae PEDWAR o enwebiadau ar gyfer TAIR swydd ar y Pwyllgor Gwaith.

There are FOUR nominations for THREE positions on the Executive Committee.

#### **1. Mary Parry – CYSAG Sir Gaerfyrddin**

- Mae gen i brofiad helaeth o weithio ym maes Addysg Grefyddol ac rwy'n angerddol am bwysigrwydd y pwnc i ddatblygu pobl ifanc gyflawn yng Nghymru heddiw. Rwy'n barod bob amser i ymladd dros le teilwng i Addysg Grefyddol yn y cwricwlwm.
- Rwyf yn Ymgynghorydd Addysg Grefyddol gyda Sir Gaerfyrddin (a Dyfed cyn hynny) ers 22 o flynyddoedd. Gyda'r ad-drefnu diweddar, teitl fy swydd bellach yw 'Ymgynghorydd Her Cysylltiol ERW' sef Consortiwm Rhanbarthol De, Gorllewin a Chanolbarth Cymru.
- Rwyf yn swyddog proffesiynol i GYSAG Sir Gaerfyrddin. Yn rhinwedd y swydd hon, rwyf wedi bod ynghlwm wrth lunio meysydd llafur cytûn y sir a deunyddiau cefnogi. Yn ychwanegol at hyn, rwyf newydd dderbyn cynnig i weithio gyda CYSAG Sir Benfro fel ei swyddog proffesiynol.
- Rwyf yn aelod gweithgar o Bwyllgor Gwaith Cymdeithas CYSAGau Cymru ers 20 o flynyddoedd ac rwy'n cyfranogi'n rheolaidd yng nghyfarfodydd tymhorol y Gymdeithas. Er enghraifft, y llynedd, rhoddais gyflwyniad yng nghyfarfod tymor y Gwanwyn ar uned o waith Addysg Grefyddol a luniais ar gyfer ysgolion uwchradd, sef 'Pêl-droedwyr Mwslimaidd yn yr Uwch Gynghrair'.
- Rwy'n cynghori a chefnogi athrawon ar weithredu Maes Llafur Cytûn yr ALL ac ar addysgu Addysg Grefyddol yn effeithiol. Rwyf wedi darparu llawer o gyrsiau ac adnoddau dwyieithog ar gyfer ysgolion - yn sir Gâr ac mewn awdurdodau lleol eraill yng Nghymru.
- Rwyf wedi gweithio gyda chyrrff allanol ar faterion sy'n ymwneud ag AGr, megis CBAC, Estyn a Llywodraeth Cymru. Er enghraifft rwy'n arolygu ysgolion o dan gytundeb Estyn a bûm yn rhan o dîm Estyn a ysgrifennodd yr adroddiad ar Addysg Grefyddol mewn ysgolion uwchradd yng Nghymru yn ddiweddar.
- Cyn fy swydd bresennol bûm yn bennaeth yr adran Addysg Grefyddol ac yn bennaeth yr ysgol iau yn Ysgol Gyfun Emlyn, Sir Gâr.
- Gyda'r profiad hwn, teimlaf y gallaf barhau i wneud cyfraniad gwerthfawr i weithgor CCYSAGau Cymru a byddai'n fraint i barhau i wasanaethu arno.

#### **1. Mary Parry – Carmarthenshire SACRE**

- I have been working in the field of Religious Education for many years and I am very passionate about the importance of the subject in developing well-rounded young people in Wales today. I am always prepared to fight for the rightful place of RE in the curriculum.

- I have been a Religious Education Advisor in Carmarthenshire (and its predecessor, Dyfed) for 22 years. With recent reorganisation my title is now an ERW Associate Challenge Adviser - the South, West and Mid Wales Regional Consortium.
- I am the professional officer to the Carmarthenshire SACRE. As such, I have been involved in drawing up the LA's RE Agreed syllabuses and support materials. In addition, I have recently accepted the invitation to work with the Pembrokeshire SACRE as its professional officer.
- I have been an active member of the WASACRE executive committee for 20 years and participate regularly at WASACRE meetings. For example, last year I gave a presentation at the spring term meeting on an RE unit of work which I had created for secondary schools, 'Muslim footballers in the Premier League'.
- I advise and support teachers in implementing the LA Agreed Syllabus and in teaching RE effectively. I have provided many bilingual courses and resources for schools – both in Carmarthenshire and in other LAs in Wales.
- I have worked with external bodies such as WJEC, Estyn and Welsh Government on matters relating to RE. For example, I inspect schools under Estyn contract and was one of the three inspectors who undertook the Estyn thematic review of RE in secondary schools in Wales.
- Before my present position, I was the head of RE and the head of lower school in Newcastle Emlyn Comprehensive school, Carmarthenshire.
- With this experience, I feel that I can continue to make a valuable contribution to the WASACRE executive and would find it a privilege to continue to serve on it.

## **2. Huw Stephens, M.A., B.Ed.- CYSAG Casnewydd**

Bûm yn athro Addysg Grefyddol am 39 mlynedd tan i mi ymddeol yn 2012. Roedd fy ngyrfa yn y sector Uwchradd – Fair view, Y Coed Duon, Ysgol Queen's, Casnewydd, ac Ysgol Basaleg, Casnewydd. Dysgais y Cwrs Byr a Chwrs Llawn T.G.A.U., a Lefel A Addysg Grefyddol.

Roeddwn yn Bennaeth Blwyddyn 7, ac felly'n cymryd rhan yn ochr Fugeiliol bywyd yr ysgol ac yn gwneud llawer gyda disgyblion oedd yn trosglwyddo o'r Cynradd i'r ysgol Uwchradd. Bûm hefyd yn gwasanaethu fel Athro Lywodraethwr yn Ysgolion Queen's a Basaleg.

Cyn ymddeol, cefais fy enwebu fel cynrychiolydd i'r Bedyddwyr ar GYSAG Casnewydd ac rwyf wedi bod yn aelod rheolaidd a gweithgar ar y pwyllgor hwnnw, hefyd yn mynychu cyfarfodydd CCYSAGauC, fel cynrychiolydd Casnewydd.

Rwyf wedi chwarae rhan amlwg ym mywyd yr Eglwys leol, ac wedi ymddeol, cefais fy Ordeinio a'm Sefydlu fel Cyd-Weinidog yn fy Eglwys Fedyddwyr leol yn Rogerstone, Casnewydd.

Rwyf wedi bod yn briod â Rachel fy ngwraig, ers 30 mlynedd, ac mae gennym dair merch wedi tyfu i fyny – y tair ohonynt wedi priodi o fewn 10 mis i'w gilydd, yn syth ar ôl i mi ymddeol!

Mae gen i ddiddordeb mawr yn y ffordd y mae Astudiaethau Crefyddol yn datblygu ac rwyf yn ymwybodol fod CCYSAGauC mewn lle unigryw i gael llais cryf a gwybodus fel rhanddeiliad yn y trafodaethau parhaus am ffurf y cwricwlwm newydd. Rwyf yn barod i ddod â'm profiad a'm brwdfrydedd dros Astudiaethau Crefyddol i'r rôl y cefais fy enwebu ar ei chyfer.

## **2. Huw Stephens, M.A., B.Ed.- Newport SACRE**

I was a Religious Studies teacher for 39 years until my retirement in 2012. My career was in the Secondary sector – Fair view, Blackwood, Queen's School, Newport, and Bassaleg School, Newport. I taught G.C.S.E. Short and Full Course, and Advanced Level religious Studies.

I was a Head of Year 7, involved in the Pastoral side of school life and heavily associated with the transition of pupils from Junior to Secondary school. I also served as a Teacher Governor at Queen's and Bassaleg Schools.

Before my retirement, I was nominated as a Baptist representative on Newport SACRE and have been a regular member and contributor on that committee, also attending WASACRE meetings, as a Newport representative.

I have been involved in local Church life and, in retirement, have been Ordained and Inducted as a Co-Pastor in my local Baptist Church in Rogerstone, Newport.

I have been married to Rachel, my wife, for 30 years, with three grown up daughters - all married within 10 months of each other, just after my retirement!

I am very interested in the way Religious Studies is developing and am aware that WASACRE is uniquely placed to have a strong and informed voice as a stakeholder in ongoing discussions about the shape of the new curriculum. I am willing to bring my experience and passion for Religious Studies to the role for which I have been nominated.

## **3. Moses Tutesigensi- CYSAG Powys**

Dywedodd rhywun rywbryd fod gan y rhan fwyaf o bobl ddau ddiwylliant - diwylliant eu rhieni a diwylliant eu cenhedlaeth. Gall rhai feddu ar drydydd os yw eu hynafiaid yn dod o rywle gwahanol i'r lle maent yn byw ynddo! O'm rhan i, mae gen i o leiaf 4 diwylliant sy'n pwysu ar fy hunaniaeth - roeddwn yn blentyn yn Uganda, yn laslanc yn Lloegr, a bellach yn oedolyn ifanc yng Nghymru. Yn fwy pwysig na'r tri yna, yw'r pedwerydd - wedi cael fy magu ar aelwyd Gristnogol, deuthum yn Gristion ailanedig yn 15 oed.

Tua 15 oed oeddwn i pan ddeuthum i gysylltiad â CYSAG am y tro cyntaf. Yn fy ysgol, roeddwn yn cymryd rhan ar banel athrawon-disgyblion o'r enw 'Section 23' a nod y panel hwn oedd datblygu ethos Cristnogol yr ysgol (ysgol Gatholig oedd hi). Ac felly, dywedodd fy mhennaeth blwyddyn wrtha'i fod CYSAG Portsmouth yn ystyried sefydlu fforwm ieuencid i bobl ifanc â ffydd. I dorri stori hir yn fyr, roeddwn yn un o aelodau sylfaenol Fforwm Rhyng-ffydd Ieuencid Portsmouth, un o'r fforymau rhyng-ffydd cyntaf yn ne Lloegr. Parhaodd fy nghysylltiad â CYSAG Portsmouth tan 2014 wrth i mi gefnogi'r mudiad, yn ogystal â bod yn siaradwr mewn diwrnod cyfoethogi AG yn y ddinas.

Dyma fy wythfed flynedd o fyw yng Nghymru, wedi syrthio mewn cariad â'r lle a'r bobl wrth astudio biocemeg ym Mhrifysgol Caerdydd. Wedi graddio, treuliais ychydig o amser yn gwirfoddoli gyda Chymorth Cristnogol ac ar yn un pryd yn helpu gwaith dwy eglwys roeddwn wedi'u mynychu fel myfyriwr - St Philip's yn Nhremorfa, Caerdydd a phlwyf Bargoed, Deri a Brithdir yng Nghwm Rhymni. Rwyf bellach yn gweithio gydag Eglwys Bresbyteraidd Cymru yng Nghanolbarth Cymru fel Galluogwr Cenhadol ers canol 2013. Drwy fy ngwaith bob dydd rwyf yn dod i gysylltiad â gwahanol ysgolion, gwahanol gymunedau, ac eglwysi sydd â heriau gwahanol. Credaf yn gryf fod gan bobl o ffydd rôl allweddol yn yr amgylchiadau hynny i gyd.

Un o adnodau'r Beibl y ceisiaf lynu wrthi yw'r hyn a ddywed Duw drwy Eiseia wrth ei bobl - 'dysgwch wneud daioni, ceisiwch farn, achubwch gam y gorthrymedig, amddiffynnwch yr amddifad, a chymerwch blaid y weddw'. Mae'r rhain yn themâu y gellir eu harchwilio'n synhwyrol mewn cymdeithas luosryw grefyddol fel hon, ac i'r perwyl hwnnw y gobeithiaf y gallaf fod o ddefnydd ar Bwyllgor Gwaith CCYSAGauC.

### **3. Moses Tutesigensi- Powys SACRE**

It has been said that most people occupy two cultures - that of their parents and the one of their generation. Some may have a third if their ancestry is of a different nation to their residence! As for me, I have at least 4 cultures that burden my identity - I was a child in Uganda, a teenager in England, and now a young adult in Wales. More fundamental to me than those three, is the fourth - having been raised in a Christian household, I became a born again Christian at age 15.

It was around the age of 15 that I first came into contact with a SACRE. At my school, I had gotten involved with a teacher-pupil panel called 'Section 23' which was charged with developing the christian ethos of the school (I went to a Roman Catholic school). And so, my head of year informed me that Portsmouth SACRE was looking to set up a youth forum for young people of faith. To cut a long story short, I subsequently became a founding member of the Portsmouth Youth Interfaith Forum, which was one of the first youth interfaith forum in southern England. My involvement with Portsmouth SACRE continued until 2014 by virtue of my supporting the organising, as well as being a speaker at, a city wide RE enrichment day.

I am now in my eighth year of living in Wales, after becoming besotted with the place and the people whilst studying biochemistry at Cardiff University. After graduating, I spent some time volunteering with Christian Aid whilst also supporting the work of two churches that I had become involved in as a student - St Philip's in Tremorfa, Cardiff and the parish of Bargoed, Deri and Brithdir in the Rhymney valley. I have now been working with the Presbyterian Church of Wales in Mid Wales as a mission enabler since mid 2013. My everyday work sees me coming into contact with different schools, different communities, and churches with different challenges. My core belief is that in all those circumstances people of faith have a critical role to play.

A Bible verse that I aspire to live by is taken from what God says through Isaiah to his people - 'learn to do good, seek justice, rebuke the oppressor, defend the fatherless, plead for the widow'. These are themes that can be explored sensibly in a religiously plural society like ours, and it is to this end I hope I can usefully serve on the WASACRE Executive.

#### **4. Mathew Maidment – CYSAG Rhondda Cynon Taf**

Rwyf wedi bod yn gweithio yn Ysgol Gyfun Bryn Celynnog ers dros ugain mlynedd. Wedi graddio o UWIC, dechreuais fy ngyrfa fel athro Addysg Gorfforol ac Addysg Grefyddol yn 1995. Yn dilyn anaf pêl-droed difrifol, deuthum yn aelod llawn-amser o'r adran Addysg Grefyddol a bellach rwyf yn bennaeth AG. Rwyf wedi dal nifer o swyddi yn ystod fy nghyfnod yn yr ysgol yn cynnwys cydlynu AbaCh, Ffeil Cynnydd, Anogwyr Dysgu a Sgiliau Allweddol, ac, wedi bod yn Bennaeth Blwyddyn ac yn sgil bod yn Bennaeth yr Ysgol Isaf, rwyf yn aelod o'r Uwch Dîm Rheoli Estynedig ers y pedair blynedd ddiwethaf.

Rwyf yn frwd dros Addysg Grefyddol ac yn ddiweddar deuthum yn aelod o GYSAG Rhondda Cynon Taf. Bum hefyd yng nghyfarfod CCYSAGauC yng Nglyn Ebwy ar 25 Tachwedd. Wrth fynychu cyfarfodydd CYSAG RCT a CCYSAGauC, sylweddolais bwysigrwydd y cyrff hyn. Gyda'r newidiadau sydd ar droed mewn addysg yng Nghymru, credaf fod rôl CCYSAGauC yn hanfodol ar yr adeg yma. Wrth i amser y cwricwlwm gael ei wasgu, mae'n rhaid i ni sicrhau ein bod yn glynu wrth y rhwymedigaeth statudol sydd ar ysgolion i gyflwyno AG addas ac ystyrion, ar draws pob cyfnod allweddol.

Yn CA4 rwyf yn poeni'n arbennig am y syniad o AG fel rhywbeth wrth fynd heibio sy'n rhan o gymwysterau eraill megis y Fagloriaeth Gymreig. Credaf fod angen i ni sicrhau fod ysgolion yn cynnig rhaglenni AG sy'n ymdrin yn effeithiol â maes llafur y cytunwyd arno, gydag amser rheolaidd a phriodol iddo ar y cwricwlwm ar draws blynyddoedd 10 ac 11.

Teimlaf fod yr opsiynau TGAU presennol gan CBAC wedi gweithio'n arbennig o dda, gydag opsiwn B, yn arbennig, yn ddiddorol i ddisgyblion CA4, waeth beth fo'u cefndir crefyddol neu ddigrefydd. Rwyf yn edrych ymlaen gyda diddordeb mawr felly at y manylebau TGAU newydd. Penderfynais gysylltu â Lynda Maddock (CBAC) i fynegi fy ngobeithion ar gyfer y cymhwyster newydd a'm cefnogaeth i'r gwaith y mae hi'n ei wneud. Ymhellach, cefais fy ngwahodd yn ddiweddar, gan Gill Vaisey, i fynychu cyfarfod posibl gyda Gareth Pierce (CBAC). Gofynnwyd am y cyfarfod hwn gan gynrychiolwyr o NAPFRE a CCYSAGauC i drafod rhai o'r materion sydd ynghlwm â'r TGAU newydd.

Gobeithiaf y byddai fy mhrofiad fel athro a Phennaeth Adran AG yn y sector uwchradd, yn ystod yr amser hwn o newid yn addysg Cymru, yn werthfawr i Bwyllgor Gwaith CCYSAGauC a byddwn yn ddiolchgar i gael cyfle i wasanaethu'r pwyllgor pe cawn fy mhenodi.

#### **4. Mathew Maidment – Rhondda Cynon Taf SACRE**

I have worked at Bryn Celynnog Comprehensive School for over twenty years. Having graduated from UWIC, I started my career as a teacher of Physical Education and Religious Education in 1995.

Following a serious football injury I became a full-time member of the Religious Education department and am now Head of RE. I have held a number of roles during my time at the school including the coordination of PSE, Progress File, Learning Coaching and Key Skills and, having been both a Head of Year and Head of Lower School, I have been a member of the Extended Senior Management Team for the past four years.

I am passionate about Religious Education and recently became a member of the RCT SACRE. I also attended the WASACRE meeting in Ebbw Vale on the 25<sup>th</sup> November. Attending the RCT SACRE and the WASACRE meetings made me realise the importance of these organisations. With the changes taking place, within education in Wales, I believe the role of WASACRE is vital at this time. As curriculum time is squeezed we must ensure that the statutory obligation for schools to deliver appropriate and meaningful RE, across all key stages, is being adhered to.

At KS4 I am particularly concerned at the prospect of 'token gesture' RE being delivered as part of other qualifications such as the Welsh Baccalaureate. I believe we need to ensure that schools provide RE programmes that effectively cover an agreed syllabus, with regular and appropriate curriculum time across years 10 and 11.

I feel that the current WJEC GCSE options have worked extremely well, with option B, especially, proving engaging for KS4 pupils, regardless of their religious or non-religious backgrounds. It is, therefore, with great interest that I await the new GCSE specifications. I have been proactive in contacting Lynda Maddock (WJEC) to express my hopes for the new qualification and my support for the work she is doing. Furthermore, I was recently invited, by Gill Vaisey, to attend a potential meeting with Gareth Pierce (WJEC). This meeting has been requested by representatives from NAPfRE and WASACRE to discuss some of the issues surrounding the new GCSE.

I hope my experience as a teacher of RE and Head of Department in the secondary school setting, during this time of change within Welsh education, would be of value to the WASACRE Executive Committee and I would be grateful for the opportunity to serve the committee if appointed as a member.