

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

Date: 23 June 2017

Direct Dial: 01824 712568

e-mail: democratic@denbighshire.gov.uk

Dear Sir / Madam

You are invited to attend a meeting of the **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)** to be held at **10.00 am** on **WEDNESDAY, 5 JULY 2017** in **COUNCIL CHAMBER, COUNTY HALL, RUTHIN.**

Yours sincerely

G Williams
Head of Legal and Democratic Services

AGENDA

SILENT REFLECTION

1 APOLOGIES

2 DECLARATIONS OF INTEREST (Pages 5 - 6)

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

3 CONFIRMATION OF CHAIR AND VICE-CHAIR

To confirm the Chair and Vice- Chair of the current term of office.

4 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.

5 MINUTES OF THE LAST MEETING (Pages 7 - 12)

To approve and sign as a correct record, minutes of the previous meeting held on 13 February 2017.

- 6 ROLE OF SACRE** (Pages 13 - 26)
To discuss the monitoring and supporting role of SACRE.
- 7 ANALYSIS OF INSPECTION REPORTS** (Pages 27 - 30)
To receive the analysis of recent Estyn Inspection Reports.
- 8 LEAD PRACTITIONER - SUPPORTING THE NEW GCSE SPECIFICATIONS** (Pages 31 - 32)
To receive a verbal presentation regarding a GwE initiative to support the new GCSE specification in Religious Studies.
- 9 SCHOOL TO SCHOOL COLLABORATIVE WORKING - UPDATE** (Pages 33 - 34)
To receive a verbal update on the school to school collaboration.
- 10 WASACRE** (Pages 35 - 56)
- I. To receive the minutes of the last meeting of the Association Usk, Monmouthshire.
 - I. WASACRE summer meeting, 7th June, Wrexham.
 - I. Nominations for the WASACRE Executive Committee 2017.
- 11 DATE OF THE NEXT MEETING**
The next meeting will be held at 10am on Friday 13 October 2017 in Council Chamber, Russell House, Churton Road, Rhyl, LL18 3DP

MEMBERSHIP

Councillors Representing Denbighshire County Council

Ellie Chard
Tony Flynn
Tony Thomas

Joe Welch
Emrys Wynne

Representing Religious Denominations

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

Ms Mary Ludenbach
Mrs C Thomas
Lt. Sian Radford

Representing Teacher Associations

Mrs C Harmsworth

Ms. Ali Ballantyne

Co-opted Members

Ms. Tania Ap Siôn

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LOCAL GOVERNMENT ACT 2000

Code of Conduct for Members

DISCLOSURE AND REGISTRATION OF INTERESTS

I, (<i>name</i>)	<input type="text"/>
a *member/co-opted member of <i>(*please delete as appropriate)</i>	Denbighshire County Council
CONFIRM that I have declared a *personal / personal and prejudicial interest not previously declared in accordance with the provisions of Part III of the Council's Code of Conduct for Members, in respect of the following:- <i>(*please delete as appropriate)</i>	
Date of Disclosure:	<input type="text"/>
Committee (<i>please specify</i>):	<input type="text"/>
Agenda Item No.	<input type="text"/>
Subject Matter:	<input type="text"/>
Nature of Interest: <i>(See the note below)*</i>	<input type="text"/>
Signed	<input type="text"/>
Date	<input type="text"/>

*Note: Please provide sufficient detail e.g. 'I am the owner of land adjacent to the application for planning permission made by Mr Jones', or 'My husband / wife is an employee of the company which has made an application for financial assistance'.

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STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Minutes of a meeting of the Standing Advisory Council for Religious Education (SACRE) held in COUNCIL CHAMBER, RUSSELL HOUSE, CHURTON ROAD, RHYL on Monday, 13 February 2017 at 10.00 am.

PRESENT

Representing Denbighshire County Council

Councillors Arwel Roberts and Gwyneth Kensler

Representing Religious Denominations

Rev. B H Jones and Rev. Martin Evans-Jones

Representing Teacher Associations

Ms. Ali Ballantyne

ALSO PRESENT

Councillor Dewi Owens, Challenge Advisor for GwE (PL) and Committee Administrator (SJ and SLW)

SILENT REFLECTION

The meeting began with a few minutes silent reflection.

1 APOLOGIES

Apologies for absence were received from Councillor Ann Davies, Councillor Joe Welch and Mr Simon Cameron, Mr Dominic Oaks and Ms. Tania Ap Siôn.

2 DECLARATION OF INTERESTS

No Declaration of Interests.

3 URGENT MATTERS AS AGREED BY THE CHAIR

No urgent matters.

4 MINUTES OF LAST MEETING

The minutes of the Standing Advisory Council for Religious Education (SACRE) meeting held on the 19 October 2016 (previously circulated) were submitted.

The Challenge Advisor for GwE (CA) informed members he had contacted Denbigh High School to hold the SACRE meeting of 13 February 2017 in the school. He had

not received confirmation from the school, he therefore made alternative arrangements for the scheduled meeting.

NOTED that subject to the above, the minutes of the SACRE meeting held on the 20 June 2016, be proposed for approval as a correct record at the Committee's next meeting.

5 ANALYSIS OF INSPECTION REPORTS

The Challenge Advisor for GwE (CA) submitted a report (previously circulated) which provided an analysis of Estyn Inspection Reports published in the autumn term.

Inspections had been carried out at St Brigid's School, Denbigh, Ysgol Plas Brondyffryn, Denbigh and Ysgol Dewi Sant, Rhyl and details relating to each of the respective schools had been included in the report and were summarised by the CA. The Committee were informed the Estyn Reports had decreased with 3 key questions being addressed. The CA provided Members with a brief resume of the findings relating to each school, and the comments and outcomes were noted by Members.

The CA explained the importance of membership on SACRE to ratify the new curriculum. The CA explained a new syllabus was being looked into, with a number of schools trialling the new syllabus in 2018 and the new curriculum to be statutory by 2021.

NOTED that the report be received and its contents noted.

6 EXAMINATION RESULTS 2016

The Challenge Advisor for GwE (CA) submitted the summary of Examination Results 2015-2016 Report (previously circulated) which included details of :-

- GCSE Religious Studies- Full Course

The CA highlighted the data provided in respect of:-

- Dinas Bran – New Head Teacher appointed.
- Denbigh High School – Slight number reduction saw a large decrease in the number of A*-C grades achieved.
- Prestatyn High School – Suffered number reduction but still achieved above the national average figure
- Brynhyfryd – Slight number reduction but achieved 100% A*-C grades.

The CA explained that the number of entrants on the full course had dropped in the County but had also dropped across Wales.

The CA informed Members a new Head Teacher had been appointed at Dinas Bran High School and was hopeful for positive outcomes following the appointment.

- GCSE Religious Studies – Short Course

The CA highlighted the data provided in respect of:-

- Across the local Authority an increase in pupil entrance to the short course examination was observed
- Dinas Bran – Saw an increase in participants but only a 2% A*-C pass.
- Glan Clywd – Did not enter any pupils for the short course examination
- Rhyl High School – Saw an increase of 26.2% achieving A*-C grades.

The CA explained to Members the responsibility of providing Religious Education in schools was mandatory, but there was no requirement for pupils to be examined. The short course option had been used as an alternative for students to gain a qualification.

The CA raised a concern regarding Dinas Bran High School's results and informed the Committee he would be asking what was to be done to improve results in the future.

- GCSE Religious Studies – A Level.

The following issues were highlighted in respect of:-

- It was noted that an increase was observed in the number of entrants in Local Authority sitting Religious Studies.
- Glan Clwyd had a rise in the number of pupils entered for A Level Religious Studies and achieved 100% A*-C pass.

NOTED that, subject to the above, the summary of the Examination Results 2016 Report be received and noted.

7 STATUS OF AN AGREED SYLLABUS

The Challenge Advisor for GwE (CA), provided the Committee a verbal report on the status of an agreed syllabus.

The CA explained to Members the Welsh Baccalaureate was having a negative impact on the amount of time RE received in KS4. The CA informed Members there was no data to support concerns to this change, in light of this the CA stated he was hopeful a questionnaire would be made available for schools to complete. Within which a reminder of the importance of Religious Education in schools would be emphasised.

Members made it clear they wanted the questions to be precise to enable the response to be used to question the changes to the curriculum. Alison Ballantyne suggested that the questionnaire be sent to both Head Teachers and Governors of Schools to emphasise the importance of completing the questionnaire to capture the necessary data. The CA noted the comment.

NOTED that the Committee receive the verbal update and the position noted.

8 UPDATE ON SACRE AND SCHOOL TO SCHOOL COLLABORATION

The Challenge Advisor for GwE (CA) provided a verbal update including training that was scheduled. Training had been scheduled for March and April.

Training sessions had taken place last Summer term, to recap on the syllabus and ensure it was being adhered to. The CA informed the Committee the training session was well received with over 50% of attendees in agreement the day had been a positive recap.

Rev. Martin Evans-Jones expressed an interest to attend future scheduled training sessions. The CA provided the Committee details of the upcoming training events.

The CA informed Members that teachers were to be trained to lead monitoring in schools and support teacher co-operation, with schools and GwE, providing feedback and information to be shared via the Welsh HWB.

NOTED that the Committee receive the verbal update.

9 WASACRE

The minutes of the meeting of the Wales Association of SACREs (WASACRE) held at Carmarthenshire on the 18 November 2016 (previously circulated) were submitted for Members' information.

The Challenge Advisor for GwE (CA) informed the Committee the Welsh Government and WASACRE were working with schools to produce the curriculum by 2021.

The CA expressed the importance of Church representation present at both SACRE and WASACRE meetings. He explained the importance of feedback from SACRE meetings to emphasise the need for Religious Education on the Curriculum.

Councillor Gwyneth Kensler asked the CA, how representation from different faiths was acquired. The CA explained to Members the process for representation of denominations at SACRE meetings. The CA stated that in the South of Wales better representation of different faiths was observed. It was explained by the CA that data was collated nationally to obtain data for analysis.

NOTED that the minutes of the WASACRE held on 18 November 2016 be received and noted.

10 DATE OF NEXT MEETING

The next meeting of the Denbighshire SACRE had been scheduled for 10am Wednesday 5 July 2017 in Council Chamber, County Hall, Ruthin LL15 1YN

The meeting concluded at 11.20 a.m.

Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		5/7/2017
Agenda Item:	6	Report Details
<u><i>Background:</i></u>		
<p>SACRE has a statutory duty to monitor the provision of RE and collective worship in the schools.</p>		
<u><i>Purpose:</i></u>		
<p>With the possibility of new members on SACRE after the local elections, the monitoring and supporting roles of SACRE will be discussed. – See booklet ‘so you’re joining your local SACRE.</p>		
<u><i>Recommendations:</i></u>		
<ul style="list-style-type: none"> ▪ To receive the report 		

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**SO YOU'RE
JOINING YOUR LOCAL
SACRE...**

A HANDBOOK FOR
SACRE
M E M B E R S
I N W A L E S

This document has been produced by the Churches' Joint Education Policy Committee, a co-ordinating group of CYTUN and ChurchesTogether in England, in detailed consultation with the Society of Education Officers and the Wales Association of SACREs. This process has been generously supported by grants from the British and Foreign Schools Society and Wales Association of SACREs (to prepare the Welsh Language version).

Further copies are available, free of charge, from
WASACRE Officers
SACRE Clerks of each LEA in Wales

SO YOU'RE JOINING YOUR LOCAL SACRE . . .

You may have been:

persuaded
elected
volunteered

This booklet:

- ◆ is intended as a guide;
- ◆ points out appropriate legal documentation;
- ◆ identifies support material;
- ◆ enables you to work within your SACRE to support and encourage local schools to ensure high standards in Religious Education and worship.

WHY IS THERE A SACRE?

In 1944, Local Education Authorities (LEAs) were empowered by law to set up a Standing Advisory Council on Religious Education, known in short as a SACRE. In 1988, LEAs had a duty laid upon them to do so.

WHAT DOES A SACRE DO?

It is required by law that RE be taught in schools, but RE is not part of the National Curriculum. Instead RE is a local responsibility. SACREs oversee RE and Collective Worship.

WHO WILL YOU MEET AT A SACRE?

A SACRE is designed to represent all the interests of the local community. You could find elected councillors, representatives of faith communities, and members of the education community.

WANT TO KNOW MORE?

A SACRE is part of the local government machinery

Welsh Office Circular 10/94, para 88:1 a 2; Education Act 1996, Pennod III

WHAT ARE ITS DUTIES?

Its main function is to advise the LEA on matters related to Collective Worship in community schools and some other schools and on the Religious Education given in accordance with their Agreed Syllabus. The situation is complicated. Figure 1 may help.

- ◆ The SACRE can require the LEA to review its Agreed Syllabus.
- ◆ It must consider applications from head teachers that their school be released from the requirement for Collective Worship to be wholly or mainly of a broadly Christian character. This is known as a determination.
- ◆ The SACRE must publish an Annual Report of its work.

ACCAC, Annual SACRE Reports: Guidance on the Format and Structure

ACCAC Review of SACRE Reports

Figure 1: Religious Education and Collective Worship in School

		Schools Having a Religious Character			
		<i>Voluntary Aided</i>	<i>Voluntary Controlled</i>	<i>Foundation</i>	<i>Community</i>
<i>Religious Education</i>	Reflects religious character (1)	LEA Agreed Syllabus (2)	LEA Agreed Syllabus (2) (3)	Not applicable	
<i>Worship</i>	Reflects religious character	Reflects religious character	Reflects religious character	Not applicable	

		Schools Having No Religious Character			
		<i>Voluntary Aided</i>	<i>Voluntary Controlled</i>	<i>Foundation</i>	<i>Community</i>
<i>Religious Education</i>	LEA Agreed Syllabus	LEA Agreed Syllabus	LEA Agreed Syllabus (3)	LEA Agreed Syllabus	
<i>Worship</i>	1996 Act - Broadly and Mainly Christian	1996 Act - Broadly and Mainly Christian	1996 Act - Broadly and Mainly Christian	1996 Act - Broadly and Mainly Christian	

Notes: Parents have the right to withdraw their children from RE and/or Collective Worship in all schools.

- (1) Parents can opt for their children to receive Agreed Syllabus RE.
- (2) Parents can opt for their children to receive RE in accordance with the religious character of the school.
- (3) These schools have a five-year period to return to their LEA Agreed Syllabus if they have been using a syllabus from another authority.

WHAT ELSE CAN A SACRE DO?

A SACRE's broad role is to support effective provision of RE and Collective Worship within its remit, see Figure 1, by:

- ◆ giving advice on methods of teaching agreed syllabus RE including the choice of teaching materials;
- ◆ advising the LEA on the provision of training for teachers;
- ◆ monitoring inspection reports on RE, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- ◆ considering complaints about the provision and delivery of Religious Education and Collective Worship referred to it by the LEA.

As a member of your local SACRE, you will be involved in the formal process as required by the law. It is, however, an opportunity to work with others to look creatively and imaginatively at the religious education of young people in your community. Make time to dream dreams!

SOME MORE ABOUT THE COMPOSITION OF A SACRE

This is defined by law. It is made up of three committees. See Figure 2.

Figure 2: The Composition of a SACRE



Each of these committees has equal voting rights (one vote per committee).

COMMITTEE A

Within these groups will be those from faith communities represented within the locality.

This contains representatives of Christian denominations, e.g., some of the following: the Roman Catholic Church, Church in Wales, Free Churches, Baptist, Methodist, Presbyterian Church of Wales, Union of Welsh Independents, United Reformed Church, Salvation Army, Society of Friends.

It also might contain representatives from other Faiths, e.g., Muslims, Jews, Hindus, Sikhs, Buddhists, Bahais, Parsees, Jains.

The composition of Committee A will vary from SACRE to SACRE as it reflects the variety and numerical representation of the different faith communities in the locality.

Humanist representatives cannot be members of Committee A but can be co-opted to the SACRE as additional members.

COMMITTEE B

The teacher members of the committee are representatives of teacher associations. It is the Local Authority that decides which teacher associations will be represented. They may approach the teacher unions, but it is possible that associations of RE teachers in the local area will be asked to provide a representative.

COMMITTEE C

It is the local authority's responsibility to provide their own representatives for this committee. The LEA may wish to have all parties and viewpoints from across the political spectrum represented on the SACRE.

SOME PRACTICALITIES

How often does a SACRE meet?

There is no hard and fast rule about the number of meetings a SACRE should hold each year. It must, however, meet sufficient times to fulfil its statutory duties. WASACRE recommends that this necessitates meetings being held at least once a term. There is a requirement to produce an Annual Report.

If I'm not there, will it matter?

- ◆ Each committee should have at least one member present.
- ◆ Decisions cannot be made unless there is at least one person present to cast the committee's single vote.
- ◆ Co-opted members do not have a vote.

Will I be asked to Chair the meeting?

The law does not state how the Chair of a SACRE should be appointed. The LEA can make this decision or can allow the SACRE to choose the Chair from amongst their members. As a member of the SACRE you could, therefore, be appointed Chair of the SACRE, but not against your will!

Welsh Office Circular 10/94, para. 114, 115

Will I be asked to take the minutes?

The LEA's responsibility to set up a SACRE implies a duty to fund it. This means the LEA should provide a clerk for the SACRE who would attend and minute each meeting. The clerk is usually the point of contact for SACRE matters within the Local Authority.

COLLECTIVE WORSHIP

Figure 1 shows the types of school whose Collective Worship comes within the remit of the SACRE. These schools are required to provide a daily act of Collective Worship which 'shall be wholly or mainly of a broadly Christian character'. This means it reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination.

Education Act 1996, Chapter III

WASACRE recommends that SACRES:

- ◆ receive inspection reports;
- ◆ monitor good practice, including any difficulties;
- ◆ offer advice to head teachers and governing bodies and disseminate good practice.

Many SACREs produce their own statements on Collective Worship.

DETERMINATIONS

Determinations are 'exceptions from broadly Christian Collective Worship'. The determination procedure allows for the requirement that Collective Worship should be 'wholly or mainly of a broadly Christian character' to be lifted in respect of some or all of the pupils in a school for whom this is deemed inappropriate.

Applications for determinations are made to the SACRE by the head teacher of any community school after consultation with the school's governing body. Determinations are only possible for schools that have no religious character. The SACRE should review each determination every five years.

Education Act 1996, Chapter III, Welsh Office Circular 10/94, para. 68-80

RELIGIOUS EDUCATION

Figure 1 shows the types of school whose provision for Religious Education comes within the remit of a SACRE. These schools are required to follow the local Agreed Syllabus for RE which must 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'.

Education Act 1996, Chapter III, Welsh Office Circular 10/94, para. 31-37

SACREs should provide advice on:

Methods of teaching RE

How is the Agreed Syllabus best delivered to each age group? What mixture should there be of formal content, thematic work, group work, personal discovery, visits to specified buildings or events, and visitors with an educational remit? What is the relationship to cross-curricular studies, to spiritual, moral, social and cultural development, and to Personal, Social and Health Education (PSHE)? Is the distinctiveness of RE being maintained in such relationships?

Choices of resources for RE

National publications review all new RE materials and resource centres can be visited by teachers. The SACRE should consider cost factors and offer, with an RE Adviser's help, advice on the most appropriate (or most economic) materials to deliver the aims, objectives and content of the Agreed Syllabus.

Training of teachers

National surveys show that the effective introduction of a new Agreed Syllabus requires a considerable investment in resources and in the training of all primary teachers and all those teaching RE in secondary schools, if the syllabus is to be properly implemented. SACREs should ensure that LEAs are aware of the need for teachers to be trained to deliver effectively the Local Agreed Syllabus for RE.

WASACREs recommends that SACREs:

- ◆ receive inspection reports;
- ◆ monitor good practice in the delivery of the Agreed Syllabus and take note of any difficulties;
- ◆ disseminate good practice on the teaching of RE.

Other interests also include:

Assessment and testing

SACREs should monitor school approaches to assessing pupils' progress in RE. They should also be aware of the uptake of external examinations in RE and RS.

RE and SMSC

SACREs should be aware of the links between pupils' RE and their spiritual, moral, social and cultural development. Committee A has the opportunity to indicate areas of knowledge that pupils should have about religious beliefs and the influence these have on the formation of attitudes and values.

Religious teaching from within the faith community

SACREs should be aware that some pupils will be formally receiving teaching about their own religion from their parents or through attendance at church, gurdwara, mosque, synagogue or temple. The style of this teaching could differ from religious education, prescribed by law, to be delivered in their schools.

REVIEW OF THE RE SYLLABUS

It is required by law that every LEA institute a review of its locally agreed syllabuses within five years of the last review.

If committees A and B ask the LEA in writing to reconsider its Agreed Syllabus it must convene a conference for that purpose.

Education Act 1996, Chapter III

SO WHAT IS AN AGREED SYLLABUS CONFERENCE (ASC)?

An ASC is convened in order to produce an Agreed Syllabus for RE. It is a separate legal entity from a SACRE.

An ASC:

- ◆ contains the same committees as the SACRE;
- ◆ can be made up of SACRE members but need not do so. There is no provision for co-opted members.

The Chair of the ASC can be appointed by the LEA or the LEA may allow the ASC to choose its own Chair.

The LEA's responsibility to convene the ASC implies a duty to provide funds for its work.

For detailed provisions, see Education Act 1996, Chapter III, Schedule 31

WHAT IS THE DISTINCTIVE CONTRIBUTION OF EACH OF THE COMMITTEES TO THE WORK OF SACREs?

COMMITTEE A

Committee A is made up of representatives from faith communities represented within the locality. Members of Committee A:

- ◆ should present a positive image of their religion, so that members of the other Committees are disabused of any religious stereotypes of each denomination or religion. They must also make clear any grounds on which they may differ from each other, but also the respect they have for each other's viewpoints – since such convictions and mutual understanding both lie at the heart of effective classroom RE.
- ◆ can create opportunities within SACRE meetings to raise awareness of issues of sensitivity in the teaching of RE to the children of their faith community.
- ◆ should appreciate the difficulties schools are facing in the area, support their best endeavours, and act, where necessary as a link between schools and the faith communities.

COMMITTEE B

Committee B is made up of teachers who are representative of teacher associations. Members of Committee B should:

- ◆ have a real and positive interest in RE in primary, secondary or special schools;
- ◆ ensure that the needs of schools and teachers are considered by the SACRE in their discussions;
- ◆ provide SACRE with information about the context in which RE is taught in the schools in the local authority;
- ◆ ensure that the associations they represent are informed about the work of the SACRE;
- ◆ create opportunities for other teachers to learn more about the work of the SACRE and give them the opportunity to have their views expressed at SACRE meetings;
- ◆ consult other teachers on matters of particular importance to the work of SACRE.

COMMITTEE C

Committee C is made up of representatives of the local authority. Members of Committee C:

- ◆ can bring to the meeting the breadth of educational issues and concerns which elected members are wrestling with and place RE's role within it;

- ◆ can be the supporters of RE within the various committees and structures of the LEA/ County Council;
- ◆ can give political support to enable RE, because of its local determination, flourish within each LEA – financial support, advisory support etc;
- ◆ can appreciate the issues raised by a multi-faith, multi-cultural society for the education of children in RE, and reflect these issues in the Education Committee, Scrutiny Committee, and Cabinet etc. as a means of supporting RE;
- ◆ can bring the ‘public’ dimension to the debate about RE provision and support.

MAKING THE WORK OF SACREs KNOWN

To Local Education authorities

- ◆ The relationship of SACREs to the work of the LEA and elected members is important. **SACREs should ensure that their proceedings are reported to the LEA’s Education Committee, or, where there is no longer an Education Committee, the appropriate committee established by the Authority to make decisions about education services,** through the circulation of the agreed minutes of each meeting as well as by the formal presentation, to that committee, of their Annual Report.
- ◆ **The local RE Adviser can provide professional guidance** and practical expertise which can be used by the SACRE. Their attendance at SACRE meetings is invaluable.

To schools, governors and parents

- ◆ Many schools seem unaware of the responsibilities and activities of their local SACRE. It would be helpful for SACREs to suggest that each school’s staff notice board should display information about SACRE membership so that classroom teachers may know whom to contact. In this way the specialist expertise on different faiths represented on a SACRE may be a source, to schools, of advice representative of the religion or denomination concerned.
- ◆ Many governing bodies and parents are also unaware of the activities of their local SACRE and the impact of this on the teaching of RE. It would be helpful if the availability of the SACRE Annual Report is made more widely known.

To the faith communities

- ◆ Individual faith community members have a responsibility to inform those they represent about the activities of a SACRE. They should also be available to receive views of their community to feed into SACRE discussions.
- ◆ The SACRE Annual Report should be sent to the faith communities represented on the SACRE.

To the general public

- ◆ The SACRE meetings are open to the general public. Notice of meetings should be given and relevant documents made available.

RESOURCES

EDUCATION LEGISLATION

Education Act 1996, Part V, Chapter III, Schedule 31

School Standards and Framework Act 1998, Chapter VI and Schedules 19 and 20

The Welsh Office *Circular number 10/94* Religious Education and Collective Worship

Qualification, Curriculum and Assessment Authority for Wales (ACCAC):

Annual SACRE Reports - Guidance on Structure and Format. ISBN 186112 0648

Review of SACRE Reports - produced annually

Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		5/7/2017
Agenda Item:	7	Report Details
<u><i>Background to the Report:</i></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><i>Purpose of the Report:</i></u>		
<p>To inform members of the outcomes of recent Estyn Inspection Reports on schools.</p>		
<u><i>Recommendations:</i></u>		
<ul style="list-style-type: none"> ▪ To receive the report ▪ A letter be sent to each of the schools informing them that their Inspection Report has been considered, congratulating them for good features identified, and reminding them of the services of the Senior Learning Adviser RE and School Improvement Officers in relation to any areas for development or key issues needing addressing. ▪ To request the LEA to distribute the letters to the schools involved 		

Analysis of Inspection Reports Denbighshire SACRE

Summer 2017

(Reports published in the Spring term)

2 schools

1 using the current framework

1 using the new framework – Sept 2017 onwards

School	Dates	Reporting Inspector
Denbigh High School	November 2016	
<p><i>Denbigh High School is an English-medium 11 to 18 mixed comprehensive school and is maintained by Denbighshire local authority. The number of learners has decreased from the 726 at the time of the last inspection to the current 607. Over this time, the number in the sixth form has decreased significantly from 126 to the current 75.</i></p> <p><i>The school serves Denbigh, St Asaph and the surrounding rural areas. Around 17% of pupils are eligible for free school meals, which is similar to the national average of 17.1%. Just over 14% of pupils live in the 20% most deprived areas in Wales. About 6% of the learners speak Welsh as a first language or to an equivalent standard. Very few pupils receive support to learn English as an additional language and very few pupils come from an ethnic minority background.</i></p>		
Ysgol Llanbedr	February 2017	Mr Richard Lloyd
<p><i>Ysgol Llanbedr Church in Wales Primary School is in the village of Llanbedr Dyffryn Clwyd near Ruthin in Denbighshire. There are currently 45 pupils at the school, including nine part-time pupils who attend the nursery provision. There are two mixed-age classes. Around 9% of pupils are eligible for free school meals. This is much lower than the national average of 20%. The school identifies 21% of pupils as having additional learning needs. This figure is slightly lower than the national average of 25%. All pupils are of white British ethnicity and nearly all speak English as their main language. A very few pupils speak Welsh as a first language at home.</i></p>		

Current Inspection Framework

COMMENTS

Key Question 2: How good is provision?

Learning experiences:

- The curriculum provides pupils with suitable opportunities to learn about different cultures and the world around them, for example by comparing their lives with those of children in Lesotho and by writing to children in Germany. (Llanbedr)

Care, support and guidance:

- Teachers and staff promote pupils' moral development well, through fostering values such as honesty, fairness and principles that help pupils to distinguish right from wrong. There is good provision to encourage pupils' social and cultural development, with opportunities for pupils to contribute to their local community, such as through charity walks and visits to local country parks. Regular collective worship and religious education lessons provide worthwhile opportunities for pupils to develop their spiritual awareness and to reflect on their own and others' beliefs. (Llanbedr)

Learning Environment:

- The school is a friendly and inclusive learning community. It places considerable importance on promoting a sense of belonging and

developing positive values amongst staff and pupils. For example, regular acts of collective worship raise pupils' awareness of the importance of friendship, fairness and tolerance well. (Llanbedr)

Key Question 2: How good are leadership and management?

Partnership working:

- Pupils take part regularly in concerts, eisteddfodau and activities for the elderly in the community and local churches. These experiences reinforce their understanding of the importance of contributing positively to their local community. (Llanbedr)

Inspection framework – September 2017 onwards:

Denbigh High school was a pilot for the new framework: The current framework has 3 key questions on standards, provision and leadership. The new framework has five clear areas of focus:

- 1) Standards,
- 2) Wellbeing,
- 3) Teaching and learning experiences;
- 4) Care, support and guidance
- 5) Leadership and management

4) Care, support guidance

- There is a suitable range of activities to develop pupils' social and creative skills. These include annual school musical productions, technology challenges, and participation in local history events in the community. Subjects such as history and religious studies, the personal and social education programme, and assemblies also contribute usefully to developing these aspects of pupils' development. This provision also supports the spiritual, moral, social and cultural development of pupils fittingly.

Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		5/7/2017
Agenda Item:	8	Report Details
<u>Background</u>		
<p>Welsh Government has provided funding for local consortia to support the implementation of the New GCSEs. GwE have commissioned 3 teachers across North Wales to support in this venture.</p>		
<u>Purpose</u>		
<p>To receive a presentation from the Denbighshire and Conwy Lead Practitioner for Religious Education.</p>		
<u>Recommendations:</u>		
<ul style="list-style-type: none"> • To receive the report 		

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<p>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</p>		
Date of Meeting:	5/7/2017	
Agenda Item:	9	Report Details
<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 an update regarding the school to school collaborative working group</p>		
<p style="text-align: center;"><u><i>Recommendations:</i></u></p> <ul style="list-style-type: none"> • To receive the report. • To consider any further action as may be required 		

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Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		5/7/2017
Agenda Item:	10	Report Details
<p style="text-align: center;"><u><i>Background to the Report:</i></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 style="text-align: center;"><u><i>Purpose of the Report:</i></u></p> <p>For members to be informed as to the focus and main outcomes of the previous meeting.</p>		
<p style="text-align: center;"><u><i>Recommendations:</i></u></p> <ul style="list-style-type: none"> ▪ To receive the minutes of the last meeting of the Association Usk, Monmouthshire. ▪ WASACRE summer meeting, 7th June, Wrexham. 		

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Cyfarfod Cymdeithas CYSAG au Cymru, yn Sir Fynwy Swyddfeydd y
Cyngor, Neuadd y Sir, Rhadyr, Brynbuga. 3 Mawrth 2017 (10.30am – 3pm)

Wales Association of SACREs meeting, at the Monmouthshire County Council
Offices, County Hall, Rhadyr, Usk, NP15 1GA. 3 March 2017 (10.30am –
3pm)

Attendance

<p>Ynys Môn / Anglesey Bethan James Rheinallt Thomas</p> <p>Blaenau Gwent Gill Vaisey Soam Sharma Chris Abbas Mal Jilani</p> <p>Pen-y-bontarOgwr / Bridgend Edward Evans Vicky Thomas</p> <p>Caerffili/ Caerphilly Enfys Hawthorn Janet Jones Vicky Thomas</p> <p>Caerdydd / Cardiff Gill Vaisey</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry</p> <p>Ceredigion</p> <p>Conwy Phil Lord Nicholas Richter</p>	<p>Sir Ddinbych / Denbighshire Phil Lord</p> <p>Sir y Flint / Flintshire Phil Lord</p> <p>Gwynedd Bethan James</p> <p>Merthyr Tudful / Merthyr Tydfil Vicky Thomas Ernie Galsworthy</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey Val Howells Peter Baines Kath Fitter N Baicher Tudor Thomas Bob Cotterell Sue Cave Liz Hackett Pain</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot</p> <p>Casnewydd / Newport Huw Stephens N Baicher Sally Northcott Vicky Thomas</p> <p>Sir Benfro / Pembrokeshire Mary Parry Huw George</p>	<p>Powys John Mitson Margaret Evitts</p> <p>Rhondda Cynon Taf Paula Webber Mathew Maidment</p> <p>Abertawe / Swansea Vicky Thomas</p> <p>Torfaen /Torfaen Marilyn Frazer Kenneth Jacob Vicky Thomas</p> <p>Bro Morgannwg / Vale of Glamorgan Paula Webber Dafyd Trehearne R. Delpak</p> <p>Wrecsam / Wrexham Libby Jones Tania ap Sion</p> <p>Sylwedyddion / Observers Simon Oram Clare Cooper Sharon-Perry Phillips Tudor Thomas (REMW) Andrew Jones (Caldicot School) Fr Bernard Sixtus (Catholic Archdiocese of Cardiff) Pauline Smith (Welsh Government) Manon Jones (Welsh Government)</p>
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Minutes

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

The Chair of WASACRE, Phil Lord (PL), thanked Cantref and Shirenewtonschool choirs for the excellent entertainment provided. He welcomed members to the Council Chamber at Usk, Monmouthshire. Monmouthshire SACRE representatives were available to talk to members during the day.

Thanking WASACRE for choosing the venue, Cllr. Jim Higginson welcomed members to the Chamber saying that at Monmouthshire County Council Religious Education is never underestimated or undervalued. Members were also welcomed by Chair of Monmouthshire SACRE, Liz Hackett-Payne, who expressed thanks to all who had organised the day. She told members it is a privilege to act as Chair to Monmouthshire SACRE, which works on the premise of complete inclusivity. She recognized that the SACRE thrives as a result of the dedication of faith representatives, who bring a valid and respected perspective to SACRE. She acknowledged teacher reps, fully supportive councillors and other members who bring academic expertise. Liz spoke of the positive nature of the SACRE in carrying out their duty to monitor RE in schools. The SACRE organises an RE event, including workshops, to help the transition between primary and secondary schools. This enhances the ability of children to understand many faiths. Additionally, the SACRE has received presentations from teachers and pupils who made school visits to Auschwitz and to Jerusalem. Liz believes SACRE is a force of positivity and inclusivity and stated that, with twenty-two SACREs working together, WASACRE has a very important role in RE. She encouraged WASACRE to ensure that the roles of SACREs are not eroded and that SACRE's statutory duties remain foremost in the eyes of the local authority and Welsh Government.

2. **Adfyfriotawel / Quiet reflection**

PL showed a YouTube film (<https://www.youtube.com/watch?v=BQbeWFxsRp0>) about the importance of St David's Day from Little Milly aged 4. He also spoke about Shrovetide and Lent, reflecting on how community celebrations are connected to the past, which is an important aspect of Religious Education.

3. **Ymddiheuriadau / Apologies**

Apologies received from Andrew Pearce, Cllr Lyndon Lloyd, Alwen Roberts, Mark Champion, Cllr Mary Barnett, Helen Gibbon, Rachel Bendell, Alison Lewis, Shè-zèr Kandro, Meinir Wynne Loader.

4. **Cofnodion y cyfarfod a gynhaliwydyng Nghaerfyrddin, 18 Tachwedd 2016 / Minutes of meeting held in Carmarthen, 18 November 2016**

The minutes were accepted as a true record of the meeting. Proposed by RheinalltThomas (RT) and seconded by Gill Vaisey (GV).

5. **Materionyncodi / Matters arising**

P3. The work collating REMW RE Ideas continues to be a work in progress.

P3. Humanist attendance – The guidance document Welsh Office Circular10/94 is restrictive; however the guidance stands until it is changed. GV told WASACRE members that Kathy Riddick has sent a new book *What is Humanism?* written by Michael Rosen and Annemarie Young for KS2 and KS3

pupils. Kathy said she would like to have been present at the meeting but was unaware about it until recently.

P3. WASACRE has received a response from Welsh Government regarding the status of the agreed syllabus.

P.4. Executive members have met with the Minister, Kirsty Williams. The status of the Agreed Syllabus was discussed and the Minister asked for evidence that schools are not complying. Members discussed whether SACREs can produce evidence that statutory requirements are not being met. Members acknowledged that there is a procedure to follow if schools are found not to be meeting their statutory requirement for RE and that SACREs should try to resolve the problem in the first instance. GV was heartened by the Minister's response, as she stated that schools should be meeting higher standards and was adamant, therefore, that all schools must follow the Agreed Syllabus. If they did not they could not meet those required standards. GV reported that the Minister was very strong in backing WASACRE on this issue.

P. 5. The presentation from lead practitioners will go ahead in Wrexham

P. 7.PL attended the EFTRE Executive meeting. He visited a variety of schools and had the opportunity to stay with a family in Finland. There will be a presentation/summary in Wrexham.

P.8. Item 9. Edward wrote to the Minister. Statutory requirements are devolved.MP said Westminster can pass legislation and Welsh Government decides whether Wales accepts or rejects legislation. There are no powers retained by Westminster that apply to just education. This concurs with the fact that the REC Commission only applies in England. Wales is a legislative power, but Human Rights and other areas of law are not devolved. So when making decisions Welsh government have to ask whether this is solely education or does it include things that are not devolved matters.

Action: Thanks will be written to Kirsty Williams for a swift reply – EE.

P.10. Date of the summer meeting in Wrexham is Friday 7th July in the Council Chamber.

6. **CyflwyniadNAPfRE / NAPfRE presentation:**

Cyfoethogi'r cwricwlwm modern - o safbwynt ysgol arloesi / Enriching the modern curriculum – from a pioneer school perspective –Owain ap Dafydd Ysgol Gyfun Cwm Rhymni

Owain ap DafyddYsgol Gyfun Cwm Rhymni gave a presentation on the Donaldson Report/*Successful Futures*. Cwm Rhymni, the only Welsh medium school in Caerphilly, will have over 2000 pupils within 5 years. They see themselves along with the feeder primaries as part of a 'family of schools'. When children start primary school they belong to Cwm Rhymni. Pupil progress is at the heart of the school. The school has responded to *Successful Futures*/the Donaldson Report. The school has taken on board *Successful Futures* and the 4 Purposes are already being adopted by the school. The main focus at the school is on pedagogy, leadership and collaboration. Literacy is at the heart of everything. When lesson observations take place they look at whether the 4 Purposes are met. Specialists in secondary school are working with primary schools to develop the curriculum. The school has introduced Leaders of Pedagogy (LOP). Subject leaders are also responsible for developing staff. The school employs a Senior Leader of Pedagogy on TLR1. LOPs will be leading the six areas of the new curriculum. Cluster work is essential. They support primary schools and advise on subject specialisation. They also worked with Ysgol Llanharia Foundation unit KS2 and KS3 looking at pedagogy. The school takes time to reflect

and improve and are developing consistency in a 3-16 curriculum. Transition is a key in Successful Futures. Teachers visit primary schools on a regular basis to get to know the children individually. Curriculum development was seen as a way forward in developing the confidence and wellbeing of pupils. Cross curricular events are fundamental in Ysgol Cwm Rhymni. The Head talked about being in the Aberfan area and marking this history in cross curricular activities in a similar way they have marked the history of the Holocaust. The RE department is very important in this cross curricular approach. Welsh Bacc is also seen as fundamental to the development of the curriculum. Ysgol Cwm Rhymni now teaches RE through the Welsh Language Curriculum. Owain said that rather than the usual one hour per week, as a result of this change RE now gets four hours per week. He reported that Estyn were happy with the provision. The co-ordinator of RE works very closely with the Welsh department. In Owain's opinion, resources for RE are better with this approach as the Welsh department have helped to develop the resources. This, he maintains, brings out a better understanding from the language. The consistency and quality of the Welsh has improved and the quality of RE has improved as a result of the improved status of the teachers teaching RE. RE is compulsory subject in Donaldson in the Humanities AoLE. The headteacher believes that the 4 Purposes fit in ideally with RE. RE is more than just another subject it contributes to wellbeing. He said that in an area where deprivation is high and people have significant concerns about perceived migration in the valleys of Wales, RE is developing respect and understanding.

PL thanked Owain for providing an understanding of what is happening across the school. During questions a member said that the Head had talked about KS3 having to meet the requirements of the Agreed Syllabus. But what happens at KS4? Owain said that a Cross curricular approach is taken. RE has been taught by people who are not subject specialists in the school. Sometimes through cross curricular days but that the school has covered Agreed Syllabus and that this has been recognised by Estyn. Welsh Bacc is also being used to teach RE. He said that the school did not go down the short course route, but GCSE and A Level Religious Studies are popular options. Huw Stevens (HS) asked how much time was being given to History and Geog. Owain said that they continue to have one hour per week. He reiterated that he believed that RE has improved through teaching in first language Welsh lessons. A question was asked about the quality of teachers applying at the school. Owain said that to produce good students we need good teachers and that they don't have a shortage of people applying at Cwm Rhymni. Once appointed, they are given the opportunity to develop. In answer to another question Owain confirmed that RE is the only subject to be taught through first language Welsh lessons, but that some RE was also taught during registration period and through the Welsh Baccalaureate. Discussions followed with a clear message that WASACRE members didn't think that teaching RE through registration periods could be considered as good practice.

7. **Cyflwyniad WASACRE/WASACRE presentation:**

Gwaith y rhwydwaith ysgolion arloesi a'r MDAPh Dyniaethau/Work of the pioneer school network and the Humanities AOLE - Manon Jones

PL introduced Manon Jones to WASACRE. He informed members that WASACRE are now meeting with Welsh Government on a regular basis.

Manon Jones brought WASACRE up to date on the current progress of the new curriculum with particular reference to the Humanities AOLE. Successful Futures was published two years ago and

Manon considered that the heart of the new curriculum is to encourage young people to develop as full members of society and that this is reflected in the 4 Purposes. Manon reported that the recommendation is that RE continues to be a statutory requirement. Welsh Government have published a document *A curriculum for Wales, a Curriculum for Life* (<http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales-curriculum-for-life/?lang=en>). Manon's presentation summarised some of the main points within this document which will bring fundamental changes to the Education system in Wales. The curriculum will be fully implemented in 2021. There will be a robust accountability system throughout the development of the curriculum. The pioneer network was set up in 2015. Digital Competence is one area of the curriculum that has already been developed. In 2017 there will be practical support for the professional teaching pioneers who are developing the new curriculum. Welsh Government is looking at ways to prepare the practitioners for the new curriculum and have developed a network of schools across Wales so that there is proper representation. There will be a collaborative approach to the development of the AoLE. Pioneers will identify what is working at the moment, share and provide feedback. This will be an inclusive approach with practitioners leading the work. They will be working with experts from Wales and the world. Welsh Government, Estyn, Qualifications Wales and other stakeholders are partners in the development of the new curriculum. Welsh Government is also seeking to develop a partnership with WASACRE which they see as vital now that the focus of the work is to develop the humanities part of the curriculum. Manon voiced her appreciation of the advice and support she has received from WASACRE. Manon informed WASACRE that enriching experiences will be a focus across the whole curriculum and that work has already started on the AoLE. Questions will be asked such as, what do we mean by Humanities? What are the links to other AoLE? The next step will be to develop the detail working groups looking at cross curricular approaches, enrichment and experiences, the Welsh dimension, wider skills and assessment and progression. These groups have published reports which are available online. The new curriculum is meant to be holistic. The group developing humanities has met once. Welsh Government recognises the importance of working together. Welsh Government wants to build strong foundations. They recognise that WASACRE has a body of expertise and they have asked WASACRE to share in this process. Members from WASACRE and NAPfRE will meet with Welsh Government at the end of the month (add the date). Welsh Government are looking at how they can engage with various SACREs to look specifically at RE. Their aim is to have a good working relationship from the start. Manon stated that Welsh Government needs to know the RE issues from the very beginning.

Questions following the presentation included:

"I assume the intention that the humanities will work together?" – Manon said that Humanities will be looked at in a holistic way but that it was the intention that but the individual disciplines will remain. They will also be making the links with the AoLE as the new curriculum will be a holistic framework.

A member asked how SACREs can ensure how the Agreed Syllabus is being met. Members expressed concern that they are hearing that already some schools think that they do not have to follow the Agreed Syllabus. VT said that the SACREs she represents have already sent out letters to schools reiterating the statutory nature of the agreed syllabus along with a proforma for schools to fill in to show where they are meeting these legal requirements.

The following points were raised in a lively discussion that took place following lunch:

- It is important that the Agreed Syllabus is adhered to during the next few years while the 4 Purposes are being developed within Humanities. The Status of RE remains statutory and schools should be delivering RE according to the Agreed Syllabus.
- Concern that Estyn current reports do not demonstrate good practice in RE. Members were concerned that during the inspections Estyn may perhaps see paperwork, but not the RE itself. Estyn may not, therefore, report when schools are not complying with Agreed Syllabuses.
- Members expressed concern that teaching RE via other subjects could potentially be ‘killing RE’. For any subject to be delivered during registration, for example, is not appropriate. Non-specialist teaching in RE may be seen as a disservice. Specialist RE teachers are needed to teach RE effectively and sometimes schools are using a cross-curricular approach as a money saving exercise. If a school values subject teachers they should be investing in RE. If headteachers begin to see this approach as good practice, it could potentially undermine the principles of Donaldson. Manon Jones said that in designing the new curriculum there is a need for Quality Assurance to ensure that this is not the case. From 2018 there documents will be available stating how RE should and could be delivered.
- The ‘What is good RE?’ document will be considered in designing the new curriculum. We need to make sure that, if RE is to be delivered through the humanities curriculum in the future, this is good RE.
- The issue of non-compliance has raised for the last 18 months as SACREs have been receiving anecdotal evidence of a there being a view in some schools that the Agreed Syllabus doesn’t have to be adhered to. Some members would like to have received a statement from the Minister confirming the status of RE. In some SACREs letters have already gone out to all schools reminding them of the statutory nature of RE.
- It was pointed out that, whilst RE can be delivered in a number of ways as long as the Agreed Syllabus is adhered to, there is concern about the workload of Heads of Department for RE in approaches where they would be required to provide resources for non specialist teachers.
- Manon Jones was asked who would determine the best model in the new curriculum. Manon said that they need to have consistency with the other AoLE and to develop the curriculum, trial and change mindsets by focusing in the 4 Purposes. Welsh Government would be developing, trialling and sharing ideas. There are a variety of people who will challenge pioneer schools. A member asked Manon who would retrain teachers. Manon informed WASACRE that colleagues in Welsh Government were going to work with teacher trainers and teachers who are in the profession already. This raised the issue of who would fund teacher training, hiring venues and promote events.
- WASACRE should gather evidence that Agreed Syllabuses are not being adhered to:-
 - There was a concern expressed by a member that headteachers may just say they were complying.
 - It was suggested that perhaps heads of department and challenge advisors could be an avenue to collect evidence.

- There would be an opportunity to ask them when lead practitioners meet.
- Collecting of evidence would be too time consuming and may not change anything.
- WASACRE members were cautious about going down this route as most schools have a good relationship with SACRE. If WASACRE is required to collect evidence then WASACRE may be seen to be policing the curriculum and could affect the positive relationship we currently have with schools.
- A suggestion mooted by a member was SACREs host a meeting of HODs to show SACRE support.
- It was pointed out that non-compliance could be an issue for primary schools too.
- We must ensure in the new curriculum that RE has parity with History and Geography and that it is delivered by specialists.
- WASACRE were informed that a member was aware of a school that is ‘trying out Donaldson’. They have already started with Year 7 and other schools have visited as an example of good practice and are now using it in their schools. Manon Jones was asked whether she was aware of the schools that are pioneering and whether there is good model. Manon said that she appreciates the feedback she is getting at the WASACRE meeting and that she will bear it in mind and pass it on.
- There was a discussion about whether there might be an opportunity to visit a Caerphilly school as a case study to see how RE is being re-visited. A discussion on the protocol for doing this took place. Some members pointed out that it was local SACREs and not WASACRE who should visit schools.

Action: VT to discuss this in Caerphilly SACRE.

Action: Agenda the issue of training at the next Exec meeting.

8. **Cyflwyniad NAPfRE / NAPfRE presentation:**

Addysgu Addysg Grefyddol o fewn cwricwlwm y Dyniaethau/ Teaching Religious Education within a Humanities curriculum –Sharon Perry Phillips

Sharon Perry-Phillips, Head of RE at Monmouth Comprehensive School presented her experiences of teaching RE within a humanities based curriculum for the past 9 years which is in line with Donaldson. She suggested there are lessons to be learnt as we approach Successful Futures. The school produced a skills based integrated curriculum and skills became dominant over range and they became a driving force of learning. Five themes were identified, including research skills. The aim was explicitly develop these skills. It was a cross curricular, skills based and ‘Donaldsonesque’ curriculum. Welsh Baccalaureate and the Advanced Welsh Baccalaureate were also an integral feature. Humanities became a fully integrated department and each class had a very different experience of Religious Education. There was evidence of this from the parents of twins in the school. There was the realisation that RE fits everywhere and the links were easy to make. Assessments were flexible, but at least three per year had a concrete RE element. The approach was student centred and student driven. A strength of this approach

was that you got to know your students very well. Estyn commented that the approach had revitalised teaching strategies. For RE this approach meant that collaboration was fantastic and teachers developed an appreciation of sister subjects. As an RE specialist teacher, Sharon, who had previously taught multiple classes of RE for one hour a week, it was good to teach them more often. Good relationships were built and the uptake for RE improved. Sharon reported, however, that the negative impact on RE from non-specialism was phenomenal. She witnessed a significant knowledge deficit in RE by Year 8. The ratio of RE teachers was tiny in comparison to History and Geography, so RE took the brunt of the deficit. The school noted teacher bias was inevitable as people play to their strengths. After a number of years using this curriculum model, in Jan 2015 they reverted to teaching the subjects separately. And in Feb 2015 Successful Futures was introduced. Sharon reported that, in her experience, this way of teaching was 'death to Humanities'. Reverting back had had a positive effect and they are much happier having discrete terms to develop discrete skills. Sharon reported that RE had not been taught in the same way by non-specialists. For instance, she was frustrated that in the last two years no one had asked to borrow Sikh artefacts and not once had a visit been arranged. It produced a 'grab and run type of teaching.' She suggested that if they had to think again there would need to be investment time and non-specialist staff training. There should be embedded Inset. Additionally there should be consistency of staffing, ownership and collaborate planning. Sharon argued that schemes of work and resources, etc. would not matter if you didn't invest in staff. She also recommended that there should be a balance between skills and subjects. Subject specialism must be retained at KS3. The integrated curriculum at Monmouthshire Comprehensive was in line with Successful Futures. She warned that unless we are really careful with RE it will be it and not History or Geography that will lose out.

Questions included:

If you had a choice would you prefer not to go down the Donaldson Approach?

Sharon said that subject specialism was lost and she would 'bite your hand off not to go down that road'. You get much better RE via a specialism. GV reported that she has seen amazing and inspiring RE that is in Monmouth Comprehensive School. She felt very strongly that if Sharon and her specialist team could not deliver that it would be a real shame. Sharon said that another problem encountered in the Humanities approach was that there was little time to engage pupils and inspire them to take RS at GCSE. Teachers of humanities would inevitably sell their own subject and it is the love of your subject that inspires people. The school has now replaced an integrated approach with a modular approach though they still attempt to cross link schemes. Sharon said that under the integrated scheme RE was being taught like History's said that subject skills are important as the cross curricular skills and asked where that fits into Donaldson. Manon Jones said that the disciplines will remain and that it had been definitely worthwhile to listen to the talk given by Sharon. VT stated that it was good to end the talk on a positive note and she appreciated Sharon's honesty in her feedback. She expressed concern that KS4 is content laden and that some of that now has to be covered at KS3. At the WJEC training event Sharon said that she felt as overwhelmed as she had ever been. She felt fortunate to have 5 hours a fortnight to cover the GCSE course but she was aware that other staff didn't have that. PL noted that he has taught in schools with no subject specialists and that it was very difficult to inspire non-specialist staff. He recalled that he had had to plan all of the lessons to ensure engagement and progression from KS3 to 4

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

- **Canllawiau Reoli Hawl Tynnu'nôl o Addysg Grefyddol/ *Guidance on Managing the Right of Withdrawal from Religious Education***

Gill Vaisey has made progress with the document. The main development has been as a result of a presentation from Shaun Evans- Pask from Untethered Limited who presented to the Executive Committee on 1st Feb 2017 on issues around withdrawal from religious education. He has since provided a section to go into the document. GV has now written a section on each of the major world faiths in order to minimise withdrawal. The document is at the proofreading stage and will soon go to translation. GV has had to go back to WG on an issue with 10/94 that needs clarification.

- **Ymarferwyr Arweiniol/Lead Practitioners**

We now know who the Lead Practitioners are and what schools they belong to. WASACRE could have a presentation from consortia in the south during its Autumn Term meeting in Bridgend. This would be another opportunity to put them in contact with one another.

- **Materion Llywodraeth Cymru / Welsh Government matters –**

- Cyswllt Newydd/New Contact – David Heath

- Cyfarfod Llywodraeth Cymru/ Welsh Government contact meeting – 16/1/2017 & 14/12/16

WASACRE have met with Welsh Government five times in the last term and a half. This included a meeting between Phil Lord, Libby Jones, David Heath and Abi Williams in Colwyn Bay. It is encouraging that David Heath was so knowledgeable and enthusiastic about RE. Regular meetings will be held in the future. WASACRE will also be meeting Welsh Government concerning the new curriculum. WASACRE are sharing with Welsh Government the issues we are concerned about such as legislation, withdrawal, Humanist representation on SACREs, the collection of annual reports, Circular 10/94 and that schools should still be following the Agreed Syllabus.

SACRE Annual Reports should be sent to Abi Williams:

Abigail.Williams@wales.gsi.gov.uk

WASACRE have a meeting on the 27th March with Welsh Government.

Action: LJ to follow up which reports are missing.

10. **Adroddiadargyfarfod y PwyllgorGwaith a gynhaliwyd ar 1 Chwefror 2017 / Report from the Executive Committee held on 1 February 2017**

Items: -

Members were reminded that faith representatives for the Church in Wales on SACRE were concerned with issues relating to the agreed syllabus rather than SACRE discussing issues relating to the CiW own RE curriculum for VA schools.

Shaun Evans-Pask – Untethered Limited – Identity based incidents. Very interesting and schools will be receiving this training.

7. In light of the work that GV has done on the Withdrawal Document which has been very time consuming a discussion was had on whether WASACRE should pay for this in the future. If so it would be necessary to develop a protocol that fits with our aims.

MM proposed and EE seconded the motion - *Is it the will of WASACRE that we can employ and use the expertise of consultants to pay them for their time?*

11. **Gohebiaeth /Correspondence**

- i. Peter Hemming- Invitation to a free seminar on ‘Religious Diversity in the Primary school’, 30th March at Cardiff University. WASACRE have a place reserved and LJ will attend.
- ii. Harkirat Singh- Sikh Education Service. Based in Northampton, offering workshops and visits to schools in Wales and hoping to make links with Wales.
- iii. Members asked if the workshops are available bilingually and what do we know about the service. Neeta Baicher offered to look into this further and liaise with LJ.
- iv. Commission on RE in England- Evidence gathering. Phil Lord’s name has been put forward as a link for this. It is an England matter and members have already agreed not to take part.
- v. Welsh Government colleague David Heath. Response regarding agreed syllabus for RE and assessment.
- vi. The Baha’i Community in Wales wished WASACRE a joyful greeting for the forthcoming Baha’i New Year on 20th March. This is a special year for the community as it is the bicentenary of the founder Bah aullah which will be celebrated in October.
- vii. WASACRE received correspondence from Matthew Vince, a doctoral student at Cardiff University’s Centre for the Study of Islam – UK. He is exploring Islam in RE in state schools. Matthew is a trained RE teacher. He is interested in coming along to SACRE/WASACRE to build a network between ourselves and the university. It was decided that GV speak with him and discuss him attending Cardiff SACRE in the first instance.
- viii. Wendy Dossett sent WASACRE information about three study days of teachers being held at the University of Chester. They are not board specific but would be useful to teachers of WJEC A Level. They are on Philosophy and Ethics, Buddhism and Christianity. The workshops are intended to give a back to university experience. Details are available on the University Website. PW will be attending two of the workshops.

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

1. Humanism - book has gone to all schools. Sharon Perry-Phillips reported that it is very useful and that the Humanist Association has been very helpful with the content of the GCSE. It is in pupil speak and helpful for the GCSE. She informed WASACRE that for delivering Hinduism at GCSE and for Life and Death Thornhill Crematorium in Cardiff are providing Cultural Tours
2. The AREIAC Annual Conference is taking place in York on 3rd – 4th July. Day 1 focuses on assessment and progression and Day 2 on curriculum development and working with faith communities. The conference is open to bookings from AREIAC members and non- members. For more information please contact the conference organizer Gill Vaisey.

13. **Dyddiad y cyfarfodnesaf / Date for next meeting:** 7 Gorffennaf 2017, Wrecsam/ 7 July 2017, Wrexham.

Dyddiadau cyfarfodyddyn y dyfodol / Future meeting dates: Autumn 2017, Bridgend; Spring 2018, Swansea.

DRAFT

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Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC (Gorffennaf 7, 2017)

Nominations for the Executive Committee (7 July, 2017)

Mae DAU o enwebiadau ar gyfer DWY swydd ar y Pwyllgor Gwaith.

There are TWO nominations for TWO positions on the Executive Committee.

1. Alison Lewis CYSAG Abertawe

Mae gen i radd mewn Athroniaeth o Brifysgol Abertawe ac rwyf yn fam i ddau o fechgyn. Rwyf wedi bod yn bennaeth yr Adran Addysg Grefyddol yn Ysgol Gymunedol Cefn Hengoed yn Abertawe ers 2001. Pan gyrhaeddais yno, fy nghenhadaeth oedd chwyldroi'r adran drwy wneud yn siŵr fod pob disgybl yng Nghefn Hengoed yn cael cyfle i astudio pwnc a fyddai nid yn unig yn gymhwyster TGAU pwysig iddynt, ond yn un sydd mor gyfoethog mewn sgiliau bywyd hanfodol. Felly, er mai dim ond 2 awr y pythefnos oedd gen i ar y cwricwlwm, teilwrais y cwrs TGAU i ganiatáu iddo gael ei ddysgu o dan y cyfyngiadau hynny. Ni oedd yr ysgol anenwadol gyntaf yng Nghymru i gael cohort llawn yn ymgeisio am TGAU Astudiaethau Crefyddol, yn cynnwys pob disgybl yn ein Hadran Addysgu Arbenigol.

Mae fy adran wedi mynd o nerth i nerth, ac mewn adeg pan mae oriau pwnc yn cael eu torri ar draws y cwricwlwm, bûm yn rhagweithiol yn sicrhau mwy o amser cwricwlwm i roi addysg grefyddol gyflawn a chytbwys i'r disgyblion, yn llawn o sgiliau a gwerthoedd sydd yn hanfodol i'w bywyd fel oedolion ifanc. Mae'n destun balchder i mi fod AG yn cael ei gydnabod fel pwnc gwerthfawr yn fy ysgol ond rwy'n deall nad felly y mae hi ymhob man, ac yn teimlo mai rhan o'm gwaith yw sicrhau fod AG yn cael lle teilwng ym mhob ysgol. Nid yw 'talu gwrogaeth' i AG yn ddigon; mae'n hollbwysig fod rhwymedigaethau statudol yn cael eu glynu atynt a bod AG ystyrllon yn cael ei dysgu ar draws pob ysgol yng Nghymru.

Yn ystod fy ngyrfa addysgu hyd yma, rwyf wedi bod yn arholwr TGAU Astudiaethau Crefyddol i CBAC a chefais fy newis i weithio ochr yn ochr â Gavin Creigen fel cymedrolydd ar gyfer lefelu safoni mewn Addysg Grefyddol yn 2012. Rwyf hefyd wedi gwasanaethu ar CYSAG Abertawe am flynyddoedd lawer fel Is Gadeirydd a bellach yn Gadeirydd, ac wedi cynrychioli fy CYSAG yng nghynadledau CCYSAGauC.

Yn ogystal â dysgu'n llawn amser, rwyf yn gweithio ar hyn o bryd gydag ERW fel Ymarferydd Arweiniol dros Addysg Grefyddol. Fy swyddogaeth yw rhoi i athrawon AG y sgiliau, yr wybodaeth a'r adnoddau sydd eu hangen i ddysgu Manyleb newydd TGAU mewn AG 2017, paratoi ar gyfer y cymhwyster newydd drwy sefydlu cyfarfodydd rhwydwaith a chreu cyfleoedd i gydweithio yn ogystal â chreu adnoddau ar blatfform digidol Llywodraeth Cymru, Hwb, i gydweithwyr yng Nghymru. Rwyf wedi cyflwyno cynnydd yr Ymarferydd Arweiniol mewn cynadledau diweddar i'r rhwydwaith, CYSAG a CBAC.

Bûm yn rhan o brosiectau peilot Llythrennedd a Rhifedd yn fy ysgol ac rwyf wedi rhannu arfer da ymhlith cydweithwyr mewn cyfarfodydd rhwydwaith. Cyn bo hir byddaf yn datblygu agweddau o ddull gweithredu Donaldson ar Gymhwysedd Digidol drwy AG drwy gydweithio ag arbenigwyr TG i gynhyrchu cyrsiau Moodle i'r Manyleb newydd i AG gan ddefnyddio Hwb.

Credaf y bydd fy mhrofiad yn fy ngalluogi i wneud cyfraniad gwerthfawr i Bwyllgor Gwaith CCYSAGauC a byddwn yn ei chael yn ffrind gwasanaethu arno, er budd fy mhwn a chydweithwyr yng Nghymru.

1. Alison Lewis Swansea SACRE

I am a Swansea University Philosophy graduate and mother of two boys. I have served as Head of the Religious Education Department at Cefn Hengoed Community School in Swansea since 2001. On arrival my mission was to turn the department around by ensuring that every pupil at Cefn Hengoed had the opportunity to study a subject that could not only provide them with an important GCSE qualification, but one that is so rich in essential life skills. So, despite having only 2 hours per fortnight on the curriculum, I tailored the GCSE course to allow it to be taught under these constraints and became the first non-denominational school in Wales to have full cohort entry for GCSE Religious Studies, including every pupil in our Specialist Teaching Facility.

My department has gone from strength to strength, and in a time when subject hours are being cut across the curriculum, I have been proactive in securing more curriculum time to provide pupils with well-rounded and balanced religious education, abundant in skills and values essential for life as young adults. I am proud that RE is recognised as a valuable subject in my school but I understand that this is not the same everywhere, and feel that part of my work is to ensure that RE is given its rightful place in all schools. A 'token gesture' approach to RE is not enough; it is vital that statutory obligations are adhered to and meaningful RE is being taught across all schools in Wales.

During my teaching career to date, I have been a WJEC examiner of GCSE Religious Studies and was selected to work alongside Gavin Craigen as moderator for levelling standardisation in Religious Education in 2012. I have also served on the Swansea SACRE for many years as Vice Chair and now Chairperson, and have represented my SACRE at WASACRE conferences.

In addition to my full time teaching commitment, I am currently working with ERW as a Lead Practitioner for Religious Education. My role is to equip teachers of RE with the skills, knowledge and resources necessary to teach the new 'GCSE Specification in RS 2017', to prepare for the new qualification through setting up network meetings and create collaboration opportunities as well as creating resources on the Welsh Government's digital platform, Hwb, for colleagues in Wales. I have presented the Lead Practitioner's progress at recent network, SACRE and WJEC conferences.

I have been a part of Literacy and Numeracy pilot projects in my school and have shared good practice amongst colleagues in network meetings. I will soon be developing aspects of the Donaldson approach on Digital Competency through RE by collaborating with IT specialists to produce Moodle courses for the new Specification for RS using Hwb.

I believe that my experience will allow me to make a valuable contribution to the WASACRE Executive Committee and I would find it a privilege to serve, for the good of my subject and colleagues in Wales.

2. Gill Vaisey CYSAG Sir Fynwy

Mae Gill Vaisey yn athrawes gymwysedig ac yn Ymgynghorydd Addysg Grefyddol sy'n arbenigo mewn addysg gynradd ac addysg y blynyddoedd cynnar.

Ar ôl astudio ar gyfer ei gradd B.Add. Anrh, gydag Astudiaethau Crefyddol fel ei phwnc arbenigol, bu'n addysgu plant oed cynradd cyn ymgymryd â swydd fel Athrawes Ymgynghorol ar gyfer Addysg Grefyddol yng Ngwent a chyflawni swydd debyg wedyn gyda Morgannwg Ganol. Ers 1996 mae Gill wedi bod yn ymgynghorydd llawrydd llwyddiannus sy'n rhoi hyfforddiant a chymorth i Allau, Esgobaethau ac ysgolion ledled Cymru a Lloegr ac mae bellach yn adnabyddus yn genedlaethol am ei gwaith gyda phlant yn y Blynyddoedd Cynnar.

Gill yw'r ymgynghorydd proffesiynol i CYSAGau Blaenau Gwent, Sir Fynwy a Chaerdydd a than yn ddiweddar roedd hi hefyd yn cefnogi CYSAGau Bro Morgannwg a Rhondda Cynon Taf.

Mae ei phrofiad perthnasol yn cynnwys:

- Aelod gweithgar o Gymdeithas CYSAGau Cymru ers ei sefydlu;
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- Wedi ysgrifennu Meysydd Llafur Cytûn ar gyfer AG a deunydd cymorth, cynllunio ac asesu cynhwysfawr cysylltiedig i athrawon ar gyfer sawl Awdurdod Lleol yng Nghymru;
- Hyfforddiant a gwaith ymgynghorol rheolaidd ar gyfer athrawon cynradd ac ymarferwyr y blynyddoedd cynnar ledled Cymru a Lloegr;
- Rhoi hyfforddiant a chynghor i Awdurdodau Lleol ac Esgobaethau Eglwysig ledled Cymru a Lloegr;
- Aelod o'r Panel Ymgynghorol Cenedlaethol Addysg Grefyddol, y bu'n gadeirydd arno am dair blynedd;
- Cynhyrchu llyfrau ac adnoddau i athrawon ar gyfer Cyfnod Allweddol 1 a gomisiynwyd gan ACCAC;
- Chwarae rhan a rhoi cymorth yn uniongyrchol gyda phrosiectau amrywiol gan yr Adran Addysg a Sgiliau;
- Cynhyrchu a chyhoeddi adnoddau am ddim ac i'w prynu (Books at Press) i gefnogi Cwricwlwm y Cyfnod Sylfaen yng Nghymru a chwricwlwm EYFS a CA1 yn Lloegr; a'r Curriculum for Excellence yn yr Alban;
- Cysylltiadau clòs ag ystod eang o gymunedau ffydd a chynrychiolwyr unigol;
- Aelod o Gymdeithas Ymgynghorwyr ac Arolygwyr AG y DU (AREIAC) ac ar hyn o bryd aelod o'r pwyllgor gwaith gan gynrychioli Cymru a darparu seminarau'n rheolaidd ar gyfer ei haelodau;
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- Mynychu cyfarfod gyda Kirsty Williams a Swyddogion eraill Llywodraeth Cymru, Mawrth 2017, fel rhan o gynrychiolaeth o Banel Ymgynghorol Cenedlaethol Addysg Grefyddol (PYCAG);
- Gweithio gydag aelodau PYCAG i gefnogi'r Ysgolion Arloesi wrth iddynt ddatblygu elfen AG o Faes Dysgu a Phrofiad y Dyniaethau; a
- Mynychu cyfarfodydd â'r Rhwydwaith Ysgolion Arloesi a drefnwyd gan Lywodraeth Cymru.

Yr ethos sy'n sail i'w hymgyngoriaeth yw hybu a chefnogi rhagoriaeth mewn addysg grefyddol mewn ysgolion a sefydliadau addysgol. Byddai Gill yn falch o gael cefnogi a rhannu ei harbenigedd gyda Phwyllgor CCYSAGauC.

2. Gill Vaisey Monmouthshire SACRE

Gill Vaisey is a qualified teacher and Religious Education Consultant specialising in primary and early years education.

After studying for her B.Ed. Hons. Degree, with Religious Studies as her specialist subject, she taught primary age children before taking up a post as Advisory Teacher for Religious Education in Gwent followed by a similar post with Mid Glamorgan. Since 1996, Gill has been a successful freelance consultant providing training and support for LAs, Dioceses and schools across Wales and England and is now a nationally known figure in the UK for her work with RE and Early Years children.

Gill is the professional consultant to Blaenau Gwent, Monmouthshire and Cardiff SACREs and until recently also supported the Vale of Glamorgan and Rhondda Cynon Taf SACREs.

Relevant experiences include:

- An active member of the Welsh Association of SACREs since its inception and currently an Executive Member;
- Providing professional expertise to Blaenau Gwent and Monmouthshire SACREs since 1996 and to Cardiff SACRE since 2014;
- Writing Agreed Syllabuses for RE and accompanying comprehensive teachers' support, planning and assessment material for several Local Authorities in Wales;
- Regular training and consultancy for primary teachers and Early Years practitioners across both Wales and England;
- Providing training and advice to Local Authorities and Church Dioceses across Wales and England;
- A member of the National Advisory Panel for Religious Education, of which she was chairperson for three years;
- Producing Key Stage 1 books and teachers' resources commissioned by ACCAC;
- Direct involvement and support with various DfES projects;
- Producing and publishing free and purchasable resources (Books at Press) to support the Foundation Phase Curriculum in Wales, the EYFS and KS1 curriculum in England and the Curriculum for Excellence in Scotland;
- Close links with a wide range of faith communities and individual representatives;
- A member of the UK Association of RE Advisers, Inspectors and Consultants (AREIAC) and currently executive committee member representing Wales and regularly providing seminars for its members;
- WASACRE representative on the REC (Religious Education Council for England and Wales);
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- Attended meeting with Kirsty Williams and other Welsh Government Officials, March 2017, as part of the NAPfRE delegation of representatives;
- Actively working with NAPfRE members to support the Pioneer Schools in the development of the RE element of the Humanities Area of Learning and Experience; and
- Attending Welsh Government convened meetings with the Pioneer Schools Network.

The ethos behind Gill's consultancy is to promote and support excellence in religious education in schools and educational establishments.

Enwebiadau ar gyfer Is-Gadeirydd y CCYSAGauC (7 Gorffennaf 2017)

Nominations for the position of Vice Chair for the Wales Association of SACREs (7 July 2017)

1. Y Cyng. Ernie Galsworthy CYSAG Merthyr Tudful

Bûm yn aelod o GYSAG ers Mai 2012, wedi i mi gael fy ethol i'r cyngor. Cyn hynny bûm yn gynghorydd rhwng 1987 a 2004, a gwasanaethais ar GYSAG Merthyr Tudful yn ystod y cyfnod hwn a mynychu cyfarfodydd CCYSAGauC yn ogystal.

Cefais fy magu mewn amgylchedd Bedyddwyr Cymreig, a than yr oeddwn yn 5 oed bûm yn byw gyda'm mam-gu, Cymraes nad oedd, yn anffodus, wedi dysgu Cymraeg i fy mam ond a wnaeth ei gorau i'm haddysgu i yn yr iaith. Wedi ei marwolaeth, fodd bynnag, collais yr iaith, ac ni ailafaelais ynddi tan y 1990'au hwyr pan fynychais gwrs WLPAN ym Mhrifysgol Caerdydd.

Rwy'n coleddu safbwynt heddychol, a'm harwyr yw Mahatma Gandhi, John Lennon ac Iesu Grist. Yr oeddynt ill tri'n heddychwyr, a chafodd y tri eu diwedd trwy drais. Mae bod yn heddychwyr yn ddull peryglus o fyw, ac weithiau mae angen dewrder i fyw buchedd o'r fath.

Rwyf hefyd yn gynrychiolydd y cyngor ar y Pwyllgor Awdurdodau Lleol Di-niwclear; rwy'n credu bod hynny'n adlewyrchu fy nymuniad i fyw mewn heddwch.

Yr oedd fy nhri arwr yn Hindŵ, yn anffyddiwr ac yn Gristion. Er nad wyf yn cyd-fynd yn llwyr â safbwyntiau fy arwyr, mae gennyf barch mawr tuag atynt, ac rwy'n credu bod parch tuag at bob crefydd yn sylfaenol i heddwch byd-eang.

1. Councillor Ernie Galsworthy Merthyr Tudfil SACRE

I have been a SACRE member since May 2012 after I was elected to council. I was previously a councillor from 1987 until 2004, and served on Merthyr Tydfil SACRE during this period and also attended WASACRE meetings.

I was brought up in a Welsh Baptist environment and until the age of 5 lived with my grandmother, a Welsh speaker, who unfortunately did not teach Welsh to my mother although, did her best to teach me. Consequently after her death I lost the language and did not pick it back up again until the late 1990's when I attended a WPLAN course at Cardiff University.

I hold pacifist views and my great heroes are Mahatma Gandhi, John Lennon and Jesus Christ, All three were pacifists and met violent deaths. Being a pacifist is a dangerous way of living and sometimes courage is needed to live this life.

I am also the council representative on the Committee of Nuclear Free Local Authorities which I believe reflects how I wish to live in peace.

My three heroes were a Hindu, an atheist and a Christian. While I do not believe totally in the views of my heroes I have great respect for them and it is respect for all religions which I believe is fundamental for world peace.

2. Gill Vaisey CYSAG Sir Fynwy

Mae Gill Vaisey yn athrawes gymwysedig ac yn Ymgynghorydd Addysg Grefyddol sy'n arbenigo mewn addysg gynradd ac addysg y blynyddoedd cynnar.

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Hoffai Gill gael y cyfle i gefnogi CCYSAGauC fel Is Gadeirydd yn ystod y cyfnod pwysig hwn o newid a datblygu'r cwricwlwm.

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- Attending Welsh Government convened meetings with the Pioneer Schools Network.

The ethos behind Gill's consultancy is to promote and support excellence in religious education in schools and educational establishments.

Gill would like the opportunity to support WASACRE as Vice Chair during this important period of curriculum development and change.