

At: Aelodau Cyngor Ymgynghorol
Sefydlog ar Addysg Grefyddol
(CYSAG)

Dyddiad: 28 Ionawr 2019

Deialu 01824 712568

Union:

e-bost: democrataidd@sirddinbych.gov.uk

Annwyl Syr / Fadam

Fe'ch gwahoddir i ddod i gyfarfod o'r **CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG)** am **10.00 am, DYDD MAWRTH, 5 CHWEFROR 2019** yn **SIAMBR Y CYNGOR, NEUADD Y SIR, RHUTHUN LL15 1YN.**

Yn gywir

G Williams
Pennaeth Gwasanaethau cyfreithiol a Democrataidd

AGENDA

RHAN 1 – GWAHODDIR Y WASG A'R CYHOEDD I FOD YN BRESENNOL AR GYFER Y RHAN HON O'R CYFARFOD

MYFYRDOD TAWEL

1 PENODI CADEIRYDD – O'R ENWADAU CREFYDDOL

Penodi Cadeirydd o blith Cynrychiolwyr yr Enwadau Cyfreithiol am weddill tymor 2019.

2 YMDDIHEURIADAU

3 DATGAN CYSYLLTIAD (Tudalennau 5 - 6)

Dylai'r Aelodau ddatgan unrhyw gysylltiad personol neu gysylltiad sy'n rhagfarnu mewn unrhyw fater a nodwyd i'w ystyried yn y cyfarfod hwn.

4 MATERION BRYD FEL Y'U CYTUNWYD GAN Y CADEIRYDD

Rhybudd o eitemau y dylid, ym marn y Cadeirydd, eu hystyried yn y cyfarfod fel materion brys yn unol ag Adran 100B(4) Deddf Llywodraeth Leol 1972.

- 5 COFNODION Y CYFARFOD DIWETHAF** (Tudalennau 7 - 12)
(a) Derbyn nodiadau'r cyfarfod diwethaf a gynhaliwyd ar 4 Gorffennaf 2018 (copi'n amgaeedig), a
(b) Derbyn a chymeradwyo cofnodion cyfarfod CYSAG Sir Ddinbych a gynhaliwyd ar 5 Chwefror 2018 (copi'n amgaeedig).
- 6 ADRODDIAD BLYNYDDOL DRAFFT CYSAG 2017/18** (Tudalennau 13 - 24)
Ystyried a chymeradwyo Adroddiad Blynyddol drafft CYSAG 2017/18 (copi yn amgaeedig).
- 7 CANLYNIADAU ARHOLIADAU 2018** (Tudalennau 25 - 28)
Adolygu canlyniadau arholiadau Addysg Grefyddol CA4 ac ôl 16 a wiriwyd yn ysgolion uwchradd Sir Ddinbych (copi yn amgaeedig).
- 8 PROSES AC ADRODDIADAU AROLWG ESTYN** (Tudalennau 29 - 32)
Ystyried canlyniadau Arolygon Estyn diweddar a gynhaliwyd mewn tair ysgol (copi yn amgaeedig).
- 9 YSGOL GATHOLIG NEWYDD, Y RHYL** (Tudalennau 33 - 36)
Ystyried adroddiad yn rhoi gwybod i'r aelodau am ddatblygiad Ysgol Gatholig Newydd Crist y Gair a'i pharodwydd i agor ym mis Medi 2019 (copi yn amgaeedig).
- 10 CWRICWLWM NEWYDD CYMRU** (Tudalennau 37 - 54)
Derbyn cyflwyniad (copi yn amgaeedig) ar Gwricwlwm Newydd Cymru.

RHAN 2 – DIM EITEMAU

AELODAETH

Cynghorwyr yn cynrychioli Cyngor Sir Ddinbych

Ellie Chard
Tony Flynn
Tony Thomas

Emrys Wynne
Barry Mellor

Yn cynrychioli Enwadau Crefyddol

Mr. Dominic Oakes
Y Parch. B H Jones
Y Parch. Martin Evans-Jones

Mary Ludenbach
Mrs C Thomas
Is-Gapten Sian Radford

Yn cynrychioli Cymdeithasau Athrawon

Mrs C Harmsworth

Mrs Maureen Phillips

Aelodau Cyfetholedig

T. Ap Siôn

COPIAU AT:

Bob Cynghorydd er gwybodaeth
Y Wasg a Llyfrgelloedd
Cynghorau Tref a Chymuned

Mae tudalen hwn yn fwriadol wag

DEDDF LLYWODRAETH LEOL 2000

Cod Ymddygiad Aelodau

DATGELU A CHOFRESTRU BUDDIANNAU

Rwyf i,
(enw)

*Aelod /Aelod cyfetholedig o
(*dileuer un)

Cyngor Sir Ddinbych

YN CADARNHAU fy mod wedi datgan buddiant ***personol / personol a sy'n rhagfarnu** nas datgelwyd eisoes yn ôl darpariaeth Rhan III cod ymddygiad y Cyngor Sir i Aelodau am y canlynol:-
(*dileuer un)

Dyddiad Datgelu:

Pwyllgor (nodwch):

Agenda eitem

Pwnc:

Natur y Buddiant:

(Gweler y nodyn isod)*

Llofnod

Dyddiad

Noder: Rhwch ddigon o fanylion os gwelwch yn dda, e.e. 'Fi yw perchennog y tir sy'n gyfagos i'r cais ar gyfer caniatâd cynllunio a wnaed gan Mr Jones', neu 'Mae fy ngŵr / ngwraig yn un o weithwyr y cwmni sydd wedi gwneud cais am gymorth ariannol'.

Mae tudalen hwn yn fwriadol wag

CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG)

Cofnodion cyfarfod o'r Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol (CYSAG) a gynhaliwyd yn Siambr y Cyngor, Ty Russell, Ffordd Churton, Y Rhyl LL18 3DP, Dydd Mercher, 4 Gorffennaf 2018 am 10.00 am.

YN BRESENNOL

Yn Cynrychioli Cyngor Sir Ddinbych

Cynghorwyr Ellie Chard, Tony Flynn, Tony Thomas ac Emrys Wynne

Yn Cynrychioli Enwadau Crefyddol

Parch. Brian Jones

Yn cynrychioli Cymdeithasau'r Athrawon:

Dim cynrychiolwyr yn bresennol

HEFYD YN BRESENNOL

Ymgynghorydd Her ar gyfer GwE (PL) a Gweinyddwr Pwyllgorau (KEJ)

PWYNT O RYBUDD - CWORWM

Y cworwm ar gyfer CYSAG oedd trydedd rhan o'i aelodau gan gynnwys un o bob un o'r tri grŵp o gynrychiolwyr. Yn anffodus, nid oedd yna aelodau yn bresennol i gynrychioli sefydliadau athrawon ac felly roedd y cyfarfod heb gworwm. O ganlyniad roedd y sawl oedd yn bresennol yn ystyried pa un ai i barhau â'r cyfarfod yn anffurfiol ai peidio. Oherwydd mai dyma'r ail gyfarfod yn ddilynol o'r CYSAG heb gworwm ac na fyddai'n bosibl cadarnhau penderfyniadau blaenorol, ac oherwydd nad oedd yna unrhyw fusnes o bwys angen gwneud penderfyniad arno cyn y cyfarfod nesaf, cynigiwyd nad oedd y cyfarfod yn parhau a bod y busnes yn cael ei ohirio nes y cyfarfod nesaf o CYSAG a drefnwyd ar gyfer 12 Hydref 2018. **CYTUNWYD YN UNOL Â HYNNY.** Tra'n gwerthfawrogi ei fod yn gyfnod hynod o brysur i aelodau mynegwyd pryder mai ond un ymddiheuriad a dderbyniwyd gan Dominic Oakes, a phwysleisiodd yr aelodau ei bod yn bwysig bod pob aelod yn cyflwyno ymddiheuriad ymlaen llaw os nad oeddent yn gallu mynychu cyfarfod fel y gellir gwneud trefniadau amgen os oedd angen. Soniwyd am y diffyg cynrychiolwyr presennol o sefydliadau athrawon hefyd fel mater yr oedd yr awdurdod lleol angen rhoi sylw iddo ac awgrymwyd y byddai'n werth cynnal cyfarfodydd y tu allan i oriau ysgol a all helpu i wella presenoldeb.

Dywedodd Ymgynghorydd Her ar gyfer GwE ei fod yn camu i lawr fel cynrychiolydd yr awdurdod lleol a dywedodd y byddai'r awdurdod lleol angen dod o hyd i ymgynghorydd arall i ddarparu cefnogaeth broffesiynol i CYSAG yn y dyfodol. Amlygodd y gofynion statudol i CYSAG adolygu'r maes llafur y cytunwyd arno ond oherwydd y newidiadau i'r cwricwlwm presennol yn y dyfodol roedd Cymdeithas Cyngorau Ymgynghorol Sefydlog Addysg Grefyddol Cymru wedi awgrymu i'r fframwaith presennol gael ei gadarnhau'n

addas i'r diben yn amodol ar weithredu'r cwricwlwm newydd yn 2022. Awgrymwyd bod Cynhadledd Maes Llafur Cymeradwyedig yn cael ei gynnal yn syth cyn y cyfarfod CYSAG nesaf a gynhelir i'r diben hwn. Roedd Ymgynghorydd Her GwE hefyd yn tynnu sylw'r aelodau at eitem 8 ar y rhaglen - Cwricwlwm Cymru. Gan fod y cwricwlwm newydd yn parhau i gael ei ddatblygu, meddai, roedd camau dilyniant ar gyfer Maes Dysgu a Phrofiad y Dyniaethau wedi eu llunio i roi cymorth o ran adnabod cyrhaeddiad yn y dyniaethau a fyddai'n disodli'r ddogfennaeth bresennol. Mae'r dyddiad cau ar gyfer adborth i Lywodraeth Cymru ar y camau dilyniant newydd yn fuan ac felly awgrymodd y dylai aelodau ystyried y ddogfennaeth yn eu hamser eu hunain a chyflwyno eu sylwadau unigol yn uniongyrchol i Lywodraeth Cymru. Byddai hyn yn sicrhau bod CYSAG yn hyderus ei fod wedi cael y cyfle i ddarparu mewnbwn fel rhan o'r broses gyda golwg ar gynnwys y ddogfennaeth newydd fel rhan o'r maes llafur y cytunwyd arno pan adolygir yn 2022. Cytunwyd i ddosbarthu cyfeiriad e-bost Llywodraeth Cymru ar gyfer ymatebion i'r aelodau i alluogi iddynt ddarparu adborth unigol yn ymwneud â'r camau cynnydd.

Daeth y drafodaeth i ben am 10.25am.

CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG)

Cofnodion cyfarfod o'r Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol (CYSAG) a gyhaliwyd yn Siambr Y Cyngor, Neuadd y Sir, Rhuthun LL15 1YN , Dydd Llun, 5 Chwefror 2018 am 10.00 am.

YN BRESENNOL

Yn cynrychioli Cyngor Sir Ddinbych:

Y Cyngorwyr Ellie Chard, Tony Flynn a Tony Thomas

Yn cynrychioli Enwadau Crefyddol:

Y Parch Brian H Jones, y Parch Martin Evans-Jones a Dominic Oakes

HEFYD YN BRESENNOL

Ymgynghorydd Her GwE (PL) a Gweinyddwr Pwyllgor (SLW)

Hefyd yn bresennol:

Nigel Worth (Cymdeithas Cyfeillion – Crynwyr)

Nid oedd gofynion cworwm y Pwyllgor wedi'u cyflawni gan nad oedd Aelodau Addysg yn bresennol. Fe aeth y cyfarfod yn ei flaen ond byddai angen i unrhyw benderfyniad a wnaed gael ei gadarnhau'n ffurfiol yng nghyfarfod nesaf y Pwyllgor â chworwm.

Dechreuodd y cyfarfod gydag ychydig o funudau o fyfyrddod tawel.

1 YMDDIHEURIADAU

Derbyniwyd ymddiheuriadau am absenoldeb oddi wrth Y Cyngorwyr Emrys Wynne

2 PENODI CADEIRYDD

Dywedodd yr Ymgynghorydd Her GwE wrth y Pwyllgor fod Simon Cameron wedi rhoi gorau i'w rôl gyda'r Eglwys yng Nghymru, ac felly nid oedd bellach yn aelod o CYSAG. Oherwydd ymddiswyddiad Simon Cameron, byddai angen penodi Cadeirydd newydd.

Gan nad oedd y cyfarfod yn gwneud cworwm, ac ni roddwyd unrhyw enwebiad, cytunodd yr Is-Gadeirydd, y Cyngorwyr Ellie Chard, i fod yn Gadeirydd.

Nodwyd bod y Cyngorwyr Ellie Chard am ymgymryd â rôl y Cadeirydd ar gyfer y cyfarfod.

3 PENODI IS-GADEIRYDD

Dyweddodd yr Ymgynghorydd Her GwE wrth y Pwyllgor y byddai angen penodi Is-Gadeirydd newydd, oherwydd i'r Is-Gadeirydd presennol, y Cynghorydd Ellie Chard, ymgymryd â swydd y Cadeirydd.

Gan nad oedd y cyfarfod yn gwneud cworwm, ac ni roddwyd unrhyw enwebiad, cytunodd y Cynghorydd Tony Thomas i fod yn Is-Gadeirydd.

Nodwyd bod y Cynghorydd Tony Thomas am ymgymryd â rôl yr Is-Gadeirydd ar gyfer y cyfarfod.

4 DATGAN CYSYLLTIAD

Ni ddatganwyd cysylltiad.

5 MATERION BRYN FEL Y'U CYTUNWYD GAN Y CADEIRYDD

Dim.

6 COFNODION Y CYFARFOD DIWETHAF

Cyflwynwyd cofnodion cyfarfod Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol (CYSAG) a gynhaliwyd ar 13 Hydref 2017 (wedi'u cylchredeg yn flaenorol).

Cywirdeb - dylai tudalen 7 eitem 9 nodi "Diolchodd y Cadeirydd i'r Aelodau..."

Materion yn Codi:

Tudalen 8, Eitem 10 – Ymateb gan lythyrau CYSAG i Ysgolion
Dyweddodd yr Ymgynghorydd Her GwE wrth Aelodau fod problemau oherwydd y newidiadau i'r cwricwlwm TGAU. Roedd llai o ddisgyblion yn cael eu cofrestru ar gyfer y cwrs byr a mwy ar gyfer y cwrs llawn. Roedd adroddiadau ar draws Gymru yn awgrymu bod rhai ysgolion yn cael trafferth sicrhau'r canlyniadau yr oeddent yn eu disgwyl ac roedd rhai wedi dechrau cael gwared ar y pwnc TGAU yn llwyr o Gyfnod Allweddol 4. Roedd darpariaeth AG mewn ysgolion yn orfodol ond nid oedd gofyn i ddisgyblion ennill cymhwyster.

Cafwyd trafodaeth a chyflwynwyd awgrym i weithio gyda'r Ffederasiwn Penaethiaid i ganfod y ffordd orau i ddarparu AG i ddisgyblion yn Sir Ddinbych.

NODWYD yn amodol ar yr uchod, fod cofnodion y cyfarfod CYSAG a gynhaliwyd ar 13 Hydref 2017, yn cael eu cynnig i'w cymeradwyo fel cofnod cywir yng nghyfarfod cworwm nesaf y Pwyllgor.

7 DADANSODDIAD O ADRODDIADAU AROLYGU

Cyflwynodd Ymgynghorydd Her GwE adroddiad (a ddisbarthwyd yn flaenorol), a roddodd ddatganiad o adroddiadau Arolygu Estyn a gyhoeddwyd yn ystod tymor yr hydref.

Cynhaliwyd arolygiadau mewn tair ysgol:

- Ysgol Y Faenol, Bodelwyddan
- Ysgol Gynradd Rhewl, ac
- Ysgol Bro Cinmeirch, Llanrhaeadr

Roedd manylion yn ymwneud â'r ysgolion wedi eu cynnwys yn yr adroddiad a chrynhwyd y manylion hyn gan yr Ymgynghorydd Her.

NODWYD y dylid derbyn yr adroddiad a nodi'r cynnwys.

8 FFRAMWAITH AROLYGU NEWYDD ESTYN

Cyflwynodd Ymgynghorydd Her GwE adroddiad ar lafar i hysbysu Aelodau o'r fframwaith arolygu newydd.

Cyflwynwyd fideo YouTube byr yn dwyn y teitl "Newidiadau i Arolygon Estyn" i amlygu'r newidiadau.

Nodwyd bod Aelodau yn cydnabod yr adroddiad ar lafar ac yn derbyn y newidiadau i'r fformat y mae CYSAG yn derbyn gwerthusiadau adroddiad Estyn ar gyfer ysgolion yn Sir Ddinbych.

9 CANLYNIADAU ARHOLIADAU 2017

Cyflwynodd Ymgynghorydd Her GwE grynodedb o adroddiad Canlyniadau Arholiadau 2017 (a ddsbarthwyd yn flaenorol) er mwyn i Aelodau fonitro'r ddarpariaeth ar gyfer AG mewn ysgolion ac i'w diweddarau o ran y canlyniadau ar gyfer y flwyddyn.

Amlygwyd bod data Safon UG wedi'i gynnwys o fewn yr adroddiad ond nid oedd unrhyw ddata cenedlaethol er mwyn eu cymharu.

Yn ystod trafodaethau, tynnwyd sylw at y canlynol:

- Roedd llawer o waith yn gysylltiedig ag amlygu graddau A*-C, er i raddau A*-G olygu bod unigolion hefyd wedi pasio. Teimlwyd y dylid gwneud disgyblion yn fwy ymwybodol o'r graddau pasio.
- Dywedodd Estyn nad oedd athrawon anarbenigol yn cael effaith andwyol ar addysg disgyblion.

NODWYD, yn ddibynnol ar yr uchod, y dylid derbyn a nodi crynodeb yr Adroddiad Canlyniadau Arholiadau 2017.

10 CYSAG A CHYDWEITHREDIAD O YSGOL I YSGOL

Cyflwynodd Ymgynghorydd Her GwE adroddiad (a ddsbarthwyd yn flaenorol) i ddarparu'r wybodaeth ddiweddaraf am y digwyddiad hyfforddiant a gynhaliwyd ym mis Mehefin a Gorffennaf 2017.

Crynowyd o fewn cyflwyniad a chytunwyd bod yr hyfforddiant wedi bod yn llwyddiannus iawn i ddisgyblion ddadansoddi agweddau ehangach o AG.

Nodwyd y dylid derbyn y cyflwyniad a nodi ei gynnwys.

11 CYMDEITHAS CYNGHORAU YMGYNGHOROL SEFYDLOG ADDYSG GREFYDDOL CYMRU

- (i) Cyflwynwyd cofnodion cyfarfod Cymdeithas CYSAG Cymru (CCYSAGC) a gynhaliwyd ar 10 Tachwedd 2017 (a ddosbarthwyd yn flaenorol) ym Mhen-y-bont ar Ogwr er gwybodaeth i'r Aelodau.
- (ii) Gofynnwyd am enwebiadau ar gyfer aelod newydd i Bwyllgor Gwaith CCYSAGC. Cynigodd Y Parchedig Martin Evans-Jones ei enw ei hun.
- (iii) Bydd y cyfarfod CCYSAGC nesaf yn cael ei gynnal yn Abertawe ar 9 Mawrth 2018.

NODWYD y dylid derbyn a nodi cofnodion cyfarfod CCYSAGC a gynhaliwyd ar 10 Tachwedd 2017.

12 DYDDIAD Y CYFARFOD NESAF

Mae cyfarfod nesaf CYSAG Sir Ddinbych wedi ei drefnu ar gyfer 4 Gorffennaf 2018 am 10.00 a.m. mewn lleoliad sydd i'w gadarnhau.

Daeth y cyfarfod i ben am 11.20am.

Cyngor Sir Ddinbych Cyngor Ymgynghorol Sefydlog Addysg Grefyddol (CYSAG)		
Dyddiad y Cyfarfod:		5 Chwefror 2019
Eitem ar y Rhaglen:	6	ADRODDIAD BLYNYDDOL CYSAG 2017/18
<u><i>Cefndir yr Adroddiad:</i></u>		
Mae'n ofyniad statudol ar y CYSAG i lunio Adroddiad Blynyddol o'i waith a chyflwyno'r adroddiad hwn i AdAS erbyn 31 Rhagfyr.		
<u><i>Pwrpas yr Adroddiad:</i></u>		
Nodi a chofnodi gwaith y CYSAG yn ystod y flwyddyn. o Medi 2017 – Gorffennaf 2018		
<u><i>Argymhellion:</i></u>		
<ul style="list-style-type: none"> ▪ Cymeradwyo'r adroddiad, yn amodol ar unrhyw newid, fel cofnod cywir. ▪ Gofyn i'r ALI gyfieithu'r adroddiad i'r Gymraeg a'i ddsbarthu i bob ysgol a choleg yn Sir Ddinbych, ac unrhyw sefydliad arall yn unol â'r gyfraith ac fel y nodwyd yn yr adroddiad. 		

Mae tudalen hwn yn fwriadol wag

Annual Report
of
Denbighshire
Standing Advisory Council
for Religious Education

2017 - 2018

Foreword

The Role of the Standing Advisory Council for Religious Education:

The principal roles of SACRE are:

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

The Composition of SACRE:

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

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

There is also the right to co-opt members.

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Executive Summary

Topics/Issues:	Advice given:	Implemented By LEA:
RE: Agreed Syllabus	<ul style="list-style-type: none"> The agreed syllabus conference continues to be deferred on the advice of WASACRE, due to the current curriculum reform. 	✓
RE: Standards	<ul style="list-style-type: none"> Following consideration of Inspection Reports, schools are sent letters congratulating them for the good features. Results of the previous year's examinations for Religious Studies GCSE short course, full course and A level are presented and discussed. 	✓
RE: Choice of Teaching Materials	<ul style="list-style-type: none"> No formal guidance, but the additional support and guidance for the Agreed Syllabus includes reference to some teaching materials. 	✓
RE: Provision of ITT	<ul style="list-style-type: none"> No visits possible this year. 	
Collective Worship	<ul style="list-style-type: none"> Following consideration of Inspection Reports, letters be sent to schools congratulating them for the good features. 	✓
Other Matters: Local	<ul style="list-style-type: none"> SACRE continued to meet in local secondary schools this year. Members continue to discuss how best to monitor standards in schools. SACRE members received details regarding the Lead Practitioner programme facilitating secondary RE teachers to plan and prepare for the new WJEC GCSE specifications (first teaching 2017). 	✓ ✓ ✓
Other Matters: National	<ul style="list-style-type: none"> Members receive regular updates of Estyn Inspection Reports or documents relating to RE and Collective Worship. Members be informed about developments and initiatives undertaken by DFES Skills. The SACRE maintain its membership of WASACRE, representatives attend and report back on the meetings of the association. WASACRE continues to ask SACRE's to evaluate and improve how they monitor and work with schools 	✓ ✓ ✓ ✓
Other Matters: additional	No other additional matters.	
Complaints	No complaints received.	

The Annual Report

2. Advice Given to the Local Authority

(a) Religious Education:

i. The Agreed Syllabus

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

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

The planning document 'Comprehensive Guide to RE' and 'RE in the Foundation Phase', which complement the Agreed Syllabus, continue to be requested and used by schools.

ii. Standards

Examination results

The SACRE received details of the examination results for 2018. All GCSE full course and short course results relate to pupils that have sat an RE examination and left compulsory Education.

345 pupils sat the full course in 2018, compared with 399 in 2017. The full course results for 2018 is 66.4% compared to 78.7% in 2017, a decline of 12.3%.

216 pupils sat the short course in 2018, compared to 781 pupils in 2017. The overall A*-C was 47.2% compared to 48.3% in 2017, a 1.1% decrease on last year's local figure.

In 2018, 65 pupils sat an 'A' level in Religious Studies, 21 fewer than in 2017. For Advanced Level, the overall A*-C rate was 56.9%, which is below the 2017 result of 70.5%.

Inspection Reports

Due to the current Estyn inspection framework there are no subject judgments in the Estyn reports. Instead, members receive information from the reports relating to Estyn's comments of a school's provision of SMSC. See part c Collective Worship - Monitoring provision - Inspection reports.

b. Methods of teaching

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

No advice has been given to schools regarding methods of teaching in 2017-18.

Choosing teaching resources

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

The Lead Practitioner programme, funded by Welsh Government and organised by the local consortium (GwE) have continued to encourage schools to share resources to support the planning and preparation for the current WJEC GCSE specification.

Provision of Initial Teacher Training

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

c) Collective Worship

Monitoring provision

Inspection Reports

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

The inspection profile is good across the primary sector in Denbighshire during academic year 2017-2018, no secondary schools were inspected last year. One Estyn undertook an inspection in 9 schools (8 primary schools, no secondary schools and 1 special school). In 8 schools [%], it was announced that no follow-up action was needed and one schools required intensive follow-up category of Estyn Review.

The judgement profile across the 5 inspection areas are indicated below:

Primary Profile	Excellent	Good	Satisfactory	Unsatisfactory
IA1: Standards		7	1	
IA2: Well-being and attitudes to learning	1	6	1	
IA3: Teaching and learning experiences		6	1	
IA4: Care support and guidance		8		
IA5: Leadership and management	1	6	1	

Special School Profile	Excellent	Good	Satisfactory	Unsatisfactory
IA1: Standards		1		
IA2: Well-being and attitudes to learning		1		
IA3: Teaching and learning experiences		1		
IA4: Care support and guidance		1		

IA5: Leadership and management		1		
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iii) Guidance Documents

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

A small number of schools have worked collaboratively to develop guidance for all schools in the LA on aspects of monitoring and curriculum planning.

iv) Resources recommended

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

Self-evaluation materials continue to be promoted and are available on the REQM website.

v) INSET for Collective Worship

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

vi) Evaluation of the effectiveness of guidance

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

vii) Determinations

No Determinations have been made.

3) Other Matters

a) Local

From September 2018 GwE will no longer be providing support for SACRE's across North Wales, this function is returning to local authorities.

SACRE has conducted its business in one high school this year. Two further meetings have taken place in LA meeting rooms.

In 2017 SACRE is continuing to support school to school collaborative groups that will develop curriculum and monitoring resources that will be shared with schools across the LA.

Local primary and secondary schools have been reminded of the requirements of the Locally Agreed syllabus and it continues to be statutory until the Local SACRE confirmed the new requirements in conjunction with the New Curriculum for Wales.

b) National

The development of the new Curriculum for Wales has continued this year and members have been able to discuss and comment on the draft planning documents provided by Welsh Government.

Members continue to receive presentations regarding the implications of the Donaldson Review on Religious Education and the development of the pioneer network.

(i) Estyn:

Inspection Reports on schools were received and analysed, as reported. Members received a presentation on the current Estyn inspection process.

(ii) DFES:

The SACRE has been informed of developments and initiatives undertaken by or through the Department for Education and Skills. The Agreed Syllabus Conference has been postponed until DFES publishes its planned changes to the curriculum.

(iii) WASACRE

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

(iv) Complaints

No complaints were received by the SACRE.

4. Appendices:

a) Composition of SACRE

Representing Religious Denominations:

Church in Wales

Simon Cameron (Autumn term)

Roman Catholic

Mary Ludenbach

Baptist Union

Nomination awaited (Welsh)

Nomination awaited (English)

Presbyterian

Rev. Brian H Jones (Welsh)

Christine Thomas (English)

Methodist

Rev. Martin Evans-Jones

United Reformed

Nomination awaited

Union of Welsh Independents

Nomination awaited

Religious Society of Friends

Dominic Oakes

Salvation Army

Captain Sian Radford

Evangelical Movement Wales

Nomination awaited

Representing Teacher Associations:

Secondary Headteacher

Nomination awaited

Junior Headteacher

Nomination awaited

Secondary RE Specialists

Cate Harmsworth

Infant Headteacher

Nomination awaited

Special School Teachers

Ms.Ali Ballantyne

Junior Classroom Teacher

Nomination awaited

Infant Classroom Teacher

Nomination awaited

Representing Denbighshire County Council

Councillor Ellie Chard

Councillor Tony Flynn

Councillor Emrys Wynne

Councillor Barry Mellor (Spring/Summer term)

Councillor Tony Thomas

Councillor Huw Hilditch-Roberts
(Autumn/Spring term)

Co-opted Members:

Tania Ap Sion – Director of the St. Mary's Centre

b) Number and dates of meetings

SACRE meetings:

13th October 2017

5th February 2018

4th July 2018

c) Organisations receiving the report

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

Cyngor Sir Ddinbych Cyngor Ymgynghorol Sefydlog Addysg Grefyddol (CYSAG)		
Dyddiad y Cyfarfod:		5 Chwefror 2019
Eitem ar y Rhaglen:	7	Canlyniadau Arholiadau 2018
<u><i>Cefndir yr Adroddiad:</i></u>		
<p>Rhannu perfformiad arholiadau Addysg Grefyddol CA4 ac ôl 16 wedi'u dilysu yn ysgolion uwchradd Sir Ddinbych a gyhoeddwyd yn Sir Ddinbych ym mis Rhagfyr.</p>		
<u><i>Pwrpas yr Adroddiad:</i></u>		
<p>Darparu gwybodaeth ynglŷn â pherfformiad ysgolion Sir Ddinbych yn arholiadau allanol 2018.</p>		
<u><i>Argymhellion:</i></u>		
<p>Bod yr aelodau'n adolygu a chyflwyno sylwadau ar berfformiad ysgolion yn erbyn y perfformiad blaenorol a chytuno ar feysydd i'w gwella.</p>		

Mae tudalen hwn yn fwriadol wag

Key Stage 4 Religious Studies Results 2017

GCSE course 4450			Analysis by Grade																															
LA	School Num.	School name	A*		A		B		C		D		E		F		G		U		X		Pupils		A*-A		A*-C		A*-G					
			No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	Entered	Absent	No	%	No	%	No	%				
663	6634003	Rhyl High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
663	6634014	Prestatyn High School	21	9.7	39	18.1	43	19.9	37	17.1	32	13.8	23	10.6	14	6.5	6	2.8	1	0.5			216	0	60	28%	140	65%	215	100%				
663	6634020	Ysgol Uwchradd Glan Clwyd	0	0	3	25	6	50	3	25	0	0	0	0	0	0	0	0	0	0	0	0	12	0	3	25%	12	100%	12	100%				
663	6634026	Denbigh High School	0	0	1	3.8	9	34.6	5	19.2	5	19.2	3	11.5	2	7.7	0	0	1	3.8			26	0	1	4%	15	58%	25	96%				
663	6634027	Ysgol Dinas Bran	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
663	6634031	Ysgol Brynhyfryd	7	36.8	8	42.1	2	10.5	0	0	0	0	2	10.5	0	0	0	0	0	0	0	0	19	0	15	79%	17	89%	19	100%				
663	6634601	Blessed Edward Jones HS	0	0	1	3.2	1	3.2	8	25.8	10	32.3	6	19.4	3	9.7	2	6.5	0	0			31	0	1	3%	10	32%	31	100%				
663	6635901	St. Brigid's	2	4.9	13	31.7	15	36.6	5	12.2	4	9.8	1	2.4	1	2.4	0	0	0	0	0	0	41	0	15	37%	35	85%	41	100%				
LA totals			30	9%	65	19%	76	22%	58	17%	51	15%	35	10%	20	6%	8	2%	2	1%			345		95	28%	229	66%	343	99%				

Key Stage 4 Religious Studies Results 2017

GCSE course 4459			Analysis by Grade																												
			A*		A		B		C		D		E		F		G		U		X		Pupils		A*-A		A*-C		A*-G		
LA	School Num.	School name	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	Entered	Absent	No	%	No	%	No	%	
663	6634003	Rhyl High School	4	3.7	12	11.1	21	19.4	15	13.9	13	12	12	11.1	5	4.6	13	12	13	12			114	6	16	15%	52	48%	95	88%	
663	6634014	Prestatyn High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
663	6634020	Ysgol Uwchradd Glan Clwyd	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
663	6634026	Denbigh High School	0	0	0	0	4	12.1	7	21.2	3	9.1	3	9.1	5	15.2	6	18.2	5	15.2			34	1	0	0%	11	33%	28	85%	
663	6634027	Ysgol Dinas Bran	0	0	2	3.4	14	23.7	17	28.8	17	28.8	5	8.5	3	5.1	0	0	1	1.7			59	0	2	3%	33	56%	58	98%	
663	6634031	Ysgol Brynhyfryd	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
663	6634601	Blessed Edward Jones HS	0	0	0	0	0	0	1	12.5	1	12.5	0	0	2	25	2	25	2	25			9	1	0	0%	1	13%	6	75%	
663	6635901	St. Brigid's	0	0	0	0	0	0	5	62.5	0	0	3	37.5	0	0	0	0	0	0	0	0	8	0	0	0%	5	63%	8	100%	
LA totals			4	2%	14	6%	39	18%	45	21%	34	16%	23	11%	15	7%	21	10%	21	10%			216		18	8%	102	47%	195	90%	

<p>Cyngor Sir Ddinbych Cyngor Ymgynghorol Sefydlog Addysg Grefyddol (CYSAG)</p>		
Dyddiad y Cyfarfod:		5 Chwefror 2019
Eitem ar y Rhaglen:	8	Adroddiadau a phroses Arolygu Estyn.
<u><i>Cefndir yr Adroddiad:</i></u>		
<p>Mae Estyn a phob ysgol yng Nghymru bellach yn gweithio dan fframwaith arolygu newydd, ac nid yw'n adrodd yn arbennig ar Addysg Grefyddol. Mae'r eitem hwn yn manylu ar berfformiad ysgolion.</p>		
<u><i>Pwrpas yr Adroddiad:</i></u>		
<p>Nodi a chofnodi canlyniadau arolygiadau ysgolion yn Sir Ddinbych a threfniadau Estyn yn y dyfodol.</p>		
<u><i>Argymhellion:</i></u>		
<p>Bod yr aelodau'n adolygu a chyflwyno sylwadau ar berfformiad arolygiadau Estyn mewn ysgolion a chytuno ar feysydd i'w gwella.</p>		

Mae tudalen hwn yn fwriadol wag

Arolwg Estyn 2017-2018

Bydd pob darparwr addysg a hyfforddiant yng Nghymru yn cael ei arolygu o leiaf unwaith o fewn cyfnod o saith mlynedd wnaeth ddechrau ar 1 Medi 2016.

Mae'r fframwaith arolygu cyffredin yn cael ei ddefnyddio ar gyfer pob arolwg darparwyr addysg a hyfforddiant yng Nghymru. Mae Estyn yn adolygu'r trefniadau arolygu ar hyn o bryd ar gyfer sefydliadau nas cynhelir ac hyfforddiant ac addysg gychwynnol athrawon.

Mae darparwyr yn derbyn tair wythnos o rybudd am arolwg, ac eithrio gwasanaethau addysg llywodraeth leol sy'n derbyn 10 wythnos o rybudd ac addysg athrawon cychwynnol sy'n derbyn 8 wythnos o rybudd.

Yng Nghymru, Arolygiaeth Arweinwyr Prawf Ei Mawrhydi arolygiadau timau troseddau ieuencid, Arolygiaeth Arweinwyr Carchar Ei Mawrhydi ar arolygu carchardai, gan gynnwys y sefydliad troseddwy'r ifanc, ac arweinwyr Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru ar arolygiadau cartref diogel i blant. Mae Estyn yn ymuno â'r timau hyn i arolygu ansawdd addysg a hyfforddiant. O fis Medi 2017, bydd y pump maes arolygiad yn cael eu defnyddio i arolygu adran Addysg, Sgiliau a Gwaith o arolygiadau Carchar Arolygiaeth Ei Mawrhydi.

Ym mis Medi 2017, daeth trefniadau newydd ar gyfer arolygu holl ysgolion, colegau arbenigol annibynnol, unedau atgyfeirio disgyblion a darparwyr dysgu seiliedig ar waith i rym. O fis Medi 2018, mae'r fframwaith hwn hefyd yn berthnasol i golegau addysg bellach, Gwasanaethau Addysg Llywodraeth Leol a Cymraeg i Oedolion.

Oherwydd fframwaith arolygu presennol Estyn nid oes unrhyw feirniadaeth pwnc yn yr adroddiadau Estyn. Instead. Nid oedd unrhyw adroddiad arolwg ysgol yn ystod 2017-18 yn cynnwys unrhyw sylwadau yn ymwneud ag Addysg Grefyddol nac addoli ar y cyd.

Arolygiadau Adran 50

Mae Arolygiadau Adran 50 ar gyfer ysgolion â chymeriad crefyddol ac sy'n addysgu addysg grefyddol enwadol. Yn yr ysgolion hyn, mae addysg grefyddol a chynnwys addoli ar y cyd yn cael eu harolygu ar wahân o dan adran 50 o'r Ddeddf Addysg 2005 ac nid ydynt yn cael ei cynnwys yn arolygiadau adran 28. Yn ystod 2017-18 cafodd 3 ysgol gynradd yn Sir Ddinbych eu harolygu:

Ysgol Esgob Morgan 2018

- Mae effeithiolrwydd a nodweddion unigryw Ysgol Esgob Morgan fel ysgol yr Eglwys yng Nghymru yn dda.
- Mae'r ysgol, drwy ei chymeriad Cristnogol amlwg yn dda am ddiwallu anghenion holl ddysgwyr.
- Mae cyfraniad Addysg Grefyddol i Gymeriad Cristnogol yr ysgol yn dda
- Mae effaith addoli ar y cyd ar gymuned yr ysgol yn dda
- Mae effeithiolrwydd arweinyddiaeth a rheoli'r ysgol fel ysgol eglwysig yn ardderchog.

Ysgol Tremeirchion 2018

- Mae hynodrwydd ac effeithiolrwydd Ysgol Tremeirchion fel Ysgol Eglwys yng Nghymru yn dda.
- Mae'r ysgol , trwy ei chymeriad Cristnogol nodedig, yn dda at fodloni anghenion pob dysgwr
- Mae cyfraniad Addysg Grefyddol at Gymeriad Cristnogol yr ysgol yn dda.
- Mae effaith addoli ar y cyd ar y gymuned ysgol yn dda
- Mae effeitholrwydd arweinyddiaeth a rheolaeth yr ysgol fel ysgol eglwys yn dda

Ysgol Llanbedr 2017

- Mae effeithiolrwydd a nodweddion unigryw Ysgol Llanbedr fel ysgol yr Eglwys yng Nghymru yn dda.
- Mae'r ysgol, drwy ei chymeriad Cristnogol amlwg yn dda am ddiwallu anghenion holl ddysgwyr.
- Mae effeithiolrwydd Addysg Grefyddol yn dda
- Mae effaith addoli ar y cyd ar gymuned yr ysgol yn dda
- Mae effeithiolrwydd arweinyddiaeth a rheoli'r ysgol fel ysgol eglwysig yn dda.

Cyngor Sir Ddinbych Cyngor Ymgynghorol Sefydlog Addysg Grefyddol (CYSAG)		
Dyddiad y Cyfarfod:		5 Chwefror 2019
Eitem ar y Rhaglen:	9	Ysgol Gatholig Newydd, y Rhyl
<i><u>Pwrpas yr Adroddiad:</u></i>		
Rhoi gwybod i aelodau am gynnydd yr ALL, yr esgobaeth a'r llywodraethwyr mewn perthynas â'r paratodau ar gyfer yr ysgol newydd sy'n agor ym mis Medi 2019.		
<i><u>Argymhellion:</u></i>		
Bod aelodau yn adolygu'r cynnydd mewn perthynas ag Ysgol Gatholig Newydd Crist y Gair a'i pharodrwydd i agor ym mis Medi 2019.		

Mae tudalen hwn yn fwriadol wag

Ysgol Gatholig Crist y Gair, Y Rhyl.

Yn ystod 2017, aeth Cyngor Sir Ddinbych ac Esgobaeth Wrecsam drwy'r broses ymgynghori ffurfiol ynglŷn â chynlluniau ar gyfer ysgol Gatholig 3-16 newydd yn y Rhyl, roedd hyn yn cynnwys uno'r ysgolion cyfagos, Ysgol Mair (cynradd) ac Ysgol Uwchradd y Bendigaid Edward Jones. Yr ysgogwr cyntaf ar gyfer newid oedd yr angen i wella'r cyfleusterau dysgu ac addysgu yn y ddwy ysgol.

Bydd yr ysgol newydd yn agor ar 1 Medi 2019 mewn adeilad newydd sbon ar safle presennol y ddwy ysgol a bydd yr ysgolion presennol yn cau. Dyma'r ysgol ffydd gyntaf yng Nghymru a ariannwyd drwy'r rhaglen Ysgolion yr 21ain ganrif.

Ar 29 Mehefin 2018 cyhoeddodd Esgob Wrecsam y byddai'r ysgol newydd yn cael ei galw'n: Ysgol Gatholig Crist y Gair.



Bydd adran gynradd yr ysgol newydd ar gyfer 420 disgybl llawn amser gyda nifer derbyn yn 60. Bydd elfen uwchradd yr ysgol ar gyfer lleiafrif o 500 disgybl, felly mynediad pedwar dosbarth, gyda nifer derbyn cyffredinol o leiaf 100. Bydd hyn yn creu lleiafswm o 40 lle ychwanegol yn ogystal â'r 60 sydd eisoes wedi eu derbyn yn yr ysgol yn y sector cynradd.



Beth fydd yn yr adeilad newydd?

Bydd yr adeilad newydd yn cynnwys:

- capel
- neuadd chwaraeon 4 cwrt
- Prif neuadd a neuadd llai

- stiwdio ddrama
- cae pob tywydd
- ystafelloedd dosbarth arbenigol fel cerdd, technoleg dylunio, gwyddoniaeth ac ati.



Cafodd y corff llywodraethu cysgodol ei benodi yn 2017 ac mae wedi dechrau paratoi ar gyfer yr ysgol newydd, mae hyn yn cynnwys penodi pennaeth newydd. Mae'r pennaeth newydd wedi'i benodi a bydd yn dechrau yn ei swydd ar 1 Medi, fodd bynnag gobeithio y bydd y pennaeth yn dechrau yn y swydd yn gynt. Pan fydd Ysgol Mair ac Ysgol y Bendigaidd Edward Jones yn cau, bydd disgyblion o'r ysgolion hynny'n cael eu trosglwyddo'n uniongyrchol i'r Ysgol Gatholig yn y Rhyl heblaw y gwnaed unrhyw drefniadau eraill.

Prif Gerrig Milltir

- Mehefin 2018 - gwaith adeiladu ar yr adeilad newydd i ddechrau
- Medi 2018 - cylch derbyn yn agor ar gyfer ymgeiswyr Medi 2019
- Ionawr 2019 – penodi Pennaeth
- Medi 2019 - yr ysgol newydd yn agor
- Ebrill 2020 – y safle cyfan wedi'i gwblhau

Cyngor Sir Ddinbych Cyngor Ymgynghorol Sefydlog Addysg Grefyddol (CYSAG)		
Dyddiad y Cyfarfod:		5 Chwefror 2019
Eitem ar y Rhaglen:	10	Cwricwlwm Newydd ar gyfer Cymru
<u><i>Pwrpas yr Adroddiad:</i></u>		
Rhoi cyflwyniad i aelodau ar y Cwricwlwm Newydd ar gyfer Cymru.		
<u><i>Argymhellion:</i></u>		
Bod gan aelodau well dealltwriaeth o rôl addysg grefyddol o fewn y Cwricwlwm Newydd ar gyfer Cymru.		

Mae tudalen hwn yn fwriadol wag

Religious Education and the new curriculum for Wales

Workshop with SACREs

Questions to consider throughout the afternoon

- What are your views on the proposed relationship between the agreed syllabus and the Humanities AoLE?
- Would the supporting framework be a good way of supporting the Agreed Syllabus Conferences to fulfil their statutory role?
- Is there anything we should consider when developing the supporting framework?
- What are the implications of these proposals for you?

How did curriculum reform begin?

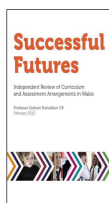
- Fundamental review of curriculum and assessment arrangements.
- Professor Donaldson's *Successful Futures* reported on the review's findings and recommendations - published February 2015
- The Great Debate on Welsh education began in March 2015
- All 68 recommendations accepted - June 2015

How did Professor Donaldson reach his conclusions?

- Visiting schools and other settings.
- Widespread engagement.
- Call for Evidence.
- International experience.
- Research and good practice.

What were the key recommendations?

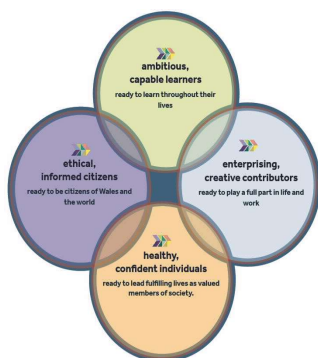
- Four purposes of education.
- Six Areas of Learning and Experience.
- Three cross-curriculum responsibilities.
- One continuum of learning
- Progression Steps - ages 5, 8, 11, 14 and 16
- Achievement Outcomes.
- A range of pedagogical approaches.
- Refocusing assessment on learning, including learners' self- and peer-assessment.
- The principle of subsidiarity



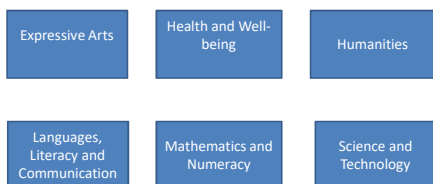
Timeline

- **2015 - 2016:** Pioneer Network established
- **2015 - 2019:** Design and development phase of the new curriculum
- **September 2016:** Digital Competence Framework available
- **April 2019:** New curriculum and assessment arrangements available for feedback
- **January 2020:** Final curriculum and assessment arrangements available
- **September 2022:** All maintained schools and settings using the new curriculum and assessment arrangements. The first teaching of all year groups from primary school to Year 7 will begin in September 2022 and the new curriculum will roll out year-on-year from this point.

The four purposes



Areas of Learning and Experience (AoLEs)



What matters approach

- The pioneer groups have developed key concepts to organise the Areas of Learning and Experience (AoLEs) by identifying 'what matters' in their fields i.e. the key elements that all learners should experience within their areas during their journey along the continuum.
- Each AoLE comprise of What Matters statements as a starting point for school level curriculum design. These high level concepts have been developed to avoid excessive variation from school to school while allowing for local flexibility.
- The What Matters key concepts across the AoLEs must support the development of the four purposes, but also reflect current ideas about important disciplinary knowledge, skills and experiences for each AoLE.

What Matters in the Humanities

1. The process of enquiry allows people to make sense of and engage with the world.
2. People perceive, interpret and represent events and experiences in different ways.
3. Our natural world is diverse and dynamic, influenced by physical processes and human actions.
4. Society has been shaped and influenced by human behaviour and beliefs
5. Humanity faces many challenges and opportunities, that require informed and considered responses.
6. Citizens should be ethical and informed, and able to engage in life and work.

AoLE Design Model

A statement detailing how the AoLE supports the four purposes
 A justification of how the AoLE contributes to the four purposes of the curriculum and why it is important. The statement also provides a 'way in' to the AoLE and the related What Matters statements.

Cross-Curriculum Elements
 Cross-Curriculum Responsibilities (literacy, numeracy, digital competence), wider skills, Welsh dimension and international perspective; Careers and the World of Work embedded where appropriate.

What Matters statements and their accompanying rationales
 Together, these statements outline the essential aspects of learning in the AoLE i.e. 'what matters', drawing on key disciplinary and instrumental knowledge and skills and making links with the four purposes.

Knowledge, Skills & Experiences Identified as key to achieving each What Matters
 To support the development of school level curriculum in relation to the relevant What Matters statement:

- Key principles relating to knowledge, skills and experiences from the relevant disciplines and domains deemed essential to achieving the What Matters statement. Outlined to help schools select appropriate topics and themes relevant to their contexts.
- If essential to achieving the What Matters statement, references will be made to the Cross-Curriculum Responsibilities, wider skills, Welsh dimension and international perspective, Careers and the World of Work.
- Where appropriate, referencing to sequencing
- Links to other What Matters within the AoLE as well as other AoLEs will also be made where appropriate

Progression Steps/Achievement Outcomes

- Progression Steps will be described at five points in the learning continuum, relating broadly to expectations at ages 5, 8, 11, 14 and 16
- Progression Steps will take the form of a range of Achievement Outcomes, using terms like 'I have...' for experiences and 'I can...' for outcomes.
- Achievement Outcomes will include Knowledge, Skills & Experiences, Cross-Curriculum Responsibilities and wider skills, Welsh dimension & international perspective where appropriate.
- The Achievement Outcomes will contribute to achieving the What Matters and four purposes.

Guiding Principles to help turn What Matters into practice
 In the context of the AoLE, the principles may relate to: signature pedagogies; assessment; exemplification. Further guidance on how Cross-Curriculum Elements could be addressed and references to where learners' Welsh language skills might be developed could be included here.

Recommendation 9 of *Successful Futures*

Religious education should form part of the Humanities Area of Learning and Experience, and should remain a statutory curriculum requirement from reception.

Professor Donaldson – Religious Education and the new curriculum

*Reflection time/
opportunity to ask questions*

Wider policy regarding Religious Education that we are mindful of

- The description of an agreed syllabus
- Religious Education in school sixth forms
- Religious Education in school nursery classes
- Withdrawal from Religious Education

The locally agreed syllabus and the Humanities: A proposal

- An amendment to the current arrangements to ensure that the agreed syllabus supports the Humanities Area of Learning and Experience.
- Ensuring a place for Religious Education in the new curriculum, and parity with other subjects whilst also respecting the local responsibility for RE.
- In line with other statutory elements like Welsh and Relationships and Sexuality Education where further detail/guidance will be developed to support the relevant AoLE.

Supporting framework

- Similar to the role of the National Exemplar Framework, a new supporting framework for Religious Education to be developed to support the new curriculum for Wales.
- It would provide further detail about how the What Matters statements included in the Humanities AoLE could be achieved in relation to Religious Education.
- We hope that the Agreed Syllabus Conferences will consider recommending to their Local Authority that this framework should be adopted/adapted to form their agreed syllabus.

Supporting framework

A group to be established to develop the framework.
Membership to include:

- Pioneer schools with expertise in Religious Education
- Additional practitioners to ensure coverage across Wales, English-medium/Welsh-medium, primary/secondary, special schools etc
- Representative(s) from WASACRE and NAPFRE
- Welsh Government policy leads
- Humanities AoLE leads
- Representative from Estyn
- Representative from Qualifications Wales

*This group will draw on the research and input of wider stakeholders and experts.

Potential Timeline

- September/October 2018 - establish group to develop supporting framework
- Autumn 2018 – Autumn 2019 - develop the supporting framework, building on the work completed by the Humanities AoLE group. Engage with SACREs and gather wider feedback throughout the process.
- January 2020 – publish supporting framework along with the rest of the curriculum documentation.
- January 2021- September 2022 – subject to progressing legislation - the Agreed Syllabus Conferences to take place.
- September 2022 – first teaching of the new curriculum, along with new agreed syllabi. Year on year roll out from Year 7.

The place of Religious Education in the Humanities AoLE

The journey so far...

Humanities proposals to date

- Questions: **Is RE easily identifiable** within the Humanities AoLE? (if YES please provide one example – If NO please identify any potential **gaps**)
- Can you share with us your views on the strengths and weaknesses of these proposals to date?
- Do you have any questions or suggestions to share with the Humanities AoLE Working Group?

Humanities AoLE and RE

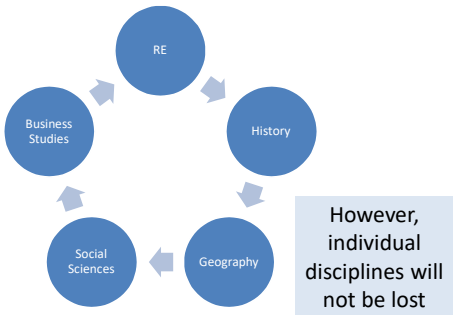
- Alongside papers from experts in all discipline areas, Welsh Government commissioned a discussion paper from a WASACRE/NAPFRE working group to support the early stages of the process of developing the Humanities AoLE
- Commissioned paper by Barbara Wintersgill on Big Ideas in RE
- WASACRE/NAPFRE members delivered the paper at Humanities workshops
- The commissioned paper has informed the drafting the Humanities AoLE statements and rationale...it continues to do so
- Welsh Government have met regularly with members of the WASACRE Executive Committee and NAPFRE in Humanities planning meetings
- Welsh Government have met and consulted with a wide variety of stakeholders including SACREs to seek feedback on the Humanities proposals.
- All feedback is considered carefully, informing decisions made in the writing process

Definition of Humanities

The following draft definition has been developed by the group.

- Humanities is the study of the human experience in the past and present. It allows us to consider possible futures for humanity/for the people of Wales and the wider world. Humanities provides a range of lenses through which we can understand and process the experiences of humanity. Humanities allows us to gain self-awareness and an understanding of our place in the world/Wales' place in the world. Humanities includes learning about the factors that influence society, environment, culture, human behaviour, the relationship between people and the natural and social environment in Wales and the wider world. The Humanities disciplines use a process of enquiry that is central to developing a critical mindset. Humanities provides perspectives through which we explore historical, geographical, religious, non-religious, political, economic and societal/sociological and classical concepts. Humanities aims to encourage learners to actively contribute to their communities/Welsh society through engaging (and critically engage) with local, national and global issues to become a responsible citizen of Wales and the wider world.

Humanities AoLE An Interdisciplinary Approach



How AoLE supports the Four Purposes

Humanities is the study of the human experience in the past and present in Wales, in the United Kingdom and in the wider world. It includes historical, geographical, religious and non-religious, political, economic and societal factors and concepts.

Through exploring 'what matters' about the humanities, learners will study people, place, time and religious and non-religious beliefs/world views. They will learn about Wales, Britain and the wider world, in the past and present, to build a solid base of knowledge and understanding of historical, geographical, political, economic, religious, non-religious and societal concepts. They will follow processes of enquiry, critically evaluate the evidence that they find, apply and communicate their knowledge effectively and thereby become ambitious, capable learners.

Learners will develop a range of skills and dispositions to become enterprising, creative contributors and responsible citizens. They will engage critically with local, national and global issues and use their knowledge to make links between challenges and opportunities in the past and present, and imagine possible futures, to contribute positively to improving the lives of people in their local community, in Wales, in the United Kingdom, and in the wider world.

Learners will understand their own and others' rights, values, ethics, religious and non-religious beliefs, world views and philosophy. Through understanding, respecting and challenging different religious and non-religious beliefs/world views and how to exercise their democratic rights and responsibilities, learners will become ethical, informed citizens of Wales and the wider world. They will consider, explore and make informed choices about sustainability and the impact of their own and others' actions in Wales, in the United Kingdom and in the wider world.

By developing their personal stances on matters of religious and non-religious world views, ethical challenges and social inclusion, they will become healthy, confident individuals, ready to lead fulfilling lives as valued members of society in Wales and the wider world. Exploring the natural world, locally, across Wales and in the wider world, will help them to develop their well-being and a sense of place.

The process of enquiry allows people to make sense of and engage with the world.

- Developing the skills of enquiry within the humanities disciplines enables pupils to make sense of ideas, information and ultimately, the world around them. This empowers learners to be responsible for their own learning and equips them with the tools to continue the pursuit of knowledge throughout their lives. Learners pose questions, develop ideas and hypothesise outcomes across the Humanities. By gathering, analysing and evaluating a range of evidence, learners can interpret and connect information to attain relevant knowledge to inform their understanding. Through thinking critically and reflectively about the evidence, they learn to make coherent, substantiated conclusions and judgements. Learners critically evaluate the effectiveness of the enquiry process and how well it has helped them to make sense of and engage with the world.

People perceive, interpret and represent events and experiences in different ways

- Humanities allows learners to consider the different ways in which people view and represent events and experiences. Learners will develop their understanding of how narratives and representations are constructed, how and why interpretations of events and experience differ and how people, time, place and beliefs influence perceptions. Learners critically question and evaluate the validity of interpretations and representations in order to create their own informed and balanced understanding of events and experiences.

Our natural world is diverse and dynamic, influenced by physical processes and human actions

- Studying humanities helps learners to identify, understand and analyse the diverse and dynamic interactions between people and place. Physical processes in Wales, and the wider world, have major impacts on places, environments, landscapes and the lives of people. Human actions have major impacts on the natural world. Appreciating these complex patterns and connections between the past, present and future is important for the understanding of the causes and consequences of change. Innovation, economic and technological developments have shaped and continue to shape Wales' environment and the wider natural world. Experiencing the natural world, contributes to learners' understanding and development of spirituality, well-being and sense of place. Human responsibility for the environment and the actions humans take, can be influenced by diverse beliefs, practices, ethics and philosophies.

Society has been shaped and influenced by human behaviour and beliefs

- Humanities enables learners to understand how societies in Wales, in Britain and in the wider world have been formed and influenced by individuals, communities, political, economic factors, cultural values and religious and non-religious beliefs and practices. Societies have experienced continuity and change that has affected, and continues to, affect people's lives, in Wales, in Britain and in the wider world. The causes and consequences of human actions in the past and present have shaped society and how it has developed in different times and places. Exploring human relationships have intrinsic value. Opportunities to see connections between today's society and the past, how diverse religious and non-religious views have evolved over time and how these have influenced the behaviour and beliefs of people in Wales and the wider world today, is essential.

Humanity faces many challenges and opportunities, that require informed and considered responses

- Understanding current local, national and global challenges and opportunities is essential to becoming an ethical and informed citizen. Learners should develop informed views about challenges and opportunities that people in Wales, and in the wider world, face. By engaging with ultimate questions learners will understand that people's beliefs, experiences, perspectives and circumstances influence their responses to challenges and opportunities. Learners will understand and evaluate the success and appropriateness of various responses to challenges and opportunities. They will also form and justify their own opinions about challenges and opportunities based on their understanding of peoples' values, beliefs and viewpoints.

Citizens should be ethical and informed, and able to engage in life and work

- Humanities encourages learners to think critically about ethical, economic, entrepreneurial, political or social engagement in their communities. Learners will understand their rights and responsibilities as ethical citizens, and the importance of ensuring that they respect the rights of others. Learners understand individuals' legal, moral, religious and non-religious responsibilities and the consequences of failing to act accordingly. Learners will develop an understanding of identity and Welsh identity. They will build a conscious understanding of their own role in society, the world of work and of the religious, non-religious, moral and ethical influences on people's lives.

KSEs and AOs

- There will be Knowledge Skills and Experiences (KSE) outlined for each What Matters
- Progression will be linked to the What Matters and KSE through Achievement Outcomes

Knowledge: learners need to know:	Progression steps	Rationale
Significant people and events across a range of historical periods in Wales and in the wider world.	To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps.	A solid base of knowledge and understanding of how societies have been shaped by people and events is essential to developing an ethical, informed, ambitious learner who can place one's own life and experiences in context.
Political and economic ideologies, beliefs and practices that have influenced and shaped Welsh society and societies across the world.	To be introduced at progression step 3 and revisited with increasing depth and complexity, at all subsequent progression steps.	Political and economic ideologies and beliefs can influence the way in which humans choose to act i.e. Democracy, Communism.
Range of different political systems, which have shaped society, at the local, Welsh, British and global levels.	To be introduced at progression step 3 and revisited with increasing depth and complexity, at all subsequent progression steps.	Systems of government, styles of governance and authority permit or restrict, support or prevent human behaviours and actions i.e. Democracy, Autocracy, Dictatorship.
Socio-economic and cultural differences which have shaped local, Welsh, British and global societies.	To be introduced at progression step 2 and revisited with increasing depth and complexity, at all subsequent progression steps.	Human beliefs and therefore their actions are influenced by socio-economic differences and cultural practices.
Religious and non-religious beliefs/ world views, traditions and practices and how these form and influence societies, past and present, in Wales, in Britain and in the wider world.	To be introduced at progression step 3 and revisited with increasing depth and complexity, at all progression steps.	The significance of religious and non-religious beliefs/ world views, practices, lifestyles, rites, rituals and festivals and their symbolism, helps develop ethically informed citizens and allows pupils to understand different beliefs to their own.
Continuity and change, significant, cause and consequence and similarity and difference.	To be introduced at progression step 1 and revisited with increasing depth and complexity, at all progression steps.	Understanding the nature of change is vital to understanding the past and the future and therefore this is a key skill for this What Matters statement.

Achievement Outcomes for the What Matters Statement	
WM2	
Progression Step 1	I am aware that people have different viewpoints about familiar experiences.
Progression Step 2	I am aware of the difference between fact and opinion. I can identify that events and experiences are viewed and represented in different ways.
Progression Step 3	I can distinguish between fact, opinion, belief and world views and also reasons for the differences. I can describe the different perspectives and representations of events and experiences.
Progression Step 4	I can reconcile and provide a reasonable explanation for the reasons for different viewpoints and narratives of events and experiences. I understand and analyse how and why events and experiences have been interpreted and represented in different ways, and I understand that different conclusions are possible.
Progression Step 5	I can reconcile different disciplinary lenses when exploring a range of viewpoints and narratives of events and experiences. I take into account the changes in these viewpoints and narratives depending on time, place and belief. I can evaluate and synthesise different interpretations to come to an informed conclusion about events and experiences. I can evaluate the credibility and validity of viewpoints, interpretations and perspectives.

Is the RE identifiable?

- Schools will have opportunity and freedom to plan the content of their own curriculum
- Identify opportunities for rich learning in RE within the existing framework.
- Are there opportunities you could suggest?
- RE remains locally determined (subsidiarity supports this)
- The supporting framework for RE will support schools in planning

Recent developments

- Humanities AoLE working group being held every two weeks (latest held 12-13 September)
- In September there has been feedback from Curriculum and Assessment Group – an international panel of experts
- Redrafting following feedback from experts including WASACRE/NAPfRE

Supporting Framework for RE

What will it look like?

Possible structure:

- Introduction
- Religious Education: Learner Entitlement
- What is good RE?
- Cross curriculum elements
- Progression
- Religious Education and the Humanities
- The right to withdraw

Introduction

- A section on Successful Futures
- The new curriculum for Wales and the What Matters approach
- An explanation of the role of the supporting framework

Religious Education: Learner Entitlement

- Successful Futures, and the four purposes
- Professor Donaldson - Purpose of RE is: *'developing respect and understanding of different forms of religion over time and in different societies.'* (page 46 of the report)
- The CoRE report
- What would an entitlement for Wales look like?

What is good RE?

- Build on the work produced to date by NAPFRE

Cross – Curriculum Elements

- Welsh Government policy/definitions developed by the pioneers regarding the following (and how they relate to RE):
- Cross-Curriculum Responsibilities: literacy, numeracy and digital competence
- Welsh dimension/international perspective
- Wider skills
- Enrichment and experiences
- Welsh language across the curriculum

Progression

- An outline of the approach to progression taken by the Humanities group (drawn on the work from the CAMAU project)

Religious Education and the Humanities

- Statement that outlines how the Humanities AoLE supports the four purposes
- Each What Matters statement one by one, with the relevant key knowledge, skills and experiences and Achievement Outcomes developed by the Humanities group appearing beneath them
- Under each, further RE detail to be provided to support the AoLE (this includes further detail regarding the Achievement Outcomes)

The right to withdraw

- Welsh Government to outline policy position
- Role of SACREs in supporting schools
- References to WASACRE Withdrawal from RE publication
- The content of the supporting framework will identify the explicit RE elements of the Humanities that learners can be withdrawn from

Feedback questions

- What are your views on the proposed relationship between the agreed syllabus and the Humanities AoLE?
- Would the supporting framework be a good way of supporting the Agreed Syllabus Conferences to fulfil their statutory role?
- Is there anything we should consider when developing the supporting framework?
- What are the implications of these proposals for you?

Next steps

- To gather wider feedback from your SACREs, we would be grateful if you would:
- Share the proposals discussed today with your fellow SACRE members
 - Seek their views on the key questions we have just considered
 - Complete the form provided and send to pauline.smith@gov.wales by 16 November.*

*Please let us know if your SACRE won't be meeting prior to this date.
