

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

Date: 28 January 2019

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 **TUESDAY, 5 FEBRUARY 2019** in the **COUNCIL CHAMBER, COUNTY HALL, RUTHIN LL15 1YN.**

Yours sincerely

G Williams
Head of Legal, HR and Democratic Services

AGENDA

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

SILENT REFLECTION

1 APPOINTMENT OF CHAIR - FROM RELIGIOUS DENOMINATIONS

To appoint a Chair from the Religious Denominations Representatives for the remainder of the 2019 term.

2 APOLOGIES

3 DECLARATION OF INTERESTS (Pages 5 - 6)

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

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 LAST MEETING** (Pages 7 - 12)
- (a) To receive the notes of the last meeting held on 4 July 2018 (copy enclosed), and
- (b) to receive and approve the minutes of the Denbighshire SACRE meeting held on 5 February 2018 (copy enclosed)
- 6 SACRE DRAFT ANNUAL REPORT 2017/18** (Pages 13 - 24)
- To consider and approve the draft SACRE Annual Report 2017/18 (copy enclosed).
- 7 EXAMINATION RESULTS 2018** (Pages 25 - 28)
- To review the verified Religious Education KS4 and Post 16 examination results of Denbighshire's secondary schools (copy enclosed).
- 8 ESTYN INSPECTION PROCESS AND REPORTS** (Pages 29 - 32)
- To consider the results of recent school Estyn Inspections undertaken in three schools (copy enclosed).
- 9 NEW CATHOLIC SCHOOL, RHYL** (Pages 33 - 36)
- To consider a report informing members of the progress of the new Christ the Word Catholic School and its readiness to open in September 2019 (copy enclosed).
- 10 NEW CURRICULUM FOR WALES** (Pages 37 - 54)
- To receive a presentation (copy enclosed) on the new Curriculum for Wales.

PART 2 - NO ITEMS

MEMBERSHIP

Councillors Representing Denbighshire County Council

Ellie Chard
Tony Flynn
Tony Thomas

Emrys Wynne
Barry Mellor

Representing Religious Denominations

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, *(name)*

a *member/co-opted member of
*(*please delete as appropriate)*

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:-
*(*please delete as appropriate)*

Date of Disclosure:

Committee *(please specify)*:

Agenda Item No.

Subject Matter:

Nature of Interest:

*(See the note below)**

Signed

Date

*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)

Notes of a meeting of the Standing Advisory Council for Religious Education (SACRE) held in the Council Chamber, Russell House, Churton Road, Rhyl LL18 3DP on Wednesday, 4 July 2018 at 10.00 am.

PRESENT

Representing Denbighshire County Council

Councillors Ellie Chard, Tony Flynn, Tony Thomas and Emrys Wynne

Representing Religious Denominations

Rev. Brian Jones

Representing Teacher Associations

No representatives in attendance

ALSO PRESENT

Challenge Advisor GwE (PL) and Committee Administrator (KEJ)

POINT OF NOTICE - QUORUM

The quorum for SACRE was one third of its members including one from each of the three representative groups. Unfortunately there were no members present representing teacher associations and therefore the meeting was inquorate. Consequently those present considered whether or not to proceed with the meeting on an informal basis. Given that it was the second consecutive inquorate meeting of SACRE and that it would not be possible to ratify previous decisions, and given that there was no pressing business requiring a decision prior to the next scheduled meeting, it was proposed that the meeting not proceed and that the business be deferred to the next meeting of SACRE scheduled for 12 October 2018. It was subsequently **AGREED ACCORDINGLY**. Whilst appreciating that it was an extremely busy time for members concern was expressed that only one apology for absence had been received, from Dominic Oakes, and members stressed the importance of all members submitting apologies in advance if they were unable to attend meetings so that alternative arrangements could be made if necessary. The current lack of representatives from teacher associations was also raised as an issue which the local authority needed to address and it was suggested that there may be merit in convening meetings outside of school hours which may help to improve attendance.

The Challenge Advisor GwE advised that he was stepping down as the local authority representative and the local authority would need to find another adviser to provide professional support to SACRE in future. He highlighted SACRE's statutory requirement to review the agreed syllabus but in light of the future changes to the current curriculum WASACRE had suggested the current framework be confirmed as fit for purpose pending implementation of the new curriculum in 2022. It was suggested that an Agreed Syllabus Conference be convened immediately prior to the next scheduled SACRE meeting for this

purpose. The Challenge Advisor GwE also referred members to agenda item 8 – Curriculum for Wales and advised that as the new curriculum continued to be developed progression steps for the Humanities Area of Learning and Experience had been produced to aid the identification of attainment in humanities which would replace the current documentation. The deadline for feedback to the Welsh Government on the new progression steps was imminent and therefore he suggested that members consider the documentation in their own time and submit their individual comments directly to Welsh Government. This would ensure that SACRE was confident it had the opportunity to input as part of that process with a view to including the new documentation as part of the agreed syllabus when it was reviewed in 2022. It was agreed to circulate the Welsh Government email address for responses to members to enable them to provide individual feedback relating to the progression steps.

The discussion concluded at 10.25 a.m.

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Minutes of a meeting of the Standing Advisory Council for Religious Education (SACRE) held in Council Chamber, County Hall, Ruthin LL15 1YN on Monday, 5 February 2018 at 10.00 am.

PRESENT

Representing Denbighshire County Council:

Councillors Ellie Chard, Tony Flynn and Tony Thomas

Representing Religious Denominations:

Rev Brian H Jones, Rev Martin Evans-Jones and Dominic Oakes

ALSO PRESENT

Challenge Advisor GwE (PL) and Committee Administrator (SLW)

Also in attendance:

Nigel Worth (Society of Friends – Quaker)

The Committee's quorum requirements had not been met due to the fact there were no Education Members in attendance. The meeting proceeded but any decisions made would need to be formally ratified at the Committee's next quorate meeting.

The meeting began with a few minutes silent reflection.

1 APOLOGIES

Apologies for absence were received from Councillor Emrys Wynne

2 APPOINTMENT OF CHAIR

The Challenge Advisor for GwE informed the Committee that Simon Cameron had stepped down from his role with the Church in Wales and, therefore, was no longer a member of SACRE. Due to the resignation of Simon Cameron, a new Chair would need to be appointed.

As the meeting was not quorate, and there were no nominations put forward to be Chair, the Vice-Chair, Councillor Ellie Chard agreed to be Chair.

***Noted** that Councillor Ellie Chard take on the role of Chair for the meeting.*

3 APPOINTMENT OF VICE-CHAIR

The Challenge Advisor for GwE informed the Committee that due to the fact the Vice-Chair, Councillor Ellie Chard had taken on the role of Chair, a Vice-Chair would need to be appointed.

As the meeting was not quorate, and there were no nominations put forward to be Vice-Chair, Councillor Tony Thomas agreed to be Vice-Chair.

***Noted** that Councillor Tony Thomas take on the role of Vice-Chair for the meeting.*

4 DECLARATION OF INTERESTS

No declarations of interest.

5 URGENT MATTERS AS AGREED BY THE CHAIR

No urgent matters.

6 MINUTES OF LAST MEETING

The minutes of the Standing Advisory Council for Religious Education (SACRE) meeting held 13 October 2017 (previously circulated) were submitted.

Accuracy – page 7, Item 9 should read “The Chair thanked members” and not “The Cahir thanked members”

Matters Arising:

Page 8, Item 10 – Response from SACRE’s letters to Schools

The Challenge Advisor for GwE informed members that there were issues due to the changes in the GCSE curriculum. There were less pupils being entered for the short course and more for the full course. Reports across Wales suggest that some schools were struggling to attain the results they were expecting and some had started to remove GCSEs completely from KS4. The provision of RE within schools was mandatory but there was no requirement for pupils to gain a qualification.

Discussion took place and a suggestion put forward to work with the Head Teachers Federation as to how best RE could be delivered to pupils in Denbighshire.

***NOTED** that subject to the above, the minutes of the SACRE meeting held on 13 October 2017 proposed for approval as a correct record at the Committee’s next quorate meeting.*

7 ANALYSIS OF INSPECTION REPORTS

The Challenge Advisor for GwE introduced the report (previously circulated) which provided an analysis of Estyn Inspection reports published in the autumn term.

The inspections had taken place at three schools:

- Ysgol Y Faenol, Bodelwyddan
- Rhewl County Primary School, and
- Ysgol Bro Cinmeirch, Llanrhaeadr

Details relating to each of the respective schools had been included in the report and were summarised by the Challenge Advisor.

Noted that the report be received and its contents noted.

8 THE NEW ESTYN INSPECTION FRAMEWORK

The Challenge Advisor for GwE introduced a verbal report to inform members of the new inspection framework.

A short and concise You Tube video entitled “Estyn Inspection changes” was presented to highlight the changes.

Noted that members acknowledged the verbal report and accepted changes to the format SACRE receive Estyn report evaluations for schools in Denbighshire.

9 EXAMINATION RESULTS 2017

The Challenge Advisor for GwE introduced the summary of Examination Results 2017 report (previously circulated) for members to monitor provision for RE in schools and to be updated as to the results for the year.

It was highlighted that AS level data had been included within the report but there had been no national data for comparisons.

During discussion it was highlighted:

- There was a lot of work involved highlighting A*-C grades where in fact A*-G were all classed as a pass. It was felt that pupils should be made more aware of the pass grades.
- None specialist teachers were stated by Estyn as not to be detrimental to a pupils education.

NOTED that, subject to the above, the summary of the Examination Results 2017 Report be received and noted.

10 SACRE AND SCHOOL TO SCHOOL COLLABORATION

The Challenge Advisor GwE introduced the report (previously circulated) to provide an update on the training event which had taken place in June and July 2017.

It was summarised within a presentation and was agreed that the training had been a great success for pupils to analyse wider aspects of RE.

NOTED that the presentation be received and the contents noted.

11 WASACRE

- (i) The minutes of the meeting of the Wales Association of SACREs (WASACRE) held at Bridgend on 10 November 2017 (previously circulated) were submitted for Members’ information.

- (ii) Nominations had been requested for a new member of the WASACRE Executive Committee. Rev. Martin Evans-Jones put himself forward.
- (iii) The date of the next WASACRE meeting was 9 March 2018 and would be held in Swansea.

NOTED that the minutes of the WASACRE held on 10 November 2017 be received and noted.

12 DATE OF NEXT MEETING

The next meeting of the Denbighshire SACRE had been scheduled for 10.00 a.m. on 4 July 2018 – venue to be confirmed.

The meeting concluded at 11.20 a.m.

Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		5 February 2019
Agenda Item:	6	SACRE ANNUAL REPORT 2017/18
<u><i>Background to the Report:</i></u>		
<p>It is a statutory requirement on the SACRE to produce and Annual Report of its work, and that this Annual Report be made available to DfES by December 31st.</p>		
<u><i>Purpose of the Report:</i></u>		
<p>To identify and record the work of the SACRE for the year from September 2017 – July 2018</p>		
<u><i>Recommendations:</i></u>		
<ul style="list-style-type: none"> ▪ To approve the report, subject to any amendments, as an accurate account. ▪ To request the LA to have the report translated into Welsh, and distributed to all schools and colleges in Denbighshire, and other recipients as required by law and as identified in the report. 		

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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.	

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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

Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		5 February 2019
Agenda Item:	7	Examination Results 2018
<i><u>Background to the Report:</u></i>		
To share the verified Religious Education KS4 and post 16 examination performance of Denbighshire secondary schools that were released in Denbighshire in December.		
<i><u>Purpose of the Report:</u></i>		
To provide information regarding the performance of Denbighshire schools in the 2018 external examinations.		
<i><u>Recommendations:</u></i>		
That members review and comment on the performance of schools against previous performance and agree areas for improvement.		

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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%	

Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		5 February 2019
Agenda Item:	8	Estyn Inspection process and reports.
<u><i>Background to the Report:</i></u>		
<p>Estyn and all schools in Wales are now working under a new inspection framework, that does not specifically report on Religious Education. This item details schools performance</p>		
<u><i>Purpose of the Report:</i></u>		
<p>To identify and record outcomes of school inspections in Denbighshire and Estyn future arrangements..</p>		
<u><i>Recommendations:</i></u>		
<p>That members review and comment on the performance of school Estyn inspections and agree possible areas for improvement.</p>		

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Estyn Inspections 2017-2018

All education and training providers in Wales will be inspected at least once within a seven-year period that began 1 September 2016.

The common inspection framework is used for all inspections of education and training providers in Wales. Estyn is currently reviewing the inspection arrangements for non-maintained settings and initial teacher education and training.

Providers receive three weeks' written notice of inspection, with the exception of local government education services which receive 10 weeks' notice and initial teacher education which receive 8 weeks' notice.

In Wales, Her Majesty's Inspectorate of Probation leads inspections of youth offending teams, Her Majesty's Inspectorate of Prisons leads on inspections of prisons, including the young offenders' institution, and the Care and Social Services Inspectorate Wales (CSSIW) leads on inspections of the secure children's home. Estyn joins these teams to inspect the quality of education and training. From September 2017, the five inspection areas will be used to inspect the Education, Skills and Work section of HMI Prison inspections.

In September 2017, new arrangements for inspecting all schools, independent specialist colleges, pupil referral units and work-based learning providers came into effect. From September 2018, this framework also applies to further education colleges, Local Government Education Services and Welsh for adults.

Due to the current Estyn inspection framework there are no subject judgments in the Estyn reports. Instead, No school inspection reports during 2017-18 had any comments relating to Religious Education or collective worship.

Section 50 Inspections

Section 50 Inspections are for schools that have a religious character and teach denominational religious education. In these schools, religious education and the content of collective worship are inspected separately under section 50 of the Education Act 2005 and are not included in section 28 inspections. During 2017-18 3 Denbighshire primary schools were inspected:

Ysgol Esgob Morgan 2018

- The distinctiveness and effectiveness of Ysgol Esgob Morgan as a Church in Wales school are good.
- The school, through its distinctive Christian character, is good at meeting the needs of all learners
- The contribution of Religious Education to the Christian Character of the school is good
- The impact of collective worship on the school community is good
- The effectiveness of the leadership and management of the school as a church school is excellent.

Ysgol Tremeirchion 2018

- The uniqueness and effectiveness of Ysgol Tremeirchion as a Church of Wales school is good.
- The school, through its noted Christian features, is good at meeting every pupil's needs
- Religious education's contribution towards the school's Christian character is good.
- The effects of co-worship on the school's community is good.
- The effectiveness of leadership and governance within the school as a denominative school, is good.

Ysgol Llanbedr 2017

- The distinctiveness and effectiveness of Llanbedr as a Church in Wales school are good
- The school, through its distinctive Christian character, is good at meeting the needs of all learner
- The effectiveness of the Religious Education is good
- The impact of Collective Worship on the school community is good
- The effectiveness of the leadership and management of the school as a church school is good

Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		5 February 2019
Agenda Item:	9	New Catholic School, Rhyl
<i><u>Purpose of the Report:</u></i>		
To inform members of the progress the LA, diocese and governors are making to prepare for new school opening in September 2019.		
<i><u>Recommendations:</u></i>		
That members review the progress of the new Christ the Word Catholic School and its readiness to open in September 2019.		

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Christ the Word Catholic School, Rhyl.

During 2017, Denbighshire County Council and the Diocese of Wrexham went through the formal consultation process regarding plans for a new 3-16 Catholic school in Rhyl, this involved the neighbouring schools Ysgol Mair (primary) and Blessed Edward Jones High school becoming one. The initial driver for change was the need to improve the teaching and learning facilities at both schools.

The new school will open on 1st September 2019 in a brand new building on the current site of both schools and the existing schools will close. This is the first faith school in Wales funded through the 21st Century Schools programme.

On the 29th June 2018 the Bishop of Wrexham announced that the new school would be called; Christ the Word Catholic school - Ysgol Gatholig Crist y Gair.



The primary section of the new school will be for 420 full time pupils with an admission number of 60. The secondary element of the school will be for a minimum 500 pupils, therefore a four form entry, with an overall admission number of at least 100. This will create a minimum of an additional 40 places in addition to the 60 already admitted to the school in the primary sector.



What will be in the new building?

The new building will include;

- a chapel
- four court sports hall
- main hall and a smaller hall

- drama studio
- all weather pitch
- specialist classrooms such as music, design technology, science etc.



The shadow governing body was appointed in 2017 and has started preparing for the new school, this included the appointment of a new headteacher. The new headteacher has been appointed and will take up the post on September 1st, however it is hoped that the headteacher will take up post earlier. When Ysgol Mair and Blessed Edward Jones schools close, pupils from those schools will automatically be transferred to Christ the Word Catholic School in Rhyl unless other arrangements have been made.

Key Milestones

- June 2018 - Construction on the new build to begin
- September 2018 - Admission round opens for the September 2019 applicants
- January 2019 - Headteacher appointed
- September 2019- New school opens
- April 2020- Whole site complete

Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		5 February 2019
Agenda Item:	10	New Curriculum for Wales
<i><u>Purpose of the Report:</u></i>		
For members to receive a presentation on the new Curriculum for Wales.		
<i><u>Recommendations:</u></i>		
That members have a clearer understanding of the place of religious education in the new Curriculum for Wales.		

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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?

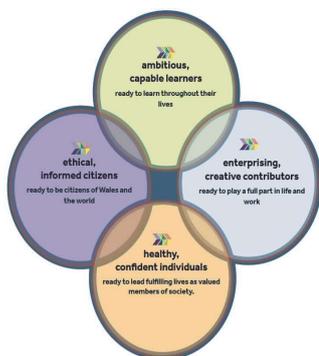
- Four purposes of education.
- Six Areas of Learning and Experience.
- Three cross-curriculum responsibilities.
- One continuum of learning
- Progression Steps - ages 5, 8, 11, 14 and 16
- Achievement Outcomes.
- A range of pedagogical approaches.
- Refocusing assessment on learning, including learners'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



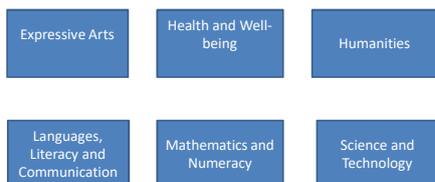
Timeline

- **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

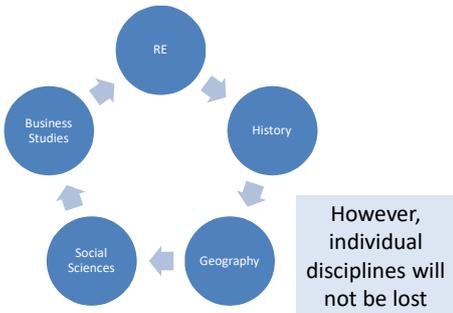
- Alongside papers from experts in all discipline areas, Welsh Government commissioned a discussion paper from a WASACRE/NAPFRE working group to support the early stages of the process of developing the Humanities AoLE
- Commissioned paper by Barbara Wintersgill on Big Ideas in RE
- WASACRE/NAPFRE members 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.
