

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

Date: 10 October 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 **WEDNESDAY, 16 OCTOBER 2019** in **COUNCIL CHAMBER, RUSSELL HOUSE, CHURTON ROAD, RHYL LL18 3DP.**

Yours sincerely

G Williams
Head of Legal and Democratic Services

AGENDA

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

SILENT REFLECTION

1 APOLOGIES

2 DECLARATION OF INTERESTS (Pages 5 - 6)

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

3 APPOINTMENT OF CHAIR

To appoint a Chair of the SACRE for the ensuing two year term.

4 APPOINTMENT OF VICE CHAIR

To consider the appointment of a Vice Chair of the SACRE for the ensuing two year term.

5 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.

6 MINUTES OF LAST MEETING (Pages 7 - 14)

To receive and approve the minutes of the Denbighshire SACRE meeting held on 26 June 2019 (copy enclosed)

7 SACRE DRAFT ANNUAL REPORT 2018/19 (Pages 15 - 26)

To consider and approve the draft SACRE Annual Report 2018/19 (copy enclosed)

8 ANALYSIS OF INSPECTION REPORTS (Pages 27 - 36)

To receive the analysis of recent Estyn inspection Reports (copy enclosed)

9 SACRE SUPPORT FOR 2019-2020 (Pages 37 - 38)

To discuss and agree the future work of SACRE.
To consider how SACRE can support the delivery of RE and Collective Worship in 2019-2020.

10 WASACRE (Pages 39 - 58)

To receive the minutes of the last meeting of the Association in Conwy 28th June 2019 (copy enclosed)
To agree attendance to the next WASACRE, Aberaeron 21st November 2019.

11 DATE OF NEXT MEETING

05th February 2019 – 10.00am – Council Chamber, Russell House, Rhyl.
23rd June 2019 – 10.00am – Conference Room 1a, County Hall, Ruthin.
14th October 2019 – 10.00am – Council Chamber, Russell House, Rhyl.

PART 2 - NO ITEMS

MEMBERSHIP

Councillors Representing Denbighshire County Council

Ellie Chard
Tony Flynn
Tony Thomas

Emrys Wynne
Rachel Flynn

Representing Religious Denominations

Mr. Dominic Oakes
Rev. B H Jones
Rev. Martin Evans-Jones
Ms Mary Ludenbach

Mrs C Thomas
Lt. Sian Radford
Jennie Downes

Representing Teacher Associations

Mrs C Harmsworth

Ms. Ali Ballantyne

Co-opted Members

Ms. Tania Ap Siôn

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LOCAL GOVERNMENT ACT 2000

Code of Conduct for Members

DISCLOSURE AND REGISTRATION OF INTERESTS

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

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

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Public Document Pack Agenda Item 6

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Minutes of a meeting of the Standing Advisory Council for Religious Education (SACRE) held in CONFERENCE ROOM 1A, COUNTY HALL, RUTHIN LL15 1YN on Wednesday, 26 June 2019 at 10.00 am.

PRESENT

Councillors Ellie Chard, Tony Flynn, Emrys Wynne and Cheryl Williams, Emrys Wynne, Rev. Brian Huw Jones, Ali Ballantyne and Dominic Oakes (chair)

ALSO PRESENT

Head Teacher – Denbigh High School (PE), Diocesan Education Officer (JD), Senior School Improvement Officer (JM), Democratic Services Manager (SP) and Committee Administrator (HB)

OBSERVING

Councillor Mabon ap Gwynfor.

1 APOLOGIES

Apologies were received by Councillor Tony Thomas and Reverend Martin Evans-Jones.

2 DECLARATION OF INTERESTS

Councillors declared that they were school governors.

Councillor Emrys Wynne declared a personal interest in Agenda Item 6. He explained that he knew members of the Religious Education department in Ysgol Dinas Bran very well.

3 URGENT MATTERS AS AGREED BY THE CHAIR

Dominic Oakes had a concern regarding the way his pack was delivered to him. He explained that given the concerns regarding the environment he felt that the plastic packaging was unnecessary and a paper envelope would suffice next time. Following on from his concern he also highlighted the amount of paper the packs contained, raising the question whether or not hard copies were necessary.

All members were to express their preferred way of receiving the Agenda Pack, either by post or email.

4 MINUTES OF LAST MEETING

The minutes of the Standing Advisory Council for Religious Education (SACRE) meeting held 5 February 2019 (previously circulated) were submitted.

Matters arising –

Page 9 – Councillor Ellie Chard attended the WASACRE meeting on 26 March and had shared her report with members.

Page 12 – New Curriculum Assessments arrangements were going to be circulated. The deadline for comments on the new curriculum was July.

RESOLVED - that the minutes of the SACRE meeting held on 5 February 2019 be received and approved.

5 ESTYN REVIEW OF RELIGIOUS EDUCATION

The Head Teacher for Denbigh High School and Peer Inspector for Estyn (HTDHS) presented the Estyn Review of Religious Education (previously circulated).

The HTDHS had been invited to take part in a thematic study where the remit was to look at the delivery and quality of Religious Education across Key Stage 3.

During the visits, the inspectors had time to meet with Head Teachers to ask a set number of questions, they also met with students and reviewed examples of their work.

Standards – the panel of inspectors concluded that many schools had a good standard of Religious Education. In terms of transition between Key Stage 2 and Key Stage 3 there was repetition in work, this information being gained from the students statements.

Students also commented that Religious Education helped them understand conflict in the World, and helped them understand why different people have different views and opinions. The HTDHS said that in Key Stage 3 it was evident that the class teachers enabled debate and discussion with subjects such as relationships etc.

It was evident that Religious Education was very good at developing student's skills, particularly literacy, thinking and reasoning. Religious Education within schools had no defining point of what could be studied.

Provision – Many schools, both Key Stage 2 and Key Stage 3 had qualified staff to deliver the subject. However lack of transitional work meant repetition of topics.

The report highlighted that often in secondary schools the department was led by a subject specialist who often had a degree level qualification. Provision support varied across schools, some schools had a systematic way of learning with all resources available and other had weekly meetings with a specialist to ensure the curriculum was correct and to request any provisions that they would deem necessary.

Links – nearly all primary schools had good links with organisations however only a minority of pupils in Key Stage 2 visited a religious place that was not Christian. This raised the question how often religious representatives had visited schools.

Dominic Oakes queried whether that was because fewer religious representatives were contacting schools to visit or was it a lack of invitations from the schools. The HTDHS confirmed that it was a combination of both. A major factor was location, he advised members that a secondary school once visited a Mosque in Manchester, but have since stopped the visit due to logistical reasons. The chair proposed the idea of a list of approved places of worship that schools could attend, he felt that this would encourage schools to arrange the visits.

Quality of Teacher Feedback – members were advised that the information varied across both Key Stage 2 and Key Stage 3. However the feedback was very thorough.

Leadership - many primary schools and nearly all secondary schools' curricula were monitored. Many secondary schools had a self-evaluation process within Religious Education, information would be reported to the Head Teacher who then would report to the Governing Bodies.

Professional Learning – Many schools had limited access to training for teachers. Many schools knew about SACRE but were unsure on its role. There were fewer opportunities at Key Stage 3 for teachers to meet with fellow subject specialists, also fewer instances where teacher from Key Stage 2 and Key Stage 3 were communicating to ensure a good transition.

Ali Ballantyne said that given Religious Education was compulsory in Key Stage 3 why weren't students given a level, she felt that the subject was becoming less important compared to other compulsory subjects.

Councillor Ellie Chard felt that grades within the Religious Education subject weren't necessary. Students have different views and opinions, therefore she felt it wouldn't be fair to grade them on their opinions.

The HTDHS said in order to track student progress, a level was given to each individual in each humanity subjects. At the end of Key Stage 3, the school had a legal requirement to report to parents. Legally the school did not have to report it prior to a final report at the end of Key Stage 3.

Ali Ballantyne felt that the levels should be reported.

Dominic Oakes added that the use of levels would be a very debatable point, however felt that the subject was honoured by not having levels. He then added that he did not feel a recommendation would be within the group's remit.

The Senior School Improvement Officer (SSIO) advised members that the Local Authority would be responding to the New Curriculum. As an authority they could

suggest that Religious Education was equally weighted within the other humanities subjects.

The Diocesan Education officer (DEO) felt that the skills developed by Religious Education was crucial to take through life. Therefore she felt going forward towards the new curriculum, further thought should be made on themes, studies, examples and what the expectations of the themes would be.

The chair felt that although the subject was important, it should be considered at another meeting once the subject of the new curriculum was further advanced. He also noted that a specialist Religious Education advisor previously attended and supported the SACRE, he queried why a specialist did not attend the meetings anymore. The SSIO confirmed that there was a specialist who worked for GwE who attended meetings, however Religious Education was a small part of their job and when circumstances changes the provision had gone. The SSIO did however confirm that a specialist was being sourced to support SACRE in the new school term.

The SSIO advised that the Schools had received copies of the Estyn reports. The schools must build the recommendations within their school, as an authority they do not have the capacity to monitor the recommendation for each individual school.

In response to a question regarding current procedures the SSIO said that current procedures could not be bettered and since there were no major concerns regarding any school in the authority there would be no need to change procedures.

Councillor Emrys Wynne queried what the attitude towards prevention was within schools and how safeguarding was approached. The HTDHS explained that in Denbigh High School there were posters in every classroom with pictures and names of the safeguarding officers. Staff members were aware that if they had a safeguarding issue they should report it to the safeguarding officers or the head teacher. The school would then call Social Services' Children's Gateway number to report the issues. Staff were trained annually and prevention was part of the training.

On behalf of members the chair thanked the Head Teacher for Denbigh High School and Peer Inspector for Estyn for his report and suggested safeguarding within schools be on the forward work programme.

RESOLVED: - that the committee notes the recommendations from the Estyn Report.

6 RELIGIOUS EDUCATION IN YSGOL DINAS BRAN

The Senior School Improvement Officer (SSIO) presented the report on Religious Education in Ysgol Dinas Bran as apologies were received from the Deputy Headteacher who had been due to attend.

The SSIO began with a brief update on the history of Religious Education in Ysgol Dinas Bran. Religious Education had a good history in the school, with students in all years having one lesson a week. Following this, at Key Stage 4 students would decide what level of Religious Education to Study.

He continued to explain that currently, Dinas Bran had 59 Students on the full course GCSE RE and 145 on the short course GCSE RE, with an additional 73 students studying the Equality and Diversity Exam. He praised the Religious Education Department and commented that it was unfortunate that students did not want to study the subject for A-Levels.

The chair asked the SSIO for clarity regarding the figures, he queried whether there was no interest from any student for the A-Level course or whether it was a matter of only a hand full had expressed interest but the school could not accommodate it. In response the SSIO confirmed that the course on average would receive interest from one or two students per year.

The SSIO explained that they wouldn't be able to gain any figures on the number of students that had taken the course and continue to study the course until the Autumn Term, however said he could retrieve indicative figures for the next meeting.

From the Local Authority's point of view the SSIO noted that there were no issues regarding Religious Education in Ysgol Dinas Bran.

RESOLVED: - that the committee notes the provision of religious education at Ysgol Dinas Bran.

7 CURRICULUM FOR WALES CONSULTATION

Dominic Oakes noted that the group had previously discussed the Curriculum for Wales Consultation and proposed that the group did not review the entire document, but received a summarised update from the SSIO.

The SSIO explained that the report did not reference Religious Education as a separate subject but had referenced Humanities, which Religious Education falls under. He explained that as an authority they wanted to look at the curriculum which interprets human rights, values and religious views to ensure a positive development for the young people.

The progressions steps within the report highlighted how achievement outcomes were developed. The progressions stages were applicable to children between 4 and 16 years old.

RESOLVED: - that the committee considered and notes how the new Religious Education curriculum would be developed in Denbighshire.

8 CONWY CHARTER

Item withdrawn.

9 THE RELATIONSHIP BETWEEN RELIGIONS AND WAR AND PEACE IN RELIGIOUS EDUCATION LESSONS

The chair explained that he wanted the committee to consider whether issues raised within the Quaker's proposed peace charter be recommended to schools for use in Religious Education lessons. In particular he highlighted whether the armed forces should have access to children in schools.

The DEO advised members that they must be aware of the possible impact on the well-being of young people from service families. She felt that if the subject were to be approached, it should be approached with caution.

Councillor Mabon ap Gwynfor thanked the chair for raising the issue of armed forces, stating that as an authority the topic is not discussed enough. He felt inspired by this and confirmed he would be raising the matter in other committees.

The Democratic Services Manager raised concerns regarding SACRE taking a role in promoting the peace charter as the role was not within SACRE's terms of reference and the wording of parts of the charter were controversial.

The chair asked members for their view on the item.

Councillor Tony Flynn noted that he had a personal connection, he had considered members comments and did not feel the topic was appropriate.

Councillor Cheryl Williams also did not agree with it. She declared a connection as a member of her family was in the RAF.

Councillor Ellie Chard explained that if a decision regarding promoting the peace charter had to be made she would vote against it.

Reverend Brian H Jones felt if the item were to be part of debate and conversation then there would need to be both sides of the argument presented.

The chair noted the statements made by members. He also agreed that he had concerns regarding the language of the peace charter and understood that further work debate would be required.

Councillor Emrys Wynne said by reviewing the document, it would be difficult for SACRE to recommend the peace charter. He did however state that there was potential for further talks within the council.

The chair noted member's views on the topic.

RESOLVED: - that members note the verbal report.

10 WASACRE

Councillor Ellie Chard attended the WASACRE meeting in Cardiff, she commented that she had thoroughly enjoyed the day.

The chair thanked Councillor Chard for attending.

Ali Ballantyne suggested she would attend the next WASACRE meeting.

11 PROGRAMME FOR 2020

The Democratic Services Manager explained that dates for all of 2020 meetings would go to Full Council for approval on the 2nd July. Once approved he would circulate them to members for information.

Meeting Closed 11:57am

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| | | |
|---|----------|-------------------|
| <p>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</p> | | |
| Date of Meeting: | | 16th October 2019 |
| Agenda Item: | 7 | Report Details |
| <p><u><i>Background to the Report:</i></u></p> | | |
| <p>It is a statutory requirement on the SACRE to produce an Annual Report of its work, and that this Annual Report be made available to DfES by December 31st.</p> | | |
| <p><u><i>Purpose of the Report:</i></u></p> | | |
| <p>To identify and record the work of the SACRE for the year from September 2018– July 2019</p> | | |
| <p><u><i>Recommendations:</i></u></p> | | |
| <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 made available 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

2018 - 2019

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 2017. 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 378 in 2017. The full course results were slightly below the national average, 66% compared to 68%, and below last year's LA results by 9.9%.

216 pupils sat the short course in 2017, 100 less than the year before. The overall A*-C was 47%, 8% above the national results for all candidates, and a 7.8% increase on last year's local figures.

In 2017, 66 pupils sat an 'A' level in Religious Studies, 10 fewer than in 2015. For Advanced Level, the overall A* – C rate was 80.3%, 2.2% above the national average, and a 4% increase when compared with last year's local figures.

Inspection Reports

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

Members received a presentation on Estyn's inspection report into Religious Education at key stage 2 and key stage 3.

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 2018-19.

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.

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.

No Estyn reports were analysed for specific references to Collective Worship or SMSC in 2018-19.

iii) Guidance Documents

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

iv) Resources recommended

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

Self-evaluation materials 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

SACRE members met twice during the academic year, taking place in LA meeting rooms. Members received a presentation from local high school to consider the provision of Religious Education and review the progress made by the pupils in the school.

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:

Members received a presentation on Estyn's inspection report into Religious Education at key stage 2 and key stage 3.

(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 one of the three 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

Jennie Downes

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 Rachel Flynn

Councillor Tony Thomas

Co-opted Members:

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

b) Number and dates of meetings

SACRE meetings:

5th February 2019

26th June 2019

c) Organisations receiving the report

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

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| | | |
|--|----------|-------------------------------|
| <p>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</p> | | |
| Date of Meeting: | | 16 th October 2019 |
| Agenda Item: | 8 | Report Details |
| <p style="text-align: center;"><u><i>Background to the Report:</i></u></p> <p>SACRE has a statutory duty to monitor the provision of RE and collective worship in the schools, and has a long standing practice of receiving and analysis of Estyn Inspection reports at each meeting.</p> | | |
| <p style="text-align: center;"><u><i>Purpose of the Report:</i></u></p> <p>To inform members of the outcomes of recent Estyn Inspection Reports on schools.</p> | | |
| <p style="text-align: center;"><u><i>Recommendations:</i></u></p> <ul style="list-style-type: none"> ▪ To receive the report ▪ A letter be sent to each of the schools informing them that their Inspection Report has been considered, congratulating them for good features identified, and reminding them of the services of the Senior Learning Adviser RE and School Improvement Officers in relation to any areas for development or key issues needing addressing. ▪ To request the LA to distribute the letters to the schools involved | | |

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Analysis of Inspection Reports Denbighshire SACRE

Autumn 2019

Reports published in the Spring term 2018 - 1 school

| School | Dates |
|---|-----------------|
| Bodant Community School | Feb 2018 |
| <p><i>Bodnant Community School is in the seaside town of Prestatyn on the North Wales coast. Currently, there are 413 pupils on roll, aged from three to eleven, including 60 nursery pupils who attend part-time. There are 15 classes at the school, none of which are mixed age. About 13% of pupils are eligible for free school meals, which is below the national average of 19%. The school identifies around 26% of pupils as having additional learning needs. This is above the national average of around 21%. Very few pupils have a statement of special educational needs. Most pupils are from a white British background. Very few pupils speak Welsh at home and only a few speak English as an additional language. The headteacher took up her post in September 2012 when Bodnant Infant School and Bodnant Junior Schools amalgamated. She was previously the headteacher of Bodnant Infants School. The school's last inspection was in May 2013.</i></p> | |

Care, Support and Guidance

- The school provides beneficial opportunities for pupils to develop their spiritual awareness through collective worship and religious education lessons. A variety of valuable learning experiences help pupils engage with the creative arts and cultural activities, for example through participating in the school choir, Urdd Eisteddfod competitions and in whole-school and class productions. There are appropriate regular opportunities for pupils to reflect on how they should treat others and to consider and help those less fortunate than themselves. For example, through school assemblies, charity fundraising and work with the local food bank. **Bodant Community School**
- A recent school trip to France by year 5 and 6 pupils helped to develop pupils' understanding of diversity and the wider world. **Bodant Community School**

Reports published in the Summer term 2018 - 4 schools

| School | Dates |
|--|-------------------|
| Ysgol Esgob Morgan | April 2018 |
| <i>Ysgol Esgob Morgan Voluntary Controlled Primary School is in the Cathedral City of St Asaph, in Denbighshire. There are currently 107 pupils between seven and eleven years of age on roll, who are taught in four single age classes. The three-year rolling average for pupils eligible for free school meals is around 16%, which is just below the national average of 19%. English is the language spoken at home by nearly all pupils. No pupil speaks Welsh at home. Nearly all pupils are White British. The school has identified that 26% of pupils have additional learning needs, which is above the national average of 21%. A very few pupils have a statement of additional learning needs. The headteacher was appointed in September 2009. The school's last inspection was in April 2013.</i> | |
| Ysgol Tir Morfa | May 2018 |
| <i>Ysgol Tir Morfa is a day special school situated across two sites in Rhyl and maintained by Denbighshire local authority. The school provides placements for pupils aged 3 to 19 years who have a statement of special educational needs, or who are undergoing statutory assessment. Pupils at the school have a range of needs, including autistic spectrum disorders, speech, language and communication needs and moderate, severe and profound learning difficulties. There are currently 136 pupils on roll, of whom just under 50% are eligible for free school meals. Nearly all the pupils are from homes where English is the main spoken language. The school aims to provide a happy, safe learning environment to nurture pupils in lifelong communication, independence and life skills. The school was last inspected in December 2011. The current headteacher took up post in April 2017.</i> | |
| Ysgol Bro Elwern | June 2018 |
| <i>Ysgol Bro Elwern is situated in the village of Gwyddelwern, near Corwen in Denbighshire. The school is federated with Ysgol Betws Gwerfil Goch. There are 51 pupils between 3 and 11 years old on roll, and they are taught in two mixed-age classes. Around 35% of pupils come from Welsh-speaking homes. Over a period of three years, around 10% of pupils have been eligible for free school meals, which is lower than the national average of 19%. The school has identified around 16% of its pupils as having additional learning needs, which is lower than the national average of 21%. Nearly all pupils are from white British backgrounds. The school was last inspected in November 2015. The headteacher was appointed to the role as executive headteacher with responsibility for both schools in the federation in September 2017. He was appointed to the role permanently in April 2018</i> | |
| Betws Gwerfil Goch School | June 2018 |
| <i>The school is situated in the centre of the village of Betws Gwerfil Goch in Denbighshire. The school provides education for 31 pupils between 3 and 11 years old, including eight nursery pupils who attend the school in the afternoon. The school has two mixed-age classes, one in the foundation phase and one in key stage 2. The school is federated with Ysgol Bro Elwern. Over a period of three years, around 6% of pupils have been eligible for free school meals, which is much lower than the national average of 19%. The school has identified around 10% of its pupils as having additional learning needs, which is lower than the national average of 21%. All pupils are from white British backgrounds and around 68% come from Welsh-speaking homes. The current headteacher began in post in September 2017 and is also the headteacher of Ysgol Bro Elwern as part of a federation of schools. The school was last inspected in May 2010.</i> | |

Wellbeing

- They [pupils] show a high level of respect, care and consideration consistently. The acceptance and understanding they demonstrate towards each other are exemplary. This is a real strength across the school. **Ysgol Esgob Morgan**
- Nearly all pupils are developing well as ethical, informed citizens. They are active in their support of Fairtrade by hosting regular coffee mornings. **Ysgol Esgob Morgan**
- Over time at the school, most pupils develop a good understanding of right and wrong. They respond effectively to the helpful staff modelling of appropriate behaviour throughout the school day. **Ysgol Tir Morfa**

- Many pupils develop their understanding of the importance of citizenship, equality and ecology issues. They are working towards the Rights Respecting Schools Award. Their learning is helping them learn to respect and accept the views of others. **Ysgol Tir Morfa**
- Most pupils develop well as ethical and knowledgeable citizens. **Ysgol Bro Elwern**
- Nearly all pupils develop as knowledgeable and moral citizens. **Betws Gwerfil Goch School**

Care, Support and Guidance

- The school provides beneficial opportunities for pupils to develop their personal and social skills. Consequently, nearly all pupils demonstrate tolerance and respect for others successfully. Teachers provide pupils with suitable activities to promote their spiritual, moral, social and cultural development. **Ysgol Esgob Morgan**
- Teachers make good use of local organisations by arranging visits to enhance the curriculum. For example, pupils regularly visit St Asaph Cathedral for assemblies. **Ysgol Esgob Morgan**
- Pupils are encouraged to reflect on their experiences in regular mindfulness sessions. Assemblies give opportunities for pupils to recognise and celebrate each other's successes. **Ysgol Tir Morfa**
- The school has effective arrangements to promote values such as respect for others, and these help pupils to develop as responsible citizens. Collective worship sessions and periods for reflection contribute effectively towards pupils' spiritual and personal development, and provide good opportunities for pupils to reflect and develop their thinking skills. Teachers encourage pupils to persevere for extended periods, for example in whole-school assemblies and in lessons, successfully. This is reinforced by arranging opportunities for pupils to perform in a Christmas concert in the local chapel and by competing in the Urdd Eisteddfod. The activities of the school council and eco council provide appropriate opportunities for pupils to develop their leadership skills, for example when organising pyjama days to raise money for charities. **Betws Gwerfil Goch School**

Reports published in the Spring term 2019 - 3 schools

| School | Dates |
|--|----------------------|
| Ysgol Trefnant | November 2018 |
| <p><i>Ysgol Trefnant Voluntary Aided Church in Wales Primary School serves the village of Trefnant and surrounding area in the county of Denbighshire. There are 83 pupils aged 3 to 11 years at the school including 12 pupils in the nursery. Pupils are taught in four mixed age classes. Around 19% of pupils are eligible for free school meals, which is close to the national average of 18%. Nearly all pupils are white British and speak English as their main language. A very few pupils speak Welsh at home. The school identifies that around 22% of pupils have additional learning needs, which is close to the national average of 21%. The current headteacher took up her post in 2007. In January 2016, the diocese asked the headteacher to take on the role of acting headteacher of another Church in Wales school in Denbighshire. The schools have worked collaboratively since this time but have not established a formal federation. The headteacher shares her time equally between the two sites. An assistant headteacher provides leadership at the school when the headteacher is off site. The school's last inspection was in October 2013.</i></p> | |
| Ysgol Dinas Bran | November 2018 |
| <p><i>Ysgol Dinas Brân is a bilingual, 11 to 18 mixed comprehensive school. It is located in the town of Llangollen and serves the town and surrounding areas. The school is maintained by Denbighshire local authority but around 70% of pupils come from regions within Wrexham local authority and a few pupils come from two other neighbouring local authorities. There are 1,062 pupils on roll, including 135 pupils in the sixth form. This is higher than at the time of the last inspection when there were 984 pupils, including 210 in the sixth form. Around 12.5% of pupils are eligible for free school meals, which is lower than the national average of 16.4% for secondary schools. Around 6.6% of pupils live in the 20% most deprived areas in Wales. Nearly all pupils are white, British and 1.2% of pupils speak English as an additional language compared to the Wales average of 3.0%. Currently, around 26% of pupils are on the special educational needs register, which is higher than the national average of 22.9% for secondary schools. Just over 1% of pupils has a statement of special educational needs; this is lower than the national average of 2.4%. This school is a Curriculum for Wales pioneer school for the expressive arts. The headteacher has been in post since September 2018. The senior leadership team consists of two deputy headteachers, one assistant headteacher and an acting assistant headteacher.</i></p> | |
| Rhos Street C.P. School | November 2018 |
| <p><i>Rhos Street Community Primary School is on the edge of Ruthin in Denbighshire. The school moved into a new building in April 2018 on the site that it shares with a Welsh-medium primary school, Ysgol Pen Barras. The headteacher has been in post since April 2009. The school was last inspected in March 2013. The school has 198 pupils aged from 3 to 11, including 29 who attend the nursery class part-time. There are eight single-age classes. Most pupils are of White British heritage. A very few pupils speak English as an additional language. A very few pupils speak Welsh at home. The three-year average for pupils eligible for free school meals is around 9%. This is well below the Welsh average of 18%. The school has identified approximately 13% of pupils as having additional learning needs, which is well below the Welsh average of 21%. A very few pupils have a statement of special educational needs.</i></p> | |

Wellbeing

- Pupils develop a suitable understanding of fairness and justice through taking part in activities such as collecting food for the Denbigh foodbank and selling poppies to support the British Legion. **Ysgol Trefnant**
- A strong feature is the way in which pupils develop as ethical, informed citizens. For example, a group of pupils helps organise a festival to celebrate minority languages. Pupils also regularly raise large sums of money for local and national charities such as Hope House and Welsh Air Ambulance. **Ysgol Dinas Bran**

Teaching

- There are worthwhile opportunities for pupils to learn about their Welsh heritage, including studying important historical figures such as William Morgan, practising

Welsh folk dancing in physical education lesson, and learning about the work of Welsh artists such as Kyffin Williams in their art lessons. **Ysgol Trefnant**

Care, Support and Guidance

- Teachers model and foster values such as honesty, fairness and justice purposefully, as well as pupils' understanding of what is right and wrong. They reinforce these well throughout the school day, reflecting the school's positive ethos. There are worthwhile opportunities for pupils to learn about their place in a diverse global world through their topic work and through initiatives such as Fairtrade and collecting food for the local foodbank. **Ysgol Trefnant**
- The school promotes a highly inclusive, supportive community that respects diversity. This has a beneficial impact on pupils' wellbeing and personal development. Provision for personal and social education includes a broad range of suitable topics. These include citizenship, social and personal skills, sex and healthy relationships education and anti-radicalisation. **Ysgol Dinas Bran**
- The school makes valuable use of the well planned 'ready for learning' morning sessions to develop pupils' social, personal and moral values. However, arrangements to promote pupils' spiritual development are limited. **Ysgol Dinas Bran**
- Acts of collective worship promote pupils' spiritual and moral development well. **Rhos Street C.P.**

Reports published in the Summer term 2019 - 6 schools

| School | Dates |
|---|-------------------|
| Ysgol Y Lllys | March 2019 |
| <p><i>Ysgol y Lllys is a designated Welsh-medium primary school. The school is situated in Prestatyn, in Denbighshire local authority. Welsh is the main medium of the school's life and work. There are 387 pupils between 3 and 11 years old on roll, including 55 part-time nursery pupils. The school has 15 mixed age classes, including two classes for nursery pupils. Over the last three years, around 5% of pupils have been eligible for free school meals. This is significantly lower than the national percentage of 18%. Around 5% of pupils come from Welsh-speaking homes. The school has identified around 21% of its pupils as having additional learning needs, which is similar to the national percentage. The headteacher was appointed to the post in October 2007. The school was last inspected in December 2012.</i></p> | |
| Ysgol Pen Barras | March 2019 |
| <p><i>Ysgol Pen Barras is situated in Ruthin, Denbighshire. It serves the town of Ruthin and the surrounding area. The current building opened on the new site in April 2018. Welsh is the main medium of the school's life and work, and English is introduced in key stage 2. There are 273 pupils between 3 and 11 years old on roll, including 35 part-time nursery age pupils. They are divided into 11 classes. Over the last three years, the average proportion of pupils who are eligible for free school meals has been around 3%. This is significantly lower than the national percentage (19%). Around 76% of pupils come from Welsh-speaking homes. The school has identified around 15% of its pupils as having additional learning needs, which is slightly lower than the national percentage. The headteacher was appointed to the post in September 2011, and the school was last inspected in May 2011.</i></p> | |
| Ysgol Twm O'r Nant | May 2019 |
| <p><i>Ysgol Gynradd Twm o'r Nant is situated in the town of Denbigh, in Denbighshire, and serves the town and a number of the surrounding villages. Welsh is the main medium of the school's life and work, and English is introduced in key stage 2. There are 304 pupils between 3 and 11 years old on roll, including 40 part-time nursery age pupils. Very few pupils come from ethnic minority backgrounds. Pupils are taught by nine full-time teachers and eight part-time teachers in 12 classes. Over the last three years, the average proportion of pupils who have been eligible for free school meals is around 4%, which is significantly lower than the national percentage. Around 62% of pupils come from Welsh-speaking homes. The school has identified around 17% of its pupils as having additional learning needs, which is lower than the national percentage. The headteacher was appointed to the post in September 2016 and the school was last inspected in February 2011.</i></p> | |
| Ysgol Gymraeg Y Gwernant | June 2019 |
| <p><i>Ysgol Gymraeg y Gwernant is situated in the town of Llangollen in Denbighshire local authority. There are 142 pupils between 3 and 11 years old on roll, including 16 part-time nursery pupils. The school shares a site with an English-medium primary school. Over a three-year-period, slightly below 10% of pupils have been eligible for free school meals. This is lower than the national percentage of 19%. Around 4% of pupils come from Welsh-speaking homes and very few are from ethnic minority backgrounds. The school has identified around 21% of its pupils as having additional learning needs, which is the same as the national percentage. Welsh is the main medium of teaching and learning, and the aim is to ensure that all pupils are fluent in Welsh and English by the end of key stage 2. The headteacher was appointed to the post in September 2005 and the school was last inspected in January 2013.</i></p> | |
| Ysgol Pant Pastynog | June 2019 |
| <p><i>Ysgol Pant Pastynog serves the villages of Prion, Peniel, Saron, Nantglyn and the surrounding rural area in Denbighshire local authority. The school is under the voluntary control of the Church in Wales. Welsh is the main medium of the school's life and work, and English is introduced in key stage 2. There are 78 pupils between 3 and 11 years old on roll, including 8 part-time nursery pupils. The average proportion of pupils who have been eligible for free school meals over the last three years is around 4%, which is significantly lower than the national percentage of 19%. Around 80% of pupils come from Welsh-speaking homes. The school has identified around 13% of its pupils as having additional learning needs, which is lower than the national percentage of 21%. The school was last inspected in November 2011, and the current headteacher was appointed to the post in September 2013.</i></p> | |

Ysgol Carreg Emlyn is situated in the village of Clocaenog, in Denbighshire local authority. There are 79 pupils between 3 and 11 years old on roll, including six part-time pupils in the nursery class. The school has four mixed-age classes. Welsh is the main medium of the school's life and work. Over a three-year-period, around 3% of pupils have been eligible for free school meals, which is much lower than the national percentage of 18%. Around 69% of pupils come from Welsh-speaking homes and there are no pupils from ethnic minority backgrounds. The school has identified 14% of its pupils as having additional learning needs, which is lower than the national percentage of 21%. The headteacher was appointed to the post in September 2014 and this is the school's first inspection. The school operated as one school on two sites, in Clocaenog and Cyffylliog, from September 2014. It moved into a newly-built building at the beginning of June 2019.

Standards

- At the top of the school, they [pupils] discuss their work intelligently and maturely, and use extensive and rich vocabulary to create effect, for example when discussing the experiences of famous people from foreign backgrounds while growing up in Wales. **Ysgol Y Lllys**
- They practice their higher order reading skills regularly and maturely to gather information from different sources. A good example of this is the work of older pupils when learning about the lives of well-known people from the sixties, such as Rosa Parks. **Ysgol Y Lllys**

Wellbeing

- Most pupils' understanding of moral values and equality is developing well. They deal with topics such as racism sensitively and maturely, and express their views clearly while treating other pupils' contributions and views with respect. As a result, they develop as knowledgeable and tolerant citizens who discuss contemporary and current affairs sensibly and thoroughly. **Ysgol Y Lllys**
- By taking part in community activities, pupils develop as well-rounded and responsible members of their community. They are willing to raise money for charities and good causes. This enables them to realise that not everyone is as fortunate as they are. **Ysgol Twm O'r Nant**
- Pupils support humanitarian activities regularly to raise money for a number of charities. This has a positive effect on their awareness of the needs of others in their community and the wider world. **Ysgol Pant Pastynog**
- They [pupils] speak maturely and express an opinion clearly and skilfully when discussing the story of Moses and the Red Sea. **Ysgol Carreg Emlyn**
- Most are knowledgeable about countries that are developing economically and those that are disadvantaged due to war, famine or drought. Most also show a sound awareness of the life and work of people from other countries, such as Kenya and Uganda. As a result, most show effective empathy towards others and develop purposefully as global citizens. **Ysgol Carreg Emlyn**
- Most pupils understand the importance of contributing to the lives of others. They raise money for local and national charities. For example, recently, they have raised funds to ensure clean, sanitised water in foreign, disadvantaged countries. As a result, pupils understand the importance of their contributions towards creating a caring society. **Ysgol Carreg Emlyn**

Teaching

- There are good opportunities for pupils to develop their awareness and knowledge of different parts of the world and different cultures. Successful examples of this include how pupils responded to a rich task by coming to mature conclusions about the ideal country for a child from Africa. This ensures that pupils show empathy for the lives of other people and realise that not all children are as fortunate as them. **Ysgol Gymraeg Y Gwernant**

Care, Support and Guidance

- The school promotes pupils' spiritual, moral, social and cultural development successfully. Teachers ensure that children's rights are given due attention, and promote equality and diversity effectively. For example, pupils at the top of the school study the story of Rosa Parks and conduct research into the lives of famous Welsh people from foreign backgrounds. This leads to pupils having a good understanding of fairness and human rights. **Ysgol Y Lllys**
- The school is an extremely friendly and caring community. The care, support and guidance of staff ensure that pupils' wellbeing is exceptionally effective and that they are given excellent opportunities to flourish in terms of their academic, social, moral, emotional and creative development. **Ysgol Pen Barras**
- Collective worship sessions are valuable opportunities to develop pupils' spiritual skills, in addition to their understanding of the wider world and their respectful attitudes towards people from different cultures and backgrounds. **Ysgol Pen Barras**
- Morning assemblies also promote pupils' spiritual and moral development very well. The school promotes pupils' awareness of different cultures effectively, for example by sponsoring a child in Paraguay. As a result, pupils celebrate differences and respect diversity very maturely. This prepares them to become confident, independent and mature citizens of the future. **Ysgol Twm O'r Nant**
- By implementing circle time sessions and wellbeing intervention periods for specific groups, the school implements an extremely valuable personal and social education programme. Class and whole-school assemblies and circle times also promote pupils' spiritual and moral development very effectively. **Ysgol Gymraeg Y Gwernant**
- The school's staff nurture values such as honesty, fairness and justice highly successfully. As a result, nearly all pupils have a very positive understanding of their human rights and the importance of making sensible decisions for everyone's benefit. **Ysgol Pant Pastynog**
- Pupils learn about the culture and history of other countries exceptionally well, for example by exchanging Christmas decorations with a number of foreign countries. They learn about the lives of refugees, such as Mo Farah, and the effect of war on the lives of people from Syria. As a result, nearly all pupils, from a young age, show intense empathy towards others, which contributes successfully to the school's caring ethos. **Ysgol Pant Pastynog**
- The school provides good opportunities for pupils to shoulder responsibilities by undertaking roles on various committees. These experiences develop pupils' understanding of the importance of contributing to society, and develop them robustly to become responsible citizens. The school promotes pupils' spiritual and moral development successfully by providing appropriate opportunities for them to reflect on values in daily assemblies. **Ysgol Carreg Emlyn**

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| <p>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</p> | | |
| Date of Meeting: | | 16 th October 2019 |
| Agenda Item: | 9 | Report Details |
| <p style="text-align: center;"><u><i>Background to the Report:</i></u></p> <p>SACRE has a statutory support RE and Collective Worship in schools.</p> | | |
| <p style="text-align: center;"><u><i>Purpose of the Report:</i></u></p> <p>To discuss and agree the future work of SACRE. To consider how SACRE can support the delivery of RE and Collective Worship in 2019-20.</p> | | |
| <p style="text-align: center;"><u><i>Recommendations:</i></u></p> <ul style="list-style-type: none"> ▪ To receive the report ▪ Conwy and Denbighshire SACREs could possibly work together and share two meetings a year to receive presentations that enable members to best support schools. ▪ Using WG recommended format/headings for an annual report, agree a programme of support for the following year. <ul style="list-style-type: none"> ○ <u>RE: Agreed Syllabus</u> ○ <u>RE: Standards</u> ○ <u>RE: Choice of Teaching Materials</u> ○ <u>RE: Provision of ITT</u> ○ <u>Collective Worship</u> ○ <u>Other Matters: Local</u> ○ <u>Other Matters: National</u> ○ <u>Other Matters: additional</u> | | |

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| <p>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</p> | | |
| Date of Meeting: | | 16 th October 2019 |
| Agenda Item: | 10 | Report Details |
| <u><i>Background to the Report:</i></u> | | |
| <p>SACRE continues to be a member of the Wales Association of SACREs, and receives reports on meetings from members attending, copies of minutes of meetings and any other reports from the Association.</p> | | |
| <u><i>Purpose of the Report:</i></u> | | |
| <p>For members to be informed as to the focus and main outcomes of the previous meeting.</p> | | |
| <u><i>Recommendations:</i></u> | | |
| <ul style="list-style-type: none"> ▪ To receive the minutes of the last meeting of the Association in Swansea 9th March 2018 ▪ Receive the recommendation from Kirsty Williams AM regarding Humanist representation on SACRE ▪ To agree attendance to the next WASACRE, Llangefni, Anglesey 6th July 2018 | | |

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| <p>Ynys Môn Rheinallt Thomas (RT) Dylan Rees (DR)</p> <p>Blaenau Gwent Paula Webber (PW)</p> <p>Pen-y-bont ar Ogwr Edward J. Evans (EE) Maggie Turford (MT)</p> <p>Caerffili Paula Webber (PW)</p> <p>Caerdydd Maggie Turford (MT)</p> <p>Sir Gaerfyrddin</p> <p>Ceredigion Lyndon Lloyd (LL)</p> <p>Conwy Huw Roberts (HR) Nicholas Richter (NR) Dafydd Ipain (DI) Abdul Khan (AK) Karl Lawson (KL) Iona Evans (IE) Cyng. Owen</p> <p>Sir Ddinbych Alison Ballantyne (AB)</p> | <p>Sir y Fflint</p> <p>Gwynedd Paul Rowlinson (PR)</p> <p>Merthyr Tudful Maggie Turford (MT) Ernie Galsworthy (EG) Mark Prewet (MP)</p> <p>Sir Fynwy Paula Webber (PW) Louise Brown (LB)</p> <p>Castell-nedd Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd Paula Webber (PW) Huw Stephens (HS)</p> <p>Sir Benfro</p> <p>Powys John Mitson (JM) Sian Fielding (SF)</p> <p>Rhondda Cynon Taf Maggie Turford (MT)</p> | <p>Abertawe</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg Maggie Turford (MT)</p> <p>Wrecsam Libby Jones (LJ) Vaughan Salisbury (VS)</p> <p>Sylwedyddion Rudolf Elliot Lockhart, REC Gwyneth M Hughes, CSYM</p> <p>Cyflwynwyr Sally Holland, Comisiynydd Plant Cymru</p> <p>Cofnodion Gill Vaisey (GV)</p> |
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Cofnodion y cyfarfod

1. Cyflwyniad a chroeso

Cyn y cyfarfod, bu'r aelodau'n mwynhau cyflwyniadau gan ddisgyblion a staff Ysgol Glan Gele. Rhoddodd y Pennaeth, Julia Buckley Jones, gyflwyniad ar y cwricwlwm newydd. Rhannodd y disgyblion eu profiadau o Addysg Grefyddol ac Addoli ar y Cyd yn eu hysgol. Fe ddywedon nhw fod yr ysgol yn eiddgar i roi cynnig ar y cwricwlwm newydd i Gymru. Yna canodd y disgyblion ddwy gân.

Croesawyd pawb i Swyddfeydd y Cyngor ym Modlondeb gan Dafydd Owen, y Cyfarwyddwr Addysg Dros Dro.

Croesawyd pawb i Gonwy gan Is Gadeirydd CYSAG Conwy, Abdul Khan a chyfeiriodd ef at y gymysgedd o gobl sy'n rhan o'u CYSAG. Pwysleisiodd pa mor bwysig yw bod pawb yn parchu safbwyntiau a chredoau ei gilydd. Mynegodd ei bryderon am y diffyg swyddogion addysg sy'n arbenigo mewn AG. Mynegodd ei ddiolch i Phil Lord a arferai roi cefnogaeth i GYSAG Conwy ond a symudwyd o'r swydd hon.

2. Adfyfyrio tawel

Soniodd EE am grŵp o ddarpar athrawon y bu'n eu hannerch yn ddiweddar. Cyfeiriodd at y dywediad 'dysgu yw cyffwrdd â bywyd am byth'.

Myfyriodd am ddywediadau eraill hefyd, megis 'anelwch am y lleuad a hyd yn oed os ydych yn methu, fe gyrhaeddwch chi'r sêr'; a 'mae'r athro cyffredin yn dweud, mae'r athro da yn esbonio, mae'r athrawon gorau yn dangos, ac mae'r athro mawr yn ysbrydoli'.

Gwahoddodd yr aelodau i ystyried nad ydym byth yn gwybod pa effaith mae ein geiriau a'n gweithredoedd yn eu cael ar eraill, ac y dylem gofio hyn bob amser.

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan

Kathy Riddick (Blaenau Gwent), Alison Lewis (Abertawe), Mathew Maidment (RCT), Jennifer Harding-Richards (Abertawe), Andrew Jones (Sir Fynwy), Michelle Gosney (Estyn) Tania ap Sion (Wrecsam), Huw George (Sir Benfro),

4. Cyflwyniad PYCAG: Sally Holland, Comisiynydd Plant Cymru

'Y Ffordd Gywir: Addysg yng Nghymru o Safbwynt Hawliau Plant.'

Pwysleisiodd Sally'r ffaith ei bod hi'n annibynnol ac nad yw'n gweithio i un sefydliad arbennig.

Atgoffodd yr aelodau fod gan blant bedwar deg dau o hawliau 'waeth beth'. Mae gan blant yr hawl i addysg sy'n caniatáu iddynt gyrraedd eu potensial. Pan maent yn cael dewis o 'gardiau hawliau', mae plant yn aml yn dewis y cerdyn 'yr hawl i gael fy nghrefydd fy hun'.

Ymateb ei swyddfa i'r ymgynghoriad ar y cwricwlwm newydd oedd eu bod yn teimlo y dylai fod mwy o bwyslais ar gydraddoldeb profiadau ar draws Cymru ac y dylai pob plentyn gael cyfle i ddysgu am bobl cred ledled Cymru ac nid y rhai yn eu hardal yn unig. Cyfeiriodd Sally at ddeunydd yr oeddent wedi'i gynhyrchu am Islamoffobia a'r adborth gan rai ysgolion a ddywedodd na fyddent yn defnyddio'r adnoddau hyn gan nad oedd ganddynt unrhyw Fwslimiaid yn eu hysgol!

Roedd hi'n cytuno â rhoi hawl i dynnu'n ôl o AG yn y chweched dosbarth ond yn teimlo y dylai disgyblion gael y dewis i dderbyn AG os ydynt yn dymuno hynny.

Roedd hi'n cefnogi cael gwared ar yr hawl i rieni dynnu eu plant yn ôl o AG gan ei bod yn teimlo ei fod yn rhan o hawl plentyn i addysg lawn sy'n cynnwys AG ac addysg am berthnasoedd a rhyw.

Mae angen i bob plentyn ddysgu am eu hawliau dynol a gwybod fod hawl ganddynt i'w cael nhw gan wybod hefyd y dylent gefnogi hawliau pobl eraill. Dylent ddod yn ddinasyddion sy'n gweithredu dros hawliau dynol.

Mae pum egwyddor graidd i gefnogi gweithredu'r pedwar deg dau hawl:

1. Gwreiddio'r CCUHP ym mhopeth y mae ysgolion yn ei wneud – gan sicrhau fod y 42 hawl yn cael eu hadlewyrchu drwy fywyd yr ysgol
2. Cydraddoldb a pheidio â gwahaniaethu - edrych ar beth mae'r plant yn ei ddweud am eu profiadau o deimlo'u bod yn cael eu cynnwys
3. Grymuso plant - mae'n rhaid i blant wybod am eu hawliau er mwyn gallu eu harfer. (Mae clip defnyddiol ar wefan Sally o ysgol yn Abertawe a oedd wedi edrych yn arbennig ar hawl 19 - yr hawl i fod yn ddiogel. Siaradodd y plant â'r athrawon am rai gweithgareddau y tu allan i'r ysgol yr oeddent yn eu mynychu lle nad oedd y plant yn teimlo'n ddiogel. Aethant â'r pryder hwn at y Pennaeth, a wrandawodd a gweithredodd lle nad oedd y rhieni wedi gwneud.
4. Cyfranogiad – diwylliant o gyfranogi – myfyrwyr sy'n teimlo fod ganddynt berchnogaeth dros werthoedd, moeseg, cyfeiriad eu hysgol ochr yn ochr â rhieni ac athrawon. Mae'n werth ystyried pa mor effeithiol yw cynghorau ysgol mewn ysgolion.
5. Atebolrwydd – mae Sally wedi bod yn gofyn i Lywodraeth Cymru ers pedair blynedd i gynnwys plant yn y broses ymgynghori ar y cwricwlwm ac roedd hi'n falch o ddweud fod hyn newydd ddigwydd o'r diwedd yr wythnos honno – er ei bod yn hwyr iawn yn y broses.

Mae swyddfa Sally yn gofyn i hawliau plant fod yn amlwg o fewn y cwricwlwm newydd. Mae'n teimlo fod hyn yn amlwg iawn yn barod ym Maes Dysgu a Phrofiad y Dyniaethau ac i raddau hefyd ym MDaPh Iechyd a Lles.

Byddai hi'n dymuno gwneud AG ac Addysg Rhyw a Pherthnasoedd yn orfodol gan fod yr addysg yma yn rhan o hawliau plant.

Mynegodd aelod o Ynys Môn bryder am y diffyg safon addysg i'r rheiny sy'n cael eu haddysgu gartref gan nad yw hyn yn ei le ar hyn o bryd.

Roedd Sally'n cydnabod fod cynnydd gwirioneddol yn nifer y disgyblion sy'n cael ysgol gartref ac yn cydnabod fod amryw o resymau dros hyn. Mae'r Llywodraeth wedi derbyn ei 'thri phrawf' - gwybod ymhle mae pob plentyn, fod pob hawl yn cael eu derbyn yn cynnwys

addysg addas, fod pob plentyn yn cael eu gweld ac yn cael ymweliad gan swyddogion fel bod cyfle i'w lleisiau gael eu clywed. Mae'r Llywodraeth yn cynnig cronfa ddata o blant yn hytrach na chofrestr. Nid oes awydd yn y DU i ragnodi cwricwlwm ar gyfer ysgol gartref (fel sy'n digwydd yn Jersey). Disgwylir ymgynghoriad ar ganllawiau llywodraeth statudol yn fuan.

Nid yw Sally'n cytuno â gosod y geiriau 'hawliau a chyfrifoldebau' gyda'i gilydd yn awtomatig gan fod gan blant hawliau 'waeth beth'. Mae pobl yn dal i feddu ar eu hawliau dynol waeth beth y maent wedi'i wneud. (Ar hyn o bryd mae un ar hugain o blant mewn carchar yng Nghymru ac maent i gyd yn cadw eu hawliau o dan y CCUHP, er eu bod wedi cyflawni troseddau difrifol).

Mae cwmni o'r enw Dynamix wrthi'n cynnal grwpiau ffocws ac mae'r llywodraeth wedi creu arolwg ar-lein ar y cwricwlwm. Mae hwn ar gael i'r holl blant a phobl ifanc er bod tri mis wedi mynd ers dechrau'r ymgynghoriad presennol.

Mewn ateb i gwestiwn am y cymal presennol ynghylch yr hawl i dynnu'n ôl o AG, cynigiodd Sally anfon gwybodaeth bellach (darn o'i hymateb i ymgynghoriad y llywodraeth).

Diolchodd EE a'r aelodau i gyd i Sally am ei chyflwyniad diddorol iawn oedd o gymorth mawr.

5. Diweddariadau ar y Cwricwlwm i Gymru

Adroddodd PW fod PYCAG a CCYSAGauC wedi bod yn gweithio y diwrnod cynt ar ymateb i'r ymgynghoriad. Mae angen mwy o waith ar hwn cyn y bydd yn derfynol. Y dyddiad cau yw 19 Gorffennaf. Bydd yr ymateb drafft yn cael ei anfon i aelodau Pwyllgor Gwaith CCYSAGauC ac aelodau PYCAG i ddechrau cyn terfynu'r ymateb ar y cyd.

Cynhaliwyd cyfarfodydd CYSAGau rhanbarthol hefyd i ystyried yr ymgynghoriad.

Mae Vaughan Salisbury wedi ymateb ar ran y Cyngor Eglwysi Rhyddion ac mae hwn ar gael i'w weld ar wefan yr Eglwysi. Mae Vaughan wedi rhannu dogfennau gyda Libby Jones i CCYSAGauC.

Pwysleisiodd PW bwysigrwydd ymateb a dywedodd ei fod yn agored i bob sefydliad, ac i unigolion.

6. Diweddariad ar Fframwaith Cefnogi AG

Atgoffodd LJ yr aelodau yr ymgynghorwyd â ChYSAGau ynghylch a ddylid cynhyrchu Fframwaith Cefnogi. Adroddodd fod y broses o ysgrifennu'r Fframwaith Cefnogi wedi dechrau ym mis Chwefror gydag amrywiaeth o arbenigwyr proffesiynol o bob cwr o Gymru. Mae'r ddogfen yn dechrau siapio erbyn hyn er bod dal angen mwy o waith. Pwysleisiodd y medrau sydd eu hangen i gynhyrchu'r fframwaith hwn gan fod angen ystyried y pwyslais ar ddatganoli yn y cwricwlwm newydd. Mae peidio â bod yn benodol yn her ond mae athrawon yn ddiolchgar am y canllawiau a roddir gan arbenigwyr AG. Bydd y Fframwaith Cefnogi drafft yn cael ei rannu gyda ChYSAGau drwy gyfarfodydd a drefnir gan Lywodraeth Cymru cyn bo hir.

Y gobaith yw y bydd CYSAGau yn mabwysiadu'r Fframwaith Cefnogi fel eu Maes Llafur Cytûn. Bydd yn cynnwys cyfeiriadau at y newidiadau mewn deddfwriaeth sydd yn cynnwys cyflwyno

AG i ddisgyblion o 3 blwydd oed. Y nod yw cynnig cyngor a gwybodaeth a allai fod ar hyn o bryd yng Nghylchlythyr Cymru 10/94 ac sydd dal yn briodol.

Diolchodd EE i PW a LJ am y gwaith enfawr y maent yn ei wneud ar ran CCYSAGauC a Chymru.

Mewn ymateb i gwestiwn, cadarnhawyd fod cynrychiolaeth o HCA ar weithgor y fframwaith yn ffurf Rachel Bendall sydd ar y panel ymgynghorol o arbenigwyr.

Codwyd cwestiwn am le hanes crefydd yng Nghymru a hanes diwylliannol Cymru ac a yw hyn yn cael ei gynnwys yn y cwricwlwm. Dywedodd Rachel Samuel fod cyfle i ysgolion ddewis yr hyn maent yn ei gynnwys yn eu haddysgu; fodd bynnag dylai hyn gynnwys hanes lleol.

Pwysleisiodd PW, fodd bynnag, nad yw'r cwricwlwm yn 'unrhyw beth i unrhyw un' ac y bydd yn cyfeirio athrawon i fynd i'r afael â chysyniadau allweddol dwfn penodol, defnyddio sgiliau penodol ac ennill gwybodaeth gyfoethog drwy brofiadau.

Tynnodd LJ sylw at y ffaith fod MDaPh lechyd a Lles hefyd yn mynd i'r afael â phrofiadau dysgu cyfoethog ochr yn ochr â'r Meysydd eraill. Yn sail i'r Meysydd Dysgu a Phrofiad i gyd mae'r Pedwar Diben, sy'n anelu at baratoi disgyblion at fyd gwaith.

7. Cefnogaeth AG broffesiynol i GYSAGau

Gwahoddwyd CCYSAGauC i ysgrifennu papur i argymhell i'r Gweinidog fod pedwar cynghorydd – un i bob rhanbarth – yn cael eu cyflogi i wasanaethau CYSAG pob consortiwm.

Awgrymodd VS hefyd na ddylem o reidrydd gyfyngu'n cais i LILC i bedwar cynghorydd yn unig.

Adroddodd RT fod yr angen i bob consortiwm gyflogi cynghorydd AG arbenigol wedi cael ei godi mewn cyfarfod diweddar o'r Fforwm Cymunedau Ffydd hefyd.

Cyflogwyd cynghorydd herio i gefnogi'r CYSAG ond nid yw hyn yn gweithio gan nad oes ganddi amser i fynychu cyfarfodydd PYCAG.

Nododd rhai aelodau yr angen am athrawon a chynghorwyr AG dwyieithog. Soniodd LJ am y broblem fod diffyg athrawon dwyieithog yn gyffredinol a bod goblygiadau gan hyn i AG. Mae hyn yn broblem ymhob pwnc.

Holodd LJ ymhle y gallem ddod o hyd i arbenigwr mewn AG sydd hefyd yn ddwyieithog ac yn meddu ar y sgiliau i weithredu fel cynghorydd a gyflogir gan y Consortia. Cydnabuwyd hefyd mai dim ond un rhan o'r ateb yw dyrannu cyllid i gyflogi pedwar cynghorydd; mae angen hefyd rhoi cefnogaeth i hyfforddi arbenigwyr AG i ddod yn gynghorwyr i GYSAGau.

Cyfeiriodd HS at yr angen i recriwtio cynghorydd ar gyfer goruchwylio fod maes llafur cytûn yn cael ei fabwysiadu. Cytunodd LJ y bydd angen cynghorydd arbenigol i gefnogi Cynhadledd Maes Llafur Cytûn wrth ystyried p'un ai i fabwysiadu neu addasu'r Fframwaith Cefnogi yn 2021. Unwaith y mae'r Maes Llafur Cytûn yn ei le, bydd dal angen cefnogi athrawon i'w weithredu.

8. Dysgu Proffesiynol i AG

Rhannodd PW ganlyniadau'r cyfarfod â chynrychiolydd Llywodraeth Cymru - Kevin Palmer. O ganlyniad i'r cyfarfod a gynhaliwyd ar 18 Mehefin, cytunwyd ar gyllid ar gyfer pecyn dysgu proffesiynol, sef cyfres o adnoddau yn benodol i AG, ynghyd â hyfforddiant i bawb oedd yn cymryd rhan mewn dysgu AG a hyfforddi myfyrwyr HCA. Adnabuwyd hefyd yr angen am hyfforddiant ar gyfer lleoliadau nas cynhelir.

9. Diweddariadau:

Adroddodd LJ ar gyfarfod PYCAG y diwrnod cynt a'i phryder am y nifer isel a oedd yn bresennol yn y cyfarfod - roedd chwe aelod yn y bore a dim ond tri yn y prynhawn. Nid yw hyn yn bresenoldeb digonol pan mae cymaint o faterion pwysig sydd angen sylw. Bydd Maggie Turford yn gadael ei swydd gyflogedig gan y CSC gan nad yw hi'n dymuno parhau wedi i'w chytundeb ddod i ben ar 31 Awst. Bydd hyn yn effeithio ar bum CYSAG.

Cyfeiriodd LJ at y cyfarfodydd cydweithredol sydd i fod i gefnogi ymgynghori ar y cwricwlwm.

Bydd PW a LJ yn cwrdd â'r Gymdeithas Cyfarwyddwyr Addysg yng Nghymru i ddweud wrthynt am y Fframwaith Cefnogi i AG. Gobeithir y bydd hyn yn help i'r fframwaith gael ei fabwysiadu ym mhob Awdurdod Lleol yng Nghymru.

Mae PYCAG yn dymuno gwahanu Addoli ar y Cyd ac Addysg Grefyddol o Gylchlythyr 10/94 i ddwy ddogfen ar wahân. Gallai'r adrannau sy'n berthnasol i AG wedyn fynd i'r Fframwaith Cefnogi.

Cynigiwyd cael hyfforddiant i gefnogi cynghorwyr newydd i GYSAGau ayb. Bydd angen cynnig hyn i CCYSAGauC yn ffurfiol a chael cytundeb mewn cyfarfod yn y dyfodol.

Gellid gwerthuso cyfansoddiadau'r 22 CYSAG gyda golwg ar ystyried a ellir cael cyfansoddiad yr un fath i GYSAGau ar draws Cymru.

Soniodd aelodau PYCAG hefyd am y posibilrwydd o ysgrifennu 'Briff her i AG' a allai fod yn rhan o Fagloriaeth Cymru os yw AG Ôl-16 yn cael ei dynnu fel gofyniad cyfreithiol.

Bydd LIC yn ymgynghori ar Addoli ar y Cyd ar wahân yn 2020.

Bydd y Fframwaith Cefnogi AG drafft yn cael ei gyhoeddi ar gyfer ymgynghoriad ym mis Ionawr 2020.

10. Adroddiad o'r Pwyllgor Gwaith a gynhaliwyd ar 14 Mai 2019

Ni chofnodwyd

11. Y CYSAG Effeithiol

Ni chofnodwyd

12. Cofnodion y cyfarfod a gynhaliwyd yng Nghaerdydd ar 26 Mawrth 2019

Ni chofnodwyd

13. Materion yn codi

Ni chofnodwyd

14. Gohebiaeth

Ni chofnodwyd

15. Dangos a dweud

Ni chofnodwyd

16. Unrhyw fater arall

Ni chofnodwyd

17. Dyddiad y cyfarfod nesaf:

Hydref 2019 – Ceredigion l'w gadarnhau

Gwanwyn 2020 – Merthyr Tudful

Diolchodd EE i bawb a gymerodd ran yn y cyfarfod ac yn arbennig i:

Y Pennaeth, Julia Buckley Jones, disgyblion a staff Ysgol Fabanod Glan Gele; Dafydd Owens, Cyfarwyddwr Addysg Dros Dro; Abdul Khan, Is Gadeirydd CYSAG Conwy a Yona Evans Awdurdod Lleol Conwy.



**Wales Association of SACREs meeting, at
Bodlondeb Council Offices**

Friday, 28th June 2019

10.30a.m. – 3.00p.m.

Attendance

| | | |
|---|---|--|
| <p>Ynys Môn / Anglesey Rheinallt Thomas (RT) Dylan Rees (DR)</p> <p>Blaenau Gwent Paula Webber (PW)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Maggie Turford (MT)</p> <p>Caerffili/ Caerphilly Paula Webber (PW)</p> <p>Caerdydd / Cardiff Maggie Turford (MT)</p> <p>Sir Gaerfyrddin / Carmarthenshire</p> <p>Ceredigion Lyndon Lloyd (LL)</p> <p>Conwy Huw Roberts (HR) Nicholas Richter (NR) Dafydd Ipain (DI) Abdul Khan (AK) Karl Lawson (KL) Iona Evans (IE) Cllr Owen</p> <p>Sir Ddinbych / Denbighshire Alison Ballantyne (AB)</p> | <p>Sir y Fflint / Flintshire</p> <p>Gwynedd Paul Rowlinson (PR)</p> <p>Merthyr Tudful / Merthyr Tydfil Maggie Turford (MT) Ernie Galsworthy (EG) Mark Prewet (MP)</p> <p>Sir Fynwy / Monmouthshire Sir Paula Webber (PW) Louise Brown (LB)</p> <p>Castell-nedd Port Talbot /Neath and Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd / Newport Paula Webber (PW) Huw Stephens (HS)</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys John Mitson (JM) Sian Fielding (SF)</p> <p>Rhondda Cynon Taf Maggie Turford (MT)</p> | <p>Abertawe / Swansea</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Maggie Turford (MT)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Vaughan Salisbury (VS)</p> <p>Sylwedyddion / Observers Rudolf Elliot Lockhart, REC Gwyneth M Hughes, CSYM</p> <p>Cyflwynwyr/Presenters Sally Holland, Children's Commissioner for Wales</p> <p>Minutes Gill Vaisey (GV)</p> |
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Minutes of the meeting

1. Introduction and welcome

Prior to the meeting members enjoyed presentations from pupils and staff from Ysgol Glan Gele Infant School. Headteacher, Julia Buckley Jones gave a presentation on the new curriculum. Pupils shared their experiences of RE and Collective Worship in their school. They talked about the school being excited about trying out the new curriculum for Wales. Pupils then performed two songs.

Dafydd Owens, Acting Director of Education, welcomed everyone to Bodlondeb Council Offices.

Vice Chair of Conwy SACRE, Abdul Khan welcomed everyone to Conwy and referred to the mix of people that make up their SACRE. He stressed how important it is that everyone respects each other's different views and beliefs. He referred to his concerns about the lack of specialist religious education officers. He expressed his thanks to Phil Lord who used to support Conwy SACRE but was taken away from this post.

2. Quiet reflection

EE shared thoughts about a group of prospective headteachers he recently addressed. He referred to the saying 'to teach is to touch a life forever'.

He reflected on other sayings such as 'reach for the moon and even if you miss you will reach the stars'; and 'the mediocre teacher tells, the good teacher explains, the superior teacher demonstrates, and the great teacher inspires'.

He invited members to consider that we never know what effect our words and actions can have on others and we should always be mindful of this.

3. Apologies

Apologies were received from

Kathy Riddick (Blaenau Gwent), Alison Lewis (Swansea), Mathew Maidment (RCT), Jennifer Harding-Richards (Swansea), Andrew Jones (Monmouthshire), Michelle Gosney (Estyn) Tania ap Sion (Wrexham), Huw George (Pembrokeshire),

4. NAPfRE presentation: Sally Holland, Children's Commissioner for Wales

'The Right Way: A Children's Rights Approach to Education in Wales.'

Sally stressed that she is independent and does not work for one particular organisation.

She reminded members that there are forty-two rights that children have 'no matter what'. Children have a right to an education that allows them to achieve their potential. When offered a selection of 'rights cards', children often pull out the card 'right to have my own religion'.

Her office's response to the consultation on the new curriculum was that it felt there should be more emphasis on parity of experience across Wales and that all children should have access to learning about all people of belief across Wales and not those just in their locality. Sally referred to material they had produced around Islamophobia and the feedback from some schools who said that they wouldn't use these resources as they didn't have any Muslims in their school!

She supported the withdrawal of compulsory RE in sixth form but felt that pupils should have the choice to receive RE if they wish.

She supported the removal of the right for parents to withdraw their child(ren) from RE as she feels it is part of a child's right to a full education including RE and relationships and sex education.

Every child needs to learn about their human rights and know they are entitled to them whilst also knowing that they should support the rights of others. They should become citizens who act for human rights.

There are five key principles to support the implementation of the forty-two rights:

1. Embedding the UNCRC in everything schools do – ensuring all the forty-two rights are reflected throughout school life

2. Equality and non-discrimination – look at what children say about their experiences of feeling included

3. Empowering children – children must know about their rights in order to be able to take them up. (There is a useful clip on Sally's website from a school in Swansea which had particularly explored article 19 – the right to be safe. The children talked with teachers about some out-of-school activities they were attending where the children did not feel safe. They took this concern to their Headteacher who listened and acted where their parents had not.

4. Participation – culture of participation – students who feel they have ownership of their school values, ethics, direction alongside parents, teachers. It is worth considering how effective schools councils are in schools.

5. Accountability – Sally has been asking WG for the last four years to involve children in the curriculum consultation process and is pleased that this has finally occurred this week – although very late in the process.

Sally's office is asking for children's rights to be evident within the new curriculum. It feels this is already strongly evident in the Humanities AoLE and also to a certain extent in the Health and Wellbeing AoLE.

She would wish to make RE and Relationships and Sex education compulsory as this education is part of children's rights.

A Ynys Mon member raised concerns about the lack of a standard of education for those who are home schooled as this is not currently in place.

Sally recognised a real rise in the number of pupils receiving home schooling and recognises there are a variety of reasons for this. The Government has accepted her 'three tests' – to know where every child is, that all rights are being received including suitable education, that

all children should be seen and visited by officials so that they have an opportunity for their voices to be heard. The Government proposes a data base of children rather than a register. There is no appetite in the UK to prescribe a curriculum for home schooling (as there is in Jersey). A consultation on statutory government guidance is expected soon.

Sally does not agree with the automatic coupling of the words 'rights and responsibilities' because children have their rights 'no matter what'. People still have their human rights no matter what they have done. (There are currently twenty one children in Wales in prison and they all retain their rights under the UNCRC, even though they have committed serious crimes).

A company called Dynamix is carrying out focus groups and the government has created an online survey on the new curriculum available for all young people and children albeit three months into the current consultation.

In answer to a question regarding the current clause relating to the right of withdrawal from RE, Sally offered to send further information (extract from her consultation response to the government consultation).

EE and all members thanked Sally for her very interesting and helpful presentation.

5. Updates on the Curriculum for Wales

PW reported that yesterday NAPfRE and WASACRE jointly worked on a response to the consultation. This needs further work before finalising. The deadline is 19th July. The draft response will be sent to members of the WASACRE Executive and NAPfRE members first before finalising the joint response.

There have also been regional meetings of SACREs to consider the consultation.

Vaughan Salisbury has responded on behalf of the Free Church Council and this is available to view on the Churches website. Vaughan has shared documents with Libby Jones for WASACRE.

PW stressed the importance of responding and it is open to all organisations, and individuals.

6. Update on RE Supporting Framework

LJ reminded members that SACREs had been consulted on whether to produce a Supporting Framework. She reported that the process of writing the Supporting Framework started in February with a variety of professional experts from all over Wales. The document is now beginning to take shape although still needs more work. She emphasised the skill needed in producing this framework since the emphasis on subsidiarity for the new curriculum must be taken into account. Non specificity is a challenge but teachers are grateful for the guidance being given by the RE specialists. The draft Supporting Framework will be shared with SACREs through Welsh Government organised meetings before long.

The hope is that SACREs will adopt the Supporting Framework as their Agreed Syllabus. It will include references to the changes in legislation including the inclusion of RE for pupils

from 3 years old. The aim is to include advice and information that might currently be in the Welsh Circular 10/94 and still applicable.

EE thanked both PW and LJ for the enormous amount of work that they are carrying out on behalf of WASACRE and Wales.

In response to a question, it was confirmed that there is representation from ITT on the framework working group in the form of Rachel Bendall who is on the consultation panel of experts.

A question was raised about the place of the history of religion in Wales and Welsh cultural history and whether this is included in the curriculum. Rachel Samuel advised that there is opportunity for schools to choose what they include in their teaching; however this should include local history.

However, PW stressed that the curriculum is not a 'free for all' and will direct teachers to address specific deep key concepts, utilise specific skills and gain rich knowledge through experiences.

LJ highlighted the fact that the AoLE for Health and Wellbeing also addresses rich learning experiences alongside the other AoLEs. All the AoLEs are underpinned by the Four Purposes which aim to prepare pupils for the world of work.

7. Professional RE support for SACRES

WASACRE has been invited to write a paper to recommend to the Minister that four advisers – one for each region – are employed to serve each consortia's SACRES.

VS also suggested that we should not necessarily limit our ask of the WG to just four advisers.

RT reported that at a recent meeting of the Faith Community Forum, the need for each consortium to employ a specialist RE adviser was raised also.

Challenge adviser employed to support the SACRE but it is not working as she does not have time to attend NAPfRE meetings.

Some members noted the need for bilingual RE teachers and advisers. LJ highlighted the issue of a lack of bilingual teachers generally and this also has an implication for RE. This is an issue across all subjects.

LJ questioned where we might find a specialist in RE who is also bilingual and has the skills to act as an adviser employed by the Consortia. It was also acknowledged that being allocated funding to employ four advisers is just one part of the situation; there is also a need to provide support to train RE specialists to become advisers to SACRES.

HS referred to the need to recruit an adviser in relation to overseeing the adoption of an agreed syllabus. LJ agreed that a specialist adviser will be needed to support an Agreed Syllabus Conference in considering whether to adopt or adapt the Supporting Framework in 2021. Once the Agreed Syllabus is in place there will still be a need to support teachers in its implementation.

8. Professional Learning for RE

PW shared the outcomes of the meeting with Welsh Government representative – Kevin Palmer. As a result of the meeting held on 18th June there has been funding agreed for a professional learning package for a suite of resources specifically for RE, plus training for all those involved in teaching RE and training of ITT students. The need for training for non-maintained settings specifically was also recognised.

9. Up-dates:

LJ reported on the NAPfRE meeting from yesterday and her concern at the low number that attended yesterday's meeting – there were six members in the morning and only three in the afternoon. This is not adequate attendance when there are so many important issues that need to be dealt with. Maggie Turford will be leaving her role as employed by CSC as she does not wish to continue once her contract finishes on 31st August. This will affect five SACREs.

LJ referred to the collaborative meetings aimed to support consultation on the curriculum.

PW and LJ will be meeting with the Association of Directors of Education in Wales to inform them about the Supporting Framework for RE. It is hoped that this will support the adoption of the framework across all LAs in Wales.

NAPfRE wish to separate CW and RE guidance from Circular 10/94 into two separate documents. The relevant RE sections could then go into the Supporting Framework.

Training has been proposed to support new advisers to SACREs etc. This will have to be proposed to WASACRE formally and agreed at a future meeting.

Constitutions of the 22 SACREs could be evaluated with a view to consideration whether uniformity of SACRE constitutions across Wales could be achieved.

NAPfRE members also talked about the possibility of writing a 'Challenge brief for RE' which could be part of the Welsh Baccalaureate if Post 16 Re is removed as a legal requirement.

Collective Worship will receive a separate consultation by WG in 2020.

The draft Supporting Framework for RE will be published for consultation in January 2020.

10. Report from the executive Committee held on 14th May 2019

Not covered

11. The Effective SACRE

Not covered

12. Minutes of meeting held in Cardiff on 26th March 2019

Not covered

13. Matters arising

Not covered

14. Correspondence

Not covered

15. Show and tell

Not covered

16. Any other business

Not covered

17. Date for next meeting:

Autumn 2019 – Ceredigion TBA

Spring 2020 – Merthyr Tydfil

EE gave thanks to all involved in the meeting with special thanks to:

Headteacher, Julia Buckley Jones, pupils and staff from Ysgol Glan Gele Infant School;
Dafydd Owens, Acting Director of Education; Abdul Khan, Vice Chair of Conwy SACRE and
Yona Evans Conwy LA.

4. Cyflwyniad PYCAG yng Nghyfarfod CCYSAGauC 28 Mehefin 2019:

Sally Holland, Comisiynydd Plant Cymru

Atodiad: Barn y Comisiynydd Plant am hawl rhieni i dynnu eu plant yn ôl o Addysg Grefyddol (AG) ac Addysg Cydberthynas a Rhywioldeb (ACR):

Fel Comisiynydd Plant Cymru, fy swyddogaeth bennaf i yw diogelu hawliau a lles plant a phobl ifanc, ac felly rwy'n cefnogi'r cynnig i gael gwared ar hawl rheini i dynnu eu plant yn ôl o AG ac ACR. Isod ceir y darn perthnasol o'm hymateb ymgynghoriad i'r llywodraeth yn ei gyfanrwydd :

“Ni ddylid cadw hawl rheini i dynnu plentyn yn ôl o AG ac ACR. Mae cadw deddfwriaeth sy'n caniatáu i rieni dynnu person ifanc yn ôl o'r pynciau hyn yn gwrthod eu hawliau eu hunain i blant a phobl ifanc, ac nid yw'n caniatáu i berson ifanc optio i mewn i addysg cydberthynas a rhywioldeb cyn oed cydsynio cyfreithiol.

Gan fod y cynigion a argymhellir yn datgan na fydd ACR ac AG yn elfen orfodol o'r cwricwlwm ar ôl 16 oed, golyga hyn na fydd rhai plant a phobl ifanc yn cael unrhyw addysg cydberthynas a rhywioldeb o gwbl, a gellid dweud yr un peth am AG.

Mae hyn yn anghydnaws â hawliau dynol plant o dan ddeddfwriaeth ddomestig Deddf Hawliau Dynol 1998 a'r Confensiwn Ewropeaidd ar Hawliau Dynol. Mae hefyd yn anghydnaws â'r ymrwymiad yng Nghymru i Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CCUHP) a sicrheir gan Fesur Hawliau Plant a Phobl Ifanc (Cymru) 2011.

Mae'r CCUHP yn darparu ar gyfer:

- *yr hawl i gael eu clywed, mynegi barn a chymryd rhan mewn penderfyniadau (Erthygl 12);*
- *yr hawl i ryddid mynegiant (Erthygl 13).*

Yn ogystal, mae gan blant yr hawliau canlynol o dan y CCUHP sy'n cefnogi darparu Addysg Cydberthynas a Rhywioldeb ac Addysg Grefyddol, sef:

- *yr hawl i beidio â chael eu gwahaniaethu (Erthygl 2)*
- *yr hawl i gyrchu gwybodaeth a fydd yn caniatáu i blant wneud penderfyniadau am iechyd (Erthygl 17)*
- *yr hawl i brofi'r iechyd gorau posibl, mynediad at gyfleusterau iechyd, gofal iechyd ataliol, ac addysg a gwasanaethau cynllunio teulu (Erthygl 24)*
- *yr hawl i addysg sy'n cynorthwyo pob plentyn i ddatblygu a chyrraedd eu llawn botensial a pharatoi plant i ddeall a dangos goddefgarwch at eraill (Erthygl 29)*
- *yr hawl i ddisgwyl i'r llywodraeth eu gwarchod rhag camdriniaeth a cham-fanteisio rhywiol (Erthygl 34).*

Mae'r hawliau cyfreithiol traddodadwy canlynol yn gymwys hefyd o dan y Ddeddf Hawliau Dynol a'r Confensiwn Ewropeaidd ar Hawliau Dynol:

- *yr hawl i ryddid meddwl, cydwybod a chrefydd (Erthygl 9).*
- *yr hawl i ryddid mynegiant (Erthygl 10)*
- *yr hawl i beidio â chael eu gwrthod rhag addysg (Erthygl 2, Protocol 1)*

Mae Erthygl 2 o Brotocol 1 yn cydnabod hawliau pwysig i rieni:

“Ni wadir hawl i addysg i unrhyw berson. Wrth ymarfer unrhyw swyddogaethau mae'n eu cymryd mewn cysylltiad ag addysg ac addysgu, bydd y Wladwriaeth yn parhau hawl rhieni i sicrhau bod y fath addysg ac addysgu'n cydymffurfio â'u credoau crefyddol ac athronyddol eu hunain.”

Yng ngoleuni hyn mae'n bwysig nodi fod canllawiau Llys Hawliau Dynol Ewrop o amgylch Erthygl 2 o Brotocol 1 yn ei gwneud yn glir fod hawliau'r rhiant o dan y ddarpariaeth hon yn ategiad i'r hawl sylfaenol i addysg ac nid yw'n mynnu fod y Wladwriaeth yn cynnig eithriadau cyffredinol. Sefydlwyd hyn drwy gyfraith achos oedd yn ymwneud â darparu ACR, er enghraifft Dojan ac eraill v. Yr Almaen 201121, a ddyfarnodd nad oedd gwrthodiad y Wladwriaeth i eithrio'r plant o ddsbarthiadau a gweithgareddau yr oedd eu rhieni'n ystyried yn anghydnaws â'u hargyhoeddiadau crefyddol, yn torri Erthygl 2 o Brotocol Rhif 1.

Oherwydd y dull cwricwlwm a bennir yn Dyfodol Llwyddiannus, lle mae profiadau dysgu integredig yn cynnwys datblygu gwybodaeth a sgiliau a hynny mewn perthynas â gwahanol feysydd cwricwlwm, bydd tynnu plant yn ôl o ACR ac AG yn gwadu iddynt hefyd fynediad at eu hawliau i addysg mewn meysydd cwricwlwm eraill. O fewn model sybsidiaredd o ddatblygu a chyflwyno'r cwricwlwm, bydd hi'n heriol iawn hefyd i ysgolion bennu pa elfennau o'u darpariaeth sy'n rhan o raglen astudiaeth y Cwricwlwm Cenedlaethol fel y'i pennwyd yn Neddf Addysg 1996; a pha elfennau nad ydynt.

Rwy'n pwyso ar Lywodraeth Cymru i fod yn gryf yn eu hymrwymiad i'r CCUHP a sicrhau nad yw'r ddeddfwriaeth hon yn gwrthod hawliau plant a phobl ifanc. Mae hyn yn bwysig iawn er mwyn diogelu lles holl bobl ifanc Cymru. Mae'r orfodaeth ddeddfwriaethol i hyn yn gryf iawn yn barod, ond caiff ei chryfhau ymhellach os cynhwysir sylw dyledus i'r CCUHP ar wyneb y Bil.”

Fel y nodwch yn eich llythyr, mae cynnwys hawliau dynol plant a phobl ifanc yn y ddeddfwriaeth drwy ddyletswydd sylw dyledus yn ganolog i'm galwadau ynghylch y cwricwlwm. Eglurir hyn yn fanwl yn fy mhapur sefyllfa, yma:

<https://www.childcomwales.org.uk/our-work/policy-positions/curriculum-reform/>

4. NAPfRE presentation at WASACRE Meeting 28th June 2019:

Sally Holland, Children's Commissioner for Wales

Appendix: Children's commissioner's view on parental right to withdrawal from RE and Relationships and Sexuality Education:

As the Children's Commissioner for Wales my principal role is to safeguard the rights and welfare of children and young people, and as such I am in support of the proposal to remove the right of parents to withdraw their children from RE and RSE. Below is the relevant section of my consultation response to government in its entirety:

"The parental right to withdraw a child from RE and RSE should not be retained. Retaining legislation that allows parents to withdraw a young person from these subjects denies children and young people their own rights, and does not allow a young person to opt in to relationships and sexuality education before the legal age of consent.

As the proposals outlined state that RSE and RE will not be a compulsory element of the curriculum after aged 16, this means that some children and young people will receive no relationships and sexuality education at all, and the same could apply in relation to RE.

This is incompatible with the human rights of children under both the domestic legislation of the Human Rights Act 1998 and the European Convention on Human Rights (ECHR). It is also incompatible with the commitment in Wales to the UNCRC guaranteed by the Rights of Children and Young Persons (Wales) Measure 2011.

The UNCRC provides for:

- *the right to be heard, express opinions and be involved in decision-making (Article 12);*
- *the right to freedom of expression (Article 13).*

In addition, children have the following rights under the UNCRC that support the provision of Relationships and Sexuality Education and Religious Education specifically:

- *the right to non-discrimination (Article 2)*
- *the right to access information that will allow children to make decisions about health (Article 17)*
- *the right to experience the highest attainable health, access to health facilities, preventative health care, and family planning education and services (Article 24)*
- *the right to an education that support all children to develop and reach their full potential and prepare children to be understanding and tolerant to others (Article 29)*
- *the right to government protection from sexual abuse and exploitation (Article 34).*

The following justiciable legal rights also apply under the Human Rights Act and the European Convention on Human Rights (ECHR):

- *the right to freedom of thought, conscience and religion (Article 9).*
- *the right to freedom of expression (Article 10)*
- *the right not to be denied education (Article 2, Protocol 1)*

Article 2 of Protocol 1 also recognises important parental rights:

“No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.”

*In light of this it is important to note that the European Court of Human Rights guidance around Article 2 of Protocol 1 makes clear that the rights of the parent under this provision is an adjunct to the fundamental right to education and does not require the State to offer blanket exemptions. This has been established through case law relating to the provision of RSE, for example *Dojan and Others v. Germany* 201121, which ruled that the refusal of the State to exempt the children from classes and activities that were regarded by their parents as incompatible with their religious convictions was not in breach of Article 2 of Protocol No. 1.*

*Due to the curriculum approach specified in *Successful Futures*, in which integrated learning experiences include the development of knowledge, skills and related to different curriculum areas, withdrawing children and young people from RSE and RE will also deny them access to their entitlements to education in other curriculum areas. Within a subsidiarity model of curriculum development and delivery it will also be very challenging for schools to determine which elements of their provision are part of the National Curriculum programme of study as specified in the 1996 Education Act; and which elements are not.*

I urge Welsh Government to be strong in their commitment to the UNCRC and ensure that this legislation does not deny the rights of children and young people. This is very important to safeguard the welfare of all young people in Wales. The legislative mandate for this is already very strong, but will be strengthened further if a due regard duty to the UNCRC is included on the face of the Bill.”

As you point out in your letter, including the human rights of children and young people in the legislation through a due regard duty is central to my calls around the curriculum. This is explained in detail in my position paper, here: <https://www.childcomwales.org.uk/our-work/policy-positions/curriculum-reform/>