

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

Date: 7 June 2023

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Dear Sir / Madam

You are invited to attend a meeting of the **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)** to be held at **10.00 am** on **THURSDAY, 15 JUNE 2023 BY VIDEO CONFERENCE**.

Yours sincerely

Gary Williams  
Monitoring Officer

## **AGENDA**

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

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

#### **4 MINUTES OF LAST MEETING (Pages 7 - 10)**

To receive and approve the minutes of the Denbighshire SACRE meeting held on 8 February 2023 (copy enclosed).

## **5 CURRICULUM FOR WALES** (Pages 11 - 12)

To receive a presentation regarding Welsh Government's Professional Learning Playlist for Religion, Values and Ethics.

- Welsh Medium Playlist - <https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3>
- English Medium Playlist - <https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3>

## **6 PLANNING FOR THE NEW CURRICULUM** (Pages 13 - 14)

To receive a presentation from St. Brigid's School, Denbigh on how they have planned and implemented RVE within the Curriculum for Wales.

## **7 ANALYSIS OF INSPECTION REPORTS** (Pages 15 - 22)

To receive a report by the RE Adviser (copy enclosed) providing an analysis of Estyn Inspection Reports for twelve schools undertaken between May 2022 and May 2023.

## **8 WASACRE** (Pages 23 - 36)

- To receive the minutes of the last meeting of the Association on 21 March 2023 (copy enclosed)
- To agree attendance for the next meeting of the Association on 19 June 2023 (Denbighshire is 'hosting' the summer meeting of the Association)

## **9 DATE OF NEXT MEETING**

Autumn 2023 – 17 October 2023

## **MEMBERSHIP**

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

Ellie Chard  
Cheryl Williams  
Ann Davies  
Gill German

Merfyn Parry  
Huw Williams  
Delyth Jones  
Emrys Wynne

### **Representing Religious Denominations and Non-Religious Philosophical Convictions**

Suzy Sturley  
Mr. Dominic Oakes  
Rev. B H Jones

Rev. Martin Evans-Jones  
Jennie Downes  
Collette Owen

## **Representing Teacher Associations**

Mrs C Harmsworth  
Leah Crimes

Sarah Griffiths  
Susan Williams

## **Co-opted Members**

Ms. Tania Ap Siôn

## **COPIES TO:**

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Press and Libraries  
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## LOCAL GOVERNMENT ACT 2000

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### Code of Conduct for Members

### DISCLOSURE AND REGISTRATION OF INTERESTS

I, *(name)*

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

**Denbighshire County Council**

**CONFIRM** that I have declared a \***personal / personal and prejudicial** interest not previously declared in accordance with the provisions of Part III of the Council's Code of Conduct for Members, in respect of the following:-  
*(\*please delete as appropriate)*

Date of Disclosure:

Committee *(please specify)*:

Agenda Item No.

Subject Matter:

Nature of Interest:

*(See the note below)\**

Signed

Date

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

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## **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)**

Minutes of a meeting of the Standing Advisory Council for Religious Education (SACRE) held by video conference on Wednesday, 8 February 2023 at 10.00 am.

### **PRESENT**

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

Councillors Ellie Chard (Chair), Ann Davies, Gill German, Delyth Jones, Cheryl Williams and Emrys Wynne

#### **Representing Religious Denominations and Non-Religious Philosophical Convictions**

Reverend Brian Jones and Collette Owen

#### **Representing Teacher Associations**

Sarah Griffiths and Susan Williams

### **ALSO PRESENT**

RE Adviser (PL) and Committee Administrators (KEJ & NPH [Zoom Host])

### **SILENT REFLECTION**

The meeting began with a few minutes' silent reflection.

### **POINT OF NOTICE**

Susan Williams was welcomed as a new member on the Advisory Council representing teacher associations and all present were introduced.

#### **1 APOLOGIES**

Leah Crimes, Jennie Downes and Tania Ap Siôn

James Brown, Principal Education Manager

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

Councillor Ellie Chard declared a personal interest because she was a School Governor at Ysgol Tir Morfa.

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

No urgent matters had been raised.

## 4 MINUTES OF LAST MEETING

The minutes of the Standing Advisory Council for Religious Education (SACRE) meeting held on 19 October 2022 (previously circulated) were submitted.

### **Matters Arising –**

Page 8 – Item 7 SACRE Draft Annual Report 2020/21 – The second newsletter had been distributed to schools and it was also available on the local Denbighshire RVE teachers' network.

***RESOLVED** that the minutes of the SACRE meeting held on 19 October 2022 be received and approved as a correct record.*

## 5 CURRICULUM FOR WALES

The RE Adviser gave a presentation on the Religion, Values and Ethics (RVE) Guidance and training material that teachers could use to help understand and plan an appropriate RVE curriculum based on the Denbighshire Agreed Syllabus.

Training had been provided to Conwy teachers during the autumn term which had been well received and the intention was to record a similar session for subsequent distribution to Denbighshire teachers.

Areas covered in the comprehensive presentation included –

- the use of imagery, with many jigsaw pieces representing the different pieces to be fixed together to represent the curriculum in its entirety
- use of the four purposes as a starting point – ambitious and capable learners; enterprising and creative contributors; ethical, informed citizens; healthy and confident individuals and how they related to the RVE
- links to the Humanities Area of Learning and Experience (AoLE) accessed via Hwb and further guidance, including Section 5 Designing your curriculum and specific consideration for this area, encouraging a holistic approach to learning
- legal status of the RVE guidance which Denbighshire had agreed as its Agreed Syllabus. RVE was a mandatory element of the subject and a compulsory part of the Curriculum for Wales and links to other support areas on Hwb
- main aspects covering the inclusion of both religious and non-religious philosophical convictions; children not allowed to be removed from RVE; have regard and language changes, and teaching having to reflect that religious traditions in Wales were in the main Christian while taking account of other principal religions represented in Wales, and that a range of non-religious philosophical convictions were held in Wales
- the Denbighshire's Supporting Guidance for RVE made available to schools covered RVE Disciplines, Spiritual Development, RVE and four purposes, RVE Concepts, RVE lens, and Learner Progression and Learning Journeys in RVE
- facilitated a wordle activity as a means of provoking thought and debate
- the common aims and objectives of RE according to RE Policies
- commonality between the Humanities AoLE and illustrations relating to the meaning of the Statements of What Matter



- RVE Disciplines including religious studies, philosophy, theology, sociology, psychology and anthropology and big questions with examples which would be useful to incorporate into the guidance
- RVE Concepts and how they appeared in the Agreed Syllabus together with a number of key themes to consider as part of that curriculum
- RVE Lenses and how they appeared in the Agreed Syllabus together with a summary of the seven lenses and connected 'it's about' statements
- examples of the RVE Learning Journeys including expectation and progression
- concepts of the Agreed Syllabus cross-referenced with the concepts identified in the Humanities AoLE What Matters Statements and Descriptions of Learning
- concepts identified in the Agreed Syllabus but not referenced in the Statements of What Matters or Descriptions of Learning
- Spiritual development frameworks and examples
- further details of activities and resources which could be utilised.

Members thanked the RE Adviser for his interesting and informative presentation.

There was some debate on the significant changes to the teaching of the subject area in order to provide an up to date curriculum, fit for modern society, and to reflect the different cultures and beliefs within a democratic society. Mention was made of comparisons between the past and the present, and the changing values and beliefs of different cultures and generations over time. There was some discussion on wider high profile issues in the media relating to same sex marriages and gender identity, and also how children were supported in schools. The RE Adviser referred to Relationships and Sexuality Education (RSE) as a mandatory element of the new curriculum in schools and Councillor Gill German provided some background to the recent legal challenge and subsequent appeal against the mandatory teaching of RSE which had been rejected by the High Court. She gave an overview of RSE and teaching about relationships within families, love and respect, in an age appropriate way, highlighting the misinformation that had been shared in the media. The RE Adviser highlighted that teachings needed to focus on diversity and be representative of the differences in society to normalise an acceptance of those differences. There was a clause within the RSE that related to people who held very specific beliefs around sexuality and gender issues given that there were people who genuinely believed and held a particular view. The issue related to one of tolerance and acceptance of different views and beliefs in a democratic society.

The Chair thanked everyone for their contributions to debate and to the RE Adviser for his comprehensive presentation which had been well received by members.

***RESOLVED*** that the presentation by the RE Adviser regarding the Religion, Values and Ethics guidance be received and noted.

## **6 WASACRE**

The draft minutes of the Wales Association of SACREs (WASACRE) held via Microsoft Teams on 16 November 2022 (previously circulated) were submitted.

Members' attention was drawn to the following –

- **Professional Learning Modules** – the first 5 modules of Welsh Government resources were still awaited but they had been through the quality assurance process. Whilst there was disappointment with the delay, the quality of the resources was very high and would be invaluable to schools. It was expected that the resources would soon be published and could be considered by SACRE at a future meeting. In response to a question from Councillor Emrys Wynne, the RE Adviser confirmed that, although the question had been raised regarding the potential to release the English versions ahead of the Welsh versions, it had been made clear that such practice was against both Welsh Government and WASACRE policy, ergo both versions would be released simultaneously.
- **Estyn Update** – a report had been shared on areas within the current inspection framework which referred to aspects of RVE. Estyn had re-commenced school visits and the inspection reports on those schools covered in the previous two terms would be brought to SACRE's next meeting in June 2023, and the RE Adviser would also deliver a presentation on Estyn's RVE inspection framework.

***RESOLVED** that minutes of WASACRE held on 16 November 2022 be received.*

## **7 DATE OF NEXT MEETINGS**

The dates of future SACRE meetings in 2023 had been confirmed as follows –

15 June (Thursday) and 17 October (Tuesday)

The meeting concluded at 11.45 am.

<p><b>Denbighshire County Council</b>  <b>Standing Advisory Council for Religious Education</b>  <b>(SACRE)</b></p>		
Date of Meeting:		15th June 2023
Agenda Item:	<b>5</b>	Curriculum for Wales
<u><i>Background to the Report:</i></u>		
<p>Welsh Government have recently published professional learning material to support teachers and senior leaders' understanding and planning for Religion, Values and Ethics.</p>		
<u><i>Purpose of the Report:</i></u>		
<p>To aid members understanding of the requirements and planning implications of RVE on schools.</p> <ul style="list-style-type: none"> <li>• English Medium Playlist - <a href="https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3">https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3</a></li> <li>• Welsh Medium Playlist - <a href="https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3">https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3</a></li> </ul>		
<u><i>Recommendations:</i></u>		
<ul style="list-style-type: none"> <li>• To receive the presentation.</li> <li>• Members to make schools aware of these resources.</li> </ul>		

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<b>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</b>		
Date of Meeting:		15 <sup>th</sup> June 2023
Agenda Item:	<b>6</b>	Planning for the New Curriculum
<u><i>Background to the Report:</i></u>		
Schools are planning and implementing the new Curriculum for Wales.		
<u><i>Purpose of the Report:</i></u>		
To receive a presentation from St Brigid's School, Denbigh on how they are planned for and implementing RVE within the Curriculum for Wales.		
<u><i>Recommendations:</i></u>		
<ul style="list-style-type: none"> <li>▪ To receive the presentation.</li> <li>▪ Members that are also governors or teachers may consider how their own schools are implementing RVE.</li> </ul>		



<p><b>Denbighshire County Council</b>  <b>Standing Advisory Council for Religious Education</b>  <b>(SACRE)</b></p>		
Date of Meeting:		15 <sup>th</sup> June 2023
Agenda Item:	<b>7</b>	Analysis of Inspection Reports
<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"> <li>▪ To receive the report</li> <li>▪ A letter be sent to each of the schools informing them that their Inspection Report has been considered, congratulating them for good features identified, and reminding them of the services of the Senior Learning Adviser RE and School Improvement Officers in relation to any areas for development or key issues needing addressing.</li> <li>▪ To request the LA to distribute the letters to the schools involved.</li> </ul>		

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## Analysis of Inspection Reports Denbighshire SACRE

**Autumn 2023**

**Reports published between 19<sup>th</sup> May 2022 and 5<sup>th</sup> May 2023**

<b>School</b>	<b>Date Published</b>
<b>Ysgol Gynradd Pentrecelyn</b>	<b>5/5/23</b>
Language of the provider - Welsh Type of school - Primary Number of pupils on roll - 31 Pupils of statutory school age - 26 Percentage of statutory school age pupils eligible for free school meals - 0.0% Percentage of statutory school age pupils who speak Welsh at home - 73.1% Date of headteacher appointment - 01/09/2018 Date of previous Estyn inspection - 03/11/2014 Start date of inspection - 28/02/2023	
<b>Ysgol Pendref</b>	<b>19/4/23</b>
Language of the provider - English Type of school - Primary Number of pupils on roll - 135 Pupils of statutory school age - 117 Number in nursery classes - 18 Percentage of pupils eligible for free school meals over a three-year average - 61% Percentage of pupils identified as having additional learning needs 20.9% Percentage of pupils who speak Welsh at home - N/A Percentage of pupils with English as an additional language N/A Date of headteacher appointment - 01/04/2019 Date of previous Estyn inspection - 02/06/2014 Start date of inspection - 13/02/2023	
<b>Ysgol Penmorfa</b>	<b>19/4/23</b>
Language of the provider - English Type of school - Primary Number of pupils on roll - 421 Pupils of statutory school age - 339 Number in nursery classes - 39 Percentage of pupils eligible for free school meals over a three-year average - 31.6% Percentage of pupils identified as having additional learning needs - 28.6% Percentage of pupils who speak Welsh at home - 0.0% Percentage of pupils with English as an additional language - 3.2% Date of headteacher appointment - 01/04/2018 Date of previous Estyn inspection - 24/06/2014 Start date of inspection - 13/02/2023	
<b>Ysgol Caer Drewyn</b>	<b>27/1/23</b>
Language of the provider - English Type of school - Primary Number of pupils on roll - 99 Pupils of statutory school age - 84 Number in nursery classes - 5 Percentage of pupils eligible for free school meals over a three-year average - 36.4% Percentage of pupils identified as having additional learning needs - 7.1% Percentage of pupils who speak Welsh at home - 8.1% Percentage of pupils with English as an additional language - 2% Date of headteacher appointment - 01/09/2005 Date of previous Estyn inspection - 01/04/2014	

Start date of inspection - 21/11/2022	
<b>Ysgol Gynradd Carrog</b>	<b>27/1/23</b>
Language of the provider - English Type of school - Primary Number of pupils on roll – 42 Percentage of pupils eligible for free school meals over a three-year average - 16.0% Percentage of pupils identified as having additional learning needs - 21.1% Percentage of pupils who speak Welsh at home - 23.8% Percentage of pupils with English as an additional language - 0% Date of headteacher appointment - 01/09/2012 Date of previous Estyn inspection - 24/01/2012 Start date of inspection - 21/11/2022	
<b>Ysgol Castell</b>	<b>12/12/22</b>
Language of the provider - English Type of school - Primary Number of pupils on roll - 229 Percentage of pupils eligible for free school meals over a three-year average - 22.9% Percentage of pupils identified as having additional learning needs 11.8% Percentage of pupils who speak Welsh at home - 0.0% Percentage of pupils with English as an additional language - 2.0% Date of headteacher appointment 01/09/2022 Date of previous Estyn inspection 28/04/2014 Start date of inspection 10/10/2022 <i>Following the retirement of the previous headteacher at the end of the summer term 2022, a new headteacher has been appointed but will not take up post until January 2023. The deputy headteacher, who was appointed in January 2021, is undertaking the role of acting headteacher until that time.</i>	
<b>Ysgol Borthyn V.C. Primary School</b>	<b>5/12/22</b>
Language of the provider - English Type of school Primary Religious character - Voluntary Controlled Church in Wales Number of pupils on roll - 95 Percentage of pupils eligible for free school meals over a three-year average - 35% Percentage of pupils identified as having additional learning needs 37.9% Percentage of pupils who speak Welsh at home - 3.9% Percentage of pupils with English as an additional language - 7.4% Date of headteacher appointment - 01/09/2015 Date of previous Estyn inspection - 01/03/2014 Start date of inspection - 03/10/2022	
<b>Ysgol Llywelyn</b>	<b>8/8/22</b>
Language of the provider - English Type of school - Primary Number of pupils on roll - 706 Percentage of pupils eligible for free school meals over a three-year average - 28.4% Percentage of pupils identified as having additional learning needs - 19.8% Percentage of pupils with English as an additional language - 2.3% Date of headteacher appointment 01/09/2021 Date of previous Estyn inspection 04/12/2012 Start date of inspection 06/06/2022	
<b>Ysgol Frongoch</b>	<b>19/5/22</b>
Language of the provider - English Medium Type of school – Primary Number of pupils on roll - 214 Percentage of statutory school age pupils eligible for free school meals over a three-year average - 12.2% Percentage of statutory school age pupils identified as having additional learning needs 14.6% Percentage of statutory school age pupils who speak Welsh at home - 5% Percentage of statutory school age pupils with English as an additional language - 3.5% Date of previous Estyn inspection - 11-11-2014	
<b>Prestatyn High School</b>	<b>12/4/23</b>
Language of the provider - English	

Type of school - Secondary Number of pupils on roll 1448 Percentage of pupils eligible for free school meals over a three-year average - 25.5% Percentage of pupils identified as having additional learning needs - 25.1% Percentage of pupils who speak Welsh at home - 1.9% Percentage of pupils with English as an additional language - 1.6% Date of headteacher appointment - 01/09/2016 Date of previous Estyn inspection - 01/10/2014 Start date of inspection - 06/02/2023	
<b>Rhyl High School</b>	<b>19/12/23</b>
Language of the provider - English Type of school – Secondary Number of pupils on roll - 1147 Percentage of pupils eligible for free school meals over a three-year average - 30.8% Percentage of pupils identified as having additional learning needs -18.6% Percentage of pupils who speak Welsh at home - 1% Percentage of pupils with English as an additional language - 2% Date of headteacher appointment - 01/01/2010 Date of previous Estyn inspection - 20/05/2014 Start date of inspection 17/10/2022	
<b>Ysgol Uwchradd Glan Clwyd</b>	<b>27/7/22</b>
Language of the provider - Welsh Type of school - Secondary Number of pupils on roll - 1034 Percentage of statutory school age pupils eligible for free school meals over a three year average - 7.3% Percentage of statutory school age pupils identified as having additional learning needs - 21.3% Percentage of pupils who speak Welsh at home - 56.2% Date of headteacher appointment - 01/09/2019 Date of previous Estyn inspection - November 2012	

### **Well-being and attitudes to learning**

- Many pupils are aware of their rights as a child and write effectively about aspects of Children’s Rights such as the right to have different beliefs, religion, and cultures. (Ysgol Pendref)
- Many pupils develop as ethical and knowledgeable citizens through their awareness of fairness and equality. They respect the needs and rights of others as part of a diverse society. A good example of this is the way in which the older pupils research human rights in Qatar during the World Cup and consider what contributes to a society that respects human rights effectively. (Ysgol Caer Drewyn)
- Many pupils develop as ethical and knowledgeable citizens through their awareness of fairness and equality. They respect the needs and rights of others as part of a diverse society. A good example of this is the work they do on Martin Luther King and their discussions based on African and Caribbean stories and cultures. (Ysgol Gynradd Carrog)

### **Teaching and learning**

- As part of their afternoon provision, pupils share their own ideas when they respond to a ‘Big Question’, such as ‘What has shaped our World?’. This enhances their skills and enriches their appetite for learning. In addition, the curriculum includes productive theme weeks that focus on topics such as diversity and inequality. (Ysgol Penmorfa)
- Pupils receive appropriate opportunities to learn about other cultures, for example as they learn about the Diwali and Holi festivals. (Ysgol Llywelyn)

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

- The school provides robustly to develop pupils' spiritual, moral, social and cultural attitudes. The link between the school and Makhai Primary School in Uganda is a valuable means of developing pupils' understanding of respect and empathy. Assemblies are held collectively and in the classrooms regularly. This supports pupils to develop a firm understanding of the diverse nature of Wales and the wider world, for example when Year 2 pupils compare how they celebrate Christmas in Prestatyn compared to France. (Ysgol Gynradd Pentrecelyn)
- The school provides worthwhile opportunities that contribute well to developing pupils' spiritual and moral understanding, such as the importance of respecting others. Staff provide a range of worthwhile opportunities for pupils to learn about different religions. For example, older pupils discuss confidently how different countries take part in different celebrations. The school places a high value on enabling pupils to understand Children's Rights such as the right to have different values, beliefs and cultures. (Ysgol Pendref)
- Teachers provide a variety of valuable experiences to promote pupils' moral, spiritual and cultural development. They provide beneficial opportunities for pupils to reflect on current affairs and different religions and cultures in assemblies and class activities. For example, pupils investigate the key beliefs of the Islamic religion linked to the Football World Cup in Qatar, and create a poster illustrating the story of Jonah and the whale. (Ysgol Caer Drewyn)
- Teachers provide a variety of valuable experiences to promote pupils' moral, spiritual and cultural development. They provide useful opportunities to reflect on current affairs and various religions in assemblies and class activities. For example, they retell the story of Jesus calming the storm and compare pilgrimages to special stories from the pupils' own experiences. (Ysgol Gynradd Carrog)
- There is a strong focus on developing pupils' awareness of children's rights. As a result, nearly all pupils have a clear understanding of fairness, equality and inclusion in their own lives. Daily collective worship, where pupils have time for reflection, support pupils' understanding of the multicultural nature of society well and include celebrations from other faiths such as Diwali, Eid and Chinese New Year. (Ysgol Castell)
- The school's environment and collective worship promote pupils' spiritual and moral development successfully. Staff encourage pupils to consider other people's views sensitively, acknowledge and respect diversity and the importance of values such as respect, tolerance and caring. (Ysgol Castell)
- The school provides relevant opportunities to develop pupils' moral, ethical and spiritual understanding through whole school and class assemblies and within lessons. There are regular planned opportunities for pupils to explore principles that help them to distinguish between right and wrong and reflect on fundamental questions and on their own beliefs or values. These opportunities are often led by pupils, for example where Year 5 and 6 pupils share, a video they created on the theme of generosity. (Borthyn V.C. Primary School)
- Collective worship sessions promote spiritual, moral, social and cultural development effectively. Staff encourage pupils to consider the views of others sensitively and to acknowledge and respect equality, diversity, inclusion and the importance of values such as tolerance. Older pupils benefit from opportunities to contribute to assemblies, for example when marking Black History Month by performing their own 'I have a Dream' speech to promote equality based on Martin Luther King's iconic words. (Ysgol Llywelyn)
- The school provides opportunities which contribute to pupils' developing spiritual and ethical beliefs and support pupils to investigate issues related to tolerance and respect for others. For example, focussing on stories from the Bible provides useful opportunities for pupils to reflect on important messages, such as tolerance and helping others, and relate them to their own experiences. (Ysgol Frongoch)
- Pupils benefit from a well-considered and comprehensive PSE programme, which caters well for pupils' spiritual, moral, social, and cultural development. There are a wide range

of well-planned opportunities to explore themes such as mental health and emotional needs, identifying and promoting equality and diversity. (Prestatyn High School)

- Pupils in these groups influence the direction of the school whilst developing their leadership skills. For example, the antidiscrimination group worked meaningfully with the school to develop the social responsibility scheme of learning and to establish a prayer room. (Prestatyn High School)
- The school promotes pupils' spiritual, moral, social, and cultural development well. This provision, along with form time and school assemblies, offers pupils valuable opportunities to appreciate different cultures and religions. For example, pupils have explored kindness, respect, and equality through their work developing a 'Kindness Charter'. There are good opportunities for pupils to develop an understanding of their own identity and know how to show respect for the views of others. (Rhyl High School)
- The class tutor period is used purposefully to promote pupils' spiritual, moral, social and cultural development. (Ysgol Uwchradd Glan Clwyd)

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<p><b>Denbighshire County Council</b>  <b>Standing Advisory Council for Religious Education</b>  <b>(SACRE)</b></p>		
Date of Meeting:		15 <sup>th</sup> June 2023
Agenda Item:	<b>8</b>	WASACRE
<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"> <li>• To receive the minutes of the last meeting of the Association on 21st March 2023</li> <li>• To agree attendance for the next meeting of the Association on 19th June 2023. (Denbighshire is ‘hosting’ the summer meeting of the Association).</li> </ul>		

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**Attendance**

<p><b>Ynys Môn / Anglesey</b> Rheinallt Thomas (RT) Gwynedd Hughes (GH)</p>	<p><b>Sir Ddinbych / Denbighshire</b> Collete Owen (CO) Phil Lord (PL)</p> <p><b>Sir y Fflint / Flintshire</b> Anna Stephens (AS) Debbie Owens (DO) Jane Borthwick (JB)</p>	<p><b>Sir Benfro / Pembrokeshire</b> Clare Campbell (CG) Sam Skerme-BlackHall (SB) Marc Tierney (MT) Mike James (MJ) Amanda Lawrence (AL) Clare Campbell (CC) Sian Rowles (SR) Jennifer Harding-Richards (JHR) Lydia Cheshire (LC)</p>	<p><b>Observers:</b></p> <p><b>REMW</b> Paul Morgan (PM)</p> <p><b>WJEC</b> Andrew Pearce (APE)</p> <p><b>ESTYN</b> Gwawr Meirion (GM)</p> <p><b>Welsh Government</b></p> <p><b>REC</b> Kathy Riddick (KR)</p> <p><b>Church in Wales</b> Elizabeth Thomas (ET) Jennie Downes (JD)</p> <p><b>Catholic Education Service</b> Angela Keller (AK)</p> <p><b>Qualification Wales</b> Kate Russell (KRU) Philip Blaker (PB)</p> <p><b>Interfaith Network</b></p> <p><b>ADEW</b> University Of Wales Elin Stock (ES)</p> <p>USW Trinity St David Rachel Bendall (RB)</p> <p><b>Minutes (from recording)</b> Jo Nicholls (JNI)</p>
<p><b>Blaenau Gwent</b></p>	<p><b>Gwynedd</b> Sibani Roy (SR) Paul Rowlinson (PR) Eurfryn Davies (ED)</p>	<p><b>Powys</b> John Mitson (JM) Fiona Thomas (FT) John Meredith (JM)</p>	<p><b>REC</b> Kathy Riddick (KR)</p>
<p><b>Pen-y-bont ar Ogwr / Bridgend</b> Alice Parry (AP) Edward Evans (EE)</p>	<p><b>Merthyr Tudful / Merthyr Tydfil</b></p>	<p><b>Rhondda Cynon Taf</b> Donna Graves (DG)</p>	<p><b>Church in Wales</b> Elizabeth Thomas (ET) Jennie Downes (JD)</p>
<p><b>Caerffili/ Caerphilly</b></p>	<p><b>Sir Fynwy / Monmouthshire</b> Louise Brown (LB)</p>	<p><b>Abertawe / Swansea</b> Jennifer Harding-Richards (JHR)</p>	<p><b>Catholic Education Service</b> Angela Keller (AK)</p>
<p><b>Caerdydd / Cardiff</b></p>	<p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b></p>	<p><b>Torfaen</b></p>	<p><b>Qualification Wales</b> Kate Russell (KRU) Philip Blaker (PB)</p>
<p><b>Sir Gaerfyrddin / Carmarthenshire</b> Jennifer Harding-Richards (JHR)</p>	<p>Nia Jenkins (NJ) Rachel Samuel (RS) Wayne Carpenter (WC)</p>	<p><b>Bro Morgannwg / Vale of Glamorgan</b></p>	<p><b>Interfaith Network</b></p>
<p><b>Ceredigion</b> Mary Davies (MD)</p>	<p><b>Casnewydd / Newport</b> Hayley Jones (HJ) Huw Stephens (HS) Neeta Baicher (NB)</p>	<p><b>Wreccsam / Wrexham</b> Tania ap Siôn (TS) Libby Jones (LJ)</p>	<p><b>ADEW</b> University Of Wales Elin Stock (ES)</p>
<p><b>Conwy</b> Collette Owen (CO) Phil Lord (PL)</p>	<p><b>NAPfRE</b></p>	<p><b>NAPfRE</b></p>	<p>USW Trinity St David Rachel Bendall (RB)</p>
<p><b>EFTRE</b> Phil Lord (PL)</p>	<p><b>EFTRE</b> Phil Lord (PL)</p>	<p><b>EFTRE</b> Phil Lord (PL)</p>	<p><b>Minutes (from recording)</b> Jo Nicholls (JNI)</p>

## **Minutes of the meeting**

### **1. Introduction and welcome**

TaS welcomed everyone to the Spring meeting and thanked the Pembrokeshire Local Authority and SAC / SACRE for hosting the meeting. TaS thanked Lydia Cheshire and the team for their work in setting up this meeting.

TaS welcomed and introduced the Chair of Pembrokeshire SACRE - Cllr Sam Skyrme-Blackhall.

Cllr Sam Skyrme-Blackhall welcomed everyone to the meeting and gave the following introduction:

“Enabling young people to learn without judgements and prejudices, understand, grow and develop their own views and perspectives on all things is a privilege we should embrace. We gather towards the end of the 2<sup>nd</sup> term of operating the new syllabus and no doubt there is much learning and experiences we can share throughout our time together. I am proud of the work being done in here in Pembrokeshire – supporting our Schools – and critically the work in our Schools – supporting our young people. From specific support for Early Years to working with Headteachers to share learning – we are all finding our way and I am grateful to our dedicated officers who are driving this forward with real commitment and purpose. I know that is a shared experience across Wales. Of course, we will adapt and flex as we find the best route forward – that is the nature of anything new. But in doing so, we need to remember our core values – the things that shaped the development of this new curriculum and keep them in mind as we embed this. Getting this right is so important – and in doing so we will truly help our young people to be healthy, confident individuals, leading fulfilling lives as ethical, informed citizens of Wales and the world”.

Pembrokeshire SACRE shared the following two presentations:

- i)  [WASACRE 21.3.23.mp4 \(video\)](#)
- ii) [Religion Values and Ethics in Pembrokeshire](#)

### **2. Quiet reflection**

### **3. Apologies**

Apologies from the Executive Committee members – Vicky Barlow, Jennie Downes, Mathew Maidment, Paula Webber. Chris Abbas, Blaenau Gwent and Chris Owens, WJEC.

### **4. Minutes of the last meeting Microsoft Teams held on 16th November 2022**

RS – Fiona Thomas needs removing from the NPT SACRE attendee list.

The minutes on the last meeting were formally agreed.

### **5. Matters arising from minutes of the last WASACRE meeting**

- Item 7 part 4 – Welsh Government (WG) clarity on the date until which SAC and SACRE will need to co-exist.
- WG colleagues have clarified that the reference to these bodies needing to be in place until 2025 was intended to mean the 2025 academic year commencing in September which concludes in the summer of 2026, but they appreciate that the earlier response was potentially ambiguous in that regard and subject to interpretation.

## 6. Welsh Government matters:

### i) Meeting (15<sup>th</sup> December 2022)

Representation from WASACRE/NAPfRE - Tania ap Sion, Libby Jones, Rachel Samuel.

Rachel Samuel gave feedback on the outcomes of several agenda items as follows:

#### 1. SACRE annual reports – structure review

John Pugsley asked WASACRE to submit a proposal outlining what needs to be done for the Welsh Government review of Annual Reports. Funding can be offered for any work required. The proposal should be sent to John Pugsley and Kerry Davies who will make a proposal to Lloyd Hopkin and their legal team.

#### 2. Information communication update on RVE / Case studies for RVE Learning.

Explanation of what WG is looking for in terms of evidence of good practice.

To demonstrate 'what and how' RVE takes place in the classroom. The case studies will be produced in film form. Two different schools are needed to demonstrate visual activities, with resources and assessments being cut into the film afterwards. Kerry Davies would look at the filming brief that WG has provided to identify the requirements. This challenges NAPfRE colleagues to find the best examples and how to decide what could be shared. Links to examples of films to be shared with SACREs from a pilot carried out in Swansea to give an idea of what they are looking for.

#### 3. Update on Adjustments to RVE guidance on Hwb

The adjustments we have requested have been logged in for the next review cycle. In summer 2023 there will be a review with SACREs and other relevant bodies. The Legal Team has the final say if the modifications are accepted (Pat McCarthy) - WG emphasises that it has not been forgotten and will be addressed in due course. Kerry Jones to find out how the process will work to make sure it happens. John Pugsley to share the feedback from PMcC with the WASACRE Executive Committee representatives.

#### 4. Inquiry by local Authority - Termly activities in primary schools and the right to withdraw

JHR: Have had inquiries from schools regarding the compulsory nature of RVE for ages 3 -16. Especially affects primary schools at this time of year with nativity plays, Christmas stories etc. A small group of representatives in the community are asking that their children be taken out of these activities. We discuss with schools how to differentiate between RVE and joint worship and the ethos and culture of the school.

We are aware that there is no right of withdrawal but we are asking for clarification on how we differentiate between those aspects for primary colleagues.

WG response:

Advice is the same as for previous application in July 2022.

- Schools should have clear lines of communication with parents, ensuring they understand what is included and why.
- Where parents (or even learners) seem to have concerns about specific learning it will help to discuss sensitively with parents and understand where these concerns have arisen and explore how they can be addressed. It is very possible that these doubts are due to a misunderstanding about what is covered or what is required by the Curriculum for Wales.
- From September within the Curriculum for Wales, it is clear that there is no legal right to withdraw (which means, unlike in the past, parents have a right to have their request to withdraw their child granted), but of course some parents may try to take their children out of certain aspects. The school has discretion as to how to manage that and will need to come to a decision with the learner and the family. Obviously, that is in everyone's interest - naturally, we don't want learners to be taken out of the mainstream by parents entirely because of fears about the curriculum.

Additional advice was given:

- Identify the issue
- Is it a matter of Relationships and Sexuality Education (RSE)?
- If it is RSE, draw the schools' attention to the expectations regarding the code and the RSE guidelines, in particular:
  - The importance of pluralism – i.e. being able to assure the parents that teaching is presented in a multiple manner and this is the school's legal duty
  - The requirement of the code to ensure that a range of views and beliefs are considered in the context of RSE
  - The importance of close lines of communication with parents and carers on these issues
  - Refer the LA and the school to the Frequently Asked Questions on Relationship and Sexuality Education as it may be helpful.

The response of those present from WASACRE and NAPfRE was that we do not think the question has been adequately answered - How can schools differentiate between RVE, collective worship, and the ethos and culture of the school, in order to avoid complaints and issues relating to removal back?

#### 5. Identify support and resources for RVE

WASACRE was asked to produce a general map to show what is already offered in terms of support and resources in Wales. John Pugsley to send a resource document to support that work. JP and KD need to be kept up to date by WASACRE.

#### 6. Resources of the Council of Free Churches

This is something for the Governance side within WG. It is not directly related to classroom practice. The information will be shared with Claire Horton from WG to see if there is anything that WG can support in reference to the documents.

## 7. RSE Judicial Review Update

When this meeting took place, WG was still waiting for an outcome. JP confirmed that as soon as he gets something that goes to the public he will send it to us first. We now know this outcome – the court sided in favour of WG and for RSE to remain mandatory for all learners. The parents have started their appeal. We still don't know how it will affect RVE if the appeal is successful.

### ii) Informal agreed syllabi monitoring process

Tania ap Sion reported on the informal agreed syllabi monitoring process / review, as follows.

On 15 December 2022, the WG invited WASACRE to undertake: “an informal monitoring process of the agreed syllabi for each LA to get a sense of how faithful these are to the vision and ethos of RVE in the Curriculum for Wales”.

This is part of the supportive approach that the WG is taking during the period of curriculum roll-out, recognising the importance of being supportive earlier rather than later. In practice, the review is a short desk-based exercise, which involves looking at the text of the agreed syllabi for each local authority. It goes no further than reviewing the texts themselves. At the end of March, a report will be submitted to the Welsh Government on the findings. After this, sometime in the near future, the Welsh Government has confirmed that we will be able to use relevant parts of this research to share practice among the local authorities – including possibly showcasing particular examples. Within this, the importance of local determination should always be kept to the fore while also seeing the value of sharing practice within that. The review process itself has been rigorously set up and approved by the Welsh Government:

1. There has been careful selection of the 6 Team members who are well placed to carry out this review;
2. We created a proforma based on a sample of five agreed syllabi, covering language, syllabus content, clarity, local context, and editing. This proforma was then used for all the agreed syllabi to ensure consistency in approach.
3. We also ensured that each agreed syllabus was reviewed by at least 2 or 3 team members at the level of the individual, small group, and then as a whole Team.
4. No team member reviewed any agreed syllabi that they had been personally involved in, and we allocated random numbers to the agreed syllabi throughout the review process and report writing.

We are very grateful to all 22 SACs for sharing with us their agreed syllabus so promptly, and we hope that you will find this a really helpful exercise.

I am also very grateful to all the members of the Team who have worked together so effectively and well over the past seven weeks to ensure that we complete the review and submit the Report to the Welsh Government on time.

**7. Report on Estyn meeting (14<sup>th</sup> February 2023) – Monitoring standards and progress** - WASACRE Executive members present: AP, RS, MM, and LJ

Alice Parry gave feedback to the meeting that WASACRE had requested a meeting with ESTYN to receive an update on the plans for monitoring RVE within the Curriculum for Wales. WASACRE Members were grateful of the briefing paper that was shared in advance of the Autumn Meeting in November 2022 and wanted to discuss the following items in more detail:

1. Monitoring the provision of RVE in schools and regard to the Agreed Syllabus

Estyn is not a monitoring organisation. However, Inspection teams will be looking at the broad curriculum plan of each school it inspects, and if a particular element of the curriculum was missing, e.g. mandatory RVE, this would be raised with the school and would be included in the final report. They may consider whether RVE is being taught within the spirit of the CfW, but would not be specifically monitoring objective, critical and pluralistic approach and delivery of RVE.

2. Monitoring standards and progression in RVE

Very rarely would a report include a comment on standards and progression within a specific subject. There may be comments on the acquisition of particular skills etc. in certain subjects, as way of example of progression, which could include RVE. Inspectors are looking at standards and progression overall. Data is for the school only, to inform their own planning. Colleagues made it very clear that schools should not produce data especially for Estyn to prove that their learners are making progress or are achieving set targets or standards. Every school should know every learner, in the sense of, where they are, where they need to be, and how they can get there. If inspectors look at school data, it will be to build a picture of whether, and how well, the school knows its learners. Inspectors will not be looking for 'evidence' of progression, i.e. comparing standards with other schools or classes or years groups etc. It wants to see how the school uses its own data to inform their planning for improvement and progression.

3. Collective worship

Estyn colleagues shared the 2017 Estyn guidance on collective worship which all Inspectors are given prior to an inspection. This includes components which collective worship may incorporate and also FAQ that may be helpful to schools. The school context is taken in to consideration regarding collective worship in both primary and secondary settings and pointed out the reference in the guidance to 'thought for the day' and reflection time as well as prayers and more traditional forms of worship. Estyn colleagues were not aware or any renewed interest in collective worship within inspection teams, and are aware that opportunities for SMSC development can be provided elsewhere in the curriculum and within the ethos of the school.

4. Effective practice

'Green shoots' are being identified during inspection visits, but it is still early days. Teams are seeing some appropriate RVE provision in line with the guidance.

Engagement visits are taking place but there hasn't been any focusing on RVE yet. There are a variety of channels through which possible engagement visits can be identified. There could be an EV in the future focussing on RVE or C/W but that would depend on whether those specific elements are identified as an area of interest for an EV. When an EV takes place a report is published on the Estyn website.

In conclusion, colleagues from WASACRE and Estyn felt that the meeting had been beneficial and all agreed that a twice yearly meeting would be arranged between the two bodies in future. WASACRE colleagues invited Estyn colleagues to provide updates at the WASACRE main meetings as and when needed.

## **8. Professional Learning presentation**

Libby Jones gave an update on this agenda item and shared a clip from one of the RVE playlists from the first batch of five professional learning resources that have now been published on Hwb, called, 'What's new'. The links to the resources on Hwb will be shared with SACREs for wider distribution. She reported as follows:

We are very grateful to our Welsh Government colleague Rachael Hicks for pushing these resources forward, through to publication. We have waited a long time for them, but it is worth the wait as the quality of these resources is exceptional. I have already shared a clip from the, 'What's new for secondary schools' playlist which Alice Parry created and features in. Today I am going to present the, 'What's new for Headteachers' playlist. There will be a policy Insight event held on 25<sup>th</sup> April (link in the chat) which will showcase these resources along with other useful resources that schools and SACREs can use.

LJ shared her screen and presented the playlist, stopping on specific pages to draw attention to some interesting and useful information, including, the description of 'have regard to', self-evaluation, implications for Headteachers, reflections and questions, and the case studies. The Headteacher's playlist also has the same introductory sections and information as the other playlists in this first batch, such as the welcome page, contents, aims and critical engagement pages.

Link for policy insight event: <https://hwb.gov.wales/professional-development/policy-insight-events/>

Links for the bilingual resources on Hwb:

English: <https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3/en>

Cymraeg: <https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3/cy>

Members raised questions regarding 'have regard to' and agreed syllabi, which LJ clarified and members also shared very positive comments about the resources. One question was raised regarding SACRE members having access to Hwb. The resources can be accessed without needing a log in, but it was suggested that Members seek advice and support from their local authority.

## **9. Conversations with England colleagues (NASACRE, REC, Regional RE Hubs)**

TaS reported that conversations are currently taking place with England colleagues. Education in Wales is becoming increasingly different to England with the introduction of the Curriculum for Wales. This raises a number of issues concerning how we value one another and how we work together.

### **NASACRE**

The WASACRE Executive welcomed an invitation from NASACRE to restart conversations. A meeting was held on 31<sup>st</sup> January 2023 with the Chair of NASACRE, Linda Rudge and Sue Holmes the Secretary and members of the WASACRE Executive Committee -TaS, EE and LJ.

The purpose of the meeting was to restart the sharing of recent events and updates and to explore the potential links between the two associations. It was mutually recognised that although the associations had so much in common there was also so much divergence.

To summarise –possible areas for further conversations were identified:

- 1) NASACRE occasionally receives enquiries from SACs and SACREs from Wales about professional learning and the NASACRE annual conference. It was resolved to put LJ in touch with the NASACRE administrator to discuss these questions as it is important to have the correct lines of communications.
- 2) To explore the possibility of including an item at the NASACRE conference where there might be mutual cross overs and where WASACRE could contribute usefully.
- 3) NASACRE is going to share their newsletter which is distributed 3 / 4 times a year.

The aim is to put in place more regular conversations and develop the relationship between NASACRE and WASACRE.

### **REC**

In February WASACRE received a request for a meeting from Indy Nottage, Executive Officer for the RE council for England and Wales to discuss how the REC can best support WASACRE in our Wales context. TaS, LJ (WASACRE Executive Members) and Paula Webber (Chair of NAPfRE, WASACRE Executive member) met with REC on 6<sup>th</sup> March 2023.

It was an open, frank, and positive conversation about our concerns regarding the relationship between WASACRE and REC. WASACRE have worked closely with REC on a number of projects in the past but currently it appears that the relationship is not working as effectively as it could.

The outcome of the meeting was for the REC to organise a meeting with representatives of the Wales focused REC organisations i.e., WASACRE, Church in Wales, REMW, members of the REC board - Kathy Riddick, the Chair Sarah Lane Court and Indy Nottage. The meeting is to be arranged in April 2023.

The aim is to create a structure to enable communication and collaboration within the REC over the long term. The structure needs to reflect the needs of the organisations in Wales and ultimately Wales learners. There has been a suggestion to set up a REC Wales forum.

### **Regional RE Hubs**



Both the Chair and Vice Chairs of WASACRE and NAPfRE received an email from the lead director for a new online platform called Regional RE Hubs asking what we wanted to see on it for the Wales area.

The background of the Regional RE hubs is as follows:

The 1<sup>st</sup> year was funded by Dept of Education in England to address specific England RE requirements. Now in its 2<sup>nd</sup> year, it is funded by charities and has one more year of funding. After this it hopes to receive further funding from Dept of Education, England.

The steering group includes organisations such as REC, RE Today, AERIAC, AWRI and NASACRE. The aim of the regional hubs is to improve communication between teachers, professional development, resource providers and research communities. It is an information exchange to increase accessibility to support, training, and resources for the regions. They also run a course which is being accessed by places of worships and other places in Wales which awards an RE hub accreditation.

A meeting was held on the 12th January 2023. The WASACRE Executive members shared their concern that the Regional RE hubs have been developed without any direct communication with WASACRE or NAPfRE. This is an issue that must be addressed and raises the questions as to how WASACRE and NAPfRE are perceived by these groups in England and how communications can be improved. It raised questions - what are our needs in Wales? How can we identify our needs? How to deal with them?

RT: Two members of REMW have met with Indy Nottage. REMW also commented that this initiative has come as a surprise.

TaS: Confirmed that colleague JHR has been involved with the RE hubs.

LB: REC has always been England based. LB wondered whether it would be better that it is called REC for England. All research and documents are based on England. It would be another layer of work for WASACRE.

TaS: It is always valuable to collaborate and share practice with our colleagues in England and Europe but we must consider what is meaningful to us in Wales.

#### **10. EFTRE Conference (August 2023)**

PL gave an update and shared [the link to the EFTRE conference](#) 'Bridges over Troubled Waters – RE in changing times' which is to be held in Rome on 24-27 August 2023. TaS, with European colleagues, will be presenting the findings of a European wide project, impact of Covid on teaching RE. Other presenters include Kathryn White from Culham St. Gabriel's Trust. The programme also includes workshops and potential off-site visits to a synagogue, non-Catholic cemetery, catacombs and a Muslim community.

PL, TaS and possibly LJ will be attending the conference.

WASACRE would like to support a teacher from Wales to attend and we would ask them to provide feedback on their experience on their return. TAS mentioned that this is an excellent opportunity for a teacher and confirmed that WASACRE will fully fund the travel, conference attendance and accommodation.

**ACTION:** If any teachers are interested, please contact WASACRE, before the Easter break.

#### **11. Up-dates:**

- **REC**  
 KR: REC is in its 50<sup>th</sup> year with an in-person celebration planned at the start of May. REC is refocusing on how to obtain the maximum benefit from members. If REC are to continue to represent Wales, it requires a permanent member of the board to represent Wales. Serious thought is required about the benefit in this relationship.  
 The continued work on the religion and world views resources is taking up a lot of REC's time, a project which is focused on England. We could look at and see if the document is of interest to the curriculum for Wales.
- **EFTRE**  
 PL encourages everyone to look at the website, there are interesting reports available. There are studies that could be done with secondary schools on the nature of RE education systems around Europe.
- **REMW**  
 REMW met with Indy Nottage.  
 REMW aim to revisit the paper previously presented to WASACRE. This paper described the potential changes in the nature of REMW with a view to making progress on this matter.
- **NAPfRE**  
 The PL working group are looking at the right of withdrawal and the advice that SACREs and head teachers may give. Any outcomes will be passed on to WASACRE.
- **IFN**  
 No update
- **Estyn**  
 14<sup>th</sup> February meeting already reported earlier in the meeting.
- **WJEC**
  - LJ read out a report from Christopher Owens:
    - The WJEC Autumn Professional Learning formerly known as CPD for GSCE Religious Studies was successfully completed in Swansea, Cardiff and Llandudno in December 2022 with additional online PL in January 2023. Materials from the PL events are available on the WJEC website.
    - WJEC submitted a detailed response to the Welsh Government's consultation on the proposals for the new GSCE Religious Studies for start of teaching in Sept 2025.
    - WJEC's working deadline is completion of the new specification with specimen assessment materials for Sept 2024, with the first teaching scheduled for Sept 2025.
    - Disappointingly there has been a decline in entry of RE across all examination levels for the summer series 2023.
    - Entry for AS Religious Studies dropped by 350 candidates from pre covid levels and this has rolled into advanced level studies.
    - At GSCE level there has been a very significant decline in entry for the summer 2023 series of around 6,500 candidates. Any decline is a cause for concern not least for future uptake of AS and advanced levels and has further implications for higher education.

TaS stated that the decline in candidates is to be an agenda item for a future meeting.

RS mentioned that all GSCE, AS and AL examinations this summer in Religious Studies have had a pre-release information gone out to schools on certain areas in the syllabi that should be given greater attention. RS is happy to circulate the links to SACREs.

**ACTION:** RS to share this link with SACREs

- **Report from the Executive Committee held on 8<sup>th</sup> February 2023**

TaS confirmed there was nothing further to report that hadn't already been covered on the agenda.

## **12. Correspondence**

LJ reported on the following correspondence:

- Received correspondence from Education Workforce Council (EWC) asking WASACRE to nominate members for the EWC. This needs to be taken to the WASACRE Executive Committee.
- Received correspondence from the Children, Young People and Education Committee (CYPE) stating they are currently undertaking a long-term enquiry into the implementation of the two key educational reforms during the last Senedd which is the Curriculum Assessment Wales at 2021 and the Additional Learning Needs and Educational Tribunal Act 2018.
- Over the course of the sixth Senedd the Committee will carry out a series of short focus thematic check-ins. Each check-in will include engagement activities and scrutiny of a Welsh Government Minister. The first of these check-ins took place in spring/ summer 2022 and further information is available via a link. This link can be shared with SACREs.

**ACTION:** WASACRE to share this link with SACREs.

## **WASACRE Elections**

There are 2 places available on the WASACRE Executive Committee, nominations from SACs and SACREs need to be with LJ or AP by Friday 31st March. The list of nominees will be circulated to SACs and SACREs by Friday 28<sup>th</sup> April. Nominees should be available to attend the Exec Committees meetings regularly should they be successfully elected at the AGM.

## **13. Any other business (to be agreed in advance of the meeting with the Chair)**

KRU, Qualification Wales has been leading on the development of GSCE of Religious Studies and dealing with the WASCRE responses to the consultation. KRU informed WASACRE of the new consultation that is now out which is called 'The Full Offer', these are qualifications (entry level, level 1 etc) that support the new curriculum in Wales.

One question within the consultation links to whether there should be a specific qualification linked to the RVE guidance.

KRU encourages WASACRE to share the consultation link with RS teachers for their feedback. The more responses received the more valuable it is. The consultation is open until June 2023.

KRU thanked WASACRE for all its work in relation to the GSCE consultation.

HS congratulated all those who have spent a lot of time and effort using their expertise in serving us in their capacity as WASACRE.

MJ seconded HS's kind words and thanked the Committee for all of their hard which is very much appreciated.

TaS appreciated this recognition of WASACRE's work.

NB wished the Bahai community a very happy new year.

**14. Date for next meeting: Summer Term, Denbighshire.**

This will be an online meeting on Monday 19<sup>th</sup> June 2023.

TaS thanked Pembrokeshire for hosting and thanked the attendees.