

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

Date: 10 February 2025

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 **FRIDAY, 14 FEBRUARY 2025 BY VIDEO CONFERENCE.**

Yours sincerely

Gary Williams
Monitoring Officer

AGENDA

SILENT REFLECTION

1 APOLOGIES

2 DECLARATION OF INTERESTS

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 - 14)

To receive and approve the minutes of the Denbighshire SACRE meeting held on 15 October 2024 (copy enclosed).

5 RELIGION, VALUE AND ETHICS (RVE), A SECONDARY PERSPECTIVE - SARAH GRIFFITHS (HEAD OF RVE, YSGOL DINAS BRAN) (Pages 15 - 16)

To receive a presentation on how RE and RVE is being delivered in Ysgol Dinas Bran.

6 MANDATORY RVE AND RS OPPORTUNITIES FOR YEARS 10 AND 11 (Pages 17 - 46)

To receive a presentation on the opportunities schools can use to provide mandatory RE for learners in Year 10 and 11.

7 EXAMPLE RELIGION, VALUES AND ETHICS (RVE) AND COLLECTIVE WORSHIP POLICIES (Pages 47 - 56)

To consider and endorse example RVE and Collective Worship Policies (copies enclosed) that could be adopted by Denbighshire schools.

8 WASACRE (Pages 57 - 64)

- To receive the minutes of the WASACRE meeting held on 14 November 2024
- To agree attendance to the next WASACRE meeting on 6 March 2025
- To view the WASACRE video created to support an understanding of RVE <https://www.youtube.com/watch?v=mdFxWoCvqzo>
- To receive information about the WASACRE Teacher Voice Project (copy enclosed).

9 DATE OF NEXT MEETING

- Summer 2025 – 10am 4 June 2025
- Autumn 2025 – 10am 2 October 2025

MEMBERSHIP

Councillors Representing Denbighshire County Council

Ellie Chard
Ann Davies
James May
Merfyn Parry

Huw Williams
Emrys Wynne
Will Price

Representing Religious Denominations and Non-Religious Philosophical Convictions

Suzy Sturley
Mr. Dominic Oakes
Rev. B H Jones

Rev. Martin Evans-Jones
Jennie Downes
Colette Owen

Representing Teacher Associations

Susan Williams
Leah Crimes

Sarah Griffiths

Co-opted Members

Ms. Tania Ap Siôn

COPIES TO:

All Councillors for information
Press and Libraries
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LOCAL GOVERNMENT ACT 2000

Code of Conduct for Members

DISCLOSURE AND REGISTRATION OF INTERESTS

I, *(name)*

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

Denbighshire County Council

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

*(*please delete as appropriate)*

Date of Disclosure:

Committee *(please specify)*:

Agenda Item No.

Subject Matter:

Nature of Interest:

*(See the note below)**

Signed

Date

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

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STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Minutes of a meeting of the Standing Advisory Council for Religious Education (SACRE) held by video conference on Tuesday, 15 October 2024 at 10.00 am.

PRESENT

Representing Denbighshire County Council

Councillors Ellie Chard (Chair), Ann Davies, Delyth Jones and Emrys Wynne

Representing Religious Denominations

Colette Owen

Representing Teacher Associations

Leah Crimes

ALSO PRESENT

RE Adviser (PL), Principal Education Manager (JB) and Committee Administrators (KEJ & RTJ [Zoom Host])

SILENT REFLECTION

The meeting began with a few minutes' silent reflection.

1 APOLOGIES

Jennie Downes, Sarah Griffiths, Dominic Oakes and Susan Williams

Councillor Emrys Wynne would be slightly late to the meeting.

2 DECLARATION OF INTERESTS

Councillor Ellie Chard declared a personal interest in the meeting's business because she was a school governor at Ysgol Tir Morfa and Christchurch School.

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 26 June 2024 (previously circulated) were submitted.

Matters Arising – Page 10: Item 6 RE Hubs – The RE Adviser stated that he would provide further information on this matter at the end of the meeting.

RESOLVED that the minutes of the SACRE meeting held on 26 June 2024 be received and approved as a correct record.

5 DENBIGHSHIRE SUMMER 2024 NEWSLETTER

The RE Adviser presented the third published edition of the Denbighshire and Conwy Summer 2024 newsletter, REach (previously circulated) which supported the work of Denbighshire and Conwy's SAC/REs.

Members were guided through the newsletter which included the following articles –

- What was new in Religion, Values and Ethics (RVE) with reference to the suite of Professional Learning modules on RVE in the new curriculum which had been designed to develop understanding and support teachers
- Right to Withdraw – there was no right to withdraw a pupil from RVE but parents with children receiving the current Religious Education (e.g., 10 and 11 in September 2024) continued to have the right to withdraw their child from RE
- National and Regional Training Resources – links had been provided to access national sessions focusing on progression in the Areas of Learning and Experience and GwE training materials
- the support provided by WASACRE to member SAC/REs which included Advocacy and Representation; Advice and Support; Networks; Relationships and Partnerships; Empowering Voices; Trusted Resources and On the Pulse
- the WASACRE Conference 2024 included key note sessions which could be accessed via WASACRE's website along with pre-conference online seminars.

The RE Adviser drew attention to WASACRE's work as a national body and steps by Conwy County Borough Council to create a leaflet to promote a greater understanding and awareness of their SACRE's work. Members confirmed they would like Denbighshire to take a similar approach in order to raise awareness and improve schools' understanding of SACRE's role. In terms of articles for the newsletter there was some discussion on how best to encourage schools to contribute and members agreed to raise the matter in the schools they were associated with. Leah Crimes indicated that her school would like to contribute, and she would also raise the issue at the next schools cluster meeting. The Principal Education Manager confirmed that a request for articles could be made at the weekly meetings with Headteachers. The RE Adviser asked that views also be sought as to what teachers would like to see in future newsletters. Members were pleased with the proactive approach and steps to promote SACRE's work.

RESOLVED that the Denbighshire Summer 2024 Newsletter be received.

6 RELIGION, VALUE AND ETHICS (RVE), A SECONDARY PERSPECTIVE - SARAH GRIFFITHS (HEAD OF RVE, YSGOL DINAS BRAN)

The RE Adviser submitted apologies from Sarah Griffiths, Head of RVE at Ysgol Dinas Bran who unfortunately had been unable to attend to deliver the presentation. Members sent their best wishes to Sarah for a speedy recovery.

RESOLVED that the presentation be deferred to the next meeting of SACRE.

7 ESTYN INSPECTION UPDATE

The RE Adviser explained that Estyn inspection guidance for schools inspected from September 2024 – 2030 had been published during the summer and he informed members of the changes to the inspection framework.

Documents explaining what and how Estyn inspected could be accessed on the Estyn website and the following links were provided –

Welsh [Sut rydym yn arolygu Ysgolion a gynhelir ac UC Dau 0.pdf \(gov.wales\)](#)
English - [How We Inspect - 2024 maintained schools and PRUs \(gov.wales\)](#)

Welsh - [Beth rydym yn ei arolygu - Ysgolion a gynhelir ac UC Dau \(gov.wales\)](#)
English - [What We Inspect - 2024 Maintained Schools and PRUs \(gov.wales\)](#)

Inspections were governed by the Education Act 2005 and Section 28 detailed a number of areas inspectors must report on which included the spiritual, moral, social, and cultural development of pupils (SMSC). Some schools had a religious character teaching denominational RE and in those schools denominational RE and the content of collective worship were inspected separately under Section 50 of the Education Act 2005 and were not included in Section 28 inspections. The Church in Wales was currently developing their framework which had not yet been enacted in schools. Colette Owen reported that the Roman Catholic framework had been operational for around twelve months and was being tweaked as things changed and to better match with Estyn inspections given that the framework covered both England and Wales. There was now a rolling programme of Section 50 inspections similar to Estyn whereas previously if a school had an Estyn inspection it would automatically generate a Section 50 inspection.

Main changes to the Estyn inspection framework were discussed as follows –

- there would be no pattern as to when schools would be inspected compared to the previous six year cycle. Following a main inspection an interim inspection had been introduced to report on the progress made in implementing the recommendations from the main inspection. The three week lead time for inspection notifications had also been reduced to two weeks
- historically inspections had comprised of school/lesson observations and there was a change in focus to more pupil engagement and a pupil centred approach
- the reports were currently proving difficult to interpret from a SMSC, RE and collective worship aspect with previous reporting mainly focusing on the inspection area of wellbeing, care, support and guidance. However, the more reports were published the easier it would be to glean the necessary information. As in previous inspection guidance, comments would not be included for those schools meeting RE or RVE requirements, and reference

would only be made where those statutory requirements were not being met/areas for development or in particular areas of good practice

- the three areas of inspection would focus on (1) teaching and learning, (2) wellbeing, care, support and guidance, and (3) leading and improving and the reports would be a narrative of the inspectors' experience in the school and members were encouraged to view Estyn's website and the new inspection reports as they appeared as they were very different to previous reports
- inspection teams comprised lead inspectors together with a practitioner involved as a peer inspector who could be head teachers or senior leaders within a school who had undertaken the necessary training.

The Chair noted that if areas of inspection were as expected there would be no comment made in the report with only areas for development or good practice shared. She welcomed the use of peer inspectors and was pleased that school leaders such as Leah Crimes were involved in the process and Ms Crimes reported on her own experience in that regard and praised the training and professional development opportunity. As a former head teacher Councillor Delyth Jones also referred to her past experience of Estyn inspections and benefits in terms of training and gaining an understanding of the process and opportunity to visit other schools to share best practice and benchmark and measure your own school.

Members were also pleased to note the pupil centred approach and Estyn's move to be more personable and involved in the school improvement process rather than just an external verifier of school improvement. Leah Crimes felt that approach had been borne out at a recent inspection at her school and she was aware of other colleagues in Denbighshire and Conwy having similar experiences.

The Chair thanked the RE Adviser for explaining the changes to the inspection framework following publication of Estyn's inspection guidance.

RESOLVED that the verbal update from the RE Adviser on the changes to the inspection framework be noted.

8 SACRE DRAFT ANNUAL REPORT 2023 - 24

The RE Adviser presented the draft Annual Report for Denbighshire SACRE 2023 – 24 (previously circulated) for approval which identified and recorded the work of the SACRE for the year from September 2023 – July 2024.

Members were reminded that the annual report was a historic document and approval of the report was sought, subject to any accuracy points. To make the report more useful to schools, numerous links had been included to resources and support and there was a large section on RE/RVE and the Agreed Syllabus.

The RE Adviser guided members through the report, elaborating on particular areas in some detail, and provided an overview of the contents which covered –

- the role of SACRE had been included in the foreword which would be amended to refer to SAC/RE to reflect the two bodies running in parallel and updated to include reference to RVE

- the contents headings had been determined some time ago by the Welsh Government (WG) and WASACRE had undertaken a review of annual reports and made some recommendations to WG with the outcome yet unknown
- advice given to the local authority included reference to the newly Agreed Syllabus for RVE (Curriculum for Wales 2022) and previous Agreed Syllabus for RE (Curriculum for Wales 2008) applicable for secondary schools
- examination reports were no longer released, and members were unable to discuss comparative data; links to various Estyn reports had been provided
- Learning and Teaching – a wealth of reference material and links from a range of sources had been provided and were further elaborated on at the meeting; the RE Quality Mark had been highlighted. With regard to the playlists on Hwb, a Governors Playlist would soon be released and the RE Adviser reported on his work with Bangor University through GwE training PCSE/PGSE students and close working with the Welsh National Centre for RE
- Collective Worship – the difficulty in monitoring provision via Estyn reports was highlighted following updated inspection guidance with no expectation to report on whether a school met the statutory duty and general absence of SMSC comments; training and guidance links had been provided. There had been no determinations to SACRE for schools wanting to change collective worship/RVE
- other matters included reference to the newsletter and RVE network, new Estyn inspection framework and resources to supporting the framework for RE and work of WASCARE and conference material
- appendices included the composition of SACRE ('Collette' to be amended to 'Colette'), meeting dates and organisations receiving the report.

The Chair thanked the RE Adviser for the report and members confirmed that, subject to any minor amendments discussed at the meeting, the report be ratified as a true account of SACRE's work. Whilst acknowledging that the current Council policy allowed for draft reports to be in English only until approved, Councillor Emrys Wynne asked whether the draft could be made available bilingually in the future given that SACRE was a public meeting, and the draft report would only be subject to minor amendments. The Principal Education Manager confirmed the annual report could be translated in draft form going forward.

The RE Adviser responded to a question regarding the availability of specialist RE teachers advising that various teacher training institutions across Wales had been allocated a specific number of RVE teachers at secondary to recruit and that quota had been filled for both English and Welsh Language provision. However, there was a wider issue given that the way schools were restructuring their Key Stage 4 provision meant that not as many RE teachers were required. In terms of professional development for primary, there had been an ever-decreasing number of hours allocated for RVE over the last few years.

RESOLVED that –

- the Annual Report of Denbighshire SACRE for 2023 – 2024 be approved as an accurate account of SACRE's work, and*
- the Local Education Authority be requested to arrange for the report to be 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.

9 WASACRE

- **WASACRE Conference – 13 June 2024**

A brief verbal update was provided about the WASACRE Conference held on 13 June 2024 which included an in-person conference day at Wrexham University and series of online seminars. It had been an excellent day with keynote speeches from Professor Graham Donaldson, Lynne Neagle, MS and also the Bishop of Llandaff together with presentations from schools. The WASACRE Executive AGM had been held at the end of the conference day.

Unfortunately, Jennie Downes had been unable to attend the SACRE meeting but had provided brief notes on the last WASACRE Executive meeting on 2 October 2024. The RE Adviser shared those notes with members, as summarised below –

- there was a new specification from WJEC regarding the new GCSEs available for first teaching in September 2027 and WASACRE would be providing a response to the draft approval criteria by the deadline of 23 October 2024
- discussions regarding SAC/RE Annual Reports in terms of future content and what was needed in response to the educational landscape of Wales
- the Governor Playlist would soon be released on Hwb, noting there was already a comprehensive set of playlists to support professional development on Hwb
- the WASACRE Conference had much positive feedback and emerging practice welcomed; the online seminars had been well received and were published on the WASACRE website along with videos of the keynote speakers
- there had been a discussion around what to take forward following the Conference and to make support and guidance more accessible for schools, particularly in terms of RVE, especially secondary non-specialists.

RESOLVED that the verbal update be received.

- **WASACRE Meeting – 14 November 2024**

The next WASACRE meeting would be held online at 10.30am on 14 November 2024. The RE Adviser confirmed that he would be attending and also sought confirmation of up to three other representatives to attend. Unfortunately, the Chair advised that she was unable to attend on that occasion.

RESOLVED that, in addition to the RE Adviser, Councillor Emrys Wynne and Leah Crimes attend the next WASACRE meeting on 14 November 2024.

- **RE Hubs**

The RE Adviser explained that Jennifer Harding-Richards (Swansea SACRE) was the lead for the RE Hubs Project in Wales. The RE Hubs project was dedicated to supporting teachers and practitioners in RE and RVE across England and Wales and good practice and support could be accessed from their website. There was

some concern across Wales there would be confusion with the Hwb and WASACRE would prefer schools to look to the Hwb and approach SAC/REs on such matters. However, schools currently required much support and had been naturally migrating towards the Hub and RE Today were providing some training for schools across Wales organised by Bangor University and Swansea SACRE on 19 November 2024. The Chair agreed that it would be useful to make Denbighshire schools aware of the course which could be booked through RE Today.

RESOLVED that the verbal report be received.

10 DATE OF NEXT MEETINGS

Future meetings of Denbighshire SACRE had been scheduled as follows –

- Spring 2025 – 10am 14 February 2025
- Summer 2025 – 10am 4 June 2025
- Autumn 2025 – 10am 2 October 2025

The meeting concluded at 11.15 am.

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Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		14 th February 2025
Agenda Item:	5	RVE, A SECONDARY PERSPECTIVE - SARAH GRIFFITHS (HEAD OF RVE, DINAS BRAN)
<u>Background to the Report:</u>		
<p>Schools are developing their curriculum in line with the Curriculum for Wales 2022. To receive a presentation on how RE and RVE is being delivered in Dinas Bran.</p>		
<u>Purpose of the Report:</u>		
<p>To be informed about how RE and RVE is being planned and delivered in Ysgol Dinas Bran, Llangollen.</p>		
<u>Recommendations:</u>		
<ul style="list-style-type: none"> ▪ To receive the presentation. 		

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Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		14th February 2025
Agenda Item:	6	MANDATORY RVE AND RS OPPORTUNITIES FOR YEARS 10 AND 11
<u>Background to the Report:</u> RVE is a Mandatory Subject for children aged 3-16.		
<u>Purpose of the Report:</u> To provide members and schools with a presentation on the opportunities schools can use to provide mandatory RVE for learners in year 10 and 11.		
<u>Recommendations:</u> <ul style="list-style-type: none"> ▪ To receive the presentation. 		

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Cwricwlwm i Gymru

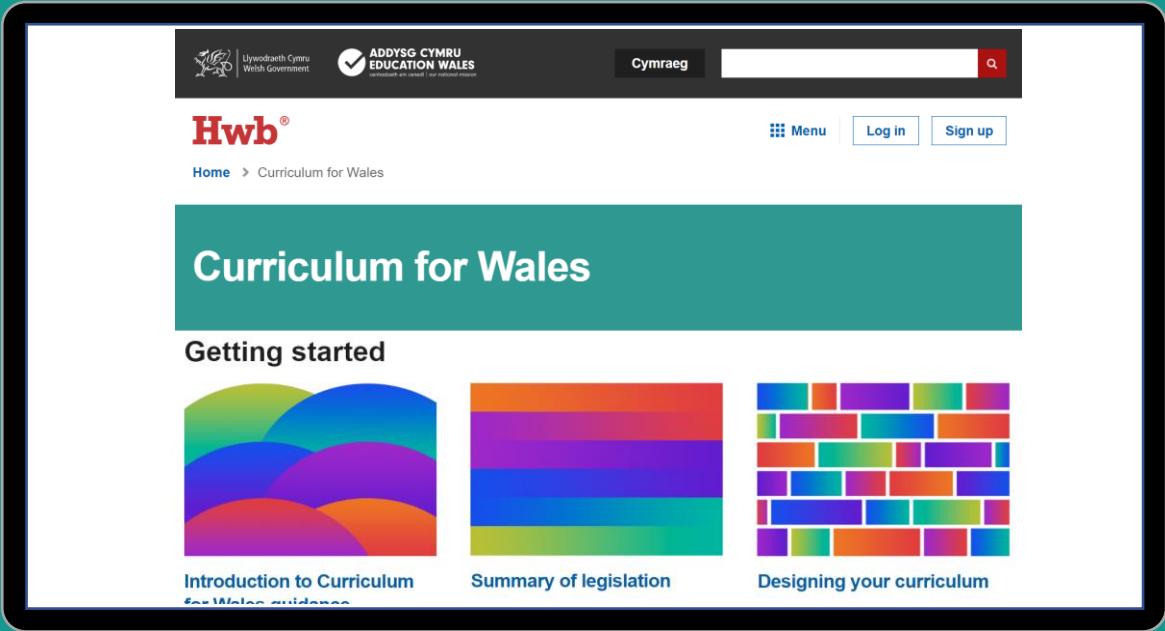
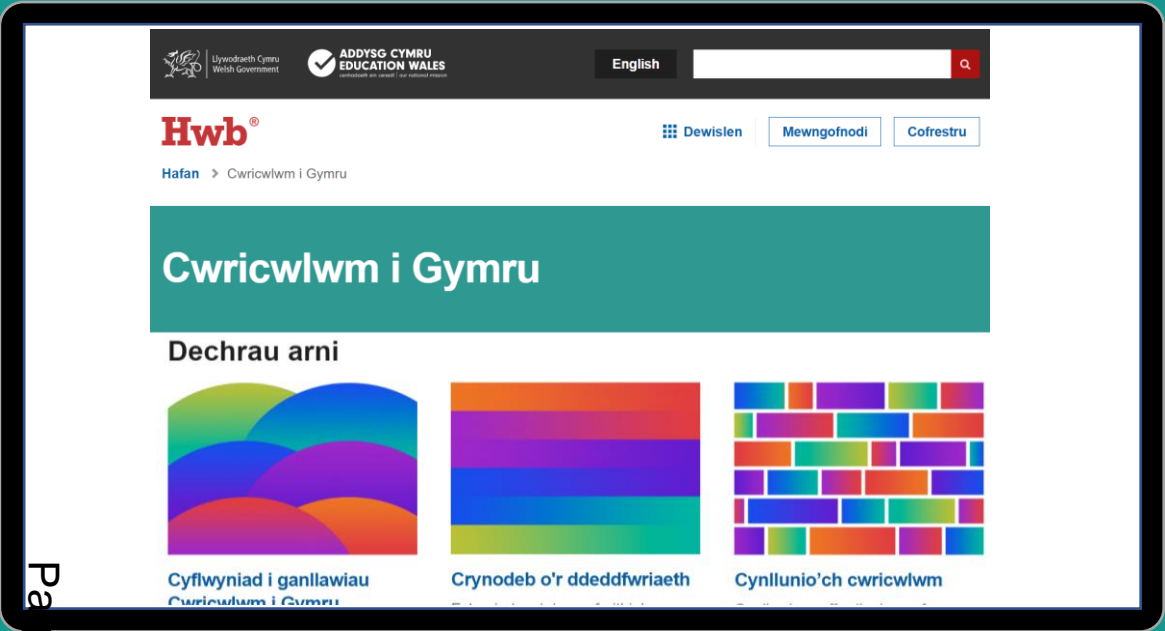
**Crefydd,
Gwerthoedd a
Moeseq**



Curriculum for Wales

**Religion, Values
and Ethics**

[Click for Slide Notes](#)



Crefydd, gwerthoedd a moeseg

Statws cyfreithiol y canllawiau ar grefydd, gwerthoedd a moeseg

Mandadol

Mae'r canllawiau ar grefydd, gwerthoedd a moeseg ym Maes y Dyniaethau yn statudol a chânt eu cyhoeddi o dan adran 71 o Ddeddf Cwricwlwm ac Asesu (Cymru) 2021 (y Ddeddf) a bwriedir iddyn nhw helpu'r rhai sy'n gyfrifol o dan y Ddeddf am gynllunio'r maes llafur ar gyfer crefydd, gwerthoedd a moeseg fel rhan o gwricwlwm yr ysgol.

Religion, values and ethics

Legal status of the RVE guidance

Mandatory

The guidance on RVE contained within the Humanities Area is statutory and published under section 71 of the Curriculum and Assessment (Wales) Act 2021 (the Act) and designed to assist those responsible under the Act for designing the RVE syllabus as part of the school curriculum.



Prif Agweddau

- Crefyddau ac argyhoeddiadau athronyddol anghrefyddol
 - Erthygl 2 Protocol 1 i'r Confensiwn Ewropeaidd ar Hawliau Dynol (E2P1)

Main Aspects

- Religious and non-religious philosophical convictions
 - Article 2 Protocol 1 of the European Convention on Human Rights (A2P1)

Prif Agweddau

- Crefyddau ac argyhoeddiadau athronyddol anghrefyddol
 - Erthygl 2 Protocol 1 i'r Confensiwn Ewropeaidd ar Hawliau Dynol (E2P1)
- ~~Yr hawl i dynnu'n ôl ac Crefydd, gwerthoedd a moeseg ôl-16~~

Main Aspects

- Religious and non-religious philosophical convictions
 - Article 2 Protocol 1 of the European Convention on Human Rights (A2P1)
- ~~The right to withdraw and post 16 compulsory RE~~

Prif Agweddau

- Crefyddau ac argyhoeddiadau athronyddol anghrefyddol
 - Erthygl 2 Protocol 1 i'r Confensiwn Ewropeaidd ar Hawliau Dynol (E2P1)
- ~~Yr hawl i dynnu'n ôl ac Crefydd, gwerthoedd a moeseg ôl-16~~
- “Ystyried”
 - Meysydd Llafur Cytunedig
 - Canllawiau ar Grefydd, Gwerthoedd a Moeseg

Main Aspects

- Religious and non-religious philosophical convictions
 - Article 2 Protocol 1 of the European Convention on Human Rights (A2P1)
- ~~The right to withdraw and post 16 compulsory RE~~
- “Have Regard”
 - Agreed Syllabi
 - Religion, values and ethics guidance

Prif Agweddau

- Crefyddau ac argyhoeddiadau athronyddol anghrefyddol
 - Erthygl 2 Protocol 1 i'r Confensiwn Ewropeaidd ar Hawliau Dynol (E2P1)
- ~~Yr hawl i dynnu'n ôl ac Crefydd, gwerthoedd a moeseg ôl-16~~
- “Ystyried”
 - Meysydd Llafur Cytunedig
 - Canllawiau ar Grefydd, Gwerthoedd a Moeseg
- Datblygiad ysbrydol
 - *yn unigolion iach, hyderus sydd â gwerthoedd sicr ac sy'n sefydlu eu credoau ysbrydol ac egwyddorol*
 - Ysbrydol, moesol, cymdeithasol a diwylliannol – Estyn
 - Deddf Cwricwlwm ac Asesu (Cymru) 2021

Section 59(2) General curriculum requirement

The requirement is that the curriculum is a balanced and broadly based curriculum that -

- (a) promotes the spiritual, moral, cultural, mental and physical development of the pupils and of society, and*
- (b) prepares the pupils for the opportunities, responsibilities and experiences of later life.*

Main Aspects

- Religious and non-religious philosophical convictions
 - Article 2 Protocol 1 of the European Convention on Human Rights (A2P1)
- ~~The right to withdraw and post 16 compulsory RE~~
- “Have Regard”
 - Agreed Syllabi
 - Religion, values and ethics guidance
- Spiritual development
 - *healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs*
 - Spiritual, moral, social and cultural – Estyn
 - Curriculum and Assessment Act (Wales) 2021

29 Gofynion gweithredu pellach ar gyfer disgyblion 3 i 14 oed

- (1) Rhaid gweithredu'r cwricwlwm mabwysiedig yn unol ag is-adran (2) i ddisgyblion nad ydynt eto wedi cwblhau'r flwyddyn ysgol y mae'r rhan fwyaf o'r disgyblion yn eu dosbarth yn cyrraedd 14 oed ynddi.
- (2) Rhaid gweithredu'r cwricwlwm mabwysiedig mewn ffordd sy'n sicrhau addysgu a dysgu i bob disgybl—
 - (a) sy'n cwmpasu'r meysydd dysgu a phrofiad (gan gynnwys yr elfennau mandadol o fewn y meysydd hynny), a
 - (b) sy'n datblygu'r sgiliau trawsgwricwlaidd mandadol.
- (3) Rhaid i'r addysgu a dysgu a sicrheir o dan is-adran (2)—
 - (a) mewn cysylltiad ag elfen fandadol Addysg Cydberthynas a Rhywioldeb, fod yn addas ar gyfer cyfnod datblygu'r disgybl, a
 - (b) mewn cysylltiad ag elfen fandadol Crefydd, Gwerthoedd a Moeseg, gyd-fynd â Rhan 2 o Atodlen 1, ac eithrio pan fo is-adran (4) yn gymwys.
- (4) Mae'r is-adran hon yn gymwys pan fo'r addysgu a dysgu i ddisgyblion mewn dosbarth y mae'r rhan fwyaf o'r disgyblion ynddo yn iau na'r oedran ysgol gorfodol ar ddechrau'r flwyddyn ysgol.

29 Further implementation requirements for pupils aged 3 to 14

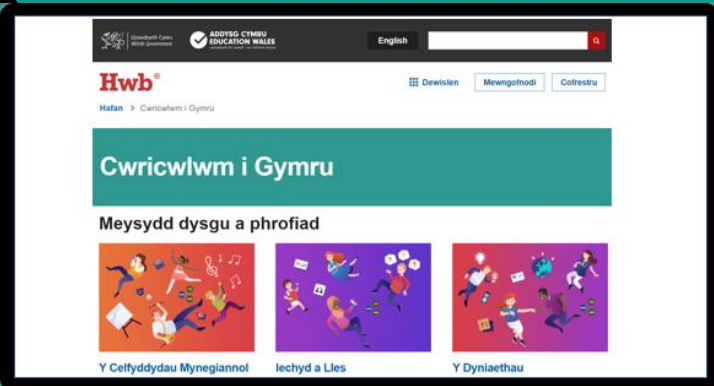
- (1) The adopted curriculum must be implemented in accordance with subsection (2) for pupils who have not yet completed the school year in which the majority of the pupils in their class attain the age of 14.
- (2) The adopted curriculum must be implemented in a way that secures teaching and learning for each pupil that—
 - (a) encompasses the areas of learning and experience (including the mandatory elements within those areas), and
 - (b) develops the mandatory cross-curricular skills.
- (3) The teaching and learning secured under subsection (2)—
 - (a) in respect of the mandatory element of Relationships and Sexuality Education, must be suitable for the pupil's stage of development, and
 - (b) in respect of the mandatory element of Religion, Values and Ethics, must accord with Part 2 of Schedule 1, except where subsection (4) applies.
- (4) This subsection applies where the teaching and learning is for pupils in a class in which the majority of the pupils are below compulsory school age at the beginning of the school year.

30 Gofynion gweithredu pellach ar gyfer disgyblion 14 i 16 oed

- (1) Rhaid gweithredu'r cwricwlwm mabwysiedig yn unol ag is-adran (2) i ddisgyblion sydd wedi cwblhau'r flwyddyn ysgol y cyrhaeddodd y rhan fwyaf o'r disgyblion yn eu dosbarth 14 oed ynddi.
- (2) Rhaid gweithredu'r cwricwlwm mabwysiedig mewn ffordd—
 - (a) sy'n sicrhau addysgu a dysgu i bob disgybl sy'n cwmpasu'r elfennau mandadol o fewn y meysydd dysgu a phrofiad, a
 - (b) sy'n sicrhau addysgu a dysgu arall i bob disgybl ym mhob maes dysgu a phrofiad.
- (3) Rhaid i'r addysgu a dysgu a sicheir o dan is-adran (2) ddatblygu'r sgiliau trawsgwricwlaidd mandadol.
- (4) Rhaid i'r addysgu a dysgu a sicheir o dan is-adran (2) gynnwys—
 - (a) addysgu a dysgu mewn cysylltiad ag unrhyw ddarpariaeth a wneir yn y cwricwlwm, i'r graddau y mae'n gymwys i'r disgybl, yn rhinwedd rheoliadau a wneir o dan adran 25, a
 - (b) yr addysgu a dysgu a ddewisir gan y disgybl yn rhinwedd adran 24.
- (5) Am eithriad i'r ddyletswydd i sicrhau'r addysgu a dysgu a ddewisir gan y disgybl, gweler adran 31.
- (6) Rhaid i'r addysgu a dysgu a sicheir o dan is-adran (2)—
 - (a) mewn cysylltiad ag elfen fandadol Addysg Cydberthynas a Rhywioldeb, fod yn addas ar gyfer cyfnod datblygu'r disgybl, a
 - (b) mewn cysylltiad ag elfen fandadol Crefydd, Gwerthoedd a Moeseg, gyd-fynd â Rhan 2 o Atodlen 1.

30 Further implementation requirements for pupils aged 14 to 16


- (1) The adopted curriculum must be implemented in accordance with subsection (2) for pupils who have completed the school year in which the majority of the pupils in their class attained the age of 14.
- (2) The adopted curriculum must be implemented in a way that—
 - (a) secures teaching and learning for each pupil that encompasses the mandatory elements within the areas of learning and experience, and
 - (b) secures other teaching and learning for each pupil in each area of learning and experience.
- (3) The teaching and learning secured under subsection (2) must develop the mandatory cross-curricular skills.
- (4) The teaching and learning secured under subsection (2) must include—
 - (a) teaching and learning in respect of any provision made in the curriculum, so far as it applies to the pupil, by virtue of regulations made under section 25, and
 - (b) the teaching and learning chosen by the pupil by virtue of section 24.
- (5) For an exception to the duty to secure the teaching and learning chosen by the pupil, see section 31.
- (6) The teaching and learning secured under subsection (2)—
 - (a) in respect of the mandatory element of Relationships and Sexuality Education, must be suitable for the pupil's stage of development, and
 - (b) in respect of the mandatory element of Religion, Values and Ethics, must accord with Part 2 of Schedule 1.



MAES DYSGU A PHROFIAD

Y Dyniaethau

Canllawiau i helpu ysgolion a lleoliadau i ddatblygu eu cwricwlwm eu hunain, gan alluogi dysgwyr i ddatblygu o ran y pedwar diben.




Cynnwys

1. Cyflwyniad
2. Datganiadau o'r hyn sy'n bwysig
3. Egwyddorion cynnydd
4. Disgrifiadau dysgu
5. Cynllunio eich cwricwlwm

AREA OF LEARNING AND EXPERIENCE

Humanities

Guidance to help schools and settings develop their own curriculum, enabling learners to develop towards the four purposes.



Contents

1. Introduction
2. Statements of what matters
3. Principles of progression
4. Descriptions of learning
5. Designing your curriculum

5. Cynllunio eich cwricwlwm

CYNNWYS

- Sgiliau trawsgwricwlaidd a sgiliau cyffannol
- Ystyriaethau penodol ar gyfer Maes hwn
- Cysylltiadau allweddol gyda Meysydd eraill
- Themau trawsgwricwlaidd
- Canllawiau ar Grefydd, Gwerthoedd a Moeseg

Canllawiau ar Grefydd, Gwerthoedd a Moeseg

Cyflwyniad

1 Mae Crefydd, Gwerthoedd a Moeseg yn un o ofynion statudol Cwricwlwm i Gymru ac yn orfodol i bob dysgwr rhwng 3 ac 16 oed. Mae Crefydd, Gwerthoedd a Moeseg yn rhan o Faes y Dyniaethau (Maes). Mae'r Maes hwn yn cynnwys daearyddiaeth; hanes; Crefydd, Gwerthoedd a Moeseg; astudiaethau busnes. Mae'r disgyblaethau hyn yn rhannu llawer o'r an themâu, cysyniadau a sgiliau trosglwyddadwy, ac yn cynnwys eu gwybodaeth a'u sgiliau gwahanol eu hunain hefyd.

Nid oes gan rieni hawl i ofyn am gael tynnu eu plentyn yn ôl o addysg Crefydd, Gwerthoedd a Moeseg o fewn Cwricwlwm i Gymru.

Diben y canllawiau hyn ar grefydd, gwerthoedd a moeseg

Cafodd y canllawiau hyn ar Grefydd, Gwerthoedd a Moeseg eu hystrifennu gan ymarferwyr ac arbenigwyr addysg grefyddol er mwyn rhoi cymorth

5. Designing your curriculum

CONTENTS

- Cross-curricular skills and integral skills
- Specific considerations for this Area
- Key links with other Areas
- Cross-cutting themes
- Religion, values and ethics guidance

Religion, values and ethics guidance

Introduction

1 Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area. This Area encompasses geography; history; religion; values and ethics; business studies. These disciplines share many common themes, concepts and transferable skills, whilst having their own discrete body of knowledge and skills.

There is no parental right to request that a child is withdrawn from RVE in the Curriculum for Wales.

The purpose of this RVE guidance

This RVE guidance has been written by practitioners and religious education experts to provide additional support on how RVE can be taught within the Humanities Area. It emphasises the integral nature of RVE within this Area and

Cynllunio eich cwricwlwm ar gyfer Crefydd, Gwerthoedd a Moeseg

- themâu trawsbynciol
- sgiliau trawsgwricwlaidd
- sgiliau sy'n hanfodol i'r pedwar diben
- Crefydd, Gwerthoedd a Moeseg a'r datganiadau o'r hyn sy'n bwysig

Page 29

- Datblygiad ysbrydol
- Cysyniadau Crefydd, Gwerthoedd a Moeseg
- Lens Crefydd, Gwerthoedd a Moeseg



Designing your curriculum for Religion, Values and Ethics

- cross-cutting themes
- cross-curricular skills
- skills integral to the four purposes
- Religion, Values and Ethics and the statements of what matters

- Spiritual development
- Religion, Values and Ethics Concepts
- The Religion, Values and Ethics lens

Datblygiad ysbrydol

- Hunanymwybyddiaeth mewn perthynas â phobl eraill
 - *meithrin ymdeimlad o'u natur unigryw a'u gwerth*
 - *meithrin cydberthnasau da*
- Cysylltu â'r byd ehangach a'r byd naturiol
 - datblygu gwerthfawrogiad o'r ffaith eu bod yn perthyn i'w hardal leol, i Gymru ac i'r byd ehangach
- Creadigrwydd a mynd y tu hwnt i'r cyffredin
 - gofyn, ystyried a myfyrio ar y cwestiynau eithaf (y cwestiynau 'mawr' ynghylch bywyd)
 - darganfod ystyr a phwrpas yn eu bywydau eu hunain
- Archwilio cwestiynau eithaf ac ystyried ystyr a phwrpas
 - profi'r hyn sydd y tu hwnt i'r cyffredin

Spiritual development

- Awareness of self in relation to others
 - *develop a sense of their uniqueness and value*
 - *form good relationships*
 - *'to live with disappointment'*
- Connections to the wider and the natural world
 - develop an appreciation of belonging in their locality, Wales and the wider world
- Creativity and going beyond the everyday
 - develop creativity and use their imagination
 - experience awe and wonder or be amazed by things
- Exploration of ultimate questions and contemplation of meaning and purpose
 - experience that which is beyond the ordinary

Lens Crefydd, Gwerthoedd a Moeseg

- **Chwilio am ystyr a phwrpas**

Sut mae pobl yn ymateb i gwestiynau dyfnach bywyd er mwyn deall y cyflwr dynol.

- **Y byd naturiol a phethau byw**

Sut a pham mae pobl yn dangos gofal a chyfrifoldeb am y byd ac yn cael eu rhyfeddu gan fyd natur.

- **Hunaniaeth a pherthyn**

Beth sy'n ein gwneud ni yn ni, fel pobl, cymunedau a dinasyddion yn byw mewn byd amrywiol.

- **Awdurdod a dylanwad**

Sut a pham mae gwahanol fathau o awdurdod yn dylanwadu ar fywydau pobl.

- **Cydberthnasau a chyfrifoldeb**

Sut mae pobl yn byw gyda'i gilydd, a pham mae'n bwysig meithrin cydberthnasau iach.

- **Gwerthoedd a moeseg**

Sut a pham mae pobl yn gwneud dewisiadau moesol a sut mae hyn yn dylanwadu ar eu gweithredoedd.

- **Taith bywyd**

Beth mae pobl yn ei brofi fel rhan o daith bywyd, a'r ffordd y caiff y profiadau eu cydnabod.

The RVE lens

- **Search for meaning and purpose**

How people respond to the deeper questions of life in order to understand the human condition.

- **The natural world and living things**

How and why people show concern and responsibility for the world and experience awe and wonder in nature.

- **Identity and belonging**

What makes us who we are as people, communities and citizens living in a diverse world.

- **Authority and influence**

How and why different types of authority influence people's lives.

- **Relationships and responsibility**

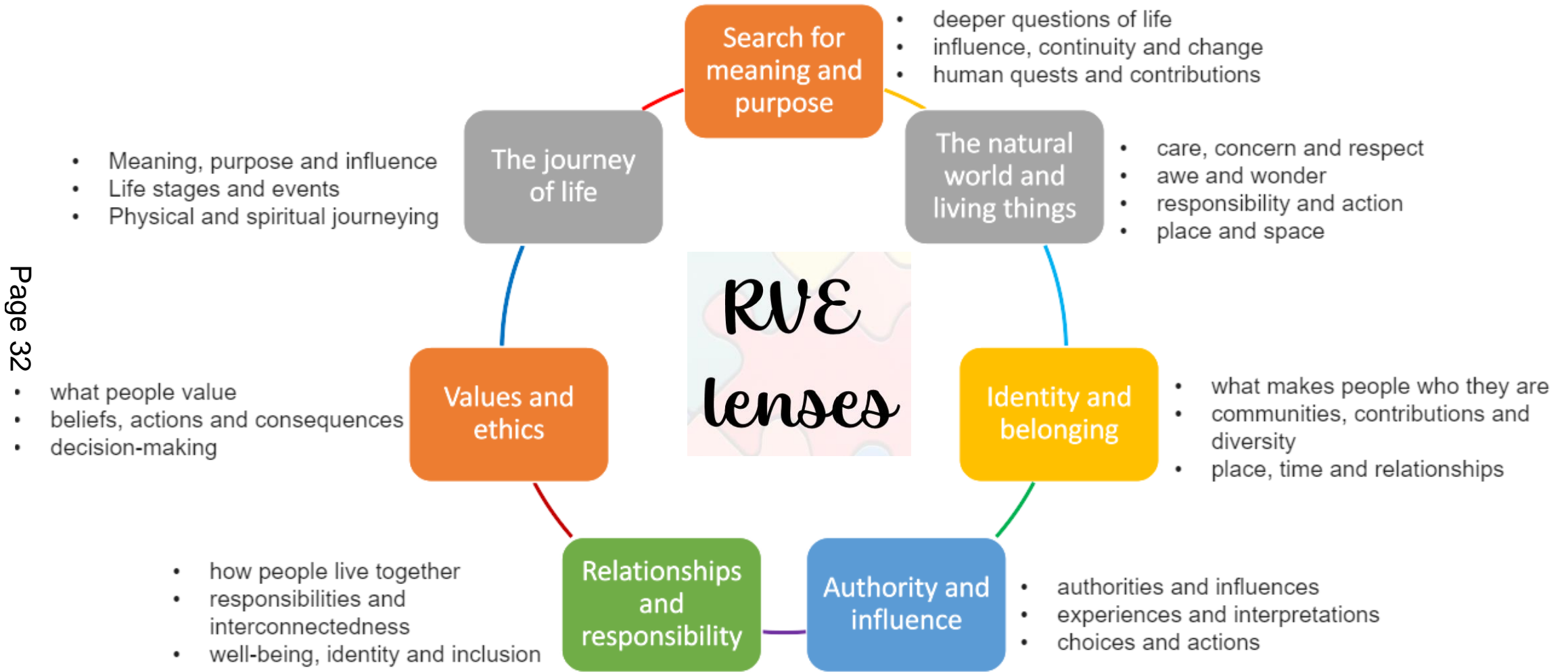
How people live together and why developing healthy relationships is important.

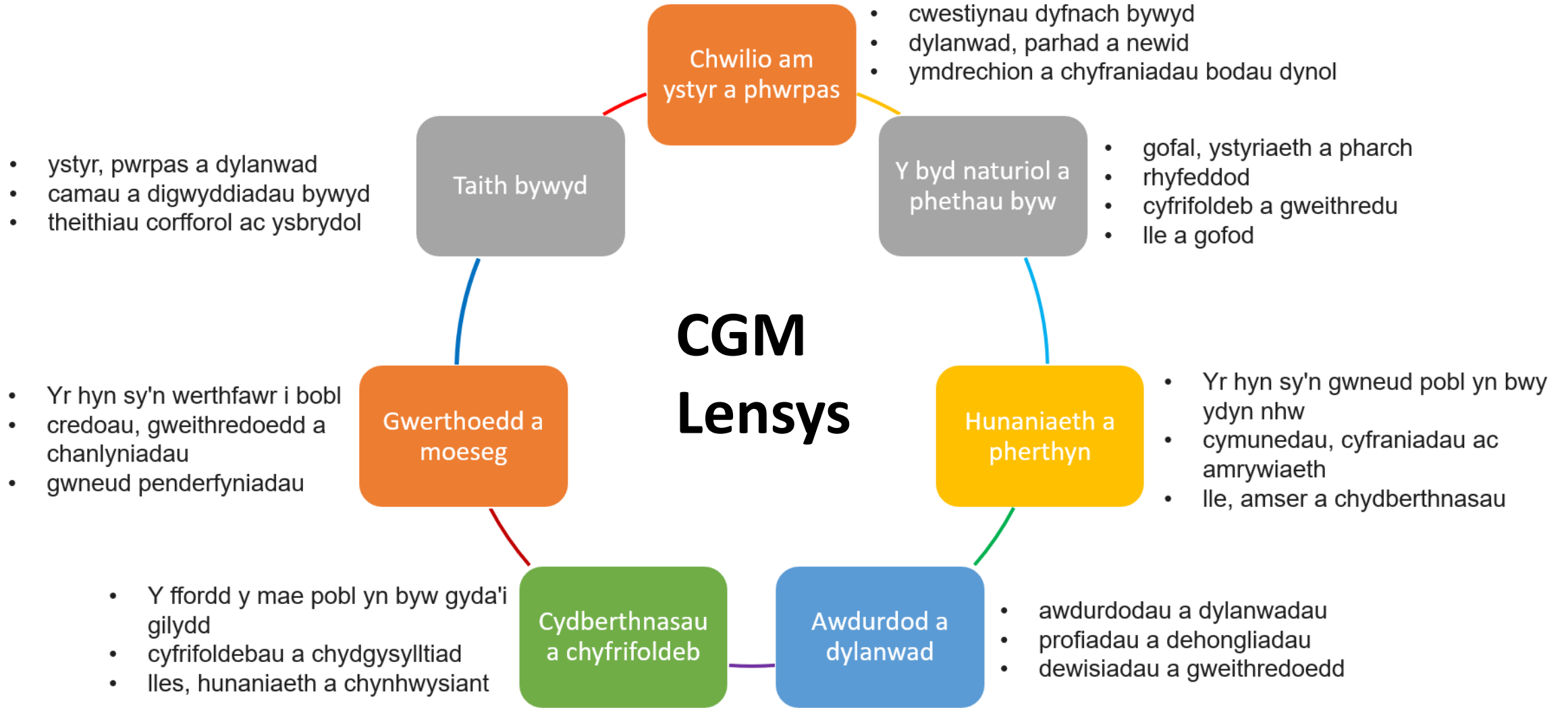
- **Values and ethics**

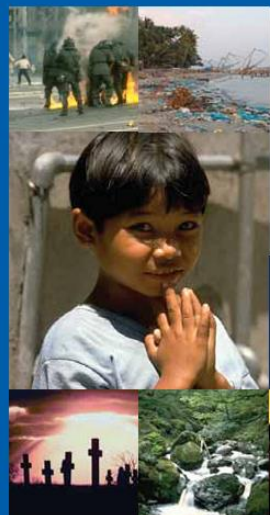
How and why people make moral choices and how this influences their actions.

- **The journey of life**

What people experience as part of the journey of life and how these experiences are acknowledged.





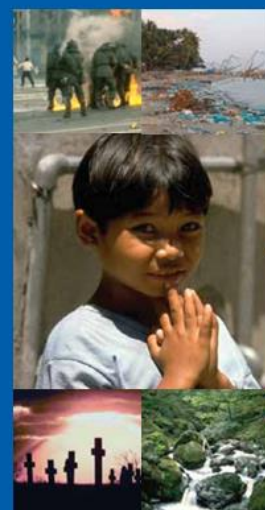


Addysg grefyddol

Canllawiau ar gyfer dysgwyr 14 i 19 oed

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Religious education

Guidance for 14 to 19-year-olds

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Agored Cymru Dyfarniad Lefel 2 mewn Archwilio Bydolygon

Rhif Cymeradwyo/Dynodi CC: [C00/4448/0](#)

Credydau ei hangen: **3**

Cyfanswm amser y cymhwyster (TQT): **30 awr**

Isafswm y credydau ar lefel y cymhwyster neu ar lefel uwch: **3**

Mae'r cymhwyster hwn yn cael ei ystyried yn addas i ddysgwyr o dan 16 oed.

Ffi Safonol ar gyfer y Cymhwyster: **£10.50**

Dyddiad Adolygu: **31/10/2026**

Dyddiad Dechrau Gweithredol: **01/09/2021**

Am brothwy a phwyntiau perfformiad: [Cliciwch yma](#)

Cymhwyster hwn yn rhan o gyfres lle dyfernir pob cymhwyster trwy bori ar hap dydd dysgwyr yn ennill y cymhwyster mwyaf o fewn y gyfres y maent wedi bodloni'r rheolau cyfuno.



Agored Cymru Level 2 Award in Exploring Worldviews

QW Approval/Designation No: [C00/4448/0](#)

Total credits required: **3**

Total qualification time (TQT): **30 hours**

Minimum credits at or above qualification level: **3**

This qualification is classified as suitable for pre-16 learners.

Standard Qualification Fee: **£10.50**

Review date: **31/10/2026**

Operational Start Date: **01/09/2021**

For performance points and threshold: [click here](#)

This qualification is part of a suite where each qualification is awarded serendipitously. Learners will be awarded the largest qualification within the suite for which they have met the rules of combination.

Agored Cymru Dyfarniad Estynedig Lefel 2 mewn Archwilio Bydolygon

Rhif Cymeradwyo/Dynodi CC: [C00/4448/1](#)

Credydau ei hangen: **8**

Cyfanswm amser y cymhwyster (TQT): **80 awr**

Isafswm y credydau ar lefel y cymhwyster neu ar lefel uwch: **5**

Mae'r cymhwyster hwn yn cael ei ystyried yn addas i ddysgwyr o dan 16 oed.

Agored Cymru Level 2 Extended Award in Exploring Worldviews

QW Approval/Designation No: [C00/4448/1](#)

Total credits required: **8**

Total qualification time (TQT): **80 hours**

Minimum credits at or above qualification level: **5**

This qualification is classified as suitable for pre-16 learners.

Standard Qualification Fee: **£28.00**

TGAU ASTUDIAETHAU CREFYDDOL

CRYNODEB O'R ASESU

Uned 1: Credoau, dysgeidiaethau ac arferion crefyddol ac anghrefyddol Arholiad ysgrifenedig: 1 awr 15 munud 30% o'r cymhwyster	60 marc
Cwestiynau sy'n gofyn am ymatebion gwrthrychol, cwestiynau sy'n gofyn am atebion byr ac estynedig.	
Uned 2: Crefydd a pherthnasoedd Aseiad di-arholiad: 6 awr 20% o'r cymhwyster	60 marc
Wedi'i osod gan CBAC, ei farcio gan y ganolfan a'i gymedroli gan CBAC. Bydd yr aseiad yn seiliedig ar un o ddwy thema osod a gosodiad y bydd CBAC yn eu gosod bob blwyddyn. Bydd y thema osod a'r gosodiad ar gael ar wefan Porth CBAC.	
Uned 3: Rolau, hawliau a chyfrifoldebau Arholiad ysgrifenedig: 1 awr 15 munud 30% o'r cymhwyster	60 marc
Cwestiynau sy'n gofyn am ymatebion gwrthrychol, cwestiynau sy'n gofyn am atebion byr ac estynedig.	
Uned 4: Crefydd a hawliau dynol Aseiad di-arholiad: 6 awr 20% o'r cymhwyster	60 marc
Wedi'i osod a'i farcio gan CBAC. Bydd yr aseiad yn seiliedig ar ddau o dri mater hawliau dynol gosod y bydd CBAC yn eu gosod bob blwyddyn. Bydd y materion hawliau dynol ar gael ar wefan Porth CBAC.	

Cymhwyster unedol, di-haen yw hwn.

Ac eithrio Uned 1, sy'n uned ragarweiniol, nid yw trefn cyflwyno'r unedau eraill yn awgrymu unrhyw hierarchaeth.

Bydd yr arholiadau ar gyfer Unedau 1 a 3, a chyflwyno aseiad di-arholiad Uned 2 ar gael am y tro cyntaf yn haf 2026. Bydd modd cyflwyno aseiad di-arholiad Uned 4 am y tro cyntaf yn haf 2027. Yna bydd pob aseiad ar gael bob cyfres haf.

Caiff y cymhwyster ei ddyfarnu am y tro cyntaf yn 2027.



SUMMARY OF ASSESSMENT

Unit 1: Religious and non-religious beliefs, teachings and practices Written examination: 1 hour 15 minutes 30% of qualification	60 marks
Questions requiring objective responses, questions that require short and extended answers.	
Unit 2: Religion and relationships Non-examination assessment: 6 hours 20% of qualification	60 marks
Set by WJEC, marked by the Centre and moderated by WJEC. The assessment will be based on one of two set themes and a statement which will be set by WJEC annually. The set theme and statement will be available via the WJEC Portal.	
Unit 3: Roles, rights and responsibilities Written examination: 1 hour 15 minutes 30% of qualification	60 marks
Questions requiring objective responses, questions that require short and extended answers.	
Unit 4: Religion and human rights Non-examination assessment: 6 hours 20% of qualification	60 marks
Set and marked by WJEC. The assessment will be based on two of three set human rights issues which will be set by WJEC annually. The set human rights issues will be available via the WJEC Portal.	

This is a unitised, untiered qualification.

Aside from Unit 1, which is an introductory unit, there is no hierarchy implied by the order in which the other units are presented.

The examinations for Units 1 and 3, and the submission of Unit 2, will be available for the first time in summer 2026. The submission of Unit 4 will be available for the first time in summer 2027. Each assessment will then be available every summer series.

The first award of the qualification will be 2027.

Cyfres Sgiliau Skills Suite

CYMWYSTERAU
CENEDLAETHOL  NATIONAL
QUALIFICATIONS

Sgiliau am Oes

- Celf a Chrefft
- Cerddoriaeth, Dawns a Drama
- Cydraddoldeb, Amrywiaeth a Chynhwysiant
- Cyfranogiad Cymunedol
- Cymorth Cyntaf Sylfaenol
- Cynaliadwyedd Ar Waith
- Cynllunio a Pharatoi Bwyd
- Deall Eich Hun ac Eraill
- Democratiaeth Ar Waith
- Dewisiadau Moesegol
- Diogelwch Ar-Lein
- Diogelwch Personol
- Ffilm a Chyfryngau Digidol
- Ffordd Iach o Fyw
- Ffydd a Chred yn y Gymuned
- Garddio Ymarferol
- Gofalu am Eraill
- Gwaith Tîm
- Gwerthoedd ar Gyfer Bywyd
- Gwyddoniaeth a Thechnoleg mewn Bywyd Bob Dydd
- Iaith Arwyddion Prydain
- Iechyd Meddwl a Lles
- Llythrennedd Ariannol
- Perthnasoedd Iach
- Rheoli a Chynnal a Chadw Cartref
- Sgiliau yn yr Amgylchedd Naturiol
- Y Gyfraith Bob Dydd
- Ymarfer Corff i Bawb

Skills for Life

- Art and Crafts
- Basic First Aid
- British Sign Language
- Community Participation
- Democracy In Action
- Digital Film and Media
- Equality, Diversity and Inclusion
- Ethical Choices
- Everyday Law
- Exercise For All
- Faith and Belief in the Community
- Financial Literacy
- Food Planning and Preparation
- Healthy Lifestyle
- Healthy Relationships
- Home Management and Maintenance
- Looking After Others
- Mental Health and Wellbeing
- Music, Dance and Drama
- Online Safety
- Personal Safety
- Practical Gardening
- Science and Technology in Everyday Life
- Skills in the Natural Environment
- Sustainability In Action
- Teamwork
- Understanding Self and Others
- Values for Life

Enghreifftiau o Resymeg Cwricwlwm:

Gwerthoedd, Statws Eglwys a Chrefydd, Gwerthoedd a Moeseg ar gyfer Ysgolion Gwirfoddol ac Ysgolion Gwirfoddol a Gynorthwyr



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English

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Gwirfoddol a Reolir
(yr Eglwys yng Nghymru)



Hawarden Village
Church School

Gwirfoddol a
Gynorthwyr
(yr Eglwys yng Nghymru)



Gwirfoddol a Gynorthwyr
(Catholig)

Elfen Statudol:
Crefydd, Gwerthoedd a
Moeseg

Enghreifftiau o Ddatganiadau
Rhesymeg Cwricwlwm

Pob ysgol

Example Curriculum Rationales:

Values, Church Status and RVE for Voluntary Controlled and Voluntary Aided Schools

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Cymraeg



Voluntary Controlled (CiW)



Hawarden Village
Church School

Voluntary Aided (CiW)



Voluntary Aided (Catholic)

Mandatory
Element:
RVE

Example Curriculum
Rationale Statements

All Schools

Elfen Statudol: Crefydd, Gwerthoedd a Moeseg

Enghreifftiau o Ddatganiadau Rhesymeg Cwricwlwm

Mae Crefydd, Gwerthoedd a Moeseg yn rhan statudol o Gwricwlwm y Dyniaethau ac yn seiliedig ar gyfres o gysyniadau a syniadau mawr. Mae ein cwricwlwm yn darparu ystod o ddulliau disgyblaethol i gefnogi dysgwyr wrth iddynt fynd i'r afael yn feirniadol ag ystod eang o gredoau athronyddol crefyddol ac anghrefyddol.

- ***Ysgolion Sir, Ysgolion Sefydledig heb ethos crefyddol ac Ysgolion Gwirfoddol a Reolir***

Dyluniwyd Crefydd, Gwerthoedd a Moeseg yn ein hysgol i roi sylw i'r Maes Llafur Cytunedig.

- ***(Gwirfoddol a Gynorthwyir – Yr Eglwys yng Nghymru)***

Dyluniwyd Crefydd, Gwerthoedd a Moeseg yn ein hysgol yn unol â gweithredoedd ymddiriedolaeth yr ysgol. Mae Crefydd, Gwerthoedd a Moeseg yn seiliedig ar Ganllawiau ar Grefydd, Gwerthoedd a Moeseg yr Eglwys yng Nghymru ac yn rhoi ystyriaeth i'r Maes Llafur Cytunedig.

- ***(Gwirfoddol a Gynorthwyir – Ysgolion Catholig)***

Dyluniwyd Crefydd, Gwerthoedd a Moeseg yn ein hysgol yn unol â gweithredoedd ymddiriedolaeth yr ysgol ac wrth roi ystyriaeth i'r Maes Llafur Cytunedig.

Mandatory Element: RVE

Example Curriculum Rationale Statements

Religion, Values and Ethics is a mandatory part of our Humanities curriculum and is built upon a series of concepts and big ideas. Our curriculum provides a range of disciplinary approaches to support learners to engage critically with a broad range of religious and non-religious philosophical convictions.

- ***(County Schools, Foundation Schools without a religious ethos and Voluntary Controlled Schools)***

Religion, Values and Ethics in our school has been designed having regards to the Agreed Syllabus.

- ***(Voluntary Aided – Church in Wales)***

Religion, values and ethics (RVE) in our school has been designed in accordance with the trust deeds of the school. Our RVE is informed by the Church in Wales Supporting Guidance for RVE and has regard to the Agreed Syllabus.

- ***(Voluntary Aided – Roman Catholic Schools)***

Religion, Values and Ethics in our school has been designed in accordance with the school's trust deeds and has regard to the Agreed Syllabus.

Timetable					
Lesson	Mon	Tue	Wed	Thu	Fri
1					
2					
3					
4					
5					

Timetable					
Lesson	Mon	Tue	Wed	Thu	Fri
1					
2		RVE			
3					
4					
5					

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Timetable					
Lesson	Mon	Tue	Wed	Thu	Fri
1					
2		Hum			
3				Hum	
4					
5			Hum		

Amlddisgyblaethol

Timetable

Lesson	Mon	Tue	Wed	Thu	Fri
1			Sci		
2		RVE			
3				Art	
4			History		
5					

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Timetable

Lesson	Mon	Tue	Wed	Thu	Fri
1					RVE
2		Geo			
3				History	
4	Social Studies				
5			Business Studies		

Multidisciplinary

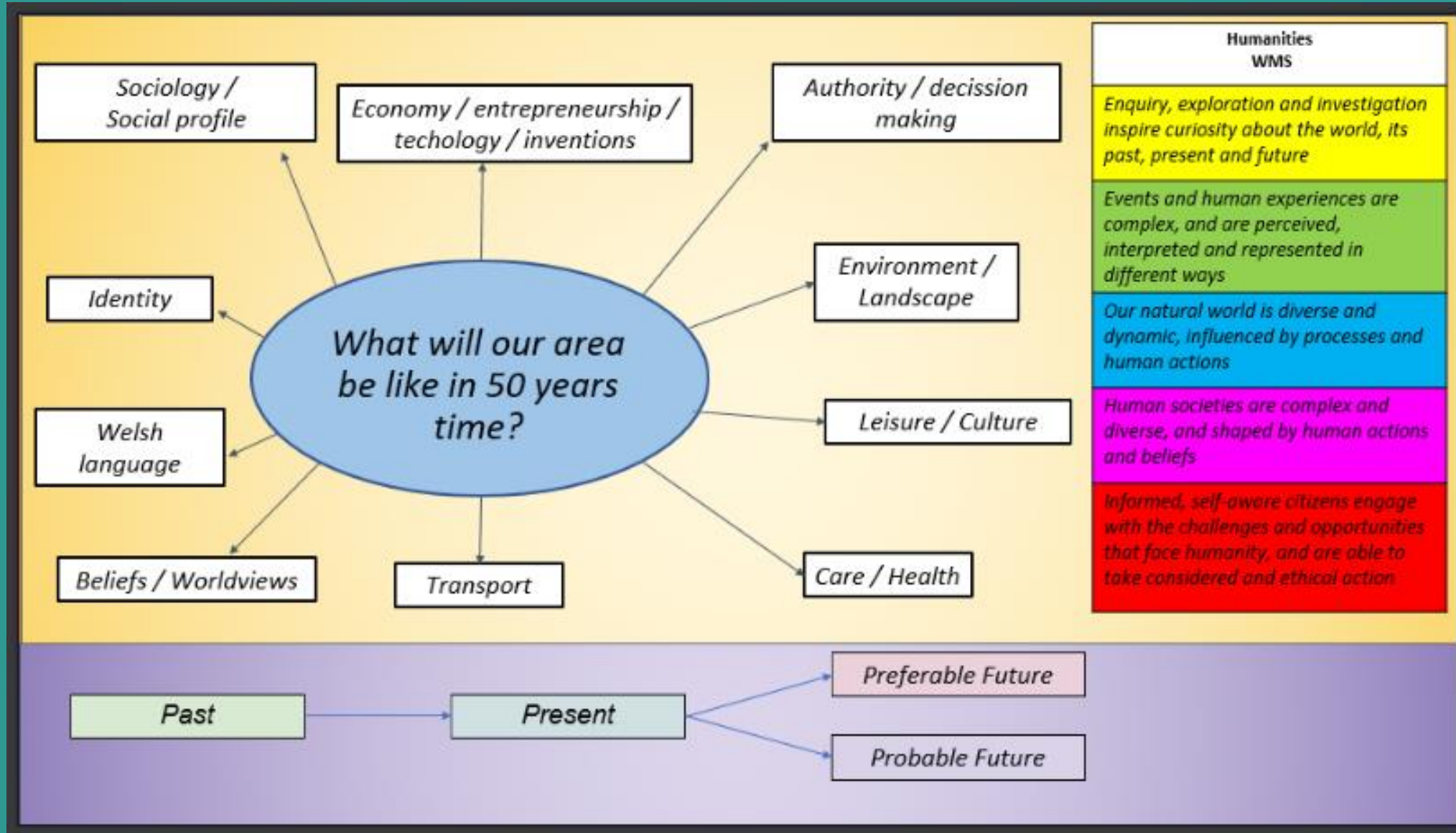
Timetable

Lesson	Mon	Tue	Wed	Thu	Fri
1				Project 1 Belief represented in Art History	
2					
3					
4					
5					

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Timetable

Lesson	Mon	Tue	Wed	Thu	Fri
1				Hum Project Change and Continuity in school's locality	
2					
3					
4					
5					



Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		14 th February 2025
Agenda Item:	7	EXAMPLE RVE AND COLLECTIVE WORSHIP POLICIES
<p style="text-align: center;"><u>Background to the Report:</u></p> <p>Schools continue to develop their curriculum in light of the Curriculum for Wales, the changes will be reflected in school's wider policies.</p>		
<p style="text-align: center;"><u>Purpose of the Report:</u></p> <p>To offer schools SACRE endorsed policies for RVE and Collective Worship.</p>		
<p style="text-align: center;"><u>Recommendations:</u></p> <ul style="list-style-type: none"> ▪ To approve the policies, subject to any amendments. ▪ To request the LA to have the policies translated into Welsh, and made available to all schools in Denbighshire. 		

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Draft Collective Worship Policy

Contents:

1) Aims and benefits of Collective Worship

- i. Collective worship promotes spiritual development
- ii. Collective worship contributes to personal development
- iii. Collective worship benefits the whole school community
- iv. Collective worship links the school community and the wider local community
- v. Collective worship enhances awareness of global citizenship

2) What is collective worship?

- i. Our Working definition

3) What are the legal requirements for collective worship?

4) Right of Withdrawal from Collective Worship

5) How we provide Collective Worship

6) Possible Appendices

- i. Organisation
- ii. Planning / Themes

7) References

1) Aims and benefits of Collective Worship

i. Collective worship promotes spiritual development by:

- providing a special time separate from ordinary school activities;
- supporting learner-centred experiences, and enable learners to develop a sense of their position within the universal picture;
- developing learners' ability to reflect on their own feelings, values and attitudes;
- developing learners' awareness of the inner life and the spiritual dimension of each person;
- exploring and encouraging responses to fundamental questions about the meaning of life, change and death.

ii. Collective worship contributes to personal development by:

- contributing to health and wholeness, and emotional intelligence;
- encouraging reflection on inner feelings and beliefs;
- developing beliefs and values, both personal and communal;
- encouraging an understanding of the beliefs and values of others;
- increasing self-esteem and purpose in life;
- nurturing the human ability to make moral choices for good or evil, through thinking about 'moral codes, relationships, responsibility, respect for diversity, temptation, the power of self, sacrifice and love'.

iii. Collective worship benefits the whole school community by:

- encouraging shared values, meaning and purpose;
- contributing to the experience of belonging to a community;
- providing opportunities to celebrate the school's achievements and the contribution of individuals to those achievements;
- developing understanding and appreciation of the beliefs and values of others within the school community;

- providing opportunities to reflect on and to share in the 'happy' and 'sad' events and experiences which effect the school community;
 - contributing to a school ethos which supports the educational attainment of all learners, regardless of background, through developing self-esteem and a sense of purpose in life.
- iv. Collective worship links the school community and the wider local community by:**
- drawing on a range of carefully selected and appropriate representatives within the local community to contribute to collective worship;
 - contributing to the experience of belonging to a wider local community;
 - providing opportunities to celebrate the local community's achievements and the contribution of groups and individuals to those achievements;
 - developing understanding and appreciation of the beliefs and values of others within the local community
 - support shared understanding of how individual learners and a school may contribute positively to the wider community;
 - provide opportunities to reflect on and to share in the 'happy' and 'sad' events and experiences which effect the local community.
- v. Collective worship enhances awareness of global citizenship by:**
- drawing on a range of carefully selected material to promote global awareness;
 - contributing to the experience of belonging to a global community;
 - providing opportunities to celebrate global events and human achievements;
 - developing an understanding of global diversity and inequality;
 - offering opportunities to reflect on and share in global crises and human suffering.

2) What is collective worship?

Worship is not defined in legislation. Worship in schools will be different from worship amongst a group of people with beliefs in common. This is acknowledged in legislation through the reference to 'collective' worship rather than 'corporate' worship. It must in some sense reflect something special or separate from ordinary school activities and it should be concerned with [values as represented by] reverence or veneration paid to a divine being or power.

i. Our working definition:

A time for the school body (as a whole or in smaller groups) to meet and reflect on the values that the school considers important. Many of these values will be based on (but not exclusively) the Christian tradition.

3) What are the legal requirements for collective worship?

The Education Reform Act 1988 and the Welsh Office Circular 10/94 set out the legal requirements for collective worship in schools in Wales. These requirements apply to pupils in maintained schools.

The Education (Special Schools) Regulations 1994 set out the requirements for collective worship in special schools.

The requirements are:

- schools must provide collective worship daily for all registered pupils,
- most acts of collective worship in each term should be wholly or mainly of a broadly Christian character. This means that they should reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination,
- collective worship can take place at any time during the school day,
- collective worship can be provided to pupils in any sized group, for example, as a class, a year group, a phase group or a whole-school community, and
- collective worship should take account of the family backgrounds, ages and aptitudes of the pupils involved.

There is no legal requirement to provide collective worship for pupils aged under five.

4) Right of Withdrawal from Collective Worship

A parent can request that their child is excused from collective worship. Parents do not have to give reasons. Pupils who are excused must be supervised by the school. The school may, in agreement with parents, provide alternative arrangements for worship for one or more pupils that are excused, but the school is not obliged to do so.

The Education and Inspections Bill 2006 gives pupils in sixth forms the right to excuse themselves from collective worship. This legislation was brought into force in Wales in February 2009.

Teachers have the right to withdraw from collective worship. However, the school will ensure that collective worship is still provided daily for all pupils.

In cases where a parent requests that their child is excused from collective worship, the school will encourage the parents to not withdraw the child from all assemblies. The school will invite the parents to discuss their specific concerns and share the long term themes and planning.

5) How we provide Collective Worship

An act of collective worship is distinct from an assembly. For example, a visitor may be invited to explore the dangers of bullying in an whole school gathering (assembly), this would not be considered as act of collective worship. The difference between the two should be clear. Collective worship in schools can take a number of forms. Pupils may take some or all of the lead. Pupils may discuss a stimulus during collective worship, but discussion on its own must not be considered as worship. Equally, collective worship does not have to include the opportunity for discussion.

Some of the appropriate components of collective worship are outlined in the box below, but this should not be regarded as an exhaustive list.

An act of collective worship may incorporate one or more of these components.

- **Reflection** – pupils may be encouraged to listen to, watch or reflect on an appropriate stimulus, such as a reading from the Bible other religious or culturally significant writing, a drama sketch, a dance, a video, a song, a piece of music, an

artefact, a poem, a story, a news article, a photograph, a picture, a prayer (see below), a question, a ritual or a presentation or a talk from a member of staff or visiting speaker.

- **Prayer** – pupils may be offered the opportunity to say a prayer aloud together or to pray individually in silence. This should be offered on a voluntary basis. Learners will be offered the opportunity to take part or abstain from participating in prayer.
- **Song** – pupils may be offered the opportunity to sing a hymn or other worship song together.
- **Reading** – pupils may be encouraged to read an extract from the Bible other religious or culturally significant writing, or a ‘thought for the day’.

6) Possible Appendices

i. Organisation

	Organisation
Monday	Whole school
Tuesday	Individual class thoughts for the day
Wednesday	Year group / Lower school / upper school / infants / juniors
Thursday	Individual class thoughts for the day
Friday	Celebration assembly / Visiting speaker / Open the book

ii. Planning / Themes

List of the weekly themes including reference to religious festivals, cultural celebrations, national observances and United Nations International Days.

7) References:

- School Standards Framework 1998, section 70.
- Religious Education and Collective Worship (Circular 10/94).
- WASACRE GUIDANCE ON THE WITHDRAWAL OF PUPILS FROM COLLECTIVE WORSHIP, October 2021.
- The Education and Inspections Bill, 2006.
- WASACRE Guidance on Collective Worship, June 2012.
- Estyn Supplementary Guidance on Collective Worship, 2017.

Draft Religion, Values and Ethics

Religion Values and Ethics in Wales is the right of every learner from 3 to 16 years of age. The provision for Religion Values and Ethics in our school has been designed having regard to the Insert LA Agreed Syllabus and accords with curriculum design requirements of the Curriculum for Wales Framework. This policy meets the requirements of the Curriculum and Assessment Act (Wales) 2021.

Include reference to your own school vision and values and how RELIGION, VALUES AND ETHICS may contribute to this.

Religion, Values and Ethics within the Curriculum for Wales will offer our learners a distinctive contribution to the realisation of the four purposes. Religion, Values and Ethics prepares our learners in Wales for life and work in a fast-changing and diverse world, as responsible and informed citizens. Religion, Values and Ethics is a mandatory element of our curriculum provided for all our learners as a basic entitlement.

Religion, Values and Ethics sits within the Humanities Area and incorporates a range of disciplinary approaches that will be used by our learners to engage **critically** with a broad range of religious and non-religious concepts. We will draw on a variety of approaches such as:

- religious studies
- philosophy
- theology
- sociology
- psychology
- anthropology

Our school will provide strong relationships between Religion, Values and Ethics and the other disciplines within Humanities as well as with other Areas.

Religion, Values and Ethics will be **objective, critical and pluralistic**, both in content and pedagogy, in line with the European Conventions of Human Rights.

Religion, Values and Ethics in our school will:

- reflect the fact that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales
- also reflect the fact that a range of non-religious philosophical convictions are held in Wales.

Schedule 2 Curriculum and Assessment Act (Wales) 2021.

All our learners will be offered opportunities through Religion, Values and Ethics to engage with different religions and non-religious philosophical convictions in their own locality and in Wales, as well as in the wider world.

Religion, Values and Ethics contributes to the spiritual development of learners in our school. We will provide opportunities for learners to:

- have an awareness of themselves in relation to others
- make connections to the wider and the natural world
- develop creativity, experience awe and wonder and foster curiosity
- to explore ultimate questions and contemplate of meaning and purpose of life.

We will also provide opportunities for spiritual development as we engage with our 'cynefin' and experiences that occur in everyday life within our local, national and global communities.

We define Cynefin as *'The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translates as 'habitat' cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.'*

To ensure that our curriculum provides a broad understanding of Religion, Values and Ethics, we have designed our provision around the five [Humanities: Statements of what matters - Hwb \(gov.wales\)](#). Our provision has also been designed using the 7 RVE sub lenses included in our Agreed Syllabus and the statutory Religion, Values and Ethics guidance on Hwb. These sub lenses help us to provide appropriate breadth and depth in Religion, Values and Ethics, and it is through these sub lenses that concepts can be viewed and explored.

The sub lenses are:

- **Search for meaning and purpose.** How people respond to the deeper questions of life in order to understand the human condition.
- **The natural world and living things.** How and why people show concern and responsibility for the world and experience awe and wonder in nature.
- **Identity and belonging.** What makes us who we are as people, communities and citizens living in a diverse world.
- **Authority and influence.** How and why different types of authority influence people's lives.
- **Relationships and responsibility.** How people live together and why developing healthy relationships is important.
- **Values and ethics.** How and why people make moral choices and how this influences their actions.
- **The journey of life.** What people experience as part of the journey of life and how these experiences are acknowledged.

These sub lenses help us to provide appropriate breadth and depth in Religion, Values and Ethics, and it is through these sub lenses that concepts can be viewed and explored. At **Insert school name** we aim to ensure that over a learner's journey from age **delete as appropriate** 3 to 11/11 to 16, a wide variety of concepts will have been explored through these different lenses as part of our RVE provision.

Our curriculum is supported by effective teaching and learning that enables learners to make meaningful progress in Religion Values and Ethics. We implement the five [principles of progression](#) from the curriculum for Wales to do this.

The five principles of progression are:

- Increasing effectiveness as a learner

- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within Areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts

You may want to include:

- Your approach to curriculum design – disciplinary, multidisciplinary, integrated etc...
- Pedagogical approaches to Religion Values and Ethics in your school context
- Specific knowledge, skills and experiences including visits and visitors and outdoor learning etc...
- Assessment arrangements effecting RVE
-

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<p>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</p>		
Date of Meeting:		14 th February 2025
Agenda Item:	8	WASACRE
<p><u>Background to the Report:</u></p> <p>SACRE continues to be a member of the Wales Association of SACREs, and receives reports on meetings from members attending, copies of minutes of meetings and any other reports from the Association.</p>		
<p><u>Purpose of the Report:</u></p> <p>For members to be informed as to the focus and main outcomes of the previous meeting.</p>		
<p><u>Recommendations:</u></p> <ul style="list-style-type: none"> • To receive the minutes of the WASACRE meeting held 14th November 2024. • To agree attendance to the next WASACRE meeting – 6th March 2025 • To view the WASACRE video created to support an understanding of RVE. https://www.youtube.com/watch?v=mdFxWoCvqzo • To receive information about the WASACRE Teacher Voice Project 		

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<p style="text-align: center;">TEITL YR ASTUDIAETH:</p> <p style="text-align: center;">Prosiect Llais Yr Athro: CGM yn y Cwricwlwm i Gymru</p>	<p style="text-align: center;">STUDY TITLE:</p> <p style="text-align: center;">The Teacher Voice Project: RVE in the Curriculum for Wales</p>
<p><i>At bwy mae'r astudiaeth wedi'i hanelu ?</i> Anelir yr astudiaeth hon at athrawon yng Nghymru. Rhaid i'r cyfranogwyr fod yn ymarferwyr sy'n addysgu yng Nghymru (o fewn cyd-destun ysgol neu leoliad 3 i 16 oed). Mae hyn yn cynnwys athrawon yn yr ysgolion a'r lleoliadau canlynol: Meithrin, Cynradd, Uwchradd, Ysgolion Pob Oed, Arbennig, ac Unedau Cyfeirio Disgyblion.</p> <p><i>Pwy sy'n gyfrifol am yr astudiaeth?</i> Gyda chefnogaeth Cymdeithas CYSAGau / CYSau Cymru, mae'r astudiaeth gydweithredol hon wedi'i dyfeisio a'i chynnal gan ymchwilwyr o Ganolfan San Silyn Wrecsam, Prifysgol yr Esgob Grosseteste, Prifysgol Metropolitan Caerdydd, Cymorth Addysg Castell-nedd Port Talbot, ac Ysgol Uwchradd Llanisien, Caerdydd.</p> <p><i>Beth yw pwnc yr astudiaeth?</i> Mae'r astudiaeth hon wedi'i chynllunio i gael mynediad uniongyrchol at brofiadau athrawon o'r newidiadau cwricwlwm yng Nghymru a'u hymgysylltiad â nhw, gyda ffocws ar Grefydd, Gwerthoedd a Moeseg (CGM). Nod yr astudiaeth yw rhoi 'ciplun' o safbwyntiau athrawon ar CGM yn y Cwricwlwm i Gymru, a all lywio'r ddarpariaeth ar gyfer dysgu proffesiynol a deialog broffesiynol ar lefelau lleol a chenedlaethol. Mae'r ymchwil hon yn cael ei chynnal er budd y cyhoedd.</p> <p><i>Beth fydd cymryd rhan yn yr astudiaeth yn ei olygu?</i> Os yw cyfranogwyr posibl yn penderfynu cymryd rhan yn yr astudiaeth, ar ôl iddynt ddarllen y wybodaeth hon i gyfranogwyr, yna bydd angen iddynt</p>	<p><i>Who is the study aimed at?</i> This study is aimed at teachers in Wales. Participants must be practitioners teaching in Wales (within a 3- to 16-year school or setting context). This includes teachers in the following schools and settings: Nursery, Primary, Secondary, All-age School, Special, and PRU.</p> <p><i>Who is responsible for the study?</i> With the support of the Wales Association of SACREs / SACs, this collaborative study is devised and undertaken by researchers from the St Giles' Centre Wrexham, Bishop Grosseteste University, Cardiff Metropolitan University, Neath Port Talbot Education Support, and Llanishen High School, Cardiff.</p> <p><i>What is the study about?</i> This study is designed to access directly teachers' experiences of and engagement with curriculum change in Wales, with a focus on Religion, Values and Ethics (RVE). The aim of the study is to provide a 'snapshot' of teachers' perspectives on RVE in the Curriculum for Wales, which can inform provision for professional learning and professional dialogue at both local and national levels. This research is being conducted in the public interest.</p> <p><i>What will participation in the study involve?</i> If potential participants decide to take part in the study, once they have read the participant information on page 1 of the survey, they then need to respond</p>

ymateb i'r cwestiynau Caniatâd sy'n dilyn. Yna byddant yn cael mynediad i'r arolwg, lle gofynnir iddynt fel unigolyn roi rhywfaint o wybodaeth gyffredinol gwyno amdanynt eu hunain ac yna ymateb i ystod o gwestiynau sy'n eu gwahodd i rannu eu safbwyntiau a'u profiadau proffesiynol sy'n berthnasol i CGM yn y Cwricwlwm i Gymru. Bydd y cwestiynau hyn yn cymryd tua 25 – 30 munud i'w cwblhau.

Oes rhaid iddyn nhw gymryd rhan?

Mae cymryd rhan yn yr astudiaeth hon yn gwbl wirfoddol ac ni fydd dewis peidio â chymryd rhan yn effeithio arnynt mewn unrhyw ffordd. Gallant hefyd ddewis tynnu eu cyfranogiad yn ôl, heb roi rheswm, trwy gysylltu â Dr Tania ap Sion (tania.apsion@bishopg.ac.uk). Rhoddir rhagor o fanylion am dynnu'n ôl o'r astudiaeth isod.

A fydd unrhyw fanteision posibl o gymryd rhan yn yr astudiaeth hon?

Bydd cymryd rhan yn yr astudiaeth hon yn helpu i rannu safbwyntiau athrawon ar CGM yn y Cwricwlwm i Gymru ar lefelau lleol, cenedlaethol a rhyngwladol. Bydd hyn yn helpu i gyfrannu at ddeialog broffesiynol a lywir gan ymchwil a dysgu proffesiynol.

Beth yw anfanteision, sgil effeithiau neu risgiau posibl cymryd rhan yn yr astudiaeth hon? Ni chanfuwyd unrhyw anfanteision, sgil-effeithiau na risgiau i gymryd rhan yn yr astudiaeth hon.

A fydd fy rhan yn cael ei chadw'n gyfrinachol? Bydd data'r cyfranogwyr yn cael ei gasglu drwy onlinesuCGMys.jisc.ac.uk ar lwyfan JISC, sy'n cydymffurfio â GPDR. Bydd y data yma yn cael eu storio'n ddiogel ym Mhrifysgol yr Esgob Grosseteste ar

to the Consent questions which follow. They will then gain access to the survey, where they will be asked as an individual to provide some brief general information about themselves and then respond to a range of questions which invite them to share their professional views and experiences relevant to RVE in the Curriculum for Wales. These questions will take approximately 25 – 30 minutes to complete.

Do they have to take part?

No. Participation in this study is completely voluntary and choosing not to take part will not affect them in any way. They can also choose to withdraw their participation, without giving a reason, by contacting Dr Tania ap Sion (tania.apsion@bishopg.ac.uk). Further details about withdrawing from the study are provided below.

Will there be any possible benefits in taking part in this study?

Participation in this study will help teacher perspectives on RVE in the Curriculum for Wales to be shared at local, national and international levels. This will help contribute to research-informed professional dialogue and professional learning.

What are the possible disadvantages, side effects or risks, of taking part in this

study? No disadvantages, side effects or risks to taking part in this study have been identified.

Will taking part be kept confidential?

Participants' data will be collected via onlinesurveys.jisc.ac.uk on the JISC platform, which is GPDR compliant. These data will be stored securely at Bishop Grosseteste University on the University's double-encrypted OneDrive,

OneDrive y Brifysgol sydd wedi'i amgryptio ddwywaith, a dim ond y tîm ymchwil fydd yn ei gael drwy ddefnyddio cyfrifiaduron wedi'u hamgryptio, a ddiogelir gan gyfrinair. Ni ofynnir i'r cyfranogwyr ar unrhyw adeg yn yr arolwg i ddarparu unrhyw ddata personol enw neu enw yr ysgol neu leoliad. Bydd data'n ddiennw os cynhwysir unrhyw wybodaeth adnabyddadwy. Ar ôl cwblhau'r gwaith casglu data, bydd yr holl ddata'n cael ei gadw'n gyfrinachol ac yn ddiogel am hyd at 10 mlynedd.

Beth fyddwch y tîm ymchwil yn ei wneud gyda'r data? Fel rheolydd data ar gyfer yr astudiaeth hon, rydym wedi ymrwmo i ddiogelu hawliau unigolion yn unol â deddfwriaeth diogelu data. Bydd Prifysgol yr Esgob Grosseteste yn cadw ymatebion i'r arolwg am 10 mlynedd ar ôl diwedd yr astudiaeth, ac ar ôl hynny bydd yr holl ddata'n cael ei ddileu. Bydd ymatebion dienw pawb sy'n cwblhau'r arolwg yn cael eu hysgrifennu mewn adroddiadau, erthyglau academaidd, ac erthyglau newyddion ymchwil, a fydd ar gael am gyfnod amhenodol. Byddant hefyd yn cael eu cyflwyno mewn cynadleddau, seminarau a chyfarfodydd proffesiynol. Mae hawliau cyfranogwyr i gael mynediad at, newid neu symud eu gwybodaeth yn gyfyngedig, gan fod angen i ni reoli eu gwybodaeth mewn ffyrdd penodol er mwyn i'r ymchwil fod yn ddibynadwy ac yn gywir.

Beth fydd yn digwydd os nad yw cyfranogwr am barhau i fod yn rhan o'r astudiaeth? Nid oes unrhyw rwymedigaeth ar gyfranogwyr posibl i gymryd rhan yn yr astudiaeth. Os yw cyfranogwr yn dewis tynnu'n ôl ar ôl i cyflwyno'u hymateb i'r arolwg, bydd angen iddynt ddarparu eu 'ID Ymateb' a

and will be accessible only by the research team using encrypted, password-protected computers. At no point in the survey will participants be asked to provide any personal data such as their name or their school or setting name. Data will be anonymised should any identifiable information be included. Following the completion of data collection, all data will be kept confidentially and securely for up to 10 years. Following the completion of data collection, all data will be kept confidentially and securely for up to 10 years.

What will the research team do with my data? As data controller for this study, we are committed to protecting the rights of individuals in line with data protection legislation. Bishop Grosseteste University will keep survey responses for 10 years after the end of the study, after which all data will be deleted. The anonymous responses of everyone who completes the survey will be written up in reports, academic articles, and research news articles, which will be made available indefinitely. They will also be presented at conferences, seminars and professional meetings. Participant rights to access, change or move their information are limited, as we need to manage their information in specific ways in order for the research to be reliable and accurate.

What will happen if a participant does not want to carry on being part of the study? There is no obligation for a potential participant to participate in the study. If a participant chooses to withdraw after they have submitted their survey response, they will need to provide their 'Response ID' which is randomly

gynhyrchir ar hap gan yr arolwg pan fyddant yn cyflwyno'u hymateb. Mae'r ID ymateb hwn yn caniatáu i'w data gael ei adnabod a'i ddileu. Os byddant yn colli eu ID ymateb, ni fyddant yn gallu tynnu'n ôl o'r astudiaeth oherwydd ni fydd unrhyw ddata personol adnabod yn cael ei gasglu yn yr astudiaeth. Os ydynt yn dewis tynnu'n ôl o'r astudiaeth, dylent gysylltu â Dr Tania ap Sion (tania.apsion@bishopg.ac.uk)

Beth fydd yn digwydd i ganlyniadau'r astudiaeth?

Bydd canfyddiadau'r astudiaethau'n cael eu rhannu â CCYSAGC, CYSAGau/CYSau lleol, awdurdodau lleol, consortia, Llywodraeth Cymru, a chyirff proffesiynol eraill sydd â diddordeb mewn CGM yn y Cwricwlwm i Gymru. Bydd y canfyddiadau hyn yn cael eu lledaenu trwy gyflwyniadau mewn cynadleddau, seminarau a chyfarfodydd yn ogystal â thrwy gyhoeddiadau. Nid yw'r astudiaeth yn casglu data personol fel enwau neu enwau ysgolion neu leoliadau felly mae'r data'n ddiennw. Bydd unrhyw ddyfyniadau a ddefnyddir yn ddiennw ac yn cael eu cyflwyno mewn ffordd sy'n osgoi adnabod unrhyw unigolyn, ysgol neu leoliad.

Pwy sydd wedi adolygu'r astudiaeth?

Mae'r astudiaeth hon wedi'i hadolygu a'i chymeradwyo gan bwyllgor moeseg ymchwil Prifysgol yr Esgob Grosseteste a phwyllgor moeseg ymchwil Prifysgol Metropolitan Caerdydd (CSESP -Sta-323).

Â phwy y dylwn gysylltu os wyf am gael rhagor o wybodaeth?

Dr Tania ap Sion, Darlennydd Crefydd, Dyniaethau ac Addysg, tania.apsion@bishopg.ac.uk

generated by the survey when they submit their response. This response ID allows their data to be identified and deleted. If they lose their response ID, they will not be able to withdraw from the study because no identifying personal data will be collected in the study. Should they choose to withdraw from the study, they contact Dr Tania ap Sion (tania.apsion@bishopg.ac.uk)

What will happen to the results of the study?

Study findings will be shared with WASACRE, local SACREs/ SACs, local authorities, consortia, Welsh Government, and other professional bodies with an interest in RVE in the Curriculum for Wales. These findings will be disseminated through presentations at conferences, seminars and meetings as well as through publications. The study does not collect personal data such as names or school or setting names so the data are anonymous. Any quotations used will be anonymised and presented in a way to avoid identification of any individual, school or setting.

Who has reviewed the study?

This study has been reviewed and approval given by Bishop Grosseteste University research ethics committee and the Cardiff Metropolitan University research ethics committee (CSESP -Sta-323).

Who should I contact if I want further information?

Dr Tania ap Sion, Reader in Religions, Humanities and Education, tania.apsion@bishopg.ac.uk

Â phwy y dylwn gysylltu os dymunaf godi ymholiadau neu bryderon?

Yn achos unrhyw angen i godi ymholiadau neu bryderon am y prosiect ymchwil hwn, mae croeso i chi ddefnyddio'r manylion cyswllt annibynnol hyn:

Yr Athro Caroline Horton, Cadeirydd Pwyllgor Moeseg Ymchwil Prifysgol yr Esgob Grosseteste,
caroline.horton@bishopg.ac.uk.

DOLEN AROLWG: FERSIWN CYMRAEG

<https://app.onlinesurveys.jisc.ac.uk/s/bishopg/the-teacher-voice-project-rve-in-the-curriculum-for-wales-dupli>



Who should I contact if I wish to raise queries or concerns?

In case of any need to raise queries or concerns about this research project, you are welcome to use these independent contact's details:

Professor Caroline Horton, Chair of Bishop Grosseteste University's Research Ethics Committee,
caroline.horton@bishopg.ac.uk.

SURVEY LINK: ENGLISH VERSION

<https://app.onlinesurveys.jisc.ac.uk/s/bishopg/the-teacher-voice-project-rve-in-the-curriculum-for-wales>



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