

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Minutes of a meeting of the Standing Advisory Council for Religious Education (SACRE) held in Christ The Word Catholic School, Cefndy Road, Rhyl LL18 2EU on Wednesday, 5 February 2020 at 10.00 am.

PRESENT

Councillors Ellie Chard, Tony Flynn, Rachel Flynn and Cheryl Williams, Rev Brian H Jones, Ali Balentine

ALSO PRESENT

Phil Lord (RE Adviser), Graham French (Bangor University: Lecturer in Education and Post Graduate Lead for the School of Education and Human Development), and Committee Administrator (RTJ)

1 APOLOGIES

There were no apologies.

2 DECLARATION OF INTERESTS

Councillor Rachel Flynn – declared a personal interest as her son attended a school in Denbighshire.

3 URGENT MATTERS AS AGREED BY THE CHAIR

Councillor Ellie Chard thanked the school Christ the Word for allowing the Committee to hold their meeting at the school, alongside having a guided tour of the facilities of the new school.

The R.E advisor informed the committee that the proposed joint SACRE meetings between Conwy and Denbighshire would not happen, and that separate meetings would continue as planned.

Councillor Rachel Flynn apologised for not attending the past meetings, as she had not been aware that she was a member.

4 MINUTES OF LAST MEETING

The minutes of the SACRE meeting held 16 October 2019 were submitted for approval.

***RESOLVED** that the SACRE confirm the minutes of the meeting held on the 16 October 2019 as an accurate record.*

5 TRAINING TOMORROW'S TEACHERS CABAN AND RELIGIOUS EDUCATION

Graham French (GF) – Bangor University: Lecturer in Education and Post Graduate Lead for the School of Education and Human Development, presented the committee with a presentation which highlighted how Caban (Chester/Bangor North Wales Partnership) trains the teachers of tomorrow with a focus on Religious Education.

The partnership aimed towards new teachers across the region being fully prepared to deliver on the ambitious targets that Wales had set for the quality of its education. The committee were informed that there were other partnerships across Wales, however the Caban was a partnership which worked well due to geographical location.

Members were informed of the Education through Regional Working (ERW) and the Professional Standards for Teaching and Leadership (PTSL). This was a new method of training, unlike the old method of a tick box system the new system was a form of 'passport' which held data for the teachers and their skills. The PTSL had five key standards which concentrated on the essential elements of every teacher's work, from trainee teacher to experienced school leader. The method was rolled out to hopefully ensure that teachers would stay in education longer than a five year period.

The committee queried with GF how the data was inputted for teachers, and whether school governors had access to the information. In response GF informed the committee the information was inputted by the teachers onto ERW who were the 'gatekeepers' for the information. With regards to who could see the information it was up to the teachers' discretion if they wished to share the information. The committee were also reassured that the information was all kept safe and in line with GDPR.

GF informed the committee that there were many schools which had been identified as having good practice regarding teaching and attracting new teachers. There was a focus on networking schools to allow these practises to be shared amongst them.

The committee were also informed about the Collaborative Institute for Education Research, Evidence and Impact (CIEREI) which was a collaborative, bilingual, multi-disciplinary institute for the creation of research evidence with the primary aim of positively impacting learning and wellbeing for children through schools. The CIEREI's aims were

- Build a vibrant research community that would inform current educational practice, initial teacher education programmes, and the ongoing professional development of teachers
- Work collaboratively and strategically with existing groups and centres that undertake educational research
- Develop and strengthen teachers' and school leaders' skills and knowledge in evidence-based educational practice

The committee thanked GF for the extensive information in the presentation. He informed the committee that if they wished to receive a copy of the presentation he would happily circulate it to members.

RESOLVED that the committee note the report on *Training Tomorrow's Teachers Caban and Religious Education*.

6 DRAFT RELIGIOUS EDUCATION SUPPORTING FRAMEWORK

The R.E. Advisor presented the report on the Draft Religious Education Supporting Framework (previously circulated). The framework was an addition to the Curriculum for Wales. It was Welsh Government and WASACRE's hope that the framework would become the LAs Agreed Syllabus from 2022.

This supporting framework offered further information on how religious education could be taught within Humanities. It has been written by practitioners and religious education experts and produced by the Welsh Government. The ethos and philosophy of this framework corresponded to that of the Curriculum for Wales. Religious education formed part of the Humanities Area of Learning and Experience (AoLE) within the new Curriculum for Wales. Humanities encompassed religious education, business studies, geography, history and social studies.

There were clear links and interdependencies between Humanities and the other five areas of learning and experience.

Each area of learning and experience had been designed to operate together as part of a holistic curriculum. Learning should be coherent and planned across all the different areas building on inherent links, dependencies and interdependencies. These links should be drawn upon during curriculum planning, with practitioners working creatively and collaboratively to support learners' realisation of the four purposes of the curriculum. There were rich opportunities for religious education across all areas of learning and experience.

The committee queried whether the framework was relevant for schools which were funded by local government. The advisor clarified it was a statutory requirement and would be taught throughout Wales for all learners from age 3 to 16.

The committee praised the positivity within the new framework, it was queried whether religious education could have a local aspect to the teaching along the Cynfein aspect which was touched upon in the framework, and this aspect would make education more enjoyable whilst learning about the local area.

RESOLVED that the SACRE endorses the report and its contents and the convening of a meeting of SACRE to review the draft framework.

7 MAKING THE CONWY AND DENBIGHSHIRE SACRE COLLABORATION WORK

This item was not discussed as it was agreed that separate meetings would continue.

8 SACRE NEWSLETTER

The RE Adviser circulated copies to members of the Newsletter called Reach. Once the newsletter had been translated it would be circulated to all schools. The intention was to produce at least one newsletter each year. The main reason for the annual circulation was the financial constraints and working capacity.

The committee praised the newsletter and endorsed the content for circulation to local authority schools.

RESOLVED that the SACRE endorse the newsletter for circulation to schools once a bilingual version was available.

9 SACRE SCHOOL QUESTIONNAIRE

RESOLVED that the committee agree the questions within the SACRE school questionnaire for circulation to schools once a bilingual version was available.

10 WASACRE

RESOLVED that the committee note the minutes of the WASACRE meeting.

11 DATE OF DENBIGHSHIRE'S NEXT MEETINGS

The dates of SACRE's next meetings were noted.