

Annual Report

of

Denbighshire Standing Advisory Council for Religious Education

2020-21

Foreword

The Role of the Standing Advisory Council for Religious Education:

The principal roles of SACRE are:

- Advising the Local Authority on matters to do with Religious Education and collective worship, or Spiritual and Moral Development;
- Consider applications from Headteachers that their school be released from the statutory requirements for Collective Worship to be wholly or mainly of a broadly Christian character (such applications are known as 'Determinations');
- Require a Local Authority to review its Agreed Syllabus;
- Monitor the provision of RE, collective worship and spiritual, moral, social and cultural development in the schools of the Local Authority;
- Give advice on teacher agreed syllabus RE, including the choice of teacher materials;
- Advising the Local Authority on the provision of training for teachers (in RE);
- Considering complaints about the provision and delivery of RE and collective worship made to the Local Authority.
- To publish an Annual Report on its work.

The Composition of SACRE:

The statutory requirements for the setting up of SACREs require three committees of members:

- Representatives of Christian denominations or other religions and their denominations reflecting the principal religious traditions of the locality;
- Teacher representatives;
- County Council representatives.

There is also the right to co-opt members.

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Executive Summary

Executive Summary		
<i>Topics/Issues:</i>	<i>Advice given:</i>	<i>Implemented By LA:</i>
RE: Agreed Syllabus	<ul style="list-style-type: none"> The agreed syllabus conference continues to be deferred on the advice of WASACRE, due to the current curriculum reform. It is WG's intention that Agreed Syllabus Conferences advise their LAs to adopt or adapt the guidance as their next Agreed Syllabus. 	✓
RE: Standards	<ul style="list-style-type: none"> No Schools were inspected during the 2020-21 academic year. 	✓
RE: Learning and Teaching	<ul style="list-style-type: none"> No formal guidance, but the additional support and guidance for the Agreed Syllabus includes reference to some teaching materials. The annual newsletter contains reference to useful teaching materials 	✓
RE: Provision of ITT	<ul style="list-style-type: none"> No presentations have been received from ITT providers. 	✓
Collective Worship	<ul style="list-style-type: none"> WASACRE provided Advice for schools in Wales on Collective Worship during the COVID-19 pandemic. This advice has been forwarded to all LA schools. 	✓
Other Matters: Local	<ul style="list-style-type: none"> Members continue to discuss how best to monitor standards in schools. 	✓
Other Matters: National	<ul style="list-style-type: none"> Members receive regular updates of Estyn Inspection Reports or documents relating to RE and Collective Worship. WG released the draft document.... Curriculum for Wales Religion, Values and Ethics (RVE) guidance. The RE consultant and Chair completed a consultation response in collaboration with the LA. Members be informed about developments and initiatives undertaken by DFES (Education Wales). The SACRE maintain its membership of WASACRE. Representatives attend and report back on the meetings of the association. Members submitted a response to 'Curriculum for Wales Religion, Values and Ethics (RVE) guidance' consultation. 	✓ ✓ ✓ ✓
Other Matters: additional	<ul style="list-style-type: none"> No other additional matters. 	
Complaints	<ul style="list-style-type: none"> No complaints received. 	

The Annual Report

1. Advice Given to the Local Authority

i. The Agreed Syllabus

Denbighshire SACRE adopted the 'National Exemplar Framework for Religious Education for 3-19 year olds' as the Locally Agreed Syllabus for Denbighshire in 2008. The framework continues to be the basis of the Agreed Syllabus in Denbighshire. The Agreed Syllabus will be reviewed once the guidance for Religion Values and Ethics is published.

A SACRE's main function is '...to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit.' Education Reform Act 1988 s.11 (1) (a)

The planning document 'Comprehensive Guide to RE' and 'RE in the Foundation Phase', which complement the Agreed Syllabus, continue to be requested and used by schools. The resources are available on a Hwb Network - North Wales Religious Education Network.

ii. Standards

Examinations Reports

Due to guidance from Welsh Government on the way data is presented and to avoid arbitrary comparison of schools, members did not discuss the examination data for examinations taken in 2019.

Inspection Reports

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

Estyn's intentionally ceased standard inspections from Sept 2020-21 to allow schools time to prepare for the new curriculum beginning September 2022. Also, due to the pandemic, Estyn didn't undertake inspections from March 2020.

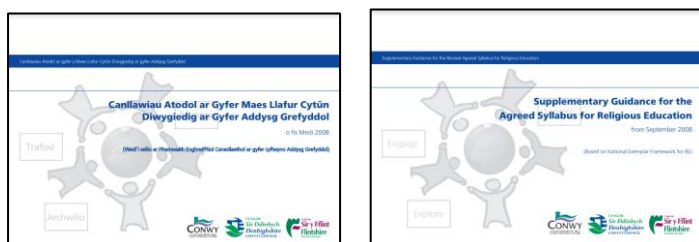
iii. Learning and Teaching

The SACRE and the LA have previously provided comprehensive documents and materials in support of the Agreed Syllabus, and these contain advice on methods of teaching and delivery of RE.

The planning documents, 'Comprehensive Guide to RE' and 'RE in the Foundation Phase', which complement the Agreed Syllabus, continue to be requested and used by schools. The resources are available on a Hwb Network - North Wales Religious Education Network. To download a copy of these resources please go to:

Comprehensive Guide to RE

https://drive.google.com/file/d/1G9jCYby8XQJgg9m8JN6HYA3sr_jR5E18/view?usp=sharing (E)
<https://drive.google.com/file/d/1OsNQ-UtnolkWTIWzxBuJQfz7tVLohhml/view?usp=sharing> (W)



RE in the Foundation Phase

<https://drive.google.com/file/d/1X-9J8auJlQ-GzGk12o-002s81gdQ8tV/view?usp=sharing> (E)
https://drive.google.com/file/d/17itLQaqOsQ6WjLdk_ee1AlaigdqwKW0w/view?usp=sharing (W)



Self-evaluation materials continue to be promoted and are available on the REQM website. The RE Quality Mark recognises, celebrates and publicises outstanding religious education in all primary and secondary schools in England, Wales and Northern Ireland through its three levels of award, bronze, silver and gold. More information about the quality mark can be found on <https://www.reqm.org/>

GwE Distance and Blended Learning Resources

Due to the Pandemic, support materials including lessons and access to resources for schools were made available on various digital platforms and distributed by GwE during the lockdown beginning in March 2019. Schools must have access to google classroom to access the resources. The resources provided opportunities for teachers to send work to pupils as the pupils worked from home. Resources were designed for pupils to be able to complete at home and send to teachers remotely using online platforms. The resources continue to be available from <http://cefnogaeth.gwegogledd.cymru/adnoddau-gwe/dysgu-o-bell-a-chyfunol-adnoddau-gwe/?lang=en> (English)
<http://cefnogaeth.gwegogledd.cymru/adnoddau-gwe/dysgu-o-bell-a-chyfunol-adnoddau-gwe/> (Welsh)

From Jan 2021, GwE created a Blended Learning Resource Library allowing schools to share work that could be used to support learners whilst working at home or in school. These resources will continue to be available on the GwE website for the foreseeable future.

English - <http://cefnogaeth.gwegogledd.cymru/ysgol-i-ysgol/?lang=en>

Welsh - <http://cefnogaeth.gwegogledd.cymru/ysgol-i-ysgol/>

North Wales RE Hwb Network

Teaching and research materials are available for teachers accessible through Hwb's - North Wales RE network - <https://hwb.gov.wales/go/d8tfh3>. Only those with a Hwb account will be able to access the materials on this network. The network contains teaching resources and research material relevant to Religious Education. Key research material available is:

- Religion and Worldviews: The Way Forward for RE (English only)
- Big Ideas for Religious Education – Edited by Barbara Wintersgill (English only)
- Signposts – Policy and practice for teaching about religions and non-religious world views (English only)

BAME resources for Religious Education

Schools have been informed of resources made available by NATRE. Unfortunately, these resources are only available in the English language. They can be accessed here...

<https://www.natre.org.uk/about-natre/projects/anti-racist-re/>

iv. Provision of Initial Teacher Training

No presentations were received by ITT institutions this year.

v. Collective Worship

Inspection Reports

As part of the process of monitoring, Estyn Inspection Reports are analysed for comments on collective worship, spiritual, moral, social and cultural development (SMSC). These are compiled and noted by SACRE. Letters are sent to schools following the consideration of them in SACRE, commending good practice and offering support as may be necessary. Due to the suspension of Estyn's inspection schedule, no schools were inspected and therefore no reports were analysed during 2020-21.

Guidance Documents

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

Support materials including lessons and access to resources for schools during the lockdown beginning in March due to Covid-19 were made available on various digital platforms and distributed by GwE.

Teachers can join a Hwb Network – North Wales Religious Education Network. Guidance documents can be accessed from the Networks's Hwb page.

Resources recommended

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

INSET for Collective Worship

WASACRE published advice for schools in Wales on Collective Worship during the COVID-19 pandemic. The advice was forwarded to all schools by the LA.

The advice can be accessed below:

English - <https://drive.google.com/file/d/17yFgU-PFBSB-ov53M9MhOwLtIHgowU0F/view>

Welsh - https://drive.google.com/file/d/1_MyRDXptGK6BBbTXEf9gviyxWpfuLhsX/view

Determinations

No Determinations have been made.

vi. Other Matters - Local

a) Local

SACRE members met three times during the academic year. All meetings were held electronically due to the pandemic.

Denbighshire published its first SACRE newsletter in collaboration with Conwy. It provides schools with news related to RE/RVE and is especially important during the preparation for the new curriculum. The first edition contained information about the name change for RE. It also contained useful information regarding a WASACRE resource on the right of withdrawal and teaching resources to support the teaching of high quality RE – See Appendix A. The LA has distributed the newsletter to all schools and it is hosted on the North Wales Religious Education Hwb Network.

Self-evaluation materials continue to be promoted and are available on the REQM website.

vii. Other Matters - National

(i) Estyn:

Members were previously informed of Estyn's intention to cease standard inspections from Sept 2020-21 to allow schools time to prepare for the new curriculum beginning September 2022 (or 2023 for some secondary schools). Although the inspections were stopped in March 2020 due to the Pandemic, the pause in formal inspections continued as expected throughout 2020/21. Estyn, however, undertook engagement phone calls and visits with 410 primary schools, 185 secondary and 39 maintained special schools and pupil referral units to discuss wellbeing, teaching and learning, and leadership. Religious Education was not an area reported in any of the three reports.

Estyn Inspection Framework 2021 onwards:

Estyn conducted a consultation in the Autumn Term 2020 on new inspection arrangements originally to be implemented after the suspension in inspections - Autumn 2021 but as a result of the pandemic school inspections have been suspended until Spring 2022. Further information on the work of Estyn in the upcoming academic year can be accessed here...

[English](#)

[Welsh](#)

(ii) DFES (Education Wales):

Supporting framework for RE

Welsh government published their draft 'Religion, Values and Ethics (RVE) guidance'. Members provided a response to the consultation process that accompanied its release. It is WG's intention that Agreed Syllabus Conferences advise their LAs to adopt or adapt the guidance as their next Agreed Syllabus. Denbighshire SACRE's response to this consultation is included (see Appendix B) in this annual report.

(iii) WASACRE

Members of SACRE and the LA were represented at three meetings of WASACRE and received some of the presentations that had been made. SACRE continued to receive reports from representatives attending the meetings of the Association. Minutes and papers from WASACRE have also been presented at SACRE meetings. Minutes and presentations can be found on WASACRE's website <http://wasacre.org.uk/>.

viii. Complaints

No complaints were received by the SACRE.

4. Appendices:

a) Composition of SACRE

Representing Religious Denominations:

Church in Wales

Jennie Downes

Baptist Union

Nomination awaited (Welsh)

Nomination awaited (English)

Methodist

Rev. Martin Evans-Jones

Union of Welsh Independents

Nomination awaited

Salvation Army

Captain Sian Radford

Roman Catholic

Collette Owen

Presbyterian

Rev. Brian H Jones (Welsh)

Christine Thomas (English)

United Reformed

Nomination awaited

Religious Society of Friends

Dominic Oakes

Evangelical Movement Wales

Nomination awaited

Representing Teacher Associations:

Secondary Headteacher

Leah Crimes (Summer Meeting only)

Secondary RE Specialists

Sarah Griffiths (Summer Meeting only)

Special School Teachers

Ms.Ali Ballantyne

Infant Classroom Teacher

Nomination awaited

Junior Headteacher

Nomination awaited

Infant Headteacher

Nomination awaited

Junior Classroom Teacher

Katie Mason (Summer Meeting Only)

Representing Denbighshire County Council

Councillor Ellie Chard

Councillor Tony Flynn

Councillor Emrys Wynne

Councillor Rachel Flynn

Councillor Tony Thomas

Co-opted Members:

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

b) Number and dates of meetings

14th October 2020

2nd February 2021

18th June 2021

c) Organisations receiving the report

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

Appendix A -



REach

Denbighshire and Conwy SACRE Newsletter

Issue 1: Spring 2021

HELLO and welcome to REach, the newsletter supporting the work of Denbighshire and Conwy's SACREs. As this is our first edition it seems relevant to explain the purpose of SACRE and the need for a newsletter. Every academic year each Local Authority across Wales (and the LAs in England) hold termly meetings of a Standing Advisory Council for Religious Education (SACRE). The main function of a SACRE is to "Advise the Local Authority on matters related to Collective Worship in community schools and some other schools and on the Religious Education given in accordance with their Agreed Syllabus." A **Local Agreed Syllabus** is the Religious Education curriculum for a community school and some Voluntary Controlled Church schools in a Local Authority. The Agreed Syllabus remains the curriculum for relevant schools until SACRE advise the LA to review or publish a new Agreed Syllabus. The current Agreed Syllabus was originally adopted in 2008 based on a National Exemplar Framework, it was reviewed and readopted by SACREs in 2013 and 2018. SACRE will advise and support the LA to produce a new Agreed Syllabus to begin when the 'Curriculum for Wales' becomes statutory in 2022.

Each Local Authority SACRE is made up of three committees. Representatives from different Christian denominations and other religions and belief systems reflected in the traditions of the area make up committee A. Committee B consists of teacher representatives. Local elected members representing the Local Authority sit on committee C.

SACREs receive presentations and discuss a wide range of matters relating to the teaching of Religious Education and Collective Worship from a local, national and international perspective. SACRE receive termly updates on the work of the Welsh Association of SACREs. The SACREs of all 22

Religious Education and the New Curriculum

The Curriculum for Wales was published on the 28th January 2020. It will become the Wales' statutory curriculum from Sept 2022 for primary aged children and pupils in year 7. Up until then RE should follow the requirements of the current Agreed Syllabus. To supplement Religious Education Welsh Government will produce 'A Religious Education Supporting Framework' guidance document. Written by practitioners and religious education experts, the supporting framework will provide further detail about how the what matters statements included in the Humanities area of learning and experience can be achieved in relation to Religious Education. The Religious Education Supporting Framework has been written to comply with the legal obligations for a Locally Agreed Syllabus and therefore SACREs may adopt or adapt the framework as the Locally Agreed Syllabus. Welsh Government will open the draft framework for consultation in the 2021 Spring or Summer terms. Once it has been finalised SACREs may then wish to adopt or adapt the framework as an agreed syllabus starting 2022.

Religious Education Name Change

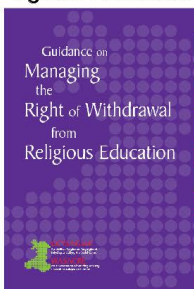
Welsh Government has recently consulted on changing the name of RE and removing the right for parents to withdraw their children from RE. The outcome of the consultation was delivered in a press release ([Click here for the English](#)) ([Click here for the Welsh](#)). The Minister confirmed the subject name would change when the new curriculum comes into effect. The right of withdrawal will be removed with 'careful and sensitive implementation' and RE will become 'Religion, Values and Ethics'

So You're Joining Your Local SACRE – A handbook for SACRE members in Wales, p1

In Community Schools, "Religious Education is required to be taught in accordance with an Agreed Syllabus for Religious Education that is determined locally through the Agreed Syllabus Conference. All registered pupils in all maintained schools, including those in reception settings up to the age of 19 years, are required to receive Religious Education (except those withdrawn by the request of parents/guardians)." (Conwy, Denbighshire and Flintshire Current Agreed Syllabus – p1)

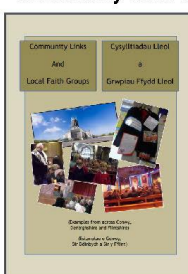
You may have missed:

Right of Withdrawal



SACRE and WASACRE often write documents that support important aspects of Religious Education and Collective Worship. 'Managing the Right of Withdrawal from Religious Education' was commissioned by WASACRE and published in 2017. It provides guidance for schools regarding requests from parents for a pupil to be wholly or partly withdrawn from religious education at the school. Points of current legislation are clearly indicated. All schools in Wales have received a free copy and it is available for schools in England to buy. [Click here](#) to access an electronic copy (requires access to Hwb).

'Community Links and Local Faith Groups'



is a document commissioned by Conwy, Denbighshire and Flintshire SACREs to support schools engaging with their local communities. It provides examples of schools engaging with their communities and links to places of worship accessible for schools in North Wales. If you have links with local faith groups and feel they would be able to support other schools, with their permission, email their details to LordP2@hwbmail.net and we will add them to a database of Faith Communities supporting the work of RE in North Wales. [Click here](#) to access an electronic copy (requires access to Hwb).

Local SACREs meet three times each year, information about SACRE meetings can be found on your Local Authority Websites.

Denbighshire is looking for teachers to join its SACRE.

Current Teacher member vacancies:

- Secondary Headteacher
- Primary Headteacher
- Secondary RE specialist
- Primary Classroom Teacher
- Primary Classroom Teacher

To access Agreed Syllabi and resources supporting RE and collective worship please join our North Wales Religious Education Hwb Network... <https://hwb.gov.wales/go/d8tfh3>

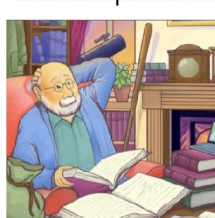
Resources:

'Belonging and Believing: My Family' series



Coming soon... Author Gill Vaisey is currently working with eight families to produce a series of books and online resources to support RE for 3 – 7 year olds. The 'Belonging and Believing: My Family' series, focusses on a five-year-old child within each family and portrays their everyday life and the ways in which their beliefs are expressed at home and in the community. Families reflecting Buddhism, Christianity, Hinduism, Sikhism, Judaism, the Bahá'í Faith, Islam and humanism are featured and, in some cases, reflect some lesser known traditions and expression of beliefs. For information on Gill's other resources [click here](#).

'Randalf's Spiritual Quest for Meaning'



is series aimed at KS2. The stories revolve around a character called Randolph the Wise, who is searching for answers to the very big question. He wants to know, 'What really matters?' This question takes Randolph the Wise on a journey through Wales. On his travels, he finds some special places and people to help him with his quest. In many ways, this is only the beginning of a journey, as Randolph the Wise challenges his readers to engage with the very big question themselves, and to start new journeys of their own. The resources are free and available on Hwb and St Mary's Centre website [click here](#).

Conwy is looking for teachers to join its SACRE.

Current Teacher member vacancies:

- Primary Classroom Teacher
- Special School Teacher

Please contact LordP2@hwbmail.net if you are interested or want more information

Future Newsletters We would like to include articles showcasing good practice for RE and Collective Worship across North Wales. If you like to contribute to REach please contact LordP2@hwbmail.net





AGored

Newyddlen CYSAG Sir Ddinbych a Chonwy

Rhifyn 1: Gwanwyn 2021

HELO

a chroeso i REach, y newyddlen sy'n cefnogi gwaith CYSAG Sir Ddinbych a Chonwy. Gan mai hwn yw'n rhifyn cyntaf, mae'n addas ein bod yn egluro pwrpas CYSAG a'r angen am newyddlen. Bob blwyddyn academiaidd mae pob Awdurdod Lleol ar draws Cymru (ac ALL yn Lloegr) yn cynnal cyfarfodydd tymhorol y Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol (CYSAG). Prif swyddogaeth CYSAG yw "Cynghori'r Awdurdod Lleol ar faterion yn ymwneud ag Addoli ar y Cyd mewn ysgolion cymunedol a rhai ysgolion eraill ac ar Addysg Grefyddol a roddir yn unol â'u Maes Llafur Cytunedig." Mae Llafur Cytunedig Lleol yw'r cwricwlwm Addysg Grefyddol ar gyfer ysgol gymunedol a rhai ysgolion Eglwysig a Reolir yn Wirfoddol mewn Awdurdod Lleol. Mae'r Maes Llafur Cytunedig yn parhau fel y cwricwlwm ar gyfer yr ysgolion perthnasol nes i CYSAG gynghori'r ALL i adolygu neu gyhoeddi Maes Llafur Cytunedig newydd. Cafodd y Maes Llafur Cytunedig presennol ei fabwysiadu'n wreiddiol yn 2008, yn seiliedig ar Fframwaith Enghreifftiol Cenedlaethol. Cafodd ei adolygu a'i fabwysiadu eto gan CYSAG yn 2013 a 2018. Bydd CYSAG yn cynghori a chefnogi'r ALL i lunio Maes Llafur Cytunedig newydd a fydd yn dechrau pan fydd 'Cwricwlwm Cymru' yn dod yn statudol yn 2022.

Mae gan bob CYSAG Awdurdod Lleol dri phwyllgor. Mae cynrychiolwyr o enwadau Cristnogol gwahanol a systemau ffydd a chrefyddau eraill sy'n adlewyrchu traddodiadau'r ardal yn rhan o bwyllgor A. Mae pwyllgor B yn cynnwys cynrychiolwyr athrawon. Mae aelodau etholedig lleol sy'n cynrychioli'r Awdurdod Lleol yn eistedd ar bwyllgor C.

Mae CYSAG yn derbyn cyflwyniadau ac yn trafod ystod eang o faterion sy'n ymwneud ag addysgu Addysg Grefyddol ac Addoli ar y Cyd o safbwynt lleol, cenedlaethol a rhyngwladol. Mae CYSAG yn derbyn diweddariadau tymhorol ar waith Cymdeithas CYSAG Cymru. Mae CYSAG y 22 Awdurdod Lleol yng Nghymru yn aelodau o

Felly rydych yn ymuno â'ch CYSAG Lleol – Llawlyfr ar gyfer aelodau CYSAGau yng Nghymru. Tud.1

Mewn Ysgolion Cymunedol, "Mae'n ofynnol i Addysg Grefyddol gael ei ddysgu yn unol â Maes Llafur Cytunedig ar gyfer Addysg Grefyddol a gaiff ei benderfynu'n lleol drwy Gynhadledd Maes Llafur Cytunedig. Mae'n ofynnol i holl ddisgyblion sydd wedi cofrestru mewn holl ysgolion a gynhelir, gan gynnwys y rhai mewn lleoliadau derbyn hyd ar 19 oed, dderbyn Addysg Grefyddol (ori bai am y rhai sydd wedi cael eu tynnu'n ôl ar gais thieni/gofalwyr)." (Maes Llafur Cytunedig Cyfredol Conwy, Sir Ddinbych a Sir y Fflint – tud1)

Gymdeithas CYSAG Cymru (CCYSAGC). Pwrpas CCYSAGC yw darparu fforwm i gyfnewid arferion da a chynrychioli nodau, gwaith a safbwyntiau aelodau CYSAG. Diben y newyddlen yw rhannu peth o'r wybodaeth mae'n ei dderbyn i athrawon a'r rhai sydd â diddordeb mewn Addysg Grefyddol ac Addoli ar y Cyd.

Addysg Grefyddol a'r



Cwricwlwm Newydd

Cafodd Cwricwlwm Cymru ei gyhoeddi ar 28 Ionawr 2020.

Dyma fydd cwricwlwm statudol Cymru o fis Medi 2022 ar gyfer plant oed

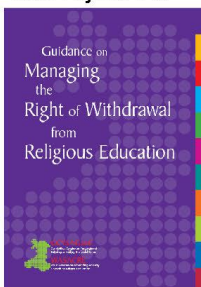
cynradd a disgyblion ym mlwyddyn 7. Hyd at hynny, dylai Addysg Grefyddol ddilyn gofynion y Maes Llafur Cytunedig presennol. Er mwyn ychwanegu at Addysg Grefyddol, bydd Llywodraeth Cymru yn llunio dogfen ganllawiau 'Fframwaith Cefnogi Addysg Grefyddol'. Wedi ei ysgrifennu gan ymarferwyr ac arbenigwyr addysg grefyddol, bydd y fframwaith cefnogi yn darparu mwy o fanylion am y ffordd y gellir cyflawni'r y datganiadau beth sy'n bwysig, sy'n rhan o Faes Dysgu a Phrofiad y Dyniaethau mewn perthynas ag Addysg Grefyddol. Mae'r Fframwaith Cefnogi Addysg Grefyddol wedi cael ei ysgrifennu i gydymffurfio â gofynion cyfreithiol ar gyfer Maes Llafur Lleol ac felly gall CYSAG fabwysiadu neu addasu'r fframwaith fel y Maes Llafur Cytunedig. Bydd Llywodraeth Cymru yn agor fframwaith ddrafft ar gyfer ymgynghoriad yn rhyngorau'r Gwanwyn neu'r Haf 2021. Unwaith y caiff ei gadarnhau, gall CYSAG fabwysiadu neu addasu'r fframwaith fel maes llafur cytunedig o 2022 ymlaen.

Newid Enw Addysg Grefyddol

Mae Llywodraeth Cymru wedi ymgynghori'n ddiweddar ar newid enw Addysg Grefyddol a thynnu hawl rhieni i dynnu eu plant o Addysg Grefyddol. Cafodd canlyniad yr ymgynghoriad ei ddarparu mewn cyhoeddiad i'r wasg ([Cliciwch yma ar gyfer y Gymraeg](#)) ([Cliciwch yma ar gyfer y Saesneg](#)). Cadarnhaodd y Gweinidog y bydd enw'r pwnc yn newid pan ddaw'r cwricwlwm newydd i rym. Bydd yr hawl i dynnu'n ôl yn cael ei ddiddymu drwy 'weithredu'n ofalus ac mewn modd sensitif' a bydd Addysg Grefyddol yn newid i 'Crefydd', Gwerthoedd a Moeseg'

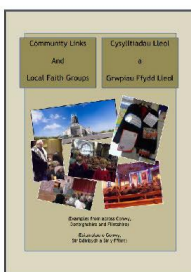
Efallai eich bod wedi colli:

Hawl i dynnu'n ôl



Mae CYSAG a CCYSAGC yn aml yn ysgrifennu dogfennau sy'n cefnogi pwysigrwydd agweddau o Addysg Grefyddol ac Addoli ar y Cyd. Cafodd 'Rheoli'r Hawl i Dynnu Disgyblion yn ôl o Addysg Grefyddol' ei chomisiynu gan CCYSAGC a'i chyhoeddi yn 2017. Mae'n darparu canllaw i ysgolion o ran ceisiadau gan rieni i dynnu disgybl yn ôl yn rhannol neu yn llawn o addysg grefyddol yn yr ysgol. Mae pwyntiau deddfwriaeth gyfredol wedi'u dynodi'n glir. Mae holl ysgolion yng Nghymru wedi derbyn copi am ddim ac mae ar gael i'w brynu ar gyfer ysgolion yn Lloegr. [Cliciwch yma](#) i gael mynediad at gopi electronig (mae angen mynediad at Hwb).

'Mae 'Cysylltiadau Lleol a Grwpiau Ffydd Lleol' yn ddogfen



sydd wedi ei chomisiynu gan CYSAG Conwy, Sir Ddinbych a Sir y Fflint i gefnogi ysgolion sy'n ymgysylltu â'u cymunedau lleol. Mae'n rhoi esiamplau o ysgolion yn ymgysylltu â'u cymunedau a chysylltiadau i lefydd addoli sy'n hygyrch i ysgolion yng Ngogledd Cymru. Os oes gennych chi gysylltiadau â grwpiau ffydd lleol ac yn teimlo y gallent gefnogi ysgolion eraill, gyda'u

caniatâd hwy, anfonwch e-bost gyda'u manylion i LordP2@hwbmail.net a gallwn eu hychwanegu at y gronfa ddata o Gymunedau Ffydd sy'n cefnogi gwaith Addysg Grefyddol yng Ngogledd Cymru. [Cliciwch yma](#) i gael mynediad at gopi electronig (mae angen mynediad at Hwb).

Mae CYSAGau lleol yn cyfarfod tair gwaith y flwyddyn, gellir dod o hyd i wybodaeth am gyfarfodydd CYSAG ar wefannau Awdurdod Lleol.

Mae Sir Ddinbych yn chwilio am athrawon i ymuno â CYSAG.

Llefydd gwag presennol ar gyfer aelod sy'n athro:

- Pennaeth Uwchradd
- Pennaeth Cynradd
- Arbenigwr AG Uwchradd
- Athro Dosbarth Cynradd
- Athro Dosbarth Cynradd

I gael mynediad ar y Maes Llafur Cytunedig ac adnoddau cefnogi Addysg Grefyddol ac Addoli ar y Cyd, ymunwch â Rhwydwaith Hwb Addysg Grefyddol Gogledd Cymru... <https://hwb.gov.wales/go/d8tfh3>

Adnoddau:

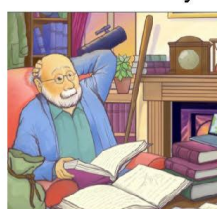
'Cyfres Belonging and Believing: My Family'



Yn dod yn fuan... Mae'r awdur Gill Vaisey ar hyn o bryd yn gweithio gydag wyth o deuluoedd i lunio cyfres o lyfrau ac adnoddau ar-lein i gefnogi Addysg Grefyddol ar gyfer plant 3-7

oed. Mae'r gyfres 'Belonging and Believing: My Family', yn canolbwyntio ar blentyn pump oed o fewn bob teulu ac yn portreadu eu bywyd bob dydd a'r ffyrdd y caiff eu ffydd ei fynegi yn y cartref ac yn y gymuned. Mae teuluoedd sy'n adlewyrchu Ffydd Bwdhaeth, Cristnogaeth, Hindŵaeth, Sikhiaeth, Iddewiaeth a Bahá, yn adlewyrchu rhai o draddodiadau a mynegiant o ffydd sy'n llai adnabyddedig. I gael rhagor o wybodaeth am adnoddau eraill Gill [cliciwch yma](#).

Mae 'Ymchwil Ysbrydol Randolph a'i Chwiliad am Ystyr' yn



gyfres wedi ei anelu at CA2. Mae'r straeon yn adrodd hanes cymeriad o'r enw Randolph Ddoeth, sy'n chwilio am atebion i gwestiynau mawr iawn. Mae eisiau gwybod, 'Beth sydd wir yn bwysig?' Mae'r cwestiwn hwn yn mynd â Randolph Ddoeth ar siwrnai drwy

Gymru. Ar ei siwrnai, mae'n dod o hyd i lefydd a phobl arbennig i'w helpu gyda'i ymchwil. Mewn sawl ffordd, dim ond dechrau siwrnai yw hyn, wrth i Randolph Ddoeth herio ei ddarllenwyr i ymwneud â'r cwestiwn mawr eu hunain, ac i gychwyn ar eu teithiau newydd eu hunain. Mae'r adnoddau am ddim ac ar gael ar Hwb a gwefan Canolfan y Santes Fair, [cliciwch yma](#).

Mae Conwy yn chwilio am athrawon i ymuno â CYSAG. Llefydd gwag presennol ar gyfer aelod sy'n athro:

- Athro Dosbarth Cynradd
- Athro Ysgolion Arbennig

Cysylltwch â LordP2@hwbmail.net os oes gennych ddi-ddordeb neu os ydych eisiau mwy o wybodaeth.

Yn ein newyddlenni yn y dyfodol hoffwn gynnwys erthyglau sy'n dangos arferion da ar gyfer Addysg Grefyddol ac Addoli ar y Cyd ar draws Gogledd Cymru. Os hoffech gyfrannu at REach, cysylltwch â LordP2@hwbmail.net



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Appendix B: Curriculum for Wales Religion, Values and Ethics (RVE) guidance

Consultation response form

Your name: Ellie Chard

Organisation (if applicable): Denbighshire SACRE

e-mail/telephone number: Ellie.Chard@denbighshire.gov.uk

Your address: C/O Town Hall Wellington Rd, Rhyl LL18
1AB

Responses should be returned by **16 July 2021** to

Curriculum Realisation Unit
Curriculum and Assessment Division
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

e-mail: curriculumforwales@gov.wales

Question 1 – How well does the guidance explain the scope of RVE and its context within the Humanities Area ?

Not well at all	<input type="checkbox"/>	Not well	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Well	<input checked="" type="checkbox"/>	Very well	<input type="checkbox"/>
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Please explain your answer (no more than 250 words).

- The scope covered in the guidance is broad, it includes aspects in the curriculum that are not currently taught. SACRE members are concerned that this inclusion may water down RVE resulting in a curriculum without sufficient depth as teachers try to cover the opportunities, aspects to be included in curriculum design and the lenses’ section of the guidance.
- Members are confused as to the purpose and relationship between the locally determined Agreed Syllabus and the guidance to which schools and ASC must have regard. SACRE would like further guidance on what scope can be included in an Agreed Syllabus not already included in the guidance.
- It must be read in conjunction with the humanities AOLE and the curriculum as a whole.

Question 2 – Is the guidance, as a whole, clear and helpful for you in your role?

Very unclear	<input type="checkbox"/>	Slightly unclear	<input type="checkbox"/>	Neither clear nor unclear	<input type="checkbox"/>	Slightly clear	<input checked="" type="checkbox"/>	Very clear	<input type="checkbox"/>
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Please explain your answer.

- Members are unsure as to the purpose of an Agreed Syllabus if schools must have regard to the guidance. What is the role of an agreed syllabus if schools are to follow this guidance? There is nowhere in the guidance that states it could be adopted as an Agreed Syllabus and references an Agreed Syllabus as something other than this guidance.
- The guidance is clear regarding how RVE supports the four purposes and how teachers can develop pupils spiritually.

Question 3 – Does the guidance offer relevant information to support practitioners when designing their school curriculum for RVE?

Not relevant at all	<input type="checkbox"/>	Slightly relevant	<input type="checkbox"/>	Moderately relevant	<input type="checkbox"/>	Relevant	<input checked="" type="checkbox"/>	Very relevant	<input type="checkbox"/>
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Please explain your answer.

- Teacher members are content that the guidance contains relevant information to support them as they design their school curriculum.
- The definition of Religion contained in the RVE and legislation section suggests that Buddhism shouldn't be taught as generally followers don't believe in a supreme being. This doesn't seem correct as the spirit of the new curriculum should follow pupils' interests or local contexts.
- Likewise, teachers are unsure as to the purpose of the section 'meaning of non-religious philosophical convictions'. Is the purpose of this section to enable teachers to choose relevant non-philosophical convictions to be included in their RVE curriculum? What has corporal punishment in Greece got to do with an RVE curriculum in Wales? Teachers would prefer an updated list of acceptable Non-Religious Philosophical Convictions that WG would consider appropriate to be included in their curriculum.

Question 4 – Thinking about each section of the guidance, do you feel there are:

- any gaps in information? If so, what should be added?
- any sections that are particularly helpful? If so, in what way are they helpful and to whom?

- The learning journeys are useful and offer a way in which teachers can support progression with other areas of learning within the humanities AOLE.
- The links with the humanities can be clearly identified and will enable teachers to design an engaging and enriching curriculum.

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Question 5 – Does the guidance offer all practitioners sufficient support for their planning and teaching of RVE?

Insufficient	<input type="checkbox"/>	Somewhat insufficient	<input type="checkbox"/>	Neither insufficient nor sufficient	<input type="checkbox"/>	Somewhat sufficient	<input checked="" type="checkbox"/>	Sufficient	<input type="checkbox"/>
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Please explain your answer.

<ul style="list-style-type: none"> • There are no concrete examples regarding what the guidance may look like in practice and as such may overwhelm non specialists. • The guidance needs to be supported with training, webinars and opportunities for teachers to discuss the curriculum alongside SACREs and specialists. (Similar to the Lead Practitioner programme a few years ago). • It is important that schools get the planning and delivery of RVE right.
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Question 6 – Is additional support (e.g. professional learning and resources) needed to ensure the successful implementation of this guidance?

If so, please provide more detail.

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer.

<ul style="list-style-type: none"> • Schools don't know what they don't know and as such there is a danger that good relevant RVE links may be overlooked by non-specialists. Training is required to support an understanding of the curriculum, but there also needs to be a bank of good resources that schools can draw on as they identify the content that will exemplify the opportunities and lenses in the guidance linked to their own curriculum development. • Schools should be given the opportunity (time and money) to allow them to plan collaboratively with clusters to allow the sharing of expertise, experience and good practice.
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Question 7 – This question is aimed at local authorities and Standing Advisory Councils for religious education (SACs).

Is the guidance a helpful document for developing agreed syllabus conferences?

Not helpful at all	<input type="checkbox"/>	Slightly helpful	<input checked="" type="checkbox"/>	Somewhat helpful	<input type="checkbox"/>	Very helpful	<input type="checkbox"/>	Extremely helpful	<input type="checkbox"/>
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Is the guidance a helpful document for SACs?

Not helpful at all	<input type="checkbox"/>	Slightly helpful	<input checked="" type="checkbox"/>	Somewhat helpful	<input type="checkbox"/>	Very helpful	<input type="checkbox"/>	Extremely helpful	<input type="checkbox"/>
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Please explain your answer.

<ul style="list-style-type: none">• SACRE members are not sure what the relationship is between the guidance and the Agreed Syllabus. Schools are expected to make regard to both. What will the Agreed Syllabus have that isn't included in the guidance?• SACRE members feel that they are not in a position to advise schools on the which non-religious philosophical convictions' schools should or should not teach.

Question 8 – We would like to know your views on the effects that the RVE guidance would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

<ul style="list-style-type: none">• There will be no direct effects on the Welsh language from the guidance.
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- The training, resources and material used to support the role of the guidance needs to be available in both languages at the same time.

Question 9 – Please also explain how you believe the RVE guidance could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

- The guidance doesn't need to be changed, but material used to support the guidance will need to ensure that Welsh is treated no less favourably than the English language.

Question 10 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

SACRE has not been consulted on the name change for SACRE. SACs doesn't explain to third parties what it advises on.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: