

Agenda



Standing Advisory Council for Religious Education

Date: Wednesday, 9 November 2016

Time: 10.00 am

Venue: Committee Room 4 - Civic Centre

To: Councillors G Giles (Chair), D Williams, C Jenkins, A Morris and I Hayat

Item	Wards Affected
1	<u>Agenda - Cym</u> (Pages 3 - 4)
2	<u>Time of Quiet Reflection</u>
3	<u>Apologies for Absence</u>
4	<u>Minutes of the Previous Meeting</u> (Pages 5 - 10) Minutes of the meeting held on 8 June 2016
5	<u>Matters Arising</u>
6	<u>Membership Update</u> (Pages 11 - 14)
7	<u>SACRE Annual Report 2015-16</u> (Pages 15 - 38)
8	<u>SACRE Development Plan 2015-2018: Progress Report</u> See Annual Report
9	<u>Inspection Report Analysis Autumn 2015-Summer 2016</u> (Pages 39 - 44)
10	<u>RE and the National Curriculum: Update</u> (Pages 45 - 46)
11	<u>GCSE Religious Studies: Update</u> (Pages 47 - 48)
12	<u>Inclusive SACREs Award</u> (Pages 49 - 56)
13	<u>WASACRE</u> (Pages 57 - 62) <ul style="list-style-type: none">• Feedback from AGM at Rhyl, Denbighshire on 23 June 2016• Representation at next meeting in Carmarthen on Friday 18 November 2016• Change of date of Spring WASACRE Meeting – 3 March 2017 to be hosted by Monmouthshire

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Date of Issue: 27 October 2016

14 Holocaust Memorial Day 2017 (*Pages 63 - 64*)

15 Correspondence

Agenda

Cyngor Ymgynghorol Sefydlog ar
Addysg Grefyddol

Dyddiad 9 Tachwedd 2016

Amser 10y.b.

Lleoliad Ystafell Bwyllgor 4 – Y Ganolfan Ddinesig

At Cyngorwyr Giles (Cadeiydd), Jenkins, Morris & Williams

Eitem

Rhan 1

- 1 Agenda –Cym
- 2 Amser ar gyfer Myfyrdod Tawel
- 3 Ymddiheuriadau dros Absenoldeb
- 4 Cofnodion y Cyfarfod Diwethaf
- 5 Materion yn codi
- 6 Newyddion Diweddaraf ynglŷn ag Aelodaeth (membership)
- 7 CYSAG Adroddiad Blynyddol
- 8 CYSAG Cynllun Datblygu
- 9 Dadansoddiad Adroddiad Archwilio
- 10 AG a Cwricwlwm Cenedlaethol : Diweddariad
- 11 GCSE Astudiaethau Crefyddol : Diweddariad
- 12 Inclusive Award
- 13 Materion CCYSAGauC
- 14 Diwrnod Cofio'r Holocaust
- 15 Gohebiaeth

Minutes



Standing Advisory Council for Religious Education

Date: 8 June 2016

Time: 1.45 pm

Present:

LEA Representatives: Councillors D Williams (in the Chair) and A Morris

Officers:

Vicky Thomas (RE Consultant), Martin Dacey (Head of GEMS) and Joy Howells (Democratic Services Support Officer)

Faith Groups:

N Baicher (Sikh), G David (Evangelical), P Landers (Roman Catholic) K Mabbott (United Reform Church) & H Stephens (Baptist)

Teacher Representatives:

K Hicks (UCAC), S Northcott (NUT), L Stevens (NUT) & H Vaughan (NAHT)

Apologies:

Councillors G Giles and C Jenkins, A Powles (Asst Head of Education), S Hunt (Church in Wales), C Comely (Salvation Army) S Sharma (Hindu), J Crawley (ATL) and N Hugglestone (NASUWT)

The meeting was chaired by Cllr D Williams in Cllr Giles' absence.

1 Agenda- Cym

2 Welcome and Presentation

The meeting began with a presentation by Miss Kirsten Hicks, RE teacher at the school. Kirsten was assisted by two year 4 pupils, Cerys Franklin and Evie-Mai Parsons Harewood.

Miss Hicks' presentation was an overview on the teaching of RE at Ysgol Gymraeg Bro Teyrnnon. There were in the region of 120 pupils at the school who were from varying backgrounds and religions so it was important that the pupils were aware of the different religions and customs throughout the world.

Nursery classes had been involved in role playing, including a Christian wedding – a short video was shown of this. Reception classes had several weekly sessions of stories from the bible. They also studied festivals such as Easter and Diwali, the Hindu festival.

Year 1 pupils had been involved in role playing relating to the topics they were studying whilst years 2 and 3 had looked at commonality and differences between the religions of Christianity and Islam. The school had also celebrated a multi-cultural week.

Year 4 pupils had been looking at Judaism. Cerys and Leah were two year 4 pupils who both introduced various artefacts from different religions. Cerys showed the Qu'oran, a prayer mat and subha beads. She also gave a brief explanation of the customs of Ramadhan which began this week. Leah showed artefacts from Judaism including a Kippah (skull cap), the Chanukiah candleholder used during Hannukkah. She also showed a Sefer

Torah scroll and explained that the reader would read the scroll from right to left as opposed to the normal manner of left to right.

V Thomas queried whether the school had experienced difficulties obtaining Welsh medium resources, it being a Welsh school. Miss Hicks confirmed there were only a couple of sites with Welsh resources and they relied heavily on Hwb, Digital Learning for Wales.

The Chair thanked Miss Hicks for a very interesting presentation. A folder of RE work carried out by the pupils was also circulated at the meeting.

3 Time of Quiet Reflection

Members took part in a period of quiet reflection.

4 Apologies for Absence

As noted above.

5 Minutes of the Previous Meeting

The minutes of the previous meeting were submitted.

Agreed:

That the Minutes of the SACRE meeting were accepted as a true record.

6 Matters Arising

Re Item 4: Matters Arising

A press release concerning the HMD service at St Woolos Cathedral had been sent to the HMD Trust for display on their website.

Re item 5: Membership Update

V Thomas introduced Gifty David (Evangelical) and Kirsty Mabbot (United Reform Church) as new members to SACRE.

Cllr Allan Morris was introduced as a new Newport City Council representative.

Re item 6: Analysis of Examination Results 2015

An analysis of GCSE results had been sent to all Newport secondary schools

Re item 8: National Curriculum Review & Assessment

A list of Pioneer schools had been sent to all Newport schools; however there was still no information on which of the Newport schools would be involved with the design and development of the Humanities framework.

Item 9: WASACRE Issues

Reminders had been sent to those secondary schools who had not returned the Welsh Bacc survey.

7 Schedule of Meetings - 2016-2017 (All meetings to commence at 10am)

The following dates were agreed for SACRE meetings, all commencing at 10am:

Autumn meeting – 9 November 2016. This is a business meeting and will take place at the Civic Centre, Newport.

Spring meeting – 8 March 2017. Bassaleg have agreed to host this meeting following a request from their Chair of Governors, Cllr Williams.

Summer meeting – 14 June 2017. The new headteacher who will begin at St Patricks Primary in September has agreed, following a request by P Landers, to host a SACRE meeting.

Agreed:

Clerk to contact schools requesting that either a collective act of worship be arranged or that the RE department of the school showcase some of their work.

8 Membership Update

Representatives of Newport City Council, Evangelical Churches and United Reform Church had already been introduced as new SACRE members. There was still another vacancy for a Newport councillor and despite trying several times A Powles had not managed to recruit an ASCL rep.

Agreed:

Cllr D Williams agreed to raise the issue of an ASCL representative with the headteacher of Bassaleg school in the hope one could be found.

9 Update: Revised Criteria for GCSE & GCE Specifications

The present position in schools is the availability of different routes in the delivery of RE/RS as there are basically two routes to follow.

- a. RE is a statutory subject at KS4. Many schools in Wales use the statutory RE lessons to follow an RS external examination spec with students taking this examination either as a short course or full course.
- b. A significant number of schools also offer RE as an option subject at KS4. Students who choose it as their option will follow an examination spec for RS and be entered for the full course.

If a student chooses to take RE as an option that student will study the content of the statutory lesson and a different specification as an option. However, under the revision of RS specifications it is proposed that the two specs be merged into one, hence the content of the option course and statutory course would be the same.

National Advisory Panel for Religious Education (NAPfRE) members had met with WJEC to point out the implications of merging the two specifications.

Decisions made following this meeting were:

- WJEC are offering both the short and full course options from a single specification and therefore will not be offering an additional RS GCSE specification from September 2017. There had been no call for an additional RS spec in England. However, it will review the impact after two years.
- It is a matter for each school's internal organisational structures to ensure that an optional RS GCSE course and a RS GCSE (short course) for statutory RE lessons can run side by side.
- WJEC will contact schools who appear to provide an organisational structure which allows the GCSE optional full course and the statutory GCSE RS short course to run concurrently with no overlap and where the pupils are not educationally disadvantaged. These schools can be used as a model for other schools.
- WJEC will contact Estyn to draw attention to the need to keep a watching brief on the provision for statutory KS4 RE.

WASACRE and SACRE will do all they can however there will still only be one specification for statutory and option. V Thomas confirmed that no details of the new specification had been received as yet.

Concerns were raised on this matter as it appeared to be another change without appropriate detail making things difficult for teachers. In the past during inspections of secondary

schools Estyn had identified RS/RE as a subject well planned and well resourced but a watching brief would be needed when the new course is introduced.

It was agreed that making RS an accredited course does give it status with other courses and generally results are better for RS/RE.

The report was noted.

10 **Update: National Curriculum Review & Assessment**

This report updated members on the review of the national curriculum (NC).

NAPfRE has begun the process of drawing up a guidance document for submission to the pioneer network for consideration when working on the shape of the RE curriculum. There have been three meetings to work on this Nov 2015, April 2016 and May 2016.

At the April meeting NAPfRE were joined by two representatives from the Curriculum Division of Welsh Government. Manon Jones who is responsible for the pioneer schools and two areas of learning and experience (ALE), Humanities and Language and Literacy and Abi Williams who will be responsible for Religious Education and ITC. Manon Jones outlined the process and steps they are currently following.

Step 1: Representatives from the pioneer schools have attended a few induction events and are currently working in four working groups in order to develop the structure of the new curriculum:

- Learning beyond the classroom
- Assessment and progression
- Cross curricular responsibilities (literacy, numeracy and digital competence)
- Welsh dimension, international perspective and wider skills

Step 2: Representatives from the pioneer schools will work within areas of learning and experience (ALE) in order to consider the 'big questions' of curriculum development, eg. what is the scope of each ALE? What are the connections between ALEs? There will be a balance of Foundation Phase, primary and secondary practitioners.

Step 3: Representatives from the pioneer schools will consider the strands within each area of learning and experience. Subsidiarity is an important principle but WG hopes that other 'good practice' schools will be involved at this stage to contribute their appropriate expertise and good practice. However the WG library service is gathering evidence of successful curriculums from around the world. They are prepared to work with bodies (such as NAPfRE and WASACRE) for advice.

Steps 2 and 3 are the most important from the point of view of developing the curriculum.

NAPfRE agreed to do the following for WG

- prepare a briefing paper for WG in order to outline the particular issues relating to RE within a new curriculum.
- share any useful documents, action research case studies or examples of good practice which might help the pioneer schools.
- identify schools which exemplify good practice.

V Thomas went through the briefing paper which NAPfRE had prepared for WG identifying three key areas, the place of agreed syllabuses for RE in the curriculum: the withdrawal clause and the teaching of RE at nursery level.

The report was noted.

11 INCERTS

At March meetings of NAPfRE and WASACRE concern was raised by members about the INCERTS software that tracks pupils' progress in NC subjects and RE.

There are two options for schools to choose from regarding level descriptions for RE. Incerts had been advising some schools in Wales that there were no statutory level descriptions for RE and therefore schools were free to choose which set of level descriptions they wished from the programme. This is not the case. As there are level descriptions for schools in Wales they must choose option 2 if following the agreed syllabus.

SACRE agreed that a letter to be sent to all Newport Primary and Special schools advising them of the need to use option 2 of the Incerts software.

Agreed:

That the letter be sent to all the relevant schools.

12 WASACRE Issues

a) Feedback from meeting at Haverfordwest: 8 March 2016

Newport had been represented at the meeting by Vicky Thomas and Huw Stephens.

V Thomas briefly went through the minutes as most items had been covered in the SACRE agenda. .

b) Feedback on Welsh Baccalaureate survey by WASACRE

A survey had been sent to all Wales secondary schools concerning any impact on the teaching of RE since the introduction of the new Welsh Baccalaureate in September 2015. WASACRE queried whether the Welsh Bacc had had a positive or negative impact on RE in schools.

Some members of SACRE were surprised to learn that 16% believed the Welsh Bacc had a *positive* impact on RE, 17% a *negative* impact whilst 67% believed there was no impact. Several members were concerned that a lot of teaching time for RE had been reduced following the introduction of the new Welsh Bacc. It was feared that perhaps the survey had not reached the relevant level for answers to be given ie the RE department. They were also concerned to note that only 70 of 207 secondary schools in Wales had completed and returned the surveys. Some of these issues were to be raised at WASACRE meeting in June by the SACRE representative.

Regarding the question asking schools if they required support from their local SACRE many identified GCSE resourcing. VT confirmed it was not the role of SACREs to support schools with RE at GCSE – this is the role of the WJEC. However, WASACRE and SACREs are raising issues with the WJEC Board.

c) WASACRE meeting 23 June 2016

Although V Thomas was unable to attend the meeting in Rhyl on 23 June 2016 Huw Stephens confirmed that he would attend.

d) Executive Voting for the period 2016-2019.

The relevant pen portraits were discussed and it was agreed that Newport would support the nominations for Mary Parry, Huw Stephens and Mathew Maidment.

Agreed:

Clerk to forward the WASACRE papers for 23 June meeting to Huw Stephens on receipt.

H Stephens to submit Newport's vote for the Executive Committee at the meeting on 23 June 2016.

13 Correspondence

The Clerk confirmed that an email from Libby Jones containing a WG update on the curriculum review as at May 2016 had been forwarded to all SACRE members.

With no further items to discuss the meeting concluded. The Chair thanked everyone for attending and for their input into the agenda items.

The meeting terminated at Time Not Specified

THE CITY OF NEWPORT

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: NOVEMBER 9 2016

SUBJECT: MEMBERSHIP UPDATE 2016/2017

A PURPOSE OF REPORT

To discuss the membership of SACRE

Local Authority

Councillors – Gail Giles (Chair), Ibrahim Hayat, Christine Jenkins, Allan Morris and David Williams

Education - Andrew Powles, Asst Head of Education, Engagement & Learning Martin Dacey, Head of GEMS

Independent RE Adviser for SACRE – Vicky Thomas (RE Consultant)

Clerk to SACRE – Joy Howells, Democratic Services Support

Faith Representatives

Church in Wales - Susie Hunt and Jared Nolan

Roman Catholic – Patricia Landers

Baptist – Huw Stephens

Methodist – Richard Gillion

Evangelical Churches – Gifty David

Presbyterian Church of Wales / United Reformed Church – Ms Kirsty Mabbot

Salvation Army – Major Christine Comely

Hindu – Soam Sharma

Jewish – Abraham Davidson

Sikh – Neeta Singh Baicher

Muslim – Mrs Chowdry, M S Aabid

Professional Associations

National Union of Teachers – Sally Northcott and Linda Stevens

National Association of School Teacher/Union of Women Teachers – Nicola Huggleston

Association of Teachers & Lecturers – Joanne Crawley

National Association of Head Teachers – Heather Vaughan

Secondary Head Teachers' Association (ASCL) – Lana Picton

UCAC – Kirsten Hicks

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THE CITY OF NEWPORT

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS
EDUCATION

DATE: NOVEMBER 9 2016

SUBJECT: SACRE ANNUAL REPORT 2015/16 AND PROGRESS
REPORT ON DEVELOPMENT PLAN

A PURPOSE OF REPORT

To offer to members of SACRE the annual report for 2015/16

To present a brief summary of this report

To provide a progress report on 2015-2018 development plan (see Annual Report)

B BACKGROUND

Annual report

This is the Annual Report for Newport SACRE. This report outlines the activities of SACRE, and comments on the progress made to date on the Newport SACRE Development Plan. It follows the guidelines laid down by DfES

Development Plan

It is necessary for Newport SACRE committee to discuss the elements of the Development Plan in order to ensure that the business with which they deal is current and future developments are identified.

RECOMMENDATION:

- Members of the SACRE are requested to **note** and **approve** the report. The report is to be sent to DfES by 30th December 2016.
- Members of the SACRE are requested to **discuss** and **note** the progress made with the Development Plan

Background Papers:

SACRE Annual Report 2015/16

Development Plan 2015-2018

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CITY OF NEWPORT



**STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION**

ANNUAL REPORT

2015-2016

The Annual Report of Newport Standing Advisory Council for Religious Education

2015-2016

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THE ANNUAL REPORT OF NEWPORT STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (2015-2016)

Section 1: Information about SACRE

1.1 Duty to establish SACRE

All Local Education Authorities (LA's) are required to constitute a Standing Advisory Council for Religious Education (SACRE) within their local area.

1.2 Composition of SACRE

Representation on SACRE is required as follows:-

- such Christian and other religious denominations as, in the opinion of the LEA, will appropriately reflect the principal religious traditions in the area
- associations representing teachers
- the Local Education Authority

The Local Authority determined that the SACRE should comprise of six elected members, fifteen representatives of Christian and other religious groups and seven representatives of teachers' associations.

1.3 Membership of SACRE

The list of members of Newport SACRE is set out in Appendix 1

1.4 Functions of SACRE

- To advise the LA on worship and the religious education to be given in accordance with the agreed syllabus including methods of teaching, advice on materials and the provision of training for teachers
- To consider whether to recommend to the LA that it's current agreed syllabus should be reviewed by convening an Agreed Syllabus Conference.
- To consider whether the requirement that religious worship in a county school should be 'broadly Christian in nature' should be varied (determinations)
- To report to the LA and the Department for Education and Skills (DfES) on its activities on an annual basis.

1.5 Meetings

SACRE met on three occasions during the academic year 2015- 2016.

Wednesday November 11th 2015

Wednesday February 24th 2016

Wednesday June 8th 2016

1.6 Development Plan

SACRE adopted a development plan as a basis for its activities for the period 2015 - 2018. The development plan and an outline of its progress can be found in **Appendix 3**.

1.7 Circulation of Report

A list of the organisations receiving the report can be found in **Appendix 5**.

EXECUTIVE SUMMARY

A brief summary of the advice that SACRE has given to the local authority and action taken follows:

RELIGIOUS EDUCATION

Issue

To monitor provision and raise standards in RE

Action

1. SACRE considers and analyses school inspection reports on an annual basis. If there are any issues regarding RE, such as non fulfilment of statutory requirements, then the LA follows this up. There were no RE subject specific issues identified in the reports and therefore no follow up action was necessary.
2. SACRE analyses examination results over a three year period and identifies trends in performance benchmarked against All Wales data. Schools are informed of the outcomes of this analysis and SACRE raises issues that schools should be addressing as a result of this analysis.
3. SACRE visit schools on an annual basis and receive a presentation on RE at the school so that strengths and weaknesses can be identified and issues can be addressed directly. One primary and one secondary school were visited in 2015/16

THE AGREED SYLLABUS FOR RE

Issue

To fulfil the legal requirement to review the agreed syllabus for RE on a five yearly basis and monitor its implementation.

Action

1. In 2008 Standing Conference endorsed and adopted a new agreed syllabus for the Authority's schools which was implemented from September 2008.
2. In June 2013 Standing Conference endorsed the re-adoption of the Newport Agreed Syllabus for Religious Education with an understanding that the syllabus would be reviewed once further information is received in relation to the assessment and national curriculum review.
3. SACRE has been updated on a termly basis of developments with the National Curriculum review. SACRE are awaiting further details from Welsh Government on the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review.

TEACHING MATERIALS

Issue

To ensure that schools are informed of suitable resources

Action

1. All schools were informed of the 2016 Holocaust Memorial Day theme of 'Don't Stand By' and that free Holocaust resources can be found on their website www.hmd.org.uk – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

2. SACRE were informed of resources created by Mary Parry, Carmarthenshire LA, addressing the issue of raising the attainment of boys. The resource on *"Muslim Footballers in the Premier League."* covers aspects of the Five Pillars of Islam and raises issues regarding how the beliefs of Muslim footballers affect their lives. With permission from M Parry SACRE agreed to circulate to each secondary department a copy of the resource materials and its accompanying CD ROM in the autumn term 2015

TRAINING FOR TEACHERS

Issue

To ensure that teachers are able to access appropriate CPD.

Action

1. With the current Welsh Assembly Government's emphasis on Literacy and Numeracy no subject specific training is on offer.
2. Training organised by the Church in Wales Diocesan Officer has been offered to schools

COLLECTIVE WORSHIP

Issue

To ensure that schools fulfil statutory requirements for collective worship and provide a worthwhile experience for pupils.

Action

1. SACRE monitors the sections of inspection reports that are concerned with collective worship and SMSC and the LA follows up on any non- fulfilment of statutory requirements by requesting their action plan. The provision for collective worship had positive comments stating that schools were promoting pupils' spiritual, moral and cultural development well. There were no issues regarding collective worship identified in the reports and therefore no follow up action was necessary.
2. Schools have been informed by SACRE of appropriate resources and websites that support collective worship in schools e.g. HMD 2016.
3. SACRE resolved to hold meetings at schools in the Borough and observe an act of collective worship where possible to monitor fulfilment of statutory requirements, provision and quality of collective worship.

OTHER ISSUES:

Aim: To ensure a more informed SACRE through providing regular updates on local and national issues.

1. SACRE has maintained its membership of WASACRE and receives termly feedback from the meetings of the Association.
2. Members have received three presentations this year.
 - *Achieving the Religious Education Quality Mark(REQM) Bronze Award* by the RE co-ordinator, Langstone Primary
 - *RE in the Secondary school by the Head of RE, Duffryn High School*
 - *RE in the Primary school by the RE co-ordinator, Ysgol Gymraeg Bro Teymon*

Section 2 Advice on Religious Education

2.1 THE LOCALLY AGREED SYLLABUS

In 2008 the Standing Conference endorsed and adopted a new agreed syllabus for the Authority's schools to be implemented from September 2008. The agreed syllabus closely relates to the National Exemplar Framework for RE. A yearly programme of INSET on the agreed syllabus and support materials, including schemes of work and electronic *Progress in Learning* files for secondary schools, were issued to schools.

During the 2012/13 academic year SACRE was made aware of the announcement by the Minister of a pending review of assessment and the National Curriculum in Wales. This review would involve the introduction of the National Literacy and Numeracy Framework and the identification of revisions to the current assessment and curriculum arrangements. During the Summer Term 2013 Standing Conference endorsed the re-adoption of the current syllabus with an understanding that the syllabus would undergo review once the outcomes of the review of assessment, the National Curriculum and the Foundation Phase are made available.

During 2015-2016, SACRE has been updated on a termly basis of developments with the NC review. SACRE are awaiting further details from Welsh Government on the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review.

2.2 STANDARDS IN RE

SACRE has adopted a number of strategies for monitoring standards being achieved in religious education in the Authority's schools that include the following.

- **School Inspection Reports**

The local authority and its SACRE scrutinised relevant sections of Estyn school inspection reports for the period academic year Autumn 2014-Summer 2015. If any issues emerge regarding RE, such as non fulfilment of statutory requirements, then the LA follows this up. Nine schools were inspected consisting of 1 infant, six primary schools, and 2 secondary schools. Members were presented with a summary of findings from these inspections.

At primary and secondary level comments were positive stating that curriculum and statutory requirements were met and that schools studied other cultures and celebrated diversity. There were strong links with local churches and pupils benefit from a variety of visits and visitors. There was good provision for global citizenship and education for sustainable development. No RE subject specific issues were identified in the reports and therefore no follow up action was necessary.

- **Examination Results**

A detailed table of examination results was reviewed and discussed by SACRE. Figures that relate to results over the last three years were analysed to indicate trends in performance. Cohort entry numbers are also analysed and a comparison is made to All -Wales figures (where available).

In **GCSE Religious Studies** there were 561 entries from seven secondary schools. Entries have decreased this year compared to the big increase in 2013 and are more in line with the level of previous year's entries. However, 6/7 schools have entries in double or triple figures. In Wales the entry figure was 11,368.

The overall % of A*- A grades was 26.9% which is below performance of previous years and the All Wales figure of 31%.

The overall % of A*- C grades was 68.1% which is below performance of previous years and the All Wales figure of 72%

The overall % of A*-G grades was 97.3% and is comparable with the previous two years' results and the All-Wales figure of 98%

SACRE noted that results do not maintain the performance of previous years at A*-A and A*-C and are also below All Wales figures at the top grades of A*-A and A*-C. It is comparable with previous performance and All Wales figures at A*-G.

Members noted that seven schools continue to offer **GCSE Religious Education Short Course**. There has been a decrease in entries this year with 911 entries compared to 1100 in 2013. Some schools are entering pupils for two short courses and they gain a full course qualification. This will have an effect on short course results particularly at A*-C.

The overall % of **A*- A grades of 19.1%** is comparable to 2012 and just below 2013 results and better than the All Wales figure of 15%.

The overall % of **A*- C grades was 59.3%** and is the best performance of the last three years and better than the All Wales figure of 53%.

The overall % of **A*-G grades was 97.3%** is the best performance of the last three years and better than the All Wales figure of 94%.

SACRE was pleased to see a significant number continue to be entered for short course and 94% of pupils receive accreditation for their KS4 study. SACRE is mindful that pupils do not opt to follow the Short Course but it is delivered as part of the statutory requirements for RE.

There were 9 entries at Entry Level with a 100% pass rate.

At **GCE Advanced Level** seven schools continue to offer A level and there were 94 candidates. Entry figures have decreased but the number of schools entering has remained the same.

A*-A was achieved by **12.8%** of students. This is below previous performance and the All Wales figure of 18%.

At A*-C candidates achieved a pass rate of **80.9%** which is below 2013 figures but consistent with 2012 and is comparable with the All Wales figure of 79%

The pass rate for grades **A-E of 100%** is excellent and continues the excellent performance of previous years and exceeds the All-Wales figure of 98%.

SACRE noted the outcomes of A level performance which exceeds All Wales figures at A*-C and A*-G.

At **AS level** there were 27 entries from 5 schools and this is a decrease in entry figures and number of schools entering in 2014.

11.1% of students achieved the highest A grade and is better than 2012 but below 2013 performance

51.9% of students achieved A-C grades and this is the best performance of the last three years.

74.1% of students achieved A-E and this is the best performance of the last three years.

SACRE resolved to write to schools informing them of the examination analysis.

It should be noted that definitive conclusions cannot be drawn because the figures represent raw scores and do not necessarily reflect the selectivity of the entry and in some cases the numbers are too small to be statistically significant.

Detailed tables of examination results are found in **Appendix 4**

2.3 METHODS OF TEACHING, TEACHING MATERIALS AND TEACHER TRAINING

Continuing Professional Development

The local authority informed SACRE that the South East Wales Consortium advertises their courses through CPD online. With the current Welsh Assembly Government's emphasis on Literacy and Numeracy no subject specific training is on offer.

Training organised by the Church in Wales Diocesan Officer is offered to schools

RE News

SACRE agreed to inform all schools of the RE News website and encourage schools to submit articles <http://www.religious-education-wales.org>

The website is now available free of charge to anyone who wishes to use it.

It is suitable for both primary and secondary schools and is fully bi-lingual.

Newport schools have made contributions to RE News in 2015-2016 in order to share good practice.

Teaching Materials

Holocaust Memorial Day 2016 Resources

All schools were informed of the 2016 Holocaust Memorial Day theme of 'Don't Stand By'. The Holocaust and subsequent genocides took place because the local populations allowed insidious persecution to take root. Whilst some actively supported or facilitated state policies of persecution, the vast majority stood by

silently – at best, afraid to speak out; at worst, indifferent. Bystanders enabled the Holocaust, Nazi Persecution and subsequent genocides.

Schools were informed by SACRE that further information about the theme and free educational Holocaust resources can be found on their website www.hmd.org.uk – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

Resources to Support Boys Attainment

SACRE had been informed of resources created by Mary Parry, Carmarthenshire LA, addressing the issue of raising the attainment of boys. The resource on “*Muslim Footballers in the Premier League.*” covers aspects of the Five Pillars of Islam and raises issues regarding how the beliefs of Muslim footballers affect their lives. With permission from M Parry, SACRE in Autumn 2015 circulated each secondary department a copy of the resource materials and its accompanying CD ROM.

Section 3 Advice on Collective Worship

3.1 SCHOOL INSPECTION REPORTS

The local authority and its SACRE scrutinised relevant sections of Estyn school inspection reports for the academic year Autumn 2014-Summer 2015. Any issues, such as non fulfilment of statutory requirements, are followed up by the LA by requesting the school action plan.

Nine schools were inspected consisting of 1 infant, six primary schools, and 2 secondary schools. Members were presented with a summary of findings from these inspections

The provision for collective worship had positive comments stating that schools –both primary and secondary - were promoting pupils’ spiritual, moral and cultural development well.

Good features

- The daily assemblies are vibrant, thought provoking and challenging and are very successful in providing valuable opportunities for spiritual development.
- They engage pupils’ interest and develop their understanding of shared values well.
- Assemblies and a range of visits and visitors enhance pupils’ learning experiences effectively.

Carefully planned and organised (secondary comment)

3.2 APPLICATIONS FOR DETERMINATIONS

No applications were received from schools for determinations to be made on the lifting of the requirements for collective worship to be wholly or mainly of a broadly Christian character.

3.3 SCHOOL VISITS

SACRE appreciates the opportunities accorded to members to observe acts of collective worship in schools. No acts of collective worship were observed this year.

SECTION 4 OTHER ISSUES

4.1 WASACRE

SACRE has continued to affiliate to WASACRE and representatives have regularly attended its meetings. During the 2015-16 academic year issues considered at WASACRE meetings have been fully reported back to SACRE and full discussions have taken place. SACRE welcomes the pro-active work of WASACRE in taking up issues that have implications for RE and keeping member SACREs fully informed. SACRE is represented on the WASACRE Executive committee by their professional adviser Vicky Thomas and receive regular feedback from her and other representatives who attend WASACRE meetings.

4.2 HOLOCAUST EDUCATION

Newport SACRE was informed of the 2016 Holocaust Memorial Day theme of 'Don't Stand By' and that further information about the theme and free educational Holocaust Memorial Day resources can be found on their website www.hmd.org.uk. SACRE resolved to inform schools about the availability of these resources and encourage them to commemorate HMD in some way.

The local authority and its communities assist in the organisation of the annual Holocaust Memorial Day service held at St Woolos Cathedral. There were 320 people in attendance and it was hosted by the mayor of Newport, Councillor Herbie Thomas. Reverend Canon Raymond Haytor led the service and music was provided by the Gwent Youth Brass Ensemble. A number of Newport schools took part in the service including Gaer Primary school whose pupils carried the candles and Duffryn High School who read out the names of some of those who died in the Holocaust and also contributed a number of vocal items.

Attendance and participation by schools in this event has improved year on year. The Chair of SACRE wrote to thank all schools who had participated in the service.

4.3 WELSH GOVERNMENT NATIONAL CURRICULUM REVIEW

SACRE has received termly updates on the progress of the National Curriculum Review. Professor Donaldson had recommended that RE should form part of the Humanities Area of Learning and Experience and should remain a statutory curriculum requirement from reception. News is still being awaited of which Pioneer Schools will be responsible for developing the Humanities curriculum and the implications of this for agreed syllabus development has been discussed. SACRE has agreed to wait until Welsh Government provide further details on the shape of RE in the curriculum, and also to receive advice from WASACRE, before beginning any RE agreed syllabus review.

4.4. REVISED CRITERIA FOR GCSE AND GCE SPECIFICATIONS

SACRE were informed of the proposed changes to specifications and assessment practices for GCSE and GCE with an implementation date of Autumn 2016. During the spring term Qualifications Wales and WJEC agreed to defer the implementation of GCSE Religious Studies until September 2017 because of the lateness in the specifications being approved. Schools have been informed. SACRE eagerly await the final specifications so that schools can be informed of their availability.

4.5 INCERTS Assessment Programme

SACRE received a report outlining concerns raised by NAPfRE and WASACRE regarding the use of the online Incerts assessment programme which tracks pupils' progress in National Curriculum subjects and Religious Education. SACRE were advised that some schools were not using the correct option button when using the programme to track progress in RE.

SACRE agreed that a letter outlining the correct method to be used in respect of the Incerts programme, be circulated to all Newport primary schools.

4.6 Welsh Baccalaureate Survey

SACRE were informed of the survey conducted by WASACRE to examine the effects on RE/RS of the launch of the new Welsh Baccalaureate in September 2015. WASACRE was interested to know how schools have managed the implementation of the new qualification in their individual setting, and whether the Welsh Baccalaureate has had a positive or negative impact on religious education in schools across Wales. WASACRE produced a short survey which was circulated to secondary schools within their local authority by the SACREs for schools to complete and return.

The results of the survey found that since the implementation of the new Welsh Baccalaureate, the majority of respondents provide statutory Religious Education according to the Locally Agreed Syllabus for RE at KS4, and offer a RS GCSE qualification as a supporting qualification for Welsh Baccalaureate at KS4. The majority deliver this course as part of core RE time.

The survey queried if the new Welsh Baccalaureate has had a positive, negative or no impact on RE. The majority of respondents stated that the new Welsh Baccalaureate had no impact on RE. A summary of responses commenting on the positive/negative impact were detailed within the report. The positive comments included that it enabled new RE content, encouraged a thinking style approach to teaching and learning and in some cases increased time allocated for the teaching of RE. Negative comments highlighted reductions in core RE time and the requirement for some schools to deliver Welsh Baccalaureate instead of GCSE RS thereby removing Short Course courses in particular.

SACRE agreed to keep a watching brief on the WBQ and its impact on RE/RS at KS4.

4.6 TRAINING OF SACRE MEMBERS

As part of it's training for members SACRE proposed the following:

- To keep members updated on developments in RE and collective worship through regular presentations to SACRE members. One informative presentation was received from Langstone Primary on the work of the RE co-ordinator and the school to achieve a Bronze Award of the Religious Education Quality Mark (REQM).
- SACRE, where possible would hold meetings at schools in Newport for members to familiarise themselves with RE and collective worship in schools. There were two visits this year to schools – Duffryn High School and Ysgol Gymraeg Bro Teyrnnon. On both occasions presentations were made by their REco-ordinators on the delivery of RE at the school/s. and the strengths and areas for development in RE were identified.

SACRE is very appreciative of the opportunities offered through visits and presentations to become more informed on RE and Collective worship issues in schools and would like to extend their appreciation to all concerned. A special note of thanks is extended to the clerk to SACRE, Joy Howells, for all her hard work in making such arrangements.

APPENDIX 1

MEMBERSHIP OF SACRE 2015- 2016

Local Authority

Councillors –Debbie Wilcox (in the Chair) replaced by Gail Giles wef 8/6/16,Christine Jenkins, Allan Morris David Williams

Education - Andrew Powles, Asst Head of Education, Engagement & Learning

GEMS – Martin Dacey, Head of GEMS

Independent RE Adviser for SACRE – Vicky Thomas (RE Consultant)

Clerk to SACRE – Joy Howells, Democratic Services Support

Faith Representatives

Church in Wales - Susie Hunt and Jared Nolan

Roman Catholic – Patricia Landers

Baptist – Huw Stephens

Methodist – Richard Gillion

Evangelical Churches – Gifty David wef 8/6/16,

Presbyterian Church of Wales / United Reformed Church – Ms Kirsty Mabbot wef 8/6/16,replaces Revd Paula Parish-Foley

Salvation Army – Major Christine Comely

Hindu – Soam Sharma

Jewish – Abraham Davidson

Sikh – Neeta Singh Baicher

Muslim

– Mrs Chowdry, M S Aabid

Professional Associations

National Union of Teachers – Sally Northcott and Linda Stevens

National Association of School Teacher/Union of Women Teachers – Nicola Huggleston

Association of Teachers & Lecturers – Joanne Crawley

National Association of Head Teachers – Heather Vaughan

Secondary Head Teachers' Association (ASCL) – Vacancy

UCAC – Kirsten Hicks

APPENDIX 2 SCHEDULE AND AGENDA OF MEETINGS

Wednesday November 11th 2015, Civic Centre

- Time of Quiet reflection
- Apologies for absence
- Minutes of previous meeting
- Presentation on REQM Bronze Award- Langstone Primary school
- Membership update
- SACRE Annual Report 2014-2015
- SACRE Development Plan 2012-2015(including progress report)
- SACRE Development Plan 2015-2018
- Analysis of Inspection Reports Autumn 2014- Summer 2015
- RE and the National Curriculum
- WASACRE Issues, including Report of WASACRE AGM at Mold, Executive Appointments and Representation at next meeting at Blaenau Gwent
- Holocaust Memorial Day 2016
- Correspondence

Wednesday February 24th 2016, Duffryn High School

- Presentation on RE at Duffryn High School.
- Time of Quiet reflection
- Apologies for absence
- Minutes of previous meeting
- Membership Update
- Analysis of Examination Results Summer 2016
- Revised criteria for GCSE and GCE specifications
- National Curriculum Review and Assessment: Update
- WASACRE Issues including feedback from Meetings at Blaenau Gwent, Nominations to the WASACRE Executive and representation at next meeting of WASACRE at Haverfordwest
- Correspondence

Wednesday June 8th 2016, Ysgol Gymraeg Bro Teyrnnon

- Presentation on RE at Ysgol Gymraeg Bro Teyrnnon
- Time of Quiet reflection
- Apologies for absence
- Minutes of previous meeting
- Schedule of Meetings 2016-2017
- Membership Update
- Revised criteria for GCSE and GCE specifications -Update
- National Curriculum Review and Assessment - Update
- Incerts Assessment Programme
- WASACRE Issues including report of WASACRE meeting at Haverfordwest, representation at next meeting at Rhyl and Executive Voting for the Period 2016-2019
- Survey on the impact of the Welsh Baccalaureate on RE in Schools
- Correspondence

APPENDIX 3:	NEWPORT SACRE DEVELOPMENT PLAN 2015 - 2018 (ACADEMIC YEAR)
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Aim 1: To monitor standards in Religious Education and Religious Studies.

Plan of action	Schedule	People involved	Time and costs	Outcomes	Progress
1.1 Monitor standards through regular review of inspection reports/ Estyn thematic reviews/ school self evaluation reports and recommend, where necessary, action by Local Authority.	Annual agenda item Autumn Term	Full SACRE Adviser	Agenda time Adviser time for analysis	Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school visits and review of action plan where necessary.	2015-2016 Considered 11.11.15. All schools meeting statutory requirements.
1.2 Receive information on results of: GCSE Religious Studies Full and Short Course; A/AS level Religious Studies.	Spring Term	Full SACRE Adviser	Agenda time Adviser time for analysis	Advice to LA on trends; advice, where appropriate, on particular schools.	2015-2016 Considered 24.2.16. Schools informed of outcomes.
1.3 Identify INSET needs, monitor and offer advice on training.	Autumn Term	Full SACRE	Agenda time	Training programme received along with figures on uptake; advice to LA.	2015-2016 No INSET provided by LA or EAS

NEWPORT SACRE DEVELOPMENT PLAN 2015 – 2018 (ACADEMIC YEAR)

Aim 2: To review the agreed syllabus (as appropriate) and support its implementation.

Plan of action	Schedule	People involved	Time and costs	Outcomes	Progress
2.1 To review the agreed syllabus for Religious Education	Summer 2016 onwards (or as appropriate)	Full SACRE Adviser Working group NAPfRE	Advisory time to review the agreed syllabus. Establish a working group (if applicable). Convene a Standing Conference to adopt the syllabus Publication/ translation costs (as appropriate)	Agreed syllabus reviewed and adopted by Standing Conference. Agreed Syllabus training programme for schools (if required) Agreed syllabus to be implemented the Autumn term after adoption.	2015-2016 SACRE has termly updates on curriculum development. SACRE are awaiting further details from Welsh Government on the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review.
2.2 Materials to support implementation of the agreed syllabus for RE	Ongoing	Full SACRE Adviser	Advisory time	Support materials available to schools and accessed through Consortium website.	2015-2016 Schools sent materials from Carmarthenshire LA

NEWPORT SACRE DEVELOPMENT PLAN 2015 – 2018 (ACADEMIC YEAR)

Aim 3: To monitor provision and provide support for collective worship.

Plan of action	Schedule	People involved	Time and costs	Outcomes	Progress
3.1 Monitor provision for collective worship through regular review of inspection reports/ school self evaluation reports; recommend, where necessary, action by LA.	Annual agenda item Autumn term	Full SACRE and Adviser	Agenda time Adviser time for analysis	Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school visits and review of action plan where necessary.	2015-2016 Considered 11.11.15. All schools meeting statutory requirements
3.2 To support the implementation of statutory collective worship	Ongoing	Advisory service	Advisory time	Provision of INSET (if applicable) Schools informed of resources and websites for collective worship. Schools informed of guidance materials available for collective worship	2015-2016 Schools informed of resources to support HMD 2016 including resources for acts of collective worship.

NEWPORT SACRE DEVELOPMENT PLAN 2015 – 2018 (ACADEMIC YEAR

Aim 4: To ensure a more informed SACRE through providing regular updates on local and national issues related to RE and collective worship in schools.

Plan of action	Schedule	People involved	Time and costs	Outcomes	Progress
4.1 To update members on the role of SACRE and its implications; recent developments in RE and collective worship; guidance materials from relevant bodies; input from practising teachers and outside providers	Termly/ Annually as required	SACRE members , Adviser, practising teachers, outside providers	Member time; Adviser / Officer time	SACRE members fully aware of their responsibilities. SACRE and schools updated and informed of recent developments and initiatives, both local and national.	2015-2016 SACRE received one presentations from Langstone Primary on their achievement of the RE Quality Mark (REQM).
4.2 Programme of school visits.	Termly/Ann ually as required	SACRE members, Adviser/ Officers	Member time; Officer time to arrange visits	More informed SACRE on provision and practice regarding RE and collective worship in schools.	2015-2016 SACRE visited two schools this year, and received two presentations on RE at the school/s.

APPENDIX 4: NEWPORT EXAMINATION ANALYSIS 2014

GCSE RELIGIOUS STUDIES (FULL COURSE)

	Newport 2015	Newport 2014	Newport 2013	Wales 2015
A*-A	37%	26.9%	37%	30.0%
A*-C	76.5%	68.1%	76%	75.0%
A*- G	98.5%	97.3%	98%	98.0%
Entry Number	531 8 schools	561 7 schools	649 8 schools	11,167

GCSE RELIGIOUS EDUCATION (SHORT COURSE)

	Newport 2015	Newport 2014	Newport 2013	Wales 2015
A*-A	14.9%	19.1%	21%	14.0%
A*-C	55.3%	59.3%	55%	52.0%
A*-G	92.1%	97.3%	94%	93.0%
Entry Number	882 8 schools + BAC*	911 7 schools	1100 7 schools	10,098

* Bridge Achievement centre

GCE RELIGIOUS STUDIES (A LEVEL)

	Newport 2015	Newport 2014	Newport 2013	Wales 2015
A*-A	27.8%	12.8%	23%	23.0%
A*-C	84.4%	80.9%	83%	81.0%
A*-E	100%	100%	100%	100%
Entry Number	90 7 schools	94 7 schools	101 7 schools	1441

GCE RELIGIOUS STUDIES (AS LEVEL)

	Newport 2015	Newport 2014	Newport 2013	Wales 2015
A	22.9%	11.1%	14.3%	N/A
A-C	54.3%	51.9%	37.1%	N/A
A -E	80%	74.1%	57.1%	N/A
Entry Number	35 6 schools	27 5 schools	35 6 schools	N/A

Please Note:

Data includes only those who have cashed in their results. For example if a pupil sat an AS Level during 2015, but have not yet cashed the result in, then they should be excluded from this year's data and included next year when the results have been cashed in, otherwise this will result in results being double counted.

APPENDIX 5 CIRCULATION OF REPORT

Copies will be sent electronically to the relevant bodies. This report will be available on the Local Authority* and WASACRE websites for interested parties to download.

Newport Education Authority

Education Advisory Service (EAS/ South East Wales Consortia)

Department for Education and Skills (DfES)

Headteachers and Governing Bodies of all County Borough Schools

All members of SACRE

WASACRE

Chair of Education

Minister for Education, National Assembly for Wales

Nominating Bodies of Faith Communities

ESTYN

** Local Authority website can be accessed from the Main Council website/ Education page.*

<http://www.newportlearn.net/inclusion>

Click 'login as a guest' on the front page. There is a separate page for SACRE as well as the GEMS page

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NEWPORT CITY COUNCIL

**REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS
EDUCATION**

DATE: NOVEMBER 9 2016

SUBJECT NEWPORT SCHOOL INSPECTION REPORTS 2015/16

SACRE Synopsis: Main findings

During the academic year Autumn 2015 - Summer 2016 six Newport schools were inspected.

- Five primary schools
- One special school

Spiritual Development

Comments in relation to spiritual development are evident in all 6 inspection reports.

Collective Worship

Meeting statutory requirements

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does **not** comply with statutory requirements. We can therefore assume – as Estyn has not noted any instances of non-compliance - that all schools inspected meet statutory requirements in relation to collective worship.

Quality

5/6 of the reports made comment on the quality of collective worship

Good features

- appropriate opportunities to reflect in collective worship sessions and daily assemblies,
- very good use of pupils' diverse cultural heritage to ensure they have a good understanding of the need to respect one another
- a strong emphasis on values develops their moral and social awareness successfully.. acts of collective worship reinforce this
- the school makes effective use of assemblies to celebrate individual pupil achievements

RECOMMENDATION

To note and discuss the inspection reports.

Newport Primary School Inspection Reports for Academic Year 2015/16: SACRE Synopsis

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Ysgol Gymraeg Ifor Hael May 2016	The school provides skilfully for developing pupils' spiritual and cultural aspects. The school provides particularly effective opportunities to promote pupils' social and moral skills....this has a very positive effect on their ability to co-operate and respect each other's views.	Yes	Pupils have regular, appropriate opportunities to reflect in collective worship sessions and daily assemblies, for example through appreciating and celebrating the differences between people.	Current performance: Excellent Prospects for improvement: Excellent The school places great emphasis on equality, diversity and respect. Planning for developing pupils' awareness of sustainability and global citizenship is consistently good; As a result, pupils' understanding of other cultures is developing successfully.
Maindee C P school March 2016	Provision for promoting pupils' spiritual, moral, social and cultural development is outstanding.	Yes	The emphasis on positive values and tolerance towards and respect for others is a notable feature across the school. The school makes very good use of the pupils' diverse cultural heritage to ensure they have a good understanding of the need to respect one another	Current performance: Good Prospects for improvement: Excellent The school provides an extremely inclusive, caring and welcoming environment for pupils. All members of staff work closely together to celebrate the rich diversity of languages and cultures within the school community. As a result, all pupils feel valued, have high levels of wellbeing and develop their individual talents well in a nurturing atmosphere. The school makes very effective use of the experiences of pupils and parents of life in other countries to enhance pupils' knowledge of global citizenship....Roma Festival Week... is an example of one of the effective cultural weeks

				<p>that take place throughout the year. Through music and dance activities and high parental involvement, the school promotes respect and the value of human diversity very effectively. The school has very strong links with the local community.... and places of worship to enhance pupils' wellbeing and to enrich their learning experiences.</p> <p>A notable feature is the close partnership working with the ethnic minority education service.</p>
St Andrews Primary school November 2015	Teachers develop pupils' spiritual, moral and social understanding well through a range of themes, such as black history week, reflecting on Remembrance Day and pupils' engagement in purposeful collective worship. Teachers develop pupils' cultural understanding effectively through music, studying Welsh artists and celebrating a range of festivals, such as Diwali and Eid.	Yes	Pupils' engage in purposeful collective worship	<p>Current performance: Adequate Prospects for improvement: Good</p> <p>The school has a caring ethos that promotes a strong feeling of belonging, equality and respect among the pupils. It celebrates pupils' diverse ethnic, cultural and religious differences well. For example, during cultural diversity week, pupils have purposeful opportunities to experience Turkish cookery, Indian henna painting, Welsh clog dancing and martial arts.</p> <p>The school provides a good range of opportunities for pupils to learn about sustainability and global citizenship. In a dedicated cultural diversity week, pupils learn to appreciate people from different countries and cultures well.</p>

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
<p>Charles Williams CiW Primary school</p> <p>October 2015</p>	<p>The strong emphasis on teaching pupils about values develops their moral and social awareness successfully. Acts of collective worship reinforce this and provide opportunities for pupils to reflect on spiritual matters well.</p>	<p>Yes</p>	<p>Acts of collective worship reinforce this and provide opportunities for pupils to reflect on spiritual matters well.</p>	<p>Current performance: Good Prospects for improvement: Good Teachers' planning ensures a broad and balanced curriculum that meets statutory requirements. The school provides a happy environment where pupils feel safe and valued. Nearly all pupils feel part of the school and respect the school's values and strong Christian ethos. Teachers develop pupils' awareness of global citizenship appropriately through the study of other countries and cultures. The school has effective links with the local community and the Church. Through their links with the Church, good use is made of visitors and special guests who regularly visit the school. Pupils regularly take part in local events and services, which provide a range of valuable experiences for them. For example, pupils parade through the local streets to re-enact Jesus' entry into Jerusalem at Easter.</p>

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
<p>Ysgol Gymraeg Bro Teyrnnon</p> <p>September 2015</p>	<p>The school promotes pupils' spiritual, moral, social and cultural development successfully.</p>	<p>Yes</p>	<p>No comment</p>	<p>Current performance: Good Prospects for improvement: Good The school provides a wide range of stimulating experiences for pupils, and responds fully to the requirements of the National Curriculum and religious education. Pupils show obvious concern for others by organising special evenings for the friends of the school and by raising money regularly towards charitable and humanitarian work, for example organising a wellbeing and beauty evening for parents. The school embraces various cultures within the local communities that strengthen pupils' understanding of religions and traditions of the world.</p>

Newport Special School Inspection Reports for Academic Year 2015/16: SACRE Synopsis

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Maes Ebbw Special school March 2016	The school promotes pupils' social, moral, spiritual and cultural development effectively through the curriculum, assemblies and interesting activity days such as work with artists in residence.	Yes	SMSC is promoted through assemblies. The school makes effective use of assemblies to celebrate individual pupil achievements.	Current performance: Adequate Prospects for improvement: Adequate The school's mission statement to provide "a happy and secure environment" is reflected in the school's caring ethos and fully inclusive community. There is a strong focus on equality and diversity. The school raises pupils' awareness of other cultures. However, links with other schools and countries are underdeveloped.

NEWPORT CITY COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: NOVEMBER 9 2016

SUBJECT RE AND THE NATIONAL CURRICULUM (Update)

Background

Professor Donaldson report and recommendations can be found in the document *Successful Futures - Independent Review of Curriculum and Assessment Arrangements in Wales*.

Recommendation 9 states: *Religious education should form part of the Humanities Area of Learning and Experience, and should remain a statutory curriculum requirement from reception.*

In October 2015 'A curriculum for Wales – a curriculum for life' document was released which outlines the plan for taking forward Professor Donaldson's recommendations

Pioneer schools and stakeholders will have a say in the shape of the curriculum. The first stage for **Curriculum Pioneers** would be a high level definition of an Area of Learning and Experience framework. Detail around content would follow on from this initial phase.

New Deal Pioneers would focus on the pedagogy and leadership needed to deliver the requirements of the new curriculum as it develops

A Update from WG meeting with WASACRE Officers 13/9/16

Manon Jones (Curriculum Division of Welsh Government) is responsible for the pioneer schools and two areas of learning and experience (AOLE), Humanities and Language and Literacy. There are 3 strands

Strand 1: Representatives from the pioneer schools have already attended a few induction events.

Strand 2: (High Level AOLE design)

This will be established in **October 2016** through till Christmas 2016. Representatives from the pioneer schools will work within areas of learning and experience (AOLE) in order to consider the 'big questions' of curriculum development, eg. what is the scope of each AOLE? What are the connections between AOLES?

Strand 3: Subject specific design.

Representatives from the pioneer schools will consider the strands within each area of learning and experience. This is where the in depth subject specific knowledge will be required.

WASACRE have been asked to support WG by advising on:

- Reading material
- Attendance at meetings North and South
- Identification of schools exemplifying good practice in RE

The timeline (and other documents/presentations) can be found on the following websites.

English: <http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/?lang=en>

Cymraeg: <http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/?skip=1&lang=cy>

B Policy Forum for Wales Keynote Seminar - The New National Curriculum for Wales- developing the Content of the Areas of Learning and Experience

This takes place on 13/10/16 in Cardiff. This has been organised independently from WG. The Chair of WASACRE - Phil Lord - has been invited to speak at the seminar.

C NAPfRE Guidance

The National Advisory Panel for RE (NAPfRE) has begun the process of drawing up a guidance document called *What makes good RE* for submission to the pioneer network for consideration when working on the shape of the RE curriculum. It is still ongoing and will provide some guidelines on RE in schools..

Recommendation

SACRE to note and discuss the developments relating to the position of RE in the curriculum

NEWPORT CITY COUNCIL

**REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS
EDUCATION**

DATE: NOVEMBER 9 2016

SUBJECT GCSE SPECIFICATIONS (UPDATE)

SACRE has been regularly updated on progress with regard to the revised specifications for GCSE and A/AS Level examination courses. SACRE agreed that any information should be shared with schools as soon as possible after receiving any updates from WJEC to help RE departments in their planning and preparation of schemes of work and for teaching the revised specifications.

The A/AS level specifications have been approved and are in place for first teaching from September 2016

The GCSE specifications were delayed and therefore deferred by Qualifications Wales until first teaching in 2017. However, there has been an issue for those schools that start the GCSE courses early (e.g. Year 9) because they will need to start teaching from the new specifications in September 2016 therefore they are anxious to receive an outline of the new specification from GCSE by autumn 2016.

In **September 2016** SACRE wrote to all schools and SACRE members giving them an update on the current situation regarding the revised GCSE specification (see attached letter).

On 12th October 2016 SACRE were informed that the revised GCSE specification for Religious Studies had been approved by Qualifications Wales. This specification is to be implemented from September 2017.

Recommendation

SACRE to note and discuss the developments relating to the revised specifications for GCSE

TO: All secondary schools in the local authority

September 18th 2016

Dear Colleague

I am writing to give you an update on the current situation regarding the revised GCSE specification. This is the most up to date information that I have received from Lynda Maddock, GCSE Examinations Officer and I am sure it will prove useful to you and your department preparing your schemes of work and for teaching the revised specifications. This is a summary of where the revision process is at present. See italicised comment from WJEC below.

WJEC say that they are very close to accreditation now. The Draft specification is on the WJEC website (especially for those who have already started with year 9). SAMS are just being translated now and will then be placed on the website also.

*There is a wealth of resources available on the Eduqas website and it is probably worth schools buying a copy of the Hodder book for Eduqas (as lots of content is similar) when it is released on **Oct 28th**. There will be a text book for Wales but because of deferral, Hodder are not rushing with it.*

SACRE has been regularly updated on progress with regard to the revised Specifications and has agreed that this information should be shared with you so that you can be updated on the matter as a matter of urgency.

Yours sincerely
Vicky Thomas
Consultant to SACRE

From: Maddock, Lynda <Lynda.Maddock@wjec.co.uk>
Sent: 26 September 2016 14:50
To: Libby Jones; vickyathomas@hotmail.co.uk
Cc: philiplord@gwegogledd.cymru; Mary Parry
Subject: FW: WJEC Eduqas GCSE RS Sample

Hello All,

In order to alleviate Teachers' concerns somewhat, please find below a link to some sample chapters from the text book that Hodder has written for our Eduqas specification. The full book will be available in about a month.

Obviously, it won't contain any Welsh dimension and it does not suit our draft Wales spec perfectly, but it will still be useful because there is a good deal of overlap, particularly with the Philosophical /Ethical themes section.

So, for teachers in Wales, who have started Life and Death in year 9, this sample will be very useful. Similarly, if teachers have started with Christianity or Islam from the draft spec, then there will be useful material here.

Please feel free to forward this widely.

Quals Wales have now received my amended SAMS document...and I wait in hope!

All the best.

Lynda

From: Education Religious Education [<mailto:Religious.Education@hoddereducation.co.uk>]
Sent: 14 September 2016 16:00
Subject: WJEC Eduqas GCSE RS Sample

Many thanks for expressing an interest in our WJEC Eduqas GCSE RS resources.

We now have 3 sample chapters available for you to download from our website. These can be found at the following link under the heading 'Sample Chapters': <http://www.hoddereducation.co.uk/GCSERS/WJECeduqas>

NEWPORT CITY COUNCIL

REPORT TO: **STANDING ADVISORY COUNCIL FOR RELIGIOUS
EDUCATION**

DATE: **NOVEMBER 9 2016**

SUBJECT **INCLUSIVE SACREs AWARD**

Dear Chair of SACRE,

Get recognition for your SACRE's work in national Award

I am writing to you as Chair of the Standing Advisory Council for Religious Education to urge that it consider applying for the [2017 Accord Inclusivity Award](#), which is seeking to reward those SACREs that work hardest in their area towards boosting the growth of inclusion, cohesion and mutual understanding between those of different religions and beliefs. If your SACRE takes these aims seriously then please don't miss out on this rare opportunity for it to be recognised for its work. Until now the Award - which has run every, the first placed school in 2013, Little Heath School in Redbridge, won [strong praise](#) from judges for its approach to RE which was later [highlighted](#) by Ofsted as an example for other special schools to follow. Newbury Park Primary School in Ilford came first [in 2014](#) for its 'Ambassadors of Faith and Belief' scheme that was year since 2010 - has rewarded schools in England and Wales that excel on these grounds. For the 2017 Award however judges have decided to only invite nominations for SACREs, given the important role SACREs can play through their work in promoting respect, empathy and social cohesion.

Religious Education has always been of key importance for Inclusivity Award judges, who have consistently rewarded schools for excellence in the subject (and often thanks to recommendations from SACREs). For examples supported by its SACRE and which served to help improve pupils understanding of the nature of faith and belief as a real life experience. The winning school in the 2016 Award, the Chestnut Grove Academy in Balham, [stood out](#) for the way in which its RE deepened and extended pupils' knowledge and understanding of religion and belief while simultaneously dealing with a range of controversial issues, such as around sexual diversity, homophobia and gender. But this coming year presents a chance for SACREs themselves to shine.

The Award is free to apply for. The full line up of another respected and experienced panel of experts will soon be announced. Previous judges have included former Secretary of State for Education, Lord Baker; the Chair of the Education Select Committee, Neil Carmichael MP; the then Chair of the Religious Education Council of England, John Keast OBE; the Bishop of Buckingham, The Rt Revd Dr Alan Wilson, and journalist Polly Toynbee.

RE is subject to many demands and pressures. If your SACRE works hard at trying to ensure local schools provide inclusive and high quality RE and assemblies that take seriously the promotion of the growth of mutual understanding between those of different beliefs

and backgrounds, then please make sure someone is mandated to submit a [completed nomination](#) on its behalf.

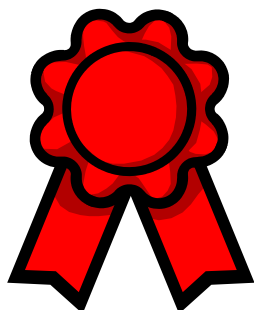
For more information on the Award please visit Accord's website at <http://accordcoalition.org.uk/inclusivity-award-2017/>. The deadline for entries is Monday December 12th and prizes will be announced in the New Year. Please contact Accord's National Coordinator, Paul Pettinger, at paul@accordcoalition.org.uk or on 020 7324 3071 with any queries.

Every winner of the Inclusivity Award has received national press coverage for their success. Don't miss this chance to draw attention to you and your colleagues' efforts.

Yours sincerely,

Rabbi Dr Jonathan Romain MBE
Chair of the Accord Coalition for Inclusive Education

<http://www.accordcoalition.org.uk>
39A Moreland Street, London, EC1V 8BB
t: 020 7324 3071
f: 020 7079 3588



Inclusive SACREs Award nomination form

1. Contact details:

SACRE name:	
Name and position of main contact for the Award:	
Main contact's telephone number and email address:	
Name and email of SACRE Chair (if different from above):	
Name and contact email of RE advisors, clerks or local authority staff/ officers that currently actively support the SACRE:	

2. SACRE details:

Please provide the information listed below by either including a relevant hyperlink or indicating that the document is to be attached by email with this completed form.¹

Copy of the current syllabus, and any accompanying guidance:	
Copy of the SACRE constitution, along with any standing orders:	
Link to SACRE website (if exists):	
Link to last annual report:	

¹ If only a paper copy can be submitted, please post it to the Accord Coalition at Unit A, 39 Moreland Street, London, EC1V 8BB.

Please list the current membership of your committees A, B, C and D, or any members who are co-opted or attend regularly as an observer, and indicate for which party, tradition or interest group(s) they each represent. Feel free to also indicate any known vacancies.

Committee A:

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Committee B:

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Committee C:

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Committee D:

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Co-opted:

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Observers:

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3. SACRE remit and resources: (no more than 250 words)

Please describe – in no more than 225 words – the characteristics of the area the SACRE covers and the number of schools that are currently required to adhere to its syllabus. This is also an opportunity to describe the access to subject expertise and the level of material support the SACRE receives, including from the local authority.

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4. Implementation of being an inclusive SACRE: (no more than 850 words)

This is the most important section. The judges recognise there are many competing expectations and demands placed upon the subject. However they are especially interested in the way that the SACRE have sought to boost inclusion, community cohesion, mutual understanding and mutual respect between those of different religions and non-religious worldviews. Please provide specific examples of how these aims are met. It is also recommended to set out at least one innovative approach that has been particularly important or successful. Judges will be interested to find out how the Agreed Syllabus directly advances these aims, but other areas of the SACRE's work that could prove of interest include:

- building a relationship with local schools that are not required to follow the syllabus and forging partnerships with other agencies (such as local academy chains, multi-academy chains and faith school sponsors, or higher or further education providers)
- urging the local authority to ensure that the membership of the SACRE and Agreed Syllabus Conference is diverse and representative, including of the non-religious
- considering the views of pupils, or developing a Youth SACRE or RE Ambassador programme
- support and guidance to schools on making assemblies and/or provision for SMSC development more inclusive
- creative use of Collective Worship determinations
- the production or commissioning of extra resources for teachers, such as with lesson or curriculum planning (please also submit these in digital copy - they will be treated with confidence and only shared amongst the judging panel)
- organising training for Governors or helping tackle gaps training and Career Professional Development for teachers
- developing support and research networks
- celebrating successes by pupils and schools

- identifying an area of the SACRE's weakness and acting upon it
- targeted help to individual schools
- ideas and help for schools to advance their legal duties, including the Public Sector Equality Duty² and requirement to promote British Values and community cohesion

The Award judges are also interested in the provision of high quality RE more generally, so please consider drawing upon examples that highlight how the SACRE has helped in achieving this. Examples might include:

- new ways of working to alleviate the impact of local authority funding restraints
- sharing ideas and concerns with central government
- ensuring continuity, coherence and sustained learning for pupils moving between primary and secondary phases,
- promoting provision for short course or full RS GCSE and A level

5: Evaluation and planning for the future: (no more than 200 words)

Where has the SACRE's work and implementation of its approach been most successful, and why? What lessons were learned? In what way was the SACRE's approach improved as a result? What are major barriers to further improvement, and how might they be overcome? Have any ideas and recommendations be made for the next Agreed Syllabus Conference?

² The Public Sector Equality Duty was created by Section 149 of the Equality Act 2010 and came into force in 2011. It requires all public bodies and those carrying out public functions to have due regard when carrying out their activities to helping eliminate discrimination, advance equality of opportunity and foster good relations between different people.
<http://www.legislation.gov.uk/ukpga/2010/15/section/149>

Please return the completed nomination to paul@accordcoalition.org.uk

If you wish to submit further external or supplementary evidence for consideration by the judges, please consider including appropriate web links in this form. If you only have information as a hard copy then please consider scanning and uploading it online.

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Cyfarfod Cymdeithas CYSAGau Cymru, Y Rhyl, 23
Mehefin 2016 (10.30am – 3pm)
*Wales Association of SACREs meeting, Rhyl, 23 June
2015 (10.30am – 3pm)*

Attendance

Ynys Môn / Anglesey Bethan James Blaenau Gwent Gill Vaisey Pen-y-bont ar Ogwr / Bridgend Edward Evans Caerffili/ Caerphilly Caerdydd / Cardiff Gill Vaisey Sir Gaerfyrddin / Carmarthenshire Mary Parry Ceredigion Lyndon Lloyd Conwy Phil Lord Nicholas Richter	Sir Ddinbych / Denbighshire Phil Lord Sir y Fflint / Flintshire Phil Lord Gwynedd Bethan James Merthyr Tudful / Merthyr Tydfil Sir Fynwy / Monmouthshire Gill Vaisey Castell-nedd Port Talbot / Neath and Port Talbot Casnewydd / Newport Huw Stephens Sir Benfro / Pembrokeshire Mary Parry	Powys John Mitson Margaret Evitts Rhondda Cynon Taf Gill Vaisey Mathew Maidment Abertawe / Swansea Torfaen /Torfaen Bro Morgannwg / Vale of Glamorgan Gill Vaisey Wrecsam / Wrexham Libby Jones Samantha Jesson Ruth Holden Sylwedyddion / Observers Tudor Thomas (REMW) Abi Williams (Welsh Government) Paula Webber
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Minutes

1. Cyflwyniad a chroeso / Introduction and welcome

Chair of WASACRE, Phil Lord welcomed members to Rhyl and introduced Head of Education and Children's Services for Denbighshire, Karen Evans.

Karen Evans welcomed WASACRE members to the Council Chamber in Rhyl and spoke about the importance of collaboration and partnership working in Education. Karen Evans acknowledged the work of WASACRE and the 22 SACREs in Wales in contributing to this collaboration, which has helped to improve the quality of teaching and learning in schools. Karen Evans shared her belief that RE remained a pivotal part of the curriculum because of the important skills it develops in young people and the life lessons they learn from it, which are often not taught elsewhere. Karen also said that RE gives young people the space to make sense of their own place in the world, with empathy, compassion, tolerance, and respect. Karen concluded her welcome by wishing WASACRE well in its meeting and AGM.

2. Adfyfyrio tawel / Quiet reflection

Phil Lord lead a reflection and asked members to consider the important work they were about to embark on during the meeting.

3. Ymddiheuriadau / Apologies

Tania ap Sion, Christine Abbas, Alwen Roberts, Vicky Thomas, Cllr Ernie Galsworthy, Sue Cave, Helen Gibbon and Meinir loader, Cllr Arwel Roberts, Sharon Perry-Phillips .

4. Cofnodion y cyfarfod a gynhaliwyd yn Hwlfordd, 8 Mawrth 2015 / Minutes of meeting held in Haverfordwest, 8 March 2016

Phil thanked Edward Evans for chairing the meeting in his absence.

The minutes were accepted as a true record of the meeting. Proposed by Huw Stephens and seconded by Gill Vaisey.

5. Materion yn codi / Matters arising

P3. Item 5. Matters arising. Libby Jones explained that the link from the WASACRE website to the REMW archive material on the Peniarth website is currently being set up and will be available soon.

P4. Item 5. Matters arising. Libby Jones read out the email WASACRE had received from Lynda Maddock (WJEC), informing members that due to issues raised by Qualifications Wales regarding the new specification it is now unlikely that the spec would be accredited before September. Lynda gave indications of which topics would be safe for teachers to begin with their Year 9 pupils from September 2016, in preparation for its official implementation in September 2017. Aspects of the new Eduquas specification were suggested by Lynda as helpful for this purpose. Edward Evans proposed that the email be sent to SACREs for circulation to schools. Tudor Thomas urged caution as the spec has not yet been accredited. A discussion ensued in which the following points were raised:

Even though the content of the Eduquas RS specification is similar to the new RS specification for Wales, the question types might be quite different; therefore teachers need to be aware of that when teaching to Year 9 students' pre September 2017.

The new content is considered to be a step backwards by many teachers.

RE's place within the curriculum needs to be looked at if the exam is getting so much harder that many schools are starting the GCSE RS course in KS3 because they are not giving KS4 RE appropriate time on the timetable to cover the specification.

Disappointment was expressed in the extended delay, which will result in further confusion for schools and teachers.

Short Course is part of the capped point score so it is not in as much danger as it is in England where it is not counted at all and so will disappear.

The RE world has worked hard to attain and maintain the RS Short Course which revolutionised statutory RE and it will be a shame for Wales to lose it.

Mary Parry explained that from her meeting with representatives from WJEC including Chief Executive, Gareth Pierce, she can now confirm that retaining a separate short course as well as the new specification is not an option. Mary communicated to Gareth Pierce that the new specification will not appeal to statutory RE students and this could mean that results will go down. If this happens it will put RE in a dangerous position in terms of time and status and what the pupils receive.

Action: LJ will reply to Lynda Maddock to thank her for the information and to ask when schools will be officially informed by WJEC of the current situation. LJ will send the information in the email from Lynda to SACREs for their information and for circulation to schools. LJ will write to Qualifications Wales to express disappointment in the delays and to outline the concerns members have about the content of the new specification.

P4. Item 5. Matters arising. Bursaries for PGCE students. LJ read out the email from Rachel Bendall, RS PGCE Course leader at USWTSD, which described the current bursary offer in Wales for RS PGCE students compared to England. It became clear to members that Wales cannot compete with England offer which has resulted in Students going across the border to study. Members agreed that WASACRE should take this to the WG with projected figures. Mary Parry proposed that WASACRE asks Rachel to make an enquiry to Vaughan Salisbury about the RE News questionnaire completed recently and to do something similar in order to obtain further information and data regarding this situation to inform future action.

Action: LJ will email Rachel to make enquiries.

P5. Item 5. Matters arising. Humanist representation on SACRE. Humanists requesting representation on SACRE should be invited to make a presentation to current members outlining how their co-option will positively impact SACRE. The decision to co-opt lies entirely with each individual SACRE.

P10. Item 10. A.O.B. Incerts. WASACRE wrote to Welsh Government to request a statement which could be sent to Incerts to confirm that the RE levels in the National Exemplar Framework are statutory. Welsh Government refused to supply WASACRE with a statement due to Incerts being a commercial enterprise.

Mary Parry reminded members of the situation and that the headings for the RE levels within the Incerts assessment package used by many schools in Wales are misleading. The Foundation Phase outcomes are not on there and Incerts have refused to put them on. All SACREs have notified schools of the confusion and have explained which levels are the correct ones to use.

Action: LJ will ask Welsh Government for a statement which explains the status of the Agreed Syllabus levels in RE.

6. Addysg Grefyddol a'i le o fewn y cwricwlwm newydd / *Religious Education and its place within the new curriculum*

Gill Vaisey spoke about the meeting between WASACRE Executive representatives and Welsh Government representatives Manon Jones and Abi Williams. Gill said that it was a positive meeting in which they were able to share concerns over the implications of the new curriculum for Wales, including the current nursery provision for RE and withdrawal rights, and to share what good RE might look like. Gill assured members that

WASACRE will continue to meet with Welsh Government in the future to maintain and develop this mutually beneficial relationship.

A member asked which schools had been chosen as pioneer schools. Phil Lord confirmed that the information was available on the Welsh Government website.

7. **Diweddariadau/Up-dates:**

- **FEAAG/ EFTRE**

The EFTRE Conference will take place in August 2016, the dates and details for which are on the EFTRE website www.EFTRE.net. Phil Lord will be going to the conference, which will focus on RE in a multi-cultural world and will aim to help address the anti-terrorism agenda. Lots of different workshops will be offered and Phil urged members to circulate the information about the conference to teachers in their Local Authorities.

- **Canlyniadau'r Bagloriaeth Cymru ac Arolwg Addysg Grefyddol/ *Results of the Welsh Baccalaureate and RE Survey***

Libby Jones shared a PowerPoint presentation with members showing the initial results of the Welsh Baccalaureate survey. The PowerPoint is available on the WASACRE website www.wasacre.org

A discussion ensued in which the following points and questions were raised: What percentage of schools from each authority responded to the questionnaire? Where the Welsh Baccalaureate Qualification has negatively impacted schools support should be given as soon as possible.

WASACRE should highlight the examples of positive impact and share them as good practice to all schools in Wales.

The current agreed syllabi in Wales (National Exemplar Framework) currently states that KS4 RE can be offered through 'other appropriate qualifications (e.g. Key Skills/Welsh Baccalaureate)'. Should we be looking at this guidance with a view to re-wording it?

What are the consequences for not doing statutory RE at KS4?

The information within the responses from each school should be sent to the appropriate SACRE for them to deal with any issues which have been raised and feedback given to WASACRE on progress.

Schools should be formally thanked for responding to the survey.

Action: LJ to send letter of thanks to the individual schools via their local SACRE. Send PowerPoint presentation to SACREs for their information.

Feedback the responses to the SACREs about their schools for their information.

Send information to the RE Advisors/SACREs regarding the schools who may not be meeting current statutory requirements for RE and request feedback on the Local Authorities' actions and progress.

- **Canllawiau ar Reoli Hawl Tynnu'n ôl o Addysg Grefyddol/ *Guidance on Managing the Right of Withdrawal from Religious Education***

Gill gave members the context to the guidance document explaining that it was done on request of Headteachers for guidance on withdrawal from RE. NAPfRE have supported Gill on writing this Guidance. Headteachers have been involved, as have different Local Authorities in Wales and Dilwen Hunt (chair of AREIAC). The emphasis of the document is on helping Headteachers manage the withdrawal from RE. The Exec committee considered making it available as a glossy document and on PDF to publish it and have asked the Treasurer if WASACRE would support it in terms of funding. It would be a WASACRE

sponsored document and WASACRE would pay for the design, printing and translation costs.

The majority of members present at the meeting agreed for WASACRE to give financial support to this guidance document.

It was proposed that the WASACRE website should be improved and up-dated, including the WASACRE logo and design style for future WASACRE documents. The majority of members voted in agreement of this proposal.

8. Cyflwyniad NAPfRE / NAPfRE presentation:

Addoli ar y Cyd a cadw arferion crefyddol mewn Ysgolion / *Collective Worship and Religious Observance in Schools- Alison Mawhinney and Ann Sherlock*

Alison and Ann gave a presentation on their recent research into Collective Worship across the UK, including looking at current legislation. The presentation is available on the WASACRE website. www.wasacre.org . Phil thanked Alison and Ann for their presentation and members were invited to ask questions. An example of some of the questions asked are as follows:

Q1. Is there a specific age suggested by the United Nations Convention on the Rights of the Child that a child is capable of making the decision to withdraw themselves from collective worship?

A. No there is not. However, competence is referred to in convention and schools would have to make that decision.

Q2. When a child is withdrawn from collective worship what activities are deemed to be educational that the children can do instead and where is that in the legislation?

A. It states in International Guidance that the activity should be in line with parental wishes and in line with the rights of the child.

9. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 10 May 2016 / Report from the Executive Committee held on 10 May 2016

Phil talked about WASACREs relationship with the Religious Education Council for England and Wales and plans for further dialogue and collaboration.

Phil suggested that WASACRE should keep a watching brief on what is happening with the WJEC new RE specification which will be implemented in September 2017.

10. Gohebiaeth /Correspondence

Libby Jones received an email from Kathy Riddick, development officer of the Wales Humanists on April 5 2016 to enquire about how Humanist representation on SACREs can be arranged. Libby Jones replied to Kathy to explain the process, a copy of her response was read out at the meeting, and Kathy asked to attend one of the future WASACRE meetings. In consultation with Phil, Libby has invited Kathy to attend the meeting in Carmarthenshire in November as an observer.

Libby received an email from a parent from RCT local Authority regarding a possible equality issue within his child's school. Libby read out the email to members who agreed that it was not a WASACRE issue and that it would be more helpful to pass it on to RCT SACRE for them to investigate further with the school in question.

Action: LJ will contact the parent to explain that his enquiry is now being dealt with by RCT SACRE and RCT SACRE has been advised of the enquiry.

11. U.F.A. / A.O.B. None.

12. Dyddiad y cyfarfod nesaf / Date for next meeting: 18 Tachwedd 2016, Carmarthenshire/ 18 November 2016, Carmarthenshire.

The meeting will be held in the Carmarthenshire Council Chamber.

Dyddiadau cyfarfodydd yn y dyfodol / *Future meeting dates:*

Spring 2017 Monmouthshire;

Summer 2017 Wrexham;

Autumn 2017 Bridgend;

Spring 2018 Swansea.

Phil Lord brought the meeting to a close and thanked those involved for their contributions.

THE CITY OF NEWPORT

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: NOVEMBER 9 2016

SUBJECT: HOLOCAUST MEMORIAL DAY 2017

PURPOSE: TO INFORM THE SACRE OF HMD 2017

BACKGROUND

Holocaust Memorial Day is an annual event that takes place on January 27th and was established in the UK in 2000. The first HMD was held in January 2001. January 27th marks the anniversary of the liberation of Auschwitz-Birkenau concentration camp by soviet troops in 1945. Holocaust Memorial Day seeks to change the future by learning from and remembering the past. Schools are encouraged to participate in Holocaust Memorial Day in order to remember the victims of the Holocaust and more recent genocides. It provides a framework to explore issues of morality, human reactions, individual experiences, responsibilities and larger questions of the role of governments and democracies. The government, including the Welsh Government, encourages schools and LAs to commemorate this event in some way.

The Holocaust Memorial Day Trust produces materials specific to the theme Holocaust Memorial Day. The theme for 2017 is “**How can life go on?**”

The aftermath of the Holocaust and of subsequent genocides continues to raise challenging questions for individuals, communities and nations. HMD 2017 asks audiences to think about what happens after genocide and of our own responsibilities in the wake of such a crime. This year's theme is broad and open ended, there are few known answers.

Author and survivor of the Holocaust Elie Wiesel has said:

'For the survivor death is not the problem. Death was an everyday occurrence. We learned to live with Death. The problem is to adjust to life, to living. You must teach us about living.'

Further information about the theme and free educational resources containing material suitable for primary to post 16 students is available online at <http://education.hmd.org.uk>

RECOMMENDATION

- The Local Authority to write to schools reminding them of HMD 2017 and informing them of the HMD Service at St Woolos Cathedral
- To circulate to schools the information on HMD and reference the website for appropriate resources www.hmd.org.uk.

Please Note

A report on the HMD 2016 event held by Newport at St Woolos Cathedral has been submitted to the Holocaust Memorial Day website.

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