

# Agenda



## Standing Advisory Council for Religious Education

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Date: Thursday, 19 October 2017

Time: 10.00 am

Venue: Committee Room 1 - Civic Centre

To: Councillors L Lacey (Chair), I Hayat, R Hayat, T Holyoake and J Watkins

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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) Includes schedule of meetings 2017-18 <ul style="list-style-type: none"><li>• 14 February 2018 – Caerleon Comprehensive School</li><li>• 14 June 2018 – Maes Ebbw Special School</li></ul>	
5	<u>Matters Arising</u> (Pages 11 - 12)	
6	<u>Membership Report</u> (Pages 13 - 14)	
7	<u>SACRE Annual Report 2016-2017</u> (Pages 15 - 40)	
8	<u>SACRE Development Plan 2014-2018 Progress Report (see Annual Report)</u>	
9	<u>Inspection Analysis Autumn 2016-Summer 2017</u> (Pages 41 - 48)	
10	<u>RE and the National Curriculum: WG Newsletter/Update</u> (Pages 49 - 78)	
11	<u>Estyn RE Thematic Review Questionnaire</u> (Pages 79 - 82)	
12	<u>GCSE Religious Studies: Update</u> (Pages 83 - 84)	
13	<u>WASACRE</u> (Pages 85 - 94) <ul style="list-style-type: none"><li>• Feedback from AGM at Wrexham on 7 July 2017</li><li>• Representation at next meeting in Bridgend on Friday 10 November 2017</li></ul>	

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Date of Issue: 6 October 2017

14 Holocaust Memorial Day *(Pages 95 - 96)*

15 Correspondence

# Agenda

Cyngor Ymgynghorol Sefydlog ar  
Addysg Grefyddol

**Dyddiad** 17 Hydref 2017

**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
- 7 CYSAG Adroddiad Blynyddol
- 8 CYSAG Cynllun Datblygu
- 9 Dadansoddiad Adroddiad Archwilio
- 10 AG a Cwricwlwm Cenedlaethol : Diweddariad
- 11 Estyn Holiadur adolygiad thematig
- 12 GCSE Astudiaethau Crefyddol : Diweddariad
- 13 Materion CCYSAGauC
- 14 Diwrnod Cofio'r Holocost
- 15 Gohebiaeth

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# Minutes



## Standing Advisory Council for Religious Education

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Date: 14 June 2017

Time: 10.00 am

Present: Councillors I Hayat, R Hayat, L Lacey and J Watkins

Officers: M Dacey (Head of GEMS) – In the Chair, V Thomas (RE Consultant) and J Howells (Democratic Services Support Officer)

Faith Groups: P Landers (RC) & H Stephens (Baptist)

Teacher Representatives J Crawley (ATL) and S Northcott (NUT)

Apologies: Councillor G Giles, N Baicher, N Huggleston, S Hunt, K Mabbot, L Picton, S Sharma and H Vaughan

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### Martin Dacey took the Chair

#### 1 Welcome by St Patricks RC Primary School

Each member of SACRE was greeted personally by a pupil of the school and escorted into the meeting room.

SACRE members were welcomed to the school's act of collection worship. The assembly was led by the Headteacher, Lindsay Smith. The assembly included input from a large number of individual pupils in addition to the school as a whole. All pupils responded enthusiastically to the singing and also Mrs Smith's questions into how Jesus could be let into their hearts.

At the end of the service all SACRE members were handed a card thanking them for attending the assembly. The card contained a short verse dedicated to St Patrick together with a St Patrick's charm.

**Agreed:** That a letter of thanks be sent to the head teacher for hosting the SACRE meeting.

#### 2 Welcome to new SACRE Members/Roles and Responsibilities of a SACRE

Councillors Laura Lacey, Rehmaan Hayat and Joan Watkins, having been elected to Newport City Council on 4 May 2017, were welcomed to SACRE as new members. Information on the roles and responsibilities of SACRE was circulated to those present.

#### 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 of 8 March 2017 were accepted as a true record subject to the amendment of two typographical errors which included amending King Henry VII school to King Henry VIII school under item 8.

#### 6 **Matters Arising**

All action points agreed at the March meeting had been carried out.

Schools had previously been sent a letter together with a copy of the current Newport agreed syllabus for RE for them to confirm that statutory requirements for RE at all stages were being delivered. An updated list showed that all 9 secondary schools and 26 of the 38 primary schools had replied to the letter. It was agreed that a reminder be sent to those primary schools which had not responded.

#### 7 **Schedule of Meetings 2017-2018**

The following dates were agreed for SACRE meetings for the coming academic year. All meetings will commence at 10am.

Autumn meeting – 17 October 2017. This is a business meeting and will take place at the Civic Centre, Newport

Spring meeting – 14 February 2018. Caerleon Comprehensive have kindly agreed to host this meeting

Summer meeting – 14 June 2018. This meeting will take place at a Newport primary school.

##### **Agreed:**

Clerk to inform SACRE members of the agreed meeting dates.

A Powles to identify a Newport primary school for the Summer meeting – Maes Ebbw special school was suggested.

#### 8 **Membership Report**

Church in Wales: Now that Jared Nolan had left the authority a replacement representative would need to be found.

Salvation Army: although Major Comely had left Newport new replacements were expected in August when they would be approached to sit on SACRE.

Muslim: Mr Aabid had not been in attendance for quite a while. The Clerk had sent both an email and letter to him but had received no reply. A new Muslim representative would therefore need to be sourced.

NUT: Linda Stevens had stood down from SACRE but NUT and ATL would be amalgamating as a Union later this year and therefore no replacement would need to be found for her as S Northcott (NUT) and J Crawley (ATL) would continue to attend.

##### **Agreed:**

A Powles to follow up on a replacement for the Church in Wales vacancy.

Clerk to approach the Salvation Army for the vacant position

Clerk to liaise with Newport City Council's Regional Community Cohesion Coordinator regarding Muslim representation at SACRE meetings

## 9 Revised Criteria for GCSE and GCE specifications: Update

EAS have appointed two lead practitioners to support schools with the implementation of the new Religious Studies GCSE specifications to be taught from September 2017. They are:

- Rhian Davies – King Henry VIII
- Clare Lane - Ebbw Fawr LC

A network meeting has been organised for 28 June, 2017 at King Henry VIII School in Abergavenny, NP7 6EP. A letter had been sent to all Newport secondary schools encouraging them to sign up for the meeting (see item 13 on the agenda).

Funding has been secured for Rhian Davies to continue for the next academic year 2017/18. There is an intention to hold one network meeting per term. There is also an expectation that the GCSE lead will go out to schools to support where necessary.

As had happened at previous meetings, a lengthy discussion ensued on this topic;

- the new specifications for GCSE and A/AS level were particularly heavy on content and present day teachers had not been trained in a lot of textual content in RE.
- schools in Wales were having to rely on Hodder, the English text book for RS, as no text book for Wales was available as yet.
- VT confirmed that whilst no text book was available the lead practitioners were producing material which was available on the HWB website and the WJEC were also populating their website with material.
- It was agreed that teachers were highly likely to refer online for support.
- VT agreed to raise the issue of support material at the WASACRE Summer term meeting.

Several queries were raised regarding the continuation of the short course. VT confirmed that the short course would continue in Wales which was not the case in England. The 2017 entry numbers for the short course would be available at the Spring 2018 meeting when exam results and entry numbers were compared over the past three years.

### **Agreed:**

The report was discussed and noted.

## 10 National Curriculum Review and Assessment: Update

Following the publication of Professor Donaldson's report '*Successful Futures*' WASACRE representatives had been present at regular stakeholders' meetings with Welsh Government to discuss the new curriculum.

Items discussed included:

- a. Relationship between the locally agreed syllabus, the statutory requirements and the new curriculum.  
WG agreed to investigate what had happened with the Foundation Phase during the last curriculum review to avoid the same thing happening again.
- b. Working together to develop the RE aspect of the Humanities Area of Learning & Experience

A draft timeline for the development of the AoLE was provided by WG and it was agreed that SACREs and WASACRE needed to be involved in the development of the curriculum.

- c. Other matters which may impact the curriculum reform process :
- RE for nursery children – under the Successful Futures report the AoLE would be statutory from the age of 3. Currently RE is provided from reception onwards. WG felt that this distinction between RE and other subjects of the curriculum could be addressed
  - Post 16 Religious Education – this would need further consideration as Professor Donaldson's review only covered up to age 16
  - Managing withdrawal from RE – with RE being included in humanities there was a need to clarify the procedure of withdrawal from RE following a parent's request.
  - Relationship between the new curriculum framework and qualifications – there was concern that the new RS GCSE appeared to be at odds with proposals contained in Successful Futures.

Welsh Government have commissioned Eleanor Rawling to write a paper on the Welsh Curriculum Review. She was present at the AoLE meeting in May to outline her recommendations. Teachers were asked to form subject groups in order to identify one big idea which could be developed like the Science 'Big Ideas'.

It was felt that the current curriculum was too rigid and Professor Donaldson's report has to be more flexible.

**Agreed:**

The report was discussed and noted.

## 11 Estyn Update

VT reported back on the very positive meeting which had taken place with Estyn on 5 June 2017.

The meeting had been arranged following the news that Estyn were conducting a thematic review of RE at KS2 and KS3. Clarification was sought by SACRE on the form of this thematic review. Agenda items were as follows:

1. The thematic review of Religious Education at KS2-KS3.
2. Current inspection of RE – Meeting statutory requirements according to an agreed syllabus for Religious Education.
3. KS4 RE.
4. The new Estyn Inspection Framework from September 2017 and RE.
  - Estyn confirmed that 20/21 schools would be identified mainly from evidence of previous visits by HMI.
  - Estyn would be looking at standards of achievement, provision, links with communities and staffing (whether specialist or non specialist teachers).
  - Estyn confirmed that any non fulfilment of statutory requirements for RE would be referred back to the school.
  - The delegation had pointed out to Estyn that when looking at secondary school inspection reports there were no specific comments made regarding RE unlike in primary reports. Estyn agreed to bring this point to the attention of their inspectors.
  - There was also concern about some schools believing that following the Global Citizenship module of the WBQ was sufficient to address agreed syllabus requirements. Estyn were informed that this would not be the case. RE sits outside the national curriculum and the syllabus is therefore determined by the Local Authority which also monitors that statutory requirements are being met. There were



also reports that some schools were using registration and 'thought for the day' as part of its delivery of RE and believed that would meet statutory requirements when it does not. Estyn agreed to alert its inspectors to this issue.

## 12 **WASACRE Issues**

### Feedback from Spring meeting at Usk

This meeting had been very well attended by Newport representatives with N Baicher, S Northcott, H Stephens and V Thomas all attending. The main issues of that meeting have already been addressed in this SACRE meeting.

### Representation at Summer meeting in Wrexham

V Thomas confirmed that she would attend. S Northcott also hoped to be available to attend.

### Executive Voting

*Nominations for the position of Vice Chair:* Newport nominated G Vaisey

*Nominations for Executive Committee:* Newport nominated both A Lewis and G Vaisey

### **Agreed:**

Clerk to inform WASACRE of those attending the summer meeting in Wrexham

VT and SN have delegated powers to place Newport's nominations to the Executive at the summer WASACRE meeting.

## 13 **Correspondence**

The letter to secondary schools regarding the network meeting in Abergavenny on 28 June as previously mentioned in item 9.

With no further matters to discuss the meeting ended. M Dacey thanked everyone for attending and for their input

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## 5. MATTERS ARISING

### REPOSE FOLLOWING LETTER TO SCHOOLS REGARDING STATUTORY REQUIREMENTS

SCHOOL	SLIP RETURNED	YES/NO
Bassaleg	17/1/17	Yes
Caerleon Comp	16/1/17	Yes
John Frost	11/1/17	Yes
Llanwern High	16/3/17	Yes
Lliswerry High	18/1/17	Yes
Newport High	27/1/17	Yes
St Julians	11/1/17	Yes
St Josephs RC	16/1/17	Yes
Ysgol Gyfun Gwent Is Coed	6/1/17	I have read and understand the statutory requirements for RE
<b>Total</b>	<b>9 schools</b>	<b>Replied 9</b>

SCHOOL	SLIP RETURNED	YES/NO
Alway		
Caerleon Lodge Hill	16/1/17	Yes
Charles Williams		
Clytha	6/1/17	Yes
Crindau	16/1/17	Yes
Duffryn Infants	16/1/17	Yes
Duffryn Jnr	10/1/17	Yes
Eveswell	16/1/17	Yes
Fairoak	16/1/17	Yes
Gaer	20/6/17	Yes
GlanUsk	10/1/17	Yes
Glasllwch		
High Cross	16/1/17	Yes
Kimberley	16/1/17	Yes
Langstone	18/1/17	Yes
Llanmartin	16/1/17	Yes
Lliswerry	16/1/17	Yes
Maes Ebbw		
Maesglas	16/1/17	Yes
Maindee	27/2/17	Yes
Malpas Court	27/2/17	Yes
Malpas Park		
Marshfield		
Millbrook	9/1/17	Yes
Milton Inf	17/2/17	Yes
Milton Jnr		
Monnow	19/6/17	Yes
Mt Pleasant		
Pentrepoeth		
Pillgwenlly	18/1/17	Yes
Ringland	27/2/17	Yes
Rogerstone	19/1/17	Yes
Somerton	17/1/17	Yes
St Andrews	01/03/17	Yes
St Woolos	6/1/17	Yes
Ysgol Gymraeg Casnewydd	27/2/17	Yes
Ysgol Gymraeg Ifor Hael	16/1/17	Yes
Ysgol Gymraeg Bro Teyrnnon		
<b>Total schools</b>	<b>38</b>	<b>Replied 28</b>

Malpas CiW Inf	16/1/17	Yes
Malpas CiW Jnr	16/1/17	Yes
St Davids RC	Catholic	
St Gabriels RC	Catholic	
St Josephs RC	Catholic	
St Julians		
St Marys RC	Catholic	
St Michaels RC	Catholic	
St Patricks RC	Catholic	Yes

## THE CITY OF NEWPORT

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

**DATE: 19 OCTOBER 2017**

**SUBJECT: MEMBERSHIP UPDATE 2017/2018**

### **A PURPOSE OF REPORT**

To discuss the membership of SACRE

#### **Local Authority**

**Councillors -** Laura Lacey (Chairperson), Ibrahim Hayat, Rehmaan Hayat, Tracey Holyoake and Joan Watkins

**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, Kath Sperry/ Rebecca Penn (Charles Williams CiW School) *replace Jared Nolan*

**Roman Catholic –** Patricia Landers

**Baptist –** Huw Stephens

**Methodist –** *Vacancy*

**Evangelical Churches –** Gifty David

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

**Salvation Army –** *Major Bernadette/ Stephen Westwood from July/August 2017 – yet to be confirmed*

**Hindu –** Soam Sharma

**Jewish –** Abraham Davidson

**Sikh –** Neeta Singh Baicher

**Muslim –** Sabina Begum (*replaces M S Aabid Chowdry*).

#### **Professional Associations**

**National Union of Teachers/ATL –** Sally Northcott and Joanne Crawley

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

**National Association of Head Teachers** – Heather Vaughan

**Secondary Head Teachers' Association (ASCL)** – Lana Picton

**UCAC** – Kirsten Hicks

## THE CITY OF NEWPORT

**REPORT TO:** STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION  
**DATE:** 19 OCTOBER 2017  
**SUBJECT:** SACRE ANNUAL REPORT 2016/17 AND PROGRESS REPORT ON DEVELOPMENT PLAN

### **A PURPOSE OF REPORT**

To offer to members of SACRE the annual report for 2016/17

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 30<sup>th</sup> December 2017.
- Members of the SACRE are requested to **discuss** and **note** the progress made with the Development Plan

#### **Background Papers:**

SACRE Annual Report 2016/17

Development Plan 2015-2018

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**CITY OF NEWPORT**



**STANDING ADVISORY COUNCIL FOR  
RELIGIOUS EDUCATION**

**ANNUAL REPORT**

**2016-2017**

**The Annual Report of Newport Standing Advisory Council for Religious  
Education**

**2016-2017**

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## THE ANNUAL REPORT OF NEWPORT STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (2016-2017)

### 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 2016- 2017.

November 9<sup>th</sup> 2016, Newport Civic Centre  
March 8<sup>th</sup> 2017, Bassaleg High School  
June 14<sup>th</sup> 2017, St Patricks Catholic Primary school

#### 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 Consortia and 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 2016/17 but no presentation on RE was received although two acts of collective worship were observed instead.
4. SACRE wrote to all schools in the local authority reminding them that coverage of the programmes of study of the locally agreed syllabus remains a statutory requirement whilst the curriculum is under review. SACRE also wrote to secondary schools drawing specific attention to delivery of RE at KS4 and informing them that coverage of the Global Citizenship unit alone would not be sufficient to cover all aspects of the agreed syllabus KS4 programme of study. It asked all schools to confirm that they understood the requirements of the agreed syllabus and that they are meeting those statutory requirements in their schools.

### **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 2017 Holocaust Memorial Day theme of 'Don't Stand By' and that free Holocaust resources can be found on their website [www.hmd.org.uk](http://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.

## **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 2017.
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. Two acts of collective worship were observed this year at both a primary and a secondary school.

## **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 presentations this year from their professional consultant Mrs V Thomas who gave updates on the review of the National Curriculum and its implications for RE and the development of the revised exam specifications.
3. SACRE, where possible, would hold meetings at schools in Newport for members to familiarise themselves with RE and collective worship in schools.

Two meetings were held at Bassaleg High school and St Patrick's Catholic Primary school and members observed an act of collective worship at both schools.

## **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.

SACRE has been updated on a termly basis of developments with the National Curriculum review and the place of RE within the Humanities Area of Learning and Experience. 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 2015- Summer 2016. If any issues emerge regarding RE, such as non fulfilment of statutory requirements, then the LA follows this up. Six schools were inspected consisting of five primary schools, and 1 special school. Members were presented with a summary of findings from these inspections.

Comments were positive stating that curriculum and statutory requirements were met and that schools studied other cultures and celebrated diversity especially those schools that celebrated a cultural diversity week where pupils have purposeful opportunities to experience aspects of religion and culture and learn to appreciate people from different countries and cultures well.

There were strong links with local churches and places of worship and pupils benefit from a variety of visits and visitors. There was good provision for developing pupils' awareness of sustainability and global citizenship and as a result, pupils' understanding of other cultures was developing successfully. A notable feature in one school was its close partnership working with the local authority ethnic minority education service.

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 Consortia and All -Wales figures (where available).

In **GCSE Religious Studies** there were 589 entries from eight secondary schools. Entries have increased this year but the number of schools entering have remained the same. 3/8 schools have entries in double figures and 3/8 schools have triple figures.

The average cohort entry for Newport in 2016 was 34.6% Cohort entry is below Consortia figures but comparable with All Wales figures.

The overall % of A\*- A grades was 25.9% which is below 2015 but comparable with 2014 performance. It is better than the Consortia figures (23.9%) but below the All Wales figure of 27%.

The overall % of A\*- C grades was 67.5% which is below 2015 but comparable with 2014 performance. It is better than the Consortia figures (66.3%) but below the All Wales figure of 72%.

The overall % of A\*-G grades was 96.8% which is below 2015 but comparable with 2014 performance. It is comparable with the Consortia figure of 96.7% but below the All-Wales figure of 98%

SACRE noted that results at all grade boundaries are below the very good results of 2015 but comparable with 2014 at all grade boundaries. They are better than the Consortia figures at all grade boundaries but below All Wales figures at all grade boundaries.

Members noted that eight schools continue to offer **GCSE Religious Education Short Course**. There has been a decrease in entries this year with 817 entries compared to 882 entries in 2015. Cohort entry is better than the Consortia and All Wales figures. Some schools enter pupils for two short courses and their performance has been reflected in the full course results. However, it is important to bear in mind that those pupils entered for two short courses will be mainly the more able and this will reflect on the A\*-A and A\*-C results for Short Course.

The overall % of A\*- A grades of 18.0% is better than 2015 and slightly below 2014 performance. It is better than the Consortia and All Wales figures.

The overall % of A\*- C grades was 51% and is below previous performance. It is better than the Consortia and All Wales figures.

The overall % of A\*-G grades was 89.6% is below previous performance but better than Consortia figure and comparable with the All Wales figure of 90.6%

Although numbers are decreasing year on year, a significant number continue to be entered for short course and this is very encouraging because it provides pupils with the opportunity for accreditation for their KS4 study. We must also consider that



some schools enter pupils for two short courses and their entry and performance has been reflected in the full course results. We must also bear in mind that pupils do not usually opt to follow the Short Course but it is delivered as part of the statutory requirements for RE.

At **GCE Advanced Level** eight schools continue to offer A level and there were 123 candidates. Entry figures and number of schools entering has increased. 4/8 schools have entry numbers in double figures. The entry figure is comparable with the Consortia figure and better than the All Wales figure.

A\*-A was achieved by 12.2% of students. This falls far below 2015 performance but is comparable with 2014. It is also below the Consortia and All Wales figures.

At A\*-C candidates achieved a pass rate of 82.1%. This is still a good performance and slightly below 2015 but better than 2014 performance. It is better than the Consortia and the All Wales figures.

The pass rate for grades A-E of 100% is excellent and continues the excellent performance of previous years and is better than the Consortium and All Wales figures.

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

At **AS level** there were 32 entries from 6 schools. There was a slight drop in entry numbers but number of schools entering remains the same as 2015.

9.4% of students achieved the highest A grade and falls below the good performance of 2015 and also below 2014 performance. It is slightly better than the Consortia figure but below the All Wales figure of 16%.

40.7% of students achieved A-C grades and this is below previous performance. It is below both the Consortia figure and significantly below the All Wales figure of 63%

78.3% of students achieved A-E and this is below 2015 but better than 2014. It is better than the Consortia figure but below the All Wales figure of 89%.

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.

## **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 order to share good practice.

## **Teaching Materials**

### **Holocaust Memorial Day 2017 Resources**

All schools were informed of the 2017 Holocaust Memorial Day theme of “How Can Life Go On”.

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](http://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.

## **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 2015- Summer 2016. Any issues, such as non fulfilment of statutory requirements for collective worship, are followed up by the LA by requesting the school action plan.

Six schools were inspected consisting of five primary schools, and 1 special school. 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 successfully. There were no schools identified as not complying with the statutory requirements for 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

### **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. Two acts of collective worship were observed this year at both a primary and a secondary school.

## **SECTION 4            OTHER ISSUES**

### **4.1      WASACRE**

SACRE has continued to affiliate to WASACRE and representatives have regularly attended its meetings. During the 2016-17 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 Huw Stevens and 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 2017 Holocaust Memorial Day theme of 'How Can Life Go On' and that further information about the theme and free educational Holocaust Memorial Day resources can be found on their website [www.hmd.org.uk](http://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, its SACRE and its faith communities assist in the organisation of the annual Holocaust Memorial Day service. Newport City Council held a service at St Woolos Cathedral officiated by the Venerable Jonathan Williams. Pupils from Caerleon Comprehensive school, St Josephs High school, Rougemont and Langstone Primary school had a particular role in the service and in addition pupils from 23 Newport schools attended. Approximately 350 were at the service including local dignitaries. This is the 12<sup>th</sup> year that the city held a service to mark this occasion.

Those who were present at the service agreed that the service was very well attended and SACRE was pleased to note that attendance and participation by schools in this event has improved year on year.

### **4.3      WELSH GOVERNMENT NATIONAL CURRICULUM REVIEW**

SACRE has received termly updates on the progress of the National Curriculum Review and its implications for RE in the curriculum. RE remains a statutory curriculum requirement from reception and should form part of the Humanities Area of Learning and Experience. WG agreed to send a termly newsletter to SACREs outlining the developmental work of the Pioneer Schools in relation to RE in the Humanities. The most recent newsletter refers to the Humanities working group recommendation to follow the 'Big Ideas'/What Matters approach as exemplified within Wynne Harlen et al's 'Working with Big Ideas in Science'. This identifies the key knowledge/concepts, skills and competencies for each discipline within the Humanities and then 'building' the AoLE by identifying overarching 'big ideas'/what matters key concepts that will be drawn across the disciplines. The next strand in the development work will begin during the Autumn term. The Executive Summary and the Humanities working group's recommendations will be discussed by SACRE at its Autumn 2017 meeting and a suitable response will be made to WG, if necessary

### **4.4.     REVISED CRITERIA FOR GCSE AND GCE SPECIFICATIONS**

SACRE have been informed of the proposed changes to specifications and assessment practices for GCSE with an implementation date of Autumn 2017. In

preparation for the new specification for first teaching from September 2017 two lead practitioners for GCSE Religious Studies have been appointed. SACRE have been updated on the progress of their work with schools to support the implementation of the GCSE specification.

#### **4.5. STATUTORY REQUIREMENTS FOR RE**

SACRE was informed that the curriculum review had caused some confusion in schools regarding the status of agreed syllabuses. SACRE resolved to write to all schools reminding them that coverage of the programmes of study of the locally agreed syllabus remains a statutory requirement. It was brought to SACREs attention that the 2016 WASACRE survey on the impact of the WBQ on Religious Education showed that some secondary schools believed that delivery of the Global Citizenship element of WBQ was sufficient to cover the RE requirements. SACRE resolved to remind secondary schools that coverage of the Global Citizenship unit alone would not be sufficient to cover all aspects of the agreed syllabus KS4 programme of study. It asked all schools to confirm that they understood the requirements of the agreed syllabus and that they are meeting these statutory requirements in their schools.

#### **4.6 MEETING WITH ESTYN**

SACRE were informed that members of WASACRE and NAPfRE had met with Estyn in June 2017. The meeting was a positive one and had mutual benefits as it presented an opportunity for the delegation to gather information about the RE Thematic Review & New Inspection Framework and also raise concerns SACREs have regarding the meeting of statutory requirements with particular attention drawn to the provision for RE at KS4.

Estyn outlined the personnel involved, process for identification of schools and the remit of the Thematic Review of KS2 & 3. The delegation outlined the ways that SACREs monitor RE in schools, including the analysis of inspection reports. They stressed the importance of Estyn identifying whether or not statutory requirements are being met when they conduct inspections so that SACREs can act upon such information. The delegation also referred to the particular issue of delivery at KS4. It believed that some schools are not fully meeting statutory requirements at KS4 – especially those delivering through WBQ. Estyn was very supportive of the concerns raised and said that they would raise these issues with their inspectors.

#### **4.7 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 presentation was received from Mrs V Thomas gave updates on the review of the National Curriculum and its implications for RE and the development of the revised exam specifications.
- 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 – Bassaleg High School and St Patrick's Catholic Primary school and members observed an act of collective worship at both schools.

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 2016- 2017**

### **Local Authority**

**Councillors** (till 5/5/17) –Gail Giles (Chairperson) Ibrahim Hayat, Christine Jenkins, Allan Morris, David Williams

**Councillors** (after 5/5/17) Gail Giles, Ibrahim Hayat, Laura Lacey, Rehmaan Hayat and Joan Watkins

**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 Vacancy

**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 Comely till Spring 2017 (Replacement sought)

**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 Teachers/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

## **APPENDIX 2                    SCHEDULE AND AGENDA OF MEETINGS**

### **November 9<sup>th</sup> 2016, Newport Civic Centre**

- Time of Quiet reflection
- Apologies for absence
- Minutes of previous meeting
- Membership update
- SACRE Annual Report 2015-2016
- SACRE Development Plan 2015-2018 (including progress report)
- Analysis of Inspection Reports Autumn 2015- Summer 2016
- RE and the National Curriculum
- GCSE Religious Studies Update
- Inclusive SACREs Award
- WASACRE Issues, including Report of WASACRE AGM at Rhyl, Executive Appointments and Representation at next meeting at Carmarthen
- Holocaust Memorial Day 2017
- Correspondence

### **March 8<sup>th</sup> 2017, Bassaleg High School**

Members observed an act of collective worship prior to the meeting.

- Time of Quiet reflection
- Apologies for absence
- Minutes of previous meeting and matters arising
- National Holocaust Memorial Day 2017 Feedback
- Analysis of Examination Results Summer 2016
- GCSE Consortia arrangements
- National Curriculum Review Update
- Estyn Annual remit 2017-2018
- SACRE website and Inclusive SACRE Award outcomes
- WASACRE Issues including feedback from the meeting at Carmarthen, Nominations to the WASACRE Executive and representation at summer meeting of WASACRE at Wrexham
- Correspondence

### **June 14<sup>th</sup> 2017, St Patricks Catholic Primary school**

Members observed an act of collective worship prior to the meeting

- 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
- Report on the WASACRE/NAPfRE meeting with Estyn
- WASACRE Issues including report of WASACRE meeting at Usk, confirmation of representation at next meeting at Wrexham and Executive Voting for the Period 2017-2020
- Correspondence



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

<b>Plan of action</b>	<b>Schedule</b>	<b>People involved</b>	<b>Time and costs</b>	<b>Outcomes</b>	<b>Progress</b>
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.	<b>2015-2016</b> Considered 11.11.15. All schools meeting statutory requirements. <b>2016-17</b> Considered 9.11.16. 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.	<b>2015-2016</b> Considered 24.2.16. Schools informed of outcomes. <b>2016-17</b> Considered 8.3.17. 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.	<b>2015-2016</b> No INSET provided by LA or EAS <b>2016-2017</b> 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.**

<b>Plan of action</b>	<b>Schedule</b>	<b>People involved</b>	<b>Time and costs</b>	<b>Outcomes</b>	<b>Progress</b>
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.	<b>2015-2016</b> 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. <b>2016-2017</b> SACRE has received termly updates on development of the Humanities curriculum. Schools informed that current agreed syllabus for RE is still statutory whilst the Humanities curriculum is under 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.	<b>2015-2016</b> Schools sent materials from Carmarthenshire LA <b>2016-2017</b> Not Applicable
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**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.	<b>2015-2016</b> Considered 11.11.15. All schools meeting statutory requirements <b>2016-2017</b> Considered 9.11.16. 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	<b>2015-2016</b> Schools informed of resources to support HMD 2016 including resources for acts of collective worship. <b>2016-2017</b> Schools informed of resources to support HMD 2017 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.**

<b>Plan of action</b>	<b>Schedule</b>	<b>People involved</b>	<b>Time and costs</b>	<b>Outcomes</b>	<b>Progress</b>
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.	<b>2015-2016</b> SACRE received one presentations from Langstone Primary on their achievement of the RE Quality Mark (REQM). <b>2016-2017</b> SACRE received two updates this year from its professional adviser on <i>The Review of the Humanities Curriculum</i> and <i>GCSE developments</i>
4.2 Programme of school visits.	Termly/Annually 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.	<b>2015-2016</b> SACRE visited two schools this year, and received two presentations on RE at the school/s. <b>2016-2017</b> SACRE visited two schools this year and observed an act of collective worship at both schools.

## APPENDIX 4: NEWPORT EXAMINATION ANALYSIS 2016

### GCSE RELIGIOUS STUDIES (FULL COURSE)

	Newport 2016	Newport 2015	Newport 2014	Consortia 2016	Wales 2016
<b>A*-A</b>	25.9%	37%	26.9%	23.9%	27%
<b>A*-C</b>	67.5%	76.5%	68.1%	66.3%	72%
<b>A*-G</b>	96.8%	98.5%	97.3%	96.7%	98%
<b>Entry Number</b>	589 8 schools 34.6%	531 8 schools	561 7 schools	2,485 39.5%	11,051 34.3%

### GCSE RELIGIOUS EDUCATION (SHORT COURSE)

	Newport 2016	Newport 2015	Newport 2014	Consortia 2016	Wales 2016
<b>A*-A</b>	18.0%	14.9%	19.1%	12.8%	11.4%
<b>A*-C</b>	51.0%	55.3%	59.3%	42.1%	45.4%
<b>A*-G</b>	89.6%	92.1%	97.3%	88.6%	90.6%
<b>Entry Number</b>	817 8 schools 48% cohort	882 8 schools	911 7 schools	2021 32.2% cohort	11,666 36.2% cohort

### GCE RELIGIOUS STUDIES (A LEVEL)

	Newport 2016	Newport 2015	Newport 2014	Consortia 2016	Wales 2016
<b>A*-A</b>	12.2%	27.8%	12.8%	15.9%	19%
<b>A*-C</b>	82.1%	84.4%	80.9%	78.6%	79%
<b>A*-E</b>	100%	100%	100%	98.1%	99%
<b>Entry Number</b>	123 8 schools 14.3%	90 7 schools	94 7 schools	314 13.9% cohort	1446 12% cohort

### GCE RELIGIOUS STUDIES (AS LEVEL) Year 13

	Newport 2016	Newport 2015	Newport 2014	Consortia 2016	Wales 2016
<b>A</b>	9.4%	22.9%	11.1%	8.3%	16%
<b>A-C</b>	40.7%	54.3%	51.9%	43.8%	63%
<b>A-E</b>	78.3%	80%	74.1%	75.0%	89%
<b>Entry Number</b>	32 6 schools 3.7%	35 6 schools	27 5 schools	96 4.2%	1535 12.7%

**Please Note:**

Data includes only those who have cashed in their results. For example if a pupil sat an AS Level during 2016, 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: 19 OCTOBER 2017**

**SUBJECT NEWPORT SCHOOL INSPECTION REPORTS 2016/17**

### **SACRE Synopsis: Main findings**

During the academic year Autumn 2016 - Summer 2017 nine Newport schools were inspected.

- Seven primary schools
- Two secondary schools

#### **Spiritual Development**

Comments in relation to spiritual development are evident in all 9 inspection reports.

#### **Collective Worship**

##### **Meeting statutory requirements for Collective Worship**

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**

5/9 of the reports made comment on the quality of collective worship

#### **Good features**

- Opportunities for pupils to reflect on relationships, their own beliefs and the natural world and also on moral issues.
- Purposeful visits and visitors help pupils to reflect thoughtfully on their own lives.
- A prayer garden is an effective space for reflection, meditation and quiet times.
- Pupils learn about Welsh traditions in assemblies.

#### **Areas for Development**

None

In the *current Inspection Framework* evaluations, inspectors use a four-point scale:

Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement

In the *New Inspection Framework* Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate	Needs improvement Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory	Needs urgent improvement. Important weaknesses outweigh strengths

### **Meeting statutory requirements for RE**

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does **not** comply with statutory requirements. Estyn has not noted any instances of non-compliance for RE and we can assume that all schools inspected meet statutory requirements in relation to Religious Education.

### **RECOMMENDATION**

To note and discuss the inspection reports.



Newport Primary School Inspection Reports for Academic Year 2016/17: SACRE Synopsis

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
St David's RC Primary June 2017	Staff provide worthwhile opportunities for pupils to develop their social, moral, spiritual and cultural awareness. These arrangements contribute effectively to pupils' wellbeing, providing purposeful support to pupils as they mature and develop. This permeates all aspects of school life well, for example through the recently developed prayer garden as an effective space for reflection, meditation and quiet times.	Yes	Diocesan Report where a full report on provision and quality would be identified.	Current performance: Good Prospects for improvement: Good Staff encourage pupils to treat others with care and to show them respect whatever their gender, race or background. Teachers provide pupils with a wide range of experiences that develop their understanding of diversity well. This includes valuable opportunities to consider that people in their own country and from around the world have different viewpoints and the same concerns. Pupils represent the school well at local community events e.g. through their active participation in the life of the church. The school promotes sustainable development and global citizenship effectively across the curriculum. There are useful links with charities supporting communities in Africa and India, which provide pupils with purposeful opportunities to act as global citizens.
LLiswerry Primary May 2017	The school's provision for pupils' spiritual, moral, social and cultural development is good.		Regular school assemblies provide excellent opportunities for pupils to reflect on relationships, their own beliefs and the	Current performance: Good Prospects for improvement: Good The caring ethos encourages pupils to develop tolerance, respect and understanding of each other. Teachers plan worthwhile opportunities for pupils to learn about the lives of people from other cultures, such as during the school's

			natural world. For example, class assemblies about tadpoles help pupils to reflect on how change is a positive part of life.	annual cultural diversity week.
Ysgol Gymraeg Casnewydd March 2017	The school is a caring and supportive community that promotes pupils' moral, spiritual, social and cultural development very effectively through visits and curricular activities	Yes	Pupils are given valuable opportunities to reflect on moral issues	Current performance: Excellent Prospects for improvement: Excellent The school ensures that the attention that is given to the requirements of the National Curriculum, the Literacy and Numeracy Framework, <b>religious education</b> and the areas of learning in the Foundation Phase is effective. Nearly all pupils treat each other, staff and adults with genuine respect and courtesy. This is one of the school's strengths. There is a very effective emphasis on identifying and respecting diversity, and this is celebrated successfully in the school. The 'multicultural week' enables pupils to research successfully into issues that affect Wales and beyond. Pupils are given valuable opportunities to reflect on moral issues around the school and in curricular work, for example about leaders such as Martin Luther King and Ghandi. Staff... encourage pupils to be responsible citizens and play an active part in the local community and within the global community

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Malpas Court Primary  January 2017	The school is successful in promoting pupils' spiritual, moral, social and cultural development through its engaging curriculum and numerous purposeful visits and visitors.	Yes	There are purposeful visits and visitors e.g. a visitor from India showed pupils how to draw blessings from a candle. This helped pupils to reflect thoughtfully on their own lives.	Current performance: Good Prospects for improvement: Good The school gives pupils a rich and diverse curriculum. The school is a fully inclusive community. Pupils have a good understanding of equality issues and their responsibility to treat all people with respect. Provision for developing pupils' awareness of sustainable development and global citizenship is a notable strength of the school.. Pupils' knowledge of global citizenship develops very well through close links with schools in other countries, for example Finland and China.
Millbrook Primary  Nov 2016	The school makes effective provision for pupils' spiritual, moral, social and cultural development.	Yes	Pupils learn about Welsh traditions in assemblies and at their annual eisteddfod.	Current performance: Good Prospects for improvement: Good The curriculum ensures good coverage of the Foundation Phase areas of learning and subjects of the National Curriculum. The school is a welcoming, inclusive community with an ethos of mutual respect. Visits to local historical sites and St Woolos Cathedral, enhance the curriculum well. Provision for developing pupils' understanding of global citizenship is highly successful. There are purposeful opportunities to learn about different cultures.

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Alway Primary November 2016 New Framework	Through regular school assemblies and their curriculum work, there are worthwhile opportunities for pupils to develop spiritual and ethical understanding.	Yes	No comment	<p><b>New Inspection Framework</b> Standards - Good Wellbeing and attitudes to learning - Adequate, needs improvement Teaching and learning experiences - Good Care, support and guidance - Adequate, needs improvement Leadership and management - Adequate, needs improvement</p> <p>The school promotes respect and tolerance, and celebrates diversity in attractive displays on the school corridors</p>
Maesglas primary Nov 2016	Staff promote pupils' spiritual, social, moral and cultural development successfully through collective worship and curriculum activities.	Yes	No comment	<p>Current performance: Adequate Prospects for improvement: Adequate The school is a caring and inclusive community. The school has a positive partnership with the local authority's ethnic minority service. Teachers plan well for pupils to enhance their understanding of other countries through class topics. Pupils regularly raise money for national and local charities – e.g. community fund-raising initiative. Older pupils take part in a suitable range of community activities e.g. school choir sings at local venues at Christmas.</p>

Newport Secondary School Inspection Reports for Academic Year 2016/17: SACRE Synopsis

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Llanwern High Jan 2017	Assemblies and tutorial sessions support pupils' spiritual, moral and cultural development suitably.	Yes	No comment	Current performance: Adequate Prospects for improvement: Adequate The school is a welcoming environment and is committed to being an inclusive community. Equality and diversity are promoted appropriately. Pupils are given suitable opportunities to consider sustainability and global citizenship issues in the personal and social education programme and through their work in a few subjects. However, overall, the school's provision for this aspect of the curriculum is underdeveloped.
Caerleon Comprehensive Nov 2016	Assemblies, tutorial sessions <b>and religious education</b> lessons support pupils' spiritual, moral and cultural development suitably.	Yes	No comment	Current performance: Adequate Prospects for improvement: Adequate The school provides a valuable range of learning experiences for all pupils. It promotes an inclusive ethos where pupils and teachers show respect for each other. A few pupils are able to synthesise information well from a range of different sources. This enhances their understanding of a range of topics such as the Russian revolution <b>and the moral issues associated with different religious traditions</b> . The school makes a useful contribution to developing pupils' awareness of global citizenship, through subject areas and a range of extra-curricular opportunities such as the 'Africamp' scheme.



## NEWPORT CITY COUNCIL

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

**DATE:** 19 OCTOBER 2017

**SUBJECT** RE AND THE NATIONAL CURRICULUM (Update)

### **Background**

Professor Donaldson report *Successful Futures - Independent Review of Curriculum and Assessment Arrangements in Wales* made a recommendation that.

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

**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.

### **Recent developments**

As part of the development work the 6 AoLE working groups prepared and produced reports to both the Curriculum and Assessment Group (CAG) and the Independent Advisory Group (IAG) for feedback. Both groups, along with Welsh Government expert groups, have provided feedback on the work so far as part of the quality enhancement process.

The reports have been approved and are available to view via the attached link below:

<http://gov.wales/docs/dcells/publications/170707-new-curriculum-for-wales-story-so-far-en.pdf>

The Humanities working group recommendation is to follow the 'big ideas'/what matters approach as exemplified within Wynne Harlen et al's 'Working with Big Ideas in Science'. This would provide an organising construct whilst also allowing sufficient flexibility for each disciplinary area. It outlined a planning methodology to develop the AoLE – by identifying the key knowledge/concepts, skills and competencies for each discipline within the Humanities and then 'building' the AoLE by identifying overarching 'big ideas'/what matters key concepts that will be drawn across the disciplines.

WG has agreed to work closely with WASACRE and NAPfRE colleagues during this process and has commissioned WASACRE to make a contribution regarding a suitable approach to the organising of RE within the Humanities discipline. They are also intending to commission other groups to have arranged ideas and approached for consideration.

**See attached document - A new Curriculum for Wales ... the story so far...**

### **Recommendation**

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

## SACRE Update from Welsh Government 17/7/17

Dear SACRE members,

Please find below an update in relation to the curriculum reform process so far and an invitation for you as a SACRE to comment on the work of the Humanities working group to date.

### Curriculum Reform

Following the publication of [Successful Futures](#), Professor Donaldson's independent review of curriculum and assessment arrangements in Wales, and the acceptance of all 68 recommendations, the pioneer schools network was established in autumn 2015. Working with key partners and experts, these schools are playing a central role in developing the new curriculum for Wales.

### Strand 1 – Strategic Design

During the first phase of the curriculum development process, four pioneer working groups were established to develop high-level strategic principles to inform the development of the new curriculum.

These groups focussed on:

- Assessment and Progression
- Cross-curriculum Responsibilities
- Enrichment and Experiences
- Welsh Dimension, International Perspectives and Wider Skills

Each group published an interim report in January 2017 and they can be found on our [blog](#).

### Strand 2 – Area of Learning and Experience Design

In January 2017, 6 pioneer working groups were established to begin developing initial high level proposals for each of the Areas of Learning and Experience (AoLEs) outlined in *Successful Futures*:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Professor Donaldson recommends that Religious Education forms part of the Humanities AoLE. Therefore, you as a SACRE, and WASACRE as the national body, are key partners in developing this aspect of the new curriculum for Wales. To enable this work, a planning group of WASACRE, NAPfRE, Welsh Government as well as regional consortia and Estyn Humanities representatives has been established.

Since January, the AoLE groups have focused on the following tasks:

- A clear statement of how the AoLE promotes the four purposes of the curriculum.
- A description of the scope and boundaries of the AoLE, including its central concerns, how it is distinct from other areas and why it is important for the education of each child and young person.
- A decision about how best to present the various component subjects and/or strands with the AoLE.

- A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this.

As part of the development work for each of the above outlined tasks, the 6 AoLE working groups have prepared and produced reports outlining their thinking to date.

The executive summaries are available to view via the attached link below:

<http://gov.wales/docs/dcells/publications/170707-new-curriculum-for-wales-story-so-far-en-v2.pdf>

### **Next steps**

Work on developing the detail of the curriculum will begin in the autumn term and we will work closely with WASACRE and NAPfRE colleagues during this process. To inform our work going forward, we would also like to invite you as a SACRE to consider the executive summary in relation to the Humanities AoLE and provide comments and/or suggestions for consideration during the next phase of work.

We will send the next update at the end of the autumn term/beginning of the spring term and will again invite feedback and comments based on the proposals produced from September onwards.

Best wishes,

Manon Jones  
Welsh Government

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Llywodraeth Cymru  
Welsh Government

## **A new Curriculum for Wales**

**The story so far...**

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.  
This document is also available in Welsh.



Digital ISBN 978-1-78859-131-7  
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## Introduction

A new curriculum is being developed for settings and schools in Wales through a collaborative process between Welsh Government, regional consortia and school based practitioners. Schools which were successful in applying to become [curriculum pioneers](#) are working in one of the six Areas of Learning and Experience (AoLE) groups

The Pioneer Schools Network is working as part of an all-Wales partnership in collaboration with Higher Education Institutes and key partners including Qualifications Wales and Estyn.

During [Strand 1](#) our [Pioneer Schools](#) focussed on the core principles of the new curriculum framework. The outcomes from this work have been published and will be embedded in the thinking for the new curriculum and tested as part of the peer review cycle.

The second strand has been the design and development of the six Areas of Learning and Experience (AoLE), which began in January 2017.

The 6 AoLE groups have met monthly to develop their proposals for an early structure/skeleton for each AoLE, which are now going through a quality enhancement process with external experts. Subject to the outcomes, Strand three and the more detailed development will begin in the Autumn term.

Within this document we have included six executive summaries which provide the latest thinking of each group:

- [Expressive Arts](#),
- [Health and Well-Being](#),
- [Humanities](#),
- [Languages, Literacy and Communication](#),
- [Mathematics and Numeracy](#) and
- [Science and Technology](#)



## **Pioneer Process**

National and international experts have supported the Pioneers' work in a planned way, helping to develop a broad, balanced, inclusive and challenging curriculum. Support and challenge has also come from a Curriculum and Assessment Group as well as other national groups and bodies. As such the work will embody the best of current national and international thinking about structure, organisation, content, pedagogy and assessment in each (AoLE).

All Pioneer schools are working to engage with their own networks of schools and involve their colleagues from outside of the Pioneer network so that as many schools as possible can be involved in testing the emerging curriculum model.

The Pioneer approach is a brand new way of developing a curriculum, not just in Wales but internationally. It is an opportunity to create a new curriculum that teachers, parents and young people themselves believe in. Not a set of prescriptions to be delivered by rote, but a curriculum that is forward looking, and informed by best practice nationally and internationally. By placing schools and teachers at the heart of development, theory and practice can come together in a wholly new way of thinking and working.

[List of Pioneer schools.](#)

# A NEW CURRICULUM FOR WALES...



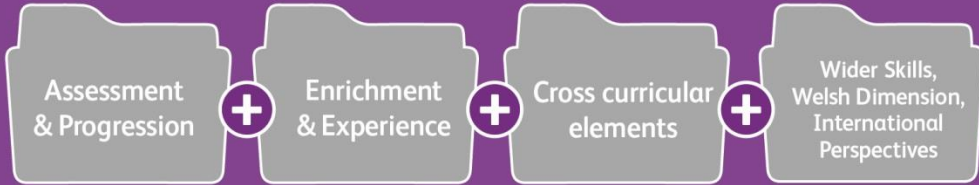
STRAND

1

## Strategic Design

2016  
AND CONTINUING

Independent Review 'Successful Futures', and consultation with the profession and external experts, lead to 'A Curriculum for Wales – a Curriculum for life' – the routemap.



Page 58

Launched in September 2016:  
Digital Competence Framework (DCF)



## Partner Engagement

Pioneer & Partner Schools  
Regional Consortia  
External Experts  
Higher Education Institutions

Estyn  
Qualifications Wales  
Welsh Government

STRAND

2

Reports & Recommendations

### Key areas:

- Four Purposes
- Scope & Boundaries
- Importance & Distinct Nature
- Presentation & Structure
- Degree of Detail
- Common & Distinct Pedagogy

Statement to show how each Area of Learning and Experience supports the Four Purposes as referred to in 'Successful Futures'.

JAN 17  
AND CONTINUING

### Six AoLE Reports

1. Expressive Arts
2. Health & Wellbeing
3. Languages, Literacy & Communication
4. Mathematics & Numeracy
5. Science & Technology
6. Humanities



STRAND

3

## Curriculum Content & Development

SEPT 17  
AND CONTINUING

Pioneer School Engagement

During Strand 3 all of our pioneers will work together both within and across the six AoLE groups. Our professional learning and digital pioneers will support the refining, testing and evaluation of our curriculum as it is developed by the curriculum pioneers.

STRAND

4

Preparing,  
testing & refining

2018  
AND CONTINUING



# EXPRESSIVE ARTS

## **End of Strand 2 Report for the Expressive Arts AoLE- Executive Summary**

### **1. How the AoLE promotes the four purposes:**

The Expressive Arts provides the greatest range of creative opportunities of all the Areas of Learning and Experience and directly fulfils the four purposes. During Expressive Arts experiences, the whole child is physically, socially, and emotionally engaged, leading to enhanced self-confidence and higher performance across the curriculum. The Expressive Arts delivers the four core purposes simultaneously in powerful contexts. Pupil voice within the Expressive Arts encourages learners to take ownership of their work, seek and enjoy challenge, set high standards, and strive to improve their performance. The practical nature of Expressive Arts allows learners the physical and emotional space to express their own identity, to be respectful to the needs of others, and acknowledge their own rights. Going forward the group is seeking to invite FE, HE and employers to discuss skills and future proofing. Lead Creative Schools' and best practice case studies will provide digital exemplification as to how Expressive Arts promotes the four core purposes. The group also wants to share current practice with further support on professional learning by Arts Council Wales, FE and HE.

### **2. Scope and boundaries**

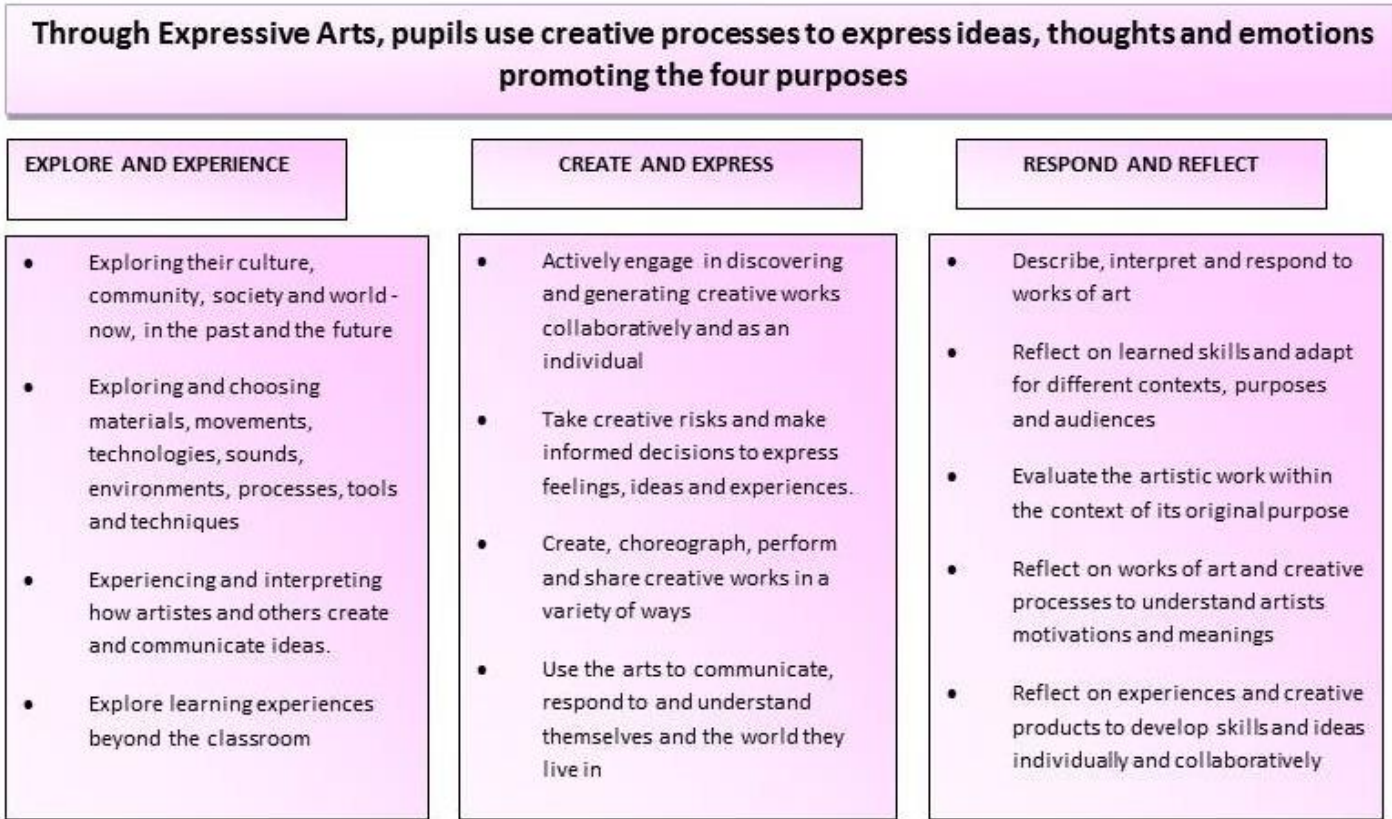
The AoLE centres on the disciplines of Music, Dance, Drama, Art, Film and Digital Media, with the embedded cross-curricular responsibilities of the Frameworks for Literacy, Numeracy and Digital Competence. Strand 1 cross-cutting themes have been discussed and their implications considered. Expressive Arts affords pupils opportunities to explore thinking, refine and communicate ideas, engaging thinking, imagination and senses creatively within powerful and purposeful contexts

The skills developed within Expressive Arts are multi-sensory, inclusive and take the diverse needs of the full range of learners as well as matters of student equity into account. Whilst recognising that the Expressive Arts' disciplines have their own discrete knowledge, it is intended that they will re-conceptualise into a multi-disciplinary, skills-centred approach. The group will be trialling projects in schools to research approaches to pupil voice.

### **3. How best to present the various component subjects and/or strands within the AoLE:**

A model with the four purposes at its core, focussing on three inter-linked creative processes - '**Explore and Experience**', '**Create and Express**', '**Respond and Reflect**' has been evolved (see below). The three main pillars within the model are essential in developing the creative process and pedagogy that are central to the delivery of Expressive Arts. They can be used in any order but have intrinsic links. Going forward there needs to be greater specificity in respect of the discrete skills and knowledge within each Expressive Arts' discipline. We will be looking at collaborative planning with other AoLEs to ensure any overlap is productive not repetitive, and will further develop the granularity of Expressive Arts' disciplines with Pioneers and partner schools.

**MODEL EVOLVED TO DATE:**



**The Expressive Arts disciplines of Dance, Drama, Music, Visual Arts, Film and Digital Media must provide rich learning experiences across the curriculum. The competencies of Expressive Arts could / will include:**  
**Dance:** Form and movement principles, body, space, dynamics, time relationships  
**Drama:** Character, time, place, plot, tension, mood, focus, contrast, balance  
**Music:** Beat, pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, harmony, form, texture  
**Visual Art:** Line, shape, space, texture, colour, form, tone, pattern, balance, contrast, emphasis, rhythm, movement and variety, proportion, harmony  
**Film and Digital Media:** Composition (to be completed)

**4. A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this.**

The Expressive Arts AoLE guidance will include a number of generic competencies and specification of core content. Schools will use the 'Model' mentioned above as guidance to develop their own curricular models – as long as disciplinary concepts and content remain visible so that progression and coherence are visible. Progression in the Expressive Arts equates to increasing complexity and sophistication by describing at each milestone key aspects of the Expressive Arts disciplines that form the context within which broad achievement outcomes are pursued, applied and achieved. Going forward the group will be exploring the development of a knowledge and skills progression continuum, in line with Successful Futures' milestone steps, and looking at the availability of case studies (both print and digital), to provide exemplification.

# HEALTH AND WELL-BEING

## **End of Strand 2 Report for the Health and Well-being AoLE- Executive Summary**

### **1. How the AoLE promotes the four purposes**

The Health and Well-being (H&Wb) AoLE advocates a purpose-led approach to this part of the curriculum, rather than a content-led one, keeping in mind a child-centred philosophy and a whole school approach.

Health and Well-being forms the foundation upon which a rounded and robust educational experience can be built both in terms of providing relevant skills and knowledge to promote healthy activities and practices, and also in fostering the appropriate environment and individual competencies and aptitudes for the promotion of learning. In this way, this AoLE is central to the promotion of all four purposes.

The group believes that the H&Wb AoLE is distinct from the other areas because of its cross-curricular and wide-ranging nature, and for this reason was particularly anxious to focus on 'What Matters'. Through mapping all four purposes the group identified a range of cross-curricular competencies which can deliver the four purposes through informing all teaching and learning. These competencies are: readiness, reflectiveness, resilience, respectfulness, resourcefulness and responsibility.

### **2. The scope and boundaries of the AoLE, including its central concerns, how it is distinct from other areas, and why it's important for the education of each child and young person**

The group is in agreement that the scope of this particular part of the curriculum should be on direct health and well-being outcomes for children and young people. In considering the current Personal and Social Education (PSE) framework it was acknowledged that there are certain topics currently taught as part of PSE for which the direct health and well-being outcomes are harder to identify.

As a result it is proposed that a discussion needs to take place between the 6 AoLE so that decisions can be made as to where the identified 'overlapping' topics fit best. The AoLE would propose the following topics as examples of those which rest primarily outside the scope of the new H&Wb AoLE:-

Sustainable Development,  
Environment  
Financial capability

Global Citizenship (Humanities)  
(Humanities / Science and Technology)  
(Mathematics and Numeracy)

For those topics which fit within the AoLE's boundaries, the H&Wb Pioneers were anxious to resist formulating a list of 'Content', as this would lead to a tick-box approach and would be unlikely to lead to successful whole school delivery. However, it was acknowledged that a set of key 'Themes' was required for the AoLE in order to organise the broad range of aspects of Health and Well-being which this part of the curriculum would be engaged with. As a result the following 6 indicative Thematic areas were defined by the group:

Personal Care and Development  
Healthy Choices  
Learning to Learn  
Relationships and Emotions  
Keeping Safe  
Physical Activity

The group is currently in discussions with Public Health Wales about this indicative list of thematic headings, with a view to aligning the curriculum areas as far as possible with the framework headings in the Healthy Schools National Award, which are currently under review.

There has been considerable discussion about Physical Activity within the AoLE, and on the particular scope and boundaries which should apply to this part of the curriculum. It is felt that there needs to be a philosophical shift in the way in which Physical Education in schools is delivered in order to promote positive attitudes towards lifelong participation in physical activities.

The AoLE is working with the SRE Expert Panel and relevant policy leads to determine how best to shape this aspect of the curriculum. The SRE Expert Panel will provide its final recommendations in the Autumn, although it has produced an interim version already, and these will help shape the curriculum design and development process.

### **3. How best to present the various component subjects and/or strands within the AoLE**

The H&Wb AoLE group recognises that good health and well-being begins with a strong sense of self which can be divided into 3 overarching domains: mind, body and emotions. Teaching and understanding the interconnection between the three lies at the heart of the H&Wb AoLE. When a person has a strong sense of self they are able to connect and build positive, healthy relationships with others.



Although the focus is on being purpose-driven and not content-driven, the need to identify a range of thematic areas has been recognised, in order to shape day-to-day delivery of this part of the curriculum.

#### **4. A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this**

The group's preference is for a low level of specificity to allow schools to autonomously shape their curriculum to suit locally and nationally identified needs relating to H&Wb. There must be room for creativity and innovative practice which makes learning real and empowers the learner. It is recognised, however, that the curriculum and its associated assessment may need to become increasingly prescriptive post-14 and that content is best presented in degrees of specificity.

It is therefore proposed that under each of the 6 Thematic Elements content can be arranged in 3 layers:

1. Specific content to be covered - those aspects which are considered to be at the core of the H&WB curriculum or 'non negotiable'. This content may require a scheme of work.
2. Overarching ideas (those which may form contexts for learning where relevant or necessary).
3. Information on possible whole-school approaches and Pedagogical models which may underpin learning for individual establishments

# HUMANITIES

## End of Strand 2 Report for the Humanities AoLE- Executive Summary

### 1. How the AoLE promotes the four purposes

The Humanities working group has developed a statement outlining how the Area of Learning and Experience (AoLE) promotes the four purposes:

Through exploring big ideas about the Humanities, pupils will study the past and present, and by imagining possible futures, will learn about people, place, time and beliefs. Pupils will:

- understand historical, geographical, political, economic and societal concepts.
- explore their environment to further develop their sense of place and well-being.
- engage in learning experiences about rights, values, ethics, beliefs, religion, philosophy and spirituality.
- consider, explore and make informed choices regarding sustainability and the impact of their actions.
- positively contribute to their community and critically engage with local, national and global issues to become a responsible citizen of Wales and the wider world.

By exploring big ideas, pupils will gain a solid base of knowledge and understanding of different times, places and beliefs to become ambitious, capable learners. To become enterprising, creative contributors, they will develop enterprising skills and dispositions, in order to improve the everyday lives of people in their local community and in the wider world. Through understanding and respecting different beliefs and understanding how to exercise their democratic rights and responsibilities, pupils will become ethical, informed citizens. By developing personal stances on matters of faith, spirituality, sustainability and social inclusion they will become healthy, confident individuals.

This is an initial draft and a working statement that will be reviewed and updated regularly as the AoLE itself is developed.

## **2. The scope and boundaries for the AoLE including its central concerns, how it is distinct from other areas and why it is important for the education of each child and young person**

As outlined in Successful Futures, the Humanities AoLE will include the study of history, geography, Religious Education, business and social studies. The group proposes that through exploring big ideas and key concepts in the humanities, learners will also be able to draw on opportunities to explore elements of citizenship, classics, economics, law, philosophy, politics, psychology and sociology. The importance of learners acquiring knowledge about, exploring, experiencing and contributing to aspects of society at a local, national and global level will be reflected in the content of the AoLE going forward.

We will return to the scope and boundaries of the AoLE on a regular basis as we develop the detail of its content from September onwards.

## **3. How best to present the various component subjects and/or strands within the AoLE;**

The Humanities working group has considered a variety of international curricula models and other key papers and literature. As a group, we feel that the 'big ideas'/what matters approach as exemplified within Wynne Harlen et al's 'Working with Big Ideas in Science' would provide an organising construct that would deepen learners' understanding within the stated disciplinary domains, whilst allowing sufficient flexibility for these 'big ideas'/what matters key concepts to exist across a number of disciplinary areas (and potentially beyond in to the other AoLEs). The four purposes of the curriculum will be core to all concepts.

The group has outlined a planning methodology to develop the AoLE – by identifying the key knowledge/concepts, skills and competencies for each discipline within the Humanities and then 'building' the AoLE by identifying overarching 'big ideas'/what matters key concepts that will be drawn across the disciplines. Some may also remain within disciplinary boundaries. This next strand in the development work will begin during the Autumn term.

## **4. A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this.**

The group has had some initial discussions in relation to this task and has developed some principles as a starting point for future work. The group's approach will ensure a good balance between knowledge, skills and the development of the four purposes. It will also ensure less specification in relation to disciplinary range and a greater choice for practitioners to select appropriate disciplinary content to reflect their school's/setting's context.

During the Autumn term, we will continue to consider the most appropriate ways of embedding the Welsh dimension, international perspectives and the cross-curriculum responsibilities and wider skills (as outlined in Successful

Futures) within the Humanities. Further discussions will also be had across AoLEs to ensure a consistent approach.

As we develop the Humanities AoLE, consideration will be given to the professional learning opportunities and sample resources that practitioners will need to deliver the new curriculum.

# LANGUAGES, LITERACY AND COMMUNICATION

## **End of Strand 2 Report for the Languages, Literacy and Communication AoLE- Executive Summary**

### **1. How the AoLE promotes the four purposes**

Effective communication is a key building block for learning across all AoLEs for pupils' wellbeing, improved employability and, as Prof. Donaldson notes in *Successful Futures*, for life more generally.

- The Languages, Literacy and Communication (LLC) AoLE will develop ambitious and capable learners who can communicate effectively in different forms and settings, using both Welsh, English and international languages. The creative use of digital technologies can enhance language learning, facilitate communication and inspire and motivate pupils. This AoLE must also equip pupils with the skills, confidence and motivation to embrace the challenges associated with language learning.
- To become enterprising, creative contributors, pupils must be able to identify and grasp opportunities to use their languages in school and beyond. Risk-taking and making mistakes are inherent in the language learning process; pupils need to reflect on mistakes to make progress. International research also suggests that having two or more well-developed languages may have a positive impact on creativity and problem solving skills.
- To become ethical, informed citizens, pupils should understand the importance of language for identity, culture, community and society. The Welsh language is inextricably linked to identity in Wales and is an integral part of our heritage. The growing complexity of our linguistic landscape needs to be acknowledged and the value of all languages and cultures in our schools and wider communities must be celebrated. Learning about other languages, cultures and forms of communication also helps pupils learn to respect the needs and rights of others, as members of a diverse society. Languages help us make authentic connections with other parts of the world. International literature, as well as literature from Wales, can inspire and act as a stimulus for learning across all AoLEs.
- Through LLC, pupils will become healthy, confident individuals by developing a strong personal identity linked to their community and the wider world. Communication skills and the ability to articulate one's thoughts and feelings are essential for strong relationships which in turn support mental and emotional well-being. Children and young people need

LLC skills in order to access information and support to keep safe and well in the real and the virtual world. The group will continue to refine this description and is considering how best to incorporate examples of best practice.

## **2. The scope and boundaries for the AoLE including its central concerns, how it is distinct from other areas and why it is important for the education of each child and young person**

Oracy and communication will have a prominent role in the LLC AoLE. Every learner will have an entitlement to learn Welsh, English and an international language at primary school. Schools will also help pupils make the most of their other languages (home languages, BSL etc). In order for all pupils to become competent and resourceful learners of language, this AoLE will provide:

- An understanding of language acquisition and language learning;
- Fundamental building blocks for learning about language;
- Opportunities to build on commonalities between languages;
- A firm foundation and structure for language development, literacy and communication;
- A model of development from having few language skills to becoming proficient;
- A love of language and literature that inspires imagination and creativity;
- Opportunities for pupils to reflect on and record their progress, experiences and achievements; and
- An outline of effective pedagogy and methodology based on research.

## **3. How best to present the various component subjects and/or strands within the AoLE;**

The group has researched curricula models from the UK and around the world (including The Common European Framework of Reference for Languages (CEFR) and Welsh for Adults). Drawing on the Literacy Framework, it is proposed that the curriculum for LLC will be based on 'what matters', the essential in languages, literacy and communication knowledge and skills.

This will be supplemented by a continuum for communication and language acquisition and learning. The continuum will encompass productive/expressive skills (speaking, presenting and writing) and receptive skills (listening, viewing and reading). It will encompass Welsh (for Welsh medium, bilingual and English medium settings and schools) English and EAL, international languages and non-verbal communication. The progression steps will include early language acquisition and will be inclusive for all stages/ages (including those starting a new language later in their school career). Equity of support and provision are fundamental principles including for BSL, Makaton, Braille etc. The group is seeking to reconcile the differences between the language of instruction and other languages learned

at school. We will be looking in more detail at the impact of child development on language acquisition and language learning.

**4. A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this.**

Starting with 'what matters' in Languages, Literacy and Communication allows teachers the freedom to be creative and facilitates innovation to ensure pupils are enthused and have the opportunity to enjoy a rich language learning environment. The balance between teacher autonomy and adequate support will be carefully considered when deciding on specific knowledge, skills and pedagogy.

The continuum will help map the journey from emerging LLC skills to proficiency. Progression Steps will differentiate according to how much contact a child has with a particular language, how long they have been acquiring or learning the language and the nature of the provision. The AoLE will also reflect how language skills and knowledge are transferred to new and increasingly complex contexts.

The group is keen to identify effective methods to record progress, experience and achievement, so that they are celebrated throughout the language learning journey and encourage motivation and passion for languages.

# MATHEMATICS AND NUMERACY

## End of Strand 2 Report for the Maths and Numeracy AoLE- Executive Summary

### 1. How the AoLE promotes the four purposes

Mathematics and Numeracy AoLE promotes **Ambitious, capable learners, ready to learn throughout their lives** by:

- Demonstrating a depth of mathematical knowledge appropriate to age and ability
- Communicating mathematical ideas and methods both written and oral
- Developing secure mathematical and numerical skills in mathematical and numerical lessons and applying them to cross-curricular activities and experiences
- Encouraging pupils to be curious, open-minded, willing to accept mistakes and learn from them in a mathematical purposeful way
- Encouraging pupils to find and understand numerical information in a purposeful way in order to be independent, life-long learners
- Explaining mathematical concepts and ideas, checking solutions when problem solving
- Developing a keen ongoing interest in mathematics that is purposeful to pupils, future needs

The Mathematics and Numeracy AoLE promotes **Enterprising, creative contributors, ready to play a full part in life and work** by:

- Encouraging learners to take risks when considering different ways of tackling mathematical and numerical problems
- Promoting mathematical and numerical problem-solving skills and reasoning skills for learners to confidently tackle a variety of problems, including real-world contexts
- Promoting creativity when looking at different ways of tackling problems
- Developing resilience when applying mathematical skills to creative challenges, working individually and in groups
- Instilling competency in learners to analyse mathematical situations and construct logical arguments in response

The Mathematics and Numeracy AoLE promotes **Ethical, informed citizens of Wales and the world** by:



- Creating opportunities to have evidence based discussions
- Enabling the critical analysis of data to develop informed views on social, political, economic and environmental matters
- Promoting pupils' understanding of personal, local, national and international finance

The Mathematics and Numeracy AoLE promotes **Healthy, confident individuals, ready to lead fulfilling lives as valued members of society** by:

- Developing confidence and resilience to face and overcome challenges and solve problems in order to become independent life-long learners
- Encouraging pupils to use their numeracy skills across the curriculum to make informed effective choices and decisions to ensure lifelong health and well-being
- Instilling the knowledge and skills to manage personal finance and budgeting now and in the future, intercepting information and data to assess risk
- Enabling the understanding and taking of different roles within a group to form positive relationships based upon trust and mutual respect

***2. The scope and boundaries for the AoLE including its central concerns, how it is distinct from other areas and why it is important for the education of each child and young person***

Mathematics and numeracy is a single discipline AoLE, and unlike some other multi-disciplinary AoLEs lends itself to a more concise definition which in the view of the group centres on the disciplines of mathematics and numeracy, providing knowledge and skills which will equip learners for life. Mathematics and numeracy are perhaps unique in providing learners with the confidence, skills and knowledge necessary to develop in all areas of learning during and beyond their school lives. The mastering of mathematical and numerical concepts and processes enables learners to apply them appropriately across all other areas of learning. Mathematics helps young people make sense of the world around them. It is an ideal vehicle through which to develop skills needed in everyday life. Mathematics helps to develop resilience, problem solving abilities, logical thinking and the knowledge, reasoning and skills which enable continuous development.

***3. How best to present the various component subjects and/or strands within the AoLE***

The aim is to develop mastery approaches that allow pupils to acquire deep learning and conceptual understanding through problem solving. The group considers that a visual representation or info-graphic of the key components of the new curriculum should appear prominently at the front of the final document.

**4. A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this.**

In order to accommodate a mastery approach the group believes that the current mathematics curriculum needs to focus on “what matters” in order to give pupils a richer and deeper learning experience and to allow more opportunity to develop greater understanding of not just the “what”, but importantly, the “how” and “why” underpinned by a suitable balance of knowledge and skills.

# SCIENCE AND TECHNOLOGY

## End of Strand 2 Report for the Science and Technology AoLE- Executive Summary

### 1. How the AoLE promotes the four purposes

Beginning with the illustrative examples in Successful Futures, the Science and Technology working group developed a more comprehensive summary of how the Science and technology Area of Learning and Experience will contribute to the four purposes:

- ambitious, capable learners: gaining a solid base of knowledge and understanding of key concepts in science; developing skills in observation, research and critical thinking; becoming skilled in the creative use of technologies; developing skills in reflection and evaluation of performance and planning to develop their ideas; becoming skilled in engaging with external agencies and groups to achieve a purpose; developing the skills to equip them with a positive approach to challenge; developing effective learning styles and communication skills.
- enterprising, creative contributors: designing processes and creating digital products and objects; working with others to develop innovative solutions and to create products for the marketplace; developing skills in individual and group work to solve problems; develop the skills to work safely; use science, technology & engineering for a purpose (for a product, to solve a problem, for commercial context); use science and technology to explore links with industry and community; explore, celebrate and develop innovation and new technologies; develop opportunities for creative work and projects.
- ethical, informed citizens: evaluating the impact of scientific and technological developments; taking informed personal stances on ethical issues associated with scientific and technological innovation; develop safe and robust enquiry and research skills; develop knowledge and empathy of local and global issues; develop knowledge and opinion on environmental issues; be able to take an informed interest in Science and Technology developments.
- healthy, confident individuals: learning to make use of scientific data to assess risk and take informed decisions; using digital technologies safely and with respect for others; use science and technology to support a healthy lifestyle; use science and technology to engage with the outdoor environment; use science and technology to support everyday life; use science and technology to assist and support engagement with external communities, groups and agencies; reflect on individual and team

characteristics and strengths; look for opportunities in science and technology to explore and develop their learning in challenging ways.

This summary will be developed and refined and will inform the development of the AoLE.

## **2. The scope and boundaries for the AoLE including its central concerns, how it is distinct from other areas and why it is important for the education of each child and young person**

The Science and Technology AoLE will include elements drawn from; biology, chemistry, physics, engineering, design technology (including food technology, textiles and product design) design, computer science and IT. It will include domain-specific content as well as the technology, and design' skills and principles arising from these.

The scope of the AoLE be considered “live” and allowed to develop as new technologies emerge and domain specific knowledge is uncovered.

## **3. How best to present the various component subjects and/or strands within the AoLE;**

The group considered a number of curricula models internationally. The group has concluded that the AoLE should be presented around the concept of Big Ideas of Science and Technology, based on Wynne Harlen et al's Big Ideas in Science. This would structure the AoLE around a number of “big ideas” or a single thought, idea or sentence that encapsulates a fundamental component of the AoLE. The approach will promote interdisciplinary, cross-curricular and subject specific learning.

Each big idea would be supported by a “Key focus” – an amplified description of the big idea or statement and a “Journey” that details stages of progression within the AoLE. This would also include skills that to be developed through the progression. Some big ideas/statements will cover the entire range of progression, whereas others may start and finish at age-appropriate positions within the Journey. Likewise, some will cover all disciplines within the AoLE whereas others may not.

## **4. A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this.**

The group recognises that the big ideas need to be developed with indicative skills and content appropriate to the progression level. The group also recognises the need to provide sufficient scope for interpretation and flexibility for practitioners at each progression level. The group does not envisage that big ideas/statements will include a highly detailed prescriptive exemplar list of content but also recognises the need for some commonality to allow for progression. The group also recognises the need for a number of big ideas/statements which is manageable.



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## NEWPORT CITY COUNCIL

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

**DATE:** 19 OCTOBER 17 2017

**SUBJECT** ESTYN THEMATIC REVIEW OF RE: QUESTIONNAIRE

### **Background**

Estyn have a remit from Welsh Government to conduct a thematic review of RE at Key Stages 2 & 3. The rationale for reviewing KS2 and KS3 is to consider continuity and transition.

This report is part of a series of reports on curriculum subject areas. It will build on the 2013 report on Religious Education in key stages 3 & 4.

Evidence gathering will be via school visits, telephone information gathering, and a **brief questionnaire to Chairs of SACRE**

Approximately 20 schools will be visited with  $\frac{1}{2}$  to  $\frac{3}{4}$  day spent in each school. Some of the schools will have been identified by HMI as needing further exploration both positively and negatively. Estyn will try to get a balance between not looking only at schools with good features or those with shortcomings.

The focus of the review will be on standards, provision, assessment (marking and tracking), leadership and management of the subject, Links with the Community. They will also look at staffing (use of supply teachers and or PPA teachers) of the subject and whether it is taught discretely or through a thematic approach. Also they will look at a school's preparedness for Successful Futures and the Four Purposes.

At KS3 there will be a focus on Year 8.

### **RECOMMENDATION**

For SACRE to consider the questionnaire partly completed by the Chair of SACRE, supported by the Professional Adviser, and add any further points as they feel necessary.

**Responses by October 27<sup>th</sup> 2017**

## Cwestiynau i CYSAGau/ Questions for chairpersons

Pa gysylltiad rheolaidd sydd gan eich sefydliad ag ysgolion cynradd ac uwchradd yn eich ardal?  
What regular contact does your SACRE have with primary and secondary schools in your area?

Pa gymorth ac arweiniad ydych chi'n eu rhoi i staff ysgolion?  
What support and guidance do you provide for school staff?

A ydych yn teimlo y gall athrawon fanteisio ar hyfforddiant a chymorth digonol i'w galluogi i addysgu addysg grefyddol yn effeithiol?  
Do you feel that teachers have sufficient access to training and support to enable them to teach RE effectively?

Do you feel that teachers have sufficient access to training and support to enable them to teach RE effectively?

A ydych yn teimlo bod unrhyw broblemau o ran athrawon nad ydynt yn arbenigwyr yn addysgu addysg grefyddol mewn ysgolion uwchradd? Sut mae hyn yn effeithio ar safonau disgyblion?  
Do you feel that there are any issues with non-specialist teaching RE in secondary schools? How does this impact on pupil standards?

Do you feel that there are any issues with non-specialist teaching RE in secondary schools? How does this impact on pupil standards?

A ydych yn monitro safonau a darpariaeth mewn addysg grefyddol mewn ysgolion lleol? Os ydych, ym mha ffyrdd a pha mor aml? Beth yw eich canfyddiadau?  
Do you monitor standards and provision for RE in local schools? If yes, in what ways and how often? What are your findings?

Do you monitor standards and provision for RE in local schools? If yes, in what ways and how often? What are your findings?

A ydych wedi ystyried effaith Dyfodol Llwyddiannus ar addysgu addysg grefyddol mewn ysgolion? A ydych yn rhagweld unrhyw broblemau os caiff addysg grefyddol ei haddysgu'n rhan o gwricwlwm ehangach y Dyniaethau yn CA3?  
Have you considered the impact of Successful Futures on teaching RE in schools? Do you envisage any issues if RE is taught as part of a wider Humanities curriculum at KS3?

Have you considered the impact of Successful Futures on teaching RE in schools? Do you envisage any issues if RE is taught as part of a wider Humanities curriculum at KS3?



At ei gilydd, pa mor dda ydych chi'n teimlo y mae addysg grefyddol yn cael ei haddysgu mewn ysgolion ar hyn o bryd? A ydych yn teimlo bod unrhyw agwedd benodol ar addysg grefyddol yn cael ei haddysgu'n dda neu ei haddysgu'n wael? Pa dystiolaeth ydych chi'n seilio'r farn hon arni?

Overall how well do you feel that RE is currently being taught in schools? Do you feel that any particular aspect of RE is more often taught well or taught poorly? What evidence do you base this judgement on?

A ydych yn teimlo bod safonau addysg grefyddol mewn ysgolion wedi gwella neu ddirywio'n gyffredinol dros y 5 mlynedd diwethaf? Ym mha ffyrdd a pham?

Do you feel that standards of RE in schools have generally improved or declined over the last 5 years? In what ways and why?

Beth ydych chi'n teimlo yw'r prif broblemau y mae ysgolion yn eu hwynebu?  
What do you feel are the main issues facing schools?

A oes unrhyw wybodaeth arall yr hoffech ei rhannu â mi?  
Is there any other information that you would like to share with me?

**Diolch yn fawr i chi am ein helpu â'n hymchwil.  
Thank you very much for helping us with our research.**

**Anfonwch yr ymateb hwn at [liz.counsell@estyn.gov.uk](mailto:liz.counsell@estyn.gov.uk) erbyn 27 Hydref.  
Please email this response to [liz.counsell@estyn.gov.uk](mailto:liz.counsell@estyn.gov.uk) by October 27<sup>th</sup>**

Os hoffech i mi ddilyn yr holiadur hwn â sgwrs fer dros y ffôn, rhowch eich enw a'ch manylion cyswllt. If you would like me to follow up this questionnaire with a short telephone conversation, please add your name and contact details.

**Enw/ Name** \_\_\_\_\_ **Swydd/ Position** \_\_\_\_\_

**E-bost/ Email** \_\_\_\_\_ **Ffôn/ Phone** \_\_\_\_\_

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## **NEWPORT CITY COUNCIL**

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

**DATE: 19 OCTOBER 2017**

**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.

The GCSE specifications have been approved and are in place for first teaching from September 2017

### **WJEC (Wales) GCSE Religious Studies textbook**

In July 2017 the SACRE clerk informed all secondary schools and SACRE members of information received from Lynda Maddock, GCSE Subject Officer at WJEC regarding the WJEC (Wales) GCSE Religious Studies textbook. WJEC informed SACREs that the Hodder text book written specifically for WJEC (Wales) was available from August 2017 but also that WJEC had put link to this on the RS page of the WJEC website. WJEC have also tweeted about it and commented on Facebook. The purpose is to ensure that schools were fully informed and could start their planning as soon as possible for the start of the new school term. Many schools have been using the EDUQAS text book whilst awaiting the new resource from WJEC.

### **GCSE Lead Practitioners: Update**

Next meeting - Lewis school Pengam.

Date - yet to be confirmed

Focus – Assessment for Learning (AFL)

Rhian Davies, Lead Practitioner, will be feeding back from the consortia meeting held in early September.

Please work through Nicky Hagendyk at EAS if teachers want to visit Rhian's school or other support from Rhian.

Rhian can be contacted at her school King Henry V111 (tel 01873 735373). Rhian's extension number is 5302

### **Recommendation**

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

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**Cyfarfod Cymdeithas CYSAGau Cymru, Wrecsam, 7 July 2017  
(10.30am – 3pm)**

**Wales Association of SACREs meeting, Wrexham, 7 July 2017  
(10.30am – 3pm)**

**Presenoldeb/Attendance**

<p><b>Ynys Môn / Anglesey</b> Bethan James (BJ) Rheinallt Thomas (RT) Mefys Jones-Edwards (M J)</p>	<p><b>Sir Ddinbych / Denbighshire</b> Phil Lord (PL) Emrys Wynne (EW) Simon Cameron (SC)</p>	<p><b>Powys</b> John Mitson (JM) Margaret Evitts (ME)</p>
<p><b>Blaenau Gwent</b> Gill Vaisey (GV)</p>	<p><b>Sir y Fflint / Flintshire</b> Phil Lord (PL) Roz Williams (RL)</p>	<p><b>Rhondda Cynon Taf</b> Paula Webber (PW)</p>
<p><b>Pen-y-bont ar Ogwr / Bridgend</b> Edward Evans (EE) Vicky Thomas (VT)</p>	<p><b>Gwynedd</b> Bethan James (BJ)</p>	<p><b>Abertawe / Swansea</b> Alison Lewis (AL) Vicky Thomas (VT)</p>
<p><b>Caerffili/ Caerphilly</b> Vicky Thomas (VT) John Taylor (JT)</p>	<p><b>Merthyr Tudful / Merthyr Tydfil</b> Vicky Thomas (VT) Ernie Galsworthy (EG)</p>	<p><b>Torfaen /Torfaen</b> Vicky Thomas (VT)</p>
<p><b>Caerdydd / Cardiff</b> Gill Vaisey (GV)</p>	<p><b>Sir Fynwy / Monmouthshire</b> Gill Vaisey (GV)</p>	<p><b>Bro Morgannwg / Vale of Glamorgan</b> Paula Webber (PW)</p>
<p><b>Sir Gaerfyrddin / Carmarthenshire</b> Mary Parry (MP)</p>	<p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b></p>	<p><b>Wrecsam / Wrexham</b> Libby Jones (LJ) Tania ap Sion (TaS) Liz Davies (LD) Bhupinder Virdee-Lace (BV-L) Samantha Jesson (SJ) Martin Matthias (MM) Rev. James Harris (Rev. JH) Ruth Holden (RH)</p>
<p><b>Ceredigion</b> Lyndon Lloyd MBE (LL)</p>	<p><b>Casnewydd / Newport</b> Vicky Thomas (VT) Sally Northcott (SN)</p>	<p><b>Sylwedyddion / Observers</b> Dr Farookh Jishi (Wrexham Muslim Association)</p>
<p><b>Conwy</b> Phil Lord (PL)</p>	<p><b>Sir Benfro / Pembrokeshire</b> Mary Parry (MP)</p>	

## Minutes

### 1. **Cyflwyniad a chroeso / Introduction and welcome**

Members enjoyed choir performances from Eyton VC School, Ysgol Penrhyn and St. Christopher's School. Members were welcomed to the Chamber by Cllr. John Pritchard, Mayor of Wrexham and Sam Jesson, Chair of Wrexham SACRE. They thanked the children for their performances. Sam Jesson noted that with the introduction of Successful Futures, it is an exciting, creative and innovative time for education. Phil Lord (PL) opened the meeting and also thanked the children for their performances. He expressed gratitude to Cllr. Pritchard and Sam Jesson for their welcome.

### 2. **Adfyfrio tawel / Quiet reflection**

PL led a quiet reflection upon the disaster at Grenfell Tower. He spoke about media reports of a catalogue of events leading up to the disaster. PL asked members to consider that what we say and what we do can have an impact on other people in good or in bad ways. He asked everyone working in SACREs and schools to think about how they can do little things to make a difference for the better.

### 3. **Ymddiheuriadau / Apologies**

Andrew Pearce, Dr Annette Daly, Neeta Baicher, Tudor Thomas, Sue Cave, Christine Abbas, Mathew Maidment, Alwen Roberts, Dafydd Trehearne, Cllr. P. A. Roberts, Rachel Samuel, Rachel Bendall, Pauline Smith, Manon Jones. Huw Stephens, Sharon Perry-Phillips, Leslie Francis. Helen Gibbon, Meinir Wynne Loader, Huw George, Marilyn Frazer.

### 4. **Cofnodion y cyfarfod a gynhaliwyd yng Nghaerfyrddin, 3 Mawrth 2017 / Minutes of meeting held in Monmouthshire, 3 March 2017**

With the exception of a few minor typing errors and a missing date on p.7 the minutes were accepted as a true record of the meeting. Proposed by Vicky Thomas and seconded by Rheinalt Thomas

### 5. **Materion yn codi / Matters arising**

**P.4** - matters arising p.10 – Edward Evans (EE) wrote to Kirsty Williams - Action completed.

**P. 10.** VT found no issue within the inspection report. She met with the Challenge Advisor. Caerphilly sent a letter and survey to all secondary schools and had 100% returns. It was pointed out that the issue of schools not fulfilling their statutory obligations in delivering RE is a wider problem. The survey revealed that some schools were delivering RE during thought for the day or registration. The local authority will write to schools to point out that this is not an appropriate vehicle for the delivery of RE.

**p.14. Item 11.h.** PW attended two study days at the University of Chester. These were geared toward teachers of A Level, but were not board specific. The aim was to give teachers a 'back to university experience' rather than providing CPD. Nevertheless, PW reported that the workshops provided very good CPD for teachers. The university hopes to provide further study days in the future.

RT raised a concern over the protocol for sending out WASACRE minutes. He reminded WASACRE members that traditionally minutes would be received within two weeks of the meeting. The current process is that minutes are checked by the Chair and the Executive Committee for accuracy prior to being sent out because of the national status of WASACRE. Some SACREs need access to the minutes earlier as there are a wide range of dates for SACRE meetings and they are needed in advance of meetings. Welsh speakers expressed concern that they would have to read the minutes twice if they were initially sent out in English

with a translation to follow. There was a suggestion that the translator be given a date in advance. It was recognised that, as a first principle, there should be equality for both languages. A member suggested that the minutes should be written promptly as there was an honorarium paid to the secretary to do so. The role of the secretary and the honorarium were, therefore, discussed. GV raised the question of payment for the role of Secretary. JM reported that the honorarium paid to the secretary hasn't changed since WASACRE was established. Members discussed whether it might be necessary to have a minutes secretary or whether it would be necessary to review the honorarium? The standard and detail of the minutes were discussed and some members felt that it was important that the secretary have subject knowledge.

**ACTIONS:-**

- i.* Minutes should go out before the SACREs are going to meet.
- ii.* Executive meeting to discuss the honorarium paid to the secretary, the issue of translation into Welsh and to consider when Executive meetings are held in order to send WASACRE minutes to SACREs at the earliest opportunity. Minutes to be checked by the Chair and go out to SACREs before the Executive Meeting.

**6. Cyflwyniad NAPfRE / NAPfRE presentation: *Supporting the new GCSE RS specification - The work of GwE Lead Practitioner's for Religious Studies – Mefys Jones– Lead Practitioner for Religious Education GwE.***

Mefys Jones presented on the progress of lead practitioners in N. Wales and their work to provide support for schools delivering the new GCSE specification. Mefys is a member of Anglesey SACRE and regional lead practitioner in N. Wales. The presentation included:

- a. The aim of the three RS Hubs in the north is to ensure consistency across the region and to support teachers. Three meetings were organised during the year. The initial meetings were used to unpack the specification. It had been difficult to access resources for the new GCSE as text books had not been made available in time.
- b. A questionnaire was distributed to identify teachers' concerns. They needed help in areas such as planning schemes of work, developing assessment material and marking of examination answers. Teachers wanted advice on resources and on the new humanist perspective within the specification. The sharing of resources was a main concern. Accessing Welsh resources was a particular problem as the textbook was initially only published in English. Mefys pointed out that the Buddhism A level course book had arrived a month after the examination. There was also a great concern that both the new GCSE and A Level had been introduced at the same time and that WJEC CPD meeting didn't take place until almost the end of the autumn term.
- c. Lead practitioners explored content that was similar in the old specification and identified what was new in order to consider which resources could be reused. Facebook and email were used for sharing information and uploading resources. Hwb was available, but had not been embedded everywhere. GWE is in the process of setting up a website to upload resources. The Save RE Facebook page had been a valuable resource. For teachers using the medium of English Eduqas resources were useful, but they needed to be translated into Welsh. Other resources included Bitesize, especially the video clips, and True Tube for religious and moral issues.
- d. A conference was held in Llandudno. The support from headteachers in releasing teachers for this event had been very welcome. Joy White attended to talk about assessment. Rob Grinter, a humanist, was present to talk to teachers about the humanist perspective.

- e. The third meeting brought everyone together to share resources and share ideas. The process throughout the year created the feeling that help was available. Links will continue. A bank of examination questions will be set up and teachers will moderate marking. All resources will be available on the website. There will be meetings with Lynda Maddock, WJEC subject officer, and with other lead practitioners from Wales.

Mefys thanked the dedicated teachers for their participation and collaboration. She acknowledged SACREs had supported the work of the lead practitioners.

Discussion following the presentation:

VT thanked Mefys for all the hard work and shared resources. Mefys was aware that some schools are delivering full course RS in one hour a week. She felt lucky that time is given to RE in her school. She expressed concern that teachers had been expected to create their own resources while waiting for the official resources to arrive. She said that the workload of teachers is massive. MP said that it had been a pleasure to listen to what Mefys had to say and that it was clear in ERW that there is a lack of material provided in Welsh. Mary expressed her gratitude for the translated resources being made available. Mefys said that they had written to Heads thanking them for releasing and supporting teachers. She informed WASACRE that there will be a conference for the whole of Wales on 23<sup>rd</sup> September. A WASACRE member thanked Welsh Government for providing the opportunities and funding for this work.

7. **Cyflwyniad WASACRE/WASACRE presentation:** Religious Education from a European perspective. – Phil Lord

PL has had the privilege to work with EFTRE, who meet once a year to discuss RE issues across Europe. PL sits on the Executive committee of EFTRE which is open to all countries in the Council of Europe, the 47 member states who have signed the Convention of Human Rights of the European Court of Human Rights. PL has been surprised at how different countries approach RE. Some teach from a phenomenological viewpoint, but in Europe RE is generally confessional and one religion is generally taught. One of the benefits of RE is to bring about tolerance and understanding of others. In 2009 a study on the way religion is presented across Europe was carried out. Whether confessional or non-confessional, RE is a good driver for tolerance and community cohesion. However, the Council of Europe felt that a move towards a multi-religious approach would be better in order to bring communities together. In 2014 the Council of Europe published the *Signposts* document to bring commonality in RE. The European Forum for the Teachers of RE put teaching packs together with a focus upon multi-cultural aspects of RE.

PL gave an overview of RE in Finland and Austria. He had visited primary and secondary schools in Finland where RE is generally of the Lutheran tradition but is non-confessional. Parents can request RE in their own tradition. Secondary school teachers are required to have a Master's Degree and are given a lot of respect as professionals. All advice on RE comes through the Church and is faith based. Early years education is about play and there is no formal transition between pre and statutory schooling. PL observed a secondary school exploring Lutheran History. Teachers set the activity and pupils got on with it. They knew what they had to do. Independent learning was clearly evident in the high school. Phil talked about the demographics of Austria in comparison to Wales. He referred to a video about RE across Europe which can be found on the EFTRE website (<http://www.eftre.net/>). RE in Austria is compulsory and confessional Roman Catholic, but schools have to provide Protestant education to those who request it. In addition Phil visited an Islamic RE training centre. More pupils are now opting out of confessional RE and those that do so are offered Ethics lessons instead. Denise Cush was in attendance at the conference talking about the religious landscape in Europe. She also spoke about how restrictive it is to teach just one religion. The purpose of RE differs depending upon where you are in Europe. One of the purposes of RE in UK including Wales is to create opportunities for multiculturalism and diversity. PL suggested that we need to have these discussions when designing new curriculum.



Questions:

GV had also attended the EFtRE conference and reported that although RE in Europe was confessional RE pupils would still learn about other faiths as well.

**8. Diweddariadau/Updates:**

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

GV reported that the document was finished but has been for translation. GV had sent the translated document to RT to proofread. RT said that the content drew him in and that the translation was excellent.

**ii. Materion Llywodraeth Cymru / *Welsh Government matters* –**

PW reported that the RE planning meeting on 27/3/17 to discuss the development to the new Humanities Curriculum had been very positive. WASACRE and NAPfRE representatives raised concerns with Welsh Government about RE being left out of the curriculum at Foundation Phase during the last curriculum review and that it is important to avoid the same things happening this time. They raised the issue of the right of withdrawal from RE and suggested that RE needed to be identifiable in the curriculum if legislation on withdrawal is to remain. Welsh Government requested a copy of the WASACRE withdrawal document to help them identify issues that this could raise. Manon Jones produced a timeline to show how the planning of the Humanities AoLE would develop over the academic year and so that regular meetings with WASACRE/NAPfRE could be scheduled. Welsh Government requested information on the procedure for commissioning work from WASACRE. Welsh Government expressed an interest in commissioning a paper from WASACRE on how 'What is Good RE?' fits with the work pioneers were doing. The pioneers would be looking at a number of approaches, including the approach of the Big Ideas Science model. WASACRE/NAPfRE representatives were invited to attend a Humanities pioneer group workshop to contribute to discussions about the group's proposals regarding the scope and structure of the Humanities AoLE from an RE perspective. Representatives raised the issue of assessment and the concern that the new GCSE specifications did not seem to align with Donaldson's Successful Futures. Welsh Government confirmed that Qualifications Wales would be involved throughout the process of developing the new curriculum. Curriculum developments will be shared via a newsletter to SACREs which will be sent from WG to SACRE clerks. SACREs will be able to then respond to the Newsletter by email to Manon Jones. Paula Webber as Secretary to WASACRE is to be copied into responses.

MP said that the pioneers were currently working on strand 2 of curriculum development. WASACRE/NAPfRE representatives have attended meetings with teachers from pioneer schools. This group have been discussing a common way forward. Once this is officially decided WASACRE representatives will receive the agreed proposals. Planning on the way ahead will carry on over the summer period. In September Strand 3 will look at the content of the Humanities AoLE.

Discussion from members also raised the following issues:

SACREs will have to adopt the new curriculum if there is no change in legislation. There may not be a need to change the legislation; however, changes to legislation could be positive as well as negative. Change could also support good RE. It was positive that WASACRE was able to work together with Welsh Government in order to develop a curriculum that works for RE.

**iii. RE stakeholder meeting 12/4/17**

A concern was raised that the term Religious Education would be removed from the new curriculum and that RE would be absorbed with the Humanities completely. PL said that

Manon did not confirm or discount this, however RE skills would certainly need to be identifiable within the new curriculum.

Humanities AOLE group meeting 02/05/17- Report by BJ. MP and BJ attended the meeting of teachers from pioneer schools in Wrexham as observers. The teachers were at the beginning of the process and were asked to 'define humanities.' They also looked at the current curriculum, content and skills and discussed whether there were aspects worth keeping. Teachers were also invited to identify the major things pupils needed to know by the time they reached the age of 16. This approach has developed from Science Big Ideas. So teachers were asking - What are the major Big Ideas for RE? What is important in RE and how can we share these ideas?

- iv. **New Curriculum Stakeholder meeting 24/5/17** – PL reported that assessment procedures currently create competition that is detrimental to the child. Problems arise when students want to transfer schools. If they are not attaining assessment grades Headteachers sometimes don't want them in the school. PL reported that with the development of the Donaldson Successful Futures curriculum the eyes of the world are looking at Wales. He explained that no education system in the world has changed this significantly. Therefore, Welsh Government wants to get this right. PL felt that Manon Jones and Steve Davies were sincere in wanting to create an inclusive, teacher led, bottom up system. VT commented that it is, therefore, important it is to have Manon Jones present at WASACRE meetings.
- v. **Meeting with Estyn 05/06/17** - VT reported that the meeting had been requested by WASACRE and NAPfRE and that four HMI had attended. She said that the meeting had been positive and mutually beneficial. Representatives enquired about the thematic review of RE. There will be a specific report produced by three HMI and one peer inspector. Mark Champion will have an editing role. Between twenty and twenty-one schools will be included and visits to schools will be made. The focus will be upon standards and provision; assessment; links with the community (community cohesion) and staffing of RE. The team will also look at preparation for the Four Purposes as well as transition between Primary and Secondary. If the inspectors see non-fulfilment of the statutory requirements for RE they will definitely take it up with the school. Upon WASACRE representative's suggestion, Estyn officers agreed to consider whether provision at Foundation Phase appropriately lays the foundation for work at KS2. Additionally, there will be a review of the Foundation Phase and at the suggestion of WASACRE representatives, Estyn officers agreed to ensure that RE will be included in that review alongside other areas of learning. WASACRE was asked to let Estyn know of schools that have good practice in RE.

Representatives explained how monitoring of RE was conducted by SACREs in order to fulfil their monitoring role and that it was becoming more difficult now to get evidence to provide a baseline on RE in schools especially with System Leaders having little or no responsibility for subjects e.g. RE. They discussed the importance of Estyn reports in this process. It was noted that there are more instances of inspectors noting in primary school reports, fulfilment or non fulfilment of statutory requirements for RE, than there were in secondary schools reports. Estyn officers confirmed that the same criteria for primary and secondary should be followed and thanked the delegation for bringing this to their attention and agreed they will look more closely at this issue.

Issues at KS4 were also discussed, including timetables being squeezed due to the Welsh Baccalaureate. Schools find they have insufficient time available to meet requirements of the agreed syllabus. Representatives enquired whether there was a way that Estyn and WASACRE could work together to halt this diminishing status of RE.

Estyn suggested that individual Advisers/ SACREs or LAs can 'tip them off' to good practice in schools or refer to schools which are not following statutory requirements. The delegation and Estyn also felt that really it was the place of the LA to inform Estyn of this in their LA Report before a school is inspected. In reality, Estyn's experience has led to an acceptance

that LAs are unlikely to identify schools in this way as it does compromise good working relationships with schools. GV suggested this was an area of real concern and a dilemma which should be given further consideration.

Representatives asked whether through the new Inspection Framework Estyn reports would continue to give qualitative statements in terms of SMSC. It was confirmed that this was the case. It was also noted that the new Framework will have an additional focus in different schools and that RE may be the focus in some schools.

Discussion with Estyn also included the role of RE in promoting community cohesion. WASACRE raised its concerns about withdrawal from RE sometimes being linked to reasons of prejudice. Estyn informed WASACRE that Mark Campion is heading up reporting on Prevent.

An Estyn representative suggested that there was a need for teachers to have training about religions from meeting with faith representatives. GV referred to one LA which is currently planning this type of training opportunity. We will consider how widely this could be shared and whether this could be facilitated by WASACRE and if there are any funding streams available.

PL acknowledged that it is good that WASACRE has a positive relationship with Estyn.

**ACTION: To discuss funding of training at the next Executive Meeting.**

9. **Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar Mai 19, 2017/ Report from the Executive Committee held on 19 May 2017**

WASACRE members received the draft report from the Executive Committee Meeting.

P2. Protocol for people doing work for WASACRE. WASACRE will publish the intention of commissioning on the Website. PL explained the commissioning process. Copyright was also discussed. This process is to be passed in Autumn Executive meeting.

Training opportunities will be discussed in the Autumn meeting of the Executive Committee.

WASACRE received correspondence from Christine Abbas which was discussed in the Executive meeting. PL has sent a response, and a discussion ensued. There is a growing concern that religious groups that were once included in the creation of an agreed syllabus are increasingly feeling marginalised. GV suggested that this could be something discussed by the executive.

PL informed members that the WASACRE Website – will be on the autumn agenda. RT raised the issue that not all documents commissioned by WASACRE were on the Website.

**Action: The whereabouts of the missing documents will be investigated.**

10. **Gohebiaeth /Correspondence**

- i. WASACE received a request from the Education Workforce Committee for a member to apply to sit on the committee. They have until 21 July to apply.
- ii. Interfaith Network UK – advertising events. SACREs will receive this in the future. Interfaith week is 12-19<sup>th</sup> November.
- iii. WASACRE received a request for information from Alun Charles, the co-ordinator of a church magazine in Carmarthenshire, concerning withdrawals from collective worship in Wales.

It was also noted that Edward Evans is currently writing a paper concerning collective worship for discussion at the next Executive Committee meeting.

**ACTION: PL to phone Alun Charles.**

- iv. Correspondence from Annette Daly giving her apologies and expressing concern about Humanist representation on SACREs. Officers noted that this issue has been discussed in recent meetings of WASACRE and the legal situation remains the same.

#### 11. U.F.A. / A.O.B.

- i. 'Show and Tell' - GV spoke about her new book, *Puddles and the St Francis Service*, which is currently with the printer. This resource is appropriate for Animal Welfare Sunday on 8<sup>th</sup> October. Gill has been matching RE with the Foundation Phase Areas of Learning and popular topics or themes. Electronic classroom resources have now been added. Additionally, Gill is vetting and selecting non-fiction books because she has found inaccuracies and misinformation within some published books. She is concerned that non-specialists might not be aware of these errors. Therefore, Gill will be putting the vetted resources onto her website. GV enquired whether we could reinstate Show and Tell as a regular feature of WASACRE meetings.
- ii. Humanists for UK have put on a free course for teachers in London. AL has contacted them to ask whether there can be a conference organized in Wales.

#### 12. Dyddiad y cyfarfod nesaf Dydd Gwener 10 Tachwedd, 2017 / *Date for next meeting:*

Autumn Meeting - Bridgend - Friday 10<sup>th</sup> November, 2017. Civic Centre. Bridgend

Spring Meeting – Swansea - March 9<sup>th</sup> Civic Centre in Swansea.

## The Annual general Meeting of WASACRE

### Elections

Gill Vaisey (Monmouthshire SACRE) was elected as Vice Chair

Alison Lewis (Swansea SACRE) and Tania ap Sion were elected as Executive members.

### Financial report

An overview of the finances of WASACRE was given by the Treasurer, John Mitson. Attached as an Appendix to his report was the audited Statement of Accounts for the 2016/2017 financial year

At the end of the financial year, subscriptions from all 22 SACREs had been received.

Although the finances are in a healthy state there are to be some significant outgoing over the next year.

- Sufficient resources need to be available to meet the ongoing costs of WASACRE activities, including meeting expenses, secretarial costs, officers' expenses, officers' honoraria and subscriptions.
- Sufficient resources need to be available to meet the costs of further All Wales events, such as the National Conference, held in October 2013, and to enable it to become involved in other initiatives for the support of Religious Education and Collective Worship across Wales such as the provision of further training and preparation of publications.
- There are likely to be significant costs incurred in publishing the finalised withdrawal and RE document and designing a house style for future publications.
- The sum of £319.80 has been paid for support of the WASACRE website.

In the light of the above, and the decision at the 2001 Annual General Meeting, that, in future, the subscription to WASACRE be increased in line with inflation.

### RECOMMENDED

*That the annual subscription per SACRE for membership of WASACRE during the 2017/2018 financial year be set at **£443.00**, which represents an uplift of 1% on the 2016/2017 subscription.*



## THE CITY OF NEWPORT

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

**DATE: 19 OCTOBER 2017**

**SUBJECT: HOLOCAUST MEMORIAL DAY 2018**

**PURPOSE: TO INFORM THE SACRE OF HMD 2018**

### **BACKGROUND**

Holocaust Memorial Day is an annual event that takes place on January 27<sup>th</sup> and was established in the UK in 2000 with the first HMD held in January 2001. January 27<sup>th</sup> marks the anniversary of the liberation of Auschwitz- Birkenhau 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 of Holocaust Memorial Day. The HMD theme for 2018 is '**The Power of Words**'. Spoken and written words from individuals, corporations, community organisations or the state can have a huge impact, whether good or bad. The theme for HMD 2018 explores how language has been used in the past, and how it is used in the present day.

### **Words can make a difference – both for good and evil.**

*'I want to go on living even after my death! And that's why I am so grateful to God for having given me this gift, which I can use to develop myself and to express all that's in me. When I write I can shake off all my cares; my sorrow disappears; my spirits are revived.'* - Anne Frank, written in her diary, 5 April 1944

HMD activities could focus on the impact that words had in the Holocaust and subsequent genocides, through propaganda used to incite, through slogans written in resistance, and through memoirs written to record and respond to what was going on. The words that we see and hear all around us today – in newspapers, online, in conversations – the words that we choose to use, all have an impact upon us and those around us.

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 2018 and circulate the information on HMD and reference the website for appropriate resources [www.hmd.org.uk](http://www.hmd.org.uk).
- The Local Authority to inform schools of the HMD Service at St Woolos Cathedral

### **Please Note**

The order of services for HMD 2017 held by Newport at St Woolos Cathedral has been submitted to the Holocaust Memorial Day Trust website.

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