

Agenda



Standing Advisory Council for Religious Education

Date: Wednesday, 14 February 2018

Time: 10.00 am (refreshments at 9.30am followed by school presentation at 9.45am for meeting to start promptly at 10am)

Venue: Caerleon Comprehensive School

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

Item		Wards Affected
1	<u>Agenda - Cymraeg</u> (Pages 3 - 4)	
2	<u>Welcome & Presentation from Caerleon Comprehensive School</u>	
3	<u>Time of Quiet Reflection</u>	
4	<u>Apologies for Absence</u>	
5	<u>Minutes of the Previous Meeting</u> (Pages 5 - 12)	
6	<u>Matters Arising</u>	
7	<u>Holocaust Memorial Day 2018</u> (Pages 13 - 14)	All Wards
8	<u>Analysis of Examination Results Summer 2017</u> (Pages 15 - 22)	All Wards
9	<u>National Curriculum Review: Update</u> (Pages 23 - 26)	All Wards
10	<u>Professional Development Opportunities: Feedback</u> (Pages 27 - 28)	All Wards
11	<u>Managing the Right of Withdrawal</u> (Pages 29 - 32)	
12	<u>WASACRE Issues</u> (Pages 33 - 44) <ul style="list-style-type: none">• Feedback from meeting at Bridgend on 10 November 2017• Representation at the WASACRE meeting at Swansea on 9 March 2018• Nominations to the WASACRE executive	All Wards
13	<u>Correspondence</u>	

Contact: Joy Howells
Tel: 01633 656656
E-mail: joy.howells@newport.gov.uk
Date of Issue: 7 February 2018

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Agenda

Cyngor Ymgynghorol Sefydlog ar
Addysg Grefyddol

Dyddiad 14 Chwefror 2018

Amser 10y.b.

Lleoliad Caerleon Comprehensive School

At Cyngorwyr Holyoake (Cadeiydd), I Hayat, R Hayat & J Watkins

Eitem

Rhan 1

- 1 Agenda – Cymraeg
- 2 Croeso a chyflwyniad gan Ysgol Caerleon
- 3 Amser ar gyfer Myfyrdod Tawel
- 4 Ymddiheuriadau dros Absenoldeb
- 5 Cofnodion y Cyfarfod Diwethaf
- 6 Materion yn codi
- 7 Diwrnod Cofio'r Holcost
- 8 Dadansoddiad o Ganlyniadau Arholiadau Haf 2017
- 9 Adolygiad ac Asesiad o'r Cwricwlwm Cenedlaetho: Diweddariad
- 10 Cyfleoedd datblygu proffesiynol: adborth
- 11 Rheoli hawl i dynnu'n ôl
- 12 Materion CCYSAGauC
- 13 Gohebiaeth

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Minutes



Standing Advisory Council for Religious Education

Date: 19 October 2017

Time: 10.00 am

Present: Councillors L Lacey (Chair), T Holyoake and J Watkins

Officers: V Thomas (RE Consultant), M Dacey (Head of GEMS) and J Howells (Democratic Service Support Officer)

Faith Groups: N Baicher (Sikh), S Hunt (Church in Wales), P Landers (Roman Catholic), S Sharma (Hindu), and K Sperry (Church in Wales)

Teacher

Representatives: K Hicks (UCAC), S Northcott (NUT) and L Picton (ASCL)

Apologies: Cllrs I & R Hayat, H Stephens, J Crawley, N Huggleston and H Vaughan

1 Time of Quiet Reflection

Members took part in a period of quiet reflection.

2 Apologies for Absence

As noted above

3 Minutes of the Previous Meeting

The minutes of the previous meeting were submitted.

Agreed:

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

4 Matters Arising

A reminder had been sent to those schools which had not responded to the letter enquiring whether statutory requirements for RE at all stages were being delivered and to confirm that they were. Another 3 primary schools had responded. In total 37 schools from a total of 47 had responded which was a good result. All secondary schools responded

5 Membership Report

Kath Sperry was welcomed to the meeting as a Church in Wales representative.

A Methodist representative needed to be found. The Clerk reported that a name has been suggested by a SACRE member to fill this vacancy and she was currently awaiting contact details. It was agreed that any appointment would need to be endorsed by the Methodist secretary.

Unfortunately despite several emails no reply had been received from the Salvation Army concerning a replacement for Major Christine Comely. The Clerk will continue to contact them.

Agreed:

Clerk to continue contacting the Salvation Army and also look into sourcing a Methodist representative.

6 **SACRE Annual Report 2016-2017**

By law an annual report has to be provided for each SACRE which is then brought to the SACRE meeting for approval and following its approval is distributed to the relevant organisations. The Annual Report is a synopsis of what took place in Newport SACRE last year. V Thomas was particularly interested in informing members of the main points contained in the Executive Summary:

a) Monitoring of Religious Education

SACRE considers and analyses school inspection reports and follows up on any comments made by the inspectors. During the last academic year no RE subject specific issues were identified in the reports and therefore no follow up action was necessary.

SACRE also analyses examination results over a 3 year period and identifies trends in performance which is benchmarked against the All Wales data. Schools are informed of the outcomes of this analysis.

SACRE visits schools on an annual basis so that strengths and weaknesses can be identified and issues can be addressed directly. In 2016/2017 SACRE had visited one secondary school and one primary school when two acts of collective worships were observed.

As the curriculum is presently under review SACRE wrote to all schools reminding them that coverage of the programmes of study of the locally agreed syllabus remains a statutory requirement.

b) The Agreed Syllabus for RE

This is currently on hold as the curriculum is under review. SACRE is updated each term on the progress of this review and the shape of RE within that curriculum.

c) Teaching Materials

All schools had been informed of the resources available on the Holocaust Memorial Day Trust website to celebrate Holocaust Memorial Day.

d) Training for Teachers

With the current Welsh Assembly Government's emphasis on literacy and numeracy no subject specific training was on offer although training organised by the Church in Wales Diocesan Officer has been offered to schools.

e) Collective Worship

There were no issues identified regarding collective worship identified in the inspection reports so no follow up action was necessary.

f) Other Issues

SACRE members had received regular updates from the Independent RE Adviser on the review of the National Curriculum and its implications for RE and the development of the revised exam specifications.

Agreed:

No comments or questions were received on the SACRE Annual Report. The report was therefore approved and seconded.

Clerk to arrange for the report to be translated into Welsh. Both English and Welsh copies of the annual report to be forwarded to WASACRE for publication on its website.
Clerk to liaise with the Education department and arrange for the report to be put on the NCC and schools website.
Clerk to send the electronic link to the circulation list on appendix 5 of the report.

7 **SACRE Development Plan 2014-2018 Progress Report (see Annual Report)**

It is necessary for Newport SACRE 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. V Thomas highlighted the progress that had been made on each of the aims

The aims set by SACRE in the development plan are:

- a. To monitor standards in RE & Religious Studies
- b. To review the agreed syllabus and supports its implementation
- c. To monitor provision and provide support for collective worship
- d. To ensure a more informed SACRE through providing regular updates on local and national issues related to RE and collective worship in schools.

All of the above aims had been covered by Newport SACRE. V Thomas gave dates of meetings and examples of when these aims had been addressed.

Agreed:

The Development Plan was discussed and noted

8 **Inspection Analysis Autumn 2016-Summer 2017**

During the academic year Autumn 2016 to Summer 2017 nine Newport schools had been inspected – seven primary schools and two secondary schools. Comments in relation to spiritual development was evident in all the inspection reports.

Estyn inspectors will only comment in reports when schools do not comply with statutory requirements. Therefore, as no comments were made relating to non-compliance, it was assumed that all schools inspected met statutory requirements in relation to collective worship. It was noted that five of the nine reports did receive positive comments on the quality of collective worship.

It was pointed out to members that in the current Inspection Framework evaluations inspectors use a four-point scale and although the new Inspection Framework still has a four-point scale the grade descriptions for those points had changed. The new framework had been used for one of the nine schools inspected.

All schools had received positive comments on the spiritual, moral, social and cultural development. None of the schools were identified as falling short in spiritual development or not meeting the statutory requirements for collective worship. The reports also made positive comments on schools celebrating diversity, providing good opportunities for global citizenship to be developed and having good links with local faith communities. This gives some indication of the RE elements in a school. No school was identified as not fulfilling statutory requirements for RE and therefore no follow up action was necessary. Caerleon Comprehensive was one of the schools inspected and L Picton, the headteacher, explained that the inspectors had compiled their report after observing one RE lesson and a number of the school's 'Daily Reflections' undertaken during form time and year group assemblies. They also had access to RE schemes of learning and examination results.

Agreed:

The report was discussed and noted.

9 **RE and the National Curriculum: WG Newsletter/Update**

Professor Donaldson report 'Successful Futures - Independent Review of Curriculum and Assessment Arrangements in Wales' had made a recommendation that Religious education should form part of the Humanities area of learning and experience (AoLE).

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

As part of the development the six AoLE working groups had produced reports to both the Curriculum and Assessment Group (CAG) and the Independent Advisory Group (IAG). Both groups, along with Welsh Government expert groups, had provided feedback on the work so far, as part of the quality enhancement process. The reports can be viewed by way of the following link:

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

The Humanities working group had recommended that the 'big ideas'/what matters approach, as exemplified within Wynne Harlen et als 'Working with Big Ideas in Science' be followed. It outlined a planning methodology to develop the AoLE by identifying the key concepts, skills and competencies for each discipline within Humanities and then 'building' the AoLE by identifying overarching 'big ideas'/what matters key concept that would be drawn across the disciplines.

An update from WG outlining the above information from the Welsh Government was discussed.

WG had agreed to work closely with WASACRE and NAPfRE and had commissioned WASACRE to write a paper regarding the position of RE within the Humanities discipline. The University of Exeter was also asked to write a paper and both these will be considered by WG and the pioneer Humanities group. SACRE will receive a further update from WG and their professional adviser at the Spring meeting.

Agreed:

The report was discussed and noted.

10 **Estyn RE Thematic Review Questionnaire**

Estyn have a remit from WG to conduct a thematic review of RE at key stages 2 & 3.

The rationale for reviewing KS2 & 3 is to consider continuity and transition.

Evidence gathering would be via schools visits, telephone information gathering and a brief questionnaire to Chairs of SACREs.

Approximately 20 schools will be visited, some of the schools having been identified by HMI as needing further exploration, both positively and negatively.

V Thomas went through the 10 questions which were:

1. What regular contact does your SACRE have with primary and secondary schools in your area?
2. What support and guidance do you provide for school staff?

3. Do you feel that teachers have sufficient access to training and support to enable them to reach RE effectively?
4. Do you feel that there are any issues with non-specialist teaching RE in secondary schools? How does this impact on pupil standards?
5. Do you monitor standards and provision for RE in local schools? If yes, in what ways and how often? What are your findings?
6. 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?
7. 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?
8. Do you feel that standards of RE in schools have generally improved or declined over the last 5 years? In what ways and why?
9. What do you feel are the main issues facing schools?
10. Is there any other information that you would like to share?

Each question was discussed and comments were forthcoming regarding training and non-specialist teaching of RE.

L Picton suggested that a formalised network for RE would be an ideal forum in which to share good practice with other schools. She was happy to put forward the school's conference room as a venue for this. It was acknowledged that it was difficult for teachers to leave their schools during class time but perhaps they could take place in an afternoon.

Discussion arose about the lack of professional development for teachers and V Thomas confirmed that there were two training establishments in Wales – Bangor and Swansea. However Welsh Government had reduced the number of training places on the courses in order to ensure that teaching places were available on qualification. There was a debate about teacher training and V Thomas reported that Trinity Saint David's University (Swansea Campus) would be making a presentation at the Spring WASACRE meeting and members would be updated on developments after the Spring meeting.

Agreed:

That the questionnaire be revised by VT and for the clerk to return to Estyn by October 2017. VT to draft a letter to all schools to seek interest in forming an RE network in order to discuss RE issues and share good practice.

11 GCSE Religious Studies: Update

SACRE had been regularly updated on progress with regard to the revised specifications for GCSE and A/AS level examination courses.

In July 2017 all Newport secondary schools and SACRE members had been forwarded information from Lynda Maddock at WJEC regarding the availability of the WJEC (Wales) RE textbook. The Hodder text book, written specifically for Wales, had been available from August 2017 and the WJEC had a link to the RS page on their website. Many schools had been using the EDUQAS text book in the meantime.

EAS had agreed to fund and support Rhian Davies role as a Lead Practitioner for the next year. Rhian's contact details were contained within the report.

Network meetings would continue to take place with the next one scheduled to happen in Lewis school, Pengam.

Agreed:

The Update was reported and noted.

12 **WASACRE**

Feedback from AGM at Wrexham on 7 July

Newport representatives at the AGM were Vicky Thomas and Sally Northcott.

Items on the AGM agenda had already been covered in this meeting.

Gill Vaisey, who Newport had supported to take a place on the Executive, had actually been elected as Vice Chair. Tania ap Sion together with Alison Lewis were therefore elected as Executive members.

Representation at Autumn meeting in Bridgend

Cllr L Lacey (Chair), V Thomas, H Stephens and M Dacey will attend

Agreed

Clerk to inform WASACRE of those attending the Autumn meeting in Bridgend.

13 **Holocaust Memorial Day**

Holocaust Memorial Day is an annual event that takes place on 27 January and was established in the UK in 2000 with the first HMD taking place on 27 January 2001. This date marks the anniversary of the liberation of Auschwitz-Birkenau concentration camp in 1945. Schools are encouraged to participate in HMD in order to remember the victims of the Holocaust and more recent genocides.

Newport holds a service in St Woolos Cathedral each year and the event had gone from strength to strength with many schools attending the service and several schools having a role in the service.

There is a theme each year and the theme for 2018 is '**The Power of Words**'. The theme explores how language had been used in the past and how it is used in the present day.

Further information about the theme and free educational resources containing material suitable for primary to post 16 students is available on the Holocaust Memorial Day Trust website <http://education.hmd.org.uk>

Agreed:

Clerk to write to all schools informing them of the information and resources available on the HMDT website.

The Local Authority to inform school of the service at St Woolos Cathedral on 27 January 2018.

14 **Correspondence**

The Chair read out an email which was sent by Marilyn Priday, a retired interfaith worker. At the request of a relative who worked at Bedlinog Primary school, Treharris, Merthyr. Marilyn had visited the school with Neeta Baicher to speak to the pupils about Sikhism. The pupils had thoroughly enjoyed the presentation as they had little experience of mixing with children of other faiths. It had been suggested that perhaps the pupils could visit Maindee Primary school which enjoyed a rich and diverse mix of pupils. M Dacey had contacted Bedlinog Primary and was currently awaiting a reply.

With no further matters to discuss the Chair thanked everyone for their input into a well attended meeting.

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THE CITY OF NEWPORT

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 14 FEBRUARY 2018

SUBJECT: HOLOCAUST MEMORIAL DAY SERVICE: 24 JANUARY 2018

This annual event is to pay respects and remember the victims of the Holocaust and other genocides in Cambodia, Rwanda, Bosnia and Sudan.

The theme for this year's annual event is "The Power of Words" which explores how language has been used in the past and how it is used in the present day.

With 27 January falling on a Saturday Newport City Council hosted the Holocaust Memorial Day in the city, with a special service at St Woolos on Wednesday 24 January.

- The service was officiated by the Very Venerable Lister Tonge.
- Prayers were led by Canon Mark Dimond and Father Daniel Stanton
- Very well attended, over 300 were at the service.
- Pupils from 24 Newport schools attended.
- St Josephs RC High School choir led the singing including renditions of 'Dear Lord and Father of Mankind', 'Abide with Me' and Sanctus from St Anne's Mass.
- Readings were by pupils from both John Frost School and Newport High School.
- St Josephs RC High School pupils led the prayers.
- Primary school pupils from St Marys Roman Catholic school led the candle procession through the cathedral with the names of holocaust victims being read out by a student of St Josephs High School. This procession was accompanied by singing from St Josephs High School choir.
- Music throughout the service was by Gwent Youth Brass Ensemble who performed Stal Himmel by Alan Fernie.
- Newport City Council was well represented with 12 councillors attending including the Deputy Leader and Leader of the Opposition. The Chief Executive was also present.
- Dignitaries included the Lord Lieutenant and High Sheriff of Gwent, the Mayor & Mayoress and the Mayor's Chaplain.

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THE CITY OF NEWPORT

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 14 FEBRUARY 2018

SUBJECT: ANALYSIS OF EXAMINATION RESULTS 2017

A PURPOSE OF REPORT

To inform members of the attainment at GCSE and A/AS level of Newport pupils in Religious Studies and Religious Education for 2017

B BACKGROUND

The information for 16 year- olds currently relates to those electing to follow a GCSE course in religious studies in Years 10 and 11 or A/ AS level and to those following GCSE short course in Religious Studies as the schools' provision for RE as part of the basic curriculum.

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.

RECOMMENDATIONS

- That SACRE note and discuss the examinations results 2017
- To consider circulating the findings to secondary schools in the Authority.

PLEASE NOTE:

THE RESULTS RECORDED HERE ARE FOR THOSE PUPILS ENTERED FOR THE EXAMINATIONS. THEY DO NOT NECESSARILY REFLECT THE NUMBER OF PUPILS FOLLOWING THE EXAMINATION COURSE NOR DO THEY INDICATE HOW WELL PUPILS ARE PERFORMING RELATIVE TO THEIR ABILITY.

See Appendix showing school by school exam results

GCSE RELIGIOUS STUDIES FULL COURSE 2017 (Year 11)

	Newport 2017	Newport 2016	Newport 2015	Consortia 2017	Wales 2017
A*-A	28.7%	25.9%	37%	23.1%	24.7%
A*-C	75.6%	67.5%	76.5%	66.2%	68.3%
A*-G	95.9%	96.8%	98.5%	95.5%	97.5%
Entry Number	585 8 schools 36.2%	589 8 schools 34.6%	531 8 schools	2,873 47.8%	12,401 39.5%

- There were **585 entries from 8 schools**. Entry numbers and number of schools entering have remained similar to 2016. 6/8 schools have entries in double figures and 2/8 schools have triple figures.
- The average cohort entry for Newport in 2017 **was 36.2% and slightly better than 2016 (34.6%)**. Cohort entry is below Consortia and All Wales figures.
- The overall % of **A*- A grades was 28.7%** which is better than 2016 but below 2015. It is better than the Consortia figures (23.1%) and the All Wales figure of 24.7%.
- The overall % of **A*- C grades was 75.6%** which is better than 2016 and comparable with 2015. It is better than the Consortia figures (66.2%) and the All Wales figure of 68.3%.
- The overall % of **A*-G grades was 95.9%** which is below previous performance. It is comparable with the Consortia figure of 95.5% but below the All-Wales figure of 97.5%

Conclusions

Results at the higher grades of A*-A and A*-C are better than 2016 and at A*-G it is slightly below 2016. They are better than the Consortia figures at all grade boundaries. They are better than All Wales figures at A*-A and A*-C. but below All Wales figures at A*-G.

GCSE RELIGIOUS EDUCATION SHORT COURSE 2017 (Year 11)

	Newport 2017	Newport 2016	Newport 2015	Consortia 2017	Wales 2017
A*-A	21.1%	18.0%	14.9%	13.5%	9.8%
A*-C	46.5%	51.0%	55.3%	37.1%	39.6%
A*-G	89.2%	89.6%	92.1%	86.3%	90.2%
Entry Number	750 8 schools +1 46.4%	817 8 schools 48% cohort	882 8 schools	1543 25.7%	9343 29.8%

- Eight schools in the Authority continue to enter pupils for the short course but there was a decrease in entries this year although cohort % figures are only slightly below 2016. 4/8 schools have entry numbers in triple figures and thus enter a significant percentage of the cohort and pupils of all ability levels. Cohort entry is much 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 21.1%** is the best result of the last three years. It is better than the Consortia and All Wales figures.
- The overall % of **A*- C grades was 46.5%** and is below previous performance. It is better than the Consortia and All Wales figures.
- The overall % of **A*-G grades was 89.2%** is comparable to 2016 but below 2015 performance. It is better than the Consortia figure and comparable with the All Wales figure of 90.2%.
- A significant number continue to be entered for RE either through FC or SC and this is very encouraging because it provides pupils with the opportunity for accreditation for their KS4 study. 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.

Figures for 2017 when combining FC and SC are 1335 entries (82.6%) of cohort

Figures for 2016 when combining FC and SC are 1406 entries (82.6%) of cohort

GCE RELIGIOUS STUDIES A LEVEL 2017 (Year 13)

	Newport 2017	Newport 2016	Newport 2015	Consortia 2017	Wales 2017
A*-A	18.4%	12.2%	27.8%	17.1%	18.2%
A*-C	75.9%	82.1%	84.4%	76.9%	78.1%
A*-E	95.4%	100%	100%	96.8%	99.8%
Entry Number	87 6 schools 12.0%	123 8 schools 14.3%	90 7 schools	251 12.9%	1305 11.4%

- There were 87 entries from 6 schools and entry figures and number of schools entering has decreased. 4/8 schools have entry numbers in double figures. The entry figure is comparable with the Consortia figure and slightly better than the All Wales figure.
- **A*-A** was achieved by **18.4%** of students. This is better than 2016 but still falls far below 2015 performance. It is better than the Consortia and All Wales figures.
- **At A*-C** candidates achieved a pass rate of 75.9%. This is below previous performance and below the Consortia and the All Wales figures.
- The pass rate for grades **A-E of 95.4%** is below the excellent run of 100% for the previous two years. It is below the Consortium and All Wales figures.

GCE RELIGIOUS STUDIES AS LEVEL 2017 (Year 13)

	Newport 2017	Newport 2016	Newport 2015	Consortia 2017	Wales 2017
A	17.6%	9.4%	22.9%	18.6%	19.1%
A-C	76.8%	40.7%	54.3%	71.5%	62.3%
A -E	95.2%	78.3%	80%	95.5%	90.6%
Entry Number	125 6 schools 17.2%	32 6 schools 3.7%	35 6 schools	312 16.0%	1291 11.3%

Please Note:

Data includes only those who have cached in their results. For example if a pupil sat an AS Level during 2017, but have not yet cached the result in, then they should be excluded from this year's data and included next year when the results have been cached in, otherwise this will result in results being double counted.

- There was a huge rise in entry figures in 2017 with 125 entries from 6 schools. This is 17.2% of the cohort and exceeds previous cohort entry figures and the Consortia and All Wales entry figures.
- **17.6% of students** achieved the highest **A** grade and is an improvement on 2016 but does not yet match the 2015 performance of 22.9%. It is below the Consortia and All Wales figures.
- **76.8% of students** achieved **A-C** grades and is the best result of the last three years. It is better than both the Consortia and All Wales figures.
- **95.2%** of students achieved **A-E** and is the best result of the last three years. It is comparable with the Consortia figure and better than the All Wales figures.

2017 Number of Examination Results in GCSE - Religious Education - Newport LA

School Name	Number of Results by Grade										Total
	A*	A	B	C	D	E	F	G	U	X	
School 1	1	7	11	6	1	1	3		1	1	32
School 2	1	5	14	8	3	4	2	2	1		40
School 3	4	5	5	5	6	3		1			29
School 4	1	3	10	16	6	7	1	1	2		47
School 5	2	1	4	11	6	7	1		1		33
School 6	12	8	9	3	1						33
School 7	6	37	61	44	5	3					156
School 8	32	43	37	30	22	10	14	9	18		215
Newport LA	59	109	151	123	50	35	21	13	23	1	585

2017 Percentage of Examination Results in GCSE - Religious Education - Newport LA

School Name	Percentage of Results by Grade										Total
	A*	A	B	C	D	E	F	G	U	X	
School 1	3.1%	21.9%	34.4%	18.8%	3.1%	3.1%	9.4%	0.0%	3.1%	3.1%	100.0%
School 2	2.5%	12.5%	35.0%	20.0%	7.5%	10.0%	5.0%	5.0%	2.5%	0.0%	100.0%
School 3	13.8%	17.2%	17.2%	17.2%	20.7%	10.3%	0.0%	3.4%	0.0%	0.0%	100.0%
School 4	2.1%	6.4%	21.3%	34.0%	12.8%	14.9%	2.1%	2.1%	4.3%	0.0%	100.0%
School 5	6.1%	3.0%	12.1%	33.3%	18.2%	21.2%	3.0%	0.0%	3.0%	0.0%	100.0%
School 6	36.4%	24.2%	27.3%	9.1%	3.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
School 7	3.8%	23.7%	39.1%	28.2%	3.2%	1.9%	0.0%	0.0%	0.0%	0.0%	100.0%
School 8	14.9%	20.0%	17.2%	14.0%	10.2%	4.7%	6.5%	4.2%	8.4%	0.0%	100.0%
Newport LA	10.1%	18.6%	25.8%	21.0%	8.5%	6.0%	3.6%	2.2%	3.9%	0.2%	100.0%

2017 Number of Examination Results in GCSE Short Course - Religious Education - Newport LA

School Name	Number of Results by Grade										Total
	A*	A	B	C	D	E	F	G	U	X	
School 1									1		1
School 2		16	22	34	28	21	17	17	21	6	182
School 3		2	13	23	23	13	10	12	8	8	112
School 4					1					1	2
School 5			7	11	27	29	21	20	4	6	125
School 6	1			2	4	8	7	11	17		50
School 7	77	60	35	15	6	4	2	1	2	2	204
School 8		2	4	25	12	10	12	3	3	1	72
School 9							1		1		2
Newport LA	78	80	81	110	101	85	70	64	57	24	750

2017 Percentage of Examination Results in GCSE Short Course - Religious Education - Newport LA

School Name	Percentage of Results by Grade										Total
	A*	A	B	C	D	E	F	G	U	X	
School 1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
School 2	0.0%	8.8%	12.1%	18.7%	15.4%	11.5%	9.3%	9.3%	11.5%	3.3%	100.0%
School 3	0.0%	1.8%	11.6%	20.5%	20.5%	11.6%	8.9%	10.7%	7.1%	7.1%	100.0%
School 4	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%
School 5	0.0%	0.0%	5.6%	8.8%	21.6%	23.2%	16.8%	16.0%	3.2%	4.8%	100.0%
School 6	2.0%	0.0%	0.0%	4.0%	8.0%	16.0%	14.0%	22.0%	34.0%	0.0%	100.0%
School 7	37.7%	29.4%	17.2%	7.4%	2.9%	2.0%	1.0%	0.5%	1.0%	1.0%	100.0%
School 8	0.0%	2.8%	5.6%	34.7%	16.7%	13.9%	16.7%	4.2%	4.2%	1.4%	100.0%
School 9	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	50.0%	0.0%	100.0%
Newport LA	10.4%	10.7%	10.8%	14.7%	13.5%	11.3%	9.3%	8.5%	7.6%	3.2%	100.0%

Newport - A Level - Religious Studies Grades 2017

School Name	Number of Results by Grade							Total
	A*	A	B	C	D	E	U	
School 1		2	3	4	1		1	11
School 2		1	1	1	2		1	6
School 3				1				1
School 4		4	5	3		2		14
School 5		5	9	5	1			20
School 6		4	11	7	10	1	2	35
Newport LA	0	16	29	21	14	3	4	87

Newport - A Level - Religious Studies Grades 2017

School Name	Percentage of Results by Grade							Total
	A*	A	B	C	D	E	U	
School 1	0.0%	18.2%	27.3%	36.4%	9.1%	0.0%	9.1%	100.0%
School 2	0.0%	16.7%	16.7%	16.7%	33.3%	0.0%	16.7%	100.0%
School 3	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
School 4	0.0%	28.6%	35.7%	21.4%	0.0%	14.3%	0.0%	100.0%
School 5	0.0%	25.0%	45.0%	25.0%	5.0%	0.0%	0.0%	100.0%
School 6	0.0%	11.4%	31.4%	20.0%	28.6%	2.9%	5.7%	100.0%
Newport LA	0.0%	18.4%	33.3%	24.1%	16.1%	3.4%	4.6%	100.0%

Newport - AS Level - Religious Studies Grades 2017

School Name	Number of Results by Grade							Total
	A	B	C	D	E	U	X	
School 1	4	8	6	1		2		21
School 2		1	4	3	3	2		13
School 3		1						1
School 4	4	8	6	2	2			22
School 5	8	11	4	5	2		1	31
School 6	6	13	12	5		1		37
Newport LA	22	42	32	16	7	5	1	125

Newport - AS Level - Religious Studies Grades 2017

School Name	Percentage of Results by Grade							Total
	A	B	C	D	E	U	X	
School 1	19.0%	38.1%	28.6%	4.8%	0.0%	9.5%	0.0%	100.0%
School 2	0.0%	7.7%	30.8%	23.1%	23.1%	15.4%	0.0%	100.0%
School 3	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
School 4	18.2%	36.4%	27.3%	9.1%	9.1%	0.0%	0.0%	100.0%
School 5	25.8%	35.5%	12.9%	16.1%	6.5%	0.0%	3.2%	100.0%
School 6	16.2%	35.1%	32.4%	13.5%	0.0%	2.7%	0.0%	100.0%
Newport LA	17.6%	33.6%	25.6%	12.8%	5.6%	4.0%	0.8%	100.0%

THE CITY OF NEWPORT

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 14 FEBRUARY 2018

SUBJECT: NATIONAL CURRICULUM REVIEW: UPDATE

Update: Curriculum Review

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.

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.

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. Manon gave an update at the WASACRE Meeting Nov 2018 (Bridgend)

Welsh Government is exploring how Humanities supports the new curriculum. What will Humanities look like in the new curriculum? What is the level of specificity and consistency between schools? There has been a concentration upon the disciplines and they will make links between them, however some aspects may have to be stand alone. (* Colleagues from WG are aware of the importance of the right to withdraw from RE)

WG agreed to work closely with WASACRE/ 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. A group of WASACRE members have drawn up a paper on *What Matters in RE* and this was presented at the Humanities Planning Workshops on Monday 13th November in Swansea

Other groups have been commissioned by WG to submit ideas so that there is a range of ideas and approaches for consideration. These too were presented at the Humanities Planning Workshops on Monday 13th November in Swansea

Welsh Government to feed back to SACRES by January 2018. (See Newsletter)

Time scale

- SACRE updates received Autumn 2017 and January 2018
- March /April 2018 there will be more in depth feedback on the Humanities model.
- By April 2018 there will be a draft of the new curriculum
- By January 2020 the final curriculum and assessment arrangements will be published, to be implemented in 2022. Initially it will be taught in Primary and Year 7.
- There will be an additional four year period of studying to new curriculum and new qualification.

Recommendation

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

Dear colleague,

Please find below an update in relation to Religious Education and the Humanities Area of Learning and Experience currently being developed as part of the new curriculum for Wales. I would be grateful if you would forward this message to the relevant officer at your SACRE.

Many thanks

Manon Jones

English version

Dear SACRE members,

Thank you for considering the content of the last update regarding Religious Education and the Humanities Area of Learning and Experience (AoLE) within the new curriculum for Wales, sent to you in July 2017. We are grateful for the responses received so far. We are still in the process of receiving comments and are currently collating the feedback to inform the development work.

Timelines

In September 2017, the Cabinet Secretary for Education published 'Education in Wales: Our National Mission'. This action plan includes revised timelines for the new curriculum. Please see below the relevant key dates:

- April 2019: Draft curriculum available for feedback
- January 2020: Final curriculum available
- September 2022: All maintained schools and settings using new curriculum and assessment arrangements (roll-out starting with primary and Year 7 and then year by year)

The What Matters approach

In considering an approach to developing the new curriculum, pioneer school practitioners involved in the design process identified that teaching 'what matters' was the starting point from which to build the new curriculum. As a result, pioneer groups – including the Humanities – have begun the process of developing key concepts to organise their AoLE by identifying 'what matters' in their fields i.e. the key elements that all learners should experience within their areas during their journey along the continuum of learning.

Each AoLE will consist of What Matters key concepts. These concepts are being developed to avoid excessive variation from school to school while allowing for local flexibility. The What Matters key concepts across the AoLEs will support the development of the Four Purposes of the new curriculum and will also reflect current ideas about important disciplinary knowledge, skills and competencies for each domain.

The development process for Humanities

In order to identify 'what matters' within the various subjects and disciplines that form the Humanities, we commissioned experts to prepare a series of papers to support the pioneer group's work. These included papers relating to history, geography, business, social studies and Religious Education. The focus of these papers was to outline for each discipline:

- the core of knowledge/concepts and associated skills and competencies deemed essential for all pupils to learn.
- progression for the above, and an indication of what pupils should learn/experience relating broadly to expectations at ages 5, 8, 11, 14, 16.
- building on the above, suggested What Matters key concepts.

WASACRE was commissioned to prepare a discussion paper relating to Religious Education. Representatives also attended a Humanities pioneer group workshop in November 2017 to present the paper and work with the group to develop proposals for the AoLE. Please find attached a copy of the commissioned paper.

Drawing on the expert input outlined above and identifying 'what matters' for each component discipline within the Humanities provided firm foundations for the pioneer group to develop overarching What Matters key concepts as a means of organising the AoLE.

The What Matters Proposals

I attach initial proposals for the What Matters key concepts for the Humanities AoLE. The content of the report was developed in December 2017 and reflects the Humanities pioneer group's thinking at that time. The group continues to meet every three weeks and has begun developing progression frameworks to underpin each of these What Matters statements. In developing these frameworks as well as the detail of the AoLE during the spring term, the wording of the key concepts outlined in the attached document will naturally change and be refined.

We would like to invite you as a SACRE to consider these initial What Matters proposals and provide comments and/or suggestions for consideration during the next phase of the development work.

Further information, as well as the proposals for all six of the AoLEs, including the Humanities, will be published shortly on our website:

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

We would appreciate if you would send your comments to me: manon.jones@gov.wales

Next steps

Over the coming months, the Humanities pioneer group will focus on developing progression frameworks for the AoLE, supported by the CAMAU project (colleagues from University of Wales Trinity St David and Glasgow University). During this time, the content of the AoLE be developed in more detail.

We will send the next update to you at the end of May, and again invite your views on the proposals produced. We will also contact you in due course to outline further engagement opportunities for you to contribute to the curriculum development process during the summer term.

Best wishes

Manon Jones
Curriculum, Assessment and Pedagogy Division
Education
Welsh Government
Tel: 03000 252240

THE CITY OF NEWPORT

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 14 FEBRUARY 2018

SUBJECT: PROFESSIONAL DEVELOPMENT MEETINGS: UPDATE

At the last Newport SACRE meeting there was discussion about the lack of opportunities for professional development. A letter was sent from SACRE asking schools if they would be willing to form networks as an opportunity for discussion on RE curriculum matters and also to share materials and resources.

As regards **secondary education** the primary concern of schools was with matters related to delivery and resourcing the new GCSE specification and some schools are ready to share resources.

Recommendation

That SACRE contact the secondary schools with a view to setting up a meeting at Caerleon Comprehensive in the Summer term 2018 during the examination period to provide the opportunity to develop and share resources and materials. Those schools who have offered to share materials be asked to take a lead for this initial meeting.

As regards **primary education** the response was very low and there was no particular offered to share materials. The RE Consultant, Mrs V Thomas, has made enquiries and been informed of grants that could be accessed for curriculum development for RE both primary and secondary.

There is a Learn, Teach. Lead RE initiative in England (supported and funded by the Culham St Gabriel Trust and the Jerusalem Trust) and a bid can be made for a Network Group. This can also apply to Wales. Colleagues working within EAS (Gill Vaisey and Paula Webber) are willing to explore the facilitating of arrangements, make a bid and arrange Professional Development sessions for schools in the EAS Consortia. The monies can be used over two year period and could include the development and /or purchase of resources as well as training.

In addition Monmouth SACRE faith representatives are looking to develop their transition sessions with schools with the intention of organising an event soon on a Consortia basis. This will need to be organised in co-ordination with EAS CPD

Recommendation

To pursue talks with EAS colleagues on the organisation of CPD in RE for schools.

RESPONSE FOLLOWING LETTER TO SCHOOLS RE NETWORKING SESSIONS

SCHOOL	SLIP RETURNED	YES/NO
Bassaleg		
Caerleon Comp	22/11/17	Interested in teaching and learning resources for new GCSE spec
John Frost		
Llanwern High	15/1/18	Head of RE (Wendy Edwards) – interesting in attending networking sessions
Lliswerry High		
Newport High	14/11/17	Head of RE - interested. Has bank of resources & assessment for sharing. Has been examiner for last 13 years.
St Julians	28/11/17	Head of RE – Interested. Currently working on Islam in new GCSE
Ysgol Gyfun Gwent Is Coed		
Total responses	4	

SCHOOL	SLIP RETURNED	YES/NO
Alway	24/1/18	Rev Batt (teacher assistant) – parents invited regularly to assemblies. Classes leading worship. Pupil engagements, liaise with local church
Caerleon Lodge Hill	18/11/17	Joint RE Coordinator - interested
Charles Williams		
Clytha		
Crindau		
Eveswell		
Fairoak		
Gaer		
GlanUsk		
Glasllwch		
High Cross	23/11/17	Interested in sharing any good practice
Kimberley		
Langstone		
Llanmartin		
Lliswerry	6/2/17	Weekly assemblies linked to SEAL themes & religious festivals. Multi cultural & Christian assemblies included weekly basis. Cultural Diversity week celebrated. (Helen Wood)
Maes Ebbw	16/11/17	RE Coordinator interested
Maesglas		
Maindee		
Malpas Court		
Malpas Park		
Marshfield		
Millbrook		
Milton Inf		
Milton Jnr		
Monnow		
Mt Pleasant		
Pentrepoeth		
Pillgwenlly	29/11/17	Currently developing curric to align with Humanities as outlined in successful Futures document.
Ringland	14/11/17	Head of RE interested
Rogerstone		
Somerton		
St Andrews		
St Julians		
St Woolos		
Tredegar Park Primary	22/1/17	RE Coordinator very interested
Ysgol Gymraeg Casnewydd		
Ysgol Gymraeg Ifor Hael	13/11/17	RE teacher on maternity leave but interested in sharing sessions
Ysgol Gymraeg Bro Teyrnnon		
Total responses	9	

THE CITY OF NEWPORT

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

DATE: 14 FEBRUARY 2018

SUBJECT: WASACRE DOCUMENT AND QUESTIONNAIRE

Dear Clerk to SACRE

1. *Managing The Right of Withdrawal from Religious Education* document

Your free copies of the document *Managing The Right of Withdrawal from Religious Education* will be delivered this week to the contact name and address provided to us.

Could you please ensure that copies are distributed to each of your schools (primary and secondary) by whatever means you may have to do so?

Some additional copies have been included as the document has been packed by the printer in batches of 30 per box. Please do feel free to distribute these at SACRE to any members who would like a copy.

If you do not require all of the copies we would gladly receive any returns (perhaps via your representatives who attend WASACRE) as we will be making copies available for sale to schools / LAs in England.

We also attach a PDF version in English and in Welsh that you are welcome to circulate to your SACRE members. Please do not share this more widely or feature it on an open website for download as the document is copyright protected and as mentioned above is for sale.

2. Letter and short questionnaire to schools

Could you please also circulate to all schools in your area the attached brief letter and very short questionnaire? We wish to collate information about the number of pupils withdrawn from RE across Wales and the reasons, if any, that parents give for making this request.

Could you could please add your response contact details for your schools to, in the first instance, return the form to you and then forward all your responses to us in one batch?

Your assistance in this matter is greatly appreciated.

Best Wishes
Gill Vaisey



Dear Headteacher,

Following requests from schools, the Wales Association of SACREs (Standing Advisory Councils on Religious Education) has recently published a guidance document: *Managing the Right of Withdrawal from Religious Education*.

This document is being provided free of charge to all schools in Wales and is available for sale to schools and organisations in England. We do hope you will find this guidance document useful for staff and also to share with parents who may be considering withdrawing their child from RE.

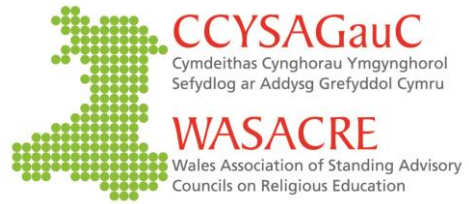
We would be most grateful if you could complete this short questionnaire to help us gain an accurate awareness of the instances of withdrawal from Religious Education across schools in Wales.

Please return your completed questionnaire by **31st March** to your local SACRE Clerk at
and these will be forwarded to us for our consideration.

Thank you for your support and we look forward to receiving your response.

Gill Vaisey
Religious Education Consultant / Vice Chair of WASACRE
Telephone: 01595 516490
Email: gill_press@hotmail.com

**This questionnaire relates to
Religious Education only
(not Collective Worship).**



Complete Withdrawal From Religious Education

How many parents (families) withdraw their pupils completely from Religious Education?

What is the total number of pupils that are withdrawn from Religious Education?

How many parents (families) have given a reason for their request for withdrawal?

What are the reasons given?

Partial Withdrawal From Religious Education

How many parents (families) partially withdraw their pupils from Religious Education?

What is the total number of pupils that are partially withdrawn from Religious Education?

From which aspects of RE are pupils withdrawn?

How many parents (families) have given a reason for their request for partial withdrawal?

What are the reasons given?

Name of School:

Local Authority:

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Cyfarfod Cymdeithas CYSAG au Cymru, yn Siambr y Cyngor, Canolfan Ddinesig Pen-y-bont ar Ogwr, Stryd yr Angel, CF31 4WB. Dydd Gwener, 10 Tachwedd, 2017 (10.30am – 3pm)

Wales Association of SACREs meeting, at the Council Chamber, Bridgend Civic Centre, Angel Street, CF31 4WB. Friday, 10th November, 2017 (10.30am – 3pm)

Presenoldeb/Attendance

<p>Ynys Môn / Anglesey Bethan James (BJ) Rheinallt Thomas (RhT)</p> <p>Blaenau Gwent Paula Webber (PW) Chris Abbas (CB)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans (EE) Vicky Thomas (VT) Jessica Williams (JW) Christine Jones (CJ) Lowri Florence (LF) Cheryl Green BCBC John McCarthy BCBC</p> <p>Caerffili/ Caerphilly Vicky Thomas (VT) John Taylor (JT)</p> <p>Caerdydd / Cardiff Gill Vaisey (GV)</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry (MP) Wendy Jones (WJ)</p> <p>Ceredigion Lyndon Lloyd MBE (LL)</p> <p>Conwy Phil Lord (PL) Nicholas Richter (NR)</p> <p>Sir Ddinbych / Denbighshire Phil Lord (PL) Emrys Wynne (EW)</p>	<p>Sir y Fflint / Flintshire Phil Lord (PL)</p> <p>Gwynedd Bethan James (BJ)</p> <p>Merthyr Tudful / Merthyr Tydfil Paula Webber (PW) Ernie Galsworthy (EG)</p> <p>Sir Fynwy / Monmouthshire Sir Gill Vaisey (GV) Sharon Perry-Phillips (SP-P) Sue Cave (SC) Rhian Davies (RhD)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS) Hugh James (HJ)</p> <p>Casnewydd / Newport Vicky Thomas (VT) Martson Dacey (MD) Huw Stephens (HS)</p> <p>Sir Benfro / Pembrokeshire Mary Parry (MP)</p> <p>Powys John Mitson (JM)</p> <p>Rhondda Cynon Taf Paula Webber (PW) Mathew Maidment (MM)</p>	<p>Abertawe / Swansea Alison Lewis (AL) Vicky Thomas (VT) Rachel Bendall (RB) Heather Hansen (HH) Adele Thomas (AT) John Meredith (JT) Alison Lewis (AL)</p> <p>Torfaen /Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Paula Webber (PW)</p> <p>Wrecsam / Wrexham</p> <p>Sylwedyddion / Observers Rheinallt Thomas (RT), MAGC/REMW Rachel Bendall (RB) Drindod Dewi Sant John Meredith (JT) Church of Wales Manon Jones (MJ), Welsh Government Lynda Maddock (LM) WJEC</p> <p>Cyflwynwyr/Presenters Kathy Riddick (KR), Wales Humanists (WH) Lisa James (LJ), Cardiff High/CSC Catherine Rees(CR), Pencoed Comprehensive and CSC Lynda Maddock (LM) WJEC</p> <p>Ymwelwyr/Guests Matt Vince, Cardiff University Alice Parry, NEU Union</p>
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Minutes

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

EE thanked the young people from the Archbishop String Quartet under the direction of Simon Grey, co-ordinator of Bridgend Music Service, for their musical performances. Members were welcomed to the Chamber by the Mayor, Pam Davies, who spoke of the importance of SACREs in monitoring standards in Religious Education. She reported that the Bridgend Summer SACRE last year had been held at the local Mosque. Schools in the authority had been offered a tour of the mosque. This played a role in supporting community cohesion. The Mayor spoke of the importance of WASACRE in acting as a forum for national issues. She highlighted the importance of getting the forthcoming changes in the curriculum for 3-16 year olds right. She informed WASACRE that Bridgend Local Authority values its work.

2. **Quiet reflection.** EE led a quiet reflection for Remembrance Day, including a reading of the John McCrae poem *In Flanders Fields*. He reflected on what we teach our children using a quotation from Pablo Casals.

3. **Ymddiheuriadau / Apologies**

Dafydd Trehearne, Dylan Rees, Paul Rowlinson, Sally Northcott, Libby Jones, Tania ap Sion, Enfys Hawthorne, Tudor Thomas, Janet Jones, Laura Lacey, Alwen Roberts, Cllr. Huw George, Marilyn Frazer, Andrew Pearce, Cllr. Charles Smith

4. **Cofnodion y cyfarfod a gynhaliwyd yn Wrecsam 7 Gorffennaf 2017/ Minutes of meeting held in Wrexham 7 July 2017**

It was noted that with the exception of the omission of Dylan Rees and Paul Rawlinson from the attendance list, the minutes were accepted as a true record of the meeting.

Materion yn codi / Matters arising

P3. Matters arising Item 1 – It was noted that the minutes of WASACRE were received only in English prior to SACRE meetings. This was to be discussed in an agenda item.

P.5. Managing the Right of Withdrawal from RE – the document has been designed, is bilingual and ready to go to print. A discussion ensued on whether WASACRE would purchase ISBN numbers in order to sell the document. The discussion included how the sales would be managed. The document will be available to all schools free of charge and SACRE members. Members raised concerns about enquiries to schools for partial withdrawal from RE. PW reported that the Vale of Glamorgan SACRE had also requested this information. There was a proposal that WASACRE seek information from SACREs on full or partial withdrawals and reasons given in order to build up a picture of the situation across Wales. It is to be made clear that the information requested is concerning RE only and not Collective Worship. The role of Estyn in monitoring collective worship was also discussed. VT confirmed that this had been discussed with Estyn.

Action i. GV is to purchase 10 ISBN numbers at £159 and manage the sale of the document.

Action ii. GV and PW to compose letter to send to SACREs.

P. 12 Action iii. Show and tell to be added to future agendas

5. **Cyflwyniad NAPfRE / NAPfRE presentations:** (Presentation slides will be made available on the WASACRE website).

i. RE in the Humanities A pioneer perspective - Catherine Rees (Head of RE Pencoed Comprehensive CR informed WASACRE that last year Y7 RE was taught in a blended curriculum based on the Humanities AoLE. Pupils guided learning. Teachers were facilitators. The aim was to develop resilient learners with transferable skills. The department was aware that the locally agreed syllabus is a statutory requirement and it informs planning. Y7 explored ultimate questions via dialogue, discussion, P4C, trips and visits and learning outside the classroom, CR reported that both staff and pupils enjoyed the learning and creativity. Tracking and assessment focused on the Four Purposes rather than levels. Pupils gave very positive feedback. They enjoyed the opportunity to look at topics from different aspects rather than just through one subject. Pupils were engaged, staff knew pupils well and work was excellent. Concerns about the lack of subject specialists

were raised by parents. CR expressed concern that real progress wasn't tracked. The pupils are now in Year 8 and taught in separate subjects. Pupil Voice has shown that they now like to be taught by different teachers. CR expressed concern that they might not see the value of RS at Key Stage 4 and that the new GCSE specification did not marry with the Donaldson approach. CR suggested that the pupils in pilot had been taught by RE specialists, with a passion for the subject, and that the outcomes might have been different had this not been the case.

Questions following the presentation included:

- PL raised the issue of tracking assessment and how you ensure good progression of skills as well as concerns about planning for non-specialist teachers. CR reported that this had been difficult. She said that it may be difficult to get content covered and that might have a consequence for Year 9 as GCSE content needed to be covered there. She said that there had been lots of changes and new courses which had been a big juggling act for all teachers.
- Have you seen an attitude change towards RE? CR said Humanities always worked together, but it had been good to identify where the crossovers were.
- CR reported discerning a misconception of what RE is. CA enquired how pupils might be withdrawn from RE if they don't know what the lesson was. CR reported that this year there was no request to withdraw. She said this would be difficult, but that when teachers speak to parents they are surprised by what they are doing in humanities. The question was raised about whether we should be using the term RE? EE said that it is a problem that there is a general misconception. VT made the observation that because of the withdrawal clause RE ASF it might be lost in the new humanities curriculum. CR reported that they had not had a chance to collaborate with other schools but that it would be good to do so.
- Is the commonality between subjects a strength? CR agreed that there is as many similar topics would be taught in separate subjects, but they are now making the links.
- AL asked whether the school had been able to cover the agreed syllabus. CR reported that they had not been able to cover the same content as they would have usually. An RE day was used to cover aspects of the agreed syllabus.
- What advice would you give trainee teachers? CR raised the question of whether training in separate subjects would continue.
- SP-P noted that, when a humanities approach was used in her school, GCSE uptake became a problem. She noted a subject specific skills deficit from Y7 into Y8, and a problem with the condensing of KS3 because of the GCSE content. Due to non-specialist teaching, if they didn't have RE skills by year 8, they had to start from scratch. RT raised the issue that this approach had been tried many times in the past and had been a failure.
- MJ said that she found CR's presentation interesting and said that as they are developing at a national level, these concerns were being raised. They are now starting to look at what we should know in the disciplines. WASACRE representatives will be attending the Humanities working group on Monday 13th November to present the WASACRE Commissioned Paper.
- GV –Thanked CR. She reiterated that it was good to hear from those doing the job at this time of change. GV expressed her concern about the wellbeing of teachers as the work of teachers is frustrating and workload is immense. She reiterated that we are supposed to be aware of the wellbeing of our pupils, but what about the wellbeing of teachers?

ii. *The work of the Lead Practitioners for Religious Studies.* - Lisa James (CSC Cardiff High School), Catherine Rees (CCS Pencoed Comprehensive School) and Rhian Davies (EAS King Henry VIII Comprehensive School)

Lisa James and her colleague Alison Hill, led Consortium Inset supporting red and amber schools in Cardiff and the Vale, sharing resources, approaches and assessment. They included sessions on what makes effective

RE lessons; a focus on the Humanist perspective; overlaps between new and old specifications; in depth understanding of religions; the sharing teaching and learning strategies; assessment, SAMs and model answers. LJ reported that her holiday had been taken up with the changes and had an impact upon workload. She prepared resources and shared them via Dropbox. She pointed out the frustration of sharing resources when others are unwilling to share. She found it beneficial to work collaboratively with CR. Together they held network and development meetings. They met with other lead practitioners from across Wales at Llandrindod Wells. Resources will be uploaded onto Hwb. It was a good experience to share the immense workload. LJ reported that not all messages were getting through to heads of department from the consortium. GV asked how many schools were involved. LJ reported that there were 8 schools involved and that they needed to be proactive in publicising the meetings as teachers might not check the consortium website. She said that it would have been useful to have had a list of names of HODS.

VT reported that Newport SACRE had written to schools requesting an expression of interest in network and development meetings. If these were held from 2-4pm it would overcome the cost implication for Inset and supply cover.

RhD reported that EAS Learning Network gave schools the opportunity to gather teachers together for support at a network meeting in June. 18 delegates attended and brought resources. The focus was on AFL. The meeting had been publicised via EAS and RS Consultants. They prepared resources for different religions, but there was no Buddhism or Sikhism. They had used the BBC Bitesize curriculum map. There will be a meeting in January to share materials and for quality assurance. Peer and self assessment marking sheets were produced. Resources for Hinduism and Christianity have been shared with Lynda Maddock at the WJEC. Eventually resources will go onto Hwb, but they are currently being shared via Google Drive.

VT asked whether resources for all the religions would be covered. RhD confirmed that they were currently trying to cover them. Additionally, that BBC Bitesize will be plugging that gap. GV asked whether the resources would cover Humanism. RhD confirmed that this would be the case and that they would also include Cwricwlwm Cwmreig. They would be publicising the next meeting heavily in order to support the schools who haven't attended. She highlighted the difficulties of getting teachers out of schools. RhD is available one day per fortnight to go out to schools to offer support. EG expressed his opinion that RE is one of the most important subjects in the school and asked whether the work would have a positive effect on people's understanding of other religions. RhD said that she is finding that students now have a better understanding of the concepts. RhD confirmed that if there is a specific request to translate the resources into Welsh then it would be. GWE paid for translation of some resources which teachers throughout Wales will be able to access on Hwb. If a school contacts RhD she will email resources.

6. Cyflwyniad WASACRE/WASACRE presentation:

i. Lynda Maddock - WJEC GCE and GCSE Religious Studies

Lynda Maddock gave Andrew Pearce's apologies to WASACRE.

Teachers began teaching the new GCSE in September. The aim was to marry the legacy Specification A, systematic study, and the Specification B, which was the popular thematic approach. It had been a difficult task. Perceptions were that the religions papers were rigorous and gave pupils the opportunity for depth. The Spec. B developed awareness of religious and social issues and engaged lots of pupils. The length of the new exam paper is longer. In Part A of the paper Christianity is compulsory. Buddhism and Hinduism are popular, as are Judaism and Islam. For Catholic Schools their second religion is Judaism. In Part B, life and death and good and evil, pupils must apply what they know from their religions. Non-religious beliefs have to be engaged with as it is explicit in the content in one longer question. Unit 1 is the short course, a foundational study and it would be difficult to look at Unit 2 without this. Questions A-C are phenomenological and Question d, analysis and evaluation, etc. This is a high order, challenging skill and worth a lot of marks. It is the differentiator. The course should be taught in 120 guided learning hours over two years minimum. Some schools are not given the time. Lynda has made Qualifications Wales aware of her concerns over this. She reported that sometimes teachers have

to deliver on 1 hour per week and Lynda expressed her view that ‘that is a complete disgrace’. Two religions need to be applied to philosophical issues. This will now be explicit within the assessment. In the life and death question they have to include non-religious beliefs though they will be credited in other questions if they have written about it. WJEC CPD will be delivered in December.

Lynda said that more lines had been added so that there were now 3 lines per mark. There are no expectations that the lines will be filled. She emphasised that it is always about quality and not quantity.

MP – asked a question regarding the section on origin and value of human life. In the Christianity section of the Specification it refers to Welsh Law regarding organ donation, but there is no reference to Welsh Law with regards to other religions. MP said that Welsh Government had carried out a lot of research on this and would be useful to go back to look at it. Lynda said that Welsh Government had accredited the Specification but that she would now speak to them. MP also pointed out that the statement in the textbook on organ donation is incorrect. She maintained that it is important to get the Welsh Dimension right.

A teacher representative said that the old syllabus was relevant to the pupils and asked why the decision was made to amalgamate the two Specifications. Lynda said that there was a perception that the legacy Specification B didn’t have the religious rigor of the legacy Specification A. So there was an attempt to try to make the best of both worlds. One member suggested that Religious Studies had been on a high and asked what the take up for the new course is. Lynda said that they currently were only aware of preliminary entries and that the data was not accurate.

There was a discussion on Year 10 entry as there is a political feel that early entry isn’t a good thing. Kirsty Williams may prevent early entry. One of the Lead Practitioners said that her school were now not entering the whole cohort.

Due to time restrictions it was decided that the A Level presentation to WASACRE would not go ahead in the absence of Andrew Pearce, but it will be put on the WJEC website for teachers to access.

ii. Kathy Riddick - Development Officer, Wales Humanists

KR gave a presentation on why SACREs should accept humanists and why WASACRE should have a humanist representative. KR referred to the Westminster Faith Debates document *A New Settlement: Religion and Belief in Schools* (Charles Clarke and Linda Woodhead) which stated that there has been a significant rise in a diverse range of religious and non-religious commitments. KR also made reference to the British Attitudes Survey which shows a rise in people with no religion. The Nones aged 18-14 are now over 70%. KR said that Humanists UK believe that this is missing from SACRE and that Circular 10/94, written over 20 years ago, is outdated. Humanists UK has been involved in sharing resources for RE and has worked with WJEC. It provides school speakers and is an active member of the REC. KR said that a number of SACREs in England have admitted humanist representatives as full members of group A, and humanists have served as chairs of their SACRE in England, which gives some indication of how valued their contribution is to RE in their area. Humanists are represented on the Welsh Government’s strategic steering group for curriculum reform and work. She highlighted that the National Exemplar Framework for Religious Education for 3 – 19 year-olds in Wales, 2008 states very clearly that ‘RE contributes to Wales, Europe and the World by raising challenging questions from religious and non-religious perspectives.’ She argued that, given this, humanist representation on SACREs and WASACRE is crucial. KR raised her concern that some SACREs included Humanists in Wales, but there isn’t a consistent approach. As a result Wales Humanists argue that SACREs are not servicing the teaching community. KR said that there is a view Humanists don’t support RE, but the opposite is true. It is vital to continue RE. KR proposed that SACREs to have humanist members. She said that Wales Humanists have asked Welsh Government that Circular 10/94 be changed as it is discriminative. KR reported that Welsh Government have said that it is the responsibility of WASACRE.

Discussion included the following:

- A member said that a recent survey on SACREs found that co-opted members are valued. She argued that all members bring their own personalities and if you have a good member then they are good members no

matter what their background. She argued that SACREs aim is supporting RE and, as that includes non-religious beliefs, it would be helpful to have Humanist representatives on SACREs.

- RT said that Circular 10/94 is a document published by the Welsh Office and that this is a matter for individual SACREs. However, that it is clear from the document that co-option is the only route for humanist membership. EE read an email from Welsh Government to Libby Jones dated 21st June 2017 stating that *“From the Welsh Government perspective, the position is that the wording of section 390 of the 1996 Act is clear and refers to religion and not beliefs. Humanism is often regarded as a belief system and not a religion. As far as Welsh Government is aware, local authorities have interpreted the term “religion” so as to exclude belief systems such as humanism. However, statutory interpretation is a matter for the courts...”*
- An LA faith representative said she had been nominated by her faith group to sit on SACRE and asked whether the same arrangements could be made for humanists whereby a body is represented. KR said that Wales Humanists is an organisation. They train school speakers and ensure they have an in depth knowledge of Humanism.
- One member, who is a Councillor, found it disturbing that SACREs in England ignore legislation as this could have an impact upon local councillors. He suggested the avenue for Wales Humanists is through Welsh Government.
- In discussion members considered the Equalities and Human Rights Act and the United Nations and the Rights of the Child. It was suggested that Circular 10/94 is now a defunct document and should be updated. GV said that WASACRE Executive members have offered suggested changes to document to Welsh Government officials in the past, but cannot get it updated. Members pointed out that SACREs can ask the council for constitutions to be amended so that Humanists can be invited as co-opted members. EE pointed out that where two laws conflict only the High Court or the Supreme Court can decide. He suggested that the courts need to tell us what to do as currently SACREs are restricted. He suggested that WASACRE write to ask WG to take this to the courts.
- A Member who had been co-opted onto a SACRE for many years, and who is now a full member said that being co-opted hadn't stopped him from contributing and influencing decisions. PL pointed out SACREs should be locally determined and membership should reflect the local area.
- KR said that Humanists are asking for equal treatment and that it is a general issue of respect. She said that she had visited a SACRE recently as a member of the public and felt that she had not been treated respectfully. She said that Humanism is about freedom and respect. She said that there had been no right to reply due to restrictions on members of the public attending a SACRE meeting. A WASACRE member suggested that there should never be a context for not having a right to defend yourself. Matthew Vince, a PhD student at Cardiff University, said that non-religious belief systems is one of the fastest growing areas of academic research. One member said that she felt really sorry that KR felt that she had been deliberately excluded. However, reaffirmed that this is an issue about committee A and, therefore, a Welsh Government issue. It is due for review. She said that some councils do not have co-opted positions and that if the co-opted places are filled then there is no position. KR reported that Wales Humanists has had quite a few members rejected. But that she wants to move forward. She said that they want to help to create ethically informed citizens and one way they can do that formally is through involvement in SACREs.
- GV thanked KR for coming along and for presenting and said that it was good to hear her speak supportively of Religious Education.
- PL said that WASACRE Executive members had a face to face meeting with Welsh Government during the Spring where this issue had been very strong in saying that this is not our responsibility.
- GV proposed WASACRE send a letter to Welsh Government asking them to take this matter to the courts to decide. She said that she was alarmed that someone can go to a SACRE and be treated with a lack of respect. A discussion followed on protocol of council meetings. It was felt that if someone is treated

disrespectfully then they should have a right to reply. It was felt by members that SACRE meetings should be conducted in the ethos of RE and should be respectful. GV suggested that WASACRE should look at a code of conduct for SACREs. She said that people are joining a SACRE and not understanding the ethos of RE. Members of WASACRE who also sit as councillors said that members of the public have no right to reply in meetings, unless they are to be by the chair to do.

**ACTION: - WASACRE to send a letter to Welsh Government requesting that Circular 10/94 be updated
ACTION – to set Code of Conduct as an agenda item at next meeting.**

7. Darparu Ysgrifennydd Cofnodion/Provision of a Minute Secretary– Phil Lord

PL presented his research into a clerking service for minutes. He said that the usual cost is £250 per day. He suggested that this could cost £1500 per annum plus expenses. Discussion took place on the cost as well as on the role of Secretary to WASACRE. It was agreed that this is a considerable role and that it would speed up the whole process of minute writing so that minutes could be sent to SACREs quickly. The role of Secretary to WASACRE has changed and now it requires a very specific skill set. PL proposed that a clerk is appointed who will invoice WASACRE for the work they have done and for their services, he said that continuity is needed so the appointee would need to be aware of the specialist language of RE. This was seconded by RT.

ACTION: Write to SACREs to seek those interested in the role of Minutes Clerk

8. Cyfarfod Cymdeithas CYSAGau Cymru Cyfansoddiad / Wales Association of SACREs Constitution.

This item was adjourned to the next meeting.

9. Diweddariadau/Up-dates:

i. Materion Llywodraeth Cymru / Welsh Government matters – New Curriculum update - RE in the Humanities AoLE - Manon Jones

Welsh Government (has) published changes to the key dates (<http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales-curriculum-for-life/?lang=en>). By April 2018 there will be a draft of the new curriculum and by January 2020 the final curriculum and assessment arrangements will be published, to be implemented in 2022. Initially it will be taught in Primary and Year 7. There will be an additional four year period of studying to new curriculum and new qualification. Currently, Welsh Government is asking how humanities supports the new curriculum. How should humanities look and appear? What is the level of specificity and consistency between schools? There will be a summary from the Pioneer Schools in July. SACRE meetings in the Autumn term should have discussed the letter from Welsh Government, which is very aware that we do not want to lose anything from RE. There has been a concentration upon the disciplines and they will make links between them, however some aspects may have to stand alone. Welsh Government has been working with WASACRE and the commissioned a paper. Colleagues from WG are aware of the importance of the right to withdraw from RE. Welsh Government will feed back to SACREs by January 2018. Manon Jones was asked when we could expect to see ‘meat on the bones’ of the curriculum. The strands will be worked on at the end of next month, but by March or April there will be more in depth feedback. Manon sees the importance of communication at different levels of the development process, as well as ensuring practitioners in Pioneer Schools are informed. She agreed that she also needed to consider those who are not in pioneer schools.

ii. GV informed the meeting that a group of WASACRE members had drawn up a paper on *What Matters in RE* and that this is to be presented at the Humanities Planning Workshops on Monday 13th November in Swansea.

10. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 13 Medi 2017/ Report from the Executive Committee held on 13 September 2017

Item 4. GV gave an update on the REC who have commissioned a report on RE across England. We have a right to respond to it by 4th December. GV sought the views of members on whether Wales could have a similar commission. The CoRE in England contains information that is important for us in Wales. GV spoke to Rudi Lockhart about a similar review in Wales. Gill asked whether WASACRE is able to support two delegates in attending the NASACRE/ARIEAC Conference on the CoRE.

ACTION: the Executive Committee to communicate via email and respond to the report.

ACTION: Invite Rudi Lockhart to the next meeting of the WASACRE Executive

11. Gohebiaeth /Correspondence

WASACRE received the following correspondence:

- i. Matthew Vince, from the Centre for the Study of Islam in the UK at Cardiff University which explores the lives of Muslim communities living in Britain, wrote to WASACRE and was present at the meeting. He was invited to speak to members about his research into the experiences of Muslim RE teachers in secondary schools. The Centre has set up a Future Learn course which is free to teachers. The centre offers CPD to RE teachers and will visit schools to facilitate workshops. There are also other free events and public lectures available. The Centre is interested in developing materials for a course suitable for KS3/4 pupils, which will be accessible to teachers across South Wales.
- ii. Dr Wendy Dossett informed WASACRE that the University of Chester will be holding a 'back to university day' for teachers on Religion and Ethics on Saturday 10th February, 2018.
- iii. The Interfaith Network notified WASACRE that Mr. Jagwan Singh, IFN Vice Chair 2001-2004, has sadly passed away.

12. U.F.A. / A.O.B.

There was no other business.

EE closed the meeting and thanked the Mayor Pam Davies; Vicky Thomas; Ellen Franks, Clerk to Bridgend SACRE and members of Bridgend SACRE; the Archbishop String Quartet, Simon Grey, and the interpreter, Stephen Williams.

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

- i. Spring 2018 – Swansea, Friday 9 March 2018
- ii. Summer 2018 – Anglesey
- iii. Autumn 2019 – Vale of Glamorgan

THE CITY OF NEWPORT

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

DATE: 14 FEBRUARY 2018

SUBJECT: EXECUTIVE VOTING

There will be **one** vacancy on the WASACRE Executive Committee at the AGM to fill.

Please note

If your SACRE is already represented on the Executive committee, with the exception of Secretary, Assistant Secretary and Treasurer, according to the WASACRE Constitution you will not be able to nominate a person from your own SACRE at this time.

Huw Stephens is the Newport representative on WASACRE Executive and therefore Newport SACRE will not be able to nominate for the Executive places.



LIST OF EXECUTIVE MEMBERS SEPTEMBER 2017/18

Edward Evans- Bridgend (Chair)

Gill Vaisey- Monmouthshire (Vice Chair)

Phil Lord- Flintshire (Immediate Past Chair)

Paula Webber- RCT (Secretary)

Libby Jones- Wrexham (Assistant Secretary/Welsh Government Liaison Officer)

John Mitson- Powys (Treasurer)

Bethan James- NAPfRE

1. Cllr Ernie Galsworthy- Merthyr Tydfil - period of office 2015-2018

2. Mathew Maidment- RCT- period of office- 2016- 2019

3. Huw Stephens- Newport -period of office 2016- 2019

4. Mary Parry- Carmarthenshire -period of office 2016- 2019

5. Alison Lewis – Swansea – period of office 2017-2020

6. Tania ap Sion – Wrexham – period of office 2017-2020

WASACRE representation on other committees:

EFTRE: Mr Phil Lord

Inter Faith Network for the UK: Mr Phil Lord

RE Council for England and Wales: Ms Gill Vaisey

Vacant seats as of WASACRE AGM July 2018

Quorum is 5 members

Majority vote will count

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