

**PLEASE NOTE THAT REFRESHMENTS ARE AVAILABLE AT 9.30AM**  
**PRESENTATION BY MAES EBBW SCHOOL AT 9.45**  
**SACRE MEETING TO START AT 10AM**



# Agenda

## Standing Advisory Council for Religious Education (SACRE)

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Date: Thursday, 14 June 2018

Time: 10.00 am

Venue: Maes Ebbw Special School, Newport

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

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Item		Wards Affected
1	<u>Welcome and Presentation by Maes Ebbw School</u>	
a	<u>Agenda - Cym</u> (Pages 3 - 4) To follow	
2	<u>Time of Quiet Reflection</u>	
3	<u>Apologies for Absence</u>	
4	<u>Minutes of the Previous Meeting</u> (Pages 5 - 10)	
5	<u>Matters Arising</u>	All Wards
6	<u>Schedule of Meetings - 2018/2019</u> To be confirmed by new Consultant	All Wards
7	<u>Membership Update - Request for membership from Humanist Associations</u> (Pages 11 - 18) See appendices 1 & 2	All Wards
8	<u>Withdrawal from RE Survey</u> (Pages 19 - 24) See appendix 3	All Wards
9	<u>CPD for Secondary School Teachers</u> (Pages 25 - 26)	All Wards
10	<u>Update on National Curriculum Review</u> (Pages 27 - 44)	All Wards
11	<u>Estyn Updates</u> (Pages 45 - 48)	All Wards

Contact: Joy Howells

Tel: 01633 656656

E-mail: joy.howells@newport.gov.uk

Date of Issue: 25 May 2018

12	<u>WASACRE Issues</u> ( <i>Pages 49 - 74</i> )	All Wards
	<ul style="list-style-type: none"><li>• Feedback on Spring meeting at Swansea – 9 March 2018</li><li>• Representation at the Summer WASACRE meeting in Anglesey on 6 July 2018</li><li>• Executive Voting for the period 2018-21</li><li>• WASACRE revised Constitution (see appendix 6)</li></ul>	
13	<u>Correspondence</u>	All Wards

# Agenda

Cyngor Ymgynghorol Sefydlog ar  
Addysg Grefyddol

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**Dyddiad** 14 Mehefin 2018

**Amser** 10y.b.

**Lleoliad** Ysgol Maes Ebbw

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

## Eitem

### Rhan 1

- 1 Croeso a chyflwyniad gan Ysgol Maes Ebbow
- 2 Amser ar gyfer Myfyrdod Tawel
- 3 Ymddiheuriadau dros Absenoldeb
- 4 Cofnodion y Cyfarfod Diwethaf
- 5 Materion yn codi
- 6 Amserlen y Cyfarfodydd
- 7 Newyddion Diweddaraf ynglŷn ag Aelodaeth
- 8 Rheoli hawl i dynnu'n ôl
- 9 Hyfforddiant ar gyfer athrawon ysgolion uwchradd
- 10 Y diweddaraf am y Cwricwlwm Cenedlaethol
- 11 Diweddariadau Estyn
- 12 Materion CCYSAGauC
- 13 Gohebiaeth

Cyswllt Joy Howells  
Ffôn: 01633 210733  
E-bost: joy.howells@newport.gov.uk

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# Minutes



## Standing Advisory Council for Religious Education

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Date: 14 February 2018

Time: 10.00 am

Present: Councillors T Holyoake, I Hayat and J Watkins

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

Faith Groups: Rebecca Penn and Huw Stephens

Teacher

Representatives: Sally Northcott, Lana Picton and Heather Vaughan

Apologies: Councillor L Lacey, N Baicher (Sikh), S Hunt (Church in Wales), J Crawley (ATL) and N Huggleston (NASUWT)

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*In the absence of Councillor L Lacey, Councillor Tracey Holyoake took the Chair*

### 1 Welcome & Presentation from Caerleon Comprehensive School

A presentation on Religious Studies at the school was made by Claire Whatley, Head of RE. Mrs Whatley was pleased to report that RE at the school had been allocated larger accommodation and extra time for tuition. Time allocated for the instruction of RE key stage 3 received 2 hours per fortnight, key stage 4 had just been increased from 2 to 3 hours per fortnight and key stage 5 received 9 hours tuition per fortnight at both AS and A level.

V Thomas was pleased that the school SMT were supportive of the subject which makes students aware of the importance of RE especially when accreditation could be gained at the end of the course.

With regards to the class settings KS3 are taught in their form groups (approx. 30 students per group). KS4 (yr10) consist of 3 bands with 3 sets in each band. Sets 1 and 2 of each band study for full course and set 3 study short course GCSE. All students in the current year 11 are studying for a full course GCSE.

H Stephens felt that on the evidence of the amount of students studying for RE it was obvious that the subject should be kept in the curriculum as he was concerned it was being squeezed out.

Yr 9 were now being introduced to the new specification and not solely Yr 10. C Whatley considered the new specification was very content heavy and alternative means needed to be found to keep the interest of the students. She had done this by using varied resources such as DVD clips, quizzes, television programmes etc.

This demonstrated the need for schools to share ideas and resources to find ways to enthuse students.

V Thomas was interested in receiving comments on the new curriculum from schools as there was a lot of biblical content and the situation would need to be monitored. C Whatley agreed that pupils did not enjoy the content heavy curriculum but hopefully this would change when it became more philosophical.

The Chair thanked Mrs Whatley for an excellent presentation which had prompted many queries and comments.

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

## 2 **Time of Quiet Reflection**

The Chair informed SACRE Members that Councillor David Atwell, a previous Chair of SACRE, had recently passed away. Members took part in a period of quiet reflection.

## 3 **Apologies for Absence**

As noted above.

## 4 **Minutes of the Previous Meeting**

The minutes of the previous meeting were submitted.

**Agreed:**

That the Minutes of the SACRE meeting of 19 October 2017 were accepted as a true record.

## 5 **Matters Arising**

All actions points agreed at the October meeting had been carried out.

### Item 3 Membership Report

The Clerk confirmed that she had contacted Reverend Les Jones of St Julians Methodist Church but was still awaiting a reply from him regarding the Methodist vacancy.

No response had been received from the Salvation Army despite several emails being sent to the organisation.

## 6 **Holocaust Memorial Day 2018**

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

Newport City Council held a service at St Woolos Cathedral officiated by the Venerable Lister Tonge. Pupils from St Josephs RC High school, St Marys RC Primary school, John Frost and Newport High school had all participated in various roles in the service. The service had been very well attended, over 300 were present. There were also pupils from 24 Newport schools and various dignitaries present.

V Thomas was pleased that the event had gone from strength to strength with Newport SACRE being one of the first to become active in this field.

## 7 **Analysis of Examination Results Summer 2017**

V Thomas went through the analysis of the religious studies results for GCSE full course, GCSE short course, A and AS level. She confirmed that each school would have received their own school examination results and this would have been discussed within the school. The analysis gave a summary of the 2017 results in comparison to the previous two years, the Consortia and the All Wales figure. The analysis also included the cohort percentage which had been introduced in 2016.

**GCSE full course:** This course is generally taken by pupils who have chosen to take RE in their options but also includes students who may be studying two short courses as part of their statutory RE studies.

The number of schools entering for this course remained the same as 2016 and average cohort entry was slightly better than 2016. Results for A\*-A and A\*-C were better than 2016, Consortia and All Wales figures. Results for A\*-G were slightly below the previous two years and the All Wales figure but comparable with the Consortia figure.

**GCSE short course:** Entry figures for 2017 had dropped below the previous two years although the same number of schools had entered. The % cohort entry though was only slightly below 2016 and was significantly higher than both the Consortia and All Wales figures. There was an improvement in A\*-A grades compared to the two previous years and also they were better than the Consortia and All Wales figures. A\*-C grades were below previous performance but better than the Consortia and All Wales figures. A\*-G grades were comparable with the previous two years but better than the Consortia and All Wales figures.

Some schools enter pupils for two short courses and the performance is reflected in the full course results. It is generally more able pupils that are entered for two short courses and the results would be reflected in the A\*-A and A\*-C.

**A Level:** Both the number of schools and entry figures had decreased in 2017 although the % cohort entry figure was comparable with the Consortia figure and slightly better than the All Wales figure. Results for A\*-A has improved and was better than the Consortia figure and comparable with the All Wales figure. A\*-C results were lower than the previous two years and slightly below the Consortia and All Wales figure. The pass rate for A-E was 95.4% which was below the previous two years excellent results of 100%. It was also below the Consortia and All Wales figures.

**AS Level:** There was a huge rise in entry figures in 2017 compared to 2016 and 2015. The % cohort entry figure also exceeded the Consortia and All Wales figures. The A grade result was an improvement on 2016 results and lower than 2015 results. It is below the Consortia and All Wales figures. A-C results were the highest over the last three years and were also better than the Consortia and All Wales figures. A-E results were also better than the previous two years, comparable with the Consortia figure and higher than the All Wales figure.

\* Data includes only those who have cached in their results.

#### **Agreed:**

V Thomas to draft a letter to all Newport secondary schools enclosing the analysis which would be forwarded to the schools.

## **8 National Curriculum Review: Update**

*Cllr Hayat left the meeting during this item.*

As part of the development work the 6 AoLE working groups had 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.

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.

As discussed at the previous SACRE meeting the Humanities working group recommendation had been to follow the 'big ideas'/what matters approach as exemplified

within Wynne Harlen et al's' Working with Big Ideas in Science. WG is exploring how Humanities will look and how it supports the new curriculum.

WASACRE and NAPfRE were working closely with WG during this review and WASACRE had drawn up a paper on 'What Matters in RE' which was presented at the Humanities Planning Workshops in November 2017.

The WG SACRE newsletter which updated all SACREs of the progress to date and the revised timelines for the curriculum was discussed.

- 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)

Initial proposals for the 'What Matters' key concepts for the Humanities AoLE had been included with the newsletter. The proposals reflected the Humanities pioneer group's thinking. The group will continue to meet every three weeks and have begun developing progression frameworks to underpin each of these 'What Matters' statements.

As SACREs were invited to submit their comments to this paper V Thomas went through the paper highlighting those areas which were RE focussed. She was pleased to note that there were plenty of opportunities for RE teaching to be relayed and that there was much emphasis on spiritual development. There was a need for there to be RE specific continuing professional development (CPD) when the programme comes out. V Thomas will be at the next WG meeting in March and will highlight the importance of CPD in RE and the concern that the cost of future CPD for RE would put pressure on schools' budgets. L Picton believed that the training should be incorporated in initial teacher training.

R Penn spoke of the need to ensure that RE does not become 'humanist' as it is to be included under humanities.

There was also concern that RE would become 'dumbed down' when incorporated within humanities. V Thomas reminded everyone that the RE syllabus was agreed by the local authority. H Vaughan had recently been a member of a group that had met with Professor Donaldson. She reported that he did deliberate on keeping RE as a separate subject and still meets regularly with the Cabinet Member for Education at WG to address progress on what he feels should be included in RE.

#### **Agreed:**

V Thomas to submit comments to WG on behalf of Newport SACRE

## **9 Professional Development Opportunities: Feedback**

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 main concern of schools was with matters related to delivery and resourcing the new GCSE specification and several secondary schools had responded positively to the suggestion of sharing resources. Fewer responses had been received from primary schools. V Thomas had made enquiries and discovered that there were grants that could be accessed for curriculum development.

There is a Learn, Teach Lead RE initiative in England 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 would 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.

**Agreed:**

V Thomas to secure dates from Caerleon Comprehensive as to when the initial 'shared resources' session could take place. Clerk to send a letter inviting RE contacts at Newport secondary schools to attend the session.

**10 Managing the Right of Withdrawal**

WASACRE had prepared guidance on Managing the Right of Withdrawal form Religious Education. Copies of the document had been distributed to all schools. A pdf version of the document had also been circulated to all SACRE clerks. SACRE members received a copy of this document.

A questionnaire had been prepared by WASACRE which was to be circulated to all schools to discover the extent of the invoking of the withdrawal from RE clause from across Wales. The questionnaire related to instances of withdrawal from Religious Education, whether the withdrawal was 'complete' or 'partial' as WASACRE are currently unaware of the figures of withdrawal. An LA /Newport analysis can also be reported to SACRE.

**Agreed**

That the questionnaire be circulated to all schools and returned to the Clerk.

**11 WASACRE Issues**

Feedback from Bridgend meeting 10 November 2017

Newport had been well represented with V Thomas, H Stephens and M Dacey attending.

Much of what was contained in the WASACRE minutes had already been discussed by SACRE.

Representation at the SACRE meeting at Swansea on 9 March 2018

V Thomas, S Northcott and H Stephens confirmed that he would attend.

Cllr Laura Lacey, although unable to attend today's meeting, had confirmed previously that she hoped to attend.

Nominations to the WASACRE Executive

As H Stephens is a representative on the WASACRE Executive Newport SACRE are unable to nominate for the Executive places.

**Agreed:**

Clerk to inform WASACRE clerk of the Newport representatives attending the SACRE meeting on 9 March.

**12 Correspondence**

A letter had been received from the Secretary to WASACRE seeking recruitment of a Minutes Clerk for the Association. Anyone expressing an interest to inform Paula Webber clerk to WASACRE.

Vicky Thomas informed everyone that the Summer meeting would be her last as after 22 years with Newport she was retiring from the position of RE Consultant. She did not know at this stage who would be replacing her but EAS had been informed and were seeking a replacement.

Sally Northcott confirmed that she too would be leaving Newport SACRE after the Summer meeting. She had been representing the NUT on the group for over 20 years. She will contact the Secretary of the NUT in order to seek a replacement.

The Chair was saddened to hear of the retirements as there was a wealth of knowledge between them. M Dacey thanked Vicky on behalf of the officers as her knowledge in the field of RE had been extremely helpful to them. H Stephens was concerned that Newport SACRE would be losing Vicky and there was a need to ensure that her replacement was up to speed on all matters.

The next meeting is scheduled for 14 June 2018 at Maes Ebbw school.

**Agreed:**

Clerk to distribute the WASACRE letter regarding the Minutes Clerk to all members.

## THE CITY OF NEWPORT SACRE

**DATE:** 14 JUNE 2018

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

**PURPOSE:** MEMBERSHIP UPDATE 2018

To discuss the membership of SACRE

### Local Authority

**Councillors** - Laura Lacey (Chairperson), Tracey Holyoake, Ibrahim Hayat, 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) till July 2018

**Clerk to SACRE** – Joy Howells, Democratic Services Support

### Faith Representatives

**Church in Wales** - Susie Hunt, Kath Sperry/ Rebecca Penn

**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** – Vacancy

**Hindu** – Soam Sharma

**Jewish** – Abraham Davidson

**Sikh** – Neeta Singh Baicher

**Muslim** – Sabina Begum

### Professional Associations

**National Union of Teachers/ATL** – Sally Northcott (vacancy from June 2018) 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

**To Consider:**

- Humanist request for membership – see Appendix 1
- Welsh Government letter and advice –see Appendix 2

**RECOMMENDATION**

To consider the membership report and the request for membership from the Humanist Association

\* Redacted address\*

**Clare James**

**clare.james@outlook.com**

Councillor Gail Giles  
c/o Newport City Council  
Civic Centre  
Newport  
NP20 4UR

19<sup>th</sup> February 2018

Dear Councillor Gail Giles

As you may be aware, the Newport City Council Standing Advisory Council for Religious Education (SACRE) does not currently admit a member to represent views of non-religious views.

I am a life-long humanist, a member of Humanists UK and have a degree (BA Open), which focussed on Religious Studies. I am currently employed as Fundraising Manager at Techniquet science and discovery centre and have links with Newport, having worked as an assistant social worker, with responsibility for the education of Looked After Children. I am writing to ask you to consider me as a full member of the Newport City Council SACRE.

As you may be aware, some SACREs in Wales and over half in England have chosen to include humanist representatives and I believe I would make valuable contribution to the work of the SACRE due to my background in religious studies and philosophy and as a humanist, to ensure religious education remains diverse and relevant in Newport.

Humanists UK have agreed to endorse and support my application and will write shortly to confirm this. I hope you consider me to be a strong candidate for this position.

Yours sincerely

Clare James

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Local Authority Directors of Education

3 May 2018

Dear Colleagues

I am writing to update you in relation to the governance and membership on Standing Advisory Councils on Religious Education (“SACREs”) and Agreed Syllabus Conferences (“ASCs”).

As you may be aware, the extant guidance relating to SACRE membership is laid out in Circular 10/94 (published by the former Welsh Office in 1994). The circular is non-statutory and is neither binding nor authoritative but there have been a number of queries recently on the issue of membership to Group A of a SACRE. Specifically, on whether persons who hold non-religious beliefs (such as Humanists) should be permitted full membership on Group A in light of the Human Rights Act 1998. For information, details on how membership to a SACRE is constituted is included at Annex A.

The circular states at paragraph 103:

“The inclusion of representatives of belief systems such as humanism, which do not amount to a religion or religious denomination, on Committee A of an agreed syllabus conference or Group A of a SACRE would be contrary to the legal provisions referred to at paragraph 102”.

The appointment of persons to a SACRE is a matter for local authorities and the SACREs. However, taking legal advice into consideration, I am of the opinion that representatives from non-religious belief systems may be appointed to Group A of a SACRE or ASCs, to ensure that SACREs/ASCs fully reflect the beliefs of the communities that they are representing and to comply with current legislation.

It is the view of the Welsh Government that:

- to ensure compatibility with the Human Rights Act 1998 the provisions relating to the constitution of SACRES and ASCs in the 1996 Act are to be interpreted as

Bae Caerdydd • Cardiff Bay  
Caerdydd • Cardiff  
CF99 1NA

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:  
0300 0604400

[Gohebiaeth.Kirsty.Williams@llyw.cymru](mailto:Gohebiaeth.Kirsty.Williams@llyw.cymru)  
[Correspondence.Kirsty.Williams@gov.wales](mailto:Correspondence.Kirsty.Williams@gov.wales)

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

permitting the appointment of persons who represent holders of non-religious beliefs in the same way as they permit the appointment of persons who represent holders of religious beliefs; (section 390(4)(a) of, and paragraph 4(2)(1) of Schedule 31 to, the 1996 Act). However, we consider the non-religious beliefs adhered to by the person to be appointed must be analogous to a religious belief, such as humanism. To be “analogous” we consider the non-religious beliefs must in accordance with case law under the European Convention of Human Rights and the Human Rights Act 1998 attain the necessary level of cogency, seriousness, cohesion and importance to attract protection under the Convention Rights.

- an appointment is dependent on the relevant local authority’s opinion as to whether such a representative would help ensure that the relevant traditions in the local authority’s area are appropriately reflected in Group A. The final decision of an appointment rests with the local authority, and they are best placed to assess whether a SACRE has the necessary expertise and experience to properly discharge its function.

The same principle applies in relation to appointments to Agreed Syllabus Conferences (ASCs).

For the avoidance of doubt, the guidance set out in this letter supersedes paragraph 103 of Circular 10/94.

With regards to an updating Circular 10/94, I am aware that there are other areas of contention within the document that need to be addressed. As there are some complex issues, consideration of those matters is still on-going and therefore a review of the guidance will be considered once all information on this matter has been received.

I hope this provides clarification on these matters.

Yours sincerely



**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg

Cabinet Secretary for Education



## Annex A

1. The functions of a SACRE are set out in section 375 of the Education Act 1996 (“the 1996 Act”) and broadly those are to advise a local authority in respect of matters relating to religious education and collective worship. Section 390 of the 1996 Act set out how a SACRE is to be constituted as follows:
  - a) a group of persons to represent Christian denominations and other religions and denominations as in the opinion of the authority appropriately reflect the principal religious traditions in the area. The number of persons appointed should reflect broadly the proportionate strength of the particular denomination or religion in the area (“Group A”);
  - b) a group of persons representing associations that represent teachers; and
  - c) a group of persons to represent the authority.
2. In addition a SACRE may include co-opted members onto it. Such members are to be appointed on the terms as may be determined by those co-opting that person i.e. the SACRE itself (section 392(5) of the 1996 Act). Co-opted members cannot take part in a group vote.

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## THE CITY OF NEWPORT SACRE

**DATE:** 14 JUNE 2018

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

**PURPOSE:** WASACRE WITHDRAWAL FROM RE SURVEY: UPDATE  
(See Appendix 3 grid of returns)

Following requests from schools, the Wales Association of SACREs (WASACRE) recently published a guidance document entitled *Managing the Right of Withdrawal from Religious Education* which was provided free of charge to all schools in Wales. This useful guidance document is intended to support schools dealing with withdrawal and also to share with parents who may be considering withdrawing their child from RE.

A short questionnaire was sent to SACRE clerks for circulation to schools in their local authority to help WASACRE gain an accurate awareness of the instances of withdrawal from Religious Education across schools in Wales. The clerks to SACRE were asked to send this information to WASACRE for analysis.

The results for Newport schools (including faith schools) are as follows:

### **Update**

#### **Secondary schools**

5/9 schools responded

*Complete Withdrawal* - No parents exercised their right of complete withdrawal from RE

*Partial Withdrawal* - No parents exercised their right of partial withdrawal from RE

#### **Primary schools**

26/47 schools responded

#### ***Complete Withdrawal***

4 schools responded that parents exercised their right of complete withdrawal from RE

6 children were withdrawn

Reasons included

- Family were Jehovah Witness- they do not engage in celebrations and do not want their children to be part of any religious worship or celebrations.
- Parents feel strongly about their own religious beliefs

#### ***Partial Withdrawal***

4 schools responded that parents exercised their right of partial withdrawal from RE

5 pupils were withdrawn

Reasons included

- Family were Jehovah Witness - they do not engage in celebrations and do not want their children to be part of any religious worship or celebrations.
- Parents were unwilling for their children to learn about religions other than Christianity.

### **RECOMMENDATION**

To discuss the survey responses

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SECONDARY SCHOOLS – WITHDRAWAL FROM RE

SCHOOL	SLIP RETURNED	COMPLETE WITHDRAWAL				PARTIAL WITHDRAWAL				
		Complete	RE	Gave Reason	Reason	Amount parents	Amount pupils	Which aspects	Gave Reason	Reason
Bassaleg	17/4/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
Caerleon Comp										
John Frost										
Llanwern High	24/4/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
Lliswerry High	27/3/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
Newport High	12/3/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
St Josephs RC High										
St Julians										
Ysgol Gyfun Gwent Is Coed	22/2/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
<b>Total 9 schools</b>	<b>returned</b>	<b>5</b>								

PRIMARY SCHOOLS

SCHOOL	SLIP RETURNED	COMPLETE WITHDRAWAL				PARTIAL WITHDRAWAL				
		Complete	RE	Gave Reason	Reason	Amount parents	Amount pupils	Which aspects	Gave Reason	Reason
Alway Primary	8/3/17	0	0	n/a	n/a	0	0	n/a	n/a	n/a
Caerleon Lodge Hill	13/3/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
Charles Williams										
Clytha	9/3/18	0	0	n/a	n/a	0	0	n/a	0	Have 2 families (Jev Wit) who withdraw children from Christmas concert
Crindau	27/2/18	0	0	n/a	n/a	1	1	Religious celebrations	1	Jehovahs witnesses
Eveswell	16/4/18	0	0	n/a	n/a	0	0	n/a	n/a	
Fairoak										
Gaer	13/3/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
GlanUsk										
Glasllwch										
High Cross										
Jubilee Park	27/02/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
Kimberley										
Langstone	20/2/18	1	1	1	Jehovahs	0	0	n/a	n/a	n/a

SCHOOL	SLIP RETURNED	COMPLETE WITHDRAWAL				PARTIAL WITHDRAWAL				
		Complete	RE	Gave Reason	Reason	Amount parents	Amount pupils	Which aspects	Gave Reason	Reason
Llanmartin	16/4/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
Lliswerry										
Maes Ebbw	13/3/18	2	2	2	Jeh Witn	0	0	n/a	n/a	n/a
Maesglas										
Maindee										
Malpas Church in Wales	9/3/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
Malpas Court	9/3/18	1	2	1	Parents feel strongly about own religious beliefs	0	0	n/a	n/a	n/a
Malpas Park										
Marshfield	16/4/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
Millbrook										
Milton Primary										
Monnow										
Mt Pleasant										
Pentrepoeth	17/4/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
Pillgwenlly										
Ringland										
Rogerstone										
Somerton	16/4/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
St Andrews	9/3/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
St Davids RC										
St Gabriels RC										
St Josephs RC	20/2/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
St Julians	21/2/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
St Marys RC	21/3/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
St Michaels RC	16/4/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
St Patricks RC	17/4/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
St Woolos	8/3/18	1	1	1	Jehov Witn	1	2	Religions other than Christianity	1	Unwillingness for children to learn

SCHOOL	SLIP RETURNED	COMPLETE WITHDRAWAL				PARTIAL WITHDRAWAL				
		Complete	RE	Gave Reason	Reason	Amount parents	Amount pupils	Which aspects	Gave Reason	Reason
Tredegar Park	27/2/18	0	0	n/a	n/a	1	1	Christmas/Easter <sup>1</sup>	See below	Jehovahs Witnesses <sup>2</sup>
Ysgol Bryn Derw	1/3/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
Ysgol Gymraeg Bro Teyrnnon										
Ysgol Gymraeg Casnewydd	27/2/18	0	0	n/a	n/a	1	1	See below <sup>1</sup>	See below	Jehovahs Witnesses
Ysgol Gymraeg Ifor Hael	26/2/18	0	0	n/a	n/a	0	0	n/a	n/a	n/a
<b>Total schools 47</b>	<b>Returned</b>	<b>26</b>								

(Tredegar Pk<sup>1</sup> - child can listen to the story of Christmas and Easter but must not make any crafts linked to the story. E.g. Can't make pancakes, Christmas cards etc. The family has also requested that their child listens to stories from other religions but does not take part in any practical activity related to the story as they believe that this would form part of a celebration. E.g. Child can listen to Rama and Sita story but can't make Diva lamps.

<sup>2</sup> They do not engage in celebrations as this is against their beliefs. The parents have spent time explaining their beliefs to the school and are willing to come in and go through the plans we have in place for Religious Education. They discuss the reasons behind their decisions with the school and we try to come to some arrangement together.

Ysgol Gymraeg Casenwydd<sup>1</sup> - family are Jehovah's witnesses and therefore do not want their child to be part of any religious worship and celebrations.

The parents allow the learning of facts relating to other religions but do not want their child participating in celebration or role play. The class teacher uses the Jehovah witness website in order to engage the pupil as much as possible.

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## THE CITY OF NEWPORT SACRE

**DATE:** 14 JUNE 2018

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

**PURPOSE:** CPD FOR RE TEACHERS IN SECONDARY SCHOOLS

### **Background**

The RE curriculum is locally determined by the local authority and its SACRE. This means that SACRE can advise and support the teaching of RE in schools.

At its autumn 2017 meeting it was brought to the attention of Newport Standing Advisory Council for Religious Education (SACRE) that there are limited opportunities for teachers of RE to gain any form of professional development in the subject. SACRE agreed to contact schools for expressions of interest in forming a professional network in order to share ideas and resources, discuss any concerns they have and to use it as a medium of sharing good practice. SACRE agreed to organise the first meeting for secondary schools and that schools thereafter would be responsible for organising future meetings.

7 secondary schools responded and signed up for the CPD session

**Date:** Wednesday 13 June 2018

**Venue:** Caerleon Comprehensive School

**Time:** 2.00pm-4.00pm

**Focus:** GCSE issues and the sharing of resources

Enquiries are still being made about acquiring a source of funding from the Culham St Gabriel Trust for CPD in RE for both primary and secondary teachers. This would require considerable organising through a co-ordinator who would submit the bid and organise training opportunities. This is ongoing.

### **RECOMMENDATION**

SACRE to note and discuss the report

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## THE CITY OF NEWPORT SACRE

**DATE:** 14 JUNE 2018

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

**PURPOSE:** UPDATE ON NATIONAL 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.*

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.

### **Time Scales**

- April 2018 the Pioneer group will feedback to the Curriculum Assessment Group. Draft curriculum available for feedback. The next step is to develop progression frameworks.
- Late May 2018 Newsletter to SACREs
- WG and WASACRE intend to hold a National Conference/s for SACREs to discuss the draft curriculum proposals.
- January 2020 the final curriculum and assessment arrangements will be published, to be implemented in 2022.
- 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.

### **Recommendation**

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

### **Additional documents**

SACRE Newsletter May 2018

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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), sent to you in January 2018. We are grateful for the responses received. They have been shared with the Humanities AoLE group and have informed their work during the spring and summer terms.

### **The AoLE design model**

Since I last wrote to you, the central curriculum team at Welsh Government has been focusing on developing an AoLE design model to clarify the various components that will form part of the six Areas of Learning and Experience within the new curriculum, including the Humanities. I attach a copy of the draft model with an accompanying narrative to support your discussions. Please be aware that this is a design model to support the development process. We do not envisage that the final curriculum will be presented in this way.

### **The Humanities AoLE**

In the last newsletter, I outlined the What Matters approach that we have adopted for designing the new curriculum for Wales and shared some initial drafts from the Humanities group with you. During the spring term, the Humanities AoLE pioneer group has been further refining their What Matters statements and accompanying rationales. They have also developed draft progression frameworks outlining broadly the learning journey at ages 5, 8, 11, 14 and 16. Please be aware that these frameworks reflect the work undertaken so far in relation to progression and will form the basis for articulating progression and developing Achievement Outcomes in the new curriculum. The progression frameworks themselves are not a curriculum element in their own right.

I attach the latest proposals from the Humanities AoLE group and would like to invite you to comment on the work completed to date. I would be grateful if comments could be sent to me: [manon.jones@gov.wales](mailto:manon.jones@gov.wales) to reach me by 20 July 2018.

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/schoolhome/curriculuminwales/curriculum-for-wales-curriculum-for-life/?lang=en>

### **Next steps**

During the coming months, the AoLE pioneer group will be further developing their proposals in line with the different elements outlined in the attached design model.

Now that we have a clear design model in place, we will also be focusing on clarifying the relationship between the Humanities AoLE and the locally agreed syllabus. We will be working closely with representatives from WASACRE and NAPfRE to develop proposals as well as an engagement process to seek your views during the autumn term.

Best wishes,

Manon

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## A statement detailing how the AoLE supports the four purposes

This provides a justification of how the AoLE contributes to the four purposes of the curriculum and why it is important. The statement also provides a 'way in' to the AoLE and the related What Matters statements

## What Matters statements and their accompanying rationales

Together, these statements outline the essential aspects of learning in the AoLE i.e. 'what matters', drawing on key disciplinary and instrumental knowledge and skills and making links with the four purposes

**Cross – Curriculum Elements**  
The Cross-Curriculum Responsibilities; wider skills; Welsh dimension and International perspective; enrichment and experiences and elements of Careers and the World of Work are to be referenced where appropriate.

## Knowledge, Skills & Experiences identified as key to achieving each What Matters

To support the development of school level curriculum in relation to the relevant What Matters statement, there will be two sections to this element:

- An indication of 'content' that is essential to be covered at some point on the continuum to reach the What Matters statement
- An outline of progression that articulates the general nature of change across the continuum of learning to achieve the What Matters statement

In articulating these elements, for each What Matters we draw on the following:

- Key knowledge, skills & experiences that reflect relevant disciplines and domains within the scope of the AoLE (this includes disciplinary and instrumental knowledge)
- Sequencing where appropriate
- Cross-Curriculum Responsibilities & Wider Skills
- Welsh dimension and international perspective where appropriate

Links to other What Matters within the AoLE as well as other AoLEs will also be made where appropriate

## Progression Steps/Achievement Outcomes

- Progression Steps will be described at five points in the learning continuum, relating broadly to expectations at ages 5, 8, 11, 14 and 16.
- Progression Steps will take the form of a range of Achievement Outcomes.
- By signalling an emphasis on achievement in a broad sense, these outcomes broaden the scope of what we value in children and young people's learning.
- Achievement Outcomes will be described from the learner's point of view, using terms like 'I have...' for experiences and 'I can...' for outcomes.
- Achievement Outcomes will include:
  - Knowledge, Skills & Experiences
  - CCR and wider skills
  - Welsh dimension & international perspective where appropriate
- The Achievement Outcomes will contribute to achieving the What Matters and four purposes.

To be used as reference points for individuals, not universal expectations of all children at fixed points.

## Progression Framework

The detailed work currently being undertaken for each What Matters. This will be the basis for developing the Achievement Outcomes over the coming months. It will also form the basis for the outline progression described in the key knowledge, skills and experiences element above.

**Guiding Principles** to help turn **What Matters** into practice.

These will inform curriculum planning at school level and support practitioners in the delivery of the AoLE. In the context of the AoLE, the principles may relate to:

signature pedagogies;  
assessment;  
exemplification.

Further guidance on how Cross-Curriculum Elements could be addressed and references to where learners' Welsh language skills might be developed could also be included here.

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The attached diagram (**Annex 1**) outlines the proposed development structure for all Areas of Learning and Experience (AoLEs) within the new curriculum for Wales. We would like to emphasise that this is an AoLE design model – **we do not envisage that the final online version of the curriculum will necessarily reflect this way of presenting the structure.** Further details about each aspect of the model are outlined below.

**A statement detailing how the AoLE supports the four purposes**

As the model shows, each AoLE will include a statement outlining how it supports the four purposes of the new curriculum. As articulated in *Successful Futures*, each AoLE should make distinct and strong contributions to developing the four purposes of the curriculum. Therefore, this statement provides a justification of how the AoLE contributes to the four purposes and why the AoLE is important. The statement also provides an introduction and a ‘way in’ to the AoLE and the related What Matters statements.

**You will find a draft statement in the latest Humanities proposals.**

**The What Matters statements and rationales**

Each AoLE will have as many What Matters (headline) statements as necessary. They are used as a means of organising learning in order that learners have the appropriate knowledge, skills and experiences. When considered together, the What Matters span the breadth of the AoLE. They draw on key disciplinary knowledge and skills, make links with the four purposes of the new curriculum and therefore outline the essential aspects of learning within the AoLE.

A key criterion that the AoLE groups have met in developing each What Matters statement is that it must support at least one of the four purposes. In addition, the following criteria, outlined by Barbara Wintersgill as the key characteristics for her ‘Big Ideas for Religious Education’, have been adopted:

*Big Ideas are:*

i. *criteria for the selection and prioritising of subject knowledge in the curriculum.* If Big Ideas summarise what students’ understanding should be, the content selected must enable students to achieve that understanding.

ii. *transferable to events outside the classroom.* An essential indicator of understanding is the ability to transfer learning to new settings. Religions and non-religious worldviews can only be properly understood when students recognise them as important elements of 21st century life.

iii. *memorable.* If Big Ideas are to have this life-long impact they must be summarised in headlines that are short enough to be remembered but focused enough to act as reminders of their full significance.

iv. *capable of differentiation so that they may become the basis of progression.* Big Ideas can be expressed at increasing levels of complexity and sophistication to describe the understanding expected of different age groups.

*They should also:*

v. *have long term relevance.* Big Ideas reflect situations for the foreseeable future so that students will take from their school days understanding of religious and non-religious beliefs,

practices and values that will help them understand their personal quest for meaning and the world in which they live.

vi. *make sense of what might otherwise be confusing information/experiences and isolated facts.* An important contributor to understanding is the ability to ‘join up the dots’, to see how the many different beliefs, practices and values of religions and non-religious worldviews relate to each other. Big Ideas help make these connections.

vii. *act as lenses which, when used to ‘view’ content, help to clarify it.* When used as a ‘lens’ through which to view a mass of possible content, Big Ideas illuminate what is relevant to RE and hide what is not.

viii. *taken together, express the core or central concerns of the subject.* The essential test of subject knowledge is that as well as meeting the above criteria it reflects what is central to the subject, not what is peripheral.<sup>1</sup>

Each What Matters statement developed by the AoLE groups must meet these criteria as well as support the four purposes.

Each What Matters statement has an accompanying rationale that further explores what is captured in the statement and provides a justification as to why it is one of the aspects that matters most within the AoLE. The rationales must provide opportunities to ‘trigger’ connections between the four purposes, the What Matters statements and rationales themselves and the necessary knowledge, skills and experiences needed to achieve the What Matters.

**You will find draft statements and rationales in the Humanities proposals.**

**Knowledge, skills and experiences identified as key to achieving each of the What Matters**

Recommendation 4 of *Successful Futures* states that each AoLE should provide rich contexts for developing the four curriculum purposes, **be internally coherent, employ distinctive ways of thinking, and have an identifiable core of disciplinary or instrumental knowledge**. Whilst the structure as a whole supports the four purposes and internal coherence, under each What Matters statement, the key knowledge, skills and experiences recommended as *essential to achieving* it will be articulated.

This element of the AoLE structure provides further detail to support the development of school level curriculum and to help learners progress towards achieving the What Matters statement. In order to achieve these aims, we see two sections to it:

- An indication of ‘content’ that is essential to be covered at some point on the continuum to reach the What Matters statement.
- An outline of progression that articulates the general nature of change across the continuum of learning to achieve the What Matters statement.

In articulating these elements, **for each What Matters statement** we draw on the following:

- Key knowledge, skills & experiences that reflect relevant disciplines and domains within the scope of the AoLE (this includes disciplinary and instrumental knowledge)
- Sequencing where appropriate
- Cross-Curriculum Responsibilities & Wider Skills

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<sup>1</sup> Wintersgill, Barbara (ed.), *Big Ideas for Religious Education* (2017), p. 11.

- Welsh dimension and international perspective where appropriate

Links to other What Matters statements within the AoLE as well as other AoLEs will also be made where appropriate.

### An outline of 'content'

In order to select appropriate 'content' (knowledge, skills and/or experiences), the AoLE representatives have worked to the following principles. They must:

- Provide the content needed to enable the outline of progression described below and to support learners in achieving the What Matters statement and the relevant four purposes.
- Be deemed as essential to the What Matters statement, reflecting relevant subjects, disciplines or domains within the scope of the AoLE, and/or to prepare learners for their future roles in education, work and society.
- Be broad enough to be meaningful across the continuum of learning (and not tied to specific Progression Steps) or sequenced alongside the Progression Steps if appropriate.

Attention is drawn to these elements as a link between the What Matters statement and the related progression outline (described below), as support for practitioners in planning school level curriculum. The 'content' must provide both sufficient support and allow the appropriate autonomy; allowing schools and clusters to **plan their curriculum** between progression steps and ultimately towards achieving each of the What Matters.

**AoLE groups are currently developing this section of the curriculum.**

### An outline of progression

The work completed to date by the AoLE groups in relation to the progression frameworks is essential to forming the basis for this aspect of the structure. For each What Matters statement, we propose that a broad description of progression is articulated, drawing on key knowledge (disciplinary and instrumental), skills and experiences and the general nature of change across school years considered essential to achieving the statement. The narratives will be developed in line with and at each of the Progression Steps (and expectations broadly at 5, 8, 11, 14 and 16) allowing clarity in relation to what individual learners should be working towards throughout the continuum of learning. This will form the basis for practitioners' planning in order to support each individual learner in their journey along the continuum and for professional dialogue between practitioners within and between schools. This will also reflect the aim outlined in *Successful Futures* that sound foundations in learning are the best basis for progression as well as supporting learners to progress along the continuum at their own pace.

Where appropriate, references will be made to literacy, numeracy, digital competence, the wider skills and the Welsh dimension and international perspective as *Successful Futures* outlines that they should be embedded in the AoLEs as well as addressed in the Achievement Outcomes.

**You will find draft progression frameworks in the Humanities proposals. Please be aware that the frameworks reflect the work undertaken so far in relation to progression and will form the basis for this element of the curriculum as well as the Achievement Outcomes described below. The progression frameworks themselves are not a curriculum element in their own right.**

## Progression Steps and Achievement Outcomes

This element of the curriculum structure is being developed by the AoLE groups, and is their main focus over the coming months. The progression frameworks are the basis for this work. As outlined in *Successful Futures*:

- Progression Steps will be described at five points in the learning continuum, relating broadly to expectations at ages 5, 8, 11, 14 and 16.
- Progression Steps will take the form of a range of Achievement Outcomes.
- By signalling an emphasis on achievement in a broad sense, these outcomes broaden the scope of what we value in children and young people's learning.
- Achievement Outcomes will be described from the learner's point of view, using terms like 'I have...' for experiences and 'I can...' for outcomes.
- Achievement Outcomes will include:
  - Knowledge, Skills & Experiences
  - Cross-Curriculum Responsibilities and wider skills
  - Welsh dimension/ international perspective where appropriate
- Achievement Outcomes will contribute to achieving the four purposes.

The Achievement Outcomes articulated for each Progression Step will also contribute to achieving the What Matters and reflect the outline of progression provided in relation to the relevant key knowledge, skills and experiences recommended as essential to reach the relevant statement. They will be broad in nature. However, we must ensure that the Achievement Outcomes include enough detail and clarity to ensure consistency in understanding and avoid variability in enactment and possibly a need for further guidance and detail to be published at a later date.

## Guiding Principles

The draft AoLE model also makes reference to guiding principles for each AoLE. These principles will support practitioners in delivering the What Matters. They are not the starting point for school level curriculum planning – the four purposes and the What Matters statements are; however these principles will be drawn upon to inform the design work. They may relate to:

- signature pedagogies
- assessment
- exemplification.

The aspects of learning deemed essential to achieving the What Matters statements will be included in the main structure of the AoLE. This includes, where appropriate, the cross-curriculum elements outlined below. Further suggestions about what 'may' or 'could' be developed through the related AoLE will be included in the guiding principles. These include:

- Possible opportunities for learners' Welsh language skills to be developed.
- Further opportunities to develop cross-curriculum elements through the AoLE:
  - Literacy, numeracy and digital competence
  - Wider skills
  - Welsh dimension and international perspective
  - Enrichment and experiences
  - Careers and the world of work.

## **Cross-Curriculum Elements**

AoLE groups are working to the principle that the aspects of the cross-curriculum elements essential to achieving a What Matters statement will be incorporated in the knowledge, skills and experiences section of the AoLE structure. Additional opportunities to embed aspects of the cross-curriculum elements through the AoLEs will also be identified in the guiding principles to support curriculum planning at school level. This approach has been adopted for all of the cross-curriculum elements outlined in the model.

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## Humanities AoLE draft progression steps

## Appendix 4

### 1. Our natural world is diverse and dynamic, influenced by physical processes and human actions.

Studying the humanities helps learners to identify, understand and analyse the dynamic nature of Wales and the world. Human responsibility for our natural world, can be influenced by diverse beliefs, practices, ethics and philosophies. Innovation, economic and technological developments have shaped and continue to shape our natural world. It is also important to understand how human actions can be influenced by, and affect, the natural environment. Physical processes have major impacts on places, environments, landscapes and the lives of people. Appreciating these complex patterns and connections between the past, present and future is important for the understanding of the cause and consequences of change.

1	2	3	4	5
<p>Learners identify changes that occur over time within their local places, environments, landscapes and the lives of people around them.</p> <p>Learners can describe what has happened or is happening and what might happen next in their own immediate environment.</p> <p>Learners recognise their immediate environment.</p> <p>Learners describe location, weather and seasons.</p>	<p>Learners acknowledge that some aspects of places, environments, landscapes and the lives of people change over time and other aspects stay the same over time.</p> <p>Learners can identify the differences between a cause and a consequence within the natural world.</p> <p>Learners describe their local environment setting in the context of Wales and some of the physical features in Wales.</p> <p>Learners construct maps using a key and appropriate symbols.</p>	<p>Learners recognise and describe changes and continuity that occur in places, environments and the lives of people.</p> <p>Learners identify multiple causes and consequences relating to the natural world and begin to understand how these are linked to people's lives and actions.</p> <p>Learners understand how the world consists of varied environments.</p> <p>Learners identify the impact that human activity has on the environment on a national and international scale.</p> <p>Learners locate places on maps and construct more detailed traditional and digital maps using a key and appropriate symbols</p>	<p>Learners understand and explain that change and continuity can vary in terms of pace and scale and vary in the extent of which they contribute to trends.</p> <p>Learners explain and evaluate the causes and consequences of changes over time and sudden events within the natural world.</p> <p>Learners evaluate different perspectives about the cause of events in the natural world and predict possible consequences.</p> <p>Learners locate places and develop an understanding of place, environment and patterns at a range of scales.</p> <p>Learners understand a range of physical and human processes and their interactions. Learners describe and explain patterns and distributions on a range of scales.</p> <p>Learners describe the location of places and the implications of locations for human activity using traditional and digital cartographic techniques</p>	<p>Learners critically examine how change and continuity do not occur in isolation and are interdependent.</p> <p>Learners categorise multiple causes and consequences, and analyse how they interact.</p> <p>Learners identify and understand the intentional and unintentional consequences within the natural world.</p> <p>Learners understand the complexity and dynamism of the natural world and of the interdependence of people and the natural environment.</p> <p>Learners select and justify methods to represent places, environments and patterns cartographically.</p>

## 2. Society has been shaped and influenced by human behaviour and beliefs

In the past, societies have been formed and influenced by individuals, communities, political and economic factors, cultural values and religious beliefs and practices. Societies have experienced continuity and change that affected people's lives, in Wales and the wider world. The causes and consequences of human interactions in the past have shaped the world and how it has developed in different times and places. Exploring past human interactions has intrinsic value.

1	2	3	4	5
<p>Learners develop a sense of past culture including what it means to be Welsh. Learners develop an awareness and sense of time. Learners describe what has happened and the passage of time. Learners recognise and describe special times or events in their lives and for family or friends and can recognise changes in their own lives and abilities. Learners recognise that people may believe different things and practise their beliefs in different ways.</p>	<p>Learners identify past cultural practices within different communities within Wales and the wider world. Learners sequence events and understand that the past can be divided into broad periods. Learners acknowledge that societies are not fixed, that there are changes, which have occurred spanning centuries. They recognise that one way changes can be identified is by looking at developments over time. They identify similarities and differences between two time periods or in their immediate environment and give descriptions of the changes.</p> <p>Learners describe the differences between a cause and a consequence. They recognise the causes and consequences of past events and/ or human behaviours. Learners understand that society is made up of several groups of people who often believe different things and practise in different ways. These beliefs can influence the way they have lived.</p> <p>Learners understand that religious and non-religious worldviews change over time as a result of factors such as historical events, geographical and societal changes and technological developments.</p>	<p>Learners understand that different past cultural practices contribute to the diverse nature of societies. Learners make connections and comparisons about the change and continuity of societies at different points in time and understand how communities have changed.</p> <p>Learners identify the multiple short and long term causes and consequences of past change, including industrial and technological developments. They make links between them and understand how these changes have a positive or negative affect on people's lives and actions. They understand how people have made significant contributions to Welsh society.</p> <p>Learners understand that people share core beliefs and practices but that there can be many differences between them. They identify how these have impacted and influenced actions and decisions of people.</p> <p>Learners understand that religions do not stay the same; they change over time as a result of a number of factors, such as political and cultural differences and historical, geographical, societal and technological changes.</p>	<p>Learners understand how the causes and consequences of past events are significant to the formation and evolution of societies. They understand how systems of government in Wales have changed over time and how these compare with another system.</p> <p>Learners understand that past human behaviour and interactions influence cultural diversity.</p> <p>Learners give reasoned examples to show that change can be described as a flow over a longer period of time in terms of pace, extent, trends or specific turning points and that these flows might have greater importance than the changes individually.</p> <p>Learners analyse relationships across time, place and economy. They explain the positive or negative perspectives about the causes and consequences of past events.</p> <p>Learners understand that the views of people in Wales and the wider world are multi-dimensional and include a range of elements. Learners understand that diverse religious beliefs and practices have impacted on the lives of individuals and societies of Wales and the world. They understand the importance of valuing diversity and respecting each other's right to difference.</p>	<p>Learners can identify and explain the complex nature of past political, economic, social, technological, legal, environmental and religious communities, at different scales.</p> <p>Learners understand the democratic and legal developments in Wales. They understand the different structures and systems for governance in Wales and the wider world and the impact this has had upon societies. They understand how citizens have met their responsibilities and exercised their rights in local, national, and global contexts. Learners critically examine how change and continuity has not been a single process. They understand how cultures have adapted and changed and that this has had consequences for society. Learners analyse links between features of societies across periods of time, the significant changes and similarities over time and draw reasoned and justified conclusions.</p> <p>Learners categorise multiple causes and consequences and analyse how they have interacted. They understand that past causes, consequences and explanations of events significant to Wales and the Welsh people are complex and how and why they were contested.</p> <p>Learners evaluate how conflicts and opportunities arise from different cultural beliefs and practices, and how these have been addressed with differing outcomes.</p> <p>Learners understand that many issues such as progression in science, philosophy, history, sociology and the media, as well as such issues as gender, sexuality, marriage, the environment and the role of religion in education, have challenged peoples' views and beliefs and responses to these issues.</p> <p>Learners evaluate how differences in peoples' beliefs and practises, have allowed them to work and live together in mutual respect and tolerance or whether their differences have made such co-operation challenging</p>



**3. Humanity faces many challenges and opportunities, that require informed and considered responses.**

Understanding current local, national and global challenges and opportunities is essential to be an ethical and informed citizen. Learners should develop informed views about political, economic, technological, social, religious, cultural and environmental challenges and opportunities that people in Wales and the wider world face. Learners understand that beliefs, experiences and circumstances can influence the varied responses of themselves and others. By engaging with fundamental and philosophical questions about the challenges and opportunities that face humanity, learners will develop the knowledge and skills to form and justify opinions, and understand values, beliefs and viewpoints.

1	2	3	4	5
<p>Learners explore challenges and opportunities that people in Wales and the wider world face.</p> <p>Learners explore and communicate their own experiences about challenges and opportunities explored and how these affect their lives.</p>	<p>Learners identify and explore challenges and opportunities that people in Wales and the wider world face.</p> <p>Learners respond to questions about challenges and opportunities explored.</p> <p>Learners communicate their own opinions about challenges and opportunities explored and recognise that others may think differently.</p>	<p>Learners examine a range of challenges and opportunities that people in Wales and the wider world face are interconnected.</p> <p>Learners formulate questions about and give possible responses to, challenges and opportunities faced.</p> <p>Learners form their own opinion about challenges and opportunities explored, giving justification.</p> <p>Learners understand that beliefs, experiences and circumstances can influence their responses and the varied responses of others.</p>	<p>Learners analyse interconnected and complex challenges and opportunities that people in Wales and the wider world face.</p> <p>Learners investigate and evaluate the responses to fundamental and philosophical questions about the challenges and opportunities that face humanity.</p> <p>Learners develop informed views on challenges and opportunities that people in Wales and the wider world face and are open to having their opinions changed.</p> <p>Learners independently communicate an organised account of a range of opinions about challenges and opportunities explored influenced by beliefs, experiences and circumstances, resulting in a justified conclusion</p>	<p>Learners critically analyse the interdependent nature of challenges and opportunities that people in Wales and the wider world face, and the impact of responses to them.</p> <p>Learners critically analyse the responses to fundamental and philosophical questions about the challenges and opportunities faced.</p> <p>Learners analyse a range of evidence to form an independent and coherent account of their own and other's views resulting in a substantiated and well-balanced conclusion.</p>

**4. People view the experiences of humanity through a range of lenses.**

Humanities provides learners with a variety of lenses through which they develop an understanding of the human experience. These lenses are drawn from a growing understanding of the disciplines that make up the Humanities, and the way in which they interconnect. They give learners an understanding of how others construct narratives to record and represent the human experience and how to understand, interpret, and represent the experience of humanity themselves. Learners appreciate how and why interpretations and representations are constructed in order to critically question and evaluate their validity.

1	2	3	4	5
<p>Learners recognise the difference between true and false.</p> <p>Learners recognise different viewpoints in familiar experiences.</p>	<p>Learners recognise that some things are 'facts' and some are opinions.</p> <p>Learners identify that human experiences have been viewed and represented in different ways.</p> <p>Learners describe what simple pieces of evidence show them about human experiences.</p>	<p>Learners distinguish between 'fact' and 'opinion' and give reasons for this.</p> <p>Learners recognise that there are different perspectives and ways of viewing human experiences.</p> <p>Learners understand how and why human experiences can be viewed in different ways by different people based on evidence</p> <p>Learners acknowledge the explicit nature of the individual disciplines within Humanities (geography, history, R.E, economics).</p>	<p>Learners consider and justify different viewpoints on human experiences. They identify and understand bias.</p> <p>Learners understand and analyse why human experiences have been interpreted in different ways, all based on the same evidence.</p> <p>Learners evaluate different interpretations that are offered in evidence.</p> <p>Learners understand that there are many ways of interpreting the past and that it is impossible to discover 'what really happened'.</p> <p>Learners recognise that interpretations are narratives of human experiences and not necessarily the reality.</p> <p>Learners identify the similarities/commonalities and differences between the disciplines.</p>	<p>Learners evaluate the credibility, validity and bias in viewpoints and perspectives.</p> <p>Learners critically question why contrasting narratives and interpretations have been constructed from the same evidence.</p> <p>Through the varying disciplines of Humanities, learners apply their knowledge to critically analyse and evaluate interpretations of human experiences using a variety of sources.</p> <p>Learners understand the interconnectedness of the disciplines to allow for a holistic appreciation of human experiences whilst also appreciating that disciplines offer an individual view of these experiences.</p>

**5. The process of enquiry allows people to make sense of and engage with the world.**

Studying the humanities develops the skills of disciplinary enquiry. Learners pose questions and develop hypothesis across the humanities. By gathering, evaluating and analysing evidence from a range sources, learners can interpret layers of meaning and connect information to attain relevant knowledge to inform their understanding. Through thinking critically and reflectively about the evidence they've analysed, they learn to make coherent, substantiated judgements and responses. Learners critically evaluate the effectiveness of the enquiry process followed and how well it has helped them to make sense of and engage with the world.

1	2	3	4	5
<p>Learners draw on their own personal experiences to respond to physical objects and real events.</p> <p>Learners collect, sort and group physical objects.</p> <p>Learners make and record observations about physical objects and real events.</p>	<p>Learners ask and respond to factual questions about physical objects and real events.</p> <p>Learners choose from evidence provided to gather information and gain ideas to answer specific questions.</p> <p>Learners are aware of the difference between 'facts' and opinions.</p> <p>Learners make judgements about the usefulness of evidence based on the relevance of its content.</p> <p>Learners deduce connections between information gathered from evidence to inform their understanding.</p> <p>Learners communicate their findings, justifying the reasons for their conclusions.</p> <p>Learners identify what did and did not work during their enquiry. Learners make initial connections between the elements of the enquiry process.</p>	<p>Learners use knowledge and experiences to formulate questions in order to begin a line of enquiry or solve a problem.</p> <p>Learners suggest where they might find evidence for themselves.</p> <p>Learners distinguish between 'facts', beliefs and opinions and give reasons for this.</p> <p>Learners identify that there are different interpretations.</p> <p>Learners draw conclusions about the intended purpose of the evidence.</p> <p>Learners consider the validity and reliability of a range of evidence.</p> <p>Learners infer meaning from evidence</p> <p>Learners presents conclusions for their findings and can describe an evidence-supported decision or conclusion based on their enquiry process.</p> <p>When evaluating the enquiry, learners explain the process, giving reasons to support its success. Learners understand that each of these elements work together as part of a larger process of enquiry, and that this process can be used across a variety of questions in the classroom, both ones that are presented in school as well as questions initiated by the learner.</p>	<p>Learners make connections with their knowledge and experiences to formulate a line of enquiry, independently</p> <p>Learners identify and select a variety of evidence independently within Humanities disciplines.</p> <p>Learners identify bias and consider it when evaluating evidence.</p> <p>Learners know the difference between qualitative and quantitative data.</p> <p>Learners evaluate the usefulness and analyse the reliability of evidence based on its content, authorship and purpose.</p> <p>Learners understands the significance of sources of authority and are beginning to assess the impact of them.</p> <p>Learners interpret layers of meaning and connect information to attain relevant knowledge to inform their understanding.</p> <p>When presenting conclusions for their findings, they describe the decision or conclusion they have taken, and understand that it is possible for different people to come to different conclusions even if they use the same evidence.</p> <p>When evaluating the process, learners describe the steps that were taken, what worked and did not work, and suggest how the process or method could be improved, with some reference to success criteria. Learners understand that each of these elements form part of a process of enquiry, that the process requires each of these elements, and that this enquiry process can be applied to answer a variety of questions related to Humanities.</p>	<p>Learners identify and develop a comprehensive line of enquiry to develop hypotheses about the context of study.</p> <p>Learners understand and independently apply/follow the different enquiry methods of humanities disciplines.</p> <p>Learners gather a variety of relevant evidence independently, including quantitative and qualitative data.</p> <p>Learners interpret evidence and infer meaning, and draw conclusions, synthesising a range of evidence.</p> <p>Learners also evaluate the usefulness of the evidence and analyse its reliability based on content, origins, purpose and context.</p> <p>Learners identify weaknesses in selective statistical presentation of data.</p> <p>Learners assess the impact of sources of authority.</p> <p>Learners make coherent, substantiated judgements and responses which are balanced and take into consideration a range of viewpoints.</p> <p>Learners understand that all the elements are critical to enquiry, both within Humanities and more broadly across domains, that the overall integrity of the process depends upon how well each element was carried out, and that the enquiry process can be used to help understand and solve a variety of questions and problems in Wales and the larger world.</p>

## 6. Citizens should be ethical, informed and engage in life and work

Humanities encourages learners to think critically about ethical, economic, entrepreneurial or social engagement in their communities. Learners will understand their rights and responsibilities as ethical citizens, and the importance of ensuring that they respect the rights of others. Learners understand individuals' legal and moral responsibilities and the consequences of failing to act accordingly. Learners will develop an understanding of identity and self-awareness and are conscious of their own role in society and of the religious, moral and ethical influences on people's lives.

1	2	3	4	5
<p>Learners understand that they have an identity, and that they belong to their immediate communities and that a sense of belonging is important to people. They recognise that they and others have different roles and responsibilities within their communities.</p> <p>Learners communicate their feelings and demonstrate responsibility for themselves and their immediate surroundings.</p> <p>Learners understand that people have different types of jobs and do different types of work. They recognise what is right or wrong. Learners are aware that there are different religions and people are diverse.</p>	<p>Learners develop a sense of identity and that they engage with a range of communities. They understand the importance of roles and responsibilities within those communities.</p> <p>Learners explore the concept of self-realisation and can appreciate alternative views. They demonstrate responsibility and their immediate and wider environment, giving reasons why this is important,</p> <p>Learners understand the consequences of their actions and can recognise that they have to take responsibility for decisions that they make.</p> <p>Learners understand that beliefs impact practices and what is acceptable behaviour (religious and non-religious).</p> <p>Learners will describe the differences between peoples' jobs and work and understand that there are different roles in society. Learners will be given the opportunity to be enterprising and understand what a business is.</p> <p>Learners are aware of ethical issues, e.g. how resources are obtained / created.</p>	<p>Learners understand their own multiple identities and can reflect upon other peoples' identities.</p> <p>They have opportunities to take an active role as a responsible citizen within their local and wider community. Learners give examples of social justice and moral responsibility and make links with how their own choices and behaviour affects local, national and global issues.</p> <p>Learners acknowledge that people have different preferences, views and beliefs and can explain how this can impact and influence their actions and decisions.</p> <p>They explain the concept of a democratic community, including the implementation of rules and laws. They describe a range of jobs and roles that exist within different sectors of the economy.</p> <p>Learners develop entrepreneurial skills through a range of experiences. They identify ethical issues and explore a range of responses.</p>	<p>Learners understand the varying identities of others and the ways in which communities interact. They identify and take an active role as a responsible citizens within their local and wider community. They understand the rights and responsibilities of citizens in Wales and the wider world.</p> <p>Learners compare a range of preferences, views and beliefs. They critically analyse how beliefs impact moral and ethical decision making and contribute to self-realisation. They can identify, plan and implement action recognising the level of effective decisions to maximize impact.</p> <p>Learners can evaluate the process identifying the success of the outcome of their decisions and formulate conclusions.</p> <p>They recognise the impacts of government, democracy, rights and responsibilities within Wales and the wider world and how changes can impact decisions made.</p> <p>They understand the range and importance/hierarchy of jobs and roles within various sectors of the economy. They understand the different roles and functions within businesses and organisations. They will be independent when acting in enterprising and entrepreneurial ways.</p>	<p>Learners describe how communities interact and explain how and why these interactions have evolved. They independently plan and action an active role as responsible and ethical citizens within their local and wider community. They critically analyse and evaluate varying citizenship issues.</p> <p>Learners compare and contrast differing beliefs and practices (religious and non-religious). They develop and support their own ideas and engage with moral and ethical issues in Wales and the wider world.</p> <p>Learners independently identify and implement effective action and critically evaluate the impact and process, reaching substantiated conclusions.</p> <p>Learners have an understanding of the varied range of economic roles in a variety of sectors. They understand the business processes. They develop skills to be able to plan an enterprise activity independently.</p> <p>Learners combine their understanding of ethics, beliefs and values to make reasoned choices and empathise with choices made by others. They have the skills to engage confidently and competently as informed, empathetic, self-aware citizens.</p>

## THE CITY OF NEWPORT SACRE

**DATE:** 14 JUNE 2018

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

**PURPOSE:** ESTYN UPDATES (full text see Appendix 5)

### **(1) ESTYN: Update for inspectors (April 2018): Spiritual development and daily acts of collective worship**

In the guidance handbooks for the inspection of schools, we require inspection teams to consider the provision for pupils' spiritual development and daily acts of collective worship under 4.2.

It is important to remember that inspection teams must consider these aspects on each inspection and each report is likely to contain some comment on these aspects of pupils' development. However, each report does not need to contain a set number of sentences dealing with the spiritual, moral, social and cultural development of pupils, and we do not expect inspectors to report on these aspects in a formulaic way. It is up to each inspection team to weigh up the significance of any strengths and weaknesses in each inspection area.

Inspectors may also report on acts of collective worship 'by exception'. This means that they may report on some aspects only where there are particular strengths or significant weaknesses. Therefore, we do not expect formulaic reporting on whether a school meets the statutory duty to provide a daily act of collective worship, but we do expect inspection teams to look at this on each inspection. If the school does not meet its statutory duty in this regard then we would normally expect a comment in the report.

However, a failure to meet the statutory duty might not affect the judgement for IA4. This is something for the team to consider. The team will need to weigh up a number of factors in each specific case, such as the number of pupils that it affects, and the team will have to decide whether this is significant or not and whether it should affect the overall judgement for IA4.

Irrespective of whether or not inspectors decide to report on collective worship, they must always report on the spiritual, moral, social and cultural development of pupils.

### **(2) Estyn Thematic Review of Religious Education at KS2 & 3**

Mark Campion, one of the lead inspectors at Estyn, has confirmed that this report is on schedule for publication on 12 June.

Liz Counsell (report author) and Michelle Gosney (humanities lead officer) will attend WASACRE meeting on 6 July at Anglesey to discuss the report and related issues.

### **RECOMMENDATION**

SACRE to discuss whether Appendix 5 information update to inspectors on Spiritual Development and Collective Worship be sent to all schools for information only

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### APPENDIX 5

#### **ESTYN: Update for inspectors (April 2018): Spiritual development and daily acts of collective worship**

In the guidance handbooks for the inspection of schools, we require inspection teams to consider the provision for pupils' spiritual development and daily acts of collective worship under 4.2.

The relevant sections for ease of reference are these:

*“Inspectors should consider the extent to which the school provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. They should consider how well the school develops pupils’ ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values. They should consider how well the school promotes principles that help pupils to distinguish between right and wrong. They should consider how far the school fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others, both locally and as members of a diverse global world.”*

*“Acts of worship and assemblies can play an important part in pupils’ spiritual, moral, social and cultural development. Inspectors should consider acts of collective worship in all schools that do not provide denominational education. They should consider the quality of acts of collective worship in their own right and how well the school plans them over time. Inspectors should report on daily acts of collective worship where they are particularly good or where they are weak or do not meet statutory requirements.”*

It is important to remember that inspection teams must consider these aspects on each inspection and each report is likely to contain some comment on these aspects of pupils' development. However, each report does not need to contain a set number of sentences dealing with the spiritual, moral, social and cultural development of pupils, and we do not expect inspectors to report on these aspects in a formulaic way. It is up to each inspection team to weigh up the significance of any strengths and weaknesses in each inspection area. The section of the inspection guidance on 'making judgements' sets out the following advice:

*“Inspectors will always include clear evaluations in relation to the reporting requirements in each inspection area. They will also consider all aspects of these reporting requirements as set out in the inspection guidance handbook. However, what inspectors report on within each reporting requirement may differ depending on the relative significance of what they find in each school.”*

Inspectors may also report on acts of collective worship 'by exception'. This means that they may report on some aspects only where there are particular strengths or significant weaknesses. Therefore, we do not expect formulaic reporting on whether a school meets the statutory duty to provide a daily act of collective worship, but we do expect inspection teams to look at this on each inspection. If the school does not meet its statutory duty in this regard then we would normally expect a comment in the report.

However, a failure to meet the statutory duty might not affect the judgement for IA4. This is something for the team to consider. The team will need to weigh up a number of factors in each specific case, such as the number of pupils that it affects, and the team will have to decide whether this is significant or not and whether it should affect the overall judgement for IA4.

Irrespective of whether or not inspectors decide to report on collective worship, they must always report on the spiritual, moral, social and cultural development of pupils.

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Cyfarfod Cymdeithas CYSAG au Cymru, yn  
Siambr y Cyngor, Canolfan Ddinesig Cyngor  
Abertawe SA1 3SN  
Dydd Gwener, 9 Mawrth 2018 (10.30am –  
3pm)

*Wales Association of SACREs meeting, at the  
Council Chamber, Swansea Council Civic  
Centre SA1 3SN. Friday, 9 March 2018  
(10.30am – 3pm)*

## Presenoldeb/Attendance

<p><b>Ynys Môn / Anglesey</b></p>	<p><b>Sir y Fflint / Flintshire</b> Phil Lord (PL)</p>	<p><b>Abertawe / Swansea</b> Alison Lewis (AL) Vicky Thomas (VT) Rachel Bendall (RB) John Meredith (JT) Norma Glass (NG) Claire Foley (CF) Brian Cainen (BC)</p>
<p><b>Blaenau Gwent</b> Paula Webber (PW) Kathy Riddick (KR)</p>	<p><b>Gwynedd</b></p>	<p><b>Torfaen</b> Paula Webber (PW)</p>
<p><b>Pen-y-bont ar Ogwr / Bridgend</b> Edward J. Evans (EE) Vicky Thomas (VT) Alice Parry (AP)</p>	<p><b>Merthyr Tudful / Merthyr Tydfil</b> Paula Webber (PW)</p>	<p><b>Bro Morgannwg / Vale of Glamorgan</b> Paula Webber (PW) Dafydd Trehearn (DT)</p>
<p><b>Caerffili/ Caerphilly</b> Vicky Thomas (VT) Rev. Emyr Williams</p>	<p><b>Sir Fynwy / Monmouthshire</b> <b>Sir</b> Gill Vaisey (GV) Cllr Dr. Louise Brown (LB)</p>	<p><b>Wrecsam / Wrexham</b> Tania ap Siôn (TaS) Libby Jones (LJ)</p>
<p><b>Caerdydd / Cardiff</b> Gill Vaisey (GV)</p>	<p><b>Castell-nedd Port Talbot /Neath and Port Talbot</b> Rachel Samuel (RS)</p>	<p><b>Sylwedyddion / Observers</b> Manon Jones (MJ), Llywodraeth Cymru Rachel Bendall (RB) Drindod Dewi Sant</p>
<p><b>Sir Gaerfyrddin / Carmarthenshire</b> Helen Gibbon (HG) Christine J. Rees</p>	<p><b>Casnewydd / Newport</b> Vicky Thomas (VT) Huw Stephens (HS) Sally Northcott (SN)</p>	<p><b>Cyflwynwyr/Presenters</b> Rachel Bendall (RB) Drindod Dewi Sant Manon Jones (MJ), Llywodraeth Cymru</p>
<p><b>Ceredigion</b> Lyndon Lloyd MBE (LL)</p>	<p><b>Sir Benfro / Pembrokeshire</b></p>	
<p><b>Conwy</b> Phil Lord (PL)</p>	<p><b>Powys</b> John Mitson (JM)</p>	
<p><b>Sir Ddinbych / Denbighshire</b> Phil Lord (PL)</p>	<p><b>Rhondda Cynon Taf</b> Paula Webber (PW) Mathew Maidment (MM)</p>	

## Minutes

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

Prior to the meeting members enjoyed a choir performance by pupils from Bishop Vaughan RC Comprehensive School. EE thanked the choir acknowledging the significant amount of work put into creating a high standard performance by both the pupils and the teacher who had inspired them.

Mayor Cllr. Phil Downing welcomed members to the council chamber. He reported that Swansea is a city of welcome and sanctuary where refugees are offered a home. It celebrates diversity. In the past year the Mayor has attended a variety of events including the celebration of Chinese New Year and the opening of a new mosque in Swansea. Cllr. Downing reported that the mosque was open to everyone and that the open event was well attended. Swansea is a place where people feel safe and welcome regardless of religion, ethnicity or culture. The Mayor spoke positively about the role of WASACRE in supporting teachers. He said RE enables open, objective and exploratory learning that helps understanding in a rapidly changing world. The Mayor acknowledged the major changes in RE including the new examination syllabuses and the new curriculum and that WASACRE has the important role of making sense of these changes.

EE thanked Cllr. Downing and opened the meeting.

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

EE read a poem by Pastor Niermoller, a victim of a concentration camp, and then reflected upon how important each person is and how each individual has a part to play in the community.

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

Apologies were received from Chris Abbas, Tudor Thomas, Susan Cave, Rheinallt Thomas, Mary Parry, Marilyn Frazer, Alwen Roberts, Bethan James, Nicholas Richter, Sharon Perry-Phillips, Neeta Baicher and Meinir Wyn Loader.

### 4. **Cofnodion y cyfarfod a gynhaliwyd yn Pen-y-bont ar Ogwr, Dydd Gwener, 10 Tachwedd, 2017 / Minutes of meeting held in Bridgend Friday, 10<sup>th</sup> November, 2017**

Members requested amendments to be made on p8 of the draft minutes from the previous meeting. With the rectification of this issue and the correction of some typos the minutes were accepted as a true record of the meeting.

**Action: PW to liaise with VT to amend the Autumn Term minutes**

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

#### *i. Managing the Right of Withdrawal from RE*

EE informed members that the document has been published and is available for purchase. He confirmed this document would be much appreciated by those who make decisions in schools. GV informed members that one copy has been made available to every school in Wales. Spare hardcopies have also been distributed to SACRE members. A PDF has been made available to SACRE members and a hard copy to Diocesan Directors of Education. GV reminded WASACRE members that the document is subject to copyright and is for sale via Amazon or Books@Press. GV informed members that there has been a lot of positive feedback on the document. LJ reiterated thanks to Gill Vaisey for the work she had done on the document and said that she had already made use of it to support a school in Wrexham.

A discussion took place on the withdrawal from RE. A concern was raised by LJ that there had been a request to partially withdraw a pupil from RE and explicitly from the study of Islam only. Both LJ and the school in question were concerned that this might be classed as an identity based incident and sought further advice from the LA Community Cohesion Co-ordinator and their local police prevent contact. It had been decided that this was not an identity based incident as it was not directed against an individual. However, it was decided that it did still raise concern and the school should keep an eye on the situation. GV said that the withdrawal document recommends that a local authority has a policy and procedure to deal with this type of incident.

LB suggested that the document should be consulted on. GV confirmed that it had been widely consulted on. GV also confirmed that copies of the document had been sent to all who had contributed towards it.

*ii. Humanists on SACREs and letter to Welsh Government on Circular 10/94*

EE reported that as Chair of WASACRE, he had sent a letter to the Cabinet Secretary for Education, Kirsty Williams, asking Welsh Government to resolve the anomalies of Circular 10/94. He read a response he received from the Cabinet Secretary, Kirsty Williams acknowledging that 'there has been an increased focus on the requirements and governance of Collective Worship, and the role and membership of SACRES, and whether current practices and arrangements comply with the European Convention on Human Rights (ECHR) and the Equality Act 2010.' Kirsty Williams pointed out that Circular 10/94 is 'a non-statutory document which is intended to provide guidance on both the teaching of religious education and collective worship in maintained and special schools.' She has, however, instructed her officials to review this area 'including a focus on the specific issues around legislation and the compatibility of the current requirements with human rights law.'

It was confirmed in the meeting that Peter Kennedy will be taking a lead in this review and that legal advice is being sought. Welsh Government will be looking at this in light of the New Curriculum and will consult stakeholders.

VT requested that a copy of the letter from the Cabinet Secretary go to all SACRE Clerks. She also suggested that it was necessary to have a timescale for the review. She reported that NAPfRE colleagues had discussed this and requested that WASACRE write to Welsh Government to ask that the specific request for Humanists representation on Committee A be dealt with separately and not be tied up with the curriculum review.

***Action: EE - to respond to the letter from Kirsty Williams raising the issue that the specific issue surrounding Humanist representation on SACREs be dealt with separate to curriculum review and that an earlier time scale be set.***

*iii. Minutes Clerk*

EE confirmed that an advertisement had been sent to SACREs for the role of Minutes Clerk. A further communication giving a deadline for 31<sup>st</sup> March was also communicated.

A discussion pursued on the application process and a suggestion was made that the clerk be appointed on a trial basis. JM pointed out that this is not a job and that there would be no contract. He confirmed that the arrangement would be made along the same lines as the translation arrangement. An honorarium would be paid. The question of whether the Minutes Clerk should be bilingual was also

discussed. PW pointed out that, even if the new clerk is bilingual, to translate is a separate job as it would be more time consuming. It was pointed out that the Welsh Language Commissioner might write to object as any institution in Wales should be providing a bilingual service. LJ confirmed that bilingualism is important and that we are communicating bilingually.

#### **6. Cyflwyniad NAPfRE / NAPfRE presentation: Rachel Bendall Furlong's Report: What does it mean for ITE and RE?**

RB reported on the ITE course at Trinity St David (TSD) and the impact of the changes on the new curriculum. She reported that the Furlong Report is about training tomorrow's teachers. The accreditation criteria make clear future ITE provision in Wales must have:

- an increased role for schools (the responsibility and accountability for schools playing a more important role in training)
- a clearer role for universities
- joint ownership of the ITE programme between schools and universities (schools will assess students)
- structured opportunities to link school and university learning (tutors will work in schools and schools will go into universities)
- centrality of research.

<http://learning.gov.wales/docs/learningwales/publications/170310-accreditation-criteria-for-initial-teacher-education-en-v4.pdf>

RB reported that institutions needed to submit bids for accreditation by 1<sup>st</sup> December 2017. Five institutions applied to deliver the courses. Site visits have taken place to assess resources. RB reported that TSD will know the outcome by the end of June. If TSD is successful it will have students, if not, it will move to another hub. RB reported that TSD have twenty one student places for RE and Bangor train eight, making a maximum of twenty nine every year. RB queried whether this tally will change as the new curriculum is brought into place.

Discussion took place on problems with recruitment. A query was raised as to whether training will change in light of the New Curriculum and whether Humanities will be taught or RE will still be taught as a subject on its own.

RB reported that the current provision for RE is just four hours per year. This raises the question about professional development for the primary sector and highlights the provision needed for additional training for RE in the primary sector. RB reported that students have been out on placement visits to the Buddhist Centre in Swansea. WASACRE members viewed video clips of Kirsty Williams talking with students about the New Curriculum. The Minister was heard speaking about the New Curriculum change being more challenging for the secondary sector and that is why they will be rolling out the programme over a number of years. A student asked about what GCSEs would look like and the Cabinet Secretary said that Qualifications Wales were around the table every step of the way as the New Curriculum is being developed as examinations would have to be compatible.

RB reported on why current students wanted to be RE teachers. Reasons included influencing the lives of children; having been taught by inspirational teachers; RE is always open and relevant; the subject shapes identity; it encourages people to explore their beliefs; it develops good, moral, open-minded citizens and it teaches tolerance and respect for one another.

RB confirmed that collaboration between schools and HE institutions has been developing. Pilot projects, networks and working parties are collaborating. RB also confirmed that there is an expectation upon students to teach other subjects such as the Welsh Baccalaureate.

VT expressed concern about the number of hours training in primary education. She stated that RE has a unique place on the curriculum and, therefore, four hours training is insufficient. She stated that mistakes can be made when you are dealing with the sensitivities brought up in RE. RB said that the four hours are spent navigating students through the legal requirements and the National Exemplar Framework and that there is no time for enrichment.

VT said that CPD is a huge issue and that she has asked that this be included in the agenda of the next Humanities Planning Meeting with Welsh Government. She stated that this would be crucial to the success of the New Curriculum in which RE has a unique place.

RB pointed out that in university the pedagogical side of RE is taught, but the expertise should come from the schools.

LJ pointed out that the Commission on Religious Education in England reports that in England 3 hours of training is given. However, one of the recommendations of the CoRE is that a minimum of 12 hours should be given to RE.

HS queried whether the input of the lecturer is decreasing. RB explained the shift that has taken place has built a bridge between what happens in school and in university. She said that students are seeing tutors less often and that there is more pressure on teachers in schools, who are already very busy. HS said that he had trained for 3 years and raised the concern that this is now expected in a year. RB confirmed that BEds still exist.

A member raised the concern that very few teachers have faith backgrounds and that this means that this may lead to a confused concept of what Christianity is. She asked whether there should be more opportunity to have faith leaders involved with training. RB confirmed that TSD welcomes partnerships with faith communities. Input from people speaking to students is good.

A member asked whether things could be made more uniform in terms of delivering Religious Education. LJ confirmed that we already have the National Exemplar Framework, but that this is not content based and is locally determined. She also reiterated that the Donaldson approach is about making partnerships and that there is more emphasis upon the core beliefs of Christianity at GCSE. MM confirmed that, as a teacher, he would like more involvement of faith communities. RB confirmed that the majority of PG students have a Religious Studies degree or have done modules at some point in their degree. Some have a degree in another relevant subject. Therefore, they would have a relevant background. PW reminded members that the CoRE interim report stated that there should be an increased role for SACREs and suggested that this might include a stronger partnership between schools and faith representatives sitting on SACREs. A member raised a query about whether RE should be kept as a distinct subject and raised the concern that if it was not, teachers might lose their specialism. A member expressed concern for the children who are affected by this 'educational experiment,' stating that they might not have the background in the subject or feel confident enough to take specialist subjects at GCSE. A concern was expressed that there might be a danger of losing the essence of what the subject is. A member expressed concern that teachers are now expected to pick up and teach any other subject and that this could impact upon the education system as a whole.

A member suggested the idea of joint ownership is brilliant as schools would like to have a say in what happens in practice. A member expressed concern about the need for mentor training days on the ITE course. RB confirmed that two are held every year and that they are running mentor training programme in Bridgend.

**7. Cyflwyniad CCYSAGau Cymru/WASACRE presentation: Humanities in the New Curriculum for Wales – Manon Jones**

MJ informed WASACRE that her role in Welsh Government has changed and that she is now responsible for consistency over the six AoLE.

MJ confirmed that the Welsh Government Newsletter had been sent to every SACRE and that feedback had been very useful and that it would be good to receive more comments.

MJ gave an update on progress made within the Humanities AoLE in the New Curriculum. She confirmed that RE should form part of the Humanities Area of Learning and Experience and will remain a statutory curriculum requirement from reception. MJ confirmed that Humanities had taken a 'What Matters' approach and that the purpose of the statements was to provide the key concepts to be explored during a learner's education. She shared an example of one of the statements and the rationale behind it. MJ confirmed that Welsh Government had commissioned work in the related disciplines and WASACRE provided a discussion paper as part of this process. WASACRE representatives had attended a Humanities AoLE workshop in Swansea to present the paper to the teachers. MJ said that the Four Core Purposes would be at the heart of the New Curriculum and that the Humanities AoLE would contribute to these. MJ shared the structure that would shape the Humanities AoLE. This will include a statement detailing how the AoLE supports the Four Purposes; 'What Matters' statements and their accompanying rationales; reference to key subject Knowledge, Skills & Experiences which would support the development of school level curriculum development; specific Disciplines, Domains & Dispositions; Cross-Curricular & Wider-Skill Responsibilities. The structure details the Progression Framework; Achievement Outcomes; Cross – Curriculum Elements and Guiding Principles to help turn What Matters into practice.

MJ confirmed that the New Curriculum is not losing sight of the disciplines but is seeking a more holistic approach.

MJ confirmed that further guidance on RE might be necessary as it is a statutory requirement at KS4 and because of the local level of the subject. Therefore this could mean looking at providing a National Exemplar Framework.

VT queried whether the 'What Matters' statements have changed from those being consulted upon at the moment. MJ confirmed that they are a work in progress and that they have been updated. She said that they will be defined further in the future because it is important to keep coming back to them to make sure nothing is missing. LJ stated that responses are still being written and queried whether the humanities working group consider feedback. MJ confirmed that comments feed into the way the workshops are organised and that feedback is valuable because it provides a check for what is being developed.

A member raised a concern that the statements were diluting religion and spirituality. She asked what consultation there had been with faith communities. MJ reiterated that Welsh Government do not want

to lose anything in terms of the discipline and expertise. MJ informed WASACRE that a planning meeting was to be held within two weeks and that feedback from SACREs would be on the agenda. During the planning meeting it was hoped that they would be in the position to share the development to date. Welsh Government are looking at ways of engaging with SACREs and will be seeking the views of WASACRE/NAPfRE representatives at the planning meeting. MJ raised the question about how Welsh Government might best engage with SACREs when the curriculum development is moving so quickly.

GV expressed concern that the Humanities AoLE had moved on so quickly and that SACREs are being asked to consult on something that has already changed. She reported that this is a big job for SACREs; they are spending a lot of time on it only to find out that the development has moved on. She said it is concerning that we are seeing a major change of the curriculum in Wales conducted in this way.

A member asked whether resources for the curriculum would be made available before the new course starts. Discussion ensued about how the new curriculum would be resourced as there are problems with the resourcing of the new GCSE specification at the moment, particularly Welsh resources. MJ confirmed that there would be a specific team looking at how the new curriculum will be resourced.

VT asked whether Welsh Government would be circulating the new revised papers. MJ confirmed that this would happen. VT suggested it would be helpful for a member of WASACRE to be included in the Humanities AoLE meetings. MJ confirmed that this was a really helpful idea.

MM expressed the opinion that confidence, expertise and passion lead to good teaching and raised his concern that teaching outside one's specialism does not lead to that. He reiterated that it is important not to lose the disciplines. MJ said that she would take the point on board, but reiterated that it would be up to the school to decide how the curriculum will be delivered.

PW suggested that one way in which Welsh Government might consult with SACREs could be to have an additional extraordinary WASACRE meeting. EE confirmed that this would be permissible should it be necessary.

GV reminded MJ that professional expertise is available if there weren't enough people with RE expertise in the Humanities working group and that WASACRE could help.

**Action: MJ to send the newest version of the Humanities AoLE statements to PW to be circulated.**

**Following lunch LJ reported on correspondence she had received**

LJ informed WASACRE members of communications she had received from the Inter Faith Network advising WASACRE of a meeting on 28<sup>th</sup> March and the upcoming meeting for young people. The IFN Diversity of Religion and belief conference guidance document for schools is out for consultation and the IFN are asking for advice and feedback by the 13<sup>th</sup> April. A resource pack will go out free to schools.

**Actions:**

- i. Those interested in attending the Inter Faith Network meetings to contact LJ for information.**
- ii. LJ to liaise with PW on circulating information from IFN.**

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

The WASACRE constitution has been revised. The Executive Committee are currently consulting on this.

Adjustments to the constitution will then go out to SACREs and there will be a vote to adopt the constitution at the AGM meeting in Anglesey in the Summer Term.

**Action: to agenda a vote on adopting the reviewed constitution at the AGM**

## 9. *Diweddariadau/Up-dates:*

### i. REC update: The Commission of Religious Education in England (CoRE)

LJ and PW presented a paper: *CoRE and its relevance to Wales: A paper for discussion*.

The Commission made initial recommendations on

1. A national entitlement for RE
2. Holding schools to account for the provision and quality of RE
3. A national plan to improve teaching and learning in RE
4. A renewed and expanded role for standing advisory councils on religious education (SACREs)

LJ and PW suggested that Wales consider the following questions

1. Are the outcomes of the interim report relevant to Wales?
2. Do members agree with the recommendations in the report?
3. What do members want Welsh Government to do?
4. What action, if any, should WASACRE take now?
5. Should Wales initiate its own commission on RE?

MJ requested a digital copy of the paper.

**Action: PW to send a digital copy of the paper to Manon Jones**

### ii. *Estyn – Michelle Gosney*

Michele Gosney introduced herself to members. In January she became the lead Estyn officer for faith schools. MG will be attending WASACRE and the Humanities Planning Meetings on behalf of Estyn. MG reported that the Humanities remit looking at History and Geography had recommended that CPD be improved. MG was not involved with the Estyn team working on the Thematic Review of RE. She said that Mark Campion would be attending the summer WASACRE meeting to feedback on the thematic review of RE.

A member commented that the consortia are not providing CPD training following the Humanities report and suggested that the recommendations from Estyn are not being backed up by further action. MG reported that there isn't currently a system for following recommendations up. She raised the query as to where that role lies. She confirmed that it lies with the local authority but asked where the funding would come from.

MG reported that the new Estyn Framework looks at the preparation, planning and execution of Collective Worship. She reported that where there is no comment in a report then there are no concerns and that it would then be middle of the road in terms of the quality. Estyn have been asked to use exemplification in reports, so if RE is seen as a strength within the school, then you will see that in the exemplification. In terms of SMSC Estyn will be talking about strengths and areas of concern and they will be looking at the spiritual development of schools. GV reported that there had been discussion in NAPfRE that some reports under the new framework say nothing about SMSC. MG will take this back to Estyn.



KR queried what definition of spirituality Estyn would be using. MG confirmed that Estyn would be looking at the broader context, e.g. you can have a spiritual experience in an art lesson. Estyn will be reporting on where opportunity for spiritual development is good and where there are concerns.

*iii. EFTRE – Phil Lord*

PL informed WASACRE that EFTRE are working towards a conference in Dublin in 2019. The theme will be Reconciling Realities in Religious Education. PL pointed out that other countries are grappling with things that our curriculum grappled with a number of years ago and that Wales are ahead of the game in Religious Education. He informed WASACRE that 47 European countries are entitled to become members of EFTRE and that there are currently 25 countries represented on the Board. EFTRE are presently looking for reps from Eastern Europe. PL expressed that it is interesting to see the diversity right across Europe. The reports from 25 countries are on the EFTRE website <http://www.eftre.net/> PL informed WASACRE that he had held responsibility for the Website.

PL informed WASACRE that he would be stepping down from the role of EFTRE representative.

Discussion pursued upon who would replace PL as EFTRE representative. GV was subsequently voted EFTRE representative.

*iv. AREIAC – Gill Vaisey*

GV reported that the AREIAC conference will be taking place in Bristol on 2<sup>nd</sup> and 3<sup>rd</sup> July. Everyone interested in promoting excellence in RE is welcome to attend. Booking forms are available from Gill Vaisey or can be accessed via the AREIAC website. Anyone who has responsibility for supporting teachers is able to become a member of AREIAC. There is a £30 discount off the conference for AREIAC members. This year's conference is on Reflecting Plurality in RE. It will run over two days. There will be a balance between workshops and key note speakers. GV attends AREIAC as a Wales representative. PW has also recently become a member of AREIAC.

At the NAPfRE meeting members discussed the need for support for teachers and opportunities that might be available via Learn Teach Lead RE. There is potentially an opportunity to secure funding that is available to set up RE networks. GV and NAPfRE will be investigating this further.

**Action: PW to circulate correspondence about the AREIAC conference to SACRE Clerks to pass on to schools.**

*v. REMW - Dafydd Trehearne*

DT reported on behalf of REMW that there is a limited pot of money available and that there is no further money coming in because of government cuts. REMW have provided financial help to translate documents into Welsh. However, REMW would prefer to offer wider support than that. DT confirmed that the Encouraging Religion book had now been published. He said that REMW were not giving up yet but that their role had been reduced because of lack of finance.

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

A report from the Executive Committee was circulated. EE informed WASACRE that minutes from the meeting would not be circulated until they had been ratified by the Executive Committee. This decision had been made as there had been an inaccuracy in the content of the meeting which required

rectification before they the minutes were made public. Changes were made to the Executive meeting notes and EE informed WASACRE members that co opted members are in fact able to attend WASACRE.

#### **11. Dangos a dweud/ Show and tell**

Phil Lord reported to WASACRE that the REMW had provided funding for translation of resources he has been developing which is a four year Scheme of Work for Collective Worship. One of the years is now available in Welsh. The others will be translated as funding is gained. The resources are called *Simply Collective Worship*. The Scheme of Work includes reflective questions and thoughts, shorter themes and Thoughts for the Day. A free 6 week resource is available on the site <https://simplycollectiveworship.co.uk/>

#### **12. Gohebiaeth /Correspondence**

- i. GV reported on correspondence received from a reporter from BBC online. The reporter had read, in Newport SACRE papers and WASCRE papers, about Humanist representation on SACREs. She had requested a response from WASACRE which was then given by GV. An article was subsequently published by BBC Online. EE confirmed that he had read the article and considered it to be a fair and balanced report. This view was supported by both GV and KR who had been questioned by the reporter.
- ii. WASACRE received correspondence from Christine Abbas from Wales Bahá'í's with best wishes for members on the occasion of the Bahá'í New Year. PW reported that she had attended the Bahá'í Bicentenary celebration at the Senedd on behalf of WASACRE. Rheinallt Thomas and Kathy Riddick were also in attendance. The event was very well planned and informative and a good celebratory occasion.

#### **13. U.F.A. / A.O.B.**

- i. GV, on behalf of NAPfRE stated that roles of employees and officers are changing and NAPfRE had discussed this issue and were concerned that there was a great disparity in the amount of time that is allocated to professional officers to SACREs. NAPfRE asked WASACRE whether they would consider writing to Local Authorities to raise this issue. They also expressed the need for SACREs to be consistently supported by a dedicated LA officer and SACRE Clerk. HS reiterated the importance of ensuring good practice and said that WASACRE are grateful to those authorities who are already following good practice. A WASACRE member confirmed the importance of teacher attendance at SACRE meetings and WASACRE. It was agreed that a letter would be written to all LA Directors / Heads of Education.
- ii. LB queried whether the WASACRE document 'What Matters in RE' that had been commissioned by Welsh Government would be going out for consultation. PW confirmed that this was a discussion document solely intended for the teachers working on the Humanities AoLE, and not a guidance document. Therefore, it would not be consulted upon. It remains a discussion paper. MJ confirmed that consultation would be on the Humanities AoLE document that was written as a result of the process.

#### **14. Dyddiad y cyfarfod nesaf / Date for next meeting:**

- i. Summer 2018 – Ynys Môn / Anglesey 06/07/2018
- ii. Autumn 2019 – Bro Morgannwg /Vale of Glamorgan (TBC)

VT raised the issue of holding the meeting on days other than a Friday. It was confirmed that WASACRE will be rotating the days to encourage greater representation from teachers.

EE thanked everyone for attending the meeting. Thanks were also expressed to Cllr. Phil Downing, James Craven - Clerk to Swansea SACRE, Kate Phillips the LA representative on SACRE, Vicky Thomas RE consultant to Swansea SACRE, SACRE members from Swansea in attendance today to support the hosting SACRE, Bishop Vaughan RC Comprehensive School choir and teachers along with Swansea Music Service and Sarah Gray, who provided the translation for the meeting.

DRAFT

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**THE CITY OF NEWPORT SACRE**

**DATE: 14 JUNE 2018**

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

**PURPOSE: EXECUTIVE VOTING 2018 - 2021**

**NOMINATIONS FOR THE EXECUTIVE COMMITTEE (6 July 2018)**

**There is ONE nomination for ONE position on the Executive Committee.**

**Kathy Riddick**



I am a parent, of two primary school children and I am a governor of the school they attend. I am currently working towards a masters in Philosophy. I am a member of Welsh Governments Strategic Stakeholder group for curriculum reform.

I was appointed in March 2016 as the Wales development officer for Humanists UK. In this role I am responsible for coordinating volunteers in Wales, school speakers, pastoral carers, local groups and also our celebrant network. I also work with Welsh Government to further freedom of belief and improved education on religion and belief.

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**THE CITY OF NEWPORT SACRE**

**DATE: 14 JUNE 2018**

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

**PURPOSE: WASACRE REVISED CONSTITUTION 2018**

**Background**

WASACRE Executive would like all SACRE to consider the revised Constitution as being one more fit for purpose and has been amended in the light of experience and protocols. This revised Constitution will be considered at the WASACRE AGM in the Summer term meeting at Anglesey on July 6<sup>th</sup> 2018. SACREs are invited to submit their comments in writing to the secretary so that these can be considered at the meeting.

Appendix 6 a – Revised Constitution with changes highlighted in red ink

Appendix 6b - Explanatory notes of proposed amendments

**RECOMMENDATION**

SACRE to discuss the revised constitution and respond in writing to WASACRE secretary before the AGM at Anglesey on 6 July 2018.

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# WALES ASSOCIATION OF SACREs

## CONSTITUTION

### **CODE OF PRACTICE**

#### **1. The name of the Association**

The name of the Association shall be the Wales Association of SACREs (hereinafter called 'the Association')

#### **2. The Aims of the Association**

- (i) to provide a forum in Wales for SACREs to discuss concerns and as necessary make representations to other bodies;
- (ii) to enable co-operation between LEA's and their SACREs and Agreed Syllabus Conferences in pursuing common interests in the development of the religious education curriculum and collective worship;
- (iii) to assist SACREs in fulfilling their responsibilities by the sharing of experience and expertise;
- (iv) to undertake any other activities which may benefit religious education and collective worship in Wales.

#### **3. Membership and duties**

- (i) Each SACRE in Wales is eligible to be a member of the Association.
- (ii) Each SACRE shall be invited to pass a resolution recommending its LEA to support membership of the Wales Association of SACREs.
- (iii) The Association shall meet three times annually.
- (iv) Extraordinary meetings of the Association may be called by the Chairperson or at the request of a member SACRE. The Chairperson, in consultation with the officers, may alter arrangements for meetings of the Association in an emergency.
- (v) Each member SACRE shall be entitled to send up to four representatives, which may include professional representation, to meetings. *Where a SACRE provides an Officer or a Member of the WASACRE Executive the person so provided must be one of the four representatives that that SACRE appoints to represent it at a WASACRE meeting. At any meeting at which a vote is called for each SACRE will be entitled to one vote.*

- (vi) A meeting of the Association shall be deemed to be quorate when not fewer than one third of member SACREs are represented.
- (vii) Any proposal to amend the Constitution shall be communicated to SACREs at least four months prior to the AGM at which any such amendment will be considered. The AGM shall be held as part of the Association's summer meeting.
- (viii) The Association can if it so wishes invite bodies to have observer status in the Association. Such observers can only speak with the permission of the Chairperson.
- (ix) At a meeting of the association, any members of the SACRE, whose LEA or Council is hosting the meeting, shall be entitled to attend the meeting as observers.

#### 4. *Officers of the Association*

- (i) These shall be elected and / or re-elected at the AGM and shall comprise:
  - i) the Chairperson
  - ii) the Vice Chairperson
  - iii) the Secretary
  - iv) the Assistant Secretary
  - v) the Treasurer).

~~The member SACRE to which the Secretary belongs shall normally be responsible for providing secretarial support during the Secretary's term of office.~~

No one SACRE may provide more than one officer in any one year. No one Chairperson may hold office for more than two consecutive years. When a Chairperson ceases to hold that office the Vice Chairperson shall succeed to it, subject to the requirement in para (4ii). ~~The Chairperson may resign their office at any time during their tenure of office to be replaced by the Vice Chairperson as would be the case when the Chairperson completes their term of office. When the Vice Chairperson assumes the office of Chairperson under such circumstances Year 1 of the Chairperson's term of office shall not begin until the next AGM.~~

- (ii) If an officer is no longer a member of or associated with a SACRE, ~~He~~ or she shall cease to hold that office immediately. A replacement will be appointed at the next meeting and will serve until the ~~next~~ AGM. If there is urgent need for a replacement the Executive Committee is empowered to make an appointment which will be effective until the next meeting of the Association.
- (iii) There shall be an Executive Committee, which shall consist of the following:
  - a) the Officers, who shall be
    - i) a Chairperson
    - ii) a Vice-Chairperson
    - iii) a Secretary
    - iv) an Assistant Secretary
    - v) a Treasurer
  - b) six members elected from ~~representatives of~~ member SACREs other than those from which the Chairperson and Vice-Chairperson have been ~~nominated~~ **provided**
  - c) the immediate past Chairperson
  - d) the immediate past Secretary

## APPENDIX 6A

- e) a representative of NAPfRE
- f) WASACRE's representative to the RE Council of England and Wales
- g) WASACRE's representative to EFTRE
- h) WASACRE's representative to the Inter Faith Network for the UK

With the exception of the Secretary, Assistant Secretary and Treasurer no one SACRE may provide more than one member of the executive ~~in any one year at any one time~~. Elected Members of the Executive, subject to the requirements of para 4(ii) and 4(v) shall serve for a period of three years, according to a rota whereby two of their number shall complete their period of office each year.

The Chairperson shall have the right to invite to a meeting of the Executive Committee such a person or persons who in his/her opinion has a contribution to make towards the Agenda of that meeting. Such an invitee shall have the right to speak and be heard, but shall not have the right to vote on any matter on which a vote is called for.

(iv). Appointments as WASACRE's Representatives on a) The RE Council of England and Wales; b) EFTRE, and c) Inter Faith Council for the UK shall be made by the Executive after seeking expressions of interest from members of SACREs in association with WASACRE.

(v) The Executive Committee will only have executive powers which have been delegated to them at a meeting of the Association. The quorum shall be five and the majority vote will count.

(vi) If a member of the Executive is no longer a member of or associated with a SACRE, he or she will cease to be a member of the Executive. The SACRE which ~~he or she represented~~ provided such a person will be entitled to nominate a replacement member of the Executive, who will serve until the ~~AGM~~. end of the term for which the replaced member was originally elected

(vii) In the absence of the Chairperson, the Vice Chairperson, if present, shall take the Chair. Otherwise the first business of the meeting shall be to elect a member to the Chair for that meeting. However, if the Chairperson or Vice Chairperson arrives during the meeting, the Vice Chairperson, or the member in the Chair shall relinquish it once the item of business in hand has been completed.

### 5. *Subscription and Finance*

(i) The Association's financial year shall be the financial year, i.e. it shall run from April 1<sup>st</sup> in any year until March 31<sup>st</sup> the following year.

(ii) There shall be an annual subscription to be determined at the AGM.

### 6. *Procedures*

(i) (a) The Chairperson will move "that the minutes of the last meeting be signed as an accurate record".

(b) The only part of the minutes which can be discussed is their accuracy. Any question about their accuracy must be raised by motion and as soon as it has been dealt with the Chairperson is authorized to sign the minutes as an accurate record of the meeting.

## APPENDIX 6A

- (ii) Any member SACRE may request the Chairperson to include an item on the Agenda for meetings of the association without the requirement for it to be seconded. Requests for items for inclusion on the agenda must be made at least four weeks in advance of any meeting. Any motion moved at the meeting must be seconded.
- (iii) In the event of a vote being required on any proposal each member SACRE shall have one vote and a decision reached by a simple majority. The Chairperson will have a casting vote other than at an election of the Vice Chairperson or a member of the Executive.
- (iv) Meetings and correspondence shall be conducted bilingually.
- (v) Any other matters, of which notice has been given, may be added by the Chairperson.

~~CODE OF PRACTICE FOR THE CONDUCT OF ELECTIONS~~

~~The following Code of Practice is proposed for the conduct of elections-:~~

- ~~(a) Nominations for election shall  
— be made in writing and shall reach the Secretary before March 1<sup>st</sup>.~~
- ~~(b) The person(s) making a nomination must ensure that the person nominated is willing to serve.~~
- ~~(c) The Secretary shall invite all persons nominated to supply a paragraph (some 400 words) about themselves – to reach the Secretary within fourteen days.~~
- ~~(d) The Secretary shall send a list of those nominated, together with the paragraphs provided, to reach each SACRE before April 1<sup>st</sup>. This should allow opportunity for each SACRE to consider at its summer meeting how to cast its vote.~~

**Delete the existing Code of Practice and substitute the following:**

## CODE OF PRACTICE FOR THE CONDUCT OF ELECTIONS

The following Code of Practice is recommended for the conduct of elections-:

- (a) Nominations for election to the WASACRE Executive Committee shall be invited during the spring term each year. The date by which nominations should be received from SACREs will be advised by WASACRE at the beginning of the spring term. All persons nominated should supply a paragraph (some 100 words) about themselves.
- (b) The SACRE making a nomination must ensure that the person nominated is willing to serve.
- (c) The Secretary shall send a list of those nominated, together with the paragraphs provided, to reach each SACRE early in the summer term to allow opportunity for each SACRE to consider at its summer meeting how to cast its vote.
- (d) In the event of two or more Persons receiving an equal number of votes at an election for the Vice Chairperson or the Executive Committee, the Chairperson shall decide the matter by drawing a “name out of the hat”. The person whose name is so drawn shall be declared the successful candidate.
- (e) If there are insufficient persons nominated by SACREs prior to the AGM to fill vacancies on the Executive Committee or Vice Chairperson, nominations shall be sought from the floor. Such nominations shall be proposed and seconded as is customary. If more than the required number of nominations is received from the floor a ballot shall be held of those persons so nominated. Such a ballot will not include any person nominated before the AGM, such a person(s) shall be appointed to the Executive Committee before other nominations for any vacancy are invited.

Revised AGM 2018

*The foregoing is the current Constitution with amendments. An alternative to Section 4, 5, 6 is provided at appendix 1, however, this is purely a change in the order of the existing amended paragraphs to assist with readability and clarity. A decision will need to be made whether to adopt the above amended Section 4 as a whole or to adopt the alternative Section 4/5/6 as a whole.*

APPENDIX 1

Alternative Section 4, 5, 6 as a suggestion for greater clarity and to ease readability. Please read the accompanying explanatory notes document.

4. *Executive Committee*

i) There shall be an Executive Committee, which shall consist of the following:

a) The Officers, who shall be

Chairperson

Vice Chairperson

Secretary

Assistant Secretary

Treasurer

b) six members elected from member SACREs other than those from which the Chairperson and Vice Chairperson have been provided

c) The immediate past Chairperson

d) The immediate past Secretary

e) A representative of NAPfRE

f) WASACRE's representative to the RE Council of England and Wales

g) WASACRE's representative to EFTRE

h) WASACRE's representative to the Inter Faith Network for the UK

(ii) Officers of the Association (Chairperson, Vice-chairperson, Secretary, Assistant Secretary, and Treasurer) shall be elected and / or re-elected at an AGM. No one SACRE may provide more than one officer in any one year. No one Chairperson may hold office for more than two consecutive years. When a Chairperson ceases to hold that office the Vice Chairperson shall succeed to it, subject to the requirement in para. (4iii). The Chairperson may resign their office at any time during their tenure of office to be replaced by the Vice Chairperson as would be the case when the Chairperson completes their term of office. When the Vice Chairperson assumes the office of Chairperson under such circumstances Year 1 of the Chairperson's term of office shall not begin until the next AGM.

(iii) If an officer is no longer a member of, or associated with, a SACRE he or she shall cease to hold that office immediately. A replacement will be appointed at the next meeting and will serve until the next AGM. If there is urgent need for a replacement the Executive Committee is empowered to make an appointment which will be effective until the next meeting of the Association.

(iv) With the exception of the Secretary, Assistant Secretary and Treasurer no one SACRE may provide more than one member of the executive at any one time. Elected Members of the Executive, subject to the requirements of para 4(iii) and 4(v) shall serve for a period of three years, according to a rota whereby two of their number shall complete their period of office each year.

(v) If a member of the Executive is no longer a member of, or associated with, a SACRE, he or she will cease to be a member of the Executive. The SACRE which provided such a person will be entitled to nominate a replacement member of the Executive, who will serve until the end of the term for which the replaced member was originally elected.

(vi). Appointments as WASACRE's Representatives on a) The RE Council of England and Wales; b) EFTRE, and c) Inter Faith Council for the UK shall be made by the Executive after seeking expressions of interest from members of SACREs in association with WASACRE.

(vii)The Executive Committee will only have executive powers which have been delegated to them at a meeting of the Association. The quorum shall be five and the majority vote will count.

### **5. Procedures**

1. (i) In the absence of the Chairperson, the Vice Chairperson, if present, shall take the Chair. Otherwise the first business of the meeting shall be to elect a member to the Chair for that meeting. However, if the Chairperson or Vice Chairperson arrives during the meeting, the Vice Chairperson, or the member in the Chair shall relinquish it once the item of business in hand has been completed.

(ii) (a) The Chairperson will move "that the minutes of the last meeting be signed as an accurate record".

(b)The only part of the minutes which can be discussed is their accuracy. Any question about their accuracy must be raised by motion and as soon as it has been dealt with the Chairperson is authorized to sign the minutes as an accurate record of that meeting.

(iii) Any member SACRE may request the Chairperson to include an item on the Agenda for meetings of the association without the requirement for it to be seconded. Requests for items for inclusion on the agenda must be made at least four weeks in advance of any meeting. Any motion moved at the meeting must be seconded.

(iv) In the event of a vote being required on any proposal each member SACRE shall have one vote and a decision reached by a simple majority. The Chairperson will have a casting vote other than at an election of the Vice Chairperson or a member of the Executive.

(v) Meetings and correspondence shall be conducted bilingually.

(vi) Any other matters, of which notice has been given, may be added by the Chairperson.

2. The Chairperson shall have the right to invite to a meeting of the Executive Committee such a person or persons who in his/her opinion has a contribution to make towards the Agenda of that meeting. Such an invitee shall have the right to speak and be heard, but shall not have the right to vote on any matter on which a vote is called for.

### **6.Subscription and Finance**

(i) The Association's financial year shall be the financial year, i.e. it shall run from April 1<sup>st</sup> in any year until March 31<sup>st</sup> the following year.

(ii) There shall be an annual subscription to be determined at the AGM.



## WASACRE CONSTITUTION

### EXPLANATORY NOTE OF PROPOSED AMENDMENTS TO THE CONSTITUTION FOR SUBMISSION TO THE AGM 2018

Page	Para	Explanation
1		Remove "Code of Practice" – it is not required at this point
1	1	Insert inverted comma after the word Association
	2(ii)	Delete E in phrase LEA to accord with current practice, also delete apostrophe between LA and s
1	3(ii)	Delete E in phrase LEA to accord with current practice
1	3(v)	To indicate that it is only when a vote is called for that this paragraph is operable
2	4(i)	Renumber list of officers to align with numbering in para 4(iii)
2	4(i)	Delete closing bracket after word Treasurer – not required
2	4(i)	Delete sentence "The member SACRE.....of office". In practice this currently does not happen, and with financial constraints of LA budgets it may be impossible to implement this requirement in the future. It sentence therefore is meaningless in the current climate.
2	4(ii)	Delete full stop after SACRE and replace upper case H with lower case h
2	4(ii)	To clarify the term of office of the Vice Chairperson when assuming the office of Chairperson after the Chairperson has resigned mid term
2	4(ii)	To clarify the time scale with regard to the AGM at which a replacement Executive Member must be appointed as a substantive member
2	4(iii)(b)	To clarify that those elected to the Executive Committee are not representatives of the nominating SACRE. If "representatives" was retained this would mean that a SACRE could only nominate from its own membership. In practise this does not happen and a SACRE may well nominate a person from another SACRE.
2	4(iii) (g) and (h)	To allow WASACRE's representative to these bodies to have a voice on the executive committee as WASACRE's representative to the RE Council of England and Wales has always had
3	4 (iii)	Delete " on any one year" and replace with "at any one time" to give clarity to when a SACRE may provide and Executive Member
3	4(v)	Insert new paragraph and renumber the succeeding paragraphs accordingly. The purpose of the new paragraph is to provide a proper appointment system for representatives to external bodies
3	4 (vi)	To clarify who is entitled to nominate a replacement member of the Executive Committee in the case of resignation by an Executive Committee member
3	4(vi)	In the same paragraph, in the last sentence, delete "until the AGM" and substitute "until the end of the term for which the replaced member was originally elected". <i>This change will avoid the situation in future years in which WASACRE currently finds itself. At this year's (2018) AGM we will be electing only ONE person to the Exec, but at the 2019 AGM we will be electing three persons. This anomaly has arisen because a few years ago an elected member resigned from the Exec, but was not replaced at the subsequent AGM creating a vacancy which was filled at the next AGM.</i>

3	6 (i)(b)	For clarity
3	6(ii)	To provide a means of member SACREs getting items on to the agenda of termly meetings
4	6(iii)	To clarify when the Chairperson may not use a casting vote
5		Code of Practice – delete the whole of the current code and substitute the new Code provided at page 6.
6	Code a	The current Code provides specific dates by which nominations have to be received. With the moving date of Easter and the variations in the dates on which SACREs meet in the Spring Term it is felt that this provision is more practical.
6	Code c	By providing a “pen portrait” with the nomination time is saved in the Secretary not having to write to nominees asking for such information once nominations have been received by the secretary.
6	Code d	As required by the “Representation of the Peoples Act” which requires that the Returning Officer for the constituency is obliged to decide between the tied candidates by lot. What this means is that any random method can be used to decide between them at the Returning Officer’s discretion. It can be the toss of a coin, the drawing of straws, the cut of a pack of cards, name from a hat – anything as long as it is random. It must be a “fair and transparent random method”.
6	Code e	To provide for a situation in which there are insufficient nominations, for whatever reason,(as has happened on occasions in previous years) to fill all the vacancies on the Executive Committee at the time of the AGM
6		<i>The document should be dated. This means that anyone making reference to the Constitution can be certain that they are consulting the current edition. Difficulties have arisen in the past, indeed even in the preparing of these amendments, because the constitution document has never carried a date and therefore it is unclear whether reference is being made to the current or previous editions.</i>
7		Appendix 1 An alternative for paragraphs 4, 5 and 6 of the exiting constitution has been provided. It has been thought that the current constitution lacks clarity between paragraphs on officers and their appointments and procedures at elections and meetings. What follows at Apx 1 is a rearrangement of the existing paragraphs (including proposed amendments as show in the original document, ie pp 1-4) to give some order in the arrangement of a) the Executive Committee, b) Procedures and c) Finance. Every existing sub paragraphs of paragraph 4, 5, and 6 are included in the revised order. There are no changes (other than the proposed amendments already indicated) to the wording of the paragraphs, they are simply laid out in a re-ordered way. The proposal is to replace the existing para 4, 5, 6 with those set out in Apx 1 to give greater clarity.