

# Agenda



## Standing Advisory Council for Religious Education (SACRE)

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Date: Thursday, 7 March 2019  
Time: 10.00 am  
Venue: Committee Room 2 - Civic Centre  
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>Time of Quiet Reflection</u>
2	<u>Agenda in Welsh (Pages 3 - 4)</u>
3	<u>Apologies for Absence</u>
4	<u>Minutes of the meeting held on 18th October 2018) and to consider actions and matters arising (see attached) (Pages 5 - 18)</u>
5	<u>To receive a membership update</u>
6	<u>Presentation from Dr Abdalla Y Mohamed OBE, Chair and Operations Director of the Onyx Link Foundation</u>
7	<u>New Curriculum development verbal update: - to include discussion on Prof. Donaldson's Video</u>
8	<u>To consider and respond to the Welsh Government white paper</u>
9	<u>Monitoring of Religious Education and Collective Worship (Pages 19 - 34)</u> <ul style="list-style-type: none"><li>8. Monitoring of Religious Education and Collective Worship –<ul style="list-style-type: none"><li>a. GCSE and GCE examination results</li><li>b. Inspection report analysis</li></ul></li></ul>
10	<u>To consider the recommendations of the Estyn Thematic Report and the response of NAPfRE to the report. (Pages 35 - 38)</u>
11	<u>Discussion on Effective SACREs: to include feedback from the 20:20 RE Conference from Paula Webber</u>
12	<u>To consider the recommendations of the Final Report of the</u>

Contact: Neil Barnett – Governance Officer  
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Date of Issue: Friday, 1 March 2019

Commission on Religious Education and their relevance to Wales and Newport SACRE

- 13 SACRE News Bulletin – To consider information briefings from members for inclusion in next SACRE News Bulletin
- 14 WASACRE (Pages 39 - 64)
- a. To receive and note draft minutes from WASACRE meeting 20<sup>th</sup> November 2017 (*attached*)
  - b. To consider possible nominations from Newport SACRE members to join the WASACRE Executive Committee
  - c. To note dates of future WASACRE meetings
    - i. Tuesday 26<sup>th</sup> March 2019 – Cardiff
    - ii. Friday 28<sup>th</sup> June 2019 – Colwyn Bay, Conwy
- 15 To note dates and venue of future meetings and notification of Agreed Syllabus Conference (Pages 65 - 66)

# Agenda



## Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol

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Dyddiad: Dydd Iau, 7 Mawrth 2019

Amser: 10 y.b.

Lleoliad: Ystafell Bwyllgora 2 - Canolfan Ddinesig

Y Cyngorwyr: L Lacey (Cadeirydd), I Hayat, R Hayat, T Holyoake, J Watkins a Aelodau CYSAG

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### Eitem

#### Rhan 1

1. Amser ar gyfer Myfyrdod Tawel
2. Agenda yn Gymraeg
3. Ymddiheuriadau am Absenoldeb
4. Cofnodion y cyfarfod a gynhaliwyd ar 18 Hydref 2018) ac i ystyried camau gweithredu a materion sy'n codi (gweler ynghlwm)
5. I dderbyn diweddariad aelodaeth
6. Cyflwyniad gan Dr Abdalla Y Mohamed OBE, Cadeirydd a Chyfarwyddwr Gweithrediadau Sefydliad Cyswllt Onyx
7. Diweddariad llafar Datblygiad y Cwricwlwm Newydd: - i gynnwys trafodaeth ar Fideo yr Athro Donaldson
8. Ystyried ac ymateb i bapur gwyn Llywodraeth Cymru
9. Monitro Addysg Grefyddol ac Addoli ar y Cyd –
  - a. Canlyniadau arholiadau TGAU a TAG
  - b. Dadansoddiad o adroddiadau arolygu
10. Ystyried argymhellion Adroddiad Thematig Estyn ac ymateb NAPfRE i'r adroddiad
11. Trafodaeth ar CYSAGau Effeithiol: i gynnwys adborth o'r Gynhadledd AG 20:20 gan Paula Webber
12. Ystyried argymhellion Adroddiad Terfynol y Comisiwn Addysg Grefyddol a'u perthnasedd i CYSAG Cymru a Chasnewydd
13. Bwletin Newyddion CYSAG - Ystyried briffio gwybodaeth gan aelodau i'w cynnwys yn y Bwletin Newyddion CYSAG nesaf
14. WASACRE
15. Nodi dyddiadau a lleoliad cyfarfodydd yn y dyfodol a hysbysu'r Gynhadledd Maes Llafur Cytûn

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# Minutes



## Standing Advisory Council for Religious Education (SACRE)

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Date: 18 October 2018

Time: 10.00 am

Present: Councillors L Lacey (Chair) and J Watkins, E Keen, P Webber, S Hunt, P Landers, H Stephens, N Baicher, L Picton, C James, N Barnett

Apologies: Councillors I Hayat and T Holyoake and N Huggleston

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### 1 Minutes, actions and matters arising from last meeting held on 14 June 2018

The minutes of the previous meeting were submitted. Item number 9 – CPD for RE Teachers in Secondary Schools was briefly discussed, L Picton advised teachers had been collaborating to support each other and will develop new materials for the new GCSE course.

#### **Agreed:**

The minutes of the SACRE meeting of 14 June 2018 were accepted as a true record.

### 2 SACRE Membership - To consider membership vacancies

To receive an update on the SACRE Membership. Clare James, representing Humanist UK, was welcomed to the Committee as a new member. It was clarified that her membership would fall under Committee A. The Salvation Army and Methodist positions were still vacant as no replies had been received to emails sent.

Emma Keen, Head of GEMS, was welcomed to the Committee as replacement for Martin Dacey as the LEA representative, alongside Nerys Wherry.

There were concerns voiced about the lack of representatives turning up to the SACRE meetings. Would the Committee be able to write to regular non-attendees? The Chair agreed that after 3 meetings of non-attendance, then the Chair would contact them.

In regards to Inter-Faith meetings, N Baicher explained that the Faith representatives say that the lack of attendance is proving difficult.

Comment was made To receive an update on the SACRE Membership. Clare James, representing Humanist UK, was welcomed to the Committee as a new member. It was clarified that her membership would fall under Committee A. The Salvation Army and Methodist positions were still vacant as no replies had been received to emails sent.

Emma Keen, Head of GEMS, was welcomed to the Committee as replacement for Martin Dacey as the LEA representative, alongside Nerys Wherry.

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In regards to Inter-Faith meetings, N Baicher explained that the Faith representatives say that the lack of attendance is proving difficult.

Comment was made that there is a greater responsibility to ensure RE teachers are here for meetings, especially due to the nature of changes in syllabus. It was advised to the Committee that meetings are open to the public to attend, and any observers can participate through the Chair.

S Hunt advised it is hard for herself and Joanne Crawley to both attend the meeting due to cost implications, as it is more cost effective to the school if one of them attends the meeting.

Paula Webber then asked the Committee if they would be happy for letters to be sent to organisations to seek out new members, which was accepted.

**Agreed:**

The clerk to contact Education team to discuss cost implications for J Crawley and S Hunt to attend.

The clerk to also provide names of non-attendees to the Chair.

**3 SACRE Annual Report 2017-2018**

The Committee considered the SACRE Annual Report 2017-2018, which was written by V Thomas. The report highlighted issues including the Locally Agreed Syllabus, Standards and Methods of Teaching, Advice on Collective Worship as well as Holocaust Education and ESTYN Updates.

It was advised that Vicky Thomas wrote the annual report, and if there are any changes needed to let Paula Webber know within a week. Then it can be sent off for Welsh translation.

It was explained that this academic year most SACRE's need to legally agree the new syllabus at an Agreed Syllabus Conference. This would need to be checked for Newport. When it was queried that it was thought that endorsement of the new syllabus would be delayed, Paula told the Committee that the current syllabus would carry on until the new syllabus.

Concern was raised that there could be a situation where Religious Education would be going back to a statutory subject without no qualifications. Paula told the Committee that Vicky Thomas had sent letters to schools to advise that grade syllabus should be followed until the new syllabus is brought in. The current agreed syllabus should be followed if not doing short course. Reminders had been sent to schools in the past academic year to ensure that schools were meeting the statutory requirements for religious education at Key Stage 4. Schools must follow the locally agreed syllabus. Members discussed whether another reminder should be sent out. SACRE discussed the options of schools to choose full and short courses in Religious Studies at GCSE. Schools are required to make choices of which course to deliver in light of the changes to specifications and the point scoring systems for accountability. The Chair suggested that schools could be contacted to see whether they are doing the short course or following the full course syllabus and also see whether if there is any support they would like to have from SACRE.

**Agreed:**

The Members of the Committee noted the Annual Report. If there are any changes needed, then to let Paula know within a week. Then it can be sent off for Welsh translation.

To write to schools and ask what they are currently teaching in Key Stage 4 RE, and to offer SACRE support.

#### 4 **Roles and Responsibilities of SACRE members**

The SACRE Members were given an outline on the main functions that SACRE undertakes. The following was highlighted;

What is Religious Education  
What Happens in Religious Education?  
Religious Education and the Curriculum –  
Local Responsibility  
The broad role of SACRE:  
Composition of SACRE  
The Role of SACRE  
Agreed Syllabus  
The responsibilities of the LA in respect of SACRE  
Impact of Successful Futures on RE  
What can SACREs do to become more effective

Members discussed whether timing of SACRE meetings were a factor and that attendance would be better in an evening. If meetings being held at Civic Centre were later in the afternoon then school teachers would only require cover for a short time. The meetings held in schools would remain in the mornings. The Chair suggested adding an agenda point for the next meeting to see how attendance could improve.

Suggestion was also made that SACRE members could visit school's to attend Collective worship and visit RE departments to introduce themselves. Members could observe what the school is doing for RE and explain the support that SACRE can offer. Councillor Watkins advised a number of the Councillors in the Committee are School Governors, so they could visit schools and report back to SACRE. Paula advised that there is a need for every school to know what SACRE is and what the Committee does. Suggestion was then made to formalise a process. It was also advised that articles could be placed in the news bulletins with examples of good practice shared across EAS. If permission was given from schools, then articles from learners and pupils could be put in the news bulletin.

The Faith Representatives advised they are happy to give time, and advised the Committee that Merthyr Council are providing an RE day, with one schools making a lot of invites. The Chair made comment that the Inter-Faith Network was an interesting aspect to see how different religions are developing within Wales. SACRE could offer support to schools to develop understanding of religious diversity.

Comment was made that others who visit the schools require a DRB check, so schools need to inform SACRE of this. The Chair then advised to add an agenda point for the next meeting for on the effectiveness of SACRE and what can be developed moving forward. LP suggested that they could trial a visit in Caerleon Comprehensive with Cllr Watkins to see an assembly in action. The Chair agreed and advised letters sent from the Chair could be sent to all schools. A timetable could then be created and sent to members. PL advised that doing this would be for SACRE's own benefit, and explained that there very good practice being shown in the Church Schools. This good practice could be shared in community schools.

#### **Agreed:**

The report was noted.

Add as an agenda point for the next meeting to discuss the effectiveness of SACRE and what can be done moving forward.

Send email appointments to schools regarding visits. Send list of schools that accept to the Chair/Paula to arrange a timetable for visits.

## 5 Curriculum Development Update

SACRE Members were updated on the Curriculum Development. It was explained that Welsh Government held a meeting with SACRE's in September, which N Baicher and N Wherry attended. Paula advised that slides would be provided to the Committee.

Paula advised that Welsh Government want to consult with SACRE's on the proposed idea that will be supporting the new framework in Religious Education. A group of people, some of whom have had involvement in writing the Humanities curriculum will be writing a supporting framework for RE that Welsh Government will fund. Paula advised that Welsh Government have engaged the services of herself and Libby Jones, who is the Chair on NAPfRE to head up the team. If SACRE's agree for this to go ahead then Paula and Libby will work with Welsh Government once a week. It is hoped that the framework will be adopted or adapted by SACREs as the locally agreed syllabus.

NB advised that there was a presentation from Professor Graham Donaldson, which created interesting discussions. Paula told the Committee that she can show the video in a future SACRE meeting. Paula also advised that she met with the Professor the day before the meeting who confirm he would be at the next Humanities workshop. He is very supportive of Religious Education. Paula made comment that she believes RE will be stronger and more present in schools as it sits alongside other subject within Humanities and links with other subjects such as Science. Links between RE and Health and Well-Being are also easily identifiable . The copy of the questionnaire on page 89 had been included for Newport SACRE to complete.

Once the final version is received, a response is needed by SACRE, what are its views? Would the Committee support the framework and what are the implications of the proposals, such as training for implementation? Paula asked the Committee for any views, and to pass on any comments to her by next week. The Chair advised the Clerk to send the questionnaire to the all the Committee but for Teacher Representatives to fill out the questionnaire.

HT queried what was specifically going in the final version, as in the report comments were made that there weren't clear hooks in some material for RE specialists. Where in the lessons is the RE component going to be? Clear instructions are needed, mustn't be left with verbage. Paula stated there is a cultural change, and not the curriculum that we are used to. It would be down to the schools to determine their own curriculum She then clarified that it was feedback that disciplines been strengthened, it might come in the knowledge and skill section. The thought is that it would move to a more specialist provision when children are 14-16. It was reminded that this is a draft document and things will be changed. .

Comment was made that at some point we have to agree on an agreed syllabus based on the new framework but how could it be agreed if the hooks can't be found. Councillor Watkins then asked what would be the impact for children e.g. in exams, where would it leave children when they are faced with exam papers. LP advised that schools are working together to ensure everything is being done right, don't want children to leave with worse results. SH advised that there is problems with the level of engagement with children, with what motivates and interests them. Praise was then given of how RE is being taught at Monnow Primary School. The problem was that unless engagement is kept up the children will become disengagement when they reach High School.

Paula advised an holistic approach was taken when writing the whole curriculum so that there is no significant overlap anywhere. Teachers would need support in understanding the



philosophy of the curriculum and support in knowing how to implement it. SH made comment that facts need to be known, and living in an age of technology you don't need to know facts where you can go online and find them out. Children could be given some broad themes and asked what they'd like to be taught. What one class will be may differ to another but teachers would know what skills to teach them. This would help engage with the children.

**Agreed:**

The report was noted.

To send out the curriculum survey to the Committee and to get feedback from Teacher representatives.

**6 Estyn Thematic Report**

A synopsis of Estyn's Thematic Report on Religious Education at Key Stage 2 and Key Stage was outlined. The report was intended for the Welsh Government, headteachers and staff in schools, local authorities and regional consortia, and members of Standing Advisory Councils for Religious Education (SACREs). The report's findings will also help to inform the development and implementation of the new Curriculum for Wales.

**Agreed:**

The SACRE Members were informed of the development.

To include as an agenda item for the next meeting to discuss and draft a SACRE action plan.

**7 SACRE News Bulletin**

The SACRE News Bulletin was discussed, it was explained it is aimed to provide schools with examples of things sharing good practice, highlighting important issues links to websites so RE co-ordinators and Headteachers can have a better idea of what is going on and get more support. It was also discussed that SACRE members could contribute to articles on what they are currently doing. Paula advised Kathy Riddick sent a report called "What is Humanism", which Paula will collate. The bulletin would try to be released termly although this isn't always possible as there may not be enough articles, but will be sent as often and necessary as possible.

**Agreed:**

The Committee were informed of the News Bulletin.

**8 Monitoring Provision and Standards - RE and Collective Worship inspection reports and School self-evaluation**

The SACRE Members were presented with a report for School Inspections. The purpose of the report was to provide information about spiritual development, collective worship and any comments made in relation to religious education in the inspection reports of the schools inspected in the local authority during 2017-2018.

Paula advised there were no recommendations for RE and collective worship. It was suggested that SACRE write to schools that had been inspected to see if they could share their self-evaluation reports and to offer support as Paula can now visit and support schools through her role as Adviser. An example was given of one school that didn't have any recommendations made but may need more support from SACRE.

It was asked if inspections had been suspended until 2020. Paula advised the Committee that there is no news currently. When she spoke to Estyn it was a legal requirement to inspect but there had been no decision made yet.

It was suggested that the Committee would prefer the analysis of inspection reports on an as and when necessary basis, as it would be more effective to pick up on any recommendations straight away.

**Agreed:**

To write to schools, congratulate them on their good work, offer support and ask if they could share their reports.

**9 Update on the Withdrawal from RE survey**

The Committee were given an update on the Withdrawal from RE Survey. Results of the National Survey had recently been received. Newport's results were:

73% of schools responded to the survey.

There had been 3 schools with 3 families fully withdrawing 4 children from RE, with reasons being that they are Jehovah's Witnesses.

There had been 7 families partially withdrawing 11 pupils from RE, with reasons being that the families are Jehovah's Witnesses and do not wish for their children to participate in any activity that promotes celebrations of other religions, Unwillingness for children to learn about other religions and not wanting their children to take part in the celebration of Christmas.

It was then advised that WASACRE were going to be feeding back analysis for the whole country. Welsh Government are interested in the number of withdrawals from RE

**Agreed:**

To accept the update on the Withdrawal from RE survey.

**10 Holocaust Memorial Day 2019**

The Committee discussed the next Holocaust Memorial Day which will take place on 27<sup>th</sup> January 2019. The theme for 2019 is 'Torn from home'.

'Torn from home' encourages audiences to reflect on how the enforced loss of a safe place to call 'home' is part of the trauma faced by anyone experiencing persecution and genocide. 'Home' usually means a place of safety, comfort and security. HMD 2019 will reflect on what happens when individuals, families and communities are driven out of, or wrenched from their homes, because of persecution or the threat of genocide, alongside the continuing difficulties survivors face as they try to find and build new homes when the genocide is over.

HMD 2019 will include marking the 25th anniversary of the Genocide in Rwanda, which began in April 1994. HMD activity organisers may particularly want to acknowledge this milestone anniversary and reflect on how this theme impacts on members of the Rwandan community.

It was advised that it takes place in St Woolos Cathedral, all schools are invited and to take part. Some youth choirs and the Gwent Choir also attend. Committee members were also told that they could attend.

**Actions:**

The report was noted.

The SACRE clerk to send out invites to the SACRE members.

#### 11 **Final Report from the Commission on Religious Education in England**

The Committee received an executive summary on Religion and World Views: The Way Forward. This report reaffirms the central importance of learning about religious and non-religious worldviews for all pupils, regardless of their background, personal beliefs or the type of school they attend. Knowledge of religious and non-religious worldviews is an essential part of all young people's entitlement to education. This report seeks to articulate that entitlement.

**Actions:**

The report was noted.

#### 12 **WASACRE business**

The Committee were updated of the last WASACRE Meeting that took place in Anglesey on Friday 26 July.

Concerns were raised about the lack of professional support to SACREs on a national level. EAS have bene employed Paula Webber a specialist as advisor within the region, as is the case in Newport, but some other authorities within Wales have lost experienced specialist RE advisors.

Linda Rudge gave a presentation regarding the Religious Education Quality Mark (REQM). When this was set up schools in Wales held quality mark. However, now schools are not applying for the quality mark. At the 20:20 RE Conference Paula attended, teachers from England had received the gold award and shared their experience.

The Committee discussed that this is something that should be promoted. H Stephens advised that Langstone Primary School had previously brought in children's work into the Civic Centre, as well as a few other schools however very few schools in Wales have been applying. He also noted that Bassaleg School that information they submitted didn't meet requirements but they weren't given any feedback, so school were unable to find out how they could improve.

**Actions:**

To accept the updates on WASACRE business.

#### 13 **Future Meetings Dates**

Future meeting dates were discussed. The Spring meeting is still waiting to have a Secondary School venue confirmed. It would take place on 21<sup>st</sup> February or 7<sup>th</sup> March, depending on the school's choice.

The Summer meeting would be taking place in Malpas Church Primary School on 13 June 2019.

**Actions:**

SACRE clerk to find a venue for the Spring meeting.

The meeting terminated at 11:57

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## **RELIGIOUS EDUCATION IN THE NEW CURRICULUM QUESTIONS AND FEEDBACK**

**Name: Paula Webber**

**SACRE Region: Newport**

### **What are your views on the proposed relationship between the agreed syllabus and the Humanities AoLE?**

Members are pleased to see that RE will be an integral part of a new curriculum and that it has escaped the 'stranglehold' of the current, the narrow, national curriculum which RE sat outside. This new humanities curriculum is both good and exciting. Some Newport SACRE members reported having experienced a 'buzz' within schools who are already engaging with the Humanities Area of Learning and Experience. They reported that they had not experienced this level of enthusiasm within schools for a very long time. Some Newport SACRE members were enthusiastic about the benefits of a holistic approach and suggested that the Humanities would clearly engage the learners and would enable them toward achieving the Four Purposes. Members liked the focus on skills within the curriculum suggesting that this might improve levels of engagement, particularly at Primary School.

However, SACRE members ask the question - if the Humanities curriculum is just delivering broad themes then how will learners find the key facts and knowledge within Religious Education? Members would like to ensure that core concepts of Religious Education be more visible in the Humanities AoLE. SACRE is adamant in its view that RE must not be lost. Members expressed concern that there were not enough 'hooks' easily identifiable to RE specialists in the draft of the document shared by Welsh Government. Non-specialists would, therefore, find this task even more difficult. If this is the case, then where is the RE component going to be? It was suggested that clear instructions are needed in guidance and that we must not be left with verbiage. A supporting framework would also help towards this goal.

### **Would the supporting framework be a good way of supporting the Agreed Syllabus Conferences to fulfil their statutory role?**

Newport SACRE takes the need to produce a locally agreed syllabus very seriously. SACRE is pleased that Welsh Government acknowledges the local responsibility for RE and is offering to support the development of a framework that might be adopted or adapted as the locally agreed syllabus. Newport SACRE agrees with the Welsh Government proposal that there be a framework for RE supporting framework for RE that supports the place of RE within the New Curriculum. This would assist ASCs to fulfil its statutory role to produce an agreed syllabus - if the Framework is rigorous enough in requiring that excellent Religious Education is taught in schools. However, SACRE are concerned that it might not be able to agree with an agreed syllabus based on the new supporting framework if the hooks for RE are not found.

## **Is there anything we should consider when developing the supporting framework?**

There should be rich opportunities for good RE within the framework. SACRE would like to see the hooks for Religious Education flagged up in the new supporting framework so that both specialist and non-specialist teachers of religious education are clearly able to identify the RE. Some of the specialists in the group suggested that even experts might find it difficult to clearly identify opportunities for Religious Education without a supporting framework. SACRE members are keen that they are consulted during this process if the Newport ASC is to adopt the framework as its syllabus.

In the current system qualifications have become the driver for what happens in schools. SACRE would suggest that there is a need for good quality Religious Education courses and qualifications. The curriculum needs to build up to the qualifications which are needed to lay the foundations for specialist study at A Level and beyond. SACRE also discussed the need for effective accountability to ensure the delivery of statutory RE. An excellent framework/agreed syllabus will not work unless you get the qualifications and accountability right. Changes to the GCSE specifications, the loss of the old RE Short Course and the fact that the current short course does not count towards school accountability measures has had a detrimental effect upon religious education in schools. This must be avoided in the New Curriculum.

SACRE foresees a need for specialist RE teachers and middle managers to be trained to deliver RE in the new curriculum. Whilst RE has always been statutory it was not placed within the national curriculum and as such had been left in a vulnerable place in our schools. As a result, there has been a drain on expertise. There is a need to address this issue.

SACRE members were concerned about the level of engagement from schools who are not pioneer schools. Members raised the concern that specialist RE training be provided. Members were keen to see what is good about the Foundation Phase be retained. There is also a need for good quality resources to be produced.

## **What are the implications of these proposals for you?**

Newport SACRE takes its statutory duties seriously and understands the place it will play in supporting the New Curriculum as it rolls out to schools. As a stakeholder, SACRE would, therefore, appreciate being fully consulted on as the RE Framework develops in order to feel able to adopt or adapt the Framework as the Newport Agreed Syllabus for Religious Education. Newport SACRE appreciate the support of Welsh Government in funding and producing the RE framework.

To The Headteachers of all Secondary and Special schools

February 18<sup>th</sup> 2019

Dear Headteacher

### **Statutory Requirements for Religious Education**

Newport Standing Advisory Council for Religious Education (SACRE) would like to bring to your attention the statutory requirements for Religious Education in state maintained schools.

As I am sure you are aware Religious Education is currently part of the basic curriculum and therefore sits outside the National Curriculum. The RE curriculum is locally determined by the LA and its SACRE. This means that there is a statutory requirement for LA's to provide Religious Education according to an agreed syllabus and monitor that statutory requirements are being adhered to by schools. The Newport Agreed Syllabus for RE - the current syllabus stays in place with an understanding that the syllabus will be reviewed once the New Curriculum for Wales is defined.

SACRE is aware that the draft New Curriculum will be published for consultation in April. Until such time as the New Curriculum is implemented and a review of the agreed syllabus takes place SACRE wish to ensure that schools understand that **coverage of the programmes of study of the locally agreed syllabus is the main statutory requirement.**

Please see the attached a copy of the current agreed syllabus for RE where you can see the programmes of study for all key stages in the secondary school on pages 22-31.

SACRE is particularly interested in the delivery of **Religious Education at KS4**. Some schools appear confused regarding statutory requirements at KS4 and we would like to draw your attention to the programme of study which can be found on pages 30-31. Many schools in Wales are providing statutory RE by following either a GCSE Short Course or a GCSE Full Course or a combination of the two courses. SACRE wish to inform you that this would fulfil statutory requirements as long as **all** pupils are receiving religious education whether or not they are entered for accreditation.

Some schools are delivering RE at KS4 within the Welsh Baccalaureate Qualification (WBQ). In 2016, the Wales Association of SACREs conducted a survey of the impact of the WBQ on religious education in schools across Wales. SACRE understands that some schools believe that coverage of the Global Citizenship element of WBQ is sufficient to cover the RE requirements. Newport SACRE would like to ensure that schools understand that the Global Citizenship unit alone would not be sufficient to cover all aspects of the agreed syllabus programmes of study as outlined on pages 30-31 of the agreed syllabus. The WASACRE survey (2016) showed that in some cases WBQ had some positive impact when schools increased the time allocation for RE within the WBQ so that all aspects of the agreed syllabus could be covered. That has to be measured against those schools who commented that the introduction of the WBQ was having a negative effect on RE such as loss of Short Course accreditation, over use of non-specialists in the teaching of RE and RE subject specific skills being sacrificed to cover the more generic skills of WBQ.

In recent times a minority of schools in Wales have sought to deliver a Level 2 course on Equality and Diversity as an alternative to delivering Religious Education. This qualification would **not** meet the requirements of the locally agreed syllabus. There are some overlaps in themes, but this course is not Religious Education and was not written with the locally agreed syllabus in mind. If schools decide to deliver this course, then they would need to map it against the Newport Agreed Syllabus for Religious Education in order to identify the shortfalls. Schools should then plan ways in which the missing requirements of the agreed syllabus would be met.

SACRE would like schools to confirm receipt of this information by completing the attached pro forma below and returning to the Clerk to SACRE. Schools providing this information enables the LA and its SACRE to fulfil its monitoring role of RE in the curriculum and be assured that statutory requirements according to the agreed syllabus for RE are being met.

SACRE hope that this information is useful to you. It is the role of SACRE to support Religious Education in state maintained schools. Should schools require the help of SACRE please contact the Clerk to Newport SACRE for assistance. Alternatively contact Paula Webber EAS Adviser Religious Education [paula.webbers@sewaleseas.org.uk](mailto:paula.webbers@sewaleseas.org.uk) or on 07904 644728.

Yours sincerely

Neil Barnett  
Clerk to SACRE



Name of School \_\_\_\_\_ Date \_\_\_\_\_

Name of Staff member completing pro forma \_\_\_\_\_

Position in school \_\_\_\_\_

I have read and understood the statutory requirements for RE at all key stages YES/ NO (please circle)

**How is RE delivered at KS4?** (please include method of delivery, if it is taught by specialists or non-specialists and are all agreed syllabus requirements being met)

Any further comments

Please return to:  
Neil Barnett  
Clerk to Newport SACRE  
[Neil.barnett@newport.gov.uk](mailto:Neil.barnett@newport.gov.uk)

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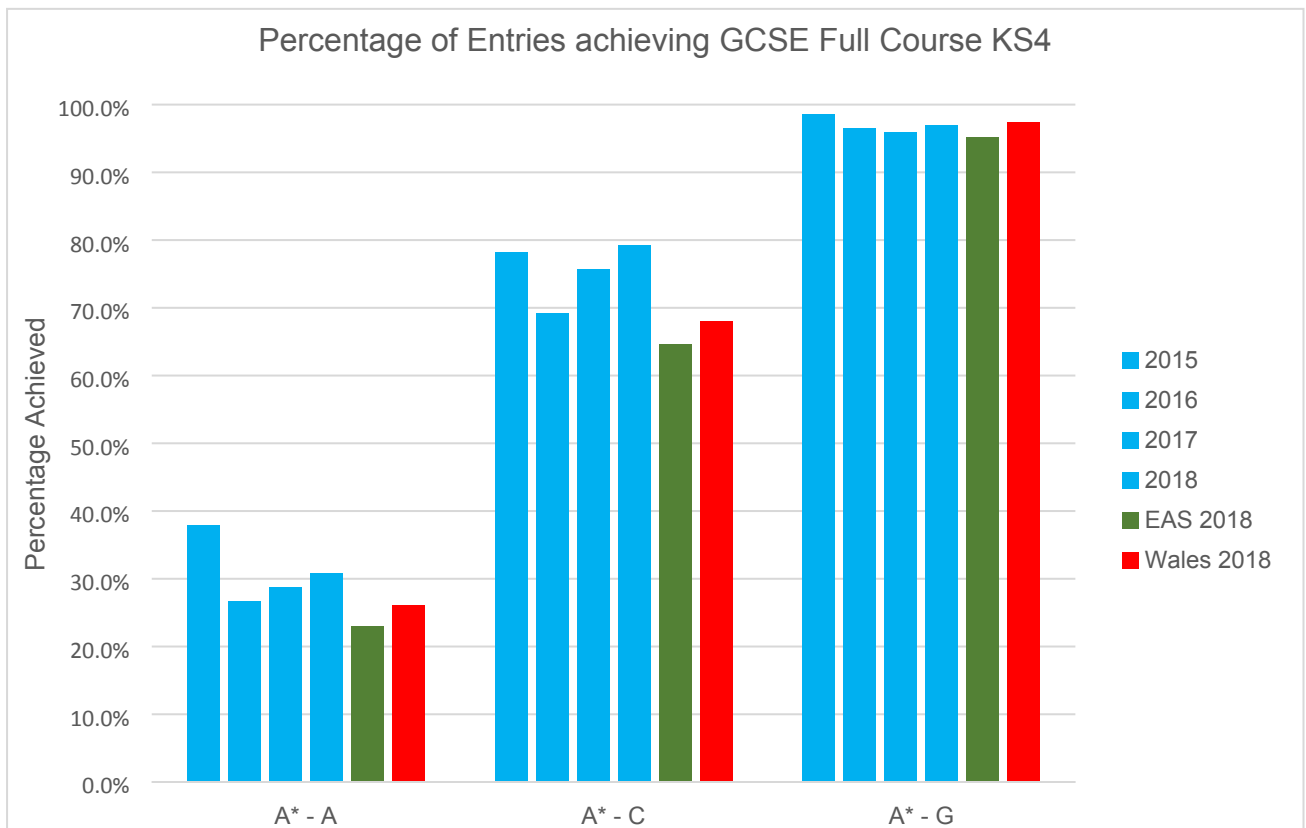
Newport County Council

Religious Education

Examination Results

GCSE Full Course Religious Studies

Newport - GCSE Full Course KS4				
	2015	2016	2017	2018
<b>Cohort Size</b>	1634	1701	1618	1636
<b>Number of Entries</b>	519	579	585	577
<b>Percentage of Entries</b>	31.8%	34.0%	36.2%	35.3%
<b>A* - A</b>	37.8%	26.6%	28.7%	30.8%
<b>A* - C</b>	78.2%	69.1%	75.6%	79.2%
<b>A* - G</b>	98.5%	96.5%	95.9%	96.9%



Based on a Three-Year Trend 2015 – 2018

The percentage of entries increased by 3.5pp from 31.8% to 35.3%. An increase of 58 entries.

However, the results for A\* - A grades decreased by 7pp from 37.8% to 30.8%.

The results regionally and nationally fell by 5.3pp to 22.9% and 4.6pp to 26.1% respectively. With results above the regional and national level.

The results for A\* - C grades increased by 1pp from 78.2% to 79.2%.

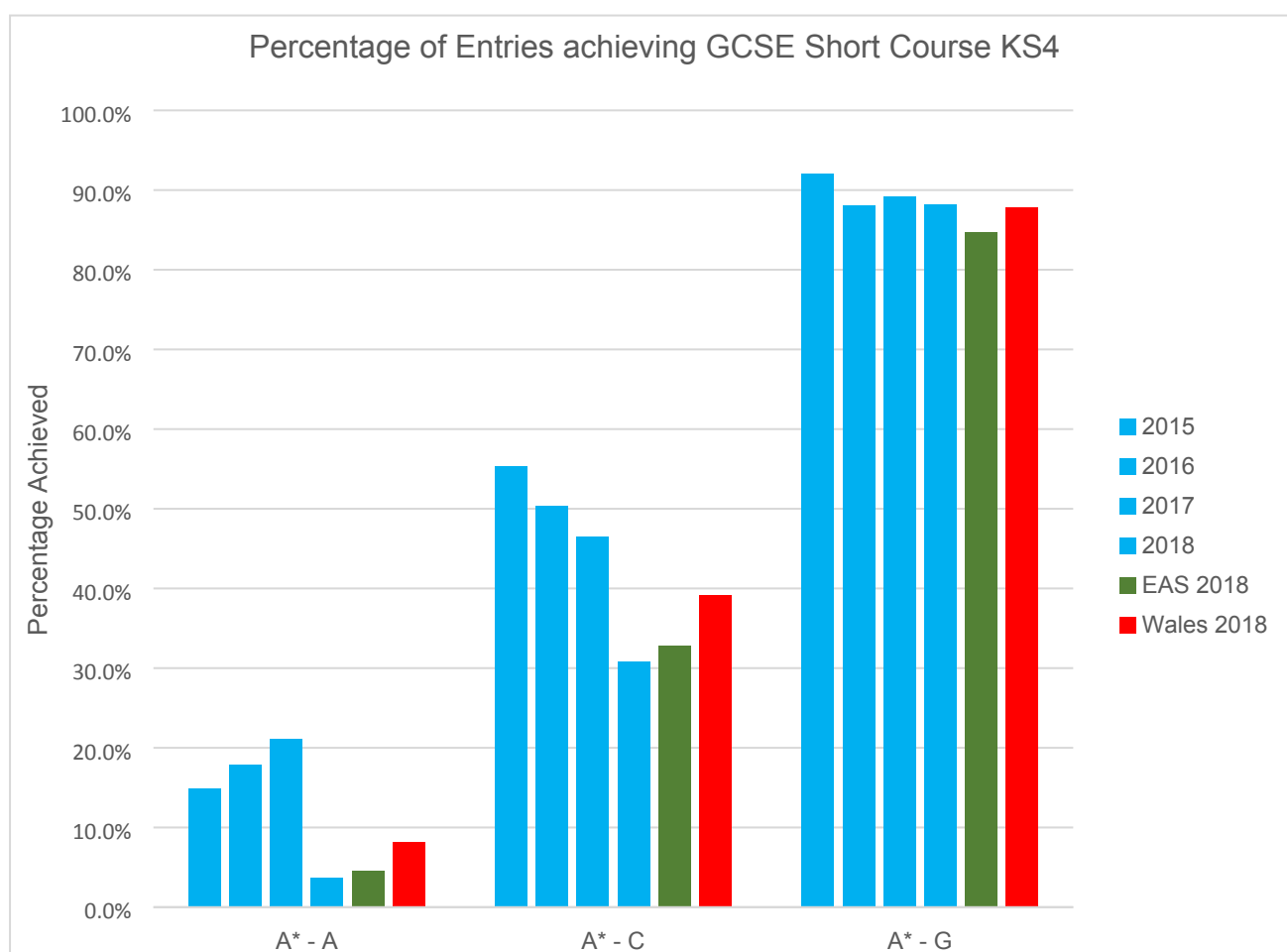
The results regionally and nationally decreased by 7.5pp to 64.6% and 6.9pp to 68% respectively. With results above the regional and national level.

The results for A\* - G grades decreased by 1.6pp from 98.5% to 96.9%.

Regionally and nationally results have declined by 2.5pp to 95.1% and 0.8pp to 97.4% respectively. With results above the regional level but below the national level.

## GCSE Short Course Religious Studies

Newport - GCSE Short Course KS4				
	2015	2016	2017	2018
<b>Cohort Size</b>	1634	1701	1618	1636
<b>Number of Entries</b>	882	825	750	907
<b>Percentage of Entries</b>	54.0%	48.5%	46.4%	55.4%
<b>A* - A</b>	14.9%	17.8%	21.1%	5.4%
<b>A* - C</b>	55.3%	50.3%	46.5%	36.6%
<b>A* - G</b>	92.1%	88.0%	89.2%	84.2%



Based on a Three-Year Trend 2015 – 2018

The percentage of entries increased by 1.4pp from 54% to 55.4%. An increase of 25 entries.

The results for A\* - A grades decreased by 9.5pp from 14.9% to 5.4%.

There is a declining picture regionally and nationally by 9.6pp to 4.6% and 6pp to 8.1% respectfully. With results above the regional level but below the national level.

The results for A\* - C grades decreased by 18.7pp from 55.3% to 36.6%.

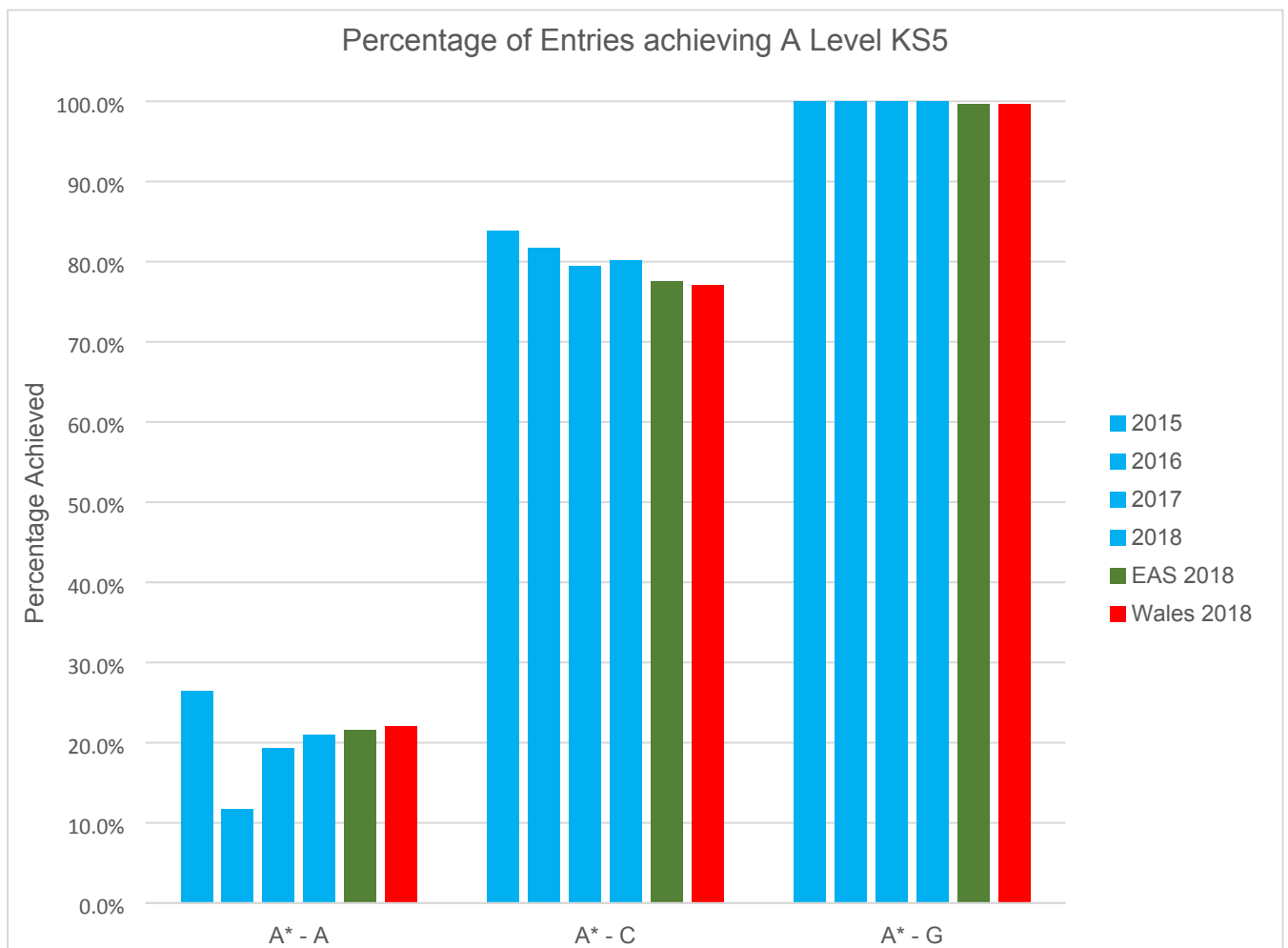
There is a declining picture regionally and nationally by 17.3pp to 32.8% and 13.1pp to 39.2% respectfully. With results above the regional level but below the national level.

The results for A\* - G grades decreased by 7.9pp from 92.1% to 84.2%.

There is a declining picture regionally and nationally by 5.6pp to 84.7% and 5.3pp to 87.8% respectfully. With results below the regional and national levels.

## A Level Religious Studies

Newport – A Level KS5				
	2015	2016	2017	2018
<b>Cohort Size</b>	843	859	727	732
<b>Number of Entries</b>	87	120	83	81
<b>Percentage of Entries</b>	10.3%	14.0%	11.4%	11.1%
<b>A* - A</b>	26.4%	11.7%	19.3%	21.0%
<b>A* - C</b>	83.9%	81.7%	79.5%	80.2%
<b>A* - E</b>	100.0%	100.0%	100.0%	100.0%



Based on a Three-Year Trend 2015 – 2018

The percentage of entries increased by 0.8pp from 10.3% to 11.1%. However, there was a decrease of 6 entries.

The results for A\* - A grades decreased by 5.4pp from 26.4% to 21%.

Whereas the results at regional and national level have declined by 0.9pp to 21.6% and 0.6pp to 22% respectively. Results are below the regional and national levels.

The results for A\* - C grades decreased by 3.7pp from 83.9% to 80.2%.

The results at regional level remain stable at 77.5%. Whereas the results at national level have declined by 3.9pp to 77.1%. Results are above the regional and national levels.

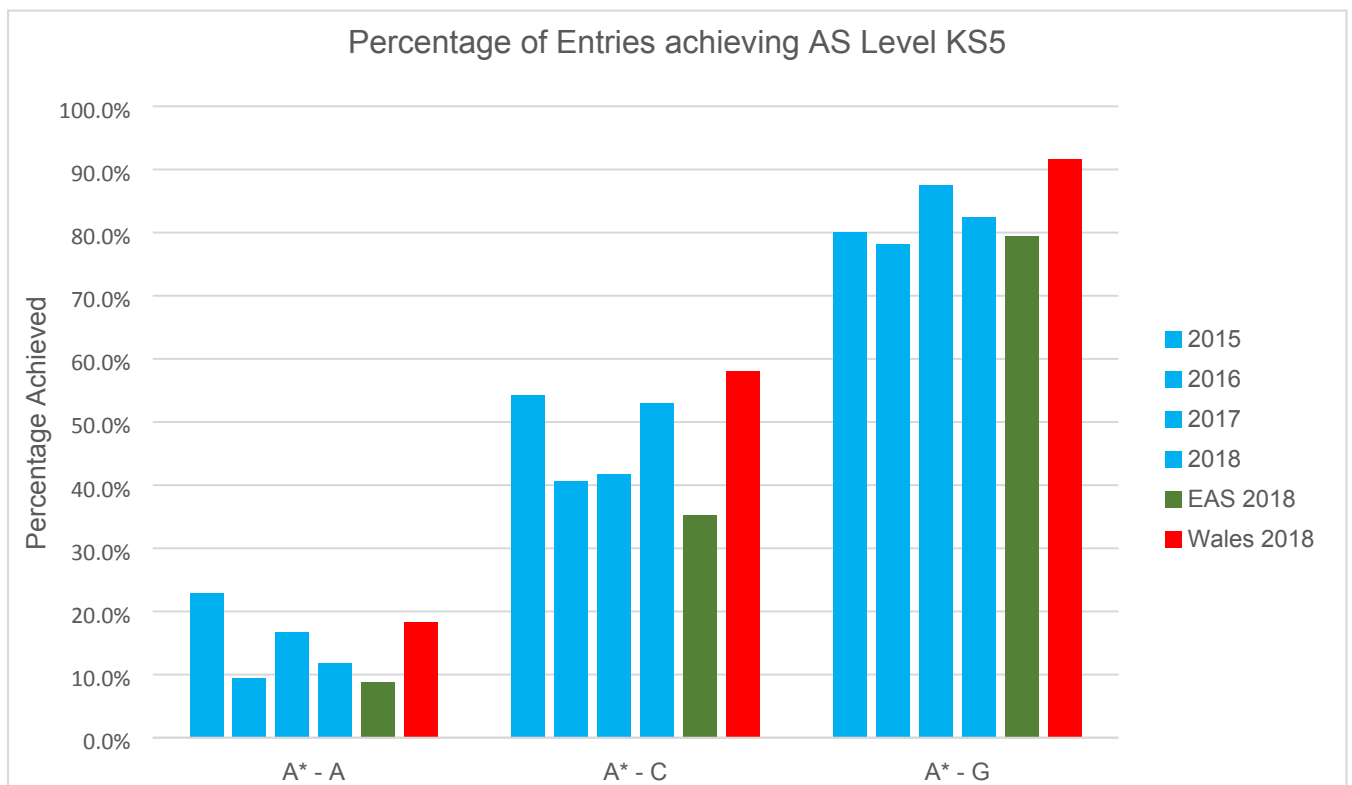
The results for A\* - E grades remain stable at 100%.

Which is above the regional and national results of 99.6%.



## AS Level Religious Studies

Newport – AS Level KS5				
	2015	2016	2017	2018
<b>Cohort Size</b>	843	859	727	732
<b>Number of Entries</b>	35	32	24	34
<b>Percentage of Entries</b>	4.2%	3.7%	3.3%	4.6%
<b>A</b>	22.9%	9.4%	16.7%	11.8%
<b>A - C</b>	54.3%	40.6%	41.7%	52.9%
<b>A - E</b>	80.0%	78.1%	87.5%	82.4%



Based on a Three-Year Trend 2015 – 2018

The percentage of entries remains relatively stable with an increase by 0.4pp from 4.2% to 4.6%. The number of entries remains stable with a fall of just 1 entry.

The results for A grades decreased by 11.1pp from 22.9% to 11.8%.

There is a declining picture regionally, where results decreased by 1.6pp to 8.8%. Whereas nationally results increased by 1.6pp to 18.3%. Results above the regional level but below the national level.

The results for A - C grades decreased by 1.4pp from 54.3% to 52.9%.

There is a declining picture regionally and nationally by 3.1pp to 35.3% and 6.2pp to 58% respectively. With results above the regional level but below the national level.

The results for A - E grades increased by 2.4pp from 80% to 82.4%.

There is an improving picture regionally and nationally by 4.2pp to 79.4% and 1.3pp to 91.6% respectively. With results above the regional level but below the national level.

Appendix 1

Newport Summary

Newport - Summary											
2015 - 2018 Religious Education Results KS4 & KS5											
Numbers in Cohort				Numbers of Entries				Percentage of Entries			
<b>Newport - GCSE Short Course KS4</b>				<b>Newport - GCSE Short Course KS4</b>				<b>Newport - GCSE Short Course KS4</b>			
<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
1634	1701	1618	1636	882	825	750	907	54.0%	48.5%	46.4%	55.4%
<b>Newport - GCSE Full Course KS4</b>				<b>Newport - GCSE Full Course KS4</b>				<b>Newport - GCSE Full Course KS4</b>			
<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
1634	1701	1618	1636	519	579	585	577	31.8%	34.0%	36.2%	35.3%
<b>Newport - AS Level KS5</b>				<b>Newport - AS Level KS5</b>				<b>Newport - AS Level KS5</b>			
<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
843	859	727	732	35	32	24	34	4.2%	3.7%	3.3%	4.6%
<b>Newport - A Level KS5</b>				<b>Newport - A Level KS5</b>				<b>Newport - A Level KS5</b>			
<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
843	859	727	732	87	120	83	81	10.3%	14.0%	11.4%	11.1%

Numbers of Results by Grade					Percentage Achieving						
<b>Newport - GCSE Short Course KS4</b>					<b>Newport - GCSE Short Course KS4</b>					<b>3 Year Trend</b>	
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>		<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Trend</b>	<b>Difference</b>
<b>A* - A</b>	131	147	158	49	<b>A* - A</b>	14.9%	17.8%	21.1%	5.4%	▼	-9.5%
<b>A* - C</b>	488	415	349	332	<b>A* - C</b>	55.3%	50.3%	46.5%	36.6%	▼	-18.7%
<b>A* - G</b>	812	726	669	764	<b>A* - G</b>	92.1%	88.0%	89.2%	84.2%	▼	-7.9%
<b>Newport - GCSE Full Course KS4</b>					<b>Newport - GCSE Full Course KS4</b>					<b>3 Year Trend</b>	
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>		<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Trend</b>	<b>Difference</b>
<b>A* - A</b>	196	153	168	178	<b>A* - A</b>	37.8%	26.6%	28.7%	30.8%	▼	-7.0%
<b>A* - C</b>	406	398	442	457	<b>A* - C</b>	78.2%	69.1%	75.6%	79.2%	▲	1.0%
<b>A* - G</b>	511	556	561	559	<b>A* - G</b>	98.5%	96.5%	95.9%	96.9%	▼	-1.6%
<b>Newport - AS Level KS5</b>					<b>Newport - AS Level KS5</b>					<b>3 Year Trend</b>	
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>		<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Trend</b>	<b>Difference</b>
<b>A* - A</b>	8	3	4	4	<b>A</b>	22.9%	9.4%	16.7%	11.8%	▼	-11.1%
<b>A - C</b>	19	13	10	18	<b>A - C</b>	54.3%	40.6%	41.7%	52.9%	▼	-1.4%
<b>A - E</b>	28	25	21	28	<b>A - E</b>	80.0%	78.1%	87.5%	82.4%	▲	2.4%
<b>Newport - A Level KS5</b>					<b>Newport - A Level KS5</b>					<b>3 Year Trend</b>	
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>		<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>Trend</b>	<b>Difference</b>
<b>A* - A</b>	23	14	16	17	<b>A* - A</b>	26.4%	11.7%	19.3%	21.0%	▼	-5.4%
<b>A* - C</b>	73	98	66	65	<b>A* - C</b>	83.9%	81.7%	79.5%	80.2%	▼	-3.7%
<b>A* - E</b>	87	120	83	81	<b>A* - E</b>	100.0%	100.0%	100.0%	100.0%	◀▶	0.0%

## Appendix 2

### School Summary

Newport Schools															
Percentage Achieving															
GCSE Short Course KS4 - A* - A					GCSE Short Course KS4 - A* - C					GCSE Short Course KS4 - A* - G					
School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018	
Bridge Achievement Centre (PRU)	0.0%	0.0%	0.0%	0.0%	Bridge Achievement Centre (PRU)	0.0%	0.0%	0.0%	0.0%	Bridge Achievement Centre (PRU)	0.0%	0.0%	0.0%	0.0%	
St Julian's School	5.9%	13.1%	8.8%	6.4%	St Julian's School	44.1%	41.1%	39.6%	42.2%	St Julian's School	87.6%	86.3%	85.2%	85.8%	
The John Frost School	10.9%	9.2%	1.8%	0.0%	The John Frost School	57.0%	40.0%	33.9%	30.9%	The John Frost School	90.6%	85.4%	85.7%	85.6%	
Llanwern High School	2.9%	0.0%	0.0%	0.0%	Llanwern High School	11.4%	16.7%	0.0%	12.7%	Llanwern High School	85.7%	50.0%	50.0%	63.4%	
Newport High School	11.3%	7.2%	0.0%	0.0%	Newport High School	50.0%	34.1%	14.4%	10.3%	Newport High School	94.7%	83.2%	92.0%	81.0%	
Llisbury High School	0.0%	0.0%	2.0%	1.1%	Llisbury High School	22.6%	0.0%	6.0%	18.5%	Llisbury High School	88.7%	46.2%	66.0%	78.3%	
Bassaleg School	34.3%	41.8%	67.2%	16.7%	Bassaleg School	80.5%	79.3%	91.7%	63.9%	Bassaleg School	97.5%	98.3%	98.0%	93.3%	
Caerleon Comprehensive	9.2%	5.1%	2.8%	6.6%	Caerleon Comprehensive	68.4%	64.1%	43.1%	34.4%	Caerleon Comprehensive	94.7%	98.7%	94.4%	88.5%	
St Joseph's RC High	0.0%	0.0%	0.0%	0.0%	St Joseph's RC High	0.0%	11.1%	0.0%	79.3%	St Joseph's RC High	70.6%	61.1%	50.0%	86.2%	
Newport	14.9%	17.8%	21.1%	5.4%	Newport	55.3%	50.3%	46.5%	36.6%	Newport	92.1%	88.0%	89.2%	84.2%	
EAS	14.2%	12.4%	13.5%	4.6%	EAS	50.1%	40.6%	37.1%	32.8%	EAS	90.3%	85.3%	86.3%	84.7%	
Wales	14.1%	11.4%	9.8%	8.1%	Wales	52.3%	45.4%	39.6%	39.2%	Wales	93.1%	90.6%	90.2%	87.8%	
GCSE Full Course KS4 - A* - A					GCSE Full Course KS4 - A* - C					GCSE Full Course KS4 - A* - G					
School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018	
St Julian's School	29.7%	46.9%	25.0%	0.0%	St Julian's School	64.9%	84.4%	78.1%	0.0%	St Julian's School	97.3%	100.0%	93.8%	0.0%	
The John Frost School	17.6%	13.2%	15.0%	11.5%	The John Frost School	82.4%	71.1%	70.0%	73.1%	The John Frost School	100.0%	100.0%	97.5%	100.0%	
Llanwern High School	28.6%	9.1%	31.0%	18.8%	Llanwern High School	85.7%	68.2%	65.5%	89.6%	Llanwern High School	92.9%	100.0%	100.0%	100.0%	
Newport High School	0.0%	50.0%	8.5%	17.0%	Newport High School	81.8%	50.0%	63.8%	86.8%	Newport High School	100.0%	100.0%	95.7%	100.0%	
Llisbury High School	12.0%	9.0%	9.1%	35.0%	Llisbury High School	49.3%	40.3%	54.5%	95.0%	Llisbury High School	100.0%	92.5%	97.0%	100.0%	
Bassaleg School	61.5%	0.0%	60.6%	83.3%	Bassaleg School	84.6%	0.0%	97.0%	100.0%	Bassaleg School	100.0%	0.0%	100.0%	100.0%	
Caerleon Comprehensive School	50.7%	50.3%	27.6%	34.3%	Caerleon Comprehensive School	97.9%	98.0%	94.9%	95.0%	Caerleon Comprehensive School	100.0%	100.0%	100.0%	100.0%	
St Joseph's RC High School	42.3%	21.9%	34.9%	22.1%	St Joseph's RC High School	76.0%	64.7%	66.0%	53.3%	St Joseph's RC High School	97.1%	95.0%	91.6%	90.8%	
Newport	37.8%	26.6%	28.7%	30.8%	Newport	78.2%	69.1%	75.6%	79.2%	Newport	98.5%	96.5%	95.9%	96.9%	
EAS	28.2%	24.1%	23.1%	22.9%	EAS	72.1%	66.8%	66.2%	64.6%	EAS	97.6%	96.2%	95.5%	95.1%	
Wales	30.7%	27.8%	24.7%	26.1%	Wales	74.9%	72.0%	68.3%	68.0%	Wales	98.2%	97.8%	97.5%	97.4%	

Percentage Achieving

AS Level KS5 A					AS Level KS5 A - C					AS Level KS5 A - E				
School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018
St Julian's School	22.2%	20.0%	33.3%	25.0%	St Julian's School	55.6%	20.0%	83.3%	100.0%	St Julian's School	66.7%	80.0%	100.0%	100.0%
The John Frost School	16.7%	0.0%	0.0%	0.0%	The John Frost School	33.3%	16.7%	12.5%	0.0%	The John Frost School	50.0%	50.0%	75.0%	0.0%
Llanwern High School	-	0.0%	-	-	Llanwern High School	-	50.0%	-	-	Llanwern High School	-	50.0%	-	-
Newport High School	0.0%	-	-	-	Newport High School	0.0%	-	-	-	Newport High School	100.0%	-	-	-
Llswerry High School	-	-	-	-	Llswerry High School	-	-	-	-	Llswerry High School	-	-	-	-
Bassaleg School	14.3%	0.0%	25.0%	0.0%	Bassaleg School	71.4%	16.7%	50.0%	25.0%	Bassaleg School	100.0%	83.3%	100.0%	75.0%
Caerleon Comprehensive School	25.0%	22.2%	50.0%	0.0%	Caerleon Comprehensive School	50.0%	55.6%	50.0%	10.0%	Caerleon Comprehensive School	75.0%	88.9%	100.0%	100.0%
St Joseph's RC High School	37.5%	0.0%	0.0%	50.0%	St Joseph's RC High School	62.5%	100.0%	25.0%	100.0%	St Joseph's RC High School	100.0%	100.0%	75.0%	100.0%
Newport	22.9%	9.4%	16.7%	11.8%	Newport	54.3%	40.6%	41.7%	52.9%	Newport	80.0%	78.1%	87.5%	82.4%
EAS	10.4%	8.2%	8.5%	8.8%	EAS	38.4%	42.9%	27.1%	35.3%	EAS	75.2%	73.5%	83.1%	79.4%
Wales	16.7%	15.6%	19.1%	18.3%	Wales	64.2%	62.7%	62.3%	58.0%	Wales	90.3%	89.1%	90.6%	91.6%

A Level KS5 A* - A					A Level KS5 A* - C					A Level KS5 A* - E				
School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018	School Name	2015	2016	2017	2018
St Julian's School	20.0%	11.8%	20.0%	40.0%	St Julian's School	90.0%	94.1%	90.0%	90.0%	St Julian's School	100.0%	100.0%	100.0%	100.0%
The John Frost School	0.0%	20.0%	20.0%	0.0%	The John Frost School	33.3%	80.0%	60.0%	33.3%	The John Frost School	100.0%	100.0%	100.0%	100.0%
Llanwern High School	0.0%	0.0%	0.0%	0.0%	Llanwern High School	100.0%	66.7%	100.0%	100.0%	Llanwern High School	100.0%	100.0%	100.0%	100.0%
Newport High School	0.0%	0.0%	-	0.0%	Newport High School	100.0%	50.0%	-	100.0%	Newport High School	100.0%	100.0%	-	100.0%
Llswerry High School	-	0.0%	-	-	Llswerry High School	-	100.0%	-	-	Llswerry High School	-	100.0%	-	-
Bassaleg School	45.5%	16.7%	28.6%	24.0%	Bassaleg School	100.0%	80.6%	85.7%	80.0%	Bassaleg School	100.0%	100.0%	100.0%	100.0%
Caerleon Comprehensive School	38.9%	6.3%	25.0%	18.8%	Caerleon Comprehensive School	91.7%	81.3%	95.0%	75.0%	Caerleon Comprehensive School	100.0%	100.0%	100.0%	100.0%
St Joseph's RC High School	9.1%	10.8%	12.1%	19.0%	St Joseph's RC High School	72.7%	81.1%	66.7%	81.0%	St Joseph's RC High School	100.0%	100.0%	100.0%	100.0%
Newport	26.4%	11.7%	19.3%	21.0%	Newport	83.9%	81.7%	79.5%	80.2%	Newport	100.0%	100.0%	100.0%	100.0%
EAS	22.5%	15.8%	17.6%	21.6%	EAS	38.4%	42.9%	27.1%	35.3%	EAS	75.2%	73.5%	83.1%	79.4%
Wales	22.6%	18.3%	18.2%	22.0%	Wales	81.0%	78.9%	78.1%	77.1%	Wales	99.7%	99.1%	99.8%	99.6%

**This synopsis for Newport SACRE provides information about spiritual development, collective worship and any comments made in relation to religious education in the inspection reports of schools inspected in the local authority during 2017-2018.**

This synopsis considers the inspection findings of one primary school.

### **Main findings Spiritual Development**

Comments in relation to spiritual development are evident in the inspection report. The school gives pupils excellent opportunities to develop their understanding of a range of social skills, moral issues, and spiritual awareness, through collective worship and class activities

### **Collective Worship**

#### **Meeting statutory requirements**

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements. Schools inspected during the Autumn Term 2018 meet statutory requirements in relation to collective worship.

#### **Quality**

There is reference to the quality of collective worship in the inspection report and good features are highlighted.

Acts of collective worship:

- provide excellent opportunities to develop their understanding of a range of social skills, moral issues, and spiritual awareness,
- provide opportunities for pupils to lead assemblies
- help to improve behaviour
- allows pupils to make presentations

### **Recommendations**

Estyn made no recommendations with regards to Spiritual Development, Collective Worship or Religious Education.

**Newport SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: Autumn Term 2018**

School and date of inspection	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues / religious education / cultural development / community links	
<p><b>St Julian's Primary School</b></p> <p><b>October 2018</b></p> <p><a href="https://www.estyn.gov.wales/sites/default/files/documents/St%20Julian%27s%20Primary%20School_0.pdf">https://www.estyn.gov.wales/sites/default/files/documents/St%20Julian%27s%20Primary%20School_0.pdf</a></p>	<p>The school gives pupils excellent opportunities to develop their understanding of a range of social skills, moral issues, and spiritual awareness, through collective worship and class activities.</p>	<p>Yes</p>	<p>The school gives pupils excellent opportunities to develop their understanding of a range of social skills, moral issues, and spiritual awareness, through collective worship and class activities.</p> <p>Many pupils readily take on a wide range of leadership roles with great maturity, such as taking responsibility as members of the eco council, 'Wellbeing Warriors' and 'Voice club'. These pupils take part with great passion and commitment. The 'Wellbeing Warriors' team is dedicated to the improvement of health and wellbeing throughout the school. They lead assemblies and plan and deliver parental engagement sessions, including live workouts. ... The well-established 'Voice' group members develop as extremely ambitious, confident and capable learners and help their peers to do likewise. They actively seek the opinions of their peers about a wide range of issues with a view to making improvements. For example, as a result of their own research,</p>	<p><b>Inspection area</b></p>	<p><b>Judgement</b></p>
				<p><b>Standards</b></p>	<p>Excellent</p>
				<p><b>Wellbeing and attitudes to learning</b></p>	<p>Excellent</p>
				<p><b>Teaching and learning experiences</b></p>	<p>Excellent</p>
				<p><b>Care, support and guidance</b></p>	<p>Excellent</p>
				<p><b>Leadership and management</b></p>	<p>Excellent</p>
				<p>St Julian's is a thriving, fully inclusive learning community where many pupils make exceptional progress and achieve high standards.</p> <p>Nearly all pupils have very positive attitudes towards school and show high levels of independence and resilience. They display exemplary standards of behaviour in lessons and around the school.</p> <p>Nearly all pupils behave exceptionally well in class and when moving around the school. They treat each other and adults with a great deal of respect. For example, during pupil meetings and lessons, pupils show exemplary consideration for other pupils' opinions. Nearly all pupils interact and engage very well together at playtimes and lunchtimes, sharing the available spaces fairly. Nearly all pupils are very enthusiastic about coming to school. They relate to staff exceptionally well, based on a high level of mutual respect. Nearly all pupils look after one another extremely well. Members of the 'random acts of kindness club' challenge their peers to perform a kind deed at school, at home or in the community on a regular basis. As a result, nearly all pupils are kind, considerate and supportive of others. Many pupils engage in a wide range of community activities. For example, they take part in a very worthwhile intergenerational project involving parents, grandparents and residents in the</p>	



			<p>members decided that they could help improve behaviour by designing anti-bullying posters to highlight the issue and by making presentations during assemblies. As a result, pupils' behaviour has improved over time and is now extremely good.</p>	<p>neighbouring nursing home. Almost all pupils raise money for a wide range of local, national and international charities regularly. For example, they have recently raised money for the haematology ward at a local hospital. They also raise money for good causes further afield, such as a charity to support children in Uganda. As a result, pupils develop an exceptional understanding of how to support people who are less fortunate than themselves and develop as ethical, informed citizens in highly effective ways.</p> <p>Staff pay particular attention to addressing the needs of vulnerable groups of pupils to ensure that they make at least good progress. The school provides these pupils with very beneficial interventions to help develop their skills. Staff use a range of nurturing principles, emotional and social skills to build identified pupils self-confidence.</p> <p>The school makes very effective use of a link with a partner school in Uganda to develop pupils' understanding of the lives of others in different parts of the world. Teachers give older pupils beneficial opportunities to learn about global issues. For example, they teach pupils about the Windrush generation to develop their understanding of the difficulties that migrants faced when settling in Britain.</p>
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<p><b>St Michael's RC Primary</b></p> <p><b><u>(NB. For information only and to share good practice– SACRE's monitoring role concerns only state maintained schools)</u></b></p>	<p>The school's provision for developing pupils' moral and social development is good. Planned lessons in personal and social education, religious education and collective worship all contribute to a clear messages relating to respect, tolerance and human rights. The school supports local charities, for example a local foodbank, and gives pupils good opportunities to reflect on different cultures and religions.</p>	<p>Yes</p>	<p>Pupils' spiritual, moral and social development is addressed through suitable assemblies</p>	<p>There are valuable opportunities for pupils, to learn about the culture and rich heritage of Wales in their locality and beyond. For example, pupils visit a number of historical sites such as Caerleon and Cardiff Castle. Displays around the school celebrate Welsh culture very effectively with the criw Cymraeg producing inspiring posters that encourage pupils to use the Welsh language as much as possible. The school holds an annual eisteddfod that celebrates pupils' achievements and skills through the medium of Welsh.</p> <p>Craft workshops at Easter and Christmas provide valuable opportunities for parents to work with their children creatively and nursery and reception parents benefit from regularly taking</p>
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**Newport SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: Autumn Term 2018**

<p><b>Nov 2018</b></p>	<p>Class assemblies and productions are a regular feature of school life and pupils have opportunities to perform to their peers, their parents and their community.</p> <p>The Chaplaincy Group is effective in promoting pupils' rights linked to the core Catholic values of the school. The group takes an active role in planning and delivering assemblies.</p>			<p>home a 'Busy Bag' to develop pupil and parent skills. Other initiatives that involve parents include fundraising for local charities, class assemblies and productions, all of which further promote a sense of community and shared purpose.</p> <p>Nearly all pupils have a positive view of their school life and feel safe, secure and happy. They know where to seek support and are confident that adults will support them to resolve issues should they arise. Nearly all pupils show respect and courtesy to other pupils, staff and visitors. They listen to and value others' views and contributions. They understand the importance of fairness and equality.</p> <p>The school places a strong emphasis on healthy eating and the physical and emotional wellbeing of pupils. Regular assemblies, an effective personal and social education curriculum and frequent opportunities for exercise help pupils to understand the importance of healthy lifestyles.</p>
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## **Estyn Thematic Report: Religious education at key stage 2 and key stage 3**

<https://www.estyn.gov.wales/thematic-reports/religious-education-key-stage-2-and-key-stage-3>

SACRE members to discuss the recommendations made in the Estyn Annual Report and how SACRE might respond to Estyn's recommendations. Members to consider whether any of the recommendations are already being met and how the role of SACRE can be strengthened to support religious education within the authority more effectively.

### **Recommendations**

#### **Schools should:**

**R1** Ensure that more able pupils achieve in line with their ability in religious education

**R2** Strengthen monitoring and self-evaluation arrangements in key stage 2 to focus on improving pupils' standards and skills in religious education

**R3** Strengthen transition arrangements so that learning experiences in key stage 3 build on those in key stage 2 and avoid repetition of work

**R4** Evaluate their curriculum for religious education to prepare for the development and implementation of the new Humanities Area of Learning and Experience

#### **Local authorities and regional consortia should:**

**R5** Work with SACREs to provide:

a. suitable professional learning opportunities for teachers of religious education

b. support for schools to evaluate their curriculum and plan for religious education as an integral part of the development of the humanities area of learning and experience

c. advice for schools on how to address sensitive issues with pupils and how to deal with parental concerns on visiting places of worship

**R6** Ensure that all leaders fulfil their responsibilities under the Counter-Terrorism and Security Act 2015

**R7** Provide schools with guidance on approved places of worship to visit

#### **The Welsh Government should:**

**R8** Work with local authorities, regional consortia and SACREs to ensure that there is clarity over the place of religious education within the Humanities Area of Learning and Experience.

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*Response to the Estyn Thematic Review of Religious Education at KS2 and KS3*

*Libby Jones, Chair of NAPfRE*

On behalf of NAPfRE I would like to thank Estyn for this report, for responding to the request for advice from the Welsh Government in the Minister's annual remit letter to Estyn for 2017-2018, and for the recommendations it offers to schools, SACREs and Welsh government, within the report.

Members agreed that there are few surprises with regard to the recommendations within the report. Members consider them to be fair and that they support the case for improved professional learning opportunities for RE, increased support for RE in schools from SACREs, and a strengthened position for RE in the new curriculum.

Members feel that the report shows a fairly positive image of RE in the 47 schools from which direct evidence was gathered. However, some members question whether this 'positive' image reflects a true picture across all schools in Wales. Anecdotal evidence shared by SACREs and RE professionals at NAPfRE meetings would suggest otherwise.

Members were encouraged to note that full requirements of the locally agreed syllabus are covered in schools where curriculum planning is good, and that this was the case in many schools at KS2 and in the majority of schools at KS3. However, this does suggest a short fall in schools that do not plan well for RE out of the 47 schools from which the evidence was gathered. Members question what implications this has for RE on a wider scale across Wales.

Members were pleased to note that in the 47 schools, standards in RE were generally good and that most pupils engage well with a wide range of fundamental human and religious questions. It was felt that lack of challenge for more able learners in KS2 and planning for KS2-3 progression in RE are common issues for subjects across the curriculum.

Members were interested to learn that leadership of religious education is good overall and that in most of the 47 schools, leaders have considered changes to the teaching of religious education in light of the new curriculum proposals. However, members are very concerned that in some schools across Wales changes are already being made to the teaching of RE, driven by Head teachers and/or Humanities leaders who have no specialism in RE, and whom have clearly misinterpreted the proposals. Many teachers have shared their fears with members of NAPfRE about the future of RE within the new curriculum at their school, as a result of these premature and misjudged changes.

With regard to the recommendations offered in the report, members feel that some of these present funding implications for schools and LA's. For example, for professional learning in RE and PREVENT initiatives etc. The recommendation regarding 'approved places of worship' also raised concern for members. Most SACREs have a list of local places of worship, but to 'approve' them would be

impossible. Approved by whom? Based on what criteria? How regularly? It is surely the role of the individual school so seek out risk assessment etc. Members feel that this phrase needs clarifying.

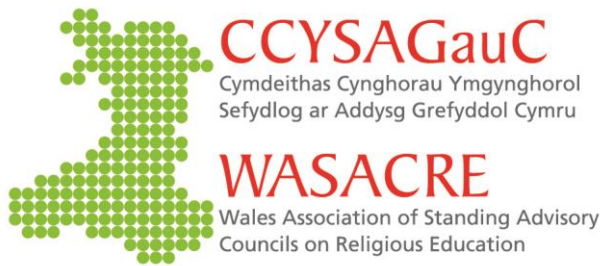
Members are pleased that the report offered examples of good practice, but some members question the quality of good practice shared, and members guarded against including more citizenship based examples. Members agreed that this report was provided with the new curriculum in mind and perhaps wasn't hugely reflective of the great practice that is happening in RE specifically across Wales.

Members noticed that numerous references were made in the report to collective worship and question why these were included. Religious education is separate and different to collective worship and members would guard against the two aspects of education being referred to together in order to avoid confusion.

Finally members noted that at least one school involved in this process, had not been recognised in the final report, which raised the issue that there may be others. Members feel that all schools involved in whatever capacity or at whatever stage of the process should be given full recognition in retrospect.

Libby Jones  
Chair of NAPfRE  
RE Advisor for Wrexham County Borough Council

January 2019



Cyfarfod Cymdeithas CYSAG au Cymru,  
 yn Ysgol Llanilltud Fawr, Llanilltud Fawr CF61 1TQ  
 Dydd Mawrth, 20 Tachwedd 2018  
 10.30a.m. – 2.45p.m.

## Yn bresennol

<p><b>Ynys Môn / Anglesey</b> Rheinallt Thomas (RT)</p> <p><b>Blaenau Gwent</b> Paula Webber (PW) Kathy Riddick (KD)</p> <p><b>Pen-y-bont ar Ogwr / Bridgend</b> Edward J. Evans (EE) Maggie Turford (MT)</p> <p><b>Caerffili/ Caerphilly</b> John Taylor (JT) Enfys Hawthorn (EH) Paula Webber (PW)</p> <p><b>Caerdydd / Cardiff</b> Maggie Turford (MT)</p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b> Helen Gibbon (HG)</p> <p><b>Ceredigion</b></p> <p><b>Conwy</b></p> <p><b>Sir Ddinbych / Denbighshire</b></p>	<p><b>Sir y Fflint / Flintshire</b></p> <p><b>Gwynedd</b></p> <p><b>Merthyr Tudful / Merthyr Tydfil</b> Maggie Turford (MT) Ernie Goldsworthy (EG) Mark Prevett (MkP)</p> <p><b>Sir Fynwy / Monmouthshire</b> <b>Sir</b> Tudor Thomas (TT) Paula Webber (PW)</p> <p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b> Hugh James (HJ)</p> <p><b>Casnewydd / Newport</b> Ilona Dziedzic (ID) Paula Webber (PW)</p> <p><b>Sir Benfro / Pembrokeshire</b> Amanda Lawrence (AL)</p> <p><b>Powys</b> John Mitson (JM)</p> <p><b>Rhondda Cynon Taf</b> Maggie Turford (MT) Mathew Maidment (MM)</p>	<p><b>Abertawe / Swansea</b> Jennifer Harding -Richard (JHT) Alison Lewis (AL)</p> <p><b>Torfaen</b> Paula Webber (PW)</p> <p><b>Bro Morgannwg / Vale of Glamorgan</b> Dafydd Trehearn (DT) Eddie Williams (EW) Rob Crowley (RC) Maggie Turford (MT)</p> <p><b>Wrecsam / Wrexham</b> Libby Jones (LJ)</p> <p><b>Sylwedyddion / Observers</b> Rudolf Elliot Lockhart, REC Tudor Thomas, MAGC Marged Williams, Ysgol Llanilltud Fawr</p> <p><b>Cyflwynwyr/Presenters</b> Kevin Plamer, LIC Andrew Pearce, CBAC</p> <p><b>Cofnodion / Minutes</b> Gill Vaisey (GV)</p>
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## **Cofnodion y cyfarfod**

### **1. Cyflwyniad a chroeso**

Cyn y cyfarfod mwynhaodd yr aelodau eitemau cerddorol gan ddisgyblion yr ysgol.

Estynnwyd croeso gan y Cynghorydd Bob Penrose, Aelod Cabinet Dysgu a Diwylliant Bro Morgannwg i'r Awdurdod Lleol ac yn arbennig i Ysgol Llanilltud Fawr. Diolchodd i'r Pennaeth, Fiona Gravell am letya cyfarfod PYCAG y diwrnod cynt a chyfarfodydd CCYSAGauC yn yr ysgol hon a ail-fodelwyd.

Diolchwyd hefyd i Marged Williams, Pennaeth AG yn yr ysgol am helpu i drefnu'r diwrnod.

Siaradodd y Cyng Penrose am yr her a gyflwynir gan y cwricwlwm newydd. Dywedodd fod angen i AG gael lle amlwg gan fod Addysg Grefyddol yn rhan sylfaenol o'r cwricwlwm, ac mae iddi werth enfawr. Cyfeiriodd at yr angen i GYSAGau elwa ar ymrwymiad, brwdfrydedd a sgiliau a gwybodaeth pob un o'r grwpiau ar y pwyllgor.

Diolchodd EE i'r Cyng Penrose am ei groeso cynnes a'i sylwadau.

### **2. Adfyfrio tawel**

Adroddodd EE un o hanesion pobl Cariboo sy'n ategu'r angen am heddwch ar draws y byd. Gall unigolion gael grym torfol os ydynt yn gweithio gyda'i gilydd.

### **3. Ymddiheuriadau**

Derbyniwyd ymddiheuriadau gan Rachel Samuel, Cyng Lyndon Lloyd, Janet Jones, Tania ap Sion, Dylan Rhys, Manon Jones.

## **4. Cofnodion y cyfarfod a gynhaliwyd yn Llangefni, 6 Gorffennaf, 2018**

Derbyniwyd y cofnodion fel cofnod cywir o'r cyfarfod.

### **5. Materion yn codi**

Eitem 5. Ers i GYSAG Sir Gaerfyrddin godi'r mater fod angen i bob gohebiaeth fod yn ddwyieithog, cadarnhawyd fod popeth a anfonwyd ers y cyfarfod diwethaf wedi bod yn y ddwy iaith.

LJ i holi Lynda Maddock ynghylch cynrychiolydd o CBAC. Mae LJ wedi siarad â Lynda Maddock ac Andrew Pearce a ddywedodd y byddant yn gwneud eu gorau i fynychu cyfarfodydd PYCAG a CCYSAGauC. Pwysleisiwyd pwysigrwydd yr angen i gynrychiolwyr CBAC fynychu PYCAG a CCYSAGauC i helpu yn y broses gyfathrebu bwysig iawn ac er mwyn iddynt fod yn gwbl ymwybodol o'r datblygiadau yn y cwricwlwm newydd.



Eitem 6. Linda Rudge a Marc Ansawdd Addysg Grefyddol (REQM). Adroddodd PW ei bod hi wedi mynd ar ôl hwn. Mae cyllid LTLRE wedi cael ei dynnu'n ôl a'i ail-ddyrannu i brosiect newydd sy'n cael ei wneud gan *RE Today Services* ar ran Culham St Gabriels.

Mae pedwar allan o'r pum CYSAG y mae PW yn gweithio gyda nhw yn awyddus i hyrwyddo'r Marc Ansawdd yn eu hawdurdodau. Adroddodd LJ y gallai tair ysgol ym mhob cylch gael eu hariannu i wneud cais am y dyfarniad Marc Ansawdd.

Eitem 7. Adolygiad Thematig Estyn. Adroddwyd y bydd PYCAG yn ymateb i'r adroddiad hwn. Gofynnodd LJ a fydd CCYSAGauC yn gwneud yr un fath.

Awgrymodd RT y dylai CCYSAGauC ateb ond gan ein bod yn dibynnu ar aelodau PYCAG am gymorth proffesiynol yn y meysydd hyn, gallai CCYSAGauC ystyried eu hadroddiad a'i addasu i ffurfio ymateb gan CCYSAGauC.

**Gweithredu:** Cytunwyd y byddai CCYSAGauC yn edrych ar ymateb PYCAG i Estyn ac yn creu eu hymateb eu hunain.

Eitem 9. Mae Rôl yr Ysgrifenyddiaeth wedi'i rhannu erbyn hyn fel y gobeithid, ac mae'r swyddogaethau unigol i gyd wedi cael eu rhannu ymhlith y Pwyllgor Gwaith.

Eitem 10. Mae'r gynhadledd a gynigiwyd ar gyfer 2019 yn mynd i gael ei gohirio am nifer o resymau tan Hydref 2019. Bydd gan y Gwasanaeth Addysg Gatholig a'r Eglwys yng Nghymru Fframwaith Cefnogol i'w hysgolion, felly bydd tri Fframwaith Cefnogol ar waith yng Nghymru. Bydd angen dwy sesiwn hyfforddi arnom - y naill yn Hydref 2019 ac yna lansio'r Fframwaith Cefnogol pan fydd ar gael. Mae angen i ni ystyried pwy fyddai'n talu am y cynadleddau - yr un gyntaf i'w hariannu gan CCYSAGauC ond byddai'n ymddangos yn addas fod y lansio yn cael ei ariannu gan Lywodraeth Cymru.

Eitem 13. Mae cyfeiriad e-bost i CCYSAGauC wrthi'n cael ei sefydlu.

Cafwyd gwahoddiad gan David Hampshire i gyfarfodydd y Rhwydwaith Rhyng-ffydd. Diweddarwyd logo CCYSAGauC ar wefan y Rhwydwaith Rhyng-ffydd. Awgrymodd RT y gallai CCYSAGauC holi a allai CCYSAGauC gael lle ar y Rhwydwaith.

## **6. Cyflwyniad PYCAG:**

**Kevin Palmer, Llywodraeth Cymru.**

### **Dysgu Proffesiynol Penodol Maes Dysgu a Phrofiad yn y Cwricwlwm Newydd**

Eglurodd Kevin y byddai ei gyflwyniad yn ymdrin â dysgu proffesiynol ac nid y cwricwlwm ar hyn o bryd. Hoffai gael cyfle arall i ddod yn ôl at CCYSAGauC i roi cyflwyniad yn fwy penodol ar AG yn y cwricwlwm newydd.

Rhoddodd KP ddiffiniad o 'ddysgu proffesiynol'.

Amlinellodd yr angen am 'hawl' i ddysgu proffesiynol. Gyda phwyslais ar lythrennedd a rhifedd a chymhwysedd digidol, mae angen mynd i'r afael â hyn er mwyn rhoi lle i bynciau eraill yn cynnwys AG.

Mae ar y darparwyr angen meini prawf cynllunio clir er mwyn sicrhau cysondeb.

Mae angen i LIC fod yn atebol a thryloyw ynglŷn â sut mae'r cyllid a ddyrennir yn cael ei wario. Mae LIC wedi ymrwymo buddsoddiad o £24 miliwn i ysgolion ar gyfer dysgu proffesiynol.

Bydd dull gweithredu cenedlaethol o ddysgu proffesiynol gyda'r disgybl wrth galon y model. Mae'n rhaid iddo gael effaith ar ddysgu'r disgyblion neu nid yw'n addas fel arall. Mae angen iddo gysylltu â Phedwar Diben y cwricwlwm newydd.

Tynnodd KP sylw at bwyntiau allweddol o'i gyflwyniad a fydd yn cael eu rhoi ar gael i CCYSAGauC:

Mae pob dysgwr proffesiynol yn wahanol ac mae ganddynt anghenion gwahanol. Felly, mae angen i'r dysgu proffesiynol fod yn unigoledig. Mae angen cydnabod ardaloedd gwahanol, ysgolion lleol, cyd-destunau cenedlaethol.

Mae angen i ni sylweddoli sut mae addysgeg dda yn edrych i'r model dysgu proffesiynol.

Mae achredu a chydabod dysgu proffesiynol yn cael ei ddatblygu.

Diweddarwyd Safonau Athro ac Arweinyddiaeth proffesiynol.

Rhwydweithiau – dull seiliedig ar ymchwil – yn dangos fod ymarferwyr yn gweithio orau pan maen nhw'n gweithio ar draws ysgolion i gefnogi dysgu proffesiynol ei gilydd.

Taith ddysgu broffesiynol yr unigolyn - mae angen i athrawon feddwl ymlaen am sut bydd eu pwnc yn datblygu yn y dyfodol.

Mae Ysgolion Arloesi Dysgu Proffesiynol (bron i 100) yn gwerthuso goblygiadau datblygiadau yn y cwricwlwm newydd ar ddysgu proffesiynol.

Holodd PW sut bydd hyn yn cael ei sicrhau o ran ansawdd. Dywedodd KP mai rôl Estyn yw hyn. Bydd y consortia yn sicrhau ansawdd gwaith ei gilydd hefyd.

Mynegwyd pryder am gyrff masnachol yn 'disgwyl eu tro' i ddatblygu deunyddiau i gefnogi'r cwricwlwm newydd. Y neges gan Lywodraeth Cymru fydd bod prynu cynllun gwaith neu gwricwlwm parod yn cael ei ystyried yn arfer gwael ac yn annerbyniol.

Holodd EW am gapasiti'r staff addysgu a'r adnoddau sydd ar gael i gefnogi'r meddylfryd hwn.

Dywedodd KP fod £24 miliwn yn mynd i ysgolion dros y 18 mis nesaf = £800 yr athro - os defnyddir yr arian hwn yn gydweithredol, h.y. ei grynhoi er mwyn cael y budd mwyaf ohono i gynhyrchu deunyddiau newydd a manteisio ar gyfleoedd HMS - yna bydd yn effeithiol.

Awgrymodd BP fod cyllid yn cael ei gymryd o un maes i gefnogi maes arall.

Holodd PW sut mae LIC yn bwriadu darparu hyfforddiant pan mae arbenigedd arbenigwyr AG wedi ei leihau yn ddiweddar. Cynigiodd KP drafod y pryder hwn ymhellach gyda CCYSAGauC a'r angen i fynd i'r afael ag ef a rhoi cefnogaeth ariannol.

**Gweithredu:** PW i drafod ymhellach gyda KP y broblem fod arbenigedd AG yn crebachu.

## **Manon Jones – Ymgysylltu â ChYSAGau**

Bu'n rhaid i Manon ymddiheuro oherwydd salwch.

Rhoddodd PW ddiweddariad yn ei lle. Adroddodd PW fod yr ymatebion gan GYSAGau wedi dangos cefnogaeth i'r syniad am 'Fframwaith Cefnogol i AG' a fydd yn cael ei ariannu gan Lywodraeth Cymru. Gallai'r Fframwaith Cefnogol hwn gael ei addasu neu ei fabwysiadu gan GYSAGau i fod yn Faes Llafur Cytûn i AG.

Edrychodd yr aelodau ar gyflwyniad gan yr Athro Donaldson y gellir ei wyllo yma:

<https://www.youtube.com/watch?v=oQ-rX4besgw&feature=youtu.be>

Yn dilyn cyfres o gyfarfodydd rhwng LIC a ChYSAGau ym mhob Consortiwm, dywedodd PW y dylai CYSAGau ymateb fel pwyllgor yn hytrach nag fel aelodau unigol.

Ym mis Ionawr 2020 bydd y ddogfen ymgynghori derfynol yn cael ei chyhoeddi cyn i'r ymgynghoriad ddod i ben ym Mehefin/Gorffennaf 2020.

Mynegwyd pryder am lwyth gwaith athrawon a sut bydd ganddynt amser nid yn unig i barhau i ddysgu ond hefyd i ymgysylltu â'r cwricwlwm newydd ynghyd â rhoi eu meddwl ar sut bydd pynciau yn newid a datblygu yn y dyfodol.

Nododd MM ein bod newydd gael newid anferth gyda'r TGAU ac mae disgwyl i athrawon ysgwyddo mwy o newidiadau sylweddol yn her enfawr.

Ategodd TT y galwadau afrealistig sydd ar athrawon a dywedodd na fydd yr £800 i bob athro y soniodd KP amdano ynghynt yn mynd yn bell o ran cefnogaeth broffesiynol. Pwysleisiodd un Pennaeth yr angen i ystyried lles athrawon a dywedodd fod hyn yn hollbwysig ac na ddylid ei anwybyddu. Dywedodd na fu amser gwaeth o ran diffyg cyllid i ysgolion.

## **7. Cefnogaeth AG Broffesiynol i GYSAGau / Awdurdodau Lleol**

Adroddodd EE fod CCYSAGauC wedi ysgrifennu at bob ALI yng Nghymru yn gofyn am fanylion pa lefel o gefnogaeth a roddir i'r CYSAG o ran cymorth AG proffesiynol, gweinyddiaeth (clerc) a swyddog addysg. Nodwyd fod pymtheg ALI wedi ymateb gyda manylion. Fodd bynnag, ers yr adroddiad hwn mae'r sefyllfa wedi newid mewn sawl awdurdod.

Mae Mary Parry wedi ymddeol felly nid yw mwyach yn dal y swydd yn Sir Gaerfyrddin nac yn cefnogi CYSAG Sir Benfro chwaith. Nid oes gan Gonsortiwm Canolbarth y De gefnogaeth AG arbenigol bellach i helpu'r pum CYSAG, ond mae ganddynt Maggie Turford, sydd yn addysgwraig brofiadol.

Adroddodd LJ fod PYCAG hefyd wedi mynd i weld y Cyfarwyddwr Addysg hynny nad oes ganddynt gynghorydd proffesiynol penodol i CYSAG i gadarnhau pwy sy'n rhoi'r gefnogaeth honno.

Mae'r sefyllfa bresennol o ran cefnogaeth broffesiynol i GYSAGau fel a ganlyn:

Ynys Môn - Helen Bev, Pennaeth AG yn Ysgol David Hughes. Nodwyd ei bod yn faich mawr ar athrawon llawn amser i gefnogi CYSAG oni eu bod yn cael amser digonol i gael eu rhyddhau o'u dyletswyddau ysgol i ymgymryd â gwaith CYSAG.

Sir Gaerfyrddin – Mae Marian Morgan yn llanw er nad hi sydd wedi dod yn lle Mary Parry  
Ceredigion - Alwyn Roberts

Conwy – dim ymateb

Gwynedd – dim ymateb

Sir y Fflint – dim ymateb

Sir Ddinbych – ymateb dros dro

Sir Benfro – Amanda Lawrence Pennaeth Ysgol Gynradd

Powys – Sian Fielding, Cynghorydd Herio

Castell Nedd Port Talbot – Nid oes gan Rachel Samuel, Pennaeth AG, unrhyw amser penodedig heblaw ar gyfer mynychu cyfarfodydd.

Abertawe - Jennifer Richards – wedi cael 15 diwrnod i gefnogi'r CYSAG.

Bro Morgannwg, Rhondda Cynon Taf, Pen-y-bont ar Ogwr, Caerdydd, Merthyr Tudful  
(Consortiwm Canolbarth y De) – newydd benodi Maggie Turford sydd dim yn arbenigwr ond yn addysgwraig brofiadol.

Torfaen, Casnewydd, Blaenau; Gwent, Caerffili, Sir Fynwy – mae EAS wedi penodi Paula Webber sy'n arbenigwr AG i weithio'n llawn amser.

Wrecsam - Ymgynghorydd AG penodedig (4 diwrnod) yn cael ei ddarparu gan Sefydliad Addysgol Plwyfol Wrecsam.

Nododd RT fod Cadeirydd Ynys Môn wedi ysgrifennu at Brif Weithredwr y Consortia am eu pryder fod yr arbenigwyr AG, Bethan James a Phil Lord, wedi cael eu tynnu o ddarparu cefnogaeth i'r CYSAG gan y consortia ond ni chafwyd ymateb. Adroddodd mai ymateb Kirsty Williams yw bod hwn yn fater i'r ALI ac nid i LIC.

Dywedodd DT, er bod gan Consortiwm Canolbarth y De Arbenigwr AG ar ei staff, nid yw hi wedi cael ei ddefnyddio i gefnogi'r CYSAGau ond yn hytrach mae rhywun nad yw'n arbenigwr wedi cael ei phenodi i wneud y gwaith CYSAG.

Awgrymodd LJ fod CCYSAGauC yn ysgrifennu at y consortia perthnasol i ofyn pam nad ydynt yn darparu cefnogaeth AG arbenigol i GYSAG eu Hawdurdodau Lleol. Gellid ysgrifennu llythyr at y consortia hefyd i ofyn pam nad ydynt yn sicrhau fod ganddynt gefnogaeth arbenigol AG i'r CYSAGau, ond nodwyd ei bod yn bosibl nad yw hyn yn rhan o'r cytundeb rhwng yr ALLau a'r Consortia ac nad yw'r ALLau o bosibl yn talu i'r Consortia wneud hynny.

Ategodd HW eto yr angen am gefnogaeth arbenigol AG a nododd fod CYSAG yn dibynnu ar arbenigedd rhywun ym maes AG i ddelio â materion penodol, nid lleiaf cynghori ar y Maes Llafur Cytûn ac ysgrifennu'r Adroddiad Blynyddol.

### **Gweithredu:**

- a) CCYSAGauC i ysgrifennu at y Gweinidog am y mater hwn.
- b) Mynd â'r pwnc hwn i'w drafod yn y cyfarfod nesaf gyda LIC yn y gwanwyn.
- c) Ysgrifennu at y consortia nad ydynt yn darparu cefnogaeth AG arbenigol i'w ALLau.
- d) Ysgrifennu at yr ALLau nad oes ganddynt gefnogaeth AG arbenigol i'r CYSAGau.

## 8. Aelodaeth Pwyllgor Gwaith CCYSAGauC

Cyhoeddodd EE fod Mary Parry wedi ymddeol o'i swydd gyda Sir Gaerfyrddin ac felly nad yw hi mwyach yn aelod o Bwyllgor Gwaith CCYSAGauC. Gwahoddir CYSAG Sir Gaerfyrddin i enwebu rhywun yn ei lle tan 2019.

Gan nad yw Gill Vaisey yn gysylltiedig â ChYSAG mwyach, nodwyd nad yw hi'n gymwys i barhau fel Is Gadeirydd ac felly ni all ddod yn Gadeirydd CCYSAGauC yn y Cyfarfod Blynyddol Cyffredinol nesaf. Eglurodd GV fod Consortiwm Canolbarth y De, wedi dod â'i swydd fel ymgynghorydd i GYSAG Caerdydd i ben, a hynny yn sydyn heb unrhyw gyfathrebu nag ymgynghori gyda hi ymlaen llaw.

Er mwyn rheoli'r sefyllfa annisgwyl hon, roedd y Pwyllgor Gwaith wedi awgrymu fod y Cadeirydd parhaol yn parhau am flwyddyn ychwanegol tra bod Is Gadeirydd newydd o haf 2019 yn setlo yn y swydd.

Nodwyd fod LJ wedi cynnig gweithredu fel Is Gadeirydd tan 2019 ond y byddai'n ormod o waith iddi mewn gwirionedd, pe bai gofyn iddi gadeirio cyfarfod CCYSAGauC yn ogystal â chyfarfod PYCAG y diwrnod cynt.

Awgrymodd DT nad yw hi'n deg i un person ysgwyddo mwy o gyfrifoldeb.

Awgrymodd RT fod yr aelodau'n derbyn cynnig y Pwyllgor Gwaith. Pe bai angen byddai ef yn cynnig cadeirio cyfarfod CCYSAGauC pe na fyddai'r Cadeirydd ar gael. Awgrymodd TT fod angen denu mwy o bobl i rannu'r swyddi pwysig yma.

Cynigiodd AL drafod â'r Pwyllgor Gwaith y posibilrwydd ei bod hi'n cymryd swydd yr Is Gadeirydd.

Pwysleisiwyd yr angen i sicrhau fod y Pwyllgor Gwaith yn gyflawn gydag unigolion sy'n gallu bod yn aelodau gweithgar a gwneud gwaith y pwyllgor yn effeithiol.

Cytunwyd y bydd GV yn parhau fel cynrychiolydd yr REC a hefyd fel cynrychiolydd EftRE i CCYSAGauC.

Bydd PW yn dod yn drydydd cynrychiolydd REC ochr yn ochr â Tania ap Sion sydd hefyd yn gynrychiolydd ar hyn o bryd.

## 9. Addoli ar y Cyd

Nodwyd fod y ddogfen a baratowyd gan EE ar Addoli ar y Cyd wedi cael ei hanfon i GYSAGau. Cytunwyd i argymhell i GYSAGau eu bod yn ystyried y papur hwn yn eu cyfarfod nesaf.

**Gweithredu:** Argymhell i GYSAGau eu bod yn rhoi'r papur ar Addoli ar y Cyd ar eu hagenda gyda golwg ar ei ddosbarthu i bob ysgol yn eu hawdurdod lleol.

## 10. Diweddariadau:

### 1. Andrew Pearce - Adborth CBAC a Lefel A o ganlyniadau 2018.

Rhoddodd AP drosolwg ar sut mae'r TGAU newydd yn datblygu. Amlinellodd y canfyddiadau hyd yma o'r canlyniadau a'r papurau a dderbyniwyd. Ni wnaeth nifer o ysgolion roi cynnig ar y fanyleb TGAU eleni.

Mae'r cyflwyniad *power point* ar gael i ganolfannau ac fe'i rhoddir ar gael i aelodau CCYSAGauC hefyd.

Nodwyd ei bod yn arferol i Ysgolion Catholig neilltuo mwy o amser cwricwlwm i Astudiaethau Crefyddol i ymdrin â manyleb TGAU ac efallai fod hyn yn esbonio'r canlyniadau cadarnhaol amlwg mewn Ysgolion Catholig.

Trafododd AP y canlyniadau Lefel A hefyd gan nodi fod graddau wedi gwella 2% eleni o'i gymharu â'r blynyddoedd blaenorol. Roedd y nifer yn cynnig wedi cynyddu eleni yng Nghymru ond yn Lloegr gwelwyd gostyngiad sylweddol.

Y papur mwyaf poblogaidd yw'r un ar Fwdhaeth. Cafwyd canlyniadau ardderchog yn y papur gorfodol ar Grefydd a Moeseg. Nid yw'n ymddangos fod y diffyg gwerslyfrau wedi amharu ar y canlyniadau. Ond yn y fan yma dywedodd athro fod y diffyg hwn wedi effeithio ar les athrawon gan eu bod wedi gorfod gwneud i fyny am y diffyg llyfrau. Dywedodd AP y bydd llyfrau ar gael yn y dyfodol.

Mae 'Share Space' ar gael fel adnodd i athrawon. Mae gan *RE Online* fideos defnyddiol sy'n dangos gwerth Addysg Grefyddol fel pwnc.

Daeth AP i ben drwy longyfarch yr ysgolion ar eu canlyniadau ardderchog.

Nododd RT fod CYSAG Ynys Môn wedi cwyno fod y papur arholiad AG Cymraeg anghywir wedi'i roi i'r ymgeiswyr. Dywedodd AP fod y sefyllfa wedi cael ei datrys yn effeithiol iawn ac na fu'r disgyblion o dan anfantais ac na chafwyd graddau is o ganlyniad i'r sefyllfa.

Gwahoddodd PW Andrew Pearce i gyfarfodydd yn y dyfodol gan ddweud y byddai hyn yn fanteisiol i CCYSAGauC ac i CBAC fel ei gilydd.

### 2. Rudi Lockhart Y Comisiwn ar AG – cyhoeddwyd y ddogfen derfynol ar 9 Medi 2018

Amlinellodd RL yr adroddiad a'r hyn y mae'r Cyngor Addysg Grefyddol yn ei wneud yn ei sgil.

Tynnodd sylw at dair elfen.

#### 1. Gweledigaeth newydd i'r pwnc

Mae'r adroddiad yn cynnig teitl newydd i'r pwnc - Crefydd a Golwg ar y Byd. Dywedodd nad yw hyn yn golygu ychwanegu 'golwg ar y byd' at y cwricwlwm.

Mae golwg ar y byd yn cyfeirio at natur y pwnc – sef wrth archwilio crefydd, bydd modd trafod sut mae pobl yn gweld y byd. Y bwriad yw cwmpasu popeth sy'n dda mewn addysg grefyddol tra'n cydnabod amrywiaeth a pheidio â bod wedi'ch cyfyngu gan ffiniau.

Mae tudalennau 12 a 13 yn trafod yr hawl cenedlaethol a thudalennau allweddol yr adroddiad ond ceir syniad mwy cyflawn wrth ddarllen y ddogfen i gyd.

## 2. Y Strwythur Cyfreithiol

Mae'r REC am awgrymu enwau pobl a allai ysgrifennu rhaglen astudiaeth genedlaethol anstatudol gyda golwg ar ei gwneud yn statudol yn y dyfodol.

Wedi i'r rhaglen astudiaeth ddod yn statudol byddai angen galw Cynhadledd Maes Llafur Cytûn. Byddai ysgolion yn gallu dewis p'un ai i ddilyn y maes llafur cenedlaethol neu Faes Llafur Cytûn y cytunwyd arno'n lleol.

Gellir ail-frandio CYSAGau a'i galw'n Rhwydweithiau Cynghorol Lleol

Awgrymwyd nad yw'n ymarferol cael gwared ar yr hawl i dynnu plant yn ôl o AG.

## 3. Cynllun ariannu cenedlaethol

Mae'r adroddiad yn cynnig nifer cynyddol o oriau ar gyfer AG mewn hyfforddiant athrawon i 12 awr – er cydnabyddir nad yw hyn yn ddigon.

Rhannwyd y sylwadau cyffredinol canlynol.

Gwelwyd ymatebion cadarnhaol iawn i'r adroddiad gan y rhan fwyaf o sefydliadau. Cafwyd nifer fechan o ymatebion beirniadol gan dri chorff yn bennaf – y Bwrdd Dirprwyon Iddewon, NASACRE a'r Gwasanaeth Addysg Gatholig.

Mae'r REC wedi bod yn lloio Aelodau Seneddol yn San Steffan ac mae pawb yn cael eu hannog i ysgrifennu at eu AS drwy lythyr templed sydd ar gael gan yr REC.

Mae angen codi ymwybyddiaeth am yr adroddiad o fewn y cymunedau AG mewn CYSAGau a rhwydweithiau athrawon.

Awgrymodd LJ y bydd PYCAG yn rhoi papur at ei gilydd i ystyried beth y gall gymryd o'r adroddiad a rhannu'r rhain gyda Phwyllgor Gwaith CCYSAGauC.

Dywedodd RL fod y newid enw wedi cael cryn sylw gan y cyfryngau ond nad enw'r pwnc sy'n bwysig mewn gwirionedd ond y cyd-destun.

### ***Cau'r cyfarfod***

Oherwydd cyfyngiadau ar symud o amgylch yr ysgol daeth y cyfarfod i ben am 3.48 p.m.

## **11. Gwefan CCYSAGauC**

Nis trafodwyd.

**12. Adroddiad Cyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 3 Hydref 2018**

Nis trafodwyd.

**13. Gohebiaeth**

Nis trafodwyd.

**14. Unrhyw Fater Arall**

Nis trafodwyd.

**15. Dyddiad y cyfarfod nesaf:**

Gwanwyn 2019 – Caerdydd 26 Mawrth

Haf 2019 – Conwy (dyddiad i'w gadarnhau)

Diolchodd EE i bawb a oedd wedi cefnogi'r cyfarfod:

Y Pennaeth Fiona Gravell, Marged Williams, Pennaeth AG, a staff a disgyblion Ysgol Llanilltud Fawr

Jeremy Morgan, Clerc CYSAG Bro Morgannwg

Cynghorydd Bob Penrose, Aelod Cabinet Dysgu a Diwylliant Bro Morgannwg

Cynghorydd Eddie Williams, Cadeirydd CYSAG Bro Morgannwg

Maggie Turford, Ymgynghorydd i GYSAG Bro Morgannwg

Steffan William, Cyfieithydd

Kevin Palmer, Andrew Pearce a Rudi Lockhart am y cyflwyniadau.



**Attendance**

<p><b>Ynys Môn / Anglesey</b> Rheinallt Thomas (RT)</p> <p><b>Blaenau Gwent</b> Paula Webber (PW) Kathy Riddick (KD)</p> <p><b>Pen-y-bont ar Ogwr / Bridgend</b> Edward J. Evans (EE) Maggie Turford (MT)</p> <p><b>Caerffili/ Caerphilly</b> John Taylor (JT) Enfys Hawthorn (EH) Paula Webber (PW)</p> <p><b>Caerdydd / Cardiff</b> Maggie Turford (MT)</p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b> Helen Gibbon (HG)</p> <p><b>Ceredigion</b></p> <p><b>Conwy</b></p> <p><b>Sir Ddinbych / Denbighshire</b></p>	<p><b>Sir y Fflint / Flintshire</b></p> <p><b>Gwynedd</b></p> <p><b>Merthyr Tudful / Merthyr Tydfil</b> Maggie Turford (MT) Ernie Goldsworthy (EG) Mark Prevett (MkP)</p> <p><b>Sir Fynwy / Monmouthshire</b> <b>Sir</b> Tudor Thomas (TT) Paula Webber (PW)</p> <p><b>Castell-nedd Port Talbot /Neath and Port Talbot</b> Hugh James (HJ)</p> <p><b>Casnewydd / Newport</b> Ilona Dziedzic (ID) Paula Webber (PW)</p> <p><b>Sir Benfro / Pembrokeshire</b> Amanda Lawrence (AL)</p> <p><b>Powys</b> John Mitson (JM)</p> <p><b>Rhondda Cynon Taf</b> Maggie Turford (MT) Mathew Maidment (MM)</p>	<p><b>Abertawe / Swansea</b> Jennifer Harding -Richard (JHT) Alison Lewis (AL)</p> <p><b>Torfaen</b> Paula Webber (PW)</p> <p><b>Bro Morgannwg / Vale of Glamorgan</b> Dafydd Trehearn (DT) Eddie Williams (EW) Rob Crowley (RC) Maggie Turford (MT)</p> <p><b>Wrecsam / Wrexham</b> Libby Jones (LJ)</p> <p><b>Sylwedyddion / Observers</b> Rudolf Elliot Lockhart, REC Tudor Thomas, MAGC Marged Williams, Llantwit School</p> <p><b>Cyflwynwyr/Presenters</b> Kevin Plamer, WG Andrew Pearce, WJEC</p> <p><b>Minutes</b> Gill Vaisey (GV)</p>
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## **Minutes of the meeting**

### **1. Introduction and welcome**

Prior to the meeting members enjoyed musical items from pupils of the school.

Councillor Bob Penrose Cabinet Member Learning and Culture for Vale of Glamorgan welcomed members to the Local Authority and in particular to Llantwit Major School. He gave thanks to the Headteacher Fiona Gravell for hosting both the NAPfRE meeting the previous day and the WASACRE meetings in this remodelled school.

Also, thanks were extended to Marged Williams Head of RE at the school for supporting the organisation of the day.

Cllr Penrose spoke of the challenging times of the new curriculum. He noted that RE's position needs to be made prominent as RE is a fundamental part of the curriculum and has enormous value. He referred to the need for SACREs to benefit from commitment, enthusiasm and skills and knowledge from all groups on the committee.

EE thanked Cllr Penrose for his warm welcome and reflections.

### **2. Quiet reflection**

EE shared a tale of the Cariboo people that reiterates the need for peace across the world. Individuals can be collectively powerful if working together.

### **3. Apologies**

Apologies were received from Rachel Samuel, Cllr Lyndon Lloyd, Janet Jones, Tania ap Sion, Dylan Rhys, Manon Jones.

### **4. Minutes of meeting held in Llangefni, 6th July, 2018**

The minutes were accepted as a true record of the meeting.

### **5. Matters arising**

Item 5. It was confirmed that since Carmarthen SACRE raised the issue of the necessity for bilingualism in all communication, everything sent out since the last meeting has been bilingual.

LJ to approach Lynda Maddock regarding a representative from WJEC. LJ has spoken to both Lynda Maddock and Andrew Pearce who have said they will do their best to attend both NAPfRE and WASACRE meetings. The importance of the need for WJEC representatives to attend NAPfRE and WASACRE to assist the very important communication process and for them to be fully aware of developments with the new curriculum was emphasised.

Item 6. Linda Rudge and REQM. PW reported that she had followed up on this. LTLRE funding has been withdrawn and been reallocated to a new project being undertaken by RE Today Services on behalf of Culham St Gabriels.

Four SACREs out of five that PW works with are keen to promote the REQM in their authorities. LJ reported that in Wrexham three schools per cycle could be funded to apply for the REQM award.

Item 7. Estyn Thematic Review. It was reported that NAPfRE will be responding to this report. LJ asked if WASACRE will be doing the same.

RT suggested that WASACRE does reply but as we rely on NAPfRE members for professional support in these areas, WASACRE could consider their report and adapt it to formulate a WASACRE response.

**Action:** Agreed for WASACRE to consider NAPfRE's response to Estyn and create their own response.

Item 9. The Secretarial Role has now been divided as hoped and all the individual roles have been covered amongst the Exec Committee.

Item 10. The conference proposed for 2019 is to be postponed due to a number of reasons until Autumn 2019. The Catholic Education Service and Church in Wales will have a supporting Framework for their schools, therefore there will be three Supporting Frameworks in place in Wales. We will need two training sessions – one in Autumn 2019 followed by a launch of the Supporting Framework when available. We need to consider who would fund the conferences – first one to be funded by WASACRE but it would seem appropriate that the launch should be funded by WG.

Item 13. A WASACRE email address is in the process of being set up.

David Hampshire has extended an invitation to the Interfaith Network meetings.

The WASACRE logo has been updated on the Interfaith Network website.

RT suggested that WASACRE might enquire about whether WASACRE could have a place on the Network.

## **6. NAPfRE Presentation:**

**Kevin Palmer, Welsh Government.**

### **AoLE Specific Professional Learning in the New Curriculum**

Kevin outlined that his presentation would cover professional learning and not the curriculum at present. He would like another opportunity to return to WASACRE and offer a future presentation more specifically on RE in the new curriculum.

KP gave a definition of 'professional learning'.

He outlined the need to an 'entitlement' to professional learning and recognises that with an emphasis on literacy and numeracy and digital competence this needs to be addressed in order to accommodate other subjects including RE.

Providers need clearly stated design criteria to ensure consistency.

WG needs to be answerable and transparent about how the allocated funding is spent. WG have committed to £24 million investment into schools for professional learning.

There will be a national approach to professional learning with the pupil at the heart of the model. It has to make an impact on the pupils' learning otherwise it is not appropriate. Needs to link to the Four Purposes of the new curriculum.

KP highlighted key points from his PPT presentation which will be made available to WASACRE:

All professional learners are different and have different needs. Therefore, the professional learning needs to be highly individualised. Need to recognise different regions, local schools, national contexts.

We need to recognise what good pedagogy looks like for the professional learning model.

Accreditation and recognition of professional learning is being developed.

Professional Teacher and Leadership Standards have been updated.

Networks – research-based approach – shows that practitioners work best when they work across schools to support each other's professional learning.

Individual Professional learning journey – teachers need to be forward thinking about how their subject will develop in future years.

Professional Learning Pioneer Schools (almost 100) are evaluating the professional learning implications of developments in the new curriculum.

PW questioned how this will be quality assured. KP stated that this is Estyn's role. Consortia will also quality assure each other's work.

Concern was raised about commercial organisations 'waiting in the wings' to develop curriculum support material for the new curriculum. The message from Welsh Government will be that buying in a scheme of work or a ready-made curriculum will be deemed to be bad practice and not acceptable.

EW questioned the capacity of teaching staff and the resources available to support this thinking.

KP advised that £24 million is to go into schools over the next 18 months = £800 per teacher – if this money is used collaboratively i.e. pooled to maximise its effect in producing new materials and making use of INSET opportunities then it will be effective.

BP suggested that the funding is being taken from one area to support another area.

PW asked how WG plan to provide training when the expertise of RE specialists has been so diminished recently. KP offered to discuss further with WASACRE this area of concern and the need for this to be addressed and supported financially.

**Action:** PW to further discuss with KP the issue of diminished RE expertise.

## **Manon Jones – Engagement with SACREs**

Manon had to give her apologies due to illness.

PW gave an update in her place. PW reported that responses from SACREs have indicated support for the idea of a 'Supporting Framework for RE' which will be funded by Welsh Government. This Supporting Framework could be adapted or adopted by SACREs to become their local Agreed Syllabus for RE.

Members viewed a presentation from Professor Donaldson which can be seen here:

<https://www.youtube.com/watch?v=oQ-rX4besgw&feature=youtu.be>

Following the series of meetings between WG and SACREs within each Consortia, PW advised that SACREs should respond as a committee rather than as individual members.

In January 2020 the final consultation document will be issued before the consultation ends in June/July 2020.

Concern was raised about the workload of teachers and how they could have time to not only continue teaching but also become familiar with the new curriculum and also be expected to be forward looking about how subjects will change and develop.

MM noted that we have just had a massive change with the GCSE and to expect teachers to take on more significant changes is a huge challenge.

TT reiterated the unrealistic demands on teachers and also that the £800 per teacher noted by KP earlier will not stretch far in terms of professional support. A Headteacher also stressed the need to consider teacher well-being and that this is crucial and should not be overlooked. She noted that there has never been such a time of shortage of funding for schools.

## **7. Professional RE Support for SACREs / LAs**

EE reported that WASACRE had written to every LA in Wales asking for details of what level of support is provided to the SACRE in terms of professional RE support, administration (clerk) and education officer. It was noted that fifteen LAs responded with details. However, since this report the situation has changed in several authorities.

Mary Parry retired and is no longer in post in Carmarthenshire and no longer supports Pembrokeshire SACRE either. Central South Consortium now has no RE specialist support to cover the five SACREs, but does have Maggie Turford, who is an experienced educationalist.

LJ reported that NAPfRE has also approached the Directors of Education who do not have a designated professional adviser to SACRE to confirm who is providing that support.

The current situation for professional support for SACREs is:

Anglesey – Helen Bev, Head of RE at Ysgol David Hughes. It was noted that it is an unrealistic burden on practising full-time teachers to support a SACRE unless they are given adequate time to be released from their school duties to carry out the SACRE work.

Carmarthenshire - Marian Morgan is covering although is not the replacement for Mary Parry  
Ceredigion - Alwyn Roberts  
Conwy - no response  
Gwynedd - no response  
Flintshire - no response  
Denbighshire – holding response  
Pembrokeshire – Amanda Lawrence Primary School Headteacher  
Powys – Sian Fielding, Challenge Adviser  
Neath Port Talbot – Rachel Samuel, Head of RE has no additional time allocated other than to attend meetings.  
Swansea - Jennifer Richards – allocated 15 days to support the SACRE.  
Vale of Glamorgan, Rhondda Cynon Taf, Bridgend, Cardiff, Merthyr Tydfil (Central South Consortium) - newly appointed Maggie Turford who is not a specialist but an experienced educationalist.  
Torfaen, Newport, Blaenau Gwent, Caerphilly, Monmouthshire - EAS has appointed Paula Webber who is a RE specialist as a full time employee.  
Wrexham – Dedicated RE advisor (4 days) provided by the Wrexham Parochial Educational Foundation.

RT noted that the Chair of Anglesey wrote to the Chief Exec of the Consortia regarding their concern that RE experts Bethan James and Phil Lord have been removed from providing support to SACRE by the consortia but no response has been received. He reported that Kirsty Williams' response is that this is an LA issue not a WG issue.

DT noted that even though the Central South Consortium has in fact an RE Specialist within its staff, she has not been utilised to cover the SACREs but instead a non-specialist has been newly recruited to cover the SACRE work.

LJ suggested that WASACRE writes to the relevant Consortia to ask why they are not providing specialist RE support to their LA SACREs. A letter could also be written to consortia to ask why they are not ensuring that they have RE specialist support for the SACREs, but noted that it is possible that this is not part of the agreement between the LAs and the Consortia and that LAs may not be paying for the Consortia to do so.

HW again reiterated the need for RE specialist support and noted that SACRE is reliant on the expertise of someone in the field of RE to deal with specific issues and not least in advising on the Agreed Syllabus and writing the Annual Report.

**Action:**

- a) WASACRE to write to the Minister regarding this issue.
- b) Take this as an item for discussion to the next meeting with WG in the spring.
- c) Write to the consortia who do not provide specialist RE support to their LAs.
- d) Write to LAs who do not have RE specialist support to SACREs.

## **8. Membership of WASACRE Executive**

EE announced that Mary Parry has retired from her post with Carmarthenshire and so therefore is no longer a WASACRE Executive member. Carmarthenshire SACRE will be invited to nominate a replacement until 2019.

It was noted that as Gill Vaisey is no longer associated with a SACRE she is not eligible to continue as Vice Chair and therefore cannot become Chair of WASACRE at the next AGM. GV explained that Central South Consortium had suddenly, without any prior communication or consultation with herself, terminated her role as consultant to Cardiff SACRE.

In order to manage this unexpected situation, the Executive has suggested that the current Chair covers an additional year whilst a newly appointed Vice Chair from summer 2019 settles into the role.

It was noted that LJ has offered to act as Vice Chair until 2019 but this will be too onerous for her to actually take on in practice should she be asked to Chair a WASACRE meeting as well as a NAPfRE meeting the previous day.

DT suggested that it is not fair that one person takes on more responsibility.

RT suggested that members accept the proposal of the Executive Committee and that if required he would offer to chair a WASACRE meeting should the Chairperson not be available. TT suggested that it is necessary to attract more people to share these key roles.

AL offered to discuss with the Exec the possibility of her taking the acting Vice Chair role.

It was reiterated the need to ensure that the Exec committee is fully complete with persons who are able to be active members and effectively carry out the work of the committee.

It was agreed that GV will continue as REC representative and also as EFtRE representative for WASACRE.

PW will also become a third REC representative alongside Tania ap Sion who is currently also a representative.

## **9. Collective Worship**

It was noted that the document prepared by EE on Collective Worship has been sent to SACREs. It was agreed to recommend to SACREs that they consider this paper at their next meeting.

**Action:** Recommend to SACREs that they agenda the paper on Collective Worship with a view to it being distributed to all schools in their local authority.

## 10. Up-dates:

### 1. Andrew Pearce – WJEC and A Level Feedback from 2018 results.

AP gave an overview of how the new GCSE is unfolding. He outlined the findings so far from the results and papers received. Many schools did not enter the GCSE specification this year.

The power point is available to secure centres and will be made available to WASACRE members.

It was noted that it is usual for Catholic Schools to allocate more curriculum time to RS to cover the GCSE specification and this may explain the evident positive results in Catholic Schools.

AP also talked through the A Level results noting that grades had improved this year by 2% increase compared with previous years. The number of entries had also increased this year in Wales whereas in England it has significantly declined.

The greatest uptake is that of the Buddhism paper. The Religion and Ethics compulsory paper achieved excellent results. The lack of available text books does not seem to have been detrimental on the results. A teacher pointed out at this stage that this has however impacted on the well-being of teachers who have had to compensate for the lack of books. AP advised that books will be available for the future.

'Share Space' is available as a resource for teachers. RE Online has useful videos showing the value of Religious Education as a subject.

AP concluded with congratulations to schools that have achieved such good results.

RT noted that Anglesey SACRE had complained that the wrong Welsh language RS examination paper had been given to candidates. AP noted that the situation was dealt with very effectively and that pupils were not disadvantaged and did not suffer any lesser grades as a result of the situation.

PW invited AP to future meetings and reiterated that this would be mutually beneficial to both WASACRE and WJEC.

### 2. Rudi Lockhart Commission on RE – the final document published 9<sup>th</sup> September 2018

RL gave an outline of the report and what the REC is doing about it.

He highlighted three areas.

#### 1. New vision for the subject

The report proposes a new title for the subject - Religion and World Views. RL suggested this is not about the adding of 'world views' to the curriculum.



World views refers to the nature of the subject – that in exploring religion, world views around and within this will be explored. It intends to encompass all that is good in religious education whilst recognising diversity and not being limited by boundaries

Page 12 and 13 cover the national entitlement and the key pages of the report but the whole document gives a much more rounded reading.

## 2. Legal Structure

The REC is to suggest names of persons who could write a non-statutory national programme of study with a view to this becoming statutory in the future.

Once the programme of study becomes statutory there would be no need to convene an Agreed Syllabus Conference. There would be a choice for schools to choose whether to follow the national syllabus or a locally Agreed Syllabus.

SACREs could be re-branded to become Locally Advisory Networks

It is suggested that it is not feasible to remove the right of withdrawal from RE.

## 3. National plan for funding

The report proposes an increased number of hours for RE within teacher training to 12 hours – although it is recognised that this is still not enough.

The following general comment were shared.

There has been very positive responses to the report from most bodies. There has been a limited number of critical responses mainly from three bodies – Board of Deputies of Jews, NASACRE and the Catholic Education Service

REC has been lobbying MPs at Westminster and everyone is encouraged to write to MPs via a template letter which is available from the REC.

There is a need to raise awareness of the report within the RE communities within SACREs and teacher networks.

There is a need to refine some of the ideas to ensure that everyone is on board.

LJ suggested that NAPfRE will be putting together a paper to consider what it can take from the report and share these with the WASACRE Executive.

RL stated that the name change has caused a lot of media coverage but in fact the subject name is not crucial as it is the context that is most important and significant.

### ***Closure of the meeting***

Due to traffic movement restrictions at the school the meeting finished at 3.48 p.m.

## **11. WASACRE Website**

Not covered.

**12. Report for the Executive Committee Meeting held 3<sup>rd</sup> October 2018**

Not covered.

**13. Correspondence**

Not covered.

**14. A.O.B.**

Not covered.

**15. Date for next meeting:**

Spring 2019 – Cardiff 26<sup>th</sup> March

Summer 2019 – Conwy (date tbc)

EE expressed thanks to all those who had supported the meeting:

Headteacher Fiona Gravell, Marged Williams, Head of RE, and staff and pupils of Llantwit Major School

Jeremy Morgan, Clerk to Vale of Glamorgan SACRE

Councillor Bob Penrose Cabinet Member Learning and Culture for Vale of Glamorgan

Councillor Eddie Williams, Chair of Vale of Glamorgan SACRE

Maggie Turford, Consultant to Vale of Glamorgan SACRE

Stephan William, Translator

Kevin Palmer, Andrew Pearce and Rudi Lockhart for the presentations.



Ysgrifennydd/Secretary:  
Paula Webber  
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Tredomen Park, Ystrad Mynach,  
Hengoed CF82 7EH  
e-bost/e-mail:  
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ffôn/ tel: 07904 644728

13 Chwefror, 2019

Annwyl Glerc CYSAG,

Yn dilyn ein proses flynyddol arferol, rwy'n ysgrifennu atoch i wahodd CYSAGau i gynnig enwebiadau am aelodau newydd o Bwyllgor Gwaith CCYSAGau Cymru. Hoffwn i'ch CYSAG drafod unrhyw enwebiad y dymunant ei gynnig yng nghyfarfod CYSAG tymor y gwanwyn. Sylwer, os yw'ch CYSAG eisoes yn cael ei gynryholi ar y Pwyllgor Gwaith, ac eithrio'r Ysgrifennydd, yr Ysgrifennydd Cynorthwyol a'r Trysorydd, yn ôl Cyfansoddiad CCYSAGauC, ni fyddwch yn gallu enwebu rhywun o'ch CYSAG chi y tro hwn. Fodd bynnag, nid yw hyn yn eich rhwystro rhag enwebu unigolyn o GYSAG arall.

Fe sylwch o'r rhestr aelodau sydd ynghlwm, fod 4 lle ar gael, un ohonynt am swydd yr Is Gadeirydd a'r tri arall yn llefydd i Aelodau Gweithredol. Mae'n hanfodol fod CCYSAGauC yn cadw aelodaeth lawn ac amrywiol er mwyn parhau â'i gwaith da, yn cynnwys cymryd rhan allweddol yn natblygiad y cwricwlwm newydd. Felly gofynnwn i chi ystyried y cais hwn yn ofalus gan obeithio y derbyniwn enwebiadau. Dylech nodi fod y rheiny y mae eu tymor yn y swydd wedi dod i ben yn gymwys i gael eu hail-ethol pe byddent yn barod i gael eu henwebu eto.

Mae ffurflen ynghlwm y dylid ei llenwi a'i dychwelyd i mi yn y cyfeiriad ebost/post uchod erbyn **Dydd Gwener, 12 Ebrill 2019**. Byddaf yn anfon y rhestr enwebiadau atoch cyn dydd Gwener 17 Mai 2019, fel bod eich CYSAG yn gallu eu trafod yn eu cyfarfod yn nhymor yr haf mewn pryd i bleidleisio yng Nghyfarfod Blynyddol y Gymdeithas ym mis Gorffennaf.

Sylwer fod disgwyl i'r rhai a enwebir allu mynychu cyfarfodydd y Pwyllgor Gwaith yn rheolaidd (un bob tymor, cyn cyfarfod tymhorol CCYSAGauC) pe byddent yn llwyddiannus yn yr etholiad yn y Cyfarfod Blynyddol ym mis Gorffennaf.

Hoffem ddiolch i chi a'ch aelodau am eich cymorth yn y mater hwn.

Yn gywir,

**Paula Webber**  
**Ysgrifennydd CCYSAGauC**

13 February, 2019

Dear Clerk to SACRE,

Following our normal annual process, I am writing to invite SACREs to make nominations for new members of the WASACRE Executive Committee. Please would your SACRE discuss any nomination that they wish to make at their spring term SACRE meeting. Please note that if your SACRE is already represented on the Executive committee, with the exception of Secretary, Assistant Secretary and Treasurer, according to the WASACRE Constitution you will not be able to nominate a person from your own SACRE at this time. However, this does not prevent you from nominating a person from another SACRE.

You will notice from the attached members list that there are 4 places available, one being the Vice Chair role and three being Executive Member places. It is vital for WASACRE to retain a full and varied membership in order to continue its good work, including being a stakeholder for the new curriculum going forward. As such we ask for your careful consideration of this request and hope that we receive some nominations. You should note that those whose terms of office have ended are eligible for re-election should they be prepared to be nominated again

Please find attached a proforma that should be completed and returned to me at the above email/postal address by **Friday 12 April 2019**. I will send to you the list of the nominations before Friday 17 May 2019, so that your SACRE is able to discuss them in their summer term meeting in time for the vote at the Association's AGM in July.

Please note there is an expectation that nominees will be available to attend executive meetings regularly (one each term, prior to the termly WASACRE meeting) should they be successful in the election at the AGM in July.

We would like to thank you and your members for your assistance in this matter.

Yours sincerely,



**Paula Webber**  
**Secretary to WASACRE**

## LIST OF EXECUTIVE MEMBERS 2018/2019

**Chair-** Edward Evans- Bridgend

**Vice Chair-** Gill Vaisey - Cardiff \* *Vacancy*

*(Representation withdrawn by Cardiff - Interim Acting Vice Chair - Alison Lewis - Swansea)*

**Immediate Past Chair-** Phil Lord – Denbighshire

*(Representation withdrawn by GwE)*

**Secretary-** Paula Webber

**Assistant Secretary-** Libby Jones

**Treasurer-** John Mitson

**Chair of NAPfRE –** Libby Jones

1. Mathew Maidment- RCT (period of office- 2016- 2019)\* *Vacancy*
2. Huw Stephens- Newport (period of office 2016- 2019)\* *Vacancy*
3. Mary Parry- Carmarthenshire (period of office 2016- 2019)\* *Vacancy*
4. Tania Ap Sion- Wrexham (period of office 2017- 2020)
5. Alison Lewis- Swansea (period of office 2017- 2020)
6. Kathy Riddick - Blaenau Gwent (period of office 2018- 2021)

\*4 Places available (which includes the Vice Chair role) as at the 2019 AGM

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**Enwebiadau ar gyfer Pwyllgor Gwaith CCYSAGC/  
Nominations to WASACRE Executive Committee**

**2019**

<b>Enwebiad / Nomination</b>	<b>Enw / Name</b>	<b>ENW CYSAG / SACRE NAME</b>
Is Gadeirydd /Vice Chair		
Pwyllgorgwaith/ Executive Committee		

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Please note the additional information and links to additional papers relevant to the forthcoming SACRE meeting. Many of the agenda items are connected and are concerned with the effectiveness of SACRE going forward into the New Curriculum.

**Item 6 – Curriculum Update** - To inform our discussion SACRE members are requested to view the video of Professor Donaldson outlining his reasons for placing RE within the Humanities AoLE in the New Curriculum for Wales prior to the next SACRE meeting.:

<https://www.youtube.com/watch?v=oQ-rX4besgw&feature=youtu.be>

**Item 7 - Welsh Government Consultation Document (White Paper)- Our National Mission: A Transformational Curriculum Proposals for a new legislative framework**

<https://beta.gov.wales/sites/default/files/consultations/2019-01/consultation-document-transformational-curriculum.pdf> - Welsh Government are consulting on the White Paper. See p. 29ff

which relate to religious education, SACREs and agreed syllabi. The deadline for responses is 25<sup>th</sup> March 2019. SACRE members will consider the paper and whether Monmouthshire SACRE will make a response.

**Item 9. - Estyn Thematic Report – Religious education at key stage 2 and key stage (3 June 2018)**

SACRE members to discuss the recommendations made in the Estyn Thematic Report and how SACRE will respond to Estyn’s recommendations. Members to consider whether any of the recommendations are already being met and how the role of SACRE can be strengthened to support religious education within the authority more effectively. The full report from Estyn is found at:

<https://www.estyn.gov.wales/sites/default/files/documents/Religious%20and%20moral%20education%20at%20key%20stage%202%20and%20key%20stage%203%20report.pdf>

**Item 10. Effective SACREs**

Religious Education Quality Mark: <http://reqm.org/>

REQM – How to apply: <http://reqm.org/achieving-the-award/how-to-apply>

Example of the work of a Youth SACRE: <http://www.nasacre.org.uk/file/nasacre/Newham2.pdf>

**Item 11 - Final Report of the Commission on Religious Education. –**

SACRE members to consider the recommendations of the Final Report from the Commission on Religious Education in England and its relevance to Newport SACRE and to Wales. The list of recommendations can be found on p.11ff. <https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf>

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