



Gwasanaeth Democraidd
Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Cyfarfod / Meeting

CYNGOR YMGYNGHOROL SEFYDLOG ADDYSG GREFYDDOL
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

Dyddiad ac Amser / Date and Time

2.00 p.m. DYDD IAU, 13 MEHEFIN 2013

2.00 p.m. THURSDAY, 13 JUNE 2013

Lleoliad / Location

Siambr Dafydd Orwig

Swyddfeydd y Cyngor

Stryd y Jêl

CAERNARFON

Pwynt Cyswllt / Contact Point

GLYNDA O'BRIEN

01341 424 301

Dosbarthwyd: 05.06.13

**CYNGOR YMGYNGHOROL SEFYDLOG ADDYSG GREFYDDOL
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

AELODAETH / MEMBERSHIP (7)

Plaid Cymru (3)

Y Cynghorwyr/Councillors

Huw Edwards

Gareth Thomas

Selwyn Griffiths

Annibynnol / Independent (2)

Y Cynghorwyr / Councillors

Tom Ellis

Jean Forsyth

Llais Gwynedd (2)

John Brynmor Hughes

Louise Hughes

Aelodau Ex-officio/Ex-officio Members –

Cadeirydd ac Is-Gadeirydd y Cyngor/Chairman and Vice-Chairman of the Council –
Y Cynghorwyr / Councillors Huw Edwards a / and Dewi Owen

Cristnogion a Chrefyddau Eraill / Christians and Other Religions

Yr Eglwys Fethodistaidd / Methodist Church - Mr Wyn Myles Meredith
Undeb Bedyddwyr Cymru / Union of Welsh Baptists - Mrs Ruth Davies
Eglwys Bresbyteraidd Cymru / Presbyterian Church of Wales - Parch. / Rev. Deian Evans
Yr Eglwys yng Nghymru / Church in Wales - Parch. / Rev. Robert Townsend
Yr Annibynnwyr / The Independents – Mr Cynrig Hughes
Yr Eglwys Gatholig / Catholic Church - Mrs Eirian Bradley Roberts

Athrawon / Teachers

ASCL - Mrs Alwen Watkin
UCAC - Mr Noel Dyer
NAS/UWT - Mrs Miriam Angharad Amlyn
NUT - Mr Euron Hughes
ATL - Disgwyl enwebiad / Awaiting Nomination
NAHT - Mrs Lisabeth Roberts

Aelodau Cyfetholedig / Co-opted Members

Mr Rheinallt Thomas
Mr Gwyn Rhydderch
Y Parch. Aled Davies

AGENDA

1. **Prayer**

2. **Election of Chairman**

To elect a Chairman for 2013/2014.

3. **Election of Vice-Chairman**

To elect a Vice-Chairman for 2013/2014.

4. **Apologies**

To receive apologies for absence.

5. **Declaration Of Personal Interest**

To receive any declaration of personal interest.

6. **Urgent Items**

To note any items that are a matter of urgency in the view of the Chairman for consideration.

7. **Minutes**

The Chairman shall propose that the minutes of the meeting of SACRE held on 20 February 2013 be signed as a true copy.

(Copy herewith – White Paper)

8. **Schools' Self-evaluation**

To present a summary of the following schools' Self-evaluation:

- (i) Bethel Primary School
- (ii) Nebo Primary School
- (iii) Penybryn Primary School, Bethesda

(Copy herewith – Green Paper)

9. **Wales Association of SACRE**

(a) To receive draft minutes of the Wales SACRE Association's meeting held on the 22 March 2013 in Newport.

(Copy herewith – Cream Paper)

(b) To note that the next meeting of the Association will be held on 19 June in Caeranfôn.

(c) To consider nominations for the Executive Committee of WASACRE.

(Copy herewith – pink paper)

S.A.C.R.E. – STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION 20.02.13

Present:

Councillor E. Selwyn Griffiths - Chairman
Councillor Gareth Thomas - Vice-chairman

Gwynedd Council Members: Councillors Tom Ellis, Huw Edwards, Jean Forsyth, Louise Hughes

Christians and Other Faiths: Mr Wyn Myles Meredith (Methodist Church), Mr Cynrig Hughes (Independent Church), Eirian Bradley Roberts (Catholic Church) and the Reverend Robert Townsend (Church in Wales).

Co-opted Member: Mr Rheinalt Thomas

Teachers: Mrs Alwen Watkins (ASCL), Mr Noel Dyer, (UCAC) and Mrs Miriam Amlyn (NAS/UWT)

Officers: Mr Ken Robinson (Assistant Education Officer and SACRE Clerk), Miss Bethan James (Humanities Adviser) and Ioan Hughes (Member Support and Scrutiny Officer)

Apologies: Cllr. John Brynmor Hughes, Rev. Deian Evans (Presbyterian Church of Wales), Mrs Ruth Davies (Wales Baptists Union).

1. PRAYER

The meeting was commenced with a prayer by Mr Noel Dyer.

2. THANKS

The Chairman thanked the Vice-chairman for his willingness to chair the previous meeting on 24 October 2012 when he had been absent due to ill-health.

The Chairman welcomed Councillor Huw Edwards to the meeting who had been suffering a period of ill-health.

The Chairman thanked everyone for the support he had received when he had been going through a period off ill-health and he noted that this emphasised the value of friendship.

3. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received from any members present.

4. MINUTES

The Chairman signed the minutes of the previous meeting of this committee, held on 24 October 2012, as a true record.

5. SCHOOLS' SELF-EVALUATIONS

The Assistant Education Officer and SACRE Clerk guided Members through the following self-evaluations and noted that seven schools had responded to his request to submit self-evaluations following recent inspections.

i) Ysgol Abercaseg

The school noted above was an Infants School in Bethesda and it was noted that the school had received an excellent inspection. Specific reference was made to the fact that the school had been awarded 'excellent' in connection with every Key Question.

It was noted that this standard was relatively unique and the officer noted that the Chief Inspector had stated that this school was one of the best he had ever inspected.

In relation to Key Question 1, it was noted that the spiritual, personal, social and ethical development was excellent.

In terms of Collective Worship, it was noted that the school provided an excellent service for the pupils.

The officer added that the Authority was extremely proud of the school's success. In addition, Estyn was pleased with the standards, and consequently the school had been invited to offer three case studies that would be used by Authorities and in other schools all around Wales.

The Humanities Advisor explained that the requirements of Religious Education were different for children in the foundation phase and that it was identified as 'People, Beliefs and Questions'.

The members emphasised that they were pleased to hear about the school's excellent results.

ii) Ysgol Abererch

The school noted above was a small rural school with a relatively inexperienced Head teacher.

In relation to Key Question 1 the Head teacher noted that obtaining real life artefacts (rather than pictures) would enrich the learning as was likely to be more memorable for the pupils.

It was noted that the Head teacher had decided to employ a teacher who had vast experience of learning and coordinating Religious Education and it was noted that this was a strength.

iii) Ysgol Borth-y-gest

It was noted that one of the strengths of the abovementioned school during the inspection was the work to enrich the children's experience through a combination of good work on and off the site through various visits and extra-curricular activities.

Furthermore, the Head teacher expressed his desire to look for opportunities to teach Religious Education on a cross-curricular basis.

A member noted that there were several things in the self-evaluation which deserved high praise and that the Head teacher had been modest in giving the school a score of 'good' rather than 'excellent'.

iv) Ysgol Felinwnda

The school noted above was a very rural school with approximately two dozen pupils attending the school. The Assistant Education Officer and SACRE Clerk noted that the Chief Inspector had noted that the welfare attitudes were a strength in the school.

In terms of Key Question 1, it was noted that questionnaire replies indicated that children felt safe in the school and knew that there was someone there to listen to their problems. The Assistant Education Officer and SACRE Clerk noted that this was a reflection of the homely atmosphere that existed in the school.

The Humanities Advisor referred to the fact that the children were aiming towards level 4 and 5 in the field of Religious Education by the end of Key Stage 2 with the remainder of the class working at levels that corresponded with their personal development.

v) Ysgol Llandygai

The school noted above was a church school and reference was made to the very thorough self-evaluation. It was noted that considerable attention was given to collective worship in the school.

The Humanities Advisor noted that the standards were good in the school but that regular efforts were being made to ensure improvement. She added that examples of the school's work had been used on a national level in the past for the Government's Key Stage 2 Religious Education guidelines.

The Representative of the Church in Wales said that work was being undertaken in the school in order to discover whether attending a Church School had a positive or a negative impact on the pupils' education.

The school had already established a link with St Mary's Centre in Abergwyngregyn who specialised in this field. Consequently, some changes had been made in the school and they had begun studying the impact of these changes.

The member expressed his willingness to give a presentation on the background and work of Church Schools, if his fellow members wished.

vi) Ysgol Foelgron

It was noted that the school was arranging educational visits, which enriched the pupils' work, not only to local places of worship but also to Bardsey Island.

It was added that collaborating with another school was an obvious element in this school. They were collaborating with Ysgol Llanystumdwy, which was also a Church School. This collaboration provided the Foundation Phase teachers with an opportunity to discuss various issues with the Religious Education Advisor.

The Chairman noted that the two schools were quite a distance away from each other and that it was nice that the collaboration existed.

In terms of collective worship, it was noted that there was a special atmosphere and ethos during the services. Specific attention was drawn to the fact that the older children were responsible for this as they played appropriate music when entering and leaving the hall, obtained the relevant resources and adorned a relevant stained window with a cross, candle and other religious symbols.

It was noted that some of the school's work had been used in the latest editions of Religious Education Concepts.

Reference was made to the work that was being undertaken by *Cyfeillion Coleg y Bala* in schools.

vii) Ysgol Tudweiliog

Reference was made to the observations that had been made in the Estyn inspection report held in January 2012, which had stated that the pupils were 'polite' and showed respect and care towards adults and towards their peers.

In terms of Key Question 2, it was noted that the learning was consistently good throughout the school.

RESOLVED:

a) To accept and note the contents of the inspections and self-evaluations and in accordance with the procedure to request that the Assistant Education Officer sends a letter to the above schools congratulating them on their success and to note SACRE's appreciation of the efforts made by them in achieving the grades.

b) That a presentation is given by the Reverend Robert Townsend, (the representative of the Church in Wales), in a meeting of this committee in the future, on the background and work of Church Schools

6. SACRE'S RESPONSE AND GUIDANCE

6a. Submitted – a report by the Humanities Advisor noting that her term in the post with 'Cynnal' was coming to an end on 31 March 2013. As a result of the changes she would be working as part of a new service across north Wales. However, she did not anticipate that her link with Gwynedd SACRE would be cut entirely, although she would be presenting different information on the standards of Religious Education in the schools.

The Humanities Advisor referred to various courses that had been held recently and she drew attention to the following main points:

- Religious Education had been addressed in a course that had been held for the primary sector before Christmas;
- A five day intense course on Humanities that had been arranged for a small crew of Foundation Phase and Key Stage 2 teachers was coming to an end;
- The theme of the course noted above was peace, and some of what had been seen was used in the self-evaluations of some of the schools as part of the Religious Education work.
- Those attending the course would prepare an assignment on Humanities before sharing each other's work;
- Courses had been held for secondary school teachers who taught GCSE courses with leadership from GCSE examiners;
- A session had been held for secondary school teachers where specific attention had been given to the subject's standards and the opportunities available to reach a good literacy level;
- A course called 'Data Reading' had been held for those who taught Humanities in the Secondary Sector. As part of the course, anything that involved a number was used as an unreligious source within the context of Religious Education.

6b The Humanities Advisor referred to the HMS that had been held by the Wales Association of SACREs for Key Stage 3 teachers.

She elaborated on a series of training sessions that had been arranged by the Wales Association of SACREs. The Wales Association of SACREs paid the providers' fees and the Local Authorities provided further financial support in relation to arranging a location for the training and refreshments. The Humanities Advisor gave thanks for the support received.

She used a power point presentation to report in full on the value of the training and specific attention was given to the discussions that had been held regarding the response to the report of the Chief Moderator of Teacher Assessments and the teachers' desire to consider the tasks that were being set. Furthermore, the teachers had been given an opportunity to discuss basic and challenging questions that could form part of Religious Education lessons. In addition, attention was given to the difference between these extreme questions and religious questions. Also, attention was given to questions regarding the human condition.

It was confirmed that the response of Gwynedd schools had been very positive and the attendance was encouraging.

6c. Attention was given to the implications of the end of the CYNNAL advisory service and how SACRE could undertake its duties in the future.

Reference was made to the duties of the new service, but it was noted that full job descriptions had not been received thus far.

In terms of Gwynedd SACRE, the Humanities Advisor expressed some concern in terms of the methods that could be used to monitor the standards of Religious Education in schools.

As a result of the changes, the Chairman referred to the exceptional work of the Humanities Advisor throughout the years. He added that he admired and appreciated the guidance she had provided him.

He further emphasised that there was particular value to the support that had been received and he did not wish to see this support being reduced.

Other members reiterated this appreciation and concern was expressed that the change would mean that the provision would be much poorer. The Humanities Advisor was wished well in her new post.

7. WASACRE SURVEY OF SACREs in Wales – June 2012

a) Submitted – a report by WASACRE on the survey of SACREs in Wales.

b) It was explained that the recommendations for the SACREs in Wales gave specific attention to representation. This meant that consideration could be given as to whether or not the representation on Gwynedd SACRE was acceptable and whether or not there was a need to consider any change.

c) One of the co-opted members noted that a lot of the report was less relevant to Gwynedd and Anglesey than to other areas in Gwynedd due to the nature of the society. Therefore he had some doubts as to the value of appointing a working group to submit feedback to the SACRE on the report's implications.

ch) In response, the representative of the Church in Wales said that he did not want to see the report being disregarded.

d) Upon the Chairman's casting vote, the proposal to appoint a working group to submit feedback to the SACRE on the implications of the report fell.

dd) Submitted – information regarding recommendations that had been made to the Wales Association of SACREs and it was agreed that consideration could be given to the various issues by including them of the agenda of the Gwynedd SACRE meetings.

9. WALES ASSOCIATION of SACREs

a) Submitted - the minutes of the previous meeting of the Association held on 23 November, 2012 in Merthyr Tudful.

b) The Humanities Advisor noted that Religious Education in the Secondary Sector had received considerable attention in the meeting.

c) In response to an enquiry, it was noted that these were draft minutes, and that they would be provided bilingually once they had been approved.

ch) It was confirmed that the meeting of the Association would be held in Caernarfon on 19 June, 2013 and a request was made for strong support for the occasion.

d) Reference was made to the work of the Gwynedd CYSAG representative, Mr Wyn Meredith and his willingness to attend the meetings of the Association on a regular basis.

RESOLVED:

a) To accept the information

b) To nominate Mr Wyn Myles Meredith (in his absence) and Councillor Louise Hughes to act as members of the Executive Committee of the Wales Association of SACREs;

c) To nominate Mr Wyn Myles Meredith (in his absence) to act as Vice-chair of the Wales Association of SACREs, if he is willing to have his name put forward.

10. ANNUAL REPORT – GWYNEDD SACRE

Submitted – for information, the final copy of the Annual Report of Gwynedd SACRE 2011/12

The meeting commenced at 2.00 pm and concluded at 4.00 pm.

CHAIRMAN

Rationale

Religious Education is locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and local authority representatives. SACRE's main function is, "to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit." (Education Reform Act 1988 s.11(1)(a))

Gwynedd SACRE believes that this advice should be based on current information and hopes that the following guidelines will enable headteachers to support SACRE in its duties.

In the past Gwynedd SACRE has monitored religious education and collective worship by:

- reviewing ESTYN inspection reports;
- analysing the assessment and examination results within the secondary schools of the Local Authority;
- receiving regular reports from the representatives of the local school advisory service;
- inviting teachers and headteachers to share examples of good practice with SACRE members.

The new ESTYN Inspection Framework will no longer make specific references to Religious Education and collective worship.

Gwynedd SACRE would therefore like to take advantage of the procedures and practices that are currently used by headteacher and teachers as they prepare for the new Inspection Framework. It was resolved at the Gwynedd SACRE meeting on 13 October 2010 that it would fulfil its statutory responsibilities by inviting schools to share their self evaluation of Religious Education, collective worship and pupils' spiritual and moral development with SACRE members.

Primary and secondary schools are kindly asked to submit a summary of the school's self evaluation to the clerk of Gwynedd SACRE during the year when they are inspected by ESTYN.

Contact details: (kenrobinson@gwynedd.gov.uk) 01286 679888

Name (SACRE Clerk): Ken Robinson.

Address: Arfon Area Education Office, Cyngor Gwynedd, Caernarfon, Gwynedd, LL55 1SH.

Since 2008 the SACREs of Wales have adopted or adapted the National Exemplar Framework for Religious Education (DCELLS 2008) as their locally agreed syllabus. Members of the National Advisory Panel for RE have welcomed this consistency across Wales since it has allowed them to work together to prepare generic guidelines for schools and SACREs. Many SACREs in Wales have adopted a monitoring procedure/process similar to the one noted in this document.

School: Ysgol Bethel

Religious Education

Key Question 1: How good are outcomes in Religious Education?

The self-evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

- Standards in Religious Education are good overall throughout the school.
- There is a very happy respectful school environment, that contributes towards the pupils enjoyment at the school. By drawing up their rules to ensure that the school is a happy and safe place for everybody, the pupils display a very firm grasp of social expectations.
- The pupils show very positive attitudes towards the subject; almost every pupil shows a high level of interest in the activities. They do their work conscientiously, showing an interest in almost every instance and by the end of KS2, can fulfil quite sophisticated tasks quite effectively and independently *e.g. TASC activities*
- Almost every pupil is very eager to assist with school events at every level and enjoy doing so, fulfilling their tasks conscientiously and effectively. The school nurtures this attitude from the outset. The older pupils think of ways to raise money for the school or charities and frequently organize activities, *e.g. Children In Need, Sport Relief, Comic Relief* and are always eager to have a fund-raising stall during school fairs.
- All the children possess very robust values, such as respect, care and concern for others. They are friendly towards each other in formal and informal situations and their natural care for one another and for ALN pupils is commendable. The pupils get on very well with the teachers and other staff members. School visitors and strangers who come into contact with the school on educational visits, frequently state that pupils display excellent behaviour and attitudes. All of this creates a friendly and homely school environment. Instances of pupils who have behavioural problems are very rare.
- The children’s books and the Foundation Phase and KS2 portfolio indicate that most of the pupils have opportunities to develop their oracy, reading and writing skills within the subject.
- The children’s books show that ITC skills are developed within the subject (*e.g. Power Point presentations, word processing work on Word/Publisher; use of flip camera and camera for taking photos*)

Foundation Phase

- At the Foundation Phase, every pupil has an opportunity to visit places of worship and are able to discuss what occurs there, *e.g. reflection, worship, celebration.*
- Through regularly visiting the local chapel, almost all of the Foundation Phase pupils show a natural enthusiasm in their speaking ability, knowledge of and enquiring about the work done by local religious leaders. Almost all of them participate with curiosity at several role play activities *e.g. marriage and baptism in the chapel.*
- Every child at the Foundation Phase show an interest in their heritage and traditions, their families, other people and the wonders of the world and consequently, almost every pupil make very good progress in their spiritual, moral and cultural development.
- Most Foundation Phase pupils recognize the Bible as a Holy Book and know stories about Jesus Christ. The children’s books and the portfolio indicate that most of the Foundation Phase pupils are aware of some stories from the other world religions and the practices, celebrations and rituals associated with them, *e.g. Rama and Sita and the Divali Festival.*
- Most of the pupils at the Foundation Phase are familiar with religious practices and rules and their impact on people’s lives and show concern for others *e.g. role play activities.* In addition, almost every pupil at the Foundation Phase are able to convey their personal feelings and views and identify how their actions can impact others
- Through practical activities, most pupils at the Foundation Phase are familiar with stories about the world and people’s reliance on it and are aware of the importance of looking after the world.

Key Stage 2

- Through visits to places of worship, many pupils at KS2 recognize the main features and objects in houses of worship and are thus able to talk about the use made of them.
- Through studying religious artefacts and visiting places of worship in their neighbourhood, most KS2 pupils can describe and explain features of houses of worship and their pattern of worship.

- The subject portfolio indicates that many KS2 pupils can describe the features of religious celebrations and rituals and the religious stories associated with them and can understand their background and significance.
- There is close contact with local religious leaders, that enables most of the pupils to be familiar with their work.
- Through stories, most of the children can identify the role of some of Christ's followers.
- Very many KS2 pupils are aware of the work done by a local religious leader, stories from holy books and stories about the life of Jesus and this enables them to recognize the importance of religion in people's lives and develop tolerance and respect.
- Most KS2 pupils are aware of the principal rules of Christianity and their impact on the life of a Christian; this will assist to nurture responsible attitudes in a local and global community.
- Through studying different stories about the creation of the world, many KS2 pupils can develop their thinking skills through linking a religious story with the notion of the world as a creation and the obligation to respect it (*e.g. through a TASC activity presenting ideas about the creation of the world*).
- Through class activities and presentations in classroom and school services, most of the pupils can describe how believers show concern for others and familiarity with the notion of belonging to a global family. .
- Scheduling Circle Time lessons in the classes provides opportunities to reflect upon their lives and beliefs and those of others, their environment and the human condition.

Areas for development

Foundation Phase

- Develop knowledge of stories about the world and people's reliance on the Earth and awareness of the significance of natural elements for religion.
- Develop every pupil's ability to evaluate and respond to religion and life experiences.
- Develop an ability to raise spiritual/religious questions and discuss them.
- Ensure that pupils in every class are well-informed about a wide range of stories about Jesus Christ.

KS2

- Enhance every pupil's knowledge about the origins of holy books.
- Enhance pupils awareness of answers to life's fundamental questions and that certain experiences lead to questions and answers.
- Develop a knowledge of the importance of places of pilgrimage.
- Develop a knowledge of and a wider range of religious founders beyond their immediate vicinity.
- Develop pupils ability to come up with their own ideas and beliefs about life and religion and present these personal responses in various ways.
- Develop pupils ability to search for meaning and purpose through expanding the provision that provides opportunities to respond to religion and life's experiences.

Excellent		Good	√	Satisfactory		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?					
References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus					
Teaching : planning and range of strategies					
<ul style="list-style-type: none"> ▪ The RE provision is good overall across the school and this is confirmed by lesson monitoring reports and pupils books. ▪ Subject portfolio (KS2) and Foundation Phase portfolio indicate a broad and diverse range of children's activities/work in the field. ▪ Examples of children's work are moderated at whole school staff meetings and this contributes towards a good grasp of the field's requirements. ▪ Teachers plan appropriately for the subject each term and the subject is taught thematically within the class theme. The school's two year plan indicate that the requirements of the range covered by the subject are fully met. ▪ A recent report by Estyn (January 2013) on Ysgol Bethel indicates that the teaching is good and that this contributes towards achieving high standards in Religious Education. ▪ Skills development is well focussed upon, including thinking skills when studying the subject and this provides pupils with a firm foundation to effectively deal with issues in their everyday lives. ▪ The diverse social/extra-curricular experiences and activities provided for pupils makes a very effective contribution towards pupils moral and spiritual development. ▪ Opportunities are provided to study other religions in every class. This leads to a good grasp of different life-styles and respect towards differences. 					
Areas for development					
<ul style="list-style-type: none"> ▪ Reconcile pupils participation when planning across KS2. A common strategy has been agreed upon for September 2013. ▪ Provide training for the co-ordinator to further develop the subject. ▪ Further develop the investigative element in RE. ▪ At the Foundation Phase, it is imperative to develop the provision to further focus on evaluating and responding to religion and to life experiences through asking spiritual/religious questions and discuss them. ▪ Provide children with opportunities to reflect on their personal perspectives on life KS2 					
Excellent		Good	√	Satisfactory	Unsatisfactory

Collective Worship

Key Question 2: How good is the provision for collective worship?

Does collective worship comply with statutory requirements?

Yes ✓

No

References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features of quality of Collective Worship

- Collective worship at this school is very good and there is a special ethos that creates a spiritual environment.
- Ysgol Bethel fully complies with the legal requirements for collective worship through providing daily collective worship for every registered pupil and by following the Christian pattern of worship.
- Collective worship at the school are recommendations contained in "*Supplementary guidance on Inspection of Collective Worship at non-denominational schools*" (reflection, prayer, song and reading))
- A *Polcy on Morning Services* is implemented at the school. The policy contains firm guidelines on collective worship at the school and the school closely complies with these requirements so as to ensure continuity in spiritual, moral, social and cultural development.
- Services contribute towards and enrich the school's provision for pupils health and well-being, that is already a strength at the school.
- There is very good provision for pupils spiritual development. There is a supportive ethos to the services, with the children making an effective contribution through holding weekly class services in front of the whole school.
- Morality is dealt with in a manner that the children find relevant.
- Local religious leaders regularly lead services and the effective collaboration with the minister and local chapels youth workers (Efe Scheme) has led to the pupils having a very good grasp of Christian practices and stories.
- Pupils have various opportunities to reflect, ask questions and wonder in awe and gain a better personal understanding and of others and they show great maturity in being able to empathise with others.
- Parents, Governors and members of the local community are regularly involved in our services.

Areas to develop as regards quality of Collective Worship

- Provide opportunities for pupils to experience "thought for the day" within school services.

Excellent

Good

✓

Satisfactory

Unsatisfactory

Signed: *Nia Guillemin* (Headteacher) Date: 20.04.13

Name of School: Nebo

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers assessments and/or examination results.

References : ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

- o Questionnaires indicate that every child enjoys attending school and that staff keep them safe and assist them to understand the work.
- o The children receive adequate opportunities to become aware of differences within the community in RE and PSE lessons. A broad diversity of visitors regularly visit the school to develop and strengthen their grasp of the wider community e.g. police, nurse, road safety workers.
- o School and classroom services provide an equal opportunity for everybody to participate.

Areas for Development

O More visits to places of worship and religious places.

Excellent		Good	√	Satisfactory		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?

- (hwn eisoes ar gael) Dylai hunan arfarniad ystyried y dangosyddion canlynol: yr amser a roddir i'r pwnc, gwybodaeth bynciol, arbenigedd a datblygiad proffesiynol yr athrawon, addasrwydd y rhaglen astudio ac amrediad yr adnoddau dysgu a ddefnyddir.
- Mae arfarniad o arsylwadau gwersi a gwaith disgyblion yn caniatáu i benaethiaid a phenaethiaid adran i ddod i farn am ansawdd yr addysgu mewn gwersi Addysg Grefyddol o fewn yr ysgol, a'r graddau y mae disgyblion yn cael eu cymell a'u hannog i gyrraedd safonau uchel.
- Dylai ysgolion cynradd gyfeirio at y ddarpariaeth 'Pobl, Credoau a Chwestiynau' ar gyfer dysgwyr y Cyfnod Sylfaen yn ogystal ag Addysg Grefyddol yn CA2.
- Dylai ysgolion uwchradd gyfeirio at CA3, CA4 a CA5 (Astudiaethau Crefyddol ac Addysg Grefyddol).

Cyfeiriadau: Fframwaith Arolygu ESTYN Adrannau 2.1 ac 2.2 a'r Maes Llafur Cytûn Lleol

Teaching: planning and range of strategies

- Our Religious Education plans provide opportunities for them to examine fundamental global questions, to understand their role in the big picture, to ask questions and compare and wonder at the world around them.
- The PSE provision as well as the school's daily practices promote values such as honesty, tolerance and fairness very well.
- The school also promotes equality through Fair Trade, Christian Aid and Children in Need activities.
- All of this has a very positive effect and leads to a close, tolerant ethos; equality and an appreciation of diversity.
- At the end of key stages, the majority of Foundation Stage pupils achieve outcome 5 or 6 in the DCLLaAD field and level 4 or 5 in RE at Key Stage 2.

Areas for Development

Excellent		Good	√	Satisfactory		Unsatisfactory	
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Collective Worship

Key Question 2: How good is provision for collective worship?

Does collective worship comply with the statutory requirements?	Yes	No
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References : ESTYN Inspection Framework Section 2.3.1, 'Additional guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010) , 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good features as regards quality of Collective Worship

- Both classes come together twice a week for collective worship, this provides an opportunity to highlight matters that involve respect towards others and personal and social education, this promotes the pupils spiritual, moral and social education. There is also an opportunity to look at global fundamental questions, to understand their role in the big picture, ask questions and compare and wonder at the world around them.
- The preacher regularly visits us to hold a service and this brings an extra dimension to collective worship.
- The community are invited to attend the school's Christian services and celebrations, such as Thanksgiving, St David's Day and Christmas annually.
- This year for the first time, the school's Christmas concert was held at the Chapel at Nasareth (having been closed for many years). The wider community joined in to celebrate and worship. This was a very good experience for the pupils and everybody benefited from the opportunities to participate in a formal situation.

Areas for development as regards quality of Collective Worship

Follow a more definite Collective Worship programme and time-table.

Excellent		Good	√	Satisfactory		Unsatisfactory	
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Signed: *B. Hughes* (Headteacher)

Date: 23/2/13

School Name : Penybryn, Bethesda

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- The self-evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teachers assessments and/or examination results.

References: Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

- Pupils able to use investigation and research skills to discover specific information.
- Pupil groups discuss and share ideas when working on tasks.
- Pupils able to express an opinion and provide reasons when discussing questions.
- Pupils have an opportunity to work on thinking skill tasks to familiarize with new vocabulary and information.
- Pupil groups have an opportunity to present finished work to address a major question at the end of a work unit.

Areas for development

Everybody to import literacy framework requirements into their planning.
Focus upon extended writing.

Excellent

Good

x

Satisfactory

Unsatisfactory

Key Question 2: How good is provision in Religious Education?

- Self-evaluation should consider the following indicators: the time allocated to the subject, subject-based information, teachers specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of pupils lessons and work enables headteachers and heads of department to form a judgment on quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Primary schools should refer to the provision ‘People, Beliefs and questions’ for Foundation Phase pupils as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References : ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus

Teaching: planning and range of strategies

- The subject is taught weekly – an hour a week.
- The co-ordinator as well as other teachers to have received training during cluster INSEt and have reported during staff meetings.
- The programme of study carefully disseminated so that pupils have an opportunity to study an aspect of Christianity, another world religion as well as address fundamental global questions in every year.
- A fundamental question is set at the start of a unit and then 5/6 subsidiary questions in order to investigate specific fields.
- Diverse learning resources are used – reference books, religious artefacts, location visits and by visitors, the internet, CD Rom, video clips etc
- The pupils are able to confidently discuss some religious leaders e.g. Martin Luther King, Mother Theresa, charities e.g. Operation Christmas Child, Oxfam, aspects of other religions e.g. Judaism, Sikkism, Islam.
- Use of thinking skills in the field promotes everybody’s involvement and understanding in the lessons.

Areas for Development

FfLLaRh within the field.



**Cyfarfod CCYSAGauC, Newport, 22 Mawrth
2013 / Wales Association of SACREs meeting,
Newport, 22 March 2013**

<p>Ynys Môn / Anglesey Rheinallt Thomas Eurfryn Davies Bethan James</p> <p>Blaenau Gwent Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans Carys Pritchard</p> <p>Caerffili/ Caerphilly Vicky Thomas Michael Gray Enfys Hawthorn Martyn Western</p> <p>Caerdydd / Cardiff Carys Pritchard</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry Helen Gibbon Gwyneth Thomas</p> <p>Ceredigion</p> <p>Conwy Phil Lord Nicholas Richter</p>	<p>Sir Ddinbych / Denbighshire Phil Lord Gavin Craigen</p> <p>Sir y Fflint / Flintshire Phil Lord</p> <p>Gwynedd W M Meredith Bethan James</p> <p>Merthyr Tudful / Merthyr Tydfil Carys Pritchard</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey Susan Cave Sharon Perry-Phillips</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Janice Dudley?</p> <p>Casnewydd / Newport Vicky Thomas Sally Northcott David Williams Huw Stephen Heather Vaughan Soam Sharma A Davidson Neata Baicher JP Val Delahaye Sally Mlewa</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys John Mitson</p>	<p>Rhondda Cynon Taf Carys Pritchard</p> <p>Abertawe / Swansea Vicky Thomas</p> <p>Torfaen Vicky Thomas Margaret Oelmann</p> <p>Bro Morgannwg / Vale of Glamorgan Carys Pritchard Dafydd Treharne Ramez Delpak</p> <p>Wrecsam / Wrexham Libby Jones Tania ap Siôn</p> <p>Sylwedyddion / Observers Leslie Francis (Canolfan y Santes Fair / St Mary's Centre) Ben Wigley (REMW) Tudor Thomas (WJEC)</p>
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Minutes

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

Chair, Edward Evans introduced the Mayor of Newport, Cllr John Guy who then welcomed everyone to the meeting in Newport. He described Newport as a city with a wealth of diversity and went on to say that Newport SACRE has many different faiths represented. He noted that WASACRE has been supportive of Community Cohesion initiatives and helps to ensure that RE is taught well in all schools, including Collective Worship. In 2011 Newport organised a series of events for the National RE festival. Many schools took part and that work is on going. WASACRE is important because it provides the forum and the voice for RE across wales. The Mayor concluded his address by offering well wishes for the meeting.

This was followed by a presentation by the Gwent Education Minority-ethnic Service who provides support for children who are Black Minority Ethnic in the Newport area. There are 94 different languages spoken in the Newport area including dialects, for which the team develop language and tuition support. They also work with Show Racism the Red Card and the Holocaust Memorial Day Trust. The service has organised a variety of activities for their 'See the World through Ours Eyes' project focussing on different countries including China and India. They informed members of the GEMS Faith Trail (leaflet shared in the meeting) and GRT History month for which there will be a celebration in Cardiff this year on June 5th. Their website address was shared www.newportlearn.net/inclusion/ and members were invited to login as 'guest' to find out more information about any of the services GEMS provide.

2. Adfyfyrion tawel / *Quiet reflection*

Chair Edward Evans read two poems, one entitled 'The Donkey' by E A Chesterton and asked members to reflect on the events of Holy Week.

3. Ymddiheuriadau / *Apologies* Lynda Maddock, Jen Malcolm (NPT), Christine Abbas, Cllr Bob Poole, Claire Lane (Blaenau) Gwent. Meinir Loader.

4. Cofnodion y cyfarfod a gynhaliwyd yn Merthyr Tudful, 23 Tachwedd 2012 / *Minutes of meeting held in Merthyr Tydfil, 23 November 2012*

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

5. Materion sy'n codi / *Matters arising*

Item 6, 3rd point. Update on the launch of the All Party Parliamentary Group attended by Tania ap Sion in June 2012. The enquiry has been completed and copies of report are available from the WASACRE website. It presents a worrying picture in England in regard to supply of RE teachers and support for RE teachers. E.g. RE taught by teaching assistants; about half of primary teachers lacked confidence in teaching RE; over 50% of secondary RE teachers have no qualification in RE. The inclusion of non-specialists gave a false impression of England having enough RE teachers. The findings also show that applications for RE teacher training courses are down by 140, with the loss of bursaries for RE. With regard to support, 40% of schools found that

RE teachers have limited access to CPD. A range of government policies in England, e.g. the EBacc, is lowering the status of RE in schools in England.

In relation to the results of the APPG enquiry in England, Tudor Thomas (WJEC) raised concerns about the drop in WJEC RS exam entries in England due to the EBacc and noted that this was very worrying. Short courses are not recognised in England and the status of RE qualifications in general has diminished. Rheinallt Thomas asked whether WASACRE could do a research project focusing on the situation in Wales, and perhaps conduct a Wales 'review'. In response, Vicky Thomas reminded members that we will have the results of the Estyn thematic review shortly and said that this may be helpful and suggested that WASACRE waits to see what Estyn reports on 18 June. Leslie Francis agreed that research is helpful and Rheinallt Thomas proposed that we wait but discuss this at a later date. Members agreed.

Mary Parry raised concerns about the curriculum review in Wales, with RE not being a part of this review, and suggested that WASACRE should request that RE be made part of the review. She was concerned that the Exemplar Framework would no longer be relevant with the new Literacy and Numeracy Framework and other possible curriculum changes. Gavin Craigen urged caution, saying that the reason RE has not been included is because Welsh Government is satisfied with it. Therefore, he suggested that WASACRE should remind Welsh Government of the importance of RE and that RE is a statutory requirement. Rheinallt Thomas shared the correspondence he had received in December 2012 from Leighton Andrews, written in response to a letter he had written, highlighting the following section:

RE will remain a statutory requirement in all maintained schools in Wales and England (*Education Reform Act 1988 s.2 (1) (a)*). The religious education taught in schools must continue to comply with the requirements of the locally agreed syllabus produced by each local authority via its Standing Advisory Council for Religious Education (SACRE). We would expect these arrangements to continue within the regional consortia structure but exact details would obviously vary from one consortia to another...

Gill Vaisey said that Blaenau Gwent and Monmouthshire SACREs have discussed the curriculum review and felt they would rather not make any change to their agreed syllabi yet as they would have to make amendments in line with the curriculum review proposed changes after September 2014. Vicky Thomas raised the point that since 2008 we have commonality of agreed syllabi in Wales and this has been a significant achievement. There was now a danger of losing commonality across Wales if Local Authorities make their own changes to reflect the national changes. Carys Pritchard noted that September 2014 is when the curriculum review will have been finalised and that the evaluation of the Foundation Phase is on-going. WASACRE should take account of the implementation, impact and future impact of this evaluation also.

Some members suggested that WASACRE contact the Minister of Education and Skills to request that RE is included in the curriculum review and /or to draw his attention to the Exemplar Framework for RE (2008) and ask what likely impact the

curriculum review will have on it from September 2014. In response to a vote on the question of sending a letter to the Minister, a majority of members voted for WASACRE to write a letter and to leave the officers of the Association to do this on their behalf.

6. *Hyfforddiant CA3/ KS3 Training*. Gavin Craigen thanked WASACRE for the opportunity to offer the KS3 training, and shared the very positive participant evaluation feedback from the training events held across Wales. A copy of his presentation will be available on the WASACRE website. Evaluations showed positive messages from teachers. This was the first national training and proved a very worthwhile project. The Chair thanked Gavin for his hard work and this was echoed by Vicky Thomas and Gill Vaisey who pointed out that WASACRE responded positively to the KS3 moderation issue by funding and organising the training and acknowledged the hard work of the advisors from all areas of Wales who had been part of this. Gill Vaisey suggested that WASACRE should look at whether there is a need for the Association to support further CPD for RE teachers in the current climate (that is within the consortia arrangements, and reduced advisory services). Phil Lord agreed that this should be explored because schools may be forced to use resources or training from England which would not reflect the Welsh RE curriculum. Chair echoed these concerns and suggested that we keep an eye on the situation. Other members commented that WASACRE support in this area is much needed and appreciated as schools can not afford to send teachers out for CPD and that it helped only having to pay for supply cover. Vicky Thomas said the training was value for money at around £40 for each teacher and this was possible due to Local authorities or consortia working together to keep the costs low. Thanks were extended to consortia and LAs that were involved and who paid for venues and lunches etc.

7. *Cyflwyniadau gan PYCAG ar y Cyfnod Sylfaen / NAPfRE presentations on the Foundation Phase*

Bethan James presented 'People, Beliefs and Questions. Our interpretation'. Anne Williams and Helen Evans from schools in Dolgellau, Gwynedd, thanked Bethan for her support and leadership before presenting 'A story book as a starting point, 'Salamatu and Kandoni go missing' by Steve Bruce' Through this book the pupils were learning more about the world around them, and it was shown how this was related to the National Literacy and Numeracy Framework e.g. The children wrote letters to Salamatu and worked out the costing of goat, weighed rice and estimated the weight of a baby. Bethan thanked her colleagues for their demonstration of how a small rural school in North Wales was responding to the Literacy and Numeracy Framework and their example of a child achieving an outcome 6 using RE.

Phil Lord presented 'RE in the Foundation Phase document' which he developed with help from teachers in Conwy, Denbigh and Flintshire.

Gill Vasey presented topic packs developed with help from teachers in Blaenau Gwent, Torfaen and Monmouthshire.

It is the intention to place all of these resources in one central location for all practitioners in Wales to use.

8. *Gohebiaeth /Correspondence*

- Letter received from Vaughan Salisbury in relation to *RE News* advising members that the publication will now only be available online. The Chair read out the letter and suggested three points that WASACRE need to consider.

Members agreed that WASACRE should write to Vaughan Salisbury to ask if *RE News* can be published in a cheaper format and for full costings to be provided so that the request could be properly evaluated .

- Neeta Baicher from Sikh Association South Wales encouraged members to register for their national conference, details for registration are available from Neeta and Libby Jones via email and hard copies were available at the meeting.
- Happy New Year greeting have been extended from Christine Abbas from the Ba' hai community.

9. *Aroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 6 Chwefror 2013 / Report from the Executive Committee held on 6 February 2013*

This was presented to members at the meeting and copies were available in their papers.

10. *Newyddion diweddar/Update:*

(a) *Gynhadledd CCYSAGauC / WASACRE Conference*

Members were given the background for the WASACRE conference taking place on Thursday 10 October 2013. Tania ap Sion urged members to take the information back to their SACREs and to put the date in their own diaries.

Aims: National training event, raising the profile of RE and the contribution RE can make to national priorities.

Theme: Raising standards in RE

Content: Highlighting the outcomes of the Estyn thematic review, workshops

Audience: Relevant for SACRE representatives, Councilors and teachers from Foundation Phase to post 16.

(b) *Yr Adolygiad Cwricwlwm a meysydd llafur cytûn / The Curriculum Review and agreed syllabuses.*

The following statement was agreed: "WASACRE recommends that SACREs start an agreed syllabus review process that is on-going for the next few years and should implement changes to their agreed syllabus in response to the curriculum review arrangements after September 2014."

This will go out in a letter to all SACRE clerks (LJ). Gill Vaisey clarified this by saying that the review process can begin within each SACRE, but that changes to each agreed syllabus will not need to be made until after September 2014 when we know the results of the curriculum review, in which case appropriate amendments can be made in line with those made to the new curriculum. A discussion ensued about the legalities of the agreed syllabus

review and conference within individual SACREs and the minister's response in his letter to possible implications on SACREs in removing responsibility for Education from local authorities. Vicky Thomas proposed that Leighton Andrew's letter is discussed at the next Executive meeting and is included in the papers for the Executive meeting on the 16 May 2013. (LJ)
SACRE Clerks are to be asked who is responsible for RE within the new arrangements.

(c) REQM/ *Religious Education Quality Mark*

Bethan James spoke on behalf of Phil Lord. The pilot for the Welsh version of the quality mark is complete and he is hoping that teachers from the pilot school can give a presentation at the next WASACRE meeting.

(d) Adolygiad o adroddiadau CYSAG Blynyddol / *Review of SACRE annual reports.*

This item was withdrawn in order for the meeting to end promptly to alleviate time pressures for those travelling in the severe weather conditions.

11. Arddangos adnoddau AG / *Showcase of RE resources.* Examples given during the NAPfRE presentation under item 7.

12. U.F.A. / *A.O.B.* There was no other business.

14. Dyddiad y cyfarfod nesaf / *Date of next meeting:* 19 June 2013, Caernarfon.



Cadeirydd/Chairman:
Y Parchedig Ganon/Revd Canon Edward Evans

Ysgrifennydd/Secretary:
Libby Jones
4 Patten Close
Penarlâg/Hawarden
Glannau Dyfrdwy/Deeside
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ffôn/ tel : 01978 317614

10 Ebrill 2013

Annwyl Glerc CYSAG

Ynghlwm y mae'r enwebiadau ar gyfer y Pwyllgor Gwaith. Mae tair sedd ar gael ar y Pwyllgor Gwaith, ac mae angen llenwi swydd yr Is-gadeirydd hefyd.

A fuasech mor garedig â thrafod yr enwau hyn yng nghyfarfod nesaf eich CYSAG, er mwyn i'ch cynrychiolydd allu bwrw pleidlais ar eich rhan yng Nghyfarfod Blynyddol CCYSAGauC yng Nghaernarfon ar Fehefin 18^{fed} 2013.

Yn ddiffuant,

Libby Jones
Ysgrifennydd CCYSAGauC

10 April 2013

Dear Clerk to SACRE

Please find attached the nominations for the Executive committee. There are 3 places available on the executive, plus the Vice Chair position also needs to be filled.

Please discuss the attached names at your next SACRE meeting, so that your representative can vote on your behalf at the WASACRE AGM in Caernarfon on 18th June 2013.

Yours sincerely,

Libby Jones
Secretary to WASACRE

Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC (19 Mehefin 2013) **Nominations for the Executive Committee (19 June 2013)**

Mae WYTH o enwebiadau ar gyfer TAIR swydd ar y Pwyllgor Gwaith.
There are EIGHT nominations for THREE positions on the Executive Committees.

1. Mark Brown CYSAG Conwy

Graddiais o Brifysgol Cynru, Bangor, gyda gradd BEd, gan arbenigo mewn Addysg Grefyddol. Drwy gydol fy ngyrfa wedi ystyried AG yn bawn sylfaenol sydd yn hanfodol I gwricwlwm ein hysgolion. Bûm yn athro mewn amrywiaeth o ysgolion, rhai ohonynt yn enwadol a rhai'n fwy seciwlar. Rwyf yn arbenigo yn y Cyfnod Sylfaen, ac rwyf wedi cymryd rhan mewn sawl prosiect Cyfnod Sylfaen I ddatblygu AG fel pwnc integredig yn hytrach nag 'annibynnol' (fel sy'n ofynnol gan gwricwlwm y Cyfnod Sylfaen). Rwy'n mwynhau'r cyfle I eistedd ar GYSAG Conwy fel cynrychiolydd y Cyfnod Sylfaen (swydd yr wyf wedi ei dal ers bron I dair blynedd), ac yn ddiweddar yr wyf wedi ymgymryd â 'Chymrodoriaeth Farmington' er mwyn datblygu adnodd CA2 ar gyfer Cadeirlan Bangor. Drwy gydol fy ngyrfa rwyf wedi datblygu cysylltiadau cryf â grwpiau crefyddol lleol, ac mae'r cysylltiadau hynny yn eu tro wedi datblygu gwybodaeth a dealltwriaeth y plant o'r byd o'u cwmpas. Rwyf yn athro cynradd ymroddedig gyda chariad gwirioneddol at AG.

Mark Brown Conwy SACRE

I graduated from the University of Wales, Bangor with a BEd degree, specialising in Religious Education. Throughout my career I have seen RE as a fundamental subject which is essential to our school curriculum. I have taught in a variety of schools, both denominational and more secular. I am a specialist in the Foundation Phase and have been involved in several Foundation Phase projects to develop RE as an integrated rather than 'stand-alone' subject (as required by the Foundation Phase curriculum). I relish the opportunity to sit on the Conwy SACRE as the Foundation Phase representative (a post that I have held for nearly 3 years) and have recently undertaken a 'Farmington Fellowship' to develop a KS2 resource for Bangor Cathedral. Throughout my career I have developed strong links with local religious groups, which have in turn developed the children's knowledge and understanding of the world around them. I am a committed and dedicated primary teacher with a real love of RE.

2. Y Cyng. Ernie Galsworthy CYSAG Merthyr Tudful

Bûm yn aelod o GYSAG ers Mai 2012, wedi i mi gael fy ethol i'r cyngor. Cyn hynny bûm yn gynghorydd rhwng 1987 a 2004, a gwasanaethais ar GYSAG Merthyr Tudful yn ystod y cyfnod hwn a mynychu cyfarfodydd CCYSAGauC yn ogystal.

Cefais fy magu mewn amgylchedd Bedyddwyr Cymreig, a than yr oeddwn yn 5 oed bûm yn byw gyda'm mam-gu, Cymraes nad oedd, yn anffodus, wedi dysgu Cymraeg i fy mam ond a wnaeth ei gorau i'm haddysgu i yn yr iaith. Wedi ei marwolaeth, fodd bynnag, collais yr iaith, ac ni ailafaelais ynddi tan y 1990'au hwyr pan fynychais gwrs WLPAN ym Mhrifysgol Caerdydd. Rwy'n coleddu safbwynt heddychol, a'm harwyr yw Mahatma Gandhi, John Lennon ac Iesu Grist. Yr oeddynt ill tri'n heddychwyr, a chafodd y tri eu diwedd trwy drais. Mae bod yn heddychwyr yn ddull peryglus o fyw, ac weithiau mae angen dewrder i fyw buchedd o'r fath. Rwyf hefyd yn gynrychiolydd y cyngor ar y Pwyllgor Awdurdodau Lleol Di-niwclear; rwy'n credu bod hynny'n adlewyrchu fy nymuniad i fyw mewn heddwch.

Yr oedd fy nhri arwr yn Hindŵ, yn anffyddiwr ac yn Gristion. Er nad wyf yn cyd-fynd yn llwyr â safbwyntiau fy arwyr, mae gennyf barch mawr tuag atynt, ac rwy'n credu bod parch tuag at bob crefydd yn sylfaenol i heddwch byd-eang.

Councillor Ernie Galsworthy Merthyr Tudfil SACRE

I have been a SACRE member since May 2012 after I was elected to council. I was previously a councillor from 1987 until 2004, and served on Merthyr Tydfil SACRE during this period and also attended WASACRE meetings.

I was brought up in a Welsh Baptist environment and until the age of 5 lived with my grandmother, a Welsh speaker, who unfortunately did not teach Welsh to my mother although, did her best to teach me. Consequently after her death I lost the language and did not pick it back up again until the late 1990's when I attended a WPLAN course at Cardiff University.

I hold pacifist views and my great heroes are Mahatma Gandhi, John Lennon and Jesus Christ, All three were pacifists and met violent deaths. Being a pacifist is a dangerous way of living and sometimes courage is needed to live this life.

I am also the council representative on the Committee of Nuclear Free Local Authorities which I believe reflects how I wish to live in peace.

My three heroes were a Hindu, an atheist and a Christian. While I do not believe totally in the views of my heroes I have great respect for them and it is respect for all religions which I believe is fundamental for world peace.

3. Y Cynghorydd D Michael Gray CYSAG Caerphilly

Rwy'n aelod oes o'r Eglwys Fethodistaidd. Ar ôl bod yn athro Ysgol Sul, rwy'n Bregethwr Lleol Trwyddedig yn yr Eglwys Fethodistaidd, yn organydd eglwys, ac yn swyddog eglwys ar lefelau ardal, rhanbarthol a chenedlaethol, yn ogystal â bod yn Gydlynnydd Cymorth Cristnogol lleol, yn gyn-Ysgrifennydd a chyn-Gadeirydd fy nghanen leol o 'Eglwysi Ynghyd', ac yn aelod cyswllt o CYTUN .

Rwy'n Gynghorydd ar Gyngor Bwrdeistref Sirol Caerffili, ac yn Gadeirydd Pwyllgor CYSAG Cyngor Bwrdeistref Sirol Caerffili, ac rwyf wedi cynrychioli CYSAG CBSC ar GCYSAGauC ers 1996.

Rwy'n gyn-aelod o Bwyllgor Gwaith CCYSAGauC, ac yn gyn-Is-gadeirydd (2008-2009) a chyn-Gadeirydd (2009-2011) CCYSAGauC, ac rwy'n dymuno cynnig i Bwyllgor Gwaith CCYSAGauC fy mhrofiad hir o gefnogi a hybu Addysg Grefyddol mewn ysgolion ledled Cymru.

Councillor D Michael Gray Caerphilly SACRE

I am a lifelong member of the Methodist Church, having been a Sunday school teacher I am an accredited local Preacher of the Methodist Church, church organist, and church officer at local, regional & national level, also area Christian - Aid Coordinator and past Secretary , Chairman of my 'ChurchesTogether' and affiliated to CYTUN .

I am a Caerphilly County Borough Councillor, Chairman of Caerphilly County Borough Council SACRE Committee and represented CCBC SACRE on WASACRE since 1996, up to the present date.

I am a past member of the WASACRE Executive Committee and also past Vice - Chairman (2008 - 2009) and Chairman of WASACRE (2009 - 2011), and wish to offer the WASACRE EXECUTIVE my long experience of supporting and projecting Religious Education throughout the schools of Wales.

4. Judy Harris CYSAG Caerdydd

Ar hyn o bryd rwy'n gweithio fel swyddog datblygu plant ac ieuencid gyda Synod Cenedlaethol Cymru yr Eglwys Unedig Ddiwygiedig. Yn y rôl hon rwy'n gwasanaethu holl Eglwysi Unedig Diwygiedig Cymru, gan hwyluso'u gwaith yn eu cymunedau lleol.

Rwy'n hynod frwdfrydig ynglŷn ag addysg grefyddol mewn ysgolion: yn y gorffennol rwyf wedi gwasanaethu fel caplan ysgol mewn ysgolion cynradd ac uwchradd yn yr Alban. Ers symud i Gymru rwyf wedi gweithio fel Gweithiwr Cymunedol Cysylltiedig â'r Eglwys, ac yn ystod fy nghyfnod yr ardal Llanelli roeddwn yn gysylltiedig ag Ysgol Uwchradd Coed Cae pan gychwynnodd brosiect Mala Heddwch, sydd ers hynny wedi tyfu'n rhaglen addysgol o sylwedd mewn llawer o ysgolion. Rwy'n teimlo'n gryf fod Addysg Grefyddol yn cael ei chyflwyno i ddisgyblion er mwyn eu galluogi i ddeall y rheol syml, "Gwnewch i eraill fel y mynnech i eraill ei wneud i chwi". Rwy'n teimlo bod gennyf lawer i'w gynnig i GCYSAGauC, ac y byddai fy rôl bresennol yn fy ngalluogi i wneud cyfraniad sylweddol.

Judy Harris Cardiff SACRE

I am currently working as the children and youth development officer with the United Reformed Church National Synod of Wales, within this role I cover all the United Reformed Churches in Wales, enabling them with their work in their local communities.

I am passionate about religious education in schools, having in the past served as a school chaplain in primary and secondary schools, in Scotland. Since moving to Wales I have worked as a Church Related Community Worker, and was connected to Coed Cae Secondary School in Llanelli, during my time there, when it started the Peace Mala project which has since grown to be a significant educational programme within many schools. I feel strongly that pupils are taught RE to enable them to understand the simple rule "Treat others as you would wish them to treat you." I feel I have a lot to offer WASACRE and feel my current role would enable me to contribute significantly.

5. Y Cyng. Louise Hughes CYSAG Gwynedd

Fel Cristion ymarferol, rwyf yn falch o weld fod Ysgolion Eglwys yng Ngwynedd yn hyrwyddo nodweddion Cristnogaeth sef goddefgarwch, maddeuant a chariad roedd yr Iesu ei hun yn eu pregethu. Yn y byd cynyddol seciwlar sydd ohoni heddiw, mae hi'n bwysicach nag erioed fod gair Duw yn dal i gael ei glywed mewn ysgolion a fod plant yn cael cyfle i edrych ar eu ffydd eu hunain heb ofni dirmyg. Mae'r Deg Gorchymyn yn sail gadarn i gymdeithas wâr heddiw, fel yr oedd ddwy fil o flynyddoedd yn ôl neu gellid dadlau eu bod hyn yn oed yn bwysicach gan fod llawer o bobl ifanc yn agored i bwysau oedd ddim yn wynebu cenedlaethau blaenorol ac mae diniweidrwydd plentyndod yn cael ei erydu bob dydd. Mae bod ar bwyllgor CYSAGau Cymru yn gyfle gwych i gwrdd â phobl o'r un ffydd sy'n meddwl yr un fath a sydd hefyd yn credu bod addysg gyda nodweddion Cristnogol yn beth cadarnhaol ym mywydau ein plant a byddwn wrth fy modd o gael cyfle i weithio gyda phobl o'r fath.

Councillor Louise Hughes Gwynedd SACRE

As a practising Christian I am delighted to see that the Church schools in Gwynedd actively promote the Christian virtues of tolerance, forgiveness and love that Jesus himself preached. In today's increasingly secular world it is more important than ever that the word of God is still heard in schools and children are given the opportunity to explore their own faith without fear of derision. The Ten Commandments are as sound a basis for a civilised society today as they were two thousand years ago or even, it could be argued, more important as so many young people are seduced by the shallow world of image, celebrity and the acquisition of material things. Children today are vulnerable to pressures that previous generations were never exposed to and the innocence of childhood is being eroded on a daily basis. Being on the WSACRE committee is a wonderful opportunity to meet like-minded people of Faith who also believe that an education which includes Christian virtues can only be a positive thing in the lives of our children and I would be delighted to be given the chance to work alongside such people.

6. Wyn Myles Meredith CYSAG Gwynedd

Yr wyf yn dymuno gwasanaethu ar Bwyllgor Gwaith CCYSAGC oherwydd fy mod yn ymroddedig i waith CYSAG Gwynedd yn lleol a thrwy hyn wedi mynychu a chefnogi Cymdeithas CYSAGau Cymru ers 1996 yn fy swyddogaeth fel Aelod o Gyngor Gwynedd hyd nes i mi ymddeol yn 2008. Ers hynny, yn rhinwedd fy swydd fel Stiward Cylchdaith Meirion a Dyfi 'rwyf wedi cynrychioli'r Eglwys Fethodistaidd fel cynrychiolydd enwadol. Tra yn Aelod ar Gyngor Gwynedd rwyf wedi gwasanaethu ar sawl pwyllgor. Teimlaf bod fy mhrofiad ar y Pwyllgor Addysg ac yn Llywodraethwr yn golygu fy mod yn deall yr heriau sy'n wynebu ysgolion cynradd ac uwchradd yr ardal. Rwyf yn edmygu ymroddiad Athrawon Addysg Grefyddol a Phenathiaid Ysgolion wrth iddynt gyflwyno Addysg Grefyddol ystyrlon i blant a phobl ifanc. 'Rwy'n ymwybodol hefyd o'u hymdrechion clodwiw i sicrhau bod sesiynau addoli ar y cyd yn berthnasol i'w byd.

Wyn Myles Meredith Gwynedd SACRE

I wish to serve on the WASACRE Executive Committee as I am committed to the work of Gwynedd SACRE locally and have attended and supported the Welsh Association of SACREs since 1996 in my role as a Member of Gwynedd Council until my retirement in 2008. Since then, as part of my office as the Circuit Steward to the Meirion and Dyfi Area I have represented the Methodist Church as a denominational representative.

Whilst I was a member of Gwynedd Council I served on several committees. I feel that my experience on the Education Committee and as a School Governor means that I understand the challenges facing primary and secondary schools in the area. I admire the commitment of Religious Education Teachers and School Heads when they introduce meaningful Religious Education to children and young people. I am also aware of their praiseworthy efforts to ensure that corporate worship sessions are relevant to their world.

7. Mary Parry CYSAG Caerfyrddin

- Mae gen i brofiad helaeth o weithio ym maes Addysg Grefyddol ac rwy'n angerddol am bwysigrwydd y pwnc i ddatblygu pobl ifanc gyflawn yng Nghymru heddiw.
- Rwyf yn Ymgynghorydd Cysylltiol Addysg Grefyddol gyda Sir Gaerfyrddin (a Dyfed cyn hynny) ers 19 mlynedd, a chyda'r ad-drefnu, rwyf hefyd yn Swyddog Consortiwm Gwella Ysgolion i SWAMWAC (Consortiwm De Orllewin a Chanolbarth Cymru).
- Rwyf yn swyddog proffesiynol i GYSAG Sir Gaerfyrddin. Yn rhinwedd y swydd hon, rwyf wedi bod ynghlwm wrth lunio meysydd llafur cytûn y sir a deunyddiau cefnogi. Hefyd rwyf wedi gweithio'n agos â chyrrff allanol ar faterion sy'n ymwneud ag AGr, megis AdAS, CBAC ac Estyn.
- Rwy'n cynghori a chefnogi athrawon ar weithredu Maes Llafur Cytûn y sir ac ar addysgu Addysg Grefyddol yn effeithiol. Rwyf wedi darparu llawer o gyrsiau ac adnoddau dwyieithog ar gyfer ysgolion – yn sir Gâr ac mewn awdurdodau lleol eraill yng Nghymru.
- Rwyf yn aelod gweithgar o Bwyllgor Gwaith Cymdeithas CYSAGau Cymru ers 17 mlynedd.
- Rwyf wedi cymryd rhan weithredol mewn cyfarfodydd Cymdeithas CYSAGau Cymru a'i gweithgareddau eraill ers ei sefydlu ym 1995.
- Rwyf wedi cynrychioli Cymru ar weithgor AREIAC (cymdeithas ymgynghorwyr AGr gwledydd Prydain) ac rwyf yn cynrychioli CCYSAGau Cymru ar weithgor EFTRE (fforwm Ewropeaidd ar gyfer athrawon AGr).
- Rwyf yn arolygu ysgolion o dan gytundeb Estyn. Bûm yn rhan o dîm Estyn a arolygodd Addysg Grefyddol dros Gymru gyfan eleni.

- Cyn fy swydd bresennol bûm yn bennaeth yr adran Addysg Grefyddol ac yn bennaeth yr ysgol iau yn Ysgol Gyfun Emlyn, Sir Gâr.
- Gyda'r profiad hwn, teimlaf y gallaf wneud cyfraniad gwerthfawr i weithgor CCYSAGau Cymru a byddai'n fraint i barhau i wasanaethu arno.

Mary Parry Carmarthenshire SACRE

- I have been working in the field of Religious Education for many years and I am very passionate about the importance of the subject in developing well-rounded young people in Wales today.
- I have been the Religious Education Associate Advisor for Carmarthenshire (and its predecessor, Dyfed) for 19 years, and with reorganisation I am now also a Consortium School Improvement officer in the SWAMWAC region (South, West and Mid Wales Consortium).
- I am the professional officer to the Carmarthenshire SACRE. As such, I have been involved in drawing up the county's RE Agreed syllabuses and support materials and also, I have worked closely with external bodies such as DfES, WJEC and Estyn on matters relating to RE.
- I advise and support teachers on implementing the county Agreed Syllabus and on teaching RE effectively. I have provided many bilingual courses and resources for schools – both in Carmarthenshire and in other LAs in Wales.
- I have been an active member of the WASACRE executive committee for 17 years.
- I have taken an active role in WASACRE meetings and its other activities since its establishment in 1995.
- I have represented Wales on the AREIAC executive (the RE advisors' association in Great Britain) and currently represent WASACRE on EFTRE (the European forum for RE teachers).
- I inspect schools under Estyn contract. I was one of the three inspectors who undertook the Estyn remit for the inspection of RE across Wales this year.
- Before my present position, I was the head of RE and the head of lower school in Newcastle Emlyn Comprehensive school, Carmarthenshire.
- With this experience, I feel that I can make a valuable contribution to the WASACRE executive and would find it a privilege to continue to serve on it.

8. Dafydd Treharne CYSAG Bro Morgannwg

1966 Pennaeth Adran AG a Dyniaethau mewn ysgol gyfun.

1974-96 Ymgynghorydd dros AG, Addysg Cyfrwng Cymraeg a Gofal Bugeiliol dros AALI De Morgannwg ac yna yn ddiweddarach AALI Bro Morgannwg.

Ar hyn o bryd aelod cyfetholedig grŵp lliwio Mudiad Addysg Grefyddol Cymru (MAGC)

1992- 2010 Arolygydd Tim gydag Estyn ar AG, Y Gymraeg a Gofal Bugeiliol

1996 - Aelod o 'CYSAG' Bro Morgannwg

2010 -2013 Aelod o 'Cymdeithas CYSAGau Cymru'

1996-2012 Cadeirydd Llywodraethwyr ysgol gynradd Gymraeg yn y Fro, bellach in Is Gadeirydd.

2010 - Llywodraethwr Sylfaen mewn ysgol gynradd yr Eglwys yng Nghymru

2010- Warden (y Rheithor) Eglwys Ioan Fedyddiwr, Llanfleiddan, Y Bont-faen.

2013 -Vale of Glamorgan Governors Association representative on Governors Wales.

Dafydd Treharne Vale of Glamorgan SACRE

1966-1974 Head of RE and Humanities in a comprehensive school.

1974 -1996 Adviser for RE, Welsh medium education and Pastoral Care for South Glamorgan LEA and then the Vale of Glamorgan LEA.
1992- 2010 Team Inspector for ESTYN in RE, Welsh and Pastoral Care
Currently Co-opted Member of Religious Education Movement Wales (REMW)
1996 Member of Vale SACRE
2010- 2013 Member of WASACRE executive nominated by Vale SACRE.
1996-2012 Chairman of Governor in Welsh medium primary school - presently deputy chairman.
2010 Foundation Governor in CinW Primary school.
2010 Church (Rector's) Warden in St John the Baptist, Llanblethian, Cowbridge
2013 Vale of Glamorgan Governors Association representative on Governors Wales.

Profile for Rev. Roy Watson

Rev. Roy Watson is a Methodist Minister covering Abertillery, Blaenau Gwent.

Rev. Watson's previous and current experience is as follows:-

- Head of RE, Willows High School, Splott, Cardiff – 1976 – 1996
- Member of South Glamorgan SACRE 1992 – 1996
- Member of Blaenau Gwent SACRE 1996 – present
- Chair of Governors, Coed y – Garn Primary School, Nantyglo 1996 – present
- Welsh Football Association. Soccer Referee 1980 – 2003
- Part of Chaplaincy Team, 6th Form, Coleg Gwent, Ebbw Vale

Y Parch. Roy Watson

Mae'r Parch. Roy Watson yn Weinidog Methodistiaidd sy'n gwasanaethu Abertyleri, Blaenau Gwent.

Mae profiad blaenorol a chyfredol y Parch. Watson fel a ganlyn:-

- Pennaeth AG, Ysgol Uwchradd Willows, Y Sblot, Caerdydd, 1976 – 1996
- Aelod o GYSAG De Morgannwg, 1992 – 1996
- Aelod o GYSAG Blaenau Gwent ers 1996
- Cadeirydd Llywodraethwyr Ysgol Gynradd Coed y Garn, Nant-y-glo, ers 1996
- Dyfarnwr Pêl-droed i Gymdeithas Bêl-droed Cymru, 1980 – 2003
- Aelod o Dîm y Gaplaniaeth, 6^{ed} Dosbarth, Coleg Gwent, Glynebwy

Enwebiadau ar gyfer Is-Gadeirydd y CCYSAGauC (19 Mehefin 2013)
Nominations for the position of Vice Chair for the Wales Association of SACREs (19 June 2013)

Gavin Craigen (CYSAG Sir Ddinbych, Cynrychiolydd REC)

Ymdeolodd Gavin Craigen ym mis Rhagfyr 2012 o'i swydd fel Cyfarwyddwr Canolfan St Giles ar gyfer Addysg Grefyddol a Datblygu Ffydd. Cyn hynny fe fu, am 19 blynedd, yn Arolygydd/ymgyngorydd Addysg Grefyddol ar gyfer Gogledd Ddwyrain Cymru (Conwy, Sir Ddinbych a Sir y Fflint), ac ar gyfer Wrecsam am 5 mlynedd yn ogystal. Yn ystod y cyfnod hwnnw bu hefyd yn Brif Arholwr CBAC ar gyfer TGAU mewn Astudiaethau Crefyddol (Spec B). Ef oedd y mentor arweiniol yng Nghymru ar gyfer prosiect AtGyfnethu Llywodraeth Cymru a'r Swyddfa Gartref, ac fe'i penodwyd hefyd yn Brif Safonwr ar gyfer y rhaglen 'Central Mid' yn CA3, a gwblhawyd ym Mehefin 2012. Bu'n aelod o PYCAG o 1992 tan 2012, a gwasanaethodd fel ei Gadeirydd am sawl blwyddyn. Mae wedi bod yn gysylltiedig â ChCYSAGauC ers ei dechreuad, a bu'n Ysgrifennydd cyntaf y Sefydliad Astudiaethau Crefyddol (IRS) am bum mlynedd. Gwasanaethodd hefyd fel Is-Gadeirydd a Chadeirydd. Er ei fod wedi ymddeol, mae Gavin Craigen yn dal ymlaen â'i gysylltiadau â materion AG drwy GYSAG Sir Ddinbych, fel aelod o Fwrdd Cyngor AG Cymru a Lloegr, a hefyd fel Cadeirydd Pwyllgor Gwasanaethau Crefyddol Gwasanaethau 'Addysg Gristnogol ac RE Today'.

Gavin Craigen (Denbighshire SACRE, REC representative)

Gavin Craigen retired in December 2012 from his post as Director of St Giles' Centre for Religious Education and Faith Development. Prior to that he was for 19 years Inspector/advisor for Religious Education for North East Wales (Conwy, Denbighshire and Flintshire) and for Wrexham for 5 years too. During that time he was also Chief Examiner for WJEC Religious Studies GCSE (Spec B). He was lead mentor in Wales for the Welsh Government and Home Office REsilience project, and was also appointed as Chief Moderator for the KS 3 Central Mid programme that was completed in June 2012. He has been a member of NAPFRE from 1992 to 2012, and served as its Chairperson for several years. He has been involved with WASACRE since its inception and was IRS first Secretary for five years. He has also been Vice Chair and Chair. Although retired, Gavin Craigen continues his involvement in RE matters through Denbighshire SACRE, as a member of the Board of the RE Council of England and Wales, and also as Chair of the Religious Services Committee of Christian Education and RE Today Services.