



Complete Agenda

Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

STANDING ADISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

Date and Time

2.00 pm, WEDNESDAY, 14TH JUNE, 2017

Location

Siambwr Dafydd Orwig, Council Offices, Caernarfon, Gwynedd, LL55 1SH

Contact Point

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(DISTRIBUTED: 06.06.17)

SACRE

MEMBERSHIP (7)

Plaid Cymru (4)

Councillors

Menna Baines

Judith Mary Humphreys
Paul John Rowlinson

Elin Walker Jones

Independent (3)

Councillors

Richard Medwyn Hughes

Mike Stevens

Dewi Wyn Roberts

Ex-officio Members

Chair and Vice-Chair of the Council – Councillors Annwen Daniels and Annwen Hughes

Christians and Other Religions

Awaiting Nomination
Dr W Gwyn Lewis
Mrs Elizabeth Roberts
Cynrig Hughes
Eirian Bradley Roberts

Methodist Church
Presbyterian Church of Wales
Union of Welsh Baptists
The Independents
Catholic Church

Teachers

Alwen Watkin
Miriam A. Amlyn
Cathryn Davey
Heledd Jones
Awaiting Nomination

ASCL
NAS/UWT
UCAC
NUT
ATL

Co-Opted Members:

Gwyn Rhydderch
Parchedig Aled Davies

A G E N D A

1. PRAYER

2. ELECTION OF CHAIRMAN

To elect a Chairman for this Committee for 2017/18.

3. ELECTION OF VICE-CHAIRMAN

To elect a Vice-chairman for this committee for 2016/17.

4. APOLOGIES

To receive any 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

5 - 9

The Chairman shall propose that the minutes of the meeting of SACRE held on 9 March 2017 be signed as a true copy.

(Copy enclosed)

8. SCHOOLS' SELF-EVALUATION

10 - 24

(a) To receive, for information, the monitoring form in respect of schools' self-evaluation for the Spring to Summer 2017 period.

(Copy enclosed)

(b) To present a summary of the following schools' self-evaluation:

- (i) Ysgol Glan y Môr, Pwllheli
- (ii) Ysgol Talysarn
- (iii) Ysgol Bro Hedd Wyn
- (iv) Ysgol Llanllyfni
- (v) Ysgol Bro Tegid

(Copies enclosed)

9. PRESENTATIONS

To receive presentations by representatives from various schools on good practice / concerns on delivering Religious Education.

10. WALES SACRE ASSOCIATION

25 - 43

(a) To receive the draft minutes of the Wales SACRE Association's meeting held on the 3 March 2017.

(Copy enclosed)

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

(Copy enclosed)

S.A.C.R.E. – STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION 09/03/17

Present: Councillor Selwyn Griffiths - Chairman

Gwynedd Council Members: Councillors Annwen Daniels, Tom Ellis

Christians and Other Faiths: Dr Gwyn Lewis (Presbyterian Church of Wales)

Teachers: Miriam Amlyn, Heledd Jones, Alwen Watkin

Officers: Mai Bere (Assistant Education Quality Improvement Officer), Glynda O'Brien (Member Support Officer)

GwE: Miss Bethan James (Challenge Adviser)

Apologies: Cllr Jean Forsyth, Cathryn Davey (Teachers Union), Mr Cynrig Hughes (Congregationalists), Mrs Elizabeth Roberts (Union of Welsh Baptists).

1. PRAYER

The meeting commenced with a prayer from Councillor Selwyn Griffiths.

2. CHAIR'S ANNOUNCEMENTS

Since this would be the last meeting of SACRE before the Council Elections on 4 May 2017, the Chairman took the opportunity to thank his fellow members for the privilege of Chairing SACRE and for their service and contribution to the work of SACRE over recent years. Best wishes were extended to those who would be retiring as Members and to those standing for election in May. Likewise, he thanked officers for their support whilst he carried out his role as Chairman.

3. DECLARATION OF PERSONAL INTEREST

Councillor Selwyn Griffiths declared a personal interest in relation to Item 6 (b) (ii), Ysgol Borth-y-Gest Self-evaluation, as he was a governor and also had a connection with the school.

He was of the view that it was not a prejudicial interest and did not withdraw from the Chamber during the discussion on this item.

4. MINUTES

The Chairman signed the minutes of the meeting of this committee held on 2 November 2016 as a true record.

5. SCHOOLS' SELF-EVALUATIONS

- (a) The Assistant Education Quality Improvement Officer guided Members through the handout circulated in which a summary of school findings was set out, drawing attention to the fact that three primary schools had been inspected by ESTYN during the 2016 Summer term, along with 6 primary schools during the 2016 Autumn term 2016.
- (b) In response to a comment made by a Member in relation to ESTYN terminology and the selection of "adequate" in the Ysgol Maenofferen self-evaluation, the GwE Challenge Adviser stated that the sentence "care, assistance and leadership" was part of a broader field. Attention was drawn to the fact that the words "effective, successful, robust, beneficial" referred to "good" which was relevant to Religious Education.
- (c) Reference was made to the self-evaluations of the following schools
- (i) Ysgol Bodfeurig
 - (ii) Ysgol Borth-y-gest
 - (iii) Ysgol Bro Cynfal
 - (iv) Ysgol Cae Top
 - (v) Ysgol Llanbedr
 - (vi) Ysgol Maenofferen
 - (vii) Ysgol Penybryn, Tywyn
 - (viii) Ysgol Rhiwlas
 - (ix) Ysgol Waunfawr

The GwE Challenge Adviser noted that the quality of the self-evaluations had improved but that some weaknesses persisted because schools had not scrutinised the guidances in sufficient detail and that clearer guidances were required.

In relation to Ysgol Maenofferen, attention was drawn to pupils' levels at the end of Years 3, 4 and 5.

It was noted that the Ysgol Cae Top self-evaluation was based on a different methodology and it had recently received an excellent inspection.

Reference was made to the Ysgol Penybryn, Tywyn self-evaluation in which a taster of the lessons was provided.

RESOLVED: To accept and note the contents of the inspections and self-evaluations and, in accordance with procedure, to congratulate the above schools for their efforts in achieving the grades.

6. UPDATE BY THE CHALLENGE ADVISER

(a) Religious Education and the Lifelong Curriculum

Members were reminded of the main recommendations by Professor Graham Donaldson as part of the "Successful Future" curriculum, or the Lifelong Curriculum, Curriculum for Wales. One of those principles was for the curriculum to be implemented from the ground up and for it to be relevant to the local area. To this end, local SACREs were a good example of the ability to influence a local curriculum.

She elaborated further on the four objectives at the core of the new proposed curriculum, namely supporting children and young people to be:

- Ambitious, capable learners who are prepared to learn throughout their lives
- Enterprising, creative contributors, ready to play a full part in life and work

- Ethical, informed citizens of Wales and the world
- Healthy, confident individuals, ready to lead lives in which they fulfil their ambitions as valued members of society.

One of the tasks to be addressed was to ensure that the curriculum be developed to respond to the above objectives.

The GwE Challenge Adviser explained that she was a part of the Consultative Panel which met to try to draw up guidance on "what religious education was". As a result of this work, statements on "what good Religious Education was" were presented to Members and they were asked to discuss, in pairs, whether the statements contributed to the four aims. The general consensus among Members was that the statements were sufficiently clear and applicable to the four aims.

As regards the next steps, teachers present were encouraged to put the above to the test at their schools to see whether they were comfortable with the statements etc. and to send any observations arising from feedback to the GwE Challenge Advisor.

(b) GCSE / A Level

The Challenge Adviser explained that a delegation from the National Consultative Panel on Religious Education had met with Mr Gareth Pierce, WJEC. He had been given a clear message that there was concern surrounding the presentation of a GCSE specification last September which they had been put under pressure to postpone. It was noted that the specification had now been received. It was noted that the lead GwE teacher (Mefys Jones) was operating effectively in consultation with teachers in Gwynedd and Anglesey and that material would be available by June / July.

Responding to the above, concern was expressed among teachers about the changes to the GCSE specification and the fact that schools would shortly need to begin course work and that no Welsh language materials were available, and that schools' results would suffer.

It was understood that many schools in South Gwynedd offered Specification A as a selected course, and Specification B as a statutory one. It was emphasised that Religious Education was a statutory requirement for every pupil and that schools needed to interpret the requirements thoroughly in accordance with the Act. Furthermore, a study programme could be provided which referred to the requirements and which offered other relevant qualifications e.g. The Welsh Baccalaureate.

(c) Religious Education Resources

Reference was made to the following publications for resources:

- Two editions of a Religious Education e-zine published for Key Stage 3.
- Podcasts - snippets from the BBC programme "Bwrw Golwg"
- Articles by three authors (Noel Dyer, Huw Dylan and Catrin Roberts) who had recently been collaborating

(ch) External Results

The GwE Challenge Adviser reported that the results of Summer 2016 had been generally very good, with boys making good progress and the gap between the performance of girls and boys closing.

A member expressed concern that schools were losing teachers who specialised in religious education and, in this regard, the subject's status was being lost.

In response, the GwE Challenge Adviser noted that schools were required to collaborate mainly due to budgetary cuts and that some schools, consequently, lacked Heads of Department. In terms of the subject's status, the previous thematic review by ESTYN on Religious Education did not express any concerns about the quality of lessons by teachers who were not subject specialists.

Resolved: **To accept, note and thank the Challenge Advisor for the above information.**

7. GWYNEDD SACRE ACTION PLAN

An action plan for the year 2016-17 was submitted.

In his absence, reference was made to a comment by Mr Cynrig Hughes about observing good practice at schools. He was of the opinion that an effort should be made quite soon to implement this as it had been a topic of discussion for Gwynedd SACRE for a number of years, yet no action had so far been taken on the matter.

In response to the above, the GwE Challenge Adviser suggested that a SACRE meeting be held in the summer term in a different format and that approximately four teachers be invited to the meeting to make a presentation on their best practice and / or concerns. In order to facilitate arrangements, it was suggested that a request be made to the Assistant Education Quality Improvement Officer to:

- Contact schools to find out whether Heads would be willing to release teachers to attend
- Investigate whether schools could be compensated for releasing teachers
- Find out whether teachers would be willing to invite SACRE Members to observe good practice in action in relation to collective worship

The GwE Challenge Adviser agreed to provide a relatively clear brief for schools in relation to the above.

Resolved: **(a) Accept and note the action plan for 2016-17.**

(b) Ask the Assistant Education Quality Improvement Officer to act in accordance with the bullet points above, once a brief had been received by the GwE Challenge Advisor.

8. WALES ASSOCIATION of SACREs

(a) Minutes of the previous meeting

Submitted minutes the previous meeting of the Association that took place on 18 November 2016 in Carmarthenshire.

The GwE Challenge Adviser noted that the meeting had been beneficial and she referred to an item within the minutes regarding good practice implemented at Ysgol Gymraeg Bro Myrddin whereby all pupils were given the opportunity to partake and present a daily activity of collective worship.

Resolved: **To accept and note the above.**

The meeting commenced at 2:00 pm and concluded at 3:35 pm.

CHAIR

Agenda Item 8

Monitoring Spring 2017 - Summer 2017

Every school is asked to provide a self-evaluation report on the standards of religious education and collective worship for Gwynedd SACRE. We try to ensure that the monitoring programme corresponds to the ESTYN inspection programme. The reports received are attached together with a summary or the findings in the following tables:

Secondary Schools	SE Report	School finding			Inspection Date	Estyn Report	Estyn Finding
		KS3	KS4	Collective Worship			
Spring Term 2017							
Glan y Môr	√	Good	Good	Good	09/01/17	14/03/17	Good

Primary Schools	SE Report	School Findings			Estyn Report	Date	Estyn Finding
		KS1	KS2	Collective Worship			
Spring Term 2017							
Talysarn	√	Good	Good	Good	30/01/17	04/04/17	Excellent
Bro Hedd Wyn	√	Good	Good	Good	06/02/17	11/04/17	Good
Bontnewydd	√	Good	Good	Good	13/02/17	20/04/17	Excellent
Eifion Wyn					20/03/17	26/05/17	Good
Llanllyfni	√	Good	Good	Good	20/03/17	26/05/17	Good
Summer Term 2017							
Bro Tegid	√	Good	Good	Good	08/05/17	12/07/17	
Felinwnda					12/06/17	15/08/17	
Abersoch					19/06/17	22/08/17	

Special Schools	SE Report	School Finding			Estyn Report	Date	Estyn Finding
		KS1	KS2	Collective Worship			

During the **2017 Spring Term 5** primary schools, 1 secondary schools and no special schools were inspected by Estyn.

During the **2017 Summer Term 1** primary schools, 0 secondary schools and no special schools were inspected by Estyn. It is anticipated that another 2 schools as well as 0 secondary school will be inspected during the current term.

The following extracts have been taken from the Estyn inspection reports and refer to Religious Education (unlikely), collective worship, spiritual and moral development and also other aspects such as personal, cultural and social education:

Observations by Estyn:

Spring Term 2017

Ysgol Glan y Môr (January 2017)

Care, support and guidance: Good

The school offers valuable provision and guidance in order to promote pupils' health and wellbeing, including the principles of eating and drinking healthily. The school has successful strategies to ensure high standards in terms of behaviour and improving attendance. The school makes beneficial use of a wide range of external agencies to support pupils, for example through an art project on mental health issues.

The school promotes pupils' spiritual, moral, cultural and social development effectively, for example through interesting assemblies and during registration periods. The personal and social education programme provides pupils with clear information and guidance.

Ysgol Talysarn (January 2017)

Care, support and guidance: Excellent

The exceptional quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing. Provision for the social development of vulnerable pupils is an excellent feature and is extremely successful. The support programme for them is particularly effective and makes a valuable contribution towards raising these pupils' self-confidence and developing their social skills.

Provision for pupils with additional learning needs is excellent. The school makes very effective use of formal assessments and teachers' assessment to identify pupils at an early stage, and extremely successful support programmes are provided for them. Staff ensure that individual education plans are detailed and rigorous, and include parents' views when they are reviewed. The school's thorough progress-tracking system shows that most pupils make progress above what is expected over time.

The school promotes pupils' spiritual, moral and cultural development successfully by providing regular collective worship assemblies and through curricular activities. Provision for personal and social education is of a high quality and means that pupils develop a sound understanding of values such as honesty, fairness and respect towards others. This is highlighted clearly in the way in which they treat each other.

Ysgol Bro Hedd Wyn (February 2017)

Care, support and guidance: Good

The school promotes pupils' health and wellbeing successfully. There are appropriate arrangements to promote eating and drinking healthily. The advantages of healthy living and boosting pupils' physical health are promoted effectively across the curriculum. The school provides a wide variety of rich experiences within the school and the community, which develop pupils' social, moral, spiritual and cultural skills successfully. One example of this is the way in which the school develops pupils' social and cultural skills by committing to support the two local Eisteddfodau and the agricultural show regularly. This ensures that pupils act fully as members of the local community and appreciate their role within that community.

Ysgol Bontnewydd

Care, support and guidance: Excellent

The quality of care, support and guidance is extremely effective and has a very positive effect on pupils' standards and wellbeing. The school has very robust arrangements for promoting eating and

drinking healthily, and to ensure that pupils understand how to stay safe. The school's commitment to promoting extra-curricular activities, such as Dragon Sports and 'Dal i Fynd', ensures valuable opportunities to develop all pupils' fitness.

The school promotes pupils' spiritual, moral and cultural development very successfully by providing regular collective worship assemblies and through curricular activities. Provision for personal and social education is of a high quality and means that pupils develop a sound understanding of values such as honesty, fairness and respect towards others. This is highlighted clearly in the kind way in which they treat each other. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Ysgol Llanllyfni

Care, support and guidance: Good

The school is a caring community that promotes pupils' spiritual, moral, social and cultural development successfully. Good examples include an appropriate opportunity for pupils to reflect and deliver their own simple prayers in the morning assemblies when remembering children who are less fortunate than themselves. Pupils are given valuable opportunities to play a prominent part in society when working with residents to keep the village tidy.

The school has appropriate arrangements to promote eating and drinking healthily. This has a positive effect on pupils' understanding of the importance of a healthy lifestyle. There are numerous and varied opportunities for pupils to contribute to a number of aspects of school life, for example taking part in the potato growing team. Through this activity, they are given a purposeful opportunity to work in the garden and plant fruit and vegetables. This prepares them well for the future and develops their enterprise skills practically.

Ysgol Eifion Wyn

Care, support and guidance: Good

The school is a happy community that gives a strong priority to pupils' wellbeing and safety. Staff provide good opportunities for pupils to express an opinion on how to improve the school's environment and make it safer. Pupils' spiritual, moral, social and cultural development is promoted successfully through regular collective worship activities, in addition to opportunities for them to reflect quietly on current affairs that are relevant to them.

The school provides very effective individual support to meet the specific needs of most pupils. It has strong links with a number of specialist agencies, and staff make successful use of them; for example, they work effectively with the educational psychologist, social services and the health service to ensure that pupils with specific needs have full access to appropriate support, when necessary. Arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Religious Education

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

- The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments 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; Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Model Guidelines and Profiles (2011), 14-19 (2009).

Standards in Religious Education – progress in learning

KS3 (2016)

- department's percentage L5+ stood at 85.6% in 2016 – gradual progress over the past few years.
- L6+ percentage stands at 47.8% and on average below the other extra-core subjects.
- percentage at L7+ stands at 21.1% that favourably compares with percentage of other extra-core subjects.
- the gap between B/G performance at L5+(- 25.8%) is high and even higher at L6+.

KS4

	2016 (30 pupils)	2015 (26 pupils)	2014 (15 pupils)
A*/A	40%	19%	53%
A* - C	80%	85%	100%
A* - G	100%	100%	100%

- Performance in the subject has been exceptionally good over the past 3 years at KS4.
- Percentage excellence is consistently high and was excellent in 2014 and 2016.

Standards in literacy, numeracy, ITC and thinking skills

1. KS4 2016 results are good in the subject with the majority of the learners doing as well in the subject as in other subjects.
2. Evidence from lesson observations indicate that the learners make good progress in communication with KS3 assessment tasks also attesting to that.
3. Evidence of lesson observations and books monitoring indicate that learners are making good progress in problem-solving skills and skills in improving their learning and performance.

Communication

1. Reading standards are good. The majority of the learners read well to each other in pairs. The majority of learners can sort and select evidence to support viewpoints.
2. The majority of learners listen attentively to the teachers and to each other.
3. The majority of pupils make verbal contributions of very high quality in the classroom, using the information to weigh up within a debate or extended question.
4. Able learners write in an extended manner and well. The majority can weigh up their viewpoints very maturely. A minority of learners, specifically certain cohorts of boys, do not sufficiently challenge themselves and in those instances although skim reading and sorting and selection of information is good, work presented leaves room for improvement.

ITC:

1. The majority of learners use their ITC skills to fulfil a range of tasks at KS3 and KS4.
2. Many of the learners can gather information from various electronic sources creating fit for purpose presentations and audience, e.g. article, pamphlet, PPT.

Numeracy

1. There is some evidence of learners having an opportunity to utilize number skills in their books.

Matters to focus on**ASPECTS TO DEVELOP**

- Focus on able and talented learners to set a challenge for L6 and 7.
- Have strategies in place to raise standards achieved by boys;
- Develop literacy, reading and writing, focussing on the boys.
- Set assessment tasks with clear Success Criteria on how to achieve L7+.
- Continue to target and support KS3 learners.
- Work with a specific Group of boys in year 8 to ensure that they receive every support to reach L6+.
- Work to ensure that FSM pupils performance draws more favourable comparison with non-FSM pupils.
- Provide more opportunities for pupils to make greater use of their number skills.

Excellent**Good**

X

Adequate**Unsatisfactory****Key Question 2: How good is the provision in Religious Education?**

- The following indicators should be considered during self-evaluation: the time allocated to the subject, the teachers subject-based information, specialization and professional development, suitability of the programme of study and range of learning resources used.
- An evaluation of pupils lessons evaluation and work allow headteachers and heads of department to form an opinion on quality of teaching in RE lessons at the school, and the extent to which pupils are motivated and encouraged to achieve high standards.
- Priamry schools should refer to the 'People, Beliefs and Questions' provision for Foundation Phase learners as well as Religious Education 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, Welsh Government Guidance: People, Questions and Beliefs \(2013\), KS2 and KS3 Model Guidelines and Profiles \(2011\), 14-19 \(2009\).](#)

Teaching in religious education: planning and range of strategies

- The teachers responsible for teaching the subject are aware of the Curriculum's requirements as outlined in the *Model Framework for Religious Education in Wales*, and the WJEC specifications for GCSE. They also benefit from INSET and are aware of the latest developments such as thinking development, literacy and assessment for learning. INSET time has recently been invested to ensure collaboration within a subject-based network in Gwynedd and Isle of Anglsey to ensure an understanding of the new GCSE specification.
- The teacher responsible for KS4 is a member of Professional Learning Community responsible for selecting fields to develop within the subject.
- The schemes of work contain clear and attainable learning aims and objectives, and the essential skills as well as RE

skills are mentioned. The tasks are pupil-centred, ensuring that they can gain ownership of their learning and take pride in that.

- Lessons commence on an engaging note that immediately focusses the pupils on work. Lessons conclude appropriately to enable the pupils to reflect on the lesson and on the learning strategies.
- The working books contain evidence that shows regular use of assessment for learning and thinking development strategies making the pupils confident and independent learners.
- Self-assessment and peers assessment through meta-cognitive methods have been an important practice for the pupils and enables them to improve their performance and promote reflection on the learning process.
- The department provides ALN pupils with models to assist them to achieve the expected standard and make progress. Vocabulary and terms, writing frames, differentiation handouts are provided and working in mixed ability groups.

Skills provision: literacy, numeracy, ITC and thinking

COMMUNICATION

Reading : Pupils have an opportunity to read various religious and non-literary texts for information gathering. Various reading strategies are used such as scanning, skimming, read closely and paired reading to achieve this. Pupils can thus identify the most appropriate methods for information gathering in various texts.

Verbal Work: Through paired and group work, the pupils confidently provide an extended oral response. For instance, they use small white boards and verbal feedback during peer assessment.

Writing: Following INSET on literacy and the six non-literary texts, the scheme of work has been adapted and extended writing opportunities created e.g. create a pamphlet, article, blog, diary and write a letter to a friend.

The subject terms are displayed around the class to ensure that the pupils are familiar with them and spell them correctly.

ITC: The department provides pupils with opportunities to practice their computer and digital skills.

Numeracy : The department provides opportunities for pupils to occasionally handle statistical data. In essence, the subject uses other forms on information gathering rather than numeracy.

Matters to focus on

- Raise boys standards of writing through emphasising writing skills.
- Provide opportunities for teachers who teach Religious Education as a second subject to have an opportunity to hold regular meetings at the school.

Excellent		Good	x	Adequate		Unsatisfactory	
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Collective Worship

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

Does the collective worship meet the statutory requirements?	Yes	No
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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 Newsletter 10/94), Guidelines on Collective Worship (Wales SACRE's Association, June 2012).

Good features of quality of Collective Worship

- The quality of pupils contributions to school services is very good. Readings have relevance and are good.
- Local ministers occasionally contribute to school services.
- The presentations in the collective services are contemporaneous.
- Arrangements have been made to hold classroom services when pupils do not worship together in the hall. The spiritual element is apparent in the readings.

Matters to focus upon as regards quality of Collective Worship

- Ensure consistent expectations in the registration classes.

Excellent		Good	x	Adequate		Unsatisfactory	
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Signed: *M. Jones* (Headteacher)

Date: 21/5/17

Religious Education							
Key Question 1: How good are outcomes in Religious Education?							
<ul style="list-style-type: none"> The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments and interviews with pupils. 							
References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Exemplar Guidelines and Profiles (2011), 14-19 (2009).							
Standards in Religious Education - progress in learning <ul style="list-style-type: none"> When looking at pupils books, it is observed that many pupils are well informed about holy books, places of worship, religious ceremonies and festivals that are important for Christians, Jews and Muslims. An analysis of teachers assessments shows that standards are consistently good at the end of both Key Stages. The work books of most of the pupils show very good progress in writing tasks over the year. 							
Standards of literacy, numeracy, ITC and thinking skills <ul style="list-style-type: none"> Many of the pupils use and apply their literacy, numeracy, ITC and Thinking skills successfully in a wide range of situations cross-curricularly daily including RE, with some more able pupils displaying very good skills. The majority of pupils can effectively apply their knowledge, understanding and skills to new situations. Many of the pupils can read a range of religious sources such as information books and the Internet and non-religious sources well. 							
Matters for attention <ul style="list-style-type: none"> Ensure a cross-section of various religions. Ensure that they know that Mari Jones was a Christian, Ann Frank was Jewish and that Divali forms part of the Muslim Religion. 							
Excellent		Good	√	Adequate		Unsatisfactory	

Key Question 2: How good is the RE provision?							
References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus, Welsh Government Guidelines: People, Questions and Beliefs (2013), Exemplar Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).							
Teaching in religious education: planning and range of strategies <ul style="list-style-type: none"> The school is of the view that pupils and the wider community's needs are met very well through the Foundation Phase and KS2 Curriculum and RE. There is a balanced and broad curriculum that meets Foundation Phase, Curriculum 2008, Literacy, Numeracy and RE requirements in accordance with the agreed syllabus. A very good range of stimulating, motivating and challenging learning experiences are provided to cater for all pupils requirements including SEN pupils, underperforming pupils 							

and more able and talented pupils. This is supported by an equal opportunity and equality policy.							
Skills provision: literacy, numeracy, ITC and thinking							
<ul style="list-style-type: none"> When scrutinizing pupils books, it is observed that they receive regular opportunities to recall religious stories such as Jona and the Whale, Mari Jones , Rama and Sita and St David. It was recently noted in Estyn Inspectors report that the “teachers ask pupils searching questions and encourage them to use their thinking skills consistently cross-curricularly”. 							
Matters to focus upon							
Ensure that RE is regularly discussed at the curriculum panel.							
Excellent		Good	√	Adequate		Unsatisfactory	

Collective Worship

Key Question 2: How good is the provision for collective worship?							
Does the collective worship comply with the statutory requirements?	Yes	No					
<p style="color: red;">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), Guidelines on Collective Worship (Welsh Association of SACREs, June 2012).</p>							
<p>Good aspects of quality of Collective Worship.</p> <ul style="list-style-type: none"> Provision for spiritual development is good. There is a valuable spiritual and supportive ethos to our Services and periods of collective worship and the pupils effectively contribute through discussing morality related questions. They possess a good understanding and knowledge of Christian stories and on faiths or other religions. Our collective worship arrangements meet statutory requirements. Our RE plans provide opportunities for the pupils to discuss life’s big questions, to compare and wonder, to understand the practices and importance of other faiths, to understand their role in the big picture, to understand their future role as citizens. An emphasis is placed on developing individuals who are considerate of others and who are willing tp play a role either in school or outside. It was recently noted in the Estyn Inspectors report that the ‘school successfully promotes pupils spiritual, moral and ultural development through providing regular collective worship services and through curriculum activities’. 							
Matters for attention as regards quality of Collective Worship							
Ensure that a cross-section of speakers from the community participate in the collective worship.							
Excellent		Good	√	Adequate		Unsatisfactory	

Signature: Glenda Evans (Headteacher)

Date: April 24,2017

Religious Education

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

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

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Faiths (2013), KS2 and KS3 Guidelines and Exemplar Profiles (2011), 14-19 (2009).

Standards in Religious Education – progress in learning

Good standards are achieved in religious education with KS2 pupils able to discuss the features of global religions. They also confidently discuss the features of RE in their village e.g. when describing the Chapel and Church and the interior fittings.

Standards of literacy, numeracy, ITC and thinking skills

Literacy standards in RE are good with pupils writing in an extended and diverse manner on various subjects. Numeracy standards are satisfactory due to the pupils difficulty to use figures that is appropriate for their age-group but also for RE. This is particularly true in KS2 junior classes and the infants as the numerical facts are not within their ability and range of number work. The pupils ITC skills are good with RE work and they have used an i-movie and the green screen confidently when presenting information about the Church or Jewish festivals.

Matters to focus on

Ensure that the infants class pupils can investigate and recall information about other religions, other than Christianity. Try, where reasonable, to boost pupils confidence when dealing with numeracy work in RE.

Excellent		Good	Good	Adequate		Unsatisfactory
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Key Question 2: How good is the provision in Religious Education?

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus, Welsh Government Guidance: People, Questions and Beliefs (2013), Exemplar Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).

Teaching in religious education: planning and range of strategies

The planning for RE is good at KS2 and is adequate at the FP. KS2 teachers have integrated themes into a two year cycle and that is done through a “demanding” theme in terms of RE in a term and followed by “lighter” themes. This leads to good focus on RE for a good part of a term leading to pupils having an enhanced understanding.

Skills Provision: literacy, numeracy, ITC and thinking

The skills provision is incorporated into the planning and consequently, very effective use is made of literacy and ITC to enable the pupils to present their ideas to the classroom wider audience. They also enjoy writing or using apps to present the required information.

Matters for attention

Plan a purposeful theme with an emphasis on global religions at the FP. It is intended to do so through following books in the series “Tybed Pwy?” (Peniarth).

Excellent		Good	Good	Excellent		Unsatisfactory
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Collective Worship

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

Does collective worship meet statutory requirements?	Yes	No
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References: ESTYN Inspection Framework Section 2.3.1, ‘Supplementary guidance on reviewing Collective Worship at non-denominational schools (ESTYN, September 2010), ‘Religious Education and Collective Worship’ (Welsh Office Circular 10/94), Guidelines on Collective Worship (Wales SACRES Association, June 2012).

Good features of quality of Collective Worship

Collective worship at Ysgol Bro Hedd Wyn provides pupils with an opportunity to perform in morality tales. This has stemmed from a questionnaire presented to pupils when it was noted that they wished to have a more active role in the service. Through receiving an opportunity for impromptu acting, they gain more enjoyment from the whole school service. In the classroom, collective worship has led to pupils having an opportunity to reflect on the day's activities, giving thanks as required. It was also observed that pupils think about those less fortunate than themselves during these periods of reflection. Contemporary issues receive useful focus e.g. Good will message, Christian Aid Week, Children In Need, during the periods and this often leads to fund-raising activities to help others.

Matters to focus upon regarding quality of Collective Worship

Continue to discover stories that appeal to pupils of all ages. Also staff to discover video clips that would lead to more variety when presenting stories collectively to the whole school.

Excellent		Good	Good	Adequate		Unsatisfactory	
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Signature: Heulwen Hydref Jones (Headteacher)

Date: 2-5-17

Religious Education

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

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

References: ESTYN Inspection Framework and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Beliefs (2013), KS2 and KS3 Model Guidelines and Profiles (2011), 14-19 (2009).

Standards in Religious Education – progress in learning

FOUNDATION PHASE

The use of skills and assessment for learning motivates various tasks and promotes independent work. The pupils books contains various presentations that reflect the skills. Almost all can talk about their feelings and express an opinion by the end of the Foundation Phase. Various texts are set to challenge the senior pupils to develop reading and recording skills and this shows a good understanding of National Framework requirements. The pupils are starting to develop the ability to use simple religious vocabulary. The classes contribute to developing positive attitudes towards problem sharing through holding Circle Time sessions. This promotes skills at listening, discussion and responding to others. There is close contact between the school and charities, e.g. Macmillan, Guide Dogs, Children In Need, May Day.

KEY STAGE 2

By the end of Key Stage 2, the majority of the pupils can describe religious faiths and practices and the impact that these aspects have on the lives of believers and recognize religious symbols. Around a half of the pupils can note similarities and differences within the religions.

A majority of the pupils at Key Stage 2 can describe their feelings and express an opinion and empathise with others and are aware of how this affects their lives.

A minority of the senior pupils recognize that religious questions are sometimes complex with answers often being indefinite.

Standards in literacy, numeracy, ITC and thinking skills

The Welsh verbal skills of most of the pupils develop robustly throughout the school, they provide a confident verbal response. Many can talk naturally and fluently about their work from an early age. The few pupils who do not speak Welsh at home venture to speak Welsh and are very soon successful in the second language. By the end of Key Stage 2, almost all the pupils use good subject-based vocabulary.

A majority of pupils confidently use information books and various reading sources.

RE resources (artefacts) at the school support the learning and teaching.

Many of the pupils confidently use ITC resources, however, these resources need to be used more, and more regularly cross-curricularly.

Matters for attention

FOUNDATION PHASE /KEY STAGE 2

Monitor RE work in the books.

Ensure that the Literacy and Numeracy Framework are included in the subject.

Ensure that extended written compositions are presented in RE.

Ensure that challenging work is provided for the able groups.

Develop use of ITC in the subject.

Excellent	✓	Good	✓	Adequate	✓	Unsatisfactory	✓
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Key Question 2: How good is the RE provision?

References: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus, Welsh Government Guidance: People, Questions and Beliefs (2013), Model Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).

Teaching in religious education: planning and range of strategies

The National sample framework is used to present religious education” throughout the school. Use of artefacts, information books, big books, information sheets and ITC resources reinforces the learning. Websites such as Beibl.net are used as interactive resources.

The teachers identify the skills involving people, beliefs and questions through the Global Knowledge and Understanding fields at the Foundation Phase. The framework is thematically implemented at the Foundation Phase.

The National Exemplar Programme of Study is followed at Key Stage 2 and RE is taught as a “block” unit of work at KS2.

Skills Provision: literacy, numeracy, ITC and thinking

The Numeracy and Literacy Framework is used in this field. The aim is to include an extended composition in the field each term and a numeracy piece cross-curricularly if applicable. ITC is used in the RE lessons to seek information and stories on the Internet. Thinking strategies are widely used – assessment for learning, peer assessment, patter/ speaking partners. Through using thinking skills, the pupils effectively solve problems.

Matters for attention

Have opportunities to occasionally visit places of worship.
Use the HWB resource in this field.
Develop challenging tasks for the able pupils in every class.

Excellent		Good	✓	Adequate		Unsatisfactory	
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Collective Worship

Key Question 2: How good is collective worship provision?

Does the collective worship meet statutory requirements?	Yes	No
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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), Guidance on Collective Worship (Wales SACRE’s Association, June 2012).

Good features of quality of Collective Worship

A collective and class service is held, and moral and spiritual aspects are followed.
The pupils have an opportunity to pray, sing, read and occasionally the classes have an opportunity to hold the service.
Opportunities are taken to develop aspects of PSE, Global Citizenship and Language Charter as part of the worship.
A Christmas Service is held in the community.

Matters for attention as regards quality of Collective Worship							
Ensure that morning Assembly Worship continues to be implemented in every class.							
Excellent		Good	✓	Adequate		Unsatisfactory	

Signed: *G Jones* (Headteacher)

Date: 10.5.17

Religious Education

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

- The self-evaluation is based on lesson observations, evaluations of pupils work, teachers assessments 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.

Referrals: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus; Welsh Government Guidance: People, Questions and Faiths (2013), Model Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).

Standards in Religious Education – progress in learning

During this term, work was done in KS2 on the big question ‘Is there peace?’ Almost all the pupils were very enthusiastic, full of ideas and views, especially year 6 pupils. Very mature Group discussions were held, with almost all the pupils confidently presenting their ideas in front of the rest of the class. Various places that attract Christian pilgrims were discussed - most of the pupils could provide reasons for going on a pilgrimage. An @ebol pack was used to present the work with a presentation on Bardsey Island and Cowbois Rhos Botwnnog. A trip to Glan-Ilyn was arranged as part of the theme, so that the pupils could write about their particular trip. The focus was on the purpose of the visit, their feelings during preparation, and during the trip, and what they learnt from the experience. It was felt that some Y4 pupils lacked confidence when discussing their feelings, but that most of the pupils were very confident.

The main focus of Y2 and 3 during the term was responsibilities and our duty to look after one another, when discussing the big question ‘what should the world be like?’ A great deal of information was gathered about Martin Luther King, and his dream of having an unprejudiced world. Work of a high standard was observed as the pupils drew posters ‘what kind of world is the ideal world’. Most of the pupils had firm ideas and opinion about what to include. This was apparent as they organized all the statements in order of importance.

It was felt that the big question set for the pupils at the start of term had spurred much discussion amongst the pupils and that most of them had made good progress during the term.

The Foundation Phase class discussed the story of Easter, through reading the Bible story, acting out various scenes and creating scenes using appropriate models. Simple personal books on the Easter story were prepared, with the emphasis on new life. The pupils were taken to Coleg y Bala for the day to enhance their experiences of the Easter story. The story was presented in a play and simple stories - this certainly enhanced their understanding of the story, as they were more ready to answer questions and express an opinion.

Standards of literacy, numeracy, ITC and thinking skills

Using this big question for cross-curricular planning has certainly led to introducing RE more creatively, and consequently, literacy, numeracy and ITC work integrates more naturally with the work. There is currently more evidence of literacy work in RE rather than numeracy and ITC.

Matters to focus upon

Give the pupils more time to discuss and express a view to reinforce their understanding and develop confidence when dealing with religious questions – at the FP and KS2.

Develop more numeracy and ITC within Religious Education.

Excellent

Good

*

Adequate

Unsatisfactory

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

- The following indicators should be considered during self-evaluation: the time allocated to the subject, subject-based knowledge, specialization and teachers professional development, suitability of the programme of study and range of teaching resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form an opinion 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, Faiths and Questions’ for Foundation Phase learners as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

Referrals: ESTYN Inspection Framework Sections 2.1 and 2.2 and the Locally Agreed Syllabus, Welsh Government Guidance: People, Questions and Faiths (2013), Model Guidelines and Profiles KS2 and KS3 (2011), 14-19 (2009).

Teaching in religious education: planning and range of strategies

At Key Stage 2, there is weekly focus on RE as part of the termly theme. Most of the activities will be cross-curricular to integrate literacy and numeracy into all the fields. There is much focus on thinking and assessment for learning strategies when teaching RE. The pupils prepared GED grids to encourage previous knowledge, create thinking maps, diamond list and set success criteria to assess their work.

There is much focus on the skills developed within RE work, such as dealing with the Fundamental Questions. We have invested in a series of books that focus on the Fundamental Questions, and the schemes of work are based on these, seeking to ensure that the work is more investigative.

At the Foundation Phase, the pupils have received opportunities to explore their experiences, questions and priorities, and other people's. Huge emphasis has been placed, and considerable work on responsible behaviour towards our friends, ourselves and other living things. We strive to use an open approach that encourages the pupils to participate and ask questions. The pupils confidence and ability to ask questions has consequently hugely developed. Much of the work will be presented during circle time.

Skills Provision: literacy, numeracy, ITC and thinking

Since September, our planning methods have been amended so that Literacy and Numeracy Framework strands integrate throughout all fields. Consequently, most of the work is cross-curricular, and all the subjects integrate.

Matters to focus upon

Maintain differentiation planning to ensure that the work sets an appropriate level of challenge for every pupil.

Excellent		Good	*	Adequate		Unsatisfactory
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Collective Worship

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

Does the collective worship comply with statutory requirements?	Yes	No
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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), Guidelines on Collective Worship (Wales SACRE's Association, June 2012).

Good aspects of quality of Collective Worship

Daily periods of collective worship, and opportunities to learn about the faiths of people from various cultures, successfully promote pupils spiritual and moral development.

Through the school council, pupils have set responsibilities and an influential voice in what goes on in the school community. During a recent self-appraisal of our services, the School Council noted that the services went on too long, and that singing one hymn rather than two would shorten the services. It was also suggested that some of the pupils be given opportunities to act out some stories in the service to make the services more engaging for the infants.

Practices such as holding a Thanksgiving Service in church and using the talents of the local area, has a positive impact on the development of pupils social skills and strengthens their engagement with their community.

Matters to focus on as regards quality of Collective Worship

Commence a classroom service with a prayer to create an ethos, and begin the worship on a firm footing.

Clearly differentiate between what is worship and what is a whole school meeting to hear the day's announcements – e.g. blow out the candle.

Excellent		Good	*	Adequate		Unsatisfactory
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Signed: *Bethan Emyr Jones*

Headteacher

Date: 19.5.17



Cyfarfod Cymdeithas CYSAG au Cymru, yn Sir Fynwy Swyddfeydd y Cyngor, Neuadd y Sir, Rhadyr, Brynbuga. 3 Mawrth 2017 (10.30am – 3pm)

Wales Association of SACREs meeting, at the Monmouthshire County Council Offices, County Hall, Rhadyr, Usk, NP15 1GA. 3 March 2017 (10.30am – 3pm)

Attendance

<p>Ynys Môn / Anglesey Bethan James Rheinallt Thomas</p>	<p>Sir Ddinbych / Denbighshire Phil Lord</p>	<p>Powys John Mitson Margaret Evitts</p>
<p>Blaenau Gwent Gill Vaisey Soam Sharma Chris Abbas Mal Jilani</p>	<p>Sir y Flint / Flintshire Phil Lord</p>	<p>Rhondda Cynon Taf Paula Webber Mathew Maidment</p>
<p>Pen-y-bontarOgwr / Bridgend Edward Evans Vicky Thomas</p>	<p>Gwynedd Bethan James</p>	<p>Abertawe / Swansea Vicky Thomas</p>
<p>Caerffili/ Caerphilly Enfys Hawthorn Janet Jones Vicky Thomas</p>	<p>Merthyr Tudful / Merthyr Tydfil Vicky Thomas Ernie Galsworthy</p>	<p>Torfaen /Torfaen Marilyn Frazer Kenneth Jacob Vicky Thomas</p>
<p>Caerdydd / Cardiff Gill Vaisey</p>	<p>Sir Fynwy / Monmouthshire Gill Vaisey Val Howells Peter Baines Kath Fitter N Baicher Tudor Thomas Bob Cotterell Sue Cave Liz Hackett Pain</p>	<p>Bro Morgannwg / Vale of Glamorgan Paula Webber Dafyd Trehearne R. Delpak</p>
<p>Sir Gaerfyrddin / Carmarthenshire Mary Parry</p>	<p>Castell-nedd Port Talbot / Neath and Port Talbot</p>	<p>Wrecsam / Wrexham Libby Jones Tania ap Sion</p>
<p>Ceredigion</p>	<p>Casnewydd / Newport Huw Stephens N Baicher Sally Northcott Vicky Thomas</p>	<p>Sylwedyddion / Observers Simon Oram Clare Cooper Sharon-Perry Phillips Tudor Thomas (REMW) Andrew Jones (Caldicot School) Fr Bernard Sixtus (Catholic Archdiocese of Cardiff) Pauline Smith (Welsh Government) Manon Jones (Welsh Government)</p>
<p>Conwy Phil Lord Nicholas Richter</p>	<p>Sir Benfro / Pembrokeshire Mary Parry Huw George</p>	

Minutes

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

The Chair of WASACRE, Phil Lord (PL), thanked Cantref and Shirenewtonschoo choirs for the excellent entertainment provided. He welcomed members to the Council Chamber at Usk, Monmouthshire. Monmouthshire SACRE representatives were available to talk to members during the day.

Thanking WASACRE for choosing the venue, Cllr. Jim Higginson welcomed members to the Chamber saying that at Monmouthshire County Council Religious Education is never underestimated or undervalued. Members were also welcomed by Chair of Monmouthshire SACRE, Liz Hackett-Payne, who expressed thanks to all who had organised the day. She told members it is a privilege to act as Chair to Monmouthshire SACRE, which works on the premise of complete inclusivity. She recognized that the SACRE thrives as a result of the dedication of faith representatives, who bring a valid and respected perspective to SACRE. She acknowledged teacher reps, fully supportive councillors and other members who bring academic expertise. Liz spoke of the positive nature of the SACRE in carrying out their duty to monitor RE in schools. The SACRE organises an RE event, including workshops, to help the transition between primary and secondary schools. This enhances the ability of children to understand many faiths. Additionally, the SACRE has received presentations from teachers and pupils who made school visits to Auschwitz and to Jerusalem. Liz believes SACRE is a force of positivity and inclusivity and stated that, with twenty-two SACREs working together, WASACRE has a very important role in RE. She encouraged WASACRE to ensure that the roles of SACREs are not eroded and that SACRE's statutory duties remain foremost in the eyes of the local authority and Welsh Government.

2. **Adfyfriotawel / Quiet reflection**

PL showed a YouTube film (<https://www.youtube.com/watch?v=BQbeWFxsRp0>) about the importance of St David's Day from Little Milly aged 4. He also spoke about Shrovetide and Lent, reflecting on how community celebrations are connected to the past, which is an important aspect of Religious Education.

3. **Ymddiheuriadau / Apologies**

Apologies received from Andrew Pearce, Cllr Lyndon Lloyd, Alwen Roberts, Mark Champion, Cllr Mary Barnett, Helen Gibbon, Rachel Bendell, Alison Lewis, Shè-zèr Kandro, Meinir Wynne Loader.

4. **Cofnodion y cyfarfod a gynhaliwydyng Nghaerfyrddin, 18 Tachwedd 2016 / Minutes of meeting held in Carmarthen, 18 November 2016**

The minutes were accepted as a true record of the meeting. Proposed by Rheinallt Thomas (RT) and seconded by Gill Vaisey (GV).

5. **Materionyncodi / Matters arising**

P3. The work collating REMW RE Ideas continues to be a work in progress.

P3. Humanist attendance – The guidance document Welsh Office Circular 10/94 is restrictive; however the guidance stands until it is changed. GV told WASACRE members that Kathy Riddick has sent a new book *What is Humanism?* written by Michael Rosen and Annemarie Young for KS2 and KS3

pupils. Kathy said she would like to have been present at the meeting but was unaware about it until recently.

P3. WASACRE has received a response from Welsh Government regarding the status of the agreed syllabus.

P.4. Executive members have met with the Minister, Kirsty Williams. The status of the Agreed Syllabus was discussed and the Minister asked for evidence that schools are not complying. Members discussed whether SACREs can produce evidence that statutory requirements are not being met. Members acknowledged that there is a procedure to follow if schools are found not to be meeting their statutory requirement for RE and that SACREs should try to resolve the problem in the first instance. GV was heartened by the Minister's response, as she stated that schools should be meeting higher standards and was adamant, therefore, that all schools must follow the Agreed Syllabus. If they did not they could not meet those required standards. GV reported that the Minister was very strong in backing WASACRE on this issue.

P. 5. The presentation from lead practitioners will go ahead in Wrexham

P. 7.PL attended the EFTRE Executive meeting. He visited a variety of schools and had the opportunity to stay with a family in Finland. There will be a presentation/summary in Wrexham.

P.8. Item 9. Edward wrote to the Minister. Statutory requirements are devolved.MP said Westminster can pass legislation and Welsh Government decides whether Wales accepts or rejects legislation. There are no powers retained by Westminster that apply to just education. This concurs with the fact that the REC Commission only applies in England. Wales is a legislative power, but Human Rights and other areas of law are not devolved. So when making decisions Welsh government have to ask whether this is solely education or does it include things that are not devolved matters.

Action: Thanks will be written to Kirsty Williams for a swift reply – EE.

P.10. Date of the summer meeting in Wrexham is Friday 7th July in the Council Chamber.

6. **CyflwyniadNAPfRE / NAPfRE presentation:**

Cyfoethogi'r cwricwlwm modern - o safbwynt ysgol arloesi / Enriching the modern curriculum – from a pioneer school perspective –Owain ap Dafydd Ysgol Gyfun Cwm Rhymni

Owain ap DafyddYsgol Gyfun Cwm Rhymni gave a presentation on the Donaldson Report/*Successful Futures*. Cwm Rhymni, the only Welsh medium school in Caerphilly, will have over 2000 pupils within 5 years. They see themselves along with the feeder primaries as part of a 'family of schools'. When children start primary school they belong to Cwm Rhymni. Pupil progress is at the heart of the school. The school has responded to *Successful Futures*/the Donaldson Report. The school has taken on board *Successful Futures* and the 4 Purposes are already being adopted by the school. The main focus at the school is on pedagogy, leadership and collaboration. Literacy is at the heart of everything. When lesson observations take place they look at whether the 4 Purposes are met. Specialists in secondary school are working with primary schools to develop the curriculum. The school has introduced Leaders of Pedagogy (LOP). Subject leaders are also responsible for developing staff. The school employs a Senior Leader of Pedagogy on TLR1. LOPs will be leading the six areas of the new curriculum. Cluster work is essential. They support primary schools and advise on subject specialisation. They also worked with Ysgol Llanharia Foundation unit KS2 and KS3 looking at pedagogy. The school takes time to reflect

and improve and are developing consistency in a 3-16 curriculum. Transition is a key in Successful Futures. Teachers visit primary schools on a regular basis to get to know the children individually. Curriculum development was seen as a way forward in developing the confidence and wellbeing of pupils. Cross curricular events are fundamental in Ysgol Cwm Rhymni. The Head talked about being in the Aberfan area and marking this history in cross curricular activities in a similar way they have marked the history of the Holocaust. The RE department is very important in this cross curricular approach. Welsh Bacc is also seen as fundamental to the development of the curriculum. Ysgol Cwm Rhymni now teaches RE through the Welsh Language Curriculum. Owain said that rather than the usual one hour per week, as a result of this change RE now gets four hours per week. He reported that Estyn were happy with the provision. The co-ordinator of RE works very closely with the Welsh department. In Owain's opinion, resources for RE are better with this approach as the Welsh department have helped to develop the resources. This, he maintains, brings out a better understanding from the language. The consistency and quality of the Welsh has improved and the quality of RE has improved as a result of the improved status of the teachers teaching RE. RE is compulsory subject in Donaldson in the Humanities AoLE. The headteacher believes that the 4 Purposes fit in ideally with RE. RE is more than just another subject it contributes to wellbeing. He said that in an area where deprivation is high and people have significant concerns about perceived migration in the valleys of Wales, RE is developing respect and understanding.

PL thanked Owain for providing an understanding of what is happening across the school. During questions a member said that the Head had talked about KS3 having to meet the requirements of the Agreed Syllabus. But what happens at KS4? Owain said that a Cross curricular approach is taken. RE has been taught by people who are not subject specialists in the school. Sometimes through cross curricular days but that the school has covered Agreed Syllabus and that this has been recognised by Estyn. Welsh Bacc is also being used to teach RE. He said that the school did not go down the short course route, but GCSE and A Level Religious Studies are popular options. Huw Stevens (HS) asked how much time was being given to History and Geog. Owain said that they continue to have one hour per week. He reiterated that he believed that RE has improved through teaching in first language Welsh lessons. A question was asked about the quality of teachers applying at the school. Owain said that to produce good students we need good teachers and that they don't have a shortage of people applying at Cwm Rhymni. Once appointed, they are given the opportunity to develop. In answer to another question Owain confirmed that RE is the only subject to be taught through first language Welsh lessons, but that some RE was also taught during registration period and through the Welsh Baccalaureate. Discussions followed with a clear message that WASACRE members didn't think that teaching RE through registration periods could be considered as good practice.

7. Cyflwyniad WASACRE/WASACRE presentation:

Gwaith y rhwydwaith ysgolion arloesi a'r MDAPH Dyniaethau/Work of the pioneer school network and the Humanities AOLE - Manon Jones

PL introduced Manon Jones to WASACRE. He informed members that WASACRE are now meeting with Welsh Government on a regular basis.

Manon Jones brought WASACRE up to date on the current progress of the new curriculum with particular reference to the Humanities AOLE. Successful Futures was published two years ago and

Manon considered that the heart of the new curriculum is to encourage young people to develop as full members of society and that this is reflected in the 4 Purposes. Manon reported that the recommendation is that RE continues to be a statutory requirement. Welsh Government have published a document *A curriculum for Wales, a Curriculum for Life* (<http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales-curriculum-for-life/?lang=en>). Manon's presentation summarised some of the main points within this document which will bring fundamental changes to the Education system in Wales. The curriculum will be fully implemented in 2021. There will be a robust accountability system throughout the development of the curriculum. The pioneer network was set up in 2015. Digital Competence is one area of the curriculum that has already been developed. In 2017 there will be practical support for the professional teaching pioneers who are developing the new curriculum. Welsh Government is looking at ways to prepare the practitioners for the new curriculum and have developed a network of schools across Wales so that there is proper representation. There will be a collaborative approach to the development of the AoLE. Pioneers will identify what is working at the moment, share and provide feedback. This will be an inclusive approach with practitioners leading the work. They will be working with experts from Wales and the world. Welsh Government, Estyn, Qualifications Wales and other stakeholders are partners in the development of the new curriculum. Welsh Government is also seeking to develop a partnership with WASACRE which they see as vital now that the focus of the work is to develop the humanities part of the curriculum. Manon voiced her appreciation of the advice and support she has received from WASACRE. Manon informed WASACRE that enriching experiences will be a focus across the whole curriculum and that work has already started on the AoLE. Questions will be asked such as, what do we mean by Humanities? What are the links to other AoLE? The next step will be to develop the detail working groups looking at cross curricular approaches, enrichment and experiences, the Welsh dimension, wider skills and assessment and progression. These groups have published reports which are available online. The new curriculum is meant to be holistic. The group developing humanities has met once. Welsh Government recognises the importance of working together. Welsh Government wants to build strong foundations. They recognise that WASACRE has a body of expertise and they have asked WASACRE to share in this process. Members from WASACRE and NAPfRE will meet with Welsh Government at the end of the month (add the date). Welsh Government are looking at how they can engage with various SACREs to look specifically at RE. Their aim is to have a good working relationship from the start. Manon stated that Welsh Government needs to know the RE issues from the very beginning.

Questions following the presentation included:

"I assume the intention that the humanities will work together?" – Manon said that Humanities will be looked at in a holistic way but that it was the intention that but the individual disciplines will remain. They will also be making the links with the AoLE as the new curriculum will be a holistic framework.

A member asked how SACREs can ensure how the Agreed Syllabus is being met. Members expressed concern that they are hearing that already some schools think that they do not have to follow the Agreed Syllabus. VT said that the SACREs she represents have already sent out letters to schools reiterating the statutory nature of the agreed syllabus along with a proforma for schools to fill in to show where they are meeting these legal requirements.

The following points were raised in a lively discussion that took place following lunch:

- It is important that the Agreed Syllabus is adhered to during the next few years while the 4 Purposes are being developed within Humanities. The Status of RE remains statutory and schools should be delivering RE according to the Agreed Syllabus.
- Concern that Estyn current reports do not demonstrate good practice in RE. Members were concerned that during the inspections Estyn may perhaps see paperwork, but not the RE itself. Estyn may not, therefore, report when schools are not complying with Agreed Syllabuses.
- Members expressed concern that teaching RE via other subjects could potentially be ‘killing RE’. For any subject to be delivered during registration, for example, is not appropriate. Non-specialist teaching in RE may be seen as a disservice. Specialist RE teachers are needed to teach RE effectively and sometimes schools are using a cross-curricular approach as a money saving exercise. If a school values subject teachers they should be investing in RE. If headteachers begin to see this approach as good practice, it could potentially undermine the principles of Donaldson. Manon Jones said that in designing the new curriculum there is a need for Quality Assurance to ensure that this is not the case. From 2018 there documents will be available stating how RE should and could be delivered.
- The ‘What is good RE?’ document will be considered in designing the new curriculum. We need to make sure that, if RE is to be delivered through the humanities curriculum in the future, this is good RE.
- The issue of non-compliance has raised for the last 18 months as SACREs have been receiving anecdotal evidence of a there being a view in some schools that the Agreed Syllabus doesn’t have to be adhered to. Some members would like to have received a statement from the Minister confirming the status of RE. In some SACREs letters have already gone out to all schools reminding them of the statutory nature of RE.
- It was pointed out that, whilst RE can be delivered in a number of ways as long as the Agreed Syllabus is adhered to, there is concern about the workload of Heads of Department for RE in approaches where they would be required to provide resources for non specialist teachers.
- Manon Jones was asked who would determine the best model in the new curriculum. Manon said that they need to have consistency with the other AoLE and to develop the curriculum, trial and change mindsets by focusing in the 4 Purposes. Welsh Government would be developing, trialling and sharing ideas. There are a variety of people who will challenge pioneer schools. A member asked Manon who would retrain teachers. Manon informed WASACRE that colleagues in Welsh Government were going to work with teacher trainers and teachers who are in the profession already. This raised the issue of who would fund teacher training, hiring venues and promote events.
- WASACRE should gather evidence that Agreed Syllabuses are not being adhered to:-
 - There was a concern expressed by a member that headteachers may just say they were complying.
 - It was suggested that perhaps heads of department and challenge advisors could be an avenue to collect evidence.

- There would be an opportunity to ask them when lead practitioners meet.
- Collecting of evidence would be too time consuming and may not change anything.
- WASACRE members were cautious about going down this route as most schools have a good relationship with SACRE. If WASACRE is required to collect evidence then WASACRE may be seen to be policing the curriculum and could affect the positive relationship we currently have with schools.
- A suggestion mooted by a member was SACREs host a meeting of HODs to show SACRE support.
- It was pointed out that non-compliance could be an issue for primary schools too.
- We must ensure in the new curriculum that RE has parity with History and Geography and that it is delivered by specialists.
- WASACRE were informed that a member was aware of a school that is ‘trying out Donaldson’. They have already started with Year 7 and other schools have visited as an example of good practice and are now using it in their schools. Manon Jones was asked whether she was aware of the schools that are pioneering and whether there is good model. Manon said that she appreciates the feedback she is getting at the WASACRE meeting and that she will bear it in mind and pass it on.
- There was a discussion about whether there might be an opportunity to visit a Caerphilly school as a case study to see how RE is being re-visioned. A discussion on the protocol for doing this took place. Some members pointed out that it was local SACREs and not WASACRE who should visit schools.

Action: VT to discuss this in Caerphilly SACRE.

Action: Agenda the issue of training at the next Exec meeting.

8. **Cyflwyniad NAPfRE / NAPfRE presentation:**

Addysgu Addysg Grefyddol o fewn cwricwlwm y Dyniaethau/ Teaching Religious Education within a Humanities curriculum –Sharon Perry Phillips

Sharon Perry-Phillips, Head of RE at Monmouth Comprehensive School presented her experiences of teaching RE within a humanities based curriculum for the past 9 years which is in line with Donaldson. She suggested there are lessons to be learnt as we approach Successful Futures. The school produced a skills based integrated curriculum and skills became dominant over range and they became a driving force of learning. Five themes were identified, including research skills. The aim was explicitly develop these skills. It was a cross curricular, skills based and ‘Donaldsonesque’ curriculum. Welsh Baccalaureate and the Advanced Welsh Baccalaureate were also an integral feature. Humanities became a fully integrated department and each class had a very different experience of Religious Education. There was evidence of this from the parents of twins in the school. There was the realisation that RE fits everywhere and the links were easy to make. Assessments were flexible, but at least three per year had a concrete RE element. The approach was student centred and student driven. A strength of this approach

was that you got to know your students very well. Estyn commented that the approach had revitalised teaching strategies. For RE this approach meant that collaboration was fantastic and teachers developed an appreciation of sister subjects. As an RE specialist teacher, Sharon, who had previously taught multiple classes of RE for one hour a week, it was good to teach them more often. Good relationships were built and the uptake for RE improved. Sharon reported, however, that the negative impact on RE from non-specialism was phenomenal. She witnessed a significant knowledge deficit in RE by Year 8. The ratio of RE teachers was tiny in comparison to History and Geography, so RE took the brunt of the deficit. The school noted teacher bias was inevitable as people play to their strengths. After a number of years using this curriculum model, in Jan 2015 they reverted to teaching the subjects separately. And in Feb 2015 Successful Futures was introduced. Sharon reported that, in her experience, this way of teaching was 'death to Humanities'. Reverting back had had a positive effect and they are much happier having discrete terms to develop discrete skills. Sharon reported that RE had not been taught in the same way by non-specialists. For instance, she was frustrated that in the last two years no one had asked to borrow Sikh artefacts and not once had a visit been arranged. It produced a 'grab and run type of teaching.' She suggested that if they had to think again there would need to be investment time and non-specialist staff training. There should be embedded Inset. Additionally there should be consistency of staffing, ownership and collaborate planning. Sharon argued that schemes of work and resources, etc. would not matter if you didn't invest in staff. She also recommended that there should be a balance between skills and subjects. Subject specialism must be retained at KS3. The integrated curriculum at Monmouthshire Comprehensive was in line with Successful Futures. She warned that unless we are really careful with RE it will be it and not History or Geography that will lose out.

Questions included:

If you had a choice would you prefer not to go down the Donaldson Approach?

Sharon said that subject specialism was lost and she would 'bite your hand off not to go down that road'. You get much better RE via a specialism. GV reported that she has seen amazing and inspiring RE that is in Monmouth Comprehensive School. She felt very strongly that if Sharon and her specialist team could not deliver that it would be a real shame. Sharon said that another problem encountered in the Humanities approach was that there was little time to engage pupils and inspire them to take RS at GCSE. Teachers of humanities would inevitably sell their own subject and it is the love of your subject that inspires people. The school has now replaced an integrated approach with a modular approach though they still attempt to cross link schemes. Sharon said that under the integrated scheme RE was being taught like History's said that subject skills are important as the cross curricular skills and asked where that fits into Donaldson. Manon Jones said that the disciplines will remain and that it had been definitely worthwhile to listen to the talk given by Sharon. VT stated that it was good to end the talk on a positive note and she appreciated Sharon's honesty in her feedback. She expressed concern that KS4 is content laden and that some of that now has to be covered at KS3. At the WJEC training event Sharon said that she felt as overwhelmed as she had ever been. She felt fortunate to have 5 hours a fortnight to cover the GCSE course but she was aware that other staff didn't have that. PL noted that he has taught in schools with no subject specialists and that it was very difficult to inspire non-specialist staff. He recalled that he had had to plan all of the lessons to ensure engagement and progression from KS3 to 4

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

- **Canllawiau Reoli Hawl Tynnu'nôl o Addysg Grefyddol/ *Guidance on Managing the Right of Withdrawal from Religious Education***

Gill Vaisey has made progress with the document. The main development has been as a result of a presentation from Shaun Evans- Pask from Untethered Limited who presented to the Executive Committee on 1st Feb 2017 on issues around withdrawal from religious education. He has since provided a section to go into the document. GV has now written a section on each of the major world faiths in order to minimise withdrawal. The document is at the proofreading stage and will soon go to translation. GV has had to go back to WG on an issue with 10/94 that needs clarification.

- **Ymarferwyr Arweiniol/Lead Practitioners**

We now know who the Lead Practitioners are and what schools they belong to. WASACRE could have a presentation from consortia in the south during its Autumn Term meeting in Bridgend. This would be another opportunity to put them in contact with one another.

- **Materion Llywodraeth Cymru / Welsh Government matters –**

- Cyswllt Newydd/New Contact – David Heath

- Cyfarfod Llywodraeth Cymru/ Welsh Government contact meeting – 16/1/2017 & 14/12/16

WASACRE have met with Welsh Government five times in the last term and a half. This included a meeting between Phil Lord, Libby Jones, David Heath and Abi Williams in Colwyn Bay. It is encouraging that David Heath was so knowledgeable and enthusiastic about RE. Regular meetings will be held in the future. WASACRE will also be meeting Welsh Government concerning the new curriculum. WASACRE are sharing with Welsh Government the issues we are concerned about such as legislation, withdrawal, Humanist representation on SACREs, the collection of annual reports, Circular 10/94 and that schools should still be following the Agreed Syllabus.

SACRE Annual Reports should be sent to Abi Williams:

Abigail.Williams@wales.gsi.gov.uk

WASACRE have a meeting on the 27th March with Welsh Government.

Action: LJ to follow up which reports are missing.

10. **Adroddiadargyfarfod y PwyllgorGwaith a gynhaliwyd ar 1 Chwefror 2017 / Report from the Executive Committee held on 1 February 2017**

Items: -

Members were reminded that faith representatives for the Church in Wales on SACRE were concerned with issues relating to the agreed syllabus rather than SACRE discussing issues relating to the CiW own RE curriculum for VA schools.

Shaun Evans-Pask – Untethered Limited – Identity based incidents. Very interesting and schools will be receiving this training.

7. In light of the work that GV has done on the Withdrawal Document which has been very time consuming a discussion was had on whether WASACRE should pay for this in the future. If so it would be necessary to develop a protocol that fits with our aims.

MM proposed and EE seconded the motion - *Is it the will of WASACRE that we can employ and use the expertise of consultants to pay them for their time?*

11. **Gohebiaeth /Correspondence**

- i. Peter Hemming- Invitation to a free seminar on ‘Religious Diversity in the Primary school’, 30th March at Cardiff University. WASACRE have a place reserved and LJ will attend.
- ii. Harkirat Singh- Sikh Education Service. Based in Northampton, offering workshops and visits to schools in Wales and hoping to make links with Wales.
- iii. Members asked if the workshops are available bilingually and what do we know about the service. Neeta Baicher offered to look into this further and liaise with LJ.
- iv. Commission on RE in England- Evidence gathering. Phil Lord’s name has been put forward as a link for this. It is an England matter and members have already agreed not to take part.
- v. Welsh Government colleague David Heath. Response regarding agreed syllabus for RE and assessment.
- vi. The Baha’i Community in Wales wished WASACRE a joyful greeting for the forthcoming Baha’i New Year on 20th March. This is a special year for the community as it is the bicentenary of the founder Bah aullah which will be celebrated in October.
- vii. WASACRE received correspondence from Matthew Vince, a doctoral student at Cardiff University’s Centre for the Study of Islam – UK. He is exploring Islam in RE in state schools. Matthew is a trained RE teacher. He is interested in coming along to SACRE/WASACRE to build a network between ourselves and the university. It was decided that GV speak with him and discuss him attending Cardiff SACRE in the first instance.
- viii. Wendy Dossett sent WASACRE information about three study days of teachers being held at the University of Chester. They are not board specific but would be useful to teachers of WJEC A Level. They are on Philosophy and Ethics, Buddhism and Christianity. The workshops are intended to give a back to university experience. Details are available on the University Website. PW will be attending two of the workshops.

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

1. Humanism - book has gone to all schools. Sharon Perry-Phillips reported that it is very useful and that the Humanist Association has been very helpful with the content of the GCSE. It is in pupil speak and helpful for the GCSE. She informed WASACRE that for delivering Hinduism at GCSE and for Life and Death Thornhill Crematorium in Cardiff are providing Cultural Tours
2. The AREIAC Annual Conference is taking place in York on 3rd – 4th July. Day 1 focuses on assessment and progression and Day 2 on curriculum development and working with faith communities. The conference is open to bookings from AREIAC members and non- members. For more information please contact the conference organizer Gill Vaisey.

13. **Dyddiad y cyfarfodnesaf / Date for next meeting:** 7 Gorffennaf 2017, Wrecsam / 7 July 2017, Wrexham.

Dyddiadau cyfarfodyddyn y dyfodol / Future meeting dates: Autumn 2017, Bridgend; Spring 2018, Swansea.

DRAFT

Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC (Gorffennaf 7, 2017)

Nominations for the Executive Committee (7 July, 2017)

Mae DAU o enwebiadau ar gyfer DWY swydd ar y Pwyllgor Gwaith.

There are TWO nominations for TWO positions on the Executive Committee.

1. Alison Lewis CYSAG Abertawe

Mae gen i radd mewn Athroniaeth o Brifysgol Abertawe ac rwyf yn fam i ddau o fechgyn. Rwyf wedi bod yn bennaeth yr Adran Addysg Grefyddol yn Ysgol Gymunedol Cefn Hengoed yn Abertawe ers 2001. Pan gyrhaeddais yno, fy nghanhadaeth oedd chwyldroi'r adran drwy wneud yn siŵr fod pob disgybl yng Nghewn Hengoed yn cael cyfle i astudio pwnc a fyddai nid yn unig yn gymhwyster TGAU pwysig iddynt, ond yn un sydd mor gyfoethog mewn sgiliau bywyd hanfodol. Felly, er mai dim ond 2 awr y pythefnos oedd gen i ar y cwricwlwm, teilwrais y cwrs TGAU i ganiatáu iddo gael ei ddysgu o dan y cyfyngiadau hynny. Ni oedd yr ysgol anenwadol gyntaf yng Nghymru i gael cohort llawn yn ymgeisio am TGAU Astudiaethau Crefyddol, yn cynnwys pob disgybl yn ein Hadran Addysgu Arbenigol.

Mae fy adran wedi mynd o nerth i nerth, ac mewn adeg pan mae oriau pwnc yn cael eu torri ar draws y cwricwlwm, bûm yn rhagweithiol yn sicrhau mwy o amser cwricwlwm i roi addysg grefyddol gyflawn a chytbwys i'r disgyblion, yn llawn o sgiliau a gwerthoedd sydd yn hanfodol i'w bywyd fel oedolion ifanc. Mae'n destun balchder i mi fod AG yn cael ei gydnabod fel pwnc gwerthfawr yn fy ysgol ond rwy'n deall nad felly y mae hi ymhob man, ac yn teimlo mai rhan o'm gwaith yw sicrhau fod AG yn cael lle teilwng ym mhob ysgol. Nid yw 'talu gwrogaeth' i AG yn ddigon; mae'n hollbwysig fod rhwymedigaethau statudol yn cael eu glynu atynt a bod AG ystyrllon yn cael ei dysgu ar draws pob ysgol yng Nghymru.

Yn ystod fy ngyrfa addysgu hyd yma, rwyf wedi bod yn arholwr TGAU Astudiaethau Crefyddol i CBAC a chefais fy newis i weithio ochr yn ochr â Gavin Creigen fel cymedrolydd ar gyfer lefelu safoni mewn Addysg Grefyddol yn 2012. Rwyf hefyd wedi gwasanaethu ar CYSAG Abertawe am flynyddoedd lawer fel Is Gadeirydd a bellach yn Gadeirydd, ac wedi cynrychioli fy CYSAG yng nghynadledau CCYSAGauC.

Yn ogystal â dysgu'n llawn amser, rwyf yn gweithio ar hyn o bryd gydag ERW fel Ymarferydd Arweiniol dros Addysg Grefyddol. Fy swyddogaeth yw rhoi i athrawon AG y sgiliau, yr wybodaeth a'r adnoddau sydd eu hangen i ddysgu Manyleb newydd TGAU mewn AG 2017, paratoi ar gyfer y cymhwyster newydd drwy sefydlu cyfarfodydd rhwydwaith a chreu cyfleoedd i gydweithio yn ogystal â chreu adnoddau ar blatfform digidol Llywodraeth Cymru, Hwb, i gydweithwyr yng Nghymru. Rwyf wedi cyflwyno cynnydd yr Ymarferydd Arweiniol mewn cynadledau diweddar i'r rhwydwaith, CYSAG a CBAC.

Bûm yn rhan o brosiectau peilot Llythrennedd a Rhifedd yn fy ysgol ac rwyf wedi rhannu arfer da ymhlith gydweithwyr mewn cyfarfodydd rhwydwaith. Cyn bo hir byddaf yn datblygu agweddau o ddull gweithredu Donaldson ar Gymhwysedd Digidol drwy AG drwy gydweithio ag arbenigwyr TG i gynhyrchu cyrsiau Moodle i'r Manyleb newydd i AG gan ddefnyddio Hwb.

Credaf y bydd fy mhrofiad yn fy ngalluogi i wneud cyfraniad gwerthfawr i Bwyllgor Gwaith CCYSAGauC a byddwn yn ei chael yn ffrind gwasanaethu arno, er budd fy mhwn a chydweithwyr yng Nghymru.

1. Alison Lewis Swansea SACRE

I am a Swansea University Philosophy graduate and mother of two boys. I have served as Head of the Religious Education Department at Cefn Hengoed Community School in Swansea since 2001. On arrival my mission was to turn the department around by ensuring that every pupil at Cefn Hengoed had the opportunity to study a subject that could not only provide them with an important GCSE qualification, but one that is so rich in essential life skills. So, despite having only 2 hours per fortnight on the curriculum, I tailored the GCSE course to allow it to be taught under these constraints and became the first non-denominational school in Wales to have full cohort entry for GCSE Religious Studies, including every pupil in our Specialist Teaching Facility.

My department has gone from strength to strength, and in a time when subject hours are being cut across the curriculum, I have been proactive in securing more curriculum time to provide pupils with well-rounded and balanced religious education, abundant in skills and values essential for life as young adults. I am proud that RE is recognised as a valuable subject in my school but I understand that this is not the same everywhere, and feel that part of my work is to ensure that RE is given its rightful place in all schools. A 'token gesture' approach to RE is not enough; it is vital that statutory obligations are adhered to and meaningful RE is being taught across all schools in Wales.

During my teaching career to date, I have been a WJEC examiner of GCSE Religious Studies and was selected to work alongside Gavin Craigen as moderator for levelling standardisation in Religious Education in 2012. I have also served on the Swansea SACRE for many years as Vice Chair and now Chairperson, and have represented my SACRE at WASACRE conferences.

In addition to my full time teaching commitment, I am currently working with ERW as a Lead Practitioner for Religious Education. My role is to equip teachers of RE with the skills, knowledge and resources necessary to teach the new 'GCSE Specification in RS 2017', to prepare for the new qualification through setting up network meetings and create collaboration opportunities as well as creating resources on the Welsh Government's digital platform, Hwb, for colleagues in Wales. I have presented the Lead Practitioner's progress at recent network, SACRE and WJEC conferences.

I have been a part of Literacy and Numeracy pilot projects in my school and have shared good practice amongst colleagues in network meetings. I will soon be developing aspects of the Donaldson approach on Digital Competency through RE by collaborating with IT specialists to produce Moodle courses for the new Specification for RS using Hwb.

I believe that my experience will allow me to make a valuable contribution to the WASACRE Executive Committee and I would find it a privilege to serve, for the good of my subject and colleagues in Wales.

2. Gill Vaisey CYSAG Sir Fynwy

Mae Gill Vaisey yn athrawes gymwysedig ac yn Ymgynghorydd Addysg Grefyddol sy'n arbenigo mewn addysg gynradd ac addysg y blynyddoedd cynnar.

Ar ôl astudio ar gyfer ei gradd B.Add. Anrh, gydag Astudiaethau Crefyddol fel ei phwnc arbenigol, bu'n addysgu plant oed cynradd cyn ymgymryd â swydd fel Athrawes Ymgynghorol ar gyfer Addysg Grefyddol yng Ngwent a chyflawni swydd debyg wedyn gyda Morgannwg Ganol. Ers 1996 mae Gill wedi bod yn ymgynghorydd llawrydd llwyddiannus sy'n rhoi hyfforddiant a chymorth i Allau, Esgobaethau ac ysgolion ledled Cymru a Lloegr ac mae bellach yn adnabyddus yn genedlaethol am ei gwaith gyda phlant yn y Blynyddoedd Cynnar.

Gill yw'r ymgynghorydd proffesiynol i CYSAGau Blaenau Gwent, Sir Fynwy a Chaerdydd a than yn ddiweddar roedd hi hefyd yn cefnogi CYSAGau Bro Morgannwg a Rhondda Cynon Taf.

Mae ei phrofiad perthnasol yn cynnwys:

- Aelod gweithgar o Gymdeithas CYSAGau Cymru ers ei sefydlu;
- Wedi bod yn darparu arbenigedd proffesiynol i CYSAGau Blaenau Gwent a Sir Fynwy ers 1996 ac i CYSAG Caerdydd ers 2014;
- Wedi ysgrifennu Meysydd Llafur Cytûn ar gyfer AG a deunydd cymorth, cynllunio ac asesu cynhwysfawr cysylltiedig i athrawon ar gyfer sawl Awdurdod Lleol yng Nghymru;
- Hyfforddiant a gwaith ymgynghorol rheolaidd ar gyfer athrawon cynradd ac ymarferwyr y blynyddoedd cynnar ledled Cymru a Lloegr;
- Rhoi hyfforddiant a chynghor i Awdurdodau Lleol ac Esgobaethau Eglwysig ledled Cymru a Lloegr;
- Aelod o'r Panel Ymgynghorol Cenedlaethol Addysg Grefyddol, y bu'n gadeirydd arno am dair blynedd;
- Cynhyrchu llyfrau ac adnoddau i athrawon ar gyfer Cyfnod Allweddol 1 a gomisiynwyd gan ACCAC;
- Chwarae rhan a rhoi cymorth yn uniongyrchol gyda phrosiectau amrywiol gan yr Adran Addysg a Sgiliau;
- Cynhyrchu a chyhoeddi adnoddau am ddim ac i'w prynu (Books at Press) i gefnogi Cwricwlwm y Cyfnod Sylfaen yng Nghymru a chwricwlwm EYFS a CA1 yn Lloegr; a'r Curriculum for Excellence yn yr Alban;
- Cysylltiadau clòs ag ystod eang o gymunedau ffydd a chynrychiolwyr unigol;
- Aelod o Gymdeithas Ymgynghorwyr ac Arolygwyr AG y DU (AREIAC) ac ar hyn o bryd aelod o'r pwyllgor gwaith gan gynrychioli Cymru a darparu seminarau'n rheolaidd ar gyfer ei haelodau;
- Cynrychiolydd CCYSAGauC ar Gyngor Addysg Grefyddol Cymru a Lloegr;
- Wedi mynychu cynhadledd EFTRE (Fforwm Ewropeaidd i Athrawon AG) yn Vienna;
- Cynrychioli CCYSAGauC yng Nghyfarfod Bwrdd EFTRE yn Athen, Ebrill 2017;
- Mynychu cyfarfod gyda Kirsty Williams a Swyddogion eraill Llywodraeth Cymru, Mawrth 2017, fel rhan o gynrychiolaeth o Banel Ymgynghorol Cenedlaethol Addysg Grefyddol (PYCAG);
- Gweithio gydag aelodau PYCAG i gefnogi'r Ysgolion Arloesi wrth iddynt ddatblygu elfen AG o Faes Dysgu a Phrofiad y Dyniaethau; a
- Mynychu cyfarfodydd â'r Rhwydwaith Ysgolion Arloesi a drefnwyd gan Lywodraeth Cymru.

Yr ethos sy'n sail i'w hymgyngoriaeth yw hybu a chefnogi rhagoriaeth mewn addysg grefyddol mewn ysgolion a sefydliadau addysgol. Byddai Gill yn falch o gael cefnogi a rhannu ei harbenigedd gyda Phwyllgor CCYSAGauC.

2. Gill Vaisey Monmouthshire SACRE

Gill Vaisey is a qualified teacher and Religious Education Consultant specialising in primary and early years education.

After studying for her B.Ed. Hons. Degree, with Religious Studies as her specialist subject, she taught primary age children before taking up a post as Advisory Teacher for Religious Education in Gwent followed by a similar post with Mid Glamorgan. Since 1996, Gill has been a successful freelance consultant providing training and support for LAs, Dioceses and schools across Wales and England and is now a nationally known figure in the UK for her work with RE and Early Years children.

Gill is the professional consultant to Blaenau Gwent, Monmouthshire and Cardiff SACREs and until recently also supported the Vale of Glamorgan and Rhondda Cynon Taf SACREs.

Relevant experiences include:

- An active member of the Welsh Association of SACREs since its inception and currently an Executive Member;
- Providing professional expertise to Blaenau Gwent and Monmouthshire SACREs since 1996 and to Cardiff SACRE since 2014;
- Writing Agreed Syllabuses for RE and accompanying comprehensive teachers' support, planning and assessment material for several Local Authorities in Wales;
- Regular training and consultancy for primary teachers and Early Years practitioners across both Wales and England;
- Providing training and advice to Local Authorities and Church Dioceses across Wales and England;
- A member of the National Advisory Panel for Religious Education, of which she was chairperson for three years;
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- Actively working with NAPfRE members to support the Pioneer Schools in the development of the RE element of the Humanities Area of Learning and Experience; and
- Attending Welsh Government convened meetings with the Pioneer Schools Network.

The ethos behind Gill's consultancy is to promote and support excellence in religious education in schools and educational establishments.

Enwebiadau ar gyfer Is-Gadeirydd y CCYSAGauC (7 Gorffennaf 2017)

Nominations for the position of Vice Chair for the Wales Association of SACREs (7 July 2017)

1. 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.

1. 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.

2. Gill Vaisey CYSAG Sir Fynwy

Mae Gill Vaisey yn athrawes gymwysedig ac yn Ymgynghorydd Addysg Grefyddol sy'n arbenigo mewn addysg gynradd ac addysg y blynyddoedd cynnar.

Ar ôl astudio ar gyfer ei gradd B.Add. Anrh, gydag Astudiaethau Crefyddol fel ei phwnc arbenigol, bu'n addysgu plant oed cynradd cyn ymgymryd â swydd fel Athrawes Ymgynghorol ar gyfer Addysg Grefyddol yng Ngwent a chyflawni swydd debyg wedyn gyda Morgannwg Ganol. Ers 1996 mae Gill wedi bod yn ymgynghorydd llawrydd llwyddiannus sy'n rhoi hyfforddiant a chymorth i ALLau, Esgobaethau ac ysgolion ledled Cymru a Lloegr ac mae bellach yn adnabyddus yn genedlaethol am ei gwaith gyda phlant yn y Blynyddoedd Cynnar.

Gill yw'r ymgynghorydd proffesiynol i CYSAGau Blaenau Gwent, Sir Fynwy a Chaerdydd a than yn ddiweddar roedd hi hefyd yn cefnogi CYSAGau Bro Morgannwg a Rhondda Cynon Taf.

Mae ei phrofiad perthnasol yn cynnwys:

- Aelod gweithgar o Gymdeithas CYSAGau Cymru ers ei sefydlu;
- Wedi bod yn darparu arbenigedd proffesiynol i CYSAGau Blaenau Gwent a Sir Fynwy ers 1996 ac i CYSAG Caerdydd ers 2014;
- Wedi ysgrifennu Meysydd Llafur Cytûn ar gyfer AG a deunydd cymorth, cynllunio ac asesu cynhwysfawr cysylltiedig i athrawon ar gyfer sawl Awdurdod Lleol yng Nghymru;
- Hyfforddiant a gwaith ymgynghorol rheolaidd ar gyfer athrawon cynradd ac ymarferwyr y blynyddoedd cynnar ledled Cymru a Lloegr;
- Rhoi hyfforddiant a chynghor i Awdurdodau Lleol ac Esgobaethau Eglwysig ledled Cymru a Lloegr;
- Aelod o'r Panel Ymgynghorol Cenedlaethol Addysg Grefyddol, y bu'n gadeirydd arno am dair blynedd;
- Cynhyrchu llyfrau ac adnoddau i athrawon ar gyfer Cyfnod Allweddol 1 a gomisiynwyd gan ACCAC;
- Chwarae rhan a rhoi cymorth yn uniongyrchol gyda phrosiectau amrywiol gan yr Adran Addysg a Sgiliau;
- Cynhyrchu a chyhoeddi adnoddau am ddim ac i'w prynu (Books at Press) i gefnogi Cwricwlwm y Cyfnod Sylfaen yng Nghymru a chwricwlwm EYFS a CA1 yn Lloegr; a'r Curriculum for Excellence yn yr Alban;
- Cysylltiadau clòs ag ystod eang o gymunedau ffydd a chynrychiolwyr unigol;
- Aelod o Gymdeithas Ymgynghorwyr ac Arolygwyr AG y DU (AREIAC) ac ar hyn o bryd aelod o'r pwyllgor gwaith gan gynrychioli Cymru a darparu seminarau'n rheolaidd ar gyfer ei haelodau;
- Cynrychiolydd CCYSAGauC ar Gyngor Addysg Grefyddol Cymru a Lloegr;
- Wedi mynychu cynhadledd EFTRE (Fforwm Ewropeaidd i Athrawon AG) yn Vienna;
- Cynrychioli CCYSAGauC yng Nghyfarfod Bwrdd EFTRE yn Athen, Ebrill 2017;
- Mynychu cyfarfod gyda Kirsty Williams a Swyddogion eraill Llywodraeth Cymru, Mawrth 2017, fel rhan o gynrychiolaeth o Banel Ymgynghorol Cenedlaethol Addysg Grefyddol (PYCAG);
- Gweithio gydag aelodau PYCAG i gefnogi'r Ysgolion Arloesi wrth iddynt ddatblygu elfen AG o Faes Dysgu a Phrofiad y Dyniaethau; a
- Mynychu cyfarfodydd â'r Rhwydwaith Ysgolion Arloesi a drefnwyd gan Lywodraeth Cymru.

Yr ethos sy'n sail i'w hymgyngghoriaeth yw hybu a chefnogi rhagoriaeth mewn addysg grefyddol mewn ysgolion a sefydliadau addysgol. Byddai Gill yn falch o gael cefnogi a rhannu ei harbenigedd gyda Phwyllgor CCYSAGauC.

Hoffai Gill gael y cyfle i gefnogi CCYSAGauC fel Is Gadeirydd yn ystod y cyfnod pwysig hwn o newid a datblygu'r cwricwlwm.

2. Gill Vaisey Monmouthshire SACRE

Gill Vaisey is a qualified teacher and Religious Education Consultant specialising in primary and early years education.

After studying for her B.Ed. Hons. Degree, with Religious Studies as her specialist subject, she taught primary age children before taking up a post as Advisory Teacher for Religious Education in Gwent followed by a similar post with Mid Glamorgan. Since 1996, Gill has been a successful freelance consultant providing training and support for LAs, Dioceses and schools across Wales and England and is now a nationally known figure in the UK for her work with RE and Early Years children.

Gill is the professional consultant to Blaenau Gwent, Monmouthshire and Cardiff SACREs and until recently also supported the Vale of Glamorgan and Rhondda Cynon Taf SACREs.

Relevant experiences include:

- An active member of the Welsh Association of SACREs since its inception and currently an Executive Member;
- Providing professional expertise to Blaenau Gwent and Monmouthshire SACREs since 1996 and to Cardiff SACRE since 2014;
- Writing Agreed Syllabuses for RE and accompanying comprehensive teachers' support, planning and assessment material for several Local Authorities in Wales;
- Regular training and consultancy for primary teachers and Early Years practitioners across both Wales and England;
- Providing training and advice to Local Authorities and Church Dioceses across Wales and England;
- A member of the National Advisory Panel for Religious Education, of which she was chairperson for three years;
- Producing Key Stage 1 books and teachers' resources commissioned by ACCAC;
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The ethos behind Gill's consultancy is to promote and support excellence in religious education in schools and educational establishments.

Gill would like the opportunity to support WASACRE as Vice Chair during this important period of curriculum development and change.