



Complete Agenda

Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

SACRE

Date and Time

2.00 pm, WEDNESDAY, 6TH NOVEMBER, 2019

Location

Siambr Hywel Dda, Council Offices, Caernarfon, Gwynedd, LL55 1SH

Contact Point

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(DISTRIBUTED 30/10/19)

SACRE

MEMBERSHIP (7)

Plaid Cymru (4)

Councillors

Paul John Rowlinson
Judith Mary Humphreys

Elin Walker Jones

Menna Baines

Independent (3)

Councillors

Richard Medwyn Hughes
Mike Stevens

Dewi Wyn Roberts

Ex-officio Members

Chair and Vice-Chair of the Council

Christians and Other Religions

Dashu (Scott Smith)
Awaiting Nomination
Awaiting Nomination
Dr W Gwyn Lewis
Eirian Bradley Roberts
Anest Gray Frazer
Vacant Seat Union of Welsh Baptists

Buddhism
Methodist Church
The Independents
Presbyterian Church of Wales
Catholic Church
Yr Eglwys yng Nghymru

Teachers

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

ASCL
NAS/UWT
UCAC
NUT
ATL

Co-Opted Members:

Edward Parri-Jones

Humanist

AGENDA

1. **PRAYER**

Quiet reflection or prayer.

2. **APOLOGIES**

3. **DECLARATION OF PERSONAL INTEREST**

4. **MINUTES**

5 - 12

The Chairman shall propose that the minutes of the previous meeting of this committee held on the 12 June 2019 be signed as a true record and discuss any matters arising.

5. **WELSH GOVERNMENT CONSULTATION PAPER: CONSULTATION ON PROPOSAL TO ENSURE ACCESS TO THE FULL CURRICULUM FOR ALL LEARNERS**

13 - 62

Welsh Government are consulting on proposals to ensure access to the full curriculum for all learners. In this proposal Welsh Government are seeking views on

- **the right to withdraw from RE (and RSE)**
- **a change of name for RE**

The Minister is 'minded' to remove the parental right to withdraw from RE and RSE and to change the name of RE to Religions and Worldviews.

6. **SCHOOLS' SELF-EVALUATION**

63 - 120

- a. Verbal report by Glenda Evans, Head of Ysgol Brynaerau
- b. To receive, for information, the monitoring form in respect of schools' self-evaluation for the Summer to Autumn 2019 period. (Copy enclosed)
- c. To present a summary of the schools' self-evaluation

7. **AUDIT OF GWYNEDD SECONDARY SCHOOLS RELIGIOUS EDUCATION LESSONS**

121 - 123

To present the number of Religious Education lessons in Key Stage 3 and 4 following a discussion on mater in previous meeting.

8. **WALES ASSOCIATION OF SACRE'S MEETING ON THE 28 JUNE 2019**

124 - 141

For information

SACRE – STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

12/06/19

Present:

Gwynedd Council Members: Councillors Menna Baines, Elin Walker Jones, Dewi Wyn Roberts, Mike Stevens and Paul Rowlinson.

Christians and Other Faiths: Eirian Bradley-Roberts (The Catholic Church), Tracy Ann Richardson Jones (Bangor Diocese), Edward Pari-Jones (Humanist),

Teachers: Miriam Amlyn (NASUWT), Heledd Medi Wyn Jones (NUT).

Officers: Mai Bere (Assistant Education Resources Officer and SACRE Clerk), Rhonwen Jones (Member Support Officer).

Also in attendance: In relation to item 10 on the agenda: Helen Bebb, (Temporary Professional Officer).

1. PRAYER:

The meeting was opened with a prayer from Councillor Paul Rowlinson.

2. ELECTION OF CHAIRMAN:

It was resolved to re-elect Councillor Paul Rowlinson as Chairman of this Committee for 2019/20.

3. ELECTION OF VICE-CHAIR:

It was resolved to re-elect Councillor Elin Walker Jones as Vice-chair of this Committee for 2019/20.

4. WELCOME AND INTRODUCTIONS: Edward Pari-Jones (Humanist) was welcomed by the Chairman, as a new member to the meeting.

5. APOLOGIES: Cllr. R. Medwyn Hughes, Judith Mary Humphreys, Anest Gray Frazer (Church in Wales), Alwen Watkin (ASCL), Cathryn Davey (UCAC).

6. DECLARATION OF PERSONAL INTEREST

Councillor Menna Baines declared a personal interest in item eight (8) - Bangor University Offer - 'Re-connect', as her sister's partner worked in the Education Department of Bangor University. As this item was a general matter, she was not of the opinion that it was a prejudicial interest, and did not leave the meeting during the discussion on the item.

7. MINUTES: The Chairman signed the minutes of a previous meeting of this Committee that took place on 7th November 2018, as a true record.

8. URGENT ITEMS:**BANGOR UNIVERSITY OFFER - 'RE-CONNECT'**

Councillor Menna Baines declared an interest in the changes that were afoot at the Education Department of Bangor University. These matters caused concern in the County regarding the future of teacher training and teaching through the medium of Welsh and bilingually in Gwynedd.

The Chair responded that the information was now public and there were redundancies at the university, this would have a huge impact on Education in general, particularly through the medium of Welsh.

The Chair noted that at the previous meeting a request had been made for statistics on the number of pupils in the County who sit GCSE and A Level in Religious Education. It was possible to use these statistics to monitor and see the number of students who may move on to follow the subject and teach.

See the statistics below:

Coleg Meirion Dwyfor (Summer 2018)**A/AS level**

Pwllheli 3 (1 Wel) 5 (3 Wel)

Dolgellau 0 1 (Eng)

Coleg Menai 0 0

Gwynedd Schools (Summer 2018)**AS**

YSGOL Y BERWYN	8
YSGOL FRIARS	13
YSGOL TRYFAN	6
YSGOL DYFFRYN OGWEN	1
YSGOL SYR HUGH OWEN	8
YSGOL BRYNREFAIL	20
YSGOL DYFFRYN NANTLLE	0
Authority	56

A Level

YSGOL Y BERWYN	8	1 Eng
YSGOL FRIARS	7	7 Eng
YSGOL TRYFAN	9	
YSGOL DYFFRYN OGWEN	1	
YSGOL SYR HUGH OWEN	4	
YSGOL BRYNREFAIL	8	
YSGOL DYFFRYN NANTLLE	2	
Authority	39	

GCSE

YSGOL Y BERWYN	29
YSGOL FRIARS	112
YSGOL TRYFAN	6
YSGOL DYFFRYN OGWEN	9
YSGOL Y MOELWYN	19
YSGOL BOTWNNOG	11
YSGOL SYR HUGH OWEN	14
YSGOL BRO IDRIS	18

Short GCSE

YSGOL Y BERWYN	1
YSGOL FRIARS	71
YSGOL TRYFAN	0
YSGOL DYFFRYN OGWEN	0
YSGOL Y MOELWYN	0
YSGOL BOTWNNOG	0
YSGOL SYR HUGH OWEN	0
YSGOL BRO IDRIS	0

YSGOL ARDUDWY	0		YSGOL ARDUDWY	0	
YSGOL BRYNREFAIL	27		YSGOL BRYNREFAIL	0	
YSGOL DYFFFRYN NANTLLE	8		YSGOL DYFFFRYN NANTLLE	0	
YSGOL EIFIONYDD	11		YSGOL EIFIONYDD	34	
YSGOL GLAN Y MÔR	19		YSGOL GLAN Y MÔR	0	
YSGOL UWCHRADD TYWYN	0		YSGOL UWCHRADD TYWYN	0	
Authority	283		Authority	106	

The Chair requested that the Assistant Education Resources Officer and SACRE Clerk, sends these statistics to Members for information.

The Chair and Councillor Menna Baines, noted that they had visited Joshua Andrews and his colleague at the University in Bangor in December 2018. Work on providing materials on training courses for teachers in Religious Education had been completed in Welsh and English, they were also about to launch a website with all the details. They had contacted the Headteachers of secondary schools with this information, in order to pass on the materials to the teachers.

RESOLVED:

Keep an eye on this matter and report back to the committee in November 2019.

KIRSTY WILLIAMS, LETTER OF RESPONSE:

The letter was discussed from Kirsty Williams, the Minister for Education, in response to the letter from the Chair and the Head of Education, regarding concerns about the lack of Welsh medium revision materials for the new GCSE Religious Studies course.

Comments raised:

Members noted that the letter caused concern, and highlighted three main points:

- Publishing lesson books from English into Welsh is a commercial enterprise.
- The decision to venture to create a resource or not is a matter for the publishers.
- I have committed to improving the provision of relevant and timely resources in Welsh and English for our learners.

The above points were not a robust response to the original letter sent by Garem Jackson to Kirsty Williams. The impression given to Members from the above points was that the choice and timing of printing Welsh language materials was a decision for the publishers.

RESOLVED:

To write back to Kirsty Williams, Minister for Education in Wales and the Shadow Minister Siân Gwenllian (Assembly Member for Arfon). The Committee requested that the Assistant Education Resources Officer and SACRE Clerk writes to them conveying our concern as a statutory committee about the reply received.

It was added that the letter should be returned to the Education and Economy Scrutiny Committee noting the concerns raised at this committee meeting.

9. REPORT TO CABINET ON CHANGING THE CONSTITUTION 02/04/19:

The matter was originally raised in response to a letter received from Bangor Humanists to join as a member(s) of Group A on the Gwynedd SACRE Committee.

Gwynedd SACRE needs to be more inclusive by including a wider variety of traditional religions than we currently have, and the advantages of having a broader diversity when developing the religious education curriculum that prepares our young people to become ethical, informed citizens of Wales and the world.

Recommendation: for the Education Department and the Gwynedd SACRE Committee to change the membership of Group A, as noted:

- Group A - Christianity - keep at 6
Propose to invite one (1) representative from the beliefs of Buddhism, Islam, Hinduism, Judaism, Sikhism and Humanists.
- Group B - representation of Teachers and Headteachers - keep at 5.
- Group C - Elected Members - keep at 7.
- Co-opted - SACRE Committee to retain the right to co-opt members.
- There are 3 votes, which is 1 for each Group. Co-opted members do not have a vote.

The Assistant Education Resources Officer and SACRE Clerk noted that an invitation had been given in April 2019, by writing to the belief groups to welcome them to be members of the committee, but no response had been received.

Councillor Dr Elin Walker Jones offered to contact the Mosque in Bangor.

Heledd Jones (Teacher Member) offered to contact Nathan Abrams at Bangor University, in the hope that interest could be generated in the committee to have Jewish members.

RESOLVED:

To accept the proposals.

10. PRESENTATION ON THE CURRICULUM FOR WALES 2022:

The following discussion was presented by Helen Bebb, (Temporary Professional Officer), giving an input on how Religious Education within the new curriculum can be implemented (the curriculum had been prepared by Professor Donaldson).

Humanities encompasses geography, history, religious education, business studies and social studies. These disciplines share many common themes, concepts and transferable skills, while also having their own body of knowledge and skills. Likewise, learners and teachers may reference other complementary disciplines, such as classics, economics, law, philosophy, politics, psychology and sociology, if and where appropriate.

The rationale in favour of change:

- Autonomy, flexibility and creativity lead to valid learning.
- An interdisciplinary approach supports the development of knowledge and skills.
- Linking experiences, knowledge and skills lead to enrichment opportunities.
- It incorporates business studies and social studies.
- Religious education in the curriculum allows for equality.

How is it different?

- Holistic and interdisciplinary.
- Disciplines are more visible from Progression Step 4.
- More importance to valid experiences.
- Focusing on global citizenship and participation in social action.
- Dealing with business studies and social studies earlier in education.
- Balance between local, Welsh/British and worldwide studies.
- Includes religious education and make it statutory for learners from 3 to 16 years old.

It was noted that the most important elements to remember when teaching the subject are the four purposes including the 12 curriculum educational principles to try and ensure that children and young people develop as:

- Ambitious, capable learners who are prepared to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
- Ethical, informed citizens ready to be citizens of Wales and the world.

The 12 educational principles:

General purpose of the curriculum	Continuous effort: Challenge to aim high	Blended Learning	Developing the mind: Critical and creative
Developing on previous knowledge and attracting interest	Meaningful and valid - bring everything alive	Assessment for learning	Create links within and across Areas of Learning and Experience
Crosscurricular	Independent learning	Positive relationship	Collaboration

It was noted that Ysgol David Hughes had trialled the Humanities course over last year on the themes of:

Religious Education within the units: 'Hotel Wales'

- Wales as a country that appreciates and sees the value in diversity.
- Exploring the different religions.
- How has religion changed in Wales?

Themes linked to Humanities:

- Refugees - Why me?
- Raising awareness about the problem with plastic.

Assessment for Learning on each unit:

- Enrichment tasks
- Success Criteria
- Effective feedback

It continues to be statutory to report on levels at the end of KS3 up to 2021.

RESOLVED:

The presentation was accepted and the officer was thanked for the information.

11. RESPONSES FOR THE CONSULTATION TO THE CURRICULUM FOR WALES 2022:

Concerns were raised by committee Members on the possibility of losing religious education within the new curriculum, justification was required to address this. It was stated that it was necessary to look at how many religious education lessons are currently presented in key stages 3 and 4, in order that we can keep an eye on the balance and raise awareness on monitoring religious education lesson hours within Gwynedd schools.

It was stated that a model was required on how to split lessons within the subject without losing teachers' expertise.

It was noted that there were no firm guidelines on teaching Humanities as a subject, the school had to come to a decision on how to model this and to work without discrimination.

It was noted that it was easier to address the subject in primary schools, it was added that it was more challenging to teach in the secondary sector, due to the holistic changes within the document.

The member of the Humanists stated how much attention was given to religious education:

- Was there more emphasis on teaching religions rather than non-religion?
- It was questioned if it was a reflection of society?
- Someone needed to represent non-religious persons.

The Chair requested Members to respond to the consultation on the draft guidance for the Curriculum for Wales 2022. The feedback period ends on 19th July 2019. The information will be used to further fine-tune the draft guidance, before publication in January 2020.

RESOLVED:

- There was agreement on the concerns about teaching religious education in schools.
- Need to look into how many lessons and hours are set-aside for religious education in key stages 3 and 4 in 2018-19 and 2019-20. The Assistant Education Resources Officer and SACRE Clerk to look into this.

12. OVERVIEW OF THE SELF-EVALUATION - SPRING TERM 2019:

The item was presented by the Assistant Education Resources Officer and SACRE Clerk.

Estyn Inspection refers to religious education as a subject, collective worship, spiritual and moral development and also other aspects such as personal, cultural and social education.

NAME OF SCHOOL	ESTYN COMMENTS - Care, Support and Guidance
Dolbadarn	Outstanding
Yr Hendre	Good
Bro Llifon	Good
Edmwnd Prys	Good
Llangybi	Good
Arduwy Harlech	Adequate and needs improvement

A paragraph of the report on Ysgol Dolbadarn was read, evaluation on the primary element was excellent:

"The school provides numerous opportunities for pupils to have their say through various forums, especially to contribute ideas about what they would like to learn. By doing so, staff encourage pupils to be conscientious learners who take responsibility for their own learning. They place great store on developing learners that are responsible citizens by encouraging them to develop their awareness of the needs of others and raising money for charity regularly."

It is noted that moral and spiritual elements appear to be strong in the primary schools.

The Assistant Education Resources Officer and SACRE Clerk added her thanks for the two self-evaluations received from Ysgol Edmwnd Prys and Ysgol Dolbadarn.

13. OVERVIEW OF THE SELF-EVALUATION - SUMMER TERM 2019:

All school reports had not been completed, however the reports of three schools that have been evaluated can be seen.

NAME OF SCHOOL	ESTYN COMMENTS - Care, Support and Guidance
Y Faenol	Good
Brynaerau	Outstanding
Maesincla	Outstanding

In addressing the ESTYN observations, it was expressed that the committee would extend an invitation to the Headteacher of Ysgol Brynaerau to the next meeting to elaborate on their work.

Observations were raised on:

Three Church in Wales schools and since Christmas 2018, one school had received an inspection under section 50 already and the other two will receive this before Summer 2019.

RESOLVED:

The Chair expressed his thanks for the thorough work and he asked the Assistant Education Resources Officer and SACRE Clerk to send an invitation to the Headteacher of Brynaerau or Maesincla to attend the next SACRE meeting, as they had received 'excellent' by ESTYN.

14. SACRE ANNUAL REPORT 2017-18 (DRAFT)

Bethan James, the former SACRE support Professional Officer, was thanked for collating the report - a summary of the committees and the presentations received last year.

It was added that it was important to read the action plan in the programme on page 170.

Some points on the New Curriculum for Wales 2022 plan were elaborated upon by Helen Bebb (Temporary Professional Officer) and comments were also received by the Members.

- It should be ensured that the Headteachers, Teachers, governors and SACRE members are informed about the requirements of the curriculum.
- There was a need to raise the question if sufficient training was available for teachers?
- Many schools had lost their Heads of Humanities, therefore it was certain that all Humanities teachers could not attend the courses. Currently, the changes by Professor Donaldson in terms of staffing was happening in the schools, this was a matter to be looked at in the next committee.
- Consider that the Religious Education document is supported by SACRE Gwynedd, need to contact GwE to have provision for this?

- A Professional Officer is needed across the North to receive correct information to promote Members' information.

RESOLVED:

To accept the report.

15. HIGHLIGHT ISSUES FOR INFORMATION:

No observations were added to the matters submitted for information.

The meeting commenced at 13:20 and concluded at 14:55

CHAIR

Agenda Item 5

Number: WG39139



Welsh Government
Consultation Document

Consultation on proposals to ensure access to the full curriculum for all learners

Date of issue: 3 October 2019

Action required: Responses by 28 November 2019

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.

This document is also available in Welsh.

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Overview We want your views on the impact of proposals that the new curriculum for Wales which will be introduced in 2022 should not include a right to withdraw from Religious Education (RE) and Relationships and Sexuality Education (RSE) and a change of name for RE.

How to respond This is a written, electronic consultation. Questions can be found at the end of this consultation document and you can complete the online form, download the form and complete manually and post to us at the address provided or send via email.

Further information and related documents Our National Mission: A Transformational Curriculum
<https://gov.wales/our-national-mission-transformational-curriculum>

This consultation document can be accessed from the Welsh Government's website at gov.wales/consultations. Large print, Braille and alternative language versions of this document are available on request.

Contact details For further information, please contact:

Arts, Humanities and Well-being Branch
Curriculum and Assessment Division
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3QD

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The Welsh Government will be data controller for any personal data you provide as part of your response to the consultation. Welsh Ministers have statutory powers they will rely on to process this personal data which will enable them to make informed decisions about how they exercise their public functions. Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about or planning future consultations. Where the Welsh Government undertakes further analysis of consultation responses then this work may be commissioned to be carried out by an accredited third party (e.g. a research organisation or a consultancy company). Any such work will only be undertaken under contract. Welsh Government's standard terms and conditions for such contracts set out strict requirements for the processing and safekeeping of personal data.

In order to show that the consultation was carried out properly, the Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. If you do not want your name or address published, please tell us this in writing when you send your response. We will then redact them before publishing.

You should also be aware of our responsibilities under Freedom of Information legislation.

If your details are published as part of the consultation response then these published reports will be retained indefinitely. Any of your data held otherwise by Welsh Government will be kept for no more than three years.

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Cathays Park
CARDIFF
CF10 3NQ

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Data.ProtectionOfficer@gov.wales

The contact details for the Information Commissioner's Office are:
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Tel: 01625 545 745 or
0303 123 1113

Website: <https://ico.org.uk/>

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Change of name from RE to Religions and Worldviews

Ministerial foreword

Our vision for Wales is for a fully inclusive education system where all learners have the equity of access to education that meets their needs and enables them to participate in, benefit from and enjoy learning.

To help deliver this, we are in the midst of a transformative reform agenda, including the development of the Curriculum for Wales, based on learners making progress towards four purposes and, as part of this, providing the knowledge, skills and experiences to enable learners become healthy, ethical and informed citizens.

We are proposing that every child in a maintained school in Wales must have the right to access a broad and balanced curriculum; this includes access to Religious Education (RE) and Relationships and Sexuality Education (RSE).

RE and sex education are statutory requirements within the current curriculum. We propose that RE and RSE will be statutory within the new curriculum when it is introduced from 2022.

Through RE, learners explore the range of spiritual, philosophical, moral, social and cultural beliefs within their community, across Wales, and throughout the world. I am proposing to change the name of Religious Education to “Religions and Worldviews”, which appropriately reflects teaching practice within the new curriculum, and allows for the exploration of a range of religious and philosophical beliefs, as well as other beliefs and world-views, including non-religious world views.

Our responsibility as a government is to ensure that, through state education, all children and young people have access to learning that supports them to develop tolerance, empathy and understanding of different people, cultures and communities – and in understanding their rights and the rights of others. Children should be provided with access to information that keeps them safe from harm and allows them to navigate the world we live in, one which is very different to the world we or their parents grew up in.

All teaching and learning must be developmentally appropriate. It must be clear to parents what their children will learn about and to be able to engage in dialogue with schools about this part of the curriculum.

The teaching and learning in each school will be able to draw on a framework we will provide in guidance and should reflect the community the school serves.

I am minded to ensure all children and young people in maintained schools are required to study RE and RSE in the new curriculum, rather than continue the anomaly that parents can take the decision to prevent children from attending these specific and core lessons.

This consultation seeks views on the practical implications of such a change.

It provides an opportunity for parents, teachers, young people and stakeholders to help shape this important area.

I am very clear that we need to work with parents and carers, take account of their views and look at how we can balance the rights of parents to develop, care and

guide their children into adulthood and provide a broad and balanced education that serves the public good.

What are the main issues?

1. This consultation asks for views on the practical implications on the proposal to ensure access to the new curriculum by not including the parental right to withdraw from RE and RSE¹.

Current curriculum

RE

2. At present, RE is part of the basic curriculum and schools have a statutory duty to teach RE to all learners in maintained schools, including those in the sixth form and Pupil Referral Units (PRUs) (covering ages 11 to 18), with an exemption for children in nursery classes.
3. The nature of the RE will vary according to whether the school is a faith or non-faith based school. The courts have established that RE must be taught in an objective, critical and pluralistic manner; in particular, the state is not permitted to pursue an aim of indoctrination (“the Pluralistic Requirement”). Nonetheless faith schools can teach RE in a way that accords with its faith basis but they must also provide neutral information on other religions and non-religious views as well.
4. In summary, the effect of the current legislation governing RE in schools is as follows:
 - the curriculum generally must be balanced and broadly-based and it must (a) promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and (b) prepare pupils for the opportunities, responsibilities and experiences of later life;
 - that the curriculum must include provision for RE for all pupils at the school;
 - Community schools, foundation schools and voluntary schools without a religious character follow the Agreed Syllabus²;
 - Foundation and voluntary controlled schools with a religious character must provide RE in accordance with the Agreed Syllabus unless a parent requests that their child be provided with RE in accordance with the trust deed for the school or, if there is no trust deed, in accordance with the tenets of the religion;

¹ See section 71(1) of the School Standards and Framework Act 1998 for the parental right to withdraw from RE & section 405 of the Education Act 1996 for sex education

² See paragraph 2 of Schedule 19 to the *School Standards and Framework Act 1998*. The Agreed Syllabus is the syllabus for religious education adopted by the local authority on advice of its Agreed Syllabus Conference. It sets out the content of religious education for those schools without a faith basis and for those with a faith basis but which do not follow a separate denominational education (voluntary controlled schools).

- Voluntary aided schools with a religious character must provide RE in accordance with the trust deed for the school, or if there is no trust deed, in accordance with the tenets of the religion. However, if the parents so request, this must be provided in accordance with the Agreed Syllabus (paragraphs 3 and 4 of Schedule 19 to the 1998 Act);
- that RE in non-faith-based schools must comply with the Christian tradition³ requirement;
- RE in non-faith schools may not be given by means of any catechism or formulary which is distinctive of a particular religious denomination (although the study of such catechisms or formularies is permissible);
- the parent of a pupil has an absolute right to have the pupil excused from receiving RE, and no reason for the exercise of that right need be given;
- where a pupil has been so excused, he or she may (subject to certain conditions being met) be withdrawn from school to receive RE of a kind that his or her parent wishes him or her to receive; and
- if the school is a secondary school and pupils cannot be conveniently withdrawn from it, then (subject to certain conditions being met) facilities must be made available for the pupils to receive RE of a kind that their parents wish them to receive.

What is a faith school?

5. The schools that may have a faith basis are as follows:

- a) voluntary controlled schools: these may or may not have a religious character;
- b) voluntary aided schools: these may or may not have a religious character; and
- c) foundation and foundation special schools: foundation schools may have a religious character also.

6. In practice almost all faith schools in Wales will be voluntary aided (category (b) above).

7. As noted above, in non-faith schools there is provision in the School Standards and Framework Act 1998 which states that no Agreed Syllabus may be distinctive of a particular religious denomination (“Catechism Provision”). This provision does not apply to faith-based schools. Whilst such schools must comply with the

³ Section 375(3) of the Education Act 1996 provides that every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

Pluralistic Requirement (see paragraph 3), subject to that they may still teach according to their own catechism.

Parents' ability to prevent a child receiving RE

8. Parents have been able to prevent a child from receiving RE since the Education Act 1944. Parents are not required to provide a reason for doing so and the right remains with the parent throughout schooling (including the sixth form).
9. This consultation proposes there will be no parental right to withdraw from RE (and RSE).

Sex education

10. The current legislation requires that all secondary school age pupils attending maintained settings must receive sex education (set out in Section 101(c) and (d) of the *Education Act 2002*). Primary schools are able to deliver sex education but this is at the discretion of their governing bodies.
11. There is not a full definition of what sex education encompasses in the current curriculum but section 579(1) of the Education Act 1996 states that it does include information on sexually transmitted diseases. This is supplemented by statutory guidance. It has generally been interpreted more broadly to encompass aspects of relationships.
12. Both faith and non-faith based schools must teach sex education in a way that satisfies the Pluralistic Requirement and does not seek to indoctrinate in any particular religious view on issues relating to sex education. However, faith schools can teach it in a way that accords with its faith basis but must provide neutral information about other perspectives on the same issues.
13. Schools also have a statutory requirement to provide Personal and Social Education (PSE) for all compulsory school age pupils (generally ages 5-16). They are supported in planning their PSE provision by the non-statutory framework for PSE document, which contains a health and emotional well-being theme. However, as the PSE Framework is non-statutory, schools are free to decide on the content and approach for delivery as long as the subject is taught in a neutral way.
14. Relationships education is already present in the Foundation Phase, which covers 3-7 years old. The Foundation Phase contains a Personal and Social Development, Well-being and Cultural Diversity area of learning. Within this, children learn about themselves, their relationships with other children and adults both within and beyond the family.

Parents' ability to prevent a child receiving sex education

15. Parents are currently able to prevent their children from receiving aspects of sex education in school (i.e. aspects not contained in the national curriculum). As

with RE, parents are not required to give a reason for withdrawal and this remains with the parent throughout schooling (including the sixth form). This consultation proposes there will be no parental right to withdraw from RSE (and RE).

New Curriculum

16. We are developing a transformational curriculum and schools will be responsible for ensuring all their learners receive a broad and balanced curriculum, which is designed to meet the four purposes – that children and young people develop as:

- ambitious, capable learners, ready 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 fulfilling lives as valued members of society.

17. To ensure the curriculum enables learners to progress in relation to achieving the four purposes, the new curriculum will include (amongst other things):

- A requirement for RE for pupils 3 to 16 years of age;
- A requirement for RSE for pupils aged 3 to 16 years of age.

18. Further details of the proposals are contained in the White Paper. While there will be requirements and guidance to support schools in developing and implementing the new curriculum, a purpose-led curriculum will offer considerably more freedom and agency to practitioners to offer learning which equips learners for the challenges and opportunities they face growing up and then living and working in the 21st century.

19. Within this purpose-led approach, both RE and RSE have a central role to play in realising the four purposes to the extent that we have proposed they must be separate statutory requirements.

RE in the new curriculum

20. In proposals for the new Curriculum, RE⁴ will continue to be compulsory, forming a statutory part of the Humanities Area of Learning and Experience, whilst recognising the local responsibility of the Agreed Syllabus Conferences and local authorities and the place of the denominational syllabus in faith based schools (e.g. Voluntary Aided schools with a religious character).

21. A new supporting framework is being developed to provide further detail about the relationship between RE, the Agreed Syllabus, and the areas of learning and experience. This is being taken forward by a group of RE practitioners, teachers drawn from our Quality Improvement practitioners, academics, and

⁴ Please see paragraphs 45 – 47 below for our proposal to change the name of this subject area

representatives from Standing Advisory Councils on Religious Education (SACREs) and the National Advisory Panel for Religious Education (NAPFRE).

22. It is our intention also that RE reflects our historical and contemporary relationship in Wales to philosophy and religious views, including non-religious beliefs. Therefore we propose the current legislation will be amended to ensure the agreed syllabus for RE takes account of non-religious world views which are analogous to religions (for example, humanism).
23. In developing respect and understanding of different forms of religion and world view over time and in different societies, RE provides valuable experiences for children and young people that make a positive contribution to each of the four purposes.

RSE in the new curriculum

24. Relationships and Sexuality Education (RSE) explores the interconnected ways in which a wide and diverse range of social, cultural, technological and biological influences affect the ability to form and maintain positive relationships. It supports young people to develop the knowledge and skills needed to effectively navigate these rapidly changing influences and establish respectful, fulfilling relationships throughout their lives. These may include family relationships, friendships, professional relationships and sexual relationships. Moving from sex education in the current legislation to RSE in future reflects the internationally recognised World Health Organisation (WHO) standards for sexuality education. This definition seeks to encourage schools to take a joined up approach to education around relationships and the broader range of topics included under sexuality.
25. RSE within the new curriculum will be mandatory in all funded non-maintained settings and maintained schools (and PRUs) for learners aged 3 to 16. The four purposes of the curriculum support learners to grow as healthy, confident individuals who are able to build relationships based on mutual trust and respect, and develop their mental and emotional well-being by developing their resilience and empathy. RSE is essential to supporting this and should provide learners with the experiences, knowledge and skills to form and maintain a range of positive relationships. To properly reflect the breadth of what will be covered, it will be formally renamed in line with the recommendation of the Sex and Relationships Education Expert Panel⁵.
26. RSE will allow learners to explore how their experiences, decisions, social and cultural interactions, and relationships, drawn from the interpersonal level, through local, national, United Kingdom and global contexts, can help them grow in empathy and recognise the dignity and respect due to others, and to the living world around them. It is about nurturing and developing learners' understanding of the influences that can affect them, both positively and negatively, as they

⁵ <https://gweddill.gov.wales/docs/dcells/publications/180104-future-of-the-sex-and-relationships-education-curriculum-in-wales-en.pdf>

seek to develop and establish a range of respectful, healthy relationships. This includes learning at age appropriate stages about:

- relationships / friendship
- respecting values, rights, culture and sexuality
- understanding gender
- violence and staying safe
- relationships and sexuality, and health and well-being
- the human body and development
- sexuality and sexual behaviour

27. Developing RSE through different areas of learning and experience⁶ within the new curriculum gives learners a rich and wide-ranging view of human relationships and sexuality from a variety of disciplines.

28. We propose that there will be a duty on the Welsh Ministers to issue statutory guidance on RSE in a way that is age-appropriate and developmentally appropriate for learners.

Role of RE and RSE in the new curriculum

29. Ensuring that RE and RSE forms part of the curriculum for all school learners would support learners to work towards the four purposes, and we believe there is a strong argument that these subject areas are necessary to produce ethical, informed citizens who are ready to be citizens of Wales and the world, and that schools have a role in providing neutral, comprehensive and accurate information to learners. Part of the rationale for including RE and RSE as mandatory elements in the new curriculum is the importance of their contribution to the four purposes; it is unlikely that some of the key characteristics could be secured by learners without access to these subjects.

30. There have been significant changes in society and the law since the introduction of the current curriculum. In this modern and increasingly complex world we now live in, religious and non-religious world views permeate through much of people's daily lives in one way or another. In order to equip a pupil for the modern world, schools must provide them with pluralistic, neutral and critical education on those religious and non-religious world views. Similarly in terms of RSE pupils have available to them a vast amount of information through the internet. That information can be accessed easily and in a number of different ways. We believe that the state has a moral obligation to ensure that children in schools receive neutral and accurate information in these issues which pervade throughout society.

31. Not including the right to withdraw would also support the interdisciplinary approach being adopted in the new curriculum. There is already anecdotal evidence that schools and parents find it difficult to identify those lessons from

⁶ It is proposed that the new curriculum will be organised around six 'areas of learning and experience': humanities; maths and numeracy; science and technology; expressive arts; literacy, languages and communication and health and wellbeing.

which their child should be withdrawn. This situation is likely to be exacerbated by the interdisciplinary nature of the new curriculum, and it would be difficult to ensure that any right to withdraw was capable of being meaningfully exercised.

What we are proposing?

Right to withdraw from RE and RSE:

32. We are proposing to not include a right to withdraw from RE and RSE in the new curriculum for Wales. These lessons will be compulsory for all pupils.

33. In coming to this proposal we have carefully considered the views expressed in the responses to the White Paper and to the consultation on the RSE guidance. It is clear that these are issues on which there are strong views, and we recognise that people are concerned about:

- Developmental appropriateness, and that children should not be exposed to issues that they are not ready for;
- Role / primacy of family in providing guidance on these issues;
- The potential for there to be a lack of sensitivity to, or recognition of, different cultural or religious views;
- The capacity and capability to provide learning in a nuanced and sensitive way;
- Scope for unwanted conflict and disagreement.

34. At the same time, there has been strong support for our proposal that sex education would be replaced by RSE. The announcement was one of the most welcome and popular posts on our social media channels.

35. We also believe that, in a world where access to information – and disinformation – is universal and instantaneous, the curriculum has a key role to play in helping children and young people navigate all this safely and be able to judge what information they can trust and to recognise the very many negative perspectives they will be exposed to online.

36. Safeguarding all our young people and supporting them to navigate this complex world is vital. Parents, of course, have a central role to play in this but there is a crucial role for schools – and a role which is now more important than it has ever been.

37. On this basis we believe there is a strong principle-based case for all school learners to be guaranteed access to RE and RSE. For learners to fully benefit from a broad and balanced curriculum, they must be able to access all parts of the curriculum. Within the new purpose-led approach (outlined above), both subjects have a central role to play in our children and young people receiving a broad and balanced education and realising the four purposes.

38. There has been a clear message from practitioners that the way forward on these issues is for Government to decide at a national level and should not be passed to schools to manage.
39. In our increasingly complicated and rapidly changing world, the children and young people of Wales have a need and a right to receive consistent, factual and developmentally-appropriate learning about the issues covered in these subjects. This is important as part of the development of a more inclusive and tolerant society. High quality RSE and RE provision in schools supports children and young people to stay safe, to respect one another, and to build healthy relationships. These are important values we want all young people in Wales to develop to allow young people to be ethical, informed citizens of Wales and the world and healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
40. We carefully considered whether providing a mechanism for parents to withdraw their children from RE and RSE would be appropriate in the new curriculum. We recognised that the ability to withdraw was important to some parents and that some parents take the view these are primarily matters for parents and families to educate in relation to. We also considered the potential role of right to withdraw in circumstances where there were concerns that teaching and learning was not pluralistic. We concluded that a right to withdraw was not the appropriate mechanism to deal with this and the practice in the particular school should be being addressed. This has already been identified as an area where investment in professional learning and resources will be required to support practitioners. There is also a role for self-assessment to identify where practice can be improved and to consider how the Regional Consortia and Estyn can help identify and support action to improve practice in this area.
41. We concluded that the principle-based case for all children and young people to have access to learning on these issues was very strong and that there would be practical difficulties in operating withdrawals in this much more integrated curriculum. We also concluded that the focus on developmentally appropriate and culturally sensitive teaching and learning; and the emphasis on engagement with communities and recognising and responding to the background of learners in discussing these subjects, would provide appropriate safeguards for parents.
42. On balance, not including the right to withdraw best meets our overall policy objectives, which are:
- For all learners to be able to access a curriculum which enables them to progress in relation to the four purposes
 - For the education system to play its part in creating a more inclusive and tolerant society and maximise its contribution to the well-being goals in the Well-Being of Future Generations (Wales) Act 2015
 - To recognise the role of parents and families in guiding these children in relation to these issues
 - To recognise, and respond to, the interests of all groups and promote equality
 - To not increase the burden on schools or the workload of teachers

43. Whilst we feel that schools have a crucial role to play in supporting learners to develop tolerance, empathy and understanding of different people and communities, and of both their rights and the rights of others, this does not mean that this proposal will replace parents' vital role in educating their children. The learning provided to our children and young people through RSE and RE in maintained schools will be provided sensitively and inclusively to complement it. The guidance on these subject areas will make it clear that the information covered must be conveyed in an objective, critical and pluralistic manner.
44. We will be carrying out meaningful and sustained engagement with communities about the content of RSE in the new curriculum and the way in which it will be taught. Also, we are establishing a working group to finalise the RSE guidance for the new curriculum and will seek to ensure that representatives from a variety of communities across Wales, including faith communities, are included and will be able to shape the final guidance.

Change of name from RE

45. Following the proposed change in name of Sex and Relationships Education (referred to as sex education in current legislation), to Relationships and Sexuality Education, which was done to reflect modern practice and approach to this subject area, we feel consideration should be given to the name Religious Education.
46. RE provides opportunities for learners to explore the range of spiritual, philosophical, moral, social and cultural beliefs within their community, across Wales, and throughout the world. We feel the subject name should reflect what learners will be taught through RE. As such, we are proposing to change the name of Religious Education, so that it appropriately reflects teaching practice within the new curriculum, and allows for the exploration of all religious and philosophical beliefs, as well as other beliefs and world-views, including non-religious world views. Our preferred name is Religions and Worldviews.

Impact assessment

47. Alongside this consultation paper, we are publishing our draft impact assessment. As no formal data is currently kept on the use of the right to withdraw, we have been dependent on anecdotal evidence from education practitioners. Whilst this has been very helpful, we want to understand more about the practical impact of this proposal before a final decision is made.

Human Rights

48. We consider that the proposals to not include the right to withdraw in the new curriculum for the new mandatory elements of RE (or Religions and Worldviews as we are proposing it is renamed) and RSE is compatible with the rights protected by the Human Rights Act 1998.

49. The parental rights in the second sentence of Article 2 Protocol 1 will be appropriately respected if the RE and RSE provided does not involve indoctrination and is provided in an objective, critical and pluralistic manner. The rights of the learner in Article 9 will be appropriately respected by ensuring they do not miss out on vital curriculum content – content which is important not just in terms of making progress in relation to the four purposes but also in safeguarding them. Their parents and wider community are free to provide education on RE (or Religions and Worldviews as we are proposing it is renamed) and RSE as they see fit outside of school.

WELSH GOVERNMENT INTEGRATED IMPACT ASSESSMENT

CURRICULUM FOR WALES 2022 – ENSURING ACCESS TO THE FULL CURRICULUM

September 2019 (v2)

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SECTION 1. WHAT ACTION IS THE WELSH GOVERNMENT CONSIDERING AND WHY?

1.1 Background

Ensuring access to Religious Education (RE) and Relationships and Sexuality Education (RSE)

As outlined in *Education in Wales: Our National Mission*, the Welsh Government is working to develop transformational curriculum and assessment arrangements in Wales to enable young people to have higher standards of literacy and numeracy, become more digitally and bilingually competent, and evolve to enterprising, creative and critical thinkers. The new arrangements have equity and excellence at their core and help to develop confident, capable and caring citizens. This is at the core of the contribution of our compulsory education to the well-being goals in the Well-being of Future Generations (Wales) Act 2015.

Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales (2015) sets out practical and fundamental issues with the existing curriculum and assessment arrangements in Wales, including:

- levels of achievement not as high as they should be (as evidenced by PISA and Estyn);
- an Organisation for Economic Co-operation and Development (OECD) review in 2014 which concluded the current assessment and evaluation arrangements are unsatisfactory in improving performance amongst a high proportion of Welsh young people;
- lack of continuity within education and during transition between stages;
- poor educational experience for young people at Key Stage 3; and
- a curriculum devised in 1988 does not reflect the world that young people are living in now and the implications of a changing world on what and how young people need to learn.

Consequently, there is a need to ensure that Wales has a broad and balanced curriculum which is fit for the 21st century, outlining what knowledge learners should have and what skills they should acquire. One of the core recommendations of *Successful Futures* is to place the four purposes at the heart of our education system so that children and young people develop as:

- ambitious, capable learners, ready 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; and
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

While there will be other statutory requirements and statutory guidance to support schools in developing and realising the new curriculum, a purpose-led curriculum will offer considerably more freedom and agency to practitioners to offer learning which equips learners for the challenges and opportunities they face growing up and then living and working in the 21st century.

Within this purpose-led approach both Religious Education (RE) and Relationships and Sexuality Education (RSE) have a central role to play in realising the four purposes and achieving a broad and balanced education to the extent that we have proposed they must be separate compulsory requirements. With this in mind, we have been reviewing the Right to Withdraw element of the current curriculum which allows parents to withdraw their child from RE and sex education, which will be encompassed within RSE in future.

We have carefully considered the views expressed in the responses to the White Paper consultation on this issue, which showed that people have concerns about:

- Developmental appropriateness, and that children should not be exposed to issues that they are not ready for
- Role / primacy of family in providing guidance on these issues,
- The potential for there to be a lack of sensitivity to, or recognition of, different cultural or religious views
- The capacity and capability to provide learning in a nuanced and sensitive way

However, in our increasingly complicated and rapidly changing world, the children and young people of Wales have a need and a right to expect state education¹ to offer critical, pluralistic and developmentally appropriate learning which does not seek to indoctrinate about the issues covered in these subjects. This is important as part of the development of a more inclusive and tolerant society. High quality RSE and RE provision in supports children and young people to stay safe, to respect one another, and to build healthy relationships. These are important values we want all young people in Wales to develop to allow young people to be ethical, informed citizens of Wales and the world and healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

On this basis we believe there is a strong principle-based case for all learners to be guaranteed access to RE and RSE. For learners to fully benefit from a broad and balanced curriculum, they must be able to access all parts of the curriculum, and we are therefore, proposing that the new curriculum should not include a right to withdraw.

¹ i.e. maintained schools and funded nursery settings

Change of name for Religious Education

In line with our proposal to change the name of Sex and Relationships Education to Relationships and Sexuality Education² in the new curriculum in order to better reflect the current practice and approach to this subject area, we have been considering the name Religious Education.

RE provides opportunities for learners to explore a range of spiritual, philosophical, moral, social and cultural beliefs within their community, across Wales, and throughout the world. We feel the subject name should reflect the full extent of what learners will be taught through this subject area. As such, we are proposing to change the name so that it appropriately reflects teaching practice within the new curriculum, and demonstrates the breadth of the subject in allowing for the exploration of a range of religious and philosophical beliefs, as well as other beliefs and world-views, including non-religious world views. Our preferred name is Religions and Worldviews but we would welcome views and alternative suggestions.

1.2 Long term

The new curriculum and assessment arrangements are being developed to ensure they are fit for a rapidly changing world.

The learning provided in RE and RSE is important in supporting learners so that they can navigate an increasingly complex society.

The proposal to not include the right to withdraw in the new curriculum is an example of accepting some short-term challenge and pressure in order to support the long term goal of a more inclusive society.

1.3 Prevention

High quality RSE and RE provision from an early age supports children and young people to stay safe, to respect each other and to build healthy relationships. This will benefit their mental, physical and emotional well-being and therefore have important implications for their successful progression through adult life. The four purposes of the curriculum contribute to breaking multiple negative cycles by supporting children and young people to develop as: ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy confident individuals.

Mandatory RE and RSE and the proposal not to include the right to withdraw in the new curriculum directly contribute to prevention by ensuring learners receive learning about

² The current name for this subject is “sex education” but guidance in 2010 used the title “Sex and Relationship Education in Schools”. We have consulted on draft guidance which uses the term “Relationships and Sexuality Education”.

their rights and the rights of others. Access to high quality information and strategies for understanding pressures they may face will equip them better in facing those pressures: from recognising healthy and unhealthy relationships to understanding the perspectives of people with different beliefs and values to them. This will support the prevention of the negative outcomes that would arise as a result of negative relationships and behaviours

It is questionable whether learners would be able to fully meet the four purposes of the curriculum especially being ethical, informed citizens; and healthy confident individuals if they do not receive RE and RSE.

1.4 Integration

The new curriculum is based on a much greater level of integration across subjects and creating the opportunity for reinforcement through different approach. The intention is that RE and RSE should be integrated within the curriculum and not including the right to withdraw makes this aim easier to achieve.

Not including the right to withdraw from RE and RSE in the new curriculum will contribute to each of the seven well-being goals outlined in the Well-being of Future Generations (Wales) Act 2015 shown below:

A prosperous Wales	<ul style="list-style-type: none"> Learners not being withdrawn from RE and RSE will better enable all young people leaving school to have a full understanding of the importance of respect for all faiths, religions and groups and enable a future workforce to be tolerant and integrated enabling young people to be ready to play a full part in work and life'.
A resilient Wales	<ul style="list-style-type: none"> Both RE and RSE contribute to social resilience, and RSE helps learners to recognise the dignity and respect due to the living world around them.
A healthier Wales	<ul style="list-style-type: none"> Ensuring that all learners receive high quality RE & RSE will benefit their mental, physical and emotional well-being.
A more Equal Wales	<ul style="list-style-type: none"> The proposals will ensure that learners will receive information about different beliefs and attitudes, and learn to respect and treat others with dignity.
A Wales of cohesive communities	<ul style="list-style-type: none"> One of the four purposes of the new curriculum is to enable 'healthy, confident individuals, ready to lead fulfilling lives as valued members of society' and both RE and RSE contribute to this purpose by enabling all learners to gain insight into a broad range of cultures and philosophical perspectives.
A Wales of vibrant culture and thriving Welsh Language	<ul style="list-style-type: none"> In developing respect and understanding, ensuring access to RE and RSE will have a positive cultural impact.
A globally responsible Wales	<ul style="list-style-type: none"> One of the four purposes of the new curriculum is to enable learners to become ethical, informed citizens of Wales and the World'; ensuring access to RE & RSE will contribute to this purpose.

1.5 Collaboration

The policy to ensure access to RE and RSE will have an impact on parents, learners, practitioners (in different schools and settings), governing bodies, local authorities, regional education consortia and Estyn. More widely, they will also impact on third sector organisations, cultural institutions, further and higher education, and businesses.

Co-production has been key to the development of the curriculum with Pioneer Schools leading on developing the new curriculum which includes RE and RSE.

During development of these proposals we have:

- Discussed the potential implications of this proposal with a range of people with an interest.
- Undertaken a White Paper consultation which included questions about the Right to Withdraw around whether this should be retained and if so whether it should be retained in an amended form
- Consulted on draft RSE guidance

It is clear that RE and RSE give rise to particular sensitivities and, of the issues covered in the curriculum, they are the areas where the tension between the role of the state and the role of parents in educating and informing children and young people is most sensitive – and, arguably, most pressing.

In developing the proposed approach further it will be important to take opportunities for further collaboration in bringing in community representatives, experts and other groups to support schools in exploring the issues covered in more detail.

1.6 Involvement

The whole curriculum has been built on a co-construction approach. There has been extensive engagement on these policy areas (RE and RSE) but this policy proposal on the right to withdraw is particularly challenging because it evokes strong opinion and not everyone will agree with it. However that makes ongoing involvement even more important.

As part of this consultation, we will be convening a series of focus groups to explore these issues with children and young people, parents and practitioners.

We will be carrying out meaningful and sustained engagement with communities, particularly about the content of RSE in the new curriculum and the way in which it will be taught. In addition, we will be establishing a working group to finalise the RSE guidance and will seek to ensure that representatives from a variety of communities across Wales, including faith communities, are involved and able to shape the final guidance.

SECTION 2. WHAT WILL BE THE EFFECT ON SOCIAL WELL-BEING?

2.1 People and Communities

How (either positively or negatively), and to what extent (significant/moderate/minimal impact), will the proposal affect people and communities?

Ensuring access to RE and RSE

Two of the four purposes of the new curriculum enable 'healthy, confident individuals, ready to lead fulfilling lives as valued members of society' and 'ethical, informed citizens who are ready to be citizens of Wales and the world.'

The proposal to ensure access to the full curriculum will ensure that all learners in Wales develop understanding and appreciation of different world views, and establish a range of respectful, healthy relationships. It is envisaged, therefore, that overall this will have a positive impact on Welsh society. No formal data is currently kept on the use of the right to withdraw in the current curriculum, however, the anecdotal evidence we have received from education practitioners indicated that only a very small minority of learners are withdrawn. Therefore this proposal will only affect a very small number of people, although there are implications for individual groups and these are considered in the equality impact assessment at Annex B.

There is a possibility that, if the proposal is carried out, parents would prefer to withdraw their children entirely from maintained schooling to avoid them receiving education on the issues covered in RE and/or RSE. We do not have any concrete evidence on the likelihood of this happening but, if it does, this would have a negative impact on those children as they will not receive the benefits of mainstream schooling. If we decide to go ahead with the proposal, this will need to be monitored.

Change of name for Religious Education

We do not feel that there will be any impacts as a result of changing the name of this subject area, as any name change will merely reflect the existing breadth of the topics covered within it. We understand that people might have concerns that this will mean that learning about religions and religious tenets becoming a less important part of the subject area. However this is not the case.

2.2 Children's Rights

The development of the new curriculum has had regard to the United Nations Convention on the Rights of the Child.

There are specific considerations in relation to the right to withdraw and a children's rights assessment is attached at Annex A.

2.3 Equality

An Equalities Impact Assessment is attached at Annex B.

2.4 Rural Proofing

How (either positively or negatively), and to what extent (significant/moderate /minimal impact), will the proposal impact on rural individuals and communities?

The curriculum is designed to apply to every learner in every classroom in Wales. There are no immediately obvious implications for rural communities or individuals living in rural communities.

2.5 Health

2.5a How (either positively or negatively), and to what extent (significant/moderate /minimal impact), will the proposal impact health determinants?

One of the four purposes of the curriculum is to support learners to become healthy and confident individuals. RSE supports learners to develop their mental and emotional well-being. Therefore the proposal should improve health determinants.

2.5b. Could there be a differential health impact on particular groups?

The proposals relate to learners of statutory school age. The policy proposal should reduce the likelihood of differential health impacts by ensuring that all learners have access to high quality learning on the topics covered in RSE in particular. There are potentially some differential impacts for some learners if they were withdrawn entirely from maintained schooling as a result of this policy proposal being carried out.

2.6 Privacy

A privacy impact assessment is not required for these proposals as they do not relate to the collection or use of personal information.

SECTION 3. WHAT WILL BE THE EFFECT ON CULTURAL WELL-BEING AND THE WELSH LANGUAGE?

3.1 Cultural Well-being

3.1a How can the proposal actively contribute to the goal to promote and protect culture and heritage and encourage people to participate in the arts sports and recreation? (for Welsh Language see section 3.2)

The proposal has no direct impact on culture apart from improving tolerance and the embracing of diversity across society.

3.1b Is it possible that the proposal might have a negative effect on the promotion and protection of culture and heritage, or the ability of people to participate in arts, sport and recreation? If so, what action can you take to avoid or reduce that effect (for example by providing alternative opportunities)?

We have not identified a negative effect.

3.2 Welsh Language

A Welsh Language Impact Assessment is attached at Annex C.

SECTION 4. WHAT WILL BE THE EFFECT ON ECONOMIC WELL-BEING?

4.1 Business, the general public and individuals

How (either positively or negatively), and to what extent (significant/moderate/minimal impact), will the proposal impact business and the public?

The policy would have no direct impact on businesses.

The impact would be on parents who would no longer have a right to withdraw their children from RE or RSE and on learners who could no longer be withdrawn and on their wider communities.

4.2 Public Sector including local government and other public bodies

How (either positively or negatively), and to what extent (significant/moderate/minimal impact), will the proposal impact the public sector?

The proposals set out will have a minor impact on the public sector in Wales, primarily in schools.

4.3 Third Sector

How (either positively or negatively), and to what extent (significant/moderate/minimal impact), will the proposal impact third sector organisations and what they do?

Third sector organisations interested in education, those representing the communities which may have particular views on or interest in the content of RE and RSE will be impacted. Third sector organisations who work directly with schools will also be similarly impacted.

4.4 Justice Impact

Based on legal advice it is unlikely there will be impacts on the Justice System. Therefore a Justice Impact Assessment has not been completed.

SECTION 5. WHAT WILL BE THE EFFECT ON ENVIRONMENTAL WELL-BEING?

5.1 Natural Resources

5.1a How will the proposal deliver one or more of the National Priorities in the Natural Resources Policy (NRP)?

The new arrangements will not have an impact on this area.

5.1b Does the proposal help tackle the following national challenges and opportunities for the sustainable management of natural resources?

N/a

5.2 Biodiversity

N/a

5.3 Climate Change

5.3a Decarbonisation

How (either positively or negatively), and to what extent (significant/moderate/minimal impact), will the proposal affect emissions in Wales?

N/a

5.3b Adaptation

How (either positively or negatively), and to what extent (significant/moderate/minimal impact), will the proposal affect ability to adapt to the effects of climate change?

N/a

5.4 Strategic Environmental Assessment (SEA)

The proposals will not have an impact on any of the key areas listed as part of the regulations (agriculture, forestry, fisheries, energy, industry, transport, waste management, water managements, tourism, town and country planning or land use). Consequently, an SEA is not required.

5.5 Habitats Regulations Assessment (HRA)

The proposals will not affect any of the listed sites under the 'Natura 2000 European protected site network.' As a result, a HRA is not required.

5.6 Environmental Impact Assessment (EIA)

The proposals will not have an impact on the listed areas. As a result, an EIA is not required.

SECTION 6. RECORD OF FULL IMPACT ASSESSMENTS REQUIRED

Impact Assessment	Yes/No
Children's rights	Yes
Equality	Yes
Rural Proofing	No
Health	No – screening done
Privacy	No
Welsh Language	Yes
Economic / RIA	No
Justice	No
Biodiversity	No
Climate Change	No
Strategic Environmental Assessment	No
Habitat Regulations Assessment	No
Environmental Impact Assessment	No

SECTION 7. CONCLUSION

7.1 How have people most likely to be affected by the proposal been involved in developing it?

The curriculum design and development has been undertaken through a model of co-construction with representatives from the education system in Wales (Estyn, Regional Consortia, Qualifications Wales and practitioners). At the heart of this process is a national network of Pioneer Schools, who have engaged with their learners and their cluster and network schools to gather views throughout the process. In addition, an extensive programme of stakeholder engagement is underway.

The content of RE and RSE within the new curriculum is also being co-constructed. For RE, a new supporting framework is being developed by a group of practitioners, Pioneers, academics and representatives from Standing Advisory Councils on Religious Education and the National Advisory Panel for Religious Education. The approach we are taking to RSE is based on recommendations from an Expert Panel, comprised of academic specialists in RSE, service providers and teachers with RSE responsibilities.

We have also formally consulted on the proposals for RE and RSE in the new curriculum as part of the White Paper consultation (the consultation also included questions on the right to withdraw) and on draft RSE guidance.

7.2 What are the most significant impacts, positive and negative?

The most significant direct impacts would be on parents, because they would not be able to withdraw their children from RE or RSE.

It would also have a significant impact on learners who otherwise would be withdrawn. RSE and RE would become mandatory elements of the new curriculum. At present they do not have to attend such lessons if their parents withdraw them. That may be contrary to their wishes in some cases but it is reasonable to assume that in some cases the learner would be in agreement with their parent's decision. However, the proposal does mean that learners would fully benefit from a broad and balanced education by being able to access all parts of the curriculum.

7.3 In light of the impacts identified, how will the proposal:

- **maximise contribution to our well-being objectives and the seven well-being goals; and/or,**
- **avoid, reduce or mitigate any negative impacts?**

The four purposes, as the starting point for all teaching and learning and supported by legislation, contribute to the Welsh Government's well-being objectives by developing children and young people as: ambitious capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals. Compulsory RE and RSE have a significant part to play in allowing learners to achieve these purposes, and maximise the new curriculum's contribution to the well-being goals.

7.4 How will the impact of the proposal be monitored and evaluated as it progresses and when it concludes?

We are publishing this impact assessment as part of a consultation asking for views on the implications of the proposal. We will carefully review all feedback received before a final decision is made.

A. CHILDREN'S RIGHTS IMPACT ASSESSMENT

1. Describe and explain the impact of the proposal on children and young people.

Ensuring access to RE and RSE

Two of the four purposes of the proposed new curriculum are that children and young people develop as:

- ethical, informed citizens of Wales and the World; and
- healthy, confident individuals ready to lead fulfilling lives as valid members of society.

It's important that children are educated in a way that contributes to developing ethical informed citizens who 'understand and exercise their human and democratic responsibilities and rights' and 'respect the needs and rights of others, as a member of a diverse society'.

The curriculum is being designed as a continuum for all learners from 3-16 and the proposal will affect this age group.

In a world where young people are able to access 'information' instantly online, it is important that accurate and comprehensive information is shared with young people in an age appropriate way supported by discussions with a professional.

The right to withdraw in the current curriculum rests solely with parents and learners are not able to determine whether they learn about the topics covered in RE and RSE or whether they wish to withdraw. By not including a right to withdraw in the new curriculum, all children and young people across the maintained education system in Wales would, for the first time, be able to have access to the full curriculum including RE and RSE.

Evidence and Consultation

As there is currently no requirement for data to be kept, formal data on the current right to withdraw and how it is used is limited. However, we have obtained anecdotal evidence from education practitioners that only a very small percentage of learners are withdrawn from these subjects, although the pattern across schools can be very different.

A national call for evidence was undertaken as part of the Independent Review of Curriculum and Assessment arrangements in Wales. This received over 700 responses, of which over 300 were from learners themselves. One of the areas that learners in particular, but not exclusively, wanted to see a greater focus on was general social competences (life skills and personal confidence, personal and social education (PSE)).

We carried out a White Paper consultation on our legislative proposals - *Our National Mission: A Transformational Curriculum* - which received nearly 2,000 responses and a consultation on *draft RSE guidance* which received 275 responses.

We have also explored the potential implications of this policy with practitioners.

2. Explain how the proposal is likely to impact on children's rights.

Pursuant to section 1 of the Rights of Children and Young Persons (Wales) Measure 2011, the Welsh Ministers must when exercising any of their functions have due regard to the requirements of Part I of the UNCRC. Accordingly, in developing this proposal consideration has been given to compatibility with the UNCRC.

RE and RSE within the new curriculum will encourage children and young people to respect their own rights and culture and those of others. They aim to equip children and young people with knowledge, skills, attitudes and values that will empower them to realise their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives. Therefore ensuring access to high quality, comprehensive information on these subject areas will positively contribute to the following articles in the UN Convention on the Rights of the Child:

- Article 13 – Children have the right to get and share information as long as the information is not damaging to them or others
- Article 28 -Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.
- Article 29 - Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.
- Article 33 – The Government should provide ways of protecting children from dangerous drugs

- Article 34 – The Government should protect children from sexual abuse
- Article 36 – Children should be protected from any activities that could harm their development

Providing for a right to withdraw in the new curriculum could have negative impacts on learners as – if their parents chose to exercise that right - they would miss out on core curriculum content, which is important for their development (and in the case of RSE for safeguarding them). Their parents and wider community will provide education on some of the same issues but the focus, message and comprehensiveness will potentially not be the same as provided in school (otherwise there would be no reason to withdraw them from school-based provision.)

The responses to the White Paper consultation and the consultation on the RSE guidance made it clear that some people have concerns that not including a right to withdraw in the new curriculum would have a negative impact on learners, particularly in relation to Article 13 (i.e. that children will be exposed to issues/concepts that they are not ready for and therefore will damage them) and Article 14 (“Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.”)

We have considered these concerns carefully. However, this proposal is not intended to replace parents’ vital role in educating their children and our guidance will make it clear that the learning provided to children and young people through RE and RSE must be provided sensitively and inclusively to complement it. Professional learning and resources (as part of a £24 million package to support implementation of the new curriculum) will be provided to support this.

We also recognise that there is an argument for retaining a right to withdraw but transferring to the learner at an appropriate point in their maturity. However, we have provisionally concluded that not having a right to withdraw is a better option.

There is a possibility that if the proposal is carried out, parents would prefer to withdraw their children entirely from maintained schooling to avoid them receiving education on the issues covered in RE and/or RSE. We do not have any concrete evidence on the likelihood of this happening but, if it does, this would have a potentially negative impact on those children as they will not receive the benefits of mainstream schooling. If we decide to go ahead with the proposal, this will need to be monitored.

B. EQUALITY IMPACT ASSESSMENT

1. Describe and explain the impact of the proposal on people with protected characteristics as described in the Equality Act 2010.

Ensuring access to RE and RSE

The new curriculum, including RE and RSE has been designed and developed to apply and be accessible to every learner in every classroom from ages 3 to 16.

In ensuring that learners receive RSE and RE, the proposal will enable them to explore how laws and policies contribute to equity and human rights regarding sex, gender, sexuality, relationships and beliefs. They will receive high quality, impartial teaching about different beliefs and respect for the rights of others.

There will be a need to work closely with all schools, in particular faith schools which are able to provide learning in line with the tenets of their religion (providing it is pluralistic), to ensure the learning offered in RSE and RE is pluralistic and non-discriminatory.

The proposals do not give rise to unlawful discrimination contrary to the Equality Act 2010.

Record of Impacts by protected characteristic:

Age (including children up to the age of 16)

The proposal that the new curriculum should not include a right to withdraw from RE and RSE would apply for learners in school or funded non-maintained settings from 3 to 16. These arrangements will equip learners with the skills and knowledge they need for later life, supporting them to develop in line with the four purposes and associated characteristics. Therefore, it is expected the arrangements will have a positive impact on learners. Due to the phased introduction from 2022, the new curriculum will be rolled out fully for learners currently in Year 4 and below.

We have been clear that the learning provided in RSE must be developmentally appropriate. This will require schools and individual teachers to make judgements about the matters that should be explored with learners of different ages. This will be explored in more detail in the RSE guidance and there will need to be associated professional learning and resources to support practitioners.

Learning, including progression, in RE is described in the Humanities Area of Learning and Experience and in an RE framework which will make the link between the Humanities Area of Learning and Experience and the Agreed (or denominational) Syllabus.

In both cases, this is about more than simply age but also an assessment of the development and maturity of the learner so that their engagement with these issues is done in a way that is appropriate for them. It will also need to recognise the cultural background of the child and acknowledge the different perspectives on issues in different communities. This is part of ensuring teaching is pluralistic.

As discussed in the CRIA (page 18 above) we consider that not having a right to withdraw is a better option than retaining it and transferring to the learner at an appropriate point.

Reasons for decision and mitigating actions

We will need to ensure that the RSE guidance is clear on the issue of developmentally appropriate RSE and that the RE framework is clear on the issue of progression.

Disability

The policy will require practitioners to adapt their provision of RE and RSE to support the needs and interests of their learners and communities, including disabled learners and those with Additional Learning Needs (ALN).

Reasons for decision and mitigating actions:

We do not have specific evidence of use of the right to withdraw by parents of disabled learners. However, that does not mean that there is not an issue. We do have evidence from the Sex and Relationships Education Expert Panel that the teaching of the equivalent of RSE in the current curriculum was: *“inadequate for children and young people with disabilities. There is a lack of formal and informal SRE for children and young people with disabilities or opportunities to access information about when and how to seek advice and support.”*

This indicates that even if the right to withdraw itself is not a significant issue for disabled learners or their parents (which we do not have the evidence to determine yet), there is a need to ensure schools and teachers are better equipped to provide learning which recognises the specific needs of disabled learners – and opportunities for those learners to access further support and learning. This is an issue which needs to be picked up in the

Welsh Government's RSE guidance and for the professional learning and resources provided.

We will also need to engage with disabled learners, their families and representative organisations to ensure these issues are addressed.

We have not identified evidence of specific impacts in relation to RE but that does not mean that there are none. This will need to be explored further as proposals develop.

More generally in relation to the overall approach to the curriculum, the design principles for the new arrangements is that they are appropriate for every learner in every classroom which ensures that learners with Additional Learning Needs (ALN) have access to the curriculum. This criteria means the curriculum is developed to be inclusive, easily understood by all, encompassing an entitlement to high-quality education for every learner and taking account of their views in the context of the UNCRC, and those of parents, carers and wider society.

Special schools have been able to input the needs of their learners into the design through their representation on all AoLE groups, Curriculum and Assessment Group, Coherence Group, and Manageability Group.

The AoLEs have been designed with the input of Special Schools to ensure they are applicable to all learners. The ALN sub-group is developing guidance for ALN in mainstream schools to ensure inclusivity of the curriculum. In addition, a specific work stream has been set up to take account for 'Routes for Learning' during the curriculum the development process to ensure the curriculum is accessible for all. The ALN sub-group is supporting this by developing resources to support learners to progress from 'Routes for Learning' to Progression Step 1.

Gender Reassignment (the act of transitioning and Transgender people)

Proposals to make RSE compulsory for all learners should have a positive impact on these learners as it raises awareness about respectful relationships, positive behaviour and acceptance of diversity. It also aims to encourage schools to consider how they provide support and learning to LGBTQI+. Furthermore, it aims to engage learners with issues such as gender and inequality and seek to foster a whole school approach to inclusion and tolerance.

We have not identified specific issues in relation to RE but this will require further consideration as the policy is developed.

Reasons for decision and mitigating actions

The Sex and Relationships Expert Panel in their report to Welsh Government (2017) focused their recommendations to improve the provision of RSE in schools for all young people, no matter their gender or sexual orientation. RSE will form part of the curriculum for all learners up to 16, contributing to the four purposes, specifically: ethical, informed citizens who respect the needs and rights of others as a member of a diverse society; and healthy, confident individuals who form positive relationships based upon trust and mutual respect.

Research put forward in the Stonewall School Report Cymru (2017) shows LGBTQI+ identifying young people are still more likely to suffer poor mental health, self-harm and depression. The changes to RSE in the curriculum look to combat this by helping all learners feel emotionally and physically safe and secure so they are able to achieve their full potential.

The inclusion of 'age appropriate' provision of sex education in the curriculum acknowledges that, while age will still be a factor in making decisions around provision, schools will need to consider the physical and cognitive development of their learners, including taking into account the experiences of learners, when making decisions regarding planning RSE content. This supports the positive impacts on learners from this group, though there has been contention around these proposals and that could, if not handled carefully, have a negative impact on learners either in general or in the specific context of an individual school.

By not including a right to withdraw, all children and young people in mainstream education will have an inclusive Relationship and Sexuality Education across Wales.

Pregnancy and maternity

RSE may have a positive impact on the prevention of teenage pregnancies and, separately, STDs by providing all learners with more information about relationships and safe sex. It should also provide learners with factual information about their rights, including their rights as someone who is pregnant.

Reasons for decision and mitigating actions:

We have no specific evidence of impacts on learners who are pregnant.

Race (include different ethnic minorities, Gypsies and Travellers and Migrants, Asylum seekers and Refugees)

For RSE, a decision to not include a right to withdraw will have a negative impact on some parents, some learners and wider communities based on their race and religious identity or beliefs because parents would no longer be able to exercise the current choice they have about the extent to which the school educates their children about certain issues. There will be implications for different ethnic minorities as a consequence of their faith or belief. In addition, it will also have negative impacts for Gypsy and Travellers, where these matters are also very sensitive.

For both RE and RSE, if there is no right to withdraw, there are potential implications if a school fails to provide pluralistic education in these subject areas. While RE and RSE must be provided pluralistically there is some risk that they may in practice be delivered in a way which in some respects does not meet that requirement. That failure may be entirely inadvertent. If that happened, it could give rise to negative impacts for learners who would have to remain in class and attend the lessons. Work by Stonewall in relation to RSE provision, identified this as a particular issue in faith schools in the UK. However, we do not think that this concern is best addressed by having a right to withdraw, instead the issue should be addressed through guidance and the role of the consortia and Estyn.

A decision to include a right to withdraw in the new curriculum would have negative impacts for learners with these protected characteristics. This is because, if their parents chose to withdraw them from RSE and RE, they will miss out on core curriculum content – content which is important not just in terms of making progress in relation to the four purposes but also in safeguarding them (in the case of RSE). Their parents and wider community will provide education on some of the same issues but the focus, message and comprehensiveness will not be the same as provided in school (otherwise there would be no reason to withdraw them from school-based provision.)

There appear to be further potential negative impacts of including a right to withdraw for some groups with protected characteristics, in particular in relation to gender (and particular issues for girls and young women from some Black and Minority Ethnic communities or as a result of their faith or beliefs). Being withdrawn from RSE will mean that some girls and young women will miss out on learning about their rights and the opportunity to explore culturally sensitive issues such as forced marriage and female

genital mutilation. Similarly, if boys and young men are withdrawn they also miss the opportunity to learn about these issues in a way which fully reflects the law in the UK. This is a safeguarding concern.

Reasons for decision and mitigating actions:

The proposals set out to not include the right to withdraw in the curriculum is likely to have a negative impact on certain communities across Wales. However with the impact of the internet and information – and misinformation - being freely available it is important that these subjects are taught to all pupils in schools in a consistent and age appropriate manner.

We will engage affected communities very closely to understand the implication for them and, if we go ahead with the proposal, to inform the guidance, professional learning and resources necessary to enable practitioners to teach the subject in a sensitive and developmentally appropriate way.

As discussed above, we have concluded that a right to withdraw is not the appropriate safeguard to the risk of a failure to provide teaching and learning which is pluralistic. Instead the inappropriate practice should be addressed. We consider that the risk of that happening can be appropriately mitigated by the publication of clear statutory guidance on that point by the Welsh Ministers.

Religion, belief and non-belief

For RE, a decision to not to include a right to withdraw in the new curriculum will have a negative impact on some religious groups. Based on the evidence we have been able to gather, it will be a particular issue for Jehovah's Witnesses and humanists. We have not identified any other groups significantly affected by a decision to not include the right to withdraw for RE but we did receive some evidence that there could be issues where a school is failing to teach RE in a pluralistic way. This issue is discussed above.

For RSE, a decision to not include the right to withdraw will have a negative impact on some parents, some learners and wider communities based on their religious identity or beliefs because parents would no longer be able to exercise the current choice they have about the extent to which they, rather than school, educates their children about certain

issues. Based on the evidence we have been able to gather, it will be a particular issue for some Muslims and for some Christians.

The same issues in relation to a teacher failing to provide pluralistic learning noted above in relation to RE also apply to RSE.

However, a decision to include a right to withdraw in the new curriculum would have negative impacts for learners with these protected characteristics. This is because, if their parents chose to withdraw them from RSE and/or RE, they will miss out on core curriculum content – content which is important not just in terms of making progress in relation to the four purposes but also in safeguarding them (in the case of RSE). Their parents and wider community will provide education on some of the same issues but the focus, message and comprehensiveness will potentially not be the same as provided in school (otherwise there would be no reason to withdraw them from school-based provision.)

It is also important to note there are some differential impacts among religious groups in relation to both RE and RSE. In particular, some religious groups – those of Catholic faith (and also the Church in Wales) – may have the option to send their children to a maintained school which is also a faith school. These schools³ are permitted to teach RSE (and RE) according to the tenets of their faith, although in doing so they must ensure their teaching is pluralistic. This means they can state that the Church – and the school – held a particular view on contraception or same sex marriage for example, but would need to highlight that others held different views. There is no current equivalent option for parents of other faiths to send their child to a school where RSE (or RE) will be taught in a way which reflects the tenets of their faith, while being pluralistic, within the maintained school system in Wales⁴.

There appears to be further potential negative impacts of the continuation of the right to withdraw for some groups with protected characteristics, in particular in relation to gender (and particular issues for girls and young women as a result of their faith or beliefs). Being withdrawn from RSE will mean that some girls and young women will miss out on learning

³ In practice almost all faith schools in Wales will be voluntary aided.

⁴ Such schools could be established following a school organisation proposal

about their rights and the opportunity to explore culturally sensitive issues such as force marriage and female genital mutilation. Similarly, if boys and young men are withdrawn they also miss the opportunity to learn about these issues in a way which fully reflects the law in the UK. This is a safeguarding concern.

The right to withdraw has been described to officials as functioning as a safety valve in the system and not including it in the new curriculum could have a detrimental effect on schools' relationship with those communities, and cause community tensions. In addition, not including a right to withdraw in the new curriculum could lead some parents to remove their children from mainstream school and educate them at home or in other settings, many of which might be unregulated.

Reasons for decision and mitigating actions:

Based on the evidence we have, this is one of the areas where the decision on whether to retain the right to withdraw will have the most significant impacts. This emphasises the need to engage affected communities very closely to understand the implication for them and to inform the guidance, professional learning and resources necessary to enable practitioners to teach the subject in a sensitive and developmentally appropriate way. Unfortunately, to date, officials have been unable to discuss the position with the Jehovah's Witness community.

In circumstances where the issue is a failure to provide teaching and learning which is pluralistic or where an individual practitioner does not approach the issue pluralistically, we have concluded a right to withdraw is not the appropriate safeguard. Instead the inappropriate practice should be addressed. This is discussed above

Sex / Gender

RSE as a compulsory part of the curriculum will have positive impacts on gender by raising awareness and understanding amongst learners of respectful relationships, positive behaviour and diversity.

There appears to be potential negative impacts of including a right to withdraw for RSE in particular, for some groups with protected characteristics, in particular in relation to gender (and particular issues for girls and young women from some Black and Minority Ethnic communities or as a result of their faith or beliefs which are noted above). Being withdrawn from RSE will mean that some girls and young women will miss out on learning about their rights, appropriate, safe relationships and issues like violence and against

women. Similarly, if boys and young men are withdrawn they also miss the opportunity to learn about these issues in a way which fully reflects the law in the UK. This is a safeguarding concern.

There are potentially some differential impacts for some learners if they were withdrawn entirely from maintained schooling as a result of the right to withdraw being not included in the new curriculum. We do not have evidence about the likelihood, scale or the gender split but the engagement we have had with schools suggests it is possible in a minority of cases where the right to withdraw is exercised. This will need further exploration but clearly has the scope to exacerbate disadvantage based on gender.

Reasons for decision and mitigating actions

Not including a right to withdraw in the new curriculum will ensure all learners have access to high quality RSE in schools across Wales.

Based on the evidence we have, this is one of the areas where there are impacts whether a right to withdraw is included or not included. This emphasises the need to engage affected communities, and women and girls in those communities, very closely to understand the implications for them and to inform the guidance, professional learning and resources necessary to enable practitioners to teach the subject in a sensitive and developmentally appropriate way.

Sexual orientation (Lesbian, Gay and Bisexual)

The existence of a right to withdraw does not have a direct impact on LGBTQI+ learners. It is available to all and its existence does not prevent other learners from receiving either RE or RSE. However, there are indirect impacts of the continuation of the right to withdraw. It is apparent from the responses to the White Paper and conversations with the Muslim Council for Wales, for example, that certain topics are of particular concern. These topics generally relate to sexual orientation, gender identity and same sex relationships. A continuing position where learners are prevented from receiving consistent, factual and developmentally appropriate education in relation to these issues, has the potential to create an indirect negative impact on people with protected characteristics as a result of their gender, gender identity or sexual orientation. It has the potential to allow misinformation, bias or outright discrimination to persist in the wider school environment as a result of a lack of information (or inappropriate alternative learning being provided outside school.) It also has a negative impact on the development of a more inclusive and

tolerant wider society. It also, arguably, fails to recognise that the rights of LGBTQI+ people to be treated with equality are protected in law and there should be no issue with learning which reflects that.

RSE and the Health and Well-being AoLE, may reduce homophobic, biphobic and transphobic (HBT) bullying and subsequently increase in well-being for LGBTQI+ learners. It will also help to challenge gender and sexual stereotypes and increase learners' understanding of safe, healthy and positive relationships.

For both RE and RSE, if there is no right to withdraw, there are potential implications if a school does not provide that education in a pluralistic way. This is discussed above

Reasons for decision and mitigating actions

The Sex and Relationships Expert Panel recommended the wider scope for Relationships and Sexuality in order to have the positive impact highlighted above. This is supported by the proposed statutory status RSE in the curriculum for all learners up to 16.

Not including a right to withdraw in the new curriculum would mean all young people in Wales will be able to be part of these important lessons.

In circumstances where the issue is a failure to provide teaching and learning which is pluralistic or where an individual practitioner does not approach the issue pluralistically, we have concluded a right to withdraw is not the appropriate safeguard. Instead the inappropriate practice should be addressed. This is discussed above

Marriage and civil partnership

RSE and the Health and Well-being AoLE will help challenge gender and sexual stereotypes and increase children and young peoples' understanding of safe, healthy and positive relationships.

Reasons for decision and mitigating actions

The four purposes, as the starting point for all teaching and learning, reflect the need for learners to respect a diverse society: *Ethical, informed citizens who respect the needs and rights of others, as a member of a diverse society.*

The statutory status of RSE in the curriculum and the parity across the six AoLEs (including Health and Well-being) will ensure the quality of the learning experience in this

area and raise the profile of the topics of marriage, civil partnership and healthy relationships.

There is currently statutory recognition of the right for schools of a religious character to provide RSE which is appropriate to the religious denomination of the school. There are no plans to change the ability for schools with a religious character to provide RSE that is consistent with their ethos. However, their provision of RSE must be pluralistic.

Not including a right to withdraw in the new curriculum would mean all young people in Wales will be able to be part of these important lessons.

Low-income households

N/a

Human Rights and UN Conventions

Human Rights	What are the positive or negative impacts of the proposal?	Reasons for your decision (including evidence)	How will you mitigate negative Impacts?
Article 2, Protocol 1 – The right to an education. Article 9 – right to freedom of thought, conscience and religion Article 14 – prohibition of discrimination	The proposals actively support a child or young person’s right to an education including high quality and comprehensive information about the issues covered in RSE and RE.	By not including a right to withdraw in the new curriculum, all learners will now be able to participate in this important part of the curriculum. The guidance on these subject areas will make it clear that the information covered must be conveyed in an objective, critical and pluralistic manner	There will be a need to work closely with all schools, in particular faith schools which are able to provide learning in line with the tenets of their religion (providing it is pluralistic), to ensure the learning offered in RSE and RE is pluralistic and non-discriminatory.

We have considered whether the proposals for RE and RSE are compatible with the rights protected by the Human Rights Act 1998 (“the Convention Rights”). The relevant Convention rights are Article 2 Protocol 1 (“A2P1”) (taking into account the UK reservation), Article 9 (“A9”) and Article 14 (“A14”).

A2P1:

In terms of A2P1 (Right to education) the second sentence of that Article provides “No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions”. The European Court of Human Rights (“the ECtHR”) has conventionally approached cases involving religion in schools by focusing on A2P1, holding that it, rather than A9, is the governing Article in the area of education and teaching.

Whilst that second sentence of A2P1 is phrased as an absolute right that is not how the courts have interpreted it. Instead the courts have found that the parental rights in the second sentence of A2P1 will be appropriately respected if the religious education and RSE provided does not involve indoctrination and complies with the Pluralistic requirement.

The ECtHR has held that the setting and planning of school curricula is a matter primarily for the state, and that A2P1 does not prevent the state from imparting through teaching knowledge of a directly religious or philosophical kind; in particular it does not enable parents to object to the inclusion of such teaching in the school curriculum. However, the ECtHR has also held that A2P1 is aimed at safeguarding pluralism in education and that the state must take care to ensure that information or knowledge included in the curriculum is conveyed in an objective, critical and pluralistic manner; in particular, the state is not permitted to pursue an aim of indoctrination that might be considered as not respecting parents’ religious beliefs and philosophical convictions.

The European Commission on Human Rights has held that A2P1 governs complaints about the organisation of instruction in religious knowledge and that, in the context of religious education at school, A9 affords protection against religious indoctrination.

There is clearly a tension between the rights of the child to receive an education as expressed in the first sentence of A2P1, and the rights of the parent as expressed in the second sentence of A2P1 to have their child educated in accordance with their religious and philosophical convictions. The Welsh Government considers that in providing mandatory RE and RSE this ensures that learners receive a comprehensive education that will fit them for a modern and complex society where these issues permeate all walks of life. The Welsh Government further considers that providing legislation and statutory

guidance that enables such education to be provided pluralistically appropriately respects the parental right in the second sentence of A2P1.

A9:

A9 protects the right to freedom of thought, conscience and religion of individuals including children. The ECtHR has held that teaching which only provides information about religion, and which does not amount to indoctrination, does not constitute an interference with A9 rights. It follows that if the legislation is capable of being implemented in a way that ensures that religious education is delivered in a way that does not amount to indoctrination, then it is highly unlikely that the legislation would give rise to an interference with A9 rights, and therefore no breach of A9 could arise. The Welsh Government considers that the proposals are capable of being implemented in that way and as such there is no incompatibility with A9.

A14 (when read with another substantive Article):

The question of whether there is a breach of A14 when read together with another substantive article such as A9 is often approached by reference to four questions: (a) do the facts fall within the ambit of one or more of the substantive Convention rights, (b) is there a difference in treatment in respect of that right between the complainant and others put forward for comparison, (c) are those others in an analogous situation, and (d) is the difference in treatment objectively justifiable? The first question arises because A14 is not free-standing and, in order for there to be a breach of A14, the discrimination complained of must fall within the ambit of another substantive article of the Convention. The Welsh Government does not consider the proposals are incompatible with a substantive article and therefore does not consider that there is any incompatibility with A14.

Not including a Right to Withdraw and the pluralism requirement:

The Welsh Government considers the proposals for RE and RSE are compliant with the Convention Rights and meet the pluralism requirement. The Welsh Government considers that meeting the pluralism requirement in relation to RE or RSE is sufficient to be compatible with A2P1. The Welsh Government does not consider it necessary, for Convention compliance purposes, for there to be an opportunity for the learner to be exempted from RE or RSE.

In terms of RE the Welsh Government considers that the proposals will satisfy the pluralistic requirement because:

- There will be a requirement that curriculum will be broad and balanced and that it achieves the 4 purposes;

- The name of RE will be changed to Religions and World views. This makes clear that RE should encompass a range of religious and non-religious beliefs and world views.
- Whilst faith schools will still be able to teach according to their denomination they will still be required to teach a broad and balanced curriculum that achieves the 4 purposes and will be subject to the duty to teach RE in a pluralistic manner (in compliance with the ECtHR case law).

The same is true for RSE. Further the proposals are that the curriculum for RSE will not be prescriptive and the fine detail of what will be taught will be left to the discretion of the school having taken account of statutory guidance. The aim of such guidance would be to provide neutral and accurate information to enable schools and its pupils to navigate such issues and the huge amount of inaccurate information otherwise available.

In summary, in relation to Convention rights, the Welsh Government concludes that:

- a) whilst the second sentence of A2P1 is phrased as an absolute right that is not how the courts have interpreted it;
- b) the parental rights in the second sentence of A2P1 will be appropriately respected if the religious education and RSE provided does not involve indoctrination and complies with the pluralistic requirement;
- d) it is compatible with A2P1 and A9 to remove the right to withdraw from RE and RSE. Accordingly the Welsh Government is of the view the proposals are compatible with A2P1, A9 and A14 when read together A2P1 or A9;

C. WELSH LANGUAGE IMPACT ASSESSMENT

1. **Welsh Language Impact Assessment** **reference number** (completed by the Welsh Language Standards Team, email: Safonau.Standards@gov.wales):

01/09/2019

2. **Does the proposal demonstrate a clear link with the Welsh Government's strategy for the Welsh language? – *Cymraeg 2050 A million Welsh speakers and the related Work Programme for 2017-2021?***

The only link between the policy and the Welsh Government's strategy for the Welsh language is that it will apply equally to Welsh-medium and bilingual settings within the maintained education system as to English-medium ones.

3. **Describe and explain the impact of the proposal on the Welsh language, and explain how you will address these impacts in order to improve outcomes for the Welsh language:**

No impact on the Welsh language has been identified. There is a separate issue of ensuring there are appropriate resources and professional learning in relation to RE and RSE in the Welsh Language. However, this is being addressed through the wider development work on the new curriculum and will not be directly impacted by the policy and final decision on the right to withdraw.

ENSURING ACCESS TO THE FULL CURRICULUM FOR ALL LEARNERS – SUMMARY OF PROPOSALS

- There is going to be a new curriculum in Wales. It is being designed by teachers in Wales.
- Each part of the new curriculum is important and all the parts are needed so that learners leave school with a broad and balanced education.
- In the current curriculum, parents can prevent their child from going to Religious Education (RE) and sex education lessons¹.
- In the new curriculum, sex education will be replaced by Relationships and Sexuality Education (RSE).
- RSE and RE will be compulsory for all children aged 3-16
- We think parents should not be able to prevent their children going to these lessons in future.
- This is because RE and RSE are very important in keeping children safe and helping them understand the world around them.
- We understand that people may have concerns.
- In these lessons information must be suitable for the child's age and development and their background.
- We are asking for views on what it would mean for parents, learners and schools if all learners had to go to RE and RSE lessons in the new curriculum
- We are also asking for views on whether the age range RE and RSE should be extended to 3-16.
- We are also asking for views on whether Religious Education is still the best name for this subject area.
- You can find out more about our proposals and send your views to the Government by completing [this form](#)

This is a summary of our proposals – for the full details, please see the [consultation document](#) on the Welsh Government's website

¹ A fuller explanation of the current legislation in this area is set out in the [consultation document](#)

Agenda Item 6

Monitoring Summer - Autumn 2019

Schools are 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	C1	C2	C3	C4	C5	Inspection	Estyn Report	Estyn Finding
	Standards	Well-being and attitudes towards learning	Teaching and learning experiences in RE	Care, support and guidance	Leadership and Management in RE			
Summer 2019								
Autumn 2019								

Primary Schools	C1	C2	C3	C4	C5	Inspection	Estyn Report	Estyn Finding
	Standards	Well-being and attitudes towards learning	Teaching and learning experiences in RE	Care, support and guidance	Leadership and Management in RE			
Spring 2019								
Llandygai	Excellent	Excellent	Excellent	Excellent	Excellent	18/03/19	23/05/19	Good
Summer 2019								
Pentreuchaf	Good	Good	Good	Good	Good	29/04/19	03/07/19	Good
Bethel	Excellent	Excellent	Excellent	Excellent	Excellent	13/05/19	16/07/19	Excellent
Garnedd	Excellent	Excellent	Excellent	Good	Excellent	20/05/19	23/07/19	Good
Tudweliog	Good	Good	Good	Good	Good	10/06/19	12/08/19	Good
Llandwrog	Good	Good	Good	Good	Good	08/07/19	10/09/19	Good
Autumn 2019								

Special Schools	C1	C2	C3	C4	C5	Inspection	Estyn Report	Estyn Finding
	Standards	Well-being and attitudes towards learning	Teaching and learning experiences in RE	Care, support and guidance				
Summer 2018								

During the **2019 Summer Term** ? primary schools, 0 secondary school and 0 special schools were inspected by Estyn. It is anticipated that another 4 primary school as well as 0 secondary and 0 special 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 2019

Ysgol Llandygai (March 2019)

Care, support and guidance: Good

The inclusive ethos ensures that pupils are given good opportunities to be members of the various committees. They meet regularly and their contribution to the school's work is developing well. The school's ethos, and collective worship assemblies, promote pupils' spiritual and moral development successfully. Staff encourage pupils to consider the views of others sensibly, acknowledge and respect diversity, and the importance of values, such as tolerance.

Pupils are given valuable opportunities to learn about Welsh culture. They compete in eisteddfodau, learn about myths such as Catre'r Gwaelod, and listen to traditional and contemporary music. The school provides purposeful opportunities for pupils to learn about the cultures of other countries through curricular activities and by inviting visitors to the school. A successful example of this is the recent visit by students from Japan, who taught pupils about their musical traditions, life and language. The school encourages pupils to use their imagination and engage effectively with the creative arts. An exceptional example of this is the partnership between the school and a local theatre company, where pupils worked with artists, actors, dancers and musicians to create a high quality, professional documentary.

Observations by Estyn: Summer Term 2019

Ysgol Pentreuchaf (April 2019)

Care, support and guidance: Good

Staff work effectively with a number of specialist agencies, which provide them with valuable support and guidance. The school has put robust systems in place to support the emotional wellbeing of a cohort of pupils and to promote good behaviour.

The friends of the school are very supportive and contribute to the school's projects and community. Examples of this include holding a Macmillan coffee morning and an evening to promote the Welsh language in the community. Foundation phase pupils give valuable presentations to parents on music and song projects, and recycling. This raises parents' awareness of pupils' work at the school and enables them to support their work at home.

There is a clear focus on developing personal and social education. The school has appropriate arrangements to promote eating and drinking healthily, in addition to keeping fit. This has a positive effect on pupils' awareness of issues that relate to their health and wellbeing. The school promotes the importance of helping others regularly, for example by supporting local and national charities.

Ysgol Bethel (May 2019)

Care, support and guidance: Excellent

Staff's commitment to introducing strategies that raise pupils' confidence and develop their resilience contributes highly effectively towards ensuring that pupils show high levels of motivation, interest and pride in their work. All teachers make very consistent and effective use of strategies, such as the learning powers and the 'dyffryn dysgu' (learning valley) to encourage pupils to persevere. This nurtures independent learners who enjoy opportunities to reflect on their work, explain how it can be improved and aim to achieve to the best of their ability. Staff take the pupil's

voice seriously, which contributes very effectively to opportunities for them to shoulder responsibilities and make decisions that have a very positive effect on their learning.

The school promotes pupils' spiritual, moral and social development very successfully. Provision to develop pupils' creative and expressive skills is an excellent feature. An exceptional feature of provision is the way in which teachers encourage pupils to use their imagination and ICT skills when engaging with the creative arts. Imaginative use of electronic tablets contributes significantly to this, for example as pupils create dramatic presentations of a high standard about a hungry spider eating birds. The school supports the local eisteddfod regularly, in addition to presenting concerts and Christmas shows. This provides valuable opportunities for pupils to perform and contribute to activities in their local community.

Ysgol y Garnedd (May 2019)

Care, support and guidance: Good

The school provides valuable opportunities for pupils to shoulder various responsibilities, for example by being members of the school council, the eco committee and the 'dewiniaid digidol' (digital wizards). These pupils take their roles seriously and their contribution has a positive effect on school life. For example, they have ensured that useful 'Llyfrau Llais Plant' (children's voice books) are available in all classes, and have presented beneficial lessons to pupils on the importance of recycling and saving energy. However, there are not regular enough opportunities for a wider representation of pupils to accept responsibilities and play a full part in making decisions at whole school level.

The school ensures that there are highly valuable opportunities for pupils to develop a sound awareness of the local community and the wider world. This is reinforced successfully through a wide variety of very rich experiences. For example, the school has invited a visitor from the university to discuss the damage that plastic does to marine wildlife, and has organised an online talk with an expert from Ecuador to discuss the effect of deforestation on the rainforests.

The school has procedures and policies that ensure that provision for pupils' spiritual and moral development is good. There are valuable opportunities for pupils to contribute purposefully during assemblies, by leading prayers or playing the piano. The school ensures extensive provision to develop pupils' creative skills very effectively. As a result, nearly all pupils are given beneficial opportunities to engage in the expressive arts. For example, they study and emulate the work of local artists and authors, and perform in eisteddfodau, concerts and services regularly. This contributes particularly well towards developing pupils' awareness of Welsh culture and increases their self-confidence successfully.

Ysgol Tudweiliog (June 2019)

Care, support and guidance: Good

The school is a caring a familial community that promotes good behaviour, courtesy and respect highly effectively. The supportive and friendly working relationship between staff and pupils is a strong feature of the school. This is reflected in the pupils' good behaviour and courtesy and their positive attitudes to learning. The school is very active in the village and the wider community, and encourages pupils regularly to show pride in their school and their local community. Teachers provide valuable opportunities for pupils to take part in a variety of community activities and local visits. A good example of this is the 'Museum Takeover' project, in which pupils are given an opportunity to work closely with the local maritime museum and conduct sessions in the museum with visitors. As a result, pupils develop a strong sense of belonging to their community. The school promotes pupils' spiritual, moral, social and cultural development effectively. By studying the history of Martin Luther King and Rosa Parks, pupils in key stage 2 develop a good understanding

of fairness and human rights. This promotes their understanding of equality and diversity in society effectively. By reflecting in collective worship sessions on the principles of various religions, staff provide purposeful opportunities for pupils to experience spiritual and moral elements. This is supported well by arranging for pupils to visit a mosque and the cathedral as part of their lessons. The local church and chapel are valuable resources to the school when planning for the Christmas and harvest services. As a result, most pupils develop as moral and knowledgeable individuals.

Ysgol Llandwrog (July 2019)

Care, support and guidance: Good

The school is a caring and familial community that promotes the importance of Welshness, courtesy and respect highly effectively. The supportive and friendly working relationship between staff and pupils is an excellent feature of the school. This contributes effectively to pupils' positive attitudes towards their work and the school's inclusive ethos. The school promotes pupils' moral and social development very successfully. There is a sense of team spirit, and all members of staff have high expectations in terms of pupils' behaviour, effort and wellbeing. This is reflected in nearly all pupils' good behaviour and courtesy, and their positive attitude towards learning and their school. A large number of rich events and visits are provided for pupils, which promote their understanding of their culture and community successfully. Provision to develop pupils' creative and expressive skills is a strong feature of school life. Through opportunities to compete successfully in eisteddfodau and perform in concerts in the local area, most pupils develop their expressive skills very successfully. Teachers provide regular opportunities to develop pupils' creative experiences by inviting poets, musicians, authors and actors to work with them. A good example of this is a dance company's visit to provide valuable opportunities for pupils to foster performing skills. This contributes successfully towards increasing many pupils' self-confidence and their ability to work together effectively.

The school's procedures for tracking pupils' progress are sound. This enables staff to identify pupils' additional learning needs at an early stage and provide for them effectively. Staff work effectively with external agencies to support specific pupils. As a result, most pupils with educational, emotional and social needs make sound progress from their starting points.

Observations by ESTYN: Autumn Term 2019

Religious Education

Inspection area 1: Standards in Religious Education

How well do pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What can you see in their work that demonstrates their progress over time?

Notes:

The majority of pupils engage successfully in the school's Religious Education lessons.

They are confident when discussing and responding to basic questions, as they have experiences to discuss in the morning assembly (class and whole school). There is a positive attitude seen when they research different religious beliefs, teachings and customs. This was seen in their recent research into Islam. Discussion in the weekly circle time is valuable as it offers opportunities to express views and enquire about their personal responses to beliefs and feelings.

By the end of Yr 6 nearly all of the pupils attain the expected level 4 and about half attain level 3. It can be seen that cross-curricular planning has enriched the teaching within the subject. Years 5 and 6 enjoyed working out the cost of a trip to Mecca and this brought the experience alive to them.

The 'at the market' and the 'red chair' methods are used to bring different characters and beliefs alive to the pupils. We went under the skin of story of Rosa Parks and what impact her bravery had on humankind by using the 'mantle of the expert'. They enjoyed acting the story, and through this it was seen that it had enriched the learning.

We believe that it is necessary to give attention to difficult life questions that are raised in class about life and death.

Our pupils' religious education standards are: Good

Inspection area 2: Wellbeing and attitudes to learning about Religious Education?

What do you think pupils gain from religious education lessons?

There is a keen interest and response from the pupils in the field. They have enquired and researched different beliefs and have thought of their own questions before finding the answers. Pupils are aware of different beliefs and their own beliefs and that it is important to respect all members of society.

We are very lucky in the village as we have a church and a chapel here and individuals within the community who are willing to contribute to the children's learning experiences.

The school has an annual Thanksgiving service in the church and it is the school council who meets to discuss and determine which charity to support. There is a thorough discussion and each council member contributes and gives their views and there is good use of reasoning to support their choice. Usually, they choose a charity that is relevant to a person or current event e.g. Christian Aid, RNLI, Cancer Research. The School's Christmas Concert will take place in the village chapel.

Pupils' attitudes towards religious education in our school are: Good

Inspection area 3: Teaching and learning experiences in Religious Education?

How good is the planning and teaching in Religious Education? Provide examples of enriching religious education experiences

Ysgol Tudweiliog's collective worship plan has been drawn up to ensure continuation, variety with a clear focus on Christian beliefs and holidays.

Monday - class assembly - a child will say a prayer of thanks

Tuesday - KS2 Teacher - focus on a specific theme for a term (with the help of the children)

Wednesday - Open the Book Group /Volunteer

Thursday - KS2 Teacher - focus on a specific theme for a term (with the help of the children)

Friday - KS2 Teacher - Biblical Stories

There is an opportunity during these assemblies to reflect, enquire and discuss matters that arise in or outside school. These periods give the children an opportunity to discuss their feelings, listen to others and to respect a diversity of opinion.

Religious Education has several tiers. By following the National Exemplar Framework to present Religious Education to learners 3-19 years old in Wales we can enrich our pupils education. With the coming of the New Curriculum cross-curricular learning is a very strong element in the field of education. Cross-curricular planning often builds upon previous knowledge. A variety of resources are used including books, items and visitors. It is important to keep the subject alive and relevant for the pupils and to have valuable presentations; at times we will use the 'mantle of the expert' to introduce a situation or problem.

Success criteria, for written work, are shared with the pupils with feedback on the children's work via self-assessment, peer assessment as well as teacher assessment.

Detailed planning means that the pupils are ambitious, confident and knowledgeable individuals.

During the last year the children have had a variety of experiences including stories from the Bible, assemblies with members for Coleg y Bala, services by preachers, have researched another religion (Islam), a learning visit to the Mosque and the Cathedral in Bangor (KS2), the history of global leaders (Rosa Parks and Martin Luther King) and how they have impacted people.

The school works hard to create individuals who have a comprehensive knowledge of the world around them. We offer experiences and knowledge to the pupils about our local area, our country Wales and the world. The experiences give purposeful opportunities for pupils to practise their literacy, numeracy and ICT skills regularly; be that in information pamphlets, a religious story, research, play or poster.

We need to give attention to forming arguments and justifying views and recognising that conclusions are partly, inconclusive and open to different interpretations.

The teaching standards of Religious Education in our school are: Good

Inspection area 4: Care, support and guidance in Religious Education?

To what extent do religious education lessons/activities help pupils reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop strong values and establish their spiritual and ethical beliefs?

The Voice of the Child is very important at Ysgol Tudweiliog. Parents, teachers and children can give their input regarding what they want to learn during the special theme. In this planning, pupils are very keen to undertake research and to press on in the lessons.

The school has strong links with Rev. Richard Wood at Eglwys Sant Cwyfan, where the annual Thanksgiving service takes place. We went there to inspect the church's religious symbols, focusing on the Rev Wood's vestments through the Christian year, church symbols e.g. an eagle on the lectern, crosses etc. Recently we followed the

journey of life through the church focusing on a Christian baptism ceremony. We are very lucky to have such an ancient church on our doorstep.

A stone's throw from the school is our chapel and like the church it is very important to school's life. We annually have our Christmas concert there and have close links with Rev Olwen Williams as she comes to the school regularly to hold morning assemblies. Every Wednesday morning we have a pastoral service timetabled. Reverend Olwen is here monthly, Nia Williams from the Presbyterians is here every half term and Opening the Book (organisation under the care of Andrew Settatee and members of the area's religious organisations support him) are here every fortnight. Pupils greatly enjoy these services and the stories they get from the Bible come alive through drama (where the children participate with adults from Opening the Book) through song (Nia Williams brings a guitar every time) and through interesting puppets ('Tecwyn' with Rev Olwen and 'Lewis' with Nia).

When undertaking the theme 'Dreams' in KS2 the children diligently created a play on the story of Martin Luther King where equality and human rights came alive to them. We gave an assembly to the rest of the school when we acted out the play. In the same way we saw a short film on the story of Rosa Parks on the bus, the children produced, filmed and acted in the film and this was shown to the rest of the school in a service that brought bravery in the face of racism alive.

The assemblies have been timetabled appropriately, as I mentioned earlier visitors also come to the school on Wednesdays. Then on a Monday there is a class assembly to present the word of the week (spiritual or ethical words such as friendship, tolerance, honesty). Tuesdays, Thursdays and Fridays we have whole school assemblies under the teachers care. Usually, these will be stories from the Bible, or a story with a moral e.g. Mari Jones and her Bible or Betsi Cadwaladr. On these days the children also have an opportunity to stage their own assembly. We believe that this provision enriches the pupils' collective worship experience.

From time to time, at the end of an assembly pupils have an opportunity to lead the prayer at the end to reflect on what they have learnt that morning. We believe that this is a special way to start getting the children to reflect on their own beliefs and values. If, at any time during the school day, the children need time to reflect and think, we have prepared a quiet area in the garden with benches, little bells and banners, where they can go.

As their experience of the chapel and the church, and of the individuals who deal with these institutions here is very strong, and they have had the experience of visiting the mosque in Bangor, a trip to a synagogue would be very interesting for them to expand their knowledge of Jewish spiritual life. This could be undertaken perhaps when we work on the second world war theme.

Does the school satisfy the statutory requirements for collective worship?	Yes	/	No	
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The contribution of religious education to pupil's personal development and community cohesion is: Good
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Inspection area 5: Leadership and management in Religious Education?

Has the Religious Education subject leader got the necessary skills and understanding to lead the subject effectively? How do you know?

The Religious Education subject leader has been in the role for many years now and is therefore experienced when leading the subject in the school. Both teachers discuss and plan together every term when they prepare for cross-curricular lessons and every fortnight when they organise lessons. We will monitor the subject every two years. In the Summer term the catchment area came together to joint plan a thematic project. Many interesting and useful ideas came from that experience and it is hoped that the same type of project can be undertaken next term.

We were very lucky as a school recently as we received a gift from the Parents' Association to spend on Religious Education resources at the school. For KS2 we invested in the pack 'Important Questions in Religion' which has been a valuable resources as it has work units already for the specific questions. We also had an opportunity to buy books 'Archwilio credoau, dysgeidiaethau ac arferion crefyddol, Cristnogaeth, Islam, Iddewiaeth'.

In FP we invested in the pack 'Parchedig Puw a Pwlllyn' by Gill Vaisey. These books are interesting and bring the customs of Christian life alive in an interesting way for children through the life of Pwlllyn the mischievous kitten. All Religious Education resources are located centrally in the school foyer to be convenient for both classes. Parents are informed of their right to withdraw pupils from RE lessons or the Assemblies through the school handbook that is distributed at the start of the educational year. Thus far, no one has requested for their children to be withdrawn.

Without a doubt the best experience the pupils had last year in the RE lessons was our trip to Bangor. We had an unforgettable experience when we visited the mosque and the cathedral, where we had a very warm welcome, we saw praying and rituals and realised how similar these two local religions are. Once the children returned to school they were eager to undertake further research on the Islam religion.

As this experience was so valuable, we believe that a trip to a local synagogue would enrich our understanding of another religion in the future.

Notes:

Leadership and management in Religious Education is: Good

Matters to be addressed	Actions	Whom?	By when?
			It is not necessary to share these details with SACRE but school records need to ensure that accountability is clear to staff and governors

Summative evaluation that will contribute to the school's evaluation of 'Personal Development (4.2)'

Brief! Approximately 50 words.

Name of headteacher Einir Davies

Signature of headteacher

Einir Davies

Date: 25 September 2019

Name of School: Ysgol Llandygai Number: 3013

Religious Education



Inspection field 1: Standards in Religious Education

How well do pupils deal with the basic questions, explore religious beliefs, teachings and customs, and express their personal responses to beliefs, teachings, customs and basic questions? What can you see in their work that demonstrates their progress over time?

- Skills, knowledge and an understanding of Christianity and various religions are developed.
- Christian values are introduced in lessons, collective worship and reflection periods and form the foundation of the school's daily procedures.
- The topics / themes offer opportunities for pupils to follow lines of enquiry by responding to big questions regarding Religious Education.
- By using artefacts, educational visits, collaboration with other schools, Biblical stories and close collaboration with the Diocese, pupils are given creative experiences which encourage them to question, investigate and consider the big questions.
- As a result, pupils respond in a confident and mature manner which develops a willingness to express opinions about beliefs, teachings and customs with respect.
- The school has provided pupils with purple booklets to complete their Religious Education work. They include a store of standard cross-curricular evidence that reflect the four purposes and six learning and experience fields.

By examining the books, it can be seen that:

- The attainment standards of learners in many books are in accordance with core subjects and a substantial number achieve higher grades.
- The attainment in many books is high and early progress is made in terms of developing an understanding of Christianity and a wide range of religious beliefs.
- In many books, it can be seen that learners are inspired by the subject and that they learn exceptionally well. They develop and make very good use of a wide range of higher level skills to enquire, analyse, interpret, evaluate and contemplate their understanding of the impact of religion on believers.
- In many books, learners create an impression in the way they use their creativity and originality to use their RE information and skills for their own personal reflections regarding questions on meaning and purpose.
- In many books, most of the opportunities are always outstanding and consistently good.
- Effective use of assessment is made in many books to steer the teaching and learning in RE.
- In most of the books, RE is given a high profile in the school curriculum and learning activities fully provide for the needs of all learners.
- The RE curriculum in many of the books is rich and diverse and enables learners to acquire thorough information and an understanding of the Christian faith by means of a wide range of learning opportunities.
- The RE curriculum in many of the books provides opportunities for learners to understand and make connections between beliefs, customs and systems to appreciate the range of beliefs that are studied.
- In most of the books, there are connections between the Christian values of the school and the spiritual,

moral, social and cultural development at the root of the RE curriculum and they have a significant impact on learners.

Collective worship:

- The headteacher and the governing body will act to ensure that the statutory requirements for collective worship are adhered to. Collective worship is a standing item on the school improvement plan.
- Steps have been taken to ensure that the quality of worship provided for pupils is of very good standard.
- The school's robust collective worship procedure has ensured that a very close link has been fostered with the Church, which reflects our Christian character.
- Artefacts, themes, music, quiet reflection is used during collective worship.
- We have taken steps to develop the response of learners to collective worship, e.g. do they listen, easily respond, join in with the singing, praying and reflection, show respect and enjoyment by observing collective reflection and worship sessions.
- The responses and behaviour of almost every learner is to be praised during the meetings and it is a way of developing a sense of belonging.
- The central features of collective worship are included in every worship and have had a positive impact across both key stages.
- We have integrated opportunities for learners to contribute to the worship session (e.g. readings, drama, prayers, music), which in turn has fostered ownership of the periods by the pupils.
- We have ensured that it is clear to visitors that the school is a church school by developing the school's orchard as a spiritual / prayers corner and religious artefacts can be seen there clearly.
- There are clear and suitable spaces to encourage reflection and prayer around the school which provide opportunities for pupils and school stakeholders to use them to reflect/pray.
- The school operates in a creative environment which has been based on core Christian values. There is a special spiritual atmosphere within worshipping periods.
- The valuable contribution of the local vicar to promote the values in his weekly assemblies with the Junior Department is appreciated, as well as other fields in the life and community of the school.
- It is ensured that the collective worship period encompasses a broad range of Christian themes with a strong emphasis on the Christian values of the School and Christian celebrations. This ensures that pupils have a good understanding of the nature of Christian worship, the faith, the traditions and customs.
- A collective worship plan has been drawn up to ensure continuation, variety and a clear focus on Christian beliefs and holidays. A variety of hymns are sung in our assemblies.
- Through our assemblies, our Religious Education work plan, our PIVOTAL and PSE schemes, pupils contribute effectively by arranging contributions in advance, by sharing their feelings at the time and by reflecting on what was discussed. They are also given an opportunity to reflect on their own lives and the lives of others, to consider the fundamental questions of life and to reflect on their own beliefs or values.
- A whole school assembly with the Junior Department and the Foundation Phase is held every week in the School. There is an opportunity during these assemblies to reflect, enquire and discuss matters that arise in or outside school. These periods give the children an opportunity to discuss their feelings, listen to others and to respect a diversity of opinion.
- Pupils jointly recite a morning prayer, lunchtime prayer and a prayer at the end of the day.
- A Key Stage Two assembly is held on Tuesday morning, a Foundation Phase assembly on Tuesday afternoon and a Whole School assembly on Friday morning.
- Reflection periods are held before lunch on Wednesdays in classes.

Our pupils' religious education standards are: OUTSTANDING

Inspection field 2: Welfare and attitudes to learning about Religious Education?**What do you feel the pupils gain from religious education lessons?**

- Ysgol Llandygai is a safe community that provides care, support and guidance of the highest standard to all pupils.
- The pupils have an opportunity to contribute towards their own welfare and the welfare of others.
- They are very intellectual and take into consideration the feelings, emotions and viewpoints of others.
- Pupils have special social skills that nurture an understanding of the feelings, beliefs and values of others.
- The school has created effective groups of pupils that focus on elements to develop in the school. The Voice of the Child is a strong element within the school. 'The Spiritual Crew' group focuses on the religious ethos of the school, 'The Wise Dragons' are responsible for Welsh language developments, 'The Green Carers' focus on Eco developments, 'The Computer Druids' ensures the on-line safety of their fellow pupils and the 'Healthy Youth' is responsible for the Health and Well-being of our pupils.
- The Spiritual Crew has been collaborating to plan and create a reflection garden for the school as a space that can be used for reflection by school stakeholders.
- The school has received the bronze Sustrans award for their efforts to reach the school in a green mode.
- The Green Carers have been busy thinking about ways to care for our environment.
- Pupils are given the opportunity to share their concerns anonymously, in the 'Blwch Bwrw Bol' box. Visual posters surround the school by charitable Agencies such as NSPCC, Barnados who promote the sharing of concerns. Life and Relationships Education has been well-structured and learners are given an opportunity to discuss aspects that involve respecting the body and showing respect towards others, physically and verbally.
- The Voice of the Child is promoted effectively at the school and KS2 pupils are well represented by the School Council.
- The procedure of dealing with and monitoring cases of concern is effective. Every member of staff in the school is aware of the procedure to deal with harassment or bullying.
- The PSE study programme at the school places a particular emphasis on life skills, and draws attention to maintaining a healthy mind and body. Supporting visits are held in order to reinforce their information and understanding.
- Effective use of external agencies is made in order to deal with aspects relating to the care and welfare of pupils, at school and at home.
- Nearly all FP and KS2 pupils have a good knowledge of healthy eating, fitness and safety. The majority of KS2 pupils are aware of Healthy School Plan procedures and have followed various programmes.
- Most pupils across the school have good knowledge of well-being and safety rules and of influences that can affect healthy living - e.g. smoking, drinking, drugs. Parents' questionnaires indicate that nearly all believe that the provision of the school is very good.
- A detailed plan of Life and Relationships Education activities has been implemented at the school focusing on pupils developing self-awareness, self-respect, physical development and the type of acceptable and unacceptable behaviour in society. An opportunity was given to the School Council to discuss the content of the Life and Relationships Education Policy and contribute towards its content. The school's use of the *SENSE* programme as well as the new 'Tyfu Fyny' resource, has been embedded very firmly and effectively in the school curriculum as a way of introducing a comprehensive programme on Sex and Relationships Education for the oldest pupils of the school every year. Consequently, the learners have a good understanding of the aspect and can discuss matters openly with maturity.
- The school has also embedded a Family Values plan which intertwines with the Christian values of the Church. Work on these values is planned on a monthly basis within classes.

- The new specific values, which intertwine with the school's new discipline policy, are in existence, namely: Respect everyone and everything, aim for the stars and be safe. This derives from Pivotal training on effective discipline. As a result, behaviour at the school has improved, but there is room for improvement again in this field. **The programme works on 5 pillars which intertwine with the Family Values plan and the Christian Values Plan that focuses on 12 values.**
- The behaviour of the pupils is outstanding. The pupils are friendly towards each other, are courteous with school staff and visiting adults. They are very supportive of each other and there is a friendly family atmosphere within the school. There is a happy and pastoral feeling in the school. Most pupils show an interest in their work, with positive attitudes towards the learning. Their ability to maintain concentration and to undertake tasks is good.
- Most pupils show an interest in their work, with positive attitudes towards the learning. The voice of the child is listened to in order to improve educational and extra-curricular aspects in the school. The school gives an excellent opportunity for pupils to voice their opinion regarding the education provided in the school. The School Council makes valuable decisions in order to develop aspects of the school and they examine fields in the SIP, such as the Welsh Language, the Language Charter as well as enterprise. An opportunity is given to School Council members to develop life skills and the Committee is a fund-raising source for specific purposes within the school.
- A lot of the children are friendly towards each other in formal and informal situations. The children are very supportive of each other and there is a friendly family atmosphere within the school.
- The school strives hard to raise money to support various charities such as Children in Need, Diabetes, Tenovus.
- A welcoming ethos and an open door is promoted in the school and emphasis is placed on nurturing the Christian values.
- The School has integrated the 'Family Values Scheme' framework which intertwines with the Religious principles of the school.
- The PIVOTAL programme has been thoroughly embedded in the school and every pupil is fully aware of the three rules, namely 'Aim for the stars, be safe and respect everyone and everything'.
- Every lesson highlights good control and a good relationship with the children.
- Pupils participate in various services at the local church, such as services for Easter, Thanksgiving and Christmas.
- The school plans themes to follow lines of enquiry such as Botswana, How important is water in religion, Life after death?

Pupils' attitudes towards religious education in our school are: OUTSTANDING

Inspection field 3: Teaching and learning experiences in Religious Education?

How good is the planning and teaching in Religious Education? Provide examples of enriching religious education experiences

- The teachers provide a wide range of enriching learning experiences which enthuse the pupils successfully.
- There are powerful examples of work such as Happiness is, Identifying the fundamental questions of life, what does the Bible say about love, Sikh Beliefs about creation, Religion v science, the Hindus' History of Creation, Saint David, Lent, How do people celebrate Easter, The Holy Week, Message of Peace and Goodwill,

using our voice as a weapon, Children's rights and responsibility.

- Their experiences are effectively enriched by the regular use made of visitors and visits, such as the local church, the Cathedral, collaboration with local Church Schools.
- Curriculum plans are based on interesting themes and pupils contribute appropriately towards ideas about the content of learning programmes.
- Appropriate use of the outdoor areas is made to enrich the learning experiences of pupils appropriately including the reflection garden.
- The principles of the new curriculum for Wales have been implemented in key stage 2, with good emphasis on the need to build the abilities, experiences and information of pupils on their journey throughout the school.
- Teachers' plans to develop literacy and ICT skills of pupils are detailed and purposeful within religious education.
- Staff know the pupils very well and encourage them to do their best within a supportive environment.
- Most of the teachers manage to inspire the interest of pupils well by offering an interesting variety of activities.
- Across the school, teachers share the learning objectives and success criteria of activities effectively with pupils.
- Assistants are an asset to the school and support individuals and groups of learners effectively within classes. The best features of the learning that are evident in over half of the classes, are based on the high expectations of the teachers.
- In these classes, they enquire skilfully in order to develop the responses and understanding of pupils further and there is a good pace to the lessons.
- They give good opportunities for pupils to assess their own work, which strengthens their understanding of how to make improvements. The feedback of teachers celebrate the successes of pupils and show them how to improve their work constructively.

The teaching standards of Religious Education in our school are: **OUTSTANDING**

Inspection field 4: Care, support and guidance in Religious Education?

To what extent do religious education lessons/activities help pupils reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop strong values and establish their spiritual and ethical beliefs?

- The reflection periods implemented ensure that school pupils are given suitable opportunities to reflect on their lives and/or special events.
- The reflection periods lead to mature discussions among the pupils - a pupil can be guided and supported further following a discussion period.
- The various praying/reflection areas within the school give a special opportunity for pupils to reflect/pray independently, which is an outstanding element in Llandygai.
- The arrangements of the school to promote the spiritual, moral, social and cultural development are very effective.
- The various voice of the child groups implemented focus on pupils' rights, as well as the responsibilities that coincide with the rights that lead to creating a caring community within the school. Everyone has a part to play to create a happy community.
- The 'bwrw bol' box is a special resource in the school which is used by pupils to draw the attention of

teachers to concerns.

- The school's provision to support pupils effectively is beyond, especially through the role of the Senior ELSA assistant.
- The Family Learning Signature programme is an effective tool to support pupils and their families.
- There is effective collaboration with various external agencies.
- Policies with a religious approach have been implemented in the school such as policies relating to discipline, life and relationships education, collective worship.

Does the school satisfy the statutory requirements for collective worship?

Yes

✓

No

The contribution of religious education to pupil's personal development and community cohesion is:

OUTSTANDING

Inspection field 5: Leadership and management in Religious Education?

Does the religious education subject leader possess the required skills and understanding to lead the subject effectively? How do you know?

- The headteacher has a clear vision that is shared very effectively with all school staff. This vision can be seen on murals in the school reception. Christian values are at the root of everything we do in Llandyngai.
- The school has a strong strategic direction with the Christian Values, the emotional welfare and intelligence of pupils, and learning development and progressive teaching are at the centre of its actions.
- Leadership is based on determining a clear strategic direction which is the foundation of all school activities.
- The vision is clear, namely, '*Aiming for Excellence*' which sets high standards for every stakeholder within the school. We believe that this is at the root of appropriate standards, ethos and achievement. As a result, we ensure that the standard of work in Religious Education is outstanding and performs on a joint basis with literacy, numeracy and ITC.
- The strategic direction is implemented through five priorities in the SIP. By working unswervingly towards the strategic direction and agreed priorities with the Headteacher, very high expectations are conveyed to those he manages. The sub-priority in the School Improvement Plan this year refers to Religious elements that need to be developed in the school.
- When self-evaluating the Christian direction of the School, a priority was added to the SIP which includes a specific plan to SELF-EVALUATE and develop the Christian character of the School. The plan includes definite actions and sets a clear time-line to follow. The governors monitor progress at their meetings.
- School staff and governors respond fully to the educational needs of every child, including those on the ALN register. In doing so, we ensure that we acknowledge the Christian character of the School by creating an ethos that supports effective learning.
- All school stakeholders, staff, pupils, parents and Governors are fully aware of the vision and objectives of the headteacher and the school.
- All the priorities in the SIP are a combination of national and local priorities, are quantitative and quantifiable and include funding to ensure staff training, visits with particular schools or resources to improve the provision. These are the essentials of '*Aiming for Excellence*'.
- In order to promote team work, the Headteacher has established an effective communication system to ensure commitment to the strategic direction and the self-evaluation process.
- The school has a store of various policies which are reviewed by the Governing Body in accordance with the effective mapping system of the school. The policies reflect the Christian Values.
- Every child is aware of the general objectives of the school to Respect everyone and everything, Aim for the Stars and Be safe. It is a core part of school life and impacts standards as well as the development of pupils' social skills.

- The SMT is very successful in reinforcing the strategic direction of the school and has a positive impact on the outcomes of pupils and teaching quality. The leadership team is accountable for leading specific areas of the school improvement plan. They meet on a weekly basis within their departments and, as a result, they determine a clear way forward for the school. In order to develop the strategic vision further, the team analyses the work of the School in an evaluative manner. Consequently, they have a very good understanding of the School's strengths and the fields that need to improve. They act on these outcomes swiftly in order to address any shortcomings or weaknesses that arise.
- Teaching staff and key members of the ancillary staff meet on a weekly basis to discuss and receive training on aspects of Teaching and Learning, self-evaluation and to share good practices. They lead aspects such as scrutinising the workbooks of pupils and each others' work plans to ensure consistency in provision across the School as well as accuracy when assessing pupils' work. This effective practice of developing leading skills also has a good influence on teaching throughout the School.
- Volunteers from the local community contribute towards curricular work to improve pupils' reading skills. This has a positive impact on nurturing and maintaining the interest and enjoyment of pupils in reading, and also increases their confidence in their ability to discuss the text. The school takes advantage of the skills of people within the community in order to enrich the experiences of learners, whilst at the same time developing a community ethos. This is done by inviting members of the community as guest speakers and inviting pensioners from the village to celebrate Saint David's Day in a singing concert.
- The school communicates well with parents and the wider community in a wide range of media, e.g. newsletter, school website, local newspaper, text messages, weekly letters from the SC, the termly themes booklet of the Junior Department, Twitter, ClassDojo, annual reports, parent evenings, school Handbook and correspondence about the term's activities.
- There is a good and constructive relationship with other organisations, including other schools within the Catchment area e.g. RPL to develop AforL principles in order to improve the achievements of learners, as well as offering placements for students from local colleges and Secondary schools.
- Bridging arrangements agreed with the local cluster of schools and secondary schools enable older pupils to prepare well for the next period of their education. The pupil transfer structure through the Primary/Secondary partnership is effective for the benefit of the pupils. During the summer term, meetings are held with parents of pupils with ALN with the Secondary Co-ordinator and the school. This annual process is effective to ensure the best provision before the pupil transfers to the Secondary Sector.
- The governors receive written reports on a termly basis on the priorities in the SIP and, therefore, respond to what has been planned for each assessing point.
- Specific members of the Governing Body visit leaders of the priorities in order to discuss developments in connection with the priorities in order to report on them. This process involves challenging and supporting the subject leaders, nurturing a professional critical relationship and agreeing on targets as part of a firm line of accountability.
- The Headteacher has introduced teams of pupils to nurture the Voice of the Child in the school. The 'Spiritual Crew' was introduced in the school last year and they have been working hard ever since on exciting and interesting ideas to develop the religious ethos of the school. Undoubtedly, this is an outstanding element of the work of the school.
- The Headteacher has worked diligently to strengthen the partnership between other church schools. An educational church tour was recently planned where pupils from Ysgol Llandygai, Ysgol y Faenol and Ysgol Cybi had an opportunity to observe and scrutinise good practice to adopt within their schools. The impact of the opportunity was excellent as a number of pupils recounted their satisfaction at nurturing new friendships. They wish to continue the collaboration to create a music Compact Disc. The school has collaborated with Ysgol Penboyr in the same manner to share good practices.
- Other church schools undertake visits to scrutinise and observe the effective practices at work in Llandygai.
- The Headteacher has provided pupils with special purple booklets to complete their Religious Education / Reflection Period work. As a result, the work has a status and pupils are very proud of what they have

achieved in them.

- Various visits from members of the Diocese are undertaken which is a way of further developing the school's strategic partnerships, which ensures that the school's church status, as well as Christian values, is a priority for us.

Leadership and management in Religious Education is: OUTSTANDING

Matters to address	Actions	Whom?	By when?
Consider using the Religious Education Syllabus of the Church within the school.	Hold a discussion at the next meeting of the Governing Body.		
Develop the role of school stakeholder when planning collective worship periods in the school.	Use a planning template more consistently in the school when planning periods of collective worship / reflection.		
Continue to develop the Professional Learning Community with Nearby Church Schools.	Nurture the existing connections at work following a recent learning tour.		

Summative evaluation that will contribute to the school's evaluation of 'Personal Development (4.2)'

- Ysgol Llandygai is a school with a very special atmosphere. The Christian Values are the Foundation of everything we do, and develop and support pupils to become knowledgeable and intelligent citizens for the big wide world.
- The opportunities we offer in the school within Religious Education lessons, the reflection and collective worship periods give pupils an opportunity to reflect, ponder and offer answers to the Big Questions. Thorough planning by the school ensures that a Big Question is at the root of every lesson.
- This is a school that offers care and support of the highest standard to all school stakeholders. We are one happy family in Llandygai.
- The provision of the school for spiritual, moral and social development is special.
- The Christian Values are a firm foundation to develop the pupils' knowledge and understanding of keeping healthy and safe, by the grace of God.
- The pupils have purple Religious Education booklets which include tasks involving reflection and self-care.
- There is effective provision for pupils to reflect on their own beliefs and values.
- Pivotal values that are implemented in the school ensure that pupils possess the social skills that are necessary for the real world. The principles, namely 'Respect Everyone and Everything, Aim for the Stars and Be Safe' are known to all school stakeholders and are a firm foundation for excellent behaviour.
- The provision of the school for developing skills, knowledge and an understanding of how to make decisions regarding a healthy lifestyle is good.
- The school gives pupils valuable opportunities to take on responsibilities and play a full part in the school and wider community.
- At the beginning of each theme, every child is given the opportunity to offer ideas about what they want to learn, staff incorporate these ideas into their work plans.
- Creativity is developed through literacy, illustration, music, religious education and technology.
- There are effective arrangements in the school to promote healthy eating and drinking, including the school's fruit trolley.
- Parents are encouraged to provide healthy lunch boxes.
- The school is part of the Gwynedd Healthy Schools Plan and has managed to win the Step 3 award; the bronze award of the Active Journeys Sustrans plan was won in 2017.
- The school has a successful partnership with the police and the fire service in order to present information to pupils regarding how to take care of themselves, e.g. drugs, substances, violence, bullying.
- The school has planned thoroughly for lunch and break times in order to promote physical activity.
- The pupils nurture a very good understanding of keeping healthy and safe in Science lessons, Life and Relationships Education and PSE lessons and Circle Time.
- The pupils are given various opportunities to nurture skills, knowledge and understanding to make decisions to keep healthy and safe by not misusing substances, being aware of sex and healthy relationships and keeping safe on-line.
- The cross-section of themes presented in the school gives pupils an opportunity to learn about various countries, including Botswana, Patagonia, China. There is a close connection between the University and students from China visit us every year to hold workshops about their country's culture.
- The themes also give pupils an opportunity to learn about various religions and the importance to respect everyone and everything.
- The school held a successful Fair Trade week last year which gave every class valuable opportunities to learn about Fair Trade in various countries across the world, e.g. sugar, chocolate, cotton and tea.
- The school has a Racial Equality Policy, International Dimension, Global and Multi-cultural Citizenship policies.
- Science and Geography lessons in particular provide good opportunities for the children to learn how their decisions affect others and the environment, and we offer more opportunities to study specific examples where this now occurs.
- Annual enterprise activities effectively deepens the understanding of pupils of planning, profit and loss and

nurtures the responsibilities of life among pupils.

- A strong anti-bullying culture is at work in the school and the School Council has given a presentation to the rest of the pupils about the importance of telling an adult if they are concerned. They have planned posters to encourage pupils to speak up and they are visible around the school.
- A comprehensive e-safety policy is implemented in the school and pupils are given lessons about on-line safety.
- Pupils understand the appropriate actions to take if they are a victim of cyber bullying and not to share any personal information.
- The 'Computer Druids' are a group of pupils who promote a sensible use of the internet.
- The school has been part of a research project on 'Women's Confidence' in collaboration with the Pontio Theatre and the University in Bangor. Pupils were given an opportunity to collaborate with artists, musicians, dancers and actors to nurture self-confidence by participating in various artistic activities. This had a positive impact on the personal and social development of the pupils, their verbal skills along with their creativity which nurtured self-confidence. A documentary programme was produced on the work and the premiere was screened at the Pontio Theatre in Bangor during a Red Carpet afternoon for the pupils, parents and the community.
- The various voice of the child councils reinforce the learning - the Spiritual Crew, the Computer Druids, the Healthy Youth, the Wise Dragons, the Green Carers and the School Council. These councils work non-stop to promote important messages about their responsibilities.
- The school gives responsibilities to pupils on voice of the child Councils to think about dynamic ways to develop the school and to move the school forward in relation to the school's priorities.
- The councils set an excellent example to the rest of the pupils by discussing and thinking about special ways to develop the school such as a Children in Need day, planning a flower box in the form of a cross to be placed in the reflection area, deciding to have a trolley selling fruits to pupils, planning a Digital character to promote safe use of the internet and presenting jackets to the Welsh-speaker of the week to promote social use of the Welsh language.
- The school has been praised for their efforts to teach pupils and give them valuable experiences of Welsh culture as part of work on the Welsh Language Charter. Given the linguistic nature of the homes of many pupils, encouraging pupils to use the Welsh language socially has been a challenge for the school. However, through perseverance and introducing activities that inspire pupils, the Welsh language can be heard more frequently around the school.
- The school has been awarded the Gold Welsh Language Charter Award for two consecutive years. Pupils at the school have been busy filming a piece for Welsh Government as part of a process to nominate Mrs Gwenan Ellis Jones, namely Gwynedd's Welsh Language Charter co-ordinator, for the 'Inspirational use of the Welsh Language' award at the Teaching Awards Cymru. The enthusiasm and confidence of pupils when using the Welsh language is apparent and is a source of pride.
- The School Council takes an active role in school assemblies by setting an example for the rest of the pupils.
- In addition, they have taken responsibility for teaching pupils about children's rights and they update their noticeboard every week to display the right of the week.
- The school ensures equal opportunities for everyone to participate in the groups.
- The reflection period is part of the weekly timetable and pupils are given an opportunity to reflect on their learning which is special spiritual, moral and social development.
- The pupils show empathy toward others and support charities such as Children in Need, the Shoebox Appeal to Romania and Tenovus.
- There is a religious area in every classroom and pupils use the area to reflect individually and ponder the Christian values.
- There is a specific reflection area for school pupils to visit in the school's orchard where a church bench and a flower box in the form of a cross is placed. It is a wonderful and quiet area to take time to think.
- Our assemblies have a particular spiritual ethos, and pupils contribute effectively by arranging contributions in advance. There is a special structure to our assemblies which give pupils an opportunity to reflect, respond and contribute to 'big' questions.

- The Reverend visits the school every week and holds assemblies in response to the school's monthly value. As a result, there is a golden thread between lessons and the assembly.

Name of headteacher
Signature of headteacher

Mr Elfed Morgan Morris

E.M.Morris

Date:

10.06.2019

Name of School: Ysgol Llandwrog

Religious Education

Inspection area 1: Standards in Religious Education

How well do pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What can you see in their work that demonstrates their progress over time?

- Specific Christian values are expressed clearly. This ensures that the majority of school members identify specific features of the school's values and note how they impact their daily lives and achievements. The School's vision is that we provide an environment and conditions where every child can flourish. The results of the tracking system (teacher assessments, National and internal tests) indicate that every child is making progress against their previous attainment and against his/her personal targets. We manage to undertake this by having a thorough knowledge of and excellent relationship with pupils. Lesson observations show that the pupils have positive attitudes towards learning.
- The school has a clear definition of spirituality that most adults understand. Experiences are noted in the curriculum, these give learners opportunities to investigate their spirituality. Learners respond well and develop the ability to express their thoughts clearly and confidently. A weekly assembly takes place at the church under the leadership of Reverend Lloyd and opportunities are taken to hold regular Christian services at the church such as Thanksgiving, Christmas and a farewell service at the end of the year. There is also an opportunity for Year 6 pupils to visit the Cathedral to attend a service of celebration and primary/secondary transition. This link with the church is excellent. The relationship has been extended to the Cathedral in Bangor as one pupil is a member of the cathedral choir.
- The school's character and Christian values contribute to the spiritual, moral, social and cultural development of the learners. The school regularly contributes to local and national charities such as Macmillan, Teams2U etc. We also recycle clothes at school which not only brings money to the school but also supports the local organisation - Antur Waunfawr.
- The school's Christian character continues to guide its approach to pupil attendance and exclusion matters for all learner groups. Learners behave well and in general the relationship between all members of the school community are linked to the school's character and Christian values. There have not been any cases of racism or bullying. The School's behaviour support policy and the ethos of the whole School promotes fraternity and co-existence. Respect towards racial differences and equality is promoted through our PSE work and services. Attendance in the 2017 school year was 96.8% for pupils of compulsory school age. Every pupil arrives at the School punctually. There have been no suspensions for many years. Parents are committed to retain this level of attendance. Learners have some understanding of the Christian heritage of Wales and of Christianity as a multi-cultural religion throughout the world, and they respect the variety and differences within other faith communities. Emphasis is placed on Christianity in their Religious Education lessons. Pupils have a good knowledge of Bible stories and of the message of Jesus Christ's gospel. The school includes cross-curricular elements in Religious Education lessons in accordance with the requirements of the Literacy and Numeracy Framework.
- The school has commenced a relationship with other church schools. This started after the new Headteacher attended a workshop with other church schools to create a network link over the web. In addition, this year Yr 6 pupils went to Ysgol Maesincla to take part in specific workshops with other pupils from church schools. It is trusted that this will continue next year.

Key Strengths

- *Excellent relationship with the local church and Reverend Lloyd, this gives a strong Christian sense to the pupils.
- *The school's family nature promotes a homely and safe environment for pupils to flourish and develop to their full potential.
- *Every parent noted in the Summer 2018 questionnaire, that they are totally content with what the school achieves

and the attainment of pupils, the opportunities they receive as well as the homely environment that is promoted.

Collective worship

- Members of the school community understand the importance of collective worship in the school's life and can express what this means to them personally.
- *Collective worship often includes the person of Christ, and learners understand that he has an important place in worship.
- *Learners are aware of God the Father, the Son and the Holy Ghost in their worship but have not fully developed their understanding of this.
- *Biblical material is often used in joint worship and learners can link some of this to the school's key values and their own lives.
- *Learners have an understanding of different Christian traditions when worshipping, especially local customs of the Church in Wales, although they cannot always fully discuss them. It is ensured that the collective worship period encompasses a broad range of Christian themes with a strong emphasis on the Christian values of the School and Christian celebrations. This ensures that pupils have a good understanding of the nature of Christian worship, the faith, the traditions and customs.
- *Most pupils recognise the value of worship, respond positively and are willing to participate.
- *The themes are relevant and give close attention to the spiritual and moral development of learners. As a result, learners take some measures to serve others.
- * Most of the worshipping elements are present although some are less developed than others. The location is appropriate and is often varied.
- *Through planning a structure is secured that enables learners to come across Christian beliefs. Worship is linked to significant periods in the school's life and to Church seasons. The majority of Christian holidays are celebrated or they are recognised in the context of worship. There are regular contributions by Reverend Lloyd and other members of the school community. Reverend Lloyd holds weekly assemblies and children also participate in Church services in the village - Thanksgiving Service and Christmas service.
- *Pupils from the school jointly recite the Lord's Prayer at the morning assembly, recite a prayer together at lunchtime and a prayer/say grace at the end of the day. Services and lessons are held to ensure that pupils understand the nature and purpose of prayer. There is room to develop periods where the learner understands the purpose of prayer and reflection in a formal and informal context. It is trusted that many pupils will then be able to use prayer in their personal lives and contribute relevant and appropriate prayers regularly to school assemblies.

Key Strengths

- The majority of parents stated that the School's values and attitude had a positive effect on their child (Questionnaire, May 2017).
- There is a special connection between the school, Reverend Lloyd and the local church. The impact of this is that pupils develop a sense of being a member not only of the church family, but also of the wider community.

Our pupils' religious education standards are: GOOD

Inspection area 2: Wellbeing and attitudes to learning about Religious Education?

What do you think pupils gain from religious education lessons?

- Learners have some understanding of the Christian heritage of Wales and of Christianity as a multi-cultural religion throughout the world, and they respect the variety and differences within other faith communities. Pupils have a good knowledge of Bible stories and of the message of the gospel of Jesus Christ. The school includes cross-curricular elements in the Religious Education lessons in accordance with the requirements of the Literacy and Numeracy Framework.

Key Strengths

- Excellent relationship with the local church and Reverend Lloyd, this gives a strong Christian sense to the pupils.
- The school's family nature promotes a homely and safe environment for the pupils to flourish and develop to their full potential.
- Every parent noted in the Summer 2018 questionnaire that they are totally content with what the school achieves with the attainment of pupils and the opportunities they receive as well as the homely environment that is promoted.

Pupils' attitudes towards religious education in our school are: GOOD

Inspection area 3: Teaching and learning experiences in Religious Education?

How good is the planning and teaching in Religious Education? Provide examples of enriching religious education experiences

- Specific Christian values are expressed clearly. This ensures that the majority of school members identify specific features of the school's values and note how they impact their daily lives and achievements. The School's vision is that we provide an environment and conditions where every child can thrive. The results of the tracking system (teacher assessments, National and internal tests) indicate that each child is making progress against their previous attainment and against his/her personal targets. We manage to undertake this by having a thorough knowledge of and excellent relationship with pupils. Lesson observations show that the pupils have positive attitudes towards learning.
- The school has a clear definition of spirituality that most adults understand. Experiences are noted in the curriculum, these give learners opportunities to investigate their spirituality. Learners respond well and develop the ability to express their thoughts clearly and confidently. A weekly assembly takes place at the church under the leadership of Reverend Lloyd and opportunities are taken to hold regular Christian services at the church such as Thanksgiving, Christmas and a farewell service at the end of the year. There is also an opportunity for year 6 to visit the Cathedral to attend a service of celebration and primary/secondary transition. This link with the church is excellent. This relationship has been extended to the Cathedral in Bangor as one pupil is a member of the cathedral choir.
- The school's character and Christian values contribute to the spiritual, moral, social and cultural development of the learners. The school regularly contributes to local and national charities such as Macmillan, Teams2U etc. We also recycle clothes at school, which not only brings money to the school but also supports the local organisation - Antur Waunfawr.
- The school's Christian character continues to guide its approach to pupil attendance and exclusion matters for all learner groups. Learners behave well, and in general the relationship between all members of the school community are linked to the school's character and Christian values. There have not been any cases of racism or bullying. The School's behaviour support policy and the ethos of the whole School promote fraternity and co-existence. Respect towards racial differences and equality is promoted through our PSE work and services. Attendance in the 2017 school year was 96.8% for pupils of compulsory school age. Every pupil arrives at the School punctually. There have been no suspensions for many years. Parents are committed to retain this level of attendance.

The teaching standards of Religious Education in our school are: GOOD

Inspection area 4: Care, support and guidance in Religious Education?

To what extent do religious education lessons/activities help pupils reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop strong values and establish their spiritual and ethical beliefs?

- Members of the school community understand the importance of collective worship in the school's life and can express what this means to them personally.
- Collective worship often includes the person of Christ and learners understand that he has an important place in worship.
- Learners are aware of God the Father, the Son and the Holy Ghost in their worship, but have not fully developed their understanding of this.
- Biblical material is often used in joint worship and learners can link some of this to the school's key values and their own lives.
- Learners have an understanding of different Christian traditions when worshipping, especially local customs of the Church in Wales, although they cannot always fully discuss them. It is ensured that the collective worship period encompasses a broad range of Christian themes with a strong emphasis on the Christian values of the School and Christian celebrations. This ensures that pupils have a good understanding of the nature of Christian worship, the faith, the traditions and customs.
- Most pupils recognise the value of worship, respond positively and are willing to participate.
- The themes are relevant and give close attention to the spiritual and moral development of learners. As a result, learners take some measures to serve others.
- Most of the worship elements are present although some are less developed than others. The location is appropriate and is often varied.
- Through planning a structure is secured that enables learners to come across Christian beliefs. Worship is linked to significant periods in the school's life and to Church seasons. The majority of Christian holidays are celebrated or recognised in the context of worship. There are regular contributions from Reverend Lloyd and other members of the school community. Reverend Lloyd holds weekly assemblies and children also participate in Church services in the village - Thanksgiving Service and Christmas service.
- Pupils from the school jointly recite the Lord's Prayer at the morning assembly, recite a prayer together at lunchtime and a prayer/say grace at the end of the day. Services and lessons are held to ensure that pupils understand the nature and purpose of prayer. There is room to develop periods where the learner understands the purpose of prayer and reflection in a formal and informal context. It is trusted that many pupils will then be able to use prayer in their personal lives and contribute relevant and appropriate prayers regularly to school assemblies.

Does the school satisfy the statutory requirements for collective worship?

Yes

✓

No

The contribution of religious education to pupil's personal development and community cohesion is: **GOOD**

Inspection area 5: Leadership and management in Religious Education?

Has the Religious Education subject leader got the necessary skills and understanding to lead the subject effectively? How do you know?

Leaders express and promote a vision based on specific Christian values. The vision was written and discussed jointly with all stakeholders. Assemblies and specific lessons are held on Christian values that are the basis of the vision. It is trusted that this will give pupils opportunities to discuss, to extend their understanding and to express the values in various methods.

- Leaders describe the impact of Christian values on the learners and on all of school life.
- Leaders have a good understanding of the school's performance and expertise on the basis of the school's self-evaluation strategies.

*When self-evaluating the Christian direction of the School, a priority was added to the SDP 2018-19 which includes a specific plan to SELF-EVALUATE and develop the School's Christian character. The plan includes definite actions and sets a clear time-line to follow. The governors monitor progress at their meetings. This will lead directly to planning improvements at the school. Attainment and expertise will also improve or previous good performance will be

strengthened for each group of learners.

- Leaders ensure that collective worship, RE and aspects of the curriculum are guided by specific Christian values that contribute to behaviour and good aspects of the learners together with their spiritual, moral, social and cultural development. There are two church representatives on the governing body namely, Reverend Lloyd and Mrs Susan Williams.
- Parents, the church, the diocese and the wider community contribute fully to school's life in a way that ensures clear benefits to learners, including their understanding of local, national and global communities. Every week, the pupils visit the Church and they have received a visit from Bishop Andy. Year 6 pupils annually visit the Cathedral for a farewell service. A great many of the staff have had an opportunity to go with the pupils to the event and this has also been training and professional development for them.
- There is a good and sufficient supply of Religious Education resources available at the School. When we require a particular resource the Rector/Church members assist us. There is now a network of church schools that share resources on-line under the guidance of the Diocese Education Officer.

Key Strengths

- The Headteacher and staff model and promote behaviour and values that contribute positively to creating a school ethos where pupils and staff feel they are respected and valued.

Leadership and management in Religious Education is: GOOD

Matters to be addressed	Actions	Whom?	By when?
Develop the element of school to school collaboration to strengthen the activities and values already offered at the school.		It is not necessary to share these details with SACRE but school records need to ensure that accountability is clear to staff and governors	
Older pupils to keep a record of the stories/themes and the hymns in the assemblies and to draft a short evaluation of the assemblies focusing on the impact of the assemblies.			
Pupils to take more of a role in the organisation of school assemblies and contribute effectively by arranging contributions in advance, by sharing their feelings at the time and by reflecting on what was discussed. Also, develop opportunities to reflect on their own lives and the lives of others, to consider the fundamental questions of life and to reflect on their own beliefs or values.			
Develop staff and governors as leaders in church schools. Give good support to leaders in the field of worship and RE to			

achieve their roles to enable them to undertake improvements or to maintain previous good practice.			
Review and renew the worship policy			
Intertwine Christian Vales more and more into the School curriculum.			

Summative evaluation that will contribute to the school's evaluation of 'Personal Development (4.2)'

- The community link is very important in the school's work and vision. Children participate regularly in concerts, shows, eisteddfodau and services. They also gain confidence and have opportunities to use their oral language in Welsh and English. The School Council is very active and meets on a regular basis during the year. There are a number of decisions and discussions at the School Council that have a positive impact on school life.

Name of headteacher CARYS WYN THOMAS

Signature of headteacher

Date: 1/10/19

How can SACRE monitor standards?

Standing Advisory Council on Religious Education (SACRE)

SACRE's main function is to monitor religious education and collective worship and to advise the local authority on matters relating to religious education and collective worship. The Wales Association of SACREs believes that this advice should be based on current information. Many SACREs monitor standards by inviting schools to share their self-evaluation of Religious Education and collective worship with SACRE members.

Further information:

- Wales Association of SACREs: www.wasacre.org.uk
- Religious Education and Collective Worship: Circular 10/94 (Welsh Office)
- So You're Joining Your Local SACRE: a handbook for SACRE members in Wales (WASACRE)
- Guidance on Collective Worship (WASACRE, 2012);
- Review of SACRE reports (Welsh Government, 2011 and 2013)

Department for Education and Skills Wales (DfES)

Most SACREs in Wales have adopted or adapted the 'National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales' as their locally agreed syllabus. The Welsh Government has supported the teaching of religious education in schools by providing guidance documents to support teachers, head teachers and SACRE members. These provide useful information about teaching methods, resources and assessment. The 2010-12 national external verification process gave RE departments in secondary schools the opportunity to show their understanding of RE attainment levels.

Further information

- <http://cymru.gov.uk> > search for Religious Education
- Locally Agreed Syllabus (or National Exemplar Framework for Religious Education in Wales)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplifying Learner Profiles at KS2 and KS3 in Religious Education: Additional Guidance (2011)
- Religious Education: Guidance 14-19 year olds (2009)
- People, Questions and Beliefs in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://wjec.co.uk>)

ESTYN

The ESTYN inspection framework is based on five inspection areas:

- | | |
|--|--------------------------------------|
| 1. Standards | 3. Teaching and learning experiences |
| 2. Wellbeing and attitudes to learning | 4. Care, support and guidance |
| | 5. Leadership and management |

Few school inspection reports include references to the standard and quality of Religious Education and collective worship.

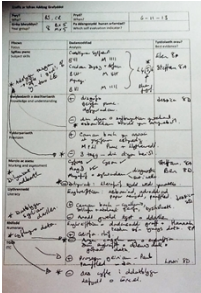
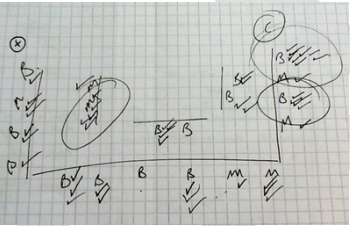
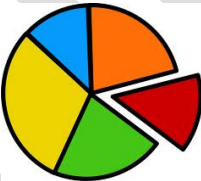
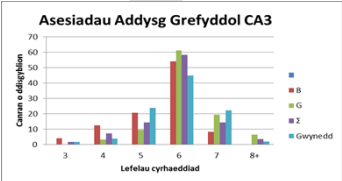

A thematic review of Religious Education in Secondary Schools was published in June 2013 and it offers recommendations to local authorities, schools and SACREs.

Further information:

- www.estyn.org.uk
- Religious Education in Secondary Schools (ESTYN, June 2013)
- Religious and moral education in key stage 2 and key stage 3 (ESTYN, Summer 2018)

- Supplementary guidance : collective worship in non-denominational schools (Autumn 2017)

What evidence do schools use in order to make judgements?

<p>Book Scrutiny</p> 	<p>Teachers will collect a sample of pupils' work (e.g. range of abilities, ages, boys and girls) and will help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> • What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving? • To what extent does pupils' work reflect the requirements of the Locally Agreed Syllabus? • To what extent does pupils' work develop the skills identified by the National Literacy, Numeracy and Digital Competence frameworks? • What improvements do we need to make to our planning, provision and assessment of religious education?
<p>Lesson observation</p> 	<p>Teachers and school leaders will observe lessons and will help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> • What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving? • Are the pupils well motivated? Are they contributing to their own learning? • To what extent does pupils' work reflect the requirements of the Locally Agreed Syllabus? • To what extent does pupils' work develop the skills identified by the National Literacy, Numeracy and Digital Competence frameworks? • What improvements do we need to make to our planning, provision and assessment of religious education?
<p>Questionnaires and Interviews</p> 	<p>Schools can analyse the results of questionnaires used with pupils, teachers and parents to answer questions such as:</p> <ul style="list-style-type: none"> • What do they think about the content of the RE lessons? Are there significant groups who are offering different opinions? • What progress are they making in their RE skills? • What are their perceptions/attitudes/opinions of Religious Education? • What improvements do we need to make to our planning, provision and assessment of religious education?
<p>Data</p> 	<p>Can schools use teacher assessment data or external examination results (secondary schools only) to identify trends or patterns?</p> <ul style="list-style-type: none"> • How well are boys/girls/groups performing over time? (all schools) • How well are our pupils performing in comparison with other departments/other schools? (secondary schools only) • Are there any groups of pupils who are underachieving? (all schools) • What improvements do we need to make to our planning, provision and assessment of religious education?
<p>Other</p> 	<p>Schools can also base their judgements on other evidence such as:</p> <ul style="list-style-type: none"> • Success in local or national RE competitions; • Participation in local or national RE events/conferences/projects/publications; • Monitoring reports by other members of staff, e.g. school literacy, numeracy or ICT co-ordinators; • Minutes of meetings held with staff, school governors or SACRE visitors;

- | | |
|--|--|
| | <ul style="list-style-type: none"> • Action research undertaken by a member of a Professional Learning Community; • External accreditation, e.g. RE Quality Mark http://www.reqm.org/wales |
|--|--|

SACRE Guidance (pages 3, 4, 5 and 6)

To what extent does the school's provision promote pupils' personal development? (Inspection area 4.2)

Evaluating the standards and provision of religious education will help schools evaluate inspection area 4.2, 'Personal development' (including spiritual, moral, social and cultural development).

ESTYN's inspection guidance (September 2017) for social and moral development notes:

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

Within the school's self-evaluation cycle or calendar, school leaders will need to consider what evidence is available to them in order to make an evaluative judgement on Inspection Area 4.2. Religious Education and collective worship can make important contributions to this field.

The following exemplar questions are based on ESTYN's Common Inspection Framework (September 2017) and the questions used by ESTYN during the thematic review of religious education during the Autumn term of 2017. A school is not expected to answer every question, however, having discussed these with staff, governors, pupils and their Supporting Improvement Adviser, a school will be able to identify strengths and areas for improvement that will enable them to plan improvements.

Inspection Area 1: Standards

Remember to use qualitative and evaluative language and include 'real' examples of pupils' work!



- What is your view on the standards of religious education at your school? (FP, KS2, KS3, KS4, KS5 pupils)
- How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions?
- How well do groups of pupils make progress in religious education? What have you identified in their work that shows their progress?
- How well do our pupils use their speaking and listening, reading and writing skills, their numeracy and ICT skills appropriately in religious education?
- Give examples of how pupils have developed their thinking skills, their creativity and physical skills in religious education activities in the classroom and outside the classroom?
- What improvement issues require attention next year?

Inspection field 2: Wellbeing and attitudes to learning

Remember to use qualitative and evaluative language and include 'real' examples of pupils' work!



- Do the pupils show an interest in religious education?
- What do you think pupils gain from religious education lessons?
- What improvement issues require attention next year?

Inspection field 3: Teaching and learning experiences

Remember to refer to examples of the provision. Time allocated for the subject? % of pupils who choose RE as an option? % who attain an accreditation for their statutory RE.

- How do you know that your school meets the statutory requirements for religious education?
- How does your school teach religious education?
- Does religious education succeed to engage the pupils' interest?
- How well do the lessons/activities develop pupils' knowledge and understanding of religious beliefs, teachings and practices as well as their subject skills and cross-curricular skills?
- How good is the planning for religious education? (building on previous knowledge, understanding and skills? clear objectives? teaching methods? resources?)
- To what extent does the feedback in religious education help pupils to know what they have achieved and what they need to do to improve?
- How do you assess and track the progress of pupils in religious education?
- How does the planning for religious education help pupils to become ambitious, confident, aspirational and knowledgeable individuals? Have you started to respond to the recommendations of 'Successful Futures'?
- To what extent does the school provide a range of appropriate learning experiences, within the classroom and outside, in order to develop pupils' interest and skills in religious education?
- Does the school organise any trips or visits linked to religious education? What year groups, how often, and how do these visits enrich the curriculum?
- Does the religious education reflect the nature of the school's context? Does it reflect the cultural, linguistic and ethnic diversity of Wales and the school's local area?
- To what extent do the religious education activities provide increased purposeful opportunities for pupils to practise and develop their literacy, numeracy and ICT skills to an appropriate standard?
- What improvement issues require attention next year?

Inspection field 4: Care, support and guidance

- To what extent do religious education lessons/activities help pupils to be active citizens?
- How do pupils influence what and how they learn in religious education?
- Does the school participate in any community activities or have links with any faith leaders or organisations?
- How does religious education contribute to pupils' understanding of the culture of Wales, the local community and the wider world?
- Give examples of how religious education has helped pupils to understand equality and diversity, stereotypes or religious extremism, human rights?
- To what extent has the school assisted pupils to develop strong values and establish their spiritual and ethical beliefs?
- How effective is the school at developing the pupils' ability to reflect on fundamental questions from a religious and non-religious perspective and to reflect on their own beliefs or values?
- Does the school meet the statutory requirements regarding collective worship?
- How good is the collective worship? How well does the school plan collective worship over time?
- How does the school keep pupils safe from the dangers of radicalisation, e.g. extremist material, either through visiting speakers or through speakers on site visits?
- How do you ensure that concerns that arise about comments made by pupils during religious education lessons are considered in an appropriate manner?
- What improvement issues require attention next year?

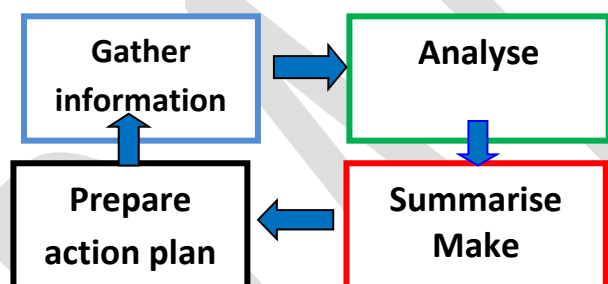
Inspection field 5: Leadership and management

- Has the Religious Education subject leader got the necessary skills and understanding to lead the subject effectively?
- Can staff access professional development in religious education?
- How do you allocate resources to support the teaching of religious education?
- How are parents informed of their right to withdraw pupils from RE? How many pupils are withdrawn from RE by their parents and does the school have good arrangements for their provision during RE lessons? Has this number

increased/decreased/remained the same over the last 5 years? From what groups do these pupils come? Do you have a conversation with parents about their decision?

- In what ways does your school's provision for RE help promote better community cohesion?
- How often do you monitor religious education? How do you share this information with other relevant staff?
- Do you consider the views of pupils in the self-evaluation report and action plans?
- Do you work with RE teachers from other schools? What is the impact of this?
- What is the 'best example of religious education' that you can share with your local SACRE or with other teachers?
- What improvement issues require attention next year?

How can SACREs monitor standards?



How can SACRE gather information?

- by asking schools to submit information and self evaluation;
- by commissioning an 'expert' to visit a sample of schools and provide a termly report;
- by visiting schools themselves;
- by asking pupils, staff, governors in a sample of schools to complete an on-line questionnaire;
- by studying external examination results and KS3 teacher assessments, (secondary schools only)

What sources are available in your area?

- An evaluation of schools' self evaluation reports;
- An evaluation of schools' policies, schemes of work, development or improvement plans;
- Performance data: KS3 teacher assessments, GCSE, AS and A level results;
- Reports submitted by SACRE members following school visits;
- An evaluation of school questionnaires, on-line surveys (pupils, staff, governors) submitted by headteachers, coordinators or SACRE/WASACRE;
- Presentations by learners, teachers, co-ordinators, headteachers;
- Success in competitions or external accreditation schemes

Numbers - quantities and proportions

nearly all = with very few exceptions
 most = 90% or more
 many = 70% or more
 a majority = over 60%
 around half = close to 50%
 a minority = below 40%
 few = below 20%

Who contributes to the monitoring?

- Teachers and members of schools' SM Teams
- SACRE members
- Local Authority / GwE officers
- Teachers identified as lead practitioners
- pupils
- governors
- parents

Excellent

Very strong, sustained performance and practice

outstanding, very good, innovative, exceptional, superior, exemplary, superb, very high standard, high quality, perfect, extensive, highly creative, highly imaginative, well above expectations, highly effective, sector-leading

Adequate and needs improvement

Strengths outweigh weaknesses, but important aspects require improvement

satisfactory, appropriate, suitable, efficient, competent, relevant, sufficient, enough, valid, solid, sound, average, mediocre, limited

Good

Strong features, although minor aspects may require improvement

successful, strong, skilful, worthwhile, beneficial, valuable, positive, thorough, useful, powerful, comprehensive, purposeful, used well, consistently good

Unsatisfactory and needs urgent improvement

Important weaknesses outweigh strengths

insufficient, inefficient, none, no, inappropriate, ineffective, unsatisfactory, weak, poor, not fit for purpose, restricted

Useful words and phrases

Xxx has led to...

As a result of xxx standards of xxx have increased xx% since xxx

Following the introduction of xxx, xxx has improved, as shown by...

xxx shows that standards of xxx have ...

The effect of xxx can be seen in xxx which shows that...

An improvement in xxxx can be seen in...

The influence of XXX can be seen in the improvement/progress.....

XXXXX shows that x% of the pupils can/have...

XXX shows that x% of the parents/staff/governors are/have ...

What should be included?

- **The effect of an intervention** on (standards, welfare, attitudes, provision)
- **Trends over time**
- **Comparison with other schools (?)**
- **Judgement - using evaluative terms**
- **Quantify whenever possible**

Inspection area 1: Standards in Religious Education

How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What can you see in their work that demonstrates their progress over time?

- Use: the pupils' work, teachers' assessments, learning walks, lesson observations to form an opinion.
- For further guidance: refer to the [Locally Agreed Syllabus \(National Exemplar Framework\)](#), [Welsh Government Guidance: People, Questions and Beliefs \(2013\)](#), [Guidance and Exemplar Profiles for KS2 and KS3 \(2011\)](#), [14-19 \(2009\)](#), [SACRE Guidance](#), [WJEC Examiners' reports](#).

Notes:

- Religious Education standards at the school are good and pupils make good progress in the subject throughout their time at the school. The quality of pupils' work in the books is good throughout the school.
- Most pupils deal with fundamental questions skilfully and respond capably when discussing them. Most recollect religious customs from a variety of religions successfully by the time they reach the top of the school, and compare religions, their customs and teachings, and discuss similarities.
- EAL and FSM pupils are making good progress and there is no gap between what the majority of them attain and the attainment of their peers. ALN pupils are reaching their potential in the subject and are making good progress from their baseline. The work of MAT pupils is of very good quality and they discuss religion with maturity.
- Most pupils successfully transfer their literacy skills to Religious Education lessons, and the quality of the literacy work is good. There are regular opportunities to develop oracy, reading and written skills in Welsh and English and there are opportunities to develop ICT within the subject.
- Most pupils are developing good skills that gives them access to the whole curriculum. Evidence from the school in observing, learning walks, and discussions with pupils show that most use their speaking and listening, numeracy, thinking and ICT skills well in Religious Education and across the curriculum

Speaking and Listening:

- Most pupils listen carefully to the presentations and show a strong understanding of the main points, and where appropriate, respond expressing their views sensibly. They take pride in the Welsh language and use it naturally and articulately when talking to each other.
- By Year 2, almost every pupil discusses their tasks with increasing confidence using extensive and correct vocabulary, e.g. when discussing how they can reduce plastic waste in the environment. Almost every pupil in Key Stage 2 communicates in an extremely mature way in both Welsh and English and express their ideas, views, and feelings confidently and effectively in extended sentences.

Reading:

- The reading skills of most pupils have developed extremely effectively. In the reception class, almost every pupil develops early reading skills and gains confidence as they enjoy enriching activities. By Year 2, pupils choose reading material independently and give reasons for their choice.
- They use a range of sensible strategies when they reading unfamiliar subjects to determine the meaning.

Writing:

- In the Foundation Phase, the writing skills of most pupils develop very strongly. In the reception class, pupils write a range of effective, simple sentences about themselves in a portrait. By Year 2, they write interesting pieces and are increasingly more accurate.
- In Key Stage 2, most pupils write thoughtfully using elaborate and imaginative vocabulary in both languages. They show a strong understanding of punctuation and correct spelling. They use paragraphs to present their work in an orderly way, with the most able using more varied and complex syntax fairly accurately. Often, they show originality when choosing words and phrases.

Numeracy skills across the Curriculum

- Numeracy across the curriculum is developing well with 'Matiau Mathemateg' work and cross-curricular Mathematics work developing very well in some specific areas such as Religious Education, History and Science.
- In the Foundation Phase, the pupils' numeracy skills are robust and are applied to a good standard across the curriculum. Most have a firm understanding of the value of space, shape, measurement, time and money. They increasingly interpret data more accurately and present it in different forms, such as graphs or tables. In Key Stage 2, most pupils develop a firm understanding of mathematics and achieve well. When they get an opportunity, most apply their numeracy skills appropriately in other areas across the curriculum.

ICT

- The pupils' ICT skills are good when using a range of resources such as a laptop and/or ipad. Pupils can use ICT effectively to enrich their work as well as to find and use information from the web. FP pupils use ICT effectively to record and present work as well as to achieve activities to enrich Literacy and Numeracy skills.
- By the end of the Foundation Phase, most develop a range of successful skills to present information, such as arranging data in the form of a graph to show the various types of leaves they have collected. They communicate with others by using e-mail software effectively and become increasing competent when using coding skills to create pictures. In Key Stage 2, most pupils apply their skills very successfully to create presentations on a range of themes, using an ipad and green screen effectively. By the time they reach the top of the school, most pupils can create a very effective website.

Thinking Skills

- Thinking skills are developed effectively across the school, and AforL is implemented in every classroom. Pupils take more responsibility for their learning as they progress through the school, they participate in the process of setting SC across the school. Pupils assess the work of their peers and undertake regular self-assessments, and improve pieces of work. Most pupils across the Foundation Phase are able to self-assess

and assess the work of their peers simply and effectively by using a range of techniques. Many pupils communicate and use thinking skills when collaborating and the skills they have developed promote their progress. Growth Mindset was introduced this year and the pupils are developing qualities that aid them with their work.

Developing creativity and physical abilities

- Most pupils develop creativity and physical skills effectively through being active inside and outside the classroom. They use these skills successfully through learning and are able to transfer them to familiar and new situations. Most pupils from the nursery class up to year 6 take responsibility for their learning, and develop creativity by solving challenges within the learning areas as they choose resources and research their own ideas. Music is regularly used to develop dance and movement.

Improvement issues that require attention during the coming year:

- Become familiar with the new curriculum and begin refining plans

Our pupils' religious education standards are: **Good**

Inspection area 2: Wellbeing and attitudes to learning about Religious Education?

What do you think pupils gain from religious education lessons?

- Use: pupils' work, analysis of a religious education questionnaire, minutes of the School focus group/Council
- To assist you: Supplementary guidance: listening to learners (ESTYN, September 2017),

Notes:

- The behaviour and self-discipline standards of nearly all pupils in lessons, and around the school, are especially high. They are enthusiastic, extremely pleasant and courteous towards each other, staff and visitors and they show great pride in their school, community and in their Welshness. Pupils contribute extensively to creating a welcoming ethos, and act totally naturally.
- By the end of the Foundation Phase, pupils clearly understand the difference between good and bad and what is right or wrong. They are aware of the feelings of others and understand the concept of fair play. Key Stage 2 pupils are very careful of their peers and pay conscientious attention to their needs. They allow others to speak without interruption, recognising their contributions and they show their appreciation for their ideas in a very mature way.
- Nearly every pupil is confident to explain the aspects and importance of keeping healthy.
- Most of the older pupils are fully aware that their fitness levels have risen as a result of these activities and the weekly Physical Education sessions. The majority of pupils attend weekly sports/swimming/dance clubs/lessons.
- Many of the pupils are of the opinion that the Class Councils and the School Council is a strength and that the voice of nearly all the pupils is heard and appreciated.
- Many pupils are of the opinion that the School Council has improved throughout the school by improving play activity time, understanding the importance of drinking water and hand-washing. Most of the pupils are aware of the developments the Council have made and the benefits for all.
- Most pupils across the school have good knowledge of the rules for well-being and safety and what can influence and impact healthy living - e.g. smoking, drinking, drugs. They regularly refer to the contribution of the Police Education Officer dealing with matters such as web safety, (speaking with strangers) road safety when crossing the road and Healthy School activities. Nearly all pupils have a good knowledge about the

development of their bodies by following the Healthy School guidance to present aspects of relationships and sex education and the body's development in agreement with the Governing Body.

Improvement issues that need attention during the coming year

Continue to develop cross-curricular resources to correspond with the Religious Education Lessons.

Pupils' attitudes towards religious education in our school are: JUDGEMENT

Inspection area 3: Teaching and learning experiences in Religious Education?

How good is the planning and teaching in Religious Education? Provide examples of enriching religious education experiences

- Use: learning walks, lesson observations, pupils' work, ask pupils.
- To assist you: [Locally Agreed Syllabus \(National Exemplar Framework\)](#); [Welsh Government Guidance: People, Questions and Beliefs \(2013\)](#), [Exemplar Guidelines and Profiles KS2 and KS3 \(2011\)](#), [14 - 19 \(2009\)](#), [SACRE Guidelines, Religious Education in secondary schools \(ESTYN, Summer 1013\)](#), [Religious Education and ethics in KS2 and KS3 \(ESTYN, Summer 2018\)](#)

Notes:

- Planning for Religious Education is purposeful and responds to the requirements of the National Exemplar Framework. Long-term plans for Religious Education were redrawn in September 2018 in order to ensure progression in skills. The Foundation Phase skills have been mapped. Long term plans are used purposefully in order to plan a series of lessons.
- Religious Education is taught weekly in every class.
- The voice of the pupil is strong at the school and strongly influences the planning. Consequently, tasks and activities inspire the pupils' interest well.
- Most lessons are of good quality and successfully develop pupils' knowledge and understanding of religious beliefs, teachings and customs, and their subject skills and cross-curricular skills.
- The quality of the planning is good across the school. The planning builds on previous teaching and ensures consistency and year on year progression.
- AforL is a strength at the school and it is ensured that the aim of the lesson is shared with pupils, along with the SC. This ensures that the high expectations are clear.
- Teachers give constructive feedback and pupils are regularly encouraged to improve their work. Discussion partners are regularly used and pupils frequently self-assess and assess their peers.
- Religious Education is assessed annually according to the descriptions of Outcomes and Levels of the National Exemplar Framework. Progress in Religious Education is reported to parents annually. The assessments show that most pupils make good and steady progress in the subject
- Awareness raising sessions for the four aims have ensured that teachers have an increased understanding of the new Curriculum. Emphasis is placed on developing the principles, and KS2 teachers have begun responding to them.
- Teachers arrange educational visits to the local church, cathedral and mosque so that pupils become familiar with places of worship and rituals.
- Activities are arranged for the areas in the Foundation Phase to develop Religious Education skills e.g. creating palm leaves, and an Easter garden in the outside area.
- The school has a number of visitors every year in order to deepen the pupils' understanding and knowledge of the Bible and Christianity e.g. A visit from the Minister and Youth Officer of Capel Berea, and the pupils visit a local chapel to perform in the annual Thanksgiving Service.

Improvement issues that require attention during the coming year:

- Continue to refine the planning in order to respond to the requirements of the New Curriculum
- Develop Creative Activities

The teaching standards of Religious Education in our school are: **Good**

Inspection area 4: Care, support and guidance in Religious Education?

To what extent do religious education lessons/activities help pupils reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop strong values and establish their spiritual and ethical beliefs?

- Use: learning walks, interviews with pupils, the school's collective worship programme, school newsletter, school records of any hate crimes/bullying.
- To assist you: SACRE Guidance, Guidance on collective worship (WASACRE), Supplementary guidance: collective worship in non-denominational schools (ESTYN, October 2017), Supplementary guidance: listening to learners (ESTYN, September 2017).

Notes:

- Pupils are good at taking responsibility for their learning in the Religious Education lessons.
- The voice of the pupil is strong. Pupils are asked to contribute ideas about activities and tasks related to a theme and the teachers respond to them
- Most pupils have a good understanding of other religions because of the nature of the school's community. They visit a chapel, church, cathedral and mosque during their time at the school.
- Most pupils have a good understanding of their rights following presentations by the School Council. These are on display in the classrooms.
- Each year the school celebrates Fair Trade week and raises pupils' awareness of the importance of being global citizens.
- The Religious Education plans ensure that human rights are studied.
- The school successfully helps pupils understand the effect of life choices.
- Most pupils understand the effect of behaviour on their mental health, their physical health and well-being, now and in future.
- The school gives pupils valuable opportunities to take on responsibilities and play a full part in the school and wider community. At the beginning of each theme, every child is given the opportunity to suggest ideas about what they want to learn, staff incorporate these ideas into their work plans as much as possible. Through the Class Council and the School Council the voice of the pupil is heard as pupils participate in aspects to move the school forward.
- Many pupils drink water regularly throughout the day and are aware of the importance of this.
- The school does give pupils, who do not eat school meals, a choice to bring a healthy food box with them to school. Consequently, the importance of a healthy food box is often discussed.
- The school provides enriching opportunities for pupils to learn about e-security. The school's e-security advice ensures that nearly all pupils have purposeful and useful information to stay safe on-line.
- The school's Sports Ambassadors promote fitness and physical health during break times.
- Participating in the Healthy School Scheme and cycling sessions for Yr6 has enabled the pupils to have a good understanding of the importance of keeping safe both physically and mentally.
- Most pupils across the school have good knowledge of the rules for well-being and safety and what can influence and impact healthy living - e.g. smoking, drinking, drugs.
- They regularly refer to the contribution of the Police Education Officer dealing with matters such as web safety, (speaking with strangers) road safety when crossing the road and Healthy School activities.

- Nearly all pupils have a good knowledge about the development of their bodies by following the Healthy School guidance to present aspects of relationships and sex education and the body's development in agreement with the Governing Body.
- The sex education and relationships policy is very effective.
- Nearly all the pupils and parents agree in the questionnaires that the pupils are happy and feel safe at school. 'Cyfeillion Caredig' are active during break time.
- Most pupils at the school are aware of their rights to be safe and nearly all of the pupils are aware of the importance of the 'Bocs Siarad, 'Rhywbeth i'w ddweud' envelope, Llyfr Llais y Plant to voice any concerns and state that the school responds effectively to these.
- Through a democratic process the school provides opportunities for all members of the school's various committees to contribute to decisions via the School Council/Language Charter, the ECO-green Group, Super Ambassadors, Sports Ambassadors and School Road Safety Officers and by taking responsibility for various activities.
- There are opportunities for Council members to give presentations to the Governing Body about their work and by so doing develop their confidence.
- The school deals with themes such as Fair Trade within the curriculum and during assemblies and this means that most pupils have a good understanding of what they and others do makes a difference at several levels be they local or at a broader scale.
- The school promotes positive attitudes towards equality and social diversity via different procedures, such as collections for different charities.
- The school takes part in all the Urdd activities and ensures that every member of the Urdd has an opportunity to perform to foster self-confidence. The performance element is a very strong aspect within the school.
- Through the activities of the Language Charter, classroom themes and the Welsh cultural ethos in the classroom the majority of pupils have a very good understanding of their culture, the local community and the wider world.
- Through sports activities, during school time and beyond school hours, every pupil has an opportunity to work in a team. ☑ Various after school Clubs take place.
- The school participates in a variety of extra-curricular activities and sports competitions that are open to every pupil e.g. cross-country running.
- The school has a good relationship with specialist services/agencies such as Educational Psychologists, Welfare Officers etc.
- There are opportunities for all pupils in Yr 5 to attend Glanllyn and for Yr 6 to go to Cardiff and the learning experiences are enriched significantly by off-site visits and by welcoming a large number of visitors to the school.
- Effective use is made of collective worship sessions and assemblies to develop the spiritual, ethical, social and cultural aspects of nearly every pupil. Visitors are regularly welcomed at these times in order to give attention to different aspects.
- Through the work of the Super Ambassadors the majority of pupils have an awareness and understanding of human rights e.g. Organising a visit from Sally Holland (Children's Commissioner for Wales) to the school.
- Pupils are given a daily opportunity to develop values and establish their spiritual and ethical beliefs.
- Through Drama lessons and Curriculum themes pupils use their imagination to create and perform presentations.

- A number of opportunities are given to pupils to perform publicly such as in Eisteddfodau, Services and Concerts.
- The PSE provision and the school's daily routines promote values such as honesty, tolerance and fairness.
- The school also promotes a sense of responsibility, when the pupils interact with each other, when they carry out classroom tasks and when they participate in extra-curricular activities.
- Through whole school assemblies and class assemblies, pupils are given time to develop and reflect, to develop moral values such as respect, honesty and fairness and to develop the understanding and ability to differentiate between what is acceptable and what is not. Most pupils display those values.
- There is a reflection area in every classroom that gives pupils the opportunity to think and reflect quietly.
- A regular visit from the local rector to lead assemblies supports the teachers' work.
- Religious Education lessons give pupils the opportunity to develop socially by looking at their personal values, and other customs and beliefs throughout the world.
- Collective Worship takes place daily and jointly twice a week. The worship is of a Christian nature and there are specific plans in place. A series of joint collective worship is planned and this deals with a Christian theme and values and the daily worship in the classroom reinforces the work.
- The school successfully keeps pupils safe from the dangers of radicalisation, all staff are trained to identify signs and understand the procedure if there are any concerns.

Improvement issues that require attention during the coming year:

- Continue to plan collective worship for the whole school

Does the school satisfy the statutory requirements for collective worship?

Yes

x

No

The contribution of religious education to pupil's personal development and community cohesion is: **Good**

Inspection area 5: Leadership and management in Religious Education?

Has the Religious Education subject leader the necessary skills and understanding to lead the subject effectively?

How do you know?

- Use: work plans, monitoring and self-evaluation reports, data evaluation, interviews with the coordinator and the designated governor / SACRE visitor, minutes of staff meetings, improvement plan, progress evaluation, case study following school to school collaboration.
- To help you: SACRE guidelines

Notes:

- The coordinator presents good leadership and sets high expectations for the subject. The coordinator has the knowledge and understanding to lead effectively.
- The school has purposeful resources such as reflective areas, artefacts and religious books. There are plenty of good quality resources at the school.
- There are policies in place that have been reviewed in line with the timetable. Information about the school's ethos and Christian nature is shared with parents in the handbook. Information about the right to withdraw pupils from Religious Education is in the handbook.
- No pupils have chosen not to participate in collective worship.
- No pupils have been taken out of religious education lessons.
- The SMT scrutinises books termly and monitors the Religious Education provision, draws up reports and reports to the Governing Body.

Improvement issues that need attention during the coming year

Further develop the role of the pupils

Continue to develop links with other schools, mainly church schools

Leadership and management in Religious Education is: **Good**

Matters to be addressed	Actions	Who m?	By when?
		It is not necessary to share these details with SACRE but school records need to ensure that accountability is clear to staff and governors	
<ul style="list-style-type: none"> Become familiar with the new curriculum and begin refining plans 	Follow the SDP measures		
<ul style="list-style-type: none"> Continue to develop cross-curricular resources to correspond with the Religious Education Lessons. 	Follow the SDP measures		
<ul style="list-style-type: none"> Continue to refine the planning in order to respond to the requirements of the New Curriculum Develop Creative Activities 	Follow the SDP measures		
<ul style="list-style-type: none"> Continue to plan collective worship for the whole school 	Follow the SDP measures		
<ul style="list-style-type: none"> Further develop the role of the pupils Continue to develop links with other schools, mainly church schools 	Follow the SDP measures		

Summative evaluation that will contribute to the school's evaluation of 'Personal Development (4.2)'

Brief! Approximately 50 words.

The school has an extremely caring and friendly ethos that promotes the importance of courtesy, respect and pupils' perseverance very effectively. The school's personal and social education programme contributes very successfully to ensuring that a rich culture of respect, equality and fairness exists, that especially promotes the school's values. The school develops social skills and the Report on Ysgol y Garnedd May 2019 states that the emotional support to pupils is extremely effective. A good example of this is the way it develops the mindset of perseverance and resilience in the pupils, and this is a strong feature across the school. Another exceptional feature is the care that pupils have for each other, this includes acting as 'cyfeillion caredig' to support pupils who feel lonely or low during break and lunchtimes.

Headteacher - Llion Williams
Signature of headteacher

Ll Williams

Date: 19/9/19

Name of School: YSGOL PENTREUCHAF

Religious Education

Inspection area 1: Standards in Religious Education

How well do pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What can you see in their work that demonstrates their progress over time?

- Use: the pupils' work, teachers' assessments, learning walks, lesson observations to form an opinion.
- To assist you: Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Indicative Guidelines and Profiles KS2 and KS3 (2011), 14 - 19 (2009), SACRE Guidelines, WJEC Examiner Reports.

Notes:

- Religious Education standards at the school are good and pupils make good progress in the subject throughout their time at the school. The quality of pupils' work in the books is good throughout the school.
- Most pupils deal with fundamental questions skilfully and respond capably when discussing them. Most recollect religious customs from a variety of religions successfully by the time they reach the top of the school, and compare religions, their customs and teachings, and discuss similarities.
- FSM pupils make good progress and there is no gap between what the majority attain and the attainment of their peers. ALN pupils reach their potential in the subject and make good progress from their baseline. The work of MAT pupils is of very good quality and they discuss religions with maturity.
- Most pupils successfully transfer their literacy skills to Religious Education lessons, and the quality of the literacy work is good. There are regular opportunities to develop oracy, reading and written skills in Welsh and English and there are opportunities to develop ICT within the subject.
- Most pupils develop good skills that give them access to the whole curriculum. Evidence from the school in observing, learning walks, and discussions with pupils show that most use their speaking and listening, numeracy, thinking and ICT skills well in Religious Education and cross-curricular.

Speaking and Listening:

- Most FP pupils reach the expected standards or higher in communication skills and are able to use them skilfully. *e.e. listening attentively, responding purposefully and asking questions to the teaching staff and participating in role play activities.*
- By the end of FP, the higher tier can offer a detailed explanation, use and vary the increasing range of suitable vocabulary in play and in structured activities and are able to speak clearly with a range of audiences. Good examples of this was seen in the 'Pie Corbett' work and in brief presentations using the 'Puppet Pals' app in year 2 and 'partneriaid parabl' sessions in Reception year. Also, good evidence of collective sessions on the mat with the Nursery class
- Many KS2 pupils also reach the expected communication standards or higher, and have shown that they can listen attentively to presentations, respond well by making comments, enquire or express an opinion in both languages. Although they are less confident at the start of KS2, pupils grown in confidence and quickly develop their ability to clearly discuss in English, including projecting their voice and using a range of vocabulary effectively.
- By the end of KS2 most pupils use expression effectively to keep listeners' interest in both languages.

Reading

- In the FP pupils' reading skills develop from an early age with most responding successfully to reading strategies and show and express a fondness of books.
- The majority of pupils use a phonetics strategy as a result of the daily use of 'Tric a Chlic'. The resources have had a positive impact on the early reading skills of the majority of pupils.

- By the end of FP the majority of pupils use reading strategies more and more independently for a wider range of subjects and the higher tier can skilfully break down a subject with unfamiliar vocabulary.

Writing

- The majority of pupils in the Foundation Phase write independently for a variety of purposes and audiences, using full sentences, they punctuate correctly and use an increasing range of rich vocabulary and good syntax. A good example of this is the effective way they plan, write and improve imaginative stories by the end of FP.
- The majority of the school's pupils manage to develop extended writing skills further to a good standard by following the Big Writing scheme throughout the whole school.
- Most pupils use differential scaffolds successfully to plan their writing work in Welsh and English and make appropriate improvements by referring back to the criteria when re-drafting.
- The work of the majority display a good awareness of the various forms of writing using a range of suitable sources.
- Most write interesting texts using a wide range of vocabulary, such as verbs, idioms and comparisons, effectively to enrich their work.
- Most can apply these writing skills successfully cross-curricular e.g. Writing a letter to Glanrhyd bakery; newspaper article on the story of the first man on the moon.

Numeracy

- Most pupils make good progress in their ability to apply numeracy skills when moving through the school.
- By the end of the Foundation Phase, most add and subtract correctly using tens and units.
- They show a good awareness of the value of different coins by using them correctly up to a pound.
- They measure carefully by using standard and non-standard measurements to solve simple problems, for example, measuring ingredients to produce butter.
- In Key Stage 2, most pupils have a firm understanding of value where to multiply and divide whole numbers with 10 and 100 and decimals when adding and subtracting correctly up to two decimal places.
- Most use the appropriate range of skills to measure time effectively.
- By the end of key stage 2, most develop good relevant numeracy strategies for problem-solving and present their results in a systematic manner.
- The ability of most pupils to apply the numeracy skills they have developed in extended problems or across the Curriculum are good. Amongst the good examples seen when scrutinising books were when pupils apply their understanding of money in enterprise projects and present data and create a formula in spreadsheets on the pupils' 'Google Drives'.
- However, there is room to apply numeracy further in Science investigations.
- The majority of pupils effectively develop their number skills at an appropriate age and skill level.
- The majority of pupils can recall number facts to mind quickly, understand place value well and successfully use a variety of mental maths methods.

ICT Skills:

- Many FP and KS2 pupils can use ICT confidently and very effectively when organising, presenting, communicating and investigating.
- Nearly every pupil has a very firm understanding of safety on the Web and the wider aspects of 'Digital Citizenship' following specific workshops by the NSPCC for pupils and parents.
- There is good evidence of data and modelling skills being developed effectively across the school with examples of high standards (Yr2) forming a database using Purple Mash and good use of the tortoise and in key stage 2 an effective example was seen of coding work using the Scratch programme and

producing purposeful leaflets.

- Production skills were seen to be developed very effectively in FP making excellent use of Puppet Pals to reinforce oral patterns. In addition, there was a good example of the creative thread with pupils planning and creating a film and animation using several apps.
- Many Year 2 pupils use the 'QR' codes well for communication and recording their work independently through the 'Seesaw' software pilot scheme.
- By the end of KS2 the majority of pupils can produce good work together using Google (Docs:Slides etc) apps by using word processing, desktop publishing, PowerPoint (including video and animation work), email and research on the web.
- The digital competency skills of most pupils is good, and they can gain from them to raise standards and improve their learning across the Curriculum.

Thinking and creative skills

- Most pupils across the age range can reflect effectively on their learning standard and can express a view.
- The majority of KS2 pupils can offer good reasons for their views, offer relevant improvement recommendations and act on these to raise the standard of their work.
- The majority of FP pupils can act as very effective discussion partners ('Partneriaid Parablu') and this is also developing well in KS2.
- During the learning walks excellent examples were seen of Foundation Phase pupils asking pertinent questions, describing and showing a mature consideration of what they had learnt themselves and from others.
- Likewise, it was seen that the majority of KS2 pupils collaborated effectively for self-assessment, peer assessment and contributing to the initial discussion on an unit of work.

The Welsh Language

Language of the household 2018 - 2019	N / R / 1	1 / 2	3 / 4	5 / 6
% Welsh	58%	71%	74%	72%
% English	42%	29%	26%	28%

- The standard of the Welsh language at school compared to schools with similar language background is good.
- Comparative data on Welsh and standards when scrutinising books, is robustly good across the age ranges.
- The school received the Gwynedd Language Charter Gold Award' accreditation for the second consecutive year in 2018, partly in recognition for the standard of Welsh, and continues to maintain these high standards by identifying strengths and areas for improvement.
- Book scrutiny, lesson observation, questioning groups of learners and annual data tracking all confirm that the majority have made good progress in Welsh during the academic year.
- Most pupils make good progress in Welsh from FP to KS2.

- Many pupils use Welsh of a high standard around the school.
- Most pupils choose to speak Welsh on the schoolyard and within the school.
- Most pupils from Yr. 2 up to Yr. ?????? can use standard, formal Welsh well when discussing with adults and can adapt in social contexts with their peers.
- Most pupils are able to explain the benefits of learning Welsh and being effective bilingually.

Matters to be considered/requiring attention in the SDP:

- **Challenging pupils, as well as planning enriching opportunities for children to apply their number skills cross-curricular including Religious Education, continues to be a SDP priority in 2019/2020.**

Our pupils' religious education standards are: Good

Inspection area 2: Wellbeing and attitudes to learning about Religious Education?

What do you think pupils gain from religious education lessons?

- Use: pupils' work, analysis of a religious education questionnaire, minutes of the School focus group/Council
- To assist you: Supplementary guidance: listening to learners (ESTYN, September 2017),

Notes:

- Wellbeing and attitudes to learning about Religious Education in most FP and KS2 pupils is good.
- Nearly all the pupils state that they feel safe in the school environment and they know who to talk to if they are worried or anxious and they understand school procedures to deal with bullying and misbehaviour.
- Nearly every pupil behaves well and show respect to each other and themselves at school. Those pupils who exhibit behavioural difficulties are historically only minor exceptions at the school. However, a higher % is shown in 2018/19 due to social and emotional reasons. The school has a good knowledge of these pupils and respond well to the difficulties through long term plans.
- Behaviour and the way most pupils interact together is good. Almost every pupil behaves politely and respectfully to each other in the dining hall, the yard and in the classrooms. Historically the school has a caring, family ethos.
- Cases of bullying at school are very rare on the whole. Very few pupils note that they suffered from any bullying during the last three years.
- Through a range of activities such as physical education, science and circle time nearly all the pupils have a firm understanding of how to be healthy and appreciate that healthy foods and regular physical exercise has a positive effect on their well-being and development.
- Nearly all pupils from Yr 2 up have a good awareness that healthy eating and drinking and fitness contribute to a healthy mind and body.
- The children's responses and behaviour seen at the school confirm this, e.g. smoking risks, drugs, talking to strangers, road safety, Web safety, respecting each other's bodies.
- Most pupils respond well to Web Safety workshops and they can discuss methods to keep safe digitally.
- The majority of pupils refer to previous learning and to personal experiences very well in lessons that are held by other agencies and experts e.g. NSPCC, PC Dewi Owen.
- Most pupils benefit from the wide programme of after school activities and clubs that are available. These additional activities have a positive influence on the fitness of the majority of pupils and their understanding of the need for physical exercise. The annual extra-curricular programme offers opportunities in a range of skills from the arts, practical and digital to the physical. e.g. various sports clubs, cookery club, go-kart building club, singing club, coding club. These arrangements ensure valuable

opportunities to develop the fitness of all pupils.

- Almost every pupil behaves exceptionally with visitors and with each other, they listen to each other and respond politely.
- The comments and impressions of visitors regarding the pupils' attitude and behaviour is very positive and this contributes extensively to the school's ethos and promotes pupils to respect themselves and each other.
- Almost all pupils interact in a friendly manner with each other in both formal and informal situations and any incident to the contrary are rare exceptions.
- Nearly all the pupils are willing to participate in school life taking on a lead role such as in the School Council, Eco Council.
- A willingness to participate contributes towards the sense of ownership pupils have towards the school, and is reflected best in the impact of the voice of the School Council and the Eco Council. *A good example of this is the way School Council members have planned and raised money for charities; guiding governors through the site as part of a site safety inspection; and the excellent work the Eco Council has undertaken in engaging with the community as a result of the 'Eco-Brics' cross-curricular project.*
- The School Council and learner's voice has a beneficial impact on school life.
- The School Council incorporates the views of nearly all pupils through the Class Council system and has a very positive impact on the well-being and satisfaction of nearly all the pupils across the school.
- Most pupils interact well with new children and adults.
- The care of the older pupils for the younger pupils and the way they welcome new pupils is effective.
- Nearly all classes interact especially well with adults including the elderly and this was seen at its best when collaborating as part of the school's work as a 'Dementia Friend School' and working with the Dementia Unit at Hafan Hedd.
- Most of the pupils understand moral concepts such as fairness, equality, tolerance, sustainability, and the rights of the child. This is highlighted in the pupils' behaviour when interacting with each other, when raising money for charities, in their ability to show empathy, conserving energy and recycling at the school.
- Almost every pupil shows a positive attitude toward disability and other additional learning needs.
- Pupils show a good understanding in their PSE lessons of the similarities and differences between individuals, families and communities.
- Pupil questionnaires indicate that the majority respect each other.

Improvement issues that need attention during the coming year

Continue to develop cross-curricular resources to correspond with the Religious Education Lessons.

Pupils' attitudes towards religious education in our school are: Good

Inspection area 3: Teaching and learning experiences in Religious Education?

How good is the planning and teaching in Religious Education? Provide examples of enriching religious education experiences

- Use: learning walks, lesson observations, pupils' work, ask pupils.
- To assist you: Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Exemplar Guidelines and Profiles KS2 and KS3 (2011), 14 - 19 (2009), SACRE Guidelines, Religious Education in secondary schools (ESTYN, Summer 1013), Religious Education and ethics in KS2 and KS3 (ESTYN, Summer 2018)

Notes:

- Planning for Religious Education is purposeful and responds to the requirements of the National Exemplar Framework. The Foundation Phase skills have been mapped. Long term plans are used purposefully in order to plan a series of lessons.

- Religious Education is taught termly in every class.
- The voice of the pupil is strong at the school and strongly influences the planning. Consequently, tasks and activities attract the pupils' interest well.
- The majority of lessons are of good quality and manage to develop pupils' knowledge and understanding of religious beliefs, teachings and customs, and their subject skills and cross-curricular skills.
- The quality of the planning is good across the school. The planning builds on previous learning and ensures consistency and year on year progression.
- AfonL is good at the school and it is ensured that the lesson's objective is shared with pupils, along with the SC. This ensures that the high expectations are clear.
- Teachers give constructive feedback, and pupils are regularly encouraged to improve their work. Discussion partners are regularly used and pupils frequently self-assess and assess their peers.
- Religious Education is assessed annually according to the descriptions of Outcomes and Levels of the National Exemplar Framework. Progress in Religious Education is reported to parents annually. The assessments show that most pupils make good and steady progress in the subject
- Awareness raising sessions for the four aims have ensured that teachers have an increased understanding of the new Curriculum. Emphasis is placed on developing the principles, and KS2 teachers have begun responding to them.
- Teachers arrange educational visits to the local church, Coleg y Bala so that pupils become familiar with places of worship and rituals and workshops are held regarding significant religious celebrations.
- Activities are arranged for the areas in the Foundation Phase to develop Religious Education skills.
- The school has a number of visitors every year in order to deepen the pupils' understanding and knowledge of the Bible and Christianity e.g. Opening the Book assemblies every fortnight for the whole school.

Improvement issues that require attention during the coming year:

- Continue to refine the planning in order to respond to the requirements of the New Curriculum
- Develop Creative Activities

The teaching standards of Religious Education in our school are: Good

Inspection area 4: Care, support and guidance in Religious Education?

To what extent do religious education lessons/activities help pupils reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop strong values and establish their spiritual and ethical beliefs?

- Use: learning walks, interviews with pupils, the school's collective worship programme, school newsletter, school records of any hate crimes/bullying.
- To assist you: SACRE guidance, Guidelines on collective worship (Wales Association of SACREs), Supplementary guidance: collective worship in non-denominational schools (ESTYN, Autumn 2017), Supplementary Guidance: listening to learners (ESTYN, September 2017)

Notes:

- Learning experiences successfully promote pupils' personal development, including their spiritual, moral social and cultural development.
- The provision to promote a health mind is good. Since introducing yoga/mindfulness in 2018, early findings suggest that the social behaviour/skills, anxiety difficulties of a target group of pupils have improved.
- Nursery/Reception pupils respond very well to their lessons especially one child with social behaviour difficulties. It manages to effectively calm down the pupils' minds.
- It is too early now to see any impact of the Mindfulness scheme, but it appears that one pupil with anxiety difficulties is responding very positively and is making good progress.
- The school is a 'Dementia Friend' and therefore KS2 pupils have a very good understanding of the

condition. Pupils have managed to have a close connection with the Dementia Hafan Ward at Bryn Beryl Hospital and this includes regular visits and a project with musicians, artists and the Children's Poet Laureate for Wales in 2016-2017. This was launched at the 2017 Anglesey National Eisteddfod. This work is an excellent aspect that received attention in the national press as the pupils created a short film raising the awareness of children and adults about the condition. It was considered to be innovative as the work managed to change the pupils' mindset and made them persuade others and help with the condition - lifelong positive mindset.

- The attention given to studying the local area with its history and literature is a good feature of the school. Celebrations such as Saint David's Day when the school invites older people from the area into the school to celebrate with them has a positive impact on the children's appreciation of the local community.
- The school promotes the spiritual and moral development of pupils within the curriculum and in learning experiences. The school has created a valuable connection with the area's church society that presents stories from the Bible to pupils every second week as part of the 'Opening the Book' programme. Pupils listen attentively to the stories and are ready to contribute to the performances. The school manages to ensure a spiritual and pleasing nature for the collective worship sessions and children contribute effectively. By studying themes such as 'Pacifists' in their religious education lessons, PSE pupils develop a good understanding of moral aspects.
- The school's pupils, staff and parents are very active in the Urdd activities. Many pupils benefit from performing and from various arts activities. The school has annual successes in local, county and national eisteddfodau. Offering the pupils a range of excellent experiences is a strength at the school.
- Every pupil has regular opportunities to participate in performances to foster their self-confidence, their ability to express themselves and to work as a team. *e.g. Thanksgiving services; St David's Day; Christmas and the end of the academic year. The school has developed confident pupils and good performers over the years.*
- Pastoral care is a feature that we are very proud of. Staff have good knowledge of social deprivation and the family difficulties of some individuals. The school is considered to be a sanctuary for some children and there are good plans and programmes in place to develop their social skills. The school is an organised community that gives high priority to the welfare and safety of pupils as well as to encourage their commitment to their school and the wider community. There are clear guidelines available to deal with situations that arise, together with allowing all school stakeholders to know what our ethos and mindset is. There is good collaboration with the Welfare Officer and the School Nurse to solve some cases of concern.
- Circle time is used very effectively to respond to the pupils' concerns and to deal with cases that arise in a sensitive and open manner. The 'Siop Siarad' (Talkabout) programme implemented by the school to support individual pupils is a good feature of the health and welfare provision. It has already been of significant assistance to a group of pupils including LAC children to cope better with feelings of fear, anxiety and depression by building their resilience and self-respect and learning cognitive and emotional skills in a simple well-structured way.
- At the school's request we received several visits from Childline and a representative from NYAS (Welfare Organisation for children and young people) visited to encourage discussion and the views of Yr 5 and 6 pupils about children's rights and welfare and to hold individual weekly counselling sessions as and when required. A group of children called 'Ffrindiau Ffeind' supervise the yard and offer help to vulnerable individuals.
- The school places valuable emphasis on healthy eating through the school menu and implements a 'Healthy School Scheme' successfully to develop the health and fitness of our pupils.
- The school follows the Authority's agreed plan well for learning about relationships and sexual health.
- The PSE provision, as well as the school's daily routines, promote values such as honesty, tolerance and fairness for every pupil in a good way. Good opportunities are identified within the curriculum and within school arrangements to challenge stereotypes and the idea of respect and responsibility is developed well. We celebrate significant events such as Down's Syndrome Day annually and hold a

special assembly to promote our policy and principles of inclusion. As a result, pupils have a natural empathy towards equal opportunity and cases of bullying, racism and discrimination are rare.

Improvement issues that require attention during the coming year:

- Continue to plan collective worship for the whole school

Does the school satisfy the statutory requirements for collective worship?

Yes

x

No

The contribution of religious education to pupil's personal development and community cohesion is:
Good

Inspection area 5: Leadership and management in Religious Education?

Has the Religious Education subject leader got the necessary skills and understanding to lead the subject effectively? How do you know?

- Use: work plans, monitoring and self-evaluation reports, data evaluation, interviews with the coordinator and the designated governor / SACRE visitor, minutes of staff meetings, improvement plan, progress evaluation, case study following school to school collaboration.
- To help you: SACRE guidelines

Notes:

- The coordinator presents good leadership and sets high expectations for the subject. The coordinator has the knowledge and understanding to lead effectively.
- The school has purposeful resources such as areas, artefacts and religious books. There are plenty of good quality resources at the school.
- There are policies in place that have been reviewed in line with the timetable. Information about the school's ethos and Christian nature is shared with parents in the handbook. Information about the right to withdraw pupils from Religious Education lessons is in the handbook.
- No pupils have chosen not to participate in collective worship.
- No pupils have been withdrawn from religious education lessons.
- The SMT scrutinises books termly and monitors the Religious Education provision, draws up reports and reports to the Governing Body.

Improvement issues that need attention during the coming year

Further develop the role of the pupils

Continue to develop links with other schools.

Leadership and management in Religious Education is: Good

Matters to be addressed	Actions	Who m?	By when?
			It is not necessary to share these details with SACRE but school records need to ensure that accountability is clear to staff and governors

<ul style="list-style-type: none"> Become familiar with the new curriculum and begin refining plans 	Follow the SDP measures		
<ul style="list-style-type: none"> Continue to develop cross-curricular resources to correspond with the Religious Education Lessons. 	Follow the SDP measures		
<ul style="list-style-type: none"> Continue to refine the planning in order to respond to the requirements of the New Curriculum Develop Creative Activities 	Follow the SDP measures		
<ul style="list-style-type: none"> Continue to plan collective worship for the whole school 	Follow the SDP measures		
<ul style="list-style-type: none"> Further develop the role of the pupils Continue to develop links with other schools. 	Follow the SDP measures		

Summative evaluation that will contribute to the school's evaluation of 'Personal Development (4.2)'

Brief! Approximately 50 words.

Staff create a happy, caring and inclusive ethos at the school. They promote the pupils' spiritual, moral, social and cultural development effectively. The valuable collective worship periods ensure opportunities for pupils to consider other perspectives, as well as giving them an opportunity to reflect on how we can look after our world. The school has recently adopted several strategies to respond to the emotional needs of a few pupils. An effective example of this is the use made of Yoga and Growth Mindset to develop emotional well-being and the positive attitudes of pupils towards their learning.

Name of headteacher: Gethin Elis Thomas



**Signature of headteacher
Date: 27/09/19**

Name of School: Ysgol Bethel

Religious Education

Inspection area 1: Standards in Religious Education

How well do pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What can you see in their work that demonstrates their progress over time?

- Use: the pupils' work, teachers' assessments, learning walks, lesson observations to form an opinion.
- To assist you: Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Indicative Guidelines and Profiles KS2 and KS3 (2011), 14 - 19 (2009), SACRE Guidelines, WJEC Examiner Reports.

Notes:

- Religious Education standards at the school are good and pupils make good progress in the subject throughout their time at the school. The quality of pupils' work in the books is good throughout the school.
- Most pupils deal with fundamental questions skilfully and respond capably when discussing them. Most recollect religious customs from a variety of religions successfully by the time they reach the top of the school, and compare religions, their customs and teachings, and discuss similarities.
- EAL and FSM pupils are making good progress and there is no gap between what the majority attain and the attainment of their peers. ALN pupils reach their potential in the subject and make good progress from their baseline. The work of MAT pupils is of very good quality and they discuss religions with maturity.
- Most pupils successfully transfer their literacy skills to Religious Education lessons, and the quality of the literacy work is good. There are regular opportunities to develop oracy, reading and written skills in Welsh and English and there are opportunities to develop ICT within the subject.
- Most pupils develop good skills that give them access to the whole curriculum. Evidence from the school from observation, learning walks, and discussions with pupils show that most use their speaking and listening, numeracy, thinking and ICT skills well in Religious Education and cross-curricular.

Oracy skills: Welsh in FP

Nearly all Foundation Phase pupils make very good progress in their communication skills. They listen attentively and are ready to respond to the teacher's questions. They are willing to talk about matters that are of interest to them e.g. hobbies, visits, pets and television programmes. They join in very enthusiastically with rhymes, songs and stories. By the end of FP many, especially the more able pupils, use a wide range of vocabulary and idioms and use them skilfully when talking to each other and in front of the class. The majority of pupils show excellent oral standards by the end of the foundation phase.

Oracy skills: Welsh and English in KS2

By the end of KS2 the majority of pupils make very good progress and attain very high standards in talking and listening. Most listen carefully to presentations by teachers and others. They present information and talk of their experiences and ask questions and respond to each other using an increasing range of correct vocabulary and patterns as well as using a wide variety of sentence patterns. Many ask sensible questions with extended response when explaining an idea or offering an opinion. The oral standards in Welsh are excellent across KS2 and particularly in English by the end of KS2. Nearly all of pupils have voiced their views very successfully in a questionnaire concerning oracy across KS2 showing that they are very aware of the variety of oral skills. The confidence of pupils when performing has increased significantly. Many pupils noted that they are confident when presenting information in front of an audience.

Reading skills: Welsh in FP

The reading skills of the majority of pupils in FP are developing very well. Many can use phonic strategies effectively, with the majority being able to discuss and explain the contents and what they like effectively.

Reading skills: Welsh and English in KS2

The Welsh reading skills of the majority of pupils in KS2 is very good. Most pupils read fluently, with confidence and understanding. The English reading skills of nearly all the pupils are very good by the end of KS2. The majority use their skills very effectively when undertaking research, in using reference books and the internet when dealing with their themes. The majority of pupils read a range of different texts and can express an opinion very confidently. Most KS2 pupils have noted in a questionnaire that they are confident when quoting from a text to support their opinion. Most have noted that they can read between the lines effectively when interpreting text.

Welsh and English Writing Skills in FP

By the end of FP the majority of pupils write clear and comprehensible sentences, using appropriate and interesting vocabulary. Pupils link sentences regularly and the punctuation and spelling skills of most are very good. The pupils' handwriting is developing very well and the best display cursive handwriting skills by the start of Yr. 2. Work of a very high standard is received from MAT pupils in Year 2. By the end of the foundation phase all pupils will have commenced successful sessions in reading and writing simple English sentences.

Welsh and English Writing Skills in KS2

All of the pupils in KS2 write in a range of forms in Welsh, and their work is presented in an orderly way. Punctuation, grammar and spelling standards are generally good, and by the top of the school they use a higher level of punctuation making regular use of the punctuation pyramid. By year 6 nearly all manage to form paragraphs and set out their work in good order. There are examples of extended written work of a very high standard from pupils across the school.

Most present work of a high standard in English by the end of KS2. Across KS2 many of the pupils punctuate and spell well. In years 3/4/5/ a minority of pupils spell phonetically. By the end of KS2 many of the pupils have a good grasp of spelling patterns. By the top of the school, many of the pupils undertake very effective extended writing for different purposes and audiences, in a range of subjects.

Mathematical Skills in FP

By the end of FP many pupils can do mental arithmetic very effectively. They have a very good understanding of place value and their number skills are appropriate for their age or ability.

Mathematical Skills in KS2

Pupils standards in numeracy is very good across KS2 and they achieve very extended work. MAT pupils at the top of KS2 achieve work that is nearly two levels higher than expected. Book scrutiny reports indicate that pupils can apply their numeracy skills successfully in a wide range of situations across the curriculum in every class.

ICT in FP and KS2

FP pupils use HWB software for communication and to handle data. As pupils become increasingly confident they use ICT to communicate very well in KS2 when creating extremely effective multi-media presentations using imovie, green screen, scratch, stop motion. The standard of ICT in KS2 is excellent. Nearly all of pupils use their 'Google' account very confidently in KS2 sharing their work with the teacher and with each other very confidently. Nearly everyone is very confident in word processing, creating PowerPoint presentations and researching on the internet. They handle data very well to create bar charts and line charts etc. The pupils' modelling work is of a high standard.

Thinking, Life and Creative Skills in FP and KS2

The thinking skills of nearly all the pupils is developing systematically and very effectively across the school. The majority of pupils use thinking skills very effectively indeed to assist them with their learning across the curriculum. Pupils throughout the school are aware of their personal targets and regularly work on them very successfully in the 'Tarlo Targed' sessions. Nearly all pupils in Foundation Phase understand what the success criteria are and self-assess their work. This will happen in writing or orally. Nearly all of the pupils in KS2 plan Success Criteria for their own learning activities. They also contribute well when planning joint units of work. By the top of the school, nearly every pupil not only offer observations on how to improve each others' work, but also successfully implement those improvements. The majority of pupils can solve problems excellently and develop their ideas to proceed to the next steps of their learning.

Improvement issues that require attention during the coming year:

- Further action to raise the standards of English spelling in KS2

Our pupils' religious education standards are: Good

Inspection area 2: Wellbeing and attitudes to learning about Religious Education?***What do you think pupils gain from religious education lessons?***

- Use: pupils' work, analysis of a religious education questionnaire, minutes of the School focus group/Council
- To assist you: Supplementary guidance: listening to learners (ESTYN, September 2017),

Notes:

Nearly all pupils feel safe and free from physical and verbal abuse at the school. A questionnaire shows that nearly every pupil is happy at school and are willing to turn to any adult for help when required.

The majority of pupils are aware of what bullying is and as a result the number of bullying allegations have been consistently low over the last five years. The school responds quickly to concerns and the School Council has drafted a pupil friendly anti-bullying policy. There are weekly circle time activities throughout the school and high quality Whole School assemblies take place. The majority of parents noted that the pupils behave well at school. The majority of parents also considered that the school deals well with behaviour if any incidents happen.

The behaviour of nearly every pupil throughout the school is excellent. All pupils are polite to each other and with others within and outside the classroom. Nearly all the pupils interact especially well in the classrooms, during break time and lunch time and around the school. The 'Ciw Clên' assist younger pupils very effectively at the school. This has improved the pupils' enjoyment of their playtime and has developed the skills of older pupils to show respect, care and concern towards others. A very positive ethos can be seen during play/lunch times with specific strategies in place. As a result of this, the enjoyment of all pupils during these periods has improved throughout e.g. play areas under the care of designated adults, effective football games with the attitude and rules very important to all players.

By the end of the Foundation Phase, the majority of pupils will understand the importance of healthy eating and nearly all pupils in Key Stage 2 make wise decisions regarding their choice of food.

Many pupils in Key Stage 2 understand the very positive impact physical exercise has on their health. Almost every pupil participates regularly in physical exercise. (2 hours a week). The majority of pupils benefit from the extra-curricular sports clubs - rugby, gymnastics club, netball and cricket. This has a very positive impact on the pupils' fitness levels. A questionnaire formulated by the School Council notes that the majority of pupils who play football at break-time see that the new arrangements are extremely successful.

Most pupils across the school have excellent knowledge of the rules for well-being and safety and of influences that can affect healthy living - e.g. smoking, drinking and drugs. The majority of pupils have a good understanding of the impact of their choices on lifestyle and physical and mental health.

The majority of pupils understand the implications of using ICT for communication and are aware of how they can use the internet safely.

By the end of KS2 nearly every pupil takes on responsibilities and play a part in the school and the wider community, such as being a member of 'Ciw Clên', various activities, gardening club, physical education ambassadors, Annual Remembrance Sunday service, Annual St David's Day concert for the Older Person's Club.

The School Council, Eco Council, Sports Ambassadors, On-line Heroes, Healthy School Council consider the voices of the pupils in an effective manner. They organise various activities, including celebrations to develop the pupils' understanding of their culture, the local community and the wider world. An example of this is the School Council's commitment to develop the Language Charter and continue to spread the effective principles that have awarded the gold award to the School. Through the Eco Council all pupils have had several opportunities to promote environmental issues: attend a gardening club, and manage to achieve the silver award in active travel (Sustrans Scheme), managed to secure the Green Flag and a reduction in the school's energy consumption, visits from the Healthy Travel Officer to look at safe paths in the village.

There is an obvious emphasis on listening to the voice of the child across the school. Sports ambassadors play a leading role in encouraging children to keep fit and foster a positive attitude towards sport and to developing skills to improve mental resilience. The school has welcomed the idea of the ambassadors of holding 4 minutes of intensive physical exercise and 4 minutes of mindfulness every morning at the start of the school day. Nearly all of the pupils understand that the sessions are beneficial for their bodies and mental well-being.

The function of the ICT - 'On-line Heroes' promoters is to assist pupils to ensure that other pupils use ICT correctly and to its full potential. They lead the annual on-line safety day and organise and repair computers and undertake an audit. They are busy creating a new website for the school and have run a very popular coding club.

Children participate regularly in concerts, eisteddfodau and services in the village. Nearly all of them, across the age range, benefit from these opportunities to participate in formal situations and increase their appreciation of the village and its organisations.

There is a healthy link between local organisations and the school e.g. Chapel, Church, Efe scheme, Library, Cylch Meithrin, local businesses and the pupils are very aware that these organisations are active in the village. The local Minister or Vicar regularly holds assemblies.

Circle Time sessions give pupils good opportunities to express, share and discuss feelings and matters of importance to them. Pupils lacking in confidence with low self-esteem or who have experienced bereavement/loss have made good progress following interventions such as 'Tŷ Gobaith, 'Mighty Mo'. Nearly every pupil can cross the road safely from Year 1 as a result of Kerbcraft training. The Webster Stratton principles are embedded very effectively across the school and weekly Deina sessions take place in FP to reinforce the excellent attitude of nearly all the pupils.

The above activities ensure excellent opportunities for nearly all pupils to take responsibility and make decisions that prepare them well for life and work outside school.

Improvement issues that need attention during the coming year

Continue to develop cross-curricular resources to correspond with the Religious Education Lessons.

Pupils' attitudes towards religious education in our school are: JUDGEMENT

Inspection area 3: Teaching and learning experiences in Religious Education?

How good is the planning and teaching in Religious Education? Provide examples of enriching religious education experiences

- Use: learning walks, lesson observations, pupils' work, ask pupils.
- To assist you: [Locally Agreed Syllabus \(National Exemplar Framework\)](#); [Welsh Government Guidance: People, Questions and Beliefs \(2013\)](#), [Exemplar Guidelines and Profiles KS2 and KS3 \(2011\)](#), [14 - 19 \(2009\)](#), [SACRE Guidelines, Religious Education in secondary schools \(ESTYN, Summer 1013\)](#), [Religious Education and ethics in KS2 and KS3 \(ESTYN, Summer 2018\)](#)

Notes:

- Religious education is taught as part of the school's theme work within the year.
- The voice of the pupil is strong at the school and strongly influences the planning. Consequently, tasks and activities attract the pupils' interest well.
- The majority of lessons are of good quality and manage to develop pupils' knowledge and understanding of religious beliefs, teachings and customs, as well as their subject and cross-curricular skills successfully.
- The quality of the planning is good across the school. The planning builds upon previous learning and ensures consistency and year on year progression.
- Teachers give constructive feedback, and pupils are regularly encouraged to improve their work. Discussion partners are regularly used and pupils frequently self-assess and assess their peers.
- Religious Education is assessed annually according to the descriptions of Outcomes and Levels of the National Exemplar Framework. Progress in Religious Education is reported to parents annually. The assessments show that most pupils make good and steady progress in the subject
- Awareness raising sessions for the four aims have ensured that teachers have an increased understanding of the new Curriculum. Emphasis is placed on developing the principles, and KS2 teachers have begun responding to them.
- Teachers arrange educational visits to the local Church, the Cathedral and to the Mosque so that pupils become familiar with places of worship and rituals.
- Activities are arranged for the areas in the Foundation Phase to develop Religious Education skills e.g. creating palm leaves, and an Easter garden in the outside area.
- The school has a number of visitors every year in order to deepen the pupils' understanding and knowledge of the Bible and Christianity e.g. A visit from the Minister and Youth Officer of Capel Berea, and the pupils visit a local Chapel to perform in the annual Thanksgiving Service.

Improvement issues that require attention during the coming year:

- Continue to refine the planning in order to respond to the requirements of the New Curriculum
- Develop Creative Activities

The teaching standards of Religious Education in our school are: **Good**

Inspection area 4: Care, support and guidance in Religious Education?

To what extent do religious education lessons/activities help pupils reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does religious education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop strong values and establish their spiritual and ethical beliefs?

- Use: learning walks, interviews with pupils, the school's collective worship programme, school newsletter, school records of any hate crimes/bullying.
- To assist you: SACRE guidance, Guidelines on collective worship (Wales Association of SACREs), Supplementary guidance: collective worship in non-denominational schools (ESTYN, Autumn 2017), Supplementary Guidance: listening to learners (ESTYN, September 2017)

Notes:

- Pupils are good at taking responsibility for their learning in Religious Education lessons.
- The voice of the pupil is strong. Pupils are asked to contribute ideas about activities and tasks related to a theme and teachers respond to these
- Most pupils have a good understanding of other religions due to the nature of the school's community. They visit a Chapel, Church and the Cathedral during their time at the school.
- Most pupils have a good understanding of their rights following presentations by the School Council. These are on display in the classrooms.
- Each year the school celebrates Fair Trade week and raises pupils' awareness of the importance of being global citizens.
- The Religious Education plans ensure that human rights are studied.
- The school successfully helps pupils understand the effect of life choices.
- Most pupils understand the effect of behaviour on their mental health, their physical health and well-being, now and in future.
- The school gives pupils valuable opportunities to take on responsibilities and play a full part in the school and wider community. At the beginning of each theme, every child is given the opportunity to suggest ideas about what they want to learn, staff incorporate these ideas into their work plans as much as possible. Through the Class Council and the School Council the voice of the pupil is heard as pupils participate in aspects to move the school forward.
- Many pupils drink water regularly throughout the day and are aware of the importance of this.
- The school does give pupils, who do not eat school meals, a choice to bring a healthy food box with them to school. Consequently, the importance of a healthy food box is often discussed.
- The school provides enriching opportunities for pupils to learn about e-security. The school's e-security advice ensures that nearly all pupils have purposeful and useful information to stay safe on-line.
- The school's Sports Ambassadors promote fitness and physical health during break times.
- Participating in the Healthy School Scheme and cycling sessions for Yr6 has enabled the pupils to have a good understanding of the importance of keeping safe both physically and mentally.
- Most pupils across the school have good knowledge of the rules for well-being and safety and what can influence and impact healthy living - e.g. smoking, drinking, drugs.
- They regularly refer to the contribution of the Police Education Officer dealing with matters such as web safety, (speaking with strangers) road safety when crossing the road and Healthy School activities.
- Nearly all pupils have a good knowledge about the development of their bodies by following the Healthy School guidance to present aspects of relationships and sex education and the body's development which has been

agreed with the Governing Body.

- The sex education and relationships policy is very effective.
- Nearly all the pupils and parents agree in the questionnaires that the pupils are happy and feel safe at school. 'Cryw Clen' are active during break time.
- Most pupils at the school are aware of their rights to be safe and nearly all are aware of the importance of the 'Bocs Siarad', 'Rhywbeth i'w ddweud' envelope, Llyfr Llais y Plant to voice any concerns and state that the school responds effectively to these.
- Through a democratic process the school provides opportunities for all members of the school's various committees to contribute to decisions via the School Council/Language Charter, the ECO-green Group, Super Ambassadors, Sports Ambassadors and School Road Safety Officers and by taking responsibility for different activities.
- There are opportunities for Council members to give presentations to the Governing Body about their work and by so doing develop their confidence.
- The school deals with themes such as Fair Trade within the curriculum and during assemblies and this means that most pupils have a good understanding of what they and others do makes a difference at several levels be they local or at a broader scale.
- The school promotes positive attitudes towards equality and social diversity via different procedures, such as collections for different charities.
- The school takes part in all the Urdd activities and ensures that every member of the Urdd has an opportunity to perform to foster self-confidence. The performance element is a very strong aspect within the school.
- Through the activities of the Language Charter, classroom themes and the Welsh cultural ethos in the classroom, the majority of pupils have a very good understanding of their culture, the local community and the wider world.
- Through sports activities, during school time and beyond school hours, every pupil has an opportunity to work in a team. Various after school Clubs take place.
- The school participates in a variety of extra-curricular activities and sports competitions that are open to every pupil e.g. cross-country running.
- The school has a good relationship with specialist services/agencies such as Educational Psychologists, Welfare Officers etc.
- There are opportunities for all pupils in Yr 5 to attend Glanllyn and for Yr 6 to go to Cardiff and the learning experiences are enriched significantly by off-site visits and by welcoming a large number of visitors to the school.
- Effective use is made of collective worship sessions and assemblies to develop the spiritual, ethical, social and cultural aspects of nearly every pupil. Visitors are regularly welcomed at these times in order to give attention to different aspects.
- Through the work of the Super Ambassadors the majority of pupils have an awareness and understanding of human rights e.g. Organising a visit from Sally Holland (Children's Commissioner for Wales) to the school.
- Pupils are given a daily opportunity to develop values and establish their spiritual and ethical beliefs.
- Through Drama lessons and Curriculum themes pupils use their imagination to create and perform presentations.
- A number of opportunities are given to pupils to perform publicly such as in Eisteddfodau, Services and Concerts.

- The PSE provision and the school's daily routines promote values such as honesty, tolerance and fairness.
- The school also promotes a sense of responsibility, when pupils interact with each other, when they carry out classroom tasks and when they participate in extra-curricular activities.
- Through whole school assemblies and class assemblies, pupils are given time to develop and reflect, to develop moral values such as respect, honesty and fairness and to develop the understanding and ability to differentiate between what is acceptable and what is not. Most pupils display those values.
- There is a reflection area in every classroom that gives pupils the opportunity to think and reflect quietly.
- A regular visit from the local rector to lead assemblies supports the teachers' work.
- Religious Education lessons give pupils the opportunity to develop socially by looking at their personal values, and other customs and beliefs throughout the world.
- Collective Worship takes place daily and jointly twice a week. Worship is of a Christian nature and there are intended plans in place. A series of joint collective worship dealing with a Christian theme and values are planned and daily worship in the classroom reinforces the work.
- The school successfully keeps pupils safe from the dangers of radicalisation, all staff are trained to identify signs and understand the procedure if there are any concerns.

Improvement issues that require attention during the coming year:

- Continue to plan collective worship for the whole school

Does the school satisfy the statutory requirements for collective worship?

Yes

x

No

The contribution of religious education to pupil's personal development and community cohesion is: **Good**

Inspection area 5: Leadership and management in Religious Education?

Has the Religious Education subject leader got the necessary skills and understanding to lead the subject effectively? How do you know?

- Use: work plans, monitoring and self-evaluation reports, data evaluation, interviews with the coordinator and the designated governor / SACRE visitor, minutes of staff meetings, improvement plan, progress evaluation, case study following school to school collaboration.
- To help you: SACRE guidelines

Notes:

- The coordinator presents good leadership and sets high expectations for the subject. The coordinator has the knowledge and understanding to lead effectively.
- The school has purposeful resources such as areas, artefacts and religious books. There are plenty of good quality resources at the school.
- There are policies in place that have been reviewed in line with the timetable. Information about the school's ethos and Christian nature is shared with parents in the handbook. Information about the right to withdraw pupils from Religious Education lessons is in the handbook.
- No pupils have chosen not to participate in collective worship.
- No pupils have been withdrawn from religious education lessons.
- The SMT scrutinises books every term and monitors the Religious Education provision, draws up reports and reports to the Governing Body.

Improvement issues that need attention during the coming year

Further develop the role of the pupils

Continue to develop links with other schools, mainly Church schools

Leadership and management in Religious Education is: **Good**

Matters to be addressed	Actions	Whom?	By when?
		It is not necessary to share these details with SACRE but school records need to ensure that accountability is clear to staff and governors	

Name of headteacher: Gwion Owen
 Signature of headteacher G M Owen
 Date: 30/09/19

GWYNEDD SACRE

Audit of Gwynedd Secondary Schools Religious Education lessons (KS3 and KS4) (Religious Education lessons as a subject rather than any lessons as part of PSE)

- The Gwynedd SACRE Committee would be very grateful if you could note how many Religious Education lessons are provided every week.
- We would also be grateful to have information about how many lessons have been timetabled every week for the next academic year.

Name of Secondary School	Academic Year	Number of lessons a week KS3	Number of lessons a week KS4	Duration of lesson
TYWYN	2018-19	1 for every class	3 lessons are offered as an option but failed to hold the course due to a lack of numbers	50 minutes
TYWYN	2019-20	1 for every class	3 lessons are offered as an option but failed to hold the course due to a lack of numbers	50 minutes
BERWYN, BALA	2018-19	Yr 7 (2 lessons a week) Yr 8 (1 lesson a week) Yr 9 (2 lessons a week)	1 lesson a week for set 1	50 minutes
BERWYN, BALA	2019-20	Yr 7 (2 lessons a week) Yr 8 (1 lesson a week) Yr 9 (2 lessons a week)	1 lesson a week for set 1	50 minutes
BOTWNNOG	2018-19	11 namely: Yr 7 - 4 groups Yr 8 - 3 groups Yr 9 - 4 groups	5	1 hour
BOTWNNOG	2019-20	11 namely: Yr 7 - 4 groups Yr 8 - 3 groups Yr 9 - 4 groups	5	1 hour

BRYNREFAIL	2018-19	1	3 (GCSE Option)	50 minutes
BRYNREFAIL	2019-20	1	3 (GCSE Option)	50 minutes
DYFFRYN NANTLLE	2018-19	Year 7 = 1 Year 8 = 1 Year 9 = 1	Year 10 = 3 Year 11 = 3	50 minutes
DYFFRYN NANTLLE	2019-20	Year 7 receive 5 humanities lessons (History, Geography, Religious Education) So on average= 1+ RE Year 8 = 1 Year 9 = 1	Year 10 = 3 Year 11 = 3	50 minutes
EIFIONYDD	2018-19	1 lesson each for year 7 (3 classes) 1 lesson each for year 8 (3 classes) 1 lesson each for year 9 (3 classes)	2 optional GCSE Religious Education lessons for year 10 (1 class) 2 optional GCSE Religious Education lessons for year 11 (1 class) 1 mandatory PSE and Religious Education lesson for year 10 (3 classes) 1 mandatory PSE and Religious Education lesson for year 11 (3 classes)	Every lesson lasts 1 hour.
EIFIONYDD	2019-20	1 lesson each for year 7 (3 classes) 1 lesson each for year 8 (3 classes) 1 lesson each for year 9 (3 classes)	2 optional GCSE Religious Education lessons for year 10 (1 class) 2 optional GCSE Religious Education lessons for year 11 (1 class)	Every lesson lasts 1 hour.

			1 mandatory PSE and Religious Education lesson for year 10 (3 classes) 1 mandatory PSE and Religious Education lesson for year 11 (3 classes)	
MOELWYN	2018-19	2 Yr. 7 lessons 2 Yr. 8 lessons 2 Yr. 9 lessons	Year 10 Two BAC lessons including aspects of Religious Education. Year 11 One BAC lesson including aspects of Religious Education	50 minutes
MOELWYN	2019-20	2 Yr. 7 lessons 2 Yr. 8 lessons 2 Yr. 9 lessons	Year 10 Two BAC lessons including aspects of Religious Education. Year 11 One BAC lesson including aspects of Religious Education	50 minutes
Ysgol Friars	2018-19	1 for every year	1.5 (1 Yr 10, 2 Yr 11)	50 minutes
Ysgol Friars	2019-20	1 for every year	2 (2 Yr 10, 2 Yr 11)	50 minutes



*Cyfarfod Cymdeithas CYSAGau Cymru,
Swyddfeydd y Cyngor Bodlondeb
Dydd Gwener, 28 Mehefin 2019
10.30a.m. – 3.00p.m.*

Yn bresennol

<p>Ynys Môn Rheinallt Thomas (RT) Dylan Rees (DR)</p> <p>Blaenau Gwent Paula Webber (PW)</p> <p>Pen-y-bont ar Ogwr Edward J. Evans (EE) Maggie Turford (MT)</p> <p>Caerffili Paula Webber (PW)</p> <p>Caerdydd Maggie Turford (MT)</p> <p>Sir Gaerfyrddin</p> <p>Ceredigion Lyndon Lloyd (LL)</p> <p>Conwy Huw Roberts (HR) Nicholas Richter (NR) Dafydd Ipain (DI) Abdul Khan (AK) Karl Lawson (KL) Iona Evans (IE) Cyng. Owen</p> <p>Sir Ddinbych Alison Ballantyne (AB)</p>	<p>Sir y Fflint</p> <p>Gwynedd Paul Rowlinson (PR)</p> <p>Merthyr Tudful Maggie Turford (MT) Ernie Galsworthy (EG) Mark Prewet (MP)</p> <p>Sir Fynwy Paula Webber (PW) Louise Brown (LB)</p> <p>Castell-nedd Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd Paula Webber (PW) Huw Stephens (HS)</p> <p>Sir Benfro</p> <p>Powys John Mitson (JM) Sian Fielding (SF)</p> <p>Rhondda Cynon Taf Maggie Turford (MT)</p>	<p>Abertawe</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg Maggie Turford (MT)</p> <p>Wrecsam Libby Jones (LJ) Vaughan Salisbury (VS)</p> <p>Sylwedyddion Rudolf Elliot Lockhart, REC Gwyneth M Hughes, CSYM</p> <p>Cyflwynwyr Sally Holland, Comisiynydd Plant Cymru</p> <p>Cofnodion Gill Vaisey (GV)</p>
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Cofnodion y cyfarfod

1. Cyflwyniad a chroeso

Cyn y cyfarfod, bu'r aelodau'n mwynhau cyflwyniadau gan ddisgyblion a staff Ysgol Glan Gele. Rhoddodd y Pennaeth, Julia Buckley Jones, gyflwyniad ar y cwricwlwm newydd. Rhannodd y disgyblion eu profiadau o Addysg Grefyddol ac Addoli ar y Cyd yn eu hysgol. Fe ddywedon nhw fod yr ysgol yn eiddgar i roi cynnig ar y cwricwlwm newydd i Gymru. Yna canodd y disgyblion ddwy gân.

Croesawyd pawb i Swyddfeydd y Cyngor ym Modlondeb gan Dafydd Owen, y Cyfarwyddwr Addysg Dros Dro.

Croesawyd pawb i Gonwy gan Is Gadeirydd CYSAG Conwy, Abdul Khan a chyfeiriodd ef at y gymysgedd o gobl sy'n rhan o'u CYSAG. Pwysleisiodd pa mor bwysig yw bod pawb yn parchu safbwyntiau a chredoau ei gilydd. Mynegodd ei bryderon am y diffyg swyddogion addysg sy'n arbenigo mewn AG. Mynegodd ei ddiolch i Phil Lord a arferai roi cefnogaeth i GYSAG Conwy ond a symudwyd o'r swydd hon.

2. Adfyfyrio tawel

Soniodd EE am grŵp o ddarpar athrawon y bu'n eu hannerch yn ddiweddar. Cyfeiriodd at y dywediad 'dysgu yw cyffwrdd â bywyd am byth'.

Myfyriodd am ddywediadau eraill hefyd, megis 'anelwch am y lleuad a hyd yn oed os ydych yn methu, fe gyrhaeddwch chi'r sêr'; a 'mae'r athro cyffredin yn dweud, mae'r athro da yn esbonio, mae'r athrawon gorau yn dangos, ac mae'r athro mawr yn ysbrydoli'.

Gwahoddodd yr aelodau i ystyried nad ydym byth yn gwybod pa effaith mae ein geiriau a'n gweithredoedd yn eu cael ar eraill, ac y dylem gofio hyn bob amser.

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan

Kathy Riddick (Blaenau Gwent), Alison Lewis (Abertawe), Mathew Maidment (RCT), Jennifer Harding-Richards (Abertawe), Andrew Jones (Sir Fynwy), Michelle Gosney (Estyn) Tania ap Sion (Wrecsam), Huw George (Sir Benfro),

4. Cyflwyniad PYCAG: Sally Holland, Comisiynydd Plant Cymru

'Y Ffordd Gywir: Addysg yng Nghymru o Safbwynt Hawliau Plant.'

Pwysleisiodd Sally'r ffaith ei bod hi'n annibynnol ac nad yw'n gweithio i un sefydliad arbennig.

Atgoffodd yr aelodau fod gan blant bedwar deg dau o hawliau 'waeth beth'. Mae gan blant yr hawl i addysg sy'n caniatáu iddynt gyrraedd eu potensial. Pan maent yn cael dewis o 'gardiau hawliau', mae plant yn aml yn dewis y cerdyn 'yr hawl i gael fy nghrefydd fy hun'.

Ymateb ei swyddfa i'r ymgynghoriad ar y cwricwlwm newydd oedd eu bod yn teimlo y dylai fod mwy o bwyslais ar gydraddoldeb profiadau ar draws Cymru ac y dylai pob plentyn gael cyfle i ddysgu am bobl cred ledled Cymru ac nid y rhai yn eu hardal yn unig. Cyfeiriodd Sally at ddeunydd yr oeddent wedi'i gynhyrchu am Islamoffobia a'r adborth gan rai ysgolion a ddywedodd na fyddent yn defnyddio'r adnoddau hyn gan nad oedd ganddynt unrhyw Fwslimiaid yn eu hysgol!

Roedd hi'n cytuno â rhoi hawl i dynnu'n ôl o AG yn y chweched dosbarth ond yn teimlo y dylai disgyblion gael y dewis i dderbyn AG os ydynt yn dymuno hynny.

Roedd hi'n cefnogi cael gwared ar yr hawl i rieni dynnu eu plant yn ôl o AG gan ei bod yn teimlo ei fod yn rhan o hawl plentyn i addysg lawn sy'n cynnwys AG ac addysg am berthnasoedd a rhyw.

Mae angen i bob plentyn ddysgu am eu hawliau dynol a gwybod fod hawl ganddynt i'w cael nhw gan wybod hefyd y dylent gefnogi hawliau pobl eraill. Dylent ddod yn ddinasyddion sy'n gweithredu dros hawliau dynol.

Mae pum egwyddor graidd i gefnogi gweithredu'r pedwar deg dau hawl:

1. Gwreiddio'r CCUHP ym mhopeth y mae ysgolion yn ei wneud – gan sicrhau fod y 42 hawl yn cael eu hadlewyrchu drwy fywyd yr ysgol
2. Cydraddoldb a pheidio â gwahaniaethu - edrych ar beth mae'r plant yn ei ddweud am eu profiadau o deimlo'u bod yn cael eu cynnwys
3. Grymuso plant - mae'n rhaid i blant wybod am eu hawliau er mwyn gallu eu harfer. (Mae clip defnyddiol ar wefan Sally o ysgol yn Abertawe a oedd wedi edrych yn arbennig ar hawl 19 - yr hawl i fod yn ddiogel. Siaradodd y plant â'r athrawon am rai gweithgareddau y tu allan i'r ysgol yr oeddent yn eu mynychu lle nad oedd y plant yn teimlo'n ddiogel. Aethant â'r pryder hwn at y Pennaeth, a wrandawodd a gweithredodd lle nad oedd y rhieni wedi gwneud.
4. Cyfranogiad – diwylliant o gyfranogi – myfyrwyr sy'n teimlo fod ganddynt berchnogaeth dros werthoedd, moeseg, cyfeiriad eu hysgol ochr yn ochr â rhieni ac athrawon. Mae'n werth ystyried pa mor effeithiol yw cynghorau ysgol mewn ysgolion.
5. Atebolrwydd – mae Sally wedi bod yn gofyn i Lywodraeth Cymru ers pedair blynedd i gynnwys plant yn y broses ymgynghori ar y cwricwlwm ac roedd hi'n falch o ddweud fod hyn newydd ddigwydd o'r diwedd yr wythnos honno – er ei bod yn hwyr iawn yn y broses.

Mae swyddfa Sally yn gofyn i hawliau plant fod yn amlwg o fewn y cwricwlwm newydd. Mae'n teimlo fod hyn yn amlwg iawn yn barod ym Maes Dysgu a Phrofiad y Dyniaethau ac i raddau hefyd ym MDaPh Iechyd a Lles.

Byddai hi'n dymuno gwneud AG ac Addysg Rhyw a Pherthnasoedd yn orfodol gan fod yr addysg yma yn rhan o hawliau plant.

Mynegodd aelod o Ynys Môn bryder am y diffyg safon addysg i'r rheiny sy'n cael eu haddysgu gartref gan nad yw hyn yn ei le ar hyn o bryd.

Roedd Sally'n cydnabod fod cynnydd gwirioneddol yn nifer y disgyblion sy'n cael ysgol gartref ac yn cydnabod fod amryw o resymau dros hyn. Mae'r Llywodraeth wedi derbyn ei 'thri phrawf' - gwybod ymhle mae pob plentyn, fod pob hawl yn cael eu derbyn yn cynnwys

addysg addas, fod pob plentyn yn cael eu gweld ac yn cael ymweliad gan swyddogion fel bod cyfle i'w lleisiau gael eu clywed. Mae'r Llywodraeth yn cynnig cronfa ddata o blant yn hytrach na chofrestr. Nid oes awydd yn y DU i ragnodi cwricwlwm ar gyfer ysgol gartref (fel sy'n digwydd yn Jersey). Disgwylir ymgynghoriad ar ganllawiau llywodraeth statudol yn fuan.

Nid yw Sally'n cytuno â gosod y geiriau 'hawliau a chyfrifoldebau' gyda'i gilydd yn awtomatig gan fod gan blant hawliau 'waeth beth'. Mae pobl yn dal i feddu ar eu hawliau dynol waeth beth y maent wedi'i wneud. (Ar hyn o bryd mae un ar hugain o blant mewn carchar yng Nghymru ac maent i gyd yn cadw eu hawliau o dan y CCUHP, er eu bod wedi cyflawni troseddau difrifol).

Mae cwmni o'r enw Dynamix wrthi'n cynnal grwpiau ffocws ac mae'r llywodraeth wedi creu arolwg ar-lein ar y cwricwlwm. Mae hwn ar gael i'r holl blant a phobl ifanc er bod tri mis wedi mynd ers dechrau'r ymgynghoriad presennol.

Mewn ateb i gwestiwn am y cymal presennol ynghylch yr hawl i dynnu'n ôl o AG, cynigiodd Sally anfon gwybodaeth bellach (darn o'i hymateb i ymgynghoriad y llywodraeth).

Diolchodd EE a'r aelodau i gyd i Sally am ei chyflwyniad diddorol iawn oedd o gymorth mawr.

5. Diweddariadau ar y Cwricwlwm i Gymru

Adroddodd PW fod PYCAG a CCYSAGauC wedi bod yn gweithio y diwrnod cynt ar ymateb i'r ymgynghoriad. Mae angen mwy o waith ar hwn cyn y bydd yn derfynol. Y dyddiad cau yw 19 Gorffennaf. Bydd yr ymateb drafft yn cael ei anfon i aelodau Pwyllgor Gwaith CCYSAGauC ac aelodau PYCAG i ddechrau cyn terfynu'r ymateb ar y cyd.

Cynhaliwyd cyfarfodydd CYSAGau rhanbarthol hefyd i ystyried yr ymgynghoriad.

Mae Vaughan Salisbury wedi ymateb ar ran y Cyngor Eglwysi Rhyddion ac mae hwn ar gael i'w weld ar wefan yr Eglwysi. Mae Vaughan wedi rhannu dogfennau gyda Libby Jones i CCYSAGauC.

Pwysleisiodd PW bwysigrwydd ymateb a dywedodd ei fod yn agored i bob sefydliad, ac i unigolion.

6. Diweddariad ar Fframwaith Cefnogi AG

Atgoffodd LJ yr aelodau yr ymgynghorwyd â ChYSAGau ynghylch a ddylid cynhyrchu Fframwaith Cefnogi. Adroddodd fod y broses o ysgrifennu'r Fframwaith Cefnogi wedi dechrau ym mis Chwefror gydag amrywiaeth o arbenigwyr proffesiynol o bob cwr o Gymru. Mae'r ddogfen yn dechrau siapio erbyn hyn er bod dal angen mwy o waith. Pwysleisiodd y medrau sydd eu hangen i gynhyrchu'r fframwaith hwn gan fod angen ystyried y pwyslais ar ddatganoli yn y cwricwlwm newydd. Mae peidio â bod yn benodol yn her ond mae athrawon yn ddiolchgar am y canllawiau a roddir gan arbenigwyr AG. Bydd y Fframwaith Cefnogi drafft yn cael ei rannu gyda ChYSAGau drwy gyfarfodydd a drefnir gan Lywodraeth Cymru cyn bo hir.

Y gobaith yw y bydd CYSAGau yn mabwysiadu'r Fframwaith Cefnogi fel eu Maes Llafur Cytûn. Bydd yn cynnwys cyfeiriadau at y newidiadau mewn deddfwriaeth sydd yn cynnwys cyflwyno

AG i ddisgyblion o 3 blwydd oed. Y nod yw cynnig cyngor a gwybodaeth a allai fod ar hyn o bryd yng Nghylchlythyr Cymru 10/94 ac sydd dal yn briodol.

Diolchodd EE i PW a LJ am y gwaith enfawr y maent yn ei wneud ar ran CCYSAGauC a Chymru.

Mewn ymateb i gwestiwn, cadarnhawyd fod cynrychiolaeth o HCA ar weithgor y fframwaith yn ffurf Rachel Bendall sydd ar y panel ymgynghorol o arbenigwyr.

Codwyd cwestiwn am le hanes crefydd yng Nghymru a hanes diwylliannol Cymru ac a yw hyn yn cael ei gynnwys yn y cwricwlwm. Dywedodd Rachel Samuel fod cyfle i ysgolion ddewis yr hyn maent yn ei gynnwys yn eu haddysgu; fodd bynnag dylai hyn gynnwys hanes lleol.

Pwysleisiodd PW, fodd bynnag, nad yw'r cwricwlwm yn 'unrhyw beth i unrhyw un' ac y bydd yn cyfeirio athrawon i fynd i'r afael â chysyniadau allweddol dwfn penodol, defnyddio sgiliau penodol ac ennill gwybodaeth gyfoethog drwy brofiadau.

Tynnodd LJ sylw at y ffaith fod MDaPh lechyd a Lles hefyd yn mynd i'r afael â phrofiadau dysgu cyfoethog ochr yn ochr â'r Meysydd eraill. Yn sail i'r Meysydd Dysgu a Phrofiad i gyd mae'r Pedwar Diben, sy'n anelu at baratoi disgyblion at fyd gwaith.

7. Cefnogaeth AG broffesiynol i GYSAGau

Gwahoddwyd CCYSAGauC i ysgrifennu papur i argymhell i'r Gweinidog fod pedwar cynghorydd – un i bob rhanbarth – yn cael eu cyflogi i wasanaethau CYSAG pob consortiwm.

Awgrymodd VS hefyd na ddylem o reidrydd gyfyngu'n cais i LILC i bedwar cynghorydd yn unig.

Adroddodd RT fod yr angen i bob consortiwm gyflogi cynghorydd AG arbenigol wedi cael ei godi mewn cyfarfod diweddar o'r Fforwm Cymunedau Ffydd hefyd.

Cyflogwyd cynghorydd herio i gefnogi'r CYSAG ond nid yw hyn yn gweithio gan nad oes ganddi amser i fynychu cyfarfodydd PYCAG.

Nododd rhai aelodau yr angen am athrawon a chynghorwyr AG dwyieithog. Soniodd LJ am y broblem fod diffyg athrawon dwyieithog yn gyffredinol a bod goblygiadau gan hyn i AG. Mae hyn yn broblem ymhob pwnc.

Holodd LJ ymhle y gallem ddod o hyd i arbenigwr mewn AG sydd hefyd yn ddwyieithog ac yn meddu ar y sgiliau i weithredu fel cynghorydd a gyflogir gan y Consortia. Cydnabuwyd hefyd mai dim ond un rhan o'r ateb yw dyrannu cyllid i gyflogi pedwar cynghorydd; mae angen hefyd rhoi cefnogaeth i hyfforddi arbenigwyr AG i ddod yn gynghorwyr i GYSAGau.

Cyfeiriodd HS at yr angen i recriwtio cynghorydd ar gyfer goruchwylio fod maes llafur cytûn yn cael ei fabwysiadu. Cytunodd LJ y bydd angen cynghorydd arbenigol i gefnogi Cynhadledd Maes Llafur Cytûn wrth ystyried p'un ai i fabwysiadu neu addasu'r Fframwaith Cefnogi yn 2021. Unwaith y mae'r Maes Llafur Cytûn yn ei le, bydd dal angen cefnogi athrawon i'w weithredu.

8. Dysgu Proffesiynol i AG

Rhannodd PW ganlyniadau'r cyfarfod â chynrychiolydd Llywodraeth Cymru - Kevin Palmer. O ganlyniad i'r cyfarfod a gynhaliwyd ar 18 Mehefin, cytunwyd ar gyllid ar gyfer pecyn dysgu proffesiynol, sef cyfres o adnoddau yn benodol i AG, ynghyd â hyfforddiant i bawb oedd yn cymryd rhan mewn dysgu AG a hyfforddi myfyrwyr HCA. Adnabuwyd hefyd yr angen am hyfforddiant ar gyfer lleoliadau nas cynhelir.

9. Diweddariadau:

Adroddodd LJ ar gyfarfod PYCAG y diwrnod cynt a'i phryder am y nifer isel a oedd yn bresennol yn y cyfarfod - roedd chwe aelod yn y bore a dim ond tri yn y prynhawn. Nid yw hyn yn bresenoldeb digonol pan mae cymaint o faterion pwysig sydd angen sylw. Bydd Maggie Turford yn gadael ei swydd gyflogedig gan y CSC gan nad yw hi'n dymuno parhau wedi i'w chytundeb ddod i ben ar 31 Awst. Bydd hyn yn effeithio ar bum CYSAG.

Cyfeiriodd LJ at y cyfarfodydd cydweithredol sydd i fod i gefnogi ymgynghori ar y cwricwlwm.

Bydd PW a LJ yn cwrdd â'r Gymdeithas Cyfarwyddwyr Addysg yng Nghymru i ddweud wrthynt am y Fframwaith Cefnogi i AG. Gobeithir y bydd hyn yn help i'r fframwaith gael ei fabwysiadu ym mhob Awdurdod Lleol yng Nghymru.

Mae PYCAG yn dymuno gwahanu Addoli ar y Cyd ac Addysg Grefyddol o Gylchlythyr 10/94 i ddwy ddogfen ar wahân. Gallai'r adrannau sy'n berthnasol i AG wedyn fynd i'r Fframwaith Cefnogi.

Cynigiwyd cael hyfforddiant i gefnogi cynghorwyr newydd i GYSAGau ayb. Bydd angen cynnig hyn i CCYSAGauC yn ffurfiol a chael cytundeb mewn cyfarfod yn y dyfodol.

Gellid gwerthuso cyfansoddiadau'r 22 CYSAG gyda golwg ar ystyried a ellir cael cyfansoddiad yr un fath i GYSAGau ar draws Cymru.

Soniodd aelodau PYCAG hefyd am y posibilrwydd o ysgrifennu 'Briff her i AG' a allai fod yn rhan o Fagloriaeth Cymru os yw AG Ôl-16 yn cael ei dynnu fel gofyniad cyfreithiol.

Bydd LIC yn ymgynghori ar Addoli ar y Cyd ar wahân yn 2020.

Bydd y Fframwaith Cefnogi AG drafft yn cael ei gyhoeddi ar gyfer ymgynghoriad ym mis Ionawr 2020.

10. Adroddiad o'r Pwyllgor Gwaith a gynhaliwyd ar 14 Mai 2019

Ni chofnodwyd

11. Y CYSAG Effeithiol

Ni chofnodwyd

12. Cofnodion y cyfarfod a gynhaliwyd yng Nghaerdydd ar 26 Mawrth 2019

Ni chofnodwyd

13. Materion yn codi

Ni chofnodwyd

14. Gohebiaeth

Ni chofnodwyd

15. Dangos a dweud

Ni chofnodwyd

16. Unrhyw fater arall

Ni chofnodwyd

17. Dyddiad y cyfarfod nesaf:

Hydref 2019 – Ceredigion l'w gadarnhau

Gwanwyn 2020 – Merthyr Tudful

Diolchodd EE i bawb a gymerodd ran yn y cyfarfod ac yn arbennig i:

Y Pennaeth, Julia Buckley Jones, disgyblion a staff Ysgol Fabanod Glan Gele; Dafydd Owens, Cyfarwyddwr Addysg Dros Dro; Abdul Khan, Is Gadeirydd CYSAG Conwy a Yona Evans Awdurdod Lleol Conwy.



**Wales Association of SACREs meeting, at
Bodlondeb Council Offices**

Friday, 28th June 2019

10.30a.m. – 3.00p.m.

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT) Dylan Rees (DR)</p> <p>Blaenau Gwent Paula Webber (PW)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Maggie Turford (MT)</p> <p>Caerffili/ Caerphilly Paula Webber (PW)</p> <p>Caerdydd / Cardiff Maggie Turford (MT)</p> <p>Sir Gaerfyrddin / Carmarthenshire</p> <p>Ceredigion Lyndon Lloyd (LL)</p> <p>Conwy Huw Roberts (HR) Nicholas Richter (NR) Dafydd Ipain (DI) Abdul Khan (AK) Karl Lawson (KL) Iona Evans (IE) Cllr Owen</p> <p>Sir Ddinbych / Denbighshire Alison Ballantyne (AB)</p>	<p>Sir y Fflint / Flintshire</p> <p>Gwynedd Paul Rowlinson (PR)</p> <p>Merthyr Tudful / Merthyr Tydfil Maggie Turford (MT) Ernie Galsworthy (EG) Mark Prewet (MP)</p> <p>Sir Fynwy / Monmouthshire Sir Paula Webber (PW) Louise Brown (LB)</p> <p>Castell-nedd Port Talbot /Neath and Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd / Newport Paula Webber (PW) Huw Stephens (HS)</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys John Mitson (JM) Sian Fielding (SF)</p> <p>Rhondda Cynon Taf Maggie Turford (MT)</p>	<p>Abertawe / Swansea</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Maggie Turford (MT)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Vaughan Salisbury (VS)</p> <p>Sylwedyddion / Observers Rudolf Elliot Lockhart, REC Gwyneth M Hughes, CSYM</p> <p>Cyflwynwyr/Presenters Sally Holland, Children's Commissioner for Wales</p> <p>Minutes Gill Vaisey (GV)</p>
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Minutes of the meeting

1. Introduction and welcome

Prior to the meeting members enjoyed presentations from pupils and staff from Ysgol Glan Gele Infant School. Headteacher, Julia Buckley Jones gave a presentation on the new curriculum. Pupils shared their experiences of RE and Collective Worship in their school. They talked about the school being excited about trying out the new curriculum for Wales. Pupils then performed two songs.

Dafydd Owens, Acting Director of Education, welcomed everyone to Bodlondeb Council Offices.

Vice Chair of Conwy SACRE, Abdul Khan welcomed everyone to Conwy and referred to the mix of people that make up their SACRE. He stressed how important it is that everyone respects each other's different views and beliefs. He referred to his concerns about the lack of specialist religious education officers. He expressed his thanks to Phil Lord who used to support Conwy SACRE but was taken away from this post.

2. Quiet reflection

EE shared thoughts about a group of prospective headteachers he recently addressed. He referred to the saying 'to teach is to touch a life forever'.

He reflected on other sayings such as 'reach for the moon and even if you miss you will reach the stars'; and 'the mediocre teacher tells, the good teacher explains, the superior teacher demonstrates, and the great teacher inspires'.

He invited members to consider that we never know what effect our words and actions can have on others and we should always be mindful of this.

3. Apologies

Apologies were received from

Kathy Riddick (Blaenau Gwent), Alison Lewis (Swansea), Mathew Maidment (RCT), Jennifer Harding-Richards (Swansea), Andrew Jones (Monmouthshire), Michelle Gosney (Estyn) Tania ap Sion (Wrexham), Huw George (Pembrokeshire),

4. NAPfRE presentation: Sally Holland, Children's Commissioner for Wales

'The Right Way: A Children's Rights Approach to Education in Wales.'

Sally stressed that she is independent and does not work for one particular organisation.

She reminded members that there are forty-two rights that children have 'no matter what'. Children have a right to an education that allows them to achieve their potential. When offered a selection of 'rights cards', children often pull out the card 'right to have my own religion'.

Her office's response to the consultation on the new curriculum was that it felt there should be more emphasis on parity of experience across Wales and that all children should have access to learning about all people of belief across Wales and not those just in their locality. Sally referred to material they had produced around Islamophobia and the feedback from some schools who said that they wouldn't use these resources as they didn't have any Muslims in their school!

She supported the withdrawal of compulsory RE in sixth form but felt that pupils should have the choice to receive RE if they wish.

She supported the removal of the right for parents to withdraw their child(ren) from RE as she feels it is part of a child's right to a full education including RE and relationships and sex education.

Every child needs to learn about their human rights and know they are entitled to them whilst also knowing that they should support the rights of others. They should become citizens who act for human rights.

There are five key principles to support the implementation of the forty-two rights:

1. Embedding the UNCRC in everything schools do – ensuring all the forty-two rights are reflected throughout school life

2. Equality and non-discrimination – look at what children say about their experiences of feeling included

3. Empowering children – children must know about their rights in order to be able to take them up. (There is a useful clip on Sally's website from a school in Swansea which had particularly explored article 19 – the right to be safe. The children talked with teachers about some out-of-school activities they were attending where the children did not feel safe. They took this concern to their Headteacher who listened and acted where their parents had not.

4. Participation – culture of participation – students who feel they have ownership of their school values, ethics, direction alongside parents, teachers. It is worth considering how effective schools councils are in schools.

5. Accountability – Sally has been asking WG for the last four years to involve children in the curriculum consultation process and is pleased that this has finally occurred this week – although very late in the process.

Sally's office is asking for children's rights to be evident within the new curriculum. It feels this is already strongly evident in the Humanities AoLE and also to a certain extent in the Health and Wellbeing AoLE.

She would wish to make RE and Relationships and Sex education compulsory as this education is part of children's rights.

A Ynys Mon member raised concerns about the lack of a standard of education for those who are home schooled as this is not currently in place.

Sally recognised a real rise in the number of pupils receiving home schooling and recognises there are a variety of reasons for this. The Government has accepted her 'three tests' – to know where every child is, that all rights are being received including suitable education, that

all children should be seen and visited by officials so that they have an opportunity for their voices to be heard. The Government proposes a data base of children rather than a register. There is no appetite in the UK to prescribe a curriculum for home schooling (as there is in Jersey). A consultation on statutory government guidance is expected soon.

Sally does not agree with the automatic coupling of the words 'rights and responsibilities' because children have their rights 'no matter what'. People still have their human rights no matter what they have done. (There are currently twenty one children in Wales in prison and they all retain their rights under the UNCRC, even though they have committed serious crimes).

A company called Dynamix is carrying out focus groups and the government has created an online survey on the new curriculum available for all young people and children albeit three months into the current consultation.

In answer to a question regarding the current clause relating to the right of withdrawal from RE, Sally offered to send further information (extract from her consultation response to the government consultation).

EE and all members thanked Sally for her very interesting and helpful presentation.

5. Updates on the Curriculum for Wales

PW reported that yesterday NAPfRE and WASACRE jointly worked on a response to the consultation. This needs further work before finalising. The deadline is 19th July. The draft response will be sent to members of the WASACRE Executive and NAPfRE members first before finalising the joint response.

There have also been regional meetings of SACREs to consider the consultation.

Vaughan Salisbury has responded on behalf of the Free Church Council and this is available to view on the Churches website. Vaughan has shared documents with Libby Jones for WASACRE.

PW stressed the importance of responding and it is open to all organisations, and individuals.

6. Update on RE Supporting Framework

LJ reminded members that SACREs had been consulted on whether to produce a Supporting Framework. She reported that the process of writing the Supporting Framework started in February with a variety of professional experts from all over Wales. The document is now beginning to take shape although still needs more work. She emphasised the skill needed in producing this framework since the emphasis on subsidiarity for the new curriculum must be taken into account. Non specificity is a challenge but teachers are grateful for the guidance being given by the RE specialists. The draft Supporting Framework will be shared with SACREs through Welsh Government organised meetings before long.

The hope is that SACREs will adopt the Supporting Framework as their Agreed Syllabus. It will include references to the changes in legislation including the inclusion of RE for pupils

from 3 years old. The aim is to include advice and information that might currently be in the Welsh Circular 10/94 and still applicable.

EE thanked both PW and LJ for the enormous amount of work that they are carrying out on behalf of WASACRE and Wales.

In response to a question, it was confirmed that there is representation from ITT on the framework working group in the form of Rachel Bendall who is on the consultation panel of experts.

A question was raised about the place of the history of religion in Wales and Welsh cultural history and whether this is included in the curriculum. Rachel Samuel advised that there is opportunity for schools to choose what they include in their teaching; however this should include local history.

However, PW stressed that the curriculum is not a 'free for all' and will direct teachers to address specific deep key concepts, utilise specific skills and gain rich knowledge through experiences.

LJ highlighted the fact that the AoLE for Health and Wellbeing also addresses rich learning experiences alongside the other AoLEs. All the AoLEs are underpinned by the Four Purposes which aim to prepare pupils for the world of work.

7. Professional RE support for SACRES

WASACRE has been invited to write a paper to recommend to the Minister that four advisers – one for each region – are employed to serve each consortia's SACRES.

VS also suggested that we should not necessarily limit our ask of the WG to just four advisers.

RT reported that at a recent meeting of the Faith Community Forum, the need for each consortium to employ a specialist RE adviser was raised also.

Challenge adviser employed to support the SACRE but it is not working as she does not have time to attend NAPfRE meetings.

Some members noted the need for bilingual RE teachers and advisers. LJ highlighted the issue of a lack of bilingual teachers generally and this also has an implication for RE. This is an issue across all subjects.

LJ questioned where we might find a specialist in RE who is also bilingual and has the skills to act as an adviser employed by the Consortia. It was also acknowledged that being allocated funding to employ four advisers is just one part of the situation; there is also a need to provide support to train RE specialists to become advisers to SACRES.

HS referred to the need to recruit an adviser in relation to overseeing the adoption of an agreed syllabus. LJ agreed that a specialist adviser will be needed to support an Agreed Syllabus Conference in considering whether to adopt or adapt the Supporting Framework in 2021. Once the Agreed Syllabus is in place there will still be a need to support teachers in its implementation.

8. Professional Learning for RE

PW shared the outcomes of the meeting with Welsh Government representative – Kevin Palmer. As a result of the meeting held on 18th June there has been funding agreed for a professional learning package for a suite of resources specifically for RE, plus training for all those involved in teaching RE and training of ITT students. The need for training for non-maintained settings specifically was also recognised.

9. Up-dates:

LJ reported on the NAPfRE meeting from yesterday and her concern at the low number that attended yesterday's meeting – there were six members in the morning and only three in the afternoon. This is not adequate attendance when there are so many important issues that need to be dealt with. Maggie Turford will be leaving her role as employed by CSC as she does not wish to continue once her contract finishes on 31st August. This will affect five SACREs.

LJ referred to the collaborative meetings aimed to support consultation on the curriculum.

PW and LJ will be meeting with the Association of Directors of Education in Wales to inform them about the Supporting Framework for RE. It is hoped that this will support the adoption of the framework across all LAs in Wales.

NAPfRE wish to separate CW and RE guidance from Circular 10/94 into two separate documents. The relevant RE sections could then go into the Supporting Framework.

Training has been proposed to support new advisers to SACREs etc. This will have to be proposed to WASACRE formally and agreed at a future meeting.

Constitutions of the 22 SACREs could be evaluated with a view to consideration whether uniformity of SACRE constitutions across Wales could be achieved.

NAPfRE members also talked about the possibility of writing a 'Challenge brief for RE' which could be part of the Welsh Baccalaureate if Post 16 Re is removed as a legal requirement.

Collective Worship will receive a separate consultation by WG in 2020.

The draft Supporting Framework for RE will be published for consultation in January 2020.

10. Report from the executive Committee held on 14th May 2019

Not covered

11. The Effective SACRE

Not covered

12. Minutes of meeting held in Cardiff on 26th March 2019

Not covered

13. Matters arising

Not covered

14. Correspondence

Not covered

15. Show and tell

Not covered

16. Any other business

Not covered

17. Date for next meeting:

Autumn 2019 – Ceredigion TBA

Spring 2020 – Merthyr Tydfil

EE gave thanks to all involved in the meeting with special thanks to:

Headteacher, Julia Buckley Jones, pupils and staff from Ysgol Glan Gele Infant School;
Dafydd Owens, Acting Director of Education; Abdul Khan, Vice Chair of Conwy SACRE and
Yona Evans Conwy LA.

4. Cyflwyniad PYCAG yng Nghyfarfod CCYSAGauC 28 Mehefin 2019:

Sally Holland, Comisiynydd Plant Cymru

Atodiad: Barn y Comisiynydd Plant am hawl rhieni i dynnu eu plant yn ôl o Addysg Grefyddol (AG) ac Addysg Cydberthynas a Rhywioldeb (ACR):

Fel Comisiynydd Plant Cymru, fy swyddogaeth bennaf i yw diogelu hawliau a lles plant a phobl ifanc, ac felly rwy'n cefnogi'r cynnig i gael gwared ar hawl rheini i dynnu eu plant yn ôl o AG ac ACR. Isod ceir y darn perthnasol o'm hymateb ymgynghoriad i'r llywodraeth yn ei gyfanrwydd :

“Ni ddylid cadw hawl rheini i dynnu plentyn yn ôl o AG ac ACR. Mae cadw deddfwriaeth sy'n caniatáu i rieni dynnu person ifanc yn ôl o'r pynciau hyn yn gwrthod eu hawliau eu hunain i blant a phobl ifanc, ac nid yw'n caniatáu i berson ifanc optio i mewn i addysg cydberthynas a rhywioldeb cyn oed cydsynio cyfreithiol.

Gan fod y cynigion a argymhellir yn datgan na fydd ACR ac AG yn elfen orfodol o'r cwricwlwm ar ôl 16 oed, golyga hyn na fydd rhai plant a phobl ifanc yn cael unrhyw addysg cydberthynas a rhywioldeb o gwbl, a gellid dweud yr un peth am AG.

Mae hyn yn anghydnaws â hawliau dynol plant o dan ddeddfwriaeth ddomestig Deddf Hawliau Dynol 1998 a'r Confensiwn Ewropeaidd ar Hawliau Dynol. Mae hefyd yn anghydnaws â'r ymrwymiad yng Nghymru i Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CCUHP) a sicrheir gan Fesur Hawliau Plant a Phobl Ifanc (Cymru) 2011.

Mae'r CCUHP yn darparu ar gyfer:

- *yr hawl i gael eu clywed, mynegi barn a chymryd rhan mewn penderfyniadau (Erthygl 12);*
- *yr hawl i ryddid mynegiant (Erthygl 13).*

Yn ogystal, mae gan blant yr hawliau canlynol o dan y CCUHP sy'n cefnogi darparu Addysg Cydberthynas a Rhywioldeb ac Addysg Grefyddol, sef:

- *yr hawl i beidio â chael eu gwahaniaethu (Erthygl 2)*
- *yr hawl i gyrchu gwybodaeth a fydd yn caniatáu i blant wneud penderfyniadau am iechyd (Erthygl 17)*
- *yr hawl i brofi'r iechyd gorau posibl, mynediad at gyfleusterau iechyd, gofal iechyd ataliol, ac addysg a gwasanaethau cynllunio teulu (Erthygl 24)*
- *yr hawl i addysg sy'n cynorthwyo pob plentyn i ddatblygu a chyrraedd eu llawn botensial a pharatoi plant i ddeall a dangos goddefgarwch at eraill (Erthygl 29)*
- *yr hawl i ddisgwyl i'r llywodraeth eu gwarchod rhag camdriniaeth a cham-fanteisio rhywiol (Erthygl 34).*

Mae'r hawliau cyfreithiol traddodadwy canlynol yn gymwys hefyd o dan y Ddeddf Hawliau Dynol a'r Confensiwn Ewropeaidd ar Hawliau Dynol:

- *yr hawl i ryddid meddwl, cydwybod a chrefydd (Erthygl 9).*
- *yr hawl i ryddid mynegiant (Erthygl 10)*
- *yr hawl i beidio â chael eu gwrthod rhag addysg (Erthygl 2, Protocol 1)*

Mae Erthygl 2 o Brotocol 1 yn cydnabod hawliau pwysig i rieni:

“Ni wadir hawl i addysg i unrhyw berson. Wrth ymarfer unrhyw swyddogaethau mae'n eu cymryd mewn cysylltiad ag addysg ac addysgu, bydd y Wladwriaeth yn parhau hawl rhieni i sicrhau bod y fath addysg ac addysgu'n cydymffurfio â'u credoau crefyddol ac athronyddol eu hunain.”

Yng ngoleuni hyn mae'n bwysig nodi fod canllawiau Llys Hawliau Dynol Ewrop o amgylch Erthygl 2 o Brotocol 1 yn ei gwneud yn glir fod hawliau'r rhiant o dan y ddarpariaeth hon yn ategiad i'r hawl sylfaenol i addysg ac nid yw'n mynnu fod y Wladwriaeth yn cynnig eithriadau cyffredinol. Sefydlwyd hyn drwy gyfraith achos oedd yn ymwneud â darparu ACR, er enghraifft Dojan ac eraill v. Yr Almaen 201121, a ddyfarnodd nad oedd gwrthodiad y Wladwriaeth i eithrio'r plant o ddsbarthiadau a gweithgareddau yr oedd eu rhieni'n ystyried yn anghydnaws â'u hargyhoeddiadau crefyddol, yn torri Erthygl 2 o Brotocol Rhif 1.

Oherwydd y dull cwricwlwm a bennir yn Dyfodol Llwyddiannus, lle mae profiadau dysgu integredig yn cynnwys datblygu gwybodaeth a sgiliau a hynny mewn perthynas â gwahanol feysydd cwricwlwm, bydd tynnu plant yn ôl o ACR ac AG yn gwadu iddynt hefyd fynediad at eu hawliau i addysg mewn meysydd cwricwlwm eraill. O fewn model sybsidiaredd o ddatblygu a chyflwyno'r cwricwlwm, bydd hi'n heriol iawn hefyd i ysgolion bennu pa elfennau o'u darpariaeth sy'n rhan o raglen astudiaeth y Cwricwlwm Cenedlaethol fel y'i pennwyd yn Neddf Addysg 1996; a pha elfennau nad ydynt.

Rwy'n pwyso ar Lywodraeth Cymru i fod yn gryf yn eu hymrwymiad i'r CCUHP a sicrhau nad yw'r ddeddfwriaeth hon yn gwrthod hawliau plant a phobl ifanc. Mae hyn yn bwysig iawn er mwyn diogelu lles holl bobl ifanc Cymru. Mae'r orfodaeth ddeddfwriaethol i hyn yn gryf iawn yn barod, ond caiff ei chryfhau ymhellach os cynhwysir sylw dyledus i'r CCUHP ar wyneb y Bil.”

Fel y nodwch yn eich llythyr, mae cynnwys hawliau dynol plant a phobl ifanc yn y ddeddfwriaeth drwy ddyletswydd sylw dyledus yn ganolog i'm galwadau ynghylch y cwricwlwm. Eglurir hyn yn fanwl yn fy mhapur sefyllfa, yma:

<https://www.childcomwales.org.uk/our-work/policy-positions/curriculum-reform/>

4. NAPfRE presentation at WASACRE Meeting 28th June 2019:

Sally Holland, Children's Commissioner for Wales

Appendix: Children's commissioner's view on parental right to withdrawal from RE and Relationships and Sexuality Education:

As the Children's Commissioner for Wales my principal role is to safeguard the rights and welfare of children and young people, and as such I am in support of the proposal to remove the right of parents to withdraw their children from RE and RSE. Below is the relevant section of my consultation response to government in its entirety:

"The parental right to withdraw a child from RE and RSE should not be retained. Retaining legislation that allows parents to withdraw a young person from these subjects denies children and young people their own rights, and does not allow a young person to opt in to relationships and sexuality education before the legal age of consent.

As the proposals outlined state that RSE and RE will not be a compulsory element of the curriculum after aged 16, this means that some children and young people will receive no relationships and sexuality education at all, and the same could apply in relation to RE.

This is incompatible with the human rights of children under both the domestic legislation of the Human Rights Act 1998 and the European Convention on Human Rights (ECHR). It is also incompatible with the commitment in Wales to the UNCRC guaranteed by the Rights of Children and Young Persons (Wales) Measure 2011.

The UNCRC provides for:

- *the right to be heard, express opinions and be involved in decision-making (Article 12);*
- *the right to freedom of expression (Article 13).*

In addition, children have the following rights under the UNCRC that support the provision of Relationships and Sexuality Education and Religious Education specifically:

- *the right to non-discrimination (Article 2)*
- *the right to access information that will allow children to make decisions about health (Article 17)*
- *the right to experience the highest attainable health, access to health facilities, preventative health care, and family planning education and services (Article 24)*
- *the right to an education that support all children to develop and reach their full potential and prepare children to be understanding and tolerant to others (Article 29)*
- *the right to government protection from sexual abuse and exploitation (Article 34).*

The following justiciable legal rights also apply under the Human Rights Act and the European Convention on Human Rights (ECHR):

- *the right to freedom of thought, conscience and religion (Article 9).*
- *the right to freedom of expression (Article 10)*
- *the right not to be denied education (Article 2, Protocol 1)*

Article 2 of Protocol 1 also recognises important parental rights:

“No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.”

*In light of this it is important to note that the European Court of Human Rights guidance around Article 2 of Protocol 1 makes clear that the rights of the parent under this provision is an adjunct to the fundamental right to education and does not require the State to offer blanket exemptions. This has been established through case law relating to the provision of RSE, for example *Dojan and Others v. Germany* 201121, which ruled that the refusal of the State to exempt the children from classes and activities that were regarded by their parents as incompatible with their religious convictions was not in breach of Article 2 of Protocol No. 1.*

*Due to the curriculum approach specified in *Successful Futures*, in which integrated learning experiences include the development of knowledge, skills and related to different curriculum areas, withdrawing children and young people from RSE and RE will also deny them access to their entitlements to education in other curriculum areas. Within a subsidiarity model of curriculum development and delivery it will also be very challenging for schools to determine which elements of their provision are part of the National Curriculum programme of study as specified in the 1996 Education Act; and which elements are not.*

I urge Welsh Government to be strong in their commitment to the UNCRC and ensure that this legislation does not deny the rights of children and young people. This is very important to safeguard the welfare of all young people in Wales. The legislative mandate for this is already very strong, but will be strengthened further if a due regard duty to the UNCRC is included on the face of the Bill.”

As you point out in your letter, including the human rights of children and young people in the legislation through a due regard duty is central to my calls around the curriculum. This is explained in detail in my position paper, here: <https://www.childcomwales.org.uk/our-work/policy-positions/curriculum-reform/>