



Complete Agenda

Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

SACRE

Date and Time

3.30 pm, TUESDAY, 12TH JULY, 2022

Location

Virtually via Zoom

(For Public Access, please contact Einir Rh Davies)

Contact Point

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(DISTRIBUTED 05/07/22)

SACRE

MEMBERSHIP (7)

Plaid Cymru (4)

Councillors

Elin Walker Jones

Paul John Rowlinson
Meryl Roberts

Menna Baines

Independent (3)

Councillors – Awaiting Nominations

Ex-officio Members

Chair and Vice-Chair of the Council

Christians and Other Religions

Gwawr Maelor Williams
Eirian Bradley Roberts
Eurfryn Davies
Naomi Wood
Patrycja Bielak Smith
Edward Parri-Jones
Awaiting Nomination
Awaiting Nomination

Presbyterian Church of Wales
Catholic Church
Union of Welsh Baptists
Church in Wales
Buddhist
Humanist
Methodist Church
The Independents

Teachers

Miriam A. Amlyn
Heledd Jones
Vacant Seat – UCAC
Vacant Seat – SHA
Vacant Seat – ASCL
Vacant Seat – NAHT

NAS/UWT
NEU
UCAC
SHA
ASCL
NAHT

Co-Opted Members:

A G E N D A

1. QUIET REFLECTION OR PRAYER

Quiet Reflection or Prayer

2. ELECT CHAIR

To Elect a Chair for this Committee for 2022/2023

3. ELECT VICE CHAIR

To Elect a Vice Chair for this Committee for 2022/2023

4. APOLOGIES

To Receive any Apologies for Absence

5. DECLARATION OF PERSONAL INTEREST

To Receive any Declaration of Personal Interest

6. URGENT MATTERS

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

7. MINUTES OF THE PREVIOUS MEETINGS

5 - 13

The Chairman shall propose that the minutes of the previous meetings of this committee held on the 8th June 2021, 23rd November 2021 and 1st February 2022 be signed as a true record

8. SACRE MEMBERSHIP

To Consider Increasing the Current SACRE Membership

9. SACRE ANNUAL REPORT 2020-2021

14 - 32

To Accept the SACRE Annual Report for 2020 - 2021

10. WASACRE MATTERS

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To note the communications received from WASACRE :

Update : Agreed Syllabus Conferences 2022

FAQs : Agreed Syllabus Conferences 2022

SACRE - STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION 08/06/21

Present: Councillor Paul J. Rowlinson (Chair)

Gwynedd Council Members: Councillors Menna Baines, Selwyn E. Griffiths, Judith Humphreys, Dewi W. Roberts

Christians and Other Faiths: Eurfryn Davies (Union of Welsh Baptists), Anest G. Frazer (Church in Wales), Gwawr Maelor Williams (Presbyterian Church of Wales)

Teachers: Miriam Amlyn (NASUWT)

Officers: Einir Rh. Davies (Member Support Officer), Buddug Mair Huws (Assistant Education Quality Improvement Officer and SACRE Clerk), Sion Huws (Legal Department), Eirian Roberts (Member Support Officer)

Present for Item 8: Dr Gareth Evans Jones, Lecturer in Religious Studies, School of History, Philosophy and Social Sciences, Bangor University

The Chair confirmed that although a number of apologies had been received, there was a quorum.

1. PRAYER

The meeting was opened with a prayer from Councillor Selwyn E. Griffiths.

2. ELECTION OF CHAIR

RESOLVED to re-elect Councillor Paul Rowlinson as Chair of this Committee for 2021/22.

3. ELECTION OF VICE-CHAIR

RESOLVED to re-elect Councillor Menna Baines as Vice-chair of this Committee for 2021/22.

4. APOLOGIES

Eirian Bradley-Roberts (The Catholic Church), Dashu (Buddhism), Cathryn Davey (UCAC), Garem Jackson (Head of Education Department), Heledd Jones (NEU)

5. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received.

6. URGENT ITEMS

No urgent items were received.

7. MINUTES OF THE PREVIOUS MEETING

The Chair confirmed and signed the minutes of the meeting of this Committee held on 10 February 2021 as a true record.

8. THE FUTURE OF BANGOR UNIVERSITY'S RELIGIOUS EDUCATION CENTRE

Dr Gareth Evans Jones, Lecturer in Religious Studies, School of History, Philosophy and Social Sciences, Bangor University was welcomed to the Committee meeting. He confirmed the Department's intention, in discussions with the Library, to take over responsibility for the Centre, merging it with a new project entitled 'Reconnect'. He confirmed the benefits of belonging to a cross-disciplinary Department that encouraged module sharing.

He gave details of the project which would create a new written resource for teachers of Religious Education at A level. He noted that the University was in the process of discussing new Religious Education pathways within the degree course, encouraging students, as part of the course, to follow the Religious Education route. The comment was reinforced by confirming that the Education Department also offered a new education module to include Religious Education, which gave a taste of teaching and learning.

The Committee noted that it was pleased to hear about the Religious Education pathway, particularly in light of the developments with the new curriculum, and the need to ensure that there are qualified teachers with specialist knowledge of Religious Education.

It was asked if it would be possible to include material for GCSE, as it was felt that it was at this level that pupil engagement was needed, perhaps bridging afterwards to show the opportunities. It was noted that it was a wonderful opportunity to do this now, although the target was A level pupils.

The challenges, such as liaising with schools in recent times, were highlighted. He also noted the lack of Welsh-medium resources, but that this problem had been overcome by adapting English-language materials rather than just translating them, adding a Welsh dimension to them.

With regard to A levels in Arfon in particular, given the low take-up for the subject, wouldn't distance learning be one solution? It was confirmed that the Department would be able to assist with this as collaboration is the priority. The comment was reiterated, noting that a teaching taster module was being offered by the Education Department, with scope for an interactive project.

It was confirmed that the Religious Education Newsletter will be resurrected and published before the end of the year.

RESOLVED to welcome the update from Professor G. Evans Jones and agree to further collaboration between Gwynedd SACRE, Gwynedd Council's Education Department and Bangor University.

9. DRAFT SACRE ANNUAL REPORT

The draft report for the period September 2019 to August 2020 was presented to the Panel. Concern was raised by the author in the Report that GwE's support had now ceased, and as a result the overview and analysis of subject specialisation had been lost. It was noted that another side effect of losing the support was that the Action Plan was not as comprehensive as in previous years.

Thanks were expressed for the report and the comments noted, agreeing to adopt the report for the period September 2019 to August 2020.

10. CO-OPTING PUPILS ONTO THE SACRE COMMITTEE

Everyone was reminded that the above matter had been discussed some years ago, and that one of the difficulties at the time was the practical issue surrounding pupils' ability to travel to Caernarfon to attend meetings. It was noted that travel would no longer be a problem as the meetings were held on a virtual basis.

A discussion ensued and concerns were noted such as the confidentiality of reports and whether it would be appropriate for a pupil to be involved in this type of discussion. It was noted, however, that SACRE meetings were public meetings. It was noted that there had to be a clear purpose for the pupil to attend the meeting, with a clear role and contribution to make. It was asked what the position would be in terms of the pupil's need to declare an interest.

It was suggested that consideration could be given to teacher and pupil input, with the teacher talking about a particular piece of work and the child discussing it from the pupil's point of view. The Committee was reminded that the issue of pupil inclusion in Council committees had been discussed in other committee meetings. The Committee felt that, as a result of the change in voting rules for young people, and the promotion of youth participation in decision making, it would be helpful for the Chair to make further enquiries. It was questioned that it might be better to discuss with young people in the first instance, explaining what SACRE is and asking whether they felt they would have a role. It was noted that it was important to be clear what the role of the pupil would be at the meeting. It was confirmed that consideration would need to be given to how to select children in terms of age, location, number of children, etc.

It was resolved, subject to the comments received following a conversation between the Chair and the relevant Officer, to accept the proposal to form a working group to look at all options for co-opting pupils onto the SACRE committee. It was agreed that it would be necessary to report back to the full Committee in due course under the chairmanship of Councillor Dewi W. Roberts, with Miriam Amlyn, Anest G. Frazer and Gwawr M. Williams as members.

11. RESPONSE TO THE WELSH GOVERNMENT'S CONSULTATION: "GUIDANCE ON THE DESIGN AND DELIVERY OF MANDATORY RELIGION, VALUES AND ETHICS"

The report was received, noting that a conference will need to be organised between December 2021 and summer 2022 as things currently stand.

A discussion ensued and it was hoped that there would be no change before 2023 in order to get it right, as this would be a different way of delivering lessons. It was confirmed that the Unions had consulted extensively and had held several discussions. It was noted that the document looked good, but there was concern regarding the number of hours allocated to Religious Education, and the need to work hard to maintain the status of Religious Education as it had been an individual subject to date. It was confirmed that Estyn had already been asking how it was intended to retain subject specialisation.

It was decided to express satisfaction with the content of the consultation, noting that Religious Education subject skills are key to the specialist element of teaching the new curriculum. It was noted that the Welsh Government needed to delay at least a year before introducing the new curriculum, in order to allow schools the opportunity to re-stabilise.

12. WASACRE MATTERS

- a) The Minutes of the Meeting held on 23 March 2021 were received.
- b) Kathy Riddick's Nomination to the Executive Committee was supported.
- c) The Date of the Next Meeting was noted and the names of Eurfryn Davies, Councillor Dewi W. Roberts and Councillor Paul Rowlinson were proposed as Representatives to the WASACRE on this occasion.

The meeting commenced at 2 p.m. and concluded at 3.40 p.m.

CHAIR

SACRE - STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

23/11/21

Present: Councillor Paul J. Rowlinson (Chair)

Gwynedd Council Members: Councillors Menna Baines and Selwyn E. Griffiths

Christians and Other Faiths: Eirian Bradley-Roberts (The Catholic Church)

Officers: Eimir Rh. Davies (Member Support Officer), Buddug Mair Huws (Assistant Education Quality Improvement Officer and SACRE Clerk), Translators

Present for item 6: Libby Jones, Religious Education Adviser, Wrexham County Borough Council

It was confirmed that as there were a number of apologies and absences, there was no quorum and it was not possible for the Committee to make any decisions, but that the meeting would continue and matters would be shared for information.

Councillor Selwyn E. Griffiths paid special tribute to Councillor Pat Larsen and Councillor Wyn Meredith, thanking them for their vital work with the SACRE and WASACRE.

1. PRAYER

The meeting was opened with a prayer from Councillor Menna Baines.

2. APOLOGIES

Miriam Amlyn, Cathryn Davey, Cllr Judith Humphreys, Cllr Dewi W. Roberts, Cllr Cemlyn R. Williams, Gwawr Maelor Williams.

3. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received.

4. URGENT ITEMS

No urgent items were received.

5. MINUTES OF THE PREVIOUS MEETING

In the absence of a quorum, the Chair was unable to confirm the minutes of the meeting of this Committee, held on 8 June, as a true record. The minutes would be signed at the next meeting.

6. AN UPDATE ON THE GUIDELINES FOR RELIGION, VALUES AND ETHICS (RVE) WITHIN THE NEW CURRICULUM

Libby Jones gave a presentation to SACRE Members on the above Guidelines, confirming that Religious Education had undergone significant changes. She referred to the messages for the SACRE in terms of the Agreed Syllabus and curriculum planning. She also noted the important messages for schools when planning for RVE, including the use of sub-lenses. She also explained that under Human Rights Law, the subject would be objective, critical and pluralistic. She concluded by referring to the opportunity for professional learning.

It became clear from the presentation that the Guidelines referred to the need for major changes, and that RVE as a subject would include non-religious philosophical convictions. Another change was that the subject was mandatory from ages 3-16, with nursery settings to include provision for RVE. On the other hand, after the age of 16, it was noted that a pupil would opt into RVE. It was confirmed that an embargoed version of the Guidelines would be available before Christmas.

She elaborated on the important messages for the SACRE.

An agreed syllabus was the responsibility of the Local Authority, and needed to be in place in good time for schools to teach their new curricula from September 2022 onwards. The new Guidelines may form the basis of the syllabus, but it needed not to be overly restrictive - the sub-lenses may help.

There was a need to organise an Agreed Syllabus Conference, with as wide a membership as possible, and the need to inform schools of this intention as soon as possible, was noted.

Further questions were asked about the sub-lenses, where it was confirmed that they were not topics or themes, but disciplines or perspectives. It was noted that in determining themes, RVE would be guided by these viewpoints.

Following the report provided by Libby Jones, the importance of having a presence from the Council's Education Department to put the SACRE on the right path in relation to this change was noted. It was questioned whether it would be possible to work regionally, and the need for SACRE Members to understand GwE's contribution, the Council's role and how to collaborate, was noted.

As the subject will be mandatory, and a core part of the new curriculum, it was noted that some schools may need support to make this happen.

RESOLVED As there was no quorum, it was not possible for the Committee to make a decision but the presentation was accepted and Libby Jones was thanked for her contribution.

7. SACRE ANNUAL REPORT 2020-21

It was confirmed that a draft of the Annual Report was in progress and would be submitted to the next SACRE meeting for approval.

RESOLVED As there was no quorum, it was not possible for the Committee to make a decision but the update on the above was accepted and the way forward was confirmed.

8. WASACRE MATTERS

Thanks were given for the WASACRE Annual Report for 2020-21, the WASACRE Treasurer's Annual Report for 2020-21, including the Statement of Accounts and minutes of the WASACRE meeting held on 16 June 2021.

An update was received from the WASACRE Autumn Meeting held on 23 November 2021, where a presentation was given on the New Curriculum by an officer from Central South, South East and GwE Consortia. The support available was reported at the meeting and concern was raised that south Wales SACREs appeared to be playing a central role in comparison with the north. Particular concern was expressed at GwE's lack of support for SACRE.

Reference was also made to the series published by Hodder to accompany the new curriculum, and a request was made for the message to be circulated that the series was not necessarily suitable for Wales as they did not receive any Welsh input when it was created.

The need to organise an Agreed Syllabus Conference before September 2022 was then discussed, and it was suggested that the first meeting might be held on 1 February. It was confirmed that as a body, the Conference was separate to the SACRE but that it would make sense to continue with the same membership. As a result, it was suggested that it may be possible to write to the religious bodies for nominations as there were many vacancies on the SACRE and membership numbers had declined.

RESOLVED As there was no quorum, it was not possible for the Committee to make a decision but the reports were accepted for information.

The meeting commenced at 2 p.m. and concluded at 3.10 p.m.

CHAIR

**S.A.C.R.E. - STANDING ADVISORY COUNCIL
ON RELIGIOUS EDUCATION
01/02/2022**

Present:

Gwynedd Council Members: Councillors Menna Baines, Judith Humphreys, Paul Rowlinson (Chair)

Christians and Other Faiths: Eirian Bradley-Roberts (The Catholic Church), Gwawr M Williams (Presbyterian Church of Wales), Eurfryn Davies (Union of Welsh Baptists)

Teachers: None

Officers: Garem Jackson (Head of Education Department), Einir Rh. Davies (Member Support Officer), B Mair Huws (Assistant Resources Officer and SACRE Clerk)

It was confirmed that as there were a number of apologies and absences, there was no quorum and it was not possible for the Committee to make any decisions, but that the meeting would continue and matters would be shared for information.

1. PRAYER

The meeting was opened with a prayer from Councillor Judith Humphreys.

2. APOLOGIES

Cathryn Davey, Dashu, Cllr. Selwyn E Griffiths

3. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received.

4. URGENT ITEMS

The Chair made reference to an e-mail that had been received by SACRE Wales which asked about the nominations to the Executive Committee, with a closing date of the 8 April, and it was agreed to circulate the e-mail.

5. MINUTES OF THE PREVIOUS MEETING

In the absence of a quorum, the Chair was unable to confirm the minutes of the two previous meetings of this Committee, held on 8 June and 23 November as a true record. The minutes would be signed at the next meeting.

6. AGREED SYLLABUS CONFERENCE FOR RELIGION, VALUES AND ETHICS WITHIN THE NEW CURRICULUM FOR WALES

The Chair outlined the need for every Education Authority to establish a Conference as a separate entity to the SACRE meeting for the above. It was reported that the Conference, that was to be held jointly with Anglesey, had been arranged for the 15 February 2022 under the leadership of Phil Lord from GwE. The importance of the Conference and this opportunity to agree on the syllabus could not be over emphasized. It was confirmed that there was a need for the local Committee to consider the Welsh Government's Guidelines, and then for schools to take into consideration the agreed syllabus.

Reference was made to the guidelines that had been prepared by the Government, along with the legal status. No observations had been submitted on the guidelines and as many Members as possible from SACRE Gwynedd were encouraged to attend the Committee.

RESOLVED: As there was no quorum, it was not possible for the Committee to make a decision but the information regarding the conference which is to be held jointly with Anglesey, led by Phil Lord of GwE, was shared.

7. SACRE ANNUAL REPORT 2020-2021

The members were reminded that the report considered the academic year from September 2020 to August 2021, and followed the same pattern as the previous years. As a result of the pandemic, there were some matters that had not been completed, as highlighted in the report. It was noted that the membership needed updating. The Members were reminded that there were a number of important matters discussed in SACRE meetings during the period, including the future of Religious Education at Bangor University, co-opting students on the SACRE committee and the wellbeing of students during the period. The concern that it was not possible to discuss consultation documents at committees was reported, but instead that the work of collecting responses had to be done electronically.

The recommendations of the report were looked at and it was agreed to adapt them by removing the reference to WJEC and the examination situation, to include a reference to subject guidance, and to remove the sentence discussing inviting SACRE Members to collective worship at schools, as it was not possible for this to happen.

In response to the question regarding the need for books for the new syllabus, it was noted that they were being commissioned through WJEC, and the hope was that the Welsh and the English versions would arrive together. The need for additional caution was noted and to be vigilant of resources created outside of Wales as the syllabus was different.

In response to the observation regarding the Membership, and the fact that this was the second time for the Committee to meet without a quorum, it was confirmed that the Membership would be discussed at the next Teachers Union Forum and at the Headteachers Forum in due course, with the hope of extending the membership. In terms of representation of different religions, it was confirmed that contact had been made with many other religions to try to obtain nominations if there had been no response. It was agreed to continue with the work and contact the University for support.

The Chair expressed his disappointment that there was no quorum again at this meeting, despite the efforts to inform members of the Committee about the meeting, but despite this it was a beneficial discussion. Everyone was reminded of the Syllabus Conference to be held on the 15 February, 2022.

RESOLVED As there was no quorum, it was not possible for the Committee to make a decision but members expressed their thanks for the draft report, and a few suggestions were made.

Concern regarding the number of vacant seats on SACRE was expressed, and the need to ask again for nominations for these seats was noted.

The meeting commenced at 2:15pm and concluded at 2:50pm

CHAIR.

1.1 Introduction from the Chairman

Once again, the Covid 19 pandemic cast a deep shadow over our schools in the 2020-21 academic year. The schools had to close their doors for part of the year and there were other times when large numbers of pupils had to learn remotely. Throughout the year the main priority of the authority and schools was the wellbeing of our pupils and staff and we spent time in our first meeting after the start of the pandemic, which we were able to hold in November 2020, discussing this vitally important issue. We were able to hear from the teachers about the challenges they faced and express our appreciation of their efforts in a very difficult period and the fact that Religious Education continued to be delivered during the lockdown.

The SACRE was not able to carry out its normal duties of monitoring the standards of Religious Education because the system of schools' self-evaluations, Estyn inspections and external examinations was suspended during the year. Similarly, it was not possible for SACRE members to visit schools to see their acts of collective worship.

Despite that, I am grateful to the members of the Gwynedd SACRE for their work during the year, which is described in the report below. It included a response to the Welsh Government's consultation on " Guidance on the design and delivery of mandatory Religion, Values and Ethics", expressing our satisfaction with the content of the consultation and noting that Religious Education subject skills are key to the specialist element of teaching the new curriculum.

Finally, I would like to thank our teachers for their care and commitment in delivering Religious Education and conducting acts of collective worship, which are a valuable part of school life and help to promote the wellbeing of our pupils, spiritually, socially and emotionally.

Councillor Paul Rowlinson
Chair Gwynedd SACRE, 2020/2021

Standing Advisory Council for Religious Education

GWYNEDD ANNUAL REPORT

September 2020 - August 2021

Head of the Education Department

Mr Garem Jackson

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SECTION 3: ANNEXES

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3.2 Membership of Gwynedd SACRE 2020-21

3.3 SACRE meetings held during the reporting period

3.4 Guidance provided by Gwynedd SACRE to support the self-evaluation of standards in Religious Education and collective worship

3.5 Guidance provided by Gwynedd SACRE to members who attend collective worship in schools

3.6 Gwynedd SACRE action plan for 2017-20

**SECTION 1:
EXECUTIVE SUMMARY**

SACRE's function in relation to Religious Education

A clear outline of SACRE's function is given in the Welsh Office Circular 10/94

SACRE advises the LEA on matters relating to the provision of Religious Education and Collective Worship, and is responsible for the establishment of an ad hoc body, the Agreed Syllabus Conference, to produce or consider amendments to the Agreed Syllabus for Religious Education.

1.1 Introduction by the Chairman

Councillor Paul Rowlinson
Chairman, 2020/2021

SECTION 2: ADVICE to GWYNEDD EDUCATION DEPARTMENT

2.1 SACRE's function in relation to Religious Education

A clear outline of SACRE's function is given in the Welsh Office Circular 10/94.

SACRE advises the LEA on matters relating to the provision of Religious Education and Collective Worship, and is responsible for the establishment of an ad hoc body, the Agreed Syllabus Conference, to produce or consider amendments to the Agreed Syllabus for Religious Education.

2.2 The Locally Agreed Syllabus

Gwynedd and Anglesey SACREs have adopted the 'National Exemplar Framework for Religious Education for 5-19 year old learners' as the Locally Agreed Syllabus for Gwynedd and Anglesey (2008).

A SACRE's main function is '*...to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit.*'

Education Reform Act 1988 s.11 (1) (a)

2.3 How good are standards?

Gwynedd SACRE monitors religious education and collective worship by:

- receiving a summary of a school's self-evaluation report in response to the key questions of ESTYN's Inspection Framework;
- analysing the Local Authority's teacher assessments and secondary examination results;
- reviewing ESTYN inspection reports for references to 'religious education' or 'collective worship';
- inviting teachers and head teachers to share their good practices with members in the termly meetings, and by,
- accepting schools' invitations to attend a collective worship session.

2.3.1 Schools' self-evaluation reports

SACRE members resolved at their meeting on 9 February 2011, to continue to receive copies of schools' self-evaluation of religious education and collective worship and asked head teachers to use a revised template. Gwynedd SACRE, Anglesey head teachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved the new template which was redrafted in response to the new ESTYN Inspection Framework (Appendix 3.5). The SACRE clerk, who is an assistant education quality improvement officer with Gwynedd Council is responsible for distributing the template and collating the self-evaluation reports. Due to the COVID-19 pandemic ESTYN visits ceased during March 2020 and did not re-start during the 2020 -2021 school year.

2.3.2 Teacher assessment and external examination results in the secondary sector

KS3 teacher assessments and KS4 and KS5 external examination results were not discussed during the SACRE meetings held in 2019-20.

2.4 Response of Local Authority

Mair Huws, Assistant Education Resources Officer for Gwynedd Council ensures that any guidance or recommendations made by Gwynedd SACRE is communicated directly to the primary and secondary head teachers.

An action plan for Gwynedd SACRE outlines the four priorities for 2017-20. The priorities were identified during the discussions held throughout the year and in the Annual SACRE report of 2016-17 and 2017-18. However during a period of budget cuts, there is no longer a local advisory service which can provide support and training for teachers who teach religious education and it is increasingly difficult for SACRE to be able to advise and support schools.

Priority 1: Curriculum for Wales, Humanities Area of Learning and Experience “What Matters’ statements

Priority 2: Promote good quality collective worship

Priority 3: Professional support for Gwynedd SACRE?

Priority 4: Rich learning experiences – the contribution that local partners can make in order to develop and understanding of religious education in the new curriculum

Up until April 2018, Gwynedd Council commissioned GwE (School Effectiveness and Improvement Service) to support Gwynedd SACRE meetings and to represent Gwynedd SACRE in regional and national meetings. In March 2018, the Gwynedd SACRE clerk was notified that GwE would no longer be providing professional support to Gwynedd SACRE.

What are SACRE’s recommendations to Gwynedd Council?

- Ensure that Gwynedd SACRE receives appropriate support and strategic leadership to discharge its duties as a statutory committee

2.5 Religious Education and the Welsh Government

The Welsh Government has published and distributed guidance documents to support RE teachers:

- <http://wales.gov.uk> > search for Religious Education
- The National Exemplar Framework for Religious Education in Wales (2008)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)
- Religious Education: Guidance for 14-19 year old learners (2009)
- People, Questions and Beliefs: Religious Education in the Foundation Phase (2013)
- Religious Education: Chief Moderator’s Report 2012 (<http://cbac.co.uk>)

Curriculum for Wales

- During 2014-15, Professor Graham Donaldson was commissioned to undertake an independent review of the curriculum and assessment arrangements in Wales.
- The Wales Association of SACRES (WASACRE) is represented on the Welsh Government’s Strategic Stakeholders Group and representatives from the National Advisory Panel for Religious Education (NAPfRE) have attended meetings during the year with representatives from the Welsh Government’s Curriculum Department as they support the pioneer schools and develop a Curriculum for Wales.
- Gwynedd SACRE responded to the Welsh Government Consultation on: “Guidance on the Design and Delivery of Mandatory Religion Values and Ethics”

SACRE’s recommendation to Gwynedd Council

- Ensure that teachers are aware of the ‘what matters’ statements for the Humanities Area of Learning and Experience. RE teachers are aware of the guidance documents available and act on the guidance.
- Encourage Gwynedd religious education teachers and SACRE members to contribute fully to any review of the curriculum and assessment arrangements.

2.6 Religious Education and ESTYN

Gwynedd SACRE recommends the following resources to RE teachers and head teachers:

- www.estyn.org.uk;
- Religious Education in Secondary Schools (ESTYN, June 2013);
- Supplementary Guidance: collective worship in non-denominational schools (ESTYN, October 2017);
- Religious Education in Key stage 2 and Key stage 3 (ESTYN, June 2018)

SACRE's recommendations to Gwynedd Council

- Ensure that schools and secondary RE teachers are aware of the findings of the ESTYN report and act on the recommendations.

2.7 SACRE's function in relation to collective worship

Welsh Office Circular 10/94 notes that the LEA should work with SACRE to keep an eye on the daily collective worship provision, and should consider with it any steps which may be taken to improve such provision.

The collective worship must be "of a broadly Christian character". The "determination" procedure permits the suspension of these requirements in relation to some or all of the pupils in a school where they are deemed inappropriate. .

- SACRE members and Gwynedd schools have received collective worship guidance documents:
 - 'Supplementary guidance for inspecting collective worship in non-denominational schools' (ESTYN, October 2017);
 - Guidance on Collective Worship (WASACRE, June 2013).
- Gwynedd SACRE monitors standard of collective worship in schools by reviewing schools' self-evaluation reports;
- No self-evaluation reports were received in 2020-2021 as no school was asked to prepare one.

Determinations

There was no request from any school for a determination in relation to collective worship

SACRE's Recommendations to Gwynedd Council

- Ensure that schools conform to the statutory requirement for collective worship and provide quality collective worship sessions;

3.1 Administrative matters in relation to SACRE

SACRE was established by Gwynedd Education Committee in 1996 to include:

Christians and Other Faiths, namely,

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

Teachers, namely;

- The Association of School and College Leaders (ASCL)
- National Union of Teachers in Wales (UCAC)
- National Association of Schoolmasters and Union of Women Teachers (NASUWT)
- National Union of Teachers (NUT)
- Association of Teachers and Lecturers (ATL)
- National Association of Head Teachers (NAHT)

Elected members

Christians and Other Religions

The Methodist Church
Union of Welsh Baptists
Presbyterian Church of Wales
Church in Wales
Union of Welsh Independents
The Catholic Church
Buddism
Humanists

Awaiting nomination
Elizabeth Roberts
Dr. W Gwyn Lewis
Anest Grey Frazer
Cynrig Hughes
Eirian Bradley Roberts
Dashu (Scott Smith)
Edward Parri-Jones

Teachers' representatives

ASCL
UCAC
NASUWT
NUT
ATL

Awaiting nomination
Aislinn Watkinson (Ysgol Eifionydd)
Catherine Davey (Ysgol Llanystumdwy)
Miriam Amlyn (Ysgol Eifionydd)
Heledd Owen (Ysgol Friars)
Awaiting nomination
Mr Noel Dyer
Mrs Miriam Amlyn
Mr Euron Hughes
awaiting nomination

Local Members

Councillor Paul Rowlinson
Councillor E Selwyn Griffiths
Councillor Elin Walker
Councillor Menna Baines
Councillor Judith Humphreys
Councillor Medwyn Hughes
Councillor Dewi Wyn Roberts
Councillor Mike Stevens

Plaid Cymru
Plaid Cymru
Plaid Cymru
Plaid Cymru
Plaid CYmru
Independent
Independent
Independent

Co-opted members (non voting)

Gwyn Rhydderch
Rev Aled Davies

Officers

Garem Jackson
Mair Huws

Head of Education Department
Assistant education resources officer and
SACRE clerk

Einir Davies

Democratic Services officer

3.3 SACRE meetings 2020-21

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2019-, Gwynedd

SACRE met once only:

- 11 November 2020
- 5 February 2020 (postponed)
- ** June 2020 (cancelled)

Due to the COVID-19 crisis that began in March 2020 the Gwynedd Council Business Group decided to prioritise committees for hosting and webcasting. The Business Group took the decision to place SACRE along with a number of other Committees in Priority 3 category and therefore it was not possible to meet until the Autumn Term of 2020.

The following matters were discussed and further details are provided in the minutes and the main body of the report:

a) 11 November 2020

- Experiences of both pupils and teachers during the Lockdown period were shared,
- WASACRE matters: reference was made to a letter sent to schools regarding collective worship
- The situation regarding GCSE and A/AS levels was considered. It was decided the a letter expressing concern be sent to the Education portfolio holder for Gwynedd Council and Siân Gwenllïan

b) 10 February 2021

- A further discussion was had regarding Collective Worship

c) 8 June 2021

- The Future of Bangor University's Religious Education Centre – an update was given by Proffesor G Evans Jones and further collaboration was agreed
- Co-opting Pupils onto the SACRE committee was discussed and it was agreed to form a working group
- A report was received on the response to the Welsh Government Consultation; " Guidance on the Design and Delivery

3.3.1 Gwynedd SACRE has affiliated with the Wales Association of SACREs and its members regularly attend meetings held by WASACRE.

3.3.2 The following provide SACRE with professional support:

| | |
|---------------|---|
| Garem Jackson | Head of Education Department |
| Mair Huws | Assistant education improvement officer and SACRE clerk |
| Einir Davies | Democratic Services Officer |

Enquiries should be sent to the SACRE Clerk at the Education Department, Gwynedd Council, Caernarfon, Gwynedd. LL55 1SH

3.3.3 The SACRE report was sent to the following organisations:

Electronic copies of the annual report were distributed to the following:

- Department for Education and Skills, Welsh Government
- Head of Gwynedd's Education Department
- Gwynedd Council Leader
- Wales Association of SACREs
- Gwynedd schools

A copy was distributed to:

- Members of Gwynedd SACRE

3.4 Template used by Gwynedd SACRE for a school's self-evaluation of standards in religious education

How can SACRE monitor standards?

Standing Advisory Council for 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://wales.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 new ESTYN inspection framework identifies five inspection areas or reporting requirements:

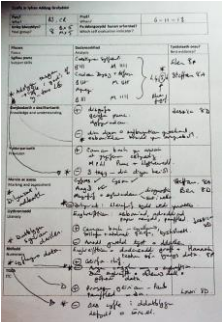
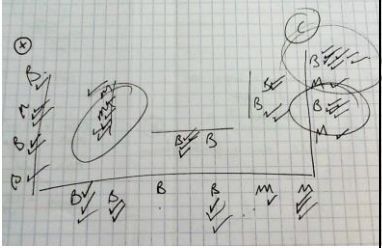
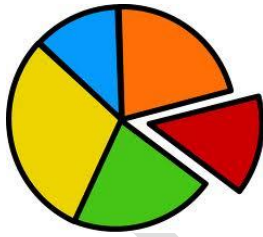
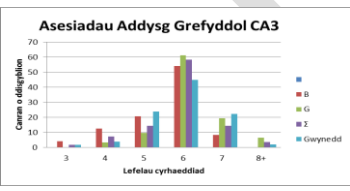

- | | |
|--|-------------------------------------|
| 1. Standards | 3. Teaching and learning experience |
| 2. Wellbeing and attitudes to learning | 4. Care, support and guidance |
| | 5. Leadership and management |

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

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 (ESTYN, Autumn 2017)

What evidence do schools use in order to make judgements?

| | |
|---|--|
| <p>Book Review</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? • Does the work reflect the requirements of the Locally Agreed Syllabus? • Does the work develop the skills identified by National Literacy, Numeracy Digital Competence framework? • What improvements do we need to make to our planning, provision and assessment? |
| <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? • What improvements do we need to make to our planning, provision and assessment of religious education? |
| <p>Data</p>  | <p>Schools can use teacher assessment data or external examination results (secondary schools only) in order 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 teachers, school governors or SACRE visitors. • Action research undertaken by a member of a Professional Learning Community; • External accreditation, e.g. RE Quality Mark |

SACRE Guidance

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

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 judgment on Inspection Areas 4.2. Religious Education and collective worship can make important contributions to pupils' personal development.

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. Using these prompt questions with staff, governors, pupils and their Supporting Improvement Adviser, will enable schools to identify strengths and weaknesses to help them to plan improvements. There is no need to answer every question.

Inspection Area 1: Standards

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

- What is our view on standards of religious education in our 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 we 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 our pupils have developed their thinking skills, their creativity and physical skill in religious education activities in the classroom and outside the classroom.
- **What do we need to do differently in order to improve?**

Inspection Area 2: Wellbeing and attitudes to learning

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

- Do our pupils show an interest in religious education?
- What do you think our pupils gain from religious education?
- **What do we need to do differently in order to improve?**

Inspection Area 3: Teaching and learning experience

Remember to use qualitative and evaluative language and include 'real' examples of the provision. Time allocated to religious education? % of pupils that choose Religious Studies as an option? % of pupils who attain an accreditation for their statutory religious education.

- How do we know that our school meets the statutory requirements for religious education?
- How does our school teach religious education?
- Does religious education succeed to engage our pupils' interest? Are they stimulated and challenged in their religious education lessons?
- 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 our 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 our pupils to know what they have achieved and what they need to do to improve?
- How do we assess and track the progress of pupils in religious education?
- How does our planning for religious education help pupils to become ambitious, confident, aspirational and knowledgeable individuals? How are we responding to the recommendations of ‘Successful Futures’?
- To what extent does our school provide a range of appropriate learning experiences, within the classroom and outside, in order to develop pupils’ interest and skills in religious education?
- Have we organised any trips or visits linked to religious education? Which year groups, how often, and how do these trips enhance the curriculum?
- Does the religious education reflect the nature of our school’s context? Does it reflect the cultural, linguistic and ethnic diversity of Wales and the local area?
- To what extent do the religious education activities provide purposeful opportunities for pupils to practise and develop their RE skills and their literacy, numeracy and ICT skills?
- **What do we need to do differently in order to improve?**

Inspection Area 4: Care, support and guidance

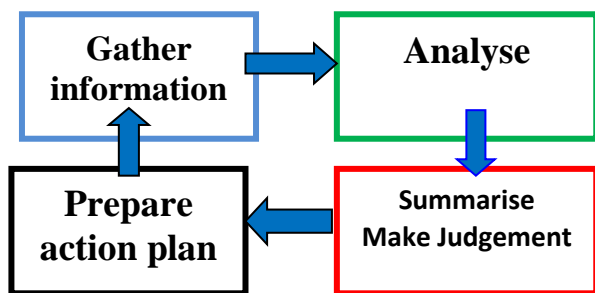
Remember to use qualitative and evaluative language and include ‘real’ examples of the provision.

- To what extent do our religious education lessons/activities help our pupils to be active citizens?
- How do our pupils influence what and how they learn in religious education?
- Do we participate in any community activities or have links with any faith leaders or organisations?
- How does religious education contribute to our pupils’ understanding of the culture of Wales, the local community and the wider world?
- How has religious education helped our pupils to understand equality and diversity? Stereotypes, religious extremism, human rights?
- Which effective opportunities do the school offer pupils to develop certain values and establish their spiritual and ethical beliefs?
- How effective is our school at developing the pupils’ ability to reflect on (extensive) fundamental questions from a religious or non-religious perspective? Their own beliefs or values?
- Does our school meet the statutory requirements regarding collective worship?
- How good is the collective worship? How well do we plan the collective worship over time?
- How do we keep our pupils safe from the dangers of radicalisation, *e.g. extremist material, either through visiting speakers or through speakers on site visits?*
- How do we respond to any concerns that arise about comments made by pupils during religious education lessons?
- **What do we need to do differently in order to improve?**

Inspection Area 5: Leadership and management

- Has the RE subject leader the necessary skills and understanding to lead the religious education effectively?
- Are teachers able to access professional development in religious education?
- How do we 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 around their decision is taken?
- In what ways does our school’s provision for RE help promote better community cohesion?
- How often do we monitor religious education? How do we share this information with staff?
- Do we consider the views of pupils in the self-evaluation report and improvement plans?
- Do we work with RE teachers from other schools? What has been the impact of this?
- What is the ‘best example of religious education’ that we can share with our local SACRE or with other teachers?
- **What do we need to do differently in order to improve?**

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 online 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 questionnaires submitted by learners, staff, governors, SACRE/WASACRE members or governors;
- 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% |
| half | = 50% |
| around half | = close to 50% |
| a minority | = below 40% |
| few | = below 20% |
| very few | = less than 10% |

Who contributes to the monitoring?

- Teachers and members of schools' SM Teams
- SACRE members
- Local Authority / Consortia officers
- Teachers identified as lead practitioners
- Pupils
- Governors
- Parents

Excellent

Very strong, sustained performance and practice

outstanding, very good, very strong, exceptional, superior, exemplary, superb, very high standard, very high quality, extensive, highly effective, highly creative, well above expectations, expertly done,

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, inconsistent

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, effective

Unsatisfactory and needs urgent improvement

Important weaknesses outweigh strengths

insufficient, inefficient, none, no, inappropriate, ineffective, unsuitable, unable, 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

- Refer to: groups of pupils
- 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, Examiners' reports.

Notes:

The standard attained by our pupils in religious education is **JUDGEMENT**

Inspection Area 2: Wellbeing and attitudes towards learning about religious education

What do you think our pupils gain from religious education?

- Use pupils' work, an analysis of a RE questionnaire, minutes of meetings held by focus groups/School Council meeting.
- For further guidance, refer to the Supplementary Guidance: listening to learners (ESTYN, September 2017)

Notes:

Our pupils have a **JUDGEMENT** attitude towards religious education in our school.

Inspection Area 3: Teaching and learning experience in Religious Education

How good is the planning and teaching of religious education in our school? Give examples of rich learning experiences in religious education.

- Use learning walks, lesson observation, pupils' work, interviews with pupils.
- 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, Examiners' reports, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

Notes:

The standard of teaching of religious education in our school is **JUDGEMENT**

Inspection Area 4: Care, support and guidance in Religious Education

To what extent do religious education lessons and activities help our pupils to become active citizens?

- Use learning walks, interviews with pupils, collective worship programme, school newsletter, records of any hate crime/bullying.
- For further guidance refer to SACRE Guidance, Guidance on collective worship (WASACRE), Supplementary guidance: collective worship in non-denominational schools (ESTYN, September 2017), Supplementary guidance: listening to learners (ESTYN, September 2017).

Notes:

| | | | | |
|---|-----|--|----|--|
| Does the school meet the statutory requirements for collective worship? | Yes | | No | |
| The contribution of religious education towards our pupils' personal development and community cohesion is JUDGEMENT . | | | | |

Inspection area 5: Leadership and management in religious education

Does the subject leader for religious education have the necessary skills and understanding to lead the subject area effectively?

- Use schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the co-ordinator/link governor/SACRE representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study following a school-to-school project.
- For further guidance, refer to SACRE guidance

Notes:

Leadership and management of religious education in our school is **JUDGEMENT**

| Improvement matters | Actions to be taken | Who is responsible? | By when? |
|---------------------|---------------------|---|----------|
| | | These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors. | |
| Page 28 | | | |

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

A concise evaluation that will contribute towards the school's evaluation of Personal Development (4.2)

Concise! Approximately 50 words.

Head teacher:

Signature:

Date:

DRAFT

3.6: Gwynedd SACRE Action Plan 2017-20

| Gwynedd SACRE Annual Report 2017-18 and the discussions held during 2018-19 | Action points 2017-18 LA (Local authority) PS (Professional support – Subject Advisor) SM (SACRE members) | Evidence | Outcomes | |
|--|--|--|---|----|
| Curriculum for Wales Humanities Area of Learning and Experience “What Matters’ statements | <ul style="list-style-type: none"> Ensure that head teachers, teachers, governors and SACRE meetings are aware of the requirements of the Curriculum for Wales (PS – Subject Advisor) Contribute to local discussions to plan learning experiences that reflect the ‘what matters’ statements of the Humanities Area of Learning and Experience (LA+PS+SM) Represent Gwynedd in and National discussions relevant to developing the new curriculum and assessment arrangements) (LA+PS+SM) Develop a locally Agreed Syllabus for Gwynedd schools that reflects the principles of the Curriculum for Wales Keep a note of hours of Religious Education lessons in Secondary Schools. | <ul style="list-style-type: none"> Minutes of SACRE meetings Minutes of WASACRE meetings Gwynedd SACRE correspondence and guidance to schools Gwynedd Locally Agreed Syllabus Examples of good practice | <ul style="list-style-type: none"> A locally Agreed Syllabus which reflects the principles of the Curriculum for Wales Religious Education given due consideration as schools revise the curriculum and assessment arrangements. The provision of religious education in all schools is good or very good. Standard of religious education in all schools is good or very good. Ensure that Religious Education is fairly represented within the Humanities Area of Learning and Experience. | 😊 |
| | | | | 😐 |
| | | | | ☹️ |
| Promote good quality collective worship | <ul style="list-style-type: none"> Ensure that schools conform to the statutory requirements and provide good quality collective worship. (LA+SM) Encourage schools to invite Gwynedd SACRE members to attend collective worship sessions. (SM) | <ul style="list-style-type: none"> Correspondence to schools Oral reports of SACRE members References to collective worship in ESTYN reports. | <ul style="list-style-type: none"> ESTYN reports note that collective worship is good. All schools conform to the statutory requirements Improved understanding to collective worship in schools. | 😊 |
| 😐 | | | | |
| ☹️ | | | | |
| Professional support for Gwynedd SACRE | <ul style="list-style-type: none"> Contact GwE to highlight the need for professional support by a subject advisor for Gwynedd SACRE. | <ul style="list-style-type: none"> Correspond Gwynedd SACRE minutes | <ul style="list-style-type: none"> Subject Advisor who is well-informed on the new CfW and all that is current within Religious Education in the primary and secondary sector; in order that standards can be maintained and improved in Gwynedd. | |

Update / Diweddariad

Agreed Syllabus Conferences 2022 Cynadleddau Meusydd Ilafur Cytun 2022



Legislation Summary – Aims of the agreed syllabus

- The agreed syllabus is **not designed to be a scheme of work**, but rather a **helpful guide and legal reference point** for schools to support them in designing an appropriate and relevant curriculum for their learners which includes RVE within the Humanities Area. The approach of the Curriculum for Wales Framework is based on the principle of subsidiarity and, as such, each agreed syllabus should **recognise and reflect the autonomy of each school and setting in realising its own curriculum**. One of the intentions of this statutory RVE guidance is **to provide the right balance between the central steer of the Curriculum for Wales Framework and the requirements of local determination for RVE**, as set out in agreed syllabi across Wales. Therefore, the **statutory RVE guidance has been written as the basis for the agreed syllabus**. Should a local authority wish to adopt or adapt this guidance as their agreed syllabus they may do so. **It will ultimately be the responsibility of the provider to ensure that non-denominational RVE is provided pluralistically.**
- Agreed syllabuses **should recognise that while the principal religions and their traditions in Wales should be taught in all schools, other beliefs (including non-religious philosophical convictions such as humanism and atheism)** are now a recognised part of life within local areas in Wales and beyond. This is reflected in the Act which states that the agreed syllabus:
 - must reflect the fact that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales
 - must also reflect the fact that a range of non-religious philosophical convictions are held in Wales

The agreed syllabus and the Curriculum for Wales Framework

Establishing the relationship between the agreed syllabus and the Curriculum for Wales Framework is the **legal duty of Agreed Syllabus Conferences**. Local authorities, Standing Advisory Councils and Agreed Syllabus Conferences **must have regard** to the Curriculum for Wales Framework, which includes statutory RVE guidance, when developing and adopting an agreed syllabus. The agreed syllabus is the **first point of reference for RVE provision in schools and settings**, therefore it is essential for the agreed syllabus to **recognise and reflect the approach of the Curriculum for Wales Framework and the principles set out in the statutory RVE guidance** in order to create balance and maintain coherence across the Curriculum for Wales. The statutory RVE guidance enables Agreed Syllabus Conferences to establish, with confidence, this relationship between the locally agreed syllabus and the Curriculum for Wales Framework for learners aged 3 to 16. This includes guidance to support schools and settings in ensuring that there is **appropriate breadth and depth in RVE while recognising the principle of subsidiarity**.

Local Determination

- RVE is locally determined
- Local Authorities have the decision on their own agreed syllabus
- It is the LA that convenes an ASC
- It is the decision of the LA to accept, or not, the proposed agreed syllabus prepared by the ASC.
- Subject specialist adviser's and ASC only advise the LA
- It would be good practice to involve the Director of Education or the LA representative within the ASC discussions to assist with clarity of understanding.
- Legislation included within the guidance has been written and agreed by Welsh Government and its Legal Services, not by the wider team involved in the drafting of the RVE guidance. All ASC's must have regard to the CfW Framework which includes the legal summaries. It is therefore important that the legislation regarding RVE is not changed to reflect local concerns. If an agreed syllabus includes amendments to the legislation, or local interpretations of it, the LA could leave itself open to legal challenges and may not be eligible for support from the WG.

Key messages when constructing an agreed syllabus

- The RVE statutory guidance is considered and informed by practitioners, providers of education and stakeholders. SACRE's have had a say throughout the construction process and all comments have been considered within the final guidance.
- The CfW Framework and RVE guidance will be supported by subject advisers and professional learning. If an ASC chose to go down an alternative route, will they have the capacity and expertise to provide professional learning to support their locally agreed syllabus?
- All schools in Wales have to 'have regard' to the RVE guidance on Hwb as part of the Curriculum for Wales Framework. Therefore, any deviation from that wording within an agreed syllabus could cause unnecessary confusion and would significantly impact on workload.
- Consider the effects of significant deviation from the statutory guidance and the tension this would create for schools
- Consider the relevance of the agreed syllabus to different types of schools and the practitioners who will be designing their curriculum in line with CfW and RVE guidance.
- The agreed syllabus needs to be open to the different styles of delivery of RVE across schools in the local authority.
- It need to be accessible to a wide-ranging audience and consideration needs to be given to readability, length and duplication of other documentation.
- Why would an ASC wish to put additional constraints on local schools which have not been placed on other schools across Wales?

Key messages when constructing an agreed syllabus

- If the agreed syllabus includes additional information, ask the question, 'Are these sections useful and appropriate? Do they move too far away from the CfW Framework and/or RVE guidance?'
- The agreed syllabus needs to ensure that it reflects the requirement for objective, critical and pluralistic RVE.
- It is not recommended that the LA adopts the RVE guidance on Hwb by simply providing a link to it on the council website.
- It is not recommended to lift the text from the RVE guidance on Hwb and place it within a PDF or hard copy, as this removes the embedded links within the guidance to other parts of the CfW Framework.
- It is not recommended to amend the text from the RVE guidance on Hwb, or the legal summary on RVE, as this can lead to confusion and be misleading, particularly for schools and practitioners.
- Any local issues or instructions that the ASC wants to raise or flag up to their schools would be better placed separately within the agreed syllabus.
- The rights of Children are reflected within the CfW Framework and the RVE guidance. Does the agreed syllabus reflect the rights of children too?

WG responses to SACRE questions

1. For the interim period there is a need for two agreed syllabi which require two ASC's:
 1. Old curriculum – National Exemplar framework which has previously been adopted or adapted by the majority of SACRE's. If it has been accepted within the last 5 years there is no need for an ASC at this time.
 2. New Curriculum – locally determined agreed syllabus having 'regard to' the CfW Framework and the RVE guidance, recommended by a newly constituted SAC.
2. It is the Local Authority's decision as to whether the adoption of the recommended agreed syllabus is a delegated responsibility or should be presented to full Council for Cabinet decision.
3. Allocation of time for mandatory RVE within the CfW is a matter for the individual school. The SAC should assume sufficient time will be allowed.
4. The legislation on monitoring compliance in RVE has not changed is still rests within Estyn.

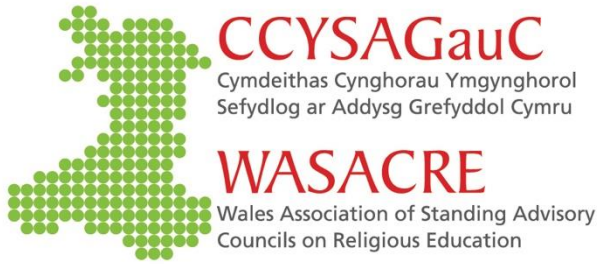
Examples of how different settings/LA's have responded

- Libby Jones – Wrexham SACRE
- Elizabeth Thomas – Church in Wales

Next Steps

1. Share the information with your SACRE's and within your ASC.
2. If questions arise from this information or during your ASC meetings, please email to myself or the secretary of WASACRE.
3. Take advantage of training opportunities:
 - 'A children's rights approach to Religion, Values and Ethics' by the Children's commissioner for Wales on Tuesday 26th of April
<https://www.eventbrite.co.uk/e/cyfle-hyfforddi-sesiwn-saesneg-training-opportunity-english-session-tickets-310439000407>
 - Policy insight event hosted by Welsh Government showcasing the national online Professional Learning resources for RVE being supported by WASACRE.

https://forms.office.com/pages/responsepage.aspx?id=Ug4_TzS3ZEGUCRtgHRR5k-o3QlzEdh5Eu5nA5bErWa5UNzdUWU1BSDg5RUZaNOZETVFDNzY5QjRGMC4u



Advice from the Wales Association of SACREs (WASACRE) on the preparations and process of the agreed syllabus conference in recommending a new agreed syllabus for Religion, Values and Ethics, May 2022.

Frequently Asked Questions

Can the ASC recommend that the LA adopts the RVE Guidance as it is on Hwb, by simply providing a link to it on the Council website?

No. The Agreed Syllabus must be recognizably the local authority's own Agreed Syllabus albeit they may consider it appropriate to draw heavily/entirely on the RVE Guidance and provide a link to the RVE guidance within that document. It should be clear to the reader from the document itself that it is the Agreed Syllabus.

How big/detailed does the locally agreed syllabus have to be?

It is important for the agreed syllabus to be accessible to its wide ranging audience, i.e. easy to read and easy to understand. As such, it should not be overly long or unwieldy. However, it does need to contain some basic information about RVE and offer appropriate guidance for the provision of RVE in schools. It is important to note that all of this information already exists within the RVE Guidance on Hwb and therefore it does not need to be duplicated, but rather introduced and signposted for the reader.

Can our local ASC simply lift the text from the RVE Guidance on Hwb and place it within a PDF and recommend that as the locally agreed syllabus?

This is not recommended. There are embedded links within the RVE Guidance on Hwb, to other parts of the Curriculum for Wales Framework, which make it interactive and more useable for practitioners. Therefore, replicating the entire text and format in a hard copy will diminish its effectiveness and original purpose, it would also put the agreed syllabus at risk of becoming dated and out of step with any revisions made by Welsh Government to the guidance on Hwb. It is advised that a better solution would be for the locally agreed syllabus to provide a link to the guidance on Hwb and/or separate links to specific sections. That way practitioners can access it and use it interactively, as it is intended, in one place.

Can an ASC amend the text from the RVE Guidance on Hwb, and the legal summary on RVE, to reflect local preferences for its locally agreed syllabus?

This is not recommended. Making amendments to the text from the RVE Guidance, or the legislation summary will be confusing and misleading and will impact unnecessarily on workload, particularly for schools and practitioners. All schools in Wales have to 'have regard' to the RVE Guidance on Hwb as part of the Curriculum for Wales Framework and therefore the agreed syllabus should support this. If there are local considerations or examples that the ASC wants to raise, these would be better placed separately in an appendix.

Should any ACS or SAC's have concerns about the legislation within the guidance they should raise this with the Welsh Government as a matter of urgency.

What happens if the ASC cannot agree unanimously on an agreed syllabus to recommend to the local authority?

This is a matter for the ASC to resolve and if needed they may ask the LA for support with moving forward. To recommend an agreed syllabus to the LA the ASC must have a unanimous vote in favour of the prepared syllabus, therefore it is vital that a resolution is sought, otherwise the matter will be referred to the Welsh Government.

What happens if local schools/practitioners say that the RVE guidance doesn't provide enough guidance?

An agreed syllabus is not intended to be a scheme of work. It should provide a framework within which each school can best design its own local curriculum which includes RVE within the Humanities Area. Some agreed syllabi may include annexes that provide exemplar material. However, as it is still early days exemplar material is not always readily available. This is something that could be added at a later stage. In the meantime the Welsh Government is providing a baseline of professional learning resources for schools and practitioners which will support them in designing their curriculum to include RVE in line with the guidance and their locally agreed syllabus.