

Public Document Pack



County Hall
Rhadyr
Usk
NP15 1GA

Friday, 7 June 2019

Notice of meeting

Standing Advisory Council on Religious Education (SACRE)

Monday, 17th June, 2019 at 1.00 pm,
Room P3 - County Hall, The Rhadyr, Usk

AGENDA

Item No	Item	Pages
1.	To note the appointment of Chair as the Cabinet Member for Children and Young people as appointed by Council.	
2.	Election of Vice Chair	
3.	Apologies for absence	
4.	Declarations of Interest	
5.	To approve the minutes of the meeting held on 28th March 2019 and to consider matters arising	1 - 8
6.	Public Open Forum	
7.	To receive a membership update.	
8.	Curriculum development update: Welsh Government Consultation on the draft curriculum for Wales 2022, the Humanities AoLE and the supporting framework for Religious Education.	9 - 22
9.	Monitoring of Religious Education and Collective Worship	
9.1.	GCSE and GCE Examination reports (to be tabled)	
9.2.	Estyn Inspection Reports (to be tabled)	
9.3.	Self-evaluation Reports (to be tabled)	

10.	WASACRE	
10.1.	To receive and note the draft minutes from the WASACRE meeting held on 28th March 2019	23 - 40
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10.3.	To note dates of future WASACRE meetings: Friday 28th June 2019 - Colwyn Bay, Conwy.	
11.	SACRE News Bulletin - to consider information briefings from members for inclusion in the next SACRE News Bulletin.	51 - 62
12.	Effectiveness of SACRE (to include discussion on the recommendations made by Estyn)	63 - 64
13.	Correspondence Update	
14.	To note dates and venues of the future meetings	

Paul Matthews

Chief Executive / Prif Weithredwr

MONMOUTHSHIRE COUNTY COUNCIL
CYNGOR SIR FYNWY

THE CONSTITUTION OF THE COMMITTEE IS AS FOLLOWS:

County Councillors:

R.John
M.Lane
P.Pavia
T.Thomas
A. Webb

Representing the Church in Wales (1)

Dr. A. Daly

Representing the Roman Catholic Church (1)

Vacancy

Representing Free Churches (4)

Baptist: Revd. Dr. P. Baines
The Salvation Army: N. Pryor
Mrs. S. Gooding
Dr. L. Brown

Representing the Bahá'í Faith (1)

Mrs S. Cave

Representing the Buddhist Faith (1)

Ngakpa Namgyal Chatral

Representing the Hindu Faith (1)

Mr S. Sharma

Representing the Jewish Faith (1)

Vacancy

Representing the Sikh Faith (1)

Vacancy

Representing the Muslim Faith (1)

Vacancy

Representing the Teachers Associations (7)

Mr A. Jones
Mrs R. Davies
Ms K. Wilding
Ms C. Smith
Ms M. Millington
Mrs. S. Hamer
Ms. K. Christofi

Co-opted Members (2)

Mrs K. Fitter
Vacancy

R.E Advisor

P.Webber

Public Information

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Welsh Language

The Council welcomes contributions from members of the public through the medium of Welsh or English. We respectfully ask that you provide us with adequate notice to accommodate your needs.

Aims and Values of Monmouthshire County Council

Our purpose

Building Sustainable and Resilient Communities

Objectives we are working towards

- Giving people the best possible start in life
- A thriving and connected county
- Maximise the Potential of the natural and built environment
- Lifelong well-being
- A future focused council

Our Values

Openness. We are open and honest. People have the chance to get involved in decisions that affect them, tell us what matters and do things for themselves/their communities. If we cannot do something to help, we'll say so; if it will take a while to get the answer we'll explain why; if we can't answer immediately we'll try to connect you to the people who can help – building trust and engagement is a key foundation.

Fairness. We provide fair chances, to help people and communities thrive. If something does not seem fair, we will listen and help explain why. We will always try to treat everyone fairly and consistently. We cannot always make everyone happy, but will commit to listening and explaining why we did what we did.

Flexibility. We will continue to change and be flexible to enable delivery of the most effective and efficient services. This means a genuine commitment to working with everyone to embrace new ways of working.

Teamwork. We will work with you and our partners to support and inspire everyone to get involved so we can achieve great things together. We don't see ourselves as the 'fixers' or problem-solvers, but we will make the best of the ideas, assets and resources available to make sure we do the things that most positively impact our people and places.

Public Document Pack Agenda Item 5

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of Standing Advisory Council on Religious Education (SACRE)
held
at Room P4 - County Hall, The Rhadyr, Usk, NP15 1GA on Thursday, 28th March, 2019 at
1.00 pm

PRESENT: County Councillor R.John, M.Lane, T.Thomas, A. Webb and
J.Watkins

OFFICERS IN ATTENDANCE:

Sharon Randall-Smith	Head of Achievement and Attainment
Wendy Barnard	Democratic Services Officer

Faith Representatives:

Suzanne Gooding	Free Church Council
Revd. Peter Baines	Free Church Council
Nick Pryor	Free Church Council – Salvation Army
Susan Cave	Baha'i Faith
Revd. Dr. Annette Daly	Church in Wales

Teacher Associations:

Andrew Jones
Kate Wilding
Melanie Millington
Suzanne Hamer

Co-Opted Members:

Kath Fitter

RE Adviser:

Paula Webber

APOLOGIES:

County Councillor P.Pavia

1. Declarations of Interest

There were no declarations of interest.

2. To approve the minutes of the meeting held on the 15th October 2018 and to consider matters arising.

The minutes of the meeting held on 15th October 2018 were confirmed as a true record.

Matters arising:

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- Professional Advice: It was confirmed that Paula Webber provides professional advice to Monmouthshire SACRE and clarified that the professional learning offer is to provide specialist advice to those teaching RE.
- Erasmus+ Programme: An update was provided that this is an ongoing three year programme to challenge radicalisation and extremism. It involves three schools in South East Wales working with schools in Germany, Poland and Spain with the purpose of designing a programme of study for Key Stage 3 age pupils for use EU wide. Teachers from the participating schools have visited schools in Wales meeting in City Hall, Cardiff.

Teachers from Wales will also be visiting schools in Warsaw; attending training and conferences to share ideas. It is hoped that the resulting schemes of work will be available in the Autumn ready for external verification in each country. The target group is Y8 pupils.

It was confirmed, in relation to Brexit, that the funding for the project has already been received and is secure

ACTION: It was agreed to write to European Forum for Teachers of Religious Education (EFTRE) to raise awareness of the work and to see if any similar work is being undertaken elsewhere.

3. SACRE Annual Report 2017/18 (matters arising)

SACRE Annual Report 2017/18: It was agreed that the vacancies in the annual report would be checked. The report has been completed, translated into Welsh and sent to Welsh Government and WASACRE (will be available on website).

4. Holocaust Memorial Day Update

A SACRE member had attended an event at Chepstow Community Hub to commemorate Holocaust Memorial Day. It was reported that the event was well attended. The programme comprised great presentations from schools, films and readings. The Holocaust survivor didn't speak this year but her husband wrote a poem for her entitled "The Last Train In" referring to the last Kindertransport train.

5. To receive a membership update

A membership update was provided and new members were welcomed to the meeting, as follows:

- Free Church Council: Mrs. S. Gooding
- Free Church Council (Salvation Army): Mr. N. Pryor
- Teacher Associations: Ms. K. Wilding, Ms. C. Smith and Mrs. S. Hamer

Vacancies exist for the following:

- Jewish faith representative: The named representative has not attended for several meetings. Further information will be sought and a new representative if necessary
- Muslim faith representative
- Sikh faith representative
- Free Church Council

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- Roman Catholic faith representative
- Co-Opted non-voting Member

ACTION: The Clerk was asked to make enquiries with the Onyx Foundation and Cytun. P. Webber will seek nominations via the Interfaith Network and other contacts.

6. SACRE News Bulletin - To consider information briefings from members for inclusion in the next SACRE news Bulletin

The following suggestions were put forward for inclusion in the SACRE News Bulletin.

- Erasmus+ Programme;
- Goytre Fawr Primary School had visited the Eastern Valley Foodbank which had inspired other work including recording a jingle on school radio and designing posters. Some of the children's work was passed around. Losing a pet has also been a topic that has generated sensitive responses
- It was agreed to hold a future meeting in a school to see examples of the good work being undertaken.
- It was reported that it was the Bahá'í New Year on 21st March 2019. A letter from the Prime Minister was shared.
- County Councillor J. Watkins had visited a class in Archbishop Rowan Williams Church in Wales Primary School to celebrate the Tibetan New Year with musical instruments for the children to test and to sing mantras. A report will be provided for the newsletter.
- A topic from the diocesan newsletter Grapevine on school prayers and children's mental health and wellbeing was suggested for inclusion. The article on Prayerspace can be shared in the newsletter.
- Other contributions related to RE are welcomed and must be submitted to P. Webber by 12th April 2019.

7. New Curriculum development update (to include verbal updates on the progress with the Humanities AoLE and the supporting framework for religious education, the review of legislation and the white paper and Professor Donaldson's video)

Members had viewed the video on the position of RE in curriculum reform recorded by Professor Donaldson and were reassured but also wished to see how it works out in practice. The Welsh Government Consultation has been extended and some members have made individual representations. An update was provided on progress. The Humanities curriculum is completed in draft and will be published 1st April 2019 for consultation. Pioneer groups are working on resources and the framework is being written up.

Generally SACRE Members were impressed with developments e.g. more RE is visible in the finished draft and progression steps are included. It was commented that by ages 14-16, all disciplines are evident at quite a challenging level. Further feedback will be provided at the next meeting. It was suggested that SACRE may wish to look at RE in other areas such as health and wellbeing.

It was noted that teachers, RE practitioners, Estyn, Qualifications Wales and RE Co-ordinators will meet as a group to write up a draft by July for consultation. The aim is to review the curriculum as written and create an agreed syllabus albeit with no content. For higher level concepts, schools are able to design their own curriculum for which guidance will be given.

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Members were appreciative of all the work being undertaken and emphasised the importance of having a significant input and feedback from teachers. It was reported that teachers are being released in small groups for a day to look at Areas of Learning and Experience (AoLE) also with a view to developing professional learning tools.

ACTION:

1. S. Randall-Smith to make enquiries with schools to release of teachers/practitioners to create a working party to respond to the consultation on the draft curriculum.
2. It was agreed that there would be a presentation on the humanities curriculum at the next meeting.

SACRE addressed the consultation questions as follows:

Monmouthshire SACRE response to p.29-33 the Welsh Government Consultation - Our National Mission: A Transformational Curriculum: Proposals for a new legislative framework

Monmouthshire SACRE welcomes the opportunity to participate in the consultation on the legislation surrounding the new curriculum for Wales. Comments relate directly to Religious Education p.29-33 of the consultation.

Q9. Do you agree with the proposed approach to RE?

3.65 In keeping with *Successful Futures*, we propose that RE is retained as a statutory requirement from age 3 and forms part of the Humanities AoLE.

Monmouthshire SACRE agrees with the proposed approach as outlined in *Successful Futures*. However, there is concern among members that Religious Education might be eclipsed by the other four humanities subjects. Given its statutory nature, legislation should ensure that RE is both visible in the new curriculum for Wales and in school-based curriculum planning and delivery.

SACRE Members are pleased that the statutory requirement for religious education will be from age 3 in the new curriculum giving it parity with other curriculum subjects. Foundation Phase practitioners who sit on SACRE suggest that RE naturally lends itself to being explored by young children. Learners at the age of 3 will be interested, and engage well with Religious Education, as it is about life, here and now.

Given that RE will now sit within the new curriculum and be statutory from the age of 3 concern was expressed about the new demand for specialist training. There will be a deficit in specialism in the current workforce. Monmouthshire SACRE highlights the need for training, both in the current workforce and in ITE to ensure high quality Religious Education within the new curriculum. This is more important than ever given many challenges facing individuals and society today that relate directly to religion and belief. SACRE members suggest that the Professional Learning offer is extended to non-maintained settings to ensure consistency in learner entitlement in Wales.

RE in the new curriculum must be solid enough to ensure that those students wishing to progress to specialise in Religious Studies GCSE and A Level would be equipped in subject specific knowledge and skills to be able to do so. SACRE points out that if Religious Education is statutory to the age of 16 then there should be RE specific qualifications available at 14-16.

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3.66 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, 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 (e.g. humanism).

Monmouthshire SACRE agrees with this proposal in order to bring the curriculum and up to date with more recent legislation.

3.67 Our approach will recognise the local responsibility of the Agreed Syllabus Conferences, local authorities and the place of the denominational syllabus in Voluntary Aided schools but make a clearer connection with a national approach.

Monmouthshire SACRE agrees with this proposal. However, the role of the regional consortia was discussed and SACRE members questioned whether there was going to be more collaborative working on a regional basis?

3.68 We propose to amend the legislation relating to the adoption of an agreed syllabus to ensure that each Agreed Syllabus Conference and local authority must give due regard to a supporting framework to be produced by Welsh Government. This document will be developed with expert practitioners and key partners such as the Wales Association of Standing Advisory Councils for Religious Education (SACREs) and the National Advisory Panel for Religious Education and will clarify and further develop aspects relating to RE outlined in the statutory guidance to be produced for the Humanities AoLE. There will be regular consultation with SACRE members and key stakeholders throughout the development period.

Monmouthshire SACRE agrees with this proposal and is pleased that a new supporting framework is being developed in partnership with WASACRE and NAPfRE. It is very important that specialist teachers of Religious Education, in collaboration with experts, write this framework. Monmouthshire SACRE welcomes continued involvement in consultations to take place throughout this development period.

3.69 Voluntary Aided schools with a religious character will continue to deliver their denominational RE and guidance will be developed by the relevant authorities to make the links with the Humanities AoLE.

Monmouthshire SACRE agrees with this proposal.

3.70 There is currently an exemption from RE for registered pupils in school nursery classes. It is proposed that the exemption be repealed to ensure parity for all subjects / components of the AoLEs. We believe learners of all ages can benefit from knowledge of the broad spectrum of religious, philosophical and cultural traditions held by people in Wales. Those Funded Nursery Settings will also have to deliver the new curriculum for Wales, this will include the Humanities AoLE and they will be expected to give regard to the content of the statutory guidance document, as well as their locally agreed syllabus.

In principal, Monmouthshire SACRE agrees with this proposal. However, with regard to the sentence, "We believe learners of all ages can benefit from knowledge of the broad spectrum of religious, philosophical and cultural traditions held by people in Wales" SACRE suggests that the sentence is amended to read "in Wales and the wider world" so that learners are not limited to only looking at the cultural traditions held by people in Wales.

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3.71 We propose to legislate to amend the current provisions regarding the description of an Agreed Syllabus as well as membership of Committee A of Agreed Syllabus Conferences and Standing Advisory Councils on Religious Education (SACREs) to encompass non-religious views that are analogous to religious views. This is to clarify the current legislation and take account of the effect of the *Human Rights Act 1998* which means that references to religious views should be read as also encompassing non-religious views that are analogous to religious views. We have already written to Local Authority's Directors of Education setting out the action they need to take in response.

Monmouthshire SACRE agrees that the make-up of SACREs should encompass non-religious views that are analogous to religious views and that legislation should take account of the *Human Rights Act 1998*.

3.72 The following provision included in Schedule 19 of the Schools Standards and Framework Act 1998 will also be retained:

"No agreed syllabus shall provide for religious education to be given to pupils at a school to which this paragraph applies by means of any catechism or formulary which is distinctive of a particular religious denomination (but this is not to be taken as prohibiting provision in such a syllabus for the study of such catechisms or formularies)."

Monmouthshire SACRE agrees that this legislation be retained but suggest that it might be reworded to ensure clarity.

10. Do you agree with our proposals to make RE optional for learners in sixth forms?

3.73 At present all learners in school sixth forms must study Religious Education. In future, it is proposed that learners will have an entitlement to receive learning and schools must provide it if it is requested – it will be optional. It is important to note schools will not be prevented by the legislation to continue to provide Religious Education to sixth formers. However, there will be no legal obligations for sixth formers to attend if they do not wish to do so. Guidance will be made available for schools to support this new approach.

Monmouthshire SACRE agree with proposal 3.73 that religious education in sixth form schools be optional. SACRE members agree that there would be a need to produce guidance around the practicalities of this approach. SACRE members highlight the need for all sixth form learners to be made aware of their entitlement to Religious Education should they choose it (e.g. as part of the enrolment process or within school prospectuses).

11. Should the right to withdraw from RE and RSE be retained? (Page 33)

The comments from Monmouthshire SACRE relate only to Religious Education. The consultation on RSE and RE should be separate they are unrelated.

3.74 There is currently a right for parents to withdraw their children from RE. There is a need to determine the appropriate arrangements for this and the similar right to withdraw from sex education in the current system. This is discussed below.

It is the view of Monmouthshire SACRE that the right for parents to withdraw their child from Religious Education be removed. However, there are complex arguments surrounding this issue and SACRE understands that equalities legislation will be checked by Welsh Government.

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Monmouthshire SACRE suggests it would be impractical for schools to manage the right to withdraw in an integrated curriculum. It would be difficult to draw the line between RE and other Humanities subjects and to know what exactly the learner should be withdrawn from. If the right to withdraw, either wholly or partly, is retained then, the subject will be seen as less important than other Humanities subjects. Thus, RE would not have the parity that is intended within Successful Futures. Retaining the right to withdraw would disadvantage learners within an integrated curriculum. The new curriculum seeks to develop learners who are well rounded citizens and who can make their own decisions. An important part of this education would be to receive the objective, critical and pluralistic Religious Education.

Monmouthshire SACRE wish to point out that currently practitioners also have the right to withdraw from the teaching of Religious Education. The requirement to teach Religious Education may conflict with the faith or beliefs of some teachers. Currently most teachers of Religious Education train to teach the subject. However, in the new curriculum practitioners who are not RE specialists would be required to teach the subject in an interdisciplinary approach. Welsh Government should consider the legal implications of this during consultation.

SACRE is of the opinion that, If the right to withdraw is retained, then the parents of learners opting out should be required to give reasons in a more robust procedure for withdrawal from. For example, learners should not be allowed to withdraw from religious education should not be able to do so in order to spend extra time on other aspects of the curriculum such as additional literacy or numeracy or examination revision.

Q12. If the right to withdraw is to be retained, should it remain with the parent (parent includes those with parental responsibility or those who have care of the child)?

Monmouthshire SACRE are in favour of removing the right to withdraw. If this legislation is retained the right should remain with the parent. However, the views of the child should also be considered as part of a more robust process.

13. If the right to withdraw is removed, what alternative, if any, should be in its place? (Page 33)

Monmouthshire SACRE is in favour of removing the right to withdraw. There should be no alternative to this. SACRE members feel strongly that Religious Education should not be treated differently to any other subject in the curriculum. All learners in schools in Wales should be entitled to receive high quality, objective, critical and pluralistic Religious Education.

ACTION: It was agreed that a letter should be sent to Welsh Government calling for professional learning for RE to ensure high quality Religious Education and that the professional learning officer should be extended to non-maintained settings to deliver consistency.

8. Monitoring of Religious Education and Collective Worship - PAPERS TO BE TABLED AT MEETING

This item was deferred until the next meeting.

9. GCSE and GCE Examination results

This item was deferred until the next meeting.

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10. **Estyn Inspection Reports**

This item was deferred until the next meeting.

11. **Self-evaluation reports**

This item was deferred until the next meeting.

12. **Discussion of effective SACREs and the REQM - to include discussion on the recommendations made by Estyn and feedback from the 20:20 RE Conference workshop in Effective SACREs - Paula Webber**

This item was deferred until the next meeting.

13. **Discussion on the Final Report of the Commission on Religious Education.**

This item was deferred until the next meeting.

14. **WASACRE**

15. **To receive and note draft minutes from WASACRE meeting 20th November 2017**

The minutes were received and noted.

16. **To consider possible nominations from Monmouthshire SACRE members to join the WASACRE Executive Committee**

Members were informed that Monmouthshire SACRE can make one nomination for a Member to join the WASACRE Executive Committee. Two names were considered and, following a vote, it was agreed to nominate Andrew Jones to join the Executive Committee. It was confirmed that P. Webber attends WASACRE meetings as an Officer.

17. **To note dates of future WASACRE meetings: Friday 28th June 2019 - Colwyn Bay, Conwy**

Dates of future WASACRE meetings were noted.

18. **To note dates and venues of future meetings**

Thursday 23rd May 2019 at 1.00pm at Caldicot School.

The meeting ended at 3.15 pm



Draft Curriculum for Wales 2022

guidance: feedback

Introduction

We welcome your feedback on the draft Curriculum for Wales 2022 guidance.

The feedback period is open from 30 April and closes on 19 July 2019. We will review the feedback we have received and respond to the themes of the feedback following this time.

We will use this information to help us further refine draft Curriculum for Wales 2022 guidance ahead of making it available in January 2020.

There are both general and more detailed questions which you can feedback upon.

If you work in or support the delivery of education, you may wish to respond to more detailed questions around the new curriculum and assessment arrangements, and professional learning. These questions start broad and become more specific the further you progress.

We recommend you read the following before you respond:

- [A guide to Curriculum for Wales 2022](#)
- [The area\(s\) of learning and experience you want to feedback upon](#)
- [Assessment proposals to inform the development of statutory guidance](#)

If you complete this survey online you can save your feedback and return to complete it at any time. You will need to provide a name and email address for this purpose only. All published feedback will be kept anonymous. Keeping your personal information safe is important to us. Our website [privacy policy](#) explains how we use your information.

If you need assistance with this survey please e-mail CurriculumForWales2022@gov.wales

Audience

The following questions help us to understand your relationship to the draft Curriculum for Wales 2022 guidance.

Do you work in or support the delivery of education?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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If yes, what is your organisation? (if no continue below)

Welsh-medium school (Primary)	<input type="checkbox"/>	Higher education institution	<input type="checkbox"/>
Welsh-medium school (Secondary)	<input type="checkbox"/>	Diocesan authorities	<input type="checkbox"/>
Welsh-medium school (Special)	<input type="checkbox"/>	Regional consortia	<input type="checkbox"/>
English-medium school (Primary)	<input type="checkbox"/>	Local authority	<input type="checkbox"/>
English-medium school (Secondary)	<input type="checkbox"/>	Private training provider	<input type="checkbox"/>
English-medium school (Special)	<input type="checkbox"/>	Third sector	<input type="checkbox"/>
Bilingual school (Primary)	<input type="checkbox"/>	Government	<input type="checkbox"/>
Bilingual school (Secondary)	<input type="checkbox"/>	Adult community learning	<input type="checkbox"/>
Welsh-medium middle school	<input type="checkbox"/>	Awarding organisation	<input type="checkbox"/>
English-medium middle school	<input type="checkbox"/>	Teaching union	<input type="checkbox"/>
Pupil referral unit (PRU)	<input type="checkbox"/>	Regulatory body (includes Inspectorate)	<input type="checkbox"/>
Special school	<input type="checkbox"/>	Governing body	<input type="checkbox"/>
Funded non-maintained setting	<input type="checkbox"/>	Other (please specify):	<input type="checkbox"/>
Further education college	<input type="checkbox"/>		<input type="checkbox"/>

What is your primary role?

Headteacher	<input type="checkbox"/>	Chancellor/Vice-chancellor	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Lecturer	<input type="checkbox"/>
Practitioner	<input type="checkbox"/>	Pioneer	<input type="checkbox"/>
Newly qualified teacher	<input type="checkbox"/>	Governor	<input type="checkbox"/>
Teaching assistant	<input type="checkbox"/>	Challenge Advisor	<input type="checkbox"/>
Senior leader	<input type="checkbox"/>	School improvement officer	<input type="checkbox"/>
Supply teacher	<input type="checkbox"/>	Inspector	<input type="checkbox"/>
Principal/Vice-principal	<input type="checkbox"/>	Other (please specify):	<input type="checkbox"/>

If you do not work in or support the delivery of education, in what capacity would you like to provide feedback?

Parent or carer	<input type="checkbox"/>	Employer	<input type="checkbox"/>
Adult 18+ (not a parent or carer)	<input type="checkbox"/>	Apprentice	<input type="checkbox"/>
Child or young person (under 18)	<input type="checkbox"/>	Other (please specify):	<input type="checkbox"/>
Student/academic	<input type="checkbox"/>		<input type="checkbox"/>

Are you providing feedback on behalf of an organisation or group?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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If 'yes' please specify

Section A – General questions

A1. To what extent do you agree that the [draft Curriculum for Wales 2022 guidance](#) will help children and young people to become:

- ambitious, capable learners
- healthy, confident individuals
- ethical, informed citizens
- enterprising, creative contributors?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Comments:				

A2. Looking at the *what matters statements*, to what extent do you agree that these sum up the priorities for children and young people’s learning?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Comments:				

A3. Do you think the [draft Curriculum for Wales 2022 guidance](#) could be improved?

Yes		No	
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If yes, how do you think it could be improved?

A4. To what extent do the [assessment proposals](#) support settings and schools to identify a learner’s strengths, achievements and areas for improvement so they can support a learner’s progression by identifying next steps?

Extremely supportive	Very supportive	Moderately supportive	Slightly supportive	Not at all supportive
Comments:				

A5. In relation to reporting to parents and carers, please tell us your views on:

- the role of the learner in contributing to the reporting process
- the role of the parent/carer in the reporting process
- the information you would want to include.

Section B – Detailed questions

B1. How helpful would you find the [draft Curriculum for Wales 2022 guidance](#) in developing a curriculum for your learners?

Extremely helpful	Very helpful	Moderately helpful	Slightly helpful	Not helpful at all
Comments:				

B2. How well do you think the [draft Curriculum for Wales 2022 guidance](#) allows for all children and young people to gain a broad range of learning experiences?

You may want to consider learning across the different disciplines and subjects which form part of an area of learning and experience.

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

B3. How well do you think [draft Curriculum for Wales 2022 guidance](#) allows for all children and young people to specialise from age 14 in a particular discipline or subject?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

B4. The [draft Curriculum for Wales 2022 guidance](#) is intended to support practitioners and teachers to design a curriculum specific to children and young people. To what extent will practitioners and teachers have the flexibility and support to do this?

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Comments:				

B5. How well do you think the [draft Curriculum for Wales 2022 guidance](#) supports learners to develop skills in the cross-curricular responsibilities (literacy, numeracy and digital competence) and other cross-cutting themes (e.g. Welsh dimension and international perspective, wider skills, careers and work-related experiences, relationships and sexuality education)?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

B6. How could the cross-curricular frameworks ([National Literacy and Numeracy Framework](#) and the [Digital Competence Framework](#)) be refined to support the development of literacy, numeracy and digital competence across the new curriculum?

B7. How well do you think the guidance for each [area of learning and experience](#) will support children during the Foundation Phase years?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

B8. How well do you think the [draft Curriculum for Wales 2022 guidance](#) supports and enables learners to progress at an appropriate pace for their development within the area of learning and experience from ages 3 to 16?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

B9. How well do you think the [draft Curriculum for Wales 2022 guidance](#) will provide a basis to help young people progress beyond the age of 16?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

B10. Formative assessment should be given primacy in the new curriculum. How well do the [assessment proposals](#) promote this principle?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

B11. [The assessment proposals](#) propose a broader approach to moderation – *supporting professional dialogue regarding the nature of progression, the selection of appropriate learning and assessment activities, as well as ensuring a shared understanding of what achievement looks like in the context of the achievement outcomes.*

How would you envisage your setting /school putting this approach into practice? What further support do you think would be needed?

B12. What practical issues for settings and schools do we need to be mindful of if the [assessment proposals](#) are to be made a reality?

B13. What implications do you see from the [draft Curriculum for Wales 2022 guidance](#) for you and your colleagues' [professional development](#) needs in respect of the:

- impact on pedagogical practice
- implications of planning for a purpose driven curriculum
- professional learning requirements linked to pedagogy

- developing in-school and cross-school collaboration
- specific areas of professional learning aligned to the areas of learning and experience
- opportunities for professional enquiry approaches support delivery of the new curriculum?

B14. What are the professional learning challenges and opportunities to enact the principles in the [assessment proposals](#)?

Section C – Specific: Areas of learning and experience

C1. If you would like to provide specific feedback relating to one or more specific areas of learning and experience, please make a selection and add your comments below.

Expressive Arts		Language, Literacy and Communication	
Health and Well-being		Mathematics and Numeracy	
Humanities		Science and Technology	

Comments (if you choose more than one area of learning and experience please label each comment):

C2. How well do the progression steps within the [Mathematics and Numeracy Area of Learning and Experience](#) articulate the proficiencies illustrated in the principles of progression?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

C3. How well do the learning sections within the Languages, Literacy and Communication Area of Learning and Experience provide for learners to develop translinguaging skills?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

C4. How well does the guidance within the Languages Literacy and Communication Area of Learning and Experience provide for the development of language acquisition and learning?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

C5. How well does the Health and Well-being Area of Learning and Experience guidance support a whole-school approach to supporting health and well-being?

Extremely well	Very well	Moderately well	Slightly well	Not well at all
Comments:				

Is there anything else you would like to add or feedback on?

Email: CurriculumForWales2022@gov.wales
Post: Curriculum for Wales 2022 Feedback
Curriculum and Assessment Division
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

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DATE: 3rd JUNE 2019

REPORT TO: Monmouthshire Standing Advisory Council for Religious Education

SUBJECT: CURRICULUM DEVELOPMENT UPDATE

A PURPOSE OF REPORT

To update SACRE of the developments being made with regards to Religious Education and the new Curriculum for Wales.

B BACKGROUND

Welsh Government produced the draft Curriculum for Wales 2022 on 30th April and are currently conducting a consultation on the Curriculum. The guidance contains information on the structure and components of Curriculum for Wales, the approach to progression, and how the curriculum must be inclusive for all learners. It also includes information on elements of learning that span the whole curriculum. This is part of Welsh Government's national mission to raise standards, reduce the attainment gap, and deliver an education system that is a source of national pride and public confidence. At the heart of the Curriculum are the four purposes which set out the aspirations for all children and young people by the age of 16.

Welsh Government have recently consulted on The White Paper consultation [Our National Mission: A Transformational Curriculum](#) set out the legislative proposals for the new curriculum. Monmouthshire SACRE provided feedback following discussion in the Spring Term SACRE meeting.

Religious Education will be placed within the Humanities Area of Learning and Experience (AoLE). Schools will still be expected to deliver the agreed syllabus. Voluntary aided schools with a religious character will continue to be able to deliver their denomination syllabi and parents/carers of learners attending voluntary controlled schools can continue to request that their child studies the denominational syllabus rather than the locally agreed syllabus if they wish.

A new supporting framework is being developed to provide further detail about the relationship between religious education, the agreed syllabus, and the areas of learning and experience. This is being developed by a group of religious education practitioners, curriculum pioneers, academics, and representatives from Standing Advisory Councils on Religious Education (SACREs) and the National Advisory Panel for Religious Education (NAPFRE).

It is the intention also that religious education reflects our historical and contemporary relationship in Wales to philosophy and religious views, including non-religious beliefs. Therefore, the current legislation will be amended to ensure the agreed syllabus for religious education takes account of non-religious world views which are analogous to religions (e.g. humanism).

The RE consultant to Monmouthshire SACRE, Paula Webber, has acted as Regional Vice Chair of the Humanities AoLE working group in her role as Adviser at the

Education Achievement Service (EAS). A verbal update detailing progress in terms of Religious Education will be given to members at the SACRE meeting. Paula Webber and Libby Jones (RE Adviser Wrexham) continue to lead the development of the RE supporting framework. Paula Webber will provide a verbal update to SACRE on the progress of the RE writing group.

Welsh Government are seeking the views of organisations and individuals on the draft curriculum <https://hwb.gov.wales/draft-curriculum-for-wales-2022>. *The proforma for feedback can be found at <https://hwb.gov.wales/draft-curriculum-for-wales-2022/have-your-say/>.*

Welsh Government are also consulting on the Assessment and Evaluation Framework <https://hwb.gov.wales/draft-curriculum-for-wales-2022/assessment-and-evaluation-framework/>

C RECOMMENDATION

SACRE to receive a verbal update on the progress made in the Humanities AoLE, the draft Curriculum for Wales with a focus on Religious Education and the Humanities AoLE.

SACRE to consider and respond to the draft Curriculum for Wales. The deadline for feedback is 19th July 2019. SACRE to discuss forming a working party to consider this important feedback or to seek to work collaboratively with SACREs in neighbouring authorities.

SACRE to receive a verbal update on the progress being made with regards to the RE supporting framework.

D SUPPORTING INFORMATION

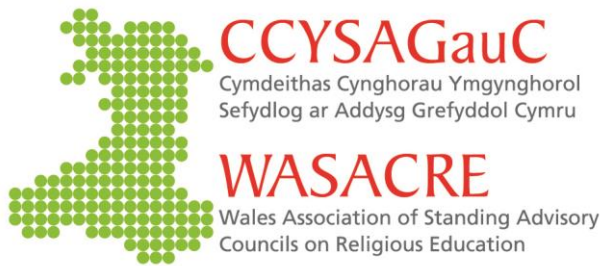
Draft Humanities Curriculum –

Interactive Online version - <https://hwb.gov.wales/draft-curriculum-for-wales-2022/humanities/>

Draft Curriculum for Wales - <https://hwb.gov.wales/draft-curriculum-for-wales-2022/>

Have your say - Feedback forms - <https://hwb.gov.wales/draft-curriculum-for-wales-2022/have-your-say/>

The Assessment and Evaluation Framework - <https://hwb.gov.wales/draft-curriculum-for-wales-2022/assessment-and-evaluation-framework/>



*Cyfarfod CYSAGau Cymru, yn
Neuadd y Sir Caerdydd
Dydd Mawrth, 26 Mawrth 2019
10.30a.m. – 3.00p.m.*

Yn bresennol

<p>Ynys Môn Rheinallt Thomas</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KD)</p> <p>Pen-y-bont ar Ogwr Edward J. Evans (EE) Maggie Turford (MT) Alice Parry (AP)</p> <p>Caerffili Paula Webber (PW) Janet Jones (JJ)</p> <p>Caerdydd Maggie Turford (MT) Gill James (GJ) Norma Mackai</p> <p>Sir Gaerfyrddin Helen Gibbon (HG)</p> <p>Ceredigion</p> <p>Conwy</p> <p>Sir Ddinbych Ellie Chard (EC)</p>	<p>Sir y Fflint</p> <p>Gwynedd</p> <p>Merthyr Tudful Maggie Turford (MT) Ernie Goldsworthy (EG)</p> <p>Sir Fynwy Paula Webber (PW)</p> <p>Castell-nedd Port Talbot Hugh James (HJ) Rachel Samuel (RS) Peter Rees (PR)</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) Mathew Maidment (MM)</p>	<p>Abertawe Jennifer Harding -Richard (JHT) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg Maggie Turford (MT) Ramez Delpak (RD)</p> <p>Wrecsam Libby Jones (LJ) Tania ap Sion (TaS)</p> <p>Sylwedyddion Rudolf Elliot Lockhart, REC Paul Morgan, MAGC Andrew Pearce, CBAC</p> <p>Cyflwynwyr Nicky Hagendyk, EAS</p> <p>Cofnodion Gill Vaisey (GV)</p>
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Cofnodion y cyfarfod

1. Cyflwyniad a chroeso

Cyn y cyfarfod, mwynhaodd yr aelodau sioe sleidiau gan Ysgol Gynradd Moorland, Caerdydd, oedd yn dangos lluniau o agweddau o'u harfer da.

Croesawyd pawb i Neuadd y Sir, Caerdydd ac i'r Awdurdod Lleol gan y Cynghorydd Dianne Rees, Arglwydd Faer Caerdydd. Soniodd am bopeth sydd gan Gaerdydd i'w ddathlu ac am ei rhan hi fel cyn aelod o GYSAG Caerdydd.

Estynnwyd croeso i Gaerdydd hefyd gan Gadeirydd CYSAG Caerdydd, y Cynghorydd Sarah Merry. Siaradodd am ei phrofiad o fod yn aelod o CYSAG fel Cynghorydd Sir a sut nad oedd hi'n sicr i ddechrau beth roedd CYSAG yn ei olygu. Ond mae ei phrofiad wedi dangos iddi bwysigrwydd addysg grefyddol a chred y dylai CYSAGau fod yn ystyrlon yn cefnogi plant o nifer o wahanol grefyddau, a rhai di-grefydd, o fewn y gymuned.

2. Adfyfrio tawel

Rhannodd EE ei feddyliau am y sefyllfa echrydus yn Seland Newydd – ffydd neu ddim ffydd – roedd hyn yn dangos annynoldeb gweithredoedd rhywun tuag at grŵp o bobl eraill.

Cyfeiriodd at y gyfrol *50 Five-Minute Tales* – straeon y mae wedi'u defnyddio i Addoli ar y Cyd mewn ysgolion.

Y Corrach a'r Dylwythen Deg - corrach swil oedd â chlustiau mawr yr oedd y dylwythen deg yn chwerrhin am ei ben. Fodd bynnag, dangosodd y corrach garedigrwydd mawr ati. Diben y stori oedd dangos na ddylai pobl gael eu barnu oherwydd eu hymddangosiad allanol, neu ddim ond am eu bod yn wahanol, e.e. lliw, ymddangosiad, credoau, gwleidyddiaeth ayb, ond cydnabod ei gilydd fel bodau dynol.

Gwahoddodd EE yr aelodau i fyfrio ar greu gwell byd i fyw ynddo.

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan Meirig Roberts (Llywodraeth Cymru), Cyng Lacey (CYSAG Casnewydd), Cyng Lyndon Lloyd (Ceredigion), Vicky Barlow (Sir y Fflint), Michelle Gosney (Estyn) a Tudor Thomas (sydd wedi ymddiswyddo fel cadeirydd MAGC ond sy'n dal i fod yn aelod o GYSAG Sir Fynwy).

4. Cyflwyniad PYCAG: Nicky Hagendyk – Maes Dysgu a Phrofiad y Dyniaethau

Nicky Hagendyk yw Cadeirydd Maes Dysgu a Phrofiad y Dyniaethau.

Siaradodd am y diwygiadau ehangach ochr yn ochr â diwygio'r cwricwlwm. Pwysleisiodd fod profiad yn agwedd bwysig o'r cwricwlwm newydd hwn. Mae'n broses sy'n cael ei chefnogi gan y Pedwar Diben y dylid eu cyrraedd erbyn diwedd addysg ysgol.

Tynnodd sylw at y pynciau newydd ar y cwricwlwm o fewn Maes Dysgu a Phrofiad y Dyniaethau – astudiaethau busnes ac astudiaethau cymdeithasol. Ymarferwyr sydd wrthi'n ysgrifennu'r cwricwlwm newydd ac maent wedi mabwysiadu dull holistig gyda'r 'datganiadau o'r Hyn sy'n Bwysig' wrth graidd y cyfan.

Maent yn ceisio cael cydbwysedd rhwng dull holistig rhyngddisgyblaethol a chadw integriti pob pwnc arbenigol.

Mae'r cwricwlwm newydd yn debygol o fod yn llai cyfarwyddol ac yn cynnig mwy o ymreolaeth i ysgolion. Y tu ôl i'r Pedwar Diben bydd cysyniadau, gwybodaeth a sgiliau.

Caiff ei gyhoeddi ym mis Ebrill 2019 i gael adborth gan athrawon a rhanddeiliaid eraill. Bydd cynnwys 'Beth sy'n Bwysig' yn rhan o'r ymgynghoriad. Eglurodd Nicky bob un o'r pum datganiad o'r hyn sy'n bwysig yn y Dyniaethau.

1. Mae datblygu meddwl chwilfrydig yn galluogi'r dysgwyr i archwilio ac ymchwilio i'r byd, yn y gorffennol, presennol a'r dyfodol, drostynt eu hunain.
2. Mae digwyddiadau a phrofiadau dynol yn gymhleth ac yn cael eu gweld, eu dehongli a'u cynrychioli mewn ffyrdd gwahanol.
3. Mae'r byd naturiol yn amrywiol a deinamig, ac mae prosesau ffisegol a gweithredoedd dynol yn dylanwadu arno.
4. Mae cymdeithasau dynol yn gymhleth ac amrywiol ac mae ymddygiad a chredoau dynol wedi eu siapio.
5. Dinasyddion gwybodus a hunanymwybodol yn ymgysylltu â'r heriau a'r cyfleoedd sy'n wynebu'r ddynoliaeth ac yn gallu cymryd camau moesegol a chynaliadwy.

Ni ddylid ystyried pob datganiad ar ei ben ei hun – gallai uned waith fod yn gysylltiedig â dau neu dri o'r datganiadau.

Gall pob un o'r pynciau yn y dyniaethau gael eu harchwilio drwy unrhyw un o'r datganiadau o'r hyn sy'n bwysig.

Yn ganolog i'r cwricwlwm mae dilyniant o safbwynt gwybodaeth, dealltwriaeth gysyniadol, y gallu i weithio gyda ffynonellau, ayb.

Cafwyd mewnbwn gan arbenigwyr ac ymgynghorwyd yn genedlaethol ac yn rhyngwladol.

Bydd y cwricwlwm yn cael ei gyhoeddi ar 30 Ebrill ar gyfer ymgynghoriad ac adborth. Amserlen yr ymgynghoriad fydd o Ebrill 30 tan ddechrau Medi.

Mewn ymateb i'r cwestiynau a godwyd, dywedodd Nicky fod athrawon o bob rhan o Gymru wedi cymryd rhan mewn ysgrifennu'r cwricwlwm ehangach ac y byddant hefyd yn cymryd rhan mewn ysgrifennu'r Fframwaith AG.

Ystyriwyd cwricwlwm Lloegr hefyd yn ogystal â meysydd llafur o wledydd eraill.

Holodd yr aelodau am y gost o gyflwyno'r newidiadau hyn mewn ysgolion. Awgrymodd un aelod fod yn rhaid i Lywodraeth Cymru roi cyllid yn ei le er mwyn cefnogi gweithredu'r cwricwlwm newydd yn llawn.

Bydd y cwricwlwm terfynol yn cael ei gyhoeddi ym mis Ionawr 2020 ac felly bydd hyfforddiant yn dilyn wedi i'r cwricwlwm gael ei gytuno arno a'i ffurfio'n derfynol.

Mae angen ystyried sut bydd CCYSAGauC yn rheoli ei adborth ar yr ymgynghoriad. A ddylai'r Pwyllgor Gwaith ymateb ar ran CCYSAGauC neu a ddylid sefydlu gweithgor o aelodau CCYAGauC?

Gweithredu: Y Pwyllgor Gwaith i lunio ymateb i'r drafft ar ran CCYSAGauC

5. Arolwg Tynnu yn ôl o Addysg Grefyddol

Cyfeiriodd PW at ganlyniadau'r holiadur am dynnu disgyblion yn ôl o AG ac edrychodd ar y canfyddiadau.

Gallai'r wybodaeth hon fod yn sail i drafodaethau ac i ymateb CCYSAGauC i gwestiwn Papur Gwyn LIC ynghylch a ddylid cael gwared ar yr hawl i dynnu'n ôl.

Adroddodd GV ei bod hi'n pryderu am rai o ganfyddiadau'r arolwg.

I ddechrau, mae'n awgrymu fod rhai ysgolion yn dal ddim yn gwneud y gwahaniaeth rhwng Addoli ar y Cyd ac AG. Roedd yr arolwg wedi cyfeirio'n benodol at AG ar y cwricwlwm yn unig ac eto roedd rhai ymatebion yn cyfeirio at Addoli ar y Cyd.

Yn ogystal, roedd tystiolaeth o ddiffyg dealltwriaeth am wir natur Addysg Grefyddol ar y cwricwlwm - mewn rhai achosion roedd yr ymatebion yn cyfeirio at dynnu disgyblion yn ôl o weddio a chanu emynau a hefyd ymweld ag eglwys i gymryd rhan mewn dathliadau - ond ni ddylai'r un o'r rhain fod yn digwydd mewn AG seiliedig ar y cwricwlwm.

Roedd GV yn pryderu hefyd am nifer y rhieni (12) oedd yn tynnu eu plant yn ôl yn rhannol rhag dysgu am Islam. Mae hyn yn awgrymu rhagfarn yn erbyn y grefydd arbennig honno. Awgrymodd HS ei bod yn hanfodol, pan mae'r cwricwlwm newydd yn cael ei lunio, ei fod yn hybu AG wrthrychol, feirniadol a lluseddol er mwyn sicrhau nad yw rhieni'n teimlo'r angen i dynnu eu plant yn ôl.

Rhannodd RL ei syniadau am y posibilrwydd o her gyfreithiol – os yw rhywun o ffydd arbennig wedi bod â rhan mewn datblygu'r cwricwlwm, yna gellid ystyried na allai'r cwricwlwm hwnnw fod yn wrthrychol. Yn yr un modd, os oes gan athro gefndir ffydd, gellid awgrymu nad ydynt yn gallu bod yn wrthrychol yn eu haddysgu.

Gweithredu: awgrymu i'r CYSAGau eu bod yn edrych ar eu canfyddiadau lleol o'r arolwg ac yn cymryd unrhyw gamau priodol.

(Dywedodd GV fod rhai CYSAGau wedi coladu eu canlyniadau eu hunain tra bod eraill wedi anfon ymatebion gan ysgolion unigol ac felly roedd hi wedi coladu'r rhain a bydd y manylion yn cael eu hanfon i'r CYSAGau hynny).

6. Ystyried ac ymateb i bapur gwyn y Llywodraeth

Aeth EE trwy'r papur a'r cynigion.

Cyflwynwyd ymateb Pwyllgor Gwaith CCYSAGauC ac fe'i rhannwyd â'r aelodau. Nodwyd nad oeddent wedi dod i gasgliad am gael gwared ar yr hawl i dynnu'n ôl o AG.

Cyflwynwyd ymateb PYCAG ac fe'i rhannwyd â'r aelodau. Nododd LJ fod ymateb PYCAG yn wahanol mewn rhai agweddau i ymateb CCYSAGauC. Byddai PYCAG yn dymuno cael gwared ar yr hawl i dynnu'n ôl ond mae'n ategu'r angen felly am roi hyfforddiant yn ei le i sicrhau fod pob athro ac ysgol yn gwneud yn siŵr fod eu haddysgu a'u darpariaeth yn wrthrychol.

Mae PYCAG yn awgrymu hefyd y dylid cadw AG yn y chweched dosbarth ac y dylai colegau orfod darparu AG hefyd.

Cred HS fod disgyblion 16 – 19 oed angen cael addysg grefyddol yng ngoleuni materion ac agweddau'r byd sydd ohoni.

Awgrymodd KR, os yw athrawon yn dysgu AG cwbl addysgol a gwrthrychol, yna nad oes angen yr hawl i dynnu'n ôl, fodd bynnag, os yw AG yn enwadol ac yn seiliedig ar ffydd, yna mae'r angen i dynnu'n ôl yno.

Awgrymodd PW fod angen i ni sicrhau fod y ddarpariaeth fel y dylai fod ac yna nid oes reswm dros gael hawl i dynnu'n ôl.

Nododd GV fod angen gwahaniaethu rhwng AG y Maes Llafur Cytûn ac AG seiliedig ar ffydd ac roedd hi'n ategu'r pwynt a wnaed gan KR.

Awgrymwyd y dylem gymryd y safbwynt ein bod yn cymryd ac yn disgwyl fod AG yn cael ei dysgu'n briodol ac yn atgyfnerthu'r disgwyliad hwn.

Roedd ymateb RT yn nes at farn PYCAG nag un CCYSAGauC. Cred ef fod yn rhaid i ni sicrhau fod AG yn addas i bawb ac mae angen i ni gael hyder yn ein hathrawon y byddant yn dysgu'r pwnc mewn modd proffesiynol. Roedd ef hefyd yn credu bod angen i fyfyrwyr chweched dosbarth gael AG.

Ailadroddodd HS yr angen i herio Awdurdodau Lleol ar ddiffyg gwasanaethau cynghori proffesiynol i gefnogi AG.

Dywedodd RL mae'r hyn oedd yn ei boeni ef oedd y Confensiwn Ewropeaidd ar Hawliau Dynol. Nid yw'n meddwl fod achos wedi bod lle cafwyd nad yw'r AG yn wrthrychol a lluoseddol ac felly os ceir gwared â'r hawl i dynnu'n ôl, gallai hyn arwain at gyfres o achosion yn mynd i'r llys.

Fel 'pôl gwelltyn' (nid pleidlais swyddogol ar ran CYSAGau), roedd pawb yn yr ystafell yn unfrydol o blaid cael gwared ar yr hawl i dynnu'n ôl o AG.

Cafwyd cefnogaeth unfrydol hefyd dros wneud AG yn statudol i blant meithrin o 3 oed.

Ymateb cymysg a gafwyd i dynnu AG o'r chweched dosbarth.

Diolchodd CCYSAGauC i aelodau Pwyllgor Gwaith CCYSAGauC ac i aelodau PYCAG am gyflwyno'u hymatebion.

Gweithredu: PW i anfon ymateb ychwanegol i Lywodraeth Cymru yn cadarnhau'r ymateb a wnaed gan y Pwyllgor Gwaith ac yn ychwanegu sylwadau pellach ar farn y rheiny oedd yn bresennol yn y cyfarfod.

7. Diweddariad ar Fframwaith Cefnogi AG

Adroddodd LJ fod LIC wedi rhoi cyllid llawn i grŵp i gynnal cyfarfodydd rheolaidd er mwyn datblygu Fframwaith Cefnogi i eistedd ochr yn ochr â'r cwricwlwm newydd. Mae'r grŵp yn cynnwys athrawon AG, athrawon o Ysgolion Arloesi, aelodau PYCAG, CCYSAGauC, REC, CBAC, ac Estyn. Maent yn cynrychioli pob ardal yng Nghymru a phob ystod oed ynghyd â chyfrwng Cymraeg a Saesneg.

Gan nad ydym yn gwybod eto a fydd yr hawl i dynnu'n ôl o AG yn cael ei dynnu, mae angen i'r Fframwaith gael ei ysgrifennu fel bod AG yn cael ei nodi'n amlwg.

Gobeithir y bydd drafft yn cael ei gyhoeddi erbyn mis Ionawr 2020. Mae angen iddo fod yn barod erbyn Gorffennaf er mwyn iddo gael ei gyfieithu a mynd i ymgynghoriad cychwynnol.

Adroddodd PW ar y meddylfryd y tu ôl i gynhyrchu'r Fframwaith AG a sut y gallai edrych fel ychwanegiad i'r datganiadau Beth sy'n Bwysig ar y cwricwlwm. Yna mae'n bosibl y gallai'r Fframwaith hwn gael ei fabwysiadu gan bob Awdurdod Lleol fel eu Maes Llafur Cytûn.

Awgrymodd RT y dylai'r Fframwaith AG gael ei ysgrifennu mewn modd sy'n hygyrch i'r rhai heb fod yn addysgwyr ac y dylai gael ei dderbyn a'i fabwysiadu gan Gynadleddau Maes Llafur Cytûn.

8. Cymorth AG Proffesiynol i GYSAGau

Adroddodd EE fod ymateb wedi'i dderbyn bellach gan Kirsty Williams i'r llythyr a anfonodd CCYSAGauC ati ynglŷn â Chymorth AG Proffesiynol ac adolygu Cylchlythyr 10/94.

Adroddodd LJ am y sefyllfa argyfyngus o ran diffyg cefnogaeth AG arbenigol i GYSAGau gan fod pum arbenigwr wedi'u tynnu o'u swyddi mewn cyfnod byr o amser. Nodwyd mai dim ond LJ a PW sydd ar ôl fel cynghorwyr arbenigol mewn AG.

Atgoffodd LJ yr aelodau fod PYCAG a CCYSAGauC wedi ysgrifennu at y Cyfarwyddwyr Addysg i ofyn am wybodaeth ar bwy sy'n darparu eu cymorth proffesiynol i GYSAGau.

Roedd yr atebion yn amrywiol fel yn ôl cofnodion y cyfarfod diwethaf. Roedd LJ a PW wedi cyfarfod â'r 22 Cyfarwyddwr Addysg ac wedi'u hatgoffa am eu dyletswyddau cyfreithiol o safbwynt AG a ChYSAGau ac wedi tynnu eu sylw at y cymorth arbenigol amrywiol ar draws Cymru. Gwnaed y pwynt fod anghysondeb cymorth arbenigol yn annheg gan ei fod yn effeithio ar y disgyblion sydd ar ddiwedd y broses. Tynnwyd sylw at yr angen am gymorth dysgu proffesiynol ac mae hyn yn golygu fod angen cymorth AG arbenigol i ALLau a ChYSAGau.

Fe gyflwynon nhw hefyd swyddogaethau a chyfrifoldebau / enghraifft o swydd ddisgrifiad cynghorydd CYSAG er mwyn sicrhau fod y Cyfarwyddwyr yn sylweddoli hyd a lled y rôl gan dynnu sylw at y ffaith na all athro llawn amser, er enghraifft, fyth ysgwyddo'r gwaith ychwanegol hwn.

Gofynnwyd i'r Cyfarwyddwyr holi a chanfod pwy sy'n rhoi cefnogaeth – ai'r Awdurdod Lleol neu'r Consortiwm. Mae angen iddynt ystyried cael cynghorwyr AG arbenigol i gefnogi eu CYSAGau. Roedd y 22 Gyfarwyddwr yn barod iawn i gymryd rhan yn y sgwrs gyda LJ a PW a / neu fynd â'r neges yn ôl i'w consortia.

Nododd RT fod yna arbenigwyr AG ar gael ond nad ydynt yn cael eu defnyddio gan eu Hawdurdodau Lleol i gefnogi AG a ChYSAGau e.e. Bethan James a Phil Lord yn GwE a Cary Thomas yn CSC ynghyd â Gill Vaisey sydd yn ymgynghorydd arbenigol.

Gweithredu: LJ a PW i barhau i siarad â'r Cyfarwyddwyr ac adrodd yn ôl i CCYSAGauC.

9. Dysgu Proffesiynol i AG

Bu PW a LJ mewn cyfarfod gyda Kevin Palmer i drafod y cymorth dysgu proffesiynol sydd ei angen yng ngoleuni AG a'r cwricwlwm newydd. Maent wedi cael eu gwahodd i gynhyrchu dogfen fydd yn amlinellu'r meysydd hyfforddiant fydd eu hangen i gefnogi gweithredu'r cwricwlwm newydd. Bydd PYCAG yn ystyried hwn ac yn cyflwyno papur i KP.

10. Diweddariadau:

1. Adroddodd LJ fod presenoldeb da yn PYCAG y diwrnod cynt gyda thri ar ddeg o aelodau. Amlinellodd yr eitemau ar yr agenda.

2. REC – Adroddodd RL fod y Cyngor wedi ymateb i'r Papur Gwyn. Dywedodd fod diddordeb parhaus gan y Llywodraeth a San Steffan yn Adroddiad y Comisiwn ar Addysg Grefyddol ond nad oes dim yn digwydd ar hyn o bryd.

Bydd etholiadau i aelodau'r bwrdd ymuno â'r REC yn digwydd ar 16 Mai. Mae dwy sedd ar gael. Mae enwebiadau'n gymwys gan gynrychiolwyr awdurdodedig ac mae angen eu derbyn fis ymlaen llaw. Bydd yr ymgeiswyr llwyddiannus yn gwasanaethu am dymor o dair blynedd o 1 Medi, 2019.

Tania, Paula a Gill yw cynrychiolwyr enwebedig CCYSAGauC ar y REC.

3. Cynhadledd EFTRE Dulyn

Adroddodd GV y bydd Cynhadledd y Fforwm Ewropeaidd i Athrawon AG yn cael ei chynnal yn Nulyn ar 28 – 31 Awst, 2019 ac mae croeso i unrhyw un fynychu. Bydd GV yn mynd yno ar ran CCYSAGauC fel eu cynrychiolydd. Mae cynhadledd estyniad yn Belfast o 31 Awst – 2 Medi. Anfonwyd manylion at bob Clerc CYSAG.

4. MAGC

Mae Paul Morgan bellach yn mynychu CCYSAGauC yn lle Tudor Thomas. Mae dyfodol MAGC yn ansicr o ganlyniad i ddiffyg aelodau a hefyd cyllid. Cynhelir trafodaeth ym mis Ebrill a fydd yn edrych ar tybed a oes cyfle i ailadeiladu a chreu mudiad i'r rheiny sydd â diddordeb mewn AG ond nad ydynt yn gymwys i fynychu cyfarfodydd megis CCYSAGauC.

5. AREIAC 1 a 2 Gorffennaf

Adroddodd GV fod y Gymdeithas Cynghorwyr, Arolygwyr, ac Ymgynghorwyr AG yn cynnal ei chynhadledd haf yn y Village Hotel, Hyde, ger Manceinion ar 1 a 2 Gorffennaf. Teitl a thema'r gynhadledd yw *RE Leadership in a New World*. Gwahoddir pawb sydd â diddordeb mewn AG a dylent gysylltu â Gill Vaisey sydd yn trefnu'r gynhadledd.

Gweithredu: Anfonir y manylion i Glercod CYSAG.

11. Gwefan CCYSAGauC

Soniodd EE am y problemau sydd gan y wefan ar hyn o bryd a siaradodd am y posibilrwydd o gael gwefan newydd wedi'i chreu.

Gofynnodd EE i'r aelodau feddwl am yr hyn sydd ei angen ar wefan CCYSAGauC.

Adroddodd fod y Pwyllgor Gwaith wedi derbyn sawl pris am "becyn" ar gyfer adeiladu a chynnal gwefan newydd. Roedd y Pwyllgor Gwaith wedi cytuno i argymhell i'r cyfarfod llawn eu bod yn derbyn pris o £1100 am "adeiladu a chontract tair blynedd". Amlinellodd yr hyn oedd yn gynwysedig yn y cynnig hwn.

Yn ei rôl fel swyddog y wefan ar ran y Pwyllgor Gwaith, mae KR wedi ymchwilio i'r gwahanol bosibiliadau ac mae'r uchod yn fanteisiol o ran costau.

Gweithredu: Cytunodd yr aelodau i gefnogi creu gwefan newydd.

12. Adroddiad Cyfarfod y Pwyllgor Gwaith a gynhaliwyd 6 Chwefror 2019

Rhoddodd EE adroddiad llafar o gyfarfod y Pwyllgor Gwaith, roedd y rhan fwyaf o'r pwyntiau eisoes wedi cael eu trafod yn y cyfarfod hwn.

13. Y CYSAG effeithiol

Cyfeiriodd PW at gyflwyniad o'r gorffennol oedd wedi'i seilio ar wneud CYSAG effeithiol ac awgrymodd y dylem ddychwelyd at hwn eto. Mae CYSAG Caerffili yn bwriadu cyfethol dau aelod ieuenctid er mwyn clywed llais y disgyblion. Dyma un enghraifft o arfer da y gellid ei rannu.

Gweithredu: Rhoi hwn ar agenda cyfarfod yn y dyfodol - hydref 2019.

14. Cofnodion y cyfarfod a gynhaliwyd yn Llanilltud Fawr ar 20 Tachwedd 2018

Derbyniwyd y cofnodion fel cofnod cywir o'r cyfarfod yn amodol ar y canlynol:
Ychwanegu Huw Stevens at y rhai oedd yn bresennol. Cywiro sillafu - Helen Bebb
Tudalen 16 cywiro sillafu - Alwen Roberts, Ceredigion.

15. Materion yn codi

Dim

16. Gohebiaeth

Etholiadau REC

Taflen cynhadledd EFTRE

Rhwydwaith Rhyng-ffydd yn sôn am ymosodiad Seland Newydd

CYSAG Bro Morgannwg yn gofyn a allai dau athro rannu sedd ar y pwyllgor gwaith a mynychu cyfarfodydd yn eu tro. Yn dilyn trafodaeth, nodwyd nad oes dim yng Nghyfansoddiad CCYSAGauC a fyddai'n atal trefniant o'r fath ac felly cytunwyd i dderbyn y cynnig hwn.

17. Dangos a dweud

Nis trafodwyd.

18. Unrhyw fater arall

Dywedodd EE wrth yr aelodau am achos a ddigwyddodd cyn dechrau'r cyfarfod. Roedd aelod o'r cyhoedd (a oedd wedi bod ar bwylgor CYSAG o'r blaen ond ddim mwyach yn aelod o'r pwyllgor hwnnw) wedi cyrraedd Neuadd y Sir yn disgwyl dod i gyfarfod CCYSAGauC. Dywedodd fod dau o'i chydweithwyr yn y Cyngor Sir oedd yn eistedd ar GYSAG Sir Fynwy wedi gofyn iddi eu cynrychioli nhw gan na allent fod yn bresennol. Dywedwyd wrthi nad yw cyfarfodydd CCYSAGauC yn agored i'r cyhoedd ac felly nid oedd hawl ganddi i fod yn bresennol. Dywedodd yr unigolyn dan sylw y byddai'n gwneud cwyn yn erbyn EE a PW, y ddau oedd wedi esbonio nad oedd ganddi hawl i fynychu cyfarfod CCYSAGauC.

Dywedodd EE wrth yr aelodau ei bod yn amhriodol i aelodau CYSAG weithredu fel unigolion ac yn yr achos hwn, roedd gofyn i rywun nad yw'n aelod o'u CYSAG gymryd eu lle, yn anghywir. Atgoffodd EE yr aelodau, pan maent yn mynychu CCYSAGauC, eu bod yn gwneud hynny fel cynrychiolwyr eu CYSAG nhw ac nid fel unigolion.

Mynegodd yr aelodau a oedd yn bresennol eu cefnogaeth lawn i'r cyngor a roddwyd i'r unigolyn dan sylw gan EE a PW. Roedden nhw hefyd yn cytuno'n llwyr fod aelodau sy'n mynychu cyfarfodydd CCYSAGauC yn cynrychioli eu CYSAG ac nid nhw'u hunain.

19. Dyddiad y cyfarfod nesaf: Haf 2019 – Conwy 28 Mehefin 2019

Diolchodd EE i bawb oedd wedi cymryd rhan yn y cyfarfod gyda diolch arbennig i:

Arglwydd Faer Caerdydd; Cyng Sarah Merry, Cadeirydd CYSAG Caerdydd; Louise Broom, Clerc, CYSAG Caerdydd; Maggie Turford, Cymorth Proffesiynol i GYSAG Caerdydd; Nicky Hagendyk, Cyflwynydd, Arweinydd Rhanbarthol EAS dros Faes Dysgu a Phrofiad y Dyniaethau; Alaw Hughes, Cyfieithydd; aelodau CYSAG Caerdydd a'r Cyngorwyr Sir.

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KD)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Maggie Turford (MT) Alice Parry (AP)</p> <p>Caerffili/ Caerphilly Paula Webber (PW) Janet Jones (JJ)</p> <p>Caerdydd / Cardiff Maggie Turford (MT) Gill James (GJ) Norma Mackai</p> <p>Sir Gaerfyrddin / Carmarthenshire Helen Gibbon (HG)</p> <p>Ceredigion</p> <p>Conwy</p> <p>Sir Ddinbych / Denbighshire Ellie Chard (EC)</p>	<p>Sir y Fflint / Flintshire</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil Maggie Turford (MT) Ernie Goldsworthy (EG)</p> <p>Sir Fynwy / Monmouthshire Sir Paula Webber (PW)</p> <p>Castell-nedd Port Talbot /Neath and Port Talbot Hugh James (HJ) Rachel Samuel (RS) Peter Rees (PR)</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) Mathew Maidment (MM)</p>	<p>Abertawe / Swansea Jennifer Harding -Richard (JHT) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Maggie Turford (MT) Ramez Delpak (RD)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Sion (TaS)</p> <p>Sylwedyddion / Observers Rudolf Elliot Lockhart, REC Paul Morgan, MAGC Andrew Pearce, WJEC</p> <p>Cyflwynwyr/Presenters Nicky Hagendyk, EAS</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 a PowerPoint slide show from Moorland Primary School, Cardiff showing photographs of aspects of their good practice.

Cllr Dianne Rees, Lord Mayor of Cardiff welcomed everyone to County Hall, Cardiff and to the Local Authority. She referred to all that Cardiff has to celebrate and to her involvement as a former Cardiff SACRE member.

Chair of Cardiff SACRE, Cllr Sarah Merry, also welcomed members to Cardiff. She talked about her experience of being a member of SACRE as a County Councillor and the initial uncertainty of knowing what SACRE is about. However, in her experience, she has realised the importance of religious education and that SACREs should be meaningful in supporting children from many different religions and none within the community.

2. Quiet reflection

EE shared thoughts about being of faith or no faith and being appalled at the situation in New Zealand – the inhumanity of someone's actions towards a group of other people.

He referred to 50 Five-Minute Tales – stories he has used in Collective Worship in schools.

The Goblin and the Fairy – a shy goblin who had big ears and whom the fairy laughed at. However, the goblin showed her great kindness. The purpose of the story was to show that people should not be judged by outward appearance, or simply because they are different, e.g. colour, looks, beliefs, politics, etc., but to recognise each other as human beings.

EE invited members to reflect on creating a better world in which to live.

3. Apologies

Apologies were received from Meirig Roberts (Welsh Government), Cllr Lacey (Newport SACRE), Cllr Lyndon Lloyd (Ceredigion), Vicky Barlow (Flintshire), Michelle Gosney (Estyn) and Tudor Thomas (who has resigned as chair of REMW but is still a member of MCC SACRE).

4. NAPfRE presentation: Nicky Hagendyk – The Humanities Area of Learning and Experience

Nicky Hagendyk is Chair of the Humanities Area of Learning and Experience.

She talked about the wider reforms alongside the curriculum reform. She emphasised experience as being an important aspect of this new curriculum, it being a process backed up by the Four Purposes that should be fulfilled by the end of schooling.

She highlighted the new curriculum subjects within the new humanities AoLE – business studies and social studies. Practitioners are at the heart of writing the new curriculum and they have adopted a holistic approach with ‘What Matters’ statements at its core.

They are trying to achieve a balance between an interdisciplinary holistic approach whilst retaining the integrity of each specialist subject.

The new curriculum is likely to be less prescription and offer more autonomy for schools. Concepts, knowledge and skills will be behind the Four Purposes.

It will be published in April 2019 for feedback from teachers and other stakeholders. The content of the ‘What Matters’ will be part of the consultation. Nicky talked through each of the five statements of What Matters in Humanities.

1. Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.
2. Events and human experiences are complex and are perceived, interpreted and represented in different ways.
3. Our natural world is diverse and dynamic, influenced by physical processes and human actions.
4. Human societies are complex and diverse and areas shaped by human action and beliefs.
5. Informed self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered ethical and sustainable actions.

Each statement is not to be seen in isolation – a unit of work might be linked with two or three of the statements.

All of the subjects within humanities can be explored through any of the What Matters statements.

Central to the curriculum is progression in terms of knowledge, conceptual understanding, ability to work with sources, etc.

There has been expert input and consultation nationally and internationally.

The curriculum is to be published on 30th April for consultation and feedback. The time frame for the consultation will be from April 30th until the beginning of September.

In response to questions raised, Nicky advised that teachers from all across Wales have been involved in the writing of the wider curriculum and will also be in the writing of the RE Framework.

The curriculum in England has also been considered alongside curricular from a variety of other countries.

Members queried how the cost is being met for introducing these changes in schools. A member suggested that WG must put the finances in place to fully back the implementation of the new curriculum.

The final will be published in January 2020 and therefore training would follow once the curriculum has been agreed and finalised.

Need to consider how WASACRE will manage its feedback on the consultation. Should the Executive respond on behalf of WASACRE or should a WASACRE members' working group be established?

Action: The Executive to compose a response to the draft on behalf of WASACRE

5. Withdrawal from RE Survey

PW referred to the results of the withdrawal from RE questionnaire and looked at the findings.

This information might inform discussions and the WASACRE response to the WG White Paper question of whether the right of withdrawal should be removed.

GV reported that she had been concerned about a few of the findings of the survey.

Firstly, that it suggests that some schools still do not make the distinction between Collective Worship and RE. The survey had specifically referred to curriculum RE only and yet some responses referred to Collective Worship.

In addition, there was evidence of a lack of understanding of the correct nature of curriculum Religious Education as in some cases responses referred to the withdrawal of pupils from prayers and singing hymns and also visiting a church to take part in celebrations – none of which should be occurring in curriculum-based RE.

GV also stated her concern about the number of parents (12) partially withdrawing their pupils from learning about Islam. This seems to suggest a prejudice against that particular religion.

HS suggested that it is essential that when the new curriculum is drawn up it promotes objective, critical and pluralistic RE to ensure that parents do not feel the need to withdraw their children.

RL shared his insights regarding a possible legal challenge – if someone who is from a faith has been involved in the curriculum development then it would be deemed that that curriculum cannot be objective. Likewise, if a teacher has a faith background, it could be suggested that they are not able to be objective in their teaching.

Action: suggest to SACREs that they look at their local findings from the withdrawal survey and take any appropriate action.

(GV advised that some SACREs had collated their own results whereas others had sent in individual school responses in which case collation had been done by herself and details will be sent to those SACREs).

6. To consider and respond to the Welsh Government white paper

EE talked through the paper and its proposals.

The WASACRE Executive response was tabled and shared with members. It was noted that they had not come to a conclusion about the removal of the right of withdrawal from RE.

The NAPRE response was tabled and shared with members. LJ noted that the NAPfRE response differs in some areas to the WASACRE response in that NAPfRE would want the right of withdrawal to be removed but reiterates the need therefore for training to be put in place to ensure all teachers and schools ensure objectivity in their teaching and provision.

NAPfRE also suggests that sixth form RE should be retained and colleges should also be subject to providing RE.

HS also suggests that 16 – 19 year olds need to have religious education in light of current world issues and attitudes.

KR suggested that if teachers are teaching purely educationally objective RE then there is no need for the right of withdrawal however, where there is faith based denominational RE then there is a need for the right of withdrawal.

PW suggested that we need to ensure that the provision is as it should be and then there is no reason for a right of withdrawal.

GV noted that we need to make a distinction from Agreed Syllabus RE and faith denominational RE and supports the point made by KR.

It was suggested that we need to take the stance that we assume and expect that RE will be taught appropriately and reinforce this expectation.

RT has made his own response which is closer to the NAPfRE view than the WASACRE view and believes that we must ensure that RE is appropriate for all and we need confidence in our teachers to teach the subject in a professional way. He also agrees with the need for sixth form students to receive RE.

HS reiterated the need to challenge LAs on the lack of professional advisory services to support RE.

RL highlighted that the point that concerns him is the European Convention of Human Rights and he thinks there has never been a case where it is found that the RE is objective and pluralistic and therefore if the right of withdrawal is withdrawn this could lead to a succession of cases taken to court.

As a 'straw poll' (not an official vote on behalf of SACREs), there was a unanimous show of hands from people in the room in favour of the right of withdrawal being removed.

There was also unanimous support for making RE statutory for nursery children from the age of 3.

The removal of Sixth form RE received a mixed response.

WASACRE extended its thanks to both the WASACRE executive members and NAPfRE members for submitting their responses.

Action: PW to send an additional response to Welsh Government endorsing the response made by the Executive and adding further comments on the views of those present at the meeting.

7. Update on the RE Supporting Framework

LJ reported that WG has fully funded a group to hold regular meetings to develop a Supporting Framework to sit alongside the new curriculum. The group is made up of RE teachers, teachers from Pioneer Schools, NAPfRE members, WASACRE, REC, WJEC, and Estyn representing all areas of Wales and all age ranges and Welsh and English medium.

As it is not yet known whether the right of withdrawal will be removed, the Framework needs to be written so that RE is clearly identifiable.

It is hoped that a draft will be published by January 2020. It needs to be ready by July in order to go through translation and initial consultation.

PW reported on the thinking behind the production of the RE Framework and what it might look like as an addition to the curriculum What Matters statements. This Framework might then be adopted by each LA as their Agreed Syllabus.

RT suggested that the RE Framework must be written in a way that it is accessible to non-educationalists and will be accepted and adopted by Agreed Syllabus Conferences.

8. Professional RE support for SACREs

EE reported that a response had now been received from Kirsty Williams in respect of the letter WASACRE had sent to her regarding Professional Support for RE and the revision of Circular 10/94. In her response KW outlined the arrangements that had been put in place for meetings between WASACRE officers and WG personnel and that, together with her officials, she was considering matters relating to 10/94.

LJ reported on the crisis situation in relation to the lack of specialist support for RE to SACREs since five specialists within a short time period had been removed from their posts. It was noted that only LJ and PW remain as RE specialist advisers.

LJ reminded members that NAPfRE and WASACRE had written to Directors of Education to request information in relation to who provides their professional support to SACREs.

Responses varied as per the minutes of the last meeting. LJ and PW met with all 22 Directors of Education and reminded them about their legal duties in relation to RE and SACREs and alerted them to the varied specialist support across Wales. They highlighted that the inconsistency of specialist support is not fair as it has an impact on the pupils who are at the end of the process. They highlighted the need for professional learning support and therefore there needs to be specialist RE support to LAs and SACREs.

They also presented the roles and responsibilities / example job description of a SACRE adviser to ensure the Directors realise the extent of the role and that for instance, a teacher with a full time position cannot possibly take on this additional work.

The Directors were asked to investigate and establish who is providing support - whether it is the LA or the Consortium. They need to consider having specialist RE advisers to support their SACREs. All 22 directors were willing to engage in the conversation with LJ and PW and / or take this back to their consortia.

RT highlighted that there are RE specialists available but they are not being deployed by LAs to support RE and SACREs e.g. Bethan James and Phil Lord in GWE and Cary Thomas in CSC plus Gill Vaisey as an independent consultant.

Action: LJ and PW to continue to dialogue with Directors and feedback to WASACRE.

9. Professional Learning for RE

PW and LJ attended a meeting with Kevin Palmer to discuss the professional learning support needed in light of RE and the new curriculum. They have been invited to produce a document outlining the areas of training required to support the implementation of the new curriculum. NAPfRE will be considering this and presenting a paper to KP.

10. Up-dates:

1. LJ reported that NAPfRE was well attended yesterday with thirteen members. She outlined the items of their agenda.

2. REC – RL reported that the REC had responded to the White Paper. He advised that there is continued interest from Government and Westminster in the Commission on RE Report but no action is being taken at present.

Elections for board members to join the REC will take place on May 16th. There are two seats available. Nominations are eligible from authorised representatives and need to be received a month in advance. Successful candidates will serve a three-year term from 1st September, 2019

Tania, Paula and Gill are WASACRE nominated representatives on the REC.

3. EFTRE conference Dublin

GV reported that the European Forum for Teachers of RE Conference will take place in Dublin on 28th - 31st August, 2019 and anyone is welcome to attend. GV will be attending on behalf of WASACRE as their representative. There is an extension conference in Belfast from 31st – 2nd September. Details have been sent to all SACRE Clerks.

4. REMW

Paul Morgan is now attending WASACRE replacing Tudor Thomas. The future of REMW is unclear due to being short of membership and also funding. Discussion will be held in April which will focus on whether there may be an opportunity to rebuild and create an organisation for those interested in RE but who are not eligible to attend meetings such as WASACRE.

5. AREIAC 1st and 2nd July

GV reported that the Association of RE Advisers, Inspectors, and Consultants is holding its summer conference at the Village Hotel, Hyde, near Manchester on 1st and 2nd July. The title and theme is RE Leadership In A New World. Everyone interested in RE is invited and should contact Gill Vaisey who is conference organiser.

Action: Details will be sent to SACRE Clerks.

11. WASACRE Website

EE highlighted the issues surrounding the current website and talked about the possibility of having a new website created.

EE asked the members to reflect on what is required of the WASACRE website.

He reported that the Executive had received several suggested costed “packages” for the building and supporting of a new web site. The Exec had agreed to recommend to the full meeting that a quote of £1100 for a “build and three year contract” be accepted. He outlined what was included in this offer.

KR in her Exec role as website officer, has investigated various possibilities and the above is favourable in terms of costs.

Action: Members agreed to support the creation of a new website. **12. Report of the Executive Committee Meeting held 6th February 2019**

EE gave a verbal report of the Executive meeting, much of which had been already covered in this meeting.

13. The Effective SACRE

PW referred to a past presentation based on making an effective SACRE and suggested that this is something to which we should return. Caerphilly SACRE is going to co-opt two youth members to hear pupil voices. This is one example of good practice that could be shared.

Action: Agenda this for a future meeting – autumn 2019.

14. Minutes of meeting held in Llantwit Major on 20 November 2018

The minutes were accepted as a true record of the meeting subject to the following:

Add Huw Stevens to attendance. Correction to spelling - Helen Bebb

Page 16 correction to spelling - Alwen Roberts, Ceredigion.

15. Matters arising

None

16. Correspondence

REC Elections

EFTRE flyer for conference

Interfaith Network regarding New Zealand attack

Vale of Glamorgan SACRE asking whether two teachers could job share an executive committee position and take turns to attend meetings. Following discussion, it was noted that there is nothing in WASACRE's Constitution that would preclude such an arrangement and so it was agreed to accept this proposal.

17. Show and tell

Not covered.

18. Any other business

AOB. EE advised members of an incident that had occurred prior to the start of the meeting. A member of the public (who had previously been on a SACRE committee but is no longer a serving member of that committee) had arrived at County Hall wanting to attend the WASACRE meeting. She stated that two of her County Council colleagues who sat on Monmouthshire SACRE had asked her to represent them as they could not attend. She was informed that WASACRE meetings are not open to the public and therefore she was not entitled to attend. The person concerned stated that she was going to lodge a complaint against EE and PW who had both explained that she was not entitled to attend the WASACRE meeting.

EE advised members present that it is improper for SACRE members to act as individuals and in this case to have asked someone who is not a member of their SACRE to stand in for them was not permissible. EE reminded members that when they attend WASACRE they do so as representatives of their respective SACRE and not as individuals.

Members present expressed their full support for the advice that EE and PW gave to the person in question. They also fully agreed that members attending WASACRE meetings represent their SACREs and not themselves.

19. Date for next meeting: Summer 2019 – Conwy 28th June 2019

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

The Lord Mayor of Cardiff; Cllr Sarah Merry, Chair Cardiff SACRE; Louise Broom, Clerk, Cardiff SACRE; Maggie Turford, Professional Support to Cardiff SACRE; Nicky Hagendyk, Presenter, EAS Regional Lead for the Humanities AoLE; Alaw Hughes, Translator; Cardiff SACRE members and County Councillors.

Enwebiadau ar gyfer Is-Gadeirydd y CCSAGauC (28 Mehefin 2019)

Nominations for the position of Vice Chair of WASACRE (28 June 2019)

1. Rachel Samuel_CYSAG Castell Nedd Port Talbot



Mae Rachel wedi bod yn aelod o CYSAG Castell Nedd Port Talbot ers y chwe blynedd diwethaf lle cafodd brofiad helaeth o ddeall rolau a chyfrifoldebau CYSAG a'r ddeddfwriaeth a'r protocol sydd ynghlwm â swyddogaeth CYSAG. Hi oedd is-gadeirydd CYSAG Castell Nedd Port Talbot yn y chwe blynedd diwethaf. Yn ogystal mae Rachel wedi rhoi cymorth cynghori proffesiynol i'r CYSAG, gan roi arweiniad i aelodau CYSAG ar faterion sy'n benodol i Addysg Grefyddol o bwysigrwydd lleol a chenedlaethol. Mae cyfrifoldebau Rachel yn cynnwys cyfrannu at osod agenda'r CYSAG ac arwain ar y rhan fwyaf o'r materion yn ystod cyfarfodydd CYSAG. Mae Rachel yn mynychu cyfarfodydd y Panel Ymgynghorol Cenedlaethol Addysg Grefyddol (PYCAG) a Chymdeithas

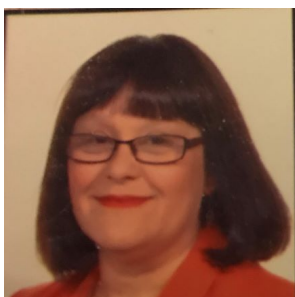
CCYSAGau Cymru ar ran Castell Nedd Port Talbot.

Daeth Rachel yn aelod gweithgar o PYCAG yn ystod y tair blynedd diwethaf a bu'n cymryd rhan mewn trafodaethau am y cyfleoedd a'r heriau cyfredol sydd ynghlwm â dyfodol Addysg Grefyddol yn y cwricwlwm - y rhai presennol a rhai newydd. Yn ogystal, fe'i gwahoddwyd i fod yn aelod athrawes o'r gweithgor sy'n datblygu'r Fframwaith Addysg Grefyddol newydd. Cred y bydd y fframwaith hwn yn cynnig y cymorth sydd ei angen ar ymarferwyr sy'n cyflwyno Addysg Grefyddol o fewn Maes Dysgu a Phrofiad y Dyniaethau. Mae Rachel yn gwerthfawrogi'r cyfle i fod yn rhan o dîm sy'n dylanwadu ar ddatblygiadau mewn Addysg Grefyddol ac a fydd o fudd i blant a phobl ifanc Cymru yn y dyfodol.

Mae Rachel wedi bod yn athrawes Addysg / Astudiaethau Crefyddol ers dros 21 mlynedd yn dysgu mewn amryw o ysgolion uwchradd cyfrwng Cymraeg a Saesneg. Ar hyn o bryd mae Rachel yn dysgu yn Ysgol Gymraeg Ystalyfera, sy'n ysgol cyfrwng Cymraeg 3-18. Mae Rachel yn bennaeth adran brofiadol ac mewn ysgol flaenorol bu'n Bennaeth Cynorthwyol gyda chyfrifoldeb am yr agenda Sgiliau ar draws yr ysgol am gyfnod o dair blynedd. Drwy gydol ei gyrfa dysgu, mae hi bob amser wedi bod yn frwd dros Addysg Grefyddol, ei gwerth o fewn cwricwlwm yr ysgol gyfan ac i ddatblygiad y disgybl unigol wrth iddynt fynd drwy addysg ac yn y pen draw i'r gweithle. Mae gan Rachel brofiad helaeth fel Arholwr TGAU a Lefel A a Phrif Arholwr i CBAC a bu'n ddirprwy brif gymedrolwr ar gyfer cymedroli lefelau CA3. Mae Rachel hefyd wedi cynghori athrawon mewn gwahanol ysgolion fel eu bod yn deall y pwnc a gofynion y fanyleb drwy ei gwaith fel Prif Ymarferydd AG i ERW y llynedd ac fel aelod o weithgor CYDAG yn creu adnoddau cyfrwng Cymraeg i'r cyrsiau newydd TGAU a Lefel A mewn Moeseg ac Athroniaeth.

Byddai Rachel yn gwerthfawrogi'r cyfle i gymryd rhan bellach mewn datblygu Addysg Grefyddol yng Nghymru fel aelod o Bwyllgor Gwaith CCYSAGauC ac mae hi'n ddiolchgar y byddai'n cael cefnogaeth lawn y Pennaeth yn Ysgol Gymraeg Ystalyfera i ymgymryd â'r dyletswyddau a fyddai'n ofynnol gan y swydd.

3. Rachel Samuel Neath Port Talbot SACRE



Rachel has been a member of Neath Port Talbot SACRE for the last six years where she has gained a wealth of experiences in understanding the

roles and responsibilities of SACRE and the legislation and protocol surrounding the function of SACRE. She has been the vice-chair of NPT SACRE for the past six years. In addition Rachel has provided professional advisory support to the SACRE guiding SACRE members on Religious Education specific matters of local and national importance. Rachel's responsibilities include contributing to the setting the SACRE agenda and leading on majority of the business during SACRE meetings. Rachel attends meetings of the National Advisory Panel for Religious Education (NAPfRE) and the Wales Association of SACREs (WASACRE) on behalf of Neath Port Talbot.

Rachel has become an active member of NAPfRE during the last three years and has been involved in discussions surrounding the current opportunities and challenges surrounding the future of Religious Education within the curriculum - both present and the new. In addition, she has been invited to be a teacher member of the working group developing the new Religious Education Framework. She believes that this framework will offer the needed assistance to practitioners delivering Religious Education within the Humanities Area of Learning and Experience. Rachel values the opportunity to be part of the team informing developments within Religious Education and benefitting the children and young people of Wales into the future.

Rachel has been a Religious Education / Studies teacher for over 21 years teaching within a range of English and Welsh medium secondary schools. Currently Rachel teaches Ysgol Gymraeg Ystalyfera, which is a 3-18 Welsh medium school. Rachel is an experienced head of department and as an Assistant Head with responsibility for the Skills agenda across the school for a three-year period in a previous school. Throughout her teaching career she has always had a passion for Religious Education, its value within the whole school curriculum and to the development of the individual pupil as they progress through education and ultimately into the workplace. Rachel has a wealth of experience as a GCSE and A Level Examiner and Principal Examiner for the WJEC and was the deputy chief moderator for KS3 standardisation of levels. In addition Rachel has advised teachers across schools in their understanding of the subject and specification requirements through her work as ERW Lead Practitioner for RE last year and as a member of a CYDAG working party creating Welsh medium resources for both the new GCSE and A Level Ethics and Philosophy courses.

Rachel would value the opportunity to become further involved in progressing Religious Education within Wales as an Executive Member of WASACRE and is grateful that she would be fully supported by the Head teacher at Ysgol Gymraeg Ystalyfera in carrying out the duties that this role would require.

Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC (28 Mehefin 2019)

Nominations for the WASACRE Executive Committee (28 June 2019)

Mae PUMP enwebiadau ar gyfer TRI sydd ar y Pwyllgor Gwaith

There are FIVE nominations for THREE positions on the Executive Committee

1. Mark Prevett - CYSAG Merthyr Tudful

Gadewais Ysgol y Gadeirlan, Henffordd yn 16 oed i ddechrau Prentisiaeth Myfyriwr gyda Bwrdd Trydan De Cymru lle bûm yn gweithio am 10 mlynedd. Dechreuais hyfforddi ar gyfer y weinidogaeth yn 1985 a chefais fy ordeinio yn 1988. Bûm yn gweithio mewn sawl plwyf yng Nghymru, rhai gydag ysgolion eglwys, rhai heb. Roeddwn yn teimlo'n gryf am ymgysylltu â phobl ifanc a byddwn yn aml yn mynd ochr yn ochr â'r staff addysgu i helpu cyflwyno'r cwricwlwm AG. Yn 1998 symudais i Halesowen lle'r oeddwn yn rhan o grŵp bach ecwmenaidd a sefydlodd y *Phase Trust*. Tîm arbennig oedd hwn i gyflwyno Gwersi AG ac Addysg Bersonol a Chymdeithasol fel yr oedd bryd hynny. Roedd y grŵp yn arbenigo hefyd ar weithio gyda phobl ifanc oedd yn wynebu neu wedi cael eu gwahardd. Mae *Phase Trust*, www.phasetrust.org.uk ar fin dathlu ei 20fed pen-blwydd. Yn 2004 symudais i Totton ger Southampton. Bywoliaeth Rheithor mawr oedd hwn gydag Ysgolion Eglwys ac Ysgolion heb fod yn rhai Eglwys a bûm yn gweithio fel llywodraethwr yn yr ysgol fabanod leol. Yn ystod fy nghyfnod yn y plwyf hwn roeddwn yn ffodus i gael mynd ar secondiad i weithio i'r Eglwys yn Rwanda lle bûm yn dysgu mewn ysgolion a'r coleg diwinyddol ac yn goruchwyllo nifer o brosiectau eglwysi ac ysgolion. Dychwelais i Gymru i Blwyf Merthyr Tydfil Dewi Sant ac Abercanaid ym mis Tachwedd 2013 ac ym mis Hydref 2018, tra'n aros fel Offeiriad mewn Gofal yn fy mhlwyf arferol, cefais gyfrifoldeb hefyd am Blwyf Merthyr Tydfil Eglwys Crist. Rwyf yn aelod o CYSAG Merthyr Tydfil ers 2014 a chefais fy ethol yn is gadeirydd yn 2018. Rwyf wedi bod yn mynychu cyfarfodydd CCYSAGauC dros y ddwy flynedd ddiwethaf a theimlaf ein bod ar adeg gyffrous gyda'r cyfleoedd i gadw holl rychwant Addysg Grefyddol yn bwnc prif ffrwd a diddorol i bobl ifanc. Rwyf yn eistedd ar y Pwyllgor Addysg i Esgobaeth Llandaf a fi yw Cydlynnydd Blwyddyn Bererindod Llandaf 2020. Ein gobaith yw cysylltu â nifer o ysgolion gan gynnig iddynt y syniad, a gobeithio, y profiad o bererindod fodern.

1. Mark Prevett Merthyr Tydfil SACRE

I left Hereford Cathedral School at 16 to begin a Student Apprenticeship with South Wales Electricity Board where I worked for 10 years. I began training for the ordained ministry in 1985 and was ordained in 1988. I worked in various parishes in Wales some of which had church schools and some did not. I had a passion for engagement with young people and often came alongside teaching staff to help deliver the RE Curriculum. In 1998 I moved to Halesowen where a small ecumenical group, of which I was part, set up Phase Trust which was a dedicated team delivering RE Lessons and Personal and Social Education as it was then called. The group also specialised in working with young people who were in danger or had been excluded. Phase Trust, www.phasetrust.org.uk, is shortly to celebrate its 20th Birthday. In 2004 I moved to Totton near Southampton. This was a large Rectorial Benefice with Church Schools and non-Church Schools and I worked as a governor in the local infants' school. During my time in this parish I was fortunate to be seconded to work for the Church in Rwanda where I taught in schools and the theological college and oversaw a number of church and school projects. I returned to Wales to the Parish of Merthyr Tydfil St. David and Abercanaid in November 2013 and in October of 2018, whilst remaining as Priest-in-Charge of my existing parish, I also took on the responsibility of the Parish of Merthyr Tydfil Christ Church. I have been a member of the Merthyr Tydfil SACRE since 2014 and was elected vice chair in 2018. I have been attending

WASACRE meetings for the last two years and feel that we are at an exciting time with the opportunities to keep the complete spectrum of Religious Education as a mainstream and interesting topic for young people. I sit on the Education Executive for the Diocese of Llandaff and I am the Coordinator for the Llandaff Year of Pilgrimage 2020, during which we hope to engage with many schools offering them an insight and hopefully the experience of modern pilgrimage.

2. Andrew Jones MA, BA (Anrh), TAR CYSAG Sir Fynwy

Credaf fod gen i'r profiad angenrheidiol i eistedd ar y Pwyllgor Gwaith gan fy mod yn ymgymryd â'r swyddogaethau canlynol ar hyn o bryd ac mae gen i'r achrediadau canlynol:

- Is-Gadeirydd CYSAG Sir Fynwy.
- Arweinydd Pwnc Astudiaethau Crefyddol yn Ysgol Cil-y-Coed.
- Uwch Arholwr ac Arweinydd Tîm i Astudiaethau Crefyddol TGAU a Lefel A.
- Aelod o'r grŵp cynghori sy'n ysgrifennu'r Fframwaith Addysg Grefyddol i Faes Dysgu a Phrofiad y dyniaethau yn y Cwricwlwm Newydd i Gymru a gynhyrchir gan Lywodraeth Cymru.
- Awdur prosiect GOT (*Getting On Together*) Llywodraeth Cymru a darparwr hyfforddiant.
- Arweinydd a hyfforddwr *Prevent*.
- Clod Uchel am Athro'r Flwyddyn mewn Ysgol Uwchradd yng Ngwobrau Addysgu Pearson.

Fy athroniaeth i am addysg yw y dylai fod yn holistig, yn gynhwysol ac yn flaengar. Craidd hyn yw parch i unigoliaeth, a chredaf y dylid ymgynraedd at hyn yn bennaf drwy addysgu a dysgu o safon uchel gan ei fod yn rhoi sylw gwrthrychol. Mae'r rhain yn amseroedd heriol i addysg yng Nghymru gyda newid cyflym ac ysgubol. Fel aelod o'r Pwyllgor Gwaith ac yn dilyn fy athroniaeth addysgol, byddaf yn sicrhau fod CCYSAGauC yn gwneud ei orau glas i gefnogi Addysg Grefyddol ac ysgolion drwy'r newidiadau cwricwlwm niferus a'r pwysau ar athrawon.

Credaf mewn datblygu strategaethau addysgu a dysgu grymus i greu ethos o 'her i bawb' er mwyn codi safonau. Credaf hefyd y dylai Addysg Grefyddol fod yn berthnasol ac yn allweddol i gyfrannu at les disgyblion. Yn fy swydd bresennol, yn gweithio gydag ysgolion partner yng Nghaerdydd, Warsaw, Gogledd Sbaen a Nuremberg, buom yn llwyddiannus gyda'n cais prosiect Erasmus, i ddatblygu rhaglen astudiaeth drawsnewid yn CA3 i herio eithafiaeth a radicaleiddio ac adeiladu cydnerthedd. Drwy'r gwaith hwn, credaf fy mod ar flaen y gad o ran datblygiad addysgol i fynd i'r afael â rhai o faterion mwy cymhleth a sensitif ein hoes.

Teimlaf hefyd fod fy rhinweddau personol yn addas i rôl aelod o'r Pwyllgor Gwaith. Rwyf yn wrandawr da ac mae gen i synnwyr digrifwch da, sydd gobeithio yn arwain at fod yn aelod parod ac egniol o dîm sy'n rhannu fy athroniaeth a'm gweledigaeth am addysg. Mae fy nghydweithwyr yn Ysgol Cil-y-Coed yn teimlo'n hyderus yn fy ngallu i'w helpu yn eu Dysgu Proffesiynol ac arwain eu haddysgu o dda i ragorol ond yn yr un modd, eu dal i gyfrif a'u cynghori a'u cynorthwyo pan nad ydynt yn cyrraedd y nod. Byddwn yn defnyddio fy rhinweddau personol i weithio gyda holl aelodau CCYSAGauC i gefnogi ysgolion wrth iddynt gyflwyno Addysg Grefyddol.

Mae fy ngweledigaeth i yrru Addysg Grefyddol yn ei blaen a chyrraedd ei nodau yn seiliedig ar ethos parhaus o ymrwymiad i gyrhaeddiad a dinasyddiaeth fyd-eang fel bod disgyblion, staff ac ysgolion yn cyflawni eu potensial, sy'n hanfodol ar gyfer rôl fel hon ac i ysgwyddo'r heriau sydd o'n blaen. Gobeithiaf y bydd fy rhinweddau personol, fy mhrofiad a'm gallu i weithio gydag eraill a'u cefnogi, yn caniatáu i chi fy ystyried ar gyfer swydd aelod o'r Pwyllgor Gwaith.

2. Andrew Jones MA, BA (Hons), PGCE Monmouthshire SACRE

I believe I have the necessary experience to sit on the Executive Committee as I currently undertake the following roles and have the following accreditations:

- Vice-Chair of Monmouthshire SACRE.
- Subject Leader for Religious Studies at Caldicot School.
- Senior Examiner and Team Leader for GCSE and A Level Religious Studies.
- Member of the advisory group writing the Religious Education Supporting Framework for the Humanities AoLE in the New Curriculum for Wales being produced by Welsh Government.
- Welsh Government GOT (Getting On Together) project author and training provider.
- Prevent lead and trainer.
- Pearson Teaching Awards Distinction for Teacher of the Year in a Secondary School.

My philosophy of education is that it should be holistic, inclusive and progressive. This centres on respect for individuality, and I believe this should primarily be achieved through high quality teaching and learning as it gives an objective focus. These are challenging times for education in Wales with swift and sweeping change. As an Executive Committee member and applying my educational philosophy, I will ensure WASACRE does its utmost to support Religious Education and schools through the many curriculum changes and pressures on teachers.

I believe in developing dynamic teaching and learning strategies to create an ethos of 'challenge for all' to raise standards. I also believe Religious Education should be relevant and instrumental in contributing to pupil wellbeing. In my current role, working with partner schools in Cardiff, Warsaw, Northern Spain and Nuremberg, we were successful with our Erasmus+ project bid in 2018 to develop a transition programme of study at KS3 to challenge extremism and radicalisation and build resilience. Through this work, I believe I am at the cutting edge of educational development in addressing some of the more complex and sensitive issues of our time.

My personal qualities I also feel are well suited to the role of an Executive Committee member. I am a good listener and have good sense of humour, which hopefully leads to a conducive and vibrant team sharing in my educational philosophy and vision. Colleagues at Caldicot School feel confident in my ability to aid them in their Professional Learning and lead their teaching from good to outstanding but equally, hold them to account and advise and support them when they may fall short of that. I would use my personal qualities to work with all members of WASACRE to support schools in their delivery of Religious Education.

My vision to drive Religious Education forward and to achieve its aims is based on a constant ethos of commitment to achievement and global citizenship in order for pupils, staff and schools to fulfil their potential, which is essential for a role of this nature and to take on the challenges ahead. I hope my personal qualities, experience and my ability to work with and support others, will allow you to consider me for the post of an Executive Committee member.

3. Rachel Samuel_CYSAG Castell Nedd Port Talbot



Mae Rachel wedi bod yn aelod o CYSAG Castell Nedd Port Talbot ers y chwe blynedd diwethaf lle cafodd brofiad helaeth o ddeall rolau a chyfrifoldebau CYSAG a'r ddeddfwriaeth a'r protocol sydd ynghlwm â swyddogaeth CYSAG. Hi oedd is-gadeirydd CYSAG Castell Nedd Port Talbot yn y chwe blynedd diwethaf. Yn ogystal mae Rachel wedi rhoi cymorth cynghori proffesiynol i'r CYSAG, gan roi arweiniad i aelodau CYSAG ar faterion sy'n benodol i Addysg Grefyddol o bwysigrwydd lleol a chenedlaethol. Mae cyfrifoldebau Rachel yn cynnwys cyfrannu at osod agenda'r CYSAG ac arwain ar y rhan fwyaf o'r materion yn ystod cyfarfodydd CYSAG. Mae Rachel yn mynychu cyfarfodydd y Panel Ymgynghorol Cenedlaethol Addysg Grefyddol (PYCAG) a Chymdeithas

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leading on majority of the business during SACRE meetings. Rachel attends meetings of the National Advisory Panel for Religious Education (NAPfRE) and the Wales Association of SACREs (WASACRE) on behalf of Neath Port Talbot.

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Rachel would value the opportunity to become further involved in progressing Religious Education within Wales as an Executive Member of WASACRE and is grateful that she would be fully supported by the Head teacher at Ysgol Gymraeg Ystalyfera in carrying out the duties that this role would require.

4. Mathew Maidment CYSAG Rhondda Cynon Taf

Byddwn yn ddiolchgar pe baech yn ystyried yr wybodaeth ganlynol sy'n cefnogi fy enwebiad i Bwyllgor Gwaith CCYSAGauC:

Rwyf wedi bod yn gweithio yn Ysgol Gyfun Bryn Celynnog ers dros ugain mlynedd. Wedi graddio o UWIC, dechreuais fy ngyrfa fel athro Addysg Gorfforol ac Addysg Grefyddol yn 1995. Yn dilyn anaf difrifol wrth chwarae pêl-droed, deuthum yn aelod llawn-amser o'r adran Addysg Grefyddol a bellach rwyf yn Bennaeth AG. Rwyf wedi ymgymryd â nifer o rolau a chyfrifoldebau yn ystod fy amser yn yr ysgol yn cynnwys cydlynu ABACh, Ffeil Cynnydd, Anogwr Dysgu a Sgiliau Allweddol ac, wedi bod yn Bennaeth Blwyddyn a Phennaeth yr Ysgol Isaf, treuliais bedair blynedd fel aelod o'r Uwch Dîm Rheoli Estynedig.

Rwy'n teimlo'n frwd am Addysg Grefyddol a chefais fy ethol yn aelod o Bwyllgor Gwaith CCYSAGauC yn 2016. Gyda'r newidiadau sy'n digwydd o fewn addysg yng Nghymru, credaf fod rôl CCYSAGauC yn hollbwysig ar yr adeg hon. Mae pob math o heriau yn wynebu Addysg Grefyddol a byddwn yn ddiolchgar i gael y cyfle i barhau i helpu CCYSAGauC i gefnogi'r pwnc. Wrth i'r amser ar y cwricwlwm gael ei wasgu, mae'n rhaid i ni sicrhau ein bod yn glynu at y rhwymedigaeth statudol i ysgolion gyflwyno AG addas ac ystyrlon, ar draws y cyfnodau allweddol i gyd.

Rwy'n parhau i fod yn bryderus iawn am y sefyllfa yn CA4 a'r posibilrwydd y bydd 'esgus o AG' yn cael ei gyflwyno fel rhan o gymwysterau eraill megis Bagloriaeth Cymru. Credaf fod angen i ni sicrhau fod ysgolion yn darparu rhaglenni AG, gydag amser cwricwlwm rheolaidd ac addas ar draws blynyddoedd 10 ac 11. Bu cwrs byr TGAU Astudiaethau Crefyddol yn gyfrwng effeithiol i gyflwyno AG CA4 dros nifer o flynyddoedd. Fodd bynnag, ofnaf fod nifer yr ysgolion sy'n cynnig y cwrs hwn yn debygol o ostwng o ganlyniad i nifer o resymau, fel:

1. Pwysau cynyddol ar y cwricwlwm oherwydd gwneud Bagloriaeth Cymru yn orfodol.
2. Swm cynyddol y cynnwys yn y maes llafur newydd sy'n ei wneud yn anodd ei gyflwyno yn yr amser cwricwlwm sydd ar gael.
3. Y ffaith fod y cwrs newydd yn mynd yn fwy anodd ac felly yn anaddas i lawer o ddisgyblion.

Rwy'n gobeithio y bu fy mhrofiad fel athro AG a Phennaeth Adran mewn ysgol uwchradd, yn ystod yr adeg hon o newid yn addysg Cymru, wedi bod o werth i Bwyllgor Gwaith CCYSAGauC a byddwn yn ddiolchgar am y cyfle i barhau i wasanaethu'r pwyllgor pe cawn fy ailethol fel aelod.

4. Mathew Maidment Rhondda Cynon Taf SACRE

Please consider the following information in support of my application for nomination to the WASACRE Executive Committee:

I have worked at Bryn Celynnog Comprehensive School for over twenty years. Having graduated from UWIC, I started my career as a teacher of Physical Education and Religious Education in 1995. Following a serious football injury I became a full-time member of the Religious Education department and am now Head of RE. I have carried out a number of roles and responsibilities during my time at the school including coordinating PSE, Progress File, Learning Coaching and Key Skills and, having been both a Head of Year and Head of Lower School, I spent four years as a member of the Extended Senior Management Team.

I am passionate about Religious Education and was elected as a member of the WASACRE Executive Committee in 2016. With the changes taking place, within education in Wales, I believe the role of WASACRE is vital at this time. There are a variety of challenges facing Religious Education and I would be grateful to have the opportunity to continue helping WASACRE to support the subject. As curriculum time is squeezed we must ensure that the statutory obligation for schools to deliver appropriate and meaningful RE, across all key stages, is being adhered to.

I continue to be particularly concerned with the situation at KS4 and the prospect of 'token gesture' RE being delivered as part of other qualifications such as the Welsh Baccalaureate. I believe we need to ensure that schools provide RE programmes, with regular and appropriate curriculum time across years 10 and 11. The Religious Studies short course GCSE has been an effective vehicle for the delivery of KS4 RE over many years. However, I fear that the number of schools offering this course is likely to decrease due to a variety of reasons, such as:

1. Increasing pressure on curriculum time due to compulsory WBac.
2. The increased volume of content in the new syllabus making it difficult to deliver in the curriculum time available.
3. The increased difficulty of the new course making it unsuitable for many pupils.

I hope my experience as a teacher of RE and Head of Department in the secondary school setting, during this time of change within Welsh education, has been of value to the WASACRE Executive Committee and I would be grateful for the opportunity to continue serving the committee if re-elected as a member.

5. Marged Williams and Lucy Grant CYSAG Bro Morgannwg

(Sylwer – mae hwn yn enwebiad i rannu swydd)

Marged Williams

Rwyf wedi bod yn dysgu am 19 mlynedd ac wedi dysgu mewn tair ysgol wahanol: Ysgol Y Gwynllyw, Ysgol Basaleg ac rwyf yn Arweinydd Dysgu Astudiaethau Crefyddol yn Ysgol Llanilltud Fawr ym Mro Morgannwg ers yr 8 mlynedd ddiwethaf. Rwyf yn arholwr TGAU profiadol ar ran CBAC, ac yn ddiweddar bûm yn teithio ar ran EDUQAS/CBAC yn cyflwyno cynadleddau Paratoi at ddysgu drwy gyfrwng y Gymraeg a'r Saesneg. Rwyf yn awdur cyhoeddedig, wedi cyfrannu at ddau lyfr a anelwyd at helpu athrawon i gyflwyno'r manylebau TGAU newydd. Rwyf yn cymryd agwedd ragweithiol at gyflwyno fy mhwnac ac yn trefnu sawl ymweliad i ddisgyblion o bob grŵp blwyddyn er mwyn cyfoethogi eu profiadau dysgu. Dros y tair blynedd diwethaf, rwyf wedi trefnu cynadleddau adolygu UG ac A2 yng Ngwesty'r Village yng Nghaerdydd ar gyfer disgyblion o ysgolion ar draws de a chanolbarth Cymru. Byddwn yn mwynhau'r cyfle i fod yn aelod o bwyllgor gwaith CCYSAGauC ac edrychaf ymlaen at gael y pwyllgor i ystyried fy enwebiad.

Yn Gywir, Marged Williams

Lucy Grant

Ar hyn o bryd rwyf yn Bennaeth Athroniaeth a Chrefydd yn Ysgol Uwchradd Pencoedtre yn Y Bari. Cefais fy mhenodi a dechreuais ym mis Medi 2018. Rwyf newydd ymuno â CYSAG Bro Morgannwg ac roeddwn yn falch i fod yn aelod cyfetholedig. Cododd y cyfle i fod yn gynrychiolydd ar y cyd i CCYSAGauC eleni a gyda chaniatâd fy Mhennaeth rwy'n edrych ymlaen yn fawr at y cyfle hwn. Rwy'n teimlo'n gryf am Addysg Grefyddol mewn ysgolion ac edrychaf ymlaen at fod yn rhan o dîm sy'n sicrhau ei bod yn cael ei chyflwyno'n dda.

5. Marged Williams and Lucy Grant Vale of Glamorgan SACRE

(N.B. this nomination is a job share)

Marged Williams

I have been teaching for 19 years and have taught at three different schools: Ysgol Y Gwynllyw, Bassaleg School and have been the Leader of Learning for Religious Studies at Llantwit School in the Vale of Glamorgan for the past 8 years. I am an experienced examiner GCSE examiner on behalf of the WJEC, recently touring on behalf of EDUQAS/WJEC delivering at Preparing to teach conferences through the medium of English and Welsh. I am a published author, having contributed to two books aimed at supporting teachers deliver the new GCSE specifications at GCSE. I take a proactive approach at delivering my subject and arrange several visits for pupils of each year group to access in order to enhance their learning opportunities. For the past three years, I have organised AS and

A2 revision conferences at the Village Hotel in Cardiff which are attended by pupils from schools across south and mid Wales. I would relish the opportunity to be a member of the executive committee of WASACRE and look forward to having my nomination considered by the committee.
Yn Gywir, Marged Williams

Lucy Grant

I am currently Head of Philosophy and Religion at Pencoedtre High School in Barry. I was appointed and started in September 2018. I have recently joined the Vale SACRE and was happy to become a co-opted member. The opportunity arose to be a joint representative for WASACRE this year and with the permission from my Head I am very much looking forward to this opportunity. I feel very passionate about Religious Education in schools and look forward to being part of a team which ensures it is delivered well.

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Curriculum for Wales 2022: An Update

Welsh Government published the draft Curriculum for Wales 2022 on 30th April 2019 and are currently conducting a consultation on this guidance. The guidance contains information on the structure and components of Curriculum for Wales, the approach to progression, and how the curriculum must be inclusive for all learners. It also includes information on elements of learning that span the whole curriculum. This is part of Welsh Government's national mission to raise standards, reduce the attainment gap, and deliver an education system that is a source of national pride and public confidence. At the heart of the Curriculum are the four purposes which set out the aspirations for all children and young people by the age of 16. **Religious education** will be placed within the Humanities Area of Learning and Experience (AoLE).

Schools will still be expected to deliver the current locally **agreed syllabus** for religious education until such a time as a new syllabus is produced or adopted by the local authority. Voluntary aided schools with a religious character will continue to be able to deliver their denomination syllabi and parents/carers of learners attending voluntary controlled schools can continue to request that their child studies the denominational syllabus rather than the locally agreed syllabus if they wish.

As there are many opportunities to make links with other AoLEs, it is important to review the whole draft curriculum. An example might be the various links between the Humanities and Health and Well-being AoLEs with regards to the concept of identity.

If you scroll to the bottom of the Curriculum for Wales 2022 (which is located on Hwb) you will be able to **'Have Your Say'** by providing feedback to Welsh Government by responding to the questions on the feedback form. Welsh Government are seeking the views of organisations and individuals on the draft curriculum <https://hwb.gov.wales/draft-curriculum-for-wales-2022>. The proforma for feedback can be found at <https://hwb.gov.wales/draft-curriculum-for-wales-2022/have-your-say/>. Welsh Government are also consulting on the Assessment and Evaluation Framework <https://hwb.gov.wales/draft-curriculum-for-wales-2022/assessment-and-evaluation-framework/>

Religious education will remain statutory within the new curriculum. Welsh Government have recently consulted on the proposed changes to legislation surrounding religious education. These changes were set out the government White Paper **Our National Mission: A Transformational Curriculum Proposals for a new legislative framework** <https://beta.gov.wales/sites/default/files/consultations/2019-01/consultation-document-transformational-curriculum.pdf>. Pages 29-33 of the paper relate to RE.

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The Humanities Area of Learning and Experience



Welsh Government have produced short presentations and video clips to explain the philosophy behind the 'What Matters' which are key to school-based curriculum design. These include a video clip explaining the 'What Matters' in Humanities delivered by Nicky Hagendyk of the EAS, who is the Regional Lead for the Humanities AoLE working group. are available on the Welsh Government blog:

<https://curriculumforwales.gov.wales/2019/03/07/revealed-the-draft-what-matters-for-areas-of-learning-and-experience-aoles-in-the-new-curriculum/>

A NEW FRAMEWORK FOR RELIGIOUS EDUCATION

During the Autumn Term Welsh Government held consultation meetings with representatives from SACREs throughout Wales to consult on draft Humanities Area of Learning and Experience (AoLE) and the proposal to produce a supporting framework for religious education.

A framework is now being developed to provide further detail about the relationship between religious education, the agreed syllabus, and the areas of learning and experience. This is being developed by a group of religious education practitioners, curriculum pioneers, academics, and representatives from Standing Advisory Councils on Religious Education (SACREs) and the National Advisory Panel for Religious Education (NAPFRE). The work is being developed and funded by Welsh Government to support the Humanities Area of Learning and Experience in Curriculum for Wales 2022.

IN her role as RE Adviser at the Education Achievement Service (EAS), Paula Webber, has acted as Regional Vice Chair of the Humanities AoLE working group. Alongside Libby Jones (RE Adviser Wrexham), she is now leading the development of the RE supporting framework.

All SACREs across the region have responded to the Welsh Government consultation on the proposed new supporting framework for religious education. As a result of the national consultation Welsh Government are funding a supporting framework for religious education to support the Humanities curriculum. Paula Webber and Libby Jones (RE Adviser Wrexham) are leading the development of the RE supporting framework.

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LEARNING NETWORK SCHOOLS Religious Education

The South East Wales Education Achievement Service's Learning Network Schools (LNS) for Religious Education met three times throughout the academic year 2018-2019. Sian Jenkins, who is the Associate Assistant Head at Ysgol Gyfun Gwynllw and Head of Religious Education did an excellent job in supporting the practitioners and Heads of RE who attended the meetings.

LNS explored collaborative ways of working through shared planning for GCSE; moderation of assessments; and sharing of pedagogical approaches. They also received regular updates on the progress being made in the Humanities Area of Learning and Experience throughout the drafting process and about the place of religious education in the new Curriculum for Wales 2022.

Sian Jenkins and Paula Webber (EAS Professional Learning Adviser for RE and SACRE), are keen to see more RE practitioners becoming involved. If you would like information about LNS activities during the forthcoming academic year please sign up to the meetings on the EAS website or contact Paula Webber for advice at paula.webber@sewaleseas.org.uk.

The Inter Faith Network for the UK works to promote understanding cooperation and good relations between organisations and persons of different faiths in the UK.



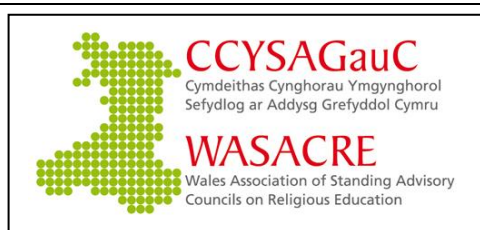
Inter Faith Network news bulletins, statements and messages and press releases can be accessed on their website at <https://www.interfaith.org.uk/news>

Check out the activities they are currently involved with at <https://www.interfaith.org.uk/activity>

Don't forget that Inter Faith Week is held during 10-17 November every year. If you'd like to plan some topics in school to correlate with this then you can find some inspiration here: - <https://www.interfaithweek.org/>

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The Standing Advisory Councils for Religious Education (SACREs) of all 22 Local Authorities in Wales are members of **the Wales Association of SACREs (WASACRE)**. The purpose of WASACRE is to provide a forum for the exchange of good practice and to represent the aims, work, and views of its member SACREs. This is achieved by:

- member SACREs sending representation to the termly meetings of WASACRE
- organising relevant national initiatives and projects in the areas of religious education and collective worship
- speaking on behalf of all SACREs in Wales through engaging with relevant bodies and agencies, including the Welsh Government
- collating relevant key SACRE documents
- maintaining working relationships with equivalent bodies in England

The Wales Association of Standing Advisory Councils on Religious Education (WASACRE) has been incredibly busy working with Welsh Government and the National Advisory Panel for Religious Education on religious education in the new Curriculum for Wales. Executive members and Officers of both WASACRE and NAPfRE were involved in planning meetings with Welsh Government. WASACRE was commissioned to write a paper for the Humanities AoLE working group on What Matters in Religious Education which stimulated early discussion in the Humanities AoLE. Executive members of both organisations lead, and form part of, the team leading the work on the new RE Framework alongside other RE practitioners and experts and Humanities pioneers.

WASACRE members have recently agreed to update the **website** so that it is much more accessible and useful to users. Please look out for the new website in the coming academic year. In the meantime, please visit the WASACRE website where you will be able to access the minutes of WASACRE meetings and keep up to date with the latest news from WASACRE <http://www.wasacre.org.uk/>

If you need support or advice from WASACRE please contact:

The Revd Canon Edward J Evans (Chairperson)

Email: ejevans972@btinternet.com

Telephone: 01656 655511 / 07968 044583

Or Paula Webber (Secretary)

Email: paula.webber@sewaleseas.org.uk

Telephone: 07904 644728

WASACRE is a member of, and works closely with, the **Religious Education Council of England and Wales** and the **European Forum for Teachers of Religious Education**. Their websites can be found below and will contain excellent information and resources for teachers of religious education.

<https://www.religiouseducationcouncil.org.uk/>

<https://eftre.weebly.com/>

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Estyn Thematic Report on Religious Education

Estyn produced a thematic report on religious education provision in 2017 – 2018. A sample of schools across Wales were selected to take part in a review. The review focused on the provision and quality of KS2 and KS3 RE. A separate review on the Foundation Phase was been undertaken which included RE alongside the other areas of learning. The report on these reviews was published in the Summer Term of 2018.

Recommendations

Schools should:

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

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

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

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

Local authorities and regional consortia should:

R5 Work with SACREs to provide:

a. suitable professional learning opportunities for teachers of religious education

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

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

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

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

The Welsh Government should:

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

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

RE:ONLINE Email a believer: <http://pof.reonline.org.uk/>

Have you seen the RE:ONLINE facility for emailing a believer?

Here you can email your questions to a team of believers and ask them about their beliefs and how these affect the way they live.

You simply need to click on the email address of the person you would like to contact with your question, and they will reply as soon as they are able.

There are believers with religious and non-religious worldviews including Baha'i, Buddhism, Christianity, Hinduism, Humanism, Islam, Judaism, Church of Jesus Christ of the Latter-Day Saints, Paganism and Sikhism who will respond to the questions of learners.

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KS3 Challenging Extremism Erasmus+ Project being undertaken by the Religious Studies department at Caldicot School

The project application was to design, over 3 years, a programme of study to challenge extremism and radicalisation at Key Stage 3 working with local partners (Cardiff West Community School and Cathays High School in Cardiff and the GoT Project) and European partners (3 schools in Ferrol, Northern Spain and 3 schools in Warsaw, Poland). Some partner schools are developing the programme through various departments or means, but Caldicot School will be creating a Religious Education focussed programme of study.

The learning objectives for the KS3 Challenging Extremism Erasmus+ programme have since been agreed between the UK, Spain and Poland for the Religious Studies department at Caldicot School to start working on ready for pilot delivery in the Autumn and begin assessment and evaluation in 2020. They are:

1. To examine what is positive and negative extremism
2. To evaluate critically how to respond to information from the media
3. To develop self-awareness and wellbeing
4. To learn how to identify healthy and unhealthy relationships
5. To develop the skills to resolve conflicts
6. To encourage responsible participation in society through shared values

Teachers from all partner schools are currently undergoing intensive training on how to design and deliver these lessons and the teachers are currently visiting each other's schools across Europe and sharing best practice and resources.

Programmes of study already exist at KS2 and KS4, as created by the GoT (Getting on Together) Project, of which I've been an author since 2008, and it is hoped that the KS3 programme of study will ensure progression and continuity across all age groups.

Article provided by Mr. Andrew Jones Head of RE at Caldicot School and Vice Chair of Monmouthshire SACRE

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Church in Wales Schools: News

How do you feel in your school prayer/reflection space?

Children in Church in Wales' schools, in the Diocese of Monmouth, were asked this question and they conveyed these spaces are important to their well being and mental health.



We asked children in our diocesan church schools to discuss what their prayer/reflection spaces mean to them. Each class group was asked to put forward 5 words/short phrases and these were compiled from each participating school and sent to the Diocesan Office. Here, the words/phrases were entered into a word cloud app. The settings ensured that words mentioned more frequently would show as larger.

There is a clear message coming through here with God at the centre: children are reporting that they are calm, happy and peaceful in their prayer spaces. They feel relaxed and safe and have a quiet place to think. In the current context, with – rightly – more emphasis on children's well being and good mental health, we recognise that the prayer spaces in our church schools contribute significantly and positively. We are engaging with Prayer Spaces in Schools (PSIS <https://www.prayerspacesinschools.com/>) to do more work on enabling these spaces to be as impactful as possible for all our school communities and look forward to the extra benefit that will bring.

Dr Annette Daly
Diocesan Director of Education
Diocese of Monmouth

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Newport City SACRE Visit to the Wales Inter Faith Conference

The OLF is a non-profit organisation based in Newport, South Wales, that acts as an independent think tank. Its aim is to enhance community relations through the values shared by the faith communities as well as the wider society, and to encourage activities that promote citizenship, social wellbeing, and environmental harmony.



Members of Newport SACRE were invited by the Onyx Link Foundation (OLF) to the second Wales Inter Faith Conference held at the Coldra Court Hotel by Celtic Manor on Wednesday 1st May 2019. The theme of the conference was '*From our shared values to our shared citizenship*'. The Chair of Newport SACRE, Cllr. Laura Lacey, and the RE Adviser, Paula Webber attended on behalf of SACRE. Vice Chair of Newport SACRE Neeta Baicher was one of the guest speakers at the conference speaking about Faith and Citizenship from a Sikh perspective.

The conference facilitated the debate on the above theme from two perspectives:

- How the concept of citizenship may be redefined/reformed to facilitate peaceful coexistence, equality, and engagement of all communities across Wales? This was discussed in a paper by the OLF on advancing citizenship by our shared values.
- How a person's faith or morality may shape their conduct to be 'good citizens' in state and society? This was discussed on faith-based contributions by faith leaders/experts representing: the Baha'i Faith, Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, and Wicca.

Newport City SACRE are continuing to work with the Onyx Link Foundation and are planning a series of events for Newport schools in the Autumn Term. This new collaborative work is the outcome of a very successful planning meeting between the Chair and Vice Chair of Newport SACRE and Dr Abdalla Yassin Mohamed of the OLF. Regular updates on this exciting work will be shared in future News Bulletins.

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An invitation from the Interfaith Council for Wales:

On the occasion of the Martyrdom of the Báb, you are invited to this Bahá'í Holy Day event, to discover Who this extraordinary young Man was.



'Faith and Sacrifice'

*9th July, 7:30 – 9:30
Community House, Eton Road,
Newport, NP19 0BL*



'Faiths in Focus'

WJEC Religious Studies



Resources from the WJEC GCSE CPD Training material 2018-2019 for GCSE can be found here:

<https://www.wjec.co.uk/qualifications/qualification-resources.html?subject=ReligiousStudies&level=gcsefrom2017&cpd=true>

A Level CPD resources here:

<https://www.wjec.co.uk/qualifications/qualification-resources.html?subject=ReligiousStudies&level=gceAsafrom2016&cpd=true>

The third edition of the WJEC/Eduqas Reconnect magazine is available here:

<https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=2963>

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AREIAC Summer Conference

AREIAC Agents of Change: RE Leadership In A New World

Summer Conference 1st and 2nd July 2019 at the Village Hotel, Hyde, Manchester

This is a 1 or 2 day conference for advisers, consultants, inspectors, teachers, faith representatives and anyone interested in promoting excellence in RE.

Engaging and inspiring speakers include:

Mary Myatt, Ed Pawson, Ben Wood, Luke Donnellan, Richard Kueh

This year's conference will explore

National Development, Curriculum Development and School Leadership.

A thought provoking Monday morning keynote will be followed by sessions around the REvitalise project where both mentors and mentees will be present, leadership in a Secondary RE Department, RE Ambassadors and Humanism in the curriculum as a worldview. Day two will continue the theme of exploring national development, curriculum development and school leadership with input from our three key speakers.

For more information visit the AREIAC website www.areiacle.org.uk

Bookings via: areiacleconference@gmail.com

The European Forum for Religious Education Conference

The **XIV. EFTRE Conference** will take place at [St Patrick's Campus of Dublin City University](#), Ireland from August 28th-31st, 2019 and will be jointly organised with [CoGREE](#).

Dublin (*Baile Átha Cliath*) is the capital and largest city of Ireland. It is in the province of Leinster on Ireland's east coast, at the mouth of the River Liffey. The city has an urban area population of over a million.

You can register for the conference [here](#). If you have questions regarding the event, send an email to conference2019@eftre.net. Some subsidized places are available to apply.

If you are looking for information about our [keynote speakers](#), the [workshops](#) EFTRE offer or how to best [plan your visit to Dublin](#), please see the website. The official flyer can be downloaded [here](#).

NEW! OPTIONAL EXTENSION PROGRAMME IN NORTHERN IRELAND from the evening of Saturday 31st August (the closing day of the Dublin conference) to the evening of Monday 2nd September. [See more](#).

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Estyn Thematic Report: Religious education at key stage 2 and key stage 3

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

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

Recommendations

Schools should:

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

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

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

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

Local authorities and regional consortia should:

R5 Work with SACREs to provide:

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

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

The Welsh Government should:

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

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