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County Hall
Rhadyr
Usk
NP15 1GA

Thursday, 5 March 2020

Notice of meeting

Standing Advisory Council on Religious Education (SACRE)

Friday, 13th March, 2020 at 10.00 am,
Room P4 - County Hall, The Rhadyr, Usk, NP15 1GA

AGENDA

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3.	SACRE Membership Update	
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5.	Curriculum Development: <ul style="list-style-type: none">• Minister's Press Release following consultation• SACRE's response to new draft framework	33 - 34
6.	Monitoring Provision and Standards Monmouthshire School Inspection Reports	35 - 36
7.	WASACRE business <ul style="list-style-type: none">• To receive and note minutes from the WASACRE meeting on the 21st November 2019• Note date of forthcoming WASACRE meeting, Merthyr Tydfil, 17th March 2020, and confirm representation• Nominations for WASACRE Executive and Vice Chair of WASACRE	37 - 82
8.	To confirm the dates of future SACRE meetings	

Paul Matthews

Chief Executive

MONMOUTHSHIRE COUNTY COUNCIL
CYNGOR SIR FYNWY

THE CONSTITUTION OF THE COMMITTEE IS AS FOLLOWS:

County Councillors:

R.John
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 Church: Revd. Dr. P. Baines
The Salvation Army: Major N. Andrews
Methodist Church: Dr. L. Brown
Mrs. S. Gooding

Representing the Bahá'í Faith (1)

Mrs S. Cave

Representing the Buddhist Faith (1)

Ngakpa Namgyal Chatral

Representing the Hindu Faith (1)

Vacancy

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. C. Smith
Mrs. K. Wilding
Mrs S. Hamar
Ms M. Millington
Ms. K. Christofi

Co-opted Members (2)

Vacancy
Vacancy

R.E Advisor

P.Webber

Public Information

Access to paper copies of agendas and reports

A copy of this agenda and relevant reports can be made available to members of the public attending a meeting by requesting a copy from Democratic Services on 01633 644219. Please note that we must receive 24 hours notice prior to the meeting in order to provide you with a hard copy of this agenda.

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 2**

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of Standing Advisory Council on Religious Education (SACRE)
held
at Room P3 - County Hall, The Rhadyr, Usk on Monday, 17th June, 2019 at 1.00 pm

PRESENT:

COUNTY COUNCILLORS:

County Councillor R. John (Chair)
County Councillor T. Thomas

FAITH REPRESENTATIVES:

Revd. Peter Baines	Free Church Council
Mrs. S. Gooding	Free Church Council
Major N. Pryor	Free Church Council – Salvation Army
Dr. L. Brown	Free Church Council – Methodist Church

TEACHER REPRESENTATIVES:

Mr. A Jones
Mrs. K. Wilding
Mrs. M. Millington

OFFICERS IN ATTENDANCE:

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

APOLOGIES:

County Councillor P.Pavia, Dr, A. Daly, Mrs. R. Davies, Mrs. S. Cave, Mrs. S. Hamer and Mrs. K. Christofi.

1. To note the appointment of Chair as the Cabinet Member for Children and Young people as appointed by Council.

The appointment by Council of the Cabinet Member, Children and Young People to the position of Chair was noted as County Councillor R. John.

2. Election of Vice Chair

Mr. A. Jones was appointed as Vice Chair.

3. Declarations of Interest

No declarations of interest were made.

MONMOUTHSHIRE COUNTY COUNCIL

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4. To approve the minutes of the meeting held on 28th March 2019 and to consider matters arising

The minutes of the previous meeting held on 28th March 2019, were confirmed as an accurate record of the meeting. It was confirmed that item 9 of the minutes was sent off as the response to the White Paper.

5. Public Open Forum

No members of the Public were present.

6. To receive a membership update.

The Clerk provided a Membership update as follows:

County Councillors	One vacancy following the resignation of County Councillor J. Watkins
Roman Catholic Church	One vacancy
Free Church Council	New member representing the Methodist Church – Dr. L. Brown
Hindu Faith	One vacancy
Jewish Faith	One vacancy
Muslim Faith	One vacancy - Abdul-Azim Ahmed offered seat. Response awaited.
Sikh Faith	One vacancy
Teacher Representative	S. Oram stepped down due to secondment in Powys.
Co-Opted Members	One vacancy

It was noted that a letter will be sent to the Onyx Foundation to seek assistance in filling the faith representative vacancies. Contact will also be made with Cytun.

Welsh Government guidance was sought on Humanist representation on SACRE. It was noted that this matter is not for SACRE to determine; a report will be presented to Council in July to revise the terms of reference and to consider Humanist representative.

A discussion on definition of religions and beliefs took place.

7. Curriculum development update: Welsh Government Consultation on the draft curriculum for Wales 2022, the Humanities AoLE and the supporting framework for Religious Education.

It was announced that SACREs throughout the South East Wales region agreed to form a collaborative working party to respond to the Welsh Government consultation on the Curriculum for Wales 2022. The deadline date to respond is 19th July. It is very important that the views of SACREs on the place and visibility of Religious Education within the curriculum, particularly within the Humanities AoLE, are heard. Differing views held between SACREs would be recorded in the collaborative response.

It is the intention to encourage as many teachers as possible to be involved in this working group and also that each SACRE sends at least one other member.

MONMOUTHSHIRE COUNTY COUNCIL

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Newport City Council will host this working party on Tuesday 9th July, 10.00am to 3.00pm.

An update was provided that some dates have been arranged to work on the RE framework. This will be published in draft for consultation with SACREs.

The RE Adviser provided a presentation on Humanities and agreed it will be circulated to all members.

8. Monitoring of Religious Education and Collective Worship

8.1. GCSE and GCE Examination reports (to be tabled)

The report was received and the following comments were made:

- The Numbers taking the GCSE full course decreased from the previous year but pass rates are up. It was pointed out that schools previously putting forward whole cohorts had moved to an options system. Next year there will be a return to whole cohorts and a new specification. The new specification will be more challenging and a national dip in performance can be expected.
- Results in Monmouthshire compared well to EAS and Wales and results have risen significantly.
- Short course results compared well with previous years.
- A Level numbers had increased and there were no major concerns. Results were above national and regional performance.

8.2. Estyn Inspection Reports (to be tabled)

SACRE considered Estyn Inspection overview and noted that Estyn will now comment on spiritual development whereas previously it was very often a view on collective worship. Estyn has asked NAPFRE for more details to assist the formation of judgements.

No issues were identified. There were good references to the quality of collective worship noting that assemblies are sometimes pupil led and there are opportunities for moral awareness such as anti-bullying.

The RE Adviser informed SACRE that she is making available training to raise the profile of spiritual development across the curriculum.

It was noted that the inspection framework has changed and that there will be more self-evaluation. The local authority is calling for more detailed reports. It was suggested that there is a need to re-evaluate how we review RE in schools and also how we will monitor. The suspension of the inspection cycle in 2020 will provide the opportunity to conduct a review.

The authority will wait to see the changes from the Estyn review then consider revising the self-evaluation form.

It was clarified that the self-evaluation process includes recommendations of areas for development and these can be added to the School Development Plan.

It was suggested that, as a follow up to the receipt of inspection reports, letters of congratulation or letters offering support from SACRE may be sent.

Schools may also be asked if they are willing to share best practice. SACRE will arrange to visit best practice schools.

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8.3. Self-evaluation Reports (to be tabled)

A Member commented that it was worrying to see that the Chepstow School report noted that there were no AS students and no Year 9 going forward. He would have expected to see some take up of options. An update was provided that the report is the oldest one presented and a lot has happened since its publication. Discussion is in progress about the potential for collaborative work with Caldicot School.

It was agreed that Caldicot School's self-evaluation report will be presented at the next meeting.

9. WASACRE

9.1. To receive and note the draft minutes from the WASACRE meeting held on 28th March 2019

The minutes of the meeting held on 28th March 2019 were received.

SACRE was informed that a meeting had been held with Kevin Palmer (Welsh Government, Curriculum Reform) to look at professional learning and funding for RE. The RE Adviser attended the meeting and hoped that an outcome will be funding for professional learning for RE teachers.

9.2. To consider nominations for the WASACRE Executive Committee

SACRE endorsed nominations for the WASACRE Executive Committee as: Mark Prevett, Andrew Jones and Matthew Maidment.

The nomination of Rachel Samuel for the position of Vice Chair was supported by SACRE.

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

It was noted that Paula Webber, Andrew Jones and Dr. Louise Brown would attend the meeting; the surplus place to be offered to other members of SACRE.

10. SACRE News Bulletin - to consider information briefings from members for inclusion in the next SACRE News Bulletin.

SACRE received a copy of the Summer News Bulletin. The RE Adviser referred to an article omitted from this edition. This will be published in the next bulletin.

- The authors of the *Abergavenny Parables* will be asked to provide an article for a future edition;
- A Member expressed concern that RE: Online and RE Today contains information on non-religious beliefs; other members endorsed the information available in RE Today.
- A Member asked that Care.org was added to the list;
- Members were impressed with the Caldicot School event on the United Nations Convention on the Rights of the Child;

11. Correspondence Update

SACRE Members had been sent an invitation to the AREIAC conference on the 1st July 2019.

The document Exploring Secularism was received. Andrew Jones agreed to review the brochure and to report back on its suitability for endorsement by SACRE.

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A Member thought that there should be less emphasis on non-religious topics to allow more time for religious education, noting that the Scottish curriculum covers main religions mostly and had less content on world beliefs. It was suggested that time allocation will be less of issue as the curriculum is not extending to non-religious beliefs, as these are already in place. The concerns were not generally shared. It was added that the emphasis within the new curriculum will be that teaching about religious and non-religious worldviews should be objective, critical and pluralistic.

12. Effectiveness of SACRE (to include discussion on the recommendations made by Estyn)

SACRE discussed the recommendations of the report. It was noted that the EAS is rolling out training on Humanities.

SACRE can help with advice to schools on sensitive issues as required and schools can be supported more generally on RE matters. It was noted that some parents sometimes have concerns about visiting religious sites, for example. SACRE can also facilitate for schools to meet people from other faiths by developing links. It was agreed that the *suggested* visits and visitors guide would be reissued to schools on the understanding that this is not an approved list.

ACTION (PW): It was agreed that the survey results for Monmouthshire on withdrawal from RE needed to be checked.

13. To note dates and venues of the future meetings

It was agreed to set meetings for the year and to circulate to Members accordingly.

The meeting ended at 3.00 pm

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Annual Report



Standing Advisory Council on Religious Education (SACRE)

1st August 2018 - 31st July 2019

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SECTION 1: INFORMATION ABOUT SACRE

1.1 Duty to Establish a SACRE

All Local Authorities are required to constitute a Standing Advisory Council for Religious Education (SACRE) within their local region.

1.2 Composition of SACRE

Representation on SACRE is required as follows:

- Such Christian and other religious denominations as, in the opinion of the Local authority, will appropriately reflect the principal religious traditions in the area
- Associations representing teachers
- The Local Authority

1.3 Membership of SACRE

The list of members of Monmouthshire SACRE is set out in Appendix 1.

During 2018-2019 SACRE recruited representatives of Christian denominations, however some positions remain vacant. Every effort has also been made to maintain representation from a wide range of non-Christian communities. SACRE has written to several organisations including CYTUN (Churches Together in Wales), the Interfaith Council for Wales and the Onyx Link Foundation to maintain representation with limited success to date. During 2018-2019, every effort has been made to fill the vacancies left following the resignation of some long-standing members at the beginning of the summer term 2018. Welsh Government guidance was received from the Cabinet Officer for Education concerning representatives from organisations representing non-religious beliefs such as Humanists to sit on Committee A. A report will be presented to Council to revise the terms of reference and to consider Humanist representative. SACRE were successful in filling vacancies in Committee B representing teaching associations.

1.4 Functions of SACRE

- To advise the Local Authority on worship and the religious education to be given in accordance with the Agreed Syllabus including methods of teaching, advice on materials and the provision of training from teachers.
- To consider whether to recommend to the Local Authority that its current Agreed Syllabus should be reviewed by convening an Agreed Syllabus Conference.
- To consider whether the requirement of religious worship in a county school should be 'broadly Christian in nature' should be varied (determinations)
- To report to the Local Authority and Welsh Government on its activities on an annual basis.

1.5 Meetings

SACRE met on three occasions during the academic year 2018-19.

- Monday, 15th October 2018, County Hall, Usk
- Monday, 18th February 2019, County Hall, Usk
- Monday 3rd June 2019, County Hall, Usk

SACRE has resolved that, where possible, meetings will be held at alternative venues such as schools.

1.6 Circulation of the Report

Copies of this report are circulated electronically to those organisations and establishment listed in Appendix 3. It is also available on the Local Authority and WASACRE website.

DRAFT

SECTION 2:

EXECUTIVE SUMMARY OF ADVICE GIVEN BY SACRE

Summary of the advice given to the local authority by SACRE

2.1 ADVICE ON RELIGIOUS EDUCATION

Monitoring the provision and standards in RE

School Inspection Reports

Monmouthshire SACRE considers and analyses school inspection reports. If there are any issues regarding RE, such as non-fulfilment of statutory requirements, then the LA follows this up. During 2018-2019, there were no issue of non-fulfilment of statutory requirements for RE identified in the reports and follow up action was necessary. SACRE wrote to the schools congratulating them on their success and to offer additional advisory support.

Self-Evaluation Reports

SACRE has continued to request self- evaluation reports from schools outlining the range and quality of provision for Religious Education and Collective Worship.

Analysis of Examination Results

SACRE analyses examination results over a three-year period and identifies trends in performance benchmarked against all Wales data. Schools are informed of the outcomes of this analysis and SACRE raises any issues schools should be addressing because of this analysis.

Agreed Syllabus

Date of adoption of current Agreed Syllabus:	September 2008
Agreed Syllabus implementation date:	September 2008
Last Review date:	September 2013

The LA is required to fulfil the legal requirement to review the agreed syllabus for RE on a five yearly basis and ensure the agreed syllabus is being implemented in schools

Monmouthshire SACRE has been updated on a termly basis of developments with the Curriculum review and the development of the Humanities Area of Learning and Experience. SACRE have responded to the Welsh Government consultations on the white paper and the draft Curriculum for Wales 2022. SACRE are awaiting the publication of the Curriculum for Wales 2022 in January 2020 and further details from Welsh Government on the national RE Framework. SACRE will give due regard to the Curriculum for Wales 2022 when reviewing the Monmouthshire Agreed Syllabus.

TEACHING MATERIALS

SACRE has a duty to ensure that schools are informed of suitable resources

All schools within Monmouthshire were informed of the 2019 Holocaust Memorial Day theme of 'Torn from home' and that free Holocaust resources can be found on their

website www.hmd.org.uk – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

1. SACRE distributed copies of RE Ideas to all schools, which were kindly provided by REMW free of charge.
2. A SACRE RE News Bulletin was produced during the Summer Term and distributed to all schools and interested parties this included information on the new Curriculum for Wales, the RE Framework, the Estyn Thematic Report, WJEC updates, Interfaith Week and places of worship as well as articles submitted by teachers and SACRE members from several Local Authorities. The LA continued to support the SACRE RE News Bulletin and distributes this to all schools via the Monmouthshire Headteachers' Association.
3. Inter Faith News Bulletins were shared with schools <https://www.interfaith.org.uk/news/ifn-e-bulletin>
4. Information on visits and visitors in South Wales is available to schools.
5. The CYTŪN POLICY BULLETIN was shared with schools.
6. The Newsletter of the Religious Education Council of England and Wales.
7. Information about the evaluation of the Diversity of Religion and Belief: A guidance resource pack for primary schools in England and Wales published by Cardiff University School of Social Science was made available to schools.
8. Monmouthshire SACRE is privileged to have a wonderful group of representatives of religion and belief on its Council who are willing to visit schools to talk about aspects of their faith and belief with pupils.

TRAINING FOR TEACHERS

SACRE has a responsibility to ensure that teachers are able to access appropriate CPD.

The Education Achievement Service provides Professional Learning to schools within Monmouthshire on behalf of the Local Authority. During 2018-2019, the EAS provided RE specific training to secondary school practitioners via Learning Network Schools and the Professional Learning Adviser for and SACREs. The focus of the training was improving standards in GCSE Religious Studies. However, the practitioners attending also received training on the new curriculum and updates on the work of SACREs, WASACRE and other relevant bodies. There was also a focus on moderation of marking, sharing good practice and collaboration in the development of resources for Religious Studies.

2.2 COLLECTIVE WORSHIP

Monmouthshire SACRE endeavours to ensure that schools fulfil statutory requirements for collective worship and provide a worthwhile experience for pupils.

Monmouthshire SACRE monitors the sections of inspection reports that are concerned with collective worship and SMSC and the LA follows up on any non-fulfilment of statutory requirements by requesting their action plan. The provision for collective worship had positive comments stating that schools were promoting pupils' spiritual, moral and cultural development well. SACRE has written to the schools to offer support

and guidance with regards to collective worship. All other schools inspected meet statutory requirements in relation to collective worship.

Schools have been informed by SACRE of appropriate resources and websites that support collective worship in schools e.g. HMD 2019.

2.3 OTHER ISSUES:

Aim: To ensure a more informed SACRE through providing regular updates on local and national issues.

1. SACRE has maintained its membership of WASACRE and receives termly feedback from the meetings of the Association.
2. The RE Adviser to SACRE is a member of NAPfRE and regularly attends meetings on SACRE's behalf.
3. SACRE has received regular updates on the development of the new curriculum and the implications for religious education.
4. Members have received presentations this year from their Professional Learning Adviser Ms. P. Webber, to update them on the review of the Curriculum for Wales and its implications for RE, including the development of the national RE Framework.

SECTION 3: ADVICE ON RELIGIOUS EDUCATION

3.1 The Locally Agreed Syllabus

Date of adoption of current Agreed Syllabus: September 2008
Agreed Syllabus implementation date: September 2008
Last Review date: September 2013

2008 Agreed Syllabus

In 2008, SACRE endorsed and adopted a new Agreed Syllabus for Authority's schools with effect from September 2008. The concepts and skills based Agreed Syllabus is fully in line with the National Exemplar Framework for RE and the Foundation Phase. Printed copies of the Agreed Syllabus were distributed to schools and supporting guidance materials.

Training opportunities have been provided to support the implementation of the Agreed Syllabus for the Foundation Phase and Key Stage 2. Secondary schools have been advised of other training opportunities including for transition between phases.

Teacher representatives on SACRE reviewed the effectiveness of the Agreed Syllabus in 2013 in line with the five-year requirement and reported to SACRE. It was felt overall the programmes of study remained effective but with some revision to the Level descriptors. SACRE endorsed the re-adoption of the Agreed Syllabus and agreed that any changes should be in line with the Curriculum for Wales review.

Agreed Syllabus Review

During 2018-19, Monmouthshire SACRE has been updated on a termly basis of developments with the new Curriculum for Wales. In the Autumn Term SACRE representatives attended consultations with Welsh Government to receive an update on progress being made with the Curriculum for Wales 2022 and the RE Framework.

SACRE are awaiting further details from Welsh Government on the RE Framework that will support the Curriculum for Wales 2022. The LA will convene an Agreed Syllabus Conference during 2019-2020 following the final publication of the curriculum guidance.

3.2 Standards in religious education

SACRE analyses school inspection reports and gleans what information it can in relation to religious education. SACRE has established a process of asking schools to provide their own evaluation of the provision of religious education shortly after the school is inspected by Estyn. Estyn did not identify any instances of non-compliance from this inspection with statutory requirements. Whilst there is often mention of aspects of the curriculum that could potentially link to RE there are often no specific comments on the subject. There is direct reference to Religious Education in the inspection report from Caldicot School where "religious education lessons provide beneficial opportunities for pupils to discuss a range of moral issues and to celebrate diversity and equality. Activities such as trips to Geneva, artwork to commemorate the first world war, an annual school eisteddfod and participation in the BBC's 'Big Questions' programme develop pupils' understanding of culture and the wider world effectively.

3.2b Examination Results 2018

Examination results for GCSE and GCE AS /Advanced Level achieved by pupils at secondary schools within the Authority have been analysed and were considered during the Spring Term SACRE meeting. A three-year analysis was conducted so that a comparison could be made, and trends identified. Cohort entry numbers were also analysed, and a comparison made to Consortia and All -Wales figures (where available).

A detailed table of examination results can be found in Appendix 4.

GCSE Full Course Religious Studies

Based on a Three-Year Trend 2015 – 2018

The percentage of entries decreased by 3.7pp from 34.4% to 30.7%. A decline of 41 entries.

However, the results for A* - A grades increased by 21.2pp from 22.3% to 43.5%. The results regionally and nationally fell by 5.3pp to 22.9% and 4.6pp to 26.1% respectively. With results above the regional and national level.

The results for A* - C grades increased by 14.6pp from 62.6% to 77.2%. The results regionally and nationally decreased by 7.5pp to 64.6% and 6.9pp to 68% respectively. With results above the regional and national level.

The results for A* - G grades increased by 1pp from 98.2% to 99.2%. Whereas at regional and national level results have declined by 2.5pp to 95.1% and 0.8pp to 97.4% respectively. With results above the regional and national level.

GCSE Short Course Religious Studies

Based on a Three-Year Trend 2015 – 2018

The percentage of entries increased by 7.6pp from 14.6% to 22.2%. An increase of 53 entries.

The results for A* - A grades decreased by 22.3pp from 30.5% to 8.2%. There is a declining picture regionally and nationally by 9.6pp to 4.6% and 6pp to 8.1% respectively. With results above the regional and national level.

The results for A* - C grades decreased by 26.5pp from 61% to 34.5%. There is a declining picture regionally and nationally by 17.3pp to 32.8% and 13.1pp to 39.2% respectively. With results above the regional level but below the national level.

The results for A* - G grades decreased by 4.7pp from 90.7% to 86%. There is a declining picture regionally and nationally by 5.6pp to 84.7% and 5.3pp to 87.8% respectively. With results above the regional level but below the national level.

A Level Religious Studies

Based on a Three-Year Trend 2015 – 2018

The percentage of entries increased by 3.6pp from 10.3% to 13.9%. An increase of 17 entries.

The results for A* - A grades increased by 6pp from 26.8% to 32.8%.

Whereas the results at regional and national level have declined by 0.9pp to 21.6% and 0.6pp to 22% respectively. Results are above the regional and national levels.

The results for A* - C grades increased by 17.9pp from 68.3% to 86.2%.

The results at regional level remain stable at 77.5%. Whereas the results at national level have declined by 3.9pp to 77.1%. Results are above the regional and national levels.

The results for A* - E grades remain stable at 100%.

Which is above the regional and national results of 99.6%.

AS Level Religious Studies

Based on a Three-Year Trend 2015 – 2018

The percentage of entries decreased by 1.2pp from 6.5% to 5.3%. An increase of four entries.

The results for A grades increased by 6.7pp from 11.5% to 18.2%.

There is a declining picture regionally, where results decreased by 1.6pp to 8.8%.

Whereas nationally results increased by 1.6pp to 18.3%. Results above the regional level and in line with the national level.

The results for A - C grades increased by 4.5pp from 50% to 54.5%.

There is a declining picture regionally and nationally by 3.1pp to 35.3% and 6.2pp to 58% respectively. With results above the regional level but below the national level.

The results for A - E grades increased by 2.4pp from 88.5% to 90.9%.

There is an improving picture regionally and nationally by 4.2pp to 79.4% and 1.3pp to 91.6% respectively. With results above the regional level but below the national level.

In considering the data, gathered Monmouthshire SACRE members made the following observations:

- Entries in GCSE full course decreased from the previous year, but pass rates saw an increase. It was noted that some schools previously putting forward whole cohorts had moved to an options system. SACRE will need to consider the impact of the new specification in the next year. As the new specification is more challenging for learners, a national dip in performance might be expected.
- Results in Monmouthshire compared well to EAS and Wales and results have risen significantly.
- Short course results compared well with previous years.
- A Level numbers had increased and there were no major concerns. Results were above national and regional performance

3.3 Methods of Teaching, Teaching Materials and Teacher Training

Continuing Professional Development

The authority provides comprehensive advice on methods of teaching and the choice of teaching materials. Schools also have access to the RE Adviser to SACRE via the EAS for individual school support.

The EAS appointed Ms. Paula Webber as a full time Professional Learning Adviser for RE and SACRE from September 2018. The EAS provides a range of training courses for schools, which are advertised centrally through CPD on-line. This has included RE specific training to secondary school practitioners via Learning Network School leads and the Professional Learning Adviser for RE and SACREs.

During 2018-2019, the following Professional Learning relevant to RE was offered within the region:

The EAS appointed two Learning Network Schools leads for RE during 2018-2019. Three Learning Network meetings for secondary HODs of RE were held during the academic year. The focus of the network meetings was improving standards in GCSE Religious Studies. However, the practitioners attending also received training on the new curriculum and updates on the work of SACREs, WASACRE and other relevant bodies. There was also a focus on moderation of marking, sharing good practice and collaboration in the development of resources for Religious Studies.

Estyn Updates

SACRE and schools were reminded of the recommendations of the RE Thematic Report on KS2 and 3 that had been undertaken by Estyn in June 2018. SACRE members considered and discussed the recommendations during SACRE meetings.

Teaching Materials

A wide range of teaching materials has been made known to schools by SACRE as follows:

Holocaust Memorial Day 2019 Resources

SACRE were informed of the 2019 Holocaust Memorial Day and that Holocaust Memorial Day (HMD) takes place on 27 January each year and is a time to remember the millions of people murdered during the Holocaust, under Nazi Persecution and in the genocides, which followed in Cambodia, Rwanda, Bosnia and Darfur. Schools were reminded that Holocaust Memorial Day is a time to learn the lessons of the past and recognise that genocide does not just take place on its own - it is a steady process, which can begin if discrimination, racism and hatred are not checked and prevented. Monmouthshire schools were informed that the theme for 2019 was 'Torn from home' which encouraged audiences to reflect on how the enforced loss of a safe place to call 'home' is part of the trauma faced by anyone experiencing persecution and genocide.

Schools were informed by SACRE that further information about the theme and free educational Holocaust resources can be found on their website www.hmd.org.uk – these

include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

LNS Schools for RE

Practitioners involved in the LNS meetings worked collaboratively to produce and share resources for GCSE Religious Studies.

Managing the Right to Withdraw from Religious Education

Upon request, Adviser to SACRE continues to advise schools to use the WASACRE publication on Managing the Right to Withdraw from Religious Education. A copy of this was provided to every school in Wales during 2017-2018. The document is available bilingually is available in hard copy form. The document is subject to copyright and for sale so therefore a PDF copy is not available for download or distribution.

SACRE RE News Bulletin: a SACRE RE News Bulletin was shared with all schools during the Summer Term. The Bulletin contained information in the following:

- Curriculum for Wales 2022: An Update
- The Humanities Area of Learning and Experience
- A new framework for Religious Education
- Learning Network Schools - Religious Education
- The Inter Faith Network for the UK
- WASACRE Update
- Estyn Thematic Report on Religious Education
- RE: ONLINE Email a believer
- KS3 Challenging Extremism Erasmus+ Project being undertaken by the Religious Studies department at Caldicot School
- Church in Wales Schools News: Prayer and reflection spaces
- Newport SACRE visit to The Onyx Link Foundation: Wales Interfaith Conference
- Invitation from the Inter Faith Council for Wales: Faith and Sacrifice
- WJEC Religious Studies Update
- AREIAC Summer Conference 2019
- EFTRE Conference 2019

Visits and Visitors

A list of suggested useful websites as was information on visits and visitors in South Wales was distributed to schools.

Monmouthshire SACRE, through its members, is very proactive in supporting schools by regularly advising on and distributing resources to schools. In addition, many of its representatives of religion and belief make individual visits to schools to support with RE lessons. SACRE will continue to consider further ways in which it can support schools through its work.

Artefact Loan Service

The comprehensive collection of Monmouthshire's RE Artefacts is located at five schools around the county and this facility was promoted to schools. One

comprehensive school lends artefacts, information and resources to cluster primary schools.

RE Conferences

Schools have received information about the annual Association of Religious Education Inspectors and Consultants (AREIAC) and European Forum for Teachers of Religious Education (EFTRE) conferences.

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SECTION 4: ADVICE ON COLLECTIVE WORSHIP

4.1 School Inspection Reports

During the Autumn Term SACRE meeting the local authority and its SACRE scrutinised relevant sections of Estyn school inspection reports for July 2017-January 2019. Nine schools in Monmouthshire were inspected consisting of six primary schools, two secondary schools and a PRU. If any issues emerge regarding collective worship, such as non-fulfilment of statutory requirements, this is followed up by the LA in conjunction with the EAS Professional Learning Adviser. Estyn made no recommendations concerning collective worship.

Monmouthshire SACRE members were provided with information about spiritual development, collective worship and any comments made in relation to religious education in the inspection reports of schools inspected in the local authority during September 2017- January 2019. SACRE considered the inspection findings of six primary schools and two secondary school and one PRU.

Main findings Spiritual Development

Comments in relation to spiritual development are evident in seven inspection reports. There is an emphasis on learning experiences, enrichment activities, and acts of collective worship contributing positively to pupils' spiritual and moral development in four report. There is also implicit reference to opportunities for spiritual development in all reports. Where spiritual development is directly referenced, it is often linked directly to collective worship e.g., "Pupils' spiritual, moral and social development is addressed through suitable assemblies." However, in one primary school the report stated that, learning experiences also provide good opportunities for pupils to develop their moral, cultural, social and spiritual awareness. Monmouthshire SACRE suggest that it might be beneficial is Professional Learning signposts opportunities where schools could provide spiritual development across the curriculum and not just in RE. The Adviser informed SACRE that she had delivered as series of Professional Learning sessions on spiritual development and well-being to practitioners attending the EAS Well-being forum.

Collective Worship

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements. All schools inspected during September 2017 and March 2019 meet statutory requirements in relation to collective worship.

There is reference to the quality of collective worship in inspection reports and good features are highlighted.

Acts of collective worship:

- develops spiritual, moral and social development.
- are sometimes pupil-led
- provide good opportunities for pupils to develop their moral awareness
- promote morals and values
- promote pupils' understanding of religious and moral issues effectively.

- enables pupils to develop well as ethical and informed citizens
- improve learner's performance skills
- based on themes such as anti-bullying,
- share information and to set new eco challenges.
- are stimulating

Recommendations

SACRE noted that Estyn made no recommendations with regards to spiritual development, collective worship or Religious Education. However, it was noteworthy that schools did not consistently utilise opportunities for spiritual development across the curriculum well enough. SACRE noted that Professional Learning around this would be beneficial.

4.2 Applications for Determinations

No applications were received from schools for determinations to be made on the lifting of the requirements for collective worship to be wholly or mainly of a broadly Christian character.

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SECTION 5: OTHER ISSUES

WASACRE

Monmouthshire SACRE is a member of the Welsh Association of SACREs and its representatives regularly attend meetings. The LA funds supply cover and travel expenses for teacher representatives to attend WASACRE meetings.

During the 2018-19, academic year issues considered at WASACRE meetings have been fully reported back to SACRE and full discussions have taken place. SACRE welcomes the pro-active work of WASACRE in taking up issues that have implications for RE and keeping member SACRE's fully informed. The PL Adviser to SACRE holds the position of Secretary to WASACRE and sits as an officer on the WASACRE Executive Committee. Monmouthshire SACRE has received regular feedback from Ms Webber and those representing SACRE at WASACRE meetings.

NATIONAL ADVISORY PANEL FOR RELIGIOUS EDUCATION (NAPfRE)

The RE Adviser to Monmouthshire SACRE, Paula Webber, is Vice Chair of NAPfRE and regularly attends meetings on SACRE's behalf. In this way, SACRE can keep abreast of developments in Wales and play a crucial role in informing decisions and policies that affect religious education. NAPfRE have been consulting closely with Welsh Government and other stakeholders during the development of the new curriculum.

CURRICULUM DEVELOPMENT

Monmouthshire SACRE received termly updates on the developments being made concerning Religious Education and the new Curriculum for Wales 2022. SACRE participated in a face-to-face consultation with Welsh Government during the Autumn Term. Representatives attended a presentation in Cardiff led by Manon Jones from Welsh Government, Paula Webber and Libby Jones who represented WASACRE. Representatives were provided with the opportunity to discuss the key approaches to the curriculum recommended by the Humanities group. SACRE followed this up by submitting a written response to the proposals, which included the proposed intention that a RE Framework be developed by Welsh Government.

Welsh Government produced the draft Curriculum for Wales 2022 on 30th April. Monmouthshire SACRE members participated in the consultation on the draft guidance in collaboration with the other Local Authorities within the South East Wales consortia. This contained information on the structure and components of Curriculum for Wales, the approach to progression, and how the curriculum must be inclusive for all learners. The Curriculum for Wales 2022 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.

The Welsh Government consultation on *The White Paper Our National Mission: A Transformational Curriculum* set out the legislative proposals for the new curriculum.

THE ANNUAL REPORT OF MONMOUTHSHIRE STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) - 1ST AUGUST 2018 – 31ST JULY 2019

Monmouthshire SACRE provided feedback following discussion in the Spring Term SACRE meeting held on 6th March 2019.

SACRE were made aware that the work on the new supporting framework is underway. This is being developed to provide further detail about the relationship between religious education, the agreed syllabus, and the Areas of Learning and Experience. It is being written 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 RE Adviser to Monmouthshire SACRE has acted as Regional Vice Chair of the Humanities AoLE working group in her role as Professional Learning Adviser at the Achievement Service (EAS). SACRE members have been updated on the progress in terms of Religious Education within the Humanities and the development of the RE Framework at termly SACRE meetings. Paula Webber and Libby Jones (RE Adviser Wrexham) continue to lead the development of the RE supporting framework.

SACRE collaborated with the other four SACREs throughout the South East Wales region to provide feedback to Welsh Government on the draft curriculum during the Summer Term. This response to the consultation was submitted by the RE Adviser.

SACRE are monitoring the progress of the RE framework in order to consider the local responsibility to produce an Agreed Syllabus that pays due regard to the Curriculum for Wales 2022. It is anticipated that the RE Framework might in due course be adopted or adapted in a Monmouthshire Agreed Syllabus Conference as the Monmouthshire Agreed Syllabus.

RELIGIOUS EDUCATION COUNCIL

The RE Adviser to Monmouthshire represents the Wales Association of SACREs on the Religious Education Council for England and Wales and attends its biannual meetings where she can represent SACREs across Wales and be kept informed of national developments across England and Wales. The REC for England and Wales have been working closely with WASACRE and Welsh Government during the curriculum development process.

SACRE received and considered the Executive Summary of the Final Report from the Commission on Religious Education in England and its relevance to Wales. Members were informed that the Final Report of the Commission on Religious Education, Religion and Worldviews: the way forward. A national plan for RE had been published. It sets out a National Plan for RE comprising of 11 recommendations and calls on the Government in England to consider and adopt it.

The report is the result of two years' work from Commissioners who listened to evidence from a wide range of concerned parties including pupils, teachers, lecturers, advisers, parents and faith and belief communities. The Commission received over three thousand submissions, all of which have been carefully considered. SACRE were informed that WASACRE had been considering the findings of the report and had sent copies of the report to Welsh Government and to the Education Secretary Kirsty Williams for consideration as some of the recommendations might equally apply to

Wales. SACRE were informed that Rudi Lockhart CEO of the Religious Education Council of England and Wales gave a presentation on the CoRE report at the WASACRE meeting on 20th November 2018.

WASACRE WITHDRAWAL FROM RE QUESTIONNAIRE

SACRE considered the WASACRE withdrawal from RE questionnaire and reminded of the WASACRE guidance document “Managing the Right of Withdrawal from RE” which was circulated by to all schools across the county borough. A short questionnaire had been included with the document to help WASACRE gain an accurate awareness of the instances of withdrawal from Religious Education across schools in Wales. Overall, there were very few instances of full or partial withdrawal from RE. WASACRE examined the results and forwarded the response findings to Welsh Government. Monmouthshire SACRE responded to questions relating to withdrawal from RE in the Welsh Government consultation on the white paper on changes to legislation.

TRAINING OF SACRE MEMBERS

Monmouthshire SACRE members received training on the Roles and Responsibilities of SACRE during the Autumn Term meeting. As part of its training for members in 2018-2019 SACRE received updates on the development of the Curriculum for Wales 2022 and its implications for RE. SACRE is very appreciative of the opportunities to become more informed on RE and Collective worship issues in schools.

MEMBERSHIP OF SACRE

The current membership list showing the position as of July 2019 is included at Appendix 1.

SACRE members have been kept up to date with the progress being made in filling vacant positions and changes of membership of the committee at SACRE meetings. During 2018-2019 SACRE recruited representatives of Christian denominations, however some positions remain vacant. Every effort has also been made to maintain representation from a wide range of non-Christian communities. SACRE has written to several organisations including CYTUN (Churches Together in Wales), the Interfaith Council for Wales and the Onyx Link Foundation to maintain representation with limited success to date. During 2018-2019, every effort has been made to fill the vacancies left following the resignation of some long-standing members at the beginning of the summer term 2018. Welsh Government guidance was received concerning representatives from organisations representing non – religious beliefs such as Humanists to sit on Committee A. A report will be presented to Council to revise the terms of reference and to consider Humanist representative. SACRE were successful in filling vacancies in Committee B representing teaching associations.

The Local Authority received the letter from the Cabinet Secretary for Education, Kirsty Williams, regarding the right of Humanists to have a full Committee A status. Monmouthshire LA are reviewing its Terms of Reference considering this guidance.

During the Autumn Term, meeting the Chair to SACRE welcomed Ms. P. Webber who had recently been appointed through the EAS as the new RE Adviser to Monmouthshire SACRE. Ms, Webber's appointment as a full time dedicated RE Adviser by EAS means that schools, as well as SACREs, within the South East Wales region can now be supported in issues related to RE and collective worship.

A special note of thanks is extended to the Clerk to SACRE Wendy Barnard for all her hard work during the past year.

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SECTION 6: APPENDIX

APPENDIX 1:

**MONMOUTHSHIRE COUNTY COUNCIL: Membership of SACRE as at 31st July
2019**

LOCAL AUTHORITY:

County Councillor R. John (Chair)
County Councillor T. Thomas
County Councillor M. Lane
County Councillor A. Webb
County Councillor P. Pavia
Vacancy

FAITH REPRESENTATIVES

Committee A

Dr. A. Daly (Church in Wales)
Vacancy (Roman Catholic Archdiocese)
Revd. Peter Baines (Free Church Council)
Dr. L. Brown (Free Church Council - Methodist Church)
Suzanne Gooding (Free Church Council)
Nick Pryor (Salvation Army)
Mrs. S. Cave (Bahá'í Faith)
Ngakpa Namgyal Chatral (Buddhist Faith)
Mr S Sharma (Hindu Faith)
Vacancy (Jewish Faith)
Vacancy (Muslim Faith)
Vacancy (Sikh Faith)

TEACHER ASSOCIATIONS

Committee B

Mr A. Jones (NASUWT) (Vice Chair)
Ms. K. Christofi (NAHT)
Ms. M. Millington (NASUWT)
Mrs R. Davies (NEU)
Mrs. S. Hamar
Ms. K Wilding
MS. C. Smith

CO-OPTED MEMBERS

Vacancy
Vacancy

OFFICERS

Sharon Randall-Smith – Head of Service Children and Young People Directorate
Paula Webber – EAS Professional Learning Adviser (RE and SACRE)

CLERK TO SACRE

Wendy Barnard

**APPENDIX 2:
AND AGENDA OF MEETINGS**

Date: Monday, 15th October 2018
Venue: County Hall, Usk.

Main Agenda Items

- Election of Chair and Vice Chair
- Welcome and apologies for absence
- Minutes and matters arising from last meeting held Friday, 9th February 2018
- SACRE Membership
- SACRE Annual Report 2017-2018
- Roles and Responsibilities of SACRE members
- Curriculum development update - to consider the Welsh Government consultation with SACREs
- Estyn Thematic Report
- SACRE News Bulletin
- Monitoring provision and standards - RE and Collective Worship inspection reports and school self-evaluation
- Update on the Withdrawal from RE survey
- Holocaust Memorial Day 2019
- The Final Report from the Commission on Religious Education in England (see attached)
- WASACRE business
 - To receive and note draft minutes from WASACRE *meetings (attached)*
 - To receive revised WASACRE constitution *(attached)*
 - To note dates of future WASACRE meetings and confirm representation:
Autumn – Vale of Glamorgan (20th November 2018 at Llantwit Major School)

Date: Monday, 18th February 2019 at 1.00pm

Venue: County Hall, Usk.

Main Agenda Items

- Minutes of the meeting (held on 15th October 2018) and to consider matters arising.
 - SACRE Annual Report 2017-2018 (matters arising)
 - Holocaust Memorial Day update
- Membership update
- SACRE News Bulletin
- 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 Prof. Donaldson's Video)
- Monitoring of Religious Education and Collective Worship
 - GCSE and GCE Examination Results
 - Estyn Inspection Reports
 - Self-Evaluation Reports

THE ANNUAL REPORT OF MONMOUTHSHIRE STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) - 1ST AUGUST 2018 – 31ST JULY 2019

- Discussion on 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 from Paula Webber
- Discussion on the Final Report of the Commission on Religious Education
- WASACRE business
- To receive and note draft minutes from WASACRE meeting 20th November 2017
- To consider possible nominations from Monmouthshire SACRE members to join the WASACRE Executive Committee
- To note dates of future WASACRE meetings
 - Tuesday 26th March 2019 – Cardiff
 - Friday 28th June 2019 – Colwyn Bay, Conwy

Date: Monday 3rd June 2019 at 1.00pm

Venue: County Hall, Usk.

Main Agenda Items

- Minutes of the meeting (held on 28th March 2019) and to consider matters arising.
- Public open forum
- Membership update
- Curriculum development update: Welsh Government Consultation on the draft Curriculum for Wales 2022, the Humanities AoLE and the supporting framework for religious education.
- Monitoring of Religious Education and Collective Worship
 - GCSE and GCE Examination Results
 - Estyn Inspection Reports
 - Self-Evaluation Reports
- WASACRE business
 - To receive and note draft minutes from WASACRE meeting held 26th
 - To consider nominations for the WASACRE Executive Committee
 - To note dates of future WASACRE meetings - Friday 28th June 2019 – Colwyn Bay, Conwy
- SACRE News Bulletin – To consider information briefings from members for inclusion in next SACRE News Bulletin
- Effectiveness of SACRE (to include discussion on the recommendations made by Estyn)
- Correspondence update

APPENDIX 3: Circulation of the Report

A copy of this annual report has been sent to the following organisations:

- Members of Monmouthshire County Council
- Chair of Children and Young People Select Council
- All Monmouthshire County Council maintained primary, secondary and special schools
- Voluntary Aided Schools in Monmouthshire
- All members of SACRE
- Regional Director of the Education Achievement Service
- Welsh Government / DfES
- Wales Association of SACRES's (WASACRE)
- Cabinet Secretary for Education Welsh Assembly
- Estyn
- Available to all Local Education Authorities in Wales via the Welsh Association of SACRE's website.

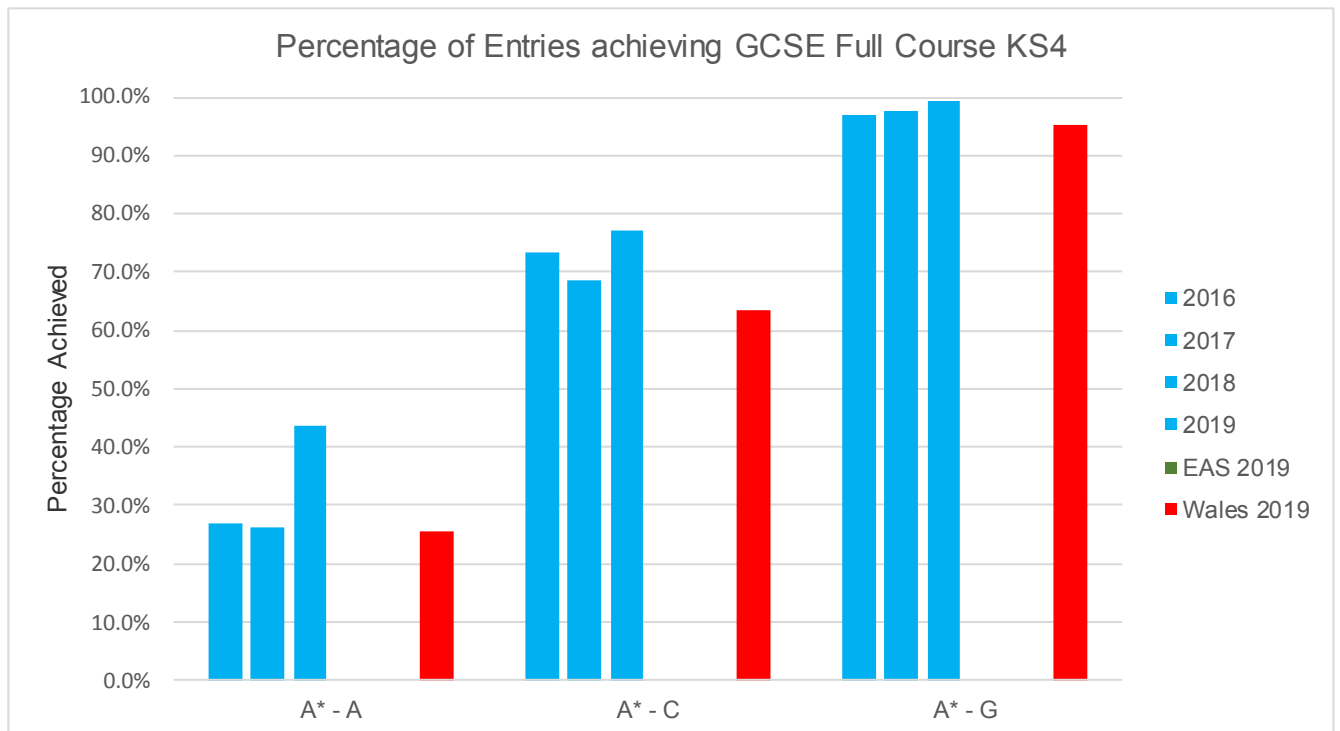
**THE ANNUAL REPORT OF MONMOUTHSHIRE STANDING ADVISORY COUNCIL
FOR RELIGIOUS EDUCATION (SACRE) - 1ST AUGUST 2018 – 31ST JULY 2019**

Appendix 4:

Religious Education Examination Results 2016 – 2019

GCSE Full Course Religious Studies

Monmouthshire - GCSE Full Course KS4				
	2016	2017	2018	2019
Cohort Size	799	749	772	811
Number of Entries	394	441	237	379
Percentage of Entries	49.3%	58.9%	30.7%	46.7%
A* - A	26.9%	26.3%	43.5%	33.2%
A* - C	73.4%	68.7%	77.2%	73.9%
A* - G	97.0%	97.7%	99.2%	98.9%



PRESS RELEASE

Children in Wales will have universal access to the full curriculum

First published: 21 January 2020

Last updated: 21 January 2020

Link: <https://gov.wales/children-wales-will-have-universal-access-full-curriculum>

Parents will not be able to prevent their children from learning about religion, relationships and sexuality in the new Curriculum. Education Minister Kirsty Williams made the announcement today emphasising the need for ‘careful and sensitive implementation’ of the decision.

Education Minister Kirsty Williams said:

“Our responsibility as a government is to ensure that young people, through public education, have access to learning that supports them to discuss and understand their rights and the rights of others.”

“It is essential that all young people are provided with access to information that keeps them safe from harm.”

“Today’s decision ensures that all pupils will learn about issues such as online safety and healthy relationships”

The announcement was made following an eight-week Welsh Government consultation on ensuring access to the full curriculum, including the teaching of Relationship and Sexuality Education (RSE) and Religious Education (RE).

“I recognise this is a sensitive matter and the consultation responses reflected a wide range of views. There is clearly a need for us to work with communities and all interested parties in developing the learning and teaching for RSE and RE - this work will be vital to enable everyone to have trust in how the change is implemented.”

The Minister outlined plans for implementation which include the creation of clear guidance, resources and professional learning for schools and the creation of a Faith/BAME Community Involvement Group to hold its first meeting this February. The group will engage in the development of RSE guidance, develop a shared understanding of the new curriculum and address concerns raised by faith and community groups during the consultation.

The Minister continued:

“It is vital that we continue to work with communities across Wales to ensure parents have the right to develop, care for and guide their children into adulthood while allowing our schools to provide a broad and balanced education.”

“We will build on the community engagement which accompanied the consultation with a long term investment in listening to our communities and finding ways to address the issues which concern them.”

“The Minister also confirmed plans to establish a new RSE Working Group that will oversee the refinement of the new RSE statutory guidance to form part of the new curriculum guidance.”

The Minister added:

“I want to take the opportunity in 2021 to test the approach for RSE prior to it being made statutory in the new curriculum.”

“This will provide valuable intelligence to inform the refinement of our approach and will also enable learners, parents and carers and communities to see it working in practice and to feedback their views.”

Further details on this approach will be announced over the coming weeks.

The consultation also showed support for renaming the subject ‘Religious Education’.

The most popular choice from respondents was ‘Religion, Values and Ethics’ and, as a result, the Minister confirmed the subject name would change when the new curriculum comes into effect.

Key Points for SACRE:

- Removal of right of parents to withdraw their children from Religious Education lessons, which will presumably come into effect when the new curriculum is launched in 2022
- The name of Religious Education to change to Religion, Values and Ethics when the new curriculum comes into effect

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Inspection Synopsis for Monmouthshire SACRE

Inspections carried out during the Autumn Term, 2019

This synopsis for Monmouthshire SACRE provides information about spiritual development, collective worship and any comments made in relation to religious education in the inspection reports of schools inspected in the local authority during the Autumn Term.

This synopsis considers the inspection findings of 1 primary school and 0 secondary schools.

Main findings

As a voluntary-controlled Church in Wales school, Estyn did not need to make reference to Religious Education or collective worship. The Estyn report, however, stated:

“The school’s regular assemblies provide good opportunities for staff to develop pupils’ spiritual awareness. School leaders and members of the local church lead assemblies that focus well on developing pupils’ sense of wonder and feelings of thankfulness, for example by thinking about the natural world.”

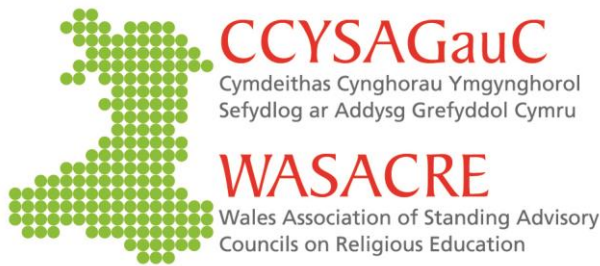
The school received a good Section 50 inspection report. A summary of strengths included:

- Christian values making strong contribution towards the positive relationships and respect between all members of the school community
- The contribution of local clergy enhancing the school’s Christian distinctiveness
- Effective leadership has creating a caring and happy Christian community.

Focus areas for development included:

- ensuring opportunities to deepen children’s understanding of multi-cultural world faiths
- enabling greater participation by the children in collective worship

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*Cyfarfod CYSAGau Cymru, Neuadd y Cyngor,
Penmorfa, Aberaeron, Ceredigion SA46 0PA
Dydd Iau, 21 Tachwedd, 2019
10.30a.m. – 3.30p.m.*

Yn bresennol

<p>Ynys Môn Rheinallt Thomas (RT) Gwyneth Mai Hughes (GH)</p> <p>Blaenau Gwent Paula Webber (PW)</p> <p>Pen-y-bont ar Ogwr Edward J. Evans (EE) Angela Hill (AH)</p> <p>Caerffili Paula Webber (PW)</p> <p>Caerdydd Angela Hill (AH)</p> <p>Sir Gaerfyrddin Aled Jones (AJ)</p> <p>Ceredigion Lyndon Lloyd (LL) Mary Parry (MP) Aled Jones (AJ) Lynford Thomas (LT) John Tudor Williams (JW) C. Joyce Howells (JH) Mary Davies (MD) Angharad John (AJ)</p> <p>Conwy Phil Lord (PL)</p>	<p>Sir Ddinbych Phil Lord (PL)</p> <p>Sir y Fflint</p> <p>Gwynedd</p> <p>Merthyr Tudful Angela Hill (AH)</p> <p>Sir Fynwy Paula Webber (PW)</p> <p>Castell-nedd Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd Paula Webber (PW)</p> <p>Sir Benfro</p> <p>Powys</p> <p>Rhondda Cynon Taf Angela Hill (AH)</p>	<p>Abertawe Jennifer Harding-Richards (JHR) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg Angela Hill (AH) Marged Williams (MW)</p> <p>Wrecsam Libby Jones (LJ) Tania ap Siôn (TaS)</p> <p>Sylwedyddion</p> <p>Cyflwynwyr</p> <p>REMW Paul Morgan (PM)</p> <p>Cofnodion Gill Vaisey (GV)</p> <p>Darpar Ysgrifennydd Alice Parry (AP)</p>
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Cyn y cyfarfod, cafwyd cyfle i fwynhau eitemau cerddorol gan ddisgyblion a staff Côr Ysgol Gynradd Aberaeron.

Cofnodion y cyfarfod

1. Cyflwyniad a chroeso

Croesawyd pawb i Swyddfeydd Cyngor Ceredigion ym Mhenmorfa gan y Cyngorydd Sir, Catrin Miles, Aelod Cabinet dros Wasanaethau Dysgu, Dysgu Gydol Oes a Hamdden. Dywedodd wrth yr Aelodau fod ganddi gyfrifoldeb dros y Gwasanaeth Dysgu Gydol Oes a Hamdden, a bod ganddi gryn ddiddordeb ym mhwnc addysg grefyddol a sut mae'n eistedd o fewn ysgolion Ceredigion ac o fewn y cwricwlwm newydd. Roedd hi'n falch o allu bod yn bresennol yn y cyfarfod ac roedd yn bwriadu aros tan y diwedd.

Croesawodd EE bawb i'r cyfarfod. Cyflwynodd Alice Parry, sydd wedi cynnig dod yn Ysgrifennydd newydd CCYSAGauC. Mae Alice yn gynrychiolydd athrawon ar GYSAG Pen-y-bont ar Ogwr. Cefnogwyd y penodiad yn unfrydol gan yr aelodau.

Siaradodd Alice am ei brwdfrydedd dros AG, dros GYSAGau, a'r cyfle i wasanaethu CCYSAGauC fel ysgrifennydd.

Diolchodd EE hefyd i Paula Webber, yr ysgrifennydd presennol, am y gwaith enfawr a wnaeth hi dros CCYSAGauC fel ysgrifennydd yn ystod ei hamser yn y swydd. Dywedodd fod Paula wedi gweithio'n ddiflino ar ran CCYSAGauC. Roedd yn sylweddoli faint o amser a gymerodd hyn, wrth iddi weithio yr un pryd ar ddatblygu'r cwricwlwm newydd i Lywodraeth Cymru ac ochr yn ochr â'i gwaith llawn amser gydag EAS.

Ategwyd sylwadau EE gan yr aelodau a diolchodd pawb i Paula am ei hymroddiad a'i gwaith rhagorol. Roedd yr aelodau'n falch o glywed y bydd Paula yn dal yn rhan o CCYSGAauC, yn ei swydd fel cyn ysgrifennydd.

2. Adfyfrio tawel

Rhannodd EE feddyliau am yr amseroedd cythryblus hyn. Siaradodd am yr anniddigrwydd, yr anhapusrwydd a'r anghytundeb sydd yn y wlad ar hyn o bryd. Darllenodd linellau o ryddiaith fyfyrion gan Satish Kumar, aelod o'r gymuned Jainaid:

“Arwain fi o farwolaeth at Fywyd, o anwiredd at y Gwir
Arwain fi o anobaith i Obaith, o ofn i Ymddiriedaeth
Arwain fi o gasineb at Gariad, o ryfel i Heddwch
Boed i Heddwch lenwi'n calonnau, ein byd, ein bydysawd.”

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan Kathy Riddick (Blaenau Gwent), Rudi Lockhart (REC), Vicky Barlow (Sir y Fflint), Michesae Gosney (Estyn), Janet Jones (Caerffili), John Mitson (Powys).

4. Cyflwyniad: Cynhadledd EFTRE 2019 – Gill Vaisey

Cafwyd cyflwyniad gan Gill Vaisey, a oedd yn adborth o Gynhadledd Athrawon AG y Fforwm Ewropeaidd a gynhaliwyd yn Nulyn a Belffast ym mis Awst 2019. Bu hi yno fel cynrychiolydd CCYSAGAuC.

Siaradodd Gill am werth a safon y gynhadledd a gynhaliwyd dros chwe diwrnod. Gellir cael manylion ar wefan EFTRE, yn cynnwys papurau'r prif siaradwyr, a gellir lawrlwytho'r rhain o <http://www.eftre.net/>

Yn ei chyflwyniad, canolbwyntiodd Gill ar rannu rhai o'r adnoddau dysgu niferus a gafodd sylw yn ystod y gynhadledd. Pwysleisiodd ei bod yn teimlo y gallai ei phresenoldeb yn y gynhadledd gael yr effaith fwyaf drwy'r ffaith fod yr adnoddau hyn yn cael eu rhannu, drwy GYSAGau, gydag athrawon yng Nghymru, a hynny o fudd i'r disgyblion yn y pen draw.

Tynnodd Gill sylw arbennig at un adnodd fideo a strategaeth ddysgu yr oedd hi'n teimlo oedd yn enghraifft berffaith o sut i ymdrin â Maes Dysgu a Phrofiad y Dyniaethau mewn ysgolion. Gan ddefnyddio clipiau fideo 'Little Things are Big', dangosodd Gill sut y gallai hyn fod yn sail ar gyfer gwaith i archwilio datganiadau Yr Hyn sy'n Bwysig y Dyniaethau ac y gallent gael eu datblygu ymhellach o fewn meysydd pwnc hanes, astudiaethau cymdeithasol ac addysg grefyddol.

Gweithredu: Bydd y cyflwyniad PowerPoint gyda dolenni i'r adnoddau y cyfeiriwyd atynt ar gael i bob CYSAG. Caiff CYSAGau eu hannog i rannu'r rhain gyda'r athrawon yn eu Hawdurdod Lleol.

5. Diweddariadau ar y Cwricwlwm i Gymru 2022

Rhoddodd PW ddiweddariad ar y datblygiadau yn dilyn y cyfnod ymgynghori ac adborth a ddaeth i ben ym mis Gorffennaf 2019. Hysbysodd PW yr aelodau na fydd newidiadau mawr o'r drafft i'r ddogfen derfynol. Maes Dysgu a Phrofiad y Dyniaethau sy'n newid leiaf o'r holl feysydd. Bydd y prif newidiadau yn ymwneud â'r 'deilliannau cyflawniad' a fydd yn newid yn 'ddisgrifyddion dysgu'. Bydd y canllawiau 'cynllunio eich cwricwlwm' yn cael ei gwtogi ac yn mynd yn ganllaw i 'ddylunio eich cwricwlwm'.

Bydd fersiwn ddiwygiedig derfynol y cwricwlwm ar gael ym mis Ionawr 2020 a bydd yn cael ei gweithredu mewn ysgolion a lleoliadau drwy Gymru erbyn mis Medi 2022.

Dywedodd LL fod llawer o bobl ddim yn cefnogi'r cwricwlwm newydd ac y dylai LIC fod yn pwysleisio rôl foesol AG. Awgrymodd y byddai her gyfreithiol i'r cwricwlwm newydd yn codi.

Cyfeiriodd at gyflwyniad Gill lle'r oedd hi wedi cyfeirio ar werthoedd Puerto Rica ar gwrteisi. Awgrymodd ein bod yn byw mewn oes o anghwrteisi ac y dylai'r pwyslais yn y cwricwlwm newydd fod ar hyrwyddo gwerthoedd a moesau yn AG. Mae ef yn teimlo fod y cwricwlwm AG yn rhy academiaidd a heb fod yn hyrwyddo gwerthoedd ac addysg foesol. Mynegodd bryder nad oes sôn am y traddodiadau Cristnogol sy'n bodoli yn Nghymru.

Dywedodd PW ei bod yn dymuno lliniaru'r pryderon hyn oherwydd yn y cwricwlwm newydd, mae'r Pedwar Diben, y datganiadau Yr Hyn sy'n Bwysig, MDdaPh y Dyniaethau ac Iechyd a

Lles i gyd yn mynd i'r afael â moesau, gwerthoedd a moeseg. Cyfeiriodd at gynnwys y syniad o 'gynefin' sy'n golygu ymdeimlad am le a bod hwn hefyd yn cael ei ddefnyddio yn fersiwn Saesneg y cwricwlwm fel ffordd o hybu pwysigrwydd ymdeimlad disgyblion o'u lle yn y byd.

Cyfeiriodd RT at y datganiadau Yr Hyn sy'n Bwysig gan ddweud fod datganiadau 5 a 6 yn arbennig yn edrych yn benodol ar foeseg a chredoau.

6. Diweddariad ar y Fframwaith AG

Dywedodd PW wrth yr aelodau na fydd y fframwaith yn cael ei adnabod mwyach fel y Fframwaith Cefnogi ond yn hytrach Fframwaith AG. Bwriedir ei gyhoeddi ar ffurf drafft erbyn diwedd Ionawr 2020 i ymgynghori arno. Bydd y Fframwaith AG drafft yn cael ei gyhoeddi ar yr un pryd ag y mae'r Cwricwlwm Cymru terfynol yn cael ei gyhoeddi.

Cafwyd cwestiwn am a fydd yr ymgynghoriad presennol ar newid enw AG yn effeithio ar ysgrifennu'r Fframwaith AG.

Cadarnhaodd PW y bydd canlyniad yr ymgynghoriad am y newid enw ynghyd â'r cymal am yr hawl i dynnu'n ôl yn cael effaith ar y Fframwaith AG. Felly, ni ellir cwblhau rhai adrannau o'r Fframwaith ar hyn o bryd.

Rhagwelir y bydd y cyfnod ymgynghori'n dechrau cyn gynted ag y bydd y Fframwaith AG drafft yn cael ei gyhoeddi. Pwysleisiodd sawl aelod fod angen i LIC ganiatáu digon o amser i dderbyn adborth a gwneud newidiadau fel y bo'r angen cyn bod Fframwaith AG terfynol yn cael ei gyhoeddi. Tynnodd PL sylw ar yr angen i LIC sylweddoli fod angen i GYSAGau gyfarfod o fewn y cyfnod ymgynghori gan ei bod yn hanfodol cael eu hadborth nhw. Adroddodd PW fod LIC yn bwriadu anfon llythyr at y CYSAGau i ddweud hyn.

Gweithredu: Cytunwyd y byddai CCYSAGauC yn ysgrifennu at bob CYSAG i bwysleisio pwysigrwydd ymateb i'r ymgynghoriad ar y Fframwaith AG drafft wedi iddo gael ei gyhoeddi ym mis Ionawr 2020. Mae'n hollbwysig fod CYSAG yn cymryd y cyfle hwn i ystyried y Fframwaith AG drafft yn llawn ac yn rhoi ymateb manwl er mwyn sicrhau fod eu barn yn cael ei chlywed drwy'r ymgynghoriad a thrwy hynny'n cael ei hystyried wrth gynhyrchu fersiwn derfynol. Mae rhannu barn eich CYSAG yn y cam hwn yn hanfodol yn y broses o gynhyrchu dogfen y bydd CYSAG yn fodlon ei mabwysiadu neu ei haddasu i ffurfio eu Maes Llafur Cytûn. Mae CCYSAGauC yn argymhell fod pob ALI yn galw cyfarfod CYSAG arbennig er mwyn ystyried ac ymateb i'r Fframwaith AG. Mae'n debyg y byddai'r cyfarfod hwn yn cael ei gynnal ym mis Chwefror 2020, yn dibynnu ar amserlen yr ymgynghoriad.

Esboniodd un athro gynrychiolydd mai tymor y gwanwyn yw'r amser mwyaf anodd i athrawon fod allan o ysgolion i fynychu cyfarfod CYSAG. Cytunodd EE fod cael cynrychiolaeth athrawon yn bwysig a'i fod yn cydymdeimlo â'r anawsterau o gael eich rhyddhau o'r ysgol.

Atgoffwyd yr aelodau mai nod LIC yw bod Cynadleddau'r Maes Llafur Cytûn yn cytuno i fabwysiadu neu addasu'r Fframwaith AG ac yna argymhell hwn i'w ALI i'w fabwysiadu fel eu Maes Llafur Cytûn lleol.

Mewn ymateb i gwestiynau, hysbyswyd yr aelodau y bydd y Fframwaith AG yn cynnwys adran ar AG Ôl-16 er mae'n bosibl na fydd hyn yn orfodol erbyn hynny os yw'r ddeddfwriaeth yn cael ei newid. Ni fydd cynnwys yn y Fframwaith AG ond yn hytrach canllawiau i athrawon ar ddewis cynnwys ar gyfer datblygu eu cwricwlwm eu hunain. Bydd y Fframwaith AG yn cynnwys adran

ar y Pedwar Diben a sut bydd AG yn cefnogi'r rhain. Mae 'Bydolygon' yn cael ei gynnwys yn y Fframwaith AG fel y mae ym Maes Dysgu a Phrofiad y Dyniaethau.

Dywedodd PW a LJ wrth yr aelodau eu bod wedi treulio dau ddiwrnod yr wythnos cynt yn gweithio ar 'gysyniadau' a fydd yn rhan o'r Fframwaith AG. Maent wedi ymrwymo i gynhyrchu dogfen sy'n ddefnyddiol i GYSAGau a Chynadleddau Maes Llafur Cytûn ac yn fwyaf pwysig, sy'n hygyrch a hawdd ei defnyddio i athrawon, pe bai'n cael ei mabwysiadu fel y Maes Llafur Cytûn.

Bydd angen i athrawon gynllunio'u cwricwlwm eu hunain yn seiliedig ar y Maes Llafur Cytûn.

Nodwyd, os nad yw CYSAG yn dymuno mabwysiadu'r Fframwaith AG, byddant yn rhydd i gynhyrchu eu Maes Llafur eu hunain. Fodd bynnag, wedi cael y cyfle i adrodd yn ôl ar y Fframwaith AG a chynnig unrhyw newidiadau, gobeithir y byddai pob CYSAG yn hapus i fabwysiadu neu addasu'r fersiwn derfynol o'r Fframwaith AG fel sail eu Maes Llafur Cytûn.

Holodd MP a fyddai'r Fframwaith AG wedi'i orffen erbyn y dyddiad a ragwelir, o ystyried y gwaith sydd yn dal ar ôl i'w wneud.

Eglurwyd nad oes llawer o ddyddiau ar ôl i PW a LJ weithio ar y ddogfen o dan eu trefniant caffael presennol ac nad yw hyn yn debygol o fod yn ddigon o amser i orffen y ddogfen fel y dymument.

Dywedodd EE fod swm mawr o arian wedi'i wario'n barod ar gynhyrchu'r Fframwaith AG a'i bod yn hanfodol fod LIC yn rhyddhau mwy o arian er mwyn sicrhau y gall y ddogfen gael ei chwblhau a'i golygu fel bo angen yn dilyn yr ymgynghoriad. Pwysleisiodd fod angen i'r gwaith ar y ddogfen gael ei barhau gan yr arbenigwyr AG hynny sydd eisoes wedi cymryd rhan yn y broses o'i hysgrifennu, er mwyn sicrhau dilyniant hyd nes bod y ddogfen yn barod i gael ei chyhoeddi yn ei ffurf derfynol.

Cynigiodd RS fod CCYSAGauC yn ysgrifennu at LIC a'r Gweinidog ynghylch y pryderon a amlinellwyd, gyda chefnogaeth aelodau CCYSAuC.

Gweithredu: CCYSAGauC i ysgrifennu at LIC a'r Gweinidog am yr angen am gyllid ychwanegol i ganiatáu caffael ymhellach yr arbenigwyr AG sydd wedi bod wrthi'n ysgrifennu'r Fframwaith AG. Y llythyr i nodi fod hyn yn hanfodol o safbwynt sicrhau dilyniant wrth gynhyrchu'r ddogfen. Mae'n hollbwysig hefyd fod gan GYSAGau hyder yn y Fframwaith AG ac os ydynt am ystyried ei fabwysiadu neu ei addasu fel eu Maes Llafur Cytûn, bydd angen eu sicrhau fod y mewnbwn gan yr arbenigwyr AG a gaffaelwyd yn gyson drwy gydol y broses, yn cynnwys golygu wedi'r ymgynghoriad.

Holodd un o'r aelodau pam nad oedd y Fframwaith AG wedi cael ei rannu hyd yma er mwyn dechrau trafodaeth. Hysbyswyd yr aelodau fod y ddogfen ym mherchnogaeth LIC ac nad ydyn nhw wedi rhoi caniatâd i'w rhannu yn y cam hwn.

7. Ymgynghoriad Llywodraeth Cymru ar gynigion i sicrhau mynediad i'r cwricwlwm llawn i bob dysgwr

Adroddwyd fod y Pwyllgor Gwaith wedi cwrdd i ffurfio ymateb i'r ymgynghoriad hwn.

Mae'r ymateb ynghlwm fel atodiad i'r cofnodion hyn.

Gwahoddodd EE ymatebion gan yr aelodau ar rai pwyntiau.

O ran hawl rhieni i dynnu eu plant yn ôl o addysg grefyddol, atgoffodd RT yr aelodau fod Sally Holland, Comisiynydd Plant Cymru, wedi dweud wrth CCYSAGauC fod gan bob plentyn hawl i dderbyn addysg lawn.

Drwy godi dwylo, gwelwyd fod consensws pendant yn cytuno â chael gwared ar yr hawl i dynnu'n ôl o addysg grefyddol.

O safbwynt y cynnig i newid enw addysg grefyddol, gofynnodd y Cadeirydd am 'bleidlais gwelltyn' a gafodd y canlyniad canlynol:

Dim newid enw: 7

Newid i Grefyddau a Bydolygon: 0

Newid i Grefydd a Bydolygon: 6

Tynnwyd sylw at y ffaith nad yw athrawon yn gyfarwydd â'r term bydolygon ac y byddai yr un mor wir yn y Gymraeg â'r Saesneg.

Awgrymodd PM ddewis arall, sef 'Crefydd' fel gyda Hanes a Daearyddiaeth er enghraifft.

Cafwyd awgrymiadau am enwau gwahanol gan aelodau eraill, megis Crefydd, Gwerthoedd a Moeseg neu Grefydd ac Athroniaethau.

Awgrymodd LJ fod angen i rieni a phlant gael sicrhad am wir natur addysg grefyddol a bod enw'r pwnc yn bwysig er mwyn cyfleu hyn.

Yn ôl PW, mae ychwanegu 'au' i grefydd fel yn y cynnig 'Crefyddau a Bydolygon' yn newid natur yr enw yn sylweddol ac nid yw'n adlewyrchu'r meddylfryd presennol am natur addysg grefyddol. Cysyniad yw'r term crefydd ac mae'n cyd-fynd â'r meddylfryd y tu ôl i'r cwricwlwm newydd. Felly, mae Crefydd a Bydolygon yn enw mwy addas.

Dywedodd RT fod un mudiad y mae'n gweithio gydag ef, yn teimlo fod gormod o bwyslais yn cael ei roi ar yr adroddiad CoRE i Loegr. Mae ef yn fodlon â'r term addysg grefyddol a byddai'n well ganddo ei gadw fel y mae.

Pwysleisiodd PW a LJ eu bod yn teimlo fod adroddiad CoRE yn berthnasol i Gymru er bod yr ymchwil wedi'i seilio yn Lloegr yn unig. Atgoffodd EE yr aelodau fod Cymru wedi cael gwahoddiad i gymryd rhan o'r cychwyn ond ei bod wedi gwrthod.

8. Cefnogaeth AG broffesiynol i GYSAGau

Nodwyd fod Phil Lord bellach yn gweithio fel ymgynghorydd proffesiynol i GYSAGau Sir Ddinbych a Chonwy, wedi gostwng nifer y dyddiau mae'n gweithio i GwE.

Mae Consortiwm Canol y De wedi sicrhau gwasanaethau Angela Hill, fel gweithiwr Gwasanaethau AG Heddiw, i roi cymorth proffesiynol i'r pum CYSAG sydd yn y consortiwm.

Mae Mary Parry wedi ail-ymuno â ChYSAG Ceredigion fel aelod.

Soniodd LJ eto am y broblem nad yw rhai pobl sy'n cael eu symud i gefnogi CYSAGau yn cael digon o amser i ymgymryd â'r gwaith yn effeithiol. Ategwyd hyn gan PL gan ddweud er bod amser yn cael ei roi i gefnogi'r CYSAG, nid ydynt yn cael yr amser ychwanegol sy'n angenrheidiol i gefnogi ysgolion.

Adroddodd PW fod dal angen cyflwyno papur i Kevin Palmer i ddangos yr angen i bob ALI gael arbenigedd AG er mwyn helpu ysgolion yn effeithiol.

9. Diweddariadau:

REMW

Adroddodd Paul Morgan fod REMW yn cynnig ail-greu mudiad a fydda'n cael ei alw'n REW. Maent yn cynnal trafodaethau gyda gwahanol asiantaethau yng Nghymru sydd â diddordeb ym mhwn AG ac a fyddai'n gwerthfawrogi fforwm rhwydweithio.

REC

Adroddodd PW ar y cyfarfod a gynhaliwyd ar 6 Tachwedd 2019. Derbyniwyd dau fudiad newydd yn aelodau ar y bwrdd, sef Cymdeithas Athrawon AG Gatholig a Chyngor Ismaili'r DU.

Rhoddodd PW gyflwyniad ar y cwricwlwm newydd yng Nghymru.

Mae'r Cyngor yn symud ymlaen ar argymhellion y comisiwn, sydd ddim yn gofyn am newid deddfwriaethol.

Adroddodd ar y prosiect ymchwil arfaethedig ar yr hyn a ddelir gan y term 'Crefydd a Bydolygon'. Ar hyn o bryd mae'r Cyngor yn chwilio am gyllid i'r prosiect ac yn gobeithio y bydd yn arwain at gynhadledd ym mis Mehefin 2020.

PYCAG

Adroddodd LJ ar gyfarfod cynhyrchiol a dywedodd eu bod wedi treulio llawer o amser yn edrych ar yr ymgynghoriad presennol ar y cwricwlwm er mwyn ffurfio ymateb PYCAG.

Tynnodd LJ sylw at dair eitem y byddai PYCAG yn hoffi i CCYSAGaC eu hystyried -

- Dim ond 10 o fyfyrwyr sy'n astudio AG ar lefel Addysg Gychwynnol Athrawon yn y Drindod erbyn hyn. Hoffai PYCAG gynnig fod CCYSAGauC yn ysgrifennu at LIC i ofyn iddynt gynnig bwrsariaethau i fyfyrwyr AG er mwyn hybu recriwtio.

Gweithredu: Cytunodd CCYSAGauC i ysgrifennu at LIC ynglŷn â hyn.

- Mae problem diffyg cydymffurfiaeth gyda darparu AG yn CA4. Mae rhai ysgolion wedi ei chael yn anodd defnyddio'r fanyleb TGAU AG bresennol yn yr amser cyfyngedig a roddir i AG statudol. Mae tueddiad cyffredin i rai ysgolion gynnig cymhwyster gwahanol mewn Cydraddoldeb ac Amrywiaeth yn lle darparu AG. Mae PYCAG yn awgrymu y dylai CCYSAGauC atgoffa ysgolion am eu dyletswydd statudol i ddarparu AG ac nid yw'r cymwysterau amgen hyn yn bodloni'r ddyletswydd honno. Awgrymodd un o'r aelodau y dylai problem diffyg cydymffurfiaeth Ôl-16 gael ei gynnwys yn y llythyr hefyd. Yn dilyn trafodaeth ynghylch cynnwys Ôl-16 yn y llythyr arfaethedig, cytunwyd, gan fod ysgolion yn dal i orfod gweithio o fewn y ddeddfwriaeth bresennol, y dylent gael eu hatgoffa fod darpariaeth yn CA4 ac Ôl-16 yn statudol.

Gweithredu: Cytunodd CCYSAGauC i ysgrifennu at Gadeiryddion CYSAGau a Chyfarwyddwyr Addysg i dynnu eu sylw at yr uchod.

- Roedd CCYSAGauC wedi cytuno i dalu am hyfforddiant i ymgynghorwyr proffesiynol i GYSAGau a Chlercod CYSAGau. Hoffai PYCAG dderbyn y cynnig hwn a dechrau cynllunio'r rhaglen hyfforddiant. Cadarnhaodd EE y byddai hyn yn cael ei drafod yng nghyfarfod nesaf Pwyllgor Gwaith CCYSAGauC.

AREIAC

Adroddodd GV y bydd cynhadledd AREIAC 2020: '*Deep Dive or Shallow Swim: From Syllabus to Classroom*' yn cael ei chynnal ar 6 a 7 Gorffennaf 2020 yn y Windmill Village Hotel, Coventry ac mae gwahoddiad i aelodau CCYSAGauC fynychu.

Yn canolbwyntio ar ddatblygu'r cwricwlwm ar lefel genedlaethol ac ysgol leol, mae'r gynhadledd yn agored i bawb sydd â diddordeb mewn cefnogi AG o safon. Bydd Diwrnod 1 yn ymdrin â datblygu Maes Llafur Cytûn a'i nod yw cefnogi ymgynghorwyr a allai fod yn gweithio gyda ChYSAGau a bydd hefyd yn werthfawr i Gadeiryddion CYSAGau a'r aelodau eu hunain. Bydd Diwrnod 2 yn adeiladu ar y thema hon, gyda sylw ar symud i ddatblygu a chynllunio cwricwlwm seiliedig ar ysgol. Trafodir hefyd ddisgwyliadau Ofsted o safbwynt mynd at wraidd AG. Bydd y diwrnod hwn yn werthfawr i bawb sy'n hyrwyddo rhagoriaeth mewn AG ac mae croeso i athrawon ac eraill sy'n gweithio'n uniongyrchol gyda disgyblion.

Gall y cynrychiolwyr ddewis mynychu'r ddau ddiwrnod neu ddim ond un. Bydd y rhaglen yn llifo o'r dydd Llun i'r dydd Mawrth ond bydd pob diwrnod yn werthfawr ar ei ben ei hun hefyd. Mae'r siaradwyr gwadd hyd yn hyn yn cynnwys, Paul Smalley, Kathryn Wright, Trevor Cooling, Paula Webber a Rudi Lockhart.

Gellir cael manylion llawn ac archebu lle drwy'r wefan neu gyda Gill Vaisey, trefnydd y gynhadledd: areiac.org.uk/public/conf20 neu areiacconference@gmail.com

10. Adroddiad o'r Pwyllgor Gwaith a gynhaliwyd ar 30 Medi 2019

Rhoddodd EE adroddiad llafar o gyfarfod y Pwyllgor Gwaith gan amlinellu'n fras y pynciau a drafodwyd.

Materion LIC: Mae cyfarfodydd tymhorol wedi aildechrau rhwng cynrychiolwyr CCYSAGauC a LIC gyda John Pugsley fel eu cynrychiolydd.

Mae LIC wedi cadarnhau, yn dilyn cyhoeddi'r cwricwlwm newydd, y byddant yn ailystyried y ddeddfwriaeth am Addoli ar y Cyd fel maes ar wahân.

Bydd yr holl ddeddfwriaeth a chanllawiau ar y mater hwn ar wahân i AG.

Dysgu Proffesiynol: Roedd PW a LJ wedi cael cyfarfod â Kevin Palmer a Pauline Smith. Maent wedi cytuno ar gyllid yn benodol ar gyfer dysgu proffesiynol AG.

Mae ewyllys gref i ddarparu cefnogaeth o'r tu mewn i Gymru ac nid gan gyrff masnachol allanol.

Cyfarfodydd â Cymwysterau Cymru: Roedd LJ, PW, EE, ac RS wedi cwrdd â chynrychiolwyr o CC - Philip Baker ac Emer George. Maent yn lansio ymgynghoriad ar yr holl gymwysterau yng Nghymru.

Llawlyfr CYSAG: Mae EE wedi cynhyrchu'r ddogfen hon yn seiliedig ar Lawlyfr presennol CCYSAGauC a llawlyfr NASACRE. Wedi ei gymeradwyo, bydd yn cael ei ddylunio a'i gynhyrchu fel dogfen PDF y gellir ei diweddarau fel bo'r angen.

Gwefan CCYSAGauC: Mae is-grŵp o aelodau'r Pwyllgor Gwaith wrthi'n ceisio datblygu gwefan newydd i CCYSAGauC. O dan ohebiaeth sy'n gysylltiedig â'r wefan, cytunodd y Pwyllgor nad gwefan CCYSAGauC yw'r llwyfan ar gyfer rhannu adnoddau cyhoeddiedig.

GDPR: Mae EE yn ymgynghori ag arbenigwr yn y maes hwn a bydd yn adrodd yn ôl i gyfarfod nesaf y Pwyllgor ar y gofynion i CCYSAGauC.

Twitter a'r Cyfryngau Cymdeithasol: Cytunwyd fod angen codi proffil CCYSAGauC ac y dylid gwneud gwell defnydd o'r cyfleoedd ar y cyfryngau cymdeithasol. Mae GV wedi diweddarau logo CCYSAGauC ar y cyfrif Twitter.

Rheoli Cyfarfodydd CCYSAGauC: Er mwyn sicrhau fod pob eitem ar yr agenda yn cael ymdriniaeth yn yr amser a roddwyd i'r prif gyfarfodydd cytunwyd ar y canlynol:

dim ond i Gadeirydd y CYSAG neu Gyfarwyddwr yr ALI y bydd gwahoddiad i roi croeso byr iawn. Yn y dyfodol ni fyddwn yn gwahodd unrhyw eitemau gan ysgolion ayb. Fodd bynnag, os yw'r awdurdod sy'n croesawu yn dymuno cyfrannu eitem, gallant wneud hynny cyn dechrau'r cyfarfod, fel bod y cyfarfod yn dechrau ar yr amser a bennwyd.

bydd yr adfyfrio tawel / munud i feddwl yn parhau ond bydd rhaid cadw'r rhain yn fyr a chryno oherwydd hyd yr eitemau sydd angen eu trafod;

dylai'r cwestiynau i'r siaradwyr fod yn berthnasol i AG neu Gwricwlwm Cymru yn unig;

bydd cywirdeb y cofnodion yn cael sylw ar ddechrau'r agenda a'r materion i'w trafod ar y diwedd; a

dylai Cadeirydd y cyfarfod fod mor bendant ag sydd angen wrth reoli perthnasedd a hyd y trafodaethau a'r cyfraniadau gan yr aelodau yn y cyfarfodydd.

11. Y CYSAG Effeithiol

Ni thrafodwyd.

12. Cofnodion y cyfarfod a gynhaliwyd yng Nghonwy ar 28 Mehefin 2019

Cytunwyd fod y cofnodion yn gofnod cywir o'r cyfarfod.

13. Materion yn codi

Dim

14. Gohebiaeth

Adroddodd PW ei bod hi wedi derbyn nifer o lythyrau gan athrawon yn holi am adnoddau i'w benthyca yn lleol. Roedd hi wedi eu cyfeirio'n ôl at eu CYSAG lleol. Mae hyn eto yn dangos y problem o beidio â chael ymgynghorydd ym mhob ALI.

Roedd CYSAG Ynys Môn wedi ysgrifennu i dynnu sylw at y diffyg adnoddau dysgu cyfrwng Cymraeg . Rhoddodd RS amlinelliad o rai o'r problemau sy'n golygu diffyg adnoddau – yn

cynnwys oedi mewn cyhoeddi rhai o ddeunyddiau CBAC yn Gymraeg. Dywedodd RS nad oes unrhyw adnoddau ar Hindŵaeth, er enghraifft, er ei bod hi'n dysgu'r pwnc yn ei hysgol. Mae llyfrau'n cael eu cynhyrchu gan CBAC ond mae mwy o deitlau ar gael yn Saesneg nag yn Gymraeg. Nododd un aelod fod angen mwy o siaradwyr Cymraeg i farcio arholiadau Cytunodd RS rannu gyda'r lleill unrhyw adnoddau sydd ar gael neu wedi'u cyfieithu. Diolchodd GH o GYSAG Ynys Môn i RS am y cynnig hwn. Hysbysodd GV yr aelodau fod y deunydd 'Brexit Through the Lens of Ruth' y cyfeiriodd ato yn ei chyflwyniad ar gael yn Gymraeg hefyd a bydd yn ychwanegu'r ddolen at y cyflwyniad PowerPoint.

Cafwyd llythyr gan y Rhwydwaith Rhyng-ffydd yn sôn am y deunydd sydd ar gael ar eu gwefan. Dywedodd PV nad yw hwn o reidrwydd yn gysylltiedig ag AG ond gallai fod o ddiddordeb i'r aelodau.

15. Dangos a dweud

Dywedodd Gill Vaisey wrth yr aelodau ei bod hi'n gweithio ar hyn o bryd gydag wyth o deuluoedd i gynhyrchu cyfres o lyfrau ac adnoddau ar-lein i gefnogi AG i blant 3 - 7 oed. Mae'r gyfres 'Belonging and Believing: My Family' yn canolbwyntio ar blentyn pum mlwydd oed ym mhob teulu ac yn portreadu eu bywyd bob dydd a'r ffyrdd y mae eu credoau'n cael eu mynegi yn y cartref ac yn y gymuned. Rhoddir sylw i deuluoedd sy'n arddel Bwdhaeth, Cristnogaeth, Hindŵaeth, Sikhiaeth, Iddewiaeth, y Ffydd Bahá'í, Islam a dyneiddiaeth, ac mewn rhai achosion, traddodiadau a mynegiannau o gred llai adnabyddus. Dywedodd GV ei bod yn ddiolchgar iawn i'r teuluoedd a gymerodd rhan, y rhan fwyaf ohonynt yn byw yng Nghymru, a dywedodd iddi fod yn ffrainc cael ei chrosawu i mewn i fywydau'r teuluoedd. Mae hi'n gobeithio y bydd y llyfrau a'r adnoddau ar-lein ar gael yn gynnar yn nhymor yr haf.

16. Unrhyw fater arall

Dim

17. Dyddiad y cyfarfod nesaf:

17 Mawrth 2020 – Merthyr Tudful

Diolchodd EE i bawb yn y cyfarfod gan ddiolch yn arbennig i:
Ddisgyblion a staff Côr Ysgol Gynradd Aberaeron;
Dana Jones, Clerc CYSAG Ceredigion;
Gwasanaethau Cyfieithu Cyngor Sir Ceredigion; a
Cyng Catrin Miles, Aelod Cabinet, Gwasanaethau Dysgu, Dysgu Gydol Oes a Hamdden

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT) Gwyneth Mai Hughes (GH)</p> <p>Blaenau Gwent Paula Webber (PW)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Angela Hill (AH)</p> <p>Caerffili/ Caerphilly Paula Webber (PW)</p> <p>Caerdydd / Cardiff Angela Hill (AH)</p> <p>Sir Gaerfyrddin / Carmarthenshire Aled Jones (AJ)</p> <p>Ceredigion Lyndon Lloyd (LL) Mary Parry (MP) Aled Jones (AJ) Lynford Thomas (LT) John Tudor Williams (JW) C. Joyce Howells (JH) Mary Davies (MD) Angharad John (AJ)</p> <p>Conwy Phil Lord (PL)</p>	<p>Sir Ddinbych / Denbighshire Phil Lord (PL)</p> <p>Sir y Fflint / Flintshire</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil Angela Hill (AH)</p> <p>Sir Fynwy / Monmouthshire Sir Paula Webber (PW)</p> <p>Castell-nedd Port Talbot /Neath and Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd / Newport Paula Webber (PW)</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys</p> <p>Rhondda Cynon Taf Angela Hill (AH)</p>	<p>Abertawe / Swansea Jennifer Harding-Richards (JHR) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Angela Hill (AH) Marged Williams (MW)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Siôn (TaS)</p> <p>Sylwedyddion / Observers</p> <p>Cyflwynwyr/Presenters</p> <p>REMW Paul Morgan (PM)</p> <p>Minutes Gill Vaisey (GV)</p> <p>Incoming Secretary Alice Parry (AP)</p>
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Prior to the meeting, musical items were enjoyed from pupils and staff of Aberaeron Primary School Choir.

Minutes of the meeting

1. Introduction and welcome

County Councillor Catrin Miles, Cabinet Member, Learning Services, Lifelong Learning and Leisure, welcomed everyone to Penmorfa Council Offices, Ceredigion. She informed members that she has responsibility for the Lifelong Learning and Leisure Service and has a great interest in the subject of religious education and how it sits within Ceredigion schools and within the new curriculum. She was pleased to be able to attend the meeting and that she was able to stay for the duration.

EE welcomed everyone to the meeting. He introduced Alice Parry who has offered to become the new WASACRE Secretary. Alice is a teacher representative on Bridgend SACRE. Members agreed unanimously to support the appointment.

Alice spoke of her enthusiasm for RE, for SACREs, and the opportunity to serve WASACRE as secretary.

EE also thanked Paula Webber, current secretary, for the enormous amount of work that she has done for WASACRE as secretary over her time in the role. He acknowledged that Paula had worked tirelessly on behalf of WASACRE and recognised how demanding this has been on her time, whilst also working on developing the new curriculum for Welsh Government and alongside her full time employment with EAS.

Members supported EE's comments and thanked Paula for her dedication and excellent work. Members were pleased to hear that Paula would still be part of WASACRE, in the role of immediate past secretary.

2. Quiet reflection

EE shared thoughts about times of turmoil. He spoke of the unease, unhappiness and disagreement within the country at present. He read some reflective prose by Satish Kumar, a member of the Jain community:

“Lead me from death to Life, from falsehood to Truth
Lead me from despair to Hope, from fear to Trust
Lead me from hate to Love, from war to Peace
Let Peace fill our heart, our world, our universe”.

3. Apologies

Apologies were received from Kathy Riddick (Blaenau Gwent), Rudi Lockhart (REC), Vicky Barlow (Flintshire), Michele Gosney (Estyn), Janet Jones (Caerphilly), John Mitson (Powys).

4. Presentation: EFTRE Conference 2019 – Gill Vaisey

Gill Vaisey gave a presentation, as way of feedback, from the European Forum for RE Teachers' Conference which was held in Dublin and Belfast in August 2019. She had attended as a representative of WASACRE.

Gill spoke of the value and quality of the conference which took place over six days. Details can be found on the EFTRE website, including the keynote speakers' papers which are available to download from <http://www.eftre.net/>

In her presentation, Gill focussed on sharing some of the many teaching resources that had been highlighted during the conference. She stressed that she felt her attendance at the conference could have maximum impact by sharing these resources, via SACREs, with teachers in Wales, which would ultimately benefit pupils.

Gill highlighted one particular video resource and teaching strategy that she felt perfectly exemplified how the Humanities Area of Learning and Experience could be approached in schools. Using the 'Little Things are Big' video clips, Gill illustrated how this could be the basis of work to explore the Humanities What Matters statements and could be further developed within history, social studies and religious education subject areas.

Action: The PowerPoint presentation with links to the resources referenced will be made available to all SACREs. SACREs are encouraged to share this with teachers in their Local Authority.

5. Updates on the Curriculum for Wales 2022

PW gave an update on the developments following the consultation and feedback period which ended in July 2019. PW informed members that there will not be major changes from the draft to the final document. The Humanities Area of Learning and Experience is changing the least out of all the areas. The main changes will be around the 'achievement outcomes' which will become 'descriptions of learning'. The 'planning your curriculum' guidance will be slimmed down and will become a guide to 'designing your curriculum'.

The refined final version of the curriculum will be available in January 2020 and this will be implemented in schools and settings throughout Wales by September 2022.

LL stated that many people are not supportive of the new curriculum and that WG should be emphasising the moral role of RE. He suggested there will be a legal challenge to the new curriculum.

He referred to Gill's presentation in which she had referenced the Puerto Rican values placed on courtesy and he suggested that we live in an age of discourtesy and that the emphasis in the new curriculum should be on promoting values and morals in RE. He feels that the RE curriculum is too academic and not promoting values and moral education. He expressed concern that he felt there is no mention of the Christian traditions that exist in Wales.

PW expressed her wish to alleviate these concerns and stated that within the new curriculum, the Four Purposes, the What Matters statements, the Humanities AoLE and the Health and Well-being AoLE all address morals, values and ethics. She referred to the inclusion of the Welsh language concept of 'cynefin', meaning sense of place and that this is also being used

in the English language version of the curriculum as a way of promoting the importance of pupils' sense of place in the world.

RT referred to the What Matters statements and that in particular statements 5 and 6 specifically explore ethics and beliefs.

6. Update on RE Framework

PW advised members that the Framework will no longer be referred to as the Supporting Framework but rather simply the RE Framework. It is intended that it will be published in draft form by the end of January 2020 for consultation. The draft RE Framework will be published at the same time as the final new Curriculum for Wales is published.

A question was raised about whether the current consultation on changing the name of RE will affect the writing of the RE Framework.

PW confirmed that the outcome of the consultation relating to both the name change of RE and the right of withdrawal clause will have an impact on the RE Framework. Therefore, some sections of the Framework cannot currently be completed.

It is envisaged that the consultation period will commence as soon as the draft RE Framework is published. It was stressed by several members that there needs to be adequate time allowed by WG to receive feedback and make amendments as necessary before a final RE Framework is published. PL emphasised the need for WG to realise that SACREs need to meet within the consultation period as it is essential to obtain their feedback. PW reported that WG plan to send a letter to SACREs to this effect.

Action: It was agreed that WASACRE write to all SACREs to stress the importance of responding to the consultation on the draft RE Framework once published in January 2020. It is imperative that SACREs take this opportunity to fully consider the draft RE Framework and provide a detailed response to ensure that their views are communicated via the consultation and can thus be considered in producing a final version. Sharing your SACREs views at this stage is vital in the process of producing a document that SACREs will be willing to adopt or adapt to form their Agreed Syllabus. WASACRE recommends that an extraordinary SACRE meeting is convened by each LA in order to consider and respond to the RE Framework. This meeting would presumably take place in February 2020, depending on the time frame for the consultation.

A teacher representative explained that the spring term is the most difficult time for teachers to be out of schools to attend a SACRE meeting. EE agreed that teacher representation is important and sympathised with the difficulties in being released from school.

Members were reminded that the aim of WG is for Agreed Syllabus Conferences to agree to adopt or adapt the RE Framework and then recommend this to their LA for adoption as the Locally Agreed Syllabus.

In answer to questions, members were informed that the RE Framework will include a section on Post 16 RE even though this may not be compulsory at that stage if legislation is changed. The RE Framework will not include content but rather guidance for teachers on selecting content for their own curriculum development. The RE Framework will include a section on the

Four Purposes and how RE will support these. 'Worldviews' is included in the RE Framework as it is in the Humanities AoLE.

PW and LJ advised members that they spent two days working on 'concepts' last week which will form part of the RE Framework. They are committed to producing a document that is useful to SACREs and Agreed Syllabus Conferences and most importantly that it is an accessible, easy to use document for teachers, should it be adopted as the Agreed Syllabus.

Teachers will need to design their own curriculum based on the Agreed Syllabus.

It was noted that if a SACRE does not wish to adopt the RE Framework they will be at liberty to produce their own Agreed Syllabus. However, having had the opportunity to feedback on the RE Framework and suggest any amendments, it is hoped that all SACREs would be happy to adopt or adapt the final version of the RE Framework as the basis of their Agreed Syllabus.

MP asked whether the RE Framework will be completed by the date envisaged, given the amount of work that still needs to be done.

It was explained that there is a limited number of days left for PW and LJ to work on the document under their current procurement agreement and this is unlikely to be sufficient time to complete the document as they would wish.

EE stated that a vast amount of money has already been spent on the production of the RE Framework and that it is essential that adequate further funds are made available by WG to ensure that the document can be completed and edited as necessary following the consultation. He stressed that work on the document needs to be continued by those RE experts who have already been involved in the writing process, in order to ensure continuity until the document is ready to be published in its final form.

RS proposed that WASACRE writes to WG and the Minister regarding the concerns outlined and supported by WASACRE members.

Action: WASACRE to write to WG and the Minister regarding the need for additional funding to be allocated to allow the further procurement of the RE specialists who have currently been involved in the writing of the RE Framework. The letter to note that this is essential in terms of ensuring continuity in the production of the document. It is also imperative that SACREs have confidence in the RE Framework and if they are to consider adopting or adapting it as their Agreed Syllabus, they will need to be assured that the input from the procured RE experts was consistent throughout the process, including post consultation edits.

A member queried why the RE Framework had not been shared as yet in order to aid discussion. Members were informed that the ownership of the document is with WG and they have not given permission for it to be shared at this time.

7. Welsh Government consultation on proposals to ensure access to the full curriculum for all learners

It was reported that the Executive had met to formulate a response to the consultation.

The response is attached as an appendix to these minutes.

EE invited responses from members on a few points.

In relation to the right of parents to withdraw their children from religious education, RT reminded members that Sally Holland, Children's Commissioner for Wales, had informed WASACRE that the child has a right to receive a full education.

In a show of hands from members, there was a clear consensus in agreement of the removal of the right to withdraw from religious education.

In relation to the proposed name change for religious education, the Chair asked for a 'straw poll' which resulted in votes as follows:

No name change: 7

Change to Religions and Worldviews: 0

Change to Religion and Worldviews: 6

It was highlighted that teachers are not familiar with the term worldview and this would be same issue in both the English language and the Welsh language.

PM suggested another name option could be 'Religion' as with History and Geography for example.

Other members suggested alternative names such as Religion, Values and Ethics or Religion and Philosophies.

LJ suggested that parents and children need to be assured of the true nature of religious education and the name of the subject is important in communicating this.

PW suggested that to add an 's' to religions as in the proposed 'Religions and Worldviews' significantly changes the nature of the name and does not reflect the current thinking about the nature of religious education. The term religion is a concept and fits in with the thinking behind the new curriculum. Thus, Religion and Worldviews is a more appropriate name.

RT explained that one organisation with which he is involved, feels that there is too much emphasis being given to the CoRE report for England. He is content with the term religious education and would prefer to keep this.

PW and LJ stressed that they feel the CoRE report is relevant to Wales even though the research was based in England only. EE reminded members that Wales had been asked if they wished to be involved from the outset and had declined.

8. Professional RE support for SACREs

It was noted that Phil Lord is now acting as a professional consultant to Denbighshire and Conwy SACREs, having reduced his number of working days with GWE.

Central South Consortium have secured the services of Angela Hill, as a RE Today Services employee, to provide professional support to the five SACREs within the consortium.

Mary Parry has re-joined Ceredigion SACRE as a member.

LJ again highlighted the issue that some persons being deployed to support SACREs are not being given sufficient time to carry out the role effectively. PL reiterated this issue and that even

though time may be allocated to support the SACRE, this does not give additional time as necessary to support schools.

PW reported that a paper still needs to be presented to Kevin Palmer to illustrate the need for each LA to have RE expertise to effectively support schools.

9. Up-dates:

REMW

Paul Morgan reported that REMW are proposing to re-create an organisation now to be called REW. They are carrying out discussions with various agencies in Wales who have an interest in the subject of RE and who might value a networking forum.

REC

PW reported on the meeting held on 6th November 2019. Two new member organisations were accepted onto the board: Association of Teachers of Catholic RE and Ismaili Council for the UK.

PW gave a presentation on the new curriculum in Wales.

The REC is taking forward the recommendations of the commission that do not require legislative change.

She reported on the proposed research project into what is understood by the term 'Religion and Worldviews'. The REC is currently seeking funding for the project which they hope will culminate in a conference in June 2020.

NAPfRE

LJ reported on a productive meeting and that much time was spent on looking at the current curriculum consultation in order to formulate a NAPfRE response.

LJ highlighted three items which NAPfRE would like WASACRE to consider –

- The number of students studying RE at ITE level at Trinity is now only 10. NAPfRE would like to propose that WASACRE write to WG to request that they offer bursaries for RE students to encourage recruitment.

Action: WASACRE agreed to write to WG in this respect.

- There is an issue of non-compliance of RE provision at KS4. Some schools have struggled to use the current RE GCSE specification in the limited time allocated for statutory RE. There seems to be a common trend for some schools to offer an alternative Equality and Diversity qualification instead of providing RE. NAPfRE suggests that WASACRE should remind schools of their statutory duty to provide RE and that these alternative qualifications do not meet the requirement to provide RE. A member suggested that the issue of non-compliance at Post 16 should also be included in the letter. Following debate on whether to include reference to Post-16 in the proposed letter, it was agreed that as schools are still obliged to work within the current legislation, they should be reminded that both KS4 and Post 16 provision is statutory.

Action: WASACRE agreed to write to Chairs of SACREs and Directors of Education in this respect as outlined above.

- WASACRE had agreed to fund training for professional advisers to SACREs and SACRE Clerks. NAPfRE would like to accept this offer and begin to plan the training programme. EE confirmed that this would be discussed at the next WASACRE Executive meeting.

AREIAC

GV reported that the AREIAC 2020 conference: 'Deep Dive or Shallow Swim: From Syllabus to Classroom', will take place on 6th and 7th July 2020 at the Windmill Village Hotel, Coventry and WASACRE members are invited to attend.

Focusing on curriculum development at both a national and local school level, the conference is open to all those interested in supporting quality RE. Day 1 will focus on Agreed Syllabus development and aims to support advisers and consultants who might be working with SACREs as well as being valuable to Chairs of SACREs and members themselves. Day 2 will build on this theme, with a focus on moving into school-based curriculum development and planning. Ofsted's expectations in relation to a Deep Dive in RE will also be explored. This day will be valuable for all those who promote excellence in RE and teachers and others working directly with pupils are welcome.

Delegates can choose to attend both days or either one. The programme will flow from Monday to Tuesday but each day will also be valuable as a stand-alone event. Guest speakers so far, include, Paul Smalley, Kathryn Wright, Trevor Cooling, Paula Webber and Rudi Lockhart.

For full details and bookings can be made via the website or with Gill Vaisey conference organiser: areiac.org.uk/public/conf20 or areiacconference@gmail.com

10. Report from the executive Committee held on 30th September 2019

EE gave a verbal report from the Executive meeting to briefly outline areas discussed.

WG Matters: Termly meetings have been resumed between WASACRE representatives and WG with John Pugsley as their representative.

WG has confirmed that following the publication of the new curriculum, they will reconsider the legislation around Collective Worship as a separate area.

All legislation and guidance around CW will be separate to RE.

Professional Learning: PW and LJ met with Kevin Palmer and Pauline Smith. They have agreed funding specifically for RE professional learning.

There is a strong will to provide support from within Wales and not from outside commercial organisations.

Meetings with Qualifications Wales: LJ, PW, EE, and RS met with representatives from QW - Philip Baker and Emer George. They are launching a consultation on all qualifications in Wales.

SACRE Handbook: EE has produced this document based on the current WASACRE Handbook and the NASACRE handbook. Once signed off it will be designed and produced as a PDF document that can be updated as necessary.

WASACRE Website: A sub-group of Executive members are pursuing the development of a new WASACRE website. Under correspondence relating to the website, the Exec agreed that the WASACRE website is not the platform for sharing published resources.

GDPR: EE is consulting with an expert in this area and will report back to the next Exec meeting on the requirements for WASACRE.

Twitter and Social Media: It was agreed that we need to raise the profile of WASACRE and should make better use of social media opportunities. GV has updated the WASACRE logo on the Twitter account.

Managing WASACRE Meetings: In order to ensure all agenda items are sufficiently covered in the time allocated for main meetings it was agreed:

there will only be an invitation to the Chair of SACRE or Director of the LA to give a very short welcome. We will not in future invite any items from schools etc. however, if a host authority wishes a school to have an input this will be before the meeting commences, so that the meeting may commence at the allotted time;

quiet reflection / thought for the day will continue but these will be kept short and succinct in view of the length of the business which needs to be covered;

questions to speakers need to be relevant to RE or CW only;

accuracy of minutes will be taken at the beginning of the agenda and matters arising at the end; and

the Chair of the meeting should be assertive as necessary in managing the relevance and length of discussions and input from members at the meetings.

11. The Effective SACRE

Not covered.

12. Minutes of meeting held in Conwy on 28th June 2019

The minutes were agreed as an accurate record of the meeting.

13. Matters arising

None

14. Correspondence

PW reported that she has received a number of letters from teachers enquiring about local loan resources. PW has referred them back to their local SACRE. This again highlights the issue of not having an adviser in each LA.

Anglesey SACRE had written to highlight the lack of Welsh medium teaching resources RS gave an outline of some of the issues around the lack of resources – including a delayed publication in Welsh of some of the WJEC materials. RS advised that there are no resources on Hinduism, for instance, even though she is teaching it in her school.

Books are produced by WJEC but more titles are available in English than in Welsh. A member noted that more Welsh language speakers for examination marking are needed.

RS offered to share with others any of her resources that she has available or translated. GH from Anglesey SACRE thanked RS for the offer to share resources.

GV informed members that the 'Brexit Through the Lens of Ruth' material that she referred to in her presentation is also available in Welsh and she will add the link to the PowerPoint presentation.

A letter from the Interfaith Network highlighted material available on their website. PW advised that this is not necessarily RE related but may be of interest to members.

15. Show and tell

Gill Vaisey informed members that she is currently working with eight families to produce a series of books and online resources to support RE for 3 – 7 year olds. The 'Belonging and Believing: My Family' series, focusses on a five-year-old child within each family and portrays their everyday life and the ways in which their beliefs are expressed at home and in the community. Families reflecting Buddhism, Christianity, Hinduism, Sikhism, Judaism, the Bahá'í Faith, Islam and humanism are featured and, in some cases, reflect some lesser known traditions and expression of beliefs. GV expressed her gratitude to the families involved, most of whom live in Wales, and said she felt privileged to have been so welcomed into the lives of the families. She hopes the books and online resources will be available early in the summer term.

16. Any other business

None

17. Date for next meeting:

17th March 2020 – Merthyr Tydfill

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

Pupils and staff of Aberaeron Primary School Choir;

Dana Jones, Ceredigion SACRE Clerk;

Ceredigion County Council Translation Services; and

Cllr Catrin Miles, Cabinet Member, Learning Services, Lifelong Learning and Leisure

Ensuring access to the full curriculum

Consultation response form

Your name: The Revd. Canon Edward Evans

Organisation (if applicable): Executive Committee
of WASACRE – Wales Association of Standing
Advisory Councils on Religious Education

e-mail/telephone number:

ejevans972@btinternet.com

01656 655511 / 07968 044583

Your address: 15 St Andrews Road, Bridgend,
CF31 1RX

Atebwyd erbyn **28 November 2019**

Question 1 – What implications would there be for learners, parents/carers and schools if all learners were required to receive RE and/or RSE lessons in the new curriculum?

Please use the space below for your comments:

Addysg Cydberthynas a Rhywioldeb - ni fydd CCYSAGauC yn gwneud sylwadau ar hyn gan nad yw o fewn ein cylch gwaith.

ADDYSG GREFYDDOL

Cyfarfu CCYSAGauC ar 21 Tachwedd 2019. Trafodwyd ymgynghoriad Llywodraeth Cymru yn fanwl. Cytunwyd fod CCYSAGauC yn cefnogi'n llwyr farn ei Phwyllgor Gwaith, a oedd wedi cyfarfod yn flaenorol, ynghylch cynnig Llywodraeth Cymru i gael gwared ar yr hawl i dynnu plant o AG.

Mae CCYSAGauC yn siomedig fod y drafodaeth ar AG ac Addysg Cydberthynas a Rhywioldeb yn cael eu trin yn yr un ymgynghoriad pan mae'r materion sy'n ymwneud â nhw yn rhai cymhleth a gwahanol. Gofynnodd CCYSAGauC, ynghyd â sawl mudiad pwysig arall a'r CYSAGau, yn ystod yr adborth i'r Papur Gwyn, am gael cynnal yr ymgynghoriadau ar AG ac ACRh ar wahân.

Mewn egwyddor, mae Pwyllgor Gwaith CCYSAGauC yn cytuno y byddai'n ddelfrydol cael gwared ar yr hawl i dynnu'n ôl pan mae addysgu AG yn wrthrychol, beirniadol ac amblwyfol. Mae goblygiadau sylweddol i ddysgwyr, rhieni/gofalwyr ac ysgolion pe bai hawl rhieni i dynnu eu plant o AG yn cael ei ddiddymu gyda chyflwyno'r cwricwlwm newydd. Fel dywedodd aelodau Pwyllgor Gwaith CCYSAGauC, pe na fu erioed hawl i dynnu'n ôl, yna byddai'n ymddangos yn wiriondeb llwyr ei gyflwyno nawr. Ac os felly, a yw'r gyfraith yn dal i ateb y diben?

Mae Pwyllgor Gwaith CCYSAGauC yn deall mai bwriad Llywodraeth Cymru yw cynnwys pob dysgwr mewn AG. Mae aelodau'r Pwyllgor yn cytuno â Llywodraeth Cymru fod dysgwyr yn llai tebygol o gael addysg foesegol a chyflawni'r Pedwar Diben heb AG. Byddai ysgolion yn colli llawer o gyfleoedd i alluogi dysgwyr i gyflawni'r Pedwar Diben pe bai dysgwyr yn cael eu tynnu'n ôl o'r pwnc.

Yn wir, byddai'n anodd iawn mewn cwricwlwm rhyngddisgyblaethol tynnu dysgwyr yn ôl o AG. Os yw'r hawl yn cael i gadw, yna byddai angen i AG fod yn weladwy. Er enghraifft, pe baech yn astudio'r Diwygiad Protestannaidd mewn hanes ac AG, o ba rannau y byddech chi'n tynnu'r dysgwyr yn ôl? Mae aelodau Pwyllgor Gwaith CCYSAGauC yn cytuno fod anghysondeb yn y ffaith y gallwch dynnu dysgwyr o bwnc academaidd fel AG a ddim o bwnc academaidd arall lle y gall y dysgwyr fod yn edrych ar yr un testun. Rydym yn deall hefyd y dylai dysgwyr gael mynediad i'r cwricwlwm llawn.

Drwy gael gwared ar hawl rhieni i dynnu eu plant yn ôl, mae'n wir nad yw hyn mwyach yn fater ysgol ond yn fater i LIC. Byddai ar ysgolion angen arweiniad ar ddelio â rhieni a gafodd yr hawl hon yn flaenorol. Gallai LIC gael ei herio yn y gyfraith hefyd os na fernir fod cyflwyno addysg mewn ysgolion yn wrthrychol, beirniadol ac amlblwyfol. Yn gyfreithiol, mae'n rhaid i AG fod yn wrthrychol, beirniadol ac amlblwyfol mewn ymarfer yn ogystal â mewn deddfwriaeth er mwyn osgoi heriau cyfreithiol. Mae angen trefn gwyno glir i rieni ei dilyn os nad yw AG dda yn cael ei dysgu.

Hoffai aelodau Pwyllgor Gwaith CCYSAGauC weld gwaredu'r hawl i rieni dynnu eu plant yn ôl yn rhannol o AG gan fod yr hawl hon wedi cael ei defnyddio weithiau am resymau o ragfarn.

Wrth dynnu hawl rhieni, mae rhai pobl yn dadlau y byddai Llywodraeth Cymru yn tynnu cyfrifoldeb eithaf rhieni i addysgu eu plant. Byddai goblygiadau hyn yn ddifrifol i rai rhieni. Mae posibilrwydd y byddai nifer mwy o rieni yn dewis addysgu eu plant yn y cartref o ganlyniad. Gallai LIC gyfyngu ar oblygiadau hyn drwy drafodaeth gyhoeddus, canllawiau i bob rhanddeiliad, dysgu proffesiynol i bawb sydd â rhan mewn addysgu plant – Penaethiaid, Uwch Dîm Rheoli, ymarferwyr, llywodraethwyr, CYSAGau, swyddogion Awdurdodau Lleol, ayb., a chanllawiau ar bolisiau ysgol am AG. Dylai ysgolion roi eu polisi AG yn eu prospectws ac ar eu gwefan.

Parthed: Adran 375(3) o Ddeddf Addysg 1996 sy'n darparu y dylai pob maes llafur cytûn adlewyrchu'r ffaith fod traddodiadau crefyddol ym Mhrydain yn Gristnogol gan mwyaf tra'n cymryd i ystyriaeth ddysgeidiaeth ac arferion y prif draddodiadau crefyddol eraill a gynrychiolir ym Mhrydain. – Nid yw'n amlwg i aelodau'r Pwyllgor ai bwriad Llywodraeth Cymru yw cadw Adran 375 (3) o fewn y ddeddfwriaeth. Os cedwir hyn yn y gyfraith a bod AG yn aros yn 'Gristnogol gan mwyaf' sut all hi hefyd fod yn wrthrychol, beirniadol ac amlblwyfol a sut, felly allwch chi gael gwared ar yr hawl i dynnu'n ôl? Y perygl yma yw y bydd y ddeddfwriaeth yn gwrth-ddweud ei hun. Fodd bynnag, nid yw LIC wedi ymgynghori'n agored ar yr agwedd hon o'r ddeddfwriaeth er mwyn rhoi llais i'r cyhoedd ar a ddylid cadw neu dynnu Adran 375(3). Ar ben hynny, mae angen gwneud y ddeddfwriaeth yn addas i'r dyfodol. Ar hyn o bryd mae'r TGAU yn 50% Cristnogol er enghraifft, ond, pe bai'r ffigyrau'n parhau i fynd i lawr, yna gall y datganiad 'yn Gristnogol gan mwyaf' beidio â bod yn gywir mwyach. Dylid ystyried hefyd yr iaith sydd o amgylch y term 'y prif draddodiadau crefyddol a gynrychiolir ym Mhrydain' – a fydd hyn yn dal i fod yn briodol i'r cwricwlwm newydd? Beth a olygwn gan amlblwyfol yn y cwricwlwm newydd? Gall cwestiynau fel Pa grefyddau ddylai gael eu hastudio gael eu tybio a'u casglu. Mae aelodau Pwyllgor Gwaith CCYSAGauC yn awgrymu nad yw'r iaith hon yn gynhwysol ac na fyddai'n arwain at AG wrthrychol, feirniadol ac amlblwyfol. Os felly mae gan hyn oblygiadau ar gael gwared ar hawl rhieni i dynnu eu plant yn ôl o AG.

Mae angen cael sgwrs ystyrllon gyda rhieni i lansio'r hawl hwn i dynnu'n ôl ac i gynnal y ddealltwriaeth flwyddyn ar ôl blwyddyn. Dylai fod hyfforddiant i benaethiaid i'w galluogi i ddelio â hyn. Dylai CYSAGau fod yn gallu cynghori ar hyn a dylent ymgysylltu â'u cymunedau. Yr unig ffordd y gallai hyn ddigwydd yw trwy gael ymgynghorwyr proffesiynol i GYSAGau o fewn awdurdodau lleol.

Mae'r problemau o ran hawl rhieni i dynnu plant o AG yn wahanol iawn mewn ysgolion Ffydd i'r rhai mewn ysgolion cymunedol. Mae hyn yn ei gwneud yn anodd

tynnu'r hawl i dynnu'n ôl yn llwyr. Dylai'r cwricwlwm newydd fod yn gynhwysol a dylai meysydd llafur ysgolion Ffydd roi 'sylw dyledus' i Faes Dysgu a Phrofiad y Dyniaethau. Fodd bynnag, bydd AG yn dal i gael ei dysgu mewn ffordd enwadol. Gan fod llawer o ysgolion Ffydd yn cael eu cyllido gan y wladwriaeth ac felly, y trethdalwr sy'n talu amdanynt, mae gan unrhyw un hawl i anfon eu plentyn yno p'un ai eu bod yn dilyn y ffydd arbennig honno ai peidio. Felly, mae llawer o blant yn eu cael eu hunain mewn ysgolion Ffydd am nifer o resymau, e.e. dyma'r ysgol agosaf yn ddaearyddol, am resymau cymdeithasol, ayb. Mae'n iawn, felly, fod rhieni'r plant hyn yn cadw'r hawl i dynnu eu plant yn ôl o AG enwadol, AG nad yw'n wrthrychol, beirniadol ac amblwyfol, yn eu barn nhw. Dylai fod cydraddoldeb o dan y gyfraith i grefyddau ac i ddysgwyr y dylid ystyried eu barn bersonol beth bynnag fo'u crefydd neu gred. Os yw'r hawl i dynnu'n ôl yn cael ei diddymu, bydd adwaith gan bobl oherwydd camddealltwriaeth yn y gymdeithas ynglŷn â beth yw AG. Gallai hyn gael goblygiadau i deuluoedd, e.e. nifer o deuluoedd Tystion Jehofa.

20. Goblygiad – Mae gan Gymru gwricwlwm cenedlaethol gorfodol a maes llafur y cytunwyd arno'n lleol. Mae Llywodraeth Cymru wedi mynd i'r afael â'r tyniant posibl hwn yn y Papur Gwyn drwy gynnig fod Cynadleddau Maes Llafur Cytûn yn rhoi sylw dyledus i Faes Dysgu a Phrofiad y Dyniaethau. Fodd bynnag, pe bai CYSAG yn penderfynu peidio â mabwysiadu neu addasu'r Fframwaith AG fel y Maes Llafur Cytûn, a fyddai modd cael gwared ar yr hawl i dynnu'n ôl? Sut byddai LIC yn sicrhau fod rhieni'n gwybod sut byddai'r Cwricwlwm AG yn edrych o dan yr amgylchiadau hynny? Mae'r Pwyllgor Gwaith yn awgrymu y byddai'n bwysicach cael gwared ar gymal Adran 365(3) er mwyn sicrhau fod Meysydd Llafur Cytûn yn wrthrychol, beirniadol ac amblwyfol. Dyma reswm ychwanegol pam fod angen cefnogaeth ymgynghorol broffesiynol i Feysydd Llafur Cytûn, ac er mwyn bod yn atebol, ni ddylai'r gefnogaeth hon gael ei phrynu i mewn gan gwmnïau/cyrff allanol gan ALLau neu gonsortia rhanbarthol. Mae Pwyllgor Gwaith CCYSAGauC yn llwyr gefnogi pennu AG yn lleol. Mae hyn yn unol ag egwyddorion sybsidiaredd. Mae CYSAGauC yn cymryd eu rôl a'u cyfrifoldebau o ddifrif. Oni bo AG yn cael ei werthfawrogi a'i gefnogi gan ALLau a'r Consortia, yna mae egwyddor sybsidiaredd ei hun yn rhwystr i gael gwared ar yr hawl i dynnu'n ôl.

Ar hyn o bryd mae'r hawl i dynnu'n ôl hefyd yn cynnwys hawl yr athro i dynnu'n ôl o ddysgu AG. Nid yw Llywodraeth Cymru wedi mynd i'r afael â hyn yn yr ymgynghoriad er bod CCYSAGauC a chyrrff eraill wedi tynnu sylw at hyn yn eu hymatebion i'r ymgynghoriad ar y Papur Gwyn. A yw Llywodraeth Cymru yn bwriadu ymgynghori ar y mater hwn? A yw LIC yn bwriadu tynnu'r hawl hwn oddi wrth athrawon? Mae hyn yn bwysig iawn yn y cwricwlwm newydd gan ei bod yn bosibl iawn y bydd AG yn cael ei dysgu gan fwy o athrawon heb fod yn arbenigwyr mewn Cwricwlwm Dyniaethau. Gall rhai athrawon deimlo fod dysgu AG yn gwrthdaro â'u ffydd, cred neu fydolwg personol. Ac, os cedwir y ddeddfwriaeth hon, yna gallai fod yn fwy anodd cael gwared ar hawl rheini i dynnu eu plant yn ôl.

Question 2 – What support, information and guidance would be needed if this approach was adopted?

Please use the space below for your comments:

Mae aelodau Pwyllgor Gwaith CCYSAGauC yn teimlo y dylid ei gwneud yn hollol glir fod y cynnig i gael gwared ar hawl rhieni i dynnu eu plant yn ôl yn ymwneud ag AG ac nid o Addoli ar y Cyd.

Mae camddealltwriaeth ymhlith y cyhoedd ac mewn rhai ysgolion ynghylch natur AG ac mae angen sgwrs gyhoeddus fel bod rhieni'n gwybod mwy am pam y tynnwyd yr hawl hwn i ffwrdd ac am natur AG yn y cwricwlwm newydd. Mae'n bosibl iawn y bydd gwrthwynebiadau fod dysgwyr yn gorfod cymryd rhan mewn rhai gweithgareddau,

e.e. mae rhai rhieni'n poeni am eu plant yn cymryd rhan mewn myfyrdod, neu ioga, neu brosiectau Celfyddydau Mynegiannol sydd â thema grefyddol. Mae angen mynediad at ganllawiau, dysgu proffesiynol a chymorth ymgynghorol fel y gall penaethiaid reoli sefyllfaoedd fel hyn yn y ffordd orau p'un ai bod yr hawl i dynnu'n ôl yn cael ei gadw neu ei dynnu.

Os penderfynir cael gwared ar yr hawl i dynnu'n ôl i bob dysgwr o fis Medi 2022 mae angen arweiniad i ysgolion a phenaethiaid ar y ffordd orau o reoli ail-integreiddio disgyblion sydd ar hyn o bryd yn cael eu tynnu'n ôl. Pa ddull bynnag a gymerir, bydd angen cymorth i benaethiaid o ran canllawiau ymarferol gan LIC ar gyfer delio â'r trawsnewid. Yn ychwanegol, mae'n bosibl y bydd gan rieni yn y dyfodol bryderon am AG neu am yr hyn mae eu plant yn cael ei ddysgu mewn AG. Mae rhannu gwybodaeth gyda rhieni am yr hyn sy'n cael ei ddysgu yn hanfodol, yn enwedig gan fod y cwricwlwm hwn yn seiliedig ar egwyddor sybsidiaredd. Mae rheswm arall pam fod arweiniad a chynghor yn hanfodol. Gall fod angen cryfhau rôl y CYSAG lleol. Mae'r diffyg gwasanaethau cynghori i AG a ChYSAGau yn broblem o ystyried y sensitifrwydd y mae'n rhaid i'r pwnc ddelio ag ef a'r angen pendant am Ddysgu Proffesiynol da ar gyfer AG. Os na fydd hawl i dynnu'n ôl, mae'n rhaid i LIC gael ei gweld yn gwneud popeth o fewn ei gallu i osgoi ymglyfreithiad ac mae angen amddiffyn ymarferwyr drwy roi hyfforddiant arbenigol pwnc benodol iddyn nhw fel eu bod yn hyderus i gyflwyno AG wrthrychol, feirniadol ac amlblwyfol. Ni ddylai ymarferwyr fod yn byw mewn ofn gwneud camgymeriadau wrth gyflwyno'r pwnc.

Question 3 – Our proposal is that parents/carers should not be able to prevent their child from having RE or RSE lessons. This will be rolled out from September 2022, for all primary age learners and learners in Year 7 in secondary school (with additional year groups being added each year).

Should the ability of parents/carers to prevent their child from receiving RE and RSE lessons also be stopped under the old curriculum from September 2022? (This would only have implications for learners in Years 8–11 in 2022, Years 9–11 in 2023, and so on.)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Why do you think that?

Os yw Llywodraeth Cymru'n dadlau fod peidio â chaniatáu mynediad llawn i bob dysgwr i gwricwlwm eang a chytbwys yn fater cydraddoldeb, yna mae'n ymddangos yn rhesymegol y dylai pob dysgwr gael cydraddoldeb yr un pryd. Yn gyfreithiol, dylai'r cwricwlwm AG presennol hefyd fod yn wrthrychol, beirniadol ac amlblwyfol. Mae'n gwneud synnwyr felly y dylai cydraddoldeb fod yn weithredol o fewn y cwricwlwm presennol a'r un newydd. Gallai cael gwared yn raddol ar yr hawl i dynnu'n ôl danseilio'r meddylfryd y tu ôl i'r newidiadau arfaethedig i ddeddfwriaeth gan y byddai hyn yn gwahaniaethu yn erbyn dysgwyr ym mlynnyddoedd 8-11 na fyddai'n cael mynediad at y cwricwlwm llawn.

Ar y llaw arall, byddai cael gwared yn raddol yn ei gwneud yn llai heriol i benaethiaid. Ni fyddai angen iddyn nhw gael y sgwrs hon, a'r gwrthdaro posibl, gyda rhieni'r plant hynny sydd ar hyn o bryd yn cael eu tynnu'n ôl o AG am ail-integreiddio. Pa bynnag lwybr y mae LIC yn dymuno'i gymryd, mae angen cynllun gweithredu eglur wrth roi'r cwricwlwm newydd ar waith a thu hwnt. I rieni, mae angen trafodaeth gydag ysgolion, gweithdrefnau cwyno, ayb. Mae angen cael dogfen/polisi yn barod a hyfforddiant ymlaen llaw yn gosod allan canllawiau clir. Mae angen hefyd cael disgrifiad clir o'r hyn sy'n cael ei ddysgu a pham mae'n cael ei ddysgu fel ei bod yn amlwg nad oes angen tynnu'n ôl o AG. Mae'n bosibl y gallai ymgynghorwyr CYSAG, CCYSAGauC a PYCAG helpu Llywodraeth Cymru i baratoi'r canllawiau angenrheidiol.

Question 4 – What is an appropriate name for ‘religious education’, to accurately reflect the broader scope proposed in for the new curriculum?

No change	<input type="checkbox"/>	Religion, values and ethics	<input type="checkbox"/>	Religions and worldviews	<input type="checkbox"/>	Other (please specify)	<input checked="" type="checkbox"/>
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Other (please specify): **RELIGION AND WORLDVIEWS**

Reasons for your choice:

Mae Pwyllgor Gwaith CCYSAGauC yn cytuno, os yw Addysg Grefyddol yn newid ei enw, yna dylai fod yn **CREFYDD A BYDOLYDON** fel yr amlinellwyd yn Adroddiad Terfynol y Comisiwn ar Addysg Grefyddol yn Lloegr, lle mae'r enw'n ymddangos gyntaf. Bu comisiynwyr y ddogfen hon, yn ysgolheigion blaenllaw ac arbenigwyr ym maes Addysg Grefyddol, ym meddwl yn hir ac yn galed cyn argymhell yr enw hwn. Mae CCYSAGauC yn gwerthfawrogi'n llwyr y bwriadau da y tu ôl i gynnig LIC i newid enw'r pwnc. Serch hynny, mae gan aelodau Pwyllgor Gwaith CCYSAGauC bryderon mawr am yr enw y mae LIC yn ei ffafrio. Mae ychwanegu 'au' yn newid natur yr enw yn sylweddol ac nid yw'n adlewyrchu natur y pwnc yn foddhaol, yn enwedig fel y'i bwriadwyd o fewn y cwricwlwm newydd. Mae'r term Crefyddau yn awgrymu cynnwys a byddai'n arwain at y cwestiwn: Pa grefyddau ddylem ni eu hastudio? Mae potensial i fod yn rhanedig yma felly. Nid yw chwaith yn unol â dull gwrthrychol, beirniadol ac amblwyfol o gyflwyno AG.

Mae'r term Crefydd yn gysyniad lefel uchel, troswaol a byddai'n cyd-fynd yn well â'r Cwricwlwm i Gymru 2022 sy'n cael ei yrru gan gysyniadau. Mae angen i ddysgwyr ddeall categori cysyniadol 'crefydd' yn ogystal â chysyniadau eraill fel 'seciwlaeredd', 'seciwlaeriaeth' ac 'ysbrydolrwydd'. Bydd deall tarddiadau a defnyddiau'r cysyniad 'crefydd' yn help i oleuo trafodaethau yn yr astudiaeth o grefydd. Bydd yn galluogi'r dysgwyr i adeiladau dealltwriaeth gymesur o grefydd fel grym sy'n ffurfio cymdeithas. Mae AG yn faes astudiaeth amlddisgyblaethol ac mae'n hanfodol fod yr enw newydd yn adlewyrchu hyn. Yn ein barn ni, dim ond yr enw Crefydd a Bydolygon sy'n gwneud hyn. Mae'n parhau i ganiatáu astudiaeth o gysyniad am grefydd fel y mae'n cael ei archwilio ar hyn o bryd yn athroniaeth crefydd, cymdeithaseg crefydd, crefydd a moeseg, seicoleg crefydd, crefydd a gwleidyddiaeth, crefydd a'r wladwriaeth, ac yn y blaen.

Mae'n bwysig cynnwys y term Bydolwg yn yr enw gan mai bydolwg yw ffordd rhywun o ddeall, profi ac ymgysylltu â'r byd. Mae hyn yn cynnwys sut mae rhywun yn deall natur realiti a'u lle nhw eu hunain yn y byd. Mae bydolwg rhywun yn debyg o ddylanwadu a chael ei ddylanwadu gan eu credoau, gwerthoedd, ymddygiadau, profiadau, hunaniaethau ac ymrwymadau. Wrth archwilio bydolygon byddai dysgwyr yn archwilio eu bydolygon eu hunain ac eraill yn ogystal â'r bydolygon sefydliadol ar rennir gan grwpiau, mudiadau neu sefydliadau. Mae'r rhain yn cynnwys bydolygon crefyddol ac anghrefyddol. Mae iaith bydolygon yn ein helpu i symud i ffwrdd o wahaniad rhwng y crefyddol a'r digrefydd. Mae'n cydnabod fod bydolygon anghrefyddol yn tynnu ar etifeddiaeth rhai crefyddol, ac fel arall. Bydd deall bydolygon fel hyn yn galluogi dysgwyr i ymgysylltu â'r gymdeithas amblwyfol yr ydym yn byw ynddi a'i gwerthfawrogi. Mae CCYSAGauC yn awgrymu mai'r enw **CREFYDD A BYDOLYDON** sy'n disgrifio orau natur AG yn y cwricwlwm newydd.

Barn Pwyllgor Gwaith CCYSAGauC yw bod yr enw Crefydd, Gwerthoedd a Moeseg a awgrymwyd yn anfoddhaol, gan nad yw'n caniatáu ar gyfer astudio bydolygon personol a sefydliadol. Ar ben hynny, mae gwerthoedd a moeseg yn gyfrifoldeb ar bob pwnc a phob ymarferydd i alluogi dysgwyr i weithio tuag at y Pedwar Diben. Nid cyfrifoldeb yr athro AG yn unig yw datblygu gwerthoedd a moeseg.

23. Un gair ac nid dau yw Bydolygon, neu air â chysylltnod fel mae'n ymddangos weithiau yn y ddogfen ymgynghori. Mae'n hollbwysig fod hyn yn gyson yn holl ddogfennau LIC yn cynnwys Maes Dysgu a Phrofiad y Dyniaethau lle mae'n ymddangos fel dau air.

Mae'r cyfieithiad Cymraeg 'Crefyddau a Bydolygon' yn codi problemau gan nad yw'r ystyr yn adlewyrchu ystyr 'Worldviews' yn Saesneg. Mae'n awgrymu golygfa naturiol yn fwy na barn a safbwyntiau fel y bwriedir yn y defnydd Saesneg o'r term Worldviews. Hefyd, nid yw'r term 'bydolygon' erioed wedi cael ei ddefnyddio mewn Addysg Grefyddol mewn ysgolion cyfrwng Cymraeg. Enw mwy addas fyddai 'Crefydd a safbwyntiau byd eang' a fyddai'n adlewyrchu dealltwriaeth o'r enw Saesneg yn well.

Cyfarfu CCYSAGauC ar 21 Tachwedd 2019 lle trafodwyd ymgynghoriad Llywodraeth Cymru yn faith. Roedd barn y cynrychiolwyr CYSAG oedd yn bresennol yn y cyfarfod yn rhanedig. Roedd hanner yn ffafrio cadw'r enw presennol Addysg Grefyddol a byddai hanner yn hoffi gweld newid yr enw i CREFYDD A BYDOLYGN. Cynigiwyd enwau eraill i'r pwnc ond ni chawsant gymaint o gefnogaeth. Hoffai cyfarfod y Gymdeithas dynnu sylw at yr anawsterau wrth gyfieithu'r term Worldviews i'r Gymraeg fel y nodwyd uchod. Hoffent hefyd dynnu sylw at yr anhawster mewn cyfieithu terminoleg arall sy'n benodol i'r pwnc ynghyd â geiriau sy'n effeithio ar natur AG yn cynnwys y term 'amblwyfol'. Awgrymwyd y dylai arbenigwr AG Cymraeg ei iaith gymryd rhan mewn golygu Fframawith AG a MDaPh y Dyniaethau.

Question 5 – We would like to know your views on the effects that not including a right to withdraw in the new curriculum would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

Ni ddylai fod unrhyw effeithiau negyddol ar yr iaith Gymraeg pe bai'r cynnig hwn yn cael ei weithredu.

Question 6 – Please also explain how you believe the proposed plan could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

Ceir llawer o gyfleoedd cadarnhaol i ddatblygu'r iaith Gymraeg mewn Addysg Grefyddol.

Dylid cael cydraddoldeb i AG a Chymraeg fel pynciau statudol ar y cwricwlwm. Cadarnhawyd hyn yn ystod y cyfarfodydd Cynllunio'r Dyniaethau a gynhaliwyd rhwng Llywodraeth Cymru a CCYSAGauC yn ystod y cyfarfod i ddatblygu'r cwricwlwm. Sut bydd

LIC yn sicrhau cydraddoldeb? Yn yr un ffordd na ddylai'r cynigion newydd gael effaith negyddol ar yr iaith Gymraeg, ni ddylent chwaith gael effaith negyddol ar AG.

Question 7 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Mae aelodau Pwyllgor Gwaith CCYSAGauC yn gwerthfawrogi'r gefnogaeth a roddwyd gan Lywodraeth Cymru i GYSAGau ac AG yn ystod y cyfnod cynllunio'r cwricwlwm. Mae CCYSAGauC yn cydnabod fod llawer iawn o gydweithio wedi digwydd ac yn gwerthfawrogi'r cyfle a gafodd i gymryd rhan yn yr ymgynghoriadau niferus a gynhaliwyd.

Mae'r Pwyllgor Gwaith yn cytuno gyda'r Gweinidog y dylai pob dysgwr gael cwricwlwm eang a chytbwys. Hoffem dynnu sylw at y ffaith fod rhagair y Gweinidog yn cyfeirio ar 'fframwaith' ac nid 'fframweithiau' i AG ac Addysg Cyberthynas a Rhywioldeb. Yn ein tyb ni, mae'n ddryslyd cyfeirio at un fframwaith ar gyfer y ddau bwnc.

Dymunwn wneud y pwyntiau ychwanegol canlynol mewn cysylltiad â'r cynnig:

19. Rydym yn cytuno fod gan AG le canolog mewn gwireddu'r Pedwar Diben ac yn awgrymu fod angen addysgu proffesiynol er mwyn sicrhau fod AG o ansawdd uchel yn cael ei chynnwys yn y Cwricwlwm. Awgrymwn y bydd angen cymorth ar ysgolion i archwilio sut mae AG yn cymryd ei lle yn y cwricwlwm Dyniaethau, gan ei bod yn eistedd y tu allan i'r cwricwlwm ar hyn o bryd. Os yw pob dysgwr yn mynd i gyflawni'r Pedwar Diben mae hyn yn hanfodol, gan ei fod yn wasanaeth cynghorol arbenigol.

Awgrymwn fod Llywodraeth Cymru yn ehangu a chryfhau rôl CYSAG gan mai swyddogaeth CYSAG yw cynghori'r ALI a'i ysgolion wrth ddelio â chwynion a'r trefniadau ynghlwm â nhw. Mae Pwyllgor Gwaith CCYSAGauC yn daer eisiau tynnu sylw mai dyma rôl CYSAG ac os yw Estyn a'r consortia rhanbarthol i gael rôl yn y dyfodol, yna mae angen cael trafodaeth a chytundeb am weledigaeth gyffredin o sut bydd hyn yn edrych mewn ymarfer er mwyn osgoi dryswch.

22. Mae'n bwysig fod geiriad y frawddeg hon yn stopio ar ôl 'mae AG yn ystyried bydolygon anghrefyddol'. Yn sicr ni ddylai ddatgan 'sy'n ddigon tebyg i grefyddau (er enghraifft, dyneiddiaeth)' gan y gallai hyn awgrymu i ymarferwyr eu bod yn cael eu gwahardd rhag archwilio a thrafod cysyniadau fel seciwlaeriaeth ac anffyddiaeth, ayb. Mewn cymdeithas amrywiol mae'n hollbwysig fod pob cred/bydolwg yn agored i'w trafod. Mae hyn yn ailadrodd yr un pwynt a wnaethom mewn ymateb i'r Papur Gwyn. Byddai aelodau Pwyllgor Gwaith CCYASGau yn hapus i drafod hyn gyda LIC.

23. Un gair yw Bydolygon ac nid dau, neu air â chysylltnod fel sy'n digwydd weithiau yn y ddogfen ymgynghori. Mae'n hollbwysig fod hyn yn gyson ym mhob un o ddogfennau LIC yn cynnwys MDaPh y Dyniaethau lle mae'n ymddangos fel dau air.

31 - Mae Pwyllgor Gwaith CCYSAGauC yn cytuno y byddai cael gwared ar hawl rhieni i dynnu eu plant yn ôl o AG yn cefnogi'r agwedd ryngddisgyblaethol yn y cwricwlwm newydd.

Cynigion

33. Sut bydd ymarferwyr yn sicrhau priodoldeb datblygiadol? Mae angen gwasanaeth cynghori ar y pwnc a Dysgu Proffesiynol i gefnogi athrawon ac ymarferwyr. Er enghraifft, ar hyn o bryd mae rhywfaint o gynnwys TGAU AG yn cael ei ddysgu ym mlynnyddoedd 8 a 9 ac mae weithiau'n amhriodol. Mae hyn yn digwydd oherwydd bod mesurau perfformiad yn annog ysgolion i ddysgu cyrsiau yn gynt ac yn gynt. Nid yw hyn yn addas yn ddatblygiadol o gwbl a dylid ei osgoi ar bob cyfrif yn y cwricwlwm newydd. Dylai iechyd a lles dysgwyr gael blaenoriaeth dros fesurau perfformiad neu unrhyw reswm arall pam mae'r addysgu datblygiadol amhriodol hyn yn digwydd. Gallai gwasanaeth cynghori sy'n gysylltiedig â CHYSAGau a'r consortia rhanbarthol sicrhau hyn.

38. Gan fod yr hawl i dynnu'n ôl yn fater llywodraeth, byddai unrhyw ganllawiau a Dysgu Proffesiynol a gefnogir gan LIC yn cynnig cysondeb, difrifoldeb a chymorth i benaethiaid. Dylai rôl CYSAGau gael ei chryfhau i helpu LIC i fonitro AG.

39. Mae CCYSAGauC yn cytuno ag awgrymiadau LIC ar y pwynt hwn. Sut ydym ni'n mynd i sicrhau darpariaeth AG o safon uchel sydd yn briodol i ddatblygiad? Mae AG yn cael ei phennu'n lleol a dylai rôl CYSAGau gael ei chryfhau i gyflawni Dysgu Proffesiynol effeithiol.

40. Cytunwn nad yw'r hawl i dynnu'n ôl yn fecanwaith priodol i ddelio ag AG o safon isel a bod dulliau mwy addas i sicrhau hyn. Cytunwn y byddai angen Dysgu Proffesiynol. Fodd bynnag, mae yna fwch mewn arbenigedd o fewn y consortia rhanbarthol ac anghysondeb mewn diwylliant rhwng consortia. Mae rhai consortia yn gefnogol iawn i AG ac yn gwneud newidiadau i ffyrdd o weithio i sicrhau fod yr ysgolion yn eu rhanbarth yn gallu cyrchu cefnogaeth ymgynghorol drwy'r consortia ac nid drwy'r ALI yn unig. Serch hynny, mae rhai o'r consortia yn meddwl fod y cyfrifoldeb dros AG yn gorwedd yn llwyr gyda'r Awdurdod Lleol. Barn Pwyllgor Gwaith CCYSAGauC yw y dylai'r rhanddeiliaid i gyd weithio gyda'i gilydd i sicrhau fod AG o ansawdd uchel yn digwydd mewn ysgolion drwy Gymru. Fodd bynnag, os bydd rhan gan y consortia i chwarae yn y dyfodol, yna ni ddylid tansilio rôl CYSAGau. Mae angen datblygu proses gyson yn genedlaethol lle gall ALIau, CYSAGau a'r consortia weithio gyda'i gilydd. Ar hyn o bryd nid yw rhai consortia yn cyfathrebu â CHYSAGau na'n gofyn am gyngor CCYSAGauC e.e. gofyn am gyngor ynglŷn â phenodi cymorth ymgynghorol proffesiynol i GYSAGau. Yn bryderus iawn, mae Cymru wedi gweld dirywiad cyflym mewn arbenigedd ymgynghorol AG yn y blynyddoedd diwethaf oherwydd y diffyg cyfathrebu hwn.

41. Par "byddai'r sylw ar addysgu a dysgu sy'n ddatblygiadol addas a diwylliannol sensitif; a'r pwyslais ar ymgysylltu â chymunedau a chydabod ac ymateb i gefndir dysgwyr wrth drafod y pynciau hyn, yn darparu mesurau diogelwch priodol i rieni." Mae aelodau Pwyllgor Gwaith CCYSAGauC yn credu fod gan AG dda y potensial i annog cydlyniant cymunedol. Er mwyn i'r addysgu diwylliannol sensitif ayb, ddigwydd yna mae angen i ymarferwyr, Uwch Dimau Rheoli, ysgolion, llywodraethwyr, CYSAGau, ymgynghorwyr consortia ayb fod yn hyderus yn beth a sut sydd i'w gyflwyno fel nad yw hyn o bosibl yn tansilio cydlyniant cymunedol. Bydd angen hyfforddiant i bawb yn awr ac yn barhaus yn y dyfodol i sicrhau hyn.

42. Mae aelodau Pwyllgor Gwaith CCYSAGauC yn cytuno â'r pwyntiau sydd yma i gyd.

43. Bydd rhieni'n pryderu fod plant yn cael eu gwarchod ac mae angen diogelu plant rhag AG nad yw'n cael ei dysgu mewn ffordd wrthrychol, feirniadol ac amlblwyfol.

Mae Llywodraeth Cymru yn cynnig newid y ffordd yr ydym yn rhyngweithio am y pwnc hwn. Felly, bydd ar LIC angen gweithdrefn i'w dilyn i ddelio â'r newidiadau hyn a pheidio â gadael i benaethiaid ddelio â hyn ar eu pennau eu hunain.

Mae CCYSAGauC yn fodlon cefnogi Llywodraeth Cymru i ystyried goblygiadau cael gwared ar yr hawl i dynnu'n ôl. Mae CYSAGau a CCYSAGauC mewn sefyllfa i'ch helpu gyda hyn. Gallai CYSAGau fod yn rhan o'r ateb i'r goblygiadau y gellir eu hwynebu drwy'r newid hwn i'r ddeddfwriaeth.

Ensuring access to the full curriculum

Consultation response form

Your name: The Revd. Canon Edward Evans

Organisation (if applicable): Executive Committee
of WASACRE – Wales Association of Standing
Advisory Councils on Religious Education

e-mail/telephone number:

ejevans972@btinternet.com

01656 655511 / 07968 044583

Your address: 15 St Andrews Road, Bridgend,
CF31 1RX

Responses should be returned by **28 November 2019** to:

Health and Well-being AoLE Team
Arts, Humanities and Well-being Branch
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to

e-mail: AHWB@gov.wales

Please indicate which of the following stakeholder groups you are responding as:

Child or young person	<input type="checkbox"/>
Parent/carer	<input type="checkbox"/>
Other family member	<input type="checkbox"/>
School, teacher, governor	<input type="checkbox"/>
Other education practitioner	<input type="checkbox"/>
Organisation or representative body	<input checked="" type="checkbox"/>
Individual	<input type="checkbox"/>
Other	<input type="checkbox"/>

Other (please specify): _____

Question 1 – What implications would there be for learners, parents/carers and schools if all learners were required to receive RE and/or RSE lessons in the new curriculum?

Please use the space below for your comments:

RSE – WASACRE will not be making any comments on RSE as this is not within our remit.

RELIGIOUS EDUCATION

WASACRE met on 21st November 2019. The Welsh Government consultation was discussed at length. It was agreed that WASACRE fully endorses all views of its' Executive, which had met on a previous date, regarding the Welsh Government proposal to remove the right to withdraw their children from RE.

WASACRE is disappointed that the consultation for RE and RSE are dealt with in the same consultation when the issues surrounding them are both complex and separate. WASACRE, along with several other organisations of significance and SACRES, requested during the feedback to the White Paper that the consultations on RE and RSE be held separately.

In principle the Executive Committee of WASACRE agree that it would be ideal to remove the right to withdraw where the teaching of RE is objective, critical and pluralistic. There are significant implications for learners, parents/carers and schools if the parental right to withdraw their children from RE were removed with the introduction of the new curriculum. WASACRE Executive members pointed out that if there had never been the right to withdraw it would appear ludicrous to introduce it now. In which case, is this law still fit for purpose?

The WASACRE Executive understands that the intention of Welsh Government is to include all learners in RE. WASACRE executive members agree with Welsh Government that learners are less likely to become ethically informed and achieve the four purposes without RE. Schools would miss lots of opportunities to enable learners to achieve the Four Purposes if learners are withdrawn from the subject.

It would indeed be very difficult in an interdisciplinary curriculum to withdraw learners from RE. If the right is retained, then the RE would need to be visible. For example, if you were looking at the Reformation in both history and in RE which parts would you withdraw learners from? WASACRE executive members agree that it is an anomaly that you can withdraw learners from an academic subject like RE and not from another academic subject where learners may indeed be exploring the same topic. We also understand that learners should have access to the full curriculum.

By removing the parental right to withdraw it is right that this is now no longer a school issue but becomes a WG issue. Schools would need guidance in dealing with parents who have previously held this right. WG could also be challenged in law if delivery as well as planning in schools is not deemed to be objective, critical and pluralistic. Legally RE has to be objective, critical and pluralistic in practice as well as in legislation in order to avoid legal challenges. There needs to be a clear complaints procedure for parents to follow if good RE is not being taught.

WASACRE Executive members would like to see the removal of the right of parents to partially withdraw their children from RE as sometimes this right has been used for reasons of prejudice.

In removing the parental right of parents some people argue that Welsh Government would be removing the ultimate responsibility of parents to educate their children. The implication of this would be great for some parents. There is a possibility that there will be a greater number of parents who might choose to home school their children as a result. Welsh Government could limit the consequences of this through a public dialogue, guidance for all stakeholders, professional learning for everyone involved in the education of children - Headteachers, SLT, practitioners, governors, SACREs, LA officers, etc., and guidance on school policies surrounding RE. Schools should put a policy on RE in their prospectus and on their website.

Regarding: Section 375(3) of the Education Act 1996 which provides that every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain. – It is not clear to Executive members whether it is the intention of Welsh Government to retain Section 375 (3) within legislation. If this is retained in law and RE remains ‘predominantly Christian’ how can it also be objective, critical and pluralistic and how, therefore, can you remove the right to withdraw? The danger here is that the legislation will contradict itself. However, Welsh Government has not overtly consulted upon this aspect of legislation in order to give the public a proper say on whether Section 375(3) should be retained or removed. Additionally, legislation needs to be future proofed. Currently the GCSE is 50% Christian for example, however, should the figures continue in a downward trend then the statement ‘in the main Christian’ may no longer be accurate. The language surrounding the term ‘principal religious traditions represented in Great Britain’ should also be considered – will this still appropriate for the new curriculum? What do we mean by pluralistic in the new curriculum? Questions such as: What religions should be studied? might be assumed and inferred. WASACRE Executive members suggest that this language isn’t inclusive and would not lead to objective, critical and pluralistic RE. In which case this has an implication on removing the parental right to withdraw from RE.

There needs to be a meaningful dialogue with parents to launch this right to withdraw and to maintain this understanding year on year. There should be training for headteachers to enable them to deal with this. SACREs should be able to advise on this and SACREs should engage with their communities. This would only be able to happen if there are professional advisers to SACREs within local authorities.

The issues surrounding the parental right to withdraw children from RE are very different in Faith schools to those within community schools. This makes it difficult to completely remove the right to withdraw. The new curriculum should be inclusive and Faith school syllabuses should give ‘due regard’ to the Humanities AoLE. However, RE will still be taught in a denominational way. As many faith schools are state funded and, therefore, paid for by the tax-payer, anyone has a right to send their children there regardless of whether or not they adhere to that particular faith. Therefore, many children find themselves placed within faith schools for numerous reasons, e.g. if it is their nearest school geographically, for social reasons, etc. It is right, therefore, that the parents of these children retain the right to withdraw their

children from denominational RE which may not be deemed by them to be objective, critical and pluralistic. There should be equality under the law for religions and for learners whose personal views should be considered no matter what their religion or belief might be.

If the right to withdraw is removed there will be a reaction from people because of misunderstanding in society about what RE is. This might have implications for families e.g. a number of Jehovah's Witnesses families.

20. Implication – Wales has a compulsory national curriculum and locally agreed syllabus. Welsh Government has addressed this potential tension the White Paper by proposing that Agreed Syllabus Conferences pay due regard to the Humanities AoLE. However, if a SACRE were to decide not to adopt or adapt the RE Framework as the Agreed Syllabus would it possible to remove the right to withdraw? How would Welsh Government ensure that parents know what the RE Curriculum would look like under those circumstances? The Executive Committee suggest that it would be more important to remove the clause Section 365/3 to ensure Agrees Syllabuses are objective, critical and pluralistic. This is an additional reason why professional advisory support is needed for ASCs and for reasons of accountability reasons this support should not be bought in from external companies/bodies by LAs or regional consortia. The WASACRE Executive committee fully supports RE being locally determined. This falls in line with the principle of subsidiarity. Local SACREs take their role and responsibilities seriously. Unless RE is valued and supported by LAs and the Consortia then the principal of subsidiarity in itself is an obstacle to the removal of the right to withdraw.

Currently the right to withdraw also includes the teacher's right to withdraw from teaching RE. Welsh Government has not addressed this in the consultation despite WASACRE and other organisations pointing this out in their responses to the consultation on the White Paper. Is Welsh Government intending to consult on this issue? Is Welsh Government intending to remove this right from teachers? This is very important in the new curriculum as RE may well be taught by more non-specialists in a Humanities Curriculum. Some teachers may feel that to teach RE conflicts with their personal faith, belief or worldview. And, if this is legislation is retained then it might be more difficult to remove the right of parents to withdraw their children.

Question 2 – What support, information and guidance would be needed if this approach was adopted?

Please use the space below for your comments:

Executive members of WASACRE suggest that it needs to be made crystal clear that the proposal to remove the parental right of withdraw their children is from RE and not from Collective Worship.

There is misinformation amongst the public and within some schools about the nature of RE and there needs to be a public dialogue so that parents are more well informed about why this right has been taken away and about the nature of RE in the new curriculum. There may well be objections to learners having to participate in certain activities, e.g. some parents worry about their children participating in meditation, or yoga, or Expressive Arts projects that have a religious theme. Access to guidance, professional learning and advisory support is needed so that headteachers can best manage situations like this whether the right to withdraw is retained or removed.

If it is decided that the right to withdraw is removed for all learners from September 2022 there is a need for guidance for schools and headteachers on how they can best

manage the reintegration of learners that are currently withdrawn. Whatever approach is taken there needs to be support for headteachers in terms of practical guidance from WG for dealing with the transition. Additionally, parents in the future may have concerns regarding RE or over what their children are being taught in RE. Sharing of information with parents about what is being taught is vital, especially as this curriculum is based upon the principle of subsidiarity. This is also another reason why guidance and advice are essential. There may be a need to strengthen the role of the local SACRE. The lack of an advisory service for RE and SACREs is problematic given the sensitivities the subject has to deal with and the absolute need for good Professional Learning for RE. If there is to be no right to withdraw. Welsh Government must be seen to be doing everything within its power to avoid litigation and practitioners need to be protected by receiving good subject specific specialist training so that they are confident in delivering objective, critical and pluralistic RE. Practitioners should not live in fear of making mistakes in this delivery.

Question 3 – Our proposal is that parents/carers should not be able to prevent their child from having RE or RSE lessons. This will be rolled out from September 2022, for all primary age learners and learners in Year 7 in secondary school (with additional year groups being added each year).

Should the ability of parents/carers to prevent their child from receiving RE and RSE lessons also be stopped under the old curriculum from September 2022? (This would only have implications for learners in Years 8–11 in 2022, Years 9–11 in 2023, and so on.)

Yes	✓	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Why do you think that?

If Welsh Government is arguing that not to allow all learners full access to a broad, balanced curriculum is an equality issue, then it seems logical that all learners be given equality at the same time. Legally the current curriculum for RE should also be objective, critical and pluralistic. It, therefore, it makes sense that equality should apply within both the current and new curriculum. Rolling out the right of withdrawal might undermine the thinking behind the proposed changes to legislation as this would be discriminatory to learners in years 8-11 who would not be accessing the whole curriculum.

On the other hand, to introduce a roll out would make it less challenging to headteachers. They would not need to have the conversation, and possible conflict, with parents of those children who are currently being withdrawn from RE about re-integration. Whatever path Welsh Government choose to take, there needs to be a clear path of action during the implementation of the new curriculum and beyond. For parents there needs to be discussion with schools, complaints procedures, etc. A document/policy needs to be ready and training received in advance setting out clear guidelines. There also needs to be clear description of what is being taught and why it is being taught so that it is clear that there is no need to withdraw from RE. SACREs, WASACRE and NAPfRE advisers might be able to assist Welsh Government with preparing the necessary guidance.

Question 4 – What is an appropriate name for ‘religious education’, to accurately reflect the broader scope proposed in for the new curriculum?

No change	<input type="checkbox"/>	Religion, values and ethics	<input type="checkbox"/>	Religions and worldviews	<input type="checkbox"/>	Other (please specify)	<input checked="" type="checkbox"/>
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Other (please specify): **RELIGION AND WORLDVIEWS**

Reasons for your choice:

The WASACRE Executive Committee is in agreement that, if there is a name change for Religious Education, then it should be to **RELIGION AND WORLDVIEWS** as outlined in the Final Report of the Commission on Religious Education in England, where the name first appears. The commissioners of this document, made up of eminent scholars and experts in the field of Religious Education, thought long and hard about before recommending this name. WASACRE wholeheartedly appreciates the good intentions behind the WG proposal to change the name of the subject. However, WASACRE Executive members have major concerns about the preferred name proposed by Welsh Government. To add an 's' significantly changes the nature of name and does not satisfactorily reflect the nature of the subject, especially as it is intended within the new curriculum. The term Religions suggests content and would lead to the question: Which religions should we study? This, therefore, has the potential to be divisive. It also fails to fit with an objective, critical and pluralistic approach to RE.

The term Religion is a high-level, overarching concept and would be more fitting with the concept driven Curriculum for Wales 2022. Learners need to understand the conceptual category of 'religion' as well as other concepts such as 'secularity', 'secularism' and 'spirituality'. Understanding the origins and uses of the concept 'religion' will help to illuminate debates in the study of religion. It will enable learners to build a well-rounded understanding of religion as a force in shaping society. RE is a multidisciplinary field of study and it is vital that the new name reflects this. In our view only the name Religion and Worldviews does this. It continues to allow for a study of the concept of religion as it is currently explored in philosophy of religion, sociology of religion, religion and ethics, psychology of religion, religion and politics, religion and the state, and so on.

It is important to include the term Worldview in the name as a worldview is a person's way of understanding, experiencing and engaging with the world. This includes how a person understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments. When exploring worldviews learners would explore their the personal worldviews or themselves and other as well as institutional worldviews shared by groups, organisations or institutions. These include both religious and non-religious worldviews. The language of worldviews helps us move away from a divide between the religious and the non-religious. It recognises that non-religious worldviews draw on the heritage of religious ones, and vice versa. Understanding worldviews in this way will enable learners to engage with, and appreciate, the pluralistic society in which they live. WASACRE suggests that the name RELIGION AND WORLDVIEWS best describes the nature of RE in the new curriculum.

It is the view of the WASACARE Executive Committee that the suggested name Religion, Values and Ethics is unsatisfactory as it does not allow for the study of personal and institutional worldviews. In addition, values and ethics are the responsibility of all subjects and all practitioners to enable learners to work toward the Four Purposes. Developing values and ethics is not the sole responsibility of the RE teacher.

23. Worldviews is one word rather than two, or a hyphenated word as is sometimes

the case in the consultation documentation. It is vital that this is consistent in all WG documentation including the Humanities AoLE where it appears as two words.

The Welsh translation 'Crefyddau a Bydolygon' is problematic as the meaning does not reflect the meaning of the English 'Worldviews'. It refers more to a scenic view rather than views and opinions as intended within the English use of the term Worldviews. Also, the term 'bydolygon' is a term that has never been used within Religious Education in a Welsh medium setting. A more appropriate name would be 'Crefydd a safbwyntiau byd eang' which would better reflect the understanding of the English name.

WASACRE met on 21st November 2019 and The Welsh Government consultation was discussed at length. The views of representatives from SACREs present at the meeting were divided. Half preferred to retain the current name Religious Education and half would like to see a name change to RELIGION AND WORLDVIEWS. Other names for the subject were mooted but didn't receive as much support. The meeting of the Association would like to point out the difficulties with translating the term Worldviews into Welsh as outlined above. They would also like to point out the difficulty in translating other subject specific terminology alongside words that affect the nature of RE including the term 'pluralistic'. It was suggested that a Welsh speaking specialist in Religious Education be involved in the editing of both the RE Framework and the Humanities AoLE.

Question 5 – We would like to know your views on the effects that not including a right to withdraw in the new curriculum would have on the Welsh language, specifically on:

- iii) opportunities for people to use Welsh
- iv) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

There should be no negative effects on the Welsh Language should this proposal be implemented.

Question 6 – Please also explain how you believe the proposed plan could be formulated or changed so as to have:

- iii) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- iv) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

There are many positive opportunities to develop Welsh Language in Religious Education.

RE and Welsh as statutory subjects on the curriculum should have parity. This was confirmed during the Humanities Planning meetings held between Welsh Government and WASACRE during the curriculum development process. How will Welsh Government ensure parity is achieved? In the same way that the new proposals

should not have a negative effect on the Welsh Language, they should equally not have a negative effect upon Religious Education.

Question 7 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

WASACRE Executive members appreciate the support that Welsh Government has given to both SACREs and RE during the curriculum design period. WASACRE appreciates the great deal of collaborative working that has taken place and the opportunity it has had to engage in the many consultations that have taken place.

The Executive Committee agrees with the Minister that all learners should have a broad and balanced curriculum. We would like to point out that the Ministerial forward refers to ‘a framework’ and not ‘frameworks’ for RE and RSE. We consider it confusing to refer to one framework for both RE and RSE.

We wish to make the following additional points with regard to the proposal:

19. We agree that RE has central role to play in realising the Four purposes and suggest that professional learning is needed in order to ensure that high quality RE is incorporated within the Curriculum. We suggest schools will need to be supported in exploring how RE fits into the Humanities curriculum, given that it sits outside the current curriculum. If all learners are to achieve the Four Purposes this is vital, as is a specialist advisory service.

We suggest that Welsh Government broaden and strengthen the role of SACRE as it is the role of SACRE to advise the LAs and their schools when dealing with complaints and the procedures surrounding them. The WASACRE Executive Committee is at pains to point out that this is the role of SACRE and should Estyn and the regional consortia play a role in this in the future, as these proposals suggest, the existing role of the LA and of SACREs ought not be undermined by changes to the wording of the legislation. If Estyn and the regional consortia are to have a future role then there needs to be dialogue and agreement around a shared vision for what that will look like in practice in order to avoid confusion.

22. It is important that the wording of this sentence stop after ‘RE takes account of non-religious worldviews’. It most definitely should not state ‘which are analogous to religions (for example, humanism)’ as this might suggest to practitioners that they are prohibited from exploring and discussing concepts such as secularism and atheism, etc. In a diverse society it is vital that all beliefs/worldviews should be open for discussion. This is reiterating the same point we made in the response to the White Paper. WASACRE Executive members are happy to discuss this with Welsh Government.

23. Worldviews is one word rather than two, or a hyphenated word as is sometimes the case in the consultation documentation. It is vital that this is consistent in all WG documentation including the Humanities AoLE where it appears as two words.

31 – The WASACRE Executive agrees that removing the right for parents to withdraw their children from RE would support the interdisciplinary ~~and~~ research in the new curriculum.

Proposals

33. How will practitioners ensure developmental appropriateness? There needs to be a subject specific advisory service and PL to support for teachers and practitioners. E.g. currently some of the content of the RE GCSE is being taught in years 8 and 9 and is sometimes inappropriate. This is happening because performance measures are encouraging schools to teach courses earlier and earlier. This is most definitely not developmentally appropriate and should be avoided at all costs in the new curriculum. The health and wellbeing of learners should take precedence over performance measures or any other reason why this developmentally inappropriate teaching is taking place. An advisory service linked to SACREs and the regional consortia could ensure this.

38. As the right to withdraw is a government issue any guidance and PL endorsed by Welsh Government would provide consistency, gravitas and aid to headteachers. The role SACREs should be strengthened to aid Welsh Government in monitoring RE.

39. WASACRE agrees with the WG suggestions in this point. How are we going to ensure high quality, developmentally appropriate RE provision? RE is locally determined and the role of the SACRE should be strengthened to deliver effective PL.

40. We agree that the right to withdraw is not an appropriate mechanism to deal with poor quality RE and that there are other more appropriate methods to ensure this. We agree that PL would be required. However, there is a gap in specialism within regional consortia and an inconsistency in culture between consortia. Some consortia are very supportive of RE and are making changes to ways of working to ensure the schools within their region are able to access advisory support via the consortia and not solely through the LA. Nevertheless, some of the consortia see the responsibility for RE solely lying with the Local Authority. It is the opinion of the WASACRE Executive that all stakeholders should work together to ensure high quality RE takes place in schools throughout Wales. Nevertheless, if there is to be a future part for the consortia to play, then the role of SACREs should not be undermined. A consistent process by which LAs, SACREs and consortia can work together needs to be developed nationally. Currently some consortia do not communicate with SACREs or seek the advice of WASACRE e.g. in seeking advice about appointing professional advisory support to SACREs. Very worryingly Wales has seen a rapid decline in RE advisory expertise in recent years due to this lack of communication.

41. Re “the focus on developmentally appropriate and culturally sensitive teaching and learning; and the emphasis on engagement with communities and recognising and responding to the background of learners in discussing these subjects, would provide appropriate safeguards for parents.” WASACRE Executive members point out that good RE has the potential to encourage community cohesion. In order for culturally sensitive teaching, etc, to take place then practitioners, SLT, schools, governors, SACREs, consortia advisors, etc need to be confident in what and how that is to be delivered so that this does not potentially undermine community cohesion. Training will be needed for all now and consistently in the future to ensure this.

42. WASACRE executive members agree with all points here.

43. Parents will be concerned that their children are being protected and there is a need to safeguard children from RE that is not taught in an objective, critical and pluralistic way.

Welsh Government is proposing to change the way we interact over this issue. Therefore, WG will need a procedure to follow to deal with these changes and not to let headteachers deal with this alone.

WASACRE are willing to support Welsh Government in considering the implications of removing the right to withdraw. SACREs and WASACRE are in the position to help you with this. SACREs could be part of the solution to the implications that might be brought about through this change to legislation.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:



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Ysgrifennydd/Secretary:
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16 February 2019

Dear Clerk to SACRE,

Following our normal annual process, I am writing to invite SACREs to make nominations for new members of the WASACRE Executive Committee. Please would your SACRE discuss any nomination that they wish to make at their spring term SACRE meeting. Please note that if your SACRE is already represented on the Executive committee, with the exception of Secretary, Assistant Secretary and Treasurer, according to the WASACRE Constitution you will not be able to nominate a person from your own SACRE at this time. However, this does not prevent you from nominating a person from another SACRE.

You will notice in the attached members list that there are 3 places available, one being the Vice Chair role. It is vital for WASACRE to retain a full and varied membership in order to continue its good work, including being a stakeholder for the Curriculum for Wales 2022. As such we ask for your careful consideration of this request and hope that we receive some nominations.

Please find attached a proforma that should be completed and returned to me at the above email/postal address by Friday 3 April 2020. I will send to you the list of the nominations before Friday 15 May 2020, so that your SACRE is able to discuss them in their summer term meeting in time for the vote at the Association's AGM in July.

Please note there is an expectation that nominees will be available to attend executive meetings regularly should they be successful in the election at the AGM in July.

We would like to thank you and your members for your assistance in this matter.

Yours sincerely,

A Parry

Alice Parry

Secretary to WASACRE

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Ysgrifennydd/Secretary:
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16 Chwefror 2019

Annwyl Glerc CYSAG,

Gan ddilyn ein proses flynyddol arferol, rwyf yn ysgrifennu i wahodd CYSAGau i gynnig enwebiadau am aelodau newydd i Bwyllgor Gwaith Cymdeithas CYSAGau Cymru. Byddwch yn ddiolchgar pe bai'ch CYSAG chi yn trafod unrhyw enwebiadau y dymunant eu cynnig yn eu cyfarfod CYSAG yn nhymor y gwanwyn. Sylwer, os yw'ch CYSAG yn cael ei gynrychioli ar y Pwyllgor Gwaith yn barod, ac eithrio'r Ysgrifennydd, yr Ysgrifennydd Cynorthwyol a'r Trysorydd, yn ôl Cyfansoddiad CCYSAGauC, ni fyddwch yn gallu enwebu rhywun o'ch CYSAG chi y tro hwn.

Fe sylwch yn y rhestr aelodau sydd ynghlwm fod 3 lle ar gael, ac un ohonynt yw sydd yr Is Gadeirydd. Mae'n hanfodol fod CCYSAGauC yn cadw aelodaeth lawn ac amrywiol er mwyn parhau â'i waith da, yn cynnwys bod yn rhanddeiliaid i'r Cwricwlwm i Gymru 2022. Gofynnwn i chi felly ystyried y cais hwn yn ofalus a gobeithio y derbyniwn rai enwebiadau.

Ynghlwm y mae ffurflen y dylid ei llenwi a'i dychwelyd i mi yn y cyfeiriad e-bost /post uchod erbyn dydd Gwener 3 Ebrill 2020. Byddaf yn anfon y rhestr enwebiadau i chi cyn dydd Gwener 15 Mai 2020, fel y gall eich CYSAG eu trafod yng nghyfarfod tymor yr haf mewn pryd ar gyfer y bleidlais yng Nghyfarfod Blynyddol y Gymdeithas ym mis Gorffennaf.

Sylwer y bydd disgwyl i'r enwebeion fod ar gael i fynychu cyfarfodydd y pwyllgor gwaith yn rheolaidd os ydynt yn llwyddiannus yn y Cyfarfod Blynyddol ym mis Gorffennaf.

Hoffem ddiolch i chi a'ch aelodau am eich cymorth yn y mater hwn.

Yn gywir,

A Parry

Alice Parry

Ysgrifennydd i Gymdeithas CYSAGau Cymru

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EXECUTIVE MEMBERS LIST 2019/2020

Chair- Edward Evans - Bridgend

Vice Chair- Rachel Samuel - Neath Port Talbot -**Vacant from July 2020**

Immediate Past Chair- n/a

Secretary- Alice Parry - Bridgend

Assistant Secretary - Libby Jones - Wrexham

Past Secretary – Paula Webber

Minutes Secretary – Gill Vaisey

Treasurer- John Mitson - Powys

Chair of NAPfRE – Libby Jones

1. Mathew Maidment- RCT (period of office- 2019-2022)
2. Andrew Jones - Cardiff (period of office 2019- 2022)
3. Marged Williams and Lucy Grant - Vale of Glamorgan (period of office 2019- 2022)
4. Tania Ap Sion- Wrexham (period of office 2017- 2020) – **Vacant from July 2020**
5. Alison Lewis- Swansea (period of office 2017- 2020) – **Vacant from July 2020**
6. Kathy Riddick- Blaenau Gwent (period of office 2018- 2021)

*Quorum is 5 members

**Majority vote will count

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**Enwebiadau ar gyfer Pwyllgor Gwaith CCYSAGC/
Nominations to WASACRE Executive Committee**

2020

ENW CYSAG / SACRE NAME:

Enwebiad / Nomination	Enw / Name	Cyfeiriad e-bost/ E-mail address
Pwyllgor Gwaith/ Executive Committee		
Is-gadeirydd / Vice Chair		

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