

Public Document Pack



County Hall
Rhadyr
Usk
NP15 1GA

Thursday, 18 June 2020

Notice of meeting

Standing Advisory Council on Religious Education (SACRE)

Friday, 26th June, 2020 at 10.00 am,
Remote Meeting

AGENDA

Item No	Item	Pages
1.	Welcome and apologies for absence	
2.	Minutes of the previous meeting held on Friday, 13th March, 2020 at 10.00 am and matters arising	1 - 6
3.	Public Open Forum	
4.	SACRE Membership update	
5.	Curriculum update: RE supporting framework	
6.	Professional Learning for RE/RVE update	
7.	Monitoring Provision and Standards - Monmouthshire School Inspection Reports and Self-Evaluations (tabled at the meeting)	
8.	GCSE/GCE examinations during the Covid-19 pandemic	
9.	Learning Network Schools for Humanities - update	
10.	Welsh Government consultation on Legislative proposals for religion, values and ethics (attached)	7 - 24
11.	WASACRE business	25 - 42
	i. WASACRE Advice to Schools in Wales on Collective	

	<p>Worship during the Covid-19 Pandemic (<i>attached</i>)</p> <ul style="list-style-type: none">ii. Election for Executive members and Vice Chairperson for WASACRE Executive Committee (<i>attached</i>)iii. WASACRE Website and Social Media updateiv. To note dates of future WASACRE meetings and confirm representation: <i>Summer meeting postponed due to Covid-19 pandemic</i>	
12.	To confirm the date of the next SACRE meetings for 2019 - 2020	

Paul Matthews

Chief Executive / Prif Weithredwr

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)

Mr. A. Szwagrzak

Representing Free Churches (4)

Baptist Church: Revd. Dr. P. Baines
The Salvation Army: Mr. N. Pryor
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)

Vacancy
Mr. N. Jenkins
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 P4 - County Hall, The Rhadyr, Usk, NP15 1GA on Friday, 13th March, 2020 at
10.00 am

PRESENT:

COUNTY COUNCIL REPRESENTATIVES:

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

FAITH REPRESENTATIVES:

Revd. Peter Baines
Mrs. S. Gooding
Major N. Pryor
Dr. L. Brown
Mr. A. Szwagrzak

TEACHER REPRESENTATIVES:

Mr. N. Jenkins

OFFICERS IN ATTENDANCE:

Sharon Randall-Smith	Head of Achievement and Attainment
Wendy Barnard	Democratic Services Officer
Angela Hill	Temporary RE Adviser

APOLOGIES:

County Councillor A. Webb

1. SACRE Membership Update

The Chair welcomed SACRE Members and temporary RE Advisor, Angela Hill, to the meeting. Best wishes were passed on to the RE Advisor. Paula Webber. The Chair conveyed the sincere condolences of the group to a Member due to a recent bereavement. Neil Jenkins was welcomed to the meeting. Neil replaces Rhian Davies as a Teacher Representative.

The Clerk delivered a membership report. Changes were summarised as follows:

County Councillors	
M. Lane Vacancy	Resignation notified 26/6/19: Sent a reminder to Group Leader 25/02/20
J. Watkins Vacancy	Ongoing vacancy: Sent a reminder to Group Leader 25/02/20

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Representing the Roman Catholic Church (1)	
A. Szwagrzak appointed	
Representing the Buddhist Faith:	
Ngakpa Namgyal Chatral	In presenting apologies, concerns were expressed that meetings in Usk are difficult to attend, and meeting dates should be arranged with as much notice as possible.
Representing the Hindu Faith:	
Vacancy	
Representing the Jewish Faith:	
Vacancy	
Representing the Muslim Faith:	
Vacancy	
Representing the Sikh Faith:	
Vacancy	
Representing Teachers Associations (7)	
Mr A. Jones Vacancy	Replacement to be sought
Mr. N. Jenkins	Replaces Mrs R. Davies who resigned 11/11/2019
Co-opted Members (2)	
Mrs K Fitter Vacancy	resigned
Tudor Thomas Vacancy	Moved to County Council representative
R E Consultant	
Angela Hill	Temporary Cover via EAS
Representing Chief Officer, Children and Young People	
Sharon Randall-Smith	

In reviewing its membership, it was agreed that SACRE prefers members to live in Monmouthshire where possible. Considering the Co-Opted and Faith Representative vacancies, it was suggested that it may be worthwhile to reach out to educational institutions such as Coleg Gwent and University of South Wales (Newport) as there may be interest from lecturers and students. Group Leaders have been reminded of the County Councillor vacancies. Professional associations will be requested to submit nominations for the teacher representative vacancy.

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It was noted that Andrew Jones is no longer a member of SACRE creating a vacancy for the office of Vice Chair. Nominations were sought and Neil Jenkins was elected as Vice Chair.

2. Minutes of the previous meeting held on 17th June 2019

The minutes of the meeting held on 17th June 2019 were confirmed as a true record subject to the following amendment:

Item 11, para 3: Remove "The concerns were not generally shared"

3. To approve SACRE Annual Report 2018-2019

The SACRE Annual Report 2018/19 was approved. Sharon Randall-Smith was thanked for compiling the report.

4. Curriculum Development:

SACRE considered proposals for the curriculum for schools in Wales and referred to the Minister's press release response to the recent consultation on the following key points.

- 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

The consultation responses appeared to indicate that consultees were broadly in favour of the proposed changes.

Regarding the change of name to Religion, Values and Ethics, some concern was expressed that the wording of the consultation questions was regarding access to the curriculum, with no separate question about the name. It was commented that the Minister took no account of the views of faith groups on the proposed name; agreeing the choice of learners instead.

It was confirmed that SACRE has no remit to consider the proposed change to the name of RSE whilst accepting that there can be an overlap. It is the intention of the Minister that students have a broad and balanced education that reflects society. Religion, Values and Ethics education must be objective, critical and pluralistic.

SACRE agreed the importance of promoting discrete areas on the curriculum. The Minister will provide support, guidance and training for teachers. SACRE should monitor what is, and becomes, available. As Religion, Values and Ethics will be included within Humanities, there will be more non-specialist teachers delivering lessons. SACRE must support such teachers to access the training available, and support schools and leadership teams. Some concern was expressed that RE teachers feel behind with planning and preparations for the Humanities Areas of Learning and Experience (AOLE).

Views were expressed in support of the new title and of the move to Humanities AOLE, and of commitment to the objective, critical and pluralistic approach to learning.

It was questioned if the Minister will consult on the new framework, noting that the planned WASACRE meeting has been cancelled due to COVID 19. It was reported that a reiterated

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version of the draft framework on RE will be made available for consultation to individual SACRE members with a short timescale for responses. It was agreed to hold a special meeting for SACRE to provide input to the consultation. It was confirmed that curriculum changes are planned to be implemented from September 2022.

It was confirmed that it is the responsibility of SACRE to agree the right curriculum for schools in Monmouthshire. A regional approach was not preferred.

5. Monitoring Provision and Standards

SACRE considered reports as tabled from Caldicot School and Osbaston Church in Wales Primary School. Reports for Goytre Fawr Primary School and Thornwell Primary School will be presented at the next meeting.

Both reports, made confidentially available to members, had many positive aspects demonstrating high standards, as summarised by the RE Adviser. Development points will be a focus for improvement going forward.

In response to a question, it was confirmed that SACRE has no formal role in monitoring provision in Voluntary Aided Schools but can offer support, congratulations etc. SACRE has a monitoring role in Voluntary Controlled Schools and schools maintained by the local authority.

It was further clarified that if there are problems in Voluntary Aided Schools there would be no involvement from SACRE. Intervention would be made by the Diocese or Archdiocese as appropriate. It was emphasised that there is a very good relationship between the local authority, SACRE and the Diocesan Directors of Education. SACRE will always offer support to all schools as appropriate.

It was agreed that letters would be sent by the Chair and Education Officer to recognise the inspection outcomes at Caldicot School and Osbaston Church in Wales Primary School.

6. WASACRE business

- i. The minutes from the WASACRE meeting held on the 21st November 2019 were received and noted.
- ii. It was noted that the forthcoming WASACRE meeting, Merthyr Tydfil, 17th March 2020, was cancelled due to COVID 19. The RE Adviser provided an update that meeting was due to cover the consultation at the time, updates on the RE framework and curriculum. Some information was provided about the Equality and Diversity qualification that awards students 2 B grade GCSEs. It was explained that some Headteachers are seeking to do this instead of RE at KS4. It was pointed out that the qualification does not cover the requirements. Chief Officers have been written to and schools will be contacted in due course. It was suggested that members research the specification for the course. Welsh Government and WASACRE are monitoring the situation.
- iii. Mrs Suzanne Gooding was nominated for WASACRE Executive and Dr. Louise Brown for Vice Chair of WASACRE.

7. To confirm the dates of future SACRE meetings

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held
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10.00 am**

26th June 2020 at 10.00am – in a school, with a pupil presentation

13th November 2020 at 10.00am – venue

The meeting ended at 11.55 am

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Number: WG40225

The logo for the Welsh Government, featuring a white dragon on a yellow background. Below the dragon, the text 'Llywodraeth Cymru' and 'Welsh Government' is written in a sans-serif font.

Llywodraeth Cymru
Welsh Government

Welsh Government
Consultation Document

Curriculum for Wales: Religion, values and ethics.

Legislative proposals for religion, values and ethics in the Curriculum
for Wales Framework

Date of issue: 05 May 2020
Action required: Responses by 28 July 2020

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

Curriculum for Wales: Religion, values and ethics

Overview	We want your views on the legislative proposals to support religious education as a mandatory subject in the Curriculum for Wales for all learners 3 - 16, within the Humanities Area of Learning and Experience.
How to respond	Responses to this consultation should be e-mailed/posted to the address below to arrive by 28 July 2020 at the latest
Further information and related documents	<p>Large print, Braille and alternative language versions of this document are available on request.</p> <p>Our National Mission: A Transformational Curriculum https://gov.wales/our-national-mission-transformational-curriculum</p> <p>Ensuring access to the full curriculum: https://gov.wales/ensuring-access-full-curriculum</p> <p>Written Statement: Religion, Values and Ethics: https://gov.wales/written-statement-religion-values-and-ethics</p> <p>The consultation documents can be accessed from the Welsh Government's website at gov.wales/consultations</p>

Contact details	<p>For further information:</p> <p>Arts, Humanities and Well-being Branch Curriculum and Assessment Division The Education Directorate Welsh Government Cathays Park Cardiff CF10 3NQ</p> <p>e-mail: RVEConsultation@gov.wales.</p>
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General Data Protection Regulation (GDPR)

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

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

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

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

Your rights

Under the data protection legislation, you have the right:

- to be informed of the personal data held about you and to access it
- to require us to rectify inaccuracies in that data
- to (in certain circumstances) object to or restrict processing
- for (in certain circumstances) your data to be 'erased'
- to (in certain circumstances) data portability
- to lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

For further details about the information the Welsh Government holds and its use, or if you want to exercise your rights under the GDPR, please see contact details below:

Data Protection Officer:
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

e-mail: Data.ProtectionOfficer@gov.wales

The contact details for the Information Commissioner's Office are:

Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Tel: 01625 545 745 or
0303 123 1113

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

Summary

What are the main issues?

1. Religious education (RE) is a mandatory part of the current curriculum for all registered pupils at a school except for nursery classes. It will continue to be mandatory in the Curriculum for Wales, but now for all learners 3 - 16, as a part of the Humanities Area of Learning and Experience.
2. Our expectation, based on the current case law, is that the teaching of Religion, Values and Ethics (RVE), must be pluralistic in nature. This means it must be balanced in its content and manner of teaching. It should reflect the range of different religions, non-religious philosophical convictions or worldviews which are held by people in Wales and Great Britain. Ensuring the legislative framework supports this appropriately is a key consideration in designing the arrangements for the new Curriculum.
3. The recent consultation [Ensuring Access to the Full Curriculum](#) proposed a change to the name of RE to make it clear that this element of the curriculum is intended to cover more than religion.
4. Following consideration of advice on the consultation responses and impact assessment, the [Minister for Education subsequently determined](#) that the subject would be renamed as “Religion, Values, and Ethics” in the new curriculum.
5. The same consultation also sought views on the practical implications of a proposal that the new curriculum should not provide a parental right to withdraw pupils from RE (or RVE in the new curriculum) and sex education (RSE in the new curriculum.) Again, following careful consideration of advice on the consultation responses, impact assessment and fit with the Welsh Government’s curriculum policy, the Minister for Education determined that there should not be provision for a parental right to withdraw pupils from RVE and RSE, with the introduction of the new curriculum.
6. Since that decision, further detailed work has been undertaken to determine the wider changes required to legislation to put this policy into effect.
7. This consultation is to seek your views on the further proposed changes to legislation to support RVE as a mandatory part of the Curriculum for Wales.

Current arrangements for Religious Education in Wales

8. Currently, each Local Authority is required to convene an Agreed Syllabus Conference (ASC) if any representative group on its Standing Advisory Council on Religious Education requests it to do so. The ASC then determines the content of the agreed syllabus or agreed syllabi for RE to be taught in schools maintained by that local authority.
9. Maintained schools without a religious character are required to teach RE in accordance with an agreed syllabus adopted for those schools or for their pupils
10. For maintained schools of a religious character there are slightly different arrangements.

11. A foundation or voluntary controlled school with religious character is required to teach RE in accordance with an agreed syllabus adopted for the school or for its pupils. However, where a pupil's parent requests it, they must secure denominational RE for the pupil in accordance with the trust deed of the school or (if the trust deed does not make provision for that purpose) in accordance with the tenets of the faith specified in relation to the school unless the governing body is satisfied that because of any special circumstances it would be unreasonable to do so.
12. A voluntary aided school with a religious character must provide RE in accordance with the trust deed of the school or (if the trust deed does not make provision for that purpose) in accordance with the tenets of the faith specified in relation to the school. However, a pupil's parent may ask the school to provide RE to his/her child in accordance with an agreed syllabus adopted by the local authority. If a request is made and the parent cannot, with reasonable convenience, cause the pupil to attend another school where an agreed syllabus of that kind is taught, the school must secure RE for the pupil in accordance with an agreed syllabus of that kind unless the governing body is satisfied that because of any special circumstances it would be unreasonable to do so.
13. We could ensure the provisions of pluralistic RE by one of two ways. Both would ensure the proposed legislative framework and guidance would be compatible with the rights protected by the Human Rights Act 1998. The first way would be to impose a new obligation on all schools to teach RE in a pluralistic manner. This approach would remove all other restrictions and would force all schools to change the way they teach (assuming any change was necessary). It would also have primacy over any provision set out in their trust deeds. This would be likely to have an impact on the ability of voluntary aided schools with a religious character to teach RE in accordance with their trust deeds or in accordance with their denomination. The scale of that impact would vary depending on the specific provision contained in the school's trust deed and the approach currently adopted in the school. We are not proposing to pursue this option because it would have significant implications for schools of religious character and it is not our intention to make fundamental changes to these arrangements.
14. The second approach is not to impose a new obligation as described above, but to make a number of legislative changes to legislation related to the provision of the agreed syllabus to ensure, so far as a possible, that it meets the Pluralistic Requirement. The approach would not require all schools to change their teaching practice, as it would allow schools to continue to teach according to their trust deeds or in accordance with their denominations. However, the approach would ensure that all pupils have access to pluralistic RE. This is the approach we propose.

Proposed changes

15. We are proposing to make the following changes.

Scope of RVE

16. In addition to changing the name to RVE, we propose to make amendments to existing legislation to make it explicit that any agreed syllabus for RVE must reflect both religious beliefs and also non-religious beliefs which are philosophical convictions within the meaning of Article 2 Protocol 1 (and which are therefore beliefs within the meaning of Article 9) of the European Convention on Human Rights. Our aim in proposing this amendment is to make it clearer that the philosophical convictions and beliefs that need to be reflected are only those that are caught from time to time by Convention Rights case law and so have a certain level of seriousness, cogency, cohesion and importance under the Human Rights Act 1998. These include beliefs such as humanism or atheism. It will be for the ASCs to determine what should be included in the agreed syllabus. We will be providing guidance and ASCs to help them with this task.

17. We propose to give effect to this proposal as follows. Where there is currently reference to *'such Christian denominations and other religions and denominations of such religions as, in the opinion of the authority, will appropriately reflect the principal religious traditions in the area'* or equivalent, we propose adding additional provision making reference to non-religious philosophical convictions within the meaning of Article 2 Protocol 1¹ (and hence beliefs within the meaning of Article 9²) of the European Convention on Human Rights. Changes will also be made to the provisions dealing with the membership of SACRES and ASCs to create new groups to represent those who hold philosophical convictions of that kind.

18. We do not think these changes reflect a material change in the law. We consider that these changes make explicit what the law already requires – the pluralistic teaching of RE in accordance with the European Convention on Human Rights. We wrote in May 2018 to SACRES to confirm our interpretation of the existing provision and case law was that that local authorities could invite representatives to become members of SACRES and ASCs. However, we think the greater clarity is helpful and contributes to conveying the expectation that RE (and now RVE) must be pluralistic.

Guidance in relation to agreed syllabi

19. We propose making new provision requiring the local authority, SACRE and ASC to have regard to guidance issued by the Welsh Ministers in relation to the curriculum in developing and adopting an agreed syllabus.

¹ Article 2 Protocol 1: "No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions."

² Article 9 provides: "(1) everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance. (2) Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others."

Agreed syllabi and denominational syllabi and expectations for different types of school

20. As noted earlier, a key consideration for RVE is ensuring that that teaching and learning is pluralistic in nature. We are proposing a number of changes to the current legislation as it relates to the teaching of RVE in different types of school. The new Curriculum for Wales provides a clear national framework within which schools will design a curriculum which meets the needs of their learners. The new Curriculum is intended to be less prescriptive and, importantly, creates new duties for schools to design their own curriculum and then implement the curriculum they have designed and adopted. Both the policy emphasis on less prescription and the practical implications of schools being required to design their own curriculum requires us to consider the appropriate status of agreed syllabi. We have concluded that, in general, it will be more appropriate for schools to be required to have regard to an agreed syllabus rather than to teach in accordance with it. This change allows schools some discretion to depart from the Agreed Syllabus. We have set out the proposed arrangements for different types of school and the rationale for them below:

Community schools and foundation and voluntary schools without a religious character

21. Community schools and foundation and voluntary schools without a religious character will be required to have regard to an agreed syllabus in designing and implementing teaching and learning for the mandatory element of RVE within the school curriculum as a mandatory element of their curriculum as part of the Humanities Area of Learning and Experience. These schools will no longer be required to teach *in* accordance with an agreed syllabus and will continue to be precluded from offering a denominational syllabus.

22. Although these schools generally provide RE in accordance with the agreed syllabus, they may be required to provide RE in a different form, pursuant to paragraph 2(3) of Schedule 19 to the School Standards and Framework Act 1998, if:

- the school in question is a secondary school, and
- a pupil's parent wants the pupil to receive RE in the school in accordance with the tenets of a particular religion or religious denomination; and
- satisfactory arrangements have been made for the pupil to receive RE of the type wanted by the parent in the school, without the school or the local authority having to bear the cost of providing that education..

In those circumstances, the local authority must provide facilities for carrying out the arrangements made by the parents, unless the authority is satisfied that there are special circumstances that make it unreasonable to do so.

23. We propose to remove this additional right to alternative (potentially non-pluralistic) RE in schools without religious character because we do not consider it fits with the principle of seeking to ensure pluralistic RE in schools in Wales.

Voluntary controlled schools with a religious character

24. Voluntary controlled schools with religious character, will be required to *design* their curriculum so that it provides both for two alternatives:

- RVE which has been designed having regard to an agreed syllabus

- RVE which has been designed in accordance with the trust deeds of the school or the tenets of the faith of the school

In *implementing* their curriculum, the default for these schools will be for learners to receive the RVE which has been designed having regard to an agreed syllabus but, as now, RVE in line with the trust deeds or tenets of the faith must be provided where a parent requests it.

Voluntary aided schools with a religious character

25. Voluntary aided schools with religious character, will be required to *design* their curriculum so that it provides both for two alternatives:

- RVE which has been designed in accordance with the trust deeds of the school or the tenets of the faith of the school
- RVE which has been designed in accordance with an agreed syllabus

In *implementing* their curriculum, the default for these schools, as now, will be for learners to receive RVE in line with the trust deeds or tenets of the faith of the school. However, where a parent requests RVE in accordance with an agreed syllabus, it must be provided. The schools will have no discretion as to whether to accept this request.

26. The changes simply build these policy intentions in appropriately to the new duties of design (and adoption) and implementation which will be placed on schools by the Bill. Additionally the proposals ensure that a non-denominational and pluralistic version of RVE is available in every school and is either the default or must be provided on request. As noted above in respect of voluntary aided schools of a religious character, we propose to allow those schools to teach RVE in accordance with their trust deed or in accordance with their denomination. This preserves the current position for those schools. However, we also propose to make other changes to ensure that parents have an absolute right to require the school provide RVE in accordance with an Agreed Syllabus when so requested. At present, the parents' right to such provision is qualified. While parents may request RE to be taught in accordance with an agreed syllabus, there is currently no duty on the school to make arrangements to that effect if it is reasonably convenient for the pupil to attend another school at which the agreed syllabus is in use, or if there are special circumstances that make it unreasonable for the school to make those different arrangements.

27. As noted above, in general, we think it is appropriate that schools should be required to have regard to an agreed syllabus, rather than be required to design their curriculum in accordance with an agreed syllabus. However, we have proposed an exception to this general approach where Voluntary Aided schools are designing their 'alternative' RVE curriculum or implementing it. This exception does not impact on their denominational RVE provision. The reason for proposing this distinction is to offer parents clarity about the alternative RVE provision on offer in those schools.

28. Schools will continue to need to assure themselves that their RVE provision satisfies the pluralistic requirement created by human rights legislation and SACRES, ASCs and Local Authorities will continue to need to assure that any agreed syllabus they develop and then adopt also meets these requirements.

Curriculum for Wales: Religion, values and ethics

Consultation response form

Your name:

Organisation (if applicable):

e-mail/telephone number:

Your address:

Responses should be returned by **28 July 2020** to

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

or completed electronically and sent to:

e-mail: RVEConsultation@gov.wales.

Question 1 – Do you agree that religion, values and ethics (RVE) should encompass both religious and non-religious beliefs that are philosophical convictions (in line with the European Convention on Human Rights) as described in the consultation document?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments (no more than 250 words)

Question 2 – Do you agree that agreed syllabus conferences **must have regard** to statutory guidance when they are developing their locally agreed syllabus?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments (no more than 250 words)

Question 3 – Do you agree with our proposal that community schools and foundation and voluntary schools **without a religious character** must be required to have regard to an agreed syllabus in designing and implementing RVE?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments (no more than 250 words)

Question 4 – Do you agree with our proposal that parents/carers of learners in schools **without a religious character** must no longer be able to request provision of RVE in line with tenets of a particular faith?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments (no more than 250 words)

Question 5 – Do you agree with the proposal that voluntary-controlled schools **with religious character** can teach RVE in accordance with the trust deeds of the school or the tenets of the faith of the school **if requested by parents/carers?**

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments (no more than 250 words)

Question 6 – Do you agree that **voluntary-aided schools with a religious character** should be **required** to teach the agreed syllabus **where a parent/carer requests it** and should not have discretion to refuse to do so?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	--------------------------	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments (no more than 250 words)

Question 7 – We would like to know your views on the effects that these proposals in relation to religion, values and ethics 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

Question 8 – Please also explain how you believe the proposed policy on religion, values and ethics in the Curriculum for Wales 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

Question 9 – 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.

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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Curriculum for Wales: Religion, values and ethics

Consultation response form

Your name:

Organisation (if applicable):

e-mail/telephone number:

Your address:

Responses should be returned by **28 July 2020** to

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

or completed electronically and sent to:

e-mail: RVEConsultation@gov.wales.

Question 1 – Do you agree that religion, values and ethics (RVE) should encompass both religious and non-religious beliefs that are philosophical convictions (in line with the European Convention on Human Rights) as described in the consultation document?

Agree	<input type="checkbox"/>	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
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Supporting comments (no more than 250 words)

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Supporting comments

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ADVICE FOR SCHOOLS IN WALES ON COLLECTIVE WORSHIP DURING THE COVID-19 PANDEMIC



This pandemic is causing us to work in new and creative ways. We have been asked to think differently about how we offer learners the best experience possible for their ongoing education and as a result, huge amounts of activities and learning experiences have been shared with parents/carers and their children across Wales to support this.

You're doing a fantastic job, thank you!

Collective worship in the current climate

Currently, one of our top priorities is the well-being of our learners, and that includes their spiritual, social and emotional well-being too. Daily assemblies with an act of collective worship are a valuable part of school life. They help to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes. In these unprecedented times, this is needed now more than ever. School life has changed, and continuing to offer regular collective worship assemblies during this time gives opportunities for all members of the school community (learners, all school staff, families and the wider community - should they wish to participate) to stay connected in a way that is meaningful for them. Being part of a collective experience on a regular basis will be a lifeline for some of our children and young people who, during this time, may feel isolated and anxious. It will not only offer them a sense of normality but also the space and time to reflect and to consider what is important to themselves and others. It will enable them to come together as one community and find comfort in belonging.

When planning for collective worship assemblies in the current climate, headteachers need to consider the guidance from Welsh Government ***Live-streaming safeguarding principles and practice for education practitioners*** <https://hwb.gov.wales/zones/online-safety/live-streaming-safeguarding-principles-and-practice-for-education-practitioners/>. This has been published as part of the 'Stay Safe. Stay Learning' programme to support schools who wish to live-stream lessons with their learners.

How to facilitate acts of collective worship for distance learning

There are a number of ways in which schools can offer collective worship assemblies that would be achievable and manageable for learners and parents/carers. It is also important that planning collective worship assemblies does not put undue pressure on headteachers and teachers, at an already stressful time. The following are just some suggestions for schools to consider to help them ensure that all learners are given the opportunity to take part in collective worship assemblies regularly, whilst distance learning.

It is always important to consider the backgrounds of all pupils when planning collective worship assemblies. This might be even more so when considering these sessions are being accessed at home by parents/carers who are unfamiliar with the nature of collective worship assemblies in school. These sessions will naturally support spiritual, social and emotional well-being. In order

to be fully inclusive, it should be made clear when an opportunity for worship is being presented, that there is no compulsion to worship, and that each family can choose whether to participate in worship, or reflection, or a time of stillness, or simply a time of quiet contemplation.

Schools could offer:

- streamed Headteacher's collective worship assemblies that follow specific themes in which successes are shared and time for reflection or worship is included. Designated staff might assist headteachers in preparing assemblies on a rota basis;
- live collective worship assemblies through video conferencing e.g. through Microsoft Teams in Hwb;
- thoughts for the day delivered via the school website, social media or email which can be used as a meaningful way to provide opportunities for emotional, social, and spiritual development and an opportunity to worship as appropriate;
- to send examples of reflections for learners to consider at home, which could simply include music, a picture/short video or a meaningful question for them to consider. Parents/carers can then choose to provide opportunity for worship as appropriate to the family setting;
- learners the opportunity to suggest themes and topics for collective worship assemblies or reflection. They might want to take the lead on the focus of the assembly, e.g. recording a short video for others, choosing a photograph, and sharing successes. Learners can still be at the heart of child-led assemblies;
- creative and purposeful collective worship assemblies which could be developed by exploring some of the key concepts and themes found within the statements of what matters in the new Curriculum for Wales 2022. This would give learners the opportunity to develop some of the characteristics of the four purposes and, at the same time, give longevity to resources that have been created;
- learners opportunity to be active participants in collective worship assemblies and opportunities to respond as part of the collective experience. For example, sending in artwork, poetry, or simply communicating their thoughts on the reflection through a conversation with their teacher. Hwb networks and chat facilities could be a useful way of sharing these responses. This may be particularly important at this anxious time;
- to share the experiences of teachers, support staff and learners in school hubs via a pre-recorded video, photograph, diary, etc... (if appropriate, and if relevant permissions and safeguarding procedures are followed); and
- those who do not have access to digital resources, the provision of a pack of suggested reflections via post, so that they still have opportunities for reflection and emotional, social and spiritual development plus an opportunity for worship as/if appropriate to the family background. This could be based on resources that have already been developed.

How ever you facilitate collective worship assemblies for distance learning, they needn't be long or complicated. Positive collective worship assembly experiences are inclusive and should be suitable for everyone in the school community regardless of faith or belief. Topics and themes need to be approached in a way that is sensitive, supporting the well-being of all children and young people, including those in very challenging circumstances.

Suggested resources

The table below offers links to a range of collective worship assemblies from which you may choose, as appropriate for your particular school setting and your children's family backgrounds. Some are specifically written for schools of a religious character and this should be fully considered before deciding on their suitability for sharing with families at home. Headteachers are responsible for quality assuring the resources used for collective worship assemblies in their schools.

Welsh Medium

Yn ychwanegol i'r gwasanaethau arferol maent wrthi yn creu adnoddau 'munud i feddwl' byr sy'n ymateb i Covid- 19. Mae'n Cristnogol yn ei gwedd, ond wedi ei greu i weithio ag unrhyw blentyn dim ots ei cefndir ffydd neu ddiwylliant.	https://cymru.assemblies.org.uk
Munud i feddwl Cristnogol ei gwedd	https://www.bbc.co.uk/programmes/p016k10m
Cymorth Cristnogol – gwasanaethau ar gael yn ddwyieithog	https://www.christianaid.org.uk/get-involved-locally/wales/cymru
Gwasanaeth ar gyfer CA2 a 3	https://resources.hwb.wales.gov.uk/VTC/2017/RockandRollPoet/ca2/gwasanaethau.html https://resources.hwb.wales.gov.uk/VTC/2017/RockandRollPoet/ca3/gwasanaethau.html

English Medium

As well as the usual assemblies, Assemblies.org are publishing short <i>Pause for Thought</i> clips and suggestions due to the Covid-19 situation. Christian in outlook but designed for use with all children regardless of faith or cultural background.	https://www.assemblies.org.uk/
Bahá'í resources for schools	http://re.bahai.org.uk/assembly-ideas/
BBC School Radio Assemblies	https://www.bbc.co.uk/programmes/p0592r92 (ks1) https://www.bbc.co.uk/programmes/p00nkdqx (ks2)
Catholic Agency for Overseas Development (CAFOD)	https://cafod.org.uk/Education/Primary-teaching-resources/Primary-school-assemblies
Christian Aid	https://www.christianaid.org.uk/schools/school-assemblies
Diocese of St Asaph Resources for schools, young people and families...and those that work with them during the corona pandemic. (Church in Wales)	https://dioceseofstasaph.org.uk/coronavirus/resources-for-young-people/

SBeducation - Diocese of Swansea and Brecon Education Twitter (Church in Wales)	https://twitter.com/swanbreced
Weekly worship at home resource from the Diocese of St Albans Schools Team (Church of England)	https://www.stalbans.anglican.org/schools/worship-at-home/
Humanists UK Assemblies for all - inclusive and accessible for all schools, teachers, and pupils, regardless of their religion or belief background.	https://assembliesforall.org.uk/about/
Oak National Academy #1 (the National Academy set up in England only)	https://youtube.co.uk
Primary resources – assemblies	http://www.primaryresources.co.uk/assembly/assembly.htm
TES free teaching resource for assemblies	https://www.tes.com/teaching-resource/500-values-assemblies-hundreds-of-free-assemblies-with-powerpoints-stories-videos-and-quotes-11866521
<i>Diversity of Religion and Belief A guidance and resource pack for primary schools in England and Wales</i> - Peter Hemming, Elena Hailwood, Connor Stokes - see p.29ff	https://orca.cf.ac.uk/110147/19/Diversity%20of%20Religion%20and%20Belief%20-%20A%20Guidance%20and%20Resource%20Pack%20for%20Primary%20Schools%20in%20England%20and%20Wales.pdf
Unicef – Rights Respecting Schools - assembly resources	https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/guidance-assemblies-lessons/

Further Help and Advice

If Local Authorities or schools need further help or advice on collective worship assemblies, please contact Alice Parry, Secretary to WASACRE Alice.Parry@bridgend.gov.uk. Alice will be able to put you in contact with advisers or SACREs within your local authority.

This document has been produced for WASACRE by the following individuals and with grateful thanks to their organisations:

Libby Jones, RE Adviser, Wrexham County Council and St Giles Centre for Religious Education
 Alice Parry, Secretary to WASACRE and Head of Religion, Philosophy & Ethics, Coleg Cymunedol Y Dderwen
 Rachel Samuel, Vice Chair WASACRE and Head of the Welsh Baccalaureate and teacher of RE, Ysgol Gymraeg Ystalyfera Bro Dur
 Elizabeth Thomas, Provincial Director of Education for the Church in Wales
 Gill Vaisey, RE Consultant, Books at Press
 Paula Webber, EAS Professional Learning Adviser (RE and SACRE)

CYNGOR I YSGOLION CYMRU AR ADDOLI AR Y CYD YN YSTOD Y PANDEMIG COVID-19



Mae'r pandemig hwn yn gwneud i ni weithio mewn ffyrdd newydd a chreadigol. Gofynnwyd i ni feddwl yn wahanol am sut rydym yn cynnig y profiad gorau posibl i'r dysgwyr er mwyn iddynt barhau â'u haddysg. O ganlyniad, rhannwyd amrywiaeth enfawr o weithgareddau a phrofiadau dysgu gyda rhieni/gofalwyr a'u plant ledled Cymru i gefnogi hyn. Rydych yn gwneud gwaith ardderchog, diolch!

Addoli ar y cyd yn yr hinsawdd bresennol

Ar hyn o bryd, un o'n prif flaenoriaethau yw lles ein disgyblion, ac mae hynny'n cynnwys eu lles ysbrydol, cymdeithasol ac emosiynol hefyd. Mae gwasanaethau dyddiol sy'n cynnwys gweithred o addoli ar y cyd yn rhan werthfawr o fywyd ysgol. Maent yn helpu i ddatblygu ysbryd cymunedol, yn hyrwyddo ethos a gwerthoedd cyffredin, ac yn atgyfnerthu agweddau cadarnhaol. Yn yr amseroedd digynsail hyn, mae angen hyn yn awr yn fwy nag erioed. Mae bywyd ysgol wedi newid, ac mae parhau i gynnig addoli ar y cyd rheolaidd yn yr adeg yma yn cynnig cyfleoedd i bob aelod o'r gymuned ysgol (dysgwyr, holl staff yr ysgol, teuluoedd a'r gymuned ehangach - pe baent yn dymuno cymryd rhan) i aros mewn cysylltiad mewn ffordd sy'n ystyrlon iddyn nhw. Bydd bod yn rhan o brofiad torfol yn rheolaidd yn angor i rai o'n plant a'n pobl ifanc a all fod, yn yr amser hwn, yn teimlo'n unig a phryderus. Bydd nid yn unig yn rhoi ymdeimlad o normalrwydd iddyn nhw ond hefyd y lle a'r amser i fyfyrwyr ac i ystyried beth sy'n bwysig iddyn nhw'u hunain ac i eraill. Bydd yn eu galluogi i ddod ynghyd fel un gymuned a chael cysur mewn perthyn.

Wrth baratoi i gynllunio gwasanaethau addoli ar y cyd yn yr hinsawdd bresennol, maen pwysig bod penaethiaid yn ystyried yr arweiniad wrth Lywodraeth Cymru **ffrydio-byw arferion ac egwyddorion diogelu i ymarferwyr addysg** <https://hwb.gov.wales/parthau/diogelwch-ar-lein/ffrydio-byw-arferion-ac-egwyddorion-diogelu-i-ymarferwyr-addysg/>. Sydd wedi ei gyhoeddi fel rhan o'r canllaw 'Aros yn Ddiogel. Dysgu gydol oes' i gefnogi ysgolion sydd am gyflwyno gwersi ffrydio-byw i'w dysgwyr.

Sut i hwyluso gweithredoedd addoli ar y cyd ar gyfer dysgu o bell

Mae nifer o ffyrdd y gall ysgolion gynnig gwasanaethau addoli ar y cyd a fyddai'n gyraeddadwy ac yn ymarferol i ddysgwyr a rhieni/gofalwyr. Mae'n bwysig hefyd nad yw cynllunio i addoli ar y cyd yn rhoi straen diangen ar benaethiaid ac athrawon, ar adeg sydd eisoes yn ddigon anodd. Dim ond rhai awgrymiadau yw'r canlynol i ysgolion eu hystyried i'w helpu i sicrhau fod pob dysgwr yn cael y cyfle i gymryd rhan mewn addoli ar y cyd yn rheolaidd, wrth ddysgu o bell.

Mae bob amser yn bwysig ystyried cefndiroedd y disgyblion i gyd wrth gynllunio gwasanaethau ar y cyd. Gall hyd fod hyd yn oed yn fwy gwir wrth ystyried fod y sesiynau hyn yn cael eu cyrchu

yn y cartref gan rieni/gofalwyr sy'n anghyfarwydd â natur gwasanaethau addoli ar y cyd yn yr ysgol. Bydd y sesiynau hyn yn naturiol yn cefnogi lles ysbrydol, cymdeithasol ac emosiynol. Er mwyn bod yn gwbl gynhwysol, dylid egluro'n glir pan fod cyfle i addoli'n cael ei gynnig, nad oes gorfodaeth i addoli, ac y gall pob teulu ddewis p'un ai i gymryd rhan, yn addoli, neu'n myfyrio, neu'n llonyddu, neu ddim ond yn cael amser i feddwl yn dawel.

Gallai ysgolion gynnig:

- ffrydio gwasanaethau addoli ar y cyd gan y Pennaeth sy'n dilyn themâu penodol lle y rhennir llwyddiannau a chynhwysir amser i fyfyrion neu addoli. Gallai staff penodol helpu'r penaethiaid i baratoi gwasanaethau ar sail rota;
- addoliadau ar y cyd byw drwy fideo-gynadledda e.e. drwy Microsoft Teams yn Hwb;
- munud i feddwl yn cael ei gyflwyno drwy wefan yr ysgol, y cyfryngau cymdeithasol neu e-bost. Gellir defnyddio hwn fel ffordd ystyrlon o gynnig cyfleoedd ar gyfer datblygiad emosiynol, cymdeithasol, ac ysbrydol a chyfle i addoli fel y bo'n briodol;
- anfon enghreifftiau o fyfyrddodau i ddysgwyr feddwl amdanynt gartref. Gallent fod yn syml, yn ddarn o gerddoriaeth, darlun/fideo byr neu gwestiwn arwyddocaol i'w ystyried. Gall rhieni/gofalwyr wedyn ddewis cynnig cyfle i addoli fel sy'n briodol i gefndir y teulu;
- cyfle i'r dysgwyr awgrymu themâu a phynciau ar gyfer addoli ar y cyd neu fyfyrion. Gallent fod eisiau arwain ar destun y gwasanaeth e.e. recordio fideo byr i eraill, dewis llun, a rhannu llwyddiannau. Gall dysgwyr ddal fod wrth wraidd gwasanaethau a arweinir gan y plentyn;
- gwasanaethau creadigol a phwrpasol y gellid eu datblygu drwy archwilio rhan o'r cysyniadau a'r themâu allweddol a geir yn natganiadau Yr Hyn sy'n Bwysig yn y Cwricwlwm i Gymru 2022. Byddai hyn yn rhoi cyfle i'r dysgwyr ddatblygu rhai o nodweddion y pedwar diben ac, ar yr un pryd, ymestyn oes adnoddau a grëwyd;
- cyfle i'r dysgwyr gymryd rhan weithredol mewn addoli ar y cyd a chyfle i ymateb fel rhan o'r profiad torfol. Er enghraifft, anfon gwaith celf, barddoniaeth, neu ddim ond rhannu eu meddyliau ar y myfyrdod drwy sgwrs gyda'u hathro. Gallai rhwydweithiau a chyfleusterau siarad Hwb fod yn ffordd ddefnyddiol o rannu'r ymatebion hyn. Gall hyn fod yn arbennig o bwysig yn yr amser pryderus yma;
- rhannu profiadau athrawon, staff cymorth a dysgwyr mewn ysgolion hyb drwy fideo a recordiwyd ymlaen llaw, ffotograff, dyddiadur, ayb... (os yw'n addas, a thrwy gael y caniatâd perthnasol a dilyn gweithdrefnau diogelu); ac
- i'r rheiny sydd heb fynediad at adnoddau digidol, darparu pecyn o awgrymiadau am fyfyrddod drwy'r post, fel eu bod yn dal yn cael cyfle i fyfyrion a datblygu'n emosiynol, cymdeithasol ac ysbrydol ynghyd â chyfle i addoli fel/os yn briodol i gefndir y teulu. Gellid seilio'r rhain ar adnoddau a ddatblygwyd yn barod.

Pa fodd bynnag rydych yn hwyluso gwasanaethau addoli ar y cyd ar gyfer dysgu o bell, nid oes angen iddyn nhw fod yn hir nac yn gymhleth. Mae profiadau addoli ar y cyd cadarnhaol yn gynhwysol a dylent fod yn addas i bawb yng nghymuned yr ysgol waeth beth eu ffydd neu eu cred. Mae angen edrych ar bynciau a themâu mewn ffordd sy'n sensitif, sy'n helpu lles pob plentyn a pherson ifanc, yn cynnwys y rheiny sydd mewn amgylchiadau heriol iawn.

Awgrymiadau am adnoddau

Mae'r tabl isod yn rhoi dolenni i ystod o wasanaethau addoli ar y cyd i chi ddewis ohonynt, fel sy'n briodol i'ch ysgol arbennig chi ac i gefndir teulu'ch plant. Ysgrifennwyd rhai yn benodol ar gyfer ysgolion o natur grefyddol a dylech ystyried hyn yn llawn cyn penderfynu a ydynt yn addas i'w rhannu gyda theuluoedd gartref. Mae penaethiaid yn gyfrifol am sicrhau safon yr adnoddau a ddefnyddir ar gyfer addoli ar y cyd yn eu hysgolion.

Cyfrwng Cymraeg

Yn ychwanegol i'r gwasanaethau arferol maent wrthi yn creu adnoddau 'munud i feddwl' byr sy'n ymateb i Covid- 19. Maent yn Gristnogol yn eu gwedd, ond wedi eu creu i weithio ag unrhyw blentyn waeth beth eu cefndir ffydd neu ddiwylliant.	https://cymru.assemblies.org.uk
Munud i feddwl Cristnogol eu gwedd	https://www.bbc.co.uk/programmes/p016k10m
Cymorth Cristnogol – gwasanaethau ar gael yn ddwyieithog	https://www.christianaid.org.uk/get-involved-locally/wales/cymru
Gwasanaeth ar gyfer CA2 a 3	https://resources.hwb.wales.gov.uk/VTC/2017/Rocka ndRollPoet/ca2/gwasanaethau.html https://resources.hwb.wales.gov.uk/VTC/2017/Rocka ndRollPoet/ca3/gwasanaethau.html

Cyfrwng Saesneg

Yn ogystal â'r gwasanaethau arferol, mae Assemblies.org yn cyhoeddi clipiau ac awgrymiadau <i>Pause for Thought</i> ar gyfer sefyllfa Covid-19. Cristnogol yn eu gwedd, ond wedi eu creu i weithio ag unrhyw blentyn waeth beth eu cefndir ffydd neu ddiwylliant.	https://www.assemblies.org.uk/
Adnoddau Bahá'í	http://re.bahai.org.uk/assembly-ideas/
Radio - BBC School Radio Assemblies	https://www.bbc.co.uk/programmes/p0592r92 (ks1) https://www.bbc.co.uk/programmes/p00nkdqx (ks2)
Catholic Agency for Overseas Development (CAFOD)	https://cafod.org.uk/Education/Primary-teaching-resources/Primary-school-assemblies
Christian Aid – gweler uchod am Cymorth Cristnogol	https://www.christianaid.org.uk/schools/school-assemblies
Esgobaeth Llanelwy – Adnoddau i ysgolion, pobl ifanc a theuloedd... a'r rheiny sy'n gweithio gyda nhw yn ystod y pandemig (Eglwys yng Nghymru)	https://dioceseofstasaph.org.uk/coronavirus/resources-for-young-people/

SBeducation – Twitter Addysg Esgobaeth Abertawe ac Aberhonddu (Eglwys yng Nghymru)	https://twitter.com/swanbreced
Addoli wythnosol yn y cartref gan Dîm Ysgolion Esgobaeth St Albans (Eglwys yn Lloegr)	https://www.stalbans.anglican.org/schools/worship-at-home/
Humanists UK Gwasanethau i bawb – cynhwysol a hygyrch i bob ysgol, athro, a disgybl, waeth beth eu cefndir crefyddol neu gred.	https://assembliesforall.org.uk/about/
Oak National Academy #1 (Lloegr yn unig)	https://youtube.co.uk
Adnoddau cynradd - gwasanaethau	http://www.primaryresources.co.uk/assembly/assembly.htm
TES adnodd am ddim i wasanaethau	https://www.tes.com/teaching-resource/500-values-assemblies-hundreds-of-free-assemblies-with-powerpoints-stories-videos-and-quotes-11866521
<i>Diversity of Religion and Belief A guidance and resource pack for primary schools in England and Wales - Peter Hemming, Elena Hailwood, Connor Stokes – gweler t.29ff</i>	https://orca.cf.ac.uk/110147/19/Diversity%20of%20Religion%20and%20Belief%20-%20A%20Guidance%20and%20Resource%20Pack%20for%20Primary%20Schools%20in%20England%20and%20Wales.pdf
Unicef – Rights Respecting Schools – adnoddau gwasanaeth	https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/guidance-assemblies-lessons/

Cymorth a Chyngor Pellach

Os yw Awdurdodau Lleol neu ysgolion angen cymorth neu gyngor pellach ar wasanaethau addoli ar y cyd, cysylltwch ag Alice Parry, Ysgrifennydd Cymdeithas CCYSAGau Cymru ar Alice.Parry@bridgend.gov.uk. Gall Alice eich rhoi mewn cysylltiad ag ymgynghorwyr neu GYSAGau yn eich awdurdod lleol.

Lluniwyd y ddogfen hon i CCYAGauC gan yr unigolion canlynol ac rydym yn ddiolchgar iawn i'w sefydliadau:

Libby Jones, Ymgynghorydd AG, Cyngor Sir Wrecsam a Chanolfan Addysg Grefyddol St Giles
Alice Parry, Ysgrifennydd CCYSAGauC a Phennaeth Crefydd, Athroniaeth a Moeseg, Coleg
Cymunedol Y Dderwen

Rachel Samuel, Is Gadeirydd CCYSAGauC a Phennaeth Bagloriaeth Cymru ac athrawes AG,
Ysgol Gymraeg Ystalyfera Bro Dur

Elizabeth Thomas, Cyfarwyddwr Taleithiol dros Addysg, Yr Eglwys yng Nghymru

Gill Vaisey, Ymgynghorydd AG, Books at Press

Paula Webber, Ymgynghorydd Dysgu Proffesiynol GCA(EAS) (AG a CYSAG)



Enwebiadau ar gyfer Is-Gadeirydd y CCSAGauC (2020)

Nominations for the position of Vice Chair of WASACRE (2020)

1. Vicky Barlow – CYSAG Sir y Fflint

Vicky yw Uwch Reolwr Gwella Ysgolion, Cyngor Sir y Fflint ac mae hi'n rhoi cefnogaeth i CYSAG Sir y Fflint fel rhan o'i swydd.

Astudiodd Vicky Ddiwinyddiaeth yng Ngholeg St Anne, Prifysgol Rhydychen, a gwnaeth gwrs TAR yng Ngholeg Newman, Birmingham. Bu Vicky'n dysgu Addysg Grefyddol (11-18) ac yn Bennaeth Adran mewn dwy ysgol cyn cymryd swydd Ymgynghorydd Addysg Grefyddol i Wrecsam am chwe blynedd.

Mae gan Vicky brofiad helaeth mewn arwain ysgolion a gwella ysgolion. Bu'n gweithio mewn nifer o ysgolion, i ddau awdurdod lleol ac i'r consortiwm rhanbarthol yn ystod ei gyrfa.

Vicky Barlow – Flintshire SACRE

Vicky is the Senior Manager for School Improvement for Flintshire County Council and provides support to Flintshire SACRE as part of her role.

Vicky studied Theology at St Anne's College, Oxford University and completed her PGCE at Newman College Birmingham. Vicky taught Religious Education (11-18) and was Head of Department in two schools before taking up the post of Religious Education Adviser for Wrexham for six years.

Vicky has extensive school leadership and school improvement experience. She has worked within a number of schools, for two local authorities and for the regional consortium during her career.

2. Cynghorydd Ddr Louise Brown – CYSAG Sir Fynwy

Rwyf yn Gyngorydd Sir yn Sir Fynwy a etholwyd ym mis Mai 2017, yn Gyfreithiwr cymwys ac yn Bregethwr Lleol i'r Eglwys Fethodistaidd.

Bum yn Is-Gadeirydd CYSAG Sir Fynwy fel cynrychiolydd cynghorwyr ac ar hyn o bryd rwy'n aelod fel cynrychiolydd ffydd i'r Eglwys Fethodistaidd.

Rwy'n Gristion pybyr wedi gweithio yn y gorffennol fel Ymgynghorydd Polisi Cyhoeddus i fudiadau Cristnogol gyda Chymdeithas Gristnogol y Cyfreithwyr, Christian Concern a'r Gynghrair Efengylaidd.

Rwyf wedi cael profiad o fod yn Gadeirydd ac ar hyn o bryd rwy'n Is-gadeirydd y Pwyllgor Dethol Oedolion.

Byddwn yn croesawu'r gefnogaeth gan GYSAGau Cymru i gael fy enwebu yn Is Gadeirydd CCYSAGauC.

Councilor Dr Louise Brown – Monmouthshire SACRE

I am a Monmouthshire County Councillor elected in May 2017, qualified Solicitor and Methodist Church Local Preacher.

I have been a Vice-Chair of Monmouthshire SACRE as a councillor representative and currently a faith representative member for the Methodist Church.

I am a committed Christian having in the past worked as a Public Policy Consultant for Christian organisations with the Lawyers Christian Fellowship, Christian Concern and Evangelical Alliance.

I have had experience of being both a Chair and I am currently Vice-Chair of Adults Select Committee.

I would welcome the support from Welsh SACREs for nomination as Vice Chair of WASACRE.

3. Y Parchedig Ddr Tania ap Siôn – CYSAG Wrecsam

Rwyf yn arbenigwr addysg grefyddol ddwyieithog yn y sector Addysg Uwch (ar hyn o bryd yn Ddarllenydd Crefyddau, Dyniaethau ac Addysg). Rwyf wedi bod yn gweithio dros addysg grefyddol yn genedlaethol ac yn rhyngwladol ers dros 25 mlynedd, yn datblygu rhaglenni addysg grefyddol ar lefelau israddedig, ôl-raddedig ac ymchwil yn ogystal â chysylltu ymchwil ag ymarfer, a dechrau llawer o adnoddau cwricwlwm a noddwyd gan Lywodraeth Cymru. Yn ganolog i lwyddiant y Cwricwlwm i Gymru mae'r heriau a'r potensial o ran darpariaeth datblygiad proffesiynol a bod adnoddau o safon ar gael i ysgolion ac athrawon. Rwyf wedi gwasanaethu am flynyddoedd ar y Pwyllgor Gwaith (fel aelod, Ysgrifennydd, Cadeirydd); cynigiau fy ngwasanaeth eto.

The Revd Dr Tania ap Sion – Wrexham SACRE

I am a bilingual religious education specialist in the HE sector (currently Reader of Religions, Humanities and Education), who has worked for religious education nationally and internationally for over 25 years, developing religious education programmes at undergraduate, postgraduate and research levels as well as connecting research with practice, and originating many curriculum resources sponsored by the Welsh Government. Central to the success of the Curriculum for Wales are the challenges and potential within professional development provision and quality resourcing available to schools and teachers. I have served many years on the Executive (as member, Secretary, Chair); I offer myself again.

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Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC (2020)

Nominations for the WASACRE Executive Committee (2020)

Mae PUMP enwebiadau ar gyfer DAU swydd ar y Pwyllgor Gwaith.

There are FIVE nominations for TWO positions on the Executive Committee

1. Phil Lord - CYSAG Sir Ddinbych

Teimlaf fod gen i brofiad a gwybodaeth helaeth am AG yng Nghymru a fyddai'n fy ngalluogi i wneud cyfraniad cadarnhaol i bwyllgor gwaith CCYSAGauC. Wedi graddio mewn diwinyddiaeth, hyfforddais i ddysgu AG ar lefel uwchradd. Bûm yn arwain dwy adran AG lwyddiannus ac yna cefais swydd ymgynghorydd AG i dri Awdurdod Lleol yng Ngogledd Cymru. Fel ymgynghorydd, rwyf wedi hyfforddi athrawon, creu adnoddau, monitro safonau a chefnogi tri CYSAG. Rwyf eisoes wedi bod yn aelod o bwyllgor gwaith CCYSAGauC am chwe blynedd a bum yn cadeirio'r corff o fis Medi 2015 am ddwy flwyddyn academaidd, a hynny ar adeg o derfysg mawr i AG yn wleidyddol ac yn addysgol.

Phil Lord – Denbighshire SACRE

I feel I have a wealth of experience and knowledge of RE in Wales that would enable me to provide a positive contribution to the WASACRE's executive. After gaining a theology degree I trained and taught RE at secondary level. I led two successful RE departments and then secured the position of RE adviser for three LAs in North Wales. As an adviser I trained teachers, created resources, monitored standards and supported three SACREs. I have been a previous member of WASACRE exec for six years and chaired the organisation from Sept 2015 for two academic years at a time of great turbulence for RE both politically and educationally.

2. Cyngorydd Neeta Baicher – CYSAG Casnewydd

Enw: Cyngorydd Neeta Singh Baicher YH, RSW (Casnewydd)

Fel Is Gadeirydd CYSAG ac aelod ers 1997, rwyf wedi gweithio'n galed i hybu ei egwyddorion gyda phob cymuned ffydd. Rwyf yn cyfrannu at HMS a gwasanaethau ysgolion, ac rwy'n fedrus mewn adeiladu cydlyniant cymunedol, cefnogaeth a gwaith grŵp. Mae gen i arddull cyfathrebu chwilfrydig ag agored.

Rwyf yn mynychu cyfarfodydd CCYSAGauC yn rheolaidd, wedi cymryd rhan ar radio lleol / cenedlaethol ac wedi cyflwyno mewn cynadleddau rhyng-ffydd.

Ar hyn o bryd rwy'n gadeirydd BASW Cymru ac ym 2013 cefais fy anrhydeddu â Gwobr Cyfraniad Oes i Waith Cymdeithasol.

Councilor Neeta Baicher – Newport SACRE

Name: Cllr Neeta Singh Baicher JP, RSW (Newport)

As Vice chair of SACRE and a member since 1997, I have promoted its principles actively with all faith communities. I contribute towards school INSET and assemblies, and I am very skilled in building community cohesion, support and group work. I have an inquiring and open communication style.

I regularly attend WASACRE meetings, have contributed on local / national radio and have presented at interfaith conferences.

I am currently the chair for BASW Cymru and in 2013 I was presented with a Life-time Achievement Award for Contribution to Social Work.

3. John Meredith – CYSAG Sir Powys

- Cyfarwyddwr Addysg Esgobaethol i Esgobaeth Abertawe ac Aberhonddu;
- Gwaith ar y cyd gyda'r Eglwys yng Nghymru a Llywodraeth Cymru ar faterion y cwricwlwm a'i ddatblygiad;
- Aelod o 3 CYSAG, cymryd rhan weithredol mewn cyfarfodydd ac wedi rhoi cyflwyniadau;
- Aelod o Gyngor AG Cymru a Lloegr;
- Ysgolor Farmington: wedi ymchwilio i'r cwestiynau y mae plant yn eu gofyn mewn gwersi AG, sy'n ymwneud â dealltwriaeth grefyddol, ysbrydolrwydd a datblygu sgiliau meddwl/cwestiynu;
- Enillydd Gwobr Ddeimwnt Cymorth Cristnogol fel arloeswr ysgol;
- Trefnu digwyddiad Dysgu Proffesiynol; ac
- Yn athro ers dros 20 mlynedd, ac yn Gydlynnydd/Arweinydd AG, yn datblygu gwersi, adnoddau, polisi a hyfforddiant AG.

John Meredith – Powys SACRE

- Diocesan Director of Education for the Diocese of Swansea and Brecon;
- Joint working with the Church in Wales and Welsh Government on curriculum matters and development;
- a member of 3 SACREs, taking an active part in meetings and have delivered presentations;
- a member of the RE Council for England and Wales;
- a Farmington scholar: investigated the questions children ask in RE lessons, relating to religious understanding, spirituality and the development of thinking/questioning skills;
- a Diamond Award winner for Christian Aid as a school's innovator;
- Professional Learning event's organiser; and
- a teacher for over 20 years, being RE Co-ordinator/Leader, developing RE lessons, resources, policy and training.

4. Heather Hansen and Jennifer Harding-Richards – CYSAG Abertawe (Sylwer – mae hwn yn enwebiad i rannu swydd)

Heather Hansen

Cymwysterau: MA, BD, TAR, FF

Fel Cristion o argyhoeddiad, rwyf yn ystyried mai dysgu Addysg Grefyddol yw fy ngalwad mewn bywyd. Rwyf yn bennaeth AG yn Ysgol Gatholig yr Esgob Vaughan yn Abertawe. Mae gen i ddwy swydd Prif Arholwr i CBAC. Mae datblygu Addysg Grefyddol ac Astudiaethau Crefyddol cadarn yn rhywbeth sydd wedi bod yn bwysig i mi erioed ac ar hyn o bryd rwy'n cynrychioli Undeb VOICE ar y CYSAG lleol yn Abertawe. Byddai'r cyfle i fod yn rhan o Bwyllgor Gwaith CCYSAGauC yn fy ngalluogi i weithio gydag eraill sy'n teimlo cyn gryfed â minnau am ddatblygiad Addysg Grefyddol.

Jennifer Harding-Richards

Cymwysterau: MA , BSc, TAR, Myfyriwr EdD.

Fel ymarferydd Astudiaethau Crefyddol, teimlaf innau hefyd mai dyma fy ngalwad mewn bywyd ac rwyf wrth fy modd â'r bywiogrwydd a'r egni sy'n cyd-fynd ag addysg AG yn y gymdeithas gyfoes. Ar hyn o bryd rwy'n bennaeth yr adran Astudiaethau Crefyddol yn Ysgol yr Esgob Gore, ochr yn ochr â bod yn Ymgynghorydd AG i CYSAG Abertawe ac yn ymarferydd arweiniol AG i ERW. Rwy'n aelod o PYCAG, yn arholwr gyda CBAC ac yn addysgwr gydag Ymddiriedolaeth Addysg yr Holocaust. Rwyf wedi ymrwymo'n llwyr i ddatblygu AG effeithiol ac ystyrlon a byddwn wrth fy modd yn cael y cyfle i fod yn gynrychiolydd ar Bwyllgor Gwaith CCYSAGauC.

Heather Hansen and Jennifer Harding-Richards – Swansea SACRE (N.B. this nomination is a job share)

Heather Hansen

Qualifications: MA, BD, PGCE, FF

As a committed and practising Christian, I consider teaching Religious Studies to be my vocation in life. I am Head of RE at Bishop Vaughan Catholic School Swansea. I hold two Principal Examiner roles for the WJEC. I have always had a heart for the sound development of Religious Education and Religious Studies and currently represent the VOICE Union at my local SACRE in Swansea. The opportunity to be a part of the WASACRE Executive Committee would enable me to work with others who care as passionately as I do about the development of Religious Education.

Jennifer Harding-Richards

Qualifications: MA , BSc, PGCE, EdD student.

As a practitioner of RS, I too feel that this is my vocation in life and love the vibrancy and energy that accompanies the teaching of RS in contemporary society. I am currently the head of the RS department in Bishop Gore School, alongside RE Adviser to Swansea SACRE and lead practitioner for RE with ERW. I am a member of NAPfRE, an examiner with the WJEC and an educator with the Holocaust Education Trust. I am wholly committed to the development of effective and meaningful RS and would love the opportunity to be a representative on the WASACRE Executive Committee.

5. Y Parchedig Ddr Tania ap Sion- CYSAG Wrecsam

Rwyf yn arbenigwr addysg grefyddol ddwyieithog yn y sector Addysg Uwch (ar hyn o bryd yn Ddarllenydd Crefyddau, Dyniaethau ac Addysg). Rwyf wedi bod yn gweithio dros addysg grefyddol yn genedlaethol ac yn rhyngwladol ers dros 25 mlynedd, yn datblygu rhaglenni addysg grefyddol ar lefelau israddedig, ôl-raddedig ac ymchwil yn ogystal â chysylltu ymchwil ag ymarfer, a dechrau llawer o adnoddau cwricwlwm a noddwyd gan Lywodraeth Cymru. Yn ganolog i lwyddiant y Cwricwlwm i Gymru mae'r heriau a'r potensial o ran darpariaeth datblygiad proffesiynol a bod adnoddau o safon ar gael i ysgolion ac athrawon. Rwyf wedi gwasanaethu am flynyddoedd ar y Pwyllgor Gwaith (fel aelod, Ysgrifennydd, Cadeirydd); cynigaf fy ngwasanaeth eto.

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I am a bilingual religious education specialist in the HE sector (currently Reader of Religions, Humanities and Education), who has worked for religious education nationally and internationally for over 25 years, developing religious education programmes at undergraduate, postgraduate and research levels as well as connecting research with practice, and originating many curriculum resources sponsored by the Welsh Government. Central to the success of the Curriculum for Wales are the challenges and potential within professional development provision and quality resourcing available to schools and teachers. I have served many years on the Executive (as member, Secretary, Chair); I offer myself again.

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