

Public Document Pack



County Hall
Rhadyr
Usk
NP15 1GA

Tuesday, 3 June 2025

Notice of Reports Received following Publication of Agenda.

Standing Advisory Council for Religion, Values and Ethics (SAC)

Wednesday, 11th June, 2025 at 3.00 pm,
Council Chamber, County Hall, The Rhadyr USK

Attached are reports that the committee will consider as part of the original agenda but were submitted to democratic services following publication of the agenda.

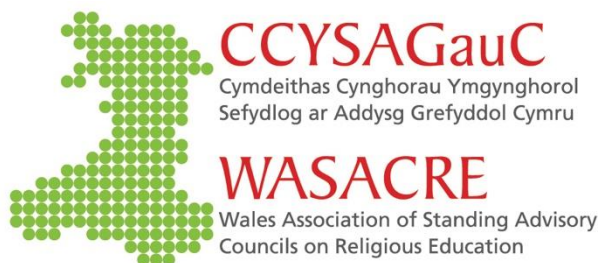
Item No	Item	Pages
8.	WASACRE Business - Nominations to Executive Committee - WASACRE Summer Meeting: Wednesday 2 July 2025 at 10:00am to be hosted by Anglesey SAC (virtually). - WASACRE Minutes of March 2025 Meeting - SAC Annual Reports – slides from Phil Lord presentation - WASACRE Letter to Lynne Neagle, Cabinet Secretary for Education	1 - 40

Paul Matthews
Chief Executive

This page is intentionally left blank

Agenda Item 8

Wales Association of SACREs Bridgend meeting
virtual meeting through Zoom
Thursday 6 March 2025
10.30 a.m. – 1.44 p.m.



Attendance

Ynys Môn / Anglesey Rheinallt Thomas (RT)	Sir Ddinbych / Denbighshire Jennie Downes (JD)	Rhondda Cynon Taf Mathew Maidment (MM)	Associates:
Blaenau Gwent	Sir y Fflint / Flintshire Dave Mackie (DM) Vicky Barlow (VB) Mared Eastwood (ME)	Abertawe / Swansea	WJEC Chris Owens (CO) Tori Murphey (TM)
Pen-y-bont ar Ogwr / Bridgend Edward Evans (EE) Lindsey Harvey (LH) Alice Parry (AP) Sarah Humphries	Gwynedd	Torfaen Emily Lloyd (EL)	ESTYN Gwawr Meirion
Caerffili / Caerphilly	Merthyr Tudful / Merthyr Tydfil	Bro Morgannwg / Vale of Glamorgan Kathy Riddick (KR)	Welsh Government
Caerdydd / Cardiff Donna Graves (DG)	Sir Fynwy / Monmouthshire Louise Brown (LB) Rachel Buckler (RBU)	Wrecsam / Wrexham Tania ap Siôn (TS) Libby Jones (LJ)	REC Libby Jones (LJ)
Sir Gaerfyrddin / Carmarthenshire Jennifer Harding-Richards (JHR)	Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS)	NAPfRE	Church in Wales Emily Lloyd (EL)
Ceredigion Rhianydd James (RJ) Colin Partridge (CP)	Casnewydd / Newport	EFTRE Phil Lord (PL)	Catholic Education Service
Conwy Roger Boon (RB)	Sir Benfro / Pembrokeshire	Regional Consortia Donna Graves (DG) Hayley Jones (HJ) Phil Lord (PL)	Qualification Wales Oliver Stacey (OS)
	Powys Caroline Davies (CD) Mike Head (MH) John Mitson (JM)	EAS	Interfaith Network
	Other attendees: David Ashworth Andrew Bennett		ADEW University Of Wales USW Trinity St David
			Minutes (from recording) Jo Nicholls (JNI)
			Translator: Sioned Jones

Minutes of the meeting

1. Introduction and welcome

EE welcomed members to the Spring meeting hosted by Bridgend, EE's local SAC. EE welcomed and introduced Bridgend County Borough Council's Corporate Director for Education, Early Years and Young People, Mr. Lindsey Harvey.

Mr. Lindsey Harvey gave the following introduction:

A warm welcome, we are absolutely delighted and honoured to hold this meeting with WASACRE especially as it is celebrating its 30th birthday. We hold WASACRE and its work in extremely high regard. On behalf of my fellow Directors of Education across Wales, I'd like to take this opportunity to thank and congratulate all of you who have been involved in this initiative, and the foresight to establish WASACRE 30 years ago, and to those who worked so hard to maintain its presence and standing in the RVE arena.

Bridgend's SAC Committee is a significant body for Bridgend local authorities. I would like to take this opportunity as well to express my thanks to all members of this group for their commitment, contributions, support they offer RVE practitioners within Bridgend and wider. We are privileged to have the expertise of EE our Chair, whose commitment and knowledge in this area has impacted so positively both our local SAC and the wider SAC agenda. Bridgend recognises and appreciates the value of all the work that goes on in WASACRE.

I am delighted, as a former teacher, to speak about the significant strides we have made in the field of RVE in Bridgend schools. RVE plays a crucial role in shaping the moral and ethical framework of all learners. It fosters a deeper understanding of worldviews and promotes respect and empathy amongst learners, and this is something I believe is important for us all to embrace. We are also proud to announce that our RVE curriculum has been successfully rolled out across all non-maintained nursery settings, primary schools and secondary schools up to and including year nine from September last year. This comprehensive implementation ensures that learners meet the mandatory requirements as set out in the Curriculum for Wales and most notably within the four purposes that ethically inform citizens.

We look ahead and recognise that strategic planning is obviously going to be required to ensure the continued success of this academic subject within the region and within Wales. The introduction of the new GCSE Religious Studies course will obviously have a significant impact on both practitioners and learners, and additionally, planning for the changes in mandatory RVE in years 10 and 11 as the curriculum rolls out for those schools who do not have a full cohort GCSE. It is imperative that we allocate sufficient curriculum time and provision for mandatory RVE in year 10 and 11 as the Curriculum for Wales continues its final roll out. Bridgend SAC has been actively involved in supporting and participates in the Central South Consortium and Education Achievement Service Forum for RVE, religious education, religious studies, and we continue to do so.

We're very proud to have a Church in Wales Primary School representing our local authority on this forum. Their involvement highlights the commitment of fostering a collaborative environment for RVE and listening to learner voice. The local authority and Central South Consortium, our partners, have been a steadfast support of RVE and the daily active collective worship in Wales for schools. This includes the development of a generic policy supporting materials for the agreed syllabus for the new curriculum and the guidance for RVE. Bridgend SAC has received two new presentations for schools about the RVE provision delivery, and these presentations have provided valuable insights in its successes and challenges faced by practitioners. In response, we developed a suite of new resources to support the specific requests and needs identified by our schools. Together we're shaping

a brighter future for our learners grounded in the principles and values of respect, empathy and understanding. And on behalf, finally, of Bridgend local authority, I wish WASACRE a productive meeting today.

EE thanked LH for his introduction and supportive words.

EE introduced Rheinallt Thomas a founding member of WASACRE to say a few words on the early years of WASACRE.

Both RT and JM attended the inaugural meeting held on Feb 27th, 1995. RT congratulated JM on his role as Treasurer for the past 30 years.

RT shared the following detail of the background to WASACRE:

In March 1991 when I was Director of the Welsh National Centre a consultation was held and subsequently the curriculum bulletin was published by the Curriculum Council for Wales. This initiative provided a new focus, and this resulted in the Centre convening, chairing, minuting a consultation of all SACRES in Wales in January 1992.

The consultation made several recommendations, one of which was to establish a small working party to look at the agreed syllabi that had been published. 1988 was significant in terms of requirements etc. In June 1992 the Centre published a pamphlet under the title 'New Agreed Syllabuses in Wales', a report of the working party on the consultation. This bilingual report was presented to another consultation held in September 1992 and the Centre continued to coordinate consultations of Welsh SACRES during 1993 and 1994. The focus was on the '1094 Circular'. The value of what was achieved by collaboration under the Centre's leadership led to a suggestion that a Welsh Association of SACRES be formed. This was deemed necessary because of the upcoming reorganisation of local government, which resulted in 8 SACRES becoming 22 SACRES from 1996. The representatives of all the 8 SACRES in Wales met in Cardiff in November 1994 and were unanimous in their support in setting up an association.

At the first WASACRE meeting on the 27th February 1995, a constitution was approved. It was agreed that the Association would meet three times a year to discuss common concerns, share expertise and facilitate cooperation between LEAs in developing RE and collective worship.

The first chair was Archdeacon, John Alex Lewis from Mid Glamorgan, the Vice Chancellor, Wyndham Davis from West Glamorgan, the Secretary, Gavin Craigan from Clwyd and Treasurer John Mitson from Powys. The second meeting was held in Clwyd on June 8th, 1995. By 1996 the reorganisation had taken place, and the WASACRE AGM was held in Llangefni on July 11th. It was a great delight that 18 of the 22 new authorities were able to send representatives. These representatives were Directors / Assistant Directors of Education. This was a key to the success of this establishment of WASACRE, being supported at the highest level by the Directors of Education and their deputies. I think one of the strengths has been throughout, that the LEAs have been supported and that the advisors have been key.

I have found a copy of all the officers from 1995 through to the 2000. I suggest it could be interesting for this to be displayed on the WASACRE website.

I want to refer to a couple of names, Gavin Craigan who was key to the inauguration and to the success as the first Secretary of WASACRE. He was followed by Hywel Evans, who was an officer for over 10 years, as Secretary and then as Assistant Secretary. Hywel Evans was very important, because he was Chair of the Curriculum Council for Wales. At that key time, he was able to bridge that gap very effectively. He was followed by Canon Edward Evans,

as Assistant Secretary, and as we know, EE is back again as Chair and has made a fantastic contribution over the years.

Since its creation, WASACRE has built very good relationships with Curriculum Council for Wales, NAPfRE, ACAC and more recently with Welsh Government.

WASACRE has succeeded in achieving its aims in terms of cooperation and collaboration and the well-being of RE. RE would not be in such a healthy position in schools in Wales were it not for WASACRE.

EE thanked RT and expressed his gratitude that both RT and JM were attending today's meeting.

2. Quiet reflection

EE led a quiet reflection looking forward:

Those of us who have been involved in WASACRE in more recent years will be aware of how it is grown in stature and how it has come to be respected by many organisations connected with education in Wales. We are respected partners with Welsh Government, Estyn, Qualification Wales, WJEC, ADEW and others. These relationships mean that WASACRE is at the leading edge of advancing RVE in Wales. We are privileged to be involved in high level discussions with all these organisations which enable the voice of the practitioner, as well as the local SAC to be heard and have some influence. Today, 20 out of the 22 standing advisory councils in Wales subscribe to and support the work of WASACRE. When WASACRE speaks, it represents those SACs from across Wales, and in this regard, it has the authority to speak and through our dedicated SAC members, officers, advisors and Associates, we have created a family of like-minded individuals and groups working together to provide high quality support for the provision of RVE, RS and collective worship in Wales.

We thank those SACs for their continued support, and we look forward to the strengthening of relationships whilst remaining open to new ones.

There are many challenges ahead for RVE as a subject. The numbers of students opting to take Religious Studies at GCSE and A level is dropping year by year. We have the perfect opportunity with RVE to engage young people in a way that we haven't before.

With the expanded scope of the subject, schools can now provide in their bespoke curriculum RVE that explores both past and contemporary issues that really matter to young people in Wales. Helping them to develop the skills, knowledge and experiences they need to navigate our fast, changing and diverse world. It is clear from the recently released and highly acclaimed successful WASACRE film, that RVE really matters. It covers so many aspects of today's world. The film was designed to catch the attention of today's scholars.

Today's young people are deeply interested and involved in many aspects that affect our daily lives, politics, ethics and conservation. In my time working with local schools, I've had many interesting conversations with students on topics about, is it ever right to kill? Is war ever justifiable? What about capital punishment, assisted suicide, and other such topics that are in the public's minds today, young people are genuinely interested in such topics, and RVE gives them the opportunity to explore these important issues in more depth from both religious and non-religious perspectives. However, if that is to work effectively and in line with current legislation, we must ensure that the approach to RVE in school fulfils the needs and rights of our learners, and that is where SACs and WASACRE have a very key role to play. WASACRE recognises and respects that each local authority is required to establish its own agreed syllabus. The association worked hard to ensure that the voice of local SACs was heard and listened to within the Curriculum for Wales development process. WASACRE provided Executive Officers to help Welsh Government draft the statutory RVE guidance,

and continues to provide support and guidance nationally, when and where needed, whilst respecting the autonomy of each SAC. For example, officers have worked closely with Welsh Government to prepare a series of playlists, which are now on the Hwb platform. These are rather like interactive PowerPoint presentations, and they're available to everyone. Each one provides a baseline for essential information for a particular audience or on a particular topic, without undermining local determination, but offering basic support for SACs to build on if they wish. This is the sort of cooperation that we hope to see continuing. In an age where cooperation is ever more needed, the work of WASACRE is essential. The topics that are discussed at both its Executive meetings and in our termly meetings are wide ranging. Its context is increasingly important, and its work with NAPfRE strengthens the position of RVE in the classroom.

Last year WASACRE held a conference which has been much appreciated by so many. Based on the success of that conference more are planned, which will enable practitioners and those involved in RVE to come together to encourage and explore new and innovative methods of delivery. WASACRE is aware of the concern that there is among teachers of the subject. An academic research project entitled 'The Teacher Voice Project - RVE in the Curriculum for Wales', aims to try to establish what are the real areas of concern. We will hear more about this later at item 10. Please do all you can as a SAC to encourage practitioners in your local area to participate. The more responses that are received, the more valuable the project will be. I would recommend that you keep up to date with all WASACRE matters through the WASACRE website, which we try to continually keep up to date.

As we reflect on the last 30 years of WASACRE we too look forward to the future of WASACRE. The future is in our hands. There is much work to be done. We must try to ensure that WASACRE continues to speak on behalf of our SACs in Wales. That is where its strength lies, a united voice. A voice that is respected and listened to by those who legislate and to ensure that RVE as a subject continues to grow and thrive and does not disappear from today's education scene. Thank you to those who founded WASACRE. We hope that we continue their legacy.

3. Apologies

Apologies received from Tyler Saunders, Exec Committee, Ali Ahmed Cardiff SAC, Ellen Stock WGLA, and Paul Webber, NAPfRE.

4. Minutes of the last meeting, Zoom, 14th November 2024 (Monmouthshire)

Item 8, page 5, 7th bullet point change 'The non-examined assessments, something that is totally new to the teaching profession' to be changed to 'The non-examined assessments, something that is totally new to RS teachers.'

With this amendment the minutes were agreed as an accurate record of the meeting held on 14th November 2024.

EE, the Chair, will sign the minutes to indicate that it is the final version and provide this signed copy to AP for filing

5. Matters arising from the minutes of the last meeting.

Just one matter arising, it was agreed that the list of LA advisors is to be displayed on WASACRE website.

All other matters to be addressed in today's agenda.

RT thanked EE and PW (NAPfRE) for the kind words on the dissolution of REMW. Apart from informing charity commission everything is now completed. RT has the link for the copy of the book.

6. WASACRE conference

Costing paper

The costing paper was shared with the members.

JM: Commented on the success of the conference. It was an excellent conference with positive feedback received both on the day and post conference. The speakers were inspiring, and the keynote presentations are available to view on the WASACRE website.

The total cost of the conference was £17,235.24. JM presented the breakdown that was detailed on the costing sheet.

RB: Is there a possibility of another conference? Is it going to be biannual?

JM: To do something on this scale may take a couple of years to build up funds.

LJ: The Executive are currently considering possible dates, perhaps even as early as the autumn term. It won't be on the same scale as June 2024 and it maybe online.

LB: What reserves have been left after these expenses?

JM: Accounts stand at approx. £40,000. Reserves have been building. Total income received last year was £9,900.

RT: Conferences have been held according to needs. Important to build up funds.

RJ: Agree a conference is required however, the pre and post conference training sessions were widely appreciated, and any further training to support the implementation of our RVE / RS GCSE would be gratefully appreciated.

LJ: Acknowledged RJ's comments

ACTION: Conference costing paper to be forwarded to all SACs.

7. RVE Film

LJ reported:

The film was sent to all SAC clerks, NAPfRE, advisors, Lynn Neagle and the Bishop of Llandaff. It was also uploaded promptly to the WASACRE website for all to view.

Various teachers, practitioners, colleagues in Welsh Government (WG) and other national organisations that WASACRE partner with, saw the film. WASACRE received positive feedback and was overwhelmed by the support for the film. Some teachers mentioned they have already used it in their classroom to prompt discussion and may use it for open days for the primary schools coming up.

Welsh Government (WG) colleagues were very appreciative of the film and were impressed by it. WG agreed to share the film via their internal and external groups. It has also been included twice in Dysc.

We are still waiting to hear officially from Lynn Neagle, and the Bishop of Llandaff with their comments.

Please do share and encourage others to share the film far and wide. If you have any ideas about how we can continue to share it, please let me know. Thank you very much for all the comments that we have received and thank you to all for your support.

EE: Some senior schools are using the film at option evenings.

DG: CSC and EAS Youth Voice for SACRE/SAC forum are producing their own versions of the film. It inspired them.

JM: The cost of the film was £10,341.50 which included a gift of £150.41 to the individual starring in the film.

TAS: Confirmed the film is on YouTube: <https://www.youtube.com/watch?v=mdFxWoCvgzo&t=1s>

8. NAPfRE presentation

PL presented 'SACRE Annual reports' - a copy of the presentation is to be sent with these minutes.

The next steps:

- Document needs a rewrite with input from WG outlining requirements.
- Look at including forward planning as well as reflecting on past year.
- A review of annual reports periodically. Identify good practice which is then shared.
- WASACRE is meeting with WG to discuss the update of the document and the annual review.

RB: Encouraged the forward-looking plan. Helpful for targeting and allocating responsibility.

ACTION: SACs to add to their agenda to discuss what they require on their annual reports and feedback to NAPfRE who will take to the discussion with WG.

9. Welsh Government [WG] matters

Usual termly meetings with WG colleagues

LJ reported:

The most recent meeting was on the 14th January 2025. Present from WASACRE were EE, TaS and LJ, and present from WG were Alison Tom (AT) and Pauline Smith (PS). We had previously met with Amy, who has now left. WG is looking for a replacement.

An update was provided on Adnodd which is the team responsible for commissioning resources for the Curriculum for Wales. Team headed up by Dr Ali Hanbury with Elliw Roberts and Dyddgu Morgan-Hywel. Currently assessing the need for new resources, specifically for the Curriculum for Wales in RVE. The team understands the importance of critical engagement with any resources that are chosen.

Both LJ and JHR, as RE experts, have met with this team to support their work.

WG made the decision that RE Hubs is not going to be put on Hwb.

WG has sent WASACRE a list of new resources that Sally Llewellyn has collated which will soon appear on Hwb.

The St Giles Centre is currently reviewing Welsh Government funded resources for 3 to 7-year-olds which will also appear on Hwb.

The Bangor report was discussed. WG felt that the sample size was too small and that there were long term issues with the research. The report was not comprehensive enough to influence Welsh Government policy.

It was sadly reported that Kevin Palmer is seriously ill. WASACRE passed on its best wishes to Kevin Palmer and his family.

This means WASACRE's project around initial teacher training and upskilling teachers is stalled. AT will contact Max White who was previously working with Kevin Palmer for an update.

AT was extremely positive about the WASACRE's RVE film and commented how it supported the expanded scope of RVE and provided a brilliant perspective on RVE in an accessible way. It has been included in Dysg. The final agenda item was the SAC Annual reports which PL has just presented.

NAPfRE and WASACRE met on 10th Feb to discuss the annual reports, and a proposal will be shared with WG.

Next meeting set for after Easter, date to be confirmed

Professional learning for RVE (Governor playlist)

LJ reported:

Since the last main meeting in November, the governor's playlist has finally been published. It is a baseline of information that governors will find useful. SACs have been sent the link to the playlist. From there needs to be shared with Governors. It is on the resources section of Hwb.

Link here:

<https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3/overview>

RJ: Ceredigion have shared the link to the governor's playlist within their spring newsletter to governors.

ACTION: SACS to check that the governor playlist link has been shared with Governors.

10. WASACRE supported research - The Teacher Voice Project: RVE in the Curriculum for Wales

TaS presented: The Teacher Voice Project: RVE in the Curriculum for Wales. A copy of this presentation will be sent with these minutes.

TaS: There are five organisations collaborating on this project: St Gile's Centre Wrexham; Bishop Grosseteste University; Cardiff Metropolitan University, Neath Port Talbot Education Support and Llanishen High School, Cardiff.

The research survey has both quantitative and qualitative elements and involves teachers in Wales who work in a 3 to 16 year school or setting context. It is designed to access directly teachers' experiences of and engagement with curriculum change in Wales. The focus is specifically on RVE. The survey's research ethics were approved and highly commended by the research ethics panels of two universities, Bishop Grosseteste University and Cardiff Metropolitan University. The survey's aim is to inform professional dialogue and professional learning, both locally and nationally.

WASACRE's main role is to promote and distribute the survey and its findings.

The design and content of the survey was detailed in slides 11-19.

All SACs received the survey at the end of January and is to be shared more widely with practitioners.

The success of the survey is dependent on as many schools and teachers completing the survey as possible. The more responses the more valuable it would be and the more acceptable its results with the increased opportunity for analysis on a local and national level. Please can you help us and really promote this as SACs.

Survey deadline is as soon as possible by the close at the end of summer term.

Link to survey: <https://stgilescentre.org/wp-content/uploads/2025/03/Survey-information-attachment.pdf>

ACTION: All WASACRE members to encourage RVE practitioners to complete the survey.

RB: What inspired the survey and has something like this be carried out previously?

TaS: This particular survey is new as it focuses on RVE and has not been carried out previously. Now is the right time to carry out this survey as secondary schools can now contribute as well as primary schools. We hope to conduct the survey on a regular basis to track progress.

JHR: Is there a cost to this research?

TaS: The cost is being carried by the Universities and the St Giles Centre. There is no cost for WASACRE.

RJ: What is the response so far?

TaS: I haven't looked in detail as it is too early but the responses that have been received have provided in depth feedback.

RB: An excellent in depth and supportive survey.

11. Qualifications

RS: Fed back on the wider offer consultation. WASACRE had previously raised concerns over one of the unit titles in the skills suite. On the latest documentation the title has been changed to 'Faith and Belief in the Community'.

LJ: WASACRE raised a question with Qual Wales as to whether the Agored Cymru Exploring World Views Qualification would run alongside the skills suite for its final year and be available for schools to enter learners up to October 2027 with the skills suite being implemented in September 2027. This is still in discussion with Qual Wales as they consider this and other non GCSE qualifications.

OS: It is quite complicated as there are many other qualifications to consider. We need to be robust in the process we use, so it is taking time. There will be a decision at the end of the school year.

LJ: Confirmed that if the Agored Cymru Exploring World Views Qualification was to be accepted alongside the skills suite in 2027, it would only be for the two years of running through that qualification with those particular learners. It is not being requested as an ongoing qualification requirement.

• Religious Studies GCSE

LB: There are some concerns about the new religious studies GCSE, and whether the implementation of this can be postponed. I understand that history, for example, has been postponed.

OS: The history decision was jointly taken between Qualifications Wales, the Welsh Government and WJEC, and partly as some of the unions and the Association of Directors of Education (ADEW) wrote to QW. There is the quantum of change in the content within history.

We are aware that there are changes in the RE GCSE, particularly the non-examination assessment, which is a big change from the current GCSE, but we feel it is important that this GCSE goes ahead in September, it won't be delayed.

RB: I'm disappointed QW are going ahead without reviewing this. I would like to see a much more adventurous position from the GCSE board in developing something like the pilot which was developed 30 years ago which was exciting and enthused the students.

MM: On speaking with colleagues as a teacher, there are many concerns about the new GCSE. Teachers are not ready for it. We haven't received our training yet in RCT, everything seems to have been delayed. I think our training is due for the 7th April, which would leave us 11 school weeks left to prepare for GCSE. We are really concerned and would like QW to reconsider the option of delaying, even if it is a case of allowing the legacy paper to still go ahead and introduce the new GCSE in September. In previous years when a new GCSE has been rolled out, we have been allowed to have the option of having the legacy paper in addition. Some teachers may feel more ready than others to deliver the new GCSE.

OS: I'll take that back in terms of parallel running. That was considered for history, but it wasn't deemed viable, unfortunately. Some people have been very disappointed when GCSEs are delayed saying that they are ready to teach it. Will take the concerns expressed today back to QW.

RB: Would the Executive Committee consider writing to the Minister with regards to provision at KS4?

LJ: Confirmed a letter will be written. This will take time to produce and will be shared with SACs.

12. Estyn: New Inspection framework

GM reported:

It is a little early at the moment for us to be able to collate information about the emerging practice that we're identifying from September 2024 onwards. Hopefully by the next meeting, there will be an update.

The new inspection arrangements for September 2024 have three inspection areas:

- Teaching and learning, which is allowing Estyn to talk much more in depth about the impact that teaching is having on pupils, progress and learning in classrooms, and making that link explicit.
- Well-being care, support and guidance.
- Leading and improving.

One of the key things that should be emphasised is that Estyn doesn't have any preferred approaches to teaching and learning. Estyn is interested in seeing whether the pupils are engaged and making progress in their learning, focus on the impact that teaching is having on that pupil's learning and progress in classrooms.

A sample of middle leaders are invited to come and meet with the Estyn representative and discuss pupils work with them and look at a sample of books. Estyn will discuss the work that the middle leader is doing in the leadership of their department and how they contribute to those quality assurance processes to identify strengths and areas for improvement within RVE from the point of view of curriculum, which comes within inspection area one 'Teaching and Learning'.

Estyn will soon publish guidance to outline its approach to the inspection of the curriculum. We look at how well a school is providing a broad and balanced curriculum covering all areas of learning and experience until year nine. Looking to see that pupils are having that opportunity to access all areas of learning experience. As we move on now to new qualifications looking at how schools provide the breadth of experience for year 10 pupils. We are realistic, we would not expect pupils to engage with every 'What Matters' statement, but we would expect to see that pupils are having purposeful opportunities to engage with relevant and engaging learning experiences.

We do take account of the statutory guidance, and we do take account of whether providers are meeting mandatory requirements, especially as we move forward now into what will happen with qualifications.

We look at the quality of the experience. We look at whether qualifications are being accessed and that are relevant and meaningful to learners in years 10 and 11. Hopefully that information is then included within our evidence base, which sits behind the report. We report by exception; we will report on particular strengths and particular areas for improvement although it might not be explicitly referred to in a report.

The interim visits mainly focus on the recommendations from the previous inspection and how the school is addressing those recommendations. Activities will be tailored to the recommendations that we are looking at, so they might include things like learning walks, observations, scrutiny of work, meetings with middle leaders, meetings with senior leaders. We have had some positive feedback from senior leaders about the opportunities for them to jointly observe or come on joint learning walks with an HMI. This allows for a professional dialogue to take place with regards to the strengths and areas for improvement, in teaching and learning, in particular. The result of those interim visits is a letter. They are published on our website, so they'll outline the activities that we have undertaken. They will outline some of the things that we have heard about from leaders, but then we will have a few questions just to help the school maybe consider the next steps as they go about addressing that recommendation.

RT: Can we expect better provision from Estyn as far as RVE and collective worship are concerned?

GM: From inspection 24 the reports are much shorter, particularly in the primary sector, and are reported by exception. Although our evidence base may include the information in the background, not all aspects within the inspection framework will be remarked upon. It is a decision that has been made centrally to make the reports as concise and as clearly focused on strengths and particular areas for improvement. We do have some spotlights that we will highlight, particularly strong practice within curriculum areas. There isn't necessarily going to be a particular remark about the work being done for RVE in all schools. It might come up as a spotlight, or it might come up as an example, but it is not likely to be there, nor reports moving forwards.

RT: So, you would not take on board the fact legislatively, RE stands differently to all other subjects in the curriculum, which is the only one that is required to produce an agreed syllabus?

GM: We do look at those mandatory elements that are expected, including relationships and sex education, for example, and RVE will sit within our evidence base, which sits behind the reports. Estyn won't necessarily refer to it unless there is a clear strength or it is an area for improvement that the school needs to address. Estyn's reports look at an evaluation of strengths and areas for improvement. Estyn does not use a checklist approach whereby we just tick off if schools are complying with things.

RT: The individual SACs should be contacting every school to check that they are compliant.

GM: That is the responsibility of an LA SAC to make sure that schools are complying with the local curriculum.

VB: In the new guidance that you mentioned on the inspections approach to the curriculum, might there be reference about RVE within that specifically?

GM: The guidance is being developed at the moment. It is in response to the fact that the curriculum is now moving beyond into secondary, in particular 7 to 9 and going into 10 to 11, as well. I'll certainly take that comment back to check to see if there is a specific reference to RVE within that guidance.

VB: That might be a good place to cite some of the conversation we have had here today around the approach to RVE when inspecting.

RB: I would like Estyn to reconsider the whole framework of reporting exceptions, as opposed to all the positive and good things that are going on in a school.

GM: I disagree, the reports do outline the strengths and areas for improvement within schools. It is a balanced report in all cases. Estyn also produces summary documents for parents and guardians, which are more concise to allow schools to communicate those key messages with their local communities.

13. Report by the Executive Committee held on 5 February 2025

EE: Any matters arising from this last Exec. Committee meeting have been addressed in this meeting. Just one item to be mentioned that is the draft code of conduct which the Executive Committee has prepared. This was sent out previously for the members' observations.

WASACRE has received one comment back regarding the following text:

'It is also important to note, outside WASACRE meetings you should never express an opinion, or a view, about any matter which you deem to be the view of WASACRE, unless you have been especially asked to do by the Chair. You should never express your own view or opinion in such a manner as to lead others to believe that you are expressing the view of WASACRE.'

This wording was deemed ambiguous, and the proposed amendment is 'Outside of WASACRE meetings never speak on behalf of WASACRE without the permission of the Chair.'

Also, a typo on page 2 to be corrected to RVE.

JHR and RJ: Have not had SAC meetings yet and have not been able to discuss this matter.

JHR: Should the Nolan principles be included in the code of conduct?

EE: Will look to see if we need to refer to the Nolan principles before re sending the amended code to SACs. Decided to refer the sign off the code of conduct to the AGM.

ACTION: EE to review whether the Nolan principles are to be included in the code of conduct. AP and LJ will resend the code of conduct with the amendments outlined above and the item will be referred to at the AGM.

14. Up-dates:

WJEC (Chris Owens)

We are in the middle of rolling out 12 national PL events across Wales. From the one that I attended, there is very little desire by the RS teachers to delay the introduction of the new qualification. Colleagues will have more material to launch the new specification in September.

EE left the meeting and vice chair RS chaired the remainder of the meeting.

REC (Kathy Ruddick)

KR: There are not many agenda items that impact on Wales at the moment. The focus is on England with the Children Wellbeing Schools Bill which will lead into the full curriculum review. Big discussion with RE whether they should include it in the national curriculum or whether it remains being assessed at local authority level.

REC have developed a National Content Standard which is similar to the Wales Statutory Guidance for RVE, link: <https://religiouseducationcouncil.org.uk/resource/national-content-standard-1st-edition-2023/#:~:text=The%20RE%20Council's%20National%20Content%20Standard%20provides%20a,not%20determine%20precisely%20what%20content%20schools%20should%20teach>

LJ and KR have fed back from the Wales experience of curriculum review. There is a will to try and align with Wales.

England also struggling with the concepts regarding the 'Right to Withdraw'.

LJ: Some items that could be relevant to Wales:

- Relooking at the 'Resilience Project' which Wales worked on a long time ago
- A Dharmic traditions project
- Quality Mark – redeveloping for RVE

These items will be taken to the Executive Committee.

EFTRE (Phil Lord)

LJ shared PL's two questions.

- 1) Will WASACRE sponsor a teacher at the EFTRE conference in Budapest on 21-24th August 2025?
- 2) Has the Executive discussed the idea of a 'Cynefin around Europe' project with regards to possible funding?

Items to be considered by the Exec Committee.

ACTION: Executive Committee to discuss these two items: 1) Sponsoring a teacher at the EFTRE conference and 2) Idea of a Cynefin around Europe project with regards to possible funding.

NAPfRE (Paula Webber)

RS reported that NAPfRE has not met in this term. Due to meet on 18th March.

Local matters / enquiries

None received.

15. Correspondence

- AP: Question from Wrexham SAC what happens with annual reports/ is there a penalty if an annual report hasn't been submitted?

ACTION: AP to follow up with WG.

- LJ: DG asked whether Exec Committee would consider a presentation on Sentientism as a non-religious philosophical worldview. DG sent links with further information. The Exec. Committee will discuss this at the next meeting in May.
- In December WASACRE wrote to QW in response to the QW communication on the delays to the GSCE RS specification. Philip Blaker from QW formally responded.
-

ACTION: Send the response from QW to all SACs.

- LJ: Correspondence from Adnodd about research they are conducting into how educators and learners use Hwb and other platforms to search for educational resources. Request for participation.
-

ACTION: LJ to send out the survey to SACs who can then forward onto teachers.

RS confirmed that all conference speakers have been formally thanked.

16. Any other business (to be agreed in advance of the meeting with the Chair)

None reported.

RS thanked the members for their time at this productive meeting.

17. Date for next meeting (AGM) – via zoom, hosted by Anglesey date TBA

Meeting ended at 1.44pm.

This page is intentionally left blank

Presenoldeb

Ynys Môn / Anglesey Rheinallt Thomas (RT) Blaenau Gwent Pen-y-bont ar Ogwr / Pen-y-bont ar Ogwr Edward Evans (EE) Lindsey HaCGMy (gadawodd) Alice Parry (AP) Sarah Humphries Caerffili/ Caerffili Caerdydd / Caerdydd Donna Graves (DG) Sir Gaerfyrddin / Carmarthenshire Jennifer Harding-Richards (JHR) Ceredigion Rhianydd James (RJ) Colin Partridge (CP) Conwy Roger Boon (RB)	Sir Ddinbych / Sir Ddinbych Jennie Downes (JD) Sir y Fflint Dave Mackie (DM) Vicky Barlow (VB) Mared Eastwood (ME) Gwynedd Merthyr Tudful / Merthyr Tudful Sir Fynwy / Sir Fynwy Louise Brown (LB) Rachel Buckler (RBU) Castell-nedd Port Talbot / Castell-nedd a Phort Talbot Rachel Samuel (RS) Casnewydd / Newport Syr Benfro / Sir Benfro Powys Caroline Davies (CD) Mike Head (MH) John Mitson (JM) Mynychwyr eraill : Dafydd Ashworth Andrew Bennett	Rhondda Cynon Taf Mathew Maidment (MM) Abertawe / Abertawe Torfaen Emily Lloyd (EL) Bro Morganwg / Dyffryn Morganwg Kathy Riddick (KR) Wrecsam / Wrecsam Tania ap Siôn (TS) Libby Jones (LJ) PYCAG EFTRE Phil Lord (PL) Consortia Rhanbarthol Donna Graves (DG) Hayley Jones (HJ) Phil Lord (PL) EAS	Aelodau cyswllt: CBAC Chris Owens (CO) Tori Murphey (TM) ESTYN Gwawr Meirion Llywodraeth Cymru REC Libby Jones (LJ) Eglwys yng Nghymru Emily Lloyd (EL) Gwasanaeth Addysg Gatholig Cymwysterau Cymru Oliver Stacey (OS) Rhwydwaith Rhyng-ffydd ADEW Prifysgol Cymru y Drindod Dewi Sant Cofnodion (o'r recordiad) Jo Nicholls (JNI) Cyfieithydd: Sioned Jones
---	---	---	--

1. Cyflwyniad a chroeso

Croesawodd EE yr aelodau i gyfarfod y Gwanwyn a oedd yn cael ei letya gan CYS lleol EE, Pen-y-bont ar Ogwr. Croesawodd EE Gyfarwyddwr Corfforaethol Addysg, Blynyddoedd Cynnar a Phobl Ifanc Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr, Mr. Lindsey Harvey.

Rhoddodd Mr. Lindsey Harvey y cyflwyniad canlynol:

Croeso cynnes, rydym wrth ein bodd ac yn teimlo ei bod yn anrhydedd i gynnal y cyfarfod hwn gyda CCYSAGauC yn enwedig gan fod y Gymdeithas yn dathlu ei phen-blwydd yn 30 oed. Rydym yn rhoi parch mawr iawn i CCYSAGauC a'i gwaith. Ar ran fy nghyd-Gyfarwyddwyr Addysg ledled Cymru, hoffwn fanteisio ar y cyfle hwn i ddiolch a llongyfarch pob un ohonoch sydd wedi bod yn rhan o'r fenter hon, a'r rhagwelediad i sefydlu CCYSAGAUC 30 mlynedd yn ôl, ac i'r rhai a weithiodd mor galed i gynnal ei phresenoldeb a'i safle ym maes CGM.

Mae Pwyllgor CYS Pen-y-bont ar Ogwr yn gorff pwysig i awdurdodau lleol Pen-y-bont ar Ogwr. Hoffwn fanteisio ar y cyfle hwn hefyd i fynegi fy nioch i holl aelodau'r grŵp hwn am eu hymrwymiad, eu cyfraniadau, a'r cefnogaeth y maent yn ei chynnig i ymarferwyr CGM ym Mhen-y-bont ar Ogwr a thu hwnt. Mae'n ffrainc gennym gael arbenigedd EE ein Cadeirydd, y mae ei ymrwymiad a'i wybodaeth yn y maes hwn wedi cael effaith mor gadarnhaol ar ein CYS lleol ac agenda ehangach y CYS. Mae Pen-y-bont ar Ogwr yn cydnabod ac yn gwerthfawrogi gwerth yr holl waith sy'n digwydd yn CCYSAGauC.

Fel cyn-athro, rwyf wrth fy modd yn gallu siarad am y camau sylweddol rydym wedi'u gwneud ym maes Crefydd, Gwerthoedd a Moeseg yn ysgolion Pen-y-bont ar Ogwr. Mae CGM yn chwarae rhan hanfodol wrth lunio fframwaith moesol a moesegol pob dysgwr. Mae'n meithrin dealltwriaeth ddyfnach o fydolygon ac yn hyrwyddo parch ac empathi ymhlith dysgwyr, ac mae hyn yn rhywbeth yr wyf yn credu sy'n bwysig i ni i gyd ei gofleidio. Rydym hefyd yn falch o gyhoeddi bod ein cwricwlwm CGM wedi'i gyflwyno'n llwyddiannus ar draws pob lleoliad meithrin nas cynhelir, ysgolion cynradd ac ysgolion uwchradd hyd at a chan gynnwys blwyddyn naw o fis Medi y llynedd. Mae'r gweithredu cynhwysfawr hwn yn sicrhau bod dysgwyr yn bodloni'r gofynion gorfodol fel y'u nodir yn y Cwricwlwm i Gymru ac yn fwyaf nodedig o fewn y pedwar diben sy'n llywio dinasyddion yn foesebol.

Rydym yn edrych ymlaen ac yn cydnabod y bydd angen cynllunio strategol yn amlwg i sicrhau llwyddiant parhaus y pwnc academiaidd hwn o fewn y rhanbarth a thrwy Gymru. Yn amlwg, bydd cyflwyno'r cwrs TGAU Astudiaethau Crefyddol newydd yn cael effaith sylweddol ar ymarferwyr a dysgwyr, ac yn ogystal, cynllunio ar gyfer y newidiadau yn y CGM gorfodol ym mlynnyddoedd 10 ac 11 wrth i'r cwricwlwm gael ei gyflwyno ar gyfer yr ysgolion hynny nad oes ganddynt garfan iawn yn dilyn TGAU. Mae'n hanfodol ein bod yn dyrannu digon o amser cwricwlwm a darpariaeth ar gyfer CGM gorfodol ym mlynnyddyn 10 ac 11 wrth i'r Cwricwlwm i Gymru barhau i gael ei gyflwyno'n derfynol. Mae CYS Pen-y-bont ar Ogwr wedi bod yn rhoi cefnogaeth weithredol ac mae'n cymryd rhan yng Nghonsortïwm Canolbarth y De a Fforwm CGM ar gyfer CGM, addysg grefyddol, astudiaethau crefyddol, ac rydym yn parhau i wneud hynny.

Rydym yn falch iawn o gael Ysgol Gynradd yr Eglwys yng Nghymru yn cynrychioli ein hawdurdod lleol ar y fforwm hwn. Mae eu cyfranogiad yn tynnu sylw at yr ymrwymiad i feithrin amgylchedd cydweithredol ar gyfer addoli ar y cyd dyddiol yng Nghymru a gwrando ar lais y dysgwr. Mae'r awdurdod lleol a Chonsortïwm Canolbarth y De, ein partneriaid, wedi bod yn gefnogaeth gadarn i weithredu addoli ar y cyd dyddiol yng Nghymru ar gyfer ysgolion. Mae hyn yn cynnwys datblygu polisi generig sy'n cefnogi deunyddiau i'r maes llafur cytunedig ar gyfer y cwricwlwm newydd a'r canllawiau ar gyfer addoli ar y cyd. Mae CYS Pen-y-bont ar Ogwr wedi derbyn dau gyflwyniad newydd ar gyfer ysgolion am y

ddarpariaeth addoli ar y cyd, ac mae'r cyflwyniadau hyn wedi rhoi cipolwg gwerthfawr ar y llwyddiannau a'r heriau y mae ymarferwyr yn eu hwynebu. Mewn ymateb, fe wnaethom ddatblygu cyfres o adnoddau newydd i gefnogi'r ceisiadau a'r anghenion penodol a nodwyd gan ein hysgolion. Gyda'n gilydd rydym yn llunio dyfodol mwy disglair i'n dysgwyr wedi'i seilio ar egwyddorion a gwerthoedd parch, empathi a dealltwriaeth. Ac yn olaf, ar ran awdurdod Lleol Pen-y-bont ar Ogwr, dymunaf gyfarfod cynhyrchiol i CCYSAGauC heddiw.

Diolchodd EE i LH am ei gyflwyniad a'i eiriau cefnogol.

Cyflwynwyd Rheinallt Thomas, un o aelodau sefydlol CCYSAGauC, gan EE, i ddweud ychydig eiriau am flynyddoedd cynnar CCYSAGauC.

Mynychodd RT a JM y cyfarfod cyntaf a gynhaliwyd ar Chwefror 27ain, 1995. Llongyfarchodd RT JM ar ei rôl fel Trysorydd am y 30 mlynedd diwethaf.

Rhannodd RT y manylion canlynol am gefndir CCYSAGauC:

Ym mis Mawrth 1991, pan oeddwn i'n Gyfarwyddwr Canolfan Genedlaethol Addysg Grefyddol Cymru, cynhaliwyd ymgynghoriad ac wedi hynny cyhoeddwyd y bwletin cwricwlwm gan Gyngor Cwricwlwm Cymru. Darparodd y fenter hon ffocws newydd, ac arweiniodd hyn at y Ganolfan yn cynnull, yn cadeirio ac yn cofnodi ymgynghoriad o bob CYSAG yng Nghymru ym mis Ionawr 1992.

Gwnaeth yr ymgynghoriad sawl argymhelliad, ac un ohonynt oedd sefydlu gweithgor bach i edrych ar y meysydd llafur cytûn a oedd wedi'u cyhoeddi. Roedd 1988 yn arwyddocaol o ran gofynion ac ati. Ym mis Mehefin 1992 cyhoeddodd y Ganolfan bamffled o dan y teitl 'Meysydd Llafur Cytûn Newydd yng Nghymru', adroddiad y gweithgor ar yr ymgynghoriad. Cyflwynwyd yr adroddiad dwyieithog hwn i ymgynghoriad arall a gynhaliwyd ym mis Medi 1992 a pharhaodd y Ganolfan i gydlynu ymgynghoriadau CYSAGau Cymru yn ystod 1993 a 1994. Roedd y sylw pennaf ar 'Gylchlythyr 1094'. Arweiniodd gwerth yr hyn a gyflawnwyd trwy gydweithio o dan arweinyddiaeth y Ganolfan at awgrym y dylid ffurfio Cymdeithas CYSAGau Cymru. Ystyriwyd bod hyn yn angenrheidiol oherwydd yr ad-drefnu llywodraeth leol a oedd ar ddod, a arweiniodd at 8 CYSAG yn dod yn 22 CYSAG o 1996. Cyfarfu cynrychiolwyr yr 8 CYSAG yng Nghymru yng Nghaerdydd ym mis Tachwedd 1994 ac roeddent yn unfrydol yn eu cefnogaeth i sefydlu cymdeithas.

Yng nghyfarfod cyntaf CCYSAGAUC ar 27 Chwefror 1995, cymeradwywyd cyfansoddiad. Cytunwyd y byddai'r Gymdeithas yn cyfarfod dair gwaith y flwyddyn i drafod pryderon cyffredin, rhannu arbenigedd a hwyluso cydweithrediad rhwng AALLau wrth ddatblygu AG ac addoli ar y cyd.

Y cadeirydd cyntaf oedd yr Archddiacon, John Alex Lewis o Forgannwg Ganol, yr Is-Ganghellor, Wyndham Davis o Orllewin Morgannwg, yr Ysgrifennydd, Gavin Craigan o Glwyd a'r Trysorydd John Mitson o Bowys. Cynhaliwyd yr ail gyfarfod yng Nghlwyd ar Fehefin 8fed, 1995. Erbyn 1996 roedd yr ad-drefnu wedi digwydd, a chynhaliwyd Cyfarfod Cyffredinol Blynyddol CCYSAGauC yn Llangefni ar Orffennaf 11eg. Roedd yn bleser mawr bod 18 o'r 22 awdurdod newydd wedi gallu anfon cynrychiolwyr. Y cynrychiolwyr hyn oedd Cyfarwyddwyr / Cyfarwyddwyr Cynorthwyol Addysg. Roedd hyn yn allweddol i lwyddiant sefydlu CCYSAGauC, wrth i'r Gymdeithas gael ei chefnogi ar y lefel uchaf gan y Cyfarwyddwyr Addysg a'u dirprwyon. Rwy'n credu mai un o'r cryfderau drwy gydol yr adeg oedd cefnogaeth yr Awdurdodau Lleol ac mae'r ymgynghorwyr wedi bod yn allweddol.

Deuthum o hyd i gopi o'r holl swyddogion o 1995 hyd at 2000. Awgrymaf y gallai fod yn ddiddorol arddangos hwn ar wefan CCYSAGauC.

Rwyf am gyfeirio at un neu ddau o enwau, Gavin Craigan a oedd yn allweddol i'r sefydlu ac i'w llwyddiant fel Ysgrifennydd cyntaf CCYSAGauC. Dilynwyd ef gan Hywel Evans, a fu'n

swyddog am dros 10 mlynedd, yn Ysgrifennydd ac yna yn Ysgrifennydd Cynorthwyol. Roedd Hywel Evans yn bwysig iawn, oherwydd ef oedd Cadeirydd Cyngor Cwricwlwm Cymru. Ar yr adeg allweddol honno, llwyddodd i bontio'r bwlch hwnnw'n effeithiol iawn. Dilynwyd ef gan y Canon Edward Evans, yn Ysgrifennydd Cynorthwyol, ac fel y gwyddom, mae EE yn ôl eto fel Cadeirydd ac mae wedi gwneud cyfraniad gwych dros y blynyddoedd.

Ers ei greu, mae CCYSAGauC wedi meithrin perthnasoedd da iawn gyda Chyngor Cwricwlwm Cymru, PYCAG, ACAC ac yn fwy diweddar gyda Llywodraeth Cymru.

Llwyddodd CCYSAGauC i gyflawni ei hamcanion o ran cydweithredu a chydweithio a lles Addysg Grefyddol. Ni fyddai AG mewn sefyllfa mor iach mewn ysgolion yng Nghymru oni bai am CCYSAGauC.

Diolchodd EE i RT a mynegodd ei ddiolchgarwch bod RT a JM ill dau yn mynychu cyfarfod heddiw.

2. Myfyrdod tawel

Arweiniodd EE fyfyrdod tawel wrth edrych ymlaen:

Bydd y rhai ohonom sydd wedi bod yn rhan o CCYSAGauC yn ystod y blynyddoedd diwethaf yn ymwybodol o sut mae'r Gymdeithas wedi tyfu o ran statws a sut mae wedi dod i gael ei pharchu gan lawer o sefydliadau sy'n gysylltiedig ag addysg yng Nghymru. Rydym yn bartneriaid uchel ein parch gyda Llywodraeth Cymru, Estyn, Cymwysterau Cymru, CBAC, ADEW ac eraill. Mae'r perthnasoedd hyn yn golygu bod CCYSAGauC ar flaen y gad o ran hyrwyddo Addysg Grefyddol (CGM) yng Nghymru. Mae'n fraint gennym fod yn rhan o drafodaethau lefel uchel gyda'r holl sefydliadau hyn sy'n galluogi llais yr ymarferydd, yn ogystal â'r CYS lleol, i gael ei glywed a chael rhywfaint o ddylanwad. Heddiw, mae 20 allan o'r 22 cyngor ymgynghorol sefydlog yng Nghymru yn tanysgrifio i waith CCYSAGauC ac yn ei gefnogi. Pan fydd CCYSAGauC yn siarad, mae'n cynrychioli'r CYSau hynny o bob cwr o Gymru, ac yn hyn o beth, mae ganddi'r awdurdod i siarad a thrwy ein haelodau, swyddogion, cynghorwyr ac aelodau cysylltiol ymroeddedig CCYSAGauC, rydym wedi creu teulu o unigolion a grwpiau o'r un anian sy'n gweithio gyda'i gilydd i ddarparu cefnogaeth o ansawdd uchel ar gyfer darparu CGM, Addysg Grefyddol ac addoli ar y cyd yng Nghymru.

Diolchwn i'r CYSau hynny am eu cefnogaeth barhaus, ac edrychwn ymlaen at gryfhau perthnasoedd gan barhau i fod yn agored i rai newydd.

Mae llawer o heriau yn wynebu CGM fel pwnc. Mae nifer y myfyrwyr sy'n dewis astudio Astudiaethau Crefyddol ar lefel TGAU a Safon Uwch yn gostwng o flwyddyn i flwyddyn. Mae gennym y cyfle perffaith gyda CGM i ymgysylltu â phobl ifanc mewn ffordd nad ydym wedi'i gwneud o'r blaen.

Gyda chwmpas ehangach y pwnc, gall ysgolion bellach ddarparu yn eu cwricwlwm pwrpasol CGM sy'n archwilio materion y gorffennol a materion cyfoes sydd o bwys mawr i bobl ifanc yng Nghymru. Eu helpu i ddatblygu'r sgiliau, y wybodaeth a'r profiadau sydd eu hangen arnynt i lywio trwy'n byd cyflym, newidiol ac amrywiol. Mae'n amlwg o'r ffilm lwyddiannus a ryddhawyd yn ddiweddar ac a gafodd glod mawr, fod CGM yn wirioneddol bwysig. Mae'n cwmpasu cynifer o agweddau ar y byd sydd ohoni. Cynlluniwyd y ffilm i ddenu sylw myfyrwyr heddiw.

Mae pobl ifanc heddiw â diddordeb mawr ac yn ymwneud yn fawr â llawer o agweddau sy'n effeithio ar ein bywydau beunyddiol, gwleidyddiaeth, moeseg a chadwraeth. Yn ystod fy amser yn gweithio gydag ysgolion lleol, rydw i wedi cael llawer o sgysiau diddorol gyda myfyrwyr ar bynciau fel, a yw hi byth yn iawn lladd? A yw rhyfel byth yn gyfiawn? Beth am y gosb eithaf, hunanladdiad â chymorth, a phynciau eraill o'r fath sydd ym meddyliau'r cyhoedd heddiw, mae pobl ifanc â diddordeb gwirioneddol mewn pynciau fel hyn, ac mae CGM yn rhoi'r cyfle iddynt archwilio'r materion pwysig hyn yn fanylach o safbwyntiau

crefyddol ac anghrefyddol. Fodd bynnag, os yw hynny i weithio'n effeithiol ac yn unol â'r ddeddfwriaeth gyfredol, rhaid i ni sicrhau bod y dull o gyflwyno CGM yn yr ysgol yn diwallu anghenion a hawliau ein dysgwyr, a dyna lle mae gan y CYSAGau a CCYSAGauC rôl allweddol iawn i'w chwarae. Mae CCYSAGAUC yn cydnabod ac yn parchu'r ffaith ei bod yn ofynnol i bob awdurdod lleol sefydlu ei faes llafur cytûn ei hun. Gweithiodd y gymdeithas yn galed i sicrhau bod llais CYSau lleol yn cael ei glywed a'i wrando arno o fewn y broses o ddatblygu'r Cwricwlwm i Gymru. Darparodd CCYSAGauC Swyddogion Gweithredol i helpu Llywodraeth Cymru i ddrafftio'r canllawiau statudol ar gyfer CGM, ac mae'n parhau i ddarparu cefnogaeth ac arweiniad yn genedlaethol, pryd a lle bynnag y bo angen, gan barchu ymreolaeth pob CYS. Er enghraifft, mae swyddogion wedi gweithio'n agos gyda Llywodraeth Cymru i baratoi cyfres o restrau chwarae, sydd bellach ar blatfform Hwb. Mae'r rhain yn debyg iawn i gyflwyniadau PowerPoint rhyngweithiol, ac maent ar gael i bawb. Mae pob un yn gosod llinell sylfaen ar gyfer gwybodaeth hanfodol i gynulleidfa benodol neu ar bwnc penodol, heb danseilio penderfyniad lleol, ond gan gynnig cefnogaeth sylfaenol i CYSau adeiladu arni os dymunant. Dyma'r math o gydweithrediad yr ydym yn gobeithio ei weld yn parhau. Mewn oes lle mae mwy a mwy o angen cydweithrediad, mae gwaith CCYSAGauC yn hanfodol. Mae'r pynciau a drafodir yn ei chyfarfodydd Gweithredol ac yn ein cyfarfodydd tymhorol yn amrywiol iawn. Mae ei chyd-destun yn gynyddol bwysig, ac mae ei gwaith gyda PYCAG yn cryfhau safle CGM yn yr ystafell ddosbarth.

Y llynedd cynhaliodd CCYSAGAUC gynhadledd a werthfawrogwyd yn fawr gan gynifer. Yn seiliedig ar lwyddiant y gynhadledd honno, mae mwy wedi'u cynllunio, a fydd yn galluogi ymarferwyr a'r rhai sy'n ymwneud â CGM i ddod ynghyd i annog ac archwilio dulliau cyflwyno newydd ac arloesol. Mae CCYSAGauC yn ymwybodol o'r pryder sydd ymhlith athrawon y pwnc. Nod prosiect ymchwil academiaidd o'r enw 'Prosiect Llais yr Athro – CGM yn y Cwricwlwm i Gymru' yw ceisio sefydlu beth yw'r meysydd pryder gwirioneddol. Byddwn yn clywed mwy am hyn yn ddiweddarach yn eitem 10. Gwnewch bopeth o fewn eich gallu fel CYS i annog ymarferwyr yn eich ardal leol i gymryd rhan. Po fwyaf o ymatebion a dderbynnir, y mwyaf gwerthfawr fydd y prosiect. Byddwn yn argymhell eich bod yn cadw i fyny â holl faterion CCYSAGauC trwy wefan CCYSAGAUC, yr ydym yn ceisio ei chadw'n gyfredol yn barhaus.

Wrth i ni fyfyrio ar y 30 mlynedd diwethaf o CCYSAGauC, rydym ni hefyd yn edrych ymlaen at ddyfodol y Gymdeithas. Mae'r dyfodol yn ein dwylo ni. Mae llawer o waith i'w wneud. Rhaid inni geisio sicrhau bod CCYSAGauC yn parhau i siarad ar ran ein CYSau yng Nghymru. Dyna lle mae ei chryfder, llais unedig. Llais sy'n cael ei barchu a'i glywed gan y rhai sy'n deddfu ac i sicrhau bod CGM fel pwnc yn parhau i dyfu a ffynnu ac nad yw'n diflannu o lwyfan addysg heddiw. Diolch i'r rhai a sefydlodd CCYSAGauC. Gobeithiwn y byddwn yn parhau â'u hetifeddiaeth.

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan Tyler Saunders, Pwyllgor Gwaith, Ali Ahmed CYS Caerdydd, Ellen Stock CLIC, a Paula Webber, PYCAG.

4. Cofnodion y cyfarfod diwethaf, Zoom, 14 Tachwedd 2024 (Sir Fynwy)

Eitem 8, tudalen 5, newid 7fed pwynt bwled 'Yr asesiadau heb eu harholi, rhywbeth sy'n gwbl newydd i'r proffesiwn addysgu' i'w newid i 'Yr asesiadau heb eu harholi, rhywbeth sy'n gwbl newydd i athrawon Addysg Grefyddol.'

Gyda'r gwelliant hwn cytunwyd bod y cofnodion yn gofnod cywir o'r cyfarfod a gynhaliwyd ar 14 Tachwedd 2024.

Bydd EE, y Cadeirydd, yn llofnodi'r cofnodion i nodi mai dyma'r fersiwn derfynol ac yn rhoi'r copi hwn wedi'i llofnodi i AP i'w ffeilio.

5. Materion yn codi o gofnodion y cyfarfod diwethaf.

Un mater yn unig yn codi, cytunwyd y dylid arddangos rhestr o ymgynghorwyr yr ALL ar wefan CCYSAGauC.

Pob mater arall i'w trafod yn agenda heddiw.

Diolchodd RT i EE a PW (PYCAG) am y geiriau caredig wrth i MAGC gael ei ddiddymu. Ar wahân i hysbysu'r comisiwn elusennau, mae popeth bellach wedi'i gwblhau. Mae gan RT y ddolen i'r copi o'r llyfr.

6. Cynhadledd CCYSAGauC

Papur costau

Rhannwyd y papur costau gyda'r aelodau.

JM: Gwnaeth sylwadau ar lwyddiant y gynhadledd. Roedd yn gynhadledd ardderchog gydag adborth cadarnhaol a dderbyniwyd ar y diwrnod ac ar ôl y gynhadledd. Roedd y siaradwyr yn ysbrydoledig, ac mae'r cyflwyniadau allweddol ar gael i'w gweld ar wefan CCYSAGauC.

Cyfanswm cost y gynhadledd oedd £17,235.24. Cyflwynodd JM y dadansoddiad a oedd wedi'i fanylu ar y daflen gostio.

RB: Oes posibilrwydd o gynhadledd arall? A fydd hi'n cael ei chynnal ddwywaith y flwyddyn?

JM: Gall gymryd blwyddyn neu ddwy i gronni arian i wneud rhywbeth ar y raddfa hon.

LJ: Mae'r Pwyllgor Gwaith wrthi'n ystyried dyddiadau posibl ar hyn o bryd, efallai hyd yn oed mor gynnar â thymor yr hydref. Ni fydd ar yr un raddfa â mis Mehefin 2024 ac efallai y bydd ar-lein.

LB: Pa gronfeydd wrth gefn sy'n weddill ar ôl y treuliau hyn?

JM: Mae'r cyfrifon tua £40,000. Mae cronfeydd wrth gefn wedi bod yn cronni. Cyfanswm yr incwm a dderbyniwyd y llynedd oedd £9,900.

RT: Cynhaliwyd cynadledau yn ôl yr angen. Pwysig adeiladu cronfeydd.

RJ: Cytunaf fod angen cynhadledd, fodd bynnag, roedd y sesiynau hyfforddi cyn ac ar ôl y gynhadledd yn cael eu gwerthfawrogi'n fawr, a byddai unrhyw hyfforddiant pellach i gefnogi gweithrediad ein TGAU CGM / Astudiaethau Crefyddol yn cael ei werthfawrogi'n ddiolchgar.

LJ: Cydnabu sylwadau RJ

GWEITHREDU: Papur costau'r gynhadledd i'w anfon at bob CYS.

7. Ffilm CGM

Adroddodd LJ:

Anfonwyd y ffilm at holl glercod CYS, PYCAG, ymgynghorwyr, Lynn Neagle ac Esgob Llandaf. Cafodd ei huwchlwytho yn syth hefyd i wefan CCYSAGauC i bawb ei gweld. Gwelwyd y ffilm gan amryw o athrawon, ymarferwyr, cydweithwyr yn Llywodraeth Cymru (LIC) a sefydliadau cenedlaethol eraill y mae CCYSAGauC yn partneru â nhw. Derbyniodd CCYSAGauC adborth cadarnhaol ac roedd y gefnogaeth i'r ffilm yn ysgubol. Soniodd rhai athrawon eu bod eisoes wedi'i defnyddio yn eu hystafell ddosbarth i ysgogi trafodaeth ac efallai y byddant yn ei defnyddio ar gyfer diwrnodau agored i'r ysgolion cynradd.

Roedd cydweithwyr Llywodraeth Cymru (LIC) yn gwerthfawrogi'r ffilm yn fawr ac wedi eu plesio ganddi. Cytunodd LIC i rannu'r ffilm drwy eu grwpiau mewnol ac allanol. Mae hefyd wedi'i chynnwys ddwywaith yn Dysg.

Rydym yn dal i aros i glywed yn swyddogol gan Lynn Neagle, ac Esgob Llandaf gyda'u sylwadau.

Rhannwch y ffilm ac anogwch eraill i rannu'n eang. Os oes gennych unrhyw syniadau ynglŷn â sut y gallwn barhau i'w rhannu, rhowch wybod i mi. Diolch yn fawr iawn am yr holl sylwadau rydyn ni wedi'u derbyn a diolch i bawb am eich cefnogaeth.

EE: Mae rhai ysgolion uwchradd yn defnyddio'r ffilm mewn nosweithiau opsiynau.

DG: Mae fforwm Llais yr Ieuencid CSC ac EAS ar gyfer CYSAG/CYS yn cynhyrchu eu fersiynau eu hunain o'r ffilm. Cawsant eu hysbrydoli ganddi.

JM: Cost y ffilm oedd £10,341.50 a oedd yn cynnwys rhodd o £150.41 i'r unigolyn a oedd yn serennu yn y ffilm.

TAS: Cadarnhawyd bod y ffilm ar YouTube:

<https://www.youtube.com/watch?v=mdFxWoCvqzo&t=1s>

8. Cyflwyniad PYCAG

Cyflwynodd PL 'Adroddiadau Blynyddol CYSAG' - mae copi o'r cyflwyniad i'w anfon gyda'r cofnodion hyn.

Y camau nesaf:

- Mae angen ailysgrifennu'r ddogfen gyda mewnbwn gan Lywodraeth Cymru yn amlinellu'r gofynion.
- Ystyried cynnwys cynllunio ymlaen llaw yn ogystal â myfyrio ar y flwyddyn ddiwethaf.
- Adolygiad o adroddiadau blynyddol yn rheolaidd. Nodi arfer da a rennir wedyn.
- Mae CCYSAGauC yn cyfarfod â LIC i drafod diweddariad y ddogfen a'r adolygiad blynyddol.

RB: Anogodd y cynllun sy'n edrych ymlaen. Defnyddiol ar gyfer targedu a dyrannu cyfrifoldeb.

GWEITHRED : Y CYSau i ychwanegu hyn at eu hagenda i drafod yr hyn sydd ei angen arnynt ar eu hadroddiadau blynyddol ac adborth i PYCAG a fydd wedyn yn trafod gyda LIC.

9. Materion Llywodraeth Cymru [LIC]

Cyfarfodydd tymhorol arferol gyda chydweithwyr LIC

Adroddodd LJ:

Roedd y cyfarfod diweddaraf ar 14 Ionawr 2025. Yn bresennol o CCYSAGauC roedd EE, TaS ac LJ, ac yn bresennol o LIC oedd Alison Tom (AT) a Pauline Smith (PS). Roedden ni wedi cyfarfod ag Amy yn flaenorol, sydd bellach wedi gadael. Mae LIC yn chwilio am olynydd.

Rhodddwyd diweddariad ar Adnodd sef y tîm sy'n gyfrifol am gomisiynu adnoddau ar gyfer y Cwricwlwm i Gymru. Tîm dan arweiniad Dr Ali Hanbury gydag Elliw Roberts a Dyddgu Morgan-Hywel. Ar hyn o bryd yn asesu'r angen am adnoddau newydd, yn benodol ar gyfer y Cwricwlwm i Gymru mewn CGM. Mae'r tîm yn deall pwysigrwydd edrych yn feirniadol ar unrhyw adnoddau a ddewisir.

Mae LJ a JHR ill dau, fel arbenigwyr AG, wedi cyfarfod â'r tîm hwn i gefnogi eu gwaith. Gwnaeth Llywodraeth Cymru y penderfyniad na fydd Hybiau AG yn cael eu rhoi ar Hwb. Mae LIC wedi anfon rhestr o adnoddau newydd y mae Sally Llewellyn wedi'u casglu at CCYSAGauC a fydd yn ymddangos ar Hwb yn fuan.

Ar hyn o bryd mae Canolfan San Silyn yn adolygu adnoddau a ariennir gan Lywodraeth Cymru ar gyfer plant 3 i 7 oed a fydd hefyd yn ymddangos ar Hwb.

Trafodwyd adroddiad Bangor. Teimlai Llywodraeth Cymru fod maint y sampl yn rhy fach a bod problemau hirdymor gyda'r ymchwil. Nid oedd yr adroddiad yn ddigon cynhwysfawr i ddylanwadu ar bolisi Llywodraeth Cymru.

Gyda thristwch, adroddwyd bod Kevin Palmer yn ddifrifol wael. Mynegodd CCYSAGauC ei dymuniadau gorau i Kevin Palmer a'i deulu.

Mae hyn yn golygu bod prosiect CCYSAGauC ynghylch hyfforddiant cychwynnol athrawon ac uwchsgilio athrawon wedi'i ohirio. Bydd AT yn cysylltu â Max White a arferai weithio gyda Kevin Palmer i gael y wybodaeth ddiweddaraf.

Roedd AT yn hynod gadarnhaol ynglŷn â ffilm CGM CCYSAGauC a gwnaeth sylwadau ar sut roedd yn cefnogi cwrmpas ehangach CGM ac yn darparu persbectif gwych ar CGM mewn ffordd hygyrch. Mae wedi'i gynnwys yn Dysg. Yr eitem olaf ar yr agenda oedd adroddiadau blynyddol CYS y mae PL newydd eu cyflwyno.

Cyfarfu PYCAG a CCYSAGauC ar 10 Chwefror i drafod yr adroddiadau blynyddol, a bydd cynnig yn cael ei rannu â LIC.

Cyfarfod nesaf wedi'i drefnu ar gyfer ar ôl y Pasg, dyddiad i'w gadarnhau

Dysgu proffesiynol ar gyfer CGM (rhestr chwarae Llywodraethwyr)

Adroddodd LJ:

Ers y prif gyfarfod diwethaf ym mis Tachwedd, mae rhestr chwarae'r llywodraethwr o'r wedi'i chyhoeddi o'r diwedd. Mae'n llinell sylfaen o wybodaeth y bydd llywodraethwyr yn ei chael yn ddefnyddiol. Mae'r ddolen i'r rhestr chwarae wedi cael ei hanfon at y CYSau. O'r fan honno mae angen ei rhannu gyda'r llywodraethwyr. Mae ar gael yn adran adnoddau Hwb.

Dolen yma:

<https://hwb.llyw.cymru/ystorfa/adnodd/eef7e399-93bb-4d7c-ab68-145c93f4c6d3/trosolwg>

RJ: Mae Ceredigion wedi rhannu'r ddolen i restr chwarae'r llywodraethwr yn eu cylchlythyr gwanwyn i lywodraethwyr.

GWEITHRED : CYSau i wirio bod dolen rhestr chwarae'r llywodraethwr wedi'i rhannu gyda'r llywodraethwyr.

10. Ymchwil a gefnogwyd gan CCYSAGauC - Prosiect Llais yr Athro: CGM yn y Cwricwlwm i Gymru

Cyflwynodd TaS: Prosiect Llais yr Athro: CGM yn y Cwricwlwm i Gymru. Anfonir copi o'r cyflwyniad gyda'r cofnodion hyn.

TaS: Mae pum sefydliad yn cydweithio ar y prosiect hwn: Canolfan San Silyn Wrecsam; Prifysgol Esgob Grosseteste; Prifysgol Metropolitan Caerdydd, Cymorth Addysg Castell-nedd Port Talbot ac Ysgol Uwchradd Llanisien, Caerdydd.

Mae arolwg yr ymchwil yn cynnwys elfennau meintiol ac ansoddol ac mae'n cynnwys athrawon yng Nghymru sy'n gweithio mewn cyd-destun ysgol neu leoliad 3 i 16 oed. Fe'i cynlluniwyd i gael mynediad uniongyrchol at brofiadau ac ymgysylltiad athrawon â newid cwricwlwm yng Nghymru. Mae'r ffocws yn benodol ar CGM. Cafodd moeseg ymchwil yr arolwg ei chymeradwyo a'i chanmol yn fawr gan baneli moeseg ymchwil dwy brifysgol, Prifysgol Esgob Grosseteste a Phrifysgol Metropolitan Caerdydd. Nod yr arolwg yw llywio deialog broffesiynol a dysgu proffesiynol, yn lleol ac yn genedlaethol.

Prif rôl CCYSAGauC yw hyrwyddo a dosbarthu'r arolwg a'i ganfyddiadau.

Manylwyd ar gynllun a chynnwys yr arolwg yn sleidiau 11-19.

Derbyniodd pob CYS yr arolwg ddiwedd mis Ionawr a bydd yn cael ei rannu'n ehangach gydag ymarferwyr.

Mae llwyddiant yr arolwg yn dibynnu ar gynifer o ysgolion ac athrawon â phosibl yn cwblhau'r arolwg. Po fwyaf o ymatebion, y mwyaf gwerthfawr fyddai a'r mwyaf derbyniol fyddai ei ganlyniadau gyda'r cyfle cynyddol i'w ddadansoddi ar lefel leol a chenedlaethol. Helpwch ni fel CYSau i hyrwyddo hwn o ddifrif.

Y dyddiad cau ar gyfer yr arolwg yw cyn gynted â phosibl erbyn diwedd tymor yr haf.

Dolen i'r arolwg: <https://stgilescentre.org/wp-content/uploads/2025/03/SuCGMy-information-attachment.pdf>

CAM GWEITHREDU : Pob aelod o CCYSAGauC i annog ymarferwyr CGM i gwblhau'r arolwg.

RB: Beth ysbrydolodd yr arolwg ac a yw rhywbeth fel hyn wedi cael ei gynnal o'r blaen?

TaS: Mae'r arolwg penodol hwn yn newydd gan ei fod yn canolbwyntio ar CGM ac nid yw wedi'i gynnal o'r blaen. Nawr yw'r amser iawn i gynnal yr arolwg hwn gan y gall ysgolion uwchradd gyfrannu bellach yn ogystal ag ysgolion cynradd. Rydym yn gobeithio cynnal yr arolwg yn rheolaidd i olrhain cynnydd.

JHR: A oes cost i'r ymchwil hwn?

TaS: Y Prifysgolion a Chanolfan San Silyn sy'n talu am yr arolwg. Nid oes unrhyw gost i CCYSAGauC.

RJ: Beth yw'r ymateb hyd yn hyn?

TaS: Dydw i ddim wedi edrych yn fanwl gan ei bod hi'n rhy gynnar ond mae'r ymatebion sydd wedi dod i law wedi rhoi adborth manwl.

RB: Arolwg manwl ardderchog sy'n gefnogol hefyd.

11. Cymwysterau

RS: Adroddodd yn ôl ar yr ymgynghoriad ar y cynnig ehangach. Roedd CCYSAGauC wedi codi pryderon yn flaenorol ynghylch un o deitlau'r uned yn y gyfres sgiliau. Ar y ddogfennaeth ddiweddaraf mae'r teitl wedi'i newid i 'Ffydd a Chred yn y Gymuned'.

LJ: Cododd CCYSAGauC gwestiwn gyda Cymwysterau Cymru ynghylch a fyddai Cymhwyster Archwilio Bydolygon Agored Cymru yn rhedeg ochr yn ochr â'r gyfres sgiliau am ei flwyddyn olaf ac ar gael i ysgolion i gofrestru dysgwyr hyd at fis Hydref 2027 gyda'r gyfres sgiliau yn cael ei gweithredu ym mis Medi 2027. Mae hyn yn dal i gael ei drafod gyda CC wrth iddynt ystyried hyn a chymwysterau eraill nad ydynt yn TGAU.

OS: Mae'n eithaf cymhleth gan fod llawer o gymwysterau eraill i'w hystyried. Mae angen i ni fod yn gadarn yn y broses rydyn ni'n ei defnyddio, felly mae'n cymryd amser. Bydd penderfyniad ar ddiwedd y flwyddyn ysgol.

LJ: Cadarnhaodd, pe bai Cymhwyster Archwilio Bydolygon Agored Cymru yn cael ei dderbyn ochr yn ochr â'r gyfres sgiliau yn 2027, mai dim ond am y ddwy flynedd y byddai'r cymhwyster hwnnw'n rhedeg gyda'r dysgwyr penodol hynny. Nid oes gofyn amdano fel gofyniad cymhwyster parhaus.

•TGAU Astudiaethau Crefyddol

LB: Mae rhai pryderon ynghylch y TGAU astudiaethau crefyddol newydd, ac a ellir gohirio gweithredu hwn. Rwy'n deall bod hanes, er enghraifft, wedi'i ohirio.

OS: Gwnaed y penderfyniad ar hanes ar y cyd rhwng Cymwysterau Cymru, Llywodraeth Cymru a CBAC, ac yn rhannol am fod rhai o'r undebau llafur a Chymdeithas y Cyfarwyddwyr Addysg (ADEW) wedi ysgrifennu at Cymwysterau Cymru. Mae yna gryn dipyn o newid yng nghynnwys hanes.

Rydym yn ymwybodol bod newidiadau yn y TGAU Addysg Grefyddol, yn enwedig yr asesiad di-arholiad, sy'n newid mawr o'r TGAU presennol, ond rydym yn teimlo ei bod yn bwysig bod y TGAU hwn yn mynd rhagddo ym mis Medi, ac na fydd yn cael ei ohirio.

RB: Rwy'n siomedig bod CC yn bwrw ymlaen heb adolygu hyn. Hoffwn weld safbwynt llawer mwy anturus gan fwrdd TGAU wrth ddatblygu rhywbeth fel y cynllun peilot a ddatblygwyd 30 mlynedd yn ôl a oedd yn gyffrous ac yn ennyn brwdfrydedd y myfyrwyr.

MM: Wrth siarad â chydweithwyr fel athro, mae yna lawer o bryderon am y TGAU newydd. Nid yw athrawon yn barod amdano. Nid ydym wedi derbyn ein hyfforddiant eto yn RCT, mae'n ymddangos bod popeth wedi'i ohirio. Rwy'n credu bod ein hyfforddiant i fod digwydd ar 7 Ebrill, a fyddai'n gadael 11 wythnos ysgol ar ôl i ni baratoi ar gyfer TGAU. Rydym yn bryderus iawn a hoffem i CC ailystyried yr opsiwn o ohirio, hyd yn oed os yw'n achos o ganiatáu i'r papur etifeddol barhau, a chyflwyno'r TGAU newydd ym mis Medi. Mewn blynyddoedd blaenorol pan gyflwynwyd TGAU newydd, rydym wedi cael yr opsiwn o gael y papur etifeddol yn ogystal. Efallai y bydd rhai athrawon yn teimlo'n fwy parod nag eraill i gyflwyno'r TGAU newydd.

OS: Byddaf yn mynd yn ôl a'r syniad o redeg yn gyfochrog. Ystyriwyd hynny ar gyfer hanes, ond ni chafodd ei ystyried yn hyfyw, yn anffodus. Mae rhai pobl wedi bod yn siomedig iawn pan fydd

TGAU yn cael eu gohirio gan ddweud eu bod yn barod i'w addysgu. Byddaf yn mynd â'r pryderon a fynegwyd heddiw yn ôl at CC.

RB: A fyddai'r Pwyllgor Gwaith yn ystyried ysgrifennu at y Gweinidog ynghylch y ddarpariaeth yn CA4?

LJ: Cadarnhawyd y bydd llythyr yn cael ei ysgrifennu. Bydd hwn yn cymryd amser i'w gynhyrchu a bydd yn cael ei rannu gyda'r CYSau.

12. Estyn: Fframwaith Arolygu Newydd

Adroddodd GM:

Mae hi ychydig yn gynnwys ar hyn o bryd i ni allu casglu gwybodaeth am yr arfer sy'n dod i'r amlwg yr ydym yn ei nodi o fis Medi 2024 ymlaen. Gobeithio y bydd diweddariad erbyn y cyfarfod nesaf.

Mae gan y trefniadau arolygu newydd ar gyfer mis Medi 2024 dri maes arolygu:

- Addysgu a dysgu, sy'n caniatáu i Estyn siarad yn llawer mwy manwl am yr effaith y mae addysgu yn ei chael ar ddisgyblion, cynnydd a dysgu yn yr ystafelloedd dosbarth, a gwneud y cysylltiad hwnnw'n eglur.
- Lles, gofal, cymorth ac arweiniad.
- Arwain a gwella.

Un o'r pethau allweddol y dylid ei bwysleisio yw nad oes gan Estyn unrhyw ddulliau dysgu ac addysgu a ffeirir. Mae Estyn â diddordeb mewn gweld a yw'r disgyblion yn ymgysylltu ac yn gwneud cynnydd yn eu dysgu, gan ganolbwyntio ar yr effaith y mae addysgu yn ei chael ar ddysgu a chynnydd y disgybl hwnnw yn yr ystafelloedd dosbarth.

Gwahoddir sampl o arweinwyr canol i ddod i gyfarfod â chynrychiolydd Estyn a thrafod gwaith disgyblion gyda nhw ac edrych ar sampl o lyfrau. Bydd Estyn yn trafod y gwaith y mae'r arweinydd canol yn ei wneud yn arweinyddiaeth eu hadran a sut maen nhw'n cyfrannu at y prosesau sicrhau ansawdd hynny i nodi cryfderau a meysydd i'w gwella o fewn Addysgu a Dysgu o safbwynt y cwricwlwm, sy'n dod o fewn maes arolygu un 'Addysgu a Dysgu'.

Cyn bo hir, bydd Estyn yn cyhoeddi canllawiau i amlinellu ei ddull o arolygu'r cwricwlwm. Rydym yn edrych ar ba mor dda y mae ysgol yn darparu cwricwlwm eang a chytbwys sy'n cwmpasu pob maes dysgu a phrofiad hyd at flwyddyn naw. Rydym yn edrych i weld bod disgyblion yn cael y cyfle hwnnw i gael mynediad at bob maes profiad dysgu. Wrth i ni symud ymlaen nawr at gymwysterau newydd, edrych ar sut mae ysgolion yn darparu'r ehangder o brofiad i ddisgyblion blwyddyn 10. Rydym yn realistig, ni fyddem yn disgwyl i ddisgyblion ymgysylltu â phob datganiad 'yr Hyn sy'n Bwysig', ond byddem yn disgwyl gweld bod disgyblion yn cael cyfleoedd pwrpasol i ymgysylltu â phrofiadau dysgu perthnasol a diddorol.

Rydym yn ystyried y canllawiau statudol, ac rydym yn ystyried a yw darparwyr yn bodloni gofynion mandadol, yn enwedig wrth i ni symud ymlaen i weld beth fydd yn digwydd gyda chymwysterau.

Rydym yn edrych ar ansawdd y profiad. Rydym yn edrych ar a yw cymwysterau'n cael eu cyrchu ac a ydynt yn berthnasol ac yn ystyrlon i ddysgwyr ym mlynnyddoedd 10 ac 11. Gobeithio y bydd y wybodaeth honno wedyn yn cael ei chynnwys yn ein sylfaen dystiolaeth, sydd y tu ôl i'r adroddiad. Rydym yn adrodd trwy eithriad; byddwn yn adrodd ar gryfderau penodol a meysydd penodol i'w gwella er efallai na fydd cyfeiriad penodol atynt mewn adroddiad.

Mae'r ymweliadau interim yn canolbwyntio'n bennaf ar yr argymhellion o'r arolygiad blaenorol a sut mae'r ysgol yn mynd i'r afael â'r argymhellion hynny. Bydd gweithgareddau'n cael eu teilwra i'r argymhellion yr ydym yn edrych arnynt, felly gallent gynnwys pethau fel teithiau dysgu, arsylwadau, craffu ar waith, cyfarfodydd ag arweinwyr canol, cyfarfodydd ag uwch arweinwyr. Rydym wedi cael rhywfaint o adborth cadarnhaol gan uwch arweinwyr am y cyfleoedd iddynt arsylwi ar y cyd neu ddod ar deithiau dysgu ar y cyd gydag AEM. Mae hyn yn caniatáu i ddeialog broffesiynol ddigwydd ynghylch y cryfderau a'r meysydd i'w gwella, mewn addysgu a dysgu, yn benodol. Canlyniad yr ymweliadau interim hynny yw llythyr. Maent yn cael eu cyhoeddi ar ein gwefan, felly byddant yn amlinellu'r gweithgareddau yr ydym wedi'u cynnal. Byddant yn amlinellu rhai o'r pethau yr ydym wedi clywed amdanynt gan arweinwyr, ond yna bydd gennym ychydig o gwestiynau dim ond i helpu'r ysgol i ystyried y camau nesaf wrth iddynt fynd ati i fynd i'r afael â'r argymhelliad hwnnw.

RT: A allwn ni ddisgwyl darpariaeth well gan Estyn o ran CGM ac addoli ar y cyd?

GM: O arolygiad 24 mae'r adroddiadau'n llawer byrrach, yn enwedig yn y sector cynradd, ac fe'u hadroddir trwy eithriad. Er y gall ein sylfaen dystiolaeth gynnwys y wybodaeth yn y cefndir, ni fydd pob agwedd o fewn fframwaith yr arolygiad yn cael sylw. Mae'n benderfyniad a wnaed yn ganolog i wneud yr adroddiadau mor gryno ac mor glir â phosibl yn canolbwyntio ar gryfderau a meysydd penodol i'w gwella. Mae gennym rai pwyntiau sylw y byddwn yn eu hamlygu, yn enwedig arfer cryf o fewn meysydd cwricwlwm. Ni fydd sylw penodol am y gwaith sy'n cael ei wneud yn CGM o reidrwydd ym mhob ysgol. Efallai y bydd yn dod i fyny fel pwynt sylw, neu efallai y bydd yn dod i fyny fel enghraifft, ond nid yw'n debygol o fod yno, nac mewn adroddiadau yn y dyfodol.

RT: Felly, fydddech chi ddim yn derbyn y ffaith yn ddeddfwriaethol, bod AG yn sefyll yn wahanol i bob pwnc arall yn y cwricwlwm, sef yr unig un sy'n gorfod cynhyrchu maes llafur cytunedig?

GM : Rydym yn edrych ar yr elfennau gorfodol hynny sy'n ddisgwyliedig, gan gynnwys addysg perthnasoedd a rhyw, er enghraifft, a bydd CGM yn rhan o'n sylfaen dystiolaeth, sydd y tu ôl i'r adroddiadau. Ni fydd Estyn o reidrwydd yn cyfeirio ato oni bai bod cryfder clir neu ei fod yn faes i'w wella y mae angen i'r ysgol fynd i'r afael ag ef. Mae adroddiadau Estyn yn edrych ar werthusiad o gryfderau a meysydd i'w gwella. Nid yw Estyn yn defnyddio dull rhestr wirio lle rydym yn ticio a yw ysgolion yn cydymffurfio â phethau.

RT: Dylai'r CYSau unigol fod yn cysylltu â phob ysgol i wirio eu bod yn cydymffurfio.

GM: Dyna gyfrifoldeb CYS yr Awdurdod Lleol i wneud yn siŵr bod ysgolion yn cydymffurfio â'r cwricwlwm lleol.

VB: Yn y canllawiau newydd a grybwyllwyd gennych ar y dull arolygu o'r cwricwlwm, a allai fod cyfeiriad at CGM o fewn hynny'n benodol?

GM: Mae'r canllawiau'n cael eu datblygu ar hyn o bryd. Mae'n ymateb i'r ffaith bod y cwricwlwm bellach yn symud y tu hwnt i'r uwchradd, yn enwedig 7 i 9 ac yn mynd i 10 i 11 hefyd. Byddaf yn sicr yn cymryd y sylw hwnnw yn ôl i wirio a oes cyfeiriad penodol at CGM yn y canllawiau hynny.

VB: Efallai y byddai hynny'n lle da i ddyfynnu rhywfaint o'r sgwrs rydyn ni wedi'i chael yma heddiw ynghylch â'r ymagwedd at CGM, wrth arolygu.

RB: Hoffwn i Estyn ailystyried y fframwaith cyfan o adrodd ar eithriadau, yn hytrach na'r holl bethau cadarnhaol a da sy'n digwydd mewn ysgol.

GM: Dydw i ddim yn cytuno, mae'r adroddiadau'n amlinellu'r cryfderau a'r meysydd i'w gwella o fewn ysgolion. Mae'n adroddiad cytbwys ym mhob achos. Mae Estyn hefyd yn cynhyrchu dogfennau cryno ar gyfer rhieni a gwarcheidwaid, sy'n fwy cryno i ganiatáu i ysgolion gyfleu'r negeseuon allweddol hynny gyda'u cymunedau lleol.

13. Adroddiad y Pwyllgor Gwaith a gynhaliwyd ar 5 Chwefror 2025

EE: Mae unrhyw faterion a gododd o gyfarfod diwethaf y Pwyllgor Gwaith wedi cael eu trafod yn y cyfarfod hwn. Dim ond un eitem i'w chrybwyll sef y cod ymddygiad drafft y mae'r Pwyllgor Gwaith wedi'i baratoi. Anfonwyd hwn allan yn flaenorol a gofynnwyd i'r aelodau am eu sylwadau.

Mae CCYSAGAUC wedi derbyn un sylw yn ôl ynghylch y testun canlynol:

'Mae hefyd yn bwysig nodi, y tu allan i gyfarfodydd CCYSAGauC, na ddylech byth fynegi barn, na safbwynt, am unrhyw fater yr ydych yn ei ystyried yn farn CCYSAGauC, oni bai bod y Cadeirydd wedi gofyn yn benodol i chi wneud hynny. Ni ddylech byth fynegi eich barn neu'ch safbwynt eich hun mewn modd sy'n arwain eraill i gredu eich bod chi'n mynegi barn CCYSAGauC.'

Ystyriwyd bod y geiriad hwn yn amwys, a'r gwelliant a gynigir yw 'Y tu allan i gyfarfodydd CCYSAGauC peidiwch byth â siarad ar ran CCYSAGauC heb ganiatâd y Cadeirydd.'

Hefyd, camgymeriad teipio ar dudalen 2 i'w gywiro i CGM.

JHR ac RJ: Nid ydynt wedi cael cyfarfodydd CYS eto ac nid ydynt wedi gallu trafod y mater hwn.

JHR: A ddylid cynnwys egwyddorion Nolan yn y cod ymddygiad?

EE: Byddaf yn edrych i weld a oes angen i ni gyfeirio at egwyddorion Nolan cyn ail-anfon y cod diwygiedig at y CYSau. Penderfynwyd cyfeirio llofnodi'r cod ymddygiad i'r Cyfarfod Cyffredinol Blynyddol.

GWEITHREDU: EE i adolygu a ddylid cynnwys egwyddorion Nolan yn y cod ymddygiad. Bydd AP ac LJ yn ail-anfon y cod ymddygiad gyda'r gwelliannau a amlinellwyd uchod a chyfeirir at yr eitem yn y Cyfarfod Cyffredinol Blynyddol.

14. Diweddariadau:

CBAC (Chris Owens)

Rydym yng nghanol cyflwyno 12 digwyddiad Dysgu Proffesiynol cenedlaethol ledled Cymru. O'r un a fynychais i, ychydig iawn o awydd sydd gan athrawon Astudiaethau Crefyddol i ohirio cyflwyno'r cymhwyster newydd. Bydd gan gydweithwyr fwy o ddeunydd i lansio'r fanyleb newydd ym mis Medi.

Gadawodd EE y cyfarfod a chadeiriodd yr is-gadeirydd RS weddill y cyfarfod.

REC (Kathy Ruddick)

KR: Nid oes llawer o eitemau ar yr agenda sy'n effeithio ar Gymru ar hyn o bryd. Mae'r sylw ar Loegr gyda'r Bil Llesiant Plant ac Ysgolion a fydd yn arwain at yr adolygiad cwricwlwm llawn. Trafodaeth fawr am Addysg Grefyddol o ran a ddylent ei gynnwys yn y cwricwlwm cenedlaethol neu a yw'n parhau i gael ei asesu ar lefel awdurdod lleol.

Mae REC wedi datblygu Safon Cynnwys Genedlaethol sy'n debyg i Ganllawiau Statudol Cymru ar gyfer CGM, dolen: <https://religiouseducationcouncil.org.uk/resource/national-content-standard-1st-edition-2023/>

Mae LJ a KR wedi rhoi adborth ar brofiad Cymru o adolygu'r cwricwlwm. Mae yna ewyllys i geisio cyd-fynd â Chymru.

Mae Lloegr hefyd yn cael trafferth gyda'r cysyniadau ynghylch yr 'Hawl i Dynnu'n ôl.

LJ: Rhai eitemau a allai fod yn berthnasol i Gymru:

- Ailedrych ar y 'Prosiect Cydnerthedd' y bu Cymru'n gweithio arno amser maith yn ôl
- Prosiect traddodiadau Dharmaidd
- Marc Ansawdd – ailddatblygu ar gyfer CGM

Bydd yr eitemau hyn yn cael eu cyflwyno i'r Pwyllgor Gwaith.

EFTRE (Phil Lord)

Rhannodd LJ ddau gwestiwn PL.

- 1) A fydd CCYSAGauC yn noddï athro yng nghynhadledd EFTRE yn Budapest ar 21-24 Awst 2025?
- 2) A yw'r Pwyllgor Gwaith wedi trafod y syniad o brosiect 'Cynefin o amgylch Ewrop' o ran cyllid posibl?

Eitemau i'w hystyried gan y Pwyllgor Gwaith.

GWEITHREDU : Y Pwyllgor Gwaith i drafod y ddwy eitem yma: 1) Noddï athro yng nghynhadledd EFTRE a 2) Syniad prosiect Cynefin o amgylch Ewrop o ran cyllid posibl.

PYCAG (Paula Webber)

Adroddodd RS nad yw PYCAG wedi cyfarfod yn ystod y tymor hwn. I fod i gyfarfod ar 18 Mawrth.

Materion lleol / ymholiadau

Dim wedi'i dderbyn.

15. Gohebiaeth

- AP: Cwestiwn gan CYS Wreccsam beth sy'n digwydd gydag adroddiadau blynyddol/a oes cosb os nad yw adroddiad blynyddol wedi'i gyflwyno?

GWEITHREDU: AP i ddilyn hyn gyda'r Pwyllgor Gwaith.

- LJ: Gofynnodd DG a fyddai'r Pwyllgor Gwaith yn ystyried cyflwyniad ar Sentientiaeth fel bydolwg athronyddol anghrefyddol. Anfonodd DG ddolenni gyda rhagor o wybodaeth. Bydd y Pwyllgor Gwaith yn trafod hyn yn y cyfarfod nesaf ym mis Mai.
- Ym mis Rhagfyr, ysgrifennodd CCYSAGauC at Cymwysterau Cymru mewn ymateb i gyfathrebiad CC ynghylch yr oedi i fanyleb AG TGAU. Cafwyd ymateb ffurfiol gan Philip Blaker o CC.

-

GWEITHRED: Anfon yr ymateb gan CC at bob CYS.

- LJ: Gohebiaeth gan Adnodd ynglŷn ag ymchwil maen nhw'n ei chynnal i sut mae addysgwyr a dysgwyr yn defnyddio Hwb a llwyfannau eraill i chwilio am adnoddau addysgol. Cais am gyfranogiad.

-

GWEITHREDU: LJ i anfon yr arolwg at y CYSau a all wedyn ei anfon ymlaen at athrawon.

Cadarnhaodd RS fod pob siaradwr cynhadledd wedi derbyn diolch ffurfiol.

16. Unrhyw fater arall (i'w gytuno cyn y cyfarfod gyda'r Cadeirydd)

Dim wedi'i adrodd.

Diolchodd RS i'r aelodau am eu hamser yn y cyfarfod cynhyrchiol hwn.

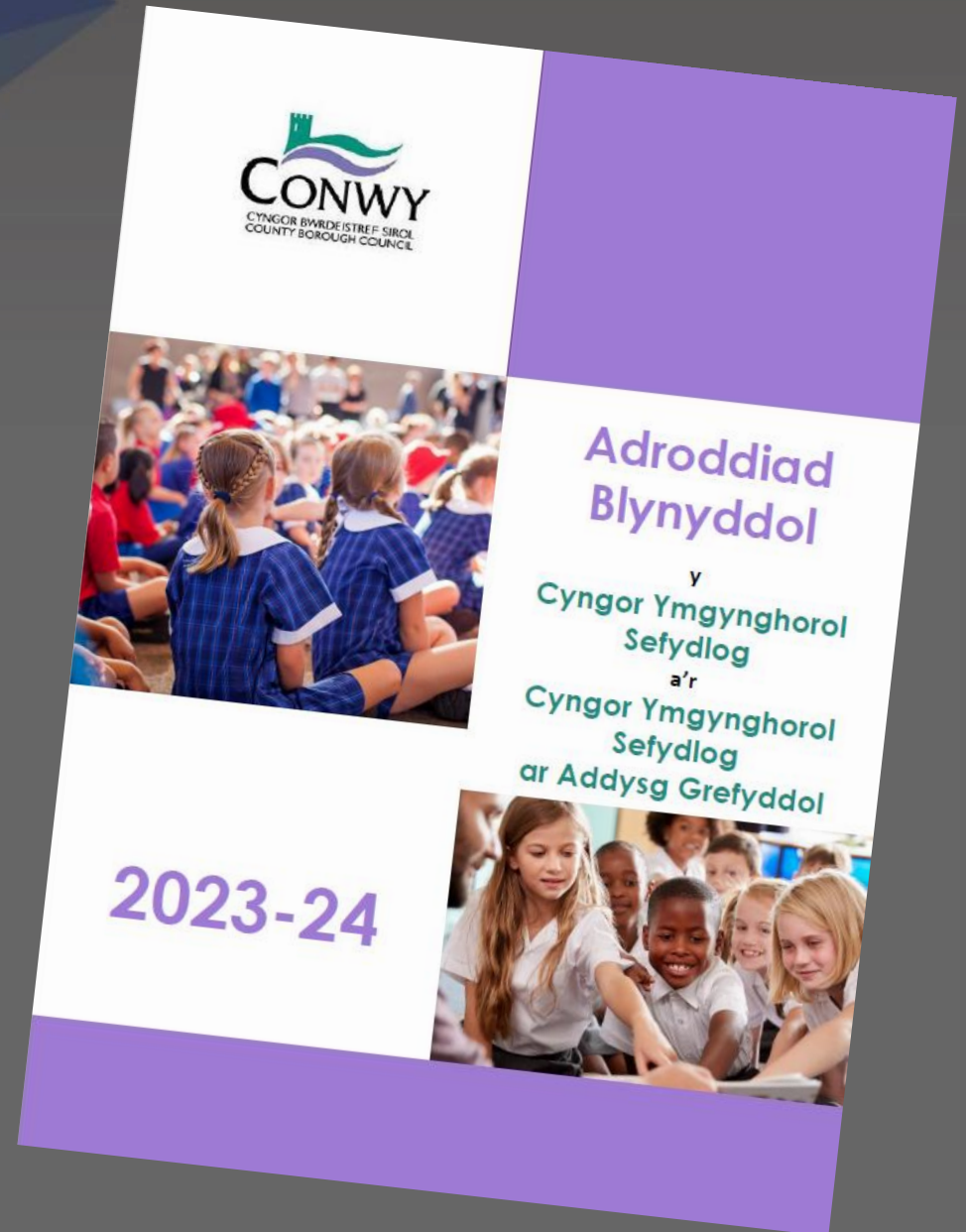
17. Dyddiad y cyfarfod nesaf (CCB) – drwy zoom, wedi'i gynnal gan Ynys Môn, dyddiad i'w gadarnhau

Daeth y cyfarfod i ben am 1.44pm.

This page is intentionally left blank

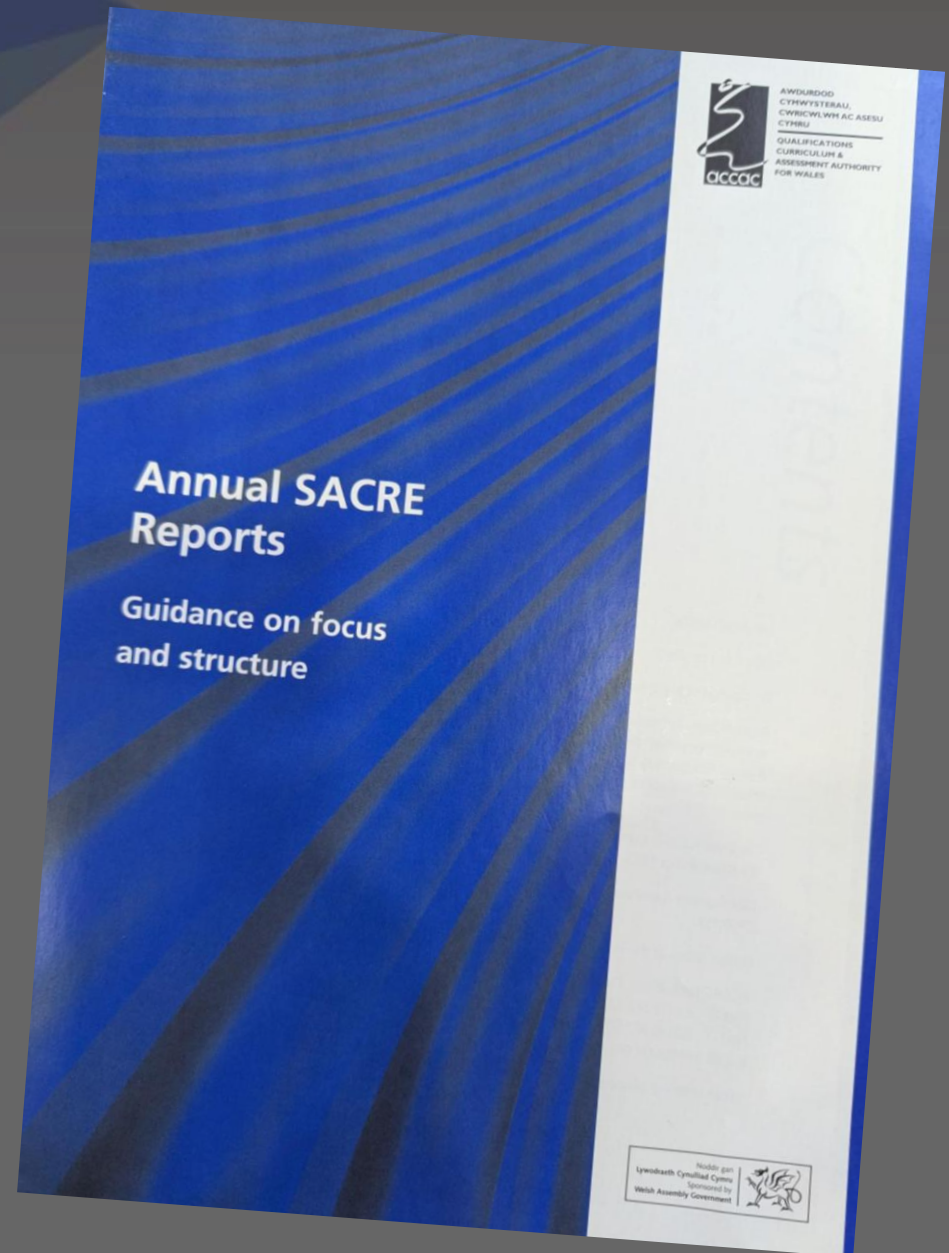
SACRE Annual Reports

Page 29



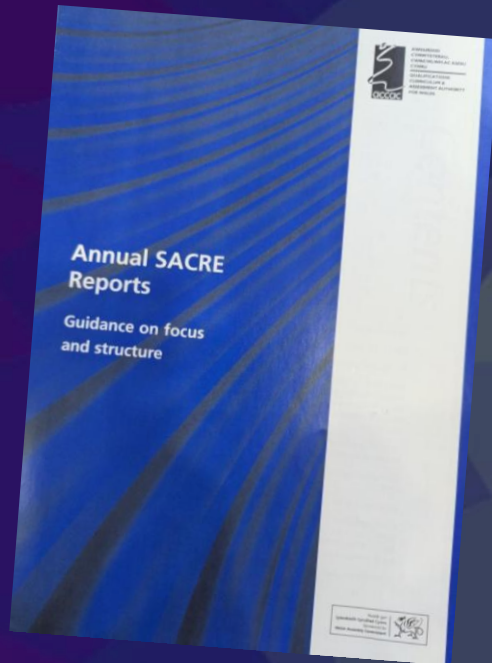
Back Ground

Page 30



Requirements of an Annual Report

Page 31

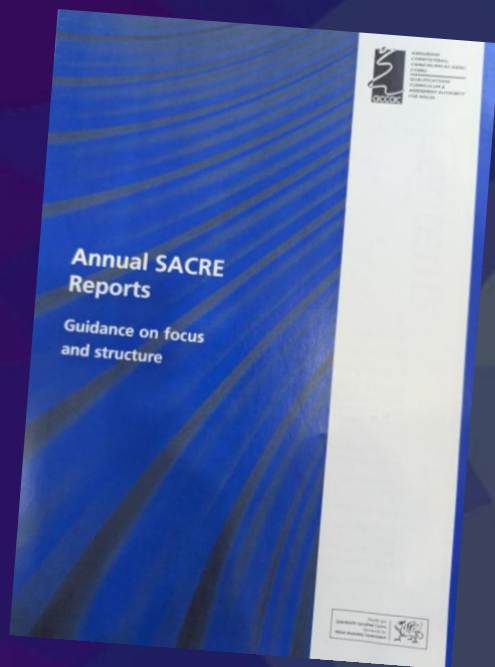


SACRE reports must by law:

- specify any matters in respect of which the SACRE has given advice to the LEA
 - broadly describe the nature of the advice given. and
 - where any such matter was not referred to the SACRE by the LEA, give the SACRE's reasons for offering advice on that matter.
-
- The advice given would apply to schools within the LEA that follow the locally agreed syllabus and would not necessarily apply to schools that followed different requirements. e.g a diocesan syllabus,

Current Recommended Focus:

Page 32



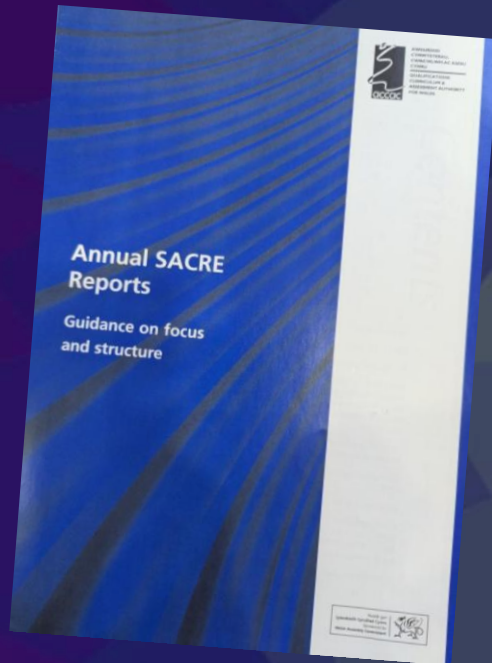
SACRE reports should follow a common structure and should provide clear, concise, focused Information. The following structure is recommended:

Contents All SACRE reports should include a contents page.

Executive summary This section should include a brief summary of the advice that has been given to the LEA within the reporting period stating whether the LEA has acted on or intends to act on the advice given.

Current Recommended Focus:

Page 33



SACRE reports should follow a common structure and should provide clear, concise, focused Information. The following structure is recommended;

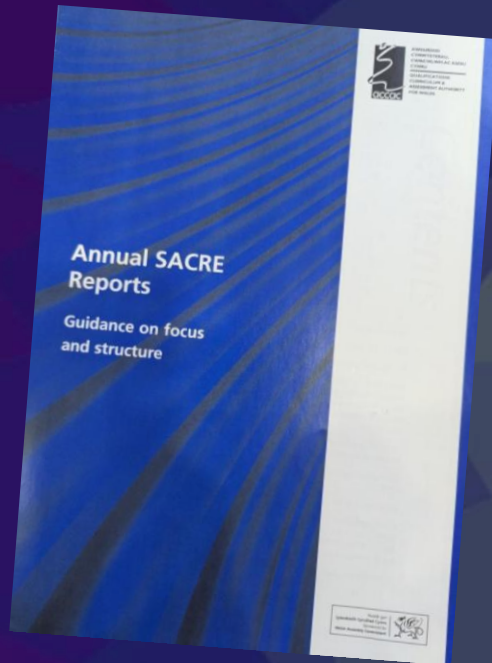
Advice to the LEA The main body of the report must contain advice on:

- religious education, in accordance with the locally agreed syllabus
- methods of teaching
- the choice of teaching materials
- the provision for training for teachers
- collective worship.

In addition, the report should contain advice on other matters, including how the LEA might respond to local and national issues

What's Changed

Page 34



The Annual Report Guidance document is not in current circulation as it is only available in hard copy and many LAs may not have access to this.

Language is outdated in relation to the Curriculum for Wales, RVE and legislation around SACRE/SAC. It is also outdated in terms of LA structure.

Advice on Collective Worship needs to be updated in terms of language used.

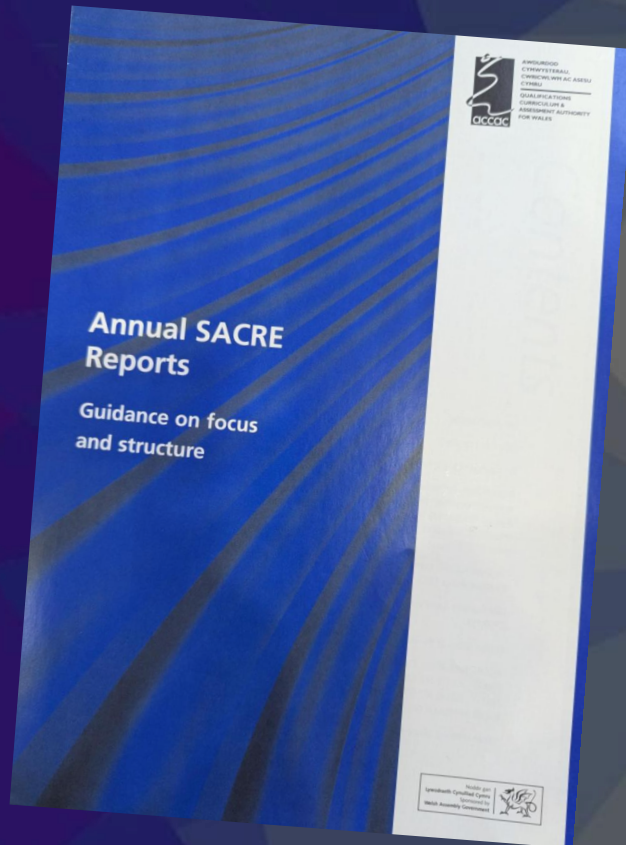
Annual Report Review:

Page 35



What's Next?

Page 36



The document requires a re-write rather than an update.

Agreed expected requirements of SAC(RE) annual Reports.

The annual report should be an opportunity for SAC(RE)s and LAs to reflect on progress made in the past year.

It should also plan forward to the next year (*management plan*).

A review of annual reports be completed periodically across Wales in order to identify good practice that can be shared.

Lynne Neagle MS

Cabinet Secretary for Education
Welsh Government
Tŷ Hywel
Cardiff Bay
Cardiff
CF99 1NA

Subject: Support for Mandatory Religion, Values and Ethics (RVE) in Wales

Dear Cabinet Secretary,

I am writing on behalf of the Wales Association of Standing Advisory Councils on Religious Education (WASACRE) to express our continued support for the inclusion of Religion, Values and Ethics (RVE) as a mandatory element within the Curriculum for Wales. We also wish to seek clarity on the Welsh Government's approach to ensuring that this important subject within the humanities Area is being effectively supported and implemented across the country, particularly in years 10 and 11.

As you are aware, the Curriculum and Assessment (Wales) Act 2021 places a duty on schools to provide mandatory RVE from 3 to 16 having regard to the statutory RVE guidance. This is a progressive and welcome step, and we are pleased to see the value placed on enabling young people to explore ethical and moral issues and consider diverse religious and non-religious worldviews.

However, we have some concerns regarding the level of prioritisation and provision for mandatory RVE in years 10 and 11, where pressures related to examination subjects can often lead to a narrowing of curriculum provision. Whilst the new Religious Studies GCSE will provide some learners with the opportunity to study the subject in depth, it is not designed to fulfil mandatory RVE requirements. In addition, alternative qualifications for those who are not taking the GCSE do not seem to fully meet the requirements for mandatory RVE under the Curriculum and Assessment (Wales) Act 2021.

Therefore, we would like a meeting to discuss the following:

1. **What steps is the Welsh Government taking to support and monitor the delivery of mandatory RVE at Key Stage 4**, ensuring that learners continue to receive meaningful, challenging and high-

quality provision that supports learner progression in line with the 14-16 learning guidance?

2. **What mechanisms are in place to ensure that schools are complying with the statutory requirements of the Curriculum and Assessment (Wales) Act 2021 in relation to RVE?** Is there an opportunity to include mandatory RVE, which is within the wider learning and experiences component of the 14-16 learner entitlement, as part of the new performance measures to support consistency and compliance across local authorities?
3. **How is the Welsh Government supporting the professional development of existing and future RVE teachers,** to ensure high quality provision across Wales particularly in light of the current recruitment and retention crisis?
4. **What role is envisaged for SACs and WASACRE going forward** in supporting continued learner progression from 14-16 through high quality mandatory RVE within the Curriculum for Wales?

We remain committed to working with the Welsh Government, local authorities, and educators to ensure that RVE continues to play a vital role in preparing learners for life and work in this fast changing and diverse society. We would welcome the opportunity to engage further on these issues in a meeting with you and your colleagues.

Yours sincerely,

Edward J Evans

The Revd Canon Edward J Evans
Chair of WASACRE
Wales Association of SACREs (WASACRE)
Wasacre@outlook.com

Lynne Neagle AS

Ysgrifennydd y Cabinet dros Addysg
Llywodraeth Cymru
Tŷ Hywel
Bae Caerdydd

CaerdyddCF99 1NA

Pwnc: Cefnogaeth ar gyfer Crefydd, Gwerthoedd a Moeseg mandadol (CGM) yng Nghymru

Annwyl Ysgrifennydd y Cabinet,

Rwy'n ysgrifennu ar ran Cymdeithas Cyngorau Ymgynghorol Sefydlog Cymru ar Addysg Grefyddol (CCYSAGauC) i fynegi ein cefnogaeth barhaus i gynnwys Crefydd, Gwerthoedd a Moeseg (CGM) fel elfen mandadol o fewn y Cwricwlwm i Gymru. Rydym hefyd yn dymuno ceisio eglurder ar ddull Llywodraeth Cymru o sicrhau bod y pwnc pwysig hwn o fewn Maes y dyniaethau yn cael ei gefnogi a'i weithredu'n effeithiol ledled y wlad, yn enwedig ym mlynnyddoedd 10 ac 11.

Fel y gwyddoch, mae Deddf Cwricwlwm ac Asesu (Cymru) 2021 yn gosod dyletswydd ar ysgolion i ddarparu CGM mandadol o 3 i 16 oed gan ystyried y canllawiau CGM statudol. Mae hwn yn gam blaengar sydd i'w groesawu, ac rydym yn falch o weld y gwerth a roddir ar alluogi pobl ifanc i archwilio materion moesegol a moesol ac ystyried bydolygon crefyddol ac anghrefyddol amrywiol.

Fodd bynnag, mae gennym rai pryderon ynghylch lefel y blaenoriaethu a'r ddarpariaeth ar gyfer CGM mandadol ym mlynnyddoedd 10 ac 11, lle gall pwysau sy'n ymwneud â phynciau arholiad arwain yn aml at gulhau darpariaeth y cwricwlwm. Er y bydd y TGAU Astudiaethau Crefyddol newydd yn rhoi cyfle i rai dysgwyr astudio'r pwnc yn fanwl, nid yw wedi'i gynllunio i fodloni gofynion CGM mandadol Yn ogystal, nid yw'n ymddangos bod cymwysterau amgen ar gyfer y rhai nad ydynt yn cymryd y TGAU yn bodloni'r gofynion ar gyfer CGM mandadol o dan Ddeddf Cwricwlwm ac Asesu (Cymru) 2021 yn llawn.

Felly, hoffem gael cyfarfod i drafod y canlynol:

1. **Pa gamau y mae Llywodraeth Cymru yn eu cymryd i gefnogi a monitro darpariaeth CGM mandadol yng Nghyfnod Allweddol 4**, gan sicrhau bod dysgwyr yn parhau i gael darpariaeth ystyrlon, heriol ac o ansawdd uchel sy'n cefnogi dilyniant dysgwyr yn unol â'r canllawiau dysgu 14-16?

2. **Pa fecanweithiau sydd ar waith i sicrhau bod ysgolion yn cydymffurfio â gofynion statudol Deddf Cwricwlwm ac Asesu (Cymru) 2021 mewn perthynas â CGM?** A oes cyfle i gynnwys CGM mandadol sydd o fewn elfen dysgu a phrofiadau ehangach hawl dysgwyr 14-16, fel rhan o'r mesurau perfformiad newydd i gefnogi cysondeb a chydymffurfiaeth ar draws awdurdodau lleol?
3. **Sut y mae Llywodraeth Cymru yn cefnogi datblygiad proffesiynol athrawon CGM presennol ac yn y dyfodol,** i sicrhau darpariaeth o ansawdd uchel ledled Cymru yn enwedig yn wyneb yr argyfwng recriwtio a chadw presennol?
4. **Pa rôl a ragwelir ar gyfer CYS a CCYSAGauC yn y dyfodol** wrth gefnogi dilyniant parhaus dysgwyr o 14-16 trwy CGM mandadol o ansawdd uchel o fewn y Cwricwlwm i Gymru?

Rydym wedi ymrwymo o hyd i weithio gyda Llywodraeth Cymru, awdurdodau lleol, ac addysgwyr i sicrhau bod CGM yn parhau i chwarae rhan hanfodol wrth baratoi dysgwyr ar gyfer bywyd a gwaith yn y gymdeithas amrywiol hon sy'n newid yn gyflym. Byddem yn croesawu'r cyfle i ymgysylltu ymhellach ar y materion hyn mewn cyfarfod gyda chi a'ch cydweithwyr.

Yr eiddoch yn gywir,

Edward J Evans

Parchg, Canon Edward Evans
Cadeirydd Cymdeithas CYSAGau Cymru (CCYSAGC)
Wasacre@outlook.com.