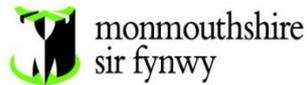


Public Document Pack



County Hall
Rhadyr
Usk
NP15 1GA

Thursday, 1 June 2017

Notice of meeting:

Standing Advisory Council on Religious Education (SACRE)

**Friday, 9th June, 2017 at 1.30 pm,
Rooms 6 & 7, Innovation House, Wales 1 Business Park, Magor NP26
3DG**

AGENDA

Item No	Item	Pages
1.	Election of Chair.	1 - 4
2.	Appointment of Vice-Chair.	
3.	Apologies for absence and welcome new members and guests - Introduction to current members of SACRE and their roles and responsibilities.	
4.	Declarations of Interest.	
5.	Minutes and actions from the meeting held on 10th February 2017.	5 - 12
6.	Curriculum development update: Feedback on various meetings.	
7.	Update on Lead Practitioner work to support the implementation of the new Religious Studies GCSE.	13 - 14
8.	To discuss a training event for SACRE Members on learning about each others' faiths.	15 - 16
9.	Monitoring RE and Collective Worship.	
9.1.	Feedback on monitoring provision of RE in Primary and secondary schools.	
9.2.	Summary Inspection report of Ysgol Y Fenni.	17 - 22

9.3.	Summary inspection report of Archbishop Rowan Williams Primary School.	23 - 30
10.	WASACRE	
10.1.	To receive and note the draft minutes from the WASACRE meeting on 3rd March 2017.	31 - 42
10.2.	To receive a photo presentation of the meeting hosted by Monmouthshire.	
10.3.	To vote for nominations made to the WASACRE Executive Committee.	43 - 50
10.4.	To note the dates of future WASACRE meetings.	
11.	SACRE News Bulletin.	
11.1.	To receive the May 2017 News Bulletin.	51 - 58
11.2.	To receive a copy of the draft bulletin for Summer 2017.	59 - 62
11.3.	Information briefings from members for inclusion in the next SACRE News Bulletin.	
12.	To set dates and venue of future meetings.	

Paul Matthews

Chief Executive

MONMOUTHSHIRE COUNTY COUNCIL
CYNGOR SIR FYNWY

THE CONSTITUTION OF THE COMMITTEE IS AS FOLLOWS:

County Councillors:

L.Brown
M.Lane
P.Pavia
A. Webb
A. Easson
J.Watkins

Representing the Church in Wales (1)

Dr. A. Daly

Representing the Roman Catholic Church (1)

Mr. R. Cottrell

Representing Free Churches (4)

Baptist: Revd. Dr P. Baines
The Salvation Army: Major S. Wilson
Vacancy
Vacancy

Representing the Bahá'í Faith (1)

Mrs S. Cave

Representing the Buddhist Faith (1)

Shé-zér Khandro

Representing the Hindu Faith (1)

Mr S. Sharma

Representing the Jewish Faith (1)

Mr A. Davidson

Representing the Sikh Faith (1)

Mrs N Baicher

Representing the Muslim Faith (1)

Mrs F Jilani

Representing the Teachers Associations (7)

Mr A. Jones
Mrs R. Davies
Ms C. Cooper
Ms S. Perry Phillips
Ms M. Millington
Mr. S. Oram
Vacancy

Co-opted Members (2)

Mrs K. Fitter
Mr. T. Thomas

Public Information

Access to paper copies of agendas and reports

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

Welsh Language

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

Aims and Values of Monmouthshire County Council

Sustainable and Resilient Communities

Outcomes we are working towards

Nobody Is Left Behind

- Older people are able to live their good life
- People have access to appropriate and affordable housing
- People have good access and mobility

People Are Confident, Capable and Involved

- People's lives are not affected by alcohol and drug misuse
- Families are supported
- People feel safe

Our County Thrives

- Business and enterprise
- People have access to practical and flexible learning
- People protect and enhance the environment

Our priorities

- Schools
- Protection of vulnerable people
- Supporting Business and Job Creation
- Maintaining locally accessible services

Our Values

- **Openness:** we aspire to be open and honest to develop trusting relationships.
- **Fairness:** we aspire to provide fair choice, opportunities and experiences and become an organisation built on mutual respect.
- **Flexibility:** we aspire to be flexible in our thinking and action to become an effective and efficient organisation.
- **Teamwork:** we aspire to work together to share our successes and failures by building on our strengths and supporting one another to achieve our goals.

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Constitution / Terms of Reference for
Monmouthshire County Council
Standing Advisory Council on Religious Education

1. Function

- (a) To advise the Local Education Authority (LEA) upon matters connected with religious worship in county schools and religious education (RE) to be given in accordance with an agreed syllabus for the Authority.
- (b) It can require the LEA to review the RE agreed syllabus and establish an agreed syllabus at a formal meeting called an Agreed Syllabus Conference.
- (c) To consider any application made by a head teacher for their school to be released from the requirement that collective worship be wholly or mainly of a broadly Christian character for some or all of the pupils in that school (determination).

The main role, therefore, is to support effective provision of collective worship, and religious education in accordance with the Agreed Syllabus.

Each LEA should work with its SACRE to review the existing provision for RE and consider with the SACRE whether any changes need to be made in the Agreed Syllabus or in the support offered to schools.

Similarly it should work with its SACRE to monitor the provision of daily collective worship and to consider with it any action which might be taken to improve provision.

It is for the LEA to decide what matters it wishes to refer to its SACRE, but these should include methods of teaching, the choice of teaching material and the provision of teacher training.

A SACRE is not confined to advising on matters referred to it by its LEA; it may offer advice on any matters related to its functions as it sees fit.

The advice offered by a SACRE carries no statutory force. However, the LEA or school should always give careful consideration to advice offered.

LEAs are encouraged to keep their SACRE fully informed on all matters relating to RE and collective worship in their schools. This should include, where appropriate, information on individual schools following inspection by Estyn.

2. Annual Reports

SACRE must publish an annual report on its work. This should:

1. specify any matters on which it has advised the LEA
2. broadly describe the nature on that advice; and
3. set out its reasons for offering advice on any matters which were not referred to it in the first place by the LEA.

A copy of the annual report must be sent to DCELLS (by 30th December).
LEAs are encouraged to send copies of the annual report to schools and local teacher training institutions.

3. Composition

SACRE shall consist of representation from:

- Christian denominations and other religions and religious denominations, to broadly reflect the proportionate strength of the denomination in the area. It is recognised that there will be occasions when the interests of efficiency override the requirement for directly proportionate representation;
- Such associations representing teachers as, in the opinion of the authority, ought to be represented; and
- The local education authority.

It may also appoint co-opted members if required although these members have no voting rights.

It is for the LEA to appoint the members of the three groups.

Each group has a single vote on any matter to be decided by SACRE.

4. Chair

Legislation does not prescribe how the chair should be appointed. It is open to the authority to appoint the chairperson, or to allow a SACRE to appoint its own chair from its members.

5. Meetings & Business

Monmouthshire SACRE normally meets each term (3 meetings per annum) but meetings can be arranged as required.

A member from each group must be present for SACRE to be quorate.

The LEAs duty to convene a SACRE implies a duty to fund this body satisfactorily. The LEA should provide a clerk and sufficient funds for it to perform its functions.

SACRE is required to provide an annual report of its work which must be submitted to DCELLS (by 30th December).

A review of the Agreed Syllabus must be carried within every five year period.

6. Attendance *

Apologies should be made in advance if a member cannot attend a meeting. Any member who has not attended three consecutive meetings without apology will lose the right to his/her place.

Supply cover will be paid for teachers' attendance at meetings.

Religious representatives may claim expenses from their respective organisations.

7. Membership of WASACRE

Monmouthshire SACRE is a member body of the Welsh Association of SACREs. Four SACRE representatives are nominated for attendance at WASACRE but these may be substituted as required.

The RE Adviser to SACRE shall act for the LEA at WASACRE meetings.* Supply cover and travel expenses will be paid to teacher representatives attending meetings.

Religious representatives may claim expenses from their respective organisations.

References: Welsh Office Circular 10/94 Religious Education and Collective Worship.

* Monmouthshire SACRE minutes.

Agreed by SACRE 3rd October, 2008

MONMOUTHSHIRE COUNTY COUNCIL

CYNGOR SIR FYNWY

THE SACRE CONSTITUTION:

LEA 6 places:

Representing Monmouthshire County Council

Religions and denominations 12 places:

Representing the Church in Wales (1)

Representing the Roman Catholic Church (1)

Representing the Free Church Council (4)

Representing the Bahai'i Faith (1)

Representing the Buddhist Faith (1)

Representing the Hindu Faith (1)

Representing the Muslim Faith (1)

Representing the Jewish Faith (1)

Representing the Sikh Faith (1)

Representing the Teachers Associations 7 places

Co-opted Members 2 places

As agreed by Monmouthshire Council 27th July, 2006.

Public Document Pack **Agenda Item 5**

MONMOUTHSHIRE COUNTY COUNCIL

**Minutes of the meeting of SACRE held
at Rooms 6 & 7, Innovation House, Wales 1 Business Park, Magor NP26 3DG on Friday,
10th February, 2017 at 1.30 pm**

PRESENT: County Councillor E.J. Hacket Pain (Chair)

County Councillors: P. Clarke, A. Easson and B. Strong

ALSO IN ATTENDANCE:

Roman Catholic Church	Mr. R. Cottrell
Free Church Council	Revd. Dr. P. Baines
Sikh Faith	Mrs. N. Baicher
Hindu Faith	Mr. S. Sharma
Teachers Associations	Ms. C. Cooper, Mr. A. Jones, Mrs. R. Davies and Mr. S. Oram

OFFICERS IN ATTENDANCE:

Gill Vaisey	RE Consultant
Richard Williams	Democratic Services Officer

GUEST:

Gill James - Achievement and Inclusion Leader, Cardiff SACRE

APOLOGIES:

County Councillors J. George and D. Jones

Mrs. V. Howells, Mrs. S. Cave, Mrs. F. Jilani, Ms. S. Perry-Phillips, Mrs. K. Fitter and Mr. T. Thomas

1. Declarations of interest

There were no declarations of interest made by Members.

2. Confirmation of Minutes

The minutes of the SACRE meeting held on 15th November 2016 were confirmed and signed by the Chair, subject to the following amendments:

- Ms. C. Cooper was in attendance at this meeting.
- Page 5, Minute 8, bullet point 13 - the first sentence be amended to read 'Monmouth Comprehensive School...'
- Page 5, Minute 8, bullet point 14 – the sentence be amended to read 'schools...'
- Page 5, Minute 8, bullet point 15 – the first sentence be amended, as follows:

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of SACRE held at Rooms 6 & 7, Innovation House, Wales 1 Business Park, Magor NP26 3DG on Friday, 10th February, 2017 at 1.30 pm

- Caldicot School reported that RE is taught separately from the Welsh Baccalaureate and has designated time in Year 10 for RE provision.

Arising from the minutes, the following points were noted:

- The RE Adviser has established regular meetings with Debbie Hartevelde and she will invite her or a representative from the Education Achievement Service (EAS) to a future SACRE Meeting.
- The RE Adviser has been in contact with primary school head teachers regarding the provision of training for faith representatives and teachers around the theme 'sharing faith provider workshops'.
- The WASACRE Executive will be meeting with Kirsty Williams AM on 2nd March 2017 to discuss the concerns that have been raised with regard to the teaching of RE via the Welsh Baccalaureate.
- WJEC Accredited RS Specification – It was noted that the new GCSE is purely academically based and students are not able to provide their personal response.
- Guidance on managing the right of withdrawal from Religious Education – The RE Adviser stated that this matter was ongoing and would report back to a future SACRE meeting.
- The Head of Achievement and Attainment was not present at the meeting and therefore would report back at the next meeting on her monitoring of RE provision in the secondary schools.

3. Curriculum development update:

3.1. NAPfRE 'What Is Good RE?'

The RE Adviser informed the Committee that the NAPfRE Group was working on a paper to support Pioneer Schools with a view to developing the RE curriculum via these schools. Information identifying 'what is good RE' has been shared with Manon Jones of the Welsh Government.

We resolved to receive the verbal update and noted its content.

3.2. Report from meeting with Manon Jones (Welsh Government)

The RE Adviser informed the Committee that several meetings have been held with Manon Jones. In doing so, the following points were noted:

- Six working groups have been established with a view to looking at areas of learning and experience.
- A meeting had been held on the 18th and 19th January 2017.

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of SACRE held at Rooms 6 & 7, Innovation House, Wales 1 Business Park, Magor NP26 3DG on Friday, 10th February, 2017 at 1.30 pm

- The meeting comprised of practitioners and new staff.
- A meeting will be held every month over a two day period.
- The Education Achievement Service (EAS) will lead discussions at the February 2017 meeting.
- By the end of June 2017 it is anticipated that aims for the humanities area will be established.
- Manon Jones is proposing to constitute a planning group comprising of representatives from NAPfRE, WASACRE, Estyn, a representative from the Welsh Government legislation team, and Manon Jones herself, with a view to determining how to engage with SACREs regarding the RE element of Humanities and how this will work.
- The group will aim to meet in March 2017.
- RE provision will form part of the Humanities programme alongside History and Geography. However, RE provision may be removed for their child at the parents' request.
- Concern was expressed that RE provision will not have parity with Geography and History provision if RE provision is not provided in the National Curriculum.

We resolved to:

- (i) receive the verbal update and noted its content;
- (ii) receive an update on progress at the next SACRE meeting.

4. New GCSE Specification for Wales Local Authority grant to support non-core subject teachers with new GCSE specifications - current developments

We received the EAS weekly bulletin item.

In doing so, the following points were noted:

- Rhian Davies, informed the Committee that she had been appointed by the EAS as one of the Lead Practitioners to develop support for the implementation of the new RS GCSE. The other Lead Practitioner is Clare Lane from Ebbw Fawr Learning and who also sits on the Blaenau Gwent SACRE.
- Concern was expressed that the funding provided, in the sum of £4900 to develop a support programme for the new GCSE's, has been halved. This will not cover the cost of a teacher being out of the classroom for 20 days throughout the year.

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of SACRE held at Rooms 6 & 7, Innovation House, Wales 1 Business Park, Magor NP26 3DG on Friday, 10th February, 2017 at 1.30 pm

- The EAS needs to be made aware of this issue.
- Rhian Davies will provide further updates on progress at future SACRE meetings.

We resolved to receive the report and noted its content.

5. Draft minutes from the WASACRE meeting dated 18th November 2016

We received the draft minutes of the WASACRE meeting dated 18th November 2016. In doing so, the following points were noted:

- Welsh Baccalaureate – There are significant issues regarding RE provision at all key stages, and not just at Key Stage 4. RE provision at all stages is being diminished with many enquiries regarding this matter being made by all schools both in the primary and secondary sector.
- Vicky Thomas has written to WASACRE regarding this matter.
- This issue needs to be monitored to assess how it will affect Monmouthshire's schools.
- It was considered that within the primary sector, RE provision needs to be monitored to ensure that it is being provided.
- In response to a question raised regarding the inclusion of a Humanist representative on Monmouthshire SACRE, it was noted that the British Humanist Association had been contacted and invited to join SACRE as a co-opted member. However, the Society has not taken up the offer to join.
- The RE Adviser would contact the British Humanist Association again after the next WASACRE meeting extending an invitation for one of their representatives to join Monmouthshire SACRE.
- The Chair and the RE Adviser will liaise with the Head of Achievement and Attainment with a view to reminding schools of their statutory requirements with regard to RE provision.

We resolved to receive the minutes and noted its content.

6. Preparations for hosting WASACRE on 3rd March 2017

We received the preparation checklist for hosting WASACRE on 3rd March 2017. In doing so, the following points were noted:

- A reminder email will be sent to Monmouthshire SACRE Members inviting them to attend the WASACRE meeting.

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of SACRE held at Rooms 6 & 7, Innovation House, Wales 1 Business Park, Magor NP26 3DG on Friday, 10th February, 2017 at 1.30 pm

- Display boards to be provided.
- SACRE Members to provide a pen portrait and photograph to the RE Adviser by Friday 24th February 2017.
- Sharon Perry-Phillips will provide a presentation as part of the WASACRE agenda.
- Table space to be provided for faith representatives to display information about their religions.

We resolved to receive the report and noted its content.

7. Nominations for WASACRE Executive Committee

We received information from the WASACRE Secretary inviting SACREs to make nominations for new members to serve on the WASACRE Executive Committee.

The RE Adviser informed the Committee that three positions will become available from July 2017, namely:

- Vicky Thomas – Torfaen period of office 2014-2017.
- Gill Vaisey – Monmouthshire (Rec rep for WASACRE) period of office 2014-2017.
- The position for the Vice-Chair.

We resolved to nominate Gill Vaisey to serve on the WASACRE Executive Committee for another term.

8. To note the dates of future WASACRE meetings

We noted the following dates for future meetings of WASACRE:

- Friday 3rd March 2017 – Monmouthshire County Council Offices, County Hall, Rhadyr, Usk.
- Summer 2017 – Wrexham.
- Autumn 2017 – Bridgend.
- Spring 2018 – Swansea.

9. Autumn 2016 News Bulletin

We received and noted the SACRE News bulletin for Autumn 2016.

MONMOUTHSHIRE COUNTY COUNCIL

**Minutes of the meeting of SACRE held
at Rooms 6 & 7, Innovation House, Wales 1 Business Park, Magor NP26 3DG on Friday,
10th February, 2017 at 1.30 pm**

10. Draft SACRE News Bulletin for the Spring term

We received the draft spring 2017 SACRE News Bulletin. In doing so, the following points were noted:

- The British Humanist website to be added.
- A series of children's books written by the RE Adviser were the first to be accredited for the Understanding Christianity project to raise standards in the teaching of Christianity in schools.

We resolved to receive the New Bulletin update and noted its content.

11. Information briefings from members for inclusion in the next SACRE News Bulletin

We noted the following information from faith representatives and teachers that will be included in the spring 2017 News Bulletin:

- The Roman Catholic Church representative will write an article for the News Bulletin regarding a retreat that he had attended recently at Llantarnam Abbey.
- Simon Oram will write an article for the News Bulletin regarding the Faith Day that was held at this school.
- The Buddhist Faith representative will write an article for the News Bulletin regarding fundraising for a rural retreat in rural Wales.
- The Hindu holiday of Maha Shivaratri will be celebrated on 24th February 2017.
- Rhian Davies, Head Teacher - Her school is a lead school for religious education.
- The Sikh Community celebrated the 350th birth anniversary of Guru Gobind Singh, tenth Master, in January 2017.
- The Estyn Thematic Review of Key Stage 2 and Key Stage 3 in 2017 / 2018 to be added to the News Bulletin.

We resolved to receive the News Bulletin update and noted its content.

12. Estyn Thematic Review of Key Stage 2 and Key Stage 3 in 2017 / 2018

The RE Adviser informed the Committee that Estyn was undertaking a Thematic Review of Key Stage 2 and Key Stage 3 in 2017 / 2018.

This review comprises of a sample of schools in which RE provision and standards are to be monitored.

MONMOUTHSHIRE COUNTY COUNCIL

**Minutes of the meeting of SACRE held
at Rooms 6 & 7, Innovation House, Wales 1 Business Park, Magor NP26 3DG on Friday,
10th February, 2017 at 1.30 pm**

We resolved to receive the verbal update and noted its content.

13. Religious Diversity in Primary Schools Project

We received papers regarding research being undertaken by Cardiff University in respect of religious diversity in primary schools.

In doing so, the Committee was informed that the intention is to promote good RE provision in schools. Schools have been sent a questionnaire to complete asking for their views on what is required to ensure high quality RE provision.

The first draft of the resource pack will be presented as part of a consultation workshop during the University's 'Religious Diversity in Primary Schools' seminar event, to be held at Cardiff University on Thursday 30th March 2017. All SACRE members are invited to attend.

We resolved to receive the papers and noted their content.

14. Date and venue of next meeting

The next SACRE Meeting will be held at Innovation House, Magor, on Friday 9th June 2017 at 1.30pm.

The meeting ended at 3.00 pm

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Agenda Item 7

Heads of RE,
All Secondary Schools

May 23rd 2017

Dear Colleagues

SACRE would like to inform you of the support that is being made available to schools with the implementation of the revised Religious Studies GCSE specifications to be taught from September 2017.

As reported in the last News Bulletin, the EAS have appointed two GCSE lead practitioners in Religious Studies to support schools with this implementation. They are Rhian Davies of King Henry VIII School, Monmouthshire and Clare Lane of Ebbw Fawr Learning Community, Blaenau Gwent.

A network meeting has been organized by the GCSE lead practitioners for **28th June, 2017 at King Henry VIII School in Abergavenny, NP7 6EP**. It will run from 2-4pm. Some of the items on the agenda for discussion include:

1. Discussion of options that schools have chosen with perhaps the grouping of schools together who have chosen the same religion combination so that they can support each other.
2. Preparation of SAMS to create a bank of SAMS materials to share such as a selection of papers and mark schemes that can be used as examples, tests, assessments etc
3. Tracking progress by discussing mechanisms to track progress and identify underachievement
4. Cost effectiveness by going paperless, as far as possible. Consideration of creation of our own resources e.g. Hinduism text book, as WJEC does not include Hinduism
5. Specified texts activities, similar to the SAMS activity above, to provide activities to help students understand and apply the specified texts.
6. Schemes of Learning – layout, sharing of ideas, division of tasks to create schemes of learning.

There is also an intention for the Lead Practitioners to provide in-school support. The detail of this process is yet to be worked out and will be discussed at the meeting.

The intention of the lead practitioners is to try to address the needs of schools and would welcome any ideas and suggestions from colleagues. For further information about enrolment and course details please contact Clare Lane by email on clane@ebbwfawr.co.uk

SACRE welcomes such support to schools at this very important time and would encourage schools to take advantage of this opportunity for support and advice in preparation for implementation in September 2017.

Yours sincerely

Gill Vaisey
RE Consultant to SACRE

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SACRE Members' Training Day Learning about each others' faith

**Programme suggestions: Full day or Half day options
(to allow schools to attend for any combination of full or half days)**

First Date:

Morning session

09.15 a.m. – 10.15 a.m. Workshop 1: Bahá'í (Sue)

10.15 a.m. – 10.30 a.m. Break: Tea / Coffee

10.30 a.m. – 11.30 a.m. Workshop 2: Buddhism (Shé- zér)

11.40 a.m. – 12.40 p.m. Workshop 3: Christian (Peter)

12.40p.m. – 1.30 p.m. Lunch

Afternoon session

1.30 p.m. – 2.30 p.m. Workshop 4: Sikh (Neeta)

2.40 p.m. – 3.40 p.m. Workshop 5 Hinduism (Soam)

Second Date: Full day or Half day options (for schools to attend)

Morning session

09.15 a.m. – 10.15 a.m. Workshop 1: Islam (Flensham or Fatma)

10.15 a.m. – 10.30 a.m. Break: Tea / Coffee

10.30 a.m. – 11.30 a.m. Workshop 2: Judaism (Yaakov)

11.40 q.m. – 12.40p.m. Workshop 3: Christian (Bob)

12.40p.m. – 1.30 p.m. Lunch

Afternoon session

1.30 p.m. – 2.30 p.m. Workshop 4: Sikh (Neeta)

2.40 p.m. – 3.40 p.m. Workshop 5 Hinduism (Soam)

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Summary Of Inspection Reports SACRE Summer 2017

Ysgol Y Fenni	May 2010	February 2017
Collective Worship	Pupils' spiritual development is promoted very well and they have experiences of a high standard during the whole-school and classroom sessions of collective worship. They have opportunities to express an opinion and to reflect on the themes of assemblies. The range of rich experiences across the curriculum which fire learners' imaginations contributes very well to their spiritual development.	'regular opportunities for collective worship;'
Religious Education	<p>All learners are provided with equal access to a broad, balanced and relevant curriculum which satisfies statutory requirements.</p> <p>They develop an increasing awareness of the diversity in the world and the differences between various beliefs and cultures appropriately through lessons in geography and religious education and collective worship sessions.</p>	KS2 pupils research skilfully on the internet and a minority are aware of the need to consider copyright when attaching pictures and video clips to their work, for example when creating specific QR codes that guide users to enjoy comprehensive presentations on the world's religious leaders.
Pupils' social, moral, spiritual and cultural development.	Pupils' personal, social and moral skills are outstanding.	The school promotes pupils' spiritual, moral, cultural and social development appropriately through the medium of purposeful themes and regular opportunities for collective worship; for example, outdoor activities at the forest school promote good values in terms of trust, responsibility, honesty, respect and teamwork effectively. This helps pupils to develop important life skills, such as co-operation and knowing the difference between right and wrong.
Community links	Many appropriate visits are arranged which are linked to pupils' historical, geographical, scientific and religious studies. Visitors to the school, who include clerics, artists, musicians, poets and authors, play a very important part. These experiences are outstanding features.	<p>Pupils are keen to raise money for charities within their community and internationally, and they have an appropriate awareness of the situations of people who are less fortunate than themselves and in need.</p> <p>The school's pupils are very visible in the locality and the local community. Teachers make suitable use of the local museum and castle to enrich provision and broaden pupils' experiences successfully. The school has developed a plot of land at a local care home in order to create a forest school, and pupils sing and give donations in order to thank them. As a result, the school promotes a robust sense of community responsibility among pupils.</p>

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Summary Of Inspection Reports SACRE Summer 2017

Ysgol Y Fenni	May 2010	February 2017
Collective Worship	Pupils' spiritual development is promoted very well and they have experiences of a high standard during the whole-school and classroom sessions of collective worship. They have opportunities to express an opinion and to reflect on the themes of assemblies. The range of rich experiences across the curriculum which fire learners' imaginations contributes very well to their spiritual development.	'regular opportunities for collective worship;'
Religious Education	<p>All learners are provided with equal access to a broad, balanced and relevant curriculum which satisfies statutory requirements.</p> <p>They develop an increasing awareness of the diversity in the world and the differences between various beliefs and cultures appropriately through lessons in geography and religious education and collective worship sessions.</p>	KS2 pupils research skilfully on the internet and a minority are aware of the need to consider copyright when attaching pictures and video clips to their work, for example when creating specific QR codes that guide users to enjoy comprehensive presentations on the world's religious leaders.
Pupils' social, moral, spiritual and cultural development. Page 19	Pupils' personal, social and moral skills are outstanding.	The school promotes pupils' spiritual, moral, cultural and social development appropriately through the medium of purposeful themes and regular opportunities for collective worship; for example, outdoor activities at the forest school promote good values in terms of trust, responsibility, honesty, respect and teamwork effectively. This helps pupils to develop important life skills, such as co-operation and knowing the difference between right and wrong.
Community links	Many appropriate visits are arranged which are linked to pupils' historical, geographical, scientific and religious studies. Visitors to the school, who include clerics, artists, musicians, poets and authors, play a very important part. These experiences are outstanding features.	<p>Pupils are keen to raise money for charities within their community and internationally, and they have an appropriate awareness of the situations of people who are less fortunate than themselves and in need.</p> <p>The school's pupils are very visible in the locality and the local community. Teachers make suitable use of the local museum and castle to enrich provision and broaden pupils' experiences successfully. The school has developed a plot of land at a local care home in order to create a forest school, and pupils sing and give donations in order to thank them. As a result, the school promotes a robust sense of community responsibility among pupils.</p>

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Religious Education

Key Question 1: How good are outcomes in Religious Education?

- Self-evaluation is based on lesson observations, evaluation of pupils' work and interviews with pupils.

References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education

Standards in Religious Education – progress in learning: Foundation Phase / KS2 / KS3/ KS4

- Planning is based on the Agreed Syllabus for Religious Education and the use of units of work prepared by the subject leader. This ensures good coverage of all faiths through meaningful topics and activities.
- Pupils visit the local church and study special places, including places of worship, which has helped them to understand and appreciate their importance. The school makes good use of visitors to support the teaching of faiths and to enhance understanding of key festivals, including Chinese New Year and Divali and Eid. Pupils regularly receive musical workshops and integrated days to learn about other faiths and traditions.
- Yr. 5 & 6 pupils visit the synagogue in Cardiff and also the Salvation Army Church in Cwmbrân. Estyn noted that extra-curricular activities, including visits to places of interest, workshops and presentations by visitors, enrich provision for pupils.
- The 2017 Estyn report recognised that throughout the school, pupils immerse themselves completely in their written work, for example when presenting a detailed biography of Mother Theresa. The report also states that many use a good range of higher order reading skills to discover facts from different sources quickly. A good example of this is the way in which they gather information from the internet about extreme poverty in Haiti. They research skilfully on the internet and a minority are aware of the need to consider copyright when attaching pictures and video clips to their work, for example when creating specific QR codes that guide users to enjoy comprehensive presentations on the world's religious leaders e.g Martin Luther King and Mother Theresa.
- The school tracks individual pupil progress for all subjects, including RE, using the skills from the Agreed Syllabus. The school reports annually to parents on pupil progress in RE.
- The skills of enquiry, investigating and evaluating are carried out very well in RE sessions where pupils are encouraged to reflect on and to challenge ideas and opinions. Pupil use a range of ICT to support investigative and research tasks.
- Estyn also noted that pupils are keen to raise money for charities within their community and internationally, and that they have an appropriate awareness of the situations of people who are less fortunate than themselves. The school sends old school uniform to a school in Uganda and this year has worked with the charity Love Zimbabwe to collect money for books for their library.
- Estyn noted that the school provides an effective range of stimulating and interesting activities that develop pupils' understanding of life in other countries around the world.
- Estyn noted that the school promotes pupils' spiritual, moral, cultural and social development appropriately through the medium of purposeful themes and regular opportunities for collective worship; for example, outdoor activities at the forest school promote good values in terms of trust, responsibility, honesty, respect and teamwork effectively. This helps pupils develop important life skills, such as co-operation and knowing the difference between right and wrong.
- Estyn noted that the school has given beneficial attention to the EU Convention on the rights of the child. As a result, pupils have written to commercial companies to raise concerns about their policy on employing children to harvest crops.

Areas for Development

- Audit RE resources, artefacts and update
- Visit a mosque

Excellent

Good

X

Adequate

Unsatisfactory

Key Question 2: How good is provision in Religious Education?

- A self evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.
- An evaluation of lesson observations and pupils' work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly.
- In primary schools references should be made to the provision of 'People, Beliefs and Questions' for Foundation Phase learners as well as Religious Education at KS2.
- In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: ESTYN Inspection Framework 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education

The teaching: planning and range of strategies - Foundation Phase / KS2 / KS3/ KS4

- Discussions between the Headteacher and RE Co-ordinator demonstrate that pupils are being taught RE skills well. This is backed up by lesson observations and scrutiny of pupils' work, although this is a less formal system than for core areas.
- Provision is described as excellent by Estyn who state that all of the school's staff work together to provide stimulating experiences and interesting learning programmes that excite nearly all pupils. Teachers provide a broad and balanced curriculum and adapt plans skillfully in order to meet the needs of nearly all pupils very creatively. As a result they are given an exceptional range of high quality learning experiences.
- Lesson observation has demonstrated that throughout the school, teachers and teaching staff have a consistent approach to teaching and learning, which ensures that pupils achieve well. They create a positive and co-operative working atmosphere. This ensures that pupils understand the aims of the lessons and helps them to recognise what they need to do to succeed. Without exception, teachers have high expectations of pupils' behaviour and attainment, and the quality of the work produced reflects this.
- Individual class led assemblies, from Nursery to Year 6, which enables pupils to share their learning experiences with family and peers. It also provides opportunities for reflection.
- The school provides a caring and welcoming environment, and places strong emphasis on the wellbeing of its pupils. Teachers implement effective strategies consistently to nurture self-discipline. The school's approach to behaviour management encourages children to act in a mature and co-operative way and to show mutual respect.
- All of our Christmas shows include elements of the First Christmas story.

Areas for Development

- Ensure that RE has in-put in the Humanities team when preparing for Donaldson Curriculum.
- Ammend Schemes of work accordingly.
- Ensure that pupil work wih increasing independence.

Excellent		Good	X	Adequate		Unsatisfactory	
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Name of School:

Collective Worship

Key Question 2: How good is provision in Collective Worship?

Does Collective Worship meet the statutory requirements?	Yes	X	No
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References: [ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' \(September 2010\)](#), ['Religious Education and Collective Worship' \(Welsh Office Circular 10/94\)](#)
[WASACRE Guidance on Collective Worship 2012](#)

Good features in relation to the quality of Collective Worship

- The school meets requirements for daily worship in all respects and has devised a termly timetable of topics and stories to be covered.
- Collective Worship provides opportunities to reflect on core themes of values and respect.
- SEAL (Social and Emotional Aspects of Learning) themes help to support and enhance pupils' values, morals, attitudes and understanding.
- The local churches visit to give assemblies as do charities such as Operation Christmas Child. .
- Visitors such as Tony Bujeya and local Christian puppet companies are welcomed termly into school.
- All teaching staff lead acts of Collective Worship on a rota basis, with the HT leading Collective Worship every Monday and Friday mornings.
- The school actively seeks pupils' opinions on assemblies and how they could be improved – this is done through a question on the annual pupil questionnaire and also through the School Council.

Areas for Development in relation to the quality of Collective Worship

- Ensure that assemblies are interesting for a wide range of pupil ages.

Excellent		Good	X	Adequate		Unsatisfactory	
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Signed: *A wiggins* (Headteacher)

Summary Of Inspection Reports SACRE Summer 2017

Archbishop Rowan Williams Voluntary Aided	July 2009	February 2017
Collective Worship	Prayers and opportunities for reflection are regular features of collective acts of worship which fulfil statutory requirements.	No reference in report.
Religious Education	<p>Through their work in geography, Personal and Social Education and Religious Education, pupils are made aware of the lives of children in other parts of the world, the economic and social inequalities that exist and how global forces shape their lives. Theatre visits, poetry workshops and visits to places of worship such as a synagogue effectively enhance pupils' learning experiences.</p> <p>Under 5s: All children are becoming familiar with well known stories from the Bible such as David and Goliath. They know that the Bible is a very special book that is read in church. They are also becoming familiar with other religious and cultural traditions. During their study of Diwali, for example, they explore Indian dance, cookery and craft traditions.</p>	No reference in report.
Pupils' social, moral, spiritual and cultural development.	<p>Spiritual development is exceptionally well promoted through both religious and creative experiences. For example, listening to a piece of music made one pupil think and write about how she felt when her grandmother died.</p> <p>The emphasis on moral development ensures that pupils understand the difference between right and wrong. Awareness of their own and other people's cultures is very well promoted through pupils' attendance at eisteddfodau and other special events in their area and through the school's links with places such as South Africa.</p>	Provision for promoting pupils' spiritual, moral, social and cultural development is good. For example, the school's ethos team promotes positive values, such as perseverance, throughout the school.
Community links		There is a strong caring ethos in the school that promotes a feeling of belonging, equality and respect. The school recognises diversity and celebrates pupils' differences positively in an 'I am special' week. The school is an inclusive community that ensures that all pupils are valued and have equal access to everything that the school has to offer.

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Summary Of Inspection Reports SACRE Summer 2017

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Pupils' social, moral, spiritual and cultural development.	<p>Spiritual development is exceptionally well promoted through both religious and creative experiences. For example, listening to a piece of music made one pupil think and write about how she felt when her grandmother died.</p> <p>The emphasis on moral development ensures that pupils understand the difference between right and wrong. Awareness of their own and other people's cultures is very well promoted through pupils' attendance at eisteddfodau and other special events in their area and through the school's links with places such as South Africa.</p>	Provision for promoting pupils' spiritual, moral, social and cultural development is good. For example, the school's ethos team promotes positive values, such as perseverance, throughout the school.
Community links		There is a strong caring ethos in the school that promotes a feeling of belonging, equality and respect. The school recognises diversity and celebrates pupils' differences positively in an 'I am special' week. The school is an inclusive community that ensures that all pupils are valued and have equal access to everything that the school has to offer.

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Religious Education

Key Question 1: How good are outcomes in Religious Education?

- Self-evaluation is based on lesson observations, evaluation of pupils’ work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results.

References: [ESTYN Inspection Framework Section 1](#) and [the Locally Agreed Syllabus for Religious Education](#)

Standards in Religious Education – progress in learning: Foundation Phase / KS2

Workbook scrutiny by the Head teacher takes place annually and listening to learners and a learning walk by the Ethos Team has taken place. The two RE coordinators in the Humanities Curriculum Team are enthusiastic in their role and have introduced the Diocesan Scheme of Work to the school.

The RE curriculum is well planned.

- Teaching is good with aspects of very good practice in some lessons.
- Teachers demonstrate good subject knowledge and the active involvement of Teaching Assistants enhances pupils’ learning in a positive way.
- Teachers demonstrate good questioning skills on the whole and there are opportunities for older pupils to plan and present group presentations.
- A scrutiny of books and discussions with pupils indicate that pupils enjoy a wide and varied RE curriculum. Pupils make good progress in their understanding of Biblical stories and concepts.
- Pupils understand how the values link to the values and distinctive character of the school.
- Children’s work in RE books is progressive and tasks are varied being based around the Christian values promoted throughout the school.
- Nearly all pupils talk confidently about Christian values for life.
- Many pupils communicate with confidence and respond effectively to some probing questions on aspects of the Bible and religious ideas.
- IT skills have been demonstrated in conjunction with RE lessons and give opportunity for pupils to develop a stronger grasp of both subject areas. Older pupils demonstrate independent research skills using ICT.
- In all areas of RE within the school, pupils and staff are encouraged to be reflective in their faith.
- The school environment contains interactive displays helping to further extend pupil’s knowledge of RE.
- Through teaching of RE the importance of personal faith is highlighted.
- Pupils show good understanding of many key aspects of Christianity and the Bible and can articulate this in a mature way
- In Upper KS2 most pupils engage well with tasks, work cooperatively in groups and at an appropriate pace demonstrate progression in their learning.
- In the Foundation Phase, nearly all pupils enjoy RE

Areas for Development

- include greater challenge and differentiation in RE and increase pupils’ opportunities to respond appropriately to teachers’ focused marking enabling them to improve
- develop a robust system of monitoring, tracking, assessment and evaluation of RE to inform self-evaluation and school improvement
- ensure the RE Scheme of Work includes more detailed coverage of other faiths to increase pupil knowledge and understanding of world religions

Excellent		Good	/	Adequate		Unsatisfactory	
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Key Question 2: How good is provision in Religious Education?

- A self evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.
- An evaluation of lesson observations and pupils' work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly.
- In primary schools references should be made to the provision of 'People, Beliefs and Questions' for Foundation Phase learners as well as Religious Education at KS2.
- In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References: [ESTYN Inspection Framework 2.1 and 2.2](#) and the [Locally Agreed Syllabus for Religious Education](#)

The teaching: planning and range of strategies - Foundation Phase / KS2

- RE teaching is based around the Diocese SoW and the Christian values it contains. In some year groups suggested activities are substituted for others more applicable to our school.
- The Diocesan SoW links to the half-termly value and includes some good use of RE core skills across the curriculum. Core skills match the expectations of the Literacy and Numeracy Framework (LNF).
- The school has an effective focus on Christian values which strengthens personal development and well-being across the school.
- RE is taught both as a discrete subject (1 lesson per week) in addition to the incidental reference and promotion of RE throughout the school each day.
- Lesson planning and content is progressive.
- The annual Values day helps to set the tone for the school year.
- Pupil successes are celebrated each week in a pupil led Act of Worship giving pupils increased confidence.
- Year 6 take part in an RE day at Caldicot School during the summer term when other faiths are respected.
- RE lessons, the school values and links with local clergy help to support the spiritual needs of pupils within the school.
- Weekly services at local Church and half-termly Eucharist play a central part to developing prayer and worship within the school.
- An Ethos committee has been established by the pupils in collaboration with teaching staff with the sole aim of promoting a strong Christian Ethos throughout the school.
- Attitudes to school have been very positive in general as seen in the PSAS survey. (Ethos scores of 27.5 and above in Y4 and Y5)
- Strong and supportive relationships exist between all members of the school community which have been securely embedded in the distinctive Christian values of the school.
- All learners have a good understanding of the role of the Christian church both at home and abroad.
- RE teaching plays a significant role in developing the Christian character of the school.
- Class led assemblies are embedded in the school calendar in order to celebrate various Christian festivals and give opportunities for pupil led prayer and worship.
- Stronger links within the community are promoted through events such as our Ising concerts which promote the 'school as a family' and have led to increased parental engagement.

- Resources are effective and include ICT, artefacts and texts
- Teaching members of staff from both Key stages coordinate the teaching of RE as part of a curriculum team. They are developing good practice within the school and often take opportunities to learn from other schools.
- HT meets regularly with the Rector to develop RE within the school and plan modifications to CW and community links in order to develop engaging services.
- Links to other Church schools are strengthened through staff members being part of a PLC between CiW schools in the Dioceses of Monmouth and Llandaff which informs and enriches the RE curriculum.

Areas for Development

- ensure the RE Scheme of Work includes more detailed coverage of other faiths to increase pupil knowledge and understanding of world religions
- develop an outdoor area for reflection and prayer to foster pupils' spirituality.

Excellent

Good

/

Adequate

Unsatisfactory

Collective Worship

Key Question 2: How good is provision in Collective Worship?

Does Collective Worship meet the statutory requirements?

Yes

No

References: [ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' \(September 2010\)](#), ['Religious Education and Collective Worship' \(Welsh Office Circular 10/94\)](#)
[WASACRE Guidance on Collective Worship 2012](#)

Good features in relation to the quality of Collective Worship

- Daily acts of collective worship are held as it holds a central place in the life of our school building a family atmosphere.
- Collective Worship is led by members of SLT, staff, Clergy (CiW and others) as well as pupils or whole classes and develop pupils understanding of theology and faith.
- Pupils have opportunity to write and say their own prayers during worship services leading to increased confident and promoting personal faith.
- The Biblical knowledge of the pupils is increased through CW and pupils feel confident enough to ask searching questions about faith during lessons or following CW.
- Singing is at times lively and at others more reflective depending on the service. Pupils often select appropriate songs themselves. The school also has a well-attended music club which meets weekly.
- Classes collaborate to take collective worship at different times of year such as Harvest (Y3/Y4), Remembrance (Y6) and Easter (Y2) which promotes friendship and trust.
- Each half term a Christian value is promoted through CW, RE lessons and in the wider school community in order to help pupils develop their own Christian character.

- The PSAS data shows our pupils enjoy opportunities to be together and visits from our local Clergy. Our remembrance service is often attended by members of the wider community.
- The Church year is highlighted through the changes made to the colours displayed during CW. This helps pupils appreciate the traditions of the established church.
- CW contains strong Biblical content and makes links with everyday life. Pupils encounter and listen with interest to members of the community with personal faith.
- The behaviour observed in CW is respectful and calm which helps to maintain a reflective aspect to this daily act.
- During Eucharist services, pupils often assist as servers or worship leaders helping to give them ownership of acts of faith.
- Prayers are said each day at lunchtime and home time and pupils recognise the central part of prayer in the life of Christians.

Areas for Development in relation to the quality of Collective Worship

- To involve new Rector within Ethos Team meetings
- Ethos team to work with the new Rector to create a Eucharist service and other worships bespoke to our school

Excellent		Good	/	Adequate		Unsatisfactory	
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Signed: *Suzanne Hamer* (Headteacher)

Date: 7th June 2017



Cyfarfod Cymdeithas CYSAG au Cymru, yn Sir Fynwy Swyddfeydd y Cyngor, Neuadd y Sir, Rhadyr, Brynbuga. 3 Mawrth 2017 (10.30am – 3pm)

Wales Association of SACREs meeting, at the Monmouthshire County Council Offices, County Hall, Rhadyr, Usk, NP15 1GA. 3 March 2017 (10.30am – 3pm)

Attendance

<p>Ynys Môn / Anglesey Bethan James Rheinallt Thomas</p>	<p>Sir Ddinbych / Denbighshire Phil Lord</p>	<p>Powys John Mitson Margaret Evitts</p>
<p>Blaenau Gwent Gill Vaisey Soam Sharma Chris Abbas Mal Jilani</p>	<p>Sir y Flint / Flintshire Phil Lord</p>	<p>Rhondda Cynon Taf Paula Webber Mathew Maidment</p>
<p>Pen-y-bontarOgwr / Bridgend Edward Evans Vicky Thomas</p>	<p>Gwynedd Bethan James</p>	<p>Abertawe / Swansea Vicky Thomas</p>
<p>Caerffili/ Caerphilly Enfys Hawthorn Janet Jones Vicky Thomas</p>	<p>Merthyr Tudful / Merthyr Tydfil Vicky Thomas Ernie Galsworthy</p>	<p>Torfaen /Torfaen Marilyn Frazer Kenneth Jacob Vicky Thomas</p>
<p>Caerdydd / Cardiff Gill Vaisey</p>	<p>Sir Fynwy / Monmouthshire Gill Vaisey Val Howells Peter Baines Kath Fitter N Baicher Tudor Thomas Bob Cotterell Sue Cave Liz Hackett Pain</p>	<p>Bro Morgannwg / Vale of Glamorgan Paula Webber Dafyd Trehearne R. Delpak</p>
<p>Sir Gaerfyrddin / Carmarthenshire Mary Parry</p>	<p>Castell-nedd Port Talbot / Neath and Port Talbot</p>	<p>Wrecsam / Wrexham Libby Jones Tania ap Sion</p>
<p>Ceredigion</p>	<p>Casnewydd / Newport Huw Stephens N Baicher Sally Northcott Vicky Thomas</p>	<p>Sylwedyddion / Observers Simon Oram Clare Cooper Sharon-Perry Phillips Tudor Thomas (REMW) Andrew Jones (Caldicot School) Fr Bernard Sixtus (Catholic Archdiocese of Cardiff) Pauline Smith (Welsh Government) Manon Jones (Welsh Government)</p>
<p>Conwy Phil Lord Nicholas Richter</p>	<p>Sir Benfro / Pembrokeshire Mary Parry Huw George</p>	

Minutes

1. **Cyflwyniad a chroeso /Introduction and welcome**

The Chair of WASACRE, Phil Lord (PL), thanked Cantref and Shirenewtonschool choirs for the excellent entertainment provided. He welcomed members to the Council Chamber at Usk, Monmouthshire. Monmouthshire SACRE representatives were available to talk to members during the day.

Thanking WASACRE for choosing the venue, Cllr. Jim Higginson welcomed members to the Chamber saying that at Monmouthshire County Council Religious Education is never underestimated or undervalued. Members were also welcomed by Chair of Monmouthshire SACRE, Liz Hackett-Payne, who expressed thanks to all who had organised the day. She told members it is a privilege to act as Chair to Monmouthshire SACRE, which works on the premise of complete inclusivity. She recognized that the SACRE thrives as a result of the dedication of faith representatives, who bring a valid and respected perspective to SACRE. She acknowledged teacher reps, fully supportive councillors and other members who bring academic expertise. Liz spoke of the positive nature of the SACRE in carrying out their duty to monitor RE in schools. The SACRE organises an RE event, including workshops, to help the transition between primary and secondary schools. This enhances the ability of children to understand many faiths. Additionally, the SACRE has received presentations from teachers and pupils who made school visits to Auschwitz and to Jerusalem. Liz believes SACRE is a force of positivity and inclusivity and stated that, with twenty-two SACREs working together, WASACRE has a very important role in RE. She encouraged WASACRE to ensure that the roles of SACREs are not eroded and that SACRE's statutory duties remain foremost in the eyes of the local authority and Welsh Government.

2. **Adfyfriotawel / Quiet reflection**

PL showed a YouTube film (<https://www.youtube.com/watch?v=BQbeWFxsRp0>) about the importance of St David's Day from Little Milly aged 4. He also spoke about Shrovetide and Lent, reflecting on how community celebrations are connected to the past, which is an important aspect of Religious Education.

3. **Ymddiheuriadau / Apologies**

Apologies received from Andrew Pearce, Cllr Lyndon Lloyd, Alwen Roberts, Mark Champion, Cllr Mary Barnett, Helen Gibbon, Rachel Bendell, Alison Lewis, Shè-zèr Kandro, Meinir Wynne Loader.

4. **Cofnodion y cyfarfod a gynhaliwydyng Nghaerfyrddin, 18 Tachwedd 2016 / Minutes of meeting held in Carmarthen, 18 November 2016**

The minutes were accepted as a true record of the meeting. Proposed by RheinalltThomas (RT) and seconded by Gill Vaisey (GV).

5. **Materionyncodi / Matters arising**

P3. The work collating REMW RE Ideas continues to be a work in progress.

P3. Humanist attendance – The guidance document Welsh Office Circular10/94 is restrictive; however the guidance stands until it is changed. GV told WASACRE members that Kathy Riddick has sent a new book *What is Humanism?* written by Michael Rosen and Annemarie Young for KS2 and KS3

pupils. Kathy said she would like to have been present at the meeting but was unaware about it until recently.

P3. WASACRE has received a response from Welsh Government regarding the status of the agreed syllabus.

P.4. Executive members have met with the Minister, Kirsty Williams. The status of the Agreed Syllabus was discussed and the Minister asked for evidence that schools are not complying. Members discussed whether SACREs can produce evidence that statutory requirements are not being met. Members acknowledged that there is a procedure to follow if schools are found not to be meeting their statutory requirement for RE and that SACREs should try to resolve the problem in the first instance. GV was heartened by the Minister's response, as she stated that schools should be meeting higher standards and was adamant, therefore, that all schools must follow the Agreed Syllabus. If they did not they could not meet those required standards. GV reported that the Minister was very strong in backing WASACRE on this issue.

P. 5. The presentation from lead practitioners will go ahead in Wrexham

P. 7.PL attended the EFTRE Executive meeting. He visited a variety of schools and had the opportunity to stay with a family in Finland. There will be a presentation/summary in Wrexham.

P.8. Item 9. Edward wrote to the Minister. Statutory requirements are devolved.MP said Westminster can pass legislation and Welsh Government decides whether Wales accepts or rejects legislation. There are no powers retained by Westminster that apply to just education. This concurs with the fact that the REC Commission only applies in England. Wales is a legislative power, but Human Rights and other areas of law are not devolved. So when making decisions Welsh government have to ask whether this is solely education or does it include things that are not devolved matters.

Action: Thanks will be written to Kirsty Williams for a swift reply – EE.

P.10. Date of the summer meeting in Wrexham is Friday 7th July in the Council Chamber.

6. **CyflwyniadNAPfRE / NAPfRE presentation:**

Cyfoethogi'r cwricwlwm modern - o safbwynt ysgol arloesi / Enriching the modern curriculum – from a pioneer school perspective –Owain ap Dafydd Ysgol Gyfun Cwm Rhymni

Owain ap DafyddYsgol Gyfun Cwm Rhymni gave a presentation on the Donaldson Report/*Successful Futures*. Cwm Rhymni, the only Welsh medium school in Caerphilly, will have over 2000 pupils within 5 years. They see themselves along with the feeder primaries as part of a 'family of schools'. When children start primary school they belong to Cwm Rhymni. Pupil progress is at the heart of the school. The school has responded to *Successful Futures*/the Donaldson Report. The school has taken on board *Successful Futures* and the 4 Purposes are already being adopted by the school. The main focus at the school is on pedagogy, leadership and collaboration. Literacy is at the heart of everything. When lesson observations take place they look at whether the 4 Purposes are met. Specialists in secondary school are working with primary schools to develop the curriculum. The school has introduced Leaders of Pedagogy (LOP). Subject leaders are also responsible for developing staff. The school employs a Senior Leader of Pedagogy on TLR1. LOPs will be leading the six areas of the new curriculum. Cluster work is essential. They support primary schools and advise on subject specialisation. They also worked with Ysgol Llanharia Foundation unit KS2 and KS3 looking at pedagogy. The school takes time to reflect

and improve and are developing consistency in a 3-16 curriculum. Transition is a key in Successful Futures. Teachers visit primary schools on a regular basis to get to know the children individually. Curriculum development was seen as a way forward in developing the confidence and wellbeing of pupils. Cross curricular events are fundamental in Ysgol Cwm Rhymni. The Head talked about being in the Aberfan area and marking this history in cross curricular activities in a similar way they have marked the history of the Holocaust. The RE department is very important in this cross curricular approach. Welsh Bacc is also seen as fundamental to the development of the curriculum. Ysgol Cwm Rhymni now teaches RE through the Welsh Language Curriculum. Owain said that rather than the usual one hour per week, as a result of this change RE now gets four hours per week. He reported that Estyn were happy with the provision. The co-ordinator of RE works very closely with the Welsh department. In Owain's opinion, resources for RE are better with this approach as the Welsh department have helped to develop the resources. This, he maintains, brings out a better understanding from the language. The consistency and quality of the Welsh has improved and the quality of RE has improved as a result of the improved status of the teachers teaching RE. RE is compulsory subject in Donaldson in the Humanities AoLE. The headteacher believes that the 4 Purposes fit in ideally with RE. RE is more than just another subject it contributes to wellbeing. He said that in an area where deprivation is high and people have significant concerns about perceived migration in the valleys of Wales, RE is developing respect and understanding.

PL thanked Owain for providing an understanding of what is happening across the school. During questions a member said that the Head had talked about KS3 having to meet the requirements of the Agreed Syllabus. But what happens at KS4? Owain said that a Cross curricular approach is taken. RE has been taught by people who are not subject specialists in the school. Sometimes through cross curricular days but that the school has covered Agreed Syllabus and that this has been recognised by Estyn. Welsh Bacc is also being used to teach RE. He said that the school did not go down the short course route, but GCSE and A Level Religious Studies are popular options. Huw Stevens (HS) asked how much time was being given to History and Geog. Owain said that they continue to have one hour per week. He reiterated that he believed that RE has improved through teaching in first language Welsh lessons. A question was asked about the quality of teachers applying at the school. Owain said that to produce good students we need good teachers and that they don't have a shortage of people applying at Cwm Rhymni. Once appointed, they are given the opportunity to develop. In answer to another question Owain confirmed that RE is the only subject to be taught through first language Welsh lessons, but that some RE was also taught during registration period and through the Welsh Baccalaureate. Discussions followed with a clear message that WASACRE members didn't think that teaching RE through registration periods could be considered as good practice.

7. **Cyflwyniad WASACRE/WASACRE presentation:**

Gwaith y rhwydwaith ysgolion arloesi a'r MDAPh Dyniaethau/Work of the pioneer school network and the Humanities AOLE - Manon Jones

PL introduced Manon Jones to WASACRE. He informed members that WASACRE are now meeting with Welsh Government on a regular basis.

Manon Jones brought WASACRE up to date on the current progress of the new curriculum with particular reference to the Humanities AOLE. Successful Futures was published two years ago and

Manon considered that the heart of the new curriculum is to encourage young people to develop as full members of society and that this is reflected in the 4 Purposes. Manon reported that the recommendation is that RE continues to be a statutory requirement. Welsh Government have published a document *A curriculum for Wales, a Curriculum for Life* (<http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales-curriculum-for-life/?lang=en>). Manon's presentation summarised some of the main points within this document which will bring fundamental changes to the Education system in Wales. The curriculum will be fully implemented in 2021. There will be a robust accountability system throughout the development of the curriculum. The pioneer network was set up in 2015. Digital Competence is one area of the curriculum that has already been developed. In 2017 there will be practical support for the professional teaching pioneers who are developing the new curriculum. Welsh Government is looking at ways to prepare the practitioners for the new curriculum and have developed a network of schools across Wales so that there is proper representation. There will be a collaborative approach to the development of the AoLE. Pioneers will identify what is working at the moment, share and provide feedback. This will be an inclusive approach with practitioners leading the work. They will be working with experts from Wales and the world. Welsh Government, Estyn, Qualifications Wales and other stakeholders are partners in the development of the new curriculum. Welsh Government is also seeking to develop a partnership with WASACRE which they see as vital now that the focus of the work is to develop the humanities part of the curriculum. Manon voiced her appreciation of the advice and support she has received from WASACRE. Manon informed WASACRE that enriching experiences will be a focus across the whole curriculum and that work has already started on the AoLE. Questions will be asked such as, what do we mean by Humanities? What are the links to other AoLE? The next step will be to develop the detail working groups looking at cross curricular approaches, enrichment and experiences, the Welsh dimension, wider skills and assessment and progression. These groups have published reports which are available online. The new curriculum is meant to be holistic. The group developing humanities has met once. Welsh Government recognises the importance of working together. Welsh Government wants to build strong foundations. They recognise that WASACRE has a body of expertise and they have asked WASACRE to share in this process. Members from WASACRE and NAPfRE will meet with Welsh Government at the end of the month (add the date). Welsh Government are looking at how they can engage with various SACREs to look specifically at RE. Their aim is to have a good working relationship from the start. Manon stated that Welsh Government needs to know the RE issues from the very beginning.

Questions following the presentation included:

"I assume the intention that the humanities will work together?" – Manon said that Humanities will be looked at in a holistic way but that it was the intention that but the individual disciplines will remain. They will also be making the links with the AoLE as the new curriculum will be a holistic framework.

A member asked how SACREs can ensure how the Agreed Syllabus is being met. Members expressed concern that they are hearing that already some schools think that they do not have to follow the Agreed Syllabus. VT said that the SACREs she represents have already sent out letters to schools reiterating the statutory nature of the agreed syllabus along with a proforma for schools to fill in to show where they are meeting these legal requirements.

The following points were raised in a lively discussion that took place following lunch:

- It is important that the Agreed Syllabus is adhered to during the next few years while the 4 Purposes are being developed within Humanities. The Status of RE remains statutory and schools should be delivering RE according to the Agreed Syllabus.
- Concern that Estyn current reports do not demonstrate good practice in RE. Members were concerned that during the inspections Estyn may perhaps see paperwork, but not the RE itself. Estyn may not, therefore, report when schools are not complying with Agreed Syllabuses.
- Members expressed concern that teaching RE via other subjects could potentially be ‘killing RE’. For any subject to be delivered during registration, for example, is not appropriate. Non-specialist teaching in RE may be seen as a disservice. Specialist RE teachers are needed to teach RE effectively and sometimes schools are using a cross-curricular approach as a money saving exercise. If a school values subject teachers they should be investing in RE. If headteachers begin to see this approach as good practice, it could potentially undermine the principles of Donaldson. Manon Jones said that in designing the new curriculum there is a need for Quality Assurance to ensure that this is not the case. From 2018 there documents will be available stating how RE should and could be delivered.
- The ‘What is good RE?’ document will be considered in designing the new curriculum. We need to make sure that, if RE is to be delivered through the humanities curriculum in the future, this is good RE.
- The issue of non-compliance has raised for the last 18 months as SACREs have been receiving anecdotal evidence of a there being a view in some schools that the Agreed Syllabus doesn’t have to be adhered to. Some members would like to have received a statement from the Minister confirming the status of RE. In some SACREs letters have already gone out to all schools reminding them of the statutory nature of RE.
- It was pointed out that, whilst RE can be delivered in a number of ways as long as the Agreed Syllabus is adhered to, there is concern about the workload of Heads of Department for RE in approaches where they would be required to provide resources for non specialist teachers.
- Manon Jones was asked who would determine the best model in the new curriculum. Manon said that they need to have consistency with the other AoLE and to develop the curriculum, trial and change mindsets by focusing in the 4 Purposes. Welsh Government would be developing, trialling and sharing ideas. There are a variety of people who will challenge pioneer schools. A member asked Manon who would retrain teachers. Manon informed WASACRE that colleagues in Welsh Government were going to work with teacher trainers and teachers who are in the profession already. This raised the issue of who would fund teacher training, hiring venues and promote events.
- WASACRE should gather evidence that Agreed Syllabuses are not being adhered to:-
 - There was a concern expressed by a member that headteachers may just say they were complying.
 - It was suggested that perhaps heads of department and challenge advisors could be an avenue to collect evidence.

- There would be an opportunity to ask them when lead practitioners meet.
- Collecting of evidence would be too time consuming and may not change anything.
- WASACRE members were cautious about going down this route as most schools have a good relationship with SACRE. If WASACRE is required to collect evidence then WASACRE may be seen to be policing the curriculum and could affect the positive relationship we currently have with schools.
- A suggestion mooted by a member was SACREs host a meeting of HODs to show SACRE support.
- It was pointed out that non-compliance could be an issue for primary schools too.
- We must ensure in the new curriculum that RE has parity with History and Geography and that it is delivered by specialists.
- WASACRE were informed that a member was aware of a school that is ‘trying out Donaldson’. They have already started with Year 7 and other schools have visited as an example of good practice and are now using it in their schools. Manon Jones was asked whether she was aware of the schools that are pioneering and whether there is good model. Manon said that she appreciates the feedback she is getting at the WASACRE meeting and that she will bear it in mind and pass it on.
- There was a discussion about whether there might be an opportunity to visit a Caerphilly school as a case study to see how RE is being re-visioned. A discussion on the protocol for doing this took place. Some members pointed out that it was local SACREs and not WASACRE who should visit schools.

Action: VT to discuss this in Caerphilly SACRE.

Action: Agenda the issue of training at the next Exec meeting.

8. **Cyflwyniad NAPfRE / NAPfRE presentation:**

Addysgu Addysg Grefyddol o fewn cwricwlwm y Dyniaethau/ Teaching Religious Education within a Humanities curriculum –Sharon Perry Phillips

Sharon Perry-Phillips, Head of RE at Monmouth Comprehensive School presented her experiences of teaching RE within a humanities based curriculum for the past 9 years which is in line with Donaldson. She suggested there are lessons to be learnt as we approach Successful Futures. The school produced a skills based integrated curriculum and skills became dominant over range and they became a driving force of learning. Five themes were identified, including research skills. The aim was explicitly develop these skills. It was a cross curricular, skills based and ‘Donaldsonesque’ curriculum. Welsh Baccalaureate and the Advanced Welsh Baccalaureate were also an integral feature. Humanities became a fully integrated department and each class had a very different experience of Religious Education. There was evidence of this from the parents of twins in the school. There was the realisation that RE fits everywhere and the links were easy to make. Assessments were flexible, but at least three per year had a concrete RE element. The approach was student centred and student driven. A strength of this approach

was that you got to know your students very well. Estyn commented that the approach had revitalised teaching strategies. For RE this approach meant that collaboration was fantastic and teachers developed an appreciation of sister subjects. As an RE specialist teacher, Sharon, who had previously taught multiple classes of RE for one hour a week, it was good to teach them more often. Good relationships were built and the uptake for RE improved. Sharon reported, however, that the negative impact on RE from non-specialism was phenomenal. She witnessed a significant knowledge deficit in RE by Year 8. The ratio of RE teachers was tiny in comparison to History and Geography, so RE took the brunt of the deficit. The school noted teacher bias was inevitable as people play to their strengths. After a number of years using this curriculum model, in Jan 2015 they reverted to teaching the subjects separately. And in Feb 2015 Successful Futures was introduced. Sharon reported that, in her experience, this way of teaching was 'death to Humanities'. Reverting back had had a positive effect and they are much happier having discrete terms to develop discrete skills. Sharon reported that RE had not been taught in the same way by non-specialists. For instance, she was frustrated that in the last two years no one had asked to borrow Sikh artefacts and not once had a visit been arranged. It produced a 'grab and run type of teaching.' She suggested that if they had to think again there would need to be investment time and non-specialist staff training. There should be embedded Inset. Additionally there should be consistency of staffing, ownership and collaborate planning. Sharon argued that schemes of work and resources, etc. would not matter if you didn't invest in staff. She also recommended that there should be a balance between skills and subjects. Subject specialism must be retained at KS3. The integrated curriculum at Monmouthshire Comprehensive was in line with Successful Futures. She warned that unless we are really careful with RE it will be it and not History or Geography that will lose out.

Questions included:

If you had a choice would you prefer not to go down the Donaldson Approach?

Sharon said that subject specialism was lost and she would 'bite your hand off not to go down that road'. You get much better RE via a specialism. GV reported that she has seen amazing and inspiring RE that is in Monmouth Comprehensive School. She felt very strongly that if Sharon and her specialist team could not deliver that it would be a real shame. Sharon said that another problem encountered in the Humanities approach was that there was little time to engage pupils and inspire them to take RS at GCSE. Teachers of humanities would inevitably sell their own subject and it is the love of your subject that inspires people. The school has now replaced an integrated approach with a modular approach though they still attempt to cross link schemes. Sharon said that under the integrated scheme RE was being taught like History's said that subject skills are important as the cross curricular skills and asked where that fits into Donaldson. Manon Jones said that the disciplines will remain and that it had been definitely worthwhile to listen to the talk given by Sharon. VT stated that it was good to end the talk on a positive note and she appreciated Sharon's honesty in her feedback. She expressed concern that KS4 is content laden and that some of that now has to be covered at KS3. At the WJEC training event Sharon said that she felt as overwhelmed as she had ever been. She felt fortunate to have 5 hours a fortnight to cover the GCSE course but she was aware that other staff didn't have that. PL noted that he has taught in schools with no subject specialists and that it was very difficult to inspire non-specialist staff. He recalled that he had had to plan all of the lessons to ensure engagement and progression from KS3 to 4

9. **Diweddariadau/Up-dates:**

- **Canllawiau Reoli Hawl Tynnu'nôl o Addysg Grefyddol/ *Guidance on Managing the Right of Withdrawal from Religious Education***

Gill Vaisey has made progress with the document. The main development has been as a result of a presentation from Shaun Evans- Pask from Untethered Limited who presented to the Executive Committee on 1st Feb 2017 on issues around withdrawal from religious education. He has since provided a section to go into the document. GV has now written a section on each of the major world faiths in order to minimise withdrawal. The document is at the proofreading stage and will soon go to translation. GV has had to go back to WG on an issue with 10/94 that needs clarification.

- **Ymarferwyr Arweiniol/Lead Practitioners**

We now know who the Lead Practitioners are and what schools they belong to. WASACRE could have a presentation from consortia in the south during its Autumn Term meeting in Bridgend. This would be another opportunity to put them in contact with one another.

- **Materion Llywodraeth Cymru / Welsh Government matters –**

- Cyswllt Newydd/New Contact – David Heath

- Cyfarfod Llywodraeth Cymru/ Welsh Government contact meeting – 16/1/2017 & 14/12/16

WASACRE have met with Welsh Government five times in the last term and a half. This included a meeting between Phil Lord, Libby Jones, David Heath and Abi Williams in Colwyn Bay. It is encouraging that David Heath was so knowledgeable and enthusiastic about RE. Regular meetings will be held in the future. WASACRE will also be meeting Welsh Government concerning the new curriculum. WASACRE are sharing with Welsh Government the issues we are concerned about such as legislation, withdrawal, Humanist representation on SACREs, the collection of annual reports, Circular 10/94 and that schools should still be following the Agreed Syllabus.

SACRE Annual Reports should be sent to Abi Williams:

Abigail.Williams@wales.gsi.gov.uk

WASACRE have a meeting on the 27th March with Welsh Government.

Action: LJ to follow up which reports are missing.

10. **Adroddiadargyfarfod y PwyllgorGwaith a gynhaliwyd ar 1 Chwefror 2017 / *Report from the Executive Committee held on 1 February 2017***

Items: -

Members were reminded that faith representatives for the Church in Wales on SACRE were concerned with issues relating to the agreed syllabus rather than SACRE discussing issues relating to the CiW own RE curriculum for VA schools.

Shaun Evans-Pask – Untethered Limited – Identity based incidents. Very interesting and schools will be receiving this training.

7. In light of the work that GV has done on the Withdrawal Document which has been very time consuming a discussion was had on whether WASACRE should pay for this in the future. If so it would be necessary to develop a protocol that fits with our aims.

MM proposed and EE seconded the motion - *Is it the will of WASACRE that we can employ and use the expertise of consultants to pay them for their time?*

11. **Gohebiaeth /Correspondence**

- i. Peter Hemming- Invitation to a free seminar on ‘Religious Diversity in the Primary school’, 30th March at Cardiff University. WASACRE have a place reserved and LJ will attend.
- ii. Harkirat Singh- Sikh Education Service. Based in Northampton, offering workshops and visits to schools in Wales and hoping to make links with Wales.
- iii. Members asked if the workshops are available bilingually and what do we know about the service. Neeta Baicher offered to look into this further and liaise with LJ.
- iv. Commission on RE in England- Evidence gathering. Phil Lord’s name has been put forward as a link for this. It is an England matter and members have already agreed not to take part.
- v. Welsh Government colleague David Heath. Response regarding agreed syllabus for RE and assessment.
- vi. The Baha’i Community in Wales wished WASACRE a joyful greeting for the forthcoming Baha’i New Year on 20th March. This is a special year for the community as it is the bicentenary of the founder Bah aullah which will be celebrated in October.
- vii. WASACRE received correspondence from Matthew Vince, a doctoral student at Cardiff University’s Centre for the Study of Islam – UK. He is exploring Islam in RE in state schools. Matthew is a trained RE teacher. He is interested in coming along to SACRE/WASACRE to build a network between ourselves and the university. It was decided that GV speak with him and discuss him attending Cardiff SACRE in the first instance.
- viii. Wendy Dossett sent WASACRE information about three study days of teachers being held at the University of Chester. They are not board specific but would be useful to teachers of WJEC A Level. They are on Philosophy and Ethics, Buddhism and Christianity. The workshops are intended to give a back to university experience. Details are available on the University Website. PW will be attending two of the workshops.

12. **U.F.A. /A.O.B.**

1. Humanism - book has gone to all schools. Sharon Perry-Phillips reported that it is very useful and that the Humanist Association has been very helpful with the content of the GCSE. It is in pupil speak and helpful for the GCSE. She informed WASACRE that for delivering Hinduism at GCSE and for Life and Death Thornhill Crematorium in Cardiff are providing Cultural Tours
2. The AREIAC Annual Conference is taking place in York on 3rd – 4th July. Day 1 focuses on assessment and progression and Day 2 on curriculum development and working with faith communities. The conference is open to bookings from AREIAC members and non- members. For more information please contact the conference organizer Gill Vaisey.

13. **Dyddiad y cyfarfodnesaf / Date for next meeting:** 7 Gorffennaf 2017, Wrecsam/ 7 July 2017, Wrexham.

Dyddiadau cyfarfodyddyn y dyfodol / Future meeting dates: Autumn 2017, Bridgend; Spring 2018, Swansea.

DRAFT

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Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC (Gorffennaf 7, 2017)

Nominations for the Executive Committee (7 July, 2017)

Mae DAU o enwebiadau ar gyfer DWY swydd ar y Pwyllgor Gwaith.

There are TWO nominations for TWO positions on the Executive Committee.

1. Alison Lewis CYSAG Abertawe

Mae gen i radd mewn Athroniaeth o Brifysgol Abertawe ac rwyf yn fam i ddau o fechgyn. Rwyf wedi bod yn bennaeth yr Adran Addysg Grefyddol yn Ysgol Gymunedol Cefn Hengoed yn Abertawe ers 2001. Pan gyrhaeddais yno, fy nghenhadaeth oedd chwyldroi'r adran drwy wneud yn siŵr fod pob disgybl yng Nghewn Hengoed yn cael cyfle i astudio pwnc a fyddai nid yn unig yn gymhwyster TGAU pwysig iddynt, ond yn un sydd mor gyfoethog mewn sgiliau bywyd hanfodol. Felly, er mai dim ond 2 awr y pythefnos oedd gen i ar y cwricwlwm, teilwrais y cwrs TGAU i ganiatáu iddo gael ei ddysgu o dan y cyfyngiadau hynny. Ni oedd yr ysgol anenwadol gyntaf yng Nghymru i gael cohort llawn yn ymgeisio am TGAU Astudiaethau Crefyddol, yn cynnwys pob disgybl yn ein Hadran Addysgu Arbenigol.

Mae fy adran wedi mynd o nerth i nerth, ac mewn adeg pan mae oriau pwnc yn cael eu torri ar draws y cwricwlwm, bûm yn rhagweithiol yn sicrhau mwy o amser cwricwlwm i roi addysg grefyddol gyflawn a chytbwys i'r disgyblion, yn llawn o sgiliau a gwerthoedd sydd yn hanfodol i'w bywyd fel oedolion ifanc. Mae'n destun balchder i mi fod AG yn cael ei gydnabod fel pwnc gwerthfawr yn fy ysgol ond rwy'n deall nad felly y mae hi ymhob man, ac yn teimlo mai rhan o'm gwaith yw sicrhau fod AG yn cael lle teilwng ym mhob ysgol. Nid yw 'talw gwrogaeth' i AG yn ddigon; mae'n hollbwysig fod rhwymedigaethau statudol yn cael eu glynu atynt a bod AG ystyrllon yn cael ei dysgu ar draws pob ysgol yng Nghymru.

Yn ystod fy ngyrfa addysgu hyd yma, rwyf wedi bod yn arholwr TGAU Astudiaethau Crefyddol i CBAC a chefais fy newis i weithio ochr yn ochr â Gavin Creigen fel cymedrolydd ar gyfer lefelu safoni mewn Addysg Grefyddol yn 2012. Rwyf hefyd wedi gwasanaethu ar CYSAG Abertawe am flynyddoedd lawer fel Is Gadeirydd a bellach yn Gadeirydd, ac wedi cynrychioli fy CYSAG yng nghynadledau CCYSAGauC.

Yn ogystal â dysgu'n llawn amser, rwyf yn gweithio ar hyn o bryd gydag ERW fel Ymarferydd Arweiniol dros Addysg Grefyddol. Fy swyddogaeth yw rhoi i athrawon AG y sgiliau, yr wybodaeth a'r adnoddau sydd eu hangen i ddysgu Manyleb newydd TGAU mewn AG 2017, paratoi ar gyfer y cymhwyster newydd drwy sefydlu cyfarfodydd rhwydwaith a chreu cyfleoedd i gydweithio yn ogystal â chreu adnoddau ar blatfform digidol Llywodraeth Cymru, Hwb, i gydweithwyr yng Nghymru. Rwyf wedi cyflwyno cynnydd yr Ymarferydd Arweiniol mewn cynadledau diweddar i'r rhwydwaith, CYSAG a CBAC.

Bûm yn rhan o brosiectau peilot Llythrennedd a Rhifedd yn fy ysgol ac rwyf wedi rhannu arfer da ymhlith cydweithwyr mewn cyfarfodydd rhwydwaith. Cyn bo hir byddaf yn datblygu agweddau o ddull gweithredu Donaldson ar Gymhwysedd Digidol drwy AG drwy gydweithio ag arbenigwyr TG i gynhyrchu cyrsiau Moodle i'r Manyleb newydd i AG gan ddefnyddio Hwb.

Credaf y bydd fy mhrofiad yn fy ngalluogi i wneud cyfraniad gwerthfawr i Bwyllgor Gwaith CCYSAGauC a byddwn yn ei chael yn ffrind gwasanaethu arno, er budd fy mhwn a chydweithwyr yng Nghymru.

1. Alison Lewis Swansea SACRE

I am a Swansea University Philosophy graduate and mother of two boys. I have served as Head of the Religious Education Department at Cefn Hengoed Community School in Swansea since 2001. On arrival my mission was to turn the department around by ensuring that every pupil at Cefn Hengoed had the opportunity to study a subject that could not only provide them with an important GCSE qualification, but one that is so rich in essential life skills. So, despite having only 2 hours per fortnight on the curriculum, I tailored the GCSE course to allow it to be taught under these constraints and became the first non-denominational school in Wales to have full cohort entry for GCSE Religious Studies, including every pupil in our Specialist Teaching Facility.

My department has gone from strength to strength, and in a time when subject hours are being cut across the curriculum, I have been proactive in securing more curriculum time to provide pupils with well-rounded and balanced religious education, abundant in skills and values essential for life as young adults. I am proud that RE is recognised as a valuable subject in my school but I understand that this is not the same everywhere, and feel that part of my work is to ensure that RE is given its rightful place in all schools. A 'token gesture' approach to RE is not enough; it is vital that statutory obligations are adhered to and meaningful RE is being taught across all schools in Wales.

During my teaching career to date, I have been a WJEC examiner of GCSE Religious Studies and was selected to work alongside Gavin Craigen as moderator for levelling standardisation in Religious Education in 2012. I have also served on the Swansea SACRE for many years as Vice Chair and now Chairperson, and have represented my SACRE at WASACRE conferences.

In addition to my full time teaching commitment, I am currently working with ERW as a Lead Practitioner for Religious Education. My role is to equip teachers of RE with the skills, knowledge and resources necessary to teach the new 'GCSE Specification in RS 2017', to prepare for the new qualification through setting up network meetings and create collaboration opportunities as well as creating resources on the Welsh Government's digital platform, Hwb, for colleagues in Wales. I have presented the Lead Practitioner's progress at recent network, SACRE and WJEC conferences.

I have been a part of Literacy and Numeracy pilot projects in my school and have shared good practice amongst colleagues in network meetings. I will soon be developing aspects of the Donaldson approach on Digital Competency through RE by collaborating with IT specialists to produce Moodle courses for the new Specification for RS using Hwb.

I believe that my experience will allow me to make a valuable contribution to the WASACRE Executive Committee and I would find it a privilege to serve, for the good of my subject and colleagues in Wales.

2. Gill Vaisey CYSAG Sir Fynwy

Mae Gill Vaisey yn athrawes gymwysedig ac yn Ymgynghorydd Addysg Grefyddol sy'n arbenigo mewn addysg gynradd ac addysg y blynyddoedd cynnar.

Ar ôl astudio ar gyfer ei gradd B.Add. Anrh, gydag Astudiaethau Crefyddol fel ei phwnc arbenigol, bu'n addysgu plant oed cynradd cyn ymgymryd â swydd fel Athrawes Ymgynghorol ar gyfer Addysg Grefyddol yng Ngwent a chyflawni swydd debyg wedyn gyda Morgannwg Ganol. Ers 1996 mae Gill wedi bod yn ymgynghorydd llawrydd llwyddiannus sy'n rhoi hyfforddiant a chymorth i Allau, Esgobaethau ac ysgolion ledled Cymru a Lloegr ac mae bellach yn adnabyddus yn genedlaethol am ei gwaith gyda phlant yn y Blynyddoedd Cynnar.

Gill yw'r ymgynghorydd proffesiynol i CYSAGau Blaenau Gwent, Sir Fynwy a Chaerdydd a than yn ddiweddar roedd hi hefyd yn cefnogi CYSAGau Bro Morgannwg a Rhondda Cynon Taf.

Mae ei phrofiad perthnasol yn cynnwys:

- Aelod gweithgar o Gymdeithas CYSAGau Cymru ers ei sefydlu;
- Wedi bod yn darparu arbenigedd proffesiynol i CYSAGau Blaenau Gwent a Sir Fynwy ers 1996 ac i CYSAG Caerdydd ers 2014;
- Wedi ysgrifennu Meysydd Llafur Cytûn ar gyfer AG a deunydd cymorth, cynllunio ac asesu cynhwysfawr cysylltiedig i athrawon ar gyfer sawl Awdurdod Lleol yng Nghymru;
- Hyfforddiant a gwaith ymgynghorol rheolaidd ar gyfer athrawon cynradd ac ymarferwyr y blynyddoedd cynnar ledled Cymru a Lloegr;
- Rhoi hyfforddiant a chynghor i Awdurdodau Lleol ac Esgobaethau Eglwysig ledled Cymru a Lloegr;
- Aelod o'r Panel Ymgynghorol Cenedlaethol Addysg Grefyddol, y bu'n gadeirydd arno am dair blynedd;
- Cynhyrchu llyfrau ac adnoddau i athrawon ar gyfer Cyfnod Allweddol 1 a gomisiynwyd gan ACCAC;
- Chwarae rhan a rhoi cymorth yn uniongyrchol gyda phrosiectau amrywiol gan yr Adran Addysg a Sgiliau;
- Cynhyrchu a chyhoeddi adnoddau am ddim ac i'w prynu (Books at Press) i gefnogi Cwricwlwm y Cyfnod Sylfaen yng Nghymru a chwricwlwm EYFS a CA1 yn Lloegr; a'r Curriculum for Excellence yn yr Alban;
- Cysylltiadau clòs ag ystod eang o gymunedau ffydd a chynrychiolwyr unigol;
- Aelod o Gymdeithas Ymgynghorwyr ac Arolygwyr AG y DU (AREIAC) ac ar hyn o bryd aelod o'r pwyllgor gwaith gan gynrychioli Cymru a darparu seminarau'n rheolaidd ar gyfer ei haelodau;
- Cynrychiolydd CCYSAGauC ar Gyngor Addysg Grefyddol Cymru a Lloegr;
- Wedi mynychu cynhadledd EFTRE (Fforwm Ewropeaidd i Athrawon AG) yn Vienna;
- Cynrychioli CCYSAGauC yng Nghyfarfod Bwrdd EFTRE yn Athen, Ebrill 2017;
- Mynychu cyfarfod gyda Kirsty Williams a Swyddogion eraill Llywodraeth Cymru, Mawrth 2017, fel rhan o gynrychiolaeth o Banel Ymgynghorol Cenedlaethol Addysg Grefyddol (PYCAG);
- Gweithio gydag aelodau PYCAG i gefnogi'r Ysgolion Arloesi wrth iddynt ddatblygu elfen AG o Faes Dysgu a Phrofiad y Dyniaethau; a
- Mynychu cyfarfodydd â'r Rhwydwaith Ysgolion Arloesi a drefnwyd gan Lywodraeth Cymru.

Yr ethos sy'n sail i'w hymgyngoriaeth yw hybu a chefnogi rhagoriaeth mewn addysg grefyddol mewn ysgolion a sefydliadau addysgol. Byddai Gill yn falch o gael cefnogi a rhannu ei harbenigedd gyda Phwyllgor CCYSAGauC.

2. Gill Vaisey Monmouthshire SACRE

Gill Vaisey is a qualified teacher and Religious Education Consultant specialising in primary and early years education.

After studying for her B.Ed. Hons. Degree, with Religious Studies as her specialist subject, she taught primary age children before taking up a post as Advisory Teacher for Religious Education in Gwent followed by a similar post with Mid Glamorgan. Since 1996, Gill has been a successful freelance consultant providing training and support for LAs, Dioceses and schools across Wales and England and is now a nationally known figure in the UK for her work with RE and Early Years children.

Gill is the professional consultant to Blaenau Gwent, Monmouthshire and Cardiff SACREs and until recently also supported the Vale of Glamorgan and Rhondda Cynon Taf SACREs.

Relevant experiences include:

- An active member of the Welsh Association of SACREs since its inception and currently an Executive Member;
- Providing professional expertise to Blaenau Gwent and Monmouthshire SACREs since 1996 and to Cardiff SACRE since 2014;
- Writing Agreed Syllabuses for RE and accompanying comprehensive teachers' support, planning and assessment material for several Local Authorities in Wales;
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- Actively working with NAPfRE members to support the Pioneer Schools in the development of the RE element of the Humanities Area of Learning and Experience; and
- Attending Welsh Government convened meetings with the Pioneer Schools Network.

The ethos behind Gill's consultancy is to promote and support excellence in religious education in schools and educational establishments.

Enwebiadau ar gyfer Is-Gadeirydd y CCYSAGauC (7 Gorffennaf 2017)

Nominations for the position of Vice Chair for the Wales Association of SACREs (7 July 2017)

1. Y Cyng. Ernie Galsworthy CYSAG Merthyr Tudful

Bûm yn aelod o GYSAG ers Mai 2012, wedi i mi gael fy ethol i'r cyngor. Cyn hynny bûm yn gynghorydd rhwng 1987 a 2004, a gwasanaethais ar GYSAG Merthyr Tudful yn ystod y cyfnod hwn a mynychu cyfarfodydd CCYSAGauC yn ogystal.

Cefais fy magu mewn amgylchedd Bedyddwyr Cymreig, a than yr oeddwn yn 5 oed bûm yn byw gyda'm mam-gu, Cymraes nad oedd, yn anffodus, wedi dysgu Cymraeg i fy mam ond a wnaeth ei gorau i'm haddysgu i yn yr iaith. Wedi ei marwolaeth, fodd bynnag, collais yr iaith, ac ni ailafaelais ynddi tan y 1990'au hwyr pan fynychais gwrs WLPAN ym Mhrifysgol Caerdydd.

Rwy'n coleddu safbwynt heddychol, a'm harwyr yw Mahatma Gandhi, John Lennon ac Iesu Grist. Yr oeddynt ill tri'n heddychwyr, a chafodd y tri eu diwedd trwy drais. Mae bod yn heddychwyr yn ddull peryglus o fyw, ac weithiau mae angen dewrder i fyw buchedd o'r fath.

Rwyf hefyd yn gynrychiolydd y cyngor ar y Pwyllgor Awdurdodau Lleol Di-niwclear; rwy'n credu bod hynny'n adlewyrchu fy nymuniad i fyw mewn heddwch.

Yr oedd fy nhri arwr yn Hindŵ, yn anffyddiwr ac yn Gristion. Er nad wyf yn cyd-fynd yn llwyr â safbwyntiau fy arwyr, mae gennyf barch mawr tuag atynt, ac rwy'n credu bod parch tuag at bob crefydd yn sylfaenol i heddwch byd-eang.

1. Councillor Ernie Galsworthy Merthyr Tudfil SACRE

I have been a SACRE member since May 2012 after I was elected to council. I was previously a councillor from 1987 until 2004, and served on Merthyr Tydfil SACRE during this period and also attended WASACRE meetings.

I was brought up in a Welsh Baptist environment and until the age of 5 lived with my grandmother, a Welsh speaker, who unfortunately did not teach Welsh to my mother although, did her best to teach me. Consequently after her death I lost the language and did not pick it back up again until the late 1990's when I attended a WPLAN course at Cardiff University.

I hold pacifist views and my great heroes are Mahatma Gandhi, John Lennon and Jesus Christ, All three were pacifists and met violent deaths. Being a pacifist is a dangerous way of living and sometimes courage is needed to live this life.

I am also the council representative on the Committee of Nuclear Free Local Authorities which I believe reflects how I wish to live in peace.

My three heroes were a Hindu, an atheist and a Christian. While I do not believe totally in the views of my heroes I have great respect for them and it is respect for all religions which I believe is fundamental for world peace.

2. Gill Vaisey CYSAG Sir Fynwy

Mae Gill Vaisey yn athrawes gymwysedig ac yn Ymgynghorydd Addysg Grefyddol sy'n arbenigo mewn addysg gynradd ac addysg y blynyddoedd cynnar.

Ar ôl astudio ar gyfer ei gradd B.Add. Anrh, gydag Astudiaethau Crefyddol fel ei phwnc arbenigol, bu'n addysgu plant oed cynradd cyn ymgymryd â swydd fel Athrawes Ymgynghorol ar gyfer Addysg Grefyddol yng Ngwent a chyflawni swydd debyg wedyn gyda Morgannwg Ganol. Ers 1996 mae Gill wedi bod yn ymgynghorydd llawrydd llwyddiannus sy'n rhoi hyfforddiant a chymorth i ALLau, Esgobaethau ac ysgolion ledled Cymru a Lloegr ac mae bellach yn adnabyddus yn genedlaethol am ei gwaith gyda phlant yn y Blynyddoedd Cynnar.

Gill yw'r ymgynghorydd proffesiynol i CYSAGau Blaenau Gwent, Sir Fynwy a Chaerdydd a than yn ddiweddar roedd hi hefyd yn cefnogi CYSAGau Bro Morgannwg a Rhondda Cynon Taf.

Mae ei phrofiad perthnasol yn cynnwys:

- Aelod gweithgar o Gymdeithas CYSAGau Cymru ers ei sefydlu;
- Wedi bod yn darparu arbenigedd proffesiynol i CYSAGau Blaenau Gwent a Sir Fynwy ers 1996 ac i CYSAG Caerdydd ers 2014;
- Wedi ysgrifennu Meysydd Llafur Cytûn ar gyfer AG a deunydd cymorth, cynllunio ac asesu cynhwysfawr cysylltiedig i athrawon ar gyfer sawl Awdurdod Lleol yng Nghymru;
- Hyfforddiant a gwaith ymgynghorol rheolaidd ar gyfer athrawon cynradd ac ymarferwyr y blynyddoedd cynnar ledled Cymru a Lloegr;
- Rhoi hyfforddiant a chynghor i Awdurdodau Lleol ac Esgobaethau Eglwysig ledled Cymru a Lloegr;
- Aelod o'r Panel Ymgynghorol Cenedlaethol Addysg Grefyddol, y bu'n gadeirydd arno am dair blynedd;
- Cynhyrchu llyfrau ac adnoddau i athrawon ar gyfer Cyfnod Allweddol 1 a gomisiynwyd gan ACCAC;
- Chwarae rhan a rhoi cymorth yn uniongyrchol gyda phrosiectau amrywiol gan yr Adran Addysg a Sgiliau;
- Cynhyrchu a chyhoeddi adnoddau am ddim ac i'w prynu (Books at Press) i gefnogi Cwricwlwm y Cyfnod Sylfaen yng Nghymru a chwricwlwm EYFS a CA1 yn Lloegr; a'r Curriculum for Excellence yn yr Alban;
- Cysylltiadau clòs ag ystod eang o gymunedau ffydd a chynrychiolwyr unigol;
- Aelod o Gymdeithas Ymgynghorwyr ac Arolygwyr AG y DU (AREIAC) ac ar hyn o bryd aelod o'r pwyllgor gwaith gan gynrychioli Cymru a darparu seminarau'n rheolaidd ar gyfer ei haelodau;
- Cynrychiolydd CCYSAGauC ar Gyngor Addysg Grefyddol Cymru a Lloegr;
- Wedi mynychu cynhadledd EFTRE (Fforwm Ewropeaidd i Athrawon AG) yn Vienna;
- Cynrychioli CCYSAGauC yng Nghyfarfod Bwrdd EFTRE yn Athen, Ebrill 2017;
- Mynychu cyfarfod gyda Kirsty Williams a Swyddogion eraill Llywodraeth Cymru, Mawrth 2017, fel rhan o gynrychiolaeth o Banel Ymgynghorol Cenedlaethol Addysg Grefyddol (PYCAG);
- Gweithio gydag aelodau PYCAG i gefnogi'r Ysgolion Arloesi wrth iddynt ddatblygu elfen AG o Faes Dysgu a Phrofiad y Dyniaethau; a
- Mynychu cyfarfodydd â'r Rhwydwaith Ysgolion Arloesi a drefnwyd gan Lywodraeth Cymru.

Yr ethos sy'n sail i'w hymgyngoriaeth yw hybu a chefnogi rhagoriaeth mewn addysg grefyddol mewn ysgolion a sefydliadau addysgol. Byddai Gill yn falch o gael cefnogi a rhannu ei harbenigedd gyda Phwyllgor CCYSAGauC.

Hoffai Gill gael y cyfle i gefnogi CCYSAGauC fel Is Gadeirydd yn ystod y cyfnod pwysig hwn o newid a datblygu'r cwricwlwm.

2. Gill Vaisey Monmouthshire SACRE

Gill Vaisey is a qualified teacher and Religious Education Consultant specialising in primary and early years education.

After studying for her B.Ed. Hons. Degree, with Religious Studies as her specialist subject, she taught primary age children before taking up a post as Advisory Teacher for Religious Education in Gwent followed by a similar post with Mid Glamorgan. Since 1996, Gill has been a successful freelance consultant providing training and support for LAs, Dioceses and schools across Wales and England and is now a nationally known figure in the UK for her work with RE and Early Years children.

Gill is the professional consultant to Blaenau Gwent, Monmouthshire and Cardiff SACREs and until recently also supported the Vale of Glamorgan and Rhondda Cynon Taf SACREs.

Relevant experiences include:

- An active member of the Welsh Association of SACREs since its inception and currently an Executive Member;
- Providing professional expertise to Blaenau Gwent and Monmouthshire SACREs since 1996 and to Cardiff SACRE since 2014;
- Writing Agreed Syllabuses for RE and accompanying comprehensive teachers' support, planning and assessment material for several Local Authorities in Wales;
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- Attending Welsh Government convened meetings with the Pioneer Schools Network.

The ethos behind Gill's consultancy is to promote and support excellence in religious education in schools and educational establishments.

Gill would like the opportunity to support WASACRE as Vice Chair during this important period of curriculum development and change.

Free Resources For A Level RS

St Mary's Centre website hosts free AS/A Level RE Journals: Challenging Religious Issues which can be accessed via <http://www.st-marys-centre.org.uk/resources/Aleveljournal.html>

Challenging Religious Issues is an online journal supporting A-level Religious Studies for students and teachers. The journal was set up through Welsh Government sponsorship and is published by the St Mary's Centre in English and in Welsh.

- o Articles are written by leading scholars and practitioners
- o A wide range of popular AS and A2 options are covered
- o Activities and live links to recommended websites are included
- o The journal is published every term

Challenging Religious Issues can also be accessed FREE through Hwb Cymru (<https://hwb.wales.gov.uk>).

The Journals cover a range of topics such as Euthanasia, Evil and Suffering, Christian Sexual Ethics and Secular and Religious Meditation.

St Mary's Centre needs evidence to support the continued production of the journal. If you find the journals useful and would them to continue, please take a few minutes to give your feedback. Please reply to gill_press@hotmail.com and your response will be passed on accordingly.

Understanding Humanism Website for Schools



This new website provides a selection of resources offering students an introduction to humanist beliefs and values. These include presentations, videos, multiple-choice questions for assessment, and a 'How humanist are you?' quiz.

Resources are organised by theme. Under each theme, you will find...

- Lesson plans
- Classroom activities
- Humanist perspectives
- Presentations
- Films

A free book 'What is Humanism?' is also available to order via the website.

<http://understandinghumanism.org.uk>

Launch of new Bahá'í RE Resources for Schools Website

The new website is dedicated to supporting UK schools with materials on the Bahá'í Faith for use across all age ranges. <http://re.bahai.org.uk/>



Who are the Bahá'ís?

With tolerance and unity at its core, the Bahá'í Faith is one of the world's fastest growing new religions. Its emphasis on the divine origin of the major faiths makes it a valuable part of a religious education programme.

What do we offer to schools?

Bahá'ís believe passionately in the importance of good religious education in schools and colleges. The aim of this website is to provide good quality and engaging materials for teachers to use in schools in RE or related lessons, as well as in assemblies.

On this website you will find a wealth of materials to enhance your teaching. All materials may be downloaded and freely copied, with acknowledgements as appropriate. There are also links to inexpensive books and other printed materials, which may be purchased.

Members of local Bahá'í communities are often happy to be invited to come into a school to assist you in any way that you, as a teacher, consider beneficial, for example by talking to pupils, leading an assembly or taking a lesson. If you do not already know any local Bahá'ís, please use the contact form on the School Visitors page so that we can put you in touch.

We warmly invite you to make free use of the materials on this website, and to get in touch with us for any further support you need. We would very much appreciate your feedback on the materials available. We are always striving to improve and increase materials for teachers.

Please e-mail the Bahá'í RE team at opa-re@bahai.org.uk or use the contact page at <http://re.bahai.org.uk/>

First Accredited Resources for Understanding Christianity Project

The 'Puddles and Freddie' series of resources aimed at supporting Foundation Phase RE is the first to receive the Understanding Christianity Accreditation award.



Books at Press is delighted to be able to support schools as they adopt the Understanding Christianity project to raise standards in teaching and learning about Christianity.

The set of resources has been fully verified as effectively supporting the teaching and learning approach promoted by Understanding Christianity. Themes covered within the Puddles series of books also fully match the core theological concepts identified by the project and with which children will engage.

A guide on how each of the Books at Press resources support the specific concepts identified for exploration within the project is also available by request.

<http://www.booksatpress.co.uk/contact.html>

For further support and training on using the Books at Press resources with the project, Gill Vaisey, RE Consultant, is available to work with Early Years, Key Stage 1 and Foundation Phase practitioners. Simply contact Gill to discuss your training requirements.

We are also delighted to announce that a new title in the Puddles series *Puddles and the St. Francis Service* is due for publication in Summer 2017 and will be submitted for accreditation.

What Is The Understanding Christianity Project?

“The key purpose of this project is to help all teachers support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

We aim to see pupils leave school with a coherent understanding of Christian belief and practice. Pupils from 4-14 explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.

We seek to support teachers in developing their own knowledge and understanding of Christianity theology to be able to teach with confidence.

Who is Understanding Christianity for?

For every teacher in Primary and Secondary classes, teaching RE from EYFS right through to KS3, laying down excellent foundations for further study at GCSE and beyond. It is relevant to RE in every classroom in every school, in Church of England and in Community, Academy and Free schools. These resources explore Christianity widely, including (but not limited to) Anglican Christianity.”

New Resources From St Mary's Centre

Two new series of resources for Foundation Phase: Exploring Why and Exploring Our World are available free of charge from the St Mary's Centre.

The link to the English resources are:

<http://www.st-marys-centre.org.uk/resources/Exploring%20Why.html>

(Exploring Why)

<http://www.st-marys-centre.org.uk/resources/Exploring%20Our%20World.html>

(Exploring Our World)

These storybooks and accompanying activities cover aspects of Christianity, Judaism, Islam and Hinduism.

The resources are available via the Hwb. Resources via the website are free and a hardcopy of the short story versions will be available for purchase @ £2.99 per book from the Welsh Books Council.

Sikh Community 2017

The Sikh community celebrated– 350th birth anniversary of Guru Gobind Singh tenth Master in January 2017.

He is described as: A warrior, poet and philosopher.

Aside from being a spiritual and a military leader Guru Gobind Singh was also a gifted writer who penned a large body of literary work.

In his lifetime, he stood against the Mughal Rulers of India and fought against injustice. In 1699, Guru Gobind Singh took five men from the lower caste of society and baptized them as His Five Beloveds, endowing them with great courage and a devotion to God. It was his dedication to God, his fearlessness and his desire to protect the people from being oppressed that led Guru Gobind Singh to establish the Khalsa, a military force of saint-soldiers.

Guru Gobind Singh was the last of the living Sikh Gurus. On his death bed; he passed the Guruship of the Sikhs to the Guru Granth Sahib, the sacred Book of the Sikhs. The Granth Sahib then became the Eleventh and Eternal Sikh Guru.

Guru Gobind Singh's principles of taking a stand on injustice and oppression against the weak and vulnerable, has had a big impact on me and my work. "Recognise the whole human race as one" this verse is my guidance, a reminder of home, social education and community responsibilities.



County hosts national religious education meeting



Monmouthshire County Council recently hosted a meeting of the Wales Association of SACREs (Standing Advisory Councils on Religious Education) attended by 45 representatives from different faith groups as well as teachers and councillors. The meeting took place at the council's headquarters in County Hall, Usk.

The Wales Association of SACREs meets each term in different venues across the country and religious education consultant Gill Vaisey who coordinated the gathering said: "Monmouthshire was delighted and privileged to host the event and welcome SACRE colleagues from the other 21 Welsh local authorities".

The Chairman of Monmouthshire County Council, Councillor Jim Higginson welcomed delegates and opened proceedings before handing over to Councillor Liz Hacket Pain. Councillor Hacket Pain talked enthusiastically about her role as chair of Monmouthshire SACRE and the importance of its work in supporting schools to deliver effective religious education.

Three presentations were made on the development of the new curriculum, in line with the Welsh Government's report, *Successful Futures*: Sharon Perry-Phillips of Monmouth Comprehensive School on teaching religious education within a humanities curriculum, Manon Jones of Welsh Government on the work of the pioneer school network and the humanities and Owain ap Dafydd of Ysgol Gyfun Cwm Rhymni on enriching the modern curriculum from a pioneer school perspective. All were well-received.

As well as the formal meeting a number of colourful displays were provided by faith representatives, the council's Flying Start initiative and Goytre Fawr, Shirenewton and St Mary's RC Primary Schools.



In addition, delegates were greeted by singing on arrival from the Shirenewton and Cantref Primary School choirs while the Monmouth Comprehensive School musical ensemble provided a lunchtime performance.



Councillor Hacket Pain who is also Monmouthshire's cabinet member for schools and learning said: "This was a particularly stimulating and vibrant meeting and it was good to network with colleagues from across Wales".



Paula Webber, secretary to WASACRE added: "It's been a brilliant day; welcoming and very well-organised".

Faith Day at Llantilio Pertholey Church in Wales Primary School

In November 2016, the staff at Llantilio Pertholey held a Faith Day in which the children took part in workshops and lessons about different faiths throughout the day.

The purpose of the day was two-fold. Since adopting the Church in Wales Values Curriculum for RE, the staff had noticed limited opportunities for learning about other faiths and were keen to include teaching of other faiths in the curriculum. Secondly, the school holds an Open Day every November in order to promote itself and to appeal to new parents who are applying for school places for the following September. They always choose a theme for the day and children rotate around the school in mixed age groups.

On both counts the day was very successful. For the whole day, children were engaged in exciting, meaningful activities that gave them insights into new aspects of faith. They gained a huge amount of new knowledge and understanding, which they demonstrated so well in the 'sharing assembly' they held at the end of the day. The teaching staff embraced other faiths willingly and taught a variety of lessons.

We welcomed three visitors into school. Mr Big (Pete Cole) led a session about Hannukah. He was very popular as he brought in chocolate coins and doughnuts for all the children.



The Reverend Cath Lewis (our local Methodist Minister) led a workshop on Pentecost where all the children made head bands with bright flames on the front.

Diana Williams led a session based on the 'wondering' part of 'Godly Play'. We were grateful to all the visitors for their input and time, making this such a worthwhile day.



The Foundation Phase staff embraced other faiths with the Reception teacher telling the story of Diwali and the children make diva lamps.

In the Year 1, the children learnt about Guru Nanak and in the Year 2 class, they found out about Judaism and the Seder meal.



In Key Stage 2, the children learnt about Shabbat and the different Hebrew blessings in Year 4. In Year 5, they found out about Buddhism, the dharma wheel and the eightfold path, while in Year 6, they learnt about the Five Pillars of Islam and painted words in Arabic writing.

The children thoroughly enjoyed themselves and learnt so much. They were all excited to take home the things they had made, share with others in the assembly and tell their class teachers all about what they had learnt. Would we repeat it again? Absolutely!

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Agreed Syllabus for RE and the Curriculum Review

SACRE would like to take this opportunity to assure schools that the 2008 Monmouthshire Agreed Syllabus for Religious Education remains the statutory curriculum document for the teaching of religious education for all maintained and Voluntary Controlled schools across the authority. This document will remain in place until further notice and whilst the development of the curriculum for Wales is continued.

An electronic copy of the Agreed Syllabus is being provided with this newsletter.

Schools should note that the Welsh Government National Exemplar Framework for Religious Education was provided to SACREs for them to consider when writing their Agreed Syllabus and that document is not intended for use by schools.

Religious education must be provided according to the Monmouthshire Agreed Syllabus and sufficient time must be allocated to deliver the programmes of study.

Estyn Thematic Review of Religious Education

Estyn plan to carry out a thematic review of religious education provision in 2017 - 2018 and a sample of schools across Wales will be selected to take part in the review.

Lead Practitioners for GCSE RE Support

WJEC Resources

Minibeast RE-Think Topic Pack Early Years Excellence Award



Places of worship and visitors to schools

Local places of worship are an invaluable resource for RE. If places of worship are within walking distance this can be a free resource or incur a small donation.

Visitors to school to talk about aspects of their faith are another invaluable resource.

SACRE has updated the list of local contacts for schools and this is being distributed with this newsletter.

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