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County Hall
Rhadyr
Usk
NP15 1GA

Tuesday, 5 March 2024

Notice of meeting

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

Wednesday, 13th March, 2024 at 3.00 pm,
Council Chamber, County Hall, The Rhadyr, Usk, NP15 1GA and Remote Attendance

AGENDA

| Item No | Item | Pages |
|---------|---|---------|
| 1. | Welcome and Apologies | |
| 2. | Declarations of Interest | |
| 3. | To note the record of previous meetings: <ul style="list-style-type: none">• 12th December 2023• 7th February 2024 (Special)• 26th February 2024 (SAC Recruitment Panel) | 1 - 8 |
| 4. | Qualifications <ul style="list-style-type: none">• World Views Qualification: Agored Cymru - Frances Lee (Please click on link for pre-reading) https://www.agored.cymru/Units-and-Qualifications/Learning-Core/Exploring-Worldviews• Examination Outcomes 2023• Numbers on AS / A Levels | |
| 5. | Discussion on Current Membership | 9 - 10 |
| 6. | Professional Learning Update | |
| 7. | WASACRE Business: | 11 - 46 |

1. Draft Minutes of Autumn meeting held on 25th October 2023
2. WASACRE Executive Committee: Nominations for new members.

8. Any Other Business

9. Dates of meetings 2024/25

- 12th June 2024
- 11th September 2024
- 18th December 2024
- 19th March 2025

Paul Matthews

Chief Executive

**MONMOUTHSHIRE COUNTY COUNCIL
CYNGOR SIR FYNWY**

THE CONSTITUTION OF THE COMMITTEE IS AS FOLLOWS:

| | | |
|-----------------------------------|--------------------------|----------------------------------|
| County Councillor Martyn Groucutt | Lansdown; | Welsh Labour/Llafur Cymru |
| County Councillor Jill Bond | West End; | Welsh Labour/Llafur Cymru |
| County Councillor Louise Brown | Shirenewton; | Welsh Conservative Party |
| County Councillor Rachel Buckler | Devauden; | Welsh Conservative Party |
| County Councillor Paul Pavia | Mount Pleasant; | Welsh Conservative Party |
| County Councillor Angela Sandles | Magor East with Undy; | Labour and Co-Operative Party |

Representing the Church in Wales (1)

Rebecca Morteo

Representing the Roman Catholic Church (1)

Mr. A. Szwagrzak

Representing Free Churches (4)

Baptist Church: Revd. J. Greaves
Vacancy (resignation, Nick Pryor – Salvation Army)
Methodist Church: Vacancy
Presbyterian Church: Mrs. S. Gooding

Representing the Bahá'í Faith (1)

Mrs S. Cave

Representing the Buddhist Faith (1)

Vacancy

Representing the Hindu Faith (1)

Vacancy

Representing the Jewish Faith (1)

Vacancy

Representing the Sikh Faith (1)

Vacancy

Representing the Muslim Faith (1)

Maddie Saraireh

Representing Non Religious Philosophical Convictions

Vacancy

Representing the Teachers Associations (7)

5 x Vacancies

Mrs S. Hamer

Mrs C. Rhodes

Co-opted Members (2)

Vacancy

Vacancy

R.E Advisor

Hayley Jones (EAS)

Representing Chief Officer, Children and Young People

Sharon Randall-Smith

Public Information

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Welsh Language

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

Aims and Values of Monmouthshire County Council

Our purpose

- to become a zero-carbon county, supporting well-being, health and dignity for everyone at every stage of life.

Objectives we are working towards

- Fair place to live where the effects of inequality and poverty have been reduced;
- Green place to live and work with reduced carbon emissions and making a positive contribution to addressing the climate and nature emergency;
- Thriving and ambitious place, where there are vibrant town centres and where businesses can grow and develop
- Safe place to live where people have a home where they feel secure in;
- Connected place where people feel part of a community and are valued;
- Learning place where everybody has the opportunity to reach their potential

Our Values

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

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

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

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

Kindness: We will show kindness to all those we work with putting the importance of relationships and the connections we have with one another at the heart of all interactions.

Public Document Pack Agenda Item 3

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of Standing Advisory Council for Religion, Values and Ethics
(SAC) held
at Council Chamber, County Hall, The Rhadyr USK on Tuesday, 12th December, 2023 at
3.00 pm

PRESENT:

COUNTY COUNCIL REPRESENTATIVES
County Councillor Louise Brown (In the Chair)
Martyn Groucutt (Chair)
County Councillor Paul Pavia
County Councillor Jill Bond
County Councillor Angela Sandles

FAITH AND BELIEF REPRESENTATIVES
Sue Cave
Suzanne Gooding
Maddie Saraireh

TEACHER REPRESENTATIVES
Suzanne Hamer

OFFICERS IN ATTENDANCE:

| | |
|----------------------|------------------------------------|
| Sharon Randall-Smith | Head of Achievement and Attainment |
| Wendy Barnard | Democratic Services Officer |
| Geraint Edwards | Solicitor |
| Hayley Jones | Curriculum Partner (SACs and RVE) |

APOLOGIES:

Revd. Jonathan Greaves, Ali Szwagrzak, Rebecca Morteo and Charlotte Rhodes.

1. Declarations of Interest

None

2. To note the record of the meeting held on 4th October 2023

The minutes of the previous meeting were approved subject to the following amendment:

“The Member expressed concern that church schools should be represented without restriction and should just be based on teachers’ professional associations.”

3. Professional Learning Update

The EAS RVE Adviser presented a professional learning update:

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Minutes of the meeting of Standing Advisory Council for Religion, Values and Ethics (SAC) held at Council Chamber, County Hall, The Rhadyr USK on Tuesday, 12th December, 2023 at 3.00 pm

- Collective Worship Conversations continue to assist with ideas and to review provision in schools. Provision is well structured and planned for and the Conversations provide an opportunity to share ideas across the consortium.
- A recording of a conversation with the son of a holocaust survivor with a Q & A session will be added to a playlist on the consortium teams channel as a resource for schools for Holocaust Memorial Day and Curriculum for Wales. It was confirmed that some holocaust resources can be suitable for Year 6 and some can be adapted. CC Pavia provided the name of a person whose father was part of the legal team at the Nuremburg Trials who may be able to contribute to resources.
- A suite of professional learning webinars to improve practice, knowledge and understanding of the six principal religions and a non-religious philosophical conviction is being developed to upskill non-specialists in RVE across all phases.
- More resources are being developed to share with schools to reiterate the remit of RVE and what it means to schools (including the legalities).
- A professional learning event to share ideas, pedagogy and inspiration was held on 28th-29th November 2023. Five Monmouthshire schools (of 37) attended the event (none from secondary). All resources have been uploaded to the Teams space to access later.
- A new issue of the Challenging Religions magazine has been issued for AS and A Level students and contains many useful articles on different topics, and is a good resource.
- The lack of RVE graduates entering initial teacher training has been highlighted at NAPFRE meetings. It was noted that there is a £10,000 incentive for teacher training in England so it's difficult to compete. There is concern that there will be a lack of specialists in future in Wales. Questions have been asked of Welsh Government about the potential for bursaries with a negative response.
- It was queried if SAC Members could have access to the resources available.
- It was queried how a range of non-religious philosophical convictions is covered in the playlist of resources. It was explained that Humanism UK had offered to present in webinars. If other NRPC representative bodies are available to contribute to broaden the resources available to schools, this would be welcomed. It was mentioned that a primary school had presented to Council on Climate Change. If good practice is seen in schools, it was requested that contact with the RVE Adviser is made to share with other schools and SAC.
- The Legal Adviser offered to send a link to Councillor Bond to explain the view of the senior courts in determining the scope of beliefs.

4. WASACRE Update

WASACRE Conference:

It was explained that there will be a face to face conference run by WASACRE on the 13th June 2024 at Wrexham University and the keynote speaker will be Jeremy Miles, Minister for Education and Welsh Language. In addition there will be a series of online seminars pre and post the conference. The events are free to all SACs and practitioners. Bookings are open now. Those interested can book a place online.

5. Holocaust Memorial Day - (Reminder for schools)

It was highlighted that resources for schools are available on the Holocaust Memorial Trust website. Lessons to Auschwitz is open if schools are interested in signing up for the trip to Auschwitz where two pupils can be nominated and visit Poland in a day.

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Schools are asked to get in touch if SAC or the RE Adviser can assist.

6. Make up of Appointments/recruitment Panel

The item was withdrawn from the agenda today. It was agreed to seek a date in January 2024 to consider this item.

7. Update from Estyn

The Head of Achievement and Extended Services provided an update that when Estyn inspectors visit schools, they look at the whole range of the schools work in terms of the five indicators, focussing on strengths and areas for improvement. Whilst inspectors might see collective worship/RVE they may not focus on that, and they might not mention anything in writing. The inspectors will concentrate on quality and learners' progress.

This situation makes it difficult for SAC to evaluate the quality of RVE provision in schools consistently. The current Action Short of Strike also limits opportunities to monitor provision. In response to a question, it was explained that the RVE Adviser maintains good interaction with schools via professional learning. The RVE Adviser suggested that it may be possible to report an overview of the work of clusters if a cluster of schools is willing to engage by e.g. Teams.

Estyn periodically issues thematic reports and any recent and relevant reports will be brought to SAC's attention.

8. Any Other Business

- Membership: It was confirmed that there has been no response from the Independent Group regarding the vacancy for County Council representative. Regarding political balance, this is not strictly required but it would be good practice to represent political balance. Regarding Teacher representatives, it was confirmed that five nominations have been received for seven places. Professional associations will be asked if the remaining two places can be filled. If not, the Headteachers will be asked for nominations.

9. Date of Future Meetings

13th March 2024 at 3.00pm

The meeting ended at 4.00 pm

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MONMOUTHSHIRE COUNTY COUNCIL

**Minutes of the meeting of Standing Advisory Council for Religion, Values and Ethics
(SAC) held
at Conference Room - Usk, NP15 1AD on Wednesday, 7th February, 2024 at 2.00 pm**

PRESENT: COUNTY COUNCIL REPRESENTATIVES

County Councillor Louise Brown (In the Chair)
County Councillor Paul Pavia
County Councillor Rachel Buckler
County Councillor Angela Sandles

FAITH AND BELIEF REPRESENTATIVES

Suzanne Gooding
Maddie Saraireh
Peter Knight
Revd. Jonathan Greaves

TEACHER REPRESENTATIVES

Suzanne Hamer

OFFICERS IN ATTENDANCE:

| | |
|-----------------|-----------------------------------|
| Wendy Barnard | Democratic Services Officer |
| Geraint Edwards | Solicitor |
| Hayley Jones | Curriculum Partner (SACs and RVE) |

APOLOGIES:

Sharon Randall-Smith (Head of Service, Achievement and Extended Services),
County Councillors Martyn Groucutt and Jill Bond, Sue Cave and Rebecca Morteo

1. Declarations of Interest

None.

2. SAC Appointment Panel Proposal

The Legal Adviser presented the report in the Head of Service. Achievement and Extended Services absence. The purpose was to revisit the previous report approved by SAC on 4th October 2023 establishing an appointments panel for SAC vacancies.

The report proposed removing teacher representative vacancies from the remit of the appointments panel, which was included in error in the report of 4th October 2023. There is already in place an established process whereby teaching professional associations make nominations for vacancies via the Joint Advisory Group (JAG) with appointment by Full Council. This would effectively confine the remit of the appointments panel to considering nominations for vacancies in the faith and belief group only.

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Secondly, it is proposed that the appointments panel consists of the SAC Chair, SAC Vice Chair and one elected Member from each of the two largest political groups that make up the current County Council. Each Panel Member will have one vote. In the event of a tie, the SAC Chair will have a casting vote. The panel will have the power to recommend an applicant's appointment to SAC. The SAC Chair will inform the Full Council of any such recommendation. The final decision to appoint will be made by Full Council.

Once a decision to appoint has been made by Full Council, the SAC Chair will inform the applicant of the outcome and, if appointed, invite the latter to the next SAC meeting.

A Member asked if existing SAC Members would carry over their membership to the new SAC. It was clarified that the appointments panel would be considering vacancies on an ad hoc basis only as and when they occur. There is no intention to review existing memberships of SAC but may be reviewed at a later date. It was noted as per the report of 4th October 2023 that terms of office on SAC will be four years.

In response to a question about Co-Optees to SAC, it was confirmed that these are non-voting positions and are appointed by SAC as a whole.

Considering teacher representation, it was understood that the professional associations have made some nominations. These will be submitted to JAG and if satisfactory, passed to Full Council for ratification. It was agreed that the JAG should ensure that nominations are shared evenly between the all teaching professional associations to provide balanced representation. JAG should also consider that representatives should be current serving staff working within Monmouthshire.

It was agreed in line with teacher representation, representatives of the faith and belief group should be based within Monmouthshire to give that local focus.

ACTION: The Clerk was requested to arrange a special pre-meeting of the recruitment panel to discuss practicalities and how the panel will carry out its responsibilities.

The report was approved.

3. Next Meeting: 13th March 2024

The meeting ended at 2.18 pm

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MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of Standing Advisory Council for Religion, Values and Ethics (SAC) – Recruitment Panel pre-meeting held at Remote Meeting on Monday, 26th February, 2024 at 12.30 pm

PRESENT: County Councillors: Jill Bond, Louise Brown, Rachel Buckler, Paul Pavia and Angela Sandles

OFFICERS IN ATTENDANCE:

| | |
|----------------------|------------------------------------|
| Sharon Randall-Smith | Head of Achievement and Attainment |
| Wendy Barnard | Democratic Services Officer |
| Geraint Edwards | Solicitor |

APOLOGIES:

County Councillor Martyn Groucutt

1. Discussion on how the recruitment panel will operate

Following approval of the report entitled Membership of the Standing Advisory Council (SAC) and Future Recruitment Arrangements at a Special meeting of SAC on 7th February 2024, the LA representatives met to discuss future arrangements for the recruitment of Faith and Belief representatives. The following points were agreed:

- Recruitment Panel to consist of Chair, Vice Chair, and one from each of the two largest political groups from the current SAC membership with named substitutes allowed. It was agreed:
 - i) Cllr Angela Sandles to represent the Labour Group with Cllr Bond as substitute.
 - ii) Cllr Pavia to represent the Conservative Group with Cllr Buckler as substitute.
 - iii) Quorum: 3
- Letter to be sent to Town and Community Councils to seek expressions of interest in Faith and Belief representative vacancies.
 - i) Sharon Randall-Smith to forward a draft of an advert to recruit LA Governors to Cllr Louise Brown to adapt and circulate to all present today to confirm the contents. Clerk to send the letter.
- It was decided that the completed application form can be validated by the organisation the applicant represents by an email to either Wendy or Sharon. The form and e mail to be considered by the panel.
- Application Form to be amended to ask if the applicant resides or works mainly in Monmouthshire. Clerk to check if the applications already received cover this point.
- The panel will meet once the town and community councils have had opportunity to contact faith and belief organisations in the local area so should meet before the June meeting/after the March meeting.
- Discussion on Current Members to be an item on the next SAC meeting agenda.

MONMOUTHSHIRE COUNTY COUNCIL

**Minutes of the meeting of Standing Advisory Council for Religion, Values and Ethics
(SAC) – Recruitment Panel pre-meeting held
at Remote Meeting on Monday, 26th February, 2024 at 12.30 pm**

The meeting ended at 1.28 pm

SACRE/SAC

Membership (March 2024)

| NAME | |
|---|--|
| County Councillors (6) | |
| CC M. Groucutt | |
| CC A. Sandles | |
| CC P. Pavia | |
| CC L. Brown | |
| CC. J. Bond | |
| CC R. Buckler | |
| Representing the Church in Wales (1) | |
| Rebecca Morteo | |
| Representing the Roman Catholic Church (1) | |
| A. Szwagrzak | |
| Representing the Free Church Council (4) | |
| Vacancy (Beryl Quinlan – Methodist) | |
| Suzanne Gooding (Presbyterian Church) | |
| Revd. J Greaves (Baptist Church) | |
| Vacancy (Nick Pryor (Salvation Army)) | |
| Representing the Baha'i Faith: | |
| Mrs. S. Cave | |
| Representing the Buddhist Faith: | |
| Vacancy | |
| Representing the Hindu Faith: | |
| Vacancy | |
| Representing the Jewish Faith: | |
| Vacancy | |
| Representing the Muslim Faith: | |
| Maddie Saraireh | |

| | |
|---|--|
| Representing the Sikh Faith: | |
| Vacancy | |
| Representing Non-religious Philosophical Convictions (1) | |
| Vacancy (Chris Francis (Humanism)) | |
| Representing Teachers Associations (7) | |
| Vacancy | |
| Vacancy | |
| Vacancy | |
| Vacancy | |
| Vacancy | |
| Charlotte Rhodes | |
| Mrs. S. Hamer | |
| Co-opted Members (2) | |
| Vacancy | |
| Vacancy | |
| RVE Adviser | |
| Hayley Jones | |
| Representing Chief Officer, Children and Young People | |
| Sharon Randall-Smith | |

heroes

Agenda Item 7



**Wales Association of SACREs meeting
Rhondda Cynon Taff virtual meeting
through Zoom
25th October 2023
10.30 a.m. – 1.00 p.m.**

Attendance

| | | | |
|---|---|---|---|
| <p>Ynys Môn / Anglesey Owen Davies (OD) Arfon Wyn (AW)</p> <p>Blaenau Gwent Chris Abbas (CA) Hayley Jones (HJ) Kathy Riddick (KR)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans (EE) Alice Parry (AP) Donna Graves (DG)</p> <p>Caerffili/ Caerphilly Hayley Jones (HJ)</p> <p>Caerdydd / Cardiff Donna Graves (DG)</p> <p>Sir Gaerfyrddin / Carmarthenshire</p> <p>Ceredigion</p> <p>Conwy Phil Lord (PL)</p> | <p>Sir Ddinbych / Denbighshire Jennie Downes (JD) Phil Lord (PL)</p> <p>Sir y Fflint / Flintshire Vicky Barlow (VB) Dave Mackie (DM) Catherine McCormick (CM)</p> <p>Gwynedd Paul Rowlinson (PR) Meryl Roberts (MR) Menna Baines (MR)</p> <p>Merthyr Tudful / Merthyr Tydfil Donna Graves (DG)</p> <p>Sir Fynwy / Monmouthshire Louise Brown (LB) Hayley Jones (EAS)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Nia Jenkins (NJ) Rachel Samuel (RS)</p> <p>Casnewydd / Newport Hayley Jones (HJ)</p> <p>Sir Benfro / Pembrokeshire</p> | <p>Powys John Mitson (JM) Fiona Thomas (FT) Caroline Davies (CD) Michael Williams (MW)</p> <p>Rhondda Cynon Taf Mathew Maidment (MM) Martin Silezin MS Donna Graves (DG) Dave and Jane</p> <p>Abertawe / Swansea</p> <p>Torfaen Hayley Jones (HJ)</p> <p>Bro Morgannwg / Vale of Glamorgan Donna Graves (DG) Kathy Riddick (KR) Tyler Saunders</p> <p>Wrecsam / Wrexham Tania ap Siôn (TS) Libby Jones (LJ)</p> <p>NAPfRE Paula Webber (PW)</p> <p>EFTRE Phil Lord (PL)</p> <p>Central South Consortium Donna Graves</p> <p>EAS Hayley Jones</p> | <p>Observers:</p> <p>REMW WJEC Chris Owens (CO) Andrew Pearce (AP)</p> <p>ESTYN</p> <p>Welsh Government</p> <p>REC Kathy Ruddick (KR)</p> <p>Church in Wales</p> <p>Catholic Education Service</p> <p>Qualification Wales Kate Russell (KRU)</p> <p>Interfaith Network</p> <p>ADEW University Of Wales</p> <p>USW Trinity St David</p> <p>Minutes (from recording) Jo Nicholls (JNI)</p> |
|---|---|---|---|

Minutes of the meeting

1. Introduction and welcome

TaS welcomed members to the Autumn meeting and introduced Martyn Silezin the 14-19 Strategy Officer at Rhondda Cynon Taf (RCT).

Martyn introduced the meeting with the following:

Like you all, RCT has been very busy over the last year supporting schools with the changes that have been brought about by the Curriculum for Wales and the changes in the local, national, and international events. On a practical level, we have created a bank of resources for our RVE practitioners, for both the Curriculum for Wales and other events, such as the Interfaith week and Holocaust Memorial Day. We have established professional learning programmes for leading and teaching humanities and RVE in primary and secondary schools. We have also created several network opportunities.

Recently, we have undertaken several projects, and this has included our Philosophy for Children and RVE project in collaboration with SACRE. We have also introduced a digital humanities project, where we explored how to embed that in the humanities curriculum. We have also run courses on curriculum design for humanities and RVE. We have secondary peer working collaboration projects. and we have just completed a project on objective critical and pluralistic RVE, which was in collaboration with the Church of Wales.

I'm very excited this year that we have commenced a project in conjunction with the Faraday Institute, and the Science and Technology Advisor at Central South Consortium. Schools from the area have met. We are hoping to deepen the understanding of how science fits into the world of RVE and vice versa and develop materials in line with the needs of the Curriculum for Wales. If you contact us after this meeting, we're more than happy to tell you in more detail what's going on at RCT.

We're also very determined this year to set up a Youth Forum. This is something that we consider as essential to support the learner voice and to help us to consider how young voices can be heard in relation to issues affecting their education in religious education, religious studies, religion, values and ethics, spiritual development, and on matters relating to collective worship. Following the isolation of Covid I think that there is no better time for us to begin this.

Sadly, I will be retiring in a week's time. I am leaving you to a world with many uncertainties. You face a very difficult time ahead, where events both national and international will leave you with many challenges. I've been a professional educator for 43 years, and I've worked in some of the most impoverished areas and schools in Great Britain and I have never known a time like this with food banks at schools.

Meetings like this are so important to ensure the best possible education system that offers balanced education for all our learners still exists.

TaS thanked Martyn and wished him a wonderful retirement. The important aspect about our local SACs hosting these meetings is that we hear about the wonderful work that is being carried out. If you want to hear more about those exciting initiatives happening in RCT, please contact Donna Graves, the RCT advisor.

2. Quiet reflection

TaS led a quiet reflection to focus on the meeting ahead. Once again, in this termly meeting, we're gathering from across Wales with a common purpose to work together to help best serve our local young people and schools, and through those our local communities. May we be mindful of the opportunities that are being presented to us today and see the value of our own contributions within them.

3. Apologies

None received and none recorded in the meeting chat.

4. Minutes of the last meeting, Zoom, 19 June 2023

TaS ran through the minutes for accuracy. Any matters arising from the minutes are to be discussed separately on the agenda.

A discussion arose around non-religious philosophical convictions on page 3, fourth paragraph from the bottom. It was agreed that this discussion should take place outside the current meeting.

PL: Page 4 states that the Leah Crimes presentation would be sent to WASACRE members. Has this happened?

LJ: The presentation was requested, but not received. This will be followed up.

ACTION: LJ to remind LC to send the summer meeting's presentation for onward circulation to the members.

Page 5: 'CARDARG' to be changed to 'CYDAG'.

With the CYDAG correction made. It was confirmed that the minutes are an accurate record of what was said in the last meeting. TaS will sign the minutes and send to AP for filing.

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

Any matters arising are covered on the agenda.

The question about philosophical and non-philosophical convictions from the previous minutes can be discussed outside this meeting.

6. Welsh Government matters

LJ reported on this item. Welsh Government (WG) colleagues met with WASACRE officers on 5th July 2023. In attendance from WASACRE – TaS, AP, RS and LJ and from Welsh Government - Lloyd Hopkin, Ceri Davis, and Caitlin Doyle.

The **first agenda item**, the summary of legislation, has been carefully worked through with legal colleagues in WG. This document does a slightly different job than the rest of the guidance. Its purpose is to state the legal position rather than guide teachers and there is a careful balance. It is not policy. There was an update in January 2023, where minor amendments were made, certain things were held on to by legal services, just to be safe.

WASACRE raised the question as to whether corporal punishment should be included as an example of a philosophical conviction. This has been kept in because legal services feel that it illustrates the breadth of a range of convictions for the purpose of RVE.

Lloyd Hopkin mentioned that if WASACRE knows of any adverse effects of corporal punishment being included, then we need to provide that evidence for WG.

The inclusion of Alevism has also been kept in to show that it's not just major religions that schools can explore with their learners. Legal services mentioned this could also be a belief locally for some schools. All examples come from European Convention of Human Rights case law.

WASACRE has asked LH to go back to legal services regarding the definition of religion. LJ has emailed LH for an update on this internal discussion with legal services and is awaiting a response.

The **second item** on the agenda was the informal review of agreed syllabi. WG has agreed to contact all LAs to say thank you. LJ will chase today as to when this thank you will be sent. WASACRE has agreed to present a report on the positives from this review and share with SACREs and SACs.

The **third item** on the agenda was the review of annual reports. Welsh Government has asked WASACRE to support them with this process. WASACRE agreed to do this. LJ has emailed WG colleagues to request an update on this work and is waiting for a response.

The **final item** on the agenda was sharing of data, there was some confusion as to what can be shared to SACS and SACREs and what can be shared by SACS and SACREs in the annual report. WG stated that it depends on the purpose of the data, for example, to support learner progress, to support school improvement, etc. Following the meeting, WASACRE sent an email request for more clarity. LJ received an email from Sarah Angel from WG which LJ summarised for clarification:

The Welsh Government restarted reporting of key stage four outcomes at a school level in 2023, using the approach adopted in 2019. Information on the headline measures, which are all based on point scores, will be publicly available in Welsh Government statistical reports and on the 'my local school' website. The headline measures included the capped 9 measure, literacy measure, numeracy measure, science measure, and the Welsh Baccalaureate skills challenge certificate measure.

The Welsh Government also resumed the provision of all Wales core datasets to all schools and local authorities. These arrangements will be for an interim period, beginning with outcomes data from the academic year 2022 to 2023.

The Welsh Government's expectation is that this information will be used to support schools and local authorities to understand their own contexts and improve their own offer. This should not be used in isolation to judge performance or compare schools. Decisions around sharing these resources, and the appropriateness of doing so will rest with schools and local authorities. Consideration should be given to the security of any potentially disclosing information with the datasets in terms of identifiability of individual learners. The advice to SACs and SACREs is to have that conversation with their LA reps to ensure that the data they share in meetings and in their annual report does not identify individual learners and is not used in a way that compares schools or to judge schools' performance.

LB: Could I ask where corporal punishment comes in because it doesn't seem to be on any list on the legislative guidance.

LJ: Agreed to check this outside the meeting and report back.

ACTION: LJ to share the WG's response with SACRE clerks.

ACTION: LJ to check whether corporal punishment is still on the list in the legislative guidance.

7. National Professional Learning resources

TaS: The National Professional Learning resources are being created and published on Hwb as part of a collaboration between WASACRE and the Welsh Government (WG). WASACRE worked very hard to present a case to WG for creating resources to support practitioners delivering RVE. The resources and the areas covered have been identified as needed and created by the practitioners themselves from across Wales. These are practitioner-led resources and WASACRE subject specialists have been supporting the practitioners during this process.

LJ: The governor playlist is to go live in November the module can be accessed by anybody but is specifically tailored to school governors. Currently, the cross curricular modules are delayed and dependent on the reference group comments. WG has had to recruit new teacher members to the reference group as it was difficult to retain teachers that had the capacity to continue in the group. WASACRE has supported WG with this recruitment. We don't have a date for the publication of the cross curricular modules yet, possibly early 2024.

WG colleagues have discussed the immediate professional learning priorities both internally and with education consortia. WG has stated that it is not currently able to commit to further modules at the moment, particularly while they consider their team's capacity, budget implications, etc. WG is going to continue to monitor engagement with the current modules and look at ways to further promote these particular modules. WG is considering a blog piece, which highlights how schools have been using the modules, along with other new professional learning, such as the UNCRC and DARPL modules. They would like to showcase these to practitioners to show how they might wish to use them within their schools.

WASACRE will raise this as a particular issue as WG promised that there would be further modules and WASACRE believes there is a need for further modules. If member SACs agree with that, then this is something WASACRE could raise with WG.

TaS: All the modules that are currently being worked on should be completed and published. In the original plan, though, there was going to be a humanities module and a progression module, various things happened, and they became conflated. It is important to make sure that we still have the progression module and to say to WG that this is part of the original package.

PW: Suggest we need to keep a watching eye on any professional learning that's been developed for other mandatory subjects in the curriculum. Is RVE being treated fairly?

TaS: Confirmed that members agreed with LJ's suggestion of arguing strongly for additional modules. The WG are looking at the usage of the playlists. The figures look good on Hwb, but it does put some responsibility on us to ensure that our schools and practitioners are aware of them. A huge amount of work has gone into creating these resources. They are of a high quality; they are locally relevant because of the way they've been set up and constructed. Practitioners critically engage with them, and make them relevant, or interrogate them from their own local contexts. It would be great if we could promote them in our local authorities and into our local schools and try and increase the usage numbers.

ACTION: All members to promote the playlists which can be found using this link: <https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3/en/overview>

ACTION: WASACRE to discuss with WG the requirement for further modules.

8. WASACRE conference

TaS: WASACRE in collaboration with NAPfRE are organising a substantial conference for 2024. The conference is going to be an opportunity to celebrate religion, values and ethics and the value and distinctiveness of what we are doing in Wales. The conference is also going to provide a significant professional learning opportunity for our member SACs and for all their schools. In addition to having an in-person day conference in the summer term of 2024, there will be a series of interactive online seminars, which will happen both prior and post conference day.

A WASACRE working group has been set up and has invited Jeremy Miles, the Minister for Education and Welsh language to be a keynote speaker for the physical conference. We are waiting for a response. We have put forward to him the month of June. WASACRE will confirm as soon as a response has been received.

TaS shared the conference logos to be used for promotion. TaS thanked JD for her work on creating the logos.

The working group is looking to identify potential areas of focus for the free interactive online seminars. Several suggestions have been received some of which have come from local SACREs and SACs and their advisors. However, we would like to engage with SACs

more fully in this process, to have a real idea of what your local needs are and your responses to some of the suggestions already made.

TaS ran through an online survey which will be distributed to all members to obtain feedback on the ideas for the conference seminars. There will be seminars for several different audiences. Links to survey for onward distribution to SACs and practitioners:

Welsh: <https://forms.office.com/e/23GF0c9RUG>

English: <https://forms.office.com/e/u6HV5uNHY2>

Deadline for completion of the survey will be end of November.

DG: We are having quite a few inquiries regarding daily acts of collective worship. With the inspections, it is on people's radar.

LB: It looks like a comprehensive questionnaire. In terms of the curriculum, it is basically Christianity and other principal religions and non-religious philosophical convictions. There was a question about philosophy for children, I don't think that is necessary as it is not part of the RVE curriculum. Regarding collective worship, the legislation had no changes on collective worship, which should still be broadly Christian in nature.

PW: Very good questionnaire. Philosophy for children is a well-established pedagogical approach to teaching. We will be looking at pedagogies as well as curriculum and because we do need to drill down now into how the curriculum can be delivered, this is just one of the methods that could be used.

PL: Is there an opportunity to put forward names for people to conduct the seminars?

TaS: All suggestions are well received and can be detailed in the survey.

ACTION: AP to email the links to all SACRE clerks before half term.

ACTION: Links in the chat document to be distributed to members.

9. Qualifications

- **Qualifications Wales**
- **Equality and diversity qualification (ncfe)**

RS gave a presentation bilingually on the current situation and next steps. The presentation will be distributed to the members.

LJ: As there won't be an examinable assessment for RVE once there is no short course between 2025 -2027, there is an option with the Agored qualification 'Exploring World Views' where coursework units are assessed. Level 1 qualification is GCSE D-G and level 2 qualification A* to C. It is an option for schools now and up to 2027. It is not an exam qualification, but it has been designed specifically for RVE and RE using both the legacy and new agreed syllabi.

MM: We will look at the Agored qualification. It is disappointing that they're not having the short course anymore. We would let all the pupils sit the short course, and those who did well, and could cope, go on to do the full course. We had a curriculum, which was very much pupil centred, and was fit for each pupil.

I feel there is a need for some sort of qualification, which will motivate pupils in terms of mandatory religion, values, and ethics. The worry I have is that it might then deter pupils from opting for the GCSE course. How are schools going to manage their curriculum for those who have opted for the GCSE? Do they not complete the mandatory obligation? I'm assuming that the humanities skills qualification has an RVE element but isn't enough to fulfil the mandatory RVE requirements.

With the Agored coursework elements, it may not make it available to all pupils because you only have a few teachers to mark the coursework and it could become unmanageable.

RS: From my understanding from the consultation, the mandatory qualification will be available to level one but not to level two.

TaS: WASACRE consultation response asked for up to level two for RVE which is important.

LB: Only had a quick glance through this consultation but it seems a very generalist type of curriculum and doesn't seem to cover the statutory requirements in terms of Christianity and other principal religions and range of non-philosophical convictions. I can't even see Christianity and other principal religions mentioned at all. So, I think it's not meeting the statutory RVE requirement. I can't understand why it's changed from the original consultation which set out specific subject areas that were being covered.

RS: We need more time to review the consultation in detail. We must be aware that this is a consultation and a document developed by WJEC, whereas the consultation on the approval criteria was led by Qualifications Wales. The two documents serve different purposes.

PW: Not having the old short course has a knock-on effect on A level, undergraduate, and then ITE numbers. Who is responsible for the response to the consultation?

TaS: Confirmed WASACRE will draft a response and circulate to local SACs.

KR: I think there's a real disconnect between this statutory requirement for RVE and the RS GCSE. Neither will meet the statutory requirements, nor will it deliver a subject that's available to all children at 16. I feel if the design of the new GCSE had full regard to the RVE guidance, and provided a qualification that met that RVE guidance, just as the other subjects have, we wouldn't be in this position where we are now. I know that's the feedback that we gave from the consultation that came from Qualifications Wales. This seems to have taken now to another level. I suggest WASACRE needs to ask for an audience with WJEC or Qualifications Wales to discuss the matter. I'd like to see WASACRE being proactive in this matter.

RS: Suggests that the Executive Committee meet to discuss this initially. It is important that WASACRE keeps the lines of communication open with Qualifications Wales, WJEC, and all other relevant parties to navigate a way forward.

TaS: It is complicated and there are strongly held views. Agree to meet with members of the Executive Committee to discuss further. The closing date of the consultation is the 15th November 2023.

ACTION: RS to send out an email to the Executive Committee requesting a meeting.

PW: As the consultation document was only published this morning. I haven't looked at it in depth. However, I am deeply concerned about a footnote that is found in the documentation that states '*specification content will be driven by an emphasis of beliefs, teachings and practices of religious rather than non-religious content due to the nature of the subject.*' I would urge WASACRE to have a look at that footnote and ensure that equity of religious and non-religious aspects is considered as per the European Court of Human Rights legislation.

KRU: Emphasised that Qualification Wales hasn't made a decision yet. We are working through the summer responses and conducting additional work.

LB: I think that Christianity and other principal religions is an important aspect of RVE. I think it needs to emphasise that there must be a range of non-philosophical beliefs because it doesn't say, a range of religious beliefs in the legislation.

TaS: it's important to highlight this consultation with your local SACs and SACREs. WASACRE will share a draft response.

10. Presentation by Alice Parry: Through the eyes of a teacher: Report from the Conference of the European Forum for Teachers of Religious Education (EFTRE)

Alice Parry, Head of Department at Llanishen High School in Cardiff reported back from her attendance at the 15th EFTRE conference in Rome which was titled 'Bridges over troubled waters – RE in changing times':

Conference introduction: Current times in Europe easily feel as if several storms are raging at once, with increasing nationalisms, polarisation, and pluralization. As well as the pandemic climate change and not least war in Ukraine, no calm seas seem incite. A challenge for all and especially for the young children and adolescents growing up in these demanding times. One can easily feel overwhelmed disorientated, as if pushed under the water by the waves of these developments. At the EFTRE conference together, we are looking for safe bridges to find a path into a brighter future, you'll have opportunities to analyse how are we can and must adapt to this new scenery and contemporary European societies.

There were a variety of different lectures, different workshops, and different visits that participants were able to choose from. It was an opportunity to connect with teachers and other professionals all over Europe. I attended three key lectures and workshops, and I would like to share what I learnt.

First session - there was a research project conducted by five researchers across five countries about the impact of COVID and what really matters in RE. The purpose of the project was to allow teachers to share their experience and to stimulate a reflection on religious education, especially after the COVID pandemic. It was heart-warming to me as a teacher seeing that other practitioners across Europe were also finding similarities in the experience of moving online, experiences about both student and staff wellbeing, life questions that were arising, understanding of religious education, teacher situations, relationships, the importance of networking, co working, but also the importance of teacher/student relationships that you have in the classroom.

The challenges also brought existential matters where students were enabled to explore life's big questions. But also, there are sensitive topics that just can't be taught and approached in the same way through the online space. Covid did force people to stop, pause and think about the nature of the subject and what that value has for students. It was reported that philosophies become more popular, there's a surge in interest and in people questioning their purpose.

What was nice about attending this conference was meeting teachers from across Europe, and sharing experiences of what teaching is like in different settings, not just RE but with general logistics of the school in the calendar year day, and how things operate in different contexts.

Another workshop I attended was led by Marlene Printz Jellesen (MPJ) who works in Denmark and did her PhD thesis on secularisation and the implications that particular narratives of secularisation can have for religious education.

MPJ presented four narratives of the secularisation hypothesis:

The idea that when teaching, religion it is solely a private matter, this could be seen as having no purpose in society and could have implications for religious education becoming a taboo subject, as she experienced in Denmark. MPJ said if religion is seen as a private matter, it can be difficult to legitimise the place and value of our country. In that instance, the school wouldn't provide students and prepare students for the pluralistic society and the wider the wider scope.

The idea of religion and faith being the opposite of knowledge and a danger that can be posed. MPJ mentioned how conflicts can arise between religion and faith and knowledge. And the implications for RE narrative is that religion could be seen as outdated and a thing of the past where people knew less rather than offering a multifaceted and rich approach to our worldviews. Under this narrative teaching secularisation religion could be constructed as contradictory to science and science is seen as factual with truth, whereas religion would not be. That would be a problem for religious education teachers with that narrative.

The idea that religion could be weakened and that there would be a decline in membership of religious institutions and increase in the number of people with no religious affiliation. In that case, the implications for RE would be that pupils might gain a conviction that religion is an outdated phenomenon, that's going to disappear, and a risk of passing that narrative on to students and being an overly simplistic view.

The idea that religion is a phenomenon of deprivation. This linked to a study that she shared from Phil Zuckerman in Denmark and Sweden, which was the Deprivation Theory, the idea of a society without God. The study looked at Danish people who could have a very good quality of life or could be happy, even without God. So that could lead to a one-sided deprivation approach to religion. MJP shared that religious students criticise their teachers for supporting the stereotypical presentation of religion as a historically outdated phenomenon and emphasise the importance of giving students that pluralistic and multifaceted approach to understanding religion and non-religion through that.

The third session that I would like to share with you was one based on art. This was presented by a lecturer at University of Glasgow, Leon Robinson, about what makes life worth living and using artwork in lessons to add some depth and richness to the curriculum.

LR asked us to think of three things that you love in life, but it couldn't be people, it couldn't be pets. It had to be objects or scenery or something like that and he asked us to share that with the person next to us.

The purpose of this was that LR wanted us to understand and reinforce the importance and the richness of objects and that can start with the personal and then you can allow students to appreciate religious objects and how we teach that through the curriculum.

LR mentioned that this starts with Hippocrates, who was talking about the craft that takes a long time, the mastery of work and how we need to ask ourselves, what is our craft? And what do we want to master. And he linked to Japanese tsukumogami which is the idea that when an object has been used for 99 years, in Japanese culture, it's believed that they develop kami and come alive.

We visited the Vatican and with LR we were able to explore the art at the Vatican. The artwork that we were able to see was captivating, and really did help me to, to think about how I'm going to use some pieces in my lessons going forward.

I feel extremely lucky to have had that opportunity to be part of the EFTRE conference to meet with colleagues and to learn from others from different backgrounds, different contexts, different settings and bringing that back to my classroom.

TaS: Thank you Alice. LJ and TaS also attended conference, it was extremely worthwhile.

PW: I hope the WASACRE conference in the summer will be equally as inspiring to the teachers that attend. Maybe we can learn something from the delivery because it sounded fantastic. Thank you, Alice.

VB: Thank you, Alice, it's wonderful to capture those moments of joy and to bring a little bit of joy to everybody on the call.

11. Estyn: 2024 – 2030 inspection plans

The Estyn representative was unable to attend the meeting. This item has been carried forward to the next meeting.

12. Up-dates:

- Report from the Executive Committee held on 4 October 2023 (Tania ap Sion)

No update provided. Items covered in meeting agenda.

- WJEC (Christopher Owens)

During the summer, candidates were entered for all papers for GCSE religious studies, except for Sikhism, where there were no entries and there was only one entry paper the previous year. Entries remain stable, but I'll have more information in March 2024 when I have the final entry. Interestingly, there were very few requests for review of marking. We see this as a positive, in that perhaps people were very happy with the results that they had in terms of the consultation, which is a WJEC qualification outline, it is not a specification. It doesn't go into detail about content in terms of Christianity, world faiths, non-religious viewpoints etc. This is a WJEC qualification outline based on the agreed criteria which has been produced by Qualifications Wales. We will look at any comments that come in from teachers and other interested parties. The process of writing the specification will begin after this consultation is concluded. We have had feedback that we will take into consideration. It has already been said that the short course will finish what will become the legacy GCSE finishes. I was asked to mention that there is a humanities entry pathways course offered by the WJEC it's not a GCSE, it's all NEA based, but could be used as an option,

There are WJEC professional learning events taking place this term on 8th, 20th, 21st November, and 7th December and a CYDAG event in North Wales on the 8th December.

The only other thing I'd say about the GCSE consultation is that we've produced a GCSE Religious Studies course. It was never intended and has never been intended to fulfil any statutory obligation, following on from the RVE.

KR: It just seems to be a real missed opportunity. Under the new curriculum, there's a RVE statutory requirement as an academic subject. It is one of the subjects in the humanities suite alongside Geography and History and Business Studies, which each have their unique GCSE linked to that subject. So why is RVE being treated different in that it's not being given a respective GCSE that meets the requirement to study? It being that it is the only humanities area that has that requirement to study.

CO: The GCSE RS sits within the humanities option subjects. GCSE RS in this context has always been an option subject. Obviously RVE is statutory, but the GCSE option sits outside that, the same as History and geography, pupils don't have to do history or geography in year 10 or 11.

TaS: Added that there has been much consideration over this, and many meetings have been held to discuss this matter with various relevant parties.

LB: There is going to be an issue if it doesn't cover the mandatory requirement. It is going to dissuade learners from doing that option because they will have to do the mandatory requirement as well. It will be double the teaching.

AP shared feedback from the summer's GCSE. A high percentage of candidates A-C at A level and AS level. Good to see entries for all world religions. RS has had a massive hit in terms of AS numbers. during the COVID years, I think there's several reasons for that. One being I think RS is not the sort of subject you can learn by zoom at home. You need interaction with your teacher in a way that perhaps you don't need in other subjects such as history or geography.

Entries for GCSE have fallen massively. I think they will reduce by about 6000 this summer. The issue of non-specialist teachers teaching both key stage three and key stage four. The disappearance of the short course will have an effect. There are competing courses such as criminology. Many of the people who would have taken RS and are taking criminology instead. If AS numbers are going down, the A level numbers are going to follow.

PL: Is there a reduction in the number of centres in that popular schools that would have entered are no longer entering and / or are those centres reducing the numbers of those pupils that they're entering?

AP: It's not a reduction in centres as such, it's more of a reduction of the numbers within each centre. Whereas in the past, they would have been, high teens or 20s, we're getting numbers under 10 in many centres now.

PL: In comparison with the GCSE, I presume there are less centres that are entering because of the issues with the old short course, for example. I was wondering, is that not necessarily affecting the centre's entering for A level, but it will affect the numbers that are doing it?

AP: To some extent as well. However, if you have 6000 less entries this summer for GCSE, then less AS numbers. There was a slight increase in AS this summer by 100, this is good because that obviously will lead through to year 13. Whether that pattern continues this year, will be interesting to see.

TaS: PW and I are having conversations, we are very much aware of the wider issues which you've raised in terms of teacher recruitment, specialists and so on. I think the benefit of what we have heard today is raising this on the agenda of SACs and on WASACRE agenda. We need to talk further with NAPfRE about how we tackle this kind of crisis. What steps are we going to take and what can we do?

TaS: Thanked CO and AP for the updates.

- **REC (Kathy Riddick)**

There haven't been many meetings since WASACRE last met. The co-opted position that was advertised for a specialist in RVE to sit on the board of the REC is currently being considered. The Board are going to decide next week as to who will be appointed in that position. It is a new position created to make sure that the REC pay more attention to what's happening in Wales and have somebody who's an expert in RVE. This is a real improved position, as the REC sees itself as wanting to continue to be a representative body of England and Wales. In the first term of next year REC are publishing the new religion and worldviews draft resource, and they continue to lobby the Department of Education in England to change the name of the subject to religion and worldviews.

- **EFTRE (Phil Lord)**

Resources for the conference can be found on the website: <https://eftre.net/conference-in-rome-2023-15th>.

- **REMW (Paul Morgan)**

No updated provided.

- **NAPfRE (Paula Webber)**

The NAPfRE meeting has been delayed until after half term. NAPfRE are engaging with WASACRE in the organisation of the WASACRE conference. Met with Deborah Weston from the REC and had discussions about GCSE, A level and ITE take up. Also note that RS was representing NAPfRE as well as WASACRE at the Welsh Government meeting. PW now sits on the advisory group for the development of the new Quals with WJEC. NAPfRE intend to organise additional meetings this year.

- **IFN (Libby Jones)**

Interfaith week is the 12th -19th of November 2023. [Interfaith week resources](#).
TaS: An email was received from Gethin Rhys (GR) of Cytûn and Inter Faith Council Wales. With the new curriculum, schools need to know how and when to contact to their faith groups. GR is keen to work with WASACRE and local schools. There was a specific request for WASACRE to consider joining the Inter Faith Council of Wales? Also, a request from Cytûn as to how best they can help in WASACRE's work. The Executive Committee welcome the offer and will take this forward.

13. Local matters / enquiries

TaS: This is a new agenda item. We know that WASACRE carries out an incredible amount of national and international work on behalf of SACs. WASACRE also provides support at a local level too. This local work is not necessarily visible, having this agenda item is a way of providing a space to focus on this area of our work.

We receive many inquiries and questions from local SACs and advisors about a whole range of things. Our advisors on the Executive Committee spend time in discussion and respond to them. These are all very local nature, but they're also relevant more widely.

TaS shared a document which showed a range of questions that have been asked recently. The aim is to put together a frequently asked questions document that can be displayed on the website.

Questions included managing requests to withdraw from the mandatory RVE on religious grounds, looking at professional learning and what's available to access as a RVE advisor, what alternative qualifications are available to learners in Key Stage Four? SAC / SACRE meetings. We have quite a few requests for templates of forms.

WASACRE have decided to allocate time at each termly meeting to focus on one or two questions and share them more widely.

LJ: Gave an example of one question. A question was sent from a school that had received a parent request for withdrawal of their child from RVE based on their religious identity. The question was how to manage this with the parent, because obviously for another year, there is no right to withdraw.

WASACRE are still working with that local authority to find a solution, but we have given various pieces of advice on what can be done. WASACRE are listening to that local authority and keeping in touch with them about how that translates and what transpires.

WASACRE will raise this with Welsh Government in one of the regular meetings. This could be a wider issue and not isolated. Has any other SACRES / SACs or LAs had a question about this from any of their schools?

TaS: Welsh Government are keen to find out about this with the curriculum roll-out. From the chat one parent in Ceredigion has made a similar request and the same in Powys.

PL: Conwy SACRE Chair asked me this yesterday. We had to do a report for the local authority regarding the agreed syllabus, one of our questions was going to be about writing withdrawals for travellers' children and the impact that might have on removal from school completely. How do we go about finding hard data to this question? Is there data for within a local authority on the removal of children from education? Are there any links between that and RVE?

VB: It's not an area I cover but I think when parents give a reason as to why they might be removing their children to educate at home, I don't think RVE would be an option that would come up and possibly it would be registered under the 'other' option. There is a statistical release by WG every year on this data, but I am not sure it identifies RVE as a cause to remove from education.

KR: This is a slightly different query that came up with us from a non-religious parent who had been requested by a VC school that they withdraw their child so that they could use RVE lessons to teach comprehension. This is obviously not correct, because RVE is not for that purpose and the agreed syllabus should be followed. Following a conversation with the Diocesan rep in the local area, the matter was resolved, because the school just needed some extra support. When these issues are coming up, it's important that the level of dialogue is there to make sure that we're supporting schools and helping them get this right.

14. Correspondence

None other than correspondence already mentioned in meeting.

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

Caroline Davis joined us today. Caroline is a humanist observer and is on Powys SACRE.

TaS: Thank you very much for turning up for the meeting today and for your full participation. A big thank you to RCT the local authority for hosting. We look forward to seeing you or as many of you as possible at our next meeting.

16. Date for next meeting

No date or host details available at the time of the meeting.

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| <p>Ynys Môn / Anglesey Owen Davies (OD) Arfon Wyn (AW)</p> <p>Blaenau Gwent Chris Abbas (CA) Hayley Jones (HJ) Kathy Riddick (KR)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans (EE) Alice Parry (AP) Donna Graves (DG)</p> <p>Caerffili/ Caerphilly Hayley Jones (HJ)</p> <p>Caerdydd / Caerdydd Donna Graves (DG)</p> <p>Sir Gaerfyrddin / Carmarthenshire</p> <p>Ceredigion</p> <p>Conwy Phil Lord (PL)</p> | <p>Sir Ddinbych / Denbighshire Jennie Downes (JD) Phil Lord (PL)</p> <p>Sir y Fflint / Flintshire Vicky Barlow (VB) Dave Mackie (DM) Catherine McCormick (CM)</p> <p>Gwynedd Paul Rowlinson (PR) Meryl Roberts (MR) Menna Baines (MR)</p> <p>Merthyr Tudful / Merthyr Tudful Donna Graves (DG)</p> <p>Sir Fynwy / Monmouthshire Louise Brown (LB) Hayley Jones (EAS)</p> <p>Castell-nedd Port Talbot / Neath Port Talbot Nia Jenkins (NJ) Rachel Samuel (RS)</p> <p>Casnewydd / Newport Hayley Jones (HJ)</p> <p>Sir Benfro / Pembrokeshire</p> | <p>Powys John Mitson (JM) Fiona Thomas (FT) Caroline Davies (CD) Michael Williams (MW)</p> <p>Rhondda Cynon Taf Mathew Maidment (MM) Martin Silezin MS Donna Graves (DG) Dave a Jane</p> <p>Abertawe / Swansea</p> <p>Torfaen Hayley Jones (HJ)</p> <p>Bro Morgannwg / Vale of Glamorgan Donna Graves (DG) Kathy Riddick (KR) Tyler Saunders</p> <p>Wrecsam / Wrexham Tania ap Siôn (TS) Libby Jones (LJ)</p> <p>PYCAC Paula Webber (PW)</p> <p>EFTRE Phil Lord (PL)</p> <p>Consortium Canolbarth y De Donna Graves</p> <p>EAS Hayley Jones</p> | <p>Sylwedyddion:</p> <p>MAGC CBAC Chris Owens (CO) Andrew Pearce (AP)</p> <p>ESTYN</p> <p>Llywodraeth Cymru</p> <p>REC Kathy Ruddick (KR)</p> <p>Yr Eglwys yng Nghymru</p> <p>Gwasanaeth Addysg Gatholig</p> <p>Cymwysterau Cymru Kate Russell (KRU)</p> <p>Rhwydwaith Rhyng-ffydd</p> <p>ADEW Prifysgol Cymru</p> <p>Prifysgol y Drindod Dewi Sant</p> <p>Cofnodion (o'r recordiad) Jo Nicholls (JNI)</p> |
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Cofnodion y cyfarfod

1. Cyflwyniad a chroeso

Croesawodd TaS yr aelodau i gyfarfod yr Hydref a chroesawodd Martyn Silezin, Swyddog Strategaeth 14-19 yn Rhondda Cynon Taf (RhCT).

Rhoddodd Martin y cyflwyniad canlynol i'r cyfarfod:

Fel chi i gyd, mae RhCT wedi bod yn brysur iawn dros y flwyddyn ddiwethaf yn cefnogi ysgolion gyda'r newidiadau a gyflwynwyd gan y Cwricwlwm i Gymru a'r newidiadau sy'n digwydd yn lleol, cenedlaethol a rhyngwladol. Ar lefel ymarferol, rydym wedi creu cronfa o adnoddau ar gyfer ein hymarferwyr CGM, ar gyfer y Cwricwlwm i Gymru a digwyddiadau eraill, fel yr wythnos Ryng-ffydd a Diwrnod Cofio'r Holocaust. Sefydlwyd rhaglenni dysgu proffesiynol ar gyfer arwain ac addysgu'r dyniaethau a CGM mewn ysgolion cynradd ac uwchradd. Rydym hefyd wedi creu nifer o gyfleoedd rhwydweithio.

Yn ddiweddar, rydym wedi ymgymryd â nifer o brosiectau, ac mae hyn wedi cynnwys ein prosiect Athroniaeth i Blant a CGM mewn cydweithrediad â CYSAG. Rydym hefyd wedi cyflwyno prosiect dyniaethau digidol, lle buom yn archwilio sut i ymgorffori hynny yng nghwricwlwm y dyniaethau. Cawsom gyrsiau hefyd ar ddylunio cwricwlwm ar gyfer y dyniaethau a CGM. Mae gennym brosiectau cydweithio gwaith cymheiriaid uwchradd ac rydym newydd gwblhau prosiect ar CGM gwrthrychol, beirniadol a lluosog, ar y cyd â'r Eglwys yng Nghymru.

Rwy'n gyffrous iawn eleni ein bod wedi dechrau prosiect ar y cyd â Sefydliad Faraday, ac Ymgynghorydd Gwyddoniaeth a Thechnoleg Consortiwm Canolbarth y De. Mae ysgolion yr ardal wedi cyfarfod. Rydym yn gobeithio dyfnhau'r ddealltwriaeth o sut mae gwyddoniaeth yn ffitio i fyd CGM ac i'r gwrthwyneb a datblygu deunyddiau yn unol ag anghenion y Cwricwlwm i Gymru. Os dymunwch gysylltu â ni ar ôl y cyfarfod hwn, byddwn yn fwy na pharod i ddweud wrthyhych yn fanylach beth sy'n digwydd yn RhCT.

Rydym hefyd yn benderfynol iawn eleni i sefydlu Fforwm Ieuencid. Mae hyn yn rhywbeth yr ydym yn ei ystyried yn hanfodol i gefnogi llais y dysgwyr ac i'n helpu i ystyried sut y gellir clywed lleisiau ifanc mewn perthynas â materion sy'n effeithio ar eu haddysg mewn addysg grefyddol, astudiaethau crefyddol, crefydd, gwerthoedd a moeseg, datblygiad ysbrydol, ac â materion sy'n gysylltiedig ag addoli ar y cyd. Yn dilyn ynysu Covid, credaf nad oes amser gwell i ni ddechrau hyn.

Yn anffodus, byddaf yn ymddeol ymhen wythnos. Rwy'n eich gadael i fyd sy'n llawn ansicrwydd. Rydych chi'n wynebu cyfnod anodd iawn, lle bydd digwyddiadau cenedlaethol a rhyngwladol yn eich gadael â llawer o heriau. Rwyf wedi bod yn addysgwyr proffesiynol ers 43 o flynyddoedd, ac rwyf wedi gweithio yn rhai o ardaloedd ac ysgolion mwyaf tlawd Prydain ac nid wyf erioed wedi dod ar draws amser fel hwn gyda banciau bwyd mewn ysgolion.

Mae cyfarfodydd fel hyn mor bwysig i sicrhau bod y system addysg orau bosibl sy'n cynnig addysg gybtwys i'n holl ddysgwyr yn dal i fodoli.

Diolchodd TaS i Martyn a dymunodd ymddeoliad hapus iddo. Yr agwedd bwysig ar ein hawdurdodau lleol yn cynnal y cyfarfodydd hyn yw ein bod yn clywed am y gwaith gwyh sy'n cael ei wneud. Os hoffech chi glywed mwy am y mentrau cyffrous hynny sy'n digwydd yn RhCT, cysylltwch â Donna Graves, cynghorydd RhCT.

2. Myfyrdod tawel

Arweiniodd TaS fyfyrdod tawel i ganolbwyntio ar y cyfarfod sydd i ddod. Unwaith eto, yn y cyfarfod tymhorol hwn, rydym yn ymgynnull o bob rhan o Gymru gyda phwrpas cyffredin i weithio gyda'n gilydd i helpu i wasanaethu ein pobl ifanc a'n hysgolion lleol yn y ffordd orau,

a thrwy'r rheini ein cymunedau lleol. Boed inni fod yn ymwybodol o'r cyfleoedd sy'n cael eu cyflwyno i ni heddiw a gweld gwerth ein cyfraniadau ein hunain oddi mewn iddynt.

3. Ymddiheuriadau

Dim wedi'u derbyn a dim wedi'u cofnodi yn y cyfarfod.

4. Cofnodion y cyfarfod diwethaf, Zoom, 19 Mehefin 2023

Aeth TaS drwy'r cofnodion o ran cywirdeb. Mae unrhyw faterion sy'n codi o'r cofnodion i'w trafod ar wahân ar yr agenda.

Cododd trafodaeth ynghylch argyhoeddiadau athronyddol anghrefyddol ar dudalen 3, y pedwerydd paragraff o'r gwaelod. Cytunwyd y dylid cynnal y drafodaeth hon y tu allan i'r cyfarfod presennol.

PL: Mae tudalen 4 yn nodi y byddai cyflwyniad Leah Crimes yn cael ei anfon at aelodau CCYSAGauC. Ydy hyn wedi digwydd?

LJ: Gofynnwyd am y cyflwyniad, ond ni dderbyniwyd. Bydd hyn yn cael ei ddilyn i fyny.

GWEITHREDU : LJ i atgoffa LC i anfon cyflwyniad cyfarfod yr haf i'w ddsbarthu i'r aelodau.

Tudalen 5: 'CARDARG' i'w newid i 'CYDAG'.

Gyda'r cywiriad CYDAG wedi'i wneud, cadarnhawyd bod y cofnodion yn gofnod cywir o'r hyn a ddywedwyd yn y cyfarfod diwethaf. Bydd TaS yn llofnodi'r cofnodion ac yn eu hanfon at AP i'w ffeilio.

5. Materion yn codi o gofnodion y cyfarfod diwethaf.

Ymdrinnir ag unrhyw faterion sy'n codi ar yr agenda.

Gellir trafod y cwestiwn am argyhoeddiadau athronyddol ac anathronyddol o'r cofnodion blaenorol y tu allan i'r cyfarfod hwn.

6. Materion Llywodraeth Cymru

Adroddodd LJ ar yr eitem hon. Cyfarfu cydweithwyr yn Llywodraeth Cymru (LIC) â swyddogion CCYSAGauC ar 5 Gorffennaf 2023. Yn bresennol o CCYSAGauC - TaS, AP, RS ac LJ ac o Lywodraeth Cymru - Lloyd Hopkin, Ceri Davis, a Caitlin Doyle.

Rhoddyd sylw gofalus i'r **eitem gyntaf ar yr agenda, sef y crynodeb o'r ddeddfwriaeth, gyda chydweithwyr cyfreithiol yn Llywodraeth Cymru**. Mae'r ddogfen hon yn gwneud gwaith ychydig yn wahanol i weddill y canllawiau. Ei diben yw datgan y sefyllfa gyfreithiol yn hytrach nag arwain athrawon ac mae cydbwysedd gofalus. Nid yw'n bolisi. Cafwyd diweddariad ym mis Ionawr 2023, lle gwnaed mân ddiwygiadau, a daliwyd rhai pethau gan y gwasanaethau cyfreithiol, er mwyn diogelwch. Cododd CCYSAGauC y cwestiwn a ddylai cosb gorfforol gael ei chynnwys fel enghraifft o euogfarn athronyddol. Cadwyd hyn i mewn oherwydd bod y gwasanaethau cyfreithiol yn teimlo ei fod yn dangos ehangder ystod o euogfarnau at ddiben CGM.

Soniodd Lloyd Hopkin, os yw CCYSAGauC yn gwybod am unrhyw effeithiau andwyol o gynnwys cosb gorfforol, yna mae angen inni ddarparu'r dystiolaeth honno i Lywodraeth Cymru.

Mae cynnwys Aleviaeth hefyd wedi'i gadw i mewn i ddangos nad dim ond y prif grefyddau y gall ysgolion eu harchwilio gyda'u dysgwyr. Soniodd y gwasanaethau cyfreithiol y gallai hyn hefyd fod yn gred yn lleol i rai ysgolion. Daw pob enghraifft o gyfraith achosion y Confensiwn Ewropeaidd ar Hawliau Dynol.

Mae CCYSAGauC wedi gofyn i LH fynd yn ôl at y gwasanaethau cyfreithiol ynghylch y diffiniad o grefydd. Anfonodd LJ e-bost at LH i gael diweddariad ar y drafodaeth fewnol hon gyda'r gwasanaethau cyfreithiol ac mae'n aros am ymateb.

Yr **ail eitem** ar yr agenda oedd yr adolygiad anffurfiol o'r meysydd llafur cytunedig. Mae LIC wedi cytuno i gysylltu â phob ALI i ddiolch iddynt. LJ i wirio pryd y bydd y diolch hwn yn cael ei anfon. Mae Cymdeithas CYSAGau Cymru wedi cytuno i gyflwyno adroddiad ar y pethau cadarnhaol o'r adolygiad hwn a'i rannu â ChYSAGau ac ACA.

Y **drydedd eitem** ar yr agenda oedd yr adolygiad o adroddiadau blynyddol. Mae Llywodraeth Cymru wedi gofyn i CCYSAGauC eu cefnogi gyda'r broses hon. Cytunodd CCYSAGauC i wneud hyn. Anfonodd LJ e-bost at gydweithwyr yn LIC i ofyn am ddiweddariad ar y gwaith hwn ac mae'n aros am ymateb.

Yr **eitem olaf** ar yr agenda oedd rhannu data, roedd peth dryswch ynglŷn â'r hyn y gellir ei rannu i CYSAGau a CYSau a beth all CYSAGau a ChYSau ei rannu yn yr adroddiad blynyddol. Dywedodd LIC ei fod yn dibynnu ar ddiben y data, er enghraifft, i gefnogi cynnydd dysgwyr, i gefnogi gwella ysgolion, ac ati. Yn dilyn y cyfarfod, anfonodd CCYSAGauC gais e-bost am fwy o eglurder. Derbyniodd LJ e-bost gan Sarah Angel gan LIC a rhoddodd LJ grynodedb ohono er eglurhad:

Ailddechreuodd Llywodraeth Cymru adrodd ar ddeilliannau cyfnod allweddol pedwar ar lefel ysgol yn 2023, gan ddefnyddio'r dull a fabwysiadwyd yn 2019. Bydd gwybodaeth am y prif fesurau, sydd i gyd yn seiliedig ar sgoriau pwyntiau, ar gael i'r cyhoedd yn adroddiadau ystadegol Llywodraeth Cymru ac ar y wefan 'fy ysgol leol'. Roedd y prif fesurau yn cynnwys y mesur capio 9, mesur llythrennedd, mesur rhifedd, mesur gwyddoniaeth, a mesur tystysgrif her sgiliau Bagloriaeth Cymru.

Ailddechreuodd Llywodraeth Cymru hefyd ddarparu setiau data craidd Cymru gyfan i bob ysgol ac awdurdod lleol. Bydd y trefniadau hyn am gyfnod interim, gan ddechrau gyda data canlyniadau o flwyddyn academaidd 2022 i 2023.

Disgwylid Llywodraeth Cymru yw y bydd y wybodaeth hon yn cael ei defnyddio i gefnogi ysgolion ac awdurdodau lleol i ddeall eu cyd-destunau eu hunain a gwella eu harlwy eu hunain. Ni ddylid defnyddio hwn ar ei ben ei hun i farnu perfformiad neu gymharu ysgolion. Bydd penderfyniadau ynghylch rhannu'r adnoddau hyn, a phriodoldeb gwneud hynny, yn nwylo ysgolion ac awdurdodau lleol. Dylid ystyried diogelwch unrhyw wybodaeth a allai gael ei datgelu gyda'r setiau data o ran adnabod dysgwyr unigol. Y cyngor i CYSAGau a ChYSau yw cael y sgwrs honno gyda'u cynrychiolwyr ALI i sicrhau nad yw'r data y maent yn ei rannu mewn cyfarfodydd ac yn eu hadroddiad blynyddol yn nodi dysgwyr unigol ac nad yw'n cael ei ddefnyddio mewn ffordd sy'n cymharu ysgolion nac yn barnu perfformiad ysgolion.

LB: A gaf i ofyn ble mae cosb gorfforol yn dod i mewn oherwydd nid yw'n ymddangos ar unrhyw restr yn y canllawiau deddfwriaethol.

LJ: Cytunwyd i wirio hyn y tu allan i'r cyfarfod ac adrodd yn ôl.

GWEITHREDU: LJ i rannu ymateb LIC gyda chlercod CYSAG.

CAM GWEITHREDU: LJ i wirio a yw cosb gorfforol yn dal ar y rhestr yn y canllawiau deddfwriaethol.

7. Adnoddau Dysgu Proffesiynol Cenedlaethol

TaS: Mae'r adnoddau Dysgu Proffesiynol Cenedlaethol yn cael eu creu a'u cyhoeddi ar Hwb fel rhan o gydweithrediad rhwng CCYSAGauC a Llywodraeth Cymru (LIC). Gweithiodd CCYSAGauC yn galed iawn i gyflwyno achos i LIC dros greu adnoddau i gefnogi ymarferwyr sy'n darparu CGM. Mae'r adnoddau a'r meysydd a gwmpesir wedi'u nodi fel rhai sydd eu hangen ac wedi'u creu gan yr ymarferwyr eu hunain o bob rhan o Gymru. Adnoddau a arweinir gan ymarferwyr yw'r rhain ac mae arbenigwyr pwnc CCYSAGauC wedi bod yn cefnogi'r ymarferwyr yn ystod y broses hon.

LJ: Bydd rhestr chwarae llywodraethwyr yn mynd yn fyw ym mis Tachwedd a gall unrhyw un gael mynediad at y modiwl ond mae wedi'i deilwra'n benodol i lywodraethwyr ysgol. Ar hyn o bryd, mae'r modiwlau trawsgwricwlaidd yn cael eu gohirio ac yn dibynnu ar sylwadau'r grŵp cyfeirio. Mae LIC wedi gorfod recriwtio athrawon newydd i'r grŵp cyfeirio gan ei bod yn anodd cadw athrawon a oedd â'r gallu i barhau yn y grŵp. Mae CCYSAGauC wedi cefnogi LIC gyda'r recriwtio hwn. Nid oes gennym ddyddiad ar gyfer cyhoeddi'r modiwlau trawsgwricwlaidd eto, o bosibl yn gynnar yn 2024.

Mae cydweithwyr yn LIC wedi trafod y blaenoriaethau dysgu proffesiynol uniongyrchol yn fewnol a gyda chonsortia addysg. Mae LIC wedi datgan nad yw'n gallu ymrwymo i fodiwlau pellach ar hyn o bryd, yn enwedig wrth iddynt ystyried capasiti eu tîm, goblygiadau cyllideb, ac ati. Bydd LIC yn parhau i fonitro ymgysylltiad â'r modiwlau presennol ac edrych ar ffyrdd o hyrwyddo ymhellach y modiwlau penodol hyn. Mae LIC yn ystyried darn blog, sy'n amlygu sut mae ysgolion wedi bod yn defnyddio'r modiwlau, ynghyd â dysgu proffesiynol newydd eraill, fel modiwlau CCUHP a DARPL. Hoffent arddangos y rhain i ymarferwyr i ddangos sut y gallent ddymuno eu defnyddio yn eu hysgolion.

Bydd CCYSAGauC yn codi hyn fel mater penodol gan fod LIC wedi addo y byddai rhagor o fodiwlau ac mae CCYSAGauC yn credu bod angen modiwlau pellach. Os yw CYSau sy'n aelodau yn cytuno â hynny, yna mae hyn yn rhywbeth y gallai CCYSAGauC ei godi gyda LIC.

TaS: Dylid cwblhau a chyhoeddi'r holl fodiwlau y gweithir arnynt ar hyn o bryd. Yn y cynllun gwreiddiol, fodd bynnag, roedd modiwl dyniaethau a modiwl dilyniant yn mynd i fod, am amrywiol resymau, daeethant yn gydblededig. Mae'n bwysig gwneud yn siŵr bod gennym y modiwl dilyniant o hyd a dweud wrth LIC fod hwn yn rhan o'r pecyn gwreiddiol.

PW: Awgrymu bod angen i ni gadw llygad ar unrhyw ddysgu proffesiynol sydd wedi'i ddatblygu ar gyfer pynciau gorfodol eraill yn y cwricwlwm. A yw CGM yn cael ei drin yn deg?

TaS: Cadarnhawyd bod yr aelodau'n cytuno ag awgrym LJ o ddadlau'n gryf dros fodiwlau ychwanegol. Mae LIC yn edrych ar y defnydd o'r rhestrau chwarae. Mae'r ffigurau'n edrych yn dda ar Hwb, ond mae'n rhoi rhywfaint o gyfrifoldeb arnom i sicrhau bod ein hysgolion a'n hymarferwyr yn ymwybodol ohonynt. Mae llawer iawn o waith wedi'i wneud i greu'r adnoddau hyn. Maent o ansawdd uchel; maent yn berthnasol yn lleol oherwydd y ffordd y cawsant eu sefydlu a'u hadeiladu. Mae ymarferwyr yn ymgysylltu'n feirniadol â nhw, ac yn eu gwneud yn berthnasol, neu'n eu defnyddio yn ôl eu cyd-destunau lleol eu hunain. Byddai'n wych pe gallem eu hyrwyddo yn ein hawdurdodau lleol ac yn ein hysgolion lleol a cheisio cynyddu'r niferoedd sy'n eu defnyddio.

GWEITHREDU : Pob aelod i hyrwyddo'r rhestrau chwarae sydd i'w cael drwy ddefnyddio'r ddolen hon: <https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3/cy/overview>

GWEITHREDU: CCYSAGauC i drafod gyda LIC yr angen am fodiwlau pellach.

8. Cynhadledd CCYSAGauC

TaS: Mae CCYSAGauC mewn cydweithrediad â PYCAG yn trefnu cynhadledd sylweddol ar gyfer 2024. Bydd y gynhadledd yn gyfle i ddathlu crefydd, gwerthoedd a moeseg a gwerth a hynodwydd yr hyn yr ydym yn ei wneud yng Nghymru. Mae'r gynhadledd hefyd yn mynd i roi cyfle dysgu proffesiynol sylweddol i'n haelodau CYS ac i'w holl ysgolion. Yn ogystal â chynnal cynhadledd undydd wyneb yn wyneb yn nhymor yr haf 2024, bydd cyfres o seminarau rhyngweithiol ar-lein, a fydd yn digwydd cyn ac ar ôl y gynhadledd.

Mae gweithgor CCYSAGauC wedi'i sefydlu ac mae wedi gwahodd Jeremy Miles, y Gweinidog dros Addysg a'r Gymraeg, i fod yn brif siaradwr yn y gynhadledd wyneb yn wyneb. Rydym yn aros am ymateb. Rydym wedi cynnig mis Mehefin iddo. Bydd CCYSAGauC yn cadarnhau cyn gynted ag y bydd ymateb wedi'i dderbyn.

Rhannodd TaS logos y gynhadledd i'w defnyddio ar gyfer hyrwyddo. Diolchodd TaS i JD am ei gwaith ar greu'r logos.

Mae'r gweithgor am nodi meysydd ffocws posibl ar gyfer y seminarau rhyngweithiol ar-lein rhad ac am ddim. Daeth nifer o awgrymiadau i law, rhai ohonynt wedi dod gan GYSAGau a ChYSau lleol a'u hymgyngorwyr. Fodd bynnag, hoffem ymgysylltu'n llawnach â ChYSau yn y broses hon, i gael syniad go iawn o'ch anghenion lleol a'ch ymatebion i rai o'r awgrymiadau a wnaed eisoes.

Cynhaliodd TaS arolwg ar-lein a fydd yn cael ei ddsbarthu i bob aelod i gael adborth ar y syniadau ar gyfer seminarau'r gynhadledd. Bydd seminarau ar gyfer sawl cynulleidfa wahanol. Dolenni i'r arolwg i'w ddsbarthu ymlaen i ACA ac ymarferwyr:

Cymraeg: <https://forms.office.com/e/23GF0c9RUG>

Saesneg: <https://forms.office.com/e/u6HV5uNHY2>

Y dyddiad cau ar gyfer cwblhau'r arolwg fydd diwedd mis Tachwedd.

DG: Rydym yn cael cryn dipyn o ymholiadau ynglŷn â gweithredoedd dyddiol o addoli ar y cyd. Gyda'r arolygon ysgol, mae hwn yn bwnc trafod.

LB: Mae'n edrych fel holiadur cynhwysfawr. O ran y cwricwlwm, Cristnogaeth a phrif grefyddau eraill ac argyhoeddiadau athronyddol anghrefyddol ydyw yn y bôn. Roedd cwestiwn am athroniaeth i blant, nid wyf yn meddwl bod hynny'n angenrheidiol gan nad yw'n rhan o'r cwricwlwm CGM. O ran addoli ar y cyd, nid oedd gan y ddeddfwriaeth unrhyw newidiadau ar addoli ar y cyd, a ddylai fod yn gyffredinol Gristnogol ei natur o hyd.

PW: Holiadur da iawn. Mae Athroniaeth i blant yn ddull addysgegol sefydledig o addysgu. Byddwn yn edrych ar addysgeg yn ogystal â chwricwlwm a chan fod angen inni ymchwilio'n awr i sut y gellir cyflwyno'r cwricwlwm, dim ond un o'r dulliau y gellid ei ddefnyddio yw hwn.

PL: A oes cyfle i gynnig enwau i bobl gynnal y seminarau?

TaS: Derbynnir pob awgrym a gellir manylu arnynt yn yr arolwg.

GWEITHREDU: AP i e-bostio'r dolenni i holl glercod CYSAG cyn hanner tymor.

GWEITHREDU: Dolenni yn y ddogfen sgwrsio i'w ddsbarthu i aelodau.

9. Cymwysterau

- **Cymwysterau Cymru**
- **Cymhwyster cydraddoldeb ac amrywiaeth (ncfe)**

Cafwyd cyflwyniad dwyieithog gan RS ar y sefyllfa bresennol a'r camau nesaf. Bydd y cyflwyniad yn cael ei ddsbarthu i'r aelodau.

LJ: Gan na fydd asesiad arholi ar gyfer CGM unwaith nad oes cwrs byr rhwng 2025 - 2027, mae opsiwn gyda chymhwyster Agored 'Archwilio Bydolygon' lle'r asesis unedau gwaith cwrs. Cymhwyster Lefel 1 yw TGAU D - G a chymhwyster lefel 2 A* i C. Mae'n opsiwn i ysgolion nawr a hyd at 2027. Nid yw'n gymhwyster arholiad, ond mae wedi'i gynllunio'n benodol ar gyfer CGM ac AG gan ddefnyddio'r hen feysydd llafur a'r rhai newydd.

MM: Byddwn yn edrych ar y cymhwyster Agored. Mae'n siomedig na chynhelir y cwrs byr bellach. Byddem yn gadael i'r holl ddisgyblion sefyll y cwrs byr, a'r rhai a wnaeth yn dda, ac a allai ymdopi, i fynd ymlaen i wneud y cwrs llawn. Roedd gennym gwricwlwm, a oedd yn canolbwyntio ar y disgybl i raddau helaeth, ac a oedd yn addas ar gyfer pob disgybl.

Rwy'n teimlo bod angen rhyw fath o gymhwyster, a fydd yn ysgogi disgyblion o ran crefydd orfodol, gwerthoedd, a moeseg. Y pryder sydd gennyf yw y gallai wedyn atal disgyblion rhag dewis y cwrs TGAU. Sut mae ysgolion yn mynd i reoli eu cwricwlwm ar gyfer y rhai sydd wedi dewis y TGAU? Onid ydynt yn cwblhau'r rhwymedigaeth orfodol? Rwy'n cymryd

bod gan y cymhwyster sgiliau dyniaethau elfen CGM ond nid yw'n ddigon i gyflawni'r gofynion CGM gorfodol.

Gydag elfennau gwaith cwrs Agored, efallai na fydd ar gael i bob disgybl oherwydd dim ond ychydig o athrawon sydd gennych i farcio'r gwaith cwrs a gallai fynd yn anhydrin.

RS: O'm dealltwriaeth o'r ymgynghoriad, bydd y cymhwyster gorfodol ar gael i lefel un ond nid i lefel dau.

TaS: Gofynnodd ymateb CCYSAGC i'r ymgynghoriad am gael hyd at lefel dau ar gyfer CGM, sy'n bwysig.

LB: Dim ond cipolwg cyflym a gafodd drwy'r ymgynghoriad hwn ond mae'n ymddangos yn fath cyffredinol iawn o gwricwlwm ac nid yw'n ymdrin â'r gofynion statudol o ran Cristnogaeth a phrif grefyddau eraill ac ystod o argyhoeddiadau anathronyddol. Ni allaf hyd yn oed weld Cristnogaeth a phrif grefyddau eraill yn cael eu crybwyll o gwbl. Felly, rwy'n meddwl nad yw'n bodloni'r gofyniad CGM statudol. Ni allaf ddeall pam ei fod wedi newid o'r ymgynghoriad gwreiddiol a oedd yn nodi meysydd pwnc penodol i gael sylw.

RS: Mae angen mwy o amser i adolygu'r ymgynghoriad yn fanwl. Rhaid inni fod yn ymwybodol mai ymgynghoriad a dogfen a ddatblygwyd gan CBAC yw hwn, tra bod yr ymgynghoriad ar y meini prawf cymeradwyo wedi'i arwain gan Cymwysterau Cymru. Mae pwrpasau gwahanol i'r ddwy ddogfen.

PW: Mae peidio â chael yr hen gwrs byr yn cael effaith ganlyniadol ar niferoedd Safon Uwch, israddedig, ac yna AGA. Pwy sy'n gyfrifol am yr ymateb i'r ymgynghoriad?

TaS: Cadarnhawyd y bydd CCYSAGauC yn drafftio ymateb ac yn ei ddsbarthu i GYSau lleol.

KR: Rwy'n meddwl bod yna ddatgysylltiad gwirioneddol rhwng y gofyniad statudol hwn ar gyfer CGM a'r TGAU Astudiaethau Crefyddol. Ni fydd yn bodloni'r gofynion statudol, ac ni fydd ychwaith yn cyflwyno pwnc sydd ar gael i bob plentyn yn 16 oed. Rwy'n teimlo pe bai dyluniad y TGAU newydd yn rhoi ystyriaeth lawn i'r canllawiau CGM, ac yn darparu cymhwyster a oedd yn bodloni'r canllawiau CGM hynny, yn union fel y pynciau eraill, ni fyddem yn y sefyllfa lle rydym yn awr. Gwn mai dyna'r adborth a roesom i'r ymgynghoriad a ddaeth gan Cymwysterau Cymru. Mae'n ymddangos bod hyn bellach wedi mynd i lefel arall. Awgrymaf fod angen i CCYSAGauC ofyn am gyfarfod gyda CBAC neu Cymwysterau Cymru i drafod y mater. Hoffwn weld CCYSAGauC yn bod yn rhagweithiol yn y mater hwn.

RS: Yn awgrymu bod y Pwyllgor Gwaith yn cyfarfod i drafod hyn i ddechrau. Mae'n bwysig bod CCYSAGauC yn cadw'r llinellau cyfathrebu yn agored gyda Chymwysterau Cymru, CBAC, a'r holl bartion perthnasol eraill er mwyn llywio'r ffordd ymlaen.

TaS: Mae'n gymhleth ac mae safbwyntiau cryf. Cytuno i gyfarfod ag aelodau'r Pwyllgor Gwaith i drafod ymhellach. Dyddiad cau'r ymgynghoriad yw 15 Tachwedd 2023.

GWEITHREDU: RS i anfon e-bost at y Pwyllgor Gwaith yn gofyn am gyfarfod.

PW: Gan mai dim ond y bore yma y cyhoeddwyd y ddogfen ymgynghori, dydw i ddim wedi edrych arni'n fanwl. Fodd bynnag, rwyf yn bryderus iawn ynghylch troednodyn a geir yn y ddogfennaeth sy'n nodi '*bydd cynnwys y fanyleb yn cael ei yrru gan bwyslais ar gredoau, dysgeidiaethau ac arferion cynnwys crefyddol yn hytrach nag anghrefyddol oherwydd natur y pwnc.*' Byddwn yn annog CCYSAGauC i edrych ar y troednodyn hwnnw a sicrhau bod tegwch o ran agweddau crefyddol ac anghrefyddol yn cael eu hystyried yn unol â deddfwriaeth Llys Hawliau Dynol Ewrop.

KRU: Pwysleisiwyd nad yw Cymwysterau Cymru wedi gwneud penderfyniad eto. Rydym yn gweithio drwy ymatebion yr haf ac yn cynnal gwaith ychwanegol.

LB: Credaf fod Cristnogaeth a phrif grefyddau eraill yn agwedd bwysig ar CGM. Rwy'n meddwl bod angen iddo bwysleisio bod yn rhaid cael ystod o gredoau anathronyddol oherwydd nid yw'n dweud, ystod o gredoau crefyddol yn y ddeddfwriaeth.

TaS: mae'n bwysig tynnu sylw at yr ymgynghoriad hwn gyda'ch CYS a'ch CYSAG lleol. Bydd CCYSAGauC yn rhannu ymateb drafft.

10. Cyflwyniad gan Alice Parry: Trwy lygaid athrawes: Adroddiad o Gynhadledd Fforwm Ewropeaidd Athrawon Addysg Grefyddol (EFTRE)

Adroddodd Alice Parry, Pennaeth Adran yn Ysgol Uwchradd Llanisien yng Nghaerdydd yn ôl o'i phresenoldeb ym 15fed cynhadledd EFTRE yn Rhufain a oedd yn dwyn y teitl 'Pontydd dros ddyfroedd cythryblus – AG mewn cyfnod o newid':

Cyflwyniad i'r gynhadledd: *Yn yr amseroedd presennol yn Ewrop mae'n hawdd teimlo fel pe bai sawl storm yn cyniwair ar unwaith, gyda chenedlaetholdeb cynyddol, polareiddio a lluosogi. Yn ogystal â'r newid yn yr hinsawdd, y pandemig ac nid lleiaf y rhyfel yn Wcrain, nid oes unrhyw foroedd tawel i'w gweld ar y gorwel. Her i bawb ac yn arbennig i'r plant a'r bobl ifanc sy'n tyfu i fyny yn y cyfnod anodd hwn. Gall rhywun yn hawdd deimlo'n ddryslyd ac wedi'i lethu, fel pe bai'n cael ei wthio o dan y dŵr gan donnau'r datblygiadau hyn. Yng nghynhadledd EFTRE gyda'n gilydd, rydym yn chwilio am bontydd diogel i ddod o hyd i lwybr i ddyfodol mwy disglair, cael cyfleoedd i ddadansoddi sut y gallwn ni addasu i'r golygfeydd a'r cymdeithasau newydd yn yr Ewrop gyfoes hon.*

Roedd amrywiaeth o wahanol ddarlithoedd, gweithdai gwahanol, a gwahanol ymweliadau y gallai cyfranogwyr ddewis ohonynt. Roedd yn gyfle i gysylltu ag athrawon a gweithwyr proffesiynol eraill ledled Ewrop. Mynychais dair darlith a gweithdy allweddol, a hoffwn rannu'r hyn a ddysgais.

Sesiwn gyntaf - cynhaliwyd prosiect ymchwil gan bum ymchwilydd ar draws pum gwlad am effaith COVID a beth sy'n wirioneddol bwysig mewn AG. Pwrpas y prosiect oedd caniatáu i athrawon rannu eu profiad ac ysgogi myfyrdod ar addysg grefyddol, yn enwedig ar ôl y pandemig. Roedd yn galonogol i mi fel athro weld bod ymarferwyr eraill ar draws Ewrop hefyd yn dod o hyd i debygrwydd yn y profiad o symud ar-lein, profiadau am les myfyrrwyr a staff, cwestiynau bywyd a oedd yn codi, dealltwriaeth o addysg grefyddol, sefyllfaoedd athrawon, perthnasoedd, pwysigrwydd rhwydweithio, cydweithio, ond hefyd pwysigrwydd y berthynas athro/myfyriwr sydd gennych yn yr ystafell ddosbarth.

Daeth yr heriau hefyd â materion dirfodol lle cafodd myfyrrwyr eu galluogi i archwilio cwestiynau mawr bywyd. Ond hefyd, mae yna bynciau sensitif na ellir eu haddysgu a mynd atynt yn yr un modd trwy'r gofod ar-lein. Fe wnaeth Covid orfodi pobl i stopio, oedi a meddwl am natur y pwnc a sut mae o werth i fyfyrwyr. Dywedwyd bod athroniaethau'n dod yn fwy poblogaidd, bod ymchwydd mewn diddordeb ac mewn pobl yn cwestiynu eu pwrpas.

Yr hyn oedd yn braf am fynychu'r gynhadledd hon oedd cyfarfod ag athrawon o bob rhan o Ewrop, a rhannu profiadau o sut beth yw addysgu mewn gwahanol leoliadau, nid dim ond AG ond â logisteg cyffredinol yr ysgol yn ystod diwrnod y flwyddyn galendr, a sut mae pethau'n gweithredu mewn gwahanol gyd-destunau.

Arweiniwyd gweithdy arall a fynychais gan Marlene Printz Jellesen (MPJ) sy'n gweithio yn Nenmarc ac a wnaeth ei ddoethuriaeth PhD ar seciwlaireiddio a'r goblygiadau y gall naratifau penodol o seciwlaireiddio eu cael ar addysg grefyddol.

Cyflwynodd MPJ bedwar naratif o'r ddamcaniaeth seciwlaireiddio:

Y syniad, wrth addysgu, mai mater preifat yn unig yw crefydd, y gellid ystyried hyn fel rhywbeth nad oes iddo unrhyw ddiben mewn cymdeithas a gallai fod â goblygiadau i addysg grefyddol ddod yn bwnc tabŵ, fel y profodd yn Nenmarc. Dywedodd MPJ os yw crefydd yn cael ei hystyried yn fater preifat, y gall fod yn anodd cyfreithloni ei lle a'i gwerth yn ein gwlad. Yn yr achos hwnnw, ni fyddai'r ysgol yn darparu myfyrwyr ac yn paratoi myfyrwyr ar gyfer y gymdeithas luosog a'r cwmpas ehangach.

Y syniad bod crefydd a ffydd yn groes i wybodaeth ac yn gallu achosi perygl. Soniodd MPJ sut y gall gwrthdaro godi rhwng crefydd a ffydd a gwybodaeth. A'r goblygiadau ar gyfer naratif Addysg Grefyddol yw y gellid ystyried crefydd yn hen ffasiwn ac yn rhywbeth o'r gorffennol lle'r oedd pobl yn gwybod llai yn hytrach na chynnig ymagwedd amlochrog a chyfoethog at ein bydolygon. O dan y ddysgeidiaeth naratif hon gallai addysgu seciwlareiddio gael ei weld fel rhywbeth sy'n gwrth-ddweud gwyddoniaeth ac mae gwyddoniaeth yn cael ei hystyried yn ffeithiol â gwirionedd, ond nid felly crefydd. Byddai problem i athrawon addysg grefyddol gyda'r naratif hwnnw.

Y syniad y gallai crefydd gael ei gwanhau ac y byddai gostyngiad yn aelodaeth sefydliadau crefyddol a chynnydd yn nifer y bobl heb unrhyw ymlyniad crefyddol. Yn yr achos hwnnw, y goblygiadau i Addysg Grefyddol fyddai y gallai disgyblion gael eu perswadio bod crefydd yn ffenomen hen ffasiwn, ei bod yn mynd i ddiflannu, ac mae perygl o drosglwyddo'r naratif hwnnw i fyfyrwyr a bod yn safbwynt rhy syml.

Y syniad bod crefydd yn ffenomen o amddifadedd. Roedd hyn yn gysylltiedig ag astudiaeth a rannodd gyda Phil Zuckerman yn Nenmarc a Sweden, sef y Theori Amddifadedd, y syniad o gymdeithas heb Dduw. Edrychodd yr astudiaeth ar bobl o Ddenmarc a allai fod ag ansawdd bywyd da iawn neu a allai fod yn hapus, hyd yn oed heb Dduw. Felly gallai hynny arwain at agwedd amddifadedd unochrog at grefydd. Rhannodd MJP fod myfyrwyr crefyddol yn beirniadu eu hathrawon am gefnogi'r cyflwyniad ystrydebol o grefydd fel ffenomen sydd wedi dyddio yn hanesyddol a phwysleisiodd bwysigrwydd rhoi'r dull lluosog ac amlochrog hwnnw i fyfyrwyr i ddeall crefydd ac anghrefydd trwy hynny.

Y drydedd sesiwn yr hoffwn ei rhannu gyda chi oedd un yn seiliedig ar gelf. Cyflwynwyd hon gan ddarlithydd ym Mhrifysgol Glasgow, Leon Robinson, am yr hyn sy'n gwneud bywyd yn werth ei fyw a defnyddio gwaith celf mewn gwersi i ychwanegu rhywfaint o ddyfnder a chyfoeth at y cwricwlwm.

Gofynnodd LR inni feddwl am dri pheth yr ydych yn eu caru mewn bywyd, ond ni all fod yn bobl, ni all fod yn anifeiliaid anwes. Roedd yn rhaid iddo fod yn wrthrychau neu olygfeydd neu rywbeth felly a gofynnodd i ni rannu hynny gyda'r person nesaf atom.

Pwrpas hyn oedd bod LR eisiau i ni ddeall ac atgyfnerthu pwysigrwydd a chyfoeth gwrthrychau a gall hynny ddechrau gyda'r personol ac yna gallwch ganiatáu i fyfyrwyr werthfawrogi gwrthrychau crefyddol a sut rydym yn addysgu hynny drwy'r cwricwlwm.

Soniodd LR fod hyn yn dechrau gyda Hippocrates, a oedd yn sôn am y grefft sy'n cymryd amser hir, meistrolaeth gwaith a sut mae angen i ni ofyn i ni'n hunain, beth yw ein crefft? A beth ydyn ni am ei feistrolï. Ac fe gysylltodd â tsukumogami Japaneaidd sef y syniad, pan fydd gwrthrych wedi'i ddefnyddio ers 99 mlynedd, yn niwylliant Japan, y credir ei fod yn datblygu kami ac yn dod yn fyw.

Fe ymwelon ni â'r Fatican a gyda LR roeddem yn gallu archwilio'r celf yn y Fatican. Roedd y gwaith celf yr oeddem yn gallu ei weld yn gyfareddol, ac yn help mawr i mi, i feddwl sut rydw i'n mynd i ddefnyddio rhai darnau yn fy ngwersi wrth symud ymlaen.

Rwy'n teimlo'n hynod ffodus fy mod wedi cael y cyfle hwn i fod yn rhan o gynhadledd EFTRE i gwrdd â chydweithwyr ac i ddysgu gan eraill o gefndiroedd gwahanol, cyd-destunau gwahanol, lleoliadau gwahanol a dod â hynny yn ôl i fy ystafell ddsbarth.

TaS: Diolch Alice. Mynychodd LJ a TaS y gynhadledd hefyd, roedd yn hynod werthfawr.

PW: Rwy'n gobeithio y bydd cynhadledd CCYSAGauC yn yr haf yr un mor ysbrydoledig i'r athrawon sy'n mynychu. Efallai y gallwn ddysgu rhywbeth o'r cyflwyniad oherwydd roedd yn swnio'n wych. Diolch i chi, Alice.

VB: Diolch, Alice, mae'n wych dal yr eiliadau hynny o lawenydd a dod ag ychydig o lawenydd i bawb yn y cyfarfod hwn heddiw.

11. Estyn: cynlluniau arolygu 2024 – 2030

Nid oedd cynrychiolydd Estyn yn gallu bod yn bresennol yn y cyfarfod. Mae'r eitem hon wedi'i dwyn ymlaen i'r cyfarfod nesaf.

12. Diweddariadau:

- Adroddiad gan y Pwyllgor Gwaith a gynhaliwyd ar 4 Hydref 2023 (Tania ap Sion)

Ni ddarparwyd diweddariad. Eitemau a gwmpesir ar agenda'r cyfarfod.

- CBAC (Christopher Owens)

Yn ystod yr haf, cofrestrwyd ymgeiswyr ar gyfer yr holl bapurau yn astudiaethau crefyddol TGAU, ac eithrio Sikhaeth, lle nad oedd unrhyw gofrestriadau a dim ond un ymgeisydd a gafwyd y flwyddyn flaenorol. Mae'r ceisiadau'n aros yn sefydlog, ond bydd gen i fwy o wybodaeth ym mis Mawrth 2024 pan fydd y cofnod terfynol gennyf. Yn ddi-ddorol, ychydig iawn o geisiadau a gafwyd am adolygu'r marcio. Rydym yn gweld hyn fel rhywbeth cadarnhaol, yn yr ystyr efallai bod pobl yn hapus iawn â'r canlyniadau a gawsant o ran yr ymgynghoriad, sef amlinelliad o gymwysterau CBAC, nid yw'n fanyleb. Nid yw'n manylu ar y cynnwys o ran Cristnogaeth, crefyddau'r byd, safbwyntiau anghrefyddol ac ati. Byddwn yn edrych ar unrhyw sylwadau a ddaw i mewn gan athrawon a phartion eraill â diddordeb. Bydd y broses o ysgrifennu'r fanyleb yn dechrau ar ôl i'r ymgynghoriad hwn ddod i ben. Rydym wedi cael adborth y byddwn yn ei ystyried. Dywedwyd eisoes y bydd y cwrs byr yn gorffen yr hyn a ddaw yn bapurau TGAU etifeddol. Gofynnwyd i mi sôn bod cwrs llwybrau mynediad y dyniaethau yn cael ei gynnis gan CBAC, nid TGAU ydyw, mae'r cyfan yn seiliedig ar NEA, ond gellid ei ddefnyddio fel opsiwn.

Mae digwyddiadau dysgu proffesiynol CBAC yn cael eu cynnal y tymor hwn ar 8fed, 20fed, 21ain Tachwedd, a 7 Rhagfyr a digwyddiad CYDAG yng Ngogledd Cymru ar 8 Rhagfyr.

Yr unig beth arall y byddwn i'n ei ddweud am yr ymgynghoriad TGAU yw ein bod ni wedi cynhyrchu cwrs TGAU Astudiaethau Crefyddol. Ni fwriadwyd ac ni fu erioed fwriad i gyflawni unrhyw rwymedigaeth statudol, yn dilyn ymlaen o'r CGM.

KR: Mae'n ymddangos ei fod yn gyfle gwirioneddol a gollwyd. O dan y cwricwlwm newydd, mae gofyniad statudol am CGM fel pwnc academaidd. Mae'n un o'r pynciau yn y gyfres dyniaethau ochr yn ochr â Daeryddiaeth a Hanes ac Astudiaethau Busnes, ac mae gan bob un ohonynt eu TGAU unigryw yn gysylltiedig â'r pwnc hwnnw. Felly pam mae CGM yn cael ei drin yn wahanol gan nad yw'n cael TGAU priodol sy'n bodloni'r gofyniad i astudio? Gan mai dyma'r unig faes dyniaethau sydd â'r gofyniad hwnnw i'w astudio.

CO: Mae'r TGAU Astudiaethau Crefyddol yn eistedd o fewn pynciau opsiwn y dyniaethau. Mae TGAU Astudiaethau Crefyddol yn y cyd-destun hwn wedi bod yn bwnc dewisol erioed. Yn amlwg mae CGM yn statudol, ond mae'r opsiwn TGAU yn eistedd y tu allan i hynny, yr un fath â Hanes a Daeryddiaeth, nid oes rhaid i ddisgyblion wneud hanes na daeryddiaeth ym mlwyddyn 10 neu 11.

TaS: Ychwanegwyd bod llawer o ystyriaeth wedi bod ar hyn, a bod llawer o gyfarfodydd wedi eu cynnal i drafod y mater hwn gyda gwahanol bartion perthnasol.

LB: Bydd problem os nad yw'n cynnwys y gofyniad gorfodol. Mae'n mynd i atal dysgwyr rhag gwneud yr opsiwn hwnnw oherwydd bydd yn rhaid iddynt wneud y gofyniad gorfodol hefyd. Bydd yn ddwbl yr addysgu.

AP adborth o TGAU yr haf. Canran uchel o ymgeiswyr A-C ar lefel A ac UG . Da gweld ceisiadau ar gyfer holl grefyddau'r byd. Cafodd Astudiaethau Crefyddol ergyd enfawr o ran niferoedd UG yn ystod blynyddoedd COVID, rwy'n meddwl bod sawl rheswm am hynny. Credaf nad yw AG y math o bwnc y gallwch ei ddysgu yn rhithiol gartref. Mae angen i chi ryngweithio â'ch athro mewn ffordd nad oes ei angen arnoch efallai mewn pynciau eraill fel hanes neu ddaearyddiaeth.

Mae cofrestriadau TGAU wedi gostwng yn aruthrol. Rwy'n meddwl y byddant yn lleihau tua 6000 yr haf hwn.

Problem athrawon heb arbenigedd yn addysgu cyfnod allweddol tri a chyfnod allweddol pedwar.

Bydd diflaniad y cwrs byr yn cael effaith.

Mae yna gyrsiau cystadleuol fel troseddeg. Mae llawer o'r bobl a fyddai wedi cymryd AG ac yn cymryd troseddeg yn lle hynny. Os yw'r niferoedd UG yn mynd i lawr, mae'r niferoedd Safon Uwch yn mynd i ddilyn.

PL: A oes gostyngiad yn nifer y canolfannau yn yr ysgolion lle mae'r pwnc yn boblogaidd a fyddai wedi dod i mewn nad ydynt bellach yn dod i mewn a / neu a yw'r canolfannau hynny'n lleihau nifer y disgyblion y maent yn eu derbyn?

AP: Nid yw'n ostyngiad mewn canolfannau fel y cyfryw, mae'n fwy o ostyngiad yn y niferoedd o fewn pob canolfan. Tra yn y gorffennol, byddent wedi bod yn agos at yr 20, rydym yn cael niferoedd dan 10 mewn llawer o ganolfannau nawr.

PL: O gymharu â'r TGAU, dwi'n cymryd bod llai o ganolfannau yn cofrestru oherwydd y problemau gyda'r hen gwrs byr, er enghraifft. Roeddwn yn meddwl tybed, hyd yn oed os nad yw'n effeithio ar y ganolfan yn cofrestru ar gyfer Safon Uwch, bydd yn effeithio ar y niferoedd sy'n ei wneud?

AP: I ryw raddau hefyd. Fodd bynnag, os oes gennych 6000 yn llai o gofrestriadau ar gyfer TGAU yr haf hwn, yna llai o niferoedd UG. Bu cynnydd bach o 100 yn UG yr haf hwn, mae hyn yn dda oherwydd mae'n amlwg y bydd hynny'n arwain at flwyddyn 13. Bydd yn ddiddorol gweld a fydd y patrwm hwnnw'n parhau eleni.

TaS: Yn dilyn sgysiau gan PW a minnau, rydym yn ymwybodol iawn o'r materion ehangach yr ydych wedi'u codi o ran recriwtio athrawon, arbenigwyr ac ati.

Rwy'n meddwl mai mantais yr hyn yr ydym wedi'i glywed heddiw yw codi hyn ar agenda'r CYS ac ar agenda CCYSAGauC. Mae angen inni siarad ymhellach â PYCAG am sut yr ydym yn mynd i'r afael â'r math hwn o argyfwng. Pa gamau rydym ni'n mynd i'w cymryd a beth allwn ni ei wneud?

TaS: Diolchodd i CO ac AP am y diweddariadau.

- **REC (Kathy Riddick)**

Nid oes llawer o gyfarfodydd wedi bod ers i CCYSAGC gyfarfod ddiwethaf. Mae'r swydd gyfetholedig a hysbysebwyd ar gyfer arbenigwr mewn CGM i eistedd ar fwrdd y REC yn cael ei ystyried ar hyn o bryd. Mae'r Bwrdd yn mynd i benderfynu yr wythnos nesaf pwy fydd yn cael ei benodi i'r swydd honno. Mae'n swydd newydd a grëwyd i wneud yn siŵr bod y REC yn talu mwy o sylw i'r hyn sy'n digwydd yng Nghymru a chael rhywun sy'n arbenigo mewn CGM. Mae hyn yn welliant mawr, gan fod y REC yn gweld ei hun yn dymuno parhau i fod yn gorff cynrychioliadol ar gyfer Cymru a Lloegr. Yn nhymor cyntaf y flwyddyn nesaf bydd REC yn cyhoeddi'r adnodd drafft crefydd a bydolygon newydd, ac maent yn parhau i lobïo'r Adran Addysg yn Lloegr i newid enw'r pwnc i grefydd a bydolwg.

- **EFTRE (Phil Lord)**

Mae adnoddau ar gyfer y gynhadledd ar gael ar y wefan: <https://eftre.net/conference-in-rome-2023-15th> .

- **MAGC (Paul Morgan)**

Ni ddarparwyd diweddariad.

- **PYCAG (Paula Webber)**

Gohiriwyd cyfarfod PYCAG tan ar ôl hanner tymor. Mae PYCAG yn ymgysylltu â CCYSAGauC i drefnu cynhadledd CCYSAGauC. Cyfarfuom â Deborah Weston o'r REC a chael trafodaethau am y nifer sy'n dilyn TGAU, Safon Uwch ac AGA. Sylwch hefyd fod RS yn cynrychioli PYCAG yn ogystal â CCYSAGauC yng nghyfarfod Llywodraeth Cymru. Mae PW bellach yn aelod o'r grŵp cynghori ar gyfer datblygu'r Cymwysterau newydd gyda CBAC. Mae PYCAG yn bwriadu trefnu cyfarfodydd ychwanegol eleni.

- **Rhwydwaith Rhyng-ffydd (Libby Jones)**

Wythnos ryng-ffydd yw 12fed -19eg o Dachwedd 2023. Adnoddau [wythnos rhyng-ffydd](#) . TaS: Derbyniwyd e-bost oddi wrth Gethin Rhys (GR) o Cytûn a Chyngor Rhyng-ffydd Cymru. Gyda'r cwricwlwm newydd, mae angen i ysgolion wybod sut a phryd i gysylltu â'u grwpiau ffydd. Mae GR yn awyddus i weithio gyda CCYSAGauC ac ysgolion lleol. Roedd cais penodol i CCYSAGauC ystyried ymuno â Chyngor Rhyng-ffydd Cymru? Hefyd, cais gan Cytûn ynghylch y ffordd orau i helpu yng ngwaith CCYSAGauC. Mae'r Pwyllgor Gwaith yn croesawu'r cynnig a bydd yn bwrw ymlaen â hyn.

13. Materion lleol / ymholiadau

TaS: Mae hon yn eitem newydd ar yr agenda. Gwyddom fod CCYSAGauC yn gwneud llawer iawn o waith cenedlaethol a rhyngwladol ar ran CYS. Mae CCYSAGauC hefyd yn darparu cymorth ar lefel lleol hefyd. Nid yw'r gwaith lleol hwn o reidrwydd yn weladwy, mae cael yr eitem hon ar yr agenda yn ffordd o ddarparu lle i ganolbwyntio ar y maes hwn o'n gwaith.

Rydym yn derbyn llawer o ymholiadau a chwestiynau gan CYS lleol ac ymgynghorwyr am ystod eang o bethau. Mae ein hymgyngorwyr ar y Pwyllgor Gwaith yn treulio amser yn trafod ac yn ymateb iddynt. Mae'r rhain i gyd o natur lleol iawn, ond maent hefyd yn berthnasol yn ehangach.

Rhannodd TaS ddogfen a oedd yn dangos ystod o gwestiynau a ofynnwyd yn ddiweddar. Y nod yw llunio dogfen cwestiynau cyffredin y gellir ei harddangos ar y wefan.

Roedd y cwestiynau'n cynnwys rheoli ceisiadau i dynnu'n ôl o'r CGM gorfodol ar sail grefyddol, edrych ar ddysgu proffesiynol a'r hyn sydd ar gael i'w ddefnyddio fel cynghorydd CGM, pa gymwysterau eraill sydd ar gael i ddysgwyr yng Nghyfnod Allweddol Pedwar? Cyfarfodydd CYS / CYSAG. Mae gennym dipyn o geisiadau am dempledi ffurflenni.

Mae CCYSAGauC wedi penderfynu neilltuo amser ym mhob cyfarfod tymhorol i ganolbwyntio ar un neu ddau o gwestiynau a'u rhannu'n ehangach.

LJ: Wedi rhoi enghraifft o un cwestiwn. Anfonwyd cwestiwn gan ysgol a oedd wedi derbyn cais gan riant i dynnu eu plentyn yn ôl o CGM ar sail eu hunaniaeth grefyddol. Y cwestiwn oedd sut i reoli hyn gyda'r riant, oherwydd yn amlwg am flwyddyn arall, nid oes hawl i dynnu'n ôl.

Mae CCYSAGauC yn dal i weithio gyda'r awdurdod lleol hwnnw i ddod o hyd i ateb, ond rydym wedi rhoi gwahanol ddarnau o gyngor ar yr hyn y gellir ei wneud. Mae CCYSAGauC yn gwrando ar yr awdurdod lleol dan sylw ac yn cadw mewn cysylltiad â nhw ynghylch sut mae hynny'n cael ei weithredu a beth sy'n digwydd.

Bydd CCYSAGauC yn codi hyn gyda Llywodraeth Cymru yn un o'r cyfarfodydd rheolaidd. Gallai hyn fod yn fater ehangach ac nid yn ynysig. A oes unrhyw GYSAGau / CYS neu ALLau eraill wedi cael cwestiwn am hyn gan unrhyw un o'u hysgolion?

TaS: Mae Llywodraeth Cymru yn awyddus i gael gwybod am hyn wrth gyflwyno'r cwricwlwm. O'r sgwrs mae un rhiant yng Ngheredigion wedi gwneud cais tebyg i'r un cais ym Mhowys.

PL: Gofynnodd Cadeirydd CYSAG Conwy hyn i mi ddoe. Roedd yn rhaid i ni wneud adroddiad i'r awdurdod lleol ar y maes llafur cytunedig, un o'n cwestiynau oedd am alluogi tynnu'n ôl ar gyfer plant teithwyr a'r effaith y gallai hynny ei chael ar symud o'r ysgol yn gyfan gwbl. Sut ydyn ni'n mynd ati i ddod o hyd i ddata caled i'r cwestiwn hwn? A oes data ar gael o fewn awdurdod lleol ar dynnu plant o addysg? A oes unrhyw gysylltiadau rhwng hynny a CGM?

VB: Nid yw'n faes yr wyf yn ei gwmpasu ond rwy'n meddwl pan fydd rhieni'n rhoi rheswm pam y gallent fod yn symud eu plant i addysgu gartref, nid wyf yn meddwl y byddai CGM yn opsiwn a fyddai'n dod i fyny ac o bosibl y byddai'n cael ei gofrestru dan yr opsiwn 'arall'. Mae LIC yn cael datganiad ystadegol bob blwyddyn ar y data, ond nid wyf yn siŵr ei fod yn nodi CGM fel achos i dynnu allan o addysg.

KR: Mae hwn yn ymholiad ychydig yn wahanol a ddaeth i law gan riant anghrefyddol y gofynnodd ysgol Wirfoddol a Reolir iddynt dynnu eu plentyn allan er mwyn iddynt allu defnyddio CGM mewn gwersi i ddysgu dealltwriaeth. Mae'n amlwg nad yw hyn yn gywir, oherwydd nid yw CGM at y diben hwnnw a dylid dilyn y maes llafur cytunedig. Yn dilyn sgwrs gyda'r Cynrychiolydd esgobaethol yn yr ardal leol, cafodd y mater ei ddatrys, oherwydd dim ond ychydig o gymorth ychwanegol oedd ei angen ar yr ysgol. Pan fydd y materion hyn yn codi, mae'n bwysig bod lefel y ddeialog yno i wneud yn siŵr ein bod yn cefnogi ysgolion ac yn eu helpu i wneud hyn yn iawn.

14. Gohebiaeth

Dim, heblaw gohebiaeth a grybwyllwyd eisoes yn y cyfarfod.

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

Ymunodd Caroline Davis â ni heddiw. Mae Caroline yn sylwedydd dyneiddiol ac mae ar CYSAG Powys.

TaS: Diolch yn fawr iawn am ddod i'r cyfarfod heddiw ac am eich cyfranogiad llawn. Diolch yn fawr i RhCT yr awdurdod lleol am gynnal. Edrychwn ymlaen at eich gweld chi neu gynifer ohonoch â phosibl yn ein cyfarfod nesaf.

16. Dyddiad y cyfarfod nesaf

Nid oedd dyddiad na manylion lletywr ar gael ar adeg y cyfarfod.

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Cadeirydd /Chair:
The Revd Dr Tania ap Siôn
Gelli Wen, Llanfairpwllgwyngyll, Anglesey, LL61 6EQ
e-bost/e-mail: smc.taniaapsion@gmail.com

Ysgrifennydd/Secretary:
Ms Alice Parry
39 Galleon Way, Cardiff Bay, CF10 4JA
e-bost/e-mail: ParryA274@hwbcymru.net
ffôn/tel: 07779 168084

6 February 2024

Dear Clerk to SAC / SACRE,

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

You will notice in the attached members list that there are two places available: one Vice Chair position and one Executive member position. It is vital for WASACRE to retain a full and varied membership in order to continue its good work. As such we ask for your careful consideration of this request and hope that we receive some nominations.

Please find attached a proforma that should be completed and returned to me at the above email/postal address by **Friday 22 March 2024**. I will send to you the list of the nominations before **Friday 26 April 2024**, so that your SAC / SACRE is able to discuss them in their summer term meeting in time for the vote at the Association's AGM in June.

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

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

Yours sincerely,

A Parry

Alice Parry

Secretary to WASACRE

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6 Chwefror 2024

Annwyl Glerc CYS / CYSAG,

Gan ddilyn ein proses flynyddol arferol, rwyf yn ysgrifennu i wahodd CYSau / CYSAGau i gynnig enwebiadau am aelodau newydd i Bwyllgor Gwaith Cymdeithas CYSAGau Cymru. Byddwn yn ddiolchgar pe bai'ch CYS / CYSAG yn trafod unrhyw enwebiadau y dymunant eu cynnig. Sylwer, os yw'ch CYS / CYSAG yn cael ei gynrychioli ar y Pwyllgor Gwaith yn barod, ac eithrio'r Ysgrifennydd, yr Ysgrifennydd Cynorthwyol a'r Trysorydd, yn ôl Cyfansoddiad CCYSAGauC, ni fyddwch yn gallu enwebu rhywun o'ch CYS / CYSAG chi y tro hwn. Fodd bynnag, nid yw hyn yn eich atal rhag enwebu person o CYS / CYSAG arall.

Fe sylwch yn y rhestr aelodau sydd ynghlwm mae 2 lle ar gael: un ar gyfer yr is-gadeirydd ac un aelod pwyllgor gwaith. Mae'n hanfodol fod CCYSAGauC yn cadw aelodaeth lawn ac amrywiol er mwyn parhau â'i waith da. Gofynnwn i chi felly rhoi ystyriaeth ystyrlon cais hwn a gobeithio y derbyniwn rai enwebiadau.

Ynghlwm y mae ffurflen y dylid ei llenwi a'i dychwelyd i mi ar y cyfeiriad e-bost /post uchod erbyn **dydd Gwener 22 Mawrth 2024**. Byddaf yn anfon y rhestr enwebiadau i chi cyn **dydd Gwener 26 Ebrill 2024**, fel y gall eich CYS / CYSAG eu trafod yng nghyfarfod tymor yr haf mewn pryd ar gyfer y bleidlais yng Nghyfarfod Blynyddol y Gymdeithas ym mis Mehefin.

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

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

Yn gywir,

A Parry

Alice Parry

Ysgrifennydd i Gymdeithas CYSAGau Cymru

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Aelodaeth Pwyllgor Gwaith CCYSAGauC / Membership of WASACRE Executive Committee 2023/2024

Cadeirydd / Chair – Rev. Dr Tania ap Sion (Wrecsam / Wrexham)

Is-Gadeirydd / Vice Chair – Rev. Edward J. Evans (Pen-y-bont / Bridgend)

Ysgrifennydd / Secretary – Alice Parry (Pen-y-bont / Bridgend)

Ysgrifennydd Cynorthwyol / Assistant Secretary - Libby Jones (Wrecsam / Wrexham)

Trysorydd / Treasurer – John Mitson (Powys)

Cyn-Gadeirydd diweddaraf / Immediate Past Chair – Rachel Samuel (CNP / Neath Port Talbot)

Cynrychiolydd o PYCAG / Representative of NAPfRE – Paula Webber

Aelodau cyffredinol / Executive members:

Kathy Riddick - Blaenau Gwent /Blaenau Gwent (2021-2024)

Vicky Barlow - Sir y Fflint / Flintshire (2022- 2025)

Louise Brown - Sir Fynwy / Monmouthshire (2022-2025)

Mathew Maidment - Rhondda Cynon Taff / Rhondda Cynon Taf (2022-2025)

Jennie Downes - Sir Ddinbych / Denbighshire (2023-2026)

Marged Williams and Tyler Saunders - Bro Morgannwg / Vale of Glamorgan (2023-2026) *

*rhannu swydd / job share

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

2024

ENW CYS / CYSAG / SAC / SACRE NAME:

| Enwebiad / Nomination | Enw / Name | Cyfeiriad e-bost/ E-mail address |
|----------------------------------|-----------------------|---|
| Is-Gadeirydd / Vice Chair | | |

| Enwebiad / Nomination | Enw / Name | Cyfeiriad e-bost/ E-mail address |
|--|-----------------------|---|
| Aelod Pwyllgor gwaith / Executive committee member | | |

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