

# Public Document Pack



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Y Rhadyr  
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NP15 1GA

County Hall  
Rhadyr  
Usk  
NP15 1GA

Thursday, 12 November 2015

## Notice of meeting / Hysbysiad o gyfarfod:

### SACRE

Friday, 20th November, 2015 at 1.30 pm,  
Innovation House Magor - Room 6 Innovation House Magor

### AGENDA

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1.	Apologies for Absence	
2.	Declarations of Interest	
3.	To receive the minutes from the previous meeting	1 - 6
4.	Updates from last meeting	
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6.	To receive and approve the SACRE Annual Report 2014-2015	9 - 28
7.	To consider and reflect on the WASACRE produced presentation 'Developing the Work of SACREs'	29 - 34
8.	Review of Non-Maintained Setting Provision of RE	35 - 38
9.	To receive inspection reports summary and self-evaluation <ul style="list-style-type: none"><li>• Undy Primary – inspection summary and self-evaluation</li><li>• Castle Park Primary – inspection summary and self-evaluation</li><li>• Pembroke Primary – inspection summary</li><li>• Trellech Primary – inspection summary</li><li>• Mounton House – inspection summary</li><li>• Bluebell – inspection summary</li></ul>	39 - 56
10.	Curriculum Review Update <ul style="list-style-type: none"><li>• To consider letter from Huw Lewis regarding future status of RE</li><li>• To consider further developments in the review and new curriculum</li></ul>	57 - 88

	design – A Curriculum for Wales – a curriculum for life	
<b>11.</b>	<b>To receive for information Cytun Policy Bulletin Nov 2015</b>	89 - 94
<b>12.</b>	<b>WASACRE</b> <ul style="list-style-type: none"> <li>• To receive and note minutes from the last WASACRE meeting 25<sup>th</sup> June 2015</li> <li>• To note dates of future WASACRE meetings</li> </ul>	95 - 102
<b>13.</b>	<b>To note the details of the Holocaust Memorial Day 2016</b>	103 - 104
<b>14.</b>	<b>SACRE News Bulletin</b> <ul style="list-style-type: none"> <li>• To receive copy of Autumn 2015 News Bulletin</li> <li>• Information briefings from members for inclusion in the next SACRE News Bulletin</li> </ul>	105 - 114
<b>15.</b>	<b>To note the date and time of future meetings:</b> <ul style="list-style-type: none"> <li>• Friday 11<sup>th</sup> March 2016</li> <li>• Friday 10<sup>th</sup> June 2016</li> </ul>	

**Paul Matthews**

**Chief Executive / Prif Weithredwr**

MONMOUTHSHIRE COUNTY COUNCIL  
CYNGOR SIR FYNWY

THE CONSTITUTION OF THE COMMITTEE IS AS FOLLOWS:

County Councillors:

P. Clarke  
A. Easson  
J. George  
E. Hackett Pain  
D. Jones  
B. Strong

## **Public Information**

### **Access to paper copies of agendas and reports**

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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

## Sustainable and Resilient Communities

### Outcomes we are working towards

#### **Nobody Is Left Behind**

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

#### **People Are Confident, Capable and Involved**

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

#### **Our County Thrives**

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

### Our priorities

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

### Our Values

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

# Nodau a Gwerthoedd Cyngor Sir Fynwy

## Cymunedau Cynaliadwy a Chryf

### Canlyniadau y gweithiwn i'w cyflawni

#### Neb yn cael ei adael ar ôl

- Gall pobl hŷn fyw bywyd da
- Pobl â mynediad i dai addas a fforddiadwy
- Pobl â mynediad a symudedd da

#### Pobl yn hyderus, galluog ac yn cymryd rhan

- Camddefnyddio alcohol a chyffuriau ddim yn effeithio ar fywydau pobl
- Teuluoedd yn cael eu cefnogi
- Pobl yn teimlo'n ddiogel

#### Ein sir yn ffynnu

- Busnes a menter
- Pobl â mynediad i ddysgu ymarferol a hyblyg
- Pobl yn diogelu ac yn cyfoethogi'r amgylchedd

### Ein blaenoriaethau

- Ysgolion
- Diogelu pobl agored i niwed
- Cefnogi busnes a chreu swyddi
- Cynnal gwasanaethau sy'n hygyrch yn lleol

### Ein gwerthoedd

- **Bod yn agored:** anelwn fod yn agored ac onest i ddatblygu perthnasoedd ymddiriedus
- **Tegwch:** anelwn ddarparu dewis teg, cyfleoedd a phrofiadau a dod yn sefydliad a adeiladwyd ar barch un at y llall.
- **Hyblygrwydd:** anelwn fod yn hyblyg yn ein syniadau a'n gweithredoedd i ddod yn sefydliad effeithlon ac effeithiol.
- **Gwaith tîm:** anelwn gydweithio i rannu ein llwyddiannau a'n methiannau drwy adeiladu ar ein cryfderau a chefnogi ein gilydd i gyflawni ein nodau.

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# Agenda Item 3

## MONMOUTHSHIRE COUNTY COUNCIL

### Minutes of the Standing Advisory Council on Religious Education held at County Hall, Usk Friday 5<sup>th</sup> June 2015 at 1:30pm

**PRESENT:** County Councillors: E.J. Hacket Pain and D.W.H. Jones

**Representing the Roman Catholic Church**  
Sister Denise O'Donnell

**Representing the Baha'i Faith**  
Mrs. S. Cave

**Representing the Hindu Faith**  
Mr S. Sharma

**Representatives of the Teachers' Associations:**  
Mrs. R. Davies  
Ms. C. Cooper  
Ms. S. Perry – Phillips  
Mrs. J. Thomas  
Mrs. A. Wiggins  
Ms. M. Millington

**Co-opted Member:**  
Mrs. K. Fitter

#### **OFFICERS IN ATTENDANCE:**

Ms. G. Vaisey	-	R.E. Consultant
Mr R. Williams	-	Democratic Services Officer

#### **1. ELECTION OF CHAIRMAN**

We elected County Councillor E.J. Hacket Pain as Chairman.

#### **2. APPOINTMENT OF VICE-CHAIRMAN**

We appointed Mrs. S. Cave as Vice-Chairman.

#### **3. APOLOGIES FOR ABSENCE**

Apologies for absence were received from County Councillor A. Easson, Revd. Dr. P. Baines, Ngakma Shé-zér Khandro, Mrs. F. Jilani, Mrs. N. Baicher and Mr. A. Jones

#### **4. DECLARATIONS OF INTEREST**

There were no declarations of interest recorded.

**Minutes of the Standing Advisory Council on  
Religious Education, Friday 5<sup>th</sup> June 2015 continued**

**5. CONFIRMATION OF MINUTES**

The minutes of the meeting of the Standing Advisory Council on Religious Education dated 27<sup>th</sup> March 2015 were confirmed and signed by the Chairman.

In doing so, the following points were noted:

- Inspection reports – The R.E. Consultant had held positive dialogue with Mr. Murphy and an invitation had been extended to attend the Head Teachers meeting. The SACRE Termly bulletin would be forwarded to him by The R.E. Consultant.
- The R.E. Consultant has written to the under-five settings and schools to congratulate them on their good practice. A recommended resource list to further encourage provision of religious education was also included with the letter.
- Sue Hall is going to make the provision of religious education a focus of her regular visits to nursery settings next year.
- Artefact Loan Service – The R.E. Consultant had contacted the five schools that were housing the artefacts and it was noted that these schools were using them in their lessons. However, other schools have not requested to use the artefacts in their lessons. The R.E. consultant would write to Monmouthshire's schools reminding them of the locations of the artefacts and that they were available to be 'booked out' to be used in lessons.
- Withdrawal Clause – The R.E. Consultant is planning to write guidance for schools on managing the withdrawal of pupils from RE.
- The next WASACRE meeting will be held at the Blaenau Gwent County Borough Council Offices on 25<sup>th</sup> November 2015. Monmouthshire County Council will be hosting the WASACRE meeting in the Spring of 2017.

**6. THE DONALDSON REVIEW**

We received a copy of the SACRE response to the Donaldson Review.

In doing so, the following points were noted:

- One of the teachers present expressed concern that the review was recommending that Religious Education (R.E) be placed in with Humanities. However, it was noted that there were advantages and disadvantages to this proposal as discussed at the previous SACRE meeting:
  - Advantages – R.E. would be regarded as another subject with equal parity.
  - Disadvantage – If we lose SACRE we may lose the avenues for supporting schools in R.E.
- R.E. will remain as a statutory requirement.



## **Minutes of the Standing Advisory Council on Religious Education, Friday 5<sup>th</sup> June 2015 continued**

- It might be better for R.E. to be a part of the national curriculum.
- Next stage – to receive a statement from the Welsh Government in the Summer of 2015.
- WASACRE has secured two twice yearly meetings with the Welsh Government regarding this and other matters.

### **7. PRESENTATION BY SUE CAVE: PILGRIMAGE TO HAIFA**

We received a presentation by Sue Cave regarding her nine day pilgrimage to Haifa in November 2014.

On behalf of the SACRE Committee, the Chairman thanked Sue for providing an interesting and informative presentation.

### **8. WASACRE**

The following information was noted:

#### **Minutes of the meeting held on 6<sup>th</sup> March 2015**

We received the draft minutes of the WASACRE meeting held on 6<sup>th</sup> March 2015. In doing so, the following points were noted:

- Wales is no longer represented on the R.E. Council for England and Wales. Dialogue was ongoing regarding this matter.
- The effectiveness of SACRE's had been looked at previously. Work has been undertaken and a report could be presented to the SACRE Committee at the Autumn 2015 meeting.
- The new Welsh Baccalaureate has impinged on RE time allocation in some schools across Wales. One secondary school teacher representative present reported that in her school from September 2015 all students will study RS Full Course which means that time has been gained due to the introduction of the Welsh Baccalaureate. The second secondary teacher in attendance reported that in her school pupils who don't choose R.E. at Key Stage 4 study some R.E. via the Welsh Baccalaureate which is taught by form tutors. However, it is difficult to monitor the R.E. skills being covered via this method. The R.E. Consultant suggested she could contact the other schools in the authority to ascertain provision in their schools regarding this matter.
- Pupils who don't choose R.E. at Key Stage 4 study some R.E. via the Welsh Baccalaureate which is taught by form tutors. However, it is difficult to monitor the R.E. skills available via this method. The R.E. Consultant could contact the other school representatives on SACRE to ascertain their views regarding this matter.
- Ongoing discussions were held between WASACRE and the Welsh Government regarding matters relating to R.E. and collective worship.

## **Minutes of the Standing Advisory Council on Religious Education, Friday 5<sup>th</sup> June 2015 continued**

- Estyn is required to monitor and report on spiritual, moral, social, and cultural developments (SMSC) but there is no requirement to comment on collective worship. A presentation will be made to the next WASACRE meeting in September 2015.

### **Executive Committee Members**

- The two positions on the Executive Committee will be filled by Councillor E. Galsworthy (Merthyr Tydfil SACRE) and Ms. E. Ruth Davies (SACRE Gwynedd) on 25<sup>th</sup> June 2015.
- Mr. P. Lord (Denbighshire SACRE) will become Vice-Chair of WASACRE on 25<sup>th</sup> June 2015.

### **9. INFORMATION BRIEFINGS**

- The martyrdom anniversary of Guru Arjan, the fifth Guru, falls in June, the hottest month in India. He was tortured to death under the orders of Mughal Emperor, Jahangir, on the complaint of a Hindu banker Chandu Lal, who bore a personal enmity with Guru, at Lahore on 25<sup>th</sup> May 1606. Celebrations consist of Kirtan, Katha and Langar in the Gurdwara. Because of the hot summer, a chilled sweetened drink made from milk, sugar, essence and water is freely distributed in Gurdwaras and in neighbourhoods to everybody irrespective of their religious belief as a sign and honour of the humble Guru who happily accepted his torture as a will of Waheguru and made no attempt to take any action.
- A member of staff at a school had been confirmed in school by the Bishop with the whole school in attendance.
- 11 of 26 children in another school had also been confirmed.

### **10. LETTER FROM RELIGIOUS EDUCATION MOVEMENT WALES (REMW)**

We received a request from Religious Education Movement Wales (REMW) for REMW flyers to be forwarded to all primary schools within Monmouthshire.

We resolved not to support this request.

### **11. DATES AND TIMES OF FUTURE MEETINGS**

We agreed that the next meetings of the Standing Advisory Council on Religious Education would be held at Innovation House, Magor (subject to availability) at 1.30pm on the following dates:

Friday 20<sup>th</sup> November 2015  
Friday 11<sup>th</sup> March 2016  
Friday 10<sup>th</sup> June 2016

**Minutes of the Standing Advisory Council on  
Religious Education, Friday 5<sup>th</sup> June 2015 continued**

We were informed that Mrs J. Thomas was retiring shortly and would be replaced by Mr. S. Oram. On behalf of the Committee, the Chairman wished her a happy retirement.

**The meeting ended at 3.15pm**

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## **Response from Schools regarding the impact of the implementation of the Welsh Baccaulaureate on RE**

### **King Henry V111, Rhian Davies**

From September 2015 all students will study RS Full Course which means that time has been gained due to the introduction of the Welsh Baccaulaureate.

### **Monmouth, Sharon Perry-Philips**

Pupils who do not choose RE at Key Stage 4 study some RE via the Welsh Baccaulaureate which is taught by form tutors. However, this situation creates difficulty in monitoring the RE skills being covered.

### **Caldicot, Andrew Jones**

All pupils will continue to do full course RS, however, teaching time has been reduced at Key Stage 4 from four hours a fortnight to three hours a fortnight teaching although this is not due to the Welsh Baccaulaureate.

### **Chepstow, Chris Jenkins**

As for the Welsh Bacc impact, this year there is none. We continue to teach RS Full Course to higher sets; three sets in Yr 11 and two sets in Yr 10, sitting a Short Course exam at the end of Yr 10, then topping it up with a second at the end of Yr 11; but with only a single hour per week to achieve this - but we do, with good results. Lower sets do a single Short Course in one hour a week across the two years. The Welsh Bacc co-ordinator has only recently returned from maternity leave, so I think that this year has been a lighter touch and it is largely stand-alone, but next year might be different. We shall see; the question may need to be asked again for 2016/17.

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# Annual Report



CYNGOR  
monmouthshire  
COUNTY COUNCIL  
*sir fynyvy*

## **Standing Advisory Council On Religious Education (SACRE)**

**1st August, 2014 - 31st July, 2015**





# **Annual Report Of Monmouthshire County Council Standing Advisory Council On Religious Education (SACRE)**

**1st August, 2014 - 31st July, 2015**

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## 1. Executive Summary

Summary of advice given to the LA:

- **RE Today Art in Heaven competition**

On SACRE's recommendation details of the RE Today Art in Heaven competition were sent to all schools.

- **Farmington Fellowship 2015 – 2016**

Opportunities provided through the Farmington Fellowship were distributed to all schools with the LAs support.

- **Holocaust Memorial Service**

All schools were provided with details of the 2015 Holocaust Memorial Service.

- **RE Celebration Days**

On SACRE's recommendation, the LA authority agreed to pursue the arrangement of RE Days for Year 6 pupils to attend at their cluster secondary school in 2016 / 2017.

- **Artefact Loan Service**

Due to the closure of the School's Library Service, the artefacts had since been handed back to the schools which had met the criteria of supporting the service since the start of the scheme.

- **Withdrawal Clause**

A guidance document for schools on managing the parental right of pupil withdrawal from RE is being prepared by the RE Consultant.

- **RE and the Welsh Baccalaureate**

SACRE recommended that the LA consults with schools on how the provision of RE will be managed alongside the introduction of the new Welsh Baccalaureate from September 2015.

- **RE News**

It was agreed to advise schools that the formerly published RE News was now available to view on line at the following address: [www.religious-education-wales.org](http://www.religious-education-wales.org)

- **Footballers in the Premier League**

SACRE commended the the CD Rom aimed at engaging boys in RE and this was subsequently made available to all schools and highly recommended as an excellent teaching resource.

- **SACRE RE News Bulletin**

The LA agreed to support the introduction of a termly SACRE RE News Bulletin and distribute to all schools via the Monmouthshire Headteachers' Association.

## 2. Advice To The LA

### 2.1 Locally Agreed Syllabus.

**Date of adoption of current Agreed Syllabus:** September 2008  
**Last review held:** 24<sup>th</sup> January, 2008  
**Agreed Syllabus implementation date:** September 2008

#### **2008 Agreed Syllabus**

Printed copies of the Agreed Syllabus were distributed to all schools within the authority. Each primary school received 2 copies with each secondary school receiving four copies. This is in addition to the electronic copy previously distributed.

The concepts and skills based Agreed Syllabus is fully in line with other curriculum subject documentation and the Foundation Phase. It is supported by comprehensive guidance material.

Training opportunities have been provided to support the implementation of the Agreed Syllabus for Foundation Phase and Key Stage 2. A course for Key Stage 2 / 3 was offered but was cancelled due to insufficient number of applicants. Secondary schools have been advised of other training opportunities.

#### **Review**

SACRE initiated a review of the 2008 Agreed Syllabus as required within the five year period. Teacher representatives on SACRE have considered the effectiveness of the Agreed Syllabus and reported back to SACRE at several meetings.

It was felt that overall the programmes of study are effective however, the Level Descriptions need to be reviewed and revised.

It was agreed that any changes made to the Agreed Syllabus for RE should be in line with the National Curriculum and therefore the review of the Agreed Syllabus would be ongoing until the outcome of the WG National Curriculum review and the review of the Foundation Phase was known.

In its spring and summer 2015 meetings SACRE received and discussed a presentation regarding the Curriculum Review: Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales.

Members felt that the emphasis in the review regarding Religious Education was pleasing in that it was recommended that it remained a statutory subject on the curriculum. It was also positive that it was being recommended that religious education be placed in the Humanities area of Learning and Experience. It was noted that Religious Education was not a statutory function for nursery provision and it was hoped there was an opportunity via the Donaldson Review to change this. The Committee resolved to respond to the review as a SACRE before the 8<sup>th</sup> May 2015 deadline. The RE Consultant subsequently formulated a response to the review on behalf of Monmouthshire SACRE and this was submitted as part of the Great Debate consultation process.

SACRE will continue to monitor and respond to developments in this area.

## **2.2 Standards in religious education**

### **Monitoring of Standards**

The LA does not have a subject Adviser for religious education. An RE Consultant is employed to support SACRE. This does not allow time for extra activities and support such as visiting schools and monitoring provision. SACRE analyses school inspection reports and gleans what information it can in relation to religious education and collective worship. Since the 2010 inspection framework, this has become increasingly difficult with little or no evidence of religious education or collective worship contained within the reports. Therefore SACRE has in place a process of asking schools to provide their own evaluation of the provision of religious education and collective worship shortly after the school is inspected by Estyn.

Five nursery schools, one primary schools and one secondary school received inspections during this reporting period.

In considering the nursery inspection reports it was noted that legally, nursery schools are not required to provide religious education, however they are encouraged to do so alongside the rest of the Foundation Phase curriculum.

In nursery school 1, SACRE noted from the inspection report that the nursery's current performance and prospects for improvement were good. It was also noted that the nursery has good links with the community and that an appropriate range of learning experiences fosters children's spiritual, cultural, moral and social development effectively. For example, children celebrate a range of festivals from other cultures such as Divali and Chinese New Year.

In nursery school 2, SACRE noted from the inspection report that the playgroup's current performance and prospects for improvement were good and that arrangements to ensure children's spiritual, moral, social, and cultural development are good.

In nursery school 3, SACRE noted from the inspection report that the nursery's current performance and prospects for improvement were good and that learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

In nursery school 4, SACRE noted from the inspection report that the pre-school's current performance and prospects for improvement were good and that learning experiences promote children's personal development well, including their spiritual, moral and social development.

In nursery school 5, SACRE noted from the inspection report that the nursery's current performance and prospects for improvement were good. It was also noted that suitable learning experiences promote children's personal development including their spiritual, moral, social and cultural development. Their awareness of the wider world is developed through celebrating festivals such as the Chinese New Year and Divali.

It was noted that nursery schools generally tend to do well at celebrating festivals and that a wider coverage of RE could be encouraged. The Monmouthshire Early Years Education Officer suggested that she could make the provision of religious education a focus of her regular visits to nursery settings in the summer term and report back to SACRE at a future meeting

The RE Consultant subsequently wrote to the under-five settings and schools to congratulate them on their good practice. A recommended resource list to further encourage provision of religious education was also included with the letter.

In the primary school report SACRE noted from that the overall performance was good. No reference had been made in the report regarding collective worship. The curriculum allows for the celebration of diversity and different cultures. The school had submitted a self-evaluation report however, the comments made were general across the curriculum and there had been no specific reference made in respect of religious education. The RE Consultant had written to the school and was awaiting a response.

It was resolved that the issues raised regarding self-evaluation could be discussed at the next meeting of the Monmouthshire Association of Primary Headteachers.

In the secondary school report SACRE noted that the school's current performance and prospects for improvement were adequate. There were no recommendations in the report regarding Religious Education or collective worship. Members were pleased to note that the school promotes equality and diversity through assemblies. Assemblies and tutorial sessions provide valuable opportunities for pupils to reflect on their spiritual and moral development.

A self evaluation of RE had been requested and would be submitted to the next SACRE meeting.

It was reiterated that members of the SACRE Committee were available to visit schools and talk to students about religious education and this would be communicated to the school.

## **2.3 Methods of teaching and the choice of teaching materials**

Comprehensive advice on methods of teaching and the choice of teaching materials is provided by the authority. Schools also have access to the professional adviser to SACRE on an independent basis for individual school support.

- **2008 Support Material**

### Foundation Phase

Comprehensive Foundation Phase support material entitled 'Think Topic' was distributed to all settings and schools within the authority in summer 2008.

The production of the material in the form of a CD and hard copy was a joint project with two other authorities. A working party of teachers, Foundation Phase Training Officers and the RE Consultant developed topic based support material with Religious Education included as appropriate. Additional religious education support material was included in the pack as it was recognised that this area of learning often needs additional guidance.

### Key Stage 2 / 3

The Key Stage 2 / 3 Agreed Syllabus Support Material was made available to all schools in autumn 2008. The material includes an updated outline long term plan for Key Stage 2 'straight classes' and a long term plan for 'mixed classes' over a two year cycle. There are twelve units of work, six of which are exemplified with samples of pupils' work. All of the units promote a skills based approach to RE and provide a wealth of activities and specific learning objectives. The units are aimed to be supported by the use of the 'Developing Primary RE' series produced by RE Today Services and schools have been encouraged to invest in the purchase of these publications.

Key Stage 3 teachers should find the support material helpful in providing an insight into the provision of RE at Key Stage 2 and the quality and standards of pupils' work being achieved. Many of the units identify key resources and areas of exploration for Key Stage 3 which will effectively build on prior learning.

Feedback from schools using the support material has been extremely positive. Teachers have found the material easy to use and very effective in supporting a skills based approach to Religious Education. SACRE will continue to monitor the impact of the use of the material across schools within the authority.

- **RE Today publications**

To accompany the locally produced support material, schools were advised that it was highly recommended that they purchase the '*Developing Primary RE*' and '*Developing Secondary RE*'. A significantly reduced cost was negotiated with RE Today Services and schools were invited to place an order via the authority. Sixteen primary schools subsequently purchased the resources which have been cross-referenced with the Agreed Syllabus Support Material units of work.

- **Farmington Fellowship 2015 – 2016**

Opportunities provided through the Farmington Fellowship were distributed to all schools with the LAs support.

- **Holocaust Memorial Service**

All schools were provided with details of the 2015 Holocaust Memorial Service.

- **RE Celebration Days**

On SACRE's recommendation, the LA authority agreed to support the arrangement of RE Days for Year 6 pupils to attend at their cluster secondary school in 2016 / 2017.

- **Artefact Loan Service**

Due to the closure of the Schools' Library Service the comprehensive collection of religious education artefacts has been distributed amongst five schools within the county. The artefacts are available for other schools to borrow subject to making arrangements with the host school. To date, no other school had requested to loan the artefacts, however, each of the host schools is making good use of the resources with their pupils in their own schools.

- **RE News**

Schools were advised that the formerly published RE News was now available to view on line at the following address: [www.religious-education-wales.org](http://www.religious-education-wales.org)

- **Footballers in the Premier League**

The valuable resource pack for schools, produced by Mary Parry, the RE Adviser for Carmarthenshire, explores some of the issues of being a Muslim and a footballer. The CD Rom, aimed at engaging boys in RE, was made available to all schools and is highly recommended as an excellent teaching resource.

- **Withdrawal Clause**

The RE Consultant is writing a guidance document for schools on managing the right of withdrawal from RE. This will be offered to WASACRE as a resource to be shared with all schools across Wales.

## **2.4 Teacher training**

### **WASACRE**

It was noted that WASACRE had agreed to provide training courses for teachers across Wales and that a programme of possible courses was being considered. These would be made known to schools as soon as details have been finalised.

### **Local Consortium Training**

It was agreed that as training courses for RE had not been provided locally for the last two years, the RE Consultant would consider arranging some courses for the next academic year. These would be facilitated by the South Wales Education Achievement Service and details would be made known to schools as soon as available.



## **2.5 Collective Worship**

### **Inspection Findings**

SACRE continued to analyse inspection reports in order to monitor the provision of collective worship in schools within the authority although evidence is limited. Self evaluation reports are requested from schools in order to provide details of collective worship provision.

One primary school and one secondary school received inspections during this reporting period. SACRE was pleased to note that neither of the reports stated that statutory requirements in relation to collective worship were not being fulfilled.

In primary school 1, SACRE noted from the inspection report that the “Provision for pupils’ spiritual, moral and social development is effective.” There was no direct reference to collective worship. The school’s own self-evaluation for collective worship was helpful and indicated good provision in this area.

In the secondary school report SACRE was pleased to note from the inspection report that “Assemblies and tutorial sessions provide valuable opportunities for pupils to reflect on their spiritual and moral development well.”

A letter was sent to each of the schools acknowledging their achievements.

### **Collective Worship Guidance**

In 2010, locally produced guidance on the provision of collective worship was distributed to all schools within the authority together with Estyn’s Collective Worship Guidance document and the WASACRE guidance on sixth form provision.

On the recommendation of SACRE faith representatives, schools have also been advised that the guidance should prove useful to visiting clergy who contribute to the school’s collective worship.

In July 2012 the WASACRE Guidance on Collective Worship was distributed to all schools.

### **Christian Aid Assemblies**

Details of Christian Aid Assembly ideas are forwarded to schools on a regular basis.

### **Determinations**

SACRE did not receive any requests for determinations this year.

## **2.6 Advice to the LA on other issues**

### **Local Issues:**

#### **Visit to Krakow**

Forty Year 11 pupils from Caldicot School benefitted from a four day residential visit to Krakow where they met a survivor of the Holocaust. Pupils also visited Auschwitz / Birkennau. One of the evenings was spent having a meal at a kosher restaurant where pupils also enjoyed Jewish folk music.

#### **Monmouthshire Equality and Diversity Group**

SACRE is represented on the Monmouthshire Equality and Diversity Group by the RE Consultant who regularly attends meetings.

#### **Monmouthshire SACRE Members support Blaenau Gwent School**

Liz Arthur, RE Co-ordinator from Ebbw Fawr Primary School in Blaenau Gwent had organised an RE week and was most grateful to several Monmouthshire SACRE Members for attending and working with the pupils.

Mrs Jilani had worked with the nursery children and gave them opportunity to dress in traditional clothing. Children were shown books written in Arabic and had also written their names in Arabic.

The Reverend Peter Baines had undertaken a Bible Workshop with Year 6 pupils.

Mr Soam Sharma provided a workshop using the Map from Memory strategy encouraging the children to understand the different aspects and significance of items found at a Hindu shrine.

Sue Cave had also provided a workshop on Virtues and Values for pupils.

#### **Secondary School Visit to Jerusalem**

Mr. Andrew Jones, representative of the Teachers' Associations, provided an interesting presentation on a recent trip to Jerusalem, for Holocaust Studies.

During the presentation we were informed that:

- The Holocaust's unique dynamics must be observed while teaching the event.
- The story of Anne Frank was only one story within the Holocaust.
- The Holocaust must be contextualised within the larger historical framework.
- Holocaust Education was appropriate at KS3 and above.
- Graphic imagery should be used sparingly and carefully when teaching the Holocaust.
- Teachers must recognise that teaching the Holocaust could be controversial.
- The selection of appropriate methodologies was critical in developing units e.g. no role play!
- The vast numbers associated with the event must be accompanied by personal stories.

We were told that the trip was thought to be very beneficial and that applications could be made to attend annually, via the Holocaust Education Trust website [www.het.org.uk](http://www.het.org.uk). The website also provided helpful resources.

## **Pilgrimage to Haifa**

SACRE received a presentation by Sue Cave regarding her nine day pilgrimage to Haifa in November 2014.

The presentation included photographs of the Bahá'í World Centre, situated in the Haifa-Akká area of northern Israel, and of the Shrine of the Báb on Mount Carmel, in Haifa, whose golden dome overlooks Ben-Gurion Avenue, and of the surrounding gardens.

We were informed that:

- Pilgrimage to the Holy Land is one of the holiest Bahá'í observances set down by Bahá'u'lláh, the Founder of the Bahá'í Faith and Messenger of God and to receive this bounty of visiting the Holy Places is an inestimable privilege, infinitely precious to every Bahá'í pilgrim.
- The purpose is to pray and meditate in the Sacred Shrine of Baha'u'llah, in Bahjí, which to Bahá'ís is the holiest spot on earth and the point towards which they turn in prayer each day, and in the Shrines of the Báb and 'Abdu'l-Bahá.
- There are no rituals but shoes are removed before entering the Shrines, dress is modest, and there is a special prayer that can be said in the Shrines.
- Pilgrims draw inspiration from the time spent at various historical sites associated with the lives of the Holy Family.
- Sue and her friend June returned home spiritually refreshed to continue to be of service to their fellow human beings and share the joy of their pilgrimage with family and friends.
- The historical association of the Bahá'í Faith with Israel dates back to when Bahá'u'lláh and his family were sent into exile from His native land of Persia (Iran) and arrived fifteen years later in 1868 as a prisoner in Akká, at the time a penal colony of the Ottoman Empire.
- During Bahá'u'lláh's exile, His followers would travel from Persia, sometimes for months and on foot, to visit Him in person. After His passing, Bahá'ís came from farther away, including the first group of Western pilgrims who arrived in 1898. The practice of pilgrimage to the Haifa-'Akká area has continued.
- In July 2008 the Shrines of Bahá'u'lláh and the Báb were added to the United Nations' World Heritage list, recognised for their "outstanding universal value" as part of humanity's cultural heritage. They are the first sites connected with a religious tradition born in modern times to be added to the list, which is maintained by UNESCO, the United Nations Educational, Scientific and Cultural Organisation.

On behalf of the SACRE Committee, the Chairman thanked Sue for providing an interesting and informative presentation.

### **RE and the Welsh Baccaulaureate**

It was reported that the new Welsh Baccaulaureate has impinged on RE time allocation in some schools across Wales. SACRE therefore recommended that the LA consults with Monmouthshire schools on how the provision of RE will be managed alongside the introduction of the new Welsh Baccaulaureate from September 2015.

One secondary school reported that from September 2015 all students will study RS Full Course which means that time has been gained due to the introduction of the Welsh Baccaulaureate.

Another secondary school reported that pupils who do not choose RS at Key Stage 4 study some RE via the Welsh Baccaulaureate which is taught by form tutors. However, this situation creates difficulty in monitoring the RE skills being covered.

In the third school within the LA all pupils will continue to do full course RS, however, teaching time has been reduced at Key Stage 4 from four hours a fortnight to three hours a fortnight teaching although this is not due to the Welsh Baccaulaureate.

#### Fourth school

In the fourth school, it was reported that the implementation of the new Welsh Baccaulaureate has had no impact on RS to date. The arrangements remain in place for all pupils to take either a short course in RS over two years or a short course in Year 10 with a further short course in Year 11.

## **National Issues:**

### **Getting on Together Project (GOT)**

SACRE member Andrew Jones from Caldicot School had been invited to Bradford City Council to present on the 'Getting on Together Project' which addressed ways of dealing with extremism.

### **WASACRE**

Monmouthshire SACRE is a member of the Welsh Association of SACREs and its representatives regularly attend meetings. Nominated representatives of Monmouthshire SACRE at WASACRE meetings are Bahá'í representative Mrs. Sue Cave, Mrs. Sharon Perry-Phillips, teacher representative and Gill Vaisey, RE Consultant.

The LA funds supply cover and travel expenses for teacher representatives to attend WASACRE meetings.

Gill Vaisey also represents Monmouthshire on the WASACRE Executive Committee.

### **Presentation to WASACRE by Monmouthshire SACRE Members**

At its Autumn 2014 meeting, members of Monmouthshire SACRE gave a presentation to WASACRE members describing their part in the successful Transition event where pupils from year 6 from each of the primary schools spent the day at their local secondary school and were involved in a variety of workshops, delivered by different faith group representatives. This opportunity allowed pupils to learn about and experience a number of different faiths in a fun and dynamic way.

A copy of the presentation is available on the WASACRE website for members to view, and to share with their SACREs as an example of the kind of work SACREs could do to support RE in their local schools.

It had been noted that Monmouthshire SACRE had a diverse membership which was commended and acknowledged as an asset to the work of the committee.

### **National Advisory Panel for Religious Education (NAPfRE)**

The RE Consultant to Monmouthshire SACRE, Gill Vaisey, is a member of NAPfRE and regularly attends meetings on SACRE's behalf. In this way SACRE is able to keep abreast of developments in Wales and play a crucial role in informing decisions and policies that affect religious education.

## **Curriculum Review: Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales.**

SACRE received and discussed a presentation regarding the Curriculum Review: Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales.

Having received the presentation, the following points were noted:

- The emphasis in the review regarding Religious Education was pleasing in that it was recommended that it remained a statutory subject on the curriculum.
- It was pleasing that it was being recommended that religious education be placed in the Humanities area of Learning and Experience.
- Sharon Perry-Phillips informed the Committee that religious education had become a part of the Humanities area in her school. It was noted that the experience gained from this had been invaluable.
- Religious Education was not a statutory function for nursery provision. It was hoped there was an opportunity via the Donaldson Review to change this.
- The Committee decided it wished to respond to the review as a SACRE before 8<sup>th</sup> May 2015. The RE Consultant subsequently formulated a response to the review on behalf of Monmouthshire SACRE and this was submitted as part of the The Great Debate consultation process.

NAPfRE met on 15<sup>th</sup> April 2015 to discuss the implications for RE of Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales. Following a full day of analysis of the Review's recommendations, NAPfRE formulated its response to the Great Debate. The group will monitor further developments in the curriculum review and respond accordingly on an ongoing basis as appropriate.

### **3. Annexes**

#### Annex A) **Number of meetings**

Monmouthshire SACRE met on three occasions this year:

7<sup>th</sup> November, 2014

27<sup>th</sup> March, 2015

5<sup>th</sup> June, 2015

#### Annex B) **The Composition Of Monmouthshire SACRE**

6 Representatives of the Local Education Authority

12 Representatives of Religious Denominations

7 Representatives of Teachers' Associations

2 Co-opted Places

The committee is also supported by the following officers:

Clerk to SACRE

School Improvement Officer responsible for RE

RE Consultant

Annex C) **Membership Of Monmouthshire County Council  
Standing Advisory Council On Religious Education**

As at 31<sup>st</sup> July, 2015:

Representatives of the Local Education Authority:

Councillor E. J. Hackett Pain Chairperson  
Councillor P. Clarke  
Councillor D.W.H. Jones  
Councillor B. Strong  
Councillor A. Easson  
Councillor J. George

Representatives Of Religious Denominations

Free Churches (4 places):

Gwent Baptist Association	The Reverend Dr. P. Baines
The Salvation Army	Major S. Wilson
2 vacancies	

Church In Wales	Mrs. V. Howells
Roman Catholic Church	Sister D. O'Donnell
Bahá'í	Mrs. S. Cave
Buddhist	Ngakma Shé-zér Chatral
Hindu	Mr. S. Sharma
Jewish	Mr. A. Davidson
Sikh	Mrs. N. Baicher
Muslim	Mrs. F. Jilani

Representatives Of Teachers' Associations

NASUWT	Mr. A. Jones
NAHT	Ms. A. Wiggins
ATL	Mrs. R. Davies
NUT	Mrs. C. Cooper
ATL	Mrs. S. Perry Phillips
NUT	Ms. M. Millington
NUT	Mrs. J. Thomas

Co-option

Mrs. K. Fitter  
Mr. S. Mock

**Officers:**

Ms G. Vaisey	RE Consultant
Mrs. S. Randall-Smith	School Improvement Officer
Mrs. R. Williams	Clerk to SACRE



Annex D) **Distribution of the Annual Report**

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

- Monmouthshire County Council Full Council
- All Monmouthshire County Council maintained primary, secondary and special schools
- Voluntary Aided Schools in Monmouthshire
- University of Wales, Newport
- Welsh Government / DfES
- National Library of Wales

It has been made available to WASACRE and all Local Education Authorities in Wales via the Welsh Association of SACRE's website.

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# 1. How can members contribute to the work of SACREs? *Sut all aelodau gyfrannu at waith y CYSAGau?*

- ☞ Share good practice
- ☞ Visit school
- ☞ Teach others about your faith
- ☞ Look for funding
- ☞ Respond to reports
- ☞ Promote dialogue
- ☞ Encourage other

- ☞ *Rhannu arferion da*
- ☞ *Ymweld ag ysgolion*
- ☞ *Addysgu eraill am eich ffydd*
- ☞ *Chwilio am gyllid*
- ☞ *Ymateb i adroddiadau*
- ☞ *Hybu deialog*
- ☞ *Denu eraill*



## 2. How can we ensure regular attendance from all groups?

*Sut allwn ni sicrhau presenoldeb rheolaidd gan bob*

- ☞ Variety of presentations
- ☞ Variety of venues and times
- ☞ Feedback from representatives, “what is your school, faith group, community doing?”

- ☞ *Amrywiaeth o gyflwyniadau*
- ☞ *Amrywiaeth o leoliadau ac amseroedd*
- ☞ *Mewnbwn gan gynrychiolwyr, “beth mae eich ysgol, grwp ffydd, cymuned yn ei wneud?”*



### 3. How could you persuade people to become a SACRE member?

*Sut allech chi berswadio pobl i ddod yn aelod o*

#### **GYSAG?**

- ☞ Presentations to faith groups
- ☞ Presentations to councillors
- ☞ Newsletters
- ☞ Opportunities: professional development, contribute to the Agreed Syllabus or support materials
- ☞ Supply cover

- ☞ *Cyflwyniadau i grwpiau ffydd*
- ☞ *Cyflwyniadau i gynghorwyr*
- ☞ *Cylchlythyron*
- ☞ *Cyfleoedd: datblygiad proffesiynol, cyfrannu at y Maes Llafur Cytun neu'r adnoddau cefnogol*
- ☞ *Arian llanw*



## 4. How can we monitor RE and collective worship?

### *Sut allwn ni fonitro Addysg Grefyddol ac addoli ar y cyd?*

- ☞ Visits to schools
- ☞ Scrutinising self-evaluation reports
- ☞ Scrutinising ESTYN reports
- ☞ Review results
- ☞ Presentations by RE departments
- ☞ Questionnaires
- ☞ Training for members (REQM) materials
- ☞ Submit questions to primary and secondary heads meetings
- ☞ *Ymweld ag ysgolion*
- ☞ *Craffu ar adroddiadau hunan-arfarnu*
- ☞ *Craffu ar adroddiadau ESTYN*
- ☞ *Craffu ar ganlyniadau*
- ☞ *Cyflwyniadau gan adrannau AG*
- ☞ *Holiaduron*
- ☞ *Hyfforddiant i aelodau i ddefnyddio deunyddiau'r Marc Ansawdd AG*
- ☞ *Cyflwyno cwestiynau i gyfarfodydd penaethol cynradd ac uwchradd*



## 5. How can we support schools to deliver good RE and CW?

### *Sut allwn ni roi cymorth i ysgolion gyflwyno AG ac*

#### *AyCStia?* Sharing good practice:

- ☞ newsletter, website
- ☞ Youth SACRE's
- ☞ Meetings held in schools
- ☞ Minutes support excellent practice
- ☞ Advice materials
- ☞ Forums
- ☞ Share support offered by partners

- ☞ *Rhannu arferion da: cylchlythyr, gwefan*
- ☞ *CYSAG Ieuenctid*
- ☞ *Cyfarfod mewn ysgol*
- ☞ *Cofnodion yn nodi arferion rhagorol*
- ☞ *Canllawiau*
- ☞ *Fforymau*
- ☞ *Rhannu'r gefnogaeth a gynigir gan bartneriaid*



## 6. How can we ensure that LAs support SACREs

### *Sut allwn ni sicrhau bod ALI yn cefnogi*

#### **CYSAgau?**

- ☞ Meetings with directors
- ☞ Reminding LA of statutory Circular 10/94
- ☞ Squeaky wheel gets the oil
- ☞ Councillors on board

- ☞ *Cyfarfod gyda'r cyfarwyddwyr*
- ☞ *Atgoffa'r ALI o Gylchlythyr statudol 10/94*
- ☞ *Codi twrw*
- ☞ *Sicrhau cefnogaeth cynghorywr*





## SSA TERMLY MONITORING SUMMARY SUMMER TERM 2015 - TRANSITION & RE FOCUS

### Religious Education

<b>Abacus Day Nursery</b>	Included on medium term planning under RE and as Special Days on weekly planning; they have adapted planning format from Think Topic. They tie in with cultural celebrations and festivals.
<b>Alphabet Playgroup</b>	Celebrate Christmas, Easter, Chinese New Year and Divali. Local revd pops in twice a term and reads a story. They have several Gill Vaisey books, as well as a Puddles and Reverend puppet.
<b>Bluebelle Nursery</b>	They celebrate Christmas, Easter, Divali, Chinese New Year, Ramadan and Eid. The vicar visits the setting at least once a term and they visit the church at Harvest, Christmas and Easter. RE is included within the PSE curriculum.
<b>Busy Bodies Playgroup</b>	They celebrate Christmas, Easter, Divali, Hanukkah and Chinese New Year. They visited the church for Harvest festival. They use setting rules and circle time for moral education and link this with PSE.
<b>Chepstow Leisure Centre Playgroup</b>	They celebrate Christmas, Easter, Divali and Chinese New Year. They use rhymes and circle time for moral education and link this with PSE. They sometimes have a visit from the Christian run food bank.
<b>Cross Ash Under Fives</b>	They celebrate Christmas, Easter, Divali and Chinese New Year. They use books and circle time for moral education and link this with PSE. They would like to arrange a visit from a member of SACRE.
<b>Cylch Meithrin Y Fenni</b>	They celebrate Christmas, Easter, Divali, Chinese New Year & Hannukah; they also read bible stories from time to time. Moral education is taught through PSE.
<b>Hopscotch Nursery</b>	They celebrate Christmas, Easter, Divali and Chinese New Year. The vicar's wife visits the setting to tell the children bible stories. They have setting rules and circle time to reinforce moral education.
<b>Ladybirds at Llanvihangel</b>	Celebrate Christmas, Easter, Harvest, Divali, Chinese New Year and Rosh Hash Hanna. They have parents and staff who dress up in Indian costume for Divali. The local reverend visits regularly.
<b>Ladybirds at OLSM</b>	Celebrate Christmas, Easter, Harvest, Divali, Chinese New Year and Rosh Hash Hanna. They have parents and staff who dress up in Indian costume for Divali.
<b>Little Stars Under 5's</b>	They celebrate Christmas, Easter, Divali and Chinese New Year. They have a puppet group that visit the setting to tell bible stories and they visit the church at Christmas.

<b>Little Tigers Playgroup</b>	They celebrate Christmas, Easter, Divali and Chinese New Year. The vicar from the local church has visited, looking to arrange a visit to the church. They say a prayer every day and have a set of rules.
<b>Llandogo Early Years</b>	They celebrate Christmas, Easter, Divali and Chinese New Year. They have taken the children on a visit to the local church. They have setting rules and circle time and they often use stories to reinforce moral education.
<b>Magor Stepping Stones</b>	They celebrate Christmas, Easter, Divali and Chinese New Year. They use books for moral education and link this with PSE. They say a prayer every day and visit the church at Christmas.
<b>Mathern Day Nursery</b>	They celebrate Christmas, Easter, Divali and Chinese New Year. They use books and circle time for moral education and plan for this within their PSE curriculum.
<b>Mitchel Troy Playgroup</b>	They celebrate Christmas, Easter and Chinese New Year. They have visited the church in the past. They have books on various religions and multicultural dressing up clothes.
<b>Monmouth Montessori</b>	They celebrate Christmas, Easter, Divali and Chinese New Year. They say a prayer before dinner. Moral education is planned for within their PSE curriculum.
<b>Nevill Hall Creche</b>	They celebrate Christmas, Easter, Divali, Eid, Hanukkah and Chinese New Year. Moral education is reinforced using puppets, books and circle time.
<b>Puddle Ducks Nursery</b>	Celebrate most religious festivals including Christmas, Easter, Divali and Chinese New Year. RE / moral education planned for within each topic. RE table with Indian puppet and relevant books.
<b>Red Robins Nursery</b>	Celebrate Christmas, Easter, Chinese New Year, Divali, Eid and Hanukkah. Muslim visitors have shown children their clothes and food. Circle time, books and puppets used for morals.
<b>Riverside Nursery</b>	They celebrate Christmas, Easter, Divali and Chinese New Year. They say a prayer before dinner. Moral education is planned for within their PSE curriculum.
<b>Shirenewton Playgroup</b>	They celebrate Christmas, Easter, Chinese New Year, Divali and Eid. Vicar visits the setting and they have had a trip to the church. They have a kindness wall where they celebrate kindness.
<b>St. Arvans Day Nursery</b>	They celebrate festivals such as Christmas, Easter, Divali and Chinese New Year. Books are used to help with moral education, which forms part of their PSE curriculum.

**Sticky Fingers Under Fives** Celebrate Christmas, Easter, Harvest and Chinese New Year. The local vicar visits the setting and the children have been on a visit to the church. Moral education is planned for within PSE curriculum.

**Sunflowers Nursery** Celebrate Christmas, Easter, Chinese New Year and Divali. They sometimes get a visitor from the church. They have golden rules and circle time which are used to reinforce moral education.

**Sunshines Pre-school** Celebrate Christmas, Easter and festivals such as Divali and Chinese New Year. Jill Vaisey books are used from time to time.

**Tiny Beginnings Day Nursery** Celebrate Christmas, Easter, Chinese New Year and Divali. Local vicar has visited the setting and children have visited the church. They use circle time, books and puppets to reinforce PSE.

**Usk Nursery** They celebrate Christmas, Easter, Divali and Chinese New Year and stories are used to teach morals.

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## Summary Of Inspection Reports SACRE Autumn 2015

Castle Park Primary School	March 2010	March 2015
Collective Worship	Arrangements for collective worship do not meet statutory requirements	No reference in report
Religious Education	The school has an appropriate provision of suitably qualified and experienced teaching staff to teach all aspects of Curriculum 2008 and Religious Education	No reference in report
Pupils' social, moral, spiritual and cultural development.	The provision for pupils' personal and social education, including their moral and social development is good, pupils' spiritual and cultural development has some shortcomings.	Staff provide valuable experiences that promote pupils' spiritual, moral, social and cultural development effectively. The school respects and celebrates pupils' diversity and develops their values successfully, such as fairness, honesty and tolerance
Community links	The school has effective partnerships with parents, other schools and the local community. The school's extensive links with its local community, including participating in events such as those run by the male voice choir and local churches, are preparing its pupils very well to take their place in the outside world.	Strong local links with the church and with local residents help pupils to develop a good understanding of living in a community, for example through pupils' involvement in a local remembrance day service

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<b>Religious Education</b>
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<b>Key Question 1: How good are outcomes in Religious Education?</b>
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- Self-evaluation is based on lesson observations, evaluation of pupils' work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results.

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

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

- Progress has been made in pupils' understanding of beliefs, teachings and practices by studying different faith in the local area (Listening to learners/book look/discussion with teachers)
- Y5 & 6 pupils have developed increasing independence in their investigations as they gather information from a variety of sources. Pupils show initiative and are able to work independently and collaboratively using a Thinking Skills approach (pupil self evaluation)

**Standards: Good (ESTYN 2015)**

- There are good opportunities through the curriculum and other experiences for pupils to learn about sustainable development and global citizenship. The extensive work of the eco committee enables pupils to understand the aims of the school in relation to recycling and saving energy. Activities related to Fair Trade and World Water Day help them to gain an appreciation of their impact on the world and its people (ESTYN – March 2015)

**Areas for Development**

- Further develop pupils' ability to reflect on spiritual issues by the use of strategies such as stilling and visualisation
- Encourage pupils to explain and justify their opinions and answers

Excellent		Good	x	Adequate		Unsatisfactory	
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<b>Key Question 2: How good is provision in Religious Education?</b>
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- A self evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used.
- An evaluation of lesson observations and pupils' work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly.
- In primary schools references should be made to the provision of 'People, Beliefs and Questions' for Foundation Phase learners as well as Religious Education at KS2.
- In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education).

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

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

- Discussions with class teachers show that most teachers have a sound knowledge of Christianity and other religions taught in our school.
- Updated RE Planning is in the process of being linked to the LNF.
- Teachers use a range of methodology and challenge pupils to produce work of the highest standard.
- A range of thinking strategies are in place allowing pupils to understand the impact of faith on daily life
- RE is enriched by the input of visitors from the Baptist Church and Anglican Church. We organise visits to local places of worship and invite representatives of local religious groups to come into school to talk with and work with the children.
- Y6 link up with Caldicot Comprehensive school every other year for a multicultural faith day where they work with people from different religious backgrounds.
- Foundation Phase & KS2 follow the Monmouthshire Agreed Syllabus for RE linked to themes.
- SEAL - curriculum resource to help develop children's social, emotional and behavioural skills.
- We are a Rights Respecting School and have achieved our Level 1 status.

**Learning experiences: Excellent (ESTYN March 2015)**

Changes to provision and developments in teaching have improved pupil wellbeing and standards in important areas over time (ESTYN – March 2015). ESTYN made the overall judgement that Well Being was good.

- Foundation Phase pupils ensure very good use of the indoor and outdoor environment and encourage high levels of participation and enjoyment of learning. Detailed and imaginative planning in key stage 2 builds on this strong foundation to ensure effective continuity and progression across all areas of the National Curriculum. The school has made good progress to plan appropriately to meet the requirements of the Literacy and Numeracy Framework (ESTYN – March 2015)

**Areas for Development**

- Develop and expand the range of strategies and resources to develop pupils' reflection skills, e.g. stilling and visualisation.
- Ensure new planning with LNF is workable. Assess its suitability and amend as required.

<b>Excellent</b>		<b>Good</b>	x	<b>Adequate</b>		<b>Unsatisfactory</b>	
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Signed: M



Gunn (Headteacher)

Date:

8.10.15



Name of School: Undy Primary School

### Collective Worship

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

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

**Good features in relation to the quality of Collective Worship**

- The school holds a Collective act of Worship four days a week. On the days the pupils do not meet collectively, teachers take part in an act of worship in their classrooms, therefore meeting its statutory requirements
- Collective Worship provides opportunities to reflect and to praise through singing and prayer.
- SEAL (Social and Emotional Aspects of Learning) themes help to support and enhance pupils' values, morals, attitudes and understanding.
- The local vicar and other members from the church community visit regularly leading Collective Worship and Christian Festivals in the school.
- During the academic year each class leads a Collective Worship session.
- Senior Management Team, class teachers and pupils (including members from Criw Cymraeg) take turns to lead acts of Collective Worship.

**Areas for Development in relation to the quality of Collective Worship**

- To ensure an act of worship is taking place in classrooms on the one day per week when the whole school do not meet collectively.
- To check all staff are aware of their responsibilities for collective worship. It is an act of worship and that it should have a religious element, e.g. hymn/story/prayer.
- Ensure more opportunities are provided periodically during Collective Worship to raise awareness of beliefs and worship of other cultures and religions.
- To further develop ways in which to provide opportunities for spiritual development.

<b>Excellent</b>		<b>Good</b>	x	<b>Adequate</b>		<b>Unsatisfactory</b>
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Signed: M



Gunn (Headteacher)

Date: 8.10.15

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## Summary Of Inspection Reports SACRE Autumn 2015

<b>Castle Park Primary School</b>	<b>March 2010</b>	<b>March 2015</b>
Collective Worship	Arrangements for collective worship do not meet statutory requirements	No reference in report
Religious Education	The school has an appropriate provision of suitably qualified and experienced teaching staff to teach all aspects of Curriculum 2008 and Religious Education	No reference in report
Pupils' social, moral, spiritual and cultural development.	The provision for pupils' personal and social education, including their moral and social development is good, pupils' spiritual and cultural development has some shortcomings.	Staff provide valuable experiences that promote pupils' spiritual, moral, social and cultural development effectively. The school respects and celebrates pupils' diversity and develops their values successfully, such as fairness, honesty and tolerance
Community links	The school has effective partnerships with parents, other schools and the local community. The school's extensive links with its local community, including participating in events such as those run by the male voice choir and local churches, are preparing its pupils very well to take their place in the outside world.	Strong local links with the church and with local residents help pupils to develop a good understanding of living in a community, for example through pupils' involvement in a local remembrance day service

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**Religious Education**

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

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

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

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

*Adequate to good progress has been made by most pupils in the school.*

*Incerts assessment shows that most pupils are progressing at the required level or better.*

**Areas for Development**

The school needs to develop thinking skills and independent work. Numeracy and Literacy in R.E IS being highlighted for attention

**Excellent**

**Good**

**Adequate**

x

**Unsatisfactory**

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

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

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

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

The SLT has found that most teachers allocate enough time to the subject and have good knowledge about the topics covered.

The scheme of work covers the various topics well

**Areas for Development**

The scheme of work needs to be updated to include the LNF

**Excellent**

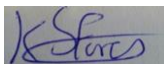
**Good**

x

**Adequate**

**Unsatisfactory**

Signed:



Mrs K.S. Ford

Date: 28/09/15

Name of School: CASTLE PARK PRIMARY

### Collective Worship

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

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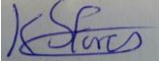
References: ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' (September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94) WASACRE Guidance on Collective Worship 2012

**Good features in relation to the quality of Collective Worship**  
 The school has an act of collective worship every day.  
 The school fully meets statutory requirements  
 Collective worship allows time for reflection  
 SEAL (Social and Emotional Aspects of Learning) themes help to support and enhance pupils' values, morals, attitudes and understanding  
 One of the local clergy visit regularly each term  
 The school visit places of worship around Caldicot and further a field.  
 The school holds services in some of the churches eg Harvest Festival  
 The school has many visitors into assembly such as singers from America.

**Areas for Development in relation to the quality of Collective Worship**

- Welsh assemblies
- Using the Junior leadership team to take assembly

Excellent		Good	x	Adequate		Unsatisfactory
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Signed:  Mrs K.S. Ford

Date: 28/09/15

## Summary Of Inspection Reports SACRE Autumn 2015

Pembroke Primary School	June 2009	June 2015
Collective Worship	Collective worship fulfils statutory requirements. Opportunities to develop spirituality and to provide a quiet moment for reflection are more limited in collective acts of worship	No reference in report
Religious Education	Regular Welsh assemblies, and subjects such as geography and religious education, provide good opportunities for pupils to learn about their own and others' faiths and cultures. It meets the statutory requirements of the NC and the locally agreed syllabus for religious education.	However, work in pupils' books and teachers' planning shows that mainstream pupils in key stage 2 do not have full access to the national curriculum, for example in design technology, science, ICT and religious education. This means that the curriculum for these older pupils is too narrow and does <b>not</b> meet statutory requirements.
Pupils' social, moral, spiritual and cultural development.	Throughout the school, pupils' personal, spiritual, moral, social and cultural development is good.	The school has good provision in place to promote pupils' health and wellbeing, including their moral and spiritual development.  There are many opportunities for pupils to develop their cultural awareness within and beyond the school day
Community links	Good links with the local community boost the quality of the provision.  A strong partnership also exists with the local church.	Pupils participate in many activities within the locality of the school, including collecting food for the food bank and performing in the local community centre. This enriches pupils' understanding of their local community.

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## Summary Of Inspection Reports SACRE Autumn 2015

Trellech Community Primary School	March 2009	April 2015
Collective Worship	Inspectors visited registrations, assemblies and acts of collective worship.	The school does <b>not</b> meet requirements for daily worship in <b>all</b> respects, as teachers withdraw a very few children for support during assembly one day a week. Recommendation 4: Ensure that the small number of pupils in intervention groups attend the daily act of collective worship so the school meets all statutory requirements
Religious Education	KS1: Grade 2 – good features and no important shortcomings KS2: Grade 2 – good features and no important shortcomings. There are insufficient religious artefacts to enhance pupils' knowledge and understanding in religious education. (One of the subjects inspected)	No reference in report
Pupils' social, moral, spiritual and cultural development.	All learners achieve good standards in their personal, social, spiritual, moral and cultural development.  Provision for pupils' spiritual, moral, social and cultural development is good overall. Assemblies effectively promote these aspects of pupils' development and fulfil statutory requirements. The school's promotion of spiritual development is good and encourages pupils to show respectful behaviour and thoughtful attitudes in school assemblies. Pupils are also effectively helped to develop a good understanding of moral issues and the difference between right and wrong.	Teachers provide good opportunities for pupils' spiritual, moral, social and cultural development.
Community links	Community links with the church, the doctors' surgery and older residents who supervise a knitting club are very strong. Together with many visits to local shops and businesses and visitors to the school, these links greatly enhance the curriculum.	Most pupils develop good social and life skills through a useful range of school activities. Visitors to the school and visits in the local community, such as to shops, farms, businesses and the nearby church, help most pupils to grow in confidence and learn to show care, respect and concern for others

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## Summary Of Inspection Reports SACRE Autumn 2015

Mounton House Special School	September 2009	May 2015
Collective Worship	The quality of collective worship is good, meeting statutory requirements, with pupils taking an active part, reading, and joining in prayers. A calm reflective atmosphere is maintained during the morning assemblies, music provides a suitable background, and pupils join in well with the singing of hymns. Assembly themes relate to global, national, local and religious current events.	There is a clear outline of the themes of schools assemblies. However, the school does <b>not</b> comply with its statutory duty to provide a daily act of collective worship.
Religious Education	<p>There are shortcomings in modern foreign languages (French), history, art, music, and religious education at KS3 and in design technology and religious education at KS4.</p> <p>Standards in religious education at KS4 show some good features but have shortcomings in important areas.</p>	Over the last three years, all school leavers have achieved one or more qualifications in accredited courses that are well matched to their individual needs and abilities. These include a wide range of entry level awards at level 1, 2 and 3 and GCSEs in religious education, physical education (PE), English and ICT.
Pupils' social, moral, spiritual and cultural development.	<p>Nearly all pupils make good progress in their social, moral, spiritual and cultural development. Many of them show good moral values and demonstrate these regularly in, assemblies, tutorial groups and in lessons.</p> <p>The school provides good opportunities for learners to develop their social, moral, spiritual and cultural skills</p>	No reference in report
Community links	Pupils participate in a variety of ways within the local community. The school has forged good links with local business.	Arrangements for developing pupils' understanding of sustainable development and global citizenship are suitable in many subjects including religious education, geography and science.

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## Summary Of Inspection Reports SACRE Autumn 2015

<b>Bluebelle Nursery</b>	<b>May 2015</b> Current performance: Good    Prospects for improvement: Good
Pupils' social, moral, spiritual and cultural development.	Strong emphasis is placed on spiritual, moral, social and cultural development. Children are encouraged to distinguish between right and wrong and to reflect on the wonders of the natural world. Positive values, including fairness, honesty and respect for others are sensitively nurtured. Cultural awareness is appropriately promoted.
Community	A good range of well-planned activities meets well the needs of children and the community. The Foundation Phase is embedded and planning successfully ensures progression. A good range of indoor and outdoor activities is planned and imaginative use is made of the local environment and visitors to enhance learning.

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Llywodraeth Cymru  
Welsh Government

Huw Lewis AC / AM  
Y Gweinidog Addysg a Sgiliau  
Minister for Education and Skills

Eich cyf/Your ref  
Ein cyf/Our ref HL/01574/15

Libby Jones

Libby.Jones@wrexham.gov.uk

7 September 2015

Dear Libby

Thank you for your e-mail dated 11 August regarding proposed changes to Religious Education (RE).

Firstly, I would like to make it absolutely clear that I am not removing RE from the curriculum in Wales, despite what some of the tabloid press might allege. In my view, RE has a vitally important role to play in supporting learners to explore their personal beliefs and values in our 21<sup>st</sup> century, multicultural society. I am instead considering how RE, philosophy and ethics might be strengthened within the context of the new Humanities Area of Learning and Experience.

As such, in June, I announced my support for the development of a new curriculum in Wales by accepting, in full, the recommendations contained within the Successful Futures report by Professor Graham Donaldson, including recommendation 9 which relates to RE remaining as a statutory curriculum requirement.

Your support and contribution to Professor Donaldson's review has been valuable and the vision that has been set out for a new curriculum in Wales is, both, exciting and ambitious. The scope and scale of the change has radical and wide-ranging implications for our education system.

In line with the recommendations in Professor Donaldson's report, I am determined that our schools and practitioners, as well as other key stakeholders, will be at the forefront of the design and development of our new curriculum.

I have invited regional education consortia to work with their schools – primary, secondary and special – to apply to become Pioneer Schools. These schools will lead on the design and development of the new curriculum, as part of an all-Wales partnership, alongside other key stakeholders.

Meaningful engagement will be essential to achieving the vision set out in Professor Donaldson's report – a vision that I share. For this reason, I very much welcome your offer of support. Further details of how you and others can be involved in this process will be communicated in due course. We are currently developing a plan which will set out how Professor Donaldson's recommendations will be taken forward - this will be published in the autumn.

I am aware that you have a regular meeting scheduled with my officials on 24th September at which I understand these issues will be discussed, I have asked my officials to provide me with an update following this meeting.

Finally, I would like to take this opportunity to reassure you that the changes to our curriculum going forward will be subject to full public debate and consultation.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'Huw Lewis'.

**Huw Lewis AC / AM**  
Y Gweinidog Addysg a Sgiliau  
Minister for Education and Skills





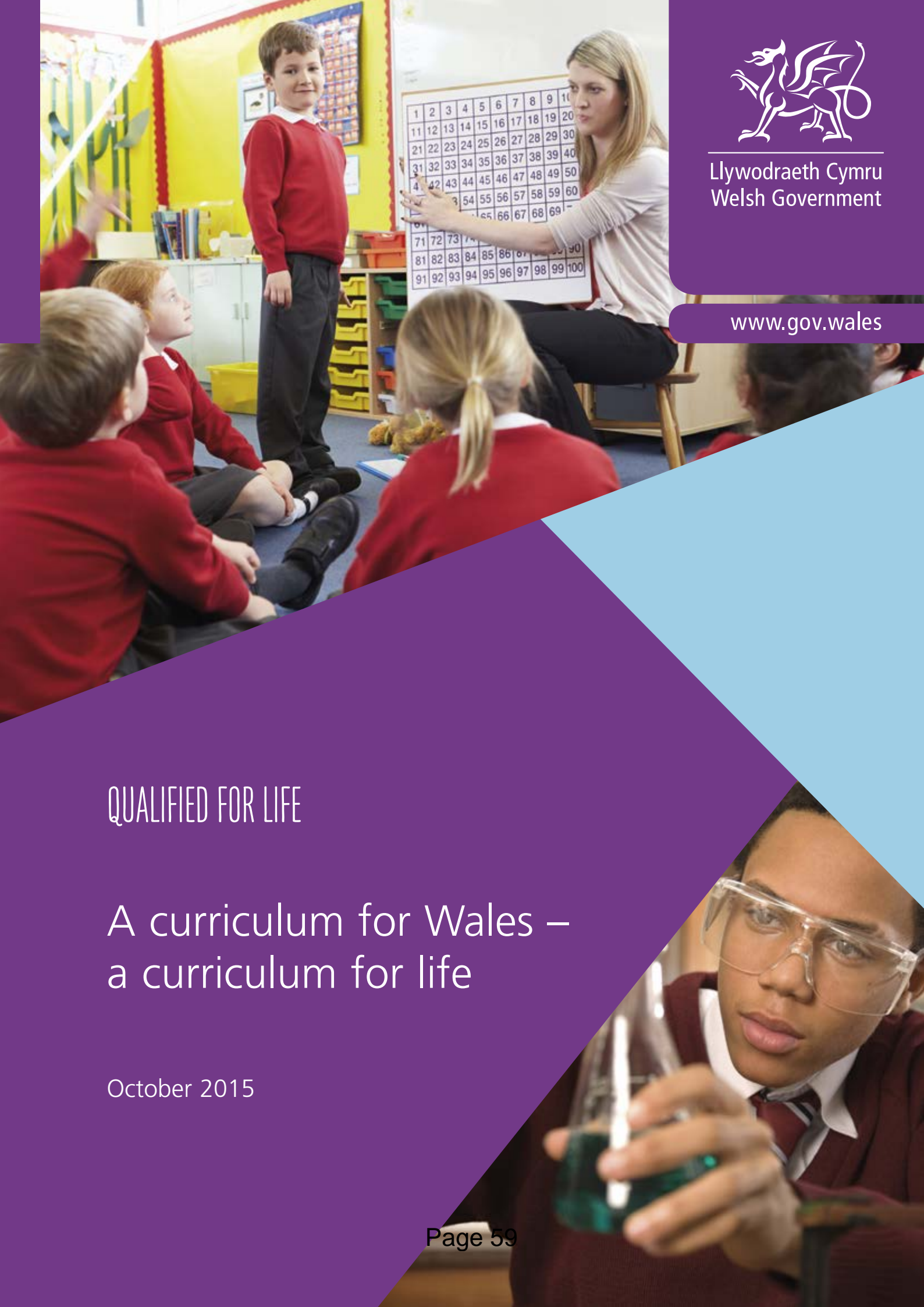
Llywodraeth Cymru  
Welsh Government

[www.gov.wales](http://www.gov.wales)

QUALIFIED FOR LIFE

# A curriculum for Wales – a curriculum for life

October 2015



# A curriculum for Wales – a curriculum for life

**Audience** The entire education workforce, government and national partners, including local authorities and their regional consortia, workforce unions, diocesan authorities, governing bodies and Estyn.

**Overview** This document sets out the plan for taking forward the recommendations within *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*.

**Action required** None – for information only.

**Further information** Enquiries about this document should be directed to:  
Education and Public Services Group  
Welsh Government  
Cathays Park  
Cardiff  
CF10 3NQ  
e-mail: [curriculumforwales@wales.gsi.gov.uk](mailto:curriculumforwales@wales.gsi.gov.uk)

**Additional copies** This document can be accessed from the Welsh Government's website at [gov.wales/curriculumforwales](http://gov.wales/curriculumforwales)

**Related documents** *Qualified for life* (Welsh Government, 2014); *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales* (Professor Graham Donaldson CB, 2015); *Teaching Tomorrow's Teachers* (Professor John Furlong, 2015)

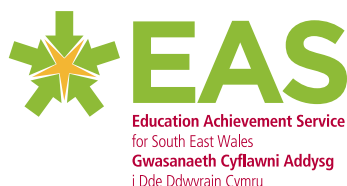
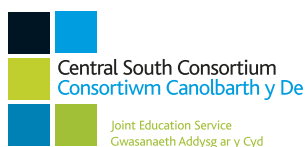
## Welsh Government working in partnership with



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales



WLGA • CLILC



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## Ministerial foreword



This is an exciting time for education in Wales. There is a new momentum in Welsh education, driven by our reforms, and focused on raising standards across the board.

We are moving towards our aim, set out in *Qualified for life* that:

Learners in Wales will enjoy teaching and learning that inspires them to succeed, in an education community that works cooperatively and aspires to be great, where the potential of every child and young person is actively developed.

Professor Donaldson's report, *Successful Futures*, provides us with the foundations for a twenty-first century curriculum shaped by the very latest national and international thinking. Our plan for the first ever 'made-in-Wales' curriculum sets out our principles and priorities and reflects our confidence and pride in Wales as a bilingual nation. Our new curriculum will embody better learning and higher standards for all.

I am committed to the profession playing a central part in the design and development of our new curriculum. I am confident they are both willing and able to take on this challenge.

Our new curriculum will be developed by the education professionals already working in Wales. A network of Pioneer Schools will be leading and shaping the detailed design and development of the new, inclusive, broad, balanced and challenging curriculum, working with experts to shape the future of learning in Wales.

We are a small nation and it is essential that we pool our resources and our expertise. As well as working with the profession, we will work closely with Estyn, the Education Workforce Council, higher education institutions, further education colleges, businesses, parents/carers, children and young people, and local authorities and their regional consortia all of whom have a vital role to play. Alongside this we will work with our other stakeholders and consult on changes as and when appropriate, including in advance of any legislative proposals being brought forward.

My ambition is for our new curriculum to be available by 2018. I believe this timeframe is realistic and achievable, and strikes the right balance between pace and ensuring that professional practice is developed to support the introduction of new approaches to learning and teaching.

*A curriculum for Wales – a curriculum for life* sets out, in broad terms, the steps that we will take to achieve *Successful Futures*. As we move forward our plans will be refined and revised. Taking the wider financial climate into account we may need to work and think differently to achieve our ambition without losing sight of the prize. I would welcome your feedback to ensure the future success and well-being of every child and young person in Wales who deserve nothing less than world-class learning and teaching.

A handwritten signature in black ink that reads "Huw Lewis".

**Huw Lewis**  
Minister for Education and Skills

## Foreword – Professor Donaldson



Following the acceptance by the Minister for Education and Skills of the recommendations in my report, *Successful Futures*, Wales is about to embark on a radical reform of its curriculum and assessment arrangements.

Ultimate success will be strongly influenced not just by the translation of the ideas in my report into workable curriculum and assessment arrangements, but also by the way in which the developments as a whole are taken forward. I am therefore very pleased that the proposed approach to implementation draws on experience of educational reform nationally and internationally as well as on evidence from relevant research.

The inclusive and comprehensive approach outlined in this document will be taken forward at a measured but determined pace. The challenge is to be both creative and realistic in building the new curriculum and assessment framework while ensuring that the implications for professional development, leadership and accountability are fully understood and addressed. The Pioneer Network, which will be at the heart of design and development, will be important in ensuring the workability of the emerging framework and in supporting their colleagues as implementation gathers pace.

I am delighted to have been asked to maintain my involvement in the reforms as chair of the Independent Advisory Group (IAG). The creation of the IAG is a further example of the innovative nature of the Welsh Government's approach to implementation.

I am very much looking forward to working with colleagues across the country to help achieve our goals of better learning and higher standards for the young people of Wales.

A handwritten signature in black ink, which appears to read 'Graham Donaldson'. The signature is stylized and fluid.

**Professor Graham Donaldson CB**



## Our plan

Achieving the full benefits of *Successful Futures* for our children and young people, together with *Teaching Tomorrow's Teachers*<sup>1</sup>, and the New Deal for the Education Workforce will require us all to engage fully and work together. It will be a collaborative process that will involve the teaching profession, Estyn, local authorities, academics, parents/carers, businesses and a wide range of other stakeholders, experts and groups. To ensure we get it right, we will need to strike the right balance between proceeding at pace so that the new curriculum is available as soon as possible, with our desire to develop the new curriculum in partnership with schools and other partners to ensure we get it right. As we move forward together the development of the new curriculum will be:

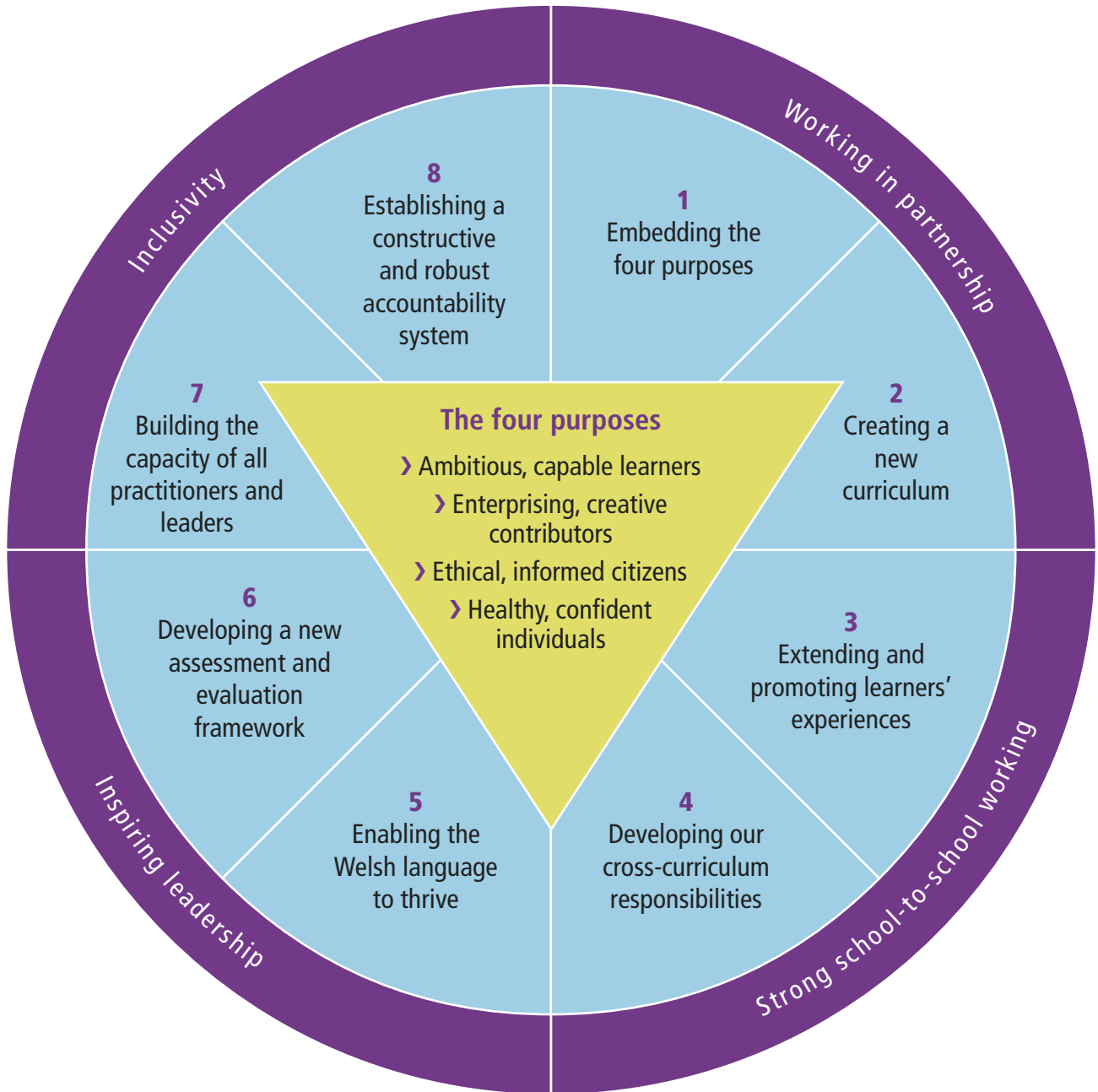
- › evidence-led
- › based on subsidiarity
- › ambitious and inclusive
- › manageable, with pace, passion and professionalism
- › unified.



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1 *Teaching Tomorrow's Teachers* (Professor John Furlong, 2015)  
[gov.wales/topics/educationandskills/publications/wagreviews/teaching-tomorrows-teachers/?lang=en](http://gov.wales/topics/educationandskills/publications/wagreviews/teaching-tomorrows-teachers/?lang=en)

Building our national curriculum together – a curriculum for Wales, a curriculum for life



## Essential building blocks

In this plan we set out the steps we will take, working with the profession, to deliver on *Successful Futures*. It focuses on eight essential building blocks for our new curriculum for 3 to 16-year-olds.

These are as follows.

- › **Embedding the four purposes** of the curriculum fully in the learning and experience of all children and young people in Wales, whatever their school or educational setting.
- › **Creating a new curriculum** encompassing Areas of Learning and Experience (AoLEs), achievement outcomes and progression reference points.
- › **Extending and promoting learners' experiences** so that the curriculum is rich as well as being inclusive, broad and balanced.
- › **Developing our cross-curriculum responsibilities** by designing a digital competence framework while maintaining momentum in respect of literacy and numeracy.
- › **Enabling the Welsh language to thrive** to ensure that those who speak Welsh or acquire the language early can follow all aspects of the curriculum through the medium of Welsh, and those learning the language can progress towards using the language confidently in different contexts.
- › **Developing a new assessment and evaluation framework** that prioritises assessment for learning and aligns assessment arrangements with the four curriculum purposes and the achievement outcomes within each AoLE.
- › **Building the capacity of all practitioners and leaders**, including the ability to reflect on and evaluate their own practice, to design and create a relevant, challenging and stimulating curriculum, and to apply appropriate pedagogical principles and practice.
- › **Establishing a constructive and robust accountability system** that supports the four purposes.

## The four enablers

These building blocks will be supported by four 'enablers' that will underpin our new curriculum.

These are as follows.

- › **Working in partnership.** The vision and ambition set out in *Successful Futures* to build a new curriculum for Wales will only be realised through a strong partnership approach – an all-Wales partnership that will include schools, experts, Estyn, local authorities, and Welsh Government. The Pioneer Schools<sup>2</sup> network, focusing at first on the Digital Competence Framework, curriculum design and development and building the capacity of practitioners and leaders through the New Deal for the Education Workforce, will be at the forefront of this.

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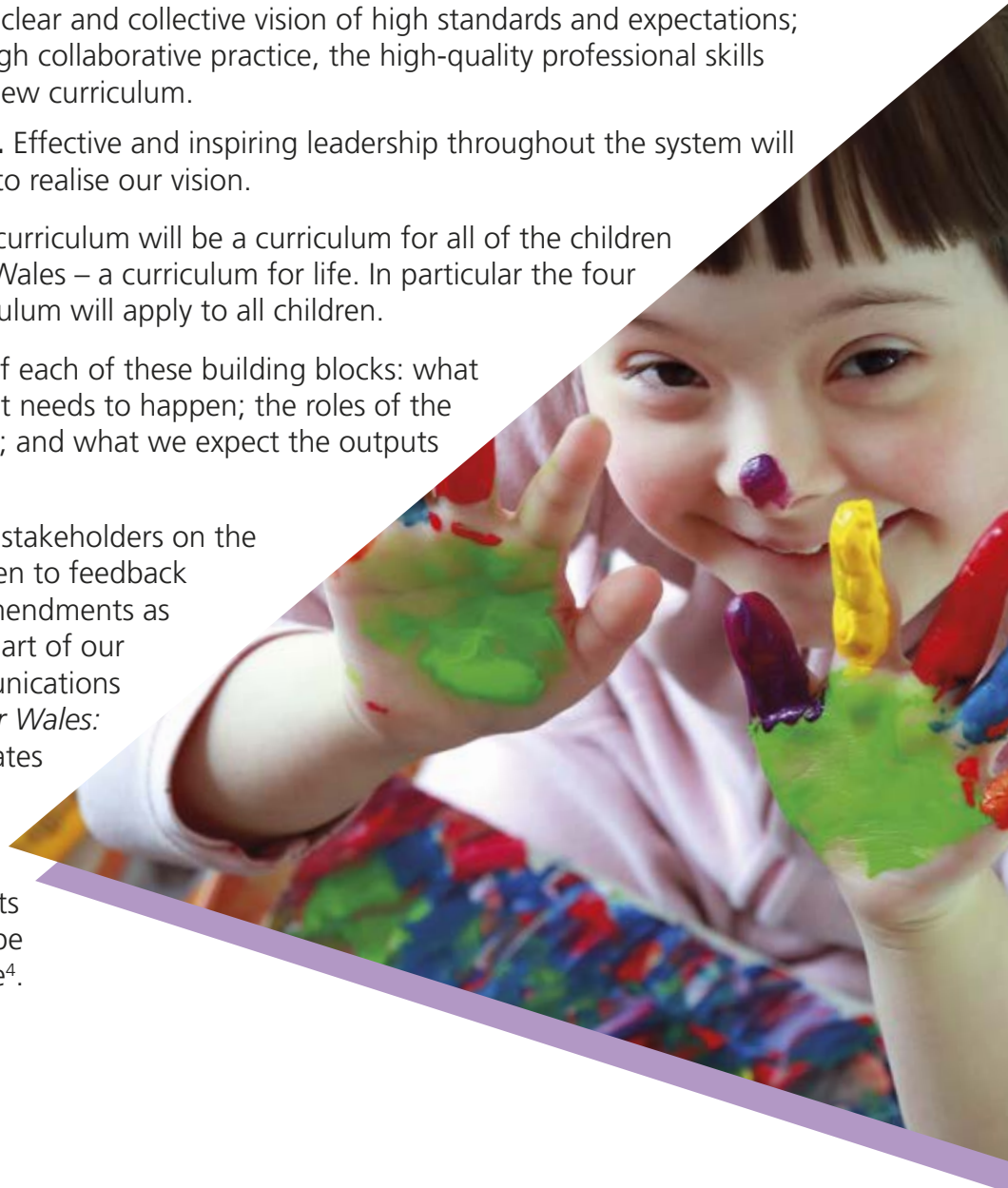
2 See [gov.wales/docs/dcells/publications/150630-pioneer-schools-en.pdf](http://gov.wales/docs/dcells/publications/150630-pioneer-schools-en.pdf)



- › **Strong school-to-school working<sup>3</sup>.** This is fundamental to our new curriculum: schools working across all ages and year groups to plan for progression; to establish a curriculum that sets a clear and collective vision of high standards and expectations; and to develop, through collaborative practice, the high-quality professional skills needed to teach the new curriculum.
- › **Inspiring leadership.** Effective and inspiring leadership throughout the system will be essential if we are to realise our vision.
- › **Inclusivity.** Our new curriculum will be a curriculum for all of the children and young people in Wales – a curriculum for life. In particular the four purposes of the curriculum will apply to all children.

Here we set out details of each of these building blocks: what needs to happen; when it needs to happen; the roles of the various partners involved; and what we expect the outputs or outcomes will be.

We will regularly update stakeholders on the progress of this plan, listen to feedback and make changes or amendments as required. This will form part of our engagement and communications strategy. *A curriculum for Wales: a curriculum for life* updates will be communicated via Dysg including information about key developments, documents and progress which will be published on our website<sup>4</sup>.



3 School-to-school working – this includes non-maintained settings, pupil referral units (PRUs), further education colleges as well as all schools.

4 Learning Wales website: [gov.wales/curriculumforwales](http://gov.wales/curriculumforwales)

# Building block 1 – embedding the four purposes

The four purposes will be at the heart of our new curriculum.

They are the starting point for all decisions on the content and experiences developed as part of the curriculum. More than that, they are designed to influence how practitioners plan, teach and assess.



It is vital that all settings and schools<sup>5</sup> adopt and embed the four purposes in their everyday practice. All schools should start to consider the extent to which they already support children and young people to develop the attributes and dispositions set out in the four purposes. They should consider what they can do within the context of the current national curriculum to strengthen their practice and pedagogy and its connection to the four purposes.

## What needs to happen and who is involved?

- › Settings/schools start thinking about how they could strengthen their practice and pedagogy in relation to the four purposes – from October 2015 onwards.
- › Local authorities with their regional consortia support schools and encourage debate, discussion and collaboration between them on how to strengthen practice and embed the four purposes – from October 2015 onwards.
- › Welsh Government share examples of schools in Wales and elsewhere with innovative and effective approaches to curriculum delivery and use Hwb to share effective practice as schools start to develop approaches to meeting the four purposes – from 2016 onwards.
- › Estyn will continue to identify and share good practice in curriculum delivery – October 2015 and ongoing.
- › Welsh Government will work with schools, regional consortia and Estyn to develop a range of media to support parents/carers, communities and employers to understand the four purposes and the wider curriculum changes – from 2016 onwards.

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5 Throughout this document the term 'school' or 'schools' will be used to include schools and, where appropriate, non-maintained pre-school settings eligible to deliver the Foundation Phase.

## Building block 2 – creating a new curriculum

Our new, inclusive, broad, balanced and challenging curriculum will give schools and practitioners more responsibility for determining what is taught. This responsibility will sit within a curriculum that comprises:

- › common Areas of Learning and Experience (AoLEs) from ages 3 to 16
- › progression reference points at ages 5, 8, 11, 14 and 16
- › achievement outcomes which describe expected achievements at each progression reference point
- › three cross-curriculum responsibilities – literacy, numeracy and digital competence (see Building block 4).

The new curriculum will set the parameters for each AoLE. These are:

- › Expressive arts
- › Health and well-being
- › Humanities
- › Languages, literacy and communication
- › Mathematics and numeracy
- › Science and technology.

Each AoLE should include, where appropriate, a Welsh dimension as well as an international and UK perspective<sup>6</sup>. Schools will be able to use the AoLEs to determine their own curriculum and how it should be organised.

Progression reference points and achievement outcomes will be defined nationally to ensure consistency and that assessment arrangements are fully aligned with the new curriculum, as set out in Building block 6. As recommended in *Successful Futures*, initial progression reference points will take account of guidance on *Routes for Learning*<sup>7</sup>.

The Pioneer Network will be at the forefront of designing the new curriculum and assessment arrangements with expert advice and support. The all-Wales partnership will include curriculum and assessment experts, and other key stakeholders, including Estyn.

Pioneer Schools will work with their wider school clusters and networks and beyond, including PRUs, non-maintained settings and further education colleges to ensure that as many learning providers as possible are part of the design and development process.

6 In line with the recommendations of the independent review of the Cwricwlwm Cymreig, history and the story of Wales: [learning.gov.wales/docs/learningwales/news/130424-cwricwlwm-cymreig-report-en.pdf](http://learning.gov.wales/docs/learningwales/news/130424-cwricwlwm-cymreig-report-en.pdf)

7 [view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Flearning.gov.wales%2Fdocs%2Flearningwales%2Fpublications%2F121115routeslearningbookleten.doc](http://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Flearning.gov.wales%2Fdocs%2Flearningwales%2Fpublications%2F121115routeslearningbookleten.doc) (English only)

They will share thinking, test ideas and keep them up-to-date with latest developments as the curriculum and assessment framework develops. Robust quality assurance processes will be put in place to ensure we fulfil our ambition to develop a world-leading curriculum. We envisage four stages of development.

- › Stage 1 – October 2015 to January 2016 – selection, induction and preparation of the Pioneer Network. The Pioneer Network and the all-Wales partnership to agree their programme of work which will define the timelines for Stages 2 to 4.
- › Stage 2 – design of framework and principles for each AoLE, including progression reference points and achievement outcomes.
- › Stage 3 – developing the content of each AoLE; checking and reviewing with other schools and curriculum experts (taking national and international evidence and research into account) – supported by robust quality assurance processes.
- › Stage 4 – further checking and quality assurance, including international benchmarking.

Our intention is to bring forward legislation during the next Welsh Assembly term. In advance of any legislative proposals being brought forward, the Welsh Government will consult and provide all stakeholders with an opportunity to share their views.

### What needs to happen, when and who is involved?

- › Working with local authorities, their regional consortia and schools we will develop the Pioneer Network. This network will lead the development of the new curriculum and assessment arrangement (this work has already started).
- › The Pioneer Network will work closely with other practitioners from across Wales alongside other stakeholders and experts who will be part of the all-Wales partnership (from January 2016 onwards).
- › To support the work of the Pioneer Network, Welsh Government will facilitate links with curriculum and assessment experts and share good practice and evidence from other countries on an ongoing basis (starting in January 2016).
- › Estyn will provide expertise to support the curriculum design process and comment on its potential impact (from January 2016).
- › Welsh Government will bring together quality assurance partners, including higher education institutions (HEIs) and other experts, to review and provide feedback to the Pioneer Network at each stage of the curriculum design process (from January 2016 onwards).
- › Through a range of mechanisms, including stakeholder groups, we will facilitate stakeholder engagement in the curriculum design process to hear their views on the emerging curriculum framework (from 2016 onwards).
- › Qualifications Wales will be asked to review and develop new qualifications as the new curriculum is developed and implemented over time.

## When will the new curriculum become available?

Based on the four stages set out previously and our experience of the development of the Foundation Phase, this means that the new curriculum, for all year groups, could be available to schools as early as September 2018.

Schools will have some flexibility in determining how and when they begin first teaching of the new curriculum. We would expect some schools to be ready to start this transition very quickly after the new curriculum is made available, others will want to take a little longer. Working with practitioners we will reflect on what this means for learners who are part way through a course of study leading to a qualification. Our ambition is that by 2021 every school will be using the new curriculum to support learning and teaching. We have set this timeline because:

- › our curriculum will be designed using an open, transparent and consultative approach so we have built in time for debate among professionals and experts and robust quality assurance processes
- › we believe all schools will be fully prepared for first teaching by 2021 having the new curriculum available to them for up to three years, although those who can show they are ready before 2021 can commence with the new curriculum once it becomes available.





## Building block 3 – extending and promoting learners' experiences

*Successful Futures* emphasises the importance of rich experiences being integral to the curriculum and to deep learning. The first recommendation in the report defines the curriculum as all of the learning experiences and assessment activities that support the four purposes. Many schools will already have a rich and varied offer of experiences for their learners. Therefore, it will be important for schools and partner organisations to think about the range of experiences already available to learners in each school community; consider how they can be best applied, built upon and improved; and what new experiences can be offered to support the four purposes. Promoting learners' experiences is integral to learning but also an important aspect in raising aspirations.

Within the Schools Challenge Cymru<sup>8</sup> programme, we have been promoting and piloting approaches that enrich the educational and life experiences of learners through the delivery of a Pupil Offer. *Rewriting the future: Raising ambition and attainment in Welsh Schools*<sup>9</sup> also highlights the importance of raising aspirations and widening horizons in mitigating the impact of poverty on educational attainment.

We now want all our schools to build on the experiences already available in and through their school and design and deliver their own Pupil Offer to enrich the curriculum and raise aspirations.

### What is the Pupil Offer?

At its heart, the Pupil Offer is about finding successful ways of igniting interests, stimulating passions and increasing confidence in our children and young people. It is about finding more effective ways to deliver the curriculum, communicate high expectations, raising an individual's aspirations and ambitions to succeed in everything they choose to do. It is about schools and practitioners working with a wide range of partners to develop a breadth of opportunities and activities that expand horizons within and beyond the traditional learning environment of the classroom. It is not necessarily about doing more. It is about partnerships beyond the school, where partners multiply the impacts of each other's efforts.

Schools can already start to think about developing their own Pupil Offer and how they can support their learners' engagement and broaden their experiences in line with the four purposes.

8 Schools Challenge Cymru:  
[gov.wales/topics/educationandskills/schoolshome/raisingstandards/schools-challenge-cymru/?lang=en](http://gov.wales/topics/educationandskills/schoolshome/raisingstandards/schools-challenge-cymru/?lang=en)

9 [gov.wales/topics/educationandskills/schoolshome/deprivation/rewriting-the-future-schools/?lang=en](http://gov.wales/topics/educationandskills/schoolshome/deprivation/rewriting-the-future-schools/?lang=en)

For example this could include the following<sup>10</sup>.

### Ambitious, capable learners

- › **Higher and further education** (ensuring that learners are aware of future routes for learning and how they contribute towards the achieving of career ambitions).
- › **Science and digital technology** (including in school and outreach activities which bring the curriculum to life for learners).
- › **Welsh language** (including opportunities within and outside schools for learners to use the language in a social and informal context).

### Enterprising, creative contributors

- › **Arts** (including expressive, creative, literature, media, visual, performing and culinary).
- › **Businesses and entrepreneurship** (to learn about the range of career options available to them).
- › **The third sector** (including volunteering opportunities or access to direct support from organisations).

### Ethical, informed citizens

- › **Local and national culture and heritage** (including museums, galleries, historical/faith sites, participation in local and national eisteddfodau, national parks, libraries and archives).
- › **Other cultures** (including learning languages, foreign exchange trips, visits to faith sites).
- › **Rights and responsibilities** (including participation in debates, learning about local authorities, National Assembly of Wales, Westminster, Brussels, Strasbourg and the United Nations).

### Healthy, confident individuals

- › **Clubs, associations and groups** (including working with the Urdd, cadet forces, scouts and guides, brigades, environmental groups, hobbies and areas of personal interest).
- › **Sports** (both within the school and more widely).

### What needs to happen, when and who is involved?

- › Schools to review the existing experiences they offer, consider new opportunities and develop a Pupil Offer that complements and supports the four purposes – start now and set out in their school development plan (SDP) for the next academic year.
- › Partners, which could include the Arts Council, Sport Wales, businesses, HEIs, voluntary sector, e.g. health and well-being organisations, to work with schools to develop their Pupil Offer – start now and support planning for the next academic year.

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<sup>10</sup> This list is not exhaustive and is for illustrative purposes – schools and their local communities will have many other ideas that cover and interlink the four purposes.



- › Local authorities with their regional consortia – to facilitate links between schools and other partners to develop their Pupil Offer and develop collaborative opportunities across schools – from now, as part of their planned and ongoing activity.
- › Welsh Government to work with local authorities to encourage schools to adopt the Welsh language charter to support and improve learners' use of the language in informal settings – from January 2016.
- › Welsh Government to share practice from Schools Challenge Cymru – evidence gathering during the autumn; publication in spring 2016.
- › Pioneer Network to use the emerging evidence to inform thinking about the 'experiences' during the design and development phase of each AoLE – from spring 2016.



## Building block 4 – developing our cross-curriculum responsibilities

As *Successful Futures* sets out, there are three key competencies and skills which are the foundations for almost all learning and are essential to being able to participate successfully and confidently in the modern world. These are literacy, numeracy and digital competence. These will be cross-curriculum responsibilities for all practitioners and people who work with children and young people.

We have already given priority to literacy and numeracy. The National Literacy and Numeracy Programmes were introduced in 2012 followed by the National Literacy and Numeracy Framework (LNF) in 2013. Many schools

have made steady progress in implementing the LNF;

however more needs to be done to ensure that literacy and numeracy skills are

embedded in a meaningful

way in all schools. We will

therefore continue to focus on

literacy and numeracy as an essential pre-requisite for our new curriculum. We

will publish our updated National Literacy and

Numeracy Programme and will continue to ensure

that schools receive support in implementing the LNF from regional consortia and through producing additional

online materials to share good practice.

While we continue to support literacy and numeracy, we are now moving at pace to develop digital competence as a cross-curriculum responsibility.

With the support of local authorities and their regional consortia we have already identified 13 lead Pioneer Schools that will focus initially on digital competence. They begin the design work in September 2015, and will work closely with our National Digital Learning Council (NDLC) and leading digital experts and employers over the next year. The aim is for the Digital Competence Framework to be available to settings and schools in September 2016<sup>11</sup>.

<sup>11</sup> This will be on a non-statutory footing.

## What needs to happen, when and who is involved?

- › Local authority regional consortia to provide support to schools on the LNF based on regional priorities – October 2015 and ongoing.
- › Expert groups to continue to work with Welsh Government providing advice and support on literacy and numeracy developments – October 2015 and ongoing.
- › Welsh Government to publish a refreshed National Literacy and Numeracy Programme document – by November 2015.
- › Schools will be invited to share examples of approaches to implementing the LNF to be included in our online guidance and additional online support for the LNF – by March 2016.
- › Estyn to provide specific curriculum expertise to support the design process and continue to review the implementation of literacy and numeracy across the curriculum – October 2015 and ongoing.
- › Pioneer Network to begin designing the new Digital Competence Framework working with other schools and leading experts – from September 2015.
- › Welsh Government to support the work of the Pioneer Network by facilitating links with experts and sharing good practice from other countries – throughout the development process.
- › Quality assurance partners, including HEIs, to review and provide feedback to the Pioneer Network at each stage of the curriculum design process.
- › Stakeholders to engage in the design process and provide their views on the emerging Digital Competence Framework as it is developed.
- › The Pioneer Network will work with their clusters and networks to facilitate their engagement with the design process and to receive feedback on the emerging framework.
- › Local authorities to work with the Pioneer Network to deliver the Digital Competence Framework and associated professional learning support when it becomes available to schools, PRUs and non-maintained settings – by September 2016.

## Building block 5 – enabling the Welsh language to thrive

Building on the principles in *Qualified for life, Successful Futures* recognises the importance of the Welsh language to our identity as a country. The Welsh Government is committed to seeing the Welsh language thrive. That is why, as recommended in the report, the Welsh language will remain a compulsory element of the curriculum for all learners up to 16 years old. The new curriculum will provide a means to ensure that all learners can develop their Welsh language skills and use the language confidently in different contexts.

The value attached to the Welsh language should be enhanced by strengthening the focus on its commercial value for the jobs market, the suggested cognitive benefits of bilingualism and its importance in enabling children and young people to achieve a good understanding of the cultural life of Wales in the past and present. There will be a renewed focus on learning Welsh primarily as a means of communication, particularly oral communication and understanding. The use of technology to support language acquisition will be further developed.

Within the Languages, literacy and communications AoLE, clear and distinct progression reference points and achievement outcomes for developing Welsh language skills over time will be developed so that learners in all settings and schools can receive acknowledgement for skills gained.

Welsh language qualifications at 16 will be reviewed with a view to ensuring that a suite of qualifications is available which enables learners to progress to study Welsh at A level and university. It will also provide an option for learners to gain a qualification that is aligned with the proposed focus on speaking and listening and application in the workplace.

The specific needs of Welsh-medium teaching will be fully considered as the arrangements for the curriculum structure, including assessment arrangements, are developed. This will include sharing good practice in immersion education approaches and methods needed for teaching the curriculum through the medium of Welsh.

### What needs to happen, when and who is involved?

- › Local authority regional consortia to strengthen school-to-school support as part of their ongoing work and in partnership with other stakeholders with the requisite expertise.
- › Working with Estyn and the local authorities Welsh Government will identify and share good practice in the learning and teaching of Welsh second language.
- › Welsh Government will work with the Education Workforce Council to have a better understanding of the Welsh language skills of the current workforce to inform the provision of Welsh language training for the workforce.
- › Qualifications Wales will consider the current range of Welsh second language qualifications and advise on how these should change in light of recommendations made in *Successful Futures*. They will also advise on how, over the longer term, the expectations embodied in those qualifications can be raised.

## Building block 6 – developing a new assessment and evaluation framework

*Successful Futures* is clear that assessment is integral to successful learning. The most important purpose of assessment is to inform learning and teaching. Assessment is a crucial part of learning and teaching. When used well, assessment encompasses several forms and techniques to inform and enhance learning and to enable learners to take greater ownership of their own learning and development. It should be a powerful learning and teaching tool.

The review made a number of recommendations that offer us a very different vision for assessment and the way assessment is used in Wales. To achieve that vision, it will be essential to develop a new National Assessment and Evaluation Framework. The framework will be based on the four purposes and the key principles set out in *Successful Futures*. It will be designed with the profession and, from the outset, it will be developed to be fully inclusive to make sure the framework covers all learners and all abilities.

We will look to and learn from the latest international approaches and good practice from within Wales to inform the design, development and delivery of this framework. A new Quality Assurance Panel working with the Pioneer Network will be key to supporting and guiding the development of this framework.





## What needs to happen, when and who is involved?

- › Early design plans and principles of the National Assessment and Evaluation Framework will be informed by the practical experience of assessment and additional learning needs (ALN) specialists, supported by current research evidence.
- › A quality assurance panel, including HEIs, will be established by December 2015 to review and provide feedback to the Pioneer Network to ensure that the design and development of the framework is in line with the principles set out in *Successful Futures*.
- › Welsh Government will bring together quality assurance partners, including HEIs and other experts, to review and provide feedback to the Pioneer Network at each stage of the curriculum design process – from January 2016 onwards as set out in Building block 2.
- › Further design and development will be informed by the Pioneer Network, with learning from Pioneer Schools on assessment shared more widely in line with the stages of development of the curriculum set out in Building block 2.
- › Digital and online systems for assessment and reporting will be explored and developed closely with the Pioneer Network and digital learning leads. Hwb will be used as a platform to support schools to accurately assess learner outcomes.
- › Welsh Government will introduce online adaptive testing from May 2018.
- › Welsh Government will publish the National Assessment and Evaluation Framework by September 2018.

## Building block 7 – building the capacity of all practitioners and leaders

*Successful Futures* is clear that to embed the purposes and structure of the curriculum we need to explicitly address the fundamental interdependency between the curriculum and pedagogy. While the report sets out 12 pedagogical principles, it is clear that decisions about learning, teaching and curriculum design are context and purpose specific and so are best taken by practitioners themselves. This means that to embed the curriculum effectively we need to enable the workforce to collectively reflect upon and develop their pedagogical approaches to build the capacity across Wales to enable the new curriculum to have meaning in every classroom.

*Successful Futures* is also clear that committed leadership at all levels in the system will be an essential prerequisite for embedding the new arrangements. We need to ensure that all leaders understand the purpose and structure of the new curriculum and have the skills and support they require to influence, support and deliver the changes in their own context, particularly in supporting practitioners to develop their pedagogical skills, and as part of a wider 'self-improving' school system.

As set out in *Qualified for life* we will develop an excellent professional workforce with strong pedagogy based on an understanding of what works in Wales. We will build on what already works and support practitioners to develop their pedagogical skills. We will transform Initial Teacher Education and Training (ITET) as set out in *Teaching Tomorrow's Teachers* and support the professional development of practitioners and leaders through the New Deal for the Education Workforce. This will be shaped and delivered through a strong national workforce development partnership, between practitioners and the Pioneer Network, local authorities and their regional consortia, the workforce unions, the Education Workforce Council and Welsh Government.

### What needs to happen, when and who is involved?

- With practitioners and leaders working in Wales develop a clear vision to underpin the development of practice and embed the new purposes of the curriculum in learning and teaching – by spring 2016.
- The Workforce Development Partnership will develop and consult on new professional standards early in 2016 with a final version available from September 2016. The National Leadership Development Board (NLDB) will develop a new leadership strategy to ensure leaders at all levels in the system are skilled and prepared to lead and manage the changes up to and beyond curriculum implementation. The leadership strategy will be published in the spring 2016.

- › Through the New Deal for the Education Workforce, Welsh Government will create a new national framework of professional learning and development by spring 2016. The framework will be updated and further developed through implementation of the New Deal for the Education Workforce.
- › Working with local authorities with their regional consortia and schools, we will build the Pioneer Network to support the development of pedagogy and leadership across all settings so that new programmes are available to practitioners by September 2016<sup>12</sup>.
- › With the profession Welsh Government will develop practitioners' skills in order to better meet the differing needs of learners and to underpin the roll out of person-centred planning (or practice) (PCP) so that all learners with ALN are fully supported – by September 2016.
- › The Pioneer Network, working with local authorities and their regional consortia, will provide practical support and expertise to all schools across Wales as they prepare for and implement the curriculum in their own settings – from September 2018 onwards.
- › Welsh Government will consult on the further development of a self-governing profession through enhancing the functions of the Education Workforce Council in spring 2016. We will bring together ITET providers, schools and practitioners to embed the vision, standards and pedagogy into the practice of all trainee teachers so that they are well prepared and equipped to teach in the new system as soon as they enter the profession. Critically this includes the following actions.
  - ITET providers consider how their provision can help new teachers understand the four purposes – starting immediately.
  - New accreditation arrangements will be established for ITET to ensure that all programmes starting from 2018 will equip the trainees to deliver the new curriculum as they qualify – by September 2017.

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<sup>12</sup> Initial priorities for these programmes have been identified as leadership development, differentiation, metacognition and digital competence skills.



## Building block 8 – establishing a constructive and robust accountability system

*Successful Futures* makes a number of recommendations on how the accountability system will need to change to focus more on the four purposes of the curriculum and 'in an environment where key decisions are taken at the local level . . . strengthen and enhance accountability arrangements in ways that help to embed the new arrangements and drive improvement while avoiding the distorting effects that can arise from external performance and reporting requirements'.

In light of the above, we are working with key stakeholders to develop a revised accountability and support strategy. To support this we will establish a task and finish group which will hold its inaugural meeting during the autumn. Work will be completed by the summer of 2016 and shared with the wider profession during the autumn term of 2016. This work will include:

- › reviewing the balance between challenge and support in the current system to determine future roles and responsibilities at national, regional and local levels in the system
- › developing options for the new national sampling tests to report on system-wide progress
- › reviewing the arrangements for collecting and sharing national level data with regional consortia, local authorities and schools to ensure that data are used at the appropriate level to improve outcomes for learners in a manner that minimises the risk of the distorting effects identified in the review
- › further refinement of the national categorisation system
- › continuing to work with Estyn and other regulators to consider their role during the transition and once the curriculum has been implemented. Estyn have already commenced a review of their inspection arrangements and are currently consulting with the public and their stakeholders
- › developing models to assess the level of readiness of the system as a whole, along with individual and groups of schools to demonstrate their readiness after 2018.



## What needs to happen, when and who is involved?

- › Welsh Government will convene a task and finish group to develop a revised accountability and support strategy, including the design and development of a new national sampling survey to report on system-wide progress – by summer 2016.
- › Welsh Government will consult on a new accountability and support strategy – by autumn 2016.
- › Local authorities and regional consortia will be involved in the development of the new strategy and will review their own accountability arrangements once it has been agreed.
- › Welsh Government will take forward developments of the national categorisation system – during 2017.
- › Estyn will complete the review of their own inspection arrangements and set out proposals for future inspection arrangements beyond 2017.
- › Welsh Government will develop models to assess readiness for implementation by 2018.



## Enabling change

*Qualified for life* sets out four strategic objectives for creating a world-class education system in Wales<sup>13</sup> and together with *Successful Futures, Teaching Tomorrow's Teachers* and the New Deal for the Education Workforce explicitly addresses two of these objectives. We are improving education the Welsh way and have the foundations in place on which to build a world-class, self-improving system. Throughout the development of the new curriculum and the fulfilment of the eight building blocks set out previously we will continue to work with schools, local authorities and their regional consortia, Estyn and our other key stakeholders to ensure that all schools are ready to deliver our new curriculum by 2021. Our four enablers will provide crucial underpinning.

### Working in partnership

The all-Wales partnership will be central to our collaborative approach. The Pioneer Network will:

- › be at the forefront of this collaboration, informing both policy and practice throughout the development and implementation of the new curriculum
- › work closely with the profession, experts and stakeholders to design and develop our curriculum and assessment arrangements
- › as part of the New Deal for the Education Workforce, facilitate professional learning networks. These will be focused on both pedagogy and leadership that will enable practitioners to reflect upon and develop their practice ready for the new curriculum.

### Strong school-to-school working

The following will be fundamental to our new curriculum.

- › Schools working across all ages and year groups to plan progression (3 to 16).
- › Schools working together to plan a curriculum that sets high standards and expectations for their learners.
- › Schools working together to develop the high-quality professional skills needed to teach the new curriculum.
- › Schools working beyond local clusters and networks to include non-maintained settings, PRUs and FE colleges to ensure a continuum of learning from 3 to 16.

We cannot succeed in our ambitions for the future education of our children and young people without collaboration and mutual support and challenge. In each of the regions, consortia are developing a real and growing strength and depth in their approaches to school-to-school working and peer-to-peer support. Developing this further will be vital if it is to encompass the whole 3 to 16 age range and include collaborative working between schools and the non-maintained sector (settings) delivering early years education.

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<sup>13</sup> [www.qualifiedforlife.org.uk](http://www.qualifiedforlife.org.uk)

## Inspiring leadership

Embedding the curriculum successfully will require all practitioners to be leaders of learning in the classroom and to collaborate with others to lead their own professional learning. Those in formal leadership roles will need the commitment, understanding and skills to enable our reforms to succeed.

Our new curriculum will give schools far more freedom to determine what is taught. With this freedom comes a new responsibility and accountability – on practitioners and critically on school leaders. It brings with it a responsibility to plan a curriculum that embodies the four purposes, to promote excellence and high expectations for all learners and to build the confidence and competence of all practitioners to achieve better learning and higher standards for all their learners.

## Inclusivity

Our new curriculum is a curriculum for all and a curriculum for life. The new curriculum, with progression reference points and achievement outcomes, will be designed to support, stretch and recognise the achievements of all children and young people, challenging and championing every learner in Wales to reach their potential. An inclusive approach will require agencies and professions to work together and draw on the widest range of experience and expertise including that of parents/carers and communities.

## Governance arrangements

To help us to achieve our aims we have established robust governance arrangements (membership of the groups/boards set out can be found on our website<sup>14</sup>).

The **Independent Advisory Group (IAG)**, chaired by Professor Graham Donaldson, will ensure that implementation remains true to the vision set out in *Successful Futures* and the recommendations in *Teaching Tomorrow's Teachers*. It will also ensure that the New Deal for the Education Workforce complements and underpins that vision and supports the workforce to develop the capacity and capability to deliver. The group will also offer advice and assurance in terms of progress and readiness to deliver.

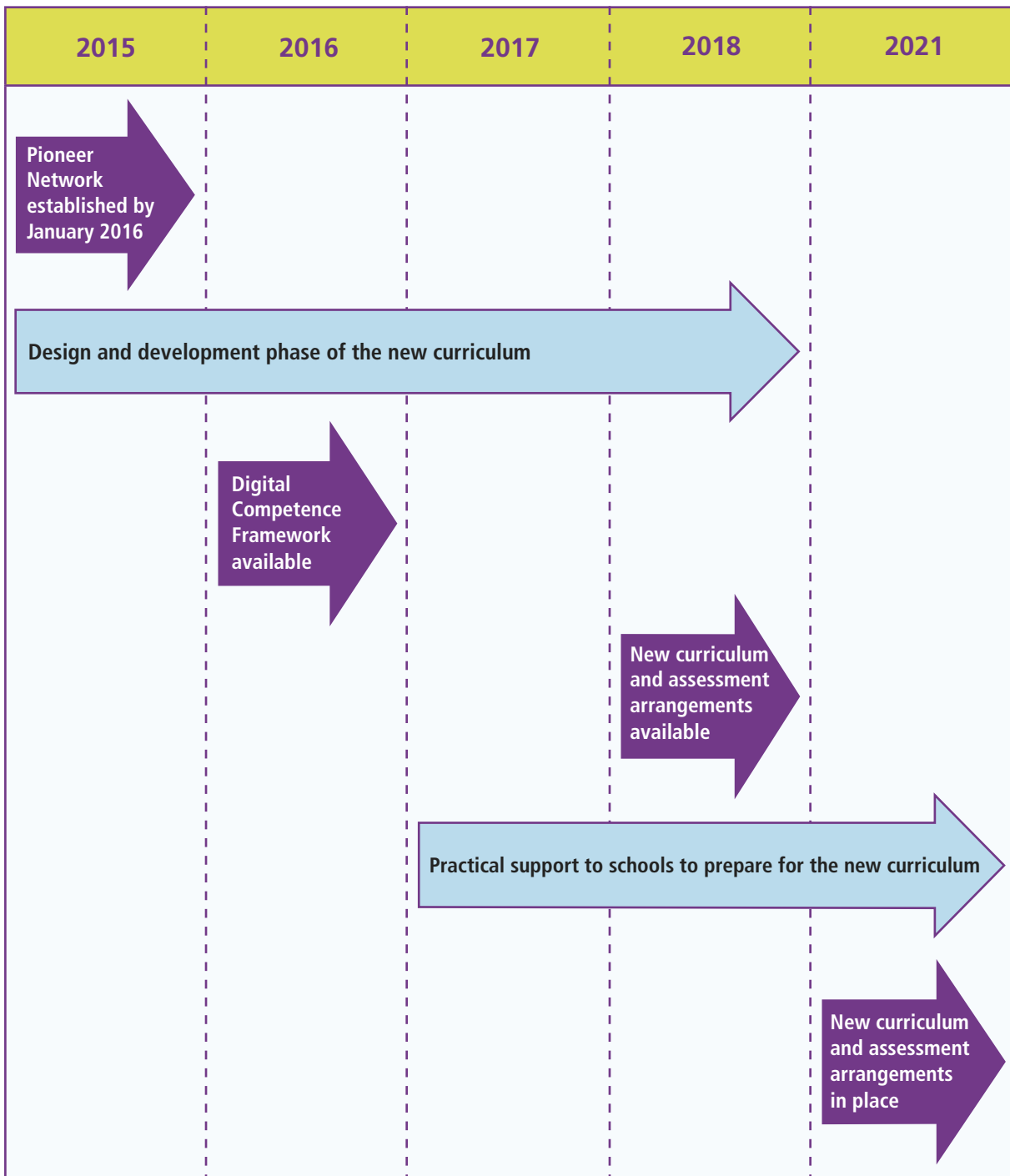
<sup>14</sup> Learning Wales website: [gov.wales/curriculumforwales](http://gov.wales/curriculumforwales)

The **Strategic Stakeholder Group** will ensure that key stakeholders are informed of and involved in the development of the approach to implementing the programme. It will act as a critical friend and provide external challenge, scrutiny and advice. It will also play a part in communicating key messages and progress with implementation to its key audiences, helping to develop consensus and in gathering and feeding back the views of those audiences to the Welsh Government.

The **Change Board** will be responsible for the successful delivery of the programme, providing strategic direction and ensuring coherence across the whole. The board will work closely with the Independent Advisory Group (IAG). It will oversee progress of component projects against an agreed programme plan, including progress against milestones; monitor programme level risks, issues and dependencies; and monitor progress and impact of the Communication and Engagement Strategy.

## Annex – *A curriculum for Wales – a curriculum for life:* timeline

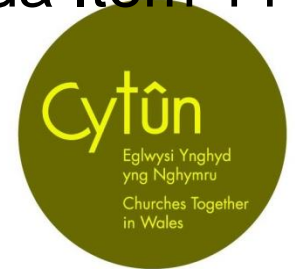
Our ambition is to design, develop and realise our new curriculum within six years so that it can be available for first teaching in settings and schools by September 2021. Below we set out the high level key milestones to help us achieve our ambition together.





## CYTŪN POLICY BULLETIN

### NOVEMBER 2015



### THE REFUGEE CRISIS

Since the placing of asylum detainees in Cardiff Prison in 2001, Cytûn has developed partnerships that are now being used to their full potential:

- Cytûn provides the Chair of the Home Office sponsored Wales Strategic Migration Partnership. Cytûn's CEO Aled Edwards, seeks to ensure that key local authority partners, third sector organisations and the Welsh Government work together effectively regarding refugee and asylum issues.
- Working with partners such as the Welsh Refugee Council, Displaced People in Action, the City of Sanctuary movement and Asylum Justice, Cytûn has sought to serve the churches in ensuring that asylum seekers and refugees are treated well in Wales.
- Cytûn, represented by Aled Edwards, was asked to participate in the Welsh Government refugee summit called by the First Minister on the 17<sup>th</sup> of September and will participate fully in the taskforce to enable Wales to welcome Syrian refugees.
- Encouraging the development of ethnic minority congregations in Wales, some built upon persecuted Christian refugees settled in Wales.
- Giving support to pioneering endeavours such as the Trinity Centre on Newport Road in Cardiff, which serves hundreds of asylum seekers every week. Money is urgently needed to maintain the building. Donations can be sent to 'The Trinity Project' via John Elias, 2 Springhurst Close, Whitchurch, Cardiff, CF14 7EU.
- Liaising with the Churches' Commission for Migrants in Europe, the Christian Aid Wales Committee and promoting Christian Aid's [Refugee Crisis Appeal](#).
- Arranging a Wales Welcomes Refugees Candlelight Vigil before the Wales v Israel football match on 6<sup>th</sup> September in St John the Evangelist Church in Canton.
- Working closely with Welsh Government, local government and other partners in highlighting the needs of asylum applicants dispersed to Wales by the Home Office, the plight of destitute asylum applicants not returned to their home countries and the needs of traumatised individuals seeking specific treatment – especially children.
- Preparing Welsh language liturgical material for young people for Sul yr Urdd (Urdd Sunday) on 15<sup>th</sup> November, available [here](#). The bilingual Racial Justice Sunday liturgy is available on <https://ctbi.org.uk/racial-justice-sunday-2015>

### Forthcoming events

- With the Cardiff Adult Christian Education Centre, Cytûn has arranged a meeting at City United Reformed Church, Cardiff at 7:30 p.m. on **Friday 20<sup>th</sup> November** to consider how churches should best respond to the refugee situation. Everyone is welcome. Other meetings are being held throughout Wales.
- The Cytûn board invites faith communities and those of no faith to mark Human Rights Day as a day of prayer and commitment to welcome asylum seekers and refugees. Local groups are encouraged to arrange their own events on **December 10<sup>th</sup>**. It is hoped to arrange two flagship events in Cardiff and Wrexham - see [www.cytun.org.uk](http://www.cytun.org.uk)

## WALES BILL – ONE STEP FORWARD, TWO STEPS BACK?

In his foreword to the [draft Bill](#) published on 20<sup>th</sup> October, the Secretary of State for Wales, Stephen Crabb, says the aim is *to create a stronger, clearer and fairer devolution settlement for Wales that will stand the test of time*. However, speaking to the Assembly, First Minister, Carwyn Jones, and the leaders of Plaid Cymru and the Welsh Liberal Democrats, said the draft threatened the Assembly's existing powers. So who is right?

To the general reader, neither the Bill nor the Explanatory Memorandum are *clearer*. References are made to 70 Acts of Parliament which would need to be consulted to get a full picture of the Assembly's powers, and only an expert could undertake such a task. It must be feared that legal arguments will become more rather than less frequent.

All parties have previously agreed that the constitutional settlement would be improved by moving from a 'conferred powers' model to a 'reserved powers' model – that is, instead of listing what the Assembly can do, the responsibilities of Westminster would be spelt out, and everything else would be devolved. This is the model used for Scotland and Northern Ireland. But in this draft, very broad powers are reserved to Westminster, with a list of exceptions – in other words, this is a reworded 'conferred powers' model. The effect of this is seen most clearly in the reservation to Westminster of criminal law, private law and civil penalties, with narrowly defined exceptions (Schedule 2). It appears, therefore, that more often than not the Assembly would require Westminster ministers' permission before legislating, or would be unable to do so. Welsh Government lawyers suggest (in [papers released by the First Minister](#)) that 14 of 19 Acts introduced into the Assembly would either have required additional Westminster consents, or would have been thwarted entirely.

The draft Bill also restricts Welsh Ministers' powers regarding governmental bodies which cover England and Wales, without Westminster ministers' consent. Powers regarding any authority not restricted to Wales territorially and mainly to devolved matters in its functions, would be reserved to Westminster, unless the relevant minister consented. This would curtail powers which the Assembly has had since its inception in 1999.

Analysing the precise effects of this is a technical legal matter, and there is disagreement between Wales Office and Welsh Government lawyers. But when he appeared before the Westminster Welsh Affairs Select Committee on 26<sup>th</sup> October, Mr Crabb and his officials noted that they had taken the opportunity to close loopholes in the current arrangements, and that there would be some curtailing of the Assembly's current powers. His officials believed that 20 of the 25 Assembly Acts and Measures passed hitherto could have been passed as before under the new settlement – but that 5 of the 25 therefore would have required additional ministerial consents or needed to be narrower in scope to be passed. He noted that Westminster ministers would normally give consent, but also gave examples of where that might not be the case. In particular, Mr Crabb regretted that two Assembly Acts had placed responsibilities on the police without Westminster consent, and that loophole would be closed.

Mr Crabb also took the opportunity to refer to "how messed up politics in Cardiff Bay is" and said that Carwyn Jones, in referring to "English ministers", was attempting to "delegitimise" the UK government.

Cytûn is concerned about the effect of both the public arguments and the drafting of the Bill on the integrity of the National Assembly as an elected legislature, and hopes that the churches and Welsh civil society will play a constructive role in achieving a settlement that will meet the promises of both governments, and the desire of Welsh voters in the 2011 referendum that the *Assembly will be able to make laws on all matters in the 20 subject areas it has powers for, without needing the UK Parliament's agreement*.



## RELIGIOUS EDUCATION IN SCHOOLS IN WALES

The Minister for Education and Skills, Huw Lewis, launched a consultation programme on implementing the recommendations of the Donaldson Review on the school curriculum at the National Education Conference in Cardiff on 22nd October, at which Cytûn churches were represented. The implementation process is outlined in [A curriculum for Wales – a curriculum for life](#) and will focus on pioneer schools who will trial the new framework curriculum. Neither the document nor the conference discussed Religious Education nor the role of faith schools specifically, although it is clear that the Minister intends the same curriculum to apply to all schools and all pupils. Cytûn churches remain in conversation with the Government.

## RELIGION OR BELIEF IN EQUALITY AND HUMAN RIGHTS LAW

The Equality and Human Rights Commission has published a [Review of equality and human rights law relating to religion or belief](#) by Peter Edge and Lucy Vickers of Oxford Brookes University. Their study reviews the interpretation and effectiveness of the current British legislative framework. It suggests a number of areas for further consideration:

- The definition of "belief", particularly in equality legislation. The broad definition currently being applied by the courts is unclear, particularly for belief systems which are based upon scientific evidence. This results in apparent inconsistencies between judgments, particularly at Employment Tribunal level. Additionally, the relationship between "religion" and "belief" is also unclear.
- The impact on British law of some specific issues that have been tested at European level remains unclear. For example, despite the ECtHR judgment in *Eweida & Ors v United Kingdom*, (the British Airways cross case) it remains uncertain whether or not an individual bringing a claim will need to find a group of individuals who share his or her beliefs and, if so, what size of group.
- The primary focus of the case law to date has been on the relationship of the religious employee and his or her employer. The positions of the religious *employer* and of the religious service provider have been relatively unexplored in the case law, but have the potential to be a significant area.

The authors suggest that an alternative approach might be to introduce a mechanism similar to the current right of employees to request flexible working. The proposed mechanism would cover issues of religion or belief in the workplace that are not covered by the existing right to request, such as dress codes and uniforms. The ECHR will now prepare a response to the review.

*Churches' Legislation Advisory Service (CLAS)*

## RELIGION IN WALES – 2011 CENSUS FIGURES

The Welsh Government has published an [analysis of the 2011 census figures](#) regarding religion. Amongst the highlights are:

- Christianity is still the largest religion in Wales, although the proportion has decreased markedly (from 71.9% to 57.6%) since 2001.
- Muslim, Hindu and Buddhist populations have approximately doubled since 2001.
- Around half of Muslims, Hindus and Sikhs live in Cardiff
- There has been a considerable increase (from 18.5% to 32.1%) in those stating no religion in Wales since 2001.
- These changes were also seen in England, although not as pronounced.

The Faith Communities Forum will reflect on these figures with the First Minister at its meeting on 2<sup>nd</sup> November.

## COUNTER-EXTREMISM STRATEGY

The UK Government introduced a new [counter-extremism strategy](#) on 19<sup>th</sup> October. The Government had previously introduced a [new statutory Prevent duty](#) in order that all local authorities, schools, universities and colleges, NHS organisations, police, probation services and prisons should be clear that they must take action to prevent people being drawn into terrorism. This includes those institutions which are devolved in Wales.

The UK Government will commission an independent review to understand the extent to which *shari'a* is being misused or applied in a way which is incompatible with UK law. This is expected to provide an initial report to the Home Secretary in 2016.

The Government will carry out a full review to ensure all institutions are safeguarded from the risk posed by entryism, to report in 2016 and look across the public sector, including schools, further and higher education colleges, local authorities, the NHS and the civil service. Work to counter the ideology will continue to challenge the extremist argument, confront the underlying weakness of the extremist ideology, promote a positive alternative and support vulnerable young people.

To address concerns about supplementary schools, the Department for Education in England will enable intervention in unregulated education settings that teach children intensively, if there are concerns about the safety or welfare of the children attending them, including from extremism. This will provide for the registration of settings so that they can be inspected and will introduce appropriate sanctions to protect children. It is not clear from the document if this arrangement will extend to Wales.

The Protection of Charities and Social Investment Bill will create a new power for the Charity Commission to disqualify a trustee where their conduct – *past or present* – would damage the public's trust and confidence in charities. The Government will also strengthen the role of the Disclosure and Barring Service (DBS) to enable employers to identify extremists and stop them working with children and other vulnerable groups.

The Government will introduce new powers to ban extremist organisations, restrict the harmful activities of the most dangerous extremist individuals and restrict access to premises repeatedly used to support extremism (Extremism Disruption Orders). The new powers will not be used against privately held views or people expressing their religious beliefs (para 113) – but a number of Christian, Jewish and Muslim religious groups and commentators have already expressed the view that this relief is not wide enough and could still cause difficulty for those expressing views which are legitimate within their own religion. See the Evangelical Alliance's comments [here](#).

The Government says, "*The Department for Communities and Local Government is therefore commissioning a new programme of support to help faith institutions to establish strong governance. The programme aims to strengthen and support places of worship of all faiths in order to improve governance, increase their capacity to engage with women and young people, challenge intolerance and develop resilience to extremism. The programme will provide training on key issues alongside support for faith institutions facing specific challenges*

*It is not government's role to regulate faith leaders, but government does have a responsibility to ensure that those working in the public sector are suitably trained. The Government will therefore work in partnership with faith groups to review the training provided to those who work as faith leaders in public institutions" [paras 86-87].*

Paras 127-8 emphasise the importance of the English language for social cohesion. By implication, other languages are seen to contribute to a lack of social cohesion.

## HISTORIC PLACES OF WORSHIP

AMs have on several occasions this month discussed the problem of historic places of worship which stand neglected in their constituencies. On 20<sup>th</sup> October, a plenary debate approved the principles of the [Historic Environment \(Wales\) Bill](#) and responded to a committee report about it.

Ken Skates, the Deputy Minister in charge of the Bill, indicated that he would not try to incorporate into this Bill financial penalties for owners of the historic buildings who neglect them, but he would consult and consider this for future legislation. He also rejected the Committee's proposal to add to the current system of 'Listed Buildings', statutory 'local lists' which would protect buildings currently not listed, but perceived to be of local importance. He rejected this on grounds of cost, and accepted arguments put forward by Cytûn churches and others that such local listing could inhibit legitimate proposals to adapt buildings so they can remain in use, or be used for socially useful purposes (such as affordable housing). However, local authorities will have the freedom if they wish to establish a local list, but they would have to pay for it themselves.

Several AMs referred to the need for improved flexibility in the listed building consent procedure, so that the most important buildings are protected (perhaps with an "owner of last resort" who could step in to save the most important buildings), but allowing other buildings to be adapted. Cytûn is still in dialogue with the Welsh Government and with AMs who have an interest in these matters to find ways to apply such principles to historic places of worship in particular, both in the legislation and in other guidance and policies issued by Cadw.

## LOCAL GOVERNMENT REFORM DELAYED

On the same day, the Assembly passed the [Local Government \(Wales\) Bill](#), which paves the way for implementing local government reform in Wales. However, in order to gain the support of Plaid Cymru, the Government had to agree that it would not begin any work on reorganisation before the election. This means that it will be a matter for the new Welsh Government, to be elected in May 2016, to decide on how to proceed with local government reform. The First Minister has also acknowledged that the next Welsh Government can change the electoral system for local councils to a more proportional system, as some opposition parties wish to do.

## 'DEVOLUTION' OF SUNDAY TRADING

The UK Government has announced that its proposals to devolve to local authorities in England and Wales the power to extend (but not restrict) Sunday trading hours will be included in the [Cities and Local Government Devolution Bill](#). This Bill has already completed its passage through the House of Lords without this clause, so this route will prevent the Bishops (and other Lords) from influencing it. However, the vote in the House of Commons had to be postponed due to concerns on the part of Conservative MPs.

Cytûn responded to the consultation on this matter on behalf of all our member churches saying that the proposed reorganisation of Welsh local government made devolution of this kind inappropriate for Wales at present, and that full responsibility for Sunday trading regulations (not just the power to extend them) should be devolved to the National Assembly for Wales, which could then consult and decide whether to allow local authorities to act in this area.

We initially received an assurance from the relevant Westminster minister that there would be further consultation with churches in Wales, but we have heard nothing further.

## THE FUTURE OF THE BBC

Cytûn has responded on behalf of our members to the UK Government's consultation on the renewal of the BBC's charter. The response focuses on the importance of the BBC's services in providing coverage of the devolved institutions in Wales, and of portraying life in Wales to Wales, the UK and the world. The UK Government has expressed concern that the BBC dominates some sectors of the market and 'crowds out' commercial providers. Our perception is that the only respect in which that might be true in Wales is the effect of the BBC's local websites on the local press. Otherwise, BBC services fill gaps in provision which result from the failure of the market to provide adequate services in Welsh, English or other languages and BBC should be expanded rather than cut back.

The Institute for Welsh Affairs is conducting a wider-ranging Media Audit for Wales, the results of which will be announced at a Media Summit on 11<sup>th</sup> November. Further details can be found on the [IWA website](#).

## POVERTY IN WALES

A lively debate in the Senedd on 14th October discussed the report of the Communities, Equality and Local Government Committee on Poverty in Wales, and the Welsh Government's response, which can both be found [here](#). Members across all parties expressed concern at the apparent increase in levels of poverty in Wales, and the widening gap between Wales and other parts of the UK. The Government accepted most of the recommendations, but many only 'in principle'. It did not wish to establish a Welsh Poverty Reduction Alliance, bringing together the third Sector, Government and people in poverty themselves, believing that other bodies already enabled such conversation.

## ALCOHOL AND DRUGS MISUSE

On 21st October, the Senedd conducted a thoughtful debate on alcohol and drugs misuse in Wales, following a report by the Health and Social Care Committee and the Government's response, which can both be read at item 5 [here](#). This report and debate will feed into the delivery plan for the final two years (2016-18) of the current alcohol and substance misuse strategy, [Working together to reduce harm](#). The Government is also currently consulting on [draft legislation to introduce a minimum price for alcohol](#), a potential policy which was criticised by several AMs in the debate for giving higher profits to alcohol companies while doing little to reduce consumption. The Government is also consulting on a plan for managing the [night-time economy in Wales](#), a consultation to which Cytûn is urging Street Pastors, Street Angels and similar groups to respond. Cytûn will also be responding – comments to Gethin by **30th November**, please.



### CONTACTING THE CYTÛN POLICY OFFICER

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***Hapus i gyfathrebu yn Gymraeg ac yn Saesneg. Happy to communicate in Welsh and English***

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The next bulletin will be published on 25<sup>th</sup> November 2015.



# Agenda Item 12

Cyfarfod Cymdeithas CYSAGau Cymru, Yr  
Wyddgrug, 25 Mehefin 2015 (10.30am – 3pm)

*Wales Association of SACREs meeting, Mold, 25 June  
2015 (10.30am – 3pm)*

<p><b>Ynys Môn / Anglesey</b> Bethan James Rheinallt Thomas</p> <p><b>Blaenau Gwent</b> Gill Vaisey</p> <p><b>Pen-y-bont ar Ogwr / Bridgend</b> Vicky Thomas</p> <p><b>Caerffili/ Caerphilly</b> Vicky Thomas</p> <p><b>Caerdydd / Cardiff</b> Gill Vaisey</p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b> Mary Parry</p> <p><b>Ceredigion</b> Lyndon Lloyd</p> <p><b>Conwy</b> Phil Lord Nicholas Richter Roger Boon Female teacher (Phil to check name)</p>	<p><b>Sir Ddinbych / Denbighshire</b> Gavin Craigen Phil Lord Brian H. Jones</p> <p><b>Sir y Fflint / Flintshire</b> Phil lord Cllr Chris Bithell Cllr david Mackie Mr Ron Keating</p> <p><b>Gwynedd</b> Bethan James</p> <p><b>Merthyr Tudful / Merthyr Tydfil</b> Y Cyngh./ Vicky Thomas Ernie Galsworthy</p> <p><b>Sir Fynwy / Monmouthshire</b> Gill Vaisey</p> <p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b></p> <p><b>Casnewydd / Newport</b> Huw Stephens Vicky Thomas</p> <p><b>Sir Benfro / Pembrokeshire</b></p>	<p><b>Powys</b> John Mitson Margaret Evitts</p> <p><b>Rhondda Cynon Taf</b> Gill Vaisey</p> <p><b>Abertawe / Swansea</b> Vicky Thomas</p> <p><b>Torfaen /Torfaen</b> Vicky Thomas</p> <p><b>Bro Morgannwg / Vale of Glamorgan</b> Gill Vaisey</p> <p><b>Wrecsam / Wrexham</b> Libby Jones</p> <p><b>Sylwedyddion / Observers</b></p> <p>Eldon Phillips (REMW)</p>
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**Cyfarfod Cymdeithas CYSAGau Cymru, Yr  
Wyddgrug, 25 Mehefin 2015 (10.30am – 3pm)**

***Wales Association of SACREs meeting, Mold, 25 June  
2015 (10.30am – 3pm)***

## **Minutes**

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

In Absence of Tania ap Sion, Vice Chair Gavin Craigen stood in as Chair for the meeting.

Gavin Craigen welcomed members to Flintshire and introduced Mr Ian Budd- Chief Education Officer of Flintshire County Council. Ian Budd delivered a welcome speech to WASACRE members, which he kindly agreed for Libby Jones to attach in full to the minutes.

Gavin thanked Ian Budd for his words of welcome and support for the association. Gavin also thanked the choir from Sir Richard Gwyn High School, Flint for their beautiful singing which greeted members on arrival to the meeting.

### **2. Adfyfyrto tawel / *Quiet reflection*. Gavin asked members to reflect on the meeting ahead, and also on the people, especially children, in other countries who are currently facing hardships.**

### **3. Ymddiheuriadau / *Apologies***

Tania ap Sion, Edward Evans, Sue Cave, Tudor Thomas, Leslie Francis, Sharon Perry-Philips, Cllr Huw George, Helen Gibbon, Meinir Loader.

Gavin proposed WASACRE send a letter of thanks and best wishes to Tudor Thomas from WJEC who will be retiring from his post at the end of the summer, and therefore will no longer be attending WASACRE meeting. Members acknowledged Tudor's long standing relationship with the Association and his most valued support and friendship. Libby Jones will write and send the letter to Tudor before the end of term.

### **4. Cofnodion y cyfarfod a gynhaliwyd yn CNPT, 6 Mawrth 2015 / *Minutes of meeting held in NPT, 6 March 2015***

The minutes were accepted as a true record of the meeting.

### **5. Materion yn codi / *Matters arising***

Page 6, Item 6. Welsh Baccalaureate. Member expressed concern over the new Welsh Bacc qualification squeezing out the Religious Studies GCSE as an option subject. The Welsh Bacc now has a column in the option choices in schools in which RS would have



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naturally be situated. It was pointed out that some students take RS as a fourth option and now they won't have that opportunity in some schools. Vicky Thomas agreed that in some schools time has been clawed from RE for Welsh Bacc, but assured members that it doesn't have to be delivered in that way. Vicky urged WASACRE and individual SACREs to keep a watching brief on the situation. It was proposed that WASACRE seek a response from WJEC regarding RS and the Welsh Baac and it was decided that Libby Jones would write to Tudor Thomas before his retirement begins to encourage a response from WJEC before the next Executive meeting in the autumn. Individual SACREs were encouraged to ask their own schools what is happening and report back to WASACRE, and it was proposed that WASACRE writes to SACREs to ask them to officially monitor the situation. Mary Parry from Carmarthenshire SACRE confirmed that they are doing this already. It was suggested that a generic WASACRE survey, sent to each SACRE would be useful. Mary also commented that one school in Carmarthenshire has tried teaching a module for the Welsh Baac in KS4 core RE time, instead of RS GCSE but with little success. The school have now brought back the GCSE RS instead.

Page 4, Item 5. Matters arising- Representation on RE Council for England and Wales. Gavin Craigen confirmed that the situation was discussed at the last executive meeting. A firm letter was sent to Joyce Miller, current Chair of REC, pointing out that the RE Council is for both England and Wales and expressed the Association's continued disappointment and concern regarding the current arrangements for the representation of Wales on the Board. Gavin commented that all agendas items are currently and historically England focussed and that little or no discussion of Welsh education takes place, other than the Board receiving brief updates from Welsh representatives when present. Eldon Philips reminded members that there are three bodies represented at RE Council general meetings and that REMW is regularly in attendance at the general meetings. Gill Vaisey proposed that in order to remain fair WASACRE could request that at least one seat is safeguarded on the Executive Board for a representative from Wales and also at least one seat is safeguarded for a representative from England. It was felt that this might be a good compromise. Gavin Craigen thanked Gill for her suggestion and confirmed that Joyce Miller, has offered to meet and talk with WASACRE in order to find a solution. WASACRE will follow this up.



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P15. Item 7. Engaging Boys in RE. Member referred to the comments of Leslie Francis regarding further research needed in the area of boys/males and religion. The member pointed out that the Care market has become a large Market and that research could be carried out to look at how religion has had an impact on this. Religious education in schools should/could provide a strong moral basis of dignity for girls and boys moving into the area of care. Gavin Craigen commented that RE is relevant for different kinds of employment and we could look at this more closely and ensure that RE has its place. Members agreed that RE has more important a place than it has ever had today.

Page 15, Item 7. Engaging Boys in RE. Mary Parry pointed out that although the minutes state that her presentation cannot be included on the WASACRE website for copyright reasons, that she is happy for SACREs to use it and can provide copies to those who are interested on request.

*Diweddariadau/Up-dates:*

*Adolygiad cwricwlwm / Curriculum review.* Mary Parry confirmed that WASACRE sent a response on behalf of the SACREs to the Donaldson report. The Minister has said he accepts the principles, but as yet we do not know the detail. Phil Lord raised the issue that the implementation of the new, proposed curriculum won't be until 2020 and SACREs have already delayed the review of the agreed syllabus. He asked what advice can the Association give to SACREs. Gill Vaisey offered her thoughts asking if there is any need to do anything with regard to reviewing as currently they are based on the current curriculum which hasn't yet changed so until it does there is no need to change. Gavin reminded members that we don't have to keep to the 5 year cycle and so, as soon as we know what the changes are we can make the appropriate changes to our agreed syllabi and have the review. Bethan James raised a concern of teachers from Gwynedd and Anglesey on how radical the report is and that teachers in general may not realise how much change there is on the horizon. It would be beneficial to raise this at every meeting in order to keep up with the latest developments and be ready for that change. Member from Conwy added that it is going to be difficult for teachers, they will have to think differently, and basically start from scratch. Members agreed that WASACRE needs to get involved in that discussion so that we can support teachers. Gavin commented that we are very grateful to NAPfRE who provide guidance and support on this important matter.

6. *Cyflwyniad NAPfRE / NAPfRE presentation:*





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*Hyfforddiant Addoli ar y Cyd CYSAG Wrecsam / Wrexham SACRE Collective Worship training – Libby Jones*

Members thanked Libby for sharing the training powerpoint about collective worship and how to deliver it effectively, created and used by Wrexham SACRE. Questions were taken from the floor from which the following ideas were discussed:

Collective worship as an important part of a child's development as individuals and as a global citizens; the benefit of having pupil awards for having and displaying good values as opposed to academic and sporting achievements; various avenues for dissemination including training Heads and senior leaders instead of teachers, Heads' Federation meetings and WASH, using media more effectively, WASACRE National Conference.

*Prosiect Gweithio mewn Partneriaeth / Partnership working project – Phil Lord*

Phil was thanked for his presentation in which he shared case studies of good practice partnership working between schools and churches. One example was based on the Easter story where More Able and Talented pupils from six primaries and one secondary school used iPads and other technology to investigate the Easter story with Christian faith representatives in Llandudno. Phil also shared materials and information about a Sixth form conference on 'spiritual engagement' using Lat Blaylock's resource.

Questions were taken from the floor including, how do teachers cope with extending the engagement of pupils back in school to ensure that the questions evoked from the activity are answered and not ignored. Phil suggested that appropriate activities during form time could be introduced following the conference to encourage further discussion and extend learning and spiritual development in students

Bethan James commented that often statutory RE is seen as 'another' box to tick' and that these case studies show how valuable RE is and each of the case studies should go to schools. She added that it is necessary for us to give schools the freedom to teach RE in this way.

7. *Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 11 May 2015 / Report from the Executive Committee held on 11 May 2015*

Gavin Craien highlighted some of the main points within the report, for example, the online questionnaire is still being pursued. The submission of WASACRE's response to



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the Donaldson report has been sent. There will be a meeting with Gavin Craigen and Libby Jones from WASACRE and our Welsh Government contacts on 24 September. The collective worship item on the agenda will be pursued, with case studies for collective worship being developed and shared on the WASACRE website along with the WASACRE and Estyn guidance documents. Wrexham SACRE's training presentation has already been shared at the meeting and can be shared more widely as previously discussed in the minutes and will be put on the WASACRE website.

8. *Signposts: cynllun gan Gyngor Ewrop / a Council of Europe initiative – Phil Lord*

Phil presented on the Signposts document which has been recently published by EFTRE, and which will be available to all schools in Europe via the EFTRE Website. The document outlines and describes what religious education should be and suggests a commonality across Europe. Rheinallt Thomas proposed that the document should be taken to the Welsh Government contact meeting in September. Conwy SACRE member enquired about the common ground between the different countries and cultures represented on EFTRE, to which Phil responded that the passion of the teachers across Europe is the same as in Wales. Phil commented further that Wales are leading in terms of what we already do in the document. Other countries start at varying levels below Wales and that whilst there are some countries who teach RE in a similar way to Wales there are many countries that teach RE differently and use a more confessional approach. Gavin thanked Phil once again for his presentation and interesting report.

9. *Gohebiaeth /Correspondence*

Libby Jones read the response received from Ann Keane, Chief Inspector of Education and Training in Wales to the letter WASACRE sent thanking her for her support and wishing her well in her future. In her letter Ann Keane shared the name of the next Chief Inspector, Meilyr Rowlands.

The recent REC correspondence was covered under previous agenda items.

Libby Jones reported that three requests for information regarding withdrawal from RE had been received from different schools across Wales and that advice had been sent to each accordingly. Gill Vaisey confirmed that she will be working on the guidance for schools on withdrawal procedures in the summer.

Libby Jones shared information received from Welsh Government's Nia Mair Jones regarding the First World War commemorations and a grant that is available to all



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departments in school not just the history department. Libby Jones will ask for this information to be made available on the WASACRE website.

10. U.F.A. / A.O.B.

Rheinallt Thomas spoke on behalf of REMWales and explained that as a result of the situation in Wales with many LA's not subscribing to REMW anymore the organization has been forced to make changes. He assured members that REMW is 'still alive' and still has relationships with REC and RENews etc. Rheinallt was also able to confirm that the movement still produces RE Ideas and have produced a flyer which has gone out to all LA's and churches etc to advertise its services and to request help with RE ideas from teachers. Sam Jesson from Wrexham will be assisting the movement with RE Ideas next year. REMW celebrates 50 years of service to RE and a book on REMW's history will be published soon and available for SACREs on PDF files. Rheinallt thanked WASACRE for its continued support.

11. Dyddiad y cyfarfod nesaf / *Date for next meeting: 25 Tachwedd 2015, Blaenau Gwent /  
25 November 2015*

*Dyddiadau cyfarfodydd yn y dyfodol / Future meeting dates: Gwanwyn / Spring 2016 Sir  
Benfro / Pembrokeshire; Haf / Summer 2016 Sir Ddinbych / Denbighshire; Hydref / Autumn  
2016 Sir Gaerfyrddin / Carmarthenshire; Gwanwyn / Spring 2017 Sir Fynwy /  
Monmouthshire.*

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## **Holocaust Memorial Day**

Holocaust Memorial Day is an annual event that takes place on January 27<sup>th</sup>. HMD was established in the UK in 2000 and the first HMD was held in January 2001. January 27<sup>th</sup> marks the anniversary of the liberation of Auschwitz- Birkenhau concentration camp by soviet troops in 1945. Holocaust Memorial Day seeks to change the future by learning from and remembering the past. Schools are encouraged to participate in Holocaust Memorial Day in order to remember the victims of the Holocaust and more recent genocides. It provides a framework to explore issues of morality, human reactions, individual experiences, responsibilities and larger questions of the role of governments and democracies. The government, including the Welsh Government, encourages schools and LAs to commemorate this event in some way.

The Holocaust Memorial Day Trust produces materials specific to the theme of Holocaust Memorial Day. The theme for 2016 is 'Don't Stand By'.

HMD's purpose is to commemorate the Holocaust, Nazi Persecution and subsequent genocides – to remember. To build on the legacy of HMD 2015, the theme this year will be forward-looking with a clear call to action in the present: focusing on the contemporary relevance of the Holocaust and subsequent genocides, and considering individual responsibilities not to be bystanders to hate crime and prejudice, nor to international threats of genocide. It must be ensured that the Holocaust, Nazi Persecution and subsequent genocides are not forgotten, trivialised or denied. Survivors, victims and refugees will remain at the centre of HMD; for many survivors, influencing behaviour today and relationships with others in our communities are crucial reasons for their commitment to speaking about their experiences. For some, the focus needs to be on individual acts of kindness that signify that a blind eye will not be turned when those around us face prejudice or victimisation.

Further information about the theme and free educational resources containing material suitable for primary to post 16 students is available online at <http://education.hmd.org.uk>

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Autumn  
2015



Issue 1

## In The News

In this bulletin:

1. The Donaldson Review – Implications for RE
2. Estyn Inspection Reports and Self Evaluation
3. The New Welsh Baccalaureate and RE at KS4 and Post 16
4. The Salvation Army Resources for Schools
5. £1,000 Grant For Secondary Schools
6. Voices of Conscience
7. Wales For Peace
8. RE Ideas from REMW
9. Autumn Hindu Festivals
10. Visits To A Mosque
11. Football Players in the Premier League CD ROM for KS3
12. Video Clips – My Life As A Muslim
13. BBC Key Stage 2 Resources
14. RE Artefacts Loan Service
15. Visitors to Schools From Faith Communities
16. RE News
17. Tell Us What You Think

### THE DONALDSON REVIEW - IMPLICATIONS FOR RE

The proposal for the new curriculum is that RE sits within the Humanities Area of Learning and Experience, encouraging links to the other aspects of this Area.

SACRE has considered the proposals and responded to the 'Great Debate' accordingly. We will keep a watching brief on developments as the Pioneering Schools and Practitioners begin to develop this area of the curriculum.

SACRE would welcome your views on these proposed changes to the curriculum. What is your response to RE becoming part of the Humanities Area of Learning and Experience?

Please email your views to [RichardWilliams@monmouthshire.gov.uk](mailto:RichardWilliams@monmouthshire.gov.uk)

## ESTYN INSPECTION REPORTS

### AND SCHOOL SELF-EVALUATION



Each term SACRE analyses school inspection reports and gleans what information it can in relation to religious education and collective worship. Since the 2010 inspection framework, this has become increasingly difficult with little or no evidence of religious education or collective worship contained within the reports. Therefore SACRE has in place a process of asking schools to provide their own evaluation of the provision of religious education and collective worship shortly after the school is inspected by Estyn. SACRE greatly appreciates schools' co-operation in this process and always responds to each school individually offering any required support or advice as identified from the self-evaluation received.

For its Autumn term meeting, SACRE is looking forward to receiving self – evaluation reports from Castle Park Primary, Pembroke Primary, Trellech Primary, Undy Primary and Mounton House. The committee will also be considering the inspection report from Bluebell Nursery.

## THE NEW WELSH BACCALAUREATE AND RE



With the launch of the new Welsh Baccalaureate in September 2015, SACRE is interested to know how schools will be managing the implementation of the new qualification in their individual setting.

Whilst there are opportunities for Religious Education to contribute to some aspects of the Welsh Baccalaureate for instance through the Individual Project or the Global Citizenship Challenge, the requirement to ensure that Religious Education is a clearly identifiable aspect of the curriculum and that sufficient time is allocated to fulfil the Agreed Syllabus programmes of study remains.

As RE remains a statutory requirement at KS4 and Post 16, SACRE has a duty to monitor standards and provision. We have therefore welcomed details of how each of our secondary school RS departments are managing provision for KS4 and Post 16.



## 150th ANNIVERSARY OF THE SALAVATION ARMY



This year marks the 150th Anniversary of The Salvation Army. To celebrate this The Salvation Army booked the O2 in London for a variety of events from 1st - 5th July. These included bands, singing groups and dance groups from around the world. On Sunday 5th July there was a march of witness down the Mall.

Visit The Salvation Army website for more information and particularly The Salvation Army's schools/colleges website <http://www.salvationarmy.org.uk/schools-religious-education> where there are some excellent teaching and learning activities available for use in schools at both primary and secondary level.

## £1,000 GRANT FOR SECONDARY SCHOOLS -

### *Cymru'n Cofio* Wales Remembers 1914-1918

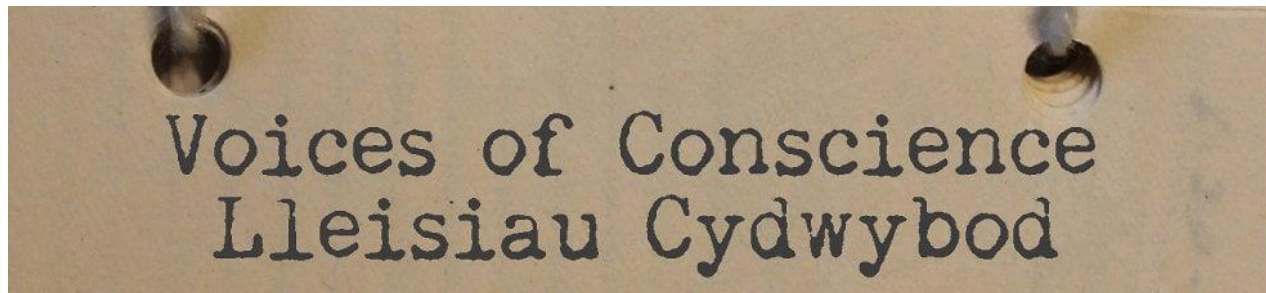


Every secondary school in Wales has the opportunity to apply to receive up to £1,000 to develop creative and innovative projects to commemorate the war.

Each school is able to decide how best they can do this, and they could also work with other schools and undertake collaborative projects. The commemorations will mark the one hundredth anniversary of the conflict and should encourage debate and discussion.

If you're interested in applying for the grant, email [FWWCommemorationGrant@Wales.gsi.gov.uk](mailto:FWWCommemorationGrant@Wales.gsi.gov.uk) to receive a grant application pack. The programme will help young people understand the events and consequences of the conflict and link with the wider commemorations of the First World War that are taking place around the World.

*Cymru'n Cofio* Wales Remembers 1914-1918 is the official programme which marks the centenary of the First World War in Wales. Its website provides a focal point for information on [the latest news, events, projects and signposting information on commemorative activities](#) relating to Wales between 2014 and 2018.



## **VOICES OF CONSCIENCE – Video stories**

Much of the retelling of the history of World War I has focussed on the dreadful numbers killed and injured, and on the soldiers' experiences.

This new resource aims to explore a lesser-known aspect of World War I through the true stories of people who made a personal stand against war on grounds of conscience, and who looked for another way. The stories shed light on the World War I period, but are also relevant to contemporary society. They are particularly powerful because they allow ordinary people to tell their own stories, accompanied by photographs and illustrations.

This is a South Wales Area Meeting project of the Religious Society of Friends (Quakers). It is generously funded by the Joseph Rowntree Charitable Trust, with contributions from South Wales Area Meeting, North Wales Area Meeting, Mid Wales Area Meeting, Southern Marches Area Meeting, Meeting of Friends in Wales, The Spirit of Sulien Trust, Cynefin y Werin and many local Quaker Meetings and Quaker individuals from across Wales and beyond.

<https://vimeo.com/channels/voicesofconscience>

## CYMRU DROS HEDDWCH / WALES FOR PEACE

The WCIA is delighted to announce a grant of £920,000 from the Heritage Lottery Fund towards a new project, Cymru dros Heddwch / Wales for Peace.



A new team have been appointed to deliver this exciting programme of activities over the next four years. Meet the team at <http://www.wcia.org.uk/walesforpeace.html>

This four-year project will explore one key question:

In the 100 years since the First World War, how has Wales contributed to the search for peace?

The aim is to engage 100,000 people in discovering, sharing and learning from the peace heritage of Wales – the people and organisations who have been part of this search, and whose stories remain largely untold.

Stories will also be linked with today's conflicts and people's current views on achieving peace, so that heritage is seen as a living, relevant story that continues to resonate today.

A wide range of activities will be organised from 2015 to 2018, falling into 5 main categories:

- Soldiers' Stories – Uncovering the Impact of War
- The Peace Builders – Discovering Wales' Hidden Histories
- Peace Now – The Legacy for Today
- Future Generations – Inspiring Young People through Heritage
- The Whole Story – Wales for Peace Exhibition

See the [Activities](#) page for what is planned in each of these categories.

The project is only just getting started, so if you'd like to be kept updated as things develop you can join the mailing list via: [please join our mailing list](#).

## RE IDEAS FROM REMW

A Festivals Through The Year overview has been made available by REMW and may prove to be a useful resource which provides a reminder of some (but not all) of the important festivals from a range of faiths throughout the year.

Schools can look out for local faith community celebrations. In this issue of our SACRE News Bulletin we provide details of some local Hindu celebrations for autumn 2015. We hope this will become a feature in future issues, focussing on different faith communities each term.

## AUTUMN HINDU FESTIVALS



### Krishna Janamashtami Saturday, 5th September 2015

The day marks the birth anniversary of Lord Krishna. The grandest of the celebrations can be seen at Mathura and Vrindavan in India, the places where Lord Krishna had spent his childhood. Tourists and devotees from all parts of the world gather to see the festivities. On this day, Hindus across the country observe a day long fast followed by prayers. The actual festival celebrations begin the day before i.e. on saptami. Devotees observe a night long fast signifying the birth of Krishna at mid-night. Bal Krishna's image is bathed, placed in a cradle and worshiped.

This year, Lord Krishna's birthday is to be celebrated for the first time in Leicester City Centre at a joint festival in Town Hall Square and the new temple on Leicester's Granby Street.

In Cardiff, the India Centre, Sanquahar Street, will be holding an evening event rolling through to midnight.

### Diwali 11th November 2015.

Diwali is called the Festival of Lights and is celebrated to honour Rama-chandra, the seventh avatar (incarnation of the god Vishnu). It is believed that on this day Rama returned to his people after 14 years of exile during which he fought and won a battle against the demons and the demon king, Ravana. People lit their houses to celebrate his victory over evil (light over darkness).

The goddess of happiness and good fortune, Lakshmi, also figures into the celebration. It is believed that she roams the earth on this day and enters the house that is pure, clean, and bright. Diwali celebrations may vary in different communities but its significance and spiritual meaning is generally "the awareness of the inner light".

Many activities and events are held in the UK to celebrate Diwali, which is known as the "Festival of Lights". Diwali is a time for spring cleaning in homes and offices. Many homes that celebrate Diwali have assorted sweets, savouries and Diwali herbs. Various lights, candles and sparklers are lit inside and outside homes.

Many people wear their finest clothes to celebrate Diwali. Many women wearing jewelry and silk outfits and some have *mehendi*, which is a temporary henna decoration, on their palms. Many Indian businesses see Diwali as a day to start the new financial year because of Diwali's ties with Lakshmi, the goddess of wealth.

Many cities throughout the United Kingdom celebrate the Diwali festival with firework displays, dances, plays, street lighting, Diwali lanterns, traditional Indian food, and music.

The India Centre, Cardiff will host Diwali celebrations between 11<sup>th</sup> to 15<sup>th</sup> November. Look out for more specific timings on their website.

## **VISITS TO A MOSQUE**

The mosque in Blaina is pleased to receive visits from schools.

Dr Muzafar Jilani can arrange visits to the mosque or visits to school.

He can be contacted on 01873 855565 or by email [m.jilani733@btinternet.com](mailto:m.jilani733@btinternet.com)

Berea Masjid  
Berea Cottages,  
Blaina,  
**Blaenau Gwent**  
NP13 3AD



Alternatively, the Muslim Council of Wales can be contacted to arrange an educational visit to a mosque. They will discuss the possibilities with the school and advise of the nearest mosque that can provide an appropriate visit. They have a group of volunteers who are at hand to show pupils around the mosque facilities and also to do a short talk on Islam and answer questions related to the particular aspect of Islam being studied. All volunteers used undertake a DBS/ CRB check.

For further information and to arrange a visit please contact:

Nahida Begum (Executive Assistant to Saleem Kidwai OBE, KFO, FRSA Secretary General Muslim Council of Wales)

Tel: 029 2048 7667 extension 214

Email: [nahida@muslimcouncilwales.org.uk](mailto:nahida@muslimcouncilwales.org.uk)

## **MUSLIM FOOTBALLERS IN THE PREMIER LEAGUE – Free D ROM**

(Raising the attainment of boys in RE)

This excellent unit of work for KS3 has been produced by Mary Parry, RE Adviser for Carmarthenshire. It challenges pupils to consider and reflect upon the impact of belief on an individual's life – in this case how the beliefs of some Muslim footballers influence their lives. The CD ROM contains comprehensive teaching notes and suggested activities together with powerpoint material and video clips. CD ROMS will be sent to schools in the autumn term. We are most grateful to Mary Parry for sharing this resource with schools across Wales.

## **VIDEO CLIPS – MY LIFE AS A MUSLIM**

A very useful series of six digital stories created by Muslim children aged 6-13 from Cardiff for use in the classroom and suitable for all ages is freely available on-line at <http://vimeo.com/channels/learningtobeamuslim>

## **BBC KEY STAGE 2 RESOURCES**



New RE programmes were recently broadcast by the BBC 2 in March 2015.

The five programmes, one each on Islam, Christianity, Sikhism, Judaism and Hinduism are half an hour long. Lat Blaylock (a key figure in the RE world) has been involved in their production. The BBC will not sell these programmes on DVDs but they will be available on BBC Clips if you have missed recording the broadcasts.

## **ARTEFACT LOAN SERVICE**

Following the closure of the Schools' Library Service the comprehensive collection of Monmouthshire's RE Artefacts is now located at five schools around the county. Whilst there is no formal system for loaning the resources, informal arrangements can be made by contacting the host schools on an individual basis. Schools hoisting the resources are: Crosh Ash Primary, Goytre Fawr Primary, Llantilio Pertholey VC Primary, Undy Primary and Osbaston VC Primary.

## **VISITORS FROM FAITH COMMUNITIES**

Monmouthshire SACRE is privileged to have a wonderful group of faith representatives on its committee who are willing to visit schools to talk about aspects of their faith with pupils. Many of you will have met several of our faith representatives on the Secondary School hosted RE Days. Some of those involved in the days may be willing to provide a similar workshop within your school. If you would like the up to date list of contacts please do request this by email from Gill Vaisey [gill\\_press@hotmail.com](mailto:gill_press@hotmail.com)

## RE NEWS



Newyddion **Addysg Grefyddol**  
**Religious Education** News



The previously published magazine RE News is now available freely from <http://www.religious-education-wales.org/> and is a good resource to keep up to date with developments and good practice in RE across Wales.

## TELL US WHAT YOU THINK

We would greatly value your feedback on this SACRE News Bulletin and to know if you would like this form of sharing news and resources to be continued.

In addition, if you have any news of items that you would like to share to support other teachers, please do send us details to include in any future News Bulletins.

Feedback and future items should be sent to Gill Vaisey at [gill\\_press@hotmail.com](mailto:gill_press@hotmail.com)

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