

# Pecyn Dogfennau Cyhoeddus

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Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Rebecca Barrett  
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**Dyddiad: Dydd Mercher, 12 Hydref 2016**

Annwyl Syr/Fadam,

Bydd cyfarfod **Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol Caerffili** yn cael ei gynnal yn **Ystafell Sirhywi, Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Mawrth, 18fed Hydref, 2016** am **2.00 pm** i ystyried materion a gynhwysir yn yr agenda canlynol.

Yr eiddoch yn gywir,

**Chris Burns**  
PRIF WEITHREDWR DROS DRO

## A G E N D A

Tudalennau

- 1 I dderbyn ymddiheuriadau am absenoldeb.
- 2 Datganiadau o Ddiddordeb.

Atgoffi'r Cyngorwyr a Swyddogion o'u cyfrifoldeb personol i ddatgan unrhyw fuddiannau personol a/neu niweidiol mewn perthynas ag unrhyw eitem o fusnes ar yr agenda hwn yn unol â Deddf Llywodraeth Leol 2000, Cyfansoddiad y Cyngor a'r Cod Ymddygiad ar gyfer Cyngorwyr a Swyddogion.

I gymeradwyo a llofnodi'r cofnodion canlynol:-

A greener place Man gwyrddach

Correspondence may be in any language or format | Gallwch ohebu mewn unrhyw iaith neu fformat



- 3 Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol Caerffili (CYSAG) - 14eg Mehefin 2016. 1 - 8

I dderbyn ac ystyried yr adroddiadau canlynol:-

- 4 Diweddariad ar Aelodaeth 2016-2017 (diweddariad ar lafar):  
• Dydd Mawrth 16eg Mawrth 2017 (2pm) – lleoliad i'w gadarnhau  
• Dydd Llun 19eg Mehefin 2016 (2pm) – Ysgol Gyfun y Coed Duon
- 5 Diweddariad ar Aelodaeth 2016-2017. 9 - 10
- 6 Adroddiad Blynyddol SACRE Caerffili 2015-2016 ac Adroddiad Cynnydd Cynllun Datblygu SACRE 2015-2018. 11 - 34
- 7 Dadansoddi Adroddiadau Arolygu Ysgolion Caerffili – Hydref 2015-Haf 2016. 35 - 42
- 8 Addysg Grefyddol a'r Cwricwlwm Cenedlaethol: Diweddariad. 43 - 44
- 9 Manylebion TGAU Diwygiedig ar gyfer Addysg Grefyddol: Diweddariad. 45 - 48
- 10 Gwobr Cynhwysol SACRE. 49 - 58
- 11 Diwrnod Coffa'r Holocost 2017. 59 - 60
- 12 Gohebiaeth (diweddariad ar lafar).

CCYSAGauC:-

- 13 Adborth o Gyfarfod Cymdeithas CYSAGau Cymru yn Rhyl, Sir Ddinbych ar 23ain Mehefin 2016. 61 - 68
- 14 Cynrychiolaeth yn y Cyfarfodydd Cymdeithas CYSAGau Cymru i ddod (diweddariad ar lafar):-  
• Dydd Gwener 18fed Tachwedd 2016 - Sir Gaerfyrddin;  
• Dydd Gwener 3ydd Mawrth 2017 (Noder newid dyddiad o 17.03.17) - Brynbuga, Sir Fynwy.

**Cylchrediad:**

Cynghorwyr Mrs E.M. Aldworth, D.G. Carter, Mrs G.D. Oliver, Mrs M.E. Sargent, J. Simmonds a J. Taylor (Cadeirydd)

A Swyddogion Priodol; Cynrychiolwyr Undebau a Sefydliadau Crefyddol



## CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

MINUTES OF THE MEETING HELD AT CWMABER JUNIOR SCHOOL, ABERTRIDWR, CAERPHILLY, ON TUESDAY, 14TH JUNE 2016 AT 2.00 P.M.

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PRESENT:

Councillor J. Taylor - Chair  
Mrs J. Jones (Church in Wales) - Vice-Chair

Councillors:

Mrs E.M Aldworth

Representing Teaching Organisations: Mrs N. Boardman (NUT), Mrs L. Strange (NASUWT)

Representing Religious Organisations: Mrs E. Hawthorn (United Reformed Church),  
Rev E. Williams (Baptist Union of Wales)

Together with:

Mrs V. Thomas (RE Consultant), Mrs J. Elias (Service Manager – Additional Learning Needs),  
Miss R. Barrett (Committee Services Officer)

Also present:

Mrs B. Davies and Mrs S. Dann (Cwmaber Junior School)

### 1. WELCOME FROM CWMABER JUNIOR SCHOOL

The Head Teacher, Mrs Bethan Davies, welcomed Caerphilly SACRE to Cwmaber Junior School, and Members were treated to a rousing performance of "Shine Jesus Shine" by the assembled school children. SACRE were pleased to note the enthusiastic participation of all pupils in attendance and gave their thanks for the warm welcome they had received.

Mrs Davies then introduced Councillor J. Taylor (Chair), who outlined the role of Caerphilly SACRE to the assembled pupils.

### 2. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors D.G. Carter, Mrs G.D. Oliver, Mrs M.E. Sargent and J. Simmonds, Miss H. Bartley (ATL), Mrs B. Davies (UCAC), Miss H. Marsh (ASCL), Mr C. Parry (NAHT), Captain C. Di-Palma (Salvation Army), Mr M. Western (Roman Catholic Archdiocese), together with Ms R. Bradshaw and Mr E. Mushayanyama (Co-opted Members).

### 3. DECLARATIONS OF INTEREST

There were no declarations of interest received at the commencement or during the course of the meeting.

### 4. MINUTES - 3RD MARCH 2016

RESOLVED that the minutes of the Caerphilly SACRE meeting held on 3rd March 2016 be approved as a correct record and signed by the Chair.

### 5. PRESENTATION - RELIGIOUS EDUCATION AT CWMABER JUNIOR SCHOOL

Mrs Sarah Dann (RE Co-ordinator) and a number of pupils delivered a presentation regarding the teaching and learning of Religious Education at Cwmaber Junior School.

The pupils outlined examples of the RE themes and subjects taught within each year group. The 'RE Alive' theme focuses on achievement of goals and encourages children to find out more about communities. Recent class activities have included the making of Eid cake and other religion-themed recipes, and examining the spiritual and special journeys undertaken by Christians and Muslims. SACRE were shown examples of ICT work within RE classes, and were informed that the school also holds a daily assembly, which has a weekly theme and receives many visiting speakers from local community and religious groups.

SACRE were pleased to note the ways in which different religions are studied across the school and thanked the pupils for their informative and articulate presentation. The remaining pupils and school staff then left the meeting.

### 6. REVISED CRITERIA FOR GCSE AND GCE SPECIFICATIONS: UPDATE

The report summarised the latest situation regarding proposed changes to specifications and assessment practices for Religious Studies (RS) at GCSE and GCE (AS and A) Level. These changes were originally due to be implemented in Autumn 2016 but Qualifications Wales has now deferred the introduction of the new GCSE Religious Studies qualifications to September 2017. The new A Level specifications will be implemented in Autumn 2016 as planned.

Mrs Vicky Thomas (RE Consultant to SACRE) outlined the current routes in the delivery of RE within secondary schools:-

**Route 1** (Optional Religious Studies) involves RS as an option choice at Key Stage 4 (KS4), which is offered by a significant number of schools. Pupils who choose the subject will then follow the specification for RS and be entered for the full course examination, having received the same curriculum time allocation (around 10%) as all other optional subjects.

**Route 2** (GCSE RS accreditation in the statutory KS4 Religious Education lesson) - many schools in Wales use the statutory RE lessons to follow a RS external specification with the whole cohort and enter pupils for a short course or full course examination.

Mrs Thomas explained that a significant number of schools use both routes, meaning that if a student has taken RS as an option choice, then that student will still be present in the statutory RE lesson, and so needs to follow a different specification for RS or they will be following the same lesson content twice. It is possible to do so at present because there are two RS GCSE specifications at WJEC (as well as the availability of specs from examining

boards in England). However, with the proposed merging of the two specs into one, this will no longer be an option and it is here that it will have the negative impact.

At a meeting on 15th April 2016, discussion took place between WJEC and NAPfRE (National Advisory Panel for Religious Education) regarding the new specifications and of the implications of there only being one specification for schools, (especially those schools currently following the combined Route 1 and 2 option), and established two main effects:-

1. Schools/teachers may decide to retain their optional RS and **not accredit** the short course in the statutory lesson. A factor influencing that decision could be the increased rigour in the exam specification(s) making it more difficult for candidates to be successful in achieving a GCSE RS accreditation in the statutory lessons. Statutory RE would still have to be provided and this could be incorporated into Welsh Baccalaureate or some other form of provision, which would have a huge effect on entry figures for WJEC.
2. Schools/teachers may decide to only follow RS in the statutory lessons and the RS option will disappear. This will also have an effect on A and AS level Religious Studies.

Arising from this meeting, it was determined that WJEC will offer both the short and full course options from a single specification, and will not be offering an additional RS GCSE specification from September 2017. There has been no call for an additional RS specification in England, but the WJEC will review the impact after two years. It is a matter for each school's internal organisational structures to ensure that an optional RS GCSE course and a RS GCSE (short course) for statutory RE lessons can run side by side.

WJEC will contact schools who appear to provide an organisational structure which allows the GCSE optional full course and the statutory GCSE RS short course to run concurrently with no overlap and where the pupils are not educationally disadvantaged, so that any good practice can be shared with other schools. WJEC will also contact Estyn to draw attention to the need to keep a watching brief on the provision for statutory KS4 RE to ensure that statutory requirements are met.

Caerphilly SACRE fully discussed and noted the report, and agreed that a letter be sent on their behalf to WJEC to request further guidance on the new specifications, including a timescale for the availability of the final new specifications, suggested support materials, and a grid outlining the commonality and differences between the old and the new specifications.

## **7. NATIONAL CURRICULUM REVIEW AND ASSESSMENT: UPDATE**

The report outlined the latest developments regarding the review of assessment arrangements and the National Curriculum in Wales, which was announced by the Minister for Education and Wales on 1st October 2012.

In February 2015, Professor Donaldson released his report and recommendations via the document "*Successful Futures – Independent Review of Curriculum and Assessment Arrangements in Wales*". In October 2015, "*A curriculum for Wales – a curriculum for life*" was released, which outlines the plan for taking forward these recommendations.

Pioneer schools and stakeholders will have a say in the shape of the curriculum via a series of meetings. Curriculum Pioneers will define an Area of Learning and Experience framework, and New Deal Pioneers will focus on the pedagogy and leadership needed to deliver the requirements of the new curriculum as it develops.

NAPfRE are developing a guidance document called "*What makes good RE*" for the Pioneer Network to consider when working on the shape of the RE curriculum. At a recent meeting in April 2016, NAPfRE were advised by WG representatives of the steps currently being undertaken by the Pioneer Network, including induction events and group working to develop the structure of the new curriculum. The next stages will involve pioneer schools working within areas of learning and experience to consider the 'big questions' of curriculum development (such as scope and connections), and considering the strands within each area.

Arising from this meeting, NAPfRE agreed to prepare a briefing paper for WG (appended to the SACRE agenda papers in draft form) in order to outline the particular issues relating to RE with a new curriculum, share any useful documents, action research case studies or examples of good practice which might help the Pioneer schools, and identify schools which identify good practice.

During the course of the ensuing debate, SACRE highlighted the need for proactive engagement and for cohesion to be established in respect of the new curriculum framework. Members were advised that the "*What makes good RE*" document will provide some guiding principles for Pioneer schools tasked with devising the new Humanities curriculum that will be introduced in 2020.

Mrs Thomas outlined the importance of defining the role of RE within the new curriculum, as it is proposed that RE will sit within the Humanities area of learning. SACRE were advised that consideration needs to be given to how the new curriculum will affect the National Exemplar Framework and the agreed syllabuses for RE, and also the statutory requirement to address SMSC (spiritual, moral, social and cultural development). Discussion also took place regarding the implications that the new curriculum could have in terms of staffing structure and departmental responsibility within schools.

Following consideration of the report, SACRE noted the latest developments relating to the position of RE in the curriculum.

## **8. INCERTS ASSESSMENT PROGRAMME**

The report outlined concerns raised at the March 2016 meetings of NAPfRE and WASACRE regarding the use of the online Incerts assessment programme which tracks pupils' progress in National Curriculum subjects and Religious Education.

SACRE were advised that there are two options for schools to choose from regarding level descriptions for RE but it is not clear on the Incerts website which set of levels are the correct ones to be used by maintained and voluntary controlled schools. Some schools have been advised by Incerts that there are no statutory Level Descriptions for RE and that they can choose which set of Level Descriptions they use in the Incerts programme. This is incorrect as the Level Descriptions found in the locally agreed syllabus are statutory.

Schools are urged to ensure that they are using the correct version if adopting the programme, and any schools that have started using the wrong Levels option will have to start the assessment process again when they switch to the correct option. A draft letter to all primary schools in Caerphilly summarising these issues was appended to the report.

Having discussed and noted the report, SACRE agreed that a final version of the letter, outlining the correct method to be used in respect of the Incerts programme, be circulated to all Caerphilly primary schools on behalf of the Chair.

## **9. SCHEDULE OF MEETINGS 2016-17**

The tentative meeting dates proposed within the agenda were agreed by Members and offers were sought from SACRE Members for suitable host venues. School locations for the Spring and Summer meetings were suggested and details of these venues will be circulated to the relevant persons once confirmed.

The Autumn Term meeting will be held on Tuesday 18th October 2016 (2pm) at Penallta House Council Offices, Tredomen, Ystrad Mynach.

The Spring Term meeting will be held on Tuesday 2nd March 2017 (2pm) – venue TBC.

The Summer Term will be held on Monday 19th June 2017 (2pm) – venue TBC.

## **10. CORRESPONDENCE**

The Clerk informed Members that a letter of thanks had been sent to the relevant Council departments to convey SACRE's appreciation for the events held to commemorate Holocaust Memorial Day 2016.

A WASACRE survey regarding the Welsh Bacculaureate had been re-circulated to all Caerphilly secondary schools with an additional 4 responses received. Further discussion on this matter took place later in the meeting.

An update in respect of the new curriculum for Wales, which detailed the plans of the Curriculum Reform Team (and which had been circulated to SACRE Members via email) was tabled at the meeting.

SACRE noted the details of the correspondence update.

## **11. WASACRE - FEEDBACK FROM THE WASACRE MEETING IN HAVERFORDWEST, PEMBROKESHIRE - 8TH MARCH 2016**

Members were updated on the discussions and deliberation of WASACRE at its meeting in Haverfordwest on 8th March 2016. A copy of the draft minutes was included in the meeting papers.

At the WASACRE meeting, discussion took place regarding the Welsh Bacculaureate Survey, with it confirmed that the return rate to date had been encouraging. The value of RE co-ordinators completing the survey was highlighted in order for WASACRE to present a truer picture to Welsh Government and be able to support teachers. Mrs Thomas also highlighted discussions which took place regarding the revised GCSE specifications for Religious Studies and issues relating to the Incerts programme.

SACRE noted the discussions and deliberations of WASACRE at the Haverfordwest meeting.

## **12. SURVEY ON THE IMPACT OF THE WELSH BACCALAUREATE ON RE IN SCHOOLS**

Consideration was given to the report, which summarised the results of the WASACRE Welsh Bacculaureate survey recently sent to all schools across Wales. It was noted that 16 out of 22 SACREs returned the surveys, which had been completed by 70 schools out of the 207 establishments in Wales.

The survey found that since the implementation of the new Welsh Baccalaureate, the majority of respondents provide statutory Religious Education according to the Locally Agreed Syllabus for RE at KS4, and offer a RS GCSE qualification as a supporting qualification for Welsh Baccalaureate at KS4. The majority deliver this course as part of core RE time.

The survey queried if the new Welsh Baccalaureate has had a positive, negative or no impact on RE. The majority of respondents stated that the new Welsh Baccalaureate had no impact on RE. A summary of responses commenting on the positive/negative impact were detailed within the report.

The positive comments highlighted the benefits of the new Welsh Baccalaureate, such as enabling new RE content, encouraging a thinking style approach to the teaching and learning element, and increased time allocated for the teaching of RE. Negative comments highlighted reductions in core RE time and other subjects, and the requirement for additional curriculum time to deliver a more challenging syllabus at GCSE level.

The survey also asked schools if they require support from their local SACRE and the majority of respondents declined. Those who accepted stated that they would require support with developing resources, coping with the requirements of the new Welsh Baccalaureate and implementing these in the available curriculum time, and also expressed concerns regarding the impact of the new GCSE specifications.

Having fully discussed the report, Caerphilly SACRE noted its contents.

### **13. EXECUTIVE VOTING 2016 - NOMINATIONS FOR THE EXECUTIVE COMMITTEE**

The report outlined the profiles of the four nominees for the three vacant positions on the WASACRE Executive Committee.

Having fully considered the list of nominees, it was moved and seconded that Mary Parry, Huw Stephens and Mathew Maidment be put forward as Caerphilly SACRE's nominations to the WASACRE Executive Committee and that WASACRE be informed of the voting preference of Caerphilly SACRE. By a show of hands this was unanimously agreed.

### **14. REPRESENTATION AT FORTHCOMING WASACRE MEETINGS**

Members were advised of the date and time of forthcoming WASACRE meetings and sought nominations for representation from Caerphilly SACRE.

It was noted that several SACRE Members were unable to attend the next WASACRE meeting on 23rd June 2016 (Denbighshire) due to prior commitments. It was agreed that the Clerk to SACRE would contact absent Members to seek representatives and forward nominations for the new WASACRE Executive Committee to Libby Jones (Clerk to WASACRE) should no-one be able to attend.

Councillor J. Taylor, Mrs E. Hawthorn, Mrs J. Jones, and Mrs V. Thomas expressed an interest in attending the WASACRE meetings on 18th November 2016 (Carmarthenshire) and 17th March 2017 (Usk). Mrs J. Elias volunteered as a reserve attendee for the meeting on 18th November 2016. They will be contacted with the agenda papers nearer to the meeting date and asked to confirm attendance.

The Chair thanked the Members of Caerphilly SACRE for their attendance at the meeting and also Cwmaber Junior School for their kind hospitality.



The meeting closed at 3.30 p.m.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 18th October 2016, they were signed by the Chair.

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CHAIR

Gadewir y dudalen hon yn wag yn fwriadol

# Eitem Ar Yr Agenda 5

## CAERPHILLY COUNTY BOROUGH COUNCIL

**REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**DATE: 18TH OCTOBER 2016**

**SUBJECT: MEMBERSHIP UPDATE 2016-2017**

### **THE LOCAL AUTHORITY**

Councillor Mrs E.M. Aldworth  
Councillor D.G. Carter  
Councillor Mrs. G.D. Oliver  
Councillor Mrs M.E. Sargent  
Councillor J. Simmonds  
Councillor J. Taylor (SACRE Chair)

### **TEACHERS ASSOCIATIONS**

Miss Helen Bartley (ATL)  
Mrs Nicola L. Boardman (NUT)  
Mrs Bethan Davies (UCAC)  
Mrs Helen Marsh (ASCL)  
Mr Chris Parry (NAHT)  
Mrs Laura Strange (NASUWT)

### **CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS**

Rev Eryl Williams (Baptist Union of Wales)  
Mr Martyn Western (Roman Catholic Archdiocese)  
Mrs Enfys Hawthorn (United Reformed Church)  
Mrs Janet Jones (Church in Wales) (SACRE Vice-Chair)  
Captain Carl Di-Palma (The Salvation Army)

### **CO OPTED MEMBERS**

(1) Primary school representative - Ms Rhianne Bradshaw

### **OFFICERS**

Mrs Jacquelyn Elias (CCBC Service Manager – Additional Learning Needs)  
Mrs Vicky Thomas (Independent RE Consultant)

### **CLERK TO SACRE**

Miss Rebecca Barrett (Committee Services Officer)  
Email barrerm@caerphilly.gov.uk

Gadewir y dudalen hon yn wag yn fwriadol

## CAERPHILLY COUNTY BOROUGH COUNCIL

**REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**DATE: 18TH OCTOBER 2016**

**SUBJECT: CAERPHILLY SACRE ANNUAL REPORT 2015-2016 AND PROGRESS REPORT ON SACRE DEVELOPMENT PLAN 2015-2018**

### **A PURPOSE OF REPORT**

1. To offer to members of SACRE the Annual Report for 2015-2016 (draft version attached).
2. To present a brief summary of this report.
3. To provide a progress report on the Caerphilly SACRE Development Plan 2015-2018 (please refer to pages 16-19 of the Annual Report).

### **B BACKGROUND**

#### **SACRE Annual Report 2015-2016**

This is the Annual Report for Caerphilly SACRE. This report outlines the activities of SACRE, and comments on the progress made to date on the Caerphilly SACRE Development Plan. It follows the guidelines laid down by the Department for Education and Skills (DfES).

#### **Development Plan**

It is necessary for Caerphilly SACRE to discuss the elements of the Development Plan in order to ensure that the business with which they deal is current and future developments are identified.

### **C RECOMMENDATION**

Members of the SACRE are requested to **note** and **approve** the Annual Report and the progress made to date on the Caerphilly SACRE Development Plan 2015-2018. The Annual Report is to be sent to DfES by 30th December 2016.

### **D SUPPORTING INFORMATION**

Appendix 1 Draft SACRE Annual Report 2015-2016.

Gadewir y dudalen hon yn wag yn fwriadol

**CAERPHILLY COUNTY BOROUGH COUNCIL**

**STANDING ADVISORY COUNCIL  
FOR RELIGIOUS EDUCATION**

**ANNUAL REPORT**

**2015-2016**

**Caerphilly SACRE Annual Report 2015-2016**  
**DRAFT VERSION**

**THE ANNUAL REPORT OF THE CAERPHILLY STANDING ADVISORY COUNCIL  
FOR RELIGIOUS EDUCATION**

**2015-2016**

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**Caerphilly SACRE Annual Report 2015-2016**  
**DRAFT VERSION**

**THE ANNUAL REPORT OF CAERPHILLY STANDING  
ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**2015-2016**

**SECTION 1: INFORMATION ABOUT SACRE**

**1.1 Duty to Establish SACRE**

All Local Authorities are required to constitute a Standing Advisory Council for Religious Education (SACRE) within their local area.

**1.2 Composition of SACRE**

Representation on SACRE is required as follows:-

- Such Christian and other religious denominations as, in the opinion of the Local Authority, will appropriately reflect the principal religious traditions in the area
- Associations representing teachers
- The Local Authority

The Local Authority determined that the SACRE should comprise of six elected members, five representatives of religious bodies and six representatives of teachers' associations. In addition, the Authority allowed for two other individuals to be co-opted. Both co-opted places are currently filled.

**1.3 Membership of SACRE**

The list of members of Caerphilly SACRE is set out in Appendix 1. Every effort has been made to seek representation from non-Christian communities but SACRE has experienced difficulties in finding such representation. SACRE commissioned the Clerk to SACRE to find out the composition of religions in Caerphilly County Borough Council and it was evident that statistically there are very few non-Christian religions represented in the area. The Clerk to SACRE contacted VALREC (Valleys Racial Equality Council) to see if a wider representation can be found. Mr Eddy Mushayanyama (Race Equality Wales) now serves as a co-opted member of SACRE to bring his experience of working with different communities to the work of SACRE.

**1.4 Functions of SACRE**

- To advise the Local Authority on worship and the religious education to be given in accordance with the agreed syllabus including methods of teaching, advice on materials and the provision of training for teachers
- To consider whether to recommend to the local authority that its current agreed syllabus should be reviewed by convening an Agreed Syllabus Conference.
- To consider whether the requirement that religious worship in a county school should be 'broadly Christian in nature' should be varied (determinations)
- To report to the Local Authority and the Department for Education and Skills (DfES) on its activities on an annual basis.

**Caerphilly SACRE Annual Report 2015-2016**  
**DRAFT VERSION**

**1.5 Meetings**

SACRE met on three occasions during the academic year 2015-16.

Monday 2nd November 2015  
Thursday 3rd March 2016  
Tuesday 14th June 2016

SACRE has resolved that, where possible, meetings will be held at alternative venues such as schools or places of worship. During the academic year 2015-2016 SACRE held two meetings at schools in the county borough and one at the council offices.

**1.6 Development Plan**

SACRE adopted a development plan as a basis for its activities for the period 2015-2018. A year on year progress report is included in the plan. The plan can be found in Appendix 3.

**1.7 Circulation of Report**

Copies of this report are circulated electronically to those organisations and establishments listed in Appendix 5. It is also available on the Local Authority and the WASACRE website.

DRAFT

## **EXECUTIVE SUMMARY OF ADVICE GIVEN BY SACRE**

Summary of the advice given to the local authority by SACRE.

### **RELIGIOUS EDUCATION**

#### **Issue**

To monitor provision and standards in RE.

#### **Action**

1. SACRE considers and analyses school inspection reports. If there are any issues regarding RE, such as non-fulfilment of statutory requirements, then the LA follows this up. During 2015-2016 one school was not fulfilling statutory requirements for RE. SACRE requested the action plan and were satisfied that good progress had been made and that statutory requirements were met.
2. SACRE visit schools on an annual basis and receive a presentation on RE at the school so that strengths and weaknesses can be identified and issues can be addressed directly. One primary and one secondary school were visited in 2015-16.
3. SACRE analyses examination results over a three-year period and identifies trends in performance benchmarked against all Wales data. Schools are informed of the outcomes of this analysis and SACRE raises any issues schools should be addressing as a result of this analysis.
4. SACRE wrote to WJEC to raise the concerns of teachers over the new GCSE specification and request further guidance on the new specifications, including a timescale for the availability of the final new specifications, suggested support materials, and a grid outlining the commonality and differences between the old and the new specifications.

#### **Issue**

To fulfil the legal requirement to review the agreed syllabus for RE on a five yearly basis and ensure the agreed syllabus is being implemented in schools.

#### **Action**

1. In 2008 Standing Conference endorsed and adopted a new agreed syllabus for the Authority's schools, which was implemented from September 2008.
2. In June 2013 Standing Conference endorsed the re-adoption of the Caerphilly Agreed Syllabus for Religious Education with an understanding that the syllabus would be reviewed once further information is received in relation to the assessment and national curriculum review.
3. SACRE has been updated on a termly basis of developments with the national Curriculum review. SACRE are awaiting further details from Welsh Government on the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review.

## TEACHING MATERIALS

### Issue

To ensure that schools are informed of suitable resources.

### Action

1. All schools were informed of the 2016 Holocaust Memorial Day (HMD) theme of 'Don't Stand By' and that free Holocaust resources can be found on their website [www.hmd.org.uk](http://www.hmd.org.uk) – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.
2. SACRE were informed of resources created by Mary Parry, Carmarthenshire LA, addressing the issue of raising the attainment of boys. The resource on "*Muslim Footballers in the Premier League*" covers aspects of the Five Pillars of Islam and raises issues regarding how the beliefs of Muslim footballers affect their lives. With permission from Mary Parry, SACRE agreed to circulate to each secondary school's RE department a copy of the resource materials and its accompanying CD ROM during the Autumn Term 2015.

## TRAINING FOR TEACHERS

### Issue

To ensure that teachers are able to access appropriate CPD (Continuing Professional Development).

### Action

1. With the current Welsh Assembly Government's emphasis on Literacy and Numeracy no subject specific training is on offer.

## COLLECTIVE WORSHIP

### Issue

To ensure that schools fulfil statutory requirements for collective worship and provide a worthwhile experience for pupils.

### Action

1. SACRE monitors the sections of inspection reports that are concerned with collective worship and SMSC (spiritual, moral, social and cultural development) and the local authority (LA) follows up on any non- fulfilment of statutory requirements by requesting their action plan. The provision for collective worship had positive comments stating that schools were promoting pupils' spiritual, moral and cultural development well but a key recommendation is made regarding non-fulfilment of statutory requirements for collective worship in one secondary school. SACRE followed this up with the school, requesting their action plan, and SACRE were pleased at the progress that has been made and that the LA was working closely with Estyn to monitor that statutory requirements were met.

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2. Schools have been informed by SACRE of appropriate resources and websites that support collective worship in schools e.g. HMD 2016.
3. SACRE resolved to hold meetings at schools in the county borough and observe an act of collective worship where possible to monitor fulfilment of statutory requirements, provision and quality of collective worship.

**OTHER ISSUES:**

**Aim:** To ensure a more informed SACRE through providing regular updates on local and national issues.

1. SACRE has maintained its membership of WASACRE and receives termly feedback from the meetings of the Association.
2. Members have received presentations on a number of issues:
  - (1) "RE in the primary school"- Cwmaber Junior School
  - (2) "RE in the secondary school" - Lewis School Pengam.

**SECTION 2: ADVICE ON RELIGIOUS EDUCATION**

**2.1 The Locally Agreed Syllabus**

In 2008 the Standing Conference endorsed and adopted a new agreed syllabus for the Authority's schools to be implemented from September 2008. The agreed syllabus closely relates to the National Exemplar Framework for RE. A yearly programme of INSET on the agreed syllabus and support materials, including schemes of work and electronic *Progress in Learning* files for secondary schools, were issued to schools.

During the 2012/13 academic year SACRE was made aware of the announcement by the Minister of a pending review of assessment and the National Curriculum in Wales. This review would involve the introduction of the National Literacy and Numeracy Framework and the identification of revisions to the current assessment and curriculum arrangements. During the Summer Term 2013 Standing Conference endorsed the re-adoption of the current syllabus with an understanding that the syllabus would undergo review once the outcomes of the review of assessment, the National Curriculum and the Foundation Phase are made available.

During 2015-16, SACRE has been updated on a termly basis of developments with the NC review. SACRE are awaiting further details from Welsh Government on the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review.

**2.2 Standards In RE**

SACRE has adopted a number of strategies for monitoring standards being achieved in religious education in the Authority's schools that include the following.

**2.2a School Inspection Reports**

The local authority and its SACRE scrutinised relevant sections of Estyn school inspection reports for the period academic year Autumn 2014-Summer 2015. If any issues emerge regarding RE, such as non fulfilment of statutory requirements, then the

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LA follows this up. Thirteen schools were inspected consisting of 10 primary schools, and 3 secondary schools. Members were presented with a summary of findings from these inspections.

At primary and secondary level, comments were positive, stating that curriculum and statutory requirements were met and that schools studied other cultures, faiths and traditions and had a growing understanding of the diverse world in which they live. Schools had beneficial links with places of worship which enrich their experiences. There was good provision for global citizenship and education for sustainable development. One primary school had a key issue to ensure consistency in the provision for religious education and did not meet the statutory requirements for RE. SACRE requested the action plan for this school. The school reported that immediate steps were taken to address this recommendation including additional time for RE, portfolios of work being kept, SLT monitoring of RE and reports on progress to the Governing Body. SACRE discussed their progress and were satisfied that good progress was being made in satisfying statutory requirements.

### **2.2b Examination Results 2015**

Examination results for GCSE and GCE AS/Advanced Level achieved by pupils at secondary schools within the Authority have been analysed and considered. A three-year analysis is conducted so that a comparison can be made and trends identified. Cohort entry numbers are also analysed and a comparison is made to All -Wales figures (where available).

In **GCSE Religious Studies** thirteen schools entered 679 pupils. Entry numbers are higher than previous years but number of schools entering candidates has decreased this year. 10 out of 13 schools have entries in double figures.

The overall % of **A\*-A grades was 28.3%** which is the best result of the last three years but just below the All Wales figure of 30%.

The overall % of **A\*-C grades was 71.4%** which is below 2014 performance but better than 2013 performance and below the All Wales figure of 75%

The overall % of **A\*-G grades was 98.4%** and is comparable with the previous two years' results and the All-Wales figure of 98%

SACRE notes that results continue to be good and compare with or are just below All Wales figures at A\*-A and A\*-C. At A\*-G they are slightly better than All Wales figures.

**At GCSE Short Course in Religious Education** numbers have significantly decreased again this year. Thirteen schools in the Authority continue to enter pupils for the short course. Three schools have entry numbers in triple figures and thus enter a significant percentage of the cohort and pupils of all ability levels. However a significant number are still being entered for Short Course and therefore receiving accreditation for their course of study. Some schools enter pupils for two short courses and their performance has been reflected in the full course results. It is important to bear in mind that those pupils entered for two short courses will be mainly the more able and this will reflect on the A\*-A and A\*-C results for Short Course.

The overall % of **A\*-A grades of 18.6%** is much better than 2014 performance and better than the All Wales figure of 14%.

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The overall % of **A\*-C grades was 60.9%** and is the best result of the last three years and also better than the All Wales figure of 52%.

The overall % of **A\*-G grades was 91.5%** and is below previous performance and the All Wales figure of 93%.

SACRE is pleased that a significant number of pupils continue to be entered for Short Course and that 95% of pupils receive some kind of accreditation for their studies at KS4, especially when this course is usually delivered as part of statutory requirements for RE rather than an option subject.

At **GCE Advanced Level** entry figures are much better than last year with 100 entries from 8 schools. 7 out of 8 schools have entries in double figures.

A\*-A was achieved by **13%** of students and is below previous performance and the All Wales figure of 23%.

At A\*-C candidates achieved a pass rate of 73% which is below 2014 performance and slightly better than 2013. It is also below the All Wales figure of 81%.

The pass rate for grades A-E of **100%** is excellent and continues the excellent performance of previous years.

At **AS level** there was an increase in entry numbers this year with 22 candidates from 8 schools.

Grade A was achieved by 4.5% of students and is below previous performance.

**36.4%** of students achieved A\*-C which is below previous performance.

**72.7%** pass rate for grades A-E

The data includes only those who have cashed in their results. For example if a pupil sat an AS Level during 2015, but have not yet cashed the result in, then they should be excluded from this year's data and included next year when the results have been cashed in, otherwise this will result in results being double counted.

It should be noted that definitive conclusions could not be drawn because the figures represent raw scores and do not necessarily reflect the selectivity of the entry and in some cases the numbers are too small to be statistically significant.

A detailed table of examination results is found in Appendix 4.

SACRE resolved to write to schools informing them of the examination analysis.

### **2.3 Methods of Teaching, Teaching Materials And Teacher Training**

#### **Continuing Professional Development**

The local authority informed SACRE that the South East Wales Consortium advertises their courses through CPD online. With the current Welsh Assembly Government's emphasis on Literacy and Numeracy no subject specific training is on offer.

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**RE News**

SACRE agreed to inform all schools of the RE News website and encourage schools to submit articles <http://www.religious-education-wales.org>

The website is now available free of charge to anyone who wishes to use it.

It is suitable for both primary and secondary schools and is fully bi-lingual.

Caerphilly schools have made contributions to RE News in 2015-2016 in order to share good practice.

**Teaching Materials**

**1. Holocaust Memorial Day 2016 Resources**

All schools were informed of the 2016 Holocaust Memorial Day theme of 'Don't Stand By'. The Holocaust and subsequent genocides took place because the local populations allowed insidious persecution to take root. Whilst some actively supported or facilitated state policies of persecution, the vast majority stood by silently - at best, afraid to speak out; at worst, indifferent. Bystanders enabled the Holocaust, Nazi Persecution and subsequent genocides.

Schools were informed by SACRE that further information about the theme and free educational Holocaust resources can be found on their website [www.hmd.org.uk](http://www.hmd.org.uk) - these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

**2. Resources to Support Boys Attainment**

SACRE had been informed of resources created by Mary Parry, Carmarthenshire LA, addressing the issue of raising the attainment of boys. The resource on "*Muslim Footballers in the Premier League*" covers aspects of the Five Pillars of Islam and raises issues regarding how the beliefs of Muslim footballers affect their lives. With permission from Mary Parry, in Autumn 2015 SACRE circulated to each secondary department a copy of the resource materials and its accompanying CD-ROM.



### **SECTION 3: ADVICE ON COLLECTIVE WORSHIP**

#### **3.1 School Inspection Reports**

The local authority and its SACRE scrutinised relevant sections of Estyn school inspection reports for the academic year Autumn 2014-Summer 2015. If any issues emerge regarding collective worship, such as non-fulfilment of statutory requirements, then the LA follows this up requesting their action plan. Thirteen schools were inspected consisting of ten primary schools, and three secondary schools. Members were presented with a summary of findings from these inspections.

The provision for collective worship had positive comments stating that schools were promoting pupils' spiritual, moral and cultural development well. Good features included comment that assemblies support pupils in developing respect for their own culture and for other cultures; that they celebrate pupils' progress and achievement well; that they provide suitable opportunities for pupils to reflect upon moral and spiritual issues and that they give pupils a very good understanding of right and wrong. Links with local faith communities - especially local churches and chapels - have a positive influence on pupils' spiritual development. At secondary level acts of collective worship were well planned and contribute well to SMSC. However, one secondary school did not meet fully the statutory requirements for collective worship.

The action plan of that secondary school was requested by SACRE and the school had produced an action plan demonstrating how they intended to meet the requirements. SACRE noted the progress made which included formal monitoring of a daily act of collective worship (DACW) by SMT and training of staff to increase confidence in the delivery of DACW. Pupil voice showed that the DACW in tutor periods was becoming more meaningful and that there were greater opportunities for reflection. SACRE discussed their progress and were satisfied that good progress was being made in satisfying statutory requirements.

SACRE resolved to continue to use inspection reports to monitor that statutory requirements are being met and to use whatever comments are applicable. They also resolved to continue to request the action plans of any schools identified as not fulfilling statutory requirements.

#### **3.2 Applications for Determinations**

No applications were received from schools for determinations to be made on the lifting of the requirements for collective worship to be wholly or mainly of a broadly Christian character.

#### **3.3 School Visits**

SACRE appreciates the opportunities accorded to members to observe acts of collective worship in schools. Members had the opportunity to host their SACRE meeting at one primary school and one secondary school this year. They did attend an act of collective worship at the primary school.

## **SECTION 4: OTHER ISSUES**

### **4.1 WASACRE**

SACRE has continued to affiliate to WASACRE and representatives have attended its meetings. During the 2015-16 academic year issues considered at WASACRE meetings have been fully reported back to SACRE and full discussions have taken place. SACRE welcomes the pro-active work of WASACRE in taking up issues that have implications for RE and keeping member SACREs fully informed. SACRE is represented on the WASACRE Executive committee by their professional consultant Mrs Vicky Thomas and receive regular feedback from Mrs Thomas and those representing SACRE at WASACRE meetings.

### **4.2 Holocaust Education**

Caerphilly SACRE was informed of the 2016 Holocaust Memorial Day theme of 'Don't Stand By' and that further information about the theme and free educational Holocaust Memorial Day resources can be found on their website [www.hmd.org.uk](http://www.hmd.org.uk).

SACRE resolved to inform schools about the availability of these resources and encourage them to commemorate HMD in some way. SACRE discussed how some schools were embracing the issues raised by HMD very seriously and reference was made to some primary and secondary schools who were conducting activities and acts of collective worship to commemorate the day.

Caerphilly Council marked HMD throughout the county with a range of artwork displays in libraries and a specially created exhibition featuring work from pupils of comprehensive schools in the local authority and artist David Garner's artwork piece *B for Defiance*, an exact replica of the sign at Auschwitz. A commemoration event took place on 27th January 2016 which included readings, the lighting of a symbolic candle and the display of David Garner's work.

### **4.3 Welsh Government National Curriculum Review**

SACRE has received termly updates on the progress of the National Curriculum Review. Professor Donaldson had recommended that RE should form part of the Humanities Area of Learning and Experience and should remain a statutory curriculum requirement from reception. News is still being awaited of which Pioneer Schools will be responsible for developing the Humanities curriculum and the implications of this for agreed syllabus development has been discussed. SACRE has agreed to wait until Welsh Government provide further details on the shape of RE in the curriculum, and also to receive advice from WASACRE, before beginning any RE agreed syllabus review.

### **4.4. Revised Criteria for GCSE and GCE Specifications**

SACRE were informed of the proposed changes to specifications and assessment practices for GCSE and GCE with an implementation date of Autumn 2016. During the Spring Term 2016, Qualifications Wales and WJEC agreed to defer the implementation of GCSE Religious Studies until September 2017 because of the lateness in the specifications being approved. Schools have been informed. At its Summer Term meeting Caerphilly SACRE discussed that the new specifications were still not finalised and available on the WJEC website and agreed that a letter be sent on behalf of SACRE to the Subject Officer for RS at WJEC to raise the concerns of teachers and request further guidance on the new specifications, including a timescale for the

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availability of the final new specifications, suggested support materials, and a grid outlining the commonality and differences between the old and the new specifications. SACRE eagerly await the final specifications so that schools can be informed of their availability.

#### **4.5 INCERTS Assessment Programme**

SACRE received a report outlining concerns raised by NAPfRE and WASACRE regarding the use of the online Incerts assessment programme which tracks pupils' progress in National Curriculum subjects and Religious Education. SACRE were advised that some schools were not using the correct option button when using the programme to track progress in RE.

SACRE agreed that a letter outlining the correct method to be used in respect of the Incerts programme, be circulated to all Caerphilly primary schools on behalf of the Chair.

#### **4.6 Welsh Baccalaureate Survey**

SACRE were informed of the survey conducted by WASACRE to examine the effects on RE/RS of the launch of the new Welsh Baccalaureate in September 2015. WASACRE was interested to know how schools have managed the implementation of the new qualification in their individual setting, and whether the Welsh Baccalaureate has had a positive or negative impact on religious education in schools across Wales. WASACRE produced a short survey which was circulated to secondary schools within their local authority by the SACREs for schools to complete and return.

The results of the survey found that since the implementation of the new Welsh Baccalaureate, the majority of respondents provide statutory Religious Education according to the Locally Agreed Syllabus for RE at KS4, and offer a RS GCSE qualification as a supporting qualification for Welsh Baccalaureate at KS4. The majority deliver this course as part of core RE time.

The survey queried if the new Welsh Baccalaureate has had a positive, negative or no impact on RE. The majority of respondents stated that the new Welsh Baccalaureate had no impact on RE. A summary of responses commenting on the positive/negative impact were detailed within the report. The positive comments included that it enabled new RE content, encouraged a thinking style approach to teaching and learning and in some cases increased time allocated for the teaching of RE. Negative comments highlighted reductions in core RE time and the requirement for some schools to deliver Welsh Baccalaureate instead of GCSE RS thereby removing Short Course courses in particular.

WASACRE and SACRE agreed to keep a watching brief on the Welsh Baccalaureate Qualification and its impact on RE/RS at Key Stage 4.

#### **4.7 Training of SACRE Members**

As part of its training for members SACRE proposed the following:

To keep members updated on developments in RE through regular presentations to SACRE members. There were two presentations this year from primary and secondary schools on the delivery of RE at their schools.

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SACRE, where possible, would hold meetings at places of worship in the county borough. This year no visits were made to places of worship.

SACRE, where possible, would hold meetings at schools in Caerphilly for members to familiarise themselves with RE and collective worship in schools. Meetings were held at a primary and a secondary school this year. The Spring Term meeting was held at Lewis School Pengam and members received a presentation on RE at the school from the Head of RE. The Summer Term meeting was held at Cwmaber Junior School and members observed an act of collective worship and received a presentation on RE at the school from the RE co-ordinator. SACRE wishes to extend their thanks to the two schools for hosting the meetings.

SACRE is very appreciative of these opportunities for training and visits and would like to extend their appreciation to all concerned. A special note of thanks is extended to the Clerk to SACRE (Rebecca Barrett) for all her hard work in making such arrangements this year.

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**APPENDIX 1: SACRE MEMBERSHIP 2015-2016**

**THE LOCAL AUTHORITY**

Councillor Mrs E.M. Aldworth  
Councillor D.G. Carter  
Councillor Mrs. G.D. Oliver  
Councillor Mrs M.E. Sargent  
Councillor J. Simmonds  
Councillor J. Taylor (SACRE Chair – appointed 10.06.15)

**TEACHERS ASSOCIATIONS**

Miss Helen Bartley (ATL)  
Mrs Nicola L. Boardman (NUT)  
Mrs Bethan Davies (UCAC)  
Mrs Helen Marsh (ASCL)  
Mr Chris Parry (NAHT)  
Mrs Laura Strange (NASUWT)

**CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS**

Rev Eryl Williams (Baptist Union of Wales)  
Mr Martyn Western (Roman Catholic Archdiocese)  
Mrs Enfyf Hawthorn (United Reformed Church)  
Mrs Janet Jones (Church in Wales) (SACRE Vice-Chair – appointed 02.11.15)  
Captain Carl Di-Palma (The Salvation Army)

**CO OPTED MEMBERS**

- (1) Race Equality Wales representative - Mr Eddy Mushayanyama
- (2) Primary school representative - Ms Rhianne Bradshaw (St James Primary School)

**OFFICERS**

Mrs Tanis Cunnick - replaced by Mrs Jacquelyn Elias (CCBC Service Manager - Additional Learning Needs) on 03.03.16  
Mrs Vicky Thomas (Independent RE Consultant)

**CLERK TO SACRE**

Miss Rebecca Barrett (Committee Services Officer)

**NOTE**

*SACRE has experienced difficulties in finding representatives from religious groups other than Christianity. SACRE had commissioned the clerk to SACRE to find out the composition of religions in Caerphilly County Borough Council and it was evident that statistically there are very few non-Christian religions represented in the area. The clerk to SACRE had contacted VALREC (Valleys Racial Equality Council) to see if a wider representation could be found. It was agreed that a co-opted place would be given to VALREC/ Race Equality Wales so that they could bring their experience of working with different communities to the work of SACRE.*

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**APPENDIX 2: SCHEDULE AND AGENDA OF MEETINGS**

**Monday 2nd November 2015 at Penallta House Council Offices**

**Main Agenda Items**

- To appoint a Vice-Chair to Caerphilly SACRE
- Minutes of last meeting and matters arising
- Schedule of Meetings
- Membership Update
- SACRE Annual Report 2014-2015
- SACRE Development Plan 2015 – 2018
- Caerphilly School Inspection Reports Analysis - Autumn 2014-Summer 2015
- RE and the National Curriculum- Update
- Holocaust Memorial Day 2016
- Request to issue the presentation made to WASACRE "Muslim Footballers in the Premier League" to all RE Secondary School departments in CCBC
- WASACRE Issues - including Report of WASACRE AGM at Mold and Representation at next meeting at Blaenau Gwent
- Correspondence

**Thursday 3rd March 2016 at Lewis School Pengam**

**Main Agenda Items**

- Minutes of last meeting and matters arising
- Presentation by RE Department on *RE at Lewis School Pengam*
- Analysis of Examination Performance 2015
- Revised Criteria for GCSE and GCE Specifications - Update
- National Curriculum Review and Assessment - Update
- Holocaust Memorial Day 2016 Feedback
- WASACRE Issues - including feedback from meeting at Blaenau Gwent, nominations to the WASACRE Executive and representation at next meeting of WASACRE at Haverfordwest
- Correspondence

**Tuesday 14th June 2016 at Cwmaber Junior School, Abertridwr**

The SACRE meeting was preceded by observing an act of collective worship

**Main Agenda Items**

- Minutes of previous meeting and matters arising
- Presentation by RE co-ordinator on *RE at Cwmaber Junior School*
- Revised criteria for GCSE and GCE specifications: Update
- National Curriculum Review and Assessment: Update
- Incerts Assessment Programme
- Schedule of Meetings 2016-2017
- WASACRE Issues - including report of WASACRE meeting at Haverfordwest, representation at next meeting at Rhyl, Executive Voting for the period 2016-2019, and survey on the impact of the Welsh Bacallaureate on RE in Schools
- Correspondence

APPENDIX 3: CAERPHILLY SACRE DEVELOPMENT PLAN 2015-2018 (ACADEMIC YEAR)

CAERPHILLY SACRE DEVELOPMENT PLAN 2015 – 2018 (ACADEMIC YEAR)

Aim 1: To monitor standards in Religious Education and Religious Studies.

Plan of action	Schedule	People involved	Time and costs	Outcomes	Progress
1.1 Monitor standards through regular review of inspection reports/ Estyn thematic reviews/ school self evaluation reports and recommend, where necessary, action by Local Authority.	Annual agenda item Autumn Term	Full SACRE Adviser	Agenda time Adviser time for analysis	Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school visits and review of action plan where necessary.	<b>2015-2016</b> Considered 2.11.15. One school not fulfilling statutory requirements for RE. Action plan requested and considered. SACRE satisfied that progress has been made.
1.2 Receive information on results of: GCSE Religious Studies Full and Short Course; A/AS level Religious Studies.	Spring Term	Full SACRE Adviser	Agenda time Adviser time for analysis	Advice to LA on trends; advice, where appropriate, on particular schools.	<b>2015-2016</b> Considered 3.3.16. Schools informed of outcomes.
1.3 Identify INSET needs, monitor and offer advice on training.	Autumn Term	Full SACRE	Agenda time	Training programme received along with figures on uptake; advice to LA.	<b>2015-2016</b> No INSET provided by LA or EAS.

**CAERPHILLY SACRE DEVELOPMENT PLAN 2015 – 2018 (ACADEMIC YEAR)**

**Aim 2: To review the agreed syllabus (as appropriate) and support its implementation.**

<b>Plan of action</b>	<b>Schedule</b>	<b>People involved</b>	<b>Time and costs</b>	<b>Outcomes</b>	<b>Progress</b>
2.1 To review the agreed syllabus for Religious Education.	Summer 2016 onwards (or as appropriate)	Full SACRE Adviser Working group NAPfRE	Advisory time to review the agreed syllabus. Establish a working group (if applicable). Convene a Standing Conference to adopt the syllabus Publication/ translation costs (as appropriate)	Agreed syllabus reviewed and adopted by Standing Conference. Agreed Syllabus training programme for schools (if required) Agreed syllabus to be implemented the Autumn term after adoption.	<b>2015-2016</b> SACRE has termly updates on curriculum development. SACRE are awaiting further details from Welsh Government on the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review.
2.2 Materials to support implementation of the agreed syllabus for RE.	Ongoing	Full SACRE Adviser	Advisory time	Support materials available to schools and accessed through Consortium website.	<b>2015-2016</b> Schools sent materials from Carmarthenshire LA.



**CAERPHILLY SACRE DEVELOPMENT PLAN 2015 – 2018 (ACADEMIC YEAR)**

**Aim 3: To monitor provision and provide support for collective worship.**

Plan of action	Schedule	People involved	Time and costs	Outcomes	Progress
3.1 Monitor provision for collective worship through regular review of inspection reports/ school self evaluation reports; recommend, where necessary, action by LA.	Annual agenda item Autumn term	Full SACRE and Adviser	Agenda time Adviser time for analysis	Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school visits and review of action plan where necessary.	<b>2015-2016</b> Considered 2.11.15. One school not fulfilling statutory requirements for DACW. Action plan requested and considered. SACRE satisfied that progress has been made.
3.2 To support the implementation of statutory collective worship.	Ongoing	Advisory service	Advisory time	Provision of INSET (if applicable) Schools informed of resources and websites for collective worship. Schools informed of guidance materials available for collective worship.	<b>2015-2016</b> Schools informed of resources to support HMD 2016 including resources for acts of collective worship.

**CAERPHILLY SACRE DEVELOPMENT PLAN 2015 – 2018 (ACADEMIC YEAR)**

**Aim 4: To ensure a more informed SACRE through providing regular updates on local and national issues related to RE and collective worship in schools.**

Plan of action	Schedule	People involved	Time and costs	Outcomes	Progress
4.1 To update members on the role of SACRE and its implications; recent developments in RE and collective worship; guidance materials from relevant bodies; input from practising teachers and outside providers.	Termly/ Annually as required	SACRE members , Adviser, practising teachers, outside providers	Member time; Adviser / Officer time	SACRE members fully aware of their responsibilities. SACRE and schools updated and informed of recent developments and initiatives, both local and national.	<b>2015-2016</b> SACRE visited two schools this year and received two presentations on RE at the schools.
4.2 Programme of school visits.	Termly/ Annually as required	SACRE members, Adviser/ Officers	Member time; Officer time to arrange visits	More informed SACRE on provision and practice regarding RE and collective worship in schools.	<b>2015-2016</b> SACRE visited two schools this year, attended one act of collective worship and received two presentations.

**APPENDIX 4: EXAMINATION RESULTS ANALYSIS 2015**

**GCSE Full Course Religious Studies 2015**

	<b>Caerphilly 2015</b>	<b>Caerphilly 2014</b>	<b>Caerphilly 2013</b>	<b>Wales 2015</b>
<b>A*-A</b>	28.3%	25.6%	27%	30.0%
<b>A*-C</b>	71.4%	73.0%	64%	75.0%
<b>A*-G</b>	98.4%	98.8%	99%	98.0%
<b>Entry Number</b>	679 13 schools	656 14 schools	699 13 schools	11,167

**GCSE Short Course Religious Studies 2015**

	<b>Caerphilly 2015</b>	<b>Caerphilly 2014</b>	<b>Caerphilly 2013</b>	<b>Wales 2015</b>
<b>A*-A</b>	18.6%	10.8%	25%	14.0%
<b>A*-C</b>	60.9%	49.7%	59%	52.0%
<b>A*-G</b>	91.5%	95.0%	97%	93.0%
<b>Entry Number</b>	647 13 schools	866 13 schools	1317 13 schools	10,098

**GCE A Level Religious Studies 2015**

	<b>Caerphilly 2015</b>	<b>Caerphilly 2014</b>	<b>Caerphilly 2013</b>	<b>Wales 2015</b>
<b>A*-A</b>	13.0%	17.2%	20%	23.0%
<b>A*-C</b>	73.0%	89.1%	72%	81.0%
<b>A*-E</b>	100%	100%	100%	100%
<b>Entry Number</b>	100 8 schools	64 8 schools	67 8 schools	1441

**GCE AS Level Religious Studies 2015**

	<b>Caerphilly 2015</b>	<b>Caerphilly 2014</b>	<b>Caerphilly 2013</b>	<b>Wales 2015</b>
<b>A</b>	4.5%	21.1%	11.5%	N/A
<b>A-C</b>	36.4%	47.4%	53.8%	N/A
<b>A-E</b>	72.7%	100%	69.2%	N/A
<b>Entry Number</b>	22 8 schools	19 6 schools	26 7 schools	N/A

**Please Note:**

Data includes only those who have cached in their results. For example if a pupil sat an AS Level during 2015, but have not yet cached the result in, then they should be excluded from this year's data and included next year when the results have been cached in, otherwise this will result in results being double counted.

**APPENDIX 5: CIRCULATION OF REPORT**

***Copies will be sent electronically to the relevant bodies. This report will be available on the Local Authority website and the WASACRE website for interested parties to download.***

Members of Caerphilly County Borough Council

Chair of Education Scrutiny

Regional Director of SEWC

Department for Education and Skills (DfES)

Headteachers and Governing Bodies of all County Borough Schools

All members of SACRE

Principals and Governing Bodies of all Tertiary Colleges within the County Borough

Wales Association of SACRE's (WASACRE)

Minister for Education, Welsh Assembly Government

ESTYN

DRAFT

## CAERPHILLY COUNTY BOROUGH COUNCIL

**REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**DATE: 18TH OCTOBER 2016**

**SUBJECT CAERPHILLY SCHOOL INSPECTION REPORTS ANALYSIS - AUTUMN 2015-SUMMER 2016**

### **A SACRE SYNOPSIS: MAIN FINDINGS**

During the period May 2015 - July 2016 fourteen Caerphilly schools were inspected:

- twelve primary schools
- two secondary schools

#### **Spiritual Development**

Comments in relation to spiritual development are evident in all 14 inspection reports.

#### **Collective Worship**

##### **Meeting statutory requirements**

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does **not** comply with statutory requirements. We can therefore assume - as Estyn has not noted any instances of non-compliance - that all schools inspected meet statutory requirements in relation to collective worship.

##### **Quality**

Eight of the reports made comment on the quality of collective worship.

##### **Good features (Primary)**

- During assemblies, pupils usually have appropriate opportunities to reflect and develop their spiritual awareness;
- Pupils learn about global citizenship in weekly assemblies;
- Visits by clergy to the school and by pupils to the church for services, such as harvest festival, are helpful in providing worthwhile opportunities to enhance pupils' spiritual development and moral well being;
- Assemblies promote pupils' moral awareness well with clear messages, such as the importance of treating everyone equally;
- Collective worship develop pupils' understanding of other beliefs.

##### **Areas for development (Primary)**

None

### **B RECOMMENDATION**

For SACRE to note and discuss the inspection reports.

### **C SUPPORTING INFORMATION**

Appendix 1 Caerphilly Primary School Inspection Reports for Academic Year 2015/16: SACRE Synopsis

## Caerphilly Primary School Inspection Reports for Academic Year 2015/16: SACRE Synopsis

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
St James Primary May 2016	The school fosters pupils' spiritual, moral, social and cultural development successfully through regular collective worship and curriculum enrichment experiences	Yes	No Comment	Current performance: Adequate Prospects for improvement: Adequate R3 Develop curriculum planning to ensure systematic coverage of all subjects in key stage 2. The school has a positive and inclusive ethos and staff recognise and celebrate diversity well. Education for sustainable development and global citizenship is a strength of the school. The school provides worthwhile opportunities for pupils to learn about the lives of others in the world. Links with schools in India, Greece and Spain promote pupils' understanding of global citizenship well.
Plasyfelin Primary May 2016	Assemblies in the Foundation Phase and key stage 2 explore social themes well and provide opportunities for moral reflection and collective worship.	Yes	There are reflection opportunities in collective worship	Current performance: Good Prospects for improvement: Good The school provides stimulating learning experiences for all pupils. These build well on their previous knowledge and provide thorough coverage of the requirements of the Foundation Phase and the National Curriculum, using a thematic approach. The school recognises diversity well. The school curriculum emphasises suitably the development of pupils' global citizenship and understanding. In addition, participation in initiatives with local churches promotes understanding of the needs of others.

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Cwmfelinfach Primary March 2016	Arrangements to address pupils' spiritual, moral, social and cultural development through topic work and whole-school assemblies are successful.	Yes	No comment	Current performance: Excellent Prospects for improvement: Excellent The planning of the curriculum across the whole school is exemplary, and supports a clear progression in pupils' skills from Foundation Phase to the end of key stage 2. The curriculum engages all pupils and celebrates diversity well, for example by inviting members of other religions into school to discuss their beliefs. There are good opportunities for pupils to take responsibility and to develop their understanding of living and working together as part of a community.
Pantside Primary Feb 2016	There is good provision and promoting their moral, social, spiritual and cultural development.	Yes	Pupils learn about global citizenship in weekly assemblies	Current performance: Adequate Prospects for improvement: Adequate The learning experiences for pupils provide appropriate coverage of the requirements of the Foundation Phase and the National Curriculum. There is good provision to enable pupils to understand and appreciate diversity in society. The school's provision to promote pupils' awareness of global citizenship is strong. Many pupils play an important part in community life and support others less fortunate than themselves. For example, pupils regularly raise money for local charities and sing in the choir at local events and for the residents' association.

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Gilfach Fargoed Primary  Jan 2016	The personal and social education programme caters well for pupils' spiritual, moral, social and cultural development. Visits by clergy and to local churches enhance spiritual development.	Yes	Visits by clergy to the school and by pupils to the church for services, such as harvest festival, are helpful in providing worthwhile opportunities to enhance pupils' spiritual development.	Current performance: Good Prospects for improvement: Excellent The school is developing pupils' awareness of their role as global citizens appropriately by taking part in commemorations such as Holocaust Memorial Day and initiatives to understand the importance of fair trade.
Derwendeg Primary  Dec 2015	Assemblies and learning experiences promote pupils' spiritual, moral, social and cultural development successfully.	Yes	No comment	Current performance: Good Prospects for improvement: Good The school celebrates cultural differences and diversity successfully. The school actively supports fair trade projects and charities and it has collected gifts for a school in Uganda. These activities help to promote pupils' understanding of other cultures and those less fortunate than themselves. There is a wide range of beneficial partnerships between the school and other agencies, such as churches.



School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Ty Sign Primary  Nov 2015	The provision for pupils' spiritual, moral and social development is good.	Yes	During assemblies, pupils usually have appropriate opportunities to reflect and develop their spiritual awareness. Ministers from local churches provide useful input to assemblies that help pupils to develop their spiritual and moral wellbeing.	Current performance: Good Prospects for improvement: Adequate Overall, the school's curriculum provides a suitable range of engaging learning experiences and meets the statutory requirements of the National Curriculum, the Foundation Phase <b>and religious education</b> . The school has a caring ethos and is an inclusive community that recognises and celebrates diversity. Provision for sustainable development and global citizenship is well established in the school. Good links with local churches provide help pupils to develop their spiritual and moral wellbeing.
Bryn Awel Primary  Oct 2015	Learning experiences develop pupils' social, moral and cultural awareness effectively. There is less focus, however, on pupils' spiritual development.	Yes	Assemblies promote pupils' moral awareness well with clear messages, such as the importance of treating everyone equally. There is less focus, however, on pupils' spiritual development	Current performance: Good Prospects for improvement: Good The curriculum is broad and balanced and covers all requirements of the National Curriculum <b>and religious education</b> . There is good provision for pupils to learn about sustainability and global citizenship. Pupils learn about other cultures through topics such as fair trade and Africa.

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Tir y Berth Primary  Sept 2015	Staff provide good opportunities for pupils' spiritual, social, moral and cultural development. For example, the school has good links with the local church.	Yes	Members of the church visit school regularly and share information with pupils about children who live in other cultures, for example those living in Malawi.	Current performance: Adequate Prospects for improvement: Adequate Provision for pupils to learn about other cultures and the wider world is underdeveloped. There are strong links with the local community, which enrich pupils' learning experiences. For example, there is a close partnership between the school and the local church community who use the school facilities weekly, and members are regular visitors to the school.
Ynysddu Primary  July 2015	The provision for pupils' spiritual, moral, social and cultural development is effective. Collective worship and religious education lessons, for example, develop pupils' spirituality successfully, as well as their understanding of other beliefs, such as Buddhism.	Yes	Collective worship develop pupils' spirituality successfully, as well as their understanding of other beliefs	Current performance: Good Prospects for improvement: Good The school celebrates diversity appropriately. The provision for education for sustainable development and global citizenship is a strength of the school. All pupils have regular opportunities to learn about different cultures and current global issues, such as world poverty and wildlife conservation.

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Nant y Parc Primary  June 2015	Assemblies and acts of collective worship promote pupils' spiritual and moral development appropriately.	Yes	No comment	Current performance: Good Prospects for improvement: Good The school's topic based approach to planning is comprehensive, and meets the requirements of the Foundation Phase, the National Curriculum <b>and religious education effectively.</b> The school provides good opportunities for pupils to develop their understanding of global citizenship.
Ysgol Gymraeg Cwm Derwen  June 2015	The school promotes pupils' spiritual, moral, social and cultural development effectively by providing regular collective worship assemblies and through curriculum activities.	Yes	No comment	Current performance: Good Prospects for improvement: Good The school is a happy, caring and inclusive community. The school plans a variety of good learning experiences that meet the requirements of the Foundation Phase, the National Curriculum <b>and the agreed syllabus for religious education.</b> The curriculum provides suitable opportunities for pupils to learn about sustainable development and global citizenship. There are strong links with the local community, which enrich pupils' learning experiences further e.g. the local minister.

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Ysgol Gyfun Cwm Rhymni  April 2016	The school promotes pupils' spiritual, moral, cultural and social development effectively by interesting assemblies, registration periods and 'cymell ac ysbrydoli' (motivate and inspire) target groups.	Yes	Interesting assemblies	Current performance: Good Prospects for improvement: Good The school provides a very effective curriculum that meets statutory requirements for all pupils. The school is innovative in its provision for sustainable development and global citizenship.
Blackwood Comp  Nov 2015	The school promotes pupils' spiritual, moral, social and cultural development successfully through religious education lessons and the personal and social education programme.	Yes	No comment	Current performance: Adequate Prospects for improvement: Adequate The school provides a broad and balanced curriculum that meets statutory requirements. The school provides many worthwhile opportunities for pupils to learn about sustainable development and global citizenship. Pupils demonstrate a good awareness and understanding of diversity and respect for minority groups.

### Caerphilly schools in Estyn monitoring

**Park Primary School** (Inspected April 2015). In July 2016 Estyn conducted a monitoring visit to the school and the school was judged to have made insufficient progress on key issues for action following their inspection. They have been designated a school in need of significant improvement and Estyn will visit again in 12 months time.

## CAERPHILLY COUNTY BOROUGH COUNCIL

**REPORT TO:** STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

**DATE:** 18TH OCTOBER 2016

**SUBJECT** RE AND THE NATIONAL CURRICULUM: UPDATE

### **A BACKGROUND**

Professor Donaldson's report and recommendations can be found in the document *Successful Futures - Independent Review of Curriculum and Assessment Arrangements in Wales*.

Recommendation 9 states: *Religious education should form part of the Humanities Area of Learning and Experience, and should remain a statutory curriculum requirement from reception.*

In October 2015 'A curriculum for Wales – a curriculum for life' document was released which outlines the plan for taking forward Professor Donaldson's recommendations.

Pioneer schools and stakeholders will have a say in the shape of the curriculum.

The first stage for **Curriculum Pioneers** would be a high level definition of an Area of Learning and Experience framework. Detail around content would follow on from this initial phase.

**New Deal Pioneers** would focus on the pedagogy and leadership needed to deliver the requirements of the new curriculum as it develops.

#### **1. Update from WG meeting with WASACRE Officers 13th September 2016**

**Manon Jones** (Curriculum Division of Welsh Government) is responsible for the pioneer schools and two areas of learning and experience (AOLE), Humanities and Language and Literacy. There are 3 strands:-

**Strand 1:** Representatives from the pioneer schools have already attended a few induction events.

**Strand 2 (High Level AOLE design):** This will be established in **October 2016** through till Christmas 2016. Representatives from the pioneer schools will work within areas of learning and experience (AOLE) in order to consider the 'big questions' of curriculum development, e.g. what is the scope of each AOLE? What are the connections between AOLES?

**Strand 3 (Subject specific design):** Representatives from the pioneer schools will consider the strands within each area of learning and experience. This is where the in depth subject specific knowledge will be required.

WASACRE have been asked to support WG by advising on:

- Reading material
- Attendance at meetings North and South
- Identification of schools exemplifying good practice in RE

The timeline (and other documents/presentations) can be found on the following websites.

English: : <http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/?lang=en>

Cymraeg: <http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/?skip=1&lang=cy>

## **2. Policy Forum for Wales Keynote Seminar - The New National Curriculum for Wales - developing the Content of the Areas of Learning and Experience**

This takes place on 13th October 2016 in Cardiff. This has been organised independently from WG. The Chair of WASACRE (Phil Lord) has been invited to speak at the seminar.

## **3. NAPfRE Guidance**

The National Advisory Panel for RE (NAPfRE) has begun the process of drawing up a guidance document called *What makes good RE* for submission to the pioneer network for consideration when working on the shape of the RE curriculum. It is still ongoing and will provide some guidelines on RE in schools.

## **B RECOMMENDATION**

SACRE to note and discuss the developments relating to the position of RE in the curriculum.

## CAERPHILLY COUNTY BOROUGH COUNCIL

**REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**DATE: 18TH OCTOBER 2016**

**SUBJECT REVISED GCSE SPECIFICATIONS FOR RELIGIOUS EDUCATION: UPDATE**

### **A BACKGROUND**

SACRE has been regularly updated on progress with regard to the revised specifications for GCSE and A/AS Level examination courses. SACRE agreed that any information should be shared with schools as soon as possible after receiving any updates from WJEC to help RE departments in their planning and preparation of schemes of work and for teaching the revised specifications.

The A/AS level specifications have been approved and are in place for first teaching from September 2016

The GCSE specifications were delayed and therefore deferred by Qualifications Wales until first teaching in 2017. However, there has been an issue for those schools that start the GCSE courses early (e.g. Year 9) because they will need to start teaching from the new specifications in September 2016 therefore they are anxious to receive an outline of the new specification for GCSE by autumn 2016.

In September 2016 SACRE wrote to all schools and SACRE members giving them an update on the current situation regarding the revised GCSE specification (see attached letter and email from Lynda Maddock, GCSE Subject Officer for WJEC).

### **B RECOMMENDATION**

SACRE to note and discuss the developments relating to the revised specifications for GCSE.

### **C SUPPORTING INFORMATION**

Appendix 1 Information from Lynda Maddock (WJEC)

Gadewir y dudalen hon yn wag yn fwriadol



TO: All secondary schools in the local authority

September 18<sup>th</sup> 2016

Dear Colleague

I am writing to give you an update on the current situation regarding the revised GCSE specification. This is the most up to date information that I have received from Lynda Maddock, GCSE Examinations Officer and I am sure it will prove uand your department preparing your schemes of work and for teaching the revised specifications. This is a summary of where the revision process is at present. See italicised comment from WJEC below.

*WJEC say that they are very close to accreditation now. The Draft specification is on the WJEC website (especially for those who have already started with year 9). SAMS are just being translated now and will then be placed on the website also.*

*There is a wealth of resources available on the Eduqas website and it is probably worth schools buying a copy of the Hodder book for Eduqas (as lots of content is similar) when it is released on **Oct 28th**. There will be a text book for Wales but because of deferral, Hodder are not rushing with it.*

SACRE has been regularly updated on progress with regard to the revised Specifications and has agreed that this information should be shared with you so that you can be updated on the matter as a matter of urgency.

Yours sincerely

Vicky Thomas  
Consultant to SACRE

## **Email correspondence regarding GCSE Religious Studies Specifications.**

**From:** Maddock, Lynda [Lynda.Maddock@wjec.co.uk]  
**Sent:** Monday, September 26, 2016 2:50 PM  
**To:** Libby Jones; vickyathomas@hotmail.co.uk  
**Cc:** philiplord@gwegogledd.cymru; Mary Parry  
**Subject:** FW: WJEC Eduqas GCSE RS Sample

Hello All,

In order to alleviate Teachers' concerns somewhat, please find below a link to some sample chapters from the text book that Hodder has written for our Eduqas specification. The full book will be available in about a month.

Obviously, it won't contain any Welsh dimension and it does not suit our draft Wales spec perfectly, but it will still be useful because there is a good deal of overlap, particularly with the Philosophical /Ethical themes section.

So, for teachers in Wales, who have started Life and Death in year 9, this sample will be very useful. Similarly, if teachers have started with Christianity or Islam from the draft spec, then there will be useful material here.

Please feel free to forward this widely.

Quals Wales have now received my amended SAMS document...and I wait in hope!

All the best.

Lynda

**From:** Education Religious Education [mailto:Religious.Education@hoddereducation.co.uk]  
**Sent:** 14 September 2016 16:00  
**Subject:** WJEC Eduqas GCSE RS Sample

Many thanks for expressing an interest in our WJEC Eduqas GCSE RS resources.

We now have 3 sample chapters available for you to download from our website. These can be found at the following link under the heading 'Sample Chapters': <http://www.hoddereducation.co.uk/GCSERS/WJECeduqas>

A free draft online version of the student book will be available by the end of next week. A email will be sent to you to explain how to access your free copy as soon as this is ready.

Many thanks  
RS Team

## CAERPHELLY COUNTY BOROUGH COUNCIL

**REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**DATE: 18TH OCTOBER 2016**

**SUBJECT INCLUSIVE SACREs AWARD**

### **A BACKGROUND**

The below information from the Accord Coalition for Inclusive Education is presented for the consideration of SACRE Members.

Dear Chair of SACRE,

#### **Get recognition for your SACRE's work in national Award**

I am writing to you as Chair of the Standing Advisory Council for Religious Education to urge that it consider applying for the **2017 Accord Inclusivity Award**, which is seeking to reward those SACREs that work hardest in their area towards boosting the growth of inclusion, cohesion and mutual understanding between those of different religions and beliefs. If your SACRE takes these aims seriously then please don't miss out on this rare opportunity for it to be recognised for its work. Until now the Award - which has run every year, the first placed school in 2013, Little Heath School in Redbridge, won strong praise from judges for its approach to RE which was later highlighted by Ofsted as an example for other special schools to follow. Newbury Park Primary School in Ilford came first in 2014 for its 'Ambassadors of Faith and Belief' scheme that was year since 2010 - has rewarded schools in England and Wales that excel on these grounds. For the 2017 Award however judges have decided to only invite nominations for SACREs, given the important role SACREs can play through their work in promoting respect, empathy and social cohesion.

Religious Education has always been of key importance for Inclusivity Award judges, who have consistently rewarded schools for excellence in the subject (and often thanks to recommendations from SACREs). For example supported by its SACRE and which served to help improve pupils understanding of the nature of faith and belief as a real life experience. The winning school in the 2016 Award, the Chestnut Grove Academy in Balham, stood out for the way in which its RE deepened and extended pupils' knowledge and understanding of religion and belief while simultaneously dealing with a range of controversial issues, such as around sexual diversity, homophobia and gender. But this coming year presents a chance for SACREs themselves to shine.

The Award is free to apply for. The full line up of another respected and experienced panel of experts will soon be announced. Previous judges have

included former Secretary of State for Education, Lord Baker; the Chair of the Education Select Committee, Neil Carmichael MP; the then Chair of the Religious Education Council of England, John Keast OBE; the Bishop of Buckingham, The Rt Revd Dr Alan Wilson, and journalist Polly Toynbee.

RE is subject to many demands and pressures. If your SACRE works hard at trying to ensure local schools provide inclusive and high quality RE and assembles that take seriously the promotion of the growth of mutual understanding between those of different beliefs and backgrounds, then please make sure someone is mandated to submit a completed nomination on its behalf.

For more information on the Award please visit Accord's website at <http://accordcoalition.org.uk/inclusivity-award-2017/>. The deadline for entries is Monday December 12th and prizes will be announced in the New Year. Please contact Accord's National Coordinator, Paul Pettinger, at [paul@accordcoalition.org.uk](mailto:paul@accordcoalition.org.uk) or on 020 7324 3071 with any queries.

Every winner of the Inclusivity Award has received national press coverage for their success. Don't miss this chance to draw attention to you and your colleagues' efforts.

Yours sincerely,

Rabbi Dr Jonathan Romain MBE  
**Chair of the Accord Coalition for Inclusive Education**

<http://www.accordcoalition.org.uk>  
39A Moreland Street, London, EC1V 8BB  
t: 020 7324 3071  
f: 020 7079 3588

## **B RECOMMENDATION**

Members are asked to note and discuss the award and consider whether there is an intention for Caerphilly SACRE to pursue this award.

## **C SUPPORTING INFORMATION**

Appendix 1 Information – Inclusivity Award 2017  
Appendix 2 Inclusive SACREs Award Nomination Form

## **Information from the [accordcoalition.org.uk](http://accordcoalition.org.uk) website**

### **Inclusivity Award 2017**

August 30, 2016

#### **The scope of the awards**

The Accord Coalition's Inclusivity Award is doing something different over the coming year. So far the Award has been open to schools in England and Wales, but for the 2017 Award judges are only inviting nominations from Standing Advisory Councils for Religious Education – the local authority committees that monitor the Religious Education and assemblies that most schools provide. Award judges have previously always paid very close attention to the RE that schools provide, so reviewing the often overlooked work of SACREs is an extension of these concerns.

#### **How the Awards will be judged**

Ofsted's 2013 triennial [report](#) into the provision of RE described the subject as making '... a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society. However, the potential of RE was not being realised fully in the majority of the schools surveyed for this report.'

RE has many expectations placed upon it in terms of what people want it to achieve, while the standing of the subject has been challenged in recent years. In England RE GCSE been left out of the high profile English Baccalaureate school performance indicator, while SACREs have – as local authority committees – suffered as local Councils have been required to make significant savings. The 2017 Award seeks to reward those SACREs in England and Wales that, despite current demands and pressures, have worked hardest and gone that extra step to help boost the growth of inclusion, cohesion and mutual understanding between those of different religions and beliefs.

SACREs will not be disadvantaged for being located in a diverse or relatively mono-cultural area, though judges will be interested in how a SACRE's approach may have been tailored to meet local issues. SACREs will also not be disadvantaged because of the number of schools that must follow its syllabus, though judges are interested in any leadership a SACRE may provide to local schools that aren't required to follow the local syllabus. Other features of the SACRE's approach that would be of interest include how it may:

- recognise the diversity which exists within and between communities and amongst individuals.
- enquire into what enables different individuals and communities to live together respectfully for the well-being of all
- assist pupils in agreeing or disagreeing respectfully

- develop pupil's analytical tools and human sympathies needed to appreciate and understand different beliefs and values while developing and adhering to their own life-stance and identity
- complement school's general duty under the 2010 Equality Act to advance equality of opportunity, foster good relations and tackle discrimination
- support school's governing body in upholding their requirement under the 2006 Education and Inspections Act to promote community cohesion

Each SACRE will be evaluated through the [nomination form](#) received on its behalf. Given the nature of the information requested, forms should be completed by someone involved in a SACRE's work. If you know of an inclusive SACRE that you think should be considered then please suggest that they apply – and tell us about their strongest attributes, and we will ask them to consider submitting a nomination as well.

Applicants that go over the word limit will be penalised. Judges also cannot accept hard copies of extra information, so if you wish them to see extra information in support of the SACRE's work please consider including web links. If you only have supporting information in hard copy then please consider scanning and hosting a copy of it somewhere and then linking to it. Download a [nomination form here](#). Topics that the judges are interested may have already been seriously considered in the SACRE's annual report.

### **Judging panel**

Now in its eighth year, the Award will be judged by another respected and experienced panel of experts from a range of backgrounds. Please check this page for an announcement on the final lineup.

### **How to apply**

Please complete the contact and SACRE details sections and answer the three remaining questions contained in the [application form](#), and return it to [paul@accordcoalition.org.uk](mailto:paul@accordcoalition.org.uk). The deadline for entries is Monday December 12th and prizes will be announced in the New Year. Please contact Accord's National Coordinator, Paul Pettinger, at [paul@accordcoalition.org.uk](mailto:paul@accordcoalition.org.uk) or on 020 7324 3071 with any queries.



believing in children, learning together

## Inclusive SACREs Award nomination form

### 1. Contact details:

<b>SACRE name:</b>	
<b>Name and position of main contact for the Award:</b>	
<b>Main contact's telephone number and email address:</b>	
<b>Name and email of SACRE Chair (if different from above):</b>	
<b>Name and contact email of RE advisors, clerks or local authority staff/ officers that currently actively support the SACRE:</b>	

### 2. SACRE details:

Please provide the information listed below by either including a relevant hyperlink or indicating that the document is to be attached by email with this completed form.<sup>1</sup>

<b>Copy of the current syllabus, and any accompanying guidance:</b>	
<b>Copy of the SACRE constitution, along with any standing orders:</b>	
<b>Link to SACRE website (if exists):</b>	
<b>Link to last annual report:</b>	

<sup>1</sup> If only a paper copy can be submitted, please post it to the Accord Coalition at Unit A, 39 Moreland Street, London, EC1V 8BB.

APPENDIX 2

Please list the current membership of your committees A, B, C and D, or any members who are co-opted or attend regularly as an observer, and indicate for which party, tradition or interest group(s) they each represent. Feel free to also indicate any known vacancies.

**Committee A:**

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**Committee B:**

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**Committee C:**

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**Committee D:**

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APPENDIX 2

<b>Co-opted:</b>	
<b>Observers:</b>	

**3. SACRE remit and resources:** (no more than 250 words)

Please describe – in no more than 225 words – the characteristics of the area the SACRE covers and the number of schools that are currently required to adhere to its syllabus. This is also an opportunity to describe the access to subject expertise and the level of material support the SACRE receives, including from the local authority.

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**4. Implementation of being an inclusive SACRE:** (no more than 850 words)

This is the most important section. The judges recognise there are many competing expectations and demands placed upon the subject. However they are especially interested

## APPENDIX 2

in the way that the SACRE have sought to boost inclusion, community cohesion, mutual understanding and mutual respect between those of different religions and non-religious worldviews. Please provide specific examples of how these aims are met. It is also recommended to set out at least one innovative approach that has been particularly important or successful. Judges will be interested to find out how the Agreed Syllabus directly advances these aims, but other areas of the SACRE's work that could prove of interest include:

- building a relationship with local schools that are not required to follow the syllabus and forging partnerships with other agencies (such as local academy chains, multi-academy chains and faith school sponsors, or higher or further education providers)
- urging the local authority to ensure that the membership of the SACRE and Agreed Syllabus Conference is diverse and representative, including of the non-religious
- considering the views of pupils, or developing a Youth SACRE or RE Ambassador programme
- support and guidance to schools on making assemblies and/or provision for SMSC development more inclusive
- creative use of Collective Worship determinations
- the production or commissioning of extra resources for teachers, such as with lesson or curriculum planning (please also submit these in digital copy - they will be treated with confidence and only shared amongst the judging panel)
- organising training for Governors or helping tackle gaps training and Career Professional Development for teachers
- developing support and research networks
- celebrating successes by pupils and schools
- identifying an area of the SACRE's weakness and acting upon it
- targeted help to individual schools
- ideas and help for schools to advance their legal duties, including the Public Sector Equality Duty<sup>2</sup> and requirement to promote British Values and community cohesion

The Award judges are also interested in the provision of high quality RE more generally, so please consider drawing upon examples that highlight how the SACRE has helped in achieving this. Examples might include:

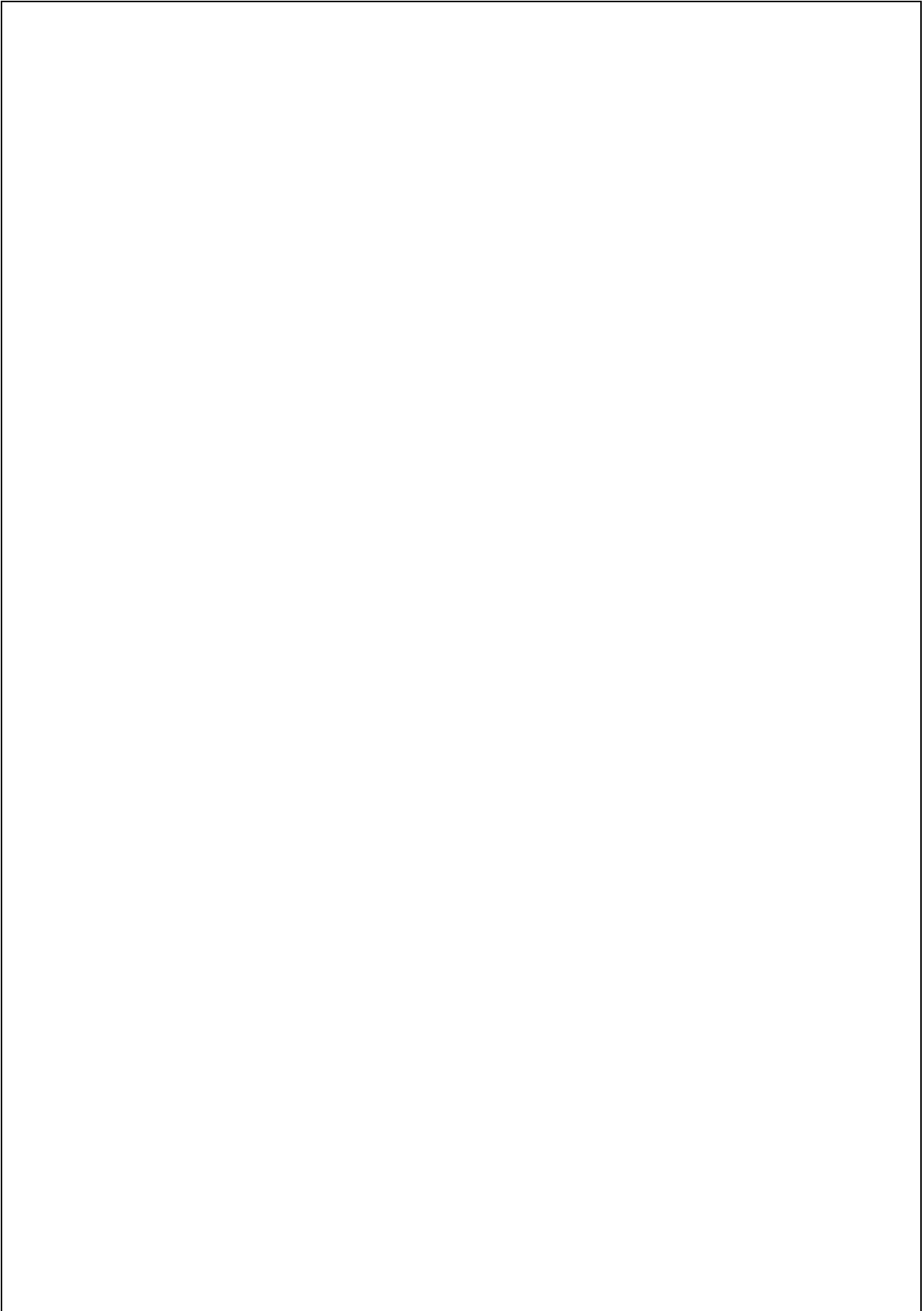
- new ways of working to alleviate the impact of local authority funding restraints
- sharing ideas and concerns with central government
- ensuring continuity, coherence and sustained learning for pupils moving between primary and secondary phases,

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<sup>2</sup> The Public Sector Equality Duty was created by Section 149 of the Equality Act 2010 and came into force in 2011. It requires all public bodies and those carrying out public functions to have due regard when carrying out their activities to helping eliminate discrimination, advance equality of opportunity and foster good relations between different people.  
<http://www.legislation.gov.uk/ukpga/2010/15/section/149>

## APPENDIX 2

- promoting provision for short course or full RS GCSE and A level



## APPENDIX 2

### **5: Evaluation and planning for the future:** (no more than 200 words)

Where has the SACRE's work and implementation of its approach been most successful, and why? What lessons were learned? In what way was the SACRE's approach improved as a result? What are major barriers to further improvement, and how might they be overcome? Have any ideas and recommendations be made for the next Agreed Syllabus Conference?

**Please return the completed nomination to [paul@accordcoalition.org.uk](mailto:paul@accordcoalition.org.uk)**

If you wish to submit further external or supplementary evidence for consideration by the judges, please consider including appropriate web links in this form. If you only have information as a hard copy then please consider scanning and uploading it online.

## CAERPHILLY COUNTY BOROUGH COUNCIL

**REPORT TO:** STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

**DATE:** 18TH OCTOBER 2016

**SUBJECT:** HOLOCAUST MEMORIAL DAY 2017

### **A BACKGROUND**

Holocaust Memorial Day (HMD) is an annual event that takes place on 27th January and was established in the UK in 2000. The first HMD was held in January 2001. 27th January marks the anniversary of the liberation of Auschwitz-Birkenau 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 Holocaust Memorial Day. The theme for 2017 is ***“How can life go on?”***

The aftermath of the Holocaust and of subsequent genocides continues to raise challenging questions for individuals, communities and nations. HMD 2017 asks audiences to think about what happens after genocide and of our own responsibilities in the wake of such a crime. This year’s theme is broad and open ended, and there are few known answers.

Author and survivor of the Holocaust Elie Wiesel has said:

*“For the survivor death is not the problem. Death was an everyday occurrence. We learned to live with Death. The problem is to adjust to life, to living. You must teach us about living”.*

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>

### **B RECOMMENDATION**

That the Local Authority circulate to schools the information on Holocaust Memorial Day 2017 and reference the website for appropriate resources ([www.hmd.org.uk](http://www.hmd.org.uk)).

Gadewir y dudalen hon yn wag yn fwriadol

# Eitem Ar Yr Agenda 13



Cyfarfod Cymdeithas CYSAGau Cymru, Y Rhyl, 23 Mehefin 2016  
(10.30am – 3pm)

*Wales Association of SACREs meeting, Rhyl, 23 June 2015 (10.30am – 3pm)*

## *Attendance*

<b>Ynys Môn / Anglesey</b> Bethan James	<b>Sir Ddinbych / Denbighshire</b> Phil Lord	<b>Powys</b> John Mitson Margaret Evitts
<b>Blaenau Gwent</b> Gill Vaisey	<b>Sir y Fflint / Flintshire</b> Phil Lord	<b>Rhondda Cynon Taf</b> Gill Vaisey Mathew Maidment
<b>Pen-y-bont ar Ogwr / Bridgend</b> Edward Evans	<b>Gwynedd</b> Bethan James	<b>Abertawe / Swansea</b>
<b>Caerffili/ Caerphilly</b>	<b>Merthyr Tudful / Merthyr Tydfil</b>	<b>Torfaen /Torfaen</b>
<b>Caerdydd / Cardiff</b> Gill Vaisey	<b>Sir Fynwy / Monmouthshire</b> Gill Vaisey	<b>Bro Morgannwg / Vale of Glamorgan</b> Gill Vaisey
<b>Sir Gaerfyrddin / Carmarthenshire</b> Mary Parry	<b>Castell-nedd Port Talbot / Neath and Port Talbot</b>	<b>Wrecsam / Wrexham</b> Libby Jones Samantha Jesson Ruth Holden
<b>Ceredigion</b> Lyndon Lloyd	<b>Casnewydd / Newport</b> Huw Stephens	<b>Sylwedyddion / Observers</b> Tudor Thomas (REMW) Abi Williams (Welsh Government) Paula Webber
<b>Conwy</b> Phil Lord Nicholas Richter	<b>Sir Benfro / Pembrokeshire</b> Mary Parry	

## *Minutes*

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

Chair of WASACRE, Phil Lord welcomed members to Rhyl and introduced Head of Education and Children's Services for Denbighshire, Karen Evans.

Karen Evans welcomed WASACRE members to the Council Chamber in Rhyl and spoke about the importance of collaboration and partnership working in Education. Karen Evans acknowledged the work of WASACRE and the 22 SACREs in Wales in contributing to this collaboration, which has helped to improve the quality of teaching and learning in schools. Karen Evans shared her belief that RE remained a pivotal part of the curriculum because of the important skills it develops in young people and the life lessons they learn from it, which are often not taught elsewhere. Karen also said that RE gives young people the space to make sense of their own place in the world, with empathy, compassion, tolerance, and respect. Karen concluded her welcome by wishing WASACRE well in its meeting and AGM.

### 2. Adfyfyrion tawel / *Quiet reflection*

Phil Lord lead a reflection and asked members to consider the important work they were about to embark on during the meeting.

### 3. Ymddiheuriadau / *Apologies*

Tania ap Sion, Christine Abbas, Alwen Roberts, Vicky Thomas, Cllr Ernie Galsworthy, Sue Cave, Helen Gibbon and Meinir loader, Cllr Arwel Roberts, Sharron Perry- Phillips (check spellings of last 2 names).

### 4. Cofnodion y cyfarfod a gynhaliwyd yn Hwlfordd, 8 Mawrth 2015 / *Minutes of meeting held in Haverfordwest, 8 March 2016*

Phil thanked Edward Evans for chairing the meeting in his absence.

The minutes were accepted as a true record of the meeting. Proposed by Huw Stephens and seconded by Gill Vaisey.

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

P3. Item 5. Matters arising. Libby Jones explained that the link from the WASACRE website to the REMW archive material on the Peniarth website is currently being set up and will be available soon.

P4. Item 5. Matters arising. Libby Jones read out the email WASACRE had received from Lynda Maddock (WJEC), informing members that due to issues raised by Qualifications Wales regarding the new specification it is now unlikely that the spec would be accredited before September. Lynda gave indications of which topics would be safe for teachers to begin with their Year 9 pupils from September 2016, in preparation for its official implementation in September 2017. Aspects of the new Eduquas specification were suggested by Lynda as helpful for this purpose. Edward Evans proposed that the



email be sent to SACREs for circulation to schools. Tudor Thomas urged caution as the spec has not yet been accredited. A discussion ensued in which the following points were raised:

Even though the content of the Eduquas RS specification is similar to the new RS specification for Wales, the question types might be quite different; therefore teachers need to be aware of that when teaching to Year 9 students pre September 2017.

The new content is considered to be a step backwards by many teachers.

RE's place within the curriculum needs to be looked at if the exam is getting so much harder that many schools are starting the GCSE RS course in KS3 because they are not giving KS4 RE appropriate time on the timetable to cover the specification.

Disappointment was expressed in the extended delay, which will result in further confusion for schools and teachers.

Short Course is part of the capped point score so it is not in as much danger as it is in England where it is not counted at all and so will disappear.

The RE world has worked hard to attain and maintain the RS Short Course which revolutionised statutory RE and it will be a shame for Wales to lose it.

Mary Parry explained that from her meeting with representatives from WJEC including Chief Executive, Gareth Pierce, she can now confirm that retaining a separate short course as well as the new specification is not an option. Mary communicated to Gareth Pierce that the new specification will not appeal to statutory RE students and this could mean that results will go down. If this happens it will put RE in a dangerous position in terms of time and status and what the pupils receive.

Action: LJ will reply to Lynda Maddock to thank her for the information and to ask when schools will be officially informed by WJEC of the current situation. LJ will send the information in the email from Lynda to SACREs for their information and for circulation to schools. LJ will write to Qualifications Wales to express disappointment in the delays and to outline the concerns members have about the content of the new specification.

P4. Item 5. Matters arising. Bursaries for PGCE students. LJ read out the email from Rachel Bendall, RS PGCE Course leader at USWTSD, which described the current bursary offer in Wales for RS PGCE students compared to England. It became clear to members that Wales cannot compete with England's offer which has resulted in students going across the border to study. Members agreed that WASACRE should take this issue to Welsh Government once it has completed some research on the current and projected staffing of all RE departments across Wales. Mary Parry proposed that WASACRE asks Rachel to make an enquiry to Vaughan Salisbury about the research he completed some time ago, which gave hard data to prove that there would be a shortage of RE teachers in the future. This data was shared with Welsh Government at the time to successfully prove to that there was a need to introduce a bursary for the training of RE teachers, to avoid this shortage. The Welsh Government subsequently introduced this bursary (which has by now been removed). Members agreed that something similar should be done in order to obtain further information and data regarding this situation to inform future action.

Action: LJ will email Rachel to make enquiries.

P5. Item 5. Matters arising. Humanist representation on SACRE. Humanists requesting representation on SACRE could be invited to make a presentation to current members outlining how their co-option will positively impact SACRE. The decision to co-opt lies entirely with each individual SACRE.

P10. Item 10. A.O.B. Incerts. WASACRE wrote to Welsh Government to request a statement which could be sent to Incerts to confirm that the RE levels in the National Exemplar Framework are statutory. Welsh Government refused to supply WASACRE with a statement due to Incerts being a commercial enterprise.

Mary Parry reminded members of the situation and that the headings for the RE levels within the Incerts assessment package used by many schools in Wales are misleading. The Foundation Phase outcomes are not on there and Incerts have refused to put them on. All SACREs have notified schools of the confusion and have explained which levels are the correct ones to use.

Action: LJ will ask Welsh Government for a statement which explains the status of the Agreed Syllabus levels in RE.

6. Addysg Grefyddol a'i le o fewn y cwricwlwm newydd / *Religious Education and its place within the new curriculum*

Gill Vaisey spoke about the meeting between WASACRE Executive representatives and Welsh Government representatives Manon Jones and Abi Williams. Gill said that it was a positive meeting in which they were able to share concerns over the implications of the new curriculum for Wales, including the current nursery provision for RE and withdrawal rights, and to share what good RE might look like. Gill assured members that WASACRE will continue to meet with Welsh Government in the future to maintain and develop this mutually beneficial relationship.

A member asked which schools had been chosen as pioneer schools. Phil Lord confirmed that the information was available on the Welsh Government website.

7. Diweddariadau/*Up-dates:*

- FEAAG/*EFTRE*

The EFTRE Conference will take place in August 2016, the dates and details for which are on the EFTRE website [www.EFTRE.net](http://www.EFTRE.net). Phil Lord will be going to the conference, which will focus on RE in a multi-cultural world and will aim to help address the anti-terrorism agenda. Lots of different workshops will be offered and Phil urged members to circulate the information about the conference to teachers in their Local Authorities.

- Canlyniadau'r Bagloriaeth Cymru ac Arolwg Addysg Grefyddol/ *Results of the Welsh Baccalaureate and RE Survey*

Libby Jones shared a PowerPoint presentation with members showing the initial results of the Welsh Baccalaureate survey. The PowerPoint is available on the WASACRE website [www.wasacre.org](http://www.wasacre.org)

A discussion ensued in which the following points and questions were raised:

What percentage of schools from each authority responded to the questionnaire?

Where the Welsh Baccalaureate Qualification has negatively impacted schools support should be given as soon as possible.

WASACRE should highlight the examples of positive impact and share them as good practice to all schools in Wales.

The current agreed syllabi in Wales (National Exemplar Framework) currently states that KS4 RE can be offered through 'other appropriate qualifications (e.g. Key Skills/Welsh Baccalaureate)'. Should we be looking at this guidance with a view to re-wording it?

What are the consequences for not doing statutory RE at KS4?

The information within the responses from each school should be sent to the appropriate SACRE for them to deal with any issues which have been raised and feedback given to WASACRE on progress.

Schools should be formally thanked for responding to the survey.

Action: LJ to send letter of thanks to the individual schools via their local SACRE. Send PowerPoint presentation to SACREs for their information. Feedback the responses to the SACREs about their schools for their information. Send information to the RE Advisors/SACREs regarding the schools who may not be meeting current statutory requirements for RE and request feedback on the Local Authorities' actions and progress.

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

Gill gave members the context to the guidance document explaining that it was done on request of Headteachers for guidance on withdrawal from RE. NAPfRE have supported Gill on writing this Guidance. Headteachers have been involved, as have different Local Authorities in Wales and Dylwen Hunt (chair of AREIAC). The emphasis of the document is on helping Headteachers manage the withdrawal from RE. The Exec committee considered making it available as a glossy document and on PDF to publish it and have asked the Treasurer if WASACRE would support it in terms of funding. It would be a WASACRE sponsored document and WASACRE would pay for the design, printing and translation costs.

The majority of members present at the meeting agreed for WASACRE to give financial support to this guidance document.

It was proposed that the WASACRE website should be improved and up-dated, including the WASACRE logo and design style for future WASACRE documents. The majority of members voted in agreement of this proposal.

#### 8. Cyflwyniad NAPfRE / NAPfRE presentation:

Addoli ar y Cyd a cadw arferion crefyddol mewn Ysgolion / *Collective Worship and Religious Observance in Schools- Alison Mawhinney and Ann Sherlock*

Alison and Ann gave a presentation on their recent research into Collective Worship across the UK, including looking at current legislation. The presentation is available on the WASACRE website. [www.wasacre.org](http://www.wasacre.org). Phil thanked Alison and Ann for their presentation and members were invited to ask questions. An example of some of the questions asked are as follows:

Q1. Is there a specific age suggested by the United Nations Convention on the Rights of the Child that a child is capable of making the decision to withdraw themselves from collective worship?

A. No there is not. However, competence is referred to in convention and schools would have to make that decision.

Q2. When a child is withdrawn from collective worship what activities are deemed to be educational that the children can do instead and where is that in the legislation?

A. It states in International Guidance that the activity should be in line with parental wishes and in line with the rights of the child.

9. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 10 May 2016 / *Report from the Executive Committee held on 10 May 2016*

Phil talked about WASACREs relationship with the Religious Education Council for England and Wales and plans for further dialogue and collaboration.

Phil suggested that WASACRE should keep a watching brief on what is happening with the WJEC new RE specification which will be implemented in September 2017.

10. Gohebiaeth / *Correspondence*

Libby Jones received an email from Kathy Riddick, development officer of the Wales Humanists on April 5 2016 to enquire about how Humanist representation on SACREs can be arranged. Libby Jones replied to Kathy to explain the process, a copy of her response was read out at the meeting, and Kathy asked to attend one of the future WASACRE meetings. In consultation with Phil, Libby has invited Kathy to attend the meeting in Carmarthenshire in November as an observer.

Libby received an email from a parent from RCT local Authority regarding a possible equality issue within his child's school. Libby read out the email to members who agreed that it was not a WASACRE issue and that it would be more helpful to pass it on to RCT SACRE for them to investigate further with the school in question.

Action: LJ will contact the parent to explain that his enquiry is now being dealt with by RCT SACRE and RCT SACRE has been advised of the enquiry.

11. U.F.A. / *A.O.B.* None.

12. Dyddiad y cyfarfod nesaf / *Date for next meeting*: 18 Tachwedd 2016, Carmarthenshire/ 18 November 2016, Carmarthenshire.

The meeting will be held in the Carmarthenshire Council Chamber.

Dyddiadau cyfarfodydd yn y dyfodol / *Future meeting dates: Spring 2017 Monmouthshire; Summer 2017 Wrexham; Autumn 2017 Bridgend; Spring 2018 Swansea.*

Phil Lord brought the meeting to a close and thanked those involved for their contributions.

Draft

Gadewir y dudalen hon yn wag yn fwriadol