

Pecyn Dogfennau Cyhoeddus

Penallta House,
Tredomen Park,
Ystrad Mynach,
Hengoed CF82 7PG

Ty Penallta,
Parc Tredomen,
Ystrad Mynach,
Hengoed CF82 7PG



www.caerphilly.gov.uk
www.caerffili.gov.uk

Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Rebecca Barrett
(Rhif Ffôn: 01443 864245 Ebst: barrerm@caerphilly.gov.uk)

Dyddiad: Dydd Mawrth, 14 Mai 2019

Annwyl Syr/Fadam,

Bydd cyfarfod **Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol Caerffili** yn cael ei gynnal yn **Ysgol Trecelyn, Stryd y Bont, Trecelyn, NP11 5FE** ar **Dydd Llun, 20fed Mai, 2019** am **2.00 pm** i ystyried materion a gynhwysir yn yr agenda canlynol. Gall cynghorwyr a'r cyhoedd sy'n dymuno siarad am unrhyw eitem wneud hynny drwy wneud cais i'r Cadeirydd. Mae croeso i chi hefyd ddefnyddio'r Gymraeg yn y cyfarfod. Mae'r ddau gais hyn yn gofyn am gyfnod rhybudd o 3 diwrnod gwaith, a bydd cyfieithu ar y pryd yn cael ei ddarparu os gofynnir amdano.

Mae pob cyfarfod Pwyllgor yn agored i'r Wasg a'r Cyhoedd. Gofynnir i arsylwyr a chyfranogwyr ymddwyn gyda pharch ac ystyriaeth at eraill. Sylwer y bydd methu â gwneud hynny yn golygu y gofynnir i chi adael y cyfarfodydd ac efallai y cewch eich hebrwng o'r safle.

Yr eiddoch yn gywir,

Christina Harrhy
PRIF WEITHREDWR DROS DRO

AGENDA

Tudalennau

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

Atgoffi'r Cynghorwyr 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 Cynghorwyr a Swyddogion.

A greener place Man gwyrddach

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



I gymeradwyo a llofnodi'r cofnodion canlynol:-

- | | | |
|---|--|--------|
| 3 | Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol Caerffili (CYSAG) - 6ed Mawrth 2019. | 1 - 10 |
| 4 | Ystyried y camau gweithredu a materion sy'n codi o'r cofnodion (diweddariad llafar). | |

I dderbyn ac ystyried yr adroddiadau canlynol:-

- | | | |
|----|--|---------|
| 5 | Diweddariad ar Aelodaeth CYSAG. | 11 - 14 |
| 6 | Cyflwyniad - Addysg Grefyddol yn Ysgol Trecelyn. | 15 - 16 |
| 7 | Bwletin Newyddion CYSAG. | 17 - 18 |
| 8 | Diweddariad ar Ddatblygu'r Cwricwlwm ac Ymgynghoriad Llywodraeth Cymru ar y Cwricwlwm drafft ar gyfer Cymru. | 19 - 20 |
| 9 | Monitro Darpariaeth a Safonau - Adroddiadau Arolygu Ysgolion Caerffili. | 21 - 26 |
| 10 | Diweddariad ar Gohebiaeth. | 27 - 28 |
| 11 | Rhestr Cyfarfodydd 2019. | 29 - 30 |

CCYSAGauC:-

- | | | |
|----|---|---------|
| 12 | Adborth o Gyfarfod CCYSAGauC yng Nghaerdydd ar 26 Mawrth 2019. | 31 - 48 |
| 13 | Etholiadau Pwyllgor Gweithredol CCYSAGauC. | 49 - 58 |
| 14 | Cynrychiolaeth yng nghyfarfod CCYSAGauC i ddod ym Mae Colwyn, Conwy, ar 28 Mehefin 2019 (diweddariad ar lafar). | |

Cylchrediad:

Cynghorwyr Mrs E.M. Aldworth, Mrs G.D. Oliver, Mrs T. Parry, J. Ridgewell, J. Simmonds a J. Taylor (Cadeirydd)

A Swyddogion Priodol; Cynrychiolwyr Undebau a Sefydliadau Crefyddol

SUT FYDDWN YN DEFNYDDIO EICH GWYBODAETH

Bydd yr unigolion hynny sy'n mynychu cyfarfodydd pwyllgor i siarad/roi tystiolaeth yn cael eu henwi yng nghofnodion y cyfarfod hynny, weithiau bydd hyn yn cynnwys eu man gweithio neu fusnes a'r barnau a fynegir. Bydd cofnodion o'r cyfarfod gan gynnwys manylion y siaradwyr ar gael i'r cyhoedd ar wefan y Cyngor ar www.caerffili.gov.uk. ac eithrio am drafodaethau sy'n ymwneud ag eitemau cyfrinachol neu eithriedig.

Mae gennych nifer o hawliau mewn perthynas â'r wybodaeth, gan gynnwys yr hawl i gael mynediad at wybodaeth sydd gennym amdanoch a'r hawl i gwyno os ydych yn anhapus gyda'r modd y mae eich gwybodaeth yn cael ei brosesu. Am wybodaeth bellach ar sut rydym yn prosesu eich gwybodaeth a'ch hawliau, ewch i'r Hysbysiad Preifatwydd Cyfarfodydd Pwyllgor Llawn ar ein gwefan <http://www.caerffili.gov.uk/Pwyllgor/Preifatwydd> neu cysylltwch â Gwasanaethau Cyfreithiol drwy e-bostio griffd2@caerffili.gov.uk neu ffoniwch 01443 863028.



CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTAD MYNACH ON WEDNESDAY 6TH MARCH 2019 AT 2.00 P.M.

PRESENT:

Mrs J. Jones (Church in Wales) - Presiding Chair

Councillors:

J. Ridgewell, J. Simmonds, Mrs M.E. Sargent

Representing Teaching Organisations: Miss H. Bartley (ATL), Ms M. Jones (UCAC),

Representing Religious Organisations: Mrs E. Hawthorn (United Reformed Church)

Together with:

Ms P. Webber (RE Adviser – EAS), Mrs S. Evans (Healthy Schools Practitioner) Miss R. Barrett (Committee Services Officer)

Also present:

Ms K. Riddick (Wales Humanists) – part of meeting

1. WELCOME

Mrs Janet Jones (SACRE Vice-Chair) presided as Chair in the absence of Councillor J. Taylor (who had given his apologies in advance) and warmly welcomed Members to their first SACRE meeting of 2019.

2. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Mrs E.M Aldworth, Mrs G.D. Oliver, and J. Taylor (Chair) together with Mrs L. Strange (NASUWT), Mrs T. Lloyd (NAHT), Mr M. Western (Roman Catholic Archdiocese) and Mr P. Warren (CCBC Strategic Lead for School Improvement).

3. DECLARATIONS OF INTEREST

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

4. MINUTES - 14TH NOVEMBER 2018

RESOLVED that the minutes of the Caerphilly SACRE meeting held on 14th November 2018 be approved as a correct record and signed by the Chair.

5. MATTERS ARISING FROM THE MINUTES

Minute No. 6 (Caerphilly SACRE Annual Report 2017-2018) – Members noted that the Annual Report had been translated and submitted to Welsh Government ahead of the closing date of 31st December 2018.

Minute No. 7 (Curriculum Development Update) – it was noted that Ms Kathy Riddick from Wales Humanists was in attendance to give a presentation similar to the one she had recently given to WASACRE.

Minute No. 10 (Monitoring Provision and Standards) – Ms Webber explained that it was her intention to write to Estyn to establish why no recommendation had been made in the inspection reports for two schools not meeting statutory requirements. She had since observed that a number of reports are not making comments in regards to SMSC (spiritual, moral, social and cultural development). This area was previously highlighted to the Estyn Chief Inspector by Caerphilly SACRE in December 2014 and was subsequently improved upon, and so Members were in agreement that it would be conducive for Ms Webber to write out to Estyn again on this matter.

Minute No. 12 (Holocaust Memorial Day 2019) – SACRE were advised that Caerphilly Council commemorated Holocaust Memorial Day at the Winding House Museum, New Tredegar on 25th January 2019. The event included the reading of poems by pupils from White Rose Primary School and Idris Davies School 3-18, a display of artwork created by pupils from Ysgol Gymraeg Caerffili, a prayer and the symbolic lighting of a candle. SACRE were pleased to learn that the event had been positively received.

There were no other matters arising.

6. SACRE MEMBERSHIP UPDATE

Consideration was given to the report, which summarised the details of the current Caerphilly SACRE membership as of February 2019 and highlighted any vacant positions within the Committee.

It was noted that the Clerk to SACRE was currently in the process of approaching the relevant organisations to seek nominations for the vacant Committee A and Committee B places and was making continuing efforts to fill these positions.

SACRE were also updated regarding the Salvation Army place on Committee A and were advised that Captain Di-Palma had recently relocated to another branch outside of the county borough. SACRE were saddened to hear of Captain Di-Palma's departure from the Committee after many years of service, and wished him well in his future endeavours. It was agreed that a letter of thanks on behalf of SACRE be sent to Captain Di-Palma. It was noted that the Clerk to SACRE had since asked the Salvation Army to nominate a replacement but was waiting for confirmation from the organisation.

Mrs Susan Evans (Healthy Schools Co-ordinator) referred to the discussion at SACRE's Autumn Term meeting regarding the potential co-option of a youth representative onto the Committee. She explained that she had since met with the Council's Youth Forum Co-ordinator to discuss the logistics of such an appointment and positive progress had

been made to gauge potential interest from young people. SACRE discussed the progress made to date and discussed whether there was potential to allocate both vacant co-opted places to youth representatives. It was agreed that this could be a feasible option for exploration as it would allow SACRE to have youth representation from more than one school in the county borough.

Having fully considered its contents, SACRE noted the membership update and the progress made to date in filling the vacancies.

7. PRESENTATION – WHAT IS HUMANISM – WALES HUMANISTS

Ms Kathy Riddick was welcomed to the meeting to give a presentation on behalf of Wales Humanists, which is part of the Humanists UK organisation.

With the aid of a slideshow presentation, Ms Riddick gave a detailed overview of the Humanist belief system and the work of Humanists. She explained that Humanists take a scientific view of the world and are either atheist or agnostic in nature, in that they do not believe in a god or gods, or believe we can't know if a god or god exists. For Humanists, the most important thing is not whether you believe in a god or not, but how you live your life. Humanists see no persuasive evidence for an afterlife but instead place an emphasis on making lives more meaningful, and believe morality is a human construct. Humanists also believe in freedom of religion and belief, value humanity and celebrate human achievements.

Ms Riddick made reference to the British Attitudes Survey which shows a significant rise in people with no religion, particularly amongst those aged 16-24, and spoke of the need for freedom of religious belief in education. SACRE were advised that Humanists UK have an interest in promoting better education which supports freedom of religious belief and upholds equalities and human rights law. They concentrate on discriminatory laws and policies that breach human rights or equality in state-funded schools or on matters where they have a distinctive humanist view. Examples of their aims include ending religious discrimination in school admissions and school employment, seeking progressive reform of the school curriculum and inclusive assemblies in place of mandatory religious collective worship, and taking action on unregistered religious schools.

SACRE discussed a number of the areas highlighted in Ms Riddick's presentation, including the rationale behind Humanists UK's call for more inclusive assemblies. Ms Riddick explained that an increasing number of families are exercising their right of withdrawal from collective worship, which the Humanists felt could potentially isolate the child from their peers and prevent them from learning about different religions. Ms Riddick explained that Humanists UK would wish to see more varied teachings in assemblies to allow pupils to focus on different areas of learning, and cited an example of one school which now has "Collective Wellbeing" assemblies instead, which discusses news stories and ethical issues and allows for a period of reflection at the end of each service. A SACRE Member asked if the Humanists were looking to take references to God out of collective worship, and Ms Riddick explained that it is more about placing a factual emphasis on worship and avoiding "labels". The Humanist view is that everyone should be able to access morality and ethical beliefs in whichever way they choose to do so, and that Humanism is all about thinking why we do things in certain ways and about being happy in one's own beliefs.

A Member made reference to unregistered religious schools and asked if the teaching of religion should abide by that country's rules (such as in the case of the UK where the largest religious majority is the Christian faith). Ms Riddick explained that historically the largest faith in the county was Christianity but times have now changed, with this particular belief only equating to 35% of the population. A Member raised concerns that the

Humanist stance could potentially lead to the meaning of Christianity being undermined for younger children. Ms Riddick explained that the Humanist view focuses on age-appropriate discussions and gave an example of where children are given the analogy of a loved one “being in Heaven” following a bereavement. The Humanist stance encourages children to make up their own minds about what they wish to believe when they have suffered a loss, and Ms Riddick reiterated that Humanism is all about giving children options and choices and freedom to explore their own beliefs.

Discussion took place regarding the content and changing landscape of assemblies, and a teacher representative gave an example of how these have become more balanced in her school, whereby pupils look at current affairs (such as sustainability) whilst still having the opportunity for prayer at the end of the session. Reference was made to the WASACRE survey on withdrawal from RE and collective worship and the very few instances of withdrawal across Caerphilly county borough. Ms Riddick suggested that these results could be skewed as parents are not always aware of the right of withdrawal.

SACRE discussed the Humanist stance on collective worship and Ms Riddick explained that Humanists prefer for children to be exposed to all religions so they can make informed choices when they grow up, and therefore Humanists do not agree with collective worship due to its limitations. However, there is an acceptance that collective worship is a mandatory requirement in schools and it is not the intention of Humanists to criticise this practice. Ms Riddick explained that Humanists on SACRE committees take a pragmatic view in that they are there to support the provision and teaching of RE in schools.

A teacher representative asked for the Humanist position in respect of curriculum content at Key Stages 2 and 3, particularly in view of the findings of the Donaldson report and the changing landscape. Ms Riddick explained that the views of Humanists in respect of the curriculum at each Key Stage are set out on the Humanist UK website, and that a particular belief is for there to be age appropriate material for each Key Stage.

Discussion turned to the subject of Committee A Humanist representation on SACREs. Ms Riddick confirmed that Wales Humanists have a number of members in the Caerphilly county borough area and would welcome the opportunity to nominate a suitable representative to sit on Caerphilly SACRE.

Caerphilly SACRE thanked Ms Riddick for taking the time to attend the meeting and for her informative and balanced presentation. It was agreed that the Clerk to SACRE would circulate the presentation slides to Members following the meeting. SACRE felt that the presentation from Ms Riddick was particularly useful in view of the changing shape of collective worship over recent years. In turn, Ms Riddick gave her thanks to Caerphilly SACRE for inviting her to attend, and then left the meeting.

8. CURRICULUM DEVELOPMENT UPDATE

Ms Webber presented the report, which updated SACRE of the developments being made with regards to Religious Education. Members were reminded of the consultation meetings held with SACRE representatives throughout Wales to consult on draft Humanities Area of Learning and Experience (AoLE) and the proposal to produce a supporting framework for Religious Education. The draft curriculum will be published in April 2019 for public consultation, and the Humanities AoLE is currently going through the editing and translation process in preparation for the consultation. Ms Webber has acted as Regional Vice Lead of the Humanities AoLE Working Group in her role as Advisor at the EAS.

Following Caerphilly SACRE’s Autumn Term meeting, a response was made to the Welsh Government consultation on the proposed new supporting framework for Religious

Education (a copy of which was appended to the report for Members information). Ms Webber and Libby Jones (RE Advisor to Wrexham SACRE) are leading the development of the RE supporting framework, along with involvement from teachers and RE experts, with the next meeting being held week commencing 11th March 2019.

Caerphilly SACRE were advised that although RE will remain a statutory subject, Welsh Government are consulting on its intention to change legislation surrounding Religious Education and are seeking views on the right of parents to withdraw their children from Religious Education. These changes were set out in the government White Paper "Our National Mission: A Transformational Curriculum Proposals for a new legislative framework".

Ms Webber summarised the proposals, which were displayed on a screen at the meeting and had been circulated to SACRE Members in advance. She explained that all SACREs were being asked to give their views on the section of the paper which related to Religious Education (pages 29-33), and that she wished to work through each of the proposals with Caerphilly SACRE in order to formulate a response to WG ahead of the closing date of 25th March 2019.

Caerphilly SACRE considered and discussed the proposals at length and were in agreement with many of the proposals. SACRE particularly endorsed proposal 3.68 (the development of a supporting framework) and agreed that it is important that expert practitioners develop the supporting framework for Religious Education. It is hoped that this framework will assist the Caerphilly SACRE Agreed Syllabus Conference. SACRE Members appreciated the opportunity to offer feedback throughout the development of the framework.

There were a number of areas that SACRE felt were in need of further clarification. In regards to proposal 3.66 (to amend current legislation to take account of non-religious world views which are analogous to religions e.g. humanism), SACRE expressed a need to define the meaning of the term non-religious worldviews and to give examples of non-religious worldviews other than humanism. SACRE members would have liked to have seen the precise wording of the proposed legislation. In regards to proposal 3.72 (the retention of the provision included in Schedule 19 of the Schools Standards and Framework Act 1998 relating the delivery of RE at schools of a particular religious denomination), SACRE agreed with the principal of this proposal but suggested this wording be updated in order to clarify the meaning. Members expressed the importance of open-mindedness with regard to the delivery of RE and considered it vital that indoctrination or proselytization is avoided. They therefore suggested that the delivery of objective, critical and pluralistic RE take place in classrooms and that legislation is not limited to the content of the Agreed Syllabus but also takes account of delivery.

In regards to proposal 3.72 (to allow optional RE attendance in sixth form), SACRE were of the view that this will be a significant change in legislation and as such there is a need to highlight the practicalities surrounding this proposal. For example, if one learner opts to engage in statutory RE in the sixth form the school would have to fund and deliver a suitable course, which might put a strain on schools. SACRE were interested to know, if this proposal is implemented, whether a learner who opts for statutory RE should also be offered the opportunity to receive a qualification.

In relation to proposal 3.74 (the need to determine the appropriate arrangements for withdrawal from RE and the similar right to withdraw from sex education in the current system), Members were of the view that there should not be a link between RE and Sex Education in the consultation as they are separate issues.

SACRE also discussed consultation questions 11-13 (the Right to Withdraw from Religious Education and Relationships and Sexuality Education). SACRE suggested that in regards

to question 11 *“Should the right to withdraw from RE and RSE be retained?”* a dialogue surrounding the right to withdraw takes place on a national level, as WASACRE have not had time to meet to provide a national discussion as termly meetings fall outside the consultation period.

SACRE members highlighted the difficulty schools have in supervising learners who are partially withdrawn from RE, and suggest that if the legislation surrounding the right to withdraw remains there should also be legislation or guidance on managing the right to withdraw, along the lines of the WASACRE document on managing withdrawal from RE. There were questions about whether withdrawal from RE should continue, given its new placing as a Humanities AoLE discipline and parents being unable to withdraw from other subjects in the AoLE such as History or Geography. Members suggested that RE needs to be identifiable in the curriculum if the right to withdraw is retained, and also suggested that there is a need to guard against withdrawal of RE for prejudicial reasons. SACRE discussed whether parents are sufficiently aware and informed of the right to withdraw from RE. Members suggested that where high quality RE is being provided, withdrawals are not as common. It was suggested that this highlights the need for high quality Professional Learning specifically for RE. It was felt that taking away withdrawal might compromise people’s faith or belief as the vast majority of withdrawals are for reasons of conscience. It was noted that the proposals do not ask about a teacher having the right to withdraw from RE and collective worship. SACRE were of the view that this should be retained.

In regards to question 12 *“If the right to withdraw is to be retained, should it remain with the parent [or carer]?”* SACRE felt that this right should remain with the parent/carer but that the rights of the child should be respected, and their views considered.

In regards to question 13 *“If the right to withdraw is removed, what alternative, if any, should be in its place?”* SACRE suggested that a policy on the right to withdraw be developed and this should be communicated in school prospectuses. Withdrawals should be managed and regularly monitored.

Having considered and discussed the proposals at length, it was agreed that Ms Webber and the Clerk to SACRE would collate the responses arising from the discussion and circulate to SACRE Members following the meeting for their approval and inclusion of any further views. The final response would then be submitted to WG by the closing date of 25th March 2019. SACRE were also reminded that they were welcome to contact Ms Webber with any queries and submit additional individual responses to the proposals if they wished to do so.

The Chair thanked Ms Webber for taking the time to thoroughly consult with Caerphilly SACRE on the WG proposals.

9. ESTYN THEMATIC REPORT – RELIGIOUS EDUCATION AT KEY STAGE 2 AND KEY STAGE 3 – JUNE 2018

Consideration was given to the report, which outlined the recommendations contained in the Estyn Thematic Report – Religious Education at Key Stage 2 and Key Stage 3 that was published in June 2018.

The Estyn report judges standards, provision and leadership in religious education at Key Stages 2 and 3, with a number of schools across Wales visited as part of their survey. SACRE were referred to the recommendations as set out in the report and asked to consider how they might respond to Estyn’s recommendations. They were asked to consider whether any of the recommendations are already being met and how the role of SACRE can be strengthened to support religious education within the authority more effectively. SACRE were also referred to the National Advisory Council for Religious

Education (NAPfRE) response to the Estyn report as appended to the agenda papers.

Ms Webber highlighted a number of areas within the NAPfRE response. Overall, NAPfRE's view was that the report shows a fairly positive image of RE, but it questioned whether this positive image reflects a true picture across all schools in Wales, as anecdotal evidence shared by SACRES and RE professionals at NAPfRE meetings would suggest otherwise. There are concerns that in some schools across Wales, changes are already being made to the teaching of RE, driven by Head teachers and/or Humanities leaders who have no specialism in RE and have misinterpreted the proposals. The response also highlighted concerns around funding implications arising from the recommendations, as well as concerns around the practicalities around determining a list of approved places of worship for visiting schools. There were also concerns around the inclusion of citizenship-based examples with regards to examples of good practice, and also the inclusion of collective worship, which is separate and different to religious education and needs to be kept separate to avoid confusion.

SACRE discussed the report and recommendations and in response to a Member's query, Ms Webber explained that NAPfRE are currently awaiting Estyn's response to their submissions.

Caerphilly SACRE were in agreement with the matters raised by NAPfRE and noted the contents of the update.

10. **MONITORING OF RELIGIOUS EDUCATION – ANALYSIS OF GCSE AND GCE EXAMINATION RESULTS 2018**

Consideration was given to the report, which detailed the GCSE and GCE 'A' Level Religious Education examination results for Caerphilly pupils in 2018, as part of SACRE's role in the monitoring of Religious Education.

SACRE were referred to the analysis of results as set out in the report, with it noted that there is a noticeable drop in results across a number of grade bandings at both GCSE and GCE 'A' Level when compared to both the 2017 results for Caerphilly schools and based on a three year trend (2015-2018).

Entries for **GCSE Full Course Religious Studies** have increased by 8.4% since 2015. A* - A grades (16.2% in 2018) have decreased by 13.1% since 2015 and A* - C grades (58.2% in 2018) have decreased by 13.2% since 2015. Both results are below regional and national levels for 2018. A* - G grades (95.8% in 2018) have decreased by 2.6% since 2015 but are above the regional level for 2018 (95.1%), although below the national level of 97.4%

Entries for **GCSE Short Course Religious Studies** have decreased by 25.3% since 2015. A* - A grades (1.4% in 2018) have decreased by 17.1% since 2015 and A* - C grades (30.5% in 2018) have decreased by 30.4% since 2015. A* - G grades (80.9% in 2018) have decreased from the 2015 level of 91.5%. All results mirror the declining picture regionally and nationally.

Entries for **A Level Religious Studies** have decreased by 4.6% since 2015. A* - A grades (13.7% in 2018) have increased by 1.6% since 2015 and A* - C grades (64.7% in 2018) have decreased by 8% since 2015. Both results are below regional and national levels for 2018. A* - E grades (100% in 2018) remain stable and are above the regional and national level.

Entries for AS Level Religious Studies have increased by 7.4% since 2015. A grades (8.3% in 2018) increased by 3.8% since 2015 and A - C grades (12.5% in 2018) have

decreased by 23.9% since 2015. This mirrors the declining picture regionally and nationally. A - E grades (66.7% in 2018) have decreased by 6% since 2015 and are below regional and national levels, which show an improving picture.

Ms Webber expressed a need to establish the reasons for the decline in examination results across a number of the grade bandings. It was noted that the cohort has increased significantly across GCSE Full Course and AS Level. Ms Webber explained that many schools are putting in for Full Course rather than Short Course, and that the significant drop in Short Course results is reflective of the regional and national picture. SACRE members were pleased however to see that there is an increase in the number of A* grades being achieved at A Level and A grades being achieved at AS Level.

Having fully considered and discussed the report, SACRE noted the analysis of examination results in Religious Studies for 2018 and also noted that the usual letter would be circulated to all secondary schools on behalf of SACRE to inform them of the analysis of results.

11. MONITORING PROVISION AND STANDARDS – CAERPHILLY SCHOOL INSPECTION REPORTS (AUTUMN 2018)

The report outlined the main RE findings derived from the Estyn inspection of six Caerphilly schools between October 2018 and November 2018. The analysis focused on information in relation to spiritual development, collective worship and any comments made in regards to religious education in the inspection reports of the schools inspected during Autumn Term 2018.

It was noted that all the schools inspected met statutory requirements in relation to collective worship. There was reference to the quality of collective worship in two inspection reports and good features were highlighted. Estyn made a recommendation with regards to Religious Education in one primary school, stating that teacher planning does not meet the requirements for teaching religious education well enough.

SACRE discussed what action could be taken to support the school for which an Estyn recommendation had been made, and agreed for Ms Webber to contact the school to determine if they need any support in this regard. Ms Webber also confirmed that she was happy to arrange to visit any schools where assistance may be required.

Having considered and discussed the report, SACRE noted the update in respect of Estyn inspection reports for the Autumn Term 2018.

12. THE EFFECTIVENESS OF SACRE

The report asked Caerphilly SACRE to consider ways in which they can develop the effectiveness of its role and its engagement with Caerphilly schools.

Members were reminded of the discussions at their Autumn Term meeting which centred around the co-option of a young person onto SACRE in order to enable learners to have a voice on issues of Religious Education and Collective Worship. At that meeting, SACRE also discussed the possibility of establishing a 'Youth/Junior SACRE' for the Local Authority.

Mrs Susan Evans provided an update in respect of the Junior SACRE and explained that the Education team were looking to host meetings in schools, which would help to minimise any safeguarding logistics that need to be considered. It would be intended for the Junior SACRE to link in to the co-opted youth representative to report any issues to the main

SACRE committee.

Ms Webber explained that she had recently attended a workshop on Effective SACREs at the 20:20 RE Conference which had been held in Crewe. Ms. Webber tabled resource cards produced by RE Matters which were provided at the workshop. The cards contained many photographs taken by young people from Newham Youth SACRE as part of a photography project to show RE in a positive light. Ms Webber also referred to the other resources set out in the report for improving the Effectiveness of SACRE, which included details of the Religious Education Quality Mark (REQM) which is a nationally recognised award celebrating high quality Religious Education in Wales and England. Ms Webber shared with SACRE members how to apply for this award.

SACRE voiced their support for the Junior SACRE approach as they were of the view that this would improve links and connectivity to local schools, and welcomed the idea of having youth representation on SACRE to act as a conduit to a Junior SACRE. They also supported the idea of holding informal workshop-style meetings with pupils in local schools to discuss RE matters. However, they expressed concerns that expecting a young person to attend SACRE meetings would place an unrealistic burden on the child, given the length of these meetings and the level of discussions taking place. Ms Webber explained that it was intended to co-opt a 6th form representative onto SACRE (who would be experienced in attending structured meetings and contributing to debate) and that Junior SACREs would be held separately to that of the main SACRE committee.

Having discussed the report, SACRE noted the details of the update.

13. SACRE NEWS BULLETIN

Ms Webber provided a verbal update on this item, which is intended to be a termly news bulletin to schools to promote the work of SACRE and highlight any potential resources or training opportunities relating to Religious Education. It was noted that this continues to be a work in progress.

14. CORRESPONDENCE UPDATE

Members were updated on items of correspondence circulated on behalf of SACRE. This included a letter to all schools detailing the resources available to mark Holocaust Memorial Day 2019, circulation of SACRE's Annual Report for 2017-18, information on the Farmington Scholarships for 2019-2020, information on the White Paper on Curriculum and Assessment that had been circulated to all SACRE Members, and details of nominations to the WASACRE Executive Committee for 2019.

SACRE noted the details of the correspondence update.

15. SCHEDULE OF MEETINGS 2019

SACRE noted the details of the Summer and Autumn Term meetings that had been arranged as follows:-

20th May 2019 (2.00pm) – Newbridge School, Bridge Street, Newbridge;

23rd October 2019 (2.00pm) – Penallta House Council Offices, Ystrad Mynach.

16. FEEDBACK FROM THE WASACRE MEETING IN LLANTWIT MAJOR ON 20TH NOVEMBER 2018

SACRE were updated on the discussions and discussions and deliberations of WASACRE at its meeting in Llantwit Major on 20th November 2018. The meeting included a presentation from Dr Kevin Palmer (Deputy Director of Pedagogy, Leadership and Professional Learning Division at Welsh Government) which identified a need for professional learning training. A significant topic of discussion at the WASACRE meeting was the issue of professional support for SACREs across Wales. It was noted that across SACREs in Wales, there are only two dedicated RE specialists (Paula Webber and Libby Jones), and many SACREs are without support, have non-specialist support or are using full-time teachers to support the work of the committee. In addition, a number of SACREs (and subsequently WASACRE) have also lost their RE specialists over recent months. Caerphilly SACRE discussed the situation and observed that they are fortunate to be in a better position specialist-wise than many of their SACRE counterparts.

SACRE noted the contents of the WASACRE minutes as contained in the meeting papers, and they were also advised of the date of the next WASACRE meeting in Cardiff (26th March 2019). Mrs Enfys Hawthorne confirmed that she would attend if required and it was confirmed that the Clerk to SACRE would email all SACRE Members to seek further nominations for attendance. Interested Members will be contacted with the agenda papers nearer to the meeting date and the Clerk to SACRE will inform WASACRE of the attendees. It was noted that the summer meeting of WASACRE would be held on 28th June 2019 in Conwy.

17. EXECUTIVE VOTING 2019 – NOMINATIONS TO THE WASACRE EXECUTIVE COMMITTEE

SACRE were informed of the correspondence received from WASACRE in relation to nominations for new Members to the WASACRE Executive Committee. It was noted that there were four places available in total as the position of Vice-Chair has also become vacant. Ms Webber highlighted the recent loss of a number of experienced Members from the WASACRE Executive Committee and encouraged all Caerphilly SACRE Members to consider putting themselves forward for nomination. They were also advised that they could nominate someone from another SACRE for the Executive and Vice-Chair positions if they so wished.

No nominations were received at the meeting. It was agreed that the Clerk to SACRE would recirculate nomination details to all Members via email and forward any subsequent nominations received to WASACRE by the closing date of 12th April 2019.

The Chair thanked Members for their attendance and contributions and the meeting closed at 4.30 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 20th May 2019, they were signed by the Chair.

CHAIR

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 20TH MAY 2019

SUBJECT: SACRE MEMBERSHIP UPDATE

A PURPOSE OF REPORT

To provide an update in regard to SACRE membership.

B BACKGROUND

The current membership list showing the position as of May 2019 is attached at **Appendix 1**.

The following progress has been made to date in filling the vacancies and an update will be given at the meeting: -

Committee A vacancies

Free Church representative - arising from the retirement of Reverend Eryl Williams (Baptist Union of Wales) the Clerk to SACRE has contacted Cytun (Churches Together in Wales) who are in the process of providing a nomination to fill the vacancy.

Salvation Army representative – the organisation is in the process of nominating a replacement for Captain Di Palma on Caerphilly SACRE.

Non-religious group representative – the Clerk to SACRE will contact Wales Humanists to ask them to provide a nomination for Caerphilly SACRE.

Non-Christian faith representative – Ms Webber has acquired a number of potential contact points and will update SACRE at the meeting.

Committee B vacancies

NASUWT (2 places) – Both places are now vacant as Mrs Laura Strange recently stepped down from SACRE as a teacher representative. The Clerk to SACRE has contacted NASUWT to advise of the two vacancies and two expressions of interest already on file. SACRE are awaiting the union's endorsement of the two individuals on file before they can proceed any further.

National Education Union (NUT Section) – The NUT Branch Secretary took the vacancy to members of the Caerphilly division in May 2018 but there were no expressions of interest received at that time.

Association of School and College Leaders (ASCL) – The Clerk to SACRE has contacted the union on several occasions regarding the vacancy but is yet to receive a response.

Co-opted vacancies (2 places for youth representatives)

An update will be provided at the SACRE meeting.

C RECOMMENDATIONS

1. SACRE note the details of the current membership and vacancies, and the progress made to date in filling any vacancies.
2. The Clerk to SACRE continues to contact the appropriate people or organisations to ensure vacant places are filled.

D SUPPORTING INFORMATION

Appendix 1 Current Caerphilly SACRE Membership as of May 2019

CAERPHILLY SACRE MEMBERSHIP AS OF MAY 2019

CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS - COMMITTEE A

Mr Martyn Western (Roman Catholic Archdiocese)
Mrs Enfys Hawthorn (United Reformed Church)
Mrs Janet Jones (Church in Wales) (SACRE Vice-Chair)

Vacancy - Captain Carl Di-Palma (The Salvation Army) relocated in July 2018
Vacancy - Rev Eryl Williams (Baptist Union of Wales) retired July 2018
Vacancy - non-Christian faith group/religion
Vacancy - group who hold non-religious beliefs

TEACHERS ASSOCIATIONS - COMMITTEE B

Primary Schools

Mrs Tara Lloyd (NAHT)
Ms Meinir Jones (UCAC)

Secondary Schools

Miss Helen Bartley (ATL)

Vacancy - NUT Representative
Vacancy - ASCL Representative
Vacancy - Mrs Laura Strange (NASUWT Representative) resigned March 2019
Vacancy - Second NASUWT Representative

THE LOCAL AUTHORITY - COMMITTEE C

Councillor Mrs E.M. Aldworth
Councillor J. Ridgewell
Councillor Mrs G.D. Oliver
Councillor Mrs T. Parry - replaced Councillor Mrs M.E. Sargent on SACRE in May 2019
Councillor J. Simmonds
Councillor J. Taylor (SACRE Chair)

CO OPTED MEMBERS

Two vacancies - held for youth representation on SACRE

OFFICERS

Mr Paul Warren (CCBC Strategic Lead for School Improvement)
Ms Paula Webber (EAS - RE Advisor to Caerphilly SACRE)

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: CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 20TH MAY 2019

SUBJECT: PRESENTATION: RELIGIOUS EDUCATION AT NEWBRIDGE SCHOOL

A PURPOSE OF REPORT

To receive a presentation from Miss Helen Bartley on Religious Education at Newbridge School.

B BACKGROUND

Newbridge School are kindly hosting the Summer Term meeting of Caerphilly SACRE. Helen Bartley (Head of Religious Education at Newbridge School) has agreed to give a presentation on the provision of Religious Education within the school. This will be an opportunity for Newbridge School to share good practice and for SACRE to support Religious Education at the school. Miss Bartley serves as a Caerphilly SACRE member.

C RECOMMENDATION

For Caerphilly SACRE to receive the presentation from Miss Helen Bartley.

Gadewir y dudalen hon yn wag yn fwriadol

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION

DATE: 20TH MAY 2019

SUBJECT: SACRE NEWS BULLETIN

A PURPOSE OF REPORT

For Members of SACRE to receive an update on the progress made in respect of the SACRE News Bulletin.

B RECOMMENDATION

That SACRE note the details of the update and consider information briefings for inclusion in the next SACRE News Bulletin.

Gadewir y dudalen hon yn wag yn fwriadol

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CARPHILLY STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION

DATE: 20TH MAY 2019

SUBJECT: CURRICULUM DEVELOPMENT UPDATE AND WELSH
GOVERNMENT CONSULTATION ON THE DRAFT
CURRICULUM FOR WALES

A PURPOSE OF REPORT

To update SACRE of the developments being made with regards to Religious Education and the new Curriculum for Wales.

B BACKGROUND

Welsh Government produced the draft Curriculum for Wales 2022 on 30th April and are currently conducting a consultation on the Curriculum. The guidance contains information on the structure and components of Curriculum for Wales, the approach to progression, and how the curriculum must be inclusive for all learners. It also includes information on elements of learning that span the whole curriculum. This is part of Welsh Government's national mission to raise standards, reduce the attainment gap, and deliver an education system that is a source of national pride and public confidence. At the heart of the Curriculum are the four purposes which set out the aspirations for all children and young people by the age of 16.

Welsh Government have recently consulted on The White Paper consultation [Our National Mission: A Transformational Curriculum](#) set out the legislative proposals for the new curriculum. Caerphilly SACRE provided feedback following discussion in the Spring Term SACRE meeting held on 6th March 2019.

Religious Education will be placed within the Humanities Area of Learning and Experience (AoLE). Schools will still be expected to deliver the agreed syllabus. Voluntary aided schools with a religious character will continue to be able to deliver their denomination syllabi and parents/carers of learners attending voluntary controlled schools can continue to request that their child studies the denominational syllabus rather than the locally agreed syllabus if they wish.

A new supporting framework is being developed to provide further detail about the relationship between religious education, the agreed syllabus, and the areas of learning and experience. This is being developed by a group of religious education practitioners, curriculum pioneers, academics, and representatives from Standing Advisory Councils on Religious Education (SACREs) and the National Advisory Panel for Religious Education (NAPFRE).

It is our intention also that religious education reflects our historical and contemporary relationship in Wales to philosophy and religious views, including non-religious beliefs. Therefore, the current legislation will be amended to ensure the agreed syllabus for religious education takes account of non-religious world views which are analogous to religions (e.g. humanism).

The RE consultant to Caerphilly SACRE, Paula Webber, has acted as Regional Vice Chair of the Humanities AoLE working group in her role as Adviser at the Education

Achievement Service (EAS). A verbal update detailing progress in terms of Religious Education will be given to members at the SACRE meeting. Paula Webber and Libby Jones (RE Adviser Wrexham) continue to lead the development of the RE supporting framework. Paula Webber will provide a verbal update to SACRE on the progress of the RE writing group.

Welsh Government are seeking the views of organisations and individuals on the draft curriculum <https://hwb.gov.wales/draft-curriculum-for-wales-2022>. The proforma for feedback can be found at <https://hwb.gov.wales/draft-curriculum-for-wales-2022/have-your-say/>.

Welsh Government are also consulting on the Assessment and Evaluation Framework <https://hwb.gov.wales/draft-curriculum-for-wales-2022/assessment-and-evaluation-framework/>

C RECOMMENDATIONS

1. For SACRE to receive a verbal update on the progress made in the Humanities AoLE, the draft Curriculum for Wales with a focus on Religious Education and the Humanities AoLE.
2. For SACRE to consider and respond to the draft Curriculum for Wales. The deadline for feedback is 19th July 2019. SACRE are asked to discuss forming a working party to consider this important feedback or to seek to work collaboratively with SACREs in neighbouring authorities.
3. For SACRE to receive a verbal update on the progress being made with regards to the RE supporting framework.

D SUPPORTING INFORMATION

Draft Curriculum for Wales - <https://hwb.gov.wales/draft-curriculum-for-wales-2022>

Draft Humanities Curriculum:-

Interactive Online version - <https://hwb.gov.wales/draft-curriculum-for-wales-2022/humanities/>

Have your say - Feedback forms - <https://hwb.gov.wales/draft-curriculum-for-wales-2022/have-your-say/>.

The Assessment and Evaluation Framework - <https://hwb.gov.wales/draft-curriculum-for-wales-2022/assessment-and-evaluation-framework/>

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION

DATE: 20TH MAY 2019

SUBJECT: MONITORING PROVISION AND STANDARDS – CAERPHILLY
SCHOOL INSPECTION REPORTS

A PURPOSE OF REPORT

To consider the main findings of Caerphilly inspection reports with regards to religious education, spiritual development and collective worship.

B BACKGROUND

SACRE Synopsis: Main findings

The synopsis for Caerphilly SACRE provides information about spiritual development, collective worship and any comments made in relation to religious education in the inspection reports of schools inspected in the local authority between December 2018 and March 2019. This synopsis considers the inspection findings of **two** primary schools.

Main findings Spiritual Development

Comments in relation to spiritual development are evident in one inspection report. Where all staff encourage pupils to develop their spiritual, moral, social and cultural understanding well. These include developing pupils' personal values, such as tolerance, self-belief, respect and perseverance in all areas of the school's work. The school is a highly caring learning environment that enables a feeling of mutual respect between staff and pupils.

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. Both schools inspected meet statutory requirements in relation to collective worship.

Quality

There is reference to the quality of collective worship in one inspection report and good features are highlighted.

Acts of collective worship:

- are of good quality
- ensure older pupils can reflect on religious beliefs and how people should be treated
- promote a good understanding of right and wrong and as a result nearly all pupils treat each other with mutual care and respect
- contributes to pupils' understanding of Welsh culture and language successfully.

C RECOMMENDATION

For SACRE to note and discuss the inspection reports and to write to schools in response.

D SUPPORTING INFORMATION

Appendix 1 School Inspection Reports SACRE Synopsis: Autumn Term 2018

Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: May 2019

This synopsis for Caerphilly SACRE provides information about spiritual development, collective worship and any comments made in relation to religious education in the inspection reports of schools inspected in the local authority between December 2018 and March 2019.

This synopsis considers the inspection findings of **two** primary schools.

Main findings Spiritual Development

Comments in relation to spiritual development are evident in one inspection report. Where all staff encourage pupils to develop their spiritual, moral, social and cultural understanding well. These include developing pupils' personal values, such as tolerance, self-belief, respect and perseverance in all areas of the school's work. The school is a highly caring learning environment that enables a feeling of mutual respect between staff and pupils.

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. Both schools inspected meet statutory requirements in relation to collective worship.

Quality

There is reference to the quality of collective worship in one inspection report and good features are highlighted.

Acts of collective worship:

- are of good quality
- ensure older pupils can reflect on religious beliefs and how people should be treated
- promote a good understanding of right and wrong and as a result nearly all pupils treat each other with mutual care and respect
- contributes to pupils' understanding of Welsh culture and language successfully.

Recommendations

Estyn made no recommendations with regards to Spiritual Development, Collective Worship or Religious Education.

School and date of	Spiritual Development	CW: meeting	CW: quality	Other comments / issues / religious education / cultural
--------------------	-----------------------	-------------	-------------	--

Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: May 2019

inspection		legal requirements		development / community links	
Trinant Primary February 2019	All staff encourage pupils to develop their spiritual, moral, social and cultural understanding well. These include developing pupils' personal values, such as tolerance, self-belief, respect and perseverance in all areas of the school's work. The school is a highly caring learning environment that enables a feeling of mutual respect between staff and pupils.	Yes	No mention of assemblies or collective worship	Inspection area	
				Standards	Excellent
				Wellbeing and attitudes to learning	Excellent
				Teaching and learning experiences	Excellent
				Care, support and guidance	Excellent
				Leadership and management	Excellent
				Staff manage pupils' behaviour in a consistently positive and sensitive way and deal well with more complex behavioural difficulties through the use of highly effective strategies. For instance, pupils engage in social programmes that encourage them to express their feelings creatively and to find ways to address feelings of anger or frustration in an acceptable manner. Most pupils develop as ethical and informed citizens of their local community and the world. For example, they talk at length about the letters they have received from older children in Afghanistan and the similarities and differences that exist between their countries and cultures. Most pupils understand the links between their actions and the effect on other people's lives. For instance, they work with a national organisation to collect and recycle bottle tops to generate funds to pay for polio inoculations in Pakistan. The school's stimulating learning experiences and caring ethos ensure that nearly all pupils are keen to attend. As a result, it has sustained high attendance rates for several years.	
School and date of inspection	Spiritual Development	CW: meeting legal	CW: quality	Other comments / issues / religious education / cultural development / community links	

Caerphilly SACRE - SCHOOL INSPECTION REPORTS SACRE SYNOPSIS: May 2019

<p>Rhydri Primary February 2019</p>	<p>There is no specific mention of spiritual development</p>	<p>requirements Yes</p>	<p>Collective worship is of good quality. This, along with religious education lessons, ensures older pupils can reflect on religious beliefs and how people should be treated. The school promotes a good understanding of right and wrong and as a result nearly all pupils treat each other with mutual care and respect.</p> <p>The school organises a joint Eisteddfod with a local junior school and conducts worthwhile assemblies about Welsh culture and about the life of St David. This contributes to pupils' understanding of Welsh culture and language successfully.</p>		
				<p>Inspection area</p>	<p>Good</p>
				<p>Standards</p>	<p>Good</p>
				<p>Wellbeing and attitudes to learning</p>	<p>Good</p>
				<p>Teaching and learning experiences</p>	<p>Good</p>
				<p>Care, support and guidance</p>	<p>Good</p>
				<p>Leadership and management</p>	<p>Good</p>
<p>The school is a calm and nurturing community that places a strong emphasis on pupils' wellbeing and happiness. Staff know pupils and their families very well and respond skilfully to their emotional and social needs. Pupils know that their teachers will help them work through any problems they may have. Older pupils follow the good role model set by the staff by looking after other pupils with genuine and unprompted care and consideration. This is a strength of the school community and contributes to a warm, caring and nurturing learning environment. Staff and pupils go the extra mile to welcome all to the school. As a result, pupils with a range of challenging needs have moved to the school, adopted this ethos and have quickly become happy and engaged learners.</p> <p>The school has developed its wildlife garden and recently harvested its first batch of honey from the school beehive. This contributes to the pupils' experience and understanding of how to care for their local environment successfully. There is an appropriate range of visits that support curriculum topics well. For example, trips to the Roman Legion museum enhance pupils' learning about the Romans successfully, and workshops with the Royal College of Music and Drama and visits to Rhondda Heritage park support pupils' personal, social and cultural development effectively.</p>					

Outcome of Estyn Reviews	
Ysgol Cwm Rhymni February 2019	Ysgol Gyfun Cwm Rhymni is judged to have made insufficient progress in relation to the recommendations following the most recent core inspection. As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity. In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement.
Bedwas High School March 2019	Bedwas High School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection. As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring special measures.

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION

DATE: 20TH MAY 2019

SUBJECT: CORRESPONDENCE UPDATE

A PURPOSE OF REPORT

To provide an update on the correspondence received by Caerphilly SACRE and/or circulated on behalf of Caerphilly SACRE.

B BACKGROUND

A verbal update will be provided at the meeting.

C RECOMMENDATION

For Caerphilly SACRE to note the details of the correspondence update.

Gadewir y dudalen hon yn wag yn fwriadol

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION

DATE: 20TH MAY 2019

SUBJECT: SCHEDULE OF MEETINGS 2019

A PURPOSE OF REPORT

To note the date and venue of forthcoming Caerphilly SACRE meetings.

B BACKGROUND

Dates of forthcoming meetings:

Autumn Term 2019

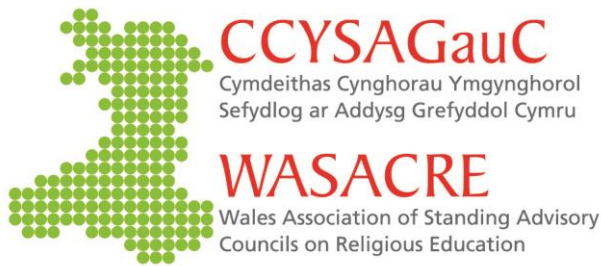
23rd October 2019 (2.00pm) – Penallta House Council Offices, Ystrad Mynach

C RECOMMENDATION

For Caerphilly SACRE to note the date and venue of future meetings during 2019.

Gadewir y dudalen hon yn wag yn fwriadol

Eitem Ar Yr Agenda 12



*Cyfarfod CYSAGau Cymru, yn
Neuadd y Sir Caerdydd
Dydd Mawrth, 26 Mawrth 2019
10.30a.m. – 3.00p.m.*

Yn bresennol

<p>Ynys Môn Rheinallt Thomas</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KD)</p> <p>Pen-y-bont ar Ogwr Edward J. Evans (EE) Maggie Turford (MT) Alice Parry (AP)</p> <p>Caerffili Paula Webber (PW) Janet Jones (JJ)</p> <p>Caerdydd Maggie Turford (MT) Gill James (GJ) Norma Mackai</p> <p>Sir Gaerfyrddin Helen Gibbon (HG)</p> <p>Ceredigion</p> <p>Conwy</p> <p>Sir Ddinbych Ellie Chard (EC)</p>	<p>Sir y Fflint</p> <p>Gwynedd</p> <p>Merthyr Tudful Maggie Turford (MT) Ernie Goldsworthy (EG)</p> <p>Sir Fynwy Paula Webber (PW)</p> <p>Castell-nedd Port Talbot Hugh James (HJ) Rachel Samuel (RS) Peter Rees (PR)</p> <p>Casnewydd Paula Webber (PW) Huw Stephens (HS)</p> <p>Sir Benfro</p> <p>Powys John Mitson (JM) Sian Fielding (SF)</p> <p>Rhondda Cynon Taf Maggie Turford (MT) Mathew Maidment (MM)</p>	<p>Abertawe Jennifer Harding -Richard (JHT) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg Maggie Turford (MT) Ramez Delpak (RD)</p> <p>Wrecsam Libby Jones (LJ) Tania ap Sion (TaS)</p> <p>Sylwedyddion Rudolf Elliot Lockhart, REC Paul Morgan, MAGC Andrew Pearce, CBAC</p> <p>Cyflwynwyr Nicky Hagedyck, EAS</p> <p>Cofnodion Gill Vaisey (GV)</p>
---	--	--

Cofnodion y cyfarfod

1. Cyflwyniad a chroeso

Cyn y cyfarfod, mwynhaodd yr aelodau sioe sleidiau gan Ysgol Gynradd Moorland, Caerdydd, oedd yn dangos lluniau o agweddau o'u harfer da.

Croesawyd pawb i Neuadd y Sir, Caerdydd ac i'r Awdurdod Lleol gan y Cynghorydd Dianne Rees, Arglwydd Faer Caerdydd. Soniodd am bopeth sydd gan Gaerdydd i'w ddathlu ac am ei rhan hi fel cyn aelod o GYSAG Caerdydd.

Estynnwyd croeso i Gaerdydd hefyd gan Gadeirydd CYSAG Caerdydd, y Cynghorydd Sarah Merry. Siaradodd am ei phrofiad o fod yn aelod o CYSAG fel Cynghorydd Sir a sut nad oedd hi'n sicr i ddechrau beth roedd CYSAG yn ei olygu. Ond mae ei phrofiad wedi dangos iddi bwysigrwydd addysg grefyddol a chred y dylai CYSAGau fod yn ystyrlon yn cefnogi plant o nifer o wahanol grefyddau, a rhai di-grefydd, o fewn y gymuned.

2. Adfyfrio tawel

Rhannodd EE ei feddyliau am y sefyllfa echrydus yn Seland Newydd – ffydd neu ddim ffydd – roedd hyn yn dangos annynoldeb gweithredoedd rhywun tuag at grŵp o bobl eraill.

Cyfeiriodd at y gyfrol *50 Five-Minute Tales* – straeon y mae wedi'u defnyddio i Addoli ar y Cyd mewn ysgolion.

Y Corrach a'r Dylwythen Deg - corrach swil oedd â chlustiau mawr yr oedd y dylwythen deg yn chwerrhin am ei ben. Fodd bynnag, dangosodd y corrach garedigrwydd mawr ati. Diben y stori oedd dangos na ddylai pobl gael eu barnu oherwydd eu hymddangosiad allanol, neu ddim ond am eu bod yn wahanol, e.e. lliw, ymddangosiad, credoau, gwleidyddiaeth ayb, ond cydnabod ei gilydd fel bodau dynol.

Gwahoddodd EE yr aelodau i fyfrio ar greu gwell byd i fyw ynddo.

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan Meurig Roberts (Llywodraeth Cymru), Cyng Lacey (CYSAG Casnewydd), Cyng Lyndon Lloyd (Ceredigion), Vicky Barlow (Sir y Fflint), Michelle Gosney (Estyn) a Tudor Thomas (sydd wedi ymddiswyddo fel cadeirydd MAGC ond sy'n dal i fod yn aelod o GYSAG Sir Fynwy).

4. Cyflwyniad PYCAG: Nicky Hagendyk – Maes Dysgu a Phrofiad y Dyniaethau

Nicky Hagendyk yw Cadeirydd Maes Dysgu a Phrofiad y Dyniaethau.

Siaradodd am y diwygiadau ehangach ochr yn ochr â diwygio'r cwricwlwm. Pwysleisiodd fod profiad yn agwedd bwysig o'r cwricwlwm newydd hwn. Mae'n broses sy'n cael ei chefnogi gan y Pedwar Diben y dylid eu cyrraedd erbyn diwedd addysg ysgol.

Tynnodd sylw at y pynciau newydd ar y cwricwlwm o fewn Maes Dysgu a Phrofiad y Dyniaethau – astudiaethau busnes ac astudiaethau cymdeithasol. Ymarferwyr sydd wrthi'n ysgrifennu'r cwricwlwm newydd ac maent wedi mabwysiadu dull holistig gyda'r 'datganiadau o'r Hyn sy'n Bwysig' wrth graidd y cyfan.

Maent yn ceisio cael cydbwysedd rhwng dull holistig rhyngddisgyblaethol a chadw integriti pob pwnc arbenigol.

Mae'r cwricwlwm newydd yn debygol o fod yn llai cyfarwyddol ac yn cynnig mwy o ymreolaeth i ysgolion. Y tu ôl i'r Pedwar Diben bydd cysyniadau, gwybodaeth a sgiliau.

Caiff ei gyhoeddi ym mis Ebrill 2019 i gael adborth gan athrawon a rhanddeiliaid eraill. Bydd cynnwys 'Beth sy'n Bwysig' yn rhan o'r ymgynghoriad. Eglurodd Nicky bob un o'r pum datganiad o'r hyn sy'n bwysig yn y Dyniaethau.

1. Mae datblygu meddwl chwilfrydig yn galluogi'r dysgwyr i archwilio ac ymchwilio i'r byd, yn y gorffennol, presennol a'r dyfodol, drostynt eu hunain.
2. Mae digwyddiadau a phrofiadau dynol yn gymhleth ac yn cael eu gweld, eu dehongli a'u cynrychioli mewn ffyrdd gwahanol.
3. Mae'r byd naturiol yn amrywiol a deinamig, ac mae prosesau ffisegol a gweithredoedd dynol yn dylanwadu arno.
4. Mae cymdeithasau dynol yn gymhleth ac amrywiol ac mae ymddygiad a chredoau dynol wedi eu siapio.
5. Dinasyddion gwybodus a hunanymwybodol yn ymgysylltu â'r heriau a'r cyfleoedd sy'n wynebu'r ddynoliaeth ac yn gallu cymryd camau moesegol a chynaliadwy.

Ni ddylid ystyried pob datganiad ar ei ben ei hun – gallai uned waith fod yn gysylltiedig â dau neu dri o'r datganiadau.

Gall pob un o'r pynciau yn y dyniaethau gael eu harchwilio drwy unrhyw un o'r datganiadau o'r hyn sy'n bwysig.

Yn ganolog i'r cwricwlwm mae dilyniant o safbwynt gwybodaeth, dealltwriaeth gysyniadol, y gallu i weithio gyda ffynonellau, ayb.

Cafwyd mewnbwn gan arbenigwyr ac ymgynghorwyd yn genedlaethol ac yn rhyngwladol.

Bydd y cwricwlwm yn cael ei gyhoeddi ar 30 Ebrill ar gyfer ymgynghoriad ac adborth. Amserlen yr ymgynghoriad fydd o Ebrill 30 tan ddechrau Medi.

Mewn ymateb i'r cwestiynau a godwyd, dywedodd Nicky fod athrawon o bob rhan o Gymru wedi cymryd rhan mewn ysgrifennu'r cwricwlwm ehangach ac y byddant hefyd yn cymryd rhan mewn ysgrifennu'r Fframwaith AG.

Ystyriwyd cwricwlwm Lloegr hefyd yn ogystal â meysydd llafur o wledydd eraill.

Holodd yr aelodau am y gost o gyflwyno'r newidiadau hyn mewn ysgolion. Awgrymodd un aelod fod yn rhaid i Lywodraeth Cymru roi cyllid yn ei le er mwyn cefnogi gweithredu'r cwricwlwm newydd yn llawn.

Bydd y cwricwlwm terfynol yn cael ei gyhoeddi ym mis Ionawr 2020 ac felly bydd hyfforddiant yn dilyn wedi i'r cwricwlwm gael ei gytuno arno a'i ffurfio'n derfynol.

Mae angen ystyried sut bydd CCYSAGauC yn rheoli ei adborth ar yr ymgynghoriad. A ddylai'r Pwyllgor Gwaith ymateb ar ran CCYSAGauC neu a ddylid sefydlu gweithgor o aelodau CCYAGauC?

Gweithredu: Y Pwyllgor Gwaith i lunio ymateb i'r drafft ar ran CCYSAGauC

5. Arolwg Tynnu yn ôl o Addysg Grefyddol

Cyfeiriodd PW at ganlyniadau'r holiadur am dynnu disgyblion yn ôl o AG ac edrychodd ar y canfyddiadau.

Gallai'r wybodaeth hon fod yn sail i drafodaethau ac i ymateb CCYSAGauC i gwestiwn Papur Gwyn LIC ynghylch a ddylid cael gwared ar yr hawl i dynnu'n ôl.

Adroddodd GV ei bod hi'n pryderu am rai o ganfyddiadau'r arolwg.

I ddechrau, mae'n awgrymu fod rhai ysgolion yn dal ddim yn gwneud y gwahaniaeth rhwng Addoli ar y Cyd ac AG. Roedd yr arolwg wedi cyfeirio'n benodol at AG ar y cwricwlwm yn unig ac eto roedd rhai ymatebion yn cyfeirio at Addoli ar y Cyd.

Yn ogystal, roedd tystiolaeth o ddiffyg dealltwriaeth am wir natur Addysg Grefyddol ar y cwricwlwm - mewn rhai achosion roedd yr ymatebion yn cyfeirio at dynnu disgyblion yn ôl o weddio a chanu emynau a hefyd ymweld ag eglwys i gymryd rhan mewn dathliadau - ond ni ddylai'r un o'r rhain fod yn digwydd mewn AG seiliedig ar y cwricwlwm.

Roedd GV yn pryderu hefyd am nifer y rhieni (12) oedd yn tynnu eu plant yn ôl yn rhannol rhag dysgu am Islam. Mae hyn yn awgrymu rhagfarn yn erbyn y grefydd arbennig honno. Awgrymodd HS ei bod yn hanfodol, pan mae'r cwricwlwm newydd yn cael ei lunio, ei fod yn hybu AG wrthrychol, feirniadol a lluseddol er mwyn sicrhau nad yw rhieni'n teimlo'r angen i dynnu eu plant yn ôl.

Rhannodd RL ei syniadau am y posibilrwydd o her gyfreithiol – os yw rhywun o ffydd arbennig wedi bod â rhan mewn datblygu'r cwricwlwm, yna gellid ystyried na allai'r cwricwlwm hwnnw fod yn wrthrychol. Yn yr un modd, os oes gan athro gefndir ffydd, gellid awgrymu nad ydynt yn gallu bod yn wrthrychol yn eu haddysgu.

Gweithredu: awgrymu i'r CYSAGau eu bod yn edrych ar eu canfyddiadau lleol o'r arolwg ac yn cymryd unrhyw gamau priodol.

(Dywedodd GV fod rhai CYSAGau wedi coladu eu canlyniadau eu hunain tra bod eraill wedi anfon ymatebion gan ysgolion unigol ac felly roedd hi wedi coladu'r rhain a bydd y manylion yn cael eu hanfon i'r CYSAGau hynny).

6. Ystyried ac ymateb i bapur gwyn y Llywodraeth

Aeth EE trwy'r papur a'r cynigion.

Cyflwynwyd ymateb Pwyllgor Gwaith CCYSAGauC ac fe'i rhannwyd â'r aelodau. Nodwyd nad oeddent wedi dod i gasgliad am gael gwared ar yr hawl i dynnu'n ôl o AG.

Cyflwynwyd ymateb PYCAG ac fe'i rhannwyd â'r aelodau. Nododd LJ fod ymateb PYCAG yn wahanol mewn rhai agweddau i ymateb CCYSAGauC. Byddai PYCAG yn dymuno cael gwared ar yr hawl i dynnu'n ôl ond mae'n ategu'r angen felly am roi hyfforddiant yn ei le i sicrhau fod pob athro ac ysgol yn gwneud yn siŵr fod eu haddysgu a'u darpariaeth yn wrthrychol.

Mae PYCAG yn awgrymu hefyd y dylid cadw AG yn y chweched dosbarth ac y dylai colegau orfod darparu AG hefyd.

Cred HS fod disgyblion 16 – 19 oed angen cael addysg grefyddol yng ngoleuni materion ac agweddau'r byd sydd ohoni.

Awgrymodd KR, os yw athrawon yn dysgu AG cwbl addysgol a gwrthrychol, yna nad oes angen yr hawl i dynnu'n ôl, fodd bynnag, os yw AG yn enwadol ac yn seiliedig ar ffydd, yna mae'r angen i dynnu'n ôl yno.

Awgrymodd PW fod angen i ni sicrhau fod y ddarpariaeth fel y dylai fod ac yna nid oes reswm dros gael hawl i dynnu'n ôl.

Nododd GV fod angen gwahaniaethu rhwng AG y Maes Llafur Cytûn ac AG seiliedig ar ffydd ac roedd hi'n ategu'r pwynt a wnaed gan KR.

Awgrymwyd y dylem gymryd y safbwynt ein bod yn cymryd ac yn disgwyl fod AG yn cael ei dysgu'n briodol ac yn atgyfnerthu'r disgwyliad hwn.

Roedd ymateb RT yn nes at farn PYCAG nag un CCYSAGauC. Cred ef fod yn rhaid i ni sicrhau fod AG yn addas i bawb ac mae angen i ni gael hyder yn ein hathrawon y byddant yn dysgu'r pwnc mewn modd proffesiynol. Roedd ef hefyd yn credu bod angen i fyfyrwyr chweched dosbarth gael AG.

Ailadroddodd HS yr angen i herio Awdurdodau Lleol ar ddiffyg gwasanaethau cynghori proffesiynol i gefnogi AG.

Dywedodd RL mae'r hyn oedd yn ei boeni ef oedd y Confensiwn Ewropeaidd ar Hawliau Dynol. Nid yw'n meddwl fod achos wedi bod lle cafwyd nad yw'r AG yn wrthrychol a lluoseddol ac felly os ceir gwared â'r hawl i dynnu'n ôl, gallai hyn arwain at gyfres o achosion yn mynd i'r llys.

Fel 'pôl gwelltyn' (nid pleidlais swyddogol ar ran CYSAGau), roedd pawb yn yr ystafell yn unfrydol o blaid cael gwared ar yr hawl i dynnu'n ôl o AG.

Cafwyd cefnogaeth unfrydol hefyd dros wneud AG yn statudol i blant meithrin o 3 oed.

Ymateb cymysg a gafwyd i dynnu AG o'r chweched dosbarth.

Diolchodd CCYSAGauC i aelodau Pwyllgor Gwaith CCYSAGauC ac i aelodau PYCAG am gyflwyno'u hymatebion.

Gweithredu: PW i anfon ymateb ychwanegol i Lywodraeth Cymru yn cadarnhau'r ymateb a wnaed gan y Pwyllgor Gwaith ac yn ychwanegu sylwadau pellach ar farn y rheiny oedd yn bresennol yn y cyfarfod.

7. Diweddariad ar Fframwaith Cefnogi AG

Adroddodd LJ fod LIC wedi rhoi cyllid llawn i grŵp i gynnal cyfarfodydd rheolaidd er mwyn datblygu Fframwaith Cefnogi i eistedd ochr yn ochr â'r cwricwlwm newydd. Mae'r grŵp yn cynnwys athrawon AG, athrawon o Ysgolion Arloesi, aelodau PYCAG, CCYSAGauC, REC, CBAC, ac Estyn. Maent yn cynrychioli pob ardal yng Nghymru a phob ystod oed ynghyd â chyfrwng Cymraeg a Saesneg.

Gan nad ydym yn gwybod eto a fydd yr hawl i dynnu'n ôl o AG yn cael ei dynnu, mae angen i'r Fframwaith gael ei ysgrifennu fel bod AG yn cael ei nodi'n amlwg.

Gobeithir y bydd drafft yn cael ei gyhoeddi erbyn mis Ionawr 2020. Mae angen iddo fod yn barod erbyn Gorffennaf er mwyn iddo gael ei gyfieithu a mynd i ymgynghoriad cychwynnol.

Adroddodd PW ar y meddylfryd y tu ôl i gynhyrchu'r Fframwaith AG a sut y gallai edrych fel ychwanegiad i'r datganiadau Beth sy'n Bwysig ar y cwricwlwm. Yna mae'n bosibl y gallai'r Fframwaith hwn gael ei fabwysiadu gan bob Awdurdod Lleol fel eu Maes Llafur Cytûn.

Awgrymodd RT y dylai'r Fframwaith AG gael ei ysgrifennu mewn modd sy'n hygyrch i'r rhai heb fod yn addysgwyr ac y dylai gael ei dderbyn a'i fabwysiadu gan Gynadleddau Maes Llafur Cytûn.

8. Cymorth AG Proffesiynol i GYSAGau

Adroddodd EE fod ymateb wedi'i dderbyn bellach gan Kirsty Williams i'r llythyr a anfonodd CCYSAGauC ati ynglŷn â Chymorth AG Proffesiynol ac adolygu Cylchlythyr 10/94.

Adroddodd LJ am y sefyllfa argyfyngus o ran diffyg cefnogaeth AG arbenigol i GYSAGau gan fod pum arbenigwr wedi'u tynnu o'u swyddi mewn cyfnod byr o amser. Nodwyd mai dim ond LJ a PW sydd ar ôl fel cynghorwyr arbenigol mewn AG.

Atgoffodd LJ yr aelodau fod PYCAG a CCYSAGauC wedi ysgrifennu at y Cyfarwyddwyr Addysg i ofyn am wybodaeth ar bwy sy'n darparu eu cymorth proffesiynol i GYSAGau.

Roedd yr atebion yn amrywiol fel yn ôl cofnodion y cyfarfod diwethaf. Roedd LJ a PW wedi cyfarfod â'r 22 Cyfarwyddwr Addysg ac wedi'u hatgoffa am eu dyletswyddau cyfreithiol o safbwynt AG a ChYSAGau ac wedi tynnu eu sylw at y cymorth arbenigol amrywiol ar draws Cymru. Gwnaed y pwynt fod anghysondeb cymorth arbenigol yn annheg gan ei fod yn effeithio ar y disgyblion sydd ar ddiwedd y broses. Tynnwyd sylw at yr angen am gymorth dysgu proffesiynol ac mae hyn yn golygu fod angen cymorth AG arbenigol i ALLau a ChYSAGau.

Fe gyflwynon nhw hefyd swyddogaethau a chyfrifoldebau / enghraifft o swydd ddisgrifiad cynghorydd CYSAG er mwyn sicrhau fod y Cyfarwyddwyr yn sylweddoli hyd a lled y rôl gan dynnu sylw at y ffaith na all athro llawn amser, er enghraifft, fyth ysgwyddo'r gwaith ychwanegol hwn.

Gofynnwyd i'r Cyfarwyddwyr holi a chanfod pwy sy'n rhoi cefnogaeth – ai'r Awdurdod Lleol neu'r Consortiwm. Mae angen iddynt ystyried cael cynghorwyr AG arbenigol i gefnogi eu CYSAGau. Roedd y 22 Gyfarwyddwr yn barod iawn i gymryd rhan yn y sgwrs gyda LJ a PW a / neu fynd â'r neges yn ôl i'w consortia.

Nododd RT fod yna arbenigwyr AG ar gael ond nad ydynt yn cael eu defnyddio gan eu Hawdurdodau Lleol i gefnogi AG a ChYSAGau e.e. Bethan James a Phil Lord yn GwE a Cary Thomas yn CSC ynghyd â Gill Vaisey sydd yn ymgynghorydd arbenigol.

Gweithredu: LJ a PW i barhau i siarad â'r Cyfarwyddwyr ac adrodd yn ôl i CCYSAGauC.

9. Dysgu Proffesiynol i AG

Bu PW a LJ mewn cyfarfod gyda Kevin Palmer i drafod y cymorth dysgu proffesiynol sydd ei angen yng ngoleuni AG a'r cwricwlwm newydd. Maent wedi cael eu gwahodd i gynhyrchu dogfen fydd yn amlinellu'r meysydd hyfforddiant fydd eu hangen i gefnogi gweithredu'r cwricwlwm newydd. Bydd PYCAG yn ystyried hwn ac yn cyflwyno papur i KP.

10. Diweddariadau:

1. Adroddodd LJ fod presenoldeb da yn PYCAG y diwrnod cynt gyda thri ar ddeg o aelodau. Amlinellodd yr eitemau ar yr agenda.

2. REC – Adroddodd RL fod y Cyngor wedi ymateb i'r Papur Gwyn. Dywedodd fod diddordeb parhaus gan y Llywodraeth a San Steffan yn Adroddiad y Comisiwn ar Addysg Grefyddol ond nad oes dim yn digwydd ar hyn o bryd.

Bydd etholiadau i aelodau'r bwrdd ymuno â'r REC yn digwydd ar 16 Mai. Mae dwy sedd ar gael. Mae enwebiadau'n gymwys gan gynrychiolwyr awdurdodedig ac mae angen eu derbyn fis ymlaen llaw. Bydd yr ymgeiswyr llwyddiannus yn gwasanaethu am dymor o dair blynedd o 1 Medi, 2019.

Tania, Paula a Gill yw cynrychiolwyr enwebedig CCYSAGauC ar y REC.

3. Cynhadledd EFTRE Dulyn

Adroddodd GV y bydd Cynhadledd y Fforwm Ewropeaidd i Athrawon AG yn cael ei chynnal yn Nulyn ar 28 – 31 Awst, 2019 ac mae croeso i unrhyw un fynychu. Bydd GV yn mynd yno ar ran CCYSAGauC fel eu cynrychiolydd. Mae cynhadledd estyniad yn Belfast o 31 Awst – 2 Medi. Anfonwyd manylion at bob Clerc CYSAG.

4. MAGC

Mae Paul Morgan bellach yn mynychu CCYSAGauC yn lle Tudor Thomas. Mae dyfodol MAGC yn ansicr o ganlyniad i ddiffyg aelodau a hefyd cyllid. Cynhelir trafodaeth ym mis Ebrill a fydd yn edrych ar tybed a oes cyfle i ailadeiladu a chreu mudiad i'r rheiny sydd â diddordeb mewn AG ond nad ydynt yn gymwys i fynychu cyfarfodydd megis CCYSAGauC.

5. AREIAC 1 a 2 Gorffennaf

Adroddodd GV fod y Gymdeithas Cynghorwyr, Arolygwyr, ac Ymgynghorwyr AG yn cynnal ei chynhadledd haf yn y Village Hotel, Hyde, ger Manceinion ar 1 a 2 Gorffennaf. Teitl a thema'r gynhadledd yw *RE Leadership in a New World*. Gwahoddir pawb sydd â diddordeb mewn AG a dylent gysylltu â Gill Vaisey sydd yn trefnu'r gynhadledd.

Gweithredu: Anfonir y manylion i Glercod CYSAG.

11. Gwefan CCYSAGauC

Soniodd EE am y problemau sydd gan y wefan ar hyn o bryd a siaradodd am y posibilrwydd o gael gwefan newydd wedi'i chreu.

Gofynnodd EE i'r aelodau feddwl am yr hyn sydd ei angen ar wefan CCYSAGauC.

Adroddodd fod y Pwyllgor Gwaith wedi derbyn sawl pris am "becyn" ar gyfer adeiladu a chynnal gwefan newydd. Roedd y Pwyllgor Gwaith wedi cytuno i argymhell i'r cyfarfod llawn eu bod yn derbyn pris o £1100 am "adeiladu a chontract tair blynedd". Amlinellodd yr hyn oedd yn gynwysedig yn y cynnig hwn.

Yn ei rôl fel swyddog y wefan ar ran y Pwyllgor Gwaith, mae KR wedi ymchwilio i'r gwahanol bosibiliadau ac mae'r uchod yn fanteisiol o ran costau.

Gweithredu: Cytunodd yr aelodau i gefnogi creu gwefan newydd.

12. Adroddiad Cyfarfod y Pwyllgor Gwaith a gynhaliwyd 6 Chwefror 2019

Rhoddodd EE adroddiad llafar o gyfarfod y Pwyllgor Gwaith, roedd y rhan fwyaf o'r pwyntiau eisoes wedi cael eu trafod yn y cyfarfod hwn.

13. Y CYSAG effeithiol

Cyfeiriodd PW at gyflwyniad o'r gorffennol oedd wedi'i seilio ar wneud CYSAG effeithiol ac awgrymodd y dylem ddychwelyd at hwn eto. Mae CYSAG Caerffili yn bwriadu cyfethol dau aelod ieuenctid er mwyn clywed llais y disgyblion. Dyma un enghraifft o arfer da y gellid ei rannu.

Gweithredu: Rhoi hwn ar agenda cyfarfod yn y dyfodol - hydref 2019.

14. Cofnodion y cyfarfod a gynhaliwyd yn Llanilltud Fawr ar 20 Tachwedd 2018

Derbyniwyd y cofnodion fel cofnod cywir o'r cyfarfod yn amodol ar y canlynol:
Ychwanegu Huw Stevens at y rhai oedd yn bresennol. Cywiro sillafu - Helen Bebb
Tudalen 16 cywiro sillafu - Alwen Roberts, Ceredigion.

15. Materion yn codi

Dim

16. Gohebiaeth

Etholiadau REC

Taflen cynhadledd EFTRE

Rhwydwaith Rhyng-ffydd yn sôn am ymosodiad Seland Newydd

CYSAG Bro Morgannwg yn gofyn a allai dau athro rannu sedd ar y pwyllgor gwaith a mynychu cyfarfodydd yn eu tro. Yn dilyn trafodaeth, nodwyd nad oes dim yng Nghyfansoddiad CCYSAGauC a fyddai'n atal trefniant o'r fath ac felly cytunwyd i dderbyn y cynnig hwn.

17. Dangos a dweud

Nis trafodwyd.

18. Unrhyw fater arall

Dywedodd EE wrth yr aelodau am achos a ddigwyddodd cyn dechrau'r cyfarfod. Roedd aelod o'r cyhoedd (a oedd wedi bod ar bwyllgor CYSAG o'r blaen ond ddim mwyach yn aelod o'r pwyllgor hwnnw) wedi cyrraedd Neuadd y Sir yn disgwyl dod i gyfarfod CCYSAGauC. Dywedodd fod dau o'i chydweithwyr yn y Cyngor Sir oedd yn eistedd ar GYSAG Sir Fynwy wedi gofyn iddi eu cynrychioli nhw gan na allent fod yn bresennol. Dywedwyd wrthi nad yw cyfarfodydd CCYSAGauC yn agored i'r cyhoedd ac felly nid oedd hawl ganddi i fod yn bresennol. Dywedodd yr unigolyn dan sylw y byddai'n gwneud cwyn yn erbyn EE a PW, y ddau oedd wedi esbonio nad oedd ganddi hawl i fynychu cyfarfod CCYSAGauC.

Dywedodd EE wrth yr aelodau ei bod yn amhriodol i aelodau CYSAG weithredu fel unigolion ac yn yr achos hwn, roedd gofyn i rywun nad yw'n aelod o'u CYSAG gymryd eu lle, yn anghywir. Atgoffodd EE yr aelodau, pan maent yn mynychu CCYSAGauC, eu bod yn gwneud hynny fel cynrychiolwyr eu CYSAG nhw ac nid fel unigolion.

Mynegodd yr aelodau a oedd yn bresennol eu cefnogaeth lawn i'r cyngor a roddwyd i'r unigolyn dan sylw gan EE a PW. Roedden nhw hefyd yn cytuno'n llwyr fod aelodau sy'n mynychu cyfarfodydd CCYSAGauC yn cynrychioli eu CYSAG ac nid nhw'u hunain.

19. Dyddiad y cyfarfod nesaf: Haf 2019 – Conwy 28 Mehefin 2019

Diolchodd EE i bawb oedd wedi cymryd rhan yn y cyfarfod gyda diolch arbennig i:

Arglwydd Faer Caerdydd; Cyng Sarah Merry, Cadeirydd CYSAG Caerdydd; Louise Broom, Clerc, CYSAG Caerdydd; Maggie Turford, Cymorth Proffesiynol i GYSAG Caerdydd; Nicky Hagendyk, Cyflwynydd, Arweinydd Rhanbarthol EAS dros Faes Dysgu a Phrofiad y Dyniaethau; Alaw Hughes, Cyfieithydd; aelodau CYSAG Caerdydd a'r Cyngorwyr Sir.

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KD)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Maggie Turford (MT) Alice Parry (AP)</p> <p>Caerffili/ Caerphilly Paula Webber (PW) Janet Jones (JJ)</p> <p>Caerdydd / Cardiff Maggie Turford (MT) Gill James (GJ) Norma Mackai</p> <p>Sir Gaerfyrddin / Carmarthenshire Helen Gibbon (HG)</p> <p>Ceredigion</p> <p>Conwy</p> <p>Sir Ddinbych / Denbighshire Ellie Chard (EC)</p>	<p>Sir y Fflint / Flintshire</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil Maggie Turford (MT) Ernie Goldsworthy (EG)</p> <p>Sir Fynwy / Monmouthshire Sir Paula Webber (PW)</p> <p>Castell-nedd Port Talbot /Neath and Port Talbot Hugh James (HJ) Rachel Samuel (RS) Peter Rees (PR)</p> <p>Casnewydd / Newport Paula Webber (PW) Huw Stephens (HS)</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys John Mitson (JM) Sian Fielding (SF)</p> <p>Rhondda Cynon Taf Maggie Turford (MT) Mathew Maidment (MM)</p>	<p>Abertawe / Swansea Jennifer Harding -Richard (JHT) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Maggie Turford (MT) Ramez Delpak (RD)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Sion (TaS)</p> <p>Sylwedyddion / Observers Rudolf Elliot Lockhart, REC Paul Morgan, MAGC Andrew Pearce, WJEC</p> <p>Cyflwynwyr/Presenters Nicky Hagendyk, EAS</p> <p>Minutes Gill Vaisey (GV)</p>
--	--	---

Minutes of the meeting

1. Introduction and welcome

Prior to the meeting members enjoyed a PowerPoint slide show from Moorland Primary School, Cardiff showing photographs of aspects of their good practice.

Cllr Dianne Rees, Lord Mayor of Cardiff welcomed everyone to County Hall, Cardiff and to the Local Authority. She referred to all that Cardiff has to celebrate and to her involvement as a former Cardiff SACRE member.

Chair of Cardiff SACRE, Cllr Sarah Merry, also welcomed members to Cardiff. She talked about her experience of being a member of SACRE as a County Councillor and the initial uncertainty of knowing what SACRE is about. However, in her experience, she has realised the importance of religious education and that SACREs should be meaningful in supporting children from many different religions and none within the community.

2. Quiet reflection

EE shared thoughts about being of faith or no faith and being appalled at the situation in New Zealand – the inhumanity of someone's actions towards a group of other people.

He referred to 50 Five-Minute Tales – stories he has used in Collective Worship in schools.

The Goblin and the Fairy – a shy goblin who had big ears and whom the fairy laughed at. However, the goblin showed her great kindness. The purpose of the story was to show that people should not be judged by outward appearance, or simply because they are different, e.g. colour, looks, beliefs, politics, etc., but to recognise each other as human beings.

EE invited members to reflect on creating a better world in which to live.

3. Apologies

Apologies were received from Meurig Roberts (Welsh Government), Cllr Lacey (Newport SACRE), Cllr Lyndon Lloyd (Ceredigion), Vicky Barlow (Flintshire), Michelle Gosney (Estyn) and Tudor Thomas (who has resigned as chair of REMW but is still a member of MCC SACRE).

4. NAPfRE presentation: Nicky Hagendyk – The Humanities Area of Learning and Experience

Nicky Hagendyk is Chair of the Humanities Area of Learning and Experience.

She talked about the wider reforms alongside the curriculum reform. She emphasised experience as being an important aspect of this new curriculum, it being a process backed up by the Four Purposes that should be fulfilled by the end of schooling.

She highlighted the new curriculum subjects within the new humanities AoLE – business studies and social studies. Practitioners are at the heart of writing the new curriculum and they have adopted a holistic approach with 'What Matters' statements at its core.

They are trying to achieve a balance between an interdisciplinary holistic approach whilst retaining the integrity of each specialist subject.

The new curriculum is likely to be less prescription and offer more autonomy for schools. Concepts, knowledge and skills will be behind the Four Purposes.

It will be published in April 2019 for feedback from teachers and other stakeholders. The content of the 'What Matters' will be part of the consultation. Nicky talked through each of the five statements of What Matters in Humanities.

1. Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.
2. Events and human experiences are complex and are perceived, interpreted and represented in different ways.
3. Our natural world is diverse and dynamic, influenced by physical processes and human actions.
4. Human societies are complex and diverse and areas shaped by human action and beliefs.
5. Informed self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered ethical and sustainable actions.

Each statement is not to be seen in isolation – a unit of work might be linked with two or three of the statements.

All of the subjects within humanities can be explored through any of the What Matters statements.

Central to the curriculum is progression in terms of knowledge, conceptual understanding, ability to work with sources, etc.

There has been expert input and consultation nationally and internationally.

The curriculum is to be published on 30th April for consultation and feedback. The time frame for the consultation will be from April 30th until the beginning of September.

In response to questions raised, Nicky advised that teachers from all across Wales have been involved in the writing of the wider curriculum and will also be in the writing of the RE Framework.

The curriculum in England has also been considered alongside curricular from a variety of other countries.

Members queried how the cost is being met for introducing these changes in schools. A member suggested that WG must put the finances in place to fully back the implementation of the new curriculum.

The final will be published in January 2020 and therefore training would follow once the curriculum has been agreed and finalised.

Need to consider how WASACRE will manage its feedback on the consultation. Should the Executive respond on behalf of WASACRE or should a WASACRE members' working group be established?

Action: The Executive to compose a response to the draft on behalf of WASACRE

5. Withdrawal from RE Survey

PW referred to the results of the withdrawal from RE questionnaire and looked at the findings.

This information might inform discussions and the WASACRE response to the WG White Paper question of whether the right of withdrawal should be removed.

GV reported that she had been concerned about a few of the findings of the survey. Firstly, that it suggests that some schools still do not make the distinction between Collective Worship and RE. The survey had specifically referred to curriculum RE only and yet some responses referred to Collective Worship.

In addition, there was evidence of a lack of understanding of the correct nature of curriculum Religious Education as in some cases responses referred to the withdrawal of pupils from prayers and singing hymns and also visiting a church to take part in celebrations – none of which should be occurring in curriculum-based RE.

GV also stated her concern about the number of parents (12) partially withdrawing their pupils from learning about Islam. This seems to suggest a prejudice against that particular religion.

HS suggested that it is essential that when the new curriculum is drawn up it promotes objective, critical and pluralistic RE to ensure that parents do not feel the need to withdraw their children.

RL shared his insights regarding a possible legal challenge – if someone who is from a faith has been involved in the curriculum development then it would be deemed that that curriculum cannot be objective. Likewise, if a teacher has a faith background, it could be suggested that they are not able to be objective in their teaching.

Action: suggest to SACREs that they look at their local findings from the withdrawal survey and take any appropriate action.

(GV advised that some SACREs had collated their own results whereas others had sent in individual school responses in which case collation had been done by herself and details will be sent to those SACREs).

6. To consider and respond to the Welsh Government white paper

EE talked through the paper and its proposals.

The WASACRE Executive response was tabled and shared with members. It was noted that they had not come to a conclusion about the removal of the right of withdrawal from RE.

The NAPRE response was tabled and shared with members. LJ noted that the NAPfRE response differs in some areas to the WASACRE response in that NAPfRE would want the right of withdrawal to be removed but reiterates the need therefore for training to be put in place to ensure all teachers and schools ensure objectivity in their teaching and provision.

NAPfRE also suggests that sixth form RE should be retained and colleges should also be subject to providing RE.

HS also suggests that 16 – 19 year olds need to have religious education in light of current world issues and attitudes.

KR suggested that if teachers are teaching purely educationally objective RE then there is no need for the right of withdrawal however, where there is faith based denominational RE then there is a need for the right of withdrawal.

PW suggested that we need to ensure that the provision is as it should be and then there is no reason for a right of withdrawal.

GV noted that we need to make a distinction from Agreed Syllabus RE and faith denominational RE and supports the point made by KR.

It was suggested that we need to take the stance that we assume and expect that RE will be taught appropriately and reinforce this expectation.

RT has made his own response which is closer to the NAPfRE view than the WASACRE view and believes that we must ensure that RE is appropriate for all and we need confidence in our teachers to teach the subject in a professional way. He also agrees with the need for sixth form students to receive RE.

HS reiterated the need to challenge LAs on the lack of professional advisory services to support RE.

RL highlighted that the point that concerns him is the European Convention of Human Rights and he thinks there has never been a case where it is found that the RE is objective and pluralistic and therefore if the right of withdrawal is withdrawn this could lead to a succession of cases taken to court.

As a 'straw poll' (not an official vote on behalf of SACREs), there was a unanimous show of hands from people in the room in favour of the right of withdrawal being removed.

There was also unanimous support for making RE statutory for nursery children from the age of 3.

The removal of Sixth form RE received a mixed response.

WASACRE extended its thanks to both the WASACRE executive members and NAPfRE members for submitting their responses.

Action: PW to send an additional response to Welsh Government endorsing the response made by the Executive and adding further comments on the views of those present at the meeting.

7. Update on the RE Supporting Framework

LJ reported that WG has fully funded a group to hold regular meetings to develop a Supporting Framework to sit alongside the new curriculum. The group is made up of RE teachers, teachers from Pioneer Schools, NAPfRE members, WASACRE, REC, WJEC, and Estyn representing all areas of Wales and all age ranges and Welsh and English medium.

As it is not yet known whether the right of withdrawal will be removed, the Framework needs to be written so that RE is clearly identifiable.

It is hoped that a draft will be published by January 2020. It needs to be ready by July in order to go through translation and initial consultation.

PW reported on the thinking behind the production of the RE Framework and what it might look like as an addition to the curriculum What Matters statements. This Framework might then be adopted by each LA as their Agreed Syllabus.

RT suggested that the RE Framework must be written in a way that it is accessible to non-educationalists and will be accepted and adopted by Agreed Syllabus Conferences.

8. Professional RE support for SACREs

EE reported that a response had now been received from Kirsty Williams in respect of the letter WASACRE had sent to her regarding Professional Support for RE and the revision of Circular 10/94. In her response KW outlined the arrangements that had been put in place for meetings between WASACRE officers and WG personnel and that, together with her officials, she was considering matters relating to 10/94.

LJ reported on the crisis situation in relation to the lack of specialist support for RE to SACREs since five specialists within a short time period had been removed from their posts. It was noted that only LJ and PW remain as RE specialist advisers.

LJ reminded members that NAPfRE and WASACRE had written to Directors of Education to request information in relation to who provides their professional support to SACREs.

Responses varied as per the minutes of the last meeting. LJ and PW met with all 22 Directors of Education and reminded them about their legal duties in relation to RE and SACREs and alerted them to the varied specialist support across Wales. They highlighted that the inconsistency of specialist support is not fair as it has an impact on the pupils who are at the end of the process. They highlighted the need for professional learning support and therefore there needs to be specialist RE support to LAs and SACREs.

They also presented the roles and responsibilities / example job description of a SACRE adviser to ensure the Directors realise the extent of the role and that for instance, a teacher with a full time position cannot possibly take on this additional work.

The Directors were asked to investigate and establish who is providing support - whether it is the LA or the Consortium. They need to consider having specialist RE advisers to support their SACREs. All 22 directors were willing to engage in the conversation with LJ and PW and / or take this back to their consortia.

RT highlighted that there are RE specialists available but they are not being deployed by LAs to support RE and SACREs e.g. Bethan James and Phil Lord in GWE and Cary Thomas in CSC plus Gill Vaisey as an independent consultant.

Action: LJ and PW to continue to dialogue with Directors and feedback to WASACRE.

9. Professional Learning for RE

PW and LJ attended a meeting with Kevin Palmer to discuss the professional learning support needed in light of RE and the new curriculum. They have been invited to produce a document outlining the areas of training required to support the implementation of the new curriculum. NAPfRE will be considering this and presenting a paper to KP.

10. Up-dates:

1. LJ reported that NAPfRE was well attended yesterday with thirteen members. She outlined the items of their agenda.

2. REC – RL reported that the REC had responded to the White Paper. He advised that there is continued interest from Government and Westminster in the Commission on RE Report but no action is being taken at present.

Elections for board members to join the REC will take place on May 16th. There are two seats available. Nominations are eligible from authorised representatives and need to be received a month in advance. Successful candidates will serve a three-year term from 1st September, 2019

Tania, Paula and Gill are WASACRE nominated representatives on the REC.

3. EFTRE conference Dublin

GV reported that the European Forum for Teachers of RE Conference will take place in Dublin on 28th - 31st August, 2019 and anyone is welcome to attend. GV will be attending on behalf of WASACRE as their representative. There is an extension conference in Belfast from 31st – 2nd September. Details have been sent to all SACRE Clerks.

4. REMW

Paul Morgan is now attending WASACRE replacing Tudor Thomas. The future of REMW is unclear due to being short of membership and also funding. Discussion will be held in April which will focus on whether there may be an opportunity to rebuild and create an organisation for those interested in RE but who are not eligible to attend meetings such as WASACRE.

5. AREIAC 1st and 2nd July

GV reported that the Association of RE Advisers, Inspectors, and Consultants is holding its summer conference at the Village Hotel, Hyde, near Manchester on 1st and 2nd July. The title and theme is RE Leadership In A New World. Everyone interested in RE is invited and should contact Gill Vaisey who is conference organiser.

Action: Details will be sent to SACRE Clerks.

11. WASACRE Website

EE highlighted the issues surrounding the current website and talked about the possibility of having a new website created.

EE asked the members to reflect on what is required of the WASACRE website.

He reported that the Executive had received several suggested costed “packages” for the building and supporting of a new web site. The Exec had agreed to recommend to the full meeting that a quote of £1100 for a “build and three year contract” be accepted. He outlined what was included in this offer.

KR in her Exec role as website officer, has investigated various possibilities and the above is favourable in terms of costs.

Action: Members agreed to support the creation of a new website. **12. Report of the Executive Committee Meeting held 6th February 2019**

EE gave a verbal report of the Executive meeting, much of which had been already covered in this meeting.

13. The Effective SACRE

PW referred to a past presentation based on making an effective SACRE and suggested that this is something to which we should return. Caerphilly SACRE is going to co-opt two youth members to hear pupil voices. This is one example of good practice that could be shared.

Action: Agenda this for a future meeting – autumn 2019.

14. Minutes of meeting held in Llantwit Major on 20 November 2018

The minutes were accepted as a true record of the meeting subject to the following:
Add Huw Stevens to attendance. Correction to spelling - Helen Bebb
Page 16 correction to spelling - Alwen Roberts, Ceredigion.

15. Matters arising

None

16. Correspondence

REC Elections

EFTRE flyer for conference

Interfaith Network regarding New Zealand attack

Vale of Glamorgan SACRE asking whether two teachers could job share an executive committee position and take turns to attend meetings. Following discussion, it was noted that there is nothing in WASACRE's Constitution that would preclude such an arrangement and so it was agreed to accept this proposal.

17. Show and tell

Not covered.

18. Any other business

AOB. EE advised members of an incident that had occurred prior to the start of the meeting. A member of the public (who had previously been on a SACRE committee but is no longer a serving member of that committee) had arrived at County Hall wanting to attend the WASACRE meeting. She stated that two of her County Council colleagues who sat on Monmouthshire SACRE had asked her to represent them as they could not attend. She was informed that WASACRE meetings are not open to the public and therefore she was not entitled to attend. The person concerned stated that she was going to lodge a complaint against EE and PW who had both explained that she was not entitled to attend the WASACRE meeting.

EE advised members present that it is improper for SACRE members to act as individuals and in this case to have asked someone who is not a member of their SACRE to stand in for them was not permissible. EE reminded members that when they attend WASACRE they do so as representatives of their respective SACRE and not as individuals.

Members present expressed their full support for the advice that EE and PW gave to the person in question. They also fully agreed that members attending WASACRE meetings represent their SACREs and not themselves.

19. Date for next meeting: Summer 2019 – Conwy 28th June 2019

EE gave thanks to all involved in the meeting with special thanks to:

The Lord Mayor of Cardiff; Cllr Sarah Merry, Chair Cardiff SACRE; Louise Broom, Clerk, Cardiff SACRE; Maggie Turford, Professional Support to Cardiff SACRE; Nicky Hagendyk, Presenter, EAS Regional Lead for the Humanities AoLE; Alaw Hughes, Translator; Cardiff SACRE members and County Councillors.

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION

DATE: 20TH MAY 2019

SUBJECT: WASACRE EXECUTIVE COMMITTEE ELECTIONS

A PURPOSE OF REPORT

To discuss the nominations in respect of the Executive Committee and position of Vice Chair and ensure WASACRE receive the voting preferences of Caerphilly SACRE ahead of their meeting on 28th June 2019.

B BACKGROUND

There are three vacancies on the WASACRE Executive Committee, together with the position of Vice Chair of WASACRE.

WASACRE have received FIVE nominations this year for Executive Membership of WASACRE and the bilingual pen portraits of the nominees are attached.

SACREs are asked to discuss the nominations and vote for THREE candidates for the THREE positions on the Executive Committee of WASACRE. Voting will take place at the WASACRE meeting on 28th June 2019.

There is only ONE nomination for the position of Vice Chair of WASACRE and the bilingual pen portrait of the nominee is attached. This nomination is from Neath Port Talbot SACRE who have nominated Rachel Samuel for this position. SACRE are asked to discuss the nomination in order for their vote to be cast at the WASACRE meeting on 28th June 2019.

C RECOMMENDATION

For Caerphilly SACRE to discuss and note the nominations received in order for their vote in respect of the Executive Committee and Vice Chair positions to be cast at the WASACRE meeting on 28th June 2019.

D SUPPORTING INFORMATION

Appendix 1 Nominations for the WASACRE Executive Committee
Appendix 2 Nomination for the position of Vice Chair of WASACRE

Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC (28 Mehefin 2019)

Nominations for the WASACRE Executive Committee (28 June 2019)

Mae PUMP enwebiadau ar gyfer TRI sydd ar y Pwyllgor Gwaith

There are FIVE nominations for THREE positions on the Executive Committee

1. Mark Prevett - CYSAG Merthyr Tudful

Gadewais Ysgol y Gadeirlan, Henffordd yn 16 oed i ddechrau Prentisiaeth Myfyriwr gyda Bwrdd Trydan De Cymru lle bûm yn gweithio am 10 mlynedd. Dechreuais hyfforddi ar gyfer y weinidogaeth yn 1985 a chefais fy ordeinio yn 1988. Bûm yn gweithio mewn sawl plwyf yng Nghymru, rhai gydag ysgolion eglwys, rhai heb. Roeddwn yn teimlo'n gryf am ymgysylltu â phobl ifanc a byddwn yn aml yn mynd ochr yn ochr â'r staff addysgu i helpu cyflwyno'r cwricwlwm AG. Yn 1998 symudais i Halesowen lle'r oeddwn yn rhan o grŵp bach ecwmenaidd a sefydlodd y *Phase Trust*. Tîm arbennig oedd hwn i gyflwyno Gwersi AG ac Addysg Personol a Chymdeithasol fel yr oedd bryd hynny. Roedd y grŵp yn arbenigo hefyd ar weithio gyda phobl ifanc oedd yn wynebu neu wedi cael eu gwahardd. Mae *Phase Trust*, www.phasetrust.org.uk ar fin dathlu ei 20fed pen-blwydd. Yn 2004 symudais i Totton ger Southampton. Bywoliaeth Rheithor mawr oedd hwn gydag Ysgolion Eglwys ac Ysgolion heb fod yn rhai Eglwys a bûm yn gweithio fel llywodraethwr yn yr ysgol fabanod leol. Yn ystod fy nghyfnod yn y plwyf hwn roeddwn yn ffodus i gael mynd ar secondiad i weithio i'r Eglwys yn Rwanda lle bûm yn dysgu mewn ysgolion a'r coleg diwinyddol ac yn goruchwyllo nifer o brosiectau eglwys ac ysgolion. Dychwelais i Gymru i Blwyf Merthyr Tydfil Dewi Sant ac Abercanaid ym mis Tachwedd 2013 ac ym mis Hydref 2018, tra'n aros fel Offeiriad mewn Gofal yn fy mhlwyf arferol, cefais gyfrifoldeb hefyd am Blwyf Merthyr Tydfil Eglwys Crist. Rwyf yn aelod o CYSAG Merthyr Tydfil ers 2014 a chefais fy ethol yn is gadeirydd yn 2018. Rwyf wedi bod yn mynychu cyfarfodydd CCYSAGauC dros y ddwy flynedd ddiwethaf a theimlaf ein bod ar adeg gyffrous gyda'r cyfleoedd i gadw holl rychwant Addysg Grefyddol yn bwnc prif ffrwd a diddorol i bobl ifanc. Rwyf yn eistedd ar y Pwyllgor Addysg i Esgobaeth Llandaf a fi yw Cydlynnydd Blwyddyn Bererindod Llandaf 2020. Ein gobaith yw cysylltu â nifer o ysgolion gan gynnig iddynt y syniad, a gobeithio, y profiad o bererindod fodern.

1. Mark Prevett Merthyr Tydfil SACRE

I left Hereford Cathedral School at 16 to begin a Student Apprenticeship with South Wales Electricity Board where I worked for 10 years. I began training for the ordained ministry in 1985 and was ordained in 1988. I worked in various parishes in Wales some of which had church schools and some did not. I had a passion for engagement with young people and often came alongside teaching staff to help deliver the RE Curriculum. In 1998 I moved to Halesowen where a small ecumenical group, of which I was part, set up Phase Trust which was a dedicated team delivering RE Lessons and Personal and Social Education as it was then called. The group also specialised in working with young people who were in danger or had been excluded. Phase Trust, www.phasetrust.org.uk, is shortly to celebrate its 20th Birthday. In 2004 I moved to Totton near Southampton. This was a large Rectorial Benefice with Church Schools and non-Church Schools and I worked as a governor in the local infants' school. During my time in this parish I was fortunate to be seconded to work for the Church in Rwanda where I taught in schools and the theological college and oversaw a number of church and school projects. I returned to Wales to the Parish of Merthyr Tydfil St. David and Abercanaid in November 2013 and in October of 2018, whilst remaining as Priest-in-Charge of my existing parish, I also took on the responsibility of the Parish of Merthyr Tydfil Christ Church. I have been a member of the Merthyr Tydfil SACRE

since 2014 and was elected vice chair in 2018. I have been attending WASACRE meetings for the last two years and feel that we are at an exciting time with the opportunities to keep the complete spectrum of Religious Education as a mainstream and interesting topic for young people. I sit on the Education Executive for the Diocese of Llandaff and I am the Coordinator for the Llandaff Year of Pilgrimage 2020, during which we hope to engage with many schools offering them an insight and hopefully the experience of modern pilgrimage.

2. Andrew Jones MA, BA (Anrh), TAR CYSAG Sir Fynwy

Credaf fod gen i'r profiad angenrheidiol i eistedd ar y Pwyllgor Gwaith gan fy mod yn ymgymryd â'r swyddogaethau canlynol ar hyn o bryd ac mae gen i'r achrediadau canlynol:

- Is-Gadeirydd CYSAG Sir Fynwy.
- Arweinydd Pwnc Astudiaethau Crefyddol yn Ysgol Cil-y-Coed.
- Uwch Arholwr ac Arweinydd Tîm i Astudiaethau Crefyddol TGAU a Lefel A.
- Aelod o'r grŵp cynghori sy'n ysgrifennu'r Fframwaith Addysg Grefyddol i Faes Dysgu a Phrofiad y dyniaethau yn y Cwricwlwm Newydd i Gymru a gynhyrchir gan Lywodraeth Cymru.
- Awdur prosiect GOT (*Getting On Together*) Llywodraeth Cymru a darparwr hyfforddiant.
- Arweinydd a hyfforddwr *Prevent*.
- Clod Uchel am Athro'r Flwyddyn mewn Ysgol Uwchradd yng Ngwobrau Addysgu Pearson.

Fy athroniaeth i am addysg yw y dylai fod yn holistig, yn gynhwysol ac yn flaengar. Craidd hyn yw parch i unigoliaeth, a chredaf y dylid ymgyrraedd at hyn yn bennaf drwy addysgu a dysgu o safon uchel gan ei fod yn rhoi sylw gwrthrychol. Mae'r rhain yn amseroedd heriol i addysg yng Nghymru gyda newid cyflym ac ysgubol. Fel aelod o'r Pwyllgor Gwaith ac yn dilyn fy athroniaeth addysgol, byddaf yn sicrhau fod CCYSAGauC yn gwneud ei orau glas i gefnogi Addysg Grefyddol ac ysgolion drwy'r newidiadau cwricwlwm niferus a'r pwysau ar athrawon.

Credaf mewn datblygu strategaethau addysgu a dysgu grymus i greu ethos o 'her i bawb' er mwyn codi safonau. Credaf hefyd y dylai Addysg Grefyddol fod yn berthnasol ac yn allweddol i gyfrannu at les disgyblion. Yn fy swydd bresennol, yn gweithio gydag ysgolion partner yng Nghaerdydd, Warsaw, Gogledd Sbaen a Nuremberg, buom yn llwyddiannus gyda'n cais prosiect Erasmus+ i ddatblygu rhaglen astudiaeth drawsnewid yn CA3 i herio eithafiaeth a radicaleiddio ac adeiladu cydnerthedd. Drwy'r gwaith hwn, credaf fy mod ar flaen y gad o ran datblygiad addysgol i fynd i'r afael â rhai o faterion mwy cymhleth a sensitif ein hoes.

Teimlaf hefyd fod fy rhinweddau personol yn addas i rôl aelod o'r Pwyllgor Gwaith. Rwyf yn wrandawr da ac mae gen i synnwyr digrifwch da, sydd gobeithio yn arwain at fod yn aelod parod ac egniol o dîm sy'n rhannu fy athroniaeth a'm gweledigaeth am addysg. Mae fy nghydweithwyr yn Ysgol Cil-y-Coed yn teimlo'n hyderus yn fy ngallu i'w helpu yn eu Dysgu Proffesiynol ac arwain eu haddysgu o dda i ragorol ond yn yr un modd, eu dal i gyfrif a'u cynghori a'u cynorthwyo pan nad ydynt yn cyrraedd y nod. Byddwn yn defnyddio fy rhinweddau personol i weithio gyda holl aelodau CCYSAGAuC i gefnogi ysgolion wrth iddynt gyflwyno Addysg Grefyddol.

Mae fy ngweledigaeth i yrru Addysg Grefyddol yn ei blaen a chyrraedd ei nodau yn seiliedig ar ethos parhaus o ymrwymiad i gyrraedd a dinasyddiaeth fyd-eang fel bod disgyblion, staff ac ysgolion yn cyflawni eu potensial, sy'n hanfodol ar gyfer rôl fel hon ac i ysgwyddo'r heriau sydd o'n blaen. Gobeithiaf y bydd fy rhinweddau personol, fy mhrofiad

a'm gallu i weithio gydag eraill a'u cefnogi, yn caniatáu i chi fy ystyried ar gyfer swydd aelod o'r Pwyllgor Gwaith.

2. Andrew Jones MA, BA (Hons), PGCE Monmouthshire SACRE

I believe I have the necessary experience to sit on the Executive Committee as I currently undertake the following roles and have the following accreditations:

- Vice-Chair of Monmouthshire SACRE.
- Subject Leader for Religious Studies at Caldicot School.
- Senior Examiner and Team Leader for GCSE and A Level Religious Studies.
- Member of the advisory group writing the Religious Education Supporting Framework for the Humanities AoLE in the New Curriculum for Wales being produced by Welsh Government.
- Welsh Government GOT (Getting On Together) project author and training provider.
- Prevent lead and trainer.
- Pearson Teaching Awards Distinction for Teacher of the Year in a Secondary School.

My philosophy of education is that it should be holistic, inclusive and progressive. This centres on respect for individuality, and I believe this should primarily be achieved through high quality teaching and learning as it gives an objective focus. These are challenging times for education in Wales with swift and sweeping change. As an Executive Committee member and applying my educational philosophy, I will ensure WASACRE does its utmost to support Religious Education and schools through the many curriculum changes and pressures on teachers.

I believe in developing dynamic teaching and learning strategies to create an ethos of 'challenge for all' to raise standards. I also believe Religious Education should be relevant and instrumental in contributing to pupil wellbeing. In my current role, working with partner schools in Cardiff, Warsaw, Northern Spain and Nuremberg, we were success with our Erasmus+ project bid in 2018 to develop a transition programme of study at KS3 to challenge extremism and radicalisation and build resilience. Through this work, I believe I am at the cutting edge of educational development in addressing some of the more complex and sensitive issues of our time.

My personal qualities I also feel are well suited to the role of an Executive Committee member. I am a good listener and have good sense of humour, which hopefully leads to a conducive and vibrant team sharing in my educational philosophy and vision. Colleagues at Caldicot School feel confident in my ability to aid them in their Professional Learning and lead their teaching from good to outstanding but equally, hold them to account and advise and support them when they may fall short of that. I would use my personal qualities to work with all members of WASACRE to support schools in their delivery of Religious Education.

My vision to drive Religious Education forward and to achieve its aims is based on a constant ethos of commitment to achievement and global citizenship in order for pupils, staff and schools to fulfil their potential, which is essential for a role of this nature and to take on the challenges ahead. I hope my personal qualities, experience and my ability to work with and support others, will allow you to consider me for the post of an Executive Committee member.

3. Rachel Samuel_CYSAG Castell Nedd Port Talbot



Mae Rachel wedi bod yn aelod o CYSAG Castell Nedd Port Talbot ers y chwe blynedd diwethaf lle cafodd brofiad helaeth o ddeall rolau a chyfrifoldebau CYSAG a'r ddeddfwriaeth a'r protocol sydd ynghlwm â swyddogaeth CYSAG. Hi oedd is-gadeirydd CYSAG Castell Nedd Port Talbot yn y chwe blynedd diwethaf. Yn ogystal mae Rachel wedi rhoi cymorth cynghori proffesiynol i'r CYSAG, gan roi arweiniad i aelodau CYSAG ar faterion sy'n benodol i Addysg Grefyddol o bwysigrwydd lleol a chenedlaethol. Mae cyfrifoldebau Rachel yn cynnwys cyfrannu at osod agenda'r CYSAG ac arwain ar y rhan fwyaf o'r materion yn ystod cyfarfodydd CYSAG. Mae Rachel yn mynychu cyfarfodydd y Panel Ymgynghorol Cenedlaethol Addysg Grefyddol (PYCAG) a Chymdeithas CCYSAGau Cymru ar ran Castell Nedd Port Talbot.

Daeth Rachel yn aelod gweithgar o PYCAG yn ystod y tair blynedd diwethaf a bu'n cymryd rhan mewn trafodaethau am y cyfleoedd a'r heriau cyfredol sydd ynghlwm â dyfodol Addysg Grefyddol yn y cwricwlwm - y rhai presennol a rhai newydd. Yn ogystal, fe'i gwahoddwyd i fod yn aelod athrawes o'r gweithgor sy'n datblygu'r Fframwaith Addysg Grefyddol newydd. Cred y bydd y fframwaith hwn yn cynnig y cymorth sydd ei angen ar ymarferwyr sy'n cyflwyno Addysg Grefyddol o fewn Maes Dysgu a Phrofiad y Dyniaethau. Mae Rachel yn gwerthfawrogi'r cyfle i fod yn rhan o dîm sy'n dylanwadu ar ddatblygiadau mewn Addysg Grefyddol ac a fydd o fudd i blant a phobl ifanc Cymru yn y dyfodol.

Mae Rachel wedi bod yn athrawes Addysg / Astudiaethau Crefyddol ers dros 21 mlynedd yn dysgu mewn amryw o ysgolion uwchradd cyfrwng Cymraeg a Saesneg. Ar hyn o bryd mae Rachel yn dysgu yn Ysgol Gymraeg Ystalyfera, sy'n ysgol cyfrwng Cymraeg 3-18. Mae Rachel yn bennaeth adran brofiadol ac mewn ysgol flaenorol bu'n Bennaeth Cynorthwyol gyda chyfrifoldeb am yr agenda Sgiliau ar draws yr ysgol am gyfnod o dair blynedd. Drwy gydol ei gyrfa dysgu, mae hi bob amser wedi bod yn frwd dros Addysg Grefyddol, ei gwerth o fewn cwricwlwm yr ysgol gyfan ac i ddatblygiad y disgybl unigol wrth iddynt fynd drwy addysg ac yn y pen draw i'r gweithle. Mae gan Rachel brofiad helaeth fel Arholwr TGAU a Lefel A a Phrif Arholwr i CBAC a bu'n ddirprwy brif gymedrolwr ar gyfer cymedroli lefelau CA3. Mae Rachel hefyd wedi cynghori athrawon mewn gwahanol ysgolion fel eu bod yn deall y pwnc a gofynion y fanyleb drwy ei gwaith fel Prif Ymarferydd AG i ERW y llynedd ac fel aelod o weithgor CYDAG yn creu adnoddau cyfrwng Cymraeg i'r cyrsiau newydd TGAU a Lefel A mewn Moeseg ac Athroniaeth.

Byddai Rachel yn gwerthfawrogi'r cyfle i gymryd rhan bellach mewn datblygu Addysg Grefyddol yng Nghymru fel aelod o Bwyllgor Gwaith CCYSAGauC ac mae hi'n ddiolchgar y byddai'n cael cefnogaeth lawn y Pennaeth yn Ysgol Gymraeg Ystalyfera i ymgymryd â'r dyletswyddau a fyddai'n ofynnol gan y swydd.

3. Rachel Samuel Neath Port Talbot SACRE



Rachel has been a member of Neath Port Talbot SACRE for the last six years where she has gained a wealth of experiences in understanding the roles and responsibilities of SACRE and the legislation and protocol surrounding the function of SACRE. She has been the vice-chair of NPT SACRE for the past six years. In addition Rachel has provided professional advisory support to the SACRE guiding SACRE members on Religious Education specific matters of local and national importance. Rachel's responsibilities include contributing to the setting the SACRE agenda and leading on majority of the business during SACRE meetings. Rachel attends meetings of the National Advisory Panel for Religious

Education (NAPfRE) and the Wales Association of SACREs (WASACRE) on behalf of Neath Port Talbot.

Rachel has become an active member of NAPfRE during the last three years and has been involved in discussions surrounding the current opportunities and challenges surrounding the future of Religious Education within the curriculum - both present and the new. In addition, she has been invited to be a teacher member of the working group developing the new Religious Education Framework. She believes that this framework will offer the needed assistance to practitioners delivering Religious Education within the Humanities Area of Learning and Experience. Rachel values the opportunity to be part of the team informing developments within Religious Education and benefitting the children and young people of Wales into the future.

Rachel has been a Religious Education / Studies teacher for over 21 years teaching within a range of English and Welsh medium secondary schools. Currently Rachel teaches Ysgol Gymraeg Ystalyfera, which is a 3-18 Welsh medium school. Rachel is an experienced head of department and as an Assistant Head with responsibility for the Skills agenda across the school for a three-year period in a previous school. Throughout her teaching career she has always had a passion for Religious Education, its value within the whole school curriculum and to the development of the individual pupil as they progress through education and ultimately into the workplace. Rachel has a wealth of experience as a GCSE and A Level Examiner and Principal Examiner for the WJEC and was the deputy chief moderator for KS3 standardisation of levels. In addition Rachel has advised teachers across schools in their understanding of the subject and specification requirements through her work as ERW Lead Practitioner for RE last year and as a member of a CYDAG working party creating Welsh medium resources for both the new GCSE and A Level Ethics and Philosophy courses.

Rachel would value the opportunity to become further involved in progressing Religious Education within Wales as an Executive Member of WASACRE and is grateful that she would be fully supported by the Head teacher at Ysgol Gymraeg Ystalyfera in carrying out the duties that this role would require.

4. Mathew Maidment CYSAG Rhondda Cynon Taf

Byddwn yn ddiolchgar pe baech yn ystyried yr wybodaeth ganlynol sy'n cefnogi fy enwebiad i Bwyllgor Gwaith CCYSAGauC:

Rwyf wedi bod yn gweithio yn Ysgol Gyfun Bryn Celynnog ers dros ugain mlynedd. Wedi graddio o UWIC, dechreuais fy ngyrfa fel athro Addysg Gorfforol ac Addysg Grefyddol yn 1995. Yn dilyn anaf difrifol wrth chwarae pêl-droed, deuthum yn aelod llawn-amser o'r adran Addysg Grefyddol a bellach rwyf yn Bennaeth AG. Rwyf wedi ymgymryd â nifer o rolau a chyfrifoldebau yn ystod fy amser yn yr ysgol yn cynnwys cydlynu ABaCh, Ffeil Cynnydd, Anogwr Dysgu a Sgiliau Allweddol ac, wedi bod yn Bennaeth Blwyddyn a Phennaeth yr Ysgol Isaf, treuliais bedair blynedd fel aelod o'r Uwch Dîm Rheoli Estynedig.

Rwy'n teimlo'n frwd am Addysg Grefyddol a chefais fy ethol yn aelod o Bwyllgor Gwaith CCYSAGauC yn 2016. Gyda'r newidiadau sy'n digwydd o fewn addysg yng Nghymru, credaf fod rôl CCYSAGauC yn hollbwysig ar yr adeg hon. Mae pob math o heriau yn wynebu Addysg Grefyddol a byddwn yn ddiolchgar i gael y cyfle i barhau i helpu CCYSAGauC i gefnogi'r pwnc. Wrth i'r amser ar y cwricwlwm gael ei wasgu, mae'n rhaid i ni sicrhau ein bod yn glynu at y rhwymedigaeth statudol i ysgolion gyflwyno AG addas ac ystyrlon, ar draws y cyfnodau allweddol i gyd.

Rwy'n parhau i fod yn bryderus iawn am y sefyllfa yn CA4 a'r posibilrwydd y bydd 'esgus o AG' yn cael ei gyflwyno fel rhan o gymwysterau eraill megis Bagloriaeth Cymru. Credaf fod angen i ni sicrhau fod ysgolion yn darparu rhaglenni AG, gydag amser cwricwlwm rheolaidd ac addas ar draws blyneddau 10 ac 11. Bu cwrs byr TGAU Astudiaethau

Crefyddol yn gyfrwng effeithiol i gyflwyno AG CA4 dros nifer o flynyddoedd. Fodd bynnag, ofnaf fod nifer yr ysgolion sy'n cynnig y cwrs hwn yn debygol o ostwng o ganlyniad i nifer o resymau, fel:

1. Pwysau cynyddol ar y cwricwlwm oherwydd gwneud Bagloriaeth Cymru yn orfodol.
2. Swm cynyddol y cynnwys yn y maes llafur newydd sy'n ei wneud yn anodd ei gyflwyno yn yr amser cwricwlwm sydd ar gael.
3. Y ffaith fod y cwrs newydd yn mynd yn fwy anodd ac felly yn anaddas i lawer o ddisgyblion.

Rwy'n gobeithio y bu fy mhrofiad fel athro AG a Phennaeth Adran mewn ysgol uwchradd, yn ystod yr adeg hon o newid yn addysg Cymru, wedi bod o werth i Bwyllgor Gwaith CCYSAGauC a byddwn yn ddiolchgar am y cyfle i barhau i wasanaethu'r pwyllgor pe cawn fy ailethol fel aelod.

4. Mathew Maidment Rhondda Cynon Taf SACRE

Please consider the following information in support of my application for nomination to the WASACRE Executive Committee:

I have worked at Bryn Celynnog Comprehensive School for over twenty years. Having graduated from UWIC, I started my career as a teacher of Physical Education and Religious Education in 1995. Following a serious football injury I became a full-time member of the Religious Education department and am now Head of RE. I have carried out a number of roles and responsibilities during my time at the school including coordinating PSE, Progress File, Learning Coaching and Key Skills and, having been both a Head of Year and Head of Lower School, I spent four years as a member of the Extended Senior Management Team.

I am passionate about Religious Education and was elected as a member of the WASACRE Executive Committee in 2016. With the changes taking place, within education in Wales, I believe the role of WASACRE is vital at this time. There are a variety of challenges facing Religious Education and I would be grateful to have the opportunity to continue helping WASACRE to support the subject. As curriculum time is squeezed we must ensure that the statutory obligation for schools to deliver appropriate and meaningful RE, across all key stages, is being adhered to.

I continue to be particularly concerned with the situation at KS4 and the prospect of 'token gesture' RE being delivered as part of other qualifications such as the Welsh Baccalaureate. I believe we need to ensure that schools provide RE programmes, with regular and appropriate curriculum time across years 10 and 11. The Religious Studies short course GCSE has been an effective vehicle for the delivery of KS4 RE over many years. However, I fear that the number of schools offering this course is likely to decrease due to a variety of reasons, such as:

4. Increasing pressure on curriculum time due to compulsory WBac.
5. The increased volume of content in the new syllabus making it difficult to deliver in the curriculum time available.
6. The increased difficulty of the new course making it unsuitable for many pupils.

I hope my experience as a teacher of RE and Head of Department in the secondary school setting, during this time of change within Welsh education, has been of value to the WASACRE Executive Committee and I would be grateful for the opportunity to continue serving the committee if re-elected as a member.

**5. Marged Williams and Lucy Grant CYSAG Bro Morgannwg
(Sylwer – mae hwn yn enwebiad i rannu swydd)**

Marged Williams

Rwyf wedi bod yn dysgu am 19 mlynedd ac wedi dysgu mewn tair ysgol wahanol: Ysgol Y Gwynllyw, Ysgol Basaleg ac rwyf yn Arweinydd Dysgu Astudiaethau Crefyddol yn Ysgol Llanilltud Fawr ym Mro Morgannwg ers yr 8 mlynedd ddiwethaf. Rwyf yn arholwr TGAU profiadol ar ran CBAC, ac yn ddiweddar bûm yn teithio ar ran EDUQAS/CBAC yn cyflwyno cynadleddau Paratoi at ddysgu drwy gyfrwng y Gymraeg a'r Saesneg. Rwyf yn awdur cyhoeddedig, wedi cyfrannu at ddau lyfr a anelwyd at helpu athrawon i gyflwyno'r manylebau TGAU newydd. Rwyf yn cymryd agwedd ragweithiol at gyflwyno fy mhwnac ac yn trefnu sawl ymweliad i ddisgyblion o bob grŵp blwyddyn er mwyn cyfoethogi eu profiadau dysgu. Dros y tair blynedd diwethaf, rwyf wedi trefnu cynadleddau adolygu UG ac A2 yng Ngwesty'r Village yng Nghaerdydd ar gyfer disgyblion o ysgolion ar draws de a chanolbarth Cymru. Byddwn yn mwynhau'r cyfle i fod yn aelod o bwyllgor gwaith CCYSAGauC ac edrychaf ymlaen at gael y pwyllgor i ystyried fy enwebiad. Yn Gywir, Marged Williams

Lucy Grant

Ar hyn o bryd rwyf yn Bennaeth Athroniaeth a Chrefydd yn Ysgol Uwchradd Pencoedtre yn Y Bari. Cefais fy mhenodi a dechreuais ym mis Medi 2018. Rwyf newydd ymuno â CYSAG Bro Morgannwg ac roeddwn yn falch i fod yn aelod cyfetholedig. Cododd y cyfle i fod yn gynrychiolydd ar y cyd i CCYSAGauC eleni a gyda chaniatâd fy Mhennaeth rwy'n edrych ymlaen yn fawr at y cyfle hwn. Rwy'n teimlo'n gryf am Addysg Grefyddol mewn ysgolion ac edrychaf ymlaen at fod yn rhan o dîm sy'n sicrhau ei bod yn cael ei chyflwyno'n dda.

**5. Marged Williams and Lucy Grant Vale of Glamorgan SACRE
(N.B. this nomination is a job share)**

Marged Williams

I have been teaching for 19 years and have taught at three different schools: Ysgol Y Gwynllyw, Bassaleg School and have been the Leader of Learning for Religious Studies at Llantwit School in the Vale of Glamorgan for the past 8 years. I am an experienced examiner GCSE examiner on behalf of the WJEC, recently touring on behalf of EDUQAS/WJEC delivering at Preparing to teach conferences through the medium of English and Welsh. I am a published author, having contributed to two books aimed at supporting teachers deliver the new GCSE specifications at GCSE. I take a proactive approach at delivering my subject and arrange several visits for pupils of each year group to access in order to enhance their learning opportunities. For the past three years, I have organised AS and A2 revision conferences at the Village Hotel in Cardiff which are attended by pupils from schools across south and mid Wales. I would relish the opportunity to be a member of the executive committee of WASACRE and look forward to having my nomination considered by the committee. Yn Gywir, Marged Williams

Lucy Grant

I am currently Head of Philosophy and Religion at Pencoedtre High School in Barry. I was appointed and started in September 2018. I have recently joined the Vale SACRE and was happy to become a co-opted member. The opportunity arose to be a joint representative for WASACRE this year and with the permission from my Head I am very much looking forward to this opportunity. I feel very passionate about Religious Education in schools and look forward to being part of a team which ensures it is delivered well.

Enwebiadau ar gyfer Is-Gadeirydd y CCSAGauC (28 Mehefin 2019)**Nominations for the position of Vice Chair of WASACRE (28 June 2019)****1. Rachel Samuel_CYSAG Castell Nedd Port Talbot**

Mae Rachel wedi bod yn aelod o CYSAG Castell Nedd Port Talbot ers y chwe blynedd diwethaf lle cafodd brofiad helaeth o ddeall rolau a chyfrifoldebau CYSAG a'r ddeddfwriaeth a'r protocol sydd ynghlwm â swyddogaeth CYSAG. Hi oedd is-gadeirydd CYSAG Castell Nedd Port Talbot yn y chwe blynedd diwethaf. Yn ogystal mae Rachel wedi rhoi cymorth cynghori proffesiynol i'r CYSAG, gan roi arweiniad i aelodau CYSAG ar faterion sy'n benodol i Addysg Grefyddol o bwysigrwydd lleol a chenedlaethol. Mae cyfrifoldebau Rachel yn cynnwys cyfrannu at osod agenda'r CYSAG ac arwain ar y rhan fwyaf o'r materion yn ystod cyfarfodydd CYSAG. Mae Rachel yn mynychu cyfarfodydd y Panel Ymgynghorol Cenedlaethol Addysg Grefyddol (PYCAG) a Chymdeithas CCYSAGau Cymru ar ran Castell Nedd Port Talbot.

Daeth Rachel yn aelod gweithgar o PYCAG yn ystod y tair blynedd diwethaf a bu'n cymryd rhan mewn trafodaethau am y cyfleoedd a'r heriau cyfredol sydd ynghlwm â dyfodol Addysg Grefyddol yn y cwricwlwm - y rhai presennol a rhai newydd. Yn ogystal, fe'i gwahoddwyd i fod yn aelod athrawes o'r gweithgor sy'n datblygu'r Fframwaith Addysg Grefyddol newydd. Cred y bydd y fframwaith hwn yn cynnig y cymorth sydd ei angen ar ymarferwyr sy'n cyflwyno Addysg Grefyddol o fewn Maes Dysgu a Phrofiad y Dyniaethau. Mae Rachel yn gwerthfawrogi'r cyfle i fod yn rhan o dîm sy'n dylanwadu ar ddatblygiadau mewn Addysg Grefyddol ac a fydd o fudd i blant a phobl ifanc Cymru yn y dyfodol.

Mae Rachel wedi bod yn athrawes Addysg / Astudiaethau Crefyddol ers dros 21 mlynedd yn dysgu mewn amryw o ysgolion uwchradd cyfrwng Cymraeg a Saesneg. Ar hyn o bryd mae Rachel yn dysgu yn Ysgol Gymraeg Ystalyfera, sy'n ysgol cyfrwng Cymraeg 3-18. Mae Rachel yn bennaeth adran brofiadol ac mewn ysgol flaenorol bu'n Bennaeth Cynorthwyol gyda chyfrifoldeb am yr agenda Sgiliau ar draws yr ysgol am gyfnod o dair blynedd. Drwy gydol ei gyrfa dysgu, mae hi bob amser wedi bod yn frwd dros Addysg Grefyddol, ei gwerth o fewn cwricwlwm yr ysgol gyfan ac i ddatblygiad y disgybl unigol wrth iddynt fynd drwy addysg ac yn y pen draw i'r gweithle. Mae gan Rachel brofiad helaeth fel Arholwr TGAU a Lefel A a Phrif Arholwr i CBAC a bu'n ddirprwy brif gymedrolwr ar gyfer cymedroli lefelau CA3. Mae Rachel hefyd wedi cynghori athrawon mewn gwahanol ysgolion fel eu bod yn deall y pwnc a gofynion y fanyleb drwy ei gwaith fel Prif Ymarferydd AG i ERW y llynedd ac fel aelod o weithgor CYDAG yn creu adnoddau cyfrwng Cymraeg i'r cyrsiau newydd TGAU a Lefel A mewn Moeseg ac Athroniaeth.

Byddai Rachel yn gwerthfawrogi'r cyfle i gymryd rhan bellach mewn datblygu Addysg Grefyddol yng Nghymru fel aelod o Bwyllgor Gwaith CCYSAGauC ac mae hi'n ddiolchgar y byddai'n cael cefnogaeth lawn y Pennaeth yn Ysgol Gymraeg Ystalyfera i ymgymryd â'r dyletswyddau a fyddai'n ofynnol gan y swydd.

1. Rachel Samuel Neath Port Talbot SACRE



Rachel has been a member of Neath Port Talbot SACRE for the last six years where she has gained a wealth of experiences in understanding the roles and responsibilities of SACRE and the legislation and protocol surrounding the function of SACRE. She has been the vice-chair of NPT SACRE for the past six years. In addition Rachel has provided professional advisory support to the SACRE guiding SACRE members on Religious Education specific matters of local and national importance. Rachel's responsibilities include contributing to the setting the SACRE agenda and leading on majority of the business during SACRE meetings. Rachel attends meetings of the National Advisory Panel for Religious Education (NAPfRE) and the Wales Association of SACREs

(WASACRE) on behalf of Neath Port Talbot.

Rachel has become an active member of NAPfRE during the last three years and has been involved in discussions surrounding the current opportunities and challenges surrounding the future of Religious Education within the curriculum - both present and the new. In addition, she has been invited to be a teacher member of the working group developing the new Religious Education Framework. She believes that this framework will offer the needed assistance to practitioners delivering Religious Education within the Humanities Area of Learning and Experience. Rachel values the opportunity to be part of the team informing developments within Religious Education and benefitting the children and young people of Wales into the future.

Rachel has been a Religious Education / Studies teacher for over 21 years teaching within a range of English and Welsh medium secondary schools. Currently Rachel teaches Ysgol Gymraeg Ystalyfera, which is a 3-18 Welsh medium school. Rachel is an experienced head of department and as an Assistant Head with responsibility for the Skills agenda across the school for a three-year period in a previous school. Throughout her teaching career she has always had a passion for Religious Education, its value within the whole school curriculum and to the development of the individual pupil as they progress through education and ultimately into the workplace. Rachel has a wealth of experience as a GCSE and A Level Examiner and Principal Examiner for the WJEC and was the deputy chief moderator for KS3 standardisation of levels. In addition Rachel has advised teachers across schools in their understanding of the subject and specification requirements through her work as ERW Lead Practitioner for RE last year and as a member of a CYDAG working party creating Welsh medium resources for both the new GCSE and A Level Ethics and Philosophy courses.

Rachel would value the opportunity to become further involved in progressing Religious Education within Wales as an Executive Member of WASACRE and is grateful that she would be fully supported by the Head teacher at Ysgol Gymraeg Ystalyfera in carrying out the duties that this role would require.