

Public Document Pack

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

For all enquiries relating to this agenda please contact Rebecca Barrett
(Tel: 01443 864245 Email: barrerm@caerphilly.gov.uk)

Date: 5th November 2020

Dear Sir/Madam,

A meeting of the **Caerphilly Standing Advisory Council on Religious Education** will be held via Microsoft Teams on **Thursday, 12th November, 2020 at 2.00 pm** to consider the matters contained in the following agenda. Councillors and the public wishing to speak on any item can do so by making a request to the Chair. You are also welcome to use Welsh at the meeting, both these requests require a minimum notice period of 3 working days.,

This meeting will be recorded and made available to view via the Council's website, except for discussions involving confidential or exempt items. Therefore the images/audio of those individuals speaking will be publicly available to all via the recording on the Council website at www.caerphilly.gov.uk

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Chrissy'.

Christina Harrhy
CHIEF EXECUTIVE

AGENDA

- 1 To receive apologies for absence.
- 2 Declarations of Interest.

Pages

A greener place Man gwyrddach



Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on this agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.

To approve and sign the following minutes: -

- 3 Caerphilly Standing Advisory Council for Religious Education (SACRE) - 23rd October 2019. 1 - 8
- 4 To consider actions and matters arising from the minutes (verbal update).

To receive and consider the following reports:-

- 5 Caerphilly SACRE Annual Report 2019-2020. 9 - 33
- 6 Caerphilly SACRE Responses to Recent Consultations On The Curriculum For Wales 2022. 34 - 47

WASACRE:-

- 7 To receive and note the minutes from the WASACRE Meeting in Aberaeron on 21st November 2019. 48 - 67
- 8 To receive and note WASACRE's Report of Activities 2019-2020. 68 - 74
- 9 Representation at forthcoming WASACRE Meetings (verbal update).

Circulation:

Councillors Mrs E.M. Aldworth, A. Collis, Mrs G.D. Oliver, Mrs T. Parry, J. Simmonds and J. Taylor (Chair)

And Appropriate Officers; Trade Union Representatives and Religious Organisations

HOW WE WILL USE YOUR INFORMATION

Those individuals that attend committee meetings to speak/give evidence will be named in the minutes of that meeting, sometimes this will include their place of employment or business and opinions expressed. Minutes of Meetings including details of speakers will be publicly available to all via the Council website at www.caerphilly.gov.uk. except for discussions involving confidential or exempt items.

You have a number of rights in relation to your information, including the rights of access to information we hold about you and the right of complaint if you are unhappy with the way your information is being processed.

For further information on how we process your information and your rights please view the [Full Committee Meetings Privacy Notice](#) on our website or contact Legal Services by email griffd2@caerphilly.gov.uk or telephone 01443 863028.



CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH ON WEDNESDAY 23RD OCTOBER 2019 AT 2.30 P.M.

PRESENT:

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

Councillors:

Mrs E.M Aldworth, Mrs T. Parry, J. Ridgewell

Representing Teaching Organisations: Ms M. Jones (UCAC), Mrs T. Lloyd (NAHT)

Representing Religious Organisations: Mr K. Chamberlain (Wales Humanists)
Mr M. Gray (The Methodist Church), 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)

1. WELCOME

The Chair opened the meeting and Caerphilly SACRE gave a warm welcome to Mr Ken Chamberlain (Wales Humanists), together with former councillor Mr Michael Gray (The Methodist Church), who had recently been appointed to SACRE as Committee A representatives.

2. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Mrs G.D. Oliver and J. Simmonds, together with Miss H. Bartley (ATL), Mr M. Western (Roman Catholic Church), Major P. Hubbard (The Salvation Army), 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 - 20TH MAY 2019

RESOLVED that the minutes of the Caerphilly SACRE meeting held on 20th May 2019 be approved as a correct record and signed by the Chair.

5. MINUTES – STANDING CONFERENCE (AGREED SYLLABUS) - 20TH MAY 2019

RESOLVED that the minutes of the Caerphilly SACRE Standing Conference (Agreed Syllabus) held on 20th May 2019 be approved as a correct record and signed by the Chair.

6. ACTIONS AND MATTERS ARISING FROM THE MINUTES

Minute No. 8 (Monitoring Provision and Standards – Caerphilly School Inspection Reports) - Ms Paula Webber (RE Adviser to SACRE) confirmed that congratulatory letters on behalf of SACRE had been sent out to the two schools following the results of their Estyn inspections during Spring Term 2019. There were no other matters arising.

7. SACRE MEMBERSHIP UPDATE

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

Co-opted places – Members were reminded that they had previously agreed to explore the co-option of youth representatives onto the Committee. Arising from this, Councillor John Taylor (SACRE Chair) explained that he had recently attended the Council's Youth Cabinet to talk about the work of SACRE and gather initial expressions of interest from the young people in attendance. The opportunity to participate in SACRE through co-option was positively received by the Youth Cabinet, and moving forward, they will highlight the co-opted places to its members studying RE at GCSE or A Level in order to seek expressions of interest and provide nominations to SACRE.

Committee A vacancies – Members noted the work undertaken to fill the vacancies across this committee group. Mr Michael Gray (The Methodist Church) was appointed in June 2019 to fill the Free Church vacancy, Major Paula Hubbard was appointed in June 2019 to fill the Salvation Army vacancy, and Mr Ken Chamberlain (Wales Humanists) was appointed in August 2019 to fill the non-religious group vacancy. Work is ongoing to fill the one remaining vacancy for the non-Christian faith representative.

Committee B vacancies – Members noted the work ongoing with the relevant unions to fill the four teacher representative vacancies.

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

8. CAERPHILLY SACRE ANNUAL REPORT 2018-2019

Consideration was given to the draft Caerphilly SACRE Annual Report which outlined the activities of SACRE during the academic year 2018-2019. SACRE were asked to comment on its contents and check the report for accuracy.

Members noted the executive summary of advice given by SACRE as set out in the report, which highlighted specific issues and the actions taken by SACRE to ensure it met all its statutory requirements. The final version of the Annual Report will be submitted to Welsh Government by the deadline of 30th December 2019 and circulated electronically to WASACRE (who will include the Annual Report on their website), together with schools and other relevant parties.

Following consideration of its contents, Caerphilly SACRE unanimously agreed that subject to the inclusion of any minor amendments being sent to the Clerk to SACRE by 1st November 2019, the Annual Report for 2018-2019 be approved and circulated accordingly following its submission to Welsh Government.

9. CURRICULUM DEVELOPMENT UPDATE

Ms Webber presented the report, which updated SACRE on the development of the Curriculum for Wales 2022 in relation to RE. The report also asked SACRE to consider the latest Welsh Government consultation “Ensuring Access to the Full Curriculum” on the right to withdraw from RE and a proposed name change for Religious Education.

By way of background, Members were reminded that in July 2019, Caerphilly SACRE worked collaboratively with other SACREs throughout the South East Wales region to provide feedback on the draft Curriculum for Wales 2022 consultation. Curriculum pioneers are currently considering the feedback received from the public and are making amendments to the curriculum.

SACRE were advised that the work of the RE Framework Group is ongoing, with Paula Webber and Libby Jones (RE Adviser Wrexham) continuing to lead its development. The Framework will provide further detail about the relationship between Religious Education, the Agreed Syllabus, and the Areas of Learning and Experience. The Framework will be published in draft format for consultation in January 2020 and will coincide with the publication of the final version of the Curriculum for Wales 2022. This is because the RE Framework writing group need to consider changes made to the Curriculum following the redrafting process and because Welsh Government will consult with SACREs prior to its publication.

Ms Webber outlined the challenges in drafting the Framework to fit in with the new Curriculum and expressed the Group’s desire for reference to RE to be included in the overarching guidance. She also explained that a main aim of the RE Framework Group is to ensure that the status of RE is not lost in amongst the new curriculum.

Arising from the responses received on the earlier White Paper consultation (*Our National Mission: A Transformational Curriculum*) WG were now seeking views through their latest consultation “Ensuring Access to the Full Curriculum”, which proposed removing the right of withdrawal from RE (and RSE), and a change of name for RE to “Religions and World views”. SACRE were asked to consider the consultation and to respond to a number of questions posed by WG ahead of the closing date of 28th November 2019.

With the aid of a slideshow presentation, Ms Webber gave an overview of the key proposals set out in the WG consultation and SACRE discussed each of these elements in turn.

Proposal To Remove Parental Right To Withdraw From Re

SACRE were advised that WG envisage a fully inclusive education system where all learners have the equality of access to a broad, balanced curriculum and make progress towards the “4 Purposes” recommended in the Donaldson Review. As part of this equality of access, WG have proposed that there will be no parental right of withdrawal from RE and/or RSE under the new curriculum.

Ms Webber highlighted the inclusion of RE and RSE in the same consultation, and in reminding SACRE that their remit purely encompasses RE, suggested that it would have been more conducive to have held separate consultations on each of the two subjects, in order to avoid confusion and in view of the complexity of the issues surrounding withdrawal.

SACRE were reminded of the significant changes in society and the law since the introduction of the current curriculum, together with the increasing complexity of the world and the need to equip pupils for the modern world through the provision of pluralistic, neutral and critical education on those religious and non-religious world views. It is the view of WG that the state has a moral obligation to ensure that children in schools receive neutral and accurate information in these issues which pervade throughout society, and that not including the right to withdraw would also support the interdisciplinary approach being adopted in the new curriculum.

WG carefully considered the views expressed in the responses to the White Paper and recognised the concerns raised in a number of areas. However, WG are of the view that in a world where access to information and disinformation is uniform and instantaneous, the curriculum has a key role to play in helping children and young people navigate all this safely and be able to judge information. There is a strong principle-based case for all school learners to be guaranteed access to RE and RSE. There has been a clear message from practitioners that the way forward on these issues is for Government to decide at a national level and should not be passed to schools to manage. Additionally, pupils have a need and a right to receive consistent, factual and developmentally-appropriate learning about the issues covered in these subjects, which is important as part of the development of a more inclusive and tolerant society. High quality RSE and RE provision in schools supports children and young people to stay safe, to respect one another, and to build healthy relationships.

WG took into account a number of considerations around withdrawal from RE and concluded that the principle-based case for all children and young people to have access to learning on these issues is very strong. There would be practical difficulties in operating withdrawals in this much more integrated curriculum. There will be a focus on developmentally appropriate and culturally sensitive teaching and learning. The emphasis on engagement with communities and recognising and responding to the background of learners in discussing these subjects, would provide appropriate safeguards for parents.

On balance, it is the view of WG that not including the right to withdraw best meets overall policy objectives, namely allowing all learners to be able to access a curriculum which enables them to progress in relation to the Four Purposes, for the education system to play its part in creating a more inclusive and tolerant society and maximise its contribution to the well-being goals in the Well-Being of Future Generations (Wales) Act 2015, to recognise the role of parents and families in guiding these children in relation to these issues, to recognise, and respond to the interests of all groups and promote equality, and not increase the burden on schools or the workload of teachers

WG have emphasised that whilst schools have a crucial role to play in supporting learners to develop tolerance, empathy and understanding of different people and communities, and of both their rights and the rights of others, this does not mean that this proposal will

replace parents' vital role in educating their children. The learning provided to children and young people through RSE and RE in maintained schools will be provided sensitively and inclusively to complement it. The guidance on these subject areas will make it clear that the information covered must be conveyed in an objective, critical and pluralistic manner. SACRE discussed the proposal and expressed support for the vision of an inclusive education system and the integrated approach and broadening of the curriculum and agreed that RE for all learners will allow for a more holistic approach and enable them to better achieve the 4 Purposes. SACRE raised questions about whether there would be appeal rights for parents against the removal of the right to withdrawal and if this could present legal challenges in the European Court of Human Rights, and if so, where the responsibility would lie for dealing with such challenges.

SACRE were of the view that there is a need to put mechanisms in place to safeguard schools, local authorities and WG from legal challenges. This could include an extensive Professional Learning package to all those who have a responsibility for RE, together with the raising of public awareness and engagement in dialogue with learners and parents. Particular emphasis was put on the need to minimise the burden on schools and for WG to provide guidance and training to headteachers for managing situations for where learners would normally be withdrawn. It was also suggested that if the proposal to remove the right of withdrawal is implemented, WG will need to provide advice to schools on how to manage any cases of existing withdrawals.

SACRE split into their three respective committee groups to vote on the proposal, and following discussion, unanimously agreed with the proposal that the parental right of withdrawal from RE lessons be removed, and that this view be conveyed to WG.

Proposed name change for Religious Education

Ms Webber gave an overview of this proposal and explained that WG believe the subject name should reflect what learners will be taught through RE, and were therefore proposing to change the name of Religious Education to "Religions and World Views". This name change would appropriately reflect teaching practice within the new curriculum, and allows for the exploration of all religious and philosophical beliefs, as well as other beliefs and world views, including nonreligious world views.

Ms Webber highlighted the term "World Views" and explained to SACRE, that this should be one word "Worldviews" and not two as suggested in the consultation document, and should also be rectified in the Humanities AoLE guidance.

SACRE discussed the proposal and were of the opinion that referring to religion in plural reflects a misconception about the nature of religions as separate entities and begs the question 'which religions should we teach?' which could potentially cause division and exclusion and implications for community cohesion. It was advocated by the majority of SACRE Members that "Religion and Worldviews" would be a more appropriate name and would allow for all religions to be encompassed and would reflect objective, critical and pluralistic RE. This is also the name put forward by the group of expert commissioners who worked on the Final Report of the Commission on Religious Education in England report. One SACRE Member expressed an alternative opinion in that the term "Religions and Worldviews" would sufficiently cover all religions/non-religious groups.

SACRE were also asked to note that an alternative name had also been suggested by WG, which was "Religions, Values and Ethics". Ms Webber explained that this could lead to a misconception that the curriculum promotes religious values and ethics. Additionally, as outlined in the Four Purposes, it is the responsibility of all subjects in the curriculum to enable learners to develop values and ethics and not solely the role of teachers of religious education. She explained that RE is an umbrella term for several different disciplines, and

RE has always been a multidisciplinary and interdisciplinary area of learning. Values and ethics are only two of many aspects of RE, and to name it Religion, Values and Ethics would diminish the subject. It also runs the risk of not including non-religious worldviews which seems to be a clear aim of the proposal.

Having discussed the proposal, and by the majority present (and in noting there was one against), Caerphilly SACRE agreed that the name "Religion and Worldviews" be submitted to WG as their preferred name change for Religious Education in the new curriculum.

The Chair thanked Ms Webber for her detailed overview of the WG consultation, who confirmed that she would prepare a draft response to WG based on the discussions at the meeting, and would circulate this to Caerphilly SACRE for comment and final approval ahead of submission to WG by the closing date of 28th November 2019.

10. MONITORING PROVISION AND STANDARDS – CAERPHILLY SCHOOL INSPECTION REPORTS

The report outlined the main RE findings derived from the Estyn inspection of three Caerphilly schools between March 2019 and July 2019 (one primary school, one secondary school and one special school). 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 Summer Term 2019.

It was noted that all three 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 no recommendations with regards to Spiritual Development, Collective Worship or Religious Education.

SACRE were very pleased to note the positive comments derived from the inspection reports, and requested that congratulatory letters be sent to all three schools on behalf of SACRE. Members were particularly pleased to note that Trinity Fields School received the status of 'Excellent' across each of its inspection areas, and were of the opinion that the school is an example of best practice in their provision of RE.

Having considered and discussed the report, SACRE noted the update in respect of Estyn inspection reports for the Summer Term 2019.

11. LEARNING NETWORKS SCHOOLS FOR RELIGIOUS EDUCATION

Ms Webber presented the report which highlighted details of the Learning Network Schools (LNS) RE meetings for 2019-2020.

SACRE were advised that the EAS has invested in building the capacity of schools and educational settings within the region to enable more collaborative ways of working. This approach enables teachers and leaders to learn from each other, and there are several well-established networks of professional practice across the region. The approach has recently been refined through investment in a cluster model approach, which will enable schools to build capacity and increase collective ownership for the development of effective teaching, learning and leadership. This model will become the main driver to ensure the realisation of the new curriculum and the delivery of professional learning, and will support the national changes in accountability and self-evaluation.

Ysgol Gwynllyw (Torfaen) and Bassaleg Comprehensive School (Newport) have been appointed as the two EAS lead schools for LNS RE for 2019-20, and will provide

Professional Learning and support to secondary schools across the region. The main focus of the LNS for RE is GCSE and will include a need to raise standards at Key Stage 3. SACRE were advised that several Learning Network School events have been organised by the EAS over the coming months to be hosted by the two lead schools. Further details were set out in the report and places for practitioners and HODs can be booked via the EAS CPD online portal.

Arising from the report, Ms Webber also outlined the professional RE support she is able to offer to both primary and secondary schools. She explained that she has written to EAS Challenge Advisors to highlight her findings derived from the raw data of GCSE results for 2019, and is due to meet with one Caerphilly school shortly to offer advice and support in relation to RE.

Members noted the details of the LNS events and discussed how they could raise the profile of SACRE and the support that they offer to schools. It was noted that a number of SACREs promote themselves through their local authority website and Ms Webber suggested that this option could be explored for Caerphilly SACRE. A faith representative added that they are more than willing to visit schools to support the teaching of RE or the delivery of collective worship in schools.

Having considered and discussed the report, SACRE noted the update from Ms Webber.

12. HOLOCAUST MEMORIAL DAY 2020

The report informed Members of the resources available to schools in order to commemorate Holocaust Memorial Day 2020

The Holocaust Memorial Day Trust produces materials specific to the theme of Holocaust Memorial Day. SACRE were advised that the theme for 2020 is **“Stand Together”** and explores how genocidal regimes throughout history have deliberately fractured societies by marginalising certain groups, and how these tactics can be challenged by individuals standing together with their neighbours and speaking out against oppression. HMD 2020 marks the 75th anniversary of the liberation of Auschwitz, which is a significant milestone and is made particularly poignant by the dwindling number of survivors who are able to share their testimony. It also marks the 25th anniversary of the Genocide in Bosnia.

It was noted that the Clerk to SACRE has already written to all schools to make them aware of the resources available through the Holocaust Memorial Day Trust, and to encourage them to commemorate the event.

SACRE were also advised that the Council's Communications Team are seeking contributors from local schools towards their main commemorative event. A Member suggested that it might be beneficial for Communications to approach local secondary schools who may be able to assist in this regard.

SACRE noted the details of the update in relation to Holocaust Memorial Day 2020.

13. SACRE NEWS BULLETIN

Ms Webber gave a verbal update on the SACRE News Bulletin and explained that this needs to be translated before being circulated to Caerphilly schools, with avenues for translation currently being explored. SACRE thanked Ms Webber for the update.

14. SCHEDULE OF MEETINGS 2020

SACRE noted the details of the proposed meeting dates for the coming year as set out in the report and sought offers for a host venue for the Summer Term 2020 meeting. One Member indicated that a local primary school might be willing to host this meeting

It was agreed that the Clerk to SACRE would liaise with the school in regards to meeting requirements, and that once confirmed, details of the venues and times for the meetings would be circulated to SACRE Members.

15. CORRESPONDENCE UPDATE

Members were updated on items of correspondence circulated on behalf of SACRE. This included details of an AREIAC Conference on plurality in RE (July 2019) being sent to all schools, communication with Committee A organisations to fill a number of vacancies, and submission of the collaborative response on the draft Curriculum for Wales 2022 to WG. Schools were sent notification that they should continue with the Agreed Syllabus until further notice. All schools were sent details of a Candlelit Interfaith Event in Cardiff being held on 11th November 2019, together with details of RE Ideas Teaching Resources developed through Religious Education Movement Wales (REMW). A number of schools were also sent letters regarding the RE findings from their Estyn Inspections.

SACRE noted the details of the correspondence update.

16. FEEDBACK FROM THE WASACRE MEETING IN CONWY ON 28TH JUNE 2019

SACRE were updated on the discussions and deliberations of WASACRE at its meeting in Conwy on 28th June 2019. Amongst other items, WASACRE were advised of the outcomes of the meeting with WG representative Dr Kevin Palmer to discuss professional learning support needed in light of RE and the new curriculum. There has now been funding agreed for a suite of resources specifically for RE, plus training for all those involved in teaching RE and training of ITT students. The need for training for non-maintained settings specifically was also recognised.

Caerphilly SACRE noted the details of the update.

17. REPRESENTATION AT FORTHCOMING WASCRE MEETINGS

Caerphilly SACRE noted the date of the next WASACRE meeting in Ceredigion on 21st November 2019, and also the locations for future meetings (Spring Term 2020 in Merthyr Tydfil and Summer Term 2020 in Gwynedd). It was confirmed that the Clerk to SACRE will email all SACRE Members nearer the date to seek nominations for attendance and will circulate the agenda papers when received.

The meeting closed at 3.56 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 12th November 2020, they were signed by the Chair.

CHAIR

CAERPHILLY COUNTY BOROUGH COUNCIL

DATE: 12TH NOVEMBER 2020

**REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION**

SUBJECT: CAERPHILLY SACRE ANNUAL REPORT 2019-2020

A PURPOSE OF REPORT

To offer to members of SACRE the draft Annual Report for 2019-2020.

B BACKGROUND

Annual report

This is the draft Annual Report for Caerphilly SACRE. This report outlines the activities of SACRE during the academic year 2019-2020.

Update from the RE Advisor

SACRE will also be updated during the meeting on the following matters contained within the Annual Report:

- SACRE Membership
- Curriculum for Wales 2022
- The Locally Agreed Syllabus and the RVE Framework
- Monitoring RE and Estyn Inspections
- Professional Learning for RE and Learning Network Schools
- Collective Worship
- Holocaust Education
- GCE and GCSE Examination Arrangements
- Training of SACRE Members
- Correspondence circulated on behalf of Caerphilly SACRE

C RECOMMENDATION

Members of the SACRE are requested to consider, note, and approve the contents of the draft Annual Report and agree any final amendments for inclusion in the document. The finalised version of the Annual Report will then be translated and sent to Welsh Government by 30th December 2020. The Annual Report will also be circulated to other interested parties as outlined in the report.

D SUPPORTING INFORMATION

Appendix 1 Draft SACRE Annual Report 2019-2020



CAERPHILLY COUNTY BOROUGH COUNCIL

**STANDING ADVISORY COUNCIL
FOR RELIGIOUS EDUCATION**

ANNUAL REPORT

2019-2020

A MESSAGE FROM CAERPHILLY SACRE MEMBERS

The 2019-2020 academic year has been an unprecedented time for people due to the impact of the Covid-19 pandemic. The thoughts of SACRE members are with all those who have been affected by the virus, including those who have become ill and who may have lost loved ones. Members would also like to express gratitude to everyone in the education sector for the sterling work you are doing to provide children and young people in Wales with care, support, and education throughout this difficult time.

Members would like to remind practitioners engaged with Religious Education that SACRE is here to support you with advice on teaching, learning and resources for Religious Education, as well as advice on RE in the new Curriculum for Wales.

Additionally, support from SACRE is also available for the Daily Act of Collective Worship.

Caerphilly SACRE welcomes correspondence via the contacts below:

Rebecca Barrett, Clerk to Caerphilly SACRE
Email address barrerm@caerphilly.gov.uk

Paula Webber, EAS Professional Learning Adviser (RE and SACRE)
Email address paula.webber@sewaleseas.org.uk

DRAFT

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

2019 - 2020

CONTENTS	PAGE
SECTION 1: INFORMATION ABOUT SACRE	3
1.1 Duty to Establish SACRE	3
1.2 Composition of SACRE	3
1.3 Membership of SACRE	3
1.4 Functions of SACRE	3
1.5 Meetings	4
1.6 Circulation of Report	4
EXECUTIVE SUMMARY OF ADVICE GIVEN BY SACRE	5
SECTION 2: ADVICE ON RELIGIOUS EDUCATION	8
2.1 The Locally Agreed Syllabus	8
2.2 Standards in RE	8
2.3 Methods of Teaching, Teaching Materials and Teacher Training	9
SECTION 3: ADVICE ON COLLECTIVE WORSHIP	13
3.1 School Inspection Reports	13
3.2 Applications for Determinations	13
3.3 School Visits	14
SECTION 4: OTHER ISSUES	14
4.1 WASACRE	14
4.2 Holocaust Education	14
4.3 Curriculum for Wales 2022	15
4.4 Training of SACRE Members	18
4.5 Membership of SACRE	19
APPENDIX 1: SACRE MEMBERSHIP 2019-2020	21
APPENDIX 2: SCHEDULE AND AGENDA OF MEETINGS	22
APPENDIX 3: CIRCULATION OF REPORT	23

THE ANNUAL REPORT OF CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

2019- 2020

SECTION 1: INFORMATION ABOUT SACRE

1.1 Duty to Establish SACRE

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

1.2 Composition of SACRE

Representation on SACRE is required as follows: -

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

The Local Authority determined that the SACRE should comprise of six elected members, seven bodies representative of religion and belief and seven representatives of teachers' associations. In addition, the Authority allowed for two other individuals to be co-opted. Both co-opted places are currently vacant (see 1.3 regarding actions to fill vacant positions).

1.3 Membership of SACRE

The membership list showing the position for 2019 – 2020 is attached at Appendix 1.

Whilst every effort has been made to seek representation from religious organisations other than Christianity, SACRE has experienced difficulties in finding such representation. With regards to Committee A, advice has been sought from Cytun (Churches Together in Wales), the Onyx Link Foundation and the Inter Faith Council for Wales to seek representation. A representative from Wales Humanists joined SACRE for the first time in Autumn Term 2019. Caerphilly SACRE recruited two new members to sit on Committee B representing NASUWT. SACRE has contacted the Association of School and College Leaders (ASCL) on several occasions regarding the vacancy on Committee B but is yet to receive a response.

Caerphilly SACRE are in the process of co-opting youth representatives to SACRE to give learners a voice. Nominations will be sought from the Youth Forum. The Chair attended a Youth Forum in Autumn Term 2019 to speak to its members about the work of SACRE. It is disappointing that this work to recruit young people to the SACRE has been disrupted by the Covid-19 pandemic. However, Caerphilly SACRE look forward to young people possibly joining the advisory council in the 2020-2021 academic year.

1.4 Functions of SACRE

- To advise the Local Authority on worship and the religious education to be given in accordance with the agreed syllabus including methods of teaching, advice on materials and the provision of training for teachers

- To consider whether to recommend to the local authority that its current agreed syllabus should be reviewed by convening an Agreed Syllabus Conference.
- To consider whether the requirement that religious worship in a county school should be 'broadly Christian in nature' should be varied (determinations)
- To report to the Local Authority to Welsh Government on its activities on an annual basis.

1.5 Meetings

Due to the disruption brought about by the Covid-19 pandemic, SACRE were only able to meet on one occasion during the 2019-2020 academic year. This meeting took place on 23rd October 2019. The scheduled Spring and Summer Term meetings were cancelled. SACRE officers and Members dealt with urgent correspondence and Welsh Government consultations via email and SACRE Officers held informal discussions via Microsoft Teams.

SACRE had resolved that, where possible, meetings will be held at alternative venues such as schools or places of worship. However, during the academic year 2020 – 2021 it is likely that meetings may need to take place on the Microsoft Teams virtual platform.

1.6 Circulation of Report

Copies of this report are circulated electronically to those organisations and establishments listed in Appendix 4. It is also available on the Local Authority and the WASACRE website.

SECTION 2: EXECUTIVE SUMMARY OF ADVICE GIVEN BY SACRE

Inevitably the Covid-19 pandemic impacted the work carried out by Caerphilly SACRE during 2019-2020. The Local Authority and SACRE has been able to provide support to schools via email and through the partnership work with the South East Wales Education Service (EAS). The EAS Professional Learning Adviser to SACRE Ms Paula Webber has been available to provide advice and support to schools on Religious Education and Collective Worship throughout the national lockdown and has continued to work with both the Wales Association of Standing Advisory Councils on Religious Education (WASACRE) and the National Advisory Panel on Religious Education (NAPfRE). Additionally, the SACRE Clerk has continued to distribute and receive relevant correspondence to schools.

Summary of the advice given to the local authority by SACRE

RELIGIOUS EDUCATION

Issue

To monitor provision and standards in RE

Action

1. SACRE considers and analyses school inspection reports. If there are any issues regarding RE, such as non-fulfilment of statutory requirements, then the LA follows this up. During 2019-2020 there were no issues of non-fulfilment of statutory requirements for RE identified in the reports and follow up action was unnecessary. SACRE did write to the schools to congratulate them on their inspection results and to remind them of the advisory support offered by SACRE and the EAS.
2. SACRE usually visits schools on an annual basis to receive a presentation on RE at the school. However, an impact of the Covid-19 pandemic was that this planned visit did not take place.
3. It has been the practice of SACRE to analyse examination results over a three-year period to identify trends in performance benchmarked against all Wales data. Through this process schools were informed of the outcomes of this analysis and SACRE was able to raise issues schools should be addressing because of this analysis. This analysis did not take place in the academic year 2019 – 2020 due to meetings being cancelled. Additionally, there are new regulations surrounding data collection from schools. WASACRE are awaiting guidance from the Welsh Government as to what purposeful analysis of data might take place to monitor the quality of RE in schools in the future. SACRE will then consider how best to monitor the quality of religious education in Caerphilly schools.

Issue

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

Action

1. In 2008 Standing Conference endorsed and adopted a new agreed syllabus for the Authority's schools, which was implemented from September 2008. In June 2013 Standing Conference endorsed the re-adoption of the Caerphilly Agreed Syllabus for Religious Education with an understanding that the syllabus would

be reviewed once further information is received in relation to the assessment and national curriculum review. In May 2019 an Agreed Syllabus Conference was constituted and the 2008 agreed syllabus was readopted.

2. SACRE has since received updates via email of developments with the Curriculum and the Humanities Area of Learning and Experience. During 2019-2020 SACRE responded to Welsh Government consultations on curriculum development.
3. SACRE are expecting Welsh Government to consult on the draft RVE supporting framework before it is put out to the public consultation. Following the publication of the framework SACRE will advise the local authority to convene an Agreed Syllabus conference where the adoption or adaptation of the framework as the Caerphilly Agreed Syllabus will be discussed.

TEACHING MATERIALS

Issue

To ensure that schools are informed of suitable resources for RE.

Action

Schools were sent the following information and resources, with SACRE Members also sent a copy of the information

1. All schools were informed of the 2020 Holocaust Memorial Day theme and that free Holocaust resources could be found on the [Holocaust Memorial Day website](#) – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.
2. RE Learning Resources – Randolph’s Spiritual Quest was sent to all primary schools.
3. Farmington Scholarships 2020/21 was sent to all schools.
4. Learning Network Schools and offer of support for RE was sent to all schools.
5. Information about a training event “Understanding Humanism” was sent to all primary schools.
6. Questionnaire from Qualifications Wales on reformed GCSE qualifications – sent to all secondary schools.

Information on visits and visitors in South Wales is available to schools upon request.

PROFESSIONAL LEARNING FOR TEACHERS

Issue

To ensure that teachers can access appropriate professional learning.

Action

The EAS provided RE specific training to secondary school practitioners via Learning Network School leads and the Professional Learning Adviser for RE and SACREs. The focus of training was improving standards in GCSE Religious Studies. However, the practitioners attending also received training on the new curriculum and updates on the work of SACREs, WASACRE and other relevant bodies. There was also a focus on moderation of marking, sharing good practice and collaboration in the development of resources for Religious Studies.

SACRE were sent details of free webinar sessions being held on 7th July 2020 by the Association of Religious Education Inspectors Advisers and Consultants (AREIAC).

The physical AREIAC Conference was postponed until next year due to the Covid-19 pandemic.

COLLECTIVE WORSHIP

Issue

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

Action

1. SACRE monitors the sections of inspection reports that are concerned with collective worship and SMSC and the LA follows up on any non-fulfilment of statutory requirements by requesting their action plan. SACRE monitored three schools during 2019 – 2020. The provision for collective worship had positive comments stating that schools were promoting pupils' spiritual, moral and cultural development well. Estyn made no recommendations with regards to collective worship in the inspection report. SACRE has written to the schools to offer support and guidance with regards to collective worship. Members were presented with a summary of findings from these inspections.
2. Schools have been informed by SACRE of appropriate resources and websites that support collective worship in schools e.g. HMD 2019. Caerphilly SACRE sent schools the WASACRE document entitled *Advice for Schools in Wales During the Covid-19 Pandemic* during the national lockdown.
3. SACRE resolved to hold meetings at schools in the Borough and observe an act of collective worship where possible to monitor fulfilment of statutory requirements, provision and quality of collective worship. Due to the cancellation of meetings during the Covid-19 pandemic SACRE were unable to observe collective worship during this academic year.

OTHER ISSUES:

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

1. SACRE has maintained its membership of WASACRE and receives termly feedback from the meetings of the Association.
2. The RE Adviser to SACRE is a member of NAPfRE and regularly attends meetings on SACRE's behalf.
3. SACRE members receive regular training to keep up to date with legislative and educational changes and to understand the role and function of SACREs.
4. SACRE takes seriously Holocaust Education and advises the LA and its schools on this.
5. SACRE has received updates on the development and implementation of the Curriculum for Wales 2022 and the implications for religious education. Updates were also given by email due to the Covid-19 pandemic. SACRE has responded to Welsh Government consultations on Curriculum for Wales. SACRE members consulted on a draft of the national RVE Framework.
6. SACRE, where possible, would hold meetings at schools in Caerphilly for members to familiarise themselves with RE and collective worship in schools. This year it was not possible to hold a meeting within a school due to the cancellation of meetings.

SECTION 2: ADVICE ON RELIGIOUS EDUCATION

2.1 The Locally Agreed Syllabus

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

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

On 20th May 2019, a Standing Conference was held to review the 2008 Caerphilly Agreed Syllabus for Religious Education. At the meeting, it was agreed to re-adopt the existing Agreed Syllabus until the implementation of the new curriculum in 2022.

A copy of the current Agreed Syllabus was sent to schools in 2019. Schools were advised to that they should continue to follow this syllabus until further notice.

SACRE have received updates from Welsh Government on the development of the supporting framework to support RE/RVE in the Curriculum for Wales 2022. SACRE gave feedback on a draft that will support the Curriculum for Wales 2022 during the Autumn Term. SACRE are waiting consultation on the framework before it goes for public consultation. It is hoped that SACRE will be able to adopt or adapt this document as the new agreed syllabus for Caerphilly schools.

2.2 Standards in RE

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

School Inspection Reports

During the Autumn term SACRE meeting the local authority and its SACRE scrutinised relevant sections of Estyn school inspection reports for July March 2019- July 2019. Three Caerphilly schools were inspected consisting of one primary school, one secondary school and one special school. If any issues emerge regarding religious education, such as non-fulfilment of statutory requirements, then the LA follows this up requesting their action plan. Estyn made no recommendations with regards to Spiritual Development, Collective Worship or Religious Education within these schools. SACRE were very pleased to note the positive comments derived from the inspection reports and requested that congratulatory letters be sent to all three schools on behalf of SACRE. Members were particularly pleased to note that Trinity Fields School received the status of 'Excellent' across each of its inspection areas, and were of the opinion that the school is an example of best practice in their provision of RE.

Congratulatory letters on behalf of SACRE had been sent out to the three schools following the results of their Estyn inspections.

Examination Results 2019

In previous years, examination results for GCSE and GCE AS /Advanced Level achieved by pupils at secondary schools within the Authority have been analysed and were considered during SACRE meetings. A three-year analysis would be conducted so that a comparison could be made, and trends identified. Cohort entry numbers were also analysed, and a comparison made to Consortia and All -Wales figures (where available). The 2019 examination results data were not analysed for two reasons. Firstly, there has been a change in national guidance surrounding how results are reported and how data is used. WASACRE is currently awaiting information from Welsh Government about how any analysis of data will be gathered and reported going forward. Secondly, analysis of data usually takes place during the Spring Term SACRE meeting. This was cancelled due to the national lockdown during the Covid-19 pandemic.

Schools were updated on the changes to 2020 GCSE and GCE examinations for Religious Studies by the Education Achievement Service. The EAS Adviser for RE raised issues concerning the examinations for Religious Studies and her views were shared with the WJEC via senior leaders within the EAS.

Caerphilly SACRE distributed a questionnaire from Qualifications Wales on reformed GCSE qualifications to all secondary schools.

During 2020-2021 SACRE will discuss ways in which the LA will be able to provide meaningful information to SACRE about the quality of Religious Education and Religious Studies at Ks4 within its schools.

2.3 Methods of Teaching, Teaching Materials and Teacher Training

Professional Learning

South East Wales Education Achievement Service (EAS) advertises their courses through CPD online. The Education Achievement Service appointed Ms Paula Webber as a full time Professional Learning Adviser for RE and SACRE from September 2018. Ms Webber offered bespoke support for Religious Education within the region during 2019-2020.

The EAS had appointed two Learning Network Schools leads for RE during 2019-2020. Three Learning Network meetings for secondary HODs of RE were held during the academic year. The focus of the network meetings was improving standards in GCSE Religious Studies. However, the practitioners attending also received training on the new curriculum and updates on the work of SACREs, WASACRE and other relevant bodies. There was also a focus on moderation of marking, sharing good practice and collaboration in the development of resources for Religious Studies.

Learning Network Schools for Religious Education

During the Autumn Term SACRE meeting the Professional Learning Adviser for RE and SACRE presented a report which highlighted details of the Learning Network Schools (LNS) RE meetings for 2019-2020.

SACRE were advised that the EAS has invested in building the capacity of schools and educational settings within the region to enable more collaborative ways of working. This approach enables teachers and leaders to learn from each other, and there are several well-established networks of professional practice across the region. The approach has recently been refined through investment in a cluster model approach, which will enable

schools to build capacity and increase collective ownership for the development of effective teaching, learning and leadership. This model will become the main driver to ensure the realisation of the new curriculum and the delivery of professional learning and will support the national changes in accountability and self-evaluation.

Ysgol Gwynllyw (Torfaen) and Bassaleg Comprehensive School (Newport) were appointed as the two EAS lead schools for LNS RE for 2019-20. They provided Professional Learning and support to secondary schools across the region. The main focus of the LNS for RE during 2019-2020 was GCSE Religious Studies and which also included a need to raise standards at Key Stage 3. SACRE were advised that several Learning Network School events were organised by the EAS during 2019-2020 and would be hosted by the two lead schools. SACRE were informed that places for practitioners and HODs were advertised and could be booked via the EAS CPD online portal.

In addition to the support from LNS schools the PL Adviser is also able to offer support to both primary and secondary schools. Ms Webber had written to EAS Challenge Advisors to highlight findings derived from the raw data of GCSE results for 2019.

During the Autumn Term meeting following discussion on the details of the LNS events and discussed how they could raise the profile of SACRE and the support that they offer to schools. It was noted that some SACREs promote themselves through their local authority website and Ms Webber suggested that this option could be explored for Caerphilly SACRE. SACRE representatives of religion and belief are available to visit schools to support the teaching of RE or the delivery of collective worship. Caerphilly SACRE are committed to providing effective support to schools.

Agenda for LNS PL Sessions held during 2019 – 2020 are as follows:

Session 1 (Gwynllyw): Tuesday the 22nd of October 2-4pm – GCSE Review of Unit 1&2 –

- A review of the 2017/18 GCSE examination papers Unit 1&2 – common pitfalls/evaluation questions/where pupils did well/where pupils went wrong/Item Level Data.
- Sharing good practice resources for the new GCSE specification – Unit ½
- DDPs – EAS presentation.
- Update on Curriculum development
- 'Looking Forward' – English and Welsh materials to be shared with everyone / sharing resource ideas.

Session 2 (Gwynllyw): Wednesday the 11th of December 2-3pm – A Level Review (Unit 2/4/5) –

- A review of the 2017/18 AS/A Level examination papers Unit 2/4/5 – common pitfalls/evaluation questions/where pupils did well/where pupils went wrong/Item Level Data.
- Sharing good practice resources.
- 'English and Welsh materials to be shared with everyone / sharing resource ideas.
- Schemes of work.
- Use of video clips.

Session 3 (Bassaleg): Tuesday the 4th of February 2-4pm – Revision Hints, Tips and Techniques –

- What makes good teaching and learning in RE?

- Sharing resources, materials and good practice – to be provided in both English and Welsh.
- Pedagogy.
- How do we deal with the heavy content – Flipped learning/assessment for learning/Skills based learning.
- The Curriculum for Wales 2022 and the RE Framework
- Sharing good practice – Revision hints and tips.
- Sharing revision resources.

Session 4, which was due to be held in March 2020, was cancelled due to the Covid-19 pandemic.

Teaching Materials

Due to the Covid-19 pandemic the ability for SACREs to provide the advice they would normally give to schools has been affected. However, the following advice had been offered:

Farmington Scholarships

SACRE provided Caerphilly schools with information about Farmington Scholarships 2020 - 2021 which are free to Teachers of religious education in the UK. Practitioners can study any aspect of religious education they wish but preference will be given to applicants whose work can be seen to be of direct value to the teaching of RE in schools. The Scholarship will cover the cost of tuition, board and lodging where appropriate, essential local travel and, by negotiation with the school, the salary of a replacement teacher up to point 6 of the main pay scale. School/home-based Scholarships may be taken in the form of day release, for instance for one day a week over a term or over the year or for continuous periods up to a maximum of 30 days. University-based Scholarships may be taken as a block of up to eight weeks or in the form of day release up to 30 days. More information for schools can be found at the [Farmington Institute website](#) or E-mail: farmington@hmc.ox.ac.uk

NEW RESOURCES FOR THE CURRICULUM FOR WALES 2022

Caerphilly SACRE distributed a new religious education series of resources for the Curriculum for Wales 2022 to primary schools. The resources have been published online and are available as a free download. *Randolph's Spiritual Quest and Search for Meaning Series* for 8- to 11-year-old learners is a *Welsh Government sponsored resource* created to support learning in Religious Education in the Curriculum for Wales 2022. The series reflects an enquiry-based, inter-disciplinary approach to Religious Education, which is set within a Humanities' learning context. The flexible and non-prescriptive character of *Randolph's Spiritual Quest and Search for Meaning Series* makes it an ideal bridging resource, being equally relevant to the current Curriculum for Wales 2008 and the coming Curriculum for Wales 2022.

Themes explored in the series include:

- Bringing Health and Healing
- Caring for the Future
- Living with Nature
- Making Spiritual Journeys
- Remembering the Past
- Serving Others

The storybooks, films, music, and teachers' guide are available as FREE downloads on the following links for the Welsh Government Hwb website and the St Mary's Centre, Wales website:

[Welsh Government Hwb website](#)

[St Mary's Centre, Wales website](#)

A new version of the Teachers' Guide will be published as soon as the final version of the Humanities' Area of Learning and Experience guidance is available early in 2020. The current Teachers' Guide quotes from the Welsh Government draft document and some adjustment in language is anticipated.

The hope of the authors is that *Randolph's Spiritual Quest and Search for Meaning Series* helps to stimulate meaningful and exciting new Welsh pathways in Religious Education, which start new journeys shaped to individual school learning contexts.

Training Event for Primary School Teachers – Understanding Humanism

Information about a training event for primary school teachers, arranged by Humanists UK, to be held in London on Thursday 26th March 2020 was distributed to all primary schools by Caerphilly SACRE as an opportunity to further their professional learning. Further information can be found at the [Humanists UK website](#).

The training included:

- Who are the non-religious and what is a non-religious worldview?
- What is humanism? What do students need to know?
- How can I best teach about humanism in the classroom?

Breaking humanism up into five core blocks of knowledge, the course aimed to help practitioners to deliver outstanding, accurate teaching about the humanist worldview, and suggest and model resources and activities that would support learning.

There are online courses available from Understanding Humanism on their website.

SACRE RE News Bulletin: a SACRE RE News Bulletin is usually composed by the Adviser to SACRE to share with schools. Due to translation considerations, staff long-term absence and the impact of the Covid-19 pandemic, bulletins were not shared with schools during the 2019-2020 academic year. During the 2020-2021 academic year the PL Adviser will explore efficient ways of communicating important information with teachers of RE, including a playlist format where up to date information can be accessed at any time. In the Autumn Term meeting 2019 SACRE members also suggested an online presence might be useful. This can be explored further.

A list of **free resources** for schools is available upon request. This includes suggested useful websites as was information on **visits and visitors** in South Wales was distributed to schools.

SECTION 3: ADVICE ON COLLECTIVE WORSHIP

3.1 School Inspection Reports

During the Autumn Term SACRE meeting the local authority and its SACRE scrutinised relevant sections of Estyn school inspection reports for March 2019 and July 2019. One primary school, one secondary and one special school within Caerphilly were inspected during that period. If any issues emerge regarding collective worship, such as non-fulfilment of statutory requirements, then the LA follows this up requesting their action plan. SACRE noted that all three 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 no recommendations with regards to Spiritual Development, Collective Worship or Religious Education.

The provision for collective worship had positive comments stating that schools were promoting pupils' spiritual, moral and cultural development well. Comments in relation to spiritual development are evident in the inspection reports. SACRE have been advised that NAPfRE and WASACRE had been in communication with Estyn and that in future all inspection reports should contain reference to spiritual development.

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

- promotes pupils' spiritual, moral, social and cultural development
- celebrate pupils' achievements and success
- enables pupils to make effective use of the reflection wall to respond to key moral messages
- Focus on the rights of the child allowing many pupils to discuss important values well

SACRE have resolved to continue to use inspection reports to monitor that statutory requirements are being met and to use whatever comments are applicable.

Advice on Collective Worship During the Covid-19 Pandemic

During the Covid-19 lockdown some schools through the South East Wales region requested support from the EAS on collective worship as schools were closed and learning taking place digitally. The EAS Adviser to SACREs formed a working party with colleagues in WASACRE. A guidance document, 'Advice for Schools in Wales on Collective Worship during the Covid-19 Pandemic' was produced. Caerphilly SACRE distributed this document to all schools within the borough. It is also available on the WASACRE website. This document contains practical help with digital platforms. It also has a strong focus on how collective worship might help during this difficult time for learners and their families.

3.2 Applications for Determinations

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

3.3 School Visits

SACRE appreciates the opportunities accorded to members to observe acts of collective worship in schools. Members did not have the opportunity to host a SACRE meeting at a school this year due to the Covid-19 pandemic.

SECTION 4: OTHER ISSUES

4.1 WASACRE

SACRE has continued to affiliate to WASACRE and representatives have attended its meetings. During the 2019-20 academic year issues considered at WASACRE meetings have been fully reported back to SACRE and full discussions have taken place. SACRE welcomes the pro-active work of WASACRE in taking up issues that have implications for RE and keeping member SACRE's fully informed. SACRE is represented on the WASACRE Executive committee by their professional adviser Ms Paula Webber who held a position on the Executive Committee. Caerphilly SACRE has received regular feedback from Ms Webber and those representing SACRE at WASACRE meetings. Due to the Covid-19 pandemic WASACRE meetings in the spring and summer term were cancelled. The WASACRE AGM will take place virtually early in the 2020 Autumn Term.

At the Autumn Term WASACRE meeting Caerphilly SACRE members were updated on discussions held between WASACRE and Welsh Government. WASACRE Officers met with WG representative Dr Kevin Palmer to discuss professional learning support needed in light of RE and the new curriculum. There has now been funding agreed for a suite of resources specifically for RE, plus training for all those involved in teaching RE and training of ITT students. The need for training for non-maintained settings specifically was also recognised.

SACRE were emailed by WASACRE on 27th April 2020 to ask Members to submit nominations to WASACRE Executive Committee. There were none received from Caerphilly SACRE and WASACRE were advised accordingly.

SACRE were sent the list of WASACRE nominations on 24th September 2020 and asked to submit their individual vote by email to Chair and RE Advisor. SACRE conducted the voting via email due to the disruption by the Covid-19 lockdown. The votes were tallied and SACRE's preference was submitted to the WASACRE Chair on 2nd October 2020. Caerphilly SACRE's preference was for Dr Louise Brown (Vice-Chair) with John Meredith and Tania ap Sion on the Executive Committee. The outcome of the WASACRE Executive Elections on 7th October 2020 was also circulated to SACRE Members.

4.2 HOLOCAUST EDUCATION

Holocaust Memorial Day 2020 Resources

A letter was sent from SACRE to all schools were informed of the 2020 Holocaust Memorial Day and that Holocaust Memorial Day (HMD) takes place on 27 January each year and is a time to remember the millions of people murdered during the Holocaust, under Nazi Persecution and in the genocides which followed in Cambodia, Rwanda, Bosnia and Darfur. Schools were reminded that Holocaust Memorial Day is a time to learn the lessons of the past and recognise that genocide does not just take

place on its own - it's a steady process which can begin if discrimination, racism and hatred are not checked and prevented.

The Holocaust Memorial Day Trust produces materials specific to the theme of Holocaust Memorial Day. The theme for 2020 was **“Stand Together”** and explored how genocidal regimes throughout history have deliberately fractured societies by marginalizing certain groups, and how these tactics can be challenged by individuals standing together with their neighbours and speaking out against oppression.

HMD 2020 marks the 75th anniversary of the liberation of Auschwitz, which is a significant milestone and is made particularly poignant by the dwindling number of survivors who are able to share their testimony. It also marks the 25th anniversary of the Genocide in Bosnia.

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

4.3 CURRICULUM FOR WALES 2022

In July 2019, Caerphilly SACRE worked collaboratively with other SACREs throughout the South East Wales region to provide feedback on the draft Curriculum for Wales 2022 consultation. SACRE members were informed that curriculum pioneers were considering the feedback received from the public and would make appropriate amendments to the curriculum. During the 2019 Autumn Term meeting of SACRE Ms Webber presented a report, which updated SACRE on the development of the Curriculum for Wales 2022 in relation to RE. The report also asked SACRE to consider the latest Welsh Government consultation *Ensuring Access to the Full Curriculum* on the right to withdraw from RE and a proposed name change for Religious Education.

SACRE responded to the Welsh Government consultation *Ensuring Access to the Full Curriculum* before the deadline on 28th November 2019. The key discussion points from Caerphilly SACRE are outlined below:

Proposal to remove parental right to withdraw from RE

SACRE were advised that Welsh Government envisage a fully inclusive education system where all learners have the equality of access to a broad, balanced curriculum and make progress towards the “4 Purposes” recommended in the Donaldson Review. As part of this equality of access, Welsh Government proposed that there would be no parental right of withdrawal from RE and RSE under the new curriculum. SACRE remit purely encompasses RE, and Caerphilly SACRE decided that they would comment only on RE within the consultation and that it would have been more conducive to have held separate consultations on each of the two subjects, in order to avoid confusion and in view of the complexity of the issues surrounding withdrawal.

SACRE were updated on the significant changes in society and the law since the introduction of the current curriculum, together with the increasing complexity of the world and the need to equip pupils for the modern world through the provision of objective critical and pluralistic religious and non-religious worldviews. It is the view of Welsh Government that the state has a moral obligation to ensure that children in schools receive neutral and accurate information in these issues which pervade throughout society, and that not including the right to withdraw would also support the interdisciplinary approach being adopted in the new curriculum.

SACREs considered Welsh Government's view that children and young people should be enabled to navigate information and disinformation safely and be able to make informed judgements, and as such all school learners should be guaranteed access to RE and to have a right to receive consistent, factual and developmentally-appropriate learning about the issues covered. This is important as part of the development of a more inclusive and tolerant society. SACRE were informed that the White Paper consultation responses suggested there would be practical difficulties in operating withdrawals in this much more integrated curriculum. The emphasis on engagement with communities and recognising and responding to the background of learners in discussing these subjects, would provide appropriate safeguards for parents without the need for withdrawal. Welsh Government recommended that not including the right to withdraw best meets overall policy objectives, namely allowing all learners to be able to access a curriculum which enables them to progress in relation to the Four Purposes, for the education system to play its part in creating a more inclusive and tolerant society and maximise its contribution to the well-being goals in the Well-Being of Future Generations (Wales) Act 2015, to recognise the role of parents and families in guiding these children in relation to these issues, to recognise, and respond to the interests of all groups and promote equality, and not increase the burden on schools or the workload of teachers.

Welsh Government have emphasised this does not mean that this proposal will replace parents' vital role in educating their children. The learning provided to children and young people through RSE and RE in maintained schools will be provided sensitively and inclusively to complement it. The guidance for RE will make it clear that the information covered must be conveyed in an objective, critical and pluralistic manner.

In the Autumn Term meeting SACRE discussed the proposal and expressed support for the vision of an inclusive education system and the integrated approach and broadening of the curriculum and agreed that RE for all learners will allow for a more holistic approach and enable them to better achieve the 4 Purposes. SACRE raised questions about whether there would be appeal rights for parents against the removal of the right to withdrawal and if this could present legal challenges in the European Court of Human Rights, and if so, where the responsibility would lie for dealing with such challenges.

SACRE were of the view that there is a need to put mechanisms in place to safeguard schools, local authorities and WG from legal challenges. This could include an extensive Professional Learning package to all those who have a responsibility for RE, together with the raising of public awareness and engagement in dialogue with learners and parents. Emphasis was put on the need to minimise the burden on schools and for WG to provide guidance and training to headteachers for managing situations for where learners would normally be withdrawn. It was also suggested that if the proposal to remove the right of withdrawal is implemented, WG will need to provide advice to schools on how to manage any cases of existing withdrawals.

SACRE split into their three respective committee groups to vote on the proposal, and following discussion, unanimously agreed with the proposal that the parental right of withdrawal from RE lessons be removed, and that this view be conveyed to WG.

Proposed name change for Religious Education

SACRE were given an overview of this proposal that WG believe the subject name should reflect what learners will be taught through RE and were therefore proposing to change the name of Religious Education to “Religions and World Views”. Welsh Government suggested that this name change would appropriately reflect teaching practice within the new curriculum and allows for the exploration of all religious and philosophical beliefs, as well as other beliefs and world views, including nonreligious world views.

SACRE discussed the proposal and were of the opinion that referring to religion in plural reflects a misconception about the nature of religions as separate entities and begs the question ‘which religions should we teach?’ which could potentially cause division and exclusion and implications for community cohesion. It was advocated by the majority of SACRE Members that “Religion and Worldviews” would be a more appropriate name and would allow for all religions to be encompassed and would reflect objective, critical and pluralistic RE. This is also the name put forward by the group of expert commissioners who worked on the Final Report of the Commission on Religious Education in England report. One SACRE Member expressed an alternative opinion in that the term “Religions and Worldviews” would sufficiently cover all religions/non-religious groups.

SACRE were also asked to note that an alternative name had also been suggested by WG, which was “Religions, Values and Ethics”. As outlined in the Four Purposes, it is the responsibility of all subjects in the curriculum to enable learners to develop values and ethics and not solely the role of teachers of religious education. RE is an umbrella term for several different disciplines, and RE has always been a multidisciplinary and interdisciplinary area of learning. Values and ethics are only two of many aspects of RE, and to name it Religion, Values and Ethics might diminish the subject. This also runs the risk of not including non-religious worldviews which seems to be a clear aim of the proposal. Having discussed the proposal Caerphilly SACRE agreed that the name “Religion and Worldviews” be submitted to WG as their preferred name change for Religious Education in the new curriculum.

Ms Webber prepared a draft response to WG based on the discussions, which was sent to Caerphilly SACRE members for comment and final approval ahead of submission to WG by the closing date of 28th November 2019.

WG Consultation on Religion Values and Ethics

As part of the broader reforms contained within the Curriculum for Wales, the Welsh Government consulted on making changes to the legislative framework that surrounds RVE. The Welsh Government, based on current case law, intend that the teaching of RVE must be pluralistic in nature. These changes make explicit what the law already requires – the pluralistic teaching of RE in accordance with the European Convention on Human Rights. In addition, Welsh Government propose making new provision requiring the local authority, SACRE and ASC to have regard to guidance issued by the Welsh Ministers in relation to the curriculum in developing and adopting an agreed syllabus. The consultation also set out the legislative changes in relation to different types of schools within Wales and how they should use the locally agreed syllabi in the new curriculum arrangements. Within the consultation document Welsh Government stated that *“schools will continue to need to assure themselves that their RVE provision satisfies the pluralistic requirement created by human rights legislation and SACRES, ASCs and Local Authorities will continue to need to assure that any agreed syllabus their develop and then adopt also meets these requirements.”*

SACRE were advised by email of the consultation on Religion Values and Ethics on the new Curriculum for Wales 2022 on 15th May 2020. As a result of the Covid-19 pandemic SACRE members were consulted via email. An initial draft response was sent to SACRE for comment on 6th July 2020. A further draft response was sent to SACRE for comment 21st July 2020 following consultation with Chair and Vice Chair and the final response was submitted to WG by 27th July deadline on behalf of the Chair. A final copy of the response was forwarded to SACRE for information.

Senedd Cymru/Welsh Parliament Consultation on the Curriculum and Assessment (Wales) Bill

SACRE was advised by email of the Senedd Cymru/Welsh Parliament Consultation on the Curriculum and Assessment (Wales) Bill on 18th August 2020. This consultation was being carried out by the Children, Young People and Education Committee. SACRE members were sent the consultation documents and discussion on this was planned for Autumn Term 2020. The deadline for the consultation response is 29th September 2020.

The Framework for Religious Education

In the Autumn Term, SACRE members were advised that the work of the RE Framework Group was ongoing, with Paula Webber (EAS PL Adviser RE and SACRE) and Libby Jones (RE Adviser Wrexham) continuing to lead its development. When completed the framework will provide further detail about the relationship between Religious Education, the Agreed Syllabus, and the Areas of Learning and Experience. It was the Welsh Government plan to publish the RE Framework in draft format for consultation in January 2020. This was in order that it would coincide with the publication of the final version of the Curriculum for Wales 2022. Changes to the RE Framework were needed following the redrafting of the Curriculum.

Welsh Government consulted with SACREs on the supporting framework for Religion Values and Ethics during January 2020. Information regarding the consultation and the WASACRE feedback was circulated to SACRE. A response to the consultation was sent from Caerphilly SACRE to Welsh Government on 13th January 2020. SACRE were sent updates from WASACRE on 24th and 26th March 2020 on the Welsh Government position in relation to the Supporting Framework and were advised that this consultation has been delayed due to Covid-19.

Consultation on the Relocation of Ysgol Gymraeg Cwm Gwyddon

Caerphilly County Borough Council's consultation on Ysgol Gymraeg Cwm Gwyddon was sent to Caerphilly SACRE on 15th September 2020 as statutory consultees. Members were invited to respond as individuals.

4.4 TRAINING OF SACRE MEMBERS

SACRE members receive training on the Roles and Responsibilities of SACRE at the beginning of each academic year.

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

- Updates on developments in RE and collective worship through regular presentations to SACRE members. Ms. P. Webber gave updates on the significant developments in the introduction of the Curriculum for Wales 2022 and its implications for RE.

- SACRE, where possible, hold meetings at schools in the Borough for members to familiarise themselves with RE and collective worship in schools. This was not possible during the academic year 2019-2020 due to the impact of the Covid-19 pandemic.

SACRE is very appreciative of the opportunities offered through visits and presentations to become more informed on RE and Collective worship issues in schools and would like to extend their appreciation to all concerned. A special note of thanks is extended to the Clerk to SACRE (Rebecca Barrett) for all her hard work in making such arrangements this year.

4.5 MEMBERSHIP OF SACRE

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

At its Autumn term meeting there was an update on the membership of SACRE.

Co-opted places – Members were reminded that they had previously agreed to explore the co-option of youth representatives onto the Committee. Arising from this, Councillor John Taylor (SACRE Chair) explained that he had recently attended the Council's Youth Cabinet to talk about the work of SACRE and gather initial expressions of interest from the young people in attendance. The opportunity to participate in SACRE through co-option was positively received by the Youth Cabinet, and moving forward, they will highlight the co-opted places to its members studying RE at GCSE or A Level in order to seek expressions of interest and provide nominations to SACRE. Unfortunately, due to the situation with the Covid-19 pandemic Caerphilly SACRE were unable to co-opt young people to the committee during 2019-2020.

Committee A – Mr Michael Gray (The Methodist Church) was appointed in June 2019 to fill the Free Church vacancy, Major Paula Hubbard was appointed in June 2019 to fill the Salvation Army vacancy, and Mr Ken Chamberlain (Wales Humanists) was appointed in August 2019 to fill the non-religious group vacancy. Work is ongoing to fill the one remaining vacancy for the non-Christian faith representative. The new members were invited to attend the Autumn Term meeting in 2019.

Committee B – At the Autumn meeting of SACRE, members noted the work ongoing with the relevant unions to fill the four teacher representative vacancies. Caerphilly SACRE filled two of these vacancies in February 2020. Ms Katherine McCullough (NASUWT) replaced Mrs Laura Strange, and Mrs Claire McLaughlan filled the second NASUWT vacancy.

Committee C - Councillor A. Collis replace Councillor J. Ridgewell on SACRE in September 2020.

Co-opted Members – Caerphilly SACRE is continuing to work with the Youth Forum to co-opt young people to SACRE.

SACRE Officers

Mr. P. Warren continued to act as LA Officer and Ms. P. Webber the EAS RE Adviser to SACRE continues to provide professional support to Caerphilly SACRE Professional Learning within the EAS region. SACRE members are grateful to Miss R. Barrett who continues to act as Clerk to SACRE. Miss Barrett's work is vital to the effective and efficient functioning of Caerphilly SACRE.

Welcome letters on behalf of SACRE were sent to new representatives on SACRE during 2019-2020.

DRAFT

Appendix 1: CAERPHILLY SACRE MEMBERSHIP UPDATE 2019/2020

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)
Major Paula Hubbard (The Salvation Army)
Mr Michael Gray (The Methodist Church)
Mr Ken Chamberlain (Wales Humanists)

Vacancy - non-Christian faith group/religion

TEACHERS ASSOCIATIONS - COMMITTEE B

Primary Schools

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

Secondary Schools

Miss Helen Bartley (ATL)
Ms Katherine McCullough (NASUWT) – appointed Feb 2020 – replaced Mrs Laura Strange
Mrs Claire McLaughlan (NASUWT) – appointed Feb 2020 – filled second NASUWT vacancy

Vacancy - NUT Representative
Vacancy - ASCL Representative

THE LOCAL AUTHORITY - COMMITTEE C

Councillor Mrs E.M. Aldworth
Councillor A. Collis – replaced Councillor J. Ridgewell on SACRE September 2020
Councillor Mrs G.D. Oliver
Councillor Mrs T. Parry
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

APPENDIX 2: SCHEDULE AND AGENDA OF MEETINGS

23rd October 2019, 2.00pm at Ty Penallta Tredomen, Ystrad Mynach

Main Agenda Items

- Minutes of the previous meeting held on Wednesday, 6th March 2019 and matters arising
- SACRE Membership
- SACRE Annual Report
- Curriculum development update and the Welsh Government consultation on removing the right to withdraw from RE and change of name for RE
- Monitoring Provision and Standards - Caerphilly School Inspection Reports.
- Learning Network Schools for Religious Education
- Holocaust Memorial Day 2020
- SACRE News Bulletin
- WASACRE business
- Dates of future WASACRE meetings and confirm representation - Autumn - Ceredigion (21st November 2019 at the Council Chambers Aberaeron). Spring – Merthyr Tydfil TBC. Summer – Gwynedd TBC
- Correspondence

Please note that the scheduled Spring and Summer Term meetings of Caerphilly SACRE were cancelled due to the impact of the Covid-19 pandemic.

DRAFT

APPENDIX 3: CIRCULATION OF REPORT

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

Members of Caerphilly County Borough Council

Chair of Education Scrutiny

Regional Director of SEWC

Welsh Government Education Officer responsible for Religious Education

Headteachers and Governing Bodies of all County Borough Schools

All members of SACRE

Principals and Governing Bodies of all Colleges within the County Borough

Wales Association of SACRE's (WASACRE)

Minister for Education, Welsh Assembly Government

ESTYN

DRAFT

CAERPHILLY COUNTY BOROUGH COUNCIL

DATE: 12TH NOVEMBER 2020

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION

SUBJECT: CAERPHILLY SACRE RESPONSES TO RECENT
CONSULTATIONS ON THE CURRICULUM FOR WALES 2022

A PURPOSE OF REPORT

To receive and note the consultation responses submitted by the Chair of Caerphilly SACRE arising from two recent consultations on the Curriculum for Wales 2022. These consultations were carried out by the Welsh Government and Welsh Parliament's Children, Young People and Education Committee respectively.

B BACKGROUND

WG Consultation on Religion Values and Ethics **Consultation Period May-July 2020**

As part of the broader reforms contained within the Curriculum for Wales, the Welsh Government consulted on making changes to the legislative framework that surrounds RVE. The Welsh Government, based on current case law, intend that the teaching of RVE must be pluralistic in nature. These changes make explicit what the law already requires – the pluralistic teaching of RE in accordance with the European Convention on Human Rights. In addition, Welsh Government propose making new provision requiring the local authority, SACRE and ASC to have regard to guidance issued by the Welsh Ministers in relation to the curriculum in developing and adopting an agreed syllabus.

The consultation also set out the legislative changes in relation to different types of schools within Wales and how they should use the locally agreed syllabi in the new curriculum arrangements. Within the consultation document Welsh Government stated that *“schools will continue to need to assure themselves that their RVE provision satisfies the pluralistic requirement created by human rights legislation and SACRES, ASCs and Local Authorities will continue to need to assure that any agreed syllabus they develop and then adopt also meets these requirements.”*

SACRE were advised by email of the consultation on Religion Values and Ethics on the new Curriculum for Wales 2022 on 15th May 2020. As a result of the Covid-19 pandemic SACRE members were consulted via email. An initial draft response was sent to SACRE for comment on 6th July 2020. A further draft response was sent to SACRE for comment on 21st July 2020 following consultation with Chair and Vice Chair and the final response was submitted to WG by the 27th July 2020 deadline on behalf of the Chair. A final copy of the response was forwarded to SACRE for information.

Senedd Cymru/Welsh Parliament Consultation on the Curriculum and Assessment (Wales) Bill
Consultation Period July-September 2020

SACRE was advised by email of the Senedd Cymru/Welsh Parliament Consultation on the Curriculum and Assessment (Wales) Bill on 18th August 2020. This consultation was carried out by the Children, Young People and Education Committee. SACRE members were sent the consultation documents and discussion on this was planned for Autumn Term 2020. The deadline for the consultation response was 29th September 2020. As this did not coincide with the timing of SACRE meetings, consultation with SACRE members took place via email and was sent as a response from the Chair prior to the deadline.

C RECOMMENDATION

Members of the SACRE are requested to receive and note the attached responses to the consultations submitted by the Chair of Caerphilly SACRE on behalf of its Members.

D SUPPORTING INFORMATION

- | | |
|------------|--|
| Appendix 1 | Caerphilly SACRE response to the Welsh Government consultation on Religion Values and Ethics |
| Appendix 2 | Caerphilly SACRE response to the Senedd Cymru/Welsh Parliament Consultation on the Curriculum and Assessment (Wales) Bill. |

Curriculum for Wales: Religion, values and ethics

Consultation response form	<p>Your name: Cllr John Taylor - in consultation with Caerphilly SACRE Members</p> <p>Organisation (if applicable): Chair of Caerphilly Standing Advisory Council on Religious Education</p> <p>e-mail/telephone number: tayloj@caerphilly.gov.uk</p> <p>Your address:</p>
-----------------------------------	--

Responses should be returned by **28 July 2020** to

Arts, Humanities and Well-being Branch
 The Education Directorate
 Welsh Government
 Cathays Park
 Cardiff
 CF10 3NQ

or completed electronically and sent to:

e-mail: RVEConsultation@gov.wales.

Question 1 – Do you agree that religion, values and ethics (RVE) should encompass both religious and non-religious beliefs that are philosophical convictions (in line with the European Convention on Human Rights) as described in the consultation document?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments (no more than 250 words)

Good RE is already pluralistic, considering religious/non-religious worldviews. However:

1. 'Philosophical convictions' need defining. 'Worldviews' is the more suitable subject specific term. Philosophical convictions are both religious and non-religious worldviews.
2. Case law should be better explained.
3. Is the RE Framework the guidance? This should have been made available alongside this consultation.
4. Changes to SACREs composition by adding groups representing 'philosophical convictions,' interferes with voting causing inequality. Currently, these representatives sit on Committee A.
5. SACRE asks that consideration of the expertise of respondents, and the complexity of the issues, be assured. During a previous consultation, on the name change for RE, responses from professional RE bodies were given the same weighting as individual responses, regardless of their expertise. It is concerning that decisions relating to academic subjects appear to come down to a public vote. During that consultation, the choice between Religions and Worldviews and RVE were both equally inappropriate, leading to many responders ticking 'Other' instead of the more appropriate Religion and Worldviews. SACRE strongly recommends WG review this choice of name. RVE discourages a focus on worldviews in favour of values and ethics, which may be detrimental to learners and to the new curriculum. Proposals previously put forward were unsound due to lack of WG understanding of the nature of RE. WG needs a comprehensive understanding RE in order to set out proposals in a way that addresses the complex issues surrounding RE in order to achieve well informed responses that are reflective of the nature of this discipline.

Question 2 – Do you agree that agreed syllabus conferences **must have regard** to statutory guidance when they are developing their locally agreed syllabus?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments (no more than 250 words)

1. ASCs have always had regard to WG guidance. However, if guidance refers to the RE Framework then it really should have been available alongside this consultation to ensure SACREs could confidently tick this box.
2. SACREs need to be consulted on the status of the RE Framework. Currently the National Exemplar Framework for RE is non-statutory guidance. Will this change with the new RVE Framework? If so, it would signify a shift from local democracy/

responsibility to national. If WG do not consult it would show disregard to SACREs and to the LAs they advise as they who are currently legally responsible for approving the statutory agreed syllables for RE.

3. 'Having regard' needs to be clearly defined. What does it mean in practice? How strong a term is it? What are the consequences of straying away from this? Who will monitor this? The current terminology is to 'teach in accordance with' and this is used for schools of a religious character in these proposals. Why is there a discrepancy in the consistency of this language?
4. Will ASCs and LAs be held accountable for not complying with the guidance? The ASC produces and recommends the locally agreed syllabus, but it is the LA that adopts and implements it. There is a misunderstanding of this document within the consultation document.

Question 3 – Do you agree with our proposal that community schools and foundation and voluntary schools **without a religious character** must be required to have regard to an agreed syllabus in designing and implementing RVE?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments (no more than 250 words)

These issues need addressing:

1. Should state 'the locally agreed syllabus' or schools could follow any agreed syllabus. The objective of having AS determined locally is to consider local religion and worldviews, culture, histories, and situations. SACRE advice and the ASC process is critical to ensuring that RE takes account of this.
2. RE should be objective, critical, and pluralistic. It should also be the case in practice in all schools to avoid legal challenges. What will be the process of monitoring that this is the case in all schools? There is a role for SLT, LAs, specialist Advisers, the consortia and Estyn in this monitoring role. Also, SACREs/WASACRE/NAPfRE should advise LAs/schools on how to achieve this.
3. Para 20, What does '*in general, it will be more appropriate for schools to be required to have regard an agreed syllabus*' mean? This is too vague. Are there exceptions? They need to be urgently explained.
4. Schools should have '*some discretion to depart from the Agreed Syllabus*' is a contentious statement that could potentially impinge on learner entitlement to RE/RVE. This is a mandatory element of the curriculum. If the ASCs have had regard to the CfW guidance, there are no circumstances under which schools would need to depart from the AS. Any discretion at school level should be clearly defined in legislation and not left vague. In the new purpose driven curriculum schools have lots of discretion anyway. The statutory nature of the AS has protected RE to date. Prof. Donaldson wanted to protect RE within this curriculum and not undermine it in this way. WG needs to explain this rationale.

Question 4 – Do you agree with our proposal that parents/carers of learners in schools **without a religious character** must no longer be able to request provision of RVE in line with tenets of a particular faith?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments (no more than 250 words)

1. This is to do with the parental right to withdraw their child/children from RE. If that has been removed, then this is not a necessary question. This currently rarely happens.
2. This change makes an interdisciplinary approach to curriculum design and implementation more practicable. It will be more difficult to withdraw from an interdisciplinary approach than it is in the current curriculum.
3. WG needs to be aware that, with a (supposed) new approach to RE could cause some parents of faith to feel their personal and institutional worldviews have not been taken into consideration within the curriculum and they may decide to home school their children as a result. Litigation could also be taken if parents feel that their human rights have been taken away. See Human Rights Act 1998, Article 2.

Question 5 – Do you agree with the proposal that voluntary-controlled schools **with religious character** can teach RVE in accordance with the trust deeds of the school or the tenets of the faith of the school **if requested by parents/carers**?

Agree	✓	Disagree	<input type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
--------------	---	-----------------	--------------------------	-----------------------------------	--------------------------

Supporting comments (no more than 250 words)

1. This is very similar to current legislation. However, this should state 'for their own child' so that the wishes of one parent are not imposed on other people's children in these settings.
2. Why has the term 'teach in accordance with' been used here and yet in state-maintained schools without a religious character they have to 'have regard' to an agreed syllabus? Should there be consistency of language to maintain equality of rights for learners?
3. WG would need to provide support to schools in terms of funding for additional PL, resources and teachers to mitigate for this change in circumstances for these schools as currently they can turn down this parental request if they do not have the resources to provide it.
4. The Trust deeds of schools of a religious character require RE rather than RVE to be taught. It is causing concern for schools of a religious character that they would have to depart from the Trust deeds. The establishments were set up under trusts with the purpose of providing religious education. WG needed to further clarify how and why schools should depart from their own Trust deeds.

Question 6 – Do you agree that **voluntary-aided schools with a religious character** should be **required** to teach the agreed syllabus **where a parent/carers requests it** and should not have discretion to refuse to do so?

Agree	<input type="checkbox"/>	Disagree	<input checked="" type="checkbox"/>	Neither agree nor disagree	<input type="checkbox"/>
-------	--------------------------	----------	-------------------------------------	----------------------------	--------------------------

Supporting comments (no more than 250 words)

1. Parents 'choose' to send children to VA schools. They know a major purpose of education within the school teaching RE according to tenets of faith. Alternative state funded education is available within the catchment area. Surely, human rights are not breached if alternatives are provided? If parents are sending children to the schools for high standards of education, then WG needs to ensure this occurs in all maintained schools. SACRE members are concerned that this may be seen to be a back-door attempt to abolish faith schools.

2. If VA schools have regard to CfW guidance, then they will be ensuring pluralistic RE without this change to legislation. Religious institutions have been in dialogue with WG throughout CfW development. The consultation document seems to assume that RE in schools of a religious character is indoctrination. This is disappointing to some people. Specialist PL and monitoring would help to ensure this is achieved in practice.

3. VA were established with the purpose of providing RE. SACRE members think VA schools should provide RE according to their Trust deeds. This proposal VA schools should provide two different curricula for RVE is impractical and costly (staffing, time, and resources) especially in an integrated curriculum. This would detrimentally affect learners in other curriculum areas as RVE is now integrated. WG must think through practicalities. Has there been a pilot study into the effects this approach may have on learners?

Question 7 – We would like to know your views on the effects that these proposals in relation to religion, values and ethics would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

- i) WG needs to ensure that there are sufficient specialist staff in Welsh medium schools to engage learners in the specialist language surrounding RE/RVE. In English medium education Welsh Government could provide opportunities for learners to engage with RVE specific terminology in the classroom.

- ii) PL should be available through the medium of Welsh for teachers of RVE. Welsh language resources should be developed bilingually and provided at the same time as English medium resources.

Question 8 – Please also explain how you believe the proposed policy on religion, values and ethics in the Curriculum for Wales could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

ITE and PGCE courses need to be provided through the medium of Welsh.

WG needs to ensure that there are sufficient specialist staff in Welsh medium schools to engage learners in the specialist language surrounding RE/RVE. In English medium education Welsh Government could provide opportunities for learners to engage with RVE specific terminology in the classroom.

PL should be available through the medium of Welsh for teachers of RVE. Welsh language resources should be developed bilingually and provided at the same time as English medium resources.

Question 9 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Consultation period

As the consultation proposes significant changes to RE, SACREs and ASCs, SACRE questions why such an important consultation during the lockdown period. SACREs, the main advisory bodies for RE, have found it difficult or impossible to meet in order to conduct discussion and follow the voting procedures set out in their terms of reference. Welsh Government should be aware that that the lockdown may have had an impact on properly assessing the opinions of the key stakeholders.

Change of name to RVE – Also See Q1

SACRE strongly feels that the name religion values and ethics is unsuitable as a new name. Religion, values and ethics are only part of what is taught in RE. RE is an academic discipline and doesn't just teach children how to become good citizens. WG appear to be muddling RE with Citizenship education showing some lack of understanding of RE as a multidisciplinary subject. Teaching value and ethics are within the purposes of education. They are explored within RE, but also within all other areas of the curriculum. Learners thinking that values and ethics are only related to religion might be entering the grounds of confessional Religious Education. More significantly, the term appears to ignore non-religious worldviews. SACRE would like WG to be on the cutting edge but this term gives the impression that RE is taking a step back in time. It risks diluting the subject and is not representative of the strong and challenging academic field RE/RW is. It certainly does not give the impression that this is an objective, critical and pluralistic' field of study. Caerphilly SACRE put forward the name 'Religion and Worldviews' as an alternative name in the previous consultation as this is representative of the direction of travel RE nationally and internationally. This fully represents the objective, critical and pluralistic aim.

Changes to SACREs and ASCs

SACRE is concerned that the proposed changes to legislation would be detrimental to the work of SACREs. It is alarming that WG have decided to create additional groups on SACREs and to change the name of SACREs (as outlined in the draft Bill) without prior discussion with those SACREs. **SACREs are alarmed that the identity of the group will be removed by removing the**

name of the subject we advise upon. A Standing Advisory Council – on what? It could be on absolutely anything. SACRE members are proud of the subject we advise upon. We need a dialogue with WG about this. We are concerned that WASACRE was unaware of this proposal before the draft Bill was published. Why are WG not consulting with the WASACRE as a key stakeholder representing the SACREs of Wales during a time of significant change to RE, SACREs and ASCs? We are aware that other stakeholders have been in discussion with WG on matters WASACRE were omitted from. **These changes directly affect RE and SACREs and we should have been the first port of call for dialogue and should not have had to attain information second or third hand**

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:

Consultation on the Curriculum and Assessment (Wales) Bill

Are you submitting this response in a professional or a personal capacity?

Professional

About you/your organisation

If you are responding in a professional capacity, are you responding on behalf of an organisation?

Yes

Organisation

Caerphilly Standing Advisory Council on Religious Education

Name: Cllr John Taylor

Role: Chair of Caerphilly SACRE

Contact email address: tayloj@caerphilly.gov.uk

Do you wish to receive email updates on the Bill's progress?

Yes, please

In which language(s) are you submitting?

I am submitting in English only

1.1 Do you support the principles of the Curriculum and Assessment (Wales) Bill? Incoming to a view on this, question 1.2 and question 1.3 you may wish to consider the following questions: Is there a need for a new curriculum and if so, why? Should any new curriculum be purpose-led and skills-based, as set out by the Bill? What are your views on how the proposed Curriculum for Wales will be structured and organised? (for example the four purposes, six Areas of Learning and Experience (AoLE), and three cross-curricular skills which are set out in the Bill, and the provision for a What Matters Code and statutory guidance to be issued giving more detail on each AoLE) What are your views on the proposed mandatory curriculum elements of 'Religion, values and ethics' and 'Relationships and sexuality education'? How adequately does the Bill provide for the teaching of the subjects of both Welsh and English in the new curriculum? What are your views on the provisions for exceptions to be made to curriculum requirements? What are your views on the proposed curriculum requirements in non-school settings such as pupil referral units and funded non-maintained nursery settings? What are your views on the provisions in the Bill for assessment and learners' progression?

Yes

1.2 Please outline your reasons for your answer to question 1.1 (we would be grateful if you could keep your answer to around 1,500 words)

Caerphilly SACRE supports the principles of the CfW Bill, but with some reservations with regards to RE(RVE), SACREs and VA Schools. SACRE agrees with the key principles for developing legislation to support the new curriculum and assessment arrangements. SACRE agrees that the curriculum for all children should be driven by the four purposes and that this will support the spiritual, moral, cultural, mental and physical development of pupils and of society. However, SMCMP is only mentioned in the Bill in relation to post 16 education, yet it remains one of the key purposes of education under current law - which is not changing. Additionally, SMCMP is not referred to at all in the Curriculum for Wales guidance documents. This issue needs to be addressed. SACRE agrees that all children and young people, including those with severe, profound or multiple learning difficulties, are entitled to a high-quality broad and balanced education throughout the period of statutory education. The what matters approach will provide a broad and balanced curriculum rich in knowledge, skills and experience. The approach also can enhance RE/RVE for learners if sufficient subject specific Professional Learning and ITE programmes are in place. SACRE supports Prof. Donaldson's recommendation to place RE within the Humanities AoLE of the CfW and that this will protect learner entitlement to the subject in the long term. SACRE agrees with the child centred approach to promoting learner progression. SACRE is supportive of the holistic approach Welsh Government have taken with the reforms to include all aspects of education. SACRE is supportive of the principle of encouraging stimulating and engaging teaching and learning, which supports learners to make connections across different aspects of their learning.

1.3 Do you think there is a need for legislation to deliver what this Bill is trying to achieve? (we would be grateful if you could keep your answer to around 1,500 words)

SACRE agrees that there is a need for a change in legislation to bridge the gap between learners in Wales and those in other countries and to meet the key principles as outlined in the Explanatory Memorandum. The current curriculum is outdated, and the review of legislation and guidance is needed if learners are to be prepared for the world in which we currently live. However, SACRE is of the opinion that not all changes within the Bill are necessary. The change of name from RE to RVE SACRE members feel that the name change to RVE is unsuitable for the following reasons: a. The new name was initially chosen by Welsh Government, rather than by experts in the field most of whom are not in support of it (see g. below). b. The name does not, as the Explanatory Memorandum suggests, 'reflect the proper scope of the subject.' The new name undermines the rigorous academic nature of the subject and might become confused with citizenship education. It omits so much of the scope of what RE currently is and SACRE considers it a backwards move in terms of the journey the subject is on. c. The direction of travel RE is already on, in Wales, the UK and internationally, toward teaching religious and non-religious worldviews, and has been ignored in the name change. This would have been better summed up in the name change Religion and Worldviews, as advocated by the Commission of Religious Education. Wales has missed an opportunity to embrace this change and to lead the way internationally. d. The public consultation Welsh Government seemed to lack understanding for the subject. This was evident in putting forward the name Religions and Worldviews as the preferred government choice. Adding the 's' and changes the nature of the word from the study of religion as a concept toward a continuation of the study of religions in silos, which it is necessary to move away from in a pluralistic approach. Therefore, RVE was chosen by default and not for reason of evidenced justification. Universities and professional organisations throughout the UK and internationally are currently conducting thorough research into the Religion and

Worldviews approach and it is our fear that Wales is being left behind before it begins. It seems that Welsh Government have based this choice on a tick box vote in the previous consultation, as there was no due regard as to whether the responses submitted were from an expert body representing significant numbers of RE professionals or by one unqualified individual. Therefore, we seem to have ended up with a name that very few people within the RE world agree is suitable. f. RVE discourages a focus on worldviews in favour of values and ethics, which may be detrimental to learners and to the new curriculum. It does not offer equality to religious and non-religious worldviews. RVE only sums up part of what is explored in RE and Values are usually studied within RE as part of Ethics. g. As the Explanatory Memorandum points out, the name was not supported by major stakeholders including the Catholic Education Service, the Church in Wales, the Muslim Council of Wales and Cardiff University's Religious Studies faculty. Neither was it supported by any RE specialist expert bodies including the Wales Association of Standing Advisory Bodies on Religious Education, Caerphilly SACRE (and many others throughout Wales); the National Advisory Panel for Religious Education, the Religious Education Council of England and Wales, the Association of Religious Education Inspectors Advisers and Consultants, the National Association of Teachers of Religious Education and others. h. Many professional bodies prefer a name change to Religion and Worldviews and this is the name Caerphilly SACRE prefers. Standing Advisory Councils for Religious Education To omit the name of the subject from Standing Advisory Councils advise on is an error. A name gives a body an identity and by making this change in the law, then Welsh Government seems to be removing the identity of the SACRE. Additionally, Welsh Government did not consult SACREs or WASACRE in advance of this consultation. SACRE wonders whether this approach is a good reflection of the collaborative approach to curriculum that has been enjoyed thus far. SACs and WASAC (Wales Association of SACs) seem inappropriate acronyms for the organisations. Committee A of SACREs should not be subdivided. It is unnecessary to add group 'aa' and it could potentially cause to cause this division. Currently Humanists sit on Committee A as it stands. This works well and SACRE feels that situation should continue.

2.1 Do you have any comments about any potential barriers to implementing the Bill? If no, go to question 3.1 (We would be grateful if you could keep your answer to around 500 words)

Caerphilly SACRE agrees that there is a need for legislative change to implement the Bill, however, there are some changes that are unnecessary, or inappropriate, and some legislative changes have not gone far enough. a. The name change from RE to RVE (please see explanatory comments in 1.3. The change of name does not reflect the scope or nature of the subject as the Explanatory Memorandum suggests (p152). This change of name risks undermining the academic nature of RE and diluting the subject. The Values and Ethics aspect are a small part of what is covered in RE and the most important aspect, namely religious and non-religious worldviews are not included within the title at all. It is not in line with the direction of travel for RE and is a backwards move. b. The requirement for VA schools to offer two curricula for RE is a barrier to implementation. This could negatively affect these schools financially and their staff in terms of workload. This could negatively affect the relationships between these schools and LAs, Regional Consortia and Welsh Government. c. Section 62 (Chapter 4 Part 5) and Schedule 2 states: Teaching and learning provided under this section—(a) must reflect the fact that the religious traditions in Great Britain are mainly Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain, and (b) must also reflect the fact that a range of non-religious philosophical convictions are held in Great Britain. The wording of this legislation does not sit well with the pluralistic approach Welsh Government is aiming to achieve. To be fully inclusive, it might be necessary to reword this section to include more religious worldviews than 'other principal religions' and to move away from teaching religions in silos. The legal term 'philosophical convictions' is

vague and does not adequately sum up what Welsh Government are hoping to achieve in aiming for the curriculum to be objective, critical and pluralistic. Philosophical convictions can be both religious and non-religious. It would be more appropriate to use the term 'religious and non-religious worldviews' within the curriculum guidance, if not in legislation. Additionally, should this section be amended to refer to Wales and the wider world instead of just limiting study to Great Britain? d. Please also see previous comments relating to SACREs. Some of the changes with regards to LAs, SACREs and RE in this Bill could potentially undermine local democracy. Is it appropriate that changes to legislation concerning SACREs and to local democracy are being made through the Curriculum and Assessment Bill? Would this require further consultation? And are they all necessary anyway?. SACREs and WASACRE have highlighted on several occasions that Welsh Government should provide funding for specialist RE/RVE Professional Learning. It is the understanding of Caerphilly SACRE that this provision for RVE has not been planned for, or implemented thus far, despite being identified by Welsh Government as an area of risk for the implementation of the CfW (p152 of the Explanatory Memorandum). Regional consortia and LAs have not been made aware of the need for RE/RVE specific training.

2.2 Do you think the Bill takes account of these potential barriers? (We would be grateful if you could keep your answer to around 500 words)

No. Please see previous comments with regards to the unsuitability of the new name RVE. Please see previous comments with regards to the structure and composition of SACREs. The Bill does not account for the potential disagreement that could be caused between parents and schools as the right to withdraw from RE/RVE is removed. Potentially, there may be legal challenges made under human rights legislation. Neither the Bill nor the Explanatory Memorandum account for the financial implications being placed on VA schools having to provide two curriculums for RVE. Funding for Professional Learning has been reduced this year because of the Covid-19 pandemic. This could be a barrier to implementing the Humanities/RVE curriculum.

3.1 Do you think there are there any unintended consequences arising from the Bill? If no, go to question 4.1 (we would be grateful if you could keep your answer to around 500 words)

The proposed changes to SACREs is unnecessary and could undermine their position, role, identity, and purpose. Schools will need to be reminded within the new curriculum guidance that SMSMP is a general requirement under law. An unintended outcome might be that this obligation is forgotten by schools. Additionally, SMCMP should continue to be inspected by Estyn. Focus on the Four Purposes may be an excellent way to fulfil this general requirement, but the guidance should be amended to ensure focus. The Bill does not consider the added burden on VA schools who will have to produce and deliver two RE curricular. This will create excess workload and may potentially cause division within the school which might affect the ethos of these schools. An unintended outcome could also be that SACREs would have an advisory capacity within VA schools which they do not currently have. In relation to the right to withdraw from RE/RVE. There are potential inequalities with differing rights being given to parents in different types of schools. In some schools parents have been given rights for their children to be taught in accordance with the Tenets of their beliefs, and yet this right has been taken away from other parents. Taking away the parental right to withdraw for all schools may still cause concern for some parents and schools and could result in some parents choosing to home school their children.

4.1 Do you have any comments on the financial implications of the Bill (as set out in Part 2 of the Explanatory Memorandum)? If no, go to question 5.1 (we would be grateful if you could keep your answer to around 500 words)

In the Explanatory Memorandum p.150-151 the impact assessment advocates the need for Professional Learning for both RE/RVE and RSE "To ensure a positive impact and to address concerns raised in the responses on the need for high quality RVE and RSE provision we are heavily investing in professional learning." However, Caerphilly SACRE is concerned that this will not be addressed given that the finances set aside for PL can be used flexibly by schools and there has been no ringfencing of money for RE/RVE. There needs to be direction from Welsh Government on the need for this specialist PL and how the money is to be spent. Given the nature of RE/RVE and RSE) is essential that this PL is delivered by specialists and not just lost in the generic training provided on the curriculum. With regard to the additional financial costs to VA schools if they have to design and deliver two RE/RVE curricular, will Welsh Government be offering VA schools assistance and support in this additional cost to them in terms of planning time, resources and staffing?

5.1 Do you have any comments on the appropriateness of the powers in the Bill for Welsh Ministers to make subordinate legislation (as set out in Chapter 5 of Part 1 of the Explanatory Memorandum). If no, go to question 6.1. (we would be grateful if you could keep your answer to around 500 words)

Caerphilly SACRE are concerned that the subordinate legislation allows Welsh Ministers to dramatically change legislation without the requirement to carry out consultations. This is acceptable where the curriculum needs to be tweaked and future proofed, for example to keep up to date with pedagogical changes. However, there is a risk to all aspects of the curriculum if those changes are more significant. For example, Welsh Ministers might remove a mandatory aspect of the curriculum such as RE/RVE without public consultation. Changes of this nature should always be consulted on and there needs to be something built into the legislation to prevent this. Caerphilly SACRE would like reassurance that subordinate legislation would allow Welsh Ministers to make changes to RVE and to SACREs without consultation. SACRE questions whether this would undermine local democracy in the case of SACREs.

6.1 Do you have any other points you wish to raise about this Bill? (we would be grateful if you could keep your answer to around 1,000 words)

Welsh Government have stated in the Explanatory Memorandum that: "There will be a need for continued close working with all schools, in particular faith schools which are able to provide learning in line with the tenets of their religion (providing it is pluralistic), to ensure the learning offered in RSE and RE is pluralistic and non-discriminatory. "Who will carry out this close working? Who will advise schools? There is a need for both specialist Professional Learning and continued advisory support for RE/RVE (and not for this reason alone). WG,LAs, SACREs, Regional Consortia, WASACRE, NAPfRE, CiW, CES, and other relevant bodies need to work collaboratively so that all learners in Wales receive their entitlement to the best possible RE/RVE within the Humanities curriculum.

Yn bresennol

YNYS MÔN	SIR DDINBYCH	ABERTAWE
Rheinallt Thomas (RT)	Phil Lord (PL)	Jennifer Harding-Richards (JHR)
Gwyneth Mai Hughes (GH)		Alison Lewis (AL)
Blaenau Gwent	Sir y Fflint	Torfaen
	Gwynedd	
Paula Webber (PW)		Paula Webber (PW)
	Merthyr Tudful	
Pen-y-bont ar Ogwr	Angela Hill (AH)	Bro Morgannwg
Edward J. Evans (EE)		Angela Hill (AH)
Angela Hill (AH)	Sir Fynwy	Marged Williams (MW)
	Paula Webber (PW)	
Caerffili		
Paula Webber (PW)	Castell-nedd Port Talbot	Wrecsam
	Rachel Samuel (RS)	Libby Jones (LJ)
Caerdydd		Tania ap Siôn (TaS)
Angela Hill (AH)	Casnewydd	
	Paula Webber (PW)	Sylwedyddion
Sir Gaerfyrddin		
Aled Jones (AJ)	Sir Benfro	Cyflwynwyr
Ceredigion	Powys	
Lyndon Lloyd (LL)		REMW
Mary Parry (MP)	Rhondda Cynon Taf	Paul Morgan (PM)
Aled Jones (AJ)	Angela Hill (AH)	
Lynford Thomas (LT)		Cofnodion
John Tudor Williams (JW)		Gill Vaisey (GV)
C. Joyce Howells (JH)		
Mary Davies (MD)		Darpar Ysgrifennydd
Angharad John (AJ)		Alice Parry (AP)
Conwy		
Phil Lord (PL)		

Cyn y cyfarfod, cafwyd cyfle i fwynhau eitemau cerddorol gan ddisgyblion a staff Côr Ysgol Gynradd Aberaeron.

Cofnodion y cyfarfod

1. Cyflwyniad a chroeso

Croesawyd pawb i Swyddfeydd Cyngor Ceredigion ym Mhenmorfa gan y Cynghorydd Sir, Catrin Miles, Aelod Cabinet dros Wasanaethau Dysgu, Dysgu Gydol Oes a Hamdden. Dywedodd wrth yr Aelodau fod ganddi gyfrifoldeb dros y Gwasanaeth Dysgu Gydol Oes a Hamdden, a bod ganddi gryn ddiddordeb ym mhwnc addysg grefyddol a sut mae'n eistedd o fewn ysgolion Ceredigion ac o fewn y cwricwlwm newydd. Roedd hi'n falch o allu bod yn bresennol yn y cyfarfod ac roedd yn bwriadu aros tan y diwedd.

Croesawodd EE bawb i'r cyfarfod. Cyflwynodd Alice Parry, sydd wedi cynnig dod yn Ysgrifennydd newydd CCYSAGauC. Mae Alice yn gynrychiolydd athrawon ar GYSAG Pen-y-bont ar Ogwr. Cefnogwyd y penodiad yn unfrydol gan yr aelodau.

Siaradodd Alice am ei brwdfrydedd dros AG, dros GYSAGau, a'r cyfle i wasanaethu CCYSAGauC fel ysgrifennydd.

Diolchodd EE hefyd i Paula Webber, yr ysgrifennydd presennol, am y gwaith enfawr a wnaeth hi dros CCYSAGauC fel ysgrifennydd yn ystod ei hamser yn y swydd. Dywedodd fod Paula wedi gweithio'n ddiflino ar ran CCYSAGauC. Roedd yn sylweddoli faint o amser a gymerodd hyn, wrth iddi weithio yr un pryd ar ddatblygu'r cwricwlwm newydd i Lywodraeth Cymru ac ochr yn ochr â'i gwaith llawn amser gydag EAS.

Ategwyd sylwadau EE gan yr aelodau a diolchodd pawb i Paula am ei hymroddiad a'i gwaith rhagorol. Roedd yr aelodau'n falch o glywed y bydd Paula yn dal yn rhan o CCYSGAauC, yn ei swydd fel cyn ysgrifennydd.

2. Adfyfrio tawel

Rhannodd EE feddyliau am yr amseroedd cythryblus hyn. Siaradodd am yr anniddigrwydd, yr anhapusrwydd a'r anghytundeb sydd yn y wlad ar hyn o bryd. Darllenodd linellau o ryddiaith fyfyrion gan Satish Kumar, aelod o'r gymuned Jainaid:

“Arwain fi o farwolaeth at Fywyd, o anwiredd at y Gwir
Arwain fi o anobaith i Obaith, o ofn i Ymddiriedaeth
Arwain fi o gasineb at Gariad, o ryfel i Heddwch
Boed i Heddwch lenwi'n calonnau, ein byd, ein bydysawd.”

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan Kathy Riddick (Blaenau Gwent), Rudi Lockhart (REC), Vicky Barlow (Sir y Fflint), Michesae Gosney (Estyn), Janet Jones (Caerffili), John Mitson (Powys).

4. Cyflwyniad: Cynhadledd EFTRE 2019 – Gill Vaisey

Cafwyd cyflwyniad gan Gill Vaisey, a oedd yn adborth o Gynhadledd Athrawon AG y Fforwm Ewropeaidd a gynhaliwyd yn Nulyn a Belffast ym mis Awst 2019. Bu hi yno fel cynrychiolydd CCYSAGAuC.

Siaradodd Gill am werth a safon y gynhadledd a gynhaliwyd dros chwe diwrnod. Gellir cael manylion ar wefan EFTRE, yn cynnwys papurau'r prif siaradwyr, a gellir lawrlwytho'r rhain o [gwefan EFTRE](#)

Yn ei chyflwyniad, canolbwyntiodd Gill ar rannu rhai o'r adnoddau dysgu niferus a gafodd sylw yn ystod y gynhadledd. Pwysleisiodd ei bod yn teimlo y gallai ei phresenoldeb yn y gynhadledd gael yr effaith fwyaf drwy'r ffaith fod yr adnoddau hyn yn cael eu rhannu, drwy GYSAGau, gydag athrawon yng Nghymru, a hynny o fudd i'r disgyblion yn y pen draw.

Tynnodd Gill sylw arbennig at un adnodd fideo a strategaeth ddysgu yr oedd hi'n teimlo oedd yn enghraifft berffaith o sut i ymdrin â Maes Dysgu a Phrofiad y Dyniaethau mewn ysgolion. Gan ddefnyddio clipiau fideo 'Little Things are Big', dangosodd Gill sut y gallai hyn fod yn sail ar gyfer gwaith i archwilio datganiadau Yr Hyn sy'n Bwysig y Dyniaethau ac y gallent gael eu datblygu ymhellach o fewn meysydd pwnc hanes, astudiaethau cymdeithasol ac addysg grefyddol.

Gweithredu: Bydd y cyflwyniad PowerPoint gyda dolenni i'r adnoddau y cyfeiriwyd atynt ar gael i bob CYSAG. Caiff CYSAGau eu hannog i rannu'r rhain gyda'r athrawon yn eu Hawdurdod Lleol.

5. Diweddariadau ar y Cwricwlwm i Gymru 2022

Rhoddodd PW ddiweddariad ar y datblygiadau yn dilyn y cyfnod ymgynghori ac adborth a ddaeth i ben ym mis Gorffennaf 2019. Hysbysodd PW yr aelodau na fydd newidiadau mawr o'r drafft i'r ddogfen derfynol. Maes Dysgu a Phrofiad y Dyniaethau sy'n newid leiaf o'r holl feysydd. Bydd y prif newidiadau yn ymwneud â'r 'deilliannau cyflawniad' a fydd yn newid yn 'ddisgrifyddion dysgu'. Bydd y canllawiau 'cynllunio eich cwricwlwm' yn cael ei gwrtogi ac yn mynd yn ganllaw i 'ddylunio eich cwricwlwm'.

Bydd fersiwn ddiwygiedig derfynol y cwricwlwm ar gael ym mis Ionawr 2020 a bydd yn cael ei gweithredu mewn ysgolion a lleoliadau drwy Gymru erbyn mis Medi 2022.

Dywedodd LL fod llawer o bobl ddim yn cefnogi'r cwricwlwm newydd ac y dylai LIC fod yn pwysleisio rôl foesol AG. Awgrymodd y byddai her gyfreithiol i'r cwricwlwm newydd yn codi.

Cyfeiriodd at gyflwyniad Gill lle'r oedd hi wedi cyfeirio ar werthoedd Puerto Rica ar gwrteisi. Awgrymodd ein bod yn byw mewn oes o anghwrteisi ac y dylai'r pwyslais yn y cwricwlwm newydd fod ar hyrwyddo gwerthoedd a moesau yn AG. Mae ef yn teimlo fod y cwricwlwm AG yn rhy academiaidd a heb fod yn hyrwyddo gwerthoedd ac addysg foesol. Mynegodd bryder nad oes sôn am y traddodiadau Cristnogol sy'n bodoli yng Nghymru.

Dywedodd PW ei bod yn dymuno lliniaru'r pryderon hyn oherwydd yn y cwricwlwm newydd, mae'r Pedwar Diben, y datganiadau Yr Hyn sy'n Bwysig, MDdaPh y Dyniaethau ac Iechyd a

Lles i gyd yn mynd i'r afael â moesau, gwerthoedd a moeseg. Cyfeiriodd at gynnwys y syniad o 'gynefin' sy'n golygu ymdeimlad am le a bod hwn hefyd yn cael ei ddefnyddio yn fersiwn Saesneg y cwricwlwm fel ffordd o hybu pwysigrwydd ymdeimlad disgyblion o'u lle yn y byd.

Cyfeiriodd RT at y datganiadau Yr Hyn sy'n Bwysig gan ddweud fod datganiadau 5 a 6 yn arbennig yn edrych yn benodol ar foeseg a chredoau.

6. Diweddariad ar y Fframwaith AG

Dywedodd PW wrth yr aelodau na fydd y fframwaith yn cael ei adnabod mwyach fel y Fframwaith Cefnogi ond yn hytrach Fframwaith AG. Bwriedir ei gyhoeddi ar ffurf drafft erbyn diwedd Ionawr 2020 i ymgynghori arno. Bydd y Fframwaith AG drafft yn cael ei gyhoeddi ar yr un pryd ag y mae'r Cwricwlwm Cymru terfynol yn cael ei gyhoeddi.

Cafwyd cwestiwn am a fydd yr ymgynghoriad presennol ar newid enw AG yn effeithio ar ysgrifennu'r Fframwaith AG.

Cadarnhaodd PW y bydd canlyniad yr ymgynghoriad am y newid enw ynghyd â'r cymal am yr hawl i dynnu'n ôl yn cael effaith ar y Fframwaith AG. Felly, ni ellir cwblhau rhai adrannau o'r Fframwaith ar hyn o bryd.

Rhagwelir y bydd y cyfnod ymgynghori'n dechrau cyn gynted ag y bydd y Fframwaith AG drafft yn cael ei gyhoeddi. Pwysleisiodd sawl aelod fod angen i LIC ganiatáu digon o amser i dderbyn adborth a gwneud newidiadau fel y bo'r angen cyn bod Fframwaith AG terfynol yn cael ei gyhoeddi. Tynnodd PL sylw ar yr angen i LIC sylweddoli fod angen i GYSAGau gyfarfod o fewn y cyfnod ymgynghori gan ei bod yn hanfodol cael eu hadborth nhw. Adroddodd PW fod LIC yn bwriadu anfon llythyr at y CYSAGau i ddweud hyn.

Gweithredu: Cytunwyd y byddai CCYSAGauC yn ysgrifennu at bob CYSAG i bwysleisio pwysigrwydd ymateb i'r ymgynghoriad ar y Fframwaith AG drafft wedi iddo gael ei gyhoeddi ym mis Ionawr 2020. Mae'n hollbwysig fod CYSAG yn cymryd y cyfle hwn i ystyried y Fframwaith AG drafft yn llawn ac yn rhoi ymateb manwl er mwyn sicrhau fod eu barn yn cael ei chlywed drwy'r ymgynghoriad a thrwy hynny'n cael ei hystyried wrth gynhyrchu fersiwn derfynol. Mae rhannu barn eich CYSAG yn y cam hwn yn hanfodol yn y broses o gynhyrchu dogfen y bydd CYSAG yn fodlon ei mabwysiadu neu ei haddasu i ffurfio eu Maes Llafur Cytûn. Mae CCYSAGauC yn argymhell fod pob ALI yn galw cyfarfod CYSAG arbennig er mwyn ystyried ac ymateb i'r Fframwaith AG. Mae'n debyg y byddai'r cyfarfod hwn yn cael ei gynnal ym mis Chwefror 2020, yn dibynnu ar amserlen yr ymgynghoriad.

Esboniodd un athro gynrychiolydd mai tymor y gwanwyn yw'r amser mwyaf anodd i athrawon fod allan o ysgolion i fynychu cyfarfod CYSAG. Cytunodd EE fod cael cynrychiolaeth athrawon yn bwysig a'i fod yn cydymdeimlo â'r anawsterau o gael eich rhyddhau o'r ysgol.

Atgoffwyd yr aelodau mai nod LIC yw bod Cynadleddau'r Maes Llafur Cytûn yn cytuno i fabwysiadu neu addasu'r Fframwaith AG ac yna argymhell hwn i'w ALI i'w fabwysiadu fel eu Maes Llafur Cytûn lleol.

Mewn ymateb i gwestiynau, hysbyswyd yr aelodau y bydd y Fframwaith AG yn cynnwys adran ar AG Ôl-16 er mae'n bosibl na fydd hyn yn orfodol erbyn hynny os yw'r ddeddfwriaeth yn cael ei newid. Ni fydd cynnwys yn y Fframwaith AG ond yn hytrach canllawiau i athrawon ar ddewis cynnwys ar gyfer datblygu eu cwricwlwm eu hunain. Bydd y Fframwaith AG yn cynnwys adran

ar y Pedwar Diben a sut bydd AG yn cefnogi'r rhain. Mae 'Bydolygon' yn cael ei gynnwys yn y Fframwaith AG fel y mae ym Maes Dysgu a Phrofiad y Dyniaethau.

Dywedodd PW a LJ wrth yr aelodau eu bod wedi treulio dau ddiwrnod yr wythnos cynt yn gweithio ar 'gysyniadau' a fydd yn rhan o'r Fframwaith AG. Maent wedi ymrwymo i gynhyrchu dogfen sy'n ddefnyddiol i GYSAGau a Chynadleddau Maes Llafur Cytûn ac yn fwyaf pwysig, sy'n hygyrch a hawdd ei defnyddio i athrawon, pe bai'n cael ei mabwysiadu fel y Maes Llafur Cytûn.

Bydd angen i athrawon gynllunio'u cwricwlwm eu hunain yn seiliedig ar y Maes Llafur Cytûn.

Nodwyd, os nad yw CYSAG yn dymuno mabwysiadu'r Fframwaith AG, byddant yn rhydd i gynhyrchu eu Maes Llafur eu hunain. Fodd bynnag, wedi cael y cyfle i adrodd yn ôl ar y Fframwaith AG a chynnig unrhyw newidiadau, gobeithir y byddai pob CYSAG yn hapus i fabwysiadu neu addasu'r fersiwn derfynol o'r Fframwaith AG fel sail eu Maes Llafur Cytûn.

Holodd MP a fyddai'r Fframwaith AG wedi'i orffen erbyn y dyddiad a ragwelir, o ystyried y gwaith sydd yn dal ar ôl i'w wneud.

Eglurwyd nad oes llawer o ddyddiau ar ôl i PW a LJ weithio ar y ddogfen o dan eu trefniant caffael presennol ac nad yw hyn yn debygol o fod yn ddigon o amser i orffen y ddogfen fel y dymunent.

Dywedodd EE fod swm mawr o arian wedi'i wario'n barod ar gynhyrchu'r Fframwaith AG a'i bod yn hanfodol fod LIC yn rhyddhau mwy o arian er mwyn sicrhau y gall y ddogfen gael ei chwblhau a'i golygu fel bo angen yn dilyn yr ymgynghoriad. Pwysleisiodd fod angen i'r gwaith ar y ddogfen gael ei barhau gan yr arbenigwyr AG hynny sydd eisoes wedi cymryd rhan yn y broses o'i hysgrifennu, er mwyn sicrhau dilyniant hyd nes bod y ddogfen yn barod i gael ei chyhoeddi yn ei ffurf derfynol.

Cynigiodd RS fod CCYSAGauC yn ysgrifennu at LIC a'r Gweinidog ynghylch y pryderon a amlinellwyd, gyda chefnogaeth aelodau CCYSAuC.

Gweithredu: CCYSAGauC i ysgrifennu at LIC a'r Gweinidog am yr angen am gyllid ychwanegol i ganiatáu caffael ymhellach yr arbenigwyr AG sydd wedi bod wrthi'n ysgrifennu'r Fframwaith AG. Y llythyr i nodi fod hyn yn hanfodol o safbwynt sicrhau dilyniant wrth gynhyrchu'r ddogfen. Mae'n hollbwysig hefyd fod gan GYSAGau hyder yn y Fframwaith AG ac os ydynt am ystyried ei fabwysiadu neu ei addasu fel eu Maes Llafur Cytûn, bydd angen eu sicrhau fod y mewnbwn gan yr arbenigwyr AG a gaffaelwyd yn gyson drwy gydol y broses, yn cynnwys golygu wedi'r ymgynghoriad.

Holodd un o'r aelodau pam nad oedd y Fframwaith AG wedi cael ei rannu hyd yma er mwyn dechrau trafodaeth. Hysbyswyd yr aelodau fod y ddogfen ym mherchnogaeth LIC ac nad ydyn nhw wedi rhoi caniatâd i'w rhannu yn y cam hwn.

7. Ymgynghoriad Llywodraeth Cymru ar gynigion i sicrhau mynediad i'r cwricwlwm llawn i bob dysgwr

Adroddwyd fod y Pwyllgor Gwaith wedi cwrdd i ffurfio ymateb i'r ymgynghoriad hwn.

Mae'r ymateb ynghlwm fel atodiad i'r cofnodion hyn.

Gwahoddodd EE ymatebion gan yr aelodau ar rai pwyntiau.

O ran hawl rhieni i dynnu eu plant yn ôl o addysg grefyddol, atgoffodd RT yr aelodau fod Sally Holland, Comisiynydd Plant Cymru, wedi dweud wrth CCYSAGauC fod gan bob plentyn hawl i dderbyn addysg lawn.

Drwy godi dwylo, gwelwyd fod consensws pendant yn cytuno â chael gwared ar yr hawl i dynnu'n ôl o addysg grefyddol.

O safbwynt y cynnig i newid enw addysg grefyddol, gofynnodd y Cadeirydd am 'bleidlais gwelltyn' a gafodd y canlyniad canlynol:

Dim newid enw: 7

Newid i Grefyddau a Bydolygon: 0

Newid i Grefydd a Bydolygon: 6

Tynnwyd sylw at y ffaith nad yw athrawon yn gyfarwydd â'r term bydolygon ac y byddai yr un mor wir yn y Gymraeg â'r Saesneg.

Awgrymodd PM ddewis arall, sef 'Crefydd' fel gyda Hanes a Daearyddiaeth er enghraifft.

Cafwyd awgrymiadau am enwau gwahanol gan aelodau eraill, megis Crefydd, Gwerthoedd a Moeseg neu Grefydd ac Athroniaethau.

Awgrymodd LJ fod angen i rieni a phlant gael sicrhad am wir natur addysg grefyddol a bod enw'r pwnc yn bwysig er mwyn cyfleu hyn.

Yn ôl PW, mae ychwanegu 'au' i grefydd fel yn y cynnig 'Crefyddau a Bydolygon' yn newid natur yr enw yn sylweddol ac nid yw'n adlewyrchu'r meddylfryd presennol am natur addysg grefyddol. Cysyniad yw'r term crefydd ac mae'n cyd-fynd â'r meddylfryd y tu ôl i'r cwricwlwm newydd. Felly, mae Crefydd a Bydolygon yn enw mwy addas.

Dywedodd RT fod un mudiad y mae'n gweithio gydag ef, yn teimlo fod gormod o bwyslais yn cael ei roi ar yr adroddiad CoRE i Loegr. Mae ef yn fodlon â'r term addysg grefyddol a byddai'n well ganddo ei gadw fel y mae.

Pwysleisiodd PW a LJ eu bod yn teimlo fod adroddiad CoRE yn berthnasol i Gymru er bod yr ymchwil wedi'i seilio yn Lloegr yn unig. Atgoffodd EE yr aelodau fod Cymru wedi cael gwahoddiad i gymryd rhan o'r cychwyn ond ei bod wedi gwrthod.

8. Cefnogaeth AG broffesiynol i GYSAGau

Nodwyd fod Phil Lord bellach yn gweithio fel ymgynghorydd proffesiynol i GYSAGau Sir Ddinbych a Chonwy, wedi gostwng nifer y dyddiau mae'n gweithio i GwE.

Mae Consortiwm Canol y De wedi sicrhau gwasanaethau Angela Hill, fel gweithiwr Gwasanaethau AG Heddiw, i roi cymorth proffesiynol i'r pum CYSAG sydd yn y consortiwm.

Mae Mary Parry wedi ail-ymuno â ChYSAG Ceredigion fel aelod.

Soniodd LJ eto am y broblem nad yw rhai pobl sy'n cael eu symud i gefnogi CYSAGau yn cael digon o amser i ymgymryd â'r gwaith yn effeithiol. Ategwyd hyn gan PL gan ddweud er bod amser yn cael ei roi i gefnogi'r CYSAG, nid ydynt yn cael yr amser ychwanegol sy'n angenrheidiol i gefnogi ysgolion.

Adroddodd PW fod dal angen cyflwyno papur i Kevin Palmer i ddangos yr angen i bob ALI gael arbenigedd AG er mwyn helpu ysgolion yn effeithiol.

9. Diweddariadau:

REMW

Adroddodd Paul Morgan fod REMW yn cynnig ail-greu mudiad a fydda'n cael ei alw'n REW. Maent yn cynnal trafodaethau gyda gwahanol asiantaethau yng Nghymru sydd â diddordeb ym mhwn AG ac a fyddai'n gwerthfawrogi fforwm rhwydweithio.

REC

Adroddodd PW ar y cyfarfod a gynhaliwyd ar 6 Tachwedd 2019. Derbyniwyd dau fudiad newydd yn aelodau ar y bwrdd, sef Cymdeithas Athrawon AG Gatholig a Chyngor Ismaili'r DU.

Rhoddodd PW gyflwyniad ar y cwricwlwm newydd yng Nghymru.

Mae'r Cyngor yn symud ymlaen ar argymhellion y comisiwn, sydd ddim yn gofyn am newid deddfwriaethol.

Adroddodd ar y prosiect ymchwil arfaethedig ar yr hyn a ddelir gan y term 'Crefydd a Bydolygon'. Ar hyn o bryd mae'r Cyngor yn chwilio am gyllid i'r prosiect ac yn gobeithio y bydd yn arwain at gynhadledd ym mis Mehefin 2020.

PYCAG

Adroddodd LJ ar gyfarfod cynhyrchiol a dywedodd eu bod wedi treulio llawer o amser yn edrych ar yr ymgynghoriad presennol ar y cwricwlwm er mwyn ffurfio ymateb PYCAG.

Tynnodd LJ sylw at dair eitem y byddai PYCAG yn hoffi i CCYSAGaC eu hystyried -

- Dim ond 10 o fyfyrwyr sy'n astudio AG ar lefel Addysg Gychwynnol Athrawon yn y Drindod erbyn hyn. Hoffai PYCAG gynnig fod CCYSAGauC yn ysgrifennu at LIC i ofyn iddynt gynnig bwrsariaethau i fyfyrwyr AG er mwyn hybu recriwtio.
- Mae problem diffyg cydymffurfiaeth gyda darparu AG yn CA4. Mae rhai ysgolion wedi ei chael yn anodd defnyddio'r fanyleb TGAU AG bresennol yn yr amser cyfyngedig a roddir i AG statudol. Mae tueddiad cyffredin i rai ysgolion gynnig cymhwyster gwahanol mewn Cydraddoldeb ac Amrywiaeth yn lle darparu AG. Mae PYCAG yn awgrymu y dylai CCYSAGauC atgoffa ysgolion am eu dyletswydd statudol i ddarparu AG ac nid yw'r cymwysterau amgen hyn yn bodloni'r ddyletswydd honno. Awgrymodd un o'r aelodau y dylai problem diffyg cydymffurfiaeth Ôl-16 gael ei gynnwys yn y llythyr hefyd. Yn dilyn trafodaeth ynghylch cynnwys Ôl-16 yn y llythyr arfaethedig, cytunwyd, gan fod ysgolion yn dal i orfod gweithio o fewn y ddeddfwriaeth bresennol, y dylent gael eu hatgoffa fod darpariaeth yn CA4 ac Ôl-16 yn statudol.

Gweithredu: Cytunodd CCYSAGauC i ysgrifennu at Gadeiryddion CYSAGau a Chyfarwyddwyr Addysg i dynnu eu sylw at yr uchod.

- Roedd CCYSAGauC wedi cytuno i dalu am hyfforddiant i ymgynghorwyr proffesiynol i GYSAGau a Chlercod CYSAGau. Hoffai PYCAG dderbyn y cynnig hwn a dechrau cynllunio'r rhaglen hyfforddiant. Cadarnhaodd EE y byddai hyn yn cael ei drafod yng nghyfarfod nesaf Pwyllgor Gwaith CCYSAGauC.

AREIAC

Adroddodd GV y bydd cynhadledd AREIAC 2020: '*Deep Dive or Shallow Swim: From Syllabus to Classroom*' yn cael ei chynnal ar 6 a 7 Gorffennaf 2020 yn y Windmill Village Hotel, Coventry ac mae gwahoddiad i aelodau CCYSAGauC fynychu.

Yn canolbwyntio ar ddatblygu'r cwricwlwm ar lefel genedlaethol ac ysgol leol, mae'r gynhadledd yn agored i bawb sydd â diddordeb mewn cefnogi AG o safon. Bydd Diwrnod 1 yn ymdrin â datblygu Maes Llafur Cytûn a'i nod yw cefnogi ymgynghorwyr a allai fod yn gweithio gyda ChYSAGau a bydd hefyd yn werthfawr i Gadeiryddion CYSAGau a'r aelodau eu hunain. Bydd Diwrnod 2 yn adeiladu ar y thema hon, gyda sylw ar symud i ddatblygu a chynllunio cwricwlwm seiliedig ar ysgol. Trafodir hefyd ddisgwyliadau Ofsted o safbwynt mynd at wraidd AG. Bydd y diwrnod hwn yn werthfawr i bawb sy'n hyrwyddo rhagoriaeth mewn AG ac mae croeso i athrawon ac eraill sy'n gweithio'n uniongyrchol gyda disgyblion.

Gall y cynrychiolwyr ddewis mynychu'r ddau ddiwrnod neu ddim ond un. Bydd y rhaglen yn llifo o'r dydd Llun i'r dydd Mawrth ond bydd pob diwrnod yn werthfawr ar ei ben ei hun hefyd. Mae'r siaradwyr gwadd hyd yn hyn yn cynnwys, Paul Smalley, Kathryn Wright, Trevor Cooling, Paula Webber a Rudi Lockhart.

Gellir cael manylion llawn ac archebu lle drwy'r wefan neu gyda Gill Vaisey, trefnydd y gynhadledd: areiac.org.uk/public/conf20 neu areiacconference@gmail.com

10. Adroddiad o'r Pwyllgor Gwaith a gynhaliwyd ar 30 Medi 2019

Rhoddodd EE adroddiad llafar o gyfarfod y Pwyllgor Gwaith gan amlinellu'n fras y pynciau a drafodwyd.

Materion LIC: Mae cyfarfodydd tymhorol wedi aildechrau rhwng cynrychiolwyr CCYSAGauC a LIC gyda John Pugsley fel eu cynrychiolydd.

Mae LIC wedi cadarnhau, yn dilyn cyhoeddi'r cwricwlwm newydd, y byddant yn ailystyried y ddeddfwriaeth am Addoli ar y Cyd fel maes ar wahân.

Bydd yr holl ddeddfwriaeth a chanllawiau ar y mater hwn ar wahân i AG.

Dysgu Proffesiynol: Roedd PW a LJ wedi cael cyfarfod â Kevin Palmer a Pauline Smith. Maent wedi cytuno ar gyllid yn benodol ar gyfer dysgu proffesiynol AG.

Mae ewyllys gref i ddarparu cefnogaeth o'r tu mewn i Gymru ac nid gan gyrrff masnachol allanol.

Cyfarfodydd â Cymwysterau Cymru: Roedd LJ, PW, EE, ac RS wedi cwrdd â chynrychiolwyr o CC - Philip Baker ac Emer George. Maent yn lansio ymgynghoriad ar yr holl gymwysterau yng Nghymru.

Llawlyfr CYSAG: Mae EE wedi cynhyrchu'r ddogfen hon yn seiliedig ar Lawlyfr presennol CCYSAGauC a llawlyfr NASACRE. Wedi ei gymeradwyo, bydd yn cael ei ddylunio a'i gynhyrchu fel dogfen PDF y gellir ei diweddarau fel bo'r angen.

Gwefan CCYSAGauC: Mae is-grŵp o aelodau'r Pwyllgor Gwaith wrthi'n ceisio datblygu gwefan newydd i CCYSAGauC. O dan ohebiaeth sy'n gysylltiedig â'r wefan, cytunodd y Pwyllgor nad gwefan CCYSAGauC yw'r llwyfan ar gyfer rhannu adnoddau cyhoeddiedig.

GDPR: Mae EE yn ymgynghori ag arbenigwr yn y maes hwn a bydd yn adrodd yn ôl i gyfarfod nesaf y Pwyllgor ar y gofynion i CCYSAGauC.

Twitter a'r Cyfryngau Cymdeithasol: Cytunwyd fod angen codi proffil CCYSAGauC ac y dylid gwneud gwell defnydd o'r cyfleoedd ar y cyfryngau cymdeithasol. Mae GV wedi diweddarau logo CCYSAGauC ar y cyfrif Twitter.

Rheoli Cyfarfodydd CCYSAGauC: Er mwyn sicrhau fod pob eitem ar yr agenda yn cael ymdriniaeth yn yr amser a roddwyd i'r prif gyfarfodydd cytunwyd ar y canlynol:

dim ond i Gadeirydd y CYSAG neu Gyfarwyddwr yr ALI y bydd gwahoddiad i roi croeso byr iawn. Yn y dyfodol ni fyddwn yn gwahodd unrhyw eitemau gan ysgolion ayb. Fodd bynnag, os yw'r awdurdod sy'n croesawu yn dymuno cyfrannu eitem, gallant wneud hynny cyn dechrau'r cyfarfod, fel bod y cyfarfod yn dechrau ar yr amser a bennwyd.

bydd yr adfyfyrion tawel / munud i feddwl yn parhau ond bydd rhaid cadw'r rhain yn fyr a chryno oherwydd hyd yr eitemau sydd angen eu trafod;

dylai'r cwestiynau i'r siaradwyr fod yn berthnasol i AG neu Gwricwlwm Cymru yn unig;

bydd cywirdeb y cofnodion yn cael sylw ar ddechrau'r agenda a'r materion i'w trafod ar y diwedd; a

dylai Cadeirydd y cyfarfod fod mor bendant ag sydd angen wrth reoli perthnasedd a hyd y trafodaethau a'r cyfraniadau gan yr aelodau yn y cyfarfodydd.

11. Y CYSAG Effeithiol

Ni thrafodwyd.

12. Cofnodion y cyfarfod a gynhaliwyd yng Nghonwy ar 28 Mehefin 2019

Cytunwyd fod y cofnodion yn gofnod cywir o'r cyfarfod.

13. Materion yn codi

Dim

14. Gohebiaeth

Adroddodd PW ei bod hi wedi derbyn nifer o lythyrau gan athrawon yn holi am adnoddau i'w benthyca yn lleol. Roedd hi wedi eu cyfeirio'n ôl at eu CYSAG lleol. Mae hyn eto yn dangos y problem o beidio â chael ymgynghorydd ym mhob ALI.

Roedd CYSAG Ynys Môn wedi ysgrifennu i dynnu sylw at y diffyg adnoddau dysgu cyfrwng Cymraeg . Rhoddodd RS amlinelliad o rai o'r problemau sy'n golygu diffyg adnoddau – yn

cynnwys oedi mewn cyhoeddi rhai o ddeunyddiau CBAC yn Gymraeg. Dywedodd RS nad oes unrhyw adnoddau ar Hindŵaeth, er enghraifft, er ei bod hi'n dysgu'r pwnc yn ei hysgol. Mae llyfrau'n cael eu cynhyrchu gan CBAC ond mae mwy o deitlau ar gael yn Saesneg nag yn Gymraeg. Nododd un aelod fod angen mwy o siaradwyr Cymraeg i farcio arholiadau Cytunodd RS rannu gyda'r lleill unrhyw adnoddau sydd ar gael neu wedi'u cyfieithu. Diolchodd GH o GYSAG Ynys Môn i RS am y cynnig hwn. Hysbysodd GV yr aelodau fod y deunydd 'Brexit Through the Lens of Ruth' y cyfeiriodd ato yn ei chyflwyniad ar gael yn Gymraeg hefyd a bydd yn ychwanegu'r ddolen at y cyflwyniad PowerPoint.

Cafwyd llythyr gan y Rhwydwaith Rhyng-ffydd yn sôn am y deunydd sydd ar gael ar eu gwefan. Dywedodd PV nad yw hwn o reidrwydd yn gysylltiedig ag AG ond gallai fod o ddiddordeb i'r aelodau.

15. Dangos a dweud

Dywedodd Gill Vaisey wrth yr aelodau ei bod hi'n gweithio ar hyn o bryd gydag wyth o deuluoedd i gynhyrchu cyfres o lyfrau ac adnoddau ar-lein i gefnogi AG i blant 3 - 7 oed. Mae'r gyfres 'Belonging and Believing: My Family' yn canolbwyntio ar blentyn pum mlwydd oed ym mhob teulu ac yn portreadu eu bywyd bob dydd a'r ffyrdd y mae eu credoau'n cael eu mynegi yn y cartref ac yn y gymuned. Rhoddir sylw i deuluoedd sy'n arddel Bwdhaeth, Cristnogaeth, Hindŵaeth, Sikhiaeth, Iddewiaeth, y Ffydd Bahá'i, Islam a dyneiddiaeth, ac mewn rhai achosion, traddodiadau a mynegiannau o gred llai adnabyddus. Dywedodd GV ei bod yn ddiolchgar iawn i'r teuluoedd a gymerodd rhan, y rhan fwyaf ohonynt yn byw yng Nghymru, a dywedodd iddi fod yn ffrainc cael ei chrosawu i mewn i fywydau'r teuluoedd. Mae hi'n gobeithio y bydd y llyfrau a'r adnoddau ar-lein ar gael yn gynnar yn nhymor yr haf.

16. Unrhyw fater arall

Dim

17. Dyddiad y cyfarfod nesaf:

17 Mawrth 2020 – Merthyr Tudful

Diolchodd EE i bawb yn y cyfarfod gan ddiolch yn arbennig i:
Ddisgyblion a staff Côr Ysgol Gynradd Aberaeron;
Dana Jones, Clerc CYSAG Ceredigion;
Gwasanaethau Cyfieithu Cyngor Sir Ceredigion; a
Cyng Catrin Miles, Aelod Cabinet, Gwasanaethau Dysgu, Dysgu Gydol Oes a Hamdden



Wales Association of SACREs meeting, Neuadd y Cyngor,
Penmorfa, Aberearon, Ceredigion SA46 0PA Thursday, 21st
November, 2019 10.30a.m. – 3.30p.m.

Attendance

YNYS MÔN / ANGLESEY	SIR DDINBYCH /	ABERTAWE / SWANSEA
Rheinallt Thomas (RT)	Denbighshire	Jennifer Harding-Richards (JHR)
Gwyneth Mai Hughes (GH)	Phil Lord (PL)	Alison Lewis (AL)
	Sir y Fflint / Flintshire	
Blaenau Gwent	Gwynedd	Torfaen
Paula Webber (PW)	Merthyr Tudful / Merthyr	Paula Webber (PW)
Pen-y-bont ar Ogwr /		Bro Morgannwg /
Bridgend	Tydfil	Vale of Glamorgan
Edward J. Evans (EE)	Angela Hill (AH)	Angela Hill (AH)
Angela Hill (AH)		Marged Williams (MW)
	Sir Fynwy /	
Caerffili/ Caerphilly	Monmouthshire	Wrecsam / Wrexham
Paula Webber (PW)	Sir	Libby Jones (LJ)
	Paula Webber (PW)	Tania ap Siôn (TaS)
Caerdydd / Cardiff	Castell-nedd Port Talbot / Neath and Port Talbot	Sylwedyddion / Observers
Angela Hill (AH)	Rachel Samuel (RS)	
Sir Gaerfyrddin / Carmarthenshire	Casnewydd / Newport	Cyflwynwyr/Presenters
Aled Jones (AJ)	Paula Webber (PW)	
Ceredigion	Sir Benfro / Pembrokeshire	REMW
Lyndon Lloyd (LL)		Paul Morgan (PM)
Mary Parry (MP)	Powys	
Aled Jones (AJ)		Minutes
Lynford Thomas (LT)	Rhondda Cynon Taf	Gill Vaisey (GV)
John Tudor Williams (JW)	Angela Hill (AH)	
C. Joyce Howells (JH)		Incoming Secretary
Mary Davies (MD)		Alice Parry (AP)
Angharad John (AJ)		
Conwy		
Phil Lord (PL)		

Prior to the meeting, musical items were enjoyed from pupils and staff of Aberaeron Primary School Choir.

Minutes of the meeting

1. Introduction and welcome

County Councillor Catrin Miles, Cabinet Member, Learning Services, Lifelong Learning and Leisure, welcomed everyone to Penmorfa Council Offices, Ceredigion. She informed members that she has responsibility for the Lifelong Learning and Leisure Service and has a great interest in the subject of religious education and how it sits within Ceredigion schools and within the new curriculum. She was pleased to be able to attend the meeting and that she was able to stay for the duration.

EE welcomed everyone to the meeting. He introduced Alice Parry who has offered to become the new WASACRE Secretary. Alice is a teacher representative on Bridgend SACRE. Members agreed unanimously to support the appointment.

Alice spoke of her enthusiasm for RE, for SACREs, and the opportunity to serve WASACRE as secretary.

EE also thanked Paula Webber, current secretary, for the enormous amount of work that she has done for WASACRE as secretary over her time in the role. He acknowledged that Paula had worked tirelessly on behalf of WASACRE and recognised how demanding this has been on her time, whilst also working on developing the new curriculum for Welsh Government and alongside her full time employment with EAS.

Members supported EE's comments and thanked Paula for her dedication and excellent work. Members were pleased to hear that Paula would still be part of WASACRE, in the role of immediate past secretary.

2. Quiet reflection

EE shared thoughts about times of turmoil. He spoke of the unease, unhappiness and disagreement within the country at present. He read some reflective prose by Satish Kumar, a member of the Jain community:

“Lead me from death to Life, from falsehood to Truth
Lead me from despair to Hope, from fear to Trust
Lead me from hate to Love, from war to Peace Let
Peace fill our heart, our world, our universe”.

3. Apologies

Apologies were received from Kathy Riddick (Blaenau Gwent), Rudi Lockhart (REC), Vicky Barlow (Flintshire), Michele Gosney (Estyn), Janet Jones (Caerphilly), John Mitson (Powys).

4. Presentation: EFTRE Conference 2019 – Gill Vaisey

Gill Vaisey gave a presentation, as way of feedback, from the European Forum for RE Teachers' Conference which was held in Dublin and Belfast in August 2019. She had attended as a representative of WASACRE.

Gill spoke of the value and quality of the conference which took place over six days. Details can be found on the EFTRE website, including the keynote speakers' papers which are available to download from the [EFTRE website](#).

In her presentation, Gill focussed on sharing some of the many teaching resources that had been highlighted during the conference. She stressed that she felt her attendance at the conference could have maximum impact by sharing these resources, via SACREs, with teachers in Wales, which would ultimately benefit pupils.

Gill highlighted one particular video resource and teaching strategy that she felt perfectly exemplified how the Humanities Area of Learning and Experience could be approached in schools. Using the 'Little Things are Big' video clips, Gill illustrated how this could be the basis of work to explore the Humanities What Matters statements and could be further developed within history, social studies and religious education subject areas.

Action: The PowerPoint presentation with links to the resources referenced will be made available to all SACREs. SACREs are encouraged to share this with teachers in their Local Authority.

5. Updates on the Curriculum for Wales 2022

PW gave an update on the developments following the consultation and feedback period which ended in July 2019. PW informed members that there will not be major changes from the draft to the final document. The Humanities Area of Learning and Experience is changing the least out of all the areas. The main changes will be around the 'achievement outcomes' which will become 'descriptions of learning'. The 'planning your curriculum' guidance will be slimmed down and will become a guide to 'designing your curriculum'.

The refined final version of the curriculum will be available in January 2020 and this will be implemented in schools and settings throughout Wales by September 2022.

LL stated that many people are not supportive of the new curriculum and that WG should be emphasising the moral role of RE. He suggested there will be a legal challenge to the new curriculum.

He referred to Gill's presentation in which she had referenced the Puerto Rican values placed on courtesy and he suggested that we live in an age of discourtesy and that the emphasis in the new curriculum should be on promoting values and morals in RE. He feels that the RE curriculum is too academic and not promoting values and moral education. He expressed concern that he felt there is no mention of the Christian traditions that exist in Wales.

PW expressed her wish to alleviate these concerns and stated that within the new curriculum, the Four Purposes, the What Matters statements, the Humanities AoLE and the Health and Well-being AoLE all address morals, values and ethics. She referred to the inclusion of the Welsh language concept of 'cynefin', meaning sense of place and that this is also being used

in the English language version of the curriculum as a way of promoting the importance of pupils' sense of place in the world.

RT referred to the What Matters statements and that in particular statements 5 and 6 specifically explore ethics and beliefs.

6. Update on RE Framework

PW advised members that the Framework will no longer be referred to as the Supporting Framework but rather simply the RE Framework. It is intended that it will be published in draft form by the end of January 2020 for consultation. The draft RE Framework will be published at the same time as the final new Curriculum for Wales is published.

A question was raised about whether the current consultation on changing the name of RE will affect the writing of the RE Framework.

PW confirmed that the outcome of the consultation relating to both the name change of RE and the right of withdrawal clause will have an impact on the RE Framework. Therefore, some sections of the Framework cannot currently be completed.

It is envisaged that the consultation period will commence as soon as the draft RE Framework is published. It was stressed by several members that there needs to be adequate time allowed by WG to receive feedback and make amendments as necessary before a final RE Framework is published. PL emphasised the need for WG to realise that SACREs need to meet within the consultation period as it is essential to obtain their feedback. PW reported that WG plan to send a letter to SACREs to this effect.

Action: It was agreed that WASACRE write to all SACREs to stress the importance of responding to the consultation on the draft RE Framework once published in January 2020. It is imperative that SACREs take this opportunity to fully consider the draft RE Framework and provide a detailed response to ensure that their views are communicated via the consultation and can thus be considered in producing a final version. Sharing your SACREs views at this stage is vital in the process of producing a document that SACREs will be willing to adopt or adapt to form their Agreed Syllabus. WASACRE recommends that an extraordinary SACRE meeting is convened by each LA in order to consider and respond to the RE Framework. This meeting would presumably take place in February 2020, depending on the time frame for the consultation.

A teacher representative explained that the spring term is the most difficult time for teachers to be out of schools to attend a SACRE meeting. EE agreed that teacher representation is important and sympathised with the difficulties in being released from school.

Members were reminded that the aim of WG is for Agreed Syllabus Conferences to agree to adopt or adapt the RE Framework and then recommend this to their LA for adoption as the Locally Agreed Syllabus.

In answer to questions, members were informed that the RE Framework will include a section on Post 16 RE even though this may not be compulsory at that stage if legislation is changed. The RE Framework will not include content but rather guidance for teachers on selecting content for their own curriculum development. The RE Framework will include a section on the

Four Purposes and how RE will support these. 'Worldviews' is included in the RE Framework as it is in the Humanities AoLE.

PW and LJ advised members that they spent two days working on 'concepts' last week which will form part of the RE Framework. They are committed to producing a document that is useful to SACREs and Agreed Syllabus Conferences and most importantly that it is an accessible, easy to use document for teachers, should it be adopted as the Agreed Syllabus.

Teachers will need to design their own curriculum based on the Agreed Syllabus.

It was noted that if a SACRE does not wish to adopt the RE Framework they will be at liberty to produce their own Agreed Syllabus. However, having had the opportunity to feedback on the RE Framework and suggest any amendments, it is hoped that all SACREs would be happy to adopt or adapt the final version of the RE Framework as the basis of their Agreed Syllabus.

MP asked whether the RE Framework will be completed by the date envisaged, given the amount of work that still needs to be done.

It was explained that there is a limited number of days left for PW and LJ to work on the document under their current procurement agreement and this is unlikely to be sufficient time to complete the document as they would wish.

EE stated that a vast amount of money has already been spent on the production of the RE Framework and that it is essential that adequate further funds are made available by WG to ensure that the document can be completed and edited as necessary following the consultation. He stressed that work on the document needs to be continued by those RE experts who have already been involved in the writing process, in order to ensure continuity until the document is ready to be published in its final form.

RS proposed that WASACRE writes to WG and the Minister regarding the concerns outlined and supported by WASACRE members.

Action: WASACRE to write to WG and the Minister regarding the need for additional funding to be allocated to allow the further procurement of the RE specialists who have currently been involved in the writing of the RE Framework. The letter to note that this is essential in terms of ensuring continuity in the production of the document. It is also imperative that SACREs have confidence in the RE Framework and if they are to consider adopting or adapting it as their Agreed Syllabus, they will need to be assured that the input from the procured RE experts was consistent throughout the process, including post consultation edits.

A member queried why the RE Framework had not been shared as yet in order to aid discussion. Members were informed that the ownership of the document is with WG and they have not given permission for it to be shared at this time.

7. Welsh Government consultation on proposals to ensure access to the full curriculum for all learners

It was reported that the Executive had met to formulate a response to the consultation.

The response is attached as an appendix to these minutes.

EE invited responses from members on a few points.

In relation to the right of parents to withdraw their children from religious education, RT reminded members that Sally Holland, Children's Commissioner for Wales, had informed WASACRE that the child has a right to receive a full education.

In a show of hands from members, there was a clear consensus in agreement of the removal of the right to withdraw from religious education.

In relation to the proposed name change for religious education, the Chair asked for a 'straw poll' which resulted in votes as follows:

No name change: 7

Change to Religions and Worldviews: 0

Change to Religion and Worldviews: 6

It was highlighted that teachers are not familiar with the term worldview and this would be same issue in both the English language and the Welsh language.

PM suggested another name option could be 'Religion' as with History and Geography for example.

Other members suggested alternative names such as Religion, Values and Ethics or Religion and Philosophies.

LJ suggested that parents and children need to be assured of the true nature of religious education and the name of the subject is important in communicating this.

PW suggested that to add an 's' to religions as in the proposed 'Religions and Worldviews' significantly changes the nature of the name and does not reflect the current thinking about the nature of religious education. The term religion is a concept and fits in with the thinking behind the new curriculum. Thus, Religion and Worldviews is a more appropriate name.

RT explained that one organisation with which he is involved, feels that there is too much emphasis being given to the CoRE report for England. He is content with the term religious education and would prefer to keep this.

PW and LJ stressed that they feel the CoRE report is relevant to Wales even though the research was based in England only. EE reminded members that Wales had been asked if they wished to be involved from the outset and had declined.

8. Professional RE support for SACREs

It was noted that Phil Lord is now acting as a professional consultant to Denbighshire and Conwy SACREs, having reduced his number of working days with GWE.

Central South Consortium have secured the services of Angela Hill, as a RE Today Services employee, to provide professional support to the five SACREs within the consortium.

Mary Parry has re-joined Ceredigion SACRE as a member.

LJ again highlighted the issue that some persons being deployed to support SACREs are not being given sufficient time to carry out the role effectively. PL reiterated this issue and that even

though time may be allocated to support the SACRE, this does not give additional time as necessary to support schools.

PW reported that a paper still needs to be presented to Kevin Palmer to illustrate the need for each LA to have RE expertise to effectively support schools.

9. Up-dates:

REMW

Paul Morgan reported that REMW are proposing to re-create an organisation now to be called REW. They are carrying out discussions with various agencies in Wales who have an interest in the subject of RE and who might value a networking forum.

REC

PW reported on the meeting held on 6th November 2019. Two new member organisations were accepted onto the board: Association of Teachers of Catholic RE and Ismaili Council for the UK.

PW gave a presentation on the new curriculum in Wales.

The REC is taking forward the recommendations of the commission that do not require legislative change.

She reported on the proposed research project into what is understood by the term 'Religion and Worldviews'. The REC is currently seeking funding for the project which they hope will culminate in a conference in June 2020.

NAPfRE

LJ reported on a productive meeting and that much time was spent on looking at the current curriculum consultation in order to formulate a NAPfRE response.

LJ highlighted three items which NAPfRE would like WASACRE to consider –

- The number of students studying RE at ITE level at Trinity is now only 10. NAPfRE would like to propose that WASACRE write to WG to request that they offer bursaries for RE students to encourage recruitment.
- There is an issue of non-compliance of RE provision at KS4. Some schools have struggled to use the current RE GCSE specification in the limited time allocated for statutory RE. There seems to be a common trend for some schools to offer an alternative Equality and Diversity qualification instead of providing RE. NAPfRE suggests that WASACRE should remind schools of their statutory duty to provide RE and that these alternative qualifications do not meet the requirement to provide RE. A member suggested that the issue of non-compliance at Post 16 should also be included in the letter. Following debate on whether to include reference to Post-16 in the proposed letter, it was agreed that as schools are still obliged to work within the current legislation, they should be reminded that both KS4 and Post 16 provision is statutory.

Action: WASACRE agreed to write to Chairs of SACREs and Directors of Education in this respect as outlined above.

- WASACRE had agreed to fund training for professional advisers to SACREs and SACRE Clerks. NAPfRE would like to accept this offer and begin to plan the training programme. EE confirmed that this would be discussed at the next WASACRE Executive meeting.

AREIAC

GV reported that the AREIAC 2020 conference: 'Deep Dive or Shallow Swim: From Syllabus to Classroom', will take place on 6th and 7th July 2020 at the Windmill Village Hotel, Coventry and WASACRE members are invited to attend.

Focusing on curriculum development at both a national and local school level, the conference is open to all those interested in supporting quality RE. Day 1 will focus on Agreed Syllabus development and aims to support advisers and consultants who might be working with SACREs as well as being valuable to Chairs of SACREs and members themselves. Day 2 will build on this theme, with a focus on moving into school-based curriculum development and planning. Ofsted's expectations in relation to a Deep Dive in RE will also be explored. This day will be valuable for all those who promote excellence in RE and teachers and others working directly with pupils are welcome.

Delegates can choose to attend both days or either one. The programme will flow from Monday to Tuesday but each day will also be valuable as a stand-alone event. Guest speakers so far, include, Paul Smalley, Kathryn Wright, Trevor Cooling, Paula Webber and Rudi Lockhart.

For full details and bookings can be made via the website or with Gill Vaisey conference organiser: areiac.org.uk/public/conf20 or areiacconference@gmail.com

10. Report from the executive Committee held on 30th September 2019

EE gave a verbal report from the Executive meeting to briefly outline areas discussed.

WG Matters: Termly meetings have been resumed between WASACRE representatives and WG with John Pugsley as their representative.

WG has confirmed that following the publication of the new curriculum, they will reconsider the legislation around Collective Worship as a separate area. All legislation and guidance around CW will be separate to RE.

Professional Learning: PW and LJ met with Kevin Palmer and Pauline Smith. They have agreed funding specifically for RE professional learning.

There is a strong will to provide support from within Wales and not from outside commercial organisations.

Meetings with Qualifications Wales: LJ, PW, EE, and RS met with representatives from QW - Philip Baker and Emer George. They are launching a consultation on all qualifications in Wales.

SACRE Handbook: EE has produced this document based on the current WASACRE Handbook and the NASACRE handbook. Once signed off it will be designed and produced as a PDF document that can be updated as necessary.

WASACRE Website: A sub-group of Executive members are pursuing the development of a new WASACRE website. Under correspondence relating to the website, the Exec agreed that the WASACRE website is not the platform for sharing published resources.

GDPR: EE is consulting with an expert in this area and will report back to the next Exec meeting on the requirements for WASACRE.

Twitter and Social Media: It was agreed that we need to raise the profile of WASACRE and should make better use of social media opportunities. GV has updated the WASACRE logo on the Twitter account.

Managing WASACRE Meetings: In order to ensure all agenda items are sufficiently covered in the time allocated for main meetings it was agreed:

there will only be an invitation to the Chair of SACRE or Director of the LA to give a very short welcome. We will not in future invite any items from schools etc. however, if a host authority wishes a school to have an input this will be before the meeting commences, so that the meeting may commence at the allotted time;

quiet reflection / thought for the day will continue but these will be kept short and succinct in view of the length of the business which needs to be covered;

questions to speakers need to be relevant to RE or CW only;

accuracy of minutes will be taken at the beginning of the agenda and matters arising at the end; and

the Chair of the meeting should be assertive as necessary in managing the relevance and length of discussions and input from members at the meetings.

11. The Effective SACRE

Not covered.

12. Minutes of meeting held in Conwy on 28th June 2019

The minutes were agreed as an accurate record of the meeting.

13. Matters arising

None

14. Correspondence

PW reported that she has received a number of letters from teachers enquiring about local loan resources. PW has referred them back to their local SACRE. This again highlights the issue of not having an adviser in each LA.

Anglesey SACRE had written to highlight the lack of Welsh medium teaching resources RS gave an outline of some of the issues around the lack of resources – including a delayed publication in Welsh of some of the WJEC materials. RS advised that there are no resources on Hinduism, for instance, even though she is teaching it in her school.

Books are produced by WJEC but more titles are available in English than in Welsh. A member noted that more Welsh language speakers for examination marking are needed.

RS offered to share with others any of her resources that she has available or translated. GH from Anglesey SACRE thanked RS for the offer to share resources.

GV informed members that the 'Brexit Through the Lens of Ruth' material that she referred to in her presentation is also available in Welsh and she will add the link to the PowerPoint presentation.

A letter from the Interfaith Network highlighted material available on their website. PW advised that this is not necessarily RE related but may be of interest to members.

15. Show and tell

Gill Vaisey informed members that she is currently working with eight families to produce a series of books and online resources to support RE for 3 – 7 year olds. The 'Belonging and Believing: My Family' series, focusses on a five-year-old child within each family and portrays their everyday life and the ways in which their beliefs are expressed at home and in the community. Families reflecting Buddhism, Christianity, Hinduism, Sikhism, Judaism, the Bahá'í Faith, Islam and humanism are featured and, in some cases, reflect some lesser known traditions and expression of beliefs. GV expressed her gratitude to the families involved, most of whom live in Wales, and said she felt privileged to have been so welcomed into the lives of the families. She hopes the books and online resources will be available early in the summer term.

16. Any other business

None

17. Date for next meeting:

17th March 2020 – Merthyr Tydfill

EE gave thanks to all involved in the meeting with special thanks to:
Pupils and staff of Aberaeron Primary School Choir;
Dana Jones, Ceredigion SACRE Clerk;
Ceredigion County Council Translation Services; and
Cllr Catrin Miles, Cabinet Member, Learning Services, Lifelong Learning and Leisure

Adroddiad ar weithgareddau'r Gymdeithas 2019-2020

Dyna flwyddyn anodd a heb ei thebyg o'r blaen fu hon i'n Gwlad, i sefydliadau ac i unigolion. Mae'n meddyliau wedi bod gyda'r rheiny a effeithiwyd mewn unrhyw ffordd gan bandemig y Coronafeirws. Rydym wedi bod yn meddwl yn arbennig am y rheiny fu'n wael, neu a gollodd anwyliaid i'r feirws. Gobeithio y gallwn ddychwelyd i ryw fath o normalrwydd heb fod yn rhy hir.

Yn anochel cafodd y pandemig effaith enfawr ar gyfarfodydd CCYSAGauC, ond nid ar ei waith a aeth rhagddo yn ddi-dor.

1. Dim ond ar ddau achlysur y cyfarfu'r Gymdeithas eleni: 28 Mehefin 2019 yng Nghonwy, a 21 Tachwedd 2019 yn Aberaeron. Rydym yn ddiolchgar i'r CCYSAGau oedd yn lletya am eu croeso hael. Canslwyd y cyfarfod a oedd fod ar 17 Mawrth 2020 ar fyr rybudd, oherwydd y pryderon cynyddol dros Covid-19. Yn anffodus, ni chafwyd digon o amser i wneud trefniadau amgen ar-lein i allu cynnal y cyfarfod hwn o bell. Wrth gwrs, cafodd ein cyfarfod tymor yr haf a'r Cyfarfod Blyneddol, oedd i fod i'w cynnal ym Mehefin/Gorffennaf eu gohirio o reidrwydd tan ddechrau'r hydref oherwydd yr ansicrwydd ynglŷn â'r pandemig.

2. Cyfarfu'r Pwyllgor Gwaith ar dri achlysur: 30 Medi 2019 yng Nghaerdydd, 11 Chwefror 2020 yn Llandrindod, a 19 Mai 2020 drwy gynadledda fideo. Bu gan y Pwyllgor Gwaith agenda llawn drwy gydol y flwyddyn a oedd yn cynnwys:

- a. Ystyried ac ymateb i'r datblygiadau sy'n ymwneud yn uniongyrchol ag AG yn y cwricwlwm newydd i Gymru. Cyfarfu cynrychiolwyr o Bwyllgor Gwaith CCYSAGauC â chydweithwyr Llywodraeth Cymru ac eraill nifer o weithiau drwy gydol o flwyddyn, yn cynnwys cyfarfod â Rudi Lockhart, Prif Swyddog Gweithredol Cyngor Addysg Grefyddol Cymru a Lloegr. Bu'n cydweithwyr o LIC yn mynychu CCYSAGauC a Phwyllgorau Gwaith CCYSAGauC hefyd, ac maent wedi ein diweddarau ar gynnydd;
- b. Cyfarfod gyda Kevin Palmer (LIC) a Swyddogion Pwyllgor Gwaith CCYSAGauC ar 18 Mehefin lle y cadarnhawyd y byddai cyllid ar gyfer pecyn dysgu proffesiynol i gyfres o adnoddau yn benodol i AG, ynghyd â hyfforddiant i bawb oedd yn addysgu AG ac yn hyfforddi myfyrwyr cychwynnol. Cydnabuwyd hefyd yr angen penodol am hyfforddiant i leoliadau nas cynhelir.
- c. Cyfarfodydd â chynrychiolwyr o Gymwysterau Cymru a Swyddogion y Pwyllgor Gwaith ar ddau achlysur i drafod datblygiadau i'r dyfodol o ran cymwysterau AG yng Nghymru. Cytunodd y cynrychiolwyr CC eu bod mewn sefyllfa well o ganlyniad i'r cyfarfodydd hyn i ddeall effaith cyrsiau arholiad ar ddarpariaeth AG. Cytunwyd i barhau i gynnal cyfarfodydd rhwng cynrychiolwyr CCYSAGauC a Chymwysterau Cymru, ac roedd yr un mwyaf diweddar ar 27 Gorffennaf 2020, drwy gyfrwng Teams;

- d. Cynnal a datblygu perthynas CCYSAGauC â Chyngor AG Cymru a Lloegr (REC). Gwahoddwyd Rudi Lockhart, (Prif Weithredwr REC) i fynychu cyfarfodydd y Pwyllgor Gwaith a CCYSGauC ac mae wedi gwneud hynny pryd bynnag roedd modd. Roedd y Pwyllgor Gwaith yn drist i glywed y byddai Rudi'n gadael ei swydd gyda'r Cyngor ym mis Awst a diolchwyd iddo am ei ymrwymiad i AG yng Nghymru. Dymunwyd yn dda iddo i'r dyfodol. Mae'r Pwyllgor Gwaith yn edrych ymlaen yn awr at weithio gyda'i olynnydd, Dave Francis;
- e. Cafodd y Pwyllgor Gwaith ddyfynbris am adeiladu Gwefan newydd a fyddai'n cynnwys darpariaeth cyfryngau cymdeithasol. Mae hyn ar y gweill ar hyn o bryd;
- f. Mynegwyd pryder am arholiad a chymhwyster *Cydraddoldeb ac Amrywiaeth yr NCFE*. Ymddengys fod hwn yn cael ei gynnig mewn nifer o ysgolion yn lle AG. Cytunwyd nad yw hyn yn dderbyniol gan nad yw'n bodloni gofynion y maes llafur cytûn ac felly ni fyddai ysgolion sy'n dilyn y cwrs hwn yn cydymffurfio â'u gofyn statudol i ddarparu AG. Ymddengys fod ysgolion yn meddwl fod hwn yn well dewis i'w gynnig i ddisgyblion gan fod y fanyleb yn ddeniadol ac yn rhoi cymhwyster sy'n cyfateb i TGAU. Ystyriwyd a ddylai CCYSGAauC ysgrifennu manyleb ar gyfer cymhwyster addas a chael achrediad iddo;
- g. Rhoddwyd ystyriaeth i hyfforddiant i ymgynghorwyr a chlercod CCYSAG gyda pharagraff addas yn cael ei gynnwys yn y llawlyfr CYSAG diwygiedig, yn ogystal â chynnwys mynegai o dermau sy'n gysylltiedig ag AG;
- h. Ystyriwyd sut mae'r rheoliad GDPR newydd yn effeithio ar CCYSAGauC. Yr unig wybodaeth y mae CCYSAGauC yn ei dal yw rhestrau o'r rhai sy'n bresennol yn y cyfarfodydd tymhorol a chyfeiriadau e-bost clercod CYSAG. Cytunwyd y dylai taflenni presenoldeb yn y dyfodol gynnwys datganiad yn dweud wrth y rhai oedd yn bresennol sut byddai eu data yn cael ei ddefnyddio a'i gadw gan CCYSAGauC, a'u bod, wrth gofrestru eu presenoldeb, yn cytuno hefyd i gael eu henwau wedi'u cofnodi ar y taflenni presenoldeb. Cytunwyd nad oedd angen gweithredu pellach y tu hwnt i hyn o safbwynt cydymffurfio â'r GDPR;
- i. Diweddariadau rheolaidd ar ddogfen Fframwaith AG sydd dal heb gael ei gwneud yn gyhoeddus. Mae cydweithwyr LIC wedi sicrhau'r Pwyllgor Gwaith y bydd yn cael ei chyhoeddi yr hydref hwn;
- j. Cytunwyd i weithgor bychan lunio papur ar helpu ysgolion gydag Addoli ar y Cyd yn ystod argyfwng y Coronafeirws, a chyhoeddwyd hwn ddechrau mis Gorffennaf a'i rannau â ChYSAGau. Mae'r ddogfen hon ar gael yn ddwyieithog ar wefan CCYSAGauC [Gwefan CCYSAGauC](#). Mae'r Pwyllgor Gwaith hefyd wedi ystyried gwerth cael y gweithgor i gynhyrchu papur tebyg ar gyfer AG yn ystod yr Argyfwng Coronafeirws;
- k. Nodwyd y dirywiad yn niferoedd y rhai a gofrestrodd ar gyfer TGAU Astudiaethau Crefyddol yn y flwyddyn academaidd ddiwethaf a chytunwyd fod hyn yn frawychus.
- l. Cymeradwyo papur i'r Gweinidog Addysg, *Addysg Grefyddol; ffordd well ymlaen* (Chwefror 2020). Roedd y papur yn cynnwys 3 argymhelliad i'r Gweinidog eu hystyried fel a ganlyn:
1. Pecyn Dysgu Proffesiynol yn benodol i AG i'w gyflwyno i'r haen ganol iddyn nhw ei gyflwyno i ysgolion, sy'n cynnwys adnoddau enghreifftiol.
 2. Pecyn DP penodol i leoliadau meithrin yn cynnwys adnoddau i helpu cynllunio.

3. Cyllid i 6 Ymgynghorydd AG (4 Saesneg, 2 Gymraeg) i ddiwallu'r pedwar rhanbarth a'u hanghenion.

3. Cyfarfodydd y Swyddogion Gweithredol. Er mai dim ond tri chyfarfod o'r Pwyllgor Gwaith a gafwyd yn ystod y flwyddyn, cafwyd nifer o gyfarfodydd rhwng y Swyddogion. Cynhaliwyd y canlynol gyda chynrychiolwyr o Lywodraeth Cymru:

Dydd Mawrth 18 Mehefin 2019
Dydd Mercher 19 Chwefror 2020
Dydd Mercher 8 Gorffennaf 2020
Dydd Iau 30 Gorffennaf 2020

Cafwyd nifer o gyfarfodydd hefyd rhwng Swyddogion er mwyn cwblhau gwahanol bethau fel Dogfennau Ymgynghori LLC, ayb.

4. Cyfrifon: Adroddiad y Trysorydd am flwyddyn ariannol 2018-19.

Yn ystod y flwyddyn, roedd yr incwm £2662.12 yn fwy na'r gwariant. Dechreuodd y flwyddyn ariannol gyda gweddill o £27948.60 a daeth i ben gyda gweddill o £30610.72. Mae cyllid CCYSAGauC, felly, yn dal mewn cyflwr iach. Derbyniodd a mabwysiodd yr Aelodau'r datganiad cyfrifon yng Nghyfarfod Blynyddol y Gymdeithas ar 28 Mehefin 2019. Derbyniodd yr aelodau argymhelliad y Trysorydd fod y tanysgrifiad blynyddol i GYSAG am aelodaeth CCYSAGauC yn ystod blwyddyn ariannol 2019/2020 yn cael ei osod ar £461.00 y CYSAG, sy'n cynrychioli cynnydd o 2% ar danysgrifiad 2018/2019.

5. Aelodau newydd ar y Pwyllgor Gwaith: Yng Nghyfarfod Blynyddol haf 2019, etholwyd tri aelod i'r Pwyllgor Gwaith am y cyfnod 2019-2022: Matthew Maidment (RCT) (Ail-etholwyd), Lucy Grant/Marged Williams (Bro Morgannwg) (Rhannu swydd) ac Andrew Jones (Sir Fynwy) (Ymddiswyddodd wedyn a daeth Suzanne Gooding yn ei le)

6. Cadeirydd Oherwydd y ffaith mai dim ond blwyddyn roedd yr Is Gadeirydd wedi cael i ymglyfarwyddo â'r gwaith, penderfynwyd y byddai'r Cadeirydd yn parhau yn y swydd am flwyddyn arall, h.y. hyd at Gyfarfod Blynyddol 2020. Ymddengys fod cynsail i hyn yn barod pan gafwyd sefyllfa debyg flynyddoedd ynghynt.

7. Cyflwyniadau PYCAG a CCYASGauC: Gan mai dim ond dau gyfarfod "corfforol" a gafwyd eleni, bu nifer y cyflwyniadau yn gyfyngedig.

Yn y cyfarfod yng Nghonwy ar 28 Mehefin 2019, cafwyd cyflwyniad gan Sally Holland, Comisiynydd Plant Cymru, a siaradodd am ymateb ei swyddfa i'r cwricwlwm newydd i Gymru. Dywedodd ei bod yn teimlo y dylai fod mwy o bwyslais ar gydraddoldeb profiad ar draws Cymru ac y dylai plant gael cyfle i ddysgu am bobl cred ledled Cymru ac nid yn unig y rhai yn eu hardal. Roedd hi'n cefnogi cael gwared ar hawl rhieni i dynnu eu plant yn ôl o AG gan ei bod yn teimlo ei fod yn rhan o hawl plentyn i gael addysg lawn yn cynnwys AG ac addysg rhyw a chydberthynas. Siaradodd yn fanwl am y pedwar deg dau o hawliau sydd gan blant "waeth beth", yn cynnwys yr hawl i addysg sy'n caniatáu iddynt gyrraedd eu potensial.

Yn y cyfarfod yn Aberaeron ar 21 Tachwedd 2019, cafwyd cyflwyniad gan Gill Vaisey ar Gynhadledd Athrawon AG y Fforwm Ewropeaidd a gynhaliwyd yn Nulyn a Belfast ym mis Awst 2019. Adroddodd Gill yn ôl o Gynhadledd EFTRE fel cynrychiolydd CCYSAGauC a soniodd am werth ac ansawdd y gynhadledd a gynhaliwyd dros chwe diwrnod. Gellir cael manylion ar wefan EFTRE, yn cynnwys papurau'r prif siaradwyr sydd ar gael i'w llwytho i lawr o Gwefan EFTRE.

Report of the activities of the Association 2019-2020

What a difficult, unprecedented year this has been for our Country, for organisations and for individuals. Our thoughts have been with those who have been affected in any way by the Coronavirus pandemic. We have been thinking particularly of those who have been unwell, or who have lost loved ones to the virus. Hopefully we can return to some normality in the not-too-distant future.

Inevitably the pandemic has had a huge impact on the meetings of WASACRE, but not on its work which has continued unabated.

1. This year the Association met only on two occasions: 28 June 2019 in Conwy, and 21 November 2019 in Aberaeron. We are grateful to the hosting SACREs for their generous hospitality. The meeting scheduled for 17 March 2020 was cancelled at short notice, because of the increasing worries over Covid-19. Unfortunately there was insufficient time for alternative on line arrangements to be made for this meeting to be held remotely. Our summer term meeting and AGM, due to be held in June/July was, of necessity, postponed until early autumn due to uncertainty surrounding the pandemic.

2. The Executive Committee met on three occasions: 30 September 2019 in Cardiff, 11 February 2020 in Llandrindod Wells, and 19 May 2020 by video conferencing. The Executive Committee had a full agenda throughout the year that included:

- m. Considering and responding to the developments relating directly to RE within the new curriculum for Wales. Representatives from the WASACRE Executive Committee met with Welsh Government colleagues and others on a number of occasions throughout the year, including a meeting with Rudi Lockhart, Chief Executive Officer of the Religious Education Council for England and Wales. Welsh Government colleagues have also attended WASACRE and WASACRE Executive meetings, and they have given updates on progress;
- n. A meeting with Kevin Palmer (WG) and Officers of the WASACRE Executive on 18th June at which it was confirmed that there would be funding for a professional learning package for a suite of resources specifically for RE, plus training for all those involved in teaching RE and training of ITT students. The need for training for non-maintained settings specifically was also recognised;
- o. Meetings with representatives of Qualifications Wales and Officers of the Executive on two occasions to discuss future developments with regards to RE qualifications in Wales. The QW representatives agreed that as a result of these meetings they were in a better position to understand the impact of examination courses on the provision of

- RE. It was agreed to continue to hold meetings between representative of WASACRE and Qualifications Wales, the most recent was on 27 July 2020, via Teams;
- p. Maintaining and developing WASACREs relationship with the RE council for England and Wales (REC). Rudi Lockhart, (REC Chief Executive) was invited to attend Executive and WASACRE meetings and has done so whenever possible. The Executive was saddened to learn that Rudi would be leaving his post with the REC in August and thanked him for his commitment to RE in Wales. They expressed their good wishes for his future outside the REC. The Executive now look forward to working with his successor, Dave Francis;
 - q. The Executive Committee's acceptance of a quotation for the building of a new Website that would include provision of social media. This is currently being worked on;
 - r. Concern being expressed with regard to the *Equality and Diversity NCFE* examination and qualification, which it appears is being offered in a number of schools in the place of RE. It was agree that this is not acceptable as it does not meet the requirements of the agreed syllabus and therefore schools following this course would not be complying with their statutory requirement to provide RE. It would seem that schools consider this to be a better option to offer pupils as the specification is attractive and gives a GCSE equivalent qualification. Consideration was given to whether WASACRE should write a specification for a suitable qualification and get it accredited;
 - s. Consideration given to training for advisors and SACRE clerks and a suitable paragraph being included in the revised SACRE handbook, as well as including a glossary covering terms pertaining to RE;
 - t. Consideration given as to how the new GDPR regulation affected WASACRE. The only information that WASACRE holds is attendance lists of those present at the termly meetings and the e-mail addresses of SACRE clerks. It was agreed that future attendance sheets would include a statement informing attendees about how their data would be used and kept by WASACRE and by registering their attendance they were also agreeing to have their names recorded on the attendance sheets. It was decided that beyond this no further action was necessary with regards to complying with GDPR;
 - u. Regular updates on RE Framework document which has still not been released into the public domain. Welsh Government colleagues have assured the Executive that it will be published this autumn;
 - v. Agreement to a small working party to produce a paper on supporting schools with Collective Worship during the Coronavirus crisis, which was published in early July and shared with SACREs. This document is available bilingually on the [WASACRE website](#). The Executive has also considered the value of the working party producing a similar paper for RE during the Coronavirus Crisis;
 - w. Note taken of the decline in entry numbers of RS GCSE in the past academic year and it was agreed that they are alarming.
 - x. The approval of a paper to the Minister for Education, *Religious Education; a better way forward* (February 2020). The paper included 3 recommendations for the Minister to consider as follows:

4. A substantial PL package specifically for RE to be delivered to the middle tier for roll out to schools which includes exemplar resources.
5. A specific PL package for nursery settings including resources to support planning.
6. Funding for 6 RE advisors (4 English speaking and 2 Welsh speaking) to cover the four regions and their needs.

3. Executive Officers meetings. Although there have been only three Executive Committee meetings in the course of the year there have been a number of Executive Officer meetings. The following have been with representatives of Welsh Government as follows:

Tuesday 18 June 2019
Wednesday 19 February 2020
Wednesday 8 July 2020
Thursday 30 July 2020

There have also been a number of meetings between Officers in order to complete various WG Consultation Documents, etc.

4. Accounts: The Treasurer's Report for the 2018-19 financial year.

During the year, income exceeded expenditure by £2662.12. The financial year commenced with a balance of £27948.60 and ended with a balance of £30610.72. The finances of WASACRE, therefore, remain in a healthy condition. WASACRE is, therefore, in a strong position to fund planned activities. Members received and adopted the statement of accounts at the Association's AGM on 28th June 2019. Members accepted the Treasurer's recommendation that the annual subscription per SACRE for membership of WASACRE during 2019/2020 financial year be set at £461.00 per SACRE, which represents an uplift of 2% on the 2018/2019 subscription.

5. New members of the Executive Committee: At the summer 2019 AGM, three members were elected to the Executive Committee for the period of 2019-2022: Matthew Maidment (RCT) (Re-elected), Lucy Grant/Marged Williams (Vale of Glamorgan) (Appointment sharing) and Andrew Jones (Monmouth) (Subsequently resigned and replaced by Suzanne Gooding)

6. Chair In the light of the Vice Chair having had only one year to accustom herself it was agreed that the Chair would continue in office for another year, i.e. until the AGM 2020. It appears that there had been a precedent for this when a similar situation had arisen a number of years previously.

7. NAPfRE and WASACRE presentations: As there has been only two "physical" meetings this year the number of presentations has been limited.

The meeting in Conwy on 28 June 2019 received a presentation from Sally Holland, the Children's Commissioner for Wales who spoke about her office's response to the new curriculum for Wales. She said that she felt there should be more emphasis on parity of experience across Wales and that all children should have access to learning about all people of belief across Wales and not just those in their locality. She supported the removal of the right of parents to withdraw their child from RE as she feels it is part of a

child's right to a full education including RE and relationship and sex education. She spoke at length about the forty-two rights children have "no matter what" including the right to education that allows them to achieve their potential.

The meeting in Aberaeron on 21 November 2019 received a presentation from Gill Vaisey on the European Forum for RE Teachers' Conference which was held in Dublin and Belfast in August 2019. Gill fed back from the EFTRE Conference as a representative of WASACRE and spoke of the value and quality of the conference which took place over six days. Details can be found on the EFTRE website, including the keynote speakers' papers which are available to download from [EFTRE website](#)