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(Tel: 01443 864245 Email: barrerm@caerphilly.gov.uk)

Date: 16th November 2021

Dear Sir/Madam,

A meeting of the **Caerphilly Standing Advisory Council on Religious Education** will be held via Microsoft Teams on **Thursday, 25th November, 2021 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 appoint a Chair and Vice-Chair to Caerphilly SACRE.
- 2 To receive apologies for absence.

Pages

A greener place Man gwyrddach



3 Declarations of Interest.

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: -

- 4 Caerphilly Standing Advisory Council for Religious Education (SACRE) - 12th November 2020. 1 - 4
- 5 To consider actions and matters arising from the minutes (verbal update).

To receive and consider the following reports:-

- 6 Caerphilly SACRE Membership Update. 5 - 8
- 7 Caerphilly SACRE Annual Report 2020-2021. 9 - 30
- 8 Caerphilly SACRE Response to the WG Consultation on the Curriculum for Wales Religion, Values and Ethics (RVE) Guidance. 31 - 42
- 9 Curriculum Updates - WJEC Assessments 2022 / Guidance on the design and delivery of mandatory Religion, Values and Ethics (RVE) (verbal update).
- 10 Curriculum for Wales Updates (verbal update).
- 11 Holocaust Memorial Day 2022. 43 - 44
- 12 Schedule of Meetings 2022. 45 - 46

WASACRE:-

- 13 To receive and note the minutes from the virtual WASACRE Autumn Meeting and AGM on 7th October 2020. 47 - 70
- 14 To receive and note the minutes from the virtual WASACRE Summer Meeting hosted by Caerphilly on 23rd March 2021. 71 - 94
- 15 To receive and note the minutes from the virtual WASACRE Summer Meeting hosted by Powys on 16th June 2021. 95 - 118

16 Feedback from the virtual WASACRE Autumn Meeting hosted by Torfaen on 23rd November 2021 (verbal update).

17 Representation at forthcoming WASACRE Meetings (verbal update) :-

Meeting dates to be confirmed.

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

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CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

MINUTES OF THE MEETING HELD VIA MICROSOFT TEAMS ON THURSDAY 12TH NOVEMBER 2020 AT 2.00 P.M

PRESENT:

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

Councillors:

E. Aldworth, A. Collis, T. Parry

Representing Teaching Organisations: Miss H. Bartley (ATL), Mrs T. Lloyd (NAHT – part of meeting), Mrs C. McLaughlan (NASUWT)

Representatives of Faith and Belief: Mr K. Chamberlain (Humanists Wales), Mr M. Gray (The Methodist Church)

Together with:

P. Webber (EAS Professional Learning Advisor SACRE & RE), C. Quinn (Healthy Schools Practitioner), R. Barrett (Committee Services Officer)

RECORDING AND VOTING ARRANGEMENTS

The Chair reminded those present that the meeting was being filmed and would be made available following the meeting via the Council's website – [Click Here to View](#). It was noted that voting on decisions would take place by way of roll call.

WELCOME

The Chair welcomed those in attendance and introductions were made.

The Chair gave a warm welcome to Councillor Alan Collis and Mrs Claire McLaughlan (NASUWT teacher representative) who were attending their first meeting of Caerphilly SACRE. It was noted that Councillor Alan Collis had replaced Councillor John Ridgewell on the committee and the Chair expressed his thanks to Councillor Ridgewell for his service and contributions to SACRE over the past few years.

Carin Quinn (Healthy Schools Practitioner) was also welcomed to her first meeting of SACRE as the LA Education representative.

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Mrs G. Oliver and Councillor J. Simmonds, together with Mrs M. Jones (UCAC), Mrs K. McCullough (NASUWT), Mrs E. Hawthorn (United Reformed Church), Major P. Hubbard (The Salvation Army) and Mr M. Western (Roman Catholic Archdiocese).

2. DECLARATIONS OF INTEREST

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

3. MINUTES OF CAERPHILLY SACRE - 23RD OCTOBER 2019

It was moved and seconded that the minutes of the Caerphilly SACRE meeting held on 23rd October 2019 be approved and by a show of hands up this was agreed by the majority present.

RESOLVED that the minutes of the Caerphilly SACRE meeting held on 23rd October 2019 be approved as a correct record.

4. ACTIONS AND MATTERS ARISING FROM THE MINUTES

Ms Paula Webber (RE Advisor to Caerphilly SACRE) confirmed that there were no matters arising, and all action points from the last meeting had been progressed and completed.

5. CAERPHILLY SACRE ANNUAL REPORT 2019-2020

Consideration was given to the draft Caerphilly SACRE Annual Report which outlined the activities of SACRE during the academic year 2019-20. SACRE were asked to consider, note, and approve the contents of the draft Annual Report and agree any final amendments for inclusion in the document.

SACRE were advised that several typographical errors regarding dates had been detected since the preparation of the draft Annual Report and would be updated before the final version of the document is translated and submitted to Welsh Government by the deadline of 30th December 2020.

Ms Webber provided an update on a number of matters contained within the Annual Report, including SACRE Membership, the 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, and correspondence circulated on behalf of Caerphilly SACRE. Members discussed and noted each of the items in turn.

During the course of Ms Webber's update, SACRE were reminded of the name change for Religious Education from 2022 under the new Curriculum, where it will become Religion, Values and Ethics (RVE). The scope of RE will also change in that it must be objective, critical and pluralistic, schools will be required to teach world views, and RE will sit under the Humanities Area of Learning and Experience in the new Curriculum.

SACRE acknowledged the huge raft of changes and the implications for RE arising from the new curriculum and expressed the need for sufficient training to support teachers through these changes. Ms Webber outlined the support mechanisms in place, with it noted that WASACRE have advocated a national approach to professional learning and are seeking to hold a conference in this regard. Guidance and support will be cascaded to teachers of RE through the work being undertaken between colleagues across SACREs and NAPfRE and via the work of the Learning Network Schools (LNS) in each consortia.

It was noted that during the Covid-19 pandemic, WASACRE have prepared guidance in relation to matters such as collective worship which have been gratefully received by schools. Reference was made to the disruption caused by the pandemic, particularly around the suspension of Estyn inspections and the cancellation of exams. Ms Webber explained that no GCSE or A-Level exams will be held in Summer 2021 and grades will be allocated through teacher assessment instead. The current advice to RE teachers is to continue with their current arrangements until guidance on the assessments has been issued.

Ms Webber explained that she is intending to produce a newsletter for schools to bring them up to date with the curriculum changes in respect of RE and the many changes around the pandemic. She also advised SACRE that if they required any refresher or informal training regarding the changes, she would be happy to facilitate the arrangements.

Following consideration of its contents, it was moved and seconded that subject to the inclusion of the aforementioned minor amendments, the SACRE Annual Report for 2019-2020 be approved. By way of roll call and in noting there were 9 for, 0 against and 0 abstentions, this was unanimously agreed.

RESOLVED that subject to the inclusion of minor typographical amendments as set out at the meeting the Annual Report for 2019-2020 be approved and circulated accordingly following its submission to Welsh Government by 30th December 2020.

6. CAERPHILLY SACRE RESPONSES TO RECENT CONSULTATIONS ON THE CURRICULUM FOR WALES 2022

The report outlined 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. It was noted that a draft response for each consultation had been circulated to SACRE Members via email for their comments and the final responses were submitted ahead of the consultation deadlines.

Caerphilly SACRE noted the details of the consultation responses attached to the report.

7. FEEDBACK FROM THE WASACRE MEETING IN ABERAERON ON 21ST NOVEMBER 2019

SACRE noted the discussions and deliberations of WASACRE at its meeting in Aberaeron on 21st November 2019. It was explained that WASACRE had since met on 7th October 2020 and the draft minutes would be circulated to Caerphilly SACRE in due course

8. WASACRE'S REPORT OF ACTIVITIES 2019-2020.

Ms Webber provided an overview of WASACRE's activities during the last year. She emphasised that WASACRE are acutely aware of the pressures faced by teachers as a

result of the Covid-19 pandemic and wished to remind teachers of the support available to them at this very difficult time.

9. REPRESENTATION AT FORTHCOMING WASACRE MEETINGS

Members were advised that the next meeting of WASACRE had been provisionally scheduled for Spring Term 2021 and that under normal circumstances, it would have been the turn of Caerphilly SACRE to host the meeting. WASACRE have written to the local authority to request that Caerphilly SACRE host the meeting and have also proposed some provisional meeting dates. Given the uncertainty around the pandemic and potential meeting restrictions, this will in all likelihood be a virtual meeting which WASACRE will organise, but they would still like Caerphilly SACRE to attend as the “virtual host” in order for their accomplishments to be recognised by WASACRE.

It was noted that the local authority are currently considering the request, and subject to their agreement, the date of the Spring Term meeting will be circulated in due course with all Members of Caerphilly SACRE invited to attend.

In closing, the Chair thanked all attendees for their participation and advised that the date of the next SACRE meeting will be circulated when available.

The meeting closed at 2.55 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 25th November 2021.

CHAIR

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

DATE: 25TH NOVEMBER 2021

SUBJECT: CAERPHILLY SACRE MEMBERSHIP UPDATE

A PURPOSE OF REPORT

To discuss and provide an update on the current membership of Caerphilly SACRE.

B BACKGROUND

All Local Authorities have a statutory duty to constitute a SACRE within their local area.

Representation on SACRE is required as follows:

- (i) Such Christian and other religious denominations as, in the opinion of the Local Authority, will appropriately reflect the principal religious traditions in the area. Since 2018, on the Direction of the Welsh Government Cabinet Minister for Education, humanists can be full members of this Committee as well as other belief groups analogous to religious belief;
- (ii) Representatives of teachers' associations;
- (iii) Representatives of the local authority.

The current membership list showing the position as of November 2021 is attached at Appendix 1. The following progress has been made to date in filling vacancies and an update will be given at the meeting: -

Committee A vacancies

There is 1 vacancy across this group for a non-Christian faith representative and work is ongoing to fill this vacancy.

Committee B vacancies

There are 2 vacancies across this group – National Education Union (NUT Section) (1 place) and Association of School and College Leaders (1 place). Work will be carried out with EAS during 2022 to seek nominations from the relevant unions to fill these places.

Co-opted vacancies (2 places for youth representatives)

SACRE have agreed to co-opt two youth representatives onto the Committee and the Chair attended a meeting of the Council's Youth Cabinet to talk about the work of SACRE and gather initial expressions of interest from the young people in attendance. Progress has been halted due to the Covid-19 pandemic but it is hoped that SACRE will be able to appoint two young people to the Committee during 2022.

C RECOMMENDATIONS

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

D SUPPORTING INFORMATION

Appendix 1 Current Caerphilly SACRE Membership as of November 2021

CAERPHILLY SACRE MEMBERSHIP UPDATE AS OF NOVEMBER 2021

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 – approved by Council Oct 2018

TEACHERS ASSOCIATIONS - COMMITTEE B

Primary Schools

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

Secondary Schools

Miss Helen Bartley (ATL)
Ms Katherine McCullough (NASUWT)
Mrs Claire McLaughlan (NASUWT)

Vacancy - NUT Representative

Vacancy - ASCL Representative

THE LOCAL AUTHORITY - COMMITTEE C

Councillor Mrs E.M. Aldworth
Councillor A. Collis
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)
Mrs Victoria Bodenham (School Improvement Officer)
Ms Hayley Jones (EAS - RE Advisor to Caerphilly SACRE)

CLERK TO SACRE

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

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CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

DATE: 25TH NOVEMBER 2021

SUBJECT: CAERPHILLY SACRE ANNUAL REPORT 2020-2021

A. PURPOSE OF REPORT

To offer to members of SACRE the draft Annual Report for 2020-2021 for approval.

B. BACKGROUND

This is the draft Annual Report for Caerphilly SACRE. This report outlines the activities of SACRE during the academic year 2020-2021.

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 2021. 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 2020-2021

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CAERPHILLY COUNTY BOROUGH COUNCIL

**STANDING ADVISORY COUNCIL
FOR RELIGIOUS EDUCATION**

ANNUAL REPORT

2020-2021

A MESSAGE FROM CAERPHILLY SACRE MEMBERS

The 2020-2021 academic year has continued to be 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 despite the many challenges and uncertainties faced across the second year of the pandemic.

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 contact below:

Rebecca Barrett, Clerk to Caerphilly SACRE
barrem@caerphilly.gov.uk

Hayley Jones, Curriculum Partner (SACs and RVE) - South East Wales EAS
(from November 2021 onwards)
hayley.jones@sewaleseas.org.uk

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

2020- 2021

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

2020- 2021

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: -

- (i) Such Christian and other religious denominations as, in the opinion of the Local Authority, will appropriately reflect the principal religious traditions in the area. Since 2018, on the Direction of the Welsh Government Cabinet Minister for Education, humanists can be full members of this Committee as well as other belief groups analogous to religious belief;
- (ii) Representatives of teachers' associations;
- (iii) Representatives of 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 2020 – 2021 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. This situation has been further frustrated by Covid-19 restrictions and changes to working practices as a result. 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.

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 Cabinet in Autumn Term 2019 to speak to its members about the work of SACRE. However, this work to recruit young people to the SACRE has been disrupted by the Covid-19 pandemic but Caerphilly SACRE look forward to young people potentially joining the advisory council in the 2021-2022 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 2020-2021 academic year. This meeting took place on 12th November 2020. SACRE Officers and Members dealt with urgent correspondence and Welsh Government consultations via email and SACRE Officers held informal discussions via Microsoft Teams throughout the academic year.

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 2021 – 2022 it is likely that meetings may need to continue 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 3. It is also available on the Local Authority and the WASACRE website.

EXECUTIVE SUMMARY OF ADVICE GIVEN BY SACRE

Inevitably the Covid-19 pandemic impacted the work carried out by Caerphilly SACRE during 2020-2021. 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. It is the custom of SACRE to consider and analyse school inspection reports. If there are any issues regarding RE, such as non-fulfilment of statutory requirements, then the LA follows this up. During 2020-2021 SACRE was unable to monitor RE in this way.
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 2020 – 2021 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 in liaison with the LA and the EAS.

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.
3. During 2020-2021 SACRE responded to the Welsh Government consultation on the Guidance for Religion Values and Ethics in the Curriculum for Wales 2022.
4. Following the publication of the RVE guidance 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. Farmington Scholarships 2021-2022 information was sent to all schools.
2. Learning Network Schools information and the offer of support for RE was sent to all schools via the EAS.
3. A WASACRE survey was sent to all schools in December 2020, which aimed to explore and identify the professional learning needs of teachers in Wales, with specific regard to RE (RVE) in the Curriculum for Wales (2022).

PROFESSIONAL LEARNING FOR TEACHERS

Issue

To ensure that teachers can access appropriate professional learning.

Action

The EAS has provided RE specific training to secondary school practitioners via Learning Network School leads and the Professional Learning Adviser for RE and SACREs. During 2020-2021 the EAS provided RVE specific PL to both primary and secondary school practitioners via Learning Network Schools heads of Humanities meetings and the Professional Learning Adviser for RVE and SACREs. The focus of the training provided for Humanities and RVE included the implementation of the Curriculum for Wales 2022, the changes to legislation around RVE, Blended Learning and Diversity, and improving standards in GCSE Religious Studies. Practitioners attending also received updates on the work of SACREs, WASACRE and other relevant bodies. There was also a focus on providing space for practitioners to share their experiences of trying to navigate the Covid-19 pandemic, teacher led assessment for GCSE and A Level, sharing good practice and collaboration in the development of resources for Religious Studies.

The Wales Association of SACREs (WASACRE) conducted an online survey in December 2020, which aimed to explore and identify the professional learning needs of teachers in Wales, with specific regard to RE (RVE) in the Curriculum for Wales (2022). A copy of this survey was sent to all Caerphilly schools on behalf of Caerphilly SACRE. WASACRE emphasised the need for as many teachers as possible to complete this survey in order for the Association to present the anonymised data to Welsh Government. The data will act as evidence to support its decisions around funding for professional learning in RE (RVE) and to ensure that the PL 'offer' suits the needs of the workforce.

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.
2. Schools have been informed by SACRE of appropriate resources and websites that support collective worship in schools. During 2019-2020 Caerphilly SACRE sent schools the WASACRE document entitled *Advice for Schools in Wales During the Covid-19 Pandemic* during the national lockdown. This advice remains available to schools within the county borough on the WASACRE and EAS websites.
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 and circumstances around the Covid-19 pandemic, SACRE were unable to observe collective worship during the academic year 2020-21.

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 WG consultation on the Curriculum for Wales Religion, Values and Ethics (RVE) Guidance.
6. SACRE, where possible, holds 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 and Covid-19 restrictions in place

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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

It has been the practice of SACRE to scrutinise relevant sections of Estyn school inspection reports for schools across the Caerphilly county borough and if any issues emerge regarding collective worship, such as non-fulfilment of statutory requirements, then the LA follows this up requesting their action plan. This analysis did not take place in the academic year 2020 – 2021 due to restrictions around the Covid-19 pandemic and SACRE Meetings being cancelled.

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

Examination Results 2020

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 2020 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 meeting did not take place due to restrictions around the Covid-19 pandemic.

Additionally, no GCSE or A-Level exams were held in Summer 2020 and grades were allocated through teacher assessment instead. The current advice to RE teachers is to continue with their current arrangements until guidance on the assessments has been issued.

During 2021-2022 SACRE intends to 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 2020-2021.

The Wales Association of SACREs (WASACRE) conducted an online survey in December 2020, which aimed to explore and identify the professional learning needs of teachers in Wales, with specific regard to RE (RVE) in the Curriculum for Wales (2022). A copy of this survey was sent to all Caerphilly schools on behalf of Caerphilly SACRE. WASACRE emphasised the need for as many teachers as possible to complete this survey in order for the Association to present the anonymised data to Welsh Government. The data will act as evidence to support its decisions around funding for professional learning in RE (RVE) and to ensure that the PL 'offer' suits the needs of the workforce.

Learning Network Schools for Religious Education

The work of the Learning Network Schools (LNS) in each consortia has continued through 2020-21 and the guidance and support arising from the LNS, together with the work undertaken between colleagues across SACREs and NAPfRE, has been cascaded to teachers of RE.

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 2021 - 2022 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 www.farmington.ac.uk or E-mail: farmington@hmc.ox.ac.uk

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SECTION 3: ADVICE ON COLLECTIVE WORSHIP

3.1 School Inspection Reports

It has been the practice of SACRE to scrutinise relevant sections of Estyn school inspection reports for schools across the Caerphilly county borough and if any issues emerge regarding collective worship, such as non-fulfilment of statutory requirements, then the LA follows this up requesting their action plan. This analysis did not take place in the academic year 2020 – 2021 due to restrictions around the Covid-19 pandemic and SACRE Meetings being cancelled.

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 and Caerphilly SACRE distributed this document to all schools within the borough in May 2020. It is also available on the WASACRE website and the guidance in this document remains current. 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 during the academic year 2020-21 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 2020-2021 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 has been 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 but WASACRE meetings resumed in October 2020 and these meetings are currently being hosted virtually by each SACRE local authority in turn.

Caerphilly SACRE had the pleasure of virtually hosting the WASACRE Spring Term meeting on 23rd March 2021. WASACRE received a warm welcome and introduction from Councillor John Taylor who acknowledged the amazing work that schools and teachers have been undertaking in such difficult circumstances. Councillor Taylor thanked Rebecca Barrett as the efficient and effective clerk to Caerphilly SACRE, alongside Paula Webber who provides the professional support. He expressed his support for the planned co-option of two young people who were to soon join the SACRE to give pupil voice to the committee.

A welcome was also given by Paul Warren (Strategic Lead for School Improvement), who as a former headteacher, fully appreciated the immense challenges on teachers at present and over recent months and acknowledged the remote learning managed by teachers during the pandemic, the planning that this entails, the effects on pupils who have varying degrees of support when learning from home and the impact on the wider community also. Mr Warren referenced the changes taking place for RE which is to become RVE and mandatory for all pupils 3 – 16 years, and with no future right of withdrawal for parents to exercise, he recognises that it is crucial that RVE is objective, critical and pluralistic. This will demand a need for CPD more than ever before. Mr Warren spoke of the need for SACRE members to have the skills to steer and shape policy at a national level. He expressed thanks to all those involved in doing their best for learners across Wales.

SACRE were emailed by WASACRE on 13th April 2021 to ask Members to submit nominations to WASACRE Executive Committee. There were none received from Caerphilly SACRE and WASACRE were advised accordingly.

WASACRE received one nomination for one place on the Executive Committee through its other SACREs and Kathy Riddick was appointed to the Executive Committee at the WASACRE AGM on 16th June 2021.

4.2 HOLOCAUST EDUCATION

Holocaust Memorial Day 2021 Resources

Holocaust Memorial Day takes place on 27th 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. The theme for 2021 was “**Be the light in the darkness**” which asked everyone to consider different kinds of ‘darkness’, for example, identity-based persecution, misinformation, denial of justice; and different ways of ‘being the light’, for example, resistance, acts of solidarity, rescue and illuminating mistruths.

The pandemic and lockdown in January 2021 presented challenges around the commemoration of the event and for the first time in the history of HMD, the UK Holocaust Memorial Day (HMD) 2021 ceremony was held online and Wales also hosted its first digital Holocaust Memorial Day ceremony. Caerphilly Council showed their commitment to commemorating Holocaust Memorial Day by lighting up Penallta House, Blackwood Miners’ Institute and Caerphilly Castle to show an act of solidarity. The Council’s website and social media sites also commemorated the event and suggested ways in which residents could commemorate HMD and raise awareness within their own households.

For Holocaust Memorial Day 2022, SACRE will write to all schools to encourage them to commemorate the day in some way and will advise them of theme and free educational Holocaust resources that 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

Proposals around the new Curriculum for Wales 2022 continued to gather pace and in July 2021, Caerphilly SACRE consulted through email and provided a response to a WG consultation for guidance on the design and delivery of mandatory RVE before the deadline on 16th July 2021. This response will be reported to the Autumn 2021 meeting of SACRE for noting.

21st Century Schools Consultations

Details of Caerphilly County Borough Council’s 21st Century Schools proposals in relation to Trinity Fields Special School & Resource Centre and Ysgol Gymraeg Cwm Gwyddon were sent to Caerphilly SACRE during 2021 as statutory consultees, and 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 and this will be arranged for 2022.

4.5 MEMBERSHIP OF SACRE

The current membership list showing the position as of August 2021 is attached at Appendix 1.

The following positions are currently vacant:

Co-opted places x 2 – SACRE have agreed to co-opt two youth representatives onto the Committee and the Chair attended a meeting of the Council’s Youth Cabinet to talk about the work of SACRE and gather initial expressions of interest from the young

people in attendance. Progress has been halted due to the Covid-19 pandemic but it is hoped that SACRE will be able to appoint two young people to the Committee during 2022.

Committee A –Work is ongoing to fill the one remaining vacancy for the non-Christian faith representative.

Committee B – Two positions remain vacant (for a NUT Representative and ASCL Representative and work will be carried out with EAS during 2022 to seek nominations from the relevant unions to fill these places.

SACRE Officers

Mr Paul Warren together with Ms Carin Quinn continued in their role as LA Education Officers to SACRE. Ms Paula Webber the EAS RE Adviser to SACRE continued to provide professional support to Caerphilly SACRE Professional Learning within the EAS region. Miss Rebecca Barrett continues to act as Clerk to SACRE and Members are grateful to Miss Barrett's work which is vital to the effective and efficient functioning of Caerphilly SACRE.

4.6 EAS PROFESSIONAL SUPPORT TO CAERPHILLY SACRE

SACRE were advised in July 2021 that Ms Paula Webber (RE Advisor to SACRE) would be leaving the Education Achievement Service at the end of August 2021. SACRE are extremely sorry to be losing Ms Webber given the huge contribution she has made to the work of SACREs during her time with EAS and prior to that as an independent RE consultant. SACRE are highly appreciative of the continual professional support and invaluable advice she has given to SACRE and to Caerphilly's schools over the past four years as the RE Advisor to SACRE, drawing on her extensive realm of experience including her work with other SACREs, WASACRE and NAPfRE amongst other groups, and she will be very much missed. SACRE would like to wish Ms Webber the very best of luck in her new endeavours and every success in her new role.

Ms Hayley Jones has now been appointed through EAS as the new Curriculum Partner for SACs and RVE and took up post in November 2021. SACRE would like to extend a very warm welcome to Ms Jones and look forward to working with her in the future.

Appendix 1: CAERPHILLY SACRE MEMBERSHIP AUTUMN 2020-SUMMER 2021

CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS - COMMITTEE A

Mr Martyn Western (Roman Catholic Archdiocese)
Mrs Enfy 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)
Mrs Claire McLaughlan (NASUWT)

Vacancy - NUT Representative
Vacancy - ASCL Representative

THE LOCAL AUTHORITY - COMMITTEE C

Councillor Mrs E.M. Aldworth
Councillor A. Collis
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 Carin Quinn (Healthy Schools Practitioner)
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

Caerphilly SACRE Meeting
12th November 2020 at 2pm
Microsoft Teams

AGENDA

- Welcome
- To receive apologies for absence.
- Declarations of Interest.
- 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.
- Minutes of the previous meeting held on 23rd October 2019 and matters arising
- To receive and consider the SACRE Annual Report
- To receive and note Caerphilly SACRE responses to consultations held by Welsh Government and Welsh Parliament Children Young People and Education Committee on the RVE Framework and the Curriculum and Assessment (Wales) Bill
- WASACRE report and papers for noting
- To receive and note draft minutes from WASACRE meeting 21st November 2019 Aberaeron
- To receive and note the report of the activities of WASACRE during 2019-2020
- To note dates of future WASACRE meetings and confirm representation:
- Spring – Caerphilly (TBC)
- Summer – Powys (TBC)

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

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

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CAERPHILLY COUNTY BOROUGH COUNCIL

DATE: 25TH NOVEMBER 2021

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

SUBJECT: CAERPHILLY SACRE RESPONSE TO THE WG CONSULTATION ON THE CURRICULUM FOR WALES RELIGION, VALUES AND ETHICS (RVE) GUIDANCE

A. PURPOSE OF REPORT

To receive and note the consultation responses submitted by the Chair of Caerphilly SACRE arising from a recent Welsh Government consultation on the Curriculum for Wales 2022.

B. BACKGROUND

Caerphilly SACRE Response to the WG Consultation on the Curriculum for Wales Religion, Values and Ethics (RVE) Guidance. **Consultation Period May-July 2021**

The Curriculum for Wales Framework was published on 28 January 2020. Before its publication, the Framework was subject to broad and extensive consultation. Feedback received signalled what specific, additional guidance schools and settings would require in order to successfully design and realise their own curriculum. Welsh Government committed to publishing:

- guidance for Religion, Values and Ethics
- guidance for relationships and sexuality education
- guidance on careers and work-related experiences
- guidance to support practitioners working with learners at the beginning of the learning continuum
- a curriculum and assessment framework for funded non-maintained nursery settings to adopt
- guidance on developing a curriculum for those responsible for education other than at school
- guidance on British Sign Language.

This feedback phase welcomed views on the additional Curriculum for Wales guidance for Religion, Values, and Ethics (RVE). The draft guidance was developed by practitioners through a process of co-construction supported by other experts. This feedback phase formed part of the co-construction process. It provided an opportunity for all practitioners and other stakeholders to offer input that will support the further development of the guidance. All responses to the feedback phase will be considered and analysed independently, as well by practitioners and others in the working groups. The draft guidance will then be refined in response to the feedback and will form part of an update to the Curriculum for Wales Framework in autumn 2021, to be used by schools and settings as a tool for curriculum planning, design and implementation.

SACRE were advised by email of the consultation on Religion Values and Ethics on the new Curriculum for Wales 2022. As the Summer Term meeting of Caerphilly SACRE did not take

place due to the Covid-19 pandemic, SACRE members were consulted via email. A draft response was sent to SACRE for comment on 6th July 2021 and following input received from Members, the final response was submitted to WG ahead of the 16th July 2021 deadline by the Chair of Caerphilly SACRE on behalf of its Members. A final copy of the response was forwarded to SACRE for information.

C. RECOMMENDATION

Members of the SACRE are requested to receive and note the attached responses to the consultation 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 the Curriculum for Wales Religion Values and Ethics (RVE) guidance

Curriculum for Wales Religion, Values and Ethics (RVE) guidance

Consultation response form	Your name: Cllr John Taylor Organisation (if applicable): Caerphilly SACRE e-mail/telephone number: tayloj@caerphilly.gov.uk Your address:
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Responses should be returned by **16 July 2021** to

Curriculum Realisation Unit
Curriculum and Assessment Division
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

e-mail: curriculumforwales@gov.wales

Question 1 – How well does the guidance explain the scope of RVE and its context within the Humanities Area ?

Not well at all	<input type="checkbox"/>	Not well	<input checked="" type="checkbox"/>	Acceptable	<input type="checkbox"/>	Well	<input type="checkbox"/>	Very well	<input type="checkbox"/>
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Please explain your answer (no more than 250 words).

The (3-16) mandatory nature is clear and option at post 16. However, the legal section needs to be edited and accessible to all. The introduction needs to better reflect what RVE is, and the primary purpose, of supporting ASCs in writing agreed syllabi.

Wales has an opportunity to be inclusive and pluralistic in the approach to RVE. However, the definitions used hinder that objective. The ‘conventional sense’ of the term ‘religion’ is unhelpful and excludes some religious worldviews, e.g. Buddhism or Jainism, who do not have the concept of a supreme being. Does this definition have to be used? There also needs to be reconsideration in relation to philosophical convictions. The use of case law needs explaining clearly to be helpful. The language used is confusing to those unversed in the law.

When you study religious and non-religious worldviews within silos (as is implied in this section) you inevitably exclude some people and their beliefs. To rectify this, we suggest reinstating the term worldviews, which is a subject specific term that is more inclusive.

The guidance should ensure the what matters statements are placed at the centre of school level curriculum design. We do not think this guidance achieves this and needs strengthening. The lenses and learning journeys risk distracting from this and become the focus for teachers of RE.

There has been a shift in thinking around the purpose of the guidance. The original aim was to be non-statutory guidance, adopted/adapted as locally agreed syllabi. If this is guidance, then there is a need to ensure there is no risk to the CfW overarching guidance. For example, no other subjects provide examples (e.g. the exemplar learning journeys). The rationale behind that was that practitioners would see them as something they had to do, and this would distract from subsidiarity and designing innovative school level curricular for their own learners.

Question 2 – Is the guidance, as a whole, clear and helpful for you in your role?

Very unclear	<input type="checkbox"/>	Slightly unclear	<input checked="" type="checkbox"/>	Neither clear nor unclear	<input type="checkbox"/>	Slightly clear	<input type="checkbox"/>	Very clear	<input type="checkbox"/>
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Please explain your answer.

There is not enough emphasis upon the role of the agreed syllabus nor how an ASC might use this guidance when designing their locally agreed syllabi. The relationship between this guidance and an agreed syllabus needs further explanation. Missing from this document is advice on procedures for the first ASCs or on the need for reviews of an agreed syllabus as is currently set out in Circular 10/94.

Please also see the answer to Q7.

Question 3 – Does the guidance offer relevant information to support practitioners when designing their school curriculum for RVE?

Not relevant at all	<input type="checkbox"/>	Slightly relevant	<input checked="" type="checkbox"/>	Moderately relevant	<input type="checkbox"/>	Relevant	<input type="checkbox"/>	Very relevant	<input type="checkbox"/>
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Please explain your answer.

There seems to be a lack of consistency with the approach taken in the rest of the Curriculum for Wales guidance when the 'Lenses' are introduced. Lenses in the CfW guidance refer to subject disciplines. This risks confusion for practitioners.

"The statements of what matters should be used holistically to provide a broad and deep platform to support learners through their humanities educational journey" (Humanities AoLE guidance). Use of the lenses could distract from use of the statement of what matters.

This guidance states that the "guidance considers and identifies some relevant lenses through which to view RVE concepts". However, the Humanities guidance refers to the subject disciplines as 'lenses' stating that "**The disciplines [or subjects] in this Area provide a variety of lenses through which to view the human experience.**" The meaning of the term here is, therefore, not in line with the Humanities AoLE where the subject is the lens through which the concepts are explored. The lenses in this guidance are more like themes or topics including some of the key concepts for RVE outlined in the Humanities guidance.

It is of concern that the lenses may detract from in depth engagement with the statements of what matters during the curriculum design process. Practitioners may then miss the depth and breadth of what really matters in Humanities, instead opting for the easy way out for RVE by picking the few lenses that are on offer here. The addition of these lenses might have a place in non-statutory guidance, but risk undermining the what matters in Humanities if they are included in the statutory guidance. The guidance says that the lenses are not to be seen as topics, however, there is a risk that they will be used as topics. Non-specialists might not go back to the what matters statements as they ought to. In which case the learners would miss so much.

The learning journeys do not convey the flexible approach outlined in the Humanities AoLE guidance: "There is flexibility in how a school may decide to structure its curriculum, such as an integrated, multidisciplinary, interdisciplinary or disciplinary approach." Whilst the guidance states that flexibility ought to be built into the school curriculum, they appear to take a disciplinary approach and do not show the interaction of RVE with the other disciplines.

There seems to be a contradiction in terms of providing a clear understanding of what is to be done. The document should be a guide about how to develop a curriculum that includes RVE within the Humanities AoLE, rather than be a provision of support materials. The only place for this is within non-statutory guidance or via additional resources or PL. There is a need to ensure that any materials provided do not oversimplify the statements of what matters for RVE or serve to make school curricular for RVE less challenging or interesting.

Question 4 – Thinking about each section of the guidance, do you feel there are:

- any gaps in information? If so, what should be added?
- any sections that are particularly helpful? If so, in what way are they helpful and to whom?

Introduction

It is good that the mandatory nature of the guidance is set out, but this section could be developed further. We would like to see a brief explanation of what Religion, values and ethics is, its multidisciplinary nature and the benefit learners would gain from receiving their entitlement to RVE. The title of the subject should not be abbreviated in the opening sentence.

It is good that individuals or bodies who would benefit from reading the document are listed. However, there may not be a shared understanding between WG and LAs/SACREs as to the main purpose of this guidance. The organisation of the introduction would benefit from reordering to reflect the process of agreed syllabi being written, then followed by the implementation of those agreed syllabi into local authority schools and settings.

RVE and legislation

It is good that the guidance lays out the legal requirements for mandatory RVE and the expectation that it is delivered in a way that complies with ECHR legislation.

The language and grammar used within this section could be improved so that it can be understood by those outside of the legal profession. The guidance needs to be accessible to the audience outlined in the introduction and to the public. It is important that ASCs and schools understand exactly what ‘have regard’ means in practice and what the consequences are for straying away from this. A full explanation would be helpful.

The examples given about case law provide only a partial picture and they omit more up to date case law that will affect the teaching of RVE. Additionally, how will WG ensure LAs, SACREs and schools are informed if there are changes to case law that influence the provision of RVE in schools? This is particularly important considering there is now no safeguard to schools provided by the parental right to withdraw their children from RVE.

The advice within this section needs to ensure that the non-religious philosophical convictions are relating to systems of beliefs that are analogous to religion. However, that should not mean other non-religious views cannot ever be discussed in lessons, particularly when it is important for learners to be able to voice their own personal worldviews. Also, not all people who hold non-religious worldviews ‘belong’ to an organisation, yet their views might be useful to consider. There is a move away from teaching religion and belief in silos and taking a more pluralistic approach to the study of religion and belief. This would not undermine the study of the principal religions or worldview traditions held within Wales.

SACRE is disappointed that legal language with regards to the term ‘philosophical convictions’ has replaced the academic term ‘worldviews’ in other sections of the document. Worldviews are one of the concepts found within the Humanities AoLE and are of relevance to RVE. One of many examples of this from the Humanities AoLE guidance is a requirement to:

Respond sensitively and insightfully to religious and non-religious worldviews about society, communities and cultures, and understand how these can be interpreted in different times, cultures and places.

It is important, therefore, that the study of the subject is not undermined by legal terminology and that it has the freedom independently of the law (providing that law is not broken). The term 'worldviews' is understood on an international platform. We would request that the Welsh Government view the new animated film *Nobody Stands Nowhere* by Emily Downe, created in partnership with Culham St Gabriel's Trust and Canterbury Christ Church University. This film explains the concept of worldviews and "unpacks the idea of worldviews and invites the viewer to consider how their own unique view of the world might co-exist with other, sometimes quite different, vantage points held by those around them" (Cooling). An exploration of worldviews fits with the emphasis on different perspectives/lenses in the what matters. It is important to Caerphilly SACRE members that the concept of worldviews is not just seen as something for England. This way of exploring Religion, values and ethics is also relevant to our learners in Wales and fits incredibly well with the what matters statements in the Humanities AoLE too.

It would have been better that 'religion' be explored as a concept (with reference to religious worldview traditions and non-religious beliefs such as humanism, atheism and secularism) and that 'values and ethics' included both religious and non-religious worldviews (philosophical convictions). The division of the title of the subject into 'religion' and 'values and ethics' in the legal part of the document is of concern. The term 'philosophical convictions' are not synonymous with 'values and ethics' and this is an interpretation that could cause misunderstanding. The term 'religion' is a concept currently studied in the RE classroom. Here it is taken to mean the different 'religions' that are studied. This gives the impression that this subject expects religions to be taught in silos rather through the exploration of big questions or themes which is also an approach that could be taken. The concept of religion does not necessarily indicate a study of values and ethics as the guidance suggests. The false binary approach to the study of religion and non-religion is unhelpful in pitting people who hold differing opinions against one another. Religious and non-religious worldviews are much more diverse and multifaceted than this document suggests.

There is an assumption in the guidance that the philosophical convictions in case law are non-religious, e.g. philosophical convictions on veganism can be inspired both by religious and non-religious worldviews – so a representative from the Vegan Society may not, in fact, be non-religious. This pitting religious against non-religious philosophical convictions in the guidance sets up a false binary that causes confusion. Religious and non-religious worldviews are much more complex than this guidance advocates for.

With regards to legislation on post-16 RVE the guidance does not say whether a request from a pupil/student to opt in to RVE has to be provided if only one request is made. This will have financial implications for schools and colleges and needs to be addressed.

There is no mention in the legal section of the right of teachers to withdraw from the teaching of RVE. Potentially there could be more requests for this if RVE is taught across AoLEs.

There is a need to clarify what is meant by objective, critical and pluralistic RVE. These terms should be explained. Schools and practitioners need to know exactly what they should or should not be doing to comply with ECHR legislation.

The tone and language of the guidance document needs to be consistent. As it stands it sounds as if the legal section and the rest of the document were written by different authors. Another edit might rectify this. Caerphilly SACRE would suggest that subject specialists are present during this process to ensure that the legal sections do not inadvertently exclude sections of society as has happened with reference to the definition of religion and its failure to address those religions who do not hold a belief in a supreme being (such as some of the Dharmic religions).

The section on RVE in nursery settings is particularly good. As RE was not a statutory requirement under the old system, this section is needed, and a good job has been done to prepare teachers to plan for and to deliver the subject. Much of what is included in this section is also relevant for other learners, yet the richness of the subject as expressed here does not seem to flow through other parts of the document.

There is very little reference in the document to the status of the locally agreed syllabus, nor a reinforcing of the fact that schools need to have regard to it. This should be particularly evident in the Designing your Curriculum and yet there is no mention of it there. Without sufficient reference to the agreed syllabi the position of the LA is undermined, and confusion caused to practitioners.

There are key concepts missing that are present in the Humanities AoLE in the Designing your Curriculum section e.g. “develop an understanding of lived religion and belief through the exploration of the key concepts.”

A glossary of terms would be helpful in clarifying any misunderstandings in terms of meaning.

Question 5 – Does the guidance offer all practitioners sufficient support for their planning and teaching of RVE?

Insufficient	<input type="checkbox"/>	Somewhat insufficient	<input checked="" type="checkbox"/>	Neither insufficient nor sufficient	<input type="checkbox"/>	Somewhat sufficient	<input type="checkbox"/>	Sufficient	<input type="checkbox"/>
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Please explain your answer.

This document only partially supports practitioners. In addition to the changes set out in other answers, there is also a need for those providing RVE to see this guidance as part of the big picture of education reform in Wales, including its relationship to all other parts of CfW guidance, Professional Learning and support from SACREs, LAs, regional consortia, etc. If points raised in our other answers are addressed then this would, in part, rectify this.

Question 6 – Is additional support (e.g. professional learning and resources) needed to ensure the successful implementation of this guidance?

If so, please provide more detail.

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer.

There is a definite need for PL, not only for practitioners, but also for SLT, SACREs and other stakeholders. There is a need to ensure that parents understand the nature of RVE as their right to withdraw their children is removed. This will go a long way toward removing the potential for future legal challenges if objective critical and pluralistic RVE is not being taught. Those responsible for providing PL should ensure that they have sufficient subject expertise to support teachers and schools. There is a need for partnerships to be formed so that learners receive high quality RVE. There is also a need to work with ITE providers to ensure that new teachers understand the delivery of objective, critical and pluralistic RVE.

Question 7 – This question is aimed at local authorities and Standing Advisory Councils for religious education (SACs).

Is the guidance a helpful document for developing agreed syllabus conferences?

Not helpful at all	<input type="checkbox"/>	Slightly helpful	<input checked="" type="checkbox"/>	Somewhat helpful	<input type="checkbox"/>	Very helpful	<input type="checkbox"/>	Extremely helpful	<input type="checkbox"/>
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Is the guidance a helpful document for SACs?

Not helpful at all	<input type="checkbox"/>	Slightly helpful	<input checked="" type="checkbox"/>	Somewhat helpful	<input type="checkbox"/>	Very helpful	<input type="checkbox"/>	Extremely helpful	<input type="checkbox"/>
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Please explain your answer.

ADEW and SACREs are concerned that there is a process in place for dealing with complaints against practitioners and schools and guidance from WG on this would be useful.

The checklist in the document seems to have been written for schools to work directly with this document rather than for ASCs to use when designing the locally agreed syllabi. If this checklist is for schools, then there should be reference to the need to have regard to the agreed syllabus. Again, this section undermines the status of the agreed syllabus.

Question 8 – We would like to know your views on the effects that the RVE guidance 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

Guidance, resources, and Professional Learning all need to be available bilingually with no time delay between the English and Welsh. There are translation issues with the Welsh version that need to be addressed in a bilingual, side by side, editing of both documents. The errors, if not rectified, could show that the Welsh language has been treated less favourably, e.g. the acronym RVE has not been translated into Welsh.

Question 9 – Please also explain how you believe the RVE guidance 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

The inclusion of the Welsh word Cynefin is good to see. It is important that learners know why this word was not translated and that sometimes meaning is lost in translation. This was a positive move. During the editing process this consideration needs to be made and the English and Welsh documents ought to be edited alongside one another for that reason.

Question 10 – 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.

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:

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CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

DATE: 25TH NOVEMBER 2021

SUBJECT: HOLOCAUST MEMORIAL DAY 2022

A. PURPOSE

For SACRE to note the date and theme of Holocaust Memorial Day (HMD) 2022, the actions taken to inform schools of the resources available to commemorate this occasion, and for SACRE to consider the local HMD commemorations available.

B. BACKGROUND

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.

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 aims of HMD is a demonstration of how the lessons of the past can inform our lives today and ensure that everyone works together to create a safer, better future. Each year thousands of activities take place for HMD, bringing people from all backgrounds together to learn lessons from the past in creative, reflective and inspiring ways. From schools to libraries, workplaces to local authorities, HMD activities offer a real opportunity to honour the experiences of people affected by the Holocaust and genocide, and challenge ourselves to work for a safer, better future.

The Holocaust Memorial Day Trust produces materials specific to the theme of Holocaust Memorial Day. The theme for 2022 is **“One Day”** and there are many ways to interpret this theme, some of which are outlined in the Theme Vision on the HMD website [Holocaust Memorial Day Trust | One Day \(hmd.org.uk\)](https://www.hmd.org.uk).

Further information about the theme and free educational resources containing material suitable for primary to post-16 students is available online at [Holocaust Memorial Day Trust | Schools \(hmd.org.uk\)](https://www.hmd.org.uk) Resources include lesson plans, film clips, case studies, collective worship/ assembly material and worksheets. Holocaust Education Trust also offers resources and information on the Holocaust theme and is available online through the [Holocaust Education Trust website](https://www.holocausteducationtrust.org.uk)

Caerphilly SACRE have previously agreed that on an annual basis, and once the theme for Holocaust Memorial Day is confirmed, the Clerk to Caerphilly SACRE will then write to all schools across the borough to provide an advance reminder of Holocaust Memorial Day and of the resources available to encourage schools to mark the occasion in some way. This action was completed in October 2021 and a copy of the correspondence was sent to all SACRE Members for information.

C. RECOMMENDATIONS

1. For SACRE to receive and consider the date and theme of Holocaust Memorial Day 2022 and the actions taken to inform schools of the resources available to commemorate this occasion.
2. To consider SACRE involvement in local HMD commemorations.

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: CAERPHILLY STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION

DATE: 25TH NOVEMBER 2021

SUBJECT: SCHEDULE OF MEETINGS 2022

A. PURPOSE OF REPORT

To confirm the dates of forthcoming Caerphilly SACRE meetings for 2022.

B. BACKGROUND

Proposed dates of forthcoming meetings:

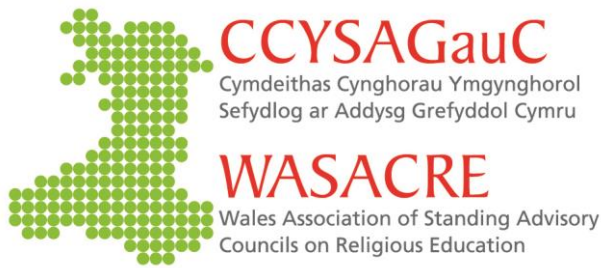
Spring Term 2022 – Monday 28th March 2022 at 2.00pm. It is anticipated that this meeting will be held virtually via Microsoft Teams.

Summer Term 2022 and Autumn Term 2022 – Date and location to be confirmed and will be circulated to SACRE Members once the arrangements have been made.

C. RECOMMENDATION

For Caerphilly SACRE to note the date of future meetings during 2022.

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**Cyfarfod Cymdeithas CYSAGau Cymru,
Rhithiol drwy Microsoft Teams
Dydd Mecher, 7 Hydref, 2020
10.15a.m. – 12.15p.m.**

Yn bresennol

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT) Gwyneth Mai Hughes (GH)</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KW)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Angela Hill (AH) Alice Parry (AP)</p> <p>Caerffili/ Caerphilly Paula Webber (PW) Janet Jones (JJ) Cllr John Taylor (JT)</p> <p>Caerdydd / Cardiff Angela Hill (AH) Gillian James (GJ)</p> <p>Sir Gaerfyrddin / Carmarthenshire</p> <p>Ceredigion Mary Davies (MD)</p> <p>Conwy Phil Lord (PL) Colette Owen (CO)</p>	<p>Sir Ddinbych / Denbighshire Phil Lord (PL) Ellie Chard (EC)</p> <p>Sir y Fflint / Flintshire Vicky Barlow (VB)</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil Angela Hill (AH)</p> <p>Sir Fynwy / Monmouthshire Sir Paula Webber (PW) Suzanne Gooding (SG)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd / Newport Paula Webber (PW)</p> <p>Sir Benfro / Pembrokeshire Cllr Huw George (HG)</p> <p>Powys John Mitson (JM) Margaret Evitts (ME)</p> <p>Rhondda Cynon Taf Angela Hill (AH) Matthew Maidment (MM)</p>	<p>Abertawe / Swansea Jennifer Harding-Richards (JHR) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Angela Hill (AH) Marged Williams (MW) Edward Williams (EW)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Siôn (TaS)</p> <p>Sylwedyddion / Observers</p> <p>Cyflwynwyr/Presenters</p> <p>MAGC Paul Morgan (PM)</p> <p>Cofnodion Gill Vaisey (GV)</p>
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Cofnodion y Cyfarfod

1. Cyflwyniad a chroeso

Croesawodd EE bawb i'r cyfarfod. Dywedodd fod CCYSAGauC wedi bodoli ers chwarter canrif. Pe baem wedi gallu cyfarfod yn y cnauld, byddem wedi gallu trefnu dathliad. Roedd EE yn gobeithio fod pawb yn iawn yn ystod y pandemig. Roedd yn dymuno cydnabod y rheiny oedd wedi cael hwn yn amser hynod o anodd, ac yn dal i fod felly.

Rhoddodd RS groeso yn Gymraeg.

2. Adfyfyrio tawel

Rhannodd EE gyfatebiaeth rhwng dau fath o fôr yn Israel (Môr Galilea, ffrwythlon, rhoddwr bywyd a'r Môr Marw) a'r ddau fath o bobl yn ein byd.

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan Lucy Grant; Alison Lewis, Cyng Lyndon Lloyd, Ceredigion. Nodwyd y byddai Neeter Baicher a Marged Williams yn ymuno yn nes ymlaen.

4. Cofnodion y cyfarfod a gynhaliwyd yn Aberaeron ar 21 Tachwedd 2019

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

5. Diweddariadau ar Fframwaith Cefnogi Crefydd, Gwerthoedd a Moeseg

Adroddodd LJ mai'r tro diwethaf iddi weithio ar y Fframwaith oedd Mehefin 2020 ac erbyn hynny roedd hi'n teimlo ei fod yn barod i'w ddsbarthu i GYSAGau. Yna anfonwyd y ddogfen i'r adran gyfreithiol yn Llywodraeth Cymru. Cyn belled ag y gŵyr LJ, mae'r Fframwaith yn dal i eistedd gyda'r adran gyfreithiol. Mae LJ wedi ceisio canfod pryd bydd yn cael ei rhannu â'r CYSAGau ac am gadarnhad o'i ddyddiad cyhoeddi yn dilyn hynny. Nid yw wedi cael unrhyw wybodaeth ers mis Gorffennaf. Pwysleisiodd LJ ei bod yn hanfodol, yn ei barn hi, fod y Fframwaith yn cael ei rannu â'r CYSAGau cyn cael ei gyhoeddi'n derfynol a'i ddsbarthu'n ehangach. Nododd mai'r bwriad oedd ei gynhyrchu mewn cydweithrediad â'r CYSAGau fel eu bod nhw'n teimlo fod ganddynt berchnogaeth o'r ddogfen ac yn croesawu ei fabwysiadu fel Maes Llafur Cytûn yr Awdurdod Lleol. Mae hi'n teimlo y dylai CYSAGau gael cyfle i ymateb i'r ddogfen cyn ei bod yn cael ei chyhoeddi yn ei ffurf derfynol.

Cynigiodd LJ fod CCYSAGauC yn ysgrifennu at LIC i fynegi ei siom fod y Fframwaith yn dal heb ei gyhoeddi er gwaetha'r arwyddion gan LIC y byddai ar gael yn nhymor yr hydref hwn.

Rhoddodd RT ei gefnogaeth i safbwyntiau LJ. Dywedodd, mewn cyfarfod diweddar o'r Fforwm Ffydd, awgrymwyd fod rhai o staff addysg LIC wedi mynd yn rhwystredig gyda thîm cyfreithiol LIC a oedd yn golygu ac yn dileu rhai rhannau o'r Fframwaith.

Awgrymodd KE fod angen i ni sylweddoli a chydabod yr heriau ychwanegol a'r pwysau amser y mae staff LIC yn eu hwynebu gan fod gofyn iddyn nhw weithio ar faterion eraill ar hyn o bryd o safbwynt ymateb i'r pandemig.

Rhannodd PW ei siom nad yw CYSAGau wedi gweld copi diweddar o'r Fframwaith, o ystyried pa mor bwysig y mae mewn perthynas â'r Meysydd Llafur Cytûn.

Roedd gan rai aelodau awgrymiadau ynghylch pam y bu oedi cyn rhannu'r Fframwaith. Awgrymodd PL fod canlyniad y ddau ymgynghoriad pwysig diweddar wedi effeithio ar y Fframwaith o bosibl. Awgrymodd LJ efallai fod LIC yn disgwyl am ganlyniad yr ymgynghoriad ar y Bil cyfreithiol. Fodd bynnag, roedd LJ wedi awgrymu wrth LIC y gallent rannu adrannau eraill y Fframwaith cyn yr adran ddeddfwriaethol.

Awgrymodd EE y byddai o gymorth pe bai LIC o leiaf wedi rhoi esboniad am pam y bu oedi.

Nododd PW fod cyfathrebu LIC â CCYSAGauC yn siomedig a ddim mor gyson â'u cyfathrebu â sefydliadau eraill.

Gweithredu: Cytunwyd i ysgrifennu at LIC gyda'r pryderon hyn.

6. Diweddariad ar Effaith Covid-19

a. Cyngor i ysgolion yng Nghymru ar Addoli ar y Cyd

Roedd dogfen ganllaw wedi cael ei llunio gan weithgor a'i hanfon at bob CYSAG a'r Consortia. Roedd y cyngor hwn wedi'i roi mewn ymateb i geisiadau gan ysgolion drwy PW a'i swydd gyda EAS.

b. Erthygl Newyddion i'r Cyngor Addysg Grefyddol

Cyflwynwyd erthygl ar gyfer Newyddlen y Cyngor Addysg Grefyddol. Gellir gweld yr erthygl hon ar wefan CCYSAGauC hefyd. Mae'r erthygl yn amlinellu'r sefyllfa bresennol o ran AG yng Nghymru a hefyd yn tynnu sylw at y gefnogaeth a'r cyngor a roddir i ysgolion yng Nghymru.

Nodwyd ei bod wedi dod i'r amlwg fod rhai athrawon sy'n gweithio yng Nghymru yn gofyn am gyngor gan fudiadau sydd wedi'u lleoli yn Lloegr. Cydnabuwyd felly fod angen i CCYSAGauC godi ei phroffil fel mudiad ac yn ei thro sicrhau fod athrawon yn ymwybodol o'u CYSAG lleol a all roi cyngor iddynt.

Mae cyfrf Twitter CCYSAGauC yn cael ei ddefnyddio'n fwy aml ac mae tudalen Facebook wrthi'n cael ei chreu.

Mae gwefan newydd CCYSAGauC yn cael ei hadeiladu ar hyn o bryd hefyd.

c. Addasiadau i fanylebau arholiad TGAU (tt.39-40)

Adroddodd RS ar y newidiadau i arholiadau TGAU ar gyfer 2021

Y sefyllfa i fyfyrwyr Blwyddyn 11:

- Mae'n rhaid i'r disgyblion sefyll Uned 1 ac Uned 2 i gael y cwrs TGAU llawn - bydd y ddwy yn arholiadau 95 munud a bydd angen iddyn nhw ateb 3 allan o'r 4 thema - caiff ysgolion ddewis pa dair i'w cwblhau. Dywedodd Lynda Maddock o CBAC y gallai athrawon ddefnyddio eu heitemau lefel data am y blynyddoedd blaenorol i benderfynu pa thema i'w hepgor; bydd hyn yn dangos pa unedau y mae myfyrwyr wedi gwneud yn well ynddynt yn hanesyddol.
- Os ydynt yn cael eu cofrestru ar gyfer y cwrs byr yn unig, bydd yn rhaid iddynt sefyll arholiad uned 1, sef 95 munud, yn ateb 3 thema o'r 4 sydd ar gael.

Y sefyllfa i fyfyrwyr blwyddyn 10:

- Os yw ysgolion yn dymuno cofrestru disgyblion ar gyfer arholiad uned 1 ar ddiwedd blwyddyn 10, byddant yn sefyll yr arholiad 95 munud, tair thema. Bydd hyn yn cael ei ddsbarthu fel hanner y TGAU ble byddant yn cwblhau ail hanner y cwrs ym mlwyddyn 11.
- Y broblem yw os nad yw'r myfyriwr yn perfformio'n dda ac yn dymuno ailsefyll yr arholiad, bydd yn rhaid iddynt sefyll yr arholiad llawn 2 awr gyda 4 thema ym mlwyddyn 11 ochr yn ochr â gwaith blwyddyn 11.

Nodwyd hefyd fod ystod eang o adnoddau yn cael eu hychwanegu at wefan ddigidol CBAC i helpu athrawon gyda dysgu cyfunol. Mae hefyd pŵer-bwynt wedi'i leisio sy'n egluro'r newidiadau i'r arholiadau. Mae adnoddau'n cael eu hychwanegu'n rheolaidd, felly mae angen i athrawon fynd i chwilio am y rhain yn rheolaidd.

Mae'n rhaid i'r cyfan o bob Thema y mae ysgolion yn dewis ei haddysgu gael ei ddysgu yn cynnwys y ddwy grefydd yn y themâu Athronyddol a Moesegol.

Adroddodd PW fod Lynda Maddock wedi cynghori ysgolion i edrych yn ofalus ar eu dewis themâu. Mae LM yn awgrymu y dylai ysgolion ystyried canlyniadau data lefel blaenorol i ddylanwadu ar eu dewis thema. Hyd yn oed pan mae disgyblion yn dweud na wnaethon nhw fwynhau thema, dangoswyd eu bod yn aml yn cael canlyniadau da.

Nododd AP fod y sefyllfa bresennol yn annheg ar fyfyrwyr BI 11 er ei bod yn deall pam mae'r sefyllfa wedi codi. Erbyn hyn mae BI 11 yn gorfod sefyll Uned 1 a 2 y flwyddyn nesaf o ganlyniad i'r pandemig. Adroddodd RS nad oedd dewis gan CBAC wrth wneud y penderfyniad hwn gan mai felly y'u cyfeiriwyd gan LIC.

Nododd MM fod TGAU arfer cael ei deilwra i anghenion y disgyblion – gallent naill ai eistedd y cwrs llawn neu'r cwrs byr. Ar hyn o bryd, mae angen i'r ysgol wneud penderfyniad ynghylch cofrestru disgybl unigol ar gyfer y cwrs llawn cyn cael canlyniadau'r cwrs byr. Mae MM yn teimlo fod hyn yn rhoi pwysau ariannol annheg ar yr ysgol. Byddai'n well gallu gohirio gwneud penderfyniad am gofrestruadau cwrs llawn nes bod canlyniadau'r arholiad cyntaf wedi cyrraedd. Os yw'r canlyniadau'n isel, yna gallai disgyblion ailsefyll y cwrs byr yn hytrach na dilyn y cwrs

llawn. Byddai hyn yn osgoi'r ffi gyfnewid o £20 i'r rheiny nad ydynt yn mynd ymlaen i gymryd y cwrs llawn. Awgrymodd MM ein bod yn ysgrifennu i ofyn i'r £20 gael ei hepgor.

Gweithredu: Cytunwyd i ysgrifennu at Gadeirydd CBAC i ofyn am hepgor y ffi hon.

d. Addasiadau i fanylebau arholiad Safon Uwch (tt.47-49)

Nodwyd y newidiadau ar gyfer TAG/ lefel A 2021 fel a ganlyn:

Y sefyllfa i fyfyrwyr Blwyddyn 12:

- Dim newidiadau o fewn y cwrs

Y sefyllfa i fyfyrwyr Blwyddyn 13:

- Uned 3 - Astudiaeth o Grefydd - Dim newidiadau
- Uned 4 – Crefydd a Moeseg – Dim newidiadau
- Uned 5 – Athroniaeth crefydd – Un newid. Nid oes angen dysgu Thema 4 Iaith grefyddol (rhan 2) ac NI fyd yn ymddangos o fewn y cwestiynau.
- Mae'n rhaid dysgu'r cyfan o'r themâu eraill i gyd.

Mae ystod eang o adnoddau yn cael eu hychwanegu at wefan ddigidol CBAC i helpu athrawon gyda dysgu cyfunol. Mae adnoddau'n cael eu hychwanegu'n rheolaidd, felly mae angen i athrawon fynd i chwilio am y rhain yn rheolaidd.

Nodwyd y gall LIC wneud newidiadau pellach os yw'r pandemig yn parhau i achosi mwy o darfu.

Adroddodd LJ fod Lynda Maddock, yng nghyfarfod PYCAG, wedi rhannu dogfen ddefnyddiol o Gwestiynau Cyffredin. Awgrymodd LJ fod hon yn cael ei hanfon i bob CYSAG ei chynnig i'w hysgolion. Nododd LJ hefyd fod Pŵer-bwynt da ar wefan CBAC sy'n rhoi cyngor i athrawon.

Cytunodd RS y dylid rhannu'r dogfennau canllaw gyda'r staff dysgu gan y byddant angen cefnogaeth gorfforol ac emosiynol yn yr adeg hynod o heriol yma.

Awgrymodd PW fod lles athrawon yn hynod o bwysig. Cynigiodd fod llythyr yn cael ei anfon at bob athro AG gan CCYSAGAuC, i'w hatgoffa fod eu CYSAG lleol yno i'w cefnogi.

Gweithredu: Awgrymodd EE ychwanegu hyn at agenda cyfarfod y Pwyllgor Gwaith.

7. Dysgu Cyfunol

Adroddodd PW ar yr ymgyrch gan LIC i ysgolion ddilyn dull o 'Ddysgu Cyfunol' er mwyn cynnwys disgyblion sy'n dysgu mewn gwahanol amgylcheddau - yn y cartref neu'r ysgol oherwydd y pandemig. Mae angen i ysgolion roi strategaethau addysgu a dysgu ar waith y gall pob dysgwr gael mynediad atynt. Mae'r pedwar consortiwm ac Estyn wedi cynhyrchu modelau o ddysgu cyfunol. Mae Rhwydweithiau Dysgu AG yn gweithio ar y math hwn o ddeunydd hefyd a rhannwyd adnoddau ar Hwb. Mae pwyslais yn awr ar gynhyrchu adnoddau o ansawdd i hybu'r arfer gorau mewn AG y ogystal ag ar ddilyniant, gan fod hwn yn dal i fod

yn fodel angenrheidiol ar gyfer dysgu. Gellir anfon manylion yr adnoddau sydd ar gael i GYSAGau.

Awgrymodd PW y dylai CCYSAGauC ystyried sut gall roi cefnogaeth yn y maes hwn. Dylai ystyried sut gall ymateb fel Cymdeithas i gefnogi athrawon.

Nododd PL fod LIC, cyn yr haf, wedi atal yr hawl i'r cwricwlwm sylfaenol ond bellach mae'n rhaid i ysgolion ddarparu'r cwricwlwm llawn yn cynnwys AG. Nododd PL fod ychydig o enghreifftiau o AG yn nogfen ganllaw Dysgu Cyfunol Estyn a'r Consortia. Awgrymodd PL y dylem annog a chefnogi ysgolion i gynnwys AG drwy dynnu eu sylw at ddeunyddiau sydd ar gael yn barod yn hytrach nad dim ond atgoffa athrawon fod angen iddynt ddarparu AG. Cynigiodd y gallai CCYSAGauC greu rhestr o adnoddau a chyfeirio athrawon atynt.

Awgrymodd RT, gan fod PYCAG wedi bod yn ystyried llunio cefnogaeth i ysgolion yn y maes hwn, y dylem ystyried a allai CCYSAGauC gynnig cyllid ar gyfer y gwaith.

Dywedodd JM y dylem, fel sefydliad, gefnogi addysgu yn ein hysgolion. Dywedodd fod gennym ddigon o asedau ariannol ac y gallem ddefnyddio'r rhain i gyllido gwaith yn y maes hwn. Awgrymodd ein bod angen cynnig clir am yr hyn y gellid ei ariannu. Gallai hyn ddod gan naill ai CCYSAGauC neu PYCAG.

Gweithredu: Cytunwyd i ychwanegu hwn at agenda cyfarfod nesaf y Pwyllgor Gwaith. Diolchodd LJ i JM am ei gefnogaeth ac am gadarnhau fod cyllid ar gael.

Gwahoddodd EE yr athrawon oedd yn bresennol i anfon awgrymiadau i AP am ba fath o gymorth fyddai'n werthfawr. Gallai'r Pwyllgor Gwaith ystyried y rhain yr wythnos wedyn.

8. Dysgu Proffesiynol

Adroddodd LJ fod hyfforddiant ar weithredu'r cwricwlwm newydd wedi cael ei ohirio. Dywedodd fod blaenoriaeth yn cael ei rhoi i hyfforddi Uwch Arweinwyr ac yna hyfforddiant i Arweinwyr Canol. Nid oes hyfforddiant pwnc-benodol ar y gweill ar hyn o bryd.

Ni ddigwyddodd y cyfarfod a drefnwyd gyda Kevin Palmer. Cynigiwyd dyddiad newydd, 22 Hydref, gan LIC.

Bydd aelodau PYCAG yn cael hyfforddiant ar y cwricwlwm newydd gan aelodau yn ei sefydliad. Bydd hyn yn galluogi PYCAG i roi hyfforddiant i athrawon.

Nododd LJ fod CCYSAGauC wedi cytuno i dalu am gynhadledd i hyfforddi athrawon ar ddefnyddio'r Fframwaith Crefydd, Gwerthoedd a Moeseg newydd. O dan yr amgylchiadau, cynigiwyd fod hon yn digwydd ar-lein bellach.

Gweithredu: Cytunwyd y bydd hon yn eitem ar agenda cyfarfod nesaf y Pwyllgor Gwaith.

9. Cyfarfodydd Llywodraeth Cymru gyda CCYSAGauC ac

10. Ymgynghoriadau Llywodraeth Cymru

Adroddodd PW fod CCYSAGauC wedi ymateb i ddau o ymgynghoriadau diweddar LIC.

a) Cwricwlwm i Gymru: Crefydd, gwerthoedd a moeseg (Gorffennaf 2020)

b) Ymgynghoriad ar y Bil Cwricwlwm ac Asesu (Cymru)

Yn ystod cyfarfodydd a thrafodaeth â chynrychiolwyr LIC, cafwyd eglurhad am y term 'sylw dyledus'. Cawsom ein sicrhau fod hwn yn derm a ddefnyddir yn aml mewn dogfennau statudol/ cyfreithiol a Deddfau deddfwriaeth ac mae'n golygu fod yn rhaid trafod y mater dan sylw yn ymwybodol:

"wrth wneud penderfyniadau mae'n rhaid i gorff sy'n ddarostyngedig i'r ddyletswydd ystyried yn ymwybodol yr angen i wneud y pethau a osodwyd yn y ddyletswydd gyffredinol.

Mae'n ystyriaeth sylweddol a meddwl agored o'r ddyletswydd wrth ddatblygu neu ffurfio penderfyniadau polisi.

Mae angen gwneud dadansoddiad digonol i asesu'r effaith y bydd eu penderfyniadau, polisïau ayb yn eu cael ar ddisgyblion.

Pe byddai craffu, byddai angen rhoi tystiolaeth i ddangos fod sylw dyledus wedi'i roi."

Trafodwyd materion eraill megis:

- Y geiriad o amgylch 'grwpiau anghrefyddol' ar GYSAGau. Mae awgrym gan gynrychiolwyr LIC y gellid ffurfio grŵp CYSAG ychwanegol a'i labeli yn Grŵp Aa.
- Effaith y Bil ar Ysgolion Gwirfoddol a Gynorthwyr.
- A fydd y Maes Llafur Cytûn yn dal i gael ei adolygu bob pum mlynedd.
- Sefyllfa SMSC yn y cwricwlwm newydd. Cadarnhawyd y bydd hwn yn aros er nodwyd hefyd nad oes cyfeiriad ato yn y cwricwlwm newydd. Awgrymodd PW y dylai fod cyfeiriad ato felly yn y Fframwaith Crefydd, Gwerthoedd a Moeseg.
- Cafwyd gwahoddiad i ysgrifennu papur briffio i LIC am sut dylai CYSAGau fabwysiadu'r Fframwaith.

Mae LIC wedi gofyn i bob Adroddiad Blynyddol gael eu hanfon atynt erbyn 30 Rhagfyr.

Roedd PW, ar ran CCYSAGauC a LJ ar ran PYCAG, wedi cael eu gwahodd i'r Pwyllgor Addysg Plant a Phobl Ifanc ar 15 Hydref 2020 i siarad am y Fframwaith CGM.

Mynegodd KR ei phryder mai dim ond 6 CYSAG yng Nghymru sydd â chynrychiolydd o'r Dyneiddwyr ar hyn o bryd ac felly nid yw safbwyntiau dyneiddiol yn cael eu clywed yn llawn fel rhan o ymatebion gan GYSAGau. Mae Dyneiddwyr Cymru felly yn croesawu'r cynnig am grŵp newydd i gynnwys dyneiddwyr. Adroddodd KR ei bod hi'n aml yn cael cais i siarad mewn cyfarfod CYSAG i ddweud wrth yr aelodau am ddyneiddiaeth a beth allai cynrychiolydd ei gyfrannu i gyfarfodydd. Mae hi'n teimlo nad yw mudiadau eraill yn gorfod egluro'u credoau a'u safbwynt yn yr un ffordd wrth gael eu hystyried am le ar y pwyllgor.

Adroddodd LJ fod CYSAG Wrecsam wedi cytuno i wneud lle i gynrychiolydd o'r Dyneiddwyr ar eu CYSAG. Fodd bynnag, gohiriwyd cadarnhau hyn ers mis Mai. Eglurodd LJ y gall gwneud newidiadau i gyfansoddiad CYSAG fod yn broses hir ac yn Wrecsam mae hyn wedi bod yn mynd ymlaen ers 2018 yn dilyn cyngor y gall cynrychiolwyr o'r Dyneiddwyr ffurfio rhan o Grŵp A ar GYSAG.

Awgrymodd LJ y gallai CCYSAGAuC ysgrifennu at GYSAGau i ofyn pa gamau maent wedi'u cymryd o ran cynrychiolaeth ddyneiddiol ers i ganllawiau eglurhad cyfreithiol LIC ar y mater hwn gael eu dosbarthu yn 2018.

Roedd PW yn cefnogi ysgrifennu llythyr ond dywedodd mai'r Awdurdod Lleol sy'n gyfrifol am benodiadau i GYSAG (ar wahân i seddi cyfetholedig) ac felly dylai'r llythyr gael ei gyfeirio at ALLau.

Nododd MM nad yw nifer o grwpiau, yn cynnwys amryw o'r rheiny sy'n cynrychioli bydolygon anghrefyddol, yn cael eu cynrychioli ar GYSAGau. Dylai'r llythyr felly sôn am grwpiau anghrefyddol yn hytrach na Dyneiddwyr yn unig.

Dywedodd RT y dylai aelodaeth CYSAG adlewyrchu'r ardal a'r niferoedd yn y gymuned.

Dywedodd PW fod gan GYSAGau mewn gwirionedd hawl cyfreithiol i gael ystod ehangach o gynrychiolwyr a mynd y tu hwnt i gynrychiolaeth gyfrannol yr ardal leol er mwyn sicrhau CYSAG effeithiol. Mae hyn wedi ei ddilyn mewn rhai CYSAGau ac mae budd cynrychiolaeth ehangach wedi bod yn amlwg.

Gweithredu: Cytunwyd drwy godi dwylo i ysgrifennu at ALLau i ofyn iddynt gynghori CCYSAGAuC ar unrhyw gamau y gallant fod wedi'u cymryd ers y llythyr gan LIC oedd yn dweud fod cynnwys grwpiau anghrefyddol ar GYSAG yn cael ei ganiatáu o fewn Grŵp A.

Awgrymodd KE hefyd y gallai CCYSAGAuC ysgrifennu at GYSAGau i bwysu arnynt i sicrhau fod barn gwahanol aelodau'r CYSAG yn cael eu ceisio a'u cynrychioli yn ymateb y CYSAG i ymgynghoriadau ayb.

11. Diweddariadau

MAGC

Adroddodd PM fod MAGC wedi ymateb i ymgynghoriadau'r Cwricwlwm a'r Bil Deddfwriaethol. Roedd PM yn rhannu rhwystredigaethau tebyg i aelodau PYCAG a CCYSAGAuC ar y diffyg cyfathrebu uniongyrchol gan LIC i REMW. Nid oedd yn gwybod am yr ymgynghoriad ar y Bil hyd nes i PYCAG ddweud wrtho amdano.

Adroddodd PM fod holl adnoddau MAGC, hen a newydd, ar Hwb erbyn hyn. Mae deunyddiau newydd yn cael eu cynhyrchu ac maent yn cyd-fynd â'r cwricwlwm newydd.

Mae Dave Francis, fel cynrychiolydd REC, wedi bod mewn cysylltiad â MAGC, i ddatblygu eu perthynas gyda golwg ar benderfynu sut gall y ddau gorff gyfateb a chyd-fodoli.

Y Rhwydwaith Rhyng-ffydd

Roedd LJ wedi mynychu Cyfarfod Blynyddol y Rhwydwaith yr wythnos gynt. Bydd yr Wythnos Rhyng-ffydd yn digwydd 8-15 Tachwedd 2020. Gellir cael manylion am adnoddau a gweithgareddau ar eu gwefan www.interfaithweek.org/list

Mae'r Rhwydwaith yn ymgynghori â mudiadau i weld beth yw effaith Covid-19 ar fannau addoli. Anogir ymatebion ac mae angen eu hanfon erbyn 23 Hydref. Gellir anfon manylion i GYSAGau at sylw cynrychiolwyr ffydd.

Y Cyngor Addysg Grefyddol (REC)

Adroddodd PW nad Rudi Lockhart yw'r Prif Swyddog Gweithredol bellach. Bydd Dave Francis yn mynychu cyfarfodydd CCYSAGauC fel cynrychiolydd y Cyngor. Penodwyd Mike McMaster yn Brif Swyddog Gweithredol dros dro.

Mae'r Cyngor wrthi'n gwneud ymchwil ar yr hyn a ddeallir gan y term Crefydd a Bydolygon.

AREIAC

Adroddodd GV fod cynhadledd AREIAC 2020 wedi ei gohirio tan 2021 oherwydd sefyllfa Covid-19. Bydd hin digwydd ar 5 a 6 Gorffennaf 2021 yn y Windmill Village Hotel, Coventy a gwahoddir aelodau CCYSAGauC i fynychu. Ceir [manylion llawn](#) a gellir archebu lle ar y wefan neu drwy Gill Vaisey, trefnydd y gynhadledd: conference@areiac.org.uk

Anogodd GV y cydweithwyr cymwys yng Nghymru i fod yn [aelodau](#) o AREIAC. Amlinellodd y manteision sy'n cynnwys rhwydweithio â chydweithwyr ar draws y byd AG, mynediad i adran aelodau'r wefan newydd sy'n cynnig cefnogaeth ac adnoddau gwerthfawr, clwb llyfrau sydd newydd ei sefydlu, a newyddlen reolaidd.

Ar hyn o bryd dim ond tri sydd yng ngrŵp AREIAC rhanbarthol Cymru. Awgrymodd GV y byddai o fudd i Gymru gael mwy o bresenoldeb o fewn AREIAC. Y tâl aelodaeth yw £70 y flwyddyn. Gellir gweld manylion pellach ar [wefan AREIAC](#).

12. Materion yn codi o gyfarfod diwethaf CCYSAGauC

Dim Materion yn codi.

13. Gohebiaeth

Dim gohebiaeth.

14. Dyddiad y cyfarfod nesaf:

Byddai wedi bod yng Nghasnewydd yr hydref hwn ond ni fydd hyn yn digwydd

Awgrymodd PW y dylem ddal i wahodd rhywun o'r CYSAG i roi croeso hyd yn oed os yw ar-lein.

Gwanwyn – Caerffili dyddiad i'w drefnu

Haf – Powys dyddiad i'w drefnu

Hydref - Torfaen dyddiad i'w drefnu

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT) Gwyneth Mai Hughes (GH)</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KW)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Angela Hill (AH) Alice Parry (AP)</p> <p>Caerffili/ Caerphilly Paula Webber (PW) Janet Jones (JJ) Cllr John Taylor (JT)</p> <p>Caerdydd / Cardiff Angela Hill (AH) Gillian James (GJ)</p> <p>Sir Gaerfyrddin / Carmarthenshire</p> <p>Ceredigion Mary Davies (MD)</p> <p>Conwy Phil Lord (PL) Colette Owen (CO)</p>	<p>Sir Ddinbych / Denbighshire Phil Lord (PL) Ellie Chard (EC)</p> <p>Sir y Fflint / Flintshire Vicky Barlow (VB)</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil Angela Hill (AH)</p> <p>Sir Fynwy / Monmouthshire Sir Paula Webber (PW) Suzanne Gooding (SG)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd / Newport Paula Webber (PW)</p> <p>Sir Benfro / Pembrokeshire Cllr Huw George (HG)</p> <p>Powys John Mitson (JM) Margaret Evitts (ME)</p> <p>Rhondda Cynon Taf Angela Hill (AH) Matthew Maidment (MM)</p>	<p>Abertawe / Swansea Jennifer Harding-Richards (JHR) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Angela Hill (AH) Marged Williams (MW) Edward Williams (EW)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Siôn (TaS)</p> <p>Sylwedyddion / Observers</p> <p>Cyflwynwyr/Presenters</p> <p>REMW Paul Morgan (PM)</p> <p>Minutes Gill Vaisey (GV)</p>
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Minutes of the meeting

1. Introduction and welcome

EE welcomed everyone to the meeting. He mentioned that it was the 25th year of WASACRE's existence. If we had been able to meet physically, we could have had a celebration. EE hoped that everyone was well during the pandemic. He acknowledged all those who had and are finding this to be a particularly challenging time.

RS gave a welcome in Welsh.

2. Quiet reflection

EE shared an analogy between two types of sea in Israel (the fertile, life giving Sea of Galilee and the Dead Sea) and two kinds of people in our world.

3. Apologies

Apologies were received from Lucy Grant; Alison Lewis, Cllr Lyndon Lloyd, Ceredigion. It was noted that Neeter Baicher and Marged Williams would be joining later.

4. Minutes of meeting held in Aberaeron on 21st November 2020

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

5. Updates on the RVE Supporting Framework

LJ reported that she had last worked on the Framework in June 2020 at which point she felt it was ready for circulation to SACREs. The document was then passed to the legal department in WG. As far as she is aware, the Framework is still sitting with the legal department. LJ has been trying to establish when it will be shared with SACREs and confirm its subsequent publication date. She has had no information since July. LJ stressed that in her view, it is essential that the Framework is shared with SACREs before its final publication and wider distribution. She noted that it was supposed to be produced in collaboration with SACREs so that they can feel shared ownership of the document and embrace its adoption as the LA's Agreed Syllabus. She feels that SACREs should have opportunity to respond to the document before it is published in its final form.

LJ proposed that WASACRE writes to WG to state its disappointment that the Framework has still not been published despite indication from WG that it would be available this autumn term.

RT gave his support to LJ's views. He noted that in a recent Faith Forum meeting it had been suggested that the some WG education personnel had become frustrated with the WG legal personnel who were editing and deleting some parts of the Framework.

KE suggested we need to recognise and acknowledge the additional challenges and time pressures that WG personnel are currently facing as they are currently required to work are other issues in relation to responding to the pandemic.

PW shared her disappointment that SACREs have not seen a recent copy of the Framework given its significance in relation to Agreed Syllabuses.

Some members gave suggestions about why the dissemination of the Framework has been delayed. PL suggested that perhaps the outcome of the two major recent consultations may be impacting on the Framework. LJ suggested that it might be that WG are waiting for the outcome of the consultation on the legal Bill. However, LJ has proposed to WG that they could share the other sections of the Framework in advance of the legislative section.

EE suggested that it would be helpful if WG at least gave an explanation as to why there has been a delay.

PW noted that WG's communication with WASACRE is disappointing and not as consistent as their communication with other organisations.

Action: It was agreed to write to WG with these concerns.

6. Covid-19 Impact Update

a. Advice for schools in Wales on Collective Worship

A guidance document had been produced by a working party and sent to all SACREs and Consortia. This advice had been in response to requests from schools via PW through her position with the EAS.

b. News Article for REC

An article was submitted for the REC Newsletter. This article is also featured on the WASACRE website. The article outlines the current situation in relation to RE in Wales and also highlights the support and advice being given to schools in Wales.

It was noted that it had become evident that some teachers working in Wales are seeking advice from organisations that are based in England. It was recognised that WASACRE therefore needs to raise its profile as an organisation and in turn ensure that teachers are aware of their local SACRE which can offer them advice.

The WASACRE Twitter account is being more frequently used and a Facebook page is being created.

The new WASACRE website is also currently being constructed.

c. Adaptations to GCSE exam specifications (pp.39-40)

RS reported on the amendments to GCSE examinations for 2021

Situation for Year 11 students:

- Pupils have to sit both unit 1 and 2 to gain the full GCSE course- they will both be 95 minute examinations and they will need to answer 3 of the 4 themes – schools have the choice which three to complete. Lynda Maddock from WJEC has advised that teachers could use their data level items for previous years to decide which theme to leave out; this will show historically which units students have previously done best in.
- If they are only being entered for the short course they have to sit the unit 1 examination of 95 minutes answering 3 themes from the 4 available.

Situation for year 10 students:

- If schools wish to enter pupils for 1 unit examination at the end of year 10 they will sit the 95 minute, three themes examination. This will be classed as half of the GCSE where they will complete the second half of the course in year 11.
- There is an issue in that if the student does not perform well and wishes to re-sit the exam, they will have to sit the full 2 hour examination with 4 themes in year 11 along with the year 11 work.

It was noted that there are a wide range of resources being added to the WJEC digital website to assist teachers with blended learning. There is also a voiceover power-point explaining the changes to the examinations. Resources are regularly being added so teachers need to check frequently for additional resource.

The whole of each Theme that schools choose to teach must be taught including both religion in the Philosophical and Ethical themes.

PW reported that Lynda Maddock had advised that schools need to look carefully at their choice of themes. LM suggests that schools should take into account previous level data results to inform their choice of theme. It has been shown that even when pupils say they haven't enjoyed a theme they often gain good results.

AP noted that the current situation is unfair on Y11 students even though she appreciates why this situation has arisen. Y11 are now having to sit Unit 1 and 2 next year due to the pandemic. RS reported that WJEC had no choice in making this decision as they were directed by WG.

MM noted that GCSEs used to be tailored to the needs of the pupils – they could take either the Full course or short course. Currently, the school needs to make a decision about whether an individual pupil is entered for the full course before the results of the short course have been received. MM feels that this has an unfair financial implication for the school. It would be better to be able to delay making a decision about full course entries until results have been received from the first examination. If results are low, then that pupils could re-sit the short course rather than take the full course. This would then avoid the £20 'cash-in' charge for those not subsequently taking the full course when they have been entered. MM proposed we write to request that the £20 is removed.

Action: It was agreed to write to the Chair of the WJEC to ask for the cash in to be removed.

d. Adaptations to A level exam specifications (pp.47-49)

The amendments for GCE/ A level 2021 were noted as follows:

Situation for Year 12 students:

- No amendments within the course

Situation for Year 13 students:

- Unit 3 – Study of Religion – No amendments
- Unit 4 – Study of Ethics – No amendments
- Unit 5 – Study of Philosophy – One amendment. Theme 4 Religious Language (part 2) does not need to be taught and will NOT appear within the questions.
- The whole of all other themes must be taught

There are a wide range of resources being added to the WJEC digital website to assist teachers with blended learning. Resources are regularly being added so teachers need to frequently check for additional resources.

It was noted that WG may make further amendments if the pandemic continues to cause more disruption.

LJ reported that during the NAPfRE meeting, Lynda Maddock had shared a useful FAQ document. LJ suggested this could be sent out to all SACREs to offer to their schools. LJ also noted that there is a helpful Powerpoint providing advice to teachers on the WJEC website.

RS agreed that the guidance documents should be shared with teaching staff as they will need both physical and emotional support during this extremely challenging time.

PW suggested that the well-being of teachers is incredibly important. She proposed that a letter be sent to all teachers of RE from WASACRE, to remind them that their local SACRE is there to support them.

Action: EE suggested that this can be added to the Exec meeting agenda next week.

7. Blended Learning

PW reported the drive from WG for schools to take a 'Blended Learning' approach to accommodate pupils who are learning in different environments – at home or at school due to the pandemic. Schools need to implement teaching and learning strategies that can be accessed by all learners. The four consortia and Estyn have produced models of blended learning. RE Learning Networks are also working on this type of material and resources have been shared on Hwb. There is now an emphasis on producing quality resources to promote the best practice in RE as well as on progression, since this continues to be a necessary model of learning. Details of the available resources could be sent out to SACREs.

PW suggested WASACRE should consider what it can do as way of support in this area. It should consider how it can respond as an organisation to support teachers.

PL noted that before the summer, WG suspended the entitlement of the basic curriculum but now schools must provide the full curriculum including RE. PL noted that there are a few examples of RE in the Estyn and Consortia Blended Learning guidance document. PL suggested we should encourage and support schools to include RE by signposting materials that are already available rather than just reminding the teachers that they need to still provide RE. He proposed that WASACRE could create a list of such resources and signpost teachers towards them.

RT suggested that as NAPfRE had been considering producing support for schools in this area, we should consider whether WASACRE could provide funds for this work.

JM stated that as an organisation we should support teaching in our schools. He advised that we have significant financial assets and could use these to fund work in this area. He suggested we need a clear proposal of what might be funded. This could come from either WASACRE or NAPfRE.

Action: It was agreed to add this to the agenda for the next Exec meeting. LJ thanked JM for this support and confirmation of funds being available.

EE invited teachers who are present to send any suggestions to AP of what type of support would be valuable to them. These can then be considered next week by the Exec.

8. Professional Learning

LJ reported that training for the implementation of the new curriculum has been delayed. She advised that priority is being given for training for Senior Leaders followed by training for Middle Leaders. There is no subject specific training underway at the moment.

The arranged meeting with Kevin Palmer did not take place. A new date of Thursday 22nd October has been offered by WG.

NAPfRE members will receive training on the new curriculum from members within its organisation. This will enable NAPfRE members to provide training for teachers.

LJ noted that WASACRE has agreed to fund a conference to train teachers in using the RVE Framework. Given the new circumstances, it was proposed that this should now take place online.

Action: It was agreed that this will be an agenda item at the next Exec meeting.

9. Welsh Government meetings with WASACRE and

10. Welsh Government Consultations

PW reported that WASACRE had responded to the two recent WG consultations.

a) Curriculum for Wales: Religion, values and ethics (July 2020)

b) Consultation on the Curriculum and Assessment (Wales) Bill

During meetings and discussion with WG representatives, clarification regarding the term 'due regard' has been given. We were assured that this is a term that is frequently used in statutory/ legal documents and Acts of legislation and means that the matter in question must be consciously addressed:

"in making decisions a body subject to the duty must consciously consider the need to do the things set out in the general duty.

It is a substantial and open-minded consideration of the duty when developing or formulating policy decisions.

There is the need to carry out sufficient analysis to assess the impact that their decisions, policies etc will have on pupils.

If scrutinised, evidence would have to be provided to ensure adherence to the regard."

Other matters were discussed such as:

- The wording around 'non-religious groups' on SACREs. There is a suggestion from WG representatives that an additional SACRE group might be formed and labelled as Group Aa.
- The impact of the Bill on VA Schools.
- Whether the Agreed Syllabus will still be subject to a review every five years.
- The position of SMSC in the new curriculum. It was confirmed that this will remain although it was also noted that this is not referenced in the new curriculum. PW suggested it should therefore be referenced in the RVE Framework.
- Invited to write a briefing paper for WG about how the SACREs should adopt the Framework.

WG requested all Annual Reports to be submitted to them by 30th December.

PW on behalf of WASACRE and LJ on behalf of NAPfRE are invited to the Children and Young People's Education Committee on 15th October, 2020 to talk about the RVE Framework

KR raised her concern that there are currently only 6 SACREs in Wales that have a humanist representative and therefore humanist views are not being fully heard as part of responses from SACREs. Humanists Wales therefore welcome the proposal for a new group to accommodate humanists. KR reported that she is often requested to speak at a SACRE meeting to inform members about humanism and what a representative might bring to meetings. She feels that other organisations may not have to explain their beliefs and stance in the same way when being considered for a place on the committee.

LJ reported that Wrexham SACRE had agreed to make a place available to a humanist representative on their SACRE. However, ratification of this had been delayed since May. LJ explained that making changes to a SACRE constitution can be a long process and in Wrexham this has been ongoing since 2018 following the advice from WG that a humanist representative can form part of Group A on a SACRE.

LJ suggested that WASACRE could write to SACREs to ask what action they have taken regarding humanist representation since the WG legal clarification guidance on this matter was circulated in 2018.

PW supported the writing of a letter but advised that it is the LA who is responsible for appointments to SACRE (other than co-opted places) and therefore the letter should be addressed to the LAs.

MM noted that a number of groups including a range of those representing non-religious worldviews are not represented on SACREs. The letter should therefore not specify humanists but rather non-religious groups.

RT stated membership of a SACRE should reflect the locality and its community numbers.

PW advised that in fact SACREs are legally permitted to have a wider range of representatives and go beyond the proportional representation of the local area in order to ensure an effective SACRE. This has been applied in some SACREs and the benefit of wider representation has been evident.

Action: It was agreed by a show of hands to write to LAs to ask them to advise WASACRE on any actions they may have taken since the letter from WG advising that inclusion of non-religious groups on SACRE is permissible within Group A.

KE also suggested that WASACRE could write to SACREs to urge them to ensure that the views of the various SACRE members are sought and represented in the SACRE response to consultations etc.

11. Up-dates

REMW

PM reported that they REMW has responded to both the Curriculum and Legislative Bill consultations. PM shared similar frustrations to NAPfRE and WASACRE members due to a lack of direct communication from WG with REMW. He had not known about the consultation on the Bill until he was informed of it by NAPfRE.

PM reported that all past and present REMW resources are now on Hwb. New materials are being produced and are in line with the new curriculum.

Dave Francis acting as a representative of the REC has been in touch with REMW to develop its relationship with a view to establishing how the organisations can coincide and co-exist.

IFN

LJ attended the Interfaith Network AGM last week. The Interfaith Week will take place 8th – 15th November, 2020. Details of resources and activities can be seen on their website www.interfaithweek.org/list

IFN are consulting organisations to ascertain the impact of Covid19 on places of worship. Responses are encouraged and need to be submitted by 23rd October. Details could be sent to SACREs for the attention of faith representatives.

REC

PW reported that Rudi Lockhart was no longer the CEO. Dave Francis will now attend WASACRE meetings as a representative of the REC. Mike McMaster had been appointed as interim CEO.

REC is undertaking research on what is understood by the term Religion and Worldviews.

AREIAC

GV reported that the AREIAC 2020 conference had been postponed until 2021 due to the Covid19 situation. The same will now take place on 5th and 6th July 2020 at the Windmill Village Hotel, Coventry and WASACRE members are invited to attend.

For [full details](#) and bookings can be made via the website or with Gill Vaisey conference organiser: conference@areiac.org.uk

GV encouraged eligible colleagues in Wales to become [members](#) of AREIAC. She outlined the benefits which include networking with colleagues across the RE world, access to the members section of the new website which offers valuable support and resources, a newly established book club, and a regular newsletter.

Currently there are only three people in the Wales regional AREIAC group. GV suggested it would be beneficial for Wales to have a greater presence within AREIAC. Membership is £70 per year. Further details can be seen on the [AREIAC website](#).

12. Matters arising of minutes of the last WASACRE meeting

No Matters arising.

13. Correspondence

No correspondence.

14. Date for next meeting:

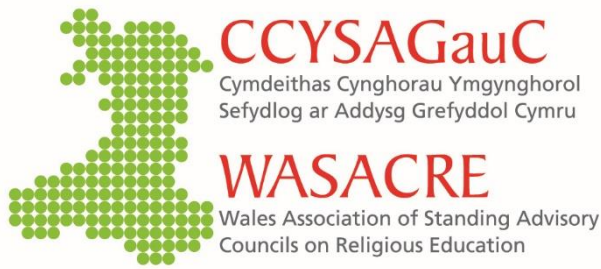
Should have been in Newport for this autumn but will pass this

PW suggested we should still invite someone from the SACRE to give a welcome even if it is online.

Spring – Caerphilly date tba

Summer – Powys date tba

Autumn - Torfaen date tba



**Cyfarfod Blynyddol Cymdeithas
CYSAGauCymru**

Drwy gyfrwng Microsoft Teams

Dydd Mercher, 7 Hydref 2020

12.35p.m. – 1.30p.m.

Yn bresennol

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT)</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KW)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Angela Hill (AH) Alice Parry (AP)</p> <p>Caerffili/ Caerphilly Paula Webber (PW) Cllr John Taylor (JT)</p> <p>Caerdydd / Cardiff Angela Hill (AH)</p> <p>Sir Gaerfyrddin / Carmarthenshire</p> <p>Ceredigion</p> <p>Conwy Phil Lord (PL) Colette Owen (CO)</p>	<p>Sir Ddinbych / Denbighshire Phil Lord (PL)</p> <p>Sir y Fflint / Flintshire</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil Angela Hill (AH)</p> <p>Sir Fynwy / Monmouthshire Sir Paula Webber (PW) Suzanne Gooding (SG)</p> <p>Castell-nedd Port Talbot /Neath and Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd / Newport Paula Webber (PW) Neeta Baicher (NB)</p> <p>Sir Benfro / Pembrokeshire Cllr Huw George (HG)</p> <p>Powys John Mitson (JM)</p> <p>Rhondda Cynon Taf Angela Hill (AH) Matthew Maidment (MM)</p>	<p>Abertawe / Swansea Jennifer Harding-Richards (JHR)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Angela Hill (AH) Edward Williams (EW)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Siôn (TaS)</p> <p>Sylwedyddion / Observers</p> <p>Cyflwynwyr/Presenters</p> <p>REMW Paul Morgan (PM)</p> <p>Minutes Gill Vaisey (GV)</p>
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Ymddiheuriadau: Alison Lewis, Lucy Grant, Cyng Lyndon Lloyd, Marged Williams, Vicky Barlow.

Cyfarfod Blynyddol

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

Derbyniwyd y cofnodion fel rhai cywir.

2. Materion yn Codi

Nid oedd unrhyw faterion yn codi.

3. Adroddiad Blynyddol 2019 - 2020

Rhannodd EE fanylion yr adroddiad blynyddol a nododd y cyfarfodydd a gynhaliwyd yn 2019 - 2020. (Gweler y copi o'r adroddiad blynyddol i gael manylion). Roedd yr adroddiad wedi'i gyfieithu a'i anfon i bob CYSAG cyn y cyfarfod heddiw.

Diolchodd EE o waelod calon i aelodau'r Pwyllgor Gwaith a'r Swyddogion sy'n cyfarfod yn rheolaidd ac yn aml.

Llongyfarchodd RT y Pwyllgor Gwaith am y ffordd yr oeddent wedi cynnal eu gwaith yn ystod yr amser heriol hwn. Cydnabu KE swm y gwaith cynhwysfawr a wnaed.

4. Adroddiad y Trysorydd

Cyflwynodd JM yr adroddiad ar gyfer 2019 – 2020.

Cynigiodd y gyfriflen ac adroddiad yn egluro'r wybodaeth.

Nododd ei bod yn ymddangos fod llai o incwm eleni oherwydd nad oedd 5 CYSAG wedi talu yn ystod y flwyddyn gyfrifo. Fodd bynnag, derbyniwyd y taliadau hyn ers hynny.

Datganodd JM elw ar y flwyddyn flaenorol a dywedodd fod y sefyllfa ariannol yn iach iawn.

Nododd fod treuliau cyfarfodydd wedi gostwng ers llynedd.

Mae'r wefan wedi ychwanegu at y costau, yn ôl y disgwyl.

Nododd JM fod cynnydd mewn talu athrawon llanw oherwydd bod yr Ysgrifennydd Cydlynu yn athrawes. Cafwyd penderfyniad mewn Cyfarfod Blynyddol blaenorol y dylai CCYSAGauC dalu am athrawon i lanw dros athrawon sy'n dymuno gwasanaethu ar y Pwyllgor Gwaith.

Nododd RT mai dyma'r 25ed adroddiad i JM ei gyflwyno gan mai ef yw'r unig Drysorydd a fu gan CCYSAGauC. Mynegodd yr aelodau eu diolchgarwch i JM am ei ymroddiad i'r swydd ac am ei waith ardderchog.

Gofynnodd KE am eglurhad a chadarnhaodd JM fod y 4 siec a nodwyd wedi eu clirio erbyn hyn.

Derbyniwyd a mabwysiadwyd y cyfrifon.

Cynigiodd JM godi'r tanysgrifiad blynyddol yn unol â chwyddiant o 2% i £470. Cytunwyd ar hyn.

Awgrymodd PL y dylid annog CCYSAGauC i ddefnyddio'i chyllid i helpu Awdurdodau Lleol i gefnogi ysgolion.

5. Ethol Aelodau i'r Pwyllgor Gwaith

Dywedodd EE fod trefn bleidleisio deg wedi'i dilyn - roedd pob CYSAG wedi cael ei wahodd i drafod yr enwebiadau a phleidleisio arnynt. Roedd 20 CYSAG wedi gwneud. Roedd y canlyniadau wedi cael eu casglu a'u dilysu gan unigolyn annibynnol.

Canlyniadau:

Is Gadeirydd – cafwyd 3 enwebiad – y rhan fwyaf o'r pleidleisiau i Tania ap Sion.

Pwyllgor Gwaith – y ddau enwebiad llwyddiannus – Phil Lord a John Meredith.

Trosglwyddodd EE swydd y Gadair i Rachel Samuel. Diolchodd RS i EE am ei holl gefnogaeth a'i arweiniad yn ystod ei hamser fel Is Gadeirydd. Ychwanegodd RT ei ddiolch i EE a mynegodd ei ddymuniadau gorau i RS. Ychwanegodd PW ei diolch a'i llongyfarchiadau gan gydnabod cydymdeimlad a doethineb EE. Nododd PW ei fod eisoes wedi tystio i waith caled, ymrwymiad a chefnogaeth werthfawr RS. Soniodd LJ am y ffordd yr oedd EE wedi'i chefnogi hi mewn gwahanol swyddi oedd yn gysylltiedig â CCYSAGauC. Ychwanegodd ei chefnogaeth i RS a'r hyn y bydd hi yn dod gyda hi i'r Gadair. Ategwyd hyn i gyd gan JM a KE (a oedd yn dirprwyo dros Lyndon Lloyd). Dywedodd JT ei fod ef mae'n debyg wedi adnabod EE yn hirach na neb gan mai EE oedd y rheithor yn ardal JT dros 30 mlynedd yn ôl. Ychwanegodd JT i longyfarchiadau i RS.

6. Unrhyw Fater Arall

Dim

7. Dyddiad y cyfarfod nesaf

Haf 2021 ym Mhowys – dyddiad i'w drefnu.



Wales Association of SACREs AGM

Via Microsoft Teams

Wednesday, 7th October 2020

12.35p.m. – 1.30p.m.

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT)</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KW)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Angela Hill (AH) Alice Parry (AP)</p> <p>Caerffili/ Caerphilly Paula Webber (PW) Cllr John Taylor (JT)</p> <p>Caerdydd / Cardiff Angela Hill (AH)</p> <p>Sir Gaerfyrddin / Carmarthenshire</p> <p>Ceredigion</p> <p>Conwy Phil Lord (PL) Colette Owen (CO)</p>	<p>Sir Ddinbych / Denbighshire Phil Lord (PL)</p> <p>Sir y Fflint / Flintshire</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil Angela Hill (AH)</p> <p>Sir Fynwy / Monmouthshire Sir Paula Webber (PW) Suzanne Gooding (SG)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd / Newport Paula Webber (PW) Neeta Baicher (NB)</p> <p>Sir Benfro / Pembrokeshire Cllr Huw George (HG)</p> <p>Powys John Mitson (JM)</p>	<p>Abertawe / Swansea Jennifer Harding-Richards (JHR)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Angela Hill (AH) Edward Williams (EW)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Siôn (TaS)</p> <p>Sylwedyddion / Observers</p> <p>Cyflwynwyr/Presenters</p> <p>REMW Paul Morgan (PM)</p> <p>Minutes Gill Vaisey (GV)</p>
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	Rhondda Cynon Taf Angela Hill (AH) Matthew Maidment (MM)	
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Apologies: Alison Lewis, Lucy Grant, Cllr Lyndon Lloyd, Marged Williams, Vicky Barlow.

AGM

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

The minutes were accepted as a true record.

2. Matter Arising

There were no matters arising.

3. Annual Report 2019 – 2020

EE shared details of the annual report and noted the meetings which had been held in 2019 - 2020. (See copy of annual report for details). The report has been translated and sent to all SACREs prior to this meeting today.

EE offered a huge thank you to the Exec members and the Officers who meet regularly and frequently.

RT congratulated the Exec on the way in which their business had been conducted during these challenging times. KE acknowledged the amount of comprehensive work that had been undertaken.

4. Treasurers' Report

JM spoke to the report for 2019 – 2020.

He offered a statement of accounts and a report explaining the information.

He noted that there appears to be less income this year due to 5 SACREs having not made payments during the accounting year. However, these payments have since been received.

JM declared a profit on the previous year and that the financial position is very healthy.

He noted that meeting expenses are down on last year.

The website has incurred a greater expense as expected.

JM noted there was an increase in payment of supply cover due to the Co-ordinator Secretary being a serving teacher. It had been previously decided in an AGM that WASACRE should pay for the supply cover of teachers who wish to serve on the Executive Committee.

RT noted that this is the 25th report that has been submitted by JM as the only Treasurer that WASACRE has had. Members expressed their gratitude for to JM for his commitment to this role and for his superb work.

KE sought clarification and it was confirmed by JM that the 4 cheques noted have now been cleared.

The accounts were accepted and adopted.

JM proposed an increase to the yearly subscription in line with inflation of 2% to £470. This was agreed.

PL suggested WASACRE should be encouraged to use its funds to support LAs in supporting schools.

5. Election of Members to The Executive

EE advised that there had been a fair voting procedure in place – every SACRE had been invited to discuss the nominations and submit a return. 20 SACREs sent in a voting return. These had been collated and verified by an independent person.

Results:

Vice Chair – there were 3 nominations – most votes received for Tania ap Sion.

Executive Committee – the two successful nominations – Phil Lord and John Meredith.

EE passed the position of Chair to Rachel Samuel. RS thanked EE for all his support and guidance during her time as Vice Chair. RT added his thanks to EE and his best wishes for the future to RS. PW added her thanks and congratulations and acknowledged EE's empathy and wisdom. PW noted that RS has already shown her considerable work ethic, commitment and valuable support. LJ added her own reflections of the way in which EE has supported her in her various roles associated with WASACRE. LJ added her support for RS and what she will bring to the position of Chair. This was all further reiterated by JM and KE (who was deputising for Lyndon Lloyd). JT added he had probably known EE longer than anyone as EE was the rector in JT's own locality over 30 years ago. JT added his congratulations to RS.

6. AOB

None

7. Date of next meeting

Summer 2021 to be in Powys - date TBA.



**Cyfarfod Cymdeithas CYSAGau Cymru,
Rhithwir, drwy Microsoft Teams
Dydd Mawrth, 23 Mawrth, 2021
10.15a.m. – 1.00p.m.**

Yn bresennol

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT) Gwyneth Mai Hughes (GH) Dylan Rees (DR)</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KW) Chris Abbas (CA) John Meredith (JM)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Angela Hill (AH) Alice Parry (AP)</p> <p>Caerffili/ Caerphilly Paula Webber (PW) Janet Jones (JJ) Cyng John Taylor (JT) Paul Warren (PWn) Cyng Michael Gray (MG) Rebecca Barrett (RB) Janet Jones (JJ) Martyn Western (MW) Carin Quinn (CQ) Teresa Parry (TP)</p> <p>Caerdydd / Cardiff Angela Hill (AH)</p> <p>Sir Gaerfyrddin / Carmarthenshire Kimberley Perry (KP) Cyng Gwyneth Thomas (GT)</p> <p>Ceredigion Cyng Keith Evans (KE)</p>	<p>Conwy Phil Lord (PL) Nicholas Richter (NR)</p> <p>Sir Ddinbych / Denbighshire Phil Lord (PL) Janet Axworthy (JA) Cyng Dave Mackie (DM)</p> <p>Sir y Fflint / Flintshire Vicky Barlow (VB)</p> <p>Gwynedd Dashu (D) Paul Rowlinson (PR) Eurfryn Davies (ED) Selwyn Griffiths (SG)</p> <p>Merthyr Tudful / Merthyr Tydfil Angela Hill (AH)</p> <p>Sir Fynwy / Monmouthshire Paula Webber (PW) Louise Brown (LB) Sue Cave (SC) Suzanne Gooding (SG)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS) Lee Workman (LW) Debbie Thomas (DT) Tim Hewitt (TH)</p> <p>Casnewydd / Newport Paula Webber (PW) Neeta Baicher (NB) Huw Stephens (HS)</p>	<p>Sir Benfro / Pembrokeshire Cyng Huw George (HG) Amanda Lawrence (AL)</p> <p>Powys Cyng. Ange Williams (AW)</p> <p>Rhondda Cynon Taf Angela Hill (AH) Martyn Silezin (MS) Matthew Maidment (MM)</p> <p>Abertawe / Swansea Alison Lewis (AL) Mohsen El-Beltagi (ME)</p> <p>Torfaen Paula Webber (PW) Marilyn Frazer (MF) Sian Lewis (SL)</p> <p>Bro Morgannwg / Vale of Glamorgan Angela Hill (AH) Marged Williams (MW) Edward Williams (EW) Kalpana Natarajan (KN)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Siôn (TaS) Pippa Virdee-Lace BL)</p>	<p>Sylwedyddion: REMw Paul Morgan (PM)</p> <p>CBAC Andrew Pearce (AP)</p> <p>ESTYN Gwawr Meirion (GM)</p> <p>Llywodraeth Cymru Peter Kennedy (PK)</p> <p>REC Dave Francis (DF)</p> <p>Eglwys yng Nghymru Elizabeth Thomas (ET)</p> <p>Y Gwasanaeth Addysg Catholig Angela Keller (AK)</p> <p>Cymwysterau Cymru Philip Blaker (PB) Catrin Verrall (CV)</p> <p>Cofnodion Gill Vaisey (GV)</p> <p>Erail - heb wybod a pha CYSAG mae'n gysylltiedig Cyng J M Williams Primary Education</p>
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1. Cofnodion a chroeso

Croesawodd RS bawb i'r cyfarfod ac esboniodd y protocol ar gyfer y cyfarfod rhithiol hwn.

Cafwyd croeso gan y Cynghorydd John Taylor, Cadeirydd CYSAG Caerffili, yr awdurdod oedd yn lletya'r cyfarfod. Mynegodd ei siom na allem fod yng Nghaerffili yn y cnawd ond er hynny, roedd yn bleser ganddo'n croesawu a dymunodd yn dda i'r cyfarfod. Rhoddodd gydnabyddiaeth i'r gwaith anhygoel y mae ysgolion ac athrawon wedi bod yn ei wneud mewn amgylchiadau mor anodd.

Diolchodd Cyng Taylor i Rebecca Barnet am fod yn glerc effeithiol ac effeithlon i GYSAG Caerffili, ochr yn ochr â Paula Webber, sy'n rhoi cefnogaeth broffesiynol. Mynegodd ei gefnogaeth i'r bwriad o gyfethol dau berson ifanc a fyddai'n ymuno â'r CYSAG cyn hir i roi llais disgyblion i'r pwyllgor.

Cafwyd croeso hefyd gan Paul Warren, Arweinydd Strategol Gwella Ysgolion. Eglurodd ei fod ef yn gyn bennaeth ac yn sylweddoli'n llwyr yr heriau enfawr sy'n wynebu athrawon ar hyn o bryd a dros y misoedd diwethaf. Cydnabuwyd fod athrawon wedi bod nid yn unig yn rheoli dysgu o bell yn ystod y pandemig ond ar yr un pryd yn rheoli'r newid cwricwlwm a'r cynllunio mae hynny'n ei olygu. Roedd yn sylweddoli hefyd yr effeithiau ar ddisgyblion sy'n cael graddfeydd amrywiol o gefnogaeth wrth ddysgu o gartref a'r effaith ar y gymuned ehangach hefyd.

Nododd y newidiadau sydd ar droed i AG sy'n mynd i fod yn Crefydd, Gwerthoedd a Moeseg (CGM) ac yn orfodol i bob disgybl 3 - 16 oed. Heb hawl yn y dyfodol i rieni dynnu eu plant yn ôl, roedd yn sylweddoli ei bod yn hanfodol fod CGM yn wrthrychol, beirniadol a phlwrailaethol. Bydd hyn yn creu angen am Ddatblygu Proffesiynol Parhaus yn fwy nag erioed.

Soniodd Paul am yr angen i aelodau CYSAG feddu ar y sgiliau i lywio a ffurfio polisi ar lefel genedlaethol. Diolchodd i bawb am wneud eu gorau dros ddysgwyr ledled Cymru.

2. Myfyrdod tawel

Arweiniodd RS yr aelodau drwy fyfyrdod ar y flwyddyn a fu, gan sylweddoli mai'r diwrnod hwn, union flwyddyn yn ôl, oedd diwrnod cyntaf y cyfnod clo yn sgil Covid-19. Cydnabu bawb a oedd wedi colli eu bywydau - sut roedd y nifer wedi cynyddu yn y DU o 364 ym mis Mawrth 2020 i'r ffigwr swyddogol heddiw, sef 126,172. Myfyriodd ynghylch effaith y pandemig, yn gorfforol ac yn emosiynol, ar gynifer o bobl.

Soniodd RS am 'y golau ar ddiwedd y twnnel' gyda rhoi'r rhaglen frechu ar waith. Rhoddodd glod i'r holl weithwyr iechyd a'r gweithwyr allweddol am y cyfan a wnaethant ac y maent yn parhau i'w wneud yn eu gwaith hollbwysig.

Gwahoddodd RS yr aelodau i nodi munud o dawelwch am hanner dydd, yn unol â chynllun Marie Curie i wneud heddiw yn ddiwrnod cofio. Am 8 p.m., anogir pobl i ddal kannwyll ar garreg eu drws, tra bydd adeiladau ledled y wlad yn cael eu goleuo'n felyn.

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan Lucy Grant a John Mitson sy'n Aelodau'r Pwyllgor Gwaith, Jennifer Harding - CYSAG Abertawe, Rita Fiona Thomas - CYSAG Castell-nedd Porth Talbot, Tudor Thomas - CYSAG Sir Fynwy.

4. Cofnodion y cyfarfod a gynhaliwyd ar 7 Hydref 2020

Cytunwyd fod y cofnodion yn adlewyrchiad gwir o'r cyfarfod yn amodol ar ychwanegu enw'r Cyng Keith Evans at y rhestr o'r rhai a oedd yn bresennol.

Diolchodd RT am y manylder oedd yn y cofnodion ac am y ffaith iddynt fod yn barod mor gyflym ar ôl y cyfarfod.

5. Materion yn codi o gofnodion cyfarfod diwethaf CCYSAGauC

Eitem 7 – Dysgu Cyfunol – adroddodd RS fod PYCAG wedi bod yn ystyried sut i symud ymlaen ar hyn. Rhoddir diweddariad yn nes ymlaen yn y cyfarfod.

Eitem 10 - cafwyd pryderon gan Ddyneiddwyr Cymru am aelodaeth ar GYSAGau. Mewn ymateb i hyn, roedd y Cadeirydd wedi ysgrifennu at bob ALI yn eu hatgoffa am y llythyr gan LIC yn datgan y gellir rhoi lle i gynrychiolwyr o gredoau anghrefyddol megis dyneiddiaeth, ar Bwyllgor A.

6. Ymgynghoriad Cymwysterau Cymru (CC) (Alice Parry)

<https://qualificationswales.org/english/qualified-for-the-future---have-your-say/>

Rhodddodd AP drosolwg o'r ymgynghoriad cyfredol ar y cymwysterau TGAU newydd.

Adroddodd fod Pwyllgor Gwaith CCYSAGauC wedi dechrau ystyried ymateb i'r ymgynghoriad. Roedd aelodau'r Pwyllgor Gwaith sy'n athrawon wedi ystyried hyn i ddechrau, ac yna cafwyd cyfarfod gyda'r Cyngor Addysg Grefyddol i rannu barn.

Nododd AP fod yr ymgynghoriad yn cynnwys tri phrif gynnig ar gyfer Maes Dysgu a Phrofiad y Dyniaethau:

1. Adolygu a diwygio TGAU mewn Busnes, Daearyddiaeth, Hanes ac Astudiaethau Crefyddol.

Nododd AP y byddai angen sicrhau y gellir cymharu pob un o'r TGAU. Dylid rhoi'r un dyraniad amser i'r pynciau TGAU i gyd. Byddai CCYSAGauC yn dymuno fod TGAU Astudiaethau Crefyddol yn cael ei gyhoeddi yr un pryd â'r pynciau eraill. Mae angen ystyried CGM statudol ac Astudiaethau Crefyddol opsiynol. Mae angen i'r fanyleb fynd i'r afael â chynhwysiant - dylai fod yn drylwyr ac yn heriol ond hefyd rhaid iddi fod yn hygyrch i bob dysgwr. Yn hytrach na bod y cwrs Llawn neu Fyr yn 100% arholiad, byddai asesu parhaus gyda dull dysgu digidol a chyfunol yn well. Yn ogystal, mae angen i'r TGAU fod yn ddigon heriol fel bod myfyrwyr yn barod i fynd ymlaen at astudio pellach megis Safon Uwch.

2. Os yw'n ymarferol, creu TGAU newydd mewn Astudiaethau Cymdeithasol.

Mae AP yn sylweddoli y gallai hwn fod yn gwrs poblogaidd. Fodd bynnag, bydd angen iddo fod yn eglur ac yn wahanol i bynciau eraill. Er y deellir y gall fod cysylltiadau posibl rhwng disgyblaethau, mae angen i'r cysylltiadau hyn fod yn gyflenwol ac nid yn gystadleuol. Mae angen i bob pwnc fod ar wahân. Ni ddylid caniatáu cuddio Astudiaethau Crefyddol o fewn Astudiaethau Cymdeithasol.

Mae angen i Gymwysterau Cymru ymgynghori â'r Rhanddeiliaid a sicrhau fod arbenigwyr yn cael eu defnyddio i greu'r cymwysterau newydd.

3. Os yw'n ymarferol, creu TGAU integredig newydd mewn Dyniaethau.

Ar gyfer y dull hwn, awgrymodd AP y byddai angen sicrhau fod y cysylltiadau yn gyflenwol a bod y pynciau gwahanol sy'n rhan o'r Dyniaethau yn dal i allu cael eu gweld ar wahân. Mae cyfle yma i wreiddio Datganiadau Yr Hyn sy'n Bwysig mewn TGAU. Byddai dull amlochrog trwy amryw o safbwyntiau yn fuddiol cyn belled â bod y gwahaniaethau rhwng y pynciau eu hunain yn dal yn amlwg.

Nodwyd nad yw rhai ysgolion yn bosibl yn addysgu mewn modd thematig felly ni fydden nhw eisiau arholiad Dyniaethau. Gellid ymdrin â'r CGM statudol mewn cymhwyster Dyniaethau integredig.

Bydd ymatebion pellach gan y Pwyllgor Gwaith ac aelodaeth CCYSAGauC yn ehangach yn cael eu hystyried wrth ffurfio ymateb terfynol CCYSAGauC i'r ymgynghoriad a fydd yn cael ei anfon i Gymwysterau Cymru erbyn 9 Ebrill 2021, cyn dyddiad cau 16 Ebrill. Bydd crynodeb o'r ymateb yn cael ei rannu gyda phob CYSAG pan mae ar gael.

Codwyd cwestiynau a chawsant eu hateb gan wahanol aelodau.

Dywedodd LB fod ei ChYsAG hi wedi edrych ar yr ymgynghoriad. Roedd PW, ymgynghorydd y CYSAG, wedi darparu ymateb drafft i'w ystyried. Roedd athrawon, yn arbennig, yn pryderu am TGAU Dyniaethau gan ddweud pe na bai disgyblion yn cael y cyfle i arbenigo mewn pynciau penodol, byddai hyn yn eu hatal rhag gwneud Safon Uwch neu gymhwyster pellach yn y pwnc e.e. Astudiaethau Crefyddol. Awgrymodd LB fod athrawon yn dymuno cadw arholiadau pynciau ar wahân.

Holodd PL a fyddai Datganiadau Yr Hyn sy'n Bwysig yn cael eu hadlewyrchu yn y TGAU newydd. Cadarnhaodd PW y byddent.

Awgrymodd PL hefyd y byddai'r ddarpariaeth arholiad gynyddol yn y Dyniaethau yn ymdrin â chryn dipyn o gynnwys ac mae angen bod yn ofalus i beidio ag ailadrodd ar draws yr arholiadau.

Cadarnhaodd PW fod dal angen i lawer mwy o gynllunio ddigwydd ar gyfer y cymwysterau newydd. Esboniodd mai'r rheswm y mae CC yn dilyn y llwybr hwn yw i gynnwys y sybsidiaredd a fydd gan ysgolion. Bydd angen darparu ystod o opsiynau arholiad i fod yn addas i'r dewisiadau / dulliau gwahanol o ddylunio a darparu'r cwricwlwm y bydd ysgolion yn eu mabwysiadu.

Dywedodd DF ei fod yn gwerthfawrogi'r cyfarfod diweddar gyda CCYSAGauC yr oedd ef a Deborah Weston wedi eu gwahodd i fynychu ar ran y Cyngor Addysg Grefyddol i drafod y cymwysterau newydd. Yn sgil hynny mae'r Cyngor yn ysgrifennu at yr holl sefydliadau sy'n

aelodau i'w gwneud yn ymwybodol o'r ymgynghoriad a'u hannog i ymateb yn eu ffordd eu hunain os ydynt yn dymuno gwneud hynny.

Atgoffodd EE yr aelodau fod CCYSAGauC wedi cyfarfod CC dros nifer o flynyddoedd. Yn y gorffennol mae CCYSAGauC wedi awgrymu dau fath o TGAU – TGAU Dyniaethau a hefyd ail TGAU Dyniaethau sydd â phwnc arbennig megis Astudiaethau Crefyddol. Cynigiodd y dylid atgoffa CC o'r awgrym hwn.

Holodd HS am yr amserlen o ran CYSAG yn sefydlu Maes Llafur Cytunedig newydd a pha gymwysterau newydd fyddai ar gael.

Eglurwyd y bydd yn rhaid datblygu Meysydd Llafur Cytunedig cyn ein bod yn gwybod i sicrwydd sut bydd y cymwysterau newydd yn edrych – er bydd yna rywfaint o ymwybyddiaeth gan y byddant yn seiliedig ar y cwricwlwm newydd.

Dylai Cynadleddau y Maes Llafur Cytunedig gael eu cynnal yn 2022. Cyhoeddir y cymwysterau newydd yn 2024 i'w haddysgu gyntaf ym mis Medi 2025 a'r arholiadau cyntaf yn 2027.

Dywedodd MW ei fod yn croesawu llwybrau ehangach o feddwl ac athroniaeth ond yn gobeithio nad yw AC yn cael ei lastwreiddio ormod.

Yn ôl KR, mae'r mater o Gynadleddau y Maes Llafur Cytunedig yn bwynt pwysig. Os yw ysgolion yn cyflwyno'r cwricwlwm newydd yn 2022, dylai pob CYSAG drefnu Cynhadledd cyn Medi 2022 fel bod ysgolion yn ymwybodol o ofynion CGM lleol ac y gallant gynnwys CGM wrth gynllunio'r cwricwlwm.

7. Diweddariad a lansio gwefan CCYSAGauC (Tania Ap Siôn)

Rhoddodd TapS ddiweddariad ar gynnydd gyda'r wefan newydd. Dangoswyd 'tudalen gartref' y safle drwy rannu sgrin. Mae rhan Saesneg y wefan wedi'i chwblhau erbyn hyn. Mae'r ochr Gymraeg wrthi'n cael ei datblygu. Mae'r ddewislen yn cadw'r un strwythur â'r wefan bresennol. Mae'r safle newydd yn fwy ffres a chyfoes ac yn hawdd ei lywio dros 5 neu 6 o feysydd.

Mae botymau Twitter a Facebook yn caniatáu integreiddio â'r Cyfryngau Cymdeithasol sy'n rhan bwysig o barhau i godi proffil a hygyrchedd CCYSAGauC.

Bydd y safle'n mynd yn fyw pan mae'r rhannau yn y ddwy iaith wedi'u cwblhau. Nodwyd fod angen ystyried gallu mynd ato drwy chwiliad Google yn Gymraeg.

Diolchodd TapS i bawb a oedd wedi bod â rhan mewn datblygu'r safle ac yn arbennig i waith ardderchog Nick Evans sydd wedi ymgymryd â'r prosiect hwn i CCYSAGauC.

8. Materion llywodraeth Cymru:

Cyfarfodydd (Rachel Samuel)

Cyfeiriodd RS at adroddiad cryno y cyfarfodydd gyda Llywodraeth Cymru a oedd wedi'i gynnwys yn y papurau ar gyfer y cyfarfod heddiw.

Cynhaliwyd dau gyfarfod ers cyfarfod diwethaf CCYSAGauC – 22.10.20 a 17.12.20. Codwyd nifer o gwestiynau ac ymatebwyd iddynt:

- Diweddariad ar Fframwaith AG – mae'r cwestiwn hwn yn dal i fynd rhagddo a'r ateb yw y bydd canllawiau ar gael cyn gynted â phosibl – bydd Libby Jones yn rhannu diweddariad pellach yn ystod cyfarfod CCYSAGauC.
- Effaith Covid 19 – fe'i gwnaed yn glir fod pob deddfwriaeth yn parhau yn ôl y bwriad ac na fyddai oedi i'r Bil Cwricwlwm.
- Ymgynghoriad y Pwyllgor Plant, Pobl Ifanc ac Addysg – cadarnhawyd y camau nesaf ar waith y pwyllgor a gellir gweld y canlyniadau o fewn y gwelliannau i'r bil cwricwlwm ac asesu fel y rhannwyd gan Paula Webber heddiw.
- Cynnwys datblygiad Ysbrydol, moesol, diwylliannol, meddyliol, corfforol a chymdeithasol disgyblion yn y canllaw – gwnaed cais i gyfeirio at hwn o fewn y dogfennau i sicrhau meddwl cydgysylltiedig, hyd yn oed pan nad yw'n cael ei grybwyll. Nid yw'r term mwyach yn yr eirfa. Cytunwyd bod angen ystyried hyn ymhellach, ond nid oedd yn glir pwy fyddai'n gwneud hyn.
- Diolchodd LIC i CCYSAGauC am y papurau briffio a baratowyd. Cynigiodd Edward Evans, ar ran CCYSAGauC, edrych ar sefyllfa addoli ar y cyd yn 10/94 nad yw'n cael ei ystyried yn y bil newydd ac felly fydd yn dal yn ofyniad cyfreithiol. Diolchwyd am gwblhau'r papur hwn.
- Papur briffio dyddiedig Chwefror 2020 - mewn ymateb i hwn, cadarnhaodd LIC fod cyllid wedi mynd i'r consortia ar gyfer Datblygu Proffesiynol. O ganlyniad, yr ALLau unigol fyddai'n penderfynu a oedd angen iddynt gyflogi ymgynghorwyr. Awgrymodd LIC ein bod yn siarad yn uniongyrchol â CCAC am y sefyllfa hon.
- Trafodaeth ar y llythyr gan y Gweinidog dyddiedig 16 Tachwedd 2020 yn arbennig 'bydd canllaw pellach i gefnogi Awdurdodau Lleol, CYSAGau a Chynadleddau Maes Llafur Cytunedig yn cael ei ddatblygu dros y misoedd sy'n dod. Fe holon ni hefyd beth sy'n gwneud grŵp gydag argyhoeddiad anghrefyddol penodol yn grŵp 'swyddogol' sydd angen cynrychiolaeth ar GYSAG. Fe'n hysbyswyd y gallai hyn gael ei esbonio yn y fframwaith, o bosibl gweithgor cyd-awduro er mwyn rhoi'r canllawiau angenrheidiol i ALLau fel y gall pob un wneud eu penderfyniadau eu hunain.
- Diweddariadau ar gymwysterau yn awr ac yn y dyfodol - mae hwn eto yn gwestiwn parhaus gyda'r holl ymgynghoriadau sy'n cael eu cynnal yn gysylltiedig â'r cwricwlwm newydd a newidiadau i arholiadau TGAU a lefel A eleni.
- Mynediad i HWB i CCYSAGuC – Cytunwyd y byddai LIC yn ymchwilio i hyn ac yn trefnu i aelod o dîm HWB siarad â ni.

Fframwaith AG (Libby Jones)

Esboniodd LJ fod toriad hir wedi bod mewn gwaith ar y Fframwaith CGM oherwydd sefyllfa Covid-19. Yn y diwedd craffwyd ar y canllawiau drafft ym mis Ionawr 2021 ac fe'i gwelwyd gan y Bwrdd Rhaglen. Roedd rhai gwelliannau wedi cael eu hawgrymu ac roedd grŵp o arbenigwyr yn cynnwys LJ ei hun, wedi gweithio ar hwn ers Chwefror 2021. Bydd yr ymgynghoriad cyhoeddus llawn ar y Fframwaith yn dechrau yng nghanol Mai ac yn para am 8 wythnos. Bydd yr ymatebion yn cael eu dadansoddi hyd at fis Medi / Hydref 2021. Bydd y Fframwaith terfynol ar gael ym mis Rhagfyr 2021. Felly, bydd angen i GYSAGau gynnal

Cynadleddau y Maes Llafur Cytunedig o fis Rhagfyr 2021. Adroddodd LJ fod Cynhadledd y Maes Llafur Cytunedig Wrecsam yn cyfarfod ym mis Ionawr 2022.

Mewn ymateb i gwestiwn gan PW, esboniodd PK fod y Bwrdd Rhaglen yn grŵp arweiniad mewnol ehangach. Dywedodd PW ei bod yn teimlo'i bod yn bwysig fod y Fframwaith newydd yn mynd at y Bwrdd Cydlyniant i sicrhau ei fod yn unol â'r cyfan o'r cwricwlwm newydd. Pwysleisiodd ei bod yn bwysig gwneud yn siŵr fod yn Fframwaith yn cyd-fynd â Datganiadau Yr Hyn sy'n Bwysig.

Ychwanegodd LJ fod LIC, ar 18 Mawrth, wedi anfon copi o'r Fframwaith Drafft i bob un o'r 22 Cyfarwyddwr Addysg. Mae LIC yn gwahodd ymatebion i'r drafft gan yr ALI erbyn 9 Ebrill 2021. Nododd yr aelodau fod hon yn amserlen afrealistig o ystyried y bydd y staff allweddol ar eu gwyliau yn y cyfnod hwn gan ei bod yn Basg.

Mynnodd KP fod LIC yn hyderus eu bod wedi rhoi cymaint o amser ag y gallant ei ganiatáu i'r adborth cychwynnol hwn o ystyried yr amserlen y maen nhw'n gweithio iddi. Atgoffodd yr aelodau y bydd yr ymgynghoriad llawn ar agor tan ganol Mai.

Awgrymodd LB ei bod yn ymddangos nad yw rhai Cyfarwyddwyr Addysg wedi anfon y Fframwaith i Glercod CYSAGau i'w anfon ymlaen i aelodau'r CYSAG. O ystyried nad oedd CCYSAGauC wedi derbyn copi o'r Fframwaith yn swyddogol, esboniodd LJ nad oedd CCYSAGauC mewn sefyllfa i'w anfon i Glercod CYSAG. Awgrymodd LJ y gallai'r aelodau oedd yn bresennol ofyn i'w Clerc CYSAG ofyn i'w Hadran Addysg am gopi y gellir ei ddsbarth i'r aelodau CYSAG.

Pryder KR oedd nad yw'r Fframwaith yn esbonio'r ddeddfwriaeth newydd yn ddigonol. Mae hi'n teimlo fod angen i unrhyw un sy'n defnyddio'r Fframwaith ac yn dehongli ei derminoleg, gael eu gwarchod rhag unrhyw her gyfreithiol. Awgrymodd y dylai fod diffiniadau cyfreithiol o dermau megis 'beirniadol, gwrthrychol a phlwrailaethol er enghraifft. Holodd KR hefyd pam fod y term 'argyhoeddiadau athronyddol' yn cael ei ddefnyddio yn y Fframwaith yn hytrach na 'bydolygon' fel yn y Datganiadau o'r Hyn sy'n Bwysig.

Roedd PW yn cytuno a mynegodd bryder tebyg i un KR. Dywedodd LJ fod rhesymau cyfreithiol pam fod y term 'argyhoeddiadau athronyddol' yn gorfod cael ei ddefnyddio yn y Fframwaith ond roedd hi'n cydnabod y byddai athrawon, yn arbennig, angen cymorth i ddeall y derminoleg.

Nododd DF y bydd yn rhaid i'r REC aros nes bod y ddogfen ymgynghori ar gael cyn y gall ef ei gweld.

Dywedodd CA ei bod hi'n gallu cysylltu'n hawdd â Chlerc y CYSAG ond nad oedd CYSAG Blaenau Gwent wedi cynnal unrhyw gyfarfodydd yn y flwyddyn ddiwethaf.

Dysgu Proffesiynol (Libby Jones)

Roedd PW ac LJ wedi cyfarfod â KP eto ac wedi cyflwyno canfyddiadau arolwg athrawon CCYSAGauC. Gyda bron i 400 o ymatebion, derbyniwyd hyn fel tystiolaeth ddefnyddiol iawn a dywedodd KP fod y ffigyrau'n profi fod yna angen am Ddysgu Proffesiynol i athrawon.

Mynegodd LJ ei diolchgarwch i bob CYSAG am anfon yr arolwg i'w hysgolion. Roedd yr ymatebion yn dystiolaeth fod angen dysgu proffesiynol i gefnogi addysgu CGM.

Fel y gofynnwyd gan KP, mae CCYSAGauC wedi darparu model i ddarlunio dull cydweithredol o Ddysgu Proffesiynol i CGM. Anfonwyd hwn i KP a bwriedir cael cyfarfod arall i drafod y model.

Rhannwyd cyflwyniad PowerPoint i amlinellu cynnwys y model.

Cafodd ystod eang o bartneriaid cydweithredol posibl eu cynnwys megis CCYSAGauC, Estyn, PYCAG, Esgobaethau, ysgolion ayb.

Awgrymodd KR y dylai ystod o grwpiau cred – crefyddol ac anghrefyddol – gael eu cynnwys hefyd felartneriaid posibl i gefnogi Dysgu Proffesiynol. Esboniodd LJ y rhesymeg dros gynnwys esgobaethau – byddant yn darparu Dysgu Proffesiynol i'w hysgolion eglwys – ond roedd LJ yn cydnabod y cyfraniad gwerthfawr y gallai grwpiau crefyddol ac anghrefyddol eraill ei wneud i Ddysgu Proffesiynol.

Nododd LJ arwyddocâd y newid enw a fydd yn cael effaith ar y pwnc ac ar ddealltwriaeth athrawon o natur y pwnc. Awgrymodd y bydd y Fframwaith yn cynnig rhywfaint o arweiniad i CGM ac y bydd hwn yn adnodd defnyddiol ond ni fydd yn ddigonol ohono'i hun i gefnogi athrawon.

Dywedodd TapS y bydd Dysgu Proffesiynol yn allweddol i sicrhau llwyddiant gweithredu'r cwricwlwm newydd.

9. Cyflwyniad PYCAG – Bil y Cwricwlwm (Paula Webber)

Rhannodd PW gyflwyniad PowerPoint i amlinellu'r sefyllfa gyfredol gyda Bil y Cwricwlwm.

Nodwyd y canlynol:

- Cymeradwywyd y Bil gan y Senedd ar 02.03.21 gyda 32 pleidlais o blaid, 18 pleidlais yn erbyn, ac yn yn atal ei bleidlais.
- Cytunwyd ar y gwelliannau disgwylidig i CGM.
- Ni dderbyniwyd gwelliannau ychwanegol a gynigiwyd, ynglŷn â'r hawl i dynnu'n ôl o CGM a'r cyfrifoldeb am gostau a wynebir drwy ddarparu dau faes llafur CGM mewn ysgolion gwirfoddol a gynorthwyir sydd o gymeriad crefyddol.
- Bydd angen i'r bil gael Cydsyniad Brenhinol ar 6 Ebrill

Amlinellodd PW y prif newidiadau mewn deddfwriaeth a fydd yn effeithio ar CGM.

Tynnodd PW sylw at y newid enw i GYSAGau a fydd yn cael eu hadnabod fel Cynghorau Ymgynghorol Sefydlog.

Bydd y ddeddfwriaeth bellach yn adlewyrchu'r gyfarwyddeb flaenorol gan LIC fod cyrff sy'n cynrychioli argyhoeddiadau athronyddol anghrefyddol i'w cynnwys yn aelodaeth Pwyllgor A, h.y.

(i) crefyddau Cristnogol a chrefyddau ac enwadau eraill o grefyddau o'r fath, ac

(ii) argyhoeddiadau athronyddol anghrefyddol.

Yna canolbwyntiodd PW ar y camau nesaf i GYSAGau. Awgrymodd PW fod angen i GYSAGau ymateb i ymgynghoriad y Fframwaith CGM. Bydd angen iddynt drefnu a chynnal Cynhadledd Maes Llafur Cytunedig. Awgrymodd PW sut byddant yn delio â'r newid enw. Mae'n bosibl y bydd angen diweddarau Cylchoedd Gorchwyl a Chyfansoddiadau CYSAG i adlewyrchu newidiadau deddfwriaethol. Bydd angen i GYSAGau baratoi i gynghori ysgolion wrth iddynt ddatblygu eu Cwricwlwm Dyniaethau. Dylid croesawu datganiadau Yr Hyn sy'n Bwysig a chynghori ysgolion ar sut y gellir eu defnyddio i ddarparu'r CGM gorau o fewn y Dyniaethau. Gallai CYSAGau ac ysgolion archwilio hefyd y cysylltiadau a'r rhyng-ddibyniaethau rhwng CGM (o fewn y Dyniaethau) a'r Meysydd Dysgu a Phrofiad eraill.

Awgrymodd PW fod angen ystyried sut gall CYSAGau a CCYSAGauC weithio mewn partneriaeth gyda'r ALlau, consortia, mudiadau eraill ac ysgolion i ddarparu Dysgu Proffesiynol a phrofiadau dysgu cyfoethog a dilys o amgylch y cysyniadau allweddol o fewn CGM/Dyniaethau.

Gallai CYSAGau fyfyrion a gwerthuso sut gallant ddod yn fwy effeithlon ac effeithiol. Dylai fod sgwrs barhaus gydag athrawon a dysgwyr, i adeiladu perthnasau, yn ei lle.

Holodd PL a oes angen yswiriant indemniad ar GYSAGau gan eu bod yn rhoi cyngor. Bydd angen iddynt sicrhau fod y cyngor o'r safon uchaf.

Eglurodd EE o ran CYSAGau, dim ond un grŵp A sydd, a fydd yn cynnwys cynrychiolwyr crefyddol ac anghrefyddol.

Gan y bydd enw newydd i GYSAGau, awgrymodd RT y gall fod angen enw newydd a logo newydd ar CCYSAGauC.

Nododd LB fod heriau cyfreithiol yn bosibl ar bob adegau gyda heriau posibl o ran y ddeddfwriaeth ei hun, gan nad yw'n caniatáu optio allan i rieni. Yn neddfwriaeth y ddeddf cydraddoldeb, roeddent yn darparu eithriad i wahaniaethu mewn perthynas â chyd-destun addysg grefyddol ac mae angen cadw hynny mewn cof.

Rhannodd GT bryder y gall fod mwy o bwyslais ar athroniaeth a hynny yn lle AG. Dywedodd PW fod datganiadau'r Hyn sy'n Bwysig yn cynnig cyfle mwy cyfoethog am astudiaethau crefyddol mwy pwrpasol a bod angen i ni sicrhau fod athrawon yn cael yr hyfforddiant a'r gefnogaeth i adnabod a gwneud defnydd o'r cyfleoedd hyn.

Cadarnhaodd PK y bydd CGM yn dal i fod yn statudol. Nid yw yn mynd i gael ei lastwreiddio. Nid yw'r newid enw yn tynnu oddi ar AG dda – y bwriad yw ail-bwysleisio'r hyn sy'n golygu AG dda yn barod.

10. Diweddariadau:

Y Cyngor Addysg Grefyddol (Dave Francis)

Dywedodd DF fod y Cyngor wedi bod yn falch cael cydweithio â CCYSAGauC ar y materion ynghylch adolygu cymwysterau.

Cyfeiriodd at y prosiect a sefydlwyd i archwilio'r ddealltwriaeth o'r term 'bydolygon'. Mae'r Ymddiriedolwyr yn cynnig cyfres o sgwrsiau i rannu'r canfyddiadau hyd yma. Bydd y Pwyllgor

Addysg yn parhau i edrych ar y model bydolygon yn hytrach na model crefydd. Gall canlyniad terfynol y prosiect gael ei gofnodi naill ai mewn cyhoeddiad neu ffilm wedi'i hanimeiddio.

Tynnodd DF sylw at brosiectau eraill megis prosiect y Llysgenhadon Ifanc a oedd bellach wedi'i gcontractio i AREIAC. Soniodd am y Marc Ansawdd Addysg Grefyddol ac atgoffodd CCYSAGauC fod hwn ar agor i ysgolion yng Nghymru yn ogystal â Lloegr.

Cynhelir Cyfarfod Blynyddol y Cyngor Addysg Grefyddol ar 11 Mai 2021.

Bydd 3 sedd i'w hethol ar y bwrdd.

Nododd DF hefyd ei bod yn amser adnewyddu tanysgrifiadau aelodaeth REC.

AREIAC (Gill Vaisey)

Adroddodd GV fod trafodaethau'n mynd rhagddynt ar gynhadledd yr haf a bydd y newyddion yn cael ei ledaenu yn fuan.

Erbyn hyn mae pump o bobl yn grŵp rhanbarthol AREIAC Cymru. Pwysleisiodd GV werth AREIAC fel corff proffesiynol ac anogodd aelodaeth, sy'n £70 y flwyddyn. Ceir manylion pellach ar [wefan AREIAC](#).

Roedd GV wedi anfon Newyddlen AREIAC ymlaen i aelodau Cymru er y byddent wedi'i derbyn yn uniongyrchol hefyd. Mae'n cynnwys gwybodaeth ddefnyddiol a chyfleoedd i fynychu gweminarau amrywiol ar-lein – a'r clwb llyfrau.

Roedd manylion Rhaglen Arweinyddiaeth St Gabriel wedi cael ei rannu ag aelodau Cymru. Nodwyd fod y rhaglen hon ar agor i bob ymarferwr yng Nghymru yn ogystal â Lloegr ac y byddai croeso i geisiadau o Gymru. Y prif feini prawf yw bod athro sy'n dymuno gwneud cais yn cefnogi AG y tu hwnt i'w ysgol ei hun (e.e. rhoi cefnogaeth i athrawon mewn ysgolion eraill - yn rhedeg grŵp Rhwydweithio efallai). Ceir manylion yn <https://www.natre.org.uk/news/latest-news/the-culham-st-gabriel-s-leadership-programme/> neu <https://www.reonline.org.uk/leading-re/leadership/leadership-programme/> er bod y dyddiad cau ar 31 Mawrth.

EFTRE (Gill Vaisey)

Mae EFTRE wedi parhau i gynnal ei gyfarfodydd bwrdd ar-lein. Bwriedir cynnal y gynhadledd ddwy flynyddol yn Rhufain ar 25-28 Awst 2022. Y thema fydd 'Crefydd Fyw' sy'n cyd-fynd â'r pwyslais mewn AG yng Nghymru a Lloegr.

MAGC (Paul Morgan)

Adroddodd PM fod MAGC wedi parhau i ganolbwyntio ar ddyfodol y cyhoeddiad *RE Ideas*. Roedd wedi cael cyngor gan PYCAG. Bydd *RE Ideas* yn cael ei ohirio am y dyfodol agos o leiaf. Cydnabuwyd y bydd angen asesu pa newidiadau fydd angen eu gwneud os yw'r cyhoeddiad am barhau.

Rhwydwaith Rhyng-ffydd (Libby Jones)

Adroddodd LJ fod y Rhwydwaith Rhyng-ffydd yn datblygu rhai adnoddau ar gyfer CA3. Roedd Pwyllgor Gwaith CCYSAGauC wedi cael gwahoddiad i ystyried yr adnodd a chynnig

adborth – er enghraifft a oes angen ei addasu i Gymru. Anfonwyd sylwadau i'r cyhoeddwr ac maent yn ystyried a fydd ar gael i ysgolion yng Nghymru.

Nododd LJ fod aelodaeth newydd y Rhwydwaith yn cynnwys Caplaniaeth Prifysgol y Drindod Dewi Sant.

Adroddodd LJ fod y mewnbwn gan CCYSAGauC bob amser yn cael ei groesawu a'i werthfawrogi.

Diweddariad PYCAG (Libby Jones)

Adroddodd LJ fod aelodau PYCAG wedi trafod ymgynghoriad Cymwysterau Cymru yn eu cyfarfod diwethaf. Maent wedi llunio ymateb sy'n debyg i ymateb CCYSGauC. Ond, mae'n tynnu sylw at yr ymatebion amrywiol gan aelodau unigol. Cydnaybdir nad yw'r aelodau bob amser yn cytuno ar bob pwynt ond maent yn cael dadl a thrafodaeth werthfawr am y pwyntiau a godwyd. Cyfeiriodd LJ at y cytundeb y gallai PYCAG gyflwyno cais i CCYSAGauC am gyllid i greu adnoddau dysgu cyfunol. Fodd bynnag, cytunwyd fod diffyg capasiti ymhlith aelodau PYCAG i wneud gwaith ar adnoddau dysgu cyfunol. Cytunodd PYCAG y byddai'n fwy defnyddiol dwyn ynghyd rhestr o ddolenni defnyddiol ac addas i'r adnoddau sy'n bodoli'n barod.

Nodwyd bod y gwahanol gonsortia yn coladu rhestrau o adnoddau. Bydd LJ yn hwyluso crynhoi'r rhestr hon ac yn cysylltu â Phwyllgor Gwaith CCYSAGau / RS fel Cadeirydd.

Nododd LJ yr ystod o eitemau a drafodwyd yng nghyfarfod PYCAG a oedd yn cynnwys ail-ystyried ei gyfansoddiad a'i aelodaeth.

Gofynnodd KN sut mae disgyblion o gefndir lleiafrifol yn cael eu cynnwys o ran addysg grefyddol mewn ysgolion. Nododd LJ fod sybysidiaredd yn y cwricwlwm newydd yn golygu y gall ysgolion sicrhau fod cynllunio'u cwricwlwm yn adlewyrchu eu hardal a'u dysgwyr eu hunain. Awgrymodd PW fod natur gynhwysol gyffrous y cwricwlwm newydd a'i bwyslais ar amrywiaeth yn rhywbeth i'w ddathlu. Awgrymodd KR, yn unol â hyn, fod angen i GYSAGau gymryd y cyfle hwn i gynnwys cynrychiolwyr o amrywiaeth eang o gefndiroedd.

Adroddiad o'r Pwyllgor Gwaith a gynhaliwyd ar 26 Ionawr (Rachel Samuel / Tania Ap Sion)

I ddechrau diolchodd RS i bawb ar y Pwyllgor Gwaith am eu holl waith a oedd yn fwy anodd oherwydd Covid-19 a'r holl newidiadau gyda'r cwricwlwm.

Amlinellodd RS yr eitemau fel yn ôl yr adroddiad a gyflwynwyd gydag agenda heddiw. Nodwyd fod y rhan fwyaf o'r pwyntiau hyn wedi cael eu trafod yn barod fel rhan o'r agenda.

Nododd yn arbennig, lwyddiant CCYSAGauC mewn sicrhau fod ffi talu'n hwyr CBAC wedi cael ei hepgor ac nad yw'n weithredol mwyach.

Nododd RS fod y Pwyllgor Gwaith wedi cael llythyr gan Gyngor Eglwysi Rhyddion Cymru yn gofyn am gymorth CCYSAGau i gyfieithu adnoddau i athrawon a baratowyd gyda *RE Today* ar themâu gwrth-hiliol a BAME. Bydd hwn yn cael ei gynnwys ar yr agenda i'w drafod yn y pwyllgor gwaith nesaf. Yn dilyn hyn, rhoddir ymateb i'r Cyngor Eglwysi Rhyddion a bydd adborth yn cael ei rannu yng nghyfarfod nesaf CCYSAGauC.

11. Gohebiaeth (Alice Parry)

Croesawodd AP Gwawr Meirion, cynrychiolydd Estyn, i'w chyfarfod CCYSAGauC cyntaf ac fe'i gwahoddwyd i siarad. Adroddodd GM fod Estyn yn ymgysylltu ag ysgolion ynghylch y cwricwlwm newydd. Mae Estyn yn edrych hefyd ar sut mae ysgolion wedi addasu gwaith i ymdopi â'r pandemig. Hysbysodd GM yr aelodau y gellir cyrchu adroddiadau thematig ac adroddiadau o ymgysylltiad diweddar Estyn ag ysgolion o wefan Estyn.

Roedd gohebiaeth wedi'i derbyn fel a ganlyn.

Dyneiddwyr Cymru ynglŷn â llefydd ar GYSAGau (fel y nodwyd ynghynt)

Mudiadau ynglŷn ag adnoddau – bydd hyn yn cael ei drafod gan y Pwyllgor Gwaith.

Y grefydd Baha'i yn estyn cyfarchion Blwyddyn Newydd ar 20 Mawrth 2021.

Rhyng-ffydd Cymru gyda gwahoddiad i rai dathliadau rhithiol – anfonir hwn i'r CYSAGau.

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

Dim

13. Dyddiad y cyfarfod nesaf: Haf 2021 i'w Gadarnhau

16 Mehefin 2021 – i'w letya gan Powys

Diolchwyd i Gyngor Bwrdeistref Caerffili am letya'r cyfarfod, i bawb oedd yn bresennol ac i'r holl gyflwynwyr a chyfranwyr.

Daeth y cyfarfod i ben am 13.05.

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT) Gwyneth Mai Hughes (GH) Dylan Rees (DR)</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KW) Chris Abbas (CA) John Meredith (JM)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Angela Hill (AH) Alice Parry (AP)</p> <p>Caerffili/ Caerphilly Paula Webber (PW) Janet Jones (JJ) Cllr John Taylor (JT) Paul Warren (PWn) Cllr Michael Gray (MG) Rebecca Barrett (RB) Janet Jones (JJ) Martyn Western (MW) Carin Quinn (CQ) Teresa Parry (TP)</p> <p>Caerdydd / Cardiff Angela Hill (AH)</p> <p>Sir Gaerfyrddin / Carmarthenshire Kimberley Perry (KP) Cllr Gwyneth Thomas (GT)</p> <p>Ceredigion Cllr Keith Evans (KE)</p>	<p>Conwy Phil Lord (PL) Nicholas Richter (NR)</p> <p>Sir Ddinbych / Denbighshire Phil Lord (PL) Janet Axworthy (JA) Cllr Dave Mackie (DM)</p> <p>Sir y Fflint / Flintshire Vicky Barlow (VB)</p> <p>Gwynedd Dashu (D) Paul Rowlinson (PR) Eurfryn Davies (ED) Selwyn Griffiths (SG)</p> <p>Merthyr Tudful / Merthyr Tydfil Angela Hill (AH)</p> <p>Sir Fynwy / Monmouthshire Paula Webber (PW) Louise Brown (LB) Sue Cave (SC) Suzanne Gooding (SG)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS) Lee Workman (LW) Debbie Thomas (DT) Tim Hewitt (TH)</p> <p>Casnewydd / Newport Paula Webber (PW) Neeta Baicher (NB) Huw Stephens (HS)</p>	<p>Sir Benfro / Pembrokeshire Cllr Huw George (HG) Amanda Lawrence (AL)</p> <p>Powys Cllr. Ange Williams (AW)</p> <p>Rhondda Cynon Taf Angela Hill (AH) Martyn Silezin (MS) Matthew Maidment (MM)</p> <p>Abertawe / Swansea Alison Lewis (AL) Mohsen El-Beltagi (ME)</p> <p>Torfaen Paula Webber (PW) Marilyn Frazer (MF) Sian Lewis (SL)</p> <p>Bro Morgannwg / Vale of Glamorgan Angela Hill (AH) Marged Williams (MW) Edward Williams (EW) Kalpana Natarajan (KN)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Siôn (TaS) Pippa Virdee-Lace BL)</p>	<p>Observers:</p> <p>REMw Paul Morgan (PM)</p> <p>WJEC Andrew Pearce (AP)</p> <p>ESTYN Gwawr Meirion (GM)</p> <p>Welsh Government Peter Kennedy (PK)</p> <p>REC Dave Francis (DF)</p> <p>Church in Wales Elizabeth Thomas (ET)</p> <p>Catholic Education Service Angela Keller (AK)</p> <p>Qualification Wales Philip Blaker (PB) Catrin Verrall (CV)</p> <p>Minutes Gill Vaisey (GV)</p> <p>Others – unknown to which SACRE associated: Cllr J M Williams Primary Education</p>
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Minutes of the meeting

1. Introduction and welcome

RS welcomed everyone and explained the protocol for this virtual meeting.

Cllr John Taylor, Chair of Caerphilly SACRE gave a welcome as the host authority for this meeting. He expressed his disappointment that we could not be in Caerphilly physically but none the less, was pleased to act as host and wished the meeting well. He acknowledged the amazing work that schools and teachers have been undertaking in such difficult circumstances.

Cllr Taylor thanked Rebecca Barret as the efficient and effective clerk to Caerphilly SACRE, alongside Paula Webber who provides the professional support. He expressed his support for the planned co-option of two young people who were to soon join the SACRE to give pupil voice to the committee.

A welcome was also given by Paul Warren, Strategic Lead for School Improvement. He explained that he was an ex headteacher and fully appreciated the immense challenges on teachers at present and over recent months. He acknowledged that teachers have been not only managing remote learning during the pandemic but at the same managing curriculum change and the planning that that entails. He also recognised the effects on pupils who have varying degrees of support when learning from home and the impact on the wider community also.

He noted the changes taking place for RE which is to become RVE and mandatory for all pupils 3 – 16 years. With no future right of withdrawal for parents to exercise, he recognises that it is crucial that RVE is objective, critical and pluralistic. This will demand a need for CPD more than ever before.

Paul spoke of the need for SACRE members to have the skills to steer and shape policy at a national level. He expressed thanks to all those involved in doing their best for learners across Wales.

2. Quiet reflection

RS led members through a reflection on the last year, recognising that this day, one year ago, was the first day of the first lockdown due to Covid-19. She acknowledged all those who had lost their lives – how this number had increased in the UK from 364 in March 2020 to the current official figure of 126,172. She reflected on the impact of the pandemic both physically and emotionally on so many people.

RS spoke of ‘the light at the end of the tunnel’ with the roll out of the vaccines. She commended all the health workers and key workers for all that they had done and continue to do in their crucial work.

RS invited members to mark a minute’s silence at midday, inline with the Marie Curie initiative to make this a day of remembrance. At 8p.m. people are encouraged to hold a light on their doorsteps, whilst buildings around the country will be lit by a yellow light.

3. Apologies

Apologies were received from Lucy Grant and John Mitson as Executive Members, Jennifer Harding - Swansea SACRE, Rita Fiona Thomas – Neath Port Talbot SACRE, Tudor Thomas - Monmouthshire SACRE.

4. Minutes of meeting held on 7th October 2020

The minutes were agreed as an accurate record of the meeting subject to the addition in the attendance list of Cllr Keith Evans who indicated that he had been present, and on page 18, second sentence needing inverted commas added to “regard”.

RT expressed thanks for the detail included in the minutes and the speed in which they had been made available following the meeting.

5. Matters arising from minutes of the last WASACRE meeting

Item 7 – Blended Learning – RS reported that NAPfRE has been considering how to take this forward. An update will be given later in the meeting.

Item 10 – concerns had been raised from Wales Humanists about membership of SACREs. In response to this, the Chair wrote to all LAs reminding them of the letter from WG stating that representatives from non-religious beliefs such as humanism, can be given a place on Committee A.

6. Qualifications Wales Consultation (Alice Parry)

<https://qualificationswales.org/english/qualified-for-the-future---have-your-say/>

AP gave an overview of the current consultation on the new GCSE qualifications.

She reported that the WASACRE Exec has begun to consider a response to the consultation. The teaching members of the Exec had firstly considered this followed by a meeting with REC representatives to share views.

AP noted that the consultation includes three main proposals for the Humanities Area of Learning and Experience:

4. Review and reform GCSEs in Business, Geography, History and Religious Studies.

AP noted that there would be a need to ensure comparability between all the GCSEs. The same time allocation should be given to all the subject GCSEs. WASACRE would want the RS GCSE to be published at the same time as other subjects. Both statutory RVE and optional Religious Studies needs to be considered. The specification needs to address inclusivity – it should retain rigour and challenge but also has to be accessible to all learners. Rather than the Full or Short course being 100% examination, ongoing assessment with a digital and blended learning approach would be preferred. The GCSE also needs to provide sufficient challenge to allow students to be prepared to go on to further study such as the A Level.

5. If feasible, create a new GCSE in Social Studies.

AP recognises that this could be a popular course. However, it will need to be appropriately clear and distinguishable from other disciplines. Whilst it is acknowledged that there will be potential links between disciplines, these links need to be complimentary and not competitive. Each discipline needs to be distinct. RS should not be allowed to be disguised within Social Studies.

QW needs to consult with the Stakeholders and ensure that specialists are deployed to create the new qualifications.

6. If feasible, create a new integrated GCSE in Humanities.

AP suggested that for this approach, it would need to be ensured that links are complimentary and there remains a distinctiveness of the various subjects that make up the Humanities. This is an opportunity to embed the What Matters Statements within a GCSE. A multi-dimensional approach through a range of lenses would be beneficial as long as the differences between the subject disciplines are still evident.

It was noted that some schools may not teach in a thematic way so would not want a Humanities examination. The statutory RVE could be covered in an integrated Humanities qualification.

Further responses from the Exec and wider WASACRE membership will be considered in formulating the final WASACRE response to the consultation which will be submitted to QW by 9th April 2021, before the deadline of 16th April. A summary of the response will be shared with all SACRE when it is available.

Questions were raised and responses given by various members.

LB stated that her SACRE had looked at the consultation. PW, as the SACRE adviser, had provided a draft response for consideration. Teachers, in particular, were concerned about a Humanities GCSE and that if pupils were not given the opportunity to specialise in specific subjects, this would deter them from pursuing an A Level or further qualification in the subject e.g. Religious Studies. LB suggested that teachers wanted to keep separate subject examinations.

PL questioned whether the What Matters Statements would be reflected in the new GCSE. PW confirmed that that would be the case.

PL also suggested that the increased examination provision within Humanities would cover a considerable amount of content and there is need to be careful of repetition across the exams.

PW confirmed that a lot more planning still needs to take place for the new qualifications. She explained that the reason why QW is going down this route is to accommodate the subsidiarity that schools will have. It will be necessary to provide a range of examination options to suit the different choices / approaches to curriculum design and provision that will be adopted by schools.

DF stated that he appreciated the recent meeting with WASACRE that he and Deborah Weston had been invited to attend on behalf of the REC to discuss the new qualifications. He advised that subsequently the REC is writing to all member organisations to make them

aware of the consultation and encouraging them to respond in their own way should they wish to do so.

EE reminded members that WASACRE has met with QW over many years. In the past WASACRE has suggested two types of GCSE - a Humanities GCSE and also a second Humanities GCSE which has a particular discipline such as RS. He proposed that QW could be reminded of this suggestion.

HS queried the timescale in relation to SACRE establishing a new Agreed Syllabus and the availability of the new qualifications.

It was clarified that Agreed Syllabuses will have to be developed before it is known for sure what the new qualifications will look like – although there will be some awareness as they will be based on the approach of the new curriculum.

Agreed Syllabus Conferences should take place in 2022. The new qualifications will be published in 2024 for first teaching in September 2025 and the first examinations in 2027.

MW stated that he welcomes wider avenues of thought and philosophies but hopes that RS is not watered down too much.

KR stated that the issue of ASCs is an important point. If schools are rolling out the new curriculum in 2022, all SACREs should set up ASCs in advance of September 2022 so that schools are aware of the local RVE requirements and can include RVE within their curriculum planning.

7. WASACRE website update and launch (Tania Ap Sion)

TapS gave an update on the progress with the new website. The 'home page' of the site was shown through screen share. The English part of the site is now complete. The Welsh side of the site is being developed. The menu retains the same structure as the current website. The new site is much fresher and more contemporary with easy navigation over 5 or 6 areas.

The Twitter and Facebook buttons allow for integrated Social Media facilities which is an important part of continuing to raise WASACRE's profile and accessibility.

The site will go live when both language areas are complete. It was noted that there needs to be consideration of accessibility through a Google search in Welsh.

TapS thanked all those involved in developing the site and in particular the excellent work of Nick Evans who has undertaken this project for WASACRE.

8. Welsh government matters:

Meetings (Rachel Samuel)

RS referred to the summary report of meetings with Welsh Government which was included in the meeting papers for today.

Two meetings have taken place since the last WASACRE meeting – 22.10.20 and 17.12.20. A range of questions were raised and received a response:

- Update on the RE framework – this is an ongoing question with a response that guidance will be available as soon as possible – Libby Jones will be sharing a further update during the WASACRE meeting.
- Impact of Covid 19 – it was made clear that all legislation was continuing as planned and there would be no delays in the Curriculum Bill.
- Consultation of the CYPE Committee – the next steps on the committee's work was confirmed and results can be seen within amendments to the curriculum and assessment bill as shared by Paula Webber today.
- The inclusion of Spiritual, moral, cultural, mental physical and social development of pupils in the guidance – a request was made to signpost within the documentation to ensure joined up thinking, even when it is not mentioned. Term is no longer in the glossary. It was agreed that this needs further consideration, but it was not made clear as to who would do this.
- WG thanked WASACRE for briefing papers that had been prepared. Edward Evans offered, on behalf of WASACRE, to look at the position of collective worship within 10/94 that is not being considered within the new bill and thus will still be legal requirements. Thanks was given on the completion of this paper.
- Briefing paper dated February 2020 – in response to this, WG confirmed that funding went to consortia for Professional Development. As a result, it would be down to individual LA's to decide if they required to employ advisors. WG suggested we spoke directly to ADEW regarding this situation.
- Discussion on the letter from the Minister dated 16th November 2020 in particular 'Further guidance to support Local Authorities, SACRE's and Agreed Syllabus Conferences (ASC's) will be developed over the coming months. We also enquired regarding what makes a group with a specific non-religious conviction an 'official' group that requires representation on SACRE. We were informed that this could be explained in the framework, possibly a co-construction working group in order to provide the necessary guidance for LAs so that they can each make their own decisions.
- Updates on qualifications both current and future – this again is an ongoing question with all the consultations that are being carried out linked to the new curriculum and amendments to this year's GCSE and A level examinations.
- Access to HWB for WASACRE – it was agreed that WG would look into this and arrange for a member of the HWB team to speak with us.

RE Framework (Libby Jones)

LJ explained that there had been a long break in working on the RVE Framework due to the Covid-19 situation. The draft guidance was finally scrutinised in January 2021 and seen by the Programme Board. Some amendments had been suggested and a group of experts including LJ herself, had worked on this in February 2021. The full public consultation on the Framework will commence mid May and will last for 8 weeks. Responses will be analysed up to September / October 2021. The final Framework will be available in December 2021.

Therefore, SACREs will need to hold Agreed Syllabus Conferences from December 2021. LJ reported that Wrexham ASC is meeting in January 2022.

In response to a question from PW, PK explained that the Programme Board is a wider internal guidance group. PW stated that she felt it was important for the Framework to go to the Coherence Board to ensure that it is in line with the whole of the new curriculum. She emphasised it is important to make sure that the Framework is in line with the What Matters Statements.

LJ added that on 18th March, WG had sent a copy of the draft Framework to all 22 LA Directors of Education. WG invites responses to the draft from the LA by 9th April 2021. Members noted that this is an unrealistic time frame given that key personnel will be on leave during this period due to the Easter break.

KP stated that WG is confident that they have given all the time that they can allow for this initial feedback given the timeframe they are working with. He reminded members that the full consultation will be open until mid May.

LB suggested that some Directors of Education do not seem to have sent the Framework to the SACRE clerks to pass on to SACRE members. Given that WASACRE had not officially received a copy of the Framework, LJ explained that WASACRE was not in a position to send it to SACRE Clerks. LJ suggested that members present could ask their SACRE Clerk to ask their DoE for a copy which can be distributed to its SACRE members.

KR raised concern that the Framework does not explain the new legislation adequately. She feels that anyone using the Framework and interpreting its terminology, needs to be protected from any legal challenge. She suggested their needs to be legal definitions of terms such as 'critical, objective and pluralistic' for instance. KR also questioned why the term 'philosophical convictions' is being used in the Framework instead of 'worldviews' as in the Statements of What Matters.

PW agreed and expressed her similar concern as that of KR. LJ stated that for legal reasons the term 'philosophical convictions' had to be used in the Framework but recognised that teachers, in particular, would need support with understanding the terminology.

DF noted that the REC will have to wait until the consultation document is available before it can have sight of it.

CA made a comment that she has easy access to the SACRE Clerk but that Blaenau Gwent SACRE had not held any meetings in the last year.

Professional Learning (Libby Jones)

PW and LJ had met with KP again and presented findings of the WASACRE teacher survey. With nearly 400 responses this was received as very helpful evidence and KP accepted that the figures prove that there is a need for Professional Learning for teachers.

LJ expressed gratitude to all the SACREs for sending the survey to their schools. The responses had provided evidence that professional learning is needed to support the teaching of RVE.

As requested by KP, WASACRE has provided a model to illustrate a collaborative approach to PL for RVE. This has been submitted to KP and another meeting is planned to discuss the model.

A PowerPoint presentation was shared to outline the contents of the model.

A wide range of potential collaborative partners have been included such as WASACRE, Estyn, NAPfRE, Dioceses, schools etc.

KR suggested that a range of belief groups – both religious and non-religious – should also be included as potential partners to support Professional Learning. LJ explained the rationale for having included dioceses – they will be providing PL for their church schools – but LJ also acknowledged the valuable contribution that other religious and non-religious groups could make to PL.

LJ noted the significance of the name change which will have an impact on the subject and teachers' understanding of the nature of the subject. She suggested that the Framework will provide some guidance for RVE and this will be a useful resource but will not in itself be adequate to support teachers.

TapS stated that Professional Learning will be key to ensuring the success of the implementation of the new curriculum.

9. NAPfRE Presentation - Curriculum Bill (Paula Webber)

PW shared a PowerPoint presentation to outline the current situation with the Curriculum Bill.

It was noted that:

- The Bill was approved by the Senedd on 02.03.21 with 32 votes in favour, 18 votes against, and one abstention
- The expected amendments for RVE were agreed.
- Additional proposed amendments, concerning the right to withdraw from RVE and the responsibility for costs incurred by the provision of two RVE syllabuses in voluntary aided schools with a religious character, were not accepted.
- This now needs to gain Royal Assent on the 6th April

PW outlined the main changes in legislation which will affect RVE.

PW highlighted the change of name for SACREs which will become known as Standing Advisory Councils (SACs).

The legislation will now reflect the previous directive from WG that organisations representing non-religious philosophical convictions are to be included in membership of Committee A i.e.

- (i) Christian denominations and other religions and denominations of such religions, and
- (ii) non-religious philosophical convictions.

PW then focussed on the next steps for SACREs. PW suggested SACREs need to respond to the RVE Framework consultation. They will need to arrange and hold an Agreed Syllabus Conference. PW suggested SACREs could consider how they will embrace the name change. SACRE Terms of Reference and Constitutions may need to be updated to reflect legislative changes. SACREs will need to prepare to advise schools as they develop their Humanities Curriculum. The statements of what matters should be embraced and schools advised on how they can be used to provide the best RVE within the Humanities. SACREs and schools should also explore the links and interdependencies between RVE (within Humanities) and the other Areas of Learning and Experience.

PW suggested there needs to be thought given to how SACREs and WASACRE can work in partnership with the LAs, consortia, other organisations and schools to provide Professional Learning and rich, authentic learning experiences around the key concepts within RVE/Humanities.

SACREs could reflect and evaluate how they can become more efficient and effective. An ongoing dialogue with teachers and learners, to build relationships, should be in place.

PL questioned whether SACREs need indemnity insurance as they give advice. They will need to ensure that advice is of the highest quality.

EE clarified that with regard to SACREs, there is only one group A, which will comprise of both religious and non-religious representatives.

RT suggested that as there will be a new name for SACRES, WASACRE may need a new name and a new logo.

LB noted that legal challenges possible at all times with possible challenges regarding the legislation itself by not allowing on opt out for parents. In the legislation of the equalities act they did provide for an exemption to discrimination in relation to the context of religious education that needs bearing in mind.

GT shared a concern that philosophy may be given a greater emphasis and take the place of RE. PW advised that the statements of what matter provide a richer opportunity for more purposeful religious studies and that we need to ensure that teachers have the training and support to recognise and to make use of these opportunities.

PK confirmed that RVE will remain statutory. It is not to be diluted. The name change does not detract from good RE – it is intended to re-emphasise what already constitutes good RE.

10. Up-dates:

REC (Dave Francis)

DF stated that the REC had been pleased to collaborate with WASACRE on the issues around the revision of qualifications.

He referenced the project which had been set up to explore the understanding of the term 'worldviews'. The Trustees are offering a series of talks to share findings so far. The Education Committee will continue to look at the worldviews paradigm as opposed to a

religion paradigm. The final project outcome may be recorded either in a publication or an animated film.

DF highlighted other projects such as the Young Ambassadors project which had now been contracted to AREIAC. He mentioned the REQM and reminded WASACRE that this is open to schools in Wales as well as those in England.

The REC AGM is scheduled to take place on 11th May 2020.

There will be 3 places for election on the board.

DF also noted that REC membership subscriptions are due for renewal.

AREIAC (Gill Vaisey)

GV reported that the summer conference is under discussion and news will be disseminated soon.

There are now five people in the Wales regional AREIAC group. GV stressed the value of AREIAC as a professional body and encouraged membership which is £70 per year. Further details can be seen on the [AREIAC website](#).

GV had forwarded the AREIAC Newsletter to the Wales members although they would have received it direct also. It contains useful information and opportunities to attend various online webinars - and the book club.

Details of the Culham St Gabriel's Leadership Programme had been shared with Wales members. It was noted that this programme is open to all practitioners in Wales as well as England and applications from practitioners in Wales would be welcome. The main criteria is that a teacher who wishes to apply is supporting RE beyond their own school (e.g. providing support to other teachers in other schools - maybe running a Network group for instance). Details can be seen at <https://www.natre.org.uk/news/latest-news/the-culham-st-gabriel-s-leadership-programme/> or <https://www.reonline.org.uk/leading-re/leadership/leadership-programme/> although the application deadline is 31st March.

EFTRE (Gill Vaisey)

EFTRE has continued to have its board meetings online. The bi-annual conference is being planned for Rome - 25th-28th August 2022. The theme will be 'Living Religion' which is in line with the emphasis in RE for England and Wales.

REMW (Paul Morgan)

PM reported that REMW had continued to focus on the future of the publication RE Ideas. It had taken advice from NAPfRE. RE Ideas will be suspended for at least the immediate future. It was recognised that it will be necessary to assess what changes will need to be made if the publication is to go forward.

IFN (Libby Jones)

LJ reported that the Interfaith Network is developing some resources for KS3. The WASACRE Exec had been invited to consider the resource and offer feedback – for instance

whether it needs adapting for Wales. Comments have been submitted to the publisher and they are considering whether it will be available to schools in Wales.

LJ noted new membership of the IFN included that of Trinity St David, University Chaplaincy

LJ reported that the input from WASACRE is always welcomed and valued.

NAPfRE Update (Libby Jones)

LJ reported that at its last meeting, NAPfRE members discussed the QW consultation. They have drawn up a response which is similar to the WASACRE response. However, it highlights the various responses from individual members. It is acknowledged that members don't always agree on all points but have valuable debate and discussion over the points raised. LJ referred to the agreement that NAPfRE could submit a bid to WASACRE for funding to create blended learning resources. However, it was agreed that there is a lack of capacity amongst members of NAPfRE to carry out work on blended learning resources. NAPfRE agreed it would be more manageable to pull together a list of useful and appropriate links to existing resources.

It was noted that the different consortia are collating lists of resources. LJ will facilitate the compiling of this list and liaise with the WASACRE Exec / RS as Chair.

LJ noted the range of items covered at the NAPfRE meeting which included re-considering its constitution and membership.

KN asked how pupils from a minority background are accommodated in terms of religious education in schools. LJ noted that subsidiarity within the new curriculum means that schools can ensure that their curriculum design reflects their own locality and their learners. PW suggested that the exciting inclusive nature of the new curriculum and its emphasis on diversity is to be celebrated. KR suggested that in line with this, SACREs need to take this opportunity to include representatives from a wide range of backgrounds.

Report from the Executive Committee held on 26th January (Rachel Samuel / Tania Ap Sion)

RS firstly gave thanks to all the Exec committee for all their work made especially more demanding because of Covid-19 and all the changes with the curriculum.

RS outlined the items as per the submitted accompanying report for today's agenda. It was noted that most of these points had been discussed already on the agenda today.

She noted, in particular, WASACRE's success in ensuring that the WJEC late payment fee for schools is waived and no longer applies.

RS noted that the executive had received a letter from the Free Church Council of Wales requesting assistance from WASACRE with the translation of teacher resources which had been prepared together with RE Today on anti-racist and BAME themes. This will be included on the agenda to be discussed in the next executive meeting. Following this, a response will be given to the Free Church Council and feedback will be shared in the next WASACRE meeting.

11. Correspondence (Alice Parry)

AP welcomed Gwawr Merion, as an Estyn representative, to her first WASACRE meeting and invited her to speak. GM reported that Estyn is engaging with schools around the new curriculum. Estyn is also looking at how schools have adapted work to cope with the pandemic. GM notified members that thematic reports and reports from Estyn's recent engagement with schools can be accessed from the Estyn website.

Correspondence had been received as follows.

Humanists Wales regarding places on SACREs (as noted previously).

Organisations regarding resources – this will be considered by the Executive Committee.

The Baha'i faith offering New Year greetings for 20th March 2021.

Interfaith Wales with an invitation to some virtual celebrations – this will be circulated to SACREs.

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

None

13. Date for next meeting: Summer 2021 TBC

June 16th 2021 – to be hosted by Powys

Thanks were extended to Caerphilly County Borough for hosting the meeting, to all those in attendance and to all presenters and contributors.

The meeting ended at 13.05.



**Cyfarfod Cymdeithas CYSAAGau Cymru,
Yn rhithiol drwy Microsoft Teams
Dydd Mercher, 16 Mehefin, 2021
10.15a.m. – 1.00p.m.**

Yn bresennol

<p>Ynys Môn Rheinallt Thomas (RT) Gwyneth Mai Hughes (GH) Dylan Rees (DR) Christopher Thomas (CT)</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KW) Chris Abbas (CA)</p> <p>Pen-y-bont ar Ogwr Angela Hill (AH) Alice Parry (AP) Lucy Grant (LG)</p> <p>Caerffili Paula Webber (PW) Janet Jones (JJ) John Taylor (JT)</p> <p>Caerdydd</p> <p>Sir Gaerfyrddin Kimberley Perry (KP) Alex Roe (AR) Aled Jones (AJ) Helen Gibbon (HG)</p> <p>Ceredigion Keith Evans (KE) Mary Davies (MD) Joyce Howells (JH)</p>	<p>Conwy Phil Lord (PL)</p> <p>Sir Ddinbych Phil Lord (PL)</p> <p>Sir y Fflint Vicky Barlow (VB) Janet Axworthy (JA) Dave Mackie (DM) Lyn Oakes (LO)</p> <p>Gwynedd Dewi Roberts (DR) Paul Rowlinson (PR) Eurfryn Davies (ED)</p> <p>Merthyr Tudful</p> <p>Sir Fynwy Paula Webber (PW) Louise Brown (LB) Sue Cave (SC) Suzanne Gooding (SG)</p> <p>Castell-nedd Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd Paula Webber (PW) Neeta Baicher (NB) Huw Stephens (HS) Laura Lacey (LL)</p>	<p>Sir Benfro Amanda Lawrence (AL)</p> <p>Powys Ange Williams (AW) Katie McNeill (KM) Lynette Lovell (LL) Sharron Humphreys (SH) Sian Fielding (SF) John Mitson (JM)</p> <p>Rhondda Cynon Taf Donna Graves (DG) Matthew Maidment (MM)</p> <p>Abertawe Rita Green (RG) Beverley Phillips (BP) Jennifer Harding-Richards (JHR) Paul Davies (PD)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg Edward Williams (EW)</p> <p>Wrecsam Libby Jones (LJ) Lisa Mullen (LM) Vaughan Salisbury (VS)</p>	<p>Arsyllwyr: REMW Paul Morgan (PM)</p> <p>CBAC Andrew Pearce (AP)</p> <p>ESTYN</p> <p>Llywodraeth Cymru</p> <p>Cyngor Addysg Grefyddol (REC)</p> <p>Yr Eglwys yng Nghymru Elizabeth Thomas (ET)</p> <p>Y Gwasanaeth Addysg Gatholig</p> <p>Cymwysterau Cymru</p> <p>Rhwydwaith Rhyng-ffydd David Hampshire</p> <p>CCAC Elin Stock (ES)</p> <p>Cofnodion Gill Vaisey (GV)</p>
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Cofnodion y cyfarfod

1. Cyflwyniad a chroeso

Croesawyd pawb yn Gymraeg a Saesneg gan RS i gyfarfod yr haf a'r Cyfarfod Blynyddol. Eglurodd y drefn ar gyfer y cyfarfod rhithiol hwn.

Yna cafwyd croeso gan Lynnette Lovell, Prif Swyddog Addysg Dros Dro Powys yn rhinwedd y ffaith mai Powys oedd yn croesawu'r cyfarfod – er ei fod yn rhithiol. Roedd Sian Fielding, ar ran Gwasanaeth Gwella Ysgolion Powys yn bresennol hefyd.

Soniodd Lynette am yr amser cyffrous sydd o'n blaenau wrth i CGM gymryd drosodd o'r hen AG, yn dod yn statudol i blant 3- 16 oed, a heb hawl i dynnu'n ôl.

Cyfeiriodd at yr ymgynghoriad ar Ganllawiau CGM sy'n agored ar hyn o bryd ac roedd hi'n cydnabod fod gan CCYSAGauC waith pwysig wrth ffurfio'i hymateb.

Tynnodd LL sylw at y ffaith fod Powys yn sir fwy amrywiol nag y byddai rhywun yn ei feddwl o ran cefndir cymdeithasol a diwylliannol ei phoblogaeth. Mae CYSAG Powys yn dymuno gwneud yn siŵr ei fod yn adlewyrchu'r amrywiaeth hwn yng nghynrychiolaeth ei aelodaeth. Roedd hi'n cydnabod rhywfaint o'r gwaith ardderchog sy'n digwydd mewn ysgolion.

Mynegodd LL ei diolch i Rachel Linguard a Sarah McNeil sy'n darparu cymorth gweinyddol i GYSAG Powys. Diolchodd hefyd i Sian Fielding am ei holl waith gwerthfawr a'i chefnogaeth i AG yn y sir. Nododd y bydd Sian yn gadael ei swydd ar ddiwedd y tymor.

2. Myfyrio tawel

Arweiniodd RS yr aelodau drwy fyfyrddod ar ochr gadarnhaol y pandemig yn yr ystyr ei fod wedi rhoi cyfle i ni i gyd i ail-asesu'r hyn sydd fwyaf pwysig mewn bywyd. Awgrymodd y gallem ddysgu o hyn a sicrhau ein bod yn y dyfodol yn parhau i werthfawrogi'r 'pethau bychain' a mabwysiadu ffordd arafach o fyw.

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan John Meredith (Blaenau Gwent), Tania ap Siôn (Wrecsam), Edward Evans (Pen-y-bont ar Ogwr), Michael Gray (Caerffili), Tudor Thomas (Sir Fynwy).

4. Cofnodion y cyfarfod a gynhaliwyd ar 23 Mawrth 2021

Cytunwyd fod y cofnodion yn adlewyrchiad cywir o'r cyfarfod, yn amodol ar ychwanegu Mary Davies o Geredigion at y rhestr o'r rhai a oedd yn bresennol.

Cynigiodd RT fod y cyfarfod yn derbyn y cofnodion ac fe'i heiliwyd gan Keith Evans.

5. Materion yn codi o gofnodion cyfarfod diwethaf CCYSAGauC

Eitem 7. Roedd y wefan newydd wedi'i lansio y diwrnod cynt ac mae bellach yn fyw. Diolchwyd i Nick Evans a Tania ap Siôn am eu gwaith ar y wefan.

6. Cyflwyniad PYCAG – Ymgynghoriad LIC ar Ganllawiau Crefydd, Gwerthoedd a Moeseg

Eglurodd RS fod yr ymgynghoriad yn cynnwys 10 cwestiwn y mae angen i CCYSAGauC ffurfio'i hymateb iddynt.

Dangoswyd fideo a grëwyd gan Ganolfan San Silyn i roi cyd-destun i'r ymgynghoriad.

Rhannodd RS ymateb cychwynol y Pwyllgor Gwaith i'r canllawiau. Roedd hi wedi crynhoi'r rhain ar PowerPoint a fyddai'n cael ei rannu yn dilyn y cyfarfod.

GWEITHREDU: Anfon y PowerPoint i bob aelod / CYSAGau.

I ychwanegu at neu roi sylwadau ar y sylwadau a oedd eisoes ar y sleidiau, gwahoddodd RT ymatebion o'r llawr i bob un o'r cwestiynau.

Dylid darllen y sylwadau canlynol a gofnodwyd yn y cyfarfod ochr yn ochr â'r PPT.

1. Pa mor dda mae'r canllawiau yn esbonio cwmpas CGM a'i gyd-destun ym Maes y Dyniaethau?

RT - bu llawer o drafodaeth â LIC am yr ochr gyfreithiol - mae angen deall fod y pwyslais ar greu Deddf gyfreithiol gyntaf i Gymru'n unig. Bellach mae'r Ddeddf yn sôn am 'y traddodiadau yng Nghymru (nid Prydain) ac mae'n cynnwys argyhoeddiadau athronyddol anghrefyddol.

LB - nid yw'n cytuno â'r geiriad 'gwrthrychol, beirniadol a phlwrailiaethol' fel y cyfeirir ato yn y PPT ac awgrymodd fod angen edrych yn ôl ar y ddeddfwriaeth o ran adlewyrchu'r ffaith mae'r prif draddodiadau crefyddol yw rhai Cristnogol tra'n ystyried prif grefyddau eraill. Dywed fod angen cadw'r safbwynt gwreiddiol - sef adlewyrchu Cristnogaeth a phrif grefyddau eraill ac mae hi'n teimlo fod 'perygl o fynd yn rhy bell at ogwydd plwrailiaethol'

Cwestiynwyd y diffiniad a roddir o grefydd yng Nghanllawiau'r CGM. Ai rhyw ddiffiniad fel un y Comisiwn Elusennau yw hwn? - mae angen ystyried hyn ymhellach.

Nid yw'r adran gyfreithiol wedi cael ei hysgrifennu'n dda iawn. Roedd y fersiwn wreiddiol yn haws ei dilyn - bellach mae mwy o dermau cyfreithiol yma sy'n ddryslyd ac yn llai hygyrch i'r darlennydd. Mae'r diffiniadau sy'n ymwneud â'r adran ysgolion ffydd yn gymhleth iawn!

RS - gyda'r darn cyfreithiol ar ddechrau'r canllawiau, mae fel pe'n cymryd gormod o flaenoriaeth dros y darn arall ac mae'n rhwystr cyn darllen yr adran am weithredu CGM.

PW - mae'r darn cyfreithiol yn ddryslyd a heb ei ddiweddarau. Dylai'r diffiniad o grefydd ddatgan fod hwn yn ddiffiniad yn y gyfraith - ac nid yn ddiffiniad academaidd a ddefnyddir / a ddeëllir yn gyffredinol mewn addysg.

CT - Llongyfarchodd Ganolfan San Silyn ar y fideo. Mae angen diffiniadau ar ystyr bydolygon, plwrailiaethol ayb. - angen rhestr eirfa glir - nid jargon.

KR - holodd am y diffiniad o grefydd a'r cyfeiriad at 'fod goruchaf' sy'n adlewyrchu crefydd monotheistiadd neu amldduwiol. Pwynt y cwricwlwm newydd yw creu addysgu gwrthrychol. Mae ar athrawon angen dealltwriaeth glir o'r hyn a ddisgwyli'r ganddynt - mae angen gwarchod athrawon drwy sicrhau eu bod yn deall sut i ddysgu CGM gyda'r dull hwn. Er na chafodd y term bydolygon ei fabwysiadu fel teitl i'r pwnc, rydym dal angen dysgu am fyddolygon.

VS – bydd mynd i'r afael â diffiniadau termau yn hollbwysig. Mae'n peri dryswch fod y gair bydolygon yn cael ei gynnwys gan nad oes diffiniad clir o'r gair hwn. Mae ef yn ymwybodol am ymchwil y Cyngor Addysg Grefyddol i ddeall y term bydolygon.

Tynnodd GV sylw at fideo Theos a rhoddodd ei dealltwriaeth hithau o'r term bydolygw. Roedd h'n canmol y fideo hwn yn fawr gan ei bod yn teimlo ei fod yn cynnig dehongliad ardderchog o ystyr y term.

[Nobody Stands Nowhere - Theos Think Tank - Understanding faith. Enriching society.](#)

GWEITHREDU: Cytunwyd i anfon y ddolen i'r aelodau i gyd.

PW - roedd y grŵp a ysgrifennodd hwn yn wreiddiol wedi rhoi diffiniad o'r term bydolygw ac mae hwn wedi'i dynnu am resymau yn ddiarwybod iddi hi. Pe bai wedi cael ei gadw byddai mwy o eglurder ar yr hyn a fwriedir drwy ddefnyddio'r term bydolygw - fod yn rhaid cynnwys archwilio pob cred ac nid yn unig y rheiny sy'n cynnwys cred mewn bod goruchaf.

LB - awgrymodd fod y term gwrthrychol yn cyfeirio at y ffaith na ddylai'r addysgu fod yn golygu trwytho (*indoctrination*). Roedd CYSAG Sir Fynwy eisiau cadw AG fel y teitl. Awgrymodd y dylai athrawon fod yn archwilio Gwerthoedd a Moeseg erbyn hyn ac nid bydolygon. Ni ddylid pellhau oddi wrth y ddeddfwriaeth. Roedd hi'n cymeradwyo fideo San Silyn. Dylid cofio fod disgresiwn gan y Pennaeth i ddysgu AG fel pwnc unigol.

RG – a oes rhestr o'r prif draddodiadau crefyddol yng Nghymru? Pwy sy'n penderfynu beth yw'r rhain?

LJ - dywedodd fod y diffiniad o 'bydolygon' a oedd yn y drafft wedi cael ei dynnu oherwydd nad oedd y term hwn wedi cael ei ddefnyddio yn y Bil na'r Ddeddf. Mae bydolygon yn gysyniad Ewropeaidd hefyd. Nid yw athrawon yn cael eu hatal rhag cynnwys bydolygon ac ysgrifennwyd canllawiau i annog plant i archwilio bydolygon ond mae angen gwneud mwy o waith ar hyn.

HS – Mae'n bwysig iawn clywed barn athrawon yn y swydd ar y canllawiau hyn.

RS - yn siarad 'gyda het athro' - roedd y fersiwn gynharach yn hawdd i'w deall a gallai hi weld sut y gallai eu haddysgu CGM gael ei ymgorffori a sut roedd hyn yn plethu i'r cwricwlwm cyfan. O ran y canllawiau diweddaraf - pan ddechreuodd ddarllen y ddogfen, ni allai wedi ei pherthnasedd iddi hi fel athrawes gan fod yr adran gyfreithiol yn cymryd drosodd. Ni ddylai'r adran gyfreithiol fod ar ddechrau'r canllawiau. Mae ail hanner y canllawiau yn gweithio'n well i athro. Bydd rhai athrawon yn gallu adnabod pethau ynddo'n hawdd - bydd eraill yn ei chael yn fwy anodd. Bydd angen dysgu proffesiynol da i gefnogi athrawon drwy'r broses addysgu a amlinellir yn y canllawiau yma.

NB – fel cynrychiolydd ffydd mae hi'n hapus i gyfrannu at Ddysgu Proffesiynol fel rhan o GYSAG Casnewydd.

Cwestiwn 2 A yw'r canllawiau, yn gyffredinol, yn glir ac o gymorth i chi yn eich swydd?

PW – mynegodd ei phryder am ble mae'r ddogfen yn eistedd o ran bod yn ganllawiau statudol. Y bwriad gwreiddiol oedd iddi fod yn fframwaith cymorth – i'w fabwysiadu neu ei addasu gan GYSAGau fel Maes Llafur Cytunedig. Erbyn hyn bydd yn cael ei ymgorffori yn y

canllawiau cwricwlwm cyffredinol i ysgolion. Mae'r statws / safle wedi newid heb ymgynghori â rhanddeiliaid. Holodd sut roedd hyn wedi digwydd a pham y bu diffyg tryloywder.

LJ - nid yw hi'n meddwl y bu symudiad - ond siwrne yn hytrach - a ddechreuodd mewn un lle - cawsom ein harwain i gredu gan LIC y byddai'n un peth ond maen nhw wedi gorfod gwneud rhai penderfyniadau ar hyd y daith. Mae'n rhaid i'r canllawiau fod yn statudol. Mae'n destun gofid na chafodd CCYSAGauC a ChYSAGau eu diweddarau yn ystod y broses fwy diweddar. Ers i Manon Jones adael, daeth y diweddariadau rheolaidd gan LIC i ben. Bydd y ddogfen bellach yn eistedd o fewn y canllawiau statudol ond y bwriad o hyd yw iddi fod yn sail i Faes Llafur Cytunedig.

LB – bydd y Maes Llafur Cytunedig yn benderfyniad ALI – felly dylai'r fersiwn newydd hon o'r canllawiau fod yn fframwaith anstatudol i'w ystyried. Cyflwynwyd y drafft blaenorol fel dogfen ganllaw anstatudol.

PL – os yw CYSAGau yn dilyn eu llwybr eu hunain wrth greu eu maes llafur byddwn yn colli'r cysondeb a gafwyd yn 2008. A fydd CCYSAGauC yn rhoi arweiniad i'r CYSAGau er mwyn ceisio cadw cysondeb? A fydd CCYSAGauC yn cynghori ar hyn?

GWEITHREDU: Rhoi sylwadau / syniadau PL ar agenda cyfarfod nesaf y Pwyllgor Gwaith.

KR - awgrymodd fod y newid yn natur y ddogfen wedi digwydd yn syth ar ôl dileu'r hawl i dynnu'n ôl. Ers dileu hwn, mae'n hanfodol fod y ddeddfwriaeth yn cael ei hesbonio'n glir. Mae agwedd genedlaethol at Faes Llafur Cytunedig yn ddelfrydol ond mae'n rhaid i ni sicrhau mai dyma'r fframwaith cywir i'w fabwysiadu.

KE – Mae LIC yn ceisio creu dogfen sy'n addas i bawb. Os oes gan bobl safbwyntiau gwahanol, bydd hyn yn creu sefyllfa anodd. Mae ef yn teimlo fod LIC wedi gwneud gwaith da o ddarparu dogfen y gallwn ni i gyd weithio gyda hi.

Cwestiwn3 A yw'r canllawiau yn cynnig gwybodaeth berthnasol i gefnogi ymarferwyr wrth lunio eu cwricwlwm ysgol ar gyfer CGM?

MM – bydd yn rhaid i athrawon dreulio oriau lawer yn dehongli'r canllawiau ar eu pennau eu hunain. Mae angen deunyddiau enghreifftiol i athrawon. Byddai deunyddiau mwy eglur wedi bod o gymorth gan mai dyma beth sydd ei angen ar athrawon.

LO – i ymarferwyr nad oes ganddynt gefnogaeth yn eu ALLau, bydd hon yn her enfawr. Mae angen chwilio yn y canllawiau i ddod o hyd i'r darn perthnasol.

PW – wedi gweithio gydag ymarferwyr EAS – roedd hi'n meddwl tybed allai'r ddogfen fod yn fwy o sut i gynllunio'r cwricwlwm. Gellid datblygu'r cwestiynau ar y diwedd yn fwy fel canllaw sut i wneud.

AP - o safbwynt athrawes mae'r canllawiau yn frawychus wrth eu darllen gyntaf ac wrth ddatgymalu'r lensys a'r teithiau dysgu. Mae'r Teithiau Dysgu o gymorth ond byddant yn anodd i athrawon sy'n gweithio ar eu pennau eu hunain. Mae angen Dysgu Proffesiynol er mwyn symud ymlaen.

LB - pryder am ysgolion uwchradd heb athrawon arbenigol. Mae'n bwysig peidio â cholli arbenigeddau yn AG. Mae'r cwricwlwm yn gyffredinol yn rhoi hyblygrwydd i athrawon ddysgu gwahanol bynciau mewn gwahanol ffyrdd drwy ddefnyddio amryw o ddulliau disgyblaethol.

PL – yn 2008, cynhyrchodd ALLau eu deunydd ategol eu hunain i fynd gyda'r Maes Llafur Cytunedig. Allai CCYSAGauC gynnig arweiniad ar gynhyrchu deunyddiau ategol?

Awgrymodd RS fod yn rhaid i ni gofio fod angen adlewyrchu'n lleol sefyllfa pob ysgol.

PW – yn 2008 nid oedd y consortia gennym, dim ond y 22 ALI.

RS – dywedodd nad yw rhai ALI mewn consortia erbyn hyn.

DR – nid oes cymorth proffesiynol yng Ngwynedd.

Cwestiwn 4 Gan feddwl am bob adran o'r canllawiau, ydych chi'n teimlo fod yna:

a) unrhyw fylchau mewn gwybodaeth?

b) unrhyw ddarnau sy'n arbennig o ddefnyddiol?

Gofynnodd RS i'r aelodau e-bostio ymatebion yn hytrach na'u trafod yn ystod y cyfarfod hwn.

Cwestiwn 5 A yw'r canllawiau'n cynnig digon o gefnogaeth i bob ymarferwr i gynllunio ac addysgu CGM?

CT – mae'n cyflwyno materion cymhleth i athrawon ddelio â nhw yn y dosbarth – bydd y rhai nad ydynt yn arbenigwyr yn cael hyn yn hynod o heriol.

RS – roedd hi'n cytuno y bydd ysgolion cynradd a meithrin angen llawer o gefnogaeth.

VS - mae cyflwyno argyhoeddiadau athronyddol anghrefyddol yn amlygu problemau diffyg gwybodaeth a dealltwriaeth i athrawon. Bydd arnynt angen cymorth o ansawdd uchel ac adnoddau yn y maes hwn.

RS – mae addysgu AG dim ond mor dda â'r hyfforddiant a roddwyd i athrawon

MD - o ganlyniad i feysydd dysgu traws-gwricwlaidd - bydd addysgu traws-gwricwlaidd ac felly athrawon heb fod yn arbenigwyr yn addysgu CGM.

Cwestiwn 6 A oes angen cefnogaeth ychwanegol (e.e. dysgu proffesiynol ac adnoddau) i sicrhau fod y canllawiau hyn yn cael eu gweithredu'n llwyddiannus?

CT - awgrymodd fod dysgu proffesiynol yn hanfodol gan y gallai athrawon fod yn wynebu materion cymhleth ac mae angen cymorth â datblygu'r addysgu, yn arbennig i'r rhai nad ydynt yn arbenigwyr.

RS - roedd hi'n ategu hyn ac yn pwysleisio y byddai lleoliadau cynradd a meithrin angen lefel priodol o ddysgu proffesiynol hefyd o ganlyniad i'r newidiadau y maent hwythau'n eu hwynebu.

VS - Mae angen hyfforddiant penodol mewn argyhoeddiadau athronyddol anghrefyddol hefyd. Mae materion i brifysgolion a darparwyr AGA i'w hwynebu hefyd. Mae angen creu adnoddau o ansawdd uchel a sicrhau fod y rhain ar gael i bawb.

MD - atgyfnerthodd y pwynt am feysydd dysgu traws-gwricwlaidd felly bydd athrawon nad ydynt yn arbenigwyr yn addysgu'r pwnc ac felly bydd angen dysgu proffesiynol.

Cwestiwn 7 A yw'r canllawiau yn ddogfen ddefnyddiol ar gyfer datblygu cynadleddau maes llafur cytunedig?

7b A yw'r canllawiau yn ddogfen ddefnyddiol i'r Cynghorau Ymgynghorol Sefydlog?

RT - awgrymodd ein bod fe pe baem yn mynd yn ôl i'r 1970au pan mai dim ond datganiad sylfaenol oedd a ddaeth wedyn yn Faes Llafur Cytunedig. Yn y dyddiau hynny ychydig dudalennau o ofynion statudol oedd, gyda rhywfaint o ddeunydd enghreifftiol ategol. Awgrymodd y gallai arddull meysydd llafur yr 1960au / 70au ddychwelyd eto!

CT – yn cytuno â RT – 'mai llai yn fwy' fel dogfen Maes Llafur Cytunedig statudol.

Ymgynghoriad oedd yn rhan o bob un o ymgynghoriadau LIC:

8. Hoffem wybod eich barn ar yr effeithiau y byddai'r canllawiau CGM yn eu cael ar y Gymraeg

9. Eglurwch hefyd sut y credwch y gellid ffurfio neu newid y canllawiau CGM er mwyn cael effaith gadarnhaol ar yr Iaith Gymraeg a dim effeithiau andwyol

Awgrymodd RS nad yw'r ddogfen yn cael unrhyw effeithiau negyddol ar y Gymraeg.

Holodd pam fod y llythrennau RVE yn dal yn Saesneg yn y fersiwn Gymraeg – yn hytrach na defnyddio'r talfyriad Cymraeg.

JH - dywedodd fod yn rhaid darparu'r fersiynau Cymraeg a Saesneg yr un pryd. Mae hithau'n cytuno â'r pwyntiau blaenorol y gall datblygu Maes Llafur Cytunedig fod yn fater o'r 'rhod yn troi' gydag ysgolion yn cael hyblygrwydd - ychydig o fanylion yn y MLI - mwy o ddeunydd enghreifftiol.

10. Rydym wedi gofyn nifer o gwestiynau penodol. Os oes gennych unrhyw faterion cysylltiedig nad ydym wedi'u nodi'n benodol, nodwch nhw yma.

Mae angen gwella'r darn cyfreithiol.

Y term 'cynefin' – angen eglurhad.

PW – yn amheus am y term 'lensys' a ddefnyddiwyd mewn cysylltiad â'r rhestr o bwyntiau bwled – Chwilio am ystyr. Mae'r byd naturiol ayb yn ddryslyd a ddim yn cyd-fynd â'r ffordd y mae'r term lens yn cael ei ddeall ar hyn o bryd ac yn cael ei ddefnyddio mewn addysg – h.y. mae'n fwy arferol defnyddio'r term lens yng nghyd-destun lens hanesyddol, lens gymdeithasegol, lens bersonol ayb.

GV - roedd hi'n teimlo mai bwriad y pwyntiau bwled hyn ar 'feysydd CGM' yw helpu athrawon drwy roi manylion ychwanegol a ddygwyd ymlaen o Fframwaith Enghreifftiol 2008 a'r

Meysydd Llafur Cytûn a fodelwyd arno. Awgrymodd GV y byddai o gymorth, fodd bynnag, i ddefnyddio term gwahanol i 'lensys' er mwyn osgoi dryswch posibl.

Esboniodd LJ mai bwriad y term 'lensys' yw darlunio'r ffaith fod yna ffyrdd gwahanol o edrych ar wahanol gysyniadau.

LJ – eglurodd fod y Teithiau Dysgu enghreifftiol wedi cael eu gosod yn erbyn y camau dilyniant a'r datganiadau o'r hyn sy'n bwysig. Mae'r ddogfen yn cadarnhau fod yn rhaid i athrawon ddefnyddio'r datganiadau a dilyn egwyddorion y camau dilyniant. Mae'r rhan hon o'r canllawiau yn ceisio gwneud dau beth – hyrwyddo / darparu mwy o ddyfnder o ran gwybodaeth bynciol a hwyluso dealltwriaeth athrawon o'r hyn yw CGM, a'u helpu i ganfod cyfleoedd i archwilio cysyniadau CGM o fewn datganiadau'r hyn sy'n bwysig.

7. Diweddariad Llywodraeth Cymru – Dysgu Proffesiynol

Atgoffodd LJ yr aelodau fod CCYSAGauC wedi bod yn pwysu am Ddysgu Proffesiynol a ariannwyd yn ganolog i CGM ac ailadroddodd pa mor hanfodol yw hi fod hwn yn cael ei ddarparu a'i gyflwyno i ymarferwyr. Mae LIC wedi cytuno o'r diwedd fod yna angen, yn bennaf o ganlyniad i dystiolaeth yr arolwg diweddar a lenwyd gan ysgolion. Bellach dyrannwyd swm o arian ar gyfer gwaith DP ond LIC fydd yn rheoli'r cyfrifo a'r taliadau ar gyfer hwn. CCYSAGauC fydd yn gyfrifol am greu'r adnoddau a allai fod yn gyfuniad o becynnau hyfforddi ac o bosibl adnoddau digidol i ysgolion. Gall CCYSAGauC benderfynu ar y bobl fydd yn ymgymryd â'r gwaith hwn a gallai'r rhain gynnwys athrawon, ymgynghorwyr, aelodau CCYSAGauC neu PYCAG fel fydd ar gael ac yn ddigon cymwys. Dylai'r adnoddau i gyd fod wedi'u cwblhau erbyn Ebrill 2022.

8. Adroddiad o'r Pwyllgor Gwaith a Gynhaliwyd ar 12 Mai 2021

Rhoddodd RS yr adroddiad canlynol:

Cafwyd un cyfarfod llawn o'r Pwyllgor Gwaith ers cyfarfod diwethaf CCYSGauC – trafodwyd ystod o faterion:

- Trafodwyd materion Llywodraeth Cymru yn dilyn cyfarfodydd gyda LIC, yr angen am Ddysgu Proffesiynol a'r ymgynghoriad ar y fframwaith. Rhoddwyd cryn sylw i'r fframwaith yn gynt yn y cyfarfod sy'n adlewyrchu'r holl drafodaethau arno gan y pwyllgor gwaith yn y prif gyfarfod a hefyd mewn cyfarfod byr, i drafod ein syniadau cychwynnol am yr ymgynghoriad. Cynhaliwyd cyfarfod rhwng y swyddogion a LIC ar 21.4.21 pryd y trafodwyd ystod o faterion, yn canolbwyntio'n bennaf ar yr ymgynghoriad CGM. Ar y pryd nid oedd yr ymgynghoriad wedi agor ac fe'n hysbyswyd fod CYSAGauC wedi cael golwg ar y ddogfen ddrafft, ond ers y ddogfen ddrafft roedd gwasanaethau cyfreithiol LIC wedi ychwanegu adrannau nad oedd CCYSAGAuC na'r CYSAGauC wedi'u gweld - gwelwn y rhain bellach yn y ddogfen ymgynghori. Fe'n hysbyswyd hefyd nad oedd bwriad i adolygu addoli ar y cyd ar hyn o bryd ond bod LIC yn cydnabod fod angen adolygu'r agweddau sy'n weddill o 10/94 a oedd yn dal i fod yn berthnasol. Hysbyswyd LIC am ein cynnydd diweddaraf gyda dysgu proffesiynol - mae LIC drwy Kevin Palmer wedi gwneud cynnig ar gyfer DP, mae hwn yn mynd rhagddo a byddwn yn gallu diweddarau CCYSGAuC ymhellach arno yn ein cyfarfod nesaf pan fydd mwy o amser yn caniatáu.

- Cafodd cynrychiolwyr y pwyllgor gwaith slot i roi cyflwyniad byr yn ystod cyfarfod diwethaf CCAC i dynnu sylw at ddatblygiadau gyda'r newidiadau i AG (CGM) yn sgil datblygu'r cwricwlwm i Gymru, cael gwared ar yr hawl i dynnu'n ôl a ChYSAGau.
- Buom hefyd yn rhoi sylw i'n cyhoeddiadau, protocolau a'n presenoldeb i sicrhau eglurder ein rôl a phwrpas i bawb. Rhan o hyn yw'r wefan newydd sy'n barod i fynd yn fyw. Mae'r cyhoeddiadau i gyd ar y safle yn ogystal â gwybodaeth gyswllt a gwybodaeth berthnasol.
- Derbyniwyd diweddariadau i'n cynrychiolwyr yn yr REC ac AREIAC.
- Trafodwyd gohebiaeth a dderbyniwyd ac yn arbennig y cais gan Gyngor Eglwysi Rhyddion Cymru am gymorth i gyfieithu adnoddau Saesneg i'r Gymraeg. Yn dilyn trafodaeth, cytunwyd nad oedd o fewn cylch gwaith CCYSAGauC i ariannu cyfieithu prosiectau o'r fath.

9. Diweddariadau: cyflwynwyd y rhain mewn ysgrifen fel isod

Cyngor Addysg Grefyddol (REC)

Roedd cyfarfod diwethaf y Cyngor ar 11 Mai 2021. Rhai o'r prif bwyntiau o'r cyfarfod oedd:

1. Ethol swyddogion ac aelodau newydd i fwrdd Ymddiriedolwyr y Cyngor.
 - Cadeirydd - Sarah Lane Cawte
 - Dirprwy Gadeirydd - Ed Pawson
 - Ysgrifennydd y Cwmni - Deborah Weston

Ymddiriedolwyr:

- Kathryn Wright
- Kathy Riddick
- Paul Smalley
- Philip Robinson
- Sandra Teacher

2. Sicrhawyd cyllid i'r Cyngor AG weithio gyda RE Today, o dan arweiniad Stephen Pett, i adeiladau ar waith y Prosiect Bydolygon.

Prosiect 3 blynedd fydd hwn ac fe'i bwriadwyd ar gyfer y rheiny sy'n ysgrifennu Maes Llafur Cytunedig. Er y bydd rhywfaint o ran i Gymru, ni fydd y gwaith hwn yn disodli'r ddogfen ganllaw CGM a gynhyrchwyd gan Lywodraeth Cymru yr ymgynghorir arni ar hyn o bryd, fodd bynnag, byddwn yn parhau i weld a all unrhyw agweddau o'r prosiect fod o ddefnydd i GYSAGau Cymru.

<https://www.theosthinktank.co.uk/comment/2021/05/12/worldviews-film>

3. Mae'r Cyngor AG wrthi'n cynnal adolygiad strategol

Trafodwyd gweledigaeth, cenhadaeth a gwerthoedd drafft i'r Cyngor AG gan yr aelodau oedd yn bresennol mewn grwpiau trafod brecwast ynghyd â'r cwestiwn am aelodaeth yn y dyfodol a sut i reoli hyn. Codwyd rhai pryderon am y cyd-destun gwahanol i CGM yng Nghymru, a sut gall y Cyngor weithio'n effeithiol ar draws y ddwy system wahanol. Cytunwyd y dylai'r Cyngor AG geisio cyfarfod â'r cyrff Cymreig sy'n aelodau i ganfod y ffordd orau o fynd i'r afael â'r mater hwn.

AREIAC (Gill Vaisey)

Mae'r rhaglen o weminarau yn parhau. Yr un nesaf yw Mark Chater - 21 Mehefin, 6-7 pm 'Why radical reform of RE could still fail, and what we can do to save it:

Cynhelir cynhadledd yr haf ar-lein ar 5 a 6 Gorffennaf ac mae'r rhaglen ar gael ar y wefan. Y thema yw datblygu'r cwricwlwm ar lefel genedlaethol, leol ac ysgol. Bydd Paula Webber yn rhoi sesiwn ar Feddwl yn Ddwfn wrth ddyunio'r cwricwlwm a bydd Rachel Samuel yn rhoi diweddariad cenedlaethol ar ran CCYSAGauC. Mae'r gynhadledd ar agor i bawb ac mae'n £35 y diwrnod neu £65 am 2 ddiwrnod i'r rhai nad ydynt yn aelodau. Gellir archebu drwy Gill Vaisey, trefnydd y gynhadledd.

Prosiect Pum Dinas. Bydd AREIAC yn gweithio ochr yn ochr â'r Ganolfan Crefydd a'r Cyfryngau i helpu i drefnu'r prosiect a ddechreuwyd yng Nghaerdydd yn 2016. Ymdrech yw hon i wella cysylltiadau a chael gwell newyddiaduraeth mewn cysylltiad â materion sy'n ymwneud ag addysg grefyddol drwy ddarparu cyfleoedd i gymunedau ffydd gwrdd â newyddiadurwyr a phobl eraill yn y cyfryngau. Cafwyd cyllid gan Ymddiriedolaeth Culham St Gabriel a gobeithir trefnu'r digwyddiadau hyn yng Nghaerlŷr, Birmingham, Manceinion, Leeds a Plymouth yn hydref 2021.

Bu aelodau AREIAC yn ystyried adolygiad ymchwil OFSTED ar addysg grefyddol a gyhoeddwyd ym mis Mai 2021. Mae'r adolygiad diweddaraf hwn yn tynnu ar y fframwaith adolygu addysg a llenyddiaeth arall ar addysg grefyddol i ganfod beth sy'n cyfrannu at AG o ansawdd uchel o safbwynt y cwricwlwm, asesu, addysgeg a systemau mewn ysgolion lle mae Ofsted yn adolygu AG.

EFTRE (Gill Vaisey)

Ni chafwyd mwy o gyfarfodydd bwrdd EFTRE ers Mawrth 2021 a chyfarfod diwethaf CCYSAGauC. Cynhelir y cyfarfod nesaf ar 21 Tachwedd 2021.

Cynllunnir y gynhadledd ddwy flynyddol nesaf yn Rhufain - 25-28 Awst 2022. Y thema fydd 'Crefydd Fyw' sy'n unol â'r pwyslais mewn AG i Gymru a Lloegr.

Mae logo newydd yn cael ei ddatblygu ochr yn ochr â gwefan newydd sy'n disgwyl cael ei lansio. Bydd y wefan yn cael ei diweddarau â'r sefyllfa ddiweddaraf yng Nghymru ynghyd â manylion darpariaeth AG ym mhob un o'r gwledydd sy'n aelodau.

Lansiwyd tudalen Facebook newydd a gellir gwneud cais i ymuno â'r grŵp Facebook a grëwyd ([17 EFTRE \(European Forum for Teachers of Religious Education\) | Facebook](#))

Mae Tania ap Siôn yn cymryd rhan yn y prosiect ymchwil ar draws Ewrop gan EFTRE "Beth mae Covid-19 yn ei ddatgelu i arbenigwyr AG?"

Rhwydwaith Rhyng-ffydd i'r DU - adroddiad gan David Hampshire

Ym mis Ebrill 2021 cyhoeddodd y Rhwydwaith adnodd i athrawon ysgolion uwchradd i'w helpu i addysgu am weithgaredd rhyng-ffydd yn y DU (gweler: <https://www.interfaith.org.uk/resources/inter-faith-activity-in-the-uk-a-teacher-resource-for-secondary-pupils>), oedd yn adeiladu ar yr adnodd i ysgolion cynradd yn 2019 (gweler: <https://www.interfaith.org.uk/resources/learning-about-inter-faith-activity-a-primary-resource>). Yn 2021 cyhoeddodd y Rhwydwaith boster y gellir ei lawrlwytho o'r enw *Shared Values: the golden*

rule (gweler: <https://www.interfaith.org.uk/resources/shared-values-golden-rule>), y gellir ei ddefnyddio mewn lleoliadau addysgol. Gan edrych ymlaen, mae'r Rhwydwaith yn y broses o ddatblygu adnodd ar gyfer addoli ar y cyd y gellir ei ddefnyddio yn ystod yr Wythnos Rhyng-ffydd. Bydd yn adeiladu ar yr adnoddau i ysgolion (uchod) ac yn darparu deunyddiau i ysgolion cynradd ac uwchradd. Gwahoddir CCYSGAuC i gymryd rhan yn y broses ymgynghori fel aelod o'r Rhwydwaith Rhyng-ffydd. Bydd yr wythnos Rhyng-ffydd yn mynd o ddydd Sul 14 Tachwedd i ddydd Sul 21 Tachwedd ac mae adnoddau i ysgolion ar gael hefyd (gweler: <https://www.interfaithweek.org/resources/schools-2>). Eleni mae'r Wythnos yr un pryd â'r Wythnos Gwrth-Fwlio a'r bwriad yw gwneud darn o waith ar y cyd â'r Gynghrair Gwrth-Fwlio o ddydd Llun i ddydd Gwener yr Wythnos.

Diweddariad PYCAG (Libby Jones)

Adroddodd LJ fod y mwyafrif o drafodaethau diweddar y panel wedi canolbwyntio ar y Canllawiau Drafft i Grefydd, Gwerthoedd a Moeseg. Rhannwyd a nodwyd amrywiaeth o safbwyntiau yn ei gyfarfod ar 15 Mehefin, oedd yn ffurfio ymateb drafft sylweddol a defnyddiol i'r ymgynghoriad, gyda llawer o bethau i gydweithwyr Llywodraeth Cymru eu hystyried. Roedd yr eitemau eraill a drafodwyd yn ei gyfarfod haf yn cynnwys, dysgu proffesiynol, cyflwyniadau PYCAG, a diweddariadau gan aelodau. Nodwyd hefyd fod angen edrych ar y cyfansoddiad cyn bo hir. Bydd yr aelodau'n ystyried nodau'r panel a'i aelodaeth yn y dyfodol. I gau'r cyfarfod, diolchodd y Cadeirydd oedd yn dod i ben, Libby Jones, i'r aelodau i gyd am eu cefnogaeth barhaus a'u hymrwymiad i AG. Mae PYCAG wedi mynd o fod â 4 o aelodau yn ôl yn 2018, i fod â thua 18 yn 2021, sy'n galonogol. Mae Paula Webber yn cymryd drosodd fel Cadeirydd, ac mae'r panel yn edrych ymlaen at weithio gyda Paula i gefnogi Cymdeithas CYSAGau Cymru a helpu i gryfhau a hyrwyddo AG a CGM mewn ysgolion ledled Cymru.

10. Gohebiaeth (Alice Parry)

Derbyniwyd gohebiaeth gan:

Gyngor y Gweithlu Addysg yn gofyn a hoffai CCYSAGauC enwebu cynrychiolydd.

GWEITHREDU: Gwahoddir yr aelodau i hysbysu AP (ysgrifennydd) os oes gan unrhyw un ddiddordeb mewn bod yn gynrychiolydd.

NASACRE ynglŷn â rhannu gwybodaeth ar adrannau aelodau eu gwefan.

GWEITHREDU: ystyrir hyn yng nghyfarfod nesaf y Pwyllgor Gwaith a bydd penderfyniad yn cael ei wneud.

Dywedodd Paula Webber wrth CCYSAGauC na fydd hi'n derbyn cynnig EAS i adnewyddu ei chytundeb o fis Awst, oherwydd ei bod angen creu gwell cydbwysedd bywyd gwaith a theulu – ni fu hwn yn benderfyniad hawdd. Bydd Paula'n parhau yn ei swydd hyfforddi athrawon gyda Met Caerdydd ac felly bydd hi'n dal i gymryd rhan yn y byd AG.

Fel Cadeirydd, diolchodd RS i Paula am ei chyfraniad enfawr i CCYSAGauC dros y blynyddoedd ac i AG yn ehangach. Pwysleisiodd y bydd hyn yn golled i EAS ac i bob un o'r CYSAGau y mae hi'n eu cefnogi.

Dilynwyd hyn gan nifer o unigolion yn mynegi eu diolch personol a'u gwerthfawrogiad i Paula am eu gwybodaeth, ei harbenigedd, cefnogaeth, cyfeillgarwch, ei gwaith caled a'r synnwyr digrifwch a ddaeth gyda hi i'r CYSAGau.

11. Unrhyw fater arall (i'w gytuno arno o flaen llaw gyda'r Cadeirydd)

Dim

12. Dyddiad y cyfarfod nesaf: Hydref 2021 - Torfaen

Mae'n debyg y bydd hwn yn digwydd ar-lein drwy Teams.

Diolchwyd i Gyngor Sir Powys am 'letya'r cyfarfod.

Daeth y cyfarfod i ben am 1p.m.

DRAFT

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT) Gwyneth Mai Hughes (GH) Dylan Rees (DR) Christopher Thomas (CT)</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KW) Chris Abbas (CA)</p> <p>Pen-y-bont ar Ogwr / Bridgend Angela Hill (AH) Alice Parry (AP) Lucy Grant (LG)</p> <p>Caerffili/ Caerphilly Paula Webber (PW) Janet Jones (JJ) John Taylor (JT)</p> <p>Caerdydd / Cardiff</p> <p>Sir Gaerfyrddin / Carmarthenshire Kimberley Perry (KP) Alex Roe (AR) Aled Jones (AJ) Helen Gibbon (HG)</p> <p>Ceredigion Keith Evans (KE) Mary Davies (MD) Joyce Howells (JH)</p>	<p>Conwy Phil Lord (PL)</p> <p>Sir Ddinbych / Denbighshire Phil Lord (PL)</p> <p>Sir y Fflint / Flintshire Vicky Barlow (VB) Janet Axworthy (JA) Dave Mackie (DM) Lyn Oakes (LO)</p> <p>Gwynedd Dewi Roberts (DR) Paul Rowlinson (PR) Eurfryn Davies (ED)</p> <p>Merthyr Tudful / Merthyr Tydfil</p> <p>Sir Fynwy / Monmouthshire Paula Webber (PW) Louise Brown (LB) Sue Cave (SC) Suzanne Gooding (SG)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd / Newport Paula Webber (PW) Neeta Baicher (NB) Huw Stephens (HS) Laura Lacey (LL)</p>	<p>Sir Benfro / Pembrokeshire Amanda Lawrence (AL)</p> <p>Powys Ange Williams (AW) Katie Mcneill (KM) Lynette Lovell (LL) Sharron Humphreys (SH) Sian Fielding (SF) John Mitson (JM)</p> <p>Rhondda Cynon Taf Donna Graves (DG) Matthew Maidment (MM)</p> <p>Abertawe / Swansea Rita Green (RG) Beverley Phillips (BP) Jennifer Harding-Richards (JHR) Paul Davies (PD)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Edward Williams (EW)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Lisa Mullen (LM) Vaughan Salisbury (VS)</p>	<p>Observers:</p> <p>REMw Paul Morgan (PM)</p> <p>WJEC Andrew Pearce (AP)</p> <p>ESTYN</p> <p>Welsh Government</p> <p>REC</p> <p>Church in Wales Elizabeth Thomas (ET)</p> <p>Catholic Education Service</p> <p>Qualification Wales</p> <p>Interfaith Network David Hampshire</p> <p>ADEW Elin Stock (ES)</p> <p>Minutes Gill Vaisey (GV)</p>
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Minutes of the meeting

1. Introduction and welcome

RS welcomed everyone (bilingually) to the summer meeting and AGM. She explained the protocol for this virtual meeting.

Lynnette Lovell, Interim Chief Education Officer from Powys welcomed everyone as the hosting SACRE – albeit virtual. Sian Fielding representing the Powys School Improvement Service was also present.

Lynette talked about the exciting times as RVE takes the previous name of RE, it becomes statutory for 3 – 16 year olds, and has no right of withdrawal.

She referred to the consultation on the RVE Guidance which is currently open and recognises that WASACRE has an important task in formulating its response.

LL pointed out that Powys is more diverse than one might think in terms of its social and cultural background of its population. Powys SACRE wishes to make sure that it reflects this diversity in its membership representation. She acknowledged some of the excellent work taking place in schools.

LL expressed her thanks to Rachel Linguard and Sarah McNeil who provide administrative support to Powys SACRE. LL also expressed gratitude to Sian Fielding for all her valuable work and support for RE in the county. She noted that Sian will be leaving her post at the end of this term.

2. Quiet reflection

RS led members through a reflection on the positive side of the pandemic in that it has given us all opportunity to reassess what is most important in life. She suggested we could learn from this and ensure that in future we continue to appreciate ‘the small things’ and adopt a slower pace of life.

3. Apologies

Apologies were received from John Meredith (Blaenau Gwent), Tania ap Siôn (Wrexham), Edward Evans (Bridgend), Michael Gray (Caerphilly), Tudor Thomas (Monmouthshire).

4. Minutes of meeting held on 23rd March 2021

The minutes were agreed as an accurate record of the meeting subject to adding Mary Davies from Ceredigion who advised that she had been present.

RT proposed to accept the minutes and this was seconded by Keith Evans.

5. Matters arising from minutes of the last WASACRE meeting

Item 7. The new website was launched yesterday and is now live. Thanks were expressed to Nick Evans and Tania ap Siôn for all the work on this.

6. NAPfRE Presentation – WG Consultation on the Religion, Values and Ethics Guidance

RS explained that the consultation includes 10 questions to which WASACRE needs to formulate its response.

A video created by the St Giles Centre was shown to give a context to the consultation.

RS shared the initial Executive Committee's thoughts on the guidance which she had collated on a PowerPoint which would be shared following the meeting.

ACTION: Send PPT to all members / SACREs.

To add to or make observations on the comments already on the PPT, RS invited responses from the floor on each of the questions.

The following comments recorded at the meeting should be read in conjunction with the PPT.

1. How well does the guidance explain the scope of RVE and its context within the Humanities Area?

RT – there has been lots of discussion with WG about the legal side – need to understand that the emphasis is on creating a first legal Act for Wales only. The Act now cites 'the traditions in Wales' (not Great Britain) and includes non-religious philosophical convictions.

LB – doesn't agree with the wording of 'objective, critical and pluralistic' as referenced in the PPT and suggested one needs to look back at the legislation around reflecting the fact that the main religious traditions are Christian whilst taking account of other principal religions. She says the original position needs to be retained – reflecting Christianity and other principal religions and feels there is 'a danger of going over too far to a pluralistic leaning'.

The definition given of religion in the RVE Guidance was questioned. Is this like a Charity Commission definition? – this needs to be considered further.

The legal section is very poorly written. The original version of this was more user friendly – it has used more legal terms now making it confusing and less user friendly. The definitions relating to the faith schools' section is very complicated!

RS – with the legal section at the beginning of the guidance, it seems to take undue priority over the other section and is an obstacle prior to reading the section on implementation of RVE.

PW – legal section is confusing and not up to date. The definition of religion should state this is a definition in law – and not an academic definition generally used / understood in education.

CT – Congratulated St Giles’ Centre for the video. Need definitions on the meaning of worldviews, pluralistic etc. – a clear glossary is needed – not jargon related.

KR – questioned the definition of religion and the reference to a ‘supreme being’ which reflects only a monotheistic or polytheistic religion. The whole point of the new curriculum is to create objective teaching. Teachers need a clear understanding of what is expected of them – teachers need protecting by making sure they understand how to teach RVE with this approach. Even though the term worldviews has not been adopted as a title for the subject, we still need to teach about worldviews

VS - picking up on definitions of terms will be crucial. It is confusing that the term worldviews is included as there is no clear definition of this word. He is aware of the REC research on understanding the term worldview.

GV highlighted the Theos video and gave her understanding of what is meant by the term worldview. She highly commended the video which she feels provides an excellent interpretation of the meaning of the term.

[Nobody Stands Nowhere - Theos Think Tank - Understanding faith. Enriching society.](#)

ACTION: It was agreed to send out the link to all members.

PW – the original writing group gave a definition of the term worldview and this has been removed for reasons unknown to her. If this had been retained then there would be greater clarity over what is intended by using the term worldview – that exploration of all beliefs must be included and not only those that include belief in a supreme being.

LB – suggested that the term objective refers to the fact that teaching should not be indoctrination. Monmouthshire SACRE wanted to keep RE as the title. She suggested teachers should now be exploring Values and Ethics not worldviews. Must not drift away from the legislation. Commends St Giles’ video. It should be remembered that the headteacher has discretion to teach RE as a single subject.

RG – is there a list of the main religious traditions in Wales? Who decides what these are?

LJ – stated that the definition of ‘worldviews’ that had been in the draft was removed because this term hadn’t been used in the Bill or the Act. Worldviews is a European concept also. Teachers are not prevented from including worldviews and guidance has been written to encourage children to explore worldviews but more work needs to be done around this.

HS –It is most important to hear from serving teachers on their views on this guidance.

RS – speaking with ‘a teacher hat on’ – the earlier version was very user friendly and she could see how her RVE teaching could be incorporated and how this married in with the whole curriculum. In relation to the latest consultation guidance – when she started reading it, she could not see the relevance of it as a teacher as it is dominated by the legal section. The legal section should not be at the front of this guidance. The second half of the guidance works better for a teacher. Some teachers will be able to recognise things in it easily – others will find it more difficult. Good professional learning will be needed to support teachers through the teaching process outlined in the guidance.

NB – as a faith representative she is happy to provide input into PL as part of Newport SACRE.

Question 2 Is the guidance, as a whole, clear and helpful for you in your role?

PW – raised her concern about where this document sits in terms of being statutory guidance. The original intention was for it to be a supporting framework – to be adopted or adapted by SACREs as an Agreed Syllabus. Now it is going to be incorporated into the overall curriculum guidance for schools. The status / position has moved without consultation with stakeholders. She questioned how this had happened and why there had been a lack of transparency.

LJ – doesn't think there has been a shift – rather it has been a journey – started in one place – we were led to believe by WG that it would be one thing but they have had to make some decisions along the way. This guidance has to be statutory. It is regrettable that WASACRE and SACREs haven't been updated during the more recent process. Since the departure of Manon Jones the regular WG updates stopped. Now the document will sit within the statutory guidance and it is still intended to be the basis of an Agreed Syllabus.

LB – the Agreed Syllabus will be a LA decision – so this new version of the guidance should be a non-statutory framework for consideration. The previous draft was presented as a non-statutory guidance document.

PL – if SACREs take their own route in creating their own syllabus we will lose the consistency gained in 2008. Will WASACRE give a steer to SACREs to try to retain consistency? Will WASACRE advise on this?

ACTION: Take PL's comments / thoughts to the next Executive meeting agenda.

KR – suggested that the change in the nature of the document came after the right of withdrawal was removed. Since this removal, it is fundamental that legislation is explained clearly. A national approach to an Agreed Syllabus is ideal but we have to ensure that it is the right framework to adopt.

KE – WG is trying to create a document that suits all people. If people have contradictory views, this will create a difficult situation. He feels WG has made a good job of providing a document that we can work with.

Question 3 Does the guidance offer relevant information to support practitioners when designing their school curriculum for RVE?

MM – teachers will have to spend many hours interpreting the guidance on their own. Exemplar materials are needed for teachers. Clearer materials would have been helpful as this is what is needed by teachers.

LO – for practitioners who don't have support in their LAs, they will have a huge challenge. One needs to search in the guidance for the bit that is relevant.

PW – having worked with EAS practitioners – she questioned whether the document could be more of how to design the curriculum. Questions at the end could be developed more as a how to guide.

AP – from a teacher’s perspective the guidance is overwhelming on first read and in picking apart the lenses and learning journeys. She finds the Learning Journeys helpful but teachers working in isolation will find this difficult. PL is need to move forward

LB – concern is for secondary schools with no specialist teachers. It is important not to lose specialisms within RE. The curriculum as a whole gives flexibility for teachers to teach different disciplines in different ways using a variety of disciplinary approaches.

PL – reflected that in 2008, LAs produced their own support material to accompany the Agreed Syllabus. Could WASACRE give a steer to co-ordinate the production of support materials?

RS suggested that we must remember that there needs to be a local reflection of each school’s situation.

PW – noted that in 2008 we didn’t have the consortia – there were just the 22 LAs.

RS – noted that now some LAs are not in a consortia.

DR – noted that in Gwynedd there is no professional support.

Question 4 Thinking about each section of the guidance, do you feel there are:

a) any gaps in information?

b) any sections that are particularly helpful?

RS invited floor responses to be emailed rather than in discussion during this meeting.

Question 5 Does the guidance offer all practitioners sufficient support for their planning and teaching of RVE?

CT – it presents complicated issues for teachers to deal with in the classroom – non-specialists will find this incredibly challenging.

RS – agreed that in particular, primary and nursery schools will need a lot of support.

VS – introduction of non-religious philosophical convictions presents issues of lack of knowledge and understanding for teachers. They will need high-quality support and resources in this area.

RS – the teaching of RE is only as good as the training having been given to teachers

MD – due to cross-curricular areas of learning – there will be cross-curricular teaching and therefore non specialist teachers teaching RVE.

Question 6 Is additional support (e.g. professional learning and resources) needed to ensure the successful implementation of this guidance?

CT – suggested that professional learning is essential as there are complicated issues that could be levelled at teachers and they need assistance with the development of the teaching, particularly for non-specialists.

RS – supported this and emphasised that primary and nursery settings would also require an appropriate level of professional learning due to the changes that they are also facing.

VS – Specific training is also needed in non-religious philosophical convictions. There are also issues for universities and ITE providers. High quality resources need to be created and available to all relevant parties.

MD – reinforce the cross-curricular areas of learning so non-specialists will be teaching the subject which highlights further the need for professional learning.

Question 7 Is the guidance a helpful document for developing agreed syllabus conferences?

7b Is the guidance a helpful document for SACs?

RT – suggested we seem to be getting back to the 1970s when there was just a basic statement which became the Agreed Syllabus. In those days there was only a few pages of statutory requirements which were then supported by exemplar material. He suggested that the 1960s / 70s style of syllabuses could come around again!

CT – agreed with RT – ‘less is more’ as a statutory Agreed Syllabus document.

Consultation included in all WG consultations:

8. We would like to know your views on the effects that the RVE guidance would have on the Welsh language

9. Please also explain how you believe the RVE guidance could be formulated or changed so as to have positive effects on the Welsh Language and no adverse effects

RS suggested that the document doesn't have any negative effects on the Welsh language.

She questioned why the abbreviation letters RVE are still in English in the Welsh version – this could be an abbreviation in Welsh.

JH – stated that the English and Welsh versions have to be provided at the same time. She also agrees with the earlier points that Agreed Syllabus development may ‘go around in a circle’ with schools having flexibility – few details in the AS – more exemplar material.

10. 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.

The legal section needs improvement.

The term 'cynefin'– needs explanation.

PW – suggested that the term ‘lenses’ which has been used in relation to the list of bullet points - Search for meaning, The natural world etc is confusing and not consistent with the way in which the term lens is currently understood and being used in education – i.e. it is more usual to use the term lens in the context of a historical lens, sociological lens, personal lens etc.

GV – stated that she felt the intended aim of these bullet point ‘areas of RVE’ is to support teachers by providing additional detail which has been brought over from the 2008 Exemplar Framework and Agreed Syllabuses which are modelled on it. GV suggested, however, that it would be helpful if a different term other than ‘lenses’ was used in order to avoid potential confusion.

LJ explained that the intention of the use of the term ‘lenses’ is to portray that there are different ways of looking at the different concepts.

LJ – explained that the example Learning Journeys have been matched against the progression steps and statements of what matters. The document affirms that teachers must use the statements and follow the principals of progression steps. This section of the guidance is trying to do two things – promote / provide more depth of subject knowledge - and facilitate teachers’ understanding of what RVE is helping them in identifying opportunities for the exploration of RVE concepts within the statements of what matters.

7. Welsh Government Update – Professional Learning

LJ reminded members that WASACRE has been lobbying for centralised funded Professional Learning for RVE and reiterated how essential it is that this is provided and delivered to practitioners. WG have finally agreed there is a need, mainly as a result of the evidence of the recent survey completed by schools. A sum of money has now been allocated for PL work but WG will manage the accounting and payments for this. WASACRE will be responsible for creating the resources which could be a combination of training packages and possibly digital resources for schools. WASACRE can decide on personnel to carry out the work and these could include teachers, consultants, members of WASACRE or NAPfRE as available and suitably qualified. All resources are to be completed by April 2022.

8. Report from the Executive Committee Held on 12th May 2021

RS gave the following report:

There has been one full executive meeting since the last WASACRE meeting – a range of things were discussed:

- Welsh Government matters were discussed following meetings with WG, the need for PL and the consultation of on the framework. We have given great focus on the framework earlier in the meeting which reflects all discussions on this by the executive in the main meeting and also in as short meeting discussing our initial thoughts on the consultation. A meeting was had between the officers and WG on the 21.4.21 where a range of matters were discussed mainly focusing on the RVE consultation that at that time was not out for consultation and we were informed that SACRE’s had received sight of the draft document but since the draft WG legal services had added sections which WASACRE and SACRE’s had not had sight of – we now see this in the consultation document. We were also informed that there was no intention to review collective worship at the present time but WG recognised that there was a need to review the remaining aspects of 10/94 that were still relevant. We informed WG of our latest progress with professional learning- WG through Kevin Palmer have made a proposal for

PL, this is ongoing and we will be able to update WASACRE further on this in our next meeting when more time allows for it.

- Representatives of the executive have had a short presentation slot during the last ADEW meeting to highlight the developments with the changes to RE (RVE) with the development of the curriculum for Wales, the removal of the right of withdrawal and SACRE's.
- We also focused on our publications, protocols and presence to ensure clarity of role and purpose for all. Part of this is the new website that has/is ready to go live. All publications will and are situated on the site as well as contact information and relevant information.
- Updates were received for our representatives in the REC and AREIAC.
- We discussed correspondence that was received in particular the request from Free Church Council of Wales for assistance with the translation of English resources to the Welsh, following the discussion it was agreed upon that it was not within WASACRE's remit to fund translation of such projects.

9. Up-dates: these were submitted in writing as below

REC

The last RE Council meeting was on 11 May 2021. Some of the key points from the meeting were:

1. Election of new officers and members of the RE Council board of Trustees.
 - Chair - Sarah Lane Cawte
 - Deputy Chair - Ed Pawson
 - Company Secretary - Deborah Weston

Trustees:

- Kathryn Wright
- Kathy Riddick
- Paul Smalley
- Philip Robinson
- Sandra Teacher

2. Funding has been secured for the RE Council to work with RE Today, led by Stephen Pett, to build on the work of the Worldviews Project.

This will be a 3-year project and its intended audience is Agreed Syllabus writers. Whilst there will be some involvement for Wales, this work will not supersede the RVE guidance document produced by Welsh Government currently out for consultation, however we will continue to identify if any areas of the project can be of use to Welsh SACREs

<https://www.theosthinktank.co.uk/comment/2021/05/12/worldviews-film>

3. The RE Council are currently undergoing a strategic review
The draft vision, mission and values for the RE Council were discussed by all members attending in breakout groups along with the issue of future membership and how this should be managed. There were some concerns raised about the different context for Welsh RVE, and how the RE Council can work effectively across the two diverging systems. It was agreed that

the RE Council should seek to meet with Welsh member organisations to identify how this issue can be best addressed.

AREIAC (Gill Vaisey)

The webinar programme continues. Next one is Mark Chater - 21 June, 6-7 pm
'Why radical reform of RE could still fail, and what we can do to save it:'

The summer conference is being held online 5th and 6th July and the programme is available on the website. The theme is curriculum development at a national, local and school level. Paula Webber will be providing a session on Deep Thinking In Curriculum design and Rachel Samuel will be giving a national update on behalf of WASACRE. The conference is open to everyone and is £35 per day or £65 for 2 days for non-members. Booking can be made through Gill Vaisey as the conference organiser.

Five Cities Project. AREIAC will be working alongside the Religion and Media Centre to help organise the project that started in Cardiff in 2016. This is an effort to improve links and achieve better journalism in relation to matters around religious education by providing the opportunity for faith communities to meet journalists and other media professionals. Funding has been provided by Culham St Gabriel's Trust and it is hoped to organise these encounters in Leicester, Birmingham, Manchester, Leeds and Plymouth in autumn 2021.

AREIAC members have been considering the OFSTED research review on religious education published 12th May 2021. This latest review draws on the education inspection framework (EIF) and other religious education (RE) literature to identify what contributes to high-quality RE curriculum, assessment, pedagogy and systems in schools where Ofsted inspects RE.

EFTRE (Gill Vaisey)

There have been no further EFTRE board meetings since March 2021 and the last WASACRE meeting. The next meeting will be 21st November 2021.

The bi-annual conference is being planned for Rome - 25th-28th August 2022. The theme will be 'Living Religion' which is in line with the emphasis in RE for England and Wales.

A new logo being developed alongside a new website which is waiting to be launched. The website will be updated with the latest situation in Wales alongside the details of RE provision in all the member countries

A new Facebook page has been launched and one can request to join the Facebook group that has been created ([17 EFTRE \(European Forum for Teachers of Religious Education\) | Facebook](#))

Tania ap Siôn is involved in the EFTRE European wide research project "What does Covid-19 reveal to RE specialists?"

Inter Faith Network for the UK – report from David Hampshire

In April 2021 IFN published a resource for secondary school teachers to assist them on teaching about inter faith activity in the UK (see: <https://www.interfaith.org.uk/resources/inter-faith-activity-in-the-uk-a-teacher-resource-for-secondary-pupils>), building on the resource for

primary schools in 2019 (see: <https://www.interfaith.org.uk/resources/learning-about-inter-faith-activity-a-primary-resource>). In 2021 IFN also published a downloadable poster called Shared Values: the golden rule (see: <https://www.interfaith.org.uk/resources/shared-values-golden-rule>), which can be used in educational settings. Looking forward IFN is in the process of developing a resource for collective worship that can be used during Inter Faith Week. It will build on the schools' resources (above) and provide materials for both primary and secondary schools. WASACRE will be invited to take part in the consultation process as a member of the Inter Faith Network. National Inter Faith Week will run from Sunday 14 November to Sunday 21 November and resources for schools are also available (see: <https://www.interfaithweek.org/resources/schools-2>). This year the Week will coincide with Anti-Bullying Week and it is planned that there will be a shared piece of work with the Anti Bullying Alliance from Monday to Friday of the Week.

NAPfRE Update (Libby Jones)

LJ reported that the majority of the panel's recent discussions have been focussed on the Religion, Values and Ethics Draft Guidance. A variety of opinions were shared and noted at its meeting on 15 June, forming a substantial and useful draft response to the consultation, with lots for Welsh Government colleagues to consider.

Other items discussed at its summer meeting included, professional learning, NAPfRE presentations, and updates from members. The constitution was also raised as something that needed to be looked at going forward. Members will be considering the aims of the panel and its future membership.

To close the meeting, outgoing Chair, Libby Jones thanked all members for their continued support and commitment to RE. NAPfRE has gone from having 4 regular members back in 2018, to having around 18 in 2021, which is encouraging. Paula Webber takes over as Chair, and the panel is looking forward to working with Paula in supporting the Wales Association of SACREs and helping to strengthen and promote RE and RVE in schools across Wales.

10. Correspondence (Alice Parry)

Correspondence was received from:

The Education Workforce Council asking if WASACRE like to nominate anyone as a representative.

ACTION: Members are invited to inform AP (secretary) if anyone is interested in becoming this representee.

NASACRE regarding the sharing of information on members' areas of their website.

ACTION: this will be considered at the next Executive meeting and a decision made.

Paula Webber advised WASACRE that she will not be taking up EAS's offer of a renewed contract from August due to her need to create a better work life and family balance – this had not been an easy decision. Paula will continue in her teacher training post with Cardiff Met and therefore still be involved in the RE world.

As Chair, RS thanked Paula for her massive contribution to WASACRE over the years and RE more widely. She stressed that this will be a loss to both EAS and all the SACREs she supports.

Numerous individuals followed this expression of gratitude with their personal thanks and appreciation to Paula for all the knowledge, expertise, support, friendship, exceptional work ethic and sense of humour which she has brought to her SACREs.

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

None

12. Date for next meeting: October 2021 - Torfaen

This will probably take place online through Teams.

Thanks were extended to Powys County Council for 'hosting' the meeting.

Meeting ended at 1p.m.

DRAFT