

Beth?

Project i athrawon Addysg Grefyddol mewn ysgolion uwchradd gwladol ydy *AtGyfnertu*. Ei bwmpas ydy helpu i adeiladu hunanhyder wrth drafod materion dadleuol, yn arbennig pan ddefnyddir y materion hyn weithiau i gyfiawnhau eithafiaeth dreisgar. Y Cyngor Addysg Grefyddol ar gyfer Cymru a Lloegr ydy rheolwyr *AtGyfnertu* mewn cytundeb â'r adran ar gyfer plant, ysgolion a theuluoedd (DCSF) yn Lloegr ac APADGOS yng Nghymru.

Pam?

Mae eithafiaeth grefyddol a'r rhai a sylfaenwyd ar gred yn codi materion dadleuol a sensitif iawn, ac yn bwnc o ddi-ddordeb i'r cyhoedd. Mae'r mwyafrif o bobl ifanc yn gwybod fod rhai eithafwyr wedi defnyddio dadleuon a sylfaenwyd ar gred i gyfiawnhau trais yn erbyn pobl maent yn anghytuno â nhw. Rydym yn llai sicr beth ydy maint gwybodaeth pobl ifanc am yr hyn sy'n ysgogi'r fath ymosodiadau, neu farn credinwyr y brif ffrwd.

Agwedd bwysig ar gydlyniant cymunedol ydy anwybodaeth a chamsyniadau sy'n creu amheuaeth a chodi muriau rhwng cymunedau a'i gilydd. Mae pobl ifanc yn archwilio ffydd, credoau a gwerthoedd ein cymunedau mewn Addysg Grefyddol; ond mae codi cwestiynau neu ymateb i eithafiaeth yn her hyd yn oed i'r athrawon mwyafrif profiadol. Dyma pam mae angen *AtGyfnertu*.

I bwy?

Darparwyd *AtGyfnertu* ar gyfer athrawon Addysg Grefyddol (gyda chymwysterau ffurfiol mewn Addysg Grefyddol neu hebddynt) sy'n gweithio mewn ysgolion uwchradd gwladol yng Nghymru a Lloegr.

Sut?

Mae'r rhesymau dros ddiffyg hunanhyder i drafod materion dadleuol mewn gwrsi Addysg Grefyddol'n amrywio o athro i athro a'i gilydd ac amgylchiadau'n amrywio o ysgol i ysgol. Bydd *AtGyfnertu*'n gweithio gydag ysgolion unigol i'w helpu i ddod o hyd i'r anghenion a chynllunio i gwrdd â hwy. Bydd angen mabwysiadu dulliau arbennig o addysgu a dysgu i ymdopi â'r materion sy'n codi o eithafiaeth grefyddol neu eithafiaeth a sylfaenwyd ar fathau eraill o gredu. Trwy ddefnyddio sgiliau meddwl a dulliau sy'n hybu cydweithredu, bydd myfyrwyr yn dysgu adnabod persbectifau ehangach a rhoi ystyriaeth iddynt. Amcan *AtGyfnertu* ydy helpu athrawon i ysgogi dadl, dialog a datblygu parch a dealltwriaeth.

Darperir hyfforddiant ar gyfer *AtGyfnertu* trwy gyfrwng:

- mentor i gefnogi pob ysgol trwy'r broses;
- catalog o adnoddau perthnasol gyda dogfennau "mynedfa" i roi arolwg byr o fater dadleuol ac "arwyddbyst" i "bwyntio" at adnoddau dibynadwy ar gyfer athrawon i ymchwilio ymhellach. Gan fod anghenion pob ysgol yn unigryw, bydd mentoriaid yn cydweithio gydag athrawon i greu pecynnau atodol a fydd yn cyfateb yn union iddynt.

Pa bryd?

Ar ôl cyfnod peilot yn ystod hanner cyntaf 2010, bydd *AtGyfnertu* ar gael i ysgolion rhwng Medi 2010 a Mawrth 2011. Bydd mentoriaid yn helpu ysgolion unigol ac athrawon dros gyfnod o chwech wythnos trwy gyfrwng cyfarfodydd wyneb-yn-wyneb, cyswllt ebost neu ffôn, yn ôl anghenion pob ysgol.

Beth wedyn?

Proses ydy adeiladu hunanhyder; nid digwyddiad mohono. Bydd *AtGyfnertu*'n creu cyswllt rhwng athrawon a'u cydweithwyr (yn unigolion a grwpiau) sy'n rhannu'r un diddordebau, ac yn adeiladu rhwydweithiau anffurfiol a all oroesi'r project hwn. Bydd y Cyngor Addysg Grefyddol yn chwilio am nawdd ariannol i ymestyn y rhaglen ymhellach na 31 Mawrth 2011, ac nid yw'r DCSF wedi rhoi heibio'r posibilrwydd o ymestyn ei gytundeb.

AtGyfnertu



Adeiladu hunanhyder i ymdrin â materion dadleuol mewn Addysg Grefyddol

Dimensiwn newydd i gydlyniant cymunedol: cyfle cyffrous i athrawon Addysg Grefyddol



www.RE-silience.org.uk

Trefnwyd gan Gyngor Addysg Grefyddol ar gyfer Cymru a Lloegr Hawlfraint © 2010

Religious Education Council
of England and Wales

Y Cyngor Addysg Grefyddol ar gyfer Cymru a Lloegr

Noddwyd gan:
yr adran ar gyfer plant, ysgolion a theuluoedd (DCSF)

department for
children, schools and families

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

APADGOS / DCELLS

What? *REsilience* is a project for teachers of RE in maintained secondary schools. Its purpose is to help increase their confidence in addressing contentious issues, particularly when such issues are sometimes used to justify violent extremism. *REsilience* is managed by the Religious Education Council of England and Wales (REC) under contracts with DCSF (of England) and DCELLS (for Wales).

Why? Religious and other belief-based extremism raises contentious and highly sensitive issues and is a topical area of public interest. Most young people are aware that throughout history some extremists have used belief-based arguments to justify violence against people with whom they disagree. Whether young people are equally well-informed about the motivation for such attacks, or about the attitude of mainstream believers, is less certain.

An important aspect of community cohesion is the dispelling of ignorance and misconceptions that create suspicion and barriers between communities. In RE, young people explore the faiths, beliefs and values of our communities; but raising or responding to questions about extremism poses challenges for even the most experienced teachers. Hence the need for *REsilience*.

Who? *REsilience* is for teachers of RE (whether or not they are formally qualified as RE teachers) working in maintained secondary schools in England and Wales.

How? Reasons for lack of confidence in tackling contentious issues in RE lessons vary from teacher to teacher, and circumstances vary from school to school. *REsilience* will work with individual schools to help identify needs and plan to meet them.

The issues arising from religious and other belief-based extremism require specific teaching and learning methods. Using thinking skills and approaches that encourage collaboration, students learn to recognise and consider wider perspectives. *REsilience* aims to help teachers foster debate, dialogue and the development of respect and understanding.

REsilience training is provided through:

- a mentor who supports each school through the process;
- a catalogue of relevant resources, with 'gateway' documents giving a brief overview of a contentious issue and 'signposts' pointing to reliable sources for the teacher to research further. As each school's needs are unique, mentors will work with teachers to tailor-make packages of support.

When? Following piloting in the first half of 2010, *REsilience* will be offered to schools during the period September 2010 to March 2011. Mentors will help individual schools and teachers over a six week period through face-to-face meetings, email or telephone contacts, as dictated by the needs of each school.

What then? Building confidence requires a process, not an event. *REsilience* will put teachers in contact with their peers (individuals and groups) sharing similar interests, and encourage the building of informal networks that can survive after the project itself ends. The REC will seek sources of funding to extend the programme beyond 31 March 2011, and the DCSF has not ruled out the possibility of extending its contract.

REsilience



Building confidence to handle contentious issues in RE

A new dimension to community cohesion: an exciting training opportunity for teachers of RE



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