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Date: 9th October 2017

Dear Sir/Madam,

A meeting of the **Caerphilly Standing Advisory Council on Religious Education** will be held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Monday, 16th October, 2017** at **2.15 pm** to consider the matters contained in the following agenda. You are welcome to use Welsh at the meeting, a minimum notice period of 3 working days is required should you wish to do so. A simultaneous translation will be provided if requested.

Yours faithfully,

A handwritten signature in blue ink that reads 'Chris Burns'.

Chris Burns
INTERIM CHIEF EXECUTIVE

AGENDA

	Pages
1 To receive apologies for absence.	
2 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: -	
3 Caerphilly Standing Advisory Council for Religious Education (SACRE) - 19th June 2017.	1 - 8

A greener place Man gwyrddach

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



To receive and consider the following reports:-

- | | | |
|----|---|---------|
| 4 | Schedule of Meetings 2017-18. <ul style="list-style-type: none">• Tuesday 13th March 2018 (2pm) – Cwm Ifor Primary School;• Wednesday 13th June 2018 (2pm) – Newbridge School. | |
| 5 | SACRE Membership Update. | 9 - 12 |
| 6 | Caerphilly SACRE Annual Report 2016-2017 and Progress Report on SACRE Development Plan 2015-2018. | 13 - 38 |
| 7 | Caerphilly School Inspection Reports Analysis - Autumn 2016-Summer 2017. | 39 - 48 |
| 8 | RE And The National Curriculum: Welsh Government Newsletter/Update. | 49 - 78 |
| 9 | Revised GCSE Specifications for Religious Education: Update. | 79 - 80 |
| 10 | Holocaust Memorial Day 2018. | 81 - 82 |
| 11 | Estyn Thematic Review of RE: Questionnaire. | 83 - 88 |
| 12 | Correspondence (verbal update). | |

WASACRE:-

- | | | |
|----|--|---------|
| 13 | Feedback from the WASACRE Meeting in Wrexham on 7th July 2017. | 89 - 96 |
| 14 | Representation at the forthcoming WASACRE Meeting in Bridgend on Friday, 10th November 2017 (verbal update). | |

Circulation:

Councillors Mrs E.M. Aldworth, Mrs G.D. Oliver, J. Ridgewell, Mrs M.E. Sargent, J. Simmonds and J. Taylor

And Appropriate Officers; Trade Union Representatives and Religious Organisations



CAERPHELLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

MINUTES OF THE MEETING HELD AT BLACKWOOD COMPREHENSIVE SCHOOL ON
MONDAY 19TH JUNE 2017 AT 2.00 P.M.

PRESENT:

Councillors:

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

Representing Teaching Organisations: Miss H. Bartley (ATL), Mrs N. Boardman (NUT), Mrs L. Strange (NASUWT)

Representing Religious Organisations: Mrs J. Jones (Church in Wales), Rev E. Williams (Baptist Union of Wales)

Together with:

Mrs V. Thomas (RE Consultant), Miss R. Barrett (Committee Services Officer), Miss J. Tyler (Administrative Assistant)

1. APPOINTMENT OF A CHAIR AND VICE-CHAIR TO CAERPHELLY SACRE

Nominations were sought for the position of Chair to Caerphilly SACRE. A nomination for Councillor John Taylor was moved and seconded, and it was unanimously agreed that he be appointed Chair of Caerphilly SACRE up to the next County Borough elections.

Nominations were sought for the position of Vice-Chair to Caerphilly SACRE. A nomination for Mrs Janet Jones (Church in Wales) was moved and seconded, and it was unanimously agreed that she be appointed as Vice-Chair of Caerphilly SACRE up to the next County Borough elections.

2. WELCOME

The Chair welcomed Members to Blackwood Comprehensive School and thanked the RE Co-ordinator, Mrs Nicola Boardman, for making the necessary arrangements for the meeting.

Introductions were made and the Chair welcomed newly elected Councillor John Ridgewell to his first meeting of Caerphilly SACRE. It was noted that Councillor Ridgewell had taken up a vacant place on the committee, arising from the retirement of Mr David Carter as a county councillor. Members wished Mr Carter a very happy retirement and agreed that a letter of thanks be sent to him on behalf of Caerphilly SACRE.

3. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Mrs E.M Aldworth and Mrs G.D. Oliver, Ms B. Davies (UCAC), Miss H. Marsh (ASCL), Mr C. Parry (NAHT), Captain C. Di-Palma (Salvation Army), Mrs E. Hawthorn (United Reform Church), Mr M. Western (Roman Catholic Archdiocese), Ms R. Bradshaw (Co-opted Member) and Mrs J. Elias (Service Manager - Additional Learning Needs).

4. DECLARATIONS OF INTEREST

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

5. MINUTES – 16TH MARCH 2017

RESOLVED that the minutes of the Caerphilly SACRE meeting held on 16th March 2017 be approved as a correct record and signed by the Chair.

MATTERS ARISING

6. MEMBERSHIP UPDATE (MINUTE NO. 6)

Members were advised that teacher representatives Ms Bethan Davies (UCAC) and Mrs Helen Marsh (ASCL) had recently tendered their resignation from Caerphilly SACRE. Ms Davies has secured a new post from September 2017 and Mrs Marsh is retiring in July 2017. In addition, Mrs Jacquelyn Elias is due to retire from Caerphilly Council in July 2017, with Paul Warren confirmed as the new local authority education representative for SACRE.

Members expressed their appreciation to Ms Davies, Mrs Marsh and Mrs Elias for their contributions to Caerphilly SACRE and it was agreed that letters of thanks would be sent to them to wish them well in their future endeavours. It was noted that the appropriate teaching associations would be contacted to seek nominations for replacement representatives on SACRE.

It was also noted that efforts are continuing to fill SACRE's vacant co-opted position (which is allocated to Race Equalities First or a similar equalities organisation) and to secure representatives of non-Christian faith communities from the principal religions to support the work of SACRE. The Clerk to SACRE has received some responses from interested organisations, with it hoped that this matter can be progressed by the Autumn Term meeting.

7. ANALYSIS OF EXAMINATION RESULTS 2016 (MINUTE NO. 8)

It was noted that a letter has been circulated on behalf of SACRE to all secondary schools to inform them of the analysis of results.

SACRE thanked Mrs Thomas for the updates.

8. PRESENTATION – RELIGIOUS EDUCATION AT BLACKWOOD COMPREHENSIVE SCHOOL

Mrs Nicola Boardman (RE Co-ordinator at Blackwood Comprehensive School) welcomed Caerphilly SACRE to the school on behalf of the Head Teacher, Mr Ravi Pawar.

With the aid of a slideshow presentation, Mrs Boardman introduced the RE staff at the school and outlined the programme of study at Key Stage 3, Key Stage 4 (GCSE) and Key Stage 4 (Statutory RE).

Key Stage 3 comprises seven classes per year group, including a discrete Additional Learning Needs group, a 'buffer' group and five mixed ability classes. All classes receive one hour of RE per week. The programme of study is based on the Caerphilly Locally Agreed Syllabus for Religious Education and the Literacy and Numeracy Framework, together with guidance documents relating to thinking and assessment skills.

At Key Stage 4 (GCSE), there are 66 pupils across Years 10 and 11 who are following this course, and take-up as a GCSE option is usually around 20% of the year group. GCSE pupils have 5 one-hour lessons per fortnight and follow the WJEC Syllabus Specification B.

At Key Stage 4 (Statutory RE), Religious Education currently features as part of the Welsh Baccalaureate Qualification (WBQ) lessons. There are significant changes from next year with the introduction of two statutory RE lessons a fortnight, and the WBQ Global Citizenship module will be covered within that time together with additional topics to ensure coverage of the agreed syllabus for RE.

Mrs Boardman explained that a common approach to lesson planning is undertaken across Key Stage 3, with an emphasis on the use of Bloom's Taxonomy to promote higher levels of thinking and challenge, as well as the use of Literacy and Numerical Framework (LNF) skills. Staff utilise activities such as visual stimuli, video clips, use of artefacts and thinking strategies) to develop thinking, questioning and reflection skills. Teaching resources (such as optical illusions, reasoning rectangles, and Diamond 9/triangle templates) are also used to encourage pupils to have open minds and accept differing points of view, develop inference and assessment skills, share ideas and prioritise key information.

Examples of topics considered by pupils include "Big Bang vs Big Plan" and "Journey of Life". Pupils have used role play techniques during the study of Hindu marriage and have examined learned behaviour such as hate/love. Staff commonly utilise the "thinking hats" strategy for pupils to examine alternative perspectives to issues, and focus on exploring the full potential of each pupil and encouraging them to express a personal response.

SACRE were shown a comparison of target and actual Key Stage 3 attainment results across Levels 5, 6 and 7 over the last three years. The results are generally very good and are level with or exceed the target percentage.

Mrs Boardman then outlined the teaching of RE at Key Stage 4, which places an emphasis on preparing pupils for the GCSE examination. This includes discussion around "model marking" criteria for examination questions, together with "skill up", where pupils are encouraged to extend their answers to demonstrate full awareness of the subject matter.

SACRE were shown an example of the preparation work surrounding a typical GCSE Type A question, including a structured analysis/criteria form to ensure that the pupil is covering all the required areas. Pupils also complete a progress card for each area of the syllabus, which is actively monitored by staff, and in cases where a borderline C/D grade is being achieved, the school will meet with the pupil and their parents to see what support can be given to help improve their result. Over the past three years, the school has achieved 100% at GCSE A-G and also seen some excellent results (exceeding school targets) across both the A*-A and A-C grading bands.

In closing, Mrs Boardman referred to the future challenges that lay ahead for the teaching of RE, in view of the curriculum changes at Key Stage 3 arising from the Donaldson review and the revised RE specifications at Key Stage 4.

SACRE thanked Mrs Boardman for her informative presentation.

9. SCHEDULE OF MEETINGS 2017-2018

Discussion took place on the tentative meeting dates proposed within the agenda and offers were sought from SACRE Members for suitable host venues within the county borough. Agreement was reached on the dates and venues, and details will be circulated to all SACRE Members in due course.

The Autumn Term meeting will be held on Monday 16th October 2017 (2pm) at Penallta House Council Offices, Tredomen, Ystrad Mynach.

The Spring Term meeting will be held on Tuesday 13th March 2018 (2pm) at Cwm Ifor Primary School, Penyrheol, Caerphilly.

The Summer Term meeting will be held on Wednesday 13th June 2018 (2pm) at Newbridge School, Bridge Street, Newbridge.

10. RESULTS OF THE RE SURVEY OF SCHOOLS – STATUTORY REQUIREMENTS FOR RELIGIOUS EDUCATION

Members were reminded of the letter sent to all primary and secondary schools in Caerphilly in January 2017 on behalf of SACRE to remind them of statutory requirements for Religious Education. Primary schools were asked to acknowledge receipt and confirm their understanding of the requirements by returning an enclosed proforma. Secondary schools were asked to confirm their understanding of the requirements across all key stages and were also asked to complete a survey to outline their delivery of RE at Key Stage 4.

Several reminders were sent to those schools that had not provided a response, with the matter then passed to Paul Warren (Strategic Lead for School Improvement) in June 2017. SACRE were pleased to note that all secondary schools (15 in total) have now completed the survey, and 67 out of 77 primary schools have now completed and returned the proforma.

Mrs Thomas explained that she had carried out an analysis of the secondary school survey responses, and summarised her findings to SACRE. Most schools are delivering RE at Key Stage 4 through a Full Course and/or Short Course combination (although three schools indicate that this will be implemented from September 2017). 8 of the 15 schools continue to deliver some of their RE through an option group. 6 schools are using the WBQ Global Citizenship Challenge as part of their delivery model for RE. 5 schools are using registration periods or the school's Thought for the Day time as part of the delivery model, and one school is using 'drop down' (off-timetable) days as part of their delivery of RE.

SACRE were advised that whilst a number of schools have now strengthened their RE delivery models to ensure they meet statutory requirements, there is a continued need to monitor the situation. Updates will be provided to SACRE over the coming months and the matter will be reviewed during 2018.

Mrs Thomas reiterated the concerns raised at SACRE's Spring Term meeting over the use of Thought of The Day time and registration periods to deliver statutory RE. She explained that following consultation with the local authority's Education representative to SACRE (Mrs Jacquelyn Elias), she had prepared a letter to all secondary schools which outlined the main areas of concern raised by the RE Survey, provided clarification on several key points, and outlined the position of SACRE in relation to these matters:-

- (1) The letter confirmed that those schools who are providing statutory RE by following either a GCSE Short Course or a GCSE Full Course or a combination of the two courses are fulfilling statutory requirements as long as all pupils are receiving religious education, whether or not they are entered for accreditation.
- (2) In the case of those schools delivering RE at Key Stage 4 within the Welsh Baccalaureate Qualification (WBQ), coverage of the Global Citizenship unit alone would not be sufficient to cover all aspects of the agreed syllabus programme of study.
- (3) The letter reminded schools that the Thought for the Day approach is a school's way of delivering their act of collective worship and not as a means of delivering RE.
- (4) The letter referred to the use of registration time by some schools as a way of delivering their statutory RE. Schools were reminded that the registration period is a pastoral activity and should be a time when a form tutor can develop a relationship with the pupils in their form and deliver messages of importance to the class.

The letter explained that SACRE does not look favourably on any schools using Thought for the Day or registration time as a means of delivering the agreed syllabus for RE. Schools were advised that use of these particular delivery methods shows a lack of status for the subject, and were reminded that in accordance with the requirements of the local agreed syllabus, Religious Education should be given parity with other subjects. The letter gave a reminder of SACRE's monitoring duty to ensure that schools are providing Religious Education according to an agreed syllabus, and urged schools to consider again whether their way of delivery is actually meeting statutory requirements for RE or giving the subject the status and recognition that it deserves.

The letter also highlighted concerns raised by the Wales Association of SACREs (WASACRE) regarding a wider issue of statutory requirements not being fully met by schools in Wales. Despite inspection reports to the contrary, it appears there are, on occasions, issues with the delivery of RE. To this end, WASACRE recently met with the Estyn Chief Inspector to raise awareness of these issues. It was agreed that all school inspectors would be fully informed of the criteria that constitutes the meeting of statutory requirements for RE and would be advised to carefully examine the delivery of RE in schools, especially at Key Stage 4.

Having fully discussed the analysis of the RE survey, Members agreed that the proposed advisory letter be sent out on behalf of SACRE to the headteachers of all secondary schools. It was confirmed that the local authority and Education Achievement Service (EAS) had been made aware of the issues raised in the letter, and SACRE were pleased to note the proactive action that had been taken on this matter to date.

11. REVISED GCSE AND GCE SPECIFICATIONS FOR RS - UPDATE

The report provided an update on the revised specifications for GCSE Religious Studies, which have been approved and are in place for first teaching from September 2017, and of the support available to teachers and schools. The new GCE (A Level) specifications for Religious Studies were introduced in September 2016.

SACRE were advised that EAS have now appointed two lead practitioners to support schools with the implementation of the new GCSE specifications (Rhian Davies from King Henry VIII School in Abergavenny and Clare Lane from Ebbw Fawr Learning Community). A network meeting has been arranged for 28th June 2017 (2-4pm) at King Henry VIII School. Caerphilly SACRE have passed details of this meeting onto their schools.

The GCSE lead practitioners have already begun mapping out Christianity and Hinduism, and other religions will follow. It is intended to hold one network meeting per term and the venue may be rotated depending on popularity and demand. There is also an expectation that the GCSE lead practitioners will go out to schools to support teachers where necessary.

WASACRE have been receiving updates from the four educational consortia regarding their support arrangements. To date, ERW Consortium (Mid/West Wales) and GwE (North Wales) Consortia have provided updates at the Spring and Summer Term meetings of WASACRE respectively and the EAS and Central South Consortium will deliver a similar update at WASACRE's Autumn Term meeting.

Discussion took place regarding the resource materials available in respect of the new specifications and Mrs Thomas confirmed that it is intended for these to be placed on the Hwb Digital Learning for Wales Portal. The first part of the GCSE course book is due for release in August 2017 (with Unit 2 anticipated in September 2017). A teacher representative referred to a wealth of information available online but observed that it is spread across a number of different websites.

Following discussion on its contents, SACRE Members noted the report in respect of the revised GCSE specifications and the support available to schools.

12. UPDATE ON NATIONAL CURRICULUM REVIEW

The report updated Members on the latest developments regarding the Donaldson review of the National Curriculum in Wales and the shape of the new curriculum.

Several meetings have recently been held with Welsh Government and relevant stakeholders (including representatives from WASACRE, NAPfRE (National Advisory Panel for Religious Education), Estyn and other agencies) to establish the way forward and address a number of issues regarding the shape of the new curriculum. Further details of the meetings, items discussed and subsequent actions were appended to the report.

At a RE Planning meeting with Welsh Government officials on 27th March 2017, several key items were discussed, including the relationship between the locally agreed syllabus, the statutory requirements and the new curriculum framework. Work is also being carried out to develop the RE aspect of the Humanities Area of Learning and Experience (AOLE), and it has been arranged for WASACRE, SACREs and NAPfRE to have a greater involvement in the development of the new curriculum. Also considered were matters which may impact the curriculum reform process, including managing withdrawal from RE. It was agreed at that meeting that the WASACRE paper on withdrawal from RE would be shared with WG and that RE needs to be clearly identified in the new curriculum framework to allow learners to be withdrawn.

A Member asked whether Manon Jones (who is leading the pioneer schools developing the new curriculum) could give a presentation to SACRE on the work being carried out. It was explained that he already provides regular updates at the WASACRE meetings (comprising of representatives from each SACRE) so that attendees are able to relay the progress back to their respective SACREs.

Members were also updated on the outcome of an AOLE planning meeting between the pioneer groups on 2nd May 2017. Eleanor Rawling has been commissioned by WG to write a paper on the Welsh Curriculum Review: Developing a Curriculum Framework, and was at the meeting to outline her recommendations. These included the reasoning that each teaching discipline should identify what defines or is essential to a subject, and teachers were asked to form subject groups in order to identify one 'Big Idea' which could be

developed. This poses questions around the fundamental teaching of RE, and WASACRE and NAPfRE members have therefore been asked to consider the Big Ideas for Religious Education and whether they are able to identify the 'minimum' Big Ideas, skills, processes and criteria for selecting components of an RE curriculum.

SACRE were very interested in the 'Big Idea' concept and discussed the potential challenges in applying this to the subject of RE. It was noted that the shape of the new curriculum is gathering momentum and Members were reminded of the considerable impact that this could have on the way that RE is taught in the future.

Following discussion of the report, Members noted the developments relating to the position of RE in the curriculum.

13. ESTYN UPDATE

The report updated Caerphilly SACRE on the outcome of a meeting held between WASACRE, NAPfRE and Estyn representatives on Monday 5th June 2017.

Mrs Thomas explained that this had been a very positive meeting, where RE representatives were able to draw Estyn's attention to a number of key issues, and Estyn also provided updates across several areas. A number of items were discussed at the meeting, namely the thematic review of Religious Education at Key Stages 2 and 3, current inspection of RE: meeting statutory requirements according to an agreed syllabus for Religious Education, RE at Key Stage 4, and RE and the new Estyn Inspection Framework from September 2017.

Mrs Thomas outlined the remit and process of the thematic review, and explained that Estyn are examining how to maintain a balance during their evidence-gathering sessions for the thematic review. They are also observing how schools develop links with local communities and how schools are preparing for the changes arising from the Donaldson review. RE representatives agreed to send to Estyn the NAPfRE guidance document "What makes good RE?" as it contains useful information in respect of the current arrangements for RE. At the meeting with Estyn, discussion took place on how Estyn's inspection reports can be used to identify issues surrounding the teaching of RE or evidence good practice in schools. It was suggested that detail in some inspection reports could be strengthened in relation to RE.

Additionally, Estyn were advised of concerns in relation to the use of WBQ, Thought for the Day and registration period for the delivery of RE, and discussion also took place regarding the new Estyn Inspection Framework which will place an additional focus on RE during school inspections. SACRE were advised that due to the constructive nature of the meeting with Estyn, it is hoped that further meetings can be arranged on a regular basis.

Members thanked Mrs Thomas for her update and noted the contents of the report.

14. CORRESPONDENCE UPDATE

The Clerk to SACRE updated Members on the correspondence circulated to schools on behalf of SACRE. This included personalised reminders to the headteachers and RE staff of those schools who had not returned the statutory requirements pro-forma/RE survey and a follow up email from Paul Warren reminding schools of the need to respond.

Secondary schools were also sent a letter outlining RE examination results for Summer 2016, as well as details of the network meeting in relation to support available for the implementation of the revised Religious Studies GCSE specifications.

A Member referred to correspondence he had received from a local resident regarding an online petition supporting collective worship in schools. Mrs Thomas added that a similar petition had preceded this which called for the abolition of collective worship in schools. Details of both petitions are available on the National Assembly for Wales website.

SACRE noted the details of the correspondence update.

15. WASACRE - FEEDBACK FROM THE WASACRE SPRING MEETING IN USK, MONMOUTHSHIRE ON 3RD MARCH 2017

Members were updated on the discussions and deliberations of WASACRE at its meeting in Usk on 3rd March 2017. A copy of the draft minutes were tabled at the meeting.

Having already discussed the main agenda points and the deliberations of WASACRE throughout the course of the meeting, SACRE noted the contents of the minutes.

16. WASACRE - REPRESENTATION AT THE FORTHCOMING WASACRE SUMMER MEETING IN WREXHAM ON FRIDAY 7TH JULY 2017

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

Councillor J. Taylor and Mrs V. Thomas confirmed that they would be attending the WASACRE meeting on 7th July 2017 (Wrexham). Interested Members will be contacted with the agenda papers nearer to the meeting date and the Clerk to SACRE will inform WASACRE of the attendees.

17. EXECUTIVE VOTING 2017-2020

The report outlined the nominations in respect of the Executive Committee and Vice-Chair of WASACRE for the period 2017-2020.

Having fully considered the pen portraits of those nominated, SACRE unanimously agreed that Gill Vaisey be put forward as Caerphilly SACRE's preferred candidate for the role of Vice-Chair and that their vote be cast at WASACRE's Annual General Meeting on 7th July 2017. SACRE also endorsed the two candidates nominated for the two vacant positions on the Executive Committee (Alison Lewis and Gill Vaisey).

The Chair thanked Members for their attendance at the meeting and requested that a letter of thanks be sent to Blackwood Comprehensive School to express SACRE's appreciation for the warm welcome they had received from pupils and staff.

The meeting closed at 3.52 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 16th October 2017, they were signed by the Chair.

CHAIR

Agenda Item 5

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 16TH OCTOBER 2017

SUBJECT: SACRE MEMBERSHIP UPDATE

A PURPOSE OF REPORT

To discuss the current membership of Caerphilly SACRE and to inform SACRE of recent membership requests received.

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
- (ii) Associations representing teachers
- (iii) The Local Authority

The current arrangements for Caerphilly SACRE are as follows:

- **Faith Group Representatives (Committee A)**
There have been no recent changes to membership and all positions are currently filled.
- **Teacher Association Representatives (Committee B)**
There are two vacancies in this group arising from the recent resignations of Ms Bethan Davies (UCAC) and Mrs Helen Marsh (ASCL).
- **Local Authority Elected Members (Committee C)**
Councillor John Ridgewell replaced retired Member Mr David Carter in June 2017 and all positions are currently filled.
- **Co-opted positions (without voting rights)**
There are two co-opted places within SACRE. The appointments are made at the discretion of the Committee. The first position is currently vacant but is reserved for a representative from Race Equality First or an equivalent organisation (to address the lack of representation from non-Christian religious communities within the faith group section of SACRE). The second position is currently filled by a teacher representative.

Membership Requests

SACRE have recently received two requests for membership – one from Mr Michael Gray (a Methodist Church member and lay preacher) and Mr Ken Chamberlain (of the British Humanist Association). One of the applicants does meet the criteria for a faith group representative but there are no vacancies at this time. The other applicant does not meet the criteria for any of the main committee groups, and consequently can only be considered for a co-opted position.

As indicated above there are no faith group vacancies and the current co-opted vacancy is reserved. Consequently it is not possible for the Committee to formally consider the applications at this time.

Members are asked to note that any vacancies will be subject to a competitive process. Therefore, both interests will be held on file until a suitable vacancy arises and the interested parties will then be advised accordingly.

It should be noted that any proposed changes to the composition of SACRE would require a report to Full Council.

C RECOMMENDATIONS

1. That SACRE note the details of the current membership.
2. That the Clerk to SACRE contacts the appropriate people or organisations to ensure the vacant places for the main committee groups are filled.
3. That the Clerk to SACRE responds to the membership requests from Mr Gray and Mr Chamberlain formally acknowledging their requests and confirming that they will be retained on file pending a suitable vacancy arising which will be filled via a competitive process.

D BACKGROUND PAPERS

Appendix 1 Caerphilly SACRE Membership as of October 2017

CAERPHILLY SACRE MEMBERSHIP AS OF OCTOBER 2017

THE LOCAL AUTHORITY

Councillor Mrs E.M. Aldworth
Councillor J. Ridgewell (*Replaced retired Member D. Carter June 2017*)
Councillor Mrs G.D. Oliver
Councillor Mrs M.E. Sargent
Councillor J. Simmonds
Councillor J. Taylor (SACRE Chair)

TEACHERS ASSOCIATIONS

Miss Helen Bartley (ATL)
Mrs Nicola L. Boardman (NUT)
Vacancy - (UCAC Representative)
Vacancy - (ASCL Representative)
Mr Chris Parry (NAHT)
Mrs Laura Strange (NASUWT)

CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS

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

CO OPTED MEMBERS

(1) **Vacancy** – reserved for Race Equality First representative or similar equalities organisation
(2) Teacher representative - Ms Rhianne Bradshaw (St James Primary School)

OFFICERS

Mr Paul Warren (CCBC Strategic Lead for School Improvement) (*replaced Mrs Jacquelyn Elias as SACRE Education representative in June 2017*)
Mrs Vicky Thomas (Independent RE Consultant)

CLERK TO SACRE

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

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Agenda Item 6

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 16TH OCTOBER 2017

SUBJECT: CAERPHILLY SACRE ANNUAL REPORT 2016-2017 AND PROGRESS REPORT ON SACRE DEVELOPMENT PLAN 2015-2018

A PURPOSE OF REPORT

1. To offer to members of SACRE the Annual Report for 2016-2017 (draft version attached).
2. To present a brief summary of this report.
3. To provide a progress report on the Caerphilly SACRE Development Plan 2015-2018 (please refer to pages 16-20 of the Annual Report).

B BACKGROUND

SACRE Annual Report 2016-2017

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

Development Plan

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

C RECOMMENDATION

Members of the SACRE are requested to **note** and **approve** the Annual Report and the progress made to date on the Caerphilly SACRE Development Plan 2015-2018. The Annual Report is to be sent to DfES by 30th December 2017.

D SUPPORTING INFORMATION

Appendix 1 Draft SACRE Annual Report 2016-2017 (including the Caerphilly SACRE Development Plan 2015-2018 on pages 16-20)

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CAERPHILLY COUNTY BOROUGH COUNCIL

**STANDING ADVISORY COUNCIL
FOR RELIGIOUS EDUCATION**

ANNUAL REPORT

2016-2017

Caerphilly SACRE Annual Report 2016-2017
DRAFT VERSION

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

2016 - 2017

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

2016- 2017

SECTION 1: INFORMATION ABOUT SACRE

1.1 Duty to Establish SACRE

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

1.2 Composition of SACRE

Representation on SACRE is required as follows:-

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

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

1.3 Membership of SACRE

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

1.4 Functions of SACRE

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

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1.5 Meetings

SACRE met on three occasions during the academic year 2016-17.

October 18th 2016
March 16th 2017
June 19th 2017

SACRE has resolved that, where possible, meetings will be held at alternative venues such as schools or places of worship. During the academic year 2016/17 SACRE held two meetings at schools in the Borough and one at the council offices.

1.6 Development Plan

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

1.7 Circulation of Report

Copies of this report are circulated electronically to those organisations and establishments listed in Appendix 7. It is also available on the Local Authority and the WASACRE website.

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EXECUTIVE SUMMARY OF ADVICE GIVEN BY SACRE

Summary of the advice given to the local authority by SACRE

RELIGIOUS EDUCATION

Issue

To monitor provision and standards in RE

Action

1. SACRE considers and analyses school inspection reports. If there are any issues regarding RE, such as non-fulfilment of statutory requirements, then the LA follows this up. During 2016-2017 there were no issues of non fulfilment of statutory requirements for RE identified in the reports and therefore no follow up action was necessary.
2. SACRE visit schools on an annual basis and receive a presentation on RE at the school so that strengths and weaknesses can be identified and issues can be addressed directly. One special and one secondary school were visited in 2016/17
3. SACRE analyses examination results over a three-year period and identifies trends in performance benchmarked against all Wales data. Schools are informed of the outcomes of this analysis and SACRE raises any issues schools should be addressing as a result of this analysis.
4. Letters sent to schools reminding them that the agreed syllabus remains a statutory document whilst the curriculum is under review. Schools asked to acknowledge and confirm they understand and comply with this. Survey conducted of KS4 provision and outcomes shared with SACRE and schools. Letter sent to secondary schools raising concerns about aspects of delivery at KS4.

Issue

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

Action

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

TEACHING MATERIALS

Issue

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To ensure that schools are informed of suitable resources

Action

1. All schools were informed of the 2017 Holocaust Memorial Day theme of 'Don't Stand By' and that free Holocaust resources can be found on their website www.hmd.org.uk – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

TRAINING FOR TEACHERS

Issue

To ensure that teachers are able to access appropriate CPD.

Action

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

COLLECTIVE WORSHIP

Issue

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

Action

1. SACRE monitors the sections of inspection reports that are concerned with collective worship and SMSC and the LA follows up on any non- fulfilment of statutory requirements by requesting their action plan. The provision for collective worship had positive comments stating that schools were promoting pupils' spiritual, moral and cultural development well. During 2016-2017 there were no issues of non fulfilment of statutory requirements for collective worship identified in the reports and therefore no follow up action was necessary.
2. Schools have been informed by SACRE of appropriate resources and websites that support collective worship in schools e.g. HMD 2017.
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. One special school was visited and an act of collective worship was observed by members.

OTHER ISSUES:

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

1. SACRE has maintained its membership of WASACRE and receives termly feedback from the meetings of the Association.
2. Members have received presentations this year from their professional consultant Mrs V Thomas who gave updates on the review of the National Curriculum and its implications for RE and the development of the revised exam specifications. They also received a presentation on "RE in the Secondary school" from Blackwood Comprehensive School.

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3. SACRE, where possible, would hold meetings at schools in Caerphilly for members to familiarise themselves with RE and collective worship in schools. One SACRE meeting was held at Trinity Fields Special School where members observed an act of collective worship and had a tour of the school. Another meeting was held at Blackwood Comprehensive School where members received a presentation on the work of the RE department at the school and an opportunity to see the display of work in the department's rooms.

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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. A yearly programme of INSET on the agreed syllabus and support materials, including schemes of work and electronic *Progress in Learning* files for secondary schools, were issued to schools.

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

During 2016-17, SACRE has been updated on a termly basis of developments with the NC review. SACRE are awaiting further details from Welsh Government on the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review.

2.2 Standards In RE

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

2.2a School Inspection Reports

The local authority and its SACRE scrutinised relevant sections of Estyn school inspection reports for the period academic year May 2015- July 2016. If any issues emerge regarding RE, such as non fulfilment of statutory requirements, then the LA follows this up. Fourteen schools were inspected consisting of 12 primary schools, and 2 secondary schools. Members were presented with a summary of findings from these inspections.

Comments were positive stating that curriculum and statutory requirements were met and that schools studied other cultures, faiths and traditions and had a growing understanding of the diverse world in which they live. Schools had beneficial links with places of worship which enrich their experiences. There was good provision for global citizenship and education for sustainable development.

No RE subject specific issues were identified in the reports and therefore no follow up action was necessary.

2.2b Examination Results 2016

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

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In **GCSE Religious Studies** fourteen schools entered 605 pupils. Entry numbers are lower than previous years but number of schools entering candidates has increased this year. 13/14 schools have entries in double figures and one school in triple figures. Cohort entry is below Consortia and All Wales figures

The overall % of A*- A grades was 27.7% which is slightly below 2015 but better than 2014 and is better than the Consortia figure (23.9%) and comparable with the All Wales figure (27.8%).

The overall % of A*- C grades was 71.1% which is comparable with previous performance and better than the Consortia figure (66.3%). It is comparable with the All Wales figure (72%)

The overall % of A*-G grades was 97.8% and is comparable with previous performance and better than the Consortia figure (96.7%) and comparable with the All-Wales figure (97.8%).

SACRE noted that results continue to be good and compare well with previous performance. Results are better than Consortia figures at all grade boundaries and comparable with All Wales figures at all grade boundaries.

At GCSE Short Course in Religious Education there were 594 entries from 14 schools. Entry numbers are lower than previous years but number of schools entering candidates has increased this year. 9/14 schools have entries in double figures and one school in triple figures. Schools in triple figures thus enter a significant percentage of the cohort and pupils of all ability levels. Cohort entry is below Consortia and All Wales figures. Some schools enter pupils for two short courses and their performance has been reflected in the full course results. However, it is important to bear in mind that those pupils entered for two short courses will be mainly the more able and this will reflect on the A*-A and A*-C results for Short Course.

The overall % of A*- A grades of 13.8% is below 2015 performance but better than 2014 performance. It is better than the Consortia (12.8%) and the All Wales (11.4%) figures.

The overall % of A*- C grades was 45.8% is below previous performance. It is better than the Consortia figure (42.1%) and comparable with the All Wales figure of 45.4%.

The overall % of A*-G grades was 92.9% is better than 2015 but below 2014 performance. It is better than the Consortia (88.6%) and the All Wales(90.6%) figures.

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

At GCE Advanced Level there were 84 entries from 9 schools one more school than previous years. The entry figures are below 2015 but higher than 2014. 6/9 schools have entry numbers in double figures. The cohort entry is higher than the Consortia and All Wales figures.

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A*-A was achieved by 13.1% of students and is comparable to 2015 performance but below 2014 performance. They are below the Consortia figure (15.9%) and the All Wales figure (19%).

At A*-C candidates achieved a pass rate of 69.1% which is below previous performance. It is also below the Consortia figure (78.6%) and the All Wales figure (79%)

The pass rate for grades A-E of 98.8% although below previous outstanding performance of 100% is still a good result. It is comparable to the Consortia figure (98.1%) and the All Wales figure (99%)

At **AS level** there was an increase in entry numbers again this year with 28 candidates from 9 schools. Cohort entry is higher than the Consortia (4.2%) but below the All Wales figure (12.7%)

There were no pupils achieving a grade A. 42.9% of students achieved A*-C which is better than 2015 but still below 2014 performance. 71.5% pass rate for grades A-E and is slightly below 2015 performance although does not match the excellent 100% of 2014.

The data includes only those who have cashed in their results. For example if a pupil sat an AS Level during 2014, but have not yet cashed the result in, then they should be excluded from this year's data and included next year when the results have been cashed in, otherwise this will result in results being double counted.

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

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

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

2.3 Methods of Teaching, Teaching Materials And Teacher Training

Continuing Professional Development

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

RE News

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

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

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

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

Teaching Materials

Holocaust Memorial Day 2017 Resources

All schools were informed of the 2017 Holocaust Memorial Day theme of “How Can Life Go On”.

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

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SECTION 3: ADVICE ON COLLECTIVE WORSHIP

3.1 School Inspection Reports

The local authority and its SACRE scrutinised relevant sections of Estyn school inspection reports for the academic year Autumn 2014- Summer 2015. If any issues emerge regarding collective worship, such as non fulfilment of statutory requirements, then the LA follows this up requesting their action plan. Fourteen schools were inspected consisting of 12 primary schools, and 2 secondary schools. Members were presented with a summary of findings from these inspections.

The provision for collective worship had positive comments stating that schools were promoting pupils' spiritual, moral and cultural development well. Good features included comment that assemblies promote pupils' moral awareness well with clear messages, such as the importance of treating everyone equally. Collective worship develop pupils' understanding of other beliefs and learn about global citizenship. They provide suitable opportunities for pupils to reflect upon moral and spiritual issues and that they give pupils a very good understanding of right and wrong. Links with local faith communities- especially local churches and chapels- have a positive influence on pupils' spiritual development.

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

3.2 Applications for Determinations

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

3.3 School Visits

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

SECTION 4: OTHER ISSUES

4.1 WASACRE

SACRE has continued to affiliate to WASACRE and representatives have attended its meetings. During the 2016-17 academic year issues considered at WASACRE meetings have been fully reported back to SACRE and full discussions have taken place. SACRE welcomes the pro-active work of WASACRE in taking up issues that have implications for RE and keeping member SACRE's fully informed. SACRE is represented on the WASACRE Executive committee by their professional consultant Mrs Vicky Thomas and receive regular feedback from Mrs Thomas and those representing SACRE at WASACRE meetings.

4.2 HOLOCAUST EDUCATION

Caerphilly SACRE was informed of the 2017 Holocaust Memorial Day theme of 'How Can Life Go On' and that further information about the theme and free educational Holocaust Memorial Day resources can be found on their website www.hmd.org.uk. SACRE resolved to inform schools about the availability of these resources and encourage them to commemorate HMD in some way. SACRE discussed how some schools were embracing the issues raised by HMD very seriously and reference was made to some primary and secondary schools who were conducting activities and acts of collective worship to commemorate the day.

The Clerk to SACRE summarised the numerous events which took place across Caerphilly to mark this International Day of Remembrance, including coffee mornings, Holocaust Memorial Day (HMD) displays and poetry readings in Risca, Rhymney, Blackwood and Abertridwr Libraries.

SACRE Members had been invited to the official ceremony held at Blackwood Miners' Institute on Friday 27th January 2017, which included a welcome from the Leader of the Council, and was followed by a number of poignant readings from pupils at Ysgol Gyfun Cwm Rhymni. Following the lighting of the commemorative candle, guests were invited to view a special book of poetry written by pupils from the schools, which will raise money for Save the Children.

SACRE Members were sent a link to the Events page of the website, which listed other commemorative events across Wales that were being held on and around Holocaust Memorial Day 2017.

SACRE remarked on the impressive book of poetry written by the Ysgol Gyfun Cwm Rhymni pupils and were pleased to note the moving commemorative events that had taken place across the county borough to mark Holocaust Memorial Day 2017.

4.3 WELSH GOVERNMENT NATIONAL CURRICULUM REVIEW

SACRE has received termly updates on the progress of the National Curriculum Review and its implications for RE in the curriculum. RE remains a statutory curriculum requirement from reception and should form part of the Humanities Area of Learning and Experience. WG agreed to send a termly newsletter to SACREs outlining the developmental work of the Pioneer Schools in relation to RE in the Humanities. The most recent newsletter refers to the Humanities working group recommendation to follow the 'Big Ideas'/What Matters approach as exemplified within Wynne Harlen et al's 'Working with Big Ideas in Science'. This identifies the key knowledge/concepts,

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skills and competencies for each discipline within the Humanities and then 'building' the AoLE by identifying overarching 'big ideas'/what matters key concepts that will be drawn across the disciplines. The next strand in the development work will begin during the Autumn term. The Executive Summary and the Humanities working group's recommendations will be discussed by SACRE at its Autumn 2017 meeting and a suitable response will be made to WG, if necessary

4.4. REVISED CRITERIA FOR GCSE AND GCE SPECIFICATIONS

SACRE have been informed of the proposed changes to specifications and assessment practices for GCSE with an implementation date of Autumn 2017. In preparation for the new specification for first teaching from September 2017 two lead practitioners for GCSE Religious Studies have been appointed. SACRE have been updated on the progress of their work with schools to support the implementation of the GCSE specification.

4.5. STATUTORY REQUIREMENTS FOR RE

SACRE was informed that the curriculum review had caused some confusion in schools regarding the status of agreed syllabuses. SACRE resolved to write to all schools reminding them that coverage of the programmes of study of the locally agreed syllabus remains a statutory requirement. It was brought to SACREs attention that the 2016 WASACRE survey on the impact of the WBQ on Religious Education showed that some secondary schools believed that delivery of the Global Citizenship element of WBQ was sufficient to cover the RE requirements. SACRE resolved to remind secondary schools that coverage of the Global Citizenship unit alone would not be sufficient to cover all aspects of the agreed syllabus KS4 programme of study. It asked all schools to confirm that they understood the requirements of the agreed syllabus and that they are meeting these statutory requirements in their schools. Secondary schools were asked to complete a pro forma indicating their provision for RE at KS4 and this was analysed and discussed at the summer meeting of SACRE. Some concerns were raised about how some schools were delivering RE at KS4 and SACRE resolved to write another letter to schools reminding them that SACRE does not look favourably on any school's delivery of RE through a WBQ unit alone or through Thought for the Day or use of registration time and asked schools to take appropriate action.

4.6 MEETING WITH ESTYN

SACRE were informed that members of WASACRE and NAPfRE had met with Estyn in June 2017. The meeting was a positive one and had mutual benefits as it presented an opportunity for the delegation to gather information about the RE Thematic Review & New Inspection Framework and also raise concerns SACREs have regarding the meeting of statutory requirements with particular attention drawn to the provision for RE at KS4.

Estyn outlined the personnel involved, process for identification of schools and the remit of the Thematic Review of KS2 &3. The delegation outlined the ways that SACREs monitor RE in schools, including the analysis of inspection reports. They stressed the importance of Estyn identifying whether or not statutory requirements are being met when they conduct inspections so that SACREs can act upon such information. The delegation also referred to the particular issue of delivery at KS4 and that some schools may not be fully meeting statutory requirements at KS4 – especially those delivering through WBQ. Estyn was very supportive of the concerns raised and said that they would raise these issues with their inspectors.

4.7 TRAINING OF SACRE MEMBERS

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

To keep members updated on developments in RE through regular presentations to SACRE members. There were two presentations this year. One presentation was received from Mrs V Thomas gave updates on the review of the National Curriculum and its implications for RE and the development of the revised exam specifications. Another presentation was received from the RE department at Blackwood Comprehensive on the delivery of RE at the school.

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

SACRE, where possible, would hold meetings at schools in Caerphilly for members to familiarise themselves with RE and collective worship in schools. Meetings were held at a special and a secondary school this year. The Spring meeting was held at Trinity Fields Special School and members observed an act of collective worship. Another meeting was held at Blackwood Comprehensive and members received a presentation on RE at the school from the Head of RE. SACRE wishes to extend their thanks to the two schools for hosting the meetings.

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

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APPENDIX 1: SACRE MEMBERSHIP 2016-2017

THE LOCAL AUTHORITY

Councillor Mrs E.M. Aldworth
Councillor D. Carter (till June 2017)
Councillor J. Ridgewell (Replaced retired Member D. Carter June 2017)
Councillor Mrs G.D. Oliver
Councillor Mrs M.E. Sargent
Councillor J. Simmonds
Councillor J. Taylor (SACRE Chair)

TEACHERS ASSOCIATIONS

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

CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS

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

CO OPTED MEMBERS

- (1) Race Equality Wales representative – Mr Eddy Mushayanyama (resigned in October 2016)
- (2) Primary school representative – Ms Rhianne Bradshaw, St James Primary School

OFFICERS

Mrs Jacqueline Elias (CCBC Service Manager- Additional Learning Needs) - replaced by Mr Paul Warren (CCBC Strategic Lead for School Improvement) from June 2017
Mrs Vicky Thomas (Independent RE Consultant)

CLERK TO SACRE

Rebecca Barrett

NOTE

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

APPENDIX 2: SCHEDULE AND AGENDA OF MEETINGS

October 18th 2016 at Ty Penallta Council Offices

Main Agenda Items

- Appointment of Vice Chairperson
- Minutes of last meeting and matters arising
- Schedule of Meetings
- Membership Update
- SACRE Annual Report 2015 -2016
- SACRE Development Plan 2015 – 2018 (Progress Report)
- Analysis of Caerphilly Inspection Reports May 2015-July 2016
- RE and the National Curriculum- Update
- GCSE Religious Studies : Update
- Inclusive SACREs Award
- Holocaust Memorial Day 2017
- WASACRE Issues, including feedback and report of WASACRE meeting and AGM at Rhyl, Executive Appointments and Representation at next meeting at Carmarthen
- Correspondence

March 16th 2017 at Trinity Fields Special School

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

Main Agenda Items

- Minutes of last meeting and matters arising
- Holocaust Memorial Day 2017 : Feedback
- Analysis of Examination Performance 2016
- GCSE Consortia arrangements/ WJEC specifications
- National Curriculum Review and Assessment - Update
- Estyn Annual remit 2017-2018
- WASACRE Issues including feedback from Meetings at Usk, Nominations to the WASACRE Executive and representation at next meeting of WASACRE at Wrexham
- Correspondence

Tuesday June 19th 2017 at Blackwood Comprehensive School

Main Agenda Items

- Presentation by RE department at Blackwood Comprehensive *School*
- Minutes of previous meeting and matters arising
- Schedule of Meetings 2017-2018
- Results of RE Survey of Schools
- Revised criteria for GCSE and GCE specifications -Update
- National Curriculum Review and Assessment - Update
- Estyn Update (Oral update)
- WASACRE Issues including report of WASACRE meeting at Usk, representation at next meeting at Wrexham and Executive Voting for the Period 2017-2020
- Correspondence

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

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

Plan of action	Schedule	People involved	Time and costs	Outcomes	Progress
1.1 Monitor standards and provision through regular review of inspection reports/ Estyn thematic reviews/ school self evaluation reports and recommend, where necessary, action by Local Authority.	Annual agenda item Autumn Term	Full SACRE Adviser	Agenda time Adviser time for analysis	Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school visits and review of action plan where necessary.	<p>2015-2016 Considered 2.11.15. One school not fulfilling statutory requirements for RE. Action plan requested and considered. SACRE satisfied that progress has been made</p> <p>2016-2017 Considered 18.10.16. No school identified as not complying with statutory requirements. Schools asked to acknowledge that they understood that current agreed syllabus for RE is still statutory whilst the Humanities curriculum is under review. Survey conducted of KS4 provision and outcomes shared with SACRE and schools.</p>
1.2 Receive information on results of: GCSE Religious Studies Full and Short Course; A/AS level Religious Studies.	Spring Term	Full SACRE Adviser	Agenda time Adviser time for analysis	Advice to LA on trends; advice, where appropriate, on particular schools.	<p>2015-2016 Considered 3.3.16. Schools informed of outcomes.</p> <p>2016-2017 Considered 16.3.17. Schools informed of outcomes</p>

1.3 Identify INSET needs, monitor and offer advice on training.	Autumn Term	Full SACRE	Agenda time	Training programme received along with figures on uptake; advice to LA.	2015-2016 No INSET provided by LA or EAS 2016-2017 No INSET provided by LA or EAS
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CAERPHILLY SACRE DEVELOPMENT PLAN 2015 – 2018 (ACADEMIC YEAR)

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

Plan of action	Schedule	People involved	Time and costs	Outcomes	Progress
2.1 To review the agreed syllabus for Religious Education	Summer 2016 onwards (or as appropriate)	Full SACRE Adviser Working group NAPfRE	Advisory time to review the agreed syllabus. Establish a working group (if applicable). Convene a Standing Conference to adopt the syllabus Publication/ translation costs (as appropriate)	Agreed syllabus reviewed and adopted by Standing Conference. Agreed Syllabus training programme for schools (if required) Agreed syllabus to be implemented the Autumn term after adoption.	2015-2016 SACRE has termly updates on curriculum development. SACRE are awaiting further details from Welsh Government on the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review. 2016-2017 SACRE has received termly updates on development of the Humanities curriculum.
2.2 Materials to support implementation of the agreed syllabus for RE	Ongoing	Full SACRE Adviser	Advisory time	Support materials available to schools and accessed through Consortium website.	2015-2016 Schools sent materials from Carmarthenshire LA 2016-2017 Not Applicable

CAERPHILLY SACRE DEVELOPMENT PLAN 2015 – 2018 (ACADEMIC YEAR)

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

Plan of action	Schedule	People involved	Time and costs	Outcomes	Progress
3.1 Monitor provision for collective worship through regular review of inspection reports/ school self evaluation reports; recommend, where necessary, action by LA.	Annual agenda item Autumn term	Full SACRE and Adviser	Agenda time Adviser time for analysis	Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school visits and review of action plan where necessary.	2015-2016 Considered 2.11.15. One school not fulfilling statutory requirements for DACW. Action plan requested and considered. SACRE satisfied that progress has been made. 2016-2017 Considered 18.10.16. No school identified as not complying with statutory requirements
3.2 To support the implementation of statutory collective worship	Ongoing	Advisory service	Advisory time	Provision of INSET (if applicable) Schools informed of resources and websites for collective worship. Schools informed of guidance materials available for collective worship	2015-2016 Schools informed of resources to support HMD 2016 including resources for acts of collective worship. 2016-2017 Schools informed of resources to support HMD 2017 including resources for acts of collective worship.

CAERPHILLY SACRE DEVELOPMENT PLAN 2015 – 2018 (ACADEMIC YEAR)

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

Plan of action	Schedule	People involved	Time and costs	Outcomes	Progress
4.1 To update members on the role of SACRE and its implications; recent developments in RE and collective worship; guidance materials from relevant bodies; input from practising teachers and outside providers	Termly/Annually as required	SACRE members , Adviser, practising teachers, outside providers	Member time; Adviser / Officer time	SACRE members fully aware of their responsibilities. SACRE and schools updated and informed of recent developments and initiatives, both local and national.	<p>2015-2016 SACRE visited two schools this year and received two presentations on RE at the school/s.</p> <p>2016-2017 SACRE received a presentation on RE at one secondary school and were also informed of developments in GCSE and Humanities in the revised curriculum.</p>
4.2 Programme of school visits.	Termly/Annually as required	SACRE members, Adviser/ Officers	Member time; Officer time to arrange visits	More informed SACRE on provision and practice regarding RE and collective worship in schools.	<p>2015-2016 SACRE visited two schools this year, attended one act of collective worship and received two presentations.</p> <p>2016-2017 SACRE visited two schools this year, attended one act of collective worship and received one presentation on RE.</p>

APPENDIX 4: EXAMINATION RESULTS ANALYSIS 2016

GCSE Full Course Religious Studies 2016

	Caerphilly 2016	Caerphilly 2015	Caerphilly 2014	Consortia 2016	Wales 2016
A*-A	27.7%	28.3%	25.6%	23.9%	27.8%
A*-C	71.1%	71.4%	73.0%	66.3%	72.0%
A*- G	97.8%	98.4%	98.8%	96.7%	97.8%
Entry Number	605 14 schools 29.5% cohort	679 13 schools	656 14 schools	2485 39.5%	11,051 34.3% cohort

GCSE Short Course Religious Studies 2016

	Caerphilly 2016	Caerphilly 2015	Caerphilly 2014	Consortia 2016	Wales 2016
A*-A	13.8%	18.6%	10.8%	12.8%	11.4%
A*-C	45.8%	60.9%	49.7%	42.1%	45.4%
A*-G	92.9%	91.5%	95.0%	88.6%	90.6%
Entry Number	594 14 schools 29% cohort	647 13 schools	866 13 schools	2021 32.2% cohort	11,666 36.2% cohort

GCE A Level Religious Studies 2016

	Caerphilly 2016	Caerphilly 2015	Caerphilly 2014	Consortia 2016	Wales 2016
A*-A	13.1%	13.0%	17.2%	15.9%	19%
A*-C	69.1%	73.0%	89.1%	78.6%	79%
A*-E	98.8%	100%	100%	98.1%	99%
Entry Number	84 9 schools 14.2% cohort	100 8 schools	64 8 schools	314 13.9% cohort	1446 12% cohort

GCE AS Level Religious Studies 2016

	Caerphilly 2016	Caerphilly 2015	Caerphilly 2014	Consortia 2016	Wales 2016
A	0%	4.5%	21.1%	8.3%	16%
A-C	42.9%	36.4%	47.4%	43.8%	63%
A -E	71.5%	72.7%	100%	75.0%	89%
Entry Number	28 9 schools 4.7%	22 8 schools	19 6 schools	96 4.2%	1535 12.7%

Please Note:

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

APPENDIX 5: CIRCULATION OF REPORT

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

Members of Caerphilly County Borough Council

Chair of Education Scrutiny

Regional Director of SEWC

Department for Education and Skills (DfES)

Headteachers and Governing Bodies of all County Borough Schools

All members of SACRE

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

Wales Association of SACRE's (WASACRE)

Minister for Education, Welsh Assembly Government

ESTYN

DRAFT

Agenda Item 7

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 16TH OCTOBER 2017

SUBJECT CAERPHILLY SCHOOL INSPECTION REPORTS ANALYSIS - AUTUMN 2016-SUMMER 2017

A BACKGROUND

SACRE Synopsis: Main findings

During the period June 2016 - June 2017 fifteen Caerphilly schools were inspected:-

- One infant school
- Two junior schools
- Eleven primary schools
- One secondary school

Spiritual Development

Comments in relation to spiritual development are evident in 14 out of 15 inspection reports.

Collective Worship: Meeting statutory requirements

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

Quality

Seven of the reports made comment on the quality of collective worship

Good features (Primary)

- Assemblies encourage respect for diversity and racial equality successfully,
- During assemblies, pupils usually have appropriate opportunities to reflect and develop their spiritual awareness.
- ... in acts of collective worship, pupils reflect responsibly upon the importance of friendship and racial tolerance
- Well planned assemblies reinforce the school's values and provide worthwhile opportunities for pupils to reflect on how these relate to their own life experiences
- Collective worship fosters the development of strong values in pupils. It provides good opportunities for pupils to think about the world around them and their place within it
- Assemblies.... reinforce pupils' understanding of spiritual and moral principles.
- The school celebrates pupils' achievements successfully in assemblies and through positive encouragement and use of rewards.
- Visitors to the school, such as the local vicar, provide a valuable range of experiences that enrich the lives of pupils

Areas for development (Primary)

None

Religious Education: Meeting statutory requirements for RE

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does **not** comply with statutory requirements. Estyn has not noted any instances of non-compliance for RE and we can assume that all schools inspected meet statutory requirements in relation to Religious Education.

B RECOMMENDATION

For SACRE to note and discuss the inspection reports

Note: All schools analysed were inspected according to the current Inspection Framework.

In the *current Inspection Framework* evaluations, inspectors use a four-point scale:

Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement

In the *New Inspection Framework* Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate	Needs improvement Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory	Needs urgent improvement. Important weaknesses outweigh strengths

C SUPPORTING INFORMATION

Appendix 1 Caerphilly Primary School Inspection Reports for Academic Year 2016/17: SACRE Synopsis

Caerphilly Primary School Inspection Reports for Academic Year 2016/17: SACRE Synopsis

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Glyn Gaer CP School June 2017 Reporting Inspector Christopher Ian Dolby	No comment on SMSC	Yes	... respect for diversity and racial equality successfully, for example through assemblies,	Current performance: Good Prospects for improvement: Good There is a welcoming and caring ethos. Staff and pupils show mutual respect and concern for one another, regardless of gender, social background, race or faith. Staff promote respect for diversity and racial equality successfully, for example through assemblies, discussions about current events and personal and social education. The school provides beneficial activities to develop pupils' knowledge and understanding of sustainable living and global citizenship e.g. the study of other religions and countries. The school has strong links within the local community including local businesses and churches.
Hendredenny Park Primary May 2017 Reporting Inspector Ms Elizabeth Barry	The very strong emphasis on teaching pupils about values develops their spiritual, moral, social and cultural awareness highly effectively. For example, in acts of collective worship, pupils reflect responsibly upon the importance of friendship and racial tolerance.	Yes	... in acts of collective worship, pupils reflect responsibly upon the importance of friendship and racial tolerance.	Current performance: Excellent Prospects for improvement: Excellent The planning of the curriculum is extremely thorough ... through the Foundation Phase to the end of KS2. In key stage 2, most pupils write imaginatively..... Many pupils use sophisticated vocabulary and devices such as metaphors and personification to enrich their writing, for example, a poem about the Holocaust. They apply their numeracy skills in other subjects at the same high standard as in their mathematics work e.g. in religious education. There is a clear emphasis on recognising, respecting and celebrating diversity, and the school promotes pupils' rights and responsibilities to a high level. Nearly all pupils show great care and respect towards each other and have exceptional empathy for those that are less fortunate. The school promotes pupils' understanding of their roles and responsibilities as global citizens very successfully.

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Cwmcarn Primary May 2017 Reporting Inspector Ms Stephanie James	Across the school, learning experiences promote pupils' social, moral, spiritual and cultural development effectively. Assemblies reinforce the school's values and provide worthwhile opportunities for pupils to reflect on how these relate to their own life experiences.	Yes	Assemblies reinforce the school's values and provide worthwhile opportunities for pupils to reflect on how these relate to their own life experiences	Current performance: Adequate Prospects for improvement: Good The school provides a broad range of learning experiences that meet statutory requirements. The school has a strong, inclusive ethos.... Staff promote an appreciation of diversity well. There are many beneficial opportunities for pupils to learn about sustainable development. Worthwhile links with a school in Uganda, and opportunities to learn about other countries, strengthen pupils' awareness of their roles and responsibilities as global citizens. There are mutually beneficial partnerships within the local community e.g. there is regular, close contact with the local vicar who takes a keen interest in pupils' wellbeing.
Blackwood Primary May 2017 Reporting Inspector Ms Rhona Edwards	Across the school, learning experiences offer varied opportunities to promote pupils' spiritual, social, moral, and cultural development.	Yes		Current performance: Good Prospects for improvement: Good The school provides a wide range of beneficial and exciting learning experiences, which meet the needs of nearly all pupils well. The school is a happy community, which values all pupils equally. It has a strong caring ethos ...Most pupils ...show good levels of tolerance towards those with different views to their own. There is appropriate provision for pupils to learn about their roles and responsibilities as global citizens, for example through class topics, links with schools around the world and their own work as a fair trade school....fundraising for charities, including 'Comic Relief' and 'Children in Need'. There are close links with the local churches.

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Bedwas Junior March 2017 Reporting Inspector Christopher Dolby	The school's provision to promote their spiritual, moral and social development is very effective, and this contributes successfully to the school's caring ethos and the excellent behaviour of nearly all pupils.	Yes	No comment	Current performance: Good Prospects for improvement: Good The school provides a broad and balanced curriculum that meets the needs of all pupils well. The school is a fully inclusive and tolerant community where all pupils have equal value. The school promotes pupils' understanding of global citizenship well through projects such as a comparative topic on Kenya and Wales.
Cwm Glas Infant School March 2017 Reporting Inspector Jonathan Wright	The school's provision for pupils' spiritual, moral, social and cultural development is wide ranging and effective.	Yes	No comment	Current performance: Good Prospects for improvement: Good The school provides a creative and imaginative curriculum that engages pupils and meets their needs well. group. The school promotes positive attitudes to different cultural backgrounds and ethnic origins through a well-planned and inclusive curriculum. Most pupils have a good understanding of their role as a global citizen through activities that imaginatively engage them with the wider world. The school uses the local community regularly to enrich the learning experiences of pupils e.g. pupils develop their sense of community when singing in a carol service at the local church.
Wunfawr primary March 2017 Reporting Inspector Elizabeth Jane Counsell	Staff develop pupils' spiritual, moral, social and cultural awareness well in collective worship and in lessons.	Yes	No comment	Current performance: Good Prospects for improvement: Good The school provides a well-planned thematic curriculum thatmeets national requirements. The school is a welcoming, inclusive community with an exceptionally positive and caring ethos. There is a clear emphasis on respecting and celebrating diversity and promoting tolerant attitudes towards others. Pupils use their literacy skills well in subjects e.g. Year 1 pupils write short accounts of the Chinese New Year. Staff promote education for sustainable development and global citizenship appropriately. Pupils raise money for local and national charities regularly. For example, they recently held a fund raising event for a local children's charity. As a result, pupils have a good understanding of how to support people less fortunate than themselves.

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
<p>Cwm lfor Primary</p> <p>Jan 2017</p> <p>Reporting Inspector</p> <p>Mrs Sarah Jane Morgan</p>	<p>Learning experiences promote pupils' spiritual, moral, social and cultural development effectively.</p>	<p>Yes</p>	<p>Collective worship fosters the development of strong values in pupils. It reinforces the caring ethos of the school and provides good opportunities for pupils to think about the world around them and their place within it e.g. they learn about how local churches offer food and shelter to homeless people in the locality and reflect on why this is necessary. Pupils on the schools council make a valuable contribution to the life of the school e.g. members led an assembly dealing with the issues of bullying.</p>	<p>Current performance: Good Prospects for improvement: Good Appropriate account is taken of the requirements of the Foundation Phase, the National Curriculum and religious education. The school promotes an inclusive and caring ethos which values all members of the school community. Strong working relationships between staff and pupils contribute to this positive ethos and staff put effective policies into practice to ensure that no pupil is subject to any discrimination. All staff encourage pupils to treat each other fairly and to respect individual differences and backgrounds. There are suitable opportunities in the curriculum for developing pupils' awareness of sustainability and global citizenship. Pupils develop high levels of respect and tolerance for children whose needs differ from their own.</p>

School	Spiritual Development	CW: meeting legal requirement	CW: quality	Other comments / issues
Libanus Primary Dec 2016 Reporting Inspector Eleanor Davies	Staff develop pupils' spiritual, moral, social and cultural needs effectively through daily collective worship, a comprehensive personal and social education programme, and links with other countries.	Yes	No comment	Current performance: Good Prospects for improvement: Good The curriculum is broad and balanced and engages nearly all pupils well. The school provides all pupils with valuable opportunities to develop their understanding of the wider world. For example, the school has effective long established links with a school in Zimbabwe. Members of the school council engage purposefully in a wide range of activities to raise funds for local, national and international charities.
Tyn-y-Wern Primary Nov 2016 Reporting Inspector Peter David Ellis	Staff foster pupils' spiritual, moral, social and cultural development well.	Yes	Assemblies and experiences, such as commemorating Armistice Day and creating a special remembrance corner in the forest school, reinforce pupils' understanding of spiritual and moral principles.	Current performance: Good Prospects for improvement: Good The school's broad range of highly imaginative and stimulating learning experiences is an outstanding feature. Nearly all pupils benefit from studying a wide range of other countries and cultures. As a result, they develop a good understanding of life in the wider world.

School	Spiritual Development	CW: meeting legal requirement	CW: quality	Other comments / issues
<p>Cwmaber Junior school</p> <p>Nov 2016</p> <p>Reporting Inspector</p> <p>Christopher Ian Dolby</p>	<p>Provision to promote their spiritual, moral, social and cultural development is effective. Most pupils have regular opportunities to learn about differing beliefs and local church groups contribute well to the spiritual development of pupils. All staff foster pupils' understanding of fairness and honesty effectively.</p>	Yes	<p>The school celebrates pupils' achievements successfully in assemblies and through positive encouragement and use of rewards.</p>	<p>Current performance: Good Prospects for improvement: Good</p> <p>The school provides a broad and balanced curriculum, which meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The school has a caring and inclusive ethos that values all pupils equally. Adults and pupils treat each other with mutual respect and sensitivity. The school celebrates pupils' achievements successfully in assemblies. Most pupils recognise their role in caring for others and raise money for a number of charities successfully. However, there are limited opportunities for the majority of pupils to learn about diversity and other cultures. Many local community organisations, e.g. the church and local volunteer groups, have close contacts with the school. These have a valuable impact on enriching and widening pupils' learning experiences.</p>
<p>YGG Y Castell</p> <p>Oct 2016</p> <p>Reporting Inspector</p> <p>Maldwyn Pryse</p>	<p>There is a strong emphasis on promoting values, and this promotes pupils' spiritual, moral, social and cultural development effectively.</p>	Yes	No comment	<p>Current performance: Good Prospects for improvement: Good</p> <p>The school meets the requirements of the Foundation Phase, the National Curriculum and the Literacy and Numeracy Framework effectively. There is an inclusive, warm, welcoming and caring ethos in the school. Clear policies and procedures ensure equal opportunities for all, and promote equality and understanding of diversity and fairness successfully. Provision for developing pupils' awareness of sustainability and protecting the environment is very effective.... pupils are given very valuable opportunities to learn how to respect and use the environment. Provision for global citizenship is beneficial and includes studying religious practices throughout the world.</p> <p>There is a strong partnership between the school and local chapels.</p>

School	Spiritual Development	CW: meeting legal requirement	CW: quality	Other comments / issues
<p>The Twyn School</p> <p>July 2016</p> <p>Reporting Inspector</p> <p>Helen Kay Lester</p>	<p>The school supports pupils' spiritual, moral, social and cultural development effectively.</p>	<p>Yes</p>	<p>Well-planned assemblies reinforce the school's values successfully and visitors to the school, such as the local vicar, provide a valuable range of experiences that enrich the lives of pupils.</p>	<p>Current performance: Good Prospects for improvement: Good</p> <p>The school provides a rich, broad and balanced curriculum that meets pupils' learning needs very successfully. The school provides a wide range of valuable opportunities for pupils to develop their understanding of global citizenship through learning about other countries and religions. The school is a vibrant community, which provides a safe and supportive learning environment for all pupils. This encourages pupils to develop tolerance, care and understanding of each other. The school provides a range of interesting visits and activities that promote pupils' understanding of other cultures, such as a study and celebration of the festivals of Islam. The school is particularly effective in ensuring that pupils have opportunities to learn about and mix with people different to themselves. For example, pupils regularly welcome a wide range of visitors into the school and host these visits very successfully.</p>
<p>Cwrt Rawlin Primary</p> <p>June 2016</p> <p>Reporting Inspector</p> <p>Christopher Ian Dolby</p>	<p>There is good provision for promoting pupils' spiritual development. Core values underpin the school's nurturing environment, encouraging pupils' moral and social development well. The school holds regular class assemblies.</p>	<p>Yes</p>	<p>No comment</p>	<p>Current performance: Good Prospects for improvement: Good</p> <p>The school provides a wide range of rich and varied learning experiences that meet the requirements of the National Curriculum and the locally agreed syllabus for religious education effectively. Their understanding of global citizenship is at an early stage of development. There is a happy, caring and calm ethos throughout the school. It is an inclusive community that recognizes and celebrates diversity well.</p>

Caerphilly Secondary School Inspection Reports for Academic Year 2016/17: SACRE Synopsis

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Bedwas High school May 2017 Reporting Inspector Tony Sparks	Assemblies and tutorial sessions promote pupils' spiritual, moral and cultural development suitably	Yes	No comment	Current performance: Unsatisfactory Prospects for improvement: Unsatisfactory The school provides a broad and balanced curriculum that meets suitably the needs of most pupils. The curriculum at key stage 3 builds appropriately on pupils' prior learning. The school provides a safe learning environment and has an inclusive ethos. There is a clear emphasis upon celebrating success and recognising diversity. There are appropriate policies and procedures to challenge any stereotyping and promote equality. The school develops successfully pupils' awareness of sustainability and global citizenship through a wide range of subjects, extra-curricular activities and engagement with community issues.

Agenda Item 8

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 16TH OCTOBER 2017

SUBJECT RE AND THE NATIONAL CURRICULUM: WELSH GOVERNMENT NEWSLETTER/UPDATE

A BACKGROUND

The Professor Donaldson report *Successful Futures - Independent Review of Curriculum and Assessment Arrangements in Wales* made a recommendation that:

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

Manon Jones (Curriculum Division of Welsh Government) is responsible for the pioneer schools and two areas of learning and experience (AOLE), Humanities and Language and Literacy.

Recent developments

As part of the development work, the 6 AoLE working groups prepared and produced reports to both the Curriculum and Assessment Group (CAG) and the Independent Advisory Group (IAG) for feedback. Both groups, along with Welsh Government expert groups, have provided feedback on the work so far as part of the quality enhancement process. The reports have been approved and are available to view via the following link: <http://gov.wales/docs/dcells/publications/170707-new-curriculum-for-wales-story-so-far-en.pdf>.

The Humanities working group recommendation is to follow the 'big ideas'/what matters approach as exemplified within Wynne Harlen et al's 'Working with Big Ideas in Science'. This would provide an organising construct whilst also allowing sufficient flexibility for each disciplinary area. It outlined a planning methodology to develop the AoLE – by identifying the key knowledge/concepts, skills and competencies for each discipline within the Humanities and then 'building' the AoLE by identifying overarching 'big ideas'/what matters key concepts that will be drawn across the disciplines.

WG has agreed to work closely with WASACRE and NAPfRE colleagues during this process and has commissioned WASACRE to make a contribution regarding a suitable approach to the organising of RE within the Humanities discipline. They are also intending to commission other groups to have arranged ideas and approached for consideration.

B RECOMMENDATION

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

C SUPPORTING INFORMATION

Appendix 1 Welsh Government Newsletter July 2017

Appendix 2 Welsh Government – A New Curriculum for Wales: The Story So Far

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SACRE Update from Welsh Government 17/7/17

Dear SACRE members,

Please find below an update in relation to the curriculum reform process so far and an invitation for you as a SACRE to comment on the work of the Humanities working group to date.

Curriculum Reform

Following the publication of [Successful Futures](#), Professor Donaldson's independent review of curriculum and assessment arrangements in Wales, and the acceptance of all 68 recommendations, the pioneer schools network was established in autumn 2015. Working with key partners and experts, these schools are playing a central role in developing the new curriculum for Wales.

Strand 1 – Strategic Design

During the first phase of the curriculum development process, four pioneer working groups were established to develop high-level strategic principles to inform the development of the new curriculum.

These groups focussed on:

- Assessment and Progression
- Cross-curriculum Responsibilities
- Enrichment and Experiences
- Welsh Dimension, International Perspectives and Wider Skills

Each group published an interim report in January 2017 and they can be found on our [blog](#).

Strand 2 – Area of Learning and Experience Design

In January 2017, 6 pioneer working groups were established to begin developing initial high level proposals for each of the Areas of Learning and Experience (AoLEs) outlined in *Successful Futures*:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Professor Donaldson recommends that Religious Education forms part of the Humanities AoLE. Therefore, you as a SACRE, and WASACRE as the national body, are key partners in developing this aspect of the new curriculum for Wales. To enable this work, a planning group of WASACRE, NAPfRE, Welsh Government as well as regional consortia and Estyn Humanities representatives has been established.

Since January, the AoLE groups have focused on the following tasks:

- A clear statement of how the AoLE promotes the four purposes of the curriculum.
- A description of the scope and boundaries of the AoLE, including its central concerns, how it is distinct from other areas and why it is important for the education of each child and young person.
- A decision about how best to present the various component subjects and/or strands with the AoLE.
- A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this.

As part of the development work for each of the above outlined tasks, the 6 AoLE working groups have prepared and produced reports outlining their thinking to date.

The executive summaries are available to view via the attached link below:

<http://gov.wales/docs/dcells/publications/170707-new-curriculum-for-wales-story-so-far-en-v2.pdf>

Next steps

Work on developing the detail of the curriculum will begin in the autumn term and we will work closely with WASACRE and NAPfRE colleagues during this process. To inform our work going forward, we would also like to invite you as a SACRE to consider the executive summary in relation to the Humanities AoLE and provide comments and/or suggestions for consideration during the next phase of work.

We will send the next update at the end of the autumn term/beginning of the spring term and will again invite feedback and comments based on the proposals produced from September onwards.

Best wishes,

Manon Jones
Welsh Government



Llywodraeth Cymru
Welsh Government

A new Curriculum for Wales

The story so far...

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.



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Executive Summaries

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Science and Technology	19

Introduction

A new curriculum is being developed for settings and schools in Wales through a collaborative process between Welsh Government, regional consortia and school based practitioners. Schools which were successful in applying to become [curriculum pioneers](#) are working in one of the six Areas of Learning and Experience (AoLE) groups

The Pioneer Schools Network is working as part of an all-Wales partnership in collaboration with Higher Education Institutes and key partners including Qualifications Wales and Estyn.

During [Strand 1](#) our [Pioneer Schools](#) focussed on the core principles of the new curriculum framework. The outcomes from this work have been published and will be embedded in the thinking for the new curriculum and tested as part of the peer review cycle.

The second strand has been the design and development of the six Areas of Learning and Experience (AoLE), which began in January 2017.

The 6 AoLE groups have met monthly to develop their proposals for an early structure/skeleton for each AoLE, which are now going through a quality enhancement process with external experts. Subject to the outcomes, Strand three and the more detailed development will begin in the Autumn term.

Within this document we have included six executive summaries which provide the latest thinking of each group:

- [Expressive Arts](#),
- [Health and Well-Being](#),
- [Humanities](#),
- [Languages, Literacy and Communication](#),
- [Mathematics and Numeracy](#) and
- [Science and Technology](#)

Pioneer Process

National and international experts have supported the Pioneers' work in a planned way, helping to develop a broad, balanced, inclusive and challenging curriculum. Support and challenge has also come from a Curriculum and Assessment Group as well as other national groups and bodies. As such the work will embody the best of current national and international thinking about structure, organisation, content, pedagogy and assessment in each (AoLE).

All Pioneer schools are working to engage with their own networks of schools and involve their colleagues from outside of the Pioneer network so that as many schools as possible can be involved in testing the emerging curriculum model.

The Pioneer approach is a brand new way of developing a curriculum, not just in Wales but internationally. It is an opportunity to create a new curriculum that teachers, parents and young people themselves believe in. Not a set of prescriptions to be delivered by rote, but a curriculum that is forward looking, and informed by best practice nationally and internationally. By placing schools and teachers at the heart of development, theory and practice can come together in a wholly new way of thinking and working.

[List of Pioneer schools.](#)

A NEW CURRICULUM FOR WALES...



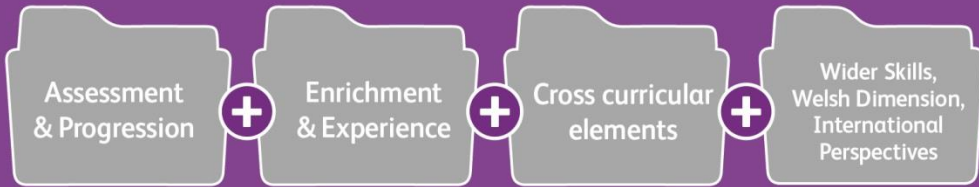
STRAND

1

Strategic Design

2016
AND CONTINUING

Independent Review 'Successful Futures', and consultation with the profession and external experts, lead to 'A Curriculum for Wales – a Curriculum for life' – the routemap.



Page 58

Launched in September 2016:
Digital Competence Framework (DCF)



Partner Engagement

Pioneer & Partner Schools
Regional Consortia
External Experts
Higher Education Institutions

Estyn
Qualifications Wales
Welsh Government

STRAND

2

Reports & Recommendations

Key areas:

- Four Purposes
- Scope & Boundaries
- Importance & Distinct Nature
- Presentation & Structure
- Degree of Detail
- Common & Distinct Pedagogy

Statement to show how each Area of Learning and Experience supports the Four Purposes as referred to in 'Successful Futures'.

JAN 17
AND CONTINUING

Six AoLE Reports

1. Expressive Arts
2. Health & Wellbeing
3. Languages, Literacy & Communication
4. Mathematics & Numeracy
5. Science & Technology
6. Humanities



STRAND

3

Curriculum Content & Development

SEPT 17
AND CONTINUING

Pioneer School Engagement

During Strand 3 all of our pioneers will work together both within and across the six AoLE groups. Our professional learning and digital pioneers will support the refining, testing and evaluation of our curriculum as it is developed by the curriculum pioneers.

STRAND

4

Preparing,
testing & refining

2018
AND CONTINUING



EXPRESSIVE ARTS

End of Strand 2 Report for the Expressive Arts AoLE- Executive Summary

1. How the AoLE promotes the four purposes:

The Expressive Arts provides the greatest range of creative opportunities of all the Areas of Learning and Experience and directly fulfils the four purposes. During Expressive Arts experiences, the whole child is physically, socially, and emotionally engaged, leading to enhanced self-confidence and higher performance across the curriculum. The Expressive Arts delivers the four core purposes simultaneously in powerful contexts. Pupil voice within the Expressive Arts encourages learners to take ownership of their work, seek and enjoy challenge, set high standards, and strive to improve their performance. The practical nature of Expressive Arts allows learners the physical and emotional space to express their own identity, to be respectful to the needs of others, and acknowledge their own rights. Going forward the group is seeking to invite FE, HE and employers to discuss skills and future proofing. Lead Creative Schools' and best practice case studies will provide digital exemplification as to how Expressive Arts promotes the four core purposes. The group also wants to share current practice with further support on professional learning by Arts Council Wales, FE and HE.

2. Scope and boundaries

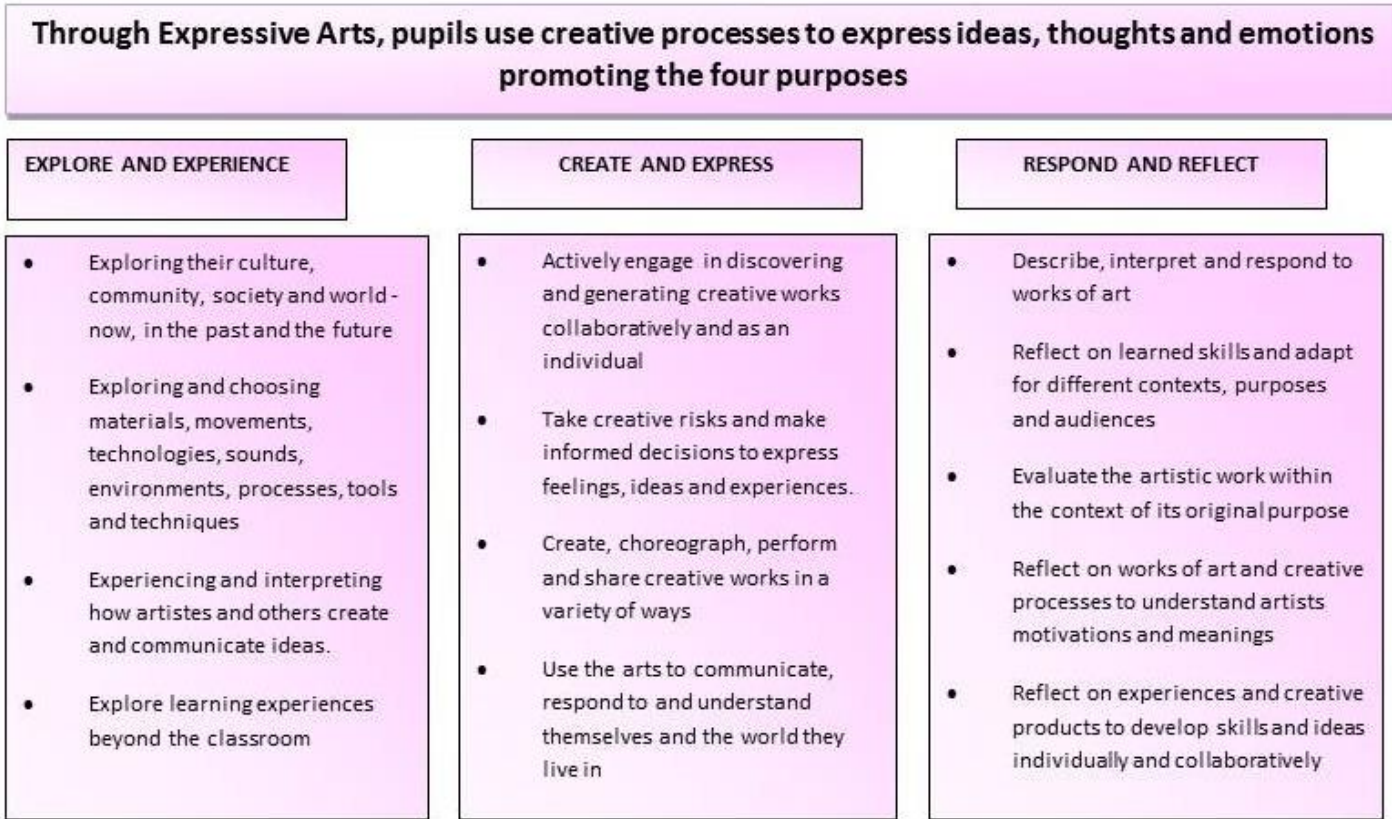
The AoLE centres on the disciplines of Music, Dance, Drama, Art, Film and Digital Media, with the embedded cross-curricular responsibilities of the Frameworks for Literacy, Numeracy and Digital Competence. Strand 1 cross-cutting themes have been discussed and their implications considered. Expressive Arts affords pupils opportunities to explore thinking, refine and communicate ideas, engaging thinking, imagination and senses creatively within powerful and purposeful contexts

The skills developed within Expressive Arts are multi-sensory, inclusive and take the diverse needs of the full range of learners as well as matters of student equity into account. Whilst recognising that the Expressive Arts' disciplines have their own discrete knowledge, it is intended that they will re-conceptualise into a multi-disciplinary, skills-centred approach. The group will be trialling projects in schools to research approaches to pupil voice.

3. How best to present the various component subjects and/or strands within the AoLE:

A model with the four purposes at its core, focussing on three inter-linked creative processes - '**Explore and Experience**', '**Create and Express**', '**Respond and Reflect**' has been evolved (see below). The three main pillars within the model are essential in developing the creative process and pedagogy that are central to the delivery of Expressive Arts. They can be used in any order but have intrinsic links. Going forward there needs to be greater specificity in respect of the discrete skills and knowledge within each Expressive Arts' discipline. We will be looking at collaborative planning with other AoLEs to ensure any overlap is productive not repetitive, and will further develop the granularity of Expressive Arts' disciplines with Pioneers and partner schools.

MODEL EVOLVED TO DATE:



The Expressive Arts disciplines of Dance, Drama, Music, Visual Arts, Film and Digital Media must provide rich learning experiences across the curriculum. The competencies of Expressive Arts could / will include:

Dance: Form and movement principles, body, space, dynamics, time relationships

Drama: Character, time, place, plot, tension, mood, focus, contrast, balance

Music: Beat, pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, harmony, form, texture

Visual Art: Line, shape, space, texture, colour, form, tone, pattern, balance, contrast, emphasis, rhythm, movement and variety, proportion, harmony

Film and Digital Media: Composition (to be completed)

4. A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this.

The Expressive Arts AoLE guidance will include a number of generic competencies and specification of core content. Schools will use the 'Model' mentioned above as guidance to develop their own curricular models – as long as disciplinary concepts and content remain visible so that progression and coherence are visible. Progression in the Expressive Arts equates to increasing complexity and sophistication by describing at each milestone key aspects of the Expressive Arts disciplines that form the context within which broad achievement outcomes are pursued, applied and achieved. Going forward the group will be exploring the development of a knowledge and skills progression continuum, in line with Successful Futures' milestone steps, and looking at the availability of case studies (both print and digital), to provide exemplification.

HEALTH AND WELL-BEING

End of Strand 2 Report for the Health and Well-being AoLE- Executive Summary

1. How the AoLE promotes the four purposes

The Health and Well-being (H&Wb) AoLE advocates a purpose-led approach to this part of the curriculum, rather than a content-led one, keeping in mind a child-centred philosophy and a whole school approach.

Health and Well-being forms the foundation upon which a rounded and robust educational experience can be built both in terms of providing relevant skills and knowledge to promote healthy activities and practices, and also in fostering the appropriate environment and individual competencies and aptitudes for the promotion of learning. In this way, this AoLE is central to the promotion of all four purposes.

The group believes that the H&Wb AoLE is distinct from the other areas because of its cross-curricular and wide-ranging nature, and for this reason was particularly anxious to focus on 'What Matters'. Through mapping all four purposes the group identified a range of cross-curricular competencies which can deliver the four purposes through informing all teaching and learning. These competencies are: readiness, reflectiveness, resilience, respectfulness, resourcefulness and responsibility.

2. The scope and boundaries of the AoLE, including its central concerns, how it is distinct from other areas, and why it's important for the education of each child and young person

The group is in agreement that the scope of this particular part of the curriculum should be on direct health and well-being outcomes for children and young people. In considering the current Personal and Social Education (PSE) framework it was acknowledged that there are certain topics currently taught as part of PSE for which the direct health and well-being outcomes are harder to identify.

As a result it is proposed that a discussion needs to take place between the 6 AoLE so that decisions can be made as to where the identified 'overlapping' topics fit best. The AoLE would propose the following topics as examples of those which rest primarily outside the scope of the new H&Wb AoLE:-

Sustainable Development,
Environment
Financial capability

Global Citizenship (Humanities)
(Humanities / Science and Technology)
(Mathematics and Numeracy)

For those topics which fit within the AoLE's boundaries, the H&Wb Pioneers were anxious to resist formulating a list of 'Content', as this would lead to a tick-box approach and would be unlikely to lead to successful whole school delivery. However, it was acknowledged that a set of key 'Themes' was required for the AoLE in order to organise the broad range of aspects of Health and Well-being which this part of the curriculum would be engaged with. As a result the following 6 indicative Thematic areas were defined by the group:

Personal Care and Development
Healthy Choices
Learning to Learn
Relationships and Emotions
Keeping Safe
Physical Activity

The group is currently in discussions with Public Health Wales about this indicative list of thematic headings, with a view to aligning the curriculum areas as far as possible with the framework headings in the Healthy Schools National Award, which are currently under review.

There has been considerable discussion about Physical Activity within the AoLE, and on the particular scope and boundaries which should apply to this part of the curriculum. It is felt that there needs to be a philosophical shift in the way in which Physical Education in schools is delivered in order to promote positive attitudes towards lifelong participation in physical activities.

The AoLE is working with the SRE Expert Panel and relevant policy leads to determine how best to shape this aspect of the curriculum. The SRE Expert Panel will provide its final recommendations in the Autumn, although it has produced an interim version already, and these will help shape the curriculum design and development process.

3. How best to present the various component subjects and/or strands within the AoLE

The H&Wb AoLE group recognises that good health and well-being begins with a strong sense of self which can be divided into 3 overarching domains: mind, body and emotions. Teaching and understanding the interconnection between the three lies at the heart of the H&Wb AoLE. When a person has a strong sense of self they are able to connect and build positive, healthy relationships with others.

Although the focus is on being purpose-driven and not content-driven, the need to identify a range of thematic areas has been recognised, in order to shape day-to-day delivery of this part of the curriculum.

4. A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this

The group's preference is for a low level of specificity to allow schools to autonomously shape their curriculum to suit locally and nationally identified needs relating to H&Wb. There must be room for creativity and innovative practice which makes learning real and empowers the learner. It is recognised, however, that the curriculum and its associated assessment may need to become increasingly prescriptive post-14 and that content is best presented in degrees of specificity.

It is therefore proposed that under each of the 6 Thematic Elements content can be arranged in 3 layers:

1. Specific content to be covered - those aspects which are considered to be at the core of the H&WB curriculum or 'non negotiable'. This content may require a scheme of work.
2. Overarching ideas (those which may form contexts for learning where relevant or necessary).
3. Information on possible whole-school approaches and Pedagogical models which may underpin learning for individual establishments

HUMANITIES

End of Strand 2 Report for the Humanities AoLE- Executive Summary

1. How the AoLE promotes the four purposes

The Humanities working group has developed a statement outlining how the Area of Learning and Experience (AoLE) promotes the four purposes:

Through exploring big ideas about the Humanities, pupils will study the past and present, and by imagining possible futures, will learn about people, place, time and beliefs. Pupils will:

- understand historical, geographical, political, economic and societal concepts.
- explore their environment to further develop their sense of place and well-being.
- engage in learning experiences about rights, values, ethics, beliefs, religion, philosophy and spirituality.
- consider, explore and make informed choices regarding sustainability and the impact of their actions.
- positively contribute to their community and critically engage with local, national and global issues to become a responsible citizen of Wales and the wider world.

By exploring big ideas, pupils will gain a solid base of knowledge and understanding of different times, places and beliefs to become ambitious, capable learners. To become enterprising, creative contributors, they will develop enterprising skills and dispositions, in order to improve the everyday lives of people in their local community and in the wider world. Through understanding and respecting different beliefs and understanding how to exercise their democratic rights and responsibilities, pupils will become ethical, informed citizens. By developing personal stances on matters of faith, spirituality, sustainability and social inclusion they will become healthy, confident individuals.

This is an initial draft and a working statement that will be reviewed and updated regularly as the AoLE itself is developed.

2. The scope and boundaries for the AoLE including its central concerns, how it is distinct from other areas and why it is important for the education of each child and young person

As outlined in Successful Futures, the Humanities AoLE will include the study of history, geography, Religious Education, business and social studies. The group proposes that through exploring big ideas and key concepts in the humanities, learners will also be able to draw on opportunities to explore elements of citizenship, classics, economics, law, philosophy, politics, psychology and sociology. The importance of learners acquiring knowledge about, exploring, experiencing and contributing to aspects of society at a local, national and global level will be reflected in the content of the AoLE going forward.

We will return to the scope and boundaries of the AoLE on a regular basis as we develop the detail of its content from September onwards.

3. How best to present the various component subjects and/or strands within the AoLE;

The Humanities working group has considered a variety of international curricula models and other key papers and literature. As a group, we feel that the 'big ideas'/what matters approach as exemplified within Wynne Harlen et al's 'Working with Big Ideas in Science' would provide an organising construct that would deepen learners' understanding within the stated disciplinary domains, whilst allowing sufficient flexibility for these 'big ideas'/what matters key concepts to exist across a number of disciplinary areas (and potentially beyond in to the other AoLEs). The four purposes of the curriculum will be core to all concepts.

The group has outlined a planning methodology to develop the AoLE – by identifying the key knowledge/concepts, skills and competencies for each discipline within the Humanities and then 'building' the AoLE by identifying overarching 'big ideas'/what matters key concepts that will be drawn across the disciplines. Some may also remain within disciplinary boundaries. This next strand in the development work will begin during the Autumn term.

4. A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this.

The group has had some initial discussions in relation to this task and has developed some principles as a starting point for future work. The group's approach will ensure a good balance between knowledge, skills and the development of the four purposes. It will also ensure less specification in relation to disciplinary range and a greater choice for practitioners to select appropriate disciplinary content to reflect their school's/setting's context.

During the Autumn term, we will continue to consider the most appropriate ways of embedding the Welsh dimension, international perspectives and the cross-curriculum responsibilities and wider skills (as outlined in Successful

Futures) within the Humanities. Further discussions will also be had across AoLEs to ensure a consistent approach.

As we develop the Humanities AoLE, consideration will be given to the professional learning opportunities and sample resources that practitioners will need to deliver the new curriculum.

LANGUAGES, LITERACY AND COMMUNICATION

End of Strand 2 Report for the Languages, Literacy and Communication AoLE- Executive Summary

1. How the AoLE promotes the four purposes

Effective communication is a key building block for learning across all AoLEs for pupils' wellbeing, improved employability and, as Prof. Donaldson notes in *Successful Futures*, for life more generally.

- The Languages, Literacy and Communication (LLC) AoLE will develop ambitious and capable learners who can communicate effectively in different forms and settings, using both Welsh, English and international languages. The creative use of digital technologies can enhance language learning, facilitate communication and inspire and motivate pupils. This AoLE must also equip pupils with the skills, confidence and motivation to embrace the challenges associated with language learning.
- To become enterprising, creative contributors, pupils must be able to identify and grasp opportunities to use their languages in school and beyond. Risk-taking and making mistakes are inherent in the language learning process; pupils need to reflect on mistakes to make progress. International research also suggests that having two or more well-developed languages may have a positive impact on creativity and problem solving skills.
- To become ethical, informed citizens, pupils should understand the importance of language for identity, culture, community and society. The Welsh language is inextricably linked to identity in Wales and is an integral part of our heritage. The growing complexity of our linguistic landscape needs to be acknowledged and the value of all languages and cultures in our schools and wider communities must be celebrated. Learning about other languages, cultures and forms of communication also helps pupils learn to respect the needs and rights of others, as members of a diverse society. Languages help us make authentic connections with other parts of the world. International literature, as well as literature from Wales, can inspire and act as a stimulus for learning across all AoLEs.
- Through LLC, pupils will become healthy, confident individuals by developing a strong personal identity linked to their community and the wider world. Communication skills and the ability to articulate one's thoughts and feelings are essential for strong relationships which in turn support mental and emotional well-being. Children and young people need

LLC skills in order to access information and support to keep safe and well in the real and the virtual world. The group will continue to refine this description and is considering how best to incorporate examples of best practice.

2. The scope and boundaries for the AoLE including its central concerns, how it is distinct from other areas and why it is important for the education of each child and young person

Oracy and communication will have a prominent role in the LLC AoLE. Every learner will have an entitlement to learn Welsh, English and an international language at primary school. Schools will also help pupils make the most of their other languages (home languages, BSL etc). In order for all pupils to become competent and resourceful learners of language, this AoLE will provide:

- An understanding of language acquisition and language learning;
- Fundamental building blocks for learning about language;
- Opportunities to build on commonalities between languages;
- A firm foundation and structure for language development, literacy and communication;
- A model of development from having few language skills to becoming proficient;
- A love of language and literature that inspires imagination and creativity;
- Opportunities for pupils to reflect on and record their progress, experiences and achievements; and
- An outline of effective pedagogy and methodology based on research.

3. How best to present the various component subjects and/or strands within the AoLE;

The group has researched curricula models from the UK and around the world (including The Common European Framework of Reference for Languages (CEFR) and Welsh for Adults). Drawing on the Literacy Framework, it is proposed that the curriculum for LLC will be based on 'what matters', the essential in languages, literacy and communication knowledge and skills.

This will be supplemented by a continuum for communication and language acquisition and learning. The continuum will encompass productive/expressive skills (speaking, presenting and writing) and receptive skills (listening, viewing and reading). It will encompass Welsh (for Welsh medium, bilingual and English medium settings and schools) English and EAL, international languages and non-verbal communication. The progression steps will include early language acquisition and will be inclusive for all stages/ages (including those starting a new language later in their school career). Equity of support and provision are fundamental principles including for BSL, Makaton, Braille etc. The group is seeking to reconcile the differences between the language of instruction and other languages learned

at school. We will be looking in more detail at the impact of child development on language acquisition and language learning.

4. A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this.

Starting with 'what matters' in Languages, Literacy and Communication allows teachers the freedom to be creative and facilitates innovation to ensure pupils are enthused and have the opportunity to enjoy a rich language learning environment. The balance between teacher autonomy and adequate support will be carefully considered when deciding on specific knowledge, skills and pedagogy.

The continuum will help map the journey from emerging LLC skills to proficiency. Progression Steps will differentiate according to how much contact a child has with a particular language, how long they have been acquiring or learning the language and the nature of the provision. The AoLE will also reflect how language skills and knowledge are transferred to new and increasingly complex contexts.

The group is keen to identify effective methods to record progress, experience and achievement, so that they are celebrated throughout the language learning journey and encourage motivation and passion for languages.

MATHEMATICS AND NUMERACY

End of Strand 2 Report for the Maths and Numeracy AoLE- Executive Summary

1. How the AoLE promotes the four purposes

Mathematics and Numeracy AoLE promotes **Ambitious, capable learners, ready to learn throughout their lives** by:

- Demonstrating a depth of mathematical knowledge appropriate to age and ability
- Communicating mathematical ideas and methods both written and oral
- Developing secure mathematical and numerical skills in mathematical and numerical lessons and applying them to cross-curricular activities and experiences
- Encouraging pupils to be curious, open-minded, willing to accept mistakes and learn from them in a mathematical purposeful way
- Encouraging pupils to find and understand numerical information in a purposeful way in order to be independent, life-long learners
- Explaining mathematical concepts and ideas, checking solutions when problem solving
- Developing a keen ongoing interest in mathematics that is purposeful to pupils, future needs

The Mathematics and Numeracy AoLE promotes **Enterprising, creative contributors, ready to play a full part in life and work** by:

- Encouraging learners to take risks when considering different ways of tackling mathematical and numerical problems
- Promoting mathematical and numerical problem-solving skills and reasoning skills for learners to confidently tackle a variety of problems, including real-world contexts
- Promoting creativity when looking at different ways of tackling problems
- Developing resilience when applying mathematical skills to creative challenges, working individually and in groups
- Instilling competency in learners to analyse mathematical situations and construct logical arguments in response

The Mathematics and Numeracy AoLE promotes **Ethical, informed citizens of Wales and the world** by:

- Creating opportunities to have evidence based discussions
- Enabling the critical analysis of data to develop informed views on social, political, economic and environmental matters
- Promoting pupils' understanding of personal, local, national and international finance

The Mathematics and Numeracy AoLE promotes **Healthy, confident individuals, ready to lead fulfilling lives as valued members of society** by:

- Developing confidence and resilience to face and overcome challenges and solve problems in order to become independent life-long learners
- Encouraging pupils to use their numeracy skills across the curriculum to make informed effective choices and decisions to ensure lifelong health and well-being
- Instilling the knowledge and skills to manage personal finance and budgeting now and in the future, intercepting information and data to assess risk
- Enabling the understanding and taking of different roles within a group to form positive relationships based upon trust and mutual respect

2. The scope and boundaries for the AoLE including its central concerns, how it is distinct from other areas and why it is important for the education of each child and young person

Mathematics and numeracy is a single discipline AoLE, and unlike some other multi-disciplinary AoLEs lends itself to a more concise definition which in the view of the group centres on the disciplines of mathematics and numeracy, providing knowledge and skills which will equip learners for life. Mathematics and numeracy are perhaps unique in providing learners with the confidence, skills and knowledge necessary to develop in all areas of learning during and beyond their school lives. The mastering of mathematical and numerical concepts and processes enables learners to apply them appropriately across all other areas of learning. Mathematics helps young people make sense of the world around them. It is an ideal vehicle through which to develop skills needed in everyday life. Mathematics helps to develop resilience, problem solving abilities, logical thinking and the knowledge, reasoning and skills which enable continuous development.

3. How best to present the various component subjects and/or strands within the AoLE

The aim is to develop mastery approaches that allow pupils to acquire deep learning and conceptual understanding through problem solving. The group considers that a visual representation or info-graphic of the key components of the new curriculum should appear prominently at the front of the final document.

4. A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this.

In order to accommodate a mastery approach the group believes that the current mathematics curriculum needs to focus on “what matters” in order to give pupils a richer and deeper learning experience and to allow more opportunity to develop greater understanding of not just the “what”, but importantly, the “how” and “why” underpinned by a suitable balance of knowledge and skills.

SCIENCE AND TECHNOLOGY

End of Strand 2 Report for the Science and Technology AoLE- Executive Summary

1. How the AoLE promotes the four purposes

Beginning with the illustrative examples in Successful Futures, the Science and Technology working group developed a more comprehensive summary of how the Science and technology Area of Learning and Experience will contribute to the four purposes:

- ambitious, capable learners: gaining a solid base of knowledge and understanding of key concepts in science; developing skills in observation, research and critical thinking; becoming skilled in the creative use of technologies; developing skills in reflection and evaluation of performance and planning to develop their ideas; becoming skilled in engaging with external agencies and groups to achieve a purpose; developing the skills to equip them with a positive approach to challenge; developing effective learning styles and communication skills.
- enterprising, creative contributors: designing processes and creating digital products and objects; working with others to develop innovative solutions and to create products for the marketplace; developing skills in individual and group work to solve problems; develop the skills to work safely; use science, technology & engineering for a purpose (for a product, to solve a problem, for commercial context); use science and technology to explore links with industry and community; explore, celebrate and develop innovation and new technologies; develop opportunities for creative work and projects.
- ethical, informed citizens: evaluating the impact of scientific and technological developments; taking informed personal stances on ethical issues associated with scientific and technological innovation; develop safe and robust enquiry and research skills; develop knowledge and empathy of local and global issues; develop knowledge and opinion on environmental issues; be able to take an informed interest in Science and Technology developments.
- healthy, confident individuals: learning to make use of scientific data to assess risk and take informed decisions; using digital technologies safely and with respect for others; use science and technology to support a healthy lifestyle; use science and technology to engage with the outdoor environment; use science and technology to support everyday life; use science and technology to assist and support engagement with external communities, groups and agencies; reflect on individual and team

characteristics and strengths; look for opportunities in science and technology to explore and develop their learning in challenging ways.

This summary will be developed and refined and will inform the development of the AoLE.

2. The scope and boundaries for the AoLE including its central concerns, how it is distinct from other areas and why it is important for the education of each child and young person

The Science and Technology AoLE will include elements drawn from; biology, chemistry, physics, engineering, design technology (including food technology, textiles and product design) design, computer science and IT. It will include domain-specific content as well as the technology, and design' skills and principles arising from these.

The scope of the AoLE be considered “live” and allowed to develop as new technologies emerge and domain specific knowledge is uncovered.

3. How best to present the various component subjects and/or strands within the AoLE;

The group considered a number of curricula models internationally. The group has concluded that the AoLE should be presented around the concept of Big Ideas of Science and Technology, based on Wynne Harlen et al's Big Ideas in Science. This would structure the AoLE around a number of “big ideas” or a single thought, idea or sentence that encapsulates a fundamental component of the AoLE. The approach will promote interdisciplinary, cross-curricular and subject specific learning.

Each big idea would be supported by a “Key focus” – an amplified description of the big idea or statement and a “Journey” that details stages of progression within the AoLE. This would also include skills that to be developed through the progression. Some big ideas/statements will cover the entire range of progression, whereas others may start and finish at age-appropriate positions within the Journey. Likewise, some will cover all disciplines within the AoLE whereas others may not.

4. A commentary on the presumed levels of specificity throughout the AoLE and reasoning behind this.

The group recognises that the big ideas need to be developed with indicative skills and content appropriate to the progression level. The group also recognises the need to provide sufficient scope for interpretation and flexibility for practitioners at each progression level. The group does not envisage that big ideas/statements will include a highly detailed prescriptive exemplar list of content but also recognises the need for some commonality to allow for progression. The group also recognises the need for a number of big ideas/statements which is manageable.

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Agenda Item 9

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 16TH OCTOBER 2017

SUBJECT REVISED GCSE SPECIFICATIONS FOR RELIGIOUS EDUCATION: UPDATE

A BACKGROUND

SACRE has been regularly updated on progress with regard to the revised specifications for GCSE and A/AS Level examination courses. The GCSE specifications have been approved and are in place for first teaching from September 2017

WJEC (Wales) GCSE Religious Studies textbook

In July 2017 the SACRE clerk informed all secondary schools and SACRE members of information received from Lynda Maddock, GCSE Subject Officer at WJEC regarding the WJEC (Wales) GCSE Religious Studies textbook. WJEC informed SACREs that the Hodder text book written specifically for WJEC (Wales) was available from August 2017 but also that WJEC had put link to this on the RS page of the WJEC website. WJEC have also tweeted about it and commented on Facebook. The purpose is to ensure that schools were fully informed and could start their planning as soon as possible for the start of the new school term. Many schools have been using the EDUQAS text book whilst awaiting the new resource from WJEC.

GCSE Lead Practitioners: Update

Next meeting - Lewis School Pengam.

Date - yet to be confirmed

Focus – Assessment for Learning (AFL)

Rhian Davies, Lead Practitioner, will be feeding back from the consortia meeting held in early September.

Please work through Nicky Hagendyk at EAS if teachers want to visit Rhian's school or other support from Rhian.

Rhian can be contacted at her school King Henry VIII (tel 01873 735373). Rhian's extension number is 5302

B RECOMMENDATION

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

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Agenda Item 10

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 16TH OCTOBER 2017

SUBJECT: HOLOCAUST MEMORIAL DAY 2018

A PURPOSE OF REPORT

To inform Caerphilly SACRE of Holocaust Memorial Day 2018.

B BACKGROUND

Holocaust Memorial Day (HMD) is an annual event that takes place on 27th January and was established in the UK in 2000. The first HMD was held in January 2001. 27th January marks the anniversary of the liberation of Auschwitz-Birkenau concentration camp by Soviet troops in 1945.

Holocaust Memorial Day seeks to change the future by learning from and remembering the past. Schools are encouraged to participate in Holocaust Memorial Day in order to remember the victims of the Holocaust and more recent genocides. It provides a framework to explore issues of morality, human reactions, individual experiences, responsibilities and larger questions of the role of governments and democracies. The government, including the Welsh Government, encourages schools and LAs to commemorate this event in some way.

The Holocaust Memorial Day Trust produces materials specific to the theme of Holocaust Memorial Day. The HMD theme for 2018 is '**The Power of Words**'. Spoken and written words from individuals, corporations, community organisations or the state can have a huge impact, whether good or bad. The theme for HMD 2018 explores how language has been used in the past, and how it is used in the present day.

Words can make a difference – both for good and evil.

'I want to go on living even after my death! And that's why I am so grateful to God for having given me this gift, which I can use to develop myself and to express all that's in me. When I write I can shake off all my cares; my sorrow disappears; my spirits are revived.' - **Anne Frank, written in her diary, 5 April 1944**

HMD activities could focus on the impact that words had in the Holocaust and subsequent genocides, through propaganda used to incite, through slogans written in resistance, and through memoirs written to record and respond to what was going on. The words that we see and hear all around us today – in newspapers, online, in conversations – the words that we choose to use, all have an impact upon us and those around us.

Further information about the theme and free educational resources containing material suitable for primary to post 16 students is available online at <http://education.hmd.org.uk>

C RECOMMENDATION

That the Local Authority circulate to schools the information on Holocaust Memorial Day 2018 and reference the website for appropriate resources (www.hmd.org.uk).

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Agenda Item 11

CAERPHILLY COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 16TH OCTOBER 2017

SUBJECT: ESTYN THEMATIC REVIEW OF RE: QUESTIONNAIRE

A BACKGROUND

Estyn have a remit from Welsh Government to conduct a thematic review of RE at Key Stages 2 and 3. The rationale for reviewing KS2 and KS3 is to consider continuity and transition.

This report is part of a series of reports on curriculum subject areas. It will build on the 2013 report on Religious Education in Key stages 3 and 4.

Evidence gathering will be via school visits, telephone information gathering, and a **brief questionnaire to Chairs of SACRE.**

Approximately 20 schools will be visited with $\frac{1}{2}$ to $\frac{3}{4}$ day spent in each school. Some of the schools will have been identified by HMI as needing further exploration both positively and negatively. Estyn will try to get a balance between not looking only at schools with good features or those with shortcomings.

The focus of the review will be on standards, provision, assessment (marking and tracking), leadership and management of the subject, Links with the Community. They will also look at staffing (use of supply teachers and or PPA teachers) of the subject and whether it is taught discretely or through a thematic approach. Also they will look at a school's preparedness for Successful Futures and the Four Purposes.

At KS3 there will be a focus on Year 8.

B RECOMMENDATION

For SACRE to consider the attached questionnaire, which will have been partly completed by the Chair of SACRE (whilst supported by the Professional Advisor) prior to the meeting, and add any further points as they feel necessary. Responses need to be returned to Estyn by 27th October 2017.

C SUPPORTING INFORMATION

Appendix 1 Blank Estyn Questionnaire for SACRE

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Cwestiynau i CYSAGau/ Questions for chairpersons

Pa gysylltiad rheolaidd sydd gan eich sefydliad ag ysgolion cynradd ac uwchradd yn eich ardal?

What regular contact does your SACRE have with primary and secondary schools in your area?

Pa gymorth ac arweiniad ydych chi'n eu rhoi i staff ysgolion?

What support and guidance do you provide for school staff?

A ydych yn teimlo y gall athrawon fanteisio ar hyfforddiant a chymorth digonol i'w galluogi i addysgu addysg grefyddol yn effeithiol?

Do you feel that teachers have sufficient access to training and support to enable them to teach RE effectively?

A ydych yn teimlo bod unrhyw broblemau o ran athrawon nad ydynt yn arbenigwyr yn addysgu addysg grefyddol mewn ysgolion uwchradd? Sut mae hyn yn effeithio ar safonau disgyblion?

Do you feel that there are any issues with non-specialist teaching RE in secondary schools? How does this impact on pupil standards?

A ydych yn monitro safonau a darpariaeth mewn addysg grefyddol mewn ysgolion lleol? Os ydych, ym mha ffyrdd a pha mor aml? Beth yw eich canfyddiadau?

Do you monitor standards and provision for RE in local schools? If yes, in what ways and how often? What are your findings?

A ydych wedi ystyried effaith Dyfodol Llwyddiannus ar addysgu addysg grefyddol mewn ysgolion? A ydych yn rhagweld unrhyw broblemau os caiff addysg grefyddol ei haddysgu'n rhan o gwricwlwm ehangach y Dyniaethau yn CA3?

Have you considered the impact of Successful Futures on teaching RE in schools? Do you envisage any issues if RE is taught as part of a wider Humanities curriculum at KS3?

At ei gilydd, pa mor dda ydych chi'n teimlo y mae addysg grefyddol yn cael ei haddysgu mewn ysgolion ar hyn o bryd? A ydych yn teimlo bod unrhyw agwedd benodol ar addysg grefyddol yn cael ei haddysgu'n dda neu ei haddysgu'n wael? Pa dystiolaeth ydych chi'n seilio'r farn hon arni?

Overall how well do you feel that RE is currently being taught in schools? Do you feel that any particular aspect of RE is more often taught well or taught poorly? What evidence do you base this judgement on?

A ydych yn teimlo bod safonau addysg grefyddol mewn ysgolion wedi gwella neu ddirywio'n gyffredinol dros y 5 mlynedd diwethaf? Ym mha ffyrdd a pham?

Do you feel that standards of RE in schools have generally improved or declined over the last 5 years? In what ways and why?

Beth ydych chi'n teimlo yw'r prif broblemau y mae ysgolion yn eu hwynebu?

What do you feel are the main issues facing schools?

A oes unrhyw wybodaeth arall yr hoffech ei rhannu â mi?

Is there any other information that you would like to share with me?

Diolch yn fawr i chi am ein helpu â'n hymchwil.

Thank you very much for helping us with our research.

Anfonwch yr ymateb hwn at liz.counsell@estyn.gov.uk erbyn 27 Hydref.

Please email this response to liz.counsell@estyn.gov.uk by October 27th

Os hoffech i mi ddilyn yr holiadur hwn â sgwrs fer dros y ffôn, rhowch eich enw a'ch manylion cyswllt. If you would like me to follow up this questionnaire with a short telephone conversation, please add your name and contact details.

Enw/ Name _____ **Swydd/ Position** _____

E-bost/ Email _____ **Ffôn/ Phone** _____

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Agenda Item 13

Cyfarfod Cymdeithas CYSAGau Cymru, Wrecsam, 7 July 2017 (10.30am – 3pm)

Wales Association of SACREs meeting, Wrexham, 7 July 2017 (10.30am – 3pm)

Presenoldeb/Attendance

<p>Ynys Môn / Anglesey Bethan James (BJ) Rheinallt Thomas (RT) Mefys Jones-Edwards (M J)</p> <p>Blaenau Gwent Gill Vaisey (GV)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans (EE) Vicky Thomas (VT)</p> <p>Caerffili/ Caerphilly Vicky Thomas (VT) John Taylor (JT)</p> <p>Caerdydd / Cardiff Gill Vaisey (GV)</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry (MP)</p> <p>Ceredigion Lyndon Lloyd MBE (LL)</p> <p>Conwy Phil Lord (PL)</p>	<p>Sir Ddinbych / Denbighshire Phil Lord (PL) Emrys Wynne (EW) Simon Cameron (SC)</p> <p>Sir y Fflint / Flintshire Phil Lord (PL) Roz Williams (RL)</p> <p>Gwynedd Bethan James (BJ)</p> <p>Merthyr Tudful / Merthyr Tydfil Vicky Thomas (VT) Ernie Galsworthy (EG)</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey (GV)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot</p> <p>Casnewydd / Newport Vicky Thomas (VT) Sally Northcott (SN)</p> <p>Sir Benfro / Pembrokeshire Mary Parry (MP)</p>	<p>Powys John Mitson (JM) Margaret Evitts (ME)</p> <p>Rhondda Cynon Taf Paula Webber (PW)</p> <p>Abertawe / Swansea Alison Lewis (AL) Vicky Thomas (VT)</p> <p>Torfaen /Torfaen Vicky Thomas (VT)</p> <p>Bro Morgannwg / Vale of Glamorgan Paula Webber (PW)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Sion (TaS) Liz Davies (LD) Bhupinder Virdee-Lace (BV-L) Samantha Jesson (SJ) Martin Matthias (MM) Rev. James Harris (Rev. JH) Ruth Holden (RH)</p> <p>Sylwedyddion / Observers Dr Farookh Jishi (Wrexham Muslim Association)</p>
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Minutes

1. Cyflwyniad a chroeso / *Introduction and welcome*

Members enjoyed choir performances from Eyton VC School, Ysgol Penrhyn and St. Christopher's School. Members were welcomed to the Chamber by Cllr. John Pritchard, Mayor of Wrexham and Sam Jesson, Chair of Wrexham SACRE. They thanked the children for their performances. Sam Jesson noted that with the introduction of Successful Futures, it is an exciting, creative and innovative time for education. Phil Lord (PL) opened the meeting and also thanked the children for their performances. He expressed gratitude to Cllr. Pritchard and Sam Jesson for their welcome.

2. Adfyfyrion tawel / *Quiet reflection*

PL led a quiet reflection upon the disaster at Grenfell Tower. He spoke about media reports of a catalogue of events leading up to the disaster. PL asked members to consider that what we say and what we do can have an impact on other people in good or in bad ways. He asked everyone working in SACREs and schools to think about how they can do little things to make a difference for the better.

3. Ymddiheuriadau / *Apologies*

Andrew Pearce, Dr Annette Daly, Neeta Baicher, Tudor Thomas, Sue Cave, Christine Abbas, Mathew Maidment, Alwen Roberts, Dafydd Trehearne, Cllr. P. A. Roberts, Rachel Samuel, Rachel Bendall, Pauline Smith, Manon Jones. Huw Stephens, Sharon Perry-Phillips, Leslie Francis. Helen Gibbon, Meinir Wynne Loader, Huw George, Marilyn Frazer.

4. Cofnodion y cyfarfod a gynhaliwyd yng Nghaerfyrddin, 3 Mawrth 2017 / *Minutes of meeting held in Monmouthshire, 3 March 2017*

With the exception of a few minor typing errors and a missing date on p.7 the minutes were accepted as a true record of the meeting. Proposed by Vicky Thomas and seconded by Rheinallt Thomas

5. Materion yn codi / *Matters arising*

P.4 - matters arising p.10 – Edward Evans (EE) wrote to Kirsty Williams - Action completed.

P. 10. VT found no issue within the inspection report. She met with the Challenge Advisor. Caerphilly sent a letter and survey to all secondary schools and had 100% returns. It was pointed out that the issue of schools not fulfilling their statutory obligations in delivering RE is a wider problem. The survey revealed that some schools were delivering RE during thought for the day or registration. The local authority will write to schools to point out that this is not an appropriate vehicle for the delivery of RE.

p.14. Item 11.h. PW attended two study days at the University of Chester. These were geared toward teachers of A Level, but were not board specific. The aim was to give teachers a 'back to university experience' rather than providing CPD. Nevertheless, PW reported that the workshops provided very good CPD for teachers. The university hopes to provide further study days in the future.

RT raised a concern over the protocol for sending out WASACRE minutes. He reminded WASACRE members that traditionally minutes would be received within two weeks of the meeting. The current process is that minutes are checked by the Chair and the Executive Committee for accuracy prior to being sent out because of the national status of WASACRE. Some SACREs need access to the minutes earlier as there are a wide range of dates for SACRE meetings and they are needed in advance of meetings. Welsh speakers expressed concern that they would have to read the minutes twice if they

were initially sent out in English with a translation to follow. There was a suggestion that the translator be given a date in advance. It was recognised that, as a first principle, there should be equality for both languages. A member suggested that the minutes should be written promptly as there was an honorarium paid to the secretary to do so. The role of the secretary and the honorarium were, therefore, discussed. GV raised the question of payment for the role of Secretary. JM reported that the honorarium paid to the secretary hasn't changed since WASACRE was established. Members discussed whether it might be necessary to have a minutes secretary or whether it would be necessary to review the honorarium? The standard and detail of the minutes were discussed and some members felt that it was important that the secretary have subject knowledge.

ACTIONS:-

- i. Minutes should go out before the SACREs are going to meet.**
- ii. Executive meeting to discuss the honorarium paid to the secretary, the issue of translation into Welsh and to consider when Executive meetings are held in order to send WASACRE minutes to SACREs at the earliest opportunity. Minutes to be checked by the Chair and go out to SACREs before the Executive Meeting.**

6. Cyflwyniad NAPfRE / NAPfRE presentation: *Supporting the new GCSE RS specification - The work of GwE Lead Practitioner's for Religious Studies* – Mefys Jones– Lead Practitioner for Religious Education GwE.

Mefys Jones presented on the progress of lead practitioners in N. Wales and their work to provide support for schools delivering the new GCSE specification. Mefys is a member of Anglesey SACRE and regional lead practitioner in N. Wales. The presentation included:

- a. The aim of the three RS Hubs in the north is to ensure consistency across the region and to support teachers. Three meetings were organised during the year. The initial meetings were used to unpack the specification. It had been difficult to access resources for the new GCSE as text books had not been made available in time.
- b. A questionnaire was distributed to identify teachers' concerns. They needed help in areas such as planning schemes of work, developing assessment material and marking of examination answers. Teachers wanted advice on resources and on the new humanist perspective within the specification. The sharing of resources was a main concern. Accessing Welsh resources was a particular problem as the textbook was initially only published in English. Mefys pointed out that the Buddhism A level course book had arrived a month after the examination. There was also a great concern that both the new GCSE and A Level had been introduced at the same time and that WJEC CPD meeting didn't take place until almost the end of the autumn term.
- c. Lead practitioners explored content that was similar in the old specification and identified what was new in order to consider which resources could be reused. Facebook and email were used for sharing information and uploading resources. Hwb was available, but had not been embedded everywhere. GWE is in the process of setting up a website to upload resources. The Save RE Facebook page had been a valuable resource. For teachers using the medium of English Eduqas resources were useful, but they needed to be translated into Welsh. Other resources included Bitesize, especially the video clips, and True Tube for religious and moral issues.
- d. A conference was held in Llandudno. The support from headteachers in releasing teachers for this event had been very welcome. Joy White attended to talk about assessment. Rob Grinter, a humanist, was present to talk to teachers about the humanist perspective.
- e. The third meeting brought everyone together to share resources and share ideas. The process throughout the year created the feeling that help was available. Links will continue. A bank of examination questions will be set up and teachers will moderate marking. All resources will be

available on the website. There will be meetings with Lynda Maddock, WJEC subject officer, and with other lead practitioners from Wales.

Mefys thanked the dedicated teachers for their participation and collaboration. She acknowledged SACREs had supported the work of the lead practitioners.

Discussion following the presentation:

VT thanked Mefys for all the hard work and shared resources. Mefys was aware that some schools are delivering full course RE in one hour a week. She felt lucky that time is given to RE in her school. She expressed concern that teachers had been expected to create their own resources while waiting for the official resources to arrive. She said that the workload of teachers is massive. MP said that it had been a pleasure to listen to what Mefys had to say and that it was clear in ERW that there is a lack of material provided in Welsh. Mary expressed her gratitude for the translated resources being made available. Mefys said that they had written to Heads thanking them for releasing and supporting teachers. She informed WASACRE that there will be a conference for the whole of Wales on 23rd September. A WASACRE member thanked Welsh Government for providing the opportunities and funding for this work.

7. Cyflwyniad WASACRE/WASACRE presentation: Religious Education from a European perspective. – Phil Lord

PL has had the privilege to work with EFTRE, who meet once a year to discuss RE issues across Europe. PL sits on the Executive committee of EFTRE which is open to all countries in the Council of Europe, the 47 member states who have signed the Convention of Human Rights of the European Court of Human Rights. PL has been surprised at how different countries approach RE. Some teach from a phenomenological viewpoint, but in Europe RE is generally confessional and one religion is generally taught. One of the benefits of RE is to bring about tolerance and understanding of others. In 2009 a study on the way religion is presented across Europe was carried out. Whether confessional or non-confessional, RE is a good driver for tolerance and community cohesion. However, the Council of Europe felt that a move towards a multi-religious approach would be better in order to bring communities together. In 2014 the Council of Europe published the *Signposts* document to bring commonality in RE. The European Forum for the Teachers of RE put teaching packs together with a focus upon multi-cultural aspects of RE.

PL gave an overview of RE in Finland and Austria. He had visited primary and secondary schools in Finland where RE is generally of the Lutheran tradition but is non-confessional. Parents can request RE in their own tradition. Secondary school teachers are required to have a Master's Degree and are given a lot of respect as professionals. All advice on RE comes through the Church and is faith based. Early years education is about play and there is no formal transition between pre and statutory schooling. PL observed a secondary school exploring Lutheran History. Teachers set the activity and pupils got on with it. They knew what they had to do. Independent learning was clearly evident in the high school. Phil talked about the demographics of Austria in comparison to Wales. He referred to a video about RE across Europe which can be found on the EFTRE website (<http://www.eftre.net/>). RE in Austria is compulsory and confessional Roman Catholic, but schools have to provide Protestant education to those who request it. In addition Phil visited an Islamic RE training centre. More pupils are now opting out of confessional RE and those that do so are offered Ethics lessons instead. Denise Cush was in attendance at the conference talking about the religious landscape in Europe. She also spoke about how restrictive it is to teach just one religion. The purpose of RE differs depending upon where you are in Europe. One of the purposes of RE in UK including Wales is to create opportunities for multiculturalism and diversity. PL suggested that we need to have these discussions when designing new curriculum.

Questions:

GV had also attended the EFTRE conference and reported that although RE in Europe was confessional RE pupils would still learn about other faiths as well.

8. Diweddariadau/Updates:

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

GV reported that the document was finished but has been for translation. GV had sent the translated document to RT to proofread. RT said that the content drew him in and that the translation was excellent.

ii. **Materion Llywodraeth Cymru / *Welsh Government matters* –**

PW reported that the RE planning meeting on 27/3/17 to discuss the development to the new Humanities Curriculum had been very positive. WASACRE and NAPfRE representatives raised concerns with Welsh Government about RE being left out of the curriculum at Foundation Phase during the last curriculum review and that it is important to avoid the same things happening this time. They raised the issue of the right of withdrawal from RE and suggested that RE needed to be identifiable in the curriculum if legislation on withdrawal is to remain. Welsh Government requested a copy of the WASACRE withdrawal document to help them identify issues that this could raise. Manon Jones produced a timeline to show how the planning of the Humanities AoLE would develop over the academic year and so that regular meetings with WASACRE/NAPfRE could be scheduled. Welsh Government requested information on the procedure for commissioning work from WASACRE. Welsh Government expressed an interest in commissioning a paper from WASACRE on how 'What is Good RE?' fits with the work pioneers were doing. The pioneers would be looking at a number of approaches, including the approach of the Big Ideas Science model. WASACRE/NAPfRE representatives were invited to attend a Humanities pioneer group workshop to contribute to discussions about the group's proposals regarding the scope and structure of the Humanities AoLE from an RE perspective. Representatives raised the issue of assessment and the concern that the new GCSE specifications did not seem to align with Donaldson's Successful Futures. Welsh Government confirmed that Qualifications Wales would be involved throughout the process of developing the new curriculum. Curriculum developments will be shared via a newsletter to SACREs which will be sent from WG to SACRE clerks. SACREs will be able to then respond to the Newsletter by email to Manon Jones. Paula Webber as Secretary to WASACRE is to be copied into responses.

MP said that the pioneers were currently working on strand 2 of curriculum development. WASACRE/NAPfRE representatives have attended meetings with teachers from pioneer schools. This group have been discussing a common way forward. Once this is officially decided WASACRE representatives will receive the agreed proposals. Planning on the way ahead will carry on over the summer period. In September Strand 3 will look at the content of the Humanities AoLE.

Discussion from members also raised the following issues:

SACREs will have to adopt the new curriculum if there is no change in legislation. There may not be a need to change the legislation; however, changes to legislation could be positive as well as negative. Change could also support good RE. It was positive that WASACRE was able to work together with Welsh Government in order to develop a curriculum that works for RE.

iii. **RE stakeholder meeting 12/4/17**

A concern was raised that the term Religious Education would be removed from the new curriculum and that RE would be absorbed with the Humanities completely. PL said that Manon did not confirm or discount this, however RE skills would certainly need to be identifiable within the new curriculum.

Humanities AOLE group meeting 02/05/17- Report by BJ. MP and BJ attended the meeting of teachers from pioneer schools in Wrexham as observers. The teachers were at the beginning of the process and were asked to 'define humanities.' They also looked at the current curriculum, content

and skills and discussed whether there were aspects worth keeping. Teachers were also invited to identify the major things pupils needed to know by the time they reached the age of 16. This approach has developed from Science Big Ideas. So teachers were asking - What are the major Big Ideas for RE? What is important in RE and how can we share these ideas?

- iv. **New Curriculum Stakeholder meeting 24/5/17** – PL reported that assessment procedures currently create competition that is detrimental to the child. Problems arise when students want to transfer schools. If they are not attaining assessment grades Headteachers sometimes don't want them in the school. PL reported that with the development of the Donaldson Successful Futures curriculum the eyes of the world are looking at Wales. He explained that no education system in the world has changed this significantly. Therefore, Welsh Government wants to get this right. PL felt that Manon Jones and Steve Davies were sincere in wanting to create an inclusive, teacher led, bottom up system. VT commented that it is, therefore, important it is to have Manon Jones present at WASACRE meetings.
- v. **Meeting with Estyn 05/06/17** - VT reported that the meeting had been requested by WASACRE and NAPfRE and that four HMI had attended. She said that the meeting had been positive and mutually beneficial. Representatives enquired about the thematic review of RE. There will be a specific report produced by three HMI and one peer inspector. Mark Champion will have an editing role. Between twenty and twenty-one schools will be included and visits to schools will be made. The focus will be upon standards and provision; assessment; links with the community (community cohesion) and staffing of RE. The team will also look at preparation for the Four Purposes as well as transition between Primary and Secondary. If the inspectors see non-fulfilment of the statutory requirements for RE they will definitely take it up with the school. Upon WASACRE representative's suggestion, Estyn officers agreed to consider whether provision at Foundation Phase appropriately lays the foundation for work at KS2. Additionally, there will be a review of the Foundation Phase and at the suggestion of WASACRE representatives, Estyn officers agreed to ensure that RE will be included in that review alongside other areas of learning. WASACRE was asked to let Estyn know of schools that have good practice in RE.

Representatives explained how monitoring of RE was conducted by SACREs in order to fulfil their monitoring role and that it was becoming more difficult now to get evidence to provide a baseline on RE in schools especially with System Leaders having little or no responsibility for subjects e.g. RE. They discussed the importance of Estyn reports in this process. It was noted that there are more instances of inspectors noting in primary school reports, fulfilment or non fulfilment of statutory requirements for RE, than there were in secondary schools reports. Estyn officers confirmed that the same criteria for primary and secondary should be followed and thanked the delegation for bringing this to their attention and agreed they will look more closely at this issue.

Issues at KS4 were also discussed, including timetables being squeezed due to the Welsh Baccalaureate. Schools find they have insufficient time available to meet requirements of the agreed syllabus. Representatives enquired whether there was a way that Estyn and WASACRE could work together to halt this diminishing status of RE.

Estyn suggested that individual Advisers/ SACREs or LAs can 'tip them off' to good practice in schools or refer to schools which are not following statutory requirements. The delegation and Estyn also felt that really it was the place of the LA to inform Estyn of this in their LA Report before a school is inspected. In reality, Estyn's experience has led to an acceptance that LAs are unlikely to identify schools in this way as it does compromise good working relationships with schools. GV suggested this was an area of real concern and a dilemma which should be given further consideration.

Representatives asked whether through the new Inspection Framework Estyn reports would continue to give qualitative statements in terms of SMSC. It was confirmed that this was the case. It was also noted that the new Framework will have an additional focus in different schools and that RE may be the focus in some schools.

Discussion with Estyn also included the role of RE in promoting community cohesion. WASACRE raised its concerns about withdrawal from RE sometimes being linked to reasons of prejudice. Estyn informed WASACRE that Mark Campion is heading up reporting on Prevent.

An Estyn representative suggested that there was a need for teachers to have training about religions from meeting with faith representatives. GV referred to one LA which is currently planning this type of training opportunity. We will consider how widely this could be shared and whether this could be facilitated by WASACRE and if there are any funding streams available.

PL acknowledged that it is good that WASACRE has a positive relationship with Estyn.

ACTION: To discuss funding of training at the next Executive Meeting.

9. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar Mai 19, 2017/ *Report from the Executive Committee held on 19 May 2017*

WASACRE members received the draft report from the Executive Committee Meeting.

P2. Protocol for people doing work for WASACRE. WASACRE will publish the intention of commissioning on the Website. PL explained the commissioning process. Copyright was also discussed. This process is to be passed in Autumn Executive meeting.

Training opportunities will be discussed in the Autumn meeting of the Executive Committee.

WASACRE received correspondence from Christine Abbas which was discussed in the Executive meeting. PL has sent a response, and a discussion ensued. There is a growing concern that religious groups that were once included in the creation of an agreed syllabus are increasingly feeling marginalised. GV suggested that this could be something discussed by the executive.

PL informed members that the WASACRE Website – will be on the autumn agenda. RT raised the issue that not all documents commissioned by WASACRE were on the Website.

Action: The whereabouts of the missing documents will be investigated.

10. Gohebiaeth /Correspondence

- i. WASACE received a request from the Education Workforce Committee for a member to apply to sit on the committee. They have until 21 July to apply.
- ii. Interfaith Network UK – advertising events. SACREs will receive this in the future. Interfaith week is 12-19th November.
- iii. WASACRE received a request for information from Alun Charles, the co-ordinator of a church magazine in Carmarthenshire, concerning withdrawals from collective worship in Wales.

It was also noted that Edward Evans is currently writing a paper concerning collective worship for discussion at the next Executive Committee meeting.

ACTION: PL to phone Alun Charles.

- iv. Correspondence from Annette Daly giving her apologies and expressing concern about Humanist representation on SACREs. Officers noted that this issue has been discussed in recent meetings of WASACRE and the legal situation remains the same.

11. U.F.A. / A.O.B.

- i. 'Show and Tell' - GV spoke about her new book, *Puddles and the St Francis Service*, which is currently with the printer. This resource is appropriate for Animal Welfare Sunday on 8th October. Gill has been matching RE with the Foundation Phase Areas of Learning and popular topics or themes. Electronic classroom resources have now been added. Additionally, Gill is vetting and selecting non-fiction books because she has found inaccuracies and misinformation within some published books. She is concerned that non-specialists might not be aware of these errors. Therefore, Gill will be putting the vetted resources onto her website. GV enquired whether we could reinstate Show and Tell as a regular feature of WASACRE meetings.
- ii. Humanists for UK have put on a free course for teachers in London. AL has contacted them to ask whether there can be a conference organized in Wales.

12. Dyddiad y cyfarfod nesaf Dydd Gwener 10 Tachwedd, 2017 / Date for next meeting: Bridgend Autumn Friday 10th November, 2017. At the Civic Centre.

Spring Meeting March 9th Civic Centre in Swansea.