

# Pecyn Dogfennau Cyhoeddus

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

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

**Dyddiad: Dydd Gwener, 1 Mehefin 2018**

Annwyl Syr/Fadam,

Bydd cyfarfod **Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol Caerffili** yn cael ei gynnal yn **Ystafell Rhymni, Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Mercher, 13eg Mehefin, 2018** am **2.00 pm** i ystyried materion a gynhwysir yn yr agenda canlynol. Gall cynghorwyr a'r cyhoedd sy'n dymuno siarad am unrhyw eitem wneud hynny drwy wneud cais i'r Cadeirydd. Mae croeso i chi hefyd ddefnyddio'r Gymraeg yn y cyfarfod. Mae'r ddau gais hyn yn gofyn am gyfnod rhybudd o 3 diwrnod gwaith, a bydd cyfieithu ar y pryd yn cael ei ddarparu os gofynnir amdano.

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

Yr eiddoch yn gywir,

**Christina Harrhy**  
PRIF WEITHREDWR DROS DRO

## A G E N D A

Tudalennau

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

Atgoffi'r Cynghorwyr a Swyddogion o'u cyfrifoldeb personol i ddatgan unrhyw fuddiannau personol a/neu niweidiol mewn perthynas ag unrhyw eitem o fusnes ar yr agenda hwn yn unol â Deddf Llywodraeth Leol 2000, Cyfansoddiad y Cyngor a'r Cod Ymddygiad ar gyfer Cynghorwyr a Swyddogion.

A greener place Man gwyrddach

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



I gymeradwyo a llofnodi'r cofnodion canlynol:-

- |   |   |        |
|---|---|--------|
| 3 | Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol Caerffili (CYSAG) - 16eg Hydref 2017. | 1 - 8  |
| 4 | Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol Caerffili (CYSAG) - 13eg Mawrth 2018. | 9 - 16 |

I dderbyn ac ystyried yr adroddiadau canlynol:-

- |    |   |         |
|----|---|---------|
| 5  | Amserlen Cyfarfodydd 2018-19 (diweddariad ar lafar). <ul style="list-style-type: none"><li>• Dyddiadau i'w cadarnhau gan yr Ymgynghorydd Addysg Grefyddol newydd.</li></ul> |         |
| 6  | Diweddariad ar Aelodaeth CYSAG / Canllawiau Llywodraeth Cymru.  | 17 - 30 |
| 7  | CCYSAGauC Dynnu'n ôl o'r Arolwg Addysg Grefyddol: Diweddariad.  | 31 - 34 |
| 8  | Diweddariad ar yr Adolygiad o'r Cwricwlwm Cenedlaethol.   | 35 - 50 |
| 9  | Estyn - Diweddariad ar Ddogfennau Datblygiad Ysbrydol ac Adolygiadau Thematig.  | 51 - 54 |
| 10 | Diweddariad ar Gohebiaeth (diweddariad ar lafar).   |         |

CCYSAGauC:-

- |    |  |         |
|----|--|---------|
| 11 | Adborth o Gyfarfod Cymdeithas CYSAGau Cymru yn Abertawe ar 9fed Mawrth 2018.   | 55 - 66 |
| 12 | Cynrychiolaeth yn y Gyfarfod Cymdeithas CYSAGau Cymru yn Ynys Môn ar dydd Gwener, 6ed Gorffennaf 2018 i ddod (diweddariad ar lafar). |         |
| 13 | Cyfansoddiad CCYSAGauG Diwygiedig 2018.  | 67 - 78 |
| 14 | Pleidleisio Gweithredol CCYSAGauC 2018-2021.   | 79 - 80 |

**Cylchrediad:**

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

A Swyddogion Priodol; Cynrychiolwyr Undebau a Sefydliadau Crefyddol



## CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, YSTRAD MYNACH ON MONDAY 16TH OCTOBER 2017 AT 2.15 P.M.

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PRESENT:

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

Councillors:

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

Representing Teaching Organisations: Mrs N. Boardman (NUT), Mrs L. Strange (NASUWT)

Representing Religious Organisations: Mrs E. Hawthorn (United Reformed Church), Rev E. Williams (Baptist Union of Wales)

Together with:

Mrs V. Thomas (RE Consultant), Ms A. Davies (Service Manager for EOTAS and Behaviour) Miss R. Barrett (Committee Services Officer)

Also present:

Mr M. Gray (Crosskeys Methodist Church)

### 1. WELCOME

The Chair welcomed Ms Andrea Davies (who was attending on behalf of Mr Paul Warren) and Mr Michael Gray (who was in attendance as an observer) to the meeting.

### 2. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Mrs G.D. Oliver and Mrs M.E. Sargent, together with Miss H. Bartley (ATL), Mr C. Parry (NAHT), Captain C. Di-Palma (Salvation Army), Mr M. Western (Roman Catholic Archdiocese), Ms R. Bradshaw (Co-opted Member) and Mr P. Warren (Strategic Lead for School Improvement).

### **3. DECLARATIONS OF INTEREST**

During the course of the meeting, Councillors Mrs E.M. Aldworth, J. Simmonds and J. Taylor declared an interest in Agenda Item 7 (Caerphilly School Inspection Reports Analysis). Details are minuted with the respective item.

### **4. MINUTES – 19TH JUNE 2017**

RESOLVED that the minutes of the Caerphilly SACRE meeting held on 19th June 2017 be approved as a correct record and signed by the Chair.

### **5. SCHEDULE OF MEETINGS 2017-18**

Members noted the dates of the Spring and Summer 2018 and the details of the host venues that had been secured.

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.

### **6. SACRE MEMBERSHIP UPDATE**

Members were referred to the report which outlined the current membership of Caerphilly SACRE and summarised recent membership requests that had been received.

It was noted that there are two vacancies within the Teacher Association Representatives group (Committee B) and that efforts are continuing to fill these positions through the relevant teaching unions. All other places within the main committee groups are currently filled. There is also one vacant co-opted place within SACRE (which is a reserved position) and communication is currently ongoing with GEMS (Gwent Education Minority-Ethnic Service) to fill this position.

Mrs Vicky Thomas (RE Consultant to SACRE) explained that there are two co-opted places within SACRE and one of these has been allocated to a representative of Race Equality First (and prior to that, the former VALREC organisation) since its inception in 2011. This was because of a lack of non-Christian faith representation (such as Muslim or Hindu) within the Committee A group of SACRE, and it was felt that having a co-opted representative from a minority ethnic background would assist in redressing this balance. The other co-opted position is currently held by a primary school teacher, as the majority of the teacher association representatives (Committee B) were originally held by secondary school teachers, and it was felt essential to have primary school representation on SACRE in some capacity.

Following discussion on this matter, SACRE unanimously agreed that the first co-opted position continue to be reserved for a representative of Race Equality First or similar organisation, in order to address the imbalance of non-Christian faith groups on the main committee.

SACRE were also advised that membership requests have recently been received from Mr Michael Gray (a Methodist Church member and lay preacher) and Mr Ken Chamberlain (of the British Humanist Association). It was explained that Mr Gray would meet the criteria for a faith group representative (subject to endorsement from the Methodist Church) whilst Mr Chamberlain could only be considered for a co-opted position, as he does not meet the criteria for a faith group representative under the guidance from Welsh Government. However, both requests would have to be declined at this point in time, as there are no vacancies in either of the respective groups.

SACRE were advised that the membership situation is currently fluid across the committee and co-opted groupings. Given the two teacher representative vacancies, there is now an opportunity for SACRE to seek primary school representation for these places, which would alleviate the need for a primary school representative to hold the second co-opted place. Arrangements are also being made to contact those members who have not attended a meeting for some time, to determine whether or not they wish to remain a member of Caerphilly SACRE. This exercise could potentially open up vacancy opportunities across SACRE depending on the outcome across each committee group.

It was emphasised to Members that a competitive process must apply in the event of any vacancies and that nominations will be sought from relevant agencies prior to the selection process being undertaken. In the event that only a single expression of interest is received, advice will be sought from the appropriate Officer to ensure that due process has been followed before considering the application.

Following consideration of the report, it was agreed that the Clerk to SACRE notify Mr Gray and Mr Chamberlain of the current membership situation (and that their interest will be held on file pending a suitable vacancy) and that arrangements continue to be progressed to fill the vacant positions on SACRE.

#### **7. CAERPHILLY SACRE ANNUAL REPORT 2016-2017 AND PROGRESS REPORT ON SACRE DEVELOPMENT PLAN 2015-2018**

Mrs Thomas presented the draft Caerphilly SACRE Annual Report for 2016-2017 for Members' consideration and approval prior to its submission to the Welsh Government's Department for Education and Skills (DfES) by 30th December 2017.

The Annual Report outlined the activities of SACRE during the academic year 2016-2017 and Members were asked to comment on its contents and check the report for accuracy. The RE Consultant referred Members to the executive summary of advice given by SACRE, and highlighted specific issues and the actions taken by SACRE to ensure it met all its statutory requirements. The final version of the Annual Report will be submitted to DfES by the deadline of 30th December 2017 and circulated electronically to WASACRE (who will include the Annual Report on their website), together with schools and other relevant parties.

Following consideration of its contents, SACRE unanimously agreed that the SACRE Annual Report for 2016-2017 be approved.

Members were also referred to the Caerphilly SACRE Development Plan for the academic years 2015-2018, which has identified the key issues that need to be addressed in respect of RE provision across all schools in the county borough. A copy of the current Development Plan was included within the SACRE Annual Report, which summarised the actions identified, outcomes required and progress made in respect of RE provision during the academic year 2016-2017.

Having fully considered the report, Members noted the content and progress of the SACRE Development Plan 2015-2018 to date.

#### **8. CAERPHILLY SCHOOL INSPECTION REPORTS ANALYSIS - AUTUMN 2016-SUMMER 2017**

Councillors Mrs E.M. Aldworth, J. Simmonds and J. Taylor declared an interest in this item, being school governors for several of the schools referenced in the report. In that there was no decision being taken on this item, the interests were deemed to be personal and not prejudicial, and the Members remained in the meeting during consideration of the item.

The report outlined the main RE findings derived from the Estyn inspection of fifteen Caerphilly schools between June 2016 and June 2017. The analysis focused on comments in relation to spiritual development and collective worship. The context of the report was explained to SACRE, in that the focus of SACRE's remit was on RE and collective worship findings and not the general inspection results of the school, which could significantly vary in other areas.

Mrs Thomas summarised the findings for each of the inspected schools, including details relating to spiritual development, the quality of collective worship and whether the school met statutory legal requirements in relation to collective worship. Other comments and issues were also outlined in the findings.

The report explained that the Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements relating to collective worship. It was therefore assumed that as Estyn had not noted any instances of non-compliance, all schools inspected met statutory requirements in relation to collective worship. Additionally, SACRE were pleased to note that seven of the Estyn inspections commented on the quality of collective worship in schools.

A number of positive outcomes were derived from the analysis and detailed to SACRE Members. Estyn observed that assemblies reinforce school values and provide opportunities for pupils to reflect and develop spiritual awareness, and also celebrate pupils' achievements through positive encouragement and the use of rewards. Collective worship allows pupils to reflect upon the importance of friendship and racial tolerance, fosters the development of strong values, and provides opportunities for pupils to think about the world around them and their place within it.

One report referred to the school's link with local community organisations (such as the church and volunteer groups) which has a valuable impact on enriching and widening pupils' learning experiences. Several reports also highlighted charitable/fundraising activities within schools, which develop pupils' understanding of how to support people less fortunate than themselves. Overall, there were no areas for development within Religious Education identified across any of the schools inspected during 2016-2017.

Having discussed the report, Members noted its contents and the analysis of the Estyn inspection reports in relation to Religious Education. Education. It was noted that there was no need to request the action plan of any of the schools inspected, for non-fulfilment of statutory requirements, either for collective worship or for RE.

## **9. RE AND THE NATIONAL CURRICULUM: WELSH GOVERNMENT NEWSLETTER/ UPDATE**

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.

Members were referred to the update to all SACREs from Welsh Government appended to the report, which outlined the curriculum reform process as of July 2017 and invited SACREs to comment on the work of the Humanities working group to date.

SACRE were advised that as part of this development work, the 6 AoLE (areas of learning and experience) working groups have prepared and produced reports to both the Curriculum and Assessment Group (CAG) and the Independent Advisory Group (IAG) for feedback. Both groups, together with Welsh Government expert groups, have provided feedback on the work so far as part of the quality enhancement process. A summary of this work ("A New Curriculum For Wales: The Story So Far") is available on the Welsh Government website and a copy of this document was also appended to the report.

It was explained that the Humanities working group recommendation is to follow the 'big ideas' approach which would provide an organising construct whilst also allowing sufficient flexibility for each discipline area. It outlines 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 develop a range of ideas and an approach for consideration.

SACRE discussed the 'Big Idea' concept and of the need to clearly identify boundaries and structures in relation to Religious Education. It was suggested that it would be useful for Members to have a list of those Pioneer Network schools in Wales who are working on the areas of learning and experience. It was confirmed that arrangements would be made for these details to be circulated to all Members.

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

#### **10. REVISED GCSE SPECIFICATIONS FOR RELIGIOUS EDUCATION: 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.

Members were reminded of the email sent to all secondary schools on behalf of SACRE in July 2017, which detailed the new WJEC (Wales) GCSE Religious Studies textbook that would be available from August 2017. This was 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.

SACRE were also updated on the arrangements for the GCSE lead practitioners, who are supporting schools with the implementation of the new GCSE specifications. The next meeting will be held at Lewis School Pengam (date to be confirmed) and will place a focus on Assessment for Learning (AFL). Rhian Davies (the Lead Practitioner from King Henry VIII School in Abergavenny) will be feeding back from the consortia meeting held in early September. The report also listed contact details for the Lead Practitioner to allow RE teachers to seek support if required.

Members noted that the work carried out by the Lead Practitioners is available through the Hwb learning resource and can be accessed across all four Welsh education consortia. SACRE were also informed that Lead Practitioners from two consortiums (Cardiff Central South and EAS) are due to give a presentation at WASACRE's Autumn meeting on the progress made and the sharing of the work achieved to date.

Following discussion on the contents of the report, SACRE noted the developments relating to the revised specifications for GCSE and the support available to schools.

#### **11. HOLOCAUST MEMORIAL DAY 2018**

The report informed Members of the resources available to schools in order to commemorate Holocaust Memorial Day 2018.

SACRE were advised that the theme for 2018 is “The Power of Words” which explores how language has been used in the past, and how it is used in the present day. Further information on the theme and free educational resources are available through the Holocaust Memorial Day (HMD) website at [www.hmd.org.uk/content/for-educators](http://www.hmd.org.uk/content/for-educators).

It was agreed that as per previous years, the Clerk to SACRE would write to all schools to make them aware of these resources and encourage them to commemorate the event. It was also confirmed that the Clerk would forward the details of the Council’s commemorative events for HMD 2018 to SACRE Members once these are finalised.

## **12. ESTYN THEMATIC REVIEW OF RE: QUESTIONNAIRE**

SACRE were advised that 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.

Consideration was given to the report, which explained that Estyn have a remit to conduct a thematic review of RE at Key Stages 2 and 3 in order to consider continuity and transition. This review forms part of a series of reports on curriculum subject areas and 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 (appended to the report).

The Estyn questionnaire sought the perspective of SACRE in relation to their contact with schools, the support and guidance provided by SACRE to school staff, teacher access to training and support, any issues regarding non-specialist teaching of RE in secondary schools, SACRE’s monitoring of standards and provision for RE, the impact of Successful Futures on the teaching of RE in schools, the quality of RE teaching, the standard of RE in schools, and the main issues facing schools. Responses to the questionnaire were drafted by the Chair (whilst supported by the RE Consultant) prior to the meeting. A copy of the document was tabled at the meeting and SACRE were invited to consider the draft responses and add further points as they felt necessary.

During the course of the discussion on the draft responses, Members requested that their concerns regarding the late availability of the new GCSE Religious Studies textbook be included so that Estyn can bring this to the attention of Welsh Government. Discussion took place regarding the support that faith groups can provide to schools, and the benefits that this can bring to the teaching of RE or the delivery of collective worship. It was agreed that a letter would be sent on behalf of SACRE to all schools, offering faith group representative support and services to those schools who may wish to use their knowledge and expertise.

In referring to questions centred around the curriculum framework, Members highlighted the need for training to be offered as a priority for the new Humanities curriculum and that it addresses each subject discipline directly. Members also spoke of the need for RE to have a clearly identified subject content within the Humanities curriculum because of the withdrawal clause, as there is a need to know what a parent would be withdrawing from..

Having fully discussed the draft responses to the questionnaire, SACRE agreed that the additional points as discussed at the meeting be incorporated into the document and that the final version be submitted to Estyn by the response deadline of 27th October 2017.

## **13. CORRESPONDENCE**

The Clerk to SACRE updated Members on the correspondence circulated to schools on behalf of SACRE. This included a letter sent to the headteacher of all secondary schools, responding to issues identified as a result of the recent SACRE RE survey. Schools had also been advised of the availability of the new GCSE textbook and reminded of the deadline for GCSE Unit 1 preliminary entries.



A Member also referred to an email she had recently sent to the Committee, which raised concerns about a smartphone game featuring Jesus as the lead protagonist. She explained that the game (which was violent in tone) could lead to children developing misunderstandings and damaging concepts around Christianity and that schools should be alerted regarding the nature of such games. SACRE thanked the Member for bringing the issue to their attention and confirmed that the matter would be raised with the relevant staff.

SACRE noted the details of the correspondence update.

**14. WASACRE - FEEDBACK FROM THE WASACRE MEETING IN WREXHAM ON 7TH JULY 2017**

Members were updated on the discussions and deliberations of WASACRE at its meeting in Wrexham on 7th July 2017. Having discussed these throughout the course of the meeting, SACRE noted the contents of the WASACRE minutes as contained in the meeting papers.

**15. WASACRE - REPRESENTATION AT THE FORTHCOMING WASACRE MEETING IN BRIDGEND ON FRIDAY 10TH NOVEMBER 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 in attendance. Interested Members will be contacted with the agenda papers nearer to the meeting date and the Clerk to SACRE will inform WASACRE of the attendees.

The Chair thanked all Members present for their contributions to the meeting.

The meeting closed at 4.18 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 13th March 2018, they were signed by the Chair.

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CHAIR

Gadewir y dudalen hon yn wag yn fwriadol



## CAERPHILLY STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

MINUTES OF THE MEETING HELD AT CWM IFOR PRIMARY SCHOOL, CAERPHILLY  
ON TUESDAY 13TH MARCH 2018 AT 2.00 P.M.

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PRESENT:

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

Councillors:

Mrs E.M Aldworth, Mrs M.E. Sargent

Representing Religious Organisations: Mrs E. Hawthorn (United Reformed Church),  
Rev E. Williams (Baptist Union of Wales)

Together with:

Mrs V. Thomas (RE Consultant), Mr P. Warren (Strategic Lead for School Improvement),  
Miss R. Barrett (Committee Services Officer)

Also present:

Mr G. Rees (Head Teacher) – part of meeting

### 1. WELCOME

The Chair opened the meeting and welcomed Members to Cwm Ifor Primary School. SACRE thanked Mr Gareth Rees (Head Teacher) for making the necessary arrangements for the meeting.

### 2. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Mrs G.D. Oliver, J. Ridgewell and J. Simmonds, together with Miss H. Bartley (ATL), Mrs L. Strange (NASUWT), Mr C. Parry (NAHT), Captain C. Di-Palma (Salvation Army) and Mr M. Western (Roman Catholic Archdiocese).

Due to the lack of a quorum in respect of teaching union representatives, it was explained that Caerphilly SACRE could note the contents of the reports presented at the meeting but would be unable to make any committee decisions on this occasion.

### **3. PRESENTATION FROM THE HEADTEACHER OF CWM IFOR PRIMARY SCHOOL**

Mr Gareth Rees (Head Teacher) provided an overview of the teaching of RE within the school. SACRE were advised that the school holds assemblies and collective worship throughout the week and Mr Rees outlined examples of the RE themes and subjects taught within each year group. The school underwent an Estyn inspection in January 2017 which resulted in positive comments around learning experiences, the standard of collective worship and the opportunities that are available for pupils to learn about current issues such as homelessness. It was noted that RE within the school includes termly themes and links in with national events of interest such as the Football World Cup. Mr Rees acknowledged the challenges that the new curriculum will bring to the teaching of RE and the ways in which the school are preparing for this.

In response to queries from the committee, Mr Rees outlined the work of the pupil Digital Leaders at the school, planning and preparation for collective worship and the school's links to Trinity Fields and satellite schools. Discussion took place regarding the right of withdrawal from RE in view of the WASACRE guidance document recently circulated to all schools. Mr Rees outlined the processes that are followed and the open and honest dialogue that the school holds with parents who are considering withdrawing their children from the subject or certain trips/activities in connection with Religious Education.

SACRE were pleased to receive the informative presentation and thanked Mr Rees for taking the time to meet with Members and for responding to the queries received.

### **4. DECLARATIONS OF INTEREST**

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

### **5. MINUTES – 16TH OCTOBER 2017**

The minutes of the Caerphilly SACRE held on 16th October 2017 were received and noted. They will be formally ratified at the Summer Term meeting.

### **MATTERS ARISING**

#### **6. SACRE Schedule of Meetings 2017-18 (Minute No. 5)**

Members were reminded that the Summer Term meeting has been arranged for Wednesday 13th June 2018 (2.00 p.m.) at Newbridge School.

#### **7. SACRE Membership Update (Minute No. 6)**

An update was provided on the current membership position, with it explained that the Clerk to SACRE is liaising with the relevant teaching unions to fill the three vacant places. Mr Paul Warren has written to all primary schools to seek expressions of interest, as membership of SACRE is particularly under-represented across this sector. Efforts are also continuing to ascertain whether those representatives who have not attended for some time wish to remain on Caerphilly SACRE. Mr Warren confirmed that he would contact the NAHT head teacher representative in this regard as another head teacher from the same union has expressed an interest in joining SACRE.

Members were advised that following the resignation of Ms Nicola Boardman (NUT) in the autumn, a letter had been sent on behalf of SACRE to thank her for her valued contributions and to wish her well for the future.

SACRE were reminded that the membership situation remains fluid and that if the vacant teacher union places can be filled with sufficient primary school representation then this will alleviate the need for one of the co-opted places to be held by a primary school representative (who has not attended in some time). It was emphasised to SACRE that it is therefore vital for the teaching union places to be resolved before vacancies across any other groupings can be addressed.

Members were advised there was a vacant co-opted place reserved for Race Equality First or a similar organisation. GEMS had been contacted and their regional community cohesion co-ordinator had informed SACRE that there was an interested party to fill the position. However, on closer examination this individual actually represents the steering group of COMMON (Council of Mosques and Muslim Organisations Newport). It was advised that due to the nature of their role, they would be better placed to represent the Muslim faith within Committee A, and this would resolve the issue of not having a non-Christian religion represented on SACRE. However there are currently no vacancies within this grouping. The RE Adviser explained that increasing this committee group to 6 from the current 5 places would provide equal balance across each representative committee and also balance out the lack of non-Christian faith representation; however, a report would need to be presented to full Council in order for the composition to be increased.

SACRE were also updated regarding membership requests, with it noted that the Humanist representative has now written to both Caerphilly Council and SACRE to request that each of the committee groupings and the co-opted positions be increased by one place each. SACRE were advised that the matter of Humanist representation within Committee A was discussed by WASACRE at their November 2017 meeting and they have now written to Welsh Government for clarity regarding the 10/94 guidance document. It was noted at the latest WASACRE meeting on 9th March 2018 that Welsh Government have now responded and advised that they have asked officials to review this specific focus on the legislation around the requirement of law.

The Chair reminded Members that the two co-opted places were originally established to address imbalances within the main committee groupings (in respect of primary school and ethnic minority representation) and that any co-opted vacancies should only be filled if SACRE determine that there is a need to do so.

SACRE noted that an update report in respect of membership and the issues discussed at the meeting would be presented for consideration at their Summer Term meeting in June 2018.

Mrs Thomas also informed SACRE that she would be retiring after the Summer Term meeting of SACRE. The Consortia and Caerphilly Local Authority have been informed and will be seeking a suitable replacement. Mrs Thomas informed SACRE that she is sorry to leave the group as it has been an honour to work with such a committed group of people but that the time was now right for her to completely retire from her consultancy work. The Chair and other members of the group thanked her for her work with Caerphilly SACRE.

There were no other matters arising.

## 8. HOLOCAUST MEMORIAL DAY 2018: FEEDBACK

Caerphilly SACRE were updated on the commemorative events which took place across the county borough to mark this International Day of Remembrance.

SACRE Members were invited to a special service to mark Holocaust Memorial Day held at Penallta House Council Offices on Friday 26th January 2018. The ceremony involved readings by pupils from Ysgol Gymraeg Caerffili and the lighting of a symbolic candle, and guests had the opportunity to view poetry and artwork produced by pupils of the school.

Ahead of the day itself, a letter was sent to all schools on behalf of SACRE, to advise them of the resources available via the Holocaust Memorial Day (HMD) website and encouraging them to mark the event in some way. A large number of schools participated in the event and several schools reported back on their activities, with further details included in the report.

Caerphilly SACRE discussed a number of observations by members regarding the Penallta House ceremony. The Chair confirmed that he would write to the relevant Officers on behalf of SACRE regarding the focus of the event and would relay the feedback and suggestions received from Members in order to enhance the quality of the service in future years. Members also suggested that the service could be held as a combined event with schools to increase the level of representation across all ages and Mr Warren confirmed that he would raise the matter with his colleagues in Education.

Caerphilly SACRE were pleased to recognise the efforts of participating schools in commemorating Holocaust Memorial Day 2018 and noted the contents of the report.

## 9. ANALYSIS OF EXAMINATION RESULTS 2017

Mrs Thomas presented an analysis of examination results at GCSE, AS and A Level by Caerphilly pupils in Religious Studies and Religious Education for 2017. The report also summarised the 2017 results in comparison to the previous two years, the Consortia figure (comprising the five South East Wales local authorities) and the All Wales figure. The percentage of the cohort (students within a particular Key Stage) entered for RE courses was also included in the report. Further information detailing the attainment results for each Caerphilly school was also tabled to Members at the meeting.

**GCSE Religious Studies Full Course 2017** - SACRE were referred to a typo within the report analysis and asked to note that it should state that the A\*-C results (66.8%) are below previous performance (71.1% in 2016), but better than the Consortia figure (66.2%) and below the All Wales figure (68.3%) Members were also advised that the overall percentage of pupils gaining A\*-G should read 96.9% (and not 86.0% as reflected within the report). Performance is therefore comparable to previous years (97.8% in 2016 and 98.4% in 2015), and is better than the Consortia figure (95.5%) and slightly below the All-Wales figure (97.5%). Overall, results are below previous performance across all grade boundaries, are better than Consortia figures at all grade boundaries, but are below All Wales figures at all grade boundaries.

SACRE noted the factors that may impact on results and suggested that it could be useful for future reports to include a comparison with the Consortia and Wales results for the last two years as an additional benchmarking measure. Members were pleased to see a significant increase in entry for Full Course, and noted that cohort entry has also significantly increased to 41.1% (up from 29.5% in 2016).

**GCSE Religious Studies Short Course 2017** - the results are below previous performance at all grade boundaries, although overall performance at A\*-G grades (86%) is comparable with the Consortia figure (86.3%) and below the All Wales figure (90.2%).

There was a big decrease in entries this year and it appears that more schools are now entering pupils for Full Course rather than Short Course. However, a significant number of pupils continue to be entered for RE overall (through either Full Course or Short Course) and this is very encouraging because it provides pupils with the opportunity for accreditation for their Key Stage 4 study. It was noted that pupils do not usually opt to follow the Short Course as it is delivered as part of the Statutory Requirements for RE. SACRE also observed that Summer 2018 will produce the first set of Short Course results following the new GCSE specifications and that it will be interesting to see how these changes will impact on performance.

**A Level Religious Studies 2017** - entry figures were below previous numbers and the cohort entry is slightly below 2016 but are higher than the Consortia and All Wales figures. Performance at A\* - A (9.8%) is below previous performance and the Consortia figure (17.1%) and All Wales figure (18.2%). At A\* - C, the pass rate (67.2%) is below previous performance and the Consortia and All Wales figures. The pass rate for grades A\* - E (98.4%) is comparable to 2016 performance and better than the Consortia figure (96.8%) although below the All Wales figure (99.8%).

Reference was made to the dip in performance against previous years (particularly at the higher grades of A\* and A\*-C) and SACRE were interested in determining whether there may be certain factors that are influencing performance, especially in view of the new A Level specifications introduced in Autumn 2016. This was especially noticeable when compared to the AS results which were much improved this year at all grade boundaries. It was confirmed that a letter would be sent out on behalf of SACRE to those schools that offer A Level Religious Studies, to find out what factors may be causing the dip in performance, and establish whether there are ways that SACRE can support schools on the matter.

**AS Level Religious Studies 2017** – Performance has improved across all grade bandings and is the best result of the last three years (10.7% at A grade, 64.0% at A - C and 96% at grades A-E). Both the entry figures and cohort entry have dramatically increased this year, and cohort entry is comparable with the Consortia (16.0%) and exceeds the All Wales figure (11.3%). Mrs Thomas explained that this data only included those students who had 'cashed in' their result (which avoids the same results being counted twice) and advised Members that because of this situation, the AS statistics need to be considered with caution.

Having fully considered and discussed the report, SACRE noted the analysis of examination results in Religious Studies and Religious Education for 2017 and also noted that the usual letter would be circulated to all secondary schools on behalf of SACRE to inform them of the analysis of results.

## **10. NATIONAL CURRICULUM REVIEW: UPDATE**

The report outlined the latest developments regarding the review of the National Curriculum in Wales and the shape of the new curriculum, arising from the Donaldson review in 2012 which recommended that Religious Education should form part of the Humanities Areas of Learning and Experience (AoLE), and remain a statutory curriculum requirement.

The report summarised the development work on the curriculum that is currently being

progressed by the 6 AoLE groups. The Humanities working group recommendation is to follow the 'Big Ideas'/What Matters approach, which would provide an organising construct whilst also allowing sufficient flexibility for each disciplinary area.

Appended to the report was an update newsletter from Welsh Government (January 2018) which set out timelines in respect of the new curriculum, an update on the What Matters approach, details of the development process for Humanities and the next steps over the coming months. The update newsletter also contained a copy of the initial proposals for the What Matters key concepts for the Humanities AOLE, which were submitted to the Curriculum and Assessment Group in December 2017.

It was noted that Welsh Government are exploring how Humanities supports the new curriculum and have agreed to work closely with WASACRE/ NAPfRE colleagues during this process. WASACRE have been commissioned to make a contribution regarding a suitable approach to the organisation of RE within the Humanities discipline, and have drawn up a paper on *What Matters in RE* (appended to the report) which was presented at the Humanities Planning Workshops in November 2017 in Swansea.

Discussion took place on the contents of the report and it was explained that WASACRE had received a presentation on the work of the pioneer school network and the Humanities AoLE at their meeting on 9th March 2018. It had been observed that the content of this presentation differed to the initial proposals for the What Matters key concepts, and Mrs Thomas confirmed that when this presentation is given at the next meeting with Welsh Government on 20th March 2018, this matter will be raised if there are still pressing differences between the presentation and proposals.

It was noted that all SACREs have been invited to consider these initial What Matters proposals and provide comments and/or suggestions for consideration during the next phase of development work. However, Mrs Thomas explained that it would not be appropriate for Caerphilly SACRE to prepare a response during their meeting as it requires input from teacher representatives. Mrs Thomas highlighted comments received on the proposals by other SACREs, including the lack of opportunities for Continued Professional Development, and discussion took place regarding the remit of local authorities in respect of RE training and the lack of time allocated to such training. Members also discussed the proposed framework and SACRE were of the view that there needs to be more clarity in respect of the way forward, given the planned implementation date of January 2022.

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

## **11. CORRESPONDENCE UPDATE**

SACRE were advised that WASACRE have recently produced a guidance booklet for schools called "*Managing the Right of Withdrawal from RE*" and that the Clerk to SACRE has arranged for copies to be sent to all schools across the county borough. Schools have been asked to complete an enclosed questionnaire regarding withdrawal from RE, and the Clerk to SACRE will then collate the responses and forward responses to WASACRE by the closing date of 31st March 2018. Two questionnaires have been returned to date. A copy of the booklet has also been sent to all SACRE Members, who were pleased to note the useful and informative guidance contained within the document.

Members were also updated on other items of correspondence circulated to schools on behalf of SACRE. This included information on the Farmington Fellowship for 2018-2019, details of the resources available to mark Holocaust Memorial Day 2018, circulation of SACRE's Annual Report for 2016-17, and a letter to all schools to advise them of the Faith



Community Support available via SACRE faith representatives. It was noted that the Clerk to SACRE had also forwarded concerns from a faith representative regarding the “Fist of Jesus” smartphone game to Paul Warren, who had since contacted all schools to remind them of the importance of internet safety.

SACRE were advised that arising from the Autumn 2017 meeting, WASACRE are seeking to appoint a Minutes Clerk to provide support in the production of their minutes. Details of the post were tabled at the SACRE meeting and it was noted that the Clerk to SACRE has passed the details to colleagues within the Authority so that they can be appropriately circulated. It was confirmed that the details would be circulated to all SACRE Members following the meeting and they were asked to forward the names of any interested persons to Paula Webber (Clerk to WASACRE) by the closing date of 31<sup>st</sup> March 2018 .

SACRE noted the details of the correspondence update.

**12. WASACRE - FEEDBACK FROM THE WASACRE MEETING IN BRIDGEND - 10TH NOVEMBER 2017**

Members were updated on the discussions and deliberations of WASACRE at its meeting in Bridgend on 10th November 2017. A copy of the draft minutes was included in the meeting papers.

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

**13. WASACRE - FEEDBACK FROM THE WASACRE MEETING IN SWANSEA ON 9TH MARCH 2018**

An update on the discussions and deliberations arising from the main WASACRE agenda items, including the presentation from Manon Jones (Work of the pioneer school network and the Humanities AOLE) and the WASACRE Guidance document (Guidance on Managing the Right of Withdrawal from Religious Education) was provided throughout the course of the SACRE meeting.

**14. EXECUTIVE VOTING 2018 - NOMINATIONS TO THE WASACRE EXECUTIVE COMMITTEE**

SACRE were informed of the correspondence received from WASACRE in relation to nominations for new Members to the WASACRE Executive Committee.

No nominations were received at the meeting. It was agreed that the Clerk to SACRE would recirculate nomination details to all Members via email and forward any subsequent nominations received to WASACRE by the closing date of 30th March 2018.

**15. REPRESENTATION AT THE FORTHCOMING WASACRE MEETING IN ANGLESEY ON FRIDAY 6TH JULY 2018**

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

Councillor John Taylor and Mrs Vicky Thomas confirmed that they would be attending the meeting on 6th July 2018. It was confirmed that the Clerk to SACRE would email all

SACRE Members to seek further nominations. 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.

The Chair thanked Members for their attendance at their meeting, and requested that a letter of thanks be sent to Cwm Ifor Primary School to express SACRE's appreciation for the warm welcome they had received .

The meeting closed at 3.56 p.m.

Approved as a correct record and subject to any amendments or corrections agreed and recorded in the minutes of the meeting held on 13th June 2018, they were signed by the Chair.

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CHAIR

## CAERPHILLY COUNTY BOROUGH COUNCIL

**REPORT TO:** STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

**DATE:** 13TH JUNE 2018

**SUBJECT:** SACRE MEMBERSHIP UPDATE / WELSH GOVERNMENT GUIDANCE

### **A PURPOSE OF REPORT**

To consider the current membership of Caerphilly SACRE in light of correspondence received from Welsh Government attached at Appendix 3.

To inform SACRE of recent membership requests and to seek its views as to whether it wishes to recommend to Council any changes to its Membership.

### **B BACKGROUND - CURRENT MEMBERSHIP**

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:

#### **1. Faith Group Representatives (Committee A) (5 places)**

There have been no recent changes to membership and all positions are currently filled. At its Spring Term meeting it was confirmed that the Clerk to SACRE would liaise with those representatives who have not attended for some time to determine whether they wish to remain on the committee. As a result, the Salvation Army have indicated that they will nominate a replacement representative over the summer. The remaining members are unchanged.

Additionally, members are asked to consider information contained in Section C of this report in relation to membership requests and correspondence received from Welsh Government

#### **2. Teacher Association Representatives (Committee B) (6 places)**

There are three vacancies in this group arising from the recent resignations of Mrs Nicola Boardman (NUT). Ms Bethan Davies (UCAC) and Mrs Helen Marsh (ASCL). Efforts are ongoing to fill the vacant places with representatives from the relevant unions, with some success to date (refer to membership list at Appendix 1).

#### **3. Local Authority Elected Members (Committee C) (6 places)**

All positions are currently filled.

#### **4. Co-opted positions (without voting rights) (2 places)**

These 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). At their Autumn Term meeting on 19th October 2017, SACRE unanimously agreed that the position should continue to be reserved for a representative from Race Equality First or an equivalent organisation.

The second position is currently filled by a primary school teacher representative, but they have not attended a meeting of SACRE for some time. The Clerk to SACRE has written to the representative on several occasions to determine whether they wish to remain on the committee but has not received a response by the given deadline. Therefore Members are asked to consider how they wish to proceed on this matter.

### **C MEMBERSHIP REQUESTS AND WELSH GOVERNMENT CORRESPONDENCE**

At their last meeting on 19th October 2017, SACRE were advised of membership requests received from Mr Michael Gray (a Methodist Church member and lay preacher) and Mr Ken Chamberlain (of the British Humanist Association). It was explained that Mr Gray would meet the criteria for a faith group representative (subject to endorsement from the Methodist Church) whilst Mr Chamberlain could only be considered for a co-opted position, as he did not meet the criteria for a faith group representative under the guidance from Welsh Government. However, SACRE noted that both requests would need to be declined because there were no vacancies in either of the respective groups at the time.

SACRE agreed for Mr Gray and Mr Chamberlain to be notified of the current membership situation (and for their interest to be held on file pending a suitable vacancy). It was also agreed that the Clerk to SACRE would contact those representatives who have not attended a meeting for some time to determine whether they wish to remain on the committee. It was explained at the meeting that this could potentially open up some vacancies across Committee A and the co-opted group.

Since this time, discussions have taken place regarding the Humanist situation in regards to membership of Committee A across SACREs in Wales, and WASACRE have written to Welsh Government asking for clarity on the matter. Clarification has recently been received in a letter from Kirsty Williams AM Cabinet Secretary for Education which is attached at Appendix 3.

As members will be aware Circular 10/94 provides guidance on how the membership of SACRE is constituted including Committee A.

The Circular states at paragraph 103:

“The inclusion of representatives of belief systems such as humanism, which do not amount to a religion or religious denomination, on Committee A of an agreed syllabus conference or Group A of a SACRE would be contrary to the legal provisions referred to at paragraph 102”.

Whilst the appointment of persons to a SACRE is a matter for local authorities and the SACREs, Welsh Government has taken legal advice into consideration and have advised that representatives from non-religious belief systems may be appointed to Group A of a SACRE or ASCs, to ensure that SACREs/ASCs fully reflect the beliefs of the communities that they are representing and to comply with current legislation.

However, WG consider the non-religious beliefs adhered to by the person to be appointed must be analogous to a religious belief, such as humanism. To be “analogous” WG consider the non-religious beliefs must in accordance with case law under the European Convention of Human Rights and the Human Rights Act 1998 attain the necessary level of cogency, seriousness, cohesion and importance to attract protection under the Convention Rights.

An appointment is dependent on the relevant local authority’s opinion as to whether such a representative would help ensure that the relevant traditions in the local authority’s area are appropriately reflected in Group A. The final decision of an appointment rests with the local authority, and they are best placed to assess whether a SACRE has the necessary expertise and experience to properly discharge its function.

The letter from WG advised that for the avoidance of doubt, the guidance set out in the letter attached at Appendix 3 supersedes paragraph 103 of Circular 10/94.

The letter also acknowledges that there are other areas of contention within the document that need to be addressed. As there are some complex issues, consideration of those matters is still on-going and therefore a review of the guidance will be considered once all information on this matter has been received.

On the basis of this letter Mr Chamberlain has requested that the Council take steps to increase the membership of SACRE so as to include a representative of Humanists as full members of Group A.

Should SACRE wish to increase the membership of Committee A, then a recommendation will need to be made to Council for approval.

## **D RECOMMENDATIONS**

1. That SACRE note the details of the current membership and the ongoing arrangements to fill the teacher representative vacancies, including details of any replacement representatives from the relevant unions if secured by the time of the meeting.
2. That SACRE note the details regarding co-opted positions and advise how they wish to proceed on this matter.
3. That SACRE determine whether it wishes to recommend to Council an increase in the number of members comprising Committee A.

## **E BACKGROUND PAPERS**

- |            |  |
|------------|--|
| Appendix 1 | Caerphilly SACRE Membership as of June 2018                  |
| Appendix 2 | Minutes of the SACRE Inaugural Meeting - 18th September 1996 |
| Appendix 2 | Letter from Kirsty Williams AM                               |

Gadewir y dudalen hon yn wag yn fwriadol

## MEMBERSHIP UPDATE 2017/18 AS OF JUNE 2018

### THE LOCAL AUTHORITY

Councillor Mrs E.M. Aldworth  
Councillor Mrs G.D. Oliver  
Councillor J. Ridgewell  
Councillor Mrs M.E. Sargent  
Councillor J. Simmonds  
Councillor J. Taylor (SACRE Chair)

### TEACHERS ASSOCIATIONS

#### Primary Schools

NAHT Headteacher Representative – **replaced previous headteacher representative April 2018**

#### Secondary Schools

ATL Representative  
NASUWT Representative

**Vacancy** (NUT) – Secondary School Representative resigned Nov 2017

**Vacancy** (UCAC) – Primary School Representative resigned June 2017 – **Replacement Pending**

**Vacancy** (ASCL) – Secondary School Representative retired June 2017

### CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS

Church in Wales Representative (SACRE Vice-Chair)  
Roman Catholic Archdiocese Representative

#### Free Churches

Baptist Union of Wales Representative  
United Reformed Church Representative  
Salvation Army Representative

### CO OPTED MEMBERS

(1) **Vacancy** – position reserved for Race Equality First representative or similar equalities organisation

(2) Primary school representative – position held by primary school RE teacher

### OFFICERS

Mr Paul Warren (CCBC Strategic Lead for School Improvement)  
Mrs Vicky Thomas (Independent RE Consultant)

### CLERK TO SACRE

Miss Rebecca Barrett (Committee Services Officer)  
Email [barrerm@caerphilly.gov.uk](mailto:barrerm@caerphilly.gov.uk)

Gadewir y dudalen hon yn wag yn fwriadol



## **CAERPHILLY COUNTY BOROUGH COUNCIL**

### **STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION**

#### **MINUTES OF THE MEETING HELD AT THE COUNCIL OFFICES, TREDOMEN ON WEDNESDAY, 18TH SEPTEMBER 1996 AT 2.30 P.M.**

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**PRESENT:**

**REPRESENTING CAERPHILLY COUNTY BOROUGH COUNCIL:**

Councillors: W.H. Coleman, Mrs. M.J. Ellis, D.M. Gray, R. Gough, Mrs. J. Summers and M.W. Thomas

**REPRESENTING TEACHING ORGANISATIONS:**

Mrs. G. Jenkins - UCAC  
Mr. T.H. Mathias - SHA  
Mrs. C. Anthony -

**REPRESENTING RELIGIOUS BODIES:**

Mrs. B. Donovan - Roman Catholic  
Rev. N. Hodge - Church In Wales

Together with:

Head of Professional Services, ESIS Religious Education Advisers (TG & PM), Senior Solicitor (GR), Committee Services Officer (JCM).

**1. CHAIRMAN AND VICE CHAIRMAN**

Councillor D.M. Gray was elected Chairman and Councillor M.W. Thomas was elected Vice Chairman.

**2. INTRODUCTORY REMARKS**

The Director of Education's representative outlined the role, responsibilities and composition of SACRE and it was agreed that a seminar be held, as soon as possible, in order that all are aware of their individual and collective responsibilities in relation to SACRE.

**3. VACANCIES AND CO-OPTIONS**

In accordance with statutory requirements the constitution of SACRE should consist of representatives from the LEA, various religious bodies and teaching staff. The Director informed the meeting that the Education Committee agreed that the composition of the Caerphilly SACRE should be as follows:-

<b>GROUP</b>	<b>NUMBER OF MEMBERS</b>
Caerphilly County Borough Council	6
Church In Wales	1
Roman Catholic Church	1
Free Church Federal Council (representing the non established churches)	3
Teachers Associations	6
Grant Maintained School	1
Total Membership of SACRE	18 (all having voting rights)

SACRE may also nominate up to two non voting members in addition to the above. Two of the teacher associations had not yet submitted nominations and the Free Church Federal Council had given only one nominee. Two organisations had requested places on SACRE.

It was agreed that the Director of Education and Leisure be asked to report to the next meeting with proposals for membership and co-options, and regard should be had for organisations whose interests were not specifically represented in the original composition of SACRE.

#### 4. **ANNUAL REPORTS**

Members were informed that the Annual Reports of the former Gwent and Mid Glamorgan County Councils were not available for circulation.

#### 5. **AGREED SYLLABUSES FOR RELIGIOUS EDUCATION**

The Religious Education Advisers, being the Advisers of former Authorities, introduced the Agreed Syllabuses for Religious Education of both Gwent and Mid Glamorgan.

Members were informed that the Agreed Syllabus is a statutory document which is locally determined and sets out the religious education to be taught in schools. The Agreed Syllabus is subject to review every five years. As both syllabuses are currently taught in Caerphilly's schools, and neither is subject to review for sometime, an Agreed Syllabus for the Caerphilly County Borough need not be produced and implemented for sometime. However the Authority's general principle of adopting common policies in a reasonable timescale needed to be recognised. A report on this matter should be brought to the next meeting.

#### 6. **PROCEDURE FOR FUTURE MEETINGS**

Members were reminded that each group represented on SACRE is entitled to one vote. In order that each group has the opportunity to discuss particular matters on which a vote may need to be taken it was agreed that each group should meet before the SACRE meeting and a spokesperson for each group be nominated to represent the views of their group. The spokesperson will also represent the Caerphilly SACRE at meetings of outside organisations. A constitution would be drafted by the Authority's Legal Department to aid this process and other aspects of the SACRE operation and will be considered at the next meeting.

#### 7. **CALENDAR OF FUTURE MEETINGS AND AGENDA ITEMS**

It was agreed to meet every half-term until Summer 1997 at dates to be determined.

The Religious Education Advisers outlined items that will need to be considered at future meetings which included:-

- (i) Assessment of Religious Education;
- (ii) Increasing the profile of Religious Education in the 6th Form;
- (iii) Membership of WASACRE;
- (iv) Membership of the Christian and Education Movement Wales.

Further consideration will be given at a future meeting to affiliating to the Bodies, from which requests for representation have been received. In the meantime it was agreed that the Chairman should represent Caerphilly SACRE at meetings of outside organisations.

It was further agreed that visits to schools be arranged in order that members observe Religious Education lessons.

Gadewir y dudalen hon yn wag yn fwriadol

Kirsty Williams AC/AM  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education



Llywodraeth Cymru  
Welsh Government

Local Authority Directors of Education

3 May 2018

Dear Colleagues

I am writing to update you in relation to the governance and membership on Standing Advisory Councils on Religious Education (“SACREs”) and Agreed Syllabus Conferences (“ASCs”).

As you may be aware, the extant guidance relating to SACRE membership is laid out in Circular 10/94 (published by the former Welsh Office in 1994). The circular is non-statutory and is neither binding nor authoritative but there have been a number of queries recently on the issue of membership to Group A of a SACRE. Specifically, on whether persons who hold non-religious beliefs (such as Humanists) should be permitted full membership on Group A in light of the Human Rights Act 1998. For information, details on how membership to a SACRE is constituted is included at Annex A.

The circular states at paragraph 103:

“The inclusion of representatives of belief systems such as humanism, which do not amount to a religion or religious denomination, on Committee A of an agreed syllabus conference or Group A of a SACRE would be contrary to the legal provisions referred to at paragraph 102”.

The appointment of persons to a SACRE is a matter for local authorities and the SACREs. However, taking legal advice into consideration, I am of the opinion that representatives from non-religious belief systems may be appointed to Group A of a SACRE or ASCs, to ensure that SACREs/ASCs fully reflect the beliefs of the communities that they are representing and to comply with current legislation.

It is the view of the Welsh Government that:

- to ensure compatibility with the Human Rights Act 1998 the provisions relating to the constitution of SACRES and ASCs in the 1996 Act are to be interpreted as

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0300 0604400

[Gohebiaeth.Kirsty.Williams@llyw.cymru](mailto:Gohebiaeth.Kirsty.Williams@llyw.cymru)  
[Correspondence.Kirsty.Williams@gov.wales](mailto:Correspondence.Kirsty.Williams@gov.wales)

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

permitting the appointment of persons who represent holders of non-religious beliefs in the same way as they permit the appointment of persons who represent holders of religious beliefs; (section 390(4)(a) of, and paragraph 4(2)(1) of Schedule 31 to, the 1996 Act). However, we consider the non-religious beliefs adhered to by the person to be appointed must be analogous to a religious belief, such as humanism. To be “analogous” we consider the non-religious beliefs must in accordance with case law under the European Convention of Human Rights and the Human Rights Act 1998 attain the necessary level of cogency, seriousness, cohesion and importance to attract protection under the Convention Rights.

- an appointment is dependent on the relevant local authority’s opinion as to whether such a representative would help ensure that the relevant traditions in the local authority’s area are appropriately reflected in Group A. The final decision of an appointment rests with the local authority, and they are best placed to assess whether a SACRE has the necessary expertise and experience to properly discharge its function.

The same principle applies in relation to appointments to Agreed Syllabus Conferences (ASCs).

For the avoidance of doubt, the guidance set out in this letter supersedes paragraph 103 of Circular 10/94.

With regards to an updating Circular 10/94, I am aware that there are other areas of contention within the document that need to be addressed. As there are some complex issues, consideration of those matters is still on-going and therefore a review of the guidance will be considered once all information on this matter has been received.

I hope this provides clarification on these matters.

Yours sincerely



**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg

Cabinet Secretary for Education

## Annex A

1. The functions of a SACRE are set out in section 375 of the Education Act 1996 (“the 1996 Act”) and broadly those are to advise a local authority in respect of matters relating to religious education and collective worship. Section 390 of the 1996 Act set out how a SACRE is to be constituted as follows:
  - a) a group of persons to represent Christian denominations and other religions and denominations as in the opinion of the authority appropriately reflect the principal religious traditions in the area. The number of persons appointed should reflect broadly the proportionate strength of the particular denomination or religion in the area (“Group A”);
  - b) a group of persons representing associations that represent teachers; and
  - c) a group of persons to represent the authority.
2. In addition a SACRE may include co-opted members onto it. Such members are to be appointed on the terms as may be determined by those co-opting that person i.e. the SACRE itself (section 392(5) of the 1996 Act). Co-opted members cannot take part in a group vote.

Gadewir y dudalen hon yn wag yn fwriadol



## CAERPHILLY COUNTY BOROUGH COUNCIL

**REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**DATE: 13TH JUNE 2018**

**SUBJECT: WASACRE WITHDRAWAL FROM RE SURVEY: UPDATE**

### **A BACKGROUND**

Following requests from schools, the Wales Association of SACREs (WASACRE) recently published a guidance document entitled *Managing the Right of Withdrawal from Religious Education* which was provided free of charge to all schools in Wales. This useful guidance document is intended to support schools dealing with withdrawal and also to share with parents who may be considering withdrawing their child from RE.

A short questionnaire was sent to SACRE clerks for circulation to schools in their local authority to help WASACRE gain an accurate awareness of the instances of withdrawal from Religious Education across schools in Wales. The clerks to SACRE were asked to send the completed information to WASACRE for analysis.

The results for Caerphilly schools are as follows:

#### **Secondary schools**

3 out of 14 schools responded (21%)

*Complete Withdrawal* – two schools responded that parents exercised their right of complete withdrawal from RE. 3 sets of parents and 9 pupils have withdrawn.

#### **Reasons:**

- Family are Wiccans
- No reason given

*Partial Withdrawal* - No parents exercised their right of partial withdrawal from RE

#### **Primary schools**

22 out of 76 schools responded (30%)

*Complete Withdrawal* - 2 schools responded that parents exercised their right of complete withdrawal from RE. 2 sets of parents and 2 pupils have withdrawn

#### **Reasons:**

- Families were Jehovah Witness

*Partial Withdrawal* - 2 schools responded that parents exercised their right of partial withdrawal from RE. 2 sets of parents and 4 pupils have withdrawn.

#### **Reasons:**

- Families were Jehovah Witness

**B RECOMMENDATION**

For SACRE to discuss the survey responses, which have been sent to Gill Vaisey (Religious Education Consultant and Vice Chair of WASACRE) in order to conduct an analysis on behalf of WASACRE.

**C SUPPORTING INFORMATION**

Appendix 1 Responses to the WASACRE Withdrawal from RE Survey

## WITHDRAWAL INFORMATION FROM THOSE SCHOOLS WHO HAVE RESPONDED TO THE SURVEY

PRIMARY SCHOOLS (22 OUT OF 76 SCHOOLS RESPONDED)										
SCHOOL	Slip returned	No of parents (families) complete withdrawal	Total No of pupils withdrawn	Total No of parents who have given a reason	Reason/s	No of parents (families) partial withdrawal	Total No of pupils withdrawn	What aspects withdrawn	Total No of parents/ families who have given a reason	Reason/s
1	Yes	0	0	0	N/A	0	0	N/A	0	N/A
2	Yes	0	0	0	N/A	1	2	Everything apart from Old Testament	1	Jehovah's Witnesses
3	Yes	0	0	0	N/A	0	0	N/A	0	N/A
4	Yes	0	0	0	N/A	0	0	N/A	0	N/A
5	Yes	0	0	0	N/A	0	0	N/A	0	N/A
6	Yes	1	1	1	They state that as Jehovah's Witnesses they do not wish their son to hear about other religions as they believe in one true God.	0	0	N/A	0	N/A
7	Yes	0	0	0	N/A	0	0	N/A	0	N/A
8	Yes	0	0	0	N/A	1	2	Worshipping God in a different way to their beliefs (a Christian assembly)	1	Jehovah's Witnesses

**APPENDIX 1**

<b>PRIMARY SCHOOL</b>	<b>Slip returned</b>	<b>No of parents (families) complete withdrawal</b>	<b>Total No of pupils withdrawn</b>	<b>Total No of parents who have given a reason</b>	<b>Reason/s</b>	<b>No of parents (families) partial withdrawal</b>	<b>Total No of pupils withdrawn</b>	<b>What aspects withdrawn</b>	<b>Total No of parents/ families who have given a reason</b>	<b>Reason/s</b>
9	Yes	0	0	0	N/A	0	0	N/A	0	N/A
10	Yes	0	0	0	N/A	0	0	N/A	0	N/A
11	Yes	0	0	0	N/A	0	0	N/A	0	N/A
12	Yes	0	0	0	N/A	0	0	N/A	0	N/A
13	Yes	1	1	1	Jehovah's Witnesses	0	0	N/A	0	N/A
14	Yes	0	0	0	N/A	0	0	N/A	0	N/A
15	Yes	0	0	0	N/A	0	0	N/A	0	N/A
16	Yes	0	0	0	N/A	0	0	N/A	0	N/A
17	Yes	0	0	0	N/A	0	0	N/A	0	N/A
18	Yes	0	0	0	N/A	0	0	N/A	0	N/A
19	Yes	0	0	0	N/A	0	0	N/A	0	N/A
20	Yes	0	0	0	N/A	0	0	N/A	0	N/A
21	Yes	0	0	0	N/A	0	0	N/A	0	N/A
22	Yes	0	0	0	N/A	0	0	N/A	0	N/A

**SECONDARY SCHOOLS (3 OUT OF 14 SCHOOLS RESPONDED)**

<b>SCHOOL</b>	<b>Slip returned</b>	<b>No of parents (families) complete withdrawal</b>	<b>Total No of pupils withdrawn</b>	<b>Total No of parents who have given a reason</b>	<b>Reason/s</b>	<b>No of parents (families) partial withdrawal</b>	<b>Total No of pupils withdrawn</b>	<b>What aspects withdrawn</b>	<b>Total No of parents/ families who have given a reason</b>	<b>Reason/s</b>
1	Yes	0	0	0	N/A	0	0	N/A	0	N/A
2	Yes	1	7	1	Family are Wiccans					
3	Yes	2	2	0	None given	0	0	N/A	0	N/A

## CAERPHILLY COUNTY BOROUGH COUNCIL

**REPORT TO:** STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

**DATE:** 13TH JUNE 2018

**SUBJECT:** UPDATE ON NATIONAL CURRICULUM REVIEW

### **A BACKGROUND**

Professor Donaldson's 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”.*

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.

#### **Timescales**

- April 2018: the Pioneer group will feedback to the Curriculum Assessment Group. Draft curriculum available for feedback. The next step is to develop progression frameworks.
- Late May 2018: Newsletter to SACREs
- WG and WASACRE intend to hold a National Conference/s for SACREs to discuss the draft curriculum proposals (Autumn term)
- January 2020: the final curriculum and assessment arrangements will be published, to be implemented in 2022.
- September 2022: All maintained schools and settings using new curriculum and assessment arrangements (roll-out starting with primary and Year 7 and then year by year.

### **B RECOMMENDATION**

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

### **C SUPPORTING INFORMATION**

- Appendix 1 SACRE Update Newsletter from Welsh Government - May 2018  
Appendix 2 Humanities AoLE Proposals

Gadewir y dudalen hon yn wag yn fwriadol

## SACRE Update Newsletter from Welsh Government – May 2018

Dear SACRE members,

Thank you for considering the content of the last update regarding Religious Education and the Humanities Area of Learning and Experience (AoLE), sent to you in January 2018. We are grateful for the responses received. They have been shared with the Humanities AoLE group and are informing their work during the summer term.

### The Humanities AoLE

In the last newsletter, I outlined the 'What Matters' approach that we have adopted for designing the new curriculum for Wales and shared some initial drafts from the Humanities group with you. During the spring term, the Humanities AoLE pioneer group has been further refining their What Matters statements and accompanying rationales. They have also developed draft progression frameworks outlining broadly the learning journey at ages 5, 8, 11, 14 and 16 (Progression Steps 1-5). Please be aware that these frameworks reflect the work undertaken so far in relation to progression and will form the basis for articulating progression and developing Achievement Outcomes in the new curriculum. The progression frameworks themselves are not curriculum elements in their own right.

I attach the latest proposals from the Humanities AoLE group and would like to invite you to comment on the work completed to date. I would be grateful if comments could be sent to: [pauline.smith@gov.wales](mailto:pauline.smith@gov.wales) by 1 July 2018.

Further information, as well as the proposals for all six of the AoLEs (including the Humanities), will be published shortly on our website:  
<http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales-curriculum-for-life/?lang=en>

### Next steps

During the coming months, the AoLE pioneer group will be further developing their proposals and concentrating on:

- Outlining the knowledge, skills and experiences that are essential to supporting the What Matters statements.
- Developing Achievement Outcomes for ages 5, 8, 11, 14 and 16

We will also be focusing on clarifying the relationship between the Humanities AoLE and the locally agreed syllabus. We will be working closely with representatives from WASACRE and NAPfRE to develop proposals as well as an engagement process to seek your views during the autumn term.

Best wishes,

Manon

[Manon Jones](#)

Is – Adran y Cwricwlwm, Aseu ac Addysgeg, /Curriculum, Assessment and  
Pedagogy Division  
Addysg / Education  
Llywodraeth Cymru/Welsh Government  
Ffôn/Tel: 03000 252240





## **Humanities AoLE proposals**

### **Statement detailing how the AoLE supports the 4 purposes**

Humanities is the study of the human experience in the past and present. It includes historical, geographical, religious, political, economic and societal factors and concepts.

Through exploring 'what matters' about the humanities, learners will study the past and present, imagine possible futures and learn about people, place, time and beliefs in order to become ambitious, capable learners. They will build, communicate and apply effectively a solid base of knowledge and understanding of historical, geographical, political, economic, religious and societal concepts.

Learners will develop a range of skills and dispositions to become enterprising, creative contributors and responsible citizens, improving the lives of people in their local community, Wales and the wider world. They will contribute positively to these and engage critically with local, national and global issues.

Through understanding and respecting different beliefs and understanding how to exercise their democratic rights and responsibilities, learners will become ethical, informed citizens. They will consider, explore and make informed choices about sustainability and the impact of their actions. They will learn about rights, values, ethics, beliefs and philosophy.

By developing their personal stances on matters of faith, spirituality, sustainability and social inclusion, they will become healthy, confident individuals, ready to lead fulfilling lives as valued members of society. Exploring their environment will help them to develop their well-being and their sense of place.

## **What Matters statements and their accompanying rationales**

### **1. Our natural world is diverse and dynamic, influenced by physical processes and human actions.**

Studying the humanities helps learners to identify, understand and analyse the dynamic nature of Wales and the world. Human responsibility for our natural world, can be influenced by diverse beliefs, practices, ethics and philosophies. Innovation, economic and technological developments have shaped and continue to shape our natural world. It is also important to understand how human actions can be influenced by, and affect, the natural environment. Physical processes have major impacts on places, environments, landscapes and the lives of people. Appreciating these complex patterns and connections between the past, present and future is important for the understanding of the cause and consequences of change.

### **2. Society has been shaped and influenced by human behaviour and beliefs**

In the past, societies have been formed and influenced by individuals, communities, political and economic factors, cultural values and religious beliefs and practices. Societies have experienced continuity and change that affected people's lives, in Wales and the wider world. The causes and consequences of human interactions in the past have shaped the world and how it has developed in different times and places. Exploring past human interactions has intrinsic value.

### **3. Humanity faces many challenges and opportunities, that require informed and considered responses.**

Understanding current local, national and global challenges and opportunities is essential to be an ethical and informed citizen. Learners should develop informed views about political, economic, technological, social, religious, cultural and environmental challenges and opportunities that people in Wales and the wider world face. Learners understand that beliefs, experiences and circumstances can influence the varied responses of themselves and others. By engaging with fundamental and philosophical questions about the challenges and opportunities that face humanity, learners will develop the knowledge and skills to form and justify opinions, and understand values, beliefs and viewpoints.

### **4. People view the experiences of humanity through a range of lenses.**

Humanities provides learners with a variety of lenses through which they develop an understanding of the human experience. These lenses are drawn from a growing understanding of the disciplines that make up the Humanities, and the way in which they interconnect. They give learners an understanding of how others construct narratives to record and represent the human experience and how to understand, interpret, and represent the experience of humanity themselves. Learners appreciate how and why interpretations and representations are constructed in order to critically question and evaluate their validity.

### **5. The process of enquiry allows people to make sense of and engage with the world.**

Studying the humanities develops the skills of disciplinary enquiry. Learners pose questions and develop hypothesis across the humanities. By gathering, evaluating and analysing evidence from a range sources, learners can interpret layers of meaning and connect information to attain relevant knowledge to inform their understanding. Through thinking critically and reflectively about the evidence they've analysed, they learn to make coherent, substantiated judgements and responses. Learners critically evaluate the effectiveness of the enquiry process followed and how well it has helped them to make sense of and engage with the world.

### **6. Citizens should be ethical, informed and engage in life and work**

Humanities encourages learners to think critically about ethical, economic, entrepreneurial or social engagement in their communities. Learners will understand their rights and responsibilities as ethical citizens, and the importance of ensuring that they respect the rights of others. Learners understand individuals' legal and moral responsibilities and the consequences of failing to act accordingly. Learners will develop an understanding of identity and self-awareness and are conscious of their own role in society and of the religious, moral and ethical influences on people's lives.

**\*Please be aware that the Humanities AoLE group is currently working on outlining the key knowledge, skills and experiences essential to supporting the What Matters statements and rationales. A draft of this work will be shared with you in due course.**

## Progression frameworks

### 1. Our natural world is diverse and dynamic, influenced by physical processes and human actions.

Studying the humanities helps learners to identify, understand and analyse the dynamic nature of Wales and the world. Human responsibility for our natural world, can be influenced by diverse beliefs, practices, ethics and philosophies. Innovation, economic and technological developments have shaped and continue to shape our natural world. It is also important to understand how human actions can be influenced by, and affect, the natural environment. Physical processes have major impacts on places, environments, landscapes and the lives of people. Appreciating these complex patterns and connections between the past, present and future is important for the understanding of the cause and consequences of change.

Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
<p>Learners identify changes that occur over time within their local places, environments, landscapes and the lives of people around them.</p> <p>Learners can describe what has happened or is happening and what might happen next in their own immediate environment.</p> <p>Learners recognise their immediate environment.</p> <p>Learners describe location, weather and seasons.</p>	<p>Learners acknowledge that some aspects of places, environments, landscapes and the lives of people change over time and other aspects stay the same over time.</p> <p>Learners can identify the differences between a cause and a consequence within the natural world.</p> <p>Learners describe their local environment setting in the context of Wales and some of the physical features in Wales.</p> <p>Learners construct maps using a key and appropriate symbols.</p>	<p>Learners recognise and describe changes and continuity that occur in places, environments and the lives of people.</p> <p>Learners identify multiple causes and consequences relating to the natural world and begin to understand how these are linked to people's lives and actions.</p> <p>Learners understand how the world consists of varied environments.</p> <p>Learners identify the impact that human activity has on the environment on a national and international scale.</p> <p>Learners locate places on maps and construct more detailed traditional and digital maps using a key and appropriate symbols</p>	<p>Learners understand and explain that change and continuity can vary in terms of pace and scale and vary in the extent of which they contribute to trends.</p> <p>Learners explain and evaluate the causes and consequences of changes over time and sudden events within the natural world.</p> <p>Learners evaluate different perspectives about the cause of events in the natural world and predict possible consequences.</p> <p>Learners locate places and develop an understanding of place, environment and patterns at a range of scales.</p> <p>Learners understand a range of physical and human processes and their interactions. Learners describe and explain patterns and distributions on a range of scales.</p> <p>Learners describe the location of places and the implications of locations for human activity using traditional and digital cartographic techniques</p>	<p>Learners critically examine how change and continuity do not occur in isolation and are interdependent.</p> <p>Learners categorise multiple causes and consequences, and analyse how they interact.</p> <p>Learners identify and understand the intentional and unintentional consequences within the natural world.</p> <p>Learners understand the complexity and dynamism of the natural world and of the interdependence of people and the natural environment.</p> <p>Learners select and justify methods to represent places, environments and patterns cartographically.</p>

## 2. Society has been shaped and influenced by human behaviour and beliefs

In the past, societies have been formed and influenced by individuals, communities, political and economic factors, cultural values and religious beliefs and practices. Societies have experienced continuity and change that affected people's lives, in Wales and the wider world. The causes and consequences of human interactions in the past have shaped the world and how it has developed in different times and places. Exploring past human interactions has intrinsic value.

Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
<p>Learners develop a sense of past culture including what it means to be Welsh. Learners develop an awareness and sense of time. Learners describe what has happened and the passage of time. Learners recognise and describe special times or events in their lives and for family or friends and can recognise changes in their own lives and abilities. Learners recognise that people may believe different things and practise their beliefs in different ways.</p>	<p>Learners identify past cultural practices within different communities within Wales and the wider world. Learners sequence events and understand that the past can be divided into broad periods. Learners acknowledge that societies are not fixed, that there are changes, which have occurred spanning centuries. They recognise that one way changes can be identified is by looking at developments over time. They identify similarities and differences between two time periods or in their immediate environment and give descriptions of the changes.</p> <p>Learners describe the differences between a cause and a consequence. They recognise the causes and consequences of past events and/ or human behaviours. Learners understand that society is made up of several groups of people who often believe different things and practise in different ways. These beliefs can influence the way they have lived.</p> <p>Learners understand that religious and non-religious worldviews change over time as a result of factors such as historical events, geographical and societal changes and technological developments.</p>	<p>Learners understand that different past cultural practices contribute to the diverse nature of societies. Learners make connections and comparisons about the change and continuity of societies at different points in time and understand how communities have changed.</p> <p>Learners identify the multiple short and long term causes and consequences of past change, including industrial and technological developments. They make links between them and understand how these changes have a positive or negative affect on people's lives and actions. They understand how people have made significant contributions to Welsh society.</p> <p>Learners understand that people share core beliefs and practices but that there can be many differences between them. They identify how these have impacted and influenced actions and decisions of people.</p> <p>Learners understand that religions do not stay the same; they change over time as a result of a number of factors, such as political and cultural differences and historical, geographical, societal and technological changes.</p>	<p>Learners understand how the causes and consequences of past events are significant to the formation and evolution of societies. They understand how systems of government in Wales have changed over time and how these compare with another system.</p> <p>Learners understand that past human behaviour and interactions influence cultural diversity.</p> <p>Learners give reasoned examples to show that change can be described as a flow over a longer period of time in terms of pace, extent, trends or specific turning points and that these flows might have greater importance than the changes individually.</p> <p>Learners analyse relationships across time, place and economy. They explain the positive or negative perspectives about the causes and consequences of past events.</p> <p>Learners understand that the views of people in Wales and the wider world are multi-dimensional and include a range of elements. Learners understand that diverse religious beliefs and practices have impacted on the lives of individuals and societies of Wales and the world. They understand the importance of valuing diversity and respecting each other's right to difference.</p>	<p>Learners can identify and explain the complex nature of past political, economic, social, technological, legal, environmental and religious communities, at different scales.</p> <p>Learners understand the democratic and legal developments in Wales. They understand the different structures and systems for governance in Wales and the wider world and the impact this has had upon societies. They understand how citizens have met their responsibilities and exercised their rights in local, national, and global contexts. Learners critically examine how change and continuity has not been a single process. They understand how cultures have adapted and changed and that this has had consequences for society. Learners analyse links between features of societies across periods of time, the significant changes and similarities over time and draw reasoned and justified conclusions.</p> <p>Learners categorise multiple causes and consequences and analyse how they have interacted. They understand that past causes, consequences and explanations of events significant to Wales and the Welsh people are complex and how and why they were contested.</p> <p>Learners evaluate how conflicts and opportunities arise from different cultural beliefs and practices, and how these</p>

				<p>have been addressed with differing outcomes.</p> <p>Learners understand that many issues such as progression in science, philosophy, history, sociology and the media, as well as such issues as gender, sexuality, marriage, the environment and the role of religion in education, have challenged peoples' views and beliefs and responses to these issues.</p> <p>Learners evaluate how differences in peoples' beliefs and practises, have allowed them to work and live together in mutual respect and tolerance or whether their differences have made such co-operation challenging</p>
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**3. Humanity faces many challenges and opportunities, that require informed and considered responses.**

Understanding current local, national and global challenges and opportunities is essential to be an ethical and informed citizen. Learners should develop informed views about political, economic, technological, social, religious, cultural and environmental challenges and opportunities that people in Wales and the wider world face. Learners understand that beliefs, experiences and circumstances can influence the varied responses of themselves and others. By engaging with fundamental and philosophical questions about the challenges and opportunities that face humanity, learners will develop the knowledge and skills to form and justify opinions, and understand values, beliefs and viewpoints.

Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
<p>Learners explore challenges and opportunities that people in Wales and the wider world face.</p> <p>Learners explore and communicate their own experiences about challenges and opportunities explored and how these affect their lives.</p>	<p>Learners identify and explore challenges and opportunities that people in Wales and the wider world face.</p> <p>Learners respond to questions about challenges and opportunities explored.</p> <p>Learners communicate their own opinions about challenges and opportunities explored and recognise that others may think differently.</p>	<p>Learners examine a range of challenges and opportunities that people in Wales and the wider world face are interconnected.</p> <p>Learners formulate questions about and give possible responses to, challenges and opportunities faced.</p> <p>Learners form their own opinion about challenges and opportunities explored, giving justification.</p> <p>Learners understand that beliefs, experiences and circumstances can influence their responses and the varied responses of others.</p>	<p>Learners analyse interconnected and complex challenges and opportunities that people in Wales and the wider world face.</p> <p>Learners investigate and evaluate the responses to fundamental and philosophical questions about the challenges and opportunities that face humanity.</p> <p>Learners develop informed views on challenges and opportunities that people in Wales and the wider world face and are open to having their opinions changed.</p> <p>Learners independently communicate an organised account of a range of opinions about challenges and opportunities explored influenced by beliefs, experiences and circumstances, resulting in a justified conclusion</p>	<p>Learners critically analyse the interdependent nature of challenges and opportunities that people in Wales and the wider world face, and the impact of responses to them.</p> <p>Learners critically analyse the responses to fundamental and philosophical questions about the challenges and opportunities faced.</p> <p>Learners analyse a range of evidence to form an independent and coherent account of their own and other's views resulting in a substantiated and well-balanced conclusion.</p>

**4. People view the experiences of humanity through a range of lenses.**

Humanities provides learners with a variety of lenses through which they develop an understanding of the human experience. These lenses are drawn from a growing understanding of the disciplines that make up the Humanities, and the way in which they interconnect. They give learners an understanding of how others construct narratives to record and represent the human experience and how to understand, interpret, and represent the experience of humanity themselves. Learners appreciate how and why interpretations and representations are constructed in order to critically question and evaluate their validity.

Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
<p>Learners recognise the difference between true and false.</p> <p>Learners recognise different viewpoints in familiar experiences.</p>	<p>Learners recognise that some things are 'facts' and some are opinions.</p> <p>Learners identify that human experiences have been viewed and represented in different ways.</p> <p>Learners describe what simple pieces of evidence show them about human experiences.</p>	<p>Learners distinguish between 'fact' and 'opinion' and give reasons for this.</p> <p>Learners recognise that there are different perspectives and ways of viewing human experiences.</p> <p>Learners understand how and why human experiences can be viewed in different ways by different people based on evidence</p> <p>Learners acknowledge the explicit nature of the individual disciplines within Humanities (geography, history, R.E, economics).</p>	<p>Learners consider and justify different viewpoints on human experiences. They identify and understand bias.</p> <p>Learners understand and analyse why human experiences have been interpreted in different ways, all based on the same evidence.</p> <p>Learners evaluate different interpretations that are offered in evidence.</p> <p>Learners understand that there are many ways of interpreting the past and that it is impossible to discover 'what really happened'.</p> <p>Learners recognise that interpretations are narratives of human experiences and not necessarily the reality.</p> <p>Learners identify the similarities/commonalities and differences between the disciplines.</p>	<p>Learners evaluate the credibility, validity and bias in viewpoints and perspectives.</p> <p>Learners critically question why contrasting narratives and interpretations have been constructed from the same evidence.</p> <p>Through the varying disciplines of Humanities, learners apply their knowledge to critically analyse and evaluate interpretations of human experiences using a variety of sources.</p> <p>Learners understand the interconnectedness of the disciplines to allow for a holistic appreciation of human experiences whilst also appreciating that disciplines offer an individual view of these experiences.</p>

**5. The process of enquiry allows people to make sense of and engage with the world.**

Studying the humanities develops the skills of disciplinary enquiry. Learners pose questions and develop hypothesis across the humanities. By gathering, evaluating and analysing evidence from a range sources, learners can interpret layers of meaning and connect information to attain relevant knowledge to inform their understanding. Through thinking critically and reflectively about the evidence they've analysed, they learn to make coherent, substantiated judgements and responses. Learners critically evaluate the effectiveness of the enquiry process followed and how well it has helped them to make sense of and engage with the world.

Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
<p>Learners draw on their own personal experiences to respond to physical objects and real events.</p> <p>Learners collect, sort and group physical objects.</p> <p>Learners make and record observations about physical objects and real events.</p>	<p>Learners ask and respond to factual questions about physical objects and real events.</p> <p>Learners choose from evidence provided to gather information and gain ideas to answer specific questions.</p> <p>Learners are aware of the difference between 'facts' and opinions.</p> <p>Learners make judgements about the usefulness of evidence based on the relevance of its content.</p> <p>Learners deduce connections between information gathered from evidence to inform their understanding.</p> <p>Learners communicate their findings, justifying the reasons for their conclusions.</p> <p>Learners identify what did and did not work during their enquiry. Learners make initial connections between the elements of the enquiry process.</p>	<p>Learners use knowledge and experiences to formulate questions in order to begin a line of enquiry or solve a problem.</p> <p>Learners suggest where they might find evidence for themselves.</p> <p>Learners distinguish between 'facts', beliefs and opinions and give reasons for this.</p> <p>Learners identify that there are different interpretations.</p> <p>Learners draw conclusions about the intended purpose of the evidence.</p> <p>Learners consider the validity and reliability of a range of evidence.</p> <p>Learners infer meaning from evidence</p> <p>Learners presents conclusions for their findings and can describe an evidence-supported decision or conclusion based on their enquiry process.</p> <p>When evaluating the enquiry, learners explain the process, giving reasons to support its success. Learners understands that each of these elements work together as part of a larger process of enquiry, and that this process can be used across a variety of questions in the classroom, both ones that are presented in school as well as questions initiated by the learner.</p>	<p>Learners make connections with their knowledge and experiences to formulate a line of enquiry, independently</p> <p>Learners identify and select a variety of evidence independently within Humanities disciplines.</p> <p>Learners identify bias and consider it when evaluating evidence.</p> <p>Learners know the difference between qualitative and quantitative data.</p> <p>Learners evaluate the usefulness and analyse the reliability of evidence based on its content, authorship and purpose.</p> <p>Learners understands the significance of sources of authority and are beginning to assess the impact of them.</p> <p>Learners interpret layers of meaning and connect information to attain relevant knowledge to inform their understanding.</p> <p>When presenting conclusions for their findings, they describe the decision or conclusion they have taken, and understand that it is possible for different</p>	<p>Learners identify and develop a comprehensive line of enquiry to develop hypotheses about the context of study.</p> <p>Learners understand and independently apply/follow the different enquiry methods of humanities disciplines.</p> <p>Learners gather a variety of relevant evidence independently, including quantitative and qualitative data.</p> <p>Learners interpret evidence and infer meaning, and draw conclusions, synthesising a range of evidence.</p> <p>Learners also evaluate the usefulness of the evidence and analyse its reliability based on content, origins, purpose and context.</p> <p>Learners identify weaknesses in selective statistical presentation of data.</p> <p>Learners assess the impact of sources of authority.</p> <p>Learners make coherent, substantiated judgements and responses which are balanced and take into consideration a range of viewpoints.</p> <p>Learners understand that all the elements are critical to enquiry, both within Humanities and more broadly across domains, that the overall</p>



		<p>people to come to different conclusions even if they use the same evidence.</p> <p>When evaluating the process, learners describe the steps that were taken, what worked and did not work, and suggest how the process or method could be improved, with some reference to success criteria. Learners understand that each of these elements form part of a process of enquiry, that the process requires each of these elements, and that this enquiry process can be applied to answer a variety of questions related to Humanities.</p>	<p>integrity of the process depends upon how well each element was carried out, and that the enquiry process can be used to help understand and solve a variety of questions and problems in Wales and the larger world.</p>
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## 6. Citizens should be ethical, informed and engage in life and work

Humanities encourages learners to think critically about ethical, economic, entrepreneurial or social engagement in their communities. Learners will understand their rights and responsibilities as ethical citizens, and the importance of ensuring that they respect the rights of others. Learners understand individuals' legal and moral responsibilities and the consequences of failing to act accordingly. Learners will develop an understanding of identity and self-awareness and are conscious of their own role in society and of the religious, moral and ethical influences on people's lives.

Progression Step 1	Progression Step 2	Progression Step 3	Progression Step 4	Progression Step 5
<p>Learners understand that they have an identity, and that they belong to their immediate communities and that a sense of belonging is important to people. They recognise that they and others have different roles and responsibilities within their communities.</p> <p>Learners communicate their feelings and demonstrate responsibility for themselves and their immediate surroundings.</p> <p>Learners understand that people have different types of jobs and do different types of work. They recognise what is right or wrong. Learners are aware that there are different religions and people are diverse.</p>	<p>Learners develop a sense of identity and that they engage with a range of communities. They understand the importance of roles and responsibilities within those communities.</p> <p>Learners explore the concept of self-realisation and can appreciate alternative views. They demonstrate responsibility and their immediate and wider environment, giving reasons why this is important,</p> <p>Learners understand the consequences of their actions and can recognise that they have to take responsibility for decisions that they make.</p> <p>Learners understand that beliefs impact practices and what is acceptable behaviour (religious and non-religious).</p> <p>Learners will describe the differences between peoples' jobs and work and understand that there are different roles in society. Learners will be given the opportunity to be enterprising and understand what a business is.</p> <p>Learners are aware of ethical issues, e.g. how resources are obtained / created.</p>	<p>Learners understand their own multiple identities and can reflect upon other peoples' identities.</p> <p>They have opportunities to take an active role as a responsible citizen within their local and wider community. Learners give examples of social justice and moral responsibility and make links with how their own choices and behaviour affects local, national and global issues.</p> <p>Learners acknowledge that people have different preferences, views and beliefs and can explain how this can impact and influence their actions and decisions.</p> <p>They explain the concept of a democratic community, including the implementation of rules and laws. They describe a range of jobs and roles that exist within different sectors of the economy.</p> <p>Learners develop entrepreneurial skills through a range of experiences. They identify ethical issues and explore a range of responses.</p>	<p>Learners understand the varying identities of others and the ways in which communities interact. They identify and take an active role as a responsible citizens within their local and wider community. They understand the rights and responsibilities of citizens in Wales and the wider world.</p> <p>Learners compare a range of preferences, views and beliefs. They critically analyse how beliefs impact moral and ethical decision making and contribute to self-realisation. They can identify, plan and implement action recognising the level of effective decisions to maximize impact.</p> <p>Learners can evaluate the process identifying the success of the outcome of their decisions and formulate conclusions.</p> <p>They recognise the impacts of government, democracy, rights and responsibilities within Wales and the wider world and how changes can impact decisions made.</p> <p>They understand the range and importance/hierarchy of jobs and roles within various sectors of the economy. They understand the different roles and functions within businesses and organisations. They will be independent when acting in enterprising and entrepreneurial ways.</p>	<p>Learners describe how communities interact and explain how and why these interactions have evolved. They independently plan and action an active role as responsible and ethical citizens within their local and wider community. They critically analyse and evaluate varying citizenship issues.</p> <p>Learners compare and contrast differing beliefs and practices (religious and non-religious). They develop and support their own ideas and engage with moral and ethical issues in Wales and the wider world.</p> <p>Learners independently identify and implement effective action and critically evaluate the impact and process, reaching substantiated conclusions.</p> <p>Learners have an understanding of the varied range of economic roles in a variety of sectors. They understand the business processes. They develop skills to be able to plan an enterprise activity independently.</p> <p>Learners combine their understanding of ethics, beliefs and values to make reasoned choices and empathise with choices made by others. They have the skills to engage confidently and competently as informed, empathetic, self-aware citizens.</p>

**\*Please be aware that the Humanities AoLE group is currently using these frameworks as a basis for articulating progression and developing Achievement Outcomes for the new curriculum.**

DRAFT

Gadewir y dudalen hon yn wag yn fwriadol

## CAERPHILLY COUNTY BOROUGH COUNCIL

**REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**DATE: 13TH JUNE 2018**

**SUBJECT: ESTYN – UPDATES ON SPIRITUAL DEVELOPMENT DOCUMENTS AND THEMATIC REVIEW**

### **A BACKGROUND**

Estyn recently issued an information update on Spiritual Development and Collective Worship as follows:

#### **Estyn: Update for inspectors (April 2018): Spiritual development and daily acts of collective worship**

In the guidance handbooks for the inspection of schools, we require inspection teams to consider the provision for pupils' spiritual development and daily acts of collective worship under 4.2.

It is important to remember that inspection teams must consider these aspects on each inspection and each report is likely to contain some comment on these aspects of pupils' development. However, each report does not need to contain a set number of sentences dealing with the spiritual, moral, social and cultural development of pupils, and we do not expect inspectors to report on these aspects in a formulaic way. It is up to each inspection team to weigh up the significance of any strengths and weaknesses in each inspection area.

Inspectors may also report on acts of collective worship 'by exception'. This means that they may report on some aspects only where there are particular strengths or significant weaknesses. Therefore, we do not expect formulaic reporting on whether a school meets the statutory duty to provide a daily act of collective worship, but we do expect inspection teams to look at this on each inspection. If the school does not meet its statutory duty in this regard then we would normally expect a comment in the report.

However, a failure to meet the statutory duty might not affect the judgement for IA4. This is something for the team to consider. The team will need to weigh up a number of factors in each specific case, such as the number of pupils that it affects, and the team will have to decide whether this is significant or not and whether it should affect the overall judgement for IA4.

Irrespective of whether or not inspectors decide to report on collective worship, they must always report on the spiritual, moral, social and cultural development of pupils.

Estyn have also recently issued an update on their Thematic Review of Religious Education at Key Stage 2 and 3 as follows:

**Estyn Thematic Review of Religious Education at Key Stage 2 and 3**

Mark Champion, one of the lead inspectors at Estyn, has confirmed that this report is on schedule for publication on 12 June 2018.

Liz Counsell (report author) and Michelle Gosney (humanities lead officer) will attend the WASACRE meeting on 6th July in Anglesey to discuss the report and related issues.

**B RECOMMENDATION**

For SACRE to note the details of the updates and to discuss whether the information update to inspectors on Spiritual Development and Collective Worship (attached at Appendix 1) be sent to all schools for information only.

**C SUPPORTING INFORMATION**

Appendix 1 ESTYN: Update for inspectors (April 2018): Spiritual development and daily acts of collective worship

## **ESTYN: Update for inspectors (April 2018): Spiritual development and daily acts of collective worship**

In the guidance handbooks for the inspection of schools, we require inspection teams to consider the provision for pupils' spiritual development and daily acts of collective worship under 4.2.

The relevant sections for ease of reference are these:

*“Inspectors should consider the extent to which the school provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. They should consider how well the school develops pupils’ ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values. They should consider how well the school promotes principles that help pupils to distinguish between right and wrong. They should consider how far the school fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others, both locally and as members of a diverse global world.”*

*“Acts of worship and assemblies can play an important part in pupils’ spiritual, moral, social and cultural development. Inspectors should consider acts of collective worship in all schools that do not provide denominational education. They should consider the quality of acts of collective worship in their own right and how well the school plans them over time. Inspectors should report on daily acts of collective worship where they are particularly good or where they are weak or do not meet statutory requirements.”*

It is important to remember that inspection teams must consider these aspects on each inspection and each report is likely to contain some comment on these aspects of pupils' development. However, each report does not need to contain a set number of sentences dealing with the spiritual, moral, social and cultural development of pupils, and we do not expect inspectors to report on these aspects in a formulaic way. It is up to each inspection team to weigh up the significance of any strengths and weaknesses in each inspection area. The section of the inspection guidance on 'making judgements' sets out the following advice:

*“Inspectors will always include clear evaluations in relation to the reporting requirements in each inspection area. They will also consider all aspects of these reporting requirements as set out in the inspection guidance handbook. However, what inspectors report on within each reporting requirement may differ depending on the relative significance of what they find in each school.”*

Inspectors may also report on acts of collective worship 'by exception'. This means that they may report on some aspects only where there are particular strengths or significant weaknesses. Therefore, we do not expect formulaic reporting on whether a school meets the statutory duty to provide a daily act of collective worship, but we do expect inspection teams to look at this on each inspection. If the school does not meet its statutory duty in this regard then we would normally expect a comment in the report.

However, a failure to meet the statutory duty might not affect the judgement for IA4. This is something for the team to consider. The team will need to weigh up a number of factors in each specific case, such as the number of pupils that it affects, and the

team will have to decide whether this is significant or not and whether it should affect the overall judgement for IA4.

Irrespective of whether or not inspectors decide to report on collective worship, they must always report on the spiritual, moral, social and cultural development of pupils.



# Eitem Ar Yr Agenda 11



Cyfarfod Cymdeithas CYSAG au Cymru, yn  
Siambr y Cyngor, Canolfan Ddinesig Cyngor  
Abertawe SA1 3SN  
Dydd Gwener, 9 Mawrth 2018 (10.30am –  
3pm)

*Wales Association of SACREs meeting, at the  
Council Chamber, Swansea Council Civic  
Centre SA1 3SN. Friday, 9 March 2018  
(10.30am – 3pm)*

## Presenoldeb/Attendance

<p><b>Ynys Môn / Anglesey</b></p>	<p><b>Sir y Fflint / Flintshire</b> Phil Lord (PL)</p>	<p><b>Abertawe / Swansea</b> Alison Lewis (AL) Vicky Thomas (VT) Rachel Bendall (RB) John Meredith (JT) Norma Glass (NG) Claire Foley (CF) Brian Cainen (BC)</p>
<p><b>Blaenau Gwent</b> Paula Webber (PW) Kathy Riddick (KR)</p>	<p><b>Gwynedd</b></p>	<p><b>Torfaen</b> Paula Webber (PW)</p>
<p><b>Pen-y-bont ar Ogwr / Bridgend</b> Edward J. Evans (EE) Vicky Thomas (VT) Alice Parry (AP)</p>	<p><b>Merthyr Tudful / Merthyr Tydfil</b> Paula Webber (PW)</p>	<p><b>Bro Morgannwg / Vale of Glamorgan</b> Paula Webber (PW) Dafydd Trehearn (DT)</p>
<p><b>Caerffili/ Caerphilly</b> Vicky Thomas (VT) Rev. Emyr Williams</p>	<p><b>Sir Fynwy / Monmouthshire</b> <b>Sir</b> Gill Vaisey (GV) Cllr Dr. Louise Brown (LB)</p>	<p><b>Wrecsam / Wrexham</b> Tania ap Siôn (TaS) Libby Jones (LJ)</p>
<p><b>Caerdydd / Cardiff</b> Gill Vaisey (GV)</p>	<p><b>Castell-nedd Port Talbot /Neath and Port Talbot</b> Rachel Samuel (RS)</p>	<p><b>Sylwedyddion / Observers</b> Manon Jones (MJ), Llywodraeth Cymru Rachel Bendall (RB) Drindod Dewi Sant</p>
<p><b>Sir Gaerfyrddin / Carmarthenshire</b> Helen Gibbon (HG) Christine J. Rees</p>	<p><b>Casnewydd / Newport</b> Vicky Thomas (VT) Huw Stephens (HS) Sally Northcott (SN)</p>	<p><b>Cyflwynwyr/Presenters</b> Rachel Bendall (RB) Drindod Dewi Sant Manon Jones (MJ), Llywodraeth Cymru</p>
<p><b>Ceredigion</b> Lyndon Lloyd MBE (LL)</p>	<p><b>Sir Benfro / Pembrokeshire</b></p>	
<p><b>Conwy</b> Phil Lord (PL)</p>	<p><b>Powys</b> John Mitson (JM)</p>	
<p><b>Sir Ddinbych / Denbighshire</b> Phil Lord (PL)</p>	<p><b>Rhondda Cynon Taf</b> Paula Webber (PW) Mathew Maidment (MM)</p>	

## Minutes

### 1. **Cyflwyniad a chroeso / Introduction and welcome**

Prior to the meeting members enjoyed a choir performance by pupils from Bishop Vaughan RC Comprehensive School. EE thanked the choir acknowledging the significant amount of work put into creating a high standard performance by both the pupils and the teacher who had inspired them.

Mayor Cllr. Phil Downing welcomed members to the council chamber. He reported that Swansea is a city of welcome and sanctuary where refugees are offered a home. It celebrates diversity. In the past year the Mayor has attended a variety of events including the celebration of Chinese New Year and the opening of a new mosque in Swansea. Cllr. Downing reported that the mosque was open to everyone and that the open event was well attended. Swansea is a place where people feel safe and welcome regardless of religion, ethnicity or culture. The Mayor spoke positively about the role of WASACRE in supporting teachers. He said RE enables open, objective and exploratory learning that helps understanding in a rapidly changing world. The Mayor acknowledged the major changes in RE including the new examination syllabuses and the new curriculum and that WASACRE has the important role of making sense of these changes.

EE thanked Cllr. Downing and opened the meeting.

### 2. **Adfyfrio tawel / Quiet reflection**

EE read a poem by Pastor Niermoller, a victim of a concentration camp, and then reflected upon how important each person is and how each individual has a part to play in the community.

### 3. **Ymddiheuriadau / Apologies**

Apologies were received from Chris Abbas, Tudor Thomas, Susan Cave, Rheinallt Thomas, Mary Parry, Marilyn Frazer, Alwen Roberts, Bethan James, Nicholas Richter, Sharon Perry-Phillips, Neeta Baicher and Meinir Wyn Loader.

### 4. **Cofnodion y cyfarfod a gynhaliwyd yn Pen-y-bont ar Ogwr, Dydd Gwener, 10 Tachwedd, 2017 / Minutes of meeting held in Bridgend Friday, 10<sup>th</sup> November, 2017**

Members requested amendments to be made on p8 of the draft minutes from the previous meeting. With the rectification of this issue and the correction of some typos the minutes were accepted as a true record of the meeting.

**Action: PW to liaise with VT to amend the Autumn Term minutes**

### 5. **Materion yn codi / Matters arising**

#### *i. Managing the Right of Withdrawal from RE*

EE informed members that the document has been published and is available for purchase. He confirmed this document would be much appreciated by those who make decisions in schools. GV informed members that one copy has been made available to every school in Wales. Spare hardcopies have also been distributed to SACRE members. A PDF has been made available to SACRE members and a hard copy to Diocesan Directors of Education. GV reminded WASACRE members that the document is subject to copyright and is for sale via Amazon or Books@Press. GV informed members that there has been a lot of positive feedback on the document. LJ reiterated thanks to Gill Vaisey for the work she had done on the document and said that she had already made use of it to support a school in Wrexham.

A discussion took place on the withdrawal from RE. A concern was raised by LJ that there had been a request to partially withdraw a pupil from RE and explicitly from the study of Islam only. Both LJ and the school in question were concerned that this might be classed as an identity based incident and sought further advice from the LA Community Cohesion Co-ordinator and their local police prevent contact. It had been decided that this was not an identity based incident as it was not directed against an individual. However, it was decided that it did still raise concern and the school should keep an eye on the situation. GV said that the withdrawal document recommends that a local authority has a policy and procedure to deal with this type of incident.

LB suggested that the document should be consulted on. GV confirmed that it had been widely consulted on. GV also confirmed that copies of the document had been sent to all who had contributed towards it.

*ii. Humanists on SACREs and letter to Welsh Government on Circular 10/94*

EE reported that as Chair of WASACRE, he had sent a letter to the Cabinet Secretary for Education, Kirsty Williams, asking Welsh Government to resolve the anomalies of Circular 10/94. He read a response he received from the Cabinet Secretary, Kirsty Williams acknowledging that 'there has been an increased focus on the requirements and governance of Collective Worship, and the role and membership of SACRES, and whether current practices and arrangements comply with the European Convention on Human Rights (ECHR) and the Equality Act 2010.' Kirsty Williams pointed out that Circular 10/94 is 'a non-statutory document which is intended to provide guidance on both the teaching of religious education and collective worship in maintained and special schools.' She has, however, instructed her officials to review this area 'including a focus on the specific issues around legislation and the compatibility of the current requirements with human rights law.'

It was confirmed in the meeting that Peter Kennedy will be taking a lead in this review and that legal advice is being sought. Welsh Government will be looking at this in light of the New Curriculum and will consult stakeholders.

VT requested that a copy of the letter from the Cabinet Secretary go to all SACRE Clerks. She also suggested that it was necessary to have a timescale for the review. She reported that NAPfRE colleagues had discussed this and requested that WASACRE write to Welsh Government to ask that the specific request for Humanists representation on Committee A be dealt with separately and not be tied up with the curriculum review.

***Action: EE - to respond to the letter from Kirsty Williams raising the issue that the specific issue surrounding Humanist representation on SACREs be dealt with separate to curriculum review and that an earlier time scale be set.***

*iii. Minutes Clerk*

EE confirmed that an advertisement had been sent to SACREs for the role of Minutes Clerk. A further communication giving a deadline for 31<sup>st</sup> March was also communicated.

A discussion pursued on the application process and a suggestion was made that the clerk be appointed on a trial basis. JM pointed out that this is not a job and that there would be no contract. He confirmed that the arrangement would be made along the same lines as the translation arrangement. An honorarium would be paid. The question of whether the Minutes Clerk should be bilingual was also

discussed. PW pointed out that, even if the new clerk is bilingual, to translate is a separate job as it would be more time consuming. It was pointed out that the Welsh Language Commissioner might write to object as any institution in Wales should be providing a bilingual service. LJ confirmed that bilingualism is important and that we are communicating bilingually.

#### **6. Cyflwyniad NAPfRE / NAPfRE presentation: Rachel Bendall Furlong's Report: What does it mean for ITE and RE?**

RB reported on the ITE course at Trinity St David (TSD) and the impact of the changes on the new curriculum. She reported that the Furlong Report is about training tomorrow's teachers. The accreditation criteria make clear future ITE provision in Wales must have:

- an increased role for schools (the responsibility and accountability for schools playing a more important role in training)
- a clearer role for universities
- joint ownership of the ITE programme between schools and universities (schools will assess students)
- structured opportunities to link school and university learning (tutors will work in schools and schools will go into universities)
- centrality of research.

<http://learning.gov.wales/docs/learningwales/publications/170310-accreditation-criteria-for-initial-teacher-education-en-v4.pdf>

RB reported that institutions needed to submit bids for accreditation by 1<sup>st</sup> December 2017. Five institutions applied to deliver the courses. Site visits have taken place to assess resources. RB reported that TSD will know the outcome by the end of June. If TSD is successful it will have students, if not, it will move to another hub. RB reported that TSD have twenty one student places for RE and Bangor train eight, making a maximum of twenty nine every year. RB queried whether this tally will change as the new curriculum is brought into place.

Discussion took place on problems with recruitment. A query was raised as to whether training will change in light of the New Curriculum and whether Humanities will be taught or RE will still be taught as a subject on its own.

RB reported that the current provision for RE is just four hours per year. This raises the question about professional development for the primary sector and highlights the provision needed for additional training for RE in the primary sector. RB reported that students have been out on placement visits to the Buddhist Centre in Swansea. WASACRE members viewed video clips of Kirsty Williams talking with students about the New Curriculum. The Minister was heard speaking about the New Curriculum change being more challenging for the secondary sector and that is why they will be rolling out the programme over a number of years. A student asked about what GCSEs would look like and the Cabinet Secretary said that Qualifications Wales were around the table every step of the way as the New Curriculum is being developed as examinations would have to be compatible.

RB reported on why current students wanted to be RE teachers. Reasons included influencing the lives of children; having been taught by inspirational teachers; RE is always open and relevant; the subject shapes identity; it encourages people to explore their beliefs; it develops good, moral, open-minded citizens and it teaches tolerance and respect for one another.

RB confirmed that collaboration between schools and HE institutions has been developing. Pilot projects, networks and working parties are collaborating. RB also confirmed that there is an expectation upon students to teach other subjects such as the Welsh Baccalaureate.

VT expressed concern about the number of hours training in primary education. She stated that RE has a unique place on the curriculum and, therefore, four hours training is insufficient. She stated that mistakes can be made when you are dealing with the sensitivities brought up in RE. RB said that the four hours are spent navigating students through the legal requirements and the National Exemplar Framework and that there is no time for enrichment.

VT said that CPD is a huge issue and that she has asked that this be included in the agenda of the next Humanities Planning Meeting with Welsh Government. She stated that this would be crucial to the success of the New Curriculum in which RE has a unique place.

RB pointed out that in university the pedagogical side of RE is taught, but the expertise should come from the schools.

LJ pointed out that the Commission on Religious Education in England reports that in England 3 hours of training is given. However, one of the recommendations of the CoRE is that a minimum of 12 hours should be given to RE.

HS queried whether the input of the lecturer is decreasing. RB explained the shift that has taken place has built a bridge between what happens in school and in university. She said that students are seeing tutors less often and that there is more pressure on teachers in schools, who are already very busy. HS said that he had trained for 3 years and raised the concern that this is now expected in a year. RB confirmed that BEds still exist.

A member raised the concern that very few teachers have faith backgrounds and that this means that this may lead to a confused concept of what Christianity is. She asked whether there should be more opportunity to have faith leaders involved with training. RB confirmed that TSD welcomes partnerships with faith communities. Input from people speaking to students is good.

A member asked whether things could be made more uniform in terms of delivering Religious Education. LJ confirmed that we already have the National Exemplar Framework, but that this is not content based and is locally determined. She also reiterated that the Donaldson approach is about making partnerships and that there is more emphasis upon the core beliefs of Christianity at GCSE. MM confirmed that, as a teacher, he would like more involvement of faith communities. RB confirmed that the majority of PG students have a Religious Studies degree or have done modules at some point in their degree. Some have a degree in another relevant subject. Therefore, they would have a relevant background. PW reminded members that the CoRE interim report stated that there should be an increased role for SACREs and suggested that this might include a stronger partnership between schools and faith representatives sitting on SACREs. A member raised a query about whether RE should be kept as a distinct subject and raised the concern that if it was not, teachers might lose their specialism. A member expressed concern for the children who are affected by this 'educational experiment,' stating that they might not have the background in the subject or feel confident enough to take specialist subjects at GCSE. A concern was expressed that there might be a danger of losing the essence of what the subject is. A member expressed concern that teachers are now expected to pick up and teach any other subject and that this could impact upon the education system as a whole.

A member suggested the idea of joint ownership is brilliant as schools would like to have a say in what happens in practice. A member expressed concern about the need for mentor training days on the ITE course. RB confirmed that two are held every year and that they are running mentor training programme in Bridgend.

**7. Cyflwyniad CCYSAGau Cymru/WASACRE presentation: Humanities in the New Curriculum for Wales – Manon Jones**

MJ informed WASACRE that her role in Welsh Government has changed and that she is now responsible for consistency over the six AoLE.

MJ confirmed that the Welsh Government Newsletter had been sent to every SACRE and that feedback had been very useful and that it would be good to receive more comments.

MJ gave an update on progress made within the Humanities AoLE in the New Curriculum. She confirmed that RE should form part of the Humanities Area of Learning and Experience and will remain a statutory curriculum requirement from reception. MJ confirmed that Humanities had taken a 'What Matters' approach and that the purpose of the statements was to provide the key concepts to be explored during a learner's education. She shared an example of one of the statements and the rationale behind it. MJ confirmed that Welsh Government had commissioned work in the related disciplines and WASACRE provided a discussion paper as part of this process. WASACRE representatives had attended a Humanities AoLE workshop in Swansea to present the paper to the teachers. MJ said that the Four Core Purposes would be at the heart of the New Curriculum and that the Humanities AoLE would contribute to these. MJ shared the structure that would shape the Humanities AoLE. This will include a statement detailing how the AoLE supports the Four Purposes; 'What Matters' statements and their accompanying rationales; reference to key subject Knowledge, Skills & Experiences which would support the development of school level curriculum development; specific Disciplines, Domains & Dispositions; Cross-Curricular & Wider-Skill Responsibilities. The structure details the Progression Framework; Achievement Outcomes; Cross – Curriculum Elements and Guiding Principles to help turn What Matters into practice.

MJ confirmed that the New Curriculum is not losing sight of the disciplines but is seeking a more holistic approach.

MJ confirmed that further guidance on RE might be necessary as it is a statutory requirement at KS4 and because of the local level of the subject. Therefore this could mean looking at providing a National Exemplar Framework.

VT queried whether the 'What Matters' statements have changed from those being consulted upon at the moment. MJ confirmed that they are a work in progress and that they have been updated. She said that they will be defined further in the future because it is important to keep coming back to them to make sure nothing is missing. LJ stated that responses are still being written and queried whether the humanities working group consider feedback. MJ confirmed that comments feed into the way the workshops are organised and that feedback is valuable because it provides a check for what is being developed.

A member raised a concern that the statements were diluting religion and spirituality. She asked what consultation there had been with faith communities. MJ reiterated that Welsh Government do not want

to lose anything in terms of the discipline and expertise. MJ informed WASACRE that a planning meeting was to be held within two weeks and that feedback from SACREs would be on the agenda. During the planning meeting it was hoped that they would be in the position to share the development to date. Welsh Government are looking at ways of engaging with SACREs and will be seeking the views of WASACRE/NAPfRE representatives at the planning meeting. MJ raised the question about how Welsh Government might best engage with SACREs when the curriculum development is moving so quickly.

GV expressed concern that the Humanities AoLE had moved on so quickly and that SACREs are being asked to consult on something that has already changed. She reported that this is a big job for SACREs; they are spending a lot of time on it only to find out that the development has moved on. She said it is concerning that we are seeing a major change of the curriculum in Wales conducted in this way.

A member asked whether resources for the curriculum would be made available before the new course starts. Discussion ensued about how the new curriculum would be resourced as there are problems with the resourcing of the new GCSE specification at the moment, particularly Welsh resources. MJ confirmed that there would be a specific team looking at how the new curriculum will be resourced.

VT asked whether Welsh Government would be circulating the new revised papers. MJ confirmed that this would happen. VT suggested it would be helpful for a member of WASACRE to be included in the Humanities AoLE meetings. MJ confirmed that this was a really helpful idea.

MM expressed the opinion that confidence, expertise and passion lead to good teaching and raised his concern that teaching outside one's specialism does not lead to that. He reiterated that it is important not to lose the disciplines. MJ said that she would take the point on board, but reiterated that it would be up to the school to decide how the curriculum will be delivered.

PW suggested that one way in which Welsh Government might consult with SACREs could be to have an additional extraordinary WASACRE meeting. EE confirmed that this would be permissible should it be necessary.

GV reminded MJ that professional expertise is available if there weren't enough people with RE expertise in the Humanities working group and that WASACRE could help.

**Action: MJ to send the newest version of the Humanities AoLE statements to PW to be circulated.**

#### **Following lunch LJ reported on correspondence she had received**

LJ informed WASACRE members of communications she had received from the Inter Faith Network advising WASACRE of a meeting on 28<sup>th</sup> March and the upcoming meeting for young people. The IFN Diversity of Religion and belief conference guidance document for schools is out for consultation and the IFN are asking for advice and feedback by the 13<sup>th</sup> April. A resource pack will go out free to schools.

#### **Actions:**

- i. Those interested in attending the Inter Faith Network meetings to contact LJ for information.**
- ii. LJ to liaise with PW on circulating information from IFN.**

#### **8. Cyfarfod Cymdeithas CYSAGau Cymru Cyfansoddiad / Wales Association of SACREs Constitution**

The WASACRE constitution has been revised. The Executive Committee are currently consulting on this.

Adjustments to the constitution will then go out to SACREs and there will be a vote to adopt the constitution at the AGM meeting in Anglesey in the Summer Term.

**Action: to agenda a vote on adopting the reviewed constitution at the AGM**

## 9. *Diweddariadau/Up-dates:*

### i. REC update: The Commission of Religious Education in England (CoRE)

LJ and PW presented a paper: *CoRE and its relevance to Wales: A paper for discussion*.

The Commission made initial recommendations on

1. A national entitlement for RE
2. Holding schools to account for the provision and quality of RE
3. A national plan to improve teaching and learning in RE
4. A renewed and expanded role for standing advisory councils on religious education (SACREs)

LJ and PW suggested that Wales consider the following questions

1. Are the outcomes of the interim report relevant to Wales?
2. Do members agree with the recommendations in the report?
3. What do members want Welsh Government to do?
4. What action, if any, should WASACRE take now?
5. Should Wales initiate its own commission on RE?

MJ requested a digital copy of the paper.

**Action: PW to send a digital copy of the paper to Manon Jones**

### ii. *Estyn – Michelle Gosney*

Michele Gosney introduced herself to members. In January she became the lead Estyn officer for faith schools. MG will be attending WASACRE and the Humanities Planning Meetings on behalf of Estyn. MG reported that the Humanities remit looking at History and Geography had recommended that CPD be improved. MG was not involved with the Estyn team working on the Thematic Review of RE. She said that Mark Campion would be attending the summer WASACRE meeting to feedback on the thematic review of RE.

A member commented that the consortia are not providing CPD training following the Humanities report and suggested that the recommendations from Estyn are not being backed up by further action. MG reported that there isn't currently a system for following recommendations up. She raised the query as to where that role lies. She confirmed that it lies with the local authority but asked where the funding would come from.

MG reported that the new Estyn Framework looks at the preparation, planning and execution of Collective Worship. She reported that where there is no comment in a report then there are no concerns and that it would then be middle of the road in terms of the quality. Estyn have been asked to use exemplification in reports, so if RE is seen as a strength within the school, then you will see that in the exemplification. In terms of SMSC Estyn will be talking about strengths and areas of concern and they will be looking at the spiritual development of schools. GV reported that there had been discussion in NAPfRE that some reports under the new framework say nothing about SMSC. MG will take this back to Estyn.



KR queried what definition of spirituality Estyn would be using. MG confirmed that Estyn would be looking at the broader context, e.g. you can have a spiritual experience in an art lesson. Estyn will be reporting on where opportunity for spiritual development is good and where there are concerns.

*iii. EFTRE – Phil Lord*

PL informed WASACRE that EFTRE are working towards a conference in Dublin in 2019. The theme will be Reconciling Realities in Religious Education. PL pointed out that other countries are grappling with things that our curriculum grappled with a number of years ago and that Wales are ahead of the game in Religious Education. He informed WASACRE that 47 European countries are entitled to become members of EFTRE and that there are currently 25 countries represented on the Board. EFTRE are presently looking for reps from Eastern Europe. PL expressed that it is interesting to see the diversity right across Europe. The reports from 25 countries are on the EFTRE website <http://www.eftre.net/> PL informed WASACRE that he had held responsibility for the Website.

PL informed WASACRE that he would be stepping down from the role of EFTRE representative.

Discussion pursued upon who would replace PL as EFTRE representative. GV was subsequently voted EFTRE representative.

*iv. AREIAC – Gill Vaisey*

GV reported that the AREIAC conference will be taking place in Bristol on 2<sup>nd</sup> and 3<sup>rd</sup> July. Everyone interested in promoting excellence in RE is welcome to attend. Booking forms are available from Gill Vaisey or can be accessed via the AREIAC website. Anyone who has responsibility for supporting teachers is able to become a member of AREIAC. There is a £30 discount off the conference for AREIAC members. This year's conference is on Reflecting Plurality in RE. It will run over two days. There will be a balance between workshops and key note speakers. GV attends AREIAC as a Wales representative. PW has also recently become a member of AREIAC.

At the NAPfRE meeting members discussed the need for support for teachers and opportunities that might be available via Learn Teach Lead RE. There is potentially an opportunity to secure funding that is available to set up RE networks. GV and NAPfRE will be investigating this further.

**Action: PW to circulate correspondence about the AREIAC conference to SACRE Clerks to pass on to schools.**

*v. REMW - Dafydd Trehearne*

DT reported on behalf of REMW that there is a limited pot of money available and that there is no further money coming in because of government cuts. REMW have provided financial help to translate documents into Welsh. However, REMW would prefer to offer wider support than that. DT confirmed that the Encouraging Religion book had now been published. He said that REMW were not giving up yet but that their role had been reduced because of lack of finance.

**10. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 13 Medi 2017/ Report from the Executive Committee held on 13 September 2017**

A report from the Executive Committee was circulated. EE informed WASACRE that minutes from the meeting would not be circulated until they had been ratified by the Executive Committee. This decision had been made as there had been an inaccuracy in the content of the meeting which required

rectification before they the minutes were made public. Changes were made to the Executive meeting notes and EE informed WASACRE members that co opted members are in fact able to attend WASACRE.

#### **11. Dangos a dweud/ Show and tell**

Phil Lord reported to WASACRE that the REMW had provided funding for translation of resources he has been developing which is a four year Scheme of Work for Collective Worship. One of the years is now available in Welsh. The others will be translated as funding is gained. The resources are called *Simply Collective Worship*. The Scheme of Work includes reflective questions and thoughts, shorter themes and Thoughts for the Day. A free 6 week resource is available on the site <https://simplycollectiveworship.co.uk/>

#### **12. Gohebiaeth /Correspondence**

- i. GV reported on correspondence received from a reporter from BBC online. The reporter had read, in Newport SACRE papers and WASCRE papers, about Humanist representation on SACREs. She had requested a response from WASACRE which was then given by GV. An article was subsequently published by BBC Online. EE confirmed that he had read the article and considered it to be a fair and balanced report. This view was supported by both GV and KR who had been questioned by the reporter.
- ii. WASACRE received correspondence from Christine Abbas from Wales Bahá'í's with best wishes for members on the occasion of the Bahá'í New Year. PW reported that she had attended the Bahá'í Bicentenary celebration at the Senedd on behalf of WASACRE. Rheinallt Thomas and Kathy Riddick were also in attendance. The event was very well planned and informative and a good celebratory occasion.

#### **13. U.F.A. / A.O.B.**

- i. GV, on behalf of NAPfRE stated that roles of employees and officers are changing and NAPfRE had discussed this issue and were concerned that there was a great disparity in the amount of time that is allocated to professional officers to SACREs. NAPfRE asked WASACRE whether they would consider writing to Local Authorities to raise this issue. They also expressed the need for SACREs to be consistently supported by a dedicated LA officer and SACRE Clerk. HS reiterated the importance of ensuring good practice and said that WASACRE are grateful to those authorities who are already following good practice. A WASACRE member confirmed the importance of teacher attendance at SACRE meetings and WASACRE. It was agreed that a letter would be written to all LA Directors / Heads of Education.
- ii. LB queried whether the WASACRE document 'What Matters in RE' that had been commissioned by Welsh Government would be going out for consultation. PW confirmed that this was a discussion document solely intended for the teachers working on the Humanities AoLE, and not a guidance document. Therefore, it would not be consulted upon. It remains a discussion paper. MJ confirmed that consultation would be on the Humanities AoLE document that was written as a result of the process.

#### **14. Dyddiad y cyfarfod nesaf / Date for next meeting:**

- i. Summer 2018 – Ynys Môn / Anglesey 06/07/2018
- ii. Autumn 2019 – Bro Morgannwg /Vale of Glamorgan (TBC)

VT raised the issue of holding the meeting on days other than a Friday. It was confirmed that WASACRE will be rotating the days to encourage greater representation from teachers.

EE thanked everyone for attending the meeting. Thanks were also expressed to Cllr. Phil Downing, James Craven - Clerk to Swansea SACRE, Kate Phillips the LA representative on SACRE, Vicky Thomas RE consultant to Swansea SACRE, SACRE members from Swansea in attendance today to support the hosting SACRE, Bishop Vaughan RC Comprehensive School choir and teachers along with Swansea Music Service and Sarah Gray, who provided the translation for the meeting.

DRAFT

Gadewir y dudalen hon yn wag yn fwriadol

## CAERPHILLY COUNTY BOROUGH COUNCIL

**REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**DATE: 13TH JUNE 2018**

**SUBJECT: WASACRE REVISED CONSTITUTION 2018**

### **A BACKGROUND**

WASACRE Executive would like all SACREs to consider the revised Constitution as being one more fit for purpose and has been amended in the light of experience and protocols. This revised Constitution will be considered at the WASACRE AGM in the Summer term meeting at Anglesey on July 6<sup>th</sup> 2018. SACREs are invited to submit their comments in writing to the WASACRE Secretary so that these can be considered at the meeting.

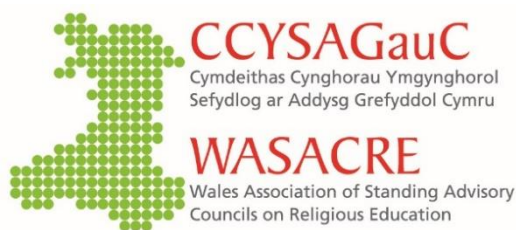
### **B RECOMMENDATION**

SACRE to discuss the revised constitution and respond in writing to WASACRE secretary before the AGM at Anglesey

### **C SUPPORTING INFORMATION**

Appendix 1 Revised Constitution with changes highlighted in red ink  
Appendix 2 Explanatory notes of proposed amendments

Gadewir y dudalen hon yn wag yn fwriadol



# WALES ASSOCIATION OF SACREs

## CONSTITUTION

### CODE OF PRACTICE

#### 1. *The name of the Association*

The name of the Association shall be the Wales Association of SACREs (hereinafter called 'the Association')

#### 2. *The Aims of the Association*

- (i) to provide a forum in Wales for SACREs to discuss concerns and as necessary make representations to other bodies;
- (ii) to enable co-operation between LEA's and their SACREs and Agreed Syllabus Conferences in pursuing common interests in the development of the religious education curriculum and collective worship;
- (iii) to assist SACREs in fulfilling their responsibilities by the sharing of experience and expertise;
- (iv) to undertake any other activities which may benefit religious education and collective worship in Wales.

#### 3. *Membership and duties*

- (i) Each SACRE in Wales is eligible to be a member of the Association.
- (ii) Each SACRE shall be invited to pass a resolution recommending its LEA to support membership of the Wales Association of SACREs.
- (iii) The Association shall meet three times annually.
- (iv) Extraordinary meetings of the Association may be called by the Chairperson or at the request of a member SACRE. The Chairperson, in consultation with the officers, may alter arrangements for meetings of the Association in an emergency.
- (v) Each member SACRE shall be entitled to send up to four representatives, which may include professional representation, to meetings. *Where a SACRE provides an Officer or a Member of the WASACRE Executive the person so provided must be one of the four representatives that that SACRE appoints to represent it at a WASACRE meeting. At any meeting at which a vote is called for each SACRE will be entitled to one vote.*

- (vi) A meeting of the Association shall be deemed to be quorate when not fewer than one third of member SACREs are represented.
- (vii) Any proposal to amend the Constitution shall be communicated to SACREs at least four months prior to the AGM at which any such amendment will be considered. The AGM shall be held as part of the Association's summer meeting.
- (viii) The Association can if it so wishes invite bodies to have observer status in the Association. Such observers can only speak with the permission of the Chairperson.
- (ix) At a meeting of the association, any members of the SACRE, whose LEA or Council is hosting the meeting, shall be entitled to attend the meeting as observers.

#### 4. *Officers of the Association*

- (i) These shall be elected and / or re-elected at the AGM and shall comprise:
  - i) the Chairperson
  - ii) the Vice Chairperson
  - iii) the Secretary
  - iv) the Assistant Secretary
  - v) the Treasurer).

~~The member SACRE to which the Secretary belongs shall normally be responsible for providing secretarial support during the Secretary's term of office.~~

No one SACRE may provide more than one officer in any one year. No one Chairperson may hold office for more than two consecutive years. When a Chairperson ceases to hold that office the Vice Chairperson shall succeed to it, subject to the requirement in para (4ii). ~~The Chairperson may resign their office at any time during their tenure of office to be replaced by the Vice Chairperson as would be the case when the Chairperson completes their term of office. When the Vice Chairperson assumes the office of Chairperson under such circumstances Year 1 of the Chairperson's term of office shall not begin until the next AGM.~~

- (ii) If an officer is no longer a member of or associated with a SACRE, ~~He~~ or she shall cease to hold that office immediately. A replacement will be appointed at the next meeting and will serve until the **next** AGM. If there is urgent need for a replacement the Executive Committee is empowered to make an appointment which will be effective until the next meeting of the Association.
- (iii) There shall be an Executive Committee, which shall consist of the following:
  - a) the Officers, who shall be
    - i) a Chairperson
    - ii) a Vice-Chairperson
    - iii) a Secretary
    - iv) an Assistant Secretary
    - v) a Treasurer
  - b) six members elected from ~~representatives of~~ member SACREs other than those from which the Chairperson and Vice-Chairperson have been **nominated provided**
  - c) the immediate past Chairperson
  - d) the immediate past Secretary



- e) a representative of NAPfRE
- f) WASACRE's representative to the RE Council of England and Wales
- g) WASACRE's representative to EFTRE
- h) WASACRE's representative to the Inter Faith Network for the UK

With the exception of the Secretary, Assistant Secretary and Treasurer no one SACRE may provide more than one member of the executive ~~in any one year at any one time~~. Elected Members of the Executive, subject to the requirements of para 4(ii) and 4(v) shall serve for a period of three years, according to a rota whereby two of their number shall complete their period of office each year.

The Chairperson shall have the right to invite to a meeting of the Executive Committee such a person or persons who in his/her opinion has a contribution to make towards the Agenda of that meeting. Such an invitee shall have the right to speak and be heard, but shall not have the right to vote on any matter on which a vote is called for.

(iv). Appointments as WASACRE's Representatives on a) The RE Council of England and Wales; b) EFTRE, and c) Inter Faith Council for the UK shall be made by the Executive after seeking expressions of interest from members of SACREs in association with WASACRE.

(v) The Executive Committee will only have executive powers which have been delegated to them at a meeting of the Association. The quorum shall be five and the majority vote will count.

(vi) If a member of the Executive is no longer a member of or associated with a SACRE, he or she will cease to be a member of the Executive. The SACRE which ~~he or she represented~~ provided such a person will be entitled to nominate a replacement member of the Executive, who will serve until the AGM. end of the term for which the replaced member was originally elected

(vii) In the absence of the Chairperson, the Vice Chairperson, if present, shall take the Chair. Otherwise the first business of the meeting shall be to elect a member to the Chair for that meeting. However, if the Chairperson or Vice Chairperson arrives during the meeting, the Vice Chairperson, or the member in the Chair shall relinquish it once the item of business in hand has been completed.

## 5. *Subscription and Finance*

(i) The Association's financial year shall be the financial year, i.e. it shall run from April 1<sup>st</sup> in any year until March 31<sup>st</sup> the following year.

(ii) There shall be an annual subscription to be determined at the AGM.

## 6. *Procedures*

(i) (a) The Chairperson will move "that the minutes of the last meeting be signed as an accurate record".

(b) The only part of the minutes which can be discussed is their accuracy. Any question about their accuracy must be raised by motion and as soon as it has been dealt with the Chairperson is authorized to sign the minutes as an accurate record of the meeting.

- (ii) Any member SACRE may request the Chairperson to include an item on the Agenda for meetings of the association without the requirement for it to be seconded. Requests for items for inclusion on the agenda must be made at least four weeks in advance of any meeting. Any motion moved at the meeting must be seconded.
- (iii) In the event of a vote being required on any proposal each member SACRE shall have one vote and a decision reached by a simple majority. The Chairperson will have a casting vote other than at an election of the Vice Chairperson or a member of the Executive.
- (iv) Meetings and correspondence shall be conducted bilingually.
- (v) Any other matters, of which notice has been given, may be added by the Chairperson.

## ~~CODE OF PRACTICE FOR THE CONDUCT OF ELECTIONS~~

~~The following Code of Practice is proposed for the conduct of elections-:~~

- ~~(a) Nominations for election shall  
— be made in writing and shall reach the Secretary before March 1<sup>st</sup>.~~
- ~~(b) The person(s) making a nomination must ensure that the person nominated is willing to serve.~~
- ~~(c) The Secretary shall invite all persons nominated to supply a paragraph (some 400 words) about themselves – to reach the Secretary within fourteen days.~~
- ~~(d) The Secretary shall send a list of those nominated, together with the paragraphs provided, to reach each SACRE before April 1<sup>st</sup>. This should allow opportunity for each SACRE to consider at its summer meeting how to cast its vote.~~

**Delete the existing Code of Practice and substitute the following:**

## CODE OF PRACTICE FOR THE CONDUCT OF ELECTIONS

The following Code of Practice is recommended for the conduct of elections:-

- (a) Nominations for election to the WASACRE Executive Committee shall be invited during the spring term each year. The date by which nominations should be received from SACREs will be advised by WASACRE at the beginning of the spring term. All persons nominated should supply a paragraph (some 100 words) about themselves.
- (b) The SACRE making a nomination must ensure that the person nominated is willing to serve.
- (c) The Secretary shall send a list of those nominated, together with the paragraphs provided, to reach each SACRE early in the summer term to allow opportunity for each SACRE to consider at its summer meeting how to cast its vote.
- (d) In the event of two or more Persons receiving an equal number of votes at an election for the Vice Chairperson or the Executive Committee, the Chairperson shall decide the matter by drawing a “name out of the hat”. The person whose name is so drawn shall be declared the successful candidate.
- (e) If there are insufficient persons nominated by SACREs prior to the AGM to fill vacancies on the Executive Committee or Vice Chairperson, nominations shall be sought from the floor. Such nominations shall be proposed and seconded as is customary. If more than the required number of nominations is received from the floor a ballot shall be held of those persons so nominated. Such a ballot will not include any person nominated before the AGM, such a person(s) shall be appointed to the Executive Committee before other nominations for any vacancy are invited.

Revised AGM 2018

*The foregoing is the current Constitution with amendments. An alternative to Section 4, 5, 6 is provided at appendix 1, however, this is purely a change in the order of the existing amended paragraphs to assist with readability and clarity. A decision will need to be made whether to adopt the above amended Section 4 as a whole or to adopt the alternative Section 4/5/6 as a whole.*

## APPENDIX 1

Alternative Section 4, 5, 6 as a suggestion for greater clarity and to ease readability. Please read the accompanying explanatory notes document.

### 4. *Executive Committee*

i) There shall be an Executive Committee, which shall consist of the following:

a) The Officers, who shall be

Chairperson

Vice Chairperson

Secretary

Assistant Secretary

Treasurer

b) six members elected from member SACREs other than those from which the Chairperson and Vice Chairperson have been provided

c) The immediate past Chairperson

d) The immediate past Secretary

e) A representative of NAPfRE

f) WASACRE's representative to the RE Council of England and Wales

g) WASACRE's representative to EFTRE

h) WASACRE's representative to the Inter Faith Network for the UK

(ii) Officers of the Association (Chairperson, Vice-chairperson, Secretary, Assistant Secretary, and Treasurer) shall be elected and / or re-elected at an AGM. No one SACRE may provide more than one officer in any one year. No one Chairperson may hold office for more than two consecutive years. When a Chairperson ceases to hold that office the Vice Chairperson shall succeed to it, subject to the requirement in para. (4iii). The Chairperson may resign their office at any time during their tenure of office to be replaced by the Vice Chairperson as would be the case when the Chairperson completes their term of office. When the Vice Chairperson assumes the office of Chairperson under such circumstances Year 1 of the Chairperson's term of office shall not begin until the next AGM.

(iii) If an officer is no longer a member of, or associated with, a SACRE he or she shall cease to hold that office immediately. A replacement will be appointed at the next meeting and will serve until the next AGM. If there is urgent need for a replacement the Executive Committee is empowered to make an appointment which will be effective until the next meeting of the Association.

(iv) With the exception of the Secretary, Assistant Secretary and Treasurer no one SACRE may provide more than one member of the executive at any one time. Elected Members of the Executive, subject to the requirements of para 4(iii) and 4(v) shall serve for a period of three years, according to a rota whereby two of their number shall complete their period of office each year.

(v) If a member of the Executive is no longer a member of, or associated with, a SACRE, he or she will cease to be a member of the Executive. The SACRE which provided such a person will be entitled to nominate a replacement member of the Executive, who will serve until the end of the term for which the replaced member was originally elected.

(vi). Appointments as WASACRE's Representatives on a) The RE Council of England and Wales; b) EFTRE, and c) Inter Faith Council for the UK shall be made by the Executive after seeking expressions of interest from members of SACREs in association with WASACRE.

(vii)The Executive Committee will only have executive powers which have been delegated to them at a meeting of the Association. The quorum shall be five and the majority vote will count.

## **5. Procedures**

1. (i) In the absence of the Chairperson, the Vice Chairperson, if present, shall take the Chair. Otherwise the first business of the meeting shall be to elect a member to the Chair for that meeting. However, if the Chairperson or Vice Chairperson arrives during the meeting, the Vice Chairperson, or the member in the Chair shall relinquish it once the item of business in hand has been completed.

(ii) (a) The Chairperson will move "that the minutes of the last meeting be signed as an accurate record".

(b)The only part of the minutes which can be discussed is their accuracy. Any question about their accuracy must be raised by motion and as soon as it has been dealt with the Chairperson is authorized to sign the minutes as an accurate record of that meeting.

(iii) Any member SACRE may request the Chairperson to include an item on the Agenda for meetings of the association without the requirement for it to be seconded. Requests for items for inclusion on the agenda must be made at least four weeks in advance of any meeting. Any motion moved at the meeting must be seconded.

(iv) In the event of a vote being required on any proposal each member SACRE shall have one vote and a decision reached by a simple majority. The Chairperson will have a casting vote other than at an election of the Vice Chairperson or a member of the Executive.

(v) Meetings and correspondence shall be conducted bilingually.

(vi) Any other matters, of which notice has been given, may be added by the Chairperson.

2. The Chairperson shall have the right to invite to a meeting of the Executive Committee such a person or persons who in his/her opinion has a contribution to make towards the Agenda of that meeting. Such an invitee shall have the right to speak and be heard, but shall not have the right to vote on any matter on which a vote is called for.

## **6.Subscription and Finance**

(i) The Association's financial year shall be the financial year, i.e. it shall run from April 1<sup>st</sup> in any year until March 31<sup>st</sup> the following year.

(ii) There shall be an annual subscription to be determined at the AGM.

## WASACRE CONSTITUTION

### EXPLANATORY NOTE OF PROPOSED AMENDMENTS TO THE CONSTITUTION FOR SUBMISSION TO THE AGM 2018

Page	Para	Explanation
1		Remove "Code of Practice" – it is not required at this point
1	1	Insert inverted comma after the word Association
	2(ii)	Delete E in phrase LEA to accord with current practice, also delete apostrophe between LA and s
1	3(ii)	Delete E in phrase LEA to accord with current practice
1	3(v)	To indicate that it is only when a vote is called for that this paragraph is operable
2	4(i)	Renumber list of officers to align with numbering in para 4(iii)
2	4(i)	Delete closing bracket after word Treasurer – not required
2	4(i)	Delete sentence "The member SACRE.....of office". In practice this currently does not happen, and with financial constraints of LA budgets it may be impossible to implement this requirement in the future. It sentence therefore is meaningless in the current climate.
2	4(ii)	Delete full stop after SACRE and replace upper case H with lower case h
2	4(ii)	To clarify the term of office of the Vice Chairperson when assuming the office of Chairperson after the Chairperson has resigned mid term
2	4(ii)	To clarify the time scale with regard to the AGM at which a replacement Executive Member must be appointed as a substantive member
2	4(iii)(b)	To clarify that those elected to the Executive Committee are not representatives of the nominating SACRE. If "representatives" was retained this would mean that a SACRE could only nominate from its own membership. In practise this does not happen and a SACRE may well nominate a person from another SACRE.
2	4(iii) (g) and (h)	To allow WASACRE's representative to these bodies to have a voice on the executive committee as WASACRE's representative to the RE Council of England and Wales has always had
3	4 (iii)	Delete " on any one year" and replace with "at any one time" to give clarity to when a SACRE may provide and Executive Member
3	4(v)	Insert new paragraph and renumber the succeeding paragraphs accordingly. The purpose of the new paragraph is to provide a proper appointment system for representatives to external bodies
3	4 (vi)	To clarify who is entitled to nominate a replacement member of the Executive Committee in the case of resignation by an Executive Committee member
3	4(vi)	In the same paragraph, in the last sentence, delete "until the AGM" and substitute "until the end of the term for which the replaced member was originally elected". <i>This change will avoid the situation in future years in which WASACRE currently finds itself. At this year's (2018) AGM we will be electing only ONE person to the Exec, but at the 2019 AGM we will be electing three persons. This anomaly has arisen because a few years ago an elected member resigned from the Exec, but was not replaced at the subsequent AGM creating a vacancy which was filled at the next AGM.</i>

3	6 (i)(b)	For clarity
3	6(ii)	To provide a means of member SACREs getting items on to the agenda of termly meetings
4	6(iii)	To clarify when the Chairperson may not use a casting vote
5		Code of Practice – delete the whole of the current code and substitute the new Code provided at page 6.
6	Code a	The current Code provides specific dates by which nominations have to be received. With the moving date of Easter and the variations in the dates on which SACREs meet in the Spring Term it is felt that this provision is more practical.
6	Code c	By providing a “pen portrait” with the nomination time is saved in the Secretary not having to write to nominees asking for such information once nominations have been received by the secretary.
6	Code d	As required by the “Representation of the Peoples Act” which requires that the Returning Officer for the constituency is obliged to decide between the tied candidates by lot. What this means is that any random method can be used to decide between them at the Returning Officer’s discretion. It can be the toss of a coin, the drawing of straws, the cut of a pack of cards, name from a hat – anything as long as it is random. It must be a “fair and transparent random method”.
6	Code e	To provide for a situation in which there are insufficient nominations, for whatever reason,(as has happened on occasions in previous years) to fill all the vacancies on the Executive Committee at the time of the AGM
6		<i>The document should be dated. This means that anyone making reference to the Constitution can be certain that they are consulting the current edition. Difficulties have arisen in the past, indeed even in the preparing of these amendments, because the constitution document has never carried a date and therefore it is unclear whether reference is being made to the current or previous editions.</i>
7		Appendix 1 An alternative for paragraphs 4, 5 and 6 of the exiting constitution has been provided. It has been thought that the current constitution lacks clarity between paragraphs on officers and their appointments and procedures at elections and meetings. What follows at Apx 1 is a rearrangement of the existing paragraphs (including proposed amendments as show in the original document, ie pp 1-4) to give some order in the arrangement of a) the Executive Committee, b) Procedures and c) Finance. Every existing sub paragraphs of paragraph 4, 5, and 6 are included in the revised order. There are no changes (other than the proposed amendments already indicated) to the wording of the paragraphs, they are simply laid out in a re-ordered way. The proposal is to replace the existing para 4, 5, 6 with those set out in Apx 1 to give greater clarity.



## CAERPHILLY COUNTY BOROUGH COUNCIL

**REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**DATE: 13TH JUNE 2018**

**SUBJECT: WASACRE EXECUTIVE VOTING 2018 -2021**

### **A PURPOSE OF REPORT**

To discuss the nominations in respect of the Executive Committee and ensure WASACRE receive the voting preferences of Caerphilly SACRE ahead of their meeting on 6th July 2018.

### **B BACKGROUND**

WASACRE have received ONE nomination this year for Executive Membership of WASACRE and the bilingual pen portrait of the nominee is attached.

SACREs are asked to discuss the nomination and vote for ONE candidate for ONE position on the Executive Committee of WASACRE. Voting will take place at the WASACRE meeting on 6th July 2018.

### **C RECOMMENDATION**

For Caerphilly SACRE to discuss and note the nomination received and ensure that their vote is cast at the WASACRE meeting on 6th July 2018.

### **D SUPPORTING INFORMATION**

Appendix 1 Nomination for the WASACRE Executive Committee

**Nominations for the Executive Committee (6 July, 2018)**

**There is ONE nomination for ONE position on the Executive Committee.**

**Kathy Riddick**



I am a parent, of two primary school children and I am a governor of the school they attend. I am currently working towards a masters in Philosophy. I am a member of Welsh Governments Strategic Stakeholder group for curriculum reform.

I was appointed in March 2016 as the Wales development officer for Humanists UK. In this role I am responsible for coordinating volunteers in Wales, school speakers, pastoral carers, local groups and also our celebrant network. I also work with Welsh Government to further freedom of belief and improved education on religion and belief.

Rwyf yn rhiant i ddau blentyn ysgol gynradd ac rwyf yn llywodraethwr yn eu hysgol. Ar hyn o bryd rwy'n gweithio tuag ar radd Meistr mewn Athroniaeth. Rwyf yn aelod o grŵp Rhanddeiliaid Strategol Llywodraeth Cymru ar gyfer diwygio'r cwricwlwm.

Cefais fy mhenodi ym mis Mawrth 2016 yn swyddog datblygu Cymru i Ddyneiddwyr y DU. Yn y gwaith hwn rwy'n gyfrifol am gydlynu gwirfoddolwyr yng Nghymru, siaradwyr i ysgolion, gofalwyr bugeiliol, grwpiau lleol a hefyd ein rhwydwaith gweinyddion. Rwyf hefyd yn gweithio gyda Llywodraeth Cymru i hyrwyddo rhyddid cred a gwell addysg ar grefydd a chred.