

Public Document Pack

Gareth Owens LL.B Barrister/Bargyfreithiwr
Chief Officer (Governance)
Prif Swyddog (Llywodraethu)



To: **Delyth McIntyre (Chair)**

CS/NG

Councillors: Janet Axworthy, Chris Bithell,
Paul Cunningham, Adele Davies-Cooke,
Colin Legg, Dave Mackie and Ian Roberts
+ 1 vacancy

RELIGIOUS DENOMINATIONS:

5 October 2017

Dora Jones; Gareth Wyn Jones; Sue Jones; Rita
Price and Rev Huw Powell-Davies

TEACHER ASSOCIATIONS:

Jan Kelly / 01352 702301

Lyn Harkin, Ibad Hussain; Lyn Oakes and Gail
Woodward

janet.kelly@flintshire.gov.uk

Mr. Philip Lord (Challenge Advisor)

Dear Sir / Madam

A meeting of the **FLINTSHIRE SACRE** will be held in the **CLWYD COMMITTEE ROOM, COUNTY HALL, Mold, CH7 6NA** on **WEDNESDAY, 11TH OCTOBER, 2017** at **2.00 PM** to consider the following items.

Please note the venue for the meeting

Yours sincerely

Robert Robins
Democratic Services Manager

AGENDA

PART 1 SILENT REFLECTION

1 APOLOGIES FOR ABSENCE

2 DECLARATIONS OF INTEREST: CODE OF LOCAL GOVERNMENT CONDUCT

Members are reminded that they must declare the **existence** and **nature** of their declared personal interests.

3 MINUTES (Pages 3 - 6)

To approve as a correct record the minutes of the previous meeting.

4 SACRE DRAFT ANNUAL REPORT 2016-17 (Pages 7 - 20)

To consider a report to approve the draft SACRE Annual Report.

5 ANALYSIS OF INSPECTION REPORTS (Pages 21 - 22)

To receive the analysis of recent Estyn Inspection Reports

6 RESPONSE FROM SACRE'S LETTER TO SCHOOLS (Pages 23 - 30)

To receive a report regarding schools response to the monitoring letter sent to all Denbighshire schools

7 GOVERNMENT MATTERS (Pages 31 - 36)

To receive the response regarding a letter sent by SACRE concerning Collective Worship

To discuss the concerns regarding the new GCSE specification.

8 SACRE AND SCHOOL TO SCHOOL COLLABORATION

Monitoring and planning materials available for primary schools.

9 WASACRE (Pages 37 - 48)

- i. To receive the minutes of the last meeting of the Association
- ii. To receive an update from Welsh Government concerning the new curriculum.
- iii. To agree attendance to the next WASACRE meeting, Carmarthenshire 18th November 2017.

10 FUTURE MEETINGS

Future meetings will be held at 2pm on the following dates:

Wednesday, 21 February 2018

Wednesday, 13 June 2018

FLINTSHIRE STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE) 5 JULY 2017

Minutes of the meeting of the Flintshire Standing Advisory Council for Religious Education held at County Hall, Mold on Wednesday 5 July 2017.

PRESENT:

Councillors: Chris Bithell, Dave Mackie, Ian B Roberts, Adele Davies-Cooke (left at 3pm)

Religious Denominations: Delyth McIntyre (Chair), Rita Price

Teacher Associations: Ibad Hussain (Bryn Coch CP School)

IN ATTENDANCE:

Challenge Advisor Phil Lord, Lucy Ashford (GwE), Rosalind Williams (Diocese of St Asaph), Note Taker Amanda Slater.

APOLOGIES:

Rev. Huw Powell-Davies, Colin Legg.

Chair change from Rita Price to Delyth McIntyre.

AGENDA ITEM 2 – DECLARATIONS OF INTERESTS

None

AGENDA ITEM 3 – MINUTES OF MEETING 15 February 2017

Page 3 item 5 - Date incorrect 5 October 2016, all agreed correct date 15 February 2017.

Page 3 - CB meeting not quorate on 15 February 2017. PL quorate need a member from each section, as GW attended it was ok.

Page 4 item 5 - CB discussed substitute members attending. PL substitute members attending yes if in same position as non-attendee.

Page 6 item 11 - CB next meeting scheduled in school, why change to County Hall? PL meeting at County Hall for new members.

CB & DM agreed that the minutes be approved as a correct record.

AGENDA ITEM 4 – ROLE OF SACRE

Handbook for SACRE members P7-18 English & P19-30 Welsh.

PL went through handbook outlining role. P13 collective worship discussion, P14 methods of teaching & resources discussion, P15 agreed syllabus conference discussion, P16 committee's discussion, P17 lines of communication discussion.

Page 12 item Committee A - CB Humanist representatives can they be co-opted?
PL - According to Circular 10/94 Humanists can be co-opted.

Page 17 item making work of SACRE's known - CB need to raise awareness of SACRE and this committee. CB proposed a letter for above PL to action.

Page 15 item religious teaching from within the faith community - CB any problems with church faith being different in schools to home life? CB do parents ask for child not to be taught other/any religions? PL discussed teaching syllabus Wales & England many faiths are taught. CB proposed send annual report to scrutiny and cabinet. LA/IH discussed primary school children inquisitive about teachings. PL Lesley Francis study shows children who have a faith already are more tolerant of others.

DM posters should be in schools to raise awareness of SACRE. PL Action – Poster or leaflet to be used to inform schools of the work of SACRE.

RW discussed a petition to remove statutory requirement of collective worship with 1333 signatures and a petition opposing this with 2209 signatures. Questioned human rights & is writing to cabinet secretary at welsh government level. PL Action – Letter to cabinet secretary at welsh government level about petitions. PL everyone to share any information of changes to email philiplord@gwegogledd.cymru

AGENDA ITEM 5 – ANALYSIS OF INSPECTION REPORTS P31-32

Page 31 top - PL note three schools in inspection report, positively mentions religious education. Future inspection framework changing to 5 key questions instead of 3.

P32 item partnership working - DM questioned partnership working, PL discussed differences in primary & secondary schools.

RP Estyn what is brief for religious education? Estyn & WASACRE need to communicate. PL advised that Estyn is obliged to comment when RE or collective worship is not being met Estyn does not need to comment if good practice is identified although it often does. Religious education review by Estyn looking at primary education will be conducted in the Autumn term. PL Action – Write to schools.

AGENDA ITEM 6 – LEAD PRACTITIONER – SUPPORTING THE NEW GCSE SPECIFICATIONS

Lucy Ashford lead practitioner delivered presentation Flintshire/Wrexham sharing systems/resources. Sharepoint on hub set up by PL, teachers can use the WJEC and EDUQAS websites to download information. Conference set up & attended by 60 to share how to mark work and receive humanist & atheist understanding on aspects of the curriculum. Have funding for next year, need a list of contacts/speakers and are regenerating old/new links between schools. PL should write a letter to welcome extra funding focused on exam syllabus, lead practitioners have worked really well. RP we have only one choice of exam board in Wales & prices have increased. IH High schools have worked well, could we use same lead practitioner idea to link primary schools? RP asking for choice of GCSE exam boards. CB are we comparing like for like in UK and Wales exam results? PL WJEC exam board have included more content to the GCSE this year. Teachers perceive this GCSE as harder.

AGENDA ITEM 7 – SCHOOL TO SCHOOL COLLABORATIVE WORKING UPDATE

PL advised £5,000.00 funding paid for supply forum held at St Giles and Denbighshire for primary RE teachers to meet. A pack was sent to schools who have pooled resources. PL to make sharing site on hub.

AGENDA ITEM 8 – WASACRE

Minutes Wales Association of SACREs Meeting 3rd March 2017 P33-43.

Page 35 item 6 - PL Estyn used them as good practice in Donaldson curriculum, teaching was very different. IR good to look at alternative ways to get people to study, challenge is good. PL we are in a transition from current curriculum and don't yet have new curriculum, concern for next few years regarding what RE might look like in some schools. CB religious education is being pushed to sidelines. Who is responsible for agreeing/delivering the syllabus statutory requirement? CB Who is contact here? RP initiatives can lose sight of curriculum and education of each child, key principles to be religiously literate, Donaldson report generates these questions. PL SACRE role if we are writing it is from Local Authority then SACRE. PL Estyn to see SACRE and WASACRE what will be delivered in schools, SACRE to support schools.

WASACRE minutes received and next Wales Association of SACREs meeting is on 7th July 2017 at 10:00am at Wrexham Guildhall, PL is attending, attendees here welcome.

WASACRE exec elections PL advised two nominations and only two applications received ??Alison Lewis??. Gill Vaisey and Ernie Goldsworthy. Vote by show of hands three Jill Vasey and three Ernie Goldsworthy, chair casting vote was Gill Vaisey.

AGENDA ITEM 9 – FUTURE MEETINGS

Future meetings will be conducted at 2pm on the following dates: Wednesday October 11 2017, Wednesday February 21 2018, Wednesday June 13 2018.

PL to deliver presentation on Finland.

Group agreed future meetings better in schools possibly Bryn Coch. IH Action to email available rooms to PL. RW Action to email PL rooms suitable for 18 people.

Annual Report
of
Flintshire
Standing Advisory Council
for Religious Education

2016 - 2017

Foreword

The Role of the Standing Advisory Council for Religious Education:

The principal roles of SACRE are:

- Advising the Local Authority on matters to do with Religious Education and collective worship, or Spiritual and Moral Development;
- Consider applications from Headteachers that their school be released from the statutory requirements for Collective Worship to be wholly or mainly of a broadly Christian character (such applications are known as 'Determinations');
- Require a Local Authority to review its Agreed Syllabus;
- Monitor the provision of RE, collective worship and spiritual, moral, social and cultural development in the schools of the Local Authority;
- Give advice on teacher agreed syllabus RE, including the choice of teacher materials;
- Advising the Local Authority on the provision of training for teachers (in RE);
- Considering complaints about the provision and delivery of RE and collective worship made to the Local Authority.
- To publish an Annual Report on its work.

The Composition of SACRE:

The statutory requirements for the setting up of SACREs require three committees of members:

- Representatives of Christian denominations or other religions and their denominations reflecting the principal religious traditions of the locality;
- Teacher representatives;
- County Council representatives.

There is also the right to co-opt members.

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Executive Summary

<i>Topics/Issues:</i>	<i>Advice given:</i>	<i>Implemented By LEA:</i>
RE: Agreed Syllabus	<ul style="list-style-type: none"> The agreed syllabus conference continues to be deferred on the advice of WASACRE, due to the current curriculum reform. 	✓
RE: Standards	<ul style="list-style-type: none"> Following consideration of Inspection Reports, schools are sent letters congratulating them for the good features. Results of the previous year's examinations for Religious Studies GCSE short course, full course and 'A' level are presented and discussed. 	✓
RE: Choice of Teaching Materials	<ul style="list-style-type: none"> No formal guidance, but the additional support and guidance for the Agreed Syllabus includes reference to some teaching materials. 	✓
RE: Provision of ITT	<ul style="list-style-type: none"> No visits possible this year. 	
Collective Worship	<ul style="list-style-type: none"> Following consideration of Inspection Reports, letters are sent to schools congratulating them for the good features. 	✓
Other Matters: Local	<ul style="list-style-type: none"> SACRE continued to meet in local secondary schools this year. Members continue to discuss how best to monitor standards in schools. SACRE continues to support school collaboration groups, developing materials and resources to support the teaching of RE. SACRE continues to support school collaboration groups, developing materials and resources to support the monitoring of RE. SACRE members received details regarding the Lead Practitioner programme facilitating secondary RE teachers to plan and prepare for the new WJEC GCSE specifications (first teaching 2017). 	✓ ✓ ✓ ✓ ✓
Other Matters: National	<ul style="list-style-type: none"> Members receive regular updates of Estyn Inspection Reports or documents relating to RE and Collective Worship. Members are informed about developments and initiatives undertaken by DFES Skills. The SACRE maintain its membership of WASACRE, representatives attend and report back on the meetings of the association. WASACRE continues to ask SACRE's to evaluate and improve how they monitor and work with schools 	✓ ✓ ✓ ✓
Other Matters: additional	No other additional matters.	
Complaints	No complaints received.	

The Annual Report

2. Advice Given to the Local Authority

(a) Religious Education:

i. The Agreed Syllabus

Flintshire SACRE adopted the 'National Exemplar Framework for Religious Education for 3-19 year olds' as the Locally Agreed Syllabus for Flintshire in 2008. The framework continues to be the basis of the Agreed Syllabus in Flintshire. The Agreed Syllabus will be reviewed once the findings of the curriculum review are published.

A SACRE's main function is '...to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit.' Education Reform Act 1988 s.11 (1) (a)

In the summer term, training has been provided for a few schools who will continue to work collaboratively to develop resources supporting the Agreed Syllabus.

The planning document 'Comprehensive Guide to RE' and 'RE in the Foundation Phase', which complement the Agreed Syllabus, continue to be requested and used by schools.

ii. Standards

Examination results

The SACRE received details of the examination results for 2016. All GCSE full course and short course results relate to pupils that have sat an RE examination and left compulsory Education.

482 pupils sat the full course in 2016, approximately the same number as in 2015 (481). The full course results were below the national average, 73.7% compared to 78.7%, and above last year's LA results by 20.5%.

910 pupils sat the short course in 2016, 35 more than the year before. The overall A*-C was 48.7%, 3.3% above the national results for all candidates, but a 9.6% decrease on last year's local figures.

In 2016, 38 pupils sat an 'A' level in Religious Studies, 5 less than in 2015. For Advanced Level, the overall A* – C rate was 94.7%, 15.8% above the national average, and 6.7% above when compared with last year's local figures.

Inspection Reports

Due to the current Estyn inspection framework there are no subject judgments in the Estyn reports. Instead, members receive information from the reports relating to Estyn's comments of a school's provision of SMSC. See part c Collective Worship - Monitoring provision - Inspection reports.

b. Methods of teaching

The SACRE and the LA have previously provided comprehensive documents and materials in support of the Agreed Syllabus, and these contain advice on methods of teaching and delivery of RE.

No advice has been given to schools regarding methods of teaching in 2015-16.

The schools working collaboratively received training on the three core skills in RE.

Choosing teaching resources

The SACRE does not formally advise schools in the matter of purchasing teaching resources, deeming this to be a matter for the schools themselves.

The Lead Practitioner programme, funded by Welsh Government and organised by the local consortium (GwE) have encourage schools to share resources to support the planning and preparation for the new WJEC GCSE specification (first teaching 2017).

A small group of schools have met in the spring term to work collaboratively. The aim of this group is to develop curriculum resources that can be shared with all schools in the LA.

Provision of Initial Teacher Training

It had not been possible during the year to make a visit to or receive a visit from an Initial Teacher Training Institute.

c) Collective Worship

Monitoring provision

Inspection Reports

As part of the process of monitoring, Estyn Inspection Reports are analysed in terms of collective worship, spiritual, moral, social and cultural development (SMSC). These are compiled and noted by SACRE. Letters are sent to schools following the consideration of them in SACRE, commending good practice and offering support as may be necessary.

Over the year 12 schools' inspection reports were analysed under the current inspection framework.

<i>Positive Comments in overall judgements</i>	<i>No of schools</i>
Current performance	6

<i>Positive Comments in quality indicators:</i>	<i>No of schools</i>
Key Question 1: How good are the outcomes?	
Standards	1
Wellbeing	6
Key Question 2: How good is provision?	
Learning Experiences	12
Care support and guidance	12
Learning Environment	9
Key Question 3: How good is leadership and management?	

Leadership	1
Partnership working	7

iii) Guidance Documents

Guidance documents created in previous years continue to be available to schools including 'A Comprehensive Guide to RE' and 'RE in the Foundation Phase'.

A small number of schools have worked collaboratively to develop guidance for all schools in the LA on aspects of monitoring and curriculum planning.

iv) Resources recommended

The guidance documents referred to above contain references to resources valued and recommended or evaluated by serving teachers. In addition, advice is offered in response to specific requests. Also schools are informed of resources through the RE News which is available to all schools electronically, they also have access to the Welsh National Centre for RE resources at Bangor University and also the St Mary's Centre for RE.

Self-evaluation materials continue to be promoted and are available on the REQM website.

The Lead Practitioner for Flintshire facilitated an opportunity for RE teachers to share resources relevant for the new WJEC GCSE RE specification (first teaching 2017).

v) INSET for Collective Worship

No inset has been provided for Collective Worship in the current academic year.

vi) Evaluation of the effectiveness of guidance

No formal evaluation of the original guidance material has been undertaken, but responses from schools to the materials, and comments offered through school visits have indicated how much the schools have valued the materials and used them in planning and enhancing their provision.

vii) Determinations

No Determinations have been made.

3) Other Matters

a) Local

SACRE has conducted its business in one high school this year. Two further meetings have taken place in LA meeting rooms.

SACRE is continuing to support school to school collaborative groups that will develop curriculum and monitoring resources that will be shared with schools across the LA.

Members received a presentation from Flintshire's RS Lead Practitioner. Funded by Welsh Government and organised by GwE, the Lead Practitioner is responsible for facilitating RS teachers to meet, discuss their concerns regarding the new WJEC RS specification and to share and create resources.

b) National

Although the Lead Practitioner programme has a local facilitator, it is a programme that has been provided across Wales.

Members continue to receive presentations regarding the implications of the Donaldson Review on Religious Education and the development of the pioneer network.

(i) Estyn:

Inspection Reports on schools were received and analysed, as reported.

(ii) DFES:

The SACRE has been informed of developments and initiatives undertaken by or through the Department for Education and Skills. The Agreed Syllabus Conference has been postponed until DFES publishes its planned changes to the curriculum.

(iii) WASACRE

Members of SACRE and the LA were represented at all the meetings of WASACRE, and received some of the presentations that had been made. SACRE continued to receive reports from representatives attending the meetings of the Association, and also receiving of minutes and papers from WASACRE.

(iv) Complaints

No complaints were received by the SACRE.

4. Appendices:

a) Composition of SACRE

Religious Denominations:

Roman Catholic
Mrs Rita Price

Roman Catholic
Nomination awaited

Church in Wales
Mrs R. Williams

Church in Wales
Sue Jones

Presbyterian (English)
Mrs Delyth McIntyre

Presbyterian (Welsh)
Rev. Huw Powell Davies

Methodist (Welsh)
Dora Jones

United Reformed
Nomination awaited

Union of Welsh
Independents
Gareth W Jones

b) Teacher Associations:

Secondary Headteacher
Mr R Keating

Secondary Head of Department
Lyn Oakes & Gail Woodward

Infant Headteacher
Nomination awaited

Junior Classteacher
Mr I Hussain

Special School
Mrs L Harkin

c) County Councillors:

Cllr. R C Bithell
Cllr. C Legg
Cllr. N Steele-Mortimer
Cllr. Jim Falshaw

Cllr. A.J. Davies-Cooke
Cllr. H. Isherwood
Cllr. D.I. Mackie
Cllr. Janet Axwothy (Summer Term)

Education Officers:

Challenge Adviser
Philip Lord

b) Number and dates of meetings

SACRE meetings:

5th October 2016

15th February 2017

5th July 2017

c) Organisations receiving the report

- DFES
- The report is available on the WASACRE website for interested organisations

Ysgolion Sir Fflint – Tabl 1
Flintshire Schools – Table 1

CANLYNIADAU TAGAU 2016: PAWB – ASTUDIAETHAU CREFYDDOL
GCSE RESULTS 2016: ALL – RELIGIOUS STUDIES

Key Stage 4 Religious Studies Results 2016																											ALL PUPILS					
GCSE Full Course			Analysis By Grade																							Pass Percentages						
			A*		A		B		C		D		E		F		G		U		X		Total Entries		A*-A		A*-C		A*-G			
ALI / LA	Rhif yr Ysgol / School I	Enw'r Ysgol / School Name	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%				
664	6641102	Flintshire Portfolio PRUs	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
664	6644000	Hawarden High School	5	11.9	12	28.6	20	47.6	5	11.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	42	100.0	17	40.5	42	100.0	42	100.0
664	6644006	Alun School	14	60.9	3	13.0	5	21.7	1	4.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	23	100.0	17	73.9	23	100.0	23	100.0
664	6644011	Elfed High School	0	0.0	3	10.3	3	10.3	6	20.7	6	20.7	4	13.8	3	10.3	1	3.4	3	10.3	0	0.0	29	100.0	3	10.3	12	41.4	26	89.7		
664	6644012	Holywell High School	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
664	6644013	St. David's High School	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
664	6644017	Castell Alun High School	20	22.0	31	34.1	18	19.8	10	11.0	7	7.7	2	2.2	2	2.2	1	1.1	0	0.0	0	0.0	91	100.0	51	56.0	79	86.8	91	100.0		
664	6644018	Maes Garmon	0	0.0	1	2.4	8	19.5	11	26.8	12	29.3	4	9.8	2	4.9	2	4.9	1	2.4	0	0.0	41	100.0	1	2.4	20	48.8	40	97.6		
664	6644019	John Summers High School	0	0.0	3	13.6	3	13.6	4	18.2	4	18.2	4	18.2	3	13.6	1	4.5	0	0.0	0	0.0	22	100.0	3	13.6	10	45.5	22	100.0		
664	6644021	Flint High School	5	11.6	4	9.3	15	34.9	11	25.6	2	4.7	5	11.6	1	2.3	0	0.0	0	0.0	0	0.0	43	100.0	9	20.9	35	81.4	43	100.0		
664	6644022	Connah's Quay High School	0	0.0	6	13.0	7	15.2	9	19.6	8	17.4	5	10.9	7	15.2	4	8.7	0	0.0	0	0.0	46	100.0	6	13.0	22	47.8	46	100.0		
664	6644042	Argoed School	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
664	6644600	St. Richard Gwyn Catholic High School	7	4.9	25	17.4	39	27.1	40	27.8	7	4.9	13	9.0	12	8.3	1	0.7	0	0.0	0	0.0	144	100.0	32	22.2	111	77.1	144	100.0		
664	6647021	Ysgol Maes Hyfryd	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	1	100.0	1	100.0		
664	6644999	Deeside Consortium	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		
	664	Flintshire	51	10.6	88	18.3	119	24.7	97	20.1	46	9.5	37	7.7	30	6.2	10	2.1	4	0.8	0	0.0	482	100.0	139	28.8	355	73.7	478	99.2		
All Pupils		11,051	9.4		18.4		23.8		20.4		9.3		7.7		5.4		3.3								33.8		78.7		98.8			

Ysgolion Sir Fflint – Tabl 2
Flinshire Schools – Table 2

CANLYDIADAU TGAU 2016 PAWB – ASTUDIAETHAU GREFYDDOL: CWRS BYR
GCSE RESULTS 2016: ALL – RELIGIOUS EDUCATION SHORT COURSE

Key Stage 4 Religious Studies Results 2016																											ALL PUPILS							
GCSE Short Course			Analysis By Grade																								Pass Percentages							
			A*		A		B		C		D		E		F		G		U		X		Total Entries		A*-A		A*-C		A*-G					
ALI / LA	Rhif yr Ysgol / School I	Enw'r Ysgol / School Name	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
664	6641102	Flintshire Portfolio PRUs	0	0.0	0	0.0	2	33.3	1	16.7	1	16.7	0	0.0	0	0.0	0	0.0	2	33.3	0	0.0	6	100.0	0	0.0	3	50.0	4	66.7				
664	6644000	Hawarden High School	0	0.0	3	2.0	4	2.6	48	31.6	26	17.1	29	19.1	17	11.2	12	7.9	13	8.6	0	0.0	152	100.0	3	2.0	55	36.2	139	91.4				
664	6644006	Alun School	33	15.8	25	12.0	33	15.8	36	17.2	14	6.7	19	9.1	15	7.2	19	9.1	15	7.2	0	0.0	209	100.0	58	27.8	127	60.8	194	92.8				
664	6644011	Elfed High School	2	3.0	5	7.5	12	17.9	15	22.4	11	16.4	12	17.9	4	6.0	4	6.0	2	3.0	0	0.0	67	100.0	7	10.4	34	50.7	65	97.0				
664	6644012	Holywell High School	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0				
664	6644013	St. David's High School	2	2.8	3	4.2	11	15.3	14	19.4	9	12.5	12	16.7	9	12.5	8	11.1	3	4.2	1	1.4	72	100.0	5	6.9	30	41.7	68	94.4				
664	6644017	Castell Alun High School	6	5.1	15	12.7	24	20.3	29	24.6	19	16.1	14	11.9	4	3.4	6	5.1	1	0.8	0	0.0	118	100.0	21	17.8	74	62.7	117	99.2				
664	6644018	Maes Garmon	0	0.0	0	0.0	0	0.0	3	9.7	2	6.5	4	12.9	11	35.5	8	25.8	3	9.7	0	0.0	31	100.0	0	0.0	3	9.7	28	90.3				
664	6644019	John Summers High School	0	0.0	0	0.0	0	0.0	0	0.0	2	20.0	2	20.0	2	20.0	2	20.0	2	20.0	0	0.0	10	100.0	0	0.0	0	0.0	8	80.0				
664	6644021	Flint High School	0	0.0	0	0.0	3	6.1	11	22.4	3	6.1	4	8.2	12	24.5	9	18.4	6	12.2	1	2.0	49	100.0	0	0.0	14	28.6	42	85.7				
664	6644022	Connah's Quay High School	0	0.0	6	8.0	5	6.7	9	12.0	13	17.3	20	26.7	12	16.0	7	9.3	2	2.7	1	1.3	75	100.0	6	8.0	20	26.7	72	96.0				
664	6644042	Argoed School	4	3.5	18	15.8	30	26.3	26	22.8	16	14.0	8	7.0	7	6.1	2	1.8	2	1.8	1	0.9	114	100.0	22	19.3	78	68.4	111	97.4				
664	6644600	St. Richard Gwyn Catholic High School	0	0.0	0	0.0	1	7.7	7	53.8	1	7.7	0	0.0	0	0.0	4	30.8	0	0.0	0	0.0	13	100.0	0	0.0	8	61.5	13	100.0				
664	6647021	Ysgol Maes Hyfryd	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0				
664	6644999	Deeside Consortium	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0				
	664	Flintshire	47	5.2	75	8.2	123	13.5	198	21.8	116	12.7	124	13.6	93	10.2	81	8.9	49	5.4	4	0.4	910	100.0	122	13.4	443	48.7	857	94.2				
All Pupils		11,666	3.6		7.8		13.6		20.4		12.6		12.6		11.1		8.9								11.4		45.4		90.6					

Ysgolion Sir Fflint – Tabl 3
Flintshire Schools – Table 3

CANLYNIADAU SAFON UWCH 2016 – PAWB ASTUDIAETHAU CREFYDDOL
GCE ADVANCED LEVEL RESULTS 2016: ALL – RELIGIOUS STUDIES

Key Stage 5 Religious Studies Results 2016 (Final)																								ALL PUPILS				
A Level			Analysis By Grade																		Pass Percentages							
			A*		A		B		C		D		E		U		X		Total Entries		A*-A		A*-C		A*-E			
ALI / LA	Rhif yr Ysgol / School I	Enw'r Ysgol / School Name	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%		
664	6644006	Alun School	2	18.2	1	9.1	6	54.5	1	9.1	1	9.1	0	0.0	0	0.0	0	0.0	0	0.0	11	100.0	3	27.3	10	90.9	11	100.0
664	6644017	Castell Alun High School	0	0.0	9	34.6	10	38.5	6	23.1	1	3.8	0	0.0	0	0.0	0	0.0	0	0.0	26	100.0	9	34.6	25	96.2	26	100.0
664	6644999	Deeside Consortium	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	1	100.0	1	100.0
	664	Flintshire	2	5.3	10	26.3	17	44.7	7	18.4	2	5.3	0	0.0	0	0.0	0	0.0	0	0.0	38	100.0	12	31.6	36	94.7	38	100.0
All Pupils		1,446	3.5		14.8		32.9		27.7		15.5		4.7								18.3		78.9		99.1			

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Analysis of Inspection Reports Flintshire SACRE

Autumn 2017

(Reports published in the Summer term)

4 schools

School	Dates	Reporting Inspector
Ysgol Pen Coch Special School, Flint	May 2017	Mrs Susan Roberts
Ysgol Owen Jones, Northop	March 2017	Mr Richard Hawkley
Ven. Edward Morgan R.C. Primary School, Shotton	March 2017	Edward Goronwy Morris

POSTIVE COMMENTS

Key Question 2: How good is provision?

Learning experiences:

- The school provides pupils with a good range of opportunities to learn about sustainability and global citizenship. Global theme weeks, including studies of topics such as the plight of refugees, provide pupils with valuable opportunities to develop their understanding of the wider world and other peoples and cultures. (Ysgol Owen Jones)
- Provision to promote pupils' understanding of sustainable development and global citizenship is effective. Teachers provide good opportunities through topic work for pupils to develop their understanding of different cultures and their role as global citizens. (Ven. Edward Morgan)

Care, support and guidance:

- The school supports pupils' spiritual, moral, social and cultural development effectively. For example, staff enhance pupils' spiritual development through a study of creation stories from different cultures. (Ysgol Owen Jones)
- Topic work, visits and daily collective worship provide valuable opportunities to enhance pupils' spiritual, moral, cultural and social development. The emphasis on positive values throughout the school is strong. This contributes well to the caring ethos and the good behaviour of nearly all pupils. (Ven. Edward Morgan)

Learning Environment:

- The school has an extremely warm, caring and inclusive ethos where pupils and staff enjoy being together and value and respect each other. (Ysgol Pen Coch)
- The school provides a positive and well-ordered environment, where every individual is valued equally. Pupils show pride in their school and respect for one another. They support one another very well and this creates a happy, caring and inclusive community. (Ysgol Owen Jones)

- The school is highly effective in promoting a happy and caring ethos, in line with its Christian values, to ensure an inclusive environment for all pupils. There is a clear emphasis on recognising, respecting and celebrating diversity within society. Staff promote equal opportunities successfully through events such as 'show racism the red card'. Collective worship promotes the school's core values successfully. (Ven. Edward Morgan)

Key Question 3: How good are leadership and management?

Partnership Working:

- Beneficial links with a good range of organisations within the community, such as the church, the local library and record office, have a positive effect on pupils' wellbeing and the experiences that they receive. (Ven Edward Morgan)

Agenda Item 6

To The Headteachers of all Infant, Junior, Primary and Special schools

November 16th 2016

Dear Headteacher

Statutory Requirements for Religious Education

Conwy Standing Advisory Council for Religious Education (SACRE) has asked me to bring to your attention the statutory requirements for Religious Education in state maintained schools. As the curriculum review is getting under way it is believed that some schools are confused as to the status of agreed syllabuses in schools.

As I am sure you are aware Religious Education is part of the basic curriculum and therefore sits outside the National Curriculum. The RE curriculum is locally determined by the LA and its SACRE. This means that there is a statutory requirement for LA's to provide Religious Education according to an agreed syllabus. With regard to the position of the Conwy agreed syllabus it was re adopted in 2013 and therefore the current syllabus stays in place with an understanding that the syllabus will be reviewed once the shape of the new Donaldson curriculum is defined. There would need to be a change in legislation for the delivery of RE according to an agreed syllabus to be rescinded.

Professor Donaldson report *Successful Futures - Independent Review of Curriculum and Assessment Arrangements in Wales* recommended that *Religious education should form part of the Humanities Area of Learning and Experience, and should remain a statutory curriculum requirement from reception.*

SACRE is aware that the Pioneer schools are now meeting in order to shape the new curriculum. Until such time as the detail of the AOLE are shaped and a review of the agreed syllabus takes place then SACRE wish to ensure that schools understand that **coverage of the programmes of study of the locally agreed syllabus is the main statutory requirement.**

I attach a copy of the current agreed syllabus for RE and the programmes of study for KS2 can be found on pages 18-19 of the agreed syllabus.

As regards the **Foundation Phase** three broad areas of People, Beliefs and Questions are studied. Please see pages 14-17 of the agreed syllabus.

SACRE would like schools to confirm receipt of this information by completing the attached pro forma below and returning to me, philiplord@gwegogledd.cymru

I hope that this information is useful to you.

Regards and best wishes

Phil Lord

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Anghenion Statudol Addysg Grefyddol

Annwyl Bennaeth,

Gofynnodd y Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol (CYSAG) i mi ddwyn eich sylw at anghenion statudol addysg grefyddol mewn ysgolion a gynhelir gan y wladwriaeth. Wrth i adolygiad o'r cwricwlwm gychwyn, credir bod rhai ysgolion yn ddrwslyd ynghylch statws meysydd llafur cytunedig mewn ysgolion.

Byddwch yn ymwybodol bod addysg grefyddol yn rhan o'r cwricwlwm sylfaenol ac felly mae y tu allan i'r Cwricwlwm Cenedlaethol. Mae'r cwricwlwm addysg grefyddol yn cael ei benderfynu'n lleol gan yr ALI a CYSAG. Golyga hyn bod anghenraid statudol i AauLI ddarparu addysg grefyddol yn ôl maes llafur cytunedig. Cafodd y maes llafur cytunedig ei ail fabwysiadu yn 2013, felly mae'r maes llafur presennol yn parhau gyda'r ddealltwriaeth y bydd yn cael ei adolygu unwaith y bydd siâp cwricwlwm newydd Donaldson wedi'i ddiffinio. Byddai angen newid y ddeddf er mwyn diddymu cyflwyno addysg grefyddol yn ôl maes llafur cytunedig.

Argymhellodd adroddiad yr Athro Donaldson *Dyfodol Llwyddiannus - Adolygiad Annibynnol o'r Cwricwlwm a Threfniadau Asesu yng Nghymru y dylai addysg grefyddol lunio rhan o Faes Dysgu a Phrofiad Dyniaethau, a dylai aros yn anghenraid cwricwlwm statudol o dderbyn.*

Mae CYSAG yn ymwybodol bod ysgolion arloesi yn cyfarfod nawr i siapio'r cwricwlwm newydd. Hyd y bydd y manylion y MDP wedi'u siapio a bod adolygiad o'r maes llafur cytunedig wedi'i gynnal, bydd CYSAG yn dymuno sicrhau bod ysgolion yn deall mai **trin rhaglenni astudiaeth y maes llafur a gytunwyd yn lleol yw'r prif anghenraid statudol.**

Ynghlwm mae copi o'r maes llafur cytunedig presennol ar gyfer addysg grefyddol ac mae rhaglenni astudiaeth CA2 ar dudalennau 18-19 y maes llafur cytunedig.

Parthed y **Cyfnod Sylfaen** - mae tri maes cyffredinol: Pobl, Credoau a Chwestiynau yn cael eu hastudio. Gweler tudalennau 14-17 y maes llafur cytunedig.

Hoffai CYSAG i ysgolion gadarnhau eu bod wedi cael yr wybodaeth trwy lenwi'r ffurflen isod a'i hanfon ataf, philiplord@gwegogledd.cymru

Gobeithiaf fod yr wybodaeth yn ddefnyddiol i chi.

Dymuniadau da

Phil Lord (Swyddog CYSAG)

CYSAG – Ffurflen Ateb Maes Llafur Cytunedig:

Enw'r ysgol _____

Enw'r aelod o staff
sy'n llenwi'r ffurflen _____

Gwaith yn yr ysgol _____

Rwyf wedi darllen a deall yr anghenion

DO / NADDO (rhowch gylch)*

statudol ar gyfer addysg grefyddol yn y
Cyfnod Sylfaen a CA2

*os na, a ydych yn dymuno i
gynrychiolydd o CYSAG gysylltu â chi?

YDW / NA (rhowch gylch)

I'w lenwi a'i e-bostio at:

Phil Lord – Swyddog CYSAG. philiplord@gwegogledd.cymru

To The Headteachers of all Secondary and Special schools

Summer 2017

Statutory Requirements for Religious Education

Dear Headteacher

Standing Advisory Council for Religious Education (SACRE) has asked me to bring to your attention the statutory requirements for Religious Education in state maintained schools. As the curriculum review is getting under way it is believed that some schools are confused as to the status of agreed syllabuses in schools and this letter is being sent to outline to schools what are the statutory requirements for Religious Education.

As I am sure you are aware Religious Education is part of the basic curriculum and therefore sits outside the National Curriculum. The RE curriculum is locally determined by the LA and its SACRE. This means that there is a statutory requirement for LA's to provide Religious Education according to an agreed syllabus and monitor that statutory requirements are being adhered to by schools. With regard to the position of the Agreed Syllabus for RE it was re-adopted in 2013 and therefore the current syllabus stays in place with an understanding that the syllabus will be reviewed once the shape of the new Donaldson curriculum is defined. There would need to be a change in legislation for the delivery of RE according to an agreed syllabus to be rescinded.

Professor Donaldson report *Successful Futures - Independent Review of Curriculum and Assessment Arrangements in Wales* recommended that *Religious education should form part of the Humanities Area of Learning and Experience, and should remain a statutory curriculum requirement from reception.*

SACRE is aware that the Pioneer schools are now meeting in order to shape the new curriculum. Until such time as the detail of the AOLE are shaped and a review of the agreed syllabus takes place then SACRE wish to ensure that schools understand that **coverage of the programmes of study of the locally agreed syllabus is the main statutory requirement.**

I attach a copy of the current agreed syllabus for RE where you can see the programmes of study for all key stages in the secondary school on pages 27-29.

SACRE is particularly interested in the delivery of **Religious Education at KS4**. Some schools appear confused regarding statutory requirements at KS4 and we would like to draw your attention to the programme of study which can be found on pages 27-29. Many schools in Wales are providing statutory RE by following either a GCSE Short Course or a GCSE Full Course or a combination of the two courses. SACRE wish to inform you that this would fulfil statutory requirements as long as **all** pupils are receiving religious education whether or not they are entered for accreditation.

Some schools are delivering RE at KS4 within the Welsh Baccalaureate Qualification (WBQ). In 2016, the Wales Association of SACREs conducted a survey of the impact of the WBQ on religious education in schools across Wales. SACRE understands that some schools believe that coverage of the Global Citizenship element of WBQ is sufficient to cover the RE requirements. SACRE would like to ensure that schools understand that the Global Citizenship unit alone would not be sufficient to cover all aspects of the agreed syllabus programmes of study as outlined on pages 30-31 of the agreed syllabus. The WASACRE survey (2016) showed that in some cases WBQ had some positive impact when schools increased the time allocation for RE within the WBQ so that all aspects of the agreed syllabus could be covered. That has to be measured against those schools who commented that the introduction of the WBQ was having a negative effect on RE such as loss of Short Course accreditation, over use of non specialists in the teaching of RE and RE subject specific skills being sacrificed to cover the more generic skills of WBQ.

SACRE would like schools to confirm receipt of this information by completing the attached pro forma below and returning to the Clerk to SACRE. The pro-forma concentrates on delivery at KS4 in particular because this is the area most identified as of concern to teachers of RE and also identified as raising issues in the WASACRE survey. Schools providing this information enables the LA and its SACRE to fulfil

its monitoring role of RE in the curriculum and be assured that statutory requirements according to the agreed syllabus for RE are being met.

SACRE hope that this information is useful to you.

Yours sincerely

(LA representative on SACRE)

Name of School _____
Name of Staff member completing pro forma _____
Position in school _____

I have read and understood the statutory requirements for RE at all key stages **YES/ NO (please circle)**

How is RS/RE delivered at KS4?

Please tick ALL relevant comments below:

- | | |
|---|-------------------------|
| <input type="checkbox"/> All/nearly all pupils receive RE according to the agreed syllabus | How many classes? _____ |
| <input type="checkbox"/> All/nearly all pupils undertake a full course RS GCSE qualification | How many classes? _____ |
| <input type="checkbox"/> All/nearly all pupils undertake a short course RS qualification | How many classes? _____ |
| <input type="checkbox"/> All/nearly all pupils receive statutory RE during Welsh Bacc lessons | How many classes? _____ |
| <input type="checkbox"/> Some pupils undertake a full course RS GCSE qualification | How many classes? _____ |
| <input type="checkbox"/> Some pupils undertake a short course RS qualification | How many classes? _____ |
| <input type="checkbox"/> Some pupils receive statutory RE during Welsh Bacc lessons | How many classes? _____ |

Other (Please Specify)

Please could you describe how KS4 is timetabled: (e.g. one weekly 60 minute lesson)

Who delivers KS4 RS/RE lessons?

- All KS4 pupils are taught by specialist RS teachers
- Most KS4 pupils are taught by specialist RS teachers
- Few KS4 pupils are taught by specialist RS teachers
- No KS4 pupils are taught by specialist RS teachers

Any further comments:

We are collating information about the new RS specifications at KS4, if you have any comments on the examinations you would like SACRE to know about, please include them here.

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Dear Kirsty Williams, Cabinet Secretary for Education

Flintshire Standing Advisory Council for Religious Education noted the recent competing petitions concerning the requirement for the daily act of collective worship.

We understand that the petitions committee have now referred this matter to you to ascertain if it breaches any human rights.

We feel compelled to write to you to express our commitment and support of the continuing requirement that this should be a daily act and should remain enshrined in Law. In the current tumultuous climate it is ever more important that our young people understand and can appreciate a range of perspectives. Additionally the time for quiet reflection and space gives our young people an opportunity to collect their thoughts and gather themselves emotionally and phenomenologically.

The wording of the Act is that it is to be “wholly or mainly of a broadly Christian character”. So it can be wholly Christian, in other words not every day there would be a Christian act of worship, but it could be mainly Christian, meaning that, taken over the term as a whole, more of the acts of worship will be Christian than not. Of course that means that almost half the acts of worship could derive from the other great belief or religious traditions.

Until 1988 the law expected collective worship to take place in an assembly of the whole school at the beginning of every day. But now, it can take place in any group at any time of the day: the whole school, or house or year groups, tutor groups, form assemblies.

The Christian worship should not be distinctive of any particular denomination. So, it would be unlawful, for example, for the act of collective worship in a community school to be a Eucharist or Mattins. In a Church School however this can happen.

The worship can be reflective of other faiths. The school can seek a ‘determination’ from the Local Authority’s Standing Advisory Committee for Religious Education (SACRE). The determination could allow the daily act of worship to reflect the predominant major world faith found in the school, or indeed the range of faiths. The determination could specify that there would be no Christian worship. The SACRE has no power to nullify the requirement in law of daily worship for all. Parents can also exercise their right of withdrawal if they so wish.

Therefore we believe that the current statutory position is both flexible and protects the rights of choice. We would welcome the opportunity to receive the Cabinet Secretary's assurance and support of the current position. We firmly believe that it has been tested and shown to be the best option for our young people.

We welcome the challenge from the young people and are glad that both sides felt able to express their points of view. As the pioneer schools develop the new humanities curriculum

under Professor Donaldson's recommendations we would be grateful to receive reassurance that the daily act of collective worship will remain a central part of the life of our schools.

We are grateful to the cabinet secretary for her ongoing support both of SACRE and the position of RE and collective worship in education.

Yours sincerely

Delyth McIntyre
(Chair of Flintshire SACRE)

Dear Kirsty Williams, Cabinet Secretary for Education

Conwy and Denbighshire SACREs recently received a presentation from the Conwy and Denbighshire Lead Practitioner for Religious Studies. I am writing to share some of the members' points that were discussed as a result of presentation. The presentation consisted of an explanation as to the work of the Lead Practitioner, the points that were discussed by Religious Studies teachers in Conwy and Denbighshire and a list of their concerns.

Firstly we would thank Welsh Government for funding the Lead Practitioner programme. Members were pleased that it has enabled RE teachers to discuss, plan and share resources for the new WJEC specification that will be taught from this September. A conference in Llandudno brought Religious Studies teachers from across the GwE region and gave them an opportunity to discuss the new specification. It also provided an opportunity for teachers to share their concerns from across the region. Local groups made up of teachers from two local authorities have been able to plan Schemes of Work as well as create and share resources.

During the presentation it was brought to the members' attention that:

- The WJEC text book for the specification to be taught in September had not yet been published. There are a few schools in Conwy and Denbighshire that do not have a Religious Studies specialist and as such the need for a text book is paramount. The EDUCAS text book has been available for a year!
- The cost of the resources is more than many schools can afford. To provide enough text books for pupils to share one between two will cost a school over £700 (presuming that the school timetables 3 classes to be taught at the same time).
- Although the specification is for first teaching in September 2017, the Welsh version of the text book will not be ready until well into the academic year. SACRE members are concerned that:
 - o Teachers in Welsh medium schools are translating resources, taking up a large amount of time, time which could be spent planning and supporting our students to improve their standards.
 - o The late release of the Welsh language resources may contravene Welsh Government policy on the promotion of a bilingual Wales.
- Planning and preparation time as a result of year 11 leaving after their exams is an important time for Teachers to plan for the next academic year. The lack of the text book and support materials has hindered teachers preparing for the new specification.
- Many Religious Studies teachers in Conwy and Denbighshire report that the increase in content for the new specification will mean that pupils spend more time learning facts for the exam rather than adhering to many of the aspects that are laid out by the Agreed Syllabus including self-reflection and an understanding of the impact faith can have on individuals and communities.

Members of SACRE are concerned for the wellbeing of Conwy and Denbighshire Religious Studies teachers and the standards of Religious Studies achieved by pupils in Conwy and Denbighshire. In response to this letter please can you:

1. Inform SACRE as to why there has been an increase in the amount of content that will be taught in the same amount of time as the previous specification.
2. Reassure SACRE that the Lead Practitioner programme is supported financially to continue the valuable work started this year.
3. Place pressure on publishers of the Welsh language text book accompanying this specification to release it at the same time as the English version?
4. Provide schools with financial assistance so that they will be able to purchase enough text books once they are published.

Yours Sincerely

Phil Lord

On behalf of Conwy SACRE

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



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref KW/01285/17

Phil Lord
Challenge Advisor
GwE

philplord@gwegogledd.cymru

10 August 2017

Dear Mr Lord

Thank you for forwarding Delyth McIntyre's letter to me, in support of the requirement for schools to provide a daily act of collective worship. I understand that you wanted my reply directed to you.

In Wales, collective worship in schools should be sensitive to the range of beliefs held by pupils in the school and should give pupils the opportunity to worship without encouraging them to do something that is against the teachings of their religion. For example, times of prayer may be left open-ended for pupils to say their own prayers silently or to reflect on moral or philosophical issues. As you are aware, parents are entitled to remove their children from acts of collective worship, in accordance with section 71 of the School Standards and Framework Act 1998.

I am aware of the petitions in relation to collective worship and I will be responding to the Petitions Committee over the coming weeks.

Yours sincerely

A handwritten signature in black ink that reads "Kirsty Williams". The signature is written in a cursive style.

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

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

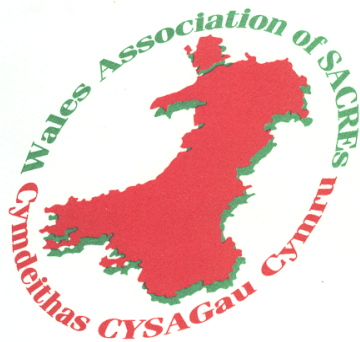
Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Gohebiaeth.Kirsty.Williams@llyw.cymru
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.

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Agenda Item 9

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

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

Presenoldeb/Attendance

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

1. Cyflwyniad a chroeso / *Introduction and welcome*

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

2. Adfyfyrion tawel / *Quiet reflection*

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

3. Ymddiheuriadau / *Apologies*

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

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

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

5. Materion yn codi / *Matters arising*

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

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

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

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

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

ACTIONS:-

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

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

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

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

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

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

Discussion following the presentation:

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

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

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

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

Questions:

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

8. Diweddariadau/Updates:

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

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

ii. Materion Llywodraeth Cymru / Welsh Government matters –

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

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

Discussion from members also raised the following issues:

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

iii. RE stakeholder meeting 12/4/17

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

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

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

iv. **New Curriculum Stakeholder meeting 24/5/17** – PL reported that assessment procedures currently create competition that is detrimental to the child. Problems arise when students want to transfer schools. If they are not attaining assessment grades Headteachers sometimes don't want them in the school. PL reported that with the development of the Donaldson Successful Futures curriculum the eyes of the world are looking at Wales. He explained that no education system in the world has changed this significantly. Therefore, Welsh Government wants to get this right. PL felt that Manon Jones and Steve Davies were sincere in wanting to create an inclusive, teacher led, bottom up system. VT commented that it is, therefore, important it is to have Manon Jones present at WASACRE meetings.

v. **Meeting with Estyn 05/06/17** - VT reported that the meeting had been requested by WASACRE and NAPfRE and that four HMI had attended. She said that the meeting had been positive and mutually beneficial. Representatives enquired about the thematic review of RE. There will be a specific report produced by three HMI and one peer inspector. Mark Campion will have an editing role. Between twenty and twenty-one schools will be included and visits to schools will be made. The focus will be upon standards and provision; assessment; links with the community (community cohesion) and staffing of RE. The team will also look at preparation for the Four Purposes as well as transition between Primary and Secondary. If the inspectors see non-fulfilment of the statutory requirements for RE they will definitely take it up with the school. Upon WASACRE representative's suggestion, Estyn officers agreed to consider whether provision at Foundation Phase appropriately lays the foundation for work at KS2. Additionally, there will be a review of the Foundation Phase and at the suggestion of WASACRE representatives, Estyn officers agreed to ensure that RE will be included in that review alongside other areas of learning. WASACRE was asked to let Estyn know of schools that have good practice in RE.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10. Gohebiaeth /*Correspondence*

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

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

ACTION: PL to phone Alun Charles.

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

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

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

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

Spring Meeting March 9th Civic Centre in Swansea.

Dear SACRE members,

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

Curriculum Reform

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

Strand 1 – Strategic Design

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

These groups focussed on:

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

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

Strand 2 – Area of Learning and Experience Design

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

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

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

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

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

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

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

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

Next steps

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

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

Best wishes,

Manon Jones
Welsh Government

Annwyl aelodau CYSAG,

Isod ceir diweddariad ar y broses o ddiwygio'r cwricwlwm hyd yma a gwahoddiad i chi fel CYSAG i wneud sylwadau ar waith gweithgor y Dyniaethau hyd yma.

Diwygio'r Cwricwlwm

Yn dilyn cyhoeddi *Dyfodol Llwyddiannus*, adolygiad annibynnol yr Athro Donaldson o'r cwricwlwm a'r trefniadau asesu yng Nghymru, a derbyn pob un o'r 68 o argymhellion, sefydlwyd y rhwydwaith ysgolion arloesi yn ystod hydref 2015. Gan gydweithio â phartneriaid allweddol ac arbenigwyr, mae'r ysgolion hyn yn cyflawni rôl ganolog yn y gwaith o ddatblygu'r cwricwlwm newydd i Gymru.

Llinyn 1 – Dylunio Strategol

Yn ystod cam cyntaf y broses o ddatblygu'r cwricwlwm, sefydlwyd pedwar gweithgor arloesi i bennu egwyddorion strategol lefel uchel er mwyn llywio'r gwaith o ddatblygu'r cwricwlwm newydd.

Canolbwyntiodd y gweithgorau hyn ar y canlynol:

- Asesu a Dilyniant
- Cyfrifoldebau Trawsgwricwlaidd
- Cyfoethogi a Phrofiadau
- Y Dimensiwn Cymreig, Persbectifau Rhyngwladol a Sgiliau Ehangach

Cyhoeddodd pob gweithgor adroddiad interim ym mis Ionawr 2017 ac mae'r adroddiadau hyn i'w gweld ar ein [blog](#).

Llinyn 2 – Dylunio Meysydd Dysgu a Phrofiad

Ym mis Ionawr 2017, sefydlwyd chwe gweithgor arloesi er mwyn dechrau datblygu cynigion lefel uchel cychwynnol ar gyfer pob un o'r Meysydd Dysgu a Phrofiad a amlinellir yn *Dyfodol Llwyddiannus*:

- Celfyddydau Mynegiannol
- Iechyd a Lles
- Y Dyniaethau
- Iaith, Llythrennedd a Chyfathrebu
- Mathemateg a Rhifedd
- Gwyddoniaeth a Thechnoleg

Mae'r Athro Donaldson yn argymhell y dylai Addysg Grefyddol fod yn rhan o Faes Dysgu a Phrofiad y Dyniaethau. Felly, rydych chi fel CYSAG, a CCYSAGauC fel y corff cenedlaethol, yn bartneriaid allweddol yn y gwaith o ddatblygu'r agwedd hon ar y cwricwlwm newydd i Gymru. I hwyluso'r gwaith hwn, sefydlwyd grŵp cynllunio sy'n cynnwys aelodau o CCYSAGauC, PYCAG, Llywodraeth Cymru yn ogystal â chynrychiolwyr ym maes y Dyniaethau o'r consortia rhanbarthol ac Estyn.

Ers mis Ionawr, mae'r gweithgorau Meysydd Dysgu a Phrofiad wedi canolbwyntio ar y tasgau canlynol:

- Datganiad clir ar sut mae'r Maes Dysgu a Phrofiad yn hyrwyddo pedwar diben y cwricwlwm.
- Disgrifiad o gwmpas a ffiniau'r Maes Dysgu a Phrofiad, gan gynnwys ei faterion canolog, sut mae'n wahanol i'r meysydd eraill a pham mae'n bwysig ar gyfer addysg pob plentyn a pherson ifanc.
- Penderfyniad ynghylch y ffordd orau o gyflwyno'r pynciau a/neu linyddau gwahanol yn y Maes Dysgu a Phrofiad.
- Sylwadau ar benodolrwydd tybiedig y Maes Dysgu a Phrofiad a'r rhesymau dros hyn.

Fel rhan o'r gwaith o ddatblygu pob un o'r tasgau a amlinellir uchod, mae'r chwe gweithgor Maes Dysgu a Phrofiad wedi paratoi a llunio adroddiadau sy'n amlinellu eu syniadau hyd yma.

Gellir gweld y crynodebau gweithredol drwy ddilyn y ddolen atodedig isod:

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

Y camau nesaf

Bydd y gwaith o ddatblygu manylion y cwricwlwm yn dechrau yn ystod tymor yr hydref a byddwn yn cydweithio'n agos â chydweithwyr yn CCYSAGauC a PYCAG yn ystod y broses hon. Er mwyn llywio ein gwaith yn y dyfodol, hoffem hefyd eich gwahodd chi fel CYSAG i ystyried y crynodeb gweithredol mewn perthynas â Maes Dysgu a Phrofiad y Dyniaethau a chynnig sylwadau a/neu awgrymiadau i'w hystyried yn ystod cam nesaf y gwaith.

Byddwn yn anfon y diweddariad nesaf ar ddiwedd tymor yr hydref/dechrau tymor y gwanwyn ac, unwaith eto, byddwn yn gwahodd adborth a sylwadau ar y cynigion a lunnir o fis Medi ymlaen.

Cofion gorau,

Manon Jones
Llywodraeth Cymru