

Public Document Pack

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



To:

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

CS/NG

21 November 2019

Jan Kelly / 01352 702301
janet.kelly@flintshire.gov.uk

RELIGIOUS DENOMINATIONS:

Gareth Wyn Jones, Sue Jones
Roz Williams and Wendy White

TEACHER ASSOCIATIONS:

Lyn Harkin, Ibad Hussain, Catherine McCormack
and Lyn Oakes

Dear Sir / Madam

A meeting of the **FLINTSHIRE SACRE** will be held in the **CLWYD COMMITTEE ROOM** on **WEDNESDAY, 27TH NOVEMBER, 2019** at **4.00 PM** to consider the following items.

Yours sincerely

Robert Robins
Democratic Services Manager

This agenda is subject to restrictions on content due to the Election Period which runs from 7th November to 13th December.

A G E N D A

- 1 **APPOINTMENT OF CHAIR**
To appoint a Chair for this academic year.
- 2 **APPOINTMENT OF VICE-CHAIR**
To appoint a Vice-Chair for this academic year.

3 **APOLOGIES FOR ABSENCE**

4 **DECLARATIONS OF INTEREST: CODE OF LOCAL GOVERNMENT CONDUCT**

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

5 **MINUTES** (Pages 3 - 6)

To approve and sign as a correct record the minutes of the previous meeting

6 **ESTYN INSPECTION REPORTS UPDATE** (Pages 7 - 8)

7 **WELSH GOVERNMENT CONSULTATION ON RELIGIOUS EDUCATION - CONSULTATION ENDS 28TH NOVEMBER 2019** (Pages 9 - 48)

To consider a response to Welsh Government's request for views on the impact of proposals that the new curriculum for Wales which will be introduced in 2022 should not include a right to withdraw from Religious Education (RE) and Relationships and Sexuality Education (RSE) and a change of name for RE.

8 **WASACRE MINUTES**

- To receive the minutes of the last meeting of the Association on 26 March 2019. <http://www.wasacre.org.uk/meetings.html>
- To agree attendance at the next WASACRE meeting on 17 March 2020 in Merthyr Tydfil.

9 **ANNUAL REPORT FOR SACRE 2019-2020**

To receive a report at the meeting by Vicky Barlow, Senior Manager for School Improvement, Education and Youth Portfolio.

10 **AGREED SYLLABUS CONFERENCE DATE TO BE AGREED**

11 **CORRESPONDENCE:**

RE Ideas: Received from Rheinallt Thomas sent on behalf of REMW. PDF files of *RE Ideas* for the 3 term of this academic year in English and Welsh. Copies sent to schools

12 **FUTURE MEETINGS**

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

Wednesday 26 February 2020	4pm	Delyn Room, County Hall, Mold
Wednesday 10 June 2020	4pm	Delyn Room, County Hall, Mold

FLINTSHIRE SACRE COMMITTEE
12 JUNE 2019

Minutes of the meeting of the SACRE Committee of Flintshire County Council held on the 12 June 2019

IN ATTENDANCE:

ELECTED MEMBERS:

Chris Bithell (CB) (Chair)
Janet Axworthy (JA)
Adele Davies-Cooke (A D-C)
Dave Mackie (DM)

LA REPRESENTATIVES:

Vicky Barlow – Senior Manager School Improvement Systems (Education and Youth)
(VB)

RELIGIOUS DENOMINATIONS:

Roz Williams

TEACHER REPRESENTATIVES

None

Also in attendance:

Joanna Hayes – Business Change & Support Team Leader (JH) Clerk;

1. WELCOME AND INTRODUCTIONS

2. APOLOGIES

Councillors Paul Cunningham, Ian Roberts and Colin Legg

3. DECLARATIONS OF INTEREST

None

4. MINUTES

Matters arising -

It was requested that an annual register of attendance be sent with the agenda
A signing in sheet was also requested for the next meeting

Request that a letter be sent to members after they have missed two meeting and an email should be sent to all members regarding the new start time of the meeting (VB to action)

5. APPOINTMENT OF A CHAIR PERSON / VICE CHAIR PERSON

Arrangement as per 4-4.5 of the SACRE Terms of Reference – it was agreed that a new chair and vice chair would be appointed in the new academic year.

6. ANALYSIS OF INSPECTION REPORTS

VB summarised inspection reports.

7. NEW CURRICULUM FOR WALES – NATIONAL CONSULTATION

VB gave an overview of the Humanities Area of Learning and Experience for the new curriculum which is open for consultation from 30 April - 19 July 2019. VB will draft a response to this consultation on behalf of SACRE

8. WASACRE

The meeting received the minutes of the last meeting of the Association on 26 March 2019.

Attendance agreed for the next WASACRE meeting on 28 June 2019 in Conwy. VB will attend and DM will confirm if they can also attend.

VB to check when it will be our turn to host (the meeting will be in North Wales in the Summer Term)

DM advised that a request for information from WASACRE to Flintshire County Council for information had not been responded to. VB will follow this up.

9. CORRESPONDENCE

VB provided a verbal report at the meeting with details of nominations for the position of Vice Chair at WASACRE.

RW proposed that VB make a decision regarding this matter for the meeting. DM seconded this.

10. AOB

VB was to take forward action regarding a party interested in joining SACRE

11. FUTURE MEETINGS

Wednesday 26 February 2020 4pm Delyn Room, County Hall, Mold

Wednesday 10 June 2020 4pm Delyn Room, County Hall, Mold

The new meeting time of 4pm needs to be stressed to teacher representatives

Meeting ended 5:45pm

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Analysis of Inspection Reports

Flintshire SACRE

Autumn term 2019

(Reports published in the summer term 2019)

School	Inspection by Estyn
Ysgol Estyn	June 2019
Ysgol y Foel	June 2019
Broughton Primary School	July 2019

IA 2: Wellbeing and attitudes to learning

- Pupils actively support a variety of charities, including Hope House and Macmillan Cancer as well as a charity overseas, which raises money for a school in Africa. This gives them an important understanding of people less fortunate than themselves. (Ysgol Estyn)
- Nearly all pupils are developing well as ethical, informed citizens. They are active in their support for recycling by providing different bins and encouraging pupils to use these. Many show commitment and enthusiasm in caring for the local environment. For example, key stage 2 pupils worked with visitors during the school's 'Parliament Week' to identify ways of reducing plastic waste in school. Pupils support the work of local charities effectively, for instance through regular fundraising activities for a nearby hospice and the local foodbank. (Ysgol y Foel)

IA3: Teaching and learning experiences

- There are worthwhile opportunities for pupils to learn about the culture and heritage of Wales, including studying important historical figures such as Mary Jones (Ysgol y Foel)

IA 4: Care, support and guidance

- Pupils learn about important values, such as honesty, respect and the need to appreciate other people. (Ysgol Estyn)
- The school provides beneficial opportunities for pupils to develop their personal and social skills and to promote their spiritual, moral and cultural development. For example, as part of their Africa topic, pupils in key stage 2 explored cultural traditions through activities such as music, cookery and storytelling. There are also valuable opportunities to enable all pupils to develop as well-informed citizens who have a sound understanding of different faiths. For example, pupils in key stage 2 learn about

the importance of central beliefs in Islam while pupils in the foundation phase develop their moral understanding by reflecting on stories drawn from Christianity. (Ysgol y Foel)

- By implementing circle time sessions and wellbeing interventions for specific groups, the school operates a valuable personal and social education programme. This aspect is given regular and thorough attention across the curriculum. Mindfulness sessions and reflection periods contribute well to this (Broughton CP)
- They regularly participate in charity events, which are successful in improving pupils' understanding of the wider world. (Broughton CP)
- The school promotes pupils' awareness of different cultures effectively, for example by twinning with schools in France. As a result, pupils celebrate differences and respect diversity very maturely. This prepares them to become confident, independent and mature citizens of the future. (Broughton CP)

Number: WG39139



Welsh Government
Consultation Document

Consultation on proposals to ensure access to the full curriculum for all learners

Date of issue: 3 October 2019

Action required: Responses by 28 November 2019

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.

This document is also available in Welsh.

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Overview We want your views on the impact of proposals that the new curriculum for Wales which will be introduced in 2022 should not include a right to withdraw from Religious Education (RE) and Relationships and Sexuality Education (RSE) and a change of name for RE.

How to respond This is a written, electronic consultation. Questions can be found at the end of this consultation document and you can complete the online form, download the form and complete manually and post to us at the address provided or send via email.

Further information and related documents Our National Mission: A Transformational Curriculum
<https://gov.wales/our-national-mission-transformational-curriculum>

This consultation document can be accessed from the Welsh Government's website at gov.wales/consultations. Large print, Braille and alternative language versions of this document are available on request.

Contact details For further information, please contact:

Arts, Humanities and Well-being Branch
Curriculum and Assessment Division
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3QD

e-mail: AHWB@gov.wales

General Data Protection Regulation (GDPR)

The Welsh Government will be data controller for any personal data you provide as part of your response to the consultation. Welsh Ministers have statutory powers they will rely on to process this personal data which will enable them to make informed decisions about how they exercise their public functions. Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about or planning future consultations. Where the Welsh Government undertakes further analysis of consultation responses then this work may be commissioned to be carried out by an accredited third party (e.g. a research organisation or a consultancy company). Any such work will only be undertaken under contract. Welsh Government's standard terms and conditions for such contracts set out strict requirements for the processing and safekeeping of personal data.

In order to show that the consultation was carried out properly, the Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. If you do not want your name or address published, please tell us this in writing when you send your response. We will then redact them before publishing.

You should also be aware of our responsibilities under Freedom of Information legislation.

If your details are published as part of the consultation response then these published reports will be retained indefinitely. Any of your data held otherwise by Welsh Government will be kept for no more than three years.

Your rights

Under the data protection legislation, you have the right:

- to be informed of the personal data holds about you and to access it
- to require us to rectify inaccuracies in that data
- to (in certain circumstances) object to or restrict processing
- for (in certain circumstances) your data to be 'erased'
- to (in certain circumstances) data portability
- to lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

For further details about the information the Welsh Government holds and its use, or if you want to exercise your rights under the GDPR, please see contact details below:

Data Protection Officer:
Welsh Government
Cathays Park
CARDIFF
CF10 3NQ

e-mail:
Data.ProtectionOfficer@gov.wales

The contact details for the Information Commissioner's Office are:
Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Tel: 01625 545 745 or
0303 123 1113

Website: <https://ico.org.uk/>

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Ministerial foreword

Our vision for Wales is for a fully inclusive education system where all learners have the equity of access to education that meets their needs and enables them to participate in, benefit from and enjoy learning.

To help deliver this, we are in the midst of a transformative reform agenda, including the development of the Curriculum for Wales, based on learners making progress towards four purposes and, as part of this, providing the knowledge, skills and experiences to enable learners become healthy, ethical and informed citizens.

We are proposing that every child in a maintained school in Wales must have the right to access a broad and balanced curriculum; this includes access to Religious Education (RE) and Relationships and Sexuality Education (RSE).

RE and sex education are statutory requirements within the current curriculum. We propose that RE and RSE will be statutory within the new curriculum when it is introduced from 2022.

Through RE, learners explore the range of spiritual, philosophical, moral, social and cultural beliefs within their community, across Wales, and throughout the world. I am proposing to change the name of Religious Education to “Religions and Worldviews”, which appropriately reflects teaching practice within the new curriculum, and allows for the exploration of a range of religious and philosophical beliefs, as well as other beliefs and world-views, including non-religious world views.

Our responsibility as a government is to ensure that, through state education, all children and young people have access to learning that supports them to develop tolerance, empathy and understanding of different people, cultures and communities – and in understanding their rights and the rights of others. Children should be provided with access to information that keeps them safe from harm and allows them to navigate the world we live in, one which is very different to the world we or their parents grew up in.

All teaching and learning must be developmentally appropriate. It must be clear to parents what their children will learn about and to be able to engage in dialogue with schools about this part of the curriculum.

The teaching and learning in each school will be able to draw on a framework we will provide in guidance and should reflect the community the school serves.

I am minded to ensure all children and young people in maintained schools are required to study RE and RSE in the new curriculum, rather than continue the anomaly that parents can take the decision to prevent children from attending these specific and core lessons.

This consultation seeks views on the practical implications of such a change.

It provides an opportunity for parents, teachers, young people and stakeholders to help shape this important area.

I am very clear that we need to work with parents and carers, take account of their views and look at how we can balance the rights of parents to develop, care and

guide their children into adulthood and provide a broad and balanced education that serves the public good.

What are the main issues?

1. This consultation asks for views on the practical implications on the proposal to ensure access to the new curriculum by not including the parental right to withdraw from RE and RSE¹.

Current curriculum

RE

2. At present, RE is part of the basic curriculum and schools have a statutory duty to teach RE to all learners in maintained schools, including those in the sixth form and Pupil Referral Units (PRUs) (covering ages 11 to 18), with an exemption for children in nursery classes.
3. The nature of the RE will vary according to whether the school is a faith or non-faith based school. The courts have established that RE must be taught in an objective, critical and pluralistic manner; in particular, the state is not permitted to pursue an aim of indoctrination (“the Pluralistic Requirement”). Nonetheless faith schools can teach RE in a way that accords with its faith basis but they must also provide neutral information on other religions and non-religious views as well.
4. In summary, the effect of the current legislation governing RE in schools is as follows:
 - the curriculum generally must be balanced and broadly-based and it must (a) promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and (b) prepare pupils for the opportunities, responsibilities and experiences of later life;
 - that the curriculum must include provision for RE for all pupils at the school;
 - Community schools, foundation schools and voluntary schools without a religious character follow the Agreed Syllabus²;
 - Foundation and voluntary controlled schools with a religious character must provide RE in accordance with the Agreed Syllabus unless a parent requests that their child be provided with RE in accordance with the trust deed for the school or, if there is no trust deed, in accordance with the tenets of the religion;

¹ See section 71(1) of the School Standards and Framework Act 1998 for the parental right to withdraw from RE & section 405 of the Education Act 1996 for sex education

² See paragraph 2 of Schedule 19 to the *School Standards and Framework Act 1998*. The Agreed Syllabus is the syllabus for religious education adopted by the local authority on advice of its Agreed Syllabus Conference. It sets out the content of religious education for those schools without a faith basis and for those with a faith basis but which do not follow a separate denominational education (voluntary controlled schools).

- Voluntary aided schools with a religious character must provide RE in accordance with the trust deed for the school, or if there is no trust deed, in accordance with the tenets of the religion. However, if the parents so request, this must be provided in accordance with the Agreed Syllabus (paragraphs 3 and 4 of Schedule 19 to the 1998 Act);
- that RE in non-faith-based schools must comply with the Christian tradition³ requirement;
- RE in non-faith schools may not be given by means of any catechism or formulary which is distinctive of a particular religious denomination (although the study of such catechisms or formularies is permissible);
- the parent of a pupil has an absolute right to have the pupil excused from receiving RE, and no reason for the exercise of that right need be given;
- where a pupil has been so excused, he or she may (subject to certain conditions being met) be withdrawn from school to receive RE of a kind that his or her parent wishes him or her to receive; and
- if the school is a secondary school and pupils cannot be conveniently withdrawn from it, then (subject to certain conditions being met) facilities must be made available for the pupils to receive RE of a kind that their parents wish them to receive.

What is a faith school?

5. The schools that may have a faith basis are as follows:

- a) voluntary controlled schools: these may or may not have a religious character;
- b) voluntary aided schools: these may or may not have a religious character; and
- c) foundation and foundation special schools: foundation schools may have a religious character also.

6. In practice almost all faith schools in Wales will be voluntary aided (category (b) above).

7. As noted above, in non-faith schools there is provision in the School Standards and Framework Act 1998 which states that no Agreed Syllabus may be distinctive of a particular religious denomination (“Catechism Provision”). This provision does not apply to faith-based schools. Whilst such schools must comply with the

³ Section 375(3) of the Education Act 1996 provides that every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

Pluralistic Requirement (see paragraph 3), subject to that they may still teach according to their own catechism.

Parents' ability to prevent a child receiving RE

8. Parents have been able to prevent a child from receiving RE since the Education Act 1944. Parents are not required to provide a reason for doing so and the right remains with the parent throughout schooling (including the sixth form).
9. This consultation proposes there will be no parental right to withdraw from RE (and RSE).

Sex education

10. The current legislation requires that all secondary school age pupils attending maintained settings must receive sex education (set out in Section 101(c) and (d) of the *Education Act 2002*). Primary schools are able to deliver sex education but this is at the discretion of their governing bodies.
11. There is not a full definition of what sex education encompasses in the current curriculum but section 579(1) of the Education Act 1996 states that it does include information on sexually transmitted diseases. This is supplemented by statutory guidance. It has generally been interpreted more broadly to encompass aspects of relationships.
12. Both faith and non-faith based schools must teach sex education in a way that satisfies the Pluralistic Requirement and does not seek to indoctrinate in any particular religious view on issues relating to sex education. However, faith schools can teach it in a way that accords with its faith basis but must provide neutral information about other perspectives on the same issues.
13. Schools also have a statutory requirement to provide Personal and Social Education (PSE) for all compulsory school age pupils (generally ages 5-16). They are supported in planning their PSE provision by the non-statutory framework for PSE document, which contains a health and emotional well-being theme. However, as the PSE Framework is non-statutory, schools are free to decide on the content and approach for delivery as long as the subject is taught in a neutral way.
14. Relationships education is already present in the Foundation Phase, which covers 3-7 years old. The Foundation Phase contains a Personal and Social Development, Well-being and Cultural Diversity area of learning. Within this, children learn about themselves, their relationships with other children and adults both within and beyond the family.

Parents' ability to prevent a child receiving sex education

15. Parents are currently able to prevent their children from receiving aspects of sex education in school (i.e. aspects not contained in the national curriculum). As

with RE, parents are not required to give a reason for withdrawal and this remains with the parent throughout schooling (including the sixth form). This consultation proposes there will be no parental right to withdraw from RSE (and RE).

New Curriculum

16. We are developing a transformational curriculum and schools will be responsible for ensuring all their learners receive a broad and balanced curriculum, which is designed to meet the four purposes – that children and young people develop as:

- ambitious, capable learners, ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world;
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

17. To ensure the curriculum enables learners to progress in relation to achieving the four purposes, the new curriculum will include (amongst other things):

- A requirement for RE for pupils 3 to 16 years of age;
- A requirement for RSE for pupils aged 3 to 16 years of age.

18. Further details of the proposals are contained in the White Paper. While there will be requirements and guidance to support schools in developing and implementing the new curriculum, a purpose-led curriculum will offer considerably more freedom and agency to practitioners to offer learning which equips learners for the challenges and opportunities they face growing up and then living and working in the 21st century.

19. Within this purpose-led approach, both RE and RSE have a central role to play in realising the four purposes to the extent that we have proposed they must be separate statutory requirements.

RE in the new curriculum

20. In proposals for the new Curriculum, RE⁴ will continue to be compulsory, forming a statutory part of the Humanities Area of Learning and Experience, whilst recognising the local responsibility of the Agreed Syllabus Conferences and local authorities and the place of the denominational syllabus in faith based schools (e.g. Voluntary Aided schools with a religious character).

21. A new supporting framework is being developed to provide further detail about the relationship between RE, the Agreed Syllabus, and the areas of learning and experience. This is being taken forward by a group of RE practitioners, teachers drawn from our Quality Improvement practitioners, academics, and

⁴ Please see paragraphs 45 – 47 below for our proposal to change the name of this subject area

representatives from Standing Advisory Councils on Religious Education (SACREs) and the National Advisory Panel for Religious Education (NAPFRE).

22. It is our intention also that RE reflects our historical and contemporary relationship in Wales to philosophy and religious views, including non-religious beliefs. Therefore we propose the current legislation will be amended to ensure the agreed syllabus for RE takes account of non-religious world views which are analogous to religions (for example, humanism).
23. In developing respect and understanding of different forms of religion and world view over time and in different societies, RE provides valuable experiences for children and young people that make a positive contribution to each of the four purposes.

RSE in the new curriculum

24. Relationships and Sexuality Education (RSE) explores the interconnected ways in which a wide and diverse range of social, cultural, technological and biological influences affect the ability to form and maintain positive relationships. It supports young people to develop the knowledge and skills needed to effectively navigate these rapidly changing influences and establish respectful, fulfilling relationships throughout their lives. These may include family relationships, friendships, professional relationships and sexual relationships. Moving from sex education in the current legislation to RSE in future reflects the internationally recognised World Health Organisation (WHO) standards for sexuality education. This definition seeks to encourage schools to take a joined up approach to education around relationships and the broader range of topics included under sexuality.
25. RSE within the new curriculum will be mandatory in all funded non-maintained settings and maintained schools (and PRUs) for learners aged 3 to 16. The four purposes of the curriculum support learners to grow as healthy, confident individuals who are able to build relationships based on mutual trust and respect, and develop their mental and emotional well-being by developing their resilience and empathy. RSE is essential to supporting this and should provide learners with the experiences, knowledge and skills to form and maintain a range of positive relationships. To properly reflect the breadth of what will be covered, it will be formally renamed in line with the recommendation of the Sex and Relationships Education Expert Panel⁵.
26. RSE will allow learners to explore how their experiences, decisions, social and cultural interactions, and relationships, drawn from the interpersonal level, through local, national, United Kingdom and global contexts, can help them grow in empathy and recognise the dignity and respect due to others, and to the living world around them. It is about nurturing and developing learners' understanding of the influences that can affect them, both positively and negatively, as they

⁵ <https://gweddill.gov.wales/docs/dcells/publications/180104-future-of-the-sex-and-relationships-education-curriculum-in-wales-en.pdf>

seek to develop and establish a range of respectful, healthy relationships. This includes learning at age appropriate stages about:

- relationships / friendship
- respecting values, rights, culture and sexuality
- understanding gender
- violence and staying safe
- relationships and sexuality, and health and well-being
- the human body and development
- sexuality and sexual behaviour

27. Developing RSE through different areas of learning and experience⁶ within the new curriculum gives learners a rich and wide-ranging view of human relationships and sexuality from a variety of disciplines.

28. We propose that there will be a duty on the Welsh Ministers to issue statutory guidance on RSE in a way that is age-appropriate and developmentally appropriate for learners.

Role of RE and RSE in the new curriculum

29. Ensuring that RE and RSE forms part of the curriculum for all school learners would support learners to work towards the four purposes, and we believe there is a strong argument that these subject areas are necessary to produce ethical, informed citizens who are ready to be citizens of Wales and the world, and that schools have a role in providing neutral, comprehensive and accurate information to learners. Part of the rationale for including RE and RSE as mandatory elements in the new curriculum is the importance of their contribution to the four purposes; it is unlikely that some of the key characteristics could be secured by learners without access to these subjects.

30. There have been significant changes in society and the law since the introduction of the current curriculum. In this modern and increasingly complex world we now live in, religious and non-religious world views permeate through much of people's daily lives in one way or another. In order to equip a pupil for the modern world, schools must provide them with pluralistic, neutral and critical education on those religious and non-religious world views. Similarly in terms of RSE pupils have available to them a vast amount of information through the internet. That information can be accessed easily and in a number of different ways. We believe that the state has a moral obligation to ensure that children in schools receive neutral and accurate information in these issues which pervade throughout society.

31. Not including the right to withdraw would also support the interdisciplinary approach being adopted in the new curriculum. There is already anecdotal evidence that schools and parents find it difficult to identify those lessons from

⁶ It is proposed that the new curriculum will be organised around six 'areas of learning and experience': humanities; maths and numeracy; science and technology; expressive arts; literacy, languages and communication and health and wellbeing.

which their child should be withdrawn. This situation is likely to be exacerbated by the interdisciplinary nature of the new curriculum, and it would be difficult to ensure that any right to withdraw was capable of being meaningfully exercised.

What we are proposing?

Right to withdraw from RE and RSE:

32. We are proposing to not include a right to withdraw from RE and RSE in the new curriculum for Wales. These lessons will be compulsory for all pupils.

33. In coming to this proposal we have carefully considered the views expressed in the responses to the White Paper and to the consultation on the RSE guidance. It is clear that these are issues on which there are strong views, and we recognise that people are concerned about:

- Developmental appropriateness, and that children should not be exposed to issues that they are not ready for;
- Role / primacy of family in providing guidance on these issues;
- The potential for there to be a lack of sensitivity to, or recognition of, different cultural or religious views;
- The capacity and capability to provide learning in a nuanced and sensitive way;
- Scope for unwanted conflict and disagreement.

34. At the same time, there has been strong support for our proposal that sex education would be replaced by RSE. The announcement was one of the most welcome and popular posts on our social media channels.

35. We also believe that, in a world where access to information – and disinformation – is universal and instantaneous, the curriculum has a key role to play in helping children and young people navigate all this safely and be able to judge what information they can trust and to recognise the very many negative perspectives they will be exposed to online.

36. Safeguarding all our young people and supporting them to navigate this complex world is vital. Parents, of course, have a central role to play in this but there is a crucial role for schools – and a role which is now more important than it has ever been.

37. On this basis we believe there is a strong principle-based case for all school learners to be guaranteed access to RE and RSE. For learners to fully benefit from a broad and balanced curriculum, they must be able to access all parts of the curriculum. Within the new purpose-led approach (outlined above), both subjects have a central role to play in our children and young people receiving a broad and balanced education and realising the four purposes.

38. There has been a clear message from practitioners that the way forward on these issues is for Government to decide at a national level and should not be passed to schools to manage.
39. In our increasingly complicated and rapidly changing world, the children and young people of Wales have a need and a right to receive consistent, factual and developmentally-appropriate learning about the issues covered in these subjects. This is important as part of the development of a more inclusive and tolerant society. High quality RSE and RE provision in schools supports children and young people to stay safe, to respect one another, and to build healthy relationships. These are important values we want all young people in Wales to develop to allow young people to be ethical, informed citizens of Wales and the world and healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
40. We carefully considered whether providing a mechanism for parents to withdraw their children from RE and RSE would be appropriate in the new curriculum. We recognised that the ability to withdraw was important to some parents and that some parents take the view these are primarily matters for parents and families to educate in relation to. We also considered the potential role of right to withdraw in circumstances where there were concerns that teaching and learning was not pluralistic. We concluded that a right to withdraw was not the appropriate mechanism to deal with this and the practice in the particular school should be being addressed. This has already been identified as an area where investment in professional learning and resources will be required to support practitioners. There is also a role for self-assessment to identify where practice can be improved and to consider how the Regional Consortia and Estyn can help identify and support action to improve practice in this area.
41. We concluded that the principle-based case for all children and young people to have access to learning on these issues was very strong and that there would be practical difficulties in operating withdrawals in this much more integrated curriculum. We also concluded that the focus on developmentally appropriate and culturally sensitive teaching and learning; and the emphasis on engagement with communities and recognising and responding to the background of learners in discussing these subjects, would provide appropriate safeguards for parents.
42. On balance, not including the right to withdraw best meets our overall policy objectives, which are:
- For all learners to be able to access a curriculum which enables them to progress in relation to the four purposes
 - For the education system to play its part in creating a more inclusive and tolerant society and maximise its contribution to the well-being goals in the Well-Being of Future Generations (Wales) Act 2015
 - To recognise the role of parents and families in guiding these children in relation to these issues
 - To recognise, and respond to, the interests of all groups and promote equality
 - To not increase the burden on schools or the workload of teachers

43. Whilst we feel that schools have a crucial role to play in supporting learners to develop tolerance, empathy and understanding of different people and communities, and of both their rights and the rights of others, this does not mean that this proposal will replace parents' vital role in educating their children. The learning provided to our children and young people through RSE and RE in maintained schools will be provided sensitively and inclusively to complement it. The guidance on these subject areas will make it clear that the information covered must be conveyed in an objective, critical and pluralistic manner.
44. We will be carrying out meaningful and sustained engagement with communities about the content of RSE in the new curriculum and the way in which it will be taught. Also, we are establishing a working group to finalise the RSE guidance for the new curriculum and will seek to ensure that representatives from a variety of communities across Wales, including faith communities, are included and will be able to shape the final guidance.

Change of name from RE

45. Following the proposed change in name of Sex and Relationships Education (referred to as sex education in current legislation), to Relationships and Sexuality Education, which was done to reflect modern practice and approach to this subject area, we feel consideration should be given to the name Religious Education.
46. RE provides opportunities for learners to explore the range of spiritual, philosophical, moral, social and cultural beliefs within their community, across Wales, and throughout the world. We feel the subject name should reflect what learners will be taught through RE. As such, we are proposing to change the name of Religious Education, so that it appropriately reflects teaching practice within the new curriculum, and allows for the exploration of all religious and philosophical beliefs, as well as other beliefs and world-views, including non-religious world views. Our preferred name is Religions and Worldviews.

Impact assessment

47. Alongside this consultation paper, we are publishing our draft impact assessment. As no formal data is currently kept on the use of the right to withdraw, we have been dependent on anecdotal evidence from education practitioners. Whilst this has been very helpful, we want to understand more about the practical impact of this proposal before a final decision is made.

Human Rights

48. We consider that the proposals to not include the right to withdraw in the new curriculum for the new mandatory elements of RE (or Religions and Worldviews as we are proposing it is renamed) and RSE is compatible with the rights protected by the Human Rights Act 1998.

49. The parental rights in the second sentence of Article 2 Protocol 1 will be appropriately respected if the RE and RSE provided does not involve indoctrination and is provided in an objective, critical and pluralistic manner. The rights of the learner in Article 9 will be appropriately respected by ensuring they do not miss out on vital curriculum content – content which is important not just in terms of making progress in relation to the four purposes but also in safeguarding them. Their parents and wider community are free to provide education on RE (or Religions and Worldviews as we are proposing it is renamed) and RSE as they see fit outside of school.

Rhif: WG39139



Llywodraeth Cymru
Welsh Government

Llywodraeth Cymru
Dogfen Ymgynghori

Ymgynghoriad ynghylch cynigion i sicrhau y gall pob dysgwr fanteisio ar y cwricwlwm llawn

Dyddiad cyhoeddi: 3 Hydref 2019

Camau i'w cymryd: Ymatebion erbyn 28 Tachwedd 2019

Mae'r ddogfen hon hefyd ar gael yn Saesneg.

This document is also available in English.

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Trosolwg Rydym am gael eich sylwadau ar effaith cynigion na ddylai'r cwricwlwm newydd i Gymru, a gaiff ei gyflwyno yn 2022, gynnwys hawl i dynnu yn ôl o Addysg Grefyddol ac Addysg Cydberthynas a Rhywioldeb a newid enw o Addysg Grefyddol.

Sut i ymateb Mae hwn yn ymgynghoriad ysgrifenedig, electronig. Mae cwestiynau ar ddiwedd y ddogfen ymgynghori hon a gallwch gwblhau'r ffurflen ar-lein, lawrlwytho a llenwi copi caled o'r ffurflen a'i phostio atom yn y cyfeiriad a nodir isod neu ei hanfon drwy e-bost.

Rhagor o wybodaeth Cenhadaeth ein Cenedl: Cwricwlwm Gweddnewidiol
<https://llyw.cymru/cenhadaeth-ein-cenedl-cwricwlwm-gweddnewidiol>

a dogfennau cysylltiedig Mae'r ddogfen ymgynghori hon ar gael ar wefan Llywodraeth Cymru yn llyw.cymru/ymgyngoriadau. Gellir gwneud cais am fersiynau o'r ddogfen hon mewn print bras, mewn Braille ac mewn ieithoedd eraill.

Manylion cyswllt I gael rhagor o wybodaeth, defnyddiwch y manylion canlynol:

Cangen y Celfyddydau, y Dyniaethau a Llesiant
Yr Is-adran Cwricwlwm ac Asesu
Y Gyfarwyddiaeth Addysg
Llywodraeth Cymru
Parc Cathays
Caerdydd
CF10 3NQ

e-bost: AHWB@llyw.cymru

Y Rheoliad Cyffredinol ar Ddiogelu Data (GDPR)

Llywodraeth Cymru fydd y rheolydd data ar gyfer unrhyw ddata personol a ddarperir gennych wrth i chi ymateb i'r ymgynghoriad. Mae gan Weinidogion Cymru bwerau statudol y byddant yn dibynnu arnynt i brosesu'r data personol hyn a fydd yn eu galluogi i wneud penderfyniadau cytbwys ynghylch sut y maent yn cyflawni eu swyddogaethau cyhoeddus. Bydd unrhyw ymateb a anfonwch atom yn cael ei weld yn llawn gan staff Llywodraeth Cymru sy'n gweithio ar y materion y mae'r ymgynghoriad hwn yn ymwneud â nhw neu sy'n cynllunio ymgynghoriadau ar gyfer y dyfodol. Pan fo Llywodraeth Cymru yn cynnal dadansoddiad pellach o'r ymatebion i ymgynghoriad, gall trydydd parti achrededig (e.e. sefydliad ymchwil neu gwmni ymgynghori) gael ei gomisiynu i wneud y gwaith hwn. Dim ond o dan gcontract yr ymgymerir â gwaith o'r fath. Mae telerau ac amodau safonol Llywodraeth Cymru ar gyfer contractau o'r fath yn nodi gofynion caeth ar gyfer prosesu data personol a'u cadw'n ddiogel.

Er mwyn dangos bod yr ymgynghoriad wedi'i gynnal yn briodol, mae Llywodraeth Cymru yn bwriadu cyhoeddi crynodeb o'r ymatebion i'r ddogfen hon. Mae'n bosibl hefyd y byddwn yn cyhoeddi'r ymatebion yn llawn. Fel arfer, bydd enw a chyfeiriad (neu ran o gyfeiriad) yr unigolyn neu sefydliad a anfonodd yr ymateb yn cael eu cyhoeddi gyda'r ymateb. Os nad ydych yn dymuno i'ch enw a'ch cyfeiriad gael eu cyhoeddi, nodwch hynny wrth i chi ddychwelyd eich ymateb. Byddwn wedyn yn cuddio'ch manylion cyn cyhoeddi'ch ymateb.

Dylech hefyd fod yn ymwybodol o'n cyfrifoldebau o dan ddeddfwriaeth Rhyddid Gwybodaeth.

Os caiff eich manylion chi eu cyhoeddi fel rhan o'r ymateb i'r ymgynghoriad, caiff yr adroddiadau hyn eu cadw am gyfnod amhenodol. Ni fydd gweddill eich data a gedwir fel arall gan Lywodraeth Cymru yn cael eu cadw am fwy na thair blynedd.

Eich hawliau

O dan y ddeddfwriaeth diogelu data, mae gennych yr hawl:

- i wybod am y data personol a gedwir amdanoch chi a'u gweld
- i'w gwneud yn ofynnol inni gywiro gwallau yn y data hynny
- i wrthwynebu prosesu data neu gyfyngu ar brosesu data (o dan amgylchiadau penodol)
- i ofyn i'ch data gael eu dileu (o dan amgylchiadau penodol)
- i gludadwyedd data (o dan amgylchiadau penodol)
- i gyflwyno cwyn i Swyddfa'r Comisiynydd Gwybodaeth (SCG), ein rheoleiddiwr annibynnol ar gyfer diogelu data.

I gael rhagor o fanylion am y wybodaeth y mae Llywodraeth Cymru yn ei chadw ac am y defnydd a wneir ohoni, neu os ydych am arfer eich hawliau o dan y Rheoliad Cyffredinol ar Ddiogelu Data, gweler y manylion cyswllt isod:

Y Swyddog Diogelu Data:
Llywodraeth Cymru
Parc Cathays
CAERDYDD

CF10 3NQ

e-bost:
Data.ProtectionOfficer@llyw.cymru

Manylion cyswllt Swyddfa'r Comisiynydd Gwybodaeth yw:
Wycliffe House
Water Lane
Wilmslow
Cheshire

SK9 5AF

Ffôn: 01625 545 745 neu
0303 123 1113

Gwefan: <https://ico.org.uk/>

Cynnwys

Rhagair gan y Gweinidog

Beth yw'r prif faterion?

Y Cwricwlwm Presennol
Addysg Grefyddol
Addysg Rhyw

Y Cwricwlwm Newydd
Addysg Grefyddol yn y cwricwlwm newydd
Addysg Cydberthynas a Rhywioldeb yn y cwricwlwm newydd

Beth rydym yn ei gynnig?

Yr hawl i dynnu yn ôl o Addysg Grefyddol ac Addysg Cydberthynas
a Rhywioldeb
Newid enw o Addysg Grefyddol i Grefyddau a Bydolygon

Rhagair gan y Gweinidog

Ein gweledigaeth ar gyfer Cymru yw sefydlu system addysg gwbl gynhwysol lle mae gan bob dysgwr gyfle teg i gael addysg sy'n diwallu ei anghenion ac yn ei alluogi i gymryd rhan mewn dysgu, cael budd ohono a'i fwynhau.

Er mwyn helpu i gyflawni hyn, rydym yng nghanol agenda ddiwygio weddnewidiol, gan gynnwys datblygu'r Cwricwlwm i Gymru, yn seiliedig ar gynnydd dysgwyr mewn perthynas â phedwar diben ac, fel rhan o hyn, ddarparu'r wybodaeth, y sgiliau a'r profiadau er mwyn galluogi dysgwyr i ddod yn ddinasyddion iach, egwyddorol a gwybodus.

Rydym yn cynnig bod yn rhaid i bob plentyn mewn ysgol a gynhelir yng Nghymru gael yr hawl i fanteisio ar gwricwlwm eang a chytbwys, gan gynnwys Addysg Grefyddol ac Addysg Cydberthynas a Rhywioldeb.

Mae Addysg Grefyddol ac addysg rhyw yn ofynion statudol o fewn y cwricwlwm presennol. Rydym yn cynnig y bydd Addysg Grefyddol ac Addysg Cydberthynas a Rhywioldeb yn statudol o fewn y cwricwlwm newydd pan gaiff ei gyflwyno o 2022.

Drwy Addysg Grefyddol mae dysgwyr yn archwilio'r amrywiaeth o gredoau ysbrydol, athronyddol, moesol, cymdeithasol a diwylliannol yn eu cymuned, ledled Cymru ac ym mhedwar ban byd. Rwy'n cynnig newid enw Addysg Grefyddol i "Crefyddau a Bydolygon", sy'n adlewyrchu ymarfer addysgu yn y cwricwlwm newydd yn briodol, ac yn galluogi dysgwyr i archwilio amrywiaeth o gredoau crefyddol ac athronyddol, yn ogystal â chredoau eraill a bydolygon eraill, gan gynnwys bydolygon anghrefyddol.

Ein cyfrifoldeb fel llywodraeth yw sicrhau, drwy addysg y wladwriaeth, y gall pob plentyn a pherson ifanc ddysgu mewn ffordd sy'n ei helpu i feithrin goddefgarwch, empathi a dealltwriaeth o wahanol bobl, diwylliannau a chymunedau ac i ddeall eu hawliau eu hunain a hawliau pobl eraill. Dylai plant allu cael gafael ar wybodaeth sy'n eu cadw'n ddiogel rhag niwed ac yn eu galluogi i ddeall y byd o'n cwmpas – byd sy'n wahanol iawn i'r un y cawsom ni a'u rhieni ein magu ynddo.

Rhaid i'r holl ddysgu ac addysgu fod yn ddatblygiadol briodol. Rhaid i'r hyn y bydd plant yn dysgu amdano gael ei egluro i'w rhieni, a dylai'r rhieni allu trafod y rhan hon o'r cwricwlwm ag ysgolion.

Bydd y dysgu a'r addysgu ym mhob ysgol yn gallu defnyddio fframwaith y byddwn yn ei ddarparu yn y canllawiau a dylent adlewyrchu'r gymuned y mae'r ysgol yn ei gwasanaethu.

Rwy'n awyddus i sicrhau ei bod yn ofynnol i bob plentyn a pherson ifanc mewn ysgolion a gynhelir astudio Addysg Grefyddol ac Addysg Cydberthynas a Rhywioldeb yn y cwricwlwm newydd, yn hytrach na pharhau â'r anomaledd y gall rhieni benderfynu atal eu plant rhag mynychu'r gwersi craidd penodol hyn.

Mae'r ymgynghoriad hwn yn ceisio barn ar oblygiadau ymarferol newid o'r fath.

Mae'n gyfle i rieni, athrawon, pobl ifanc a rhanddeiliaid helpu i lywio'r maes pwysig hwn.

Rwy'n gwbl sicr bod angen i ni weithio gyda rhieni a gofalwyr, gwranddo ar eu barn ac ystyried sut y gallwn daro cydbwysedd rhwng hawliau rhieni i feithrin eu plant, gofalu amdanynt a'u harwain wrth iddynt dyfu'n oedolion, a darparu addysg eang a chytbwys sy'n gwasanaethu er budd y cyhoedd.

Beth yw'r prif faterion?

1. Mae'r ymgynghoriad hwn yn gofyn am safbwyntiau ar oblygiadau ymarferol y cynnig i sicrhau y gall pob dysgwr fanteisio ar y cwricwlwm newydd drwy beidio â chynnwys hawl rhieni i dynnu eu plant yn ôl o Addysg Grefyddol ac addysg rhyw¹, fel elfen o Addysg Cydberthynas a Rhywioldeb.

Y cwricwlwm presennol

Addysg Grefyddol

2. Ar hyn o bryd, mae Addysg Grefyddol yn rhan o'r cwricwlwm sylfaenol ac mae dyletswydd statudol ar ysgolion i ddarparu Addysg Grefyddol i bob dysgwr mewn ysgolion a gynhelir, gan gynnwys dysgwyr chweched dosbarth a'r rhai mewn Unedau Cyfeirio Disgyblion (11 i 18 oed), ac eithrio plant mewn dosbarthiadau meithrin.
3. Bydd natur Addysg Grefyddol yn amrywio yn ôl p'un a yw'r ysgol yn ysgol ffydd ai peidio. Mae'r llysoedd wedi penderfynu bod yn rhaid i Addysg Grefyddol gael ei darparu mewn modd gwrthrychol, beirniadol ac amlblwyfol; yn benodol, ni chaniateir i'r wladwriaeth fynd ati i geisio gwthio syniadau ("y Gofyniad Amlblwyfaeth"). Serch hynny, gall ysgolion ffydd ddarparu Addysg Grefyddol mewn ffordd sy'n cyd-fynd â'u sail ffydd ond rhaid iddynt ddarparu gwybodaeth niwtral am grefyddau eraill a safbwyntiau anghrefyddol hefyd.
4. I grynhoi, mae effaith y ddeddfwriaeth bresennol mewn perthynas ag Addysg Grefyddol mewn ysgolion fel a ganlyn:
 - rhaid i'r cwricwlwm yn gyffredinol fod yn gytbwys ac yn eang ei sail a rhaid iddo (a) hybu datblygiad ysbrydol, moesol, diwylliannol, meddyliol a chorfforol disgyblion yn yr ysgol a chymdeithas, a (b) paratoi'r disgyblion ar gyfer y cyfleoedd, y cyfrifoldebau a'r profiadau y byddant yn eu hwynebu'n ddiweddarach mewn bywyd;
 - rhaid i'r cwricwlwm ddarparu Addysg Grefyddol i bob disgybl yn yr ysgol;
 - bydd ysgolion cymunedol, ysgolion sefydledig ac ysgolion gwirfoddol heb nodweddion crefyddol yn dilyn y Maes Llafur Cytunedig².
 - rhaid i ysgolion sefydledig ac ysgolion gwirfoddol a reolir sydd â nodweddion crefyddol ddarparu Addysg Grefyddol yn unol â'r Maes Llafur

¹ Gweler adran 71(1) o Ddeddf Safonau a Fframwaith Ysgolion 1998 am hawl rhieni i dynnu eu plant yn ôl o Addysg Grefyddol, ac adran 405 o Ddeddf Addysg 1996 am addysg rhyw

² Gweler paragraff 2 o Atodlen 19 i *Ddeddf Safonau a Fframwaith Ysgolion 1998*. Y Maes Llafur Cytunedig yw'r maes llafur ar gyfer Addysg Grefyddol a fabwysiadir gan yr awdurdod lleol yn unol â chynghor ei Gynhadledd Maes Llafur Cytunedig. Mae'n nodi cynnwys Addysg Grefyddol i'r ysgolion hynny heb sail ffydd ac i'r rhai sydd â sail ffydd ond nad ydynt yn dilyn addysg enwadol ar wahân (ysgolion gwirfoddol a reolir).

Cytunedig oni bai bod rhiant yn gofyn bod ei blentyn yn cael Addysg Grefyddol yn unol â gweithred ymddiriedolaeth yr ysgol neu, os nad oes gweithred ymddiriedolaeth, yn unol â daliadau'r grefydd.

- rhaid i ysgolion gwirfoddol a gynorthwyr sydd â nodweddion crefyddol ddarparu Addysg Grefyddol yn unol â gweithred ymddiriedolaeth yr ysgol neu, os nad oes gweithred ymddiriedolaeth, yn unol â daliadau'r grefydd. Fodd bynnag, bydd yn rhaid ei darparu'n unol â'r Maes Llafur Cytunedig os bydd y rhieni'n gofyn am hynny (paragraffau 3 a 4 o Atodlen 19 i Ddeddf 1998).
- rhaid i Addysg Grefyddol mewn ysgolion nad ydynt yn ysgolion ffydd gydymffurfio â gofyniad y traddodiad Cristnogol³;
- ni chaniateir i ysgolion nad ydynt yn ysgolion ffydd ddarparu Addysg Grefyddol drwy unrhyw gatecism neu fformiwlari sy'n nodweddiadol o enwad crefyddol penodol (er y caniateir iddynt astudio catecismau neu fformiwlariâu o'r fath);
- mae gan riant disgybl hawl absoliwt i drefnu bod y disgybl yn cael ei esgusodi o Addysg Grefyddol, ac nid oes angen rhoi unrhyw reswm dros arfer yr hawl honno;
- mewn achosion o'r fath lle bo disgybl wedi cael ei esgusodi, gellir (yn amodol ar fodloni amodau penodol) ei dynnu allan o'r ysgol i gael y math o Addysg Grefyddol y mae ei riant yn dymuno iddo ei chael;
- os mai ysgol uwchradd yw'r ysgol ac nad oes modd tynnu disgyblion allan ohoni yn gyfleus, yna (yn amodol ar fodloni amodau penodol) rhaid darparu cyfleusterau i'r disgyblion gael y math o Addysg Grefyddol y mae eu rhieni'n dymuno iddynt ei chael.

Beth yw ysgol ffydd?

5. Mae'r ysgolion y gall fod ganddynt sail ffydd fel a ganlyn:

- a) ysgolion gwirfoddol a reolir: gall fod gan y rhain nodweddion crefyddol neu beidio;
- b) ysgolion gwirfoddol a gynorthwyr: gall fod gan y rhain nodweddion crefyddol neu beidio;
- c) ysgolion sefydledig ac ysgolion arbennig sefydledig: gall fod gan ysgolion sefydledig nodweddion crefyddol hefyd.

³ Mae adran 375(3) o Ddeddf Addysg 1996 yn darparu y dylai pob maes llafur cytunedig adlewyrchu'r ffaith mai traddodiadau Cristnogol yw'r traddodiadau crefyddol ym Mhrydain Fawr yn bennaf, gan ystyried dysgeidiaeth ac arferion y prif draddodiadau crefyddol eraill a gynrychiolir ym Mhrydain Fawr.

6. Yn ymarferol, bydd bron pob ysgol ffydd yng Nghymru yn ysgol wirfoddol a gynorthwyir (categori (b) uchod).
7. Fel y nodwyd uchod, mewn ysgolion nad ydynt yn ysgolion ffydd, mae Deddf Safonau a Fframwaith Ysgolion 1998 yn darparu na chaiff unrhyw Faes Llafur Cytunedig fod yn nodweddiadol o enwad crefyddol penodol ("Darpariaeth Catecism"). Nid yw'r ddarpariaeth hon yn berthnasol i ysgolion ffydd. Er bod yn rhaid i ysgolion o'r fath gydymffurfio â'r Gofyniad Amlblwyfaeth (gweler paragraff 3), yn amodol ar hynny caniateir iddynt addysgu yn unol â'u catecism eu hunain o hyd.

Gallu rhieni i atal plentyn rhag cael Addysg Grefyddol

8. Mae rhieni'n gallu atal plentyn rhag cael Addysg Grefyddol ers Deddf Addysg 1944. Nid yw'n ofynnol i rieni roi rheswm dros wneud hynny ac erys yr hawl gyda'r rhiant drwy gydol cyfnod y plentyn yn yr ysgol (gan gynnwys y chweched dosbarth).
9. Mae'r ymgynghoriad hwn yn cynnig na fydd gan rieni hawl i dynnu plant yn ôl o Addysg Grefyddol (nac Addysg Cydberthynas a Rhywioldeb).

Addysg rhyw

10. Mae'r ddeddfwriaeth bresennol yn ei gwneud yn ofynnol i bob disgybl oedran ysgol uwchradd sy'n mynychu lleoliadau a gynhelir gael addysg rhyw (fel y nodir yn adran 101(c) a (d) o *Ddeddf Addysg 2002*). Gall ysgolion cynradd ddarparu addysg rhyw ond mae hyn yn ôl disgresiwn eu cyrff llywodraethu.
11. Nid oes diffiniad llawn o'r hyn y mae addysg rhyw yn ei gwmpasu yn y cwricwlwm presennol ond mae adran 579(1) o *Ddeddf Addysg 1996* yn nodi ei bod yn cynnwys gwybodaeth am glefydau a drosglwyddir yn rhywiol. Ategir hyn gan ganllawiau statudol. Yn gyffredinol, mae wedi cael ei dehongli'n fwy eang i gwmpasu agweddau ar gydberthnasau.
12. Rhaid i ysgolion ffydd a'r rhai nad ydynt yn ysgolion ffydd ddarparu addysg rhyw mewn ffordd sy'n bodloni'r Gofyniad Amlblwyfaeth ac nad yw'n ceisio gwthio unrhyw syniadau crefyddol penodol mewn perthynas â materion sy'n gysylltiedig ag addysg rhyw. Fodd bynnag, caiff ysgolion ffydd ei darparu mewn ffordd sy'n cyd-fynd â'u sail ffydd ond rhaid iddynt ddarparu gwybodaeth niwtral am safbwyntiau eraill ar yr un materion.
13. Hefyd, mae dyletswydd statudol ar ysgolion i ddarparu Addysg Bersonol a Chymdeithasol (ABCh) i bob disgybl oedran ysgol gorfodol (5-16 oed fel arfer). Cânt eu cefnogi i gynllunio eu darpariaeth ABCh gan y fframwaith anstatudol ar gyfer ABCh, sy'n cynnwys thema iechyd a lles emosiynol. Fodd bynnag, gan nad yw'r Fframwaith ABCh yn statudol, mae ysgolion yn rhydd i benderfynu ar y cynnwys a'r dull cyflwyno ar yr amod y caiff y pwnc ei addysgu mewn ffordd niwtral.

14. Mae addysg perthnasoedd eisoes yn rhan o'r Cyfnod Sylfaen, sy'n cwmpasu plant 3-7 oed. Mae'r Cyfnod Sylfaen yn cynnwys maes dysgu Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol. Mae plant yn dysgu amdanynt eu hunain a'u perthynas â phlant eraill ac oedolion o fewn y teulu a'r tu allan iddo.

Gallu rhieni i atal plentyn rhag cael addysg rhyw

15. Ar hyn o bryd, gall rhieni atal eu plant rhag cael agweddau ar addysg rhyw yn yr ysgol (h.y. agweddau nad ydynt wedi'u cynnwys yn y cwricwlwm cenedlaethol). Fel gydag Addysg Grefyddol, nid yw'n ofynnol i rieni roi rheswm dros wneud hynny ac erys yr hawl gyda'r rhiant drwy gydol cyfnod y plentyn yn yr ysgol (gan gynnwys y chweched dosbarth). Mae'r ymgynghoriad hwn yn cynnig na fydd gan rieni hawl i dynnu plant yn ôl o Addysg Cydberthynas a Rhywioldeb (nac Addysg Grefyddol).

Y Cwricwlwm Newydd

16. Rydym yn datblygu cwricwlwm gweddnewidol a bydd ysgolion yn gyfrifol am sicrhau bod eu holl ddysgwyr yn dilyn cwricwlwm eang a chytbwys sydd wedi'i gynllunio i gyflawni'r pedwar diben – bod plant a phobl ifanc yn datblygu:

- yn ddysgwyr uchelgeisiol, galluog, sy'n barod i ddysgu drwy gydol eu hoes;
- yn gyfranwyr mentrus, creadigol sy'n barod i chwarae eu rhan yn llawn yn eu bywyd a'u gwaith
- yn ddinasyddion egwyddorol, gwybodus sy'n barod i fod yn ddinasyddion yng Nghymru a'r byd;
- yn unigolion iach, hyderus sy'n barod i fyw bywyd gan wireddu eu dyheadau fel aelodau gwerthfawr o gymdeithas.

17. Er mwyn sicrhau bod y cwricwlwm yn galluogi dysgwyr i wneud cynnydd o ran cyflawni'r pedwar diben, bydd y cwricwlwm newydd yn cynnwys (ymhlith pethau eraill):

- Gofyniad i ddisgyblion 3 i 16 oed gael Addysg Grefyddol;
- Gofyniad i ddisgyblion 3 i 16 oed gael Addysg Cydberthynas a Rhywioldeb.

18. Mae rhagor o fanylion am y cynigion i'w cael yn y Papur Gwyn. Er y bydd gofynion a chanllawiau i gefnogi ysgolion wrth iddynt ddatblygu'r cwricwlwm newydd a'i roi ar waith, bydd cwricwlwm a arweinir gan ddibenion yn cynnig llawer mwy o ryddid a gallu i ymarferwyr gynnig cyfleoedd dysgu sy'n paratoi dysgwyr ar gyfer yr heriau a'r cyfleoedd y byddant yn eu hwynebu wrth dyfu'n hŷn ac yna wrth fyw a gweithio yn yr 21ain ganrif.

19. Yn y dull hwn a arweinir gan ddibenion, mae gan Addysg Grefyddol ac Addysg Cydberthynas a Rhywioldeb ran ganolog i'w chwarae yn y gwaith o gyflawni'r pedwar diben i'r graddau ein bod wedi cynnig y dylent fod yn ofynion statudol ar wahân.

Addysg Grefyddol yn y cwricwlwm newydd

20. Mewn cynigion ar gyfer y Cwricwlwm newydd, bydd Addysg Grefyddol⁴ yn parhau i fod yn orfodol ac yn rhan statudol o Faes Dysgu a Phrofiad y Dyniaethau, gan gydnabod cyfrifoldeb lleol y Cynadleddau Maes Llafur Cytunedig ac awdurdodau lleol a lle'r maes llafur enwadol mewn ysgolion ffydd (e.e. ysgolion gwirfoddol a gynorthwyr sydd â nodweddion crefyddol).
21. Mae fframwaith ategol newydd yn cael ei ddatblygu er mwyn rhoi mwy o fanylion am y gyberthynas rhwng Addysg Grefyddol, y Maes Llafur Cytunedig, a'r meysydd dysgu a phrofiad. Caiff y gwaith hwn ei wneud gan grŵp o ymarferwyr Addysg Grefyddol, athrawon o blith ein hymarferwyr Gwella Ansawdd, academyddion, a chynrychiolwyr o Gynghorau Ymgynghorol Sefydlog ar Addysg Grefyddol (CYSAGau) a'r Panel Ymgynghorol Cenedlaethol Addysg Grefyddol (PYCAG).
22. Rydym hefyd yn bwriadu i Addysg Grefyddol adlewyrchu ein cyberthynas hanesyddol a chyfoes yng Nghymru ag athroniaeth a safbwyntiau crefyddol, gan gynnwys credoau anghrefyddol. Felly, rydym yn cynnig y dylid diwygio'r ddeddfwriaeth bresennol er mwyn sicrhau bod y maes llafur cytunedig ar gyfer Addysg Grefyddol yn ystyried bydolygon anghrefyddol sy'n ddigon tebyg i grefyddau (er enghraifft, dyneiddiaeth).
23. Drwy feithrin parch a dealltwriaeth o wahanol fathau o grefydd a golwg ar y byd dros amser ac mewn gwahanol gymdeithasau, mae Addysg Grefyddol yn cynnig profiadau gwerthfawr i blant a phobl ifanc sy'n gwneud cyfraniad cadarnhaol at bob un o'r pedwar diben.

Addysg Cydberthynas a Rhywioldeb yn y cwricwlwm newydd

24. Mae Addysg Cydberthynas a Rhywioldeb yn archwilio'r ffyrdd cydgysylltiedig y mae ystod eang ac amrywiol o ddylanwadau cymdeithasol, diwylliannol, technolegol a biolegol yn effeithio ar y gallu i ffurfio a chynnal cydberthnasau cadarnhaol. Mae'n helpu pobl ifanc i feithrin y wybodaeth a'r sgiliau sydd eu hangen i ddelio'n effeithiol â'r dylanwadau hyn sy'n newid yn gyflym a ffurfio cydberthnasau sy'n llawn parch a boddhad drwy gydol eu hoes. Gall y rhain gynnwys perthnasoedd teuluol, cyfeillgarwch, cydberthnasau proffesiynol a pherthnasoedd rhywiol. Mae newid o addysg rhyw yn y ddeddfwriaeth bresennol i Addysg Cydberthynas a Rhywioldeb yn y dyfodol yn adlewyrchu safonau cydnabyddedig Sefydliad Iechyd y Byd ar gyfer addysg rhywioldeb. Mae'r diffiniad hwn yn ceisio annog ysgolion i ddilyn dull cydgysylltiedig ar gyfer addysg mewn perthynas â chydberthnasau a'r amrywiaeth ehangach o bynciau sy'n perthyn i'r term rhywioldeb.

⁴Gweler paragraffau 45 – 47 isod am ein cynnig i newid enw'r maes pwnc hwn

25. Bydd Addysg Cydberthynas a Rhywioldeb yn y cwricwlwm newydd yn orfodol ym mhob lleoliad nas cynhelir a ariennir ac ysgol a gynhelir (a phob uned cyfeirio disgyblion) ar gyfer dysgwyr o 3 i 16 oed. Mae pedwar diben y cwricwlwm yn helpu dysgwyr i dyfu'n unigolion iach a hyderus sy'n gallu ffurfio cydberthnasau cadarnhaol wedi'u seilio ar ymddiriedaeth a pharch at ei gilydd, a meithrin eu lles meddyliol ac emosiynol drwy ddatblygu hyder, cadernid ac empathi. Mae Addysg Cydberthynas a Rhywioldeb yn hanfodol er mwyn cefnogi hyn a dylai sicrhau bod dysgwyr yn cael y profiadau ac yn meithrin y wybodaeth a'r sgiliau i ffurfio a chynnal amrywiaeth o gydberthnasau cadarnhaol. Er mwyn adlewyrchu'n briodol ehangder yr hyn a gwmpesir, caiff y pwnc ei ailenwi'n ffurfiol yn unol ag argymhellion y Panel o Arbenigwyr Addysg Rhyw a Pherthnasoedd⁵.

26. Bydd Addysg Cydberthynas a Rhywioldeb yn galluogi dysgwyr i archwilio'r ffordd y gall eu profiadau, eu penderfyniadau, eu rhyngweithio cymdeithasol a diwylliannol, a'u cydberthnasau, ar lefel ryngpersonol ac mewn cyd-destunau lleol, cenedlaethol, y Deyrnas Unedig a byd-eang, eu helpu i ddod yn fwy empathig a chydabod yr urddas a'r parch sy'n ddyledus i eraill, ac i'r byd byw o'u cwmpas. Y nod yw meithrin a datblygu dealltwriaeth dysgwyr o'r dylanwadau a all effeithio arnynt, boed yn gadarnhaol neu'n negyddol, wrth iddynt geisio datblygu a sefydlu ystod o gydberthnasau iach sy'n llawn parch. Mae hyn yn cynnwys dysgu, ar gamau sy'n briodol o ran oedran, am y canlynol:

- cydberthnasau / cyfeillgarwch
- parchu gwerthoedd, hawliau, diwylliant a rhywioldeb
- deall rhywedd
- trais a chadw'n ddiogel
- cydberthynas a rhywioldeb, ac iechyd a lles
- y corff dynol a'i ddatblygiad
- rhywioldeb ac ymddygiad rhywiol

27. Mae datblygu Addysg Cydberthynas a Rhywioldeb drwy wahanol feysydd dysgu a phrofiad⁶ yn y cwricwlwm newydd yn galluogi dysgwyr i gael golwg gyfoethog ac eang ar gydberthnasau a rhywioldeb dynol o amrywiaeth o ddisgyblaethau.

28. Rydym yn cynnig y bydd dyletswydd ar Weinidogion Cymru i gyhoeddi canllawiau statudol ar Addysg Cydberthynas a Rhywioldeb mewn ffordd sy'n briodol o ran oedran ac yn ddatblygiadol briodol i ddysgwyr.

Rôl Addysg Grefyddol ac Addysg Cydberthynas a Rhywioldeb yn y cwricwlwm newydd

29. Byddai sicrhau bod Addysg Grefyddol ac Addysg Cydberthynas a Rhywioldeb yn rhan o'r cwricwlwm i bob dysgwr ysgol yn helpu dysgwyr i weithio tuag at y pedwar diben, a chredwn fod dadl gref bod y meysydd pwnc hyn yn angenrheidiol er mwyn creu dinasyddion egwyddorol a gwybodus sy'n barod i fod

⁵ <https://gweddill.gov.wales/docs/dcells/publications/180104-future-of-the-sex-and-relationships-education-curriculum-in-wales-cy.pdf>

⁶ Cynigir y bydd y cwricwlwm newydd yn seiliedig ar chwe 'maes dysgu a phrofiad': y dyniaethau; mathemateg a rhifedd; gwyddoniaeth a thechnoleg; y celfyddydau mynegiannol; llythrennedd, ieithoedd a chyfathrebu, ac iechyd a lles.

yn ddinasyddion i Gymru a'r byd, a bod gan ysgolion rôl i'w chyflawni i ddarparu gwybodaeth niwtral, cynhwysfawr a chywir i ddysgwyr. Un rhan o'r sail resymegol dros gynnwys Addysg Grefyddol ac Addysg Cydberthynas a Rhywioldeb fel elfennau gorfodol yn y cwricwlwm newydd yw pwysigrwydd eu cyfraniad at y pedwar diben; mae'n annhebygol y gallai rhai o'r nodweddion allweddol gael eu sicrhau gan ddysgwyr heb iddynt allu manteisio ar y pynciau hyn.

30. Mae cymdeithas a'r gyfraith wedi gweld newidiadau sylweddol ers i'r cwricwlwm presennol gael ei gyflwyno. Yn y byd modern a chynyddol gymhleth sydd ohoni, mae bydolygon crefyddol ac anghrefyddol yn treiddio i ran helaeth o fywydau beunyddiol pobl rywsut neu'i gilydd. Er mwyn paratoi disgybl ar gyfer y byd modern, rhaid i ysgolion ddarparu addysg amlblwyfol, niwtral a beirniadol iddynt ar y bydolygon crefyddol ac anghrefyddol hynny. Yn yr un modd, o ran Addysg Cydberthynas a Rhywioldeb, mae llawer iawn o wybodaeth ar gael i ddisgyblion drwy'r rhyngwyd. Gellir cael gafael ar y wybodaeth honno'n rhwydd ac mewn nifer o wahanol ffyrdd. Credwn fod dyletswydd foesol ar y wladwriaeth i sicrhau bod plant mewn ysgolion yn cael gwybodaeth niwtral a chywir am y materion hyn sy'n treiddio drwy gymdeithas.

31. Hefyd, byddai peidio â chynnwys yr hawl i dynnu yn ôl yn cefnogi'r dull rhyngddisgyblaethol sy'n cael ei fabwysiadu yn y cwricwlwm newydd. Mae tystiolaeth anecdotaidd eisoes yn bodoli bod ysgolion a rhieni'n ei chael hi'n anodd nodi'r gwersi hynny y dylid tynnu eu plentyn allan ohonynt. Mae'n debygol y bydd natur rhyngddisgyblaethol y cwricwlwm newydd yn gwaethygu'r sefyllfa, a byddai'n anodd sicrhau bod modd arfer unrhyw hawl i dynnu yn ôl mewn ffordd ystyrllon.

Beth rydym yn ei gynnig?

Yr hawl i dynnu yn ôl o Addysg Grefyddol ac Addysg Cydberthynas a Rhywioldeb:

32. Rydym yn cynnig peidio â chynnwys hawl i dynnu yn ôl o Addysg Grefyddol ac Addysg Cydberthynas a Rhywioldeb yn y cwricwlwm newydd i Gymru. Bydd y gwersi hyn yn orfodol i bob disgybl.

33. Wrth lunio'r cynnig hwn, rydym wedi ystyried yn ofalus y safbwyntiau a wnaed yn yr ymatebion i'r Papur Gwyn ac i'r ymgynghoriad ynghylch y Canllawiau ar Addysg Cydberthynas a Rhywioldeb. Mae'n amlwg bod gan bobl farn gref ar y materion hyn, ac rydym yn cydnabod bod pobl yn pryderu am y canlynol:

- Priodoldeb datblygiadol, ac na ddylai plant gael eu hamlygu i faterion nad ydynt yn barod amdanynt;
- Rôl / uchafiaeth y teulu o ran rhoi arweiniad ar y materion hyn;
- Y potensial am ddiffyg sensitifrwydd i safbwyntiau diwylliannol neu grefyddol gwahanol neu gydnabyddiaeth ohonynt;
- Y gallu i gynnig cyfleoedd i ddysgu mewn ffordd gynnil a sensitif;
- Y posibilrwydd o wrthdaro ac anghytuno digroeso.

34. Ar yr un pryd, cafwyd cefnogaeth gref i'n cynnig y byddai Addysg Cydberthynas a Rhywioldeb yn cymryd lle addysg rhyw. Y cyhoeddiad oedd un o'r eitemau mwyaf poblogaidd a gyhoeddwyd ar ein sianeli cyfryngau cymdeithasol.
35. Credwn hefyd, mewn byd lle y gall pawb gael gafael ar wybodaeth – a thwyllwybodaeth – yn y fan a'r lle, fod gan y cwricwlwm rôl allweddol i'w chyflawni yn y gwaith o helpu plant a phobl ifanc i ddelio â hyn i gyd yn ddiogel a gallu barnu pa wybodaeth y gallant ymddiried ynddi a chydabod y llu o safbwyntiau negyddol y byddant yn dod ar eu traws ar-lein.
36. Mae'n hanfodol ein bod yn diogelu ein holl bobl ifanc ac yn eu helpu i ddelio â'r byd cymhleth hwn. Wrth gwrs, bydd gan rieni rôl ganolog yn hyn o beth ond mae rôl allweddol i ysgolion – rôl sydd bellach yn bwysicach nag erioed.
37. Ar y sail hon, credwn fod achos cryf sy'n seiliedig ar egwyddor dros warantu y gall pob dysgwr ysgol gael Addysg Grefyddol ac Addysg Cydberthynas a Rhywioldeb. Er mwyn i ddysgwyr allu elwa'n llawn ar gwricwlwm eang a chytbwys, rhaid iddynt allu manteisio ar bob rhan ohono. Yn y dull gweithredu newydd a arweinir gan ddibenion (a amlinellir uchod), mae gan y ddau bwnc rôl allweddol i'w chyflawni er mwyn i'n plant a'n pobl ifanc gael addysg eang a chytbwys a chyflawni'r pedwar diben.
38. Mae'r neges gan ymarferwyr wedi bod yn glir mai'r ffordd ymlaen o ran y materion hyn yw i'r Llywodraeth benderfynu ar lefel genedlaethol yn hytrach na bod ysgolion yn eu rheoli.
39. Yn y byd cynyddol gymhleth hwn sy'n newid yn gyflym, mae angen i blant a phobl ifanc ddysgu mewn ffordd gyson, ffeithiol a datblygiadol briodol am y materion a drafodir yn y pynciau hyn, ac mae ganddynt hawl i wneud hynny. Mae hyn yn bwysig fel rhan o'r gwaith o ddatblygu cymdeithas fwy cynhwysol a goddefgar. Mae Addysg Cydberthynas a Rhywioldeb ac Addysg Grefyddol o safon uchel mewn ysgolion yn helpu plant a phobl ifanc i gadw'n ddiogel, parchu ei gilydd a meithrin cydberthnasau iach. Mae'r rhain yn werthoedd pwysig rydym am i bob person ifanc yng Nghymru eu datblygu er mwyn galluogi pobl ifanc i fod yn ddinasyddion egwyddorol, gwybodus i Gymru a'r byd ac yn unigolion iach, hyderus sy'n barod i fyw bywyd gan wireddu eu dyheadau fel aelodau gwerthfawr o gymdeithas.
40. Gwnaethom ystyried yn ofalus p'un a fyddai rhoi modd i rieni dynnu eu plant yn ôl o Addysg Grefyddol ac Addysg Cydberthynas a Rhywioldeb yn briodol yn y cwricwlwm newydd. Roeddem yn cydnabod bod y gallu i dynnu yn ôl yn bwysig i rai rhieni a bod rhai rhieni o'r farn mai lle rhieni a theuluoedd yw addysgu plant am y materion hyn yn bennaf. Gwnaethom hefyd ystyried rôl bosibl yr hawl i dynnu yn ôl o dan amgylchiadau lle bo pryderon nad yw'r dysgu a'r addysgu yn amblwyfol. Daethom i'r casgliad nad hawl i dynnu yn ôl oedd y ffordd briodol o ddelio â hyn ac y dylid mynd i'r afael â'r ymarfer yn yr ysgol dan sylw. Mae hyn eisoes wedi cael ei nodi'n faes lle y bydd angen buddsoddi mewn dysgu proffesiynol ac adnoddau i gefnogi ymarferwyr. Mae lle hefyd i hunanasesu er mwyn nodi lle y gellir gwella ymarfer ac ystyried sut y gall y Consortia

Rhanbarthol ac Estyn helpu i nodi a chefnogi camau gweithredu i wella ymarfer yn y maes hwn.

41. Daethom i'r casgliad bod yr achos seiliedig ar egwyddor dros alluogi pob plentyn a pherson ifanc i ddysgu am y materion hyn yn gryf iawn ac y byddai anawsterau ymarferol yn codi wrth dynnu dysgwyr yn ôl yn y cwricwlwm mwy integredig hwn. Daethom hefyd i'r casgliad y byddai'r ffocws ar ddysgu ac addysgu datblygiadol briodol a diwylliannol sensitif, a'r pwyslais ar ymgysylltu â chymunedau a chydabod ac ymateb i gefndir dysgwyr wrth drafod y materion hyn, yn cynnig mesurau diogelu priodol i rieni.
42. At ei gilydd, peidio â chynnwys yr hawl i dynnu yn ôl yw'r ffordd orau o gyflawni ein hamcanion polisi cyffredinol, sef:
- I bob dysgwr allu manteisio ar gwricwlwm sy'n ei alluogi i wneud cynnydd mewn perthynas â'r pedwar diben
 - I'r system addysg chwarae ei rhan yn y gwaith o greu cymdeithas fwy cynhwysol a goddefgar a gwneud y cyfraniad mwyaf posibl at y nodau llesiant yn Neddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015
 - Cydnabod rôl rhieni a theuluoedd o ran arwain y plant hyn mewn perthynas â'r materion hyn
 - Cydnabod buddiannau pob grŵp, ac ymateb iddynt, a hyrwyddo cydraddoldeb
 - Peidio â chynyddu'r baich ar ysgolion na llwyth gwaith athrawon
43. Er ein bod o'r farn bod gan ysgolion rôl allweddol i'w chyflawni yn y gwaith o helpu dysgwyr i feithrin goddefgarwch, empathi a dealltwriaeth o wahanol bobl a chymunedau, ac o'u hawliau eu hunain a hawliau pobl eraill, nid yw hyn yn golygu y bydd y cynnig hwn yn disodli rôl hanfodol rhieni i addysgu eu plant. Bydd yr addysg a roddir i'n plant a'n pobl ifanc drwy Addysg Cydberthynas a Rhywioldeb ac Addysg Grefyddol mewn ysgolion a gynhelir yn cael ei darparu mewn ffordd sensitif a chynhwysol er mwyn ategu'r addysg honno. Bydd y canllawiau ar y meysydd pwnc hyn yn nodi'n glir bod yn rhaid i'r wybodaeth a gwmpesir gael ei chyfleu mewn modd gwrthrychol, beirniadol ac amlblyfol.
44. Byddwn yn ymgysylltu'n ystyrlon ac yn barhaus â chymunedau ynglŷn â'r hyn y bydd Addysg Cydberthynas a Rhywioldeb yn ei gynnwys yn y cwricwlwm newydd a'r ffordd y caiff y cynnwys hwnnw ei addysgu. Hefyd, rydym wrthi'n sefydlu gweithgor i gwblhau'r canllawiau ar gyfer Addysg Cydberthynas a Rhywioldeb yn y cwricwlwm newydd a byddwn yn ceisio sicrhau bod cynrychiolwyr o amrywiaeth o gymunedau ledled Cymru, gan gynnwys cymunedau ffydd, yn cael eu cynnwys ac yn gallu llywio'r canllawiau terfynol.

Newid enw Addysg Grefyddol

45. Yn dilyn y newid arfaethedig i newid enw Addysg Rhyw a Pherthnasoedd (a elwir yn addysg rhyw yn y ddeddfwriaeth bresennol), i Addysg Cydberthynas a Rhywioldeb, a wnaed i adlewyrchu ymarfer a dulliau gweithredu modern yn y maes pwnc hwn, credwn y dylid ystyried enw Addysg Grefyddol.

46. Mae Addysg Grefyddol yn cynnig cyfleoedd i ddysgwyr archwilio'r amrywiaeth o gredoau ysbrydol, athronyddol, moesol, cymdeithasol a diwylliannol yn eu cymuned, ledled Cymru ac ym mhedwar ban byd. Rydym o'r farn y dylai enw'r pwnc adlewyrchu'r hyn a gaiff ei addysgu i ddysgwr drwy Addysg Grefyddol. Fel y cyfryw, rydym yn cynnig newid enw Addysg Grefyddol er mwyn iddo adlewyrchu ymarfer addysgu yn y cwricwlwm newydd yn briodol, a galluogi dysgwyr i archwilio pob cred grefyddol ac athronyddol, yn ogystal â chredoau eraill a bydolygon eraill, gan gynnwys bydolygon anghrefyddol. Yr enw a ffeirir gennym yw Crefyddau a Bydolygon.

Asesiad effaith

47. Ochr yn ochr â'r papur ymgynghori hwn, rydym yn cyhoeddi ein hasesiad effaith drafft. Gan nad oes unrhyw ddata ffurfiol yn cael eu cadw ar hyn o bryd ar y defnydd o'r hawl i dynnu yn ôl, rydym wedi bod yn ddibynnol ar dystiolaeth anecdotaidd gan ymarferwyr addysg. Er bod hyn wedi bod yn ddefnyddiol iawn, rydym am ddeall mwy am effaith ymarferol y cynnig hwn cyn gwneud penderfyniad terfynol.

Hawliau Dynol

48. Rydym o'r farn bod y cynigion i beidio â chynnwys yr hawl i dynnu yn ôl yn y cwricwlwm newydd ar gyfer elfennau gorfodol newydd Addysg Grefyddol (neu Grefyddau a Bydolygon fel rydym yn cynnig ailenwi'r pwnc) ac Addysg Cydberthynas a Rhywioldeb yn gyson â'r hawliau a ddiogelir gan Ddeddf Hawliau Dynol 1998.
49. Caiff hawliau rhieni yn ail frawddeg Erthygl 2 Protocol 1 eu parchu'n briodol os nad yw'r Addysg Grefyddol a'r Addysg Cydberthynas a Rhywioldeb a ddarperir yn cynnwys gwthio syniadau ac os cânt eu darparu mewn modd gwrthrychol, beirniadol ac amlblwyfol. Caiff hawliau'r dysgwr yn Erthygl 9 eu parchu'n briodol drwy sicrhau bod dysgwyr yn dysgu am holl gynnwys hanfodol y cwricwlwm – cynnwys sy'n bwysig nid yn unig o ran gwneud cynnydd mewn perthynas â'r pedwar diben ond hefyd o ran eu diogelu nhw. Mae croeso i'w rhieni a'r gymuned ehangach ddarparu Addysg Grefyddol (neu Grefyddau a Bydolygon fel rydym yn cynnig ailenwi'r pwnc) ac Addysg Cydberthynas a Rhywioldeb fel y gwelant orau y tu allan i'r ysgol.

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CF10 3NQ

or completed electronically and sent to

e-mail: AHWB@gov.wales

Please indicate which of the following stakeholder groups you are responding as:

Child or young person	<input type="checkbox"/>
Parent/carer	<input type="checkbox"/>
Other family member	<input type="checkbox"/>
School, teacher, governor	<input type="checkbox"/>
Other education practitioner	<input type="checkbox"/>
Organisation or representative body	<input type="checkbox"/>
Individual	<input type="checkbox"/>
Other	<input type="checkbox"/>

Other (please specify): _____

Question 1 – What implications would there be for learners, parents/carers and schools if all learners were required to receive RE and/or RSE lessons in the new curriculum?

Please use the space below for your comments:

Question 2 – What support, information and guidance would be needed if this approach was adopted?

Please use the space below for your comments:

Question 3 – Our proposal is that parents/carers should not be able to prevent their child from having RE or RSE lessons. This will be rolled out from September 2022, for all primary age learners and learners in Year 7 in secondary school (with additional year groups being added each year).

Should the ability of parents/carers to prevent their child from receiving RE and RSE lessons also be stopped under the old curriculum from September 2022? (This would only have implications for learners in Years 8–11 in 2022, Years 9–11 in 2023, and so on.)

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Why do you think that?

Question 4 – What is an appropriate name for ‘religious education’, to accurately reflect the broader scope proposed in for the new curriculum?

No change	<input type="checkbox"/>	Religion, values and ethics	<input type="checkbox"/>	Religions and worldviews	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>
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Other (please specify): _____

Reasons for your choice:

Question 5 – We would like to know your views on the effects that not including a right to withdraw in the new curriculum would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

Question 6 – Please also explain how you believe the proposed plan could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

Question 7 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:

ENSURING ACCESS TO THE FULL CURRICULUM FOR ALL LEARNERS – SUMMARY OF PROPOSALS

- There is going to be a new curriculum in Wales. It is being designed by teachers in Wales.
- Each part of the new curriculum is important and all the parts are needed so that learners leave school with a broad and balanced education.
- In the current curriculum, parents can prevent their child from going to Religious Education (RE) and sex education lessons¹.
- In the new curriculum, sex education will be replaced by Relationships and Sexuality Education (RSE).
- RSE and RE will be compulsory for all children aged 3-16
- We think parents should not be able to prevent their children going to these lessons in future.
- This is because RE and RSE are very important in keeping children safe and helping them understand the world around them.
- We understand that people may have concerns.
- In these lessons information must be suitable for the child's age and development and their background.
- We are asking for views on what it would mean for parents, learners and schools if all learners had to go to RE and RSE lessons in the new curriculum
- We are also asking for views on whether the age range RE and RSE should be extended to 3-16.
- We are also asking for views on whether Religious Education is still the best name for this subject area.
- You can find out more about our proposals and send your views to the Government by completing [this form](#)

This is a summary of our proposals – for the full details, please see the [consultation document](#) on the Welsh Government's website

¹ A fuller explanation of the current legislation in this area is set out in the [consultation document](#)

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