

Public Document Pack

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



To: Ron Keating (Chair)

CS/NG

Councillors: Chris Bithell, Adele Davies-Cooke,
Hilary Isherwood, Colin Legg, Dave Mackie and
Nigel Steele-Mortimer

14 October 2015

Tracy Waters 01352 702331

RELIGIOUS DENOMINATIONS:

**Mrs. D. Jones, Mr. Gareth Wyn Jones,
Ms. S. Jones, Mrs. D. McIntyre and
Rev H. Powell-Davies and Ms. R. Price**

TEACHER ASSOCIATIONS:

**Mrs. Y. Barker, Mrs. L. Harkin and
Mr. I. Hussain**

Mr. Philip Lord (Challenge Advisor)

Dear Sir / Madam

A meeting of the **FLINTSHIRE SACRE** will be held in the **ST. RICHARD GWYN CATHOLIC HIGH SCHOOL, ALBERT AVENUE, FLINT CH6 5JZ** on **WEDNESDAY, 21ST OCTOBER, 2015** at **2.00 PM** to consider the following items.

******* PLEASE NOTE THE CHANGE OF LOCATION FOR THIS MEETING *******

Yours faithfully

Peter Evans
Democracy & Governance Manager

AGENDA

- 1 **APOLOGIES FOR ABSENCE**
- 2 **DECLARATION 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 - 12)
To approve and sign as a correct record the minutes of the previous meeting.
- 4 **SACRE DRAFT ANNUAL REPORT 2014-15** (Pages 13 - 26)
To consider a report to approve the draft SACRE Annual Report.
- 5 **ANALYSIS OF INSPECTION REPORTS** (Pages 27 - 30)
To receive the analysis of recent Estyn Inspection Reports
- 6 **RE IN KS3: MUSLIM FOOTBALL PLAYER IN THE PREMIER LEAGUE**
Receive a presentation regarding a bilingual resource available for all schools.
- 7 **RE AND LOCAL COMMUNITIES** (Pages 31 - 66)
Receive a presentation regarding the completed resource. Recommend that the resource is sent to all Local Authority schools.
- 8 **EDUCATION MINISTER, HUW LEWIS'S COMMENTS AND THE FUTURE OF RE** (Pages 67 - 68)
To discuss correspondence regarding the minister's comments proposing to change the name of Religious Education.
- 9 **SACRE AND SCHOOL TO SCHOOL COLLABORATION**
Promote teacher representation through school to school collaboration.
- 10 **WASACRE** (Pages 69 - 76)
 - (i) To receive the minutes of the last meeting of the Association (copy attached).
 - (ii) To agree attendance to the next WASACRE meeting in Blaenau Gwent on 25th November 2015.
- 11 **DATE AND TIME OF THE NEXT MEETING**
The next meeting will be held at 2pm on Wednesday, 3rd February 2016 in the Clwyd Committee Room, County Hall, Mold.

FLINTSHIRE STANDING ADVISORY COUNCIL
FOR RELIGIOUS EDUCATION (SACRE)
17 JUNE 2015

Minutes of the meeting of the Flintshire Standing Advisory Council for Religious Education held at County Hall, Mold on 17 June 2015

PRESENT:

Councillors: Adele Davies-Cooke, Colin Legg, Dave Mackie and Nigel Steele-Mortimer

Religious Denominations: Dora Jones, Sue Jones and Reverend Huw Powell-Davies

Teacher Associations: **Ron Keating (Chair)** and Ibad Hussain

APOLOGIES:

Councillors: Chris Bithell and Hilary Isherwood
Delyth McIntyre, Rita Price

IN ATTENDANCE:

Challenge Adviser and Committee Officer

The Chair welcomed all those in attendance to the meeting and asked the Group to undertake a moment of quiet reflection.

1. **DECLARATIONS OF INTEREST: CODE OF LOCAL GOVERNMENT CONDUCT**

No declarations of interest were made.

2. **MINUTES**

The minutes of the meeting held on 11th February 2015 were submitted.

MATTERS ARISING

Minute number 21

The Challenge Adviser indicated that he had sent a letter to the schools named congratulating them on the positive outcomes of the inspections.

Minute number 22

The Challenge Adviser explained that following the previous meeting, he had met with his manager to raise the concerns highlighted by SACRE on the decline in GCSE results for 2014. A briefing note had been drafted on this and other issues that were causing concern and included a request to the Local Authority to undertake more monitoring; a meeting had been arranged

for 3 July 2015 with the six directors from the three local authorities. The Challenge Adviser explained that more details of the issues raised would be made available in September 2015.

The Chairman advised that he had met with the Challenge Adviser on a number of occasions on the essential need for SACRE to have a greater strategic view rather than being more reactive. He felt that there was always room for development and improvement and he commented on the significant number of challenges that were to be faced. The Terms of Reference of SACRE reflected the need to improve the quality of Religious Education in schools and highlighted the statutory requirement to ensure Collective Worship was undertaken.

RESOLVED:

That the minutes be approved as a correct record.

3. ANALYSIS OF INSPECTION REPORTS

The Challenge Adviser introduced the report on the analysis of inspection reports for four schools inspected under the Estyn framework between October 2014 and January 2015:-

Flint High School, Flint
Nannerch V.C. Primary School
Trelawnyd V.A. School
Ysgol Gymraeg Mornant, Penyffordd

He explained that all of the comments received had been positive.

Councillor Nigel Steele-Mortimer indicated that Ysgol Gymraeg Mornant in Penyffordd was one of the three schools that faced possible closure as it formed part of the review agreed by Cabinet earlier this week. The Challenge Adviser commented that he had not attended the school since 2013 but prior to that he had been asked to provide some training. He felt that the teachers had embraced the piece of work and had been enthusiastic.

Reverend Huw Powell-Davies spoke of his experiences in dealing with the school and the happiness and enthusiasm in which the pupils and teachers undertook religious education and collective worship. He added that the school also worked closely with the Agathos Trust. Councillor Steele-Mortimer explained that the school had been invited to an annual service at the church that he attended and he also spoke of their enthusiasm.

The Challenge Adviser commented that he had attended Estyn training the previous day where it had been indicated that comments on Spiritual, Moral, Social and Cultural Development must be made in the Estyn Inspection report. At the previous meeting he had advised that a letter had been sent to remind Estyn that it was good practice to make such comments and this had prompted Estyn to write to all Inspectors strongly emphasising their

responsibility on this matter. The three SACREs that had highlighted this had received a letter of apology from Estyn that such comments had not been included.

The Chairman raised concern as he felt that it was important that the quality and depth of religion were considered which he did not feel was the case in spiritual, moral, social and cultural development.

It was agreed that a letter be sent to the schools congratulating them on the positive outcomes of the inspections.

RESOLVED:

- (a) That the report be received; and
- (b) That a letter be sent to the schools congratulating them on the positive outcomes of the inspections.

4. DONALDSON REVIEW

The Challenge Adviser referred to a review of the curriculum by Professor Graham Donaldson and the recommendations that he had made. He explained that Professor Donaldson had been asked to conduct an in-depth curriculum review of the Welsh education system. A presentation which had been made to a recent meeting of WASACRE included the following main features:-

- What's in the report?
- Purposes of the curriculum
- Areas of Learning and Experience
- Pedagogical Principles
- Cross-curriculum responsibilities
- Over to you – Questions for the Great Debate

The Challenge Adviser explained that four aims had been identified within the report which were to create:-

- Ambitious, capable learners
- Enterprising, creative contributors
- Healthy, confident individuals
- Ethical, informed citizens

It was also recommended in the review that there be six areas of learning & experience and three cross-curriculum responsibilities which were detailed in the presentation. The proposals suggested by Professor Donaldson were significantly different from the current recognisable ways of learning and teaching and if the recommendations of the review were agreed, it would be up to the school to set how the lessons were timetabled; as yet a model of how this could be achieved had not been identified. It was proposed that key

stages be removed and the definition of primary and secondary schools would no longer be in place which it was felt could create significant infrastructure issues. The review suggested that barriers of year groups be removed to allow a continuum of learning from 3 to 16 without phases and key stages and with the inclusion of progression steps at five points in the learning continuum.

The Chairman explained that in England, levels at key stages 1, 2 and 3 had been removed. He added that it was important to ensure that pupils were not pushed into undertaking learning before they academically ready and that the appropriate level of support was provided.

The Challenge Adviser commented on the nine pedagogical principles and informed members that RE be included in the Humanities area of learning. He reminded members that RE was also about understanding other cultures and highlighted recommendation 9 in the review which indicated that 'Religious Education should form part of the Humanities Area of Learning and Experience, and should remain a statutory curriculum requirement from reception'. He spoke of schools being in control of how they spent their own budgets and controlled their curriculum and reiterated earlier comments about representatives from schools meeting to discuss best practices.

Welsh Government was to provide a response to the document and it was anticipated that this would be available by the end of August 2015. The review was suggesting fundamental changes to the education system and if approved, would result in a significantly different way of learning. The Chairman added that it was unlikely that the proposals would be implemented before 2020.

Reverend Huw Powell Davies thanked the Challenge Adviser for his presentation. He welcomed the large amount of emphasis on RE and the Chairman concurred.

RESOLVED:

That the presentation be received.

5. SACRES AND CONSORTIA ARRANGEMENTS

The Challenge Adviser explained that at the meeting of WASACRE held in November 2014, some members had presented the feedback received from WASACRE members from their involvement in a NAPfRE activity. The Challenge Adviser provided a detailed presentation which included the following feedback:-

1. How can members contribute to the work of SACREs?

Share good practice

The Challenge Adviser commented on the work of the Agathos Trust.

Visit school

A proforma had been designed that was used in Gwynedd when collective worship in schools was observed.

Look for funding

It was queried whether there were streams of funding that could be accessed, particularly as SACRE membership included Councillors

Promote dialogue

The Challenge Adviser spoke of the possibility of undertaking work with groups such as teachers to promote the work of SACRE

2. How can we ensure regular attendance from all groups?

Variety of venues and times

The Challenge Adviser explained that Denbighshire County Council's summer term SACRE meeting was to be held in a school in Ruthin rather than in the Council offices. He welcomed this idea and suggested that the feeder primary schools could be invited to attend.

Councillor Dave Mackie indicated that some meetings of the Education and Youth Overview & Scrutiny Committee had been held in outside locations and Members had found the experience to be useful. Councillor Nigel Steele-Mortimer concurred and supported the idea for Flintshire SACRE meetings to be held in schools.

3. How could you persuade people to become a SACRE member?

Presentations to Councillors

The Challenge Adviser indicated that he had provided a presentation to Councillors at Conwy County Council.

Opportunities: professional development, contribute to the Agreed Syllabus or support materials

The Challenge Adviser spoke of the importance of reminding colleagues of the opportunities that were available.

4. How can we monitor Religious Education (RE) and collective worship?

Scrutinising self-evaluation reports

The Challenge Adviser spoke of the suggestion to ask schools to complete a self-evaluation form once in a six year cycle.

5. How can we support schools to deliver good RE and collective worship?

Youth SACREs

The Challenge Adviser welcomed the idea to involve representatives from schools. The Chairman indicated that a Youth SACRE had been in place during his involvement with Hackney Council and even though he welcomed the idea, he stated from his experience the Hackney Youth SACRE had a limited lifespan.

Advice materials

The Chairman commented that SACRE did not have its own website but that the agenda, minutes and reports packs were included within a section on the Flintshire County Council website. He felt that a dedicated SACRE website could be an area where resources and good practice could be shared. The Challenge Adviser referred to the briefing note that he had mentioned earlier in the meeting and explained that one of the recommendations was to ask Directors to consider a network for RE. He suggested that teacher groups could be established within schools and these groups could then meet and share good practice and provide feedback to SACRE of their experiences of delivery of RE and Collective Worship. He felt that this could be explored from the new school term in September 2015 and suggested that a sub-group from SACRE could discuss this proposal.

6. How can we ensure that Local Authorities support SACRES?

Councillors on board

The Challenge Adviser spoke of the local authority representatives on SACRE.

On the issue of holding SACRE meetings in schools, the Chairman was in general agreement. The Challenge Adviser commented that Denbighshire SACRE only met in secondary schools and invited primary schools from that area to also attend. The Chairman felt that this was good practice and could be adopted for meetings of Flintshire SACRE.

On the issue of Membership, he raised significant concern at the reducing number of teacher and religious denominations representatives that attended SACRE meetings but added that the local education authority was always well represented by Councillors. In response to a question from the Chairman about how religious denomination representative nominations were sought, the Challenge Adviser explained that this was through Cytûn. Dora Jones indicated that a meeting of the North East Wales Cytûn was due to be held the following day and in response to a request from the Chairman, she agreed to raise the issue of recruitment to SACRE at that meeting.

The Challenge Adviser spoke of school to school support which he felt was a good way of sharing good practice. He commented on teacher representatives on SACRE and the possibility of them convening small groups to share good practice across North Wales.

In response to a question from the Chairman, Ibad Hussain indicated meetings with RE colleagues from other schools did not currently take place but that this was an idea that was being considered.

The Chairman queried whether cross border meetings between schools, to share good practice and highlight any issues, could be considered. He referred to the importance of ensuring that RE departments in secondary schools met on a regular basis and commented on the meetings that were held involving St. Richard Gwyn High School. Work with the five feeder primary schools also took place on a regular basis which allowed close working between the primary and secondary schools. The Chairman spoke of discussions with GWE on school to school collaboration which he had found to be very useful. He asked the members if they agreed to the next meeting, which would be the first of the new academic year, being held in a secondary school; this was agreed.

The Chairman spoke of self-improving schools and on the issue of self-evaluation suggested that this would help schools to identify areas where improvement was needed; the sharing of good practice would also assist this. He welcomed the setting up of a Youth SACRE but suggested that if the teacher support group was set up first, then a Youth SACRE could follow. Following the discussion, it was agreed that the Challenge Adviser would pursue holding the next meeting of SACRE in a school in Flintshire.

RESOLVED:

- (a) That the presentation be received; and
- (b) That the Challenge Adviser pursue holding the next meeting of SACRE in a school in Flintshire.

6. RE AND LOCAL COMMUNITIES

The Challenge Adviser stated that he was to provide a presentation on the project at the WASACRE meeting scheduled for 25 June 2015. He added that once it had been completed, he would arrange for it to be translated and sent to schools.

RESOLVED:

That the update be received.

7. WASACRE

- (i) to receive the minutes of the last meeting of the Association held on 6th March 2015 in Neath Port Talbot

The Chairman indicated that there had not been any representatives from Flintshire SACRE at the meeting.

- (ii) To agree attendance to the next WASACRE 25th June 2015 to be held in Flintshire

The Chairman advised that he would be able to attend the meeting and asked that those who were interested in attending inform the Challenge Adviser following the meeting. The Challenge Adviser explained that there was no limit to the number of representatives that could attend from Flintshire SACRE as the meeting was being held here; normally there was a limit of three representatives.

Dora Jones advised that she would be unable to attend. Councillor Dave Mackie indicated that the meeting was in his diary and that he was hoping to attend.

- (iii) Nominations for Vice-Chair

The Committee Officer advised that Philip Lord, the Challenge Adviser, was the only nominee for this vacancy.

- (iv) Nominations for WASACRE Executive Committee

The Chairman referred to the agenda where it was reported that as one candidate had withdrawn, only two nominees remained for the two places on the WASACRE Executive Committee.

RESOLVED:

- (a) That the minutes of the meeting of WASACRE held on 6th March 2015 in Neath Port Talbot be received;
- (b) That the Chairman, the Challenge Adviser and Councillor Dave Mackie attend the WASACRE meeting in Flintshire on 25th June 2015;
- (c) That the nomination for Vice-Chair of WASACRE be noted; and
- (d) That the nominations for the WASACRE Executive Committee be noted.

8. DATE OF NEXT MEETING

The Chairman informed members that the next meeting had been scheduled for Wednesday, 21st October 2015 at 2.00 pm and would normally be held in the Clwyd Committee Room, County Hall, Mold. However, during earlier discussions, it had been agreed that the meeting be held in a school in Flintshire. The Challenge Adviser commented on the possible need to either move the meeting start time to earlier in the day or restrict the end time to no later than 3.30pm; the Chairman indicated that the start time should remain at 2pm and that the meeting would last for no longer than 1.5 hours.

The Challenge Adviser agreed to contact with schools to establish a venue for the meeting; he suggested that he would contact Mold Alyn High School first. Once the details were known, the Committee Officer would write to SACRE members to advise them of the meeting.

Prior to the close of the meeting, the Chairman extended an invitation to all those on SACRE to attend a Special Celebration on 15th July 2015 at 1.30 pm to mark the end of the 60th anniversary year of St. Richard Gwyn High School. A Mass would be taken by the Pope's Representative in the Court of St. James; this was a significant event in the life of the School.

Reverend Huw Powell Davies also commented on a joint service that was being held at 6.30pm on Sunday 21st June 2015 in the Kings Christian Centre to celebrate the works of the Agathos Trust.

The Chairman drew the member's attention to the holding of the Urdd in Flint High School in May Bank Holiday half term in 2016 and suggested that this be included as an agenda item at a future meeting. Reverend Powell Davies spoke of the involvement of Welsh Medium schools and learners in a service at the Urdd.

RESOLVED:

- (a) That the date and time of the next meeting be noted:
- (b) That the Challenge Adviser contact schools to identify a venue for the SACRE meeting on 21st October 2015;
- (c) That the Committee Officer write to the members of SACRE to advise of the venue for the meeting, once it has been confirmed; and
- (d) That the Urdd event being held in Flint High School in May 2016 be included as an agenda item at a future meeting.

(The meeting started at 2.00 pm and ended at 3.40 pm)

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Chairman

Annual Report
of
Flintshire
Standing Advisory Council
for Religious Education
2014 - 2015

DRAFT

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		
Topics/Issues:	Advice given:	Implemented By LEA:
RE: Agreed Syllabus	<ul style="list-style-type: none"> The Agreed Syllabus and Comprehensive Guide for RE continue to be available in schools to inform their planning and preparation. 	✓
RE: Standards	<ul style="list-style-type: none"> Following consideration of Inspection Reports, schools are sent letters congratulating them for the good features. 	✓
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 be sent to schools congratulating them for the good features. 	✓
Other Matters: Local	<ul style="list-style-type: none"> Members continue to discuss how best to monitor standards in schools SACRE has commissioned the creation of an example case studies document promoting and inspiring good practice regarding local community involvement in Religious Education and Collective Worship that will be available to all schools 	✓ ✓
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 be informed about developments and initiatives undertaken by DFES; The SACRE maintain its membership of WASACRE, representatives attend and report back on the meetings of the association. WJEC analysis of Religious Studies examinations 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)

No advice or training has been given on the Agreed Syllabus in the current academic year although many schools had adopted the planning from the 'Comprehensive Guide to RE' and 'RE in the foundation Phase', documents which were designed to complement the Flintshire Agreed Syllabus.

ii. Standards

Examination results

The SACRE received details of the examination results for 2014

517 took the full course examination in 2014, an increase of 39 pupils on the previous year. The full course results were 20.7% below the national average 53.2% compared to 73.9%, 18.8% below last year's LA results.

1164 pupils sat the short course in Religious studies, 59 more than in the previous year. The short course GCSE results are below national trends, the overall A*-C was 46.1%, 5.8% below the national results for all candidates, and a decrease of 6.9% on last years' local figures.

49 pupils sat the Advanced Level, 2 less than the previous year. The overall A* – C rate was 98.6%, some 4.3% above the national average and a 9.6% increase on last years' 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 schools provision of SMSC. See part c Collective Worship - Monitoring provision - Inspection reports

Members also received a presentation on Estyn's ESGC (Education for Sustainable development and Global Citizenship) thematic review, with a focus on how Religious Education can support this area of the curriculum.

b. Methods of teaching

The SACRE and 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 2014-15.

Choosing teaching resources

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

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 10 schools' inspection reports were analysed as follows:

<i>Positive Comments in overall judgements</i>	<i>No of schools</i>
Current performance	1

<i>Positive Comments in quality indicators:</i>	<i>No of schools</i>
Key Question 1: How good is outcomes?	
Wellbeing	3
Key Question 2: How good is provision?	
Learning Experiences	8
Care support and guidance	10
Learning Environment	5
Key Question 3: How good is leadership and management?	
Partnership working	4

<i>Negative Comments</i>	<i>No of schools</i>
Recommendations:	
To improve provision for global citizenship	1

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'

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.

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 commissioned the creation of a selection of case studies to promote good practice relating to local communities supporting Religious Education and Collective Worship. Schools have submitted examples that will be collated and sent to all schools in the LA to inspire and promote similar activities. Case studies from local faith communities and how they have worked with local schools have also been requested and received.

b) National

Members received a presentation created by WJEC explaining the key points from an analysis of the data from the GCSE and 'A' level 2014 examinations in Religious Education in 2014.

Members have also, in response to a presentation regarding 'SACRE and local Consortia Arrangements' agreed to change some of its practices in 2015-16. SACRE will be held, where possible, in secondary schools across the LA. The facilitation of School to school collaborative groups will also be organised to support and promote good practice in both Religious Education and Collective Worship.

Members received a presentation regarding the implications of the Donaldson Review on Religious Education.

(i) Estyn:

Estyn's thematic review of Education for Sustainable Development and Global Citizenship was presented to Members. It was noted that Religious Education can support the work of this important area in schools.

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 Children, Education, Lifelong Learning and Skills. The Agreed Syllabus Conference has been postponed until DFES publishes its planned changes to the curriculum. WASACRE has met with Professor Donaldson to discuss RE's place in the current 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 Helen Hughes

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

Infant Headteacher
Dawn Westaway

Infant Headteacher
Yvonne Barker

Junior Classteacher
Ibad Hussain

Special School
Mrs L Harkin

c) County Councillors:

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

Cllr. A.J. Davies-Cooke
Cllr. H. Isherwood
Cllr. D.I. Mackie

Education Officers:

Director of Lifelong Learning
Mr Ian Budd

Challenge Adviser
Philip Lord

b) Number and dates of meetings

SACRE meetings:

1st October 2014

11th February 2015

17th June 2015

c) Organisations receiving the report

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

TABLES OF EXAMINATION RESULTS *TABLAU O GANLYNIADAU ARHOLIAD*

Flintshire Schools – Table 1 GCSE RESULTS 2013: ALL – RELIGIOUS STUDIES

Ysgolion Sir y Fflint – TABL 1 CANLYNIADAU TAGAU 2013: PAWB – ASTUDIAETHAU CREFYDDOL

Schools <i>Ysgolion</i>	Total <i>Cyfanswm</i>	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A*-C	% A-G
Elfed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Connah's Quay/ <i>Cei Conna</i>	140	2	1.4	10	7.1	20	14.3	23	16.4	18	12.9	28	20.0	21	15.0	11	7.9	7	5.0	39.3	95.0
Flint/ <i>Fflint</i>	29	3	10.3	10	34.5	9	31.0	5	17.2	2	6.9	0	0.0	0	0.0	0	0.0	0	0.0	93.1	100
St.Richard Gwyn	156	1	0.6	7	4.5	20	12.8	42	26.9	28	19.9	17	10.9	22	14.1	9	5.8	10		44.9	93.6
Hawarden/ <i>Penarlag</i>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Holywell/ <i>Treffynnon</i>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Castell Alun	93	7	7.5	15	16.1	28	30.1	24	25.8	10	10.8	7	7.5	1	1.1	1	1.1	0	0.0	79.6	100
Alun, Old	13	0	0.0	3	23.1	5	38.5	4	30.8	1	7.7	0	0.0	0	0.0	0	0.0	0	0.0	92.3	100
Argo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maes Harmon	59	0	0.0	3	5.1	12	20.3	11	18.6	14	23.7	9	15.3	8	13.6	2	3.4	0	0.0	44.1	100
John Summers	27	2	7.4	3	11.1	0	0.0	6	22.2	5	18.5	6	22.2	3	11.1	2	7.4	0	0.0	40.7	100
St.David's/ <i>Dewi Sant</i>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
LEA Totals <i>Cyfanswm AAL</i>	517	15	2.9	51	9.9	94	18.2	115	22.2	78	15.1	67	13.0	55	10.6	25	4.8	17	2.3	53.2	96.7
All Wales <i>Holl Cymru</i>	11,368		10%		19%		22%		19%		11%		7%		5%		3%		2%	72%	98%

Flintshire Schools Table 2: GCSE 2013: ALL – RELIGIOUS EDUCATION: SHORT COURSE
Ysgolion Sir y Fflint – TABL 2 CANLYDIADAU TGAU 2013 PAWB – ASTUDIAETHAU GREFYDDOL: CWRS BYR

Schools <i>Ysgolion</i>	Total <i>Cyfanswm</i>	A*	%	A	%	B	%	C	%	D	%	E	%	F	%	G	%	U	%	% A*-C	% A-G
Elfed	97	2	2.1%	10	10.3%	24	24.7%	23	23.7%	16	16.5%	11	11.3%	9	9.3%	0	0.0%	2	2.1%	60.8%	97.9%
Connah's Quay	189	2	1.1%	5	2.6%	15	7.9%	14	7.4%	21	11.1%	30	15.9%	33	17.5%	45	23.8%	24	12.7%	19.0%	87.3%
Flint	207	1	0.5%	5	2.4%	10	4.8%	38	18.4%	38	18.4%	55	26.6%	28	13.5%	20	9.7%	12	5.8%	26.1%	94.2%
St.Richard Gwyn	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hawarden	176	7	4.0%	29	16.5%	36	20.5%	35	19.9%	23	13.1%	17	9.7%	15	8.5%	11	6.3%	3	1.7%	60.8%	98.3%
Holywell	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Castell Alun	116	0	0.0%	1	0.9%	12	10.3%	26	22.4%	32	27.6%	31	26.7%	12	10.3%	2	1.7%	0	0.0%	33.6%	100%
Alun,Mold	239	14	5.9%	31	13.0%	56	23.4%	50	20.9%	28	11.7%	27	11.3%	22	9.2%	9	3.8%	2	0.8%	63.2%	99.2%
Argoed	122	3	2.5%	23	18.9%	30	24.6%	34	27.9%	18	14.8%	10	8.2%	4	3.3%	0	0.0%	0	0.0%	73.8%	100%
Maes Garmon	18	0	0.0%	0	0.0%	0	0.0%	1	5.6%	4	22.2%	5	27.8%	7	38.9%	1	5.6%	0	0.0%	5.6%	100%
John Summers	41	0	0.0%	2	4.9%	1	2.4%	5	12.2%	3	7.3%	13	31.7%	8	19.5%	6	14.6%	3	7.3%	19.5%	92.7%
St David's Saltney	92	1	1.1%	15	16.3%	15	16.3%	20	21.7%	21	22.8%	10	10.9%		4.3%	3	3.3%	3	3.3%	55.4%	96.7%
CEA Totals <i>Cyfanswm AALL</i>	1297	30	2.3%	212	9.3%	199	15.3%	246	19.0%	204	15.7%	209	16.1%	138	10.6%	97	7.5%	49	3.8%	46.0%	95.9%
Wales <i>Ynys Cymru</i>	12,191		5%		10%		17%		21%		14%		13%		8%		6%		6%	53%	94%

Flintshire Schools –TABLE 3 GCE ADVANCED LEVEL RESULTS 2013– ALL -RELIGIOUS STUDIES
Ysgolion Sir Y Fflint – TABL 3 - CANLYNIADAU SAFON UWCH 2013 – PAWB ASTUDIAETHAU CREFYDDOL

Schools <i>Ysgolion</i>	Total <i>Cyfanswm</i>	A*	%	A	%	B	%	C	%	D	%	E	%	U	%	% A*-C	% A-E
Elfed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Connah's Quay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Flint	3	0	0.0%	1	33.3%	1	33.3%	1	33.3%	0	0.0%	0	0.0%	0	0.0%	100%	100%
St.Richard Gwyn	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hawarden	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Holywell	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Castell Alun	29	1	3.4%	5	17.2%	13	44.8%	8	27.6%	1	3.4%	1	3.4%	0	0.0%	93.1%	100%
Alun,Mold	9	0	0.0%	1	11.1%	5	55.6%	3	33.3%	0	0.0%	0	0.0%	0	0.0%	100%	100%
Argoed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maes Garmon	2	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%	50%	100%
John Summers	1	0	0.0%	1	100%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	100%	100%
St.David's Saltney	3	0	0.0%	0	0.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%	0	0.0%	100%	100%
LEA Totals <i>Cyfanswm AALL</i>	47	1	2.1%	8	17.0%	20	42.6%	15	31.9%	2	4.3%	1	2.1%	0	0%	93.6%	100%
<i>All Wales Holl Cymru</i>	1432		3%		15%		32%		29%		14%		5%		2%	89%	98%

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Analysis of Inspection Reports Flintshire SACRE

Autumn 2014

(Reports published in the summer term)

1 School

School	Dates	Reporting Inspector
Elfed High School – Buckley	23/02/2015	Jackie Gapper
Wepre C.P. School – Connah’s Quay	11/05/2015	Mrs Anwen Eluned Griffith
Ysgol Derwen – Higher Kinnerton	11/05/2015	Edward Goronwy Morris
Ysgol Parc Y Llan – Treuddyn, Mold	27/04/2015	Mr Terwyn Tomos
Hawarden Village VA School	27/04/2015	Richard Lloyd
Penarlag CP School	22/06/2015	25/08/2015

POSTIVE COMMENTS

Key Question 1: How good are standards?

Wellbeing

- Many pupils are involved in worthwhile fundraising work for charities. (Elfed)
- Through a range of activities in school, extra-curricular experiences and their participation in the community such as singing in the local shops at Christmas, most pupils’ social and life skills develop effectively. (Wepre)
- Members show empathy by fundraising for different charities, and exercise responsibility through organising and promoting events. As a result, they develop pride in their community and represent it enthusiastically. (Derwen)

Key Question 2: How good is provision?

Learning Experiences:

- The school provides beneficial opportunities for pupils to learn about global citizenship. Pupils’ understanding of sustainable development is appropriately developed through history, geography, religious studies, science, and personal and social education. (Elfed)
- Through topic work and religious education, pupils are developing a good understanding of different cultures in the wider world. (Wepre)

- There are good opportunities for pupils to develop their understanding of global citizenship, for example through focusing on aspects of culture in African countries. (Derwen)
- The curriculum meets the requirements of the National Curriculum and Foundation Phase areas of learning and religious education. (Parc y Llan)
- The school develops the global awareness and citizenship of pupils well through the study of other countries in their topics and through such activities as the purchase of an acre of South American rainforest. (Parc y Llan)
- Teachers work collaboratively to provide a wide range of engaging learning experiences that build successfully upon pupils' prior learning and cover the requirements of the National Curriculum and religious education. (Hawarden)
- There are many opportunities for pupils to develop a sound understanding of their place in the wider world through studies of foreign countries and international links, for example with a school in Nepal. (Hawarden)

Care, support and guidance:

- A comprehensive personal and social education programme effectively supports pupils' spiritual, moral and cultural development. This includes assemblies with contributions from guest speakers, internet safety awareness sessions, theatrical performances and arranged visits to places of worship. (Elfed)
- There are good opportunities to develop pupils' spiritual, moral and social development through a wide range of activities, which support the social and emotional aspects of learning well and through reflective collective worship. The school holds regular theme events, such as 'Wear it Pink Day'. These events and poverty and homeless weeks further heighten pupils' awareness of cultural developments. (Wepre)
- There is effective provision for pupils' spiritual, moral, social and cultural development. The provision is successful in raising pupils' awareness of how to be safe, to take responsibility and to respect others. (Derwen)
- Collective worship sets a Christian and moral tone and provides suitable opportunities to create a reflective ethos. (Derwen)
- Teachers and support staff act effectively and sensitively in response to concerns. As a result, the school is successful in promoting pupils' spiritual, moral, social and cultural development. The whole school acts of worship, led by the school and by a visiting Christian organisation, strengthen the pupils' spiritual, oral and social development further. (Parc y Llan)
- It supports pupils' spiritual, moral, social and cultural development successfully, particularly through its close links with the local church and through daily acts of collective worship. (Hawarden)

Learning Environment:

- There is a clear emphasis on recognising, respecting and celebrating the diversity of pupils' backgrounds and within society as a whole. (Derwen)
- The school is an inclusive learning community where learners have equal access to all aspects of the school's provision. It promotes positive Christian values and celebrates diversity effectively. (Hawarden)

Key Question 3: How good is leadership and management?**Partnership working:**

- There are strong links with the local community. The school choir performs at local festivals and in the local church. The school benefits from opportunities to plan activities with its neighbouring school, such as a remembrance service event where pupils recite poems and recount events of the Second World War. These are effective in developing pupils' understanding of historical topics and in developing their moral and social awareness. (Parc y Llan)
- The school has strong and respectful links with parents. It ensures that parents play an active role in school life, for example by inviting them to acts of collective worship. (Hawarden)
- Links with the community church and the local community are particularly strong. For example, the school makes good use of opportunities for pupils to visit the church to participate in workshops run by church members. (Hawarden)

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Community Links

And

Local Faith Groups

Cysylltiadau Lleol

a

Grwpiau Ffydd Lleol



(Examples from across Conwy,
Denbighshire and Flintshire)

(Esiamplau o Gonwy,
Sir Ddinbych a Sir y Fflint)

Good Practice Case Studies

Blessed Edward Jones Catholic High School, Rhyl.	4-6
- Visit to 2 synagogues and 2 cathedrals in Liverpool	
Ysgol Bryn Collen, Llangollen.	7-12
- Use of Archbishop Rice Jones Charitable Trust	
- Visit to Salvation Army citadel	
- Visit from AJ Pingham (Paralympic Gold Medal winner)	
- Visits from local Clergy	
- Harvest festival held in local church	
- Mock wedding at local church	
- Diwali day	
Ysgol Glan Clwyd, St Asphah	13-16
- Work with St Asaph Cathedral	
Ysgol Trelawnyd Voluntary Aided Church in Wales.	17
- Pilgrimage to Maen Achwyfan Cross, nr Trelogan	
Religious Education events held at St Asphah and Bangor Cathedrals	18-22
Ysgol John Bright Llandudno and 5 feeder primaries:	23-25
- Year 6 Transition and MAT pupils Easter event	
Ysgol John Bright, Llandudno	26
- 6 th form conferences	
Ysgol Llanbedr	27
- Visiting local places of worship	
- Mock christening	
- Festival celebrations	
- Leavers services	
The work of Agathos Trust	28-31
- 6 th form conference	
- Explore Easter	
- Friday Forum at Mold Alun High school	
Places of Worship Contact details	32-33
Principles for organising and planning visits	34

Astudiaethau Achos Ymarfer Da:

Ysgol Uwchradd Gatholig y Bendigaïd Blessed Edward Jones, Y Rhyl. - Ymweliad â 2 synagog a 2 gadeirlan yn Lerpwl	4-6
Ysgol Bryn Collen, Llangollen. - Defnyddio Ymddiriedolaeth Elusenol yr Archesgob Rice Jones - Ymweliad â chadarnle Byddin yr Iachawdwriaeth - Ymweliad gan AJ Pingham (enillydd Medal Aur Paralympig) - Ymweliadau gan offeiriaid lleol - Cynnal gŵyl ddiolchgarwch yn yr eglwys leol - Ffug briodas mewn eglwys leol - Diwrnod Diwali	7-12
Ysgol Glan Clwyd, Llanelwy - Gwaith gydag Eglwys Gadeiriol Llanelwy	13-16
Ysgol Eglwys Cymorthedig Gwirfoddol yr Eglwys yng Nghymru Trelawnyd. - Pererindod at groes Maen Achwyfan, ger Trelogan	17
Digwyddiadau addysg grefyddol yng Nghadeirlannau Llanelwy a Bangor	18-22
Ysgol John Bright Llandudno a 5 ysgol gynradd porthi: - Trosglwyddo Blwyddyn 6 a digwyddiad Pasg disgyblion MAT	23-25
Ysgol John Bright, Llandudno - Cynhadledd 6ed dosbarth	26
Ysgol Llanbedr - Ymweld â mannau addoli lleol - Ffug fedydd - Dathliadau gwyliau - Gwasanaethau gadawyr	27
Gwaith Ymddiriedolaeth Agathos - Cynhadledd 6ed dosbarth - Ymchwilio'r Pasg - Fforwm dydd Gwener yn Ysgol Uwchradd Alun, Yr Wyddgrug	28-31
Manylion cysylltu mannau addoli	32-33
Egwyddorion trefnu a chynllunio ymweliadau	35

Pupils from Blessed Edward Jones, Rhyl, visited two different synagogues and two cathedrals in Liverpool. Pupils were able to compare their visits to all the places of worship visited.

Ymwelodd disgyblion y Bendigaidd Edward Jones, Y Rhyl, a dau wahanol synagog a dwy gadeirlan yn Lerpwl. Roedd disgyblion yn gallu cymharu eu hymweliadau â'r holl fannau addoli yr ymwelwyd â hwy.

Childwall Synagogue
Dunbabain Road
Liverpool
L15 6XL
0151 722 2079



Princes Road Synagogue
Princes Road
Liverpool
L8 1TG
0151 709 3431



Liverpool Anglican Cathedral

Jackie Dean,
Education Officer
Liverpool Anglican Cathedral,
St James' Mount
Liverpool L1 7AZ

email: education@liverpoolcathedral.org.uk
call: 0151 702 7210



Metropolitan Cathedral

Cathedral House
Mount Pleasant
Liverpool L3 5TQ

Tel: 0151 709 9222
enquiries@metcathedral.org.uk



Ysgol Bryn Collen have conducted various visits and received a number of visitors to enhance both their Religious Education and collective Worship.

Ysgol Bryn Collen wedi cynnal amrywiol ymweliadau a chael nifer o ymwelwyr i wella addysg grefyddol ac addoli ar y cyd.

SHARING GOOD PRACTICE BY YSGOL BRYN COLLEN



Archbishop Rice Jones Charitable Trust

- ❑ We began by asking for the grant from the Archbishop Rice Jones Trust to gain more resources for our RE curriculum.
- ❑ We were fortunate to receive the grant and therefore we purchased the following artefacts to enable us to fulfil children's engagement to explore RE effectively.

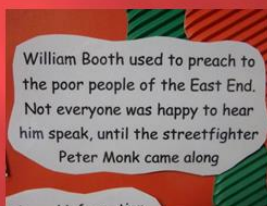
Resources we purchased



These are some of the resources we purchased with the grant money.

Autumn Term 2014

- In Year 6, they looked at the Holy Spirit. They began by looking at William Booth. They made a play about William Booth.



- This led to them discovering about the Salvation Army.

Salvation Army



The children found out about the Salvation Army, they made posters and made a peace poem.



Visit to Salvation Army

- Four of Year 6 children went to visit the Salvation Army in Wrexham.



They found out about the rations that people had to come to terms with.



Visit to Salvation Army



They found out about the emergency food for local people in crisis who live locally to the area.



Collective Worship

- Within our Collective Worship, we invite many people into our school so they can talk about what they have achieved, along with visits from the clergy.
- At the beginning of our Autumn Term 2014 we asked AJ Pingram to come to talk to us about winning a gold medal in the Paralympic Basketball team, for the British Armed Forces, when we were discussing law and rules in our collective worship theme of the week.



Reverend Una

- ▣ We followed Reverend Una and her dog Patrick walking along Hadrian's Wall for charity.
- ▣ We followed his progress on the website, tracked their paths along the way and posted messages for Patrick during the week.



Harvest

- ▣ Our Harvest Festival this year took place in St Collen's. The Reverend Sully took the service and all parents were invited to come to see our service. The infants took food gifts as a token which was given to the local retirement homes and the Food bank in Llangollen as well as a Homeless Shelter in Wrexham.



Other activities

- ▣ This term in Year 5, they are looking at rites of passage by making a pretend wedding. This will take place in St Collen's Church after half term.
- ▣ Last term we had the Reverend Sully come to talk to Year 1 /2 about being Christened. He performed a pretend Christening for the children in the class.



Diwali

- ▣ Within the Foundation Phase in Ysgol Bryn Collen we focus on Hinduism and Christianity. On the 23rd October 2014 we had a Diwali day where children were taught about the festival of light. We included many aspects of the LNF in our Diwali day.



Ysgol Glan Clwyd, St Asaph

Rydym fel ysgol yn gwneud defnydd helaeth o'r Eglwys Gadeiriol fel man addysgol ac hefyd yn fel man cymunedol. Mae yna uned o waith yn y cwrs Addysg Grefyddol ym mlwyddyn 7, ble mae'r disgyblion yn gwnud helpa drysor o amgylch yr eglwys (gweler y daflen waith yn yr atodiad). Os ar gael byddaf yn gofyn i aelodau sy'n arweinwyr ymwelwyr i siarad efo'r plant am yr eglwys a'i defnydd gan y gymuned.

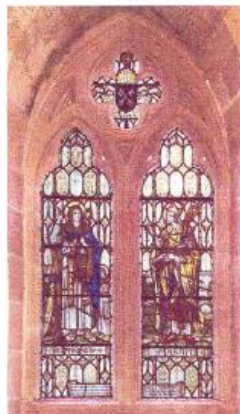
Pob Diolchgarwch rydym yn cynnal gwasanaeth yn ystod y dydd yn yr Eglwys Gadeiriol. Bydd cyfle i'r ysgol gyfan (mewn dwy sesiwn!) i fynychu'r gwasanaeth hyfryd hwn. Ar gyfer ein gwasanaeth Nadolig, rydym yn defnyddio'r gadeirlan gyda'r nos er mwyn i rieni ddod i wyllo a chefnogi. Mae'r gwasanaethau yma yn hynod safonol, ac yn boblogaidd dros ben gyda llawer o ganmoliaeth. Mae awyrgylch addolgar yr eglwys yn rhoi naws arbennig, ac yn sicr yn brofiad bythgofiadwy i'n disgyblion.

Ers rhai blynnyddoedd bellach rydym wedi cynnal ein seremoni wobrwyo cofnod cyrhaeddiad yn y gadeirlan. Eto, mae'n rhoi urddas i'r seremoni a chyfle gwych i ddisgyblion a rhieni gael y profiad o fod mewn

addoldy.



Allwch chi GAEL HYD i'r pethau hyn i gyd yn yr Eglwys Gadeiriol?



Mae'r ffenestr hon yn dangos St Asaff a St Cyndeyrn.

Dechreuodd y ddau adeiladu'r eglwys gadeiriol gyntaf yma, 1400 mlynedd yn ôl!

Edrychwch ar eu dillad. Mae St Cyndeyrn yn gwisgo dillad mynach a St Asaff yn gwisgo dillad esgob.



Roedd mynachod yn hoffi byw bywydau syml fel eu bod yn gallu gweddio a meddwl am Dduw.

Roedd y mynachod yn byw gyda'i gilydd mewn cymuned. 'Llan' oedd yr enw ar y gymuned hon.



Gelwir hwn yn ddarllenfa.

Rydym yn darllen y Beibl yma.

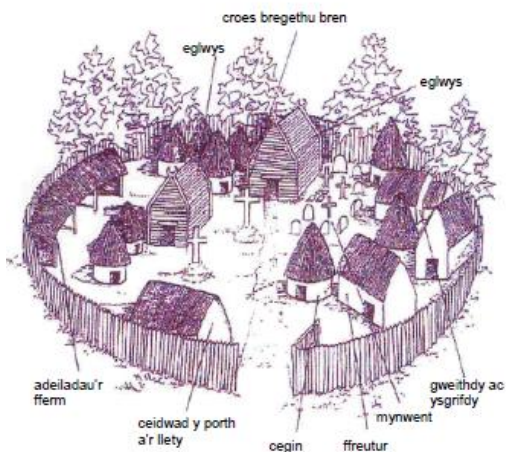
Pa fath o amfai ydyw?

Allwch chi gael hyd i'r pulpud hefyd?

Mae'r ficer yn sefyll yn y pulpud i bregethu. Dyma pryd mae'r ficer yn esbomio straeon y Beibl i'r bobl.

Mae 5 wyneb ar y pulpud. Iesu yw'r un yn y canol, Mathew, Marc, Luc ac Ioan yw enwau'r 4 arall. Maen nhw wedi ysgrifennu llyfrau o straeon am Iesu. Rydym yn galw'r llyfrau hyn yn Efengylau.

Efallai i fod yn edrych fel hyn:



Mae'r Beibl hwn yn un arbennig iawn oherwydd dyma'r Beibl Cymraeg cyntaf. Y cyfieithydd oedd William Morgan a oedd yn Esgob yma 400 mlynedd yn ôl.

Mae cerflun y tu allan o William Morgan a'r dynion eraill a gyfieithodd y Beibl.





Dyma fedd Esgob o'r enw Anian.

Yr Esgob Anian a adeiladodd yr eglwys gadeiriol fel y mae heddiw, 700 mlynedd yn ôl.

Cafodd yr hen eglwys gadeiriol ei llosgi gan filwyr.

Mae gan yr Esgob Anian gi wrth ei draed. Mae pen y ci'n sgleinio oherwydd mae cymaint o bobl wedi rhoi mwythau iddo!



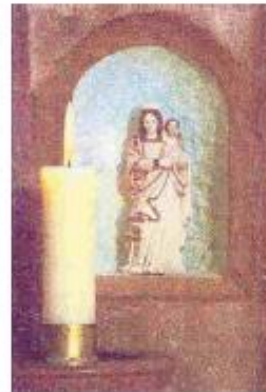
Cristnogion yn Haiti a wnaeth y lliam lliwgar hwn. Mae'n dangos straeon o'r Beibl a phethau a oedd yn digwydd yn y wlad honno. Mae gwneud darlun fel hwn yn ffordd arall o ddweud gweddi - does dim rhaid i chi ddefnyddio geiriau!



Bedyddfaen yw hwn. Rydym yn ei ddefnyddio i fedyddio pobl. Pan mae rhywun yn cael ei fedyddio, mae'n cael dŵr wedi'i dywallt ar ei ben ac mae o neu hi'n dod yn aelod o'r Eglwys, sy'n deulu Duw.

Yn aml rydym yn bedyddio babanod, ond gallwn fedyddio oedolion hefyd.

Cafodd Iesu ei fedyddio mewn afon. Byddwch yn gweld llun o hyn yn nes ymlaen.



Mae'r cerflun bach hwn o Iesu gyda'i fam, Mair, wedi'i wneud o ifori (ysgithrau [tusks] eliffant).

Efallai'i fod wedi dod oddi ar long o Sbaen, rhan o'r Armada, a longddrylliwyd gerllaw yn 1588 wrth geisio goresgyn Lloegr.



Dyma'r Organ.

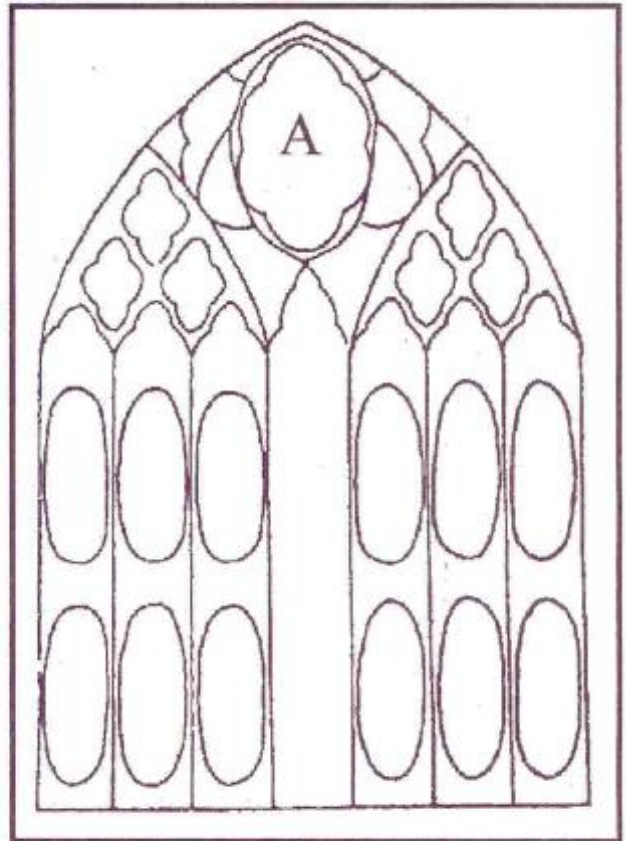
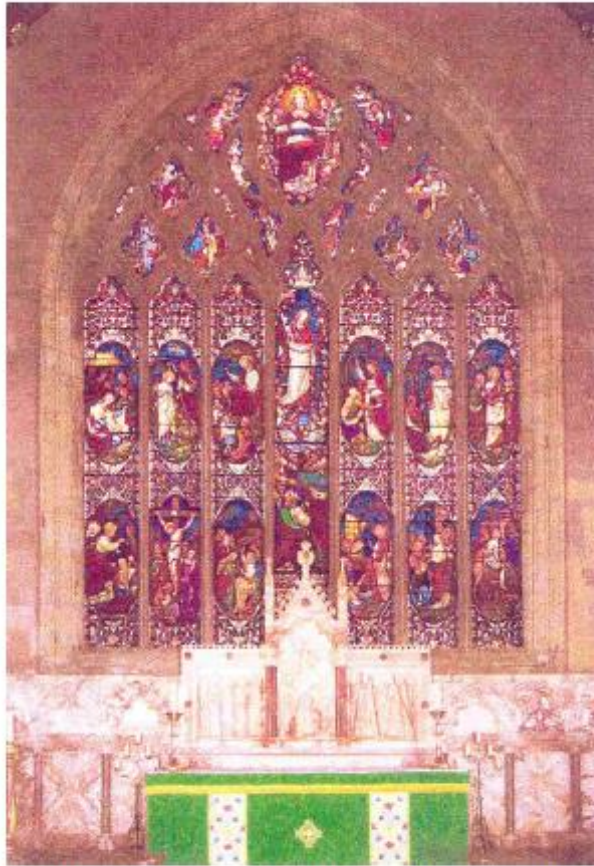
Mae ganddo lawer o bibau (tua 3000 i gyd), ac mae pob un yn gwneud sŵn gwahanol.

Mae'r rhan fwyaf o gerddoriaeth yr ydym yn ei defnyddio yn yr Eglwys Gadeiriol yn cael ei chwarae ar yr organ.



Adeiladwyd yr organ yn 1997. Os edrychwch chi'n ofalus, fe welwch lun o gath yr organydd.

Mae'r ffenestr liw hyfryd hon yn dweud nifer o straeon gwahanol am Iesu.



Dyma restr o'r straeon. A allwch chi roi'r llythyren iawn yn y llun o'r ffenest ar y dde, i ddangos ble mae pob stori? Rydym wedi gwneud y cyntaf i chi.

A - Iesu fel Brenin yn y Nefoedd

Ff - Deg merch â'u lampau

B - Iesu ar y groes

G - Bedyddio Iesu

C - Y Samariad Da yn mynd â'r dyn a gafodd ei glwyfo i'r llety (cliw: defnyddiodd asyn)

Ng - Iesu a Pedr (cliw: dywedodd Iesu y dylai Pedr ofalu am bobl fel mae bugail yn gofalu am ei ddefaid)

Ch - Iesu yn cario'i groes

H - Iesu yn gofyn i'w ddilynwyr ddod gydag o (cliw: pysgotwyr oedden nhw)

D - Geni Iesu

I - Mair Magdalen ac Iesu

Dd - Iesu yn cyfarfod â dau ddyn ar y ffordd i Emaus

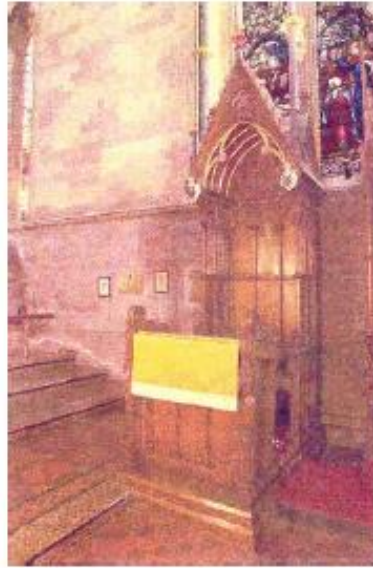
J - y merched wrth fedd Iesu

E - Iesu yn mynd i fyny i'r Nefoedd

F - Iesu yn dysgu pobl

Dyma pam rydym yn Eglwys Gadeiriol ac nid yn Eglwys gyffiedin. Hon yw gorsedd yr Esgob. *Cathedra* yw'r enw Lladin arni.

Mae'r Esgob yn gofalu am bob eglwys yn yr ardal hon (esgobaeth yw'r enw ar hon). Esgobaeth Llanelwy yw'r enw ar ein hesgobaeth ni, ac o ran maint, mae tua chwarter rhan o Gymru.



Dyma lun o'n Heskob ni heddiw. Ei enw yw'r Esgob John Davies ac mae'n byw gerllaw'r Eglwys Gadeiriol.



Os edrychwch chi ar y ffenest fawr ar ben arall yr Eglwys Gadeiriol, fe welwch Esgob pwysig arall. Ei enw oedd Archesgob Edwards ac ef oedd Archesgob cyntaf Cymru.

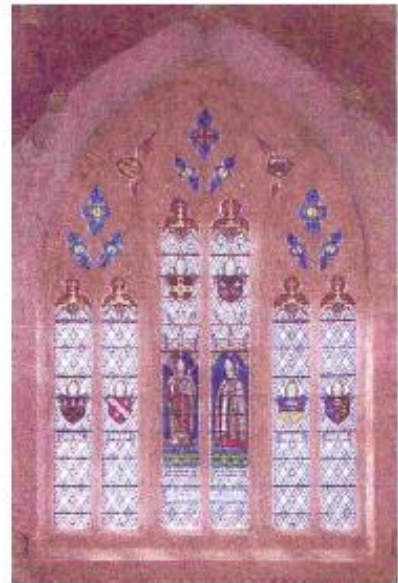


A allwch chi gael hyd i'r llun hwn ar yr Orsedd?

Dyma symbol ein Heskobaeth.

Cyn hyn, Archesgob Caergaint yn Lloegr a oedd yn gofalu am yr holl eglwysi yng Nghymru.

Hefyd, fe welwch arwyddion ac enwau'r esgobaethau eraill yng Nghymru.



Mae'r Esgob yn gwisgo dillad arbennig. Ydych chi'n cofio'r llun o St Asaif a cherflun Anian?

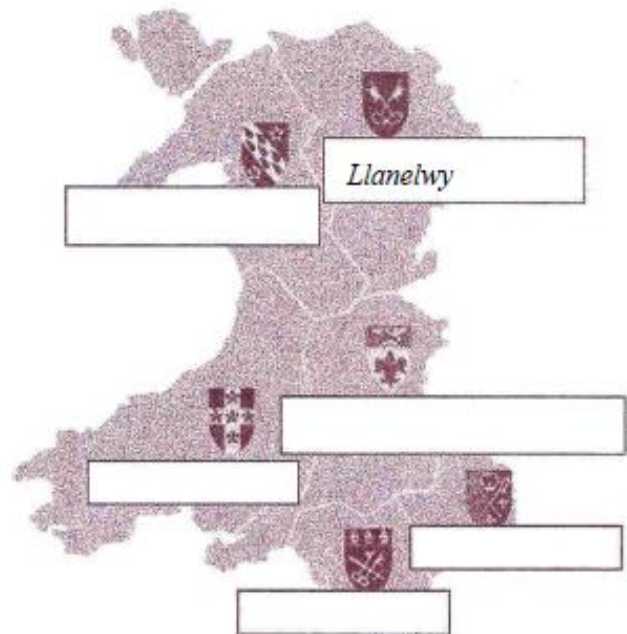
Mae'r Esgob yn cario ffon fel ffon fugail i'w atgoffa ei fod i ofalu am bobl fel mae bugail yn gofalu am ddefaid. Gelwir y ffon hon yn fagl esgob.

Mae ganddo het arbennig, sef meitr, sy'n edrych fel fflam ac mae'n symbol o Ysbryd Duw.

Dyma feitr a bagl esgob.



Chwiliwch yn y ffenest am y symbolau sydd ar y map isod ac ysgrifennwch yr enwau iawn yn y bocsys.



Pupils from Ysgol Trelawnyd conducted a pilgrimage to Maen Achwyfan Cross nr Trelogan.

Cynhaliodd disgyblion Ysgol Trelawnyd bererindod at Groes Maen Achwyfan Cross ger Trelogan.

Have you got a story?

Call our news team on 01352 7



Canon Robert Rowland gave his Easter service in the open air.

By Romilly Scragg
romilly.scragg@nmw.co.uk

PUPILS and staff walked for five-and-a-half hours to complete a pilgrimage.

Children from Trelawnyd Voluntary Aided Church in Wales Primary School walked to the Maen Achwyfan Cross near Trelogan as part of the St Asaph Diocese's Year of Pilgrimage.

The students from years one to six were joined by staff and governors when they set off on foot from school at 9.30am.

On their journey to the

Northumbrian-style cross, set in an enclosure in the middle of a field near Whitford, the pilgrims made two short stops – to a farm and also to the home of pupil Grace Urquhart who was off school as she was poorly.

Headteacher Jane Borthwick said it was wonderful to include Grace in the event.

Children had also been refreshed with drinks and fruit and had a chance to say a quick hello to the farm's pig, two lambs, chickens, dog and kitten.

Two-and-a-half hours of walking later, the school arrived at the early Christian monolith and were met by Canon Robert Rowland from St Michael's and All Angels Church in Trelawnyd.

The school's annual Easter service was then conducted in the open air for the very first time.

The sun came out in time for the service and, after a chance to play on the field and catch their breath, the pilgrims made the long walk back to Trelawnyd in time for home.

"The children loved it," said Miss Borthwick. "There were some tired legs but they all did very well and they want to do it again. We'll definitely do it again next year."

Pilgrims on the march



Above and left: Pupils from Trelawnyd Primary School walked to the Maen Achwyfan Cross.



Canon Robert Rowland.



Mia Blanchard, aged 8, and Maddison Lamb, 10, with a scallop shell, a symbol of pilgrimage, and the school cross.

A celebration of Religious Education was held at St Asaph Cathedral consisting of a series of workshops and an evening presentation.

Cynhaliwyd dathliad o addysg grefyddol yng Nghadeirlan Llanelwy yn cynnwys cyfres o weithdai a chyflwyniad gyda'r nos.

DATHLU AG YN YR EGLWYS GADEIRIOL, LLANELWY

Philip Lord

Ddydd Iau, 24 Mawrth, cafwyd diwrnod o Ddathlu AG yn Eglwys Gadeiriol Llanelwy. Canhaliwyd gweithdai yn y prynhawn ac yn dilyn gyda noswaith o ddathlu ar gân, dawns a drama. Agorwyd y dathlu yn swyddogol gan Y Gwir Barchedig Ddr Gregory Cameron.

Roedd y gweithdai (3 ohonynt) yn amlwg wedi ennyn diddordeb yn AG, wedi creu brwdfrydedd ac ysgogi dychymyg disgyblion ar draws ysgolion cynradd Dinbych, Fflint a Chonwy. Y cyntaf oedd gweithdy pypedau yn canolbwyntio ar y straeon am yr Iesu, ond y plant gan amlaf oedd yn arwain y trafodaethau a'r perfformiadau. Andy Hughes o Urban Saints oedd wedi hyfforddi y plant i drin y pypedau. Bu'n rhaid iddynt greu eu perfformiadau eu hunain, gan actio golygfa i ddehongli ystyr un o straeon yr Iesu.

Yn yr ail weithdy, straeon o'r Eglwys Gadeiriol oedd y canolbwynt. Gwelwyd y plant wedi gwisgo mewn dillad mynachod, yn cydio'n dynn mewn bowleni mawr ac yn gwau llinyn tra roedd Anne Suter, Swyddog Addysg y plwyf a Val Rowlands, Caplan yr Eglwys Gadeiriol yn adrodd peth o hanes yr Eglwys Gadeiriol. Yn y sesiwn adrodd straeon gyda Vittoria Hancock, Caplan yr Eglwys Gadeiriol, Cathedral Chaplin, cafodd y plant y cyfle i glywed rhal o straeon byth gofiadwy yr Hen Destament.



Sesiwn o greu golygfydd o ddamhegion yr Iesu, gan ddefnyddio lego oedd y trydydd gweithdy – cyfle i'r plant i fynegi eu brwdfrydedd a'u sgiliau creadigol.

CELEBRATION OF RE AT ST ASAPH CATHEDRAL

Philip Lord

Thursday 24th March saw the St Asaph Cathedral host a day to celebrate all things RE. The day was split into two with workshops during the day and an evening celebration of song, dance and drama. The day was officially opened by The Rt Revd Dr Gregory Cameron.

Three workshops designed to engage and enthuse interest in Religious Education captured the imaginations of the pupils, all from Denbighshire, Flintshire and Conwy junior schools. The first was a puppet workshop focusing on the stories of Jesus, although the children often led the discussions and performances. The pupils were trained in the art of puppetry by Andy Hughes from Urban Saints. They then had to create their own puppet performance acting out a scene to apply the meaning from a story Jesus told.



The second workshop involved stories from the Cathedral. Children dressed as monks, hugging large bowls and knotting string as Anne Suter, diocesan education officer and Val Rowlands, Cathedral Chaplin, retold some of the history of the Cathedral. Story telling with Vittoria Hancock, Cathedral Chaplin, enabled the pupils to hear epics from the old testament.

A third workshop making lego scenes relating to the parables of Jesus captured the children's creative skills. The classes were split into groups of 3 or 4 and given one of four parables and a lego set with specific pieces relating to their parable. Pupils had to split the story

Rhannwyd y dosbarthiadau i grwpiau o 3 neu 4 – pob **grŵp yn cael un ddameg a set o lego gyda darnau** yn gweddu'n arbennig i'w dameg hwy. Roedd yn rhaid i'r disgyblion rannu y stori i nifer o olygfeydd, eu creu gyda'r lego yna gymryd darlun digidol o bob un. **Eu stiwdio ffotograffig oedd bocs cardboard wedi ei leinio** gyda phapur glas a gwyrdd – yma roedd y disgyblion yn trefnu'r golygfeydd a chymryd lluniau. Wedi hyn, **trosglwyddwyd y darluniau i glieniadur a thafunydd er mwyn i'r dosbarth cyfan gael gweld eu gwaith,**

Tra roedd hyn yn mynd ymlaen, roedd disgyblion Ysgol Gatholig St Brigid, Dinbych yn **dawnsio yr offeren**. Dysgwyd sawl dawns i'r disgyblion i gynrychioli yr **offeren gan Cate Harmsworth, athrawes (ac athrawes ddawns)** yn yr ysgol. Recordiwyd y ddawns gan ddisgyblion Cyfryngau yr ysgol - gellir defnyddio yr adnodd yma eto gan ysgolion eraill yn yr awdurdod.

Daeth ysgolion o bob rhan o'r awdurdod at eu gilydd gyda'r nos i ddatlu AG mewn cân, dawns a drama. Arweinwyd y noson oedd Philip Lord, prif ymgynghorydd a Maxine Bradshaw, Cydlynnydd AG Ysgol Llywelyn. I agor y noson, cafwyd anerchiad gan yr Esgob y Gwir Barchedig Ddr Gregory Cameron. **Gan fod pob ynsol wedi perfformio mor dda, rhaid enwi pob un. Yn cyflwyno eitemau ar gân roedd Ysgol Mair, Ysgol Bro Cinmeirch, Ysgol Glan Clwyd (uwchradd) ac Ysgol Llywelyn; yn perfformio eitem cerdd a drama am fywyd William Morgan -Ysgol y Llys. Cafwyd perfformiad o stori Ramayana gan ddisgyblion ysgol uwchradd Prestatyn.** I gloi y noson, cafwyd darlleniad o ddatganiad yn egluro pwrpas AG gan ddisgyblion y ddwy ysgol uwchradd. Dyma ddiwedd glo addas i noson arbennig iawn.

Bu'n ddiwrnod hyfryd iawn – yn hybu AG, gyda disgyblion o bob oed yn cymryd rhan yn y gweithgareddau a'u hathrawon yn eu hannog i fynd a rhai o'r syniadau yma yn ôl i'w dosbarthiadau. Drwyddi draw, dyma ddatliad teilwng iawn o neges ac ethos 'Datlu AG', Mawrth 2011!

into a number of scenes, create them in lego, they then had to take a digital photo of each.



A cardboard box, lined with green and blue paper became the photographic studio as pupils arranged their scenes and took pictures. These photos were then transferred to a laptop and projector for the class to view their work.

Whilst all this was going on, St Brigid's Catholic school, Denbigh, danced the mass. Cate Harmsworth, a teacher from the school and dance teacher, taught pupils various dances to act out the mass. Media pupils from the school recorded the dances to create a resource that can be used by other schools in the authority.

The evening event saw schools from across the authorities come together to celebrate RE with song, dance and drama. Philip Lord senior learning advisor and Maxine Bradshaw RE coordinator for Ysgol Llywelyn directed the proceedings. The Bishop, Rt Revd Dr Gregory Cameron gave a talk to open the evening. All the pupils performed well and therefore all schools need to be mentioned. Ysgol Mair, Ysgol Bro Cinmeirch, Ysgol Glan Clwyd (secondary) and Ysgol Llywelyn all presented singing items, Ysgol y Llys performed a music and drama item on the life of William Morgan. Prestatyn high school performed a dramatisation of the Ramayana story. Pupils from both secondary schools read out a statement about the purpose of RE. **Which was a fitting end to a superb evening.**

The day was a great promotion of all things RE, pupils experienced engaging activities and teachers were inspired to take some of these ideas back to the classroom. **All in all it was a fitting event for the message and ethos of Celebrating RE March 2011.**

Bangor Cathedral held an event to highlight the real meaning of Christmas:

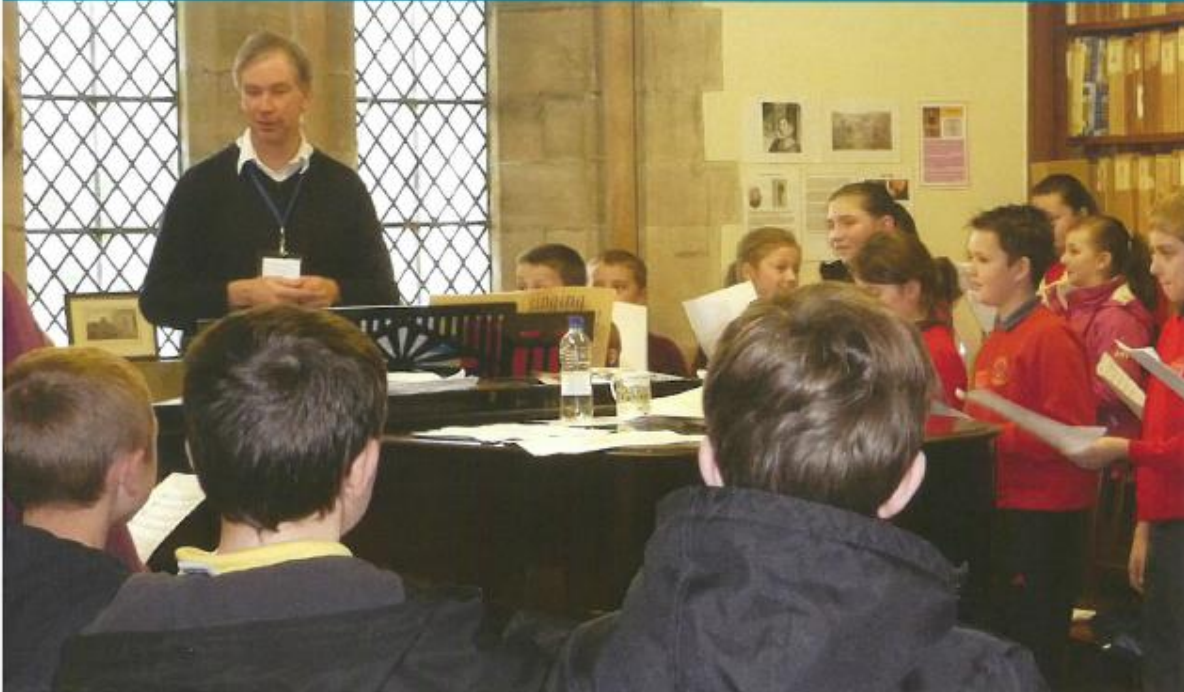
Cynhaliodd Cadeirlan Bangor ddigwyddiad i ddwyn sylw at wir ystyr y Nadolig:

YMDRIN AG AG: CADEIRLAN BANGOR, 21 TACHWEDD 2011

Nia Wyn Jones

DEALING WITH RE: BANGOR CATHEDRAL, 21 NOVEMBER 2011

Nia Wyn Jones



'Mi wnes i adeiladu doethion oedd yn mynd at y preseb efo Lego.'

'Ddaru'n grŵp ni wneud sioe bypedau.'

'Wel, mi ges i wisgo mewn dillad Archesgob!'

'I created the wise men approaching the manger from Lego.'

'Our group made a puppet show.'

'Well, I dressed up in an Archbishop's clothes!'

Dyna geiriau balch rhai o'r plant oedd yn cymryd rhan yn y digwyddiad yng Nghadeirlan Bangor ddydd Llun, 21 Tachwedd, pan ddaeth dros 450 o ddisgyblion i ystyried a deall pwysigrwydd y Nadolig. Diolch i gydweithio arbennig rhwng yr Eglwys Gadeiriol a Gwasanaethau Cefnogi'r Cwricwlwm Addysg Grefyddol Ynys Môn, Conwy, a Gwynedd, cafwyd diwrnod o weithgareddau cyffrous i ddisgyblion CA2.

Nod y diwrnod oedd annog disgyblion i feddwl am y cwestiwn 'Beth yw ystyr y Nadolig?' Roedd y diwrnod wedi ei gynllunio yn ofalus a threfnus, a phob ysgol wedi ei rhannu yn ddau grŵp. Sicrhawyd wedyn fod y grwpiau yn cymryd rhan mewn tri gweithgaredd gwahanol a phob ysgol o ganlyniad yn cael profiad o'r holl weithgareddau. Felly roedd digon o bethau i'w trafod wedi i'r disgyblion ddychwelyd i'w hysgollion.

'Mae dwad yma i Eglwys Gadeiriol yn arbennig. Dwi 'rhoed'di bod o'r blaen, heb sôn am gael gwneud pethau yma!' oedd ymateb un disgybl Blwyddyn 6.

Those were the proud comments of some of the children who participated in the event at Bangor Cathedral on Monday, 21 November, when more than 450 pupils came to consider and understand the importance of Christmas. Thanks to special collaboration between the Cathedral and Ynys Môn, Conwy, and Gwynedd's Religious Education Curriculum Support Services, KS2 pupils experienced a day of exciting activities.

The aim of the day was to encourage pupils to think about the question 'What is the meaning of Christmas?' The day was carefully planned and organized, with each school divided into two groups. Then it was ensured that each group took part in three different activities so that each school had the opportunity to experience all of the activities. So there was plenty to discuss when the pupils returned to their schools.

'Coming to this Cathedral is special. I've never been here before, let alone getting to do things here!' was the response of one pupil in Year 6.

Paratowyd chwech gweithgaredd amrywiol a diddorol:

1. Beth all carolau ddweud wrthym am ystyr y Nadolig?

Dadansoddiwyd a thrafodwyd ystyr geiriau dwy garol, 'I Orwedd mewn Preseb' ac 'O Dawel Ddinas Bethlehem'. Ac yna roedd y plant yn eu canu. Hyfryd oedd gwrandio ar y seiniau swynol yn atseinio drwy'r Gaddeirlan.

2. Pam mae'r ficer yn gwisgo dillad arbennig adeg y Nadolig?

Dyma ichi beth oedd sioe ddillad! Eglurwyd mewn modd difyr beth yw symboliaeth lliwiau'r gwisgoedd yn yr Eglwys gydol y flwyddyn. Ffordd dda a phlesurus o gael y disgyblion i sylweddoli arwyddocad y lliwiau piws, gwyn, gwyrdd, a choch oedd iddyn nhw eu hunain wisgo rhai o'r dillad.

3. Pam mae'r preseb i'w weld mewn cartrefi ac eglwysi ar adeg y Nadolig?

Yr un hen stori ydy stori'r geni ond mae yna rywbeth newydd ynddi bob tro, yn arbennig felly wrth wrando ar storiwr medrus yn ei hadrodd. Ac roedd cyfle ar y diwedd i adeiladu preseb.

4. Sut mae pobl yn cofio stori'r geni?

Defnyddiwyd dull 'chwarae duwiol' er mwyn cyflwyno stori'r geni ac annog datblygiad ysbrydol y dysgwyr. Llwyddwyd i greu awyrgylch tawel wrth i bawb feddwl am brif gymeriadau'r stori ac am arwyddocad rhai o symbolau'r Wyl. 'Sbiwch amynt yn gwrandio mor astud!' meddai un athrawes am ei disgyblion.

5. Pwy oedd yno pan anwyd Iesu?

Tybed beth oedd yr asyn yn feddwl? Beth am y llygoden oedd wedi byw heb neb i aflonyddu arni tan noson y geni? Sut ddaru gŵr y llety a'r bugeiliaid groesawu'r baban Iesu? Cynhaliwyd gweithdy pypedau gyda'r disgyblion yn trafod yn eu grwpiau cyn greu gwaith byrfyfyr. Roedd y sioeau a ddilynodd yn dangos dychymyg byw y plant.

Six varied and interesting activities were provided:

1. What can carols tell us about the meaning of Christmas?

The meanings of two carols, 'Away in a Manger' and 'Oh Little Town of Bethlehem', were analysed and discussed. Then the children sang them. It was lovely listening to the charming sounds echoing through the Cathedral.

2. Why does the vicar wear special clothes at Christmas?

What a clothes show! The symbolism of the colours of the garments in the Church throughout the year was explained in a compelling way. An effective and enjoyable way of getting pupils to realize the significance of the purple, white, green, and red colours was for them to wear some of the clothes themselves.

3. Why is the crib found in homes and churches at Christmas?

The Nativity is the same old stor' but there is something new in it every time, especially when listening to it being told by a skilled storyteller. And there was an opportunity to build a manger at the end.

4. How do people remember the Nativity?

We presented the Nativity by means of godly play to encourage pupils' spiritual development. We succeeded in creating a calm atmosphere as they reflected on the main characters of the story and the significance of some of the symbols of the festival. 'Look at them listening so attentively!' said one teacher of her pupils.

5. Who was there when Jesus was born?

I wonder what the donkey thought? What about the mouse who had lived in peace and quiet until the night of the birth? How did the innkeeper and the shepherds welcome baby Jesus? We held a puppet workshop with the pupils discussing in a group before improvising. The resulting shows demonstrated the children's vivid imagination.



6. Pe byddech yn adeiladu ystyr Nadolig, beth fyddech yn adeiladu?

Rhoddwyd tasg wahanol i bob grŵp. Drwy ddefnyddio Lego, roedd y plant i greu golygfeydd o stori'r geni. Ymaflodd y disgyblion yn frwdfrydig i arddangos un ai'r bugeiliaid gyda'u praidd yn gweld yr angel, y doethion yn mynd ar eu taith at y preseb, neu gŵr y llety yn arwain Mair a Joseff i'r stabl.

I wneud yn siwr fod popeth yn rhedeg yn esmwyth drwy'r dydd cafwyd cymorth gan griw chesched dosbarth Ysgol Tryfan. Gwerthfawrogwyd eu cyfraniad aeddfed yn croesawu a thywys yr holl ysgolion.

Bu'r adborth gan staff a disgyblion yn gadarnhaol iawn, ac roedd hyn yn gwneud y cyfan yn werth chweil!

'Plis wnewch chi gynnal rhywbeth tebyg eto? Mae'r plant a'r staff wedi ei fwynhau yn fawr. Er bod ein disgyblion yn cael profiadau o wneud hyn yn ein hysgolion, nid ydynt yn cael eu trwytho yn yr agweddau gwahanol o wir ystyr y Nadolig. Llwyddiant enfawr!'

'Llwyddiant mawr! Gweithgareddau difyr ac ysbrydoledig y gellir eu defnyddio eto yn yr ysgol. Mwy o brofiadau fel hyn sydd eu hangen ar ein disyblion.'

'Diwrnod llwyddiannus yn dysgu mwy am agwedd yr Eglwys at y Nadolig. Diwrnod mae pawb yn siwr o'i gofio. A diwrnod oedd yn ennyn digon o waith trafod a myfyrio wedi dychwelyd i'r ysgol. Melys moes mwy.'

6. If you were to build the meaning of Christmas, what would you build?

Each group was given a different task. The children were asked to create scenes from the Nativity story, using Lego. The pupils set about the tasks enthusiastically to display either the shepherds with their flock seeing the angel, the wise men on their journey to the manger, or the innkeeper leading Mary and Joseph to the stable.

To ensure that everything went smoothly throughout the day we had support from a group of sixth-formers from Ysgol Tryfan. Their mature contribution in welcoming and guiding all the schools was appreciated.

The feedback from staff and pupils was very positive, which made it all worthwhile:

'Please will you organize something similar again? The pupils and staff enjoyed it very much. Although our pupils have experience of doing this in our schools, they are not immersed in the different aspects of the true meaning of Christmas there. A huge success!'

'A great success! Entertaining and inspiring activities that can be used again in school. Our pupils need more experiences like this.'

'A successful day learning more about the Church aspect of Christmas. A day everyone is sure to remember. A day that inspired plenty of discussion and reflection after returning to school. More, please!'



Easter Transition Project/Prosiect Pontio'r Pasg

Article printed in the RE news 21/5/13



Easter is one of those stories taught so regularly in RE that the impact can wear over time. In considering the impact it has had on Christianity and Christians today you can't overlook the resurrection event. The question is how do you teach a story to year 6 or KS 3 learners, one that they may have heard on a yearly basis, with a fresh perspective? I'll give you my thoughts as to the answer to this question. When I was teaching at John Bright in Llandudno I asked year 9 learners to really think about the characters in the biblical account. By briefly going over the main events of Holy week and Easter Sunday I asked the journalists (year 9 learners) to interview the main characters to try and tease out their thoughts and opinions. These questions were then posed to the characters (also year 9 learners) who in turn had to consider the answers. By digging down to the thoughts and opinions of these characters the students then created a newspaper article. I've regularly set learners the task of completing a newspaper article when doing this topic but this final piece of work was the best I'd ever received, learners really started to engage with the variety of opinions the characters would have had on the day, they understood Peter's guilt and Mary's Joy. Joseph's relief of gaining back his tomb for his family was also mentioned.

An opportunity arose this March to target this approach to the Easter story within a transition project between Ysgol John Bright and 5 of its feeder primaries. The day combined more able and talented year 6 and 9 learners, iPad's, community links and of course transition between primary and secondary school.

For 3 weeks, Tim Gough Llandudno's YFC youth worker had been working with year 9 MAT learners as they researched and practiced small dramas to present these characters to the year 6 pupils. St John's in Llandudno was the location of the Transition day. Each year 6 learner had an iPad uploaded with evidence made to look like the facebook pages of each character with status updates and photographs of the year 9's in full costume. Tim Gough, the schools worker, became a news director for the day and interviewed key witnesses with short drama's explaining what happened.

The bloggers (year 6) had to record their questions for each character on the iPad. An evidence box was also presented to them including a fake ear. Once they had researched and created their questions the director then informed them that the characters had been spotted in three locations in Llandudno and they could go and interview them. The interviews were

recorded on the iPads. The pupils worked hard all morning and came back to St John's for a well earned lunch.

The afternoon started with Mary Magdalene running through the lunch hall shouting 'Jesus is alive'. The bloggers then attended a press conference with the characters and 3 Christians living in 2013. Again, they had to record questions on their iPads, having an opportunity to ask them and video the responses. The 3 Christians on the press panel aimed to help learners that this story was important to some people today. The day finished with year 6 pupils tweeting as to whether they thought Jesus was innocent or not, and the creation of video blog to comment on the day. This approach was designed to utilise modern technologies available but also focus on a key part of any religious story, the characters. By asking questions of the characters and blogging the opinions and feelings of the learners it is hoped that this story and the impact it has had on Christians today was understood by all involved.



Mae stori'r Pasg yn stori sy'n cael ei chyflwyno mor rheolaidd mewn gwersi AG fel y gall ei heffaith bylu dros amser. Ond wrth ystyried yr effaith mae'r atgyfodiad wedi ei gael ar Gristnogaeth a Christnogion heddiw ni allwch ei hanwybyddu. Y cwestiwn yw sut i gyflwyno'r stori i ddisgyblion blwyddyn 6 neu CA 3, stori y byddant wedi ei chlywed bob blwyddyn efallai, gyda safbwynt newydd? Rwy'n cynnig fy atebion i'r cwestiwn hwn i chi. Pan oeddwn yn dysgu yn Ysgol John Bright yn Llandudno, gofynnais i ddisgyblion blwyddyn 9 feddwl o ddifrif am y cymeriadau yn y stori Feiblaidd. Wrth grybwyll prif ddiwyddiadau'r wythnos Sanctaidd a Sul y Pasg, gofynnais i'r newyddiadurwyr (disgyblion blwyddyn 9) gyfnewid y prif gymeriadau i geisio darganfod eu safbwyntiau a'u barn. Yna gofynnwyd y cwestiynau hyn i'r cymeriadau (oedd hefyd yn ddisgyblion blwyddyn 9) oedd yn gorfod ystyried yr atebion yn eu tro. Trwy feddwl am safbwyntiau'r cymeriadau hyn, lluniodd y disgyblion erthygl papur newydd. Rwyf wedi gosod y dasg o lunio erthygl papur newydd i ddisgyblion yn rheolaidd wrth gyflwyno'r pwnc hwn, ond y darn olaf yma o waith oedd y gorau i mi ei dderbyn erioed. Roedd y disgyblion wedi dechrau cymryd diddordeb go iawn yn safbwyntiau amrywiol y cymeriadau, roeddent yn deall euogrydd Pedr a llawenydd Mair. Cafodd balchder Joseff o gael ei fedd yn ôl i'w deulu hefyd ei grybwyll.

Daeth cyfle ym mis Mawrth eleni i ddefnyddio'r dull hwn o ymdrin â stori'r Pasg fel rhan o broiect pontio rhwng Ysgol John Bright a 5 o ysgolion cynradd y dalgylch. Disgyblion mwy abl a thalentog blwyddyn 6 a 9 oedd yn cymryd rhan yn y diwrnod, ac roedd y diwrnod yn cynnwys defnyddio iPads, cysylltiadau cymunedol â phontio rhwng yr ysgol gynradd a'r ysgol uwchradd.

Bu gweithiwr ysgol yn gweithio gyda disgyblion mwy abl a thalentog blwyddyn 9 am dair wythnos wrth iddynt ymchwilio i'r pwn ac ymarfer dramâu bach i gyflwyno'r cymeriadau hyn i ddisgyblion blwyddyn 6. Yn eglwys Sant Ioan yn Llandudno y cynhaliwyd y diwrnod pontio. Roedd gan bob un o ddisgyblion blwyddyn 6 *iPad* gyda thystiolaeth oedd yn edrych fel tudalennau *facebook* pob cymeriad, yn cynnwys diweddariadau statws a ffotograffau o ddisgyblion blwyddyn 9 mewn gwisgoedd llawn, wedi'i lwytho arno. Tim Gough, y gweithiwr ysgol, oedd y cyfarwyddwr newyddion am y diwrnod, yn cyfweled tystion allweddol gyda dramâu byr yn esbonio beth ddigwyddodd.

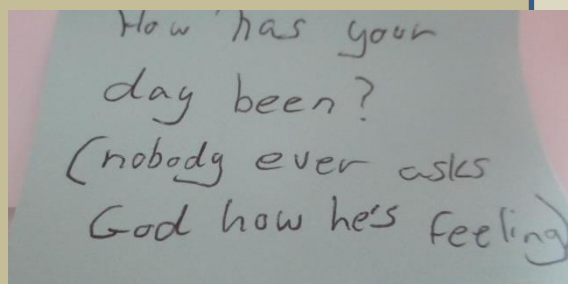
Roedd rhaid i'r blogwyr (disgyblion blwyddyn 6) gofnodi eu cwestiynau i bob cymeriad ar yr *iPads*. Rhoddwyd blwch tystiolaeth iddynt hefyd, yn cynnwys clust ffug. Ar ôl iddynt ymchwilio a llunio'u cwestiynau, rhoddodd y cyfarwyddwr wybod iddynt fod y cymeriadau wedi cael eu gweld mewn tri lleoliad yn Llandudno ac y gallent fynd i'w cyfweled. Recordiwyd y cyfweiliadau ar yr *iPads*. Bu'r disgyblion yn gweithio'n galed drwy'r bore a daethant yn ôl i eglwys Sant Ioan i gael cinio haeddiannol.

Dechreuodd y prynhawn gyda Mair Magdalen yn rhedeg drwy'r neuadd ginio yn gweiddi 'Mae'r Iesu yn fyw'. Yna aeth y blogwyr i gynhadledd i'r wasg gyda'r cymeriadau a thri christion o'r flwyddyn 2013. Unwaith eto, roedd rhaid iddynt gofnodi eu cwestiynau ar yr *iPads*, cawsant gyfle i'w gofyn a chreu clip fideo o'r ymatebion. Rôl y tri christion ar banel y wasg oedd helpu'r disgyblion sylweddoli bod y stori hon yn bwysig i rai pobl heddiw. Daeth y diwrnod i ben gyda disgyblion blwyddyn 6 yn trydar eu barn ynglŷn ag euogrwydd yr Iesu, a chreu blog fideo i roi sylwadau ar y diwrnod.

Cynlluniwyd y dull hwn er mwyn gallu defnyddio'r technolegau modern sydd ar gael yn ogystal â chanolbwyntio ar ran allweddol unrhyw stori grefyddol, sef y cymeriadau. Drwy ofyn cwestiynau i'r cymeriadau a blogio barn a theimladau'r disgyblion, y gobaith yw bod pawb a gymerodd ran yn y diwrnod wedi deall y stori a'r effaith a gafodd ar Gristnogion heddiw.

Ysgol John Bright hold an annual 6th form RE conference:

Ysgol John Bright yn cynnal cynhadledd addysg grefyddol 6ed dosbarth blynyddol:



School: Ysgol John Bright
Locality: Llandudno, Conwy
Year group of targeted children: Year 12

Description of activity:

As part of Enrichment Week provision, Year 12 students attended a two day RE conference co-organised by the RE department and the i61 Evangelical Church which is based in Cineworld, Llandudno Junction.

The theme of the conference was to encourage students to approach provocatively the question “Is God dead in the 21st century?” by interaction, debate and discussion with Christian believers in profound depth.

The conference aims were to enable our students to challenge fundamental Christian belief about God and the centrality of Jesus in the Christian message.

The students enhanced their learning skills, focussed on listening, discussion understanding others views, dialogue, articulation and debate.

The days also focused on respecting religious viewpoints, discussing ultimate Questions and to reflect on spiritual and philosophical perspectives in their own lives. The “reflection periods” at the end of each discussion group reflected that the majority of students did require spirituality and a deeper meaning to existence.

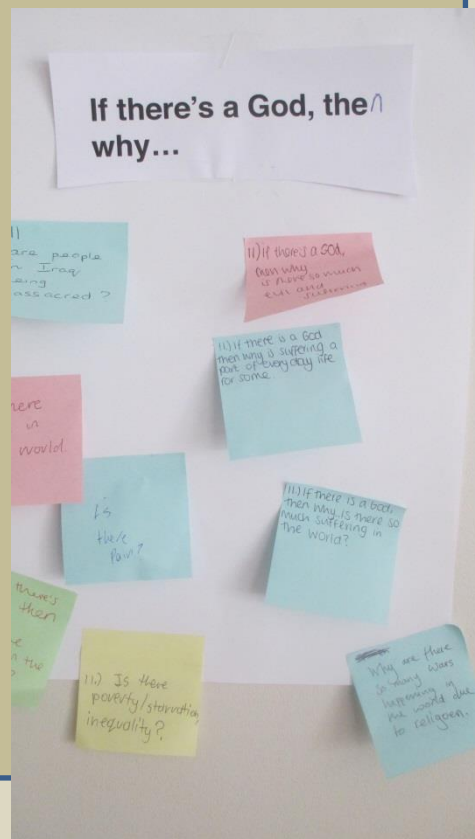
Impact of activity:

Create links with local faith groups. Students considered for themselves some religious, spiritual and philosophical perspectives on the questions “Is God real? is God dead? And who needs God in 21st century Wales?”

Students to use the perspective of the Christian tradition, atheism and agnosticism to explore questions about ultimate reality.

Our students also analysed different views and concepts such as the divine, transcendence and meaning of life. Further, they also considered the challenge of living in a modern 21st century setting in light of your beliefs about God against this modern, contemporary setting.

The aspect of working effectively, application of problem solving skills and coherent communication are skills that our students can apply to all AS level subjects and are fundamental skills for higher education courses.



Ysgol Llanbedr has a variety of activities that supports Religious Education and Collective Worship:

We at Ysgol Llanbedr have a very strong connection with our Christian Faith and many of our activities and school visits are Christian based. I have included a few examples below:

Visits to places of worship:

Last school year we visited St. Asaph Cathedral, regular visits to St. Peter's church, Llanbedr DC and Old St. Peter's church.

Rites of passage:

We held a mock Christening at St. Peter's Church, Llanbedr DC.

Festival themed visits, e.g. Easter, Christmas -

At least once a term we attend church and hold a service - Easter, Harvest and Christmas. Our end of year performance was the 'Story of Gideon' (Photo 9766). We also held a Value for Life Tea, where we invited in parents and community members to look at work we had put together celebrating our Christianity. We have regular half-termly church services including Jesus' Presentation at the Temple.

Celebrations:

We held a church service for Mothering Sunday, a St. Peter's Day Celebration and St David's Day.

Cross curricular church visit and nature walks

During our visit to the Old St. Peter's Church we walked in a candlelit procession and held a ceremony with our families and friends from the village, a Pilgrimage from St. Peter's Church Llanbedr to our school to celebrate our 150th Anniversary as a Church School and a nature walk up to the old Church.



Whole school visits St. Asaph Cathedral annually, we also took part in an 'Against the Stream' event. See <http://stasaph.churchinwales.org.uk/life/steering-groups/nurturing/learning/schools-2/resources-and-ideas/against-the-stream/>

Visits from clergy

We receive regular visits from Reverend Chew, Reverend Rowlands, Bishop's Visitor. We have also received a visit from the Bishop of St. Asaph.



Sixth Form Half Day RE Conference on Euthanasia Held at Mold Alun School



Learning Outcomes

That pupils will:

- Consider the role of the community in supporting the terminally ill and those who suffer life-limiting disabilities.
- Examine and discuss their own and others' sense of the value of life, and consider the impact of religious beliefs and practices on perceived quality of life.
- Hear real-life examples of terminally ill and disabled Christians whose faith has affected their sense of quality of life and their value to society.

The conference began with a presentation to the students, highlighting the recent case of a 23 yr old rugby player, paralysed during a collapsed scrum, whose family assisted him to travel to Switzerland and end his life at the Dignitas clinic. The students heard reflections from doctors, psychologists and fellow paraplegics on his choices and the time from injury to final decision. Definitions were given of terms relating to euthanasia and assisted dying and the current legislation in the UK was considered. A quick poll was taken to assess the students stance on the topic – should people be allowed choose when and how they die.

Small Group Work – Arguing For and Against Assisted Dying, using assigned roles and with arguments given to assist each side. Feedback shared with main body.

Two case studies were then considered.

1. Paralysis from a fall - drs suggested turning off ventilator;
2. advanced motor neurone disease, wife was advised by doctor to turn off ventilator and end suffering

Small Group Discussion - how would students respond if it was their spouse/partner and they had to make the decision with or for them?

Group feedback was then shared with the larger group on the question – did they feel it would have been more compassionate to end the patient's suffering in those situations?

The identities of the two patients were then revealed - Christopher Reeve and Stephen Hawking and the students were told of the inspiring and productive lives after these two real situations occurred.

Examples were heard of the effect of a personal Christian faith on the outlook of another paraplegic who has gone on to inspire many – Joni Erikson Tada.

Bible verses reflecting the Christian belief in the sanctity of life were reflected upon, and a short testimony was heard of a terminally ill friend's amazing faith and peace as he allowed God to decide the length of his days.

The conference ended with a guided time of meditation, 'The World' from 'Tune In, Chill Out' by Jenny Baker and Moya Ratnayake, which guides participants to reflect on their place in, and relationship with, their world and community

Supporting schools with the Christian message Cefnogi ysgolion gyda'r neges Gristnogol

Agathos Trust, Mold Methodist Church, Wrexham St, Mold, CH7 1HQ
T 07780725258 E wendy-agathos@hotmail.co.uk

Ymddiriedolaeth Agathos, Mold Methodist Church, Stryd Wrecsam, Yr Wyddgrug, CH7 1HQ
T 07780725258 E wendy-agathos@hotmail.co.uk

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Since 2008, the Agathos Trust have held an annual event known as Explore Easter. The event was initially held at a local church and classes of year five children were invited to participate in a series of interactive scenes from the Passion week, which were set up in several rooms at Ebenezer Baptist church in Mold.

For the past two years, the event has been taken on the road, and has been held at local schools in order to overcome the obstacle of transportation costs which kept many schools from being able to take part. Utilizing whatever spaces the schools can offer, both indoor and outdoor, the sense of several different areas is created in order to tell the Easter story.

Wendy Swan of the Agathos Trust leads the event, introducing the concept that children will be journeying through the events of the Passion Week as though they were witnesses in Jerusalem. Volunteers from several different churches lead small groups of children in role play as local citizens, whilst other volunteers act out the roles of main characters from the Biblical narrative.

Through role play and narration, pupils become part of the crowds in Jerusalem, expectantly awaiting the arrival of their promised Messiah, then hearing Jesus' teaching in the Temple and sitting in on the Passover meal.



"I enjoyed when we went upstairs and ate a piece of bread and drank the blood but it was actually grape juice."

The tension builds in the garden of Gethsemane; then the pupils hear about Jesus' death through the reflections of his friends and family at the crucifixion, and witness the pain of the Cross by watching an animation.

"I liked the church it was cool and it had a cool video and pull down screen it was mint."



They also see how the confusion at the Empty Tomb turns to joy as Jesus friends discover the risen Jesus.

The sessions drew to a close with a reflection in small groups, and pupils take home small flyers to help them remember the events they have witnessed and discussed.

Supporting schools with the Christian message Cefnogi ysgolion gyda'r neges Gristnogol

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mewn cysylltiad â



Feedback from both staff and pupils has been very encouraging; here are some responses we've received:

My best thing was when we were at the last supper we got to eat some bread. We got some wine & I felt some on me. I liked it when we were in this garden called Gethsemane, it was not loud we had to pray to fall asleep and we heard soldiers coming and then we watched a video that was Jesus on a cross dying. The other part was when Jesus rose from the dead.

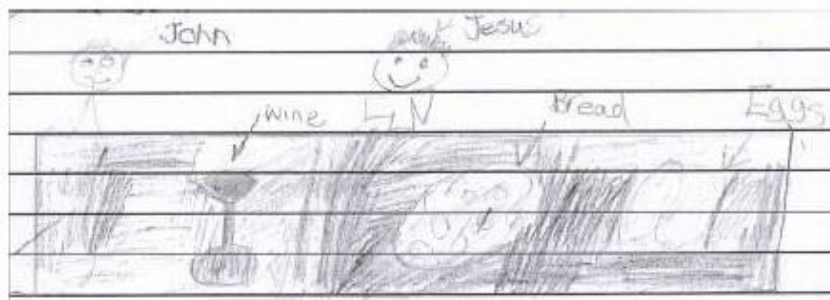


I enjoyed it when we all had a chat in groups

I liked the beginning when we had the palm leaves on the floor

"The pupils were completely engaged the whole way through, this is an excellent way of engaging them in the story and bring it to life for them."

Mrs L Williams, Gwernymynydd CP





Case Study for SACRE - Friday Forum at Mold Alun

The Friday Forum at Mold Alun is a short discussion group held during the 20 min morning registration time, which is open to all Sixth Formers. The topics discussed are chosen by the Sixth Formers, who submit their topics via a suggestion box. The topic for the following week is drawn at the close of each week's discussion. The sessions have been running on a weekly basis since the Autumn of 2010 and currently have a regular attendance of around 30 pupils.

The discussions are hosted by the Agathos Trust, who bring a Christian point of view to the discussions where appropriate. All views are encouraged and heard during the Forum, as long as they are stated respectfully. The purpose of these sessions is to provide opportunity for the pupils to discuss big topics and hear a variety of viewpoints; to develop awareness of different worldviews as well as developing their own; to be able to air opinions and discuss matters with peers, teachers and other adults respectfully but passionately and to reflect upon their values and those of others.

Staff members regularly attend and contribute to the discussions to add knowledge and different perspective, often taking an 'agent provocateur' stance to stimulate debate.

Dr Erasmus, Head of Sixth Form, has this to say about the Forum and Agathos' wider involvement in the school:

"The link the Alun School has developed with the Agathos Trust has proved invaluable on so many levels; above all it provides a dimension to the students' experience that could not be gained through the conventional curriculum. Long may it last!"

In order to remind pupils of the topics, to allow for wider debate and for information such as news articles, online videos etc to be shared, we have a Friday Forum group on Facebook. The group is open so that anyone can see the comments posted, but only known members of the school Sixth Form can join and post comments of their own. Former pupils keep in touch through the online forum and still join in with discussions from time to time.

Here's a sample of some of the topics we've discussed so far:

- Is Islam dangerous?
- Should Scotland leave the UK?
- Pro Life or Pro Choice?
- Are the books of the Bible historically accurate?
- Body modifications should NOT be allowed in school...
- Has science disproved the existence of God?
- Should Euthanasia be legal?
- Kids are growing up WAY too fast....



Supporting schools with the Christian message Cefnogi ysgolion gyda'r neges Gristnogol

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Useful links:

Visit Wales list of 10 special places of faith heritage in North Wales:

<http://www.visitwales.com/explore/faith-tourism/north-wales-churches-chapels>

Hindu Temples

Liverpool Ganesh Temple

Delby Crescent

Kirkby

L32 8TN

Tel: 07534 444468

Email: liverpoolkirkbyganesh temple@gmail.com

<http://liverpoolganesh temple.org.uk>

Radha Krishna Temple, Liverpool

253 Edge Lane

Liverpool

L7 2PH

Tel: 0151 263 7965

Rama Krishna Temple, Warrington

7 Haydock St,

Warrington,

Cheshire,

WA2 7UW

01925 572042

Shree Radha Krishna Mandir

Hindu Religious Society

Gandhi Hall

Brunswick Road

Withington

Manchester

M20 4QB

Tel: 0161 445 1134

Tel: 0161 434 6963

Email: info@radhakrishnamandir.co.uk

www.radhakrishnamandir.co.uk/

Islamic cultural centres

Bangor Islamic Centre

57 & 61 High Street

Bangor

Gwynedd

LL57 1NR

Email: bic@nwis.org.uk

Conwy Iman Centre

Glan Y Marl Road,

Llandudno Junction

Conwy

LL31 9NS

01492 818116

Email: conwy@nwis.org.uk

Rhyl Islamic Culture Centre

30 Water Street

Rhyl

Denbighshire

LL18 1SS

01745 360467

Email: ricc@nwis.org.uk

Wrexham Mosque

6 Grosvenor Road

Rhosddu

Wrexham

LL11 1DN

01978 363379

07837 444005

United Kingdom

Email: wic@nwis.org.uk

Jewish Synagogues

Llandudno
28 Church Walks
Llandudno
LL30 2HL
0161 792 2177
0161 792 6335

Childwall Synagogue
Dunbabain Road
Liverpool
L15 6XL
0151 722 2079

Princes Road Synagogue
Princes Road
Liverpool
L8 1TG
0151 709 3431
<http://www.princesroad.org>

Manchester Jewish Museum
190 Cheetham Hill Road
Manchester
M8 8LW
0161 834 9879
E-mail: admin@manchesterjewishmuseum.com
www.manchesterjewishmuseum.com

Buddhist Centres

Kalpa Bhadra Kadampa Buddhist Centre
34 Mostyn Avenue
Craig -Y- Don
Llandudno
LL30 1YY
01492 878778
info@meditatenorthwales.com
<http://meditatenorthwales.com/index.html>

Kadampa Meditation Centre Liverpool
25 Aigburth Drive
Liverpool
L17 4JH
Tel: 0151 726 8900
E-mail: info@meditationinliverpool.org.uk
<http://meditationinliverpool.org.uk>

Sikh Gurdwara

Sri Guru Govind Singh Gurdwara Educational &
Cultural Center
57 Upper Chorlton Road
Whalley Range
Manchester
M16 7RQ
0161 226 7233
0789 008 7552 0790 951 7494
info@manchestergurdwara.co.uk
www.manchestergurdwara.co.uk

Central Gurdwara Manchester
Manchester
32 Derby St
Manchester
M8 8RY
United Kingdom
www.centralgurdwaramanchester.co.uk

Guru Nanak Gurdwara
Dover Court
Dover Rd
Latchford
Warrington
Cheshire
WA4 1NW
Tel: 01925 418208

Principles for organising and planning visits to places of worship:

- Ensure parents are given an appropriate explanation on the purpose of the visit.
- Prepare pupils before the visit:
 - o Ensure pupils understand the practicalities of dress codes, shoes, respectful behaviours etc... (e.g. In a Sikh Gurdwara a person should always face the Guru Granth Sahib).
- Lessons beforehand can help pupils understand key terminology, ask pupils to consider what they want to learn whilst visiting the place of worship or present a task for pupils to complete during the visit (agreed with the contact at the place of worship first).
- It is advisable that a teacher makes a visit first or contacts a school that has already visited.
 - o Check that the person presenting has a good command of English as well as being able to deliver a good quality talk, this will support engagement.
 - o Some places of worship will have well planned visits, including talks, tours and worksheets, check beforehand.
 - o If the contact is new to presenting to school pupils, give them a list of points you want them to cover, have the pupils create questions in lessons prior to the visit that can be passed on to your guide.
 - o List the topics that you don't want covered as well as ones that you do want to be presented.
- Health and safety, ensure that an appropriate risk assessment is completed prior to the visit.
- Combine visits, some presentations may only last 1hr, combine with visits to museums in the locality.

Egwyddorion trefnu a chynllunio ymweliadau â mannau addoli:

- Sicrhau rhoi esboniad priodol i rieni o bwrpas yr ymweliad.
- Paratoi disgyblion cyn yr ymweliad:
 - Sicrhau bod disgyblion yn deall ymarferoldeb y cod gwisgo, esgidiau, ymddygiad parchus etc... (e.e. mewn Gurdwara Sikh dylai rhywun bob amser wynebu'r Guru Granth Sahib).
- Gall gwersi ymlaen llaw helpu disgyblion ddeall termau allweddol, gofyn i ddisgyblion ystyried beth sydd ganddynt eisiau ei ddysgu wrth ymweld â man addoli neu gyflwyno tasg i ddisgyblion ei orffen yn ystod yr ymweliad (cytunwyd gyda chontract yn y man addoli'n gyntaf).
- Mae'n ddoeth i athro ymweld yn gyntaf neu gysylltu ag ysgol sydd eisoes wedi ymweld.
 - Edrych a oes gan y sawl sy'n cyflwyno afael da o Saesneg yn ogystal ag yn gallu cyflwyno sgwrs o ansawdd dda, bydd hyn yn helpu gydag ymwneud.
 - Bydd gan rai mannau addoli ymweliadau wedi'u cynllunio, gan gynnwys sgysiau, teithiau a thafilenni gwaith, holwch ymlaen llaw.
 - Os yw'r cyswllt yn newydd i gyflwyno i ddisgyblion ysgol, rhoi rhestr iddynt o bethau sydd gennych eisiau eu cynnwys, cael disgyblion i lunio cwestiynau yn y wers cyn yr ymweliad y gellir eu rhoi i'r arweinydd.
- Iechyd a diogelwch, sicrhau bod asesiad risg priodol wedi'i baratoi cyn yr ymweliad.
- Cyfuno ymweliadau, efallai y bydd rhai cyflwyniadau ond yn para awr, cyfuno ag ymweld ag amgueddfa yn y cylch.

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Huw Lewis AC / AM
Y Gweinidog Addysg a Sgiliau
Minister for Education and Skills

Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref
Ein cyf/Our ref HL/01574/15

Libby Jones

Libby.Jones@wrexham.gov.uk

7 September 2015

Dear Libby

Thank you for your e-mail dated 11 August regarding proposed changes to Religious Education (RE).

Firstly, I would like to make it absolutely clear that I am not removing RE from the curriculum in Wales, despite what some of the tabloid press might allege. In my view, RE has a vitally important role to play in supporting learners to explore their personal beliefs and values in our 21st century, multicultural society. I am instead considering how RE, philosophy and ethics might be strengthened within the context of the new Humanities Area of Learning and Experience.

As such, in June, I announced my support for the development of a new curriculum in Wales by accepting, in full, the recommendations contained within the Successful Futures report by Professor Graham Donaldson, including recommendation 9 which relates to RE remaining as a statutory curriculum requirement.

Your support and contribution to Professor Donaldson's review has been valuable and the vision that has been set out for a new curriculum in Wales is, both, exciting and ambitious. The scope and scale of the change has radical and wide-ranging implications for our education system.

In line with the recommendations in Professor Donaldson's report, I am determined that our schools and practitioners, as well as other key stakeholders, will be at the forefront of the design and development of our new curriculum.

I have invited regional education consortia to work with their schools – primary, secondary and special – to apply to become Pioneer Schools. These schools will lead on the design and development of the new curriculum, as part of an all-Wales partnership, alongside other key stakeholders.

Meaningful engagement will be essential to achieving the vision set out in Professor Donaldson's report – a vision that I share. For this reason, I very much welcome your offer of support. Further details of how you and others can be involved in this process will be communicated in due course. We are currently developing a plan which will set out how Professor Donaldson's recommendations will be taken forward - this will be published in the autumn.

I am aware that you have a regular meeting scheduled with my officials on 24th September at which I understand these issues will be discussed, I have asked my officials to provide me with an update following this meeting.

Finally, I would like to take this opportunity to reassure you that the changes to our curriculum going forward will be subject to full public debate and consultation.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'Huw Lewis'.

Huw Lewis AC / AM
Y Gweinidog Addysg a Sgiliau
Minister for Education and Skills



Agenda Item 10

Cyfarfod Cymdeithas CYSAGau Cymru, Yr
Wyddgrug, 25 Mehefin 2015 (10.30am – 3pm)

*Wales Association of SACREs meeting, Mold, 25 June
2015 (10.30am – 3pm)*

<p>Ynys Môn / Anglesey Bethan James Rheinallt Thomas</p> <p>Blaenau Gwent Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Vicky Thomas</p> <p>Caerffili/ Caerphilly Vicky Thomas</p> <p>Caerdydd / Cardiff Gill Vaisey</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry</p> <p>Ceredigion Lyndon Lloyd</p> <p>Conwy Phil Lord Nicholas Richter Roger Boon Female teacher (Phil to check name)</p>	<p>Sir Ddinbych / Denbighshire Gavin Craigen Phil Lord Brian H. Jones</p> <p>Sir y Fflint / Flintshire Phil lord Cllr Chris Bithell Cllr david Mackie Mr Ron Keating</p> <p>Gwynedd Bethan James</p> <p>Merthyr Tudful / Merthyr Tydfil Y Cyngh./ Vicky Thomas Ernie Galsworthy</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot</p> <p>Casnewydd / Newport Huw Stephens Vicky Thomas</p> <p>Sir Benfro / Pembrokeshire</p>	<p>Powys John Mitson Margaret Evitts</p> <p>Rhondda Cynon Taf Gill Vaisey</p> <p>Abertawe / Swansea Vicky Thomas</p> <p>Torfaen /Torfaen Vicky Thomas</p> <p>Bro Morgannwg / Vale of Glamorgan Gill Vaisey</p> <p>Wrecsam / Wrexham Libby Jones</p> <p>Sylwedyddion / Observers</p> <p>Eldon Phillips (REMW)</p>
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Minutes

1. Cyflwyniad a chroeso / *Introduction and welcome*

In Absence of Tania ap Sion, Vice Chair Gavin Craigen stood in as Chair for the meeting.

Gavin Craigen welcomed members to Flintshire and introduced Mr Ian Budd- Chief Education Officer of Flintshire County Council. Ian Budd delivered a welcome speech to WASACRE members, which he kindly agreed for Libby Jones to attach in full to the minutes.

Gavin thanked Ian Budd for his words of welcome and support for the association. Gavin also thanked the choir from Sir Richard Gwyn High School, Flint for their beautiful singing which greeted members on arrival to the meeting.

2. Adfyfyrto tawel / *Quiet reflection*. Gavin asked members to reflect on the meeting ahead, and also on the people, especially children, in other countries who are currently facing hardships.

3. Ymddiheuriadau / *Apologies*

Tania ap Sion, Edward Evans, Sue Cave, Tudor Thomas, Leslie Francis, Sharon Perry-Philips, Cllr Huw George, Helen Gibbon, Meinir Loader.

Gavin proposed WASACRE send a letter of thanks and best wishes to Tudor Thomas from WJEC who will be retiring from his post at the end of the summer, and therefore will no longer be attending WASACRE meeting. Members acknowledged Tudor's long standing relationship with the Association and his most valued support and friendship. Libby Jones will write and send the letter to Tudor before the end of term.

4. Cofnodion y cyfarfod a gynhaliwyd yn CNPT, 6 Mawrth 2015 / *Minutes of meeting held in NPT, 6 March 2015*

The minutes were accepted as a true record of the meeting.

5. Materion yn codi / *Matters arising*

Page 6, Item 6. Welsh Baccalaureate. Member expressed concern over the new Welsh Bacc qualification squeezing out the Religious Studies GCSE as an option subject. The Welsh Bacc now has a column in the option choices in schools in which RS would have



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naturally be situated. It was pointed out that some students take RS as a fourth option and now they won't have that opportunity in some schools. Vicky Thomas agreed that in some schools time has been clawed from RE for Welsh Bacc, but assured members that it doesn't have to be delivered in that way. Vicky urged WASACRE and individual SACREs to keep a watching brief on the situation. It was proposed that WASACRE seek a response from WJEC regarding RS and the Welsh Baac and it was decided that Libby Jones would write to Tudor Thomas before his retirement begins to encourage a response from WJEC before the next Executive meeting in the autumn. Individual SACREs were encouraged to ask their own schools what is happening and report back to WASACRE, and it was proposed that WASACRE writes to SACREs to ask them to officially monitor the situation. Mary Parry from Carmarthenshire SACRE confirmed that they are doing this already. It was suggested that a generic WASACRE survey, sent to each SACRE would be useful. Mary also commented that one school in Carmarthenshire has tried teaching a module for the Welsh Baac in KS4 core RE time, instead of RS GCSE but with little success. The school have now brought back the GCSE RS instead.

Page 4, Item 5. Matters arising- Representation on RE Council for England and Wales. Gavin Craigen confirmed that the situation was discussed at the last executive meeting. A firm letter was sent to Joyce Miller, current Chair of REC, pointing out that the RE Council is for both England and Wales and expressed the Association's continued disappointment and concern regarding the current arrangements for the representation of Wales on the Board. Gavin commented that all agendas items are currently and historically England focussed and that little or no discussion of Welsh education takes place, other than the Board receiving brief updates from Welsh representatives when present. Eldon Philips reminded members that there are three bodies represented at RE Council general meetings and that REMW is regularly in attendance at the general meetings. Gill Vaisey proposed that in order to remain fair WASACRE could request that at least one seat is safeguarded on the Executive Board for a representative from Wales and also at least one seat is safeguarded for a representative from England. It was felt that this might be a good compromise. Gavin Craigen thanked Gill for her suggestion and confirmed that Joyce Miller, has offered to meet and talk with WASACRE in order to find a solution. WASACRE will follow this up.



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P15. Item 7. Engaging Boys in RE. Member referred to the comments of Leslie Francis regarding further research needed in the area of boys/males and religion. The member pointed out that the Care market has become a large Market and that research could be carried out to look at how religion has had an impact on this. Religious education in schools should/could provide a strong moral basis of dignity for girls and boys moving into the area of care. Gavin Craigen commented that RE is relevant for different kinds of employment and we could look at this more closely and ensure that RE has its place. Members agreed that RE has more important a place than it has ever had today.

Page 15, Item 7. Engaging Boys in RE. Mary Parry pointed out that although the minutes state that her presentation cannot be included on the WASACRE website for copyright reasons, that she is happy for SACREs to use it and can provide copies to those who are interested on request.

Diweddariadau/Up-dates:

Adolygiad cwricwlwm / Curriculum review. Mary Parry confirmed that WASACRE sent a response on behalf of the SACREs to the Donaldson report. The Minister has said he accepts the principles, but as yet we do not know the detail. Phil Lord raised the issue that the implementation of the new, proposed curriculum won't be until 2020 and SACREs have already delayed the review of the agreed syllabus. He asked what advice can the Association give to SACREs. Gill Vaisey offered her thoughts asking if there is any need to do anything with regard to reviewing as currently they are based on the current curriculum which hasn't yet changed so until it does there is no need to change. Gavin reminded members that we don't have to keep to the 5 year cycle and so, as soon as we know what the changes are we can make the appropriate changes to our agreed syllabi and have the review. Bethan James raised a concern of teachers from Gwynedd and Anglesey on how radical the report is and that teachers in general may not realise how much change there is on the horizon. It would be beneficial to raise this at every meeting in order to keep up with the latest developments and be ready for that change. Member from Conwy added that it is going to be difficult for teachers, they will have to think differently, and basically start from scratch. Members agreed that WASACRE needs to get involved in that discussion so that we can support teachers. Gavin commented that we are very grateful to NAPfRE who provide guidance and support on this important matter.

6. *Cyflwyniad NAPfRE / NAPfRE presentation:*



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Hyfforddiant Addoli ar y Cyd CYSAG Wrecsam / Wrexham SACRE Collective Worship training – Libby Jones

Members thanked Libby for sharing the training powerpoint about collective worship and how to deliver it effectively, created and used by Wrexham SACRE. Questions were taken from the floor from which the following ideas were discussed:

Collective worship as an important part of a child's development as individuals and as a global citizens; the benefit of having pupil awards for having and displaying good values as opposed to academic and sporting achievements; various avenues for dissemination including training Heads and senior leaders instead of teachers, Heads' Federation meetings and WASH, using media more effectively, WASACRE National Conference.

Prosiect Gweithio mewn Partneriaeth / Partnership working project – Phil Lord

Phil was thanked for his presentation in which he shared case studies of good practice partnership working between schools and churches. One example was based on the Easter story where More Able and Talented pupils from six primaries and one secondary school used iPads and other technology to investigate the Easter story with Christian faith representatives in Llandudno. Phil also shared materials and information about a Sixth form conference on 'spiritual engagement' using Lat Blaylock's resource.

Questions were taken from the floor including, how do teachers cope with extending the engagement of pupils back in school to ensure that the questions evoked from the activity are answered and not ignored. Phil suggested that appropriate activities during form time could be introduced following the conference to encourage further discussion and extend learning and spiritual development in students

Bethan James commented that often statutory RE is seen as 'another' box to tick' and that these case studies show how valuable RE is and each of the case studies should go to schools. She added that it is necessary for us to give schools the freedom to teach RE in this way.

7. *Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 11 May 2015 / Report from the Executive Committee held on 11 May 2015*

Gavin Craien highlighted some of the main points within the report, for example, the online questionnaire is still being pursued. The submission of WASACRE's response to



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the Donaldson report has been sent. There will be a meeting with Gavin Craigen and Libby Jones from WASACRE and our Welsh Government contacts on 24 September. The collective worship item on the agenda will be pursued, with case studies for collective worship being developed and shared on the WASACRE website along with the WASACRE and Estyn guidance documents. Wrexham SACRE's training presentation has already been shared at the meeting and can be shared more widely as previously discussed in the minutes and will be put on the WASACRE website.

8. *Signposts: cynllun gan Gyngor Ewrop / a Council of Europe initiative – Phil Lord*

Phil presented on the Signposts document which has been recently published by EFTRE, and which will be available to all schools in Europe via the EFTRE Website. The document outlines and describes what religious education should be and suggests a commonality across Europe. Rheinallt Thomas proposed that the document should be taken to the Welsh Government contact meeting in September. Conwy SACRE member enquired about the common ground between the different countries and cultures represented on EFTRE, to which Phil responded that the passion of the teachers across Europe is the same as in Wales. Phil commented further that Wales are leading in terms of what we already do in the document. Other countries start at varying levels below Wales and that whilst there are some countries who teach RE in a similar way to Wales there are many countries that teach RE differently and use a more confessional approach. Gavin thanked Phil once again for his presentation and interesting report.

9. *Gohebiaeth /Correspondence*

Libby Jones read the response received from Ann Keane, Chief Inspector of Education and Training in Wales to the letter WASACRE sent thanking her for her support and wishing her well in her future. In her letter Ann Keane shared the name of the next Chief Inspector, Meilyr Rowlands.

The recent REC correspondence was covered under previous agenda items.

Libby Jones reported that three requests for information regarding withdrawal from RE had been received from different schools across Wales and that advice had been sent to each accordingly. Gill Vaisey confirmed that she will be working on the guidance for schools on withdrawal procedures in the summer.

Libby Jones shared information received from Welsh Government's Nia Mair Jones regarding the First World War commemorations and a grant that is available to all



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departments in school not just the history department. Libby Jones will ask for this information to be made available on the WASACRE website.

10. U.F.A. / A.O.B.

Rheinallt Thomas spoke on behalf of REMWales and explained that as a result of the situation in Wales with many LA's not subscribing to REMW anymore the organization has been forced to make changes. He assured members that REMW is 'still alive' and still has relationships with REC and RENews etc. Rheinallt was also able to confirm that the movement still produces RE Ideas and have produced a flyer which has gone out to all LA's and churches etc to advertise its services and to request help with RE ideas from teachers. Sam Jesson from Wrexham will be assisting the movement with RE Ideas next year. REMW celebrates 50 years of service to RE and a book on REMW's history will be published soon and available for SACREs on PDF files. Rheinallt thanked WASACRE for its continued support.

11. Dyddiad y cyfarfod nesaf / *Date for next meeting: 25 Tachwedd 2015, Blaenau Gwent /
25 November 2015*

Dyddiadau cyfarfodydd yn y dyfodol / *Future meeting dates: Gwanwyn / Spring 2016 Sir
Benfro / Pembrokeshire; Haf / Summer 2016 Sir Ddinbych / Denbighshire; Hydref / Autumn
2016 Sir Gaerfyrddin / Carmarthenshire; Gwanwyn / Spring 2017 Sir Fynwy /
Monmouthshire.*

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