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



To: Ron Keating (Chair)

CS/NG

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

23 June 2016

RELIGIOUS DENOMINATIONS:

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

Sharon Thomas 01352 702324
sharon.b.thomas@flintshire.gov.uk

TEACHER ASSOCIATIONS:

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 **JOHN SUMMERS HIGH SCHOOL, QUEENSFERRY CAMPUS, CHESTER ROAD, DEESIDE CH5 1SE** on **WEDNESDAY, 29TH JUNE, 2016** at **2.00 PM** to consider the following items.

***** Please note the location - Members are requested to report to Reception *****

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 - 10)

To approve and sign as a correct record the minutes of the meeting held on 3rd February 2016 (copy enclosed).

4 **ANALYSIS OF INSPECTION REPORTS** (Pages 11 - 12)

To receive the analysis of recent Estyn Inspection reports (copy enclosed).

5 **SCHOOL TO SCHOOL COLLABORATIVE WORKING - LAUNCH EVENT**
(Pages 13 - 46)

To receive a presentation regarding the school to school collaborative working launch being held in St. Mary's, Denbighshire on 30th June 2016 and St. Giles, Wrexham on 7th July 2016. (copy enclosed)

6 **WASACRE** (Pages 47 - 60)

- (i) To receive the minutes of the last meeting of the Association held on 8th March 2016 at Haverford West (copy enclosed).
- (ii) Curriculum Review up-date (copy enclosed)

7 **DATE AND TIME OF THE NEXT MEETING**

The next meeting will be held at 2pm on Wednesday, 5th October 2016. Venue to be confirmed.

FLINTSHIRE STANDING ADVISORY COUNCIL
FOR RELIGIOUS EDUCATION (SACRE)
3 FEBRUARY 2016

Minutes of the meeting of the Flintshire Standing Advisory Council for Religious Education held at Mold Alun High School, Mold on Wednesday, 3 February 2016

PRESENT:

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

Religious Denominations: Dora Jones and Delyth McIntyre

Teacher Associations: **Ron Keating (Chair)** and Lyn Oakes

APOLOGIES:

Councillor Hilary Isherwood

Ibad Hussain, Rev Huw Powell Davies, Rita Price and Sue Jones

IN ATTENDANCE:

Challenge Advisor and Committee Officer

The Chair welcomed all those in attendance and thanked Ms. Lyn Oakes for hosting the meeting at the school, offering his congratulations for the excellent work undertaken by the team. He then asked the group to undertake a moment of quiet reflection.

19. DECLARATIONS OF INTEREST

No declarations of interest were made.

20. MINUTES

The minutes of the meeting held on 21 October 2015 were submitted.

Accuracy

Minute number 11 - SACRE Draft Annual Report 2014-15

Councillor Chris Bithell said that he had queried the figures which had been presented as these were out of date, and asked that the minutes be amended to reflect this.

Matters Arising

Minute number 12 - Analysis of Inspection Reports

Councillor Bithell sought clarification on whether the names of organisations should be included in reports. The Chairman said that the general principle was for organisations and individuals to be named to show transparency.

The Challenge Adviser confirmed that letters had been sent to the schools congratulating them on the positive outcomes of the reports.

Minute number 13 - RE in KS3: Muslim football player in the Premier League

In response to a question from Councillor Nigel Steele-Mortimer, the Challenge Adviser confirmed that he was in the process of sending the DVD to all schools.

Minute number 14 - RE and local communities

The Challenge Adviser advised that he had sent the collaboration document to all schools but had received little response. He commented on the possibility of sending an evaluation form however this would require translation.

Minute number 15 - Education Minister, Huw Lewis's comments and the future of RE

Councillor Bithell referred to concerns about the Minister's comments in relation to the place of RE within the curriculum and asked for further clarification following recent press reports. The Chairman explained that the Minister had rescinded his comments as these had been his own personal views.

RESOLVED:

That, subject to the amendment, the minutes be approved as a correct record.

21. ANALYSIS OF INSPECTION REPORTS

The Challenge Adviser introduced the report on the analysis of inspection reports for the following three schools recently inspected under the Estyn framework:

Penarlag CP School, Ewloe
Ysgol Croes Atti, Flint
Queensferry CP

The Challenge Adviser highlighted the positive statements on wellbeing, learning experiences, care, support and guidance and the learning environment. On partnership working, he explained that there was no requirement upon Estyn to make comments but that these were welcomed in any case. He expressed disappointment that there was only one comment on the interaction with churches as such examples now appeared to be more infrequent.

In response to remarks by Ms. Delyth Jones on the selection of positive comments for particular schools, the Challenge Adviser said that Estyn inspectors focussed on some areas more than others and that Estyn had been asked to remind their inspectors to comment on the spiritual, moral, social and cultural development of pupils. The Chairman pointed out that there could be occasions where schools were showcasing something different which could change the focus of the inspection.

Councillor Colin Legg raised concerns about the lack of RE provision through assemblies or in classrooms in a particular school within the county. The Chairman reminded the group about the remit of SACRE to ensure that collective acts of worship took place in schools in accordance with legislation. He went on to say that the content of school assemblies could relate to aspirational themes such as love, peace, etc which would be seen as specifically religious or broadly non-religious. In respect of Councillor Legg's comments, he said there was a need to ensure that that side of the school's function was working effectively to allow pupils the opportunity to pray or consider religious themes. In support of this, he suggested that directives and guidance could be reissued to schools to remind them of their responsibility and that a possible workshop could be held for people involved in assemblies to ensure that this part of the remit was acted upon.

Councillor Chris Bithell spoke about past difficulties in encouraging some teaching staff to conduct assemblies and collective worship sessions. The Chairman said that in his school, support was offered to teaching staff as part of the induction process.

RESOLVED:

- (a) That the report be noted; and
- (b) That guidance on the content of school assemblies be reissued and a workshop be arranged to remind schools of the requirement to give pupils the opportunity to pray or consider religious themes.

22. EXAMINATION RESULTS 2015

The Challenge Adviser presented a summary of examination results for religious studies at GCSE and A Level, including short and full courses. He had collected the data from available sources but was unsure about the accuracy of all the figures.

The Chairman agreed and pointed out that the 2015 GCSE full course entry figures for St. Richard Gwyn should be 54%. The Challenge Adviser agreed to look into this. Councillor Chris Bithell felt that the discrepancies could have been the result of dealing with different Boards and was concerned that some schools did not appear to have any pupils entered for the short or full courses. It was also noted that no full or short course entries were indicated for Holywell High School.

In response to concerns raised by Councillor Bithell about outcomes for pupils undertaking the short course, the Challenge Adviser explained that the short course was not recognised in England.

On the results for the GCSE short course, the Challenge Adviser pointed out that Hawarden High School had a lower cohort of 187 for 2015 and would liaise with Flintshire County Council to establish whether the numbers in the table had been counted twice. It was commented that the quoted figure of 366 could have included both Year 10 and Year 11 students. In relation to changes at Holywell High School, the Challenge Adviser intended to meet with the new Head Teacher to offer support in the development of the new school. At GCSE level, a 12.6% increase in A*-C grades for the short course was reported since 2014.

On A Level results, Councillor Bithell felt that figures should have been included for St. Richard Gwyn. Councillor Nigel Steele-Mortimer said that 'N/A' should have been indicated for Argoed as there was no sixth form. The Chairman suggested that those schools without sixth form education should be omitted from the table for future reports.

On the table of GCSE examination results for Religious Studies, the Challenge Adviser drew attention to cohort numbers and the single pupil's achievement at Maes Hyfryd. Members asked that a letter of congratulations be passed on from the group.

In response to a query from Mrs. Delyth Jones on the table of full course results since 2005, the Chairman clarified that this was an error as the figures in the columns for 2014 and 2015 should have moved down by one row.

RESOLVED:

- (a) That the report be noted;
- (b) That the Challenge Adviser investigate the 2015 full course entry numbers for St Richard Gwyn High School and liaise with Denbighshire Council on the GCSE short course results;
- (c) That the Challenge Adviser remove the schools with no sixth form education from the Advanced Level results table for future reports; and
- (d) That the Challenge Adviser write a letter of congratulations for the single pupil's achievement at GSCE level at Maes Hyfryd School.

23. WASACRE SURVEY TO SCHOOLS

A copy of the survey to high schools was attached to the agenda, seeking views on whether the implementation of the new Welsh Bacculaureate had impacted positively or negatively on the timetable for religious education. Six responses had been received to date including only one indicating a negative impact. All responses would be shared at the next WASACRE meeting in Llandrindod Wells to collate a co-ordinated response for Welsh Government.

RESOLVED:

That the responses be shared at the next WASACRE meeting.

24. CURRICULUM FOR LIFE

Following the presentation to SACRE in June 2015 on the review of the curriculum by Professor Graham Donaldson, a link to the Welsh Government (WG) document 'Curriculum for Wales, Curriculum for Life' which addressed the recommendations made by Professor Donaldson was included on the agenda.

The Challenge Adviser gave a presentation on the key areas underpinning the new curriculum and spoke of his involvement in a stakeholder group. He described

the intention for a 'bottom-up' approach where teachers would be required to implement a new curriculum and inform WG. The aim was for the new curriculum to be available by 2018 with the timeline for all schools extended to 2021. The various stages of preparations were set out in the WG document, including the formation of three separate groups to develop the Pioneer Network.

The Challenge Adviser provided an overview of the eight building blocks for the new curriculum:

- Embedding the four purposes
- Creating a new curriculum
- Extending and promoting learners' experiences
- Developing our cross-curriculum responsibilities
- Enabling the Welsh language to thrive
- Developing a new assessment and evaluation framework
- Building the capacity of all practitioners and leaders
- Establishing a constructive and robust accountability system

These would be supported by four 'enablers' forming strong partnerships with stakeholders:

- Working in partnership
- Strong school-to-school working
- Inspiring leadership
- Inclusivity

The Challenge Adviser highlighted the intention by WG to consult prior to bringing forward any legislation proposals during the next Welsh Assembly term. Whilst this could have implications for SACRE, it was noted that the Minister had confirmed that SACRE would continue.

The Challenge Adviser referred to the governance arrangements and raised concerns about where SACRE fitted into the process. He added that once the curriculum was developed, SACRE should be in a position to scrutinise the syllabus.

The Chairman explained that he had been updating his senior leadership group on Pioneer Schools. He shared the concerns about the need for SACRE to be well placed to influence the syllabus and had encouraged the Challenge Adviser to explore this further with local authorities.

RESOLVED:

That the presentation be noted.

25. UPDATE ON SACRE AND SCHOOL TO SCHOOL COLLABORATION

The Challenge Adviser reported that a total of 33 schools had expressed interest in taking part in the collaboration groups, including ten from Flintshire. He hoped to have some representation on SACRE to work on planning and resources for collective worship, and would provide a further update at the next meeting.

RESOLVED:

That a further update be received at the next meeting.

26. URDD EISTEDDFOD 2016

It was noted that the Eisteddfod would be held in Flintshire between 30 May and 4 June 2016. The Chairman suggested that the organisers of the event could be asked to provide guidance on how schools could be encouraged to raise awareness of the various areas of competition in which pupils could participate.

RESOLVED:

That the Challenge Adviser contact the event organisers to seek guidance on how SACRE can encourage schools to involve pupils.

27. WASACRE

- (i) To receive the minutes of the last meeting of the Association

The minutes of the WASACRE meeting held on 25 November 2015 were accepted. The Chairman offered his congratulations to the Challenge Adviser who was the new Chair of WASACRE.

The Challenge Adviser referred to the tributes which had been paid to two colleagues. He also drew attention to the EFTRE (European Forum for Teachers of Religious Education) conference to be held in Vienna on 31 August 2016 and spoke about the implications for the forthcoming revised GCSE specifications for Religious Studies.

- (i) To agree attendance to the next WASACRE meeting scheduled for 8 March 2016 in Pembrokeshire

-

- (iii) 23 June 2016 - Denbighshire hosting WASACRE spring meeting

Noted.

RESOLVED:

That the minutes of the WASACRE meeting held on 25 November 2015 be accepted.

28. DATE AND TIME OF THE NEXT MEETING

The Chairman reminded members that the next meeting of SACRE had been scheduled for 2pm on Wednesday, 29 June 2016. He asked that the Challenge Adviser seek availability of another secondary school venue. In response to a suggestion, he stated that it would be preferable to hold a meeting at Holywell High School after the new school was operational.

RESOLVED:

That the Challenge Adviser explore another secondary school venue for the next meeting.

(The meeting started at 2.00pm and ended at 3.45pm)

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Chairman

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Analysis of Inspection Reports Flintshire SACRE

Summer 2016

(Reports published in the spring term)

4 Schools

School	Dates	Reporting Inspector
Argoed High School – Mold	Jan 2016	Mrs Mamta Arnott
Connah’s Quay High School	Nov 2016	Mamta Arnott
Holywell High School	Jan 2016	Steven William Pringle
Ysgol Bryn Gwalia – Mold	Nov 2015	Richard Hawkley

POSTIVE COMMENTS

Key Question 1: How good are standards?

Wellbeing

- Pupils have good links with the local community. For example, pupils sing in the town centre at Christmas and perform plays at the local nursing home. Pupils regularly raise money for charities, including supporting annual national events and local charities. They understand how important it is to help others in need. (Bryn Gwalia)

Key Question 2: How good is provision?

Learning Experiences

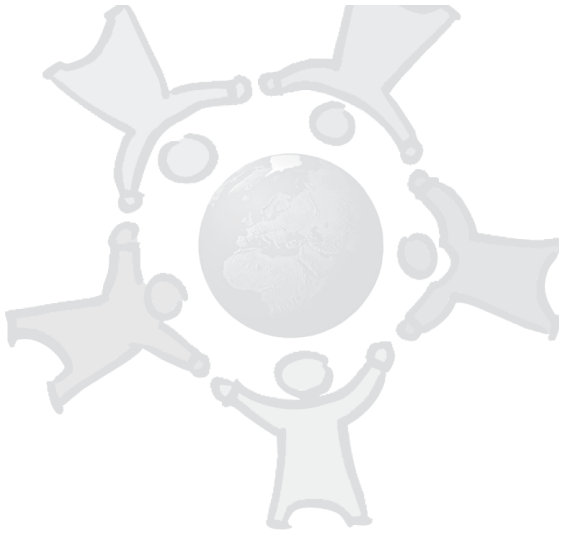
- The school provides pupils with a wide range of valuable extra-curricular activities, including a chamber choir, debating society and handball club. (Argoed)
- There are appropriate opportunities for pupils to develop their understanding of and global citizenship. (Connah’s Quay)
- The school provides a satisfactory range of opportunities for pupils to learn about sustainability and global citizenship through personal and social education, the Welsh Baccalaureate Qualification, subject lessons, trips and fundraising events. (Holywell High)
- It promotes pupils’ understanding of other countries and cultures successfully through the school’s ‘Global Learning Platform’, where pupils learn about international refugees. (Bryn Gwalia)

Care, support and guidance:

- The school's level of care, support and guidance for pupils has many outstanding features. The arrangements for promoting pupils' wellbeing are based on a relentless commitment by staff to embody the school's motto, 'We Care'. (Connah's Quay)
- There is suitable provision for pupils' spiritual, moral, social and cultural development through the curriculum and assemblies. Provision for personal and social education is integrated well into school life. (Connah's Quay)
- The school promotes pupils' spiritual, moral, social and cultural development appropriately through tutor periods, assemblies and a well-balanced personal and social education programme. (Holywell High)
- There is worthwhile provision for pupils' social, moral, spiritual and cultural development. For example, a church group visits assemblies and classes regularly to promote pupils' spiritual values. Pupils' moral development develops well through time spent in deciding and implementing 'golden rules' in classes. (Bryn Gwalia)

Learning Environment:

- The school is an inclusive community, which promotes equality and diversity well. (Argoed)
- The school is a fully inclusive community, with a positive ethos. It challenges stereotyping in all aspects of its provision and promotes equality effectively. The school identifies and celebrates diversity well. All pupils have equal access to the school's wide curriculum and the range of extra-curricular activities available. It promotes tolerance effectively and challenges intolerance sensitively through assemblies, tutorials and its provision for personal and social education. (Connah's Quay)
- The school has an inclusive and supportive ethos. It promotes equality and challenges stereotyping well in all aspects of its work. It identifies and celebrates diversity successfully. (Holywell High)
- The school's inclusive ethos ensures that all pupils, including those from the hearing resource base, receive equal access to all aspects of the school's provision. It values the background and diversity of its pupils effectively. (Bryn Gwalia)



The wonderful world of RE

Fyd Rhyfeddol AG





RE is a unique Subject!
Mae AG yn bwnc unigryw!

Foundation Phase

Supplementary Guidance for the Revised Agreed Syllabus for Religious Education

Children should (through stories, activities and experiences) be given opportunities to:

Ask and explore **more complex questions** (including personal, religious, spiritual and moral questions) about the world, human experience and aspects of religion.

Children should (through stories, activities and experiences) be given opportunities to:

Gain **insight** into religion, religious people and religious aspects of life.

Children should (through stories, activities and experiences) be given opportunities to:

Explore how religion has **influenced** and **guided people's lives**, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.

Children should (through stories, activities and experiences) be given opportunities to:

Explore our **responsibility** and the responsibility of religion for living things and the natural world.

Children should (through stories, activities and experiences) be given opportunities to:

Pose **questions** about beliefs, values and actions that arise from exploration.

Children should (through stories, activities and experiences) be given opportunities to:

Express **personal responses** to personal, religious and moral questions.

Children should (through stories, activities and experiences) be given opportunities to:

Investigate and express **meaning** (including religious meaning) through signs, symbols, artefacts and imagery.



Cyfnod Sylfaen

Canllawiau Atodol ar gyfer y Maes Llafur Cytûn Diwygiedig ar gyfer Addysg Grefyddol

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

Ofyn ac archwilio **westiynau mwy cymhleth** (gan gynnwys cwestiynau personol, crefyddol, ysbrydol a moesol) ynghylch y byd, profiad dynol ac agweddau ar grefydd.

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

sicrhau **mewnwelediad** i grefydd, pobl grefyddol ac agweddau crefyddol ar fywyd

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

archwilio sut mae crefydd wedi **datgwrddu** ac **arwain bywydau pobl** yn y gorffennol a'r presenol, gan gynnwys pwyslais crefydd ar yr ysbrydol ac ar brofiad crefyddol, yng Nghymru a'r byd ehangach

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

Archwilio ein **cyfrifoldeb** a chyfrifoldeb crefydd dros bethau byw a'r byd naturiol.

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

ofyn **cwestiynau** ynghylch credoau, gwerthoedd a gweithredoedd sy'n deillio o archwiliad.

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

fynegi **ymatebion personol** i gwestiynau personol, crefyddol a moesol.

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

archwilio a mynegi **ystyr** (gan gynnwys ystyr grefyddol) trwy arwyddion, symbolau, arteffactau a delweddau.



Religious Education in the Foundation Phase...



Addysg Grefyddol yn y Cyfnod Sylfaen...



Cefnogi Cwricwlwm – Curriculum Support
Cefnogi Gwelliant Ysgol – Supporting School Improvement

Foundation Phase

Skill 1) Exploring and experimenting with new learning opportunities, including role play, visiting special/religious places, making and using artefacts and foods and ICT.

<p>Writing Areas Write stories, what did you think about the story? prayers, list of rules</p>	<p>Listening Centre Discuss the stories, Joseph and his coat, how would you feel if you were one of his brothers?</p>	<p>Wet/Dry Sand Coloured sands, Rangoli patterns, Moses in the desert, parable of the wise and foolish builders</p>	<p>Water Jesus Calming the storm, Noah, Jonah, river Ganges, baptism</p>	<p>Construction Make a Noah's ark, build a church, synagogue, temple/mandir, peg boards to make Rangoli patterns</p>
<p>Book Area Children's bible etc... Children's bible and other relevant stories</p>	<p>Puppet Theatre Shadow puppet Ramayana (Rama and Sita)</p>	<p>Workshop stained glass windows, make a menorah, gregors (Esther) animal masks</p>	<p>Malleable Make Deva pots, picnic (feeding 5000), matzov bread, menorahs</p>	<p>Long Ago Florence Nightingale, William Morgan bible, Mary Jones</p>
<p>Small/Story World Noah's ark, life of Jesus, parables, Hanukkah, Ramayana, 10 plagues</p>	<p>Music Area Action songs, children make up songs</p>	<p>Snack Divali sweets, Indian food, Jewish Challah bread, Easter Chocolate</p>	<p>Painting Rangoli patterns, characters from Noah's ark, hand painting (mendhi patterns)</p>	<p>Home and Far away Christmas around the world, visits to places of worship</p>
<p>Creative Dance and performance Noah – move like an animal, Move like monkey king (Divali)</p>	<p>Home Corner Turn into Noah's ark, turn into a Sukkoth, clean before any festival</p>	<p>ICT Stained Glass windows (2 paint programme). Use Bee-Bot to find Mary and Joseph, 'Lets Celebrate' (bbc cbbies website)</p>	<p>Investigational Seasonal Menorah, various cards, decorations, presents, diva lamps</p>	<p>Curriculum Cymraeg Welsh prayers, hymns, stories, visits to welsh chapels, welsh saints William Morgan bible, Mary Jones, St Dwynwen's</p>
<p>Outside Areas Construct a large ark, make a large rangoli pattern, find Sita, Mary or Joseph</p>	<p>Block Area Make a church, Synagogue or Temple</p>	<p>Maths area Counting Noah's animals, how many of the class have been to a wedding?</p>	<p>Quiet/reflective area Books relating to the stories, artefacts, calm music</p>	<p>Role Play/Dress up Wedding, Christening, Ramayana, Hanukkah, Synagogue boys and girls sit apart</p>

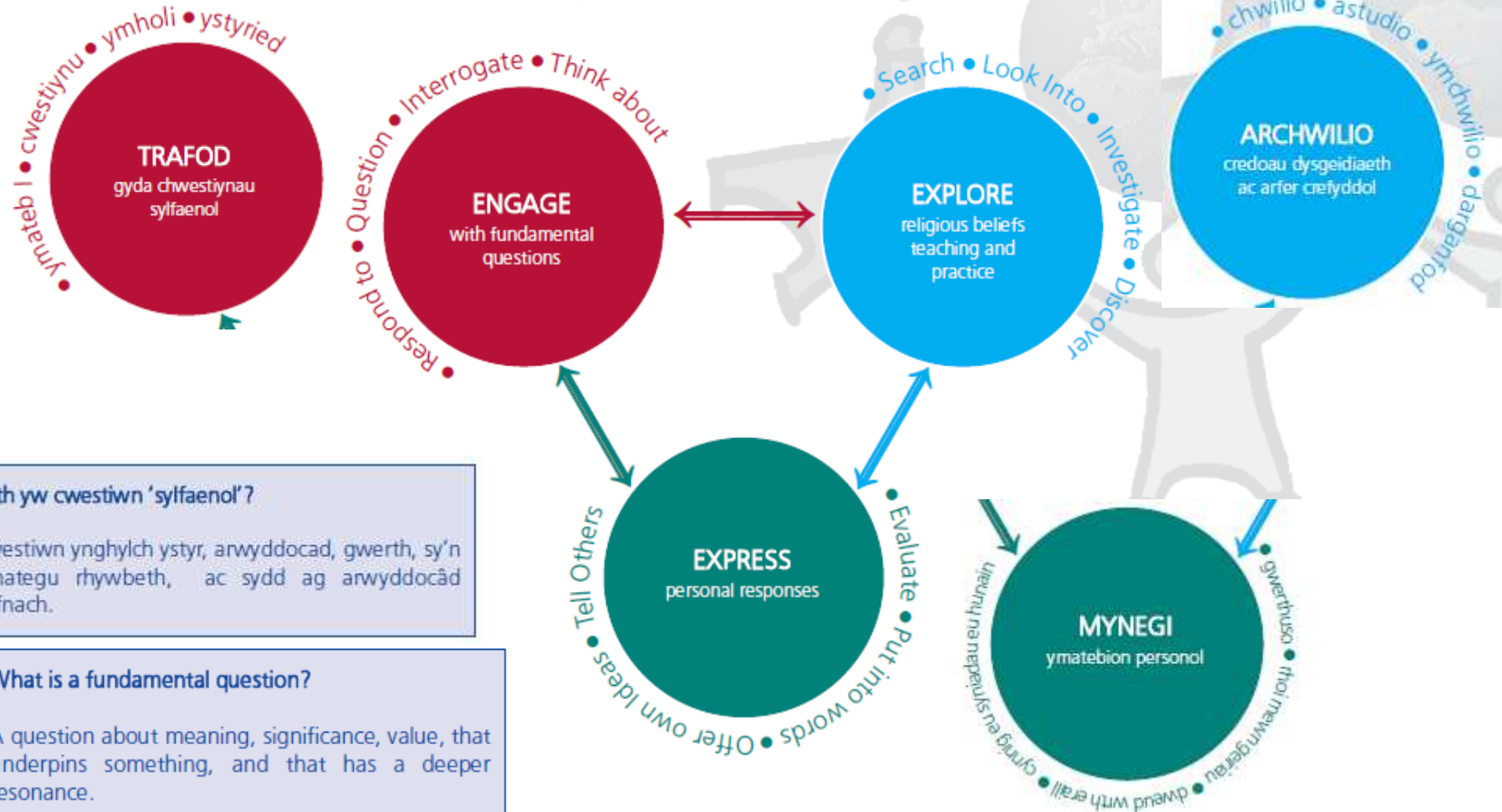
Cyfnod Sylfaen

Cyfleoedd Integreiddio: Dyma'r meysydd a nodwyd o'r meysydd darparu a awgrymwyd gan Sir y Fflint:

<p>Ardaloedd Ysgrifennu Ysgrifennu straeon, emosiynau, teimladau, barn, allweddeiriau ac ati...</p>	<p>Canolfan Gwranddo Trafod ystyr y straeon neu'r cwestiynau sy'n fwy cysylltiedig ag ABCh - amser cylch yn aml</p>	<p>Tywod Gwlyb/Sych Actio straeon perthnasol, gofyn sut mae'r cymeriadau'n teimlo</p>	<p>Dŵr Actio straeon perthnasol gofyn sut mae'r cymeriadau'n teimlo</p>	<p>Adeiladu Gwneud adeiladau o strwythurau mewn straeon, gofyn sut mae'r adeiladau'n gwneud i ni deimlo</p>
<p>Ardal Llyfrau Cael llyfrau o'r straeon amrywiol, beibl y plant ac ati...</p>	<p>Theatr Bypedau Actio straeon perthnasol, gofyn i'r cymeriadau actio sut maen nhw'n teimlo. Actio rhannu ac ati...</p>	<p>Gweithdy Cynllunio a gwneud eitemau yng nghyswllt y straeon neu'r gweithgareddau crefyddol - pypedau, cardiau ac ati...</p>	<p>Clai ac ati Creu eitemau o'r straeon</p>	<p>Amser maith yn ôl Hanes diweddar, Florence Nightingale neu straeon am Seintiau mwy diweddar...</p>
<p>Byd Bach/Stori Actio straeon perthnasol, gofyn sut mae'r cymeriadau'n teimlo</p>	<p>Ardal Cerddoriaeth Mae digonedd o ganeuon actol yng nghyswllt straeon o'r Beibl ar y rhyngwrwyd...er enghraifft www.max7.org</p>	<p>Byrbrydau Mae gan lawer o wyliau crefyddol fwydydd penodol y gallwch chi eu rhannu yn ystod amser/maes byrbrydau</p>	<p>Peintio Peintio gwahanol gymeriadau o'r straeon, gofynnwch sut mae'r cymeriadau'n teimlo</p>	<p>Gartref a phell i ffwrdd Cyfleoedd i gymharu arferion crefyddol â phrofiad y plant eu hunain (Nadolig o amgylch y byd)</p>
<p>Dawnsio Creadigol a Pherfformio Actio'r straeon, creu dawns neu gân</p>	<p>Cornel Cartref Glanhau'r tŷ cyn dathliadau, addurniadau, actio seremonïau crefyddol</p>	<p>TGCh Bydd gwahanol wefannau'n gallu helpu gydag Addysg Grefyddol a TGCh, gwneud lluniau ac ysgrifennu hefyd</p>	<p>Gwaith ymchwil tymhorol Lluniau, gwrthrychau, arteffactau, cardiau</p>	<p>Cwricwlwm Cymraeg Beth fyddai Cristion, Hindŵ neu Iddew yng Nghymru yn ei ddathlu...</p>
<p>Ardaloedd y Tu Allan Actio straeon, teithiau,</p>	<p>Ardal Blociau Gwneud adeiladau o strwythurau mewn straeon, gofyn sut mae'r adeiladau'n gwneud i ni deimlo</p>	<p>Ardal Mathemateg Defnyddio eitemau crefyddol fel cownteri? Gwneud tabl o faint o bobl sy'n meddwl...</p>	<p>Ardal ddistaw/myfyrio Llyfrau, lluniau, cerddoriaeth er mwyn galluogi disgyblion i feddwl am straeon, nhw eu hunain ac ati...</p>	<p>Chwarae Rôl/Gwisgo i fyny Darparu dillad ac arteffactau sy'n gysylltiedig â'r straeon y sonniir amdanynt</p>

KS2/CA2

Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)



Beth yw cwestiwn 'sylfaenol'?

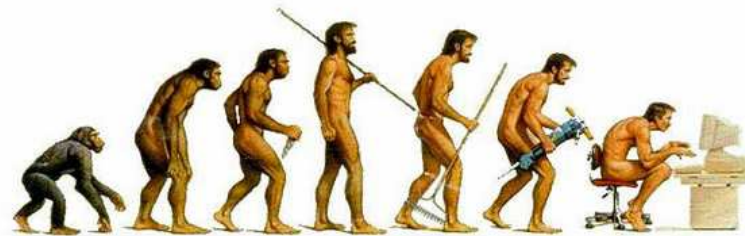
Cwestiwn ynghylch ystyr, arwyddocad, gwerth, sy'n tanategu rhywbeth, ac sydd ag arwyddocâd dyfnach.

What is a fundamental question?

A question about meaning, significance, value, that underpins something, and that has a deeper resonance.



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)





Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)



Levelling

Supplementary Guidance for the Revised Agreed Syllabus for Religious Education



Better RE!!



What do they need to improve?

Where are they?

Where have they come from?

Levelling

Supplementary Guidance for the Revised Agreed Syllabus for Religious Education



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about their own experiences, the world around them and aspects of religion.

4	Discuss own and others' responses
3	Discuss questions, give opinions
2	Ask questions, suggest answers
1	Talk about

Levelling

Supplementary Guidance for the Revised Agreed Syllabus for Religious Education



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	... beliefs, teachings and practices investigated. ... importance to others
4	Describe and begin to explain ; Give specific examples of affects; Begin to identify similarities/ differences
3	Describe some basic ; Describe how some affect believer's lives
2	Recall and communicate simply; Suggest in simple terms why important
1	Recall and respond to some basic; show some awareness ...are special

Levelling



Supplementary Guidance for the Revised Agreed Syllabus for Religious Education

Beliefs...	Teachings...	Practices...
Credoau...	Dysgeidiaethau...	Arferion.....

Love your
neighbour

Mark 12:28-31
Good Samaritan

Charities

Adults at 13

Midrash
(Jewish book)

Bar Mitzvah

Teachings affect beliefs and are out worked by practices

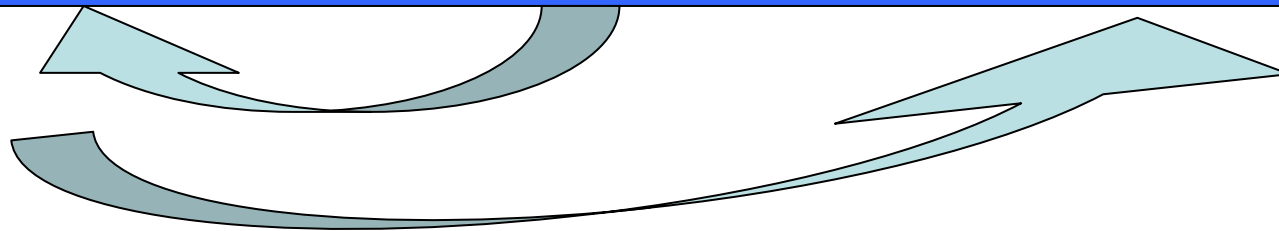
Levelling

Supplementary Guidance for the Revised Agreed Syllabus for Religious Education

Beliefs...

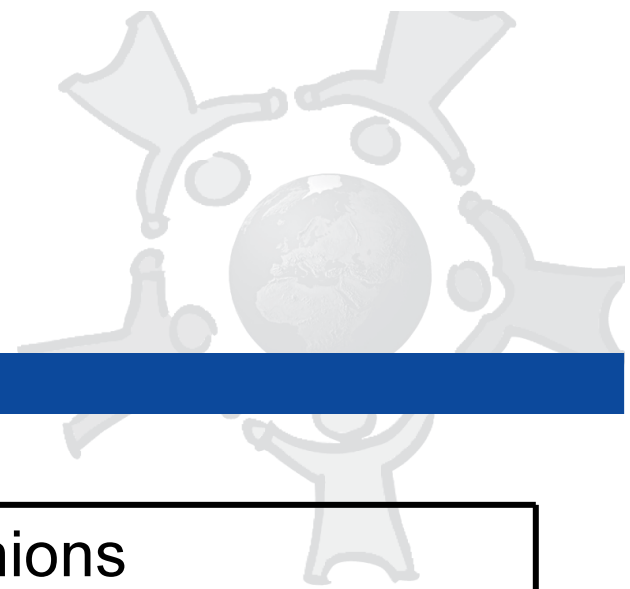
Teachings...

Practices...



Teachings affect beliefs and are out worked by practices

Levelling



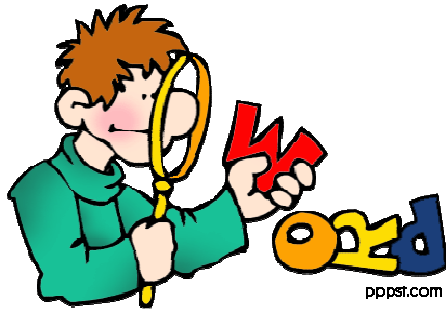
... their opinions
... opinions of others



	... their opinions ... opinions of others
4	Explain in simple terms... how differ
3	Describe their own ... in simple terms comment on others
2	Talk in simple terms ... own/others
1	Recognise own and others similar or different

Levelling

Supplementary Guidance for the Revised Agreed Syllabus for Religious Education



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... using vocabulary

4	Recognise some religious symbols; use religious vocabulary
3	Begin to recognise symbols; use religious vocabulary
2	Use simple vocabulary
1	Use simple vocabulary on occasion

Lesson Ideas?



Supplementary Guidance for the Revised Agreed Syllabus for Religious Education



CONFIDENCE

Confidence Is The Key To Great Acts Of Stupidity



NEWS: Rejoice! The Garden of Eden poster now available!



The Brick Testament

The world's largest, most comprehensive illustrated Bible.

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NEW Genesis

Garden of Eden, Cain and Abel, The Flood, Sodom & Gomorrah...

38 stories with 416 illustrations

NSVC



Exodus

Burning Bush, Plague of Frogs, Ten Commandments, The Golden Calf...

31 stories with 431 illustrations

NSV



Wilderness

The Fire of Yahweh, Moses and Aaron Doomed, God Sends Snakes...

25 stories with 271 illustrations

NSVC



The Law

Settling Disputes, Sexual Discharges, Homosexuality, Prisoners of War...

33 stories with 227 illustrations

NSVC



Joshua

Crossing of the Jordan, Massacre of Jericho, Twenty-Two Kingdoms Massacred...

14 stories with 183 illustrations

NSVC

King Solomon

The Two Prostitutes, The Queen of Sheba, 500,000 Israelites Killed...

33 stories with 287 illustrations

NSVC



Job

Meet Job, God Makes Wager with Satan, God Tortures Job...

8 stories with 100 illustrations

SV



The Life of Jesus

Jesus is Born, Jesus Walks on Water, The Last Supper, The Crucifixion...

31 stories with 397 illustrations

NVC



The Teachings of Jesus

On Love, On Forgiveness, On Wealth, On Lust, On Divorce...

18 stories with 103 illustrations

NSVC



The Parables of Jesus

Parable of the Harsh Master, Parable of the Tortured Debtor...

3 stories with 34 illustrations

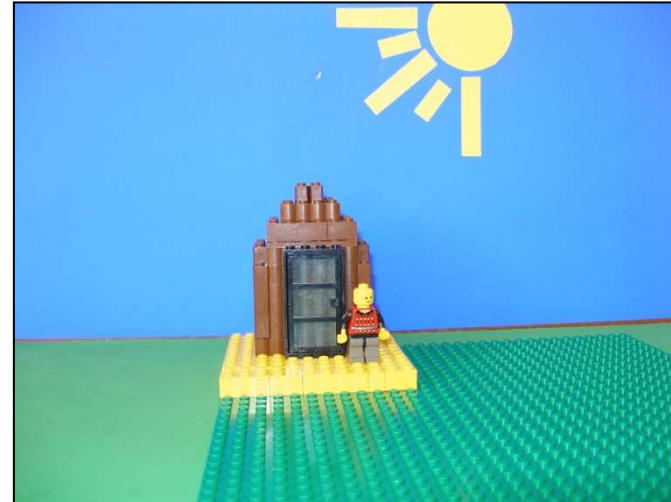


Parable of the wise and foolish builders:

Matthew 7:24-27



A man built his house on rock



Another man built his house on sand



When the winds blew and the rain fell it stood firm



When the winds blew and the rain fell it collapsed

Parable of the wise and foolish builders:

Matthew 7:24-27

•Titles

•Reference

•Photos

•Captions

•Speech bubbles

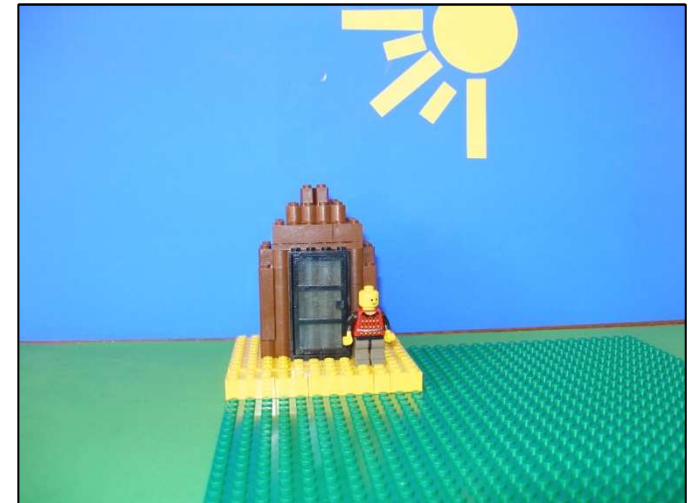
•Names

By

Tom and James



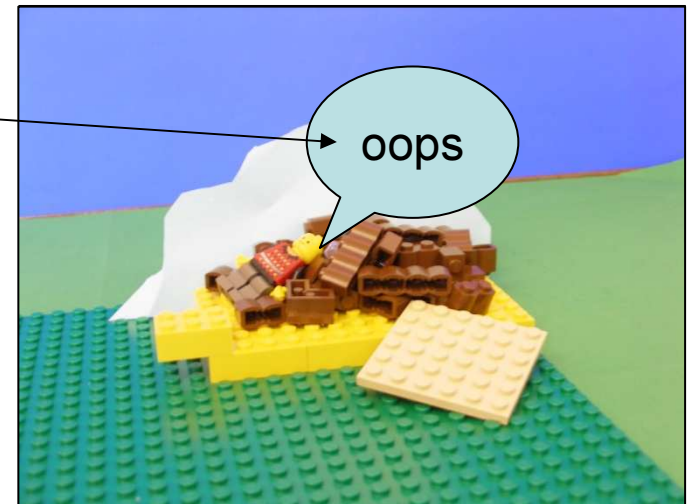
A man built his house on rock



Another man built his house on sand



When the winds blew and the rain fell it stood firm



When the winds blew and the rain fell it collapsed

Plenary Quiz!



Questions

Q1

Q2

Q3

Q4

Q5

Q6

Q7

Q8

Artefacts

A

B

C

D

E

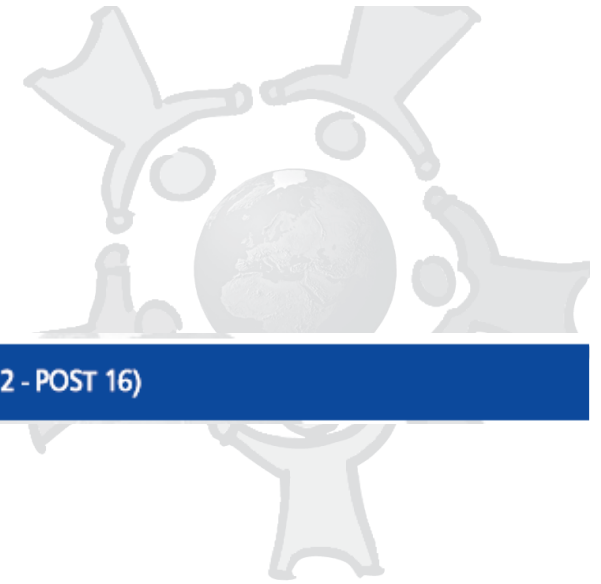
F

G

H



What do you think?



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

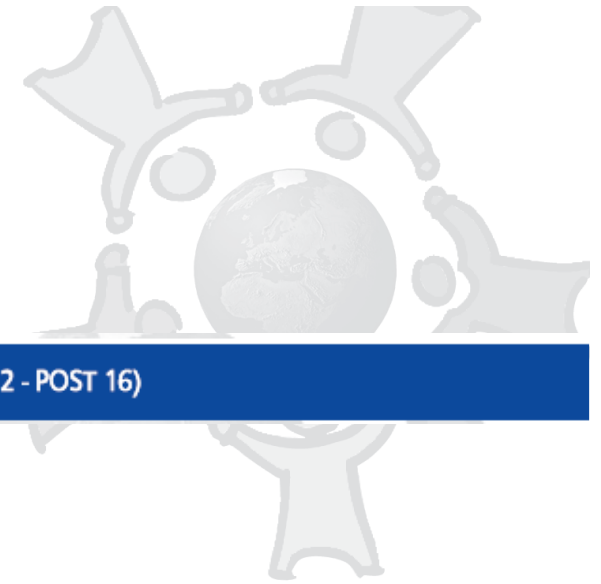
Engaging with fundamental questions

Pupils should be given opportunities to:

- ask, discuss and respond to fundamental questions raised by their own experiences, the world around them and aspects of religion
- interrogate a range of evidence from religious and non-religious sources, including other disciplines, in order to consider the issues raised
- use evidence from a range of sources effectively in order to present and support arguments and opinions
- develop alternative explanations and suggest new possibilities
- carry out investigation in an open-minded way and be prepared to accept challenge in the light of new information or evidence.



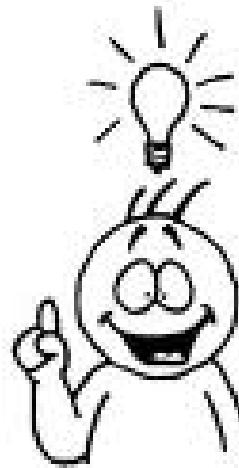
What do you think?



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

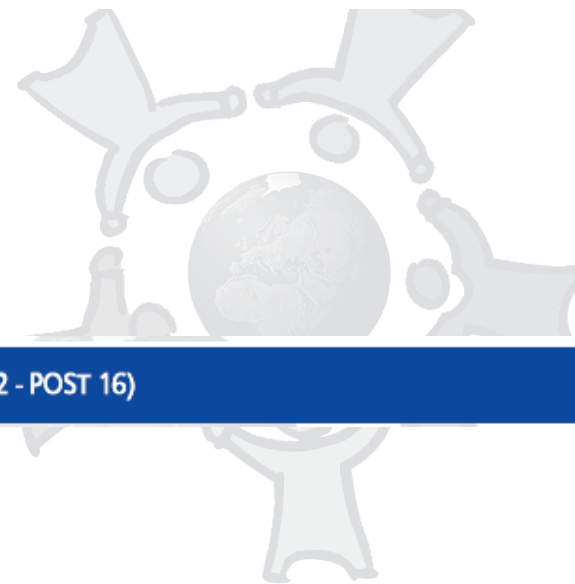
Engaging with fundamental questions

- Asking questions of a picture
- Role play a scientist Vs a religious person
- Anagrams
- Music
- Artefacts
- Guess who/what/where
- Spider diagrams
- Stories to make you think
- Video
- Reveal
- Pairs





The facts



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

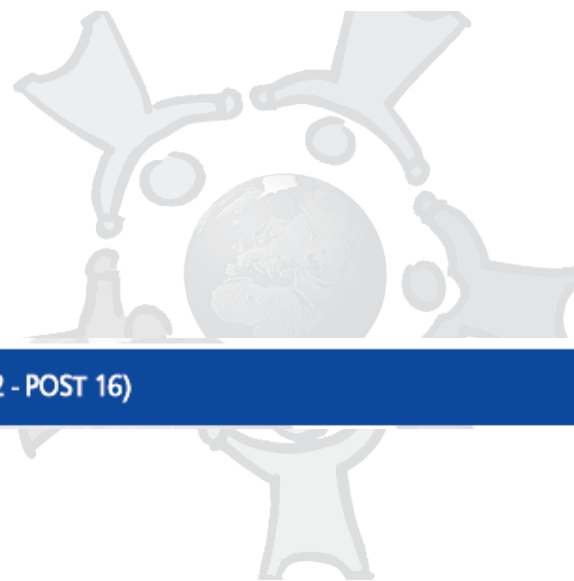
Exploring religious beliefs, teachings and practice(s)

Pupils should be given opportunities to:

- recall, describe and begin to explain religious beliefs, teachings and practices
- explore and make links between religious beliefs, teachings and practices
- describe and begin to explain the impact that religion has on the lives of believers
- identify the similarities and differences within and across religions
- recognise and begin to interpret layers of meaning/symbolism within religious stories, rituals, art, dance and music.



The facts



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

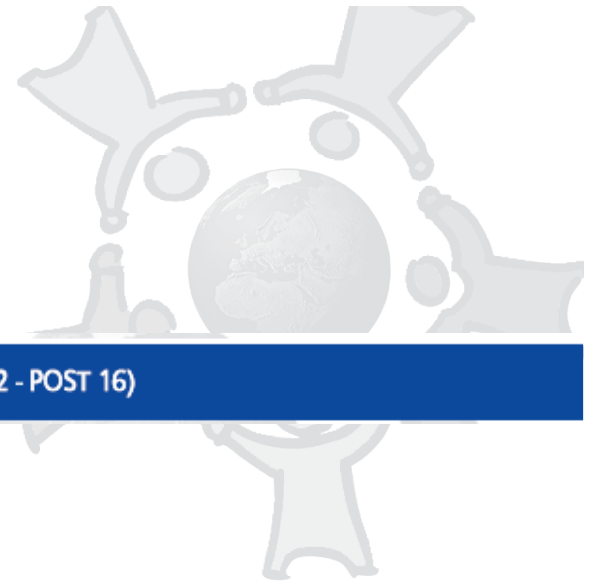
Exploring religious beliefs, teachings and practice(s)

- Visits
- Visitors
- Role play
- Make
- Read
- Write
- Investigate
- Research
- Textbooks
- Internet
- Memory games – who can remember
- Spider diagrams
- Extended pieces of writing
- Venn Diagrams





Responding to...



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

Expressing personal responses

Pupils should be given opportunities to:

- express and begin to justify their own feelings and opinions in different ways, *e.g. orally, in writing, and through creative arts*
- demonstrate how what they have learned has impacted on their own views/ideas
- consider, appreciate, empathise with and respect the viewpoints of others
- recognise, explore and reflect on the spiritual side of life
- use a range of religious language appropriately
- use ICT and other means to gain access to information and to communicate religious concepts.



Responding to ...



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

Expressing personal responses

Hot seating

Questionnaires

Diamond nine

Evaluating

For's and Against's

Poems

Dramas

Diaries

Presentations

What would different people think in different situations?





Responding to ...



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

Expressing personal responses

Creation...

On what day would you liked to have woken up on and why?

Christmas:

Rank order the following explaining why...

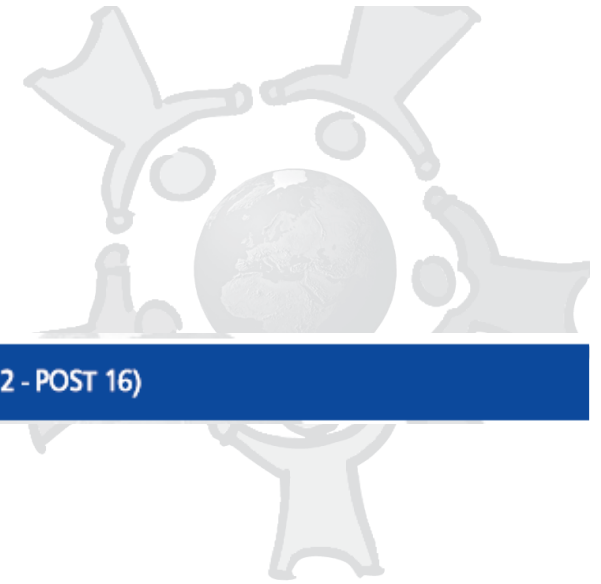
Wise men, Christmas Tree, Carols, Turkey, cards

What might a Christian think?





Discussion!!



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

Many RE lessons have engage and expression as discussion, but will it be remembered to use as the hook for next lesson?

Suggestion... write down 5! After every discussion write down five important points. This can be used as the next lesson's hook or a link to the next task. E.g. Find 2 people with a different point of view/suggestion/belief etc... write them down

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Agenda Item 6

Cyfarfod Cymdeithas CYSAGau Cymru, Hwlfordd, 8 Mawrth 2016
(11am – 3pm)

*Wales Association of SACREs meeting, Haverfordwest, 8 March 2016
(11am – 3pm)*

Yn bresennol/ Attendance

<p>Ynys Môn / Anglesey Bethan James Rheinallt Thomas</p> <p>Blaenau Gwent Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Vicky Thomas Edward Evans</p> <p>Caerffili/ Caerphilly Vicky Thomas</p> <p>Caerdydd / Cardiff Gill Vaisey Gillian James Kate Church</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry Meinir Wynne Loader Helen Gibbon Gwyneth Thomas</p> <p>Ceredigion Lyndon Lloyd</p> <p>Conwy</p>	<p>Sir Ddinbych / Denbighshire</p> <p>Sir y Fflint / Flintshire</p> <p>Gwynedd Bethan James</p> <p>Merthyr Tudful / Merthyr Tydfil Vicky Thomas Ernie Galsworthy</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Jen Malcolm</p> <p>Casnewydd / Newport Huw Stephens Vicky Thomas</p> <p>Sir Benfro / Pembrokeshire Mary Parry Huw George Emyr Phillips</p>	<p>Powys</p> <p>Rhondda Cynon Taf Gill Vaisey</p> <p>Abertawe / Swansea Vicky Thomas Rachel Bendall Alison Lewis</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 Janet Ingram- St David's Centre (Speaker) Siân Brooks- UWTSO (Speaker) Mrs Y Galsworthy</p>
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Cofnodion/ Minutes

<p>1. Cyflwyniad a chroeso / <i>Introduction and welcome</i></p> <p>Dechreuodd Edward Evans y cyfarfod drwy egluro y byddai ef yn Cadeirio'r cyfarfod yn absenoldeb Phil Lord, Cadeirydd CCYSAGau Cymru a Tania ap Sion, Cadeirydd CCYSAGauC newydd ymdeol.</p> <p>Croesawodd y Cyng. Huw George, Cadeirydd CYSAG Sir Benfro aelodau CCYSAGauC i Sir Benfro. Rhannodd glip fideo a oedd yn dangos golygfeydd o Sir Benfro o ddrôn, a grëwyd yn arbennig ar gyfer cyfarfod CCYSAGauC gan ddisgybl o ysgol leol. Roedd y disgybl wedi rhoi'r teitl <i>Paths for Pilgrims</i> ar y ffilm.</p> <p>2. Adfyfrio tawel / <i>Quiet reflection</i></p> <p>Diolchodd Edward i Huw George am y croeso a dywedodd air wrth yr aelodau am Sul y Mamau a phwysigrwydd rhannu ym mywydau pobl. Dyfynnodd Edward Evans eiriau'r bardd John Donne, 'No man is an island' a bu'r aelodau'n myfyrio ar y berthynas sydd gennym ag eraill, yn cynnwys ein perthynas â Duw ac â'n mamau.</p> <p>3. Ymddiheuriadau / <i>Apologies</i></p> <p>Phil Lord, Tania ap Sion, John Mitson, Tudor Thomas, Lynda Maddock, Andrew Pearce, Chris Abbas, Sharon Perry-Phillips, Neeta Singh Baicher, Sue Cave.</p> <p>4. Cofnodion y cyfarfod a gynhaliwyd yng Nglyn Ebwy, 25 Tachwedd 2015 / <i>Minutes of meeting held in Ebbw Vale, 25 November 2015 (t 10 eitem 9 sillafu December)</i></p> <p>Dywedodd Rheinallt Thomas fod angen rhoi'r enw Cymraeg am RE Ideas ar fersiwn Gymraeg y cofnodion, T4. Eitem 10. [Syniadau AG]</p> <p>Derbyniwyd y cofnodion fel cofnod cywir o'r</p>	<p>1. Cyflwyniad a chroeso / <i>Introduction and welcome</i></p> <p>Edward Evans began the meeting by explaining that he would be Chairing the meeting in the absence of both Phil Lord, Chair of WASACRE and Tania ap Sion, Immediate past Chair of WASACRE.</p> <p>Cllr Huw George, Chair of Pembrokeshire SACRE welcomed WASACRE members to Pembrokeshire. He shared a video clip showing views of Pembrokeshire from a drone, which had been created especially for the WASACRE meeting by a pupil from a local school. The pupil had called the film <i>Paths for Pilgrims</i>.</p> <p>2. Adfyfrio tawel / <i>Quiet reflection</i></p> <p>Edward gave thanks to Huw George for the welcome and shared some words with members about Mothering Sunday and the importance of sharing in peoples' lives. Edward Evans quoted the poet John Donne, saying, 'No man is an island' and members reflected on the relationships we have with others, including the relationship we have with God and our mothers.</p> <p>3. Ymddiheuriadau / <i>Apologies</i></p> <p>Phil Lord, Tania ap Sion, John Mitson, Tudor Thomas, Lynda Maddock, Andrew Pearce, Chris Abbas, Sharon Perry-Phillips, Neeta Singh Baicher, Sue Cave.</p> <p>4. Cofnodion y cyfarfod a gynhaliwyd yn Yr Ebbw Vales, 25 Tachwedd 2015 / <i>Minutes of meeting held in Ebbw Vale, 25 November 2015 (p10 item 9 spelling of December)</i></p> <p>Rheinallt Thomas pointed out that the Welsh name for RE Ideas needs translating on the Welsh part of the minutes, P4. Item 10.</p> <p>The minutes were accepted by members as a true</p>
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cyfarfod.

5. Materion yn codi / *Matters arising*

T3, eitem 5. *Arolwg Bagloriaeth Cymru*.
Cadarnhaodd Libby Jones ei bod wedi anfon arolwg Bagloriaeth Cymru ac AG i'r ysgolion, fod y nifer a'i dychwelodd wedi bod yn eithaf da a bod dal amser i ysgolion anfon rhai yn ôl yn hwyr. Roedd rhai aelodau'n poeni nad oedd yr arolwg yn mynd yn bellach na'r Penaethiaid, sy'n gwneud penderfyniad i beidio â'i lenwi gan eu bod o bosibl yn amheus o'i bwrpas. Tynnwyd sylw at bwysigrwydd cael cydlynwyr AG i lenwi'r arolwg fel y gallwn gyflwyno darlun mwy cywir i Lywodraeth Cymru a gallu cefnogi athrawon.

Gweithredu: Bydd Libby'n rhoi adborth ar ddadansoddiad o ganlyniadau'r arolwg yng nghyfarfod nesaf CCYSAGauC ym mis Mehefin.

T4, Eitem 10. *U.F.A. Syniadau AG*.
Cadarnhaodd Rheinallt Thomas fod fersiwn Saesneg Syniadau AG ar gael yn llawn erbyn hyn ar y Wefan. www.religious-education-wales.org/news/archive sy'n rhan o wefan Peniarth. Mae'r deunydd cyfrwng Cymraeg i gyd ar y wefan hefyd, ond mae'r cyfeiriad yn wahanol, sef: www.addysg-grefyddol-cymru.org/newyddion/archif. Mae yna 48 o themâu i gyd ac mae'r syniadau wedi dod gan amrywiaeth o athrawon o bob cwr o Gymru. Awgrymodd Rheinallt fod dolen yn cael ei gosod o wefan CCYSAGauC i wefan Peniarth a chadarnhaodd nad oes problem hawlfraint.

Gweithredu: RT i anfon fersiwn Gymraeg y cyfeiriad e-bost i LJ drwy e-bost.

T4, Eitem 10. *Dogfen Ganllaw Esgusodi o AG*.
Mae Gill Vaisey wedi cyflwyno'r ddogfen ddrafft i PYCAG a bydd yn derfynol erbyn mis Mai 2016. Os oes gan yr aelodau unrhyw beth

record of the meeting.

5. Materion yn codi / *Matters arising*

P3, item 5. *Welsh Baccalaureate survey*. Libby Jones confirmed that she had sent out the Welsh Baccalaureate and RE survey to schools, that the return had been quite good and that there was still time for schools to send in any late returns. Some members were concerned that the survey wasn't getting past Headteachers, who are taking the decision not to fill it in as they may feel threatened by its purpose. The importance of RE coordinators completing the survey was highlighted so that we can present a truer picture to Welsh Government and be able to support teachers.

Action: Libby will give feedback on the analysis of the survey results at the next WASACRE meeting in June.

P4, Item 10. *A.O.B. RE Ideas*. Rheinallt Thomas assured members that the English version of RE Ideas is now fully available on the Website. www.religious-education-wales.org/news/archive which forms part of the Peniarth website. The Welsh medium material is all on the website too, but the web address is different, it is: www.addysg-grefyddol-cymru.org/newyddion/archif. There are 48 themes in all and the ideas have come from a variety of teachers from across Wales. Rheinallt suggested a link from the WASACRE website to the Peniarth website and confirmed that they are not subject to copyright.

Action: RT to email welsh version of website address to LJ.

P4, Item 10. *Withdrawal from RE Guidance document*. Gill Vaisey has presented the draft document at NAPfRE which will become final by May 2016. If members have anything to share

i'w rannu â Gill i'w ychwanegu at y ddogfen o safbwynt astudiaethau achos, dylid eu hanfon at Gill yn yr wythnos neu ddwy nesaf. Bydd y ddogfen ar gael i CYSAG wedi iddi gael ei chwblhau.

T9, Eitem 8. *Manylebau TGAU diwygiedig ar gyfer Astudiaethau Crefyddol*. Bydd CYSAG Ceredigion yn ysgrifennu at Lywodraeth Cymru i ofyn am adolygiad o strwythur cyrsiau TGAU Astudiaethau Crefyddol ac i dynnu sylw at yr angen i gynnwys cyrsiau AC sydd yn berthnasol i bobl ifanc wrth ystyried swyddi, er enghraifft yn y proffesiynau gofal megis nyrsio a gofal cymunedol. Yn y drafodaeth a ddilynodd gwnaed y pwyntiau canlynol: Mae'n bwysig sicrhau fod safonau AC yn gyffelyb i safonau pynciau eraill TGAU; gallai cael un fanyleb AS yn hytrach na dwy achosi problemau i AC statudol CA4 a/neu AG dewisol, bydd PYCAG yn ysgrifennu at CBAC i ofyn am gyfarfod er mwyn trafod hyn ymhellach; pryder am ysgolion yn dwyn amser o AC ar gyfer cynlluniau eraill fel Bagloriaeth Cymru gydag apêl i athrawon roi gwybod i CYSAGau am unrhyw wasgu ar amser AC; ar hyn o bryd nid oes bwrsariaethau yng Nghymru i fyfyrwyr TAR AC ac mae llai o fyfyrwyr ôl-raddedig yn gwneud yr hyfforddiant hwn nag a oedd yn y gorffennol.

Gweithredu: LJ i roi gwybod i CCYSAGauC am y trafodaethau rhwng PYCAG a CBAC. LJ i roi bwrsariaethau TAR AC ar agenda'r cyfarfod nesaf â Llywodraeth Cymru.

T8. Eitem 7. *Cynhadledd Addoli ar y Cyd*. Mewn ymgynghoriad â Llywodraeth Cymru, mae CCYSAGauC wedi penderfynu peidio â threfnu cyfarfod gydag Alison Mawhinney ac academyddion eraill sydd ynghlwm â'r Gynhadledd Addoli ar y Cyd ar hyn o bryd.

Mae CYSAG Ceredigion wedi cysylltu â phob ysgol yn yr ALL i atgyfnerthu'r angen am addoli

with Gill to add to this document in terms of case studies please can they send them to Gill within the next couple of weeks. The document will be made available to SACRE once it is complete.

P9, Item 8. *Revised GCSE Specifications for Religious Studies*. Ceredigion SACRE will be writing to Welsh Government to request a review of the structure of Religious Studies GCSE courses and to highlight the need for the content of RS courses to be geared towards young people getting jobs, for example in the caring professions like nursing and community care. A discussion ensued and the following points were made: It is important to ensure that standards in RS have parity with other GCSE subjects; having only one RS specification rather than two could cause problems for KS4 statutory RE and/or optional RS, NAPfRE will be writing to WJEC to ask for a meeting to discuss this issue further; concern over schools taking time away from RS for other initiatives like Welsh Baccalaureate with a plea made to teachers to keep SACREs informed of any squeeze on RS time; there are currently no bursaries in Wales for RS PGCE students and that fewer post graduate students from Wales are taking up this training than in the past.

Action: LJ to keep WASACRE informed regarding discussions between NAPfRE and WJEC. LJ to put RS PGCE bursaries on the agenda for the next meeting with Welsh Government.

P8. Item 7. *Collective Worship conference*. In consultation with Welsh Government, WASACRE has decided not to pursue a meeting with Alison Mahwinney and other academics involved in the Collective Worship Conference at this time.

Ceredigion SACRE has contacted all schools in the LA to reinforce the need for worship during

ar y cyd yn ystod amser gwasanaeth ac na ddylid defnyddio'r amser hwn i bethau eraill. Mae Addoli ar y Cyd wedi cael ei drafod gan PYCAG a phenderfynodd y grŵp chwilio am enghreifftiau o arfer da i'w rhoi ar wefan CCYSAGauC er mwyn helpu ysgolion yn hyn o beth.

Codwyd hefyd y mater o gynrychiolaeth i'r Dyneiddwyr ar CYSAG a dysgu Dyneiddiaeth mewn ysgolion. Nid yw dyneiddwyr yn grŵp crefyddol ac felly ni allant fod ar Bwyllgor A, ond gall cynrychiolydd Dyneiddiol fod ar CYSAG fel aelod cyfetholedig, fel sydd eisoes yn digwydd mewn rhai CYSAGau. Cyfeiriwyd at agenda *Respect* o safbwynt rhai unigolion nad ydynt yn dangos parch i Gristnogaeth, a byddai hynny'n achosi problemau. Yn y pen draw CYSAGau unigol ddylai benderfynu ac mae'n dibynnu'n fawr ar y cyfraniad y gall y cynrychiolydd unigol ei wneud i CYSAG. Cadarnhawyd hefyd fod Dyneiddiaeth ar y fanyleb TGAU Astudiaethau Crefyddol newydd.

T10. Eitem 8. *Manylebau TGAU diwygiedig*. Cadarnhaodd Libby Jones na fyddai manyleb newydd TGAU Astudiaethau Crefyddol yn dechrau tan fis Medi 2017.

6. Cyflwyniad PYCAG/ *NAPfRE presentation*:

Siân Brooks, Tiwtor TAR, Prifysgol Cymru y Drindod Dewi Sant. 'Cymhwysedd Digidol'/ Siân Brooks, PGCE Tutor USWTSD '*Digital Competence*'

Mae copi o'r cyflwyniad hwn ar gael ar wefan CCYSAGauC.

Diolchodd Bethan James, Cadeirydd PYCAG, i Siân am gyflwyniad diddorol ac addysgiadol a thynnodd sylw at yr angen am ddarllen beirniadol wrth ddatblygu cymhwysedd digidol, a all ac sydd yn cael ei ddatblygu drwy AG. Roedd CYSAG Ceredigion yn pryderu y gallai

assembly time and that this should not be used for other matters. Collective worship has been discussed by NAPfRE and the group were resolved to find examples of good practice in a secondary school to put on the WASACRE website in order to support school in this area.

Humanist representation on SACRE and the teaching of Humanism in school was also raised. Humanists are not a religious group and therefore cannot be on Committee A, but a Humanist representative can be on SACRE as a co-opted member, as already happens in some SACREs currently. The Respect Agenda was referenced with regard to certain individuals not showing respect for Christianity, which would cause problems. Ultimately it is up to each individual SACRE to decide and largely depends on the contribution the individual representative can make to SACRE. It was also confirmed that Humanism is on the new GCSE RS specification.

P10. Item 8. *Revised GCSE specifications*. Libby Jones confirmed the deferment of the New RE specification for GCSE RS until September 2017.

6. Cyflwyniad NAPfRE/ *NAPfRE presentation*:

Siân Brooks, PTAR Tiwtor USWTSD. 'Cymhwysedd Digidol'/ Siân Brooks, PGCE Tutor USWTSD '*Digital Competence*'

A copy of this presentation is available on the WASACRE website.

Bethan James, Chair of NAPfRE thanked Siân for an interesting and informative presentation and highlighted the need for critical reading when developing digital competence, which can be and already is being developed through RE. Ceredigion SACRE raised the concern of the risk that writing and communication skills would be

sgiliau ysgrifennu a chyfathrebu gael eu llesteirio drwy geisio datblygu cymhwysedd digidol. Pwysleisiodd Siân fod cyfle i ddal y drafodaeth mewn AG drwy gymhwysedd digidol, sy'n aml yn mynd ar goll ar ddiwedd gwrs, a bod honno'n bendant yn ymwneud â llafaredd yn hytrach nag ysgrifennu. Codwyd problem diffyg cyllid, yn enwedig mewn ysgolion uwchradd, i alluogi sicrhau fod adnoddau digidol ar gael ym mhob ystafell ddosbarth i wneud i hyn weithio.

Gweithredu: Siân i anfon y dolenni o'r cyflwyniad i Libby.

Janet Ingram, Swyddog Addysg a Phererindod, Tŷ'r Pererin, esgobaeth Dewi Sant/ *Janet Ingram, Education and Pilgrimage officer, Tŷ'r Pererin, Diocese of St. David*

Mae copi o'r cyflwyniad hwn ar gael ar wefan CCYSAGauC.

Diolchwyd i Janet Ingram am ei chyflwyniad ysbrydoledig. Dywedodd Rachel Bendall fod ar fyfyrwyr TAR Cynradd angen y math hwn o hyfforddiant. Cadarnhaodd Janet Ingram nad yw'r cyflwyniad wedi cael ei rannu eto ag Esgobaethau eraill yng Nghymru. Awgrymwyd y gallai Tŷ'r Pererin ofyn i Hwb roi adnoddau ar-lein er mwyn cyrraedd cynulleidfa ehangach ac fel bod mwy o ysgolion yn elwa ar y prosiect. Pwysleisiodd Janet mai dysgu drwy brofiad yw hanfod yr adnodd hwn.

7. Diweddariadau/*Up-dates*:

Cysylltiadau a chyfarfodydd Llywodraeth Cymru/ *Welsh Government contacts and meetings* – Libby Jones

Darllenodd Libby'r nodiadau o'r cyfarfod a oedd yn cynnwys y canlynol: llawlyfr proffil y Cyfnod Sylfaen; diweddariad ar Adolygiad y Cwricwlwm; Adolygiad o'r ddeddfwriaeth AG bresennol; cynhadledd Addoli ar y Cyd; TGAU /

hampered by the development of digital competence. Siân emphasised the opportunity for capturing the debate in RE through digital competence, which is often lost at the end of the lesson, and that is very much about oracy, rather than writing. The issue of lack of funding was raised, especially in secondary schools, in order to enable digital resources to be available in all classrooms to make this work.

Action: Siân will send all the links from the presentation to Libby.

Janet Ingram, Swyddog Addysg a Phererindod, Tŷ'r Pererin, esgobaeth Dewi Sant/ *Janet Ingram, Education and Pilgrimage officer, Tŷ'r Pererin, Diocese of St. David*

A copy of this presentation is available on the WASACRE website.

Janet Ingram was thanked for her inspiring presentation. Rachel Bendall commented that Primary PGCE students need this type of training; Janet Ingram was able to confirm that the presentation has not yet been shared with other Diocese in Wales. It was suggested that Tŷ'r Pererin could reach out to Hwb to put resources online to enable a wider audience and more schools benefitting from the project. Janet emphasised that experiential learning is the key to this resource.

7. Diweddariadau/*Up-dates*:

Cysylltiadau a chyfarfodydd Llywodraeth Cymru/ *Welsh Government contacts and meetings* – Libby Jones

Libby read out the notes from the meeting which included the following: Foundation Phase profile handbook; Curriculum Review update; Review of current RE legislation; Collective Worship conference; RE GCSE / A' level; Welsh

Lefel A AG; y gofyn gan Lywodraeth Cymru i gyhoeddi pob un o adroddiadau CYSAG; Diweddarau'r ddogfen canllaw absenoldeb Gwyliau Crefyddol ar gyfer 2016/17.

Codwyd y pwyntiau canlynol gan yr aelodau.

Cais Llywodraeth Cymru i CCYSAGauC ddiweddarau dyddiadau gwyliau crefyddol ar y Canllawiau ar gyfer Presenoldeb yn yr Ysgol a Gwyliau Crefyddol 2016. Cododd Vicky Thomas y cwestiwn o atebolrwydd a chytunodd yr aelodau y dylai Libby gael sgwrs â'i chydweithwyr yn Llywodraeth Cymru ac os yw hi'n amhosibl i LIC ei wneud, yna mae CCYSAGauC yn fodlon.

Cytunwyd y byddai CCYSAGauC yn ysgrifennu at y gwahanol bleidiau gwleidyddol i ofyn am eu safbwynt ar Addysg Grefyddol a DACW mewn ysgolion, gofyn a fyddent yn glynu at y trefniadau deddfwriaethol presennol pe bai cwricwlwm newydd yn cael ei gyflwyno.

Gweithredu: LJ i gysylltu â'r Pleidiau ac anfon yr atebion i'r CYSAGau.

Cyngor Addysg Grefyddol Cymru a Lloegr/
Religious Education Council for England and Wales– Gill Vaisey

Nid oedd dim byd newydd neu fater brys i adrodd amdano. Mae'r cyfarfod nesaf ar 12 Mai yn Llundain ac mae Gill Vaisey'n gobeithio bod yn bresennol.

Cyfarfod y Fforwm Ffydd/*Faith Forum meeting*
– Phil Lord (cyflwynwyd gan Libby Jones)

Darllenodd Libby Jones y nodiadau a wnaed gan Phil Lord yn y cyfarfod. Roedd hi'n amlwg gan Manon Jones nad oedd penderfyniad wedi'i wneud eto ynglŷn â newid natur CYSAG. Mynegwyd pryder am AG yn cael ei dysgu o fewn maes Dysgu a Phrofiad y Dyniaethau a sut byddai AG yn cymryd ei lle yn y cwricwlwm

Government requirement to publish all SACRE reports; Updating the Religious Festival absence guidance document for 2016/17.

The following points were raised by members.

Welsh Government request for WASACRE to up-date the religious festival dates on the WG School Attendance and Religious Festivals Guidance 2016. Vicky Thomas raised the issue of accountability and members agreed that Libby should have a conversation with WG colleagues and if it is impossible for WG to do it then WASACRE will.

It was agreed that WASACRE writes to various political parties to request their standpoint on Religious Education and DACW in schools, ask if they would adhere to the present legislative arrangements should a new curriculum be put forward.

Action: LJ will contact the Parties and send the replies to SACRES.

Cyngor Addysg Grefyddol Cymru a Lloegr/
Religious Education Council for England and Wales– Gill Vaisey

There was nothing new or urgent to report only that the next meeting is on 12 May in London. Gill Vaisey hopes to attend.

Cyfarfod y Fforwm Ffydd/*Faith Forum meeting*
– Phil Lord (delivered by Libby Jones)

Libby Jones read out the notes made by Phil Lord at the meeting. It was apparent from Manon Jones that no decision has been made as yet to change the nature of SACRE. Concern was raised regarding RE being taught within the Humanities area of Learning and Experience and how RE would sit together in the curriculum

ochr yn ochr â Hanes a Daeryddiaeth, gydag AG yn cael ei chytuno arni'n lleol gan y CYSAGau.

Pryderon eraill a godwyd oedd bod rhai ysgolion yn glastwreiddio cyfleoedd ein pobl ifanc gyda Bagloriaeth Cymru a rhifedd a llythrennedd. Hefyd nad yw Rhanddeiliaid (megis CCYSAGauC) yn gallu cymryd rhan yng nglo mân cynllunio'r cwricwlwm. Felly a allai CYSAGau unigol ddefnyddio'u harbenigedd i weithio gydag ysgolion arloesi ar ddatblygu'r cwricwlwm Dyniaethau ac AG newydd? Dywedodd Edward Evans mai dyma oedd diben CYSAGau. Sicrhawyd yr aelodau fod hyn yn digwydd yn y cefndir drwy PYCAG sydd â chynrychiolwyr o wahanol GYSGAau. Diolchwyd i Phil am yr adroddiad ac i Huw am ei gyfraniadau.

Dywedodd Gill y dylid ymbwyllo ac atgoffodd yr aelodau am y camgymeriadau a wnaed gyda dogfen y Cyfnod Sylfaen. Pwysodd ar CCYSAGAuC i ddsygu o'r profiad hwnnw. Os nad yw Llywodraeth Cymru yn siŵr sut mae AG yn eistedd o fewn y cwricwlwm cenedlaethol, efallai fod angen i ni fod yn glir ynghylch beth rydym eisiau a rhoi mwy o feddwl iddo.

Gweithredu: LJ i roi 'AG a'i lle yn y cwricwlwm newydd' yn eitem agenda yn y cyfarfod nesaf.

Adolygiad Cwricwlwm / *Curriculum Review*-
Libby Jones

Bydd Rhwydwaith yr Ysgolion Arloesi yn cymryd rhan flaenllaw yng nghynllunio'r cwricwlwm newydd a threfniadau asesu gyda chynghor a chefnogaeth arbenigol. Bydd y Grŵp Rhanddeiliaid Strategol Cwricwlwm i Gymru yn cynnig her, cefnogaeth a chynghor wrth i ni weithio gyda'n gilydd i ddatblygu'r cwricwlwm newydd. Mae CCYSAGauC yn rhan o'r Grŵp Rhanddeiliaid Strategol hwn. Ni nodwyd hyd

with History and Geography, with RE being agreed locally by SACREs.

Other concerns raised were that some schools are dumbing down the opportunities of our young people with Welsh Baccalaureate and numeracy and literacy. Also that Stakeholders (such as WASACRE) cannot get involved in the nitty gritty of curriculum planning. Therefore could individual SACREs use their expertise to work with pioneer schools on the development of the new curriculum for Humanities and RE? Edward Evans commented that this is the purpose of SACREs. Members were assured that this is happening in the background through NAPfRE which has representatives from different SACREs on it. Thanks were given to Phil for the report and Huw for his contributions.

Gill Vaisey offered a reflection and reminded members of mistakes made with the Foundation Phase document. Gill urged WASACRE to learn from that experience. If Welsh Government is not clear how RE sits within the national curriculum maybe we need to be clear what we want and we need to give it more thought.

Action: LJ to make 'RE and its place within the new curriculum' an agenda item for the next meeting.

Adolygiad Cwricwlwm / *Curriculum Review*-
Libby Jones

The Pioneer Schools Network will be at the forefront of designing the new curriculum and assessment arrangements with expert advice and support. The Curriculum for Wales Strategic Stakeholder Group will provide challenge, support and advice as we work together to develop the new curriculum. WASACRE form part of this Strategic Stakeholder Group. The Pioneer Schools focussing on Humanities have

yma pa Ysgolion Arloesi fydd yn canolbwyntio ar y Dyniaethau, ond wedi i hynny ddigwydd, bydd Manon Jones, Pennaeth Cynllunio a Datblygu meysydd Dysgu a Phrofiad y Dyniaethau yn trafod gyda PL ac LJ y rhan y gallai CCYSAGauC ei chwarae yn y broses ddatblygu. Bydd rhai arbenigwyr yn gweithio gyda'r Arloeswyr i ddatblygu cwmpas a chynnwys y Maes Dysgu a Phrofi tra bydd eraill yn darparu sicrhad ansawdd. Mae Llywodraeth Cymru yn ymwybodol na ddylai'r rheiny sy'n darparu sicrhad ansawdd gymryd rhan lawn yn y gwaith datblygu er mwyn sicrhau proses effeithiol.

8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 4 Chwefror 2016/ *Report from the Executive Committee held on 4 February 2016*

Gofynnodd VT am eglurhad ar y swyddi ar y Pwyllgor Gwaith. Cadarnhaodd LJ fod 3 swydd ar gael ynghyd â swydd yr Is Gadeirydd. Cadarnhawyd hefyd y gall aelod gael ei enwebu i'r ddau a dywedodd Edward Evans fod angen i bob pwyllgor gael ei gynrychioli.

9. Gohebiaeth /*Correspondence*

Dim na thrafodwyd yn barod yn y cyfarfod.

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

Siaradodd Mary Parry â'r aelodau am y problemau sy'n gysylltiedig ag *Incerts*, sef offeryn tracio asesu masnachol a ddefnyddir gan nifer o ysgolion yng Nghymru. I bob pwnce arall heblaw AG mae'r disgrifiadau lefel o fewn y rhaglen yn briodol i Gymru. Ond, ar gyfer AG, mae'n rhaid i'r athro ddewis y set addas o ddisgrifiadau lefel i'w defnyddio yn eu lleoliad nhw. Bu hyn yn ddryslyd i rai athrawon ac mae yna bryder nad yw rhai ysgolion yn defnyddio'r disgrifiadau lefel o'r Fframwaith Enghreifftiol ar

not been identified yet, but once they have been Manon Jones, Head of Areas of Learning and Experience Design and Development for Humanities will discuss with PL and LJ the role WASACRE could play in the development process. Some experts will work with the Pioneers to develop the scope and content of the Area of Learning and Experience while others will provide quality assurance. Welsh Government is mindful that those providing quality assurance should not be fully involved in the development work to ensure an effective process.

8. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 4 Chwefror 2016/ *Report from the Executive Committee held on 4 February 2016*

VT asked for clarification of the Executive positions. LJ confirmed that there are 3 positions available plus the position of Vice Chair. It was also confirmed that a member can be nominated for both and Edward Evans raised the need for coverage of all committees.

9. Gohebiaeth /*Correspondence*

None that had not already been dealt with in the meeting.

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

Mary Parry spoke to members about the issues relating to *Incerts* which is a commercial assessment tracker used by many schools in Wales. For all other subjects apart from RE the level descriptions within the program are appropriate for Wales. However, for RE the teacher has to choose the appropriate set of level descriptions to use for their setting. This has proved confusing for some teachers and there is concern that some schools are not using the level descriptions from the Exemplar Framework for RE which has been adopted by all 22 SACREs in

gyfer AG, a fabwysiadwyd gan y 22 CYSAG yng Nghymru fel rhan o'u Maes Llafur Cytûn, felly'n gwneud y lefelau yn statudol. Mae PYCAG wedi gofyn i CCYSAGauC ysgrifennu at Lywodraeth Cymru i ofyn iddynt gymeradwyo'r datganiad canlynol 'Mae'r 22 Awdurdod Lleol yng Nghymru wedi mabwysiadu deilliannau a disgrifiadau lefel Fframwaith Enghreifftiol Genedlaethol ar gyfer Addysg Grefyddol Llywodraeth Cymru ac felly y rhain yw'r gofynion asesu statudol i bob ysgol a gynhelir yng Nghymru. Cytunodd pob aelod oedd yn bresennol â hyn.

Gweithredu- LJ i ysgrifennu at Lywodraeth Cymru i ofyn iddynt gymeradwyo'r datganiad hwn. Yn dilyn hyn, gellid anfon llythyr i *Incerts* a Rheolwr-Gyfarwyddwyr y 4 consortiwm yng Nghymru i dynnu eu sylw at y broblem ac i gadarnhau'r datganiad.

11. Dyddiad y cyfarfod nesaf / *Date for next meeting*: Haf, 23 Mehefin 2016, Sir Ddinbych / *yn y Summer, 23 June 2016, Denbighshire In Rhyl.*
12. Dyddiadau cyfarfodydd yn y dyfodol / *Future meeting dates*: Hydref, 18 Tachwedd, 2016 Sir Gaerfyrddin / *Autumn, 18 November 2016, Carmarthenshire*; Gwanwyn 2017, Sir Fynwy / *Spring 2017, Monmouthshire. 17 March in Usk.*

Wales as part of their Agreed Syllabus, which therefore makes the levels statutory. NAPfRE requested that WASACRE writes to Welsh Government to ask them to endorse the following statement. *'All 22 local authorities in Wales have adopted the outcomes and level descriptions of the Welsh Government National Exemplar Framework for RE and therefore these are the statutory assessment requirements for all maintained schools in Wales'*. All members present agreed.

Action- LJ will write to Welsh Government to request an endorsement of this statement. Following this a letter could be sent to INCERTS and the Managing Directors of the 4 consortia in Wales to alert them to the issue and to confirm the statement.

11. Dyddiad y cyfarfod nesaf / *Date for next meeting*: Haf, 23 Mehefin 2016, Sir Ddinbych / *Summer, 23 June 2016, Denbighshire In Rhyl.*
12. Dyddiadau cyfarfodydd yn y dyfodol / *Future meeting dates*: Hydref, 18 Tachwedd, 2016 Sir Gaerfyrddin / *Autumn, 18 November 2016, Carmarthenshire*; Gwanwyn 2017, Sir Fynwy / *Spring 2017, Monmouthshire. 17 March in Usk.*

Agenda item 6 (ii)

WG Curriculum Review Up-Date May 2016:

The curriculum reform team have shared the attached plan.

The work developing the Areas of Learning and Experience (AoLEs) outlined in Successful Futures will begin later in the year. We will be establishing working groups of Pioneers to lead the design and development of each AoLE and it will be during this second phase that we will be engaging with experts and stakeholders with subject specific interests to inform their work.

<http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/?lang=en>

As you may know, 106 Pioneer Schools have been appointed to focus on curriculum design and development. Working with Welsh and international experts, they will be designing the new curriculum and assessment arrangements for Wales. After a period of induction, they have recently begun their work designing the new curriculum framework. We have established four working groups of Pioneers, focussing on:

- Assessment and progression;
- Cross-curriculum responsibilities;
- Enrichment and experiences; and
- Welsh dimension, international perspective and wider skills.

At the moment, we hope to meet the AoLE groups before the end of the summer term for an induction meeting or event but this is yet to be confirmed.

I hope you find this useful for the time being and would suggest we aim to give you another update in the next couple of months.

Curriculum reform

Share

Last updated 05 April 2016

A new curriculum for Wales will be developed with education professionals across Wales with the aim of it being available to settings and schools by September 2018.

Schools will have some flexibility in determining how and when they begin first teaching of the new curriculum. Our ambition is that by 2021 settings and schools will be using the new curriculum to underpin teaching and learning for children and young people aged 3-16. A [New Deal for the Education Workforce](#) will equip education professionals to deliver the new curriculum.

4 purposes

The 4 purposes will be at the heart of our new curriculum. They will be the starting point for all decisions on the content and experiences developed as part of the curriculum to support our children and young people to be:

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

Key elements

The new curriculum will include:

- 6 Areas of Learning and Experience from 3 to 16
- 3 cross curriculum responsibilities: literacy, numeracy and digital competence
- progression reference points at ages 5, 8, 11, 14 and 16

- achievement outcomes which describe expected achievements at each progression reference point.

The curriculum will be organised into 6 Areas of Learning and Experience:

- Expressive arts
- Health and well-being
- Humanities (including RE which should remain compulsory to age 16)
- Languages, literacy and communication (including Welsh, which should remain compulsory to age 16, and modern foreign languages)
- Mathematics and numeracy
- Science and technology (including computer science).

Timeline

Below we set out the high level key milestones.

2015 - 2016: Pioneer Network established

2015 - 2018: Design and development phase of the new curriculum

July 2016: All New Deal Pioneer Schools will have developed their individual action plans

September 2016: Digital Competence Framework available

2017 - 2021: Practical support to schools to prepare for the new curriculum

July 2018: Nationally, a consistent professional learning offer will be available to all practitioners across Wales

September 2018: New curriculum and assessment arrangements available

September 2021: New curriculum and assessment arrangements in place

A plan for designing and developing the new curriculum and assessment framework has been developed in collaboration with Pioneer Schools and key stakeholders.

Presentation

[Curriculum reform: summary - April 2016](#) (File size: 2.7MB)

Videos

A video of [pupils' questions to Professor Donaldson](#) at Ysgol Gyfun Plasmawr is now available on YouTube.

A video of the [Education Minister's message to teachers about the New Curriculum for Wales](#) is now available on YouTube.

Contact us

Email: Curriculumforwales@wales.gsi.gov.uk

DOCUMENT DOWNLOAD



[A curriculum for Wales – a curriculum for life](#) (File size: 1.1MB)



[Poster: The four purposes of the curriculum for Wales](#) (File size: 134KB)



[List of Pioneer schools](#) (File size: 240KB)



[Plan for curriculum and assessment design and development](#)
(File size: 320KB)