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CYNGOR SIR
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ISLE OF ANGLESEY
COUNTY COUNCIL

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RHYBUDD O GYFARFOD	NOTICE OF MEETING
CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG)	STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)
DYDD GWENER, 28 MEHEFIN 2013 am 2.00 o'r gloch yn prynhawn	FRIDAY, 28 JUNE 2013 at 2.00 pm
YSFTAFELL BWYLLGOR 1, SWYDDFEYDD Y CYNGOR, LLANGFN	COMMITTEE ROOM 1, COUNCIL OFFICES, LLANGFN
Swyddog Pwyllgor	Ann Holmes 01248 752518 Committee Officer

MEMBERS

Cynghorwyr / Councillors:

Jim Evans, W.T.Hughes, Gwilym O.Jones, R.Llewelyn Jones, Alun Mummery, Dylan Rees

Yr Enwau Crefyddol / Religious Denominations

Gwag/Vacant (Yr Eglwys yng Nghymru/The Church in Wales), Gwag/Vacant (Yr Eglwys Babyddol/The Catholic Church), Stephen Francis Roe (Yr Eglwys Fethodistaidd/The Methodist Church), Mr Rheinallt Thomas (Yr Eglwys Bresbyteraidd/Presbyterian Church of Wales), Mrs Catherine Jones (Undeb y Bedyddwyr/The Baptist Union of Wales), Yr Athro Euros Wyn Jones (Undeb yr Annibynwyr Cymraeg/Union of Welsh Independents)

Athrawon/Teachers

Mefys Edwards (Ysgol Syr Thomas Jones), Alison Jones (Ysgol Parch.Thomas Ellis), Bethan Ll.Jones (Ysgol y Graig), Mr Martin Wise (Ysgol Uwchradd Caergybi/Holyhead High School)

Aelodau Cyfetholedig/Co-Opted Members

Mrs Helen Roberts (Prifysgol Bangor University)
Y Parch./Rev. Elwyn Jones (Cyngor yr Ysgolion Sul/Sunday Schools Council)

AGENDA

1 CHAIRPERSON

To elect a Chairperson for the SACRE.

2 VICE-CHAIRPERSON

To elect a Vice-Chairperson for the SACRE.

(Current Vice-Chairperson – Mr Rheinallt Thomas, Presbyterian Church of Wales)

3 DECLARATION OF INTEREST

To receive any declaration of interest by any Member or Officer in respect of any item of business.

4 MINUTES (Pages 1 - 6)

To present the minutes of the previous meeting of the SACRE held on 13th March, 2013.

5 ANGLESEY SACRE ANNUAL REPORT 2011/12 (Pages 7 - 26)

To present the definitive version of the 2011/12 Annual Report.

6 RELIGIOUS EDUCATION STANDARDS AND COLLECTIVE WORSHIP

The Education Officer to report.

7 HOW CAN THE SACRE FULFIL ITS RESPONSIBILITIES IN FUTURE (Pages 27 - 28)

To present a report by the Education Officer.

8 WALES ASSOCIATION OF SACRES (WASACRE) (Pages 29 - 50)

- To present the minutes of the meeting of the WASACRE held on 22nd March, 2013 in Newport and associated papers.
- To receive feedback from the WASACRE meeting held in Caernarfon on 19th June, 2013.

9 REVIEW OF THE LOCAL AGREED SYLLABUS

The Education Officer to report.

10 HANDBOOK FOR SACRE MEMBERS (Pages 51 - 62)

Information enclosed.

11 NEXT MEETING OF THE SACRE

Tuesday, 8th October, 2013 at 2:00 p.m.

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
(SACRE)**

Minutes of the meeting held on 13 March, 2013

- PRESENT:** Councillor E.G.Davies (Chair)
- The Education Authority**
- Councillor Alun Mummery
- Religious Denominations**
- Mr Rheinallt Thomas (Presbyterian Church of Wales) (Vice-Chair)
Mrs Catherine Jones (The Baptist Union of Wales)
Professor Euros Wyn Jones (Union of Welsh Independents)
- Teacher Representatives**
- Alison Jones (Ysgol Parch.Thomas Ellis)
Bethan Ll.Jones (Ysgol y Graig)
- Rev.Elwyn Jones (Co-opted Member)
- IN ATTENDANCE:** Mr Gary Jones (Primary Education Officer)
Miss Bethan James (Humanities Advisor)
Ann Holmes (Committee Officer)
- APOLOGIES:** Stephen Francis Roe, Mefys Edwards
-

The Chair welcomed all those present to this meeting of the Anglesey Standing Advisory Council on Religious Education.

1 DECLARATION OF INTEREST

No declaration of interest was received.

2 MINUTES

The minutes of the previous meeting of the SACRE held on 9th October, 2012 were presented and confirmed as correct.

Arising thereon –

- The Chair extended a warm welcome to Mrs Alison Jones and Mrs Bethan Jones to their first meeting of the SACRE. The Primary Education Officer informed the SACRE's Members that Mrs Alison Jones and Mrs Bethan Jones were present as the nominated representatives of primary head teachers and primary school teachers on Anglesey respectively and that there was also a substitute representative should either nominee be unable to attend a meeting of the SACRE. Furthermore Mrs Mefys Edwards had been confirmed as the secondary teachers' representative and Mr Martin Wise remained as the representative of secondary Head teachers.
- The Committee Officer confirmed that no feedback had been received from either the Church in Wales or the Roman Catholic Church in terms of their providing the name of a nominee to serve on the SACRE; therefore these two Church places on the Council remain unfilled.
- The Humanities Advisor updated the SACRE in respect of her contact with Holyhead Secondary School and Ysgol Uwchradd Bodedern since the previous meeting of the SACRE

in accordance with the resolutions under item 4 of the minutes. She described the nature of the support provided to the former including by way of the provision of the Agreed Syllabus, KS2 and KS3 guidance as well as information regarding the legal status of RE as a subject, and learning resources. WASACRE had also since arranged a training session for KS3 teachers of Religious Education on conducting assessments and planning classroom work and learning activities. Ysgol Uwchradd Bodedern had addressed the issue arising from the school's submission of an RE portfolio to the external moderator in relation to understanding the level characteristics and had adapted its work plan accordingly.

- With regard to school self-evaluations, the Primary Education Officer informed the SACRE that Ysgol Corn Hir had agreed that its own school self-evaluation of Religious Education could be used anonymously as an exemplar for other schools in formulating their own self-evaluations. Since the previous meeting of the SACRE, one further school self-evaluation from Ysgol Brynsiencyn has been received although three remain outstanding. The Officer provided the SACRE's Members with a synopsis of the contents of Ysgol Brynsiencyn's self-evaluation by reference to the school's attention to moral aspects; the provision of opportunities for pupils to meditate and to participate in concerts etc. and the attendance and participation of the local Vicar and Minister at morning services and annual Christmas Service. In addition the school conducts an annual baptism service.

The Chair observed that he was disappointed by the non-response of the other three schools whose self-evaluations had not been available to the SACRE at this meeting. The Primary Education Officer said that he would pursue the matter. The SACRE'S Members were agreed in emphasising their primary role as one of monitoring standards of Religious Education and collective worship within the Island's schools and that the only means currently at their disposal to be able to fulfil this responsibility is by scrutinising the self-evaluations provided by schools. The non-presentation of self-evaluations is therefore not acceptable.

The Humanities Advisor suggested that the sample of a self-evaluation report which she had presented at the SACRE's October, 2012 meeting along with the pattern provided by Ysgol Corn Hir could be sent to the three schools in question as a brief model of what they could submit as an illustration of RE provision at their schools.

It was resolved to note the information presented.

ACTION ARISING: Primary Schools Officer to contact the three schools whose self-evaluation reports remain outstanding to ascertain their availability, and to forward to those schools for illustrative purposes, the model self-evaluation report prepared by the Humanities Advisor and the example provided by Ysgol Corn Hir.

- The Humanities Advisor informed the SACRE's Members that the Thematic Review of Religious Education which Estyn was preparing to conduct as reported to the previous meeting had now taken place and that the focus of the review had been KS4 and KS5. No school from within Gwynedd or Anglesey had been called upon as part of the review.

3 RELIGIOUS EDUCATION STANDARDS

A report by the Primary Education Officer in respect of those schools inspected during the 2012 autumn term was presented for the SACRE's consideration. The report provided a summary of the commentary within the Estyn reports pertaining to moral and spiritual development and activities and provision for collective worship at Ysgol Cemaes; Ysgol Llanbdergoch and Ysgol y Tywyn. The Officer confirmed that there were no recommendations arising within the reports concerning Religious Education/collective worship. The Humanities Adviser suggested that the three schools be asked to forward their self-evaluation reports for the attention of the SACRE – the Primary Schools Officer confirmed that the request had been made.

The SACRE'S Members considered the information presented and they highlighted certain inaccuracies within the reports in relation to the terminology used by the inspectors e.g. the Welsh translation of "collective worship" and the use of "daily assemblies." It was further pointed out that the matter of the incorrect usage and/or translation of terminology has been raised previously with Estyn via the WASACRE, and it was suggested that on this occasion, a letter be sent directly to

Estyn to bring to the inspection body's attention the fact that the SACRE has noted one or two anomalies in the inspectors' use of terminology in the inspection reports referred to.

It was resolved to accept the report and to note the information presented.

ACTION ARISING: Primary Education Officer to write to Estyn to draw the inspection body's attention to inaccuracies which the SACRE has noted within the inspection reports referred to in relation to the use and/or translation of terminology.

4 SACRE'S RESPONSE AND GUIDANCE

- The Humanities Advisor updated the SACRE on the activities undertaken by the Advisory Service in the period since the previous meeting of the SACRE as follows –
 - Secondary Sector RE Teachers were given the opportunity to attend two training courses one on the subject matter of Closing the Gap – Effective Teaching and Learning which involved scrutinising pupils' work and teachers' standards in teaching RE and also in the broader context of improving literacy and numeracy. The course addressed issues such as the language and terminology to be used in self-evaluation reports so that they are more closely aligned with the language and terms in which Estyn inspection reports are couched; the meaning and definition of the quantitative terms used by Estyn such as "majority" and also the considerations in arriving at one of the four judgements – excellent, good, adequate, unsatisfactory. Given that KS3 RE teachers do not have available to them the same level of performance data as that produced for other subjects, the RE teachers came together with samples of work to which the Humanities Advisor added other documentation e.g. a report for a newly qualified teacher and a report on observing literacy and they were asked to come to a viewpoint on the quality of the learning and teaching. Work was also undertaken using samples of pupils' work to better understand both the levels and level characteristics. The teachers on the course also looked at the General Framework and the expectations as regards Year 9 in relation to writing skills and they were asked to identify whether or not the work reflected expectations in terms of spelling, grammar, punctuation etc.
 - The second course for secondary RE Teachers was held under the auspices of the WJEC and offered guidance on assessments in relation to Religious Studies external examination. The Humanities Advisor prepared a course for those teachers not present at the WJEC session which included Reading Data and involved making use of charts, graphs, tables and diagrams as evidence.
 - With regard to the primary sector, a course was held prior to Christmas at Beaumaris Church and school which considered the meaning of Christmas, and specifically the relevance of the activities undertaken during the visit to the Church in the context of the Agreed Syllabus.
 - As part of the 5 day Teachers Training and Development Course for the Humanities, one day was reserved for Religious Education. This year attention was given to the SACRE's self-evaluation template and the need to make these available to the Advisory Council. Examples of good practice from schools in Anglesey and Gwynedd were shared with the course attendees.
- The Humanities Advisor gave the SACRE a visual presentation on Understanding Standards in KS3, namely a course funded by the WASACRE for KS3 teachers and she outlined the course contents and themes which were divided into 4 separate sessions which covered the following aspects –
 - Understanding the level descriptions and the key messages from WJEC/DFES Central Moderation 2010/12
 - The three core skills and progression between levels
 - Recognising standards in pupil work
 - Setting tasks and internal moderation
 - Questions, issues and possibilities

On behalf of KS3 Teachers she expressed thanks to WASACRE for supporting and funding the course and to Anglesey for its contribution to the course costs.

- The Humanities Advisor informed the SACRE's Members that the advisory support service provided by Cwmni Cynnal will be coming to an end in April when the new GWE (Schools Effectiveness Service) comes into operation and takes responsibility for that element of the school support service. As part of the transition arrangements subject advisor posts will be replaced by system leaders who will cover the region including Anglesey and Gwynedd. The System Leaders will be responsible primarily for co-ordinating subjects rather than for directly providing training or delivering courses and also for providing support to groups of schools in terms of completing self-evaluations, preparing for inspections and liaising with the local Education Office regarding relevant issues arising. She informed the SACRE that it is likely that LEAs will ask the regional service to provide some support for SACRE bodies in light of the statutory nature of their duties.

The Primary Schools Officer said that he understood that the Directors of Education/Lifelong Learning of the six authorities across North Wales had raised this issue with the regional service with a view to putting in place an agreement to provide support for SACRE bodies. The role of the SACRE in ensuring Religious Education standards needs to be considered within the new arrangements and also within the context of the consultation which Estyn is undertaking on proposals for changing and extending the current 6 year inspection cycle as from September, 2013 with an option that reduced notice of an inspection is given - the idea being to develop inspection ready schools i.e. schools that are always prepared for inspection whenever that may take place. The Officer commented that in light of this prospective changes, there may be grounds for the SACRE to consider asking schools for their self-evaluation reports on a regular basis e.g. 16 primary school self-evaluations each year over a 3 year timescale and 2 secondary self-evaluations each year. The support currently provided by Cynnal will no longer be available post April, 2013.

The Vice-Chair supported the notion of the SACRE formulating its own schedule for scrutinising schools' self-evaluation reports. He informed Members that the issue of RE support under the new consortia arrangements and the delivery of that support by the LEA via SACRE bodies will be discussed at a meeting between the Education Minister and faith groups on 20 March, 2013. With regard to the provision of training, there is potential for the Religious Education Movement Wales to provide courses through the education authorities that subscribe to it and to make a contribution where that provision will no longer be available through Cynnal.

The Humanities Advisor suggested that the SACRE might wish to consider different models for receiving self-evaluation reports and that the Primary Education Officer could discuss the feasibility of various options with primary and secondary head teachers e.g. to target 5% or 10% of schools each year in order to scrutinise a sample of reports. She said that whatever arrangements are adopted, they need to be sustainable.

It was resolved to note the information.

ACTION ARISING: Primary Schools Officer to prepare a briefing paper to consult with primary and secondary head teacher groups on the feasibility of various options for providing the SACRE with RE self-evaluation reports to enable it to fulfil its statutory duty to monitor standards in RE and collective worship, and to report back to the SACRE at its next meeting.

5 WALES ASSOCIATION OF SACRES

- A summary of the main messages from correspondence received from the WASACRE was presented for the SACRE's information. With reference to nominations for the WASACRE's Executive Committee and for the position of Vice-Chair, the SACRE's Vice-Chair informed Members that Gwynedd had nominated W.M Meredith for the post of Vice-Chair and that a nomination had been made for the Executive Committee. The Anglesey SACRE was not eligible to offer a nomination given that its Vice-Chair had been appointed to serve on the Executive Committee for a period of 3 years and no SACRE body is permitted to have 2 representatives on the Executive Committee.

The Primary Schools Officer drew Members' attention to correspondence dated 27 February, 2013 received from Trinity St David's College giving notice that due to limited finances, the RE Newsletter will only be published on line from the summer 2013 onwards. LEAs subscribing to the Newsletter are asked to contribute £500 towards the publication costs and will be provided with a password to access the on line version.

It was resolved –

- **To note the information from the WASCARE correspondence.**
- **To support continued subscription to the RE Newsletter at the prescribed fee.**
- The minutes of the meeting of the WASCARE held in Merthyr Tydfil on 22 November, 2012 were tabled for the SACRE's information.

The Vice-Chair drew the Members' attention to the principal highlights of the meeting as follows –

- The presentation given by Jonathan Martin and Andrew Morton on Religious Education and Chaplaincy in Further Education which matter SACRE representatives were asked to take back to their own SACRE bodies.
- RE Council report by Tania ap Sion.
- The presentation on Religious Education in the Higher Education Sector by Lynda Maddock and Sue James. The Vice-Chair reminded Members that the SACRE is also tasked with monitoring the provision of training RE teachers within its area.
- The Thematic Review of RE conducted by Estyn the report on which is expected to be issued sometime during the summer, 2013. The significance of the WASACRE as a body representing and promoting the interests of RE as demonstrated by the review was emphasised at the meeting.
- The Religious Education Quality Mark. The REQM is to be piloted in Wales and the results will be reported to the WASACRE to allow an informed decision to be made regarding the Quality Mark.
- The Humanities Advisor informed Members of a proposed WASACRE National Conference to be held on 10 October, 2013 at a venue to be confirmed which the WG's Education Minister will be attending.
- A copy of the WASACRE's review report and recommendations regarding SACREs and the Local Community was presented for the SACRE's information. Given the limitations in Anglesey in terms of an interfaith community and opportunities for local interfaith interaction and involvement, the SACRE was agreed that some of the report's recommendations were not applicable to Anglesey and **they resolved to accept the report and to note its contents.**
- The SACRE's Members were informed that the next meeting of the WASACRE will be held on 22 March in Newport and that the meeting thereafter will be held on 19 June, 2013 in Caernarfon. **It was resolved that Professor Euros Jones would attend the 19th June meeting in place of Mr Rheinallt Thomas who tendered his apologies for that meeting.**

6 ANGLESEY SACRE ANNUAL REPORT 2011/12

An updated version of the Anglesey SACRE's Annual Report for 2011/12 was presented for Members' information. The Chair tabled his preface to the Annual Report which would be incorporated in the copy to be forwarded to the Welsh Government.

The Chair thanked the Humanities Advisor for her work on the Annual Report and also for her and valuable support and commitment to the SACRE in her role as Humanities Advisor.

**Councillor E.G.Davies
Chair**

DRAFT

Standing Advisory Council for Religious Education



**CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL**

**ANGLESEY
ANNUAL REPORT**

September 2011 - August 2012

Director Lifelong Learning

Dr. Gwynne Jones

CONTENT

SECTION 1: EXECUTIVE SUMMARY

1.1 Introduction by SACRE Chairman

SECTION 2: ADVICE TO ANGLESEY COUNCIL

2.1 SACRE's function in relation to Religious Education

2.2 The Locally Agreed Syllabus

2.3 Monitoring standards in Religious Education

2.4 The response of Anglesey Council

2.5 Religious education and DCELLS

2.6 SACRE's function in relation to Collective Worship

SECTION 3: ANNEXES

3.1 General information about the composition of SACRE

3.2 Membership of Anglesey SACRE 2010-11

3.3 SACRE meetings held during the reporting period

3.4 A list of organisations to which the SACRE report was sent

3.5 Template provided by Anglesey SACRE for schools as they self evaluate standards in Religious Education.

3.6 Guidance for analysing external examination data

**SECTION 1:
EXECUTIVE SUMMARY**

SACRE's function in relation to Religious Education

A clear outline of SACRE's function is given in the Welsh Office Circular 10/94

SACRE advises the LEA on matters relating to the provision of Religious Education and Collective Worship, and is responsible for the establishment of an ad hoc body, the Agreed Syllabus Conference, to produce or consider amendments to the Agreed Syllabus for Religious Education.

1.1 Chairman's introduction

It is a pleasure once more, as Chair of Anglesey's SACRE, to be able to present the 2011/12 Annual Report. It is seen that the success of our schools on Anglesey in the field of Religious Education is reflected in it.

I am grateful first of all to the pupils for the dedicated way that they have dealt with the subject along with the teachers' support. The faithfulness of SACRE members to the meetings and the support received by the Officers are to be appreciated.

I feel that it is only appropriate, as we are facing a new period in the Education world in North Wales, to refer to the invaluable support that we received from Cwmni CYNNAL's direction. In this recent period we have gained from the skill and specialism of the Humanities Adviser, Miss Bethan James, regarding the subject that is obviously so close to her heart.
Thank you and best wishes.

Councillor Eurfryn G Davies (Chairperson)

Anglesey SACRE Chairman, 2011 -12.

SECTION 2: ADVICE TO ANGLESEY EDUCATION DEPARTMENT

2.1 SACRE's function in relation to Religious Education

A clear outline of SACRE's function is given in the Welsh Office Circular 10/94.

SACRE advises the LEA on matters relating to the provision of Religious Education and Collective Worship, and is responsible for the establishment of an ad hoc body, the Agreed Syllabus Conference, to produce or consider amendments to the Agreed Syllabus for Religious Education.

2.2 The Locally Agreed Syllabus

All primary, secondary and special schools follow the Locally Agreed Syllabus (2008). The document is promoted during training sessions, courses and visits to schools. Materials to support the Agreed Syllabus are developed as part of the training programme.

2.3 Monitoring standards in Religious Education

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

Education Reform Act 1988 s.11 (1) (a)

In the past Anglesey SACRE has monitored religious education and collective worship by:

- reviewing ESTYN inspection reports;
- analysing the Local Authority's teacher assessments and secondary examination results;
- receiving a summary of a school's self evaluation report in response to ESTYN's Inspection Framework;
- receiving regular reports from representatives of the CYNNAL advisory service;

2.3.1 ESTYN inspection reports (New Inspection Framework)

Since September 2010 inspections have focussed on three key questions:

- **Key Question 1: How good are outcomes?**
- **Key Question 2: How good is provision?**
- **Key Question 3: How good are leadership and management?**

The inspection reports do not refer to specific subjects.

No report was submitted to the attention of Anglesey SACRE during 2011-12...

2.3.2 Self evaluation process

CYNNAL has developed guidance and an online template for primary and secondary schools which support teachers and head teachers in their self evaluation. The supplementary materials include success criteria, lesson observation book review guidelines, data analysis, making judgements on standards and cross curricular skills as well as exemplar questions which could be used when interviewing pupils. Teachers are advised to refer to the three key questions which form the basis of the ESTYN inspection framework.

1. How good are outcomes?
2. How good is provision?
3. How good is leaderships and management?

It was resolved in the meeting on 13 June 2005 that Anglesey SACRE would receive a copy of the self evaluation of a school that receive inspections when there is no specific report on Religious Education, during the year when the school is inspected. This decision was reviewed on 14 October 2010 and officers were asked to consider a practical means by which Anglesey SACRE could monitor standards of religious education. At their meeting on 14 February 2011 members agreed that they would continue to receive a copy of the school's self evaluation and asked head teachers to use the revised template. Anglesey SACRE and head teachers have approved the new template which was drafted in response to the New Inspection Framework (Appendix 3.5). The SACRE clerk, who is an Education officer for Anglesey council is responsible for distributing and collating the self evaluations.

7 self evaluation reports were received from primary school head teachers during the year.

The report is a record of the school's response to key questions 1 and 3 of the inspection framework. Schools submit their concise judgement on the main strengths of learners' achievement and note the aspects which will be addressed in the next two years. Following the self evaluation process, schools awarded the following grades:

	How good are outcomes in Religious Education?				How good is provision in Religious Education?				How good is the provision for collective worship?			
	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory	Excellent	Good	Adequate	Unsatisfactory
Primary	1	6			1	6			1	6		
Total	1	6			1	6			1	6		

How good are outcomes in Religious Education?

Schools were happy to share good features:

- pupils' ability to describe places of worship and different ways of worshipping,
- the majority of pupils can describe the features of religious ceremonies and festivals;
- pupils' maturity as they express their feelings and opinions about religious and moral issues;
- the contribution religious education makes to pupils' progress in cross curricular skills;
- the majority of pupils can compare and contrast religious practices;
- the progress most pupils make in their ability to engage with fundamental questions, and
- that many of the pupils are beginning to realise that there's not one answer to life's big questions.

Schools also identified matters which require further attention during the next two years. Schools noted that teachers intended:

- to develop a school portfolio to exemplify standards in religious education;
- to develop pupils' confidence so that they can ask questions in response to personal and religious experiences, and
- to develop pupils' understanding of other religions.

How good is the provision for Religious Education?

Schools were happy to share good practices:

- teachers' good subject knowledge and their willingness to attend training courses,
- pupils' key role in planning religious education enquiries;
- the variety of teaching methods used by teachers in order to encourage the participation of all pupils;
- the visits and visitors that motivate pupils to take an interest in religious education;
- the leadership of the subject co-ordinators as they monitor standards in their annual review; every year, and
- the clear aims and opportunities to develop success criteria in religious education lessons.

Schools also identified matters which require further attention during the next two years:

- To develop greater opportunities to visit places of worship representative of the world faiths.
- To develop pupils' awareness of fundamental questions.

How good is the provision of collective worship?

All schools conform to the statutory requirements.

Schools were happy to share good practice:

- the spiritual and worshipful atmosphere of the collective worship sessions;

- the regular opportunities given to pupils to prepare for, and participate in collective worship sessions.
- the contribution made by local religious leaders;
- a whole school thematic timetable for collective worship;
- the use of Bible and moral stories as a starting point for collective worship sessions;
- a period of reflection as a feature of collective worship sessions.

Schools also identified matters which require further attention for the next two years:

- to ensure that pupils have greater opportunities to lead collective worship sessions, and
- to use more multi-media presentations in the collective worship sessions.

2.3.3 Outcomes in religious education in the secondary sector

KS3 Teacher Assessments: Religious Education

KS3 results are presented as information only. Departments judge pupils' attainment on the basis of the year's work, specific assessment tasks and tests. The pupils do not sit the same tests or respond to the same assessment tasks and teachers do not meet regularly to moderate their pupils work with other departments. The Welsh Government's Department of Education and Skills does not collect KS3 Religious Education results therefore SACRE is unable to compare the performance of Gwynedd's secondary schools with other schools across Wales. One training course was organised this year in order to support departments as they considered, *How good is the achievement and progress of KS3 pupils?* All departments were expected to have submitted KS3 portfolios for external moderation by spring 2012.

- 377 pupils were assessed at the end of KS3 this year,
- 3 (of 5) secondary schools submitted RE KS3 assessment data. The special school did not submit data.
- 76.9% of Anglesey's KS3 pupils attained Level 5+ in Religious Education. The range of pupils who were awarded Level 5+ varied from 76.7% to 77.2%.
- 16.9% of Anglesey's KS3 pupils attained Level 6 in Religious Education.
- 10.1% of Anglesey's KS3 pupils attained Level 7 in Religious Education. Level 7 was awarded in 3 schools.
- One school awarded pupils Level 3 or below.
- No school awarded Level 8.

GCSE Results: Religious Studies (full course)

The method of reporting on external examination results has changed again this year. The range of subjects, examination boards and modular examinations makes it difficult to determine a mean score for all subjects. It is inappropriate therefore to compare school performances. However this information is available in each school and RE heads of department are expected to refer to pupils' performance in other subjects as they self evaluate standards in religious education.

The results of pupils who were 15 years old or older in January 2010.

Secondary Schools	Number of candidates			% Excellence			% L2			% L1			Average subject score		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2011	46	100	146	21.7	58.0	46.6	67.4	92.0	84.2	100	100	100	41	49	47
2010	22	54	76	27.3	48.1	42.1	40.9	90.7	76.3	100	100	100	36	48	44

Very good results.

- 146 candidates from every school in Anglesey.
- The number of candidates from each department range from 9 to 42 pupils.
- 46.6% of the candidates achieved A*/A grades (excellence)
- 84.2% of candidates gained a Level 2 qualification with 100% gaining a Level 1 qualification.
- The average subject score was 47.
- More girls than boys choose to study Religious Studies GCSE in Anglesey schools, (B 46 : G 100).
- The results achieved by the girls are better than those achieved by the boys. The girls' average score of 49 is higher than the average score of 41 attained by the boys. 8+ represents 1 GCSE grade.
- Training courses and school visits focussed on the following questions:
 - *Why do pupils choose the subject? Why don't pupils choose the subject? Why do more girls than boys choose the subject?*
 - *What can RE departments learn from those departments who have been successful in supporting the boys as they prepare for the external examinations? What other strategies should be considered in order to narrow the gap between girls and boys?*
 - *Is the subject sustainable as a GCSE option in the school?*

GCSE results: Religious Studies (short course)

The data submitted represents the results of pupils who were 15 or older in January 2010. These pupils have chosen to follow a GCSE short course and have decided to 'cash in' their points instead of continuing with their studies in order to attain a full GCSE qualification.

Secondary Schools	Number of candidates			% Excellence			% L2			% L1			Average subject score		
	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ	B	G	Σ
2011	32	37	69	0.0	0.0	0.0	65.6	86.5	76.8	100	100	100	20	24	22
2010	70	136	206	0.0	0.0	0.0	61.4	91.2	81.1	100	100	100	19	24	22

Good results.

- 69 candidates from two schools in Anglesey.
- The number of candidates from each department range from 2 to 67 pupils.
- The average subject score was 22 which suggests that these candidates achieve a 'C' standard (Level 2) or above.
- More girls than boys choose to study Religious Studies GCSE (short course) in Anglesey schools, (B 32 : G 37).

- The results achieved by the girls are better than those achieved by the boys. The girls' average score of 24 is higher than the average score of 20. However the average subject score does not suggest that the candidates are underachieving in RS.
- Training courses and school visits focussed on the following questions:
 - *How do departments administer and teach pupils who opt for the Religious Studies short course?*

2.4 Response of the Local Authority

The quality and development of educational provision in Anglesey's schools during the school year was reported upon in the Annual Report on the Education Service. With reference to Anglesey's Children and Young People's Plan 2011-2014, Core Aim 2 is relevant to the work of Anglesey SACRE.

Core Aim 2: Every child and young person has access to a comprehensive range of education, training and learning.

The purpose of this core aim is to ensure that 'all children and young people achieve their full potential and develop skills for life.'

Anglesey Council and Gwynedd Council provide financial support to CYNNAL (the advisory service). CYNNAL appoints an Humanities Adviser to be responsible for Geography, History, Religious Education and Education for Sustainable Development and Global Citizenship and to provide curriculum support to the primary and secondary schools of the two authorities. A part time secondment (0.5 in 2011-12) is also offered to an advisory teacher.

The support of the advisory service

Primary and secondary schools within the county receive the support of CYNNAL (the advisory service). The Humanities Advisor and the part time Religious Education advisory teachers (part time) visit schools as part of the 'entitlement programme'. Three advisory teachers supported schools during 2011-12:

- Mrs Leusa Jones (1 day a week): secondary support
- Miss Debbie Humphreys: (1 day a week): primary support
- Mrs Nia Wyn Jones (0.5 day a week): primary support

The RE advisory team support teachers as they plan programmes of study and assessment plans, prepare classroom activities and select suitable classroom resources. Developing thinking skills and assessment for learning are priorities for many of the county's teachers. CYNNAL supports schools that are preparing for inspection by helping teachers and departments to self evaluate standards in religious education. The contribution of advisory teachers is invaluable as a means of disseminating good practice, developing interesting classroom activities and supporting teachers as they prepare for the future.

The Humanities Adviser and/or the advisory teachers present treble reports to SACRE. These presentations focus on recent developments within religious education, pedagogy and resources,

and provide an overview of the work done by schools within the local authority. Discussions in 2011-12 focussed on:

- supporting schools as they responded to the Locally Agreed Syllabus and the new self evaluation process;
- delivering training courses, e.g. *responding to the work of primary school pupils in religious education, 'choices and decisions' as a ESDGC context in religious education lessons, developing writing in religious education.*
- referring schools to new teaching resources, e.g. *Religious Education: Guidelines for KS2 and KS3 and Exemplifying Learners' Profiles at KS2 and KS3 (Welsh Assembly Government, March 2011)*
- collective worship. CYNNAL has reviewed the guidelines and has developed exemplar resources for primary schools.
- Action research undertaken by two secondary RE teachers who were members of the North West Wales Professional Learning Community on 'Developing Thinking and Assessment for Learning'.
- the induction of three newly qualified religious education teachers.
- three editions of 'RE Ideas' prepared by CYNNAL's RE advisory team. These will be distributed to schools across Wales.
 - I wonder why it looks like this?
 - I wonder why they think this?
 - I wonder is faith is active in your local area?
- the CYNNAL Moodle website. This enables CYNNAL to share resources and guidance for teachers as they prepare religious education activities.

The Humanities Adviser attends the National Advisory Panel for Religious Education meetings and meetings of the Wales Association of SACREs. The Humanities Adviser is chair of NAPfRE this year. These meetings provide national forums to discuss matters relevant to Religious Education.

In service training for Religious Education

Report on In-service training 2011-12

As part of the Service Level Agreement with the schools, the LA provides in service training courses for teachers employed by the Authority. The Education Strategic Plan notes the importance of the training programme as a means of ensuring that teachers receive information about new developments, disseminate good practice and work together to develop learning and teaching strategies and appropriate materials. The training programme aims to meet the needs of schools' and teachers' through consultation with teachers and professional tutors in schools. Subject panel meetings are held in some areas to discuss priorities and provide guidance on the training programme. In addition, attention was given to the Authority's priorities, ESTYN's comments, and inspection reports.

Primary and secondary head teachers have agreed to close schools for two days to enable teachers to attend school based or consortia based training courses. The professional tutors were responsible for choosing the courses for secondary departments and the primary head teachers identified suitable courses for their colleagues.

Primary courses April 2011– March 2012

Course title	Number of teachers from Anglesey
Cluster – (Autumn) Assessment: responding to pupils' work (1 RE session)	16
Cluster – (Spring) Choices and Decisions: ESDGC and the Humanities (1 RE session)	12
HADA (a 5 day Humanities course which included a training day on 'Responding to the Locally Agreed Syllabus)	3

Secondary courses April 2011– March 2012

Course title	Number of teachers from Anglesey
Consortium –(Autumn) : Religious Education: How good is the achievement and progress of KS3 pupils?	8
Consortium – (Spring) Developing writing in Religious Education	8

2.4.3 Training and special visits organised by Gwynedd and Anglesey SACREs

No training conference was held for teachers and SACRE members of Gwynedd and Anglesey during 2011-12

In service training courses 2012-13

The following courses were submitted to the attention of primary headteachers as they prepared the in service training programme for their teachers:

- What's the meaning of Christmas? (KS1 and KS2)
- **HADA** (a 5 day Humanities course which included a training day on 'Responding to the Locally Agreed Syllabus)

The following courses were submitted to the attention of secondary professional tutors and subject panels as they prepared the in service training programme for their teachers:

- Closing the gap: effective teaching and learning
- GCSE Religious Studies (WJEC)
- Data and mysteries in the Humanities: developing KS3 reading skills.

2.5 Religious Education and DCELLS

2011-2012 was the final opportunities for secondary schools to submit religious education portfolios for external moderation. Support materials were distributed to schools in March 2011:

- Religious Education: Guidance for KS2 and KS3
- Exemplifying Learners' Profiles at KS2 and KS3

2.6 SACRE's Function

SACRE's Function in relation to Collective Worship

Welsh Office Circular 10/94 notes that the LEA should work with SACRE to keep an eye on the daily collective worship provision, and should consider with it any steps which may be taken to improve such provision".

The collective worship must be "of a broadly Christian character". The "determination" procedure permits the suspension of these requirements in relation to some or all of the pupils in a school where they are deemed inappropriate.

- A copy of the 'Supplementary guidance for inspecting collective worship in non-denominational schools (ESTYN, June 2008) was distributed to the members.
- Anglesey SACRE monitors standards of the collective sessions by reviewing the self evaluations submitted by the head teachers.
- An invitation was extended to the head teacher to attend a meeting of Anglesey SACRE on 18 October 2011. A detailed discussion was held on collective worship practices in the primary sector. The statutory requirements were outlined and members were directed to the resources available to teachers on the National Grid for Learning website.
- Anglesey SACRE members believe that the quality and experience of the daily act of worship is more important than enforcing daily worship on schools. However it is binding on SACRE to ensure that the statutory requirements are implemented.
- A questionnaire was circulated at a business meeting of 40 head teachers on behalf of Anglesey SACRE. 22 head teachers completed the questionnaire and the responses were as follows:
 - 8 schools confirmed that they hold a daily act of collective worship
 - Of those schools that did not hold a daily act of collective worship, one school held an act of collective worship twice a week, three schools two or three time per week, six schools three times per week and four schools four times per week.

- The length of the collective worship varied in the schools undertaking a daily act of collective worship and in those schools that did not worship collectively every day from 6-10 minutes to over 20 minutes.
 - 12 schools felt that daily collective worship was worthwhile and 5 schools believed not, 3 schools were not sure and 2 schools did not reply to this question.
 - Several reasons for and against daily collective worship were notes.
- The RE advisory team has prepared guidance for the primary schools of Gwynedd and Anglesey. This includes: thematic timetables for every school term, a list of books, websites that provide collective worship services and exemplar collective worship services by some of the primary schools of the areas. Christian Aid's monthly collective worship service is distributed to every primary, secondary and special school in Anglesey.
 - The Wales Association of SACREs has prepared guidance on collective worship for schools and SACREs, 'Guidance on Collective Worship' (June 2012) (www.wasacre.org.uk)

Determinations

There was no request from any school for a determination in relation to collective worship

SECTION 3: ANNEXES

3.1 Administrative matters in relation to SACRE

SACRE was established by Anglesey Education Committee in 1996 to include:

Christians and Other Faiths, namely,

- The Methodist Church
- The Union of Welsh Baptists
- The Presbyterian Church of Wales
- The Church in Wales
- Union of Welsh Independents
- The Catholic Church

Teachers, namely;

- The Association of School and College Leaders (ASCL)
- National Union of Teachers in Wales (UCAC)
- National Association of Schoolmasters and Union of Women Teachers (NASUWT)
- National Union of Teachers (NUT)
- Association of Teachers and Lecturers (ATL)
- National Association of Head Teachers (NAHT)

Elected members

The Education Committee has retained the right to nominate a SACRE Chairperson.

3.2 SACRE membership 2011-12

Christians and Other Religions

The Methodist Church	Deacon Stephen Roe
Union of Welsh Baptists	Mrs Catherine Jones
Presbyterian Church of Wales	Mr Rheinallt Thomas
Church in Wales	Rev. Peter McLean
Union of Welsh Independents	Prof. Euros Wyn Jones
The Catholic Church	<i>awaiting nomination</i>

Teachers' Unions' representatives

Association of School and College Leaders (ASCL)	Mr Martin Wise
Welsh National Union of Teachers (UCAC)	Mrs Mefys Edwards
National Association of Schoolmasters and Union of Women Teachers (NASUWT)	<i>awaiting nomination</i>
National Union of Teachers (NUT)	<i>awaiting nomination</i>
National Association of Head teachers (NAHT)	<i>awaiting nomination</i>

Local Members

Councillor E. G. Davies (Chairman)

Councillor Richard A Dew
Councillor Eric Jones
Councillor Gwilym O Jones
Councillor R Llewelyn Jones
Councillor Peter Rogers
Councillor W T Hughes
Councillor G O Parry (MBE)

Co-opted members (non-voting)

Mrs Helen Roberts	Bangor University
Rev. Elwyn Jones	Sunday Schools' Council

Officers

Dr Gwynne Jones	Director Lifelong Learning
Mr Gareth Jones	Education Officer: Primary Schools and SACRE clerk
Miss Bethan James	Humanities Adviser CYNNAL
Mrs Leusa Jones)
Miss Debbie Humphreys)RE advisory teacher CYNNAL
Mrs Nia Wyn Jones)
Mrs Ann Holmes	Committee Officer

3.3 SACRE meetings 2010-11

Dates of meetings may be obtained by contacting the Clerk to SACRE. During 2011-12, Anglesey SACRE met on three occasions

18 October 2011
21 February 2012
18 July 2012

The following matters were discussed and further details are provided in the main body of the report:

- a) **Meeting held on 18 October 2011**
 - Collective worship: statutory requirements
 - School self evaluation reports: Cylch a Garn and Ysgol y Graig
 - Wales Association of SACREs - submit papers for the meeting held in Llangefni on 24 June 2011
 - Anglesey's Annual SACRE report (draft) 2010-11
 - Annual report Religious Education Movement Wales 2010-11
 - Correspondence

- b) **Meeting held on 21 February 2012**
 - Collective worship: a report on the response of primary headteachers to a questionnaire
 - Anglesey's Annual SACRE report (final) 2010-11
 - Standards of Religious Education
 - School self evaluation reports: Rhoscolyn, Bryngwran
 - Wales Association of SACREs - submit papers for the meeting held in Cardiff on 24 November 2011
 - Support of the advisory service
 - Correspondence

- c) **Meeting held on 18 July 2012**
 - School self evaluation reports: Carreglefn, Y Ffridd, Talwrn.
 - Wales Association of SACREs - submit papers for the meeting held in Aberaeron on 30 March 2012
 - Collective worship
 - Support of the advisory service
 - Correspondence

3.3.1 Anglesey SACRE has affiliated with the Wales Association of SACREs and its members regularly attend meetings held by WASACRE.

The following representatives attended WASACRE meetings during the year:

- Mr Eurfryn Davies (Chairman of Anglesey SACRE)

- Mr Rheinallt Thomas (a member of the executive committee of WASACRE)

The following observers attended WASACRE meetings during the year:

- Miss Bethan James – Humanities Adviser

3.3.2 The following provide SACRE with professional support:

Dr Gwynne Jones, Director Lifelong Learning

Mr Gareth Jones, Education Officer – Primary schools who serves as SACRE clerk

Miss Bethan James, Humanities Adviser, who serves Gwynedd and Anglesey as a member of CYNNAL, the Advisory Company.

Mrs Leusa Jones, Miss Debbie Humphreys, Mrs Nia Wyn Jones part time advisory teachers for Religious Education.

Mrs Ann Holmes, Committee Officer, who minutes and administers SACRE on behalf of Anglesey County Council.

Enquiries should be directed to the SACRE Clerk, Department of Education and Leisure, Ffordd Glanhwfa, Llangefni. LL77 7EY.

3.4 A list of organisation to which the SACRE report was sent.

Electronic copies of the annual report were distributed to the following:

- Department for Education and Skills, Welsh Government
- Director
- Council Leader
- Wales Association of SACREs

A printed copy was distributed to:

- Members of Anglesey SACRE

3.5 Template used by Anglesey SACRE for a school's self evaluation of standards in religious education

Rationale

Religious Education is locally controlled by a Standing Advisory Council on Religious Education (SACRE). It is made up of three committees: representatives of the principal religious traditions of the area, teacher representatives and local authority representatives. 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))

Anglesey SACRE believes that this advice should be based on current information and hopes that the following guidelines will enable headteachers to support SACRE in its duties.

In the past Anglesey SACRE has monitored religious education and collective worship by:

- reviewing ESTYN inspection reports;
- analysing the assessment and examination results within the secondary schools of the Local Authority;
- receiving regular reports from the representatives of the local school advisory service;
- inviting teachers and headteachers to share examples of good practice with SACRE members.

The new ESTYN Inspection Framework will no longer make specific references to Religious Education and collective worship. Anglesey SACRE would therefore like to take advantage of the procedures and practices that are currently used by headteacher and teachers as they prepare for the new Inspection Framework. It was resolved at the Anglesey SACRE meeting on 13 October 2010 that it would fulfil its statutory responsibilities by inviting schools to share their self evaluation of Religious Education, collective worship and pupils' spiritual and moral development with SACRE members.

Primary and secondary schools are kindly asked to submit a summary of the school's self evaluation to the clerk of Anglesey SACRE during the year when they are inspected by ESTYN.

Contact details:

Name (SACRE Clerk): Mr Gareth Jones

Address: Department of Lifelong Learning, Ffordd Glanhwfa, Llangefni

Since 2008 the SACREs of Wales have adopted or adapted the National Exemplar Framework for Religious Education (DCELLS 2008) as their locally agreed syllabus. Members of the National Advisory Panel for RE have welcomed this consistency across Wales since it has allowed them to work together to prepare generic guidelines for schools and SACREs. Many SACREs in Wales have adopted a monitoring procedure/process similar to the one noted in this document.

Name of School:

Religious Education							
Key Question 1: How good are outcomes in Religious Education?							
<ul style="list-style-type: none"> Self-evaluation is based on lesson observations, evaluation of pupils' work and interviews with pupils. Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and include an evaluation of teacher assessments and/or examination results. 							
References: ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus for Religious Education							
Standards in Religious Education – progress in learning							
Areas for Development							
Excellent		Good		Adequate		Unsatisfactory	

Key Question 2: How good is provision in Religious Education?							
<ul style="list-style-type: none"> A self evaluation should consider the following indicators: the time allocated to the subject, the subject knowledge, expertise and professional development of the teaching staff, the appropriateness of the programme of study and the range of learning resources used. An evaluation of lesson observations and pupils' work will allow schools to make a judgement on the quality of the teaching of Religious Education, and the extent to which pupils are motivated and challenged to achieve highly. In primary schools references should be made to the provision of 'People, Beliefs and Questions' for Foundation Phase learners as well as Religious Education at KS2. In secondary schools reference should be made to KS3, KS4 and KS5 (Religious Studies and Religious Education). 							
References: ESTYN Inspection Framework 2.1 and 2.2 and the Locally Agreed Syllabus for Religious Education							
The teaching: planning and range of strategies							
Areas for Development							
Excellent		Good		Adequate		Unsatisfactory	

Collective Worship							
Key Question 2: How good is provision in Collective Worship?							
Does Collective Worship meet the statutory requirements?						Yes	No
References: ESTYN Inspection Framework 2.3.1, Supplementary Guidance on inspecting collective worship in non-denominational schools' (September 2010), 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)							
Good features in relation to the quality of Collective Worship							
Areas for Development in relation to the quality of Collective Worship							
Excellent		Good		Adequate		Unsatisfactory	

Signed: (Head teacher)
Date:

3.6 Guidance for interpreting external examination data

What does the GCSE (full course) table show?

<table border="1"> <tr><td colspan="3">Number of candidates</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	Number of candidates			B	G	Σ	This column shows the number of boys (B) and girls (G) who have followed a full GCSE course in Religious Studies and who have sat the examination this year. The Σ symbol shows the total number of candidates.
Number of candidates							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% Excellence</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% Excellence			B	G	Σ	This column shows the percentage (%) of boys (B) and girls (G) who have gained an A* or A in Religious Studies this year. The Σ symbol shows the total number of candidates.
% Excellence							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% L2</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% L2			B	G	Σ	The range of qualifications available to candidates has led to a revised method of comparing the standards of the various qualifications. The Level 2 qualification represents A* to C grades in GCSE courses. This column represents the percentage of boys (B) and girls (G) that have achieved an A* to C grade in Religious Studies this year. The Σ shows the total number of candidates.
% L2							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% L1</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% L1			B	G	Σ	The range of qualifications available to candidates has led to a revised method of comparing the standards of the various qualifications. The Level 1 qualification represents A* to G grades in GCSE courses. This column represents the percentage (%) of boys (B) and girls (G) that have achieved an A* to C grade in Religious Studies this year. The Σ shows the total number of candidates.
% L1							
B	G	Σ					
<table border="1"> <tr><td colspan="3">Average subject score</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	Average subject score			B	G	Σ	Each grade is worth 6 points. Therefore an A* grade is equivalent to 58 points and a C grade is worth 40 points. The average score of all the subjects shows how this group of pupils (those who have sat Religious Studies in the school) have performed in all their subjects. . The total number of points gained by the pupils is divided by the number of pupils who have sat the examination n the school. This column therefore represents the average score of boys and girls in Religious Studies in the school and in the local authority. The Σ symbol represents the total number of candidates.
Average subject score							
B	G	Σ					

What does the GCSE (short course) table show?

<table border="1"> <tr><td colspan="3">Number of candidates</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	Number of candidates			B	G	Σ	This column shows the number of boys (B) and girls (G) who have followed a short GCSE course in Religious Studies and who have sat the examination this year. The Σ symbol shows the total number of candidates.
Number of candidates							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% Excellence</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% Excellence			B	G	Σ	The range of qualifications available to pupils has led to a revised way of comparing qualification standards. Short courses contribute 10% to the Level 1 and Level 2 threshold. An A* for the short course is worth 29 points.
% Excellence							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% L2</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% L2			B	G	Σ	
% L2							
B	G	Σ					
<table border="1"> <tr><td colspan="3">% L1</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	% L1			B	G	Σ	
% L1							
B	G	Σ					
<table border="1"> <tr><td colspan="3">Average subject score</td></tr> <tr><td>B</td><td>G</td><td>Σ</td></tr> </table>	Average subject score			B	G	Σ	Each grade is worth 6 points. Therefore an A* grade (short course) is equivalent to 29 points and a C grade is worth 11 points. The total number of points gained by the pupils is divided by the number of pupils who have sat the examination in the school. This column therefore represents the average score of boys and girls in Religious Studies in the school and in the local authority. The Σ symbol represents the total number of candidates.
Average subject score							
B	G	Σ					



**CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL**

Mehefin 2013.

CYSAG.

Gofynnir am farn penaethiaid ar y canlynol.

Mae'n ofyn statudol fod CYSAG Ynys Môn yn monitro ansawdd safonau Addysg Grefyddol ac Addoli ar y Cyd. Yn y gorffennol gwnaethpwyd hyn drwy sylwadau ymgynghorydd dyniaethau Cynnal ac adroddiadau Estyn. Nid yw hyn yn bosib o dan drefniadau newydd byd addysg yn enwedig os yw cylch arolygu Estyn hefyd yn newid. Un ffordd i fonitro yw casglu adroddiadau hunan arfarnu ysgolion unigol. Mae gan CYSAG fodel o arfer da i'w rannu gydag ysgolion. Mae CYSAG yn cynnig trefn o gasglu'r adroddiadau ar sail cylch 3 blynedd fel bod ysgol unigol yn cyflwyno adroddiad hunan arfarnu pob tair blynedd i sylw CYSAG fel hyn-

Cylch	Blwyddyn Addysgol	Nifer ysgolion cynradd	Nifer ysgolion uwchradd ac arbennig
1	13/14	16	2
2	14/15	16	2
3	15/16	16	2

A ydych yn cytuno gyda hyn? Os na, oes gennych ddull arall o fonitro safonau i'w gynnig?

SACRE

June 2013.

Headteachers are asked for their opinion on the following.

It is a statutory requirement that Anglesey's SACRE monitors the standards of Religious Education and collective worship. In the past this was done through Cynnal's Humanities Advisor and Estyn reports. This is no longer possible due to changes within education and especially if Estyn's cycle of inspections is to change. One way to monitor standards is to collect self evaluation reports from individual schools. SACRE have a model of good practice to share with schools. SACRE proposes a system of collecting the reports within a 3 year cycle so that individual schools present a report to SACRE every 3 years on the following lines-

Cycle	School Year	Number of primary schools	Number of secondary schools and special
1	13/14	16	2
2	14/15	16	2
3	15/16	16	2

Do you agree with this? If not, have you another way of monitoring standards to offer?

**Diolch
Gareth Jones
Clerc CYSAG / SACRE Clerk**

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Cadeirydd/Chairman:
Revd Canon Edward Evans

Ysgrifennydd/Secretary:
Libby Jones
4 Patten Close
Hawarden
Deeside
CH5 3TH
e-bost/e-mail: libby.jones@wrexham.gov.uk
ffôn/ tel : 01978 317614

5 Mehefin 2013

Annwyl Aelod

Dyma amgau'r dogfennau perthnasol ar gyfer cyfarfod CCYSAGauC ar 19 Mehefin 2013. Cychwynir y cyfarfod am 10.30yb gyda coffi ar gael o 10yb ymlaen. Rydym yn anelu i orffen erbyn 3yp.

Cynhelir y cyfarfod yn y Cyngor Chamber, Swyddfeydd y Cyngor Caernarfon, Stryd Shirehall , Caernarfon, Gwynedd, LL55 1SH. (amgeir cyfarwyddiadau).

Yn ddiffuant,

Libby Jones
Ysgrifennydd CCYSAGauC

5 June 2013

Dear Member

I enclose the relevant documents for the WASACRE meeting on 19 June 2013. The meeting begins at 10.30am with coffee available from 10am, and will finish around 3pm.

The meeting will be held in the Council Chamber, Caernarfon Council Offices, Shirehall Street, Caernarfon, Gwynedd, LL55 1SH. Travel directions are enclosed.

Yours sincerely,

Libby Jones
Secretary to WASACRE



**Cyfarfod CCYSAGauC, Newport, 22 Mawrth 2013 /
Wales Association of SACREs meeting, Newport, 22 March
2013**

<p>Ynys Môn / Anglesey Rheinallt Thomas Eurfryn Davies Bethan James</p> <p>Blaenau Gwent Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans Carys Pritchard</p> <p>Caerffili/ Caerphilly Vicky Thomas Michael Gray Enfys Hawthorn Martyn Western</p> <p>Caerdydd / Cardiff Carys Pritchard</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry Helen Gibbon Gwyneth Thomas</p> <p>Ceredigion</p> <p>Conwy Phil Lord Nicholas Richter</p>	<p>Sir Ddinbych / Denbighshire Phil Lord Gavin Craigen</p> <p>Sir y Fflint / Flintshire Phil Lord</p> <p>Gwynedd W M Meredith Bethan James</p> <p>Merthyr Tudful / Merthyr Tydfil Carys Pritchard</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey Susan Cave Sharon Perry-Phillips</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Janice Dudley</p> <p>Casnewydd / Newport Vicky Thomas Sally Northcott David Williams Huw Stephen Heather Vaughan Soam Sharma A Davidson Neata Baicher JP Val Delahaye Sally Mlewa</p> <p>Sir Benfro / Pembrokeshire</p>	<p>Powys John Mitson</p> <p>Rhondda Cynon Taf Carys Pritchard</p> <p>Abertawe / Swansea Vicky Thomas</p> <p>Torfaen Vicky Thomas Margaret Oelmann</p> <p>Bro Morgannwg / Vale of Glamorgan Carys Pritchard Dafydd Treharne Ramez Delpak</p> <p>Wrecsam / Wrexham Libby Jones Tania ap Siôn</p> <p>Sylwedyddion / Observers Leslie Francis (Canolfan y Santes Fair / St Mary's Centre) Ben Wigley (REMW) Tudor Thomas (WJEC)</p>
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Cofnodion/Minutes

<p>1. Cyflwyniad a chroeso /Introduction and welcome.</p> <p>Cyflwynodd y Cadeirydd, Edward Evans, Faer Casnewydd, y Cynghorydd John Guy, a groesawodd bawb i'r cyfarfod yng Nghasnewydd. Disgrifiodd Gasnewydd fel dinas â chyfoeth o amrywiaeth, ac aeth yn ei flaen i ddweud bod sawl gwahanol ffydd yn cael ei chynrychioli ar GYSAG Casnewydd. Nododd fod CCYSAGauC wedi bod yn gefnogol i fentrau Cydlyniant Cymunedol, a'i bod yn helpu i sicrhau bod AG yn cael ei haddysgu'n dda yn yr holl ysgolion. Yr oedd darpariaeth dda hefyd ar gyfer Addoli ar y Cyd. Yn 2011 yr oedd Casnewydd wedi trefnu cyfres o ddigwyddiadau ar gyfer yr Ŵyl AG genedlaethol. Yr oedd llawer o ysgolion wedi cymryd rhan, ac yr oedd y gwaith hwnnw'n parhau. Yr oedd CCYSAGauC yn bwysig oherwydd ei bod yn darparu'r fforwm a'r llais ar gyfer AG ledled Cymru. Wrth gloi ei anerchiad, cynigiodd y Maer ei ddymuniadau gorau ar gyfer y cyfarfod.</p> <p>Wedi hyn cafwyd cyflwyniad gan Wasanaeth Lleiafrifoedd Ethnig Awdurdod Addysg Gwent (GEMS), a oedd yn darparu cymorth i blant o Leiafrifoedd Ethnig yn ardal Casnewydd. Yr oedd 94 o wahanol ieithoedd, gan gynnwys tafodieithoedd, yn cael eu siarad yn ardal Casnewydd, ac yr oedd y tîm yn darparu cymorth iaith a chymorth hyfforddiant ar eu cyfer. Yr oeddynt hefyd yn gweithio gydag ymgyrch 'Dangos y Cerdyn Coch i Hiliaeth' ac Ymddiriedolaeth Diwrnod Cofio'r Holocaust. Yr oedd y gwasanaeth wedi trefnu amrywiaeth o weithgareddau ar gyfer eu prosiect 'Gweld y Byd drwy Ein Llygaid Ni', a oedd yn canolbwyntio ar wahanol wledydd gan gynnwys Tsieina a'r India. Cyflwynodd cynrychiolwyr y gwasanaeth wybodaeth am Lwybr Ffydd GEMS (rhannwyd taflen yn y cyfarfod) a Mis Hanes GRT, a fyddai'n destun dathliad yng Nghaerdydd eleni ar Fehefin</p>	<p>1. Cyflwyniad a chroeso /Introduction and welcome.</p> <p>Chair, Edward Evans introduced the Mayor of Newport, Cllr John Guy who then welcomed everyone to the meeting in Newport. He described Newport as a city with a wealth of diversity and went on to say that Newport SACRE has many different faiths represented. He noted that WASACRE has been supportive of Community Cohesion initiatives and helps to ensure that RE is taught well in all schools. There is also good provision for Collective Worship. In 2011 Newport organised a series of events for the National RE festival. Many schools took part and that work is on-going. WASACRE is important because it provides the forum and the voice for RE across wales. The Mayor concluded his address by offering well wishes for the meeting.</p> <p>This was followed by a presentation by the Gwent Education Minority-ethnic Service who provides support for children who are from Minority Ethnic groups in the Newport area. There are 94 different languages spoken in the Newport area including dialects, for which the team develop language and tuition support. They also work with Show Racism the Red Card and the Holocaust Memorial Day Trust. The service has organised a variety of activities for their 'See the World through Ours Eyes' project focussing on different countries including China and India. They informed members of the GEMS Faith Trail (leaflet shared in the meeting) and GRT History month for which there will be a celebration in Cardiff this year on June 5th. There website address was shared www.newportlearn.net/inclusion/ and members were invited to login as 'guest' to</p>
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<p>5ed. Rhannwyd cyfeiriad eu gwefan, www.newportlearn.net/inclusion/ a gwahoddiwyd yr aelodau i fewngofnodi fel 'gwestai' er mwyn cael rhagor o wybodaeth am unrhyw rai o'r gwasanaethau yr oedd GEMS yn eu darparu.</p> <p>2. Adfyfrio tawel / Quiet reflection Darllenodd y Cadeirydd, Edward Evans, ddwy gerdd, un ohonynt o'r enw 'The Donkey', gan G. K. Chesterton, a gofynnodd i'r aelodau fyfrio ar ddigwyddiadau Wythnos y Pasg.</p> <p>3. Ymddiheuriadau / Apologies Lynda Maddock, Jen Malcolm, Christine Abbas, y Cynghorydd Bob Poole, Claire Lane, Meinir Loader.</p> <p>4. Cofnodion y cyfarfod a gynhaliwyd ym Merthyr Tudful, Tachwedd 23ain 2012 / Minutes of meeting held in Merthyr Tydfil, 23 November 2012 Derbyniwyd cofnodion y cyfarfod fel rhai cywir.</p> <p>5. Materion yn codi / Matters arising Eitem 6, 3ydd pwynt: rhoddwyd yr wybodaeth ddiweddaraf ynglŷn â lansiad y Grŵp Seneddol Hollbleidiol y bu Tania ap Siôn yn bresennol ynddo ym Mehefin 2012. Yr oedd yr ymchwiliad wedi ei gwblhau, ac yr oedd copïau o'r adroddiad ar gael ar wefan CCYSAGauC. Yr oedd yn cyflwyno darlun a oedd yn peri gofid ynglŷn â'r sefyllfa yn Lloegr o ran y cyflenwad o athrawon AG a'r cymorth a oedd ar gael i athrawon AG. Er enghraifft, yr oedd AG yn cael ei haddysgu gan gynorthwyrwyr addysgu; yr oedd tua hanner yr athrawon cynradd yn teimlo diffyg hyder wrth addysgu AG; ac yr oedd dros 50% o athrawon AG yn y sector uwchradd heb unrhyw gymhwyster mewn AG. Yr oedd cynnwys athrawon anarbenigol yn y ffigurau'n creu argraff gamarweiniol fod gan Loegr ddigon o athrawon AG. Yr oedd y canfyddiadau'n</p>	<p>find out more information about any of the services GEMS provide.</p> <p>2. Adfyfrio tawel / Quiet reflection Chair Edward Evans read two poems, one entitled 'The Donkey' by E A Chesterton and asked members to reflect on the events of Holy Week.</p> <p>3. Ymddiheuriadau / Apologies Lynda Maddock, Jen Malcolm, Christine Abbas, Cllr Bob Poole, Claire Lane, Meinir Loader.</p> <p>4. Cofnodion y cyfarfod a gynhaliwyd yn Merthyr Tudful, 23 Tachwedd 2012 / Minutes of meeting held in Merthyr Tydfil, 23 November 2012 The minutes were accepted as a true record of the meeting.</p> <p>5. Materion sy'n codi / Matters arising Item 6, 3rd point. Update on the launch of the All Party Parliamentary Group attended by Tania ap Sion in June 2012. The enquiry has been completed and copies of report are available from the WASACRE website. It presents a worrying picture in England in regard to supply of RE teachers and support for RE teachers. E.g. RE taught by teaching assistants; about half of primary teachers lacked confidence in teaching RE; over 50% of secondary RE teachers have no qualification in RE. The inclusion of non-specialists gave a false impression of England having enough RE teachers. The findings also show that applications for RE teacher training courses are down by 140, with the loss of bursaries for RE. With regard to support, 40% of schools found that RE teachers have limited access to</p>
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dangos yn ogystal fod gostyngiad o 140 yn y ceisiadau am leodd ar gyrsiau hyfforddi athrawon AG, oherwydd colli bwrsariaethau ar gyfer AG. Ynglŷn â chymorth, yr oedd 40% o ysgolion wedi canfod mai mynediad cyfyngedig yn unig oedd gan athrawon AG i DPP. Yr oedd amrywiaeth o bolisiau llywodraeth yn Lloegr, e.e. yr EBacc, yn gostwng statws AG mewn ysgolion yn Lloegr. Mewn perthynas â chanlyniadau ymchwiliad APPG yn Lloegr, mynegodd Tudor Thomas (CBAC) bryderon ynglŷn â'r cwmp yn nifer yr ymgeiswyr yn Lloegr ar gyfer yr arholiad CBAC mewn Astudiaethau Crefyddol, oherwydd yr EBacc, a nododd fod hyn yn destun pryder mawr. Nid oedd cyrsiau byrion yn cael eu cydnabod yn Lloegr, ac yr oedd statws cymwysterau mewn AG yn gyffredinol wedi lleihau. Gofynnodd Rheinallt Thomas a allai CCYSAGauC gynnal prosiect ymchwil yn canolbwyntio ar y sefyllfa yng Nghymru, ac o bosib cynnal 'adolygiad' yng Nghymru. Mewn ymateb, atgoffodd Vicky Thomas yr aelodau y byddai canlyniadau adolygiad thematig Estyn ar gael cyn hir, a dywedodd y gallai'r rhain fod o gymorth. Awgrymodd y dylai CCYSAGauC aros i weld beth fyddai cynnwys adroddiad Estyn ar Fehefin 18fed. Cytunodd Leslie Francis fod ymchwil yn ddefnyddiol, a chynigiodd Rheinallt Thomas y dylem aros, a thrafod hyn yn nes ymlaen. Cytunodd yr aelodau.

Mynegodd Mary Parry bryderon ynglŷn â'r adolygiad o'r cwricwlwm yng Nghymru, gan nad oedd AG yn rhan ohono, ac awgrymodd y dylai CCYSAGauC ofyn bod AG yn cael ei gwneud yn rhan o'r adolygiad. Yr oedd hi'n pryderu na fyddai'r Fframwaith Enghreifftiol yn berthnasol mwyach, yn wyneb dyfodiad y Fframwaith Llythrennedd a Rhifedd newydd a newidiadau eraill posibl yn y cwricwlwm. Anogodd Gavin Craigen bwyll, gan ddweud mai'r rheswm nad oedd AG wedi

CPD. A range of government policies in England, e.g. the EBacc, is lowering the status of RE in schools in England. In relation to the results of the APPG enquiry in England, Tudor Thomas (WJEC) raised concerns about the drop in WJEC RS exam entries in England due to the EBacc and noted that this was very worrying. Short courses are not recognised in England and the status of RE qualifications in general has diminished. Rheinallt Thomas asked whether WASACRE could do a research project focusing on the situation in Wales, and perhaps conduct a Wales 'review'. In response, Vicky Thomas reminded members that we will have the results of the Estyn thematic review shortly and said that this may be helpful and suggested that WASACRE waits to see what Estyn reports on 18 June. Leslie Francis agreed that research is helpful and Rheinallt Thomas proposed that we wait but discuss this at a later date. Members agreed.

Mary Parry raised concerns about the curriculum review in Wales, with RE not being a part of this review, and suggested that WASACRE should request that RE be made part of the review. She was concerned that the Exemplar Framework would no longer be relevant with the new Literacy and Numeracy Framework and other possible curriculum changes. Gavin Craigen urged caution, saying that the reason RE has not been included is because Welsh Government is satisfied with it. Therefore, he suggested that

ei chynnwys oedd bod Llywodraeth Cymru'n fodlon arni. Awgrymodd, felly, y dylai CCYSAGauC atgoffa Llywodraeth Cymru o bwysigrwydd AG a bod AG yn ofyniad statudol. Rhannodd Rheinallt Thomas yr ohebiaeth yr oedd wedi ei derbyn yn Rhagfyr 2012 oddi wrth Leighton Andrews, mewn ymateb i lythyr yr oedd wedi ei ysgrifennu ato; tynnodd sylw arbennig at yr adran ganlynol: Bydd AG yn aros yn ofyniad statudol yn yr holl ysgolion a gynhelir yng Nghymru a Lloegr (Deddf Diwygio Addysg 1988 a.2(1)(a)). Rhaid i'r addysg grefyddol sy'n cael ei chyflwyno mewn ysgolion barhau i gydymffurfio â gofynion y maes llafur sydd wedi ei gytuno'n lleol gan bob awdurdod lleol drwy ei Gyngor Ymgynghorol Sefydlog ar Addysg Grefyddol (CYSAG). Buasem yn disgwyl i'r trefniadau hyn barhau oddi mewn i'r strwythur consortia rhanbarthol, ond yn amlwg byddai'r manylion yn amrywio o un consortiwm i'r llall...

Dywedodd Gill Vaisey fod CYSAG'au Blaenau Gwent a Sir Fynwy wedi trafod yr adolygiad o'r cwricwlwm, a'i bod yn well ganddynt beidio â gwneud diwygiadau i'w meysydd llafur cytûn eto, gan y byddai'n rhaid iddynt wneud diwygiadau yn unol â'r newidiadau y byddai'r adolygiad o'r cwricwlwm yn eu cynnig ar ôl Medi 2014. Cododd Vicky Thomas y pwynt ein bod wedi meddu ar feysydd llafur cytûn cyffredin yng Nghymru ers 2008, ac i hyn fod yn gamp sylweddol. Yr oedd perygl bellach o golli'r cyffredinrwydd hwnnw ar draws Cymru pe bai Awdurdodau Lleol yn gwneud eu newidiadau eu hunain er mwyn adlewyrchu'r newidiadau cenedlaethol. Nododd Carys Pritchard mai ym Medi 2014 y byddai'r adolygiad o'r cwricwlwm yn cael ei gwblhau, a bod yr arfarniad o'r Cyfnod Sylfaen yn parhau. Dylai CCYSAGauC gymryd i ystyriaeth weithrediad ac effaith yr arfarniad hwn, a'i effaith i'r dyfodol hefyd.

WASACRE should remind Welsh Government of the importance of RE and that RE is a statutory requirement. Rheinallt Thomas shared the correspondence he had received in December 2012 from Leighton Andrews, written in response to a letter he had written, highlighting the following section: RE will remain a statutory requirement in all maintained schools in Wales and England (Education Reform Act 1988 s.2 (1) (a)). The religious education taught in schools must continue to comply with the requirements of the locally agreed syllabus produced by each local authority via its Standing Advisory Council for Religious Education (SACRE). We would expect these arrangements to continue within the regional consortia structure but exact details would obviously vary from one consortia to another...

Gill Vaisey said that Blaenau Gwent and Monmouthshire SACREs have discussed the curriculum review and felt they would rather not make any change to their agreed syllabi yet as they would have to make amendments in line with the curriculum review proposed changes after September 2014. Vicky Thomas raised the point that since 2008 we have commonality of agreed syllabi in Wales and this has been a significant achievement. There was now a danger of losing commonality across Wales if Local Authorities make their own changes to reflect the national changes. Carys Pritchard noted that September 2014 is when the curriculum review will have been finalised and that the evaluation of the Foundation Phase is on-going. WASACRE should take account of the implementation, impact and future impact of this evaluation also.

Awgrymodd rhai aelodau y dylai CCYSAGauC gysylltu â'r Gweinidog Addysg a Sgiliau i ofyn bod AG yn cael ei chynnwys yn yr adolygiad o'r cwricwlwm a/neu i dynnu ei sylw at y Fframwaith Enghreifftiol ar gyfer AG (2008) a gofyn beth fyddai effaith debygol yr adolygiad o'r cwricwlwm arno o Fedi 2014 ymlaen. Mewn pleidlais ar fater anfon llythyr at y Gweinidog, cefnogodd mwyafrif o'r aelodau gynnig y dylai CCYSAGauC ysgrifennu llythyr ac y dylid gadael i swyddogion y Gymdeithas wneud hyn ar eu rhan.

6. Hyfforddiant CA3/ KS3 Training. Diolchodd Gavin Craigen i GCYSAGauC am y cyfle i gynnig yr hyfforddiant CA3, a rhannodd yr adborth cadarnhaol iawn a gafwyd gan gyfranogion i'r arfarniad o'r digwyddiadau hyfforddi a gynhaliwyd ar draws Cymru. Byddai copi o'i gyflwyniad ar gael ar wefan CCYSAGauC. Yr oedd yr arfarniadau'n dangos negeseuon cadarnhaol gan athrawon. Hwn oedd yr hyfforddiant cenedlaethol cyntaf, ac yr oedd wedi profi'n brosiect buddiol iawn.

Diolchodd y Cadeirydd i Gavin am ei waith caled, ac adleisiwyd hyn gan Vicky Thomas a Gill Vaisey, a dynnodd sylw at y ffaith fod CCYSAGauC wedi ymateb yn gadarnhaol i fater cymedrol yn CA3 drwy ariannu a threfnu'r hyfforddiant; cydnabuasant hefyd waith caled yr ymgynghorwyr o bob rhan o Gymru a fu'n rhan o hyn. Awgrymodd Gill Vaisey y dylai CCYSAGauC ystyried a oedd angen i'r Gymdeithas gefnogi DPP pellach ar gyfer athrawon AG yn yr hinsawdd a oedd ohoni (hynny yw, oddi mewn i'r trefniadau ar gyfer consortia, a'r lleihad mewn gwasanaethau ymgynghorol). Cytunodd Phil Lord y dylid ymchwilio i hyn, gan fod posibilrwydd y byddai ysgolion yn cael eu gorfodi i ddefnyddio adnoddau neu hyfforddiant o Loegr na fyddai'n adlewyrchu cwricwlwm AG Cymru. Adleisiodd y Cadeirydd y pryderon hyn,

Some members suggested that WASACRE contact the Minister of Education and Skills to request that RE is included in the curriculum review and /or to draw his attention to the Exemplar Framework for RE (2008) and ask what likely impact the curriculum review will have on it from September 2014. In response to a vote on the question of sending a letter to the Minister, a majority of members voted for WASACRE to write a letter and to leave the officers of the Association to do this on their behalf.

6. Hyfforddiant CA3/ KS3 Training. Gavin Craigen thanked WASACRE for the opportunity to offer the KS3 training, and shared the very positive participant evaluation feedback from the training events held across Wales. A copy of his presentation will be available on the WASACRE website. Evaluations showed positive messages from teachers. This was the first national training and proved a very worthwhile project.

The Chair thanked Gavin for his hard work and this was echoed by Vicky Thomas and Gill Vaisey who pointed out that WASACRE responded positively to the KS3 moderation issue by funding and organising the training and acknowledged the hard work of the advisors from all areas of Wales who had been part of this. Gill Vaisey suggested that WASACRE should look at whether there is a need for the Association to support further CPD for RE teachers in the current climate (that is within the consortia arrangements, and reduced advisory services). Phil Lord agreed that this should be explored because schools may be forced to use resources or training from England which would not reflect the Welsh RE curriculum. Chair echoed these concerns and suggested that we keep an eye on the situation.

ac awgrymodd y dylem gadw llygad ar y sefyllfa.

Gwnaeth aelodau eraill y sylw fod mawr angen am gefnogaeth CCYSAGauC yn y maes hwn, a gwerthfawrogiad mawr ohoni hefyd, gan na allai ysgolion fforddio anfon athrawon allan ar gyfer DPP; a bod gorfod talu cost athrawon llanw'n unig yn help. Dywedodd Vicky Thomas fod cost yr hyfforddiant, sef oddeutu £40 am bob athro, yn cynnig gwerth am arian, a bod hyn yn bosibl oherwydd bod awdurdodau lleol neu gonsortia'n cydweithio i gadw'r costau'n isel. Estynnwyd diolch i gonsortia ac awdurdodau lleol a oedd yn cymryd rhan ac yn talu am y manau cyfarfod a chinio canol dydd etc.

7. Cyflwyniadau gan PYCAG ar y Cyfnod Sylfaen / NAPfRE presentations on the Foundation Phase

Cyflwynodd Bethan James 'People, Beliefs and Questions: Our interpretation'. Diolchodd Anne Williams a Helen Evans, o ysgolion yn Nolgellau, Gwynedd, i Bethan am ei chymorth a'i harweiniad, cyn cyflwyno 'Llyfr stori fel man cychwyn: "Salamatu and Kandoni Go Missing" gan Steve Bruce'. Trwy gyfrwng y llyfr hwn yr oedd y disgyblion yn dysgu mwy am y byd o'u cwmpas, a dangoswyd sut yr oedd hyn yn cysylltu â'r Fframwaith Llythrennedd a Rhifedd Cenedlaethol, e.e. yr oedd y disgyblion yn ysgrifennu llythyrau at Salamatu ac yn gweithio allan gost gafr, yn pwysu reis, ac yn amcangyfrif pwysau babi. Diolchodd Bethan i'w chydweithwyr am ddangos sut yr oedd ysgol wledig fechan yng Ngogledd Cymru'n ymateb i'r Fframwaith Llythrennedd a Rhifedd, ac am eu henhraifft o blentyn yn cyflawni deiliant 6 gan ddefnyddio AG.

Cyflwynodd Phil Lord 'AG yn y Ddogfen Cyfnod Sylfaen', a ddatblygwyd ganddo gyda chymorth athrawon yn Sir Conwy, Sir Ddinbych a Sir y Fflint.

Cyflwynodd Gill Vaisey becynnau pwnc a

Other members commented that WASACRE support in this area is much needed and appreciated as schools cannot afford to send teachers out for CPD and that it helped only having to pay for supply cover. Vicky Thomas said the training was value for money at around £40 for each teacher and this was possible due to Local authorities or consortia working together to keep the costs low. Thanks were extended to consortia and LAs that were involved and who paid for venues and lunches etc.

7. Cyflwyniadau gan PYCAG ar y Cyfnod Sylfaen / NAPfRE presentations on the Foundation Phase

Bethan James presented 'People, Beliefs and Questions. Our interpretation'. Anne Williams and Helen Evans from schools in Dolgellau, Gwynedd, thanked Bethan for her support and leadership before presenting 'A story book as a starting point, 'Salamatu and Kandoni go missing' by Steve Bruce' Through this book the pupils were learning more about the world around them, and it was shown how this was related to the National Literacy and Numeracy Framework e.g. The children wrote letters to Salamatu and worked out the costing of goat, weighed rice and estimated the weight of a baby. Bethan thanked her colleagues for their demonstration of how a small rural school in North Wales was responding to the Literacy and Numeracy Framework and their example of a child achieving an outcome 6 using RE.

Phil Lord presented 'RE in the Foundation Phase document' which he developed with help from teachers in Conwy, Denbigh and Flintshire.

Gill Vasey presented topic packs

ddatblygwyd gyda chymorth athrawon ym Mlaenau Gwent, Torfaen a Sir Fynwy.

Bwriedid gosod yr holl adnoddau hyn mewn un lleoliad canolog, i'w defnyddio gan holl ymarferwyr Cymru.

8. Gohebiaeth /Correspondence

- **Llythyr a dderbyniwyd oddi wrth Vaughan Salisbury mewn perthynas â Newyddion AG, yn hysbysu'r aelodau mai ar lein yn unig y byddai'r cyhoeddiad hwn ar gael o hyn ymlaen. Darllenodd y Cadeirydd y llythyr i'r cyfarfod, ac awgrymodd dri phwynt yr oedd angen i GCYSAGauC eu hystyried. Cytunodd yr aelodau y dylai CCYSAGauC ysgrifennu at Vaughan Salisbury i ofyn a ellid cyhoeddi Newyddion AG mewn diwyg rhatach, ac i ofyn am i gostiadau llawn gael eu darparu er mwyn i'r cais gael ei gloriannu'n iawn.**
- **Anogwyd yr aelodau gan Neeta Baicher, o Gymdeithas Sikhiaid De Cymru, i gofrestru ar gyfer cynhadledd flynyddol y gymdeithas. Yr oedd y manylion cofrestru ar gael gan Neeta a Libby Jones drwy e-bost, ac yr oedd copïau caled ar gael yn y cyfarfod.**
- **Yr oedd dymuniadau gorau am y Flwyddyn Newydd wedi eu hestyn gan Christine Abbas o gymuned y Ba' hai.**

9. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 6 Chwefror 2013 / Report from the Executive Committee held on 6 February 2013

Cyflwynwyd hwn i'r aelodau yn y cyfarfod, ac yr oedd copïau ar gael ymhlith eu papurau.

10. Newyddion diweddar / Update:

(a) Gynhadledd CCYSAGauC / WASACRE Conference

developed with help from teachers in Blaenau Gwent, Torfaen and Monmouthshire.

It is the intention to place all of these resources in one central location for all practitioners in Wales to use.

8. Gohebiaeth /Correspondence

- **Letter received from Vaughan Salisbury in relation to RE News advising members that the publication will now only be available online. The Chair read out the letter and suggested three points that WASACRE need to consider. Members agreed that WASACRE should write to Vaughan Salisbury to ask if RE News can be published in a cheaper format and for full costings to be provided so that the request could be properly evaluated .**
- **Neeta Baicher from Sikh Association South Wales encouraged members to register for their national conference, details for registration are available from Neeta and Libby Jones via email and hard copies were available at the meeting.**
- **Happy New Year greeting have been extended from Christine Abbas from the Ba' hai community.**

9. Aroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 6 Chwefror 2013 / Report from the Executive Committee held on 6 February 2013

This was presented to members at the meeting and copies were available in their papers.

10. Newyddion diweddar/Update:

(a) Gynhadledd CCYSAGauC / WASACRE Conference

Rhodddwyd y cefndir i gynhadledd CCYSAGauC, a fyddai'n cael ei chynnal ddydd Iau Hydref 10fed 2013, i'r aelodau. Anogodd Tania ap Siôn yr aelodau i fynd â'r wybodaeth yn ôl i'w CYSAG'au ac i roi'r dyddiad yn eu dyddiaduron eu hunain.

Amcanion Cyffredinol: Digwyddiad hyfforddi cenedlaethol, a fyddai'n codi proffil AG a'r cyfraniad y gallai AG ei wneud i gyflawniad blaenoriaethau cenedlaethol.

Thema: Codi safonau mewn AG.

Cynnwys: Amlygu deilliannau adolygiad thematig Estyn, a chynnal gweithdai.

Y gynulleidfa: Byddai'r gynhadledd yn berthnasol i gynrychiolwyr CYSAG'au, Cynghorwyr, ac athrawon o'r Cyfnod Sylfaen i addysg ôl-16.

(b) Yr Adolygiad o'r Cwricwlwm a meysydd llafur cytûn / The Curriculum Review and agreed syllabuses.

Cytunwyd ar y datganiad a ganlyn: "Mae CCYSAGauC yn argymhell bod CYSAG'au yn cychwyn proses o adolygu'r maes llafur cytûn, i'w pharhau dros y blynyddoedd nesaf, ac y dylent weithredu newidiadau i'w maes llafur cytûn mewn ymateb i'r trefniadau adolygu cwricwlwm ar ôl Medi 2014."

Byddai hwn yn mynd allan mewn llythyr at yr holl glercod CYSAG'au (LJ). Eglurhaodd Gill Vaisey y datganiad drwy ddweud y gallai'r broses adolygu gychwyn oddi mewn i bob CYSAG, ond na fyddai angen gwneud newidiadau i bob maes llafur cytûn tan ar ôl Medi 2014, pan fyddem yn gwybod canlyniadau'r adolygiad o'r cwricwlwm; bryd hynny, gellid gwneud diwygiadau priodol yn unol â'r rhai a fyddai'n cael eu gwneud i'r cwricwlwm newydd.

Cafwyd trafodaeth wedi hynny ynglŷn ag agweddau cyfreithiol ar yr adolygiad o'r maes llafur cytûn (a'r gynhadledd) oddi mewn i GYSAG'au unigol, ac ynglŷn ag

Members were given the background for the WASACRE conference taking place on Thursday 10 October 2013. Tania ap Sion urged members to take the information back to their SACREs and to put the date in their own diaries.

Aims: National training event, raising the profile of RE and the contribution RE can make to national priorities.

Theme: Raising standards in RE

Content: Highlighting the outcomes of the Estyn thematic review, workshops

Audience: Relevant for SACRE representatives, Councilors and teachers from Foundation Phase to post 16.

(b) Yr Adolygiad Cwricwlwm a meysydd llafur cytûn / The Curriculum Review and agreed syllabuses.

The following statement was agreed: "WASACRE recommends that SACREs start an agreed syllabus review process that is on-going for the next few years and should implement changes to their agreed syllabus in response to the curriculum review arrangements after September 2014."

This will go out in a letter to all SACRE clerks (LJ). Gill Vaisey clarified this by saying that the review process can begin within each SACRE, but that changes to each agreed syllabus will not need to be made until after September 2014 when we know the results of the curriculum review, in which case appropriate amendments can be made in line with those made to the new curriculum.

A discussion ensued about the legalities of the agreed syllabus review and conference within individual SACREs and the minister's response in his letter to possible

<p>ymateb y Gweinidog, yn ei lythyr, i'r goblygiadau posibl i GYSAG'au pe tynnid y cyfrifoldeb am Addysg oddi ar awdurdodau lleol. Cynigiodd Vicky Thomas y dylid trafod llythyr Leighton Andrews yng nghyfarfod nesaf y Pwyllgor Gwaith, ac y dylid ei gynnwys yn y papurau ar gyfer cyfarfod y Pwyllgor Gwaith ar Fai 16eg 2013 (LJ). Byddid yn gofyn i Glercod y CYSAG'au pwy oedd yn gyfrifol am AG o dan y trefniadau newydd.</p> <p>(c) Marc Safon Addysg Grefyddol/ Religious Education Quality Mark (REQM) Siaradodd Bethan James ar ran Phil Lord. Yr oedd y peilot ar gyfer fersiwn Cymraeg y marc safon wedi ei gwblhau, ac yr oedd PL yn gobeithio y gallai athrawon o'r ysgol beilot wneud cyflwyniad yng nghyfarfod nesaf CCYSAGauC.</p> <p>(d) Adolygiad o adroddiadau CYSAG Blynyddol / Review of SACRE annual reports. Cafodd yr eitem hon ei thynnu'n ôl er mwyn i'r cyfarfod ddod i ben yn brydlon, ac er mwyn lliniaru pwysau amser ar y rhai a fyddai'n teithio drwy'r tywydd mawr.</p> <p>11. Arddangos adnoddau AG / Showcase of RE resources. Yr oedd enghreifftiau wedi eu rhoi yn ystod cyflwyniad PYCAG o dan eitem 7.</p> <p>12. U.F.A. / U.F.A. Ni chodwyd unrhyw fater arall.</p> <p>14. Dyddiad y cyfarfod nesaf / Date of next meeting: Mehefin 19eg 2013, Caernarfon.</p>	<p>implications on SACREs in removing responsibility for Education from local authorities. Vicky Thomas proposed that Leighton Andrew's letter is discussed at the next Executive meeting and is included in the papers for the Executive meeting on the 16 May 2013. (LJ) SACRE Clerks are to be asked who is responsible for RE within the new arrangements.</p> <p>(c) REQM/ Religious Education Quality Mark Bethan James spoke on behalf of Phil Lord. The pilot for the Welsh version of the quality mark is complete and he is hoping that teachers from the pilot school can give a presentation at the next WASACRE meeting.</p> <p>(d) Adolygiad o adroddiadau CYSAG Blynyddol / Review of SACRE annual reports. This item was withdrawn in order for the meeting to end promptly to alleviate time pressures for those travelling in the severe weather conditions.</p> <p>11. Arddangos adnoddau AG / Showcase of RE resources. Examples given during the NAPfRE presentation under item 7.</p> <p>12. U.F.A. / A.O.B. There was no other business.</p> <p>14. Dyddiad y cyfarfod nesaf / Date of next meeting: 19 June 2013, Caernarfon.</p>
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**Cyfarfod Pwyllgor Gwaith Cymdeithas CYSAGau Cymru/
Wales Association of SACREs Executive Committee meeting**

**Dydd Iau, 16 Mai 2013, 10.30am / Thursday 16 May 2013, 10.30
am, United Reform Church, Cardiff**

Summary

Present: Edward Evans, Tania ap Sion, Libby Jones, Mary Parry, Dafydd Treharne, Vicky Thomas, Gavin Craigen, Phil Lord.

- 1. Croeso / Welcome.** Chair Edward Evans welcomed members to the meeting. He acknowledged Michael Gray's recent appointment as Mayor of Caerphilly. A card/letter of congratulations will be sent to Michael on behalf of WASACRE.
- 2. Ymddiheuriadau / Apologies.** Michael Gray, Rheinallt Thomas, Bethan James, Brian Rogers.
- 3. Cofnodion cyfarfod y Pwyllgor Gwaith diwethaf (6/02/2013) / Minutes of the last executive meeting (6/02/2013).** REQM - leave out the sentence about 'bronze' becoming assessors. With the appropriate amendment the minutes were accepted as true record of the meeting.
- 4. Materion yn codi / Matters arising.**

Item 6. RE Council AGM. Gavin Craigen confirmed that the RE council AGM will be held on 7 May 2014 in Wales. Edward will contact the First Minister to ascertain if his attendance is possible on this date and will report back to the committee at the next meeting.

Item 4. Welsh Government review of SACRE annual reports. Tania thanked everyone for their helpful responses and confirmed that they have been sent off to Welsh Government, where Tania has been communicating with Tony Jermyn. It was agreed that although it may be difficult for SACREs to act on all the recommendations in the document due to the current changes within Wales in regard to Local Authorities and consortia, the document gives a positive record of what SACREs do and encourages SACREs to discuss what they need to do in the future. Members agreed that it is also important as an historical record. Welsh Government is looking to insert a few sentences recognising the changing situation. Members agreed that it was a worthwhile document and Tania confirmed that the intention is to publish the report every two years. The possibility of changes being made to the format for SACRE annual reports has been raised with Welsh Government, and Tania will explore this, but no plans exist for any changes at present. The Executive confirmed that SACREs would follow the usual format for annual reports this year.

Item 4. REQM. All 4 of the pilot reviews have taken place. Two schools achieved Bronze, one school achieved Silver and one school achieved Gold. Secondary schools were keener to promote their work than primary schools. Phil Lord reported that the pilot went well and that he will give an update at the next WASACRE meeting in June and also to NAPfRE.
- 5. Cofnodion cyfarfod CCYSAGauC, 22 Mawrth 2013 / Minutes of the WASACRE meeting, 22 March 2013.** Some amendments were made to specific wording, after which the minutes were accepted for translation and circulation to SACREs.

VT raised the issue of current pressures on LAs with regard to funding and facilitating training and professional development for RE teachers. She stressed the importance of WASACRE in supporting LAs in this, and following the success of the KS3 training, highlighted the growing need for more training events to be offered by WASACRE to teachers nationally.

6. **Adolygliad Cwricwlwm/ Curriculum Review.** LJ will send the letter written to Leighton Andrews about the status of the framework. Mary Parry had previously sent a letter from Carmarthenshire SACRE to ask Leighton Andrews why RE had not been included in the review this time. Mary raised the question that if curriculum changes are made for example, to the assessment structure or skills, where will that leave RE, the RE Framework and RE levels? Mary suggested that it is really important to know why they left RE out. If RE is not included then any changes we make as a result of the review will be later than those of the other subjects and therefore there will be a significant delay in schools receiving the new documents for RE. Mary agreed to forward the response she receives from Leighton Andrews to Executive members. Members were reminded that a large amount of money has been invested in RE for documents such as the Framework and the Foundation Phase etc. The question was raised as to whether we are happy as an RE professional community that the current skills are good and effective in assessing the RE skills? If so, why ask for it to be changed? Gavin Craigen urged further caution, he reported that the RE Council in England have been asked to make a presentation to Ministers so that whatever happens to the curriculum in England, RE will be mentioned. He suggested that the important thing is for Welsh Government not to forget the 'and RE' when they are issuing guidance.
7. **Adolygiad Thematig Estyn / Estyn Thematic Review.** The report will be published on 18 June 2013 and copies will be available at the WASACRE meeting on 19 June 2013. The report will be an agenda item at this meeting. Vicky Thomas suggests sending a copy of the Estyn document as a PDF if available and/or weblink to all SACREs (suggesting they put it on their agenda for their next meeting).
8. **Gynhadledd CCYSAGauC/ WASACRE Conference.** The venue for the conference has been booked and it will take place at The Conference Centre, Ty Dysgu, near Cardiff. Times to be confirmed. WASACRE will write to SACREs to formally ask who will be attending the conference in October. It was suggested that there should be 3 representatives per SACRE and a teacher representative. Responses would need to be returned by the 1st week in September with Welsh-medium preference stated. It was also suggested that a separate letter goes out to schools. LJ will email Carys Pritchard to check capacity for each room (fire regs etc) and that we can use each side of the room. Bilingual arrangements for workshops need to be arranged. A list of workshops needs to be drawn up and confirmed with providers. Members agreed to bring the next Executive meeting forward to have it before the conference and to have the Autumn WASACRE meeting tagged on to the end of the conference, arranged for 3.30. LJ to contact Torfaen to rearrange the November meeting for autumn 2014 instead.
9. **Darpariaeth ar gyfer CYSAGau mewn ALI (gohebiaeth gyda Leighton Andrews) / Provision for SACREs within Local Authorities (correspondence with Leighton Andrews)**
10. **Newyddion AG/ RE News.** Speaking on behalf of REMW, Dafydd Treharne reported that they had agreed in principle to pay £1,000 for *RE News* but they would prefer a cheaper paper copy rather than an electronic copy alone. Concerns were raised as to LAs funding *RE News*, REMW and WASACRE, and their ability to do this. Due to cut backs, LAs may choose to pay for only one, then all three may cease to be viable. It was suggested that WASACRE should look at how all three bodies could work together with WASACRE in a more collaborative fashion. Members agreed for LJ to arrange a meeting between representatives of WASACRE, *RE News* and REMW to discuss their collaborative relationships as well as to discuss the letter from Vaughan Salisbury detailing costings in relation to *RE News*. LJ and TapS will draft a letter to *RE News* and contact Rheinallt Thomas, Vaughan Salisbury, and Ben Wigley as Chair of REMW. The meeting should be arranged before the WASACRE meeting on 19 June.
11. **Adroddiad Blynyddol/ Annual Report.** Tania will draft the annual report and circulate to Executive for presenting at the AGM in June.
12. **Gohebiaeth / Correspondence** There is no additional correspondence.

- 13. Agenda ar gyfer cyfarfod y Gymdeithas yn Nghaernarfon, 19 Mehefin 2013 / *Agenda for the Association meeting in Caernarfon, 19 June 2013*** The agenda was agreed.
- 14. U.F.A. / *A.O.B.*** Dafydd Treharne withdrew his nomination for the executive committee elections. He felt that there was a good number of nominations which was very positive and that he would be happy for someone new to take his seat.
- 15. Dyddiad cyfarfod nesaf y Pwyllgor Gwaith / *Date of the next Executive meeting.*** Friday, 4 October 2013.

Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC (19 Mehefin 2013)

Nominations for the Executive Committee (19 June 2013)

Mae WYTH o enwebiadau ar gyfer TAIR swydd ar y Pwyllgor Gwaith.

There are EIGHT nominations for THREE positions on the Executive Committees.

1. Mark Brown CYSAG Conwy

Graddiais o Brifysgol Cynru, Bangor, gyda gradd BEd, gan arbenigo mewn Addysg Grefyddol. Drwy gydol fy ngyrfa wedi ystyried AG yn bawn sylfaenol sydd yn hanfodol I gwricwlwm ein hysgolion. Bûm yn athro mewn amrywiaeth o ysgolion, rhai ohonynt yn enwadol a rhai'n fwy seciwlar. Rwyf yn arbenigo yn y Cyfnod Sylfaen, ac rwyf wedi cymryd rhan mewn sawl prosiect Cyfnod Sylfaen I ddatblygu AG fel pwnc integredig yn hytrach nag 'annibynnol' (fel sy'n ofynnol gan gwricwlwm y Cyfnod Sylfaen). Rwy'n mwynhau'r cyfle I eistedd ar GYSAG Conwy fel cynrychiolydd y Cyfnod Sylfaen (swydd yr wyf wedi ei dal ers bron I dair blynedd), ac yn ddiweddar yr wyf wedi ymgymryd â 'Chymrodoriaeth Farmington' er mwyn datblygu adnodd CA2 ar gyfer Cadeirlan Bangor. Drwy gydol fy ngyrfa rwyf wedi datblygu cysylltiadau cryf â grwpiau crefyddol lleol, ac mae'r cysylltiadau hynny yn eu tro wedi datblygu gwybodaeth a dealltwriaeth y plant o'r byd o'u cwmpas. Rwyf yn athro cynradd ymroddedig gyda chariad gwirioneddol at AG.

Mark Brown Conwy SACRE

I graduated from the University of Wales, Bangor with a BEd degree, specialising in Religious Education. Throughout my career I have seen RE as a fundamental subject which is essential to our school curriculum. I have taught in a variety of schools, both denominational and more secular. I am a specialist in the Foundation Phase and have been involved in several Foundation Phase projects to develop RE as an integrated rather than 'stand-alone' subject (as required by the Foundation Phase curriculum). I relish the opportunity to sit on the Conwy SACRE as the Foundation Phase representative (a post that I have held for nearly 3 years) and have recently undertaken a 'Farmington Fellowship' to develop a KS2 resource for Bangor Cathedral. Throughout my career I have developed strong links with local religious groups, which have in turn developed the children's knowledge and understanding of the world around them. I am a committed and dedicated primary teacher with a real love of RE.

2. Y Cyng. Ernie Galsworthy CYSAG Merthyr Tudful

Bûm yn aelod o GYSAG ers Mai 2012, wedi i mi gael fy ethol i'r cyngor. Cyn hynny bûm yn gynghorydd rhwng 1987 a 2004, a gwasanaethais ar GYSAG Merthyr Tudful yn ystod y cyfnod hwn a mynychu cyfarfodydd CCYSAGauC yn ogystal.

Cefais fy magu mewn amgylchedd Bedyddwyr Cymreig, a than yr oeddwn yn 5 oed bûm yn byw gyda'm mam-gu, Cymraes nad oedd, yn anffodus, wedi dysgu Cymraeg i fy mam ond a wnaeth ei gorau i'm haddysgu i yn yr iaith. Wedi ei marwolaeth, fodd bynnag, collais yr iaith, ac ni ailafaelais ynddi tan y 1990'au hwyr pan fynychais gwrs WLPAN ym Mhrifysgol Caerdydd.

Rwy'n coleddu safbwynt heddychol, a'm harwyr yw Mahatma Gandhi, John Lennon ac Iesu Grist. Yr oeddynt ill tri'n heddychwyr, a chafodd y tri eu diwedd trwy drais. Mae bod yn heddychwyr yn ddull perlyglus o fyw, ac weithiau mae angen dewrder i fyw buchedd o'r fath.

Rwyf hefyd yn gynrychiolydd y cyngor ar y Pwyllgor Awdurdodau Lleol Di-niwclear; rwy'n credu bod hynny'n adlewyrchu fy nymuniad i fyw mewn heddwch.

Yr oedd fy nhri arwr yn Hindŵ, yn anffyddiwr ac yn Gristion. Er nad wyf yn cyd-fynd yn llwyr â safbwyntiau fy arwyr, mae gennyf barch mawr tuag atynt, ac rwy'n credu bod parch tuag at bob crefydd yn sylfaenol i heddwch byd-eang.

Councillor Ernie Galsworthy Merthyr Tudfil SACRE

I have been a SACRE member since May 2012 after I was elected to council. I was previously a councillor from 1987 until 2004, and served on Merthyr Tydfil SACRE during this period and also attended WASACRE meetings.

I was brought up in a Welsh Baptist environment and until the age of 5 lived with my grandmother, a Welsh speaker, who unfortunately did not teach Welsh to my mother although, did her best to teach me. Consequently after her death I lost the language and did not pick it back up again until the late 1990's when I attended a WPLAN course at Cardiff University.

I hold pacifist views and my great heroes are Mahatma Gandhi, John Lennon and Jesus Christ, All three were pacifists and met violent deaths. Being a pacifist is a dangerous way of living and sometimes courage is needed to live this life.

I am also the council representative on the Committee of Nuclear Free Local Authorities which I believe reflects how I wish to live in peace.

My three heroes were a Hindu, an atheist and a Christian. While I do not believe totally in the views of my heroes I have great respect for them and it is respect for all religions which I believe is fundamental for world peace.

3. Y Cyngorydd D Michael Gray CYSAG Caerphilly

Rwy'n aelod oes o'r Eglwys Fethodistaidd. Ar ôl bod yn athro Ysgol Sul, rwy'n Bregethwr Lleol Trwyddedig yn yr Eglwys Fethodistaidd, yn organydd eglwys, ac yn swyddog eglwys ar lefelau ardal, rhanbarthol a chenedlaethol, yn ogystal â bod yn Gydlynnydd Cymorth Cristnogol Lleol, yn gyn-Ysgrifennydd a chyn-Gadeirydd fy nghanen leol o 'Eglwysi Ynghyd', ac yn aelod cyswllt o CYTUN .

Rwy'n Gyngorydd ar Gyngor Bwrdeistref Sirol Caerffili, ac yn Gadeirydd Pwyllgor CYSAG Cyngor Bwrdeistref Sirol Caerffili, ac rwyf wedi cynrychioli CYSAG CBSC ar GCYSAGauC ers 1996.

Rwy'n gyn-aelod o Bwyllgor Gwaith CCYSAGauC, ac yn gyn-Is-gadeirydd (2008-2009) a chyn-Gadeirydd (2009-2011) CCYSAGauC, ac rwy'n dymuno cynnig i Bwyllgor Gwaith CCYSAGauC fy mhrofiad hir o gefnogi a hybu Addysg Grefyddol mewn ysgolion ledled Cymru.

Councillor D Michael Gray Caerphilly SACRE

I am a lifelong member of the Methodist Church, having been a Sunday school teacher I am an accredited local Preacher of the Methodist Church, church organist, and church officer at local, regional & national level, also area Christian - Aid Coordinator and past Secretary , Chairman of my 'ChurchesTogether' and affiliated to CYTUN .

I am a Caerphilly County Borough Councillor, Chairman of Caerphilly County Borough Council SACRE Committee and represented CCBC SACRE on WASACRE since 1996, up to the present date.

I am a past member of the WASACRE Executive Committee and also past Vice - Chairman (2008 - 2009) and Chairman of WASACRE (2009 - 2011), and wish to offer the WASACRE EXECUTIVE my long experience of supporting and projecting Religious Education throughout the schools of Wales.

4. Judy Harris CYSAG Caerdydd

Ar hyn o bryd rwy'n gweithio fel swyddog datblygu plant ac ieuenctid gyda Synod Cenedlaethol Cymru yr Eglwys Unedig Ddiwygiedig. Yn y rôl hon rwy'n gwasanaethu holl Eglwysi Unedig Diwygiedig Cymru, gan hwyluso'u gwaith yn eu cymunedau lleol.

Rwy'n hynod frwdfrydig ynglŷn ag addysg grefyddol mewn ysgolion: yn y gorffennol rwyf wedi gwasanaethu fel caplan ysgol mewn ysgolion cynradd ac uwchradd yn yr Alban. Ers symud i Gymru rwyf wedi gweithio fel Gweithiwr Cymunedol Cysylltiedig â'r Eglwys, ac yn ystod fy nghyfnod yr ardal Llanelli roeddwn yn gysylltiedig ag Ysgol Uwchradd Coed Cae pan gychwynnodd brosiect Mala Heddwch, sydd ers hynny wedi tyfu'n rhaglen addysgol o sylwedd mewn llawer o ysgolion. Rwy'n teimlo'n gryf fod Addysg Grefyddol yn cael ei chyflwyno i ddisgyblion er mwyn eu galluogi i ddeall y rheol syml, "Gwnewch i eraill fel y mynnech i eraill ei wneud i chwi". Rwy'n teimlo bod gennyf lawer i'w gynnig i GCYSAGauC, ac y byddai fy rôl bresennol yn fy ngalluogi i wneud cyfraniad sylweddol.

Judy Harris Cardiff SACRE

I am currently working as the children and youth development officer with the United Reformed Church National Synod of Wales, within this role I cover all the United Reformed Churches in Wales, enabling them with their work in their local communities.

I am passionate about religious education in schools, having in the past served as a school chaplain in primary and secondary schools, in Scotland. Since moving to Wales I have worked as a Church

Related Community Worker, and was connected to Coed Cae Secondary School in Llanelli, during my time there, when it started the Peace Mala project which has since grown to be a significant educational programme within many schools. I feel strongly that pupils are taught RE to enable them to understand the simple rule "Treat others as you would wish them to treat you." I feel I have a lot to offer WASACRE and feel my current role would enable me to contribute significantly.

5. Y Cyng. Louise Hughes CYSAG Gwynedd

Fel Cristion ymarferol, rwyf yn falch o weld fod Ysgolion Eglwys yng Ngwynedd yn hyrwyddo nodweddion Cristnogaeth sef goddefgarwch, maddeuant a chariad roedd yr Iesu ei hun yn eu pregethu. Yn y byd cynyddol seciwlar sydd ohoni heddiw, mae hi'n bwysicach nag erioed fod gair Duw yn dal i gael ei glywed mewn ysgolion a fod plant yn cael cyfle i edrych ar eu ffydd eu hunain heb ofni dirmyg. Mae'r Deg Gorchymyn yn sail gadarn i gymdeithas wâr heddiw, fel yr oedd ddwy fil o flynyddoedd yn ôl neu gellid dadlau eu bod hyn yn oed yn bwysicach gan fod llawer o bobl ifanc yn agored i bwysau oedd ddim yn wynebu cenedlaethau blaenorol ac mae diniweidrwydd plentyndod yn cael ei erydu bob dydd. Mae bod ar bwyllgor CYSAGau Cymru yn gyfle gwych i gwrdd â phobl o'r un ffydd sy'n meddwl yr un fath a sydd hefyd yn credu bod addysg gyda nodweddion Cristnogol yn beth cadarnhaol ym mywydau ein plant a byddwn wrth fy modd o gael cyfle i weithio gyda phobl o'r fath.

Councillor Louise Hughes Gwynedd SACRE

As a practising Christian I am delighted to see that the Church schools in Gwynedd actively promote the Christian virtues of tolerance, forgiveness and love that Jesus himself preached. In today's increasingly secular world it is more important than ever that the word of God is still heard in schools and children are given the opportunity to explore their own faith without fear of derision. The Ten Commandments are as sound a basis for a civilised society today as they were two thousand years ago or even, it could be argued, more important as so many young people are seduced by the shallow world of image, celebrity and the acquisition of material things. Children today are vulnerable to pressures that previous generations were never exposed to and the innocence of childhood is being eroded on a daily basis. Being on the WSACRE committee is a wonderful opportunity to meet like-minded people of Faith who also believe that an education which includes Christian virtues can only be a positive thing in the lives of our children and I would be delighted to be given the chance to work alongside such people.

6. Wyn Myles Meredith CYSAG Gwynedd

Yr wyf yn dymuno gwasanaethu ar Bwyllgor Gwaith CCYSAGC oherwydd fy mod yn ymroddedig i waith CYSAG Gwynedd yn lleol a thrwy hyn wedi mynychu a chefnogi Cymdeithas CYSAGau Cymru ers 1996 yn fy swyddogaeth fel Aelod o Gyngor Gwynedd hyd nes i mi ymddeol yn 2008. Ers hynny, yn rhinwedd fy swydd fel Stiward Cylchdaith Meirion a Dyfi 'rwyf wedi cynrychioli'r Eglwys Fethodistaidd fel cynrychiolydd enwadol.

Tra yn Aelod ar Gyngor Gwynedd rwyf wedi gwasanaethu ar sawl pwyllgor. Teimlaf bod fy mhrofiad ar y Pwyllgor Addysg ac yn Llywodraethwr yn golygu fy mod yn deall yr heriau sy'n wynebu ysgolion cynradd ac uwchradd yr ardal. Rwyf yn edmygu ymroddiad Athrawon Addysg Grefyddol a Phenaethiaid Ysgolion wrth iddynt gyflwyno Addysg Grefyddol ystyrion i blant a phobl ifanc. 'Rwy'n ymwybodol hefyd o'u hymdrechion clodwiw i sicrhau bod sesiynau addoli ar y cyd yn berthnasol i'w byd.

Wyn Myles Meredith Gwynedd SACRE

I wish to serve on the WASACRE Executive Committee as I am committed to the work of Gwynedd SACRE locally and have attended and supported the Welsh Association of SACREs since 1996 in my role as a Member of Gwynedd Council until my retirement in 2008. Since then, as part of my office as the Circuit Steward to the Meirion and Dyfi Area I have represented the Methodist Church as a denominational representative.

Whilst I was a member of Gwynedd Council I served on several committees. I feel that my experience on the Education Committee and as a School Governor means that I understand the challenges facing primary and secondary schools in the area. I admire the commitment of Religious Education Teachers and School Heads when they introduce meaningful Religious Education to children and young people. I am also aware of their praiseworthy efforts to ensure that corporate worship sessions are relevant to their world.

7. Mary Parry CYSAG Caerfyrddin

- Mae gen i brofiad helaeth o weithio ym maes Addysg Grefyddol ac rwy'n angerddol am bwysigrwydd y pwnc i ddatblygu pobl ifanc gyflawn yng Nghymru heddiw.
- Rwyf yn Ymgynghorydd Cysylltiol Addysg Grefyddol gyda Sir Gaerfyrddin (a Dyfed cyn hynny) ers 19 mlynedd, a chyda'r ad-drefnu, rwyf hefyd yn Swyddog Consortiwm Gwella Ysgolion i SWAMWAC (Consortiwm De Orllewin a Chanolbarth Cymru).
- Rwyf yn swyddog proffesiynol i GYSAG Sir Gaerfyrddin. Yn rhinwedd y swydd hon, rwyf wedi bod ynghlwm wrth lunio meysydd llafur cytûn y sir a deunyddiau cefnogi. Hefyd rwyf wedi gweithio'n agos â chyrff allanol ar faterion sy'n ymwneud ag AGr, megis AdAS, CBAC ac Estyn.
- Rwy'n cynghori a chefnogi athrawon ar weithredu Maes Llafur Cytûn y sir ac ar addysgu Addysg Grefyddol yn effeithiol. Rwyf wedi darparu llawer o gyrsiau ac adnoddau dwyieithog ar gyfer ysgolion – yn sir Gâr ac mewn awdurdodau lleol eraill yng Nghymru.
- Rwyf yn aelod gweithgar o Bwyllgor Gwaith Cymdeithas CYSAGau Cymru ers 17 mlynedd.
- Rwyf wedi cymryd rhan weithredol mewn cyfarfodydd Cymdeithas CYSAGau Cymru a'i gweithgareddau eraill ers ei sefydlu ym 1995.

- Rwyf wedi cynrychioli Cymru ar weithgor AREIAC (cymdeithas ymgynghorwyr AGr gwledydd Prydain) ac rwyf yn cynrychioli CCYSAGau Cymru ar weithgor EFTRE (fforwm Ewropeaidd ar gyfer athrawon AGr).
- Rwyf yn arolygu ysgolion o dan gytundeb Estyn. Bûm yn rhan o dîm Estyn a arolygodd Addysg Grefyddol dros Gymru gyfan eleni.
- Cyn fy swydd bresennol bûm yn bennaeth yr adran Addysg Grefyddol ac yn bennaeth yr ysgol iau yn Ysgol Gyfun Emlyn, Sir Gâr.
- Gyda'r profiad hwn, teimlaf y gallaf wneud cyfraniad gwerthfawr i weithgor CCYSAGau Cymru a byddai'n fraint i barhau i wasanaethu arno.

Mary Parry Carmarthenshire SACRE

- I have been working in the field of Religious Education for many years and I am very passionate about the importance of the subject in developing well-rounded young people in Wales today.
- I have been the Religious Education Associate Advisor for Carmarthenshire (and its predecessor, Dyfed) for 19 years, and with reorganisation I am now also a Consortium School Improvement officer in the SWAMWAC region (South, West and Mid Wales Consortium).
- I am the professional officer to the Carmarthenshire SACRE. As such, I have been involved in drawing up the county's RE Agreed syllabuses and support materials and also, I have worked closely with external bodies such as DfES, WJEC and Estyn on matters relating to RE.
- I advise and support teachers on implementing the county Agreed Syllabus and on teaching RE effectively. I have provided many bilingual courses and resources for schools – both in Carmarthenshire and in other LAs in Wales.
- I have been an active member of the WASACRE executive committee for 17 years.
- I have taken an active role in WASACRE meetings and its other activities since its establishment in 1995.
- I have represented Wales on the AREIAC executive (the RE advisors' association in Great Britain) and currently represent WASACRE on EFTRE (the European forum for RE teachers).
- I inspect schools under Estyn contract. I was one of the three inspectors who undertook the Estyn remit for the inspection of RE across Wales this year.
- Before my present position, I was the head of RE and the head of lower school in Newcastle Emlyn Comprehensive school, Carmarthenshire.
- With this experience, I feel that I can make a valuable contribution to the WASACRE executive and would find it a privilege to continue to serve on it.

Enwebiadau ar gyfer Is-Gadeirydd y CCYSAGauC (19 Mehefin 2013)

Nominations for the position of Vice Chair for the Wales Association of SACREs (19 June 2013)

Gavin Craigen (CYSAG Sir Ddinbych, Cynrychiolydd REC)

Ymddeolodd Gavin Craigen ym mis Rhagfyr 2012 o'i swydd fel Cyfarwyddwr Canolfan St Giles ar gyfer Addysg Grefyddol a Datblygu Ffydd. Cyn hynny fe fu, am 19 blynedd, yn Arolygydd/ymgyngorydd Addysg Grefyddol ar gyfer Gogledd Ddwyrain Cymru (Conwy, Sir Ddinbych a Sir y Fflint), ac ar gyfer Wrecsam am 5 mlynedd yn ogystal. Yn ystod y cyfnod hwnnw bu hefyd yn Brif Arholwr CBAC ar gyfer TGAU mewn Astudiaethau Crefyddol (Spec B). Ef oedd y mentor arweiniol yng Nghymru ar gyfer prosiect AtGyfnertu Llywodraeth Cymru a'r Swyddfa Gartref, ac fe'i penodwyd hefyd yn Brif Safonwr ar gyfer y rhaglen 'Central Mid' yn CA3, a gwblhawyd ym Mehefin 2012. Bu'n aelod o PYCAG o 1992 tan 2012, a gwasanaethodd fel ei Gadeirydd am sawl blwyddyn. Mae wedi bod yn gysylltiedig â ChCYSAGauC ers ei dechreuad, a bu'n Ysgrifennydd cyntaf y Sefydliad Astudiaethau Crefyddol (IRS) am bum mlynedd. Gwasanaethodd hefyd fel Is-Gadeirydd a Chadeirydd. Er ei fod wedi ymddeol, mae Gavin Craigen yn dal ymlaen â'i gysylltiadau â materion AG drwy GYSAG Sir Ddinbych, fel aelod o Fwrdd Cyngor AG Cymru a Lloegr, a hefyd fel Cadeirydd Pwyllgor Gwasanaethau Crefyddol Gwasanaethau 'Addysg Gristnogol ac RE Today'.

Gavin Craigen (Denbighshire SACRE, REC representative)

Gavin Craigen retired in December 2012 from his post as Director of St Giles' Centre for Religious Education and Faith Development. Prior to that he was for 19 years Inspector/advisor for Religious Education for North East Wales (Conwy, Denbighshire and Flintshire) and for Wrexham for 5 years too. During that time he was also Chief Examiner for WJEC Religious Studies GCSE (Spec B). He was lead mentor in Wales for the Welsh Government and Home Office REsilience project, and was also appointed as Chief Moderator for the KS 3 Central Mid programme that was completed in June 2012. He has been a member of NAPFRE from 1992 to 2012, and served as its Chairperson for several years. He has been involved with WASACRE since its inception and was IRS first Secretary for five years. He has also been Vice Chair and Chair. Although retired, Gavin Craigen continues his involvement in RE matters through Denbighshire SACRE, as a member of the Board of the RE Council of England and Wales, and also as Chair of the Religious Services Committee of Christian Education and RE Today Services.

Nomination for WASACRE Executive

Profile for Rev. Roy Watson

Rev. Roy Watson is a Methodist Minister covering Abertillery, Blaenau Gwent.

Rev. Watson's previous and current experience is as follows:-

- Head of RE, Willows High School, Splott, Cardiff – 1976 – 1996
- Member of South Glamorgan SACRE 1992 – 1996
- Member of Blaenau Gwent SACRE 1996 – present
- Chair of Governors, Coed y – Garn Primary School, Nantyglo 1996 – present
- Welsh Football Association. Soccer Referee 1980 – 2003
- Part of Chaplaincy Team, 6th Form, Coleg Gwent, Ebbw Vale

Enwebiad ar gyfer Pwyllgor Gwaith CCYSAGauC

Proffil y Parch. Roy Watson

Mae'r Parch. Roy Watson yn Weinidog Methodistaid sy'n gwasanaethu Abertyleri, Blaenau Gwent.

Mae profiad blaenorol a chyfredol y Parch. Watson fel a ganlyn:-

- Pennaeth AG, Ysgol Uwchradd Willows, Y Sblot, Caerdydd, 1976 – 1996
- Aelod o GYSAG De Morgannwg, 1992 – 1996

- Aelod o GYSAG Blaenau Gwent ers 1996
- Cadeirydd Llywodraethwyr Ysgol Gynradd Coed y Garn, Nant-y-glo, ers 1996
- Dyfarnwr Pêl-droed i Gymdeithas Bêl-droed Cymru, 1980 – 2003
- Aelod o Dîm y Gaplaniaeth, 6^{ed} Dosbarth, Coleg Gwent, Glynebwy

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S E T W A L E S I N
M E M B E R S
SACRE
A H A N D B O O K F O R

**FELLY RYDYCH YN
YMUNO Â'CH
CYSAG LLEOL . . .**

**SO YOU'RE
JOINING YOUR LOCAL
SACRE . . .**

L L A W L Y F R A R G Y F E R
AELODAU CYSAGau
Y N G N G H Y M R U

Mae'r ddogfen hon wedi cael ei chynhyrchu gan y Churches' Joint Education Policy Committee, sef grŵp cydgysylltiol o CYTŪN a Churches Together in England, gydag ymgynghori manwl â Chymdeithas Swyddogion Addysg a Chymdeithas CYSAGau Cymru. Cafodd y gwaith ei gefnogi trwy grantiau gan Gymdeithas Ysgolion Prydain a Thramor a Chymdeithas CYSAGau Cymru (darparu'r fersiwn Gymraeg).

Gellir cael gafaél ar gopiau ychwanegol, am ddim, oddi wrth Gymdeithas CYSAGau Cymru neu Glerc CYSAG unrhyw un o Awdurdodau Addysg Lleol Cymru

This document has been produced by the Churches' Joint Education Policy Committee, a co-ordinating group of CYTUN and Churches Together in England, in detailed consultation with the Society of Education Officers and the Wales Association of SACRES. This process has been generously supported by grants from the British and Foreign Schools Society and Wales Association of SACRES (to prepare the Welsh Language version).

Further copies are available, free of charge, from WASACRE Officers SACRE Clerks of each LEA in Wales

A SACRE is designed to represent all the interests of the local community. You could find elected councillors, representatives of faith communities, and members of the education community.

WHO WILL YOU MEET AT A SACRE?

It is required by law that RE be taught in schools, but RE is not part of the National Curriculum. Instead RE is a local responsibility. SACREs oversee RE and Collective Worship.

WHAT DOES A SACRE DO?

In 1944, Local Education Authorities (LEAs) were empowered by law to set up a Standing Advisory Council on Religious Education, known in short as a SACRE. In 1988, LEAs had a duty laid upon them to do so.

WHY IS THERE A SACRE?

- ◆ is intended as a guide;
- ◆ points out appropriate legal documentation;
- ◆ identifies support material;
- ◆ enables you to work within your SACRE to support and encourage local schools to ensure high standards in Religious Education and worship.

This booklet:

persuaded
elected
volunteered

You may have been:

SO YOU'RE JOINING YOUR LOCAL SACRE . . .

FELLY RYDYCH YN YMUNO Â'CH CYSAG LLEOL . . .

Efallai eich bod:

wedi eich perswadio
wedi eich ethol
wedi gwirfoddoli

Mae'r llyfryn hwn:

- ◆ yn anelu at osod canllawiau
- ◆ yn dwyn dogfennau cyfreithiol perthnasol i sylw
- ◆ yn dynodi deunydd ategol
- ◆ yn eich galluogi i weithio oddi mewn i'ch CYSAG i gefnogi ac annog ysgolion lleol i sicrhau safonau uchel mewn Addysg Grefyddol ac addoli.

PAM Y MAE CYSAG YN BOD?

Ym 1944 awdurdodwyd Awdurdodau Addysg Lleol (AAL) trwy gyfraith i sefydlu Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol, CYSAG a bod yn gryno. Ym 1988 gosodwyd dyletswydd ar yr Awdurdodau Addysg Lleol i wneud hyn.

BETH YW GWAITH CYSAG?

Mae'n ofynnol dan y gyfraith i AG gael ei ddysgu mewn ysgolion, ond nid yw AG yn rhan o'r Cwricwlwm Cenedlaethol. Yn lle hynny, cyfrifoldeb lleol yw AG. Y CYSAGau sy'n cadw golwg ar AG ac Addoli ar y Cyd.

PWY FYDDWCH CHI'N DOD AR EU TRAWS MEWN CYSAG?

Amcan CYSAG yw cynrychioli holl ddiddordebau'r gymuned leol. Gallech daro ar gynghorwyr wedi eu ethol, cynrychiolwyr cymunedau ffydd, a phobl o fydd addysg.

AM GAEL GWYBOD RHAGOR?

Mae CYSAG yn rhan o gyfundrefn llywodraeth leol.

Cylchlythyr 10/94 Y Swyddfa Gymreig, paragraff 88:1 a 2; Deddf Addysg 1996, Pennod III

PA DDYLETSWYDDAU SYDD GANDDO?

Ei brif swyddogaeth yw cynghori AALI ar faterion yn ymwneud ag Addoli ar y Cyd mewn ysgolion cymunedol a rhai ysgolion eraill, ac â'r Addysg Grefyddol sy'n cael ei chyflwyno yn unol â'u Maes Llafur Cytûn. Mae'r sefyllfa'n un ddyrys. Efallai y bydd Tabl 1 yn gymorth.

- ◆ Gall CYSAG fynnu bod AALI yn adolygu ei Faes Llafur Cytûn.
- ◆ Mae'n rhaid iddo roi ystyriaeth i geisiadau gan bennaethiaid am i'w hysgol gael ei rhyddhau o'r rheidwydd i Addoli ar y Cyd fod yn gyfan gwbl neu'n bennaf yn gyffredinol Gristnogol ei natur. Gelwir hyn yn ddyfarniad.
- ◆ Mae'n rhaid i CYSAG gyhoeddi Adroddiad Blynyddol am ei waith.

ACCAC, Adroddiadau Blynyddol CYSAGau, Canllawiau ynghylch eu Strwythur a'u Fformat

ACCAC, Arolwg o Adroddiadau'r CYSAGau

Tabl 1: Addysg Grefyddol ac Addoli ar y Cyd mewn Ysgol

	Ysgolion Cristnogol eu Cymeriad			
	Dan gymorth Gwirfoddol	Dan Reolaeth Wirfoddol	Gwaddoledig	Cymunedol
Addysg Grefyddol	Yn adlewyrchu'r cymeriad crefyddol (1)	Maes Llafur Cytûn yr AALI (2)	Maes Llafur Cytûn yr AALI (2) (3)	Amherthnasol
Addoliad	Yn adlewyrchu'r cymeriad crefyddol	Yn adlewyrchu'r cymeriad crefyddol	Yn adlewyrchu'r cymeriad crefyddol	Amherthnasol

	Ysgolion Heb Gymeriad Cristnogol			
	Dau Gymorth Gwirfoddol	Dan Rheolaeth Wirfoddol	Gwaddoledig	Cymunedol
Addysg Grefyddol	Maes Llafur Cytûn yr AALI	Maes Llafur Cytûn yr AALI	Maes Llafur Cytûn yr AALI (3)	Maes Llafur Cytûn yr AALI
Addoliad	Deddf 1996 - yn gyffredinol ac yn bennaf Gristnogol	Deddf 1996 - yn gyffredinol ac yn bennaf Gristnogol	Deddf 1996 - yn gyffredinol ac yn bennaf Gristnogol	Deddf 1996 - yn gyffredinol ac yn bennaf Gristnogol

Nodiadau: Mae gan rieni hawl i dynnu eu plant allan o Addysg Grefyddol ac/neu Addoli ar y Cyd ym mhob ysgol.

- (1) Gall rhieni ddewis bod eu plant yn cael AG yn ôl y Maes Llafur Cytûn.
- (2) Gall rhieni ddewis bod eu plant yn cael AG yn ôl cymeriad crefyddol yr ysgol.
- (3) Mae cyfnod o bum mlynedd yn cael ei ganiatáu i'r ysgolion hyn droi yn eu holau at Faes Llafur Cytûn yr AALI os ydynt wedi bod yn defnyddio Maes Llafur o ciddo awdurdod arall.

WANT TO KNOW MORE?

A SACRE is part of the local government machinery
 Welsh Office Circular 10/94, para 88:1 a 2; Education Act 1996, Pennod III

WHAT ARE ITS DUTIES?

Its main function is to advise the LEA on matters related to Collective Worship in community schools and some other schools and on the Religious Education given in accordance with their Agreed Syllabus. The situation is complicated. Figure 1 may help.

- ◆ The SACRE can require the LEA to review its Agreed Syllabus.
- ◆ It must consider applications from head teachers that their school be released from the requirement for Collective Worship to be wholly or mainly of a broadly Christian character. This is known as a determination.
- ◆ The SACRE must publish an Annual Report of its work.

ACCAC, Annual SACRE Reports: Guidance on the Format and Structure
 ACCAC Review of SACRE Reports

Figure 1: Religious Education and Collective Worship in School

Schools Having a Religious Character				
Worship	Reflects religious character	Reflects religious character	Reflects religious character	Not applicable
Religious Education	Reflects religious character (1)	LEA Agreed Syllabus (2)	LEA Agreed Syllabus (2) (3)	Not applicable
	Voluntary Aided	Voluntary Controlled	Foundation	Community

Schools Having No Religious Character				
Worship	Broadly and Mainly Christian	Broadly and Mainly Christian	Broadly and Mainly Christian	Mainly Christian
Religious Education	LEA Agreed Syllabus	LEA Agreed Syllabus	LEA Agreed Syllabus	LEA Agreed Syllabus
	Voluntary Aided	Voluntary Controlled	Foundation	Community

Notes: Parents have the right to withdraw their children from RE and/or Collective Worship in all schools.

(1) Parents can opt for their children to receive Agreed Syllabus RE.

(2) Parents can opt for their children to receive RE in accordance with the religious character of the school.

(3) These schools have a five-year period to return to their LEA Agreed Syllabus if they have been using a syllabus from another authority.

Each of these committees has equal voting rights (one vote per committee).



Figure 2: The Composition of a SACRE

This is defined by law. It is made up of three committees. See Figure 2.

SOME MORE ABOUT THE COMPOSITION OF A SACRE

As a member of your local SACRE, you will be involved in the formal process as required by the law. It is, however, an opportunity to work with others to look creatively and imaginatively at the religious education of young people in your community. Make time to dream dreams!

- ◆ giving advice on methods of teaching agreed syllabus RE including the choice of teaching materials;
- ◆ advising the LEA on the provision of training for teachers;
- ◆ monitoring inspection reports on RE, Collective Worship and Spiritual, Moral, Social and Cultural Development (SMSC);
- ◆ considering complaints about the provision and delivery of Religious Education and Collective Worship referred to it by the LEA.

A SACRE's broad role is to support effective provision of RE and Collective Worship within its remit, see Figure 1, by:

WHAT ELSE CAN A SACRE DO?

BETH ARALL MAE CYSAG YN GALLU EI WNEUD?

Swyddogaeth CYSAG, yn gyffredinol, yw cefnogi darpariaeth effeithiol ar gyfer AG ac Addoli ar y Cyd y tu mewn i derfynau ei gyfrifoldebau, gweler Tabl 1, trwy:

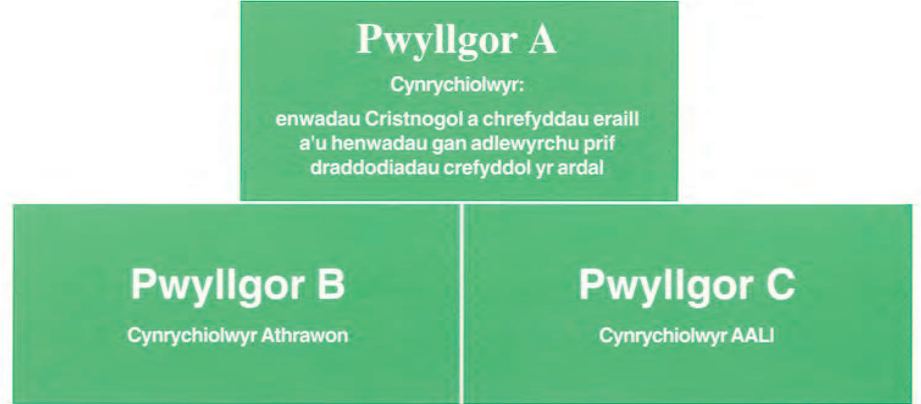
- ◆ roi cyngor ar ddulliau cyflwyno Addysg Grefyddol yn unol â'r Maes Llafur Cytûn, gan gynnwys pa ddefnyddiau addysgu i'w dewis;
- ◆ cynghori'r AALI ar ddarparu hyfforddiant ar gyfer athrawon;
- ◆ monitro adroddiadau arolygwyr ar AG, Addoli ar y Cyd a Datblygiad Ysbrydol, Moesol, Cymdeithasol a Diwylliannol;
- ◆ rhoi ystyriaeth i gwynion ynglŷn â darparu a chyflwyno Addysg Grefyddol ac Addoli ar y Cyd sy'n cael eu cyfeirio ato gan yr AALI.

Fel aelod o'ch CYSAG lleol byddwch yn ymwneud â'r broses ffurfiol yn ôl gofyn y gyfraith. Serch hynny, dyma gyfle i gydweithio â phobl eraill i edrych ar addysg grefyddol pobl ifanc yn eich cymuned chi, yn greadigol a chyda dychymyg. Neilltuwch amser i freuddwydio breuddwydion!

TIPYN RHAGOR AM GYFANSODDIAD CYSAG

Mae hyn yn cael ei bennu gan y gyfraith. Mae'n cynnwys tri phwyllgor. Gweler Tabl 2.

Tabl 2: Cyfansoddiad CYSAG



Mae gan bob un o'r pwyllgorau hyn hawliau pleidleisio cyfartal (un bleidlais ar gyfer pob pwyllgor).

PWYLLGOR A

Mae hwn yn cynnwys cynrychiolwyr enwadau Cristnogol, e.e. rhai o'r canlynol, yr Eglwys Babyddol, yr Eglwys yng Nghymru, Eglwysi Rhyddion, Bedyddwyr, Methodistiaid, Presbyteriaid, Annibynwyr, yr Eglwys Unedig Ddiwygiedig, Byddin yr Iachawdriaeth, Cymdeithas y Cyfeillion.

Yn ogystal, mae'n gallu cynnwys cynrychiolwyr o blith crefyddau eraill, e.e. Mwslimiaid, Iddewon, Hindpiaid, Sikhiaid, Bwdhyddion, Jainiaid, Bahaiad, Parsiaid.

Ni all cynrychiolwyr y Dyneiddwyr fod yn aelodau o Bwyllgor A ond fe ellir eu cyfethol i'r CYSAG fel aelodau ychwanegol.

Bydd cyfansoddiad Pwyllgor A yn amrywio o GYSAG i GYSAG wrth adlewyrchu amrywiaeth a niferoedd y gwahanol gymunedau ffydd sydd yn yr ardal.

PWYLLGOR B

Cynrychiolwyr cymdeithasau athrawon yw'r athrawon sy'n aelodau o'r pwyllgor hwn. Yr Awdurdod Addysg Lleol sydd yn penderfynu pa gymdeithasau athrawon sy'n cael eu cynrychioli. Fe ddichon gysylltu ag undebau'r athrawon, ond mae'n bosibl y gofynni i gymdeithasau athrawon AG lleol ddewis cynrychiolydd.

PWYLLGOR C

Cyfrifoldeb yr Awdurdod Addysg Lleol yw ymorol am ei gynrychiolwyr ei hunan ar gyfer y pwyllgor hwn. Efallai mai dymuniad yr Awdurdod Addysg Lleol fydd cael cynrychiolaeth o bob plaid a barn yn y sbectwm gwleidyddol cyfan ar y CYSAG.

AMBELL BETH YMARFEROL

Pa mor aml y mae CYSAG yn cwrdd?

Nid oes rheol bendant yn dweud sawl cyfarfod y dylai CYSAG ei gynnal bob blwyddyn. Sut bynnag, mae'n rhaid iddo gwrdd yn ddigon aml i gyflawni ei ddyletswyddau statudol. Mae Cymdeithas CYSAGau Cymru yn argymhell bod hyn yn golygu cynnal cyfarfodydd o leiaf unwaith y tymor. Mae rheidwydd arno hefyd i lunio Adroddiad Blynnyddol.

A fydd gwahaniaeth os na fyddaf i yno?

- ◆ Dylai o leiaf un aelod o bob pwyllgor fod yn bresennol ymhob cyfarfod o CYSAG.
- ◆ Nid oes modd gwneud penderfyniadau onibai bod o leiaf un aelod yn bresennol i fwrwr un bleidlais sydd gan y pwyllgor.
- ◆ Nid oes pleidlais gan aelodau sydd wedi eu cyfethol.

- ◆ Co-opted members do not have a vote.
- ◆ Decisions cannot be made unless there is at least one person present to cast the committee's single vote.
- ◆ Each committee should have at least one member present.

If I'm not there, will it matter?

There is no hard and fast rule about the number of meetings a SACRE should hold each year. It must, however, meet sufficient times to fulfil its statutory duties. WASACRE recommends that this necessitates meetings being held at least once a term. There is a requirement to produce an Annual Report.

How often does a SACRE meet?

SOME PRACTICALITIES

It is the local authority's responsibility to provide their own representatives for this committee. The LEA may wish to have all parties and viewpoints from across the political spectrum represented on the SACRE.

COMMITTEE C

The teacher members of the committee are representatives of teacher associations. It is the Local Authority that decides which teacher associations will be represented. They may approach the teacher unions, but it is possible that associations of RE teachers in the local area will be asked to provide a representative.

COMMITTEE B

Humanist representatives cannot be members of Committee A but can be co-opted to the SACRE as additional members.

The composition of Committee A will vary from SACRE to SACRE as it reflects the variety and numerical representation of the different faith communities in the locality.

It also might contain representatives from other Faiths, e.g., Muslims, Jews, Hindus, Sikhs, Buddhists, Bahais, Parsees, Jains.

Society of Friends.

Church of Wales, Union of Welsh Independents, United Reformed Church, Salvation Army, Roman Catholic Church, Church in Wales, Free Churches, Baptist, Methodist, Presbyterian

This contains representatives of Christian denominations, e.g., some of the following: the

Within these groups will be those from faith communities represented within the locality.

COMMITTEE A

Education Act 1996, Chapter III, Welsh Office Circular 10/94, para. 68-80

Applications for determinations are made to the SACRE by the head teacher of any community school after consultation with the school's governing body. Determinations are only possible for schools that have no religious character. The SACRE should review each determination every five years.

Determinations are 'exceptions from broadly Christian Collective Worship'. The determination procedure allows for the requirement that Collective Worship should be 'wholly or mainly of a broadly Christian character' to be lifted in respect of some or all of the pupils in a school for whom this is deemed inappropriate.

DETERMINATIONS

Many SACRES produce their own statements on Collective Worship.

WASACRE recommends that SACRES:

- ◆ receive inspection reports;
- ◆ monitor good practice, including any difficulties;
- ◆ offer advice to head teachers and governing bodies and disseminate good practice.

Education Act 1996, Chapter III

Figure 1 shows the types of school whose Collective Worship comes within the remit of the SACRE. These schools are required to provide a daily act of Collective Worship which 'shall be wholly or mainly of a broadly Christian character'. This means it reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination.

COLLECTIVE WORSHIP

The LEA's responsibility to set up a SACRE implies a duty to fund it. This means the LEA should provide a clerk for the SACRE who would attend and minute each meeting. The clerk is usually the point of contact for SACRE matters within the Local Authority.

Will I be asked to take the minutes?

Welsh Office Circular 10/94, para. 114, 115

The law does not state how the Chair of a SACRE should be appointed. The LEA can make this decision or can allow the SACRE to choose the Chair from amongst their members. As a member of the SACRE you could, therefore, be appointed Chair of the SACRE, but not against your will!

Will I be asked to Chair the meeting?

A fydd rhywun yn gofyn i mi gadeirio'r cyfarfod?

Nid yw'r gyfraith yn dweud sut y dylid penodi Cadeirydd y CYSAG. Mae modd i'r AALI benderfynu neu ganiatáu i'r CYSAG ddewis Cadeirydd o blith yr aelodau. Fel aelod o'r CYSAG fe allech chi, felly, gael eich dewis yn Gadeirydd eich CYSAG, ond nid yn groes i'ch ewyllys chwaith!

Cylchlythyr 10/94 Y Swyddfa Gymreig, paragraffau 114, 115

A fydd rhywun yn gofyn i mi gadw'r cofnodion?

Mae'r cyfrifoldeb sydd ar yr AALI i sefydlu CYSAG yn awgrymu bod dyletswydd arno i'w ariannu. Mae hyn yn golygu y dylai'r AALI drefnu clerc ar gyfer y CYSAG a fyddai'n bresennol ym mhob un o'i gyfarfodydd ac yn cadw'r cofnodion. Fel rheol y clerc yw'r ddolien gyswilt y tu mewn i'r AALI yn achos materion sy'n ymwneud â CYSAG.

ADDOLI AR Y CYD

Mae Tabl 1 yn dangos y mathau o ysgolion sydd â'u Haddoli ar y Cyd o fewn terfynau cyfrifoldeb CYSAG. Mae'n rheidrwydd ar yr ysgolion hyn i ddarparu act feunyddiol o Addoli ar y Cyd a 'fydd yn gyfan gwbl neu'n bennaf yn gyffredinol Gristnogol ei natur'. Mae hyn yn golygu ei fod yn adlewyrchu traddodiadau'r gred Gristnogol yn fras heb fod yn nodweddiadol o un enwad Cristnogol arbennig.

Deddf Addysg 1996, Pennod III

Mae Cymdeithas CYSAGau Cymru yn argymhell y dylai CYSAGau:

- ◆ dderbyn adroddiadau arolygwyr;
- ◆ monitro ymarfer da, gan gynnwys unrhyw anawsterau;
- ◆ cynnig cyngor i benaethiaid a chyrrff llywodraethol a lleadaenu ymarfer da.

Mae llawer o'r CYSAGau'n cynhyrchu eu datganiadau hwy eu hunain ar Addoli ar y Cyd.

DYFARNIADAU

'Eithrio o Addoli ar y Cyd sy'n gyffredinol Gristnogol' yw dyfarniadau. Mae trefn gwneud dyfarniadau yn caniatáu bod y rheidrwydd i'r Addoli ar y Cyd 'fod yn gyfan gwbl neu'n bennaf yn gyffredinol Gristnogol ei natur' yn gallu cael ei ddiddymu yn achos rhai neu'r cyfan o'r disgyblion mewn ysgol lle nad yw hynny'n cael ei ystyried yn addas iddi hi.

Gwneir ceisiadau am ddyfarniadau i'r CYSAG gan bennaeth unrhyw ysgol gymunedol, ar ôl ymgynghori â chorff llywodraethol yr ysgol. Yn achos ysgolion nad ydynt yn grefyddol eu cymeriad yn unig y mae dyfarniadau'n bosibl. Dylai'r CYSAG adolygu pob un o'r dyfarniadau bob pum mlynedd.

Deddf Addysg 1996, Pennod III, Cylchlythyr 10/94 Y Swyddfa Gymreig, Paragraffau 68-80

Mae Tabl 1 yn dangos y mathau o ysgolion y daw eu darpariaeth ar gyfer Addysg Grefyddol o fewn terfynau cyfrifoldeb CYSAG. Mae'n rhaid i'r ysgolion hyn ddilyn y Maes Llafur Cytûn lleol ar gyfer Addysg Grefyddol a rhaid i'r Maes Llafur Cytûn lleol 'adlewyrchu'r ffaith mai Cristnogol yn bennaf yw traddodiadau crefyddol Prydain Fawr gan gymryd i ystyriaeth ddysgeidiaeth ac arferion y prif grefyddau eraill a gynrychiolir ym Mhrydain Fawr'.

Deddf Addysg 1996, Pennod III, Cylchlythyr 10/94 Y Swyddfa Gymreig, Paragraffau 31-37

Dylai'r CYSAGau ddarparu cyngor ar:

Dulliau dysgu Addysg Grefyddol

Pa ffordd yw'r orau i gyflwyno'r Maes Llafur Cytûn i bob grŵp oedran? Pa gymysgedd ddylai fod o gynnwys ffurfiol, gwaith thematig, gwaith grŵp, darganfod personol, ymweld â safleoedd neu ddigwyddiadau penodedig, ac ymwelwyr ar berwyl addysgol? Pa gyswllt sydd ag astudiaethau traws-gwricwlaidd, â Datblygiad Ysbrydol, Moesol, Cymdeithasol a Diwylliannol ac ag Addysg Bersonol, Gymdeithasol ac Iechyd? A yw arwahanwydd Addysg Grefyddol yn cael ei gadw mewn cysylltiadau o'r fath?

Y dewis sydd yn bod o ran adnoddau ar gyfer Addysg Grefyddol

Mae cyhoeddiadau cenedlaethol yn adolygu'r holl ddeunyddiau newydd ar gyfer Addysg Grefyddol ac mae modd i athrawon ymweld â chanolfannau adnoddau. Dylai'r CYSAG ystyried amgylchiadau ariannol a chynnig cyngor, gyda chymorth Ymgynghorydd Addysg Grefyddol, ynglŷn â'r deunyddiau mwyaf addas (neu fwyaf darbodus) ar gyfer cyflawni nodau, amcanion a chynnwys y Maes Llafur Cytûn.

Hyfforddi Athrawon

Mae arolygon cenedlaethol yn dangos bod cyflwyno Maes Llafur Cytûn newydd yn llwyddiannus yn gofyn am gryn fuddsoddiad o ran adnoddau ac o ran hyfforddi athrawon yr holl ysgolion cynradd a phob un sy'n dysgu Addysg Grefyddol mewn ysgolion uwchradd, os yw'r maes Llafur i gael ei weithredu'n effeithiol. Dylai'r CYSAGau sicrhau bod AALI yn ymwybodol o'r angen i athrawon gael eu hyfforddi i drosglwyddo'r Maes Llafur Cytûn Lleol yn effeithiol.

Mae Cymdeithas CYSAGau Cymru yn argymhell y dylai CYSAGau:

- ◆ dderbyn adroddiadau arolygwyr;
- ◆ monitro ymarfer da ynglŷn â chyflwyno'r Maes Llafur Cytûn a chymryd sylw o unrhyw anawsterau;
- ◆ lledaenu ymarfer da ynglŷn â dysgu Addysg Grefyddol.

Mae diddordebau eraill yn cynnwys:

Asesu a Phrofi

Dylai CYSAGau fonitro sut mae ysgol yn mynd ati i asesu cynnydd disgyblion mewn Addysg Grefyddol. Yn ogystal, dylent fod yn ymwybodol o faint sy'n dewis sefyll arholiadau allanol mewn Addysg Grefyddol ac Astudiaethau Crefyddol.

Figure 1 shows the types of school whose provision for Religious Education comes within the remit of a SACRE. These schools are required to follow the local Agreed Syllabus for RE which must 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'.

Education Act 1996, Chapter III, Welsh Office Circular 10/94, para. 31-37

SACREs should provide advice on:

Methods of teaching RE

How is the Agreed Syllabus best delivered to each age group? What mixture should there be of formal content, thematic work, group work, personal discovery, visits to specified buildings or events with an educational remit? What is the relationship to cross-curricular studies, to spiritual, moral, social and cultural development, and to Personal, Social and Health Education (PSHE)? Is the distinctiveness of RE being maintained in such relationships?

Choices of resources for RE

National publications review all new RE materials and resource centres can be visited by teachers. The SACRE should consider cost factors and offer, with an RE Adviser's help, advice on the most appropriate (or most economic) materials to deliver the aims, objectives and content of the Agreed Syllabus.

Training of teachers

National surveys show that the effective introduction of a new Agreed Syllabus requires a considerable investment in resources and in the training of all primary teachers and all those teaching RE in secondary schools, if the syllabus is to be properly implemented. SACREs should ensure that LEAs are aware of the need for teachers to be trained to deliver effectively the Local Agreed Syllabus for RE.

WASACREs recommends that SACREs:

- ◆ receive inspection reports;
- ◆ monitor good practice in the delivery of the Agreed Syllabus and take note of any difficulties;
- ◆ disseminate good practice on the teaching of RE.

Assessment and testing

SACREs should monitor school approaches to assessing pupils' progress in RE. They should also be aware of the uptake of external examinations in RE and RS.

Other interests also include:

RE and SMC

SACREs should be aware of the links between pupils' RE and their spiritual, moral, social and cultural development. Committee A has the opportunity to indicate areas of knowledge that pupils should have about religious beliefs and the influence these have on the formation of attitudes and values.

Religious teaching from within the faith community

SACREs should be aware that some pupils will be formally receiving teaching about their own religion from their parents or through attendance at church, gurdwara, mosque, synagogue or temple. The style of this teaching could differ from religious education, prescribed by law, to be delivered in their schools.

REVIEW OF THE RE SYLLABUS

It is required by law that every LEA institute a review of its locally agreed syllabuses within five years of the last review.

If committees A and B ask the LEA in writing to reconsider its Agreed Syllabus it must convene a conference for that purpose.

Education Act 1996, Chapter III

SO WHAT IS AN AGREED SYLLABUS CONFERENCE (ASC)?

An ASC is convened in order to produce an Agreed Syllabus for RE. It is a separate legal entity from a SACRE.

An ASC:

- ◆ contains the same committees as the SACRE;
- ◆ can be made up of SACRE members but need not do so. There is no provision for co-opted members.

The Chair of the ASC can be appointed by the LEA or the LEA may allow the ASC to choose its own Chair. The LEA's responsibility to convene the ASC implies a duty to provide funds for its work.

For detailed provisions, see Education Act 1996, Chapter III, Schedule 31

Addysg Grefyddol a Datblygiad Ysbrydol, Moesol, Cymdeithasol a Diwylliannol

Dylai CYSAGau fod yn ymwybodol o'r cysylltiadau rhwng Addysg Grefyddol y disgyblion a'u datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol. Fe fydd cyfle i Bwyllgor A ddynodi pa feysydd gwybodaeth y dylai disgyblion eu meddu ynglŷn â chredoau crefyddol, a'r dylanwad a gaiff y rhain ar lunio agweddau a gwerthoedd.

Dysgu crefyddol o'r tu mewn i'r gymuned ffydd

Dylai CYSAGau fod yn ymwybodol y bydd rhai disgyblion yn cael eu dysgu'n ffurfiol am eu crefydd hwy eu hunain gan eu rhieni neu drwy fynychu eglwys, gurdwara, mosg, synagog neu deml. Gallai arddull y dysgu hwn fod yn wahanol i Addysg Grefyddol, sy'n cael ei phennu gan y gyfraith, i gael ei throsglwyddo yn eu hysgolion.

ADOLYGU'R MAES LLAFUR ADDYSG GREFYDDOL

Mae'n ofynnol dan y gyfraith i bob AALI sefydlu adolygiad o'i Faes Llafur Cytûn lleol o fewn pum mlynedd i'r adolygiad diwethaf.

Os yw pwyllgorau A a B yn gwneud cais ysgrifenedig i'r AALI yn gofyn iddo ail ystyried ei Faes Llafur Cytûn mae'n rhaid iddo gynnull cynhadledd i'r diben hwnnw.

Deddf Addysg 1996, Pennod III

FELLY BETH YW CYNHADLEDD MAES LLAFUR CYTÛN?

Mae Cynhadledd Maes Llafur Cytûn yn cael ei chynnull er mwyn cynhyrchu Maes Llafur Cytûn ar gyfer AG. Mae'n endid cyfreithiol ar wahân i CYSAG.

Mae Cynhadledd Maes Llafur:

- ◆ yn cynnwys yr un pwyllgorau â'r CYSAG;
- ◆ yn gallu cael ei ffurfio o aelodau'r CYSAG ond nid o anghenraid. Nid oes darpariaeth ar gyfer cyfethol aelodau.

Gall Cadeirydd y Gynhadledd gael ei benodi gan yr AALI neu gall yr AALI adael i'r Gynhadledd ddewis ei Chadeirydd ei hun.

Mae cyfrifoldeb yr AALI i gynnull Cynhadledd yn awgrymu bod dyletswydd arno i ddarparu arian ar gyfer ei waith.

Am y ddarpariaeth yn fanwl, gweler Deddf Addysg 1996, Pennod III, Atodlen 31

BETH YW CYFRANIAD NEILLTUOL POB UN O'R PWYLLGORAU TUAG AT WAITH CYSAG?

PWYLLGOR A

Cynrychiolwyr o blith cymunedau ffydd, sy'n cael eu cynrychioli o fewn terfynau'r ardal, yw aelodau Pwyllgor A. Ynglŷn ag aelodau Pwyllgor A:

- ◆ dylent gyflwyno delwedd gadarnhaol o'u crefydd er mwyn cywiro unrhyw gamsyniadau o eiddo aelodau'r pwyllgorau eraill am unrhyw stereoteipiau crefyddol o bob enwad neu grefydd. Yn ogystal, dylent amlygu unrhyw agweddau a allai fod yn sail gwahaniaeth barn yn eu plith, ond gwneud yn eglur yr un pryd, y parch sydd ganddynt tuag at safbwynt y naill a'r llall - oherwydd bod argyhoeddiadau a chyd-ddeall fel hyn, gyda'i gilydd, wrth wraidd AG effeithiol yn y dosbarth;
- ◆ gallant greu cyfle yn ystod cyfarfodydd CYSAG i godi ymwybyddiaeth o faterion sy'n rhai sensitif o ran dysgu AG i blant eu cymuned ffydd hwy;
- ◆ dylent sylweddoli pa anawsterau y mae ysgolion yn eu hwynebu yn y cylch, cefnogi eu hymdrechion gorau, a gweithredu, lle bo angen, yn ddolen rhwng ysgolion a'r cymunedau ffydd.

PWYLLGOR B

Athrawon sy'n cynrychioli cymdeithasau athrawon yw aelodau Pwyllgor B. Dylai aelodau Pwyllgor B:

- ◆ feddu diddordeb real a phositif mewn AG mewn ysgolion cynradd, uwchradd neu arbennig;
- ◆ sicrhau bod anghenion ysgolion ac athrawon yn cael eu hystyried gan y CYSAGau yn eu trafodaethau;
- ◆ porthi'r CYSAG â gwybodaeth am gyd-destun dysgu AG yn ysgolion yr awdurdod lleol;
- ◆ sicrhau bod y cymdeithasau sy'n cael eu cynrychioli ganddynt yn cael gwybod am waith CYSAG;
- ◆ creu cyfle i athrawon eraill ddysgu mwy am waith CYSAG a rhoi cyfle iddynt i gael mynegi eu safbwyntiau hwy yng nghyfarfodydd CYSAG;
- ◆ ymglyngori ag athrawon eraill ar faterion sydd o bwys arbennig i waith CYSAG.

PWYLLGOR C

Cynrychiolwyr o'r Awdurdod Lleol yw aelodau Pwyllgor C. Bydd aelodau Pwyllgor C yn gallu:

- ◆ dod â'r ystod eang o faterion addysgol a'r pryderon y mae aelodau etholedig yn ymlafnio â hwy i'r cyfarfod, gan leoli swyddogaeth AG y tu mewn i'r ystod honno;

WHAT IS THE DISTINCTIVE CONTRIBUTION OF EACH OF THE COMMITTEES TO THE WORK OF SACRES?

Committee A is made up of representatives from faith communities represented within the locality. Members of Committee A:

- ◆ should present a positive image of their religion, so that members of the other Committees are disabused of any religious stereotypes of each denomination or religion. They must also make clear any grounds on which they may differ from each other, but also the respect they have for each other's viewpoints – since such convictions and mutual understanding both lie at the heart of effective classroom RE.
- ◆ can create opportunities within SACRE meetings to raise awareness of issues of sensitivity in the teaching of RE to the children of their faith community.
- ◆ should appreciate the difficulties schools are facing in the area, support their best endeavours, and act, where necessary as a link between schools and the faith communities.

COMMITTEE A

Committee B is made up of teachers who are representative of teacher associations. Members of Committee B should:

- ◆ have a real and positive interest in RE in primary, secondary or special schools;
- ◆ ensure that the needs of schools and teachers are considered by the SACRE in their discussions;
- ◆ provide SACRE with information about the context in which RE is taught in the schools in the local authority;
- ◆ ensure that the associations they represent are informed about the work of the SACRE;
- ◆ create opportunities for other teachers to learn more about the work of the SACRE and give them the opportunity to have their views expressed at SACRE meetings;
- ◆ consult other teachers on matters of particular importance to the work of SACRE.

COMMITTEE B

Committee C is made up of representatives of the local authority. Members of Committee C:

- ◆ can bring to the meeting the breadth of educational issues and concerns which elected members are wrestling with and place RE's role within it;

COMMITTEE C

- ♦ bod yn gefn i Ag y tu mewn i wahanol bwyllgorau a chyfundrefnau'r ALL/Cyngor Sir;
- ♦ noi cefnogaeth wleidyddol fel y bo modd i Ag a drefnir yn lleoli ffynnu o fewn pob ALL- cefnogaeth arfanol, cefnogaeth ymgynghorol, etc;
- ♦ dimad pa bynciau sy'n cael eu codi gan gymdeithas amgwyol ei chrefyddau a'i ddiwylliantau yng nghyswllt Ag plant, ac adlewyrchu'r pynciau hyn yn y Pwyllgor Addysg, y Pwyllgor Archwiliad, y Cabinet, etc. fel modd i gefnogi Ag;
- ♦ dwyn y dimensiwn 'cyhoeddus' i mewn i'r dratodadaeth ynglyn â darparu a chefnogi Ag.

GWNEUD GWATH CYSGAU'N HYSBYS

I Awdurdodau Addysg Lleol

- ♦ Mae'r berthynas sydd rhwng y CYSAGau a gwaith yr ALL ac aelodau etholedig yn dwysig. Dylai'r CYSAGau orlawn bod eu gweithredadau yn cael eu gwneud yn hysbys i Bwyllgor Addysg yr ALL neu, lle nad oes Pwyllgor Addysg erbyn hyn, i'r pwyllgor phodol y mae'r Awdurdod wedi ei sefydlu i wneud penderfyniadau ynglyn â gwasanaethau addysg. Tmwyddosbarthu cothodion, sydd wedi cael eu derbyn yn thai cywir, o bob cyfarfod, yn ogystal â chyflwyno eu Hadroddiad Blyneddol yn ffurfiol i'r pwyllgor hwnnw.

- ♦ Fe all yr 'mgyngyhondydd Ag lleol' gynig arweiniad profesiynol ac arbenigedd ymarferol, y gall y CYSAG ei ddefnyddio. Mae ei bresenoldeb/phresenoldeb yng nghyfarfod yd CYSAG yn werthfawr tu hwnt.

I ysgolion, llywodraethwyr a rhieni

- ♦ Yn di pob gofngw mae llawer o ysgolion heb w'bod am gyfrifoldebau a gweithgareddau eu CYSAG lleol. Byddai'n gymorth pe byddai'r CYSAGau'n awgrymu y dylai hysbysu'rdd statf pob ysgol arddangos gwybodaeth am aelodaeth CYSAG er mwyn i athrawon dosbarthi a gynrcholi'r ar CYSAG fod, i ysgolion, yn ffynhonnell cynngor sy'n ddarlun teg o'r grefydd neu'r enwad dan sylw.

- ♦ Mae llawer o gyfrif llywodraethol a rhieni nad ydynt yn ymwybodol o weithgareddau eu CYSAG lleol ac effaith hynny ar gyflwyno Ag. Byddai'n gymorth rhoi gwybod i fwy o bobl bod modd cael gaelel ar Adroddiad Blyneddol CYSAG.

I'r cymunedau ffridd

- ♦ Mae cyfrifoldeb ar aelodau unigol o'r cymunedau ffridd i roi gwybod i'r bobl y maent yn eu cynghredu am weithgareddau CYSAG. Yn ogystal, dylent fod ar gael i glwyed syniadau eu cymuned i'w bwydo i dratodadaethau CYSAG.
- ♦ Dylai Adroddiad Blyneddol CYSAG gaelel ei anfon i'r cymunedau ffridd sy'n cael eu cynrcholi ar y CYSAG.

I'r cyhoedd yn gyffredinol

- ♦ Mae cyfrifoddyd CYSAG yn agored i bawb. Dylid rhoi rhybudd am gyfarfoddyd, a gofalu bod y dogfenau perthnasol ar gael.

- ♦ can be the supporters of RE within the various committees and structures of the LEA/ County Council;
- ♦ can give political support to enable RE, because of its local determination, flourish within each LEA – financial support, advisory support etc;
- ♦ can appreciate the issues raised by a multi-faith, multi-cultural society for the education of children in RE, and reflect these issues in the Education Committee, Scrutiny Committee, and Cabinet etc. as a means of supporting RE;
- ♦ can bring the 'public' dimension to the debate about RE provision and support.

MAKING THE WORK OF SACREs KNOWN

To Local Education authorities

- ♦ The relationship of SACREs to the work of the LEA and elected members is important. **SACREs should ensure that their proceedings are reported to the LEA's Education Committee, or, where there is no longer an Education Committee, the appropriate committee established by the Authority to make decisions about education services,** through the circulation of the agreed minutes of each meeting as well as by the formal presentation, to that committee, of their Annual Report.
- ♦ **The local RE Adviser can provide professional guidance** and practical expertise which can be used by the SACRE. Their attendance at SACRE meetings is invaluable.

To schools, governors and parents

- ♦ Many schools seem unaware of the responsibilities and activities of their local SACRE. It would be helpful for SACREs to suggest that each school's staff notice board should display information about SACRE membership so that classroom teachers may know whom to contact. In this way the specialist expertise on different faiths represented on a SACRE may be a source, to schools, of advice representative of the religion or denomination concerned.
- ♦ Many governing bodies and parents are also unaware of the activities of their local SACRE and the impact of this on the teaching of RE. It would be helpful if the availability of the SACRE Annual Report is made more widely known.

To the faith communities

- ♦ Individual faith community members have a responsibility to inform those they represent about the activities of a SACRE. They should also be available to receive views of their community to feed into SACRE discussions.
- ♦ The SACRE Annual Report should be sent to the faith communities represented on the SACRE.

To the general public

- ♦ The SACRE meetings are open to the general public. Notice of meetings should be given and relevant documents made available.

RESOURCES

EDUCATION LEGISLATION

Education Act 1996, Part V, Chapter III, Schedule 31

School Standards and Framework Act 1998, Chapter VI and Schedules 19 and 20

The Welsh Office *Circular number 10/94* Religious Education and Collective Worship

Qualification, Curriculum and Assessment Authority for Wales (ACCAC):

Annual SACRE Reports - Guidance on Structure and Format. ISBN 186112 0648

Review of SACRE Reports - produced annually

OTHER SOURCES OF INFORMATION

Faith communities and teacher organisations may produce material that is of use to SACREs.

The Wales Association of SACREs (WASACRE) provides a forum for the exchange of good practice and represents the aims, work and views of SACREs.

For further information contact:

The Secretary
WASACRE
Llety'r Adar
CONWY, LL32 8UA

ADNODDAU

DEDDFWRIAETH ADDYSG

Deddf Addysg 1996, Rhan V, Pennod III, Atodlen 31

Deddf Safonau a Fframwaith Ysgolion 1998, Pennod VI ac Atodienni 19 a 20

Cychlythyr 10/94 Y Swyddfa Gymreig - Addysg Greiddol ac Addoli ar Cyd.

Awdurdod Cymwysterau ac Aseusr Cwrcwlm ar gyfer Cymru (ACCAC):

Adroddiadau Blyneddol CYSAGau. Canllawiau ynghylch eu Strwythur a'u Fformat ISBN 186112064 8

Arolyg o Adroddiadau CYSAGau a gyhoeddwr bob blwyddyn.

FFYNONELLAU GWYBODAETH ERAILL

Fe ddichon cymunedau ffydd a chymdeithasau athrawon greu deunydd sydd o fudd i'r CYSAGau.

Mae Cymdeithas CYSAGau Cymru (WASACRE) yn darparu fforwm ar gyfer cyfnewid ymarter da ac yn cynychio ll amcanion, gwaith a safbwyntiau'r CYSAGau.

I gael rhagor o wybodaeth, cysyllter â:

Ysgrifennydd

Cymdeithas CYSAGau Cymru

Llety'r Adar

CONWY, LL32 8UA