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ISLE OF ANGLESEY  
COUNTY COUNCIL

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Prif Weithredwr – Chief Executive  
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<b>RHYBUDD O GYFARFOD</b>	<b>NOTICE OF MEETING</b>
<b>CYNGOR YMGYNGHOROL SEFYDLOG AR ADDYSG GREFYDDOL (CYSAG)</b>	<b>STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)</b>
<b>DYDD MERCHER, 8 MAWRTH 2023 AM 2.00 O'R GLOCH YP</b>	<b>WEDNESDAY, 8 MARCH 2023 AT 2.00 PM</b>
<b>CYFARFOD HYBRID – YN YSTAFELL BWYLLGOR 1 AC YN RHITHWIR</b>	<b>HYBRID MEETING – VIRTUAL AND IN COMMITTEE ROOM 1</b>
<b>Swyddog Pwyllgor</b>	<b>Shirley Cooke 01248 752514 Committee Officer</b>

## **AELODAU/MEMBERS**

### **Cynghorwyr / Councillors:**

Non Dafydd, Douglas M Fowle, Gwilym O Jones, Dylan Rees, Arfon Wyn

### **Yr Enwadau Crefyddol / Religious Denominations**

Parch/Rev Neil Ridings (Yr Eglwys yng Nghymru/The Church in Wales), Colette Owens (Yr Eglwys Babyddol/The Catholic Church), Parch/Rev Sue Atree (Yr Eglwys Fethodistaidd/The Methodist Church), Parch/Rev Deborah Stammers (Undeb y Bedyddwyr/The Baptist Union of Wales), Edward Morus Jones (Undeb yr Annibynnwyr Cymraeg/ Union of Welsh Independents), Elaine Green (Yr Eglwys Bresbyteriaid/ Presbyterian Church of Wales)

### **Athrawon/Teachers**

Mefys Jones-Edwards (Ysgol Syr Thomas Jones), Heledd Hearn (Ysgol Uwchradd Bodedern), Owain Roberts (Ysgol Cybi), Manon Morris Williams (Ysgol Santes Dwynwen)

### **Aelod Cyfetholedig/Co-Opted Member**

Rheinallt Thomas

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## **AGENDA**

### **1 DECLARATION OF INTEREST**

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

### **2 MINUTES (Pages 1 - 6)**

To submit for confirmation, the draft minutes of the previous meeting of the SACRE held on 12 October 2022.

### **3 DRAFT ANNUAL REPORT OF THE ANGLESEY SACRE 2021/22 (Pages 7 - 30)**

To consider the Anglesey SACRE's Draft Annual Report for 2021/22.

### **4 THE PILGRIMAGE PROJECT BY THE CHURCH IN WALES**

The Religion, Values and Ethics (RVE) Advisor to provide an update on the Pilgrimage Project by the Church in Wales.

### **5 WALES ASSOCIATION OF SACRES (WASACRE) (Pages 31 - 48)**

To submit for information:-

- The draft minutes of the virtual WASACRE meeting held on 16 November 2022.
- Letter from the Chair of WASACRE on behalf of the Executive.
- To consider nominations to the Executive Committee (*correspondence attached*).

### **6 ANY OTHER MATTERS**

Any other matters – with prior agreement of the Chair.

### **7 NEXT MEETING**

The next meeting on the SACRE is scheduled for Wednesday, 12 July 2023 at 2.00 pm.

### **8 EXCLUSION OF THE PRESS AND PUBLIC**

To consider adoption of the following:-

“Under Section 100(A)(4) of the Local Government Act 1972, to exclude the press and public from the meeting during discussion on the following item on the grounds

that it may involve the disclosure of exempt information as defined in Schedule 12A (Category 16) of the said Act.”

**9** **TO REVIEW THE SACRE'S CONSTITUTION** (Pages 49 - 58)

To submit a report by the RVE Advisor on the SACRE's Constitution.

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

**Minutes of the meeting held on 12 October 2022**

- PRESENT:** Councillor Non Dafydd (Chair)
- The Education Authority**
- Councillors Gwilym O Jones, Dylan Rees, Arfon Wyn
- The Religious Denominations**
- Mr Edward Morus Jones (Union of Welsh Independents)  
Mrs Colette Owens (The Catholic Church)  
Mr Neil Ridings (The Church in Wales)
- Teacher Representatives**
- Mrs Manon Morris Williams (Ysgol Santes Dwynwen)
- Co-opted Member**
- Mr Rheinallt Thomas
- IN ATTENDANCE:** Mr Marc Berw Hughes (Director of Education, Skills and Young People)  
Mrs Gwyneth M Hughes (Senior Welfare Manager, Education) (RVE Advisor to the SACRE)  
Mr Owen Davies (Primary Education Manager)  
Mrs Shirley Cooke (Committee Officer)
- ALSO PRESENT:** Mr Phil Lord (GwE)  
Mrs Elin Owen (The Church in Wales – Diocese of Bangor)
- APOLOGIES:** Councillor Alun Mummery  
Mrs Mefys Jones-Edwards (Ysgol Syr Thomas Jones, Amlwch)  
Rev Deborah Stammers (The Baptist Union of Wales)  
Mrs Elaine Green (The Presbyterian Church of Wales)
- 

**1. DECLARATION OF INTEREST**

None received.

## **2. MINUTES**

The minutes of the previous meeting of the SACRE held on 13 July 2022 were presented and confirmed as correct.

### **Matters arising from the minutes:-**

- It was noted that the final version of the Ynys Môn Agreed Syllabus for Religion, Values and Ethics has been forwarded to Welsh Government confirming its adoption by the County Council.
- The RVE Advisor reported that she has discussed the issue of non-religious groups joining the SACRE with the Solicitor (Corporate Governance). It was noted that matter will need to be discussed further, and the RE Advisor will report back to the SACRE's next meeting.

## **3. ANGLESEY SCHOOLS AND GWE**

Mr Phil Lord, a GwE Challenge Advisor, reported on the support GwE provides to schools in North Wales in relation to the new curriculum and Religion, Values and Ethics (RVE), as part of the Humanities Area of Learning and Experience (AoLE). He stated that schools urgently need support and guidance to create and develop their new curriculums. It was noted that GwE has been working on curriculum design over the past few years, and has developed an understanding of the whole curriculum.

A presentation was given on the bilingual resources and support packages that are available on the GwE website, highlighting the following key areas in the Curriculum for Wales:-

- Networks - available for each of the 6 AoLEs, regional meetings and a newsletter;
- Professional Learning - resources available on a range of topics;
- Bitesize resources - to assist schools to plan and develop their own curriculums. Leading change resources include playlists and handbooks for schools.

The RVE Advisor reported that she is working in collaboration with GwE to ensure that resources from Anglesey schools, the SACRE's annual report, and the Agreed Syllabus for Anglesey schools will be published on GwE's website.

It was noted that Welsh Government and WASACRE have been working together to develop modules on professional learning, to assist schools in understanding what's new within the new curriculum.

Concerns were again expressed that Anglesey SACRE does not receive the necessary specialist support and guidance of an RVE specialist to fulfil its duties effectively.

The SACRE were enlightened and impressed with GwE's website, and how GwE supports schools, and thanked Mr Lord for his informative presentation.

**RESOLVED to note the information presented.**

#### **4. UPDATE BY THE RVE ADVISOR**

The RVE Advisor reported that the Agreed Syllabus for Anglesey schools can now be accessed via the Council's microsite.

The Primary Education Manager gave a presentation on the 'Anglesey Leaders Schools Support Hub', which is a simple to operate microsite, providing support to Head Teachers and Leaders on Anglesey. He stated that information pertaining to training, corporate issues, My View, Monitor, Human Resources etc can be accessed via different portals.

It was noted that the microsite is a work in progress in collaboration with Head Teachers and other stakeholders, and new information is uploaded onto the Hub on a regular basis, together with a weekly bulletin. The SACRE's Annual Report will also be uploaded onto the Hub in future.

Positive feedback was received from the SACRE, who saw the microsite as an excellent way to develop and move forward. A link was provided in the meeting for the SACRE's members to access the Hub.

**RESOLVED to note the information presented.**

#### **5. PILGRIMAGE PROJECT BY THE CHURCH IN WALES**

Mrs Elin Owen from the Church in Wales Diocese, Bangor gave a presentation on the 'Pererin' project, which is part of a bigger 5 year project called 'Llan', and grant funded by the Church in Wales Evangelism Fund. She stated that the project's aim is to give people who would not normally engage with the Church an opportunity to do so. The project has been divided into three workstreams - Menter, Cloddio and Pererin.

With regard to the Pererin project, the work involves developing and establishing three pilgrimage routes -

1. The North path - already established from Clynnogfawr to Bardsey Island.
2. The Cadfan path - runs from Towyn in Meirionydd to Bardsey Island.
3. The Anglesey path - links Penmon and Holyhead.

It was noted that the purpose of the projects is to encouraging people to ask themselves questions relating to pilgrimage. The Church is developing resources for people to go on their own pilgrimage, and currently runs a Welsh language literary programme called the 'Cadfan Path'.

Reference was made to the company 'Mewn Cymeriad' (In Character), who bring historical characters alive in schools through drama. The Diocese commissioned the company to create a drama based on the character of Saint Cadfan, and his pilgrimage from Towyn to Bardsey Island. The drama has

been performed in the Wales History Festival for children, local schools and churches in Anglesey and Gwynedd, including the church in Llangefni.

Mrs Owen reported that the pilgrimage theme is now linked to the new curriculum as part of the GCSE and A Level syllabus. She stated that the church is working to promote collaboration with schools in general, and has held creative writing workshops in schools. It is also looking into creating story books on the Saints for schools and dramas on Anglesey Saints etc, as well as promoting the Welsh language.

It was noted that teachers on Anglesey have expressed that they would like to have a similar path, based on the Saints of Anglesey. It was further noted that Ysgol Santes Dwynwen has already undertaken a pilgrimage to Llanddwyn.

Mrs Owen reported that the Diocese will be appointing a Pilgrimage Officer for Schools, to look after the educational needs of the projects, which will become part of the new curriculum. The main focus will be on the six pilgrimage churches and walks for schools, creative workshops, dramas etc.

The Chair on behalf of the SACRE thanked Mrs Owen for her excellent presentation and enthusiasm for the project, and for the work undertaken by the Diocese in bringing the Saints alive through drama.

**RESOLVED to note the information presented.**

## **6. SCHOOL INSPECTIONS – SPRING 2022**

The Estyn inspection reports in relation to Ysgol Cemaes and Ysgol Corn Hir, Llangefni were presented for the SACRE's consideration. It was noted that Estyn no longer grades schools on performance, but lists each Inspector's recommendations for further development.

The RE Advisor reported that following the Estyn inspections in Ysgol Cemaes and Ysgol Corn Hir, individual recommendations were made for both schools, as presented in the report. Each Head Teacher will draw up an action plan to address the issues raised in the recommendation(s) for their school.

Concerns were expressed that Estyn has not drawn attention to Christianity as the main religion in their reports, even though RVE is mandatory in schools. It was noted that the only reference to good practice refers to collective worship in schools.

**RESOLVED:-**

- **To note the information presented.**
- **That the RVE Advisor writes to Estyn's Chief Inspector expressing the SACRE's concern that there is a lack of specific reference to Christianity as the main religion in Estyn reports.**
- **That Mr Rheinallt Thomas raises the issue of Estyn's lack of focus on Christianity in the WASACRE's next meeting.**



- That the RVE Advisor writes to Head Teachers in Anglesey schools highlighting the SACRE's concern regarding Estyn's lack of reference to Christianity in the reports presented.
- That the RVE Advisor invites Head Teachers from Anglesey schools to attend SACRE meetings to present examples of their pupils' work.

#### **7. WALES ASSOCIATION OF SACRES (WASACRE)**

The draft minutes of the WASACRE meeting held on 29 June were submitted and accepted.

#### **8. ANY OTHER MATTERS**

The RVE Advisor questioned whether the SACRE would like to resume visits to local schools to observe Collective Worship?

**RESOLVED to continue with the current arrangements at present.**

It was confirmed that the SACRE's next meeting will be held on 6 February 2023 at 2.00 pm.

The meeting concluded at 4.15 pm

**COUNCILLOR NON DAFYDD  
CHAIR**

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**Standing Advisory Council for  
Religious Education**

**ANGLESEY  
ANNUAL REPORT  
September 2021 - August 2022**

Director of Learning, Skills and Young People  
Rhys Howard Hughes September 2021 / August 2022

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**SECTION 1:  
EXECUTIVE SUMMARY**

**SACRE's function in relation to Religious Education**

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

SACRE advises the Education Authority 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.

**Chairman's Summary**

It is once again my privilege, as Chair of the Ynys Môn SACRE, to present the Annual Report for 2020/21.

The impact of Covid has continued to disrupt our education system and consequently once again no monitoring data is available for schools' performance. Nevertheless, the SACRE has continued to monitor standards through reviewing ESTYN reports, receiving self-assessment reports from schools and sharing good practice. Two Anglesey schools were inspected by ESTYN during this period, namely Ysgol Corn Hir, Llangefni and Ysgol Gynradd Cemaes. It is pleasing to note that both received successful reports.

A key work for the Ynys Môn SACRE this year was to hold an Agreed Syllabus Conference to review the new syllabus for "Religion, Values and Ethics" as part of the new curriculum. This virtual conference was held on 15 February and was jointly attended by both members of Ynys Môn and Gwynedd SACRE's with additional advice and guidance being provided by Mr Phil Lord (GwE). Following the conference, it was unanimously agreed that the local authority would adopt the Agreed Syllabus on Ynys Môn.

Once again, the Annual Report contains a number of recommendations (eleven in total) which will be included in a revised Action Plan which will be reviewed by the SACRE on a regular basis.

It is disappointing to note that the numbers of pupils choosing to take religious studies within schools across Anglesey continues to fall, in some notably so. Of course, we will soon be moving to adopting the new subject of "Religion, Values and Ethics" as part of the new curriculum and it remains to be seen as to whether more pupils will choose to study this new subject.

I wish to again offer my sincere gratitude to my fellow Committee members for their support throughout what has been another difficult and challenging year. In addition, I must give a special mention to Mrs Gwyneth Hughes (SACRE Advisor) for her invaluable assistance and guidance together with the vital support of Mrs Shirley Cooke, our Committee Officer.

Finally, although I'm not a fan of the pop group "The Clash" I find the words of their hit single "Shall I stay or shall I go?" particularly relevant at this time. I have decided that after serving two full terms as the Chair of Ynys Môn SACRE it is indeed time for me to go and to allow new blood to take over. I would like to sincerely thank both former and current officers and SACRE members for all their support. It has been a privilege to have undertaken this role over the last nine years and I wish the new Chair, whoever that may be, every success. I leave you with the following words of wisdom – "The most important thing for a politician is service. The greatest temptation is vanity." (Tim Farron MP).

Councillor Dylan Rees

Chair of Ynys Môn SACRE

## SECTION 2: ADVICE TO ANGLESEY'S EDUCATION AUTHORITY

### 2.1 SACRE's Function in relation to Religious Education

SACRE's function is outlined in the Welsh Office Circular 10/94.

SACRE advises the Education Authority on matters relating to the provision of Religious Education and collective worship, and is responsible for the establishment of an ad hoc assembly, the Agreed Syllabus Conference, to produce or consider amendments to the Agreed Syllabus for Religious Education.

### 2.2 The Agreed Syllabus

Gwynedd and Anglesey SACREs have adopted the 'National Exemplar Framework for Religious Education for 3 to 19 year old learners' as the Locally Agreed Syllabus for Gwynedd and Anglesey (2008).

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).

Anglesey County Council held their Agreed Syllabus Conference at the beginning of the year 2022 to review the syllabus and to recommend an appropriate syllabus to the Local Authority to adopt.

The Agreed Syllabus on Religion, Values and Ethics was adopted to reflect guidance written by practitioners and Religious Education experts. The purpose of the syllabus is to provide additional support on how Religion, Values and Ethics can be taught within the field of Humanities. The guidance emphasises that Religion, Values and Ethics are an integral part of this area and outlines the subject's unique and specific contribution to the Curriculum for Wales.



Maes Llafur

Cytunedig Ynys Môn



Ynys Môn Agreed

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### 2.3 How good are standards?

Anglesey SACRE monitors Religious Education and collective worship by:

- receiving a summary of a school's self-evaluation report in response to the key questions of ESTYN's Inspection Framework;
- analysing the Local Authority's teacher assessments and external secondary examination results;
- reviewing ESTYN inspection reports to identify good practice and to further support any references to 'Religious Education' or 'collective worship' that need to be strengthened;
- inviting teachers and headteachers to share their good practice with members in the termly meetings;
- visiting schools, through invitation, to attend a collective worship session;
- encouraging collaboration between schools to identify and support good practice.

**There have been significant challenges to the work of the SACRE during the 2021-22 academic year due to lockdown restrictions and the impact of Covid-19. Visits were not undertaken in schools. Nevertheless:**

- SACRE meetings continued through virtual engagement, and this has been valuable in order to continually update the panel of implications as we prepare for the changes for Curriculum for Wales and implications of adopting the Agreed Syllabus on Religion, Values and Ethics within Humanities.
- Mr Phil Lord, GwE adviser, was invited to give guidance to the Committee on the proposed changes within the Religion, Values and Ethics field. As a result, Anglesey SACRE were confident in preparing their Agreed Syllabus for September 2022.
- A link was shared to HWB resources so that the Committee can familiarise itself with resources available to teachers to assist them with their work: <https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation/#crefydd,-gwerthoedd-a-moeseg%20gan>
- The following Religious Studies resources available on the WJEC website were shared: <https://resources.wjec.co.uk/Pages/SearchResources.aspx>
- During the year, the Religious Education Adviser gathered other resources to support members of the SACRE Committee and the schools.



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### 2.3.1 Schools' self-evaluation reports

In the **Anglesey SACRE** meeting on 14 February 2011, it was decided that SACRE 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 the members. Anglesey SACRE, Anglesey headteachers and members of the National Advisory Panel for Religious Education (NAPFRE) have approved templates which were drafted in response to the ESTYN Inspection Framework. The SACRE clerk, who is an Education Officer for Anglesey Council, is responsible for distributing and collating the self-evaluation reports.

The introduction of a self-evaluation template for schools has promoted the Committee's work to be more effective in identifying the quality of pupils' work in our primary schools within Religious Education and making judgements about performance transparent.

With the arrival of Curriculum for Wales, the template will need to be further evaluated to check that the SE is fully aligned with the latest expectations and requirements.

- The year 2021-2022 is a transitional period, as the Committee prepares for Curriculum for Wales.
- A new Agreed Syllabus was adopted.
- The Council election was held.
- It was decided this year to share grant funds that normally facilitate the Operational Panel's work with all schools individually, with the intention of a Humanities coordinator having non-contact time to work within their catchment area to prepare for Curriculum for Wales.
- Confirmation was received that schools receive good support through the GwE Education Consortia to promote planning stages for the 2022 curriculum.
- Confirmation was received from teachers who are members of the SACRE Committee that primary and secondary schools are successfully working jointly to ensure that there is good consistency and progression in place when designing transition plans for pupils transitioning from Year 6 to Year 7.

- The Authority makes use of an internal electronic platform for schools to share resources and good practice.

No school self-evaluations were reviewed this year within the Religious Education area due to the acknowledgement of so many upcoming changes and that schools require time to prepare for those changes. Estyn re-started school inspections in the summer term 2022.

Two primary schools were inspected.

#### SACRE Recommendations to Anglesey's Education Authority

- Reviewing the SACRE Committee's constitution to respond appropriately to the Agreed Syllabus.
- Re-focusing on the work of the Operational Committee to promote sharing good practice, sharing resources, and collaborating resiliently within catchment area.
- That SACRE considers how Religion, Values and Ethics will be monitored within Humanities, alongside GwE's monitoring work.

No authorities are currently publishing external examination performance results of individual schools.

Welsh Government has issued school improvement guidelines on a non-statutory basis. The guidelines will be updated, building on what is learnt in 2022 to 2023 and 2023 to 2024, and published in the format of statutory guidelines to come into force in September 2024.

It is therefore not suitable to report on school examination performance results as we have done in the past. The table below gives an overview of trends in pupil numbers pursuing Religious Education in GCSE.

School	Number of GCSE Pupils Summer 2019	Number of GCSE Pupils Summer 2020	Number of GCSE Pupils Summer 2021	Number of GCSE Pupils Summer 2022
YSTJ	25	14	17	21
YUC	0	1	16	0
YGLI	14	20	4	9
YDH	33	31	51	24
YUB	22	17	15	10
<b>Total</b>	<b>94</b>	<b>83</b>	<b>103</b>	<b>64</b>

Following a significant increase in Ysgol Uwchradd Caergybi pupils studying GCSE Religious Education in 2021, this year in 2022, no pupils studied GCSE Religious Education there. The numbers at Ysgol Syr Thomas Jones Amlwch have continued to be quite consistent over time. Overall, however, the number of children studying RE across Anglesey schools has fallen, with the biggest drop seen at Ysgol David Hughes with 27 pupils less this year than a year ago.

The table below provides an overview of the trends in pupil numbers pursuing RE at A Level.



School	Number of A Level Pupils 2019	Number of A Level Pupils 2020	Number of A Level Pupils 2021	Number of A Level Pupils 2022
YSTJ	13	8	8	7
YUC	0	0	1	0
YGLI	6	0	3	2
YDH	8	10	2	12
YUB	2	7	6	3
<b>Total</b>	<b>29</b>	<b>25</b>	<b>20</b>	

The data shows that the number of pupils following A Level Religious Education has fallen in 4 schools in 2022. Once again, it is seen that the number of pupils studying A Level Religious Education in Ysgol Syr Thomas Jones continues to be comparatively consistent and Ysgol David Hughes' numbers have increased substantially. 4 more pupils have studied Religious Education A Level in 2022 in comparison to 2021.

#### **SACRE's recommendations to Anglesey Education Authority**

- Supporting Anglesey schools to design an exciting and relevant curriculum within Religion, Values and Ethics which in turn will encourage more pupils to study the subject further as an academic subject.
- In collaboration with GwE, preparing Humanities coordinators who will have the most up to date knowledge for the new Curriculum for Wales requirements within the Religion, Values and Ethics area.
- Ensuring that schools have access to guidelines and good practice that would improve Religion, Values and Ethics education outcomes.

### **2.3.3 ESTYN Inspection Reports**

Two schools were successfully inspected by Estyn over the summer term 2022, i.e. Ysgol Gynradd Cemaes and Ysgol Corn Hir.



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### **2.4 Response of the Local Authority**

- The Religious Education Advisor reported that schools continue to face challenging times due to the pandemic. Headteachers are under substantial pressure to ensure arrangements to prevent the spread of Covid-19, in line with Welsh Government guidelines.
- It was discussed that data shows that many families choose home schooling as an option in the short term and as a response to the concern of catching Covid-19. A concern was noted by the committee regarding these trends, and the negative impact this could have on the percentage of Anglesey children at risk of missing Religious Education lessons.

- It was noted that a percentage of primary and secondary schools have taken part in a Philosophy for Children training scheme. It was seen that such training supports schools to provide lessons that reinforce requirements within Religion, Values and Ethics.
- A Peace Schools Annual Conference was successfully held virtually. The main subject discussed was climate change and its impact on the world's populations. Anglesey's contribution included developing the themes on ethnic minorities within the Religion, Values and Ethics curriculum.
- By the summer term, the impact of Covid-19 was decreasing, and Estyn began inspecting schools again.
- In June 2022, Anglesey Authority's Learning Service was also inspected, with very good findings.
- Following the promotion of the current Director of Education to Deputy Chief Executive, Mr Marc Berw Hughes was appointed as a new director to the Learning Service.

## 2.5 Religious Education and the Welsh Government

**Welsh Government has now brought a new curriculum into force, i.e. Curriculum for Wales. The Committee was very active during the 2021-2022 year to facilitate the changes. As a result, the Committee can remain up to date and can act appropriately.**

During the year:

- An Agreed Syllabus Conference was held (15/02/2022).



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- Mr Phil Lord (GwE) was invited to the conference to utilise his specialist experience.
- The Syllabus was adopted and it was noted by the Anglesey SACRE Religious Education Consultant that each conference has a legal duty to review the Agreed Syllabus every five years.
- It was noted that the new curriculum is being introduced for pupils up to Year 7 from September 2022, and will be extended every year up to Year 11 in 2026.
- It was accepted that the name of SACRE will be changing, more than likely to the Standing Advisory Council following a review of the constitution.
- A review of the constitution will be held during the next year, i.e. 2023.

### **SACRE's Recommendations to Anglesey's Education Authority**

- Ensuring that all teachers are aware of the new Agreed Syllabus September 2022.
- Holding a review of the SACRE Committee's constitution to respond to the requirements in the new Agreed Syllabus.
- Ensuring that teachers are aware of 'what is important' in the Humanities Area of Learning and Experience and make full use of HWB resources.
- Continuing to facilitate Anglesey's Religious Education teachers and members of the Anglesey SACRE to fully contribute to any review of the curriculum and assessment arrangements.

## 2.6 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.

- SACRE members and Anglesey schools have received collective worship guidance documents:
  - Guidance on Collective Worship (WASACRE, June 2013)
  - Supplementary guidance: collective worship in non-denominational schools’ (ESTYN, October 2017);
  - An ‘Update for Inspectors (ESTYN, April 2018)’. The following extract was highlighted in the guidance:-  
*‘A failure to meet the statutory duty might not affect the judgement for IA4. This is something for the team to consider. The team will need to weigh up a number of factors in each specific case, such as the number of pupils that it affects, and the team will have to decide whether this is significant or not and whether it should affect the overall judgement for IA4. Irrespective of whether or not inspectors decide to report on collective worship, they must always report on the spiritual, moral social and cultural development of pupils.’*
- Anglesey SACRE monitors the standard of collective worship in schools by reviewing schools’ self-evaluation reports during the meetings.
- Prior to Covid-19, the SACRE made use of pro-forma to record their observations during their visits.
- **In 2020-2021, the Religious Education Adviser confirmed that primary and secondary schools continue to fulfil their statutory duties in relation to collective worship by also conforming to Covid-19 regulations:**

- When preparing to plan collective worship sessions under the current climate of Covid-19, it is important to note that headteachers consider the guidance from Welsh Government, **Live-streaming and video-conferencing: safeguarding principles and practice** <https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice/> which has been published as part of the ‘Keeping Safe. Lifelong Learning’ guidance to support schools who present livestream sessions to their learners.

SACRE offers several ways in which schools can offer collective worship sessions that would be attainable and practical to learners and parents/carers. Schools could offer:

- Streaming collective worship services by the headteacher that follow specific themes where successes are shared and time is included for reflection or worship. Specific staff could help headteachers prepare services on a rota basis;
- Live collective worship via video conferencing e.g. through Microsoft Teams in Hwb;

- A minute to think presented via the school website, social media or email. This can be used as a meaningful way of offering opportunities for emotional, social, and spiritual development and an opportunity for worship as appropriate;
- Send examples of reflections for learners to think about at home. They could be simple, a piece of music, a short picture/video or a significant question to consider. Parents/carers can then choose to offer an opportunity for worship as appropriate to the family background;
- The opportunity for learners to suggest themes and topics for collective worship or reflection. They may want to lead on the text of the service e.g. recording a short video for others, choosing a picture, and sharing successes. Learners can still be at the heart of child-led services;
- Creative and purposeful services that could be developed by exploring part of the key concepts and themes contained in the What Matters in the Curriculum for Wales 2022 statements. This would give learners the opportunity to develop some of the characteristics of the four purposes and, at the same time, extend the life of resources created;
- An opportunity for learners to actively participate in collective worship and an opportunity to respond as part of the collective experience. For example, sending artwork, poetry, or simply sharing their thoughts on the reflection through a conversation with their teacher. Hwb's networks and speaking facilities could be a useful way of sharing these responses. This can be particularly important during this worrying time;
- Share the experiences of teachers, support staff and learners in schools through a pre-recorded video, photograph, diary, etc... (if appropriate, and by obtaining the relevant consent and following safeguarding procedures);
- For those without access to digital resources, provide a package of suggestions for reflection by post, so that they still have the opportunity to reflect and develop emotionally, socially and spiritually along with an opportunity to worship as/if appropriate to the family background. These could be based on resources already developed.

**By the summer term, schools had fully re-started collective worship sessions via whole school assembly. Despite this, for this year, the panel decided not to visit collective worship sessions.**

**Curriculum for Wales requirements won't prevent parents from having the right to refuse for their children to attend collective worship sessions. Religion, Values and Ethics lessons however are a requirement for everyone, and parents do not have the right to remove their children from the lessons.**

#### **SACRE's Recommendations to Anglesey's Education Authority**

- Re-starting visits by invitation to ensure that schools comply with the statutory requirements in regards to collective worship.

## SECTION 3: APPENDICES

### 3.1 General information regarding the SACRE constitution

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;

- Headteachers' Association (SHA)
- National Union of Teachers in Wales (UCAC)
- National Association of Schoolmasters and Union of Teachers (NASUWT)
- National Union of Teachers (NUT)
- Association of Teachers and Lecturers (ATL)
- National Association of Head Teachers (NAHT)

#### Elected members

### 3.2 Anglesey SACRE Membership September 2021

#### Christians and Other Religions

The Methodist Church	Rev. Sue Atree
Union of Welsh Baptists	Rev. Debra Stammers
Presbyterian Church of Wales	Rev. Elaine Green
Church in Wales	Vacant Seat
Union of Independents	Rev. Jim Clark
The Catholic Church	Mr Christopher Thomas

#### Teacher Representatives (co-opted)

Ysgol Gynradd Llangaffo	Mrs. Alwen Williams
Ysgol Cybi	Mr. Rob Dwyer
Ysgol Uwchradd Bodedern	Ms. Hilary Amlyn
Ysgol Syr Thomas Jones	Mr. Ewan Edwards
	<i>awaiting nomination</i>

## Councillors

Councillor Gwilym O Jones  
Councillor Alun Mummery  
Councillor Aled Morris Jones  
Councillor Dylan Rees (**Chairman**)  
Councillor Alun Roberts  
Councillor Aled Morris Jones  
Councillor Bryan Owen

## Co-opted Members (non voting)

Rheinallt Thomas Sunday School Council

## Officers

Mr Rhys H Hughes Director of Education, Skills and Young People

Gwyneth Môn Hughes Senior Welfare Manager and SACRE Advisor  
[Interim] Anglesey SACRE Clerk

Shirley Cooke Committee Officer

## 3.3 SACRE meetings 2021-2022

A summary of SACRE meeting discussions is provided in the Annual Report.

During 2021 – 2022, Anglesey SACRE met virtually on three occasions:

### 23 November 2021

<http://democratiaeth.ynysmon.gov.uk/ieListDocuments.aspx?Cid=144&Mid=3972&Ver=4&LLL=1>  
<http://democracy.anglesey.gov.uk/ieListDocuments.aspx?Cid=144&Mid=3972&Ver=4&LLL=0>

### 15 February 2022

<http://democratiaeth.ynysmon.gov.uk/ieListDocuments.aspx?Cid=144&Mid=4003&Ver=4&LLL=1>  
<http://democracy.anglesey.gov.uk/ieListDocuments.aspx?Cid=144&Mid=4003&Ver=4&LLL=0>

### 13 July 2022

<http://democratiaeth.ynysmon.gov.uk/ieListDocuments.aspx?Cid=144&Mid=4052&Ver=4&LLL=1>  
<http://democracy.anglesey.gov.uk/ieListDocuments.aspx?Cid=144&Mid=4052&Ver=4&LLL=0>

In May 2022, the Council's election was held and by the end of the year, new councillors were nominated to be members of SACRE. New members will be noted within the 2022-23 annual report.

In the July 2022 SACRE meeting, Councillor Dylan Rees noted that he was standing down as the Chair of the SACRE after 9 years in the role. He thanked everyone for the support over the years.

Members of the SACRE thanked Councillor Rees for his devotion as Chair.

Councillor Gwilym Jones proposed to elect Councillor Non Dafydd as the Chair of the SACRE for the next 5 years. The SACRE accepted his proposal unanimously and Councillor Non Dafydd was elected as the Chair of the SACRE.

### 3.4 Template used by Anglesey SACRE for a school's self-evaluation of standards in Religious Education

#### Standing Advisory Council for Religious Education (SACRE)

SACRE's main function is to monitor Religious Education and collective worship and to advise the Local Authority on matters relating to Religious Education and collective worship. The Wales Association of SACREs believes that this advice should be based on current information. Many SACREs monitor standards by inviting schools to share their self-evaluation of Religious Education and collective worship with SACRE members.

#### Further Information:

- Wales Association of SACREs: [www.wasacre.org.uk](http://www.wasacre.org.uk)
- Religious Education and Collective Worship: Circular 10/94 (Welsh Office)
- So You're Joining Your Local SACRE: a handbook for SACRE members in Wales (WASACRE)
- Guidance on Collective Worship (WASACRE, 2012);
- Review of SACRE reports (Welsh Government, 2011 and 2013)

#### Department for Education and Skills Wales (DfES)

Most SACREs in Wales have adopted or adapted the 'National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales' as their locally agreed syllabus. The Welsh Government has supported the teaching of Religious Education in schools by providing guidance documents to support teachers, headteachers and SACRE members. These provide useful information about teaching methods, resources and assessment. The 2010-12 national external verification process gave RE departments in secondary schools the opportunity to show their understanding of RE attainment levels.

#### Further information

- <http://wales.gov.uk> > search for Religious Education
- Locally Agreed Syllabus (or National Exemplar Framework for Religious education in Wales)
- Religious Education: Guidance for KS2 and KS3 (2011)
- Exemplifying Learner Profiles at KS2 and KS3 in Religious Education: Additional Guidance (2011)
- Religious Education: Guidance 14-19 year olds (2009)
- People, Questions and Beliefs in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://wjec.co.uk>)

#### ESTYN

The new ESTYN inspection framework identifies five inspection areas or reporting requirements:

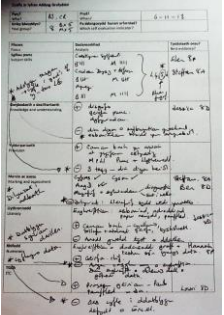
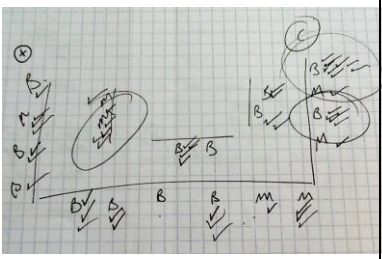
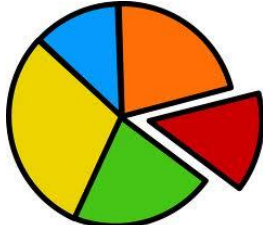
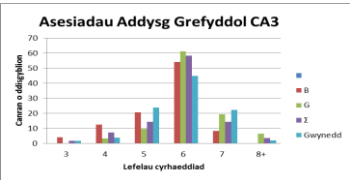

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experience
4. Care, support and guidance
5. Leadership and management

Few school inspection reports include references to the standard and quality of Religious Education and collective worship. A thematic report on Religious Education in secondary schools was published in June 2013, and it proposes recommendations for local authorities, schools and SACREs.

**Further information:**

- [www.estyn.org.uk](http://www.estyn.org.uk)
- Religious Education in Secondary Schools (ESTYN, June 2013)
- Religious and moral education in key stage 2 and key stage 3 (ESTYN, Summer 2018)
- Supplementary guidance : collective worship in non-denominational schools (Autumn 2017)

**What evidence do schools use in order to make judgements?**

<p><b>Book Review</b></p> 	<p>Teachers gather a sample of pupils' work (e.g. range of abilities, ages, boys and girls) and help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving?</li> <li>• To what extent does pupils' work reflect the requirements of the Locally Agreed Syllabus?</li> <li>• To what extent does pupils' work develop the skills identified by the National Literacy, Numeracy and Digital Competency frameworks?</li> <li>• What improvements do we need to make to our planning, provision and assessment of Religious Education?</li> </ul>
<p><b>Lesson Observation</b></p> 	<p>Teachers and school leaders observe lessons and help the curriculum leader to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What progress are pupils making in their RE skills? Are there groups of pupils who are underachieving?</li> <li>• Are the pupils well motivated? Are they contributing to their own learning?</li> <li>• Does the work reflect the requirements of the Locally Agreed Syllabus?</li> <li>• Does the work develop the skills identified by National Literacy, Numeracy Digital Competence framework?</li> <li>• What improvements do we need to make to our planning, provision and assessment of Religious Education?</li> </ul>
<p><b>Questionnaires and interviews</b></p> 	<p>Schools can analyse the results of questionnaires used with pupils, teachers and parents to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What do they think about the content of the RE lessons? Are there significant groups who are offering different opinions?</li> <li>• What progress are they making in their RE skills?</li> <li>• What are their perceptions/attitudes/opinions?</li> <li>• What improvements do we need to make to our planning, provision and assessment of Religious Education?</li> </ul>
<p><b>Data</b></p> 	<p>Schools can use teacher assessment data or external examination results (secondary schools only) in order to identify trends or patterns:</p> <ul style="list-style-type: none"> <li>• How well are boys/girls/groups performing over time? (all schools)</li> <li>• How well are our pupils performing in comparison to other departments/other schools? (secondary schools only)</li> <li>• Are there any groups of pupils who are underachieving? (all schools)</li> <li>• What improvements do we need to make to our planning, provision and assessment of Religious Education?</li> </ul>
<p><b>Other</b></p> 	<p>Schools can also base their judgements on other evidence such as:</p> <ul style="list-style-type: none"> <li>• Success in local or national RE competitions;</li> <li>• Participation in local or national RE events/conferences/projects/publications;</li> <li>• Monitoring reports by other members of staff, e.g. school literacy, numeracy or ICT co-ordinators;</li> <li>• Minutes of meetings held with teachers, school governors or SACRE visitors;</li> <li>• Action research undertaken by a member of a Professional Learning Community;</li> <li>• External accreditation, e.g. Religious Education Quality Mark</li> </ul>



## SACRE Guidance (pages 3, 4, 5 and 6)

### To what extent does the school's provision promote pupils' personal development? (Inspection area 4.2)

Evaluating the standards and provision of Religious Education will help schools evaluate inspection area 4.2, 'Personal development (including spiritual, moral, social and cultural development)'.

ESTYN's inspection guidance (September 2017) for social and moral development notes:

*"Inspectors should consider the extent to which the school provides effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs. They should consider how well the school develops pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values. They should consider how well the school promotes principles that help pupils to distinguish between right and wrong. They should consider how far the school fosters shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others, both locally and as members of a diverse global world."*

Within the school's self-evaluation cycle or calendar, school leaders will need to consider what evidence is available to them in order to make judgment on inspection area 4.2. Religious Education and collective worship can make important contributions to pupils' personal development.

The following exemplar questions are based on ESTYN's Common Inspection Framework (September 2017) and the questions used by ESTYN during the thematic review of Religious Education during autumn term 2017. Using these prompt questions with staff, governors, pupils and their supporting improvement adviser, will enable schools to identify strengths and weaknesses to help them plan improvements. There is no need to answer every question.

### Inspection Area 1: Standards

**Remember to use quantitative and evaluative language and include 'real' examples of pupils' work!**

- What is our view on standards of Religious Education at our school? (FP, KS2, KS3, KS4, KS5 pupils)
- How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions?
- How well do groups of pupils make progress in Religious Education? What have we identified in their work that shows their progress?
- How well do our pupils use their speaking and listening, reading and writing skills, their numeracy and ICT skills appropriately in Religious Education?
- Give examples of how our pupils have developed their thinking skills, their creativity and physical skill in Religious Education activities in the classroom and outside the classroom.
- What areas for improvement require attention in the next year?

### Inspection Area 2: Wellbeing and attitudes to learning

**Remember to use quantitative and evaluative language and include 'real' examples of pupils' work!**

- Do our pupils show an interest in Religious Education?
- What do you think our pupils gain from Religious Education lessons?
- What areas for improvement require attention in the next year?

### Inspection Area 3: Teaching and learning experiences

**Remember to use quantitative and evaluative language and include 'real' examples of the provision. Time allocated to Religious Education? % of pupils that choose Religious Studies as an option? % of pupils who attain an accreditation for their statutory Religious Education.**

- How do we know that our school meets the statutory requirements for Religious Education?
- How does our school teach Religious Education?
- Does Religious Education succeed to engage our pupils' interest? Are they stimulated and challenged in their Religious Education lessons?

- How well do the lessons/activities develop pupils' knowledge and understanding of religious beliefs, teachings and practices as well as their subject skills and cross-curricular skills?
- What is the quality of planning for Religious Education? (Building on previous knowledge, understanding and skills? Clear objectives? Teaching methods? Resources?)
- To what extent does the feedback in Religious Education help our pupils to know what they have achieved and what they need to do to improve?
- How do we assess and track the progress of pupils in Religious Education?
- How does our planning for Religious Education help pupils to become ambitious, confident, aspirational and knowledgeable individuals? How are we responding to the recommendations of 'Successful Futures'?
- To what extent does our school provide a wide and appropriate range of experiences, within the classroom and outside, in order to develop pupils' interest and skills in Religious Education?
- Have we organised any trips or visits linked to Religious Education? Which year groups, how often, and how do these trips enhance the curriculum?
- Does the Religious Education reflect the nature of our school's context? Does it reflect the cultural, linguistic and ethnic diversity of Wales and the local area?
- To what extent do the Religious Education activities provide purposeful increasing opportunities for pupils to practice and develop their RE skills and their literacy, numeracy and ICT skills?
- What areas for improvement require attention in the next year?

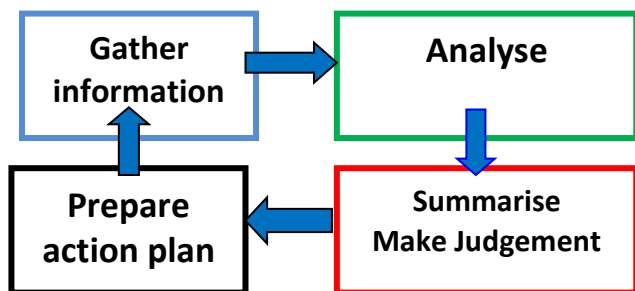
#### **Inspection Area 4: Care, support and guidance**

- To what extent do our Religious Education lessons/activities help our pupils to be active citizens?
- How do our pupils influence what and how they learn in Religious Education?
- Do we participate in any community activities or have links with any faith leaders or organisations?
- How does Religious Education contribute to our pupils' understanding of the culture of Wales, the local community and the wider world?
- Give examples of how Religious Education has helped our pupils to understand matters pertaining to equality and diversity, stereotypes, religious extremism, human rights?
- To what extent does the school help pupils to develop certain values and establish their spiritual and ethical beliefs?
- How well does our school develop the pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values?
- Does our school meet the statutory requirements regarding collective worship?
- How good is the collective worship? How well do we plan the collective worship over time?
- How do we keep our pupils safe from the dangers of radicalisation, *e.g. extremist material, either through guest speakers or through speakers on site visits?*
- How do we ensure that any concerns that arise about comments made by pupils during Religious Education lessons are considered appropriately?
- What areas for improvement require attention in the next year?

#### **Inspection Area 5: Leadership and management**

- Has the RE subject leader the necessary skills and understanding to lead the Religious Education effectively?
- Are teachers able to access professional development in Religious Education?
- How do we allocate resources to support the teaching of Religious Education?
- How are parents informed of their right to withdraw pupils from Religious Education lessons? How many pupils are withdrawn from RE by their parents and does the school have good arrangements for their provision during RE lessons? Has this number increased/decreased/remained the same over the last 5 years? From what groups are these pupils? Do you have a conversation with parents about their decision?
- In what ways does our school's provision for RE help promote better community cohesion?
- How often do we monitor Religious Education? How do we share this information with other relevant staff?
- Do we consider the views of pupils in the self-evaluation report and action plans?
- Do we work with RE teachers from other schools? What has been the impact of this?
- What is the 'best example of Religious Education' that we can share with our local SACRE or with other teachers?
- What areas for improvement require attention in the next year?

## How can SACREs monitor standards?



## How can SACRE gather information?

- By asking schools to submit information and self-evaluation.
- By commissioning an 'expert' to visit a sample of schools and provide a termly report.
- Arranging for members to visit schools.
- By asking pupils, staff, governors in a sample of schools to complete an online questionnaire.
- By studying external examination results and KS3 teacher assessments (secondary schools only).

## What sources are available in your area?

- An evaluation of schools' self-evaluation reports;
- An evaluation of schools' policies, schemes of work, development or improvement plans;
- Performance data: KS3 teacher assessments, GCSE, AS and A level results;
- Reports submitted by SACRE members following school visits;
- An evaluation of questionnaires submitted by learners, staff, governors, SACRE/WASACRE members or governors;
- Presentations by learners, teachers, co-ordinators, headteachers;
- Success in competitions or external accreditation schemes.

## Numbers - quantities and proportions

nearly all	= with very few exceptions
most	= 90% or more
many	= 70% or more
a majority	= over 60%
half	= 50%
around half	= close to 50%
a minority	= below 40%
few	= below 20%
very few	= less than 10%

## Who contributes to the monitoring?

- Teachers and members of schools' SM Teams
- SACRE members
- Local Authority / Consortia officers
- Teachers identified as lead practitioners
- Pupils
- Governors
- Parents

### Excellent

#### Very strong, sustained performance and practice

outstanding, very good, very strong, exceptional, superior, exemplary, superb, very high standard, very high quality, extensive, highly effective, highly creative, well above expectations, expertly done,

### Adequate and needs improvement

#### Strengths outweigh weaknesses, but important aspects require improvement

satisfactory, appropriate, suitable, efficient, competent, relevant, sufficient, enough, valid, solid, sound, average mediocre, limited, inconsistent

### Good

#### Strong features, although minor aspects may require improvement

successful, strong, skilful, worthwhile, beneficial, valuable, positive, thorough, useful, powerful, comprehensive, purposeful, used well, consistently good, effective

### Unsatisfactory and needs urgent improvement

#### Important weaknesses outweigh strengths

insufficient, inefficient, none, no, inappropriate, ineffective, unsuitable, unable, weak, poor, not fit for purpose, restricted

## Useful words and phrases

Xxx has led to...

As a result of xxx standards of xxx have increased xx% since xxx ....

Following the introduction of xxx, xxx has improved, as shown by...

xxx shows that standards of xxx have ...

The effect of xxx can be seen in xxx which shows that...

An improvement in xxxx can be seen in...

The influence of XXX can be seen in the improvement/progress.....

XXXXX shows that x% of the pupils can/have...

XXX shows that x% of the parents/staff/governors are/have...

## What should be included?

- **The effect of an intervention** on (standards, welfare, attitudes, provision).
- **Trends** over time
- **Comparison** with other schools (?)
- **Judgement** - using evaluative terms.
- **Quantify** whenever possible

Name of the school:

### Religious Education

#### Inspection area 1: Standards in Religious Education

*How well do our pupils engage with fundamental questions, explore religious beliefs, teachings and practice(s) and express personal responses to beliefs, teachings, practices and fundamental questions? What have we identified in their work that shows their progress over time?*

- Use pupils' work, teacher assessments, learning walks, lesson observations to make a judgement.
- For further guidance, refer to: the Locally Agreed Syllabus (National Exemplar Framework), Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, WJEC examiners' reports.

Notes:

The standard attained by our pupils in Religious Education is: **JUDGEMENT**

#### Inspection Area 2: Wellbeing and attitudes towards learning about Religious Education

*What do you think our pupils gain from Religious Education lessons?*

- Use: pupils' work, analysis of a Religious Education questionnaire, minutes of meetings held by focus groups/School Council.
- For further guidance refer to: the Supplementary Guidance: listening to learners (ESTYN, September 2017)

Notes:

Our pupils have a **JUDGEMENT** attitude towards Religious Education in our school.

#### Inspection Area 3: Teaching and learning experiences in Religious Education

*How good is the planning and teaching of Religious Education at our school? Give examples of rich learning experiences in Religious Education.*

- Use: learning walks, lesson observation, pupils' work, interviews with pupils.
- For further guidance refer to: the Locally Agreed Syllabus (National Exemplar Framework); Welsh Government Guidance: People, Questions and Beliefs (2013), Guidance and Exemplar Profiles for KS2 and KS3 (2011), 14-19 (2009), SACRE Guidance, Religious Education in secondary schools (ESTYN, Summer 2013), Religious and moral education in KS2 and KS3 (ESTYN, Summer 2018).

Notes:

The standard of teaching Religious Education at our school is **JUDGEMENT**

#### Inspection Area 4: Care, support and guidance in Religious Education

*To what extent do Religious Education lessons and activities help our pupils to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs and values? How does Religious Education help pupils to be active citizens? To what extent does the school provide effective opportunities for pupils to develop certain values and to establish their spiritual and moral beliefs?*

- Use: learning walks, interviews with pupils, the school's collective worship programme, school newsletter, records of any hate crime/bullying.
- For further guidance refer to: SACRE Guidance, Guidance on collective worship (WASACRE), Supplementary guidance: collective worship in non-denominational schools (ESTYN, September 2017), Supplementary guidance: listening to learners (ESTYN, September 2017).

Notes:

Does the school meet the statutory requirements for collective worship?

Yes

No

The contribution of Religious Education towards our pupils' personal development and community cohesion is **JUDGEMENT**.

#### Inspection area 5: Leadership and management in Religious Education

**Does the subject leader for Religious Education have the necessary skills and understanding to lead the subject area effectively? How do you know?**

- Use: schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the co-ordinator/link governor/SACRE representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study following a school-to-school project.
- For further guidance, refer to: SACRE guidance

**Notes:**

**Leadership and management of Religious Education in our school is **JUDGEMENT****

Improvement matters	Actions to be taken	Whom?	By when?
		These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors.	

**A concise evaluation that will contribute towards the school’s evaluation of ‘Personal Development (4.2)’**

**Concise! Approximately 50 words.**

**Headteacher’s Name:**

**Headteacher’s Signature:**

**Date:**

### 3.6: A record sheet for Anglesey SACRE members who attend a school's collective worship session



#### Standing Advisory Council for Religious Education.

I attended a collective worship session in a:	special school primary school secondary school	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
I observed a collective worship session attended by:	the whole school a class a key stage	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Contributing to the collective worship were the:	headteacher pupils teacher(s) a local religious leader parent(s) governors	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
The collective worship session lasted for:	less than 5 minutes between 5-10 minutes between 10-15 minutes over 15 minutes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The theme of the collective worship session was: \_\_\_\_\_

I heard a:

Biblical story	<input type="checkbox"/>	A presentation by an adult	<input type="checkbox"/>
Story from another religion	<input type="checkbox"/>	A presentation by pupils	<input type="checkbox"/>
Suitable moral/contemporary/historical story	<input type="checkbox"/>	Pupils reflecting quietly in response to a stimulus	<input type="checkbox"/>
Pupils praying (individually/together)	<input type="checkbox"/>		<input type="checkbox"/>
Christian hymn/carol	<input type="checkbox"/>		<input type="checkbox"/>
A suitable song	<input type="checkbox"/>		<input type="checkbox"/>

Underline the three statements that best describe the collective worship session.

Today, the collective worship session:

- developed learners' ability to reflect on their own feelings, values and attitudes;
- developed learners' awareness of inner life and the spiritual dimension of each person;
- discussed and encouraged responses to fundamental questions about the meaning of life, change and death;
- developed beliefs and values, both personal and communal;
- encouraged an understanding of the beliefs and values of others, either locally or globally;
- increased self-esteem and a sense of purpose in life;
- nurtured the human ability to make moral choices for good or evil,
- encouraged shared values, meaning and purpose;
- provided opportunities to share and reflect on the 'happy' and 'sad' events and experiences which impact the school community and the local community;

- supported shared understanding of how individual learners and a school may contribute positively to the wider community;
- developed an understanding of global diversity and inequality;

Any other comment:

### Anglesey SACRE Action Plan 2019 - 2022

This Action Plan is based on the following documents:

- Annual SACRE report
- New Curriculum for Wales
- ESTYN Reports

Priority	Actions	Responsibility	Evidence	Outcomes	
<p><b>1. Religious Education and collective worship are operational in all schools. Raise the image and status of the subject within the Humanities and Health and Wellbeing curriculum in addition to the Religious Education Framework.</b></p>	<ul style="list-style-type: none"> <li>• Raise the status of Religious Education within Anglesey’s primary and secondary schools.</li> <li>• Create an operational panel to offer guidance and advice within the Religious Education subject in each catchment area. Report back to the SACRE Committee once every term for their work within</li> </ul>	<p><b>SACRE Members / School Headteachers</b></p> <p><b>GMH to establish an Operational Panel</b></p> <p><b>School SACRE</b></p>	<ul style="list-style-type: none"> <li>• Schools purposively plan for Religious Education. Each school has a teacher who leads on Religious Education at the school.</li> <li>• Each school is aware of the SACRE’s work.</li> <li>• Terms of Reference. Meeting minutes.</li> <li>• Religious Education and collective</li> </ul>	<ul style="list-style-type: none"> <li>• Each school complies with the expectations for daily collective worship.</li> <li>• There is an RE Coordinator in each school who leads and monitors quality.</li> <li>• Schools regularly feed into a Religious Education SE and prioritise progress.</li> <li>• The standard of Religious Education in workbooks is increasing. Pupils are able to reflect well. Quality collective worship sessions are presented in each session.</li> </ul>	<p><b>The numbers pursuing external examinations continue to drop.</b></p> <p><b>Covid-19 has has an impact on the Committee and Operational Panel’s work to standardise work across the full period.</b></p> <p><b>Despite Covid-19, schools have successfully held collective worship sessions in creative ways.</b></p> <p><b>Estyn reports praise schools in the field.</b></p>



	<p>catchment area.</p> <ul style="list-style-type: none"> <li>• Expectations for the area are clear to all schools.</li> <li>• SACRE members to attend collective worship sessions in schools and ensure a continuum of learning.</li> </ul>	<p><b>Members</b></p> <p><b>SACRE</b></p>	<p>worship resources are in a box on the Addysg Môn website.</p> <ul style="list-style-type: none"> <li>• Verbal reports of SACRE members.</li> <li>• References towards collective worship in ESTYN reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and pupils relate the importance of Religious Education in everyday life through welfare, reflection and community.</li> <li>• SACRE members have a good understanding of collective worship quality in schools.</li> <li>• Good relationship created between the SACRE Committee and schools.</li> </ul>	
<p><b>2. Teachers' knowledge of the changes within the area is good and enables them to plan the new curriculum with confidence and enthusiasm.</b></p>	<ul style="list-style-type: none"> <li>• Ensure that headteachers, teachers and SACRE members are knowledgeable about the requirements of Religious Education as part of the Humanities Area of Learning and Experience in the new curriculum.</li> <li>• Ensure that there are opportunities to share</li> </ul>	<p><b>Subject Advisor and Leaders of Innovative Schools</b></p> <p><b>SACRE Operational Committee and Schools</b></p>	<ul style="list-style-type: none"> <li>• Examples of good practice in workbooks, on the class walls etc., SACRE panel observation reports on collective worship.</li> <li>• Learners' work reflects the requirements of the new CfW.</li> <li>• Minutes of meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• The RE work of all learners reflects the four purposes.</li> <li>• Learners are given valuable experiences of the teaching and learning.</li> <li>• RE is a natural part of the learning and is given equal attention within the Area of Learning and Experience.</li> <li>• Arrangements and structures established to monitor quality</li> </ul>	

	<p>good practice between schools by looking at the work of learners, work plans and informal lesson observations.</p> <ul style="list-style-type: none"> <li>• Ensure a link between primary and secondary teachers within the Humanities Area of Learning and Experience to share good practice.</li> </ul>	<b>SACRE Operational Committee</b>	<ul style="list-style-type: none"> <li>• Operational panel has been established and is operational.</li> </ul>	<ul style="list-style-type: none"> <li>• Very good relationship between primary and secondary coordinators which supports continuous improvement.</li> </ul>	
<b>3. Create a platform to share resources in order to share good practice within RE and collective worship.</b>	<ul style="list-style-type: none"> <li>• Add a Religious Education and collective worship box to the Addysg Môn HWB forum.</li> </ul>	<b>Subject Advisor</b>	<ul style="list-style-type: none"> <li>• The box on the HWB website.</li> <li>• Examples of good practice in it.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the workload of teachers in planning for RE and collective worship work.</li> <li>• Facilitate the creation of collective worship sessions for schools.</li> <li>• Bank of good and excellent lessons is shared between teachers to raise the standard of RE teaching in schools.</li> </ul>	



**Wales Association of SACREs meeting,  
Virtual via Microsoft Teams  
16<sup>th</sup> November 2022  
1.00p.m. – 3.30p.m.**

**Attendance**

<p><b>Ynys Môn / Anglesey</b> Gwynedd Hughes (GH) Non Dafydd (ND)</p> <p><b>Blaenau Gwent</b> Chris Abbas (CA) Sue Edmonds (SE) Michelle Jones (MJ)</p> <p><b>Pen-y-bont ar Ogwr / Bridgend</b> Alice Parry (AP) Edward Evans (EE)</p> <p><b>Caerffili/ Caerphilly</b> Marina Chacon - Dawson (MCD) Janet Jones (JJ)</p> <p><b>Caerdydd / Cardiff</b></p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b> Howard Jones (HJ)</p> <p><b>Ceredigion</b> Mary Davies (MD) Keith Henson (KH)</p> <p><b>Conwy</b> Roger Boon (RB) Collette Owen (CO) Phil Lord (PL)</p>	<p><b>Sir Ddinbych / Denbighshire</b> Collete Owen (CO) Ellie Chard (EC) Phil Lord (PL)</p> <p><b>Sir y Fflint / Flintshire</b> Jane Borthwick (JB)</p> <p><b>Gwynedd</b> Sibani Roy Paul Rowlinson (PR) Eurfren Davies (ED)</p> <p><b>Merthyr Tudful / Merthyr Tydfil</b></p> <p><b>Sir Fynwy / Monmouthshire</b> Louise Brown (LB)</p> <p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b> Fiona Thomas (FT) Rachel Samuel (RS)</p> <p><b>Casnewydd / Newport</b> Hayley Jones (HJ)</p> <p><b>Sir Benfro / Pembrokeshire</b> Clare Campbell (CG)</p>	<p><b>Powys</b> John Mitson (JM) Mike Head (MH) Fiona Thomas (FT)</p> <p><b>Rhondda Cynon Taf</b> Donna Graves (DG) Matthew Maidment (MM)</p> <p><b>Abertawe / Swansea</b> Jennifer Harding-Richards (JHR)</p> <p><b>Torfaen</b></p> <p><b>Bro Morgannwg / Vale of Glamorgan</b></p> <p><b>Wrecsam / Wrexham</b> Tania ap Siôn (TaS) Libby Jones (LJ)</p> <p><b>NAPfRE</b> Rachel Samuel (RS)</p> <p><b>EFTRE</b> Phil Lord (PL)</p>	<p><b>Observers:</b></p> <p><b>REMW</b> Paul Morgan (PM)</p> <p><b>WJEC</b></p> <p><b>ESTYN</b></p> <p><b>Welsh Government</b></p> <p><b>REC</b></p> <p><b>Church in Wales</b></p> <p><b>Catholic Education Service</b> Angela Keller (AK)</p> <p><b>Qualification Wales</b> Kate Russell (KR)</p> <p><b>Interfaith Network</b></p> <p><b>ADEW</b> University Of Wales Elin Stock (ES)</p> <p><b>Minutes (from recording)</b> Jo Nicholls (JNI)</p>
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## **Minutes of the meeting**

### **1. Introduction and welcome**

TaS welcomed everyone to the Autumn meeting and thanked Blaenau Gwent SACRE for hosting the meeting. TaS introduced Councillor Sue Edmonds, Cabinet Member for People and Education and Chair of Blaenau Gwent SACRE. Sue Edmonds welcomed everyone as the hosting SACRE and stated that this is a new role for her, since the May local elections. SE mentioned that she is enjoying getting to know the schools and the learning environments in the borough and, like all this group, looking to raise educational standards and opportunities for young people.

SE commented that it was an honour to host the WASACRE meeting during this exciting time for Religion, Values and Ethics (RVE) in Wales. SE acknowledged the hard work and dedication of everyone involved to ensure that the agreed syllabus is completed. SE stated that we are all on a journey to deliver the new curriculum working to see our learners become ambitiously capable, enterprising, and creative contributors, ethical and informed citizens of Wales and the World and healthy and confident individuals.

RVE makes a huge contribution in the journey and will continue to take a key role in the broad education of young people in Wales. SE thanked all those involved in education across Wales for their ongoing dedication towards young children in the midst of these significant changes. SE noted that with the recovery from Covid19 and now a cost-of-living crisis, there is a unique set of challenges for schools and the staff and the children and families they support. School staff have proved what we all knew that they are remarkable, resilient, and inspiring. SE shared her confidence that everyone in education will pull together once again to see our children through this period.

TaS thanked SE for her pertinent words.

### **2. Quiet reflection**

TaS led a quiet reflection.

The last few years have been both crucial and formative for religious education now RVE. So many of us at a local and national have given so much time and energy to be in this exciting place, a place full of opportunity.

We are now in an important new phase; September marked the official introduction for the new curriculum for Wales in all our primary schools and some secondary schools. This new phase will be marked as a time of real responsibility and real dangers. In Wales, we have set ourselves an enormous task to do things differently for the sake of our young people. This means being open to change, open to learning from and with one another and having the courage to be creatively independent. In this new phase there is a real temptation for short cuts. The world is looking at us right now and young people are looking to us.

Are we up to the challenge, and is it something that really matters enough to us in our various locations around Wales and in our various roles?

### **3. Apologies**

Apologies from Kathy Riddick, Paula Webber and Vicky Barlow from the Executive Committee. Christopher Owens WJEC, Philip Blaker Qualification Wales, Councillor Sam Skrme-Blackhall Pembrokeshire, Councillor Menna Baines Gwynedd SACRE and Councillor Michael Williams Powys SACRE.

#### **4. Minutes of the last meeting Microsoft Teams held on 29<sup>th</sup> June 2022**

RS to be added to the attendance list under Neath Port Talbot.

With the above amendment, the minutes were agreed as an accurate record of the meeting held on 29<sup>th</sup> June 2022. RS proposed to accept the minutes and EE seconded.

TaS will sign the final minutes and AP will file the minutes.

#### **5. Matters arising from minutes of the last WASACRE meeting**

Any matters arising from the meeting will be discussed or considered within our meeting today.

#### **6. Professional learning**

LJ provided the following update:

We have been eagerly awaiting the PL resources and had hoped that the resources would have been published on Hwb by now. Welsh Government have stated that all 5 modules from the first batch of resources have been through a quality assurance (QA) process. The QA was undertaken by policy colleagues, the curriculum team and Hwb colleagues and has taken longer than expected due to the general volume of Welsh Government curriculum-related work at this time. All 5 modules are now with Welsh translation and will need to be quality checked once translated. We are waiting to hear from the Hwb team regarding a publication date. It is expected to be early in the new year.

It is disappointing that this first batch is still to be published however the quality of these resources is very high. When they are available to schools and practitioners, we are confident that they will be invaluable. Even though there has been a regrettable delay, we are very pleased with the quality.

LJ shared a video of a case study of one of the resources - *'What's changed within the secondary setting; Session 5 - Taking a concept - based approach to planning'*.

The recording showed a practical example from AP, Llanishen High School, Cardiff. AP demonstrated how the RVE guidance, the Statements of What Matters, the RVE sub lenses and the RVE concepts have been integrated into the school's overarching theme to create a practical planning module for year 8 lessons.

LJ thanked AP for the excellent case study.

LJ mentioned that for all the resources there is an opportunity to critically engage with the resource. At the end it lists questions such as - What was particularly helpful? What RVE concepts would you choose to look at?

LB: Thanked AP and LJ for the presentation, I am a little concerned on the origins side, that the scientific theories may undermine faith teaching. Need to ensure that what is being taught has a deeper level of understanding.

LJ: Faith is still an important part of the exploration of the origins, both science and faith are looked at critically. Teachers are professional and are aware of their subject and what it entails and the questions around faith will be explored and there are many areas of AP's planning where faith can be incorporated. Lots of schools are linking science and religion. They are talking about religious scientists and how there is a connection and that they are not two distinct areas.

AP: In developing the PL tool for teachers it does not oversimplify the science and the faith views and shows both the complementary and critical elements. This scheme of work is still a work in progress.

TaS: This conversation now demonstrates exactly the kind of engagement with practitioners that these case studies initiate. We encourage this interaction.

RB: This issue outlines how important it is in selecting the appropriate materials and opening students' minds rather than providing them with closed views. Teachers need to be aware to be critical themselves when choosing the right materials. AP's presentation was inspiring. My big concern is that there is a short supply of RVE teaching specialists. Those with limited background will be asked to teach this. Will they have appropriate levels of support in teaching the curriculum? A concern that it is shared by others.

MCD: Do you give the students a chance to explore new religions which are less represented in the community? The Vedic tradition is worded as '*It is the revealing science of God,*' which is interesting in relation to LB comments.

AP: Yes, the next scheme of work would include those faith groups less represented within the local community.

MD: How many modules are there in total? Is there a consideration for releasing the English version of the 5 modules before the Welsh translations? They are much needed.

LJ: Another 5 modules will go out shortly after this first release. This is an ongoing suite of resources and will be created as and when there is a need. The policy on Hwb is that all publications are to be bilingual, but I will go back to Hwb with that suggestion.

SR: Hindu origins of creation we say it is eternal and an evolution of God, we do not put any years on it.

PM: I commend AP on a very impressive planning exercise. I wonder whether there was any collaboration with the science depts when addressing the scientific aspects of this type of planning on that particular unit. Did science teachers address the origins theme in their planning in a way that it dovetailed the RVE approach?

AP: We are working as Humanities and trialling this approach to planning. We did not work with the science dept for this current piece of planning, but we are looking to do this in the future, as the theme we are given is a 'whole school' approach.

TaS thanked LJ and AP and for the contributions from the group.

**ACTION:** LJ to ask Hwb whether the first 5 modules can be released before the Welsh translations.

## 7. Welsh Government Matters:

### i) Meetings

TaS provided an update from the last meeting which was held on 13<sup>th</sup> Sept 2022. TaS and LJ represented WASACRE, and RS attended as the NAPFRE representative. The Welsh Government representatives were John Pugsley (JP) and Kerry Davies (KD).

- WASACRE requested updates to the legal summary on Hwb as some of the previous change requests had not been made. We also noted that a new section had been added. These change requests are to simply add clarification to the legal summary. WASACRE resent an annotated version of the legal summary and Welsh Government will address this. KD will inform us on the next update on Hwb.

- There was an agenda item regarding communication on Dysg. It was noted that there was an RVE update in the July 2022 issue. For future editions they would like to include case studies. We understand this is early days for case studies. LJ has communicated with KD to ask for more details as to how these case studies should look. We are working with NAPfRE and the advisors within NAPfRE to acquire and quality assure case studies.
- We spoke about the status of Circular 10/94, Welsh Government re-confirmed that Circular 10/94 is still relevant for collective worship but recommends referring to Hwb for RVE for the curriculum for Wales. Welsh Government confirmed they will not be sharing this more widely with SACREs and LAs. Also confirmed that they are looking at ways of taking this forward and will be in touch with WASACRE. EE's document on collective worship has been emailed to KD for their reference.
- We asked about guidance on progression. Welsh Government confirmed there is no new guidance on progression for the legacy curriculum and that all guidance on progression is on Hwb. KD will ask if there is anything specific that would be helpful to us and will send a link. We have requested a meeting with Estyn colleagues to discuss progression. A date is currently being agreed. Our Teacher Executive Members will be involved in this meeting.
- We asked about the potential impact of the parental challenge to RSE on RVE and is there any impact for RVE? Welsh Government didn't expect any impact.
- We agreed to continue our meetings every two months.

DG: In terms of advising our local SACREs, the issue of monitoring standards for RVE has not been addressed and solutions have yet to be offered.

TaS: We have to take this to the next meeting.

LB: With regards to the Circular 10/94 – it is still relevant for the religion side and includes how voting takes place, although it needs updating it is still an important document to the SACREs.

RB: I endorse the point about monitoring standards. It was a dominant feature of the last Conwy SACRE meeting. Pleased to see that it will be taken forward.

JHR: Received queries from schools regarding the mandatory nature of RVE 3 -16 years. Particularly impacting primary schools at this time of year with nativity plays, Christmas stories etc. A small group of representatives in the community are requesting that their children are withdrawn from these activities. We are discussing with schools how to differentiate RVE and collective worship and the ethos and culture of school. We are aware that there isn't a right to withdraw but request clarification on how we differentiate between those aspects for primary colleagues.

LJ: It is a delicate balance for some schools, and it is proving challenging. We will take this to the WG meeting and ask advice.

LB: With regard to RVE, the curriculum is still supposed to reflect the fact that the religious traditions are Christian as represented in Wales and to take into account the

other principal religions. Nativity would actually come within this area and collective worship is not affected by this change in curriculum.

**ACTION:** Add to the agenda of the next Welsh Government meeting: 1) Monitoring standards 2) How to differentiate RVE, collective workshop and the ethos of the school.

**ii) Agreed Syllabi**

TaS reminded the SACREs to send a copy of the agreed syllabus to KD and to WASCRE's Secretary AP. An email reminder has been sent by AP to SACRE Clerks.

All syllabi will be added to the WASACRE website. AP stated that 12 agreed syllabi have been received to date.

TaS asked whether there were any issues that SACREs would like to bring to WASACRE about the agreed syllabi. No issues were raised.

**iii) Annual Reports**

TaS mentioned that NAPfRE have received emails from new advisers questioning what is required in the annual reports. It has also been noted that some aspects of the annual report are outdated. This isn't a new question and there is a need to bring this back into discussion particularly in the light of the new curriculum for Wales. As a result, the WASACRE Executive Committee has agreed to put this item on the agenda for the next meeting with Welsh Government.

EE mentioned that many years ago a conference was called to discuss the annual reports. The conclusions of this conference were that the annual reports would cover 4 main points: 1) Introduction; 2) Summary of SACRE's advice to LA on religious education; 3) Summary of SACRE's advice on collective worship; and 4) Summary of other issues. This is where it was left, the conclusions were not endorsed and do not carry any authority. Now is the time with the new curriculum to assess whether these 4 areas are still relevant in today's education world.

TaS thanked NAPfRE colleagues for reminding us of this issue.

RB: Individual SACREs will develop their own formats, I have seen many and some are excellent. In Conwy we now have a 3-year management plan, an update of this will go into the annual report.

PR: Can the conclusions from the conference that EE mentioned be shared with the group?

TaS: Recommended in order to avoid confusion that this document is not widely distributed as it is an old document, and this topic is now to be reviewed. TaS suggests it is just sent to PR.

**ACTION:** EE to send a copy of the conclusions to AP for onward distribution to PR.

**iv) Other matters**

LJ mentioned that there was some confusion around SACRE and SAC, due to a sentence on the guidance on Hwb, the legislation guidance stated that SACRE will be replaced by SAC.



LJ wrote to Welsh Government for legal advice. LJ read out the following statement from Welsh Government lawyers - *“As we are phasing in the new curriculum and given the old SAC or SACRE are composed differently and have slightly different functions, they need to co-exist with the new bodies whilst we still have legacy school years on the old curriculum so until 2025, they will need to co-exist”*.

A Welsh Government colleague who requested this advice from the lawyer added that it is up to each LA to work out the details of how to manage this situation. It is possible that the membership of both SAC/ SACRE would be the same, but it could only be the same if there was an opportunity in SACRE for holders of non-religious philosophical convictions to be present on Committee A. Just as an example, Wrexham SACRE has been talking about holding joint SACRE and SAC meetings. In Wrexham the membership can be the same as there is a member of Committee A on SACRE who is a holder of a non-religious philosophical conviction. The membership and the constitution will be the same. We plan for the meetings to be joint meetings until 2025.

LJ mentioned that this information has been sent to RE and RVE Advisors but not to SACREs.

JHR: Recommends that this information is shared with SACRE clerks for onward circulation to the legal teams. Format to be short and formal.

**ACTION:** WASACRE to send a formal notification to SACREs re: SAC and SACRE

#### **8. NAPfRE presentation: Qualifications Wales Consultation: New GCSE – Religious Studies (RS).**

TaS noted that the link <https://haveyoursay.qualifications.wales> had been shared with members prior to the meeting as part of the agenda. TaS mentioned that, unfortunately PW was unable to attend today, and that RS was to provide the presentation.

RS presented the Qualification Wales Consultation on the new GSCE design proposal. The consultation ends on 12<sup>th</sup> December 2022, both NAPfRE and WASACRE will provide a response to this consultation. These GSCEs are being designed considering progression steps 4 and 5 of the Curriculum for Wales. It is a design proposal; it is not a course content which the Examination Board would create.

A copy of the presentation will be circulated to SACREs after this meeting.

TaS thanked RS for this presentation and thanked the NAPfRE colleagues for their input. TaS suggested that SACREs respond individually to the consultation.

MM: This is an excellent response to the new proposal. The biggest concern is the non GSCE assessment, how do we get the mandatory RVE for pupils who don't follow the course. In terms of the assessment, I don't like the idea of the linear assessment if they can have something in year 10 that would be a bonus. The current GSCE is so content heavy; breaking up into modules will alleviate this. Concerned about the coursework and the size and content of the course. The topics should be engaging and relevant. Engaging topics in the past were the existence and nature of God, war, punishment, forgiveness, abortion, euthanasia, and medical ethics.

RB: Conwy has been concerned for some time that the GSCE is very academic and not appropriate for the needs of the whole ability range. With no short course we therefore

welcome the Agored qualification which has a possibility of a GSCE equivalence. It is designed across the ability range and is consistent with the overall aims of the national curriculum. We are in process of writing to all teachers and heads of humanity, encouraging them to look at the Agored curriculum. Secondary heads have been excited about this new qualification.

TaS confirmed that there will be new modules available on the Agored Cymru website in November. LJ will be receiving promotional material for this particular course.

TaS emphasised that if there are any additional questions, comments and observations on this consultation, please email AP. WASACRE will consider these when generating its response to the consultation.

## 9. Up-dates:

### - **REC**

KR was unable to attend meeting, there was no update.

### - **EFTRE**

TaS mentioned that is important for us in Wales to be connected and in conversation with our European colleagues.

PL: There has been no meeting since the summer meeting. EFTRE website has been rebranded and has very good resources. It is useful as a basic understanding of the different religious education systems across Europe. PL recommends reading the country reports. PL will be attending the conference in Rome next Autumn 2023. PL asked whether the Executive Committee would consider financially supporting two teachers to attend this conference to support the Welsh teaching context.

TaS will be presenting a research project at this conference that involves Wales and other European countries.

**ACTION:** Take to the Executive Committee the proposal of funding teachers to attend this conference.

### - **REMW**

PM had difficulty with the audio and will email AP with any updates.

### - **NAPfRE**

PL: NAPfRE met last week, RS has presented the NAPfRE discussion regarding the PL learning modules. We also received updates from our own members.

### - **IFN**

LJ: Interfaith week is currently running from 13<sup>th</sup> Nov to 20<sup>th</sup> Nov 2022. It has been held since 2009 and strengthens interfaith understanding and co-operation. IFN highlights the contribution of faith groups to society and also encourages dialogue between those with religious and non-religious beliefs. WASACRE has previously circulated to SACREs a link which allows schools to submit an activity on the IFN website.

### - **Estyn**

AP read out the following written report which was provided by Michaela Benjamin (MB), Estyn, with the view to be shared at this meeting.

Estyn's report: Our role is to consider the quality and standards of education and training in Wales. We also offer advice and guidance to the Welsh Government on quality and standards of education and training, mainly through [thematic reports](#) and our [annual report](#).

Within our current inspection framework, there are several areas which refer to aspects of RVE. For example, inspectors should consider:

- **Inspection Area 2:**  
How well all pupils develop as ethical, informed citizens, for example through their awareness of fairness, equality, sustainability and children's rights
- **Inspection Area 3**  
When evaluating the provider's curriculum and the quality of learning experiences, inspectors should consider how well:
  - the broad and balanced curriculum builds systematically and coherently on pupils' existing knowledge, understanding, skills and experiences to secure progression as they move through the school
  - the curriculum provides pupils with a suitable breadth and depth of learning experiences across all disciplines and areas of learning and experience, to develop their interests and wider skills and support critical thinking and innovation.
- **Inspection Area 4**  
Inspectors should consider whether the school's culture promotes pupils' spiritual, moral, social and cultural development appropriately. In all schools that do not provide denominational education, inspectors should consider whether there are appropriate acts of collective worship. There are other arrangements in place to inspect this aspect in denominational schools.

Inspectors should consider how well the school or PRU:

- helps pupils to understand issues relating to equality, diversity and inclusion and develops shared values such as respect, empathy, courage and compassion
  - helps pupils to understand the needs and rights of others, both locally and as members of a diverse world, and promotes human rights
  - challenges stereotypes in pupils' attitudes, choices and expectations
  - promotes principles that help pupils to distinguish between right and wrong
  - provides effective opportunities for pupils to develop secure values and to explore their spiritual and ethical beliefs
  - develops pupils' ability to reflect on fundamental questions and on their own beliefs or values
- **Inspection Area 5**
    - Inspectors should evaluate the extent to which leaders and managers have established and communicated a clear vision. They should consider whether there are appropriate aims, strategic objectives, plans and policies that focus on improving the quality of teaching and learning to meet all pupils' needs.
    - Inspectors should consider how well leaders address national and local priorities, such as keeping pupils safe, reducing the impact of poverty on educational attainment, preparing for the implementation of the Curriculum for Wales
    - Inspectors should evaluate the extent to which leaders have created a positive culture and ethos to promote and support the professional learning of all staff. They should consider whether professional learning to improve teaching and develop the Curriculum for Wales has had a positive impact in developing classroom provision that meets learners' needs.

During our inspections this year, inspectors will adopt a pragmatic approach to the inspection of the curriculum. We recognise:

- that schools will continue to develop and evolve their curriculum over time as they improve their approaches.
- that schools are at different points within their journey towards rollout.
- in primary, we will think about how schools have taken steps to develop and start to evaluate their curriculum and how they have engaged with stakeholders to share and further develop their approaches.
- we will need to take into account the optional date of 2023 to implement the Curriculum for Wales when inspecting secondary schools.
- some schools are taking steps towards developing their vision for curriculum and teaching to support their design and delivery of Curriculum for Wales.

We will consider:

- Whether teaching is effective in securing high quality curriculum and learning experiences for pupils
- How well their curriculum provides a range of engaging learning experiences across all disciplines and areas
- Whether pupils being provided with sufficient opportunities to develop their knowledge, skills and understanding across the range of disciplines / subject areas
- How well the school's curriculum meets the needs of their learners
- If teachers are taking the opportunities to explore approaches to curriculum and teaching

We do not favour any preferred approaches to curriculum design or delivery. We will consider the effectiveness of a school's curriculum in securing high quality learning experiences and progress for their pupils. We recognise that there may be some misconceptions or myths about our expectations around the curriculum.

- A common misconception or myth is that we require schools to adopt a multi-disciplinary or thematic approach to their rollout of Curriculum for Wales. Whilst some schools may adopt this approach, it is not a requirement of the curriculum or our inspection framework. Where schools do take this approach, it will be important that inspectors consider how well teachers are securing pupils knowledge, skills and experiences of the specific disciplines as well as making the links between learning that takes place.
- We have heard from a number of schools, that they think we will require them to develop a vision for individual AoLEs and the wider skills. I think it is important to note that that is not our expectation. Whilst we have no preferred approach, we have seen things work well where a school as a single, whole school vision for curriculum and teaching that is well understood at all levels. This enables different subject areas to develop their teaching and learning in line with the school vision and to suit the learning in their area.

**ACTION:** AP to check with MB as to whether this report and the link can be shared directly with SACREs.

- **WJEC**

LJ gave the following update:

Christopher Owens (CO) is the newly appointed part-time subject officer for WJEC GSCE Religious Studies. CO is highly experienced and a former head of Religious Studies in a number of schools in Wales and England. CO was a former principal examiner for GSCE religious studies for Eduqas and for WJEC at entry level GSCE and AS level.

CO has taken over from Lynda Maddock (LM). LM's focus is now as WJEC Subject Officer on the Eduqas suite of qualifications. LM's supportive relationship with WASACRE via NAPfRE spans almost 20 years. LM has represented HE, FE and WJEC. LJ thanked LM, on behalf of NAPfRE and WASACRE, for her service to RE in Wales and wished her well in the future.

The last summer exam series was very successful with candidates achieving a range of grades across all papers. There were very few requests for reviews of markings. Grade boundaries are likely to rise in the next summer series in order to align with pre-Covid19 boundaries. Information concerning advanced information for summer series GSCE examinations will be provided by the WJEC at a later date. Several WJEC CPD sessions are available in the Autumn and Spring terms:

- 9<sup>th</sup> December 2022 - South Wales, Cydag Welsh medium - in person.
- 12<sup>th</sup> December 2022 - Cardiff, English and Welsh medium - in person
- 14<sup>th</sup> December 2022 – Llandudno, English and Welsh medium - in person
- 11<sup>th</sup> January 2023 - English medium - remote
- 12<sup>th</sup> January 2023 - Welsh medium - remote. This date is to be confirmed as it is dependent on attendance numbers. WASACRE will pass on any updates

WJEC encourages teachers to engage with the Welsh Government's consultation on the proposals for the GSCE religious studies design for the start of teaching in Sept 2025. Teachers should note in the proposals the possibility of centre marked and WJEC moderated non exam assessments, all assessments completed in year 11 and that there is no short course. WJEC will begin work on the new GSCE specification in January 2023.

- **Report from the Executive Committee held on 5<sup>th</sup> October 2022**

TaS reported that the topics from the last Executive Committee meeting have been covered in the agenda. In addition, there was a full discussion on the operational planning for future WASACRE meetings with regards to the format - online, in person or hybrid. LJ presented a discussion paper, and a working group has been appointed which will meet in December. From this meeting, proposals will be developed for the Executive Committee to discuss, central to this is the provision of a Welsh translation facility at each meeting.

**10. Correspondence**

No correspondence received.

**11. Any other business (to be agreed in advance of the meeting with the Chair)**

No other business.

**12. Date for next meeting: 21<sup>st</sup> March 2023, Pembrokeshire.**

Further details will be sent out in due course.

TaS thanked Blaenau Gwent for hosting the meeting, all the presenters and the attendees for their contributions.

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*Cadeirydd /Chair:*  
The Revd Dr Tania ap Siôn  
Gelli Wen, Llanfairpwllgwyngyll, Anglesey, LL61 6EQ  
e-bost/e-mail: smc.taniaapsion@gmail.com

*Ysgrifennydd/Secretary:*  
Ms Alice Parry  
39 Galleon Way, Cardiff Bay, CF10 4JA  
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*ffôn/tel:* 07779 168084

31 January 2023

Dear SACRE Clerk

On behalf of the WASACRE Executive, I would like to share our appreciation of SACREs and SACs in Wales for all the commitment and hard work that has gone into producing their new agreed syllabi for RVE. It has been quite a journey for us all, with both time and process challenges, and to have been ready for the roll-out of the Curriculum for Wales is a real achievement. We hope that you have felt supported by WASACRE during this period.

Looking to the future, as part of our continuing support, WASACRE has responded positively to a request from the Welsh Government to undertake a short desk-based exercise, which involves looking at the text of the agreed syllabi for each local authority to get a sense of how faithful these are to the vision and ethos of RVE in the Curriculum for Wales. Within the broader and important context of local determination, we are hoping that this will be a supportive exercise in the first year of the curriculum roll-out and offer an opportunity to share practice across Wales.

The WASACRE Project Team includes: Tania ap Sion, Libby Jones, Kathy Riddick, Rachel Samuel, Elizabeth Thomas, and Paula Webber. All team members have been involved in the drafting of the RVE statutory guidance on Hwb and/or are also involved with the national level professional learning for RVE. The contribution of Elizabeth Thomas has the additional benefit of including on the team expertise relating to schools with a religious character.

Thank you again for all the work that you do for RVE and RE in your local authorities. We can be very proud of the strength of our SACREs in Wales.

Your sincerely,

The Revd Dr Tania ap Siôn

Chair of WASACRE

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*Cadeirydd /Chair:*  
The Revd Dr Tania ap Siôn  
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*Ysgrifennydd/Secretary:*  
Ms Alice Parry  
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13 February 2023

Dear Clerk to SACRE,

Following our normal annual process, I am writing to invite SACREs to make nominations for new members of the WASACRE Executive Committee. Please would your SACRE discuss any nomination that they wish to make at their spring term SACRE meeting. Please note that if your SACRE is already represented on the Executive committee, with the exception of Secretary, Assistant Secretary and Treasurer, according to the WASACRE Constitution you will not be able to nominate a person from your own SACRE at this time. However, this does not prevent you from nominating a person from another SACRE.

You will notice in the attached members list that there are 2 places available. It is vital for WASACRE to retain a full and varied membership in order to continue its good work. As such we ask for your careful consideration of this request and hope that we receive some nominations.

Please find attached a proforma that should be completed and returned to me at the above email/postal address by **Friday 31 March 2023**. I will send to you the list of the nominations before **Friday 28 April 2023**, so that your SACRE is able to discuss them in their summer term meeting in time for the vote at the Association's AGM in June.

Please note there is an expectation that nominees will be available to attend executive meetings regularly should they be successful in the election at the AGM.

We would like to thank you and your members for your assistance in this matter.

Yours sincerely,

*A Parry*

Alice Parry

**Secretary to WASACRE**



## **Aelodaeth Pwyllgor Gwaith CCYSAGauC / Membership of WASACRE Executive Committee 2022/2023**

Cadeirydd / Chair – Rev. Dr Tania ap Sion (Wrecsam / Wrexham)

Is-Gadeirydd / Vice Chair – Rev. Edward J. Evans (Pen-y-bont / Bridgend)

Ysgrifennydd / Secretary – Alice Parry (Pen-y-bont / Bridgend)

Ysgrifennydd Cynorthwyol / Assistant Secretary - Libby Jones (Wrecsam / Wrexham)

Trysorydd / Treasurer – John Mitson (Powys)

Cyn-Gadeirydd diweddaraf / Immediate Past Chair – Rachel Samuel (CNP / Neath Port Talbot)

Cyn-Ysgrifennydd diweddaraf / Immediate Past Secretary – Paula Webber

Cynrychiolydd o PYCAG / Representative of NAPfRE – Paula Webber

### **Aelodau cyffredinol / Executive members:**

Jennie Downes - Sir Ddinbych / Denbighshire (2020-2023)

John Meredith - Powys / Powys (2020-2023)

Kathy Riddick - Blaenau Gwent /Blaenau Gwent (2021-2024)

Vicky Barlow - Sir y Fflint / Flintshire (2022- 2025)

Louise Brown - Sir Fynwy / Monmouthshire (2022-2025)

Mathew Maidment - Rhondda Cynon Taff / Rhondda Cynon Taf (2022-2025)

\* Cworwm yw 5 aelod / Quorum is 5 members

\*\* Bydd pleidlais mwyafrif yn cyfrif / Majority vote will count



**Enwebiadau ar gyfer Pwyllgor Gwaith CCYSAGauC/  
Nominations to WASACRE Executive Committee**

**2023**

**ENW CYSAG / SACRE NAME:**

<b>Enwebiad / Nomination</b>	<b>Enw / Name</b>	<b>Cyfeiriad e-bost/ E-mail address</b>
Pwyllgor Gwaith/ Executive Committee		
Pwyllgor Gwaith/ Executive Committee		

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