

# Public Document Pack



CYNGOR SIR  
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ISLE OF ANGLESEY  
COUNTY COUNCIL

Mr Dylan Williams  
Prif Weithredwr – Chief Executive  
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RHYBUDD O GYFARFOD	NOTICE OF MEETING
CYNGOR YMGYNHOROL SEFYDLOG (CYS)	STANDING ADVISORY COUNCIL (SAC)
DYDD MAWRTH 10 CHWEFOR 2026 am 2:00 o'r gloch	TUESDAY 10 FEBRUARY 2026 at 2:00 pm
YSTAFELL BWYLLGOR, SWYDDFEYDD Y CYNGOR AC YN RHITHIOL DRWY ZOOM	COMMITTEE ROOM, COUNCIL OFFICES AND VIRTUALLY VIA ZOOM
Swyddog Pwyllgor	Shirley Cooke 01248 752518 Committee Officer

## AELODAU/MEMBERS

### Cynghorwyr / Councillors:

Non Dafydd, Gwilym O Jones, Dylan Rees, Keith Roberts, 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 Deborah Stammers (Undeb y Bedyddwyr/The Baptist Union of Wales), Undeb yr Annibynnwyr Cymraeg/Union of Welsh Independents (sedd wag/vacant seat), Huw Owen (Yr Eglwys Bresbyteriaidd/Presbyterian Church of Wales); Yr Eglwys Fethodistaidd/The Methodist Church (sedd wag/vacant seat); Islam (sedd wag/vacant seat); Tystion Jehova/Jehova Witness (sedd wag/vacant seat)

### 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

### Cynrychiolydd Anghrefyddol/Non-Religious Representative

Sarah Lloyd (Dyneiddwyr/Humanists)

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## **A G E N D A**

### **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 SAC meeting held on 16 October 2025.

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

- That a copy of the final version of the Anglesey SAC's Annual Report for 2024/25 be forwarded to Welsh Government for information.
- The Senior Manager, Primary Sector (Clerk to the SAC) to write to WASACRE to ask its Executive to consider providing a template to encourage all SACs to adopt national objectives, where local objectives could be added to SACs' development plans to identify and share good practice.
- The Senior Manager, Primary Sector (Clerk to the SAC) to contact the 4 religious denominations to ask them to nominate a member of their religious groups to represent the SAC.

### **3 WALES ASSOCIATION OF SACRES (WASACRE) (Pages 7 - 16)**

To submit for information, the draft minutes of the WASACRE's Vale of Glamorgan meeting held on 19 November 2025.

### **4 HUMANISM - THE BENEFITS OF INCLUDING NON-RELIGIOUS PHILOSOPHICAL CONVICTIONS IN THE RVE CURRICULUM**

To receive a presentation by Luke Donnellan, Director of Understanding Humanism, Humanists UK.

### **5 ANGLESEY SAC'S DEVELOPMENT PLAN 2025/26 (Pages 17 - 26)**

- Promotion of SAC
- Development of Religion, Values and Ethics
- Development of Collective Worship

### **6 MANAGING THE REMOVAL OR THE RIGHT OF WITHDRAWAL FROM RELIGION, VALUES AND ETHICS (RVE) (Pages 27 - 30)**

To discuss and agree on the support schools need to effectively manage this legislative change.

**7      ANGLESEY SAC NEWSLETTER**

To discuss the possibility of an Anglesey SAC Newsletter.

**8      ANY ISSUES SPECIFIC TO SAC**

Matters for the next meeting.

**9      NEXT MEETING**

The SAC's next meeting is scheduled for 9 July 2026 at 2:00 pm.

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## **STANDING ADVISORY COUNCIL (SAC)**

### **Minutes of the hybrid meeting held on 16 October 2025**

**PRESENT:** Councillor Non Dafydd (Chair)  
Councillor Arfon Wyn (Vice-Chair)

#### **The Education Authority**

Councillors Dylan Rees, Keith Roberts

#### **The Religious Denominations**

Rev Deborah Stammers (The Baptist Union of Wales)  
Mrs Collette Owens (The Catholic Church)  
Rev Neil Ridings (The Church in Wales) (until 3:10 pm)

#### **Teacher Representatives**

Mrs Mefys Jones-Edwards (Ysgol Syr Thomas Jones, Amlwch)  
(until 3:00 pm)  
Mr Owain Roberts (Ysgol Cybi) (until 3:00 pm)

#### **Co-opted Member**

Mr Rheinallt Thomas (Co-opted Member)

**IN ATTENDANCE:** Director of Education, Skills & Young People  
Mr Owen T Davies (Senior Manager, Primary Sector) (Clerk to the SAC)  
Mr Phil Lord (Independent RVE Advisor)  
Mrs Shirley Cooke (Committee Officer)

**ALSO PRESENT:** Councillor Dafydd Roberts (Portfolio Holder for Education and the Welsh Language)  
Mrs Joanna Thomas (Bangor Diocese, The Church in Wales)

**APOLOGIES:** Councillor Gwilym O Jones  
Sarah Lloyd (Humanists)

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#### **1. DECLARATION OF INTEREST**

None received.

#### **2. MINUTES**

The draft minutes of the previous SAC meeting held on 10 July 2025 were presented

and confirmed as correct, subject to the following: -

**Matters arising from the minutes: -**

- The Chair confirmed that she written to North Wales Police's Diversity, Equality and Hate Crime Officer on two occasions inviting the Officer to attend a SAC meeting, but has not received a response to date.
- The Senior Manager, Primary Sector confirmed that he has written to Estyn to ask for consistency in its reporting process by providing comments on schools that have achieved positive results in their Estyn reports. He reported that he is awaiting a response from Estyn. It was noted that should an opportunity arise, an individual from Estyn will be invited to attend a SAC meeting.
- A correction was noted in Item 4 of the minutes in relation to a comment on Ysgol Rhyd y Llan, which should have read Ysgol y Graig.
- Reference was also made to a comment by the RVE Advisor in Item 4 on the agenda which states "*that the right of withdrawal is relevant for RVE*", which is incorrect. It was noted that the right to withdraw has ceased since new legislation came into force.

**3. WALES ASSOCIATION OF SACRES (WASACRE)**

- A report on the WASACRE's activities during 2024/25 was presented and noted for information.
- The WASACRE's Statement of Accounts for 2024/25 in the Annual General Meeting was presented and noted for information.

**RESOLVED to note the information presented.**

**4. THE STANDING ADVISORY COUNCIL'S DRAFT ANNUAL REPORT FOR 2024/25**

The SAC's draft Annual Report for 2024/25 was presented for comment and approved by the SAC without further amendments.

**RESOLVED: -**

- **To approve the Anglesey SAC's Annual Report for 2024/25, as presented.**
- **That a copy of the final version of the Anglesey SAC's Annual Report for 2024/25 be forwarded to Welsh Government for information.**

**5. DIRECTOR OF EDUCATION FOR THE DIOCESE OF BANGOR**

Mrs Joanna Thomas gave a presentation on her new role as Director of Education for the Bangor Diocese of the Church in Wales.

Mrs Thomas reported that her work involves supporting church schools across Anglesey. She stated that she has already visited Ysgol Cybi in Holyhead and Ysgol Santes Dwynwen in Newborough.

Reference was made to Section 50 Inspections for Church in Wales schools. Mrs Thomas explained that pilot programs have been undertaken during last term and

inspector training will commence next month. She stated that both Headteachers from the schools visited are committed to be involved in the process and sharing good practice across other schools.

It was noted that pilot reports are available on the Church in Wales website, with the intention of bringing teachers together to work on the provision of Welsh resources. Emphasis was placed on maintaining quality in schools and ensuring that collective worship and the Christian ethos is developed.

The Chair thanked Mrs Thomas for providing an insight into her work and her informative presentation.

**RESOLVED to note the content of the presentation.**

## **6. ANGLESEY SAC'S DEVELOPMENT PLAN FOR 2025/26**

The RVE Advisor reported that each SAC has to provide an annual report to reflect on its business. The SAC will recommend to Welsh Government that all SACs will need to have their own development plan.

It was noted that discussion across Wales has focused on the possibility of SACs developing their own objectives, resulting in actions within annual reports becoming conversations around how well SACs have moved forward on their development plans. The first objective for the Anglesey SAC will be to ensure that the SAC's membership meets the requirement.

It was noted that the SAC's main responsibility is to support schools and develop their RVE, which could be used as another SAC objective, by acting on its actions to support and develop schools. It was suggested that faith representatives could share the SAC's minutes, annual reports etc., to continue conversations around how organisations that support the SAC can support RVE in schools.

Thirdly, a question was raised on how the SAC could support collective worship? It was suggested that a Newsletter would be a good way to move forward together with a Secondary Head of Department Network, which is being developed to support professional learning.

It was noted that the SAC's members observe collective worship sessions and could consider observing an assembly or an RVE lesson? Having a bank of resources and a directory of trained people who are willing to go into schools to do assemblies would also be a way to support schools.

Discussion focused on whether WASACRE should look at having a template to encourage all SACs to adopt national objectives and add local objectives to their development plans to identify good practice for other areas? It was proposed and accepted that the SAC write to WASACRE to formally request that its Executive discuss this matter in due course.

A teacher representative referred to a possible action point for the future regarding collaboration between the SAC and secondary schools specifically. She stated that pupils in Years 10 and 11 undertake coursework and a non-examination task, which

has been introduced for teachers and pupils. In September each year, WJEC present two questions each for Years 10 and 11, where pupils have to search for evidence, which is challenging for them, with teachers leading them through it. It was suggested that the SAC could give its opinion on whatever subject is presented annually.

The SAC agreed that it would be an interesting link on religious views which could be shared with Anglesey schools who are also undertaking the task. It could also be included in the Newsletter and used as a source of information for primary or secondary schools and could be incorporated into the work of faith representatives.

An invitation was extended to the SAC to visit St Mary's Catholic Primary School in Holyhead to observe a collective worship session. It was suggested that a SAC member could write a small article following a visit, which could be included in the Newsletter.

**RESOLVED: -**

- **To support the SAC's development plan.**
- **That the Senior Manager, Primary Sector (Clerk to the SAC) writes to WASACRE to ask its Executive to consider providing a template to encourage all SACs to adopt national objectives, where local objectives could be added to SACs' development plans to identify and share good practice.**

## **7. CULHAM ST GABRIEL – GRANT APPLICATION**

The RVE Advisor reported that he had applied for grant funding from Culham St Gabriel in relation to the Holyhead Primary Cluster RVE Planning Project. He stated that the cluster had been keen to meet and develop a set of resources to share across Anglesey schools. In this instance, the application was rejected.

Further contact was made with Welsh Government regarding a process driven curriculum, where pupils draw in knowledge to navigate through questions. It is hoped that RVE can be used as a framework to meet the structure for Welsh Government funding.

Reference was made to 'adnodd', a new Welsh Government body who commission bilingual resources that support the Curriculum for Wales. It was noted that the organisation's deadline for applying for resources has also passed.

The SAC emphasised the importance of teaching the history of local Saints in our schools. It was noted that Mudiad Addysg Cymru will be publishing a bilingual book on Saints looking at traditions in Wales.

**RESOLVED to note the information presented.**

## **8. SAC NEWSLETTER**

The RVE Advisor referred to the Denbighshire and Conwy SAC RE Newsletter in Item 8 on the agenda and sought the SAC's views on producing a similar Newsletter for Anglesey to promote the SAC's work and inspire teachers. Discussion focused on whether a Newsletter for schools, churches etc. covering North Wales or Anglesey



would be preferable. The SAC responded that its members favoured a personalised Newsletter unique to Anglesey.

It was suggested that the SAC's members could be introduced over a series of Newsletters. The Newsletter would contain substantive knowledge and local knowledge relating to RE, including information from school presentations in SAC meetings and visits by the SAC's representatives.

Concerns were expressed that schools are anxious about the authenticity of some information online. It will be necessary to ensure that all the information presented in the Newsletter is genuine, attractive and something that schools and teachers can use.

The SAC's teacher representative responded that the Newsletter should be relevant for primary and secondary schools. She explained that it would need to be carefully planned during the first year to ensure that it is relevant for each audience. She further stated that it would be very useful to hear views on different religions.

**RESOLVED: -**

- **To agree to produce an Anglesey SAC Newsletter.**
- **That the Newsletter be reviewed periodically.**

*(Mrs Mefys Jones-Edwards and Mr Owain Roberts left the meeting at 3:00 pm)*

*(Rev Neil Ridings left the meeting at 3:10 pm)*

## **9. EFTRE (European Forum of Teachers of RE) Conference 2025**

The RVE Advisor reported that he recently attended the European Forum of Teachers of RE held in a Lutheran training college in Budapest, where he met up with RE professionals from across Europe. He highlighted how RE/RVE is very different in Europe compared to the UK; in this country, RE has moved on in the last 25 to 30 years, whereas most of Europe has not progressed at the same rate. He explained that RE in Europe is mostly confessional RE, where the churches and religious institutions develop the curriculum that schools deliver. It was noted that beliefs are taught within different religious institutions: in Finland Lutheran Christianity is taught in schools, whereas Muslims opt for Islamic RE, rather than having several subjects covered under one heading like RVE.

A presentation was given on questioning. Observations concluded that it was the teachers who asked questions in the classroom and not the pupils. It was evident that teachers asked concrete questions that tested pupils' knowledge rather than their understanding. The question 'why?' was not asked very often. The RVE Advisor highlighted that the objective is to get pupils to be critical thinkers and ask more questions.

Discussion focused on existential questions, being the big questions in life, and how to find answers to these difficult questions within an anxious generation. It was highlighted that skills are being removed from our learners to discuss the big questions. It was noted that RVE has a platform to help learners develop language

and make sense of these questions.

The RVE Advisor stated that his visit to Budapest was fascinating and relevant for teachers in Wales.

**RESOLVED: -**

- **To note the information presented in the RVE Advisor's summary from the European Forum of Teachers of RE Conference 2025 in Hungary.**
- **That a summary of the above visit be included in the SAC's Newsletter.**

**10. ANY ISSUES SPECIFIC TO THE SAC**

The Chair reported that there are currently four vacant seats on the SAC from the following religious denominations: -

- Union of Welsh Independents;
- The Methodist Church;
- Islam;
- Jehovah Witness.

The Senior Manager, Primary Sector responded that he would look into the matter and report back to the SAC's next meeting.

**RESOLVED that the Senior Manager, Primary Sector (Clerk to the SAC), contacts the 4 religious denominations to ask them to nominate a members of their religious groups to represent the SAC.**

**11. NEXT MEETING**

It was noted that the SAC's next meeting will be held on 10 February 2026 at 2:00 pm.

The meeting concluded at 3:25 pm

**COUNCILLOR NON DAFYDD  
CHAIR**



**Wales Association of SACREs**  
**Vale of Glamorgan meeting**  
**Virtual meeting through Zoom**  
**19<sup>th</sup> November 2025**  
**10.00 a.m. – 1.05 p.m.**

## Attendance

<p><b>Ynys Môn / Anglesey</b> Rheinallt Thomas (RT) Phil Lord (PL)</p> <p><b>Blaenau Gwent</b> Chris Abbas (CA) Kathy Riddick (KR)</p> <p><b>Pen-y-bont ar Ogwr / Bridgend</b> Alice Parry (AP) Edward Evans (EE)</p> <p><b>Caerffili/ Caerphilly</b> Jayne MacFarlane (JM) Sarah McErlaine (SM) Eifion ap Llwyd Dafydd (ELD)</p> <p><b>Caerdydd / Cardiff</b> Rheinallt Thomas (RT)</p> <p><b>Sir Gaerfyrddin / Carmarthenshire</b> Jennifer Harding-Richards (JHR)</p> <p><b>Ceredigion</b> Rhianydd James (RJ)</p> <p><b>Conwy</b> Phil Lord (PL)</p>	<p><b>Sir Ddinbych / Denbighshire</b> Phil Lord (PL) Jennie Downes (JD)</p> <p><b>Sir y Fflint / Flintshire</b> Vicky Barlow (VB) Trevor Dobson (TB) Dave Mackie (DM)</p> <p><b>Gwynedd</b></p> <p><b>Merthyr Tudful / Merthyr Tydfil</b> Donna Graves (DG)</p> <p><b>Sir Fynwy / Monmouthshire</b> Louise Brown (LB) Rachel Buckler (RB)</p> <p><b>Castell-nedd Port Talbot / Neath and Port Talbot</b> Nia Jenkins (NJ) Rachel Samuel (RS)</p> <p><b>Casnewydd / Newport</b> Neeta Baicher (NB) Huw Stephens (HS)</p>	<p><b>Powys</b></p> <p><b>Rhondda Cynon Taf</b> Matthew Maidment (MM)</p> <p><b>Torfaen</b> Hayley Jones (HJ)</p> <p><b>Bro Morgannwg / Vale of Glamorgan</b> Naomi Marshallsea (NM) Elizabeth Jones (EJ) Tyler Saunders (TS) Fran Wright (FW) Rhiannon Birch (RB)</p> <p><b>Wrecsam / Wrexham</b> Tania ap Siôn (TS) Libby Jones (LJ)</p> <p><b>CSC</b> Donna Graves (DG)</p> <p><b>EAS</b> Hayley Jones (DG)</p> <p><b>Mike Head</b></p> <p><b>Alison</b></p>	<p><b>NAPfRVE</b> Phil Lord (PL) Donna Graves (DG)</p> <p><b>EFTRE</b> Phil Lord (PL)</p> <p><b>Observers</b></p> <p><b>WJEC</b> Andrew Pearce (AP) Chris Owens (CO) Paul Morgan (PM)</p> <p><b>ESTYN</b> Gwawr Meirion (GM)</p> <p><b>REC</b> Kathy Riddick (KR) Libby Jones (LJ)</p> <p><b>Church in Wales</b> Lisa Taylor (LT)</p> <p><b>Catholic Education Service</b> Angella Keller (AK)</p> <p><b>WLGA</b> Elin Stock (ES)</p> <p><b>Qualification Wales (QW)</b> June Jenkins (JJ)</p> <p><b>Interfaith Network</b></p> <p><b>ADEW</b></p> <p><b>Minutes (from recording)</b> Jo Nicholls (JN)</p> <p><b>Translator:</b> Sioned Jones (SJ)</p>
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## **Minutes of the meeting**

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

EE welcomed members to the autumn meeting and thanked Vale of Glamorgan LA and its SACRE for hosting the meeting. EE welcomed the representatives from Vale of Glamorgan; Councillor Naomi Marshallsea, Mayor of the Vale of Glamorgan, Liz Jones, Director of Learning and Skills and Rhiannon Birch, Cabinet Member for Education Art of the Welsh Language.

Councillor Marshallsea gave the following welcome:

I am delighted and truly honoured to open today's meeting and welcome the Wales Association of SACREs to the Vale of Glamorgan local authority. We are hosting today's meeting, and I'd like to hand over to Liz Jones, Director of Learning and Skills, who will be welcoming you all today.

Liz Jones gave the following introduction:

Today brings together a community deeply committed to shaping the educational experiences of our children and young people. A community that understands the profound significance of the curriculum for RVE within our national mission for education. RVE is about more than just subject content. It is about operationalising our moral purpose, creating inclusive schools that are genuinely welcoming, appreciative of diversity and eager to provide optimum learning environments, where every learner, whatever their background, beliefs or life experiences, feels recognised, respected and able to thrive in a world where identities, beliefs and values intersect in complex ways. Our work has never been more important, and through thoughtful, well-designed curricula, we can foster curiosity rather than fear, empathy rather than division, and understanding rather than assumption. We help learners encounter difference with confidence, engage in dialogue with respect and contribute to communities with kindness. This is the essence of inclusive education, and it is a responsibility we all share. Central to this is the pivotal role of our own local authorities, and undoubtedly, the leadership guidance and steadfast commitment enable schools to receive the support that they need. Without partnership expertise and advocacy, the aspirations of the RVE could not be realised in practice. Today is a celebration of that shared purpose. I think it's an opportunity to reflect on our active achievements.

I just want to thank everybody for the passion, the dedication and professionalism that you all bring to this vital work, because together, we are shaping not just a curriculum, but a Wales that is more understanding, more inclusive and more compassionate.

EE thanked the Vale of Glamorgan for hosting.

### **2. Quiet reflection**

EE led a reflection on the creation of the world and continued with a reflection on times of despair and thanks, emphasizing the importance of gratitude.

### **3. Apologies**

Apologies received from Keith Evans, Jon Mitson and Emily Lloyd.

### **4. Minutes of the last meeting, Zoom, (2nd July 2025)**

The minutes were reviewed and are to be amended as follows:

- Jennifer Harding-Richards, Carmarthenshire to be added to the apologies.
- RT mentioned that Non Dafydd (ND) is a County Councillor and the Chair of Anglesey SACRE / SAC, and not an adviser as stated in the minutes.
- Rhys Evans confirmed as a member of Caerphilly SACRE / SAC.

With these amendments made, RS proposed and PL seconded that the minutes are a true accurate record.

EE, the Chair, will sign the minutes to indicate that it is the final version and provide this signed copy to AP for filing

## 5. Matters arising from the minutes of the last meeting, (2<sup>nd</sup> July 2025)

No new matters arising outside of the current meeting's agenda.

## 6. NAPfRVE presentation

### Presentation on GCSE Religious Studies

Chris Owens, WJEC, provided an overview of GCSE religious studies, the legacy 2017 specification, highlighting the core subjects of Christianity and Catholic Christianity with Islam and Judaism having the larger entries for world religions studied. CO shared statistics on entry figures and centre numbers, over the past 6 years, emphasising the importance of the qualification.

CO mentioned that RS teachers should be rightly proud of the number of candidates that have completed the qualification.

WJEC works in partnership with Welsh Government (WG) and Qualifications Wales. (QW). Christianity or Catholic Christianity remains a core within the new specification; with all students to study one world religion. The one key difference between what will now be the legacy qualification and the new qualification is the focus on NEA.

A question was raised about the reasons for the decline in Sikhism entries. CO responded that there is no data available to explain the decline.

JHR: Asked if there is any data to compare entries of RS GCSE with geography and history. CO mentioned that data is available on the internet and that he will investigate this.

LB: Expressed concern about the fact that there isn't the short GCSE available, is there any possibility of that ever being reintroduced?

CO: The Welsh Government decided to withdraw the GCSE short course. There was a consultation.

RS: Confirmed with the development of new qualifications, short courses will not exist in any subject within the Welsh curriculum.

MM: Asked whether WJEC has links with BBC in terms of the 'BBC Bite Size', and are WJEC likely to produce resources for the new specification?

CO: Yes, WJEC have links with BBC and BBC's plan is to develop new resources.

### Presentation on AS and A Level Religious Studies

Andrew Pierce, WJEC, discussed the impact of COVID-19 on entry numbers for AS and A level religious studies and the subsequent recovery.

AP highlighted the popularity of Buddhism at A level following by Christianity, Hinduism, Islam, Judaism and Sikhism and shared statistics on A level results, noting the higher A star rates achieved post-COVID.

Thanked RS teachers for their dedication and hard work in achieving these results.

EE thanked CO and AP for their support at the WASACRE meetings

**ACTION:** Both presentations to be forwarded to LJ for circulation to WASACRE Committee members.

## 7. Welsh Government [WG] matters

### Usual termly meetings with Welsh Government (WG) colleagues

A meeting was held on 5<sup>th</sup> November. It was a very full meeting attended by WASACRE representatives: EE, RS, LJ, AP and TaS. The WG representatives were Sam Clinton, Clare Hubberfield and Pauline Smith.

The following agenda points were discussed:

1. **SACRE Annual Reports** - the WG identified that there were differences in the reports received. WG agreed to rewrite the guidance on the content of the annual reports. This is now in the hands of the Minister. WG agreed to liaise with WASACRE and NAPfRVE.
2. **The restart of the work with Max White** - how to increase the number of RS teachers and how to retain teachers. LJ is in touch with MW and will follow up with more detail when available.
3. **National help for planning the local curriculum and assessment** - WG is opening training to partners and local authorities. WG will share further information, WASACRE will have the opportunity to become a partner.
4. **Approval panel for professional learning** - approval will continue by WG but needs to investigate further how it will happen. WASACRE is awaiting more details.

5. **Schools publishing their provision for RVE** - WG confirmed that there is no specific guidance. It is the schools' decision whether to publish. WG suggested it is good practice to share information with parents.  
RS reminded the group of the legal position that Circular 10/94 still exists but only relevant to those aspects that don't fall under the new legislation. Collective worship still sits within Circular 10/94, nearly everything else to do with RVE and SACREs / SACs is under the new legislation.
6. **Complaints about RVE and the right to withdraw received by WG** - WG acknowledged misinformation has been shared through social media. WG responds to all complaints individually in a factual way, citing the guidance. WG commented that schools are responding to complaints in a positive way. WG made it clear that LAs are to respond in their own way.  
A meeting is to be held with PL and Sam Clutton to continue the discussion on handling complaints.
7. **Mandatory RVE to years 10 and 11** – WASACRE mentioned to WG that two of the awarding bodies of the skills suite had asked WASACRE to provide feedback on the content of the units relevant to RVE. (LJ will discuss this at Item 9). WASACRE have raised concerns regarding:
  - Some of the content and the confusing messages which don't apply to RVE.
  - The fact that the skills units for RVE are very scarce in the whole suite.
  - The fact that schools don't have to offer RVE.
  - The risk that schools won't be addressing the mandatory requirement as a whole and the subsequent implications.
  - If mandatory RVE does not take place in schools, what evidence can be used to prove these concerns?
  - The right of students in years 10 and 11 to continue to study RVE.
  - The new performance measures being developed by WG are in draft form. Once consultation is completed, WG will ask WASACRE for feedback (estimated in the new year). Consider if there is something there for the mandatory requirements in the curriculum and RVE in years 10 and 11 that schools can report back on. This discussion is ongoing.

TD: How big an issue is the complaints on the right to withdraw?

RS: No figures provided but as WG doesn't want to publish standardised responses, it suggests it is a small number of complaints.

HS and RB: Expressed their concern about year 10 and 11 RVE teaching and how difficult it will be to motivate learners.

RS: Agreed and confirmed that WASACRE Exec is very concerned and continues to discuss this with WG. Suggested it would be good to have evidence from SACREs on what is happening locally.

RS mentioned that WASACRE is on the Directory of Advisors for the awarding bodies who are developing the skills suites.

RS thanked RB for sharing the letters he has sent to Welsh Government. WASACRE have forwarded RB's concerns directly to Sam Clutton and awaiting further response from her. It is a continuing discussion.

LJ: Confirmed that it is the SACRE's responsibility to advise the LA and it is the local authority's responsibility to conduct the monitoring. SACRE's can advise the local authority on what they should be doing, and it is the LA that should be offering the support for schools and monitoring mandatory RVE. If there are any issues with the local authority not being able to do that e.g. not having a dedicated advisor, etc, this needs to be taken up by the SACRE with the LA. If needed WASACRE can provide SACREs with support.

## **8. WASACRE supported research - The Teacher Voice Project: RVE in the Curriculum for Wales**

The teacher's voice project survey on RVE is being supported by WASACRE in two main ways. Firstly, WASACRE has been promoting and distributing the survey and secondly, WASACRE will be helping to disseminate the findings through Wales.

The aim of the survey is to gain insights into how teachers in Wales involved in RVE are engaging with the curriculum changes at this early stage of the curriculum rollout. It is hoped that the research is going to contribute to professional dialogue and professional learning. It is an inductive qualitative study and will shape future research questions locally and nationally.

A full bilingual report is to be published at the end of the Spring term, plus two or three articles in peer reviewed journals.

There will also be presentations at conferences and symposia in Wales and beyond Wales. Three have already been conducted:

- 23rd June 2025 - A research learning community which meets regularly at Liverpool cathedral.
- 28<sup>th</sup> July 2025 - International Seminar on Religious Education and Values
- 9th September 2025 - British Educational Research Association Annual Conference

The survey is closed and a general analysis of the closed responses by school type has been undertaken. Currently the open questions are being coded and analysed.

There will be an online launch of the report for WASACRE members and WASACRE associates w/c 23<sup>rd</sup> March 2026. An invite to an online seminar is to be sent to SACREs and WASACRE associates.

## 9. Qualifications

June Jenkins (QW) thanked WASACRE for the opportunity to report at the meeting.

JJ reported the following:

The six awarding bodies that will be offering all the units of the Skills for Life and Work Qualifications are:

- Agored Cymru
- King's Trust
- Open Awards
- Pearson
- TLM
- WJEC

The awarding bodies have gone through a robust process to show that they can offer the qualifications. The qualifications are in development. The timeline for delivery varies depending on the awarding body. QW will receive the first submissions from now until the end of March 2026. QW will provide regulatory feedback, which will be very detailed, and will explain where there is non-compliance with the approval criteria.

All approvals are to be made by September 2026. Specifications for the qualifications are to be published in September 2026, allowing schools and centres a year to plan and to understand the specification. Everything is on track at the moment.

In terms of the qualifications that currently exist, we have gone through a process which determined which qualifications would or wouldn't be available going forward, and we have issued that information, and it is published on the QW website.

In terms of the end dates of the qualifications that will no longer be allowed, schools, colleges, etc, will be able to take these qualifications right up until the cohort that begins in 2026. With the proviso that the awarding bodies themselves choose to do so. The end dates of qualifications are displayed on QW website <https://www.qiw.wales/>.

In terms of each of the units within the skills for life and skills for work suite, each unit is a graded pass or fail. Learners can take a various number of units, and they can take them at entry level one, entry level two, entry level three, level one or level two.

This means that once the learners have taken the range of qualification units depending on the levels that they have achieved, and the number of units that they have achieved, an aggregated result will take the form of either an award, a certificate or a diploma. The award being half a GCSE size 60 guided learning hours, a Certificate being 120 guided learning hours, or the equivalent to a GCSE in size and a Diploma being the equivalent of a double GCSE in terms of the number of guided learning hours and the size of it.

If a learner is unable to achieve the requisite number of units to achieve a single award, unit certification is to be offered.

The Directory of Advisory Partners has been given to all awarding bodies. JJ suggested that WASACRE contact any bodies that have not been in touch.

JJ confirmed that it is up to schools which of the six awarding bodies they choose for a qualification.

MM: In terms of the grading, with the Agored Cymru, we have been told that a pass at level two is the equivalent of a B grade at GCSE. Will there be something to compare a grade to a pass in the new suite?

JJ: For various reasons QW is unable to compare different qualification types.

MM: We are currently delivering the Agored Cymru Exploring World Views and thought their final entry date was 2027.

JJ: September 2026 is the last cohort of existing qualifications. Confirmation can be found on the QiW database <https://www.qiw.wales/>.

LJ: WASACRE has only been approached by two awarding bodies so far to give feedback on the RVE related units.

**ACTION:** WASACRE to email the other awarding bodies offering its support and feedback.

EE: Thanked JJ for the update.

LJ: The WASACRE officers have been approached to give feedback to Agored Cymru and to Pearson and have received outlines of the skills units that are relating to RVE, which are Faiths and Beliefs in the Community, Values for Life and Ethical Choices.

After reviewing, WASACRE has given feedback and has offered examples to include and examples of reading to consider.

WASACRE has kept WG updated in terms of the concerns regarding whether the skills suite units are sufficient for mandatory RVE plus WASACRE's concerns regarding the fact that they are optional for schools to offer and optional for learners to take. In terms of mandatory RVE for all year 10 and year 11 students, the issues remain.

The fact that Agored Cymru Exploring World Views Qualifications has been chosen by QW not to be designated for 2027 is extremely disappointing for schools. It is a new qualification, some schools have only just taken it on this year, and some have been doing it for the past two years. It is the fastest growing qualification, and it has become extremely popular. Teachers have worked extremely hard on producing quality resources and developing rich and purposeful teaching and learning experiences for this set of qualifications. It is a real issue that in 18 months' time they will no longer be needed, it is devastating to our teachers that have put in the hard work and effort.

Some schools are using the suite qualification for PSHE, or the Jigsaw qualification for PSHE throughout the school and in years 10 and 11. Will these two qualifications be designated for use for schools in 2027 as there is some opportunity within those existing qualifications for some RVE themes to be explored.

JJ: Confirmed QW's remit is publicly funded qualifications, and if these qualifications are commercially funded, they are outside of QW's remit.

## **10. EFTRE Conferences**

Tyler Saunders, teacher in Swansea, Head of RS in Bishop Gore and a member of the WASACRE Exec shared a presentation on her experience at the EFTRE conference in Budapest.

TS attended with a fellow teacher and the trip was funded by WASACRE.

The conference theme was 'The Art of Empowerment in RE', focusing on community, complexity, compassion, and commitment. Delegates included teachers, academics, and lecturers from across Europe.

The key takeaways were:

- Wales is comparatively advanced in RE provision.
- Identity, values, and worldview education are central across Europe.
- Teachers everywhere struggle with controversial issues.
- Interfaith understanding—especially Jewish/Muslim relations—needs more nuanced teaching.
- Networking and cultural immersion were among the most valuable aspects.

**ACTION:** Circulate the TS's presentation to the WASACRE members.

PL: Wales is preparing a bid for EFTRE's 2028 conference alongside four other countries. Cardiff Metropolitan University has provided WASACRE Officers with a quote for a conference hosting package for this event.

There is ongoing interest in supporting a Cynefin-style project, exploring identity, nationality, and religious belief. We hope to find schools across Europe willing to partner and compare how "Cynefin" or a sense of place and identity is understood in different countries. More information will follow once we hear back from EFTRE.

## **11. Report by the Executive Committee held on 14-5-25**

The agenda for the Exec. Committee meeting was similar to the items on today's agenda.

There has been no response from Cardiff Met. to WASACRE's correspondence expressing concern regarding the University cuts.

The Exec has agreed that WASACRE does not need a separate code of conduct. WASACRE has taken further advice and established that the Nolan principles do not apply in Wales. What does apply is the



Ethical Framework of Wales, established by part three of the Local Government Act 2000. This is the code of conduct to which WASACRE can refer. This is now removed from the agenda.

## 12. Updates

### • **REC (Kathy Riddick)**

- The REC has been heavily occupied with England's proposal to add RE to the national curriculum. This move is entering further consultation and will only proceed if there is broad agreement within the RE community. The proposal is based on the REC's national framework, using a religion and worldviews approach. While it shares similarities with RVE in Wales, its implementation is expected to differ.
- REC met with Sam Rowlands MS, after discussions in the Faith Cross-Party Group. SR wanted to understand: Why GCSE and A-level RE entries have dropped more sharply in Wales than in England. The impact of the removal of the RE teacher-training bursary in both nations. SR will be questioning the education minister about actions to stabilise GCSE/A-level RVE and strengthen the teacher pipeline. Calling for the bursary to be reinstated and holding an End-of-Day debate in the Senedd on the importance of RVE. The aim is to get supportive statements on record ahead of next year's Senedd elections, rather than expecting immediate policy change.
- The REC held its SRGM, where PL contributed to a valuable panel discussion.
- LJ's term as the Wales co-opted representative on the REC board has ended. LJ's contribution was highly valued. The REC is now seeking a new co-opted member from Wales to maintain Welsh representation.

### • **NAPfRVE (Phil Lord)**

- Yvonne Roberts Adler, who supports curriculum design for Welsh Government, delivered training on a purpose-led, process-orientated curriculum. This approach emphasises process and school context, rather than prescribing specific content. England, by contrast, is moving toward a content-standard model, which may form the basis of a national curriculum if consensus is reached. A previous OECD report suggested Wales should define knowledge more explicitly, but Yvonne confirmed that Welsh Government intends to maintain its process-led approach. She stressed the importance of ensuring advisors and school-support staff are well trained in this model. There is interest in bringing advisors together to explore this approach in more depth.
- Deborah Weston, who is in regular contact with Andrew Pierce at WJEC gave a presentation on the decline in A-level entries across Wales. The discussion focused on:
  - o How to improve student numbers
  - o How to support areas where uptake is stronger
  - o How to share and promote effective practice
- Updated contact details for advisors are being gathered. Once permission is received from a few remaining advisors, these will be passed on for inclusion on the WASACRE website.
- A meeting is scheduled with Sam Clutton (WG) to discuss issues she has framed as community cohesion. The discussion is relating more directly to concerns arising from the removal of the right of withdrawal. WG is seeking insight into any anecdotal evidence from parents regarding this issue. PL welcomes feedback to be presented at the meeting.

### • **Estyn (Gwawr Meirion)**

GW reported the following:

Estyn has recently published its early insights into the annual report. These insights, available on the Estyn website, offer initial sector-wide messages about strengths and areas for improvement. Sharing these early findings is intended to support schools sooner in the academic year, as the full annual report is not released until late January or early February.

### **Humanities and RVE:**

- Early insights for secondary schools note some shortcomings in the breadth and sequencing of learning in the humanities, often linked to curriculum planning changes.
- The full annual report will include a dedicated chapter on the humanities, covering primary, secondary, and non-maintained sectors. This chapter will contain messages relevant to RVE, but these cannot yet be shared because the content is still undergoing Estyn's internal quality assurance process.

### **References to RVE in Inspection Reports:**

GW addressed the concerns that RVE is not always explicitly mentioned in inspection reports.

- Estyn evaluates the quality and standards of education but does not inspect compliance, nor act as a regulator but does look at mandatory requirements.
- Estyn does not favour any particular curriculum design model; what matters is the impact on pupils' progress.
- Inspectors consider all statutory elements, including RVE, when evaluating Curriculum for Wales.
- Reports are written by exception, meaning RVE is mentioned only when there are notable strengths or weaknesses.
- The absence of explicit reference does not mean RVE was overlooked; it remains part of the evidence base.

#### **Next Steps**

- Once the humanities chapter is published in early spring, GM suggested to return to discuss the key messages in more detail.

EE: Mentioned that compliance is the LA's responsibility.

GW: Due to time constraints, GW offered to respond to questions in more detail post meeting.

- **Local matters / enquiries**

- WASACRE received a request from Ceredigion on how they can review their syllabus within the 5-year statutory period. WASACRE responded with advice.
- RJ: Ceredigion had conducted a survey amongst schools on the use of the current local syllabus, 9 responses received and some are not using it or not finding it very useful. This led to a joint meeting with SACRE members and teachers to understand from the frontline.  
Decided to retain the current syllabus until the official 5-year review and provide links to resources to help support teachers. RJ appreciated WASACRE's advice.

#### **13. Correspondence**

Central South Consortia asked for advice regarding a Christian Union which has been set up in a school.

WASACRE is in discussion with WG regarding this matter.

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

JN, the transcriber of the WASACRE meetings, is no longer able to produce the meeting minutes.

EE thanked JN for the valuable support in the production of the minutes and also thanked SJ for translation.

#### **15. Date for next meeting (AGM) – via zoom, hosted by Cardiff, provisional date Thurs 19<sup>th</sup> March 2026.**

Meeting ended at 13.05.

## CYSAG Ynys Môn – Cynllun Datblygu (2025-26)

### Rôl y Cyngor Ymgynghorol Sefydlog (ar Addysg Grefyddol):

Prif rolau CYS(AG) yw:

- Cynghori'r Awdurdod Lleol ar faterion sy'n ymwneud ag Addysg Grefyddol, Crefydd, Gwerthoedd a Moeseg ac Addoli ar y Cyd, neu Ddatblygiad Ysbrydol a Moesol.
- Ystyried ceisiadau gan benaethiaid i gael rhyddhau eu hysgolion o'r gofyniad statudol sy'n nodi bod rhaid i'w sesiynau Addoli ar y Cyd fod yn gyfan gwbl neu'n bennaf o natur gyffredinol Gristnogol (gelwir y fath geisiadau'n 'Ddyfarniadau').
- Gofyn i Awdurdod Lleol adolygu ei Faes Llafur Cytunedig.
- Monitro a chefnogi darpariaeth AG, Crefydd, Gwerthoedd a Moeseg, Addoli ar y Cyd a Datblygiad Ysbrydol, Moesol, Cymdeithasol a Diwylliannol yn ysgolion yr Awdurdod Lleol.
- Rhoi cyngor ar y maes llafur AG a Chrefydd, Gwerthoedd a Moeseg y cytunwyd arno gydag athrawon, gan gynnwys y dewis o ddeunyddiau athrawon.
- Cynghori'r Awdurdod Lleol ar ddarparu hyfforddiant i athrawon (mewn AG a Chrefydd, Gwerthoedd a Moeseg).
- Ystyried cwynion am ddarpariaeth AG, Crefydd, Gwerthoedd a Moeseg ac Addoli ar y Cyd a wneir i'r Awdurdod Lleol.
- Cyhoeddi adroddiad blynyddol ar ei waith.

### Cyfansoddiad y CYS(AG):

Mae gofynion statudol sefydlu CYS(AG) yn gofyn am lunio tri phwyllgor o aelodau:

- Grŵp A - Cynrychiolwyr byd-olygon crefyddol ac anghrefyddol
- Grŵp B - Cynrychiolwyr yr athrawon
- Grŵp C - Cynrychiolwyr y Cyngor Sir
- Mae hawl hefyd i gyfethol aelodau.

### Blaenoriaethau ar gyfer 2025-26

- Blaenoriaeth 1: Datblygu effeithiolrwydd CYS(AG).
- Blaenoriaeth 2: Monitro a chefnogi darpariaeth AG a Chrefydd, Gwerthoedd a Moeseg yn ysgolion yr Awdurdod Lleol.
- Blaenoriaeth 3: Monitro a chefnogi darpariaeth Addoli ar y Cyd a Datblygiad Ysbrydol, Moesol, Cymdeithasol a Diwylliannol yn ysgolion yr Awdurdod Lleol.

## **Anglesey SAC(RE) – Development Plan (2025-26)**

### **The Role of the Standing Advisory Council (for Religious Education):**

The principal roles of SAC(RE) are:

- Advise the Local Authority on matters to do with Religious Education, Religion, Values and Ethics and collective worship, or Spiritual and Moral Development.
- Consider applications from headteachers that their school be released from the statutory requirements for Collective Worship to be wholly or mainly of a broadly Christian character (such applications are known as 'Determinations').
- Require a Local Authority to review its Agreed Syllabus.
- Monitor and support the provision of RE, RVE, Collective Worship and Spiritual, Moral, Social and Cultural Development in the schools of the Local Authority.
- Give advice on teacher-agreed syllabus for RE and RVE including the choice of teacher materials.
- Advise the Local Authority on the provision of training for teachers (in RE and RVE).
- Considering complaints about the provision and delivery of RE, RVE and Collective Worship made to the Local Authority.
- To publish an Annual Report on its work.

### **The Composition of SAC(RE):**

The statutory requirements for the setting up of SAC(RE)s require three committees of members:

- Group A - Representatives of religious and non-religious worldviews.
- Group B - Teacher representatives.
- Group C - County Council representatives.
- There is also the right to co-opt members.

### **Priorities for 2025-26**

Priority 1: To develop the effectiveness of SAC(RE).

Priority 2: Monitor and support the provision of RE, RVE, in the schools of the Local Authority.

Priority 3: Monitor and support the provision of Collective Worship and Spiritual, Moral, Social and Cultural Development in the schools of the Local Authority.

## Blaenoriaeth 1: Datblygu effeithiolrwydd CYS(AG)

### Priority 1: To develop the effectiveness of SAC(RE)

#### Rheswm am y Flaenoriaeth/Reason for Priority

- Mae gan CYS(AG) Ynys Môn nifer o swyddi gwag ar Bwyllgor A: Cynrychiolwyr Ffydd a Chred.
- Mae CYS(AG) Ynys Môn yn cynnig cymorth i ysgolion, ond faint mae'r ysgolion yn gwybod am ein gwaith? Sut wyddom ni hyn?
- *Anglesey SAC(RE) has a number of vacancies on Committee A: Faith and Belief Representatives.*
- *Anglesey SAC(RE) provides support for schools, but how much do schools know about our work? How do we know?*

#### Meysydd i'w Datblygu/Areas to Develop

- 1) Sicrhau aelodaeth lawn ar dri phwyllgor CYS(AG).
  - 2) Codi proffil CYS(AG) yn yr Awdurdod Lleol.
- 1) To ensure full membership of all three SAC(RE) committees.*  
*2) To raise the profile of SAC(RE) amongst the Local Authority.*

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Gweithgaredd <i>Activity</i>	Person Arweiniol <i>Lead Person</i>	Amserlen <i>Timescale</i>	Cefnogaeth <i>Support</i>	Monitro <i>Monitoring</i>	Meini Prawf Llwyddiant <i>Success Criteria</i>	Dyddiad a Gwblhawyd <i>Date Completed</i>
Camau penodol i'w cymryd <i>Specific action to be taken</i>	Pwy sy'n cymryd cyfrifoldeb? <i>Who takes responsibilit y?</i>	Dyddiad cychwyn? <i>Start date?</i>	Cefnogaeth sydd ei hangen? <i>Support needed?</i>	Pwy fydd yn gwirio cynnydd a phryd? <i>Who will check on progress and when?</i>	Beth fydd wedi gwella? Sut fydd hyn yn effeithio ysgolion/athrawon? <i>What will have improved? How will this impact schools/teachers?</i>	
<b>1. Sicrhau aelodaeth lawn ar dri phwyllgor CYS(AG).</b> <b>1. <i>To ensure full membership of all three SAC(RE) committees.</i></b>						
a. Adnabod a llenwi swyddi gwag y CYS(AG), yn enwedig ar gyfer cynrychiolwyr ffydd a chred.	ALI, Cadeirydd <i>LA, Chair</i>	Tymor y Gwanwyn <i>Spring Term</i>	ALI, Cadeirydd i gysylltu â chynrychiolwyr posibl <i>LA, Chair to contact possible representatives</i>	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) <i>All progress will be reported in the SAC(RE) meetings</i>	Bydd CYS yn cael ei gynrychioli'n llawn ar draws y 3 phwyllgor	

a. Identify and fill SAC(RE) vacancies, especially for faith and belief representatives.					SAC will be fully represented across all 3 committees	
<b>2. Codi proffil CYS(AG) yn yr Awdurdod Lleol</b> <b>2. To raise the profile of SAC(RE) amongst the Local Authority</b>						
a. Rhannu adroddiad blynyddol a newyddlen y CYS(AG) i ysgolion i godi ymwybyddiaeth a. Distribute SAC(RE)'s annual report and newsletter to schools to raise awareness	ALL LA	Tymor yr Hydref Autumn Term	ALL i rannu'r adroddiad blynyddol a'r newyddlen. LA to distribute the annual report and newsletters.	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Bydd ysgolion a sefydliadau partner yn fwy ymwybodol o waith y CYS(AG) Schools and partner organisations will be more aware of the work of SAC(RE)	<b>Hydref 2025</b> <b>Autumn 2025</b>
b. Aelodau CYS(AG) a sefydliadau perthnasol i rannu cofnodion ac adroddiad blynyddol y CYS(AG) ymysg eu haelodaeth b. SAC(RE) members and relevant organisations to share SAC(RE) minutes and annual report amongst their membership	All SAC members Holl aelodau CYS	Tymor y Gwanwyn a'r Haf Spring and Summer Term	ALL i wneud adroddiad blynyddol a chofnodion CYS ar gael LA to make annual report and SAC minutes available	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Sefydliadau aelodaeth yn fwy ymwybodol o CYS Membership organisations more aware of SAC	
c. Codi proffil CYS(AG) ymysg aelodau etholedig. Adroddiad blynyddol i'w rannu ymysg cynghorwyr ac aelodau cabinet c. Raise SAC(RE)'s profile among elected members. Annual report to be distributed amongst councillors and cabinet members  I'w gynnwys mewn cyfarfod Pwyllgor Sgriwtini Addysg	Aelodau CYS etholedig Elected SAC members	Tymor y Gwanwyn a'r Haf Spring and Summer Term	ALL i rannu adroddiad blynyddol â'r holl aelodau etholedig yn yr ALL gan gynnwys aelodau cabinet LA to distribute annual report to all elected members in the LA including cabinet members	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Cyngor yn fwy ymwybodol o waith y CYS. Gall y Cyngor gysylltu â CYS am wybodaeth ynghylch ysgolion, Crefydd, Gwerthoedd a Moeseg, polisi, ymarfer gwrth-hiliaeth, etc. Council more aware of the work of SAC. Council can approach SAC for information around	

	To be included in an Education Scrutiny Committee meeting					schools, RVE, policy, anti-racist practice, etc.	
d.	Datblygu'r rhwydwaith athrawon (TEAMS) i hyrwyddo gwaith y CYS(AG). ALL i gasglu rhestr o arweinwyr Crefydd, Gwerthoedd a Moeseg yn holl ysgolion yr ALL	ALL LA	A Tymor yr Hydref Autumn Term	ALL i gysylltu ag ysgolion a chasglu gwybodaeth am arweinwyr Crefydd, Gwerthoedd a Moeseg LA to contact schools and collect information about RVE leads	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Athrawon yn rhan o rwydwaith TEAMS ac yn cael eu hysbysu o waith y CYS(AG) Teachers part of a TEAMS network and informed about the work of the SAC(RE)	
d.	Develop the teachers' network (TEAMS) to promote SAC(RE)'s work. LA to collect a list of RVE leads in all LA schools						
e.	Yr adroddiad blynyddol i gynnwys deunyddiau ac adnoddau sy'n cefnogi athrawon wrth ddatblygu eu cwricwlwm Crefydd, Gwerthoedd a Moeseg	ALL LA	Tymor yr Haf Summer Term	ALL i gyhoeddi'r adroddiad blynyddol LA to publish the annual report	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Ysgolion a rhanddeiliaid eraill yn cael eu hysbysu o ddeunyddiau cymorth ar gyfer Crefydd, Gwerthoedd a Moeseg Schools and other stakeholders informed of support materials for RVE	
e.	The annual report to include materials and resources that support teachers in developing their RVE curriculum						
f.	Datblygu newyddlen CYS(AG) yn hysbysu ysgolion	ALL LA	Tymhorol Termly	ALL i rannu/cynnal yr erthyglau ar gyfer y newyddlen, aelodau i gyfrannu drwy drefnu ymweliadau ag ysgolion LA to distribute/host the articles for the newsletter, members contribute by wiring up visits to schools	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Ysgolion a rhanddeiliaid eraill yn cael eu hysbysu o ddeunyddiau cymorth ar gyfer Crefydd, Gwerthoedd a Moeseg Schools and other stakeholders informed of support materials for RVE	
f.	Develop a termly SAC(RE) newsletter informing schools						

**Blaenoriaeth 2: Monitro a chefnogi darpariaeth AG a Chrefydd, Gwerthoedd a Moeseg yn ysgolion yr Awdurdod Lleol**

*Priority 2: Monitor and support the provision of RE, RVE, in the schools of the Local Authority.*

**Rheswm am y Flaenoriaeth/*Reason for Priority***

- Gweler ‘Rôl y Cyngor Ymgynghorol Sefydlog (ar Addysg Grefyddol)’.
- Helpu ysgolion i fodloni gofynion statudol.
- *See ‘The Role of the Standing Advisory Council (for Religious Education)’.*
- *To support schools to meet statutory requirements.*

**Meysydd i’w Datblygu/*Areas to Develop***

- 1) Cael dealltwriaeth o ymwybyddiaeth ysgolion o ofynion Maes Llafur Cytunedig Môn.
  - 2) Cynorthwyo ysgolion i wella eu darpariaeth Crefydd, Gwerthoedd a Moeseg.
  - 3) Cefnogi ysgolion wrth iddynt werthuso eu darpariaeth Crefydd, Gwerthoedd a Moeseg eu hunain.
- 1) Gain an understanding of schools’ awareness of the requirements of the Anglesey Agreed Syllabus.*
- 2) To help schools improve their RVE provision.*
- 3) To support schools as they evaluate their own RVE provision.*

<b>Gweithgaredd</b> <i>Activity</i>	<b>Person</b> <i>Arweiniol Lead</i> <i>Person</i>	<b>Amserlen</b> <i>Timescale</i>	<b>Cefnogaeth</b> <i>Support</i>	<b>Monitro</b> <i>Monitoring</i>	<b>Meini Prawf</b> <i>Llwyddiant</i> <i>Success Criteria</i>	<b>Dyddiad a</b> <i>Gwblhawyd</i> <i>Date Completed</i>
<b>Camau penodol i’w cymryd</b> <i>Specific action to be taken</i>	<b>Pwy sy’n</b> <i>cymryd</i> <b>cyfrifoldeb?</b> <i>Who takes</i> <i>responsibility?</i>	<b>Dyddiad</b> <i>cychwyn?</i> <i>Start</i> <i>date?</i>	<b>Cefnogaeth sydd ei</b> <i>hangen?</i> <i>Support needed?</i>	<b>Pwy fydd yn gwirio cynnydd</b> <i>a phryd?</i> <i>Who will check on progress</i> <i>and when?</i>	<b>Beth fydd wedi</b> <i>gwella? Sut fydd hyn</i> <b>yn effeithio</b> <i>ysgolion/athrawon?</i> <i>What will have</i> <i>improved? How will</i> <i>this impact</i> <i>schools/teachers?</i>	

1) Cael dealltwriaeth o ymwybyddiaeth ysgolion o ofynion Maes Llafur Cytunedig Môn.

1) *Gain an understanding of schools’ awareness of the requirements of the Anglesey Agreed Syllabus.*



<p>a. Cyfarfod Canllawiau Maes Llafur Cytunedig i ddalgylchoedd.</p> <p>a. Agreed Syllabus Guidance for catchment areas meeting.</p>	ALI LA	Tymor y Gwanwyn Spring Term	Sesiynau briffio yn y cyfarfod penaethiaid Briefing sessions at headteachers meeting	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Gweithredoedd a rhaglen gymorth yn seiliedig ar yr adborth gan ysgolion Actions and support programme based on the feedback from schools	
<p>b. Gofyn i arweinwyr 14-19 adrodd ar ddarpariaeth Crefydd, Gwerthoedd a Moeseg yn eu hysgolion er mwyn deall yn well y nifer sy'n astudio'r pwnc a'i ddatblygiad.</p> <p>b. Request 14–19 leads to report on RVE provision in their schools to better understand subject uptake and development.</p>	ALI, PL LA, PL	Tymor yr Hydref a Thymor y Gwanwyn Autumn and Spring Term	Cwestiynau i'w fformiwleiddio i arweinwyr eu defnyddio Questions to be formulated for leads to use	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	CYS yn ymwybodol o'r ddarpariaeth Crefydd, Gwerthoedd a Moeseg ar gyfer disgyblion 14-19 oed mewn ysgolion ALI SAC aware of the RVE provision for 14-19 year-olds in LA schools	
<p><b>2) Helpu ysgolion i fodloni gofynion statudol.</b></p> <p><b>2) To help schools improve their RVE provision.</b></p>						
<p>a. Datblygu rhwydwaith athrawon gan gynnwys cydlynwyr Crefydd, Gwerthoedd a Moeseg i rannu dysgu ac arfer gorau.</p> <p>a. Develop a teachers' network including RVE coordinators</p>	ALI, PL LA, PL	Parhaus Ongoing	ALL i ofyn am fanylion cyswllt yr holl arweinwyr Crefydd, Gwerthoedd a Moeseg yn ysgolion yr ALL LA to request the contact details of all RVE leads in LA's schools	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Rhestr o ysgolion wedi'i chreu a'i chynnwys ar TEAMS Crefydd, Gwerthoedd a Moeseg Ynys Môn A list of schools created and included	

for shared learning and best practice.					on the Ynys Môn RVE TEAMS	
b. Lledaenu deunyddiau cymorth er enghraifft y polisi Crefydd, Gwerthoedd a Moeseg, cefnogaeth ar gyfer rheoli gwarediad yr hawl i dynnu'n ôl b. Disseminate support materials, such as example RVE policy, support for managing the removal of the right of withdrawal	ALI, PL LA, PL	Tymor yr Hydref Parhaus Autumn Term Ongoing	Deunyddiau i fod ar gael ar y rhwydwaith TEAMS Materials to be available on the TEAMS network	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Ysgolion â mynediad at ddeunyddiau cefnogaeth Schools have access to support material	
c. Ymgynghori ar yr hyn yr hoffent mewn perthynas â chefnogaeth ar gyfer Crefydd, Gwerthoedd a Moeseg c. Consult schools on what they would like in regards to support for RVE	ALI LA	Tymor y Gwanwyn Spring Term	ALL i gael amser mewn cyfarfodydd briffio athrawon LA to be provided time at teachers' briefing sessions	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Rhaglen o gefnogaeth i'w datblygu Programme of support to be developed	
d. Newyddlen dymhorol, h.y., i gynnwys ymchwil ar lythrennedd crefyddol critigol, etc. d. Termly newsletter, i.e., to include research on critical religious literacy, etc.	PL PL	Tymhorol Termly	ALI i ledaenu newyddlen LA to disseminate newsletter	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Ysgolion yn cael eu hysbysu'n rheolaidd Schools are regularly informed	

e. Cyfarfod rheolaidd i arweinwyr Crefydd, Gwerthoedd a Moeseg rwydweithio e. Regular meeting for RVE leads to network	ALI LA	Tymhorol ? Termly?	ALI i hysbysebu LA to advertise	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Ysgolion yn cefnogi ei gilydd ac yn rhannu arfer dda Schools supporting each other and sharing good practice	
f. Ymgynghorydd Crefydd, Gwerthoedd a Moeseg i ddarparu cefnogaeth unigol i ysgolion ar gais yr ALI f. RVE consultant to provide individual support for schools at the request of the LA	ALI, PL LA, PL	Parhaus Ongoing	ALI i wneud cais yn ôl yr angen LA to request as required	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Cynnydd ysgolion unigol Individual schools' progress	
3) Cefnogi ysgolion wrth iddynt werthuso eu darpariaeth Crefydd, Gwerthoedd a Moeseg eu hunain. 3) To support schools as they evaluate their own RVE provision.						
a. Creu meini prawf gwerthuso ar gyfer darpariaeth Crefydd, Gwerthoedd a Moeseg a. Creation of evaluation criteria for RVE provision	ALI, PL LA, PL	Tymor yr Haf Summer Term	ALI i drefnu a hwyluso LA to organise and facilitate	Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG) All progress will be reported in the SAC(RE) meetings	Deunyddiau wedi'u creu a'u dosbarthu Materials created and distributed	

**Priority 3: Monitor and support the provision of Collective Worship and Spiritual, Moral, Social and Cultural Development in the schools of the Local Authority.**

- Gweler 'Rôl y Cyngor Ymgynghorol Sefydlog (ar Addysg Grefyddol)'.
- Mae gofyn i ysgolion ddarparu Gweithred Ddyddiol o Addoli ar y Cyd.
- *See 'The Role of the Standing Advisory Council (for Religious Education)'.*
- *There is a requirement on schools to provide a Daily Act of Collective Worship.*

- 1) Cael dealltwriaeth o ymwybyddiaeth yr ysgolion o'r disgwyliadau mewn perthynas ag Addoli ar y Cyd.
- 2) Helpu ysgolion i wella eu darpariaeth Addoli ar y Cyd.
- 3) Helpu ysgolion i werthuso eu darpariaeth Addoli ar y Cyd eu hunain.

*1) Gain an understanding of schools' awareness of the expectations regarding Collective Worship.*

*2) To help schools improve their Collective Worship provision.*

*3) To support schools as they evaluate their own Daily Act of Collective Worship.*

Gweithgaredd <i>Activity</i>	Person Arweiniol  <i>Lead Person</i>	Amserlen <i>Timescale</i>	Cefnogaeth <i>Support</i>	Monitro <i>Monitoring</i>	Meini Prawf Llwyddiant <i>Success Criteria</i>	Dyddiad a Gwblhawyd <i>Date Completed</i>
Camau penodol i'w cymryd <i>Specific action to be taken</i>	Pwy sy'n cymryd cyfrifoldeb? <i>Who takes responsibility?</i>	Dyddiad cychwyn? <i>Start date?</i>	Cefnogaeth sydd ei hangen? <i>Support needed?</i>	Pwy fydd yn gwirio cynnydd a phryd? <i>Who will check on progress and when?</i>	Beth fydd wedi gwella? Sut fydd hyn yn effeithio ysgolion/athrawon? <i>What will have improved? How will this impact schools/teachers?</i>	

1) Cael dealltwriaeth o ymwybyddiaeth yr ysgolion o'r disgwyliadau mewn perthynas ag Addoli ar y Cyd.

1) **Gain an understanding of schools' awareness of the expectations regarding Collective Worship.**



<p>a. Datblygu a rhannu rhestr wirio i ysgolion hunan-arfarnu a gwella addoli ar y cyd a datblygiad perthnasol</p> <p>a. Develop and share a checklist for schools to self-evaluate and improve collective worship and related development</p>	<p>ALI a PL LA and PL</p>	<p>Tymor yr Haf Summer Term</p>	<p>PL i hwyluso a darparu cefnogaeth broffesiynol</p> <p>PL to facilitate and provide professional support</p>	<p>Bydd unrhyw gynnydd yn cael ei adrodd yn y cyfarfodydd CYS(AG)</p> <p>All progress will be reported in the SAC(RE) meetings</p>	<p>Cread canllawiau a deunyddiau cymorth i ysgolion</p> <p>The creation of guidance and support materials for schools</p>	
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## Managing Parental Concerns Regarding RVE

Addressing parental concerns about Religion, Values and Ethics (RVE) is an important aspect of fostering a transparent and inclusive school environment. Schools must be prepared to engage thoughtfully with parents, ensuring that any worries are managed with sensitivity and care. This section outlines practical steps for responding effectively to concerns raised about RVE provision, aiming to build trust and mutual understanding between schools and families.

Action List for Schools Responding to Parental Concerns about Religious, Values and Ethics.

### 1. Acknowledge and record the concern

- Listen carefully and respectfully to the parent's concern.
- Document the concern in writing, including the date, time, and details of the issue raised.

### 2. Seek advice

- If necessary, seek advice from the RVE adviser, diocesan advisor, SAC(RE), local authority, regional consortia or safeguarding officer, especially if the concern escalates or involves wider community issues.

### 3. Investigate the concerns

- Concerns may be based on:
  - a) RVE teaching not having regard to the agreed syllabus or WG's RVE guidance.
  - b) RVE provision not being objective, critical and pluralistic.
  - c) Parental misunderstanding as to the objective, critical and pluralistic nature of RVE.
  - d) Parents not being aware that there is no right of withdrawal from RVE.
  - e) Parental prejudicial or racist views.
  - f) Other.

If a) or b)	If c) or d)	If e)
<p><b>Concern</b></p> <ul style="list-style-type: none"> <li>- Was something said on a school visit to a place of worship or by a visitor that the parent perceived as inappropriate? E.g. "you should believe", "we all think..." etc.</li> <li>- Is RVE being taught in an objective, critical and pluralistic way – avoiding "we all believe..." or "as Christians we all..."?</li> </ul> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>- Employ the services of the RVE advisor, diocesan advisor or LA's SAC(RE) representative to audit provision.</li> <li>- The RVE advisor, diocesan advisor or LA SAC(RE) representative may suggest the school's RVE provision does not have regard to the LA's agreed syllabus or WG's RVE guidance. If so, working</li> </ul>	<p><b>Concern</b></p> <ul style="list-style-type: none"> <li>- A parent wants to exercise their previous right to remove their child from all or an aspect of RVE.</li> <li>- A parent doesn't understand the objective, critical and pluralistic nature of RVE.</li> </ul> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>- Affirm the school's commitment to inclusivity, diversity, and respect for religious traditions and non-religious philosophical convictions.</li> <li>- The school must 'have regard' to the LA's Agreed Syllabus and the Welsh Government's RVE guidance.</li> <li>- RVE is described as being Objective, Critical and Pluralistic.</li> <li>- Consider sharing curriculum details, policies, and rationale for teaching about different religions, including religions such as Islam and Judaism.</li> </ul> <p><b>Notes</b></p> <p><b>a. Pluralistic</b></p> <p>The RVE provided in all schools must be pluralistic. This means that RVE:</p>	<p><b>Concern</b></p> <ul style="list-style-type: none"> <li>- Determine if the complaint/concern is based on racist motives and act accordingly. Does the concern include language or behaviour that may be racist or discriminatory (e.g., objections specifically targeting Islam or Judaism)? Follow the school's policy for recording and responding to racist incidents.</li> </ul> <p><b>Action</b></p> <ul style="list-style-type: none"> <li>- Log the incident formally using the school's racist incident reporting system, noting the</li> </ul>

with the RVE advisor, diocesan or LA SAC(RE) representative, action plan possible changes to the curriculum, e.g., review the school's RVE policy and curriculum for clarity and compliance. Provide training for teachers on objective, critical and pluralistic RVE.	<ul style="list-style-type: none"> <li>• must reflect the fact that religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales.</li> <li>• must also reflect the fact that a number of non-religious philosophical convictions are also held in Wales.</li> </ul> <p><b>b. Objective and Critical</b></p> <ul style="list-style-type: none"> <li>• Schools must provide RVE that is also objective and critical, both in content and approach. This is because RVE is a subject for all learners, whatever their personal beliefs or family background. RVE does not require or encourage learners to be religious or non-religious, or to accept a prescribed viewpoint, and all schools must adhere to this. RVE is planned sensitively and delivered with professional integrity.</li> </ul>	nature of the concern and any associated comments.
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**4. Inform SAC(RE) (if not done haven't already).**

- Inform the parent that they may want to share their concerns with SAC(RE).
- Please inform SAC(RE) of the parental concern, this can be done through the RVE advisor or SAC(RE) Clerk.

**5. Provide Support**

- Provide support to affected pupils, staff, or visitors as appropriate.

Group	Types of Support Needed
Staff	Training, advice from RVE/SAC(RE) advisor, policy and curriculum support, safeguarding guidance, wellbeing support.
Pupils	Pastoral care, clarity on RVE purpose, follow-up after racist incidents
Parents	Clear information, reassurance, legal clarity (no withdrawal), respectful dialogue, anti-racism processes explained, routes to SAC(RE)
Visitors	Clarity on RVE purpose, follow-up after racist incidents



Dear Parent/Carer,

I am writing to acknowledge receipt of your recent concern regarding Religion, Values and Ethics (RVE) provision at our school. We take all parental feedback seriously and appreciate you taking the time to share your views with us.

Please be assured that our school is committed to fostering a respectful and inclusive environment for all pupils, staff, and visitors. As part of this commitment, we follow the statutory curriculum for RVE, which is designed to reflect a broad range of beliefs and values in line with national guidance.

Our RVE curriculum is carefully designed to present a balanced and wide-ranging view of religious and non-religious worldviews. We strive to ensure that teaching is delivered in an objective, critical, and pluralistic manner. This means that pupils are encouraged to explore different beliefs and values, develop informed opinions, and engage in respectful dialogue, all within a safe and supportive environment.

We believe that fostering critical thinking skills and promoting mutual understanding are essential for preparing our pupils to thrive in a diverse society. Our aim is not to promote any particular set of beliefs, but rather to equip pupils with the knowledge and skills to make their own informed choices.

If you have any further questions or would like to discuss our approach in more detail, please do not hesitate to contact us. We value your feedback and remain dedicated to ensuring that all members of our school community feel respected and included. You may also wish to share your concerns with the Standing Advisory Council for Religion Education (SAC(RE)), who oversee the provision of RVE in our area.

Thank you once again for raising your concern. We remain dedicated to ensuring that all pupils feel valued and respected within our school community.

Yours sincerely,

[Name]

[Role]

[School Name]

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