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Mr Dylan Williams
Prif Weithredwr – Chief Executive
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ISLE OF ANGLESEY COUNTY COUNCIL
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RHYBUDD O GYFARFOD	NOTICE OF MEETING
CYNGOR YMGYNGHOROL SEFYDLOG (CYS)	STANDING ADVISORY COUNCIL (SAC)
DYDD IAU, 9 GORFFENNAF 2026	THURSDAY, 9 JULY 2026
YSTAFELL BWYLLGOR, SWYDDFEYDD Y CYNGOR AC YN RHITHIOL DRWY ZOOM	COMMITTEE ROOM, COUNCIL OFFICES AND 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), Dr Alun Thomas (Undeb yr Annibynnwyr Cymraeg/Union of Welsh Independents), 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)

Please note that meetings of the Committee are streamed for live and subsequent broadcast on the Council's website. The Authority is a Data Controller under the Data Protection Act and data collected during this live stream will be retained in accordance with the Authority's published policy.

A G E N D A

1 DECLARATION OF INTEREST

To receive any declaration of interest from any 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 10 February 2026.

Matters arising from the minutes: -

The Senior Manager, Primary Sector to: -

- contact the Head of Democracy to discuss appointing an elected member to the vacant seat on the SAC.
- forward information on the content of the next inset training session for schools.
- circulate the letter to parents on the right of withdrawal from RVE to Headteachers.
- invite Professor Nathan Abrams from Bangor University to talk on Looking at Judaism throughout Welsh History.

3 WALES ASSOCIATION OF SACRES (WASACRE) (Pages 7 - 12)

To present for information: -

- The draft minutes of the last meeting of the Association held on 19 March 2026.
- WASACRE meeting 24 June 2026 was hosted virtually by Conwy.

4 TEACHING JUDAISM - RESOURCES FOR SCHOOLS

To receive a presentation from Anna Silver, Board of Deputies of British Jews.

5 SCHOOL IMPROVEMENT AND ANGLESEY

To receive a presentation from Rhys Williams, Primary Strategic Lead.

6 UPDATE ON SUPPORT PROVIDED FOR SCHOOLS

The Independent RVE Advisor to provide an update on the following: -

- a) HMS day 20 March 2026
- b) Primary RVE
- c) Secondary RVE Heads of Department Network

7 **ESTYN UPDATES** (Pages 13 - 24)

a) To receive the analysis of recent Estyn Inspection Reports.

b) To receive a presentation on the Estyn's inspection findings on humanities –

<https://annual-report.estyn.gov.wales/2025-2/developing-the-humanities-area-of-learning-and-experience-aoe/>

8 **ANY ISSUES SPECIFIC TO THE SAC**

Matters for the next meeting.

9 **NEXT MEETING**

The SAC's next meeting is scheduled for 8 October 2026 at 2:00 pm.

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STANDING ADVISORY COUNCIL (SAC)

Minutes of the hybrid meeting held on 10 February 2026

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

The Education Authority

Councillors Gwilym O Jones, Dylan Rees, Keith Roberts

The Religious Denominations

Mrs Collette Owens (The Catholic Church)
Rev Deborah Stammers (The Baptist Union of Wales)

Teacher Representatives

Mrs Manon Morris-Williams (Ysgol Santes Dwynwen) (from 2:35 pm)
Mr Owain Roberts (Ysgol Cybi)

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

ALSO PRESENT: Mr Luke Donnellan (Humanists UK)

APOLOGIES: Mrs Mefys Jones-Edwards (Ysgol Syr Thomas Jones, Amlwch)
Sarah Lloyd (Humanists)
Rev Neil Ridings (The Church in Wales)
Mr Rheinallt Thomas (Co-opted Member)

1. DECLARATION OF INTEREST

None received.

2. MINUTES

The draft minutes of the previous SAC meeting held on 16 October 2025 were presented and confirmed as correct, subject to the following: -

Matters arising from the minutes: -

- The Chair confirmed that a copy of the final version of the Anglesey SAC's Annual Report for 2024/25 has been forwarded to Welsh Government for information.
- The Senior Manager, Primary Sector (Clerk to the SAC) confirmed that he has

written to WASACRE to ask its Executive to produce a template for SACs to adopt national objectives, which SACs could add to their development plans to identify and share good practice. He reported that WASACRE has not yet responded.

- The Senior Manager, Primary Sector confirmed that he has written to the four religious groups that have vacant seats on the SAC, asking each of them to nominate a member to represent the SAC. He reported that he is awaiting a response from all the religious groups, and will provide feedback at the next SAC meeting in July.

Action: The Senior Manager, Primary Sector to contact the Head of Democracy to discuss appointing an elected member to the vacant seat on the SAC.

3. WALES ASSOCIATION OF SACRES (WASACRE)

The draft minutes of WASACRE's virtual Vale of Glamorgan meeting held on 19 November 2025 were presented for information and noted.

The WASACRE's next Annual General Meeting will be held on 19 March 2026.

RESOLVED to note the information presented.

4. HUMANISM – THE BENEFITS OF INCLUDING NON-RELIGIOUS PHILOSOPHICAL CONVICTIONS IN THE RELIGION, VALUES AND ETHICS (RVE) CURRICULUM

A presentation was given by Mr Luke Donnellan, Director of Understanding Humanism, providing an insight into how Humanism benefits and supports RVE teachers in schools in Wales.

Mr Donnellan reported that RVE must reflect that Christianity is the main religion in Wales, whilst considering the teaching and practices of other religious and non-religious world views.

It was noted that teaching Humanism in the curriculum supports a knowledge rich subject, enabling pupils to develop and comprehend the world they live in and its history. The subject also teaches mutual understanding and social cohesion. It was highlighted that learning about Humanism can support personal development by exploring beliefs, values and life's big questions.

Mr Donnellan referred to non-religious philosophical convictions and stated that the Humanist philosophy includes a naturalistic understanding of human nature: who they are; where they came from; where they go when they die? He stated that Humanists are critical thinkers who understand the world of science, where they search for evidence. They are concerned about protecting the environment and the world around them. They share ethical values, demonstrate reason, respect, empathy, human kindness, problem solving etc. They believe that there is only one life and speak of the need to find freedom of expression and happiness and not harming others. They practice diversity in their worldviews and try to live up to their aspirations and live meaningful lives.

It was noted that some Humanists celebrate Christmas, festivals and ceremonies, but not for religious reasons.

The Chair thanked Mr Donnellan for his very interesting and informative presentation on Humanism.

RESOLVED to note the content of the presentation.

5. ANGLESEY SAC'S DEVELOPMENT PLAN 2025/26

The Independent RVE Advisor reported on the following actions from the SAC's Development Plan: -

- Promotion of SAC - to ensure that schools see the SAC as a relevant, important body that they can approach for advice and answers to questions.
- Development of RVE - teachers need to familiarise themselves with the term 'lenses' and language used in their agreed syllabus. It was noted that any requests from schools for support can be tailored to suit each individual school.
- Collective worship - schools observe the right of withdrawal for collective worship, but not for RVE. The importance of ensuring that key messages are delivered to the right people was highlighted.

The Senior Manager, Primary Sector reported that the RVE Advisor will attend an inset training session and HMS meeting next term to review the RE Guidance and remind Headteachers of the expectations on them.

The Director of Education, Skills and Young People reported that the quarterly school Bulletin will be shared with School Governors as well as teachers. Arrangements are in place for a digital RVE network to be available soon, which will include the Newsletter.

A suggestion was made for the issue of terminology and content of the training on offer be raised in the joint meetings with Headteachers. The Senior Manager, Primary Sector responded that he would forward information on the next inset training for schools to update them.

The RVE Advisor reported that progress on the Development Plan will be recorded in this year's annual report, which will be forwarded to Welsh Government.

RESOLVED to note the information presented on the SAC's Development Plan.

Action: The Senior Manager, Primary Sector to forward information on the content of the next inset training session for schools.

6. MANAGING THE REMOVAL OR THE RIGHT OF WITHDRAWAL FROM RELIGION, VALUES AND ETHICS (RVE)

The RVE Advisor reported that some parents are not familiar with the law concerning the removal of the right of withdrawal from RVE and are concerned about the content of the subject. He stated that schools must be prepared to engage with parents by offering support and understanding, while managing concerns with sensitivity and care.

The RVE Advisor explained that problems might occur when schools provide partisan RVE, which is not how the subject should be delivered. Schools would need to look into whether there is a pluralistic nature in their RVE and investigate further by engaging in internal dialogue.

It was highlighted that some parents want to remove their children from RVE lessons for prejudicial or racist reasons. In such instances, schools can pass that information to the inclusion team. Concerns were expressed that schools could respond by taking an easy option to resolve matters by only teaching Christianity, which is not how RVE should be taught.

One church school in Anglesey has received a request to remove a child from RVE lessons. The teacher emphasised that they do not have the right to question why? A request was made for this matter be raised on an inset training day, so that staff and Headteachers know how to respond in future.

Draft guidance including a letter to parents to initiate conversations between schools and parents was presented before the SAC, which was accepted.

RESOLVED: -

- **To approve the draft letter to parents in the SAC's Action Plan.**
- **The Senior Manager, Primary Sector to circulate the letter to parents to Headteachers.**

7. ANGLESEY SAC NEWSLETTER

The RVE Advisor reported that Mr Luke Donnellan from Humanists UK and Dr Gareth Evans-Jones from the RE Centre in Bangor University have both written articles for the termly Newsletter, which will be published online for schools in due course.

8. ANY ISSUES SPECIFIC TO THE SAC

The SAC discussed and **RESOLVED to invite Professor Nathan Abrams from Bangor University to talk on Looking at Judaism throughout Welsh History.**

9. NEXT MEETING

It was noted that the SAC's next meeting will be held on 9 July 2026 at 2:00 pm.

The meeting concluded at 3:25 pm

**COUNCILLOR NON DAFYDD
CHAIR**

Agenda Item 3



WASACRE Spring Meeting Minutes
 Thursday, 19 March 2026
 9.30 – 12:30
 Hosted by Cardiff SAC, virtual via Zoom
 Chaired by Edward Evans
 27 participants including special guest, Mark Bryant, and SAC representatives across Wales

Attendance

<p>Ynys Môn / Anglesey Phil Lord (PL)</p> <p>Blaenau Gwent Kathy Riddick (KR)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans (EE)</p> <p>Caerffili/ Caerphilly Eifion ap Llwyd Dafydd (ELD)</p> <p>Caerdydd / Cardiff Matt O'Brian (MO) Paul Morgan (PM)</p> <p>Sir Gaerfyrddin / Carmarthenshire Jennifer Harding-Richards (JHR)</p> <p>Ceredigion Anne Uruska (AU)</p> <p>Conwy Phil Lord (PL) Colette Owen (CO) Cllr Angie O'Grady (AOG)</p>	<p>Sir Ddinbych / Denbighshire Phil Lord (PL) Jennie Downes (JD)</p> <p>Sir y Fflint / Flintshire Lyn Oakes (LO) Cllr David Mackie (DM) Trevor Dobson (TD)</p> <p>Gwynedd / Eleri Moss(EM) Cyng Paul Rowlinson (PR)</p> <p>Merthyr Tudful / Merthyr Tydfil Donna Graves (DG)</p> <p>Sir Fynwy / Monmouthshire Louise Brown (LB) Rachel Buckler (RB)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS)</p> <p>Casnewydd / Newport</p> <p>Powys John Mitson (JM)</p>	<p>Rhondda Cynon Taf Donna Graves (DG)</p> <p>Torfaen Hayley Jones (HJ)</p> <p>Bro Morgannwg / Vale of Glamorgan Kathy Riddick (KR)</p> <p>Wrecsam / Wrexham Tania ap Siôn (TS) Libby Jones (LJ)</p> <p>CSC Donna Graves (DG)</p> <p>EAS Hayley Jones (HJ)</p> <p>NAPfRVE Phil Lord (PL) Donna Graves (DG)</p> <p>EFTRE Phil Lord (PL)</p> <p>REC Kathy Riddick (KR)</p>	<p>Observers</p> <p>WJEC</p> <p>ESTYN Linsey Watkins (LW)</p> <p>Church in Wales</p> <p>Catholic Education Service</p> <p>WLGA</p> <p>Qualification Wales (QW)</p> <p>Special guests: Mark Bryant (MB) – Cardiff University</p> <p>Translator: Rhiannon Elis-Williams (REW)</p>
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Minutes of the meeting

1. Introduction and Welcome

The Chair, Edward Evans, opened the meeting and introduced Matthew O'Brien (Achievement Lead for Curriculum - Cardiff City Council) who welcomed attendees, outlining Cardiff's approach to Religion, Values and Ethics (RVE) emphasizing inclusion, diversity, and professional learning opportunities for teachers.

2. Quiet Reflection

Edward Evans offered reflections on the importance of individual action in creating positive change and sharing a Universal Statement for Peace.

3. Apologies

Apologies were received from Vicky Barlow, Amy Newton, Sam Clutton, Alice Parry, Councillor Merry, Mel Godfrey, Councillor Nia Jenkins, and Rhianydd James.

4. Minutes of the Last Meeting (19 November 2025)

Minutes were reviewed and amended. Corrections to attendance, name spellings, and affiliations were made including:

- Mike Head (Powys SACRE)
- Alison Lee (RCT SACRE)
- Yvonne Roberts Ablett (correct spelling)
- Andrew Pearce (correct spelling)

Decision: Minutes approved following amendments.

ACTION: EE to sign minutes and AP to file

5. Matters Arising

No separate matters arising beyond those addressed within agenda items.

6. NAPfRVE Presentation

Presenter: Mark Bryant (Cardiff University)

Introduction to bilingual, freely available resources from the Islam UK Centre, including:

- "Ask a Muslim" interactive tool
- Virtual Mosque Tour (South Wales Islamic Centre)
- Arabic pronunciation guide aligned to WJEC glossaries
- Primary lesson packs
- History of Islam in Wales e-book and exhibition materials

Future developments:

- Expansion to other faiths
- Increased youth voice representation
- Environmental ethics materials

Key discussion:

Strong praise for accessibility, authenticity, and bilingual provision

ACTION:

- WASACRE to circulate presentation link to all SACREs
- Officers to explore hosting NAPfRVE presentations on WASACRE website

7. Welsh Government Matters

Update from WASACRE Officers RS and LJ on discussions at usual termly meetings with Welsh Government on 14-1-26 and 16-3-26.

Concerns regarding RVE provision in Years 10–11, particularly following removal of the short course GCSE. Welsh Government reiterated that not all curriculum areas require qualifications. Concerns raised about:

- Inconsistent guidance
- Teacher workload

Decisions included:

Co-development of additional guidance for schools on RVE in Years 10–11

WASACRE to support Welsh Government in defining:

- What should be assessed in RVE
- Purpose of assessment

Welsh Government shared the 14–16 Learner Entitlement Indicators Framework, noting that schools will be required to publish details of RVE provision in future

8. Teacher Voice Project (WASACRE-supported Research)

Tania ap Sion announced the WASACRE webinar (25 March 2026) presenting initial findings from the national Teacher Voice Survey. Final report scheduled for publication: May 2026.

9. Qualifications

Update shared via LJ (from Oliver Stacey, Qualifications Wales)

Update shared via RS from Chris Owens, WJEC)

- Religious Studies AS and A Level: Light-touch review underway

- Minor changes expected for teaching from September 2027 (proposed changes to be submitted by WJEC to QW after Easter and updated specifications published this summer (2026))
- Religious Studies GCSE: Practitioner Group to gather teacher feedback after Easter - summary of RS feedback from QW offered for the WASACRE summer meeting
- Skills Suite (Wave 3): Includes RVE units - Specifications due September 2026

Concerns raised:

- Heavy NEA workload for RS GCSE
- March submission deadline for Unit 1
- May submission deadline for Unit 4
- Heavy administration for teachers – questioned whether this is acceptable
- Lack of external reviewers for Wave 3 RVE skills units
- Suggestion to reintroduce synoptic assessment at A-level

ACTIONS:

- LJ to email Andrew Pearce and Chris Owens (WJEC) and Oliver Stacey (QW) with feedback from this meeting
- LJ to invite Oliver Stacey to the summer WASACRE meeting to update on RS teacher feedback

10. Executive Committee Nominations

EE announced that nominations for the Executive Committee should be submitted by to LJ by 27 March 2026. Reminders of processes outlined.

11. Report of Executive Committee (4 February 2026)

The meeting covered several updates and discussions. Most of the items on the agenda are on this agenda, including WG meetings, WASACRE website and usual updates. Correspondence shared in item 14.

12. Updates

- REC (Religious Education Council)

JD appointed as Welsh representative on REC Board. Ongoing work includes:

- Revision of English RE curriculum
- Update of resilience framework
- NAPfRVE
Discussion on:
 - Closer alignment with WASACRE and Estyn
 - Encouraging SACREs to engage local authority staff on School improvement frameworks
 - Role of RVE
- WJEC / CBAC (Covered under Qualifications)

- ESTYN

No representative present; WASACRE to arrange a separate meeting with Amy Newton to discuss the Estyn Annual Report's Humanities section

Action: Arrange meeting with Estyn (Amy Newton)

- EFTRE

Reflections on differing European interpretations of "religious education"

Implications for RVE terminology discussed

13. Local Matters / Enquiries

No additional items recorded.

14. Correspondence

FOI Request – Bangor University

Concerns raised over the recent FOI request sent to schools regarding RVE provision. Apparent lack of ethical approval and appropriateness of using FOI for research

Bangor response: Claimed data was "publicly available"

ACTION:

- WASACRE to formally respond emphasising need for ethical processes
- Suggesting Welsh Government consider filtering FOI requests through local education directors

15. Any Other Business

Collective Worship Review

- Welsh Government to undertake review following UK-wide developments
- WASACRE to act as a stakeholder
- Members cautioned careful interpretation of Northern Ireland case law

RCT SACRE Letter

- Concerns regarding RVE pressures in Years 10–11

Action: WASACRE to respond after further Welsh Government discussions

16. Date of Next Meeting

Wednesday, 24 June 2026 – Conwy

Summary of Key Actions

Actions
EE to sign minutes and AP to file
Share Islam resource presentation with all SACREs
Officers to explore hosting NAPfRE presentations on WASACRE website
Arrange meeting with Estyn (Amy Newton)
Libby to contact WJEC and QW with qualifications feedback
Invite Oliver Stacey to next meeting
Respond formally to Bangor University FOI concerns
Suggest Welsh Government consider filtering FOI requests through local education directors
WASACRE to respond RCT SAC after further Welsh Government discussions

DADANSODDIAETH O ADRODDIADAU AROLYGU
ANALYSIS OF INSPECTION REPORTS
(Ebrill 2025 – Mai 2026)
(April 2025 – May 2026)

Ysgol - School		Nifer ar y gofrestr / Number on Roll	Dyddiad arolygu/ Date inspected	Adroddiad a gyhoeddwyd/ Report Published
Ysgol Gynradd Penysarn	Penysarn	64	16/03/2026	21/05/2026
<p><i>Mae'r ysgol wrth galon ei chymuned, ac mae disgyblion yn chwarae rhan weithredol drwy blannu blodau yn y pentref ac yn cymryd rhan mewn digwyddiadau megis Gorymdaith Dydd Gŵyl Dewi. Mae'r profiadau hyn yn cyfrannu'n llwyddiannus at ddatblygu disgyblion i fod yn ddinasyddion aeddfed a chydwybodol sy'n dangos gofal a pharch tuag at eu hamgylchedd.</i></p>		<p><i>The school is at the heart of its community and pupils play an active part in planting flowers in the village and take part in events such as the St David's Day Parade. These experiences contribute successfully towards developing pupils to become mature and conscientious citizens who demonstrate care and respect for their environment.</i></p>		
Ysgol Gynradd Llanfairpwll	Pwllgwyngyll	330	26/01/2026	30/03/2026
<p><i>Mae arweinwyr a staff yn datblygu dealltwriaeth disgyblion o amrywiaeth o hunaniaethau a pherthnasoedd, gan gynnwys bywydau pobl LGBTQ+, mewn ffyrdd sy'n briodol i'w hoedran a'u cam datblygu. Trwy hyn, mae disgyblion yn datblygu agweddau cadarnhaol tuag at amrywiaeth ac yn dangos parch tuag at wahanol fathau o berthnasoedd.</i></p> <p><i>Mae staff yn darparu cyfleoedd gwerthfawr i ddisgyblion holi awdur lleol wrth drafod cenedlaeth 'Windrush'. Mae hyn yn ysgogi eu diddordeb ac yn gwella eu dealltwriaeth o bobl ddu dylanwadol a chyfraniad diwylliannau eraill yn llwyddiannus.</i></p> <p><i>Mae ethos cefnogol yr ysgol a'r sesiynau addoli ar y cyd yn hyrwyddo datblygiad ysbrydol, moesol a chymdeithasol disgyblion yn bwrpasol.</i></p>		<p><i>Leaders and staff develop pupils' understanding of a range of identities and relationships, including the lives of LGBTQ+ people, in ways that are appropriate to their age and development stage. Through this, pupils develop positive attitudes to diversity and show respect for different types of relationships.</i></p> <p><i>Staff provide valuable opportunities for pupils to question a local author when discussing the 'Windrush' generation. This sparks their interest and improves their understanding of influential black people and the contribution of other cultures successfully.</i></p> <p><i>The school's supportive ethos and the joint worship sessions promote pupils' spiritual, moral and social development purposefully.</i></p>		
Ysgol Gynradd Santes Gwenfaen	Rhoscolyn, Holyhead	106	10/11/2025	15/01/2026
<i>Dim sylwadau / No comments</i>				
Ysgol Syr Thomas Jones	Amlwch	537	10/11/20205	15/01/2026

<p><i>Yn gyffredinol, mae'r ddarpariaeth i ddatblygu sgiliau darllen disgyblion yn briodol. Mae cyfleoedd buddiol iddynt ddatblygu eu sgiliau darllen sylfaenol mewn pynciau ar draws y cwricwlwm. O ganlyniad, mae llawer o ddisgyblion yn lleoli gwybodaeth yn hyderus ac yn llwyddo i nodi ac egluro dyfyniadau i gefnogi eu pwyntiau. Mae llawer hefyd yn crynhoi prif bwyntiau testunau unigol yn effeithiol, er enghraifft, wrth grynhoi credoau a dysgeidiaeth Cristnogion ar sut i drin eraill mewn gwersi crefydd, gwerthoedd ac athroniaeth. Mae gan yr ysgol weledigaeth glir i wireddu Cwricwlwm Cymru. Mae'r weledigaeth yn seiliedig ar ddarparu cwricwlwm sy'n meithrin dysgwyr hyderus, creadigol, llwyddiannus a pharchus.</i></p> <p><i>Mae'r rhaglen iechyd a lles ar gyfer Blynyddoedd 7, 8 a 9 yn darparu cyfleoedd gwerthfawr i ddisgyblion ddysgu am themâu pwysig fel iechyd meddwl a diogelwch ar-lein. Mae themâu ysbrydol a moesol, megis amrywiaeth, cydraddoldeb a dinasyddiaeth, wedi eu hintegreiddio'n effeithiol ar draws y cwricwlwm.</i></p>		<p><i>In general, provision to develop pupils' reading skills is appropriate. There are beneficial opportunities for them to develop their basic reading skills in subjects across the curriculum. As a result, many pupils locate information confidently and succeed in identifying and explaining quotations to support their points. Many also summarise the main points of individual texts effectively, for example as they summarise the beliefs and teachings of Christians on how to treat others in their religion, values and ethics lessons.</i></p> <p><i>The school has a clear vision to realise Curriculum for Wales. The vision is based on providing a curriculum that nurtures confident, creative, successful and respectful learners.</i></p> <p><i>The health and well-being programme for Years 7, 8 and 9 provides valuable opportunities for pupils to learn about important themes such as mental health and online safety. Spiritual and moral themes, such as diversity, equality and citizenship, are integrated effectively across the curriculum.</i></p>		
Ysgol Gymuned Pentraeth	Pentraeth	77	06/10/2025	08/12/2025
<p><i>Mae'r ysgol yn datblygu sgiliau ysbrydol, moesol, cymdeithasol a diwylliannol disgyblion yn llwyddiannus. Mae staff yn eu cefnogi i werthfawrogi gwahanol gredoau ac i ddangos goddefgarwch a ystyriaeth deg i safbwyntiau eraill.</i></p>		<p><i>The school develops pupils' spiritual, moral, social and cultural skills successfully. Staff support them to value different beliefs and to show tolerance and fair consideration for the views of others.</i></p>		
Ysgol Llanfawr	Caergybi	261	17/06/2025	19/08/2025
<p><i>Mae athrawon yn darparu cwricwlwm diddorol a helaeth sy'n datblygu dealltwriaeth disgyblion o'r byd a'u hardal leol yn effeithiol. Mae athrawon yn cynllunio cyfleoedd rheolaidd i ddisgyblion ddyfnhau eu gwybodaeth a dealltwriaeth o grefyddau, gwerthoedd ac arferion mewn diwylliannau gwahanol mewn sesiynau addoli wythnosol, gweithgareddau yn y dosbarth ac wrth wahodd ymwelwyr i'r ysgol.</i></p>		<p><i>Teachers provide an interesting and broad curriculum that develops pupils' understanding of the world and their local area effectively. Teachers plan regular opportunities for pupils to deepen their knowledge and understanding of religions, morals and practices in different cultures in weekly worship sessions, classroom activities and by inviting visitors to the school.</i></p>		
Ysgol Gymuned Fali	Fali	114	09/06/2025	11/08/2025
<p><i>Mae athrawon yn cydbblethu'r 'prosiectau bach' yn fedrus, sy'n cysylltu â phrofiadau disgyblion yn y gymuned a thu hwnt yn bwrpasol. Wrth wneud hyn, mae disgyblion yn datblygu i fod yn ddinasyddion cyfrifol ac ethigol sy'n dangos</i></p>		<p><i>Teachers interweave the 'small projects' skilfully, which link with pupils' experiences within their community and beyond purposefully. In doing so, pupils develop into responsible and ethical citizens who</i></p>		

<p><i>gofal a pharch tuag at eu cymuned ac at eu hamgylchedd.</i></p> <p><i>Mae ymwybyddiaeth ysbrydol, moesol, cymdeithasol a diwylliannol disgyblion yn cael ei hyrwyddo'n effeithiol. Yn ogystal, maen nhw'n dysgu ac yn gwerthfawrogi gwahanol gredoau, ac yn dangos goddefgarwch a ystyriaeth deg i safbwyntiau pobl eraill yn fuddiol.</i></p>		<p><i>demonstrate care and respect for their community and their environment.</i></p> <p><i>Pupils' spiritual, moral, social and cultural awareness is promoted effectively. In addition, they learn and appreciate different beliefs, and show tolerance and fair consideration for other people's views beneficially.</i></p>		
<p><i>Ysgol Uwchradd Caergybi</i></p>	<p><i>Caergybi</i></p>	<p><i>843</i></p>	<p><i>17/02/2025</i></p>	<p><i>26/04/2025</i></p>
<p><i>Mae'r ysgol yn cefnogi datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol disgyblion yn dda. Mae disgyblion yn cael mewnwelediad gwerthfawr i amrywiaeth trwy wasanaethau ac yng nghwricwlwm PSE, lle maent yn dysgu am hanes a bywydau pobl ddu, Asiaidd ac ethnig leiafrifol.</i></p>		<p><i>The school supports pupils' spiritual, moral, social, and cultural development well. Pupils gain valuable insights into diversity through assemblies and the PSE curriculum, where they learn about the history and lives of black, Asian, and minority ethnic people.</i></p>		

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RVE - Reflective Professional Dialogue

Reflective Questions from Estyn's Annual Report 2024-25, Cross Cutting Themes - **Developing the Humanities area of learning and experience (AoLE)**

1. Do your senior leaders ensure that learners have the time they need to develop knowledge, understanding and skills in RVE?
2. How well do leaders, at all levels, evaluate the effectiveness of the RVE curriculum?
How well is the impact of provision on learners' progress and attainment considered?
How well is RVE knowledge, understanding and skills developed over time?
3. Do leaders consider a range of first-hand evidence when making their evaluations, including observations of teaching, work scrutiny, data and learners' views?
How well do leaders triangulate the findings to identify strengths and areas for improvement?
4. How well does the RVE department plan for improvement?
Does the department identify clear success criteria which outline the desired impact of any changes to provision on learners' progress?
5. Is the RVE curriculum sufficiently broad and balanced?
Does the RVE curriculum favour some disciplines over others?
6. Does the RVE department consider carefully enough the cross-cutting themes of diversity and human rights?
7. How well does the RVE department develop pedagogical approaches to help learners learn in RVE? *(For example, when considering multiple viewpoints on complex topics in RVE).*
8. How well does the RVE department plan how they will introduce key concepts and develop learners' breadth and depth of knowledge to support them to make progress over time?
9. How well does the RVE department support learners to use a variety of disciplinary skills with increasing accuracy and fluency? *(This includes how teachers help learners to frame questions, use evidence to construct and support answers and represent and interpret enquiry results.)*
10. How well does the RVE department plan opportunities for learners to transfer their existing knowledge, understanding and skills into new and unfamiliar contexts?
Does the RVE curriculum allow learners to deepen their knowledge, understanding and skills?
11. How well does the RVE department collaborate with the humanities team to plan for the progressive development of learners' knowledge, understanding and skills in the humanities during transition from one phase to another, including primary to secondary phase?
12. Are aspects of the RVE/humanities curriculum tackled superficially?
(For example, by cherry picking the sensational without developing the context to allow learners to deepen their understanding?)
13. How well does the RVE department plan for increasingly sophisticated enquiry questions?
14. How well does the RVE department help learners develop their independence *(opportunities to find suitable information, make predictions and hypotheses, make judgements about reliability and utility, or analyse data)?*
15. How well does the RVE department help learners:
 - o understand the distinct skills, knowledge and understanding of disciplines within the humanities?
 - o make links within and between periods and places?
 - o identify similarities and differences?
 - o identify changes and continuities?
 - o develop an understanding of chronology through careful sequencing of the curriculum?
 - o use their understanding of concepts to identify connections in their learning?

Religion, Values and Ethics Self Evaluation - [Click here](#) for Effective Planning Questions

Questions for reflection <i>(Based on Estyn's reflection questions)</i>	Related questions for the RVE department	Notes from your conversations with colleagues / LA Advisor	Your PL requirements	Next steps
<p>1. Do your senior leaders ensure that learners have the time they need to develop knowledge, understanding and skills in RVE?</p>	<p>a) How much curriculum time is allocated to RVE in each year group?</p> <p>b) How does this compare with other Humanities subjects?</p> <p>c) Is the time allocated sufficient to support meaningful development of knowledge, understanding and skills in RVE (including disciplinary skills)?</p>			
<p>2. How well do leaders, at all levels, evaluate the effectiveness of the RVE curriculum?</p> <p>How well is the impact of provision on learners' progress and attainment considered?</p> <p>How well is RVE knowledge, understanding and skills developed over time?</p>	<p>a) Who is involved in evaluating RVE or Humanities in your school?</p> <p>b) When and how is this evaluation carried out (e.g. reviews, discussions, monitoring)?</p> <p>c) How effective is this process in supporting you to make improvements in RVE?</p> <p>d) How often are you asked to discuss learner progress in RVE?</p> <p>e) How do you assess the impact of your RVE curriculum and teaching on learners' progress over time?</p> <p>f) How well does your RVE curriculum support progression in knowledge, understanding and skills?</p>			
<p>3. Do leaders consider a range of first-hand evidence when making their evaluations, including observations of</p>	<p>a) How are RVE lessons monitored (e.g. observations, work scrutiny, learner voice)?</p>			

<p>teaching, work scrutiny, data and learners' views?</p> <p>How well do leaders triangulate the findings to identify strengths and areas for improvement?</p>	<p>b) What opportunities do learners have to share their views about RVE?</p> <p>c) How do you use books/work and observation to understand progression in RVE?</p> <p>d) How are findings from monitoring activities shared with you?</p> <p>e) How useful is the feedback in helping you improve your RVE curriculum and teaching?</p> <p>f) How do you bring together different evidence (e.g. learner voice, work scrutiny, observations) to identify strengths and next steps?</p>			
<p>4. How well does the RVE department plan for improvement?</p> <p>Does the department identify clear success criteria which outline the desired impact of any changes to provision on learners' progress?</p>	<p>a) How is RVE represented in the School Development Plan (SDP)?</p> <p>b) What professional learning (PL) is available to support your RVE teaching?</p> <p>c) What opportunities do you have to collaborate with colleagues to improve RVE?</p> <p>d) How are timetabling and curriculum design reviewed to ensure equity for RVE?</p> <p>e) Are you clear about the priorities for improving RVE in your school?</p> <p>f) What success criteria are in place, and how do they link to learner progress?</p> <p>g) How do you know whether changes to RVE are having the intended impact?</p>			
<p>5. Is the RVE curriculum sufficiently broad and balanced?</p>	<p>a) How well does your RVE curriculum reflect a wide range of religions, beliefs and worldviews?</p>			

<p>Does the RVE curriculum favour some disciplines over others?</p>	<p>b) Do learners experience a balanced range of content across RVE? c) How do you ensure depth as well as breadth in your RVE provision? d) How is RVE positioned within your school's Humanities curriculum? e) Does RVE receive comparable time, priority and status to other disciplines? f) How do you ensure RVE is not overlooked when planning Humanities topics?</p>			
<p>6. Does the RVE department consider carefully enough the cross-cutting themes of diversity and human rights?</p>	<p>g) How do you explicitly plan to explore diversity, equity and human rights in RVE? h) How well do learners engage with real-life issues and contemporary contexts? i) How do you support learners to develop respect and understanding of different perspectives?</p>			
<p>7. How well does the RVE department develop pedagogical approaches to help learners learn in RVE?</p> <p><i>(For example, when considering multiple viewpoints on complex topics in RVE.)</i></p>	<p>a) What teaching strategies do you use to help learners explore multiple viewpoints in RVE? b) How do you support learners to discuss complex or sensitive issues thoughtfully? c) How do your approaches encourage critical thinking and meaningful dialogue?</p>			
<p>8. How well does the RVE department plan how they will introduce key concepts and develop learners' breadth and</p>	<p>a) What are the key concepts in your RVE curriculum, and how are they introduced and revisited?</p>			

<p>depth of knowledge to support them to make progress over time?</p>	<p>b) How do you ensure learners build knowledge progressively over time? c) How do you balance surface knowledge with deeper understanding?</p>			
<p>9. How well does the RVE department support learners to use a variety of disciplinary skills with increasing accuracy and fluency? <i>(This includes how teachers help learners to frame questions, use evidence to construct and support answers and represent and interpret enquiry results.)</i></p>	<p>a) How do you develop enquiry skills in RVE (e.g. questioning, interpreting sources, evaluating viewpoints)? b) How do learners use evidence to support their ideas and responses? c) How do you build accuracy and fluency in these skills over time?</p>			
<p>10. How well does the RVE department plan opportunities for learners to transfer their existing knowledge, understanding and skills into new and unfamiliar contexts? Does the RVE curriculum allow learners to deepen their knowledge, understanding and skills?</p>	<p>a) How do you provide opportunities for learners to apply their RVE learning in new or unfamiliar contexts? b) How do you encourage learners to make connections beyond a single topic or unit? c) Can learners use their understanding to respond to real-world issues? d) How do your RVE lessons move beyond surface-level knowledge? e) How do you ensure learners revisit and deepen key ideas over time? f) What opportunities are there for extended thinking and reflection?</p>			
<p>11. How well does the RVE department collaborate with the humanities</p>	<p>a) How do you collaborate with colleagues within and beyond</p>			

<p>team to plan for the progressive development of learners' knowledge, understanding and skills in the humanities during transition from one phase to another, including primary to secondary phase?</p>	<p>your school to plan progression in RVE? b) What arrangements are in place to support continuity in RVE learning between phases? c) How is information about learners' prior learning shared?</p>			
<p>12. Are aspects of the RVE/humanities curriculum tackled superficially? (For example, by cherry picking the sensational without developing the context to allow learners to deepen their understanding?)</p>	<p>a) How do you avoid superficial coverage of religions, beliefs and practices? b) How do you ensure learners understand context, not just key facts or "interesting" elements? c) How do you challenge misconceptions or stereotypes?</p>			
<p>13. How well does the RVE department plan for increasingly sophisticated enquiry questions?</p>	<p>a) How do you develop learners' ability to ask and respond to deeper, more complex questions in RVE? b) How do enquiry questions build in challenge over time? c) How do you support learners to engage with open-ended or philosophical questions?</p>			
<p>14. How well does the RVE department help learners develop their independence (opportunities to find suitable information, make predictions and hypotheses, make</p>	<p>a) How do you support learners to research, select and evaluate information independently? b) How do learners develop skills such as forming hypotheses, making judgements and analysing information in RVE?</p>			

<p><i>judgements about reliability and utility, or analyse data)?</i></p>				
<p>15. How well does the RVE department help learners:</p> <ul style="list-style-type: none"> • understand the distinct skills, knowledge and understanding of disciplines within the humanities? • make links within and between periods and places? • identify similarities and differences? • identify changes and continuities? • develop an understanding of chronology through careful sequencing of the curriculum? • use their understanding of concepts to identify connections in their learning? 	<ul style="list-style-type: none"> a) How do learners understand the distinctive nature of RVE within Humanities? b) How do you help learners make links between different beliefs, practices, times and places? c) How do learners identify similarities, differences, change and continuity? d) How do you sequence your RVE curriculum to help learners develop an understanding of how beliefs, practices and worldviews have developed over time? e) How do you support learners to use key concepts to connect their learning across topics? 			

Supporting effective planning

Coherence, breadth and depth of the Humanities curriculum is vital. Without effective planning this cannot be achieved. This document aims to provide teachers with a range of helpful questions to consider when planning their RVE curriculum as part of the wider Humanities curriculum in their school. This document is not meant to be used in isolation. It is imperative for teachers to also consider their locally agreed syllabus / the RVE guidance on Hwb and the wider Curriculum for Wales guidance including the Humanities statements of what matters and descriptions of learning.

Questions to consider during the initial planning process:

- What do we want our learners to know, understand and be able to do in RVE over time.
- Why are we teaching that? Is it worthwhile?
- Why are we teaching it then? Is it at the right time for all of our learners? Are all learners' needs considered?
- Does it build well on prior learning (including cross phase)?
- What progress do we want learners to make?
- How are we going to support them in making that progress?
- How will we know that learners are making progress?
- How will we assess the progress?
- How can we make our assessments inclusive and purposeful?
- What questions will we ask? Are they helpful for assessing / supporting progress?
- Are there better questions we can ask to assess / support progress?
- How will we support our learners to become independent learners and thinkers?
- How is our RVE curriculum supporting literacy, numeracy and digital competence
- Does our curriculum provide opportunities to explore and promote diversity and inclusion? What might this look like?
- Does our curriculum help to develop a positive sense of identity, curiosity and cynefin? How might it do that?
- Do we use formative and / or summative assessments? What do we do with this information?