

Standing Advisory Council for Religious Education

ANGLESEY ANNUAL REPORT September 2018 - August 2019

Director of Lifelong Learning
Arwyn Williams April 2018 / August 2019

CONTENT

SECTION 1: INTRODUCTION

1.1 Introduction by SACRE Chairman: Councillor Dylan Rees

SECTION 2: ADVICE TO ANGLESEY'S EDUCATION AUTHORITY

2.1 SACRE's function in relation to Religious Education

2.2 The Agreed Syllabus

2.3 How good are standards?

2.4 The response of the Local Education Authority

2.5 Religious Education and the Welsh Government

2.6 Religious Education and ESTYN

2.7 SACRE's function in relation to Collective Worship

SECTION 3: ANNEXES

3.1 General information about the composition of SACRE

3.2 Membership of Anglesey SACRE 2017-18

3.3 SACRE meetings held during the reporting period

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

3.5 Anglesey SACRE's template for schools' self-evaluation of religious education standards

3.6 Guidance for analysing external examination

3.7 Anglesey SACRE's Action Plan 2017-19

**SECTION 1:
CRYNODEB GWEITHREDOL**

SACRE's function in relation to Religious Education

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

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

1.1 Chairman's summary

CHAIRMAN'S SUMMARY

It is once again a privilege, as Chair of the Ynys Mon SACRE, to present the 2018/19 Annual Report. Sadly, I must begin this year's report by lamenting the loss of one of our key members – the Rev. Euros Wyn Jones who died suddenly at home in December 2018. Euros had been a very enthusiastic and effective member of the Ynys Mon SACRE for many years. He leaves behind a valuable legacy having made significant contributions within Welsh Christian circles on so many different fronts as Minister, Preacher, Lecturer, Editor and Author. Truly a sad loss not just on Ynys Mon but throughout Wales and beyond.

I am pleased to report that this year's GCSE religious studies results for Ynys Mon students were again positive with 74% of students having achieved grades A-C . The success rate for level A students was similar albeit that fewer students undertook the course this year. Full details of the examination results are contained within the body of the report.

As is customary there are a number of recommendations contained within the Report. All these recommendations will subsequently be included within a new Action Plan so that we can monitor and review progress.

At a national level there continues to be much focus upon the new curriculum and how religious education will be delivered as part of the new Humanities syllabus in 2022. Ynys Mon SACRE welcomes the fact that religious education will be a statutory requirement for all learners from 3 to 16 and that parents will not be able to withdraw their children from these lessons. However, there is much work to be done to prepare the new syllabus and at the time of writing consultation is about to take place on the supporting framework. It is vitally important that SACRE's receive the support and expertise that is needed to guide them through these seismic changes and WASACRE has lobbied the Welsh Government to make such resources available.

I wish to again offer my sincere gratitude to my fellow Committee members for their support throughout the year. In particular I would like to thank Mrs Gwyneth Hughes (SACRE Clerk) and Mrs Helen Bebb (Religious Education Co-ordinator) for the assistance they have provided together with the vital support of Mrs Shirley Jones, our Committee Officer.

Finally, I leave you with a quote by Albert Einstein:

“There are only two ways to **live your life**. One is as though nothing is a **miracle**. The other is as though everything is a **miracle**.”

Councillor Dylan Rees
Chair of Ynys Mon SACRE

Dylan Rees
Chairman, 2017-18

SECTION 2: ADVICE TO ANGLESEY'S EDUCATION AUTHORITY

2.1 SACRE's function in relation to Religious Education

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

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

2.2 The Agreed Syllabus

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

A SACRE's main function is '*...to advise the authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit.*' (Education Reform Act 1988 s.11 (1) (a).

2.3 How good are standards?

Anglesey SACRE monitors religious education and collective worship by:

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

3 members of the SACRE committee attended a workshop on 18 September in Llandudno to receive an update on Curriculum for Wales. It was acknowledged that the next months will be a challenging period for teachers since some uncertainty remains in regards to the new expectations and requirements of the curriculum.

2.3.1 Schools' self-evaluation reports

In the **Anglesey SACRE** meeting on 14 February 2011. it was decided that SACRE would fulfil its statutory responsibilities by inviting schools to share their self-evaluation of Religious Education, collective worship and pupils' spiritual and moral development with the members. Anglesey SACRE, Anglesey headteachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved templates which were drafted in response to the ESTYN Inspection Framework. The SACRE clerk, who is an Education Officer for Anglesey Council, is responsible for distributing and collating the self-evaluation reports.

8 reports were received during 2018-19, i.e. 17% of Anglesey's schools.

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of reports	6/53	8/53	12/53	11/53	3/47	8/46
% of Anglesey schools	11%	15%	22%	21%	4%	17%

In the meeting in October 2018, the clerk presented new Self-evaluation guidelines to the panel which will be available to each primary school. The new templates offer useful guidance to schools on how to present various evidence and on how to come to a quantitative judgement by following Estyn's judgement terminology. The new templates include the 5 key questions of Estyn's judgement. During the year, Self-evaluations were received from schools who offered standard narrative and judgements, picture samples and short examples of pupils' work. This has encouraged the Committee's work to be more effective in identifying the quality of pupils' work at our primary schools in the subject of Religious Education and to construct a judgement of performance.

A List of Primary Schools who presented a SE over the year

The Anglesey SACRE Committee is very pleased with the quality of Anglesey schools' Religious Education Self-Evaluations and appreciates the honesty of judgements. Each report was comprehensive, and most of the judgements are good and a minority adequate. It is worth noting that the schools' Self-evaluations match the Estyn inspection judgements.

Ysgol Gymuned Rhosybol
 Ysgol Llanfairpwll
 Ysgol Parc y Bont
 Ysgol y Fali
 Ysgol y Talwrn
 Ysgol Gymuned Pentraeth
 Ysgol Gymuned Amlwch

A List of Secondary Schools who presented a SE over the year

Ysgol Uwchradd Syr Thomas Jones Amlwch.

Mrs Mefys Jones Edwards presented a spoken report on the Humanities Faculty's evaluation:-

Key Question 1: Standards

- KS4 and KS5 results are very good, with nearly all pupils gaining a qualification in the subject;
- KS3 results are adequate to good, since they vary amongst different groups;
- Standards in relation to boys need to improve since boys are currently underachieving across the island;
- KS5 standards must improve in the Philosophy Unit;
- Literacy is very good, due to the planning work that has occurred to improve literacy and written skills;
- Numeracy and IT skills only need to be developed as required.

Key Question 2: Wellbeing and Attitudes to Learning

- Pupils' contribution in lessons is very good; they enjoy the subject;
- Teachers and children have a good relationship in RE lessons;

- The pupils' attitudes to learning must be developed more independently, and is one of the 12 areas in the new curriculum.

Teaching and Learning Experiences

- The RE provision in terms of lessons, books and speaking with learners is good;
- The pupils benefit from experiences through visits;
- The skills and knowledge of understanding Christianity and other beliefs are tailored well in the work plans.

Care, Support and Guidance

- Teachers question learners when they provide feedback to learners, where insightful responses are required, and this in due course will improve the standard of work in the classroom;
- The dialog between teachers and pupils has improved;
- Collective worship sessions are held daily in Ysgol Syr Thomas Jones Amlwch.

Action rising from the reports.

SACRE's Recommendations to the Anglesey Education Authority

- Maximise the work and purpose of SACRE for the new Head of Learning Service and Anglesey's schools
- Strengthen collaboration between catchment area schools to share good practice, and monitor and moderate quality
- SACRE members to visit Collective Worship sessions at schools.

2.3.2 Teacher assessments and external examination results in the secondary sector

During the year, concerns were raised by secondary teachers that the new GCSE and A Level Syllabus for Religious Education is very challenging and that a lack of resources such as Welsh lesson books creates additional challenges.

However, KS4 and KS5 results were briefly discussed in a recent meeting. A summary of data is given below.

KS4 [GCSE]

School	Number of pupils		A*-A [%]		A-C [%]	
YSTJA	25	[31]	12% A yn unig [32]		64	[84]
YUC	0	[11]		[9]		[64]
YGLI	14	[36]	21.4	[31]	92.9	[86]
YDH	33	[52]	33.4	[35]	72.7	[83]
YUB	22	[21]	28.6	[5]	76.2	[66]

- 94 registered of 5 Anglesey schools in 201-29, 57 fewer than in the previous year (last year, 151 were registered, which was an increase of 23 pupils since 2016-17).
- Results are good. An average of 74.2 pupils achieved A-C grades.
- On average, nearly 25% of pupils achieved an A*-A grade.

KS5 A Level

School	Number of pupils	A*-A%	A-C%	A-E%
YSTJA	13 [14]	15.4	69.2	100
YUC	1 [0]	0	100	100
YGLI	6 [10]	0	83.3	100
YDH	8 [13]	25	87.5	100
YUB	2 [5]	0	50	100

- In 2018-19, 30 pupils studied the subject up to A Level, which is a decrease of 12 pupils since last year.
- 2 pupils achieved A*. This is one more than last year.
- Results are good. 63% of pupils achieved A*-C.
- All pupils succeeded to achieve a grade.

The recommendations for 2016-17 continue to be a priority.

What are SACRE's recommendations to Anglesey Council?

- Develop the knowledge, understanding and managerial skills of co-ordinators and subject leaders so that they can lead improvements in their schools within;
- Ensuring that schools have access to guidance and good practice that would improve the outcomes of their pupils' religious education outcomes, the quality of religious education and reflect the principles and recommendations of 'Successful Future'.

2.3.3 ESTYN Inspection Reports

The Education Officer confirmed that there were no matters arising from the inspections held in Anglesey schools during the year.

Information was presented regarding the inspections of 9 primary schools during the year. The schools were inspected under the new ESTYN Inspection Framework.

School	Date	Care, support and guidance (2.3) <i>Is there a reference to spiritual, moral, social and cultural development?</i>	Learning experiences (2.1) <i>Is there a reference to Religious Education?</i>	Working with partnership (3.3) <i>Is there a reference to local religious communities?</i>
Bryngwran	April 2018	✓	✗	✗
Llanfair PG	June 2018	✓	✗	✗
Talwrn	October 2018	✓	✗	✗
Ysgol STJ Amlwch	October 2018	✓		
Ysgol	December	✓	✓	✗

Gynradd Amlwch	2018			
Ysgol Y Graig	January 2019	✓	✗	✗
Pentraeth	March 2018	✓	✓	✓
Tywyn	June 2019	✓	✓	✓
Rhyd y Llan	June 2019	✓	✗	✗

During the year, there was an opportunity to scan religious education references in the ESTYN inspections, but the reports note that:

- All primary schools inspected from April 2018 to August 2019 promote pupils' spiritual, moral and social development well or excellently.
- The secondary school appropriately promotes the pupils' spiritual, moral and social development.
- Schools are working very well to develop caring citizens who take the environment and fund raising for charities into account.
- Ysgol Tywyn and Ysgol Pentraeth were referred to in the report, i.e. schools who had established appropriate partnerships with local religious communities.

A concern was noted by Anglesey SACRE:

- That references to Religious Education and Collective Worship are very infrequent in Estyn reports therefore depreciate the subject in schools.

2.4 Response of the Local Authority

Mrs Helen Bebb, Ysgol Uwchradd David Hughes' Religious Education Coordinator alongside Mrs Gwyneth Môn Hughes, Senior Standards and Inclusion Officer for Anglesey County Council's Learning Service is ensuring that the guidance and recommendations of Anglesey SACRE are transferred to the headteachers of primary and secondary schools. This is a temporary appointment whilst the department goes through a period of re-structuring. An action plan has been constructed for the year.

Good practice was shared over the year by extending an invitation to school representatives to outline the religious education and collective worship experiences provided to their pupils:

- Gwenan Roberts (Headteacher of Rhosybol): A presentation on the school's work in relation to Religious Education provision. An overview was prepared of how the school plans to move forward with the new Curriculum whilst incorporating the four purposes within Religious Education. The pupil's voice was clear in the planning and the pupils' standard of achievement was very good.
- Mrs Mefys Edwards, Ysgol Syr Thomas Jones' Religious Education Coordinator supported that the pupils of Ysgol Rhosybol arrive in Yr 7 with a high level of understanding within the subject.
- There was pride amongst the SACRE that higher numbers of pupils had studied Religious Education in GCSE and A Level this year. However, with future challenging changes to the syllabus, concerns were raised that there would be a high probability of numbers falling.
- Confirmation was received that the Education Minister, Kirsty Williams has responded to concerns raised by the SACRE in regards to the GCSE and A Level curriculum being too heavy and that there is a lack of Welsh resources.
- The Chair also reported that SACREs Wales had also received a response from Kirsty Williams, the Education Minister during the summer to the concerns raised regarding the lack of professional support to SACREs across Wales. It was noted in her response that Libby Jones and Paula Webber brought to her attention that resources must be invested in and proposed that finance should be invested in establishing regional advisers to provide essential support. Anglesey SACRE was

disappointed with this response as they felt as though not enough consideration was given to the SACREs statutory requirement to ensure quality in the subject.

- The SACRE considered a request from Mr Richard Speight, the Chair of the Humanists Group, Bangor to allow a member of the local Humanist Group to join Anglesey SACRE. Following consideration of advice given by the Monitoring Officer, the SACRE decided not to support the appointment.
- The Humanist Group was notified of the SACRE's decision via an email by the Chair.

SACRE's Recommendations to Anglesey's Education Authority

- Ensure that Anglesey SACRE receives the appropriate support and guidance in order to fulfil its duties as a statutory body.
- Strengthen the partnership between Headteachers and SACRE so that self-evaluation reports are sent to the panel on time and that SACRE members receive an invitation for schools to observe Collective Worship sessions and to discuss with pupils about their work within the subject.
- Construct a catchment area programme which is known to each school in order to ensure that SACRE receives a SE report on time.

2.5 Religious Education and the Welsh Government

The Welsh Government has published and distributed guidance documents to support religious education teachers:

- <http://wales.gov.uk> > search for Religious Education
- The Agreed Syllabus (or the National Exemplar Framework for Religious Education in Wales)
- Religious Education: Guidance for Key Stage 2 and 3 (2011)
- Exemplar Pupil Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)
- Religious Education: Guidance for 14-19 year old learners (2009)
- People, Questions and Beliefs: Religious Education in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://cbac.co.uk>)

Curriculum for Wales

During 2014-15, Professor Graham Donaldson was commissioned to undertake an independent review of the curriculum and assessment arrangements in Wales. Anglesey SACRE has contributed to the consultation process of the 'Great Debate' and has discussed the recommendations of the report, 'Successful Futures' published in February 2015.

The Wales Association of SACRES is represented on the Welsh Government's Strategic Stakeholders Group, and the National Advisory Panel for Religious Education (NAPfRE) has attended meetings during the year with representatives from the Welsh Government's Curriculum Department as they support the innovative schools and develop the Curriculum for Wales.

- The RE Support Framework was referred to which was published on January 2020, and it was agreed to include the Framework in the Action Plan for monitoring purposes.
- Guidance on the Draft Curriculum for Wales 2022 was shared and SACRE responded to the consultation.

- The Chair and the Clerk attended North Wales SACREs in Conwy, July 2019 to seek the views of other stakeholders across the region.
- Acknowledgement was received from CYSAG that the secondary schools in particular have a challenging period ahead as teachers implement two Curriculums in the transitional period.
- However, praise was given to the new curriculum as it is contemporary and positive in terms of its thematic method.

SACRE's recommendation to Anglesey Council

- Ensure that RE teachers are aware of 'what matters' in the Humanities Area of Learning and Experience.
- Encourage Anglesey religious education teachers and SACRE members to contribute fully to any review of the curriculum and assessment arrangements.

2.6 Religious Education and ESTYN

Anglesey SACRE recommends the following resources to the RE teachers and headteachers of the area's schools:

- www.estyn.org.uk;
- Religious Education in Secondary Schools (ESTYN, June 2013), and,
- Supplementary Guidance: collective worship in non-denominational schools (ESTYN, October 2017).
- Religious Education at Key Stage 2 and Key Stage 3 (ESTYN, June 2018)*

2.7 SACRE's function in relation to Collective Worship

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

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

- SACRE members and Anglesey schools have received collective worship guidance documents:
 - Guidance on Collective Worship (WASACRE, June 2013)
 - Supplementary guidance: collective worship in non-denominational schools' (ESTYN, October 2017);
 - An 'Update for Inspectors (ESTYN, April 2018)'. The following extract was highlighted in the guidance:-
'A failure to meet the statutory duty might not affect the judgement for IA4. This is something for the team to consider. The team will need to weigh up a number of factors in each specific case, such as the number of pupils that it affects, and the team will have to decide whether this is significant or not and whether it should affect the overall judgement for IA4. Irrespective of whether or not inspectors decide to report on collective worship, they must always report on the spiritual, moral social and cultural development of pupils.'

- Anglesey SACRE monitors the standard of collective worship in schools by reviewing schools' self-evaluation reports during the meetings;
- In response to the recommendations made by Anglesey SACRE, the Education Authority has corresponded regularly with all schools asking them to invite SACRE members to attend a collective worship session. It was agreed (6.10.15). A pro forma is available for members to record their observations during their visits. However, no members succeeded to attend any Collective Worship sessions at a school this year.

SACRE's Recommendations to Anglesey Council

- Encourage schools to invite members of Anglesey SACRE to attend collective worship sessions in the county's schools.
- Ensure that schools comply with the statutory requirements in relation to collective worship and providing quality collective worship sessions;

SECTION 3: ANNEXES

3.1 General information regarding the SACRE constitution

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

Christians and Other Faiths, namely

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

Teachers, namely;

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

Elected members

3.2 SACRE membership of Anglesey 2017-18

Christians and Other Religions

The Methodist Church	Rev. Kate McClelland (Summer 2016)
Union of Welsh Baptists	Mrs Catherine Jones
Presbyterian Church of Wales	Mrs Einir Morris
Church in Wales	Mrs Anest Frazer
Union of Independents	Prof. Euros Wyn Jones
The Catholic Church	Mr Christopher Thomas
Quakers	Mr Gerald Hewitson

Teacher Representatives (co-opted)

Ysgol Gynradd Llangaffo	Mrs A. Williams
Ysgol Cybi	Mrs A. Edwards
Ysgol Uwchradd Bodedern	Mr H. Williams
Ysgol Syr Thomas Jones	Mrs S. Edwards
	<i>awaiting nomination</i>

Councillors

Councillor Glyn Haynes
Councillor Gwilym O Jones
Councillor Alun Mummery
Councillor Bryan Owen
Councillor Dylan Rees (**Chairman**)
Councillor Alun Roberts

Co-opted Members (non voting)

Rheinallt Thomas Sunday School Council

Officers

Arwyn Williams April 2018 – August 2019	Director of Lifelong Learning
Gwyneth Môn Hughes	Senior Manager for Standards and Inclusion and clerk [TEMPORARY] for Anglesey SACRE
Helen Bebb (September 2018)	CYSAG Adviser
Shirley Cooke	Committee officer

3.3 SACRE meetings 2017-8

Dates of meetings are available beforehand by contacting the SACRE Clerk. During 2018 – 2019, Anglesey SACRE met on three occasions:

9 October 2018
19 February 2019
9 July 2019

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

- a) Meeting held on 9 October 2018**
- Matters arising: It was decided that the Chair, on behalf of SACRE is to ask for ‘Collective Worship in Schools’ to be included on the agenda to be discussed in the next WASACRE meeting.
 - The Chair to write to Mr Arwyn Thomas, expressing the SACRE’s disappointment that he hasn’t responded to the concerns raised by the Chair and that the SACRE invites Mr Thomas to attend the next meeting in February 2019.
 - It was decided that the SACRE monitors the current situation and the concerns raised in relation to the new curriculum and that it implements feedback from RE teachers.

- The SACRE Clerk to write to the Presbyterian Church of Wales to ask the Church to nominate a member to represent them on the SACRE. Also to ask for nominations amongst the teachers for the role of teacher representatives on the SACRE.
- Annual Anglesey SACRE report 2016-17 – the Clerk, on behalf of the SACRE to ask for funds from the Head of Learning with sight on ensuring external expertise to undertake the task of preparing the Annual Report for 2017/18, and that Mrs Helen Bebb, with the support of Mrs Helen Haearn, is preparing the SACRE’s Action Plan for 2018/19. In order for this arrangement to work, it will have to be agreed for Mrs Bebb to have additional hours.
- Estyn’s Inspection Report (June 2018) – a summary of the information in Estyn’s Inspection Report on RE in Key Stage 2 and 3 was given by the Clerk. The recommendations in the report were accepted, and that the Challenge Adviser is including the recommendation in bullet point 7 in the SACRE’s Action Plan for 2017/18. The SACRE Clerk is to update the Chair on the arrangements for the Anglesey Headteachers meeting and to extend an invitation to Mrs Heledd Haearn and Mrs Helen Bebb to attend this meeting.
- ESTYN Inspections – Spring 2018: Ysgol Rhosybol, Ysgol Bryngwran and Ysgol Gynradd Llanfairpwll. Chair notes that the three schools have received excellent results from Estyn and that they should be congratulated on their work. The Headteacher of Ysgol Rhosybol is invited to the next SACRE meeting to discuss the school’s successes and good practice.
- The information presented on Guidelines for Schools for Self-evaluation was noted and accepted.
- The Chair offered feedback from the SACRE Workshop in relation to the new curriculum. It was drawn to the SACRE’s attention that inconsistencies were found on a RE paper by WJEC between the Welsh and English versions. It was decided that Mrs Heledd Haearn confirms the circumstances to these inconsistencies on paper to the Chair. The Chair on behalf of SACRE will draft an official letter to WJEC asking for an explanation for the mistakes in the exam papers and asking them to note SACRE’s concerns regarding the inconsistencies.
- WASACRE - it was decided to note the feedback of the Chair and the points raised in the meeting.
- Correspondence – the Chair read a letter he received in June 2018 from Mr Richard Speight, Chairman of the Bangor Humanists Group asking SACRE to accept representatives from non-religious groups onto the SACRE. The Chair is awaiting information from Mr Speight regarding the number of Humanists on Anglesey, therefore awaiting this information before coming to a decision.

b) Meeting held on 19 February 2019

- Matters arising: Must invite the Chair to attend the Primary Schools Forum to see good practice in Anglesey schools, in addition to raising the profile of SACRE in the sector.
- A presentation from the Headteacher of Ysgol Rhosybol on the work of the school in relation to Religious Education provision. It was decided to note the excellent presentation and work done by Ysgol Rhosybol.
- The Annual Report draft 2017/18 was presented to the SACRE to be considered by the Committee. It was decided to note the contents of the report and that the Clerk is to raise SACRE’s concerns in regards to the table in Section 2.3.3 of the report with the officer who is preparing the Annual Report for 2017/18. An amended version of the SACRE’s constitution will be sent to the relevant officer before the end of February in order for the final draft report to be prepared and circulated to members of the SACRE.

- A report was presented to the SACRE by the Clerk, incorporating information from Estyn Inspection reports held in Ysgol Talwrn and Ysgol Syr Thomas Jones, Amlwch for consideration by the SACRE. It was noted that Estyn had reported that the standard of RE and Collective Worship provision is good in both schools. It was decided to note the information presented in the self-evaluation reports.
- The self-evaluation reports of Ysgol Gymuned Rhosybol, Ysgol Llanfairpwll, Ysgol Parc y Bont, Llanddaniel ac Ysgol y Fali were presented for the SACRE to consider. The Chair suggested, and it was agreed to prioritise schools who haven't previously presented a self-evaluation report. It was noted that all schools need to do is present a copy to the SACRE, since it is a requirement for schools to prepare the reports. It was decided to note the contents of the school self-evaluation reports. The Chair is to ask for the support of the Head of Learning to proceed with this proposal and that the Clerk and Mrs Anest Frazer would discuss the best options to move forward in relation to school self-evaluation reports.
- The Committee's constitution - it was decided to update the SACRE's constitution and that the Clerk would write to the Secretary of the Union of Welsh Independents asking them to nominate a representative from the Church to become a member of Anglesey SACRE. The Clerk to contact the Secretary of the Methodist Church to ask if the information obtained by the SACRE in regards to its representatives is correct. The Clerk to invite Mrs Amanda Earnshaw to represent the primary sector on the SACRE.
- Draft minutes of the previous WASACRE meeting held on 20 November 2018 were presented. It was decided that the Clerk would send an email to the Council Leader to express the SACRE's concerns to Mr Mark Drakeford, First Minister of Wales, regarding the lack of Welsh resources in schools.
- The SACRE considered the request to allow a member of the local Humanist Group to join Anglesey SACRE. It was noted that the Humanists had 9 local members, 3 of which live on Anglesey. After considering the advice of the Monitoring Officer, the SACRE decided as follows: Despite acknowledging a possible qualification, the candidate hasn't provided any information to suggest that they must be members in order for SACRE to appropriately reflect the main religious traditions of Anglesey in undertaking its functions. This conclusion is based on the fact that only 3 followers live on Anglesey, in accordance with the information submitted by the candidate. The Chair to send an email to Mr Richard Speight from the Bangor Humanist Group to inform him of the SACRE's decision.

c)

Meeting 9 July 2019

- Matters arising: In relation to schools' self-evaluation reports, it was suggested and adopted for the schools in the 5 catchment areas to be targeted once at a time, which means asking for 8 reports each term. Any schools who haven't provided a report will be highlighted on the subsequent 6th term. It was decided that the SACRE Clerk would review the options available, including membership of other religious denominations on the SACRE. Also, that the Clerk will implement the proposal in relation to self-evaluation reports.
- It was decided to adopt the Annual SACRE report for 2017/18.
- SACRE Action Plan for 2019/22 and the RE Support Framework – It was decided to include the Draft Framework for RE as an action point in the Action Plan for 2019/22 and that SACRE would adopt the Action Plan.
- The new Curriculum and how this will impact Religious Education? – It was decided to note the information presented in relation to the New Curriculum for Wales 2022 and that the RE Chair and Coordinator would provide feedback to the SACRE after attending North Wales SACRE meetings.

- Estyn School Inspections – Winter 2018 and Spring 2019: Estyn inspection examinations held in Ysgol Gynradd Amlwch, Ysgol y Graig, Llangefni and Ysgol Gymuned Pentraeth were presented to the SACRE for consideration. No matter arose from the Estyn inspections and nearly all schools met the requirements, it was noted that the RE and Collective Worship provision was good in each school. It was decided to note the information presented in Estyn’s inspection reports.
- School self-evaluation reports were received from Ysgol Talwrn, Ysgol Gymuned Pentraeth and Ysgol Gynradd Amlwch. It was noted that the standard of learning attained in RE at these schools was either adequate or good. It was decided to note the RE self-evaluation reports as they were presented and that the Chair would contact the Headteacher of Ysgol Talwrn to arrange a visit to the schools to observe a Collective Worship session and the work done by the school pupils.
- The draft minutes of the previous WASACRE meeting held on 26 March 2019 were presented. It was decided to note the information presented in the minutes and that RE teachers are to bring samples of GCSE and A Level exam questions to the next SACRE meeting.
- Correspondence: The Chair reported that Dr Peter Hemming from Cardiff University had sent a reminder again regarding the previous email shared with the SACRE by Dr Hemming pertaining to the evaluation review he is conducting on Guidelines and Resource Package on Religion and Belief Diversity. It was decided that the Clerk to the SACRE would re-send Dr Peter Hemming’s email to Anglesey SACRE members.

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

The following representatives attended WASACRE meetings during the year:
Rheinallt Thomas

3.3.2 The following provide SACRE with professional support:

Arwyn Williams, Director of Lifelong Learning
Gareth Jones, Senior Standards and Inclusion Officer who operated as SACRE Clerk
Helen Bebb, Ysgol David Hughes Religious Education Coordinator, Support Adviser
Shirley Cooke, Committee Officer who minutes and administers SACRE on behalf of Anglesey Council.

Enquiries should be sent to the SACRE Clerk at the Education Department, Main Council Offices, Llangefni, LL77 7EY [Margaret Peters since September 2019]

3.3.3 The SACRE report was sent to the following organisations:

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

- Department for Education and Skills, Welsh Government
- Addysg Môn Website, Anglesey Schools
- Wales Association of SACREs

A copy was distributed to:

- Members of Anglesey SACRE

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

How can SACRE monitor standards?

Standing Advisory Council for Religious Education (SACRE)

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

Further Information:

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

Department for Education and Skills Wales (DfES)

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

Further information

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

ESTYN

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

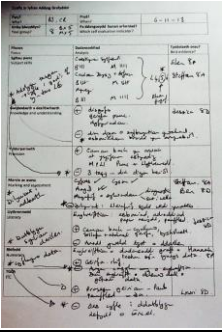
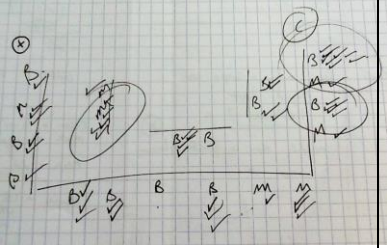
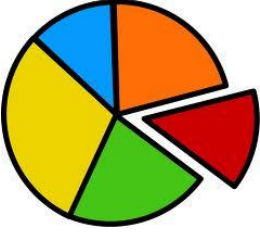
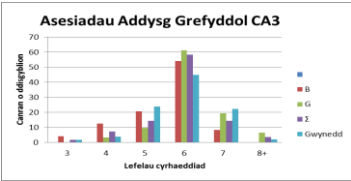

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experience
4. Care, support and guidance
5. Leadership and management

Few school inspection reports include references to the standard and quality of Religious Education and collective worship.

Further information:

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

What evidence do schools use in order to make judgements?

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

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

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

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

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

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

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

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

Inspection Area 1: Standards

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

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

Inspection Area 2: Wellbeing and attitudes to learning

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

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

Inspection Area 3: Teaching and learning experiences

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

- How do we know that our school meets the statutory requirements for religious education?
- How does our school teach religious education?
- Does religious education succeed to engage our pupils' interest? Are they stimulated and challenged in their religious education lessons?
- How well do the lessons/activities develop pupils' knowledge and understanding of religious beliefs, teachings and practices as well as their subject skills and cross-curricular skills?
- What is the quality of planning for religious education? (Building on previous knowledge, understanding and skills? Clear objectives? Teaching methods? Resources?)

- To what extent does the feedback in religious education help our pupils to know what they have achieved and what they need to do to improve?
- How do we assess and track the progress of pupils in religious education?
- How does our planning for religious education help pupils to become ambitious, confident, aspirational and knowledgeable individuals? How are we responding to the recommendations of 'Successful Futures'?
- To what extent does our school provide a wide and appropriate range of experiences, within the classroom and outside, in order to develop pupils' interest and skills in religious education?
- Have we organised any trips or visits linked to religious education? Which year groups, how often, and how do these trips enhance the curriculum?
- Does the religious education reflect the nature of our school's context? Does it reflect the cultural, linguistic and ethnic diversity of Wales and the local area?
- To what extent do the religious education activities provide purposeful increasing opportunities for pupils to practice and develop their RE skills and their literacy, numeracy and ICT skills?
- What areas for improvement require attention in the next year?

Inspection Area 4: Care, support and guidance

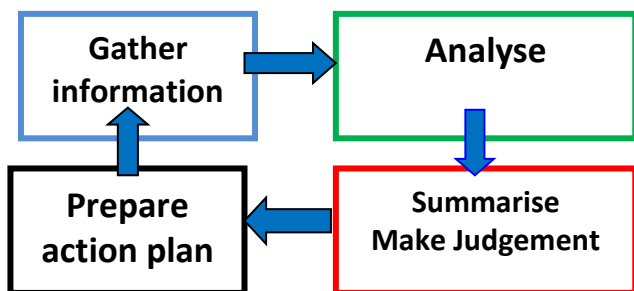
Remember to use quantitative and evaluative language and include 'real' examples of the provision.

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

Inspection Area 5: Leadership and management

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

How can SACREs monitor standards?



How can SACRE gather information?

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

What sources are available in your area?

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

Numbers - quantities and proportions

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

Who contributes to the monitoring?

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

Excellent

Very strong, sustained performance and practice

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

Adequate and needs improvement

Strengths outweigh weaknesses, but important aspects require improvement

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

Good

Strong features, although minor aspects may require improvement

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

Unsatisfactory and needs urgent improvement

Important weaknesses outweigh strengths

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

Useful words and phrases

Xxx has led to...

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

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

xxx shows that standards of xxx have ...

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

An improvement in xxxx can be seen in...

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

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

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

What should be included?

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

Name of the school:

Religious Education

Inspection area 1: Standards in religious education

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

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

Notes:

The standard attained by our pupils in religious education is: **JUDGEMENT**

Inspection Area 2: Wellbeing and attitudes towards learning about religious education

What do you think our pupils gain from religious education lessons?

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

Notes:

Our pupils have a **JUDGEMENT** attitude towards religious education in our school.

Inspection Area 3: Teaching and learning experiences in Religious Education

How good is the planning and teaching of religious education at our school? Give examples of rich learning experiences in religious education.

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

Notes:

The standard of teaching religious education at our school is **JUDGEMENT**

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

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

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

Notes:

Does the school meet the statutory requirements for collective worship?

Yes

No

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

Inspection area 5: Leadership and management in religious education

Does the subject leader for religious education have the necessary skills and understanding to lead the subject area effectively? How do you know?

- Use: schemes of work, monitoring and self-evaluation reports, data analysis, interviews with the co-ordinator/link governor/SACRE representative, minutes of staff meetings, improvement plans, an evaluation of progress, case study

following a school-to-school project.

- For further guidance, refer to: SACRE guidance

Notes:

Leadership and management of religious education in our school is **JUDGEMENT**

Improvement matters	Actions to be taken	Whom?	By when?
		<p style="color: red;">These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors.</p>	

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

Concise! Approximately 50 words.

Headteacher’s Name:
Headteacher’s Signature:
Date:

3.6: A reporting form for Anglesey SACRE members who attend a school collective worship session



Standing Advisory Council for Religious Education.

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

The theme of the collective worship session was: _____

I heard a:

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







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

Today, the collective worship session:

- develop learners' ability to reflect on their own feelings, values and attitudes;
- develop learners' awareness of inner life and the spiritual dimension of each person;
- discuss and encourage responses to fundamental questions about the meaning of life, change and death;
- develop beliefs and values, both personal and communal;
- encourage an understanding of the beliefs and values of others, either locally or globally;
- increase self-esteem and a sense of purpose in life;
- nurture the human ability to make moral choices for good or evil,
- encourage shared values, meaning and purpose;
- provide opportunities to share and reflect on the 'happy' and 'sad' events and experiences which impact the school community and the local community;
- support shared understanding of how individual learners and a school may contribute positively to the wider community;
- develop an understanding of global diversity and inequality;

Any other comment:

3.7 : Anglesey SACRE Action Plan 2018-19

Anglesey SACRE Annual Report 2016-17/2017-18	Action points 2018-19 LA (Local Authority) SA (Subject Adviser) SM (SACRE members)	Evidence	Outcomes	
Curriculum for Wales Humanities Area of Learning and Experience "What Matters"	<ul style="list-style-type: none"> Ensure that headteachers, teachers, governors and SACRE members are aware of the requirements of the Curriculum for Wales (SA) Contribute to local discussions to plan learning experiences that reflect the 'what matters' statements of the Humanities Area of Learning and Experience (LA+SA+SM) Represent Anglesey in and National discussions relevant to developing the new curriculum and assessment arrangements (LA+SA+SM) Develop a Locally Agreed Syllabus for Anglesey schools that reflects the principles of the Curriculum for Wales 	<ul style="list-style-type: none"> Minutes of SACRE meetings Minutes of WASACRE meetings Anglesey SACRE correspondence and guidance to schools Anglesey Agreed Syllabus Examples of good practice 	<ul style="list-style-type: none"> A locally Agreed Syllabus which reflects the principles of the Curriculum for Wales Religious Education given due consideration as schools revise the curriculum and assessment arrangements. The provision of religious education in all schools is good or very good. Standard of religious education in all schools is good or better. 	  
Facilitate quality Collective Worship	<ul style="list-style-type: none"> Ensure that schools conform to the statutory requirements in relation to collective worship and provide quality collective worship. Encourage schools to invite Anglesey SACRE members to attend collective worship sessions. 	<ul style="list-style-type: none"> Correspondence to schools Spoken reports of SACRE members References to collective worship in ESTYN reports. 	<ul style="list-style-type: none"> ESTYN reports note that collective worship is good. All schools conform to the statutory requirements Improved understanding amongst SACRE members of the nature of collective worship in schools. 	  
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	