

# **Standing Advisory Council for Religious Education**

## **ANGLESEY ANNUAL REPORT September 2019 - August 2020**

Director of Learning, Skills and Young People  
Rhys Howard Hughes September 2019/ August 2020

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**SECTION 1:  
EXECUTIVE SUMMARY**

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

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

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

**1.1 Chairman's summary**

It is once again my privilege, as Chair of the Ynys Mon SACRE, to present the Annual Report for 2019/20.

Last year I wrote that seismic changes were on the horizon with the advent of the new curriculum. Looking back over the last twelve months who would have thought that even greater changes would occur within our education system due to the terrible impact of Covid-19. Consequently, students were unable to sit their GCSE 'A' levels and instead teacher's assessments based on course work were used to grade results. This means that it has been impossible to compare results data between schools. What we do know is that the number of pupils taking Religious Education at 'A' level is continuing to fall which remains a cause for concern.

One important and exciting development to report upon is the establishment of the Operational Panel for Schools. This Panel has been set up to assist the SACRE in monitoring the delivery of R.E. in schools and to promote good practice. The Panel consists of seven teacher representatives three of whom are SACRE members and is led by the SACRE advisor.

At a national level the Curriculum and Assessment (Wales) Bill is progressing and at the time of writing has now moved to stage three of the legislative process. It is now evident that within the new curriculum R.E. will be taught as part of "Religion, Values and Ethics" (R.V.E.) within the Humanities syllabus. WASACRE members continue to be highly active in providing input regarding what areas of teaching should be contained within the agreed syllabus.

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

This year we have been pleased to welcome a new member to the Committee as an additional representative within the 'Religious Denominations' group, namely Mr Gerald Hewitson. Mr Hewitson represents the Quakers and as a former Deputy Head of Holyhead High School has a wealth of teaching experience.

Finally, I wish to again offer my sincere gratitude to my fellow Committee members for their support throughout the year. In addition, I would like to thank Mrs Gwyneth Hughes (SACRE Advisor) for her invaluable assistance together with the vital support of Mrs Shirley Jones, our Committee Officer.

Go well and stay well everyone.

Councillor Dylan Rees  
Chairman of Anglesey SACRE

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

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

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

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

### 2.2 The Agreed Syllabus

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

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

### 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.

Substantial challenges were faced by the Panel's work during the academic year 2019-20:

- Intensive consideration has been given to two major consultations that have significant implications for Religious Education as a subject and the specific role of the SACRE Panel;
- Following the spread of Covid 19, there were lockdown periods and schools were moved to virtual learning. This had an impact on the Panel's work from March 2020 and observation visits in schools had to be suspended;
- Lockdown had an impact on normal school procedures, e.g. timetable to produce Self-Evaluation, suspension of external examinations, routine Estyn visits postponed;
- Different ways of holding SACRE Panel meetings have been established through virtual engagement;
- Departure of the SACRE Panel Clerk to a new post.

#### 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.

5 reports were received during 2019-20, i.e. 10.8% of Anglesey schools. This was done during the Autumn term and before the lockdown period.

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Number of reports</b>	6/53	8/53	12/53	11/53	2/47	8/46	5/46
<b>% of Anglesey schools</b>	11%	15%	22%	22%	4%	17%	10.8%

In the SACRE Panel 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.

In moving forward with Cwricwlwm i Gymru, the template will need to be further evaluated to check that the SE matches the most recent expectations and requirements. The SACRE Operational Committee is committed to doing the work.

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

No Self-evaluation was received from the secondary schools this year.

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

School self-evaluation reports were received by

Ysgol Gynradd Bodedern

Ysgol Gymuned Llannerchymedd

Ysgol Gymraeg Morswyn

Ysgol y Fali

Ysgol Rhoscolyn

#### **Summary**

It was noted that Bodedern's self-evaluation report highlighted some good practice which are the opportunities given to pupils to speak, ask questions and express their views effectively in the Foundation Phase. Reference was made to the fact that pupils in Key Stage 2 use their literacy skills successfully to research information and complete written tasks.

Ysgol Gymuned Llannerchymedd's self-evaluation report was judged to be very honest.

Pupils have a good Religious Education background; the work is being planned

in advance; is firmly scheduled on a weekly basis; and is

listed as a priority in the Development Plan. In the view of the SACRE, the

examples of pupils' work in the classroom are excellent.

It was noted in Ysgol Morswyn's self-evaluation report that the Governing Body had monitored RE in school, and that good progress has been made in different areas and that pupils' understanding of religious artefacts is good. The report referred to protecting pupils from being radicalised. In the view of the SACRE, this approach was good but it was seen that there was room to refer and present to the likelihood of other religions.

The Headteacher of Ysgol y Fali reported that the RE standards were good at the school. It said that most pupils are able to talk about their feelings, actions and views by the end of the Foundation Phase. By the end of Year 5 and 6 in Key Stage 2, a number of pupils can explain how their feelings, actions and their views affect their lives.

Ysgol Rhoscolyn's self-evaluation report states that the RE standards are satisfactory at the school and that some areas need attention. The Headteacher explained that the majority of pupils have a positive and healthy attitude towards RE and are willing to participate in discussions about moral, welfare and spiritual issues. It was noted that the standards of teaching of RE and the contribution of RE to pupil development were generally good at the school.

#### **Actions arising from the reports.**

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

- Continue to develop the work of the Operational Committee to promote catchment work to share practices and resources and standardise quality.
- That the SACRE Operational Committee is proactively involved in scrutinising the percentage of schools' SE and drawing the Panel's attention to particularly good practice or practices that cause concern.
- Identify a qualified external member to monitor the quality of the Executive Committee's work so that SACRE members receive assurance that the work is standard.

#### **2.3.2 Teacher assessments and external examination results in the secondary sector**

No external examinations were held for GCSE and A Level in Summer 2020 due to the impact of Covid 19. Grades were determined for all pupils based on establishment assessments. It is therefore unfair to compare the data of 2020 and the previous year. Despite this, it is worth noting that the number of pupils following Religious Education as an academic subject continues to fall and is a cause for concern.

##### **KS4 [GCSE]**

<b>School</b>	<b>Number of pupils</b>	
YSTJA	25	[25]
YUC	0	[0]
YGLI	14	[14]
YDH	33	[33]
YUB	22	[22]

- 83 pupils enrolled to follow the 2019-20 GCSE Religious Education course, this is 11 less than the number in 2018-19 . Although the decline in numbers is again downwards, the decline is not as significant as the previous year [- 57 ] .
- Summer 2020 assessments show that students studying the subject have achieved good grades. 38% succeeded to get the highest grades A\*-A [ establishment assessments ]

## KS5 A Level

School	Number of pupils	A*-A%	A-C%	A-E%
YSTJA	8 [13]	5	7	8
YUC	0 [0]	0	0	0
YGLI	0 [6]	0	0	0
YDH	10 [8]	3	10	10
YUB	7 [2]	2	6	7

- There has been a reduction in the number studying Religious Education to A level standard in 2019-2020. This year 25 candidates took up the subject compared to 30 in the previous year.
- In two secondary schools, Holyhead and Llangefni, no pupil followed the subject to A Level standard.
- 2 pupils achieved A\* again this year and 10 pupils achieved A\*-A.
- 23 pupils achieved A\*-C. [ establishment assessments ]

### SACRE's recommendations to Anglesey Education Authority

- Encourage all Secondary schools to maximise the status of Religious Education as a subject that develops knowledgeable citizens who can contribute to the contemporary world.
- Prepare Humanities Co-ordinators to have the most up-to-date knowledge to be able to guide teachers for the requirements of the New Curriculum for Wales within Religious Education in particular.
- Ensure that schools have access to guidance and good practice that would improve Religious Education outcomes.

## 2.3.3 ESTYN Inspection Reports

Information about the inspections of 4 primary schools was presented during the year.

Ysgol Gynradd Bodedern

Ysgol Gymuned Llannerchymedd

Ysgol Goronwy Owen

Ysgol Rhyd y Llan

The SACRE Clerk noted that Estyn hadn't raised any concerns in relation to the schools above.

The reports note that:

- Schools successfully promote pupils' spiritual, moral and social development, and that pupils develop into conscientious and confident learners with good skills in independent working.
- Pupils' behaviour was judged to be good, courteous, respectful and showed care and concern for others.

- It was noted that pupils develop into good citizens.
- Performance is good and pupils make strong progress in what they learn. A happy family and community atmosphere was identified for pupils.
- It was noted that staff create a caring, happy and inclusive ethos.
- There was consensus from the SACRE that they were concerned that references to Religious Education and the quality of Collective Worship were very subtle in Estyn reports and therefore risked devaluing the field as a subject in schools.

## 2.4 Response of the Local Authority

Mrs. Gwyneth Môn Hughes, now in her new role of Anglesey Council Learning Service Senior Welfare Manager, ensures that the guidance and recommendations of Anglesey SACRE are transferred to the headteachers of the primary and secondary schools. This is an interim appointment whilst the department is going through the process of restructuring.

- In 2019-20 SACRE representatives were invited to visit Collective Worship sessions in schools and then report findings to the Committee. Three school visits were conducted during the Autumn Term 2019.

An informative report was provided by Councillor Gwilym O Jones following his visit to Ysgol Kingsland, Holyhead when he observed the morning service at the school. He said that the theme of the Collective Worship session was friendship, with an emphasis on caring. He said that the service was excellent, and that it raised awareness of values, meaning and purpose and gave pupils the opportunity to reflect on events that had an impact on the school and the local community.

Councillor Alun Mummery reported that he attended a Collective Worship session in Ysgol Llanfairpwll and the theme was house on the hill and house on the sand. He noted that his visit was very enjoyable and saw the pupils respond well at the school, showing that they have a firm foundation in Religious Education.

The Chair reported that he had attended a Collective Worship session in Ysgol Talwrn, and that it was an excellent session. The pupils were celebrating the Hindu holiday, Diwali, and were reading stories from the Bible.

During the Spring and Summer terms, scheduled visits had to be postponed due to Covid 19.

- Terms of Reference were established for the SACRE Operational Committee and two face to face meetings and two virtual meetings were held during the year. Although the Committee has adopted the three year Action Plan, due to the pandemic it has been a substantial challenge to bring members together at the same time. The impact on operational tasks is subtle.

### 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 by considering virtual observations.
- Pre-plan a timetable for SACRE Operational Panel meetings so that the action plan is given firm attention.



## 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>)

Welsh Government are now planning substantial changes within the Religious Education Syllabus. SACRE scrutinised two important consultations that could offer far reaching implications.

### Welsh Government Consultation:

1. Consultation on the offer to ensure full access to the curriculum to all learners.  
Date of publishing: 3 October 2019  
Actions: Responses by 28 November 2019
2. Curriculum for Wales: Religion, values and ethics  
Legislative proposals for religion, values and ethics in the Curriculum for Wales Framework  
Date of issue: 05 May 2020  
Actions: Responses by 28 July 2020

A Task and Finish Group, SACRE Panel, was held July 2020 to look at the consultation **Curriculum for Wales: Religion, values and ethics**.

The Panel expressed their disappointment regarding the timing of the consultation and that Welsh Government are unfair to expect a considerate response as the relevant documents aren't available to enable answering of the questions.

A letter was sent to Welsh Government on behalf of the Panel to declare our disappointment and our frustration but up to now there is no response.

In addition to those of the SACRE Panel, there were contributions of individuals from the SACRE Operational Committee to the consultations during the year.

### Curriculum for Wales

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

- Ensure all teachers are aware of the legislative changes following the recent consultations.
- Ensure that teachers are aware of 'what is important' in the Humanities Area of Learning and Experience and make full use of HWB resources.
- Continue to facilitate Anglesey's Religious Education teachers and members of Anglesey SACRE to fully contribute to any review of the curriculum and assessment arrangements.

## 2.6 Religious Education and ESTYN

Estyn has currently suspended inspections in schools, however, virtual calls are taking place and following thematic inspections rather than undertaking individual school visits.

However, Anglesey SACRE continues to recommend the following resources to Religious Education teachers and headteachers in the area:

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

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

- Ensure that school leaders and teachers are aware of the supplementary guidance and act on the most recent ESTYN recommendations.
- Ensure that school leaders and teachers plan for Curriculum for Wales by giving full consideration to the Four Purposes and incorporate Religious Education fully within Humanities.

## 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;
- SACRE members now make use of a pro-forma to record their comments during their visits. 3 members of the Panel attended a collective worship session in primary schools during Autumn Term 2019.
- When preparing to plan collective worship sessions under the current climate of Covid 19, it is important to note that headteachers consider the guidance from Welsh Government, **Live-**

**streaming and video-conferencing: safeguarding principles and practice**  
<https://hwb.gov.wales/zones/keeping-safe-online/live-streaming-and-video-conferencing-safeguarding-principles-and-practice/> which has been published as part of the 'Keeping Safe. Lifelong Learning' guidance to support schools who will present livestream sessions to their learners.

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

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

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

- Ensure that schools comply with the statutory requirements in relation to collective worship and provide quality collective worship sessions but safely under Covid guidelines.

## 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
- Quakers

**Teachers, namely;**

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

**Elected members**

### 3.2 Anglesey SACRE membership 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	Rev. Jim Clark
The Catholic Church	Mr Christopher Thomas

**Teacher Representatives (co-opted)**

Ysgol Gynradd Llangaffo	Mrs. Alwen Williams
Ysgol Cybi	Alison Dyer
Ysgol Uwchradd Bodedern	Helen Hearn
Ysgol Syr Thomas Jones	Mary Jones
	<i>awaiting nomination</i>

Councillor Glyn Haynes  
Councillor Gwilym O Jones  
Councillor Alun Mummery  
Councillor Aled Morris Jones  
Councillor Dylan Rees (**Chairman**)  
Councillor Alun Roberts

Rheinallt Thomas

Sunday School Council

Mr Rhys H Hughes September 2019 – August 2020

Director of Learning, Skills and Young People

Gwyneth Môn Hughes

Senior Welfare Manager and SACRE Advisor

Mrs Margared Peters

Anglesey SACRE Clerk

Shirley Cooke

Committee Officer

Dates of meetings are available beforehand by contacting the SACRE Clerk. During 2019 – 2020, Anglesey SACRE met on three occasions:

15 October 2019

25 February 2020

Summer 2020 – no meeting

### Task and Finish Group - virtually

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

- The SACRE discussed and agreed to accept the Quakers as a religious denomination on the SACRE.
- Mr Gerald Hewitson, member of Anglesey Quakers was nominated and appointed as member of the SACRE and was welcomed formally by the Chair.
- SACRE agreed on the proposal to establish an Operational Panel and that this is an excellent and exciting way forward.

- Self-evaluation reports from Ysgol Gynradd Bodedern, Ysgol Gymuned Llannerchymedd and Ysgol Gymraeg Morswyn were presented.
- The reports for Estyn's inspection in Ysgol Gynradd Bodedern, Ysgol Gymuned Llannerchymedd and Ysgol Gymraeg Morswyn were presented for the SACRE's consideration.
- The Clerk noted to the SACRE that Estyn hadn't raised any concerns in relation to the schools above.
- The draft minutes of the last meeting of the WASACRE held on 28 June 2019 were presented for information.
- The SACRE drew attention to the presentation made by Sally Holland, Children's Commissioner Wales, who referred to children's 'rights'.
- It was noted that the next WASACRE meeting was to be held in Aberaeron on 21 November 2019.
- The SACRE discussed a consultation document by Welsh Government on the right to remove children from Religious Education and Sex & Relationships Education lessons, and to change the name of RE.
- Mr Gerald Hewitson extended an invitation to the SACRE to attend a Fairness Commission Conference for Anglesey in the Llangefni Town Hall on 21 October 2019 between 9:30am – 2:30pm.

#### **b) Meeting held on 25 February 2020**

- The RE Advisor reported that a Schools SACRE Operational Panel has been established to assist the SACRE to monitor RE in schools.
- The Panel's Terms of Reference and Action Plan were presented.
- The RE Adviser reported that the Panel's first meeting concentrated on RE and the Humanities Area of Learning and Experience in the New Curriculum for Wales.
- It was suggested for the SACRE Clerk to contact the Headteacher, Mr Richard Jones, to ask whether he would consider becoming a member of the Panel.
- Agreed for the Operational Panel to review schools' self-evaluation reports, and to present their comments to the SACRE.
- Copies of the SACRE Action Plan were shared in the meeting. The RE Advisor reported that the Action Plan will be part of the Education Department's Business Plan.
- It was suggested to create a platform to share good practice and resources in AG and collective worship within Addysg Môn.
- Reports of inspections conducted in Ysgol Goronwy Owen, Benllech and Ysgol Rhyd y Llan, Llanfaethlu were presented for the SACRE to consider.
- It was suggested that the Panel review the format and narrative of self-evaluation reports in due course.
- The RE Advisor reported that a draft version of the New Curriculum for Wales 2022 had been published, and that a link would be sent to SACRE members to gain access to the document.
- It was noted that the SACRE has already consulted on the draft framework for RE but that a further public consultation will need to be conducted when the Framework is published.
- The Chair reported that Libby Jones, the RE Advisor for Wrexham has arranged a special meeting in Wrexham on 26 March 2020 for North Wales SACREs to discuss the Framework for RE.
- The draft minutes of the last meeting of the WASACRE held on 21 November 2019 in Aberaeron were presented for information.

- Mr Chris Thomas, a member of the SACRE who wasn't present in the meeting, had sent information to the SACRE regarding the Catholic Education Service (CES) and Byd Olwg a Chrefyddau.

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

The WASACRE meetings were attended during the year by the following representatives:

- Mr Rheinallt Thomas

The WASACRE meetings were attended during the year by the following commentators:

- Mrs Gwyneth Hughes

**3.3.2** The following provide SACRE with professional support:

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

Margaret Peters, Learning Service operating as SACRE Clerk

Mrs Gwyneth Hughes, SACRE Support Advisor, Learning Service Senior Welfare Officer

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 and Leisure Department, Council Offices, Llangefni, LL77 7EY

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

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

Most SACREs in Wales have adopted or adapted the 'National Exemplar Framework for Religious Education for 3 to 19 year olds in Wales' as their locally agreed syllabus. The Welsh Government has supported the teaching of religious education in schools by providing guidance documents to support teachers, 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                           | 3. Teaching and learning experience |
| 2. Wellbeing and attitudes to learning | 4. Care, support and guidance       |
|  | 5. Leadership and management        |

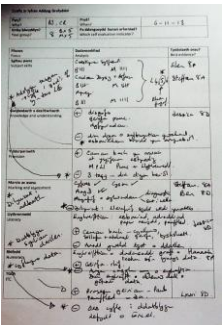
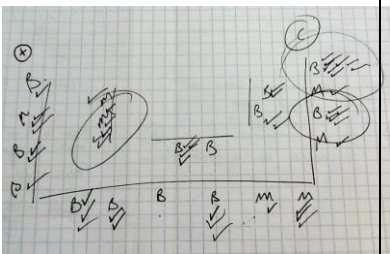
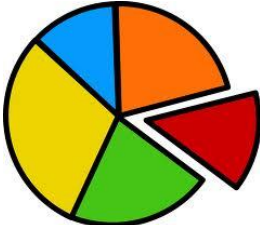
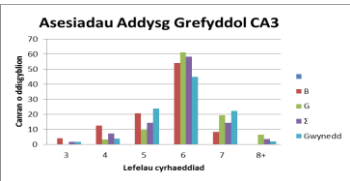

Few school inspection reports include references to the standard and quality of Religious Education and collective worship.

##### Further information:

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



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

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

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

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

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

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

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

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

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

### Inspection Area 1: Standards

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

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

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

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

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

### Inspection Area 3: Teaching and learning experiences

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

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

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

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

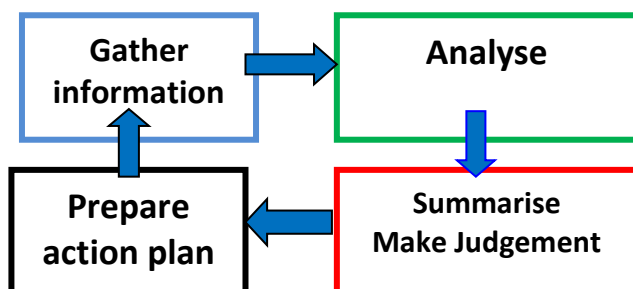
**Remember to use quantitative and evaluative language and include 'real' examples of the provision.**

- 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?
		These details need not be shared with SACRE but the school needs to ensure that accountability is clear to staff and governors.	

**A concise evaluation that will contribute towards the school's evaluation of 'Personal Development (4.2)'****Concise! Approximately 50 words.****Headteacher's Name:****Headteacher's Signature:****Date:**

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



#### Standing Advisory Council for Religious Education.

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

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

I heard a:

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

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

Today, the collective worship session:

- 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:



## Anglesey SACRE Action Plan 2019 - 2022

This Action Plan is based on the following documents:

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

Priority	Actions	Responsibility	Evidence	Outcomes	
<b>1. Religious Education and Collective Worship are operational in all schools. Raise the image and status of the subject within the Humanities and Health and Wellbeing Curriculum in addition to the Religious Education Framework.</b>	<ul style="list-style-type: none"> <li>• Raise the status of Religious Education within Anglesey's primary and secondary schools.</li> </ul>	<b>SACRE Members / School Headteachers</b>	<ul style="list-style-type: none"> <li>• Schools purposively plan for Religious Education. Each school has a teacher who leads on Religious Education at the school.</li> <li>• Each school is aware of the SACRE's work.</li> </ul>	<ul style="list-style-type: none"> <li>• Each school complies with the expectations for daily collective worship.</li> <li>• There is an RE Coordinator in each school who leads and monitors quality.</li> <li>• Schools regularly feed into a Religious Education SE and prioritise progress.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Create an operational panel to offer guidance and advice within the Religious Education subject in each catchment area. Report back to the SACRE Panel once every term for their work within catchment area.</li> </ul>	<b>GMH to establish an Operational Panel</b>	<ul style="list-style-type: none"> <li>• Terms of Reference Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• The standard of Religious Education in workbooks is increasing. Pupils are able to reflect well. Quality collective worship sessions are presented in each session.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Expectations for the area are</li> </ul>	<b>School SACRE</b>	<ul style="list-style-type: none"> <li>• Religious Education and collective</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and pupils relate the importance of Religious</li> </ul>	

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

<b>3. Create a platform to share resources in order to share good practice within RE and collective worship.</b>	<ul style="list-style-type: none"> <li>• Add a Religious Education and Collective Worship box to the Addysg Môn HWB forum.</li> </ul>	<b>Subject Advisor</b>	<ul style="list-style-type: none"> <li>• The box on the HWB website.</li> <li>• Examples of good practice in it.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the workload of teachers in planning for RE and collective worship work.</li> <li>• Facilitate the creation of collective worship sessions for schools.</li> <li>• Bank of good and excellent lessons is shared between teachers to raise the standard of RE teaching in schools.</li> </ul>	
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