CCYSAGauC
Cymdeithas Cynghorau Ymgynghorol Sefydlog ar Addysg Grefyddol Cymru
WASACRE
Wales Association of Standing Advisory Councils on Religious Education

Cyfarfod Cymdeithas CYSAGau Cymru,
Yn rhithiol drwy Microsoft Teams
Dydd Mercher, 16 Mehefin, 2021
10.15a.m. – 1.00p.m.

Yn bresennol

Ynys Môn Rheinallt Thomas (RT) Gwyneth Mai Hughes (GH) Dylan Rees (DR) Christopher Thomas (CT) **Blaenau Gwent** Paula Webber (PW) Kathy Riddick (KW) Chris Abbas (CA) **Pen-y-bont ar Ogwr** Angela Hill (AH) Alice Parry (AP) Lucy Grant (LG) **Caerffili** Paula Webber (PW) Janet Jones (JJ) John Taylor (JT) **Caerdydd** **Sir Gaerfyrddin** Kimberley Perry (KP) Alex Roe (AR Aled Jones (AJ) Helen Gibbon (HG) **Ceredigion** Keith Evans (KE) Mary Davies (MD) Joyce Howells (JH)	**Conwy** Phil Lord (PL) **Sir Ddinbych** Phil Lord (PL) **Sir y Fflint** Vicky Barlow (VB) Janet Axworthy (JA) Dave Mackie (DM) Lyn Oakes (LO) **Gwynedd** Dewi Roberts (DR) Paul Rowlinson (PR) Eurfryn Davies (ED) **Merthyr Tudful** **Sir Fynwy** Paula Webber (PW) Louise Brown (LB) Sue Cave (SC) Suzanne Gooding (SG) **Castell-nedd Port Talbot** Rachel Samuel (RS) **Casnewydd** Paula Webber (PW) Neeta Baicher (NB) Huw Stephens (HS) Laura Lacey (LL)	**Sir Benfro** Amanda Lawrence (AL) **Powys** Ange Williams (AW) Katie Mcneill (KM) Lynette Lovell (LL) Sharron Humphreys (SH) Sian Fielding (SF) John Mitson (JM) **Rhondda Cynon Taf** Donna Graves (DG) Matthew Maidment (MM) **Abertawe** Rita Green (RG) Beverley Phillips (BP) Jennifer Harding-Richards (JHR) Paul Davies (PD) **Torfaen** Paula Webber (PW) **Bro Morgannwg** Edward Williams (EW) **Wrecsam** Libby Jones (LJ) Lisa Mullen (LM) Vaughan Salisbury (VS)	***Arsyllwyr:*** **REMW** Paul Morgan (PM) **CBAC** Andrew Pearce (AP) **ESTYN** **Llywodraeth Cymru** **Cyngor Addysg Grefyddol (REC)** **Yr Eglwys yng Nghymru** Elizabeth Thomas (ET) **Y Gwasanaeth Addysg Gatholig** **Cymwysterau Cymru** **Rhwydwaith Rhyng-ffydd** David Hampshire **CCAC** Elin Stock (ES) **Cofnodion** Gill Vaisey (GV)

DRAFT

Cofnodion y cyfarfod

1. Cyflwyniad a chroeso

Croesawyd pawb yn Gymraeg a Saesneg gan RS i gyfarfod yr haf a'r Cyfarfod Blynyddol. Eglurodd y drefn ar gyfer y cyfarfod rhithiol hwn.

Yna cafwyd croeso gan Lynnette Lovell, Prif Swyddog Addysg Dros Dro Powys yn rhinwedd y ffaith mai Powys oedd yn croesawu'r cyfarfod – er ei fod yn rhithiol. Roedd Sian Fielding, ar ran Gwasanaeth Gwella Ysgolion Powys yn bresennol hefyd.

Soniodd Lynette am yr amser cyffrous sydd o'n blaenau wrth i CGM gymryd drosodd o'r hen AG, yn dod yn statudol i blant 3- 16 oed, a heb hawl i dynnu'n ôl.

Cyfeiriodd at yr ymgynghoriad ar Ganllawiau CGM sy'n agored ar hyn o bryd ac roedd hi'n cydnabod fod gan CCYSAGauC waith pwysig wrth ffurfio'i hymateb.

Tynnodd LL sylw at y ffaith fod Powys yn sir fwy amrywiol nag y byddai rhywun yn ei feddwl o ran cefndir cymdeithasol a diwylliannol ei phoblogaeth. Mae CYSAG Powys yn dymuno gwneud yn siŵr ei fod yn adlewyrchu'r amrywiaeth hwn yng nghynrychiolaeth ei aelodaeth. Roedd hi'n cydnabod rhywfaint o'r gwaith ardderchog sy'n digwydd mewn ysgolion.

Mynegodd LL ei diolch i Rachel Linguard a Sarah McNeil sy'n darparu cymorth gweinyddol i GYSAG Powys. Diolchodd hefyd i Sian Fielding am ei holl waith gwerthfawr a'i chefnogaeth i AG yn y sir. Nododd y bydd Sian yn gadael ei swydd ar ddiwedd y tymor.

2. Myfyrio tawel

Arweiniodd RS yr aelodau drwy fyfyrdod ar ochr gadarnhaol y pandemig yn yr ystyr ei fod wedi rhoi cyfle i ni i gyd i ail-asesu'r hyn sydd fwyaf pwysig mewn bywyd. Awgrymodd y gallem ddysgu o hyn a sicrhau ein bod yn y dyfodol yn parhau i werthfawrogi'r 'pethau bychain' a mabwysiadu ffordd arafach o fyw.

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan John Meredith (Blaenau Gwent), Tania ap Siôn (Wrecsam), Edward Evans (Pen-y-bont ar Ogwr), Michael Gray (Caerffili), Tudor Thomas (Sir Fynwy).

4. Cofnodion y cyfarfod a gynhaliwyd ar 23 Mawrth 2021

Cytunwyd fod y cofnodion yn adlewyrchiad cywir o'r cyfarfod, yn amodol ar ychwanegu Mary Davies o Geredigion at y rhestr o'r rhai a oedd yn bresennol.

Cynigiodd RT fod y cyfarfod yn derbyn y cofnodion ac fe'i heiliwyd gan Keith Evans.

5. Materion yn codi o gofnodion cyfarfod diwethaf CCYSAGauC

Eitem 7. Roedd y wefan newydd wedi'i lansio y diwrnod cynt ac mae bellach yn fyw. Diolchwyd i Nick Evans a Tania ap Siôn am eu gwaith ar y wefan.

DRAFT

6. Cyflwyniad PYCAG – Ymgynghoriad LlC ar Ganllawiau Crefydd, Gwerthoedd a Moeseg

Eglurodd RS fod yr ymgynghoriad yn cynnwys 10 cwestiwn y mae angen i CCYSAGauC ffurfio'i hymateb iddynt.

Dangoswyd fideo a grëwyd gan Ganolfan San Silyn i roi cyd-destun i'r ymgynghoriad.

Rhannodd RS ymateb cychwynnol y Pwyllgor Gwaith i'r canllawiau. Roedd hi wedi crynhoi'r rhain ar PowerPoint a fyddai'n cael ei rannu yn dilyn y cyfarfod.

GWEITHREDU: Anfon y PowerPoint i bob aelod / CYSAGau.

I ychwanegu at neu roi sylwadau ar y sylwadau a oedd eisoes ar y sleidiau, gwahoddodd RT ymatebion o'r llawr i bob un o'r cwestiynau.

Dylid darllen y sylwadau canlynol a gofnodwyd yn y cyfarfod ochr yn ochr â'r PPT.

1. Pa mor dda mae'r canllawiau yn esbonio cwmpas CGM a'i gyd-destun ym Maes y Dyniaethau?

RT - bu llawer o drafodaeth â LlC am yr ochr gyfreithiol - mae angen deall fod y pwyslais ar greu Deddf gyfreithiol gyntaf i Gymru'n unig. Bellach mae'r Ddeddf yn sôn am 'y traddodiadau yng Nghymru (nid Prydain) ac mae'n cynnwys argyhoeddiadau athronyddol anghrefyddol.

LB - nid yw'n cytuno â'r geiriad 'gwrthrychol, beirniadol a phlwraliaethol' fel y cyfeirir ato yn y PPT ac awgrymodd fod angen edrych yn ôl ar y ddeddfwriaeth o ran adlewyrchu'r ffaith mae'r prif draddodiadau crefyddol yw rhai Cristnogol tra'n ystyried prif grefyddau eraill. Dywed fod angen cadw'r safbwynt gwreiddiol - sef adlewyrchu Cristnogaeth a phrif grefyddau eraill ac mae hi'n teimlo fod 'perygl o fynd yn rhy bell at ogwydd plwraliaethol'

Cwestiynwyd y diffiniad a roddir o grefydd yng Nghanllawiau'r CGM. Ai rhyw ddiffiniad fel un y Comisiwn Elusennau yw hwn? - mae angen ystyried hyn ymhellach.

Nid yw'r adran gyfreithiol wedi cael ei hysgrifennu'n dda iawn. Roedd y fersiwn wreiddiol yn haws ei dilyn - bellach mae mwy o dermau cyfreithiol yma sy'n ddryslyd ac yn llai hygyrch i'r darllenydd. Mae'r diffiniadau sy'n ymwneud â'r adran ysgolion ffydd yn gymhleth iawn!

RS - gyda'r darn cyfreithiol ar ddechrau'r canllawiau, mae fel pe'n cymryd gormod o flaenoriaeth dros y darn arall ac mae'n rhwystr cyn darllen yr adran am weithredu CGM.

PW - mae'r darn cyfreithiol yn ddryslyd a heb ei ddiweddaru. Dylai'r diffiniad o grefydd ddatgan fod hwn yn ddiffiniad yn y gyfraith - ac nid yn ddiffiniad academaidd a ddefnyddir / a ddeëllir yn gyffredinol mewn addysg.

CT - Llongyfarchodd Ganolfan San Silyn ar y fideo. Mae angen diffiniadau ar ystyr bydolygon, plwraliaethol ayb. - angen rhestr eirfa glir - nid jargon.

KR - holodd am y diffiniad o grefydd a'r cyfeiriad at 'fod goruchaf' sy'n adlewyrchu crefydd monotheistiadd neu amldduwiol. Pwynt y cwricwlwm newydd yw creu addysgu gwrthrychol. Mae ar athrawon angen dealltwriaeth glir o'r hyn a ddisgwylir ganddynt - mae angen gwarchod athrawon drwy sicrhau eu bod yn deall sut i ddysgu CGM gyda'r dull hwn. Er na chafodd y term bydolygon ei fabwysiadu fel teitl i'r pwnc, rydym dal angen dysgu am fydolygon.

VS – bydd mynd i'r afael â diffiniadau termau yn hollbwysig. Mae'n peri dryswch fod y gair bydolygon yn cael ei gynnwys gan nad oes diffniad clir o'r gair hwn. Mae ef yn ymwybodol am ymchwil y Cyngor Addysg Grefyddol i ddeall y term bydolygon.

Tynnodd GV sylw at fideo Theos a rhoddodd ei dealltwriaeth hithau o'r term bydolwg. Roedd h'n canmol y fideo hwn yn fawr gan ei bod yn teimlo ei fod yn cynnig dehongliad ardderchog o ystyr y term.

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GWEITHREDU: Cytunwyd i anfon y ddolen i'r aelodau i gyd.

PW - roedd y grŵp a ysgrifennodd hwn yn wreiddiol wedi rhoi diffiniad o'r term bydolwg ac mae hwn wedi'i dynnu am resymau yn ddiarwybod iddi hi. Pe bai wedi cael ei gadw byddai mwy o eglurder ar yr hyn a fwriedir drwy ddefnyddio'r term bydolwg - fod yn rhaid cynnwys archwilio pob cred ac nid yn unig y rheiny sy'n cynnwys cred mewn bod goruchaf.

LB - awgrymodd fod y term gwrthrychol yn cyfeirio at y ffaith na ddylai'r addysgu fod yn golygu trwytho (*indoctrination*). Roedd CYSAG Sir Fynwy eisiau cadw AG fel y teitl. Awgrymodd y dylai athrawon fod yn archwilio Gwerthoedd a Moeseg erbyn hyn ac nid bydolygon. Ni ddylid pellhau oddi wrth y ddeddfwriaeth. Roedd hi'n cymeradwyo fideo San Silyn. Dylid cofio fod disgresiwn gan y Pennaeth i ddysgu AG fel pwnc unigol.

RG – a oes rhestr o'r prif draddodiadau crefyddol yng Nghymru? Pwy sy'n penderfynu beth yw'r rhain?

LJ - dywedodd fod y diffiniad o 'bydolygon' a oedd yn y drafft wedi cael ei dynnu oherwydd nad oedd y term hwn wedi cael ei ddefnyddio yn y Bil na'r Ddeddf. Mae bydolygon yn gysyniad Ewropeaidd hefyd. Nid yw athrawon yn cael eu hatal rhag cynnwys bydolygon ac ysgrifennwyd canllawiau i annog plant i archwilio bydolygon ond mae angen gwneud mwy o waith ar hyn.

HS –Mae'n bwysig iawn clywed barn athrawon yn y swydd ar y canllawiau hyn.

RS - yn siarad 'gyda het athro' - roedd y fersiwn gynharach yn hawdd i'w deall a gallai hi weld sut y gallai eu haddysgu CGM gael ei ymgorffori a sut roedd hyn yn plethu i'r cwricwlwm cyfan. O ran y canllawiau diweddaraf - pan ddechreuodd ddarllen y ddogfen, ni allai wedi ei pherthnasedd iddi hi fel athrawes gan fod yr adran gyfreithiol yn cymryd drosodd. Ni ddylai'r adran gyfreithiol fod ar ddechrau'r canllawiau. Mae ail hanner y canllawiau yn gweithio'n well i athro. Bydd rhai athrawon yn gallu adnabod pethau ynddo'n hawdd - bydd eraill yn ei chael yn fwy anodd. Bydd angen dysgu proffesiynol da i gefnogi athrawon drwy'r broses addysgu a amlinellir yn y canllawiau yma.

NB – fel cynrychiolydd ffydd mae hi'n hapus i gyfrannu at Ddysgu Proffesiynol fel rhan o GYSAG Casnewydd.

Cwestiwn 2 A yw'r canllawiau, yn gyffredinol, yn glir ac o gymorth i chi yn eich swydd?

PW – mynegodd ei phryder am ble mae'r ddogfen yn eistedd o ran bod yn ganllawiau statudol. Y bwriad gwreiddiol oedd iddi fod yn fframwaith cymorth – i'w fabwysiadau neu ei addasu gan GYSAGau fel Maes Llafur Cytunedig. Erbyn hyn bydd yn cael ei ymgorffori yn y

canllawiau cwricwlwm cyffredinol i ysgolion. Mae'r statws / safle wedi newid heb ymgynghori â rhanddeiliaid. Holodd sut roedd hyn wedi digwydd a pham y bu diffyg tryloywder.

LJ - nid yw hi'n meddwl y bu symudiad - ond siwrne yn hytrach - a ddechreuodd mewn un lle - cawsom ein harwain i gredu gan LlC y byddai'n un peth ond maen nhw wedi gorfod gwneud rhai penderfyniadau ar hyd y daith. Mae'n rhaid i'r canllawiau fod yn statudol. Mae'n destun gofid na chafodd CCYSAGauC a ChYSAGau eu diweddaru yn ystod y broses fwy diweddar. Ers i Manon Jones adael, daeth y diweddariadau rheolaidd gan LlC i ben. Bydd y ddogfen bellach yn eistedd o fewn y canllawiau statudol ond y bwriad o hyd yw iddi fod yn sail i Faes Llafur Cytunedig.

LB – bydd y Maes Llafur Cytunedig yn benderfyniad ALl – felly dylai'r fersiwn newydd hon o'r canllawiau fod yn fframwaith anstatudol i'w ystyried. Cyflwynwyd y drafft blaenorol fel dogfen ganllaw anstatudol.

PL – os yw CYSAGau yn dilyn eu llwybr eu hunain wrth greu eu maes llafur byddwn yn colli'r cysondeb a gafwyd yn 2008. A fydd CCYSAGauC yn rhoi arweiniad i'r CYSAGau er mwyn ceisio cadw cysondeb? A fydd CCYSAGauC yn cynghori ar hyn?

GWEITHREDU: Rhoi sylwadau / syniadau PL ar agenda cyfarfod nesaf y Pwyllgor Gwaith.

KR - awgrymodd fod y newid yn natur y ddogfen wedi digwydd yn syth ar ôl dileu'r hawl i dynnu'n ôl. Ers dileu hwn, mae'n hanfodol fod y ddeddfwriaeth yn cael ei hesbonio'n glir. Mae agwedd genedlaethol at Faes Llafur Cytunedig yn ddelfrydol ond mae'n rhaid i ni sicrhau mai dyma'r fframwaith cywir i'w fabwysiadu.

KE – Mae LlC yn ceisio creu dogfen sy'n addas i bawb. Os oes gan bobl safbwyntiau gwahanol, bydd hyn yn creu sefyllfa anodd. Mae ef yn teimlo fod LlC wedi gwneud gwaith da o ddarparu dogfen y gallwn ni i gyd weithio gyda hi.

Cwestiwn3 A yw'r canllawiau yn cynnig gwybodaeth berthnasol i gefnogi ymarferwyr wrth lunio eu cwricwlwm ysgol ar gyfer CGM?

MM – bydd yn rhaid i athrawon dreulio oriau lawer yn dehongli'r canllawiau ar eu pennau eu hunain. Mae angen deunyddiau enghreifftiol i athrawon. Byddai deunyddiau mwy eglur wedi bod o gymorth gan mai dyma beth sydd ei angen ar athrawon.

LO – i ymarferwyr nad oes ganddynt gefnogaeth yn eu ALlau, bydd hon yn her enfawr. Mae angen chwilio yn y canllawiau i ddod o hyd i'r darn perthnasol.

PW – wedi gweithio gydag ymarferwyr EAS – roedd hi'n meddwl tybed allai'r ddogfen fod yn fwy o sut i gynllunio'r cwricwlwm. Gellid datblygu'r cwestiynau ar y diwedd yn fwy fel canllaw sut i wneud.

AP - o safbwynt athrawes mae'r canllawiau yn frawychus wrth eu darllen gyntaf ac wrth ddatgymalu'r lensys a'r teithiau dysgu. Mae'r Teithiau Dysgu o gymorth ond byddant yn anodd i athrawon sy'n gweithio ar eu pennau eu hunain. Mae angen Dysgu Proffesiynol er mwyn symud ymlaen.

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LB - pryder am ysgolion uwchradd heb athrawon arbenigol. Mae'n bwysig peidio â cholli arbenigeddau yn AG. Mae'r cwricwlwm yn gyffredinol yn rhoi hyblygrwydd i athrawon ddysgu gwahanol bynciau mewn gwahanol ffyrdd drwy ddefnyddio amryw o ddulliau disgyblaethol.

PL – yn 2008, cynhyrchodd ALlau eu deunydd ategol eu hunain i fynd gyda'r Maes Llafur Cytunedig. Allai CCYSAGauC gynnig arweiniad ar gynhyrchu deunyddiau ategol?

Awgrymodd RS fod yn rhaid i ni gofio fod angen adlewyrchu'n lleol sefyllfa pob ysgol.

PW – yn 2008 nid oedd y consortia gennym, dim ond y 22 ALl.

RS – dywedodd nad yw rhai ALl mewn consortia erbyn hyn.

DR – nid oes cymorth proffesiynol yng Ngwynedd.

Cwestiwn 4 Gan feddwl am bob adran o'r canllawiau, ydych chi'n teimlo fod yna:
a) unrhyw fylchau mewn gwybodaeth?

b) unrhyw ddarnau sy'n arbennig o ddefnyddiol?

Gofynnodd RS i'r aelodau e-bostio ymatebion yn hytrach na'u trafod yn ystod y cyfarfod hwn.

Cwestiwn 5 A yw'r canllawiau'n cynnig digon o gefnogaeth i bob ymarferwr i gynllunio ac addysgu CGM?

CT – mae'n cyflwyno materion cymhleth i athrawon ddelio â nhw yn y dosbarth – bydd y rhai nad ydynt yn arbenigwyr yn cael hyn yn hynod o heriol.

RS – roedd hi'n cytuno y bydd ysgolion cynradd a meithrin angen llawer o gefnogaeth.

VS - mae cyflwyno argyhoeddiadau athronyddol anghrefyddol yn amlygu problemau diffyg gwybodaeth a dealltwriaeth i athrawon. Bydd arnynt angen cymorth o ansawdd uchel ac adnoddau yn y maes hwn.

RS – mae addysgu AG dim ond mor dda â'r hyfforddiant a roddwyd i athrawon

MD - o ganlyniad i feysydd dysgu traws-gwricwlaidd - bydd addysgu traws-gwricwlaidd ac felly athrawon heb fod yn arbenigwyr yn addysgu CGM.

Cwestiwn 6 A oes angen cefnogaeth ychwanegol (e.e. dysgu proffesiynol ac adnoddau) i sicrhau fod y canllawiau hyn yn cael eu gweithredu'n llwyddiannus?

CT - awgrymodd fod dysgu proffesiynol yn hanfodol gan y gallai athrawon fod yn wynebu materion cymhleth ac mae angen cymorth â datblygu'r addysgu, yn arbennig i'r rhai nad ydynt yn arbenigwyr.

RS - roedd hi'n ategu hyn ac yn pwysleisio y byddai lleoliadau cynradd a meithrin angen lefel priodol o ddysgu proffesiynol hefyd o ganlyniad i'r newidiadau y maent hwythau'n eu hwynebu.

DRAFT

VS - Mae angen hyfforddiant penodol mewn argyhoeddiadau athronyddol anghrefyddol hefyd. Mae materion i brifysgolion a darparwyr AGA i'w hwynebu hefyd. Mae angen creu adnoddau o ansawdd uchel a sicrhau fod y rhain ar gael i bawb.

MD - atgyfnerthodd y pwynt am feysydd dysgu traws-gwricwlaidd felly bydd athrawon nad ydynt yn arbenigwyr yn addysgu'r pwnc ac felly bydd angen dysgu proffesiynol.

Cwestiwn 7 A yw'r canllawiau yn ddogfen ddefnyddiol ar gyfer datblygu cynadleddau maes llafur cytunedig?

7b A yw'r canllawiau yn ddogfen ddefnyddiol i'r Cynghorau Ymgynghorol Sefydlog?

RT - awgrymodd ein bod fe pe baem yn mynd yn ôl i'r 1970au pan mai dim ond datganiad sylfaenol oedd a ddaeth wedyn yn Faes Llafur Cytunedig. Yn y dyddiau hynny ychydig dudalennau o ofynion statudol oedd, gyda rhywfaint o ddeunydd enghreifftiol ategol. Awgrymodd y gallai arddull meysydd llafur yr 1960au / 70au ddychwelyd eto!

CT – yn cytuno â RT – 'mai llai yn fwy' fel dogfen Maes Llafur Cytunedig statudol.

Ymgynghoriad oedd yn rhan o bob un o ymgynghoriadau LlC:

8. Hoffem wybod eich barn ar yr effeithiau y byddai'r canllawiau CGM yn eu cael ar y Gymraeg

9. Eglurwch hefyd sut y credwch y gellid ffurfio neu newid y canllawiau CGM er mwyn cael effaith gadarnhaol ar yr Iaith Gymraeg a dim effeithiau andwyol

Awgrymodd RS nad yw'r ddogfen yn cael unrhyw effeithiau negyddol ar y Gymraeg.

Holodd pam fod y llythrennau RVE yn dal yn Saesneg yn y fersiwn Gymraeg – yn hytrach na defnyddio'r talfyriad Cymraeg.

JH - dywedodd fod yn rhaid darparu'r fersiynau Cymraeg a Saesneg yr un pryd. Mae hithau'n cytuno â'r pwyntiau blaenorol y gall datblygu Maes Llafur Cytunedig fod yn fater o'r 'rhod yn troi' gydag ysgolion yn cael hyblygrwydd - ychydig o fanylion yn y MLI - mwy o ddeunydd enghreifftiol.

10. Rydym wedi gofyn nifer o gwestiynau penodol. Os oes gennych unrhyw faterion cysylltiedig nad ydym wedi'u nodi'n benodol, nodwch nhw yma.

Mae angen gwella'r darn cyfreithiol.

Y term 'cynefin' – angen eglurhad.

PW – yn amheus am y term 'lensys' a ddefnyddiwyd mewn cysylltiad â'r rhestr o bwyntiau bwled – Chwilio am ystyr. Mae'r byd naturiol ayb yn ddryslyd a ddim yn cyd-fynd â'r ffordd y mae'r term lens yn cael ei ddeall ar hyn o bryd ac yn cael ei ddefnyddio mewn addysg – h.y. mae'n fwy arferol defnyddio'r term lens yng nghyd-destun lens hanesyddol, lens gymdeithasegol, lens bersonol ayb.

GV - roedd hi'n teimlo mai bwriad y pwyntiau bwled hyn ar 'feysydd CGM' yw helpu athrawon drwy roi manylion ychwanegol a ddygwyd ymlaen o Fframwaith Enghreifftiol 2008 a'r

Meysydd Llafur Cytûn a fodelwyd arno. Awgrymodd GV y byddai o gymorth, fodd bynnag, i ddefnyddio term gwahanol i 'lensys' er mwyn osgoi dryswch posibl.

Esboniodd LJ mai bwriad y term 'lensys' yw darlunio'r ffaith fod yna ffyrdd gwahanol o edrych ar wahanol gysyniadau.

LJ – eglurodd fod y Teithiau Dysgu enghreifftiol wedi cael eu gosod yn erbyn y camau dilyniant a'r datganiadau o'r hyn sy'n bwysig. Mae'r ddogfen yn cadarnhau fod yn rhaid i athrawon ddefnyddio'r datganiadau a dilyn egwyddorion y camau dilyniant. Mae'r rhan hon o'r canllawiau yn ceisio gwneud dau beth – hyrwyddo / darparu mwy o ddyfnder o ran gwybodaeth bynciol a hwyluso dealltwriaeth athrawon o'r hyn yw CGM, a'u helpu i ganfod cyfleoedd i archwilio cysyniadau CGM o fewn datganiadau'r hyn sy'n bwysig.

7. Diweddariad Llywodraeth Cymru – Dysgu Proffesiynol

Atgoffodd LJ yr aelodau fod CCYSAGauC wedi bod yn pwyso am Ddysgu Proffesiynol a ariannwyd yn ganolog i CGM ac ailadroddodd pa mor hanfodol yw hi fod hwn yn cael ei ddarparu a'i gyflwyno i ymarferwyr. Mae LlC wedi cytuno o'r diwedd fod yna angen, yn bennaf o ganlyniad i dystiolaeth yr arolwg diweddar a lenwyd gan ysgolion. Bellach dyrannwyd swm o arian ar gyfer gwaith DP ond LlC fydd yn rheoli'r cyfrifo a'r taliadau ar gyfer hwn. CCYSAGauC fydd yn gyfrifol am greu'r adnoddau a allai fod yn gyfuniad o becynnau hyfforddi ac o bosibl adnoddau digidol i ysgolion. Gall CCYSAGauC benderfynu ar y bobl fydd yn ymgymryd â'r gwaith hwn a gallai'r rhain gynnwys athrawon, ymgynghorwyr, aelodau CCYSAGauC neu PYCAG fel fydd ar gael ac yn ddigon cymwys. Dylai'r adnoddau i gyd fod wedi'u cwblhau erbyn Ebrill 2022.

8. Adroddiad o'r Pwyllgor Gwaith a Gynhaliwyd ar 12 Mai 2021

Rhoddodd RS yr adroddiad canlynol:

Cafwyd un cyfarfod llawn o'r Pwyllgor Gwaith ers cyfarfod diwethaf CCYSGauC – trafodwyd ystod o faterion:

- Trafodwyd materion Llywodraeth Cymru yn dilyn cyfarfodydd gyda LlC, yr angen am Ddysgu Proffesiynol a'r ymgynghoriad ar y fframwaith. Rhoddwyd cryn sylw i'r fframwaith yn gynt yn y cyfarfod sy'n adlewyrchu'r holl drafodaethau arno gan y pwyllgor gwaith yn y prif gyfarfod a hefyd mewn cyfarfod byr, i drafod ein syniadau cychwynnol am yr ymgynghoriad. Cynhaliwyd cyfarfod rhwng y swyddogion a LlC ar 21.4.21 pryd y trafodwyd ystod o faterion, yn canolbwyntio'n bennaf ar yr ymgynghoriad CGM. Ar y pryd nid oedd yr ymgynghoriad wedi agor ac fe'n hysbyswyd fod CYSAGau wedi cael golwg ar y ddogfen ddrafft, ond ers y ddogfen ddrafft roedd gwasanaethau cyfreithiol LlC wedi ychwanegu adrannau nad oedd CCYSAGAuC na'r CYSAGau wedi'u gweld - gwelwn y rhain bellach yn y ddogfen ymgynghori. Fe'n hysbyswyd hefyd nad oedd bwriad i adolygu addoli ar y cyd ar hyn o bryd ond bod LlC yn cydnabod fod angen adolygu'r agweddau sy'n weddill o 10/94 a oedd yn dal i fod yn berthnasol. Hysbyswyd LlC am ein cynnydd diweddaraf gyda dysgu proffesiynol - mae LlC drwy Kevin Palmer wedi gwneud cynnig ar gyfer DP, mae hwn yn mynd rhagddo a byddwn yn gallu diweddaru CCYSGAuC ymhellach arno yn ein cyfarfod nesaf pan fydd mwy o amser yn caniatáu.

- Cafodd cynrychiolwyr y pwyllgor gwaith slot i roi cyflwyniad byr yn ystod cyfarfod diwethaf CCAC i dynnu sylw at ddatblygiadau gyda'r newidiadau i AG (CGM) yn sgil datblygu'r cwricwlwm i Gymru, cael gwared ar yr hawl i dynnu'n ôl a ChYSAGau.
- Buom hefyd yn rhoi sylw i'n cyhoeddiadau, protocolau a'n presenoldeb i sicrhau eglurder ein rôl a phwrpas i bawb. Rhan o hyn yw'r wefan newydd sy'n barod i fynd yn fyw. Mae'r cyhoeddiadau i gyd ar y safle yn ogystal â gwybodaeth gyswllt a gwybodaeth berthnasol.
- Derbyniwyd diweddariadau i'n cynrychiolwyr yn yr REC ac AREIAC.
- Trafodwyd gohebiaeth a dderbyniwyd ac yn arbennig y cais gan Gyngor Eglwysi Rhyddion Cymru am gymorth i gyfieithu adnoddau Saesneg i'r Gymraeg. Yn dilyn trafodaeth, cytunwyd nad oedd o fewn cylch gwaith CCYSAGauC i ariannu cyfieithu prosiectau o'r fath.

9. Diweddariadau: cyflwynwyd y rhain mewn ysgrifen fel isod

Cyngor Addysg Grefyddol (REC)
Roedd cyfarfod diwethaf y Cyngor ar 11 Mai 2021. Rhai o'r prif bwyntiau o'r cyfarfod oedd:
1. Ethol swyddogion ac aelodau newydd i fwrdd Ymddiriedolwyr y Cyngor.
· Cadeirydd - Sarah Lane Cawte
· Dirprwy Gadeirydd - Ed Pawson
· Ysgrifennydd y Cwmni - Deborah Weston

Ymddiriedolwyr:
· Kathryn Wright
· Kathy Riddick
· Paul Smalley
· Philip Robinson
· Sandra Teacher

2. Sicrhawyd cyllid i'r Cyngor AG weithio gyda RE Today, o dan arweiniad Stephen Pett, i adeiladau ar waith y Prosiect Bydolygon.
Prosiect 3 blynedd fydd hwn ac fe'i bwriadwyd ar gyfer y rheiny sy'n ysgrifennu Maes Llafur Cytunedig. Er y bydd rhywfaint o ran i Gymru, ni fydd y gwaith hwn yn disodli'r ddogfen ganllaw CGM a gynhyrchwyd gan Lywodraeth Cymru yr ymgynghorir arni ar hyn o bryd, fodd bynnag, byddwn yn parhau i weld a all unrhyw agweddau o'r prosiect fod o ddefnydd i GYSAGau Cymru.

https://www.theosthinktank.co.uk/comment/2021/05/12/worldviews-film

3. Mae'r Cyngor AG wrthi'n cynnal adolygiad strategol
Trafodwyd gweledigaeth, cenhadaeth a gwerthoedd drafft i'r Cyngor AG gan yr aelodau oedd yn bresennol mewn grwpiau trafod brecwast ynghyd â'r cwestiwn am aelodaeth yn y dyfodol a sut i reoli hyn. Codwyd rhai pryderon am y cyd-destun gwahanol i CGM yng Nghymru, a sut gall y Cyngor weithio'n effeithiol ar draws y ddwy system wahanol. Cytunwyd y dylai'r Cyngor AG geisio cyfarfod â'r cyrff Cymreig sy'n aelodau i ganfod y ffordd orau o fynd i'r afael â'r mater hwn.

AREIAC (Gill Vaisey)
Mae'r rhaglen o weminarau yn parhau. Yr un nesaf yw Mark Chater - 21 Mehefin, 6-7 pm 'Why radical reform of RE could still fail, and what we can do to save it:

Cynhelir cynhadledd yr haf ar-lein ar 5 a 6 Gorffennaf ac mae'r rhaglen ar gael ar y wefan. Y thema yw datblygu'r cwricwlwm ar lefel genedlaethol, leol ac ysgol. Bydd Paula Webber yn rhoi sesiwn ar Feddwl yn Ddwfn wrth ddylunio'r cwricwlwm a bydd Rachel Samuel yn rhoi diweddariad cenedlaethol ar ran CCYSAGauC. Mae'r gynhadledd ar agor i bawb ac mae'n £35 y diwrnod neu £65 am 2 ddiwrnod i'r rhai nad ydynt yn aelodau. Gellir archebu drwy Gill Vaisey, trefnydd y gynhadledd.

Prosiect Pum Dinas. Bydd AREIAC yn gweithio ochr yn ochr â'r Ganolfan Crefydd a'r Cyfryngau i helpu i drefnu'r prosiect a ddechreuwyd yng Nghaerdydd yn 2016. Ymdrech yw hon i wella cysylltiadau a chael gwell newyddiaduraeth mewn cysylltiad â materion sy'n ymwneud ag addysg grefyddol drwy ddarparu cyfleoedd i gymunedau ffydd gwrdd â newyddiadurwyr a phobl eraill yn y cyfryngau. Cafwyd cyllid gan Ymddiriedolaeth Culham St Gabriel a gobeithir trefnu'r digwyddiadau hyn yng Nghaerlŷr, Birmingham, Manceinion, Leeds a Plymouth yn hydref 2021.

Bu aelodau AREIAC yn ystyried adolygiad ymchwil OFSTED ar addysg grefyddol a gyhoeddwyd ym mis Mai 2021. Mae'r adolygiad diweddaraf hwn yn tynnu ar y fframwaith adolygu addysg a llenyddiaeth arall ar addysg grefyddol i ganfod beth sy'n cyfrannu at AG o ansawdd uchel o safbwynt y cwricwlwm, asesu, addysgeg a systemau mewn ysgolion lle mae Ofsted yn adolygu AG.

EFTRE (Gill Vaisey)
Ni chafwyd mwy o gyfarfodydd bwrdd EFTRE ers Mawrth 2021 a chyfarfod diwethaf CCYSAGauC. Cynhelir y cyfarfod nesaf ar 21 Tachwedd 2021.

Cynllunnir y gynhadledd ddwy flynyddol nesaf yn Rhufain - 25-28 Awst 2022. Y thema fydd 'Crefydd Fyw' sy'n unol â'r pwyslais mewn AG i Gymru a Lloegr.

Mae logo newydd yn cael ei ddatblygu ochr yn ochr â gwefan newydd sy'n disgwyl cael ei lansio. Bydd y wefan yn cael ei diweddaru â'r sefyllfa ddiweddaraf yng Nghymru ynghyd â manylion darpariaeth AG ym mhob un o'r gwledydd sy'n aelodau.

Lansiwyd tudalen Facebook newydd a gellir gwneud cais i ymuno â'r grŵp Facebook a grëwyd (17) EFTRE (European Forum for Teachers of Religious Education) | Facebook

Mae Tania ap Siôn yn cymryd rhan yn y prosiect ymchwil ar draws Ewrop gan EFTRE "Beth mae Covid-19 yn ei ddatgelu i arbenigwyr AG?"

Rhwydwaith Rhyng-ffydd i'r DU - adroddiad gan David Hampshire
Ym mis Ebrill 2021 cyhoeddodd y Rhwydwaith adnodd i athrawon ysgolion uwchradd i'w helpu i addysgu am weithgaredd rhyng-ffydd yn y DU (gweler: https://www.interfaith.org.uk/resources/inter-faith-activity-in-the-uk-a-teacher-resource-for-secondary-pupils), oedd yn adeiladu ar yr adnodd i ysgolion cynradd yn 2019 (gweler: https://www.interfaith.org.uk/resources/learning-about-inter-faith-activity-a-primary-resource). Yn 2021 cyhoeddodd y Rhwydwaith boster y gellir ei lawrlwytho o'r enw *Shared Values: the golden*

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rule (gweler: https://www.interfaith.org.uk/resources/shared-values-golden-rule), y gellir ei ddefnyddio mewn lleoliadau addysgol. Gan edrych ymlaen, mae'r Rhwydwaith yn y broses o ddatblygu adnodd ar gyfer addoli ar y cyd y gellir ei ddefnyddio yn ystod yr Wythnos Rhyng-ffydd. Bydd yn adeiladu ar yr adnoddau i ysgolion (uchod) ac yn darparu deunyddiau i ysgolion cynradd ac uwchradd. Gwahoddir CCYSGAauC i gymryd rhan yn y broses ymgynghori fel aelod o'r Rhwydwaith Rhyng-ffydd. Bydd yr wythnos Rhyng-ffydd yn mynd o ddydd Sul 14 Tachwedd i ddydd Sul 21 Tachwedd ac mae adnoddau i ysgolion ar gael hefyd (gweler: https://www.interfaithweek.org/resources/schools-2). Eleni mae'r Wythnos yr un pryd â'r Wythnos Gwrth-Fwlio a'r bwriad yw gwneud darn o waith ar y cyd â'r Gynghrair Gwrth-Fwlio o ddydd Llun i ddydd Gwener yr Wythnos.

Diweddariad PYCAG (Libby Jones)
Adroddodd LJ fod y mwyafrif o drafodaethau diweddar y panel wedi canolbwyntio ar y Canllawiau Drafft i Grefydd, Gwerthoedd a Moeseg. Rhannwyd a nodwyd amrywiaeth o safbwyntiau yn ei gyfarfod ar 15 Mehefin, oedd yn ffurfio ymateb drafft sylweddol a defnyddiol i'r ymgynghoriad, gyda llawer o bethau i gydweithwyr Llywodraeth Cymru eu hystyried. Roedd yr eitemau eraill a drafodwyd yn ei gyfarfod haf yn cynnwys, dysgu proffesiynol, cyflwyniadau PYCAG, a diweddariadau gan aelodau. Nodwyd hefyd fod angen edrych ar y cyfansoddiad cyn bo hir. Bydd yr aelodau'n ystyried nodau'r panel a'i aelodaeth yn y dyfodol. I gau'r cyfarfod, diolchodd y Cadeirydd oedd yn dod i ben, Libby Jones, i'r aelodau i gyd am eu cefnogaeth barhaus a'u hymrwymiad i AG. Mae PYCAG wedi mynd o fod â 4 o aelodau yn ôl yn 2018, i fod â thua 18 yn 2021, sy'n galonogol. Mae Paula Webber yn cymryd drosodd fel Cadeirydd, ac mae'r panel yn edrych ymlaen at weithio gyda Paula i gefnogi Cymdeithas CYSAGau Cymru a helpu i gryfhau a hyrwyddo AG a CGM mewn ysgolion ledled Cymru.

10. Gohebiaeth (Alice Parry)

Derbyniwyd gohebiaeth gan:

Gyngor y Gweithlu Addysg yn gofyn a hoffai CCYSAGauC enwebu cynrychiolydd.
GWEITHREDU: Gwahoddir yr aelodau i hysbysu AP (ysgrifennydd) os oes gan unrhyw un ddiddordeb mewn bod yn gynrychiolydd.

NASACRE ynglŷn â rhannu gwybodaeth ar adrannau aelodau eu gwefan.
GWEITHREDU: ystyrir hyn yng nghyfarfod nesaf y Pwyllgor Gwaith a bydd penderfyniad yn cael ei wneud.

Dywedodd Paula Webber wrth CCYSAGauC na fydd hi'n derbyn cynnig EAS i adnewyddu ei chytundeb o fis Awst, oherwydd ei bod angen creu gwell cydbwysedd bywyd gwaith a theulu – ni fu hwn yn benderfyniad hawdd. Bydd Paula'n parhau yn ei swydd hyfforddi athrawon gyda Met Caerdydd ac felly bydd hi'n dal i gymryd rhan yn y byd AG.

Fel Cadeirydd, diolchodd RS i Paula am ei chyfraniad enfawr i CCYSAGauC dros y blynyddoedd ac i AG yn ehangach. Pwysleisiodd y bydd hyn yn golled i EAS ac i bob un o'r CYSAGau y mae hi'n eu cefnogi.

Dilynwyd hyn gan nifer o unigolion yn mynegi eu diolch personol a'u gwerthfawrogiad i Paula am eu gwybodaeth, ei harbenigedd, cefnogaeth, cyfeillgarwch, ei gwaith caled a'r synnwyr digrifwch a ddaeth gyda hi i'r CYSAGau.

11. Unrhyw fater arall (i'w gytuno arno o flaen llaw gyda'r Cadeirydd)

Dim

12. Dyddiad y cyfarfod nesaf: Hydref 2021 - Torfaen

Mae'n debyg y bydd hwn yn digwydd ar-lein drwy Teams.

Diolchwyd i Gyngor Sir Powys am 'letya''r cyfarfod.

Daeth y cyfarfod i ben am 1p.m.

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CCYSAGauC
Cymdeithas Cynghorau Ymgynghorol Sefydlog ar Addysg Grefyddol Cymru
WASACRE
Wales Association of Standing Advisory Councils on Religious Education

Wales Association of SACREs meeting,
Virtual via Microsoft Teams
Wednesday 16th June, 2021
10.15a.m. – 1.00p.m.

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Attendance

Ynys Môn / *Anglesey* Rheinallt Thomas (RT) Gwyneth Mai Hughes (GH) Dylan Rees (DR) Christopher Thomas (CT) **Blaenau Gwent** Paula Webber (PW) Kathy Riddick (KW) Chris Abbas (CA) **Pen-y-bont ar Ogwr / *Bridgend*** Angela Hill (AH) Alice Parry (AP) Lucy Grant (LG) **Caerffili/ *Caerphilly*** Paula Webber (PW) Janet Jones (JJ) John Taylor (JT) **Caerdydd / *Cardiff*** **Sir Gaerfyrddin / *Carmarthenshire*** Kimberley Perry (KP) Alex Roe (AR Aled Jones (AJ) Helen Gibbon (HG) **Ceredigion** Keith Evans (KE) Mary Davies (MD) Joyce Howells (JH)	**Conwy** Phil Lord (PL) **Sir Ddinbych / *Denbighshire*** Phil Lord (PL) **Sir y Fflint / *Flintshire*** Vicky Barlow (VB) Janet Axworthy (JA) Dave Mackie (DM) Lyn Oakes (LO) **Gwynedd** Dewi Roberts (DR) Paul Rowlinson (PR) Eurfryn Davies (ED) **Merthyr Tudful / *Merthyr Tydfil*** **Sir Fynwy / *Monmouthshire*** Paula Webber (PW) Louise Brown (LB) Sue Cave (SC) Suzanne Gooding (SG) **Castell-nedd Port Talbot */Neath and Port Talbot*** Rachel Samuel (RS) **Casnewydd / *Newport*** Paula Webber (PW) Neeta Baicher (NB) Huw Stephens (HS) Laura Lacey (LL)	**Sir Benfro / *Pembrokeshire*** Amanda Lawrence (AL) **Powys** Ange Williams (AW) Katie Mcneill (KM) Lynette Lovell (LL) Sharron Humphreys (SH) Sian Fielding (SF) John Mitson (JM) **Rhondda Cynon Taf** Donna Graves (DG) Matthew Maidment (MM) **Abertawe / *Swansea*** Rita Green (RG) Beverley Phillips (BP) Jennifer Harding-Richards (JHR) Paul Davies (PD) **Torfaen** Paula Webber (PW) **Bro Morgannwg / *Vale of Glamorgan*** Edward Williams (EW) **Wrecsam / *Wrexham*** Libby Jones (LJ) Lisa Mullen (LM) Vaughan Salisbury (VS)	***Observers:*** **REMW** Paul Morgan (PM) **WJEC** Andrew Pearce (AP) **ESTYN** **Welsh Government** **REC** **Church in Wales** Elizabth Thomas (ET) **Catholic Education Service** **Qualification Wales** **Interfaith Network** David Hampshire **ADEW** Elin Stock (ES) **Minutes** Gill Vaisey (GV)

Minutes of the meeting

1. Introduction and welcome

RS welcomed everyone (bilingually) to the summer meeting and AGM. She explained the protocol for this virtual meeting.

Lynnette Lovell, Interim Chief Education Officer from Powys welcomed everyone as the hosting SACRE – albeit virtual. Sian Fielding representing the Powys School Improvement Service was also present.

Lynette talked about the exciting times as RVE takes the previous name of RE, it becomes statutory for 3 – 16 year olds, and has no right of withdrawal.

She referred to the consultation on the RVE Guidance which is currently open and recognises that WASACRE has an important task in formulating its response.

LL pointed out that Powys is more diverse than one might think in terms of its social and cultural background of its population. Powys SACRE wishes to make sure that it reflects this diversity in its membership representation. She acknowledged some of the excellent work taking place in schools.

LL expressed her thanks to Rachel Linguard and Sarah McNeil who provide administrative support to Powys SACRE. LL also expressed gratitude to Sian Fielding for all her valuable work and support for RE in the county. She noted that Sian will be leaving her post at the end of this term.

2. Quiet reflection

RS led members through a reflection on the positive side of the pandemic in that it has given us all opportunity to reassess what is most important in life. She suggested we could learn from this and ensure that in future we continue to appreciate ‘the small things’ and adopt a slower pace of life.

3. Apologies

Apologies were received from John Meredith (Blaenau Gwent), Tania ap Siôn (Wrexham), Edward Evans (Bridgend), Michael Gray (Caerphilly), Tudor Thomas (Monmouthshire.

4. Minutes of meeting held on 23rd March 2021

The minutes were agreed as an accurate record of the meeting subject to adding Mary Davies from Ceredigion who advised that she had been present.

RT proposed to accept the minutes and this was seconded by Keith Evans.

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5. Matters arising from minutes of the last WASACRE meeting

Item 7. The new website was launched yesterday and is now live. Thanks were expressed to Nick Evans and Tania ap Siôn for all the work on this.

6. NAPfRE Presentation – WG Consultation on the Religion, Values and Ethics Guidance

RS explained that the consultation includes 10 questions to which WASACRE needs to formulate its response.

A video created by the St Giles Centre was shown to give a context to the consultation.

RS shared the initial Executive Committee's thoughts on the guidance which she had collated on a PowerPoint which would be shared following the meeting.

ACTION: Send PPT to all members / SACREs.

To add to or make observations on the comments already on the PPT, RS invited responses from the floor on each of the questions.

The following comments recorded at the meeting should be read in conjunction with the PPT.

1. How well does the guidance explain the scope of RVE and its context within the Humanities Area?

RT – there has been lots of discussion with WG about the legal side – need to understand that the emphasis is on creating a first legal Act for Wales only. The Act now cites 'the traditions in Wales' (not Great Britain) and includes non-religious philosophical convictions.

LB – doesn't agree with the wording of 'objective, critical and pluralistic' as referenced in the PPT and suggested one needs to look back at the legislation around reflecting the fact that the main religious traditions are Christian whilst taking account of other principal religions. She says the original position needs to be retained – reflecting Christianity and other principal religions and feels there is 'a danger of going over too far to a pluralistic leaning'.

The definition given of religion in the RVE Guidance was questioned. Is this like a Charity Commission definition? – this needs to be considered further.

The legal section is very poorly written. The original version of this was more user friendly – it has used more legal terms now making it confusing and less user friendly. The definitions relating to the faith schools' section is very complicated!

RS – with the legal section at the beginning of the guidance, it seems to take undue priority over the other section and is an obstacle prior to reading the section on implementation of RVE.

PW – legal section is confusing and not up to date. The definition of religion should state this is a definition in law – and not an academic definition generally used / understood in education.

CT – Congratulated St Giles' Centre for the video. Need definitions on the meaning of worldviews, pluralistic etc. – a clear glossary is needed – not jargon related.

KR – questioned the definition of religion and the reference to a 'supreme being' which reflects only a monotheistic or polytheistic religion. The whole point of the new curriculum is to create objective teaching. Teachers need a clear understanding of what is expected of them – teachers need protecting by making sure they understand how to teach RVE with this approach. Even though the term worldviews has not been adopted as a title for the subject, we still need to teach about worldviews

VS - picking up on definitions of terms will be crucial. It is confusing that the term worldviews is included as there is no clear definition of this word. He is aware of the REC research on understanding the term worldview.

GV highlighted the Theos video and gave her understanding of what is meant by the term worldview. She highly commended the video which she feels provides an excellent interpretation of the meaning of the term.

Nobody Stands Nowhere - Theos Think Tank - Understanding faith. Enriching society.

ACTION: It was agreed to send out the link to all members.

PW – the original writing group gave a definition of the term worldview and this has been removed for reasons unknown to her. If this had been retained then there would be greater clarity over what is intended by using the term worldview – that exploration of all beliefs must be included and not only those that include belief in a supreme being.

LB – suggested that the term objective refers to the fact that teaching should not be indoctrination. Monmouthshire SACRE wanted to keep RE as the title. She suggested teachers should now be exploring Values and Ethics not worldviews. Must not drift away from the legislation. Commends St Giles' video. It should be remembered that the headteacher has discretion to teach RE as a single subject.

RG – is there a list of the main religious traditions in Wales? Who decides what these are?

LJ – stated that the definition of 'worldviews' that had been in the draft was removed because this term hadn't been used in the Bill or the Act. Worldviews is a European concept also. Teachers are not prevented from including worldviews and guidance has been written to encourage children to explore worldviews but more work needs to be done around this.

HS –It is most important to hear from serving teachers on their views on this guidance.

RS – speaking with 'a teacher hat on' – the earlier version was very user friendly and she could see how her RVE teaching could be incorporated and how this married in with the whole curriculum. In relation to the latest consultation guidance – when she started reading it, she could not see the relevance of it as a teacher as it is dominated by the legal section. The legal section should not be at the front of this guidance. The second half of the guidance works better for a teacher. Some teachers will be able to recognise things in it easily – others will find it more difficult. Good professional learning will be needed to support teachers through the teaching process outlined in the guidance.

NB – as a faith representative she is happy to provide input into PL as part of Newport SACRE.

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Question 2 Is the guidance, as a whole, clear and helpful for you in your role?

PW – raised her concern about where this document sits in terms of being statutory guidance. The original intention was for it to be a supporting framework – to be adopted or adapted by SACREs as an Agreed Syllabus. Now it is going to be incorporated into the overall curriculum guidance for schools. The status / position has moved without consultation with stakeholders. She questioned how this had happened and why there had been a lack of transparency.

LJ – doesn't think there has been a shift – rather it has been a journey – started in one place – we were led to believe by WG that it would be one thing but they have had to make some decisions along the way. This guidance has to be statutory. It is regrettable that WASACRE and SACREs haven't been updated during the more recent process. Since the departure of Manon Jones the regular WG updates stopped. Now the document will sit within the statutory guidance and it is still intended to be the basis of an Agreed Syllabus.

LB – the Agreed Syllabus will be a LA decision – so this new version of the guidance should be a non-statutory framework for consideration. The previous draft was presented as a non-statutory guidance document.

PL – if SACREs take their own route in creating their own syllabus we will lose the consistency gained in 2008. Will WASACRE give a steer to SACREs to try to retain consistency? Will WASACRE advise on this?

ACTION: Take PL's comments / thoughts to the next Executive meeting agenda.

KR – suggested that the change in the nature of the document came after the right of withdrawal was removed. Since this removal, it is fundamental that legislation is explained clearly. A national approach to an Agreed Syllabus is ideal but we have to ensure that it is the right framework to adopt.

KE – WG is trying to create a document that suits all people. If people have contradictory views, this will create a difficult situation. He feels WG has made a good job of providing a document that we can work with.

Question 3 Does the guidance offer relevant information to support practitioners when designing their school curriculum for RVE?

MM – teachers will have to spend many hours interpreting the guidance on their own. Exemplar materials are needed for teachers. Clearer materials would have been helpful as this is what is needed by teachers.

LO – for practitioners who don't have support in their LAs, they will have a huge challenge. One needs to search in the guidance for the bit that is relevant.

PW – having worked with EAS practitioners – she questioned whether the document could be more of how to design the curriculum. Questions at the end could be developed more as a how to guide.

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AP – from a teacher's perspective the guidance is overwhelming on first read and in picking apart the lenses and learning journeys. She finds the Learning Journeys helpful but teachers working in isolation will find this difficult. PL is need to move forward

LB – concern is for secondary schools with no specialist teachers. It is important not to lose specialisms within RE. The curriculum as a whole gives flexibility for teachers to teach different disciplines in different ways using a variety of disciplinary approaches.

PL – reflected that in 2008, LAs produced their own support material to accompany the Agreed Syllabus. Could WASACRE give a steer to co-ordinate the production of support materials?

RS suggested that we must remember that there needs to be a local reflection of each school's situation.

PW – noted that in 2008 we didn't have the consortia – there were just the 22 LAs.

RS – noted that now some LAs are not in a consortia.

DR – noted that in Gwynedd there is no professional support.

Question 4 Thinking about each section of the guidance, do you feel there are:
a) any gaps in information?

b) any sections that are particularly helpful?

RS invited floor responses to be emailed rather than in discussion during this meeting.

Question 5 Does the guidance offer all practitioners sufficient support for their planning and teaching of RVE?

CT – it presents complicated issues for teachers to deal with in the classroom – non-specialists will find this incredibly challenging.

RS – agreed that in particular, primary and nursery schools will need a lot of support.

VS – introduction of non-religious philosophical convictions presents issues of lack of knowledge and understanding for teachers. They will need high-quality support and resources in this area.

RS – the teaching of RE is only as good as the training having been given to teachers

MD – due to cross-curricular areas of learning – there will be cross-curricular teaching and therefore non specialist teachers teaching RVE.

Question 6 Is additional support (e.g. professional learning and resources) needed to ensure the successful implementation of this guidance?

CT – suggested that professional learning is essential as there are complicated issues that could be levelled at teachers and they need assistance with the development of the teaching, particularly for non-specialists.

RS – supported this and emphasised that primary and nursery settings would also require an appropriate level of professional learning due to the changes that they are also facing.

VS – Specific training is also needed in non-religious philosophical convictions. There are also issues for universities and ITE providers. High quality resources need to be created and available to all relevant parties.

MD – reinforce the cross-curricular areas of learning so non-specialists will be teaching the subject which highlights further the need for professional learning.

Question 7 Is the guidance a helpful document for developing agreed syllabus conferences?

7b Is the guidance a helpful document for SACs?

RT – suggested we seem to be getting back to the 1970s when there was just a basic statement which became the Agreed Syllabus. In those days there was only a few pages of statutory requirements which were then supported by exemplar material. He suggested that the 1960s / 70s style of syllabuses could come around again!

CT – agreed with RT – 'less is more' as a statutory Agreed Syllabus document.

Consultation included in all WG consultations:

8. We would like to know your views on the effects that the RVE guidance would have on the Welsh language

9. Please also explain how you believe the RVE guidance could be formulated or changed so as to have positive effects on the Welsh Language and no adverse effects

RS suggested that the document doesn't have any negative effects on the Welsh language.

She questioned why the abbreviation letters RVE are still in English in the Welsh version – this could be an abbreviation in Welsh.

JH – stated that the English and Welsh versions have to be provided at the same time. She also agrees with the earlier points that Agreed Syllabus development may 'go around in a circle' with schools having flexibility – few details in the AS – more exemplar material.

10. We have asked a number of specific questions. If you have any related issues which we have not specifically addressed please use this space to report them.

The legal section needs improvement.

The term 'cynefin'– needs explanation.

PW – suggested that the term 'lenses' which has been used in relation to the list of bullet points - Search for meaning, The natural world etc is confusing and not consistent with the way in which the term lens is currently understood and being used in education – i.e. it is more usual to use the term lens in the context of a historical lens, sociological lens, personal lens etc.

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GV – stated that she felt the intended aim of these bullet point ‘areas of RVE’ is to support teachers by providing additional detail which has been brought over from the 2008 Exemplar Framework and Agreed Syllabuses which are modelled on it. GV suggested, however, that it would be helpful if a different term other than ‘lenses’ was used in order to avoid potential confusion.

LJ explained that the intention of the use of the term ‘lenses’ is to portray that there are different ways of looking at the different concepts.

LJ – explained that the example Learning Journeys have been matched against the progression steps and statements of what matters. The document affirms that teachers must use the statements and follow the principals of progression steps. This section of the guidance is trying to do two things – promote / provide more depth of subject knowledge - and facilitate teachers’ understanding of what RVE is helping them in identifying opportunities for the exploration of RVE concepts within the statements of what matters.

7. Welsh Government Update – Professional Learning

LJ reminded members that WASACRE has been lobbying for centralised funded Professional Learning for RVE and reiterated how essential it is that this is provided and delivered to practitioners. WG have finally agreed there is a need, mainly as a result of the evidence of the recent survey completed by schools. A sum of money has now been allocated for PL work but WG will manage the accounting and payments for this. WASACRE will be responsible for creating the resources which could be a combination of training packages and possibly digital resources for schools. WASACRE can decide on personnel to carry out the work and these could include teachers, consultants, members of WASACRE or NAPfRE as available and suitably qualified. All resources are to be completed by April 2022.

8. Report from the Executive Committee Held on 12th May 2021

RS gave the following report:

There has been one full executive meeting since the last WASACRE meeting – a range of things were discussed:

- Welsh Government matters were discussed following meetings with WG, the need for PL and the consultation of on the framework. We have given great focus on the framework earlier in the meeting which reflects all discussions on this by the executive in the main meeting and also in as short meeting discussing our initial thoughts on the consultation. A meeting was had between the officers and WG on the 21.4.21 where a range of matters were discussed mainly focusing on the RVE consultation that at that time was not out for consultation and we were informed that SACRE’s had received sight of the draft document but since the draft WG legal services had added sections which WASACRE and SACRE’s had not had sight of – we now see this in the consultation document. We were also informed that there was no intention to review collective worship at the present time but WG recognised that there was a need to review the remaining aspects of 10/94 that were still relevant. We informed WG of our latest progress with professional learning- WG through Kevin Palmer have made a proposal for

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PL, this is ongoing and we will be able to update WASACRE further on this in our next meeting when more time allows for it.

- Representatives of the executive have had a short presentation slot during the last ADEW meeting to highlight the developments with the changes to RE (RVE) with the development of the curriculum for Wales, the removal of the right of withdrawal and SACRE's.
- We also focused on our publications, protocols and presence to ensure clarity of role and purpose for all. Part of this is the new website that has/is ready to go live. All publications will and are situated on the site as well as contact information and relevant information.
- Updates were received for our representatives in the REC and AREIAC.
- We discussed correspondence that was received in particular the request form Free Church Council of Wales for assistance with the translation of English resources to the Welsh, following the discussion it was agreed upon that it was not within WASACRE's remit to fund translation of such projects.

9. Up-dates: these were submitted in writing as below

REC
The last RE Council meeting was on 11 May 2021. Some of the key points from the meeting were:

1. Election of new officers and members of the RE Council board of Trustees.

· Chair - Sarah Lane Cawte
· Deputy Chair - Ed Pawson
· Company Secretary - Deborah Weston

Trustees:
· Kathryn Wright
· Kathy Riddick
· Paul Smalley
· Philip Robinson
· Sandra Teacher

2. Funding has been secured for the RE Council to work with RE Today, led by Stephen Pett, to build on the work of the Worldviews Project.

This will be a 3-year project and its intended audience is Agreed Syllabus writers. Whilst there will be some involvement for Wales, this work will not supersede the RVE guidance document produced by Welsh Government currently out for consultation, however we will continue to identify if any areas of the project can be of use to Welsh SACREs

https://www.theosthinktank.co.uk/comment/2021/05/12/worldviews-film

3. The RE Council are currently undergoing a strategic review

The draft vision, mission and values for the RE Council were discussed by all members attending in breakout groups along with the issue of future membership and how this should be managed. There were some concerns raised about the different context for Welsh RVE, and how the RE Council can work effectively across the two diverging systems. It was agreed that

the RE Council should seek to meet with Welsh member organisations to identify how this issue can be best addressed.

AREIAC (Gill Vaisey)
The webinar programme continues. Next one is Mark Chater - 21 June, 6-7 pm
'Why radical reform of RE could still fail, and what we can do to save it:

The summer conference is being held online 5th and 6th July and the programme is available on the website. The theme is curriculum development at a national, local and school level. Paula Webber will be providing a session on Deep Thinking In Curriculum design and Rachel Samuel will be giving a national update on behalf of WASACRE. The conference is open to everyone and is £35 per day or £65 for 2 days for non-members. Booking can be made through Gill Vaisey as the conference organiser.

Five Cities Project. AREIAC will be working alongside the Religion and Media Centre to help organise the project that started in Cardiff in 2016. This is an effort to improve links and achieve better journalism in relation to matters around religious education by providing the opportunity for faith communities to meet journalists and other media professionals. Funding has been provided by Culham St Gabriel's Trust and it is hoped to organise these encounters in Leicester, Birmingham, Manchester, Leeds and Plymouth in autumn 2021.

AREIAC members have been considering the OFSTED research review on religious education published 12th May 2021. This latest review draws on the education inspection framework (EIF) and other religious education (RE) literature to identify what contributes to high-quality RE curriculum, assessment, pedagogy and systems in schools where Ofsted inspects RE.

EFTRE (Gill Vaisey)
There have been no further EFTRE board meetings since March 2021 and the last WASACRE meeting. The next meeting will be 21st November 2021.

The bi-annual conference is being planned for Rome - 25th-28th August 2022. The theme will be 'Living Religion' which is line with the emphasis in RE for England and Wales.
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A new logo being developed alongside a new website which is waiting to be launched. The website will be updated with the latest situation in Wales alongside the details of RE provision in all the member countries

A new Facebook page has been launched and one can request to join the Facebook group that has been created (17) EFTRE (European Forum for Teachers of Religious Education) | Facebook

Tania ap Siôn is involved in the EFTRE European wide research project "What does Covid-19 reveal to RE specialists?"

Inter Faith Network for the UK – report from David Hampshire
In April 2021 IFN published a resource for secondary school teachers to assist them on teaching about inter faith activity in the UK (see: https://www.interfaith.org.uk/resources/inter-faith-activity-in-the-uk-a-teacher-resource-for-secondary-pupils), building on the resource for

primary schools in 2019 (see: https://www.interfaith.org.uk/resources/learning-about-inter-faith-activity-a-primary-resource). In 2021 IFN also published a downloadable poster called Shared Values: the golden rule (see: https://www.interfaith.org.uk/resources/shared-values-golden-rule), which can be used in educational settings. Looking forward IFN is in the process of developing a resource for collective worship that can be used during Inter Faith Week. It will build on the schools' resources (above) and provide materials for both primary and secondary schools. WASACRE will be invited to take part in the consultation process as a member of the Inter Faith Network. National Inter Faith Week will run from Sunday 14 November to Sunday 21 November and resources for schools are also available (see: https://www.interfaithweek.org/resources/schools-2). This year the Week will coincide with Anti-Bullying Week and it is planned that there will be a shared piece of work with the Anti Bullying Alliance from Monday to Friday of the Week.

NAPfRE Update (Libby Jones)

LJ reported that the majority of the panel's recent discussions have been focussed on the Religion, Values and Ethics Draft Guidance. A variety of opinions were shared and noted at its meeting on 15 June, forming a substantial and useful draft response to the consultation, with lots for Welsh Government colleagues to consider.

Other items discussed at its summer meeting included, professional learning, NAPfRE presentations, and updates from members. The constitution was also raised as something that needed to be looked at going forward. Members will be considering the aims of the panel and its future membership.

To close the meeting, outgoing Chair, Libby Jones thanked all members for their continued support and commitment to RE. NAPfRE has gone from having 4 regular members back in 2018, to having around 18 in 2021, which is encouraging. Paula Webber takes over as Chair, and the panel is looking forward to working with Paula in supporting the Wales Association of SACREs and helping to strengthen and promote RE and RVE in schools across Wales.

10. Correspondence (Alice Parry)

Correspondence was received from:

The Education Workforce Council asking if WASACRE like to nominate anyone as a representative.

ACTION: Members are invited to inform AP (secretary) if anyone is interested in becoming this representee.

NASACRE regarding the sharing of information on members' areas of their website.

ACTION: this will be considered at the next Executive meeting and a decision made.

Paula Webber advised WASACRE that she will not be taking up EAS's offer of a renewed contract from August due to her need to create a better work life and family balance – this had not been an easy decision. Paula will continue in her teacher training post with Cardiff Met and therefore still be involved in the RE world.

As Chair, RS thanked Paula for her massive contribution to WASACRE over the years and RE more widely. She stressed that this will be a loss to both EAS and all the SACREs she supports.

Numerous individuals followed this expression of gratitude with their personal thanks and appreciation to Paula for all the knowledge, expertise, support, friendship, exceptional work ethic and sense of humour which she has brought to her SACREs.

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

None

12. Date for next meeting: October 2021 - Torfaen

This will probably take place online through Teams.

Thanks were extended to Powys County Council for 'hosting' the meeting.

Meeting ended at 1p.m.

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