



Complete Agenda

Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

SACRE

Date and Time

3.30 pm, TUESDAY, 4TH JULY, 2023

Location

Virtual Meeting - Zoom

(For Public Access Please Contact Einir Rh Davies)

Contact Point

Einir Rh Davies

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(DISTRIBUTED 26/06/23)

SACRE

MEMBERSHIP (7)

Plaid Cymru (4)

Councillors

Menna Baines
Paul John Rowlinson

Meryl Roberts

Elin Walker Jones

Independent (3)

Councillors

Anne Lloyd-Jones
John Pughe Roberts

Angela Russell

Ex-officio Members

Chair and Vice-Chair of the Council

Christian and Other Religions and Non-Religious Philosophical Convictions

Gwawr Maelor Williams
Eirian Bradley Roberts
Eurfryn Davies
Naomi Wood
Patrycja Bielak Smith
Rev. Nick Sissons
Bethan Davies Jones
Nathan Abrams
Dr Sibani Roy
Mr Mohamed Arabi
Edward Parri-Jones

Presbyterian Church of Wales
Catholic Church
Union of Welsh Baptists
Church in Wales
Buddhism
Methodist Church
Union of Welsh Independents
Judaism
Hinduism
Islam
Humanist

Teachers

Miriam A. Amlyn
Heledd Jones
Vacant Seat - UCAC
Vacant Seat - NAHT

NAS/UWT
NEU
UCAC
NAHT

Co-Opted Members:

Eleri Moss

Secondary Heads

A G E N D A

1. QUIET REFLECTION OR PRAYER

Quiet Reflection or Prayer

2. ELECT CHAIR

To Elect a Chair for this Committee for 2023/2024

3. ELECT VICE-CHAIR

To Elect a Vice-Chair for this Committee for 2023/2024

4. APOLOGIES

To Receive any Apologies for Absence

5. DECLARATION OF PERSONAL INTEREST

To Receive any Declaration of Personal Interest

6. URGENT MATTERS

To note any items that are a matter of urgency in the view of the Chairman for consideration

7. MINUTES OF THE PREVIOUS MEETING

5 - 7

The Chairman shall propose that the minutes of the previous meeting of this committee held on the 14th March, 2023 be signed as a true record

8. DRAFT SACRE ANNUAL REPORT 2021-2022

8 - 19

To consider the Draft SACRE Annual Report for 2021 - 2022

9. UPDATE : PRESENT COLLECTIVE WORSHIP GUIDELINES

An Update on the Present Collective Worship Guidelines that were discussed in the previous meeting

10. SPECIALIST SUPPORT TO THE SACRE

A discussion on the Specialist Support to the SACRE

11. WASACRE MATTERS

20 - 64

i. **Guidance for School Visits**

ii. **New Professional Learning Opportunities for Religion, Values and Ethics**

iii. **Qualifications Wales Consultation: The Full 14-16 Qualifications**

Offer

iv. WASACRE Meetings : 19 June 2023

v. Results of the WASACRE Executive Elections

S.A.C.R.E. - STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION 14/03/2023

Present:

Councillors: Menna Baines (Chair), Meryl Roberts (Vice-chair), Anne Lloyd-Jones, John P. Roberts, J. Paul Rowlinson, Angela Russell and Elin Walker Jones

Others:

Christian, Other Religions and Non-religious Philosophical Convictions: Nathan Abrams (Judaism), Eurfryn Davies (The Baptist Union of Wales), Bethan Davies Jones (The Union of Welsh Independents), Eirian Bradley Roberts (The Catholic Church), Dr Sibani Roy (Hinduism), Reverend Nick Sissons (The Methodist Church)

Teachers: Eleri Moss (Secondary Headteachers)

Officers: Einir Rh. Davies and Ellie M. Evans (Member Support Officers), Buddug Mair Huws (CYSAG Clerk) and Delyth M Jones (Translator)

1. PRAYER OR QUIET MEDITATION

The meeting was opened with a prayer by Councillor Menna Baines and time was taken for quiet meditation.

2. APOLOGIES

Apologies were received from Miriam Amlyn (NAS/UWT), Beca Brown (Education Cabinet Member), Garem Jackson (Head of Education Department), Heledd Jones (NEU), Edward Pari-Jones (Humanist) and Gwawr M. Williams (The Presbyterian Church of Wales)

3. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received.

4. URGENT ITEMS

No urgent items were received.

5. MINUTES OF THE PREVIOUS MEETING

RESOLVED to accept the minutes of a meeting of this Committee held on 29 November, 2022, as a true record and the Chair signed them.

An update was provided on Item 7: How can SACRE monitor Standards within Gwynedd Schools from 2022? It was confirmed that there currently was no intention to visit schools, but that the matter

would be given further consideration at a future meeting following receiving guidance from WASACRE.

6. AGREED SYLLABUS: GUIDANCE FOR RELIGION, VALUES AND ETHICS WITHIN THE NEW CURRICULUM: CYNGOR GWYNEDD PLAN

It was confirmed that Cyngor Gwynedd's Cabinet had received Welsh Government Guidance in a previous meeting, but that Gwynedd needed to create its own Plan, based on the Guidance. It was confirmed that once the Plan received the seal of approval of SACRE it would become a Final Plan. It was noted that it was hoped that schools had the essential resources, especially in Welsh, in order for the Plan to succeed.

RESOLVED: To approve the Cyngor Gwynedd Plan.

7. COLLECTIVE WORSHIP POLICY

The SACRE Clerk presented the item and confirmed that the Guidance were now dated, although the Legislation remained the same. She confirmed, in terms of the Statutory Requirement, that there was no requirement for a document, but that it appeared that schools see it beneficial having access to the document. The Clerk questioned if an update was needed? How did SACRE wish to move forward to make any updates and who would be willing to contribute to the work? The importance for pupils to meet jointly was noted, and the concern that it appeared that schools were not meeting together was noted.

It was noted that there was a feeling that the Guidance needed to be updated in terms of:

Getting to grips with the Imbalance in the Guidance:

Need new examples as there was a great deal about the Christian calendar, as well as offering Christian examples, and not much mention of faith or calendars such as those of Islam, Buddhism, Hinduism, or Judaism. The concern on the imbalance was noted and the value being lost by not learning about other religions.

Dated observations or vocabulary:

e.e. "an act of worship must be held every day" and it was felt that the requirement to maintain this remained but not in the same way.

Regular use of the word "worship" and the need for a definition of the term

The language of the Guidance reflects the present world by now, such as the need for the reference to calming down and to consider mental health issues and spiritual wellbeing.

Maybe some teachers would be more willing to lead on meditation rather than worshipping.

The way forward

It was suggested that establishing a Panel/Sub-panel/Working Group was a way forward to include representatives from the faith and education groups. It was also noted that this would be a way to bring different media together.

RESOLVED: As the Guidance had now become dated, it was agreed that the Guidance needed to be updated. It was decided to establish a Working Group, to include representatives from the Religions, Councillors and Teachers to look at updating the Guidance. The offer made by Councillor Elin Walker Jones and Reverend Nick Sissons to be part of the Working Group was accepted and it was agreed to enquire about more members, outside the meeting.

9. CORRESPONDENCE RECEIVED FROM THE WASACRE

WASACRE Matters

- i. A letter from the Chair of the WASACRE
- ii. Nominations for the WASACRE Executive Committee
- iii. Note the date of the WASACRE Spring meeting

RESOLVED:

- i. To send a letter to the WASACRE to thank them for their support during the production of the New Agreed Syllabus for Religion, Values and Ethics.
- ii. As no nominations for the Executive Committee were received during the meeting, it was decided to ask again outside the meeting.
- iii. Note the date of the WASACRE Spring Meeting.

The meeting commenced at 3.30pm and concluded at 4.25 p.m.

CHAIR.

Agenda Item 8

Standing Advisory Council for Religious Education

GWYNEDD ANNUAL REPORT

September 2021 - August 2022

Head of the Education Department

Mr Garem Jackson

CONTENT

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2.4 The response of the Local Authority

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2.7 SACRE's function in relation to Collective Worship

SECTION 3: ANNEXES

3.1 General information about the composition of SACRE

3.2 Membership of Gwynedd SACRE 2021 - 2022

3.3 SACRE meetings held during the reporting period

3.4 Guidance provided by Gwynedd SACRE to members who attend collective worship in schools

**SECTION 1:
EXECUTIVE SUMMARY**

SACRE's function in relation to Religious Education

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

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

1.1 Introduction by the Chairman

**Councillor Menna Baines
Chairman Gwynedd SACRE, 2021/2**

DRAFT

SECTION 2: ADVICE TO GWYNEDD EDUCATION AUTHORITY

2.1 SACRE's Function in Relation to Religious Education

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

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

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 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)

As a result of the emergence of the Curriculum and Assessment Act (Wales) 2021 and the establishment of the Curriculum for Wales, the Agreed Syllabus Conference was held for Gwynedd SACRE on 15 February 2022. The unanimous decision of the Conference was to recommend that Gwynedd Council adopt the Welsh Government's Guidelines on Religion, Values and Ethics so that it would be operational from September 2022.

2.3 How Good Are Standards?

In previous years Gwynedd SACRE has monitored religious education standards 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 secondary examination results;
- reviewing ESTYN inspection reports for references to 'religious education' or 'collective worship';
- inviting teachers and head teachers to share their good practices with members in the termly meetings;
- visiting schools, through invitation at the moment, to attend a collective worship session.

2.3.1 Schools' Self-evaluation Reports

At the Gwynedd SACRE meeting on 9 February 2011 it was decided that SACRE would fulfil its statutory responsibilities by inviting schools to share their own evaluation of Religious Education, joint worship and the spiritual and moral development of pupils with the Members. Gwynedd SACRE, Headteachers and Members of the National Advisory Panel for Religious Education (PYCAG) have approved the templates drawn up in response to the ESTYN Inspection Framework (see Appendix 3.5). The Gwynedd SACRE Clerk, who is an Assistant Education Resources Officer with Gwynedd Council, is responsible for distributing and collecting the self-evaluations. Primary and secondary schools are asked to submit a summary of the school's self-evaluation to the attention of the Gwynedd SACRE clerk during the year when ESTYN inspects the school. Due to the Covid-19 situation, ESTYN's visits ended during March 2020 and no visit was carried out during the year from September 2020 to August 2021. From September 2021 to August 2022 ESTYN did not undertake a full inspection programme and some schools only volunteered to pilot revised inspection arrangements. Consequently no inspection reports were published for individual schools during the year. Gwynedd schools were not asked to provide self-evaluation as a result of this.

2.3.2 Teacher Assessment and External Examination Results in the Secondary Sector

KS3 teacher assessments and KS4 and KS5 external examination results were not discussed during the meetings held in 2021-2022.

2.4 Response of Local Authority

Mair Huws, Assistant Education Resources Officer for Gwynedd Council ensures that any guidance or recommendations made by Gwynedd SACRE is communicated to the primary and secondary head teachers and to Gwynedd Council.

Up until April 2018, Gwynedd Council commissioned GwE (School Effectiveness and Improvement Service) to support Gwynedd SACRE meetings and to represent Gwynedd SACRE in regional and national meetings. In March 2018, the Gwynedd SACRE clerk was notified that GwE would no longer be supporting Gwynedd SACRE.

During the year from September 2021 – August 2022 schools began rebuilding in the wake of the COVID-19 crisis. It was also a year where both Primary and Secondary schools worked towards implementing the Curriculum for Wales from September 2022 (and September 2023 in the case of some Secondary schools). Education is therefore in the midst of a period of great change, which made it impossible to monitor standards within Religious Education during the year.

SACRE's recommendations to Gwynedd Education Authority

- Ensure that Gwynedd SACRE receives appropriate support and strategic leadership to discharge its duties as a statutory committee

2.5 Religious Education and the Welsh Government

The Welsh Government has published and distributed guidance documents to support RE 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 KS2 and KS3 (2011)
- Exemplar Pupils Profiles at KS2 and KS3 in Religious Education: Supplementary Guidance (2011)
- Religious Education: Guidance for 14-19 year old learners (2009)
- People, Questions and Beliefs: Religious Education in the Foundation Phase (2013)
- Religious Education: Chief Moderator's Report 2012 (<http://cbac.co.uk>)

Curriculum for Wales

- During 2014-15, Professor Graham Donaldson was commissioned to undertake an independent review of the curriculum and assessment arrangements in Wales.
- The Wales Association of SACRES (WASACRE) is represented on the Welsh Government's Strategic Stakeholders Group and representatives from the National Advisory Panel for Religious Education (NAPfRE) have attended meetings during the year with representatives from the Welsh Government's Curriculum Department as they support the pioneer schools and develop a Curriculum for Wales.
- Extensive consultation work on the Guidelines took place from March 2020 onwards and the Wales Association of SACRES (WASACRE) was an integral part of this work. The fruits of the labour of the consultation that was held is the guidelines which have since been published by Welsh Government.
- The Curriculum and Assessment Act (Wales) 2021 established the Curriculum for Wales under the law, replacing the Basic Curriculum (that includes, for example, national and local curricula noted in Part 7 of the Education Act 2002).
- The Curriculum and Assessment Act (Wales) 2021 notes the four purposes of the curriculum under the law. It also notes the mandatory elements (which includes religion, values and ethics) that encompass the 3 to 16 years old learning continuum:

- The Curriculum for Wales came to force in Primary Schools on 1/09/22 and Secondary Schools are working towards implementation from September 2023 onwards (if they have not already implemented it).
- The guidance on RVE ([Religion, values and ethics guidance](#)) contained within the Humanities Area is statutory and published under section 71 of the Act and designed to assist those responsible under the Act for designing the RVE syllabus as part of the school curriculum

2.6 Religious Education and ESTYN

Gwynedd SACRE recommends the following resources to the area's RE teachers and head teachers:

- 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 Key stage 3 (ESTYN, June 2018)

SACRE's recommendations to Gwynedd Education Authority

- Ensure that schools and secondary RE teachers are aware of the findings of the ESTYN report and act on the recommendations.

2.7 SACRE's Function in Relation to Collective Worship

Welsh Office Circular 10/94 notes that the LEA should work with their 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 Gwynedd schools have received collective worship guidance documents:
 - 'Supplementary guidance for inspecting collective worship in non-denominational schools' (ESTYN, October 2017);
 - Guidance on Collective Worship (WASACRE, June 2013).
- Gwynedd SACRE monitors standard of collective worship by receiving and reviewing schools' self-evaluation reports during the meetings;
- No self-evaluation reports were received in 2021-2022 as no school was asked to prepare one.

Determinations

There was no request from any school for a determination in relation to collective worship

SACRE's Recommendations to Gwynedd Education Authority

- Ensure that schools conform to the statutory requirement for collective worship and provide quality collective worship sessions;
- Encourage schools to invite Gwynedd SACRE Members to attend collective worship sessions within the County's schools

SECTION 3: ANNEXES

3.1 General Information Regarding SACRE's Constitution

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

Christians and Other Faiths, namely

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

Teachers, namely,

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

Elected Members

3.2 Gwynedd SACRE Membership 2021-22

Representatives of the Religious Denominations

The Methodist Church	<i>Awaiting nomination</i>
Union of Welsh Baptists	Eurfryn Davies
Presbyterian Church of Wales	Gwawr Maelor Williams
Church in Wales	Rebeka Davie-Tetmor followed by Naomi Wood
Union of Welsh Independents	<i>Awaiting nomination</i>
The Catholic Church	Eirian Bradley Roberts
Buddism	Dashu (Scott Smith)
Humanists	Edward Parri-Jones

Teachers' representatives

ASCL	<i>Awaiting nomination</i>
UCAC	<i>Awaiting nomination</i>
NASUWT	Mrs Catherine Davey
NUT	Miriam Amlyn Mrs
ATL	Mrs Heledd Jones
	<i>Awaiting nomination</i>
	Mr Noel Dyer
	Mrs Miriam Amlyn
	Mr Euron Hughes
	<i>awaiting nomination</i>

Local Authority Representatives

Councillor Paul Rowlinson	Plaid Cymru
Councillor E Selwyn Griffiths	Plaid Cymru
Councillor Menna Baines	Plaid Cymru
Councillor Judith Humphreys	Plaid Cymru
Councillor Elin Walker	Plaid Cymru
Councillor Menna Baines	Plaid Cymru
Councillor Medwyn Hughes	Independent
Councillor Dewi Wyn Roberts	Independent
Councillor Mike Stevens	Independent

Co-opted members (non voting)

Officers

Garem Jackson	Head of Education Department
Mair Huws	Assistant Education Resources Officer
	Democratic Services Officer
Sion Huws	The Council's Legal Representative
Einir Rh Davies	Democratic Services Officer

Dates of meetings may be obtained beforehand by contacting the SACRE Clerk. During 2021-2022, Gwynedd SACRE met three times via Zoom :

23 November 2021
1 February 2022
12 July 2022

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

- a) **23 November 2021 meeting – no quorum present**
 - There was a comprehensive Presentation on the proposed Guidelines on Religion, Values and Ethics within the new Curriculum for Wales which was in draft form by Libby Jones from WASACRE
- b) **1 February 2022 meeting- no quorum present**
 - The Agreed Syllabus Conference for Religion, Values and Ethics which was to be held on 15/02/2022, was discussed. It was emphasized the need for members to attend the conference which would be led by Phil Lord from GwE
- c) **12 July 2022 meeting**
 - A new Chairman was elected (Councillor Menna Baines) and Councillor Paul Rowlinson was thanked for his tireless work over the five years he was Chairman.
 - The Education Department was asked, following the Agreed Syllabus Conference held on 15/02/2022, to prepare a report for the attention of the Gwynedd Council Cabinet recommending the Agreed Syllabus as discussed at the Conference.

Gwynedd Agreed Syllabus Conference 15/02/2022

As a result of the emergence of the Curriculum and Assessment Act (Wales) 2021 and the establishment of the Curriculum for Wales, the Agreed Syllabus Conference was held for Gwynedd SACRE on 15 February 2022. The unanimous decision of the Conference was to adopt the Welsh Government's Guidelines on Religion, Values and Ethics.

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

3.3.2 The following provide SACRE with professional support:

Garem Jackson	Head of Gwynedd Education Department
Mair Huws	Assistant education improvement officer and SACRE clerk
Einir Davies	Democratic Services Officer who administers SACRE on behalf of Gwynedd Council

Enquiries should be sent to the SACRE Clerk at the Education Department, Gwynedd Council, Caernarfon, Gwynedd. LL55 1SH

3.3.3 A list of Organisations that received a copy of the SACRE Report

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

- Department for Education and Skills, Welsh Government
- Head of Gwynedd's Education Department
- Gwynedd Council Leader

- Wales Association of SACREs
- Gwynedd schools

A copy was distributed also to :

- Members of Gwynedd SACRE

3.4 Record Sheet for Members of Gwynedd and Anglesey SACRE Members as they attend a collective worship session

Details to follow

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Agenda Item 11

THE FREE CHURCH COUNCIL OF WALES

GUIDANCE FOR PRIMARY AND SECONDARY SCHOOL VISITS

'Instilling learners with passion and pride in themselves, their communities and their country is central to the four purposes (of the Curriculum for Wales). Learners should be grounded in an understanding of the identities, landscapes and histories that come together to form their 'cynefin' (Cynefin is the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense, it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it). This will not only allow them to develop a strong sense of their own identity and well-being, but to develop an understanding of others' identities and make connections with people, places and histories elsewhere in Wales and across the world.'

Curriculum for Wales, Designing a curriculum in Wales and for Wales, see www.hwb.gov.wales

Churches and Christians are clearly an important part of this understanding of 'cynefin' and should therefore take full advantage of the opportunities to visit and contribute to a school's curriculum and acts of Collective Worship.

If you intend to visit a school:

- **Remember** to make an appointment with the Head Teacher, even if you do know another member of staff.
- **Remember** that you are a person that has been invited to the school.
- **Remember to dress appropriately.** Ask a member of staff what is acceptable.
- **Be clear** as to what is expected of you: what time you should arrive, where you should go: how much time has been allocated to you, what are the ages and abilities of the learners that you will be addressing, etc.
- **Pray** beforehand: you could also ask others to pray while you are at the school.
- **Be punctual!** Arrive early and do not overstay your welcome. If you do go over the time allocated, you will not be popular with the staff! Rather, try to conclude a few minutes early as a few minutes late could disrupt the school's timetable for the rest of the day.

- **Be consistent and dependable.** Although teachers will not appreciate a last-minute call telling them that you're cancelling your visit, it is very important that you contact the school if you are unable to take part in a previously arranged activity.
- **A member of school staff should always be with you** in order to qualify your contribution and also as regards good practice. It is their responsibility to ensure discipline so that you are free to carry on with your own presentation.
- It is as Christians that we present ourselves to the school and it is our own belief and viewpoint that we are there to express: don't assume that learners hold the same viewpoint as you. **We should not evangelise in order to avoid accusations of proselytising.**
- **Ask the Head Teacher if it is necessary for you to sign a declaration concerning Child Safety and be checked through the DBS.**
- **Our school work is more than leading acts of Collective Worship;** it could be more beneficial initially to build a relationship with the school through a variety of activities, e.g. reading with the children, sport, mentoring, contributing to specific class work, participating in the "Open the Book" scheme etc.
- **Remember** to plan carefully and liaise with school staff. This will influence the attitude of the staff towards you.
- **Be aware** of the age range in Collective Worship presentations and the ability range in lessons.
- It is beneficial to **ask about particular school themes** so you're your work will support the school in its teaching.
- It is quite possible that the **pupils themselves will be measuring your performance.** Be yourself and always show respect. If you discuss matters with them, remember that they too have a right to their own opinions, just as you have a right to express clearly what you believe.
- **There is no need to get into heated discussions** or try to score points by winning an argument. Remember you want to be invited back to the school!
- **Remember** the Head Teacher and teachers are under no obligation to have you back at their school.
- **Following your visit:** send an e-mail or letter or phone to thank the staff and pupils.

VS/10/22

THE FREE CHURCH COUNCIL OF WALES

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**LINKING CHURCHES
AND SCHOOLS**

.....

Gillian Wood

Revised by Vaughan Salisbury: 2022

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LINKING CHURCHES AND SCHOOLS

This booklet is designed to encourage links between churches and local schools in Wales: to encourage churches who are not involved with schools to begin on this exciting venture and to encourage others to continue and even extend their involvement.

Whilst the focus is on building bridges with community schools, the ideas and actions are also relevant to all faith schools and independent/private schools.

WHY GET INVOLVED?

- Churches as organisations and their members as individuals have always seen involvement in public education as important. It is part of our role in society and a means of bringing Christian values to bear on the provision, nature and conduct of education. Through education, both formal and informal, children, young people and adults develop and grow in body, mind, and spirit and each should have the opportunity and encouragement to develop to the full the potential God has given them. It is therefore to share in God's work that Christians become involved in schools, not to proselytise but by being concerned for our neighbour's whole well-being.
- Involvement with schools is part of our Christian calling, following the example of Christ as seen in Jesus' concern for children (Matthew 19:13; Mark 10:13-16; Luke 18:15-17,20b), in Jesus' challenge to Peter to "Feed my Lambs" (John 21:15-19) and in Jesus' call to serve others (Matthew 25:31-40).
- Both churches and schools have a common concern - they want the best for all young people. Churches and schools are part of the local community and work for the good of that community; churches become involved with schools as good neighbours, sharing concern for the young and the vulnerable. In serving others, Christians are following the example of Christ; and so, in serving schools and the children and adults in them, Christians are offering service to their Lord.
- The Curriculum for Wales (2022) requires schools to ensure that learners develop an authentic sense of 'cynefin'. Cynefin is the place where we feel we belong, where the people and the landscape around us are familiar, and the sights and sounds are reassuringly recognisable. It allows learners to develop a strong sense of individual identity and understanding how this is connected to and shaped by wider influences. Churches and chapels are, of course, an integral part of this cynefin, and this opens up opportunities for local churches (like other local organizations) to deepen their links with their local schools. By doing so churches contribute to designing a broad and balanced curriculum which promotes the spiritual, moral, social, cultural, and mental development of pupils, preparing them for the opportunities, responsibilities and experiences of adult life.

1. ARE YOU ALREADY INVOLVED INFORMALLY?

You probably already have school links through the people who make up your church:

- Teachers
- Governors
- Headteachers
- Lunch time supervisors
- Dinner ladies
- School nurses
- School secretaries
- School caretakers
- Classroom assistants
- School crossing wardens
- School librarians
- Cleaners
- Parents
- Grandparents
- Pupils
- Learner mentors
- Advisors
- Inspectors
- SAC members (Standing Advisory Council)
- Local Education Authority staff
- School Christian workers
- Parent Teacher Association members
- Collective Worship teams
- or perhaps your minister takes school Collective Worship.

This is not an exhaustive list!

2. TURNING THE INFORMAL INTO THE FORMAL

Before contacting a school, you need to find out what skills, availability, and degree of inclination there is in the church. This could be done by arranging a meeting for all those who already have some school link but opening it to all who are interested in schools. You may be surprised at hidden talents - don't forget to ask children and young people in your church. Use the meeting as an opportunity to brainstorm ideas and discuss which local school would be best to contact first. Before you do so first check whether any other church or Christian group already has links with the school. It may be you can work together, or it may be appropriate to select another school. Don't forget special schools and independent/private schools too.

At the end of your meeting, you need to decide on some specific areas of support you could offer to a school, who would be involved and whether they need training. Taking or leading acts of Collective Worship and visiting church buildings are what schools will expect but there are other opportunities, as you will see later.

Once you have one or two offers of support and decided which school to approach, then the contact with the head of the school needs to be done formally, preferably by the church minister or leader. If you have chosen a school with which you have informal links through a teacher or governor, they may like to let the

headteacher know that the approach will be made.

In the meeting with the headteacher remember that the business of schools is education and that headteachers are busy. Use the meeting to introduce the church and its willingness to be of assistance to the school. Find out what ways the school would like to work with you as well as sharing the ideas that you previously discussed in your church.

Be prayerful, be prepared, be patient and courteous and expect to develop a positive link with the school which can begin small and then grow as knowledge and trust develop on both sides. Go for it!

3. WHAT CAN WE DO?

Remember that the relationship between a school and a church can be a long one. Therefore, do not rush into the project too quickly or try to do too much too soon.

It is important to offer help which the school needs and which you know that as a church, collectively or as individuals, you can deliver. Remember some options need a long-term, regular commitment, whilst others may be only once a year.

Opportunities for the church to offer to the school include:

- Visits to the chapel/church buildings as part of a Religion, Values and Ethics syllabus. Since September 2022, RE in Wales is now called Religion, Values and Ethics (RVE).
- Use of the church premises for school Carol Service, Nativity Play, Harvest Festival, Leavers' Service or just use of the premises for other school activities. Many schools are short of space and many church buildings are not fully used during the daytime.
- Take acts of Collective Worship at school, including special services at Christian festivals, Remembrance Day, Education Sunday and Climate Sunday. Why not invite members of the school - headteacher, teachers, pupils - to take part in special services at the church?
- Provide resources for the school: Bibles for class use.
 - Christian books for the library and for the curriculum – e.g. It's Your Move from Scripture Union.
 - DVDs – e.g. The Miracle Maker, The Prince of Egypt, The Star.
 - Websites for Collective Worship.
 - See Resource Section for more resource links.
 - Members of the church as individuals or groups of individuals working through the church could help the school in a voluntary capacity. Age is no barrier - you could even be an honorary grandparent! Again, many of these activities require a long-term commitment.

Volunteers could:

- Listen to children read.
- Provide extra pairs of hands for school excursions, clubs, sport, music, drama, visiting the local library, open days and special events.
- Offer practical help with gardens, maintenance or in the office - work parties to repair and decorate the school or create a school garden.

- Offer a regular time during the week to be a classroom volunteer under the supervision of the class teacher.
- Be interviewed by children as “living examples” of people with a Christian faith.
- Be interviewed about the past and visions of the future!
- Join the Parent Teacher Association.
- Become a school governor.

**DBS clearance might be needed to fulfil some of the above activities.
It is important to liaise with schools regarding this provision.**

And perhaps, most importantly, encourage Christians to consider becoming full time teachers. Schools need teachers - Christian teachers.

There are opportunities for schools to help and work together with churches:

- Churches may know of suitable recipients of school Harvest Festival gifts, or the school’s harvest gifts could be brought into the church for a joint celebration.
- School choirs could share with the church in worship in homes for the elderly or in special church services.
- School choirs or drama productions could be invited to church activities as part of joint social outreach to the community, e.g., a school Christmas production as part of a special luncheon club event.
- Schools could be invited to share in other church events, e.g., Carol Services, Christian Aid Week and church collections of supplies for various countries in need, or activities to raise money for famine relief, or the Christmas shoebox appeal. These could even be joint activities.
- Schools could be asked if their students/pupils could design posters/ service sheets/ notices for church events, perhaps as a design project. This could be a mutually beneficial activity.
- Churches could advertise school events and display children’s work, perhaps after a class visit to the chapel/church buildings.
- Churches could include news items from the school in the church magazine - a report of activities done or to happen, examples of work pupils have done.

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4. DON'T FORGET THE STAFF

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Send an e-mail or card of support and encouragement when Estyn inspection results or exam results are made known, or when the school makes ‘the news’.

Send an e-mail or card at the start of the school year/Christmas time to wish them well and assure them of the church’s support and prayers.

Above all: pray for the school.

5. CHURCH VISITS

The Curriculum for Wales and Local Agreed Syllabuses for Religion, Values and Ethics encourage pupils to visit local places of worship. This is a ready way in which the church can help the school. Every Christian building says something about the people who meet there; but whatever your chapel/church is like, it is essential to set the visit up properly. These visits can be most helpful in building on-going relationships with the school. A church's commitment to careful preparation and the maintenance of a worshipful atmosphere will make such visits a particularly important part of the pupils' spiritual development.

Before receiving a group of pupils on a visit, you should plan carefully with the school. You need to discover the school's aims for the visit so that you can prepare activities and materials suitable for the age group and the purpose of their visit. It is important for the pupils to appreciate that the church is the people, and the building is where they worship. You need well-briefed members of the church to be available to take part in the visit.

It is also helpful to prepare resources which relate to your church and your denomination, e.g., a plan of the chapel/church, activity sheets specifically created for your building, a video, a special service (e.g., baptism, Climate Sunday). If there is to be a talk, then a presentation illustrating different aspects of the church, its history, worship, activities, people, furniture, weddings would help. The church notice board and display tables of literature could also reflect the life and activities of the church and its related organisations, at home and worldwide. Some churches use guided tours to explain various features such as the pulpit, lectern, christening cup/baptism pool. There are many approaches, and your denomination may provide guidelines on receiving school visits, e.g., Salvation Army's The Ultimate Church Visit.

Remember also the practical points: why are they coming; how many pupils and adults; when and for how long; label the toilets; will there be refreshments and where, and who will organise. Give the pupils time to be still and silent to appreciate being in a place of worship.

Do a follow-up with the school and church members to find out what went right/wrong/and what could be improved. Ask if examples of children's work relating to the visit could be displayed at the chapel/church. Thank everyone for participating and say you would look forward to seeing them again sometime.

NB: If your church has a graveyard, then it may also provide the opportunity for school visits relating to local history, nature conservation and ecology.

6. PRAYER

Praying for the success of education in our schools is an important and natural Christian activity. If all the adults working in and for the school feel supported and valued, then the whole school environment can be affected for good, and children will have a positive experience of school. Children and young people in schools will have many and varied needs. God is interested in all of our lives and that includes school and all that happens there.

Remember schools in public and private prayer, at the beginning and end of term, on Education Sunday, St David's Day, at exam time, and when there are special events at the school.

Regular prayer zoom sessions at www.prayerforschools.org exists to stimulate and encourage committed

Christian prayer for schools in Wales, and to provide a means of communication and support for those involved. If you are going to set up a prayer group for a school, it would be useful to check with the school if such a group already exists.

7. WORKING TOGETHER

- Churches working together can give a united Christian witness to the local schools and can consider more ambitious ventures than may be possible for a single church. It is helpful to schools if the churches in the area from all different traditions can be seen to be working together. Occasionally schools are reluctant to respond to the overtures of one church because of what they see as church rivalries or a sense that that church is on a “recruitment drive”. Even if churches work individually with schools, it is important to share this information at ministers’/church leaders’ meetings and in local Cytûn groups so that everyone knows what is happening.
- If churches can work together, then much can be achieved. Initially, it would be helpful to share information on what links do exist and so co-ordinate work in a particular school or encourage new work to start in schools where there is no active church involvement. The local authority Religion, Values and Ethics adviser (if available) and the SAC may be useful contacts as to where help is needed in terms of Religion, Values and Ethics provision. The Local Agreed Syllabus is also useful in this regard.
- In some areas the churches involved in school work employ Schools’ Christian workers. Some of these work directly in the schools. In others, the worker is a development officer who although going into schools, has as a prime role the encouragement, nurture and training of volunteers from churches who then go into schools. Contact your own denomination or Cytûn for further information.
- Local Cytûn groups could celebrate all the local links between churches and schools by arranging ecumenical services.

8. EDUCATION SUNDAY

There has been an annual recognition of Education Sunday in Wales and England for many years. It is a national day of prayer and celebration for everyone in the world of education. The theme is devised by an ecumenical steering group representing different Christian denominations. It is celebrated on the second Sunday in September to coincide with the start of the school year. Information about each year’s theme is usually available from Cytûn and Church headquarters and websites.

You might like to use Education Sunday as the opportunity to launch your new school-church link.

9. WHAT MORE CAN WE DO?

As churches and schools establish mutual trust, it is possible to consider other ways of working together.

Churches in discussion with the local education authority and local schools have set up breakfast clubs, homework clubs, after-school clubs and computer clubs on chapel/church premises during out of school hours. Such activities need much prior preparation and training. Sources of advice may include denominational headquarters and Cytûn, who may be able to link you up with others who are already experienced in the work, as may the local authority or diocese.

As church links grow with an individual school, personal relationships develop and ministers and others from the church may find themselves taken into the confidence of headteachers or individual teachers as they begin to act as ‘chaplains’ to the staff. This pastoral role takes time to establish and is a position of great trust, but it is time well spent. It is also important to build in a team approach to provide continuity as personnel move.

10. RELIGION, VALUES AND ETHICS (RVE) IN SCHOOLS

Religion, Values and Ethics (RVE) provides the opportunity for pupils to learn about religions and non-religious philosophical convictions. It can also contribute to pupils’ moral and spiritual development, to help them develop the ability to make well-informed reasoned judgements about moral issues and to reflect on ultimate questions etc. The RVE statutory guidance can be accessed via the Welsh Government’s Hwb website: <https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance>

RVE is part of the Humanities Area of Learning and Experience of the Curriculum for Wales taught in all schools throughout Wales. In community, foundation, and voluntary schools this will be based on the local agreed syllabus for RVE.

Details on the provision of RVE in the curriculum for all types of schools can be found in the Summary of legislation on Hwb at <https://hwb.gov.wales>

The Local Authority Agreed Syllabus for RVE must reflect the fact that the religious traditions in Wales are in the main Christian whilst taking account of the teaching and practices of the other principal religions and non-religious philosophical convictions represented in Wales. The Local Agreed Syllabus is prepared by a Conference set up by the local authority consisting of three committees representing a) faith and belief, b) the teachers, and c) the local education authority.

Churches should therefore have a representative of their own denomination at the Conference. That representative should be able to answer questions about the Local Agreed Syllabus and how churches can help schools implement it.

RVE may not be a well-resourced area of the curriculum, even in secondary schools where there are specialist RVE teachers. So, churches, after discussion with the school, may be able to provide resources to help in the teaching of Christianity. In some schools the resources needed are well-qualified RVE teachers: Churches can help by encouraging Christians to consider taking up this career. Further details about RVE and Religious Studies qualifications in Wales can be found on the Welsh Government’s Hwb and WJEC websites.

Churches should also take note of the following legislative changes in Wales which are operational in schools since September 2022:

- There is no parental right to withdraw their children from RVE in the Curriculum for Wales.
- Maintained schools with nursery age children and funded non-maintained nursery settings must provide RVE for all their learners from age 3 from September 2022.
- Post 16 RVE in maintained schools is optional for 6th formers.

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11. COLLECTIVE WORSHIP

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Community Schools, Foundation and Voluntary Schools with no religious character are required to provide a daily act of Collective Worship which ‘shall be wholly or mainly of a broadly Christian character’. This means it reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination. In church schools Collective Worship will be within the tradition of that church tradition. Currently (2022) every pupil in every school must attend an act of worship in school every day unless the pupil’s parents exercise their right to withdraw their children under the appropriate conscience clause.

Schools often use the term ‘Assembly’ instead of Collective Worship for this gathering of pupils and pupils are offered opportunities for spiritual and moral development, including contributing to the worship. Church visitors might present ideas and experience from their faith, asking pupils to think about them from their own points of view. In leading prayer, no assumptions should be made about the commitments of the pupils or staff.

It is important for church visitors who are asked to lead Collective Worship to prepare well in advance: ask for the school’s worship policy; talk to the worship coordinator, who may not necessarily be the headteacher; and if possible, ask to visit an equivalent act of worship beforehand. It is also important to check practical issues; where it is held, how long do you have, where do the notices fit in and the pupil age range. In schools, timing is very important and seek to end just before your allotted time - you want to be invited back!

There is a great deal of guidance available for leading Collective Worship, both on different websites and in printed materials. See the Resource list at the end of the document.

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12. WHAT IS A SAC?

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All Local Authorities (LA) have to set up a Standing Advisory Council (SAC) for RVE.

The function of the Standing Advisory Council on RVE is to advise the local authority on such matters connected with the provision of teaching and learning, under the Curriculum and Assessment (Wales) Act 2021, either in respect of the mandatory element of RVE, or the post-compulsory education in maintained schools of optional RVE which includes:

- methods of teaching.
- the choice of teaching materials.
- the provision of teacher training.

In addition, the SAC may advise on Collective Worship in LA schools and any other matter the LA may refer to the council or as the council may see fit.

The SAC shall in each year publish a report as to the exercise of its functions and actions.

Under the Education Acts, the LA must provide local arrangements for dealing with Complaints. The SAC on RVE may therefore consider unresolved complaints about the provision of or lack of provision of RVE. This arrangement will give parents and others the opportunity to ensure the proper provision of RVE across all schools

The SAC can also require the LA to review its Agreed Syllabus.

The SAC is made up of three committees representing a) faith and belief, b) the teachers, and c) the local education authority.

It would help churches in their work with schools if they contacted their local SAC and their representatives on it. SAC representatives should act as the link between the SAC and local churches presenting concerns about the teaching of RVE and the delivery of Collective Worship in the local schools. SAC meetings, usually once a term, are open meetings which members of the public are free to attend. The LA will have details of times and venues.

13. VOLUNTARY CHRISTIAN GROUPS

Many schools have Christian clubs or meetings at lunchtime or after school which enable pupils to share their faith. They should be clear in their purpose and open in their agenda and invitation for all to participate. They are often run by School Christian Workers, school staff or in secondary schools by older pupils. In many cases, the staff will not be RVE staff but practising Christians who teach other subjects.

Visitors to such groups are participating in the life of the Christian community on school premises and should take the opportunity seriously. Even though the meetings are at lunchtime or after school, the arrangements for visitors to such groups should be made not only with the group, but also with senior staff in the school because the meeting is on school premises.

14. SUPPORTING TEACHERS

The morale of teachers is crucial to the success of education. None of the work undertaken by teachers, headteachers, support staff or governors is easy and it has to be undertaken in a professional and responsible manner. They all need to know that what they are doing is valued by the churches and local community. They need to feel that their schools and their own contribution is supported and upheld in prayer by their local church/es.

Where church members are employed in school or are giving their time as governors, SAC members, or volunteers, churches should take an interest in what they are doing. They should also be protected from being too-overburdened with church-related responsibilities. It may take some restraint to ensure that busy people are not forced to choose between their work in and for schools and their work in the church.

If churches support Schools Christian Workers, the support has to be nurtured by inviting them to visit the church and share their hopes and concerns and activities in person as well as through e-mails/newsletters. This enables the churches to keep the vision alive and offer both prayerful and practical support.

If a church can show how it positively values, encourages and supports teachers, then it could not only build up existing teachers but also encourage others to enter the profession.

Schools need Christian teachers, now and in the future.

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15. LEGAL ISSUES
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The headteacher of a school is responsible for everything that happens in the school, and to school parties out on visits. Anyone visiting a school is there as a guest and is expected to conform to the patterns of professional behaviour set down by the school.

The class teacher is responsible for discipline and the health and safety of the pupils and should always remain with the class when on a visit or when there is a visitor in the classroom. At no time during their visit should a visitor expect to be left alone with an individual child/small group/class. Should any pastoral issues arise during conversation between a school visitor and a pupil in the school, they should be referred to the relevant member of staff at the earliest opportunity.

Anyone who wishes to work with children or young people at church or in school is expected to apply for a basic Disclosure and Barring Service (DBS) check (see www.gov.uk). The Local Authority may well make this a condition of working in a school. Churches should check with their denominational headquarters or their diocese as to the appropriate route to follow for their members to apply for Disclosures.

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16. BEING GUESTS
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Although schools are keen to receive help from the wider community, they are places of education run by professionals. The most effective way to be involved is to support the needs of the school and build up a relationship over time. Never use an invitation to overstep what is acceptable educationally. Respect the aims and standards of the school. Do not proselytize or you will never be invited back!

Once you have built up a relationship with a school, do everything to maintain it. Be punctual, presentable, professional and check with the teachers what is acceptable in their classroom/hall. If you need equipment, ask for it before you get there or take your own.

Remember that schools may include members of different religions and non-religious groups, children from irreligious families, different Christian denominations and sects. Respect therefore their viewpoints as you present and discuss your Christian belief.

17. CHURCH SCHOOLS

For some churches, the link to a local school is already established by the presence of their own church school.

Every church school represents a considerable commitment in time and money by the local church community to enable it to come into being and continue in existence. A church has a financial responsibility towards its school through the governing body and a responsibility to provide some of the governors. The minister/priest is often a member of the governing body, though not necessarily its chair. This allows him or her to fulfil a chaplaincy role which is also a responsibility of the church. The church has a moral responsibility for the spiritual development of the school which, although partly fulfilled by the chaplain and governors, has a wider implication for all church members who should pray for the school and offer help in whatever way is needed. Thus, the ideas and suggestions for creating links between churches and community schools are in many cases equally applicable to churches and their church schools. If churches in an area feel led in this direction, they need to contact their diocese or church headquarters for preliminary advice as well as being aware of local developments and the views of other local churches in the hope that the work can be ecumenical.

18. ON FROM SCHOOL

This material has concentrated on links between churches and local schools, but many young people move on from school into further and higher education. Free Churches are involved with Colleges of Further Education as was described in Free Churches Group – Engaging in the Public Square, Serving from the Margins: The Free Churches and Further Education, 34 pp, 2016. This is an important publication, but it focuses only on England.

The Free Churches are also present in Colleges of Higher Education and Universities. See Free Churches Group: Hope in Higher Education, The Free Churches and Higher Education: A report and recommendations from the FCG – Higher Education Working Group, 35pp, 2018. This is an important publication, but it focuses only on England.

See also A Free Church Voice on Education, Free Church Education Committee, 2010. This is a booklet focusing on the nature, purpose, and role of a nonconformist Christian voice on education. It has 4 sections on Historical context, Philosophy, Purpose, and Action.

19. WHERE WILL IT END?

- Every church can be involved in supporting a school by one of the ways described here even if there is no-one connected with schools or education in the church at present and even if there are no informal links with children or young people.
- There is a school in the neighbourhood of every church, and we are all called to serve our schools and their pupils.
- All Christians have the privilege of prayer.
- Put these two together and the link between church and school has started - where it will end is in the hand of God.

20. REFERENCE SECTION: WEBSITES

www.gwales.com - details of all books available in English and Welsh through the Welsh Books Council

<https://gov.wales> - the web site of the Welsh Government - follow through to Education and Lifelong Learning for information on education matters.

www.wjec.co.uk - the web site of the Welsh Joint Education Committee (WJEC) – GCSE/AS/A level Religious Studies

www.prayforschools.org (with a Wales link) seeks to mobilise Christians to support their school communities through prayer.

www.ysgolsul.com – providing a wide variety of Christian material which can be adapted to community school settings.

<https://hwb.gov.wales> – contains important bilingual links to all aspects of the Curriculum for Wales including the go-to site for teaching resources.

<https://stgilescentre.org> – based in Wrexham. Supports teaching and learning in Wales.

www.cytun.co.uk – Cytûn. Churches together in Wales.

www.christianaid.org.uk/schools/school-assemblies - Christian Aid Collective Worship material. Bilingual material available on <https://christianaid.org.uk/get-involved-locally/wales/cymru>

www.natsoc.org.uk - the Church of England/National Society site for all interested in Church of England schools and Church of England involvement in education, generally, as well as free weekly collective worship resources.

www.catholiceducation.org.uk - for all interested in Roman Catholic schools and Roman Catholic views on education.

www.schoolsprayernetwork.org.uk - to find out about setting up a prayer support group for a school.

www.assemblies.org.uk - assemblies for primary schools including help in preparation, presentation, music and drama, provided by SPCK.

<https://cymru.assemblies.org.uk> – Welsh language material linked to the assemblies.org.uk website

www.cstg.org.uk – ‘our vision is for a broad-based, critical and reflective education in religion and worldviews contributing to a well-informed, respectful and open society’.

www.christianeducation.org.uk - information on books and resources for RE and Collective Worship in England.

<https://www.reonline.org.uk> - provides RE resources from the Culham St. Gabriel’s Trust in England.

www.teachRE.co.uk - promotes the teaching of RE, designed to encourage people to consider teaching RE as a career.

<https://www.bbc.co.uk/programmes/p00nkdgx> - BBC School Radio Assemblies

www.spckpublishing.co.uk – major Christian publishing company.

www.spinnaker.org.uk - resources for assemblies in primary schools in England.

<https://www.salvationarmy.org.uk> – resources e.g. Ultimate Church Visit.

<https://biblesociety.org.uk> – Open the book/Agor y llyfr opportunities for church members to deliver Bible stories in schools

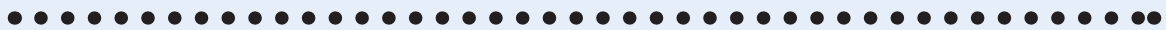
www.retoday.org.uk – a website for RE developments and resources in England.

www.scriptureunion.org.uk – e.g. Get Out and Get Sporty. How can churches today connect with more children and young people with no church background?

Also: It's your move! a useful, colourful, fun-packed book for pupils who are preparing to move from junior to secondary school.

www.freechurches.org.uk - activities of the Free Church Education Group.

www.spiretrust.org.uk - a non-denominational Christian charity, encourages the creation of groups of Christian people who will undertake to build relationships of mutual trust and understanding with the staff of their local secondary school and offer themselves as a resource to the school in the teaching of Christianity and the delivery of Collective Worship.



The author of the original booklet, Gillian Wood was Education Officer for the Free Churches and was involved in education all her working life as a chemistry teacher and then a teacher union official.

CTE at the time gave permission for the Free Church Council of Wales to publish an English and Welsh language version for Wales. In view of the new Education Act for Wales (2021) the FCCW decided it was prudent to revise the 2003 document and are grateful to Vaughan Salisbury (FCCW Education Secretary) for undertaking this work.

This publication is available as an online version only in both Welsh and English and should be available on denominational websites as well as from local SACs and the FCCW link on <https://www.cytun.co.uk>

21. GUIDANCE FOR PRIMARY AND SECONDARY SCHOOL VISITS

'Instilling learners with passion and pride in themselves, their communities and their country is central to the four purposes (of the Curriculum for Wales). Learners should be grounded in an understanding of the identities, landscapes and histories that come together to form their 'cynefin' (Cynefin is the place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense, it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it). This will not only allow them to develop a strong sense of their own identity and well-being, but to develop an understanding of others' identities and make connections with people, places and histories elsewhere in Wales and across the world.' Curriculum for Wales, *Designing a curriculum in Wales and for Wales*, see www.hwb.gov.wales

Churches and Christians are clearly an important part of this understanding of 'cynefin' and should therefore take full advantage of the opportunities to visit and contribute to a school's curriculum and acts of Collective Worship.

If you intend to visit a school:

- Remember to make an appointment with the Head Teacher, even if you do know another member of staff.
- Remember that you are a person that has been invited to the school.
- Remember to dress appropriately. Ask a member of staff what is acceptable.
- Be clear as to what is expected of you: what time you should arrive, where you should go: how much time has been allocated to you, what are the ages and abilities of the learners that you will be addressing, etc.
- Pray beforehand: you could also ask others to pray while you are at the school.
- Be punctual! Arrive early and do not overstay your welcome. If you do go over the time allocated, you will not be popular with the staff! Rather, try to conclude a few minutes early as a few minutes late could disrupt the school's timetable for the rest of the day.
- Be consistent and dependable. Although teachers will not appreciate a last-minute call telling them that you're cancelling your visit, it is very important that you contact the school if you are unable to take part in a previously arranged activity.
- A member of school staff should always be with you in order to qualify your contribution and also as regards good practice. It is their responsibility to ensure discipline so that you are free to carry on with your own presentation.
- It is as Christians that we present ourselves to the school and it is our own belief and viewpoint that we are there to express: don't assume that learners hold the same viewpoint as you. We should not evangelise in order to avoid accusations of proselytising.
- Ask the Head Teacher if it is necessary for you to sign a declaration concerning Child Safety and be checked through the DBS.
- Our school work is more than leading acts of Collective Worship; it could be more beneficial initially to build a relationship with the school through a variety of activities, e.g. reading with the children, sport, mentoring, contributing to specific class work, participating in the "Open the Book" scheme, etc.
- Remember to plan carefully and liaise with school staff. This will influence the attitude of the staff towards you.
- Be aware of the age range in Collective Worship presentations and the ability range in lessons.
- It is beneficial to ask about particular school themes so you're your work will support the school in its teaching.
- It is quite possible that the pupils themselves will be measuring your performance. Be yourself and always show respect. If you discuss matters with them, remember that they too have a right to their own opinions, just as you have a right to express clearly what you believe.
- There is no need to get into heated discussions or try to score points by winning an argument. Remember you want to be invited back to the school!
- Remember the Head Teacher and teachers are under no obligation to have you back at their school.
- Following your visit: send an e-mail or letter or phone to thank the staff and pupils.

Religion, values and ethics (RVE): what's new?

These resources are intended to support practitioners with the changes to RVE (formerly Religious Education), within the Curriculum for Wales. The modules are specifically tailored and aim to support practitioners. They help with the transition to a new way of thinking, planning and delivering an RVE curriculum that is purposeful for learners in Wales.

<https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3/en>

Qualifications Wales Consultation on the Full qualifications offer.

Organisation – WASACRE

Questions relevant to RVE:

Q47– Are you happy to answer a few more questions about possible Foundation qualifications in Religion, Values and Ethics, Health and Wellbeing and for learners who use English, or Welsh, as an additional language?

Yes

No

Q48 – We are proposing to create a Foundation qualification in Humanities, as well as units within the Skills for Life qualifications in Religion, Values and Ethics. In addition to these, do you consider there is a need for a standalone Foundation qualification in Religion, Values and Ethics?

Yes

No

I don't know

Q49 - Please explain your answer.

Possible points for SACRE/SACs to include are:

- The optionality within the skills suite and the Humanities foundation qualifications could leave a situation where schools or learners do not choose units relating to RVE and therefore mandatory RVE may not be provided for all learners of all abilities.
- The limited number of units within the skills suite and the Humanities foundation qualifications which relate to RVE means that the scope of RVE set out in the statutory Curriculum for Wales guidance may not be covered appropriately.
- The take up of the present GCSE Religious Studies short course shows there is a significant demand for a standalone RVE qualification in addition to the units offered within the skills suite and Humanities foundation qualifications. If an equivalent RVE specific qualification is available within the foundation qualifications offer, there is no reason to think that it will not be utilised.
- Learners should have the opportunity under the rights of the child to receive a suitable qualification in subjects which are mandatory, including RVE.
- A qualification for RVE as one of the four mandatory elements of the Curriculum for Wales would support learner engagement and give value to both learners and schools.
- A standalone qualification for RVE will assist with ensuring that purposeful, valuable and worthwhile teaching and learning happens within mandatory RVE teaching time, which supports the 4 purposes of the Curriculum for Wales.

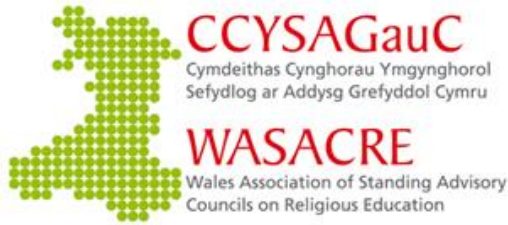
- We are living in a more diverse society and if we do not provide accredited teaching and learning in RVE in order to support learners' understanding of diversity then we are ignoring an essential aspect of learner's development and progression within the Curriculum for Wales. There is a greater need than ever to promote tolerance and understanding amongst those of different religions and beliefs, as well as an awareness of empathy. A standalone RVE qualification would support this.
- One of the four purposes is for learners to become ethically informed citizens. How can we ensure that schools provide the mandatory element of RVE within the curriculum, through to age 16 without offering a standalone qualification which is accessible to all learners?
- The fourth purpose, entitled 'healthy and confident individuals', speaks of establishing spiritual and ethical beliefs along with forming positive relationships based upon trust and mutual respect. This, again, is an area where a standalone RVE foundation qualification would more naturally contribute to valuable learner progression and achievement of this purpose.
- Having a standalone RVE foundation qualification would support schools and teachers in ensuring that they comply with the legal requirements of statutory RVE from 3-16 years.
- Not having a standalone RVE foundation qualification could lead to mandatory RVE being covered superficially within a limited number of 'related' units within the skills suite and Humanities foundation qualifications. It could also be seen as a burden on both learners and teachers who would need to supplement those units with non-qualification mandatory RVE in order to fulfil statutory requirements.
- A standalone RVE foundation qualification will offer learners, teachers and settings more choice of accredited qualifications which they can build in to curriculum design and planning.
- A standalone RVE foundation qualification will reduce pressure on teachers to develop their own course for mandatory RVE for their 14-16 learners, and will ensure that all relevant documentation and guidance has been considered in its development. This will also enable teams of teachers to co-work and develop resources to assist with the teaching of RVE for the 14-16 age group.

In the event that Qualifications Wales decides to offer a standalone RVE foundation qualification, SACRE/SACs may wish to consider including the following points in this box in addition to the ones above:

- A standalone RVE foundation qualification would need to cover Christianity and other principal religions, including a range of non-religious philosophical convictions to meet statutory requirements.
- It is imperative that the qualification offered is available at all levels (entry level – level 2) as learners of all abilities would require suitable access to the qualification.
- There is a concern that there will be a gap in the provision of a short course RVE/RE specific qualification between 2025 and 2027. This could create a potential problem

with schools looking for an alternative option which may not fully respond to the mandatory requirements of RVE within the Curriculum for Wales. This is a current problem that would only increase with the delay in the roll out of the whole offer, and if there is no specific RVE qualification within the final offer.

- It is of concern that many schools in Wales are offering the ncfе Equality and Diversity qualification which does not meet the requirements of RVE in the Curriculum for Wales. Some schools may choose to offer this qualification to plug the gap between 2025 and 2027, when the full offer is rolled out in schools. This would be a cause for concern.
- One option would be to make the Religious Studies short course GCSE available from 2025 to 2027, until a standalone RVE foundation qualification from entry level to level 2 is available in 2027. This would ensure that schools can viably meet the mandatory RVE requirements of the Curriculum for Wales in the interim period.
- It is requested that Qualifications Wales asks the Welsh Government to reconsider not having a short course GCSE in RVE as well as the full course Religious Studies GCSE, to help ensure that learners have the option to achieve a GCSE qualification in RVE if they wish to on mandatory time.
- At the very least, RVE, as one of the four mandatory elements of the Curriculum for Wales, should be a recognised high-status qualification, even if it is not a short course GCSE.



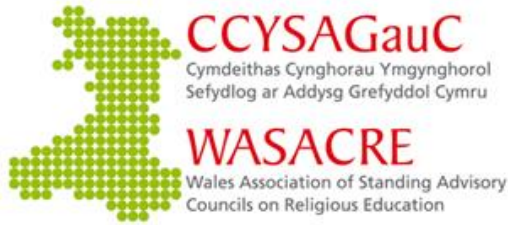
Cymdeithas CYSAGau Cymru Sir Ddinbych, cyfarfod rhithiol trwy Zoom.

Dydd Llun, 19 Mehefin 2023 (10.00am – 12.00pm).

Bydd y cyfarfod yn agor am 9.45am i sicrhau mynediad i ddechrau'r cyfarfod yn syth am 10.00am.

Bilingual Agenda (Please scroll down for English version.)

1. Cyflwyniad a chroeso
2. Myfyrdod tawel
3. Ymddiheuriadau
4. Cofnodion y cyfarfod diwethaf rhithiol trwy Zoom, 21 Mawrth 2023
5. Materion sy'n codi o'r cofnodion y cyfarfod diwethaf
6. Materion Llywodraeth Cymru
7. Cyflwyniad PYCAG: Arfer sy'n dod i'r amlwg o bersbectif ysgol 'ffydd' (Leah Crimes – Pennaeth, Ysgol Santes Ffraid, Dinbych)
8. Cymwysterau Cymru
9. Cynhadledd EFTRE (Awst 2023)
10. Diweddariad:
 - Adroddiad o'r pwyllgor gwaith cynhaliwyd ar 17 Mai (Tania ap Sion)
 - Estyn (Michaela Benjamin)
 - CBAC (Christopher Owens)
 - CAG (Kathy Riddick)
 - EFTRE (Phil Lord)
 - MAGC (Paul Morgan)
 - PYCAG (Paula Webber)
 - IFN (Libby Jones)
11. Gohebiaeth
12. Unrhyw Faterion Arall (i'w gytuno â'r Cadeirydd cyn y cyfarfod)
13. Dyddiad cyfarfod nesaf



Wales Association of SACREs Denbighshire virtual meeting through Zoom.

Monday, 19 June 2023 (10.00am – 12.00pm).

*The meeting will open from 9.45am to ensure access.
The meeting will start promptly at 10.00am.*

Agenda

1. Introduction and welcome
2. Quiet reflection
3. Apologies
4. Minutes of the last meeting, Zoom, 21 March 2023
5. Matters arising from the minutes of the last meeting
6. Welsh Government matters
7. NAPfRE presentation: Emerging practice from a 'faith' school perspective (Leah Crimes – Headteacher, St Brigid's School, Denbigh)
8. Qualifications Wales
9. EFTRE conference (August 2023)
10. Up-dates:
 - Report from the Executive Committee held on 17 May 2023 (Tania ap Sion)
 - Estyn (Michaela Benjamin)
 - WJEC (Christopher Owens)
 - REC (Kathy Riddick)
 - EFTRE (Phil Lord)
 - REMW (Paul Morgan)
 - NAPfRE (Paula Webber)
 - IFN (Libby Jones)
11. Correspondence
12. Any other business (to be agreed in advance of the meeting with the Chair)
13. Date for next meeting

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT) Gwyneth Hughes (GH)</p> <p>Blaenau Gwent Kathy Riddick (KR)</p> <p>Pen-y-bont ar Ogwr / Bridgend Alice Parry (AP) Edward Evans (EE)</p> <p>Caerffili/ Caerphilly</p> <p>Caerdydd / Cardiff</p> <p>Sir Gaerfyrddin / Carmarthenshire Jennifer Harding-Richards (JHR)</p> <p>Ceredigion Mary Davies (MD)</p> <p>Conwy Collette Owen (CO) Phil Lord (PL)</p>	<p>Sir Ddinbych / Denbighshire Collete Owen (CO) Phil Lord (PL)</p> <p>Sir y Fflint / Flintshire Anna Stephens (AS) Debbie Owens (DO) Jane Borthwick (JB)</p> <p>Gwynedd Sibani Roy (SR) Paul Rowlinson (PR) Eurfryn Davies (ED)</p> <p>Merthyr Tudful / Merthyr Tydfil</p> <p>Sir Fynwy / Monmouthshire Louise Brown (LB)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot</p> <p>Nia Jenkins (NJ) Rachel Samuel (RS) Wayne Carpenter (WC)</p> <p>Casnewydd / Newport Hayley Jones (HJ) Huw Stephens (HS) Neeta Baicher (NB)</p>	<p>Sir Benfro / Pembrokeshire Clare Campbell (CG) Sam Skerme-BlackHall (SB) Marc Tierney (MT) Mike James (MJ) Amanda Lawrence (AL) Clare Campbell (CC) Sian Rowles (SR) Jennifer Harding-Richards (JHR) Lydia Cheshire (LC)</p> <p>Powys John Mitson (JM) Fiona Thomas (FT) John Meredith (JM)</p> <p>Rhondda Cynon Taf Donna Graves (DG)</p> <p>Abertawe / Swansea Jennifer Harding-Richards (JHR)</p> <p>Torfaen</p> <p>Bro Morgannwg / Vale of Glamorgan</p> <p>Wrecsam / Wrexham Tania ap Siôn (TS) Libby Jones (LJ)</p> <p>NAPfRE</p> <p>EFTRE Phil Lord (PL)</p>	<p>Observers:</p> <p>REMW Paul Morgan (PM)</p> <p>WJEC Andrew Pearce (APE)</p> <p>ESTYN Gwawr Meirion (GM)</p> <p>Welsh Government</p> <p>REC</p> <p>Church in Wales Elizabeth Thomas (ET) Jennie Downes (JD)</p> <p>Catholic Education Service Angela Keller (AK)</p> <p>Qualification Wales Kate Russell (KRU) Philip Blaker (PB)</p> <p>Interfaith Network</p> <p>ADEW University Of Wales Elin Stock (ES)</p> <p>USW Trinity St David Rachel Bendall (RB)</p> <p>Minutes (from recording) Jo Nicholls (JNI)</p>
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Minutes of the meeting

1. Introduction and welcome

TaS welcomed everyone to the Spring meeting and thanked the Pembrokeshire Local Authority and SAC / SACRE for hosting the meeting. TaS thanked Lydia Cheshire and the team for their work in setting up this meeting.

TaS welcomed and introduced the Chair of Pembrokeshire SACRE - Cllr Sam Skyrme-Blackhall.

Cllr Sam Skyrme-Blackhall welcomed everyone to the meeting and gave the following introduction:

“Enabling young people to learn without judgements and prejudices, understand, grow and develop their own views and perspectives on all things is a privilege we should embrace. We gather towards the end of the 2nd term of operating the new syllabus and no doubt there is much learning and experiences we can share throughout our time together. I am proud of the work being done in here in Pembrokeshire – supporting our Schools – and critically the work in our Schools – supporting our young people. From specific support for Early Years to working with Headteachers to share learning – we are all finding our way and I am grateful to our dedicated officers who are driving this forward with real commitment and purpose. I know that is a shared experience across Wales. Of course, we will adapt and flex as we find the best route forward – that is the nature of anything new. But in doing so, we need to remember our core values – the things that shaped the development of this new curriculum and keep them in mind as we embed this. Getting this right is so important – and in doing so we will truly help our young people to be healthy, confident individuals, leading fulfilling lives as ethical, informed citizens of Wales and the world”.

Pembrokeshire SACRE shared the following two presentations:

- i)  [WASACRE 21.3.23.mp4](#) (video)
- ii) [Religion Values and Ethics in Pembrokeshire](#)

2. Quiet reflection

3. Apologies

Apologies from the Executive Committee members – Vicky Barlow, Jennie Downes, Mathew Maidment, Paula Webber. Chris Abbas, Blaenau Gwent and Chris Owens, WJEC.

4. Minutes of the last meeting Microsoft Teams held on 16th November 2022

RS – Fiona Thomas needs removing from the NPT SACRE attendee list.

The minutes on the last meeting were formally agreed.

5. Matters arising from minutes of the last WASACRE meeting

- Item 7 part 4 – Welsh Government (WG) clarity on the date until which SAC and SACRE will need to co-exist.
- WG colleagues have clarified that the reference to these bodies needing to be in place until 2025 was intended to mean the 2025 academic year commencing in September which concludes in the summer of 2026, but they appreciate that the earlier response was potentially ambiguous in that regard and subject to interpretation.

6. Welsh Government matters:

i) Meeting (15th December 2022)

Representation from WASACRE/NAPfRE - Tania ap Sion, Libby Jones, Rachel Samuel.

Rachel Samuel gave feedback on the outcomes of several agenda items as follows:

1. SACRE annual reports – structure review

John Pugsley asked WASACRE to submit a proposal outlining what needs to be done for the Welsh Government review of Annual Reports. Funding can be offered for any work required. The proposal should be sent to John Pugsley and Kerry Davies who will make a proposal to Lloyd Hopkin and their legal team.

2. Information communication update on RVE / Case studies for RVE Learning.

Explanation of what WG is looking for in terms of evidence of good practice.

To demonstrate 'what and how' RVE takes place in the classroom. The case studies will be produced in film form. Two different schools are needed to demonstrate visual activities, with resources and assessments being cut into the film afterwards. Kerry Davies would look at the filming brief that WG has provided to identify the requirements. This challenges NAPfRE colleagues to find the best examples and how to decide what could be shared. Links to examples of films to be shared with SACREs from a pilot carried out in Swansea to give an idea of what they are looking for.

3. Update on Adjustments to RVE guidance on Hwb

The adjustments we have requested have been logged in for the next review cycle. In summer 2023 there will be a review with SACREs and other relevant bodies. The Legal Team has the final say if the modifications are accepted (Pat McCarthy) - WG emphasises that it has not been forgotten and will be addressed in due course. Kerry Jones to find out how the process will work to make sure it happens. John Pugsley to share the feedback from PMcC with the WASACRE Executive Committee representatives.

4. Inquiry by local Authority - Termly activities in primary schools and the right to withdraw

JHR: Have had inquiries from schools regarding the compulsory nature of RVE for ages 3 -16. Especially affects primary schools at this time of year with nativity plays, Christmas stories etc. A small group of representatives in the community are asking that their children be taken out of these activities. We discuss with schools how to differentiate between RVE and joint worship and the ethos and culture of the school.

We are aware that there is no right of withdrawal but we are asking for clarification on how we differentiate between those aspects for primary colleagues.

WG response:

Advice is the same as for previous application in July 2022.

- Schools should have clear lines of communication with parents, ensuring they understand what is included and why.
- Where parents (or even learners) seem to have concerns about specific learning it will help to discuss sensitively with parents and understand where these concerns have arisen and explore how they can be addressed. It is very possible that these doubts are due to a misunderstanding about what is covered or what is required by the Curriculum for Wales.
- From September within the Curriculum for Wales, it is clear that there is no legal right to withdraw (which means, unlike in the past, parents have a right to have their request to withdraw their child granted), but of course some parents may try to take their children out of certain aspects. The school has discretion as to how to manage that and will need to come to a decision with the learner and the family. Obviously, that is in everyone's interest - naturally, we don't want learners to be taken out of the mainstream by parents entirely because of fears about the curriculum.

Additional advice was given:

- Identify the issue
- Is it a matter of Relationships and Sexuality Education (RSE)?
- If it is RSE, draw the schools' attention to the expectations regarding the code and the RSE guidelines, in particular:
 - The importance of pluralism – i.e. being able to assure the parents that teaching is presented in a multiple manner and this is the school's legal duty
 - The requirement of the code to ensure that a range of views and beliefs are considered in the context of RSE
 - The importance of close lines of communication with parents and carers on these issues
 - Refer the LA and the school to the Frequently Asked Questions on Relationship and Sexuality Education as it may be helpful.

The response of those present from WASACRE and NAPfRE was that we do not think the question has been adequately answered - How can schools differentiate between RVE, collective worship, and the ethos and culture of the school, in order to avoid complaints and issues relating to removal back?

5. Identify support and resources for RVE

WASACRE was asked to produce a general map to show what is already offered in terms of support and resources in Wales. John Pugsley to send a resource document to support that work. JP and KD need to be kept up to date by WASACRE.

6. Resources of the Council of Free Churches

This is something for the Governance side within WG. It is not directly related to classroom practice. The information will be shared with Claire Horton from WG to see if there is anything that WG can support in reference to the documents.

7. RSE Judicial Review Update

When this meeting took place, WG was still waiting for an outcome. JP confirmed that as soon as he gets something that goes to the public he will send it to us first. We now know this outcome – the court sided in favour of WG and for RSE to remain mandatory for all learners. The parents have started their appeal. We still don't know how it will affect RVE if the appeal is successful.

ii) Informal agreed syllabi monitoring process

Tania ap Sion reported on the informal agreed syllabi monitoring process / review, as follows.

On 15 December 2022, the WG invited WASACRE to undertake: “an informal monitoring process of the agreed syllabi for each LA to get a sense of how faithful these are to the vision and ethos of RVE in the Curriculum for Wales”.

This is part of the supportive approach that the WG is taking during the period of curriculum roll-out, recognising the importance of being supportive earlier rather than later. In practice, the review is a short desk-based exercise, which involves looking at the text of the agreed syllabi for each local authority. It goes no further than reviewing the texts themselves. At the end of March, a report will be submitted to the Welsh Government on the findings. After this, sometime in the near future, the Welsh Government has confirmed that we will be able to use relevant parts of this research to share practice among the local authorities – including possibly showcasing particular examples. Within this, the importance of local determination should always be kept to the fore while also seeing the value of sharing practice within that. The review process itself has been rigorously set up and approved by the Welsh Government:

1. There has been careful selection of the 6 Team members who are well placed to carry out this review;
2. We created a proforma based on a sample of five agreed syllabi, covering language, syllabus content, clarity, local context, and editing. This proforma was then used for all the agreed syllabi to ensure consistency in approach.
3. We also ensured that each agreed syllabus was reviewed by at least 2 or 3 team members at the level of the individual, small group, and then as a whole Team.
4. No team member reviewed any agreed syllabi that they had been personally involved in, and we allocated random numbers to the agreed syllabi throughout the review process and report writing.

We are very grateful to all 22 SACs for sharing with us their agreed syllabus so promptly, and we hope that you will find this a really helpful exercise.

I am also very grateful to all the members of the Team who have worked together so effectively and well over the past seven weeks to ensure that we complete the review and submit the Report to the Welsh Government on time.

7. Report on Estyn meeting (14th February 2023) – Monitoring standards and progress - WASACRE Executive members present: AP, RS, MM, and LJ

Alice Parry gave feedback to the meeting that WASACRE had requested a meeting with ESTYN to receive an update on the plans for monitoring RVE within the Curriculum for Wales. WASACRE Members were grateful of the briefing paper that was shared in advance of the Autumn Meeting in November 2022 and wanted to discuss the following items in more detail:

1. Monitoring the provision of RVE in schools and regard to the Agreed Syllabus

Estyn is not a monitoring organisation. However, Inspection teams will be looking at the broad curriculum plan of each school it inspects, and if a particular element of the curriculum was missing, e.g. mandatory RVE, this would be raised with the school and would be included in the final report. They may consider whether RVE is being taught within the spirit of the CfW, but would not be specifically monitoring objective, critical and pluralistic approach and delivery of RVE.

2. Monitoring standards and progression in RVE

Very rarely would a report include a comment on standards and progression within a specific subject. There may be comments on the acquisition of particular skills etc. in certain subjects, as way of example of progression, which could include RVE. Inspectors are looking at standards and progression overall. Data is for the school only, to inform their own planning. Colleagues made it very clear that schools should not produce data especially for Estyn to prove that their learners are making progress or are achieving set targets or standards. Every school should know every learner, in the sense of, where they are, where they need to be, and how they can get there. If inspectors look at school data, it will be to build a picture of whether, and how well, the school knows its learners. Inspectors will not be looking for 'evidence' of progression, i.e. comparing standards with other schools or classes or years groups etc. It wants to see how the school uses its own data to inform their planning for improvement and progression.

3. Collective worship

Estyn colleagues shared the 2017 Estyn guidance on collective worship which all Inspectors are given prior to an inspection. This includes components which collective worship may incorporate and also FAQ that may be helpful to schools. The school context is taken in to consideration regarding collective worship in both primary and secondary settings and pointed out the reference in the guidance to 'thought for the day' and reflection time as well as prayers and more traditional forms of worship. Estyn colleagues were not aware or any renewed interest in collective worship within inspection teams, and are aware that opportunities for SMSC development can be provided elsewhere in the curriculum and within the ethos of the school.

4. Effective practice

'Green shoots' are being identified during inspection visits, but it is still early days. Teams are seeing some appropriate RVE provision in line with the guidance.

Engagement visits are taking place but there hasn't been any focusing on RVE yet. There are a variety of channels through which possible engagement visits can be identified. There could be an EV in the future focussing on RVE or C/W but that would depend on whether those specific elements are identified as an area of interest for an EV. When an EV takes place a report is published on the Estyn website.

In conclusion, colleagues from WASACRE and Estyn felt that the meeting had been beneficial and all agreed that a twice yearly meeting would be arranged between the two bodies in future. WASACRE colleagues invited Estyn colleagues to provide updates at the WASACRE main meetings as and when needed.

8. Professional Learning presentation

Libby Jones gave an update on this agenda item and shared a clip from one of the RVE playlists from the first batch of five professional learning resources that have now been published on Hwb, called, 'What's new'. The links to the resources on Hwb will be shared with SACREs for wider distribution. She reported as follows:

We are very grateful to our Welsh Government colleague Rachael Hicks for pushing these resources forward, through to publication. We have waited a long time for them, but it is worth the wait as the quality of these resources is exceptional. I have already shared a clip from the, 'What's new for secondary schools' playlist which Alice Parry created and features in. Today I am going to present the, 'What's new for Headteachers' playlist. There will be a policy Insight event held on 25th April (link in the chat) which will showcase these resources along with other useful resources that schools and SACREs can use.

LJ shared her screen and presented the playlist, stopping on specific pages to draw attention to some interesting and useful information, including, the description of 'have regard to', self-evaluation, implications for Headteachers, reflections and questions, and the case studies. The Headteacher's playlist also has the same introductory sections and information as the other playlists in this first batch, such as the welcome page, contents, aims and critical engagement pages.

Link for policy insight event: <https://hwb.gov.wales/professional-development/policy-insight-events/>

Links for the bilingual resources on Hwb:

English: <https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3/en>

Cymraeg: <https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3/cy>

Members raised questions regarding 'have regard to' and agreed syllabi, which LJ clarified and members also shared very positive comments about the resources. One question was raised regarding SACRE members having access to Hwb. The resources can be accessed without needing a log in, but it was suggested that Members seek advice and support from their local authority.

9. Conversations with England colleagues (NASACRE, REC, Regional RE Hubs)

TaS reported that conversations are currently taking place with England colleagues. Education in Wales is becoming increasingly different to England with the introduction of the Curriculum for Wales. This raises a number of issues concerning how we value one another and how we work together.

NASACRE

The WASACRE Executive welcomed an invitation from NASACRE to restart conversations. A meeting was held on 31st January 2023 with the Chair of NASACRE, Linda Rudge and Sue Holmes the Secretary and members of the WASACRE Executive Committee -TaS, EE and LJ.

The purpose of the meeting was to restart the sharing of recent events and updates and to explore the potential links between the two associations. It was mutually recognised that although the associations had so much in common there was also so much divergence.

To summarise –possible areas for further conversations were identified:

- 1) NASACRE occasionally receives enquiries from SACs and SACREs from Wales about professional learning and the NASACRE annual conference. It was resolved to put LJ in touch with the NASACRE administrator to discuss these questions as it is important to have the correct lines of communications.
- 2) To explore the possibility of including an item at the NASACRE conference where there might be mutual cross overs and where WASACRE could contribute usefully.
- 3) NASACRE is going to share their newsletter which is distributed 3 / 4 times a year.

The aim is to put in place more regular conversations and develop the relationship between NASACRE and WASACRE.

REC

In February WASACRE received a request for a meeting from Indy Nottage, Executive Officer for the RE council for England and Wales to discuss how the REC can best support WASACRE in our Wales context. TaS, LJ (WASACRE Executive Members) and Paula Webber (Chair of NAPfRE, WASACRE Executive member) met with REC on 6th March 2023.

It was an open, frank, and positive conversation about our concerns regarding the relationship between WASACRE and REC. WASACRE have worked closely with REC on a number of projects in the past but currently it appears that the relationship is not working as effectively as it could.

The outcome of the meeting was for the REC to organise a meeting with representatives of the Wales focused REC organisations i.e., WASACRE, Church in Wales, REMW, members of the REC board - Kathy Riddick, the Chair Sarah Lane Court and Indy Nottage. The meeting is to be arranged in April 2023.

The aim is to create a structure to enable communication and collaboration within the REC over the long term. The structure needs to reflect the needs of the organisations in Wales and ultimately Wales learners. There has been a suggestion to set up a REC Wales forum.

Regional RE Hubs

Both the Chair and Vice Chairs of WASACRE and NAPfRE received an email from the lead director for a new online platform called Regional RE Hubs asking what we wanted to see on it for the Wales area.

The background of the Regional RE hubs is as follows:

The 1st year was funded by Dept of Education in England to address specific England RE requirements. Now in its 2nd year, it is funded by charities and has one more year of funding. After this it hopes to receive further funding from Dept of Education, England.

The steering group includes organisations such as REC, RE Today, AERIAC, AWRI and NASACRE. The aim of the regional hubs is to improve communication between teachers, professional development, resource providers and research communities. It is an information exchange to increase accessibility to support, training, and resources for the regions. They also run a course which is being accessed by places of worships and other places in Wales which awards an RE hub accreditation.

A meeting was held on the 12th January 2023. The WASACRE Executive members shared their concern that the Regional RE hubs have been developed without any direct communication with WASACRE or NAPfRE. This is an issue that must be addressed and raises the questions as to how WASACRE and NAPfRE are perceived by these groups in England and how communications can be improved. It raised questions - what are our needs in Wales? How can we identify our needs? How to deal with them?

RT: Two members of REMW have met with Indy Nottage. REMW also commented that this initiative has come as a surprise.

TaS: Confirmed that colleague JHR has been involved with the RE hubs.

LB: REC has always been England based. LB wondered whether it would be better that it is called REC for England. All research and documents are based on England. It would be another layer of work for WASACRE.

TaS: It is always valuable to collaborate and share practice with our colleagues in England and Europe but we must consider what is meaningful to us in Wales.

10. EFTRE Conference (August 2023)

PL gave an update and shared [the link to the EFTRE conference](#) 'Bridges over Troubled Waters – RE in changing times' which is to be held in Rome on 24-27 August 2023. TaS, with European colleagues, will be presenting the findings of a European wide project, impact of Covid on teaching RE. Other presenters include Kathryn White from Culham St. Gabriel's Trust. The programme also includes workshops and potential off-site visits to a synagogue, non-Catholic cemetery, catacombs and a Muslim community.

PL, TaS and possibly LJ will be attending the conference.

WASACRE would like to support a teacher from Wales to attend and we would ask them to provide feedback on their experience on their return. TAS mentioned that this is an excellent opportunity for a teacher and confirmed that WASACRE will fully fund the travel, conference attendance and accommodation.

ACTION: If any teachers are interested, please contact WASACRE, before the Easter break.

11. Up-dates:

- **REC**
 KR: REC is in its 50th year with an in-person celebration planned at the start of May. REC is refocusing on how to obtain the maximum benefit from members. If REC are to continue to represent Wales, it requires a permanent member of the board to represent Wales. Serious thought is required about the benefit in this relationship.
 The continued work on the religion and world views resources is taking up a lot of REC's time, a project which is focused on England. We could look at and see if the document is of interest to the curriculum for Wales.
- **EFTRE**
 PL encourages everyone to look at the website, there are interesting reports available. There are studies that could be done with secondary schools on the nature of RE education systems around Europe.
- **REMW**
 REMW met with Indy Nottage.
 REMW aim to revisit the paper previously presented to WASACRE. This paper described the potential changes in the nature of REMW with a view to making progress on this matter.
- **NAPfRE**
 The PL working group are looking at the right of withdrawal and the advice that SACREs and head teachers may give. Any outcomes will be passed on to WASACRE.
- **IFN**
 No update
- **Estyn**
 14th February meeting already reported earlier in the meeting.
- **WJEC**
 - LJ read out a report from Christopher Owens:
 - o The WJEC Autumn Professional Learning formerly known as CPD for GSCE Religious Studies was successfully completed in Swansea, Cardiff and Llandudno in December 2022 with additional online PL in January 2023. Materials from the PL events are available on the WJEC website.
 - o WJEC submitted a detailed response to the Welsh Government's consultation on the proposals for the new GSCE Religious Studies for start of teaching in Sept 2025.
 - o WJEC's working deadline is completion of the new specification with specimen assessment materials for Sept 2024, with the first teaching scheduled for Sept 2025.
 - o Disappointingly there has been a decline in entry of RE across all examination levels for the summer series 2023.
 - o Entry for AS Religious Studies dropped by 350 candidates from pre covid levels and this has rolled into advanced level studies.
 - o At GSCE level there has been a very significant decline in entry for the summer 2023 series of around 6,500 candidates. Any decline is a cause for concern not least for future uptake of AS and advanced levels and has further implications for higher education.

TaS stated that the decline in candidates is to be an agenda item for a future meeting.

RS mentioned that all GSCE, AS and AL examinations this summer in Religious Studies have had a pre-release information gone out to schools on certain areas in the syllabi that should be given greater attention. RS is happy to circulate the links to SACREs.

ACTION: RS to share this link with SACREs

- **Report from the Executive Committee held on 8th February 2023**

TaS confirmed there was nothing further to report that hadn't already been covered on the agenda.

12. Correspondence

LJ reported on the following correspondence:

- Received correspondence from Education Workforce Council (EWC) asking WASACRE to nominate members for the EWC. This needs to be taken to the WASACRE Executive Committee.
- Received correspondence from the Children, Young People and Education Committee (CYPE) stating they are currently undertaking a long-term enquiry into the implementation of the two key educational reforms during the last Senedd which is the Curriculum Assessment Wales at 2021 and the Additional Learning Needs and Educational Tribunal Act 2018.
- Over the course of the sixth Senedd the Committee will carry out a series of short focus thematic check-ins. Each check-in will include engagement activities and scrutiny of a Welsh Government Minister. The first of these check-ins took place in spring/ summer 2022 and further information is available via a link. This link can be shared with SACREs.

ACTION: WASACRE to share this link with SACREs.

WASACRE Elections

There are 2 places available on the WASACRE Executive Committee, nominations from SACs and SACREs need to be with LJ or AP by Friday 31st March. The list of nominees will be circulated to SACs and SACREs by Friday 28th April. Nominees should be available to attend the Exec Committees meetings regularly should they be successfully elected at the AGM.

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

KRU, Qualification Wales has been leading on the development of GSCE of Religious Studies and dealing with the WASCRE responses to the consultation. KRU informed WASACRE of the new consultation that is now out which is called 'The Full Offer', these are qualifications (entry level, level 1 etc) that support the new curriculum in Wales.

One question within the consultation links to whether there should be a specific qualification linked to the RVE guidance.

KRU encourages WASACRE to share the consultation link with RS teachers for their feedback. The more responses received the more valuable it is. The consultation is open until June 2023.

KRU thanked WASACRE for all its work in relation to the GSCE consultation.

HS congratulated all those who have spent a lot of time and effort using their expertise in serving us in their capacity as WASACRE.

MJ seconded HS's kind words and thanked the Committee for all of their hard which is very much appreciated.

TaS appreciated this recognition of WASACRE's work.

NB wished the Bahai community a very happy new year.

14. Date for next meeting: Summer Term, Denbighshire.

This will be an online meeting on Monday 19th June 2023.

TaS thanked Pembrokeshire for hosting and thanked the attendees.



***Wales Association of SACREs virtual
Annual General Meeting. Monday, 19th June
2023 (12.15pm – 1.15pm)***

***Cyfarfod Cyffredinol Blynyddol
CCYSAGauC. Dydd Llun, 19ain Mehefin 2023
(12.15yp - 1.15yp)***

Agenda

1. Cofnodion Cyfarfod Blynyddol cynhaliwyd ar Microsoft TEAMS 29 Mehefin 2022 / *Minutes of the Annual General Meeting held on Microsoft TEAMS on 29 June 2022 (attached)*
2. Materion yn Codi / *Matters Arising*
3. Adroddiad CCYSAGauC am 2022-23 / *WASACRE Report for 2022-23 (tabled)*
4. Adroddiad y Trysorydd / *Treasurer's report (tabled)*
5. Cynllunio Ariannol CCYSAGauC (2023-2024) / *WASACRE Financial Planning (2023-2024)*
6. Ethol aelodau i'r Pwyllgor Gwaith / *Election of members to the Executive (attached)*
7. UFA yn berthnasol i CCB / *AOB pertinent to an AGM*
8. Dyddiad y cyfarfod nesaf / *Date of next meeting*

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas (RT)</p> <p>Blaenau Gwent Kathy Riddick (KR) Chris Abbas (CA) C. Knowlson (CK)</p> <p>Pen-y-bont ar Ogwr / Bridgend Alice Parry (AP) Edward Evans (EE)</p> <p>Caerffili/ Caerphilly Marina Chacon - Dawson (MC)</p> <p>Caerdydd / Cardiff</p> <p>Sir Gaerfyrddin / Carmarthenshire</p> <p>Ceredigion Mary Davies (MD) Anne Ursuka (AU)</p> <p>Conwy Phil Lord (PL)</p>	<p>Sir Ddinbych / Denbighshire Phil Lord (PL) Collete Owen (CO)</p> <p>Sir y Fflint / Flintshire Vicki Barlow (VB)</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil</p> <p>Sir Fynwy / Monmouthshire Louise Brown (LB)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS) Wayne Carpenter (WC)</p> <p>Casnewydd / Newport Huw Stephens (HS)</p> <p>Sir Benfro / Pembrokeshire</p>	<p>Powys John Mitson (JM)</p> <p>Rhondda Cynon Taf Matthew Maidment (MM)</p> <p>Abertawe / Swansea Jennifer Harding-Richards (JHR)</p> <p>Torfaen</p> <p>Bro Morgannwg / Vale of Glamorgan</p> <p>Wrecsam / Wrexham Tania ap Siôn (TS)</p>	<p>NAPfRE Paula Webber (PW)</p> <p>EFTRE Phil Lord (PL)</p> <p>Observers: Sue Cave (SC)</p> <p>REMW</p> <p>WJEC</p> <p>ESTYN</p> <p>Welsh Government</p> <p>REC Kathy Riddick (KR)</p> <p>Church in Wales</p> <p>Catholic Education Service</p> <p>Qualification Wales</p> <p>Interfaith Network</p> <p>ADEW</p> <p>Minutes (from recording) Jo Nicholls (JNI)</p>
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Minutes of the meeting

1. Minutes of the Annual General Meeting held on Microsoft TEAMS on 16 June 2021

RS welcome everyone (bilingually) to the AGM. With the addition of John Mitson to the attendee list. The minutes were agreed and accepted as an accurate record of the meeting held on 16th June 2021.

2. Matters Arising

There were no matters arising.

3. WASACRE Report for 2021-22

RS confirmed that post meeting, the report will be translated into Welsh and made available bilingually for onward distribution to SACREs.

RS stated it had been another difficult year with the effects of the pandemic still being experienced. Face to face working is yet to be fully achieved.

RS closed the review of year by stating it had been a successful year and thanked those individuals who have presented at each of the three WASACRE meetings. RS also thanked the WASACRE members and the Executive Committee for their support over the past two years during RS's term as Chair.

RS wished the incoming Chair, TaS, all the best and success in the role of WASACRE Chair. RS confirmed her continued attendance at future meetings.

4. Treasurer's report

RS confirmed that post meeting, the report will be translated into Welsh and made available bilingually for onward distribution to SACREs.

JM, WASACRE's Treasurer, spoke to the report of 2021-2022.

⇒ Total receipts = £16,229.78

⇒ Total expenditure = £8,506.88

In 2020/2021, 6 SACREs were late in paying but all LA's have now paid and included in the 2021/2022 figures.

For 2021/2022, 19 SACREs have paid with only 3 SACRE payments outstanding at the time of the production of the annual accounts. The remaining three subscription have subsequently been paid.

JM invited the committee to accept and adopt the accounts.

The Committee agreed to accept and adopt the 2021-2022 accounts

JM recommends that the WASACRE annual subscription for 2022/23 is increased by 3% to £495.00. This compares to an inflation increase of 2% in 2021-2022. The Committee supported this recommendation.

With regards to payment of expenses, two points to note:

- 1) Payment per mile, no changes to the previous years however if the figure is increased by the Government during the course of the year this may need a revision.
- 2) The expenditure of the Minute Secretary honorarium is retained in case this role is required in 2022/2023. RS approved this arrangement for 2022/2023.

5. Amendments to WASACRE Constitution

EE talked through the proposed amendments to the Constitution.

It was recommended to add clarity to the document at point 4.8 - *The Minute Secretary will not be a member of the Executive Committee is already a member of the Executive Committee in their own right*, by adding 'or becomes a member' to the end of the paragraph.

With the words 'or become a member' added to Point 4.8, WASACRE members accepted and approved the amendments to the constitution.

RS thanked EE for taking the lead on amending the constitution who was supported by Libby Jones and TaS.

6. Election of members to the Executive

12 SACREs voted constitutes a 54% return. The results:
Edward Evans has been elected as Vice Chair. Vicky Barlow, Mathew Maidment and Louise Brown were elected to the Executive Committee.

RS congratulated these candidates and wished TaS well with her new role as Chair.

TaS congratulated RS on her incredible job as Chair over the past two years. PW acknowledged RS's achievements as a strong and efficient Chair and the progress made with WASACRE's work during the global pandemic.

7. AOB pertinent to an AGM

None

8. Date of next meeting

The next AGM will be hosted by Denbighshire.

The next WASACRE meeting will be held in the Autumn and hosted by Carmarthenshire.

Meeting closed at 1.46pm

Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC (Dydd Llun 19 Mehefin 2023)

Nominations for the WASACRE Executive Committee (Monday 19 June 2023)

Mae TRI enwebiadau ar gyfer DAU swydd ar y Pwyllgor Gwaith

There are THREE nominations for TWO positions on the Executive Committee

1. Jennie Downes – CYSAG/CYS SIR Ddinbych

Byddwn yn gwerthfawrogi'r cyfle i weithio gyda Phwyllgor Gwaith CCYSAGauC i gefnogi dulliau creadigol a phlwrailaethol o addysgu Crefydd, Gwerthoedd a Moeseg. Mae fy mhrofiad proffesiynol yn cynnwys gweithio fel athrawes, dirprwy, pennaeth, ymgynghorydd, arolygydd a llywodraethwr. Rwyf wedi gweithio mewn ysgolion trefol mawr a rhai bach pentrefol. Wedi dysgu ar draws yr holl ystod oedran o'r blynyddoedd cynnar i ddisgyblion yn trosglwyddo o'r cynradd i'r uwchradd, mae gen i ddealltwriaeth ardderchog o gynnydd datblygiad.

Yn fy swydd bresennol fel Swyddog Addysg i'r Eglwys yng Nghymru, rwy'n gweithio ar draws pum awdurdod lleol yng nghanolbarth a gogledd Cymru. Gyda'r swydd hon, rwy'n cael cyfleoedd gwerthfawr i rwydweithio ag ymarferwyr addysgol a'r bobl hynny sy'n cynrychioli llais ein plant a'n cymunedau addysgol dros Gymru gyfan, yn cynnwys ymarferwyr addysg, GwE, Llywodraeth Cymru, Estyn, Cyngor y Gweithlu Addysg.

Cefais y fraint o gael y cyfle i weithio gyda CYSAG a chymunedau addysgol yn ystod camau ymgynghorol y fframwaith CGM, datblygu'r Maes Llafur Cytunedig a gweithio gydag athrawon i ddatblygu canllawiau CGM i'w cefnogi. Mae'r cyfleoedd hyn wedi dyfnhau fy nealltwriaeth o'r Cwricwlwm i Gymru, Cynefin, CGM a lles ysbrydol. Rwy'n awyddus i gefnogi'r weledigaeth i Addysg Cymru gydag Ysgolion fel Sefydliadau sy'n Dysgu yn rhannu arfer ac addysgeg arloesol.

Jennie Downes – Denbighshire SACRE/SAC

I would value the opportunity to work with WASACRE Executive supporting creative, pluralistic approaches to the teaching of Religion, Values and Ethics. My professional experience includes working as a teacher, deputy, headteacher, advisor, inspector and governor. I have worked in both large urban and small village schools. Having taught across all age ranges from early years to pupils transitioning from primary into secondary I have an excellent working understanding of developmental progression.

In my current role as Education Officer for Church in Wales I work across five local authorities in mid and north Wales. This role provides valuable opportunities to network with educational practitioners and those people who represent the voice of our children

and educational communities across all of Wales, including educational practitioners, GwE, Welsh Government, Estyn, EWC.

I was privileged to have had the opportunity to work with SACRE and educational communities during the consultation stages of the RVE framework, developing the Agreed Syllabus and worked with teachers to develop supporting RVE guidance. These opportunities have deepened my understanding of Curriculum for Wales, Cynefin, RVE and spiritual wellbeing. I am keen to support the vision for Welsh Education with Schools as Learning Organisations sharing innovative practice and pedagogy.

2. Arfon Wyn – CYSAG/CYS Ynys Mon

ARFON WYN, CYNGHORYDD SIR, YNYS MÔN, BRO ABERFFRAW.

Astudio: Addysg a Diwinyddiaeth, Prifysgol Cymru, Bangor.

Pennaeth Ysgol Arbennig a Chynradd, sy'n arbenigo mewn defnyddio cerddoriaeth i helpu plant ac oedolion i gyrraedd eu potensial creadigol.

Therapydd Cerdd yn gweithio gyda chleifion dementia ledled Cymru.

Canwr/cyfansoddwr a phregethwr lleyg.

Arfon Wyn – Anglesey SACRE/SAC

ARFON WYN, COUNTY COUNCILLOR, YNYS MÔN, ABERFFRAW WARD.

Studied: Education and Theology University of Wales, Bangor.

Headteacher of a Special School and Primary, specializing in the use of music to help children and adults reach their creative potential.

Music Therapist working with dementia patients throughout Wales.

Singer/songwriter and lay preacher.

3. Marged Williams and Tyler Lorraine Saunders – CYSAG/CYS Bro Morgannwg

(Sylwer – mae hwn yn enwebiad i rannu swydd)

Marged Williams

Rwyf wedi bod yn dysgu am 22 mlynedd ac wedi dysgu mewn tair ysgol wahanol: Ysgol Y Gwynllyw, Ysgol Basaleg ac rwyf yn Arweinydd Dysgu Astudiaethau Crefyddol yn Ysgol Llanilltud Fawr ym Mro Morgannwg ers yr 13 mlynedd ddiwethaf. Rwy'n arholwr TGAU profiadol ar ran CBAC, ac wedi teithio gyda nhw i gyflwyno cynadleddau 'Paratoi i addysgu' trwy gyfrwng y Gymraeg a'r Saesneg. Rwy'n awdur cyhoeddedig, ar ôl cyfrannu at ddau lyfr sydd â'r nod o helpu athrawon i gyflwyno'r manylebau TGAU newydd. Rwyf yn cymryd agwedd blaenweithgar at gyflwyno fy mhwnc ac yn trefnu sawl ymweliad i ddisgyblion o bob grŵp blwyddyn er mwyn cyfoethogi eu profiadau dysgu. Cyn Covid, trefnais gynadleddau adolygu UG ac A2 yng Ngwesty'r Village yng Nghaerdydd ar gyfer disgyblion o ysgolion ar draws de a chanolbarth Cymru. Byddwn yn mwynhau'r cyfle i barhau yn fy rôl fel aelod o Bwyllgor Gwaith CCYSAGauC ac edrychaf ymlaen at weld y Gymdeithas yn ystyried fy enwebiad.

Tyler Lorraine Saunders

Rwyf wedi bod yn athrawes Athroniaeth a Chrefydd yn Ysgol Uwchradd Pencoedtre ers 4 blynedd. Rwy'n teimlo'n frwd dros fy mhwnac ac yn mwynhau dysgu CA3, CA4 a CA5. Yn CA3 bum yn cymryd rhan mewn cynllunio a chyflwyno'r Cwricwlwm i Gymru yn ein hysgol. Bum yn dysgu pob agwedd o TGAU CBAC yn ogystal ag adrannau Moeseg a Bwdhaeth UG a Safon Uwch. Eleni ymunais â ChYSAG y Fro ac rwyf wedi mwynhau gwranddo a chyfrannu at y gwahanol gyfarfodydd oedd yn trafod y cwricwlwm CGM. Yn fy swydd bresennol, rwyf wedi gwneud ystod o Ddatblygu Proffesiynol Parhaus er enghraifft hyfforddiant hyfforddi gyda CSC, hyfforddiant Cyfiawnder Adferol, hyfforddiant Ysgolion Sy'n Ystyriol o Drawma a chysiau marcio a gwybodaeth bynciol TGAU. Rwyf bob amser yn ceisio gwella a datblygu fy hun y tu mewn a'r tu allan i'r ystafell ddosbarth. Mae gweithio'n gydweithredol yn rhywbeth rwyf yn ymfalchïo ynddo a chredaf y bydd CCYSAGauC yn rhoi cyfle i mi gyfrannu'n gadarnhaol at ddyfodol CGM yng Nghymru.

Marged Williams and Tyler Saunders - Vale of Glamorgan SACRE/SAC

(N.B. this nomination is a job share)

Marged Williams

I have been teaching for 22 years and have taught at three different schools: Ysgol Y Gwynllyw, Bassaleg School and have been the Leader of Learning for Religious Studies at Llantwit School in the Vale of Glamorgan for the past 13 years. I am an experienced GCSE examiner on behalf of the WJEC, and toured with them to deliver 'Preparing to teach' conferences through the medium of English and Welsh. I am a published author, having contributed to two books aimed at supporting teachers to deliver the new GCSE specifications. I take a proactive approach at delivering my subject and arrange several visits for pupils of each year group to access in order to enhance their learning opportunities. Prior to Covid, I organized AS and A2 revision conferences at the Village Hotel in Cardiff for pupils from schools across south and mid Wales. I would enjoy the opportunity to continue in my role as a member of the WASACRE Executive Committee and look forward to the Association considering my nomination.

Tyler Lorraine Saunders

I have been a teacher of Philosophy and Religion at Pencoedtre High school for the past 4 years. I have a passion for my subject and I enjoy teaching KS3, KS4 and KS5. At KS3 I have enjoyed being involved in the planning and delivery of the Curriculum for Wales in our school. I have taught all aspects of the WJEC GCSE as well as the Ethics and Buddhism sections of the AS and A-Level. This year I have joined the SACRE for the Vale and have enjoyed listening to and contributing to various meetings around the RVE curriculum. Within my current role I have completed a range of CPD for example completing coaching training with CSC, Restorative Justice training, Trauma Informed Schools Training and WJEC marking and subject knowledge courses. I have a passion to constantly improve and develop myself inside and out of the classroom. Working collaboratively is something I pride myself

on and I believe WASACRE will provide me with the opportunity to contribute positively to the future of RVE in Wales.

Results of the WASACRE Executive Elections

Dear SACRE Clerks

Following the WASACRE AGM on Monday 19 June, I am pleased to announce the results of the WASACRE Executive elections.

We welcome the following new members to the Executive Committee :

- Jennie Downes - Denbighshire
- Marged Williams and Tyler Saunders - Vale of Glamorgan (joint membership / job share)

Thank you