Complete Agenda

Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

SACRE

Date and Time

3.30 pm, TUESDAY, 24TH JUNE, 2025

Location

Virtual Meeting - Zoom

Contact Point

Jasmine Jones

01286 679667

jasminejones@gwynedd.llyw.cymru

(DISTRIBUTED 16/06/25)

SACRE

MEMBERSHIP (7)

Plaid Cymru (4)

Councillors

Menna Baines
Jina Gwyrfai
Meryl Roberts
Elin Walker Jones
Paul John Rowlinson

Independent (3)

Councillors

Anne Lloyd-Jones
John Pughe Roberts

Ex-officio Members

Chair and Vice-Chair of the Council

Christian and Other Religions and Non-Religious Philosophical Convictions

Natham Abrams	Judaism
Jean Owen	Bahá'í Faith
Mr Mohamed Arabi	Islam
Eurfryn Davies	Union of Welsh Baptists
Bethan Davies Jones	Union of Welsh Independents
Edward Parri-Jones	Humanist
Eirian Bradley Roberts	Catholic Church
Dr Sibani Roy	Hinduism
Rev. Nick Sissons	Methodist Church
Patrycja Bielak Smith	Buddhist
Gwawr Maelor Williams	Presbyterian Church of Wales

Teachers

Miriam A. Amlyn	NAS/UWT
Heledd Jones	NEU
Emma Roberts	UCAC
Vacant Seat - NAHT	NAHT

Co-Opted Members:

Eleri Moss	Secondary Heads

Independent Consultant:

Philip Lord

A G E N D A

1. ELECT CHAIR

To elect Chair for 2025-2026.

2. VICE-CHAIR

To elect Vice-chair for 2025-2026.

3. QUIET REFLECTION OR PRAYER

4. APOLOGIES

To receive any apologies for absence.

5. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

6. URGENT ITEMS

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

7. MINUTES 5 - 9

The Chairman shall propose that the minutes of the previous meeting of this committee held on the 4th February, 2025 be signed as a true record.

8. MATTERS ARISING 10 - 19

9. TRANSLATING THE UNTRANSLATABLE

To receive a presentation from Jennie Downs on Cynefin and spiritual development in the Humanities area.

10. ANALYSIS OF INSPECTION REPORTS 20 - 21

To receive the analysis of recent Estyn Inspection Reports.

11. CONTENTS OF A SACRE ANNUAL REPORT 22 - 29

- To receive the presentation.
- To discuss the purpose and content of SACRE Annual Reports.

12. MANDATORY RVE AND RS OPPORTUNITIES FOR YEARS 10 AND 11 30 - 57

To receive a presentation on the opportunities schools can use to provide mandatory RS for learners in Year 10 and 11.

13. WASACRE 58 - 72

- To receive the minutes of the last meeting of the Association on 6th March 2025.
- Note the letter to Lynne Neagle MS, Cabinet Secretary for Education.
- FYI: Next WASACRE meeting – 2nd July 2025 is being hosted virtually by Anglesey.

S.A.C.R.E – STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

04/02/2025

Attendance:

Councillors: Menna Baines, Dewi Jones, Paul Rowlinson, Anne Lloyd-Jones, John Pughe Roberts and Elin Walker Jones.

Others:

Christian and Other Faiths and Non-religious Philosophical Convictions: Eurfryn Davies (Union of Welsh Baptists).

Teachers:

Officers: Buddug Mair Huws (Assistant Resources Officer and SACRE Clerk), Rhodri Jones and Jasmine Jones (Democracy Services Officers).

Co-opted Members: Eleri Moss (Secondary Headteachers).

ALSO PRESENT:

Item 7: Dr Gareth Evans-Jones

1. PRAYER OR QUIET REFLECTION

The meeting was opened with a prayer from Councillor Anne Lloyd-Jones.

2. APOLOGIES

Apologies were received from:

- Gwern ap Rhisiart (Head of Education)
- Nick Sissons (The Methodist Church)

3. DECLARATION OF PERSONAL INTEREST

There were no declarations of personal interest.

4. URGENT ITEMS

None to note.

5. MINUTES OF THE PREVIOUS MEETING

The Chair signed the minutes of the previous meeting of this Committee held on 19 November 2024 as a true record.

6. ANNUAL REPORT – GWYNEDD SACRE 2023/24

Resolved to defer the item to the next meeting.

7. UPDATE ON THE REPORT ON THE TEACHING PROVISION OF RELIGION, VALUES AND ETHICS IN SCHOOLS IN WALES

The item was presented by Dr Gareth Evans-Jones, drawing attention to the following main points:

The presentation was opened by providing context about the National Centre of Religious Education for Wales, which was re-launched in August 2023 at the Llŷn ac Eifionydd National Eisteddfod. It was reported that the objective of the Centre is to promote study, knowledge and awareness of the variety of religious traditions, values and philosophical traditions that exist in Wales and the wider world.

It was noted that the Centre, over the last year, had organised and held several sessions and a number of activities:

- An internal A-level revision session had been organised for Anglesey, Gwynedd and Carmarthenshire students.
- Two weeks of A-level revision sessions were held on-line, covering 24 sessions on Philosophy, Ethics and Buddhism.
- CPD training was provided for teachers on the teaching of Buddhism and Hinduism.
- An on-line summer school was held in July with 15 lectures to introduce students to university-level topics in philosophy, ethics, and religion.
- A panel was held on Holocaust pedagogy and an on-line talk with a Holocaust survivor was organised for secondary schools.
- Talks were organised with Nerys Siddall (Mary Jones) and Hanan Issa (National Poet of Wales).
- An educational resource was produced - 'Teaching Peace', which is a bank of lessons and materials for Year 7/8/9 students to use in the context of Religion, Values and Ethics or as part of the Mixed Humanities course.
- 10 religion-specific artefacts boxes were produced for teaching the world's major religions, which are available on loan to schools.

It was explained that the research project had been developed as a result of school teachers requesting support from the Centre specifically relating to teaching Advanced Level, Religious Education and Religion, Values and Ethics (RVE) in junior sections up to GCSE. It was noted that the research project had lasted nine months looking at RVE teaching provision across Wales. It was noted that the purpose of the questionnaire was to obtain a better idea of the challenges teachers feel they are facing, what the strengths are, and any weak aspects at present, to enable the Centre to respond and conduct a series of developmental sessions.

It was noted that 58 schools had responded, but given the higher number of secondary school respondents, a decision was made to produce a report based on secondary schools' data. It was

noted that there were good examples of teachers accessing and engaging with training opportunities, however, that there were also examples which raised concerns.

It was noted that RVE is taught either as a standalone subject or as part of a Mixed Humanities scheme up to GCSE, as GCSE continues to be Religious Education. It was highlighted that this had raised concern about losing subject expertise and in relation to the fact that teachers teaching the subject have not been trained adequately. It was noted that training had been created to teach the subject within Mixed Humanities but not separately. It was added that this lack of training was concerning given the sensitive nature of the subject.

It was noted that there is one official RVE textbook - in English, without a Welsh equivalent. It was noted that it had not been approved by the WJEC or the Welsh Government, and that there is no need for one textbook for all given the holistic nature of the curriculum in Wales. It was elaborated that the publishers had refused a request to translate the textbook.

It was noted that systematic challenges exist within RVE, specifically in terms of the uncertainty regarding the term 'mandatory' and the subject's statutory time allocation, as there is no clear explanation of what this means. It was elaborated that, on average, RVE does not receive the same time allocation as other subjects.

It was underlined that some schools are still allocating the old statutory requirement of one hour per week for every pupil, while other schools only allow one hour per year. It was noted that ambiguity around RVE progression and assessment methods has left educators searching for clearer guidelines and cross-curricular strategies.

It was reported that the Centre is holding discussions with SACREs regarding the research findings on how to help. It was expressed that the findings of the report had been criticised by the SACREs central council for being too negative and an unfair reflection of the general consensus due to the number of respondents to the questionnaire.

It was noted that the Centre had taken steps to produce a second report, attempting to conduct individual visits and conversations with teachers to hear more about their opinions. It was emphasised that these conversations would be completely confidential, and that teachers are entitled to withdraw their contributions at any time. It was noted that six visits had been conducted so far, focusing on North-West Wales during this stage of the investigation. It was elaborated that they were looking for willing teachers in secondary schools teaching RVE, Mixed Humanities or Religious Education to take part in the investigation, asking the Gwynedd SACRE to share this call with teachers in Gwynedd.

Several other matters were noted that had arisen and caused concern:

- That the GCSE short course had been abolished.
- That some schools were not offering Religious Education at all as a GCSE subject.
- That some schools are offering Social Studies instead of Religious Education because it sounds more interesting.
- That the new GCSE Religious Education, despite containing interesting aspects, also includes some that are dated (e.g. no reference to artificial intelligence).

It was noted that the Centre had started responding to some of the concerns that have been raised in the report. It was noted that the Centre is collaborating with Conwy and Swansea SACRE to provide twilight sessions on different aspects of RVE. It was further noted that they had created a teacher mentoring scheme. It was noted that, in February 2025, a free mentoring programme would be launched for teachers who will have to teach Religious Studies at GCSE level but who are not trained in RS/RE/RVE.

It was elaborated that the scheme will last 15 months – the application deadline is April 2025 and the scheme will start in September 2025. It was noted that there are 20 spaces on the course, with the aim of extending to A Level qualification from next year onwards, depending on more subsidy. It was outlined that information can be shared about the course developments with SACRE members if they wished.

It was further noted that the Centre runs A Level and AS Level Revision Sessions over Easter, focusing on Buddhism, Philosophy, Ethics and Christianity.

It was noted that the Centre is willing to respond to any calls or demands for the following through the medium of English, or Welsh, or bilingually:

- Visiting Schools.
- Delivering revision/training sessions.
- Sharing resources.
- Signposting to relevant organisations/places.

It was noted that there would be an event on 11 June aimed specifically at primary schools, with various sessions looking at 'cynefin' and referencing a number of places in Gwynedd named after places from the Bible. It was further noted that, during the everning (6.p.m. – 9.30p.m.) a conference for the public would take place looking more widely at biblical landscapes.

Thanks were given for the inclusive update. It was agreed to help by asking the Gwynedd SACRE to share the call for teachers to take part in the second stage of the research. It was asked what the Centre is doing to try and increase uptake of Religious Studies at GCSE, as evidence shows that numbers attending the courses are falling.

It was agreed that the numbers choosing to study Religious Studies in Wales are decreasing at every level, especially through the medium of Welsh. It was noted that there had been a missed opportunity when creating the new GCSE to embed the subject in the real world. It was further noted that there was a lack of continuity as GCSE has retained the name 'Religious Education' rather than changing to RVE. It was noted that there would be an opportunity to increase interest when the new A Level would be published in two years, which will reflect the modern world whilst retaining the integrity of the subject.

Further thanks were noted for the presentation and report, along with satisfaction with the discussion. The new title, RVE, was approved noting that it reflected the modern context. There was a willingness to support in any way with the work being undertaken by the Centre. The comments were appreciated, noting that the main support required relates to the second report, specifically in terms of engaging with teachers to partake in the confidential visits. It was noted that its main purpose is to give teachers a voice to highlight any existing issues.

It was noted that, many years ago, one school in North Wales had stopped offering Religious Education as an A Level subject due to a lack of staffing, and that they were now in a similar position with GCSE. It was questioned whether anything could be done with younger children to try and get them interested in continuing with the subject at higher levels. A willingness was noted on behalf of the Education Department to help by running sessions to engage interest in the subject with Year 8/9 pupils before they make their GCSE choices.

It was agreed that this would be a good idea that required further discussion. It was noted that Swansea SACRE had reported several schools that had experienced a lack of staffing in Religious Education following the retirement of subject teachers.

The comment about the response from the Wales Association of SACREs being negative was questioned. In response, it was noted that several core members had criticised that the report had been misrepresented. It was noted that several members of the WASACRE Management Board were involved in the new Curriculum for Wales and RVE and that they were extremely supportive of the Mixed Humanities approach. It was elaborated that WASACRE had now released their own questionnaire asking for teachers' opinions. It was noted that this is positive as it is important to have as many respondents as possible, however, it was noted that some of the questions were leading. It was noted that the aim of the Centre's report was to be as unbiased as possible. It was noted that the report of WASACRE had been received by the Gwynedd SACRE and would be shared with members in due course.

Dr Gareth Evans-Jones was invited to attend again at a later stage to provide a further update following the second stage of his research.

The meeting commenced at 3.40pm and concluded at 4:50pm.

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CHAIR

Standing Advisory Council for Religious Education

GWYNEDD
ANNUAL REPORT

September 2023 - August 2024

DRAFT

Head of the Education Department

Mr Gwern ap Rhisiart

CONTENT

SECTION 1: EXECUTIVE SUMMARY

1.1 Introduction by SACRE Chairman: Councillor Menna Baines

SECTION 2: ADVICE TO ANGLESEY COUNCIL

2.1 SACRE's function in relation to Religious Education
2.2 The Locally Agreed Syllabus
2.3 How good are standards?
2.4 The response of Gwynedd Council
2.5 Religious Education and the Welsh Government
2.6 Religious Education and ESTYN
2.7 SACRE's function in relation to Collective Worship

SECTION 3: ANNEXES

3.1 General information about the composition of SACRE
3.2 Membership of Gwynedd SACRE 2023-24
3.3 SACRE meetings held during the reporting period
3.4 Guidance provided by Gwynedd SACRE to members who attend collective worship in schools

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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, 2023/2024

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SECTION 2: ADVICE to GWYNEDD EDUCATION DEPARTMENT

2.1 SACRE's function in relation to Religion, Values and Ethics

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 Locally Agreed Syllabus

Gwynedd and Anglesey SACREs have adopted the 'National Exemplar Framework for Religious Education for 5-19 year old learners' as the Locally Agreed Syllabus for Gwynedd and Anglesey (2008).

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

As a result of the emergence of the Curriculum and Assessment Act (Wales) 2022 and the establishment of the Curriculum for Wales, the Agreed Syllabus Conference was held for Gwynedd SACRE on 15 February 2023. The unanimous decision of the Conference was to recommend the adoption of the Welsh Government's Guidelines on Religion, Values and Ethics.

On the 13 September 2022 the Gwynedd Council Cabinet approved Agreed Syllabus Conference' recomendation and the the Welsh Government's Guidelines on Religion, Values and Ethics was adopted as the Agreed Syllabus for Gwynedd schools.

2.3 How good are standards?

In previous years Gwynedd SACRE has monitorod religious education and collective worship by:

- receiving a summary of a school's self-evaluation report in response to the key questions of ESTYN's Inspection Framework;
- analysing the Local Authority's teacher assessments and 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, and by,
- accepting schools' invitations to attend a collective worship session.

2.3.1 Schools' self-evaluation reports

SACRE members resolved at their meeting on 9 February 2011, to continue to receive copies of schools' self-evaluation of religious education and collective worship and asked head teachers to use a revised template. Gwynedd SACRE, Anglesey head teachers and members of the National Advisory Panel for Religious Education (NAPfRE) have approved the new template which was redrafted in response to the new ESTYN Inspection Framework (Appendix 3.5). The SACRE clerk, who is an assistant education quality improvement officer with Gwynedd Council is responsible for distributing the template and collating the self-evaluation reports. Due to the COVID-19 pandemic ESTYN visits ceased during March 2020. From September 2022 to August 2023 ESTYN did not undertake a full inspection programme, although some schools volunteered to pilot revised inspection arrangements. The revised inspection programme resumed in September 2023. Gwynedd schools were not asked to provide self-evaluations for the Gwynedd SACRE as a result of these changes.

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 SACRE meetings held in 2023-2024.

2.4 Response of Local Authority

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

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 providing professional support to Gwynedd SACRE.

Both Primary and some Secondary schools implemented 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.

Following a further discussion with GwE it was agreed that Bethan James, and advisor with GwE, would re-start supporting gwynedd SACRE from the Autumn 2023 term. The sad news came about the sudden death of Bethan James at the beginning of 2024 before she was able to fully undertake the role.

What are SACRE's recommendations to Gwynedd Council?

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

2.5 Religion, Values and Ethics and the Welsh Government

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.
- The Curriculum and Assessment Act (Wales) 2022 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) 2022 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:
- Religion, values and ethics (RVE) is, therefore a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area.
- 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 Religion, Values and Ethics and ESTYN

Gwynedd SACRE recommends the following resources to 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 Council

- 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 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 in schools by reviewing schools' self-evaluation reports;

- No self-evaluation reports were received in 2023-2024 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 Council

- Ensure that schools conform to the statutory requirement for collective worhsip and provide quality collective worship sessions;
- Encourage schools to invite Gwynedd SACRE Member to attend collective worship within schools

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SECTION 3: ANNEXES

3.1 Administrative matters in relation to SACRE

a) **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;

- The Association of School and College Leaders (ASCL)
- 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

b) **The Constitution of Gwynedd SACRE was reviewed in April 2019 to include:**

- **Christianity and other religions-** keep at 6 Propose to invite one representative from the Buddhism, Islam, Hinduism, Judaism, Sikhism and the Humanist beliefs
- **Representation of Teachers and Headteachers -** keep at 5
- **Elected Members -** keep at 7
- **Co-opted -** SACRE Committee to retain the right to co-opt members
- there are 3 votes, namely 1 for each Group - the Co-opted members do not have a vote

c) **The Constitution was further reviewed in September 2022 to amend the Teacher group as follows:**

- Representation of Teachers and Headteachers – retain at 5

The seats to be allocated as follows:

3 seats to be shared between the recognised Teachers' Unions (NAS/UWT; UCAC; NEU; ASCL and NAHT) – to be decided by the Gwynedd Teachers' Union Forum.

1 seat to be filled by the Primary and Special Catchment Areas Consultative Group (GYDCA)

1 seat to be filled by the Gwynedd Secondary Headteachers Group (GSCU)

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3.2 SACRE membership of Gwynedd 2023-24

Christians and Other Religions

The Methodist Church	Parch Nick Sissons
Union of Welsh Baptists	Eurfryn Davies
Presbyterian Church of Wales	Gwawr Maelor Williams
Church in Wales	Naomi Wood
Union of Welsh Independents	Bethan Davies Jones
The Catholic Church	Eirian Bradley Roberts
Buddism	Patrycja Bielak Smith
Humanists	Edward Parri-Jones
Judaism	Nathan Abrams
Islam	Mr Mohamed Arabi
Hinduism	Dr Sibani Roy

Teachers' representatives

UCAC	Mrs Alwen Watkins (Ysgol Botwnnog)
NASUWT	Miriam Amlyn (Ysgol Eifionydd)
NEU	Heledd Owen (Ysgol Friars)
Secondary Headteachers group (GSCU)	Eleri Moss (Ysgol y Moelwyn)
Primary Headteachers group (GYDCA)	Awaiting nomination

Local Members

Councillor Paul Rowlinson	Plaid Cymru
Councillor Meryl Roberts	Plaid Cymru
Councillor Elin Walker Jones	Plaid Cymru
Councillor Menna Baines	Plaid Cymru
Councillor Jina Gwyrfai	Plaid Cymru
Councillor Anne Lloyd Jones	Independent
Councillor John Pughe Roberts	Independent

Co-opted members (non voting)

Mrs Miriam Amlyn	
Mr Euron Hughes	
awaiting nomination	

Officers

Gwern ap Rhisiart	Head of Education Department
Mair Huws	Assistant education resources officer and SACRE clerk
Rhodri Jones	Democratic Services officer

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3.3 SACRE meetings 2023-24

Dates of meetings may be obtained by contacting the SACRE Clerk. During 2023-2024 Gwynedd SACRE met twice through Zoom:

21 November 2023
2 July 2024

Due to circumstances, the meeting to be held on 6th of February 2024 was cancelled.

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

a) 21 November 2023

- It was confirmed that the then Head of Education has been in discussions with GwE to restore support and it has been confirmed that Bethan James would be returning to that role. It was reported that the support will not be at the same level as previously, but that Bethan James will attend SACRE meetings and give a further half day of support, and as a starting point she would give a presentation at the next meeting.

- The Reverend Nick Sissons reported on the current Collective Worship Guidelines. He felt that the current guidelines were outdated and needed significant Work. He suggested there was no value in going through and modifying the existing document as wider issues needed attention, particularly the need to review the legislation on collective worship. Following discussion it was decided that SACRE Gwynedd write a letter to WASCRE and the national bodies of all churches in Wales to enquire how they could be able to help move the matter forward.

b) 4 July 2023

- Councillor Menna Baines was re-elected as Chair and Cllr Meryl Roberts as Vice-Chair.

- Nia Elain Roberts, Llan Project School Pilgrimage Engagement Officer, reported. It has been reported that the project receives the support of the Church in Wales Evangelism Fund for the development of pilgrimage within the Diocese and the learning of the Welsh language. The project had been funded for 7 years. One of the main aims of the project is to motivate teachers to use the theme of 'pilgrimage' within their classwork as well as to promote religious history and the Welsh language. It was stressed that this project was available to all schools, not just church schools and all schools would have access to lesson packs, visits and presentations.

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:

Gwern ap Rhisiart	Head of Education Department
Mair Huws	Assistant education improvement officer and SACRE clerk
Rhodri Jones	Democratic Services Officer

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

3.3.3 The SACRE report was sent to the following organisations:

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

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- 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 to:

- Members of Gwynedd SACRE

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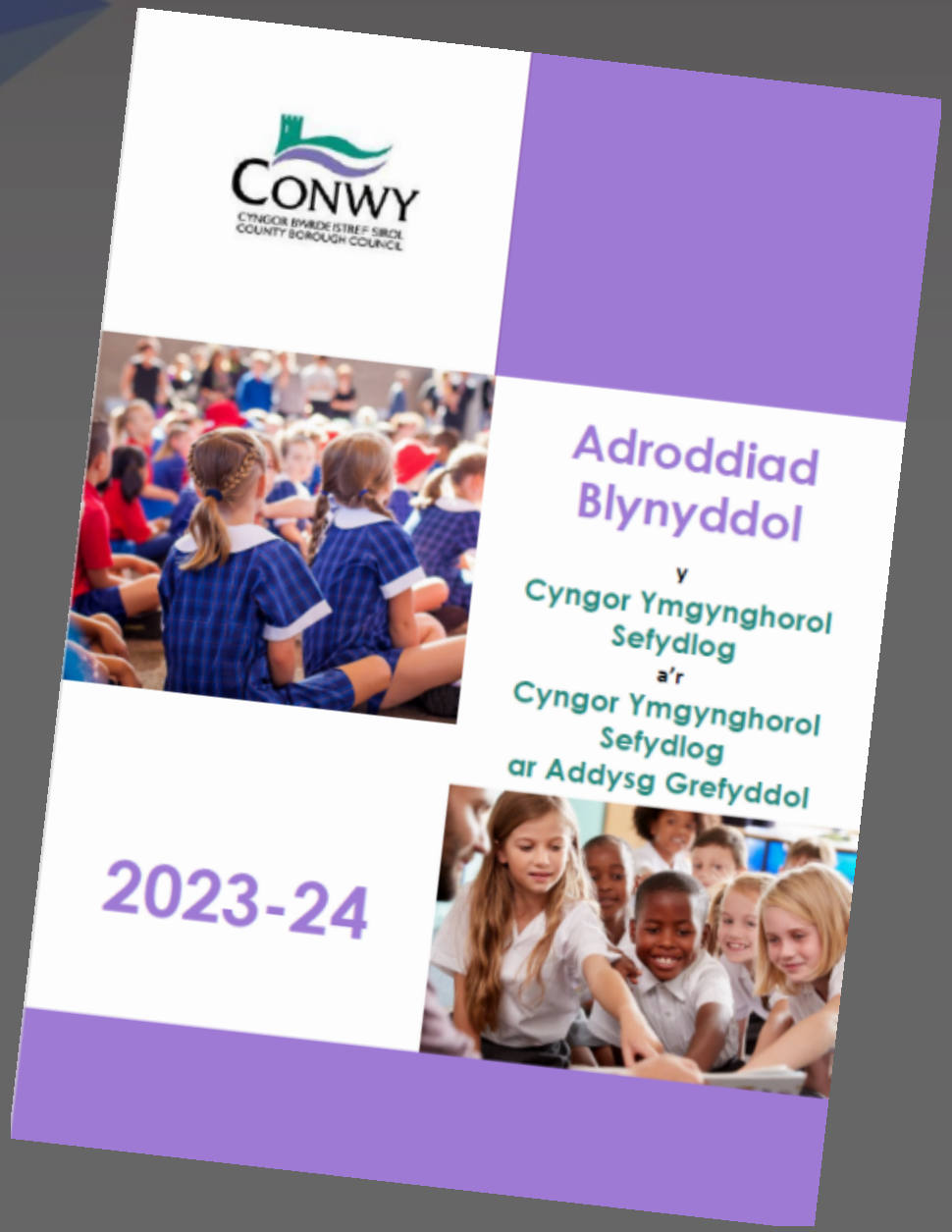
LEAD

ANALYSIS OF INSPECTION REPORTS
(Sept 2024 – March 2025)

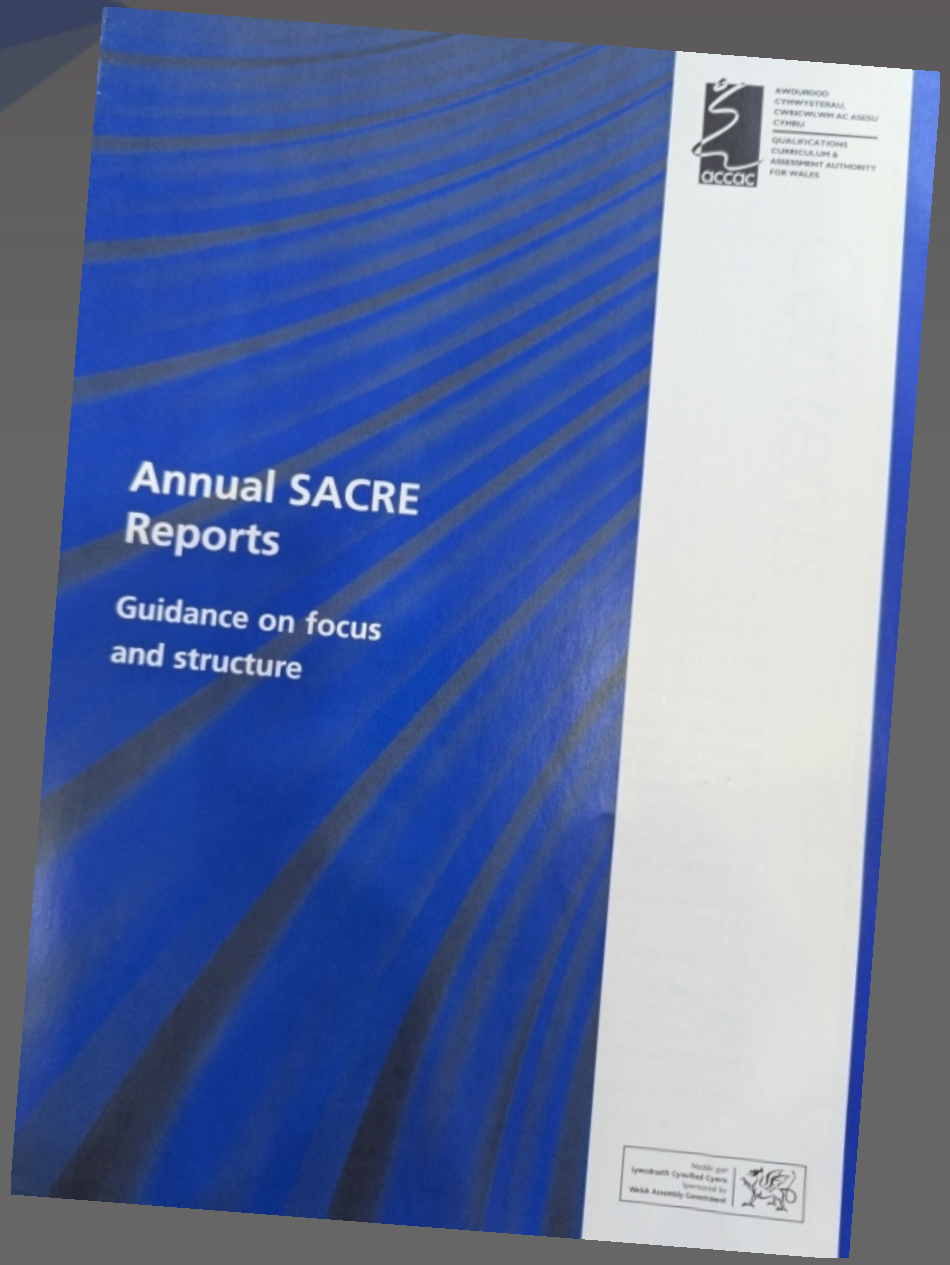
School		Date inspected	Report Published
Ysgol Maenofferen	Y Sgwar, Blaenau Ffestiniog (219 on roll)	24/03/2025	30/05/2025
Staff support pupils to develop their spiritual and moral awareness suitably. For example, in the morning assemblies, there are opportunities for them to reflect on ethical issues and learn about the importance of working together and respecting their rights. The youngest pupils understand that everyone is different, including diverse families, and the oldest pupils are aware of the influence of famous black people in important events in history.			
Ysgol Bodfeurig	Sing, Tregarth (52 on roll)	24/03/2025	30/05/2025
No comments			
Ysgol Penybryn	Tywyn (236 on roll)	17/03/2025	22/05/2025
Pupils develop valuable personal, social and creative skills, which support their cultural awareness and appreciation robustly. *Teachers provide a stimulating curriculum that develops pupils' understanding of the world and their local area effectively, for example by learning about the history of Welsh people in Patagonia and the coastal railway. Teachers also plan purposeful opportunities for pupils to discuss important issues such as relationships and diversity. Pupils treat others with respect and develop their awareness of different identities.*			
Ysgol Gynradd Rhiwlas	Rhiwlas, Bangor (34 on roll)	03/02/2025	07/04/2025
Within plenary sessions, teachers provide purposeful opportunities for pupils to learn about morals and important values such as kindness and respect for others. This is effective in deepening pupils' understanding of the need to treat everyone and everything in society with respect.			
Ysgol Glan y Môr (Secondary School)	Cardiff Road, Pwllheli (469 on roll)	02/12/2024	06/02/2025
The school provides suitable opportunities for pupils to develop spiritually and morally by learning about diversity, human rights, ethics and citizenship. For example, the school Senedd has raised awareness of the importance of tolerance by leading the school's 'Prosiect Parch' (Respect Project).			
Ysgol Treferthyr	Cricieth (115 on roll)	25/11/2024	30/01/2025
The headteacher and staff promote moral values and set high expectations such as courtesy and fostering respect among pupils. *Staff support pupils to develop their spiritual and moral awareness well. For example, in plenary assemblies, they provide suitable opportunities for pupils to reflect on important ethical issues including showing kindness and emphasising the importance of children's rights within society. There are purposeful opportunities for the oldest pupils to participate in activities that persuade them that racism is not acceptable in society.*			

Ysgol Borthygest	Borth y Gest, Porthmadog (31 on roll)	18/11/2024	23/01/2025
Staff provide a purposeful, broad, interesting and exciting curriculum which covers the areas of learning and experience successfully. *Staff support pupils' spiritual and moral awareness successfully. By presenting themes such as loyalty, rights, and empathy, pupils consider the views and values of others successfully. Through this, pupils develop an appropriate understanding of themselves and of individuals who are different from them.*			
Ysgol O.M. Edwards	Llanuwchllyn. Bala (77 on roll)	07/10/2024	09/12/2024
Staff enrich pupils' learning extremely successfully with valuable community links. For example, pupils play a core role in taking part in various services, compete in the local eisteddfod and collect litter to make the local area more attractive. As a result, opportunities contribute to developing pupils to be conscientious citizens who take pride in the community and their environment. *The school provides suitable opportunities for pupils to develop spiritual and moral aspects in assemblies, which include inviting visitors to the school and by organising valuable educational visits. Pupils learn about other religions and global issues that occur in different cultures.*			
Ysgol Gynradd Abererch	Abererch, Pwllheli (71 on roll)	30/09/2024	02/12/2024
Staff provide a broad and balanced curriculum for the pupils. *The staff provide valuable and rich opportunities for pupils reflect on important ethical issues. They celebrate differences within society during weekly assemblies and daily acts of collective worship effectively.*			

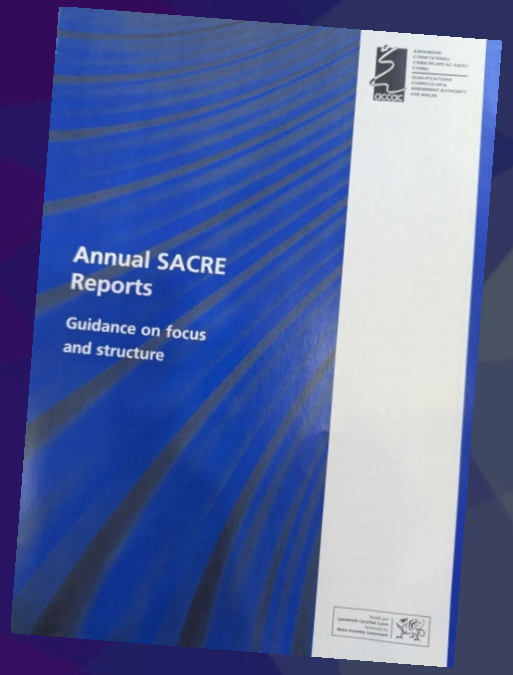
SACRE Annual Reports



Back Ground


Annual SACRE Reports
Guidance on focus and structure
AWDURDOD CYMWYSTERAU, CWRICWLWM AC ASESU CYMRU
QUALIFICATIONS CURRICULUM & ASSESSMENT AUTHORITY FOR WALES
accac

Requirements of an Annual Report

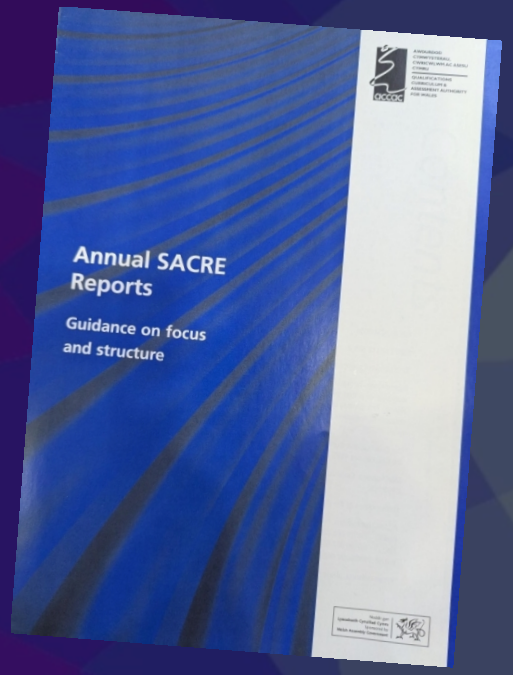


SACRE reports must by law:

- specify any matters in respect of which the SACRE has given advice to the LEA
- broadly describe the nature of the advice given. and
- where any such matter was not referred to the SACRE by the LEA, give the SACRE's reasons for offering advice on that matter.

- The advice given would apply to schools within the LEA that follow the locally agreed syllabus and would not necessarily apply to schools that followed different requirements. e.g a diocesan syllabus,

Current Recommended Focus:

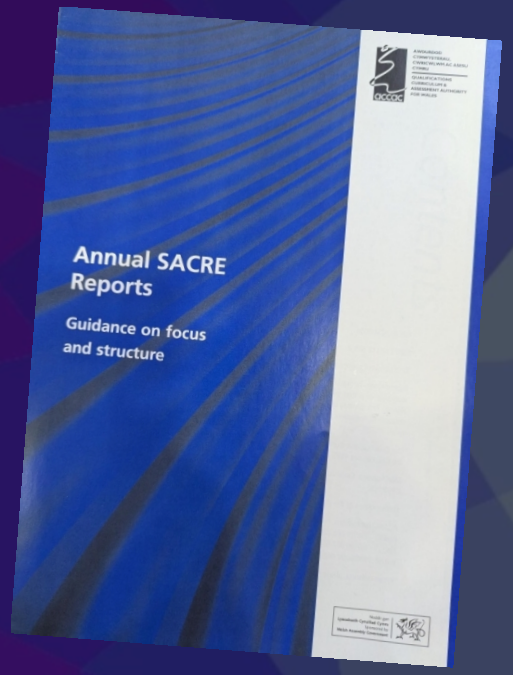


SACRE reports should follow a common structure and should provide clear, concise, focused Information. The following structure is recommended:

Contents All SACRE reports should include a contents page.

Executive summary This section should include a brief summary of the advice that has been given to the LEA within the reporting period stating whether the LEA has acted on or intends to act on the advice given.

Current Recommended Focus:



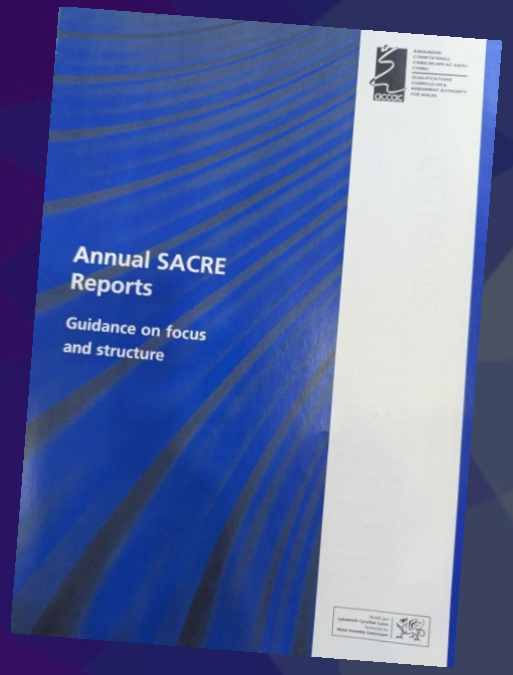
SACRE reports should follow a common structure and should provide clear, concise, focused Information. The following structure is recommended;

<u>Advice to the LEA</u> The main body of the report must contain advice on:

- religious education, in accordance with the locally agreed syllabus
- methods of teaching
- the choice of teaching materials
- the provision for training for teachers
- collective worship.

In addition, the report should contain advice on other matters, including how the LEA might respond to local and national issues

What's Changed



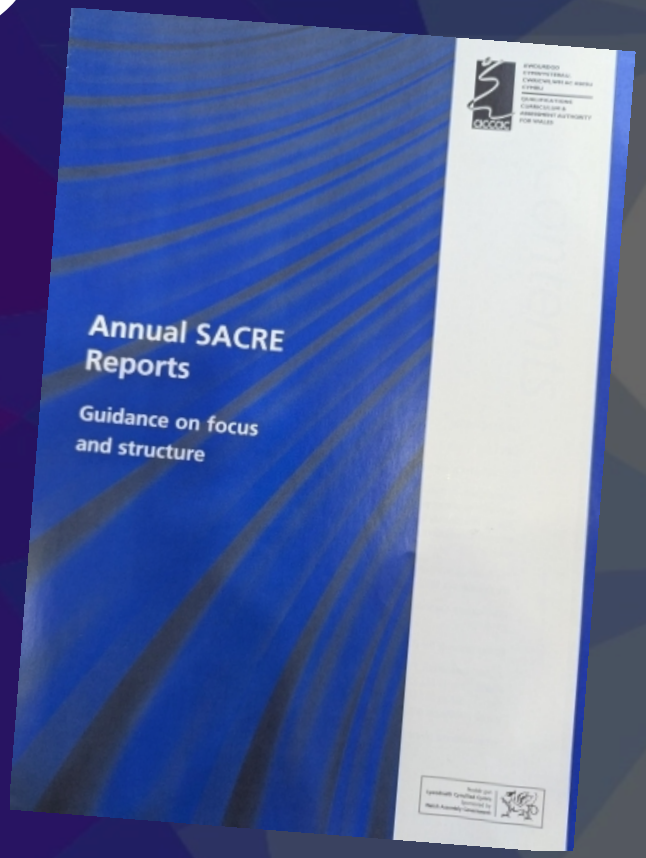
The Annual Report Guidance document is not in current circulation as it is only available in hard copy and many LAs may not have access to this.

Language is outdated in relation to the Curriculum for Wales, RVE and legislation around SACRE/SAC. It is also outdated in terms of LA structure.

Advice on Collective Worship needs to be updated in terms of language used.

Annual Report Review:

What's Next?



The document requires a re-write rather than an update.

Agreed expected requirements of SAC(RE) annual Reports.

The annual report should be an opportunity for SAC(RE)s and LAs to reflect on progress made in the past year.

It should also plan forward to the next year (*management plan*).

A review of annual reports be completed periodically across Wales in order to identify good practice that can be shared.

Cwricwlwm i Gymru

Curriculum for Wales

Crefydd, Gwerthoedd a Moeseg

Religion, Values and Ethics

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Cwricwlwm i Gymru

Dechrau arni

Cyflwyniad i ganllawiau Cwricwlwm i Gymru

Crynodeb o'r ddeddfwriaeth

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Home > Curriculum for Wales

Curriculum for Wales

Getting started

Introduction to Curriculum for Wales guidance

Summary of legislation

Designing your curriculum

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Cwricwlwm i Gymru: crynodeb o'r ddeddfwriaeth

Rhan o Cwricwlwm i Gymru

CYNNWYS

Crynodeb o'r ddeddfwriaeth

Deddf Cwricwlwm ac Asesu (Cymru) 2021 – cyflwyniad

Ysgolion a gynhelir ac ysgolion meithrin a gynhelir

Crynodeb o'r ddeddfwriaeth

Nod yr adran hon o ganllawiau fframwaith Cwricwlwm i Gymru yw helpu ysgolion a lleoliadau, yn ogystal ag eraill ym maes addysg sydd â diddordeb, i feithrin dealltwriaeth well o'r gyfraith mewn perthynas â'r Cwricwlwm i Gymru a'r hyn sy'n ofynnol ganddyn nhw.

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Menu | Log in | Sign up

Home > Curriculum for Wales > Summary of legislation

Curriculum for Wales: summary of legislation

Part of Curriculum for Wales

CONTENTS

Legislation summary

Curriculum and Assessment (Wales) Act 2021 – an introduction

Maintained schools and maintained nursery schools

Funded non-maintained

Legislation summary

This section of the Curriculum for Wales framework guidance is designed to help schools and settings, as well as others in education with an interest, to better understand what the law is for the Curriculum for Wales and what is required of them.

In addition to setting out the legal basis for guidance, it also provides information relating to legal duties and guidance of a statutory nature that

Crefydd, gwerthoedd a moeseg

Statws cyfreithiol y canllawiau ar grefydd, gwerthoedd a moeseg

Mandadol

Mae'r canllawiau ar grefydd, gwerthoedd a moeseg ym Maes y Dyniaethau yn statudol a chânt eu cyhoeddi o dan adran 71 o Ddeddf Cwricwlwm ac Asesu (Cymru) 2021 (y Ddeddf) a bwriedir iddyn nhw helpu'r rhai sy'n gyfrifol o dan y Ddeddf am gynllunio'r maes llafur ar gyfer crefydd, gwerthoedd a moeseg fel rhan o gwricwlwm yr ysgol.

Religion, values and ethics

Legal status of the RVE guidance

Mandatory

The guidance on RVE contained within the Humanities Area is statutory and published under section 71 of the Curriculum and Assessment (Wales) Act 2021 (the Act) and designed to assist those responsible under the Act for designing the RVE syllabus as part of the school curriculum.

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Prif Agweddau

- Crefyddau ac argyhoeddiadau athronyddol anghrefyddol
  - Erthygl 2 Protocol 1 i'r Confensiwn Ewropeaidd ar Hawliau Dynol (E2P1)

Main Aspects

- Religious and non-religious philosophical convictions
  - Article 2 Protocol 1 of the European Convention on Human Rights (A2P1)

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- ~~Yr hawl i dynnu'n ôl ac Crefydd, gwerthoedd a moeseg ôl-16~~

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- ~~The right to withdraw and post 16 compulsory RE~~

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- ~~Yr hawl i dynnu'n ôl ac Crefydd, gwerthoedd a moeseg ôl-16~~

- "Ystyried"
  - Meysydd Llafur Cytunedig
  - Canllawiau ar Grefydd, Gwerthoedd a Moeseg

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- "Have Regard"
  - Agreed Syllabi
  - Religion, values and ethics guidance

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- ~~Yr hawl i dynnu'n ôl ac Crefydd, gwerthoedd a moeseg ôl-16~~

- "Ystyried"
  - Meysydd Llafur Cytunedig
  - Canllawiau ar Grefydd, Gwerthoedd a Moeseg

- Datblygiad ysbrydol
  - *yn unigolion iach, hyderus sydd â gwerthoedd sicr ac sy'n sefydlu eu credoau ysbrydol ac egwyddorol*
  - Ysbrydol, moesol, cymdeithasol a diwylliannol – Estyn
  - Deddf Cwricwlwm ac Asesu (Cymru) 2021

Main Aspects

- Religious and non-religious philosophical convictions
  - Article 2 Protocol 1 of the European Convention on Human Rights (A2P1)

- ~~The right to withdraw and post 16 compulsory RE~~

- "Have Regard"
  - Agreed Syllabi
  - Religion, values and ethics guidance

- Spiritual development
  - *healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs*
  - Spiritual, moral, social and cultural – Estyn
  - Curriculum and Assessment Act (Wales) 2021

Section 59(2) General curriculum requirement

The requirement is that the curriculum is a balanced and broadly based curriculum that -

(a) promotes the spiritual, moral, cultural, mental and physical development of the pupils and of society, and

(b) prepares the pupils for the opportunities, responsibilities and experiences of later life.

29 Gofynion gweithredu pellach ar gyfer disgyblion 3 i 14 oed

(1) Rhaid gweithredu'r cwricwlwm mabwysiedig yn unol ag is-adran (2) i ddisgyblion nad ydynt eto wedi cwblhau'r flwyddyn ysgol y mae'r rhan fwyaf o'r disgyblion yn eu dosbarth yn cyrraedd 14 oed ynddi.

(2) Rhaid gweithredu'r cwricwlwm mabwysiedig mewn ffordd sy'n sicrhau addysgu a dysgu i bob disgybl—

(a) sy'n cwmpasu'r meysydd dysgu a phrofiad (gan gynnwys yr elfennau mandadol o fewn y meysydd hynny), a

(b) sy'n datblygu'r sgiliau trawsgwricwlaidd mandadol.

(3) Rhaid i'r addysgu a dysgu a sicrheir o dan is-adran (2)—

(a) mewn cysylltiad ag elfen fandadol Addysg Cydberthynas a Rhywioldeb, fod yn addas ar gyfer cyfnod datblygu'r disgybl, a

(b) mewn cysylltiad ag elfen fandadol Crefydd, Gwerthoedd a Moeseg, gyd-fynd â Rhan 2 o Atodlen 1, ac eithrio pan fo is-adran (4) yn gymwys.

(4) Mae'r is-adran hon yn gymwys pan fo'r addysgu a dysgu i ddisgyblion mewn dosbarth y mae'r rhan fwyaf o'r disgyblion ynddo yn iau na'r oedran ysgol gorfodol ar ddechrau'r flwyddyn ysgol.

29 Further implementation requirements for pupils aged 3 to 14

(1) The adopted curriculum must be implemented in accordance with subsection (2) for pupils who have not yet completed the school year in which the majority of the pupils in their class attain the age of 14.

(2) The adopted curriculum must be implemented in a way that secures teaching and learning for each pupil that—

(a) encompasses the areas of learning and experience (including the mandatory elements within those areas), and

(b) develops the mandatory cross-curricular skills.

(3) The teaching and learning secured under subsection (2)—

(a) in respect of the mandatory element of Relationships and Sexuality Education, must be suitable for the pupil's stage of development, and

(b) in respect of the mandatory element of Religion, Values and Ethics, must accord with Part 2 of Schedule 1, except where subsection (4) applies.

(4) This subsection applies where the teaching and learning is for pupils in a class in which the majority of the pupils are below compulsory school age at the beginning of the school year.

30 Gofynion gweithredu pellach ar gyfer disgyblion 14 i 16 oed

(1) Rhaid gweithredu'r cwricwlwm mabwysiedig yn unol ag is-adran (2) i ddisgyblion sydd wedi cwblhau'r flwyddyn ysgol y cyrhaeddodd y rhan fwyaf o'r disgyblion yn eu dosbarth 14 oed ynddi.

(2) Rhaid gweithredu'r cwricwlwm mabwysiedig mewn ffordd—

(a) sy'n sicrhau addysgu a dysgu i bob disgybl sy'n cwmpasu'r elfennau mandadol o fewn y meysydd dysgu a phrofiad, a

(b) sy'n sicrhau addysgu a dysgu arall i bob disgybl ym mhob maes dysgu a phrofiad.

(3) Rhaid i'r addysgu a dysgu a sicrheir o dan is-adran (2) ddatblygu'r sgiliau trawsgwricwlaidd mandadol.

(4) Rhaid i'r addysgu a dysgu a sicrheir o dan is-adran (2) gynnwys—

(a) addysgu a dysgu mewn cysylltiad ag unrhyw ddarpariaeth a wneir yn y cwricwlwm, i'r graddau y mae'n gymwys i'r disgybl, yn rhinwedd rheoliadau a wneir o dan adran 25, a

(b) yr addysgu a dysgu a ddewisir gan y disgybl yn rhinwedd adran 24.

(5) Am eithriad i'r ddyletswydd i sicrhau'r addysgu a dysgu a ddewisir gan y disgybl, gweler adran 31.

(6) Rhaid i'r addysgu a dysgu a sicrheir o dan is-adran (2)—

(a) mewn cysylltiad ag elfen fandadol Addysg Cydberthynas a Rhywioldeb, fod yn addas ar gyfer cyfnod datblygu'r disgybl, a

(b) mewn cysylltiad ag elfen fandadol Crefydd, Gwerthoedd a Moeseg, gyd-fynd â Rhan 2 o Atodlen 1.

30 Further implementation requirements for pupils aged 14 to 16

(1) The adopted curriculum must be implemented in accordance with subsection (2) for pupils who have completed the school year in which the majority of the pupils in their class attained the age of 14.

(2) The adopted curriculum must be implemented in a way that—

(a) secures teaching and learning for each pupil that encompasses the mandatory elements within the areas of learning and experience, and

(b) secures other teaching and learning for each pupil in each area of learning and experience.

(3) The teaching and learning secured under subsection (2) must develop the mandatory cross-curricular skills.

(4) The teaching and learning secured under subsection (2) must include—

(a) teaching and learning in respect of any provision made in the curriculum, so far as it applies to the pupil, by virtue of regulations made under section 25, and

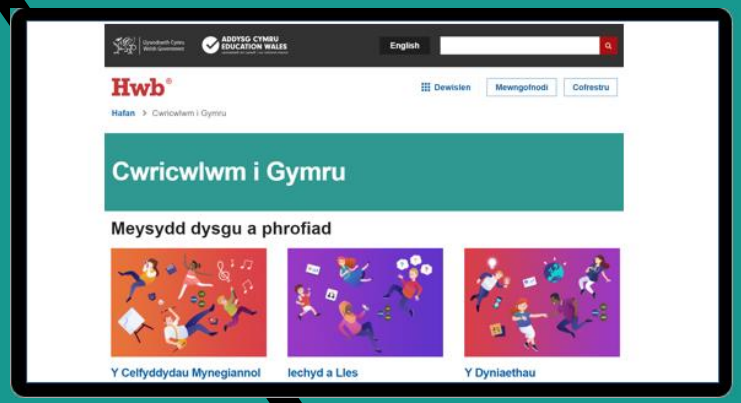
(b) the teaching and learning chosen by the pupil by virtue of section 24.

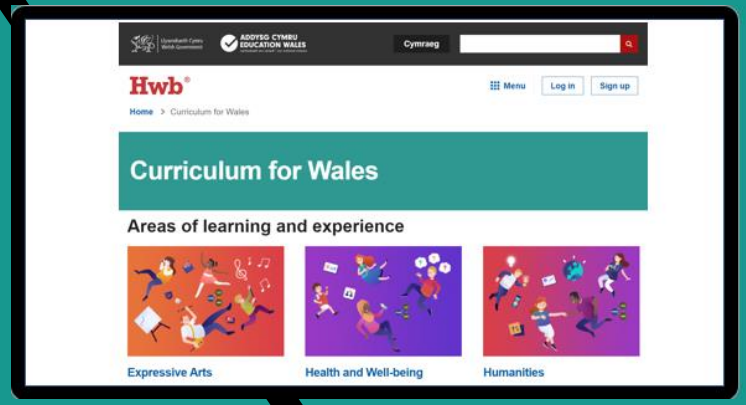
(5) For an exception to the duty to secure the teaching and learning chosen by the pupil, see section 31.

(6) The teaching and learning secured under subsection (2)—

(a) in respect of the mandatory element of Relationships and Sexuality Education, must be suitable for the pupil's stage of development, and

(b) in respect of the mandatory element of Religion, Values and Ethics, must accord with Part 2 of Schedule 1.


English
Hwb
Dewisien
Mewngofnodi
Cofrestru
Hafan > Cwricwlwm i Gymru
Cwricwlwm i Gymru
Meysydd dysgu a phrofiad
Y Celfyddydau Mynegiannol
Iechyd a Lles
Y Dyniaethau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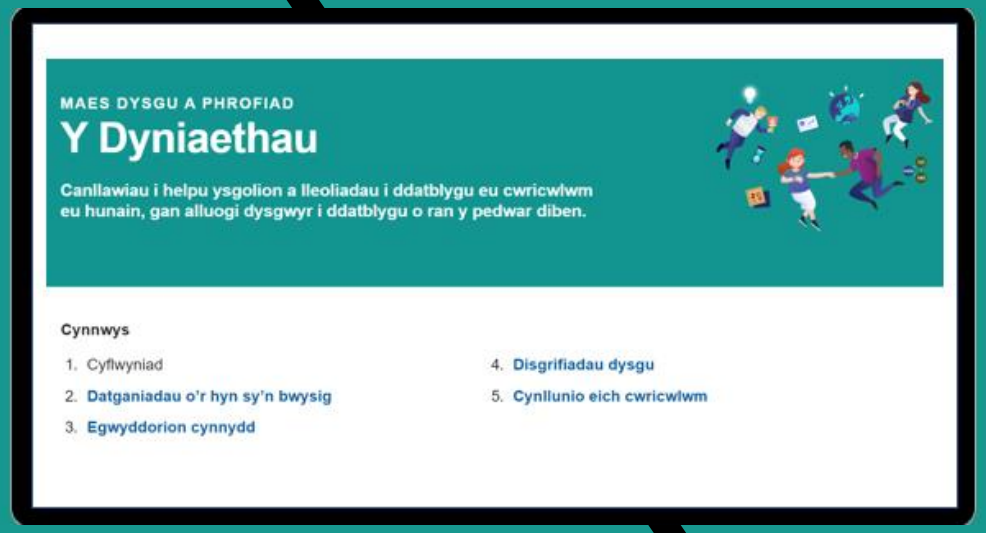
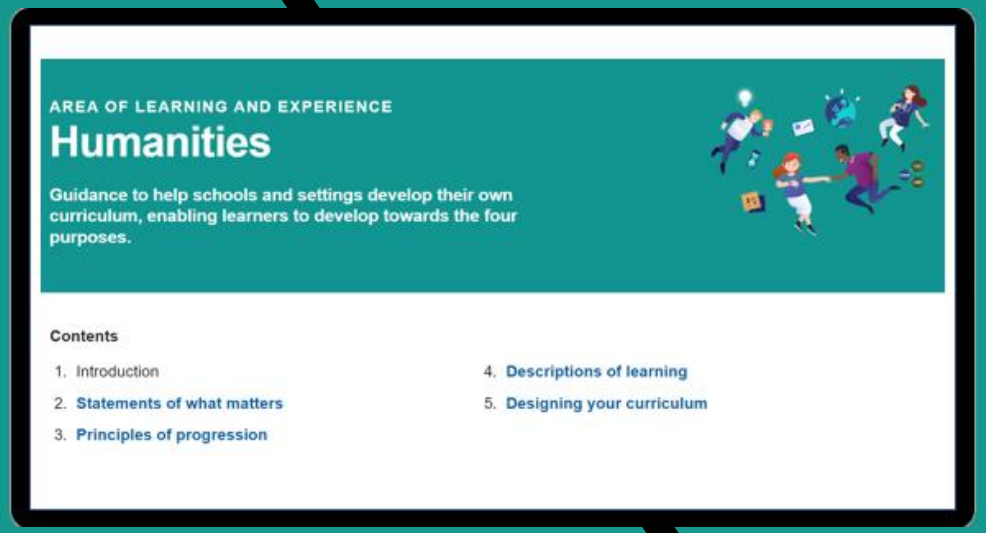
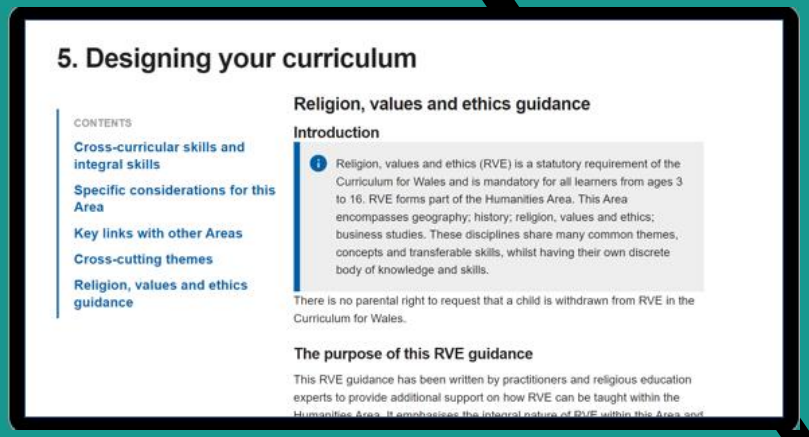
Health and Well-being
Humanities


MAES DYSGU A PHROFIAD
Y Dyniaethau
Canllawiau i helpu ysgolion a lleoliadau i ddatblygu eu cwricwlwm eu hunain, gan alluogi dysgwyr i ddatblygu o ran y pedwar diben.
Cynnwys
1. Cyflwyniad
2. Datganiadau o'r hyn sy'n bwysig
3. Egwyddorion cynnydd
4. Disgrifiadau dysgu
5. Cynllunio eich cwricwlwm


AREA OF LEARNING AND EXPERIENCE
Humanities
Guidance to help schools and settings develop their own curriculum, enabling learners to develop towards the four purposes.
Contents
1. Introduction
2. Statements of what matters
3. Principles of progression
4. Descriptions of learning
5. Designing your curriculum

5. Cynllunio eich cwricwlwm
CYNNWYS
Sgiliau trawsgwricwlaidd a sgiliau cyfannol
Ystyriaethau penodol ar gyfer y Maes hwn
Cysylltiadau allweddol gyda Meysydd eraill
Themau trawsgwricwlaidd
Canllawiau ar Grefydd, Gwerthoedd a Moeseg
Canllawiau ar Grefydd, Gwerthoedd a Moeseg
Cyflwyniad
Mae Crefydd, Gwerthoedd a Moeseg yn un o ofynion statudol Cwricwlwm i Gymru ac yn orfodol i bob dysgwr rhwng 3 ac 16 oed. Mae Crefydd, Gwerthoedd a Moeseg yn rhan o Faes y Dyniaethau (Maes). Mae'r Maes hwn yn cynnwys daearyddiaeth; hanes; Crefydd, Gwerthoedd a Moeseg; astudiaethau busnes. Mae'r disgyblaethau hyn yn rhannu llawer o'r ,n themâu, cysyniadau a sgiliau trosglwyddadwy, ac yn cynnwys eu gwybodaeth a'u sgiliau gwahanol eu hunain hefyd.
Nid oes gan rieni hawl i ofyn am gael tynnu eu plentyn yn ôl o addysg Crefydd, Gwerthoedd a Moeseg o fewn Cwricwlwm i Gymru.
Diben y canllawiau hyn ar grefydd, gwerthoedd a moeseg
Cafodd y canllawiau hyn ar Grefydd, Gwerthoedd a Moeseg eu hysgrifennu gan ymarferwyr ac arbenigwyr addysg grefyddol er mwyn rhoi cymorth


5. Designing your curriculum
CONTENTS
Cross-curricular skills and integral skills
Specific considerations for this Area
Key links with other Areas
Cross-cutting themes
Religion, values and ethics guidance
Religion, values and ethics guidance
Introduction
Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area. This Area encompasses geography; history; religion, values and ethics; business studies. These disciplines share many common themes, concepts and transferable skills, whilst having their own discrete body of knowledge and skills.
There is no parental right to request that a child is withdrawn from RVE in the Curriculum for Wales.
The purpose of this RVE guidance
This RVE guidance has been written by practitioners and religious education experts to provide additional support on how RVE can be taught within the

Cynllunio eich cwricwlwm ar gyfer Crefydd, Gwerthoedd a Moeseg

- themâu trawsbynciol
- sgiliau trawsgwricwlaidd
- sgiliau sy'n hanfodol i'r pedwar diben
- Crefydd, Gwerthoedd a Moeseg a'r datganiadau o'r hyn sy'n bwysig

- Datblygiad ysbrydol
- Cysyniadau Crefydd, Gwerthoedd a Moeseg
- Lens Crefydd, Gwerthoedd a Moeseg

Designing your curriculum for Religion, Values and Ethics

- cross-cutting themes
- cross-curricular skills
- skills integral to the four purposes
- Religion, Values and Ethics and the statements of what matters

- Spiritual development
- Religion, Values and Ethics Concepts
- The Religion, Values and Ethics lens

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Datblygiad ysbrydol

- Hunanymwybyddiaeth mewn perthynas â phobl eraill
  - *meithrin ymdeimlad o'u natur unigryw a'u gwerth*
  - *meithrin cydberthnasau da*

- Cysylltu â'r byd ehangach a'r byd naturiol
  - datblygu gwerthfawrogiad o'r ffaith eu bod yn perthyn i'w hardal leol, i Gymru ac i'r byd ehangach

- Creadigrwydd a mynd y tu hwnt i'r cyffredin
  - gofyn, ystyried a myfyrio ar y cwestiynau eithaf (y cwestiynau 'mawr' ynghylch bywyd)
  - darganfod ystyr a phwrpas yn eu bywydau eu hunain

- Archwilio cwestiynau eithaf ac ystyried ystyr a phwrpas
  - profi'r hyn sydd y tu hwnt i'r cyffredin

Spiritual development

- Awareness of self in relation to others
  - *develop a sense of their uniqueness and value*
  - *form good relationships*
  - *'to live with disappointment'*

- Connections to the wider and the natural world
  - develop an appreciation of belonging in their locality, Wales and the wider world

- Creativity and going beyond the everyday
  - develop creativity and use their imagination
  - experience awe and wonder or be amazed by things

- Exploration of ultimate questions and contemplation of meaning and purpose
  - experience that which is beyond the ordinary

Lens Crefydd, Gwerthoedd a Moeseg

- **Chwilio am ystyr a phwrpas**

Sut mae pobl yn ymateb i gwestiynau dyfnach bywyd er mwyn deall y cyflwr dynol.

- **Y byd naturiol a phethau byw**

Sut a pham mae pobl yn dangos gofal a chyfrifoldeb am y byd ac yn cael eu rhyfeddu gan fyd natur.

- **Hunaniaeth a pherthyn**

Beth sy'n ein gwneud ni yn ni, fel pobl, cymunedau a dinasyddion yn byw mewn byd amrywiol.

- **Awdurdod a dylanwad**

Sut a pham mae gwahanol fathau o awdurdod yn dylanwadu ar fywydau pobl.

- **Cydberthnasau a chyfrifoldeb**

Sut mae pobl yn byw gyda'i gilydd, a pham mae'n bwysig meithrin cydberthnasau iach.

- **Gwerthoedd a moeseg**

Sut a pham mae pobl yn gwneud dewisiadau moesol a sut mae hyn yn dylanwadu ar eu gweithredoedd.

- **Taith bywyd**

Beth mae pobl yn ei brofi fel rhan o daith bywyd, a'r ffordd y caiff y profiadau eu cydnabod.

The RVE lens

- **Search for meaning and purpose**

How people respond to the deeper questions of life in order to understand the human condition.

- **The natural world and living things**

How and why people show concern and responsibility for the world and experience awe and wonder in nature.

- **Identity and belonging**

What makes us who we are as people, communities and citizens living in a diverse world.

- **Authority and influence**

How and why different types of authority influence people’s lives.

- **Relationships and responsibility**

How people live together and why developing healthy relationships is important.

- **Values and ethics**

How and why people make moral choices and how this influences their actions.

- **The journey of life**

What people experience as part of the journey of life and how these experiences are acknowledged.

RVE lenses

Search for meaning and purpose

- deeper questions of life
- influence, continuity and change
- human quests and contributions

The natural world and living things

- care, concern and respect
- awe and wonder
- responsibility and action
- place and space

Identity and belonging

- what makes people who they are
- communities, contributions and diversity
- place, time and relationships

Authority and influence

- authorities and influences
- experiences and interpretations
- choices and actions

Relationships and responsibility

- how people live together
- responsibilities and interconnectedness
- well-being, identity and inclusion

Values and ethics

- what people value
- beliefs, actions and consequences
- decision-making

The journey of life

- Meaning, purpose and influence
- Life stages and events
- Physical and spiritual journeying

CGM Lensys

Chwilio am ystyr a phwrpas

- cwestiynau dyfnach bywyd
- dylanwad, parhad a newid
- ymdrechion a chyfraniadau bodau dynol

Y byd naturiol a phethau byw

- gofal, ystyriaeth a pharch
- rhyfeddod
- cyfrifoldeb a gweithredu
- lle a gofod

Hunaniaeth a pherthyn

- Yr hyn sy'n gwneud pobl yn bwy ydyn nhw
- cymunedau, cyfraniadau ac amrywiaeth
- lle, amser a chydberthnasau

Awdurdod a dylanwad

- awdurdodau a dylanwadau
- profiadau a dehongliadau
- dewisiadau a gweithredoedd

Cydberthnasau a chyfrifoldeb

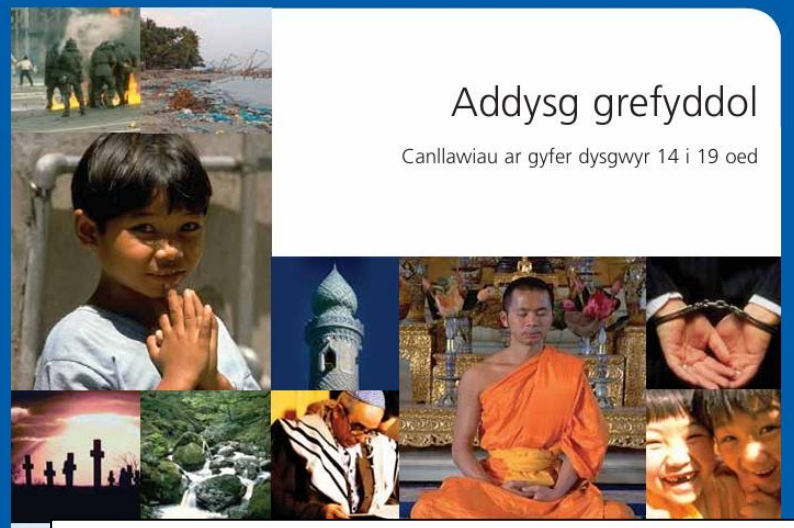
- Y ffordd y mae pobl yn byw gyda'i gilydd
- cyfrifoldebau a chydgysylltiad
- lles, hunaniaeth a chynhwysiant

Gwerthoedd a moeseg

- Yr hyn sy'n werthfawr i bobl
- credoau, gweithredoedd a chanlyniadau
- gwneud penderfyniadau

Taith bywyd

- ystyr, pwrpas a dylanwad
- camau a digwyddiadau bywyd
- theithiau corfforol ac ysbrydol

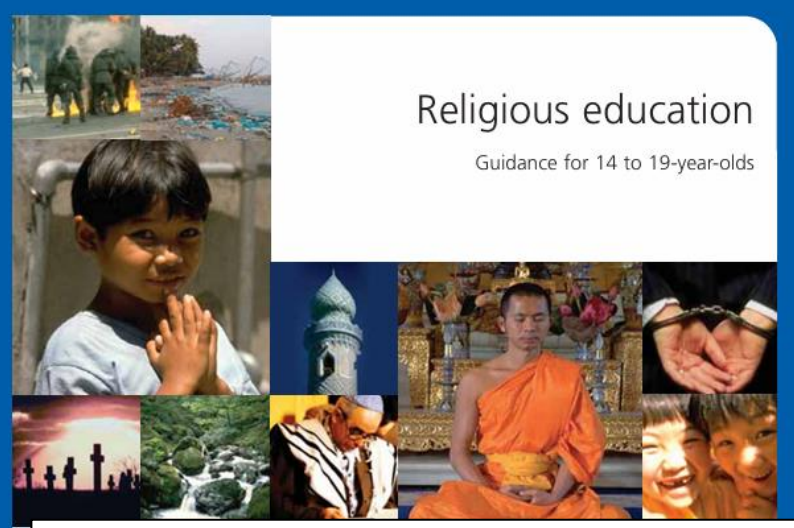


Addysg grefyddol

Canllawiau ar gyfer dysgwyr 14 i 19 oed

Astudiaethau achos yn enghreifftio ystod o ddulliau cyflwyno **16**

Addysg grefyddol statudol trwy ddewisiadau arholiad 17
Gwersi addysg grefyddol wedi'u hamserlennu 22
Wythnos drawsgwricwlaidd 28
Rhaglen gyfoethogi drawsgwricwlaidd 31
Rhaglen gyfoethogi'r cwricwlwm ehangach 36
Gwersi tiwtorial y Craidd Dysgu wedi'u hamserlennu 38
Cynhadledd undydd flynyddol 41
Cynhadledd flynyddol i gefnogi dewisiadau arholiad 47
Cymhwyster Bagloriaeth Cymru 49
Sgiliau Allweddol 55
Dyfarniad ASDAN (Rhwydwaith Datblygu ac Achredu Cynllun Dyfarnu) 61
Encilion a chynadleddau 64
Gwaith elusennol ac ymweliadau 66
Defnyddio eclips y BBC *Addysg Grefyddol: Addysg Ryfeddol* 69
Siart astudiaethau achos enghreifftiol 72



Religious education

Guidance for 14 to 19-year-olds

Case studies exemplifying a range of delivery models **16**

Statutory religious education through examination options 17
Timetabled religious education lessons 22
Cross-curricular week 28
Cross-curriculum enrichment programme 31
Wider curriculum enrichment programme 36
Learning Core timetabled tutorial lessons 38
Annual day conference 41
Annual conference to support examination options 47
The Welsh Baccalaureate Qualification 49
Key Skills 55
ASDAN award (Award Scheme Development and Accreditation Network) 61
Retreats and conferences 64
Charity work and visits 66
Using BBC eclips *Religious Education: Revitalising Education* 69
Exemplar case studies chart 72

Agored Cymru Dyfarniad Lefel 2 mewn Archwilio Bydolygon

Rhif Cymeradwyo/Dynodi CC: **C00/4448/0**

Credydau ei hangen: **3**

Cyfanswm amser y cymhwyster (TQT): **30** awr

Isafswm y credydau ar lefel y cymhwyster neu ar lefel uwch: **3**

Mae'r cymhwyster hwn yn cael ei ystyried yn addas i ddysgwyr o dan 16 oed.

Ffi Safonol ar gyfer y Cymhwyster: **£10.50**

Dyddiad Adolygu: **31/10/2026**

Dyddiad Dechrau Gweithredol: **01/09/2021**

Am y trothwy a phwyntiau perfformiad: Cliciwch yma

Cymhwyster hwn yn rhan o gyfres lle dyfernir pob cymhwyster trwy bori ar hap. Bydd dysgwyr yn ennill y cymhwyster mwyaf o fewn y gyfres y maent wedi bodloni'r rheolau cyfuno.

Agored Cymru Level 2 Award in Exploring Worldviews

QW Approval/Designation No: **C00/4448/0**

Total credits required: **3**

Total qualification time (TQT): **30** hours

Minimum credits at or above qualification level: **3**

This qualification is classified as suitable for pre-16 learners.

Standard Qualification Fee: **£10.50**

Review date: **31/10/2026**

Operational Start Date: **01/09/2021**

For performance points and threshold: click here

This qualification is part of a suite where each qualification is awarded serendipitously. Learners will be awarded the largest qualification within the suite for which they have met the rules of combination.

Agored Cymru Dyfarniad Estynedig Lefel 2 mewn Archwilio Bydolygon

Rhif Cymeradwyo/Dynodi CC: **C00/4448/1**

Credydau ei hangen: **8**

Cyfanswm amser y cymhwyster (TQT): **80** awr

Isafswm y credydau ar lefel y cymhwyster neu ar lefel uwch: **5**

Mae'r cymhwyster hwn yn cael ei ystyried yn addas i ddysgwyr o dan 16 oed.

Agored Cymru Level 2 Extended Award in Exploring Worldviews

QW Approval/Designation No: **C00/4448/1**

Total credits required: **8**

Total qualification time (TQT): **80** hours

Minimum credits at or above qualification level: **5**

This qualification is classified as suitable for pre-16 learners.

Standard Qualification Fee: **£28.00**

TGAU ASTUDIAETHAU CREFYDDOL

CRYNODEB O'R ASESU

Uned 1: Credoau, dysgeidiaethau ac arferion crefyddol ac anghrefyddol **Arholiad ysgrifenedig: 1 awr 15 munud** **30% o'r cymhwyster**	**60 marc**
Cwestiynau sy'n gofyn am ymatebion gwrthrychol, cwestiynau sy'n gofyn am atebion byr ac estynedig.	
Uned 2: Crefydd a pherthnasoedd **Asesiad di-arholiad: 6 awr** **20% o'r cymhwyster**	**60 marc**
Wedi'i osod gan CBAC, ei farcio gan y ganolfan a'i gymedroli gan CBAC. Bydd yr asesiad yn seiliedig ar un o ddwy thema osod a gosodiad y bydd CBAC yn eu gosod bob blwyddyn. Bydd y thema osod a'r gosodiad ar gael ar wefan Porth CBAC.	
Uned 3: Rolau, hawliau a chyfrifoldebau **Arholiad ysgrifenedig: 1 awr 15 munud** **30% o'r cymhwyster**	**60 marc**
Cwestiynau sy'n gofyn am ymatebion gwrthrychol, cwestiynau sy'n gofyn am atebion byr ac estynedig.	
Uned 4: Crefydd a hawliau dynol **Asesiad di-arholiad: 6 awr** **20% o'r cymhwyster**	**60 marc**
Wedi'i osod a'i farcio gan CBAC. Bydd yr asesiad yn seiliedig ar ddau o dri mater hawliau dynol gosod y bydd CBAC yn eu gosod bob blwyddyn. Bydd y materion hawliau dynol ar gael ar wefan Porth CBAC.	

Cymhwyster unedol, di-haen yw hwn.

Ac eithrio Uned 1, sy'n uned ragarweiniol, nid yw trefn cyflwyno'r unedau eraill yn awgrymu unrhyw hierarchaeth.

Bydd yr arholiadau ar gyfer Unedau 1 a 3, a chyflwyno asesiad di-arholiad Uned 2 ar gael am y tro cyntaf yn haf 2026. Bydd modd cyflwyno asesiad di-arholiad Uned 4 am y tro cyntaf yn haf 2027. Yna bydd pob asesiad ar gael bob cyfres haf.

Caiff y cymhwyster ei ddyfarnu am y tro cyntaf yn 2027.

SUMMARY OF ASSESSMENT

Unit 1: Religious and non-religious beliefs, teachings and practices **Written examination: 1 hour 15 minutes** **30% of qualification**	**60 marks**
Questions requiring objective responses, questions that require short and extended answers.	
Unit 2: Religion and relationships **Non-examination assessment: 6 hours** **20% of qualification**	**60 marks**
Set by WJEC, marked by the Centre and moderated by WJEC. The assessment will be based on one of two set themes and a statement which will be set by WJEC annually. The set theme and statement will be available via the WJEC Portal.	
Unit 3: Roles, rights and responsibilities **Written examination: 1 hour 15 minutes** **30% of qualification**	**60 marks**
Questions requiring objective responses, questions that require short and extended answers.	
Unit 4: Religion and human rights **Non-examination assessment: 6 hours** **20% of qualification**	**60 marks**
Set and marked by WJEC. The assessment will be based on two of three set human rights issues which will be set by WJEC annually. The set human rights issues will be available via the WJEC Portal.	

This is a unitised, untiered qualification.

Aside from Unit 1, which is an introductory unit, there is no hierarchy implied by the order in which the other units are presented.

The examinations for Units 1 and 3, and the submission of Unit 2, will be available for the first time in summer 2026. The submission of Unit 4 will be available for the first time in summer 2027. Each assessment will then be available every summer series.

The first award of the qualification will be 2027.

Cyfres Sgiliau
Skills Suite

CYMWYSTERAU CENEDLAETHOL NATIONAL QUALIFICATIONS

Sgiliau am Oes	
▪ Celf a Chrefft ▪ Cerddoriaeth, Dawns a Drama ▪ Cydraddoldeb, Amrywiaeth a Chynhwysiant ▪ Cyfranogiad Cymunedol ▪ Cymorth Cyntaf Sylfaenol ▪ Cynaliadwyedd Ar Waith ▪ Cynllunio a Pharatoi Bwyd ▪ Deall Eich Hun ac Eraill ▪ Democratiaeth Ar Waith ▪ Dewisiadau Moesegol ▪ Diogelwch Ar-Lein ▪ Diogelwch Personol ▪ Ffilm a Chyfryngau Digidol ▪ Ffordd Iach o Fyw ▪ Ffydd a Chred yn y Gymuned	▪ Garddio Ymarferol ▪ Gofalu am Eraill ▪ Gwaith Tîm ▪ Gwerthoedd ar Gyfer Bywyd ▪ Gwyddoniaeth aThechnoleg mewn Bywyd Bob Dydd ▪ Iaith Arwyddion Prydain ▪ Iechyd Meddwl a Lles ▪ Llythrennedd Ariannol ▪ Perthnasoedd Iach ▪ Rheoli a Chynnal a Chadw Cartref ▪ Sgiliau yn yr Amgylchedd Naturiol ▪ Y Gyfraith Bob Dydd ▪ Ymarfer Corff i Bawb

Skills for Life	
▪ Art and Crafts ▪ Basic First Aid ▪ British Sign Language ▪ Community Participation ▪ Democracy In Action ▪ Digital Film and Media ▪ Equality, Diversity and Inclusion ▪ Ethical Choices ▪ Everyday Law ▪ Exercise For All ▪ Faith and Belief in the Community ▪ Financial Literacy ▪ Food Planning and Preparation ▪ Healthy Lifestyle	▪ Healthy Relationships ▪ Home Management and Maintenance ▪ Looking After Others ▪ Mental Health and Wellbeing ▪ Music, Dance and Drama ▪ Online Safety ▪ Personal Safety ▪ Practical Gardening ▪ Science and Technology in Everyday Life ▪ Skills in the Natural Environment ▪ Sustainability In Action ▪ Teamwork ▪ Understanding Self and Others ▪ Values for Life

Enghreifftiau o Resymeg Cwricwlwm:

Gwerthoedd, Statws Eglwys a Chrefydd, Gwerthoedd a Moeseg ar gyfer Ysgolion Gwirfoddol ac Ysgolion Gwirfoddol a Gynorthwyir

GwE

GwEGogledd.Cymru
@GwEGogleddCymru
post@gwegogledd.cymru

English

Gwirfoddol a Reolir
(yr Eglwys yng Nghymru)

Hawarden Village Church School

Gwirfoddol a Gynorthwyir
(yr Eglwys yng Nghymru)

Blessed William Davies
Dy lau Sydd Esmwyth

Gwirfoddol a Gynorthwyir
(Catholig)

Elfen Statudol:
Crefydd, Gwerthoedd a Moeseg

Enghreifftiau o Ddatganiadau Rhesymeg Cwricwlwm

Pob ysgol

Example Curriculum Rationales:

Values, Church Status and RVE for Voluntary Controlled and Voluntary Aided Schools

GwE

GwEGogledd.Cymru
@GwEGogleddCymru
post@gwegogledd.cymru

Cymraeg

Ysgol Babanod Llanfairfechan

Voluntary Controlled (CiW)

Hawarden Village Church School

Voluntary Aided (CiW)

Blessed William Davies

Dy lau Sydd Esmwyth

Voluntary Aided (Catholic)

Mandatory Element:
RVE

Example Curriculum Rationale Statements

All Schools

Elfen Statudol: Crefydd, Gwerthoedd a Moeseg

Enghreifftiau o Ddatganiadau Rhesymeg Cwricwlwm

Mae Crefydd, Gwerthoedd a Moeseg yn rhan statudol o Gwricwlwm y Dyniaethau ac yn seiliedig ar gyfres o gysyniadau a syniadau mawr. Mae ein cwricwlwm yn darparu ystod o ddulliau disgyblaethol i gefnogi dysgwyr wrth iddynt fynd i'r afael yn feirniadol ag ystod eang o gredoau athronyddol crefyddol ac anghrefyddol.

- ***(Ysgolion Sir, Ysgolion Sefydledig heb ethos crefyddol ac Ysgolion Gwirfoddol a Reolir)***

Dyluniwyd Crefydd, Gwerthoedd a Moeseg yn ein hysgol i roi sylw i'r Maes Llafur Cytunedig.

- ***(Gwirfoddol a Gynorthwyir – Yr Eglwys yng Nghymru)***

Dyluniwyd Crefydd, Gwerthoedd a Moeseg yn ein hysgol yn unol â gweithredoedd ymddiriedolaeth yr ysgol. Mae Crefydd, Gwerthoedd a Moeseg yn seiliedig ar Ganllawiau ar Grefydd, Gwerthoedd a Moeseg yr Eglwys yng Nghymru ac yn rhoi ystyriaeth i'r Maes Llafur Cytunedig.

- ***(Gwirfoddol a Gynorthwyir – Ysgolion Catholig)***

Dyluniwyd Crefydd, Gwerthoedd a Moeseg yn ein hysgol yn unol â gweithredoedd ymddiriedolaeth yr ysgol ac wrth roi ystyriaeth i'r Maes Llafur Cytunedig.

Mandatory Element: RVE
Example Curriculum Rationale Statements

Religion, Values and Ethics is a mandatory part of our Humanities curriculum and is built upon a series of concepts and big ideas. Our curriculum provides a range of disciplinary approaches to support learners to engage critically with a broad range of religious and non-religious philosophical convictions.

- ***(County Schools, Foundation Schools without a religious ethos and Voluntary Controlled Schools)***

Religion, Values and Ethics in our school has been designed having regards to the Agreed Syllabus.

- ***(Voluntary Aided – Church in Wales)***

Religion, values and ethics (RVE) in our school has been designed in accordance with the trust deeds of the school. Our RVE is informed by the Church in Wales Supporting Guidance for RVE and has regard to the Agreed Syllabus.

- ***(Voluntary Aided – Roman Catholic Schools)***

Religion, Values and Ethics in our school has been designed in accordance with the school's trust deeds and has regard to the Agreed Syllabus.

Timetable					
Lesson	Mon	Tue	Wed	Thu	Fri
1					
2					
3					
4					
5					

Disgyblaethol

Timetable					
Lesson	Mon	Tue	Wed	Thu	Fri
1					
2		RVE			
3					
4					
5					

Timetable					
Lesson	Mon	Tue	Wed	Thu	Fri
1					
2		Hum			
3				Hum	
4					
5			Hum		

Disciplinary

Timetable					
Lesson	Mon	Tue	Wed	Thu	Fri
1			Sci		
2		RVE			
3				Art	
4			History		
5					

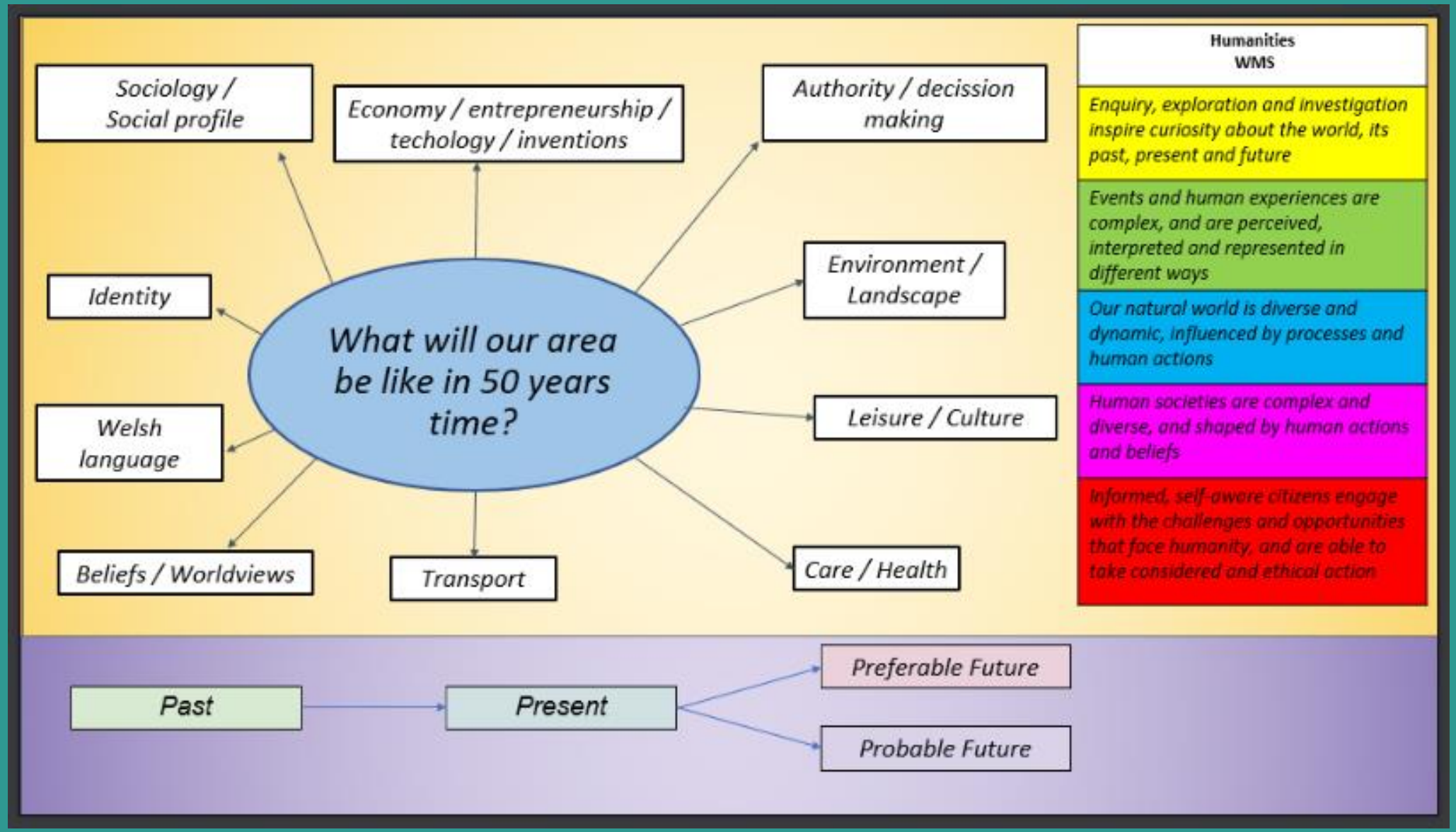
Timetable					
Lesson	Mon	Tue	Wed	Thu	Fri
1					RVE
2		Geo			
3				History	
4	Social Studies				
5			Business Studies		

Timetable

Lesson	Mon	Tue	Wed	Thu	Fri
1				Project 1 Belief represented in Art History	
2					
3					
4					
5					

Timetable

Lesson	Mon	Tue	Wed	Thu	Fri
1				Hum Project Change and Continuity in school's locality	
2					
3					
4					
5					


What will our area be like in 50 years time?
Sociology / Social profile
Economy / entrepreneurship / techology / inventions
Authority / decission making
Identity
Environment / Landscape
Welsh language
Leisure / Culture
Beliefs / Worldviews
Transport
Care / Health
Humanities WMS
Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Events and human experiences are complex, and are perceived, interpreted and represented in different ways
Our natural world is diverse and dynamic, influenced by processes and human actions
Human societies are complex and diverse, and shaped by human actions and beliefs
Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Past
Present
Preferable Future
Probable Future

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

Wales Association of SACREs Bridgend meeting
virtual meeting through Zoom
Thursday 6 March 2025
10.30 a.m. – 1.44 p.m.

Attendance

Ynys Môn / *Anglesey* Rheinallt Thomas (RT) **Blaenau Gwent** **Pen-y-bont ar Ogwr / *Bridgend*** Edward Evans (EE) Lindsey Harvey (LH) Alice Parry (AP) Sarah Humphries **Caerffili/ *Caerphilly*** **Caerdydd / *Cardiff*** Donna Graves (DG) **Sir Gaerfyrddin / *Carmarthenshire*** Jennifer Harding-Richards (JHR) **Ceredigion** Rhianydd James (RJ) Colin Partridge (CP) **Conwy** Roger Boon (RB)	**Sir Ddinbych / *Denbighshire*** Jennie Downes (JD) **Sir y Fflint / *Flintshire*** Dave Mackie (DM) Vicky Barlow (VB) Mared Eastwood (ME) **Gwynedd** **Merthyr Tudful / *Merthyr Tydfil*** **Sir Fynwy / *Monmouthshire*** Louise Brown (LB) Rachel Buckler (RBU) **Castell-nedd Port Talbot /*Neath and Port Talbot*** Rachel Samuel (RS) **Casnewydd / *Newport*** **Sir Benfro / *Pembrokeshire*** **Powys** Caroline Davies (CD) Mike Head (MH) John Mitson (JM) Other attendees: David Ashworth Andrew Bennett	**Rhondda Cynon Taf** Mathew Maidment (MM) **Abertawe / *Swansea*** **Torfaen** Emily Lloyd (EL) **Bro Morgannwg / *Vale of Glamorgan*** Kathy Riddick (KR) **Wrecsam / *Wrexham*** Tania ap Siôn (TS) Libby Jones (LJ**)** **NAPfRE** ***EFTRE*** Phil Lord (PL) **Regional Consortia** Donna Graves (DG) Hayley Jones (HJ) Phil Lord (PL) **EAS**	***Associates:*** **WJEC** Chris Owens (CO) Tori Murphey (TM) **ESTYN** Gwawr Meirion **Welsh Government** **REC** Libby Jones (LJ**)** **Church in Wales** Emily Lloyd (EL) **Catholic Education Service** **Qualification Wales** Oliver Stacey (OS) **Interfaith Network** **ADEW** University Of Wales USW Trinity St David **Minutes (from recording)** Jo Nicholls (JNI) **Translator:** Sioned Jones

Minutes of the meeting

1. Introduction and welcome

EE welcomed members to the Spring meeting hosted by Bridgend, EE's local SAC. EE welcomed and introduced Bridgend County Borough Council's Corporate Director for Education, Early Years and Young People, Mr. Lindsey Harvey.

Mr. Lindsey Harvey gave the following introduction:

> A warm welcome, we are absolutely delighted and honoured to hold this meeting with WASACRE especially as it is celebrating its 30th birthday. We hold WASACRE and its work in extremely high regard. On behalf of my fellow Directors of Education across Wales, I'd like to take this opportunity to thank and congratulate all of you who have been involved in this initiative, and the foresight to establish WASACRE 30 years ago, and to those who worked so hard to maintain its presence and standing in the RVE arena.
>
> Bridgend's SAC Committee is a significant body for Bridgend local authorities. I would like to take this opportunity as well to express my thanks to all members of this group for their commitment, contributions, support they offer RVE practitioners within Bridgend and wider. We are privileged to have the expertise of EE our Chair, whose commitment and knowledge in this area has impacted so positively both our local SAC and the wider SAC agenda. Bridgend recognises and appreciates the value of all the work that goes on in WASACRE.
>
> I am delighted, as a former teacher, to speak about the significant strides we have made in the field of RVE in Bridgend schools. RVE plays a crucial role in shaping the moral and ethical framework of all learners. It fosters a deeper understanding of worldviews and promotes respect and empathy amongst learners, and this is something I believe is important for us all to embrace. We are also proud to announce that our RVE curriculum has been successfully rolled out across all non-maintained nursery settings, primary schools and secondary schools up to and including year nine from September last year. This comprehensive implementation ensures that learners meet the mandatory requirements as set out in the Curriculum for Wales and most notably within the four purposes that ethically inform citizens.
>
> We look ahead and recognise that strategic planning is obviously going to be required to ensure the continued success of this academic subject within the region and within Wales. The introduction of the new GCSE Religious Studies course will obviously have a significant impact on both practitioners and learners, and additionally, planning for the changes in mandatory RVE in years 10 and 11 as the curriculum rolls out for those schools who do not have a full cohort GCSE. It is imperative that we allocate sufficient curriculum time and provision for mandatory RVE in year 10 and 11 as the Curriculum for Wales continues its final roll out. Bridgend SAC has been actively involved in supporting and participates in the Central South Consortium and Education Achievement Service Forum for RVE, religious education, religious studies, and we continue to do so.
>
> We're very proud to have a Church in Wales Primary School representing our local authority on this forum. Their involvement highlights the commitment of fostering a collaborative environment for RVE and listening to learner voice. The local authority and Central South Consortium, our partners, have been a steadfast support of RVE and the daily active collective worship in Wales for schools. This includes the development of a generic policy supporting materials for the agreed syllabus for the new curriculum and the guidance for RVE. Bridgend SAC has received two new presentations for schools about the RVE provision delivery, and these presentations have provided valuable insights in its successes and challenges faced by practitioners. In response, we developed a suite of new resources to support the specific requests and needs identified by our schools. Together we're shaping

a brighter future for our learners grounded in the principles and values of respect, empathy and understanding. And on behalf, finally, of Bridgend local authority, I wish WASACRE a productive meeting today.

EE thanked LH for his introduction and supportive words.

EE introduced Rheinallt Thomas a founding member of WASACRE to say a few words on the early years of WASACRE.

Both RT and JM attended the inaugural meeting held on Feb 27th, 1995. RT congratulated JM on his role as Treasurer for the past 30 years.

RT shared the following detail of the background to WASACRE:

In March 1991 when I was Director of the Welsh National Centre a consultation was held and subsequently the curriculum bulletin was published by the Curriculum Council for Wales. This initiative provided a new focus, and this resulted in the Centre convening, chairing, minuting a consultation of all SACRES in Wales in January 1992.

The consultation made several recommendations, one of which was to establish a small working party to look at the agreed syllabi that had been published. 1988 was significant in terms of requirements etc. In June 1992 the Centre published a pamphlet under the title 'New Agreed Syllabuses in Wales', a report of the working party on the consultation. This bilingual report was presented to another consultation held in September 1992 and the Centre continued to coordinate consultations of Welsh SACREs during 1993 and 1994. The focus was on the '1094 Circular'. The value of what was achieved by collaboration under the Centre's leadership led to a suggestion that a Welsh Association of SACREs be formed. This was deemed necessary because of the upcoming reorganisation of local government, which resulted in 8 SACREs becoming 22 SACREs from 1996. The representatives of all the 8 SACREs in Wales met in Cardiff in November 1994 and were unanimous in their support in setting up an association.

At the first WASACRE meeting on the 27th February 1995, a constitution was approved. It was agreed that the Association would meet three times a year to discuss common concerns, share expertise and facilitate cooperation between LEAs in developing RE and collective worship.

The first chair was Archdeacon, John Alex Lewis from Mid Glamorgan, the Vice Chancellor, Wyndham Davis from West Glamorgan, the Secretary, Gavin Craigan from Clwyd and Treasurer John Mitson from Powys. The second meeting was held in Clwyd on June 8th, 1995. By 1996 the reorganisation had taken place, and the WASCRE AGM was held in Llangefni on July 11th. It was a great delight that 18 of the 22 new authorities were able to send representatives. These representatives were Directors / Assistant Directors of Education. This was a key to the success of this establishment of WASACRE, being supported at the highest level by the Directors of Education and their deputies. I think one of the strengths has been throughout, that the LEAs have been supported and that the advisors have been key.

I have found a copy of all the officers from 1995 through to the 2000. I suggest it could be interesting for this to be displayed on the WASACRE website.

I want to refer to a couple of names, Gavin Craigan who was key to the inauguration and to the success as the first Secretary of WASACRE. He was followed by Hywel Evans, who was an officer for over 10 years, as Secretary and then as Assistant Secretary. Hywel Evans was very important, because he was Chair of the Curriculum Council for Wales. At that key time, he was able to bridge that gap very effectively. He was followed by Canon Edward Evans,

as Assistant Secretary, and as we know, EE is back again as Chair and has made a fantastic contribution over the years.

Since its creation, WASACRE has built very good relationships with Curriculum Council for Wales, NAPfRE, ACAC and more recently with Welsh Government.

WASACRE has succeeded in achieving its aims in terms of cooperation and collaboration and the well-being of RE. RE would not be in such a healthy position in schools in Wales were it not for WASACRE.

EE thanked RT and expressed his gratitude that both RT and JM were attending today's meeting.

2. Quiet reflection

EE led a quiet reflection looking forward:

Those of us who have been involved in WASACRE in more recent years will be aware of how it is grown in stature and how it has come to be respected by many organisations connected with education in Wales. We are respected partners with Welsh Government, Estyn, Qualification Wales, WJEC, ADEW and others. These relationships mean that WASACRE is at the leading edge of advancing RVE in Wales. We are privileged to be involved in high level discussions with all these organisations which enable the voice of the practitioner, as well as the local SAC to be heard and have some influence. Today, 20 out of the 22 standing advisory councils in Wales subscribe to and support the work of WASACRE. When WASACRE speaks, it represents those SACs from across Wales, and in this regard, it has the authority to speak and through our dedicated SAC members, officers, advisors and Associates, we have created a family of like-minded individuals and groups working together to provide high quality support for the provision of RVE, RS and collective worship in Wales.

We thank those SACs for their continued support, and we look forward to the strengthening of relationships whilst remaining open to new ones.

There are many challenges ahead for RVE as a subject. The numbers of students opting to take Religious Studies at GCSE and A level is dropping year by year. We have the perfect opportunity with RVE to engage young people in a way that we haven't before.

With the expanded scope of the subject, schools can now provide in their bespoke curriculum RVE that explores both past and contemporary issues that really matter to young people in Wales. Helping them to develop the skills, knowledge and experiences they need to navigate our fast, changing and diverse world. It is clear from the recently released and highly acclaimed successful WASACRE film, that RVE really matters. It covers so many aspects of today's world. The film was designed to catch the attention of today's scholars.

Today's young people are deeply interested and involved in many aspects that affect our daily lives, politics, ethics and conservation. In my time working with local schools, I've had many interesting conversations with students on topics about, is it ever right to kill? Is war ever justifiable? What about capital punishment, assisted suicide, and other such topics that are in the public's minds today, young people are genuinely interested in such topics, and RVE gives them the opportunity to explore these important issues in more depth from both religious and non-religious perspectives. However, if that is to work effectively and in line with current legislation, we must ensure that the approach to RVE in school fulfils the needs and rights of our learners, and that is where SACs and WASACRE have a very key role to play. WASACRE recognises and respects that each local authority is required to establish its own agreed syllabus. The association worked hard to ensure that the voice of local SACs was heard and listened to within the Curriculum for Wales development process. WASACRE provided Executive Officers to help Welsh Government draft the statutory RVE guidance,

and continues to provide support and guidance nationally, when and where needed, whilst respecting the autonomy of each SAC. For example, officers have worked closely with Welsh Government to prepare a series of playlists, which are now on the Hwb platform. These are rather like interactive PowerPoint presentations, and they're available to everyone. Each one provides a baseline for essential information for a particular audience or on a particular topic, without undermining local determination, but offering basic support for SACs to build on if they wish. This is the sort of cooperation that we hope to see continuing. In an age where cooperation is ever more needed, the work of WASACRE is essential. The topics that are discussed at both its Executive meetings and in our termly meetings are wide ranging. Its context is increasingly important, and its work with NAPfRE strengthens the position of RVE in the classroom.

Last year WASACRE held a conference which has been much appreciated by so many. Based on the success of that conference more are planned, which will enable practitioners and those involved in RVE to come together to encourage and explore new and innovative methods of delivery. WASACRE is aware of the concern that there is among teachers of the subject. An academic research project entitled 'The Teacher Voice Project - RVE in the Curriculum for Wales', aims to try to establish what are the real areas of concern. We will hear move about this later at item 10. Please do all you can as a SAC to encourage practitioners in your local area to participate. The more responses that are received, the more valuable the project will be. I would recommend that you keep up to date with all WASACRE matters though the WASACRE website, which we try to continually keep up to date.

As we reflect on the last 30 years of WASACRE we too look forward to the future of WASACRE. The future is in our hands. There is much work to be done. We must try to ensure that WASACRE continues to speak on behalf of our SACs in Wales. That is where its strength lies, a united voice. A voice that is respected and listened to by those who legislate and to ensure that RVE as a subject continues to grow and thrive and does not disappear from today's education scene. Thank you to those who founded WASACRE. We hope that we continue their legacy.

3. Apologies

Apologies received from Tyler Saunders, Exec Committee, Ali Ahmed Cardiff SAC, Ellen Stock WGLA, and Paul Webber, NAPfRE.

4. Minutes of the last meeting, Zoom, 14th November 2024 (Monmouthshire)

Item 8, page 5, 7th bullet point change 'The non-examined assessments, something that is totally new to the teaching profession' to be changed to 'The non-examined assessments, something that is totally new to RS teachers.'
With this amendment the minutes were agreed as an accurate record of the meeting held on 14th November 2024.
EE, the Chair, will sign the minutes to indicate that it is the final version and provide this signed copy to AP for filing

5. Matters arising from the minutes of the last meeting.

Just one matter arising, it was agreed that the list of LA advisors is to be displayed on WASACRE website.

All other matters to be addressed in today's agenda.

RT thanked EE and PW (NAPfRE) for the kind words on the dissolution of REMW. Apart from informing charity commission everything is now completed. RT has the link for the copy of the book.

6. WASACRE conference

Costing paper

The costing paper was shared with the members.

JM: Commented on the success of the conference. It was an excellent conference with positive feedback received both on the day and post conference. The speakers were inspiring, and the keynote presentations are available to view on the WASACRE website.

The total cost of the conference was £17,235.24. JM presented the breakdown that was detailed on the costing sheet.

RB: Is there a possibility of another conference? Is it going to be biannual?
JM: To do something on this scale may take a couple of years to build up funds.
LJ: The Executive are currently considering possible dates, perhaps even as early as the autumn term. It won't be on the same scale as June 2024 and it maybe online.
LB: What reserves have been left after these expenses?
JM: Accounts stand at approx. £40,000. Reserves have been building. Total income received last year was £9,900.
RT: Conferences have been held according to needs. Important to build up funds.
RJ: Agree a conference is required however, the pre and post conference training sessions were widely appreciated, and any further training to support the implementation of our RVE / RS GCSE would be gratefully appreciated.
LJ: Acknowledged RJ's comments

ACTION: Conference costing paper to be forwarded to all SACs.

7. RVE Film

LJ reported:

> The film was sent to all SAC clerks, NAPfRE, advisors, Lynn Neagle and the Bishop of Llandaff. It was also uploaded promptly to the WASACRE website for all to view. Various teachers, practitioners, colleagues in Welsh Government (WG) and other national organisations that WASACRE partner with, saw the film. WASACRE received positive feedback and was overwhelmed by the support for the film. Some teachers mentioned they have already used it in their classroom to prompt discussion and may use it for open days for the primary schools coming up.
>
> Welsh Government (WG) colleagues were very appreciative of the film and were impressed by it. WG agreed to share the film via their internal and external groups. It has also been included twice in Dysc.
>
> We are still waiting to hear officially from Lynn Neagle, and the Bishop of Llandaff with their comments.
>
> Please do share and encourage others to share the film far and wide. If you have any ideas about how we can continue to share it, please let me know. Thank you very much for all the comments that we have received and thank you to all for your support.

EE: Some senior schools are using the film at option evenings.
DG: CSC and EAS Youth Voice for SACRE/SAC forum are producing their own versions of the film. It inspired them.

JM: The cost of the film was £10,341.50 which included a gift of £150.41 to the individual starring in the film.
TAS: Confirmed the film is on YouTube: https://www.youtube.com/watch?v=mdFxWoCvqzo&t=1s

8. NAPfRE presentation

PL presented 'SACRE Annual reports' - a copy of the presentation is to be sent with these minutes.
The next steps:

- Document needs a rewrite with input from WG outlining requirements.
- Look at including forward planning as well as reflecting on past year.
- A review of annual reports periodically. Identify good practice which is then shared.
- WASACRE is meeting with WG to discuss the update of the document and the annual review.

RB: Encouraged the forward-looking plan. Helpful for targeting and allocating responsibility.

ACTION: SACs to add to their agenda to discuss what they require on their annual reports and feedback to NAPfRE who will take to the discussion with WG.

9. Welsh Government [WG] matters

Usual termly meetings with WG colleagues

LJ reported:

The most recent meeting was on the 14th January 2025. Present from WASACRE were EE, TaS and LJ, and present from WG were Alison Tom (AT) and Pauline Smith (PS). We had previously met with Amy, who has now left. WG is looking for a replacement.

An update was provided on Adnodd which is the team responsible for commissioning resources for the Curriculum for Wales. Team headed up by Dr Ali Hanbury with Elliw Roberts and Dyddgu Morgan-Hywel. Currently assessing the need for new resources, specifically for the Curriculum for Wales in RVE. The team understands the importance of critical engagement with any resources that are chosen.
Both LJ and JHR, as RE experts, have met with this team to support their work.
WG made the decision that RE Hubs is not going to be put on Hwb.
WG has sent WASACRE a list of new resources that Sally Llewellyn has collated which will soon appear on Hwb.
The St Giles Centre is currently reviewing Welsh Government funded resources for 3 to 7-year-olds which will also appear on Hwb.
The Bangor report was discussed. WG felt that the sample size was too small and that there were long term issues with the research. The report was not comprehensive enough to influence Welsh Government policy.
It was sadly reported that Kevin Palmer is seriously ill. WASACRE passed on its best wishes to Kevin Palmer and his family.
This means WASACRE's project around initial teacher training and upskilling teachers is stalled. AT will contact Max White who was previously working with Kevin Palmer for an update.
AT was extremely positive about the WASACRE's RVE film and commented how it supported the expanded scope of RVE and provided a brilliant perspective on RVE in an accessible way. It has been included in Dysg. The final agenda item was the SAC Annual reports which PL has just presented.
NAPfRE and WASACRE met on 10th Feb to discuss the annual reports, and a proposal will be shared with WG.
Next meeting set for after Easter, date to be confirmed

Professional learning for RVE (Governor playlist)

LJ reported:

Since the last main meeting in November, the governor's playlist has finally been published. It is a baseline of information that governors will find useful. SACs have been sent the link to the playlist. From there needs to be shared with Governors. It is on the resources section of Hwb.
Link here:
https://hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3/overview

RJ: Ceredigion have shared the link to the governor's playlist within their spring newsletter to governors.

ACTION: SACS to check that the governor playlist link has been shared with Governors.

10. WASACRE supported research - The Teacher Voice Project: RVE in the Curriculum for Wales

TaS presented: The Teacher Voice Project: RVE in the Curriculum for Wales. A copy of this presentation will be sent with these minutes.

TaS: There are five organisations collaborating on this project: St Gile's Centre Wrexham; Bishop Grosseteste University; Cardiff Metropolitan University, Neath Port Talbot Education Support and Llanishen High School, Cardiff.
The research survey has both quantitative and qualitative elements and involves teachers in Wales who work in a 3 to 16 year school or setting context. It is designed to access directly teachers' experiences of and engagement with curriculum change in Wales. The focus is specifically on RVE. The survey's research ethics were approved and highly commended by the research ethics panels of two universities, Bishop Grosseteste University and Cardiff Metropolitan University. The survey's aim is to inform professional dialogue and professional learning, both locally and nationally.
WASACRE's main role is to promote and distribute the survey and its findings.
The design and content of the survey was detailed in slides 11-19.
All SACs received the survey at the end of January and is to be shared more widely with practitioners.
The success of the survey is dependent on as many schools and teachers completing the survey as possible. The more responses the more valuable it would be and the more acceptable its results with the increased opportunity for analysis on a local and national level. Please can you help us and really promote this as SACs.
Survey deadline is as soon as possible by the close at the end of summer term.
Link to survey: https://stgilescentre.org/wp-content/uploads/2025/03/Survey-information-attachment.pdf

ACTION: All WASACRE members to encourage RVE practitioners to complete the survey.

RB: What inspired the survey and has something like this be carried out previously?
TaS: This particular survey is new as it focuses on RVE and has not been carried out previously. Now is the right time to carry out this survey as secondary schools can now contribute as well as primary schools. We hope to conduct the survey on a regular basis to track progress.
JHR: Is there a cost to this research?
TaS: The cost is being carried by the Universities and the St Giles Centre. There is no cost for WASACRE.
RJ: What is the response so far?
TaS: I haven't looked in detail as it is too early but the responses that have been received have provided in depth feedback.
RB: An excellent in depth and supportive survey.

11. Qualifications

RS: Fed back on the wider offer consultation. WASACRE had previously raised concerns over one of the unit titles in the skills suite. On the latest documentation the title has been changed to 'Faith and Belief in the Community'.

LJ: WASACRE raised a question with Qual Wales as to whether the Agored Cymru Exploring World Views Qualification would run alongside the skills suite for its final year and be available for schools to enter learners up to October 2027 with the skills suite being implemented in September 2027. This is still in discussion with Qual Wales as they consider this and other non GSCE qualifications.
OS: It is quite complicated as there are many other qualifications to consider. We need to be robust in the process we use, so it is taking time. There will be a decision at the end of the school year.
LJ: Confirmed that if the Agored Cymru Exploring World Views Qualification was to be accepted alongside the skills suite in 2027, it would only be for the two years of running through that qualification with those particular learners. It is not being requested as an ongoing qualification requirement.

• Religious Studies GCSE

LB: There are some concerns about the new religious studies GCSE, and whether the implementation of this can be postponed. I understand that history, for example, has been postponed.
OS: The history decision was jointly taken between Qualifications Wales, the Welsh Government and WJEC, and partly as some of the unions and the Association of Directors of Education (ADEW) wrote to QW. There is the quantum of change in the content within history.
We are aware that there are changes in the RE GCSE, particularly the non-examination assessment, which is a big change from the current GCSE, but we feel it is important that this GCSE goes ahead in September, it won't be delayed.
RB: I'm disappointed QW are going ahead without reviewing this. I would like to see a much more adventurous position from the GSCE board in developing something like the pilot which was developed 30 years ago which was exciting and enthused the students.
MM: On speaking with colleagues as a teacher, there are many concerns about the new GCSE. Teachers are not ready for it. We haven't received our training yet in RCT, everything seems to have been delayed. I think our training is due for the 7th April, which would leave us 11 school weeks left to prepare for GCSE. We are really concerned and would like QW to reconsider the option of delaying, even if it is a case of allowing the legacy paper to still go ahead and introduce the new GCSE in September. In previous years when a new GCSE has been rolled out, we have been allowed to have the option of having the legacy paper in addition. Some teachers may feel more ready than others to deliver the new GCSE.
OS: I'll take that back in terms of parallel running. That was considered for history, but it wasn't deemed viable, unfortunately. Some people have been very disappointed when GCSEs are delayed saying that they are ready to teach it. Will take the concerns expressed today back to QW.
RB: Would the Executive Committee consider writing to the Minister with regards to provision at KS4?
LJ: Confirmed a letter will be written. This will take time to produce and will be shared with SACs.

12. Estyn: New Inspection framework

GM reported:
It is a little early at the moment for us to be able to collate information about the emerging practice that we're identifying from September 2024 onwards. Hopefully by the next meeting, there will be an update.
The new inspection arrangements for September 2024 have three inspection areas:

- Teaching and learning, which is allowing Estyn to talk much more in depth about the impact that teaching is having on pupils, progress and learning in classrooms, and making that link explicit.
- Well-being care, support and guidance.
- Leading and improving.

One of the key things that should be emphasised is that Estyn doesn't have any preferred approaches to teaching and learning. Estyn is interested in seeing whether the pupils are engaged and making progress in their learning, focus on the impact that teaching is having on that pupil's learning and progress in classrooms.
A sample of middle leaders are invited to come and meet with the Estyn representative and discuss pupils work with them and look at a sample of books. Estyn will discuss the work that the middle leader is doing in the leadership of their department and how they contribute to those quality assurance processes to identify strengths and areas for improvement within RVE from the point of view of curriculum, which comes within inspection area one 'Teaching and Learning'.
Estyn will soon publish guidance to outline its approach to the inspection of the curriculum. We look at how well a school is providing a broad and balanced curriculum covering all areas of learning and experience until year nine. Looking to see that pupils are having that opportunity to access all areas of learning experience. As we move on now to new qualifications looking at how schools provide the breadth of experience for year 10 pupils. We are realistic, we would not expect pupils to engage with every 'What Matters' statement, but we would expect to see that pupils are having purposeful opportunities to engage with relevant and engaging learning experiences.
We do take account of the statutory guidance, and we do take account of whether providers are meeting mandatory requirements, especially as we move forward now into what will happen with qualifications.
We look at the quality of the experience. We look at whether qualifications are being accessed and that are relevant and meaningful to learners in years 10 and 11. Hopefully that information is then included within our evidence base, which sits behind the report. We report by exception; we will report on particular strengths and particular areas for improvement although it might not be explicitly referred to in a report.
The interim visits mainly focus on the recommendations from the previous inspection and how the school is addressing those recommendations. Activities will be tailored to the recommendations that we are looking at, so they might include things like learning walks, observations, scrutiny of work, meetings with middle leaders, meetings with senior leaders. We have had some positive feedback from senior leaders about the opportunities for them to jointly observe or come on joint learning walks with an HMI. This allows for a professional dialogue to take place with regards to the strengths and areas for improvement, in teaching and learning, in particular. The result of those interim visits is a letter. They are published on our website, so they'll outline the activities that we have undertaken. They will outline some of the things that we have heard about from leaders, but then we will have a few questions just to help the school maybe consider the next steps as they go about addressing that recommendation.

RT: Can we expect better provision from Estyn as far as RVE and collective worship are concerned?
GM: From inspection 24 the reports are much shorter, particularly in the primary sector, and are reported by exception. Although our evidence base may include the information in the background, not all aspects within the inspection framework will be remarked upon. It is a decision that has been made centrally to make the reports as concise and as clearly focused on strengths and particular areas for improvement. We do have some spotlights that we will highlight, particularly strong practice within curriculum areas. There isn't necessarily going to be a particular remark about the work being done for RVE in all schools. It might come up as a spotlight, or it might come up as an example, but it is not likely to be there, nor reports moving forwards.
RT: So, you would not take on board the fact legislatively, RE stands differently to all other subjects in the curriculum, which is the only one that is required to produce an agreed syllabus?

GM: We do look at those mandatory elements that are expected, including relationships and sex education, for example, and RVE will sit within our evidence base, which sits behind the reports. Estyn won't necessarily refer to it unless there is a clear strength or it is an area for improvement that the school needs to address. Estyn's reports look at an evaluation of strengths and areas for improvement. Estyn does not use a checklist approach whereby we just tick off if schools are complying with things.
RT: The individual SACs should be contacting every school to check that they are compliant.
GM: That is the responsibility of an LA SAC to make sure that schools are complying with the local curriculum.
VB: In the new guidance that you mentioned on the inspections approach to the curriculum, might there be reference about RVE within that specifically?
GM: The guidance is being developed at the moment. It is in response to the fact that the curriculum is now moving beyond into secondary, in particular 7 to 9 and going into 10 to 11, as well. I'll certainly take that comment back to check to see if there is a specific reference to RVE within that guidance.
VB: That might be a good place to cite some of the conversation we have had here today around the approach to RVE when inspecting.
RB: I would like Estyn to reconsider the whole framework of reporting exceptions, as opposed to all the positive and good things that are going on in a school.
GM: I disagree, the reports do outline the strengths and areas for improvement within schools. It is a balanced report in all cases. Estyn also produces summary documents for parents and guardians, which are more concise to allow schools to communicate those key messages with their local communities.

13. Report by the Executive Committee held on 5 February 2025

EE: Any matters arising from this last Exec. Committee meeting have been addressed in this meeting. Just one item to be mentioned that is the draft code of conduct which the Executive Committee has prepared. This was sent out previously for the members' observations. WASACRE has received one comment back regarding the following text:

'It is also important to note, outside WASACRE meetings you should never express an opinion, or a view, about any matter which you deem to be the view of WASACRE, unless you have been especially asked to do by the Chair. You should never express your own view or opinion in such a manner as to lead others to believe that you are expressing the view of WASACRE.'

This wording was deemed ambiguous, and the proposed amendment is 'Outside of WASACRE meetings never speak on behalf of WASACRE without the permission of the Chair.'

Also, a typo on page 2 to be corrected to RVE.

JHR and RJ: Have not had SAC meetings yet and have not been able to discuss this matter.
JHR: Should the Nolan principles be included in the code of conduct?
EE: Will look to see if we need to refer to the Nolan principles before re sending the amended code to SACs. Decided to refer the sign off the code of conduct to the AGM.

ACTION: EE to review whether the Nolan principles are to be included in the code of conduct. AP and LJ will resend the code of conduct with the amendments outlined above and the item will be referred to at the AGM.

14. Up-dates:

WJEC (Chris Owens)
We are in the middle of rolling out 12 national PL events across Wales. From the one that I attended, there is very little desire by the RS teachers to delay the introduction of the new qualification. Colleagues will have more material to launch the new specification in September.

EE left the meeting and vice chair RS chaired the remainder of the meeting.

REC (Kathy Ruddick)
KR: There are not many agenda items that impact on Wales at the moment. The focus is on England with the Children Wellbeing Schools Bill which will lead into the full curriculum review. Big discussion with RE whether they should include it in the national curriculum or whether it remains being assessed at local authority level.
REC have developed a National Content Standard which is similar to the Wales Statutory Guidance for RVE, link: https://religiouseducationcouncil.org.uk/resource/national-content-standard-1st-edition-2023/#:~:text=The%20RE%20Council's%20National%20Content%20Standard%20provides%20a,not%20determine%20precisely%20what%20content%20schools%20should%20teach
LJ and KR have fed back from the Wales experience of curriculum review. There is a will to try and align with Wales.
England also struggling with the concepts regarding the 'Right to Withdraw'.
LJ: Some items that could be relevant to Wales:

- Relooking at the 'Resilience Project' which Wales worked on a long time ago
- A Dharmic traditions project
- Quality Mark – redeveloping for RVE

These items will be taken to the Executive Committee.

EFTRE (Phil Lord)
LJ shared PL's two questions.

1) Will WASACRE sponsor a teacher at the EFTRE conference in Budapest on 21-24th August 2025?
2) Has the Executive discussed the idea of a 'Cynefin around Europe' project with regards to possible funding?

Items to be considered by the Exec Committee.

ACTION: Executive Committee to discuss these two items: 1) Sponsoring a teacher at the EFTRE conference and 2) Idea of a Cynefin around Europe project with regards to possible funding.

NAPfRE (Paula Webber)
RS reported that NAPfRE has not met in this term. Due to meet on 18th March.

Local matters / enquiries
None received.

15. Correspondence

- AP: Question from Wrexham SAC what happens with annual reports/ is there a penalty if an annual report hasn't been submitted?

ACTION: AP to follow up with WG.

- LJ: DG asked whether Exec Committee would consider a presentation on Sentientism as a non-religious philosophical worldview. DG sent links with further information. The Exec. Committee will discuss this at the next meeting in May.

- In December WASACRE wrote to QW in response to the QW communication on the delays to the GSCE RS specification. Philip Blaker from QW formally responded.
-

ACTION: Send the response from QW to all SACs.

- LJ: Correspondence from Adnodd about research they are conducting into how educators and learners use Hwb and other platforms to search for educational resources. Request for participation.
-

ACTION: LJ to send out the survey to SACs who can then forward onto teachers.

RS confirmed that all conference speakers have been formally thanked.

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

None reported.

RS thanked the members for their time at this productive meeting.

17. Date for next meeting (AGM) – via zoom, hosted by Anglesey date TBA

Meeting ended at 1.44pm.

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

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Y*sgrifennydd*/Secretary:
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Lynne Neagle MS
Cabinet Secretary for Education
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Subject: Support for Mandatory Religion, Values and Ethics (RVE) in Wales

Dear Cabinet Secretary,

I am writing on behalf of the Wales Association of Standing Advisory Councils on Religious Education (WASACRE) to express our continued support for the inclusion of Religion, Values and Ethics (RVE) as a mandatory element within the Curriculum for Wales. We also wish to seek clarity on the Welsh Government's approach to ensuring that this important subject within the humanities Area is being effectively supported and implemented across the country, particularly in years 10 and 11.

As you are aware, the Curriculum and Assessment (Wales) Act 2021 places a duty on schools to provide mandatory RVE from 3 to 16 having regard to the statutory RVE guidance. This is a progressive and welcome step, and we are pleased to see the value placed on enabling young people to explore ethical and moral issues and consider diverse religious and non-religious worldviews.

However, we have some concerns regarding the level of prioritisation and provision for mandatory RVE in years 10 and 11, where pressures related to examination subjects can often lead to a narrowing of curriculum provision. Whilst the new Religious Studies GCSE will provide some learners with the opportunity to study the subject in depth, it is not designed to fulfil mandatory RVE requirements. In addition, alternative qualifications for those who are not taking the GCSE do not seem to fully meet the requirements for mandatory RVE under the Curriculum and Assessment (Wales) Act 2021.

Therefore, we would like a meeting to discuss the following:

1. **What steps is the Welsh Government taking to support and monitor the delivery of mandatory RVE at Key Stage 4,** ensuring that learners continue to receive meaningful, challenging and high-

quality provision that supports learner progression in line with the 14-16 learning guidance?

2. **What mechanisms are in place to ensure that schools are complying with the statutory requirements of the Curriculum and Assessment (Wales) Act 2021 in relation to RVE?** Is there an opportunity to include mandatory RVE, which is within the wider learning and experiences component of the 14-16 learner entitlement, as part of the new performance measures to support consistency and compliance across local authorities?

3. **How is the Welsh Government supporting the professional development of existing and future RVE teachers,** to ensure high quality provision across Wales particularly in light of the current recruitment and retention crisis?

4. **What role is envisaged for SACs and WASACRE going forward** in supporting continued learner progression from 14-16 through high quality mandatory RVE within the Curriculum for Wales?

We remain committed to working with the Welsh Government, local authorities, and educators to ensure that RVE continues to play a vital role in preparing learners for life and work in this fast changing and diverse society. We would welcome the opportunity to engage further on these issues in a meeting with you and your colleagues.

Yours sincerely,

Edward J Evans

The Revd Canon Edward J Evans
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