



Complete Agenda

Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH



Mae'r ddogfen hon hefyd ar gael yn Gymraeg.

This document is also available in Welsh.

Meeting

SACRE

Date and Time

3.30 pm, WEDNESDAY, 11TH FEBRUARY, 2026

Location

Virtual Meeting - Zoom

Contact Point

Jasmine Jones

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jasminejones@gwynedd.llyw.cymru

(DISTRIBUTED 03/02/26)

SACRE

MEMBERSHIP (7)

Plaid Cymru (5)

Councillors

Menna Baines
Jina Gwyrfai

Meryl Roberts
Elin Walker Jones

Paul John Rowlinson

Independent (2)

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
Jean Owen
Mr Mohamed Arabi
Eurfrynn Davies
Bethan Davies Jones
Edward Parri-Jones
Eirian Bradley Roberts
Dr Sibani Roy
Rev. Nick Sissons
Patrycja Bielak Smith
Gwawr Maelor Williams
Joanna Thomas

Judaism
Bahá'í Faith
Islam
Union of Welsh Baptists
Union of Welsh Independents
Eryri Humanists
Catholic Church
Hinduism
Methodist Church
Buddhist
Presbyterian Church of Wales
The Church in Wales

Teachers

Miriam A. Amlyn
Heledd Jones
Emma Roberts
Vacant Seat - NAHT

NAS/UWT
NEU
UCAC
NAHT

Co-Opted Members

Eleri Moss

Secondary Heads

Independent Consultant

Philip Lord

A G E N D A

1. QUIET REFLECTION OR PRAYER

2. APOLOGIES

To receive any apologies.

3. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

4. URGENT ITEMS

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

5. MINUTES

5 - 9

The Chairman shall propose that the minutes of the previous meeting of this committee held on the 18th November 2025 be signed as a true record.

6. MATTERS ARISING

- Gwynedd SAC(RE) Development Plan
- Example Policies to be shared with schools
- Example questions to evaluate RVE and Collective Worship

7. HUMANISM - THE BENEFITS OF INCLUDING NON-RELIGIOUS PHILOSOPHICAL CONVICTIONS IN THE RVE CURRICULUM

To receive a Presentation from Luke Donnellan, Director of Understanding Humanism, Humanists UK.

8. SACRE DEVELOPMENT PLAN 2025-26

10 - 17

To agree the priorities for the ongoing work of SAC(RE) for the academic year.

9. MANAGING THE REMOVAL OR THE RIGHT OF WITHDRAWAL FROM RVE

18 - 20

SAC(RE) will discuss and agree on the support schools need to effectively manage this legislative change.

10. WASACRE

21 - 28

- To receive the minutes of the meeting held online 2nd July 2025
- To agree attendance to the next WASACRE meeting – 19th March 2026 (Virtual)

S.A.C.R.E. - STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE)

18/11/2025

Attendance:

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

Others:

Christian and Other Faiths and Non-religious Philosophical Convictions: Eirian Bradley-Roberts (The Catholic Church)

Teachers: Eleri Moss (Secondary Headteachers)

Officers: Buddug Mair Huws (Assistant Resources Officer and SACRE Clerk), Phil Lord (Independent Adviser) and Jasmine Jones (Democracy Services Officer).

1. PRAYER OR QUIET REFLECTION

The meeting was opened with a prayer from Councillor Menna Baines.

2. APOLOGIES

Apologies were received from:

- Councillor Dewi Jones (Cabinet Member for Education)
- Nick Sissons (The Methodist Church)
- Joanna Thomas (The Church in Wales)
- Eurfran Davies (The Baptist Union of Wales)
- Bethan Davies Jones (The Union of Welsh Independents)
- Gwern ap Rhisiart (Head of Education)
- Gwawr Maelor Williams (Presbyterian Church of Wales)

3. DECLARATION OF PERSONAL INTEREST

None to note.

4. URGENT ITEMS

None to note.

5. MINUTES OF THE PREVIOUS MEETING

The Chair signed the minutes of the meeting of this Committee held on 24 June 2025, as a true record.

6. MATTERS ARISING

None to note.

7. ANNUAL REPORT – GWYNEDD SACRE 2024-25

It was RESOLVED to accept the Annual Report 2024-25.

8. POTENTIAL SACRE DEVELOPMENT PLAN 2025-26

The item was presented by Phil Lord (Independent Adviser), highlighting the following key points:

- It was suggested that the SACRE should create a development plan with around three objectives to support its work and to be able to provide an end-of year report against those objectives.
- It was suggested to prioritise the following three objectives: developing the effectiveness of SACRE and promoting SACRE within schools; monitoring and supporting the provision of RE and Religion, Values and Ethics (RVE) in Local Authority schools; and monitoring and supporting the provision of collective worship and spiritual, moral, social and cultural development in the Authority's schools.
- It was suggested that a newsletter be created to send to schools to promote elements such as the RVE playlist by the Welsh Government, EFTRE and WASACRE.
- The importance of having a dialogue with schools was emphasised to ensure that the SACRE was aware of what was happening within the county's schools, and that schools were aware of what was being discussed at SACRE meetings.
- It was emphasised that there was concern about the capacity to achieve everything suggested, but that there was a need to continue to be ambitious.

He was thanked for the presentation.

It was noted that the suggestion of creating a newsletter to be shared amongst schools was useful. It was suggested that a newsletter be provided following each SACRE meeting to raise schools' awareness of what was presented and discussed within the meeting. It was noted that links could be included within the newsletter to teaching materials that had been highlighted within the discussions. The committee emphasised the importance of ensuring that the newsletter was in a format suitable for a school audience.

Views were expressed that the link between the SACRE and schools had weakened, and therefore any future approach to strengthening this link was welcomed. It was noted that the committee was not aware of what was happening within schools as school self-assessment reports had not been received. It was asked whether these self-assessment reports could be obtained, and a further question was asked as to whether contact could be established by visiting schools. The committee emphasised the importance of understanding what schools would find useful in order to prioritise the committee's work moving forward.

It was noted that one governor in Ysgol Dyffryn Ogwen took responsibility for looking at one subject, and if this was common practice in all secondary schools, then it was suggested that we made contact to send resources to them and to receive an annual report from them. There was agreement with this suggestion, noting the importance of not forgetting primary schools within the process. It was emphasised that it was not realistic to receive a report from every school, but that it would be possible to receive reports from enough schools to give a realistic picture of what was happening in the county's schools.

The Independent Adviser noted that there was a list of questions available for governors to use when questioning teachers within schools. It was suggested that this list be distributed to committee members for governors to use and to report back on the findings. It was also suggested that committee members who were also governors could trial the suggested new approach. It was further noted that it would be possible to create a report of the responses to the questions to be presented to the SACRE meetings using AI.

It was agreed that establishing contact through governors was one of the best ways forward as school headteachers were often overwhelmed by messages. A member asked whether the SACRE's annual reports were being forwarded to schools. In response, it was noted that the SACRE annual reports were being sent to schools in the county.

It was suggested that all councillors who were also governors be invited to receive the questions to ask in their own schools, and to report back on the results at a future meeting. It was noted that an official form with questions for schools already existed within the Education Department which could be adapted for this purpose.

In terms of collective worship, it was noted that several questions had been drawn up to ask schools about the provision, and that these could be shared with the members and governors. The importance of asking the right questions to the right people within the schools was emphasised. A suggestion was made to report on the committee's conclusions regarding this at a meeting in the summer. It was asked whether it was possible to be invited to attend collective worship in schools.

Several further ideas were put forward for raising awareness amongst schools and teachers of the SACRE's work and the resources available to them:

- creating a catalogue of the available resources and including a link on the front page of the SACRE's annual report;
- including a short section on the front page of the SACRE's annual report explaining the SACRE's work;
- asking Gwern ap Rhisiart, Head of Education Department, to include links to RVE resources in his weekly e-mail to teachers;
- creating a SACRE section on the intranet for school staff and teachers with links to the available resources.

It was agreed that further discussions would be necessary regarding several of the suggestions so as to decide on their practicality.

9. NEW DIRECTOR OF EDUCATION FOR THE DIOCESE OF BANGOR

It was resolved to defer the item until the next meeting.

10. WELSH GOVERNMENT RVE PLAYLIST

The item was presented by Phil Lord (Independent Adviser), highlighting the following key points:

- That the Welsh Government had been commissioned through WASACRE to support schools with transferring to the new curriculum.
- The resources highlighted the differences between RVE and Religious Education.
- There were six modules within the resources, namely: Early Years, Primary Schools, Secondary Schools, Additional Learning Needs (ALN), Headteachers and Governors.
- The sixth module was new and available specifically for governors.
- There were strong examples available on how to use the content of the resources in the classroom.

- The module for headteachers included a list highlighting the implications of the changes in the curriculum for them, especially in regard to the fact that parents no longer had the right to withdraw their children from learning about RVE.
- The implications of the curriculum changes on staffing were also highlighted, as teachers no longer had the right to withdraw themselves from teaching RVE.
- There were practical elements within every module.
- It was suggested that a short presentation of about 10 minutes be given on the playlist in governors' meetings to make them aware of the resource available.

He was thanked for the presentation, noting that the resource was valuable for the county's schools.

11. RVE AND COLLECTIVE WORSHIP EXEMPLAR POLICIES

The item was presented by Phil Lord (Independent Adviser), highlighting the following key points:

- That schools were expressing concern about parents wanting to withdraw their children from RVE lessons because they didn't want their children to be learning about different religions.
- That having a policy was useful in those instances where parents insisted on withdrawing their children from RVE lessons, as the policy explained the intentions and objectives of RVE lessons, such as fostering understanding, tolerance and highlighting the wide range of religions that exist in Wales.
- That such a policy offered protection to schools.
- That the collective worship policy provided a foundation for schools and parents to hold discussions about the objectives of collective worship.
- That the collective worship policy was specifically for the county's schools.
- That a definition of collective worship was included in the draft policy, namely: "Time for the school body (as a whole or in smaller groups) to meet and reflect on the values that the school considers important. Many of these values will be based (but not solely) on the Christian tradition."
- That the collective worship policy was quite comprehensive, and that the RVE policy was more basic.
- That a list of evaluation questions was available for inclusion as an appendix to the collective worship policy, if desired.

He was thanked for the presentation.

It was noted that the schools' intranet was being used to disseminate policy templates. It was noted that the county's collective worship policy was now outdated, and that it had been identified as a policy that needed to be updated. The view was expressed that the creation of a new collective worship policy would be useful for schools. It was noted that the next step, if the committee approved the request, would be to share the policy internally within the department to secure an agreement that it could be shared with the schools as the authority's official template.

Support was expressed for both policies to be used as the authority's official templates. It was emphasised that the RVE policy explained to parents why they no longer had the right to withdraw their children from learning about RVE, and the benefits of the new curriculum for their children. The view was expressed that these policies would be an important tool for schools moving forward.

The committee agreed to revisit the item at the next meeting for approval.

12. EFTRE CONFERENCE (EUROPEAN FORUM OF RELIGIOUS EDUCATION TEACHERS) 2025

The item was presented by Phil Lord (Independent Adviser), reporting on his experience at the EFTRE Conference 2025. During the discussions, the following main points were highlighted:

- That Religious Education tended to be confessional in most European countries.
- Even in a country like Germany, the church had a fundamental presence within Religious Education for the majority of learners, depending on the particular area.
- That Scandinavian countries were more similar to Wales in terms of their Religious Education provision than the rest of Europe, but with a greater emphasis on knowledge rather than discussion.
- That 60 delegates had attended the conference in Hungary from all over Europe.
- That the first presentation attended focused on the topic of questioning, encouraging teachers to promote more questioning within lessons.
- That the second presentation focused on actual questions, emphasizing that children had lost some of the vocabulary to discuss actual issues such as war and the pandemic, as such questions were being asked less often within society.
- That the third presentation was about the relationship between Judaism and Islam.
- That a bid had been submitted to host the EFTRE Conference 2026 in Cardiff.

13. WASACRE

The minutes of the Association's last meeting held on 2 July 2025 were accepted.

The meeting commenced at 3.40pm and concluded at 5:15pm.

CHAIR

CYSAG Gwynedd – Cynllun Datblygu (2025-26)

Rôl y Cyngor Ymgynghorol Sefydlog (ar Addysg Grefyddol):

Prif rolau CYS(AG) yw:

- Cynghori'r Awdurdod Lleol ar faterion sy'n ymwneud ag Addysg Grefyddol, Crefydd, Gwerthoedd a Moeseg ac addoli ar y cyd, neu Ddatblygiad
- Ysbrydol a Moesol.
- Ystyried ceisiadau gan Benaethiaid i gael rhyddhau eu hysgol o'r gofyniad statudol sy'n nodi bod rhaid i'w sesiynau Addoli ar y Cyd fod yn gyfan
- gwbl neu'n bennaf o natur gyffredinol Gristnogol (gelwir y fath geisiadau'n 'Ddyfarniadau').
- Gofyn i Awdurdod Lleol adolygu ei Faes Llafur Cytunedig.
- Monitro a chefnogi darpariaeth AG, Crefydd, Gwerthoedd a Moeseg, addoli ar y cyd a datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol yn
- ysgolion yr Awdurdod Lleol.
- Rhoi cyngor ar y maes llafur AG a Chrefydd, Gwerthoedd a Moeseg y cytunwyd arno gydag athrawon, gan gynnwys y dewis o ddeunyddiau
- athrawon.
- Cynghori'r Awdurdod Lleol ar ddarparu hyfforddiant i athrawon (mewn AG a Chrefydd, Gwerthoedd a Moeseg).
- Ystyried cwynion am ddarpariaeth AG, Crefydd, Gwerthoedd a Moeseg ac addoli ar y cyd a wneir i'r Awdurdod Lleol.
- Cyhoeddi Adroddiad Blynnyddol ar ei waith.

Cyfansoddiad y CYS(AG):

Mae gofynion statudol sefydlu CYS(AG) yn gofyn am lunio tri phwyllgor o aelodau:

- Grŵp A - Cynrychiolwyr byd-olygon crefyddol ac anghrefyddol
- Grŵp B - Cynrychiolwyr yr athrawon
- Grŵp C - Cynrychiolwyr y Cyngor Sir
- Mae hawl hefyd i gyfethol aelodau.

Blaenoriaethau ar gyfer 2025-26

Blaenoriaeth 1: Datblygu effeithiolrwydd CYS(AG)

Blaenoriaeth 2: Monitro a chefnogi darpariaeth AG a Chrefydd, Gwerthoedd a Moeseg yn ysgolion yr Awdurdod Lleol

Blaenoriaeth 3: Monitro a chefnogi darpariaeth addoli ar y cyd a datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol yn ysgolion yr Awdurdod Lleol

Gwynedd SAC(RE) – Development Plan (2025-26)

The Role of the Standing Advisory Council (for Religious Education):

The principal roles of SAC(RE) are:

- *Advising the Local Authority on matters to do with Religious Education, Religion, Values and Ethics and collective worship, or Spiritual and Moral Development.*
- *Consider applications from Headteachers that their school be released from the statutory requirements for Collective Worship to be wholly or mainly of a broadly Christian character (such applications are known as 'Determinations').*
- *Require a Local Authority to review its Agreed Syllabus.*
- *Monitor and support the provision of RE, RVE, collective worship and spiritual, moral, social and cultural development in the schools of the Local Authority.*
- *Give advice on teacher agreed syllabus RE and RVE including the choice of teacher materials.*
- *Advising the Local Authority on the provision of training for teachers (in RE and RVE).*
- *Considering complaints about the provision and delivery of RE, RVE and collective worship made to the Local Authority.*
- *To publish an Annual Report on its work.*

The Composition of SAC(RE):

The statutory requirements for the setting up of SAC(RE)s require three committees of members:

- *Group A - Representatives of religious and non-religious worldviews.*
- *Group B - Teacher representatives.*
- *Group C - County Council representatives.*
- *There is also the right to co-opt members.*

Priorities for 2025-26

Priority 1: To develop the effectiveness of SAC(RE)

Priority 2: Monitor and support the provision of RE, RVE, in the schools of the Local Authority.

Priority 3: Monitor and support the provision of collective worship and spiritual, moral, social and cultural development in the schools of the Local Authority.

Blaenoriaeth 1: Datblygu effeithiolrwydd CYS(AG)/
Priority 1: To develop the effectiveness of SAC(RE)

Rheswm am y Flaenoriaeth/Reason for Priority

- Mae CYS(AG) Gwynedd yn cynnig cymorth i ysgolion, ond faint mae'r ysgolion yn gwybod am ein gwaith? Sut wyddom ni hyn?
- *Gwynedd SAC(RE) provide support for schools, but how much do schools know about our work? How do we know?*

Meysydd i'w Datblygu/Areas to Develop

- 1) Sicrhau aelodaeth lawn ar dri phwyllgor CYS(AG).
- 2) Codi proffil CYS(AG) yn yr Awdurdod Lleol.

1) To ensure a full complement of members on all three SAC(RE) Committees.

2) To raise the profile of SAC(RE) amongst the Local Authority

Gweithgaredd Activity	Unigolyn Arweiniol Lead person	Amserlen Timescale	Datblygu staff Staff development	Monitro Monitoring	Meini Prawf Llwyddiant Success Criteria	Dyddiad Cwblhau Date Completed
Specific Action to be taken Camau penodol i'w cymryd	Who takes responsibilit y?	Start date?	Support needed?	Who will check on progress and when?	What will have improved? How will this impact pupils/Schools/LA?	
<ul style="list-style-type: none"> • Information about the CYS(AG) to be included in the annual report. 	PL	Autumn Term	LA to translate, publish and upload to share point.	All progress will be reported in the CYS(AG) Spring Meeting	Schools and partner organisations will be more aware of the work of CYS(AG)	
<ul style="list-style-type: none"> • Links to support material to be included in the Annual Report 	PL	Autumn Term	LA to translate, publish and upload to share point.	See above	See above	
<ul style="list-style-type: none"> • Annual report and other material to be distributed or made accessible for schools (e.g. using SharePoint) 	LA	Autumn Term	LA to promote the materials on SharePoint.	See above	See above	

• CYS(AG) members to be proactive to share minutes and Annual report with their respective organisations.	All Members	Termly	Individual CYS(AG) members access to their own individual organisations.	See above	See above	
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Blaenoriaeth 2: Monitro a chefnogi darpariaeth AG a Chrefydd, Gwerthoedd a Moeseg yn ysgolion yr Awdurdod Lleol

Priority 2: Monitor and support the provision of RE, RVE, in the schools of the Local Authority.

Rheswm am y Blaenoriaeth/*Reason for Priority*

- Gweler 'Rôl y Cyngor Ymgynghorol Sefydlog (ar Addysg Grefyddol)'.
- Helpu ysgolion i fodloni gofynion statudol.
- *See 'The Role of the Standing Advisory Council (for Religious Education)'.*
- *To support schools to meet statutory requirements*

Areas to Develop

- 1) Cael dealltwriaeth o ymwybyddiaeth ysgolion o ofynion Cwricwlwm Cytûn Gwynedd.
- 2) Cynorthwyo ysgolion i wella eu darpariaeth Crefydd, Gwerthoedd a Moeseg.
- 3) Cefnogi ysgolion wrth iddynt werthuso eu darpariaeth Crefydd, Gwerthoedd a Moeseg eu hunain.

1) Gain an understanding of schools' awareness of the requirements of the Gwynedd Agreed Syllabus.

2) To help schools improve their RVE provision.

3) To support schools as they evaluate their own RVE provision.

Gweithgaredd Activity	Unigolyn Arweiniol Lead person	Amserle n Timescal e	Datblygu staff Staff development	Monitro Monitoring	Meini Prawf Llwyddiant Success Criteria	Dyddiad Cwblhau Date Completed
Specific Action to be taken Camau penodol i'w cymryd	Who takes responsibility	Start Date?	Support needed?	Who will check on progress and when?	What will have improved? How will this impact pupils/Schools/LA?	
• Materials to support the planning and delivery of RVE to be included in the Annual report.	PL	Autumn Term	LA to translate, publish and upload to SharePoint.	All progress will be reported in the CYS(AG) Spring Meeting.	Schools to be able to access RVE support material.	

<ul style="list-style-type: none"> Monitoring Materials for governors and teachers to be made available for schools. To include monitoring questions and example RVE policy. Cllrs and CYS(AG) members who are school governors to trial the questions and report back to CYS(AG). 	PL	Autumn Term	LA to translate, publish and upload to SharePoint and schools to be made aware of the materials.	All progress will be reported in the CYS(AG) Spring Meeting.	Governors and teachers to be better able to monitor RVE in their own schools.	
	Cllrs and Members that are on governing bodies	Spring and Summer terms	Above materials to be shared with CYS(AG) members.	Outcome of members' visits to be shared in Summer Term.	CYS(AG) to be better informed as to the delivery of RVE across a selection of the LA schools.	

Blaenoriaeth 3: Monitro a chefnogi darpariaeth addoli ar y cyd a datblygiad ysbrydol, moesol, cymdeithasol a diwylliannol yn ysgolion yr Awdurdod Lleol
Priority 3: Monitor and support the provision of collective worship and spiritual, moral, social and cultural development in the schools of the Local Authority.

Rheswm am y Blaenoriaeth/Reason for Priority

- Gweler 'Rôl y Cyngor Ymgynghorol Sefydlog (ar Addysg Grefyddol)'.
- Mae gofyn i ysgolion ddarparu Gweithred Ddyddiol o Addoli ar y Cyd.
- *See 'The Role of the Standing Advisory Council (for Religious Education)'.*
- *There is a requirement on schools to provide a Daily Act of Collective Worship.*

Meysydd i'w Datblygu/Areas to Develop

- 1) Cael dealltwriaeth o ymwybyddiaeth yr ysgolion o'r disgwyliadau mewn perthynas ag Addoli ar y Cyd.
- 2) Helpu ysgolion i wella eu darpariaeth Addoli ar y Cyd.
- 3) Helpu ysgolion i werthuso eu darpariaeth Addoli ar y Cyd eu hunain.

1) Gain an understanding of schools' awareness of the expectations regarding Collective Worship.

2) To help schools improve their Collective Worship provision.

3) To support schools as they evaluate their own Daily Act of Collective Worship.

Gweithgaredd Activity	Unigolyn Arweiniol Lead person	Amserle n Timescal e	Datblygu staff Staff development	Monitro Monitoring	Meini Prawf Llwyddiant Success Criteria	Dyddiad Cwblhau Date Completed
Specific Action to be taken Camau penodol i'w cymryd	Who takes responsibility ?	Start date?	Support needed?	Who will check on progress and when?	What will have improved? How will this impact pupils/Schools/LA?	
• Monitoring materials for governors and teachers to be made available for schools. To include monitoring questions and example Collective Worship policy.	PL	Autumn Term	LA to translate, publish and upload to SharePoint and schools to be made aware of the materials.	All progress will be reported in the CYS(AG) Spring Meeting	Governors and teachers to be better able to monitor RVE in their own schools.	

<ul style="list-style-type: none"> • Cllrs and CYS(AG) members who are school governors to trial the questions and report back to CYS(AG) 	Cllrs and Members that are on governing bodies	Spring and Summer Terms	Above materials to be shared with CYS(AG) members.	Outcome of members' visits to be shared in Summer Term.	CYS(AG) to be better informed as to the provision of Collective Worship across a selection of the LA schools.	
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Agenda Item 9

Managing Parental Concerns Regarding RVE

Addressing parental concerns about Religion, Values and Ethics (RVE) is an important aspect of fostering a transparent and inclusive school environment. Schools must be prepared to engage thoughtfully with parents, ensuring that any worries are managed with sensitivity and care. This section outlines practical steps for responding effectively to concerns raised about RVE provision, aiming to build trust and mutual understanding between schools and families.

Action List for Schools Responding to Parental Concerns about Religious, Values and Ethics.

1. Acknowledge and record the concern

- Listen carefully and respectfully to the parent's concern.
- Document the concern in writing, including the date, time, and details of the issue raised.

2. Seek advice

- If necessary, seek advice from the RVE adviser, Diocesan Advisor, SAC(RE), local authority, regional consortia or safeguarding officer, especially if the concern escalates or involves wider community issues.

3. Investigate the concerns

- Concerns may be based on
 - RVE teaching not having regard to the agreed Syllabus of WG's RVE guidance.
 - RVE provision not being objective, critical and pluralistic.
 - Parental misunderstanding as to the objective, critical and pluralistic nature of RVE.
 - Parents not being aware that there is no right of withdrawal from RVE.
 - Parental prejudicial or racist views.
 - Other

If a) or b)	If c) or d)	If e)
<p>Concern</p> <ul style="list-style-type: none">- Was something said on a school visit to a place of worship or by a visitor that the parent perceived as inappropriate? e.g. "you should believe", "we all think..." etc...- Is RVE being taught in an objective, critical and pluralistic way – avoiding "we all believe..." or "as Christians we all...". <p>Action</p> <ul style="list-style-type: none">- Employ the services of the RVE advisor, Diocesan Adviser or LA's SAC(RE) representative to audit provision.- The RVE advisor, Diocesan Adviser or LA SAC(RE) representative may suggest the school's RVE provision does not have regard to the LA's Agreed Syllabus or WG's RVE guidance. If so, working with the RVE advisor, Diocesan or LA SAC(RE) representative, action plan possible changes to the curriculum , e.g. review the	<p>Concern</p> <ul style="list-style-type: none">- A parent wants to exercise their previous right to remove their child from all or an aspect of RVE.- A parent doesn't understand the objective, critical and pluralistic nature of RVE. <p>Action</p> <ul style="list-style-type: none">- Affirm the school's commitment to inclusivity, diversity, and respect for religious traditions and non-religious philosophical convictions.- The school must 'have regard' to the LA's Agreed Syllabus and the Welsh Government's RVE guidance.- RVE is described as being Objective, Critical and Pluralistic.- Consider sharing curriculum details, policies, and rationale for teaching about different religions, including religions such as Islam and Judaism. <p>Notes</p> <p>a. Pluralistic</p> <p>The RVE provided in all schools must be pluralistic. This means that RVE:</p> <ul style="list-style-type: none">• must reflect the fact that religious traditions in Wales are in the main Christian while taking account of the	<p>Concern</p> <ul style="list-style-type: none">- Determine if the complaint/concern is based on racist motives and act accordingly. Does the concern include language or behaviour that may be racist or discriminatory? (e.g., objections specifically targeting Islam or Judaism), follow the school's policy for recording and responding to racist incidents. <p>Action</p> <ul style="list-style-type: none">- Log the incident formally using the school's racist incident reporting system, noting the nature of the concern and any

<p>school's RVE policy and curriculum for clarity and compliance. Provide training for teachers on objective, critical and pluralistic RVE.</p>	<ul style="list-style-type: none"> teaching and practices of the other principal religions represented in Wales. must also reflect the fact that a number of non-religious philosophical convictions are also held in Wales. <p>b. Objective and Critical</p> <ul style="list-style-type: none"> Schools must provide RVE that is also objective and critical, both in content and approach. This is because RVE is a subject for all learners, whatever their personal beliefs or family background. RVE does not require or encourage learners to be religious or non-religious, or to accept a prescribed viewpoint, and all schools must adhere to this. RVE is planned sensitively and delivered with professional integrity. 	<p>associated comments.</p>
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4. Inform SAC(RE) (if not done haven't already).

- Inform the parent that they may want to share their concerns with SAC(RE).
- Please inform SAC(RE) of the parental concern, this can be done through the RVE advisor or SAC(RE) Clerk.

5. Provide Support

- Provide support to affected pupils, staff, or visitors as appropriate.

Group	Types of Support Needed
Staff	Training, advice from RVE/SAC(RE) advisor, policy and curriculum support, safeguarding guidance, wellbeing support.
Pupils	Pastoral care, clarity on RVE purpose, follow-up after racist incidents
Parents	Clear information, reassurance, legal clarity (no withdrawal), respectful dialogue, anti-racism processes explained, routes to SAC(RE)
Visitors	Clarity on RVE purpose, follow-up after racist incidents

Dear Parent/Carer,

I am writing to acknowledge receipt of your recent concern regarding Religion, Values and Ethics (RVE) provision at our school. We take all parental feedback seriously and appreciate you taking the time to share your views with us.

Please be assured that our school is committed to fostering a respectful and inclusive environment for all pupils, staff, and visitors. As part of this commitment, we follow the statutory curriculum for RVE, which is designed to reflect a broad range of beliefs and values in line with national guidance.

Our RVE curriculum is carefully designed to present a balanced and wide-ranging view of religious and non-religious worldviews. We strive to ensure that teaching is delivered in an objective, critical, and pluralistic manner. This means that pupils are encouraged to explore different beliefs and values, develop informed opinions, and engage in respectful dialogue, all within a safe and supportive environment.

We believe that fostering critical thinking skills and promoting mutual understanding are essential for preparing our pupils to thrive in a diverse society. Our aim is not to promote any particular set of beliefs, but rather to equip pupils with the knowledge and skills to make their own informed choices.

If you have any further questions or would like to discuss our approach in more detail, please do not hesitate to contact us. We value your feedback and remain dedicated to ensuring that all members of our school community feel respected and included. You may also wish to share your concerns with the Standing Advisory Council for Religion Education (SAC(RE)), who oversee the provision of RVE in our area.

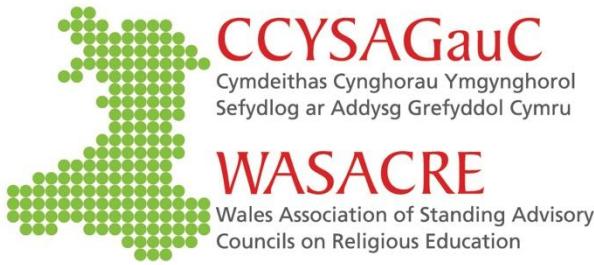
Thank you once again for raising your concern. We remain dedicated to ensuring that all pupils feel valued and respected within our school community.

Yours sincerely,

[Name]

[Role]

[School Name]



Wales Association of SACREs

Anglesey meeting

Virtual meeting through Zoom

2nd July 2025

10.00 a.m. – 12.20 p.m.

Attendance

Ynys Môn / Anglesey Non Dafydd (ND)	Sir Ddinbych / Denbighshire Phil Lord (PL) Collete Owen (CO) Jennie Downes (JD)	Powys John Mitson (JM)	NAPfRVE Phil Lord (PL) Donna Graves (DG)
Blaenau Gwent Kathy Riddick (KR)	Sir y Fflint / Flintshire Vicky Barlow (VB) Trevor Dobson (TB)	Rhondda Cynon Taf Matthew Maidment (MM)	EFTRE Phil Lord (PL)
Pen-y-bont ar Ogwr / Bridgend Alice Parry (AP) Edward Evans (EE)	Gwynedd Merthyr Tudful / Merthyr Tydfil Donna Graves	Torfaen Hayley Jones (HJ)	Observers:
Caerffili/ Caerphilly Eifion ap Llwyd Dafydd (ELD)	Sir Fynwy / Monmouthshire Louise Brown (LB)	Bro Morgannwg / Vale of Glamorgan Tyler Saunders Marged Williams	WJEC Paul Morgan
Caerdydd / Cardiff	Castell-nedd Port Talbot / Neath and Port Talbot Rachel Samuel (RS)	Wrecsam / Wrexham Tania ap Siôn (TS) Libby Jones (LJ)	ESTYN
Sir Gaerfyrddin / Carmarthenshire Gaynor Jones-Higgs (GJH)	Casnewydd / Newport	Rhys Evans	Welsh Government
Ceredigion Rhianydd James (RJ)			REC Kathy Riddick (KR) Libby Jones (LJ)
Conwy Phil Lord (PL) Roger Boon (RB)			Church in Wales
			Catholic Education Service
			Qualification Wales
			Interfaith Network
			ADEW
			Guest Speaker Jaimie Woodhouse
			Minutes (from recording) Jo Nicholls (JNI)
			Translator: Sioned Jones

Minutes of the meeting

1. Introduction and welcome

EE welcomed members to the summer meeting and thanked Anglesey LA and its SACRE for hosting today's meeting. EE welcomed Councillor Non Dafydd, Advisor and Chair of Anglesey SACRE who gave the following introduction [translated from Welsh]:

It is a privilege to host the WASACRE meeting. We are coming together with a commitment to foster the development of RVE in schools in Wales, recognising its fundamental role in fostering understanding of our moral purpose. As we start on this effort together, let us recognise the role of the LAs in ensuring the RVE curriculum meets the diverse needs of our communities and the experiences of all pupils in schools.

RVE in schools serves as a milestone for society that is inclusive, by engaging with difficult ethical questions, exploring different world views and respecting differences. Students have a valuable insight into different beliefs and values systems that form our world today. Having such knowledge leads understanding reduces prejudices and encourages meaningful dialogue between individuals from various backgrounds.

LAs are in a unique position to facilitate this journey, bridging between policy and practical operation. Our contributions are essential to make sure education continues to be dynamic and responding to the evolving needs for both learners and teachers.

Thank you to all of you for your commitment to this continuing journey. Your participation in this meeting shows your readiness to consider the development of this important aspect of education. I hope we can all take advantage of this opportunity to share ideas to inspire actions and to foster partnerships to strengthen education across Wales

Together we can build a brighter future for our students based on values, respect, understanding and responsibility.

EE thanked Non Dafydd.

2. Quiet reflection

EE led a reflection on peace and compassion and shared the story "Nothing More Than Nothing". EE concluded with a prayer for unity.

3. Apologies

Apologies received from Councillor Nia Jenkins (Neath Port Talbot), Councillor Rachel Buckler (Monmouthshire), Christopher Owens (WJEC), Michaela Benjamin (Estyn), Ellen Stock (WLGA), Emily Lloyd (Church in Wales). Vicky Barlow noted early departure.

4. Minutes of the last meeting, Zoom, (6th March 2025, Bridgend)

The minutes were reviewed and are to be amended as follows:

- Andrew Bennett should be listed under Carmarthenshire.
- "RE experts" changed to "RE advisors."
- "Sex education" amended to "sexuality education."

RS proposed and VB seconded that, with these amendments, the minutes were accepted as an accurate record of the meeting held on 6th March 2025.

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, (6th March 2025, Bridgend)

- No new matters arising outside the current meeting's agenda.
- RB mentioned that TaS's bilingual report didn't reach his SACRE.
- LJ confirmed it had been sent to all SACREs and will resend to RB.

6. NAPfRVE presentation

Jaimie Woodhouse (JW) thanked WASACRE and NAPfRVE for the privilege of speaking at this meeting. JW is a school speaker on Humanism and Sentientism.

JW presented slides on Sentientism. A copy of the detailed presentation JW shared is to be circulated to the SACREs after this meeting. In summary:

- The word Sentientism is a modern worldview with ancient heritage worldviews, with echoes of themes from the Dharmic religions, the Abrahamic religions, Humanism and Veganism as a worldview too. It is a simple worldview summarised as evidence, reason and compassion for all sentient beings.
- Young people are concerned about diversity, discrimination and identity and deeply concerned about nature, environment and the climate. which is becoming more immediate with the impact of artificial intelligence and the implications for those technologies on the way we lead our lives. Sentientism worldview ties in with and resonates with many of those different themes and this is the context into which Sentientism fits as another non-religious worldview.
- It is a simple, radical, pluralistic philosophical platform.
- JW presented ideas on how to teach Sentientism in RVE and how it is aligned with the objectives for RVE as a subject. It can be addressed at every level, from 17/18-year-olds and university students down to early years.
- JW presented 4 lesson ideas.
- JW offered to help WASACRE further and his contact details are detailed on the slides.

EE thanked JW for his presentation.

7. Welsh Government [WG] matters

Usual termly meetings with Welsh Government (WG) colleagues

WASACRE officers met with Welsh Government colleagues, Alison Tom, Lloyd Hopkin and Guy DeLong-Smith on Monday 19th of May. Summary of meeting as follows:

- Discussion on the SACRE annual reports and the numbers received for 2023/24.
 - WG and WASACRE shared a list of the reports received. WG said that they would raise this with Association of Directors of Education in Wales (ADEW) in order to remind them of its legal duties regarding SACREs' Annual Reports.
 - WG confirmed that the reports are filed securely, and they are read and considered by appropriate colleagues in the Welsh Government Education Team. The reports are used to inform conversations in house. WG will consider providing summary reports in the future.
- WASACRE asked 'How does Welsh Government expect schools to provide mandatory RVE in year 10 and 11 from September 2025 without a designated qualification on offer, like the previous RS short course?'
 - WG responded that the LA should be involved in school improvement, and Adnodd is now set up and running and will support the development of resources. RVE has been identified as an area of priority.
- WASACRE asked 'If the skill suite and personal project are not designed to meet the mandatory requirement for RVE alone, what does WG suggest schools do, to ensure that they have covered the mandatory requirement for RVE from 2027?'
 - WG mentioned that schools should be avoiding everything being assessed. Welsh Government supports a more holistic approach in year 10 and 11. It is not just knowledge and skills but also dispositions and values that are important. WG recognise that schools are still in the mindset of qualifications and include things on the timetable that require reporting on and are still working to those current performance measures, which will change.
- There was also a discussion on whether the new performance measures will support the mandatory provision of RVE, and when is the consultation on this. LH said that he felt it is either out now, or it is coming soon. LH to report back to WASACRE on this.
- WASACRE asked if a decision had been made as to whether the Agored Cymru and Exploring Worldviews Qualifications will be available to schools in Wales for a September 2027 entry, because many schools are just starting this qualification in September 2025.
 - Subsequently WG have informed us that there is an appeal process happening for this qualification, as it was decided in May by Qualifications Wales that the Agored Cymru Exploring Worldviews would not be designated from September 2027. The final decision will be made by Qualifications Wales at the end of September, when schools will be informed. WASACRE knows,

of a number of schools that have written letters to Agored Cymru in support of the qualification and that has been included in their appeal.

- The HE cuts were discussed and WASACRE asked, what is WG doing to address the cuts in Theology and Religious Studies at Cardiff University, and the impact of redundancies on the BA Education and PGC courses at Cardiff Met, which obviously will both have a direct impact on specialism in RVE and the future generations of learners.
 - Welsh Government stated it has no authority over universities and no say in decisions made regarding the programs. WG has developed a new professional learning body called Adnodd, who are responsible for developing professional learning resources for practitioners in Wales and WG mentioned again that RVE has been identified by this body as a priority area. They have also a new Welsh Government body called [Medr](#), it is a mixture of Welsh words for skill and ability. It's a WG sponsored body overseeing post 16 education and research in Wales, which became operational in August 2024.
 - WG will make some inquiries as to who is leading on the overview of subject demand, provision and distribution in HE in Wales within Medr and will report back. This work is likely to consider where interventions might be required to ensure the continuation of strategically important subject areas, which obviously we have stressed that RVE is one.
- There was also an update on the IT project that WASACRE was working on with Kevin Palmer's team and Max. This project was delayed due to unforeseen circumstances. WASACRE have been given the contact details of the new Deputy Director of School Practitioner division, Chris Warner.
- The final agenda item was the implications of the middle tier review on SACREs and SACs and RVE advisors, particularly in LAs, who have no current dedicated advisor, and those that have been pulled out of the new regional service, which has now been implemented around Wales.
 - WG said that they envisage more informal partnerships being forged to support all aspects of the curriculum. Welsh Government would be concerned if there was not capacity for RVE support or SACRE support within each local authority.
- MM: Has WASACRE contacted Qualifications Wales (QW) and WJEC regarding the Agored Cymru course? Is there anything else we can do to try and support this course? I am starting it this year, and it seems a good alternative to the GCSE in terms of the flexibility and the content. A qualification is useful to motivate pupils.
- LJ: WASACRE met with qualification Wales in April 2025, and RS is to update the Committee later in the meeting. QW sees it as a change of culture for teachers, and it's also a change of culture for learners and parents to think of new ways to motivate learners without that qualification, which is a challenge for schools. WASACRE certainly take on board that a qualification is a good motivator for learners, but maybe not all learners.
- RB: Conway shared similar concerns with QW. RB shared QW's response with Sam Rowlands, the local North Wales assembly member, who in turn had a meeting with Lynn Neagle. There were some inconsistencies in the feedback from QW and Lynn Neagle.

ACTION: RB to share all correspondence with WASACRE by email to LJ.

Response from Cabinet Secretary Lynne Neagle

EE reported the following:

The letter sent to LN was circulated to all SACREs prior to the meeting.

The letter contained the following questions:

- What steps is the Welsh Government taking to support and monitor delivery of mandatory RVE?
- What mechanisms are in place to ensure that schools are complying with the statutory requirements of the curriculum and assessment Wales Act in relation to RVE?
- How is Welsh Government supporting the professional development of existing and future RVE teachers?
- What is the role of SACs going forward?

EE read out the response from LN. the full response was circulated with the agenda papers. LN thanked WASACRE for its continued support in helping schools deliver RVE. LN recognised the importance of WASACRE and SACs in supporting schools to meet legislative requirements.

EE mentioned the important of WASACRE's regular meetings with WG and how appreciative WG are of WASACRE and SACRE's roles.

8. WASACRE supported research - The Teacher Voice Project: RVE in the Curriculum for Wales
TaS: A survey reminder with links and QR codes was included in the agenda papers.
The Teacher Voice Survey for RVE is closing in just under three weeks. It has been open since the end of January, and it closes on the 22nd of July with several reminders having been sent. At the last stage to receive as many responses as possible. It is open to all involved in the teaching of our RVE in 3 to 16 schools or settings - nursery, secondary, special and PRU.
TAS asked all SACRE members to promote this survey using the links and QR codes. A particular request for responses required from teachers at Welsh medium schools.

9. University cuts

LJ mentioned that because of the Staff cuts and the closures of schools within Welsh Universities, WASACRE has written to Cardiff Metropolitan to put forward its position and support and emphasised the need for RVE expertise for the Secondary RE PGCE, Primary PGCE and the BA in Primary Education. A similar letter will be sent to Cardiff University.

WASACRE plans to continue working with WG on finding solutions to address and reduce the potential negative impact of these decisions on learners.

WASACRE has already contributed to developing a project plan with Kevin Palmer's Team.

There are ongoing discussions between WASACRE and WG colleagues to consider the pipeline into secondary schools, improving incentive schemes, enhance professional learning for specialists, campaigns and other innovative ways to ensure that all learners have an optimised access to experts in RVE.

As mentioned previously, Adnodd who are responsible for developing professional learning resources for practitioners in Wales have said that RVE has been identified by the body as a priority area and there is the new body, Medr, that will be responsible for funding and regulating the tertiary education and research sector in Wales.

The RE Council for England and Wales was also concerned and held a meeting (19th June 2025) of its member bodies and organisations who are in Wales or have an interest in Wales. As the Wales Advisor to the REC, LJ, encouraged member body representatives of the REC to recognise Wales as an equal partner and offer support in a way that was appropriate and respectful, remembering that education in Wales is devolved, no matter how similar our issues may appear to be. The outcome of that meeting, in short, was that the REC will write an open letter about the impact of these cuts on RVE.

LJ asked for any questions/comments:

GJH: As a Christian chaplain at Swansea University, my role is currently at risk of redundancy. Please be aware that faith teams are being impacted, as well as academic departments.

JD: Very concerning as the roll out of the curriculum is only just impacting on secondary education, and obviously further education is part of that narrative.

RB: Very concerning and proposed to contact Sam Rowland.

KR: If there are no new teachers coming through, the subject is going to suffer greatly. The REC held a meeting specifically about this subject and the impact on Wales. There is also the concern that if we end up recruiting teachers from England to fill RVE positions they won't be trained to the new curriculum or have the language skills.

The REC's open letter to the education minister is to be signed by all interested parties and shows there is an overwhelming joint concern.

It is vital that WASACRE contacts Senedd, because whilst the Senedd doesn't have oversight or control of the universities, it does control bursaries and the level of importance that they put on the subject.

We can ask for Senedd members to put together an end of day debate. There are lots of things that we can do to engage with Senedd members from the faith cross party group and wider. I would like to be involved in helping with the strategy for engaging with the Senedd.

PL: Suggested in any correspondence that there has been considerable work conducted on RVE and more impetus is needed for it to work. The effort and energy to rollout this new curriculum could be undone by external forces that are not connected with the RVE, but that relate to school governance or decisions that are made outside of the school.

ACTION: WASACRE Exec Officers to discuss and decide on a plan of action regarding approaching the Senedd member and the Senedd itself.

10. Qualifications

Meeting with Oliver Stacey (29-4-25)

RS gave the following update: [Translated from Welsh]:

WASACRE met with Qualification Wales (QW) representatives Oliver Stacey and Laura Williams. The following topics were discussed:

- 1) The Agored Cymru qualification – Exploring world Views which runs until 2027.
QW said it had a high profile and how popular it was. But there is a period of recognising if it is suitable or has duplicated content. QW have until the end of September to decide whether this qualification will continue after 2027. An appeal has gone in from WG plus letters of support from WASACRE, NAPfRVE and schools. Notification at the end of September.
QW referred to the Pearson entry level qualification, QW are considering this as a possible qualification that could be used for English medium Catholic schools, if Pearson wanted to make an application.
- 2) The role of, and the rights of WASACRE to see the draft specification for the skills unit.
A number of assessments boards will be looking at qualifications such as WJEC and Agored Cymru plus other stakeholders such as WASACRE will be talking directly to the assessment boards. WJEC and Agored Cymru are advertising for people to sit on the steering groups. WASACRE has been added to the directory of stakeholders which is shared with the assessment boards.
- 3) Are there specific experts to create these units and how many subject specialists have been on the group?
QW mentioned that some assessment boards have already advertised for input for the new standards e.g. Agored Cymru are looking for people to work with them. Some subject experts available, there is a steering group but not subject experts. OS confirmed because of the importance of RVE, the units will be given thorough attention, as a mandatory subject to 16.
QW mentioned it has approvals team working with skills suite. Every unit is to be available by Sept 2026. Some units to be published if ready before others. WASACRE raised concerns as this could have a negative impact for those skills being released at a later date.
June Jenkins will be leading on the qualifications.

It was a beneficial meeting to gain a better understanding. Further meetings to be held as these qualifications are developed.

RB: Skills suite is crucial to the future of RVE at Key Stage Four, does the kind of structure of consultation enable expert input into that process?

RS: WASACRE are part of this directory of 'go to' people to contact for the developers of the qualification. Qualifications Wales has recognised that there is a need to look more closely at the intended development of those three specific units above others. It is difficult, as no one has been appointed to write these qualifications yet.

PL: PL is on a panel of experts that will be looking through the bids and steering them. PL won't be offering support to individual bodies because that will be a conflict of interest, but he will be able to see what is submitted and provide advice to Qualifications Wales.

RS: Must be mindful of two things 1) It is not designed to cover all RVE requirements and 2) It is down to all individual schools what, if any, of the skills suites they offer their learners. This is something to notify advisors to schools and LAs, that there is a push required to look at the value of those three units, to encourage take up.

11. EFTRE Conferences

The conference is held every three years and is in Budapest this year. WASACRE have invited teachers to apply for a bursary to attend. Two teachers have applied and have been successful in their application. WASACRE is pleased to be able to sponsor the RVE teachers. The teachers will report back to WASACRE on their visit.

PL, EFTRE representative, will also be attending and encourages the members to read the program published on the EFTRE website and to read the fascinating country reports.

PL has suggested to WASACRE to consider Wales as the location for the 2028 conference. EFTRE works in partnership with the host country. The host will have a greater percentage of presenters and EFTRE encourages teachers to present. Suggested a potential for a European project looking at Cynefin around Europe. EFTRE will meet as a board at the end of the 2025 conference.

EE: PL mentioned this at the last Exec. meeting in May, and questions were raised. The Exec. will return to this subject at the next meeting, after further information received post EFTRE conference.

12. Report by the Executive Committee held on 14-5-25

TaS: Most matters are being covered on today's agenda.

It was noted that the response to the conference day had been positive. Numerous requests have been received for further online seminars, similar to the WASACRE pre and post conference seminars last year.

The Executive are keen to follow up on the success of the conference in the next school year. A small working group has been formed to generate some initial ideas for further discussion, which will be shared in due course.

13. Updates

• CBAC / WJEC (Christopher Owens)

CO was unable to attend and sent a brief written update which RS read out to the members. Update as follows:

It is a very busy time for the board with exam season, the summer series for A level, AS and GCSEs are taking place. Exams have been sat and marking in process. For GCSE religious studies entries, all units had entries in both English and Welsh medium, the only religion that didn't have an entry, and this has been the case for a number of years, is Sikhism. For the autumn term, there are professional learning events scheduled. It will be online professional learning, and it will focus primarily on the NEA for unit two. No date has been scheduled yet. The first teaching of the new GCSE will be September 2025 with first examining of the unit two NEA and the exam paper units in the summer of 2026.

• REC (Kathy Riddick)

KR gave the following update:

As previously mentioned, REC are writing an open letter to the education minister and will share with WASACRE.

REC has been occupied with the curriculum review in England. Sarah Lane Court, who is chair of the REC has been presenting to the Education Committee in England about the state of RE problems. REC are recommending a national exemplar framework and waiting to see how the curriculum review develops. The output from that and the decisions about how they are going to move forward with that curriculum review are due in the autumn.

There is a board meeting this afternoon,

• PYCAG / NAPfRVE (Phil Lord)

PL gave the following update:

With the natural cycle of chairs moving on and vice chairs taking on the new role. I've taken on the role as chair for NAPfRVE for the foreseeable future, Paula Webber has stepped down from the role, and DG has stepped into the role of Vice Chair.

In our last meeting, we discussed many of the issues being covered today. NAPfRVE wrote a letter to the Vice Chancellor of Cardiff University regarding the cuts and closures and was sent on 9th June 2025. NAPfRVE have requested that the university explore the potential consequences of what the cuts and closures might mean, whether they have any concerns, and what would they do about it? There has been no response, so the letter will be resent next week.

Annual reports were discussed and how would a good annual report look, awaiting guidance from Welsh Government.

NAPfRVE have offered support to WJEC regarding its conversations on the skills suite. Conscious that NAPfRVE do not want to favour certain organisations. If there are other organisations that people know that will be looking to bid for those skills suites, please let PL know. WJEC are meeting next week, and NAPfRVE is represented at these meetings.

NAPfRVE are trying to produce valuable support letters for the world of RVE through 'RVE coffee'. There is a meeting in a fortnight's time to look at progression in RVE with a view to provide guidance and support material on this subject.

EE congratulated PL and DG for taking on the role of chair and vice chair respectively, and WASACRE looks forward to continuing the relationship between NAPfRVE and WASACRE.

- **Estyn (Gwawr Meirion)**
No update available
- **Materion lleol / ymholiadau / Local matters / enquiries**
No enquiries received on local matters.

14. Correspondence

- All correspondence has been dealt with in this meeting.

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

- No AOB

16. Date for next meeting (AGM) – via zoom, hosted by The Vale of Glamorgan on Wed 19th November 2025

Meeting ended at 12.20pm.

DRAFT