

Agenda



Cyngor Ymgynghorol Sefydlog ar Addysg Grefyddol

Dyddiad: Dydd Iau, 13 Mehefin 2019

Amser: 10.00 am

Lleoliad: Malpas Church Primary School

At: Cyngorwyr: L Lacey (Cadeirydd), I Hayat, R Hayat, T Holyoake and J Watkins

Eitem

Wardiau Dan Sylw

- 1 9.30am arsylwi Addoli ar y Cyd yn Ysgol Gynradd Eglwys Malpas (cyfnod sylfaen) F_PR
- 2 Amser Myfyrio Tawel F_PR
- 3 Datganiadau o Fuddiant F_PR
- 4 Ymddiheuriadau am Absenoldeb F_PR
- 5 Cofnodion y cyfarfod (ydd) diwethaf F_PR
- 6 Cael y newyddion diweddaraf am yr aelodaeth F_PR
- 7 Diweddariad am ddatblygiad y Cwricwlwm Ymgynghoriad Llywodraeth Cymru ar y Cwricwlwm drafft i Gymru 2022, Maes Dysgu a Phrofiad y Dyniaethau a'r fframwaith ategol ar gyfer addysg grefyddol. F_PR
- 8 Monitro Addysg Grefyddol ac Addoli ar y Cyd: Adroddiadau Arolygiad Estyn F_PR
- 9 Effeithiolrwydd CYSAG (yn cynnwys diweddariad llafar ar gynhadledd rhyng-ffydd OLF Cymru) F_PR
- 10 CCYSAGC F_PR
 - a) **derbyn a nodi cofnodion drafft o gyfarfod CCYSAGC a gynhaliwyd Ar 26 Mawrth 2019 (atodol)**
 - b) **ystyried enwebiadau ar gyfer Pwyllgor Gweithredol CCYSAGC**
 - c) **nodi dyddiadau cyfarfodydd CCYSAGC yn y dyfodol**
 - i. **Dydd Gwener 28 Mehefin 2019 – Bae Colwyn, Conwy**

- 11 Diweddariad Gohebu *F_PR*
- 12 Bwletin newyddion CYSAG - ystyried papurau gwybodaeth gan Aelodau i'w cynnwys ym Mwletin newyddion nesaf CYSAG *F_PR*
- 13 Dyddiadau a lleoliadau cyfarfodydd y dyfodol *F_PR*

SACRE MEETING: 7 march 2019

In attendance: Cllr L Lacey (Chair), Cllr J Watkins, Cllr I Hayat, Cllr R Hayat, E Keen, P Webber, , H Stephens, N Baicher, C James, S Sharma, H Vaughan, C Roberts

Apologies: Cllr T Holyoake, N Huggleston, P Landers, S Hunt, L Picton

Time of Quiet Reflection

The Chair welcomed the Committee to the meeting. Members then took part in a period of quiet reflection.

Apologies for Absence

Members noted the apologies for Cllr Tracy Holyoake, Nicola Huggleston, Patricia Landers, Susie Hunt and Lana Picton.

Minutes, actions and matters arising from last meeting held on 14 June 2018

Matters arising: On page 5, there is a duplication from paragraphs 2 to 4.

Agreed:

The minutes of the SACRE meeting of 14 June 2018 were accepted as a true record.

To receive a membership update

To receive an update on the SACRE Membership.

Reverend Catrin Roberts was welcomed to the Committee as a representative of the Presbyterian Church of Wales.

Actions:

The Committee accepted the membership update.

Presentation from D Abdalla Y Mohamed OBE, Chair and Operations Director of the Onyx Link Foundation

The Committee welcomed Dr Abdalla Yassin Mohamed. He advised that the Onyx Link Foundation is a non-profitable company that has been established to achieve several objectives in two main areas: promotion of social wellbeing through education and training and improving community relations through empowering interfaith communities (67% in the UK; 84% worldwide) and the rest of society for advancing active national and global citizenship.

The Committee were given a brief presentation. The Onyx Link Foundation is an interfaith organisation with aspirations to get people moving together and raising awareness of faiths. Committee members were advised of the next Onyx Link Foundation meeting taking place at the Celtic Manor on the 1st May ay 9am.

The Foundation advised they have devised programs for dealing with inclusion of those who may be isolated from mainstream education, radicalisation or other issues. They shared their research and raise awareness at presentations. Dr Abdalla shared the outcome of the last conference held on 10th May 2018 and explained it is the ownership for Interfaith leaders and Committees to attend.

Dr Mohamed how important it is to acknowledge beliefs in committees across Wales. Onyx is not imposing or dictating beliefs. The OLF is inspired and guided by the belief that humans are one family, sharing one home – earth, and its natural resources to survive. They believe that happiness resides in interacting upon morality and bonding with love. The OLF seeks to encourage good community work by promoting awareness of active national and global citizenship

Faith leaders were mentioned in the presentation, however despite Humanists not being faith based, the Humanist representative on SACRE suggested Wales Humanists might like to be involved in this work. OLF advised that Humanists are included and had recently been in touch with Ruth from Humanists UK, hopefully a representative will be attending the conference. PW, the EAS adviser informed the Committee that Kathy Riddick from Humanists UK recently gave a presentation at Caerphilly SACRE and that there were seemed to be many shared values between Wales Humanists and the OLF.

The Committee praised the hard work in the presentation and thanked OLF for its dedication to bring Faith and communities together.

Members asked whether schools could access the information as there had been a isolated few incidents and tensions within communities. Schools are always looking at ways to work with children to improve relationships. OLF advised that they have been working with schools for the past several years in Cardiff by attending assemblies and visiting schools. Today they are due to visit Bassaleg school. The OLF are happy to work with whoever, and schools are free to contact. Workshops are also designed to discuss radicalisation and Islamophobia.

HT advised she works in a school and hadn't heard of OLF, she will raise awareness with the clusters and circulate contact details.

The Committee thanked the Onyx Link Foundation for attending and for their presentation.

SACRE members were invited to attend the Wales Inter Faith Conference organised by OLF on 1 May 2019 in Newport.

Agreed:

Copies of Declarations to be sent to SACRE clerk.

SACRE clerk to send information of OLF to schools.

New Curriculum development verbal update: - to include discussion on Prof. Donaldson's Video

PW introduced the item to the Committee and explained the Prof. Donaldson video had been sent prior to the meeting, and asked the Committee for their comments
The Committee discussed the following:

HT explained she acts as a Catholic Teacher and Prof. Donaldson has attended her school for an evening and would also be visiting for 3 hours the day after the SACRE meeting. Topics of discussion included the position of Religious Education, a long debate of whether RE should sit inside of Humanities or outside. Humanities stressed how important it was to maintain focus on RE.

PW explained Prof. Donaldson was very supportive of RE. She said that many people had expressed concern that Religious Education could be lost if an interdisciplinary approach were taken. However, PW explained that each discipline should be visible in the curriculum. You cannot have an interdisciplinary approach without the individual disciplines. There is a lot of work being done by the pioneers developing the curriculum to make sure each discipline is visible and represented. In the 14 -16 age group there should be quite strong specialism in the disciplines.

RE is statutory until the age of 16. PW explained that Qualifications Wales are she is unsure what the qualifications will look like, but that there will be meeting soon with the Qualifications Team later in March. SACRE members recommended that there was a need to highlight some of the pitfalls with the current short course, whilst also making sure it will be suitable for learners in the new curriculum.

PW advised that the draft curriculum would be published in April for consultation, and that it is currently out for translation and editing. This will be discussed in the next SACRE meeting. PW informed SACRE members that, following the SACRE consultation with Welsh Government for the need for supporting framework, Welsh Government have made funding available for RE. An experienced writing team had already been put together to produce the RE Framework. Meurig Roberts is acting as Welsh Government Lead and the writing group are being led by Paula Webber (EAS Adviser for RE) and Libby Jones (Wrexham RE Adviser) whose services have been procured by Welsh Government. SACRE were informed that the first meeting of the RE Framework group would be the following week.

HS enquired about qualifications, and asked are they looking at age 16 to have Humanities qualifications? PW advised that she is unsure what it will look like currently, but it needs to take into account that RE is statutory and needs to be taught until children are 16. HS expressed concern that if the qualification is moving into a joint qualification it would be difficult for children to be withdraw from it.

The Chair asked how would you specialise in these areas if they are grouped together? PW replied she is unsure what is going to be done, it could be a bespoke qualification. HT commented that secondary options are so much restricted because of having Maths and Welsh Baccalaureate and that children should have a broader education. PW advised it be kept broad but reiterated that not decisions had been made in terms of qualifications.

PW advised that children should be doing RE because it is statutory and suggested that they should, therefore, be awarded for it. HT commented that qualifications drive the curriculum, and are used to measure the schools performance. PW agreed that this is the case under the current system. Welsh Government are also looking at a new Assessment and Evaluation framework and that Estyn have been part of this process. In the new curriculum the learner will be at the heart of the curriculum rather than the data. Therefore, This will Assessment and Evaluation Framework be published the same time as the draft Curriculum.

SS commented that there are 3 aspects to Maths, but the qualification is just Maths. Humanities should take the same line, with Geography and History. PW commented that it may look different. HT replied that because it is locally agreed, how can it fit in with the syllabus for Geography and History, which is central. PW replied that it is up to the local SACRE to adopt or adapt the national Framework for RE as the locally agreed syllabus and that SACREs had been consulted on this. Could get a rogue SACRE that doesn't want to sign up but it is understood that every SACRE has signed up.

Actions:

The report was noted.

Welsh Government White Paper

PW talked through the paper and its proposals and committee members discussed the feedback questions in order to make a full written response from Newport SACRE. .

3.65 In keeping with *Successful Futures*, we propose that RE is retained as a statutory requirement from age 3 and forms part of the Humanities AoLE.

Newport SACRE agree with this proposal

3.66 It is our intention also that RE reflects our historical and contemporary relationship in Wales to philosophy and religious views, including non-religious beliefs. Therefore the current legislation will be amended to ensure the agreed syllabus for RE takes account of non-religious world views which are analogous to religions (e.g. humanism).

PW commented that in the WASACRE meeting it was felt that this needed clarification.. The statement doesn't make clear how this would affect the wording of current legislation. . RE has to include all worldviews, including non-religious views. During the discussion the term 'faith' was referred to. CJ commented that the word 'faith', as it is used in some contexts, would be misleading for Humanism, would prefer to see Religion and worldviews. Humanism would like children to know that it is okay for them not to have religious faith but to be able to understand faith.

HT advised that it is really important that the audience reading this statement fully understands it, and not to view any other faith wrongly. PW advised the exact wording and not proposed changes would need to be seen before SACRE could give full feedback to Welsh Government. Cllr. I Hayat expressed the need to be very careful as the wording could end up not making any sense.

Cllr Watkins commented that the proposal here is for 3 – 4 years old, so need to be mindful that a light touch is needed. PW advised that this is progression steps in the curriculum, at this level children might learn, for example at Progression Step 1 they might have learned how to be kind to each other.

Agreed:

SACRE suggests that it is important to consult on the precise wording of this change to legislation. It is important that the audience reading it understand the wording to avoid misconceptions.

SACRE agree it is important that learners gain an understanding of both religious and non-religious worldviews.

3.67 Our approach will recognise the local responsibility of the Agreed Syllabus Conferences, local authorities and the place of the denominational syllabus in Voluntary Aided schools but make a clearer connection with a national approach.

Newport SACRE Agree with this proposal

3.68 We propose to amend the legislation relating to the adoption of an agreed syllabus to ensure that each Agreed Syllabus Conference and local authority must give due regard to a supporting framework to be produced by Welsh Government. This document will be developed with expert practitioners and key partners such as the Wales Association of Standing Advisory Councils for Religious Education (SACREs) and the National Advisory Panel for Religious Education and will clarify and further develop aspects relating to RE outlined in the statutory guidance to be produced for the Humanities AoLE. There will be regular consultation with SACRE members and key stakeholders throughout the development period.

Newport SACRE Agree with this proposal

3.69 Voluntary Aided schools with a religious character will continue to deliver their denominational RE and guidance will be developed by the relevant authorities to make the links with the Humanities AoLE.

Newport SACRE Agree with this proposal

3.70 There is currently an exemption from RE for registered pupils in school nursery classes. It is proposed that the exemption be repealed to ensure parity for all subjects / components of the AoLEs. We believe learners of all ages can benefit from knowledge of the broad spectrum of religious, philosophical and cultural traditions held by people in Wales. Those Funded Nursery Settings will also have to deliver the new curriculum for Wales, this will include the Humanities AoLE and they will be expected to give regard to the content of the statutory guidance document, as well as their locally agreed syllabus.

Newport SACRE Agree with this proposal

3.71 We propose to legislate to amend the current provisions regarding the description of an Agreed Syllabus as well as membership of Committee A of Agreed Syllabus Conferences and Standing Advisory Councils on Religious Education (SACREs) to encompass non-religious views that are analogous to religious views. This is to clarify the current legislation and take account of the effect of the *Human Rights Act 1998* which means that references to religious views should be read as also encompassing non-religious views that are analogous to religious views. We have already written to Local Authority's Directors of Education setting out the action they need to take in response.

Newport SACRE Agree with this proposal.

3.72 The following provision included in Schedule 19 of the Schools Standards and Framework Act 1998 will also be retained:

"No agreed syllabus shall provide for religious education to be given to pupils at a school to which this paragraph applies by means of any catechism or formulary which is distinctive of a particular religious denomination (but this is not to be taken

as prohibiting provision in such a syllabus for the study of such catechisms or formularies).”

SACRE agrees with this proposal, but request that the wording of the legislation is simplified.

3.73 At present all learners in school sixth forms must study Religious Education. In future, it is proposed that learners will have an entitlement to receive learning and schools must provide it if it is requested – it will be optional. It is important to note schools will not be prevented by the legislation to continue to provide Religious Education to sixth formers. However, there will be no legal obligations for sixth formers to attend if they do not wish to do so. Guidance will be made available for schools to support this new approach.

Cllr Watkins commented that sixth formers are under huge pressures such as planning life going forward. To continue with compulsory Re at sixth form is an additional pressure and the question of whether it could be delivered in a different way was raised. SACRE members discussed whether it could be part of an induction, discussion groups or seminars. CJ suggested that if RE in sixth form continues it needs to be relevant and more creative. PW advised that some schools in Wales are not teaching statutory RE and that if it were to continue this would need to be monitored.

Agreed:

Newport SACRE are of the opinion, given the rise of prejudice and discrimination against people based on race or religion and belief within society, that it is more important than ever to retain statutory RE at all ages including in sixth forms. If this entitlement is withdrawn Welsh Government will be removing something that is very important, e.g. the opportunity for learners to develop empathy for people of faith or belief.

The delivery of statutory RE at sixth form could be presented in an imaginative way, e.g. during induction or drop-down days.

SACRE suggests that RE should also be statutory for learners in sixth form colleges to ensure equality of opportunity.

SACRE members are aware that sixth form students are under huge pressure, but that it is important that the learning experience goes beyond examination specifications and is a preparation for life.

Guidance should be provided for schools in managing either the current law or how to manage the optional RE should the law change.

3.74 There is currently a right for parents to withdraw their children from RE. There is a need to determine the appropriate arrangements for this and the similar right to withdraw from sex education in the current system. This is discussed below.
The Right to Withdraw from Religious Education and Relationships and Sexuality Education

There should not be a link in this consultation between RE and Sex Education in the consultation as they are separate issues.

- 11. Should the right to withdraw from RE and RSE be retained?

Newport SACRE are of the opinion that the right to withdraw be removed. The right to withdraw should be unnecessary if high quality Religious Education is being delivered. Training should be given to staff at all levels so that conflict in schools is avoided.

SACRE members are aware that there are limited withdrawals within Newport and within Wales however, one of the reasons parents withdraw their children from RE is on grounds of conscience, religion and belief. SACRE would not like to see situations where learners are losing out on education if they are then home schooled because the right to withdraw is removed. SACRE suggest that there is a need for headteachers and relevant staff to receive training that will limit this.

If the right to withdraw is retained, then SACRE suggest that a more stringent process of withdrawal be put in place. For example, withdrawals might be considered on a case by case basis to ensure that opting out is an informed, committed choice and not an easy option.

- 12. If the right to withdraw is to be retained, should it remain with the parent (parent includes those with parental responsibility or those who have care of the child)?

If the right to withdraw is retained and learners have that option schools could potentially see more withdrawals. SACRE suggests that the right remain with the parent but that the rights of the child be respected, and their views also considered, so that learners are not withdrawn from RE against their will.

- 13. If the right to withdraw is removed, what alternative, if any, should be in its place?

Newport SACRE suggest that there should be significant training relating to religious education for schools as the New Curriculum is rolled out. This necessity would increase should the right to withdraw be removed as the RE delivered should be objective, critical and pluralistic. There should be an advisory service within the local authority and a dedicated, specialist advisory teacher specifically for Religious Education. This needs to be funded appropriately.

Agreed:

PW to send draft response to White Paper to Welsh Government.

Monitoring of Religious Education and Collective Worship

PW presented a brief overview of the report to the Committee which included the examination data and comments. It was explained that results had improved in 2018 in comparison with those of 2017.

The inspection reports were good, with an especially good report for St Julians School. It was then suggested that the Committee should send a letter of congratulations to the school.

Actions:

To send a letter of congratulations to St Julians School.

To consider the recommendations of the Estyn Thematic Report and the response of NAPfRE to the report.

PW gave a brief overview of the report. It was felt that there was quite a few issues need to be addressed from the report, such as the report didn't reflect some of the anecdotal evidence coming through that RE is a bit more vulnerable than the report appears to say. The report states that the planning was good in Key Stage 2 but Key Stage 3 suggests of a shortfall and that schools do not plan well from the evidence that was gathered.

An issue was raised that many examples that were given in the document were good examples of good citizenship but not of RE, which has been misinterpreted. Estyn included collective worship in the report but is a separate issue, it shouldn't be included. PW advised she would report back to NAPfRE with any issues.

Cllr I Hayat queried if there were any issues with Headteachers and delivering the new curriculum? NB suggested that representatives of Committee A could visit schools and could arrange to attend collective worship. HT then suggested that information details be sent to schools from the SACRE committee to advise how the committee can help them.

Actions:

To produce a collaborative information sheet to send to schools.

Discussion on Effective SACREs: to include feedback from the 20:20 RE Conference from Paula Webber

The Committee agreed that this item would be discussed at the Summer meeting.

To consider the recommendations of the Final Report of the Commission on Religious Education and their relevance to Wales and Newport SACRE

The Committee agreed that this item would be discussed at the Summer meeting.

SACRE News Bulletin – To consider information briefings from members for inclusion in next SACRE News Bulletin

PW advised that Committee that there are no articles this time, but she would circulate anything coming through to the committee. There has also been no further information briefings, which shows how busy SACREs have been.

Actions:

The Committee were informed of the News Bulletin.

WASACRE

PW gave a brief overview of the WASCARE minutes from the last meeting. She advised of the presentation that was made by Kevin Palmer from Welsh Government about professional learning in the new curriculum. He says that the needs for professional learning needs to be addressed in RE. There will be a new approach and professional learning will be quality assured. PW asked at the meeting how specialist training had been diminished. Kevin advised that there are negotiations in place for the need for additional training in the new curriculum and invited further discussion with PW.

During the WASACRE meeting the lack of professional support for SACREs was raised as a matter of concern. . SACRE not being supported by a full time dedicated RE Advisor.

The Committee were advised that HS is stepping down as Executive Member of WASACRE, and asked if anyone wished to put their names forward to replace. The Council would be funding, not schools, incase School Teachers are interested. It would be found if the Council could pay for teacher release. Nominations would be needed as soon as possible.

Actions

To accept the report.

SACRE clerk to send nomination forms to committee.

Future Meetings Dates

Future meeting dates were discussed. The Summer meeting would be taking place in Malpas Church Primary School on 13 June 2019. The Autumn meeting would take place in the Civic Centre, Committee Room 1 on 17 October 2019.

Cllr Watkins requested for a car parking space to be booked for her for the Summer meeting.

Actions:

SACRE clerk to contact Malpas Church Primary School to book a parking space for Cllr Watkins.

Meeting ended at 12:00.

Mae'r dudalen hon yn wag yn

DATE: 13th JUNE 2019

REPORT TO: Newport Standing Advisory Council for Religious Education

SUBJECT: CURRICULUM DEVELOPMENT UPDATE

A PURPOSE OF REPORT

To update SACRE of the developments being made with regards to Religious Education and the new Curriculum for Wales.

B BACKGROUND

Welsh Government published the draft Curriculum for Wales 2022 on 30th April and are currently conducting a consultation on the curriculum. The guidance contains information on the structure and components of the Curriculum for Wales, the approach to progression, and how the curriculum must be inclusive for all learners. It also includes information on elements of learning that span the whole curriculum. This is part of Welsh Government's national mission to raise standards, reduce the attainment gap, and deliver an education system that is a source of national pride and public confidence. At the heart of the Curriculum are the four purposes which set out the aspirations for all children and young people by the age of 16.

Welsh Government have recently consulted on The White Paper consultation [Our National Mission: A Transformational Curriculum](#) set out the legislative proposals for the new curriculum. Newport SACRE provided feedback following discussion in the Spring Term SACRE meeting.

Religious Education will be placed within the Humanities Area of Learning and Experience (AoLE). Schools will still be expected to deliver the locally agreed syllabus. Voluntary aided schools with a religious character will continue to be able to deliver their denomination syllabi and parents/carers of learners attending voluntary controlled schools can continue to request that their child studies the denominational syllabus rather than the locally agreed syllabus if they wish.

A new supporting framework is currently being developed to provide further detail about the relationship between religious education, the agreed syllabus, and the areas of learning and experience. This is being developed by a group of religious education practitioners, curriculum pioneers, academics, and representatives from Standing Advisory Councils on Religious Education (SACREs) and the National Advisory Panel for Religious Education (NAPFRE).

It is the intention that religious education reflects our historical and contemporary relationship in Wales to philosophy and religious views, including non-religious beliefs. Therefore, the current legislation will be amended to ensure the agreed syllabus for religious education takes account of non-religious world views which are analogous to religions (e.g. humanism).

The RE consultant to Newport SACRE, Paula Webber, has acted as Regional Vice Chair of the Humanities AoLE working group in her role as Adviser at the Education

Achievement Service (EAS). Paula Webber and Libby Jones (RE Adviser Wrexham) continue to lead the development of the RE supporting framework. The writing group are meeting for two days per month as well as undertaking work upon the framework during the interim periods. The work is progressing and will be published in draft in January 2020. SACREs will be consulted with on the draft framework in the Autumn Term. It will continue to be a work in progress until the final publication.

Welsh Government are seeking the views of organisations and individuals on the draft curriculum <https://hwb.gov.wales/draft-curriculum-for-wales-2022>. The proforma for feedback can be found at <https://hwb.gov.wales/draft-curriculum-for-wales-2022/have-your-say/>. SACREs are invited to provide feedback. The RE Adviser suggests a collaborative cross region working party might be helpful to provide thorough, detailed feedback. It is suggested that this take place during the second week of July so that teacher practitioners might more easily attend following the examination period. The deadline for feedback to Welsh Government is 19th July, 2019.

Welsh Government are also consulting on the Assessment and Evaluation Framework <https://hwb.gov.wales/draft-curriculum-for-wales-2022/assessment-and-evaluation-framework/> should members wish to respond.

SACRE members are also able to provide individual responses should they wish to do so.

C RECOMMENDATION

SACRE to receive an update on the progress made in the Humanities AoLE, the draft Curriculum for Wales with a focus on Religious Education and the Humanities AoLE.

SACRE to receive an update on the progress being made with regards to the RE supporting framework.

SACRE to consider and respond to the draft Curriculum for Wales. The deadline for feedback is 19th July 2019. SACRE to discuss forming a cross region working party to consider this important feedback or to seek to work collaboratively with SACREs in neighbouring authorities.

D SUPPORTING INFORMATION

Draft Humanities Curriculum –

Interactive Online version - <https://hwb.gov.wales/draft-curriculum-for-wales-2022/humanities/>

Draft Curriculum for Wales - <https://hwb.gov.wales/draft-curriculum-for-wales-2022>.

Have your say - Feedback forms - <https://hwb.gov.wales/draft-curriculum-for-wales-2022/have-your-say/>.

The Assessment and Evaluation Framework - <https://hwb.gov.wales/draft-curriculum-for-wales-2022/assessment-and-evaluation-framework/>

Mae'r dudalen hon yn wag yn

Interfaith approach to RE

1-Shared values and shared citizenship: Resources for teachers and pupils including 1- Declaration of faith leaders and communities on shared values regarding One Humanity, Morality, and Earth our Home. 2- Videos of faith leaders on their values regarding the above. 3- Declaration of faith leaders and communities on a faith perspective of citizenship. 4- Videos of faith leaders on faith & citizenship. 5- OLF Reviews on: a- Interfaith Shared Values b- Interfaith Perspective of Citizenship. 6- Proceedings of the OLF Conference on Faith & Citizenship.

2-Questions on Faith: The OLF and Newport Cathedral are planning to set up Gwent Faith Forum with many objectives including visits of faith leaders to schools (all levels) for joint assemblies and '*Questions on Faith*' sessions similar to the practice of Oldham Interfaith Forum: <http://oldhaminterfaith.org.uk/news/post/any-questions-oct-11>.

3- Advanced Faith Discussions: The OLF is planning to arrange panel discussions for GCSE & A levels on origins (evolution & creation), medical ethics such as transplantation, organ donation, euthanasia ...etc..

4- Getting to Know You: Interfaith Week Display and Activities designed to give an in-depth illustration of each faith including acts of worship, religious arts, singing/chanting, display of cultural objects used in religious festivals, etc. These may take place in Newport Cathedral in the presence of Faith leaders. Schools will be invited to book a time slot of up to 2 hours between 10:00-2:00. Light refreshments will be available.

Mae'r dudalen hon yn wag yn

Faith and Citizenship

Thank you for your kind invitation.

We live in interesting times and it is progressively becoming acceptable to talk about faith and citizenship. Interfaith dialogue helps to maintain cordial relationships, tolerance and peace for all mankind.

Faith

Being a follower of Guru Nanak the first guru of the Sikhs and his teachings, it is incumbent on me not to distinguish or recognise the caste system that was endemic during the time of the first and latter gurus. Furthermore; idol worship, rituals or superstitions were considered ineffective and treated with disdain in the belief of one supreme lord and master 'Wahe Guru' or almighty God. In fact, the first words of the holy scripture of the Sikhs the 'Guru Granth Saheb' start with 'Ek Onkar' meaning One and only one almighty God. Nanak believed in practical living and rendering service to humanity and engendering tolerance and love toward all. Sikhs have a duty, at the risk of their own lives, to save others from danger and oppression and to stand for their own beliefs.

As Sikhs of Guru Nanak and the following nine Gurus who succeeded him, we support people of all faiths. We stand alongside every human's rights to be safe, to live in grace, and dignity and to worship regardless of race, ethnicity, gender or religious affiliation. The Sikh community has made its presence and contributions globally. Sikhs have continued and will continue to work toward equality in each of the countries they call home.

Citizenship

Although early migration of Sikhs to Britain dates back to 1900's they migrated in large numbers to the UK in early 1950's and 1960's from the Punjab, Northwest state of India and from East Africa in 1972. Maharaja Daleep Singh was the last ruler of the Sikh kingdom of Punjab. He was dethroned and exiled to Britain after the Anglo Sikh war. His daughter Sophia Daleep Singh became a prominent suffragette and pioneer of woman's rights demonstrating importance of Sikh beliefs and wider citizenship. The first Sikh Gurdwara (place of worship) was established in Putney, London, UK in 1911 and later moved to Shepherd Bush, London in 1913. In 1990 migrants from Afghanistan came to UK after persecution in their home country. More recently, Sikhs in UK have shown

immense courage and citizenship by starting a charity called 'Khalsa Aid.' Volunteers working for the charity have demonstrated significant impact on various man-made and natural disasters by helping people stranded in these regions. Khalsa Aid was prominent in helping displaced 'Rohingya' people of Myanmar and for people caught in cross-fire in Syria war just to name a few. Khalsa Aid is now recognised as an international aid agency.

Interfaith values and citizenship education in schools

As a SACRE member for several years it has been my experience that teaching of interfaith values and citizenship education in schools is very important. It encourages lateral thinking among our youth and lays the foundation for future based on shared experience of culture, religion and challenges in life for betterment of society. It encourages to be better informed about the world around you, follow rules, law and respect the rights and property of others.

Fundamental and unique features of Sikh faith

Main founding principles:

Naam Jupo, Kirat Karo, Wand Shakho

Literal translation:

Pray to the One God Almighty

Do good and honest deeds for work, earnings and progress

Share your earnings with the helpless and hapless.

Other principles imbedded:

Sikh means disciple of a teacher or guru.

Equality of all human beings.

Do selfless service of the community, striving for justice and prosperity of all.

Honest living and honest working.

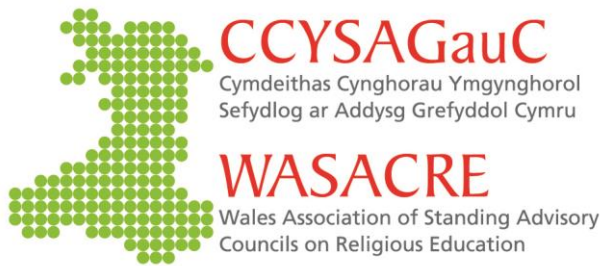
Charity and sharing with less fortunate.

Respect for all faith that preach love of God and service to humanity.

Neeta Baicher

3rd April 2019

Mae'r dudalen hon yn wag yn



*Cyfarfod CYSAGau Cymru, yn
Neuadd y Sir Caerdydd
Dydd Mawrth, 26 Mawrth 2019
10.30a.m. – 3.00p.m.*

Yn bresennol

<p>Ynys Môn Rheinallt Thomas</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KD)</p> <p>Pen-y-bont ar Ogwr Edward J. Evans (EE) Maggie Turford (MT) Alice Parry (AP)</p> <p>Caerffili Paula Webber (PW) Janet Jones (JJ)</p> <p>Caerdydd Maggie Turford (MT) Gill James (GJ) Norma Mackai</p> <p>Sir Gaerfyrddin Helen Gibbon (HG)</p> <p>Ceredigion</p> <p>Conwy</p> <p>Sir Ddinbych Ellie Chard (EC)</p>	<p>Sir y Fflint</p> <p>Gwynedd</p> <p>Merthyr Tudful Maggie Turford (MT) Ernie Goldsworthy (EG)</p> <p>Sir Fynwy Paula Webber (PW)</p> <p>Castell-nedd Port Talbot Hugh James (HJ) Rachel Samuel (RS) Peter Rees (PR)</p> <p>Casnewydd Paula Webber (PW) Huw Stephens (HS)</p> <p>Sir Benfro</p> <p>Powys John Mitson (JM) Sian Fielding (SF)</p> <p>Rhondda Cynon Taf Maggie Turford (MT) Mathew Maidment (MM)</p>	<p>Abertawe Jennifer Harding -Richard (JHT) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg Maggie Turford (MT) Ramez Delpak (RD)</p> <p>Wrecsam Libby Jones (LJ) Tania ap Sion (TaS)</p> <p>Sylwedyddion Rudolf Elliot Lockhart, REC Paul Morgan, MAGC Andrew Pearce, CBAC</p> <p>Cyflwynwyr Nicky Hagendyk, EAS</p> <p>Cofnodion Gill Vaisey (GV)</p>
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Cofnodion y cyfarfod

1. Cyflwyniad a chroeso

Cyn y cyfarfod, mwynhaodd yr aelodau sioe sleidiau gan Ysgol Gynradd Moorland, Caerdydd, oedd yn dangos lluniau o agweddau o'u harfer da.

Croesawyd pawb i Neuadd y Sir, Caerdydd ac i'r Awdurdod Lleol gan y Cynghorydd Dianne Rees, Arglwydd Faer Caerdydd. Soniodd am bopeth sydd gan Gaerdydd i'w ddathlu ac am ei rhan hi fel cyn aelod o GYSAG Caerdydd.

Estynnwyd croeso i Gaerdydd hefyd gan Gadeirydd CYSAG Caerdydd, y Cynghorydd Sarah Merry. Siaradodd am ei phrofiad o fod yn aelod o CYSAG fel Cynghorydd Sir a sut nad oedd hi'n sicr i ddechrau beth roedd CYSAG yn ei olygu. Ond mae ei phrofiad wedi dangos iddi bwysigrwydd addysg grefyddol a chred y dylai CYSAGau fod yn ystyrlon yn cefnogi plant o nifer o wahanol grefyddau, a rhai di-grefydd, o fewn y gymuned.

2. Adfyfrio tawel

Rhannodd EE ei feddyliau am y sefyllfa echrydus yn Seland Newydd – ffydd neu ddim ffydd – roedd hyn yn dangos annynoldeb gweithredoedd rhywun tuag at grŵp o bobl eraill.

Cyfeiriodd at y gyfrol *50 Five-Minute Tales* – straeon y mae wedi'u defnyddio i Addoli ar y Cyd mewn ysgolion.

Y Corrach a'r Dylwythen Deg - corrach swil oedd â chlustiau mawr yr oedd y dylwythen deg yn chwerrhin am ei ben. Fodd bynnag, dangosodd y corrach garedigrwydd mawr ati. Diben y stori oedd dangos na ddylai pobl gael eu barnu oherwydd eu hymddangosiad allanol, neu ddim ond am eu bod yn wahanol, e.e. lliw, ymddangosiad, credoau, gwleidyddiaeth ayb, ond cydnabod ei gilydd fel bodau dynol.

Gwahoddodd EE yr aelodau i fyfrio ar greu gwell byd i fyw ynddo.

3. Ymddiheuriadau

Derbyniwyd ymddiheuriadau gan Meirig Roberts (Llywodraeth Cymru), Cyng Lacey (CYSAG Casnewydd), Cyng Lyndon Lloyd (Ceredigion), Vicky Barlow (Sir y Fflint), Michelle Gosney (Estyn) a Tudor Thomas (sydd wedi ymddiswyddo fel cadeirydd MAGC ond sy'n dal i fod yn aelod o GYSAG Sir Fynwy).

4. Cyflwyniad PYCAG: Nicky Hagendyk – Maes Dysgu a Phrofiad y Dyniaethau

Nicky Hagendyk yw Cadeirydd Maes Dysgu a Phrofiad y Dyniaethau.

Siaradodd am y diwygiadau ehangach ochr yn ochr â diwygio'r cwricwlwm. Pwysleisiodd fod profiad yn agwedd bwysig o'r cwricwlwm newydd hwn. Mae'n broses sy'n cael ei chefnogi gan y Pedwar Diben y dylid eu cyrraedd erbyn diwedd addysg ysgol.

Tynnodd sylw at y pynciau newydd ar y cwricwlwm o fewn Maes Dysgu a Phrofiad y Dyniaethau – astudiaethau busnes ac astudiaethau cymdeithasol. Ymarferwyr sydd wrthi'n ysgrifennu'r cwricwlwm newydd ac maent wedi mabwysiadu dull holistig gyda'r 'datganiadau o'r Hyn sy'n Bwysig' wrth graidd y cyfan.

Maent yn ceisio cael cydbwysedd rhwng dull holistig rhyngddisgyblaethol a chadw integriti pob pwnc arbenigol.

Mae'r cwricwlwm newydd yn debygol o fod yn llai cyfarwyddol ac yn cynnig mwy o ymreolaeth i ysgolion. Y tu ôl i'r Pedwar Diben bydd cysyniadau, gwybodaeth a sgiliau.

Caiff ei gyhoeddi ym mis Ebrill 2019 i gael adborth gan athrawon a rhanddeiliaid eraill. Bydd cynnwys 'Beth sy'n Bwysig' yn rhan o'r ymgynghoriad. Eglurodd Nicky bob un o'r pum datganiad o'r hyn sy'n bwysig yn y Dyniaethau.

1. Mae datblygu meddwl chwilfrydig yn galluogi'r dysgwyr i archwilio ac ymchwilio i'r byd, yn y gorffennol, presennol a'r dyfodol, drostynt eu hunain.
2. Mae digwyddiadau a phrofiadau dynol yn gymhleth ac yn cael eu gweld, eu dehongli a'u cynrychioli mewn ffyrdd gwahanol.
3. Mae'r byd naturiol yn amrywiol a deinamig, ac mae prosesau ffisegol a gweithredoedd dynol yn dylanwadu arno.
4. Mae cymdeithasau dynol yn gymhleth ac amrywiol ac mae ymddygiad a chredoau dynol wedi eu siapio.
5. Dinasyddion gwybodus a hunanymwybodol yn ymgysylltu â'r heriau a'r cyfleoedd sy'n wynebu'r ddynoliaeth ac yn gallu cymryd camau moesegol a chynaliadwy.

Ni ddylid ystyried pob datganiad ar ei ben ei hun – gallai uned waith fod yn gysylltiedig â dau neu dri o'r datganiadau.

Gall pob un o'r pynciau yn y dyniaethau gael eu harchwilio drwy unrhyw un o'r datganiadau o'r hyn sy'n bwysig.

Yn ganolog i'r cwricwlwm mae dilyniant o safbwynt gwybodaeth, dealltwriaeth gysyniadol, y gallu i weithio gyda ffynonellau, ayb.

Cafwyd mewnbwn gan arbenigwyr ac ymgynghorwyd yn genedlaethol ac yn rhyngwladol.

Bydd y cwricwlwm yn cael ei gyhoeddi ar 30 Ebrill ar gyfer ymgynghoriad ac adborth. Amserlen yr ymgynghoriad fydd o Ebrill 30 tan ddechrau Medi.

Mewn ymateb i'r cwestiynau a godwyd, dywedodd Nicky fod athrawon o bob rhan o Gymru wedi cymryd rhan mewn ysgrifennu'r cwricwlwm ehangach ac y byddant hefyd yn cymryd rhan mewn ysgrifennu'r Fframwaith AG.

Ystyriwyd cwricwlwm Lloegr hefyd yn ogystal â meysydd llafur o wledydd eraill.

Holodd yr aelodau am y gost o gyflwyno'r newidiadau hyn mewn ysgolion. Awgrymodd un aelod fod yn rhaid i Lywodraeth Cymru roi cyllid yn ei le er mwyn cefnogi gweithredu'r cwricwlwm newydd yn llawn.

Bydd y cwricwlwm terfynol yn cael ei gyhoeddi ym mis Ionawr 2020 ac felly bydd hyfforddiant yn dilyn wedi i'r cwricwlwm gael ei gytuno arno a'i ffurfio'n derfynol.

Mae angen ystyried sut bydd CCYSAGauC yn rheoli ei adborth ar yr ymgynghoriad. A ddylai'r Pwyllgor Gwaith ymateb ar ran CCYSAGauC neu a ddylid sefydlu gweithgor o aelodau CCYAGauC?

Gweithredu: Y Pwyllgor Gwaith i lunio ymateb i'r drafft ar ran CCYSAGauC

5. Arolwg Tynnu yn ôl o Addysg Grefyddol

Cyfeiriodd PW at ganlyniadau'r holiadur am dynnu disgyblion yn ôl o AG ac edrychodd ar y canfyddiadau.

Gallai'r wybodaeth hon fod yn sail i drafodaethau ac i ymateb CCYSAGauC i gwestiwn Papur Gwyn LIC ynghylch a ddylid cael gwared ar yr hawl i dynnu'n ôl.

Adroddodd GV ei bod hi'n pryderu am rai o ganfyddiadau'r arolwg.

I ddechrau, mae'n awgrymu fod rhai ysgolion yn dal ddim yn gwneud y gwahaniaeth rhwng Addoli ar y Cyd ac AG. Roedd yr arolwg wedi cyfeirio'n benodol at AG ar y cwricwlwm yn unig ac eto roedd rhai ymatebion yn cyfeirio at Addoli ar y Cyd.

Yn ogystal, roedd tystiolaeth o ddiffyg dealltwriaeth am wir natur Addysg Grefyddol ar y cwricwlwm - mewn rhai achosion roedd yr ymatebion yn cyfeirio at dynnu disgyblion yn ôl o weddio a chanu emynau a hefyd ymweld ag eglwys i gymryd rhan mewn dathliadau - ond ni ddylai'r un o'r rhain fod yn digwydd mewn AG seiliedig ar y cwricwlwm.

Roedd GV yn pryderu hefyd am nifer y rhieni (12) oedd yn tynnu eu plant yn ôl yn rhannol rhag dysgu am Islam. Mae hyn yn awgrymu rhagfarn yn erbyn y grefydd arbennig honno. Awgrymodd HS ei bod yn hanfodol, pan mae'r cwricwlwm newydd yn cael ei lunio, ei fod yn hybu AG wrthrychol, feirniadol a lluseddol er mwyn sicrhau nad yw rhieni'n teimlo'r angen i dynnu eu plant yn ôl.

Rhannodd RL ei syniadau am y posibilrwydd o her gyfreithiol – os yw rhywun o ffydd arbennig wedi bod â rhan mewn datblygu'r cwricwlwm, yna gellid ystyried na allai'r cwricwlwm hwnnw fod yn wrthrychol. Yn yr un modd, os oes gan athro gefndir ffydd, gellid awgrymu nad ydynt yn gallu bod yn wrthrychol yn eu haddysgu.

Gweithredu: awgrymu i'r CYSAGau eu bod yn edrych ar eu canfyddiadau lleol o'r arolwg ac yn cymryd unrhyw gamau priodol.

(Dywedodd GV fod rhai CYSAGau wedi coladu eu canlyniadau eu hunain tra bod eraill wedi anfon ymatebion gan ysgolion unigol ac felly roedd hi wedi coladu'r rhain a bydd y manylion yn cael eu hanfon i'r CYSAGau hynny).

6. Ystyried ac ymateb i bapur gwyn y Llywodraeth

Aeth EE trwy'r papur a'r cynigion.

Cyflwynwyd ymateb Pwyllgor Gwaith CCYSAGauC ac fe'i rhannwyd â'r aelodau. Nodwyd nad oeddent wedi dod i gasgliad am gael gwared ar yr hawl i dynnu'n ôl o AG.

Cyflwynwyd ymateb PYCAG ac fe'i rhannwyd â'r aelodau. Nododd LJ fod ymateb PYCAG yn wahanol mewn rhai agweddau i ymateb CCYSAGauC. Byddai PYCAG yn dymuno cael gwared ar yr hawl i dynnu'n ôl ond mae'n ategu'r angen felly am roi hyfforddiant yn ei le i sicrhau fod pob athro ac ysgol yn gwneud yn siŵr fod eu haddysgu a'u darpariaeth yn wrthrychol.

Mae PYCAG yn awgrymu hefyd y dylid cadw AG yn y chweched dosbarth ac y dylai colegau orfod darparu AG hefyd.

Cred HS fod disgyblion 16 – 19 oed angen cael addysg grefyddol yng ngoleuni materion ac agweddau'r byd sydd ohoni.

Awgrymodd KR, os yw athrawon yn dysgu AG cwbl addysgol a gwrthrychol, yna nad oes angen yr hawl i dynnu'n ôl, fodd bynnag, os yw AG yn enwadol ac yn seiliedig ar ffydd, yna mae'r angen i dynnu'n ôl yno.

Awgrymodd PW fod angen i ni sicrhau fod y ddarpariaeth fel y dylai fod ac yna nid oes reswm dros gael hawl i dynnu'n ôl.

Nododd GV fod angen gwahaniaethu rhwng AG y Maes Llafur Cytûn ac AG seiliedig ar ffydd ac roedd hi'n ategu'r pwynt a wnaed gan KR.

Awgrymwyd y dylem gymryd y safbwynt ein bod yn cymryd ac yn disgwyl fod AG yn cael ei dysgu'n briodol ac yn atgyfnerthu'r disgwyliad hwn.

Roedd ymateb RT yn nes at farn PYCAG nag un CCYSAGauC. Cred ef fod yn rhaid i ni sicrhau fod AG yn addas i bawb ac mae angen i ni gael hyder yn ein hathrawon y byddant yn dysgu'r pwnc mewn modd proffesiynol. Roedd ef hefyd yn credu bod angen i fyfyrwyr chweched dosbarth gael AG.

Ailadroddodd HS yr angen i herio Awdurdodau Lleol ar ddiffyg gwasanaethau cynghori proffesiynol i gefnogi AG.

Dywedodd RL mae'r hyn oedd yn ei boeni ef oedd y Confensiwn Ewropeaidd ar Hawliau Dynol. Nid yw'n meddwl fod achos wedi bod lle cafwyd nad yw'r AG yn wrthrychol a lluoseddol ac felly os ceir gwared â'r hawl i dynnu'n ôl, gallai hyn arwain at gyfres o achosion yn mynd i'r llys.

Fel 'pôl gwelltyn' (nid pleidlais swyddogol ar ran CYSAGau), roedd pawb yn yr ystafell yn unfrydol o blaid cael gwared ar yr hawl i dynnu'n ôl o AG.

Cafwyd cefnogaeth unfrydol hefyd dros wneud AG yn statudol i blant meithrin o 3 oed.

Ymateb cymysg a gafwyd i dynnu AG o'r chweched dosbarth.

Diolchodd CCYSAGauC i aelodau Pwyllgor Gwaith CCYSAGauC ac i aelodau PYCAG am gyflwyno'u hymatebion.

Gweithredu: PW i anfon ymateb ychwanegol i Lywodraeth Cymru yn cadarnhau'r ymateb a wnaed gan y Pwyllgor Gwaith ac yn ychwanegu sylwadau pellach ar farn y rheiny oedd yn bresennol yn y cyfarfod.

7. Diweddariad ar Fframwaith Cefnogi AG

Adroddodd LJ fod LIC wedi rhoi cyllid llawn i grŵp i gynnal cyfarfodydd rheolaidd er mwyn datblygu Fframwaith Cefnogi i eistedd ochr yn ochr â'r cwricwlwm newydd. Mae'r grŵp yn cynnwys athrawon AG, athrawon o Ysgolion Arloesi, aelodau PYCAG, CCYSAGauC, REC, CBAC, ac Estyn. Maent yn cynrychioli pob ardal yng Nghymru a phob ystod oed ynghyd â chyfrwng Cymraeg a Saesneg.

Gan nad ydym yn gwybod eto a fydd yr hawl i dynnu'n ôl o AG yn cael ei dynnu, mae angen i'r Fframwaith gael ei ysgrifennu fel bod AG yn cael ei nodi'n amlwg.

Gobeithir y bydd drafft yn cael ei gyhoeddi erbyn mis Ionawr 2020. Mae angen iddo fod yn barod erbyn Gorffennaf er mwyn iddo gael ei gyfieithu a mynd i ymgynghoriad cychwynnol.

Adroddodd PW ar y meddylfryd y tu ôl i gynhyrchu'r Fframwaith AG a sut y gallai edrych fel ychwanegiad i'r datganiadau Beth sy'n Bwysig ar y cwricwlwm. Yna mae'n bosibl y gallai'r Fframwaith hwn gael ei fabwysiadu gan bob Awdurdod Lleol fel eu Maes Llafur Cytûn.

Awgrymodd RT y dylai'r Fframwaith AG gael ei ysgrifennu mewn modd sy'n hygyrch i'r rhai heb fod yn addysgwyr ac y dylai gael ei dderbyn a'i fabwysiadu gan Gynadleddau Maes Llafur Cytûn.

8. Cymorth AG Proffesiynol i GYSAGau

Adroddodd EE fod ymateb wedi'i dderbyn bellach gan Kirsty Williams i'r llythyr a anfonodd CCYSAGauC ati ynglŷn â Chymorth AG Proffesiynol ac adolygu Cylchlythyr 10/94.

Adroddodd LJ am y sefyllfa argyfyngus o ran diffyg cefnogaeth AG arbenigol i GYSAGau gan fod pum arbenigwr wedi'u tynnu o'u swyddi mewn cyfnod byr o amser. Nodwyd mai dim ond LJ a PW sydd ar ôl fel cynghorwyr arbenigol mewn AG.

Atgoffodd LJ yr aelodau fod PYCAG a CCYSAGauC wedi ysgrifennu at y Cyfarwyddwyr Addysg i ofyn am wybodaeth ar bwy sy'n darparu eu cymorth proffesiynol i GYSAGau.

Roedd yr atebion yn amrywiol fel yn ôl cofnodion y cyfarfod diwethaf. Roedd LJ a PW wedi cyfarfod â'r 22 Cyfarwyddwr Addysg ac wedi'u hatgoffa am eu dyletswyddau cyfreithiol o safbwynt AG a ChYSAGau ac wedi tynnu eu sylw at y cymorth arbenigol amrywiol ar draws Cymru. Gwnaed y pwynt fod anghysondeb cymorth arbenigol yn annheg gan ei fod yn effeithio ar y disgyblion sydd ar ddiwedd y broses. Tynnwyd sylw at yr angen am gymorth dysgu proffesiynol ac mae hyn yn golygu fod angen cymorth AG arbenigol i ALLau a ChYSAGau.

Fe gyflwynon nhw hefyd swyddogaethau a chyfrifoldebau / enghraifft o swydd ddisgrifiad cynghorydd CYSAG er mwyn sicrhau fod y Cyfarwyddwyr yn sylweddoli hyd a lled y rôl gan dynnu sylw at y ffaith na all athro llawn amser, er enghraifft, fyth ysgwyddo'r gwaith ychwanegol hwn.

Gofynnwyd i'r Cyfarwyddwyr holi a chanfod pwy sy'n rhoi cefnogaeth – ai'r Awdurdod Lleol neu'r Consortiwm. Mae angen iddynt ystyried cael cynghorwyr AG arbenigol i gefnogi eu CYSAGau. Roedd y 22 Gyfarwyddwr yn barod iawn i gymryd rhan yn y sgwrs gyda LJ a PW a / neu fynd â'r neges yn ôl i'w consortia.

Nododd RT fod yna arbenigwyr AG ar gael ond nad ydynt yn cael eu defnyddio gan eu Hawdurdodau Lleol i gefnogi AG a ChYSAGau e.e. Bethan James a Phil Lord yn GwE a Cary Thomas yn CSC ynghyd â Gill Vaisey sydd yn ymgynghorydd arbenigol.

Gweithredu: LJ a PW i barhau i siarad â'r Cyfarwyddwyr ac adrodd yn ôl i CCYSAGauC.

9. Dysgu Proffesiynol i AG

Bu PW a LJ mewn cyfarfod gyda Kevin Palmer i drafod y cymorth dysgu proffesiynol sydd ei angen yng ngoleuni AG a'r cwricwlwm newydd. Maent wedi cael eu gwahodd i gynhyrchu dogfen fydd yn amlinellu'r meysydd hyfforddiant fydd eu hangen i gefnogi gweithredu'r cwricwlwm newydd. Bydd PYCAG yn ystyried hwn ac yn cyflwyno papur i KP.

10. Diweddariadau:

1. Adroddodd LJ fod presenoldeb da yn PYCAG y diwrnod cynt gyda thri ar ddeg o aelodau. Amlinellodd yr eitemau ar yr agenda.

2. REC – Adroddodd RL fod y Cyngor wedi ymateb i'r Papur Gwyn. Dywedodd fod diddordeb parhaus gan y Llywodraeth a San Steffan yn Adroddiad y Comisiwn ar Addysg Grefyddol ond nad oes dim yn digwydd ar hyn o bryd.

Bydd etholiadau i aelodau'r bwrdd ymuno â'r REC yn digwydd ar 16 Mai. Mae dwy sedd ar gael. Mae enwebiadau'n gymwys gan gynrychiolwyr awdurdodedig ac mae angen eu derbyn fis ymlaen llaw. Bydd yr ymgeiswyr llwyddiannus yn gwasanaethu am dymor o dair blynedd o 1 Medi, 2019.

Tania, Paula a Gill yw cynrychiolwyr enwebedig CCYSAGauC ar y REC.

3. Cynhadledd EFTRE Dulyn

Adroddodd GV y bydd Cynhadledd y Fforwm Ewropeaidd i Athrawon AG yn cael ei chynnal yn Nulyn ar 28 – 31 Awst, 2019 ac mae croeso i unrhyw un fynychu. Bydd GV yn mynd yno ar ran CCYSAGauC fel eu cynrychiolydd. Mae cynhadledd estyniad yn Belfast o 31 Awst – 2 Medi. Anfonwyd manylion at bob Clerc CYSAG.

4. MAGC

Mae Paul Morgan bellach yn mynychu CCYSAGauC yn lle Tudor Thomas. Mae dyfodol MAGC yn ansicr o ganlyniad i ddiffyg aelodau a hefyd cyllid. Cynhelir trafodaeth ym mis Ebrill a fydd yn edrych ar tybed a oes cyfle i ailadeiladu a chreu mudiad i'r rheiny sydd â diddordeb mewn AG ond nad ydynt yn gymwys i fynychu cyfarfodydd megis CCYSAGauC.

5. AREIAC 1 a 2 Gorffennaf

Adroddodd GV fod y Gymdeithas Cynghorwyr, Arolygwyr, ac Ymgynghorwyr AG yn cynnal ei chynhadledd haf yn y Village Hotel, Hyde, ger Manceinion ar 1 a 2 Gorffennaf. Teitl a thema'r gynhadledd yw *RE Leadership in a New World*. Gwahoddir pawb sydd â diddordeb mewn AG a dylent gysylltu â Gill Vaisey sydd yn trefnu'r gynhadledd.

Gweithredu: Anfonir y manylion i Glercod CYSAG.

11. Gwefan CCYSAGauC

Soniodd EE am y problemau sydd gan y wefan ar hyn o bryd a siaradodd am y posibilrwydd o gael gwefan newydd wedi'i chreu.

Gofynnodd EE i'r aelodau feddwl am yr hyn sydd ei angen ar wefan CCYSAGauC.

Adroddodd fod y Pwyllgor Gwaith wedi derbyn sawl pris am "becyn" ar gyfer adeiladu a chynnal gwefan newydd. Roedd y Pwyllgor Gwaith wedi cytuno i argymhell i'r cyfarfod llawn eu bod yn derbyn pris o £1100 am "adeiladu a chontract tair blynedd". Amlinellodd yr hyn oedd yn gynwysedig yn y cynnig hwn.

Yn ei rôl fel swyddog y wefan ar ran y Pwyllgor Gwaith, mae KR wedi ymchwilio i'r gwahanol bosibiliadau ac mae'r uchod yn fanteisiol o ran costau.

Gweithredu: Cytunodd yr aelodau i gefnogi creu gwefan newydd.

12. Adroddiad Cyfarfod y Pwyllgor Gwaith a gynhaliwyd 6 Chwefror 2019

Rhoddodd EE adroddiad llafar o gyfarfod y Pwyllgor Gwaith, roedd y rhan fwyaf o'r pwyntiau eisoes wedi cael eu trafod yn y cyfarfod hwn.

13. Y CYSAG effeithiol

Cyfeiriodd PW at gyflwyniad o'r gorffennol oedd wedi'i seilio ar wneud CYSAG effeithiol ac awgrymodd y dylem ddychwelyd at hwn eto. Mae CYSAG Caerffili yn bwriadu cyfethol dau aelod ieuenctid er mwyn clywed llais y disgyblion. Dyma un enghraifft o arfer da y gellid ei rannu.

Gweithredu: Rhoi hwn ar agenda cyfarfod yn y dyfodol - hydref 2019.

14. Cofnodion y cyfarfod a gynhaliwyd yn Llanilltud Fawr ar 20 Tachwedd 2018

Derbyniwyd y cofnodion fel cofnod cywir o'r cyfarfod yn amodol ar y canlynol:
Ychwanegu Huw Stevens at y rhai oedd yn bresennol. Cywiro sillafu - Helen Bebb
Tudalen 16 cywiro sillafu - Alwen Roberts, Ceredigion.

15. Materion yn codi

Dim

16. Gohebiaeth

Etholiadau REC

Taflen cynhadledd EFTRE

Rhwydwaith Rhyng-ffydd yn sôn am ymosodiad Seland Newydd

CYSAG Bro Morgannwg yn gofyn a allai dau athro rannu sedd ar y pwyllgor gwaith a mynychu cyfarfodydd yn eu tro. Yn dilyn trafodaeth, nodwyd nad oes dim yng Nghyfansoddiad CCYSAGauC a fyddai'n atal trefniant o'r fath ac felly cytunwyd i dderbyn y cynnig hwn.

17. Dangos a dweud

Nis trafodwyd.

18. Unrhyw fater arall

Dywedodd EE wrth yr aelodau am achos a ddigwyddodd cyn dechrau'r cyfarfod. Roedd aelod o'r cyhoedd (a oedd wedi bod ar bwyllgor CYSAG o'r blaen ond ddim mwyach yn aelod o'r pwyllgor hwnnw) wedi cyrraedd Neuadd y Sir yn disgwyl dod i gyfarfod CCYSAGauC. Dywedodd fod dau o'i chydweithwyr yn y Cyngor Sir oedd yn eistedd ar GYSAG Sir Fynwy wedi gofyn iddi eu cynrychioli nhw gan na allent fod yn bresennol. Dywedwyd wrthi nad yw cyfarfodydd CCYSAGauC yn agored i'r cyhoedd ac felly nid oedd hawl ganddi i fod yn bresennol. Dywedodd yr unigolyn dan sylw y byddai'n gwneud cwyn yn erbyn EE a PW, y ddau oedd wedi esbonio nad oedd ganddi hawl i fynychu cyfarfod CCYSAGauC.

Dywedodd EE wrth yr aelodau ei bod yn amhriodol i aelodau CYSAG weithredu fel unigolion ac yn yr achos hwn, roedd gofyn i rywun nad yw'n aelod o'u CYSAG gymryd eu lle, yn anghywir. Atgoffodd EE yr aelodau, pan maent yn mynychu CCYSAGauC, eu bod yn gwneud hynny fel cynrychiolwyr eu CYSAG nhw ac nid fel unigolion.

Mynegodd yr aelodau a oedd yn bresennol eu cefnogaeth lawn i'r cyngor a roddwyd i'r unigolyn dan sylw gan EE a PW. Roedden nhw hefyd yn cytuno'n llwyr fod aelodau sy'n mynychu cyfarfodydd CCYSAGauC yn cynrychioli eu CYSAG ac nid nhw'u hunain.

19. Dyddiad y cyfarfod nesaf: Haf 2019 – Conwy 28 Mehefin 2019

Diolchodd EE i bawb oedd wedi cymryd rhan yn y cyfarfod gyda diolch arbennig i:

Arglwydd Faer Caerdydd; Cyng Sarah Merry, Cadeirydd CYSAG Caerdydd; Louise Broom, Clerc, CYSAG Caerdydd; Maggie Turford, Cymorth Proffesiynol i GYSAG Caerdydd; Nicky Hagendyk, Cyflwynydd, Arweinydd Rhanbarthol EAS dros Faes Dysgu a Phrofiad y Dyniaethau; Alaw Hughes, Cyfieithydd; aelodau CYSAG Caerdydd a'r Cyngorwyr Sir.

Attendance

<p>Ynys Môn / Anglesey Rheinallt Thomas</p> <p>Blaenau Gwent Paula Webber (PW) Kathy Riddick (KD)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward J. Evans (EE) Maggie Turford (MT) Alice Parry (AP)</p> <p>Caerffili/ Caerphilly Paula Webber (PW) Janet Jones (JJ)</p> <p>Caerdydd / Cardiff Maggie Turford (MT) Gill James (GJ) Norma Mackai</p> <p>Sir Gaerfyrddin / Carmarthenshire Helen Gibbon (HG)</p> <p>Ceredigion</p> <p>Conwy</p> <p>Sir Ddinbych / Denbighshire Ellie Chard (EC)</p>	<p>Sir y Fflint / Flintshire</p> <p>Gwynedd</p> <p>Merthyr Tudful / Merthyr Tydfil Maggie Turford (MT) Ernie Goldsworthy (EG)</p> <p>Sir Fynwy / Monmouthshire Sir Paula Webber (PW)</p> <p>Castell-nedd Port Talbot /Neath and Port Talbot Hugh James (HJ) Rachel Samuel (RS) Peter Rees (PR)</p> <p>Casnewydd / Newport Paula Webber (PW) Huw Stephens (HS)</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys John Mitson (JM) Sian Fielding (SF)</p> <p>Rhondda Cynon Taf Maggie Turford (MT) Mathew Maidment (MM)</p>	<p>Abertawe / Swansea Jennifer Harding -Richard (JHT) Alison Lewis (AL)</p> <p>Torfaen Paula Webber (PW)</p> <p>Bro Morgannwg / Vale of Glamorgan Maggie Turford (MT) Ramez Delpak (RD)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Sion (TaS)</p> <p>Sylwedyddion / Observers Rudolf Elliot Lockhart, REC Paul Morgan, MAGC Andrew Pearce, WJEC</p> <p>Cyflwynwyr/Presenters Nicky Hagendyk, EAS</p> <p>Minutes Gill Vaisey (GV)</p>
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Minutes of the meeting

1. Introduction and welcome

Prior to the meeting members enjoyed a PowerPoint slide show from Moorland Primary School, Cardiff showing photographs of aspects of their good practice.

Cllr Dianne Rees, Lord Mayor of Cardiff welcomed everyone to County Hall, Cardiff and to the Local Authority. She referred to all that Cardiff has to celebrate and to her involvement as a former Cardiff SACRE member.

Chair of Cardiff SACRE, Cllr Sarah Merry, also welcomed members to Cardiff. She talked about her experience of being a member of SACRE as a County Councillor and the initial uncertainty of knowing what SACRE is about. However, in her experience, she has realised the importance of religious education and that SACREs should be meaningful in supporting children from many different religions and none within the community.

2. Quiet reflection

EE shared thoughts about being of faith or no faith and being appalled at the situation in New Zealand – the inhumanity of someone's actions towards a group of other people.

He referred to 50 Five-Minute Tales – stories he has used in Collective Worship in schools.

The Goblin and the Fairy – a shy goblin who had big ears and whom the fairy laughed at. However, the goblin showed her great kindness. The purpose of the story was to show that people should not be judged by outward appearance, or simply because they are different, e.g. colour, looks, beliefs, politics, etc., but to recognise each other as human beings.

EE invited members to reflect on creating a better world in which to live.

3. Apologies

Apologies were received from Meirig Roberts (Welsh Government), Cllr Lacey (Newport SACRE), Cllr Lyndon Lloyd (Ceredigion), Vicky Barlow (Flintshire), Michelle Gosney (Estyn) and Tudor Thomas (who has resigned as chair of REMW but is still a member of MCC SACRE).

4. NAPfRE presentation: Nicky Hagendyk – The Humanities Area of Learning and Experience

Nicky Hagendyk is Chair of the Humanities Area of Learning and Experience.

She talked about the wider reforms alongside the curriculum reform. She emphasised experience as being an important aspect of this new curriculum, it being a process backed up by the Four Purposes that should be fulfilled by the end of schooling.

She highlighted the new curriculum subjects within the new humanities AoLE – business studies and social studies. Practitioners are at the heart of writing the new curriculum and they have adopted a holistic approach with 'What Matters' statements at its core.

They are trying to achieve a balance between an interdisciplinary holistic approach whilst retaining the integrity of each specialist subject.

The new curriculum is likely to be less prescription and offer more autonomy for schools. Concepts, knowledge and skills will be behind the Four Purposes.

It will be published in April 2019 for feedback from teachers and other stakeholders. The content of the 'What Matters' will be part of the consultation. Nicky talked through each of the five statements of What Matters in Humanities.

1. Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.
2. Events and human experiences are complex and are perceived, interpreted and represented in different ways.
3. Our natural world is diverse and dynamic, influenced by physical processes and human actions.
4. Human societies are complex and diverse and areas shaped by human action and beliefs.
5. Informed self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered ethical and sustainable actions.

Each statement is not to be seen in isolation – a unit of work might be linked with two or three of the statements.

All of the subjects within humanities can be explored through any of the What Matters statements.

Central to the curriculum is progression in terms of knowledge, conceptual understanding, ability to work with sources, etc.

There has been expert input and consultation nationally and internationally.

The curriculum is to be published on 30th April for consultation and feedback. The time frame for the consultation will be from April 30th until the beginning of September.

In response to questions raised, Nicky advised that teachers from all across Wales have been involved in the writing of the wider curriculum and will also be in the writing of the RE Framework.

The curriculum in England has also been considered alongside curricular from a variety of other countries.

Members queried how the cost is being met for introducing these changes in schools. A member suggested that WG must put the finances in place to fully back the implementation of the new curriculum.

The final will be published in January 2020 and therefore training would follow once the curriculum has been agreed and finalised.

Need to consider how WASACRE will manage its feedback on the consultation. Should the Executive respond on behalf of WASACRE or should a WASACRE members' working group be established?

Action: The Executive to compose a response to the draft on behalf of WASACRE

5. Withdrawal from RE Survey

PW referred to the results of the withdrawal from RE questionnaire and looked at the findings.

This information might inform discussions and the WASACRE response to the WG White Paper question of whether the right of withdrawal should be removed.

GV reported that she had been concerned about a few of the findings of the survey.

Firstly, that it suggests that some schools still do not make the distinction between Collective Worship and RE. The survey had specifically referred to curriculum RE only and yet some responses referred to Collective Worship.

In addition, there was evidence of a lack of understanding of the correct nature of curriculum Religious Education as in some cases responses referred to the withdrawal of pupils from prayers and singing hymns and also visiting a church to take part in celebrations – none of which should be occurring in curriculum-based RE.

GV also stated her concern about the number of parents (12) partially withdrawing their pupils from learning about Islam. This seems to suggest a prejudice against that particular religion.

HS suggested that it is essential that when the new curriculum is drawn up it promotes objective, critical and pluralistic RE to ensure that parents do not feel the need to withdraw their children.

RL shared his insights regarding a possible legal challenge – if someone who is from a faith has been involved in the curriculum development then it would be deemed that that curriculum cannot be objective. Likewise, if a teacher has a faith background, it could be suggested that they are not able to be objective in their teaching.

Action: suggest to SACREs that they look at their local findings from the withdrawal survey and take any appropriate action.

(GV advised that some SACREs had collated their own results whereas others had sent in individual school responses in which case collation had been done by herself and details will be sent to those SACREs).

6. To consider and respond to the Welsh Government white paper

EE talked through the paper and its proposals.

The WASACRE Executive response was tabled and shared with members. It was noted that they had not come to a conclusion about the removal of the right of withdrawal from RE.

The NAPRE response was tabled and shared with members. LJ noted that the NAPfRE response differs in some areas to the WASACRE response in that NAPfRE would want the right of withdrawal to be removed but reiterates the need therefore for training to be put in place to ensure all teachers and schools ensure objectivity in their teaching and provision.

NAPfRE also suggests that sixth form RE should be retained and colleges should also be subject to providing RE.

HS also suggests that 16 – 19 year olds need to have religious education in light of current world issues and attitudes.

KR suggested that if teachers are teaching purely educationally objective RE then there is no need for the right of withdrawal however, where there is faith based denominational RE then there is a need for the right of withdrawal.

PW suggested that we need to ensure that the provision is as it should be and then there is no reason for a right of withdrawal.

GV noted that we need to make a distinction from Agreed Syllabus RE and faith denominational RE and supports the point made by KR.

It was suggested that we need to take the stance that we assume and expect that RE will be taught appropriately and reinforce this expectation.

RT has made his own response which is closer to the NAPfRE view than the WASACRE view and believes that we must ensure that RE is appropriate for all and we need confidence in our teachers to teach the subject in a professional way. He also agrees with the need for sixth form students to receive RE.

HS reiterated the need to challenge LAs on the lack of professional advisory services to support RE.

RL highlighted that the point that concerns him is the European Convention of Human Rights and he thinks there has never been a case where it is found that the RE is objective and pluralistic and therefore if the right of withdrawal is withdrawn this could lead to a succession of cases taken to court.

As a 'straw poll' (not an official vote on behalf of SACREs), there was a unanimous show of hands from people in the room in favour of the right of withdrawal being removed.

There was also unanimous support for making RE statutory for nursery children from the age of 3.

The removal of Sixth form RE received a mixed response.

WASACRE extended its thanks to both the WASACRE executive members and NAPfRE members for submitting their responses.

Action: PW to send an additional response to Welsh Government endorsing the response made by the Executive and adding further comments on the views of those present at the meeting.

7. Update on the RE Supporting Framework

LJ reported that WG has fully funded a group to hold regular meetings to develop a Supporting Framework to sit alongside the new curriculum. The group is made up of RE teachers, teachers from Pioneer Schools, NAPfRE members, WASACRE, REC, WJEC, and Estyn representing all areas of Wales and all age ranges and Welsh and English medium.

As it is not yet known whether the right of withdrawal will be removed, the Framework needs to be written so that RE is clearly identifiable.

It is hoped that a draft will be published by January 2020. It needs to be ready by July in order to go through translation and initial consultation.

PW reported on the thinking behind the production of the RE Framework and what it might look like as an addition to the curriculum What Matters statements. This Framework might then be adopted by each LA as their Agreed Syllabus.

RT suggested that the RE Framework must be written in a way that it is accessible to non-educationalists and will be accepted and adopted by Agreed Syllabus Conferences.

8. Professional RE support for SACREs

EE reported that a response had now been received from Kirsty Williams in respect of the letter WASACRE had sent to her regarding Professional Support for RE and the revision of Circular 10/94. In her response KW outlined the arrangements that had been put in place for meetings between WASACRE officers and WG personnel and that, together with her officials, she was considering matters relating to 10/94.

LJ reported on the crisis situation in relation to the lack of specialist support for RE to SACREs since five specialists within a short time period had been removed from their posts. It was noted that only LJ and PW remain as RE specialist advisers.

LJ reminded members that NAPfRE and WASACRE had written to Directors of Education to request information in relation to who provides their professional support to SACREs.

Responses varied as per the minutes of the last meeting. LJ and PW met with all 22 Directors of Education and reminded them about their legal duties in relation to RE and SACREs and alerted them to the varied specialist support across Wales. They highlighted that the inconsistency of specialist support is not fair as it has an impact on the pupils who are at the end of the process. They highlighted the need for professional learning support and therefore there needs to be specialist RE support to LAs and SACREs.

They also presented the roles and responsibilities / example job description of a SACRE adviser to ensure the Directors realise the extent of the role and that for instance, a teacher with a full time position cannot possibly take on this additional work.

The Directors were asked to investigate and establish who is providing support - whether it is the LA or the Consortium. They need to consider having specialist RE advisers to support their SACREs. All 22 directors were willing to engage in the conversation with LJ and PW and / or take this back to their consortia.

RT highlighted that there are RE specialists available but they are not being deployed by LAs to support RE and SACREs e.g. Bethan James and Phil Lord in GWE and Cary Thomas in CSC plus Gill Vaisey as an independent consultant.

Action: LJ and PW to continue to dialogue with Directors and feedback to WASACRE.

9. Professional Learning for RE

PW and LJ attended a meeting with Kevin Palmer to discuss the professional learning support needed in light of RE and the new curriculum. They have been invited to produce a document outlining the areas of training required to support the implementation of the new curriculum. NAPfRE will be considering this and presenting a paper to KP.

10. Up-dates:

1. LJ reported that NAPfRE was well attended yesterday with thirteen members. She outlined the items of their agenda.

2. REC – RL reported that the REC had responded to the White Paper. He advised that there is continued interest from Government and Westminster in the Commission on RE Report but no action is being taken at present.

Elections for board members to join the REC will take place on May 16th. There are two seats available. Nominations are eligible from authorised representatives and need to be received a month in advance. Successful candidates will serve a three-year term from 1st September, 2019

Tania, Paula and Gill are WASACRE nominated representatives on the REC.

3. EFTRE conference Dublin

GV reported that the European Forum for Teachers of RE Conference will take place in Dublin on 28th - 31st August, 2019 and anyone is welcome to attend. GV will be attending on behalf of WASACRE as their representative. There is an extension conference in Belfast from 31st – 2nd September. Details have been sent to all SACRE Clerks.

4. REMW

Paul Morgan is now attending WASACRE replacing Tudor Thomas. The future of REMW is unclear due to being short of membership and also funding. Discussion will be held in April which will focus on whether there may be an opportunity to rebuild and create an organisation for those interested in RE but who are not eligible to attend meetings such as WASACRE.

5. AREIAC 1st and 2nd July

GV reported that the Association of RE Advisers, Inspectors, and Consultants is holding its summer conference at the Village Hotel, Hyde, near Manchester on 1st and 2nd July. The title and theme is RE Leadership In A New World. Everyone interested in RE is invited and should contact Gill Vaisey who is conference organiser.

Action: Details will be sent to SACRE Clerks.

11. WASACRE Website

EE highlighted the issues surrounding the current website and talked about the possibility of having a new website created.

EE asked the members to reflect on what is required of the WASACRE website.

He reported that the Executive had received several suggested costed “packages” for the building and supporting of a new web site. The Exec had agreed to recommend to the full meeting that a quote of £1100 for a “build and three year contract” be accepted. He outlined what was included in this offer.

KR in her Exec role as website officer, has investigated various possibilities and the above is favourable in terms of costs.

Action: Members agreed to support the creation of a new website. **12. Report of the Executive Committee Meeting held 6th February 2019**

EE gave a verbal report of the Executive meeting, much of which had been already covered in this meeting.

13. The Effective SACRE

PW referred to a past presentation based on making an effective SACRE and suggested that this is something to which we should return. Caerphilly SACRE is going to co-opt two youth members to hear pupil voices. This is one example of good practice that could be shared.

Action: Agenda this for a future meeting – autumn 2019.

14. Minutes of meeting held in Llantwit Major on 20 November 2018

The minutes were accepted as a true record of the meeting subject to the following:

Add Huw Stevens to attendance. Correction to spelling - Helen Bebb

Page 16 correction to spelling - Alwen Roberts, Ceredigion.

15. Matters arising

None

16. Correspondence

REC Elections

EFTRE flyer for conference

Interfaith Network regarding New Zealand attack

Vale of Glamorgan SACRE asking whether two teachers could job share an executive committee position and take turns to attend meetings. Following discussion, it was noted that there is nothing in WASACRE's Constitution that would preclude such an arrangement and so it was agreed to accept this proposal.

17. Show and tell

Not covered.

18. Any other business

AOB. EE advised members of an incident that had occurred prior to the start of the meeting. A member of the public (who had previously been on a SACRE committee but is no longer a serving member of that committee) had arrived at County Hall wanting to attend the WASACRE meeting. She stated that two of her County Council colleagues who sat on Monmouthshire SACRE had asked her to represent them as they could not attend. She was informed that WASACRE meetings are not open to the public and therefore she was not entitled to attend. The person concerned stated that she was going to lodge a complaint against EE and PW who had both explained that she was not entitled to attend the WASACRE meeting.

EE advised members present that it is improper for SACRE members to act as individuals and in this case to have asked someone who is not a member of their SACRE to stand in for them was not permissible. EE reminded members that when they attend WASACRE they do so as representatives of their respective SACRE and not as individuals.

Members present expressed their full support for the advice that EE and PW gave to the person in question. They also fully agreed that members attending WASACRE meetings represent their SACREs and not themselves.

19. Date for next meeting: Summer 2019 – Conwy 28th June 2019

EE gave thanks to all involved in the meeting with special thanks to:

The Lord Mayor of Cardiff; Cllr Sarah Merry, Chair Cardiff SACRE; Louise Broom, Clerk, Cardiff SACRE; Maggie Turford, Professional Support to Cardiff SACRE; Nicky Hagendyk, Presenter, EAS Regional Lead for the Humanities AoLE; Alaw Hughes, Translator; Cardiff SACRE members and County Councillors.

Enwebiadau ar gyfer Is-Gadeirydd y CCSAGauC (28 Mehefin 2019)

Nominations for the position of Vice Chair of WASACRE (28 June 2019)

1. Rachel Samuel_CYSAG Castell Nedd Port Talbot



Mae Rachel wedi bod yn aelod o CYSAG Castell Nedd Port Talbot ers y chwe blynedd diwethaf lle cafodd brofiad helaeth o ddeall rolau a chyfrifoldebau CYSAG a'r ddeddfwriaeth a'r protocol sydd ynghlwm â swyddogaeth CYSAG. Hi oedd is-gadeirydd CYSAG Castell Nedd Port Talbot yn y chwe blynedd diwethaf. Yn ogystal mae Rachel wedi rhoi cymorth cynghori proffesiynol i'r CYSAG, gan roi arweiniad i aelodau CYSAG ar faterion sy'n benodol i Addysg Grefyddol o bwysigrwydd lleol a chenedlaethol. Mae cyfrifoldebau Rachel yn cynnwys cyfrannu at osod agenda'r CYSAG ac arwain ar y rhan fwyaf o'r materion yn ystod cyfarfodydd CYSAG. Mae Rachel yn mynychu cyfarfodydd y Panel Ymgynghorol Cenedlaethol Addysg Grefyddol (PYCAG) a Chymdeithas

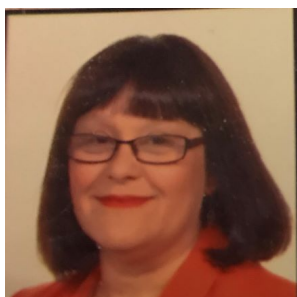
CCYSAGau Cymru ar ran Castell Nedd Port Talbot.

Daeth Rachel yn aelod gweithgar o PYCAG yn ystod y tair blynedd diwethaf a bu'n cymryd rhan mewn trafodaethau am y cyfleoedd a'r heriau cyfredol sydd ynghlwm â dyfodol Addysg Grefyddol yn y cwricwlwm - y rhai presennol a rhai newydd. Yn ogystal, fe'i gwahoddiwyd i fod yn aelod athrawes o'r gweithgor sy'n datblygu'r Fframwaith Addysg Grefyddol newydd. Cred y bydd y fframwaith hwn yn cynnig y cymorth sydd ei angen ar ymarferwyr sy'n cyflwyno Addysg Grefyddol o fewn Maes Dysgu a Phrofiad y Dyniaethau. Mae Rachel yn gwerthfawrogi'r cyfle i fod yn rhan o dîm sy'n dylanwadu ar ddatblygiadau mewn Addysg Grefyddol ac a fydd o fudd i blant a phobl ifanc Cymru yn y dyfodol.

Mae Rachel wedi bod yn athrawes Addysg / Astudiaethau Crefyddol ers dros 21 mlynedd yn dysgu mewn amryw o ysgolion uwchradd cyfrwng Cymraeg a Saesneg. Ar hyn o bryd mae Rachel yn dysgu yn Ysgol Gymraeg Ystalyfera, sy'n ysgol cyfrwng Cymraeg 3-18. Mae Rachel yn bennaeth adran brofiadol ac mewn ysgol flaenorol bu'n Bennaeth Cynorthwyol gyda chyfrifoldeb am yr agenda Sgiliau ar draws yr ysgol am gyfnod o dair blynedd. Drwy gydol ei gyrfa dysgu, mae hi bob amser wedi bod yn frwd dros Addysg Grefyddol, ei gwerth o fewn cwricwlwm yr ysgol gyfan ac i ddatblygiad y disgybl unigol wrth iddynt fynd drwy addysg ac yn y pen draw i'r gweithle. Mae gan Rachel brofiad helaeth fel Arholwr TGAU a Lefel A a Phrif Arholwr i CBAC a bu'n ddirprwy brif gymedrolwr ar gyfer cymedroli lefelau CA3. Mae Rachel hefyd wedi cynghori athrawon mewn gwahanol ysgolion fel eu bod yn deall y pwnc a gofynion y fanyleb drwy ei gwaith fel Prif Ymarferydd AG i ERW y llynedd ac fel aelod o weithgor CYDAG yn creu adnoddau cyfrwng Cymraeg i'r cyrsiau newydd TGAU a Lefel A mewn Moeseg ac Athroniaeth.

Byddai Rachel yn gwerthfawrogi'r cyfle i gymryd rhan bellach mewn datblygu Addysg Grefyddol yng Nghymru fel aelod o Bwyllgor Gwaith CCYSAGauC ac mae hi'n ddiolchgar y byddai'n cael cefnogaeth lawn y Pennaeth yn Ysgol Gymraeg Ystalyfera i ymgymryd â'r dyletswyddau a fyddai'n ofynnol gan y swydd.

3. Rachel Samuel Neath Port Talbot SACRE



Rachel has been a member of Neath Port Talbot SACRE for the last six years where she has gained a wealth of experiences in understanding the

roles and responsibilities of SACRE and the legislation and protocol surrounding the function of SACRE. She has been the vice-chair of NPT SACRE for the past six years. In addition Rachel has provided professional advisory support to the SACRE guiding SACRE members on Religious Education specific matters of local and national importance. Rachel's responsibilities include contributing to the setting the SACRE agenda and leading on majority of the business during SACRE meetings. Rachel attends meetings of the National Advisory Panel for Religious Education (NAPfRE) and the Wales Association of SACREs (WASACRE) on behalf of Neath Port Talbot.

Rachel has become an active member of NAPfRE during the last three years and has been involved in discussions surrounding the current opportunities and challenges surrounding the future of Religious Education within the curriculum - both present and the new. In addition, she has been invited to be a teacher member of the working group developing the new Religious Education Framework. She believes that this framework will offer the needed assistance to practitioners delivering Religious Education within the Humanities Area of Learning and Experience. Rachel values the opportunity to be part of the team informing developments within Religious Education and benefitting the children and young people of Wales into the future.

Rachel has been a Religious Education / Studies teacher for over 21 years teaching within a range of English and Welsh medium secondary schools. Currently Rachel teaches Ysgol Gymraeg Ystalyfera, which is a 3-18 Welsh medium school. Rachel is an experienced head of department and as an Assistant Head with responsibility for the Skills agenda across the school for a three-year period in a previous school. Throughout her teaching career she has always had a passion for Religious Education, its value within the whole school curriculum and to the development of the individual pupil as they progress through education and ultimately into the workplace. Rachel has a wealth of experience as a GCSE and A Level Examiner and Principal Examiner for the WJEC and was the deputy chief moderator for KS3 standardisation of levels. In addition Rachel has advised teachers across schools in their understanding of the subject and specification requirements through her work as ERW Lead Practitioner for RE last year and as a member of a CYDAG working party creating Welsh medium resources for both the new GCSE and A Level Ethics and Philosophy courses.

Rachel would value the opportunity to become further involved in progressing Religious Education within Wales as an Executive Member of WASACRE and is grateful that she would be fully supported by the Head teacher at Ysgol Gymraeg Ystalyfera in carrying out the duties that this role would require.

Enwebiadau ar gyfer Pwyllgor Gwaith y CCYSAGauC (28 Mehefin 2019)

Nominations for the WASACRE Executive Committee (28 June 2019)

Mae PUMP enwebiadau ar gyfer TRI sydd ar y Pwyllgor Gwaith

There are FIVE nominations for THREE positions on the Executive Committee

1. Mark Prevett - CYSAG Merthyr Tudful

Gadewais Ysgol y Gadeirlan, Henffordd yn 16 oed i ddechrau Prentisiaeth Myfyriwr gyda Bwrdd Trydan De Cymru lle bûm yn gweithio am 10 mlynedd. Dechreuais hyfforddi ar gyfer y weinidogaeth yn 1985 a chefais fy ordeinio yn 1988. Bûm yn gweithio mewn sawl plwyf yng Nghymru, rhai gydag ysgolion eglwys, rhai heb. Roeddwn yn teimlo'n gryf am ymgysylltu â phobl ifanc a byddwn yn aml yn mynd ochr yn ochr â'r staff addysgu i helpu cyflwyno'r cwricwlwm AG. Yn 1998 symudais i Halesowen lle'r oeddwn yn rhan o grŵp bach ecwmenaidd a sefydlodd y *Phase Trust*. Tîm arbennig oedd hwn i gyflwyno Gwersi AG ac Addysg Bersonol a Chymdeithasol fel yr oedd bryd hynny. Roedd y grŵp yn arbenigo hefyd ar weithio gyda phobl ifanc oedd yn wynebu neu wedi cael eu gwahardd. Mae *Phase Trust*, www.phasetrust.org.uk ar fin dathlu ei 20fed pen-blwydd. Yn 2004 symudais i Totton ger Southampton. Bywoliaeth Rheithor mawr oedd hwn gydag Ysgolion Eglwys ac Ysgolion heb fod yn rhai Eglwys a bûm yn gweithio fel llywodraethwr yn yr ysgol fabanod leol. Yn ystod fy nghyfnod yn y plwyf hwn roeddwn yn ffodus i gael mynd ar secondiad i weithio i'r Eglwys yn Rwanda lle bûm yn dysgu mewn ysgolion a'r coleg diwinyddol ac yn goruchwyllo nifer o brosiectau eglwysi ac ysgolion. Dychwelais i Gymru i Blwyf Merthyr Tydfil Dewi Sant ac Abercanaid ym mis Tachwedd 2013 ac ym mis Hydref 2018, tra'n aros fel Offeiriad mewn Gofal yn fy mhlwyf arferol, cefais gyfrifoldeb hefyd am Blwyf Merthyr Tydfil Eglwys Crist. Rwyf yn aelod o CYSAG Merthyr Tydfil ers 2014 a chefais fy ethol yn is gadeirydd yn 2018. Rwyf wedi bod yn mynychu cyfarfodydd CCYSAGauC dros y ddwy flynedd ddiwethaf a theimlaf ein bod ar adeg gyffrous gyda'r cyfleoedd i gadw holl rychwant Addysg Grefyddol yn bwnc prif ffrwd a diddorol i bobl ifanc. Rwyf yn eistedd ar y Pwyllgor Addysg i Esgobaeth Llandaf a fi yw Cydlynnydd Blwyddyn Bererindod Llandaf 2020. Ein gobaith yw cysylltu â nifer o ysgolion gan gynnig iddynt y syniad, a gobeithio, y profiad o bererindod fodern.

1. Mark Prevett Merthyr Tydfil SACRE

I left Hereford Cathedral School at 16 to begin a Student Apprenticeship with South Wales Electricity Board where I worked for 10 years. I began training for the ordained ministry in 1985 and was ordained in 1988. I worked in various parishes in Wales some of which had church schools and some did not. I had a passion for engagement with young people and often came alongside teaching staff to help deliver the RE Curriculum. In 1998 I moved to Halesowen where a small ecumenical group, of which I was part, set up Phase Trust which was a dedicated team delivering RE Lessons and Personal and Social Education as it was then called. The group also specialised in working with young people who were in danger or had been excluded. Phase Trust, www.phasetrust.org.uk, is shortly to celebrate its 20th Birthday. In 2004 I moved to Totton near Southampton. This was a large Rectorial Benefice with Church Schools and non-Church Schools and I worked as a governor in the local infants' school. During my time in this parish I was fortunate to be seconded to work for the Church in Rwanda where I taught in schools and the theological college and oversaw a number of church and school projects. I returned to Wales to the Parish of Merthyr Tydfil St. David and Abercanaid in November 2013 and in October of 2018, whilst remaining as Priest-in-Charge of my existing parish, I also took on the responsibility of the Parish of Merthyr Tydfil Christ Church. I have been a member of the Merthyr Tydfil SACRE since 2014 and was elected vice chair in 2018. I have been attending

WASACRE meetings for the last two years and feel that we are at an exciting time with the opportunities to keep the complete spectrum of Religious Education as a mainstream and interesting topic for young people. I sit on the Education Executive for the Diocese of Llandaff and I am the Coordinator for the Llandaff Year of Pilgrimage 2020, during which we hope to engage with many schools offering them an insight and hopefully the experience of modern pilgrimage.

2. Andrew Jones MA, BA (Anrh), TAR CYSAG Sir Fynwy

Credaf fod gen i'r profiad angenrheidiol i eistedd ar y Pwyllgor Gwaith gan fy mod yn ymgymryd â'r swyddogaethau canlynol ar hyn o bryd ac mae gen i'r achrediadau canlynol:

- Is-Gadeirydd CYSAG Sir Fynwy.
- Arweinydd Pwnc Astudiaethau Crefyddol yn Ysgol Cil-y-Coed.
- Uwch Arholwr ac Arweinydd Tîm i Astudiaethau Crefyddol TGAU a Lefel A.
- Aelod o'r grŵp cynghori sy'n ysgrifennu'r Fframwaith Addysg Grefyddol i Faes Dysgu a Phrofiad y dyniaethau yn y Cwricwlwm Newydd i Gymru a gynhyrchir gan Lywodraeth Cymru.
- Awdur prosiect GOT (*Getting On Together*) Llywodraeth Cymru a darparwr hyfforddiant.
- Arweinydd a hyfforddwr *Prevent*.
- Clod Uchel am Athro'r Flwyddyn mewn Ysgol Uwchradd yng Ngwobrau Addysgu Pearson.

Fy athroniaeth i am addysg yw y dylai fod yn holistig, yn gynhwysol ac yn flaengar. Craidd hyn yw parch i unigoliaeth, a chredaf y dylid ymgynraedd at hyn yn bennaf drwy addysgu a dysgu o safon uchel gan ei fod yn rhoi sylw gwrthrychol. Mae'r rhain yn amseroedd heriol i addysg yng Nghymru gyda newid cyflym ac ysgubol. Fel aelod o'r Pwyllgor Gwaith ac yn dilyn fy athroniaeth addysgol, byddaf yn sicrhau fod CCYSAGauC yn gwneud ei orau glas i gefnogi Addysg Grefyddol ac ysgolion drwy'r newidiadau cwricwlwm niferus a'r pwysau ar athrawon.

Credaf mewn datblygu strategaethau addysgu a dysgu grymus i greu ethos o 'her i bawb' er mwyn codi safonau. Credaf hefyd y dylai Addysg Grefyddol fod yn berthnasol ac yn allweddol i gyfrannu at les disgyblion. Yn fy swydd bresennol, yn gweithio gydag ysgolion partner yng Nghaerdydd, Warsaw, Gogledd Sbaen a Nuremberg, buom yn llwyddiannus gyda'n cais prosiect Erasmus, i ddatblygu rhaglen astudiaeth drawsnewid yn CA3 i herio eithafiaeth a radicaleiddio ac adeiladu cydnerthedd. Drwy'r gwaith hwn, credaf fy mod ar flaen y gad o ran datblygiad addysgol i fynd i'r afael â rhai o faterion mwy cymhleth a sensitif ein hoes.

Teimlaf hefyd fod fy rhinweddau personol yn addas i rôl aelod o'r Pwyllgor Gwaith. Rwyf yn wrandawr da ac mae gen i synnwyr digrifwch da, sydd gobeithio yn arwain at fod yn aelod parod ac egniol o dîm sy'n rhannu fy athroniaeth a'm gweledigaeth am addysg. Mae fy nghydweithwyr yn Ysgol Cil-y-Coed yn teimlo'n hyderus yn fy ngallu i'w helpu yn eu Dysgu Proffesiynol ac arwain eu haddysgu o dda i ragorol ond yn yr un modd, eu dal i gyfrif a'u cynghori a'u cynorthwyo pan nad ydynt yn cyrraedd y nod. Byddwn yn defnyddio fy rhinweddau personol i weithio gyda holl aelodau CCYSAGauC i gefnogi ysgolion wrth iddynt gyflwyno Addysg Grefyddol.

Mae fy ngweledigaeth i yrru Addysg Grefyddol yn ei blaen a chyrraedd ei nodau yn seiliedig ar ethos parhaus o ymrwymiad i gyrhaeddiad a dinasyddiaeth fyd-eang fel bod disgyblion, staff ac ysgolion yn cyflawni eu potensial, sy'n hanfodol ar gyfer rôl fel hon ac i ysgwyddo'r heriau sydd o'n blaen. Gobeithiaf y bydd fy rhinweddau personol, fy mhrofiad a'm gallu i weithio gydag eraill a'u cefnogi, yn caniatáu i chi fy ystyried ar gyfer swydd aelod o'r Pwyllgor Gwaith.

2. Andrew Jones MA, BA (Hons), PGCE Monmouthshire SACRE

I believe I have the necessary experience to sit on the Executive Committee as I currently undertake the following roles and have the following accreditations:

- Vice-Chair of Monmouthshire SACRE.
- Subject Leader for Religious Studies at Caldicot School.
- Senior Examiner and Team Leader for GCSE and A Level Religious Studies.
- Member of the advisory group writing the Religious Education Supporting Framework for the Humanities AoLE in the New Curriculum for Wales being produced by Welsh Government.
- Welsh Government GOT (Getting On Together) project author and training provider.
- Prevent lead and trainer.
- Pearson Teaching Awards Distinction for Teacher of the Year in a Secondary School.

My philosophy of education is that it should be holistic, inclusive and progressive. This centres on respect for individuality, and I believe this should primarily be achieved through high quality teaching and learning as it gives an objective focus. These are challenging times for education in Wales with swift and sweeping change. As an Executive Committee member and applying my educational philosophy, I will ensure WASACRE does its utmost to support Religious Education and schools through the many curriculum changes and pressures on teachers.

I believe in developing dynamic teaching and learning strategies to create an ethos of 'challenge for all' to raise standards. I also believe Religious Education should be relevant and instrumental in contributing to pupil wellbeing. In my current role, working with partner schools in Cardiff, Warsaw, Northern Spain and Nuremberg, we were successful with our Erasmus+ project bid in 2018 to develop a transition programme of study at KS3 to challenge extremism and radicalisation and build resilience. Through this work, I believe I am at the cutting edge of educational development in addressing some of the more complex and sensitive issues of our time.

My personal qualities I also feel are well suited to the role of an Executive Committee member. I am a good listener and have good sense of humour, which hopefully leads to a conducive and vibrant team sharing in my educational philosophy and vision. Colleagues at Caldicot School feel confident in my ability to aid them in their Professional Learning and lead their teaching from good to outstanding but equally, hold them to account and advise and support them when they may fall short of that. I would use my personal qualities to work with all members of WASACRE to support schools in their delivery of Religious Education.

My vision to drive Religious Education forward and to achieve its aims is based on a constant ethos of commitment to achievement and global citizenship in order for pupils, staff and schools to fulfil their potential, which is essential for a role of this nature and to take on the challenges ahead. I hope my personal qualities, experience and my ability to work with and support others, will allow you to consider me for the post of an Executive Committee member.

3. Rachel Samuel_CYSAG Castell Nedd Port Talbot



Mae Rachel wedi bod yn aelod o CYSAG Castell Nedd Port Talbot ers y chwe blynedd diwethaf lle cafodd brofiad helaeth o ddeall rolau a chyfrifoldebau CYSAG a'r ddeddfwriaeth a'r protocol sydd ynghlwm â swyddogaeth CYSAG. Hi oedd is-gadeirydd CYSAG Castell Nedd Port Talbot yn y chwe blynedd diwethaf. Yn ogystal mae Rachel wedi rhoi cymorth cynghori proffesiynol i'r CYSAG, gan roi arweiniad i aelodau CYSAG ar faterion sy'n benodol i Addysg Grefyddol o bwysigrwydd lleol a chenedlaethol. Mae cyfrifoldebau Rachel yn cynnwys cyfrannu at osod agenda'r CYSAG ac arwain ar y rhan fwyaf o'r materion yn ystod cyfarfodydd CYSAG. Mae Rachel yn mynychu cyfarfodydd y Panel Ymgynghorol Cenedlaethol Addysg Grefyddol (PYCAG) a Chymdeithas

CCYSAGau Cymru ar ran Castell Nedd Port Talbot.

Daeth Rachel yn aelod gweithgar o PYCAG yn ystod y tair blynedd diwethaf a bu'n cymryd rhan mewn trafodaethau am y cyfleoedd a'r heriau cyfredol sydd ynghlwm â dyfodol Addysg Grefyddol yn y cwricwlwm - y rhai presennol a rhai newydd. Yn ogystal, fe'i gwahoddwyd i fod yn aelod athrawes o'r gweithgor sy'n datblygu'r Fframwaith Addysg Grefyddol newydd. Cred y bydd y fframwaith hwn yn cynnig y cymorth sydd ei angen ar ymarferwyr sy'n cyflwyno Addysg Grefyddol o fewn Maes Dysgu a Phrofiad y Dyniaethau. Mae Rachel yn gwerthfawrogi'r cyfle i fod yn rhan o dîm sy'n dylanwadu ar ddatblygiadau mewn Addysg Grefyddol ac a fydd o fudd i blant a phobl ifanc Cymru yn y dyfodol.

Mae Rachel wedi bod yn athrawes Addysg / Astudiaethau Crefyddol ers dros 21 mlynedd yn dysgu mewn amryw o ysgolion uwchradd cyfrwng Cymraeg a Saesneg. Ar hyn o bryd mae Rachel yn dysgu yn Ysgol Gymraeg Ystalyfera, sy'n ysgol cyfrwng Cymraeg 3-18. Mae Rachel yn bennaeth adran brofiadol ac mewn ysgol flaenorol bu'n Bennaeth Cynorthwyol gyda chyfrifoldeb am yr agenda Sgiliau ar draws yr ysgol am gyfnod o dair blynedd. Drwy gydol ei gyrfa dysgu, mae hi bob amser wedi bod yn frwd dros Addysg Grefyddol, ei gwerth o fewn cwricwlwm yr ysgol gyfan ac i ddatblygiad y disgybl unigol wrth iddynt fynd drwy addysg ac yn y pen draw i'r gweithle. Mae gan Rachel brofiad helaeth fel Arholwr TGAU a Lefel A a Phrif Arholwr i CBAC a bu'n ddirprwy brif gymedrolwr ar gyfer cymedroli lefelau CA3. Mae Rachel hefyd wedi cynghori athrawon mewn gwahanol ysgolion fel eu bod yn deall y pwnc a gofynion y fanyleb drwy ei gwaith fel Prif Ymarferydd AG i ERW y llynedd ac fel aelod o weithgor CYDAG yn creu adnoddau cyfrwng Cymraeg i'r cyrsiau newydd TGAU a Lefel A mewn Moeseg ac Athroniaeth.

Byddai Rachel yn gwerthfawrogi'r cyfle i gymryd rhan bellach mewn datblygu Addysg Grefyddol yng Nghymru fel aelod o Bwyllgor Gwaith CCYSAGauC ac mae hi'n ddiolchgar y byddai'n cael cefnogaeth lawn y Pennaeth yn Ysgol Gymraeg Ystalyfera i ymgymryd â'r dyletswyddau a fyddai'n ofynnol gan y swydd.

3. Rachel Samuel Neath Port Talbot SACRE



Rachel has been a member of Neath Port Talbot SACRE for the last six years where she has gained a wealth of experiences in understanding the roles and responsibilities of SACRE and the legislation and protocol surrounding the function of SACRE. She has been the vice-chair of NPT SACRE for the past six years. In addition Rachel has provided professional advisory support to the SACRE guiding SACRE members on Religious Education specific matters of local and national importance. Rachel's responsibilities include contributing to the setting the SACRE agenda and

leading on majority of the business during SACRE meetings. Rachel attends meetings of the National Advisory Panel for Religious Education (NAPfRE) and the Wales Association of SACREs (WASACRE) on behalf of Neath Port Talbot.

Rachel has become an active member of NAPfRE during the last three years and has been involved in discussions surrounding the current opportunities and challenges surrounding the future of Religious Education within the curriculum - both present and the new. In addition, she has been invited to be a teacher member of the working group developing the new Religious Education Framework. She believes that this framework will offer the needed assistance to practitioners delivering Religious Education within the Humanities Area of Learning and Experience. Rachel values the opportunity to be part of the team informing developments within Religious Education and benefitting the children and young people of Wales into the future.

Rachel has been a Religious Education / Studies teacher for over 21 years teaching within a range of English and Welsh medium secondary schools. Currently Rachel teaches Ysgol Gymraeg Ystalyfera, which is a 3-18 Welsh medium school. Rachel is an experienced head of department and as an Assistant Head with responsibility for the Skills agenda across the school for a three-year period in a previous school. Throughout her teaching career she has always had a passion for Religious Education, its value within the whole school curriculum and to the development of the individual pupil as they progress through education and ultimately into the workplace. Rachel has a wealth of experience as a GCSE and A Level Examiner and Principal Examiner for the WJEC and was the deputy chief moderator for KS3 standardisation of levels. In addition Rachel has advised teachers across schools in their understanding of the subject and specification requirements through her work as ERW Lead Practitioner for RE last year and as a member of a CYDAG working party creating Welsh medium resources for both the new GCSE and A Level Ethics and Philosophy courses.

Rachel would value the opportunity to become further involved in progressing Religious Education within Wales as an Executive Member of WASACRE and is grateful that she would be fully supported by the Head teacher at Ysgol Gymraeg Ystalyfera in carrying out the duties that this role would require.

4. Mathew Maidment CYSAG Rhondda Cynon Taf

Byddwn yn ddiolchgar pe baech yn ystyried yr wybodaeth ganlynol sy'n cefnogi fy enwebiad i Bwyllgor Gwaith CCYSAGauC:

Rwyf wedi bod yn gweithio yn Ysgol Gyfun Bryn Celynnog ers dros ugain mlynedd. Wedi graddio o UWIC, dechreuais fy ngyrfa fel athro Addysg Gorfforol ac Addysg Grefyddol yn 1995. Yn dilyn anaf difrifol wrth chwarae pêl-droed, deuthum yn aelod llawn-amser o'r adran Addysg Grefyddol a bellach rwyf yn Bennaeth AG. Rwyf wedi ymgymryd â nifer o rolau a chyfrifoldebau yn ystod fy amser yn yr ysgol yn cynnwys cydlynu ABaCh, Ffeil Cynnydd, Anogwr Dysgu a Sgiliau Allweddol ac, wedi bod yn Bennaeth Blwyddyn a Phennaeth yr Ysgol Isaf, treuliais bedair blynedd fel aelod o'r Uwch Dîm Rheoli Estynedig.

Rwy'n teimlo'n frwd am Addysg Grefyddol a chefais fy ethol yn aelod o Bwyllgor Gwaith CCYSAGauC yn 2016. Gyda'r newidiadau sy'n digwydd o fewn addysg yng Nghymru, credaf fod rôl CCYSAGauC yn hollbwysig ar yr adeg hon. Mae pob math o heriau yn wynebu Addysg Grefyddol a byddwn yn ddiolchgar i gael y cyfle i barhau i helpu CCYSAGauC i gefnogi'r pwnc. Wrth i'r amser ar y cwricwlwm gael ei wasgu, mae'n rhaid i ni sicrhau ein bod yn glynu at y rhwymedigaeth statudol i ysgolion gyflwyno AG addas ac ystyrlon, ar draws y cyfnodau allweddol i gyd.

Rwy'n parhau i fod yn bryderus iawn am y sefyllfa yn CA4 a'r posibilrwydd y bydd 'esgus o AG' yn cael ei gyflwyno fel rhan o gymwysterau eraill megis Bagloriaeth Cymru. Credaf fod angen i ni sicrhau fod ysgolion yn darparu rhaglenni AG, gydag amser cwricwlwm rheolaidd ac addas ar draws blynyddoedd 10 ac 11. Bu cwrs byr TGAU Astudiaethau Crefyddol yn gyfrwng effeithiol i gyflwyno AG CA4 dros nifer o flynyddoedd. Fodd bynnag, ofnaf fod nifer yr ysgolion sy'n cynnig y cwrs hwn yn debygol o ostwng o ganlyniad i nifer o resymau, fel:

1. Pwysau cynyddol ar y cwricwlwm oherwydd gwneud Bagloriaeth Cymru yn orfodol.
2. Swm cynyddol y cynnwys yn y maes llafur newydd sy'n ei wneud yn anodd ei gyflwyno yn yr amser cwricwlwm sydd ar gael.
3. Y ffaith fod y cwrs newydd yn mynd yn fwy anodd ac felly yn anaddas i lawer o ddisgyblion.

Rwy'n gobeithio y bu fy mhrofiad fel athro AG a Phennaeth Adran mewn ysgol uwchradd, yn ystod yr adeg hon o newid yn addysg Cymru, wedi bod o werth i Bwyllgor Gwaith CCYSAGauC a byddwn yn ddiolchgar am y cyfle i barhau i wasanaethu'r pwyllgor pe cawn fy ailethol fel aelod.

4. Mathew Maidment Rhondda Cynon Taf SACRE

Please consider the following information in support of my application for nomination to the WASACRE Executive Committee:

I have worked at Bryn Celynnog Comprehensive School for over twenty years. Having graduated from UWIC, I started my career as a teacher of Physical Education and Religious Education in 1995. Following a serious football injury I became a full-time member of the Religious Education department and am now Head of RE. I have carried out a number of roles and responsibilities during my time at the school including coordinating PSE, Progress File, Learning Coaching and Key Skills and, having been both a Head of Year and Head of Lower School, I spent four years as a member of the Extended Senior Management Team.

I am passionate about Religious Education and was elected as a member of the WASACRE Executive Committee in 2016. With the changes taking place, within education in Wales, I believe the role of WASACRE is vital at this time. There are a variety of challenges facing Religious Education and I would be grateful to have the opportunity to continue helping WASACRE to support the subject. As curriculum time is squeezed we must ensure that the statutory obligation for schools to deliver appropriate and meaningful RE, across all key stages, is being adhered to.

I continue to be particularly concerned with the situation at KS4 and the prospect of 'token gesture' RE being delivered as part of other qualifications such as the Welsh Baccalaureate. I believe we need to ensure that schools provide RE programmes, with regular and appropriate curriculum time across years 10 and 11. The Religious Studies short course GCSE has been an effective vehicle for the delivery of KS4 RE over many years. However, I fear that the number of schools offering this course is likely to decrease due to a variety of reasons, such as:

1. Increasing pressure on curriculum time due to compulsory WBac.
2. The increased volume of content in the new syllabus making it difficult to deliver in the curriculum time available.
3. The increased difficulty of the new course making it unsuitable for many pupils.

I hope my experience as a teacher of RE and Head of Department in the secondary school setting, during this time of change within Welsh education, has been of value to the WASACRE Executive Committee and I would be grateful for the opportunity to continue serving the committee if re-elected as a member.

5. Marged Williams and Lucy Grant CYSAG Bro Morgannwg

(Sylwer – mae hwn yn enwebiad i rannu swydd)

Marged Williams

Rwyf wedi bod yn dysgu am 19 mlynedd ac wedi dysgu mewn tair ysgol wahanol: Ysgol Y Gwynllyw, Ysgol Basaleg ac rwyf yn Arweinydd Dysgu Astudiaethau Crefyddol yn Ysgol Llanilltud Fawr ym Mro Morgannwg ers yr 8 mlynedd ddiwethaf. Rwyf yn arholwr TGAU profiadol ar ran CBAC, ac yn ddiweddar bûm yn teithio ar ran EDUQAS/CBAC yn cyflwyno cynadleddau Paratoi at ddysgu drwy gyfrwng y Gymraeg a'r Saesneg. Rwyf yn awdur cyhoeddedig, wedi cyfrannu at ddau lyfr a anelwyd at helpu athrawon i gyflwyno'r manylebau TGAU newydd. Rwyf yn cymryd agwedd ragweithiol at gyflwyno fy mhwnac ac yn trefnu sawl ymweliad i ddisgyblion o bob grŵp blwyddyn er mwyn cyfoethogi eu profiadau dysgu. Dros y tair blynedd diwethaf, rwyf wedi trefnu cynadleddau adolygu UG ac A2 yng Ngwesty'r Village yng Nghaerdydd ar gyfer disgyblion o ysgolion ar draws de a chanolbarth Cymru. Byddwn yn mwynhau'r cyfle i fod yn aelod o bwyllgor gwaith CCYSAGauC ac edrychaf ymlaen at gael y pwyllgor i ystyried fy enwebiad.

Yn Gywir, Marged Williams

Lucy Grant

Ar hyn o bryd rwyf yn Bennaeth Athroniaeth a Chrefydd yn Ysgol Uwchradd Pencoedtre yn Y Bari. Cefais fy mhenodi a dechreuais ym mis Medi 2018. Rwyf newydd ymuno â CYSAG Bro Morgannwg ac roeddwn yn falch i fod yn aelod cyfetholedig. Cododd y cyfle i fod yn gynrychiolydd ar y cyd i CCYSAGauC eleni a gyda chaniatâd fy Mhennaeth rwy'n edrych ymlaen yn fawr at y cyfle hwn. Rwy'n teimlo'n gryf am Addysg Grefyddol mewn ysgolion ac edrychaf ymlaen at fod yn rhan o dîm sy'n sicrhau ei bod yn cael ei chyflwyno'n dda.

5. Marged Williams and Lucy Grant Vale of Glamorgan SACRE

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

Marged Williams

I have been teaching for 19 years and have taught at three different schools: Ysgol Y Gwynllyw, Bassaleg School and have been the Leader of Learning for Religious Studies at Llantwit School in the Vale of Glamorgan for the past 8 years. I am an experienced examiner GCSE examiner on behalf of the WJEC, recently touring on behalf of EDUQAS/WJEC delivering at Preparing to teach conferences through the medium of English and Welsh. I am a published author, having contributed to two books aimed at supporting teachers deliver the new GCSE specifications at GCSE. I take a proactive approach at delivering my subject and arrange several visits for pupils of each year group to access in order to enhance their learning opportunities. For the past three years, I have organised AS and

A2 revision conferences at the Village Hotel in Cardiff which are attended by pupils from schools across south and mid Wales. I would relish the opportunity to be a member of the executive committee of WASACRE and look forward to having my nomination considered by the committee.
Yn Gywir, Marged Williams

Lucy Grant

I am currently Head of Philosophy and Religion at Pencoedtre High School in Barry. I was appointed and started in September 2018. I have recently joined the Vale SACRE and was happy to become a co-opted member. The opportunity arose to be a joint representative for WASACRE this year and with the permission from my Head I am very much looking forward to this opportunity. I feel very passionate about Religious Education in schools and look forward to being part of a team which ensures it is delivered well.

SACRE News Bulletin

Standing Advisory Councils on Religious Education in South East Wales

Summer
2019



In The News

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SACRE News bulletins are produced by Paula Webber. EAS Professional Learning Adviser (RE and SACREs), with contributions gratefully received from SACRE members and pupils across Local Authorities in the South East Wales region. Contents may not necessarily reflect the views of the author.

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Curriculum for Wales 2022: An Update

Welsh Government published the draft Curriculum for Wales 2022 on 30th April 2019 and are currently conducting a consultation on this guidance. The guidance contains information on the structure and components of Curriculum for Wales, the approach to progression, and how the curriculum must be inclusive for all learners. It also includes information on elements of learning that span the whole curriculum. This is part of Welsh Government's national mission to raise standards, reduce the attainment gap, and deliver an education system that is a source of national pride and public confidence. At the heart of the Curriculum are the four purposes which set out the aspirations for all children and young people by the age of 16. **Religious education** will be placed within the Humanities Area of Learning and Experience (AoLE).

Schools will still be expected to deliver the current locally **agreed syllabus** for religious education until such a time as a new syllabus is produced or adopted by the local authority. Voluntary aided schools with a religious character will continue to be able to deliver their denomination syllabi and parents/carers of learners attending voluntary controlled schools can continue to request that their child studies the denominational syllabus rather than the locally agreed syllabus if they wish.

As there are many opportunities to make links with other AoLEs, it is important to review the whole draft curriculum. An example might be the various links between the Humanities and Health and Well-being AoLEs with regards to the concept of identity.

If you scroll to the bottom of the Curriculum for Wales 2022 (which is located on Hwb) you will be able to '**Have Your Say**' by providing feedback to Welsh Government by responding to the questions on the feedback form. Welsh Government are seeking the views of organisations and individuals on the draft curriculum <https://hwb.gov.wales/draft-curriculum-for-wales-2022>. The proforma for feedback can be found at <https://hwb.gov.wales/draft-curriculum-for-wales-2022/have-your-say/>. Welsh Government are also consulting on the Assessment and Evaluation Framework <https://hwb.gov.wales/draft-curriculum-for-wales-2022/assessment-and-evaluation-framework/>

Religious education will remain statutory within the new curriculum. Welsh Government have recently consulted on the proposed changes to legislation surrounding religious education. These changes were set out the government White Paper **Our National Mission: A Transformational Curriculum Proposals for a new legislative framework** <https://beta.gov.wales/sites/default/files/consultations/2019-01/consultation-document-transformational-curriculum.pdf>. Pages 29-33 of the paper relate to RE.

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The Humanities Area of Learning and Experience



Welsh Government have produced short presentations and video clips to explain the philosophy behind the 'What Matters' which are key to school-based curriculum design. These include a video clip explaining the 'What Matters' in Humanities delivered by Nicky Hagendyk of the EAS, who is the Regional Lead for the Humanities AoLE working group. are available on the Welsh Government blog:

<https://curriculumforwales.gov.wales/2019/03/07/revealed-the-draft-what-matters-for-areas-of-learning-and-experience-aoles-in-the-new-curriculum/>

A NEW FRAMEWORK FOR RELIGIOUS EDUCATION

During the Autumn Term Welsh Government held consultation meetings with representatives from SACREs throughout Wales to consult on draft Humanities Area of Learning and Experience (AoLE) and the proposal to produce a supporting framework for religious education.

A framework is now being developed to provide further detail about the relationship between religious education, the agreed syllabus, and the areas of learning and experience. This is being developed by a group of religious education practitioners, curriculum pioneers, academics, and representatives from Standing Advisory Councils on Religious Education (SACREs) and the National Advisory Panel for Religious Education (NAPFRE). The work is being developed and funded by Welsh Government to support the Humanities Area of Learning and Experience in Curriculum for Wales 2022.

IN her role as RE Adviser at the Education Achievement Service (EAS), Paula Webber, has acted as Regional Vice Chair of the Humanities AoLE working group. Alongside Libby Jones (RE Adviser Wrexham), she is now leading the development of the RE supporting framework.

All SACREs across the region have responded to the Welsh Government consultation on the proposed new supporting framework for religious education. As a result of the national consultation Welsh Government are funding a supporting framework for religious education to support the Humanities curriculum. Paula Webber and Libby Jones (RE Adviser Wrexham) are leading the development of the RE supporting framework.

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LEARNING NETWORK SCHOOLS Religious Education

The South East Wales Education Achievement Service's Learning Network Schools (LNS) for Religious Education met three times throughout the academic year 2018-2019. Sian Jenkins, who is the Associate Assistant Head at Ysgol Gyfun Gwynllw and Head of Religious Education did an excellent job in supporting the practitioners and Heads of RE who attended the meetings.

LNS explored collaborative ways of working through shared planning for GCSE; moderation of assessments; and sharing of pedagogical approaches. They also received regular updates on the progress being made in the Humanities Area of Learning and Experience throughout the drafting process and about the place of religious education in the new Curriculum for Wales 2022.

Sian Jenkins and Paula Webber (EAS Professional Learning Adviser for RE and SACRE), are keen to see more RE practitioners becoming involved. If you would like information about LNS activities during the forthcoming academic year please sign up to the meetings on the EAS website or contact Paula Webber for advice at paula.webber@sewaleseas.org.uk.

The Inter Faith Network for the UK works to promote understanding cooperation and good relations between organisations and persons of different faiths in the UK.



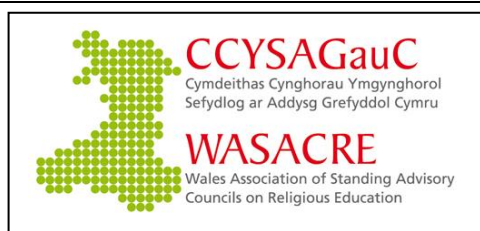
Inter Faith Network news bulletins, statements and messages and press releases can be accessed on their website at <https://www.interfaith.org.uk/news>

Check out the activities they are currently involved with at <https://www.interfaith.org.uk/activity>

Don't forget that Inter Faith Week is held during 10-17 November every year. If you'd like to plan some topics in school to correlate with this then you can find some inspiration here: - <https://www.interfaithweek.org/>

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The Standing Advisory Councils for Religious Education (SACREs) of all 22 Local Authorities in Wales are members of **the Wales Association of SACREs (WASACRE)**. The purpose of WASACRE is to provide a forum for the exchange of good practice and to represent the aims, work, and views of its member SACREs. This is achieved by:

- member SACREs sending representation to the termly meetings of WASACRE
- organising relevant national initiatives and projects in the areas of religious education and collective worship
- speaking on behalf of all SACREs in Wales through engaging with relevant bodies and agencies, including the Welsh Government
- collating relevant key SACRE documents
- maintaining working relationships with equivalent bodies in England

The Wales Association of Standing Advisory Councils on Religious Education (WASACRE) has been incredibly busy working with Welsh Government and the National Advisory Panel for Religious Education on religious education in the new Curriculum for Wales. Executive members and Officers of both WASACRE and NAPfRE were involved in planning meetings with Welsh Government. WASACRE was commissioned to write a paper for the Humanities AoLE working group on What Matters in Religious Education which stimulated early discussion in the Humanities AoLE. Executive members of both organisations lead, and form part of, the team leading the work on the new RE Framework alongside other RE practitioners and experts and Humanities pioneers.

WASACRE members have recently agreed to update the **website** so that it is much more accessible and useful to users. Please look out for the new website in the coming academic year. In the meantime, please visit the WASACRE website where you will be able to access the minutes of WASACRE meetings and keep up to date with the latest news from WASACRE <http://www.wasacre.org.uk/>

If you need support or advice from WASACRE please contact:

The Revd Canon Edward J Evans (Chairperson)

Email: ejevans972@btinternet.com

Telephone: 01656 655511 / 07968 044583

Or Paula Webber (Secretary)

Email: paula.webber@sewaleseas.org.uk

Telephone: 07904 644728

WASACRE is a member of, and works closely with, the **Religious Education Council of England and Wales** and the **European Forum for Teachers of Religious Education**. Their websites can be found below and will contain excellent information and resources for teachers of religious education.

<https://www.religiouseducationcouncil.org.uk/>

<https://eftre.weebly.com/>

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Estyn Thematic Report on Religious Education

Estyn produced a thematic report on religious education provision in 2017 – 2018. A sample of schools across Wales were selected to take part in a review. The review focused on the provision and quality of KS2 and KS3 RE. A separate review on the Foundation Phase was been undertaken which included RE alongside the other areas of learning. The report on these reviews was published in the Summer Term of 2018.

Recommendations

Schools should:

R1 Ensure that more able pupils achieve in line with their ability in religious education

R2 Strengthen monitoring and self-evaluation arrangements in key stage 2 to focus on improving pupils' standards and skills in religious education

R3 Strengthen transition arrangements so that learning experiences in key stage 3 build on those in key stage 2 and avoid repetition of work

R4 Evaluate their curriculum for religious education to prepare for the development and implementation of the new Humanities Area of Learning and Experience

Local authorities and regional consortia should:

R5 Work with SACREs to provide:

a. suitable professional learning opportunities for teachers of religious education

b. support for schools to evaluate their curriculum and plan for religious education as an integral part of the development of the humanities area of learning and experience

c. advice for schools on how to address sensitive issues with pupils and how to deal with parental concerns on visiting places of worship

R6 Ensure that all leaders fulfil their responsibilities under the Counter-Terrorism and Security Act 2015

R7 Provide schools with guidance on approved places of worship to visit

The Welsh Government should:

R8 Work with local authorities, regional consortia and SACREs to ensure that there is clarity over the place of religious education within the Humanities Area of Learning and Experience

<https://www.estyn.gov.wales/thematic-reports/religious-education-key-stage-2-and-key-stage-3>

RE:ONLINE Email a believer: <http://pof.reonline.org.uk/>

Have you seen the RE:ONLINE facility for emailing a believer?

Here you can email your questions to a team of believers and ask them about their beliefs and how these affect the way they live.

You simply need to click on the email address of the person you would like to contact with your question, and they will reply as soon as they are able.

There are believers with religious and non-religious worldviews including Baha'i, Buddhism, Christianity, Hinduism, Humanism, Islam, Judaism, Church of Jesus Christ of the Latter-Day Saints, Paganism and Sikhism who will respond to the questions of learners.

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KS3 Challenging Extremism Erasmus+ Project being undertaken by the Religious Studies department at Caldicot School

The project application was to design, over 3 years, a programme of study to challenge extremism and radicalisation at Key Stage 3 working with local partners (Cardiff West Community School and Cathays High School in Cardiff and the GoT Project) and European partners (3 schools in Ferrol, Northern Spain and 3 schools in Warsaw, Poland). Some partner schools are developing the programme through various departments or means, but Caldicot School will be creating a Religious Education focussed programme of study.

The learning objectives for the KS3 Challenging Extremism Erasmus+ programme have since been agreed between the UK, Spain and Poland for the Religious Studies department at Caldicot School to start working on ready for pilot delivery in the Autumn and begin assessment and evaluation in 2020. They are:

1. To examine what is positive and negative extremism
2. To evaluate critically how to respond to information from the media
3. To develop self-awareness and wellbeing
4. To learn how to identify healthy and unhealthy relationships
5. To develop the skills to resolve conflicts
6. To encourage responsible participation in society through shared values

Teachers from all partner schools are currently undergoing intensive training on how to design and deliver these lessons and the teachers are currently visiting each other's schools across Europe and sharing best practice and resources.

Programmes of study already exist at KS2 and KS4, as created by the GoT (Getting on Together) Project, of which I've been an author since 2008, and it is hoped that the KS3 programme of study will ensure progression and continuity across all age groups.

Article provided by Mr. Andrew Jones Head of RE at Caldicot School and Vice Chair of Monmouthshire SACRE

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Church in Wales Schools: News

How do you feel in your school prayer/reflection space?

Children in Church in Wales' schools, in the Diocese of Monmouth, were asked this question and they conveyed these spaces are important to their well being and mental health.



We asked children in our diocesan church schools to discuss what their prayer/reflection spaces mean to them. Each class group was asked to put forward 5 words/short phrases and these were compiled from each participating school and sent to the Diocesan Office. Here, the words/phrases were entered into a word cloud app. The settings ensured that words mentioned more frequently would show as larger.

There is a clear message coming through here with God at the centre: children are reporting that they are calm, happy and peaceful in their prayer spaces. They feel relaxed and safe and have a quiet place to think. In the current context, with – rightly – more emphasis on children's well being and good mental health, we recognise that the prayer spaces in our church schools contribute significantly and positively. We are engaging with Prayer Spaces in Schools (PSIS <https://www.prayerspacesinschools.com/>) to do more work on enabling these spaces to be as impactful as possible for all our school communities and look forward to the extra benefit that will bring.

Dr Annette Daly
Diocesan Director of Education
Diocese of Monmouth

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Newport City SACRE Visit to the Wales Inter Faith Conference

The OLF is a non-profit organisation based in Newport, South Wales, that acts as an independent think tank. Its aim is to enhance community relations through the values shared by the faith communities as well as the wider society, and to encourage activities that promote citizenship, social wellbeing, and environmental harmony.



Members of Newport SACRE were invited by the Onyx Link Foundation (OLF) to the second Wales Inter Faith Conference held at the Coldra Court Hotel by Celtic Manor on Wednesday 1st May 2019. The theme of the conference was '*From our shared values to our shared citizenship*'. The Chair of Newport SACRE, Cllr. Laura Lacey, and the RE Adviser, Paula Webber attended on behalf of SACRE. Vice Chair of Newport SACRE Neeta Baicher was one of the guest speakers at the conference speaking about Faith and Citizenship from a Sikh perspective.

The conference facilitated the debate on the above theme from two perspectives:

- How the concept of citizenship may be redefined/reformed to facilitate peaceful coexistence, equality, and engagement of all communities across Wales? This was discussed in a paper by the OLF on advancing citizenship by our shared values.
- How a person's faith or morality may shape their conduct to be 'good citizens' in state and society? This was discussed on faith-based contributions by faith leaders/experts representing: the Baha'i Faith, Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism, and Wicca.

Newport City SACRE are continuing to work with the Onyx Link Foundation and are planning a series of events for Newport schools in the Autumn Term. This new collaborative work is the outcome of a very successful planning meeting between the Chair and Vice Chair of Newport SACRE and Dr Abdalla Yassin Mohamed of the OLF. Regular updates on this exciting work will be shared in future News Bulletins.

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An invitation from the Interfaith Council for Wales:

On the occasion of the Martyrdom of the Báb, you are invited to this Bahá'í Holy Day event, to discover Who this extraordinary young Man was.



'Faith and Sacrifice'

*9th July, 7:30 – 9:30
Community House, Eton Road,
Newport, NP19 0BL*



'Faiths in Focus'

WJEC Religious Studies



Resources from the WJEC GCSE CPD Training material 2018-2019 for GCSE can be found here:

<https://www.wjec.co.uk/qualifications/qualification-resources.html?subject=ReligiousStudies&level=gcsefrom2017&cpd=true>

A Level CPD resources here:

<https://www.wjec.co.uk/qualifications/qualification-resources.html?subject=ReligiousStudies&level=gceAsafrom2016&cpd=true>

The third edition of the WJEC/Eduqas Reconnect magazine is available here:

<https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=2963>

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AREIAC Summer Conference

AREIAC Agents of Change: RE Leadership In A New World

Summer Conference 1st and 2nd July 2019 at the Village Hotel, Hyde, Manchester

This is a 1 or 2 day conference for advisers, consultants, inspectors, teachers, faith representatives and anyone interested in promoting excellence in RE.

Engaging and inspiring speakers include:

Mary Myatt, Ed Pawson, Ben Wood, Luke Donnellan, Richard Kueh

This year's conference will explore

National Development, Curriculum Development and School Leadership.

A thought provoking Monday morning keynote will be followed by sessions around the REvitalise project where both mentors and mentees will be present, leadership in a Secondary RE Department, RE Ambassadors and Humanism in the curriculum as a worldview. Day two will continue the theme of exploring national development, curriculum development and school leadership with input from our three key speakers.

For more information visit the AREIAC website www.areiac.org.uk

Bookings via: areiacconference@gmail.com

The European Forum for Religious Education Conference

The **XIV. EFTRE Conference** will take place at [St Patrick's Campus of Dublin City University](#), Ireland from August 28th-31st, 2019 and will be jointly organised with [CoGREE](#).

Dublin (*Baile Átha Cliath*) is the capital and largest city of Ireland. It is in the province of Leinster on Ireland's east coast, at the mouth of the River Liffey. The city has an urban area population of over a million.

You can register for the conference [here](#). If you have questions regarding the event, send an email to conference2019@eftre.net. Some subsidized places are available to apply.

If you are looking for information about our [keynote speakers](#), the [workshops](#) EFTRE offer or how to best [plan your visit to Dublin](#), please see the website. The official flyer can be downloaded [here](#).

NEW! OPTIONAL EXTENSION PROGRAMME IN NORTHERN IRELAND from the evening of Saturday 31st August (the closing day of the Dublin conference) to the evening of Monday 2nd September. [See more.](#)

Mae'r dudalen hon yn wag yn