

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL



SACRE MEETING

3.45 PM TUESDAY, 10TH JULY, 2012

COMMITTEE ROOM 1, CIVIC CENTRE

This Agenda has been prepared by the Democratic Services Department. Any member of the public requiring information should contact the department on (01685) 725203 or email democratic@merthyr.gov.uk.

A G E N D A

1. Apologies for absence
2. Minutes of the last meeting **(Pages 1 - 4)**
3. Matters Arising
4. Examination Update:
 - 4.1 RS Short Course
 - 4.2 Entry Level
5. Inspection findings in Religious Education:
Summer 2011 - Spring 2012 (to be tabled at meeting)
6. ESIS Inset Courses 2011 - 2012 **(Pages 5 - 6)**
7. WASACRE Issues:
 - 7.1 Collective Worship Guidance **(Pages 7 - 12)**

- 7.2 Feedback from WASACRE meeting on 30th March 2012 at Aberaeron, Ceredigion **(Pages 13 - 18)**
- 7.3 Representation at next WASACRE Meeting on 26th June 2012 at Conway
- 7.4 Executive Voting for the period 2012 - 2014 **(Pages 19 - 20)**
- 7.5 WASACRE Meeting Autumn 2012
- 8. Central South Consortium Update
- 9. SACRE Membership - Update and Humanist Request **(Pages 21 - 22)**
- 10. Dates of Future Meetings
- 11. Correspondence
- 12. Any other business as deemed urgent by the Chairman

COMPOSITION:

Julie Symes (Vice-Chair)

Councillors T Chaplin, G Davies, E Galsworthy, K Moran, Janine Brill, Sue Blackmore, Debra Evans, Father Matthew Gibbon, Lynne Lambe, Gareth Parry, Carys Pritchard, Ann Star, Alun Jones and Jonathan Martin

together with appropriate officers

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Os byddai'n well gennych gopi o'r agenda hwn mewn iaith arall, cysylltwch a democratic@merthyr.gov.uk neu ffoniwch 01685 725203

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL



MINUTES OF MEETING

SACRE MEETING

TUESDAY, 21ST FEBRUARY, 2012

PRESENT: Councillor Richard Thomas (**In the Chair**)

Father Matthew Gibbon, Lynne Lambe, Carys Pritchard and Julie Symes

Karen Vokes (Democratic Services Officer)

ITEM NO.	AGENDA MATTER	DECISION
771	Apologies for absence	Apologies received from Sue Blackmore, Mike Southcoat and Councillor Gareth Jones.
772	Minutes of the last Meeting	The minutes of the meeting held on 4 th October 2011 were submitted and approved.
773	Matters Arising	There were no matters arising.
774	RE and the Merthyr Learning Quarter - Jonathan Martin, Merthyr Tydfil College	<p>The Chair welcomed Jonathan Martin from Merthyr Tydfil College to the meeting.</p> <p>Jonathan Martin gave a presentation to the Committee in relation to the Merthyr Learning Quarter and Religious Education and the following were discussed in detail:</p> <ul style="list-style-type: none">• The provision of facilities for religious education• Religious education and the link with partner schools in Merthyr Tydfil• Religious education within the curriculum

		<ul style="list-style-type: none"> Religious Studies at A/AS level and recruitment of the teaching post(s). <p>Questions were raised by members of the Committee and duly answered by Jonathan Martin.</p> <p>Discussion ensued with regard to inviting Jonathan Martin to be a member of SACRE. It was unanimously agreed that Jonathan Martin would become a teacher representative of SACRE representing the Association of College Management.</p>
775	Religious Studies Examination Results 2011 (to be tabled at the meeting)	<p>CP distributed a brief analysis of the examination grades achieved to date for GCSE's and A Level.</p> <p>Questions were asked by the Committee and answered by CP.</p> <p>The good A levels results achieved throughout the Borough were noted and it was agreed that the Chair would draft letters to Schools, on behalf of SACRE, congratulating them on their successful results.</p>
776	KS3 Assessment Issues:	
776a	Teacher Assessment levels in Religious Education 2011 (to be tabled at the meeting)	<p>CP distributed to the Committee the Key Stage 3: Year 9 Religious Education Levels for 2010 and 2011.</p> <p>These were noted by the Committee.</p>
776b	Securing Teacher Assessment at KS3 - Chief Moderator's Report.	<p>CP led the Committee through the Moderator's Report for 2011.</p> <p>Concern was expressed by the Committee and CP advised that these concerns have already been raised at WASACRE and feed back given to the Chief Moderator.</p>
777	WASACRE	
777a	Feedback from meeting on 24th November 2011 at Cardiff	<p>CP led the Committee through the main discussion of the WASACRE meeting that was held on 24th November 2011 in Cardiff.</p> <p>In relation to the request for membership of SACRE by the British Humanist Association, CP advised that the WASACRE Executive has already written to the Welsh Government seeking clarification on this issue. It was agreed by the Committee that this will be addressed at a later meeting once guidance from the Welsh Government has been received.</p>

777b	Representation at the spring term meeting - Aberaeron Friday, 30th March 2012	<p>CP advised that the date of the Spring Meeting at Aberaeron is 30th March 2012 and that 4 members of the SACRE Committee are invited.</p> <p>Agreed that KV to write to the SACRE members advising them of this meeting and to ask if anyone would be interested in attending.</p>
778	SACRE Membership	<p>CP advised that Alun Jones, Head of RE at Penydre, is interested in attending future SACRE meetings. Members were happy for CP to invite Alun to the meetings.</p> <p>It was agreed that:</p> <p>Councillor membership will be considered following the May Elections.</p> <p>Lorraine Buck will be attending further meetings.</p> <p>Heledd Barnett will no longer be attending the SACRE meetings.</p> <p>As previously agreed, it was queried whether the Unions have been contacted with regard to membership of SACRE. Agreed that KV would check if this has been done and report back to the next meeting.</p>
779	Correspondence	<p>The date of the next meeting is Tuesday, 12th June 2012 at 3.45 pm. <u>Please note that this meeting will be held at Merthyr Tydfil College (Room 407, Fourth Floor).</u></p>
780	Any other business as deemed urgent by the Chairman	<p>CP noted that Merthyr is the host authority for Autumn Term meeting of WASACRE. CP will liaise with Mike Southcoat to discuss the necessary details.</p> <p>With regard to costs in relation to refreshments and buffet, Councillor Richard Thomas advised that he would confirm this with the Chief Executive.</p>

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Agenda Item 6

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: JUNE 12TH 2012

SUBJECT: ESIS INSET COURSES 2011 - 2012

PURPOSE: To inform the SACRE of the attendance at Inset Courses running from Autumn 2011- Spring 2012

PRIMARY INSET COURSES 2011-2012

Course Title	Date	B	C	M	RCT	Other	Total
Literate RE at KS2	October 12 th 2011	0	5	1	5	0	11
RE in the Foundation Phase	November 29 th 2011	3	8	4	15	0	30
RE in the Foundation Phase	December 5 th 2011	3	12	1	10	0	26
Addressing the RE skills of Engaging, Exploring and Expressing at KS2	January 24 th 2012	2	5	3	4	0	14
Inspiring Collective Worship	February 28 th 2012	6	6	2	7	0	21
We're going on a journey Course cancelled	March 7 th / 8 th 2012						

SECONDARY INSET COURSES 2011- 2012

Course Title	Date	B	C	M	RCT	Other	Total
What's New: Head of Department Meeting	October 4 th & Feb 1 st 2011	3	6	3	6	0	18
Critical Literacy at KS3	October 18 th 2011	2	2	0	4	3	11
Addressing the RE skills of Engaging, Exploring and Expressing at KS3.	February 8 th 2012	1	0	2	2	3	8

CROSS PHASE – TRANSITION TRAINING

Course Title	Date	B	C	M	RCT	Other	Total
A Developmental Approach to Engaging with Fundamental Questions	February 24 th 2012	5	6	4	4	9	28

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GUIDANCE ON COLLECTIVE WORSHIP

WALES ASSOCIATION OF SACRES

May 2012

INTRODUCTION

School acts of collective worship are educationally meaningful when they provide opportunities to engage with the needs of all learners, whatever their faith or belief background. Good collective worship promotes spiritual development, contributes to personal development, benefits the whole school community, links the school community and the wider local community, and enhances awareness of global citizenship.

Some factors underpinning effective collective worship include:

- developing a coherent school policy and approach to collective worship, with active engagement from senior management;
- creating collective 'ownership' of the school's programme of collective worship on the part of staff, learners and governors;
- ensuring that there are clear expectations among staff concerning their contributions to collective worship;
- offering opportunities for learners to actively engage in collective worship;
- making collective worship an integral part of the school day by reflecting in planning its relevance to and connections with all aspects of school life;
- providing continuing professional development opportunities for staff which will allow critical reflection on and enhancement of collective worship provision in the school.

In order to develop educationally meaningful and effective collective worship, it is important to appreciate the benefits of collective worship and to be familiar with the legal requirements relating to collective worship.

APPRECIATING THE BENEFITS OF COLLECTIVE WORSHIP

It would be useful for schools to discuss how collective worship promotes spiritual development, contributes to personal development, benefits the whole school community, links the school community and the wider local community, and enhances awareness of global citizenship.

(a) Collective worship promotes spiritual development

Schools have a duty to promote the spiritual development of learners.¹ Effective collective worship enables a school to contribute to this statutory requirement. It is

¹ Education Reform Act 1988, Part 1 (2)(a)(b); Education Reform Act 2002, Section 99 (1)(a)(b)

important to understand that spiritual development or spirituality is **not** the same as being religious, but it is about the process of developing learners' appreciation of the spiritual dimensions of life and the wider issues of meaning, purpose and fulfilment. Staff and learners should appreciate that acts of collective worship:

- provide a special time separate from ordinary school activities;
- support learner-centred experiences, and enable learners to develop a sense of their position within the universal picture;
- develop learners' ability to reflect on their own feelings, values and attitudes;
- develop learners' awareness of the inner life and the spiritual dimension of each person;
- explore and encourage responses to fundamental questions about the meaning of life, change and death.

(b) Collective worship contributes to personal development

Schools have a duty to promote the personal development of learners.² Effective collective worship enables a school to contribute to this statutory requirement. Staff and learners should appreciate that acts of collective worship:

- contribute to health and wholeness, and emotional intelligence;
- encourage reflection on inner feelings and beliefs;
- develop beliefs and values, both personal and communal;
- encourage an understanding of the beliefs and values of others;
- increase self esteem and purpose in life;
- nurture the human ability to make moral choices for good or evil, through thinking about 'moral codes, relationships, responsibility, respect for diversity, temptation, the power of self, sacrifice and love'³.

(c) Collective worship benefits the whole school community

Effective collective worship provides benefits for the whole school community. Staff and learners should appreciate that acts of collective worship:

- encourage shared values, meaning and purpose;
- contribute to the experience of belonging to a community;
- provide opportunities to celebrate the school's achievements and the contribution of individuals to those achievements;
- develop understanding and appreciation of the beliefs and values of others within the school community;
- provide opportunities to reflect on and to share in the 'happy' and 'sad' events and experiences which effect the school community;
- contribute to a school ethos which supports the educational attainment of all learners, regardless of background, through developing self esteem and a sense of purpose in life.

(d) Collective worship links the school community and the wider local community

Schools are expected to consider how they support and promote community cohesion, and it should be recognised that collective worship offers a valuable contribution at both school level and wider community level. Effective collective worship makes links between the school community and the wider local community. Staff and learners should appreciate that acts of collective worship:

² Education Reform Act 1988, Part 1 (2)(a)(b)); Education Reform Act 2002, Section 99 (1)(a)(b))

³ National Exemplar Framework for religious education for 3 to 19-year-olds in Wales 2008, p. 10

- draw on a range of carefully selected and appropriate representatives within the local community to contribute to collective worship;
- contribute to the experience of belonging to a wider local community;
- provide opportunities to celebrate the local community's achievements and the contribution of groups and individuals to those achievements;
- develop understanding and appreciation of the beliefs and values of others within the local community;
- support shared understanding of how individual learners and a school may contribute positively to the wider community;
- provide opportunities to reflect on and to share in the 'happy' and 'sad' events and experiences which effect the local community.

(e) Collective worship enhances awareness of global citizenship

Effective collective worship enhances awareness of global citizenship. Staff and learners should appreciate that acts of collective worship:

- draw on a range of carefully selected material to promote global awareness;
- contribute to the experience of belonging to a global community;
- provide opportunities to celebrate global events and human achievements;
- develop an understanding of global diversity and inequality;
- offer opportunities to reflect on and share in global crises and human suffering.

The whole school has much to gain from educationally meaningful and effective acts of collective worship, and members of the school (and local community) have much to offer through presentations and contributions to acts of collective worship. In practice, schools should consider how these benefits may be incorporated into their programme for collective worship and be collectively 'owned' by the whole school community.

COLLECTIVE WORSHIP AND THE LAW

The law distinguishes between 'schools with a religious character' and other schools (School Standards and Framework Act 1998). 'Schools with a religious character' are those linked with one or more Christian denominations or a major world faith by virtue of their foundation or by a specific legally binding decision to become such a school. The DfES maintains a list of such schools in Wales.

(a) What the law really says about state-maintained schools with a religious character

- There is a statutory requirement for schools to provide a **daily** act of collective worship for all learners;
- This requirement is for **every learner** to have opportunity to participate in an act of collective worship **every day**;
- There is provision for learners to be withdrawn from acts of collective worship, at the request of parents;
- There is also provision for teachers to withdraw from conducting acts of collective worship, however, there are some limitations to this right in Voluntary Aided schools;
- The acts of worship will reflect the religious character of the school;
- The acts of worship are likely to include material drawn from the worshipping practice and traditions of the specific faith or denomination with which the school is associated;
- Worship should be 'collective' not 'corporate';
- Acts of worship should not be passively received – a response is required;

- Schools may use a local place of worship for some of its acts of worship where this is appropriate;
- Schools do not have the right to a determination;
- Acts of worship are distinct from an ‘assembly’ – which, in law, is actually any gathering of the school **apart from** collective worship;
- Since January 2009, post 16 learners may request withdrawal from collective worship for themselves.

(b) What the law really says about worship in all other state-maintained schools

- There is a statutory requirement for schools to provide a **daily** act of collective worship for all learners;
- This requirement is for **every learner** to have opportunity to participate in an act of collective worship **every day**;
- There is provision for learners to be withdrawn from acts of collective worship, at the request of parents;
- There is also provision for teachers to withdraw from conducting acts of collective worship;
- The majority of acts of collective worship in a school term and year should be ‘wholly, mainly of a broadly Christian character’, and in maintained schools, not solely of any one denomination;
- The majority of acts of collective worship should have elements in them which relate to traditions of Christian belief;
- Worship in a school context should be ‘collective’ rather than ‘corporate’;
- Acts of collective worship should not be passively received – a response is required;
- For maintained schools, acts of collective worship must take place on the school premises;
- Schools have the right to a ‘Determination’ – that is, to be released from the requirements for acts of worship to be wholly, mainly of a broadly Christian character, if the school composition might require this (applications are to be made to the local SACRE);
- Acts of worship are distinct from an ‘assembly’ – which, in law, is actually any gathering of the school **apart from** collective worship;
- Since January 2009, post-16 learners may request withdrawal from collective worship for themselves⁴.

(c) What the law does not say

There is often confusion about collective worship, and it is important to know that the law does **not** require:

- the **whole school** to be together for collective worship
[The requirement is for any gathering of learners the school chooses, other than groupings based on religious affiliation]
- acts of collective worship to be **at the start of school** in the morning
[The timing of collective worship in the school day is for each school to determine]
- a stated **length of time** for acts of collective worship
[The length of acts of collective worship is a school matter, but should not reduce the expected hours of the curriculum day].

POTENTIAL ACTIONS

Schools which are serious about providing educationally meaningful and effective collective worship will:

⁴ WASACRE in association with DCELLS sent guidance on this change in legislation to all schools in 2009

- establish clear principles, policies and programmes to underpin acts of collective worship;
- create a collective sense of ‘ownership’ of collective worship;
- identify funding to provide training for staff or establish a professional learning community perhaps through a local consortium.

Case studies exemplifying good practice and additional useful resources will be available on the WASACRE website: www.wasacre.org.uk

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DRAFT

Cofnodion cyfarfod y CCYSAGauC, Neuadd
Cyngor, Ceredigion, 30 Mawrth 2012, 10.30am –
3pm
Minutes of the Wales Association of SACRE
meeting, County Hall, Ceredigion, 30 March 2012,
10.30am – 3pm

<p>Ynys Môn / Anglesey Rheinallt Thomas</p> <p>Blaenau Gwent Paula Webber Gill Vaisey</p> <p>Pen-y-bont ar Ogwr / Bridgend Carys Pritchard Edward Evans</p> <p>Caerffili/ Caerphilly Vicky Thomas</p> <p>Caerdydd / Cardiff David Griffiths</p> <p>Sir Gaerfyrddin / Carmarthenshire Meinir Wynne Loader Mary Parry Aled Jones</p> <p>Ceredigion Catherine J Hughes Lyndon Lloyd Vaughan Salisbury Carys Ann Joyce Howells</p> <p>Conwy Phil Lord</p>	<p>Sir Ddinbych / Denbighshire Phil Lord Brian Huw Jones Morfudd M Jones</p> <p>Sir y Fflint / Flintshire Phil Lord</p> <p>Gwynedd W M Meredith Debbie Humphreys</p> <p>Merthyr Tudful / Merthyr Tydfil Carys Pritchard</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot</p> <p>Casnewydd / Newport Vicky Thomas</p> <p>Sir Benfro / Pembrokeshire</p> <p>Powys John Mitson</p>	<p>Rhondda Cynon Taf Carys Pritchard</p> <p>Abertawe / Swansea Vicky Thomas Hilary Evans Carmel Reynolds</p> <p>Torfaen Vicky Thomas</p> <p>Bro Morgannwg / Vale of Glamorgan Vicky Thomas</p> <p>Wrecsam / Wrexham Libby Jones Tania ap Sion</p> <p>Sylwedyddion / Observers Leslie Francis (Canolfan y Santes Fair / St Mary's Centre) Tudor Thomas (CBAC / WJEC) Ben Wigley (MAGC / REMW) Geraint Hopkins (Cytûn)</p>
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Minutes of the Wales Association of SACRE meeting, County Hall, Ceredigion, 30 March 2012

1. Introduction and welcome: Cllr Catherine Hughes from Ceredigion County Council welcomed members to Ceredigion and introduced pupils from two schools who had prepared presentations for the meeting. The Chair thanked the two schools for their enjoyable and thought-provoking presentations.

2. Quiet reflection: The Chair led the reflection, which focused on the importance of not judging people on the way they look.

3. Apologies: Chris Abbas, Susan Allan, Mark Brown, Susan Cave, Gavin Craigen, Rameez Delpak, Michael Gray, Bethan James, Jen Malcolm, Denize Morris, Janet Neilson, Brian Rogers, John Rogers, Nigel Steele-Mortimore, Dafydd Treharne, Helen Gibbon.

4. Minutes of the last meeting: With a correction to page 1 for attendance, Meinir Wynne Loader, the minutes were accepted as a correct record of the meeting.

5. Matters arising: Page 2, point 4: KS3 Moderation. TaS highlighted key points from the response from Leighton Andrews about KS3 Moderation. It was emphasised that it was not possible to extend the time for KS3 Moderation in RE. However, there were plans for a Welsh Government review of all subjects, including RE, in the near future. Concern was raised by some members about teachers coping with the pressure of preparing their portfolios. Mary Parry echoed the concern, but pointed out that nothing further could be done because the deadline for the portfolios was 30 March.

Paula Webber (Blaenau Gwent) expressed concern that when teachers level work, they normally use a 'best fit' approach, which is different to the requirements of the moderation process. The moderation process has also taken longer than has been anticipated by the moderation team. Joyce Howells (Carmarthenshire) expressed concern that time had not been given to individual staff or departments to complete the task and it is this that had largely contributed to the difficulties. Phil Lord (Flintshire) spoke about how the process had been largely positive in opening up a discussion about what is 'good' RE. Carys Pritchard spoke of the importance of Local SACREs and the support that they give to schools following the moderation outcomes. Concerns were also raised about how moderators would cope with the volume of applications that would be submitted. Phil Lord explained that WJEC were aware of the amount of applications and have arranged for an adequate number of moderators to cope with demand. Gill Vaisey and Vicky Thomas raised the concern of support for schools that do not 'pass'. Suggestions were given of 'up-skilling' those teachers/departments in the same way that some of the moderators have been 'up-skilled' in order to moderate other schools effectively.

The Chair proposed that this issue be referred to the WASACRE Executive Committee and NAPfRE for further discussion. Gill Vaisey said that NAPfRE were currently looking at the level descriptors. Tania ap Sion said that WASACRE would work with NAPfRE on the issue of teacher support following the KS3 Moderation process. Rheinallt Thomas (Anglesey) raised the point that it would be helpful for WASACRE to ask Gavin Craigen (Chief moderator) to deliver a presentation of the moderation results at a future WASACRE meeting. Meinir Wynne Loader (Carmarthenshire) spoke from a teacher perspective and expressed concern about the stress incurred as a result of the process and associated lack of confidence and low morale. This was echoed by Joyce Howells (Ceredigion).

Page 3, point 6: the issue of representation on SACREs, with reference to the British Humanist Association correspondence. A response from the Welsh Government to WASACRE had been received; the WG was unable to advise WASACRE on this issue, but pointed to the existing legislation relating to the composition of SACREs. Tania ap Sion said that there had been no changes to current legislation, which stated clearly that Committee A was for representatives from religious faith communities; however, a representative of the BHA could be co-opted to local SACREs if this were considered appropriate.

Rheinallt Thomas spoke about the web-based collective worship petition on the Welsh Government website and asked whether all SACREs were aware of it. Tania ap Sion confirmed that all SACREs had been alerted to the petition supporting collective worship and to its context (that is, as a response to a petition placed on the site by a representative of the British Humanist Association supporting a review of the current legal requirements for collective worship).

6. Collective worship document: The Chair explained the rationale behind the creation of the doc and thanked Tania ap Sion for her work in producing it. TaS introduced the draft copy of the document and explained its importance. The document, when completed, would be circulated to all SACREs for distribution to all schools. Members spoke in support of collective worship. Carys Pritchard thanked everyone concerned in the creation of this document, including the case studies and resources that will be available on WASACRE website.

The Chair emphasised that it was a draft document but would be circulated soon to SACREs.

Ben Wigley (REMW) emphasised the need for this document being in the public domain as soon as possible, with or without the case studies and other resources. He also asked for the document to be sent to the Heads of schools, as it is their responsibility. The Chair added that it should also be sent to each school's Chair of Governors, who also carries responsibility. Vicky Thomas proposed that a copy is sent to Estyn, so that they are aware of what guidance is being given to schools. Gill Vaisey and Phil Lord emphasised the need to get the case studies available as soon as possible so that those teachers who will be working on Collective Worship over the summer will have access to them. Tania ap Sion said that the document could be put on the WASACRE website as soon as it is available. Mary Parry suggested that the document be placed on the website immediately and with case studies being added as and when completed. There were no objections to this proposal.

Related to collective worship, Rheinallt Thomas raised a concern that Estyn inspectors may be interpreting the standards and requirements for collective worship differently and this had an impact on individual schools.

7. REsilience: Tania ap Sion reminded members that it had been agreed that a summarised version of the full REsilience report from a Welsh perspective would be created. This had been done and sent to Leighton Andrews (copies of the report were included in the papers for the meeting). The Minister has thanked WASACRE for the report and recognised the success and positive outcomes from the REsilience project in Wales. The next step would be to send the summary of the report to all SACREs. Members supported this. Mary Parry said that all schools in Wales would benefit from access to the REsilience project materials and not just the 40 schools who were involved in the process in Wales. Tania ap Sion responded by explaining that discussions were taking place in the RE Council concerning how to make these

resources available. From a Welsh perspective, there were issues concerning how the resources would be updated and remain relevant to Wales and Welsh schools. As a Board member of the RE Council, Tania ap Sion would keep members up-to-date and that this was an area which would need further discussion in WASACRE and NAPfRE.

Questions were asked about how many Welsh-medium schools were involved and when the evaluation feedback would be shared. Tania ap Sion said that Welsh medium schools were involved, but could not give an exact figure without checking. There had been an attempt to retrieve evaluation forms from participating schools and more work was being done to retrieve more evaluation forms.

8. NAPfRE presentation: Changes to the GCSE RE Specification (Tudor Thomas): TT thanked WASACRE for inviting him to give the presentation and members were given a hand out of the PowerPoint presentation. Members were informed about the changes relating to the marking of spelling, punctuation and grammar, as well as changes to assessment.

The Chair thanked TT for his presentation. Paula Webber raised the issue of pupils with dyslexia being penalised for their disability. Tudor responded, saying he was aware of this and understood the concern, but explained that under the current guidelines the WJEC would not be allowed to make special arrangements for pupils with dyslexia.

Mary Parry raised a concern about the difficulties accessing examination data this year. She emphasised that one of the SACRE's responsibilities is to monitor standards in examinations. The data is needed to provide a full and accurate analysis. Carys Pritchard echoed this concern and emphasised the need to compare standards in similar schools across the country and that this included the comparative data for boys and girls. Rheinalt Thomas asked for a letter to be sent to the Welsh government about this and the problems it has caused. Carys Pritchard and Mary Parry propose the letter is sent from WASACRE on behalf of the SACREs. This was agreed by members. The Chair emphasised that individual SACREs could still write to Leighton Andrews on this issue themselves. Tudor Thomas responded that the contract was now not with WJEC, but a company in Scotland. He will take this back to WJEC and ask how this could be rectified.

9. RE Council report: Tania ap Sion referred to the WASACRE Executive meeting where it was proposed that there should be a reintroduction of the RE Council report at WASACRE meetings including items which are of relevance to Wales. This will now be a regular item on the WASACRE agenda.

REQM (RE Quality Mark): Tania ap Sion explained the purpose of the Quality Mark. It is an accreditation system, which recognises good practice in religious education in schools. Schools which gain the mark will be expected to share good practice with other schools, to support good quality provision of RE. The REQM is being developed in England this summer and autumn. WASACRE has been asked if Wales would be interested in being part of this initiative. Interest was shown by members and it was agreed that this should be explored further at the next WASACRE Executive meeting.

10. NAPfRE Presentation: Learning outside the classroom (Phil Lord, Debbie Humphreys, Owen Edwards) :The presentation was concerned with a collaborative project comprising Bangor Cathedral, CYNNAL, Conwy Local Authority and the St Mary's Centre. The project set out to explore the impact of a cathedral activity day

about Advent and Christmas on participating primary school children from seventeen local primary schools. An evaluation of the impact of the experience and a research report from St Mary's Centre discussed the impact in detail. Philip Lord (Conwy LA) introduced and described the project. Tania ap Sion (St Mary's Centre) presented the research findings of the project on behalf of Owen Edwards. Debbie Humphreys (Cynnal) spoke about curriculum support material created by Cynnal for 'What is the meaning of Christmas' which complements the work which had been done in Bangor Cathedral. This support material is available on Cynnal website.

They were thanked for sharing this project and the resources with members. The Chair emphasised the value of church buildings for educational purposes and the wealth of resources they hold.

11. Correspondence: Most of the correspondence received had been dealt with under other agenda items. Correspondence had also been received from Jim Stewart, who had been responsible for putting the petition on the Welsh Government website.

12. Report from the Exec committee held on 27 February 2012, Cardiff : The Chair went through the report and no points were discussed further.

13. Showcase RE resources Phil Lord drew members attention to a useful educational Facebook called Edmondo (similar to Moodle) where teachers could create a Facebook style page for students to access, with links to other relevant web pages, for example, WJEC etc.

14. A.O.B. There was no other business.

15. Date of next meeting: 26 June 2012, Llandudno Junction Business Centre. (this is in walking distance from the railway station). However, if anyone requires transportation from the station, please let the Secretary know so that arrangements can be made.

The Chair concluded the meeting by thanking Cllr Catherine Hughes for her welcome, the schools and colleagues who gave presentations, Denfer Morgan (Clerk to SACRE), the catering staff, Ceredigion Council and staff for their hospitality.

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MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR
RELIGIOUS EDUCATION

DATE: JUNE 12TH 2012

SUBJECT: THE WASACRE AGM ON JUNE 26th 2012 AT
LLANDUDNO JUNCTION

PURPOSE: EXECUTIVE VOTING

NOMINATIONS FOR THE EXECUTIVE COMMITTEE (2011/2012)

SACREs have been asked to vote for the **TWO** vacant places on the WASACRE Executive.

Mark Brown Conwy SACRE

I graduated from the University of Wales, Bangor with a BEd degree, specialising in Religious Education. Throughout my career I have seen RE as a fundamental subject which is essential to our school curriculum. I have taught in a variety of schools, both denominational and more secular. I am a specialist in the Foundation Phase and have been involved in several Foundation Phase projects to develop RE as an integrated rather than 'stand alone' subject (as required by the Foundation Phase curriculum). I relish the opportunity to sit on the Conwy SACRE as the Foundation Phase representative (a post that I have held for nearly two years) and have recently undertaken a 'Farmington Fellowship' to develop a KS2 resource for Bangor Cathedral. Throughout my career I have developed strong links with local religious groups, which have in turn developed the children's knowledge and understanding of the world around them. I am a committed and dedicated primary teacher with a real love of RE.

Phil Lord Denbighshire SACRE

I graduated in 1999 with a BA (Hons) degree in Theology and Christian Ministry from the University of Manchester. After completing my degree I enrolled on a two-year Cross Phase Key Stage 2 /3 Postgraduate Certificate in Education at Didsbury, Manchester. I gained experience teaching learners in both junior and secondary schools. After deciding that I wanted to concentrate on my degree subject, I transferred to a PCGE concentrating on Secondary School Religious Education. I was appointed as a teacher of RE at Sandbach boys school in 2002. I applied and secured the post of Head of Religious Education in Bishop Heber High School, Malpas, two years later. While working in those schools, I worked closely with the RE Advisor, developing ICT resources and presenting INSET on behalf of Cheshire SACRE. In September 2007 I became the Head of RE at Ysgol John Bright in Llandudno. During my time at the school I was able to work at length with Conwy's RE advisor, Gavin Craigen, developing guidance material relating to the 2008 curriculum. This helped me to create Key Stage 3 schemes of work in my own department, recognised by Estyn in March 2009 when we gained 'Grade 1'. I applied for and secured the post of RE advisor for Conwy, Flintshire and Denbighshire in the autumn term, 2009. In that time I have been involved in monitoring schools on behalf of SACRE as well as providing subject support as a local authority officer. I have provided target support at all phases, including Foundation Phase Guidance, Key Stage 2 days at both Bangor and St Asaph Cathedrals and the creation of a Key

Stage 2/3 bridging unit. I have supported teachers through the Key Stage 3 Securing Teacher Assessment process. I have organised and presented GCSE revision days and Year 12 day conferences. As Officer to three SACREs and Vice Chair of NAPfRE I regularly attend the termly WASACRE meetings and have contributed to a number of these.

Rheinallt A Thomas (Anglesey SACRE)

Rheinallt commenced his career as an RE teacher and then for 30 years he trained students to be RE teachers. He has held hundreds of INSET course for teachers from Infants to Secondary levels. He was the Founder Director of the Welsh National Centre for RE at Bangor University where he served for 21 years. He has been a member of WASACRE from its outset – he was actually instrumental in its formation - has been a member throughout its existence and has served not only on the Executive for many years but is also a past Chairman. He is still a faithful member of both Anglesey and Gwynedd SACREs and although he is officially retired is still active in several areas linked with education and RE e.g he is Treasurer of REMW; Trustee and Finance clerk to the Welsh Sunday schools Council; is responsible for education matters for the Presbyterian Church of Wales and he represents the Welsh Free Churches on the UK churches education committees.

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: JUNE 12TH 2012

SUBJECT: MEMBERSHIP UPDATE

PURPOSE: To discuss SACRE membership issues

1. MERTHYR TYDFIL SACRE MEMBERSHIP

Local education authority

6 places

Teacher associations NUT

Julie Symes

RE Teachers' Association

National Union of Teachers

UCAC

Secondary Heads Association

NAS/UWT

Association of Teachers and Lecturers

NAHT

Sue Blackmore

Jonathan Martin

Lynne Lambe

Religious denominations

Debra Evans

Roman Catholic Church

Evangelical Church

Presbyterian Church

Church in Wales

Salvation Army

Ann Starr

Father Matthew Gibbons

Janine Brill

LA Officers

Lorraine Buck

Karen Vokes

Carys Pritchard

Head of School Improvement

Clerk to SACRE

Associate Adviser (ESIS)

2. Humanist representation on SACREs

WASACRE wrote to the Welsh Government, on behalf of SACREs in Wales, regarding the request of the Humanist Association to SACREs in Wales to be appointed as a member of Committee A. The response from WG was a copy of the 1996 Education Act and its constitution for advisory councils. There has been no legal change to this constitution since that date.

390 Constitution of advisory councils.

(1) A local education authority shall constitute a standing advisory council on religious education for the purposes mentioned in section 391(1).

[F1(2) The council shall consist of such groups of persons appointed by the authority as representative members (“representative groups”) as are required by subsection (4).]

(3) The council may also include co-opted members (that is, persons co-opted as members of the council by members of the council who have not themselves been so co-opted).

(4) The representative groups required by this subsection are—

(a) a group of persons to represent such Christian denominations and other religions and denominations of such religions as, in the opinion of the authority, will appropriately reflect the principal religious traditions in the area;

(b) except in the case of an area in Wales, a group of persons to represent the Church of England;

(c) a group of persons to represent such associations representing teachers as, in the opinion of the authority, ought to be represented, having regard to the circumstances of the area; and

(d) a group of persons to represent the authority.

(5) Where a representative group is required by subsection (4)(b), the representative group required by subsection (4)(a) shall not include persons appointed to represent the Church of England.

(6) The number of representative members appointed to any representative group under subsection (4)(a) to represent each denomination or religion required to be represented shall, so far as consistent with the efficient discharge of the group’s functions, reflect broadly the proportionate strength of that denomination or religion in the area.

(7) On any question to be decided by the council only the representative groups on the council shall be entitled to vote, and each representative group shall have a single vote.