



SACRE

3.45 pm TUESDAY, 23RD OCTOBER, 2018 CONFERENCE ROOM 1

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AGENDA

1. Election of Chair and Vice Chair
2. Welcome and apologies for absence
3. Declaration of Interests

Members are reminded of their personal responsibility to declare any personal and prejudicial interest in respect of matters contained in this agenda in accordance with the provisions of the Local Government and Finance Act 1992 relating to Council Tax, the Local Government Act 2000, the Council's Constitution and the Members Code of Conduct

Note:

- (a) Members are reminded that they must identify the item number and subject matter that their interest relates to and signify the nature of the personal interest and
- (b) Where Members withdraw from a Meeting as a consequence of the disclosure of a prejudicial interest they must notify the Chair when they leave

4. Minutes of Previous Meeting(s) **3 - 8**
5. Matters Arising from Previous Minutes
6. SACRE Annual Report 2017-18 **9 - 36**
7. Inspection Synopsis - September 2017 to June 2018 **37 - 42**
8. Review of RE at KS2 AND KS3 **43 - 48**
9. Curriculum Development update from Workshop held on the 28th September 2018 **49 - 50**
10. WASACRE - Summary of July meeting in Anglesey **51 - 52**
11. Meeting venues, dates and possible agenda items including:
 - Self evaluation and development planning.
 - Teacher workshops and inputs from Schools.
 - Confirm dates and venues for future meetings.
12. Any other business deemed urgent by the Chair

COMPOSITION: Councillors: E Galsworthy, L Davies, D Hughes and I Thomas

Professional Associations:
A Jones, S Bernard Henderson, L McCarthy, H Price, J Jones, K Thomas, M Carrington and L Draper

Faith Communities:
D O'Keefe, A Pitt, A Star, Rev. M Prevett and J Brill,
S Bowen and M Turford

together with appropriate officers

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MINUTES OF MEETING

SACRE MEETING

THURSDAY, 14TH JUNE, 2018

PRESENT: Councillors: E Galsworthy (Chair)
D Hughes (Vice-Chair)

Councillors: L Davies and I Thomas

Professional Associations:

A Jones, S Bernard Henderson, L McCarthy and L Draper

Faith Communities:

D O'Keefe, A Pitt and Rev. M Prevett

Officers:

S Bowen (Inclusion and Wellbeing Manager) and P Webber
(Consultant for Merthyr SACRE)

K Vokes (Democratic Services Officer)

ITEM NO.	AGENDA MATTER	DECISION
65	Welcome and apologies for absence	Apologies for absence received from Helen Price, Mark Carrington and Ann Star.
66	Declaration of Interest	No declarations of interest were made.
67	Minutes of the last meeting	It was noted that Andy Pitt had sent his apologies for the meeting on the 22 nd March 2018 and could this be duly amended on the attendance list for this meeting. Subject to the above amendment, it was RESOLVED that: The minutes of the meeting held on the 22 nd March 2018 be accepted.
68	SACRE Membership	Discussion ensued in relation to the current membership of Merthyr SACRE and the contents were noted.

		<p>Paula Webber referred to the letter received from Welsh Government on whether persons who hold non-religious beliefs (such as Humanists) should be permitted full membership on Group A in light of the Human Rights Act 1988.</p> <p>She advised members that guidance received outlines that the appointment of persons to SACRE is a matter for local authorities in discussion with SACRE's but, taking legal advice into consideration, Welsh Government is of the opinion that representatives from non-religious belief systems may be appointed to Group A (religious denomination) of a SACRE to ensure that SACREs fully reflect the beliefs of the communities that they are representing and to comply with current legislation.</p> <p>Following discussion, it was RESOLVED that:</p> <ul style="list-style-type: none"> • The current SACRE membership at Merthyr be noted. • Clarification be sought on the number of faith denomination representatives on this Committee and that Paula Webber make enquiries on whether there is a Constitution in place for the Merthyr SACRE Committee to confirm this number. • Paula Webber to seek further guidance on this.
69	To receive from Members items and suggestions for SACRE News Bulletin	<p>Paula Webber referred to the Spring SACRE Bulletin attached to the agenda and advised members that items are now required for the Summer edition.</p> <p>RESOLVED that:</p> <p>Members contact Karen Vokes before the end of term if they wish to place an article in the Summer News Bulletin.</p>
70	Curriculum development update	<p><u>Humanities AoLE Proposals</u></p> <p>Paula gave an update to members and the Committee discussed in detail the latest proposals in the progression frameworks from the Humanities AoLE Group.</p> <p>Following discussion it was RESOLVED that:</p> <ul style="list-style-type: none"> • Members return any additional comments to Karen Vokes by no later than Friday, 22nd June 2018 at the latest in order that they can be included into the response to Welsh Government by the 1st July. <p><u>Estyn Update and Estyn Thematic Review</u></p> <p>Paula Webber advised members that the Estyn document, namely Religious Education at Key Stage 2 and Key Stage 3, had been published in the last few days which outlines standards in religious education and participation and engagement in learning.</p>

		<p>RESOLVED that:</p> <ul style="list-style-type: none"> • Karen Vokes e-mail the link for members to view the document. • Paula Webber to provide an update to the next meeting.
71	Monitoring Collective Worship and RE	<p><u>School Inspection Reports</u></p> <p>Paula Webber referred to the School Inspection Reports in respect of Trelewis Primary School and Heolgerrig Community School and led Committee through the outcomes of the inspections.</p> <p><u>Self Evaluation</u></p> <p>Paula Webber referred to the consideration of a self evaluation form being sent out to Schools that have recently had a successful inspection with Estyn. This could assist SACREs to consider and recommend ways in which the Local Authority might best continue to support Schools in these areas.</p> <p>RESOLVED that:</p> <p>Letters be sent out to Schools congratulating them on their recent inspection together with a self evaluation form for completion.</p> <p><u>GCSE Examination Data</u></p> <p>The GCSE Examination Data, which was circulated at the meeting, was discussed and noted.</p> <p><u>KS3 Data</u></p> <p>KS3 Data, which was circulated at the meeting, was discussed and noted.</p>
72	WASACRE	<p><u>WASACRE Meeting at Swansea on 9th March 2018</u></p> <p>Minutes of the meeting were noted by members.</p> <p><u>Nominations for WASACRE Executive Committee</u></p> <p>It was brought to members' attention that at the last meeting Paula Webber was nominated by this Committee to join the WASACRE Executive Committee. Paula Webber however advised that she withdrew the nomination as she will retain a position on the Executive Committee as Immediate Past Secretary should she decide to discontinue her role as Secretary.</p> <p><u>Nominations for the Executive Committee</u> - Paula Webber advised there is one nomination for one position on the WASACRE Executive Committee. The Committee took a vote and agreed to support the nomination, namely Kathy</p>

		<p>Riddick. It was also agreed that Paula Webber would contact WASACRE requesting that any future pen pictures to be considered by the Committee should contain more detail about the individual.</p> <p><u>WASACRE Constitution</u></p> <p>The Committee discussed the changes to the WASACRE Constitution as outlined in the agenda.</p> <p>RESOLVED that:</p> <p>The amendments, as outlined in the Constitution, be agreed by the Committee</p> <p><u>WASACRE Survey withdrawal from RE</u></p> <p>Paula Webber advised members of the original survey in relation to the withdrawal from RE which should have been sent to all Schools. Following discussion it was RESOLVED that:</p> <ul style="list-style-type: none"> • Paula Webber contact Gill Vaisey for a copy of the original survey. • Karen Vokes send out survey to all Schools. • Deadline date for completion be agreed with Gill Vaisey. <p><u>The Commission on RE (England) and its relevance to Wales representation</u></p> <p>Paula Webber referred to the discussion paper attached to the agenda which outlines how the Interim Report of the Commission on Religious Education in England is relevant to Wales. She advised that a full report will be published in September and will update members when this report becomes available.</p> <p><u>Date of future WASACRE meetings</u></p> <p>Paula Webber advised that the Summer meeting of WASACRE will be held on Friday, 6th July in Anglesey. RESOLVED that Paula Webber and Mark Prevett will be attending this meeting.</p> <p>She also advised that the Autumn meeting has not yet been confirmed and will liaise with members when further details are available.</p>
73	To receive a copy of Diversity of Religion and Belief: A guidance and resource pack for primary schools in England and Wales and Executive Summary	<p>Paula Webber gave an update to members on the Diversity of Religion and Belief guidance and resource pack for primary schools in England and Wales.</p> <p>She advised members that this document has already been e-mailed to all Schools.</p>

74	To confirm the date of the Autumn SACRE meeting	<u>Date of next meeting</u> Tuesday, 23 rd October 2018 at 3.45 pm - Conference Room 1 at the Civic Centre.
75	Any other business deemed urgent by the Chair	The Chair advised that there was no business deemed urgent.

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**Merthyr Tydfil
County Borough Council**

**Standing Advisory Council for Religious
Education**

Annual Report

2017 - 2018

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Cyngor Bwrdeistref Sirol
MERTHYR TUDFUL
MERTHYR TYDFIL
County Borough Council

Merthyr Tydfil County Borough Council
Standing Advisory Council for Religious Education
Annual Report 2017 - 2018

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MERTHYR TYDFIL SACRE

ANNUAL REPORT 2017 – 2018

COMPOSITION, ROLES AND RESPONSIBILITIES OF SACRE

COMPOSITION OF SACRE

The membership of the Standing Advisory Council for Religious Education is determined by the Education Acts of 1944, 1993 and the Education Reform Act of 1988. SACRE has three constituent groups, each group being entitled to one vote:

- Christian denominations and other religions and religious denominations;
- associations representing teachers; and
- the local authority (LA).

The members representing each of these groups for 2016 - 2017 are listed in Appendix 1.

THE ROLES AND RESPONSIBILITIES OF SACRE

The main function of a SACRE is to:

- advise the LA about religious education and collective worship;
- require the authority to review the agreed syllabus;
- consider applications from schools for determinations (to be exempt from the requirement that worship be “Christian”);
- publish an annual report on its work; and
- play a part in the local statutory complaints procedure where cases are referred to it relating to religious education or collective worship.

Advice may relate to:

- methods of teaching;
- the choice of teaching materials;
- the provision of teacher training; and
- any other matter relating to religious education and collective worship which SACRE considers appropriate.

RECORD OF MEETINGS

Three meetings of SACRE were held in the academic year 2017 - 2018:

- 24th October 2017 at the Civic Centre
- 1st March 2018 at the Civic Centre
- 14th June 2018 at the Civic Centre

A record of the main agenda items discussed during the meetings is to be found in Appendix 2.

CIRCULATION OF REPORT

Copies of this report have been circulated to the organisations/establishments listed in Appendix 5.

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EXECUTIVE SUMMARY

Summary of the advice given to the LA by SACRE

RELIGIOUS EDUCATION

Aim: To monitor standards and provision in religious education

Action

1. SACRE considers and analyses school inspection reports. If there are any issues regarding religious education, such as the non-fulfilment of statutory requirements, the LA follows this up. There were four primary schools and one special school inspected during the academic years 2016 – 2017 and Autumn 2017 to May 2018. No secondary schools in Merthyr Tydfil were inspected during this period. Comments were generally positive stating that curriculum and statutory requirements were met. There were no recommendations relating to religious education identified in the reports and therefore no follow up action was necessary.
2. SACRE analyses examination results over a three year period and identifies trends in performance benchmarked against All Wales and Consortia data. SACRE writes to schools after analysing examination results. The letter includes congratulations for the good results, where appropriate, and raises issues that schools should be addressing as a result of this analysis.
3. The LA and its SACRE gathers and analyses data regarding key stage 3 teacher assessment in religious education. This information is presented to SACRE and benchmarked against Consortia data. This information is then sent to all secondary schools in the LA.

AGREED SYLLABUS

Aim: To fulfil the legal requirement to review the agreed syllabus for religious education

Action

1. In 2008 Merthyr Tydfil SACRE adopted a new agreed syllabus for the authority's schools to be implemented from September 2008. All schools received a programme of Inset in summer 2008 and received a package of support materials, including schemes of work and electronic *Progress in Learning* files for primary and secondary schools, were issued to schools to exemplify the new syllabus.
2. In June 2013 Standing Conference endorsed the re-adoption of the Merthyr Tydfil agreed syllabus for religious education with an understanding that the syllabus would be reviewed once further

information is received in relation to the assessment and National Curriculum review.

3. Since 2013 and throughout the academic year 2017-2018 SACRE has been updated on a termly basis of developments with the national Curriculum review and the place of RE within a Humanities curriculum. SACRE are awaiting further details from Welsh Government on the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review.

TEACHING MATERIALS

Aim: To ensure that schools are informed of suitable teaching resources

Action

The following resources and information was provided to schools during 2017-2018

1. All schools were informed of the 2018 **Holocaust Memorial Day** theme and that Holocaust resources can be found on their website www.hmd.org.uk
2. Schools were advised that the formerly published **RE News** was now available to view on line at the following address: www.religious-education-wales.org
3. Managing the Right of Withdrawal from RE published by WASACRE.
4. **SACRE RE News Bulletin:** A termly SACRE RE News Bulletin was distributed to all schools and interested parties this included information on the New Curriculum, the Estyn Thematic Review, WJEC updates, Interfaith Week and places of worship as well as articles submitted by teachers and SACRE members from a number of Local Authorities.
5. Schools were notified of the **Farmington Scholarships** available to teachers of RE.
6. **Inter Faith News Bulletins** were shared with schools <https://www.interfaith.org.uk/news/ifn-e-bulletin>
7. Information was shared on **Visit My Mosque**
8. Information on **visits and visitors** in South Wales was distributed to schools.
9. The **CYTŪN POLICY BULLETIN** was shared with schools.

10. The Newsletter of the Religious Education Council of England and Wales.

11. Diversity of Religion and Belief: A guidance resource pack for primary schools in England and Wales published by Cardiff University School of Social Science.

TRAINING FOR TEACHERS

Aim: To ensure that teachers are able to access appropriate continuing professional development

Action

The local authority, via Central South Consortium, offers CPD for schools. With the current Welsh Assembly Government's emphasis on Literacy and Numeracy no subject specific training on RE is on offer.

COLLECTIVE WORSHIP

Aim: To ensure that schools fulfil statutory requirements for collective worship and provide a worthwhile experience for pupils.

Action

1. SACRE monitors the sections of inspection reports that are concerned with collective worship and spiritual, moral, social and cultural development. If there are any issues such as the non-fulfilment of statutory requirements the LA follows this up. The inspection reports of four Merthyr primary schools and one special school were scrutinised. There was no non-fulfilment of statutory requirements identified in the reports and therefore no follow up action was necessary. There were no secondary schools inspected during the academic year 2016-2017 or the academic period September 2017-May 2018.
2. Schools have been informed by SACRE of appropriate resources and websites that support collective worship in schools e.g. HMD 2017.

OTHER ISSUES:

Aim: To ensure a more informed SACRE through providing regular updates on local and national issues.

Action:

1. SACRE has maintained its membership of the Wales Association of SACREs (WASACRE) and receives termly feedback from meetings of the association.

2. Members have received various presentations and reports this year:
The consultant to SACRE gave a presentation and training on The Role and Responsibility of a SACRE and on developments in the New Curriculum for Wales and the place of RE within this.
3. SACRE agreed that where possible they would hold meetings at schools in Merthyr for members to familiarise themselves with RE in schools. This year the visit to be held in a school in the Spring Term was postponed due to inclement weather.

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4. SUMMARY OF ADVICE TO THE LOCAL AUTHORITY ON RELIGIOUS EDUCATION

The local agreed syllabus

During the spring term 2008 Standing Conference endorsed and adopted a new agreed syllabus for the authority's schools to be implemented from September 2008. A yearly programme of INSET on the agreed syllabus and support materials, including schemes of work and electronic *Progress in Learning* files for secondary schools, were issued to primary and secondary schools.

Curriculum Review

SACRE has received termly updates on curriculum development and will continue to monitor further developments in the curriculum review and respond accordingly on an ongoing basis as appropriate. RE remains a statutory curriculum requirement from reception. In the new curriculum RE will form part of the Humanities Area of Learning and Experience? During 201-2018 Welsh Government sent a termly newsletter to SACREs outlining the developmental work of the Pioneer Schools in relation to RE in the Humanities.

Welsh Government have indicated they would like a two way dialogue with SACREs on their views on RE in the new curriculum. In newsletters to SACREs Welsh Government outlined the 'What Matters' approach that has been adopted for designing the new curriculum for Wales and shared some initial drafts from the Humanities group with SACRE. The Humanities AoLE pioneer group has been regularly refining their What Matters statements and accompanying rationales. They have also developed draft progression frameworks outlining broadly the learning journey at ages 5, 8, 11, 14 and 16 (Progression Steps 1-5). The frameworks shared with SACRE reflect the work undertaken so far in relation to progression and will form the basis for articulating progression and developing Achievement Outcomes in the new curriculum. The progression frameworks themselves are not curriculum elements in their own right. Welsh Government invited comments from SACRE on the latest proposals at two points during 2017-2018. SACRE discussed the proposals both during meetings and via further responses that were sent to the consultant, Paula Webber, who collated the responses and forwarded them to Welsh Government on behalf of SACRE.

Welsh Government will clarify the relationship between the Humanities AoLE and the locally agreed syllabus during 2018-2019 and will be working closely with representatives from WASACRE and NAPfRE to develop proposals as well as an engagement process to seek the views of SACRE during the autumn term.

The Consultant shared the following concerns Welsh Government:

- SACRE did not want the subject diluted in the new curriculum
- That the subject was to be taught by non-specialists

- It pupils were taught by non-specialists they would experience difficulty with the challenge of discipline specific qualifications aged 14-16.
- Specialist teachers are required to deliver RE.

Standards in religious education

SACRE has adopted a number of strategies for monitoring standards achieved in religious education in the authority's schools that include analysing school inspection reports, monitoring school self-evaluation, reviewing examination results and analysing end of key stage 3 data.

- **Examination results**

SACRE considered examination performance in the secondary schools for 2017. The examination results are compared with the All Wales and Consortium figures and with the results of the previous years. SACRE members are also informed of the percentage of the year 11 cohort being entered for the religious studies GCSE examinations (specification A and B). The examination results are published as an appendix along with results for the previous two years.

GCSE Full Course in Religious Education

- There was a small increase in entries for the GCSE Religious Studies course in 2017 with 162 candidates from 4 schools. In 2016 there were 156 candidates from 4 schools and learners in Education Other than at School. In 2015 there were 139 candidates from 4 schools. In 2017 there was an increase in the All Wales figure at 12401 students entered in 2017 compared with 11051 candidates in 2016 and 11,341 in 2015.
- The cohort entry for Merthyr Tydfil in 2017 was 28.8% which is higher than both the 25.4% entry in 2016 and the entry for 2015 at 23.2%.
- The overall % of A* - G grades for Merthyr Tydfil was 98.8 % which is higher than 98.1% in 2016 and with previous performance. The Consortium performance is the marginally lower at 98.5%. The All Wales figure of 97.8% is also slightly lower.
- The overall % of A* - C grades for Merthyr Tydfil was 65.4% which is lower than the figures of 69.9% in 2016 and of 74.1% in 2015. Performance at A* - C of 65.4% in Merthyr Tydfil is below the Consortium figure of 71.5% and the All Wales figure of 68.3%.
- The overall % of A* - A grades for Merthyr Tydfil was 21.6% which is significantly lower than 33.3% in 2016 and than 30.2% in 2015. It is also below the Consortium performance of 27.8% and below the All Wales figure of 24.7%.

GCSE Short Course in Religious Education

- In 2017 there was a decrease in the number of students sitting the GCSE Religious Studies short course at 306 students from 4 schools along with learners in Education Other than at School. In 2016 there had been a significant increase in entry where 358 students were entered compared with 325 students entered in 2015. Across Wales 9343 students were entered in comparison to 11,666 students in 2016 and 10,098 students in 2015.
- The overall % of A* - G grades for Merthyr Tydfil in 2017 was 90.2% which is a decrease on the previous two years when it was 94.1% and 96.6%. Performance at A*-G is, however, higher than the Consortium figure of 86.9% and matches the All Wales figure of 90.2%.
- The overall % of A* - C grades for Merthyr Tydfil in 2017 was 33.7% which was significantly lower than 2016 at 52.0% and the performance of 62.5% in 2015. However the 2017 performance is comparable to the Consortium performance of 34.3% but below the All Wales figure of 39.6%.
- The overall % of A* - A grades for Merthyr Tydfil in 2017 is 7.2%. This has decreased significantly from the performances in 2016 at 18.7% and 22.8% in 2015. The 2017 performance is comparable to the Consortium performance of 7.5% and marginally lower than the All Wales figure of 9.8%.

At GCE A Level and AS level pupils are now entered at Merthyr College due to tertiary reorganisation.

- **Key stage 3 data**

Members of Merthyr Tydfil SACRE also consider the levels awarded by teachers to pupils at the end of key stage 3. Comparisons are made with previous performance in religious education.

During 2017 learners' (boys and girls) achieving level 5 and above is 90% which shows a year on year improvement with 89.3% (2016), 86.5% (2015) and 79.3% (2014). The results for boys only in 2017 (85.6%) are lower than in 2016 (89.7%), but are better than the results in 2015 (82.9%). The performance of girls only (94.3%) is 8.7% higher than that of boys at key stage 3. The gap in performance between boys and girls had been narrower at 3% (2016) but in previous years was at 8% (2015) and 16% (2014). The results at L5+ in 2017 are higher than Consortium figures for all learners, boys and girls. Girls outperformed Consortia figures by almost 3%.

Results at L6+ for all pupils in 2017 continue to fall at 38.9% compared to 46.6% (2016) and 44.8% (2015) but remain higher than 25.8% (2014). Boys' performance at 26.6% is considerably lower than the previous two years at 37.7% (2016) and 37.6% (2015). Girls' performance is significantly higher

than that of boys at 50.9% in 2017. However this gap in performance between boys and girls is narrower this year at 12% compared to 19% at L6+ in 2016 and compared to 16% (2015) and 18% (2014). The results overall are below the Consortium figures for Boys / Girls and All Pupils.

End of key stage 3 levels are published in Appendix 4.

- **School inspection reports**

SACRE, with the LA's agreement and co-operation, receives reports from professional officers on standards and provision and reviews summary reports of inspection findings and Estyn surveys. During the academic year of 2017/18 SACRE members received details of school inspections undertaken between 2016 and 2017 and Autumn 2017 to May 2018. Previously inspection reports had been analysed during the Autumn Term. SACRE decided that it would be beneficial to identify schools needing support as soon as the inspection reports were available.

If there are any issues regarding religious education, such as the non-fulfilment of statutory requirements, the LA follows this up. There were four primary schools and one special school inspected during the academic years 2016 – 2017 and Autumn 2017 to May 2018. No secondary schools in Merthyr Tydfil were inspected during this period. Comments were generally positive stating that curriculum and statutory requirements were met. There were no recommendations relating to religious education identified in the reports and therefore no follow up action was necessary.

Methods of teaching, choice of teaching materials, teacher training

Professional Development

The local authority, via Central South Consortium, offers CPD to schools. The local authority informed SACRE that with the current Welsh Assembly Government's emphasis on Literacy and Numeracy no subject specific training is on offer.

Teaching Materials

A wide range of teaching materials has been made know to schools by SACRE as follows:

SACRE News Bulletins

During 2017-2018 SACRE received a News Bulletin with articles and information relevant to the teaching of Religious Education in South East Wales. The News Bulletin has been produced by the consultant to SACRE, Paula Webber and Gill Vaisey who is an independent Religious Education Consultant and Vice Chairperson of WASACRE. SACRE encourages schools to submit articles exemplifying good practice to RE News.

Holocaust Memorial Day 2018 Resources

All schools were informed of the 2017 Holocaust Memorial Day theme of “The Power of Words”.

Schools were informed by SACRE that further information about the theme and free educational Holocaust resources can be found on their website www.hmd.org.uk – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

RE News

Schools were advised that the formerly published RE News was now available to view on line at the following address: www.religious-education-wales.org

Guidance on the Withdrawal Clause

SACRE distributed the WASACRE document Managing the Right to Withdrawal from Religious Education to all schools and SACRE

Farmington Scholarships

Scholars are free to study any aspect of Religious Education they wish but preference will be given to applicants whose work can be seen to be of direct value to the teaching of RE in schools.

The Scholarship will cover the cost of tuition, board and lodging where appropriate, essential local travel and, by negotiation with the school, the salary of a replacement teacher up to point 6 of the main pay scale.

School/home-based Scholarships may be taken in the form of day release, for instance for one day a week over a term or over the year or for continuous periods up to a maximum of 30 days.

University-based Scholarships may be taken as a block of up to eight weeks or in the form of day release up to 30 days.

For more information schools can visit www.farmington.ac.uk or E-mail: farmington@hmc.ox.ac.uk

Interfaith News Bulletins were shared with schools

<https://www.interfaith.org.uk/news/ifn-e-bulletin>

Information was shared on **Visit My Mosque**. In its 4th year Visit My Mosque, is a national campaign that has grown from strength to strength. In 2018 year there were over 200 mosques open across the country, with 12 Welsh mosques participating on Sunday 18th February. This was an opportunity for the wider community to visit their local mosque, meet the local Muslims, learn about the religion of Islam, ask questions and make new friends. Information was found on <http://www.visitmysmosque.org/about/> and shared with schools. Many of these mosques are open to visitors all year around.

A list of **free resources** for schools was also distributed these included suggested useful websites as was information on **visits and visitors** in South Wales was distributed to schools.

The Churches Together in Wales **CYTŪN POLICY BULLETIN** was shared with schools <http://www.cytun.org.uk/index.html>. CYTŪN produces bulletins throughout the year.

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SUMMARY OF ADVICE ON COLLECTIVE WORSHIP

School inspection reports

The local authority and its SACRE scrutinised relevant sections of Estyn school inspection reports for the period academic year Autumn 2016 to Summer 2017 and for September 2017 to May 2018. If any issues emerge regarding collective worship, such as non fulfilment of statutory requirements, then the LA follows this up requesting their action plan. The inspection reports of four primary schools and one secondary school and members presented with a summary of findings from these inspections.

SACRE assumes that all schools inspected met statutory requirements in relation to collective worship as Estyn has not noted any instances of non-compliance and therefore no follow up action was necessary.

Comments in relation to spiritual development are evident in all three inspection reports.

Some positive comments include that daily assemblies reinforce the school's values very successfully and provide valuable opportunities for pupils to reflect on their learning and wellbeing. Thought provoking collective worship also supported pupils' spiritual development effectively, providing them with beneficial opportunities to reflect on their own beliefs and explore a wide range of moral issues.

Applications for determinations

No applications were received from schools for determinations to be made on the lifting of the requirements for collective worship to be wholly or mainly of a broadly Christian character.

SUMMARY OF OTHER ISSUES

4.1 WASACRE

SACRE continues to support the work of the WASACRE and recognises the value of the body in promoting religious education and collective worship on a national basis. SACRE is represented on the WASACRE executive committee by the Chair of SACRE Ernie Galsworthy and their professional consultant Paula Webber and receive regular feedback from them and other representatives who attend WASACRE meetings.

4.2 HOLOCAUST EDUCATION

Merthyr SACRE was informed of the 2018 Holocaust Memorial Day theme '*The Power of Words*' and that further information about the theme and free educational Holocaust Memorial Day resources can be found on their website www.hmd.org.uk. SACRE resolved to inform schools about the availability of these resources and encourage them to commemorate HMD in some way. This was also highlighted in the SACRE News Bulletin.

4.3 WELSH GOVERNMENT NATIONAL CURRICULUM REVIEW

SACRE has received termly updates, through feedback from the Consultant to SACRE, Paula Webber, on the progress of the National Curriculum Review and its implications for RE in the curriculum. RE remains a statutory curriculum requirement from reception and will form part of the Humanities Area of Learning and Experience. WG send a termly newsletter to SACREs outlining the developmental work of the Pioneer Schools in relation to RE in the Humanities.

4.4. REVISED CRITERIA FOR GCSE AND GCE SPECIFICATIONS

SACRE have been updated about the progress being made with regards to the implementation of the new GCE and GCSE specifications and the work of Lead Practitioners, via updates from the Consultant. The consultant also provided SACRE with feedback on relevant WASACRE presentations made by Lynda Maddock of the WJEC and a variety of Lead Practitioners.

4.5. STATUTORY REQUIREMENTS FOR RE

In 2016-2017 the curriculum review had caused some confusion in schools regarding the status of agreed syllabuses. SACRE wrote to all schools reminding them that coverage of the programmes of study of the locally agreed syllabus remains a statutory requirement. It was brought to SACREs attention that the 2016 WASACRE survey on the impact of the WBQ on Religious Education showed that some secondary schools believed that delivery of the Global Citizenship element of WBQ was sufficient to cover the RE requirements. SACRE resolved to remind secondary schools that coverage of the Global Citizenship unit alone would not be sufficient to cover

all aspects of the agreed syllabus KS4 programme of study It asked all schools to confirm that they understood the requirements of the agreed syllabus and that they are meeting these statutory requirements in their schools.

4.6 ESTYN Thematic Review and Updates

SACRE were informed that members of WASACRE and NAPfRE had met with Estyn in June 2017. The meeting was a positive one and had mutual benefits as it had presented an opportunity for the delegation to gather information about the RE Thematic Review & New Inspection Framework and also raise concerns SACREs have regarding the meeting of statutory requirements with particular attention drawn to the provision for RE KS4. In this meeting Estyn outlined the personnel involved, process for identification of schools and the remit of the Thematic Review of KS2 &3. The delegation outlined the ways that SACREs monitor RE in schools, including the analysis of inspection reports. They stressed the importance of Estyn identifying whether or not statutory requirements are being met when they conduct inspections so that SACREs can act upon such information. The delegation also referred to the particular issue of delivery at KS4. It believed that some schools are not fully meeting statutory requirements at KS4 – especially those delivering through WBQ. Estyn was very supportive of the concerns raised and said that they would raise these issues with their inspectors. Estyn have been in regular attendance in WASACRE meetings during 2017-2018.

SACRE received feedback on the Estyn Thematic Report in the Summer Term of 2018 and the RE consultant will make a more detailed presentation to SACRE on the Report in the Autumn 2018 meeting. This will provide the opportunity for discussion and inform the SACRE Development Plan.

4.7 TRAINING OF SACRE MEMBERS

As part of it's training for members SACRE proposed the following: Firstly, to keep members updated on developments in RE and collective worship through regular presentations to SACRE members. Paula Webber made a presentation this year on the Role and Responsibilities of SACREs and one on Curriculum Development.

SACRE have an agreement that, where possible, they will hold meetings at schools in Merthyr for members to familiarise themselves with RE in schools. Due to inclement weather during the Spring Term the meeting scheduled to be held in a school was postponed and the subsequent meeting was held in the Civic Centre. It is SACRE's plan to resume this practice during the next academic year' Schools will be invited to make presentations to SACRE on what RE is like at those schools.

SACRE is very appreciative of the opportunities offered through visits and presentations to become more informed on RE and Collective worship issues in schools and would like to extend their appreciation to all concerned

Commission on Religious Education in England

The Consultant presented the WASACRE paper "*The CoRE and its relevance to Wales: A paper for discussion*" and explained its purpose to Merthyr SACRE Members. The Religious Education Council of England and Wales are overseeing this Commission but the Commissioners are independent. They are a body made up of experts in Religious Education. It was highlighted that there were many issues that are relevant to Wales and the document should be noted. SACRE were informed that the Final Report of the Commission on Religious Education would be published in the Autumn Term.

DRAFT

APPENDIX 1: MEMBERSHIP OF SACRE 2017-2018

Local Authority

Councillor Chris Davies	Local Authority
Councillor Ernie Galsworthy,	Local Authority
Councillor D Hughes	Local Authority
Councillor I Thomas	Local Authority

Teacher Associations

Amanda Jones	RE Teachers' Association
Sian Bernard-Henderson/ Leanne McCarthy Vacancy	Afon Taf High school National Union of Teachers Cyfartha High School UCAC
Vacancy	Secondary Heads Association
Helen Price/Justine Jones	NAS/UWT Trelewis Primary Twynyrodyn Community School
Katy Thomas	Association of College Managers
Mark Carrington,	NAHT Twynyrodyn Community School
Lucy Draper	Association of Teachers and Lecturers Pen-y-Dre High School

Religious Denominations

Deacon David O'Keefe	Roman Catholic Church
Andy Pitt	Evangelical Church
Ann Starr	Presbyterian Church
Father Mark Prevett	Church in Wales
Janine Brill	Salvation Army

LA Officers

Sarah Bowen	Inclusion Manager
Karen Vokes	Clerk to SACRE
Paula Webber	Independent RE Consultant

APPENDIX 2: RECORD OF MEETINGS AND MAIN AGENDA ITEMS

October 24th 2017 at Civic Centre Merthyr

- Apologies
- Minutes of the last meeting
- SACRE Annual Report 2016- 2017
- SACRE development plan 2015 – 2018 :Progress Report
- Inspection report Analysis Autumn 2016- Summer 2017
- RE and the National Curriculum Update: Welsh Government Newsletter
- GCSE Religious Studies
- Estyn Thematic Review of RE
- WASACRE business and representation at next meeting in Bridgend on Friday November 10th 2017
- Holocaust Memorial Day 2018
- Visits and Visitors
- Inter Faith Network Bulletin
- Future RE News bulletin and information briefings

March 22th 2018 at Civic Centre, Merthyr

- Apologies
- Minutes of the last meeting
- Matters Arising
- Presentation Paula Webber: The Role of SACRE
- Update Spring RE News bulletin and information briefings
- Curriculum development update
 - RE and the new Estyn Inspection Framework
 - letter and supporting documents to SACREs from Welsh Government
- WASACRE guidance document *Managing the Right of Withdrawal from Religious Education* and WASACRE questionnaire to schools
- Monitoring Collective Worship and RE
 - Self Evaluation process
 - Letters to schools
 - School inspection reports
 - GCSE Examination data
- WASACRE business and confirm representation
- Correspondence - WASACRE - Minutes Clerk

This meeting had been rescheduled due to inclement weather and was held at short notice. It was confirmed that the meeting is inquorate, the Chair advised members that he has delegated authority to take such decisions as are appropriate. The following items were discussed and agreed by the Chair and members of the committee in attendance:

- Nominations by Merthyr SACRE to join the WASACRE Executive Committee.

- Attendance at the summer WASACRE meeting in Anglesey on Friday, 6th July
- Dates of the summer SACRE meeting

June 14th 2018 at Civic Centre, Merthyr Tydfil

- Apologies for absence
- Minutes of the last meeting
- Matters Arising
- SACRE Membership
- SACRE News Bulletin
- Curriculum development update:
 - Consideration and response to the letter and supporting documents to SACREs from Welsh Government
- Estyn Update and Estyn Thematic Review
- Monitoring Collective Worship and RE
 - School inspection reports
 - Self Evaluation
 - GCSE Examination data
 - KS3 data
- WASACRE business, revised WASACRE constitution, Survey Withdrawal from RE, confirm representation at next meeting
- The Commission on RE (England) and its relevance to Wales representation
- Diversity of Religion and Belief: A guidance and resource pack for primary schools in England and Wales and Executive summary

APPENDIX 3: MERTHYR TYDFIL EXAMINATION RESULTS 2015 - 2017

Examination Results Analysis 2017 - GCSE Religious Studies

	Merthyr 2015	Merthyr 2016	Merthyr 2017	CONSORTIUM 2017	ALL WALES 2017
A* - A	30.2%	33.3%	21.6%	27.8%	24.7%
A* - C	74.1%	69.9%	65.4%	71.5%	68.3%
A* - G	98.6%	98.1%	98.8%	98.5%	97.5%
Entry	139 students 23.2% 4 schools	156 (25.4% of cohort) 4 schools & EOTAS	162 students (28.8% of cohort) 4 schools	4789 students (50.8% of cohort)	12401 students (39.5% of cohort)

Examination Results Analysis 2017 - - GCSE RELIGIOUS STUDIES SHORT COURSE

	Merthyr 2015	Merthyr 2016	MERTHYR 2017	CONSORTIUM 2017	ALL WALES 2017
A* - A	22.8%	18.7%	7.2%	7.5%	9.8%
A* - C	62.5%	52.0%	33.7%	34.3%	39.6%
A* - G	96.6%	94.1%	90.2%	86.9%	90.2%
Entry	325 students (54.3% of cohort) 4 schools	358 students (58.3% of cohort) 4 schools & EOTAS	306 students (53.6% of cohort) 4 schools & EOTAS	2607students (28%)	9343 students (29.8%)

*EOTAS – Education Other than at School

APPENDIX 4: Key Stage 3 Year 9 Religious Education Levels

Merthyr 2017

All Pupils		NOR	% Not awarded	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional	% Total Pupils	% L 5+	% L 6+	% L 7+
Merthyr Tydfil		450	0.9	0.0	0.2	0.2	0.2	8.4	51.1	30.7	7.3	0.9	0.0	100.0	90.0	38.9	8.2
Central South Consortium		7539	0.4	0.2	0.0	0.1	1.4	9.2	34.0	35.7	16.8	2.1	0.1	100.0	88.7	54.6	18.9
Boys		NOR	% Not awarded	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional	% Total Pupils	% L 5+	% L 6+	% L 7+
Merthyr Tydfil		222	0.9	0.0	0.5	0.5	0.0	12.6	59.0	21.6	5.0	0.0	0.0	100.0	85.6	26.6	5.0
Central South Consortium		3852	0.3	0.3	0.1	0.2	1.9	11.8	40.4	33.1	11.1	0.9	0.0	100.0	85.5	45.1	12.0
Girls		NOR	% Not awarded	% Disapplied	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Level 6	% Level 7	% Level 8	% Exceptional	% Total Pupils	% L 5+	% L 6+	% L 7+
Merthyr Tydfil		228	0.9	0.0	0.0	0.0	0.4	4.4	43.4	39.5	9.6	1.8	0.0	100.0	94.3	50.9	11.4
Central South Consortium		3687	0.4	0.0	0.0	0.1	1.0	6.5	27.4	38.4	22.6	3.4	0.1	100.0	91.9	64.6	26.2

APPENDIX 5: CIRCULATION OF THE ANNUAL REPORT

Copies will be sent electronically to the relevant bodies. This report will be available on the local authority and WASACRE websites for interested parties to download.

- Members of Merthyr Tydfil SACRE
- Merthyr Tydfil County Borough Council Democratic Services
- All Merthyr Tydfil County Borough schools
- Central South Consortium
- Wales Association of SACREs (WASACRE)
- National Library, Aberystwyth
- Welsh Government
- Estyn
- Cytun

APPENDIX 6:

Merthyr Tydfil County Borough Council

Standing Advisory Council for Religious Education

Constitution

Terms of reference

1. To advise the LA on matters connected with collective worship in county schools.
2. To advise the LA on matters connected with religious education which is given in accordance with the agreed syllabus.
3. To decide when, within the five year statutory time scale, the LA should review its agreed syllabus.
4. To consider with the LA and the Agreed Syllabus Conference any changes required to the agreed syllabus.
5. To consider with the LA the support offered to religious education in its schools, with particular regard to methods of teaching, the choice of teaching materials and the provision of training for teachers.
6. To offer advice on any other matters related to its function as it sees fit.
7. To publish an annual report on its work, which should:
 - a. specify any matters on which it has advised the LA;
 - b. broadly describe the nature of the advice;
 - c. set out its reasons for offering advice on any matters which were not referred to it in the first place by the LA; and
 - d. record the membership of SACRE and the dates of meetings held.
9. To participate in the LA's statutory complaints procedures in those instances where the complaints relate to religious education and/or collective worship.
10. To receive and make determinations in respect of applications from headteachers of county schools for the lifting or modifying of the requirements that collective worship in such schools must be wholly or mainly of a broadly Christian character.

Composition

11. The council shall comprise three groups representing:
 - a. Such Christian and other religious denominations as, in the opinion of the LA will appropriately reflect the religious traditions in the area.
 - b. Such associations representing teachers as, in the opinion of the LA, ought to be represented having regard to the circumstances of the area.
 - c. The LA.
12. The Council may also co-opt members.
13. Membership of the Council shall be for a period of four years. Any outgoing members may be re-appointed.
14. Membership of the Council is subject to the condition that the LA has taken all reasonable steps to assure itself that the persons appointed are representative, as the case may be, of the denominations or associations in question.
15. Members representing associations of teachers must include teachers of religious education.
16. Individuals may be removed from the Council if they cease to be representative of the denomination, association or of the Authority they were appointed to represent.
17. Any member of the Council may at any time resign his or her office.

Proceedings

18. The Council shall meet not less than once in each school term.
19. The Council shall elect from its membership a chairperson and vice chairperson at the first meeting in each academic year. The chairperson and vice chairperson in any one year shall not be drawn from the same representative group. An outgoing chairperson may be re-appointed.
20. On any question to be decided by the Council only the representative groups on the Council shall be entitled to vote, and each group shall have a single vote. Before a formal vote is taken opportunity shall be given to each representative group to determine how its vote is to be cast.
21. Co-opted members are not entitled to vote.

22. The agenda for each meeting shall be determined by the chairperson and vice chairperson in consultation with the clerk to SACRE, Director of Education and Professional Officer. Any voting member of SACRE shall be entitled to propose items for an agenda.
23. In the case of any member not being able to attend a Council meeting, a substitute may be nominated by the body which that person represents, provided that the substitute meets the eligibility criteria and the Education Directorate of the LA is notified in advance of the meeting.
24. A meeting of the Council will be deemed to be quorate if at least one member of each of the three representative groups is present.
25. The validity of proceedings of the Council shall not be affected:
 - a. by a vacancy in the office of any member of the Council or
 - b. on the grounds that a member of the Council appointed to represent any denomination or association does not, at the time of the proceedings, represent the denomination or association in question.
25. The representative groups on the Council, other than that representing the Authority, may call, at any time, for a review of the agreed syllabus current in the Authority. At such time an Agreed Syllabus Conference shall be constituted and convened.
26. The Council shall consider its annual report at the first meeting to be held in each academic year. Upon the Council's ratification of the report it shall proceed to publication.
27. The clerk to the SACRE shall arrange for copies of the annual report to be sent to all county schools within the Authority, to DfES, the National Library and to such other individuals and institutions as the LA sees fit.

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MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 23RD OCTOBER 2018

SUBJECT SCHOOL INSPECTION REPORTS 2017/18

SACRE Synopsis: Main findings

During the academic year Autumn 2017- Summer 2018, (up to and including May) 4 primary schools were inspected. A few schools were subject to a follow up monitoring visit but these were not in relation to RE or to Collective Worship.

Spiritual Development

Comments in relation to spiritual development are evident in almost all inspection reports, but these comments vary in respect of quality of experiences. No explicit judgement on spiritual development was made in 2 schools.

Meeting statutory requirements

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does **not** comply with statutory requirements. We can therefore assume – as Estyn has not noted any instances of non-compliance - that all schools inspected meet statutory requirements in relation to collective worship.

Quality

2 of the reports made explicit judgement on the quality of collective worship.

Good features:

- Schools provide valuable opportunities for all pupils to develop a greater understanding of tolerance and diversity.
- Pupils who are involved in fundraising for several charitable causes, are helped to gain a good understanding of the needs of others in their community and the wider world.
- Pupils have a raised awareness of other cultures
- Most pupils are considerate when listening to the views of others
- Nearly all pupils develop a good understanding of fairness, equality and tolerance.

Areas for Development:

- Pupils need to have more regular opportunities to make decisions and choices about what and how they learn.
- Pupils need to be more challenged in their learning and thinking

Meeting statutory requirements for Religious Education

In terms of the delivery of RE there were very few references. However there were positive judgments about overall teachers' planning including, promoting an awareness of different cultures through, for example:

- Visits to places of religious importance that make an important contribution to SMSC

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does **not** comply with statutory requirements. Estyn has not noted any instances of non-compliance for RE and we can assume that all schools inspected meet statutory requirements in relation to Religious Education.

In the *Inspection Framework* from **September 2017**, Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

Estyn terminology:

nearly all = with very few exceptions

most = 90% or more

many = 70% or more

a majority = over 60%

half = 50%

around half = close to 50%

a minority = below 40%

few = below 20%

very few = less than 10%

RECOMMENDATION:

For SACRE to discuss and consider the reports

NOTE

There has been no identification of schools not meeting statutory requirements for RE. There was no reference to Collective Worship in one report.

Merthyr Tydfil Primary School Inspection Reports for Academic Year 2017/18: SACRE Synopsis

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
<p>Caedraw May 2018</p>	<p>Pupils have worthwhile opportunities to develop their understanding of spiritual, moral, social and cultural issues through classroom activities and collective worship. The school provides valuable opportunities for all pupils to develop a greater understanding of tolerance and diversity.</p>	<p>Yes</p>	<p>Pupils take pride in the roles they take in the life of the school. For example, members of different pupil councils represent their peers maturely. The school council, for example, has given presentations to other pupils on the Rights of the Child. Pupils are involved in fundraising for several charitable causes, including Children in Need, Macmillan and the local hospice. This helps them to gain a good understanding of the needs of others in their community and the wider world.</p>	<p>Inspection area Judgement</p> <p>Standards: Good Wellbeing and attitudes to learning: Good Teaching and learning experiences: Good Care, support and guidance: Good Leadership and management: Good</p>

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
<p>Gwaunfarren</p> <p>May 2018</p>	<p>Staff promote a 'value of the week', such as tolerance or peace. They develop this theme throughout the week, such as in assemblies and classroom activities, and reward pupils for displaying these important attributes. The school supports the development of pupils' spiritual and moral development well. Leaders have developed a comprehensive termly programme of themed activities, based around key religious festivals, feasts and special days. To support this, pupils have regular opportunities to pray and reflect during collective worship and consider these key messages.</p>	<p>Yes</p>	<p>Most pupils listen to the views of others and share their ideas readily, for example when deciding on the week's independent 'missions'.</p> <p>Pupils consistently polite and treat visitors, staff and each other with respect. They show obvious pride in their school and their achievements and make good progress as a result. All pupils feel safe and secure in school.</p>	<p>Inspection area Judgement</p> <p>Standards: Good Wellbeing and attitudes to learning: Good Teaching and learning experiences: Good Care, support and guidance: Good Leadership and management: Good</p> <p>The school supports the development of pupils' spiritual and moral development well.</p>

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Trelewis Primary School February 2018	There was no judgement on spiritual development in the report.	Yes	Nearly all pupils develop a good understanding of fairness, equality and tolerance. The school develops pupils' understanding of different cultures well. Many of these activities are effective in engaging pupils' interest. For example, a representative from UNICEF visited the school to talk to pupils about her work with people living in poverty.	<p>Inspection area Judgement</p> <p>Standards: Good Wellbeing and attitudes to learning: Good Teaching and learning experiences: Good Care, support and guidance Excellent Leadership and management Excellent</p> <p>Pupils consistently polite and treat visitors, staff and each other well There was no reference to collective worship in the report.</p>

School	Spiritual Development	CW: meeting legal requirements	CW: quality	Other comments / issues
Heolgerrig November 2017	There was no direct reference to spiritual development in the inspection report.	Yes	There are worthwhile opportunities for pupils to reflect on their learning and wellbeing. For example, during assemblies, adults and pupils discuss the school's value of the month.	<p>Inspection area Judgement</p> <p>Standards: Good Wellbeing and attitudes to learning: Good Teaching and learning experiences: Good Care, support and guidance: Good Leadership and management: Good</p> <p>No direct mention of Religious Education in the report.</p> <p>Pupils interact well with new people and adults. The pupils in the school council and eco committee take an active role in making decisions. These have a very positive influence on the school and provide the pupils with a sense of responsibility.</p>

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

REPORT TO: STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

DATE: 23RD OCTOBER 2018

SUBJECT: Religious Education at key stage and key stage 3 June 2018

A PURPOSE OF REPORT

To offer to members of SACRE a synopsis of the above report, requested by the Minister in the annual remit letter to Estyn for 2017-8

To provide the main findings and the subsequent recommendations for schools, local authorities and consortia and the Welsh Government.

To outline any implications for the SACRE

B BACKGROUND OF REPORT

The report judges standards, provision and leadership in religious education at key stage 2 and key stage 3

A number of schools across Wales were visited as part of this survey (*.nb Schools that provide denominational education were not included in the sample of schools visited.*)

The report is intended for the Welsh Government, headteachers and staff in schools, local authorities and regional consortia, and members of Standing Advisory Councils for Religious Education (SACREs) 1. The report's findings will also help to inform the development and implementation of the new Curriculum for Wales.

RECOMMENDATION:

- Members of the SACRE are requested to **note** and **approve** the report.
- Members of the SACRE are requested to consider implications for the SACRE

BACKGROUND PAPERS:

Summary for SACRE of above report [Link to full report on Estyn website](#)

Religious education at key stage 2 and key stage 3

Background

1

The 'National exemplar framework for religious education for 3 to 19-year-olds in Wales' aimed to improve standards of religious education nationally by providing a coherent framework for Wales. All local authorities and SACREs amended their local agreed syllabuses to take account of the framework.

2

The framework states that religious education should encourage pupils to explore a range of questions in a reflective, analytical, balanced way. It also focuses on understanding humanity's quest for meaning, the positive aspects of multi-faith/multicultural understanding, and pupils' own understanding and responses to life and religion.

3

There is no requirement for schools to make judgements on pupils' performance at the end of key stage 2 or 3 in religious education. However, the framework recognises that knowledge of the characteristics of the level descriptions will help teachers to recognise learners' strengths, as well as areas for improvement.

In 2013, Estyn published a report on religious education in key stage 3 and key stage 4. The key messages in this survey led to a number of recommendations including that schools should raise attainment, especially of boys at KS4, challenge more able pupils and ensure that planning allows for good progress.

The reports also recommended that the Welsh Government should:

"Collect, analyse and publish attainment data for religious education and religious studies in the same way as for non-core subjects and also work with local authorities and SACREs to improve the opportunities for professional development and support learning networks for teachers of religious education."

4

In February 2015, the Welsh Government published Professor Donaldson's findings in 'Successful Futures, an Independent Review of Curriculum and Assessment Arrangements in Wales' (Donaldson, 2015).

The review recommends that a single organising structure for the curriculum should apply for the entire age range, from 3 to 16-year-olds. It proposes that this should comprise six 'Areas of Learning and Experience' (AOLEs). Religious education sits within the 'Humanities' Area of Learning and Experience.

5 Main Findings of review

Standards

- In many schools surveyed, **standards of religious education are good.**
- In key stage 2, most pupils make good progress in developing their religious education skills and knowledge, although a minority of **more able pupils do not make appropriate progress**
- In key stage 3, most pupils make good progress in lessons and achieve standards in line with their age and ability.
- However, **a minority of schools often repeat work covered at key stage 2,** and as a result pupils do not always make sufficient progress
- In religious education lessons, most pupils engage well with a wide range of fundamental human and religious questions.
- Many pupils offer considered reasons for their opinions and listen to the views of others respectfully.
- Pupils use their knowledge of different religions to make appropriate comparisons between their own lives and those of others. **Many pupils have a secure understanding of the beliefs and practices of different religions.**
- **They have a sound knowledge of Christianity and Islam in particular along in particular along with a basic knowledge of at least two other religions.**
- Many pupils consolidate and extend their literacy and thinking and reasoning skills well in religious education lessons.
- Too few pupils, at key stage 3 in particular, apply their information and communication technology (ICT) skills effectively within religious education lessons.
- **The majority of key stage 3 pupils understand how religious education supports them to become informed global citizens.**

6

Provision

- **Many schools plan well for religious education** at key stage 2.
- In schools where curriculum planning is good they ensure that **they cover the full requirements of the locally agreed syllabus.**
- **In the majority of secondary schools, planning at key stage 3 is good.** The curriculum ensures that pupils progress appropriately
- A lack of transition work means that in a minority of schools, **topics and skills taught in key stage 2 are repeated in key stage 3.**
- Most teachers plan lessons that are stimulating and engage pupils well. However, in key stage 2 most **teachers do not plan activities to challenge more able pupils or that allow them to think about complex religious ideas.**
- In key stage 3, in a few schools, teaching does not engage pupils well enough. Additionally, where teaching is weaker, tasks are too difficult for less able pupils and do not stretch more able pupils.
- **Most key stage 2 teachers have appropriate religious education subject knowledge. A minority of teachers are fearful that they might 'say the wrong thing' when teaching religions other than Christianity.**

- Often, a combination of specialist and competent non-specialist teachers teach religious education lessons at key stage 3.
- **Nearly all primary schools have strong links with Christian organisations** that enrich pupils' learning experiences. However, **only a few schools have developed useful links with organisations relating to other faiths.**
- Only a minority have developed strong and purposeful relationships that enhance learning through visits or visitors contributing to lessons.
- In both key stages, most teachers provide pupils with suitable oral feedback in their work.
- Staff in only a very few primary schools liaise with other schools to moderate their judgements.

7

Leadership

- **Leadership of religious education from headteachers and subject leaders is good overall.**
- In many primary and nearly all secondary schools, **subject leaders regularly monitor that teachers are covering the agreed syllabus.**
- Leaders do not know pupils' standards well enough
- In most schools, teachers have very limited access to professional learning for religious education. Where there are regular meetings for secondary school subject leaders to share resources, teachers find that these help them to improve.
- **Most headteachers are aware of the local SACRE but are unsure of its role**
- There is very little transition work between secondary schools and their partner primary schools. As a result, pupils often repeat work.
- In most schools, leaders have a secure understanding of their role and responsibilities under the Prevent duty, relating to the Counter-Terrorism and Security Act 2015. **In a few schools, leaders do not fully understand these responsibilities.**
- **Many schools need advice on how to address sensitive issues and how to deal with parental concerns on visiting places of worship.**
- In most schools, **leaders have considered changes to the teaching of religious education in light of the new curriculum proposals.**

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

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Religious Education and the New Curriculum for Wales

Welsh Government workshop 28 September 2018

Summary of updates

Presentations were given by Welsh Government, Professor Donaldson (video clip), P Webber and L Jones. Slides will be forwarded in due course to participants

Time was allowed for questions and suggestions from workshop participants

NB it was made clear that the new curriculum is still emerging

Main issues raised

1 Professor Donaldson:

- RE is integral to Humanities AoLE but has distinct contribution to make
- If separate subject would be vulnerable
- It will remain statutory but be strengthened as part of mainstream curriculum
- Need for learning to focus more on “purpose” rather than just “what” learned
- Importance of learners understanding nature of faith and belief
- RE is at centre of developing learners’ well-being
- SACREs will have a critical part to play in this developing curriculum

Feedback to this session:

- Changes to legislation?-not at present
- Possible “tweaks” to locally agreed syllabus to link to new curriculum
- Positive response from participants to integration of RE into Humanities
- New version of draft curriculum in progress-spirituality will be strengthened
- Changes will happen at end KS3-not same continuum
- Pity no science –RE link
- Reiteration of need for RE to be distinct because of right of withdrawal

2 Manon Jones WG:

- Wider policy issues described, e.g. nursery schools , 6th Forms, need to amend locally agreed syllabi to ensure local arrangements support integration of RE into Humanities curriculum. Group to be set up to draft a framework to support this

3 Paula Webber-how this framework might look:

- PW showed some drafts for participants to comment on “what matters statements”
- PW raised issues for participants to discuss and they contributed as follows:

E.g.-large number of changes to GCSE RE, involvement of learners, how will framework be translated into good practice? Will RE be easily identifiable? Yes as individual descriptors will not be lost. Concern re. lack of RE specialist teachers.

Knowledge skills and experience will be linked. Schools need freedom to plan but core knowledge needs to be in new curriculum. Was there value in a cross-consortia approach to support teachers? As RE sits in Humanities any training will support RE within this framework.

4 Libby Jones-the Supporting Framework for RE:

- LJ outlined the possible structure for the above, including link to Successful Futures, outline of the “What Matters” approach and the role of the Framework document-the latter could be the Agreed Syllabus. In addition there would be an input from Professor Donaldson
- LJ underlined the importance of involving all in process-local authorities, consortia, schools, Challenge Advisers, SACREs
- Withdrawal from RE should be very much be an exception in new framewo-14 statements to be considered as core
- LJ set out ideas for “What’s essential in RE”.

Feedback to above included: need for advice on how RE can contribute to cross-curricular elements, how the AoLE supports the 4 Core purposes, role of the SACREs in all this.

Merthyr County Borough Council 23 October 2018 meeting

WASACRE-July 2018

Summary of meeting held in Anglesey

Chairman of Anglesey CC welcomed all and thanked outgoing Challenge Adviser of Anglesey for her work. It was remarked that there were a number of changes to professional advisers across a number of SACREs.

EE took over chair and thanked DR for welcome.

It was requested that the issue of non-provision of professional advisers should be an agenda item. WASACRE has written to all LAs on this matter and some responses have been received.

EE led a period of quite reflection.

Minutes of March meeting accepted as true record.

Matters arising included:

Issue of Humanist representation on SACRES raised together with response form Minister-EE thanks her for this.

- Concerns raised by members including-lack of CPD for RE, current GCSE, lack of professional support for SACREs and inadequate funding for SACREs
- Suggestion that reinstatement of meeting with Minister would be useful-agreed to refer this to executive
- Lack of WJEC representation
- REQM, accreditation process-being reviewed currently. This was outlined in a presentation by LJ who was thanked for her input.

Review of RE at KS2 and 3-HMI presented findings including:

- Generally good standards
- Some repetition of work from primary to secondary resulting in under-achievement for some pupils
- Good knowledge of most pupils of variety of religions
- Good development of speaking and listening skills in RE lessons
- Generally good planning for RE
- Lack of CPD opportunities
- Some uncertainty of role of local SACRE
- Advice needed by schools on handling sensitive issues

New curriculum update

- September workshops
- RE will have equal weigh to other subject areas within Humanities AoLE

Updates

- Proposal of summer 2019 conference for teachers

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