

# **Merthyr Tydfil County Borough Council**

**Standing Advisory Council for Religious Education**

**Annual Report 2019 - 2020**



Cyngor Bwrdeistref Sirol  
**MERTHYR TUDFUL**  
**MERTHYR TYDFIL**  
County Borough Council

**MERTHYR TYDFIL COUNTY BOROUGH COUNCIL**  
**STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION**

**ANNUAL REPORT 2019- 2020**

| <b>CONTENTS</b>   | <b>PAGE</b> |
|---|-------------|
| Composition, roles and responsibilities of SACRE  | 3           |
| Executive summary   | 4           |
| Summary of advice to the local authority on religious education                           | 7           |
| Summary of advice on collective worship   | 11          |
| Summary of other issues   | 12          |
| Appendix 1: Membership of SACRE   | 13          |
| Appendix 2: Record of meetings  | 14          |
| Appendix 3: Summary of examination results 2017- 2019 and Year 9 teacher assessments 2019 | 15          |
| Appendix 4: Circulation of the report   | 17          |
| Appendix 5: Constitution of SACRE   | 18          |
| Appendix 6: Development plan  | 21          |

## **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 2019- 2020 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**

Two meetings of SACRE were held in the academic year 2019-2020,

- 26th November 2019 at the Civic Centre
- 10th March 2020 at the Civic Centre

The summer meeting was cancelled due to the Covid-19 pandemic. An update pack compiled by the SACRE’s professional consultant was circulated to all members, with invitation to comment, in lieu of the meeting.

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 4.

## 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 was just one primary school inspected and reported on from June 2019 until March 2020 when school inspections ceased due to the Covid-19 pandemic.
2. SACRE only comments on those schools which are non-denominational and maintained by the local authority. Denominational schools fall outside of the SACRE remit.
3. SACRE writes to schools after analysing inspection outcomes. The letter includes congratulations on good results.
4. Comments relevant to RE (and collective worship) were positive, indicating that curriculum and statutory requirements were met. There were no recommendations relating to religious education identified and therefore no follow up action was necessary.
5. SACRE analyses examination results over a three year period and identifies trends in performance benchmarked against All Wales and Consortia data.
6. The LA and its SACRE gather and analyse 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. 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 2019-2020 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 has responded to two pivotal Welsh Government Consultations on the future of RE in Wales. It is still awaiting further details from Welsh Government on the shape of RE (or RVE, if it is re-named Religion, Values and Ethics) in the curriculum, as well as advice from WASACRE, before beginning any RE agreed syllabus review.
4. SACRE members have been fully involved in consultation and feedback on the new curriculum and, in particular, the proposed re-named of Religious Education as 'Religion, Values and Ethics', removing the right of parents/carers to withdraw children from all or part of RE provision, and the legislative proposals concerned with these changes.

## **TEACHING MATERIALS**

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

### **Action**

The following resources and information were provided to schools during 2019-2020:

1. All schools were informed of the 2020 **Holocaust Memorial Day** theme and that Holocaust resources can be found on their website [www.hmd.org.uk](http://www.hmd.org.uk)
2. The Newsletter of the Religious Education Council of England and Wales.
3. WASACRE-collated resources for home school and socially-distanced RE and collective worship.

## **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. The Consortium hosts a Lead Practitioners' Hwb, which is a teacher-led network for Heads of RE in secondary schools across the five CSCJES local authorities. With the current Welsh Government's emphasis on Literacy and the New Curriculum for Wales, there has been no subject-specific training for primary school teachers.

## **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. One Merthyr primary school was inspected and reported on in the period from June 2019 to March 2020, when school inspections ceased due to the Covid-19 pandemic. The inspection report was scrutinised, and no non-fulfilment of statutory requirements was identified, therefore no follow up action was necessary.
2. Schools have been informed by SACRE of appropriate resources and websites that support collective worship in schools, including advice and resources circulated from WASACRE during the pandemic.

## **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 reports this year
3. The consultant to SACRE has discussed, in depth, developments in the New Curriculum for Wales and the place of RE within this, along with implications for proposed changes to RE (or RVE as it may be known) with members throughout the year as well as providing detailed written advice on these issues.
4. Members discussed holding meetings at local schools and inviting presentations from pupils and teachers concerning RE and collective worship, but these plans have been put on hold due to the pandemic. Plans for SACRE visits and meetings in schools will resume once conditions permit.
5. Members positively received ideas for cross-SACRE working across the five local authorities of the Consortia. Plans were put on hold to focus on core business and responses to Welsh Government proposals during the pandemic. Ideas will be revisited and implemented once conditions permit.

## **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. In June 2013 the Agreed Syllabus 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.

### **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, or if it is re-named, RVE (Religion, Values and Ethics) will become a statutory curriculum requirement from nursery up to age 16. In the new curriculum, RE/RVE will form part of the Humanities Area of Learning and Experience. Complex proposals have been considered by SACRE around the future of the subject in Wales' schools. The proposals around re-naming the subject and removing the right of parental withdrawal also involve changes to the constitution of SACREs, and the status of locally agreed syllabi in schools.

The Welsh Government has continued to invite feedback from SACREs on the latest proposals at two points during 2019-2020. SACRE discussed the proposals both during meetings and via further responses that were sent to the consultant, Angela Hill, which were forwarded them to Welsh Government on behalf of SACRE.

The Welsh Government continues to clarify the relationship between the Humanities AoLE and the locally agreed syllabus and has yet to publish its revised draft framework for RE/RVE. During 2019-2020. SACRE has worked closely with representatives from WASACRE and NAPfRE to attempt to gain further insights into plans for the future of RE/RVE.

### **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, reviewing examination results and analysing end of key stage 3 data. Full details of all outcomes are to be found in Appendix. (GCSE and Key Stage 3)

### **Examination results**

SACRE considered examination performance in the secondary schools for 2019. 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

## **GCSE Full Course in Religious Education 2019 outcomes**

### **NARRATIVE**

- There was a decrease in entries for the GCSE Religious Studies course in 2019, which is trending downwards since 2017 with 124 candidates from 3 schools. In 2018 there were 153 candidates. The downward trend in entries is also evident in the figures for the Consortium and the All Wales as well.
- The cohort entry for Merthyr Tydfil in 2019 was 21.3% which lower than in the previous two years and appears to be trending downwards.
- The overall % of A\* - G grades for Merthyr Tydfil is 100 % which on a par with 2018 and slightly higher than in 2017. The Consortium and All Wales performance are lower.
- The overall % of A\* - C grades for Merthyr Tydfil is 81.5% which is higher than the figures in both 2017 and 2018, demonstrating a particularly strong performance. Merthyr Tydfil's performance is significantly higher than the both the Consortium figure and the All Wales figures, which stand at around 63%.
- The overall % of A\* - A grades for Merthyr Tydfil is 27.4% which is on a par with the previous year and is above the Consortium and the All Wales figures.

## **GCSE Short Course in Religious Education 2018 outcomes**

### **NARRATIVE**

- In 2018 there was a slight increase in the number of students sitting the GCSE Religious Studies short course, but in 2019 this has dropped to a figure below that of 2017. Entries are now only from 2 schools as opposed to 4 in the previous two years. Across Wales only 6718 students were entered for GCSE short course Religious Studies, compared with 8307 in 2018. The Consortium figure is also lower than in the previous two years.
- The overall % of A\* - G grades for Merthyr Tydfil in 2018 is 62.8%, a significant decrease on the previous two years. The figure is substantially below both the Consortium performance and all Wales figures but can be accounted for by the possibility that schools entering students for short course Religious Studies are not practising selective entry. This is indicated in the numbers of entries, with both schools showing entries in triple figures.
- The overall % of A\* - C grades for Merthyr Tydfil in 2018 is 25.2%; a reduction on the previous two years (33.7 and 33.5% respectively). Merthyr's 2019 performance is below that of both the Consortium and All Wales performance.
- The overall % of A\* - A grades for Merthyr Tydfil in 2019 is 5.8 %. This is on a par with 2018 but lower than 2017. This performance is substantially lower than the Consortium and All Wales figures.



## **Key stage 3 data**

### **NARRATIVE**

Members of Merthyr Tydfil SACRE also consider the levels awarded by teachers to pupils at the end of key stage 3. Teacher assessment is not moderated externally. Teachers arrive at judgements for each pupil using assessment information gathered during the course of key stage 3. Exemplification material is made available to schools in order to moderate standards internally against the level description contained in the agreed syllabus.

- At all levels (L5+, L6+ and L7+) the local authority is below the consortium
- Boys performance is slightly below girls at L5+ and L7+, but is on a par at L6+

### **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 2019-20 SACRE members received details of school inspections undertaken and reported on between June 2019 and March 2020, when school inspections ceased due to the Covid-19 pandemic.

If there are any issues regarding religious education, such as the non-fulfilment of statutory requirements, the LA follows this up. There was just one primary school inspected during the above period. Comments were positive, indicating that curriculum and statutory requirements were met. There were no recommendations relating to religious education identified in the report and therefore no follow up action was necessary.

### **Methods of teaching, choice of teaching materials, teacher training**

#### **Professional Development**

The local authority, via the Central South Consortium, offers CPD to schools. The Consortium provides a teacher-led Lead Practitioners' Hwb, which is a network for secondary Heads of RE across the five local authorities. Heads of RE meet on a termly basis. There continues to be no subject-specific training for primary schools in relation to RE or collective worship.

#### **Holocaust Memorial Day 2019 Resources**

All schools were informed of the 2019 Holocaust Memorial Day theme.

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](http://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.

During the pandemic, information on resources for RE home learning and socially distanced RE was collated by WASACRE and distributed to SACREs to circulate to schools.

## **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 June 2019 to March 2020, when school inspections ceased due to the Covid-19 pandemic. If any issues emerge regarding collective worship, such as non-fulfilment of statutory requirements, then the LA follows this up requesting the school's action plan.

During this period only 1 secondary school was inspected in the Local Authority. SACRE assumes that the school met statutory requirements in relation to collective worship as Estyn has not noted non-compliance and commented that the school promotes The school promotes pupils' social, moral and spiritual development effectively during acts of collective worship. Therefore, no follow up action was necessary.

### **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**

### **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, Angela Hill, and members receive regular feedback from them and other representatives who attend WASACRE meetings.

### **WELSH GOVERNMENT NATIONAL CURRICULUM REVIEW**

SACRE has received termly updates, through feedback from the Consultant to SACRE, Angela Hill, 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. SACRE has also responded to two Welsh Government consultations on Religious Education. The main changes relating to RE in these proposals being to change the name of the subject from Religious Education to Religion, Values and Ethics and to remove the right of parents and carers to withdraw children from all or part of RE (RVE) lessons.

### **TRAINING OF SACRE MEMBERS**

As part of it's training for members SACRE proposed the following:  
To keep members updated on developments in RE and collective worship through regular presentations to SACRE members. The SACRE's professional consultant provides updates at each meeting on developments relating to the RE curriculum, the position on RE in schools and the implications of proposed changes to RE. In addition, the consultant has also compiled a directory of key terms for SACRE members' reference, which has been reviewed and approved by SACRE members across the five local authorities in the Consortium.

## APPENDIX 1: MEMBERSHIP OF SACRE 2019-2020

### **Local Authority**

|                                     |                 |
|-------------------------------------|-----------------|
| Councillor Ernie Galsworthy (Chair) | Local Authority |
| Councillor David Hughes             | Local Authority |
| Councillor Ian Tomas                | Local Authority |
| Councillor Michelle Jones           | Local Authority |

### **Teacher Associations**

|  |                                 |
|--|---------------------------------|
| Sian Bernard-Henderson/<br>Leanne McCarthy | National Education Union        |
| Justine Jones                              | NAS/UWT                         |
| Katy Thomas                                | Association of College Managers |
| Lucy Draper                                | National Education Union        |

### **Religious Denominations**

|                      |   |
|----------------------|---|
| Deacon David O'Keefe | Roman Catholic Church                             |
| Andy Pitt            | Evangelical Church                                |
| Ann Starr            | Presbyterian Church/United Reform<br>Church (URC) |
| Father Mark Prevett  | Church in Wales                                   |
| Janine Brill         | Salvation Army                                    |

### **LA Officers**

|             |                                       |
|-------------|---------------------------------------|
| Sarah Bowen | MTCBC Inclusion and Wellbeing Manager |
| Karen Reddy | Clerk to SACRE                        |
| Angela Hill | Independent RE Consultant             |

## **APPENDIX 2: RECORD OF MEETINGS AND MAIN AGENDA ITEMS**

### **November 26, 2019 3.45 at Civic Centre Merthyr**

- Apologies for absence
- Declaration of interest
- Minutes of previous meeting held on 4<sup>th</sup> June 2019
- Matters arising
- Election of Chair/vice chair
- Constitution/membership update, introduction to new adviser
- Annual Report 2018-19
- Updates from WASACRE and NAPfRE
- Welsh Government consultation on ensuring full access to the curriculum
- Self-evaluation and development pla
- Views on cross-SACRE working
- Dates and venues for future meetings
- AOB

### **March 10, 2020 3.45 at Civic Centre, Merthyr**

- Apologies for absence
- Declaration of interest
- Minutes of previous meeting held on 26<sup>th</sup> November 2019
- Matters arising
- Constitution/membership update
- WASACRE updates including forthcoming meeting
- Curriculum updates:
  - a. Discussion of plans to change the name of RE to Religion, Values and Ethics and remove the parental right of withdrawal
  - b. Discussion and response to the new draft framework for RVE with reference to the new curriculum guidance issued in January 2020
- Self-evaluation and development plan
- Update on cross-SACRE working
- Dates and venues for future meetings
- AOB

### APPENDIX 3: OUTCOME DATA

#### EXAMINATION RESULTS ANALYSIS 2019

##### GCSE Religious Studies Full Course

|               | Merthyr 2017                                   | Merthyr 2018                                   | Merthyr 2019                                   | Consortium 2019                    | All Wales 2019                     |
|---------------|--|--|--|------------------------------------|------------------------------------|
| <b>A* - A</b> | 21.6%  | 27.7%  | 27.4%  | 26.1%                              | 26.1%                              |
| <b>A* - C</b> | 65.4%  | 74.2%  | 81.5%  | 63.6%                              | 63.0%                              |
| <b>A* - G</b> | 98.8%  | 100.0%   | 100.0%   | 94.7%                              | 95.0%                              |
| <b>Entry</b>  | 162 students<br>(28.8% of cohort)<br>4 schools | 159 students<br>(27.8% of cohort)<br>3 schools | 124 students<br>(21.3% of cohort)<br>3 schools | 4533 students<br>(47.2% of cohort) | 1198 students<br>(32.5% of cohort) |

##### GCSE Religious Studies Short Course

|               | Merthyr 2017   | Merthyr 2018   | Merthyr 2019                                       | Consortium 2019                        | All Wales 2019                         |
|---------------|--|--|--|--|--|
| <b>A* - A</b> | 7.2%   | 5.4%   | 5.8%   | 11.0%                                  | 10.0 %                                 |
| <b>A* - C</b> | 33.7%  | 33.5%  | 25.2%  | 38.0%                                  | 35.0 %                                 |
| <b>A* - G</b> | 90.2%  | 85%  | 62.8%  | 73.8%                                  | 87.0 %                                 |
| <b>Entry</b>  | 306 students<br><br>(53.6% of cohort)<br><br>4 schools & EOTAS | 313 students<br><br>(54.8% of cohort)<br>4 schools and EOTAS | 258 students<br><br>(44.3% of cohort)<br>2 schools | 1768 students<br><br>(18.4 of cohort%) | 6718 students<br><br>(21.4% of cohort) |

\*EOTAS – Education Other than at School

**Key Stage 3 outcomes: Religious Studies Levels Data 2019**

| All Pupils | NOR  | % Not awarded a level | % 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    | 493  | 0.0                   | 0.6          | 0.0       | 0.0       | 3.9       | 8.9       | 37.7      | 32.0      | 8.5       | 0.0       | 0.0           | 100.0          | 78.3   | 40.6   | 8.5    |
| CSCJES     | 7340 | 0.2                   | 0.4          | 0.1       | 0.2       | 2.1       | 8.6       | 31.2      | 37.2      | 18.4      | 1.9       | 0.0           | 100.0          | 88.7   | 57.5   | 20.4   |

| Boys    | NOR  | % Not awarded a level | % 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 | 255  | 0.0                   | 0.8          | 0.0       | 0.0       | 5.5       | 20.0      | 39.2      | 29.8      | 4.7       | 0.0       | 0.0           | 100.0          | 81.3   | 47.2   | 11.4   |
| CSCJES  | 3685 | 0.0                   | 0.3          | 0.1       | 0.2       | 2.9       | 11.6      | 36.5      | 35.1      | 11.8      | 1.1       | 0.0           | 100.0          | 84.5   | 48.0   | 12.9   |

| Girls   | NOR  | % Not awarded a level | % 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 | 238  | 0.0                   | 0.4          | 0.0       | 0.0       | 2.1       | 15.1      | 36.1      | 34.5      | 12.6      | 0.0       | 0.0           | 100.0          | 83.2   | 47.1   | 12.6   |
| CSCSJES | 3327 | 0.6                   | 0.0          | 0.0       | 0.1       | 0.6       | 5.1       | 30.7      | 38.1      | 21.9      | 2.8       | 0.1           | 100.0          | 93.6   | 62.8   | 24.8   |



## **APPENDIX 4: 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 5:**

### **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.
8. To participate in the LA's statutory complaints procedures in those instances where the complaints relate to religious education and/or collective worship.
9. 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**

10. 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.
11. The Council may also co-opt members.
  12. Membership of the Council shall be for a period of four years. Any outgoing members may be re-appointed.
  13. 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.
  14. Members representing associations of teachers must include teachers of religious education.
  15. 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.
  16. Any member of the Council may at any time resign his or her office.

### **Proceedings**

17. The Council shall meet not less than once in each school term.
18. 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.
19. 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.
20. Co-opted members are not entitled to vote.
21. 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.
22. 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.

23. 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.
24. 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.

## Appendix 6: Development Plan

|   |
|---|
| <b>MERTHYR TYDFIL SACRE DEVELOPMENT PLAN 2020– 2023 (ACADEMIC YEAR)</b> |
|---|

**Aim 1: To monitor standards in Religious Education and Religious Studies.**

**Work with school staff to support the above and to add value to work of the SACRE**

*Questions to consider*

- *How well do we know how our schools and the SACRE is doing?*
- *Do we have enough information to make judgements?*
- *What else could we do?*
- *Is there any way we can support teachers' professional development –CPD?*
- *What do we need to do to help schools understand the role of SACRE?*

| Areas of development   | Schedule Actions to consider   | People involved    | Time and costs                        | Outcomes   | Progress at June 2019   |
|--|--------------------------------|--------------------|---------------------------------------|--|---|
| 1.1 Monitor standards through regular Review of inspection reports/ Estyn thematic reviews and recommend, where necessary, action by Local Authority.        | Annual agenda item Autumn Term | Full SACRE Adviser | Agenda time Adviser time for analysis | Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school visits and review of action plan where necessary. | Inspection analyses carried out on regular basis. The majority have judgements on RE Collective worship and spiritual development |
| 1.2 Receive information on results of: Teacher Assessment at end of Key Stage 3; GCSE Religious Studies Full and Short Course; A/AS level Religious Studies. | Spring Term                    | Full SACRE Adviser | Agenda time Adviser time for analysis | Advice to LA on trends; advice, where appropriate, on particular schools.  | SACRE members receive outcome data for KS3 and 4 at Teacher input at Spring meeting where possible                                |

|  |             |                     |             |  |   |
|--|-------------|---------------------|-------------|--|---|
| 1.3 Identify CPD needs, monitor and offer advice on training.    | Autumn Term | Full SACRE          | Agenda time | Training programme received along with figures on uptake; advice to LA.  | There remains a shortage of specialist RE CPD and the new curriculum will continue to make demands for this.<br>Head of RE in secondary schools have access to the Consortium's Lead Practitioner Hwb, which is a teacher-led network, focussed mainly on improving outcomes in external RS examinations. |
| 1.4 Involve staff in schools more closely with work of the SACRE | ongoing     | Full SACRE teachers | Agenda time | Improved understanding of all SACRE members of work in schools and better understanding of the work of the SACRE | School staff contributed to discussions on curriculum and monitoring of standards as well as to the responses to the 2 Welsh Government consultations affecting RE this year. SACRE was making plans to meet at schools, but this was disrupted by the pandemic.  |

**SACRE DEVELOPMENT PLAN 2020 – 2023 (ACADEMIC YEAR)**

**Aim 2: To review the agreed syllabus (as appropriate) and support its implementation, taking into consideration the new curriculum arrangements for RE as they are implemented**

*Questions to consider*

- *How will new curriculum arrangements impact actions?*
- *What support will schools need?*
- *How can SACRE members be best updated on new curriculum?*
- *How are SACRE and Agreed Syllabus likely to change?*

| <b>Areas of development</b>                               | <b>Schedule</b>                         | <b>People involved</b>                           | <b>Time and costs</b>  | <b>Outcomes</b>   | <b>Progress</b>  |
|---|---|--|--|---|--|
| 2.1 To review the agreed syllabus for Religious Education | Summer 2019 onwards (or as appropriate) | Full SACRE<br>Adviser<br>Working group<br>NAPfRE | Advisory time to review the agreed syllabus.<br>Establish a working group (if applicable).<br>Convene a Standing Conference to adopt the syllabus<br>Publication/ translation costs (as appropriate) | Agreed syllabus reviewed and adopted by Standing Conference.<br>Agreed Syllabus training programme for schools (if required)<br>Agreed syllabus to be implemented the Autumn term after adoption. | To be discussed at termly SACRE meetings. As SACRE still unclear about potential changes with new curriculum arrangements this will need to be on the agenda at each meeting. SACRE is still awaiting clarity from WG regarding proposed changes to RE/RVE and the publication of a revised draft framework for the subject. |

|   |         |                       |               |   |  |
|---|---------|-----------------------|---------------|---|--|
| 2.2 Materials to support f the agreed syllabus for RE | Ongoing | Full SACRE Consultant | Advisory time | Support materials available to schools and accessed through Consortium website. | WASACRE and NAPfRE can be contacted to advise. Timings are contingent upon the release of information by Welsh Government. |
|---|---------|-----------------------|---------------|---|--|

|  |  |                       |               |  |  |
|--|--|-----------------------|---------------|--|--|
| 2.3 To keep updated on progress in terms of implementation of RE in new curriculum | In line with WG implementation process | Full SACRE Consultant | Advisory time | Schools well informed and prepared to introduce new arrangements | Curriculum is a standing item on the agenda for meetings. Members have discussed on 2 occasions and have contributed to WG consultations on new curriculum |
|--|--|-----------------------|---------------|--|--|



**SACRE DEVELOPMENT PLAN 2020– 2023 (ACADEMIC YEAR)**

**Aim 3: To monitor provision and provide support for collective worship.**

*Questions to consider*

- *Are there other ways SACRE members can monitor the above?*
- *Links with Estyn?*

| <b>Areas of development</b>  | <b>Schedule</b>                   | <b>People involved</b> | <b>Time and costs</b>                    | <b>Outcomes</b>   | <b>Progress</b>  |
|--|-----------------------------------|------------------------|--|---|--|
| 3.1 Monitor provision for collective worship through regular review of inspection report and recommend, where necessary, action by LA. | Annual agenda item<br>Autumn term | Full SACRE and Adviser | Agenda time<br>Adviser time for analysis | Advice to LA on trends across the county borough; advice, where appropriate, on particular schools; follow up through school visits and review of action plan where necessary.      | Inspection reports scrutinised and where necessary advice is given to the Local Authority and schools concerned. |
| 3.2 To support the implementation of statutory collective worship  | Ongoing                           | Advisory service       | Advisory time                            | Provision of INSET (if applicable)<br>Schools informed of resources and websites for collective worship.<br>Schools informed of guidance materials available for collective worship | During the pandemic, advice and resources from WASACRE was circulated to schools.                                |

**SACRE DEVELOPMENT PLAN 2020– 2023 (ACADEMIC YEAR)**

**Aim 4: To ensure a more informed SACRE through providing regular updates on local and national issues related to RE and collective worship in schools. In this to enable SACRE members to evaluate their own development and progress as a committee**

*Questions to consider*

- *How can SACRE member's best develop their role as a Council?*
- *In what other ways can we ensure that schools and local community understand the role and wok of SACRE?*
- *What do we need to do to improve as a SACRE?*

| <b>Areas of development</b>  | <b>Schedule</b>                 | <b>People involved</b>   | <b>Time and costs</b>                          | <b>Outcomes</b>  | <b>Progress</b>  |
|--|---------------------------------|--|--|--|--|
| 4.1 To update members on the role of SACRE and its implications; recent developments in RE and collective worship; guidance materials from relevant bodies; input from practising teachers and outside providers | Termly/<br>Annually as required | SACRE members ,<br>Adviser,<br>practising teachers,<br>outside providers | Member time;<br>Adviser / Officer time         | SACRE members fully aware of their responsibilities. SACRE and schools updated and informed of recent developments and initiatives, both local and national. | Input from teacher representatives at SACRE meetings have helped to progress this<br><br>Ideas for working across CSCJES SACREs have been received positively and work on this will resume when conditions permit. |
| 4.2 Programme of school visits.  | Termly/Annually as required     | SACRE members,<br>Adviser/<br>Officers                                   | Member time;<br>Officer time to arrange visits | More informed SACRE on provision and practice regarding RE and collective worship in schools.  | To be addressed – progress halted due to pandemic  |

|  |                             |                                 |   |         |   |
|--|-----------------------------|---------------------------------|---|---------|---|
| 4.3 To ensure that members are aware of strengths and areas for development of the SACRE | Termly/Annually as required | SACRE members, Adviser/Officers | Member time; Officer time to arrange visits | see 4.1 | Discussions around the purpose and efficacy of SACRE underly discussions at all meetings. |
|--|-----------------------------|---------------------------------|---|---------|---|