

# **CEREDIGION COUNTY COUNCIL**



## **Standing Advisory Council for Religious Education Annual Report 2020-2021**

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# **1 INTRODUCTION**

## **1.1 Composition, roles and responsibilities of SACRE**

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

1. Christian denominations and other religious denominations.
2. Associations representing teachers.
3. The Local Authority.

There are also co-opted members.

### **The Roles and Responsibilities of SACRE:**

- To advise the LA about Religious Education and Collective Worship
- To require the authority to review the Agreed Syllabus
- To consider applications from schools for determinations (to be exempt from the requirements that worship be 'Christian')
- To publish an annual report on its work
- To play a part in the local statutory complaints procedure where cases are referred to it relating to Religious Education or Collective Worship

## **1.2. Membership of SACRE Ceredigion**

### **The Local Education Authority**

- Councillor Keith Evans
- Councillor Lyndon Lloyd, MBE
- Councillor Dai Mason
- Councillor John Roberts
- Councillor Lynford Thomas

### **Religious Denominations**

- Reverend Aled Jones – The Union of Welsh Independents
- Reverend Dr John Tudno Williams – The Presbyterian Church of Wales (Deputy Chair)
- Reverend Mark Ansell – The Church in Wales
- Reverend Dr Densil Morgan - Baptist Union of Wales
- Anna Uruska- – The Catholic Church
- Reverend Wyn Thomas - Unitarians

### **Teacher Representatives**

- Miss Joyce Howells (Chair)
- Mrs Alwen Roberts (UCAC)
- Mr Eirwyn Griffiths (Primary Sector)

### **Co-Opted Members**

- Professor Catrin Williams – University of Wales Trinity Saint David
- Vacant
- Vacant
- Vacant

## **1.2 Summary of the Meetings**

### **SACRE Meetings held during September 2020 – August 2021**

Two meetings of the Standing Advisory Council for Religious Education [SACRE] were held between September 2020 - August 2021, one on the 12th of February and the other on the 18<sup>th</sup> of June, 2021.

A brief summary of the main items discussed during the meetings is as follows:

#### **Review responsibilities and updates.**

Members were reminded of the responsibilities of the SACRE and relevant and important national updates were discussed relating to the themes below:

- Local Responsibilities
- The broad role of SACRE
- Duties of SACRE
- Roles and responsibilities
- National Developments
- Religious Education and the new Curriculum for Wales
- Religious Education Framework
- Annual Report

#### **Attract pupils to study Religious Education at GCSE and A level**

The Head of the Department of Religious Education at Penweddig, Joyce Howells, gave a presentation to Members on attracting pupils to study Religious Education at GCSE and A level.

An update was also provided on the situation regarding the planned GCSE and A level results for the summer of 2021 following the pandemic.

#### **Pupil Mental Health**

Members expressed concerns regarding pupils' mental health during these difficult times. It was reported that all schools had strong procedures in place to address this issue; that all pupils are contacted regularly and that a counselling service is also available.

#### **Welsh Government consultation on Religion, Values and Ethics guide**

The consultation document was considered regarding a Religion, Values and Ethics guide. Following comments from Members, it was agreed that the Corporate Manager for School Improvement, would collate the comments and distribute them for further consideration by members, prior to submission to Welsh Government as expected.

## **1.4 Executive Summary**

Summary of the advice given to the LA by SACRE:

**Aim:** to ensure as wide a representation as possible on SACRE

SACRE has recommended to the Local Education Authority that it seeks to ensure that all committee positions are filled.

**Action:**

1. The Local Education Authority monitors inspection reports and writes to schools congratulating those who have received good or very good inspection reports.
2. SACRE writes to schools after analysing examination results. The letter includes congratulations for good results, where appropriate, and/or refers to issues that the school should be addressing because of this analysis.
3. Where required, schools will be offered training in Religious Education/Studies.

## **2. RELIGIOUS EDUCATION**

### **2.1 The Agreed Syllabus for Religious Education**

**Aim:** to fulfil the legal requirements of the agreed syllabus for RE.

#### **THE CEREDIGION AGREED SYLLABUS FOR RELIGIOUS EDUCATION**

The current Ceredigion Agreed Syllabus was adopted in March 2009 for implementation from September 2009. It is based on the National Exemplar Framework for RE 3-19 produced by DCELLS, but has been adapted to suit the needs of schools and pupils in Ceredigion. Copies of the Agreed Syllabus have been distributed to all schools in the county both as a hard copy in book form and as an electronic copy on a CD. Specific RE In-service Training was provided for primary school teachers at the time.

On 18th October 2019, Members RESOLVED to recommend the adoption of the Ceredigion Agreed Syllabus for Religious Education, as before.

### **2.2 Supporting and monitoring the implementation of the Agreed Syllabus.**

SACRE continues to ensure that the Local Authority has systems in place to support and monitor the effective implementation of the Agreed Syllabus, such as:

**Supporting:**

- Providing advice and support for teachers
- School visits and consultations when needed

**Monitoring**

- Analysing Estyn inspection reports on Religious Education in secondary schools
- Analysing external examination results
- Provide school visits when requested for guidance in Religious Education

## 2.3 The County's Associate Officer for Religious Education

Mrs Mary Davies, Corporate Manager for School Improvement, is a link between the county and SACRE and therefore acts as an Associate Advisor. This appointment ensures that SACRE continues to be provided with the necessary information to enable it to carry out its role of monitoring and supporting the Ceredigion Agreed Syllabus and advising the LA about Religious Education and Collective Worship.

## 2.4 Analysis of External Examination Results Summer 2021

Due to the coronavirus pandemic, all grades given to pupils in all external exams in the summer of 2021 were Centre Assessed Grades. This means that schools used their tracking and assessment data to allocate an appropriate and fair grade for the pupils. Contrary to normal practice, Welsh Government did not share the All-Wales data for 2021 due to the pandemic and therefore SACRE members were not able to compare the performance of Ceredigion pupils with other counties in Wales.

## KS4

### KS4 Religious Studies results, Ceredigion: 2018/19 - 2020/21

Full course	Cohort			A*-A			A*-C			A*-G		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
PRU	-	-	-	-	-	-	-	-	-	-	-	-
Aberaeron	-	*	13	-	*	38.5	-	*	84.6	-	*	100.0
Aberteifi	27	33	39	51.9	66.7	30.8	92.6	100.0	79.5	100.0	100.0	100.0
Penglais	16	-	-	31.3	-	-	62.5	-	-	100.0	-	-
Penweddig	7	12	9	0.0	66.7	55.6	71.4	100.0	100.0	100.0	100.0	100.0
Bro Teifi	11	18	11	72.7	72.2	81.8	90.9	100.0	100.0	100.0	100.0	100.0
Bro Pedr	-	-	16	-	-	43.8	-	-	93.8	-	-	100.0
Henry Richard	6	8	*	83.3	50.0	*	100.0	100.0	*	100.0	100.0	*
<b>Ceredigion</b>	<b>67</b>	<b>73</b>	<b>90</b>	<b>47.8</b>	<b>67.1</b>	<b>43.3</b>	<b>83.6</b>	<b>100.0</b>	<b>87.8</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Boys	13	15	14	46.2	73.3	28.6	92.3	100.0	92.9	100.0	100.0	100.0
Girls	54	58	76	48.1	65.5	46.1	81.5	100.0	86.8	100.0	100.0	100.0
<b>History</b>	<b>252</b>	<b>250</b>	<b>197</b>	<b>40.5</b>	<b>49.2</b>	<b>57.9</b>	<b>85.7</b>	<b>91.2</b>	<b>92.4</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>Geography</b>	<b>167</b>	<b>204</b>	<b>147</b>	<b>52.7</b>	<b>50.0</b>	<b>62.6</b>	<b>92.2</b>	<b>91.7</b>	<b>93.2</b>	<b>100.0</b>	<b>100.0</b>	<b>99.3</b>

\* figures based on cohorts of fewer than 5 pupils

Short Course	Cohort			A*-A			A*-C			A*-G		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
PRU	-	-	-	-	-	-	-	-	-	-	-	-
Aberaeron	55	72	65	10.9	11.1	23.1	29.1	34.7	63.1	80.0	98.6	98.5
Aberteifi	*	-	-	*	-	-	*	-	-	*	-	-
Penglais	-	-	-	-	-	-	-	-	-	-	-	-
Penweddig	-	-	-	-	-	-	-	-	-	-	-	-
Bro Teifi	-	-	-	-	-	-	-	-	-	-	-	-
Bro Pedr	-	-	-	-	-	-	-	-	-	-	-	-
Henry Richard	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ceredigion</b>	<b>56</b>	<b>72</b>	<b>65</b>	<b>10.7</b>	<b>11.1</b>	<b>23.1</b>	<b>28.6</b>	<b>34.7</b>	<b>63.1</b>	<b>80.4</b>	<b>98.6</b>	<b>98.5</b>
Boys	28	43	43	3.6	2.3	18.6	17.9	20.9	48.8	75.0	100.0	97.7
Girls	28	29	22	17.9	24.1	31.8	39.3	55.2	90.9	85.7	96.6	100.0

\* figures based on cohorts of fewer than 5 pupils

## KS5

### KS5 Religious Studies results, Ceredigion: 2018/19 - 2020/21

A-Level	Cohort			A*-A			A*-C			A*-E		
	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21	2018/19	2019/20	2020/21
PRU	-	-	-	-	-	-	-	-	-	-	-	-
Aberaeron	-	-	-	-	-	-	-	-	-	-	-	-
Aberteifi	*	*	*	*	*	*	*	*	*	*	*	*
Penglais	-	-	-	-	-	-	-	-	-	-	-	-
Penweddig	*	6	*	*	50.0	*	*	83.3	*	*	100.0	*
Bro Teifi	*	*	*	*	*	*	*	*	*	*	*	*
Bro Pedr	*	7	6	*	28.6	50.0	*	100.0	100.0	*	100.0	100.0
Henry Richard	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ceredigion</b>	<b>11</b>	<b>19</b>	<b>16</b>	<b>9.1</b>	<b>36.8</b>	<b>50.0</b>	<b>90.9</b>	<b>94.7</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Boys	-	*	*	-	*	*	-	*	*	-	*	*
Girls	11	17	12	9.1	41.2	58.3	90.9	100.0	100.0	100.0	100.0	100.0
<i>History</i>	<i>60</i>	<i>47</i>	<i>53</i>	<i>33.3</i>	<i>57.4</i>	<i>60.4</i>	<i>95.0</i>	<i>100.0</i>	<i>96.2</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>
<i>Geography</i>	<i>41</i>	<i>35</i>	<i>45</i>	<i>41.5</i>	<i>42.9</i>	<i>75.6</i>	<i>87.8</i>	<i>97.1</i>	<i>93.3</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>

\* figures based on cohorts of fewer than 5 pupils

## 2.5 Action taken on the findings of the External Examination results

Members congratulated all the candidates who succeeded in the Religious Studies examinations, and the teachers for their hard work and dedication. In GCSE Religious Studies, there were 90 entries from the Seven Secondary Schools. It is noted that only one school offer the GCSE Short Course accreditation in Ceredigion for the Summer Examinations. In addition only four Secondary Schools out of the seven in the Local Authority entered candidates for the Advanced Level Examinations.

## Collective Worship

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

### Action:

- 1) The Local Authority monitors the sections of inspection reports that are concerned with collective worship and writes to schools in order to congratulate those that fulfil statutory requirements and promote good SMSC.
- 2) SACRE will request sight of the action plan of those schools that do not completely fulfil statutory requirements regarding collective worship.

### 3.1 3.1 Monitoring Collective Worship – Estyn Inspection Reports

SACRE has continued to work with the Local Authority to monitor the provision of collective worship in schools and offer advice on the provision of Collective Worship and to make recommendations about decisions.

SACRE Ceredigion has continued to monitor the provision of Collective worship in schools in the LA.



During the period September 2020 to August 2021, Estyn did not inspect schools because of the pandemic.

The Education Authority is pleased to note that during the time of the pandemic, schools have maintained provision of collective worship virtually.

### **Determinations**

No determinations requesting disapplication of the statutory requirements for collective worship were received during this period.

## **4. Other Matters/Summary of other Issues**

### **4.1 Membership of WASACRE**

Ceredigion SACRE continues its membership of WASACRE and representatives have attended WASACRE meetings. Correspondence and matters arising from WASACRE meetings have been discussed in SACRE meetings. No issues raised in SACRE meetings have been passed on to WASACRE for consideration this year.

### **4.2 Appointments and Retirements**

During the year, conscientious efforts were made to fill vacancies on the Ceredigion SACRE. Efforts to attract Anna Uruska as the Catholic Church representative and Rev Wyn Thomas, on behalf of the Unitarians, to join us were successful and they are warmly welcomed.

Unfortunately, efforts to attract members of the Muslim and Humanist communities were unsuccessful.



# Agreed Syllabus

## Religion, Values and Ethics Ceredigion Local Authority





## Introduction

In line with the statutory requirements of the Curriculum for Wales, Religious Education is now known as 'Religion, Values and Ethics' (RVE). With the creation of the Curriculum and Assessment (Wales) Act 2021 and the obligation to provide additional guidance on specific aspects of the curriculum, further additions and updates have been made to the Curriculum for Wales framework guidance including additions in relation to the Religion, Values and Ethics guidance.

Religion, Values and Ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area. This Area encompasses geography; history; religion, values and ethics and business studies. These disciplines share many common themes, concepts and transferable skills, whilst having their own discrete body of knowledge and skills.

RVE is still locally determined and therefore, as well as having regard to the requirements of the Curriculum for Wales Framework Guidance on Hwb, all Ceredigion Local Authority schools must have regard to the Ceredigion Agreed Syllabus for RVE, when designing their curriculum.

It is the Local Authority's responsibility to monitor the statutory provision of Religion, Values and Ethics, and they are supported in doing this by Ceredigion's Standing Advisory Council on Religion, Values and Ethics.

Every local authority is legally required to establish and support an Agreed Syllabus Conference which must prepare a Religion, Values and Ethics syllabus to be adopted by the local authority.

The Curriculum for Wales Religion, Values and Ethics Statutory Guidance on Hwb was adopted as the new Ceredigion Agreed Syllabus for RVE on the 7th of March, 2022, following a formal recommendation to the Local Authority by the Agreed Syllabus Conference on 3rd March, 2022. This Agreed Syllabus is not intended to be a scheme of work. It provides a framework within which each school can best design its own local curriculum which includes RVE within the Humanities Area of Learning and Experience. However, all maintained schools and settings are required to have regard to the agreed syllabus, including in schools of a religious character in their design of the agreed syllabus element of their RVE provision.

Welsh Government RVE statutory guidance can be found on the Hwb website:

[Humanities: Designing your curriculum - Hwb \(gov.wales\)](#)

Further information can be found in the summary of legislation on Hwb:

[Summary of legislation - Hwb \(gov.wales\)](#)



## Religion, Values and Ethics (RVE) within the Curriculum

Religion, Values and Ethics within the Curriculum for Wales can offer a distinctive contribution to the realisation of the four purposes for all learners. As such, this guidance supports schools and settings in developing provision for RVE that prepares learners in Wales for life and work in a fast-changing and diverse world, as responsible and informed citizens.

One of the features of the four purposes of the curriculum is that learners will be supported to develop as healthy, confident individuals, ready to live fulfilling lives as valued members of society. Religion, Values and Ethics has many valuable and distinctive contributions to make to meet this purpose and other purposes. The statements of what matters are set out in the What Matters Code and include the key concepts for each Area.

By the age of 16, learners should be:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

It is essential that RVE is relevant and meaningful to pupils at various stages of their mental and emotional development. It is essential to consider how we teach Religion, Values and Ethics and why we teach these aspects of RVE.

Learners should have opportunities to:

- engage with and explore ultimate and philosophical questions;
- undertake enquiries and engage with sources of wisdom and philosophies;
- develop and express their own informed viewpoints;
- use their knowledge and understanding;
- explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history;
- evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues;
- respond sensitively to religion and non-religious philosophical convictions;
- develop secure values and establish their ethical beliefs and spirituality;
- discuss and reflect on their own perspectives and those of others on a range of issues.

## Curriculum Time

At each progression step, sufficient time and resources are required to provide an effective and coherent course of study. As a mandatory element of the Curriculum for Wales, RVE should have equity with other disciplines within the Humanities Area of Learning and Experience.



## **Audience**

The RVE guidance in the Humanities Area has been written to be accessible to all those responsible for designing a curriculum. Those persons who must have regard to the guidance when designing a curriculum are:

- the headteacher of a maintained school or a maintained nursery school
- the governing body of a maintained school or a maintained nursery school
- a provider of funded non-maintained nursery education
- the teacher in charge of a pupil referral unit
- the management committee for a pupil referral unit
- a person who provides teaching and learning for a child, otherwise than at a maintained school, maintained nursery school or pupil referral unit, by virtue of arrangements made under section 19A of the Education Act 1996 (c. 56)
- a local authority in Wales

In addition, the guidance may also be useful to practitioners, regional consortia, awarding bodies, Estyn, teacher unions, religious organisations, non-religious organisations, parents and carers and other bodies in Wales with an interest in RVE. These bodies do not have to have regard to the guidance but it may be useful and informative for them to refer to it to better understand the content of a given setting's curriculum.

## **Spiritual development**

In the context of RVE, spiritual development is concerned with our natural ability to look for, express and understand what is important in life, and to question who we are and why we are here.

Spiritual development may or may not involve religion. Through experiencing and reflecting on our relationships, spiritual development may be apparent in the following: awareness of self in relation to others; connections to the wider and the natural world (and, for some people, to a higher power or ultimate reality); creativity and going beyond the everyday; exploration of ultimate questions and contemplation of meaning and purpose.

## **Collective Worship**

The Education Reform Act 1988 and the Welsh Office Circular 10/94 set out the legal requirements for collective worship in schools in Wales. These requirements apply to pupils in maintained schools other than special schools. The requirements do not apply to colleges of further education or to nursery schools or nursery classes in infant or primary schools.

The Education (Special Schools) Regulations 1994 set out the requirements for collective worship in special schools.

The requirements are:

- schools must provide collective worship daily for all registered pupils
- most acts of collective worship in each term should be wholly or mainly of a broadly Christian character; this means that they should reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination
- collective worship can take place at any time during the school day
- collective worship can be provided to pupils in any sized group, for example, as a class, a year group, a phase group or a whole-school community
- collective worship should take account of the family backgrounds, ages and aptitudes of the pupils involved.



- There is no legal requirement to provide collective worship for pupils aged under five.
- A parent can request that their child is excused from collective worship and schools must agree to such requests. Parents do not have to give reasons.

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## DESIGNING YOUR CURRICULUM FOR RVE

Curriculum design and development must incorporate, where appropriate, opportunities for learning and consideration of **cross-cutting themes** in the Curriculum for Wales. These cross-cutting themes are:

- careers and work-related experiences,
- human rights, diversity,
- local, national and international contexts and
- relationships and sexuality education.

It is also important that the **cross-curricular skills** of literacy, numeracy and digital competence, as well as the **skills integral to the four purposes** (creativity and innovation, critical thinking and problem solving, personal effectiveness, planning and organising) are considered in curriculum design.

When realising their curriculum, schools and settings need to decide how RVE best works within their approach to the Humanities Area. For example, curriculum design can be integrated, multidisciplinary, interdisciplinary or disciplinary.

When planning and preparing your RVE curriculum you should take note of specific areas. Please see below links which will take you to the relevant sections of the guidance on the Hwb website:

[Humanities: Statements of what matters - Hwb \(gov.wales\)](#)

[Humanities: Principles of progression - Hwb \(gov.wales\)](#)

[Humanities: Designing your curriculum - Hwb \(gov.wales\)](#)

As learners progress, they should have greater opportunities to engage with different disciplines and to specialise within them. This process should be supported by discipline-specialist teaching, which, along with the multi-disciplinary approach to curriculum design, should prepare learners who seek to specialise further during learning post-16. This will require specialists to teach RVE and specialists to have input in designing RVE within the humanities. While learners should have opportunities to specialise, the curriculum must remain broad and balanced and each learner should continue to draw on learning from each Area of Learning and Experience throughout their time in compulsory education, which includes the mandatory element of RVE.

### Creating links

Curriculum development in schools and settings should explore clear links and interdependencies between RVE and the other Areas as part of a **holistic curriculum**. These links and interdependencies should be drawn upon during curriculum planning, with practitioners working creatively and collaboratively to support learners' realisation of the four purposes of the curriculum.

Schools and settings should also strive to create links with different denominations and faith groups in order to expand on their learners' RVE experiences and develop their understanding of their own cynefin within the history and traditions of Ceredigion and Wales.



## Post-16

In the Curriculum for Wales, the mandatory status of RVE has been removed for Years 12 and 13. Therefore, RVE has become optional for these learners. However, this does not prevent individual schools with Sixth Forms from timetabling RVE. Sixth Formers have the right to 'opt in' to RVE and the school would legally have to provide RVE for those learners upon request.

More information on Post-16 RVE can be found here:

[Summary of legislation - Hwb \(gov.wales\)](#)

## The right to withdraw in the Curriculum for Wales

From September 2022, there will be no parental right to withdraw from RVE. More information on the right to withdraw can be found in the legal summary on Hwb:

[Summary of legislation - Hwb \(gov.wales\)](#)

## Complaints

Under the Education Act, the LA must provide local arrangements for dealing with complaints. The SAC on RVE will consider complaints about the provision of RVE (or the lack of provision of RVE). This arrangement will give parents and others the opportunity to ensure the proper provision of RVE across all schools in Ceredigion.