



CANLLAWIAU CCYSAGauC AR DYNNU DISGYBLION YN ÔL O ADDOLI AR Y CYD

Wedi'i ymgorffori yn Neddf Addysg 1944, ac ym mhob Deddf Addysg ers hynny, y mae'r gofyniad fod yn rhaid i bob ysgol ddarparu gweithred Addoli ar y Cyd bob dydd lle mae pob disgyl o dan 16 yn cymryd rhan. Dylai'r Weithred honno o Addoli ar y Cyd fod yn Gristnogol ei natur gan mwyaf oni bo dyfarniad gan y CYSAG lleol wedi darparu fel arall. ((1) *Yn amodol ar adran 71, rhaid i bob disgyl sy'n mynchu ysgol gymunedol, sefydledig neu wirfoddol ar bob diwrnod ysgol gymryd rhan mewn gweithred o addoli ar y cyd - Fframwaith Safonau Ysgol 1998, adran 70*). Yr unig eithriad i'r gofyniad hwn yw pan mae rhiant/rhieni disgyl o dan 16 wedi gofyn mewn ysgrifen i'w plentyn gael ei dynnu'n ôl o weithred yr ysgol o addoli ar y cyd, ac mae'n rhaid i'r ysgol gydymffurfio â chais o'r fath. Gwnaed y ddarpariaeth i ddisgyblion ôl-16 mewn ysgolion gael eu tynnu eu hunain allan o Addoli ar y Cyd gan Ddeddf Addysg ac Arolygiadau 2006 a daeth y ddeddfwriaeth hon i rym yng Nghymru ym mis Chwefror 2009. Ar yr adeg honno, rhoddodd CCYSAGauC, mewn cydweithrediad ag APADGOS, gyngor i ysgolion uwchradd ar y ffordd orau o reoli'r ddarpariaeth hon. Dosbarthwyd papur *Canllawiau i ysgolion mewn cysylltiad â'r newidiadau i ddeddfwriaeth i Addoli ar y Cyd Ôl-16* yn ystod y newid.

Dylid nodi nad yw'r term "gwasanaeth" fyth yn cael ei ddefnyddio yng ngeiriad y Ddeddf Addysg, yn hytrach y term a ddefnyddir yw "addoli ar y cyd" sy'n cael ei weld fel rhan o gwricwlwm cytbwys ac eang pob ysgol.

Ym mis Mehefin 2012, cynhyrchwyd a dosbarthwyd papur pellach gan CCYSAGauC ar Addoli ar y Cyd, *Canllawiau ar Addoli ar y Cyd*. Roedd y papur hwn yn egluro manteision addoli ar y cyd ac yn rhoi canllawiau ar yr hyn mae'r gyfraith yn ei ddweud mewn gwirionedd am addoli ar y cyd mewn ysgolion a gynhelir heb gymeriad crefyddol yn ogystal ag ysgolion a gynhelir sydd â chymeriad crefyddol. Roedd y papur hefyd yn egluro beth na ddywedir gan y ddeddf am addoli ar y cyd, mewn ymgais i ddatrys unrhyw gamsyniadau am ofynion addoli ar y cyd.

Hawl rhieni i dynnu disgylion yn ôl o Addoli ar y Cyd

Nid oes unrhyw beth yn Neddf Addysg 1993 yn effeithio ar hawliau rhieni, fel y'u sefydlwyd yn Neddf 1944 a'u hailddeddfu yn Neddf 1988, i dynnu eu plant allan o Addoli ar y Cyd os ydynt yn dymuno hynny.

os yw'r rhiant yn gofyn i ddisgybl gael ei esgusodi'n llwyr neu'n rhannol o fynychu unrhyw addoliad crefyddol mewn ysgol, yna mae'n rhaid i'r ysgol gydymffurfio. Mae hyn yn cynnwys addoliad amgen a ddarperir gan yr ysgol o ganlyniad i ddyfarniad gan GYSAG; (Deddf Diwygio Addysg 1998a.9 (1))

lle mae rhiant unrhyw ddisgybl sy'n preswylio mewn ysgol a gynhelir yn gofyn i'r disgylion gael caniatâd i fynychu addoliad yn unol â daliadau enwad crefyddol arbennig ar ddydd Sul neu ddydd sanctaidd arall, neu i gael addysg grefyddol yn unol â daliadau o'r fath y tu allan i oriau ysgol, rhaid i gorff llywodraethu'r ysgol wneud trefniadau i ganiatáu cyfleoedd rhesymol i'r disgylion wneud hynny. Gellir darparu at gyfer y trefniadau hyn ar dir yr ysgol, ond ni ddylent olygu gwariant gan yr AAll neu, yn achos ysgol a gynhelir â grant, ei gorff llywodraethu; (Deddf Diwygio Addysg 1998 a.9 (3))

Mae Cylchlythyr y Swyddfa Gymreig Addysg Grefyddol ac Addoli ar y Cyd (Cylchlythyr 10/94) yn egluro goblygiadau hawl y rheini i dynnu eu plant yn ôl:

Deddf Diwygio Addysg 1988 a.9 (7) a.9 (8)

- ✓ Mae ysgol yn parhau i fod yn gyfrifol am oruchwyllo unrhyw blentyn a dynnwyd yn ôl gan ei riant o addoli ar y cyd.
- ✓ Dylai hawl rhiant i dynnu plentyn yn ôl o fynychu addoli ar y cyd gael ei arfer yn hawdd a rhaid i ysgol gydsynio â chais o'r fath. Nid oes rhwymedigaeth ar rieni i roi eu rhesymau dros ofyn am dynnu'n ôl.
- ✓ Byddai'r hawl i dynnu'n ôl o addoli ar y cyd yn cael ei arfer fel rheol drwy dynnu'r plentyn yn gorfforol o'r man lle mae'r addoliad yn digwydd. Yn wir gallai'r ysgol fynnu mai dyma'r ffordd o weithredu'r hawl. Fodd bynnag, os yw'r ysgol a'r rhiant yn cytuno y dylid gadael i'r disgybl aros yn gorfforol bresennol yn ystod yr addoliad ond heb gymryd rhan ynddo, nid oes dim yn y gyfraith sy'n atal hyn.
- ✓ Mae profiad yn awgrymu, er mwyn osgoi camddealltwriaeth, y gallai fod o gymorth i bennaeth drafod gydag unrhyw riant sy'n dymuno arfer eu hawl i dynnu'n ôl:
 - elfennau'r addoliad y byddai'r rhiant yn gwrthwynebu i'r plentyn gymryd rhan ynddynt;
 - goblygiadau ymarferol tynnu'n ôl; ac
 - a fyddai'r rhiant angen unrhyw rybudd ymlaen llaw am AG ac addoliad, ac os felly, faint.

Er nad yw'n ofyniad yn y gyfraith fe'i hystyrir yn arfer da tynnu sylw rhieni at eu hawl i dynnu eu plentyn yn ôl o addoli ar y cyd fel y darparwyd ar ei gyfer yn y Deddfau Addysg. Mae CCYSAGauC yn argymhell fod yr wybodaeth hon yn cael ei rhoi ym mhrosbectws yr ysgol, ac yn argymhell ymhellach fod CYSAGau lleol yn cymryd cyfrifoldeb dros gynghori ysgolion yn eu hawdurdod lleol ar y mater hwn os yw'n dod i'w sylw nad oes gwybodaeth o'r fath ym mhrosbectws ysgol neu ar gael yn amlwg drwy ddulliau eraill, e.e. gwefan yr ysgol.

Addoliad amgen i ddisgyblion a dynnwyd yn ôl

Nid oes dim yn y ddeddfwriaeth sy'n atal unrhyw ysgol a gynhelir rhag caniatáu, ar gais y rhieni sydd wedi tynnu disgyblion o'r ddarpariaeth statudol, i addoliad crefyddol ddigwydd yn ôl ffydd neu enwad arbennig. Dylai cyrff llywodraethu a phenaethiaid geisio ymateb yn gadarnhaol i geisiadau fel hyn gan rieni: (1) oni bai mai'r effaith fyddai fod addoliad enwadol yn dod yn lle'r addoli ar y cyd anenwadol statudol; (2) cyn belled ag y gellir gwneud trefniadau o'r fath heb gost ychwanegol i'r ysgol; a (3) cyn belled ag y byddai'r ddarpariaeth amgen yn unol â dibenion cyffredinol cwricwlwm yr ysgol a osodwyd yn adran 1 o Ddeddf 1998. (Deddf Diwygio Addysg 1988 a.9 (7) a.9 (8))

Tynnu'n ôl o Addoli ar y Cyd heblaw ar gais y rhieni.

Daeth i sylw CYSAGau lleol, a thrwyddyt hwy i CCYSAGauC, fod nifer o ysgolion yn defnyddio amser Addoli ar y Cyd i dynnu disgyblion allan i roi hyfforddiant ychwanegol iddyn nhw mewn pynciau amrywiol. Gyda mwy a mwy o bwysau ar amserleni mewn ysgolion mae'n ddealladwy y bydd llawer o ysgolion yn gweld yr amser hwn yn gyfle delfrydol i roi gwersi cefnogol i ddisgyblion. Er y gall ymddangos yn amser delfrydol i roi gwersi gwerthfawr, dylai ysgolion fod yn ymwybodol fod yr arfer hwn yn anghyfreithlon mewn gwirionedd. Hawl pob plentyn o dan 16 oed yw mynchyu gweithred ddyddiol yr ysgol o Addoli ar y Cyd, ac mae'n ofynnol ar iddynt wneud hynny oni bo'r plentyn yn cael ei dynnu'n ôl ar gais penodol y rhieni/gwarcheidwaid. O dan ddarpariaethau'r Deddfau Addysg ni all fod rheswm arall dros dynnu plentyn yn ôl o'r weithred ddyddiol ofynnol o Addoli ar y Cyd.

O dan Fframwaith Arolygu Estyn, nid yw Arolygwyr yn gorfod gwneud sylwadau am ddarpariaeth nac ansawdd Addoli ar y Cyd. Fodd bynnag, pan mae Arolygwyr yn gweld fod yr ysgol sy'n cael ei harolygu yn tynnu disgyblion allan o Addoli ar y Cyd, heblaw ar gais y rhieni, yna bydd gofyn i'r Arolygydd ystyried a yw'r ysgol yn bodloni'r gofynion statudol. Os credir nad yw'r ysgol yn bodloni'r gofynion hynny gellir nodi hyn yn nhestun yr adroddiad *a gall arwain at farn ddim uwch na digonol i'r dangosydd ansawdd perthnasol* (*t10 Arweiniad ar gyfer Arolygu Ysgolion Cynradd / Uwchradd*).

Diweddarwyd 2016) ac Arweiniad Atodol: addoli ar y cyd mewn ysgolion anenwadol (Hydref 2017).
Byddai barnau fel hyn yn cael eu hystyried fel rhan o MA 4.2.

Diweddarwyd yr arweiniad atodol hwn ymhellach ym mis Ebrill 2018. Mae hwn yn ailddatgan fod Estyn yn gofyn i dimau arolygu ystyried y ddarpariaeth ar gyfer datblygiad ysbrydol disgyblion a gweithredoedd dyddiol o Addoli ar y Cyd. Rhaid i dimau arolygu ystyried yr agweddau hyn ar bob arolygiad ac mae pob adroddiad yn debygol o gynnwys rhyw faint o sylwadau ar yr agweddau hyn ar ddatblygiad disgyblon. Fodd bynnag ni ddisgwylir y bydd arolygwyr yn adrodd ar agweddau o'r fath yn ôl fformiwlau. Mae'n rhaid i bob tîm arolygu bwysa a mesur arwyddocâd unrhyw gryfderau a gwendidau ym mhob maes arolygu. Er nad oes disgwyll adrodd fel mater o drefn ar a yw ysgol yn bodloni'r ddyletswydd statudol i ddarparu gweithred dyddiol o addoli ar y cyd, byddai disgwyll gweld sylwadau yn yr adroddiad os canfuwyd fod ysgol yn torri ei dyletswydd statudol. Mae'r diweddariad yn parhau *Fodd bynnag, efallai nad effeithir ar y farn ar gyfer MA4 os na fodlonir y ddyletswydd statudol. Mae hyn yn rhywbeth i'r tîm ei ystyried. Bydd angen i'r tîm bwysa a mesur nifer o ffactorau ym mhob achos penodol, er engraffit nifer y disgyblion y mae'n effeithio arnynt, a bydd rhaid i'r tîm benderfynu p'un a yw hyn yn arwyddocaol ai peidio, a ph'un a ddylai effeithio ar y farn gyffredinol ar gyfer MA4. Ni waeth p'un a fydd arolygwyr yn penderfynu adrodd ar addoli ar y cyd ai peidio, rhaid iddynt bob amser adrodd ar ddatblygiad ysbrydol, moesol, cymdeithasol a diwylliannol disgyblion.*

Dylai'r CYSAG lleol, ynghyd â CCYSAgauC, er eu bod yn deall y rhesymau pam fod disgyblion yn cael eu tynnu o Addoli ar y Cyd weithiau, ar wahân i ar gais rhieni, dynnu sylw at oblygiadau hyn yn y gobaith fod llai o dynnu'n ôl fel hyn yn digwydd. Yn ddelfrydol dylent ddod i ben yn llwyr a dylid rhoi'r gwensi cefnogaeth ychwanegol ar adeg heblaw yn ystod Addoli ar y Cyd.

Gellir gweld y ddeddfwriaeth gyfredol yn Fframwaith Safonau Ysgol 1998, adran 70 ac yng nghylchlythyr y Swyddfa Gymreig *Addysg Grefyddol ac Addoli ar y Cyd* (Cylchlythyr 10/94).

Addoli ar y Cyd i Ddisgyblion Ôl-16

Yn 2009 gwelwyd newid yn y gyfraith oedd yn caniatau i ddisgyblion ôl-16 mewn ysgolion a gynhelir benderfynu drostynt eu hunain a oeddent yn dymuno cymryd rhan mewn addoli ar y cyd ai peidio. Roedd y newid hwn yn gadael i ysgolion gydnabod annibyniaeth gynyddol y dysgwyr ôl-16. Ar yr adeg honno paratowyd a dosbarthwyd gan CCYSAgauC *Canllawiau i ysgolion mewn cysylltiad â'r newidiadau i ddeddfwriaeth i Addoli ar y Cyd Ôl-16*. Yn y ddogfen honno ceisiwyd annog ysgolion i alluogi disgyblion ôl-16 i werthfawrogi beth yw diben addoli ar y cyd ac i wneud penderfyniadau cytbwys a chadarn, yn hytrach na rhai emosiynol ac arwynebol yn unig.

Mae'n rhaid i'r ysgol ddarparu gweithredoedd addoli ar y cyd dyddiol i bob disgybl yn yr ysgol, yn cynnwys rhai ôl-16. Fodd bynnag, gall disgyblion ôl-16 wneud cais am gael eu hesgusodi o addoli ar y cyd a dylai ysgolion sicrhau fod y disgyblion yn ymwybodol o hyn. Mae'n bwysig sylweddoli nad yw cael yr hawl i dynnu'n ôl yn golygu fod angen i ddisgyblion dynnu'n ôl o addoli ar y cyd - mae'n golygu'n unig y gallan nhw wneud hynny os ydynt yn teimlo fod ganddynt reswm dros wneud. Ni ddylai ysgolion gymryd yn ganiataol fod disgyblion chweched dosbarth yn dymuno cael eu hesgusodi o addoli ar y cyd ac felly mae angen cais gan y disgybl ei hun i optio allan. Nid oes raid i'r cais fod mewn ysgrifen, ond dylai ysgolion gadw cofnod diwedd o geisiadau o'r fath gan ddisgyblion.
(Estyn 2017)

Y peth pwysig i'w nodi o safbwyt y newid hwn mewn trefniadau ôl-16 yw bod y gofyniad statudol ar i ysgolion ddarparu gweithred dyddiol o addoli ar y cyd i bob disgybl yn aros yr un peth. Mae'r ddarpariaeth i ddisgyblion gael eu tynnu'n ôl o addoli ar y cyd, ar gais y rhieni, yn ei le fel y bu ers Deddf Addysg 1944. Yr agwedd newydd yn y newid hwn yn y ddeddfwriaeth yw y gall disgyblion ôl-16 ofyn am gael tynnu'n ôl o addoli ar y cyd drostynt eu hunain. Yn olaf, dylid nod fod y newid hwn

yn ymwneud ag addoli ar y cyd yn unig. Mae'r gofyniad statudol fod pob disgyl mewn lleoliadau a reolir o dan reoliadau ysgol yn derbyn Addysg Grefyddol, yn aros yr un fath.

Er mwyn hwylustod, mae'r ddau bapur a gynhyrchwyd yn flaenorol gan CCYSAGauC ac y cyfeirir atynt yn y papur hwn, wedi'u hatodi.



CANLLAWIAU AR ADDOLI AR Y CYD

CYMDEITHAS CYSAGAU CYMRU

Mehefin 2012

CYFLWYNIAD

Mae addoli ar y cyd fel ysgol yn addysgiadol ac ystyrlon pan mae'n cynnig cyfleoedd i roi sylw i anghenion pob dysgwr, beth bynnag eu ffydd neu eu cefndir cred. Mae addoli ar y cyd da yn hybu datblygiad ysbrydol, yn cyfrannu at ddatblygiad personol, mae o fudd i'r gymuned ysgol gyfan, yn cysylltu'r gymuned ysgol â'r gymuned leol ehangach, ac yn cyfoethogi ymwybyddiaeth o ddinasyddiaeth fyd-eang.

Dyma rai ffactorau sy'n sail i addoli ar y cyd effeithiol:

- datblygu polisi ysgol ac agwedd gydlynol at addoli ar y cyd, gyda'r uwch reolwyr yn cymryd rhan weithredol;
- creu 'perchnogaeth' dorfol ar raglen addoli ar y cyd yr ysgol ar ran y staff, y dysgwyr a'r llywodraethwyr;
- sicrhau fod disgwyliadau clir gan y staff yngylch eu cyfraniadau at addoli ar y cyd;
- cynnig cyfleoedd i ddysgwyr gymryd rhan weithredol mewn addoli ar y cyd;
- gwneud addoli ar y cyd yn rhan annatod o'r diwrnod ysgol drwy adlewyrchu ei berthnasedd a'i gysylltiadau â phob agwedd o fywyd ysgol, wrth gynllunio;
- cynnig cyfleoedd datblygu proffesiynol parhaus i staff a fydd yn caniatáu meddwl yn feirniadol am y ddarpariaeth addoli ar y cyd yn yr ysgol a gwella arni.

Er mwyn datblygu addoli ar y cyd effeithiol sy'n addysgiadol ac ystyrlon, mae'n bwysig sylweddoli manteision addoli ar y cyd a bod yn gyfarwydd â'r gofynion cyfreithiol sydd ynghlwm wrtho¹.

SYLWEDDOLI MANTEISION ADDOLI AR Y CYD

Byddai'n ddefnyddiol i ysgolion drafod sut mae addoli ar y cyd yn hybu datblygiad ysbrydol, yn cyfrannu at ddatblygiad personol, o fudd i'r gymuned ysgol gyfan, yn cysylltu'r gymuned ysgol â'r gymuned leol ehangach, ac yn cyfoethogi ymwybyddiaeth o ddinasyddiaeth fyd-eang.

(a) Addoli ar y cyd yn hybu datblygiad ysbrydol

Mae gan ysgolion ddyletswydd i hybu datblygiad ysbrydol dysgwyr. Mae addoli ar y cyd effeithiol yn galluogi ysgol i gyfrannu at y gofyniad statudol hwn. Mae'n bwysig deall nad yw datblygiad ysbrydol neu ysbrydolrwydd yr un peth â bod yn grefyddol, yn hytrach mae'n ymwneud â'r broses o ddatblygu gwerthfawrogiad y dysgwyr o agweddau ysbrydol bywyd a

¹ Deddf Diwygio Addysg 1988, Rhan 1 (2)(a)(bb); Deddf Diwygio Addysg 2002, Adran 99 (1)(a)(bb)

materion ehangach ystyr, pwrpas a chyflawniad. Dylai staff a dysgwyr werthfawrogi fod gweithredoedd addoli ar y cyd yn:

- darparu amser arbennig i ffwrdd o weithgareddau ysgol arferol;
- cefnogi profiadau sy'n canolbwytio ar y dysgwr, ac yn galluogi dysgwyr i ddatblygu ymdeimlad o'u safle o fewn y darlun mawr;
- datblygu gallu'r dysgwyr i fyfrio ar eu teimladau, eu gwerthoedd a'u hagweddau;
- datblygu ymwybyddiaeth y dysgwyr o'r bywyd mewnol a dimensiwn ysbrydol pob unigolyn;
- archwilio ac annog ymatebion i gwestiynau sylfaenol am ystyr bywyd, newid a marwolaeth.

(b) Addoli ar y cyd yn cyfrannu at ddatblygiad personol

Mae'n ddyletswydd ar ysgolion hybu datblygiad personol dysgwyr. Mae addoli ar y cyd effeithiol yn galluogi ysgol i gyfrannu at y gofyniad statudol hwn². Dylai staff a dysgwyr werthfawrogi fod addoli ar y cyd yn:

- cyfrannu at iechyd a chyflawnder, a deallusrwydd emosiynol
- annog myfyrio ar deimladau a chredoau mewnol;
- datblygu credoau a gwerthoedd, rhai personol a chyfunol;
- annog dealltwriaeth o gredoau a gwerthoedd pobl eraill;
- cynyddu hunan-barch a phwrpas mewn bywyd;
- meithrin y gallu sydd gan fodau dynol i wneud dewisiadau moesol da neu ddrwg, drwy feddwl am 'godau moesol, perthnasoedd, cyfrifoldeb, parchu amrywiaeth, temtasiwn, pŵer hunanaberth a chariad'.³

(a) Addoli ar y cyd er budd yr ysgol gyfan

Mae addoli ar y cyd effeithiol yn fuddiol i'r gymuned ysgol gyfan. Dylai staff a dysgwyr werthfawrogi fod gweithredoedd o addoli ar y cyd yn:

- annog gwerthoedd, ystyr a phwrpas cyffredin;
- cyfrannu at y profiad o berthyn i gymuned;
- cynnig cyfleoedd i ddathlu cyflawniadau'r ysgol a chyfraniad unigolion i'r cyflawniadau hynny;
- datblygu dealltwriaeth a gwerthfawrogiad o gredoau a gwerthoedd eraill o fewn y gymuned ysgol;
- cynnig cyfleoedd i fyfrio a rhannu yn y digwyddiadau a'r profiadau 'hapus' a 'thrist' sy'n effeithio ar gymuned yr ysgol;
- cyfrannu at ethos ysgol sy'n cefnogi cyflawniad addysgol pob dysgwr, waeth beth fo'u cefndir, drwy ddatblygu hunan-barch ac ymdeimlad o bwrpas mewn bywyd.

(b) Addoli ar y cyd yn cysylltu cymuned yr ysgol â'r gymuned leol ehangach

Disgwylir i ysgolion ystyried sut maent yn cefnogi ac yn hyrwyddo cydlyniant cymdeithasol, a dylid sylweddoli fod addoli ar y cyd yn cynnig cyfraniad gwerthfawr ar lefel yr ysgol a lefel y

² Deddf Diwygio Addysg 1988, Rhan 1 (2)(a)(bb); Deddf Diwygio Addysg 2002, Adran 99 (1)(a)(bb)

³ Fframwaith Cenedlaethol Enghreifftiol ar gyfer cyflwyno Addysg Grefyddol i ddysgwyr 3 i 19 oed yng Nghymru 2008, t10.

gymuned ehangach. Mae addoli ar y cyd effeithiol yn gwneud cysylltiadau rhwng cymuned yr ysgol a'r gymuned leol ehangach. Dylai staff a dysgwyr werthfawrogi fod addoli ar y cyd yn:

- manteisio ar ystod o gynrychiolwyr addas a ddewiswyd yn ofalus o fewn y gymuned leol i gyfrannu at addoli ar y cyd;
- cyfrannu at y profiad o berthyn i gymuned leol ehangach;
- cynnig cyfleoedd i ddathlu cyflawniadau'r gymuned leol a chyfraniad grwpiau ac unigolion i'r cyflawniadau hynny;
- datblygu dealltwriaeth a gwerthfawrogiad o gredoau a gwerthoedd pobl eraill o fewn y gymuned leol;
- cefnogi dealltwriaeth gyffredin o sut y gall dysgwyr unigol ac ysgol gyfrannu'n gadarnhaol at y gymuned ehangach;
- darparu cyfleoedd i fyfyrion a rhannu yn y digwyddiadau a'r profiadau 'hapus' a 'thrist' sy'n effeithio ar y gymuned leol.

(c) Addoli ar y cyd yn cyfoethogi ymwybyddiaeth o ddinas yddiaeth fyd-eang

Mae addoli ar y cyd effeithiol yn cyfoethogi ymwybyddiaeth o ddinas yddiaeth fyd-eang. Dylai staff a dysgwyr werthfawrogi fod gweithredoedd o addoli ar y cyd yn:

- tynnu ar ystod o ddeunydd a ddewiswyd yn ofalus i hybu ymwybyddiaeth fyd-eang;
- cyfrannu at y profiad o berthyn i gymuned fyd-eang;
- cynnig cyfleoedd i ddathlu digwyddiadau byd-eang a chyflawniadau pobl;
- datblygu dealltwriaeth o amrywiaeth ac anghydraddoldeb byd-eang;
- cynnig cyfleoedd i fyfyrion ar a rhannu mewn argyfngau byd-eang a dioddefaint dynol.

Mae gan yr ysgol gyfan lawer i'w elwa ar weithredoedd addoli ar y cyd addysgiadol ac ystyrlon effeithiol, ac mae gan aelodau'r ysgol (a'r gymuned leol) lawer i'w gynnig drwy wneud cyflwyniadau a chyfrannu at weithredoedd o addoli ar y cyd. Yn ymarferol, dylai ysgolion ystyried sut y gellir ymgorffori'r manteision hyn yn eu rhaglen ar gyfer addoli ar y cyd fel eu bod ym 'mherchnogaeth' y gymuned ysgol gyfan.

ADDOLI AR Y CYD A'R GYFRAITH

Mae'r gyfraith yn gwahaniaethu rhwng 'ysgolion sydd â chymeriad crefyddol' ac ysgolion eraill heb gymeriad crefyddol (Deddf Safonau a Fframwaith Ysgolion 1988). 'Ysgolion sydd â chymeriad crefyddol' yw'r rheiny sy'n gysylltiedig ag un neu fwy o enwadau Cristnogol neu un o brif grefyddau'r byd yn rhinwedd eu sefydlu neu gan benderfyniad cyfreithiol penodol i ddod yn ysgol o'r fath. Mae AdAS yn cadw rhestr o'r ysgolion o'r fath yng Nghymru.

(a) Beth mae'r gyfraith yn ei ddweud mewn gwirionedd am ysgolion a gynhelir gan y wladwriaeth sydd HEB gymeriad crefyddol

- Mae gofyniad statudol ar ysgolion i ddarparu gweithred **ddyddiol** o addoli ar y cyd i bob dysgwr;
- Mae'r gofyniad hwn i **bob dysgwr** gael cyfle i gymryd rhan mewn gweithred o addoli ar y cyd **bob dydd**;
- Ceir darpariaeth i ddysgwyr gael eu tynnu'n ôl o addoli ar y cyd, ar gais rhieni;
- Ceir darpariaeth hefyd i athrawon dynnu'n ôl o gynnal gweithredoedd o addoli ar y cyd;
- Dylai mwyafrif y gweithredoedd o addoli ar y cyd mewn tymor a blwyddyn ysgol fod 'yn gyfan gwbl, yn bennaf o natur Gristnogol eang', ac mewn ysgolion a gynhelir, nid o un enwad yn unig;
- Dylai mwyafrif y gweithredoedd o addoli ar y cyd gynnwys elfennau sy'n gysylltiedig â thraddodiadau'r ffydd Gristnogol;
- Dylai addoli mewn cyd-destun ysgol fod 'ar y cyd' yn hytrach na 'chorfforaethol'⁴
- Ni ddylai gweithredoedd o addoli ar y cyd fod yn cael eu derbyn yn oddefol - mae angen ymateb;
- I ysgolion a gynhelir, mae'n rhaid i addoli ar y cyd ddigwydd yn adeilad yr ysgol;
- Mae gan ysgolion yr hawl i 'Ddyfarniad' - hynny yw, i gael eu rhyddhau o'r gofynion fod gweithredoedd addoli o gymeriad Cristnogol yn gyfan gwbl neu'n bennaf, os yw cyfansoddiad yr ysgol yn mynnu hyn (ceisiadau i'w gwneud i'r CYSAG lleol);
- Mae gweithredoedd o addoliad yn wahanol i 'gyfarfod boreol' neu '*assembly*' - sef, yn ôl y gyfraith, unrhyw bryd mae'r ysgol yn cyd-gasglu **ar wahân i** addoli ar y cyd;
- Ers Ionawr 2009, gal dysgwyr ôl-16 ofyn am gael tynnu'n ôl o addoli ar y cyd drostynt eu hunain.⁵

(a) Beth mae'r gyfraith yn ei ddweud mewn gwirionedd am ysgolion a gynhelir gan y wladwriaeth sydd â chymeriad crefyddol

- Mae gofyniad statudol ar ysgolion i ddarpau gweithred **ddyddiol** o addoli ar y cyd i bob dysgwr;
- Mae'r gofyniad hwn i **bob dysgwr** gael cyfle i gymryd rhan mewn gweithred o addoli ar y cyd **bob dydd**;
- Ceir darpariaeth i ddysgwyr gael eu tynnu'n ôl o addoli ar y cyd, ar gais rhieni;
- Ceir darpariaeth hefyd i athrawon dynnu'n ôl o gynnal gweithredoedd o addoli ar y cyd; fod bynnag, mae rhai cyfyngiadau ar yr hawl yma mewn Ysgolion Gwirfoddol a Gynorthwyir;
- Dylai'r gweithredoedd o addoli adlewyrchu cymeriad crefyddol yr ysgol;
- Mae'r gweithredoedd o addoli yn debygol o gynnwys deunydd o arferion a thraddodiadau addoli'r ffydd neu'r enwad penodol y mae'r ysgol yn gysylltiedig â nhw;

⁴ Mae 'addoli ar y cyd' yn golygu dod â phobl sydd â gwahanol safbwytiau a dealltwriaeth at ei gilydd, tra bod 'addoli corfforaethol' yn golygu dod â'r rheiny sy'n rhannu un farn neu weledigaeth ynghyd.

⁵Anfonodd CCYSAGauC mewn cydweithrediad ag AdAS ganllawiau ar y newid deddfwriaeth hwn i bob ysgol yn 2009.

- Dylai'r addoli fod 'ar y cyd' nid yn 'gorfforaethol';
- Gall ysgolion ddefnyddio man addoli lleol ar gyfer rhai o'i gweithredoedd o addoliad lle mae hyn yn briodol;
- Nid oes gan yr ysgolion hawl i ddyfarniad;
- Mae gweithredoedd o addoliad yn wahanol i 'gyfarfod boreol' neu '*assembly*' – sef, yn ôl y gyfraith, unrhyw bryd mae'r ysgol yn cyd-gasglu **ar wahân i** addoli ar y cyd;
- Ers Ionawr 2009, gal dysgwyr ôl-16 ofyn am gael tynnu'n ôl o addoli ar y cyd drostynt eu hunain.

(b) Beth nad yw'r gyfraith yn ei ddweud

Mae dryswch ynglŷn ag addoli ar y cyd yn aml, ac mae'n bwysig gwybod **nad** yw'r gyfraith yn mynnu fod:

- **yr ysgol gyfan** yn dod ynghyd i addoli ar y cyd
[Mae'r gofyniad ar gyfer unrhyw gasgliad o ddysgwyr y mae'r ysgol yn eu dewis, heblaw grwpiau sy'n seiliedig ar ymlyniad crefyddol]
- **yr addoli'n digwydd ar ddechrau'r ysgol** yn y bore
[Yr ysgol ddylai benderfynu pryd yn y diwrnod ysgol mae'r addoli'n digwydd]
- **hyd o amser** arbennig ar gyfer gweithredoedd o addoli
[mater i'r ysgol yw hyd yr addoliad, ond ni ddylai ostwng oriau disgwyliedig y cwrwclwm].

GWEITHREDOEDD POSIBL

Bydd ysgolion sydd o ddifrif ynglŷn â darparu addoli ar y cyd addysgiadol ystyrlon ac effeithiol yn :

- sefydlu egwyddorion, polisiau a rhagleni clir fel sail i'r addoli ar y cyd;
- creu ymdeimlad torfol o 'berchnogaeth' ar addoli ar y cyd;
- canfod cyllid i roi hyfforddiant i staff neu sefydlu cymuned ddysgu broffesiynol drwy gonsortiwm lleol efallai.

Mae astudiaethau achos sy'n dangos arfer da ac adnoddau defnyddiol ychwanegol ar gael

ar wefan CCYSAGauC: www.wasacre.org.uk

Hawlfraint: Cymdeithas CYSAGau Cymru 2012



Canllawiau i ysgolion mewn cysylltiad â'r

newidiadau mewn deddfwriaeth i

Addoli ar y Cyd Ôl-16

Nodau'r canllawiau

Lluniwyd y canllawiau byr hyn i helpu ysgolion i ddelio â'r ddeddfwriaeth newydd mewn ffordd sy'n cydnabod annibyniaeth gynyddol dysgwyr ôl-16, yn eu galluogi i sylweddoli beth a olygir gan addoli ar y cyd, ac yn eu hannog i wneud penderfyniadau sy'n gytbwys a chadarn, ac nid yn emosiynol ac arwynebol yn unig.

Beth mae'r gyfraith yn ei ddweud

Y pethau pwysig i'w nodi o ran y newid hwn yw:

- Mae'r gofyniad statudol ar i ysgolion ddarparu gweithred ddyddiol o addoli ar y cyd i bob disgylb **yn aros yr un peth**;
- Mae'r ddarpariaeth i ddisgyblion gael eu tynnu'n ôl o addoli ar y cyd, ar gais y rhieni, yn ei le fel y bu ers 1944;
- Yr agwedd newydd yw y gall disgyblion ôl-16 ofyn am gael tynnu'n ôl o addoli ar y cyd **drostynt eu hunain**;
- Mae'r gofyniad statudol fod pob disgylb, yn cynnwys y rheiny mewn lleoliadau Ôl-16(*), yn cael Addysg Grefyddol **yn aros yr un fath**.

Parchu annibyniaeth dysgwyr

Mae'n bwysig sylweddoli **nad yw** cael yr hawl i dynnu'n ôl yn golygu fod **angen** i ddisgyblion dynnu'n ôl o addoli ar y cyd – mae'n golygu'n unig y gallan nhw wneud hynny os ydyn nhw'n teimlo fod ganddynt resymau dros wneud. Felly, yn hytrach nad dim ond cyhoeddi'n blaen fod gan fyfyrwyr yr hawl i dynnu'n ôl erbyn hyn, dylid cael trafodaeth ofalus.

Gwerthfawrogi manteision addoli ar y cyd

Byddai o ddefnydd i ysgolion drafod gyda'r myfyrwyr y cyfraniad y mae addoli ar y cyd yn ei wneud i'w datblygiad ysbrydol a phersonol nhw, a bod disgyblion, trwy addoli ar y cyd yn cael cyfle i:

- Ddathlu'r hyn sy'n bwysig mewn bywyd, a chyfraniadau a llwyddiannau pobl;
- Cyfrannu at weithgaredd sy'n tanlinellu pwysigrwydd ethos ysgol a'i chydlyniant cymdeithasol;
- Bod yn rhan o awyrgylch lle mae myfyrwyr yn rhydd i archwilio a mynegi dimensiwn ysbrydol i fywyd mewn ffordd gadarnhaol a myfyriol;
- Myfyrio, adlewyrchu a phrofi gweddi ac addoliad;

- Edrych y tu hwnt i'r dibwys neu'r cyffredin, eu dyrchafu eu hunain a'u dyheadau, a chael ymdeimlad o weledigaeth ac o obaith;
- (*) Dim ond ar gyfer lleoliadau Ôl-16 a reolir o dan reoliadau ysgolion y mae'r gofyniad statudol
- Sylweddoli fod yna amseroedd anodd ac anawsterau mewn bywyd;
 - Codi eu hymwybyddiaeth o faterion ehangach yn y gymuned ehangach ac yn fydeang;
 - Archwilio a rhannu profiadau o barchedig ofn, rhyfeddod a dirgelion bywyd.

Hybu datblygiad ysbrydol

Mae gan ysgolion ddyletswydd i hybu datblygiad ysbrydol eu disgylion. Byddai'n werthfawr galluogi myfyrwyr i ddeall nad yw datblygiad ysbrydol neu ysbrydolwydd yr un peth â bod yn grefyddol, ond ei fod yn ymwneud â'r broses o ddatblygu eu meddwl a'u dealltwriaeth eu hunain am fywyd a materion ehangach ystyr, pwrpas a chyflawniad.

Dylid helpu'r myfyrwyr hefyd i werthfawrogi fod addoli ar y cyd yn:

- Darparu amser arbennig i ffwrdd o weithgareddau ysgol arferol;
- Cefnogi profiadau sy'n canolbwytio ar y dysgwyr, ac yn galluogi dysgwyr i ddatblygu ymdeimlad o'u safle o fewn y darlun mawr;
- Datblygu gallu'r dysgwyr i fyfrio ar eu teimladau, eu gwerthoedd a'u hagweddau;
- Datblygu ymwybyddiaeth y dysgwyr o'r bywyd mewnol a dimensiwn ysbrydol pob unigolyn;
- Archwilio ac annog ymateb i gwestiynau mawr am ystyr bywyd, newid a marwolaeth.

Manteision i'r ysgol gyfan fod y chweched dosbarth yn cymryd rhan

Gan ystyried yr uchod, a chan ystyried oedran y myfyrwyr mewn lleoliadau ôl-16, mae ganddynt lawer i'w ennill o gael gweithredoedd ystyriol a gwerthfawr o addoli ar y cyd; mae ganddynt lawer i'w roi hefyd drwy gyflwyno a chyfrannu at yr addoli. Byddai'n golled fawr felly pe bai'r cyfleoedd hyn i gyd yn cael eu hildio'n ysgafn ac yn ddifeddwli.

Crynodeb

Dylai ysgolion:

- Wybod y gofynion cyfreithiol
- Canolbwytio ar alluogi annibyniaeth y dysgwyr drwy drafodaethau cytbwys a fydd yn eu galluogi i:
 - Ystyried manteision addoli ar y cyd
 - Deall y cyd-destun o safbwyt datblygiad ysbrydol
 - Sylweddoli'n llawn y materion a'r canlyniadau



WASACRE GUIDANCE ON THE WITHDRAWAL OF PUPILS FROM COLLECTIVE WORSHIP

Enshrined in the 1944 Education Act, and in every Education Act since then, is the requirement that every school must provide an act of Collective Worship each day in which every pupil under 16 years of age must participate. That Act of Collective Worship should be mainly Christian in character unless a determination by the local SACRE has provided otherwise. (*(1)Subject to section 71, each pupil in attendance at a community, foundation or voluntary school shall on each school day take part in an act of collective worship.* - *School Standards Framework 1998, section 70*). The only exception to this requirement is when the parent(s) of a pupil under 16 has requested in writing that their child be withdrawn from the school's act of collective worship, and the school must comply with any such request. The provision for post-16 pupils in schools to withdraw themselves from Collective Worship was made by The Education and Inspections Bill 2006 and this legislation was brought into force in Wales in February 2009. At that time WASACRE, in association with DCELLS, provided advice to secondary schools on how best to manage this provision. A paper *Guidance to schools in relation to the changes in legislation for Post-16 Collective Worship* was circulated at the time of the change.

It should be noted that the term “assembly” is never used within the wording of the Education Acts, instead the term used is “collective worship” which is seen as part of a school’s balanced and broadly based curriculum.

In June 2012 WASACRE produced and circulated a further paper on Collective Worship, *Guidance on Collective Worship*. This paper spelt out the benefits of collective worship and provided guidance on what the law really says about collective worship in maintained schools without a religious character as well as in maintained schools with a religious character. The paper also set out what the law does not say about collective worship in an attempt to clear up any misconceptions about collective worship requirements.

Parents’ right of withdrawal of pupils from Collective Worship

Nothing in the Education Act 1993 affects parents’ rights, as established in the 1944 Act and re-enacted in the 1988 Act, to withdraw their children from collective worship if they wish.

if the parent asks that a pupil should be wholly or partly excused from attending any religious worship in school, then the school must comply. This includes alternative worship provided by a school as a result of a determination by a SACRE; (Education Reform Act 1988 s.9 (1))

where the parent of any pupil who is a boarder at a maintained school requests that the pupils be permitted to attend worship in accordance with the tenets of a particular religious denomination on Sundays or other holy days, or to receive religious education in accordance with such tenets outside school hours, the school’s governing body shall make arrangements to allow the pupil reasonable opportunities to do so. These arrangements may be provided for on school premises, but are not to entail expenditure by the LEA or, in the case of a grant-maintained school, its governing body; (Education Reform Act 1988 s.9 (3))

The Welsh Office Circular *Religious Education and Collective Worship* (Circular 10/94) spells out the implications of the parents' right of withdrawal:

Education Reform Act 1988 s.9 (7) s.9 (8)

- ✓ A school continues to be responsible for the supervision of any child withdrawn by its parent from collective worship.
- ✓ The parental right to withdraw a child from attending collective worship should be freely exercisable and a school must give effect to any such request. Parents are not obliged to state their reasons for seeking withdrawal.
- ✓ The right of withdrawal from collective worship would normally be exercised through the physical withdrawal of the pupil from the place where the act of worship is taking place. Indeed the school could insist that this is the way the right is to be implemented. If however both the school and the parent agree that the pupil should be allowed to remain physically present during the collective worship but not take part in it, nothing in the law prevents this.
- ✓ Experience suggests that, to avoid misunderstanding, a head teacher will find it helpful to establish with any parent wanting to exercise the right of withdrawal:
 - the elements of worship in which the parent would object to the child taking part;
 - the practical implications of withdrawal; and
 - whether the parent will require any advanced notice of such RE and worship, and, if so, how much.

Although not a requirement in law it is considered to be best practice that the attention of parents is drawn to their right of withdrawal of their child from collective worship as provided for in the Education Acts. WASACRE recommends that this information is contained in the school's prospectus, and further recommends that local SACREs take upon themselves a responsibility for advising schools in their local authority on this matter where it comes to their attention that such information is not in a school's prospectus or readily and clearly available by another means, e.g. the school web site.

Alternative worship for pupils who have been withdrawn

Nothing in the legislation prevents any maintained school from allowing, at parents' request where they have withdrawn pupils from statutory provision, religious worship to take place according to a particular faith or denomination. Governing bodies and head teachers should seek to respond positively to such requests from parents: (1) unless the effect would be that denominational worship replaced the statutory non-denominational collective worship; (2) provided that such arrangements can be made at no additional cost to the school; and (3) provided that the alternative provision would be consistent with the overall purposes of the school curriculum set out in section 1 of the 1988 Act. (*Education Reform Act 1988 s.9 (7) s.9 (8)*)

Withdrawal from Collective Worship other than at the parents' request.

It has come to the attention of local SACREs, and through them to WASACRE, that a number of schools are using the time of Collective Worship to withdraw pupils to receive extra tuition in various subjects. With increasing pressure on the time tables in schools it is understandable that many schools will see this time as an ideal opportunity to provide pupils with support lessons. Although it may seem to be an ideal time to provide such worthwhile lessons, schools must be aware that this practice is in fact illegal. It is the right of every child under the age of 16 to attend the school's daily act of Collective Worship, and they are required to do so unless the child is withdrawn at the specific request of parents/guardians. Under the provisions of the Education Acts there can be no other reason for withdrawing a pupil from the required daily act of Collective Worship.

Under the Estyn Inspection framework Inspectors are not required to comment on the provision of nor the quality of Collective Worship. However where it comes to the attention of Inspectors that the school being inspected is withdrawing pupils from Collective Worship, other than at the request of parents, then the Inspector will be required to consider whether the school is meeting statutory requirements. If it is thought that the school is not meeting such requirements this can be noted in

the text of the report and may result in a judgement no higher than adequate for the relevant quality indicator (p 10 *Guidance for the Inspection of Primary Schools / Secondary Schools. Updated 2016*) and *Supplementary Guidance: collective worship in non-denominational schools (Autumn 2017)*. Such judgments would be considered as part of IA 4.2.

This supplementary guidance has been further updated in April 2018. This restates that Estyn requires inspection teams to consider the provision for pupils' spiritual development and daily acts of Collective Worship. Inspection teams must consider these aspects on each inspection and each report is likely to contain some comment of these aspects of pupils' development. However it is not expected that inspectors will report on such aspects in a formulaic way. It is up to each inspection team to weigh up the significance of any strengths and weaknesses in each inspection area. Whilst there is no expectation of formulaic reporting on whether a school meets the statutory duty to provide a daily act of collective worship there would be an expectation of a comment in the report if a school were to be found in breach of its statutory duty. The update continues *However, a failure to meet the statutory duty might not affect the judgement for IA4. This is something for the team to consider. The team will need to weigh up a number of factors in each specific case, such as the numbers of pupils that it affects, and the team will have to decide whether this is significant or not and whether it should affect the overall judgement for IA4. Irrespective of whether or not inspectors decide to report on collective worship, they must always report on the spiritual, moral, social and cultural development of pupils.*

Your local SACRE, together with WASACRE, whilst understanding the reasons why pupils are sometimes withdrawn from Collective Worship, other than at the request of parents, wish to bring to your attention the implications of such a practice in the hope that withdrawals of this nature are at least minimalised, but preferably are stopped altogether and that extra support lessons are provided at a time other than at the time of Collective Worship.

Current legislation can be found in the School Standards Framework 1998, section 70 and in the Welsh Office circular *Religious Education and Collective Worship* (Circular 10/94).

Collective Worship for Post-16 pupils

In 2009 a change in the law allowed post-16 pupils in maintained schools to decide for themselves whether they wished to participate in collective worship or not. The change in the law allowed schools to acknowledge the growing independence of the post-16 learners. At that time WASACRE prepared and distributed "Guidance to schools in relation to the changes in legislation for Post-16 Collective Worship". That document sought to encourage schools to enable post-16 pupils to appreciate what collective worship is meant to be and encourage them to make decisions that are informed and robust, not merely emotive and superficial.

The school must provide daily acts of collective worship for all pupils in the school, including post-16 pupils. However, post-16 pupils may request to be excused from collective worship and schools should ensure that pupils are aware of this. It is important to recognise that having the right to withdraw does not mean that pupils need to withdraw from collective worship - it merely means that they may do so if they feel they have a reason for so doing. Schools must not assume that sixth-form pupils wish to be excused from collective worship and therefore must have an active request from pupils to opt out. There is no requirement for such a request to be in writing, but schools should keep an up-to-date record of such requests from pupils. (Estyn 2017)

The important thing to note in regards to this change in relation to post-16 arrangements is that the statutory requirement for schools to provide a daily act of collective worship remains unchanged. The provision for pupils to be withdrawn from collective worship at the request of parents is safeguarded, as it has been since the 1944 Education Act. The new aspect of this change

in legislation is that post-16 pupils may themselves request that they withdraw from collective worship. Finally, it should be noted that this change in legislation applies only to collective worship. The statutory requirement for all pupils in settings managed under schools regulations to receive Religious Education remains unchanged.

For ease of reference the two papers previously produced by WASACRE and referred to in this paper are appended.



GUIDANCE ON COLLECTIVE WORSHIP WALES ASSOCIATION OF SACRES

June 2012

INTRODUCTION

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

Some factors underpinning effective collective worship include:

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

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

APPRECIATING THE BENEFITS OF COLLECTIVE WORSHIP

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

(a) Collective worship promotes spiritual development

Schools have a duty to promote the spiritual development of learners.⁶ Effective collective worship enables a school to contribute to this statutory requirement. It is important to understand that spiritual development or spirituality is **not** the same as being religious, but it is about the process of developing learners’ appreciation of the spiritual dimensions of life and the wider issues of meaning, purpose and fulfilment. Staff and learners should appreciate that acts of collective worship:

- provide a special time separate from ordinary school activities;

⁶ Education Reform Act 1988, Part 1 (2)(a)(b)); Education Reform Act 2002, Section 99 (1)(a)(b))

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

(b) Collective worship contributes to personal development

Schools have a duty to promote the personal development of learners.⁷ Effective collective worship enables a school to contribute to this statutory requirement. Staff and learners should appreciate that acts of collective worship:

- contribute to health and wholeness, and emotional intelligence;
- encourage reflection on inner feelings and beliefs;
- develop beliefs and values, both personal and communal;
- encourage an understanding of the beliefs and values of others;
- increase self esteem and purpose in life;
- nurture the human ability to make moral choices for good or evil, through thinking about 'moral codes, relationships, responsibility, respect for diversity, temptation, the power of self, sacrifice and love'.⁸

(c) Collective worship benefits the whole school community

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

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

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

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

- draw on a range of carefully selected and appropriate representatives within the local community to contribute to collective worship;
- contribute to the experience of belonging to a wider local community;
- provide opportunities to celebrate the local community's achievements and the contribution of groups and individuals to those achievements;
- develop understanding and appreciation of the beliefs and values of others within the local community;

⁷ Education Reform Act 1988, Part 1 (2)(a)(b); Education Reform Act 2002, Section 99 (1)(a)(b))

⁸ National Exemplar Framework for religious education for 3 to 19-year-olds in Wales 2008, p. 10

- support shared understanding of how individual learners and a school may contribute positively to the wider community;
- provide opportunities to reflect on and to share in the ‘happy’ and ‘sad’ events and experiences which effect the local community.

(e) Collective worship enhances awareness of global citizenship

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

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

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

COLLECTIVE WORSHIP AND THE LAW

The law distinguishes between ‘schools with a religious character’ and other schools which do not have a religious character (School Standards and Framework Act 1998). ‘Schools with a religious character’ are those linked with one or more Christian denominations or a major world faith by virtue of their foundation or by a specific legally binding decision to become such a school. The DfES maintains a list of such schools in Wales.

(a) What the law really says about worship in state-maintained schools WITHOUT a religious character

- There is a statutory requirement for schools to provide a **daily** act of collective worship for all learners;
- This requirement is for **every learner** to have opportunity to participate in an act of collective worship **every day**;
- There is provision for learners to be withdrawn from acts of collective worship, at the request of parents;
- There is also provision for teachers to withdraw from conducting acts of collective worship;
- The majority of acts of collective worship in a school term and year should be ‘wholly, mainly of a broadly Christian character’, and in maintained schools, not solely of any one denomination;
- The majority of acts of collective worship should have elements in them which relate to traditions of Christian belief;
- Worship in a school context should be ‘collective’ rather than ‘corporate’;⁹
- Acts of collective worship should not be passively received – a response is required;
- For maintained schools, acts of collective worship must take place on the school premises;

⁹ ‘Collective worship’ implies bringing together people of differing views and understandings, while ‘corporate worship’ implies bringing together those who share in a single view or understanding.

- Schools have the right to a ‘Determination’ – that is, to be released from the requirements for acts of worship to be wholly, mainly of a broadly Christian character, if the school composition might require this (applications are to be made to the local SACRE);
- Acts of worship are distinct from an ‘assembly’ – which, in law, is actually any gathering of the school **apart from** collective worship;
- Since January 2009, post-16 learners may request withdrawal from collective worship for themselves.¹⁰

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

- There is a statutory requirement for schools to provide a **daily** act of collective worship for all learners;
- This requirement is for **every learner** to have opportunity to participate in an act of collective worship **every day**;
- There is provision for learners to be withdrawn from acts of collective worship, at the request of parents;
- There is also provision for teachers to withdraw from conducting acts of collective worship, however, there are some limitations to this right in Voluntary Aided schools;
- The acts of worship will reflect the religious character of the school;
- The acts of worship are likely to include material drawn from the worshipping practice and traditions of the specific faith or denomination with which the school is associated;
- Worship should be ‘collective’ not ‘corporate’;
- Acts of worship should not be passively received – a response is required;
- Schools may use a local place of worship for some of its acts of worship where this is appropriate;
- Schools do not have the right to a determination;
- Acts of worship are distinct from an ‘assembly’ – which, in law, is actually any gathering of the school **apart from** collective worship;
- Since January 2009, post 16 learners may request withdrawal from collective worship for themselves.¹¹

(c) What the law does not say

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

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

POTENTIAL ACTIONS

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

- establish clear principles, policies and programmes to underpin acts of collective worship;

¹⁰ WASACRE in association with DCELLS sent guidance on this change in legislation to all schools in 2009.

¹¹ WASACRE in association with DCELLS sent guidance on this change in legislation to all schools in 2009.

- create a collective sense of ‘ownership’ of collective worship;
- identify funding to provide training for staff or establish a professional learning community perhaps through a local consortium.

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



Guidance to schools in relation to the changes in legislation for Post- 16 Collective Worship

Aims of the guidance

These short guidelines have been designed to help schools to deal with the new legislation in a way that acknowledges the growing independence of the post-16 learners, enables them to appreciate what collective worship is meant to be, and encourages them to make decisions that are informed and robust, and not merely emotive and superficial.

What the law really says

The important things to note in regard to this change are: . The statutory requirement for schools to provide a daily act of collective worship for all pupils remains unchanged; . The provision for pupils being withdrawn from collective worship, at the request of parents, has always been in place since 1944; . The new aspect is that post -16 pupils may request withdrawal from collective worship for themselves ; The statutory requirements for all pupils, including those in Post-16 settings(*), to receive Religious Education remains unchanged.

Respecting the autonomy of learners

It is also important to recognise that having the right to withdraw does not mean that pupils need to withdraw from collective worship - it merely means that they may do so if they feel they have reasons for so doing. Therefore, rather than just coldly announce that students now have the right to withdraw, there should be some careful discussion.

Appreciating the benefit of collective worship

It would be useful for schools to discuss with students the contribution collective worship makes to their own spiritual and personal development, and that in acts of collective worship, pupils are given the opportunity to. . Celebrate what matters in life, and people's contributions and

SUCCESSES

(*) The statutory requirement is only for Post-16 settings managed under school's regulations
Contribute to an activity that underline the importance of the ethos of a school and its community cohesion; Be part of an atmosphere in which students are free to explore and express a spiritual dimension to life in a positive and reflective manner; Meditate, reflect and experience prayer and worship; Look beyond the trivial or mundane, lift themselves and aspire, and to have a sense of vision and of hope; Recognise that life does have hard times and difficulties; Raise awareness of issues in the wider community and globally'; Explore and share experiences of awe, wonder and the mysteries of life'.

Promoting spiritual development

Schools have a duty to promote the spiritual development of its pupils. It would be worthwhile enabling students to understand that spiritual development or spirituality is not the same as being religious, but is about the process of developing their own thinking and understanding of life and the wider issues of meaning, purpose and fulfilment.

Students should also be helped to appreciate that acts of collective worship

Provide a special time separate from ordinary school activities; Are student centred and enable them to develop a sense of their position within the universal picture; Develop the ability to reflect on their own feelings, values and attitudes; Develop an awareness of the inner life and the spiritual dimension to each person; . Exploit and encourage response to ultimate questions about the meaning of life, change and death.

Benefits to the whole school of sixth form involvement

Given all the above, and given the age of students in post -16 settings, they have much to gain from thoughtful and worthwhile acts of collective worship; they also have much to give through presentations and in contributing to acts of collective worship. It would therefore be a great loss if these opportunities were all given away lightly and without thought

Summary

- Schools should:
- Be clear on the legal requirements
- Focus on enabling the autonomy of learners through reasoned discussions that will enable them to:
 - Consider the benefits of collective worship
 - Understand the context in terms of spiritual development
 - Appreciate fully the issues and consequences