



# **Vale of Glamorgan Council**

## **Standing Advisory Council for Religious Education (SACRE)**

Annual Report

**2017 - 2018**



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**SECTION ONE**  
**INFORMATION ABOUT SACRE**

1.1 Duty to establish SACRE

All local authorities (LAs) are required to constitute a Standing Advisory Council on Religious Education (SACRE) within their local area.

1.2 Composition of SACRE

Representation on SACRE is required as follows:

- such Christian and other religious denominations as, in the opinion of the LA, will appropriately reflect the principal religious traditions in the area;
- associations representing teachers; and
- the LA.

It is the duty of the LA to ensure that members of the groups are appointed and that they are representative.

1.3 Membership of SACRE

The list of members of The Vale of Glamorgan SACRE is set out in Appendix 1.

1.4 Functions of SACRE

The main function of a SACRE is to:

- advise the LA on worship and the religious education to be given in accordance with the agreed syllabus, including methods of teaching, advice on materials and the provision of training for teachers;
- consider whether to recommend to the LA that its current agreed syllabus should be reviewed by convening an Agreed Syllabus Conference;
- consider applications from schools for determinations (to be exempt from the requirement that worship be “Christian”)
- report to the LA and the Department for Education and Skills (DfES) on its activities on an annual basis.

1.5 SACRE meetings

Three meetings of SACRE were held during the 2017– 2018 academic year:

- 8<sup>th</sup> November, 2017
- 2<sup>nd</sup> May 2018
- 13<sup>th</sup> June 2018

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

1.6 Circulation of report

Copies of this report have been circulated to the organisations/establishments listed in Appendix 3.

## SECTION TWO

### EXECUTIVE SUMMARY

#### SUMMARY OF THE ADVICE GIVEN TO THE LOCAL AUTHORITY BY SACRE

##### 2.1 RELIGIOUS EDUCATION

A brief summary of the advice that SACRE has given to the Local Authority follows:

Aim: To monitor provision and standards in religious education

##### Action

1. SACRE considers and analyses school inspection reports. If there are any issues regarding religious education, such as non fulfilment of statutory requirements, then the LA takes a pro-active approach working with schools in producing the action plan to address any shortcomings. Support is provided where necessary. During the academic year 2017 – 2018 no follow up action was necessary.
2. SACRE, in consultation with the LA and its schools, resolved to use school self-evaluation as a means of fulfilling its statutory responsibility to monitor provision and standards in religious education. It was agreed to contact schools in the year prior to their inspection. During the academic year 2013 – 2014 information was received from one primary school only although information had been requested from nine schools. In light of this and the revised system of short notification of inspection, it was agreed to review the procedure of requesting self-evaluation reports. Headteachers have been asked for their views on various systems of requesting the information. At the spring 2016 meeting, it was agreed that a letter would be written to every school whose inspection report had been received this academic year, congratulating them on good aspects noted by Estyn and asking for information via the self-evaluation proforma. SACRE did not receive responses during 2017-2018 and SACRE will review the process of monitoring via self-evaluation in the Autumn Term so that it is in line with the new Estyn Inspection Framework.
3. SACRE analyses examination results over a three year period and identifies trends in performance benchmarked against All Wales data. Schools are informed of the outcomes of this analysis and any issues raised by SACRE.
4. The LA and its SACRE gather and analyses data via the Consortium regarding key stage 3 teacher assessment in religious education. This information is presented to SACRE and sent to all secondary schools in the LA.
5. In 2016-17 SACRE wrote to all schools in the local authority reminding them that coverage of the programmes of study of the locally agreed syllabus remains a statutory requirement whilst the curriculum is under review. It also wrote to secondary schools drawing specific attention to delivery of RE at KS4 and informing them that coverage of the Global Citizenship unit alone would not be sufficient to cover all aspects of the agreed syllabus KS4 programme of study. SACRE asked all schools to confirm that they understood the requirements of the agreed syllabus and that they are meeting these statutory requirements in their schools.

##### 2.2 AGREED SYLLABUS

Aim: To fulfil the legal requirement to review the agreed syllabus for religious education on a five year basis and to monitor its implementation

##### Action

1. In 2008 The Agreed Syllabus Conference endorsed and adopted a new agreed syllabus for the Authority's schools to be implemented from September 2008. All primary schools received a programme of INSET on the revised agreed syllabus in summer 2008.

2. In June 2013 The Agreed Syllabus Conference endorsed the re-adoption of the Vale of Glamorgan 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. From 2013 – 2014 through to 2017-2018 SACRE members received termly updates on the progress being made with the New Curriculum for Wales. SACRE are awaiting further details from Welsh Government on the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review. Welsh Government are planning a consultation with SACREs on the place of RE in the Humanities AoLE in Autumn 2018.

### 2.3 TEACHING MATERIALS

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

#### Action

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

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

### 2.4 TRAINING FOR TEACHERS

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

#### Action

1. Due to the lack of take up of advertised courses and the subsequent need for cancellation, no RE courses were offered by the local authority via Central South Consortium this year.

### 2.5 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. During the academic year 2017 – 2018 no such follow up action was necessary. The provision for collective worship had positive comments stating that schools were promoting pupils' spiritual, moral, social and cultural development well.
2. SACRE, in consultation with the LA and its schools, resolved to use school self-evaluation as a means of fulfilling its statutory responsibility to monitor provision and standards in religious education. It was agreed to contact schools in the year prior to their inspection. During the academic year 2013 – 2014 information was received from one primary school only although information had been requested from nine schools. In light of this and the revised system of short notification of inspection, it was agreed to review the procedure of requesting self-evaluation reports. Headteachers have been asked for their views on various systems of requesting the information. At the spring 2016 meeting, it was agreed that a letter would be written to every school whose inspection report had been received this academic year for consideration, congratulating them on good aspects noted by Estyn and asking for information via the self-evaluation proforma. SACRE did not receive responses during 2017-2018 and SACRE will review the process of monitoring via self-evaluation in the Autumn Term so that it is in line with the new Estyn Inspection Framework.

## **Guidance documents**

Guidance documents to support schools with the provision of collective worship have been available via the LA / SACRE website.

## 2.6 OTHER ISSUES

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

### **WASACRE**

SACRE has maintained its membership of WASACRE and receives termly feedback from meetings of the association by its representatives.

### **National Advisory Panel for Religious Education (NAPfRE)**

The RE Consultant to the Vale of Glamorgan SACRE is a member of NAPfRE and regularly attends meetings on SACRE's behalf

### **Curriculum Review**

SACRE has received regular updates on the development of the new curriculum and the implications for religious education.

### **A level and GCSE Examination Specifications**

SACRE considered the issues surrounding the new A Level and GCSE Specifications for RS and updated schools accordingly.

## SECTION THREE

### SUMMARY OF ADVICE TO THE LOCAL AUTHORITY ON RELIGIOUS EDUCATION

#### 3.1 THE LOCALLY AGREED SYLLABUS

During the spring term 2008 an Agreed Syllabus Conference endorsed and adopted a new agreed syllabus for the authority's schools which was implemented from September 2008. The agreed syllabus closely relates to the National Exemplar Framework for religious education. A yearly programme of INSET has continued and specific training on the agreed syllabus has been offered. Support materials, including electronic *Progress in Learning* files for secondary schools, have already been issued to schools.

During the 2012 – 2013 academic year SACRE was made aware of the announcement by the Minister of Education and Skills of a pending review of the National Curriculum and assessment in Wales. This review would involve the introduction of the National Literacy and Numeracy Framework and the identification of revisions to the current assessment and curriculum arrangements. In June 2013 the Agreed Syllabus Conference endorsed the re-adoption of the Vale of Glamorgan agreed syllabus with an understanding that the syllabus would be reviewed once further information is received in relation to the assessment and National Curriculum review.

In 2014 – 2015 SACRE received and discussed a presentation regarding the Curriculum Review: *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. A response to 'The Great Debate' was submitted on behalf of SACRE.

From 2015-2016 to 2017-2018 SACRE has received termly updates on the consultations undertaken in relation to the National Curriculum and assessment review and the development of the New Curriculum for Wales. SACRE are awaiting further details from Welsh Government on the shape of RE in the curriculum, and advice from WASACRE, before beginning any RE agreed syllabus review. SACRE has received and responded to newsletters from Welsh Government on a termly basis during 2017-2018. Welsh Government will be consulting with SACREs on the place of RE in the Humanities AoLE of the New Curriculum during the Autumn Term 2018.

#### 3.2 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.

##### EXAMINATION RESULTS

SACRE considered examination performance in the secondary schools for 2017. The examination results for The Vale of Glamorgan are compared with the Local Consortium, the All – Wales 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. The examination results are sent to all secondary schools within the Local Authority.

Details are published in Appendix 4 along with results for 2015 and 2016.

## GCSE Religious Studies

- In 2017 there was a significant increase in the number of students entered for GCSE compared with both 2016 and 2015. The average cohort entry for the Vale of Glamorgan in 2017 increased to 58.7% compared to 51.7% in 2016 and 49% in 2015. This growing trend continues from 35.2% in 2014.
- The overall % of A\* - A grades for the Vale of Glamorgan in 2017 was 31.2%. This continued to decrease from 39.7% in 2016 and 46.8% in 2015. However it exceeds the consortium figure of 27.8% and the All Wales figure of 24.7% for 2017.
- In 2017 the overall % of A\* - C grades for the Vale of Glamorgan was 73.1% which is lower than the performance of 79.6% in 2016 and 88.6% in 2015. The figure of 73.1% exceeds the consortium figure of 71.5% and the All Wales figure of 68.3%.
- The overall % of A\* - G grades for the Vale of Glamorgan was 99.2%. This exceeds the performance in 2016 of 98.5% and previous performance and is above the consortium figure of 98.5% and the All Wales figure of 97.5%.

## GCSE Religious Studies Short Course

- During 2017 there was a very significant decrease in the **entry figures** for the religious studies short course examination in 2017. 159 students were entered for the examination compared with **863 students** in 2016 and 907 in 2015. The average cohort entry for the Vale of Glamorgan in 2017 was 11.3% compared to **56.7%** in 2016 and 59.7% in 2015.
- At 5.7% the overall % of **A\* - A** grades for the Vale of Glamorgan decreased significantly from 2016 when it was **22.6%**. This is also lower than the performance in 2015 of 28.8%. Performance in the Vale of Glamorgan has dropped below the consortium figure of 7.5% and the All Wales figure of 9.8%. In previous years Vale of Glamorgan figure has exceeded these performances.
- The overall % of **A\* - C** grades for the Vale of Glamorgan in 2017 was 33.3% which is a significant decrease from **69.4% in 2016 and** 76.6% in 2015. This is slightly lower than the consortium figure of 34.3% and lower than the All Wales figure of 39.6%.
- The overall % of **A\* - G** grades for the Vale of Glamorgan in 2017 was 85.5% which is lower than the performance of **96.4% in 2016 and** 97.5% in 2015. This figure is fractionally lower than the consortium figure 86.9% and the All Wales figure of 90.2%.

## AS level Religious Studies

- SACRE first analysed results of AS Level Religious Studies in 2016.
- The new WJEC GCE A Level specification was introduced in September 2016 with these first examination results in 2017 for AS Level.
- In 2017 there is a very significant decrease in the number of students who sat the AS Level examination (28 students) compared to 121 students in 2016.
- The overall % of A - E grades for Vale of Glamorgan was 85.7% which is significantly lower than in 2016 at 93.5%. Performance is lower than the Consortium figure of 76.4%.
- The overall % of A - C grades for Vale of Glamorgan was 50.0% which is significantly below the figure of 78.5% in 2016. Performance at A-C is above the Consortium figure of 40.2%
- The overall % of A grades for Vale of Glamorgan was 10.7% compared to 25.6% in 2016. Performance at A grade is higher than the Consortium figure of 7.1%

## **A level Religious Studies**

- The number of students entered for the Advance Level in Religious Studies in 2017 is 102 students across six schools. This is comparable to the entry in 2016 of 106 students across six schools and higher than the entries in 2015 of 87 students from seven schools.
- The % pass rate for grades A\*-A in 2017 was 19.6%. This is a decrease from 25.5% in 2016 but comparable to 19.5% in 2015. The performance figure for 2017 is higher in the Vale of Glamorgan than that of the consortium at 18.9% and that of the All Wales figure of 18.2%.
- The % pass rate for grades A\* – C in 2017 was 75.5 which is a decrease from 2016 when it was 88.7% and from the 2015 figure of 81.6%. The performance is comparable to the consortium performance of 75.2%, but lower than the All Wales figure of 78.1%.
- In 2017 the % pass rate for grades A\* – E was 93.1%. This is lower than 97.2% in 2016 and the 100% pass rate achieved in 2015. 2017 figures are slightly lower than the consortium performance of 95.7% and lower than the All Wales figure of 99.8%.

### KEY STAGE 3 DATA

SACRE analysed end of key stage 3 teacher assessment data from the Vale of Glamorgan schools and made a comparison with data for the rest of the Central South Consortium. The information was shared with all secondary schools in the local authority as members agreed that it would be beneficial to support self-evaluation judgements.

End of key stage 3 levels are published in Appendix 5.

### 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 as well as Estyn surveys as they occur. SACRE scrutinises the relevant sections of local authority school inspection reports on a yearly basis and if there are any issues regarding religious education, such as non fulfilment of statutory requirements, the local authority follows this up.

During 2017 seven primary schools and one secondary schools were inspected in The Vale of Glamorgan.

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements.

It was noted that the only direct reference to religious education was that in one school pupils learn about aspects of spirituality appropriately, for example in their religious education lessons when they learn about and compare different world religions. It was noted in the reports that there are a wide range of additional experiences, which include educational visits to places of worship which enrich pupils' experiences very effectively.

Letters were sent to each of the schools from SACRE acknowledging the respective good practice.

### SCHOOL SELF-EVALUATION

In 2013 – 2014 SACRE resolved to use school self-evaluation as a means of fulfilling its statutory responsibility to monitor provision and standards in religious education. It was agreed to contact schools in the year prior to their inspection. In 2016-2017 Nine schools were invited to submit a self-evaluation report however information was received from only one primary school. In light of this and the revised system of short notification of inspection, it was agreed

to review the procedure of requesting self-evaluation reports. Headteachers have been asked for their views on various systems of requesting the information. At the spring 2016 meeting, it was agreed that a letter would be written to every school whose inspection report had been received this academic year for consideration, congratulating them on good aspects noted by Estyn and asking for information via the self-evaluation proforma. SACRE did not receive responses during 2017-2018 and SACRE will review the process of monitoring via self-evaluation in the Autumn Term so that it is in line with the new Estyn Inspection Framework.

### 3.3 METHODS OF TEACHING, CHOICE OF TEACHING MATERIALS, TEACHER TRAINING

#### 3.3.1 TEACHING MATERIALS

A wide range of teaching materials have been promoted to schools by SACRE as follows:

##### **Holocaust Memorial Day**

All schools were informed of the 2017 Holocaust Memorial Day theme and that 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 materials and worksheets suitable for primary to post 16 students.

##### **RE News**

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

##### **Guidance on the Withdrawal Clause**

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

**SACRE RE News Bulletin:** A termly SACRE RE News Bulletin was established and distributed to all schools and interested parties. Information on **visits and visitors** in South Wales was distributed to schools was also distributed.

##### **Farmington Scholarships**

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

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

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

For more information schools can visit [www.farmington.ac.uk](http://www.farmington.ac.uk) or E-mail: [farmington@hmc.ox.ac.uk](mailto:farmington@hmc.ox.ac.uk)

**Interfaith News Bulletins** were shared with schools <https://www.interfaith.org.uk/news/ifn-e-bulletin>

Information was shared on **Visit My Mosque**. In its 4<sup>th</sup> year Visit My Mosque, is a national campaign that has grown from strength to strength. In 2018 year there were over 200 mosques

open across the country, with 12 Welsh mosques participating on Sunday 18<sup>th</sup> February. This was an opportunity for the wider community to visit their local mosque, meet the local Muslims, learn about the religion of Islam, ask questions and make new friends. Information was found on <http://www.visitmymosque.org/about/> and shared with schools. Many of these mosques are open to visitors all year around.

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

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

### 3.3.2 INSET

#### **Central South Consortium INSET**

Due to the lack of take up of advertised courses and the subsequent need for cancellation, no RE courses were offered by the local authority via Central South Consortium this year.

## SECTION FOUR

### SUMMARY OF ADVICE ON COLLECTIVE WORSHIP

Monitoring of collective worship has continued through a review of inspection report findings.

#### 4.1 SCHOOL INSPECTION REPORTS

During 2017-2018 SACRE reviewed the school inspection reports of seven primary schools, and one secondary schools in Vale of Glamorgan.

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does not comply with statutory requirements in relation to collective worship. Estyn noted no instances of non-compliance with statutory requirements in relation to collective worship.

#### **Spiritual Development**

Comments in relation to spiritual development were evident in all inspection reports. There was a strong emphasis on learning experiences, enrichment activities, and acts of collective worship all contributing positively to pupils' spiritual and moral development.

#### **Collective Worship**

##### **Meeting statutory requirements**

The Estyn Common Inspection Framework notes that inspectors should only report on instances where the school does **not** comply with statutory requirements. As Estyn has not noted any other instances of non-compliance, we should assume that all other schools inspected during May 2017- May 2018 meet statutory requirements in relation to collective worship.

Comments in relation to spiritual development are evident in all inspection reports. There is a strong emphasis on learning experiences, enrichment activities, and acts of collective worship all contributing positively to pupils' spiritual and moral development in most of the reports. In one school the provision for spiritual, moral, social and cultural education across the school is an outstanding feature.

##### **Quality of Collective Worship**

Where reference to the quality of collective worship is mentioned in inspection reports and a number of good features are highlighted.

Acts of collective worship:

- promotes pupils' spiritual reflection effectively
- is varied opportunities for pupils to reflect
- has a sound understanding of religious and moral issues
- is very well planned and themes
- follows a comprehensive programme
- is supported very effectively by additional input from a wide range of external agencies
- provides beneficial opportunities for pupils to develop values such as tolerance and respect provide opportunities for pupils to become 'awe struck'
- enable pupils to reflect on their own beliefs and values
- SACRE wrote to all schools to acknowledge their good practice

### **Guidance documents for Collective Worship**

A collection of guidance documents on Collective Worship has been added to the SACRE web pages [http://www.valeofglamorgan.gov.uk/en/working/education\\_and\\_skills/Standing-Advisory-Council-for-Religious-Education-\(SACRE\).aspx](http://www.valeofglamorgan.gov.uk/en/working/education_and_skills/Standing-Advisory-Council-for-Religious-Education-(SACRE).aspx)

These should be of interest and support to all schools and anyone who visits schools to help with the provision of Collective Worship.

### **4.2 SCHOOL SELF-EVALUATION**

In 2013 – 2014 SACRE resolved to use school self-evaluation as a means of fulfilling its statutory responsibility to monitor provision and standards in religious education. It was agreed to contact schools in the year prior to their inspection. Nine schools were invited to submit a self-evaluation report however information was received from only one primary school. In light of this and the revised system of short notification of inspection, it was agreed to review the procedure of requesting self-evaluation reports. Headteachers have been asked for their views on various systems of requesting the information. SACRE will continue to use inspection reports to monitor that statutory requirements are being met and to consider whatever comments on collective worship and spiritual development are applicable. In addition, at the spring 2016 meeting, it was agreed that a letter would be written to every school whose inspection report had been received this academic year for consideration, congratulating them on good aspects noted by Estyn and asking for information via the self-evaluation proforma. This practice was followed in 2017-2018. There were no responses to requests for self-evaluations and SACRE will review this procedure, taking into account the new Estyn Inspection Framework in 2018-2019.

### **4.3 DETERMINATIONS**

As last year, 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.

## SECTION FIVE

### SUMMARY OF OTHER ISSUES

#### 5.1 WASACRE

SACRE continues to support the work of the Wales Association of SACREs (WASACRE) and recognises the value of the body in promoting religious education and collective worship on a national basis. During 2017- 2018 issues considered at WASACRE meetings have been fully reported back to SACRE. The RE Consultant to SACRE is also Secretary to WASACRE.

#### 5.2 National Advisory Panel for Religious Education (NAPfRE)

The RE Consultant to The Vale o Glamorgan SACRE is a member of NAPfRE and regularly attends meetings on SACRE's behalf. In this way SACRE is able to keep abreast of developments in Wales and play a crucial role in informing decisions and policies that affect religious education.

#### 5.3 Curriculum Review: Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales.

SACRE has received termly updates on curriculum development and will continue to monitor further developments in the curriculum review and respond accordingly on an ongoing basis as appropriate. RE remains a statutory curriculum requirement from reception. In the new curriculum RE will form part of the Humanities Area of Learning and Experience. During 2017-2018 Welsh Government sent a termly newsletter to SACREs outlining the developmental work of the Pioneer Schools in relation to RE in the Humanities.

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

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

The Consultant shared the following concerns Welsh Government:

- SACRE did not want the subject diluted in the new curriculum
- That the subject was to be taught by non-specialists
- If pupils were taught by non-specialists they would experience difficulty with the challenge of discipline specific qualifications aged 14-16.
- Specialist teachers are required to deliver RE.

## **Appendix 1**

### **MEMBERSHIP OF SACRE 2017-18**

#### **Representing the LA: 6 Places**

Councillor Eddie Williams - Chair person  
Councillor Bob Penrose  
Councillor Geoff Cox  
Councillor Nic Hodges  
Councillor Ms Bronwen Brooks  
Councillor Julie Aviet

#### **Teachers' Associations: 8 Places**

Karen Stapleton	Bryn Hafren Comprehensive
Natalie Howells	St Cyres Comprehensive
Rebecca Norris	Llandough Primary
Mrs Carys Jones	Llanilltud Fawr Primary
Joy Rhodes	Cadoxton Primary School
Ms Ruth Davies	Ysgol Gyfun Bro Morgannwg
(1 Vacancy)	

#### **Religious Representatives: 12 Places**

Carol Challis	Methodist Church
Father Ben Andrews	Church in Wales
The Reverend Phil Hibbert	Baptist
Mr Moawia Bin-Sufyan	Muslim
Mrs Nicky Price	Roman Catholic
Dr Ramez Delpak	Bahá'í
Radhika Kadaba	Hindu
(5 Vacancies)	

#### **Co-opted members: 4 Places**

Mr Dafydd Treharne	Welsh Primary Schools
(3 Vacancies)	

#### **Officers:**

Trevor Baker	Head of Strategy, Community Learning & Resources
Jeremy Morgan	Clerk
Paula Webber	RE Consultant

## Appendix 2

### RECORD OF SACRE MEETINGS

Three meetings of SACRE were held during the 2017– 2018 academic year:

- 8<sup>th</sup> November, 2017
- 2<sup>nd</sup> May 2018
- 13<sup>th</sup> June 2018

#### 8<sup>th</sup> November, 2017

- Welcome and apologies for absence
- Election of Chairperson
- Election of Vice Chairperson
- Minutes from the last meeting 14<sup>th</sup> June 2017
- Matters arising and actions
- SACRE Annual Report 2016 – 2017
- SACRE Membership
- Monitoring provision and standards - RE and Collective Worship
  - Update - Letters and survey sent to Vale of Glamorgan secondary schools with regards to statutory requirements for RE
  - School Self Evaluations and Letters
  - Estyn Thematic Review of RE at KS2 and KS3 in 2017 / 2018
- Curriculum development update
- WG planning group including letters to SACREs from Welsh Government
- WASACRE Commissioned Paper
- Lead Practitioner work to support the implementation of the new RS GCSE
- WASACRE minutes and business
- Members items and suggestions for SACRE News Bulletin
- SACRE information pack
- Schedule of future meetings

#### 2<sup>nd</sup> May 2018

- Welcome and apologies for absence
- Minutes from the last meeting
- Matters arising and actions
- SACRE Membership
- Items and suggestions for SACRE News Bulletin
- Curriculum development update
  - Letter and supporting documents to SACREs from Welsh Government
  - WASACRE guidance document *Managing the Right of Withdrawal from Religious Education* and WASACRE questionnaire to schools
- Monitoring provision and standards - RE and Collective Worship
  - Self Evaluation process
  - School inspection reports synopsis
  - GCSE Examination data analysis
  - KS3 data analysis
- Presentation and discussion: Paula Webber: The Role and Responsibilities of SACRE
- WASACRE business and minutes
- Correspondence

- Date of the Summer SACRE meeting

### 13<sup>th</sup> June 2018

- Welcome and apologies for absence
- Minutes from the last meeting Wednesday 2<sup>nd</sup> May, 2018
- Matters arising and actions
- SACRE Membership
- Members items and suggestions for SACRE News Bulletin
- Curriculum development update
- Letter and supporting documents to SACREs from Welsh Government
- The Commission on RE (England) and its relevance to Wales
- Monitoring provision and standards - RE and Collective Worship
  - School inspection reports synopsis
  - Estyn Thematic Review and Update
- WASACRE business and minutes
- Correspondence
- Dates of SACRE meetings for 2018-2019

## Appendix 3

### LIST OF ORGANISATIONS TO WHICH THIS REPORT HAS BEEN SENT

- All schools in The Vale of Glamorgan
- DfES
- Welsh Government
- Estyn
- Directors of Education, all other Welsh LAs
- Wales Association of SACREs
- University of Wales Trinity St David
- Welsh National Centre for Religious Education-Bangor
- Central South Consortium
- Church in Wales (Diocese of Llandaff)
- The Roman Catholic (Archdiocese of Cardiff)
- Other Churches
- Association of Religious Education Teachers in Wales
- National Library of Wales, Aberystwyth
- Religious Education Movement Wales
- Cytun
- Swansea Metropolitan University

## Appendix 4

### EXAMINATION RESULTS

#### Examination Results Analysis 2017 - GCSE Religious Studies

	VoG 2015	VoG 2016	VoG 2017	Consortium 2017	All Wales 2017
<b>A* - A</b>	46.8%	39.7%	31.2%	27.8%	24.7%
<b>A* - C</b>	88.6%	79.6%	73.1%	71.5%	68.3%
<b>A* - G</b>	98.5%	98.5%	99.2%	98.5%	97.5%
<b>Entry</b>	745 students (49% of cohort) 6 schools	786 students (51.7% of cohort) 8 schools with entries	825 students (58.7% of cohort) 8 schools	4789 students (50.8% of cohort)	12401 students (39.5% of cohort)

#### Examination Results Analysis 2017 - GCSE Religious Studies Short Course

	VoG 2015	VoG 2016	VoG 2017	Consortium 2017	All Wales 2017
<b>A* - A</b>	28.8%	22.6%	5.7%	7.5%	9.8%
<b>A* - C</b>	76.6%	69.4%	33.3%	34.3%	39.6%
<b>A* - G</b>	97.5%	96.4%	85.5%	86.9%	90.2%
<b>Entry</b>	907 students (59.7% of cohort) 7 schools	863 students (56.7%) 8 Schools	159 students (11.3% of cohort) 8 schools & EOTAS	2607students (28%)	9343 students (29.8%)

#### Examination Results Analysis 2017 - AS Level Religious Studies

	VoG 2016	Consortium 2016	VoG 2017
<b>A</b>	25.6%	20.1%	10.7%
<b>A - C</b>	78.5%	73.5%	50.0%
<b>A - E</b>	97.5%	95.8%	85.7%
<b>Entry</b>	121 students 5 schools	740 students	28 students 5 schools

#### Examination Results Analysis 2017 - A level Religious Studies

	VoG 2015	VoG 2016	VoG 201	Consortium 2017	All Wales 2017
<b>A* - A</b>	19.5%	25.5%	19.6%	18.9%	18.2%
<b>A* - C</b>	81.6%	88.7%	75.5%	75.2%	78.1%
<b>A* - E</b>	100%	97.2%	93.1%	95.7%	99.8%
<b>Entry</b>	87 students 7 schools	106 students 6 schools	102 students 6 schools	513 students	1305 students

**APPENDIX 5 The Vale of Glamorgan Key Stage 3 Year 9 Religious Education Levels 2017**

All Pupils	NOR	% No 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+
<b>VoG</b>	1330	0.0	0.4	0.0	0.1	0.8	12.3	36.2	32.5	15.5	2.6	0.2	100.0	86.9	50.8	18.3
<b>Consortium</b>	7539	0.4	0.2	0.0	0.1	1.4	9.2	34.0	35.7	16.8	2.1	0.1	100.0	88.7	54.6	18.9

Boys	NOR	% No 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+
<b>Vale of Glamorgan</b>	697	0.0	0.7	0.0	0.0	1.1	17.9	43.0	27.3	9.6	1.0	0.0	100.0	80.9	37.9	10.6
<b>Consortium</b>	3852	0.3	0.3	0.1	0.2	1.9	11.8	40.4	33.1	11.1	0.9	0.0	100.0	85.5	45.1	12.0

Girls	NOR	% No 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+
<b>Vale of Glamorgan</b>	633	0.0	0.0	0.0	0.2	0.3	6.0	28.6	38.2	22.0	4.4	0.3	100.0	93.5	64.9	26.7
<b>Consortium</b>	3687	0.4	0.0	0.0	0.1	1.0	6.5	27.4	38.4	22.6	3.4	0.1	100.0	91.9	64.6	26.2