LETTER FROM THE CHAIRMAN OF SACRE

I am pleased to introduce the Annual Report of Pembrokeshire SACRE for the academic year 2009 – 2010. It has been a privilege to Chair SACRE during the course of the year and also to represent Pembrokeshire on WASACRE.

The ongoing support and guidance of the Director of Education and Children's Services, Mr Graham Longster, throughout the year is greatly appreciated as is the professional support offered by Mr Hugh Griffiths and Mrs Yvonne Jones. We also value the willing cooperation of all Officers.

We recognise the commitment of SACRE Members and the support given by members of various denominations on a voluntary basis. I look forward to continuing this strong level of commitment during the course of the coming year.

Cllr. Rev. Huw George
Chair SACRE 2009- 2010
# LIST OF MEMBERS OF SACRE

## Religious Denominations:

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<tr>
<th>Denomination</th>
<th>Representative</th>
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<tr>
<td>Baptist</td>
<td>Rev Gwyn Rogers</td>
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<td>Methodist</td>
<td>Deacon Janet Jenkins</td>
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<td>Church in Wales</td>
<td>Vacancy</td>
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<td>Congregational</td>
<td>Rev Christopher Gillham</td>
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<tr>
<td>Roman Catholic</td>
<td>Vacancy</td>
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<td>Union of Welsh Independents</td>
<td>Mr Emyr Phillips</td>
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## Local Authority Representatives:

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<th>Group</th>
<th>Representatives</th>
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<tr>
<td>Independent</td>
<td>Cllr Rev H George (Chair)</td>
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<td>Cllr PA Stock</td>
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<td></td>
<td>Cllr EJ Codd</td>
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<td>Cllr S T Hudson MBE</td>
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<td>Cllr D W M Rees</td>
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<td>Labour</td>
<td>Cllr S L Hancock</td>
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<td>Plaid Cymru</td>
<td>Cllr R Sinnett</td>
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<tr>
<td>Secondary Adviser</td>
<td>Mr Hugh Griffiths</td>
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<td>Associate Adviser</td>
<td>Mrs Yvonne Jones</td>
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<tr>
<td>Officer</td>
<td>Mr Graham Longster, Director of Education and Children’s Services</td>
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<tr>
<td>Consultant</td>
<td>Mrs C Phillips</td>
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<tr>
<td>Teacher Associations</td>
<td>UCAC Miss Glenys George</td>
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<td></td>
<td>NAS/UWT Mr Martyn Williams</td>
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<td>NUT Mr Andrew Kennedy</td>
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<td>NAHT Mrs Jan Llewellyn</td>
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MEETINGS OF SACRE

Meetings were held on the following dates:

26\textsuperscript{th} November 2009  25\textsuperscript{th} March 2010  8\textsuperscript{th} July 2010

The main matters considered in each meeting included the following:

**Meeting held on 26\textsuperscript{th} November 2009**

- Matters relating to WASACRE
- WASACRE Minutes (24\textsuperscript{th} June 2009)
- Report of Advisers
- RE courses in the Foundation Phase and Key Stage 1
- RE courses KS3-5
- Examination results
- Annual SACRE Lecture – Guest Speaker Rev Dr John Morgans

**Meeting held on 25\textsuperscript{th} March 2010**

- Matters relating to WASACRE
- WASACRE Minutes (13\textsuperscript{th} November 2009)
- Annual SACRE Lecture
- Report of Advisers
- DCELLS Working Groups
- RE courses
- Demonstration by Associate Adviser - CD Rom ‘Jewish Way of Life’
- Presentation by Secondary Adviser - ‘Integrated Curriculum in KS3’

**Meeting held on 8\textsuperscript{th} July 2010**

- Matters relating to WASACRE
- WASACRE Minutes (18\textsuperscript{th} March 2010)
- Integrated Curriculum
- RE Festival
- Annual Lecture
- RESilience project
- Report of Advisers
- Retirement of Mr Gerson Davies
The subject of the annual SACRE lecture was "Journey of a lifetime - Back to the Rhondda" and given by Rev. Dr. John Morgans (Past Wales Moderator of the United Reform Church and Former President Council of Churches in Wales)

The lecture recounted how the mountain-top Rhondda village of Penrhys was turned into a nationally known centre for inter-church and community work, attracting leading politicians and successive waves of international volunteers.

During his time at Penrhys Rev Dr. Morgan led the conversion of a derelict maisonette block into a thriving community centre with a café, launderette, nearly-new shop, and homework club, ranged around accommodation for church workers and the new Llanfair Uniting Church, supported by eight church denominations.

Other activities included a youth twinning programme, which was developed with Hungary and a volunteer programme to bring over young people from Madagascar.

Dr. Morgan and his wife Norah, who worked closely with him, were awarded OBEs in 1995 in recognition of their work.

The lecture was very well received by a large audience.
R.E. WORKING GROUPS

Primary Working Group

Primary R.E. Associate Advisor Report

Primary SACRE Working Group

5th March 2010

The working group met and reviewed the work produced at previous meetings. They checked all information/resources were still accessible on the Pembrokeshire E-portal and added any further relevant information. New material to support the topic ‘Religious Communities 1’ was also uploaded.

- Foundation Phase – What’s Special, Special Places
- Foundation Phase - Somewhere Special, Our Wonderful World
- KS2 – Leaders (C & I), Food (J), Our World – creation ( C & I), Pilgrimage (All)
- KS2 – Religious Communities 1 & 2 (Family Life- joining/ C & I), Dress (S)

This resource topic supported R.E. themes from the CD Rom provided to all schools.

C = Christianity, I = Islam, S = Sikhism

Work was produced developing some ‘new’ additional themes

- Feelings and Rules -Foundation Phase
- Tubshavat Key Stage 2
- Light - Key Stage 2
- What happens when I die (Yvonne/Lisa) - Key Stage 2

This was also uploaded onto the E-portal.

23rd/24th September 2010

After the retirement at the end of term of Anne Symons and Ann Davies the membership of the group now consists of:-

- Fran Jenkins Roch (St. Davids)
- Jackie Davies Meads (Johnston)
- Liz Matthews Bro Ingli (Fishguard)
- Avrel Upham Tenby (Tenby)
- Helen Brandrick Haverfordwest JM VC (Taskers)
- Lisa Cook Saundersfoot (Tenby)
- Pat Benson Pennar (Pembroke)
- Yvonne Jones Neyland (STP)
The group spent some time considering the importance of the skills based curriculum in R.E. – using guidance from both DCELLS and Pembrokeshire.

**KEY POINTS FOR RE**

- Changing the way we teach
  Plan, develop, reflect
- Assessment for learning – where they need to go and how they need to get there
- Peer involvement – within structure – what would children like to learn
- Listening to pupils ideas – getting them to find out if they are right or not
- Modelling of good practice is essential – asking questions, answering, presentation of work
- Group work – not working in a group – set structure, set parameters, set task, feedback, collaboration

It was felt that all the work that had been produced by the group (available on the E-portal) encouraged the skills based approach and incorporated many of the key issues.

The group split into working groups and developed some additional new themes and support material – focusing on a more in-depth study of the religions.

- Using persona dolls
- Divali as a whole school theme from Yr 1 – 6.
- Hindu beliefs on actions and consequences

This is again available on the Pembrokeshire E-portal.

Next meeting - Friday 18th March 2011

**Courses / Training**

An R.E. training session - looking at R.E. skills and Assessment (provided by Vicky Thomas - ESIS) had been put in the Consultancy menu – however there was not enough interest to make it a viable possibility at present.

The Primary Associate Advisor had contacted all Heads to try to create an R.E. training/working group day. However only half the required number (to make it viable) had shown an interest. This has had to be put on hold at present but would be revisited next year.

The Advisor had also e-mailed an updated information sheet to all schools – highlighting the new resources created by the group and where to find them on the E-portal. All Primary Heads had also been given information about the National event – ‘Celebrating R.E.’.
SECONDARY RELIGIOUS EDUCATION NETWORK GROUP

The secondary network group of all Heads of RE departments meet on a termly basis. The recent focus for the work of this group has included:

- Developing support material for the new agreed syllabus
- Discussing common approaches to the new AS and A2 syllabii
- Identifying CPD requirements including investigating ways of utilising new technology within RE lessons.

RE Network PPEC  Friday 9th October  9.15am – 3.30pm

Agenda

Michael Morris led an am session on developing KS3 assessment in RE referring to the “Consistency in Teacher Assessment” material published in the past.

The afternoon session focused on the A2 examination and MM was able to pass on his experience as an examiner. In light of the lack of dedicated resources from the WJEC this was most useful. MM was again able to direct teachers towards previously published resources – some of which schools already held – that would be appropriate to use.

RE Network STP  Tuesday 26th January  4.10pm - 5.30pm

Agenda

1. Notes from last meeting
2. A2 support
3. Assessment at KS3 Progress
4. Integrating Skills
5. School Issues

RE Network STP  Tuesday 11th May  4.10pm - 5.30pm

Agenda

1. Notes from last meeting
2. KS3
3. KS4
4. A level
5. INSET
6. Issues from schools
The following courses were offered to teaching staff through the Pembrokeshire County Council CPD Programme 2009-10

Primary Courses

- Revisiting the Agreed Syllabus for RE – Foundation Phase – led by Vicki Thomas, ESIS
- Revisiting the Agreed Syllabus for RE – KS2 – led by Vicky Thomas, ESIS
- SACRE Working Groups - led by Yvonne Jones

Secondary Courses

- Religious Education Network Group – led by Hugh Griffiths
- Self Evaluation in RE – KS3-5 – led by Martyn Williams
- KS3 Assessment (half day) led by Michael Morris
- AS/A2 Modules (half day) led by Michael Morris

INSPECTIONS OF RELIGIOUS EDUCATION IN PEMBROKESHIRE

Pembrokeshire schools inspected between September 2009 and July 2010 as part of cycle of inspections

- 4 VC Primary Schools
- 7 CP Primary Schools
- 1 Secondary School

The 2004 Inspection arrangements allows inspectors to focus on specific aspects of the curriculum; consequently not all schools are inspected on the provision and standards in Religious Education. Of the twelve schools inspected, only four Primary schools were inspected in Religious Education and in relation to standards, all were determined as “Grade 2; good features with no important shortcomings” in each key stage.

The five-point scale used to represent all inspection judgements is:

- **Grade 1**: good with outstanding features
- **Grade 2**: good features and no important shortcomings
- **Grade 3**: good features outweigh shortcomings
- **Grade 4**: some good features, but shortcomings in important areas
- **Grade 5**: many important shortcomings
The good features identified in Religious Education in 2009 to 2010 inspections were:

KS1

• Throughout key stage 1, most pupils begin to explore their feelings and emotions well. Many readily reflect on their own experiences and are confident to express their emotions.

• In key stage 1, many pupils have an effective understanding of the importance of special places, identifying those special to themselves, such as their homes, and those which are important to the community, for example, the local chapel, which pupils visit regularly.

• Most pupils in key stage 1 have a good knowledge of religious ceremonies, such as baptism. They know the story of the creation and they have a clear understanding of the parables, such as the Good Samaritan and the House on the Rock.

• In key stage 1, most pupils begin to understand that festivals, such as the harvest, are special times in the Christian calendar. In key stage 2, most pupils have a good understanding of other faiths, such as Islam, Hinduism and Judaism. They know the names and main responsibilities of religious leaders in a mosque and a synagogue.

• Most pupils in key stage 1 have a good awareness of the importance of being a good friend and they produce class recipes for friendship.

• In key stage 1, most pupils know many Biblical stories, such as Jonah and the Whale and the Good Samaritan.

KS2

• Many pupils in key stage 2 have a good, developing understanding of the concept of pilgrimage.

• In key stage 2, most pupils distinguish the artefacts of various religions and explain in detail the importance of specific artefacts used in religious celebrations, such as Diwali.

• Older pupils in key stage 2 recall key events from the Bible and distinguish clearly between the Old and New Testament. Many have a mature understanding of important stories from the Bible and key events, such as the birth of Jesus.

• Many older pupils have a good knowledge of St David and his contribution to the religious life of Wales and a few recall the story of Mary Jones.
• In Y3/4 most pupils have a good understanding of different religions and their places of worship. They have studied Sikhism in some depth and make reasonable comparisons between Sikhism and Christianity.

• All pupils have visited the local church, where they have studied five activities within the church. Most of the pupils are knowledgeable and fully understand what is meant by communion, prayers and resurrection and many can give opinionated views on their feelings and what the future holds for them.

• In Y3/4 pupils have studied stories from the Old Testament and many can use these stories to help them debate with assurance, rules and consequences, and the true meaning of friendship.

• In years 5 and 6 pupils have studied Islamic (The Hajj) and Christian pilgrimages and many make informed comparisons between them.

• Y5/6 pupils have investigated and researched religious ICONS and have compared harvests in third world countries.

• Pupils in years 5 and 6 annually visit St David’s Cathedral and the local church, and investigate how the church functions in both establishments.

• Pupils in the upper end of the school study life’s changes, feelings and emotions. Many give informed views while some of the more able resolve to challenge set religious viewpoints to enhance their own beliefs.

• Younger pupils in key stage 2 know the story of Moses and the Ten Commandments and they identify the key features of a synagogue.

• The majority of pupils in key stage 2 develop a competent understanding of the main features of religious buildings, such as font, pulpit and altar, and they understand the role and responsibilities of a local vicar.

Shortcomings

There are no important shortcomings identified in any of the schools, although in one school many pupils’ knowledge of the contribution of religious leaders, such as Bishop William Morgan, is limited, and in another a few older pupils do not reflect sufficiently on religious issues and ideas.

Secondary Schools

In the sole secondary inspection during the year Religious Education and Religious studies were not among the six subjects inspected by Estyn.
General statements related to Religious Education in school inspection reports

Whilst all schools inspected under the Common Inspection Framework used by Estyn are not inspected for every subject, there are seven Key Questions that are judged on a five point scale in the same way that individual subjects are. Key Question 3 (How well do the learning experiences meet the needs and interests of learners and the wider community?) judges the standard of educational provision across the school and this part of the report will include the inspectors’ comments on provision for pupils’ spiritual, moral, social and cultural development and collective worship.

Judgements for Key Question 3 of the schools inspected this year were:

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<th>Grade 4</th>
<th>Grade 5</th>
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<tr>
<td>6 schools</td>
<td>6 schools</td>
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**The most frequently reported areas of strength are:**

- Addressing moral and spiritual issues 9
- Effective links with local churches and chapels and the contribution made by visiting providers 8
- The good or outstanding contribution of collective worship 8
- Class and school councils that help to encourage understanding of the democratic process and participation in decision making 6
- The contribution of circle time to pupils’ moral and social development 6
- Global citizenship awareness and responsibility 6
- Promoting respect for truth and justice 5
- Sustainability and care for the environment 4

**Some other positive statements from individual reports were:**

- KQ3 RE points
- From the one secondary inspection
- There are many outstanding ways in which the learning experiences meet the needs and interests of learners and the wider community. These features include the provision for the social and moral development of pupils and students;
- The promotion of pupils’ and students’ moral and social development is outstanding. Respect for all people is evident throughout the school. The ethos of the school reflects a clear sense of shared values, and learners and staff contribute very effectively to a harmonious community for learning. The moral development of all within the school
is successfully achieved. Through many events substantial amounts of money are raised for different charities.

- Spiritual development is successfully developed through religious education lessons and contributions in a number of subjects across the curriculum. The school meets statutory requirements for a daily act of collective worship. Year assemblies and the daily ‘thought for the day’ also enhance learners’ awareness.

- A selection from the 11 primary schools inspected

- Pupils’ spiritual, moral, social and cultural development is promoted exceptionally well through a wide variety of learning experiences. Acts of collective worship play an important role in the school and fulfil statutory requirements. Learners are given consistent opportunities to reflect on key messages and to relate them to their own lives.

- Assemblies are often led by local clergy and they contribute very effectively to the development of pupils’ spiritual awareness.

- Learners are fully involved in a range of worship activities, both in church and at school, that include songs, music, drama and prayers. These occasions offer opportunities for celebration, giving thanks and reflecting on a range of issues in both English and Welsh.

- The provision for developing learners’ morality is good with outstanding features. As a result, learners treat one another with the utmost consideration and respect. Learners value their friends and demonstrate exceptional maturity and insight when they write about their qualities.

- Assemblies give pupils good guidance on moral and spiritual values. The lighting of a candle signifies the spiritual dimension and pupils are asked to consider place in the school and the wider world.

- Visits are arranged by the school to local places of worship, to the synagogue in Swansea and to the nearby Saint David’s Cathedral. These have enriched learners’ understanding of different faiths and beliefs.

- Provision for learners’ spiritual, moral, social and wider development is excellent and a notable strength of the school. Learners are helped to become mature and considerate by thinking deeply and reflecting on issues that affect their own and other people’s lives. They are very effectively encouraged to distinguish right from wrong and, through charitable work, to support those who are less fortunate than themselves.
SECTION 50 INSPECTIONS (Formally known as section 23)

These are specific inspections carried out under section 50 of the Education Act 2005 which places a duty on schools designated as having a religious character to arrange a separate inspection of collective worship and denominational education provided for pupils. These inspections are carried out every six years and are usually at a similar time to the normal Estyn inspection.

4 VC Church in Wales schools also had inspections carried out under section 50 of the Education Act 2004 during the period September 2009 to July 2010.

Reporting requirements are less prescriptive making it more difficult to summarize the overall judgements, however where numerical grades have been awarded they are all at least grade 2 – ‘good with no important shortcoming’ and two of the schools was graded as grade 1 – ‘good with outstanding features’ in every category.

Schools were commended for:

- The promotion of good moral, spiritual, cultural and social development of all pupils
- The quality of collective worship
- The strong leadership and commitment shown to the continuing Christian vision for the school
- The quality of planning and delivery of the religious curriculum
- Celebrating their Christian status

Recommendations included:

- Introduce more distinctive elements from Anglican tradition in Collective Worship and set aside sufficient time for reflection at all school assemblies.
- To attempt to promote bilingualism in the school, especially in the acts of ‘Collective Worship’.
- Continue and develop links with other church schools to include professional links and Training Days for staff and governors arranged by the Diocese in order to share good practice and encourage fellowship.
- To more effectively monitor and evaluate Collective Worship throughout the school
- Use Parish, Denary and Diocesan contacts as a starting point for creating links with other schools.
- The school is keen to strengthen the links with local clergy and ministers in the future.
• Extend the idea that lies behind the “spiritual tree” in the school garden to the classroom so that pupils’ personal prayers/expressions of their innermost thoughts can be displayed there in order to affirm the strong spiritual dimension already in place.

• To try and continue to improve the standard of environmental education, especially with regard to global citizenship

• Use the school’s Christian ethos to further inspire and enhance the contents of school documentation.

LIST OF ORGANISATIONS TO WHICH THE REPORT HAS BEEN SENT:

Qualifications, Curriculum and Assessment Authority in Wales (ACCAC)

All Schools and Colleges in the Local Education Authority

The National Library of Wales

Welsh National Centre for Religious Education

Local Education Authorities in Wales

Dioceses of St. David’s

Diocese of Menevia Schools Commission

Trinity College, Carmarthen

Free Church Federal Council