

**CARMARTHENSHIRE LOCAL AUTHORITY**



**Standing Advisory Council for Religious Education**

**Standing Advisory Council for Religion, Values  
and Ethics**

**Annual Report 2024 - 2025**

[Type here]

**CARMARTHENSHIRE COUNTY COUNCIL**

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION/ RELIGION, VALUES & ETHICS**

**ANNUAL REPORT 2024 - 2025**

**CONTENTS**

**Section 1**

**Information about SACRE**

- 1.1 Duty to establish SACRE
- 1.2 Composition of SACRE
- 1.3 Membership of SACRE
- 1.4 Functions and Duties of SACRE
- 1.5 Meetings
- 1.6 Development Plan
- 1.7 Circulation of Report

**Section 2**

**Advice on Religious Education/ Religion, Values & Ethics**

- 2.1 The locally agreed syllabus
- 2.2 Standards in RE/ RVE
- 2.3 Methods of Teaching, Teacher Materials and Professional Learning

**Section 3**

**Advice on Collective Worship**

- 3.1 School Inspection reports
- 3.2 Applications for Determinations
- 3.3 School Visits

**Section 4**

**Other Issues**

- 4.1 Constitution
- 4.2 Holocaust Memorial Day
- 4.3 Training of SACRE Members
- 4.4 Membership of SACRE
- 4.5 Working with partners

**Appendices**

- Appendix 1 Membership of SACRE
- Appendix 2 Schedule of meetings and agenda items
- Appendix 3 Insights from schools
- Appendix 4 Development plan
- Appendix 5 Circulation of report

## **SECTION 1**

### **INFORMATION ABOUT SACRE/ SACRVE**

#### **1.1 Duty to establish SACRE/ SACRVE**

All Local Authorities (LAs) are required to constitute a Standing Advisory Council for Religious Education (SACRE) within their local area. Following the launch of the Curriculum for Wales in September 2022, all Local Authorities are required to constitute a Standing Advisory Council for Religion, Values and Ethics (SACRVE) within their local area. It has been agreed that the two standing advisory councils will share membership within Carmarthenshire and run in conjunction with each other over the next four years. They have separate constitutions. **The report will refer to SACRE, but the work refers to both SACRE and SACRVE.**

#### **1.2 Composition of SACRE**

Representation on SACRE is required as follows:

- Representatives from Christian denominations, a range of other religious traditions, and non-religious perspectives
- associations representing teachers; and
- the Local Authority.

#### **1.3 Membership of SACRE**

The list of members of Carmarthenshire SACRE/ SACRVE is set out in **Appendix 1**.

#### **1.4 Functions and duties of SACRE**

- To advise the LA on worship and the religious education/ religion, values and ethics to be given in accordance with the agreed syllabus including methods of teaching, advice on materials and the provision of training for teachers.
- To consider whether to recommend to the LA that its current agreed syllabus should be reviewed by convening an Agreed Syllabus Conference.
- To consider whether the requirement that collective worship in a county school should be 'broadly Christian in nature' or should be varied (determinations);
- To report to the LA and the Welsh Government on its activities on an annual basis.

#### **1.5 Meetings of SACRE**

SACRE met on three occasions during the 2024 –2025 academic year. The agenda for each meeting can be found in **Appendix 2**. All meetings were held as in person meetings, with the opportunity to join virtually if requested. As agreed in 2023, all meetings for both SACRE and SACRVE will be held collectively, with common membership for both committees (see constitution/s for details).

12<sup>th</sup> November 2024 – The Chambers, Carmarthen

19<sup>th</sup> March 2025 – Ty Gwyn Community Church, Llanelli

3<sup>rd</sup> July 2025 – Coleg Sir Gar

As a significant enhancement to SACRE's efforts, it was agreed during the Autumn 2023 meeting to introduce informal meetings between the formal sessions. These virtual gatherings will provide members with invaluable opportunities to collaborate more effectively on action points and the development plan. This initiative fosters collective problem-solving and ensures that progress is maintained consistently, reinforcing SACRE's

commitment to meaningful and sustained development of RE, RVE and DACW. During 2024-2025, the committee met, informally, on three occasions.

### **1.6 Development Plan 2024-2027**

The development plan for the Committee can be found in **Appendix 4**.

### **1.7 Circulation of Report**

A list of the organisations receiving the report can be found in **Appendix 5**.

## **SECTION 2**

### **ADVICE ON RELIGIOUS EDUCATION/ RELIGION, VALUES & ETHICS**

#### **2.1 The locally agreed syllabus**

Following adoption in 2008 of the Carmarthenshire agreed syllabus for Religious Education, and its re adoption every five years, Carmarthenshire published its agreed syllabus for Religion, Values and Ethics in 2022.

The development of the agreed syllabus for RVE involved a wide range of stakeholders, including learners, teachers, SACRE members and legal guidance.

Carmarthenshire SACRE remain committed to ensuring that schools and teachers are supported to deliver high quality RE/ RVE for their learners that not only meets their statutory duties but also allows learners to develop their religious and worldview literacy, essential for citizenship in today's diverse, multi-cultural and multi secular world.

#### **2.2 Standards in RE/ RVE**

SACRE has adopted several strategies for monitoring standards being achieved in religious education/ religion, values and ethics in the Authority's schools, which include the following:

##### **2.2a School Inspection Reports**

SACRE has examined the relevant sections of LA school inspection reports. During the academic year September 2024 – September 2025, sixteen schools in Carmarthenshire were inspected, with a further sixteen receiving an interim visit. The full ESTYN overview was shared with SACRE members at the Autumn 2025 meeting.

There were some comments within the full reports ascertaining to high quality RVE.

*Nearly all members of staff support pupils' spiritual, moral, social and cultural awareness successfully. By introducing themes such as loyalty, rights and empathy, pupils consider the views and values of others maturely and develop a sound understanding of individuals who are different from them.*

*(Ysgol Gynradd Llanon – November 2024)*

*One of the school's most prominent qualities is its links with the local community. For example, pupils' understanding of different religions and values is nurtured successfully through close links with the local church.*

*(Ysgol y Fro – February 2025)*

*They also value different beliefs and demonstrate tolerance and fair consideration of other pupils' views beneficially.*  
(Ysgol Trimsaran – February 2025)

Regrettably several inspection reports have no specific comments on RVE. While it is assumed that statutory requirements are being fulfilled, the absence of these details hinders effective monitoring of the quality of RVE provision. Carmarthenshire SACRE, in collaboration with partner SACREs, is actively exploring various methods to address this issue and provide support in this area.

## **2.2b Examination Results**

Examination results for GCSE and GCE Advanced Level achieved by pupils at the twelve schools with secondary age pupils within the LA have been analysed and considered. Figures that relate to results over the last five years were analysed to indicate trends in performance. The examination results are compared with the All-Wales figures, where available. The data was shared with SACRE members at the Autumn 2025 meeting.

It is noted that there has been a decrease in A level entries and GCSE short course entries across the local authority and this reflects the national profile.

SACRE raised concerns over the significant decrease in entry numbers and are undertaking work, in line with their development plan around meeting statutory requirements and the support required from Carmarthenshire SACRE.

SACRE are exploring other methods to effectively manage their statutory duty to monitor RVE and RS within its schools, including developing closer collaboration with the school improvement team in order to triangulate their approach to effective monitoring.

## **2.3 Methods of Teaching, Teacher Materials and Teacher Training**

### Professional Learning

An extensive professional learning offer has been shared with schools across Carmarthenshire to include sessions for the following stakeholders

- School Governors
- SACRE members
- Secondary RVE leads
- Primary RVE/ Humanities leads
- Twilight substantive knowledge seminars
- NQT
- RVE working group (developing leadership in RVE)
- Bespoke individual school support
- Cluster support for RVE

All professional learning was offered after rigorous planning and quality assurance processes and extensive evaluation and feedback from the sessions was shared with the school improvement lead and SACRE members.

Impact statements from the professional learning sessions included:

*Networking meetings are invaluable for collaboration and the sharing good practice.*  
(RVE Network PL)

*Excellent opportunity to share good practice. Open and honest discussions about teaching & learning.*

*(RVE Network PL)*

*I found the networking meeting on Tuesday to be very useful and an invaluable opportunity to learn more about our subject - it's our passion for the subject which hopefully will keep it alive and delivered in the classroom.*

*(Secondary RVE middle leader)*

*Thank you for an excellent training. We thoroughly enjoyed every minute and all the interesting and valuable conversations.*

*(Primary RVE middle leader)*

*I expect this (the training) to make a meaningful difference to learners' engagement and progress in RVE by fostering a more inclusive and thought-provoking learning environment. By encouraging open dialogue and enquiry, learners will feel more confident to express their views and explore different perspectives. This approach will help deepen their understanding, promote empathy, and support the development of critical thinking skills. As a result, I anticipate greater participation, more thoughtful contributions, and improved ability to reflect on ethical and philosophical questions, which are key to progress in RVE. It has also ensured that our planning gives opportunities for progression in learning and that a broad and meaningful curriculum is provided for children.*

*(Primary RVE middle leader)*

*The session helped to make the subject area more understandable and relatable. It emphasised the importance of RVE in the curriculum in a way that is useful to share within my school as it has often felt as though it is viewed as more of a secondary subject. Also, the range of ideas shared for planning activities/lessons.*

*(RVE NQT PL)*

*This time has had an invaluable impact upon myself and my colleagues as professional leaders of RVE. Primarily, seeing the larger picture has improved strategic planning in line with reflection. Listening to Josh speak about how Ethics has been an underdeveloped area in the shift from RE to RVE has led me to research and include a greater number of philosophical discussions as part of our school curriculum. I have had time to work on learning episodes and implement these with monitoring to assess effectiveness.*

*(RVE Twilight PL)*

*I've gained a better understanding of how various schools are delivering RVE and have a clearer understanding of pupil progress within this area from primary to secondary. My confidence has grown as I have greater understanding of what resources are available. I've been able to research and plan a detailed overview of learning ideas for us to deliver across the school.*

*(Bespoke RVE support)*

*Thank you so much for the inspiring RVE afternoon at \*\*\*\*\* School.*

*I thoroughly enjoyed every minute and all the interesting and valuable conversations.*

*(Bespoke RVE support)*

*I just wanted to take a moment to thank you for all the support you have given me and the department during your time in post. You were like a breath of fresh air when you took over the leadership and running of our PLC sessions. Before you arrived, the sessions often felt quite negative, but you have brought light into them, and I've personally gained so much from being a part of them.*

*(RVE leader)*

## Teaching Materials

Utilising the grant from Westhill, Carmarthenshire have been able to provide schools with resources, pedagogy and training to support with the delivery of objective, critical and pluralistic RVE.

All providers with sixth form provision have been invited to register two students for the Lessons from Auschwitz project, and all teachers have received information about the Holocaust Education Trust teacher training opportunities.

All colleagues across the region are also able to access materials via the regional MS TEAMS.

Each SACRE meeting will incorporate an aspect of teaching and learning as an agenda item.

Carmarthenshire SACRE continues to work closely with Partneriaeth and partner SACRE's in ensuring a collaborative approach towards professional learning.

Working with partner LA's, there has been the opportunity for RVE leads to work collectively on areas of interest to them, with the purpose of developing RVE leadership skills and building long term capacity for RVE.

## Advisory Support

The regional RVE adviser works closely with schools across the local authority, providing a wide professional learning offer, alongside formal and informal advice when requested. Over the last year, several schools have been supported to:

- Develop their bespoke RVE curriculum that is learner and local centred and remains legally compliant.
- Develop an approach to RVE that allows all learners to feel a sense of belonging and acceptance within schools. Much work has been undertaken with parents and communities by our schools to foster this approach.
- Develop an understanding of Religion, Values and Ethics and how this differs from Religious Education.
- Reflect and develop an understanding around the importance of language and images used in RVE to ensure fair and equitable representation.
- Respond to the needs of their pupils, learners and communities.
- Develop high quality, aspirational RVE that provides challenge to learners and supports them in meeting the four purposes of the Curriculum for Wales, particularly in becoming ethical and informed citizens.

Carmarthenshire SACRE is committed to the sharing of emerging practice to provide collaboration and support for our schools. Four schools have shared their RVE insights and curriculum development work which can be found in **Appendix 3**.

## SECTION 3

### ADVICE ON COLLECTIVE WORSHIP

#### 3.1 School Inspection Reports

SACRE has examined the relevant sections of LA school inspection reports. During the academic year September 2024 – September 2025, a total of thirty-two schools were inspected.

Members were presented with a summary of findings from these inspections. If any issues emerge regarding collective worship such as non-fulfilment of statutory requirements, then the LA follows this up by requesting the action plan and a progress report.

There were several positive comments regarding DACW within Carmarthenshire schools to be celebrated.

*The school successfully develops pupils as responsible and ethical citizens and supports their spirituality through curricular experiences and assemblies, which provide pupils with valuable opportunities to reflect upon the school's values.*

*(Pembrey Primary – May 2025)*

*Spiritual, moral, social and cultural awareness are promoted effectively.*

*(YG Llangunnor – February 2025)*

### **3.2 Applications for Determination**

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.

### **3.3 School Visits**

SACRE appreciates the opportunities accorded to members to observe acts of collective worship in schools. No acts of collective worship were observed this year.

## **SECTION 4 OTHER ISSUES**

### **4.1 Constitution**

Following an extensive consultation period, Carmarthenshire SACRE and Carmarthenshire SACRVE in 2023-2024, adopted their new constitutions to align with legacy Religious Education and Religion, Values and Ethics within the Curriculum for Wales.

### **4.2 Holocaust Memorial Day 2025**

Holocaust Memorial Day was commemorated nationally with events organised by the Holocaust Education Trust and Holocaust Memorial Day. All events and the opportunity to join the 'live streaming' were shared with schools.

### **4.3 Training of SACRE Members**

As part of its training for members SACRE are committed to the following:

- To keep members updated on developments in RE/RVE and collective worship through regular presentations to SACRE members. The RE/RVE Adviser gives termly updates and regularly updates via email communication.
- SACRE, where possible, will hold meetings at schools in Carmarthenshire for members to familiarise themselves with RE/ RVE and collective worship in schools. The Summer meeting this year was hosted by Coleg Sir Gar.
- SACRE, where possible will hold meetings at places of worship in Carmarthenshire for members to familiarise themselves with the faith/ worldview communities and look

at the experience that could be offered to schools through school visits. The Spring meeting was hosted by Ty Gwyn Community Church, Llanelli.

- Each meeting will include at least one presentation regarding RE/RVE which informs SACRE members about RE/RVE practice both within and outside of the school environment. In 2023-24, the following presentations were given:

Provision for the SACRE included:

- Presentation on the RE Quality Mark – Heather Hansen
- Presentation about the work of Ty Gwyn Community Church – Cllr Martyn Palfreman
- Presentation on GCSE and A level RS at Coleg Sir Gar – Lynda Maddock.

SACRE is very appreciative of the opportunities offered through visits and presentations to become more informed on RE/ RVE and Collective Worship issues in schools and would like to extend their appreciation to all concerned.

#### **4.4 Membership of SACRE**

Carmarthenshire SACRE prides itself on the inclusive nature of its membership and encourages a range of diverse views to be expressed on the committee and during meetings. The membership is becoming stronger and developing a more representative body is a priority in moving forward.

Carmarthenshire SACRE currently has one co-opted member.

The committee has several vacancies but is striving to fill membership in order to ensure that the committee meets its statutory duties as effectively as possible.

#### **4.5 Working with partners**

Carmarthenshire SACRE representatives are committed to ensuring that all schools within the local authority have access to high quality RE/ RVE and as such, meet and work with national partners and regional SACREs to support their work.

Carmarthenshire SACRE is a member of WASACRE, and all members are encouraged to attend the termly virtual meetings when available.

## **APPENDIX 1: CARMARTHENSHIRE SACRE/ SACRVE MEMBERSHIP 2024-2025**

### CHRISTIAN DENOMINATIONS AND OTHER RELIGIONS (12)

#### **Church in Wales (1)**

Rev Gaynor Jones-Higgs

#### **Roman Catholic (1)**

Vacancy

#### **Nonconformist (3)**

Mrs Helen Gibbon Free Church Council

Mari Hughes

Vacancy

#### **Jehovah's Witness Community (1)**

Vacancy

#### **Buddhist Community (1)**

Mr James Rourke

#### **Jewish Community (1)**

Mrs Norma Glass MBE

#### **Muslim Community (1)**

Sheikh Ali

#### **Hindu Dharma Community (1)**

Vacancy

#### **Sikhi Community (1)**

Vacancy

#### **Humanist Association (1)**

Mr Androw Bennett

### **TEACHER ASSOCIATIONS (7)**

Mr Richard Evans

Ms Alison Harding

Dr Carol James

Ms Jane Thomas

### **LOCAL EDUCATION AUTHORITY (5):**

Councillor Mansel Charles

Councillor Shelley Godfrey Coles

Councillor Jean Lewis (Vice Chair)

Councillor Martyn Palfreman (Chair)

### **CO-OPTED MEMBERSHIP:**

Dr Lynda Maddock

**SACRE OFFICERS**

Mrs Jennifer Harding-Richards – RE/ RVE Advisor

Mrs Marian Morgan – Carmarthenshire local authority

Mr Paul Davies – Southwest Wales community cohesion officer

**CLERK**

Mrs Amanda Rees Davies

## APPENDIX 2

### Schedule of Meetings and Agenda Items

The main items of business on the agenda included:

12<sup>th</sup> November 2024, 14:00 – 16:00

Venue: The Chamber, Carmarthen

1	Welcome to the meeting
2	Apologies for absence
3	Accuracy of previous meeting/ matters arising Brief feedback from Autumn informal meeting
4	Presentation: REQM (to join via TEAMS)
5	Carmarthenshire SACRE/ SACRVE Development Plan 2024-2027
6	Supporting RVE in Carmarthenshire schools Professional Learning 2024-2025 Offer
6	Monitoring RVE ESTYN Reports Exam Data Next steps; internal monitoring
7	Meeting dates/ venues for next meetings Members SACRE/ SACRVE training (TEAMS) – 02/12/24; 14:00 – 16:00 Informal Spring meeting (TEAMS) – 12/02/25; 10:00 – 12:00 Formal Spring meeting (Venue TBC) – 19/03/25; 14:00 – 16:00 Carmarthenshire Governor RVE training (TEAMS) – 01/04/25; 17:00 – 18:00 Informal Summer meeting (TEAMS) – 14/05/25; 10:00 – 12:00 Formal Summer meeting (Venue TBC) – 03/07/25; 14:00 – 16:00

19<sup>th</sup> March 2024, 14:00 – 16:00

Venue: Ty Gwyn Community Church, Llanelli

1	Welcome to the meeting
2	Apologies for absence
3	Accuracy of previous meeting/ matters arising
4	Presentation from Ty Gwyn
5	Informal meeting (12/02/24)
6	Annual Report 2023-2024
6	Monitoring RE/ RVE - MM
7	Professional learning/ school updates
8	WASACRE communication
9	Membership

3<sup>rd</sup> July 2025, 14:00 – 16:00

Venue: Coleg Sir Gar

1	Welcome to the meeting
2	Apologies for absence
3	Accuracy of previous meeting/ matters arising
4	Presentation from Coleg Sir Gar
5	Welsh Government 14-16 Learner Entitlement
6	Informal Meeting – 16 <sup>th</sup> June
7	Supporting RE/ RVE
8	Monitoring RE/ RVE
9	WASACRE communication
10	Dates for 2025/ 2026

## APPENDIX 3 Insights from Schools

### Ysgol y Ddwylan

#### Overview

This year, RVE has been fully mapped across the school from Nursery to Year 6, ensuring clear progression and coherence in learning experiences. Every classroom now features an RVE working wall displaying a 'Big Question', which changes each half-term and guides enquiry-led learning. This consistent structure has supported pupils in building connections between concepts, beliefs, and experiences over time.

The older pupils have begun creating digital RVE books for Year 1 and 2 learners, using interactive software to present key ideas, stories, and reflections in accessible and engaging formats. Recent work on Sikhism culminated in Year 4 and 5 pupils planning and hosting their own Langar, preparing chapatis, *dahl*, and halwa to gain first-hand understanding of the Sikh principles of equality and community.



#### What Is Working Well



- **Coherent Progression:** Mapping RVE from Nursery to Year 6 has provided structure and ensured consistent coverage of key concepts and worldviews.
- **Enquiry Focus:** Half-termly 'Big Questions' displayed on working walls keep learning purposeful, visible, and concept driven.
- **Digital Learning:** Year 5 and 6 pupils creating RVE books for younger classes has strengthened cross-phase collaboration and deepened pupils' understanding through teaching.
- **Experiential Learning:** The Year 4 and 5 Langar project offered a rich, practical learning experience that helped pupils connect beliefs and values with action. Following the project, pupils wrote their own step-by-step instructions on how to hold a Langar.

- **Library Partnership:** Collaboration with the National Library has ensured that each class receives high-quality books linked to their half-termly RVE topics, enriching enquiry and supporting wider reading.
- **Pupil Engagement:** Creative tasks, peer teaching, and hands-on experiences are increasing curiosity, respect, and confidence across year groups.



#### Impact on Learners



- Pupils articulate their understanding with greater clarity, using the 'Big Questions' to frame thoughtful comparisons and reflections.
- Younger pupils show enthusiasm and pride when being involved in the creation of digital RVE books created by older learners.
- The Langar experience deepened learners' empathy and awareness of how religious values shape community practice.
- Teachers report improved retention of key concepts due to the consistent whole-school structure and visible learning prompts.

#### Next Steps

- **Enrich experiences further** by mapping out visits, visitors, and community links across the school to ensure all year groups benefit from meaningful encounters.
- **Strengthen communication with families** by sharing progress and examples of learning with parents during the Spring Term.
- Continue developing digital storytelling and pupil-led resources to support progression and cross-phase collaboration.

## RVE at Ysgol y Bynea

### Overview:

At Ysgol y Bynea, RVE is delivered as a vibrant and inclusive part of our curriculum, designed to nurture curiosity, respect, and understanding of the diverse world in which our learners live. Our recent inspection highlighted RVE as a particular strength, praising our work on diversity, equality, and world faiths. We deliver a broad and balanced programme with themes that inspire curiosity and critical thinking, including:

**Exploring Major World Religions:** Christianity, Islam, Hinduism, Sikhism, Buddhism, and Judaism, taught through stories, festivals, and lived experiences.

**Faith and Fairness:** Encouraging pupils to reflect on moral choices, fairness, and justice in everyday life.

**Local and Global Role Models:** Studying figures such as Betty Campbell, ~~Wales~~ first Black headteacher, and the Windrush generation, to highlight resilience, representation, and the importance of equality.

**Community and Identity:** Linking Welsh heritage with global perspectives, helping pupils understand how faith and culture shape communities.

**Respecting Traveller Beliefs:** With a high cohort of Gypsy Traveller pupils, we are mindful of their traditions and beliefs, ensuring lessons are inclusive, respectful, and reflective of their lived experiences.

**Inclusivity for Deaf and Hearing-Impaired Learners:** With a small number of pupils who are deaf or hearing impaired, we prioritise accessibility and inclusivity in every aspect of school life.

### What's Working Well:

Upper KS2 Progression

As pupils prepare for transition to secondary school, RVE deepens with:

**Comparative Studies of World Religions:** Exploring similarities and differences in beliefs and practices.

**Contemporary Ethical Issues:** Discussions around topics such as migration, diversity, and respect for human rights.

**Critical Thinking and Dialogue:** Structured opportunities for debate and reflection, encouraging pupils to form their own informed viewpoints.

### Impact on Learners:

**Positive attitudes:** Learners show growing enthusiasm for RVE, especially as they explore both religious and non-religious worldviews.

**Broadening horizons:** As a small rural school with few pupils from ethnic minority backgrounds and low numbers of EAL learners, RVE gives children valuable opportunities to learn about different cultures, faiths, and perspectives they may not encounter in their immediate community.

**Preparation for the future:** This knowledge and understanding helps pupils feel confident and ready for transition to secondary school, where they will meet peers from more diverse backgrounds, and equips them to engage respectfully with the wider world.



**Next Steps:** Continue embedding Empathy Lab texts across all classes. The Big Question approach will become central. Collaborate with colleagues across other schools and continue to strengthen partnerships with guest speakers for enrichment.



## RVE at Ysgol Heol Goffa

### Overview

Ysgol Heol Goffa has constantly been developing the Humanities curriculum to ensure learning and experiences are authentic and purposeful to our ALN learners. RVE has been the last part of the Humanities Curriculum to be embed within teachers and pupils, and this has been successful through a "Big Question" focus relating to the theme.

### Examples of planning

<p style="text-align: center;"><b>Humanities</b></p> <p>WMS:          CCS: Literacy, Numeracy, DCF          Human Rights, Diversity, CMSE, RSE, world contexts, <i>Cynffwrdd</i></p> <ul style="list-style-type: none"> <li>Where do we belong? Look at class home school and different clubs and communities they are part of</li> <li>Where do they feel safe?</li> <li>The hare and the tortoise story/ The lion and the mouse</li> <li>Story of Christmas</li> </ul> <p>rvt: what can I learn from the stories and teachings of others? encourages engagement with religious stories, moral teachings, and wisdom traditions. bible and egyptian stories          incidental humanities – Remembrance Day, story of Christmas, harvest</p>	<p style="text-align: center;"><b>Humanities</b></p> <p>RVE Big Question—What can I learn from the stories and teachings of others?</p> <p><b>EQ—</b> Can I be a good friend?</p> <p><b>ES/SE—</b> I can recognise why places are important to me.</p> <p><b>Task—</b> Listen to 'The lion and the mouse' story and talk about how the lion and the mouse has behaved towards each other. What is a good quality of a friend and how can they be a good friend. Print off some symbols for the pupils to cut and stick and other can write about qualities of a good friend. Brain storm the words all together as a class.</p> <p><b>Differentiation—</b> Some pupils to write, some use sym-</p>
--	--

### What is working well

Our learning walk demonstrates excellent progression through the PMLD to SLD learners aged 3 to 19. Our Governors, pupils and staff are involved on a regular rota to ensure all areas are covered including DCF, cross curricular links and progression within the RVE element of the curriculum.

### Learning walk feedback of RVE.

Secondary 1	Lynne Callaghan	Lynne with her support staff, single lesson a large class of 20, was able to engage three groups of pupils to rotate table of learning about castles and walls with one set on a floor mat, another on laptops and a third drawing their own castles with pencil and paper from visual prompts. The experience of the study of past events and societies including ancient, medieval and cultural under the shadow of castle walls was extremely comprehensive and it was clear by their engagement the pupils really enjoyed the subject.	Teacher	Miss Francis Jones	I witnessed and took personal experience of how students in this class by studying Roman castles, can help students understand the construction of the castle and therefore create the different castles and progression. The pupils of this class have a clear idea of the role and historical significance of the castle and the importance of the castle walls and how they can be used to protect the castle from the enemy. The pupils are able to understand the importance of the castle walls and how they can be used to protect the castle from the enemy.
Primary 1	Rebecca Johnson	Comments: Rebecca clearly introduces religious education into her class of 20 with an Easter story of Bethlehem and Jesus travelling to the city by donkey using by hand support prompts and letters from the palm leaves. The children a lovely story of how Jesus, on visiting the sacred city's temple expressed his displeasure and anger that the temple had been turned into a market place from site of prayer. Again, thoroughly engaged, pupils responded during the story talking back questions about the history, cultural and other elements of the study.	MWO	Miss O'Call	When Miss O'Call to outline the thought and professionalisation that governs delivering a meaningful lesson plan from the class, Miss O'Call clearly sets the scene for the lesson by introducing the RVE subject to the class and the importance of the RVE subject. The pupils of this class have a clear idea of the role and historical significance of the castle and the importance of the castle walls and how they can be used to protect the castle from the enemy. The pupils are able to understand the importance of the castle walls and how they can be used to protect the castle from the enemy.

### **Impact on learners**

Through the "Big Question" pupils can relate their learning to a specific question making their activities meaningful whilst still looking at the RVE element of the curriculum.

Pupils are engaging in the questions and having good conversations with their peers sometimes leading to debate with the older pupils.

### **Next steps**

It is highlighted that the Business and Social studies element needs to be highlighted. Although we already practise this incidentally, this is now going to be highlighted with staff and monitored with the Humanities. actions plan.



**Effective practice in Religion, Values and Ethics (RVE) at Ysgol Dyffryn Taf**

**Overview:**

At Ysgol Dyffryn Taf we have set out to deliver a KS3 curriculum that caters for all learners showing the wide range of topics and relevance of the subject to their lives in Wales and the wider world. Each stage of the

KS3 curriculum is set out to support progression for all and to also challenge pupils. We look at themes such as Identity, Belonging, Life after Death, Creation, Poverty etc. Running a foodbank collection (each Christmas) also shows the direct link to topics studied within their curriculum and allows pupils to see the direct impact this collection has on the local and wider community.

They need to explore their own belief system whilst also understanding that they must also show respect to others if their worldview is completely different to that of their own. It is very important to us as a department that pupils see the full picture of RVE and can explore and discuss those ultimate questions and address topics which evoke debate. This then naturally allows pupils at KS4 to be able to apply the skills they have used lower down the school. Enrichment opportunities such as Lessons from Auschwitz continue to be offered to pupils and we hope to continue our trips to both London and Italy.



**What's Working Well:**

Incorporating and investigating topics linked to pupils' lives and values ensure greater engagement with learners and allow enjoyment for all. Learners have a sense of achievement and pride in their work as they feel their opinions matter and are valued. This encourages greater development in their written responses.

Shared and universal resources used by all members of staff at all Key Stages ensure consistency for all pupils.



**Impact on Learners:** Uptake at GCSE remains consistent, and learners value the subject as relevant and inclusive. Learners demonstrate more positive attitudes towards RVE, particularly through the inclusion of non-religious worldviews. Pupils opting for GCSE RS arrive well-prepared, with secure skills and knowledge.

**Next Steps:**

We aim to further develop KS3 units which will be modelled and refined by teacher feedback and also pupil voice, fine tuning the delivery of the new coursework in collaboration with colleagues across other schools, and making links with guest speakers to further enrich the curriculum.



**APPENDIX 4**

**Carmarthenshire SACRE/ SACRVE Priorities 2024-2027**

<b>Overview of SACRE/ SACRVE priorities 2024-2027</b>
<b>PRIORITY 1:</b> <b>DEVELOPING AND IMPROVING STANDARDS IN RE/ RVE AND COLLECTIVE WORSHIP</b>
<b>PRIORITY 2:</b> <b>SUPPORTING THE PROVISION OF HIGH QUALITY, PURPOSEFUL PROFESSIONAL LEARNING FOR ALL STAKEHOLDERS</b>
<b>PRIORITY 3:</b> <b>DEVELOPING PARTNERSHIPS AND INITIATIVES THAT CONTRIBUTE TOWARDS AN EFFECTIVE SACRE/ SACRVE</b>

[Type here]

<b>PRIORITY 1:</b> <b>DEVELOPING AND IMPROVING STANDARDS IN RE/ RVE AND COLLECTIVE WORSHIP</b>		
<b>Focus</b>	<b>Outcomes/ Success Criteria</b>	<b>Who/ When/ Monitoring?</b>
To monitor standards in RE/ RVE through annual review of Estyn reports/ thematic reports.	<p><b>Completion of Annual Reports:</b> Annual reports from Estyn are consistently reviewed by the SACRE/ SACRVE annually and shared with members at the Autumn meeting.</p> <p><b>Identification of Key Areas:</b> Key areas of success and areas of development identified and shared with schools.</p> <p><b>Action Plans:</b> Actionable recommendations or support measures are developed for schools as needed.</p> <p><b>Improvement Over Time:</b> A measurable improvement in the standards of RVE, based on successive Estyn reports or thematic evaluations.</p>	<p>JHR</p> <p>School Improvement Lead</p> <p>Clerk</p> <p>SACRE/ SACRVE members</p>
To monitor quality of DACW through annual review of Estyn reports	<p><b>Completion of Annual Reviews:</b> The annual report includes a summary of the relevant sections of the Estyn reports.</p> <p><b>Benchmarking Quality:</b> Clear benchmarks or rubrics are created by SACRE/ SACRVE to assess and monitor the quality of DACW across the local authority.</p> <p><b>Identifying Gaps:</b> Any gaps or deficiencies in DACW delivery are identified with documented strategies for improvement where necessary.</p> <p><b>Improvements in DACW Practice:</b> Evidence of improved collective worship practices in schools based on follow-up Estyn reports or SACRE observations.</p>	<p>Data to be collated annually and reported to members at Autumn SACRE/ SACRVE meeting.</p> <p>Actions to be taken following the Autumn meeting.</p>
To analyse external exam results.	<p><b>Data Collection and Analysis:</b> External exam results in RS are collected, analysed and compared annually with historical data and national averages.</p> <p><b>Identifying Trends:</b> Significant trends in student performance are identified and reported on to members and schools, leading to tailored interventions or strategies.</p> <p><b>Effective Interventions:</b> Any schools or institutions consistently underperforming in external exams have clear evidence-based intervention plans in place, reviewed annually for progress.</p>	

<p>To explore how internal monitoring for RE/ RVE and DACW can be developed and implemented across the local authority.</p>	<p><b>Development of Internal Monitoring Tools:</b> Effective internal monitoring tools, such as self-evaluation forms, surveys, or focus groups, are developed and piloted in a sample of schools annually.</p> <p><b>Feedback and Refinement:</b> Feedback from sample schools is collected and used to refine internal monitoring methods by year two.</p> <p><b>Roll-out Across Authority:</b> By year three, internal monitoring tools and practices are implemented in all of schools across the local authority.</p> <p><b>Consistency in Monitoring:</b> Internal monitoring reports are collected and reviewed annually, with clear indicators for both RE/RVE and DACW quality.</p> <p><b>Improved School-Level Practice:</b> There is evidence of improved practice in RE/RVE and DACW based on findings from internal monitoring, measured by improved Estyn reports or school-based evaluations.</p>	
<p>To review the RVE AS annually and refine as/ when needed.</p>	<p><b>Annual Review Completion:</b> The Carmarthenshire RVE Agreed Syllabus is reviewed by SACRVE annually within the designated time frame.</p> <p><b>Stakeholder Involvement:</b> Teachers, students, parents, and faith/community leaders are involved in the review process through surveys, focus groups, or consultations.</p> <p><b>Agreed Changes:</b> Refinements or updates to the syllabus are agreed upon by at least 80% of stakeholders involved in the process, ensuring a broad consensus.</p> <p><b>Improvement in Syllabus Quality:</b> Evidence that refinements to the RVE syllabus lead to more relevant, inclusive, and engaging content for students, as measured by feedback from schools or Estyn reports.</p> <p><b>Positive Feedback from Schools:</b> At least 80% of schools report satisfaction with the updated syllabus, with measurable improvements in student engagement or learning outcomes.</p>	

<b>PRIORITY 2:</b>		
<b>SUPPORTING THE PROVISION OF HIGH QUALITY, PURPOSEFUL PROFESSIONAL LEARNING FOR ALL STAKEHOLDERS</b>		
<b>Focus</b>	<b>Outcomes/ Success Criteria</b>	<b>Who/ When/ Monitoring?</b>
To develop a PL offer that meets the needs of all stakeholders.	<p><b>Stakeholder Engagement:</b> The majority of stakeholders (teachers, school leaders, religious education coordinators, etc.) participate in needs analysis surveys or focus groups to identify their PL requirements.</p> <p><b>Comprehensive PL Program:</b> A PL programme is created to support schools and teachers with their RVE needs.</p> <p><b>Stakeholder Satisfaction:</b> Stakeholders report that the PL offer meets their specific needs and is relevant to their work in an annual evaluation survey.</p> <p><b>Flexible Delivery:</b> The PL offer is available in multiple formats (e.g., online, in-person, hybrid) to ensure accessibility for all stakeholders across the local authority.</p>	<p>JHR</p> <p>School Improvement Lead</p> <p>Clerk</p> <p>SACRE/ SACRVE members</p>
To evaluate the impact of the PL offer.	<p><b>Pre- and Post-PL Evaluation:</b> All participants complete pre- and post-training evaluations, with the majority showing improvements in confidence, knowledge, or skill related to RS/RVE.</p> <p><b>Positive Feedback:</b> The majority of participants report satisfaction with the quality of the training, content, and delivery method in post-training feedback surveys.</p> <p><b>Measurable Improvements in Practice:</b> The majority of schools report observable improvements in teacher confidence, knowledge and skills to deliver RS/RVE.</p> <p><b>Long-term Tracking:</b> Over a three-year period, improvements in student outcomes, lesson quality, and teacher engagement are measured through follow-up surveys or assessments, with clear evidence that the PL offer has made a sustainable impact.</p>	<p>PL offer to be reviewed each summer meeting with outcomes and evaluation discussed. Action points to be discussed at Autumn informal meeting and agreed at the formal meeting.</p>
To develop procedures to support schools with bespoke support	<p><b>Clear Procedures Developed:</b> A set of formal procedures for providing bespoke support to schools following Estyn recommendations is developed, documented, and shared with schools within six months.</p>	

<p>following Estyn recommendations.</p>	<p><b>Timely Support:</b> Bespoke support plans are initiated within three months of receiving Estyn recommendations, tailored to meet the specific needs of each school.</p> <p><b>Improved School Performance:</b> Schools that receive bespoke support show improvements in areas identified by Estyn, as evidenced by follow-up inspections, internal evaluations, or school performance data.</p> <p><b>Monitoring and Review:</b> Progress of schools receiving bespoke support is monitored annually with a follow-up to assess effectiveness and further support needs.</p>	
<p>To work with national partners to develop high quality PL.</p>	<p><b>Collaborative Partnerships Developed:</b> Formal partnerships are established with at least three national partners to support the RVE/ DACW work within the LA.</p> <p><b>Co-Created PL Materials:</b> The PL offer is co-developed with national partners, ensuring access to cutting-edge research, best practices, and resources.</p> <p><b>Nationally Aligned Outcomes:</b> The majority of stakeholders report that the PL offer reflects national priorities, standards, and frameworks in education, as measured through feedback surveys.</p>	
<p>To work with NQT/ ITE leads to provide early career support.</p>	<p><b>Early Career Support Framework Developed:</b> A structured framework for NQT colleagues is developed. Discussions with ITE providers to explore partnership working.</p> <p><b>Engagement of NQTs:</b> The majority of NQTs engage in the early career support program within the first year.</p> <p><b>Improved Teacher Confidence and Competence:</b> The majority of NQTs show improvements in confidence, curriculum development and pedagogy after completing the early career support programme.</p>	

<b>PRIORITY 3:</b> <b>DEVELOPING PARTNERSHIPS AND INITIATIVES THAT CONTRIBUTE TOWARDS AN EFFECTIVE SACRE/ SACRVE</b>		
<b>Focus</b>	<b>Outcomes/ Success Criteria</b>	<b>Who/ When/ Monitoring?</b>
To write and share widely an annual report.	<p><b>Timely completion:</b> The annual report is completed and approved by the target date; 31<sup>st</sup> December.</p> <p><b>Wide distribution:</b> The report is distributed to all key stakeholders.</p> <p><b>Accessibility:</b> The report is made available through multiple platforms (e.g., SACRE website, email, newsletters), and has an abridged version.</p> <p><b>Positive feedback:</b> Stakeholders provide positive feedback on the report's clarity, relevance, and usefulness.</p>	<p>JHR</p> <p>School Improvement Lead</p> <p>SACRE/ SACRVE members</p> <p>Other stakeholders</p> <p>Processes and protocols to be put into place by July 2025. Clerk to assist with meetings and collecting of data/ contacts.</p>
To develop communications with WG, Estyn.	<p><b>Established contacts:</b> Key contacts within WG and ESTYN are identified and regularly communicated with.</p> <p><b>Formal meetings:</b> At least two formal meetings or consultations are held annually with representatives from WG and ESTYN.</p> <p><b>Collaborative initiatives:</b> Joint initiatives or collaborations with WG and ESTYN are initiated, with progress updates included in SACRE/ SACRVE meetings.</p> <p><b>Increased support:</b> Evidence of increased support or alignment between SACRE objectives and government/inspection/ frameworks.</p>	
To develop process of informal SACRE/ SACRVE meetings.	<p><b>Regular meetings:</b> Informal SACRE/SACRVE meetings are scheduled alongside formal meetings.</p> <p><b>High attendance:</b> The majority of members attend informal meetings regularly.</p> <p><b>Constructive feedback:</b> Informal meeting minutes or feedback reflect useful discussions and action points that inform formal SACRE/ SACRVE agendas.</p>	

	<p><b>Increased engagement:</b> Informal meetings lead to increased participation from SACRE members and relevant stakeholders (e.g., more input from faith representatives, educators, or community members).</p>	
<p>To develop communication lines with schools and practitioners.</p>	<p><b>School contacts established:</b> A contact list of RE/ RVE coordinators or representatives from all schools in the region is maintained and regularly updated.</p> <p><b>Regular communication:</b> At least one termly newsletter or communication is sent to schools and practitioners, providing updates and resources.</p> <p><b>Increased responses:</b> A minimum of 60% response rate from schools in surveys or requests for feedback on RE/ RVE issues.</p> <p><b>Positive feedback:</b> The majority of practitioners report satisfaction with the support and information provided by SACRE.</p>	
<p>To explore the possibilities of incorporating learner voice.</p>	<p><b>Student representation:</b> Student representatives from at least three schools are invited to provide input in SACRE discussions or meetings.</p> <p><b>Learner surveys:</b> A learner survey is developed and distributed to a sample of schools, with a high response rate.</p> <p><b>Student feedback:</b> The majority of student respondents report that their views on RE or collective worship are being heard and considered.</p> <p><b>Implemented suggestions:</b> At least one new initiative or change in SACRE/ SACRVE policy or practice is based on learner input by the end of the academic year.</p>	
<p>To work with a variety of partners to further develop our work.</p>	<p><b>Increased partnerships:</b> At least three new partnerships are developed with external organizations, such as religious groups, educational bodies, or community organizations, over the course of the year.</p> <p><b>Collaborative projects:</b> Two or more joint initiatives or projects are launched with external partners, with measurable outcomes (e.g., workshops, events, resources).</p> <p><b>Regular meetings:</b> SACRE/ SACRVE holds at least one formal meeting or consultation annually with each key partner to review progress and set future goals.</p>	

	<p><b>Shared resources:</b> Partners provide resources, input, or expertise that are actively used to improve SACRE's/ SACRVE's work, with positive feedback from schools and stakeholders.</p>	
<p>To schedule the summer meeting to be held at a school.</p>	<p><b>School confirmed:</b> A host school for the summer meeting is confirmed by the end of the spring term.</p> <p><b>High attendance:</b> The majority of SACRE/ SACRVE members attend the summer meeting at the school.</p> <p><b>Engagement with school:</b> The host school actively participates in the meeting (e.g., showcasing their RVE work, providing student input).</p> <p><b>Positive feedback:</b> Attendees report that holding the meeting at the school enhanced engagement and understanding of RVE practices in the educational setting.</p>	
<p>To sustain link with Swansea and Pems SACRE/ SACRVE to share practice and resources.</p>	<p><b>Regular communication:</b> Formal communication lines (e.g., email, meetings, joint events) are maintained, with at least one meeting per term with Swansea and Pembrokeshire SACRE/SACRVE member/s.</p> <p><b>Shared resources:</b> A minimum of two joint resources, initiatives, or best practices are shared between the SACREs/ SACRVEs each year.</p> <p><b>Collaborative events:</b> At least one collaborative event (e.g., a joint training session or forum) is organized and attended by members from Swansea and Pembrokeshire SACREs/ SACRVEs.</p> <p><b>Increased alignment:</b> SACREs/ SACRVEs demonstrate increased alignment in objectives, strategies, and policies, with evidence of improved collaboration.</p>	

## **APPENDIX 5**

### **Circulation of Report**

**Copies will be sent electronically to the relevant bodies below.**

Annual Report sent to:

- Welsh Government by 31 December annually.
- Carmarthenshire County Council Education Directorate.
- All members of SACRE and their organisations.
- Headteachers and Governing Bodies of all Schools in Carmarthenshire with a briefing paper for the Spring Term full governing body meeting.
- The National Centre of RE for Wales, Bangor University.