



Cyfarfod Cymdeithas CYSAG au Cymru, yn Sir Fynwy Swyddfeydd y Cyngor,
 Neuadd y Sir, Rhadyr, Brynbuga. 3 Mawrth 2017 (**10.30am – 3pm**)
Wales Association of SACRES meeting, at the Monmouthshire County Council
 Offices, County Hall, Rhadyr, Usk, NP15 1GA. 3 March 2017 (**10.30am – 3pm**)

Presenoldeb/Attendance

<p>Ynys Môn / Anglesey Bethan James (BJ) Rheinallt Thomas (RT)</p> <p>Blaenau Gwent Gill Vaisey (GV) Soam Sharma (SS) Chris Abbas (CA) Mal Jilani (MJ)</p> <p>Pen-y-bont ar Ogwr / Bridgend Edward Evans (EE) Vicky Thomas (VT)</p> <p>Caerffili/ Caerphilly Enfys Hawthorn (EH) Janet Jones (JJ) Vicky Thomas (VT)</p> <p>Caerdydd / Cardiff Gill Vaisey (GV)</p> <p>Sir Gaerfyrddin / Carmarthenshire Mary Parry (MP)</p> <p>Ceredigion</p> <p>Conwy Phil Lord (PL) Nicholas Richter (NR)</p>	<p>Sir Ddinbych / Denbighshire Phil Lord (PL)</p> <p>Sir y Fflint / Flintshire Phil Lord (PL)</p> <p>Gwynedd Bethan James (BJ)</p> <p>Merthyr Tudful / Merthyr Tydfil Vicky Thomas (VT) Ernie Galsworthy (EG)</p> <p>Sir Fynwy / Monmouthshire Gill Vaisey (GV) Val Howells (VH) Peter Baines (PB) Kath Fitter (KF) N. Baicher (NB) Tudor Thomas (TT) Bob Cotterell (BC) Sue Cave (SC) Liz Hackett Pain (LHP)</p> <p>Castell-nedd Port Talbot / Neath and Port Talbot</p> <p>Casnewydd / Newport N. Baicher (NB) Huw Stephens (HS) Sally Northcott (SN) Vicky Thomas (VT)</p> <p>Sir Benfro / Pembrokeshire Mary Parry (MP)</p>	<p>Powys John Mitson (JM) Margaret Evitts (ME)</p> <p>Rhondda Cynon Taf Paula Webber (PW) Mathew Maidment (MM)</p> <p>Abertawe / Swansea Vicky Thomas (VT)</p> <p>Torfaen / Torfaen Marilyn Frazer (MF) Kenneth Jacob (KJ) Vicky Thomas (VT)</p> <p>Bro Morgannwg / Vale of Glamorgan Paula Webber (PW) Dafyd Trehearne (DT) R. Delpak (RD)</p> <p>Wrecsam / Wrexham Libby Jones (LJ) Tania ap Sion (TaS)</p> <p>Sylwedyddion / Observers Simon Oram Clare Cooper Sharon Perry-Phillips (Monmouth Comp.) Tudor Thomas (REMW) Andrew Jones (Caldicot School) Fr Bernard Sixtus (Catholic Archdiocese of Cardiff) Pauline Smith (Welsh Government) Manon Jones (Welsh Government) Owain ap Dafydd (Ysgol Gyfun Cwm Rhymini)</p>
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1. Cyflwyniad a chroeso /Introduction and welcome

Diolchodd Cadeirydd CCYSAGauC, Phil Lord (PL), i gorau ysgolion Cantref a Shirenewton am yr adloniant ardderchog a gafwyd. Croesawodd yr aelodau i Siambr y Cyngor ym Mrynbuga, Sir Fynwy. Dywedodd fod cynrychiolwyr CYSAG Sir Fynwy ar gael i siarad â'r aelodau yn ystod y diwrnod.

Gan ddiolch i CCYSAGauC am ddewis y lleoliad, croesawodd y Cynghorydd Jim Higginson yr aelodau i'r Siambr gan ddweud nad yw Addysg Grefyddol Cyngor Sir Fynwy byth yn cael ei thanbriso na'i than-werthfawrogi. Cafodd yr aelodau eu croesawu hefyd gan Gadeirydd CYSAG Sir Fynwy, Liz Hackett-Payne, a fynegodd ei diolch i bawb a oedd wedi trefnu'r diwrnod. Dywedodd wrth yr aelodau ei bod yn ffrainc bod yn Gadeirydd CYSAG Sir Fynwy, sy'n gweithio ar egwyddor cynhwysiant cyflawn. Roedd hi'n cydnabod fod CYSAG yn ffynnu o ganlyniad i ymroddiad y cynrychiolwyr ffydd, y mae eu safbwyntiau dilys yn cael eu parchu gan CYSAG. Cydnabu hefyd y cynrychiolwyr athrawon, cynghorwyr cefnogol ac aelodau eraill sy'n dod ag arbenigedd academiaidd. Siaradodd Liz am natur gadarnhaol y CYSAG wrth ymgymryd â'i ddyletswydd yn monitro AG mewn ysgolion. Mae'r CYSAG yn trefnu digwyddiad AG, yn cynnwys gweithdai, i helpu'r pontio rhwng ysgolion cynradd ac uwchradd. Mae hyn yn cyfoetogi gallu plant i ddeall nifer o grefyddau. Yn ychwanegol, roedd y CYSAG wedi cael cyflwyniadau gan athrawon a disgyblion a fu ar deithiau ysgol i Auschwitz ac i Jerwsalem. Yn nhyb Liz, mae CYSAG yn rym o gadernid a chynhwysiant a dwyedodd, gyda dau ar hugain o CYSAGau yn gweithio gyda'i gilydd, mae gan CCYSAGauC rôl bwysig iawn mewn AG. Anogodd CCYSAGauC i sicrhau nad oedd swyddogaethau'n CYSAGau yn cael eu herydu a bod dyletswyddau statudol CYSAG yn dal i gael lle blaenllaw yn llygaid yr awdurdod lleol a Llywodraeth Cymru.

2. Adfyfriotawel / Quiet reflection

Dangosodd PL ffilm ar YouTube (<https://www.youtube.com/watch?v=BQbeWFxsRp0>) am bwysigrwydd Dydd Gŵyl Dewi gan Milly, 4 oed. Siaradodd hefyd am Nos Ynyd a'r Grawys, gan fyfyrion ar sut mae dathliadau cymunedol yn gysylltiedig â'r gorffennol, sydd yn agwedd bwysig o

1. Cyflwyniad a chroeso /Introduction and welcome

The Chair of WASACRE, Phil Lord (PL), thanked Cantref and Shirenewton school choirs for the excellent entertainment provided. He welcomed members to the Council Chamber at Usk, Monmouthshire. Monmouthshire SACRE representatives were available to talk to members during the day. Thanking WASACRE for choosing the venue, Cllr. Jim Higginson welcomed members to the Chamber saying that at Monmouthshire County Council Religious Education is never underestimated or undervalued. Members were also welcomed by Chair of Monmouthshire SACRE, Liz Hackett-Payne, who expressed thanks to all who had organised the day. She told members it is a privilege to act as Chair to Monmouthshire SACRE, which works on the premise of complete inclusivity. She recognized that the SACRE thrives as a result of the dedication of faith representatives, who bring a valid and respected perspective to SACRE. She acknowledged teacher reps, fully supportive councillors and other members who bring academic expertise. Liz spoke of the positive nature of the SACRE in carrying out their duty to monitor RE in schools. The SACRE organises an RE event, including workshops, to help the transition between primary and secondary schools. This enhances the ability of children to understand many faiths. Additionally, the SACRE has received presentations from teachers and pupils who made school visits to Auschwitz and to Jerusalem. Liz believes SACRE is a force of positivity and inclusivity and stated that, with twenty-two SACREs working together, WASACRE has a very important role in RE. She encouraged WASACRE to ensure that the roles of SACREs are not eroded and that SACRE's statutory duties remain foremost in the eyes of the local authority and Welsh Government.

2. Adfyfriotawel / Quiet reflection

PL showed a YouTube film (<https://www.youtube.com/watch?v=BQbeWFxsRp0>) about the importance of St David's Day from Little Milly aged 4. He also spoke about Shrovetide and Lent, reflecting on how community celebrations are connected to the past, which is an important aspect of

<p>Addysg Grefyddol.</p> <p>3. Ymddiheuriadau / Apologies</p> <p>Cafwyd ymddiheuriadau gan Andrew Pearce, Cyng. Lyndon Lloyd, Alwen Roberts, Mark Champion, Cyng. Mary Barnett, Helen Gibbon, Rachel Bendell, Alison Lewis, Shè-zèr Kandro, Meinir Wynne Loader.</p> <p>4. Cofnodion y cyfarfod a gynhaliwyd yng Nghaerfyrddin, 18 Tachwedd 2016 / Minutes of meeting held in Carmarthen, 18 November 2016</p> <p>Derbyniwyd fod y cofnodion yn gofnod cywir o'r cyfarfod. Cynigiwyd gan Rheinallt Thomas (RT) ac eiliwyd gan Gill Vaisey (GV).</p> <p>5. Materion yn codi / Matters arising</p> <p>T3. Mae'r gwaith o goladu Syniadau AG Mudiad Addysg Grefyddol Cymru (REMW) yn dal i fynd rhagddo.</p> <p>T3. Presenoldeb dyneiddwyr – Mae'r ddogfen ganllaw, sef Cylchlythyr 10/94 y Swyddfa Gymreig yn gaethiwus; fodd bynnag mae'r canllaw'n sefyll nes y caiff ei newid. Dywedodd GV wrth aelodau CCYSGAuC fod Kathy Riddick wedi anfon llyfr newydd <i>What is Humanism?</i> a ysgrifennwyd gan Michael Rosen ac Annemarie Young ar gyfer disgyblion CA2 a CA3. Dywedodd Kathy y byddai wedi hoffi bod yn bresennol yn y cyfarfod ond nad oedd yn gwybod amdano tan yn ddiweddar.</p> <p>T3. Mae CCYSAGauC wedi derbyn ymateb gan Lywodraeth Cymru am statws y maes llafur cytûn.</p> <p>T.4. Mae aelodau'r Pwyllgor Gwaith wedi cwrdd â'r Gweinidog, Kirsty Williams. Trafodwyd statws y Maes Llafur Cytûn a gofynnodd y Gweinidog am dystiolaeth nad yw ysgolion yn cydymffurfio. Trafododd yr aelodau a all CYSAGau gynhyrchu dystiolaeth nad yw gofynion statudol yn cael eu bodloni. Cydnabu'r aelodau fod yna drefn i'w dilyn os gwelir nad yw ysgolion yn bodloni eu gofynion statudol ar gyfer AG ac y dylai CYSAGau geisio datrys y broblem yn y lle cyntaf. Roedd GV wedi'i chalonogi gan ymateb y Gweinidog, a dywedodd y dylai ysgolion fod yn cyrraedd safonau uwch ac roedd hi'n bendant, felly, fod yn rhaid i bob ysgol ddilyn y Maes Llafur Cytûn. Os nad oeddent, yna ni allent fod yn bodloni'r safonau gofynnol yna. Adroddodd GV fod y Gweinidog yn gryf iawn yn cefnogi CCYSAGAuC ar y pwnc hwn.</p> <p>T. 5. Bydd y cyflwyniad gan ymarferwyr arweiniol yn digwydd yn Wrecsam</p> <p>T. 7.Roedd PL wedi mynychu cyfarfod Pwyllgor</p>	<p>Religious Education.</p> <p>3. Ymddiheuriadau / Apologies</p> <p>Apologies received from Andrew Pearce, Cllr Lyndon Lloyd, Alwen Roberts, Mark Champion, Cllr Mary Barnett, Helen Gibbon, Rachel Bendell, Alison Lewis, Shè-zèr Kandro, Meinir Wynne Loader.</p> <p>4. Cofnodion y cyfarfod a gynhaliwyd yng Nghaerfyrddin, 18 Tachwedd 2016 / Minutes of meeting held in Carmarthen, 18 November 2016</p> <p>The minutes were accepted as a true record of the meeting. Proposed by Rheinallt Thomas (RT) and seconded by Gill Vaisey (GV).</p> <p>5. Materion yn codi / Matters arising</p> <p>P3. The work collating REMW RE Ideas continues to be a work in progress.</p> <p>P3. Humanist attendance – The guidance document Welsh Office Circular 10/94 is restrictive; however the guidance stands until it is changed. GV told WASACRE members that Kathy Riddick has sent a new book <i>What is Humanism?</i> written by Michael Rosen and Annemarie Young for KS2 and KS3 pupils. Kathy said she would like to have been present at the meeting but was unaware about it until recently.</p> <p>P3. WASACRE has received a response from Welsh Government regarding the status of the agreed syllabus.</p> <p>P.4. Executive members have met with the Minister, Kirsty Williams. The status of the Agreed Syllabus was discussed and the Minister asked for evidence that schools are not complying. Members discussed whether SACREs can produce evidence that statutory requirements are not being met. Members acknowledged that there is a procedure to follow if schools are found not to be meeting their statutory requirement for RE and that SACREs should try to resolve the problem in the first instance. GV was heartened by the Minister's response, as she stated that schools should be meeting higher standards and was adamant, therefore, that all schools must follow the Agreed Syllabus. If they did not they could not meet those required standards. GV reported that the Minister was very strong in backing WASACRE on this issue.</p> <p>P. 5. The presentation from lead practitioners will go ahead in Wrexham</p> <p>P. 7. PL attended the EFTRE Executive meeting. He</p>
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Gwaith EFTRE. Bu'n ymweld ag amrywiaeth o ysgolion a chafodd gyfle i aros gyda theulu yn y Ffindir. Ceir cyflwyniad/crynodeb yn Wrecsam.

T.8. Eitem 9. Roedd Edward wedi ysgrifennu at y Gweinidog. Mae gofynion statudol wedi'u datganoli. Dywedodd MP y gall San Steffan basio deddfwriaeth a Llywodraeth Cymru sy'n penderfynu a yw Cymru'n derbyn neu'n gwrthod y ddeddfwriaeth. Nid oes pwerau wedi'u cadw gan San Steffan sy'n gymwys i addysg yn unig. Mae hyn yn cyd-fynd â'r ffaith mai dim ond yn Lloegr y mae Comisiwn REC yn gymwys. Er bod Cymru yn bŵer deddfwriaethol, nid yw Hawliau Dynol a meysydd eraill o'r gyfraith wedi cael eu datganoli. Felly wrth wneud penderfyniadau mae'n rhaid i Lywodraeth Cymru ofyn a yw hwn yn fater addysg yn unig neu a yw'n cynnwys pethau nad ydynt yn faterion datganoledig.

Gweithredu: Ysgrifennu at Kirsty Williams i ddiolch am ateb cyflym – EE.

T.10. Dyddiad cyfarfod yr haf yn Wrecsam yw dydd Gwener 7 Gorffennaf yn Siambr y Cyngor.

6. Cyflwyniad PYCAG / NAPfRE presentation:

Cyfoethogi'r cwricwlwm modern - o safbwynt ysgol arloesi / Enriching the modern curriculum – from a pioneer school perspective –Owain ap Dafydd Ysgol Gyfun Cwm Rhymni

Rhoddodd Owain ap Dafydd o Ysgol Gyfun Cwm Rhymni gyflwyniad ar Adroddiad Donaldson/*Dyfodol Llwyddiannus*. Bydd gan Gwm Rhymni, yr unig ysgol cyfrwng Cymraeg yng Nghaerffili, dros 2000 o ddisgyblion o fewn 5 mlynedd. Maent yn gweld eu hunain ynghyd â'r ysgolion cynradd sy'n bwydo fel rhan o 'deulu o ysgolion'. Pan mae plant yn dechrau yn yr ysgol gynradd maent yn perthyn i Gwm Rhymni. Mae cynnydd disgyblion wrth galon yr ysgol. Mae'r ysgol wedi ymateb i Dyfodol Llwyddiannus/Adroddiad Donaldson. Mae'r ysgol wedi ystyried Dyfodol Llwyddiannus ac mae'r 4 Diben eisoes yn cael eu mabwysiadu gan yr ysgol. Mae'r prif ffocws yn yr ysgol ar addysgeg, arweinyddiaeth a chydweithio. Mae llythrennedd wrth wraidd popeth. Pan mae arsylwadau gwersi'n digwydd, maent yn edrych a yw'r 4 Diben wedi'u bodloni. Mae arbenigwyr yn yr ysgol uwchradd yn gweithio gydag ysgolion cynradd i ddatblygu'r cwricwlwm. Mae'r ysgol wedi cyflwyno Arweinwyr Addysgeg ac mae arweinwyr pwnc hefyd yn gyfrifol am ddatblygu staff. Mae'r ysgol yn cyflogi Uwch Arweinydd Addysgeg ar CAD1. Bydd yr Arweinwyr Addysgeg yn arwain ar chwe maes y cwricwlwm newydd. Mae gwaith clwstwr yn hanfodol. Maent yn cefnogi ysgolion cynradd ac yn cynghori ar arbenigaeth pwnc. Buont hefyd yn gweithio gydag

visited a variety of schools and had the opportunity to stay with a family in Finland. There will be a presentation/summary in Wrexham.

P.8. Item 9. Edward wrote to the Minister. Statutory requirements are devolved. MP said Westminster can pass legislation and Welsh Government decides whether Wales accepts or rejects legislation. There are no powers retained by Westminster that apply to just education. This concurs with the fact that the REC Commission only applies in England. Wales is a legislative power, but Human Rights and other areas of law are not devolved. So when making decisions Welsh government have to ask whether this is solely education or does it include things that are not devolved matters.

Action: Thanks will be written to Kirsty Williams for a swift reply – EE.

P.10. Date of the summer meeting in Wrexham is Friday 7th July in the Council Chamber.

6. Cyflwyniad NAPfRE / NAPfRE presentation:

Cyfoethogi'r cwricwlwm modern - o safbwynt ysgol arloesi / Enriching the modern curriculum – from a pioneer school perspective –Owain ap Dafydd Ysgol Gyfun Cwm Rhymni

Owain ap Dafydd Ysgol Gyfun Cwm Rhymni gave a presentation on the Donaldson Report/*Successful Futures*. Cwm Rhymni, the only Welsh medium school in Caerphilly, will have over 2000 pupils within 5 years. They see themselves along with the feeder primaries as part of a 'family of schools'. When children start primary school they belong to Cwm Rhymni. Pupil progress is at the heart of the school. The school has responded to *Successful Futures*/the Donaldson Report. The school has taken on board *Successful Futures* and the 4 Purposes are already being adopted by the school. The main focus at the school is on pedagogy, leadership and collaboration. Literacy is at the heart of everything. When lesson observations take place they look at whether the 4 Purposes are met. Specialists in secondary school are working with primary schools to develop the curriculum. The school has introduced Leaders of Pedagogy (LOP). Subject leaders are also responsible for developing staff. The school employs a Senior Leader of Pedagogy on TLR1. LOPs will be leading the six areas of the new curriculum. Cluster work is essential. They support primary schools and advise on subject specialisation. They also worked with Ysgol Llanharia Foundation unit KS2 and KS3 looking at pedagogy. The school takes time to reflect and improve and are developing consistency in a 3-16

uned Sylfaen CA2 a CA3 Ysgol Llanhari yn edrych ar addysgeg. Mae'r ysgol yn cymryd amser i fyfyrion a gwella ac yn datblygu cysondeb mewn cwricwlwm 3-16. Mae pontio yn allweddol i Ddyfodol Llwyddiannus. Mae'r athrawon yn ymweld â'r ysgolion cynradd yn rheolaidd er mwyn dod i adnabod y plant yn unigol. Ystyriwyd datblygu'r cwricwlwm fel ffordd ymlaen i ddatblygu hyder a lles y disgyblion. Ceir digon o ddigwyddiadau traws-gwricwlaidd yn Ysgol Cwm Rhymni. Siaradodd y Pennaeth am fod yn ardal Aberfan a nodi'r hanes hwn mewn gweithgareddau traws-gwricwlaidd yn debyg i'r ffordd y nodwyd hanes yr Holocost. Mae'r adran AG yn bwysig iawn yn yr ymagwedd draws-gwricwlaidd hon. Ystyrir fod Bagloriaeth Cymru yn hanfodol hefyd i ddatblygiad y cwricwlwm. Erbyn hyn mae Ysgol Cwm Rhymni yn dysgu AG drwy'r Cwricwlwm Iaith Gymraeg. Yn hytrach na'r awr yr wythnos arferol, dywedodd Owain fod AG, o ganlyniad i'r newid hwn, bellach yn cael pedair awr yr wythnos. Adroddodd fod Estyn yn hapus â'r ddarpariaeth hon. Mae'r cydlynnydd AG yn gweithio'n agos iawn â'r Adran Gymraeg. Yn marn Owain, mae'r adnoddau ar gyfer AG yn well gyda'r dull hwn gan fod yr adran Gymraeg wedi helpu i'w datblygu. Daw hyn a gwell dealltwriaeth o'r iaith. Mae cysondeb a safon y Gymraeg wedi gwella ac mae safon AG wedi gwella o ganlyniad i statws uwch yr athrawon sy'n dysgu AG. Mae AG yn bwnc gorfodol gan Donaldson ym Maes Dysgu a Phrofiad y Dyniaethau. Cred y pennaeth fod y 4 Diben yn ddelfrydol ar gyfer AG. Mae AG yn fwy na dim ond pwnc arall gan ei bod yn cyfrannu at les. Mewn ardal lle mae amddifadedd yn uchel ac mae gan bobl bryderon sylweddol am y mudo y credir sy'n digwydd yn y cymoedd, mae AG yn datblygu parch a dealltwriaeth.

Diolchodd PL i Owain am roi dealltwriaeth o'r hyn sy'n digwydd ar draws yr ysgol. Yn ystod y cwestiynau, dywedodd un aelod fod y Pennaeth wedi siarad am CA3 yn gorfod bodloni gofynion y Maes Llafur Cytûn. Ond beth sy'n digwydd yn CA4? Dywedodd Owain eu bod yn dilyn dull traws-gwricwlaidd. Mae AG wedi bod yn cael ei dysgu gan bobl nad ydynt yn arbenigwyr pwnc yn yr ysgol. Weithiau mae hyn yn digwydd drwy ddiwrnodau traws-gwricwlaidd ond mae'r ysgol wedi ymdrin â'r Maes Llafur Cytûn ac mae Estyn wedi cydnabod hyn. Defnyddir Bagloriaeth Cymru i ddysgu AG hefyd. Dywedodd nad oedd yr ysgol wedi mynd am y cwrs byr, ond bod Astudiaethau Crefyddol TGAU a Lefel A yn ddewisiadau poblogaidd. Gofynnodd Huw Stevens (HS) faint o amser oedd yn cael ei roi i Hanes a Daearyddiaeth. Dywedodd Owain eu bod yn dal i

curriculum. Transition is a key in Successful Futures. Teachers visit primary schools on a regular basis to get to know the children individually. Curriculum development was seen as a way forward in developing the confidence and wellbeing of pupils. Cross curricular events are fundamental in Ysgol Cwm Rhymni. The Head talked about being in the Aberfan area and marking this history in cross curricular activities in a similar way they have marked the history of the Holocaust. The RE department is very important in this cross curricular approach. Welsh Bacc is also seen as fundamental to the development of the curriculum. Ysgol Cwm Rhymni now teaches RE through the Welsh Language Curriculum. Owain said that rather than the usual one hour per week, as a result of this change RE now gets four hours per week. He reported that Estyn were happy with the provision. The co-ordinator of RE works very closely with the Welsh department. In Owain's opinion, resources for RE are better with this approach as the Welsh department have helped to develop the resources. This, he maintains, brings out a better understanding from the language. The consistency and quality of the Welsh has improved and the quality of RE has improved as a result of the improved status of the teachers teaching RE. RE is compulsory subject in Donaldson in the Humanities AoLE. The headteacher believes that the 4 Purposes fit in ideally with RE. RE is more than just another subject it contributes to wellbeing. He said that in an area where deprivation is high and people have significant concerns about perceived migration in the valleys of Wales, RE is developing respect and understanding.

PL thanked Owain for providing an understanding of what is happening across the school. During questions a member said that the Head had talked about KS3 having to meet the requirements of the Agreed Syllabus. But what happens at KS4? Owain said that a Cross curricular approach is taken. RE has been taught by people who are not subject specialists in the school. Sometimes through cross curricular days but that the school has covered Agreed Syllabus and that this has been recognised by Estyn. Welsh Bacc is also being used to teach RE. He said that the school did not go down the short course route, but GCSE and A Level Religious Studies are popular options. Huw Stevens (HS) asked how much time was being given to History and Geog. Owain said that they continue to have one hour per week. He reiterated that he believed that RE has improved through teaching in

gael awr yr wythnos. Dywedodd unwaith eto ei fod yn credu fod AG wedi gwella drwy gael ei dysgu mewn gwersi Cymraeg mamiaith. Er mwyn cael myfyrwyr da mae angen athrawon da ac nid oes prinder o bobl yn ymgeisio am Gwm Rhymni. Wedi cael eu penodi, maent yn cael cyfle i ddatblygu. Mewn ateb i gwestiwn arall, cadarnhaodd Owain mai AG yw'r unig bwnc sy'n cael ei ddysgu yn y gwersi Cymraeg mamiaith, ond bod rhywfaint o AG yn cael ei dysgu yn y cyfnod cofrestru a thrwy'r Fagloriaeth. Dilynwyd hyn gan drafodaethau a'r neges glir oedd nad oedd aelodau CCYSAGauC yn credu fod dysgu AG yn y cyfnodau cofrestru yn gallu cael ei ystyried yn ymarfer da.

7. Cyflwyniad WASACRE/WASACRE presentation:

Gwaith y rhwydwaith ysgolion arloesi a'r MDaPh Dyniaethau/*Work of the pioneer school network and the Humanities AOLE* - Manon Jones
Cyflwynodd PL Manon Jones i'r Gymdeithas. Dywedodd wrth yr aelodau fod CCYSAGauC bellach yn cyfarfod â Llywodraeth Cymru yn rheolaidd. Rhoddodd Manon Jones y diweddaraf i CCYSAGauC ar gynnydd presennol y cwricwlwm newydd gan gyfeirio'n arbennig at Faes Dysgu a Phrofiad y Dyniaethau. Cyhoeddwyd Dyfodol Llwyddiannus ddwy flynedd yn ôl ac mae Manon yn ystyried mai gwraidd y cwricwlwm newydd yw annog pobl ifanc i ddatblygu'n aelodau llawn o gymdeithas ac mae hyn yn cael ei adlewyrchu yn y 4 Diben. Adroddodd Manon mai'r argymhelliad yw fod AG yn parhau i fod yn ofyniad statudol. Mae Llywodraeth Cymru wedi cyhoeddi dogfen *Cwricwlwm i Gymru - cwricwlwm am oes* (<http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales-curriculum-for-life/?lang=en>). Roedd cyflwyniad Manon yn crynhoi rhai o'r prif bwyntiau yn y ddogfen a fydd yn golygu newidiadau sylfaenol i'r system addysg yng Nghymru. Bydd y cwricwlwm yn cael ei weithredu'n llawn yn 2021. Bydd yna system atebolrwydd gadarn drwy gydol datblygiad y cwricwlwm. Sefydlwyd y rhwydwaith arloesi yn 2015. Mae Cymhwysedd Digidol yn un elfen o'r cwricwlwm sydd eisoes wedi'i datblygu. Yn 2017 bydd cymorth proffesiynol i'r arloeswyr dysgu proffesiynol sydd wrthi'n datblygu'r cwricwlwm newydd. Mae Llywodraeth Cymru yn ystyried ffyrdd o baratoi'r ymarferwyr ar gyfer y cwricwlwm newydd ac maent wedi datblygu rhwydwaith o ysgolion ledled Cymru fel bod cynrychiolaeth briodol. Bydd y Meysydd Dysgu a Phrofiad yn cael eu datblygu ar y cyd. Bydd yr arloeswyr yn canfod beth sy'n gweithio

first language Welsh lessons. A question was asked about the quality of teachers applying at the school. Owain said that to produce good students we need good teachers and that they don't have a shortage of people applying at Cwm Rhymni. Once appointed, they are given the opportunity to develop. In answer to another question Owain confirmed that RE is the only subject to be taught through first language Welsh lessons, but that some RE was also taught during registration period and through the Welsh Baccalaureate. Discussions followed with a clear message that WASACRE members didn't think that teaching RE through registration periods could be considered as good practice.

7. Cyflwyniad WASACRE/WASACRE presentation:

Gwaith y rhwydwaith ysgolion arloesi a'r MDAPH Dyniaethau/*Work of the pioneer school network and the Humanities AOLE* - Manon Jones
PL introduced Manon Jones to WASACRE. He informed members that WASACRE are now meeting with Welsh Government on a regular basis. Manon Jones brought WASACRE up to date on the current progress of the new curriculum with particular reference to the Humanities AOLE. Successful Futures was published two years ago and Manon considered that the heart of the new curriculum is to encourage young people to develop as full members of society and that this is reflected in the 4 Purposes. Manon reported that the recommendation is that RE continues to be a statutory requirement. Welsh Government have published a document *A curriculum for Wales, a Curriculum for Life* (<http://gov.wales/topics/educationandskills/schoolshome/curriculuminwales/curriculum-for-wales-curriculum-for-life/?lang=en>). Manon's presentation summarised some of the main points within this document which will bring fundamental changes to the Education system in Wales. The curriculum will be fully implemented in 2021. There will be a robust accountability system throughout the development of the curriculum. The pioneer network was set up in 2015. Digital Competence is one area of the curriculum that has already been developed. In 2017 there will be practical support for the professional teaching pioneers who are developing the new curriculum. Welsh Government is looking at ways to prepare the practitioners for the new curriculum and have developed a network of schools across Wales so that there is proper representation. There will be a collaborative approach to the development of the AoLE. Pioneers will identify what is working at the

ar hyn o bryd, yn rhannu a rhoi adborth. Bydd hon yn ymagwedd gynhwysol gydag ymarferwyr yn arwain y gwaith. Byddant yn gweithio gydag arbenigwyr o Gymru a'r byd. Mae Llywodraeth Cymru, Estyn, Cymwysterau Cymru a rhanddeiliaid eraill yn bartneriaid yn natblygiad y cwricwlwm newydd. Mae Llywodraeth Cymru yn awyddus hefyd i ddatblygu partneriaeth â CCYSAGauC ac maent yn gweld hyn fel rhywbeth hanfodol gan mai canolbwynt y gwaith yw datblygu elfen ddyniaethau'r cwricwlwm. Mynegodd Manon ei gwerthfawrogiad o'r cyngor a'r cymorth mae hi wedi'u cael gan CCYSAGauC. Dywedodd Manon wrth CCYSAGauC y bydd profiadau cyfoethogi yn ffocws ar draws y cwricwlwm cyfan a bod gwaith eisoes wedi dechrau ar y Maes Dysgu a Phrofiad. Bydd cwestiynau'n cael eu gofyn megis, beth ydym yn ei olygu wrth y Dyniaethau? Beth yw'r cysylltiadau â'r Meysydd eraill? Y cam nesaf fydd datblygu'r gweithgorau manwl i edrych ar ddulliau traws-gwricwlaidd, cyfoethogi a phrofiadau, y dimensiwn Cymreig, sgiliau ehangach ac asesu a dilyniant. Mae'r grwpiau hyn wedi cyhoeddi adroddiadau sydd ar gael ar-lein. Bwriad y cwricwlwm newydd yw bod yn holistig. Mae'r grŵp sy'n datblygu'r dyniaethau wedi cyfarfod unwaith. Mae Llywodraeth Cymru'n cydnabod pwysigrwydd gweithio gyda'ch gilydd ac mae wedi gofyn i CCYSAGauC rannu yn y broses hon. Bydd aelodau o CCYSAGauC a PYCAG yn cwrdd â Llywodraeth Cymru ar ddiwedd y mis. Bwriad Llywodraeth Cymru yw gweld sut y gall ymgysylltu â gwahanol GYSAGau i edrych yn benodol ar AG. Ei nod yw cael perthynas weithio dda o'r dechrau. Dywedodd Manon fod LIC angen gwybod beth yw'r problemau o ran AG o'r cychwyn cyntaf.

Roedd y cwestiynau a ddilynodd y cyflwyniad yn cynnwys:

“Ai'r bwriad yw y bydd y dyniaethau i gyd yn gweithio gyda'i gilydd?” - dywedodd Manon y byddant yn edrych ar y Dyniaethau mewn ffordd holistig ond y bwriad oedd cadw'r pynciau unigol yr un pryd. Byddant hefyd yn cysylltu â'r Maes Dysgu a Phrofiad gan y bydd fframwaith holistig i'r cwricwlwm newydd.

Holodd un aelod sut gall CYSAGau sicrhau fod y Maes Llafur Cytûn yn cael ei ddilyn. Mynegwyd pryder gan yr aelodau eu bod yn clywed fod rhai ysgolion yn meddwl yn barod nad oes raid iddynt ddilyn y Maes Llafur Cytûn. Dywedodd VT fod y CYSAG y mae hi'n ei gynrychioli eisoes wedi anfon llythyrau i'r ysgolion yn ailadrodd natur statudol y maes llafur cytûn ynghyd â ffurflen i'r ysgolion ei llenwi i ddangos ble maen nhw'n bodloni'r gofynion

moment, share and provide feedback. This will be an inclusive approach with practitioners leading the work. They will be working with experts from Wales and the world. Welsh Government, Estyn, Qualifications Wales and other stakeholders are partners in the development of the new curriculum. Welsh Government is also seeking to develop a partnership with WASACRE which they see as vital now that the focus of the work is to develop the humanities part of the curriculum. Manon voiced her appreciation of the advice and support she has received from WASACRE. Manon informed WASACRE that enriching experiences will be a focus across the whole curriculum and that work has already started on the AoLE. Questions will be asked such as, what do we mean by Humanities? What are the links to other AoLE? The next step will be to develop the detail working groups looking at cross curricular approaches, enrichment and experiences, the Welsh dimension, wider skills and assessment and progression. These groups have published reports which are available online. The new curriculum is meant to be holistic. The group developing humanities has met once. Welsh Government recognises the importance of working together. Welsh Government wants to build strong foundations. They recognise that WASACRE has a body of expertise and they have asked WASACRE to share in this process. Members from WASACRE and NAPFRE will meet with Welsh Government at the end of the month (add the date). Welsh Government are looking at how they can engage with various SACREs to look specifically at RE. Their aim is to have a good working relationship from the start. Manon stated that Welsh Government needs to know the RE issues from the very beginning.

Questions following the presentation included:

“I assume the intention that the humanities will work together?” – Manon said that Humanities will be looked at in a holistic way but that it was the intention that but the individual disciplines will remain. They will also be making the links with the AoLE as the new curriculum will be a holistic framework.

A member asked how SACREs can ensure how the Agreed Syllabus is being met. Members expressed concern that they are hearing that already some schools think that they do not have to follow the Agreed Syllabus. VT said that the SACREs she represents have already sent out letters to schools reiterating the statutory nature of the agreed syllabus along with a proforma for schools to fill in to show where they are meeting these legal requirements. The following points were raised in a lively discussion that took place following lunch:

cyfreithiol hyn.

Codwyd y pwyntiau canlynol mewn trafodaeth fywiog ar ôl cinio:

- Mae'n bwysig fod y Maes Llafur Cytûn yn cael ei ddilyn dros y blynyddoedd nesaf tra bod y 4 Diben yn cael eu datblygu o fewn y Dyniaethau. Mae statws AG yn aros yn statudol a dylai ysgolion fod yn cyflwyno AG yn ôl y Maes Llafur Cytûn.
- Pryder nad yw adroddiadau Estyn ar hyn o bryd yn dangos arfer da mewn AG. Mae'n bosibl fod Estyn yn gweld gwaith papur yn ystod yr arolygiadau ond nid yr AG ei hun. Gallai ddigwydd felly nad yw Estyn yn adrodd yn ôl pan nad yw ysgolion yn cydymffurfio â Meysydd Llafur Cytûn.
- Mynegodd yr aelodau eu pryderon y gallai dysgu AG drwy bynciau eraill fod yn 'lladd AG'. Nid yw'n briodol fod unrhyw bwnc yn cael ei gyflwyno yn ystod cofrestru, er enghraifft. Gall addysgu gan rai nad ydynt yn arbenigo mewn AG gael ei weld fel anghymwynas. Mae angen athrawon AG arbenigol i ddysgu AG yn effeithiol ac weithiau mae ysgolion yn defnyddio dull trawsgricwlaidd er mwyn arbed arian. Os yw ysgol yn gwerthfawrogi athrawon pwnc dylent fod yn buddsoddi mewn AG. Os yw penaethiaid yn dechrau gweld hyn fel arfer da, gallai danseilio egwyddorion Donaldson. Dywedodd Manon Jones fod angen, wrth gynllunio'r cwricwlwm newydd, Sicrhau Ansawdd er mwyn gwneud yn siŵr nad yw hyn yn digwydd. O 2018 ymlaen bydd dogfennau ar gael sy'n nodi sut y dylid a sut y gellid cyflwyno AG.
- Gellir ystyried y ddogfen 'Beth yw AG dda?' wrth gynllunio'r cwricwlwm newydd. Os yw AG i gael ei chyflwyno drwy'r cwricwlwm dyniaethau yn y dyfodol, mae angen iddi fod yn AG dda.
- Mae problem diffyg cydymffurfiaeth wedi codi ers y 18 mis diwethaf wrth i GYSAGau gael tystiolaeth anecdotaidd fod yna gred mewn rhai ysgolion nad oes raid glynu at y Maes Llafur Cytûn. Byddai rhai aelodau wedi hoffi derbyn datganiad gan y Gweinidog yn cadarnhau statws AG. Mewn rhai CYSAGau, mae llythyrau wedi mynd i'r ysgolion i gyd yn eu hatgoffa am natur statudol AG.
- Er y gellir cyflwyno AG mewn nifer o ffyrdd cyn belled â'u bod yn dilyn y Maes Llafur Cytûn, tynnwyd sylw at y pryder am lwyth gwaith Penaethiaid Adran AG lle byddai gofyn iddynt ddarparu adnoddau ar gyfer athrawon nad ydynt yn arbenigwyr.

- It is important that the Agreed Syllabus is adhered to during the next few years while the 4 Purposes are being developed within Humanities. The Status of RE remains statutory and schools should be delivering RE according to the Agreed Syllabus.
- Concern that Estyn current reports do not demonstrate good practice in RE. Members were concerned that during the inspections Estyn may perhaps see paperwork, but not the RE itself. Estyn may not, therefore, report when schools are not complying with Agreed Syllabuses.
- Members expressed concern that teaching RE via other subjects could potentially be 'killing RE'. For any subject to be delivered during registration, for example, is not appropriate. Non-specialist teaching in RE may be seen as a disservice. Specialist RE teachers are needed to teach RE effectively and sometimes schools are using a cross-curricular approach as a money saving exercise. If a school values subject teachers they should be investing in RE. If headteachers begin to see this approach as good practice, it could potentially undermine the principles of Donaldson. Manon Jones said that in designing the new curriculum there is a need for Quality Assurance to ensure that this is not the case. From 2018 there documents will be available stating how RE should and could be delivered.
- The 'What is good RE?' document will be considered in designing the new curriculum. We need to make sure that, if RE is to be delivered through the humanities curriculum in the future, this is good RE.
- The issue of non-compliance has raised for the last 18 months as SACREs have been receiving anecdotal evidence of a there being a view in some schools that the Agreed Syllabus doesn't have to be adhered to. Some members would like to have received a statement from the Minister confirming the status of RE. In some SACREs letters have already gone out to all schools reminding them of the statutory nature of RE.
- It was pointed out that, whilst RE can be delivered in a number of ways as long as the Agreed Syllabus is adhered to, there is concern about the workload of Heads of Department for RE in approaches where they would be required to provide resources for non specialist teachers.

- Gofynnwyd i Manon Jones pwy fyddai'n penderfynu ar y model gorau yn y cwricwlwm newydd. Dywedodd Manon fod angen iddynt fod yn gyson â'r Meysydd Dysgu a Phrofiad eraill a datblygu'r cwricwlwm, treialu a newid meddylfryd drwy ganolbwyntio ar y 4 Diben. Bydd Llywodraeth Cymru yn datblygu, treialu a rhannu syniadau. Bydd amrywiaeth o bobl yn herio ysgolion arloesi. Gofynnodd un aelod i Manon pwy fyddai'n ail-hyfforddi'r athrawon. Dywedodd Manon wrth CCYSAGauC y byddai ei chydweithwyr yn Llywodraeth Cymru yn gweithio gyda hyfforddwyr athrawon ac athrawon sydd eisoes yn y proffesiwn. Holwyd wedyn am bwy fyddai'n talu am hyfforddi athrawon, llogi manau cyfarfod a hyrwyddo digwyddiadau.
- Dylai CCYSAGauC gasglu tystiolaeth nad yw Meysydd Llafur Cytûn yn cael eu dilyn:-
 - Mynegwyd pryder gan aelod y gall penaethiaid ddweud eu bod yn cydymffurfio.
 - Awgrymwyd y gallai penaethiaid adran a chynghorwyr herio fod yn un llwybr ar gyfer casglu tystiolaeth.
 - Byddai cyfle i ofyn iddynt pan mae'r ymarferwyr arweiniol yn cwrdd.
 - Byddai casglu tystiolaeth yn cymryd gormod o amser ac efallai na fyddai'n newid unrhyw beth.
 - Roedd aelodau CCYSAGauC yn wiliadwrus o ran dilyn y llwybr hwn gan fod gan y rhan fwyaf o ysgolion berthynas dda â CYSAG. Os oes angen i CCYSAGauC gasglu tystiolaeth yna gallai CCYSAGauC gael ei gweld fel rhai sy'n plismona'r cwricwlwm a gallai hynny effeithio ar y berthynas gadarnhaol sydd gennym ag ysgolion ar hyn o bryd.
 - Un awgrym a gafwyd oedd i CYSAGau gynnal cyfarfod o Benaethiaid Adran i ddangos cefnogaeth CYSAG.
 - Tynnwyd sylw at y ffaith y gallai diffyg cydymffurfiaeth fod yn wir am ysgolion cynradd hefyd.
- Rhaid sicrhau yn y cwricwlwm newydd fod AG yn gydradd â Hanes a Daeryddiaeth a'i bod yn cael ei chyflwyno gan arbenigwyr.
- Hysbyswyd CCYSAGauC fod aelod yn gwybod am ysgol sy'n 'rhoi cynnig ar Donaldson'. Maent eisoes wedi dechrau gyda Blwyddyn 7 ac mae ysgolion eraill wedi ymweld â nhw i gael enghraifft o arfer da a bellach yn ei ddefnyddio yn eu hysgolion eu hunain. Gofynnwyd i Manon Jones a oedd hi'n ymwybodol o'r ysgolion oedd

- Manon Jones was asked who would determine the best model in the new curriculum. Manon said that they need to have consistency with the other AoLE and to develop the curriculum, trial and change mindsets by focusing in the 4 Purposes. Welsh Government would be developing, trialling and sharing ideas. There are a variety of people who will challenge pioneer schools. A member asked Manon who would retrain teachers. Manon informed WASACRE that colleagues in Welsh Government were going to work with teacher trainers and teachers who are in the profession already. This raised the issue of who would fund teacher training, hiring venues and promote events.
- WASACRE should gather evidence that Agreed Syllabuses are not being adhered to:-
 - There was a concern expressed by a member that headteachers may just say they were complying.
 - It was suggested that perhaps heads of department and challenge advisors could be an avenue to collect evidence.
 - There would be an opportunity to ask them when lead practitioners meet.
 - Collecting of evidence would be too time consuming and may not change anything.
 - WASACRE members were cautious about going down this route as most schools have a good relationship with SACRE. If WASACRE is required to collect evidence then WASACRE may be seen to be policing the curriculum and could affect the positive relationship we currently have with schools.
 - A suggestion mooted by a member was SACREs host a meeting of HODs to show SACRE support.
 - It was pointed out that non-compliance could be an issue for primary schools too.
- We must ensure in the new curriculum that RE has parity with History and Geography and that it is delivered by specialists.
- WASACRE were informed that a member was aware of a school that is 'trying out Donaldson'. They have already started with Year 7 and other schools have visited as an example of good practice and are now using it in their schools. Manon Jones was asked whether she was aware of the schools that are pioneering and whether there

yn arloesi ac a oes yna fodel da. Dywedodd Manon ei bod yn gwerthfawrogi'r adborth mae hi'n ei gael yng nghyfarfod CCYSAGauC ac y bydd hi'n cadw hyn mewn cof ac yn trosglwyddo'r wybodaeth.

- Cafwyd trafodaeth ynghylch a fyddai cyfle i ymweld ag ysgol yng Nghaerffili fel astudiaeth achos er mwyn gweld eu gweledigaeth newydd i AG. Trafodwyd y protocol ar gyfer gwneud hyn. Dywedodd rhai aelodau mai CYSAGau lleol ac nid CCYSAGauC ddylai fod yn ymweld ag ysgolion.

Gweithredu: VT i drafod hyn yn CYSAG Caerffili.

Gweithredu: Rhoi hyfforddiant yn eitem ar yr agenda yng nghyfarfod nesaf y Pwyllgor Gwaith.

8. Cyflwyniad PYCAG / NAPfRE presentation:

Addysgu Addysg Grefyddol o fewn cwricwlwm y Dyniaethau/ Teaching Religious Education within a Humanities curriculum –Sharon Perry Phillips
Cyflwynodd Sharon Perry-Phillips, Pennaeth AG yn Ysgol Gyfun Trefynwy, ei phrofiadau o addysgu AG oddi mewn i gwricwlwm dyniaethau dros y 9 mlynedd diwethaf sy'n cyd-fynd â Donaldson. Awgrymodd fod yna wersi i'w dysgu wrth i ni nesu at Dyfodol Llwyddiannus. Roedd yr ysgol wedi cynhyrchu cwricwlwm integredig seiliedig ar sgiliau ac roedd sgiliau wedi teyrnasu dros amrywiaeth gan ddod yn brif yrwy'r dysgu. Adnabuwyd pum thema, yn cynnwys sgiliau ymchwilio. Y nod oedd datblygu'r sgiliau hyn yn benodol. Roedd yn gwricwlwm trawsbynciol, seiliedig ar sgiliau ac yn 'Donaldsonaidd'. Roedd Bagloriaeth Cymru a Diploma Uwch Bagloriaeth Cymru yn nodwedd annatod hefyd. Daeth y Dyniaethau yn adran hollol integredig ac roedd pob dosbarth yn cael profiad gwahanol iawn o Addysg Grefyddol. Cafwyd tystiolaeth o hyn gan rieni efeiliaid yn yr ysgol. Sylweddolwyd fod AG yn ffitio ym mhob man ac roedd y cysylltiadau'n hawdd eu gwneud. Roedd asesiadau yn hyblyg, ond roedd gan o leiaf dri y flwyddyn elfen AG bendant. Roedd y dull wedi'i ganoli ar y myfyriwr ac yn cael ei yrru gan y myfyriwr. Un cryfder o hyn oedd eich bod yn dod i adnabod eich myfyriwr yn dda iawn. Yn ôl Estyn, roedd y dull wedi adfywio strategaethau dysgu. Mewn AG roedd y dull hwn yn golygu fod y cydweithio yn wych a bod yr athrawon wedi datblygu gwerthfawrogiad o'u chwaer bynciau. Fel athrawes AG arbenigol, canfu Sharon a arferai ddysgu nifer o ddsbarthiadau AG am awr yr wythnos, eu bod yn

is good model. Manon said that she appreciates the feedback she is getting at the WASACRE meeting and that she will bear it in mind and pass it on.

- There was a discussion about whether there might be an opportunity to visit a Caerphilly school as a case study to see how RE is being re-visited. A discussion on the protocol for doing this took place. Some members pointed out that it was local SACREs and not WASACRE who should visit schools.

Action: VT to discuss this in Caerphilly SACRE.

Action: Agenda the issue of training at the next Exec meeting.

8. Cyflwyniad NAPfRE / NAPfRE presentation:

Addysgu Addysg Grefyddol o fewn cwricwlwm y Dyniaethau/ Teaching Religious Education within a Humanities curriculum –Sharon Perry Phillips
Sharon Perry-Phillips, Head of RE at Monmouth Comprehensive School presented her experiences of teaching RE within a humanities based curriculum for the past 9 years which is in line with Donaldson. She suggested there are lessons to be learnt as we approach Successful Futures. The school produced a skills based integrated curriculum and skills became dominant over range and they became a driving force of learning. Five themes were identified, including research skills. The aim was explicitly develop these skills. It was a cross curricular, skills based and 'Donaldsonesque' curriculum. Welsh Baccalaureate and the Advanced Welsh Baccalaureate were also an integral feature. Humanities became a fully integrated department and each class had a very different experience of Religious Education. There was evidence of this from the parents of twins in the school. There was the realisation that RE fits everywhere and the links were easy to make. Assessments were flexible, but at least three per year had a concrete RE element. The approach was student centred and student driven. A strength of this approach was that you got to know your students very well. Estyn commented that the approach had revitalised teaching strategies. For RE this approach meant that collaboration was fantastic and teachers developed an appreciation of sister subjects. As an RE specialist teacher, Sharon, who had previously taught multiple classes of RE for one hour a week, it was good to teach them more often. Good relationships

dda cael eu dysgu'n fwy aml. Adeiladwyd perthnasau da a chynyddodd y nifer oedd yn dewis AG. Adroddodd Sharon, fodd bynnag, fod yr effaith negyddol ar AG gan athrawon nad oeddent yn arbenigwyr, yn enfawr. Gwelodd ddiffyg gwybodaeth sylweddol mewn AG erbyn Blwyddyn 8. Roedd y gymhareb athrawon AG yn fach iawn mewn cymhariaeth â Hanes a Daearyddiaeth, felly yn AG y gwelwyd y diffyg mwyaf. Nododd yr ysgol fod rhagfarn athrawon yn anochel gan fod pobl yn dilyn eu cryfderau. Wedi nifer o flynyddoedd yn defnyddio'r model cwricwlaidd hwn, yn Ionawr 2015 dychwelodd yr ysgol i ddysgu'r pynciau ar wahân. Ac yn Chwefror 2015 cyflwynwyd Dyfodol Llwyddiannus. Dywedodd Sharon ei bod hi'n teimlo o brofiad fod y ffordd yma o addysgu yn 'rhoi'r farwol i'r Dyniaethau'. Roedd mynd yn ôl i'r hen drefn wedi cael effaith gadarnhaol ac maent yn llawer hapusach yn cael tymhorau ar wahân i ddatblygu sgiliau ar wahân. Adroddodd Sharon nad oedd AG wedi cael ei dysgu yn yr un ffordd gan y rhai nad oeddent yn arbenigwyr. Er enghraifft, roedd hi'n rhwystredig nad oed neb yn y ddwy flynedd ddiwethaf wedi gofyn am gael benthg arteffactau Sikh nac wedi trefnu'r un ymweliad. Roedd yn fath o addysgu 'ffwrdd â hi'. Awgrymodd pe bai'n rhaid iddynt ail-feddlwl yna byddai angen buddsoddi amser i hyfforddi staff heb fod yn arbenigwyr. Dylai HMS fod yn greiddiol hefyd. Yn ychwanegol, dylai fod cysondeb o ran staffio, perchnogaeth a chynllunio ar y cyd. Dadl Sharon oedd nad oedd pwynt cael cynlluniau gwaith ac adnoddau, ayb. os nad oeddech yn buddsoddi mewn staff. Argymhellodd hefyd y dylid cael cydbwysedd rhwng sgiliau a phynciau. Rhaid cadw arbenigedd pwnc yn CA3. Roedd y cwricwlwm integredig yn Ysgol Gyfun Trefynwy yn unol â Dyfodol Llwyddiannus. Rhybuddiodd, oni bai ein bod yn ofalus iawn gydag AG, mai dyma'r pwnc a fydd yn dioddef ac nid Hanes neu Ddaearyddiaeth.

Roedd y cwestiynau'n cynnwys:

Pe baech chi'n cael dewis, a fyddai'n gwell gennych beidio â dilyn llwybr Donaldson?

Dywedodd Sharon fod arbenigedd pwnc yn cael ei golli ac y byddai hi'n gwneud unrhyw beth i beidio â dilyn y llwybr hwnnw. Rydych yn cael llawer gwell AG drwy arbenigedd. Adroddodd GV ei bod hi wedi gweld AG anhygoel ac ysbrydoledig yn Ysgol Gyfun Trefynwy. Teimlai'n gryf os nad oedd Sharon a'i thim yn gallu cyflwyno'r pwnc yna byddai'n drueni mawr. Dywedodd Sharon mai problem arall a welwyd yn y dull Dyniaethau oedd nad oedd digon o amser i ennyn diddordeb y disgyblion a'u hysbrydoli i wneud Astudiaethau Crefyddol fel pwnc TGAU. Byddai athrawon y dyniaethau yn anochel yn gwerthu eu

were built and the uptake for RE improved. Sharon reported, however, that the negative impact on RE from non-specialism was phenomenal. She witnessed a significant knowledge deficit in RE by Year 8. The ratio of RE teachers was tiny in comparison to History and Geography, so RE took the brunt of the deficit. The school noted teacher bias was inevitable as people play to their strengths. After a number of years using this curriculum model, in Jan 2015 they reverted to teaching the subjects separately. And in Feb 2015 Successful Futures was introduced. Sharon reported that, in her experience, this way of teaching was 'death to Humanities'. Reverting back had had a positive effect and they are much happier having discrete terms to develop discrete skills. Sharon reported that RE had not been taught in the same way by non-specialists. For instance, she was frustrated that in the last two years no one had asked to borrow Sikh artefacts and not once had a visit been arranged. It produced a 'grab and run type of teaching.' She suggested that if they had to think again there would need to be investment time and non-specialist staff training. There should be embedded Inset.

Additionally there should be consistency of staffing, ownership and collaborative planning. Sharon argued that schemes of work and resources, etc. would not matter if you didn't invest in staff. She also recommended that there should be a balance between skills and subjects. Subject specialism must be retained at KS3. The integrated curriculum at Monmouthshire Comprehensive was in line with Successful Futures. She warned that unless we are really careful with RE it will be it and not History or Geography that will lose out.

Questions included:

If you had a choice would you prefer not to go down the Donaldson Approach?

Sharon said that subject specialism was lost and she would 'bite your hand off not to go down that road'. You get much better RE via a specialism. GV reported that she has seen amazing and inspiring RE that is in Monmouth Comprehensive School. She felt very strongly that if Sharon and her specialist team could not deliver that it would be a real shame. Sharon said that another problem encountered in the Humanities approach was that there was little time to engage pupils and inspire them to take RS at GCSE. Teachers of humanities would inevitably sell their

pwnc eu hunain a chariad at eich pwnc sy'n ysbrydoli disgyblion. Erbyn hyn mae'r ysgol yn defnyddio dull modiwlaid yn hytrach nad dull integredig er eu bod yn dal i geisio trawsgyfeirio themâu. O dan y cynllun integredig roedd AG yn cael ei dysgu fel Hanes a holodd Sharon fod sgiliau pwnc yr un mor bwysig â sgiliau trawsgwricwlaidd a gofynnodd sut mae hynny'n cyd-fynd â Donaldson. Dywedodd Manon Jones y bydd y pynciau'n aros a'u bod wedi bod yn werthfawr gwrando ar sgwrs Sharon. Dywedodd VT ei bod yn beth da diweddu'r sgwrs ar nodyn cadarnhaol a'i bod yn gwerthfawrogi gonestrwydd Shraon yn ei hadborth. Mynegodd bryder fod CA4 yn drymlwythog o gynnwys a bod yn rhaid gwneud rhywfaint o'r gwaith yna yn CA3. Yn nigwyddiad hyfforddi CBAC dywedodd Sharon ei bod wedi teimlo ei bod yn cael ei gorlwytho gymaint ag erioed. Teimlai'n lwcus ei bod yn cael awr y pythefnos i wneud y cwrs TGAU ond roedd hi'n ymwybodol nad oedd staff arall mor ffodus. Nododd PL ei fod ef wedi dysgu mewn ysgolion heb arbenigwyr pwnc a'i bod yn anodd iawn ysbrydoli athrawon felly. Cofiodd fod yn rhaid iddo gynllunio'r gwersi i gyd er mwyn sicrhau ymgysylltiad a dilyniant o CA3 i 4.

9. Diweddariadau/Up-dates:

- **Canllawiau ar Reoli Hawl Tynnu'n ôl o Addysg Grefyddol/ *Guidance on Managing the Right of Withdrawal from Religious Education***

Mae Gill Vaisey wedi gwneud cynnydd gyda'r ddogfen hon. Daeth y datblygiad mwyaf o ganlyniad i gyflwyniad gan Shaun Evans-Pask o Untethered Limited a fu'n cyflwyno i'r Pwyllgor Gwaith ar 1 Chwefror 2017 ar faterion ynghylch tynnu disgyblion yn ôl o addysg grefyddol. Ers hynny mae wedi darparu darn i fynd i mewn i'r ddogfen. Erbyn hyn mae GV wedi ysgrifennu adran ar bob un o brif grefyddau'r byd er mwyn lleihau tynnu'n ôl. Mae'r ddogfen wrthi'n cael ei phrawf-ddarllen a bydd yn cael ei chyfieithu wedyn. Roedd angen i GV fynd yn ôl at LIC ar fater gyda 10/94 sydd angen eglurhad.

- **Ymarferwyr Arweiniol/Lead Practitioners**

Rydym yn gwybod bellach pwy fydd yr Ymarferwyr Arweiniol ac i ba ysgol maen nhw'n perthyn. Gallai CCYSAGauC gael cyflwyniad gan y consortia yn y de yn ystod ei chyfarfod Tymor yr Hydref ym Mhen-y-bont ar Ogwr. Byddai hwn yn gyfle pellach

own subject and it is the love of your subject that inspires people. The school has now replaced an integrated approach with a modular approach though they still attempt to cross link schemes. Sharon said that under the integrated scheme RE was being taught like History's said that subject skills are important as the cross curricular skills and asked where that fits into Donaldson. Manon Jones said that the disciplines will remain and that it had been definitely worthwhile to listen to the talk given by Sharon. VT stated that it was good to end the talk on a positive note and she appreciated Sharon's honesty in her feedback. She expressed concern that KS4 is content laden and that some of that now has to be covered at KS3. At the WJEC training event Sharon said that she felt as overwhelmed as she had ever been. She felt fortunate to have 5 hours a fortnight to cover the GCSE course but she was aware that other staff didn't have that. PL noted that he has taught in schools with no subject specialists and that it was very difficult to inspire non-specialist staff. He recalled that he had had to plan all of the lessons to ensure engagement and progression from KS3 to 4.

9. Diweddariadau/Up-dates:

- **Canllawiau ar Reoli Hawl Tynnu'n ôl o Addysg Grefyddol/ *Guidance on Managing the Right of Withdrawal from Religious Education***

Gill Vaisey has made progress with the document. The main development has been as a result of a presentation from Shaun Evans-Pask from Untethered Limited who presented to the Executive Committee on 1st Feb 2017 on issues around withdrawal from religious education. He has since provided a section to go into the document. GV has now written a section on each of the major world faiths in order to minimise withdrawal. The document is at the proofreading stage and will soon go to translation. GV has had to go back to WG on an issue with 10/94 that needs clarification.

- **Ymarferwyr Arweiniol/Lead Practitioners**

We now know who the Lead Practitioners are and what schools they belong to. WASACRE could have a presentation from consortia in the south during its Autumn Term meeting in Bridgend. This would be another opportunity to put them in contact with one another.

i'w rhoi mewn cysylltiad â'i gilydd.

- Materion Llywodraeth Cymru / *Welsh Government matters* –
 - Cyswllt Newydd/*New Contact* – *David Heath*
 - Cyfarfod cyswllt Llywodraeth Cymru/*Welsh Government contact meeting* – 16/1/2017 & 14/12/16

Mae CCYSAGaC wedi cyfarfod Llywodraeth Cymru bum gwaith yn y tymor a hanner diwethaf. Roedd hyn yn cynnwys cyfarfod rhwng Phil Lord, Libby Jones, David Heath ac Abi Williams ym Mae Colwyn. Roedd hi'n galonidid fod David Heath yn wybodus ac yn frwdfrydig am AG. Cynhelir cyfarfodydd rheolaidd yn y dyfodol. Bydd CCYSAGaC hefyd yn cwrrd â Llywodraeth Cymru ynglŷn â'r cwricwlwm newydd. Mae CCYSAGaC yn rhannu â Llywodraeth Cymru y materion y mae pryder amdanynt megis deddfwriaeth, tynnu'n ôl o wersi, cynrychiolaeth Dyneiddwyr ar CCYSAGaC, casglu adroddiadau blynyddol, Cylchlythyr 10/94 a sicrhau fod ysgolion yn dal i ddilyn y Maes Llafur Cytûn.

Dylid anfon Adroddiadau Blynyddol CYSAG at Abi Wililams:

Abigail.Williams@wales.gsi.gov.uk

Mae gan CCYSAGaC gyfarfod ar 27 Mawrth gyda Llywodraeth Cymru.

Gweithredu: LJ i weld pa adroddiadau sydd ar goll.

10. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 1 Chwefror 2017 / *Report from the Executive Committee held on 1 February 2017*

Eitemau: -

Atgoffwyd yr aelodau fod cynrychiolwyr ffydd o'r Eglwys yng Nghymru ar CYSAG yn pryderu am faterion oedd yn ymwneud â'r maes llafur cytûn yn hytrach na CYSAG yn trafod materion oedd yn ymwneud â Chwricwlwm yr Eglwys ei hun i Ysgolion a Gynorthwyr.

Shaun Evans-Pask – Untethered Limited – Achosion â sail hunaniaeth iddynt. Diddorol iawn a bydd ysgolion yn cael yr hyfforddiant hwn.

7. Yng ngoleuni'r gwaith a wnaeth GV ar y Ddogfen Tynnu'n Ôl a gymerodd lawer o amser, cafwyd trafodaeth ynghylch a ddylai

- Materion Llywodraeth Cymru / *Welsh Government matters* –
 - Cyswllt Newydd/*New Contact* – *David Heath*
 - Cyfarfod Llywodraeth Cymru/*Welsh Government contact meeting* – 16/1/2017 & 14/12/16

WASACRE have met with Welsh Government five times in the last term and a half. This included a meeting between Phil Lord, Libby Jones, David Heath and Abi Williams in Colwyn Bay. It is encouraging that David Heath was so knowledgeable and enthusiastic about RE. Regular meetings will be held in the future. WASACRE will also be meeting Welsh Government concerning the new curriculum. WASACRE are sharing with Welsh Government the issues we are concerned about such as legislation, withdrawal, Humanist representation on SACREs, the collection of annual reports, Circular 10/94 and that schools should still be following the Agreed Syllabus.

SACRE Annual Reports should be sent to Abi Williams:

Abigail.Williams@wales.gsi.gov.uk

WASACRE have a meeting on the 27th March with Welsh Government.

Action: LJ to follow up which reports are missing.

10. Adroddiad ar gyfarfod y Pwyllgor Gwaith a gynhaliwyd ar 1 Chwefror 2017 / *Report from the Executive Committee held on 1 February 2017*

Items: -

Members were reminded that faith representatives for the Church in Wales on SACRE were concerned with issues relating to the agreed syllabus rather than SACRE discussing issues relating to the CiW own RE curriculum for VA schools.

Shaun Evans-Pask – Untethered Limited – Identity based incidents. Very interesting and schools will be receiving this training.

7. In light of the work that GV has done on the Withdrawal Document which has been very time consuming a discussion was had on whether

CCYSAGauC dalu am hyn yn y dyfodol. Os felly a fyddai angen datblygu protocol sy'n cyd-fynd â'n hamcanion.

Cynigiodd MM ac eiliodd EE y cynnig – *Ai dymuniad CCYSAGauC yw y gallwn gyflogi a defnyddio arbenigedd ymgynghorwyr a'u talu am eu hamser?*

11. Gohebiaeth /Correspondence

- a. Peter Hemming- Gwahoddiad i seminar am ddim ar 'Amrywiaeth Grefyddol yn yr Ysgol Gynradd', 30 Mawrth ym Mhrifysgol Caerdydd. Mae CCYSAGauC wedi archebu lle a bydd LJ yn mynd yno.
- b. Harkirat Singh- Sikh Education Service. Wedi'i leoli yn Northampton ac yn cynnig gweithdai ac ymweliadau ag ysgolion yng Nghymru, yn gobeithio gwneud cysylltiadau â Chymru.
- c. Holodd yr aelodau a yw'r gweithdai ar gael yn ddwyieithog a beth ydym yn ei wybod am y gwasanaeth. Cynigiodd Neeta Baicher edrych i mewn i hyn ymhellach a chysylltu â LJ.
- d. Comisiwn ar AG yn Lloegr - Casglu tystiolaeth. Enwebwyd Phil Lord fel cyswllt i hwn. Mater i Loegr ydyw ac mae'r aelodau eisoes wedi cytuno na fyddant yn cymryd rhan.
- e. Ein cydweithiwr yn Llywodraeth Cymru, David Heath. Ymateb ynghylch y maes llafur cytûn i AG ac asesu.
- f. Cafwyd cyfarchion i CCYSAGauC gan y Gymuned Baha'i yng Nghymru i'r Flwyddyn Newydd Baha'i ar 20 Mawrth. Mae hon yn flwyddyn arbennig i'r gymuned gan ei bod yn ddaucanmlwyddiant y sylfaenydd Bah aullah a fydd yn cael ei ddathlu ym mis Hydref.
- g. Gohebiaeth gan Matthew Vince, myfyriwr ymchwil yng Nghanolfan Astudiaethau Islam Prifysgol Caerdydd. Mae Matthew wedi hyfforddi fel athro AG. Mae ganddo ddiddordeb mewn cael dod i CYSAG/CCYSAGauC er mwyn adeiladu rhwydwaith rhwng y Gymdeithas a'r brifysgol. Penderfynwyd y byddai GV yn siarad ag ef ac yn trafod mynychu CYSAG Caerdydd i ddechrau.
- h. Anfonodd Wendy Dossett wybodaeth i CCYSAGauC am dri diwrnod astudio i athrawon sy'n cael eu cynnal ym

WASACRE should pay for this in the future. If so it would be necessary to develop a protocol that fits with our aims.

MM proposed and EE seconded the motion - *Is it the will of WASACRE that we can employ and use the expertise of consultants to pay them for their time?*

11. Gohebiaeth /Correspondence

- a. Peter Hemming- Invitation to a free seminar on 'Religious Diversity in the Primary school', 30th March at Cardiff University. WASACRE have a place reserved and LJ will attend.
- b. Harkirat Singh- Sikh Education Service. Based in Northampton, offering workshops and visits to schools in Wales and hoping to make links with Wales.
- c. Members asked if the workshops are available bilingually and what do we know about the service. Neeta Baicher offered to look into this further and liaise with LJ.
- d. Commission on RE in England- Evidence gathering. Phil Lord's name has been put forward as a link for this. It is an England matter and members have already agreed not to take part.
- e. Welsh Government colleague David Heath. Response regarding agreed syllabus for RE and assessment.
- f. The Baha'i Community in Wales wished WASACRE a joyful greeting for the forthcoming Baha'i New Year on 20th March. This is a special year for the community as it is the bicentenary of the founder Bah aullah which will be celebrated in October.
- g. WASACRE received correspondence from Matthew Vince, a doctoral student at Cardiff University's Centre for the Study of Islam – UK. He is exploring Islam in RE in state schools. Matthew is a trained RE teacher. He is interested in coming along to SACRE/WASACRE to build a network between ourselves and the university. It was decided that GV speak with him and discuss him attending Cardiff SACRE in the first instance.
- h. Wendy Dossett sent WASACRE information about three study days of teachers being held at the University of

Mhrifysgol Caer. Nid ydynt yn benodol i unrhyw fwrdd ond byddent yn ddefnyddiol i athrawon Lefel A CBAC. Y pynciau yw Athroniaeth a Moeseg, Bwdaeth a Christnogaeth. Bwriad y gweithdai yw cynnig profiad yn ôl i'r brifysgol. Mae manylion ar gael ar wefan y Brifysgol. Bydd PW yn mynychu dau o'r gweithdai.

12. U.F.A. /A.O.B.

1. Dyneiddiaeth - mae'r llyfr wedi mynd i bob ysgol. Adroddodd Sharon Perry-Phillips ei fod yn ddefnyddiol iawn a bod y Gymdeithas Dyneiddwyr wedi bod o gymorth gyda chynnwys y TGAU. Mae wedi'i ysgrifennu yn iaith y disgyblion ac mae o gymorth i'r TGAU. Dywedodd wrth CCYSAGauC fod Amlogfa Thornhill yng Nghaerdydd yn cynnig Teithiau Diwylliannol ar gyfer Hindŵaeth yn TGAU a Bywyd a Marwolaeth.
2. Mae Cynhadledd Flynyddol AREIAC yn cael ei chynnal yng Nghaerdydd ar 3 - 4 Gorffennaf. Mae Diwrnod 1 yn rhoi sylw i asesu a dilyniant a Diwrnod 2 i ddatblygu'r cwricwlwm a gweithio gyda chymunedau ffydd. Mae'r gynhadledd ar agor i archebion gan aelodau AREIAC a rhai nad ydynt yn aelodau. Am ragor o wybodaeth cysylltwch â threfnydd y gynhadledd, Gill Vaisey.

13. Dyddiad y cyfarfodnesaf / Date for next meeting: 7 Gorffennaf 2017, Wrecsam / 7 July 2017, Wrexham.

Dyddiadau cyfarfodydd yn y dyfodol / Future meeting dates: Hydref 2017, Pen-y-bont ar Ogwr; Gwanwyn 2018, Abertawe.

Chester. They are not board specific but would be useful to teachers of WJEC A Level. They are on Philosophy and Ethics, Buddhism and Christianity. The workshops are intended to give a back to university experience. Details are available on the University Website. PW will be attending two of the workshops.

12. U.F.A. /A.O.B.

1. Humanism - book has gone to all schools. Sharon Perry-Phillips reported that it is very useful and that the Humanist Association has been very helpful with the content of the GCSE. It is in pupil speak and helpful for the GCSE. She informed WASACRE that for delivering Hinduism at GCSE and for Life and Death Thornhill Crematorium in Cardiff are providing Cultural Tours.
2. The AREIAC Annual Conference is taking place in York on 3rd - 4th July. Day 1 focuses on assessment and progression and Day 2 on curriculum development and working with faith communities. The conference is open to bookings from AREIAC members and non- members. For more information please contact the conference organizer Gill Vaisey.

13. Dyddiad y cyfarfodnesaf / Date for next meeting: 7 Gorffennaf 2017, Wrecsam / 7 July 2017, Wrexham.

Dyddiadau cyfarfodydd yn y dyfodol / Future meeting dates: Autumn 2017, Bridgend; Spring 2018, Swansea.