

# Supporting Material for the Merthyr Tydfil Agreed Syllabus

This document will remain a live document and be updated regularly as Curriculum for Wales is rolled out and developed.

Members of the Merthyr Tydfil SACRE will take responsibility for updating, with the support of the Head of Achievement and Wellbeing at Merthyr Tydfil Local Authority.



Cyngor Bwrdeistref Sirol  
**MERTHYR TUDFUL**  
**MERTHYR TYDFIL**  
County Borough Council

## Contents Table

<b>Page</b>	<b>Content</b>
3-6	Links to appropriate resources
7-8	Professional Learning and Support
9	Religion, Values and Ethics represented locally in Merthyr Tydfil
10	Religion, Values and Ethics links within Wales
11-12	Enriching Learner Experience in Religion, Values and Ethics
12-13	Spirituality
14-15	The Right to Withdraw in the Curriculum for Wales
16	Teaching Sensitive and Controversial Issues
17-20	The Merthyr Tydfil Agreed Syllabus Conferences (ASC) and Standing Advisory Council on RVE (SAC)

## Section 1:

### Resources

At the heart of the Curriculum for Wales is the ethos of co-construction and subsidiarity.

#### **Baha'i**

<https://www.reonline.org.uk/knowledge/bahai/>

[https://www.reonline.org.uk/teaching-resources/?filters=%7B%22bahai%22%3A%7B%22term\\_id%22%3A%228%22%2C%22taxonomy%22%3A%22religion%22%7D%7D](https://www.reonline.org.uk/teaching-resources/?filters=%7B%22bahai%22%3A%7B%22term_id%22%3A%228%22%2C%22taxonomy%22%3A%22religion%22%7D%7D)

#### **Buddhism**

<https://www.reonline.org.uk/knowledge/buddhist-worldview-traditions/>

[https://www.reonline.org.uk/teaching-resources/?filters=%7B%22buddhist%22%3A%7B%22term\\_id%22%3A%229%22%2C%22taxonomy%22%3A%22religion%22%7D%7D](https://www.reonline.org.uk/teaching-resources/?filters=%7B%22buddhist%22%3A%7B%22term_id%22%3A%229%22%2C%22taxonomy%22%3A%22religion%22%7D%7D)

#### **Christianity**

<https://www.reonline.org.uk/knowledge/christian-worldview-traditions/>

[https://www.reonline.org.uk/teaching-resources/?filters=%7B%22christian%22%3A%7B%22term\\_id%22%3A%2210%22%2C%22taxonomy%22%3A%22religion%22%7D%7D](https://www.reonline.org.uk/teaching-resources/?filters=%7B%22christian%22%3A%7B%22term_id%22%3A%2210%22%2C%22taxonomy%22%3A%22religion%22%7D%7D)

#### **Curriculum**

<https://www.reonline.org.uk/leadership/curriculum/>

#### **Ethics**

[https://www.reonline.org.uk/teaching-resources/?filters=%7B%22ethics%22%3A%7B%22term\\_id%22%3A%22128%22%2C%22taxonomy%22%3A%22religion%22%7D%7D](https://www.reonline.org.uk/teaching-resources/?filters=%7B%22ethics%22%3A%7B%22term_id%22%3A%22128%22%2C%22taxonomy%22%3A%22religion%22%7D%7D)

#### **Hinduism**

<https://www.reonline.org.uk/knowledge/hindu-worldview-traditions/>

[https://www.reonline.org.uk/teaching-resources/?filters=%7B%22hindu%22%3A%7B%22term\\_id%22%3A%2213%22%2C%22taxonomy%22%3A%22religion%22%7D%7D](https://www.reonline.org.uk/teaching-resources/?filters=%7B%22hindu%22%3A%7B%22term_id%22%3A%2213%22%2C%22taxonomy%22%3A%22religion%22%7D%7D)

## **Islam**

[https://www.reonline.org.uk/knowledge/muslim-worldview-traditions/?page\\_id=371](https://www.reonline.org.uk/knowledge/muslim-worldview-traditions/?page_id=371)

[https://www.reonline.org.uk/teaching-resources/?filters=%7B%22muslim%22%3A%7B%22term\\_id%22%3A%2215%22%2C%22taxonomy%22%3A%22religion%22%7D%7D](https://www.reonline.org.uk/teaching-resources/?filters=%7B%22muslim%22%3A%7B%22term_id%22%3A%2215%22%2C%22taxonomy%22%3A%22religion%22%7D%7D)

## **Jain**

[https://www.reonline.org.uk/knowledge/jain/?page\\_id=372](https://www.reonline.org.uk/knowledge/jain/?page_id=372)

## **Jehovah's Witnesses**

<https://www.reonline.org.uk/knowledge/jehovahs-witnesses/>

## **Judaism**

<https://www.reonline.org.uk/knowledge/jewish-worldview-traditions/>

[https://www.reonline.org.uk/teaching-resources/?filters=%7B%22jewish%22%3A%7B%22term\\_id%22%3A%2217%22%2C%22taxonomy%22%3A%22religion%22%7D%7D](https://www.reonline.org.uk/teaching-resources/?filters=%7B%22jewish%22%3A%7B%22term_id%22%3A%2217%22%2C%22taxonomy%22%3A%22religion%22%7D%7D)

## **Non-religious philosophical convictions:**

Humanism:

<https://understandinghumanism.org.uk/>

<https://www.reonline.org.uk/knowledge/humanist-worldview-traditions/>

[https://www.reonline.org.uk/teaching-resources/?filters=%7B%22humanist%22%3A%7B%22term\\_id%22%3A%2214%22%2C%22taxonomy%22%3A%22religion%22%7D%7D](https://www.reonline.org.uk/teaching-resources/?filters=%7B%22humanist%22%3A%7B%22term_id%22%3A%2214%22%2C%22taxonomy%22%3A%22religion%22%7D%7D)

Atheist:

[https://www.reonline.org.uk/teaching-resources/?filters=%7B%22atheist%22%3A%7B%22term\\_id%22%3A%2214%22%2C%22taxonomy%22%3A%22religion%22%7D%7D](https://www.reonline.org.uk/teaching-resources/?filters=%7B%22atheist%22%3A%7B%22term_id%22%3A%2214%22%2C%22taxonomy%22%3A%22religion%22%7D%7D)

RVE: Understanding non-religious philosophical convictions and worldviews

A professional learning resource for primary and secondary RVE teachers. This resource will support practitioners understanding of non-religious philosophical convictions and worldviews. <https://www.cscjes-cronfa.co.uk/repository/resource/18a1aa9c-bffa-420f-868c-4aa23d8e38b5/en>

## **Pagan**

[https://www.reonline.org.uk/knowledge/pagan/?page\\_id=376](https://www.reonline.org.uk/knowledge/pagan/?page_id=376)

[https://www.reonline.org.uk/teaching-resources/?filters=%7B%22pagan%22%3A%7B%22term\\_id%22%3A%2219%22%2C%22taxonomy%22%3A%22religion%22%7D%7D](https://www.reonline.org.uk/teaching-resources/?filters=%7B%22pagan%22%3A%7B%22term_id%22%3A%2219%22%2C%22taxonomy%22%3A%22religion%22%7D%7D)

## **Philosophy**

[https://www.reonline.org.uk/teaching-resources/?filters=%7B%22philosophy%22%3A%7B%22term\\_id%22%3A%22113%22%2C%22taxonomy%22%3A%22religion%22%7D%7D](https://www.reonline.org.uk/teaching-resources/?filters=%7B%22philosophy%22%3A%7B%22term_id%22%3A%22113%22%2C%22taxonomy%22%3A%22religion%22%7D%7D)

## **Rastafari**

<https://www.reonline.org.uk/knowledge/rastafari/>

## **Research**

<https://www.reonline.org.uk/research/>

## **Sikhism**

<https://www.reonline.org.uk/knowledge/sikhism/>

[https://www.reonline.org.uk/teaching-resources/?filters=%7B%22sikhi%22%3A%7B%22term\\_id%22%3A%2224%22%2C%22taxonomy%22%3A%22religion%22%7D%7D](https://www.reonline.org.uk/teaching-resources/?filters=%7B%22sikhi%22%3A%7B%22term_id%22%3A%2224%22%2C%22taxonomy%22%3A%22religion%22%7D%7D)

## **Soka Gakkai**

<https://www.reonline.org.uk/knowledge/soka-gakkai/>

## **The Church of Jesus Christ of Latter-day Saints**

<https://www.reonline.org.uk/knowledge/the-church-of-jesus-christ-of-latter-day-saints/>

<https://www.reonline.org.uk/teaching-resources/?filters=%7B%22the-church-of-jesus-christ-of-latter-day->

[saints%22%3A%7B%22term\\_id%22%3A%2266%22%2C%22taxonomy%22%3A%22religion%22%7D%7D](#)

## **Worldviews**

[https://www.reonline.org.uk/knowledge/contextualising-the-diversity-of-worldviews/](#)

[https://www.reonline.org.uk/resources/telling-my-worldview-story/](#)

## **Zoroastrian**

[https://www.reonline.org.uk/knowledge/zoroastrian/?page\\_id=365](#)

## **Section 2:**

### **Professional Learning Opportunities and Support**

Hwb

<https://hwb.gov.wales/curriculum-for-wales>

WASACRE

<https://wasacre.org.uk/>

The Merthyr Tydfil SAC for RVE

[Learning in Merthyr Tydfil | Merthyr Tydfil County Borough Council](#)

Central South Consortium

<https://www.cscjes-cronfa.co.uk/>

NATRE

<https://www.natre.org.uk/>

REToday

<https://www.retoday.org.uk/>

St. Giles Centre Wrexham

<https://stgilescentre.org/>

University of South Wales

<https://www.southwales.ac.uk/about/schools-and-colleges/>

University of Wales Trinity Saint David

[https://www.uwtsd.ac.uk/?utm\\_source=whatuni&utm\\_medium=referral&utm\\_content=webclick](https://www.uwtsd.ac.uk/?utm_source=whatuni&utm_medium=referral&utm_content=webclick)

### Bangor University

[https://www.bangor.ac.uk/courses?term=religion&level\\_of\\_study=All&academic\\_school=All&field\\_course\\_year\\_start\\_value=All&field\\_pgr\\_start\\_yr\\_multi\\_value=All&field\\_pgt\\_start\\_yr\\_multi\\_value=All&field\\_course\\_start\\_date\\_type\\_value=All&ug\\_subject\\_area=All&ug\\_subject\\_combination=All&ug\\_course\\_type=All&pgt\\_subject\\_area=All&pgt\\_course\\_type=All&pgt\\_course\\_mode=All&pgt\\_start\\_date=All&pgr\\_subject\\_area=All&pgr\\_course\\_type=All](https://www.bangor.ac.uk/courses?term=religion&level_of_study=All&academic_school=All&field_course_year_start_value=All&field_pgr_start_yr_multi_value=All&field_pgt_start_yr_multi_value=All&field_course_start_date_type_value=All&ug_subject_area=All&ug_subject_combination=All&ug_course_type=All&pgt_subject_area=All&pgt_course_type=All&pgt_course_mode=All&pgt_start_date=All&pgr_subject_area=All&pgr_course_type=All)

### Cardiff University

<https://www.whatuni.com/degree-courses/csearch?subject=theology-religion&university=cardiff-university&location=wales>

## **Section 3:**

### **Religion, Values and Ethics represented locally in Merthyr Tydfil**

#### **Groups:**

Jehova's Witnesses, Newcastle Street

The Gideons International, Beacon Heights

Twyn Action Group, The Hall, Glasier Road

Positive Connections, Brynhyfryd Villas, TroedyRhiw

#### **Places:**

Merthyr Tydfil Spiritualist Church, Newcastle Street

Elim Church- Court Street, Merthyr Tydfil

The Willows Centre, TroedyRhiw

Treharris Boys and Girls Club, Forest Road, Treharris

Pen Y Dre Community Education, Gurnos, Merthyr Tydfil

#### **Links:**

The Jewish History Association of South Wales is full of fascinating information and has great resources to support RVE, with lots of potential across and beyond the Humanities AoLE:

<https://www.jhasw.com/>

## **Section 4:**

### **Religion, Values and Ethics links within Wales**

#### **Groups:**

The Church in Wales Education website, including their Guidance for RVE:  
<https://www.churchinwales.org.uk/en/about-us/education/>

The Catholic Education Service – Wales:  
<https://www.catholiceducation.org.uk/wales>

#### **Places:**

Cardiff Buddhist Centre – <https://www.cardiffcuddhistcentre.com>

## Section 5:

### Enriching Learner Experience in Religion, Values and Ethics

Whichever approach is taken to curriculum development, schools and settings within the Merthyr Tydfil local authority area are encouraged to ensure rich learning in RVE across a broad range of experiences. Learning experiences are a central aspect of the philosophy of the [Curriculum for Wales framework](#). When designing their curriculum, Merthyr Tydfil schools and settings should ensure that a developmentally appropriate range of experiences relevant to RVE is provided for learners. These experiences can include opportunities to:

- engage with religious and non-religious local communities in ways that learners will find meaningful and valuable
- engage in role play and participate in, or observe, activities such as celebrations or re-enactments
- consider what influences people in their response to ethical dilemmas, solve real and present problems, and explore past events
- experience and reflect on the mystery, awe and wonder of the natural world, historical locations and religious and cultural sites
- observe and participate in cultural activities that help learners to understand human experiences
- handle and explore religious artefacts and objects, including sacred and other texts
- visit local places of worship and other special places, landscapes and environments, including those with a significant religious and spiritual dimension
- meet people for whom faith and belief is important to help learners explore lived experiences
- ask big questions relating to higher powers or ultimate reality, the world, the meaning and purpose of life and of their own experiences
- engage with religious and non-religious sources, for example religious leaders, people of faith and belief, philosophers, places of worship, artefacts, sacred texts and philosophical writings
- learn to respond to the beliefs and convictions of others whilst exploring and analysing their own views and values

Enriching learner experience in RVE is, in part, about schools and settings exploring their place within the local and wider community as an important step in designing their curriculum. This can be supported by schools and settings researching the faith and belief groups including those who hold non-religious philosophical convictions, that are represented locally within the Merthyr Tydfil locality and across Wales, as well as sacred places and spaces, past and present.

## **Section 6:**

### **Spirituality**

There is an importance in the role and delivery of Religion, Values and Ethics in helping to encourage learners' spiritual development.

“Spirituality is the aspect of humanity that refers to the way individuals seek and express meaning and purpose and the way they experience their connectedness to the moment, to self, to others, to nature and to the significant or sacred” (Puchalski et al., 2009, p. 887).

It is acknowledged that 'spirituality' can be religious or non-religious and is a responsibility across the whole curriculum, for the whole learning community in each school and setting, whilst acknowledging the specific significance that exploration of 'spirituality' has within Religion, Values and Ethics and the Humanities Area of Learning and Experience.

In the context of RVE, spiritual development is concerned with our natural ability to look for, express and understand what is important in life, and to question who we are and why we are here. Spiritual development may or may not involve religion. Through experiencing and reflecting on our relationships, spiritual development may be apparent in the following: awareness of self in relation to others; connections to the wider and the natural world (and, for some people, to a higher power or ultimate reality); creativity and going beyond the everyday; exploration of ultimate questions and contemplation of meaning and purpose.

#### Awareness of self in relation to others

Learners can:

- develop a sense of their uniqueness and value
- reflect upon their own beliefs, values and actions, and express and justify their own feelings and opinions
- develop aspirations and learn to live with disappointment
- show empathy and consideration for others
- develop compassion and help others
- develop a voice and listen with respect to the voices of others
- form good relationships
- talk about themselves in relation to others, the world and/or a higher power or ultimate reality
- gain awareness of and respect for the beliefs, teachings and practices of others, as well as an ability to articulate their own
- explore how religious and non-religious beliefs and practices impact on the lives of individuals, the local community and wider society

#### Connections to the wider and the natural world

Learners can:

- develop an appreciation of belonging in their locality, Wales and the wider world

- experience the natural world, value the environment and work towards sustainable futures for all
- experience the richness of the stimuli around them through use of the senses
- experience being present in the moment
- develop awareness of the world around them and their place within it
- make sense of their experience of the natural world and of human relationships

#### Creativity and going beyond the everyday

Learners can:

- develop creativity and use their imagination
- experience awe and wonder or be amazed by things
- foster curiosity and develop insight

#### Exploration of ultimate questions and contemplation of meaning and purpose

Learners can:

- ask, consider and reflect on ultimate questions (the 'big' questions about life)
- discover meaning and purpose in their own lives
- experience that which is beyond the ordinary

Spiritual development can also occur as learners engage with their Cynefin and occur in everyday life within their local, national and global communities.

The Guidance on Religion, Values and Ethics talks about spirituality and spiritual development.

## Section 7:

### The Right to Withdraw in the Curriculum for Wales

“There is no parental right to request that a child is withdrawn from RVE in the Curriculum for Wales.” <https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance>

The right of parents/guardians to withdraw their children from Religious Education was first introduced in the 1870 Education Act. It was repeated in the 1944 Education Act and re-enacted in the 1988 Act and has not been affected by any subsequent Act. Except now in Wales. Under the changes, Wales will become the first part of the UK to remove the opt-out for religious education.

As the new Curriculum for Wales is incrementally introduced RVE will be a statutory requirement in the Curriculum for all learners from age 3 to 16.

With the introduction of the Curriculum for Wales, the Welsh Government has taken the opportunity to rescind this right of parents/guardians so that children may not be withdrawn from Religious Education, or Religion, Value and Ethics lessons as they are now termed. However, this right is not being withdrawn at the same time for all age groups. The date of the removal of this right will depend on which year group the child is in. All primary aged children will have this right removed from 1 September 2022, the date on which the Curriculum for Wales is being introduced in primary schools. For pupils in Yr. 7 the date of the withdrawal of this right will depend on whether the secondary school the pupil attends introduces the new curriculum in September 2022 or September 2023. Should the school introduce the new curriculum on 1 September 2022 then that is the date on which the right of withdrawal is removed from pupils in Yr. 7. However, should a secondary school choose to delay the implementation of the new curriculum until September 2023 then that is the date on which pupils in Yr. 7 will lose their right of withdrawal. In any event, pupils in Yrs. 8-11 will lose their right in succeeding years. The timetable for the removal of the right of withdrawal from RVE lessons is therefore as follows:

Primary aged pupils – September 2022

Yr. 7 pupils – September 2022 OR September 2023, depending on the introduction of the Curriculum for Wales into their school

Yr. 8 pupils – September 2023

Yr. 9 pupils – September 2024

Yr. 10 pupils – September 2025

Yr. 11 pupils – September 2026

This timetable means that it a distinct possibility that some children will have the right of withdrawal removed whilst other children of the same family will retain that right, possibly for the next several years.

Ministers have argued making the subjects mandatory ensures all children have access to important information and that it is consistent with the status of other subjects. The Welsh Government has insisted the curriculum would not breach the human rights of the child or the parents/guardian. In response to concerns that have been raised, the Welsh Government said the proposed legislative framework and guidance would be compatible with the rights protected by the Human Rights Act 1998.

RVE will be delivered in an 'objective critical and pluralistic' way there is no right to withdraw as with every other subject in the curriculum.

## **Section 8:**

### **Teaching Sensitive and Controversial Issues**

#### **Teaching controversial issues: A guide for teachers**

This guide explores the value of taking a global citizenship approach to teaching about controversial issues to all age groups. It includes guidance, classroom strategies and practical teaching activities.

<https://hwb.gov.wales/repository/resource/dda70ba6-e800-4a61-a066-5ab2608c12cf>

## Section 9:

### **The Merthyr Tydfil Agreed Syllabus Conferences (ASC) and Standing Advisory Council on RVE (SAC)**

#### **The Merthyr Tydfil Local Authority**

The administration of constituting the Agreed Syllabus Conferences sits with the Merthyr Tydfil Local Authority.

The Merthyr Tydfil Local Authority is required to establish and support an Agreed Syllabus Conference:

- prepares a syllabus of RVE to be adopted by the Merthyr Tydfil local education authority which may make different provision in respect of different descriptions of:
  - (a) schools maintained by the local authority
  - (b) learners
- ensure that the syllabus must reflect the fact that:
  - (a) the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales
  - (b) a range of non-religious philosophical convictions are held in Wales
- have regard to any guidance given by the Welsh Ministers
- ensure that the sub-committee appointed by the conference included at least one member of each of the committees constituting the conference
- give one vote only for each of the committees constituting the conference, upon any question that was decided by the conference or by any subcommittee thereof
- seek unanimous agreement upon a syllabus of RVE to be recommended for adoption by the Merthyr Tydfil local education authority

The Merthyr Tydfil Syllabus Conference (ASC) meet in public and is chaired by an appointee of the local authority.

When the Merthyr Tydfil Local Authority is of the opinion (whether upon representations made to it or otherwise) that the agreed syllabus for RVE ought to be reconsidered, they are responsible for convening an Agreed Syllabus Conference for that purpose. Reconsideration of any agreed syllabus for RVE should take place no later than five years after the appointed day on which the local authority adopted the agreed syllabus for RVE.

It is important to the Merthyr Tydfil SAC and they are very keen to support practitioners of RVE through the diverse SAC membership. The Merthyr Tydfil SAC is committed to helping and supporting schools in the Merthyr Tydfil to fulfil their legal requirement to follow the Curriculum for Wales Framework, RVE Legislation and the RVE Guidance, along with having 'regard to' the locally agreed syllabus.

### **Role and responsibilities of an Agreed Syllabus Conference for RVE in Rhondda Cynon Taf Local Authority**

The role of an agreed syllabus conference (ASC) is to prepare an agreed syllabus for RVE in a local authority. By virtue of the Education Act 1944, a local authority must convene an occasional body known as an "agreed syllabus conference" to produce and recommend an agreed syllabus for RVE that fully meets the requirements of the Wales Curriculum Act 2021 having regard to the "four purposes" outlined in the Curriculum for Wales.

Whilst the constitution of an ASC may have a common membership with the local SAC, it is a separate legal entity and must be separately convened. Whilst it must that the same constituent committees as a SAC and the same representatives of each committee may be part of an ASC it is a separate entity and the two roles of an ASC and a SAC should not be confused. However, whilst a SAC may have co-opted members who are not members of any of the three committees, there is no provision for an ASC to include co-opted members. Whilst the task of producing a syllabus cannot be delegated, except to a subcommittee of an ASC (which must include at least one member of each of the committees constituting the conference) an ASC is not prevented from receiving advice from outside groups or individuals. However, it is only an agreed syllabus conference that may recommend an agreed syllabus to the local authority and that recommendation must be unanimously agreed by the committees constituting the conference.

An Agreed Syllabus Conference must meet at least every five years to review the agreed syllabus and make whatever amendments may be necessary. However, if Committees A and B of a SAC can ask the local authority to reconsider its local syllabus the local authority must convene its Agreed Syllabus Conference. Similarly, the local authority can convene an agreed syllabus conference with the request that it considers and makes any necessary amendments to the current syllabus before the expiration of the statutory five-year review.

The Merthyr Tydfil Local Authority appointed persons who represent holders of non-religious philosophical beliefs as well as those who represent holders of religious beliefs to the Agreed Syllabus Conference for the writing of this agreed syllabus.

### **The Role of SACs (SACREs) in supporting RVE in the new curriculum**

The only legislative changes brought about by The Act in respect of SACs are a) to make it explicit that any agreed syllabus for RVE must reflect both the religious

beliefs and also non-religious beliefs which are philosophical convictions within the meaning of A2P1, and b) to make provision for the appointment of persons who represent holders of non-religious philosophical convictions in the same way as they permit the appointment of persons who represent holders of religious beliefs on to Committee A.

Apart from those two legislative changes the role and responsibility of a SAC remain as they were when the body was known as a SACRE. There is a requirement by the Education Reform Act 1988 for every local authority to establish a Standing Advisory Council for Religious Education (SACRE) to advise the local authority on matters concerned with the provision of RE and collective worship. As a result of the Act this body has been renamed “Standing Advisory Conference” (SAC). A SAC is constituted by three separate committees, known as A, B and C. Committee A is made up of representatives of Christian denominations and other religions that are evident in the local authority area, and representatives of non-religious beliefs that are philosophical convictions (see preceding paragraph). Committee B is made up of representatives of the various teaching unions having regard to the circumstances of the area, and Committee C is made up of Elected Members of the local Council representing the local Education Authority. However, its function remains the same as it was when known as a SACRE, i.e. to advise the local authority of matter pertaining to RVE and collective worship. The main purpose of the Merthyr Tydfil ‘SACRE’, and now therefore of a ‘SAC’, is to advise the local authority on such matters connected with religious worship in county schools and the RVE education to be given in accordance with an agreed syllabus as the authority may refer to the SAC, or as the council may see fit (ERA 1988 S11(1)(a)). Other powers given to SACs by virtue of the ERA 1988 means it can require the local authority to review its current agreed syllabus. Further, it must consider applications made by a Headteacher that the requirements of collective worship in schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship, provision for all or some of the pupils in a particular school.

The broad role of the Merthyr Tydfil SAC is to support the effective provision of RVE in schools. The Merthyr Tydfil Local Authority will work with its SAC to review the existing provision for RVE and to consider with its SAC whether any changes need to be made to the existing syllabus or in the support offered to schools. It is for the Merthyr Tydfil Local Authority to decide what matters it wishes to refer to its SAC but the Education Reform Act 1988 (and this has not been changed by the Wales Curriculum Act 2021) that should include, methods of teaching, the choice of teaching material and the provision of teacher training. However, a SAC is not confined to advising only on matters referred to it by the Merthyr Tydfil Local Authority; it may offer advice on any matters related to its functions as it sees fit. Whilst the advice offered by a SAC carries no statutory force, the Merthyr Tydfil Local Authority and its schools should always give careful consideration to any advice offered by the Merthyr Tydfil SAC.

The Merthyr Tydfil Local Authority will keep their SAC fully informed on all matters relating to RVE in their schools so the SAC will continue to fulfil its monitoring role concerning the standard of education in RVE on the schools in the local authority.

If you are interested in joining Merthyr Tydfil local SAC, please contact the Merthyr Tydfil SAC Clerk for more details:

[Michelle.edmunds@merthyr.gov.uk](mailto:Michelle.edmunds@merthyr.gov.uk)