Holiadur ar gyfer aelodau CYSAG Ynys Môn wrth iddynt fynychu sesiwn addoli ar y cyd.

1. Mynychais sesiwn addoli ar y cyd mewn: ysgol arbennig

ysgol gynradd

ysgol uwchradd

1. Mynychais sesiwn addoli ar y cyd: torfol/ysgol gyfan

dosbarth

cyfnod allweddol

1. Yn cyfrannu i’r sesiwn addoli ar y cyd oedd: y pennaeth

 disgyblion

athro/athrawon

arweinydd crefyddol lleol

 rhiant/rhieni

 llywodraethwr

1. Roedd y sesiwn addoli ar y cyd wedi para: llai na 5 munud

rhwng 5-10 munud

rhwng 10-15 munud

dros 15 munud.

1. Thema’r sesiwn addoli ar y cyd oedd: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Clywais:

stori Feiblaidd

stori o draddodiad crefyddol arall

stori foesol/cyfoes/hanesyddol addas

 disgyblion yn gweddïo (yn unigol/neu ar y cyd)

emyn/carol Cristnogol

cân

cyflwyniad gan oedolyn

cyflwyniad gan y disgyblion

disgyblion yn myfyrio’n dawel mewn ymateb i ysgogiad

1. Tanlinellwch y tri datganiad gorau sy’n disgrifio’r sesiwn addoli ar y cyd.

Heddiw, roedd y sesiwn addoli ar y cyd yn:

* datblygu gallu dysgwyr i fyfyrio ar eu teimladau, eu gwerthoedd a'u hagweddau eu hunain;
* datblygu ymwybyddiaeth dysgwyr o fywyd mewnol a dimensiwn ysbrydol pob unigolyn;
* trafod a hybu ymatebion i gwestiynau sylfaenol ynglŷn ag ystyr bywyd, newid a marwolaeth;
* datblygu credoau a gwerthoedd, yn bersonol ac yn gymunedol fel ei gilydd;
* hybu dealltwriaeth o gredoau a gwerthoedd pobl eraill naill ai yn lleol neu yn fyd-eang;
* cynyddu hunan-barch ac ymdeimlad o bwrpas mewn bywyd;
* meithrin y gallu dynol i wneud dewisiadau moesol er da neu er drwg;
* hybu gwerthoedd, ystyr a phwrpas a rennir;
* darparu cyfleoedd i fyfyrio ar y digwyddiadau a'r profiadau ‘hapus’ a ‘thrist’ sy'n effeithio ar gymuned yr ysgol a’r gymuned leol, ac i’w rhannu;
* ategu dealltwriaeth ar y cyd o sut y gall dysgwyr unigol ac ysgol gyfrannu'n gadarnhaol at y gymuned ehangach
* datblygu dealltwriaeth o amrywiaeth ac anghydraddoldeb byd-eang.

A questionnaire for Anglesey SACRE members as they visit a school collective worship session.

1. I attended a collective worship session in a : special school

primary school

secondary school

1. I observed a collective worship session attended by: the whole school

a class

a key stage/section of the school

1. Contributing to the collective worship were the : headteacher

 pupils

teachers

a local religious leader

 parents

 governors

1. The collective worship session lasted: less than 5 minutes

between 5-10 minutes

between 10-15 minutes

over 15 minutes.

1. The theme of the collective worship ssession was: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. I heard a:

Bible story

story from another relgious text/tradition

suitable moral/contemporary/historical story

pupils praying (individually/together)

Christian hymn/carol

song

adult’s presentation

pupils’ presentation

pupils reflecting quietly in response to a

stimulus.

1. Underline the three statements that best describe the collective worship session.

Today, the collective worship session helped to:

* develop learners’ ability to reflect on their own feelings, values and attitudes;
* develop learners’ awareness of the inner life and the spiritual dimension of each person;
* explore and encourage responses to fundamental questions about the meaning of life, change and death;
* develop beliefs and values, both personal and communal;
* encourage an understanding of the beliefs and values of others, either locally or globally;
* increase self esteem and purpose in life;
* nurture the human ability to make moral choices for good or evil,
* encourage shared values, meaning and purpose;
* contribute to the experience of belonging to a community;
* provide opportunities to reflect on and to share in the ‘happy’ and ‘sad’ events and experiences which effect the school community and the local community;
* support shared understanding of how individual learners and a school may contribute positively to the wider community;
* develop an understanding of global diversity and inequality;