



# **Bridgend County Borough Council**

## **SACRE/SAC**

**Guidance for practitioners inviting guest speakers/outside providers into schools, and for planning external school visits for their religion, values and ethics (RVE) curriculum**

(This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg)

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If you have any questions, please contact the SACRE/SAC Clerk, email: [edsu@bridgend.gov.uk](mailto:edsu@bridgend.gov.uk)

The introduction and implementation of the new Curriculum for Wales has brought with it a number of challenges, not least the finding of resources to support the teaching of RVE as well as other subjects. The new structure of the curriculum has needed a bank of resources to support it and to ensure that the four purposes envisaged by Donaldson are met. One of the best resources for any subject is, of course, a human resource wherever that is possible.

Finding relevant, up-to-date human resources is not always easy and a great deal of time can be spent in searching for them. There is also of course the need to be aware of the imperative of safeguarding when inviting visitors into the school environment. The sharing of the sort of information that this document contains will save a great deal of work by very many teachers trying to make their lessons relevant and interesting as well as those responsible for the organisation and planning of the daily act of collective worship (DACW). I am sure therefore that teachers and others involved in the delivery of lessons, DACW and the invitation to outside speakers will be very grateful for the attached guidance.

It's not always easy to find suitable speakers to come into our schools who will address our learners on matters of RVE or participate in the daily act of collective worship whilst being mindful of the need to be Objective, Critical and Pluralistic. Very often in the past many speakers have wanted to use the opportunity of visiting our school to address our learners from one particular standpoint, and whilst that may not always be a bad thing care must be taken to ensure that our learners have the opportunity of hearing about a different standpoint. Hopefully, the information contained in this guidance document will enable those responsible for inviting external speakers into schools to ensure our learners have that balance which is so critically important if they are to be allowed to form their own opinions about any matters taught under theegis of RVE.

I am sure that we are all very grateful to the Consortium's Associate Advisor for RVE and SACRE/SAC, Donna Graves, for the enormous amount of work that has been put into this document which not only provides essential guidance but also an extremely useful bank of resources regarding contacts with speakers and place of worship which we may want our learner to visit. Bridgend SACRE/SAC extends its grateful thanks also to her for the considerable work that has gone into this document. I hope you will find it useful and use it to the advantage of our learners.

This guidance will be regularly updated. Any resource you come across and feel would be of value if included in the next edition would be very much appreciated. Please send any such information to the SACRE/SAC Clerk: [edsu@bridgend.gov.uk](mailto:edsu@bridgend.gov.uk)

Thank you.

Revd. Canon Edward Evans

Chair of Bridgend SACRE/SAC

## Section One: Introduction

In the Curriculum for Wales [RVE Guidance](#) on Hwb there is information about the benefits of providing rich learning experiences for religion, values and ethics (RVE). This guidance suggests:

- Engaging with religious and non-religious local communities.
- Experiencing and reflecting on the mystery, awe and wonder of the natural world, historical locations and religious and cultural sites.
- Observing and participating in cultural activities that help learners to understand human experiences.
- Visiting local places of worship and other special places, landscapes and environments, including those with a significant religious and spiritual dimension.
- Meeting people for whom faith and belief is important to help learners explore lived experiences.
- Engaging with religious and non-religious sources, for example religious leaders, people of faith and belief, philosophers or places of worship.

## Section Two: 'Objective, Critical and Pluralistic' Religion, Values and Ethics (RVE)

It is important to be aware that the legal requirements regarding religion, values and ethics (RVE) are significantly different from the daily act of collective worship (DACW). It is important that all school staff, visitors, and places that you visit, and people or groups that you engage with are fully informed of the legal requirement for RVE to be objective, critical and pluralistic. This must be taken into consideration when planning all RVE learning experiences as well as when you are planning your curriculum provision and teaching and learning in RVE. In RVE, learners are 'learning about' and not 'participating in' faith and belief activities. Legally, RVE should provide learners with the opportunities to learn about beliefs/practices/views/values/ethical opinions/philosophical convictions and worldviews of others, to reflect upon their own.

RVE must also meet the legislative requirement to include the religious traditions in Wales, which are in the main Christian, but which also takes account of the teaching and religious practices of other principal religions in Wales, as well as non-religious philosophical convictions. This means that when planning learning experiences, such as visits and visitors, you must include a range of different religions, different branches/denominations within religions, a diverse range of religions, beliefs and a wide of non-religious philosophical convictions.

## Section Three: RVE Curriculum and External Providers

Schools and settings must be fully informed of the legal requirement to be 'objective, critical and pluralistic' in their curriculum, teaching and assessment of RVE.

RVE must also meet the legislative requirement to include the religious traditions in Wales, which are in the main Christian, but which also takes account of the teaching and religious practices of other principal religions in Wales, as well as non-religious convictions. This means that when designing your RVE curriculum, teaching and assessment along with learning experiences, such as visits and visitors, you must include a range of different religions, different branches/denominations within religions, a diverse range of religions and a wide of non-religious philosophical convictions. School leaders are legally responsible for ensuring that any external RVE curriculum providers operate within these legal requirements for RVE. It is important that there is always a school staff member/practitioner present with the visitor/speaker/external RVE curriculum provider, who is aware of these legal requirements for RVE to be 'objective, critical and pluralistic' and can ensure that the learning experience is appropriate.

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Where a school uses external providers and delegates the RVE curriculum to an external agency, practitioner, charity, religious organisation, non-religious organisation, consultant or group, then the RVE must be 'objective, critical and pluralistic'. RVE legally must not have only one religious tradition represented or one aspect/denomination of religious tradition as the entirety of its RVE curriculum. Pluralism is a legal requirement, and diversity is a cross-cutting theme. This should be considered not only in your planning for learning experiences, but in your whole RVE curriculum, teaching and assessment. Use [Hwb](#) for information.

#### **Section Four: Visitors to School for RVE**

Visitors to the school allows learners the opportunity to hear the lived experience of religious and non-religious faith and belief within the community. They provide valuable opportunities to learn about a range of faiths and religious/non-religious beliefs. As such visitors provide valuable and important learning experiences and are to be encouraged. It is important that all visitors, guest speakers, or external groups who are invited into school, are enriching the curriculum offer and learning experiences. Ensure that a wide variety of visitors from different faiths, religions, beliefs, organisations, charities are invited to reflect the pluralism and diversity that exist within belief and faith.

It is important that those who you invite into school can share their lived experience and the meaning of their belief, faith, values, ethical opinions, or philosophical convictions, for them. Their talk could include sharing their lived experiences, discussing how they practice their faith, what their faith means to them and how their faith influences their lives. It is important that practitioners put the information from this learning experience into context for the learners, prior, during and after the visit.

These visitors may express how their faith/belief is right, and meaningful for them, whilst also acknowledging and respecting that others may see things differently and hold a contrasting view even if they do not subscribe to it, respecting there can be a diversity of viewpoints.

Other visitors may be representatives of an organisation or charity and are there to talk about the work of the charity/organisation and how that organisation's/charities' work is inspired and shaped by their religion/faith/beliefs.

Therefore, please ensure that the visitor/organisation is aware that the school visiting speaker is not there to indoctrinate learners during RVE, but to present their lived beliefs, practices, values and experiences through their own lens. Practitioners will be required to provide the context(s) and to develop the learner's skills to critically and objectively engage with the information presented and shared.

Possible visitors for RVE visits include religious believers, faith leaders, faith organisations, charities, humanists, atheists, agnostics and others. Some links to possible organisations can be found at the end of this guidance.

#### **Section Five: Preparation for Visitors to School**

Like visits, arranging for visitors to contribute to RVE or collective worship needs careful planning. The criteria and content for visitors' contributions will be different for collective worship than that of RVE. It is important that the school and the visitor understand this distinction as learners can be withdrawn from the daily act of collective worship (DACW) and not from RVE lessons. As a result, RVE lessons must legally be objective, critical and pluralistic. This must be taken into consideration when selecting a visitor/external provider.

## **Selecting a Visitor**

Visitors could include:

- Leaders of faith/ non-religious communities.
- Members of faith/ non-religious communities.
- Members with non-religious views and values e.g., Humanists UK.
- Members of local organizations.
- Aid agencies or charities.
- People who have recently visited a country which has religious or moral significance.
- International visitors.

## **Planning the Visit**

Ensure the visitor is briefed on the following:

- The purpose of the visit.
- The age/stage of learning and ability of the learners.
- The time allocated for the visit and what you hope will be achieved in the given time.
- Travelling instructions and plan of school campus.
- The child protection policy and details of the safeguarding officer.
- The schools/settings/Local Authority 'Health and Safety Policy'.
- Ensure that the visitor is aware that the school visit must not be used to impose their personal views upon learners. The speaker must not denigrate other faiths, belief systems or organisations to promote their own.

Visitors from overseas may come from countries where expectations and educational experiences may be different. If direct briefing is not possible in advance, it is important that a trusted local contact be involved who is familiar with and can explain the Curriculum for Wales and RVE guidance and legislation practice in schools in Wales. It is the practitioner's/school's responsibility to do what they can to ensure that the visitor is likely to offer the best quality of experience that you and the learners expect. Ideally, the visitor should be met in person or on a virtual platform prior to the visit. If in doubt, seek advice trusted member of the community or organisation concerned.

## **Preparation of Learners for Visitors to an RVE Lesson**

Prepare the learners so that the visit is understood in its context:

- Discuss with the visitor where their contribution fits into the overall curriculum plan.
- Encourage learners to prepare questions to ask the visitor.
- Remind the class about behaving respectfully towards visitors and any artefacts/ resources they might use.

## **The Day of the Visit**

- Plan the day carefully to allow adequate time to carry out any preparations e.g. arranging the classroom, setting up equipment etc.
- Arrange for a car parking place to be kept (if necessary), and for a designated person to meet the visitor on arrival, to offer refreshments or toilet facilities as needed.
- The practitioner must remain in the classroom during the lesson; the practitioner needs to be in control of the session and can prompt learners or the speaker to ensure that the discussion is relevant and that the objectives of the visit are achieved.
- At the end of the session, thank the visitor and ensure that they are escorted to reception to sign out and so they can leave the premises safely.
- A follow up letter/email from the practitioner and learners would be appreciated.

### **General Points**

- It is advisable to keep careful records of all visitors – note the telephone numbers, addresses and how the visit went. Remember to pass any point of interest to other RVE practitioners through your SACRE/SAC clerk.
- You might like to take photographs of the session or even make a video (with GDPR permissions), and this should be forwarded to your local SACRE/SAC clerk to share and celebrate the RVE happening within schools in our Local Authority. Ensure that the visitor is consulted beforehand regarding this matter.

### **Section Six: Visits to External Places/Buildings/Communities for RVE**

Visits allow learners the opportunity to see the lived experience of religious and non-religious faith and belief within the community. They provide valuable opportunities to learn about a range of faiths and beliefs and the diversity that exists within and between them.

Possible places for RVE visits include religious and non-religious places of interest, such as, places of pilgrimage, places of worship, exhibitions, museums, places of natural significance and festivals.

Visits should always follow the same guidance as visitors to school in RVE. Visits should be learning about beliefs, practices, values, ethical opinions and philosophical convictions. During visits the speaker/guide may talk about their community, building, beliefs, practices, values, work or lived experiences, how they practice their faith, what their faith means to them and how their faith influences their lives. Therefore, please ensure that the speaker is aware that they are not there to present their or their communities lived beliefs, practices, communities, sacred spaces, values and experiences through their own or on behalf of their community lens. Practitioners will be required to provide the context(s) and to develop the learner's skills to critically and objectively engage with the information presented and shared, before, during and after the visit.

Additional things to consider when organising and managing visits for RVE, that you may need to share with learner's/parents/guardians/carers, prior to the visit:

- Dress code – learners and practitioners should be prepared beforehand that some places may require a dress code e.g., wearing of a head covering, covering lower arms/legs or the removal of shoes.
- Behaviour – learners need to be aware that it would be considered disrespectful to eat, drink, wander around or to engage with artefacts without invitation or supervision.
- Staffing - some places may have specific staffing ratios and needs. This should be taken into consideration before the visit.
- Moving quietly and respectfully is essential in certain places, e.g., places of worship as it may disturb private prayer.

### **Preparation for Visits to External Buildings/Places/Communities**

It is advisable to inform or to seek information from the external place to visited/speaker of the following information prior to the visit, to maximise the learning opportunities for all learners.

### **Practical Guidance for Planning a Visit**

#### **Preparation**

- The objective of the visit must be clear.

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- The practitioner is to identify the purpose of the visit, and what the learners are expected to gain from the experience.
- The experience and accessibility must be suitable and inclusive for all the learners.
- The objectives should be communicated to the community/building/place being visited, so that their preparations can be appropriate. Some communities will have people who can take an active part in the visit; others may be less confident about doing so or not be aware of what would be appropriate for the Curriculum for Wales, RVE and the legal requirement of 'objective, critical and pluralistic' RVE. Make sure that the potential for involvement is ascertained and discussed in advance.
- Learners encouraged to generate their own questions that they would like to be answered during the visit.
- Share details of the age and stage of learning of the learners.
- Arrange the time allocated for the visit.
- Check for travelling and parking instructions.
- Ask them to provide a plan of the building/place.
- Provide the place/person with an overview of the purpose of the school visit from the schools'/setting's perspective.
- Provide an overview of the knowledge and prior learning of the learners in the context of the unit of work (if they are providing a guide/guest speaker).
- Provide insight into how the visit to the place/building/community fits into the overall scheme of work/unit/topic/enquiry/big question.
- To check and ensure that the place/building/community to be visited is aware of the legal requirements for 'objective, critical and pluralistic' RVE.
- For the school/setting to make a pre-visit to check all details, fill out a risk assessment and to prepare fully for the school/setting visit.

### **Pre-visit**

- A pre-visit is recommended. It is important that practitioners are familiar with the location and with the members of the community who will be welcoming the visit.
- During this visit, practitioners can note items of specific interest so that activities or trails can be prepared for the learners in advance.
- Conduct a risk assessment in line with the school and Local Authority policy.
- Dress code – learners and practitioners should be prepared beforehand that some places may require a dress code e.g., wearing of a head covering and the removal of shoes.
- Staffing - some places may have specific staffing ratios and needs. This should be taken into consideration before the visit.
- Behaviour - learners need to be aware that it would be considered disrespectful to eat, drink, wander around or to engage with artefacts without invitation.
- Moving quietly and respectfully is essential in certain places, e.g., places of worship as it may disturb private prayer.

### **The Visit**

Practitioners should ensure:

- That learners are given the opportunity to reflect and experience the atmosphere.
- That learners are active participants during the visit. They should be encouraged to
- Investigate and discover things for themselves.
- That the visit can be a multi-sensory experience – consider possible impact on learners with sensory challenge.



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- That learners are adequately supervised throughout.
- That the risk assessment and all required paperwork (permission slips, medical needs, registers etc.) are to hand.
- That learners are encouraged to stay on task in their discoveries and explorations.
- That learners are encouraged to capture their learning and experience.

### Follow-up Work

- During follow-up work, learners will have the opportunity to focus upon aspects of what they have experienced.
- Learners further explore questions that they have generated from the visit.
- Learners can independently investigate to develop further knowledge using a variety of resources.
- They can express their ideas through presentations, discussions, music and dance, arts and craft, role play, poetry, and prose. They could also share their experiences with others through a school assembly, Youth SACRE/SAC, podcasts, Vlogs etc.
- They can express their thanks and gratitude to the hosting building/place/community and provide some personal feedback on their learning, experience and learning impact.

### Creative Possibilities for Preparation or Follow-up

- A member of the community with experience of children and young people, might be able to talk to the learners from a first-hand understanding about key artefacts, objects, beliefs, values or ethics.
- Members might be willing to be interviewed by the practitioner about the personal experience they have of being part of their community.
- Learners could create a film about the visit/ visitor and their community (if appropriate).
- Art, music, and drama could be used to re-tell stories, understand the lives and history of communities, and how they relate to their everyday lives.
- Some communities have strong links with similar groups across the world. For example, some churches in Wales are engaging in exchange visits with global churches/communities. As these exchanges often involve a mix of social and spiritual activities, exploring these visits might open a wider area of study looking at how faith influences lifestyle.
- Some religious and non-religious communities might be willing to demonstrate rites of passage ceremonies, e.g., birth, coming of age, weddings.

### Evaluation of the Visit

It is recommended that the school/setting records and evaluates the visit and share details with your local SACRE/ SAC via the clerk (see email at the end of this document) to assist in arranging your own future visits and to benefit other schools.

Evaluations should include **learner** and **practitioner** voice.

Some possible things to consider in the evaluation:

- The point of contact.
- Risk assessment adjustments for follow up.
- Were their worksheets/ PPTs/resources etc available and appropriate?
- What was your learning objective/purpose of visit? Did you achieve this/these?
- How many learners did you take? What age/stage? Was it appropriate to their age/stage of learning?
- What was the staff ratio expected?
- How long was the visit? Was it about, right?
- 'WWW'/ 'EBI'
- What advice would you give to someone else who is planning a visit there?
- Would you recommend this trip to other practitioners? Why?

## Section Seven: Regional Links for Developing RVE

When researching for community, national or international links for RVE, **always** be mindful of ‘objective, critical and pluralistic’ requirements. You should always conduct your own research. Your local SACRE/SAC may have additional contacts for local faith/belief representatives. Contact the Clerk to the SACRE/SAC to find out more.

The use of visits, visitors and guest speakers add another dimension to RVE by providing learners with the opportunity of experiencing religious and non-religious philosophical convictions as a living part of the community. Possible places for RVE visits include religious and non-religious places of interest, e.g., pilgrimage, worship, exhibitions, museums, places of natural significance and festivals (this is not an exhaustive list).

Below is a list of potential visits or organisations who may provide visitors. This is not an exhaustive list. There will be many others who can also provide valuable insight, knowledge and living/lived experiences.

Please note that some of the links contained in this document may become broken or outdated over time and so personal research may be required.

**Disclaimer - any names or contact details for places of worship, representatives of faith communities, mentioned here, are not endorsed and are not promoted by the local authority or SACRE/SAC. Schools are responsible for deciding on suitability.**

### Bridgend Locality

St. Mary’s Catholic Church

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

Maesteg Catholic Church

<https://maestegcatholicchurch.org.uk/about-our-parishes/>

Hope Baptist Church

<https://www.hopebridgend.co.uk/>

St. Mary’s Church Nolton

<https://penybont-churches.org.uk/churches/st-marys-nolton>

Free School Court

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

Brackla Tabernacle

<https://www.bracklatabernacle.org/>

The Church of Jesus Christ of Latter-day Saints

[https://local.churchofjesuschrist.org/en/gb/wales/bridgend/celestial-way?utm\\_source=gmb&utm\\_medium=yext&y\\_source=1\\_NjcwODc4MDEtNzE1LWxvY2F0aW9uLndlYnNpdGU%3D](https://local.churchofjesuschrist.org/en/gb/wales/bridgend/celestial-way?utm_source=gmb&utm_medium=yext&y_source=1_NjcwODc4MDEtNzE1LWxvY2F0aW9uLndlYnNpdGU%3D)

Bridgend Quakers

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

Masjid Bilal Aberkenfig Bridgend

39 Dunraven Street, Aberkenfig, CF32 9AS (no website at time of writing)

Sri Kalpaga Vinayaka Temple, Bridgend

Pandy Road, Aberkenfig, Bridgend, CF32 9PP (no website at time of writing)

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### **Cardiff Locality**

[Llandaff Cathedral](#)

[Catholic Archdiocese](#)

<https://rcadc.org/>

[St. Mary The Virgin, Church Cardiff](#)

[‘Faith walks’ Butetown, Cardiff](#)

[Greek Orthodox Church, Cardiff](#)

[Cardiff Shul](#)

[Cardiff Reform Synagogue](#)

[Former Synagogue \(Foundation for Jewish Heritage Centre\) Merthyr Tydfil, CF47 0ER](#)

[Shree Swaminarayan Temple/Mandir, Cardiff](#)

[Ty Krishna, Cymru](#)

[The Atma Lounge, Cardiff](#)

[Sri Dasmais Singh Sabha Gurdwara Cardiff](#)

97 Tudor St, Cardiff CF11 6AE, [029 2022 4806](tel:02920224806)

[South Wales Islamic Centre, Cardiff](#)

Alice St, Cardiff CF10 5LB

[Dar-ul-Isra Mosque, Cardiff](#)

Scout Hall, 21-23 Wyeverne Rd, Cardiff CF24 4BG

[Buddhist Centre, Cardiff](#)

### **National links for developing RVE**

[The Church in Wales Education website, including their Guidance for RVE](#)

[The Catholic Education Service – Wales](#)

[St. David’s Cathedral, Pembrokeshire](#)

[Belmont Abbey, Herefordshire](#)

[Skanda Vale, Carmarthenshire](#)

Skanda Vale is a place where people from different backgrounds and faiths can live, work and worship together harmoniously, in a beautiful natural environment.

### **Pilgrimage sites in Wales**

[https://sacredsiteswales.co.uk/sacred\\_sites\\_wales/](https://sacredsiteswales.co.uk/sacred_sites_wales/)

<https://undiscovered-wales.co.uk/2020/05/13/holier-than-thou-the-welsh-pilgrimage-and-why-2020-might-be-the-time-to-make-one-to-wales/>

<http://www.penrhyspilgrimageway.wales/>

### **The Jewish History Association of South Wales**

It is full of information and has great resources to support RVE, with lots of potential across and beyond the Humanities AoLE

[The National Jewish Heritage centre for Wales \(due to open in 2024\)](#)

[Humanism Wales](#)

### **U.K. links for developing Religion, Values and Ethics (RVE)**

[St. Paul’s Cathedral, London](#)

[Westminster Cathedral, London](#)

[Liverpool Metropolitan Cathedral, Liverpool](#)

[BAPS Shri Swaminarayan Mandir, London \(Neasden Temple\)](#)

[Bhaktivedanta Manor – Hare Krishna Temple, Watford,](#)

[Bristol Baha’i, Bristol](#)

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[The Jewish Museum, London](#)

[The Imperial War Museum, London \(Holocaust Galleries\)](#)

[London Central Mosque Trust Ltd. and the Islamic Cultural Centre, London](#)

[The British Pilgrimage Trust](#)

[Historic England – 100 Places: Faith and Belief](#)

[Understanding Humanism – website for practitioners](#)

Should any details of contacts in this guide be found in need of updating, please advise the clerk to SACRE/SAC so that can keep this guide as up to date as possible for the benefit of all who use it.

If you have any questions, please contact the SACRE/SAC Clerk, email: [edsu@bridgend.gov.uk](mailto:edsu@bridgend.gov.uk)

## Section Eight: Summary Checklist

### Section One -

- ✓ Engage with local, national and global religious and non-religious local communities
- ✓ Visit local places of worship and other special places, landscapes and environments, including those with a significant religious and spiritual dimension.
- ✓ Plan for learners to meet people for whom faith and belief is important to help learners explore lived and living experiences.
- ✗ Avoid a 'one story' textbook approach to religions, faiths and beliefs.
- ✗ Avoid visits and visitors out of fear or lack of confidence.

### Section Two – 'Objective, Critical and Pluralistic' Religion, Values and Ethics (RVE)

- ✓ All school staff, visitors, and places that you visit, and people or groups that you engage with are fully informed of the legal requirement for RVE to be 'objective, critical and pluralistic'.
- ✓ For learners to 'be learning about' rather than 'participating in'.
- ✓ Include a range of opportunities for learners to explore different religions, different branches/denominations within religions, a diverse range of religions, beliefs and a wide of non-religious philosophical convictions.
- ✗ Do not leave the guest speaker alone with the learners or the learners alone with a guide at a place they are visiting. Practitioners may need to clarify or provide additional explanations/comments.

### Section Three: RVE Curriculum and External Providers

- ✓ Schools and settings must be fully informed of the legal requirement to be 'objective, critical and pluralistic' in their curriculum, teaching and assessment of RVE.
- ✓ RVE must meet the legislative requirement to include the religious traditions in Wales, which are in the main Christian, but which also takes account of the teaching and religious practices of other principal religions in Wales, as well as non-religious convictions.
- ✓ It is important that **there is always a school staff member/practitioner present with the visitor/speaker/external RVE curriculum provider**, who is aware of these legal requirements for RVE to be 'objective, critical and pluralistic' and can ensure that the learning experience is appropriate.
- ✗ Where a school uses external providers and delegates the RVE curriculum to an external agency, practitioner, charity, religious organisation, non-religious organisation, consultant or group, then the RVE must be 'objective, critical and pluralistic'. **RVE legally must not have only one religious tradition represented or one aspect/denomination of religious tradition for the entirety of its RVE curriculum.**

### Section Four: Visitors to School for RVE

- ✓ Ensure that a wide variety of visitors from different faiths, religions, beliefs, organisations, charities are invited to reflect the pluralism and diversity that exist within belief and faith. Their talk could include sharing their lived experiences, discussing how they practice their faith, what their faith means to them and how their faith influences their lives.
- ✓ It is important that practitioners put the information from this learning experience into context for the learners, prior, during and after the visit.
- ✓ Visitors are there to present their lived beliefs, practices, values and experiences through their own lens.

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- ✓ Practitioners provide the context(s) and to develop the learner's skills to critically and objectively engage with the information presented and shared.
- ✗ The visiting speaker is not there to 'indoctrinate' learners during RVE.

#### **Section Five: Visits to External Places/Buildings/Communities for RVE**

- ✓ Plan for opportunities for learners to see the lived experience of religious and non-religious faith and belief within the community. Provide valuable opportunities to learn about a range of faiths and beliefs and the diversity that exists within and between them.
- ✓ Possible places for RVE visits include religious and non-religious places of interest, such as, places of pilgrimage, places of worship, exhibitions, museums, places of natural significance and festivals.
- ✓ Visits should always follow the same guidance as visitors to school in RVE.
- ✓ Visits should be learning about beliefs, practices, values, ethical opinions and philosophical convictions. During visits the speaker/guide may talk about their community, building, beliefs, practices, values, work or lived experiences, how they practice their faith, what their faith means to them and how their faith influences their lives.
- ✓ Practitioners will be required to provide the context(s) and to develop the learner's skills to critically and objectively engage with the information presented and shared, before, during and after the visit. Learners should not be left on their own.
- ✓ Consider - dress code, behaviour, the Local Authority risk assessment paperwork, staffing, being respectful to worshippers/believers/other visitors.
- ✗ Do not leave learners on their own.

#### **Section Six: Regional Links for Developing RVE**

- ✓ Conduct your own research and full preparation with the local community and places of worship/spiritual interest.
- ✓ Contact the Clerk to the SACRE/SAC to request assistance with local RVE visitors and visits.
- ✓ Share positive experiences of visits and visitors with SACRE/SAC to share with other schools/settings. SACRE/SAC can update the regional suggestion lists.

If you have any questions, please contact the SACRE/SAC Clerk, email: [edsu@bridgend.gov.uk](mailto:edsu@bridgend.gov.uk)