Bridgend County Borough Council

Supporting Materials for Religion, Values and Ethics (RVE) Agreed Syllabus

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

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Please contact Bridgend SAC Clerk, if you have any questions: Edsu@CSCJES.org.uk.

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Section 1: Resources

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

Here are a range of resources that will support the designing of your religion, values and ethics (RVE) curriculum:

- **The Curriculum for Wales** - link.
- **The Curriculum for Wales RVE Legislation** – link.
- **The Curriculum for Wales – Area of Learning Experience Humanities** - link.
- **The Curriculum for Wales – The RVE Guidance** - link.
- **Bridgend Locally Agreed Syllabus for RVE** - link.
- **CSCJES RVE: Meeting the Legislative Requirements resource** - link.
- **CSCJES RVE curriculum posters for practitioners, SLT and governors**:

    - RVE: What's Changed?
    - RVE: What's NOT Changed?
    - RVE in the CfW

CSCJES RVE resources Adobe Express link. Here you will find:

- RVE: Building Subject Knowledge and Confidence Webinar Series
- RVE and Philosophy 4 Children ('P4C') – funded project case studies resource link
- RVE and Science – funded project case studies
- RVE curriculum case studies

CSCJES RVE: Building Subject Knowledge and Confidence Webinar Series – link to resources and webinar recordings which include:

- o Christianity and Christian Worldviews
- o Judaism and Jewish Worldviews
- o Islam and Muslim Worldviews
- o Humanism and Humanist Worldviews
- o Hindu Dharma/Sanatan(a) Dharma and Hindu Worldviews
- o Buddhism and Buddhist Worldviews
- o Sikhism and Sikhi Worldviews

- **CSCJES 'Objective, Critical and Pluralistic RVE' funded project, along with the Church in Wales, case studies resource** - link.
- **CSCJES RVE, Diversity and Anti-Racism resources** – primary; secondary.
- **CSCJES Non-religious philosophical convictions playlist** - link.
- **CSCJES Mapping progression in RVE (progression maps for RVE)** – primary; secondary
- **CSCJES Humanities progression maps** – link.

Throughout the rest of this resource are external links that may be of use to schools and settings for religion, values and ethics (RVE) in their curriculum. These include some free to access resources. Please note that the links, beyond Welsh Government Hwb /CSCJES/ WASACRE are **not 'recommended' or 'endorsed' by Bridgend SAC or CSCJES**. All schools will need to carefully consider the resources to make their own decisions about their quality, relevance, and suitability for their religion, values and ethics, for their learners in their school/setting and community.

- **Interfaith Week/Inter-belief Week** – annually in November – link.
- **Holocaust in Wales Resources** - all original resources have been amended to suit Curriculum for Wales and are now available online on People's Collection Wales and on Hwb, from the Jewish History Association of South Wales.
- **https://understandinghumanism.org.uk** – practitioners' website on Humanism in the UK.
- **Holocaust Memorial Day** – 27th January annually.
- **'Ask a Muslim'** – living experiences of a diverse range of Muslims in Wales.
- **'A to Z of Beliefs and Religions'** – link.
- **CSCJES Enquiry and Interpretation in Humanities**. A playlist resource is now available here to support practitioners in understanding and developing the skills of enquiry and interpretation in humanities, with specific pages for RVE as well as the other four subjects within humanities.
- **Merthyr Tydfil Welsh Jewish Heritage Centre**
- **Virtual Tours, illustrated guides, quizzes and cross-curricular activities**
- **CSCJES Teaching Challenging and Sensitive Issues** – primary; secondary.
- **CSCJES Digital Humanities - CSC Case Studies for the funded project** – link.
- The cross-curricular skills and Welsh in English medium schools' rubrics have been developed in collaboration with schools in the region to support self-evaluation and improvement planning in mainstream settings for these important areas. Here are the links:

  - **Rubrics to Support Self-Evaluation and School Improvement in Skills - Literacy**

  - **Rubrics to Support Self-Evaluation and School Improvement in Skills - Welsh in English Medium Primary Schools**

  - **Rubrics to Support Self-Evaluation and School Improvement in Skills - Welsh in English Medium Secondary Schools**

  - **Rubrics to Support Self-Evaluation and School Improvement in Skills - Numeracy**

  - **Rubrics to Support Self-Evaluation and School Improvement in Skills - Digital Competence**

- **CSCJES Curriculum Design Thinking Model** - link.

NB. Ensure any resources used are adapted to align with the Curriculum for Wales, RVE and the subsidiary nature for your own learners/school.

Below there are links and resources that may develop practitioner knowledge and confidence to plan and deliver religion, values and ethics (RVE):

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.dayspring.bahai.uk/?fbclid=IwY2xjawF89_1leHRuA2FlbQIxMQABHWWHgeLrEhBkWytHEXtXc8EKJ8SBPpX2QfXRhW9xHQHJYXtIqEz4bBfoJw_aem_nWK4XPD0yR0gO4wlN0l0oA&sfnsn=scwspmo

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

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://request.org.uk/teachers/

Curriculum

- https://hwb.gov.wales
- https://hwb.gov.wales/curriculum-for-wales
- https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation/#religion,-values-and-ethics
- https://hwb.gov.wales/curriculum-for-wales/humanities/
- https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/
- Bridgend Locally Agreed Syllabus, 2022

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

Sanatan(a) Dharma/Hindu Dharma/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

Islam

- 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
- **'Ask a Muslim'** teaching resource: https://xerte.cardiff.ac.uk/play_18930
- **'Educate Against Islamophobia'** https://xerte.cardiff.ac.uk/play_18930 Amna and Amy story book and resources

Jainism

- https://www.reonline.org.uk/knowledge/jain/?page_id=372

Jehovah's Witnesses

- https://www.reonline.org.uk/knowledge/jehovahs-witnesses/
- **https://www.jw.org/en/**

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

Non-religious philosophical convictions:

- https://www.bbc.co.uk/bitesize/articles/zfs2kmn

Humanism:

- 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
- All Humanism UK's resources are on the **Understanding Humanism** website: https://understandinghumanism.org.uk/

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- There are specific resources for Wales (including guidance and resources in Welsh): https://understandinghumanism.org.uk/wales/
- The How to use... guide is the best place to get a general overview of what is available on the website: https://understandinghumanism.org.uk/teaching-about-humanism/how-to-use-understanding-humanism/
- There is a core knowledge guide for different learning stages which breaks down appropriate core content: https://understandinghumanism.org.uk/core-knowledge/
- The Humanist Heritage website features content on the history of humanism in Wales: https://heritage.humanists.uk/wales/
- Gill Vaisey's 'My humanist family' book for EYFS, features a young boy growing up in Wales: https://understandinghumanism.org.uk/early-years/

Atheism:

- https://www.reonline.org.uk/teaching-resources/?filters=%7B%22atheist%22%3A%7B%22term_id%22%3A%22114%22%2C%22taxonomy%22%3A%22religion%22%7D%7D
- https://www.natre.org.uk/resources/termly-mailing/examining-religion-and-belief/atheists/
- https://www.natre.org.uk/primary/primary-re-curriculum/primary-re-curriculum-key-stage-2/primary-re-curriculum-year-6/why-do-some-people-believe-in-god-and-some-people-not/
- https://www.youtube.com/watch?v=wAekxgY9Wc4

Secularism:

- https://www.secularism.org.uk
- https://www.bbc.co.uk/wales/history/sites/themes/religion/religion_growth_secularism.shtml
- https://freethinker.co.uk/2023/03/secularism-in-the-welsh-valleys/

Scepticism:

- https://www.britannica.com/topic/skepticism
- https://www.theguardian.com/science/the-h-word/2012/nov/13/history-science
- https://www.amazon.co.uk/Scepticism-Possibility-Knowledge-C-Grayling/dp/1441154361/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=&sr=

Agnosticism:

- https://www.britannica.com/topic/agnosticism
- https://dictionary.cambridge.org/dictionary/english/agnosticism
- https://www.bbc.co.uk/bitesize/guides/zg2xk2p/revision/1#:~:text=Agnostic%20%2D%20someone%20who%20holds%20the,prove%20atheism%20to%20be%20true.
- https://www.youtube.com/watch?v=yigmLRZI9Tw
- https://www.bbc.co.uk/sounds/play/b04grb9v

Existentialism:

- https://www.britannica.com/topic/existentialism
- Existentialism: Crash Course Philosophy #16
- https://ethics.org.au/ethics-explainer-existentialism/
- https://www.natre.org.uk/resources/termly-mailing/bqic-secondary-challenging-knowledge-in-re/studying-good-and-evil/existential-philosophies-wrestling-with-good-and-evil-life-and-meaning/

Ethical Veganism

- https://vieducation.co.uk/schools/
- https://www.natre.org.uk/news/latest-news/veganism-as-a-worldview-in-re/
- https://www.vegansociety.com/news/blog/foundations-ethical-veganism
- https://www.bbc.co.uk/news/uk-50981359

Pagan

- 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.bbc.co.uk/religion/religions/paganism/
- https://www.paganfed.org
- https://www.paganfed.org/districts/mid-west-and-wales/#:~:text=There%20are%20many%20layers%20of,too%20numerous%20to%20mention%20here.
- https://horizonguides.com/journal/pagan-uk
- https://www.itv.com/news/wales/2023-02-21/why-are-more-people-choosing-to-follow-paganism

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.britannica.com/topic/philosophy-of-religion
- https://www.bbc.co.uk/bitesize/topics/zbbdnrd
- https://www.bbc.co.uk/bitesize/topics/zkdk382
- Crash Course Philosophy

Rastafari

- https://www.reonline.org.uk/knowledge/rastafari/
- https://www.bbc.co.uk/religion/religions/rastafari/
- https://www.bbc.co.uk/programmes/p010xm27
- https://www.bbc.co.uk/programmes/b01qlhjw
- https://www.bbc.co.uk/news/uk-61496548

Research

- https://www.reonline.org.uk/research/

Sikhi/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.britannica.com/topic/Sikhism
- https://www.bbc.co.uk/bitesize/articles/zkjpkmn
- https://www.sikhnet.com/pages/who-are-sikhs-what-is-sikhism

Soka Gakkai

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

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/
- https://www.youtube.com/watch?v=AFRxKF-Jdos 'Nobody Stands Nowhere' animation from Theos Thinktank.

Zoroastrian

- https://www.reonline.org.uk/knowledge/zoroastrian/?page_id=365
- https://www.bbc.co.uk/religion/religions/zoroastrian/
- https://www.britannica.com/topic/Zoroastrianism

Here are some general resources for religion, values and ethics (RVE):

- **BBC Bitesize**

- **DARPL**

- **TrueTube**

- **Interfaith Network**

- **REToday**

- **NATRE**

- **RE Council**

NB. Some of these resources/organisations are not specifically for the Curriculum for Wales (CfW) and religion, values and ethics (RVE). All resources require critical engagement to check for suitability and alignment with the CfW and RVE.

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Section 2: Professional Learning

There are a range of places to search for disciplinary and wider pedagogy and curriculum professional learning. Here are some to research:

- Hwb
- WASACRE
- Bridgend SAC for RVE – email Edsu@Bridgend.gov.uk
- Central South Consortium Joint Educational Services – professional learning is offered at NO extra cost to schools within the Local Authority. There is a new **Professional Learning and Support Compendium 2024-2025** has been produced and published.
- CSCJES offers online RVE briefing sessions
- CSCJES offers bookable drop-in Sessions for humanities/RVE
- St. Giles Centre Wrexham
- University of South Wales
- University of Wales Trinity Saint David
- Bangor University
- Cardiff University
- Discovering Muslims in Britain- Cardiff University
- REOnline
  - Self-Study Courses REOnline:
    - An Introduction to Religion and Worldviews for Primary Practitioners
    - Religion and Worldviews – subject knowledge for teaching
    - Religion and Worldviews in dialogue and discourse
    - Religion, Worldviews and Community Relations
- The Signposts Teacher Training Module
- NATRE
- REToday

NB. Some of these organisations/professional learning opportunities are not specifically for the Curriculum for Wales and religion, values and ethics (RVE). All professional learning aims, and content require critical engagement to check for suitability and alignment with the CfW and RVE.

Section 3: Experiences in RVE

Please note that sections highlighted in grey are taken directly from Hwb and Bridgend SAC encourages all practitioners to read the 'live' versions directly on Hwb to ensure you are reading the most up-to-date versions.

Engaging experiences

Engaging experiences should promote learners' independence, offering challenge and the opportunity to experience success along the learning journey. They should provide opportunities for deep-level involvement and uninterrupted active learning, and be rooted in real-life, authentic situations.

Experiences can include learners' own choices or emerge from local or current interests. They should support holistic child development, helping learners to make connections between the Areas and across the curriculum.

Engaging experiences should respect and value the uniqueness of every learner and their families. They should reflect and celebrate the two official languages of Wales, and its rich culture and heritage.

Engaging experiences should reflect the diversity of culture in local, national and international contexts. Experience of different languages and cultures should be offered in sensitive and meaningful ways that give purpose to learning. These experiences should reinforce learners' own identity, and develop and broaden their understanding of the richness and diversity of Wales, past and present.

Engaging experiences are essential to supporting learners to develop social and communication skills. Learners need experiences that help them build emotional resilience and they should be given time and support to recognise their feelings and the feelings of others. Experiences should be carefully planned to develop learners' attention and listening skills in a variety of contexts, both indoors and outdoors.

Engaging experiences will help learners to notice and develop their understanding of *symbolic representation*, and support them to recognise that they carry meaning. There should be opportunities for learners to experiment with a range of mark-making instruments and materials across a range of contexts, as they begin to attribute meaning to their marks. Learners need practical experiences that encourage them to use simple mathematical vocabulary when exploring quantity, number, shape and pattern. Engaging experiences should support learners' cognitive development, for example allowing opportunities for comparing, sorting and classifying living and non-living things. Learners need opportunities to explore and experiment with digital technology for a range of purposes.

All learners should have experiences that promote enjoyment in physical activity. They need regular access to a wide range of physical experiences indoors and outdoors, using a range of equipment and resources. They should have experiences that allow them to use a wide range of tools and equipment with increasing control.

These experiences will support learners in developing an awareness of their bodies and of co-ordination, core strength and balance, as well as gross and fine motor control. They will help learners to gauge and manage risk, supporting them to think, plan and make decisions about their movements and actions.

Experiences should provide learners with multi-sensory opportunities to respond to and be inspired by the creativity of others, and support learners to communicate and express themselves creatively. They should provide opportunities to make and choose from a range of materials with different properties, and encourage learners to develop **skills integral to the four purposes**, particularly their creativity, critical thinking and problem-solving skills.

Engaging experiences can support learners to find out about their environment and develop an appreciation of the world around them and the need to take care of it. They can support learners to develop an understanding of how things work, to actively solve problems and develop an awareness of causality. Learners should be able to explore how they and objects move in space and should experience language that describes and directs movement. Engaging experiences should encourage learners to notice, think about and comment on their immediate environment and local surroundings, including natural phenomena.

Section 4: Pedagogical Approaches

Pedagogy is at the heart of curriculum. In designing their curriculum, schools should consider the pedagogical approaches they will need to employ to support learners in realising the **four purposes**. Schools should seek to develop a strong vision of learning and teaching which considers the 'why' and 'how' as well as the 'what'. This vision will recognise the integral role of the learning environment in supporting effective learning.

Schools should ensure that practitioners have a deep and thorough understanding of the pedagogical principles and the research on which they are based. Effective pedagogy relies on an in-depth understanding of child and adolescent development. It involves exploring and reflecting on which teaching strategies will best support learning in a given context, and inquiring about the impact of this on learners.

Curriculum design for learners of all ages and abilities should be underpinned by pedagogical principles. These reflect well-documented evidence about effective pedagogy.

The pedagogical principles

Curriculum design for all learners is underpinned by twelve pedagogical principles, which state that good learning and teaching:

1. maintains a consistent focus on the overall purposes of the curriculum
2. challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. means employing a blend of approaches including direct teaching
4. means employing a blend of approaches including those that promote problem-solving, creative and critical thinking
5. sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. creates authentic contexts for learning
7. means employing assessment for learning principles
8. ranges within and across Areas
9. regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them
10. encourages learners to take increasing responsibility for their own learning
11. supports social and emotional development and positive relationships
12. encourages collaboration

To support the curriculum, pedagogy should help learners to develop:

- a strong disposition to learning
- strong *metacognitive* skills
- critical, creative, problem-solving skills
- highly effective communication skills

The learning environment is a key enabler for the curriculum. It should:

- encourage learners to be independent, to have a say in their own learning and to take increasing responsibility for it
- include all learners
- allow learners of all ages to experience authentic learning opportunities both indoors and outdoors
- enable learners to apply, use, consolidate and extend skills
- be secure and safe

To support this, practitioners should:

- form positive and respectful relationships with learners and support good relationships between peers
- respond to all learners
- plan engaging and developmentally appropriate learning opportunities informed by regular observation and ongoing assessment of learning and the learner's stage of development
- prompt learners to think about and reflect upon their learning to extend thinking and make connections
- challenge learners and have high expectations
- actively engage with parents, carers and the wider community as partners in learning
- be reflective and seek to engage in ongoing professional learning

Key questions for settings and schools to consider

1. How will we create a culture which encourages practitioners to develop a deep understanding of pedagogy and the skill to select the most appropriate pedagogical approach?
2. How will we ensure the pedagogy of the Foundation Phase is developed and built on?
3. How will our vision for learning reflect the twelve pedagogical principles?
4. What learning environment do we need to create to fully support our vision for learning?

Key features of successful pedagogy

Effective, *learner-centred* **pedagogy**, underpinned by the **twelve pedagogical principles**, should be responsive, dynamic and embedded in strong relationships. Practitioners should build on these principles to support learners in their progression, by providing consistent opportunities for the following key features.

Play and play-based learning

Play is a fundamental **right** for all learners. Children have a strong desire to play. Through play and playful experiences, learners can find ways to experience a range of emotions and learn about the world they inhabit with others.
Play is often something learners take very seriously, especially during this period of learning. It needs concentration and attention to detail, providing a means to learn through perseverance and collaboration. Play is not only crucial to the way learners become self-aware and the way in which they learn the rules of social behaviour, it is also fundamental to physical, intellectual and creative development.

Play is a valid process for children of all ages. Learners' capacity for positive development will be inhibited if free access to a broad range of environments and play opportunities is limited. All learners are entitled to respect for their own unique combination of qualities and capabilities.

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Play and play-based learning supports holistic development across the curriculum. It should be valued by all practitioners as both an end and as something that they should observe closely with the clear aim of seeing how it can enhance learning.

Being outdoors

Being outdoors is particularly important for learners in this period of learning. Learning outdoors can lead to high levels of well-being, confidence and engagement. In an outdoor environment, learners can explore, practise and enhance their skills. To maximise the potential of being outdoors, learners need enabling adults who understand the importance and value of it. Being outdoors supports social, emotional, spiritual and physical development, as well as providing authentic opportunities for learners to develop and consolidate **cross-curricular skills**.

The outdoors provides opportunities to inspire awe and wonder, and allows learners to be themselves in open, relaxed and stimulating spaces. The use of natural and open-ended resources enhances the development of imagination, creativity and curiosity. Rich and authentic opportunities outdoors stimulate learners' senses through what they hear, touch, see and smell, and encourage them to express themselves.

Learners who can engage and connect with the natural world can build an empathy for the environment, showing an awareness of their potential impact on the living world. They can begin to explore the concept of sustainability in a practical way. Exploring the outdoors provides opportunities for learners to develop a sense of place within their immediate surroundings, their locality, Wales and the wider world.

Being outdoors provides scope for learners to develop an awareness of themselves in space, supporting the development of *proprioception*. Outdoor environments can provide unique opportunities for learners to improve balance and co-ordination, develop *motor function* and explore their physical potential. While exploring the outdoors, learners can develop their ability to assess and experience risk, helping to develop resilience and confidence.

Observation

Observation should play a key role in the everyday practice of practitioners. Through it, they will gain a greater understanding of the needs, skills and progress of individuals and groups of learners. Observation should maintain a focus on learners' present needs and practitioners should resist the temptation to rush through skills, knowledge and experiences as this can have an adverse effect on learning.

The focus on getting to know learners helps to build a picture of everyone, which includes their development needs and their interests. By using their knowledge of learners' previous experiences, likes, dislikes, interests and fascinations, and any previous or existing barriers to their learning, practitioners will be better placed to plan next steps.

Practitioners should ensure they are appropriately skilled to understand the role of observation and how it supports assessment. They should watch learners, listen to them, and reflect upon what they are doing and communicating.

Observations may be planned and specific; they may be timed over a period or be spontaneous occurrences when something new or significant is noticed. Using a range of observation techniques

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will ensure that practitioners obtain a detailed understanding of each learner. As part of this process, practitioners should consider when and how best to interact with the learner.

Effective use of observation techniques helps practitioners to understand learners' levels of well-being and involvement, their emotional states, their relationships, skills and competencies. Effective observation enables practitioners to analyse what they see and hear, and then respond in ways which will support learners to make progress. These observations should be used to inform current and future planning to support learners in moving to their next steps.

Observation should be the catalyst for planning future learning experiences and environments. It allows practitioners to identify the ways in which learners prefer to learn, and how best to motivate them to participate in the learning process. It can also identify those learners who might need extra support to help them reach their full potential.

It is important that practitioners understand that learning is not linear and that different learners are likely to progress in markedly different ways. Practitioners must recognise this and allow for a variety of diversions, stops and spurts during the learning journey.

<u>Authentic and purposeful learning</u>

Learning is most effective when learners are actively engaged in experiences that stimulate their interest, ignite imagination, inspire curiosity and promote positive dispositions. These experiences should encourage learners to investigate, explore, create and be active participants in their learning. Relevant and meaningful experiences that are rooted in real-life contexts will enable learners to make connections, apply knowledge and consolidate skills.

Real-life experiences can enable learners to take the lead in asking questions, identifying problems, taking risks and finding solutions. Creating opportunities for learners to apply what they are learning to real-life situations helps them understand the purpose of their learning and can enhance well-being, self-esteem and resilience. It encourages exploration and creativity and will support learners to develop an understanding of the world around them.

<u>Child development and curriculum design</u>

Progression is at the heart of curriculum design. All learners in Wales have a right to be valued and well supported to make progress throughout their learning journey through experiences that are important and meaningful to them. This journey should meet individual needs and be at a pace that is appropriate to each individual learner.

To include all learners, regardless of their age, background, needs or ability, practitioners should consider progress from a holistic viewpoint by applying the principles of child development when they plan, design and implement a curriculum. It is important to acknowledge that there are incremental steps that learners take as they progress, in all areas of development. Practitioners should understand these steps when planning across a curriculum and give learners time to practise, develop and refine aspects of their learning.

Practitioners should explore learners' motivations, aspirations and interests to develop an understanding of the needs of everyone, incorporating the voice of the learner in planning. Taking a *learner-centred* approach, working collaboratively with families and **other partners** involved in the learner's progress, can support holistic development.

Development of a responsive curriculum can empower learners to develop the skills, knowledge and dispositions needed to learn successfully and realise the **four purposes**. With skilful and sensitive support from those who know them well, learners become more engaged, capable and independent participants and contributors in the world around them. They become healthier and more confident to interact with a diverse range of people, places and experiences. This prepares them well for the next stage in their learning journey. Over time, at their own level and pace, learners build relationships, develop skills for life and ignite personal interests that enable them to reach their potential.

The rate of acquisition of skills and knowledge will differ for all learners, as well as differing across an individual learner's progress. Practitioners should use observation and knowledge of child development to plan learning experiences that support and challenge all learners to develop towards realising the **four purposes**. As learners reach developmental *milestones*, they should become more sophisticated in their ability to *self-reflect* and *self-regulate*, and develop greater competency across a wider range of skills. They should acquire a greater breadth and depth of knowledge and become more able to use and apply what they have learned. Consequently, they should begin to make secure connections across the **statements of what matters** within the Areas. Curriculum design should focus on enabling learners to navigate a wide range of familiar and unfamiliar experiences, to refine and apply skills, and to broaden and deepen knowledge, allowing learners to make connections and transfer learning to new contexts.

The developmental pathways

When designing and implementing a curriculum, practitioners should consider the following five developmental pathways, which are fundamental to the development of all learners within this period of learning. Practitioners can use them to ensure learners are supported to make progress at their own pace and in their preferred learning environment. This is important for all learners, but particularly so for younger learners and learners who may have ALN or uneven developmental profiles.

Holistic use of the five pathways in curriculum design will support authentic and purposeful learning, and the realisation of progression for all learners within and across all Areas.

CSCJES resource on the 'Links between the Developmental Pathways and AoLEs'.

Belonging

Belonging is essential to a sense of happiness and well-being. It shapes a learner's sense of who they are and who they can become, and should underpin the ethos of all schools and settings. During this period of learning, children and young people begin to develop a sense of how they fit into the many groups and communities to which they belong, and a sense of their importance within them. Schools and settings should develop an ethos that fosters strong and secure relationships, as those are vital to a strong sense of belonging for all learners.

A strong sense of belonging can help to create positive feelings of connection between the learners and their home, as well as their school or setting, and which can also be extended to their community and to Wales and the wider world. Schools and settings that value, celebrate and build upon past and present experiences from the learner's home and their community, can strengthen a sense of belonging. Schools and settings should ensure learners feel safe and secure within their environment, and show genuine care and provide emotional support.

Communication

Communication is fundamental to a learner's development. It is vital to the foundation of relationships and essential for learning, play and social interaction. Communication involves developing attention, listening and understanding skills, alongside vocabulary and expressive skills.

The amount, and type, of language learners experience and interact with can have a marked effect on their communication development. Practitioners should make the most of interactions to support learners to understand and make themselves understood. Learners acquire and develop skills at different rates, and practitioners can support their language development by modelling active listening and speaking for different purposes.

When designing a curriculum, practitioners should provide an environment that supports learners to express and communicate their needs, thoughts and feelings. Developing effective communication, language and literacy skills is important to self-expression, to the development of strong social relationships and to learning more generally.

Exploration

Learners' curiosity about the world around them is a strong motivator for exploration. Practitioners should build on learners' curiosity during everyday occurrences, to stimulate awe and wonder. Learners should have the opportunity to explore and investigate by themselves, and with others, to share their delight in new knowledge or skills, and to learn from each other, and celebrate their achievements and those of their peers. Learners should be encouraged to seek knowledge and skills that are both within and beyond their current capabilities. With appropriate support, they can focus attention for extended periods of time on things that are of interest to them. As their exploration develops, they can rehearse and practise skills and test *emerging theories*, both alone and with others.

Learning involves the gradual development of skills, knowledge and competencies in increasingly complex ways. Inclusive environments, both indoors and outdoors, that provide time and opportunity to explore, play and investigate, and where adults are attuned to learners' interests, can support positive dispositions towards learning, as well as increasing knowledge and skills.

Physical development

Physical activity and movement are fundamental to the development of all learners and are linked to cognition and learning. Engaging in physical activities enhances a learner's sense of belonging and well-being and can support greater levels of concentration, motivation and memory, as well as support healthy bone and muscle development.

Practitioners should provide plenty of opportunities for movement and understand its important relationship to learning. As part of their development, all learners have a natural need to move, or be moved, and to move or manipulate objects. This involves both gross motor and fine motor manipulation. These motor movements become more refined and smoothly co-ordinated with time and opportunity. Repetition and variety are critical to development as learners begin to explore their increasing physical capabilities and develop increasing independence.

Well-being

Feeling connected, secure and safe is essential for positive well-being. Learners are influenced by the adults, experiences and environments they encounter. These three enablers should work together

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to provide learners with the opportunities to develop their emotional, social and physical health to create a strong sense of well-being.

Practitioners should create emotionally safe environments that support learners to begin to recognise and manage their feelings and behaviours in positive ways. They can also help learners to begin to understand that actions have consequences.

Practitioners should provide opportunities for learners to develop secure attachments and relationships, so that they can feel confident in themselves and be better able to make choices, take risks, show greater resilience and independence, and participate positively in everyday activities.

To personalise your curriculum for your learners, according to your specific setting, locality, and community, for your bespoke RVE curriculum planning, in line with the subsidiary nature of the Curriculum for Wales, you will need to adopt and adapt as appropriate.

Some possible pedagogical approaches that may support your RVE curriculum planning and delivery:

- **The Story Tent**

- **'Philosophy 4 Children' (P4C)**
    - https://www.sapere.org.uk/why-sapere-p4c/
    - https://www.thephilosophyman.com/

- **'Talk pedagogy'**
    - https://hwb.gov.wales/search?query=talk%20pedagogy&sort=relevance&strict=1
    - https://www.cscjes-cronfa.co.uk/search?query=talk%20pedagogy&sort=relevance&strict=0

- **NATRE** (National Association of Teachers of Religious Education)
  There are lots of pedagogical approaches on their website, some are free resources, **but be mindful that they will need developing/adapting/refining to suit the CfW ethos, framework, guidance and locally agreed syllabus**.

If you have any questions about pedagogy for RVE please contact the SAC Clerk: Edsu@Bridgend.gov.uk.

Section 5: Diversity and Anti-Racism in RVE

"The curriculum, resources and 'learning climate' all play a vital role in helping learners to feel included and accepted in school - to feel a sense of belonging.

Learners from all sections of the community need to see themselves positively reflected and valued..."

(Unity and Diversity, Welsh Assembly, 2010)

"Irrespective of the subject they are teaching, teachers sometimes uses language or resources that have a negative impact on pupils' wellbeing or are inconsistent with messages that promote good health. Using resources that do not reflect the diversity of society can leave pupils from under-represented groups feeling less valued as a result and risks perpetuating unhelpful stereotypes in other pupils' minds."

(Estyn Thematic Review on Wellbeing, 2019)

Diversity is a cross-cutting theme in the Curriculum for Wales.

Diversity here refers to recognising and celebrating the diverse nature of social groups and communities and to ensuring that the curriculum reflects that diversity and is responsive to the experiences of those groups and communities. At its most basic, it means being aware of the characteristics of others and treating others with compassion, empathy, understanding and equity, regardless of those characteristics. As learners progress, they should become increasingly aware of a range of specific characteristics which can define our identity, including sex, gender, race, religion, age, disability and sexuality.

Humans, by their very nature are social beings. They have diverse values, identities, behaviours and physical characteristics. The cohesion of any human society depends on how it manages that diversity. Valuing the different contributions and experiences of those in our social groups strengthens the connections between us and supports the well-being of all members of those groups. Sharing the experiences of others outside our social groups expands our horizons, adds to our perspectives and contributes to our shared sense of humanity. By feeling valued, we are empowered to make meaningful contributions to our societies.

School communities will reflect the diverse range of backgrounds and perspectives found in society. As learners grow, their social interactions are likely to become ever wider in an increasingly interconnected world. Creating a curriculum which recognises the diverse culture of their society enables learners to celebrate the diverse nature of all societies. This promotes equality, inclusion, social cohesion and a feeling of being valued.

In designing a curriculum, practitioners should incorporate opportunities for learners to:

- develop empathy and compassion for others
- celebrate diverse backgrounds, values and characteristics
- develop their own values and sense of identity
- develop understanding of people with different beliefs and perspectives
- challenge stereotypes

Practitioners should also tell and listen to the stories of different groups, including minority groups, and enable all learners to see themselves and their experiences represented in the topics, experiences and knowledge developed through the curriculum.

https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#diversity

CSCJES has delivered 'Diversity and Anti-Racism in RVE' professional learning, for both primary and secondary practitioners. Resources are available on the CSC website. https://www.cscjes.org.uk/

Further reading, research and organisations on diversity and anti-racism for RVE.

If you would like to discover more, here are some suggested reading materials or organisations for additional support:

- 'Diversity' search on Hwb link.

- Diversity in the Curriculum - CSC community area link.

- Diversity in the Curriculum for Wales prompt questions link.

- Diversity in the Curriculum for Wales CSCJES materials link.

- NATRE Anti-racist RE resources link.

- The Black Curriculum website link.

- Show Racism the Red Card - Wales link.

- Show Racism the Red Card 'Voices' resources link.

- Black, Asian and Minority Ethnic Education Wales link.

- Diversity and Anti-Racist Professional Learning (DARPL) website link.

There are lots of 'DARPL' sessions available to book on Eventbrite. These are free for schools and teachers to access and are provided by a range of organisations, funded by Welsh Government. Forthcoming sessions designed for teachers, school leaders and wider school staff. Use this link.

Some reflective questions:

1. How secure is your current understanding of diversity and anti-racism within the curriculum for Wales and RVE?

2. How far do you currently include diversity and anti-racism within your R.V.E. curriculum?

3. How confident are you of the requirements of the Curriculum for Wales in this area?

4. How far have you considered approaches to including diversity and anti-racism in your RVE curriculum?

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Section 6: The Learning Environment for RVE

<u>Effective environments</u>

The environment, indoors and outdoors, should be central to learners' authentic experiences. During this period of learning, exploration of the environment is a key driver for development. Through exploration of their environment, in the local community and beyond, learners begin to develop a sense of belonging and an appreciation of the world around them.

In realising their curriculum, practitioners should consider not only the physical spaces but also the emotional climate that support learners to achieve their potential. These environments should provide for wide and varied experiences that allow learners to express themselves physically, creatively and imaginatively, and allow them to follow their interests, independently or with others.

Effective environments should celebrate and value diversity and demonstrate inclusivity. They should promote a sense of belonging so all learners feel valued and represented. These environments should be *communication rich* and focus on promoting emerging communication skills and developing them further, ensuring that learners have access to a broad range of resources to help build vocabulary and facilitate *concept development*. An effective environment will scaffold the development of learners' understanding of mathematical concepts, visual and practical opportunities for learners to experience number, shape and pattern in authentic contexts, both indoors and outdoors. Effective environments should use digital media and a range of other resources to enhance learning in developmentally appropriate ways.

Effective environments should offer opportunities for learners to experience a sense of awe and wonder; they should ignite curiosity about the living and non-living world, motivating them to explore, solve problems and develop their creativity and critical thinking skills. The environment should also offer time and space for both contemplation and reflection, as well as opportunities for learners to develop gross and fine motor skills, as they challenge themselves physically.

There should be flexibility and variety within the environment, offering risk and challenge, and supporting learners to develop resilience, confidence and independence. An effective environment will also support mastery, by allowing frequent and extended opportunities to practise, rehearse and embed taught skills in a wide range of contexts.

There are wide number of social media pages/groups that offer examples of 'display' materials and resources. Please note, that you will need to check the appropriateness for the Curriculum for Wales framework, RVE Guidance and ethos and adapt/amend/develop as appropriate for your learners in your school/setting.

Section 7: Enriching Learner Experience in Religion, Values and Ethics

Whichever approach is taken to curriculum development, schools and settings within the Bridgend 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, Bridgend 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 Bridgend locality and across Wales, as well as sacred places and spaces, past and present.

Section 8: CSCJES Professional Learning, Advice and Support

Central South Consortium Joint Educational Services offers a range of advice, support and professional learning opportunities to support you with your RVE curriculum planning and delivery. Please check their [website](#) for regular updates, announcements and resources.

Here are some of the support and opportunities available:

Network Communities offer a place for discussion, posting questions, sourcing files and resources and announcements.

a) Primary Humanities Network [Link](#)

b) Secondary Religion, Values and Ethics (RVE) Network [Link](#)

c) Diversity Network [Link](#)

d) Curriculum for Wales [Link](#)

Playlists offer asynchronous professional learning. Links to current playlists for RVE:

[RVE Non-religious Philosophical Convictions and World Views](#)

Lead Practitioners
There are primary humanities and diversity lead practitioners who support the Network Meetings, the development of resources and case studies and supporting individual schools'/departments/ practitioners.

Network Meetings
There are several network meetings held through the year, and they can be booked via the CSCJES website. The past meeting agenda and resources can be found on the community areas on the CSCJES website.

- [Primary Humanities](#)
- [Secondary RVE/RE/RS](#)

The past meeting agenda and resources can be found on the community areas on the CSCJES website. The links are provided above.

Funded Projects

Previous RVE funded projects on offer for practitioners through CSC:

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- 'Exploring 'Objective, Critical and Pluralistic' RVE enquiry project, collaborating with the Church in Wales and EAS consortia.

- 'Developing curriculum design approaches to Religion, Values and Ethics' enquiry project.

- Humanities Curriculum Design Project

- Science and Religion Enquiry Project

- RVE and 'Philosophy 4 Children' ('P4C')

- Digital Humanities

- Secondary Peer Working Collaboration

The RVE case studies for these funded projects can be found through this link on the CSCJES website.

Bespoke Support

CSCJES offer a comprehensive range of bespoke support, via the individual schools' Improvement Partner (IP).

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Section 9: Bridgend Agreed Syllabus Conferences (ASC) and Standing Advisory Council (SAC) for RVE

The Bridgend Agreed Syllabus Conference (ASC) is a statutory body convened to prepare and recommend, or reconsider the Bridgend agreed syllabus for RVE for the local authority to adopt. Bridgend local authority is responsible for convening the Agreed Syllabus Conference (ASC). The Bridgend Agreed Syllabus Conference (ASC) is a separate legal body from a Standing Advisory Council (SAC).

**Bridgend Agreed Syllabus Conferences (ASC)
and Standing Advisory Council on Religion, Values and Ethics (SAC)**

The only legislative changes brought about by The Act in respect of ASCs and SACs are a) to make it explicit that any agreed syllabus for RVE much 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.

Role and responsibilities of an Agreed Syllabus Conference for RVE in Bridgend 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 and 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. It must have the same constituent committees as a SAC and the same representatives of each committee may be part of an ASC nevertheless 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 Bridgend 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 ask the local authority to reconsider its locally Agreed Syllabus the local authority must convene its Agreed Syllabus Conference. Similarly, Bridgend 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 Agreed Syllabus Conference is responsible for the preparation of the Locally Agreed Syllabus which is presented to Bridgend Local Authority. The Agreed Syllabus Conference has appointed persons who represent holders of non-religious philosophical beliefs as well as those who represent holders of religious beliefs, for the writing of this agreed syllabus.

The Role of SAC in supporting RVE in the new curriculum

Apart from those two legislative changes mentioned above 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 Bridgend '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 Bridgend SAC is to support the effective provision of RVE in schools. Bridgend 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 Bridgend 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) stipulates 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 Bridgend Local Authority; it may offer advice on any matters related to its functions as it sees fit. Bridgend SAC has a monitoring role concerning the standard of education in RVE in the schools in the local authority.

If any practitioners would like to be considered to become a member of Committee B, they will be required to approach their teaching union for nomination to SAC. Any further information concerning the process please contact the SAC Clerk: edsu@bridgend.gov.uk

A copy of the 2022 Bridgend Locally Agreed Syllabus can be accessed on the CSCJES website or through an email request from the SAC Clerk (see the email address above).

Section 10: Spiritual Development and Religion, Values and Ethics

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.

The information on 'spirituality' in the Curriculum for Wales can be found in the RVE Guidance on Hwb.

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

<u>Creativity and going beyond the everyday</u>
Learners can:
- develop creativity and use their imagination
- experience awe and wonder or be amazed by things
- foster curiosity and develop insight

<u>Exploration of ultimate questions and contemplation of meaning and purpose</u>
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.

All stakeholders are to be aware that spirituality is a **whole school responsibility**, as stated in the Curriculum for Wales.

Estyn often comment upon the '**spiritual**, moral, social and cultural development' (**S**MSC) of learners in their inspection reports.

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Section 11: 'Objective, Critical and Pluralistic' RVE

In the Curriculum for Wales and within every classroom in the Bridgend area, the vision for RVE is that it 'objective, critical and pluralistic', both in content and pedagogy; it is not about making learners 'religious or 'non-religious'. The expression 'objective, critical and pluralistic' comes from European Convention on Human Rights case law. The Curriculum and Assessment (Wales) Act 2021 ensures that all learners must be offered opportunities through RVE to engage with different religions and non-religious philosophical convictions in their own locality and in Wales, as well as in the wider world.

Practitioners of Religion, Values and Ethics

According to the Curriculum and Assessment (Wales) Act 2021 practitioners and schools should, for RVE, except in relation to learners in reception classes i.e. those learners below compulsory school age, typically those aged 3 to 5 years, accords with curriculum design requirements. 3- to 5-year-olds should still be provided with pluralistic RVE.

As RVE within the Curriculum for Wales can offer a distinctive contribution to the realisation of the **four purposes** for all learners, practitioners need to be aware of this unique position. As such, this Agreed Syllabus supports schools and settings in developing provision for RVE that prepares learners in Wales for life and work in a fast-changing and diverse world, as responsible and informed citizens.

Practitioners of RVE should be aware that it is situated within the Humanities Area and incorporates a range of disciplinary approaches that can be used by learners to engage critically with a broad range of religious and non-religious concepts. For example, disciplinary approaches relevant to RVE may include religious studies, philosophy, theology, sociology, psychology, and anthropology. There are also strong relationships between RVE and the other disciplines within Humanities as well as with other Areas. Practitioners should understand that concepts are important in RVE because they are central ideas that help learners to make sense of and interpret human experience, the natural world and their own place within it.

In summary, practitioners should ensure that the RVE is objective, critical and pluralistic for all learners. This should also be considered when organising/inviting any visits/visitors/organisations/charities/outside providers for your RVE.

Practitioners are advised that they:

- Ensure your RVE teaching is neutral and non-biased
- Audit your lesson activities to ensure they are appropriate, critical and objective
- Focus on learning 'about' and reflecting on a range of religions, faiths and philosophical convictions, not 'participating in'

Link to case studies on the funded project led by the **Church in Wales exploring 'objective, critical and pluralistic RVE'**.

If you have any questions regarding 'objective, critical and pluralistic RVE' please contact SAC through the Clerk: Edsu@Bridgend.gov.uk

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Section 12: 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."

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 ages **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 learners in year 7 the date of the withdrawal of this right will depend on whether the secondary school the learner 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 year 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 year 7 will lose their right of withdrawal. In any event, pupils in years 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 learners – September 2022

Year 7 learners – September 2022 OR September 2023, depending on the introduction of the Curriculum for Wales into their school

Year 8 learners – September 2023

Year 9 learners – September 2024

Year 10 learners – September 2025

Year 11 learners – 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

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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.

If you have any questions regarding the right to withdraw for RVE, please contact the SAC Clerk: Edsu@Bridgend.gov.uk

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Section 13: Progression in Humanities/RVE

The [Statements of What Matters](#) are **mandatory** and the key ideas, principles and concepts in which learners should be making progress. In the humanities, there are five Statements of What Matters – the first focuses on enquiry and investigation. The second focuses on interpretations and ways of communicating. The third focuses on the connection between people and the natural world. The fourth focuses on diverse and changing societies and the fifth focuses on the challenges and opportunities facing humanity, and what informed and principled citizens can do about those challenges.

The [Principles of Progression](#) are **mandatory** and are the high-level principles that explain what it means to make progress – they are the keyways in which learning takes place.

The learning descriptions are the more detailed description of what that progressive learning looks like in relation to each Statement of What Matters. The secret is not to look at one of these parts of the framework in isolation, but to see how they link together to support your planning for learner progress.

Progression in learning is a process of developing and improving in skills and knowledge over time. This focuses on understanding what it means to make progress in a given Area or discipline and how learners should deepen and broaden their knowledge and understanding, skills and capacities, and attributes and dispositions.

 (Designing your curriculum – developing a vision for the curriculum guidance)

[The Principles of Progression](#) – Progression 'Code'

Increasing effectiveness as a learner

- Asking questions
- Independence
- Informed decisions and predictions
- Making judgements
- Collaboration
- Confidence and resilience as a learner
- Metacognitive understanding

Increasing breadth and depth of knowledge

- Breadth
- Depth
- Conceptual understanding – abstract ideas
- Organise knowledge
- Make links across propositional knowledge
- More 'powerful' concepts
- Make judgements
- More sophisticated contexts
- Connecting learning inside and outside school

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Deepening understanding of the ideas and disciplines within areas of learning and experience

- Moving from holistic understanding of the world
- Disciplinary specific approaches
- Defining features of the humanities disciplines
- How the disciplines can be brought together
- 'Lenses'

Refinement and growing sophistication in the use and application of skills

- Accuracy
- Fluency
- Variety
- Refining
- Disciplinary skills
- Enquiry skills
- Interpretation skills
- Resolving contradictory or conflicting accounts

Making connections and transferring learning into new context

- Transfer knowledge and skills to new contexts
- Unfamiliar contexts
- Links between new and previous learning

The Principles of Progression in the Humanities Area of Learning:

Increasing effectiveness as a learner

As learners make progress within this Area, they will be asking increasingly sophisticated enquiry questions. They will show a greater independence in finding suitable information, making informed predictions and hypotheses, and making judgments including about reliability and utility. They will also become more able to effectively work with others, especially, but not limited to, taking part in social action.

Increasing breadth and depth of knowledge

Progression in the Humanities Area is demonstrated by learners engaging with an increasing breadth and depth of knowledge and underlying concepts. Learners increasingly develop the capacity to organise and make links across propositional knowledge, to identify and develop more powerful concepts related to the area of study, and to make supported judgements in more complex contexts.

Learners connect new ideas and information to knowledge acquired from previous learning from within and outside school and use it to build an increasingly clear and coherent understanding of the world around them.

Deepening understanding of the ideas and disciplines within Areas

Progression within this Area is demonstrated in the early stages as learners experience holistic approaches to exploring the world around them and are supported in shaping an understanding of

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themselves in the world. Learners will move on to more focused awareness of the lives of others, in their own social context, elsewhere in the world and in different eras. As they move through the continuum of learning, learners have an increased understanding of the defining features of the constituent disciplines (including history; geography; religion, values and ethics; business studies and social studies) and how these can be brought together to provide different lenses through which to view issues and address questions or problems.

Refinement and growing sophistication in the use and application of skills

As learners experience, understand and apply increasingly complex concepts, they show an increasing accuracy and fluency in using a variety of skills identified in the descriptions of learning and statements of what matters.

As they progress, learners will be continually refining and developing a growing sophistication of key disciplinary skills, including those relating to enquiry such as framing questions and using evidence to construct and support an answer, and relating that to representation and interpretation of enquiry results. Progression in this Area is demonstrated through an ability to work with an increasing number and sophistication of sources of information, and a growing understanding of how to resolve contradictory or conflicting accounts.

Making connections and transferring learning into new contexts

Progression in this Area is also characterised through more sophisticated use of relevant skills and the growing ability to transfer existing skills and knowledge into new, and increasingly unfamiliar contexts. As learners progress, they will be able to make links within and between periods and places, identifying similarities and differences, changes and continuities, and use the understanding of concepts to identify connections between new and previous learning. With greater understanding of the world, of other people and their values, in different times, places and circumstances, of their environment and how it has been shaped, learners will demonstrate greater ability to influence events by exercising informed and responsible citizenship.

Resources for developing knowledge and a shared understanding of progression in humanities and RVE:

- **CSCJES Humanities Lead resource on the Principles of Progression**
- **CSCJES Playlist on Progression in Humanities**
- **CSCJES AoLE Progression Maps: Humanities**
- **CSCJES RVE specific progression maps**. There are two 'draft' sets available, one based on the five Statements of What Matters (for a more integrated approach), and one based upon the seven sub-lenses (for a more stand-alone approach). Email Donna.Graves@cscjes.org.uk to access them.
- **Case study of progression within secondary RVE by Ysgol Gyfun Gymraed Llangynwyd.**
- **CSCJES General update on Progression and Assessment**
- **CAMAU: Progression and Assessment Key Messages** A resource that highlights relevant research, findings and key messages from the national CAMAU progression and assessment workshops.

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Section 14: Teaching Sensitive and Controversial Issues

A reminder that any resources contained in this material may be of use to schools and settings for religion, values and ethics (RVE) in their curriculum. These include some free to access resources. Please note that the links, beyond Welsh Government Hwb /CSCJES/ WASACRE are **not 'recommended' or 'endorsed' by Bridgend SAC or CSCJES**. All schools will need to carefully consider the resources to make their own decisions about their quality, relevance, and suitability for their religion, values and ethics, for their learners in their school/setting and community.

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- **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. Link.
- **CSCJES professional learning - Confidence teaching controversial and sensitive issues in the humanities classroom.** Resources from professional learning event available. Primary; Secondary
- **Diversity in CfW** This presentation explores the cross-cutting theme of Diversity in the Curriculum for Wales 2022 – link.
- **CSCJES RVE and Anti-Racism – Primary PL with CSC and Lat Blaylock - link**
- **CSCJES RVE and Anti-racism – Secondary PL with CSC and Lat Blaylock - link**
- **Resource for anti-racist - link**
- **Special Bulletin – Diversity** The success of the first DARPL National Leadership Conference on 8th June demonstrated that there is a growing momentum in schools across the region to create a diverse and representative curriculum, and to combat racism. This special bulletin is intended to provide you with links to the resources and policy information you need as leaders and practitioners, to implement change in your own schools and settings. Link.

Professional Learning for teaching sensitive and controversial issues:

Diversity and Anti-Racist Professional Learning

DARPL brings together a diverse team of providers with lived and professional experience through a professional learning and resource hub with a Welsh perspective in raising multi-disciplinary racial consciousness, as we all work together within the New Curriculum for Wales. Link.

CSCJES collaboration space:

Practitioners Community Area on the CSCJES website for Diversity and Anti-racism – join here.

If you have any questions about teaching sensitive or challenging issues relating to RVE, please contact the SAC Clerk: Edsu@Bridgend.gov.uk

Section 15: School Case Studies

Resources on Hwb for Religion, Values and Ethics (RVE): what's new?
These resources are intended to support practitioners with the changes to RVE (formerly Religious Education), within the Curriculum for Wales. The modules are specifically tailored and aim to support practitioners. They help with the transition to a new way of thinking, planning and delivering an RVE curriculum that is purposeful for learners in Wales.

Module 1: Early Years

Module 2: Primary

Module 3: Secondary

Module 4: Additional Learning Needs (ALN)

Module 5: Headteachers

Case Studies from schools within the CSCJES region can be accessed via this link on the CSCJES website: **Resources to support Religion, Values and Ethics in the Curriculum for Wales.**

Section 16: Points to consider for Religion, Values and Ethics for Bridgend Schools and Settings

The following questions can be used by Bridgend schools and settings when designing their curriculum for RVE and to prompt reflection and refinement.

- Have you considered how RVE will work best within the Humanities Area?
- Have you had regard for your agreed syllabus for RVE?
- Does your curriculum design for RVE support the realisation of the four purposes?
- Have you used the statements of what matters for this Area to inform your curriculum design?
- Have you used RVE concepts in your curriculum design?
- Have you considered a range of sub lenses through which to view RVE concepts to support curriculum design?
- Have you considered learning progression in RVE, using the principles of progression and descriptions of learning in the Humanities Area?
- Have you considered the 'learning journeys' provided to support your understanding of progression in relation to RVE?
- Have you reflected on the possible learning journeys of your own learners to support curriculum design for RVE?
- Have you included opportunities in your curriculum design for enriching learner experiences in RVE?
- Have you made key links between RVE and the other areas of learning and experience?
- Have you included opportunities for learners' spiritual development in RVE?
- Does your curriculum design for RVE ensure an appropriate depth, breadth and quality of learning?

Section 17: The Daily Act of Collective Worship (DACW)

Collective worship is **distinct** and **separate** from the academic subject of religion, values and ethics (RVE). Ensure that your collective worship is separate from your RVE/humanities lessons. The changes in the curriculum do not change the legal obligation on schools and settings to provide a daily act of collective worship (DACW) for their learners.

Learners **can** still be 'withdrawn' from collective worship. The latest WASACRE guidance on the withdrawal of learners from the daily act of collective worship can be downloaded here.

The 'legal requirements' for DACW:

• All registered learners (apart from those whose parents exercise the right to withdrawal) must take part in a collective act of worship every day;

• Most acts of collective worship in each term should be 'wholly or mainly of a broadly Christian nature'

• The act of collective worship may be as a whole school or in different age groupings;

• It may happen at any time of the school day;

• It must take place on school premises;

• The responsibility for the oversight of the daily act of collective worship rests with the governors in consultation with the Headteacher.

Where do the legal requirements come from?

  •   The guidance to schools in Welsh Office Circular 10/94 includes the following definition:

  •   *'It must in some sense reflect <u>something special</u> or <u>separate</u> from ordinary school activities and it should be concerned with <u>reverence</u> or <u>veneration</u> paid to a divine being or power'*

What the law does NOT expect:

There is often confusion about collective worship, and it is important to know that the law does NOT require:

  • the whole school to be together for the daily act of collective worship [the requirement is for any gathering of learners the school chooses, other than groupings based on religious affiliation]

  • acts of collective worship to be at the start of school in the morning [the timing of collective worship in the school day is for each school to determine]

  • a stated length of time for acts of collective worship [the length of acts of collective worship is a school matter but should not reduce the expected hours of the curriculum day]

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What are the exemptions for DACW?

- Parents have the right to withdraw;
- Sixth form it remains the case that only pupils in sixth form education or over the age of compulsory school may withdraw themselves from the daily act of collective worship;
- Schools can apply to the local authority's SACRE/SAC for exemption from the "broadly Christian" requirement for some or all their learners. This is called a "determination".
- Practitioners should be able to receive advice related to their specific situations from teaching unions.

What are the aims of DACW?

The daily act of collective worship in schools should aim to provide the opportunity for learners to worship God (for those who believe in God), to consider the spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to, watching and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes.

Welsh Office Circular 10/94

An act of collective worship is **distinct from an assembly**. Although they often take place during the same gathering, the difference between the two should be clear.

An act of collective worship may incorporate one or more of these components:

- Reflection
- Prayer
- Song
- Reading

Has your school/setting considered?

• How is the daily act of collective worship planned in your school each day?

• Is there a continuity/progression from one day to the next?

• Does each day follow the same pattern?

• Are there links to the school vision? To the 'Four Purposes' in the CfW?

• Can you work as a cluster to develop effective daily acts of collective worship?

The Daily Act of Collective Worship (DACW) for Post-16

• In 2009 a change in the law allowed post-16 learners in maintained schools to decide for themselves whether they wished to participate in collective worship or not. The change in the law allowed schools to acknowledge the growing independence of the post-16 learners.

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• The school must provide daily acts of collective worship for all learners in the school, including post-16 learners. However, post-16 pupils may request to be excused from the daily act of collective worship and schools should ensure that learners are aware of this.

• It is important to recognise that having the right to withdraw does not mean that learners need to withdraw from the daily act of collective worship – it merely means that they may do so if they feel they have a reason for so doing.

• Schools must not assume that sixth-form learners wish to be excused from the daily act of collective worship and therefore must have an active request from learners to opt out. There is no requirement for such a request to be in writing, but schools should keep an up-to-date record of such requests from learners. (Estyn 2017)

Covid and DACW

Advice for schools in Wales on the daily act of collective worship during the COVID-19 Pandemic (WASACRE, May 2020). This resource includes advice about: daily acts of collective worship in the current climate; how to facilitate daily acts of collective worship for distance learning; and suggested resources. The resource can be downloaded here.

Some resources for DACW to research:

- **CSCJES resource – 'The Daily Act of Collective Worship (DACW): Meeting the Legislative Requirements'** - link
- **Estyn: Supplementary guidance: collective worship in non-denominational schools** (2017) link.
- **Estyn: Supplementary guidance: collective worship** (2013) link.
- **Welsh Government publication** (2017) link.
- **The Diocese of Llandaff (Church in Wales) support collective worship** link.
- Teaching Resources for Assemblies | Picture News (picture-news.co.uk)

Cyfrwng Cymraeg

- Yn ychwanegol i'r gwasanaethau arferol maent wrthi yn creu adnoddau 'munud i feddwl' byr sy'n ymateb i Covid- 19.
- Mae'n Cristnogol yn ei gwedd, ond wedi ei greu i weithio ag unrhyw blentyn dim ots ei cefndir ffydd neu ddiwylliant. https://cymru.assemblies.org.uk
- Munud i feddwl Cristnogol ei gwedd https://www.bbc.co.uk/programmes/p016k10m
- Cymorth Cristnogol – gwasanaethau ar gael yn ddwyieithog
- Gwasanaeth ar gyfer CA2 a 3
- Cyfrwng Saesneg
- Yn ogystal â'r gwasanaethau arferol, mae Assemblies.org yn cyhoeddi clipiau Munud i Feddwl byr ac awgrymiadau oherwydd y sefyllfa Covid-19. Cristnogol ei hagwedd ond wedi'i gynllunio i'w ddefnyddio gyda phob plentyn waeth beth fo'u ffydd neu gefndir diwylliannol.
- Adnoddau Bahá'í ar gyfer ysgolion http://re.bahai.org.uk/assembly-ideas/
- Gwasanaethau BBC School Radio

- (KS1) https://www.bbc.co.uk/programmes/p00nkdgx
- Catholic Agency for Overseas Development (CAFOD)
- Cymorth Cristnogol
- Adnoddau Esgobaeth Llanelwy ar gyfer ysgolion, pobl ifanc a theuluoedd…a'r rhai sy'n gweithio gyda nhw yn ystod pandemig y corona. (yr Eglwys yng Nghymru) https://dioceseofstasaph.org.uk/coronavirus/resources-foryoung-people/
- SBeducation - Trydar Addysg Esgobaeth Abertawe ac Aberhonddu (Yr Eglwys yng Nghymru)
- Adnodd addoli cartref wythnosol gan Dîm Ysgolion Esgobaeth St Albans (Eglwys Loegr) https://www.stalbans.anglican.org/schools/worship-athome/
- Cynulliadau Dyneiddwyr y DU i bawb - cynhwysol a hygyrch i bob ysgol, athro, a disgybl, waeth beth fo'u crefydd neu gefndir cred. https://assembliesforall.org.uk/about/
- Oak National Academy #1 (yr Academi Genedlaethol a sefydlwyd yn Lloegr yn unig) https://youtube.co.uk Primary Resources – assemblies
- http://www.primaryresources.co.uk/assembly/assembl y.htm
- Adnodd addysgu rhad ac am ddim TES ar gyfer gwasanaethau
- Amrywiaeth Crefydd a Chred Pecyn canllawiau ac adnoddau ar gyfer ysgolion cynradd yng Nghymru a Lloegr - Peter Hemming, Elena Hailwood, Connor Stokes - see p.29ff pdf
- Unicef – Ysgolion sy'n Parchu Hawliau – adnoddau gwasanaethau
- https://simplycollectiveworship.co.uk/
- https://assembliesforall.org.uk/events/?fbclid=IwAR04tbeegi-lpQTFYNlzkoFBrQ7mi1TBalLOaWRfc_7xIwNU6oMPbk7Qu4k

English Medium Resources for Assemblies

- As well as the usual assemblies, Assemblies.org published short Pause for Thought clips and suggestions during to the Covid-19 situation. Christian in outlook but designed for use with all children regardless of faith or cultural background. https://www.assemblies.org.uk/

- Bahá'í resources for schools

- Catholic Agency for Overseas Development (CAFOD)

- Christian Aid

- Diocese of St Asaph Resources for schools, young people and families…and those that work with them during the corona pandemic. (Church in Wales)

- SBeducation - Diocese of Swansea and Brecon Education Twitter (Church in Wales)

- Weekly worship at home resource from the Diocese of St Albans Schools Team (Church of England)

- Humanists UK Assemblies for all - inclusive and accessible for all schools, teachers, and pupils, regardless of their religion or belief background.

- Oak National Academy (the National Academy set up in England only) https://youtube.co.uk Primary resources –

- TES free teaching resource for assemblies

- Diversity of Religion and Belief A guidance and resource pack for primary schools in England and Wales - Peter Hemming, Elena Hailwood, Connor Stokes - see p.29ff

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- [UNICEF – Rights Respecting Schools - assembly resources](#)

- https://simplycollectiveworship.co.uk/

- https://www.picture-news.co.uk/

- https://www.bbc.co.uk/teach/school-radio/primary-school-assemblies-collective-worship-ks1-ks2/zmsnm39

- https://www.bbc.co.uk/sounds/brand/b03g64r8

- https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg/search?query=Collective+Worship

- https://www.youtube.com/playlist?list=PLcvEcrsF_9zIN6s1Sn7lfBXFBDqizxtzt

You can contact Bridgend SAC, through the Clerk (EDSU@Bridgend.gov.uk), if you have questions regarding DACW.

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