

# Religion, Values and Ethics In The Curriculum for Wales (2022)

Support in providing our pupils with the highest quality Religious Education to equip them for life in our diverse and pluralistic world.

Gill Vaisey,  
Religion and Worldviews Adviser



## Introduction

This document, **Religion, Values and Ethics In The Curriculum for Wales (2022)**, aims to support teachers (in particular, those working with 3 – 7-year olds) to identify appropriate and meaningful Religious Education / Religion, Values and Ethics for their pupils. I trust that this guidance will be useful to consider, as teachers and schools design their own school level curriculum.

In preparing to implement the new Curriculum for Wales, teachers will need to transition their understanding of Religious Education within the current Foundation Phase Curriculum / Agreed Syllabuses to the 2022 curriculum with its Four Purposes and Statements of What Matters within the Humanities Area of Learning and Experience.

The Humanities Area of Learning and Experience provides a wealth of opportunity for excellent Religious Education – or Religion, Values and Ethics – to use its new term.

The Humanities AoLE “seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.” (Curriculum for Wales – Humanities)

RE / RVE has a strong presence in all of the What Matters Statements and this is an exciting opportunity to provide our pupils with the highest quality Religious Education and equip them for life in our diverse and pluralistic world.

With the introduction of new legislation, all pupils from the age of 3 years will be legally entitled to education in religion, values and ethics. It is therefore essential that practitioners are supported in understanding how this area of learning can be meaningful and appropriate for our youngest pupils and all ages / stages of development thereafter.

With this in mind, the details below provide some suggestions for RVE within the curriculum as we move forward with a focus on subsidiarity and school based design.

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### **RVE in the 2022 Curriculum for Wales**

'Religion, values and ethics' will be a mandatory element of the new curriculum for pupils aged 3 to 16 years.

There will be no parental right to withdraw children from education in religion, values and ethics. It is therefore crucial that RVE is taught through an approach that is objective critical and pluralistic that displays no bias towards any particular beliefs.

### **The Four Purposes and RVE**

"A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it." (Curriculum for Wales guidance)

It is essential that all RVE education is relevant and meaningful to pupils at their various stages of mental and emotional development. Careful consideration needs to be given to what we teach in RVE, how we teach it and crucially - why we teach the chosen aspects of religion, values and ethics.

We can examine the curriculum Four Purposes in light of RVE.

- ambitious, capable learners, ready to learn throughout their lives
  - in RVE pupils should set themselves high standards and enjoy the challenge of the subject as they develop a rich knowledge and use skills such as questioning and problem solving in a variety of different contexts. They should strive to understand and explain a range of concepts explored in their RVE education and critically evaluate and reflect upon their learning in this area.
- enterprising, creative contributors, ready to play a full part in life and work
  - pupils should connect their learning in RVE and apply their knowledge and skills gained to think creatively about life issues faced by themselves and others and how these might be reframed and solutions found where applicable. They should lead and play different roles in teams effectively and responsibly and express ideas and emotions through different media. They should consider how others contribute to society and give of their own energy and skills so that other people will benefit.
- ethical, informed citizens of Wales and the world
  - in RVE pupils should become knowledgeable about their culture, community, society and the world, focussing on religious and non-religious worldviews now and in the past. In their RVE education they should find, evaluate and use evidence in forming their views about their own beliefs and values and gain an understanding of and respect for the needs and rights of others, as a member of a diverse society. Pupils should engage with contemporary issues and understand and exercise their human and democratic responsibilities and rights whilst considering the impact of their choices and subsequent actions. They should consider their own and other people's relationship with the natural world and show their commitment to the sustainability of the planet.

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- healthy, confident individuals, ready to lead fulfilling lives as valued members of society
  - RVE can help pupils develop secure values alongside developing their personal spiritual and ethical beliefs. Through exploration of their own and other people's beliefs, values, lifestyle and challenges, pupils can develop empathy, face and overcome their own challenges, build confidence and resilience which in turn will support their own mental and emotional well-being. Through reflection on their learning in this area, they can begin to take measured decisions about lifestyle, manage risk and form positive relationships based upon trust and mutual respect. They should develop the skills and knowledge to manage everyday life as independently as they can.

### **RVE and The Areas of Learning and Experience**

Religious Education (RVE) will sit within the Humanities Area of Learning and Experience (AoLE). The Humanities **Statements of What Matters** provide a rich opportunity for exploring religion and worldviews as can be seen in the table on the following pages (6 – 19).

However, RVE also has natural links with other Areas of Learning and Experience and these cross-disciplinary links should be explored and utilised. Examples of these links can be seen in

the Health and Well-Being AoLE, statement

'How we engage with social influences shapes who we are and affects our health and well-being.'

This Area can help learners understand the important role of social influences on their lives. These influences are comprised of rules, social norms, attitudes and values that are created and reinforced by different social groups. It is through interaction with social groups that we experience these influences. They affect our identity, values, behaviours and health and well-being, and often do so without our being aware of it.

Learners will need to engage critically with these social influences within their own culture, as well as those of others, in order to understand how norms and values develop. This can enable them to understand how their own behaviours, relationships and experiences are shaped.

and the Languages, Literacy and Communication AoLE statement

'Literature fires imagination and inspires creativity.'

Literature expands horizons. In all its forms it can inspire and motivate us, while also helping us to learn more about language and communication.

This Area provides learners with literary experiences that can engage them as listeners, viewers, readers, narrators and creators. These experiences support them to appreciate a creator's craft as well as develop their own creative skills. They should be encouraged to experience and respond to a variety of literature that gives them insight into the culture, people and history of Wales as well as the wider world. Through this, as their understanding of their own and other people's experiences, beliefs and cultures is enhanced, learners can develop their ability to demonstrate empathy. This in turn can contribute to their emotional and mental well-being. In all, the literary experiences offered aim to spark learners' imagination and creativity and help to build a lifelong love of literature.

### Designing a curriculum in Wales and for Wales

“Instilling learners with passion and pride in themselves, their communities and their country is central to the four purposes. Learners should be grounded in an understanding of the identities, landscapes and histories that come together to form their cynefin. This will not only allow them to develop a strong sense of their own identity and well-being, but to develop an understanding of others’ identities and make connections with people, places and histories elsewhere in Wales and across the world.

It is important for this to be inclusive and to draw on the experiences, perspectives and cultural heritage of contemporary Wales. Confidence in their identities helps learners appreciate the contribution they and others can make within their different communities and to develop and explore their responses to local, national and global matters.

It also helps them to explore, make connections and develop understanding within a diverse society. This also recognises that Wales, like any other society, is not a uniform entity, but encompasses a range of values, perspectives, cultures and histories: that includes everybody who lives in Wales. This cynefin is not simply local but provides a foundation for a national and international citizenship.” (Developing a vision for curriculum design)

### Cross-cutting themes – Diversity

The cross-cutting theme of diversity has a strong natural link with RVE. The makeup of schools in terms of family background varies greatly across Wales. Some schools, particularly those in our larger towns and cities, may have a wide range of cultural and religious backgrounds represented by their pupils. Other schools, perhaps more so in small villages and rural settings, may have less diversity of family backgrounds in terms of race and religion. However, all pupils, regardless of their educational setting should have the same entitlement to recognising, understanding and celebrating the diverse range of beliefs, values and culture that exist and how these are expressed in everyday life by individuals, families and communities.

Whilst exploring a range of religious and non-religious worldviews within RVE, it is important to recognise their pluralistic nature. People do not ‘fit into neat boxes’ defined by a particular belief system. Beliefs and the way they are expressed can vary for individuals and groups within the same belief system. This can be influenced by the particular tradition followed, personal choice and local culture. Furthermore, families can be a blend of different faiths and beliefs held by members within the same family. Pupils may be growing up in a family environment which reflects more than one set of beliefs or blended beliefs and practices. This diversity will be most effectively explored by focusing on the lives of real individuals and their families and schools should carefully select appropriate resources to support this area of learning.

“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.” (Designing your curriculum – cross-cutting themes)

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### Religion, values and ethics - School curriculum design should:

- develop an understanding of the discipline and its value;
- provide rich contexts for learners to be curious, to explore ultimate questions, and to search for an understanding of the human condition, as well as providing opportunities for learners to reflect, and to experience awe and wonder, in a range of meaningful real-world contexts;
- develop rich contexts for enquiry into the concepts of religion, worldviews, secularity, spirituality, life stance, identity and culture to develop learners' well-rounded understanding of religious and non-religious worldviews;
- provide rich contexts for engaging with concepts of belief, faith, truth, purpose, meaning, knowledge, sources of authority, self, origin, life, death and Ultimate Reality which enables learners to develop an understanding of personal and institutional worldviews about the nature of life and the world around them;
- develop rich contexts for exploring the concepts of identity, belonging, relationships, community, cynefin, diversity, pluralism and interconnectedness which can enable learners to gain a sense of self and develop spirituality;
- explore the concepts of equality, sustainability, tolerance, freedom, prejudice, discrimination, extremism, good and evil which can give learners an insight into the challenges and opportunities that face societies;
- reflect the concepts and contexts of religiosity, practice, ritual, tradition, worship, sacredness, symbolism and celebration to develop learners' understanding of lived religion and belief;
- provide rich contexts for exploring the concepts of ethics, morality, justice, responsibilities, authority, humanity, rights, values and social action; and
- develop an understanding of lived religion and belief through the exploration of the key concepts.

### Coverage/range

- Focus on the experiences of ordinary people, including those who have traditionally been underrepresented.

(curriculum-for-wales/humanities/designing-your-curriculum)

**Descriptions of learning** “provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. These are arranged in five **progression steps** which provide reference points for the pace of that progression. These expectations are expressed from the learner's perspective and are framed broadly so that they can sustain learning over a series of years. They are not designed as stand-alone tasks, activities or assessment criteria. While the learning continuum is the same for each learner, the pace of progress through it may differ. The progression steps only broadly relate to age and broadly correspond to expectations at ages 5, 8, 11, 14 and 16.”

(curriculum-for-wales/designing-your-curriculum)

“Progression within this Area (Humanities) 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 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.” (curriculum-for-wales/humanities/principles-of-progression)



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The following table provides suggestions for RVE linked with the Statements of What Matters and Progression Steps. Currently, and from 2022, schools should also refer to their locally Agreed Syllabus for RE for further requirements and possible guidance.

A range of resources to support RVE has been referenced. This is not an exhaustive list and it would be helpful for practitioners to share their awareness of other suitable resources. Please do let me know (Gill Vaisey: [gill@booksatpress.co.uk](mailto:gill@booksatpress.co.uk)) of any other recommendations and these can be added as this document continues to develop as a useful tool to support schools in designing their own curriculum. This document will be regularly updated and can be downloaded from the [Books at Press](https://www.booksatpress.co.uk) website.

The series of resources [Belonging and Believing](#) focusses on eight five-year old children - each from a different religion or worldview. Many of these children live in Wales (Nia, Caitlin, Nyal, Krishan and Wilf), thus providing a Welsh context in which their particular beliefs and values can be explored. Information about each child and their worldview can be seen on the individual pages listed at the end of the introductory section [here](#).

As in the first section of the table below, the first two strands of the Statements of What Matters will apply throughout all aspects of RVE and should underpin the explorative approach to the discipline.

Statements of What Matters	Descriptions of Learning
<p><b>1. Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.</b>            Encourage enquiry and discovery, as they are challenged to be curious and to question, to think critically and to reflect upon evidence.</p> <p>Disciplinary approaches, including digital humanities will help learners gather, justify, present, analyse, and evaluate a range of evidence. Interpreting and synthesising information will help learners build upon what they have already learned and further inform their understanding of the world. By thinking critically about their discoveries, learners can then draw informed conclusions, but also understand that some conclusions can only be partial or inconclusive and open to different interpretations. They will need to reflect carefully in order to improve their methodology and extend or deepen their enquiry.</p> <p>Enquiry enables reflection, which can help learners understand the human condition. This, in turn, can add meaning to learners' own lives and contribute to their sense of place and worldview.</p> <p><b>Concepts:</b> questioning, evidence, evaluation, ethics and judgements.</p>	<p><b>Progression Step 1</b></p> <ul style="list-style-type: none"> <li>I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences.</li> <li>I have experienced a range of stimuli that have enthused and inspired me to imagine and be curious about my locality and Wales, as well as the wider world.</li> <li>I am beginning to communicate my observations in simple ways.</li> <li>I am beginning to communicate my findings in simple ways.</li> </ul> <p><b>Progression Step 2</b></p> <ul style="list-style-type: none"> <li>I have been curious and made suggestions for possible enquiries and have asked and responded to a range of questions during an enquiry.</li> <li>I have experienced a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and with growing independence.</li> <li>I can collect and record information and data from given sources. I can then sort and group my findings using different criteria.</li> <li>I can recognise the difference between facts and beliefs.</li> <li>I can present what I have discovered in a variety of ways and draw simple conclusions.</li> </ul>

Statements of What Matters	Descriptions of Learning
<p><b>2. Events and human experiences are complex, and are perceived, interpreted and represented in different ways.</b> We encounter and make sense of the world through a variety of events and experiences. As they form their own informed viewpoints and recognise those of others; learners can also develop self-awareness. Learning how various worldviews and factors can influence their own and others' perceptions and interpretations will encourage learners to develop an appreciation of how contexts influence the constructions of narratives and representations. By exploring how and why interpretations may differ and by critical understanding of a range of interpretations and representations derived from a variety of evidence, they will be better placed to evaluate their validity.</p> <p><b>Concepts:</b> seeking meaning, making judgements, ultimate and philosophical questions, representations, perspectives, interpretations, significance and validity.</p>	<p><b>Progression Step 1</b></p> <ul style="list-style-type: none"> <li>• I can form and express simple opinions about my likes and dislikes.</li> </ul> <p><b>Progression Step 2</b></p> <ul style="list-style-type: none"> <li>• I can form and express opinions about something that is important to me, considering my own ideas, feelings and those of others.</li> <li>• I can recognise and explain that my opinions and the opinions of others have value.</li> <li>• I can recognise that opinions may change over time.</li> <li>• I am beginning to recognise other people's feelings and viewpoints about familiar events or experiences.</li> </ul>



<p style="text-align: center;"><b>Suggestions for developing age appropriate religion and worldviews education RVE for 3 – 7 years</b></p>	<p style="text-align: center;"><b>Links with the Curriculum for Wales Extracts from the Statements of What Matters</b></p>	<p style="text-align: center;"><b>Curriculum for Wales Progression Steps</b></p>
<p><b>Who’s responsible for the natural world?</b>  <b>How do I interact with the natural world?</b>  <b>What do I and other people believe about the natural world?</b></p> <p>Provide opportunity for children to develop curiosity and a sense of awe and wonder, mystery and spirituality connected with the natural world e.g. through direct experience of being outside in a variety of weather conditions and seasons, first-hand experience with animals and birds, and through video, photographs, and books</p> <p>Consider and reflect upon their own experiences and views about the natural world – their likes and dislikes, their interaction with living things – animals and nature, and their thoughts and feelings about responsibility towards the environment.</p> <p>Hear and become familiar with stories, messages, actions and thoughts from different faith traditions about care for the natural world e.g. use <a href="#">The Tiny Ants</a> and /or <a href="#">Seven New Kittens</a> story book and cross-curricular activity packs to explore and respond to Muslim beliefs about caring for the natural world.</p> <p>Use <a href="#">The Baby Birds</a> book and puppet set to encourage thinking about the importance of careful actions towards living creatures.</p> <p>Begin to understand and appreciate that some people believe God created the world. Appreciate that some people care for the natural world because of their belief that God created it and gave responsibility to humans to care for it.</p>	<p><b>3. Our natural world is diverse and dynamic, influenced by processes and human actions.</b>                      Experiencing the wonder of the natural world can contribute to learners’ spiritual development and well-being, and can help to cultivate a sense of place and sense of belonging, as embodied in the Welsh word cynefin.</p> <p>Nurturing curiosity can help learners understand and appreciate how and why places, landscapes and environments in their locality and elsewhere in Wales, as well as in the wider world, are changing. This in turn will enable learners to identify what makes places and spaces distinct, and to develop an awareness of the interconnections between humans and their environment in both contemporary and historical contexts.</p> <p>Consequently, learners will be in a better position to make connections between the past and present, and to consider possible futures.</p> <p>Developing an understanding of how human actions in the past and present can affect interrelationships between the natural world and people will heighten learners’ awareness of how the future sustainability of our world is influenced by the impact of those actions. It will also encourage learners to understand, as producers and consumers, their own impact on the natural world. In addition, an exploration of a range of beliefs, philosophies and worldviews about the natural world can help learners realise how these influence people’s interactions with the world.</p>	<p><b>Progression Step 1</b>                      I am beginning to recognise the effects that I have on the natural world.</p> <p>I can recognise why places are important to me.</p> <p>I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me.</p> <p><b>Progression Step 2</b>                      I can describe how people and the natural world may impact on each other.</p> <p>I can describe how places, spaces, environments and landscapes are important to different people and for different reasons.</p>

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<p>Use the books and resources <i>Belonging and Believing: <a href="#">My Family</a></i> to focus on <a href="#">Vesper</a> (Christian) and <a href="#">Yusuf</a> (Muslim) and their respective family's belief about God and the natural world.</p> <p>Watch REOnline Charlie and Blue: <a href="#">Allah and Creation</a> (Muslim)</p> <p>Understand that some people care for the natural world because they believe humans have a responsibility to live in harmony with the planet to ensure it can be enjoyed now and in the future. Use <i>Belonging and Believing: <a href="#">My Humanist Family</a></i> to explore <a href="#">Wilf's</a> family's beliefs about relationship with and responsibility towards the natural world.</p> <p>Appreciate that some people, e.g. <a href="#">Caitlin</a> (Buddhist) from the <a href="#">Belonging and Believing</a> series, care for the natural world because they are following the guidance of a religious / spiritual leader</p> <p>Share the story <a href="#">Puddles and the St Francis Service</a> with the children. Reflect on the Christian belief that God gave stewardship to humans to care for all animals. Through the story, explore how some Christians celebrate the value and love for animals through a special church service.</p>	<p><b>Concepts:</b> interrelationships between humans and the natural world, cause and effect, change and continuity, significance, place, space and physical processes.</p>	
	<p><b>Human societies are complex and diverse, and shaped by human actions and beliefs.</b> Through an understanding of themselves, learners develop their own identity and an awareness of how they, as individuals, can shape the communities in which they live. Consequently, learners will come to realise that the choices we all make, individually and collectively, can have major impacts on society.</p> <p>Explore – and develop a tolerant and empathetic understanding of – the varied beliefs, values, traditions and ethics that underpin and shape human society.</p> <p><b>Concepts:</b> diversity, cause and effect, interconnectedness, community, identity and belonging, authority and governance.</p>	<p><b>Progression Step 1</b> I am beginning to understand that my actions and those of others have causes and effects.</p> <p>I can show an awareness of who I am and that I am similar and different to others.</p> <p>I am beginning to develop my awareness of similarities and differences between people.</p> <p><b>Progression Step 2</b> I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints.</p>
	<p><b>Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</b> Develop an understanding of their responsibilities as citizens of Wales and the wider interconnected world, and of the importance of creating a just and sustainable future for themselves and their local, national and global communities. Be active, informed, and responsible citizens and consumers, who can identify with and contribute to their communities, and who can engage with the past, contemporary and anticipated challenges and opportunities facing them, their communities and Wales, as well as the wider world.</p>	<p><b>Progression Step 1</b> I am beginning to understand that we need to respect others.</p> <p>I am beginning to understand that my actions and those of others have consequences.</p> <p><b>Progression Step 2</b> I have an awareness of what is right and wrong and that my actions should reflect that.</p> <p>I am beginning to appreciate and care for living things and my own environment.</p> <p>I can recognise that my actions and those of others impact upon communities and the environment.</p>

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	<p>Understand the interconnected nature of environmental and social sustainability; justice and authority; and the need to live in and contribute to a fair and inclusive society. Develop an awareness of their own rights, needs, concerns and feelings, and those of others, and of the role such an awareness plays in the creation of a sustainable and interconnected world.</p> <p>Through questioning and evaluating existing responses to challenges and opportunities develop as self-aware, informed, ethical global citizens, who critically reflect on their own and others' beliefs, values and attitudes. Consider the impact of their actions when making choices and exercising their democratic rights and responsibilities. Be able to justify their decisions when acting socially, and take committed social action as caring, participative citizens of their local, national and global communities, showing an understanding of and commitment to justice, diversity and the protection of the environment Create meaning and purpose in their own lives.</p> <p><b>Concepts:</b> citizenship, authority and governance, interconnectedness, justice and equality, social action, responsibility.</p>	<p>I can recognise the importance of the different rules, roles and responsibilities within the various communities to which I belong.</p> <p>I can take care of resources and not waste them, and I am conscious of the importance of creating a sustainable future.</p>
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<p><b>How do I and my family mark different times that are important to us?</b>  <b>How do other people celebrate and observe special times in their lives?</b></p> <p>Explore the different times which children celebrate throughout the year/ their lives.                      Use books and resources such as <a href="#">Festivals in Different Cultures</a> series.                      Hear and become familiar with stories, messages, actions and thoughts connected with secular celebrations and religious and non-religious festivals. Reflect on how they and others are involved in celebrations at home, school and places of worship. Develop knowledge of when celebrations occur by displaying a calendar of special events. Mark the special events relevant to particular children in the class.                      As appropriate, provide opportunity for children to explore and experience activities associated with festivals, whilst being mindful of children’s family backgrounds and sensitivities. Provide opportunity for children to respond creatively to the celebration of festivals through art music, dance, writing etc. Encourage the children to express their feelings regarding festival celebrations.</p> <p>Explore the similarities and differences in the way in which people celebrate and acknowledge special times.</p> <p>Use resources such as <a href="#">Belonging and Believing</a> series: <a href="#">Vesper</a> (Christian Easter), <a href="#">Margalit</a>, (Jewish Purim), <a href="#">Nyal</a> (Hindu Diwali).</p>	<p><b>4. Human societies are complex and diverse, and shaped by human actions and beliefs.</b>                      An appreciation of identity, heritage and cynefin can influence learners emotionally and spiritually, and help build their sense of self and of belonging. Through an understanding of themselves, learners develop their own identity and an awareness of how they, as individuals, can shape the communities in which they live.                      Through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, pluralistic and diverse nature of societies, past and present. Explore – and develop a tolerant and empathetic understanding of – the varied beliefs, values, traditions and ethics that underpin and shape human society.</p> <p><b>Concepts:</b> diversity, interconnectedness, community, identity and belonging, authority and governance.</p>	<p><b>Progression Step 1</b>                      I am beginning to identify important events that have happened to me in the past.                      I can show an awareness of who I am and that I am similar and different to others.                      I am beginning to develop my awareness of similarities and differences between people.</p> <p><b>Progression Step 2</b>                      I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints.</p> <p>I have explored and am aware of diversity in communities.</p>

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Share the series of stories about [Puddles](#) the cat to explore different aspects of the Christian faith and the significance of these to faith adherents e.g. Harvest, Christmas, Easter, St Francis Service.

Watch YouTube CBeebies [My First Festivals](#):

Explore special times in people's lives such as ceremonies for babies, coming of age, weddings, memorials and funerals.

Use the [Puddles](#) books for infant baptism and a Christian wedding.

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<p><b>How do some stories and events influence people’s everyday lives?</b>            Recognise that books contain stories and information that can influence people’s lives. Handle and value books appropriately recognizing that some books are classed as holy or sacred by some people and should be handled with particular care and respect.</p> <p>Understand that some books were written many years ago and still have a major impact on the lives of people today.</p> <p>Enjoy stories associated with religious events, activities and teachings.</p> <p>Begin to understand that some books such as sacred texts are of particular importance to some people, that they contain guidance and rules for life. Consider what and who influences their own codes of conduct and values.</p> <p>Use examples of the Bible for <a href="#">Vesper</a> (Christian), the Qur’an for <a href="#">Yusuf</a> (Muslim), the Guru Granth Sahib for <a href="#">Krishan</a> (Sikh), and the Torah for <a href="#">Margalit</a>, (Jewish) from the <a href="#">Belonging and Believing</a> series to recognise the importance of these books and their teachings for individuals and communities.</p> <p>Use the illustrated ‘story’ pages from Belonging and Believing series to find out about some key figures and their significant life events            e.g. <a href="#">My Christian family</a> – Jesus  <a href="#">My Sikh Family</a> – Guru Nanak  <a href="#">My Muslim Family</a> – Muhammad (pbup)</p>	<p><b>Human societies are complex and diverse, and shaped by human actions and beliefs.</b>            An appreciation of identity, heritage and cynefin can influence learners emotionally and spiritually, and help build their sense of self and of belonging. Through an understanding of themselves, learners develop their own identity and an awareness of how they, as individuals, can shape the communities in which they live. Consequently, learners will come to realise that the choices we all make, individually and collectively, can have major impacts on society.</p> <p>Through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, pluralistic and diverse nature of societies, past and present.</p> <p>Experiences in this Area can encourage a critical understanding of how societies are and have been organised, structured and led, in the learners’ own locality and in Wales, as well as in the wider world. Societies are characterised by a range of cultural, linguistic, economic, legal and political norms and values. They are also dynamic, both driving and reacting to changes on a local, national and global scale. Learners can explore the connections and interdependence between such societies in the past and present, in the context of a globalised world. Further engagement will also encourage them to explore – and develop a tolerant and empathetic understanding of – the varied beliefs, values, traditions and ethics that underpin and shape human society.</p>	<p><b>Progression Step 1</b>            I am beginning to understand that some events have happened in the past, other events are happening in the present and that more events will happen in the future.</p> <p>I am beginning to understand that my actions and those of others have causes and effects.</p> <p>I can show an awareness of who I am and that I am similar and different to others.</p> <p>I am beginning to develop my awareness of similarities and differences between people.</p> <p><b>Progression Step 2</b>            I can sequence events and I am beginning to understand that the past can be divided into periods of time.</p> <p>I can recognise similarities and differences between people’s lives, both in the past and present.</p> <p>I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints.</p> <p>I have explored and am aware of diversity in communities.</p> <p>I am beginning to understand how my community is governed and why there are rules.</p>



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<p><a href="#">My Hindu Family</a> – Ghanshyam (Lord Swaminarayan)  <a href="#">My Jewish Family</a> – Avram (Abraham)  <a href="#">My Bahá'í Family</a> – Baha'u'llah</p> <p>Watch REOnline Charlie and Blue:  <a href="#">Enlightenment</a> (Buddhist)</p>	<p><b>Concepts:</b> chronology, change and continuity, diversity, cause and effect, interconnectedness, community, identity and belonging, authority and governance.</p>	
<p>Create a timeline to help recognise the chronology of key figures and the periods of time in which they lived.</p> <p>Explore and reflect on the impact of these key figures on individuals, communities and societies today.          Hear stories about other people past and present who have influence on people's lives today.</p> <p><b>How and why do people care for one another?</b>  <b>How do I behave towards others?</b>  <b>What rules and codes of conduct do I follow?</b></p> <p>Hear and become familiar with stories and events about helping others. Consider who helps them and how they can help others at home, school and in the community.</p> <p>Identify the work of religious and non-religious people in school and in the community, focusing on how they help others and their motives for doing so. Encourage the children to talk about any religious or non-religious members of the local community with whom they are familiar and know of the work that they do.          Provide opportunity for children to meet new people from within the community who hold a variety of different religious and non-religious worldviews</p>	<p><b>Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.</b></p> <p>Experiences in this Area can help learners develop an understanding of their responsibilities as citizens of Wales and the wider interconnected world, and of the importance of creating a just and sustainable future for themselves and their local, national and global communities. Exploration of the humanities encourages learners to be active, informed, and responsible citizens and consumers, who can identify with and contribute to their communities, and who can engage with the past, contemporary and anticipated challenges and opportunities facing them, their communities and Wales, as well as the wider world.</p> <p>This Area will encourage learners to understand the interconnected nature of economic, environmental and social sustainability; justice and authority; and the need to live in and contribute to a fair and inclusive society. Experiences in this Area will also help learners develop an awareness of their own rights, needs, concerns and feelings, and those of others, and of the role such an awareness plays in the creation of a sustainable and interconnected world.</p> <p>Questioning and evaluating existing responses to challenges and opportunities can encourage</p>	<p><b>Progression Step 1</b>          I am beginning to understand that we need to respect others.</p> <p>I am beginning to understand that my actions and those of others have consequences.</p> <p><b>Progression Step 2</b>          I have an awareness of what is right and wrong and that my actions should reflect that.</p> <p>I can understand that not everyone is treated fairly.</p> <p>I am beginning to understand what human rights are and why they are important.</p> <p>I can understand that we need to respect the rights of others.</p> <p>I can recognise the importance of the different rules, roles and responsibilities within the various communities to which I belong.</p> <p>I can contribute actively and constructively to my community.</p> <p>I can recognise that my actions and those of others impact upon communities and the environment.</p>

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e.g. Christian Salvation Army members, vicar, minister, Sunday School teacher, Jewish rabbi or cheder leader, Muslim imam or madrassa teacher, Hindu Bal Mandir teacher, humanist celebrant. Invite visitors to talk with the children about their occupation / voluntary work linked to their religious or non-religious beliefs e.g.

- religious community leaders – Christian vicar, minister, pastor, Jewish rabbi, Muslim imam, Hindu priest, Buddhist monk(bhikku), nun (bhikkhuni), or other ordained Buddhist teachers, humanist celebrant
- children or youth workers – Christian Sunday School teacher, Hindu Bal Mandir teacher, Jewish cheder teacher/leader
- humanist celebrant,
- charity workers – Oxfam, Christian Aid, [Jewish Relief](#), [The Sikh Soup Kitchen](#), [Muslim Aid](#)

‘Meet’ people of different worldviews through [short video clips](#) provided by Claire Clinton, RE Matters.

Use [The Reverend Freddie Fisher](#) soft toy character from the Puddles series of books to explore further the role of a vicar. ‘Hotseat’ Freddie to encourage children to ask questions and think about what answers Freddie might give.

Watch REOnline Charlie and Blue: [Jesus](#) (Christian)

learners to develop as self-aware, informed, ethical global citizens, who critically reflect on their own and others’ beliefs, values and attitudes. Experiences in this Area will also help learners to consider the impact of their actions when making choices and exercising their democratic rights and responsibilities. These experiences will also underline the need for learners to be able to justify their decisions when acting socially, politically, economically and entrepreneurially. This can enable learners to take committed social action as caring, participative citizens of their local, national and global communities, showing an understanding of and commitment to justice, diversity and the protection of the environment. By responding to challenges, and taking opportunities for social and sustainable action, they can create meaning and purpose in their own lives.

**Concepts:** citizenship, authority and governance, interconnectedness, justice and equality, enterprise, rights, and social action and responsibility.

<b>Suggestions for developing age appropriate religion and worldviews education RVE for 3 – 7 years</b>	<b>Links with the Curriculum for Wales Extracts from the Statements of What Matters</b>	<b>Curriculum for Wales Progression Steps</b>
<p><b>What does it mean to belong and how do I and other people express their identity?</b> Ask children to bring in a family photograph. Make a display to show and celebrate the differences across families.</p> <p>Ensure that a range of resources are available which portray diversity – books, dolls, photographs, videos. Display and use books such <i>That's My Mum</i> by Henriette Barkow, Derek Brazell</p> <p>Create a series of wall displays to celebrate similarities and differences e.g. – hair, skin, dress, headwear Use the board book and resources <a href="#">Hats Of Faith</a> Share the story <a href="#">The Swirling Hijaab</a> Use the book and resources about <a href="#">Yusuf</a> (Muslim) to explore why his mum wears a hijab. Watch You Tube CBeebies series <a href="#">‘What’s On Your Head’</a> to explore hijab (Muslim), turban (Sikh) and kippah (Jewish) headdress.</p> <p>Explore the lives of the eight children featured in the <a href="#">Belonging and Believing</a> series. Encourage the pupils to look for similarities and differences across the children’s lives - their likes, activities, family members, pets, diet, celebrations, beliefs, practices, worship, artefacts, and lifestyles. Provide opportunity for the pupils to compare their own lives with those of the children in the books and with other children in the class. Identify what is important to the children in the books and what is important to themselves.</p>	<p><b>4. Human societies are complex and diverse, and shaped by human actions and beliefs.</b> An appreciation of identity, heritage and cynefin can influence learners emotionally and spiritually, and help build their sense of self and of belonging. Through an understanding of themselves, learners develop their own identity and an awareness of how they, as individuals, can shape the communities in which they live. Through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, pluralistic and diverse nature of societies, past and present. Explore – and develop a tolerant and empathetic understanding of – the varied beliefs, values, traditions and ethics that underpin and shape human society.</p> <p><b>Concepts:</b> diversity, interconnectedness, community, identity and belonging, authority and governance.</p>	<p><b>Progression Step 1</b> I am beginning to identify important events that have happened to me in the past.</p> <p>I can show an awareness of who I am and that I am similar and different to others.</p> <p>I am beginning to develop my awareness of similarities and differences between people.</p> <p><b>Progression Step 2</b> I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints.</p> <p>I have explored and am aware of diversity in communities.</p>

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Use the book and resources *Belonging and Believing: [My Baha'i Family](#)* to focus on Nia and her family's beliefs about unity – that everyone in the world belongs to one big family and that differences are to be celebrated.

Read the story of Baha'u'llah from within the book [My Baha'i Family](#) to consider his message of peace and unity across the world for all people.

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<p><b>Why are some places special to people?</b>  <b>What happens in these special places and why?</b>  <b>What things are special or precious to you and what is precious for others?</b></p> <p>Provide opportunity for the children to experience times of stillness and quiet reflection. Create a quiet reflection area within the classroom.</p> <p>Encourage children to enjoy being with others and expressing how they feel during activities such as singing, dancing, playing games, listening to and participating in storytelling. Reflect on times and activities they enjoy.</p> <p>Talk with the children about to whom and what they belong.</p> <p>Use the examples of <a href="#">Vesper</a> (church), <a href="#">Yusuf</a> (mosque), <a href="#">Krishan</a> (gurdwara), <a href="#">Margalit</a> (synagogue), <a href="#">Nyal</a> (mandir), <a href="#">Nia</a> (at home) and <a href="#">Caitlin</a> (garden shrine room) from the <a href="#">Belonging and Believing</a> series to consider why some people enjoy going to a place of worship, the variety of activities and events that happen in a place of worship, and how and why some people pray.</p> <p>Explore some of the Children’s special things and why they are important to them – e.g. Vesper’s Bible, Nyal’s mala beads, Nia’s shells, Caitlin’s shrine.</p> <p>Watch REOnline Charlie and Blue:  <a href="#">Hindu Worship</a>  <a href="#">Sikh Gurdwara</a></p>	<p><b>4. Human societies are complex and diverse, and shaped by human actions and beliefs.</b>  An appreciation of identity, heritage and cynefin can influence learners emotionally and spiritually, and help build their sense of self and of belonging. Through an understanding of themselves, learners develop their own identity and an awareness of how they, as individuals, can shape the communities in which they live. Consequently, learners will come to realise that the choices we all make, individually and collectively, can have major impacts on society.</p> <p>Through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, pluralistic and diverse nature of societies, past and present. Over time, places, communities and societies evolve, experiencing continuity and change that has affected, and continues to affect, their own and other people’s lives.</p> <p>Experiences in this Area can encourage a critical understanding of how societies are and have been organised, structured and led, in the learners’ own locality and in Wales, as well as in the wider world. Societies are characterised by a range of cultural, linguistic, economic, legal and political norms and values. They are also dynamic, both driving and reacting to changes on a local, national and global scale. Learners can explore the connections and interdependence between such societies in the past and present, in the context of a globalised world. Further engagement will also encourage them to explore – and develop a tolerant and</p>	<p><b>Progression Step 1</b>  I can show an awareness of who I am and that I am similar and different to others.</p> <p>I am beginning to develop my awareness of similarities and differences between people.</p> <p><b>Progression Step 2</b>  I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints.</p> <p>I have explored and am aware of diversity in communities.</p>

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Use the [Puddles Lends A Paw](#) book, soft toy characters and PLAN+3 activities with the pupils to explore the features of a traditional Church of England church – its features, activities and its community members.

Take the children to visit a Christian church – accompanied by the soft toy cat Puddles to investigate all the features of the church that are referenced in the book. Ask a Christian community member to accompany the children / host the visit so that they can talk about why the church and their faith is important to them.  
Visit other available local places of worship or community facilities which can be hosted in an age-appropriate way.

empathetic understanding of – the varied beliefs, values, traditions and ethics that underpin and shape human society.

**Concepts:** chronology, change and continuity, diversity, cause and effect, interconnectedness, community, identity and belonging, authority and governance.

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